

Theme: Everyday Inventions

Focus:	Grammar	Vocabulary	Comprehension	Writing
	Active and passive voice	Using specific words	Answering questions based on a passage	Writing a story based on pictures using guiding questions

Lesson Objectives

Students are able to

1. differentiate the active and passive voice,
2. rewrite the sentences from the active voice to the passive voice and vice versa,
3. write a story based on pictures using guiding questions.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 5
2. A cartoon strip of a man who has just used the ATM machine when he sees a pretty lady and goes up to talk to her only to get his nose punched when the lady's husband turns up
3. Visualizer projector
4. Bags for each group
5. Strips of papers with sentences in the active voice (Ensure that one strip of paper with a sentence that cannot be changed into the passive voice is placed in each of the group's bag.)
6. Three stacks of 8 cards (Each stack has different words or pictures. The first stack has cards with the passive verbs, the second stack has pictures of body-parts, the third stack has pictures of objects, animals or people.)

Introduction / Warm-up Activity (10 min)

1. Prior to the lesson, ensure that the cartoon strip is divided into individual parts when you show them to the students on the visualizer projector. Tell the students that there should be no discussion among themselves when you show them the cartoon strips.
2. After the whole cartoon strip has been shown, ask the students what they understand about the story. Elicit from them the answers by asking the following questions.

Example:

- What did the worker do when he saw the lady?
- What did the lady do when the worker talked to her?

3. Next, ask the students questions that require them to use the passive and active voice in their answers.

Example:

- What did the husband do?
- What happened to the worker?

Write the students' responses on the whiteboard.

Example:

- The husband punched the worker in his nose.
- The worker was punched in the nose by the husband.

Lesson (20 min)

1. Ask the students how the sentences are different. Explain that in the sentences, there is the voice which is the quality of a verb that shows whether the subject is a doer or receiver of the action. Point out to the students the two sentences again. Tell the students that one of them shows the active voice which means that the subject of the sentence is the doer of the action. Get the students to identify which of the two sentences is the active voice. Then, explain it further by circling the verb 'punched' which is the action in the sentence to the doer, 'the husband'. The object or receiver of the action is 'the worker'.

Example:

- The husband punched the worker in his nose.

Write the words 'Active Voice' in brackets next to the sentence.

2. Next, get the students to look at the other sentence.

Example:

- The worker was punched in the nose by the husband.

Explain to the students that the other sentence is called the passive voice which means the subject is acted upon. Write the words 'Passive Voice' in brackets next to the sentence. Explain to the students that the passive voice is written in the following form: object / receiver of the action + 'to be' + past participle + subject. Highlight the words in the sentence to show that the object is 'the worker', the verb is 'to be' + past participle (was punched) and the subject is 'the husband'.

3. Show the students some sentences with active voices on the visualizer projector. Get the students to read the sentences and encourage them to tell you why they are active voices.

Example:

- I ate the pizza.
- My sister strikes the horse on its back.

Then, ask the students to rewrite the sentences in the passive voice.

Example:

- The pizza was eaten by me.
- The horse is struck on its back by my sister.

Get the students to construct more sentences using the active and passive voice. Write their sentences on the whiteboard.

Additional Activities / Closure (15 min)

1. Put the students in groups. Tell them that each member of the group will come and pick a strip of paper from their bags in front of the classroom. After reading the sentence, the group member has to change it from the active voice to the passive voice by writing it on the whiteboard in 2 minutes. Tell the students that sometimes, there may be sentences which cannot be changed to the passive voice. Award 2 marks to the group whose member has written the sentence in the passive voice correctly. Subtract $\frac{1}{2}$ mark for any other grammatical mistake made in the sentence. Total up the marks at the end of the game and find out which group is the winner.

2. Tell the students to turn to **pages 119 – 121 of Learning English Workbook 5**. Review the 'Read and Learn' sections on **pages 119 – 120**. Get the students to complete their work and hand it in to you. You may want to walk around the class to do a random check on the students' work.

Homework

1. Ask the students to complete **page 128** as homework. Get the students to study the pictures and describe what they see. Elicit from the students words that they can use in the story.
2. Students should either write their homework details in their student handbooks or fold the pages of their workbooks.

Optional Activity

1. Put the students into groups of threes. Give one person all the cards with passive verbs, the second person with all the body-parts picture cards, and the third person cards with pictures of animals, people and objects. Get the students to put their stack of cards faced down so that they cannot see the words or pictures on them. Then, each group member selects a card from his own stack and places the selected cards on the table. The group members must try to make a sentence from the three cards that they have drawn. Get the students to write their sentences down on a piece of paper.

Example:

- She was bitten on the leg by a dog.

If the sentence they have constructed makes sense and is correct, the group gets a point. If the sentence is nonsense, the group gets no points. Total all points at the end of the game. The group with the most points wins.