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| Listening  Speaking  Reading  Grammar  Writing |
| **Topic: Passive voice** |

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| Instructor:  Ji Eun Kim(Jenny) | Level:  **Intermediate** | Students:  **3** | Length:  **30 Minutes** |

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| Materials: Visual aids: the picture of Sunflower painted by Van Gogh, the portrait of Gogh, a light bulb and a photo of Thomas Edison, a picture of shopping mall.  Worksheet #1 of blank sheet, Worksheet #2 of describing actions, Worksheet#3 of passive sentences search game.  White board, board markers. |

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| Aims:  Main aims: To enable Ss to improve their grammar skills by understanding passive voice by comparing with active voice (Object + am/is/are + past participle(-ed) + by subject,  closed style)  Secondary aims: Ss get used to passive voice by having Ss change the active verbs to passive ones on the worksheet and create stories with making passive voice sentences.  Personal aims: I will have confidence and coordinate the teaching pace properly by knowing thoroughly my lesson plan. |

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| Language Skills:  Listening: Students will listen to other students when they speak.  Speaking: Students will say their answer based on worksheet and activity.  Reading: Students will read sentences used passive form on the worksheet.  Writing: Students will write answers on the worksheet. |

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| Language Systems:  Lexis: a variety of verbs and vocabularies for example sentences.  chased by, covered in, crowded with  Phonology: -ed /t/ /tid/ /d/ /id/  Grammatical: Object + am/is/are + past participle(-ed) + by subject formation  Function: Ss can emphasize in a passive way.  Discourse: Create stories with various passive voice forms. |

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| Assumptions:  Ss have known the forms of past participle of verbs.  Ss know the transitive verb is available when passive can be used.  Most Ss understand how to change an active to passive voice.  Most students are good enough to create the stories in English. |

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| Anticipated Problems and Solutions:  Problems Solutions  Ss may not be able to change Tell them 'Object + am/is/are + past participle  passive formula. (-ed) + by subject'  Ss may not understand some Teacher can explain its meaning.  vocabularies from the worksheet.  Ss may finish the task earlier Ask some students about the correct  than expected. usage of some & any.  Ss may not be able to understand Chunk instructions and ask more ICQs.  teacher’s instructions.  If some Ss have not done search game. Give a demonstration to Ss |

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| References:  http://www.englishforeveryone.org  http://www.englishwsheets.com  http://www.eslpartyland.com |

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| **Lead-In** | | | |
| Materials: | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min | Whole class | Greeting,  Answer teacher’s questions | Hello everyone! How are you today?  Guiding questions:  Mimi, when was the last time you received a hand- written letter? Ivaylo, When was the last time you fixed something? |

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| **Pre-Activity** | | | |
| Materials: Visual aids-Picture of sunflower and Ban Gogh. Picture of light bulb and Thomas Edison, worksheet#1(blank sheet), white board, board markers. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 7min | Whole class  individually | Answer teacher’s questions  Answer teacher’s CCQ’s  Answer teacher’s CCQ’s and ICQ’s  Doing on worksheet #1  Answer according to their work. | **Eliciting:** Show the visual-aids  Show the picture of sunflower.  “What is this?” (Sunflower)  “Who painted this picture?” (Van Gogh)  “Right, so we can say Van Gogh painted the Sunflower?”(Yes) and write it down on board.  “And can you express this in another way?”  (The sunflower was painted by Van Gogh.) And write it down on board.  “Good. Can you guess what today’s lesson is about?” (Passive)  “That’s right.”  Explain when the passive voice usually used.  “The passive voice is used in English when it is more convenient to stress the thing done than the doer of it.  Explain the structure of a passive sentence comparing two sentences.  ‘The Sunflower (object noun) was(be verb) painted(V1-past participle) by(preposition) Van Gogh(subject proper noun-doer).  And show the other pictures of light bulb and Thomas Edison.  “Sophia, can you make sentence in passive form?”  (The light bulb was invented by Thomas Edison.) “Good”  **CCQ1:** Is the passive forms used when people want to stress the doer?(No)  Is the passive voice used when people want to stress the things done? (Yes)  Explain when the passive voice usually used as the other reason.  “We can also use the passive voice when doer is unknown.  **Modeling:** ‘The bag was stolen’ is much more usual than ‘Thieves stole my bag.”  **CCQ2:** We can use the passive forms only when we know who is the performer?(No)  We can use the passive forms when the performer is unknown? (Yes)  **Instruction:** Fill in the blanks with the appropriate formed verb on the worksheet. Work individually for 2minutes.  **ICQ’s:** What are you going to do? (Fill in the blanks.)  Do you work in pairs?(No)  Do you work individually?(Yes)  How much time do you have?(2min)  **Explicit Instruction:** I don’t want you to touch the paper before I pass all the paper. And you can start when I say begin.  **Explicit ICQ’s:**  So, can you touch the paper before I pass all the paper? (No)  Can you start when I say begin? (Yes)  Distribute the worksheets.  “Alright, now, begin!  Monitor Ss working discreetly.  Give time warning 1min/30seconds.  When 2minutes later, have each Ss answer according to their worksheets. |

