

Passive Voice (Senior Primary)

Lesson Plan

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Duration: 70 minutes

Target Level: Senior Primary

Lesson Objective(s):

After the lesson, students will be able to:

1. show an understanding of the form of the passive voice;
2. construct sentences appropriately using passive voice;
3. write a news article using passive voice appropriately.

Time	Procedures	Purposes	Materials
15 minutes	<p><u>1. Input</u></p> <p>1.1 T plays a short video to Ss. T invites the class to explain what happened in the short video. T introduces to Ss the passive voice sentence taken from the short video. T compares the two sentences below (active vs passive) with Ss (at the verb phrase level and at the clause level [subject-object switch]) “<i>Someone attacked us.</i>” “<i>We were attacked.</i>”</p> <p>1.2 T draws Ss’ attention to the verb phrases of the two sentences. T introduces to students the passive verb phrase structure of “<u>be + past participle</u>”.</p>	1.1 To introduce to Ss the passive structure.	<p>https://youtu.be/dzeI93MszMk?t=11s (00:00:11 – 00:00:24) (13sec)</p> <p>PowerPoint slides</p>

<p>15 minutes</p>	<p><u>2. Reading a news article</u> 2.1 T shows Ss a picture of Judy Hopps from the cartoon Zootopia. T briefly introduces the character. T asks questions about the character. <i>What kind of animal is Judy?</i> <i>What do you know about rabbits?</i> <i>What is her job?</i> <i>What does a police officer do?</i></p> <p>2.2 T plays Ss a video about an incident when Judy was small. T asks Ss questions about the video to check their understanding. T gives out a news report about the incident.</p> <p>2.3 T tells Ss to pay attention to the passive sentences. T gives Ss 2 minutes to read the passage silently. T tells Ss to underline the sentences written in the passive voice in the first paragraph of the passage. T guides Ss to generalize the passive verb phrase structure based on the passive verbs found in the paragraph.</p> <p>2.4 T works with Ss to answer Q2-4. T helps students understand when the agent 'by X' can be omitted.</p> <p>2.5 T chooses a sentence from the passage to revise with Ss the structure and meaning of a passive voice sentence (PowerPoint slide 6).</p>	<p>2.1 To introduce the context.</p>	<p>PowerPoint slides</p> <p>Worksheet 1 (Part A) Fox bully scene Zootopia 2016 https://www.youtube.com/watch?v=3zpqbaBGBDE</p>
<p>10 minutes</p>	<p><u>3 Writing sentences</u> 3.1 T tells Ss that some scenes from the movie are shown in Part B of Worksheet 1, and they need to change the active sentences to their passive forms.</p> <p>3.2 T checks answer with Ss.</p>	<p>3.1 To familiarise Ss with the structure of passive sentences.</p>	<p>Worksheet 1 (Part B)</p>
<p>10 minutes</p>	<p><u>4. Dictogloss</u> 4.1 T draws Ss' attention to Part C of Worksheet 1.</p>		<p>Worksheet 1 (Part C)</p>

	<p>4.2 T tells Ss that they will listen to the T reading aloud a text of a news article. When T reads aloud for the first time, they should listen only. When T reads aloud for the second time, they should jot down key words in the box.</p> <p>4.3 Ss work in pairs to reconstruct the text and selected Ss report to the class their texts. T draws students’ attention to the correct use of the passive voice.</p>		
20 minutes	<p><u>5. Writing a report</u></p> <p>5.1 T tells Ss that they are going to write a news article about a case that Judy has recently investigated.</p> <p>5.2 T guides Ss through the pictures on Worksheet 2 to elicit ideas.</p> <p>5.3 T gives Ss time to plan and construct the news article.</p> <p><i>*This section can be used as an extended task.</i></p>		Worksheet 2

Dictogloss – Text

Three days after Hopps reported the case to the police, the young fox was found in a small house near the river. He was bullying other animals when the police found him. He was taken to the police station immediately. Hopps was called to the police station. The fox apologized to Hopps. He was kept and locked up in the police station.