

Lesson Plan

Class:	SCT ESL	Date:	30.08.2012	Day:	Friday	Period	1 & 2
Topic:	Brown Eyes	Lesson type:	language				
Lesson length:	100 minutes	Number of learners:	13				
Context for the lesson:	this lesson will build on students' language knowledge by introducing the passive voice - students will be familiar with the present simple, past simple and present perfect in the active forms. In this lesson, they will also be introduced to them in the passive voice.						
Special learning conditions/requirements:	students will work in pairs as per yesterday's lesson with one group of 3 if necessary. This will allow for peer teaching as weaker students will be paired with their stronger peers						

Lesson Aims

to assess students ability to read literally and inferentially

to consolidate students' understanding of the past simple for completed events in the past and for narrating events

to introduce students to the passive voice

Learning Outcomes (For Students)

At the end of the lesson students:

will have consolidated their understanding of the simple past for talking about completed events in the past and for narrating events

will be familiar with and had practice in using the passive voice

Resources and Materials

Herald Sun article: Can I play outside, mum? and associated questions
passive sentences
passive exercises

Procedure and Timing

Timing	Procedure
9.00	I mark roll and students settle
9.05	summative reading task: newspaper article: Can I play outside, mum? vocab task necessary for doing reading task (5mins) check answers (2 mins) prediction activity in groups (5mins) hear students predictions (2 mins) students read (8 mins) I ask students if their predictions were correct end of reading task
9.30	continuation of yesterday's verb cloze activity: I ask students: what types of words are they that you've put back in? expected answer: verbs and by I ask: What types of verbs? expected answer: simple past I ask a student to give me one of the simple past verbs? expected answer: were, was, shot.....
9.32	I ask the students to highlight all the simple past verbs in the letter.
9.37	I then go around the class asking the groups for the simple past verbs. I write them on the board as students give them I elicit: when do we use the simple past? expected answer: we use it for something finished I ask do we use it when were telling a story? expected answer: yes

<p>9.42</p>	<p>INQUIRY BASED GRAMMAR ACTIVITY</p> <p>I then ask students for the other words which I write on the board</p> <p>I ask students if there is a pattern</p> <p>What kind of pattern?</p> <p>students examine the words :</p> <p>expected answer:</p> <p>have + been + past participle + by have been arrested by have been framed by</p> <p>simple past of be + past participle was placed</p>
<p>9.50</p>	<p>I give students sentence halves for which they need to find their partner</p>
<p>9.55</p>	<p>students mingle and find their half to the sentence. I ask students to write their sentences on the board using a different colour for the verbs and by. I control this so it happens in an active followed by passive sequence:</p> <p>Susan and Peter visit the Hotel Vista every year (SPres) active</p> <p>The Hotel Vista is visited by Peter and Susan every year (SPres) passive)</p> <p>The impostor placed the gun in Peter's hand (s past) active</p> <p>The gun was placed in Peter's hand by the impostor (S Past) passive</p> <p>The impostor took the photo of Peter and Susan (s past) active</p> <p>The photo was taken of Peter and Susan by the impostor</p> <p>I elicit the verb tenses in the active sentences and label: simple present, simple past</p> <p>I elicit the verb pattern in the passive: SP + past participial</p> <p>In groups, students are then asked to examine the word order of the Subject and Object in the active and passive sentences and come up with a rule</p>
<p>10.10</p>	<p>a member of each group presents their rule to the class</p> <p>expected answer: In the active voice, the agent of the action is the subject of the sentence. But in the passive voice, the receiver of the action is the subject of the sentence.</p>

	<p>If rule is not forthcoming, I guide students into a better understanding.</p> <p>students do passive exercises on worksheet.</p> <p>Part A) recognizing active versus passive</p>
10.20	<p>Students told to do 1, 2, 3, 4, 6 and 7)</p> <p>GROUP WORK</p> <p>students work in pairs or groups of three; the students with more literacy and prior schooling are paired with those with less liteacy in order to scaffold their learning</p>
10.25	<p>check answers using powerpoint as aid</p> <p>B) change the active sentences to passive</p> <p>students told to do 1), 2), 3), 4) and 5</p>
10.35	<p>answers checked with aid of powerpoint</p> <p>HW students asked to think about questions 5) and 8) in part A) and try to answer them</p>
10.40	<p>end of lesson</p> <p>See below p. 5 for reflection</p>

Assessment

the reading task will allow for summative assessment

this language focus lesson will allow me to do a formative assessment of the students' understanding of verb forms.

Post-lesson Reflection

I was pleased with this lesson. Although challenging for most students the communicative and inquiry based way I taught the grammar made it engaging and accessible for students. I paired/grouped students appropriately which allowed for peer scaffolding

Areas of Improvement

Mentor Feedback

My mentor was also pleased with this lesson. She commented on its success by saying that grammar is hard to teach in an interactive way and that I had succeeded. She said it had been successful as the students were able to do the activities. They had also been totally engaged throughout.