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| Listening  Speaking  Reading █ Grammar  Writing | | | |
| **Topic: What a Dramatic Season!**  **(Language Target: Passive and Active Voice)** | | | |
| Instructor:  Jacki | **Students Competency Level**  **Pre-Intermediate** | **Number of Students:**  **13** | **Lesson Length:**  **55** |
| Materials: **(List the Names of all materials used in the lesson. Materials must be shown at the end of this document)**  -White Board and Markers  -Activity Pictures:  Go to See a Doctor  New Job  Moving to a New Place  New Boyfriend  -Passive Voice Exercises Worksheet  -Drilling Wall Chart I – Subject + Present Verb + Object.  Subject + Past Verb + Object.  -Drilling Wall Chart II – Subject + Present Be Verb + Past Participle + Object.  -Subject + Past Be Verb + Past Participle + Object. | | | |
| Aims: **(What students will be able to achieve by participating in the activities of the lesson. (Ss gain or get by doing…)**  -Ss will improve grammar skills about active and passive voice by T using passive  Voice sentence, T responding and rephrasing Ss thoughts, drilling and group  Activity.  -Ss will improve speaking skills by answering T, pair and group activity and  drilling  -Ss will improve listening skills by T’s story, interact with T and S and drilling | | | |
| 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?)**   White board, worksheet, drilling wall chart   * Listening: **(Where did listening occur in the lesson?)**   T talk, Ss talk, discussion   * Speaking: **(Where did speaking occur in the lesson?)**   Responding to T, discussion   * Writing: **(Where did writing occur in the lesson?)**   Worksheet, Taking a notes | | | |
| Language Systems: **(Lists what language systems students will be using by participating in the activities of the lesson.)**   * Phonology: **(sound)**   Teacher talk, discussion, drilling   * Function: **(situation)**   Learn that passive voice is used when the focus is on the action.   * Lexis: **(meaning)**   Learning new vocabulary in worksheet   * Grammar: **(language structure)**   The active and passive voice   * Discourse: **(communication)**   Interact with T-S-T, discussion and drilling | | | |
| 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.)**  -Ss have already known active and passive voice form.  -Ss can express their ideas about events which happened last season. | | | |
| 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 Ss might not know the grammar rule that is going to handle in the lesson.  -> Solution: T provide more explanation and examples.  -If Ss can’t think about dramatic events -> Solution: T can give some ideas to Ss.  -If Ss finish earlier than expected  -> Solution: T asks more questions to check their understanding. | | | |
| References:  <https://www.ego4u.com/en/cram-up/grammar/passive>  <http://busyteacher.org/4108-how-to-teach-the-passive-voice>  <http://www.gingersoftware.com/content/grammar-rules/verbs/passive-voice/>  http://www.englishpage.com/verbpage/activepassive.html | | | |

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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 and Marker | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 1min  4min  4min | W  W  W-S | Greet T.  Ss listen to T.  Ss answer about T’s Q | Greet Ss.  Tell Ss about I ‘ve been having a dramatic season so far. Tell my story using active and passive voice.  Ask Ss is there any special or dramatic events this season they can remember. T rephrases and responding using passive voice.  Transition. Let’s find out about more events we had! |

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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 and Markers  -Drilling Wall Chart I – Subject + Present Verb + Object.  Subject + Past Verb + Object.  -Drilling Wall Chart II – Subject + Present Be Verb + Past Participle + Object.  Subject + Past Be Verb + Past Participle + Object. | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 5min  7min  5min | W-Ss  Pairs  S-W | Ss read, listen, speak and drill to learn  Listen to T. Ss work as a pair. Ss share their ideas.  Ss present. | Put drilling wall chart on the white board  (or write with marker). Do drilling with Ss.  Explain to Ss passive voice is used when the focus is on the action.  T introduce “Carry Out an Action” activity.  Put Ss in pairs and let them describe 3 actions to sentence. (ex) Jacki dropped a pen on the desk. Let them write again with passive voice.  Ask Ss to present their sentences. |

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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 and Markers  -Activity Pictures:  Go to See a Doctor  New Job  Moving to a New Place  New Boyfriend | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 1min  7min  7min  7min | G  G  G  G-W | Moving into group  Ss share their thoughts with group.  Ss work in group to rewrite sentences  Group present their sentences to class. Other groups listen. | Divide Ss into groups. Hand out activity pictures.  Introduce “What a Dramatic Season” activity. Ask Ss describe 3 ordinary events happened this season. And 3 dramatic events happened this season. Let them share their ideas. Make sure they can use activity pictures for example.  Ask Ss rewrite sentence with passive form. Facilitate S-T, S-S.  Let each group presents their sentences to whole class. T facilitates class response and feedback. |

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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)**  -White Board and Marker  -Passive Voice Exercises worksheet | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure Instructions:** |
| 5min  1min  1min | W  W  W | Ss work on worksheet. Interact with T.  Listen T  Listen and say bye to T | Hand out passive voice exercises worksheet. Facilitate S-T, S-S.  If they can’t finish, tell them we will continue tomorrow. Tell them also tomorrow we will watch video clip so we will see more details about the passive voice- when, why and how to use it.  Wrap up the class and thank all Ss for their participation. |

## Activity Pictures

## New Boyfriend

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## Go to See a Doctor

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## New Job

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## Moving to New Place

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## Drilling Wall Chart I– Subject + Present Verb + Object

## Subject + Past Verb + Object

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| Jacki washes the dishes. |
| Somebody stole my laptop. |

## Drilling Wall Chart II– Subject + Present Be Verb + Past Participle

## + Object

## Subject + Past Be Verb + Past Participle +

## + Object

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| The dishes are washed by Jacki. |
| My laptop was stolen by somebody. |

## Passive Voice Exercises Worksheet

Fill in the correct passive form of the verb in parentheses.

1. After the earthquake, aid was sent to the people of Haiti. (sent)
2. The electricity was cut off because the bill hadn’t been paid. (not pay)
3. Penicillin \_\_\_\_\_\_ by Alexander Fleming in 1928. (discover)
4. Statements \_\_\_\_\_\_ from all the witnesses at this moment. (take)
5. Whales \_\_\_\_\_\_ by an international ban on whaling. (must protect)
6. Both weddings \_\_\_\_\_\_\_ by Good Taste. (cater)
7. A Picasso \_\_\_\_ from the Metropolitan Museum of Art.(steal)
8. \_\_\_\_ this washing machine \_\_\_\_\_\_in Germany? (make)
9. Tea \_\_\_\_\_ in China. (grow)
10. When we reached the airport, we found that all the flights\_\_\_\_ due to the storm. (cancel)
11. The fax \_\_\_\_\_ until tomorrow morning. (not send)
12. The soundtrack of a movie \_\_\_\_\_ always \_\_\_\_\_ after the filming is finished. (is/add)