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| Listening Speaking Reading  ***Grammar*** Writing | | | |
| Topic: The Accident  (Language Target: Passive and Active Voice) | | | |
| Instructor:  Sue & Pettra | Students Competency Level: Intermediate | Number of Students: 12 | Lesson Length:  60 mins |
| Materials: (List the Names of all materials used in the lesson. Materials must be shown at the end of this document)  White Board & Markers    Role Play Cards  -In Heaven’s Door  ◎Flashy  ◎Tangdang  ◎Docky  ◎Homey  -One Day  ◎Tiffy  ◎Bossy  ◎Shaxy  ◎Cherry  -Car Accident  ◎Rapper  ◎Kilya  ◎Tictac  ◎Slipper  Active and Passive Voice in Art Worksheet | | | |
| Aims: (What students will be able to achieve by participating in the activities of the lesson. (Ss gain or get by doing…)   * Improve students grammar skills regarding Active and Passive voice through role play, drillings and other activities in the lesson.   - Improve students speaking skills by answering teachers, participating in role play, drillings   * Get students familiar with using Passive Voice outside of the class. | | | |
| Language Skills: (Lists what activities language skills students will be using by participating in the activities of the lesson.)   * Reading: (Where did reading occur in the lesson?)   Note Taking, Text on worksheet, Vocabulary, Drilling wall chart   * Listening: (Where did listening occur in the lesson?)   Teacher talk, Discussion, Student’s talk   * Speaking: (Where did speaking occur in the lesson?)   Answering teacher, Group discussion, Role Play   * Writing: (Where did writing occur in the lesson?) Worksheet, Writing a story for role play | | | |
| Language Systems: (Lists what language systems students will be using by participating in the activities of the lesson.)  Function: (situation)   * Role-Plays –One Day/ In Heaven’s Door/ Car Accident   Phonology: (sound) - Drilling, Teacher and students talk  Discussion, Teacher’s talk, Students group presentation   * Lexis: (meaning)   Active and Passive Voice used in Past, Present and Future sentence.   * Discourse: (communication)   Group discussion, Role Play, Drilling, Students group presentation  Grammar:(language structure)  Active and Passive Voice used in Past, Present and Future sentence. | | | |
| Assumptions: (What students must already be able to do and what concepts must already be mastered before the lesson in order to achieve the aims of the lesson.)  .-   * By using target language in a role play students will enjoy * Students are familiar with the role play situations through experience or watching TV and movies * Students know enough basic vocabulary to discuss and perform role play situations * Students already know how to do role plays (discuss and perform in front of class) | | | |
| Anticipated Errors and Solutions: (What things might go wrong in the lesson and what the solution will be. An SOS activity should also be included)  - If Students could not fully understand and follow the directions —> Teacher gives them demonstration showing them how to do it.   * If activities last too long —> Teacher cuts the unnecessary parts. * If there are students who do not focus or do not follow the directions —> Teacher asks questions individually if there is a distracted student and brought their attention back to the lecture. | | | |
| References: Google website  Books: Learning Teaching 3rd Edition, Techniques & Principles in Language Teaching  www.els.com  [islcollective.com](http://islcollective.com) | | | |
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| Lead-In or Pre-Task Part (Warm-Up Part to activate and create interest in the lesson.) | | | |
| Materials: (List the Names of all materials used in the Lead-In or Pre-Task Part of the lesson. Materials must be shown at the end of this document)  White Board & Markers | | | |
| Time: | Classroom Set Up: | Student Activity and Goals: | Teacher Procedure & Instructions: |
| 1min  2mins  2mins  1min | Whole Class  Whole  Individual  Whole Class | Greet Teacher  Listen to teachers and become aware of target language structure.  Students answer to the questions and share their stories with others.  Students listen to the teachers. | Greet Student  Teacher act a situation where mom is taking care of baby using Active and Passive Voice.  Ask couple of students to share their story about their mom when they were young.  Tell Students that we will focus today on “present active and passive voice” .Give couple examples of target language on board related to role play stories |

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| Pre-Activity or Task Familiarization Part (Presentation Part Presenting the language structure to be covered in the lesson. Prepares students for the communication activity.) | | | |
| Materials: (List the Names of all materials used in the Pre-Activity or Task Familiarization Part of the lesson. Materials must be shown at the end of this document)  White Board & Markers | | | |
| Time: | Classroom Set Up: | Student Activity and Goals: | Teacher Procedure & Instructions: |
| 1min  1min  3mins  2mins  1min  1min | Whole Class  Whole  Whole  Whole/Individual  Individual  Whole | Ss look at drilling wall chart  Ss listen carefully to T  Ss read, listen, speak and drill following T’s instructions  Students drill following teacher’s instructions.  Students answer to the questions.  Students ask questions if they have. | Write on board active and passive voice sentences  Teacher shows, reads and explains active and passive voice  Teachers do drillings with students.  Teacher drills with whole class and individually.  Ask students to make a sentence applying the grammar we just learned.( write some words on board related to role play stories)  Make sure everyone understands the target language. |

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| Main Activity or Task Realization Part (Practice to Production Part Teacher lead practice of the language presented and move to communication based more student centered activity) | | | |
| ***Materials***: (List the Names of all materials used in the Main Activity or Task Realization Part of the lesson. Materials must be shown at the end of this document)  White Board & Markers  Role Play Cards  -In Heaven’s Door  ◎Flashy  ◎Tangdang  ◎Docky  ◎Homey  -One Day  ◎Tiffy  ◎Bossy  ◎Shaxy  ◎Cherry  -Car Accident  ◎Rapper  ◎Kilya  ◎Tictac  ◎Slipper | | | |
| Time: | Classroom Set Up: | Student Activity and Goals: | Teacher Procedure & Instructions: |
| 2mins  1min  1min  7 min  15  mins | Whole  Whole  Group  Group  Group | Students listen to teachers’ talk and understand instructions of the activity.  Students listen an confirm they understand the instructions.  Students receive role play cards and sit in a group they are included  Each person picks one role. Discuss in groups and make up stories.  *-This happens three times*  Each group comes up front to role play using passive voice | Teachers deliver role-play cards.  Teachers explain instruction clearly and make sure everyone follows and understand instructions.  Teachers divide groups into three and hand out role play cards for each group.  Teachers look around the class to facilitate students and make sure they are using target language. Answer if they have questions.  *-This happens three times*  Ask students to present their role play by groups in front of the class  Make sure and check that students use passive voice in a role play conversation. |
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| Post Activity or Post Task Part (Wrap-Up Part Close the Lesson on a high note to and consolidate language learned in a communication based activity new situation.) | | | |
| Materials: (List the Names of all materials used in the Post Activity or Post Task Part of the lesson. Materials must be shown at the end of this document)  Worksheet: Active and Passive Voice in ART | | | |
| Time: | Classroom Set Up: | Student Activity and Goals: | Teacher Procedure Instructions: |
| 1min  2min  3-5mins  3mins  2min | Whole  Whole  Pairs  Whole/Individual  Whole | Ss receive the worksheet.  Students listen how to do worksheet.  Students work in pairs  With worksheet.  Ss read out loud, one sentence each and check answers on worksheet  Students talk about the lesson today and share their thought about what they've learned. | Hand out students the worksheet of  “Active and Passive in Art”  Introduce worksheet and show examples by answering some questions on worksheet together.  Ask students to work in pairs  Facilitate students and help if they have questions.  T Makes students read out loud one sentence each in the class.  Wrap up by giving Ss feedback about their questions and writing on board active and passive voice sentences used today in class. |