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| **Main Activity** | | | |
| Materials: Worksheet#2, picture of a shopping mall, white board, board markers. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 14min | In groups | Move their seat.  Answer teacher’s ICQ’s  Doing on worksheet #2  Answer according to their work.  Answer teacher’s question  Brain storming  Answer teacher’s ICQ’s  Create their own stories  Present their own stories | Making the class in 2groups after having Ss say ‘active’ passive’ in order.  “Who are the actives?” “ Who are the passives?”  “All actives are here together, and all  passives here”  While Ss move their seats I prepare the pictures for activities and re-group.  “Kimchi and rice and pickle” “Sophia, Mimi, Ivaylo work together”  **Instruction:** Work in groups for 4minutes. Describing the actions on the worksheet by using passive voice.  **ICQ:** What are you going to do? (Describe the action of pictures)  Are you working individually? (No, in groups)  How much time do you have? (4min)  Distribute worksheets to groups.  Give time warning 1min/30seconds.  When 4minutes later, have each Ss answer according to their worksheets.  **Eliciting:**” Where is this?” (Shopping mall)  “OK, what kind of stuffs can we find out in a shopping mall like this?” I write down the words on the board. (cosmetics, clothes, food, parking lot…)  **Instruction:** Now, we are going to create stories regarding shopping malls with more than 5 passive sentences with your group for 6minutes.  **Demonstration:** When I entered the LOTTE department store, I saw that place was crowded with people.  **ICQ’s:** What are you going to do? (Make a story with passive sentences.)  Do you work individually? (No, in group)  How much time do you have?(6minutes)  **Explicit ICQ’s:**  The story will be related to shopping malls? (Yes)  Are you going to make less than 5 passive sentences? (No)  Are you going to make at least 5 passive sentences? (Yes)  Monitor their group working discreetly and if Ss ask questions, answer and help them use more adjectives regarding jobs.  Give time warning 2minutes/1minute/ 30seconds  “Time’s up, what is your story?”  Ss present their own stories. |

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| **Post Activity** | | | |
| Materials: Worksheet #3 for searching sentences | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min | individually | Answer teacher’s ICQ’s  Doing on worksheet #2  Present their work  Unscramble the sentence | **Instruction:** Connect the words  horizontal and vertical lines to form  sentences.  Find out sentences as many as you  can. Work individually for 3minutes.  **Demonstration:** I find out one  sentence.  ‘Many goals can be accomplished’  **ICQ’s**: What are you going to do?  (connect the words and find out  sentences)  Do you work individually? (Yes)  How much time do you have?  (3minutes)  **Explicit Instruction:** I don’t want you to touch the paper before I pass all the paper. And you can start when I say begin.  **Explicit ICQ’s:**  So, can you touch the paper before I pass all the paper? (No)  Can you start when I say begin? (Yes)  Distribute the worksheets.  “Now, begin”  Give time warning 1minute/30seconds  3minutes later, have all Ss present they found out respectively.  If there are no errors to correct, I will have Ss unscramble a sentence.  my/fixed/by/computer/uncle/was/ |
| **SOS Activities** | | | |
| Materials:  A picture of funny sign | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min | Individually | Recall and prepare their answers  Present their thoughts | Show the picture of a funny sign.  This is a funny sign I found on a  website. ‘Visitors who throw litter into  crocodile enclosure will be asked to  retrieve it’  Remember any sign you’ve ever seen  and tell us about it. Work individually  for 1 minute.  **ICQ’s:** What are you going to do?  (remember any sign)  Do you work individually? (Yes)  How much time do you have?  (1minute)  1minute later, have all Ss present they thought about respectively. |