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| [ ]  Listening [ ]  Speaking [ ]  Reading [ ]  Grammar [ ]  Writing |
| **Topic:** Active and Passive Voices |

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| Instructor:**Joy** | Level:**Intermediate****(Adults)** | Students:**3** | Length:**30 Minutes** |

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| Materials: paper cup and water worksheet pictures |

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| Aims: ˙Main aim : Ss will be able to differentiate active and passive voices ˙Secondary aim : Ss will be able to use passive voices to avoid blame˙Personal aim : I want to recognize what I do well. |

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| Language Skills: ˙Speaking : Ss will speak about passive voices to avoid blame.˙Writing : Ss will write the sentences of passive voices with various words.˙Listening : Ss will listen to teacher’s instructions and classmates’ saying.˙Reading : Ss will read vocabularies and sentences on a worksheet. |

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| Language Systems: ˙Phonology : /d/, /t/, /id/ (past participle) ˙Lexis : Vocabularies (messed up, ripped, spilled, broken, drawn, ruined, stolen..)˙Grammar : active and passive voices˙Function : avoiding blame and explaining˙Discourse : accusations |

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| Assumptions: ˙ Ss already know subject & object, present & past. ˙ Ss have a good relationship with other Ss.  |

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| Anticipated Problems and Solutions: ˙ There are some words Ss don’t know → Teacher elicits.˙ There isn’t enough time for all activities → Teacher do main activity shortly. |

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| References:<http://www.shutterstock.com/pic-33768622/stock-photo-hand-taking-away-money-from-a-wallet.html><http://www.teach-this.com/resources/grammar/passive><http://meralcinar.blogspot.kr/2013/04/passive-voice-lesson-plan-in-simple.html><http://www.edufind.com/english-grammar/passive-voice> |

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| **Lead-In** |
| Materials:  |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min | Whole class | Listening and answering | Hello, everyone! How are you today? (wating for the answers) Ok, let’s get started |

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| **Pre-Activity** |
| Materials: paper cup and water, the cards of sentences (appendix 1) |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min5min | Whole class | Answering ReadingListeningMatching cards | Elicit“Before starting our class, I want you guys to close your eyes.”Teacher spills the water in the paper cup on the desk.“What happened, now? (Teacher spilled the water.)Teacher writes the sentence ‘Teacher spilled the water’ on the board.“Did you see it? The water was spilled, but I didn’t do it.”“What did I say?”Teacher writes the sentence ‘The water was spilled’ on the board.Teacher explains difference between active and pass voices using written sentences.Instruction“Now, we are going to play a game by matching active and passive sentences that have the same meaning. These cards facing down are active sentences. And I’ll spread out passive sentences on the desk. One of you picks up the top card and reads it loud, then the others shout ‘snap’ and place a hand on the card and wins the pair of cards. The student reading the card is not allowed to play. The order of reading the cards is from Sherry, and clockwise way. We’ll play until there are no more cards. The student with the most pairs wins. I’ll give you 4minutes.ICQ“How do you win this game?” (To have the most cards)“Ok, start!”(Monitoring during their activity)(Give time warning)“Time’s up”(Check their work)“Good job!.” |

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| **Main Activity** |
| Materials: pictures (appendix 2) |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min10min | Whole class | SpeakingListeningConversationguessing | ElicitTeacher shows the picture(appendix 2) to Ss.“What’s this?” (broken window)“What’s this?” (If they don’t answer, Teacher informs Ss of some verbs like ripped, ruined..)Instruction“Now we are going to play a guessing game. S1 picks one bad thing that she wants to do, and circles it. S2 asks the things like this. ‘Did you break the window? If yes, S1 says ‘I did it !’ If no, S1 says ‘the window was broken, but I didn’t do it ! Then S2 asks a different question. I’ll give you 9minutes.”ICQ“How many bad things do you have to choose?” (One)“How much time do you have?” (Nine)(I monitor whether their work goes well and they need any help.)(Give time warning)(Check the whole class work)“Time’s up. Let’s move on to another activity. |

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| **Post Activity** |
| Materials:  The cards of pictures (appendix 3) |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min8min |  | SpeakingListening | Instruction / Demonstrate“Now, we are going to describe objects using the present passive. I’ll show how to do this” Teacher picks up the picture of dictionary “Can you describe this with present passive? (It’s made from paper. It’s used in the classroom. It’s bought by students. It’s used to find the meanings of words. etc)“Turn over a card and describe to the other students using the present passive. When you describe an object, you must use the words like it, they, this or these. The first student to guess the object wins the card. The winner is the student with the most cards at the end of the activity.ICQWhat do we use to describe?(present passive)Okay, Let’s begin.(Monitoring during their activity)(Give time warning)“Time’s up”“Did you enjoy this activity?”FeedbackI think you had a great time thinking about two voices.Error correctionYou need to say ‘ripped’/ript/, not /ripd/.Good job everyone! That’s all for today. Bye! |
| **SOS Activities**  |
| Materials: Work sheet (appendix 4) |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 | individual | writing | “Let’s make as many sentences as you can. Students who create more passive sentences will be the winner” |