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| Listening  Speaking  Reading  **Grammar**  Writing |
| **Topic: The Passive Voice** |

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| Instructor:  **GIRI YI** | Level:  **Upper-Intermediate** | Students:  **17** | Length:  **20 Minutes** |

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| **Materials:**   * Wall chart – The Passive Story * Paper Card – Unscramble “passive”. * White board, board makers & tape. * Pictures of passive voice   - White board, board makers, easers, tape, papers. |

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| **Aims:**  1. **Main aim:** Students will improve their grammar skills by having students learn the passive voice by reading, speaking and worksheet,.  2. **Secondary aim**: Students will talk about passive voice by having students fill in the passive blanks, making a story with passive sentences and do puzzle.  3. **Personal aim**: I want to improve my time management. |

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| **Language Skills:**   * **Reading:** Students will read the wall-chart of a passive story. * **Listening:** Students will listen to the teacher’s passive story. * **Speaking:** Students will speak each other about their passive stories and worksheets. * **Writing:** Students will fill in the blanks of passive worksheets and will write stories on the papers with passive sentences. |

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| **Language Systems:**  - Lexis: Idioms used in describing people’s personalities and various situations.  - Function: Self-PR and advertisement for a lifetime partner.  - Grammar: None to discuss.  - Discourse: Find someone compatible with lesson and conversation.  - Phonology: None to discuss. |

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| **Assumptions:**  Students already know:   * Most students have a dream what they want to do. * All students are high school students. * Students have abilities to say about their dreams. * Some of students can write on the board what they make a dialogue. * Most of students can write on the papers. |

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| **Anticipated Problems and Solutions:** | |
| **- Students don’t want to say each other.**  **- Students may not be able to speak English very well.**  **- Students may need more time to write for topic.**  **- If time is short.**  **- If students finish their tasks earlier than anticipated** | → Remind them to encourage each other.  → Give the chance to speak easily with teacher’s help.  → Give them one or two more minutes to write.  → Cut post-activity discussion short and only ask 2~3 students to share their opinions about what’s most important in a lifetime partner  → Ask as many students as possible about their idea of a good partner for life, and differences between what they want in a date and what they want in a spouse. |

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| References:   * TESOL - Teaching Grammar P 158~77 (Times Media) * Google Image (Pictures) - <https://www.google.com/> * Puzzle Sheets – http://mes-enlgish.com |

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| **Lead-In** | | |
| Materials: | | |
| Time | Set Up | Procedure |
| 1 min | Whole Class | **(Greeting)**  **Hello everyone, how are you doing?  It’s a beautiful day, isn’t it?**    **(2 Guiding Questions) Do you have an I-phone?**  **On the phone, what application do you use the most?** |

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| **Pre-Activity** | | |
| Materials: Board, marker, wall-chart,, tape | | |
| Time | Set Up | Procedure |
| 1 min  2 min  2 min  **2 min** | Whole Class  Whole Class  Whole Class  **In Pairs** | (Elicit the important qualities & write them on the board)  **Eliciting**  **[A picture of reading ]**  **Does she read the book? Yes, she does.**  **She reads the book.**  **Does the book read by itself? No, it doesn’t.**  **The book is read by her.**  **CCQ’s**    When we use a passive verb, do we say **what the subject does**?  No, it doesn’t.  When we use a passive verb, do we say **what happens to the subject**?  Yes, it does.  In this sentence “I open the door.” is the passive voice being used? No, it isn’t.  What do we call this in grammar? **The Passive Voice.**  **\* Explain The Passive Voice**  **[Wall-chart of “The baker makes bread.”]**  The baker makes bread is the active voice.  The baker can make bread by himself, but bread **is made** by the baker.  We can make the passive sentences with “be verb + past participle”  Ex) I open the door. – The door is opened by me.  **Instruction**  1. A teacher will give students some worksheets **to write the passive sentences** from the active sentences.  2. Students will work **in pairs** **for 1 minute**.  3. Don’t start until I pass out all the paper and I say “**Go**”.  4. In 1 minute, students will share what they filled the blanks.  **Demonstration**  1. The teacher will write the active sentence on the board.  2. He/she will show how to change the passive sentence from the active sentence.  **ICQs**  **What are you going to do? Writing the passive sentences.**  **How much time do you have? For 1 minute.**  **Are you working individually or in pairs? In pairs.**  **Explicit ICQ’s**  **Are you going to start when I give you the paper? No.**  **Are you going to start when I say “Go”? Yes.**  [Students Activity]  (A teacher will give students the worksheets one by one.)  Students will make the passive sentences for 1 minute with partners.  In 1 minute, students will share what they filled the blanks..  **Monitor discreetly**.  Answer students if they ask questions.  **Give time warning: Timing! (Say to students “ 30 seconds, 10 seconds, time’s up!” for students know when they’re going to finish.)** Be flexible with time. Give 1 more minute if they need it. |

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| **Main Activity** | | |
| Materials: Board, marker, tape | | |
| Time | Set Up | Procedure |
| 1 min  3 min  3 min | Two  Groups  Whole Class  In pairs | **Creative Grouping**  1. A teacher will write **Passive** group and **Voice** group on the board.  (ex. Passive/ Voice)  2. The teacher will make two groups with the two words that Passive and Voice.  3. Students will say one by one the words and then they will move to their groups what they said.  **Instruction**  1. A teacher will give students some papers and 2 pictures to write a story.  2. Students will **make a story with more than 3 passive sentences** and they can use the 2 pictures.  3. Students have to work **in pairs for 3 minutes.**  4. Students start when I say “**Go**”.  5. In 3 minutes, every member reads the story what they made one by one.  **Demonstration**  1. A teacher shows the wall-chart of a sample story with the passive sentences.  2. The teacher chooses one student to read the story for whole students.  **ICQs**  **What are you going to do? Making a story with 3 passive sentences.**  **How much time do you have? For 3 minutes.**  **Are you working individually or in pairs? In pairs.**  **Explicit ICQ’s**  **Are you going to start when I give you the paper? No.**  **Are you going to start when I say “Go”? Yes.**  [Students Activity]  (A teacher will give students the papers and 3 pictures.)  Students will make a story with 3 passive sentences for 3 minutes.  In 3 minutes, they will share about what they made the stories.  **Monitor discreetly**.  Answer students if they ask questions.  **Give time warning: Timing! (Say to students “2 min, 1 min, 30 seconds, 10 seconds, time’s up!” for students know when they’re going to finish.)** Be flexible with time. Give 1 more minute if they need it. |

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| **Post Activity** | | |
| Materials: Board, marker | | |
| Time | Set Up | Procedure |
| 2 min  2 min | In groups  In groups | **Instruction**  1. A teacher will give students handouts of puzzle.  2. Students will **do puzzles for 3 minutes in pairs.**  3. In 3 minutes, students will share what they did.    **Demonstration**  1. A teacher will show the sheet of puzzle and he/she will explain how to in in the boxes of puzzle.  **ICQs**  **What are you going to do? Doing Puzzle**  **How much time do you have? For 3 minutes.**  **Are you working individually or in pairs? In pairs.**  **Explicit ICQ’s**  **Are you going to start when I give you the paper? No.**  **Are you going to start when I say “Go”? Yes.**  **[Students Activity]**  A teacher will give students handouts of puzzle. Students will do puzzles for 3 minutes in pairs. In 3 minutes Students will share what they did.  **Monitor discreetly**.  Answer students if they ask questions.  **Give time warning:**  **Timing! (Say to students “2 min, 1 min, 30 seconds, 10 seconds, time’s up!” for students know when they’re going to finish.).** Be flexible with time. Give 1 more minute if they need it. ***A teacher must check the time to finish.***  **Error Correction**  I didn’t hear any mistakes. *(Correct one major mistake if necessary.)*  Can you unscramble this word?  **sspaive → passive**  **II. Conclude lesson**  **Wow, well done everyone. I’m glad be with you today. It’s time to finish, thanks for your attention and doing well. See you next time, goodbye!** |
| **SOS Activities** | | |
| Materials: Board, marker, paper, pens | | |
| Time | Set Up | Procedure |
| 2 min  3 min | Whole Class  **Individually** | ***(A teacher has done the lesson 3~5 minutes earlier, he/she can use this SOS Activity.)***  **\* The Passive Bingo Game**  **Instruction**  1. A teacher gives the papers to students to make the boxes (5x5) on the paper to play Bingo Game.  2. Students will write the dreams list on the paper from the board what students wrote and students will do **individually**. They will start when the teacher say “**Go**”.  3. They will say and mark one by one **for 3 minutes.**  4. The teacher will stop the game in 5 minutes to finish the class.  5. The winner will be one who has many marked by cross, up and down.  **Demonstration**    A teacher will make the boxes (5x5) on the board and show how to play for students. Most of students know how to play the Bingo Game, it doesn’t need to explain a lot of details.  **ICQs**  **What are you going to do?**  **How much time do you have?**  **Are you working individually or pairs?**  **Explicit ICQ’s**  **Are you working when I give the paper?**  **Are you working when I say “Go”?**  [Students will play game for 3 minutes]  **Monitor discreetly**.  Answer students if they ask questions.  **Give time warning:**  **Timing! (Just let students know the finish time.)** |

**Speaking Lesson Plan - Time**

**Lead-In** [minutes]

**1** 1

**Pre-Activity**

**7**

1 Eliciting & CCQ’s

2 \* Explain The Passive Voice

2 Instruction & Demonstration ICQs & Explicit ICQ’s

1 [Students Activity]

**Main Activity**

**8**

2 Creative Grouping

3 Instruction & Demonstration ICQs & Explicit ICQ’s

3 [Students Activity]

**Post Activity**

**5**

2 Instruction & Demonstration ICQs & Explicit ICQ’s

3 [Students Activity]

Error Correction, Conclude lesson

**Total**

**20**