

CLP Lesson Plan - Lesson 14 (Passive Voice)

Teacher/s: Pin-Han (Hailey) Chen

Level: Intermediate 3 Date/Time: Wednesday, Mar. 6th, 2024

Goal:

- To use relative clauses to describe people, things, and places
- To describe a process by using the passive

Objectives (SWBAT):

Students Will Be Able To...

1. use passive voice to describe objects
2. discuss entertainment industry firsts and movie genres
3. listen for specific details in a conversation using the passive
4. write about steps in a process using the passive

Theme: Movie industry

Materials & Technology:

- Textbook: Interchange 3, Unit 14, pp. 92-94
- Other materials: e.g. handouts, posters, powerpoint
 - [PowerPoint slides](#)
 - Kahoot Game (Unit Test Review)
 - Mentimeter
 - [Youtube Video](#): Pixar in a Box: Story Structure (~0:53)
 - [Activity: Passive Voice – Describing the object](#)
 - Kahoot Game (Movie Firsts)
 - [Handout: Linking words in English](#)
 - [Writing worksheet: describing a process](#)

ACTIVITY/PROCEDURE/STAGE – INTERACTION TYPES	TIME
<p><i>Review or Preview (if applicable)</i> Interaction: T-Ss & S-Ss</p> <ul style="list-style-type: none">• Use the Kahoot game as a review for Unit Test-(2). <p><i>Linking & Transitioning to rest of lesson:</i></p> <ul style="list-style-type: none">• “Everyone did a great job in the Kahoot Game! Do you have any questions about the test before moving on to our next activity?”• “If no questions, let’s move on to Unit 14!”	9:00~9:15
<i>Activity 1: Speaking + Grammar – Passive Voice</i>	

<p><i>1.1 Pre-Stage:</i> Interaction: T-Ss</p> <ul style="list-style-type: none"> ● “Last time we covered a little about the passive voice. Can anyone tell me how to construct a sentence in passive voice?” ● “When can use passive voice?” ● “Now we are going to do a practice by using the passive voice.” <p><i>1.2. During Stage:</i> Interaction: T-Ss and S-Ss</p> <ul style="list-style-type: none"> ● Put students into 3 groups; each group has 3~4 people. ● Give out the handout to students. ● “In this activity, you need to describe the item without directly saying its name.” ● “What you need to do is try to describe the item by using the passive voice to your group members. For example, if I pick a card with a picture of a dictionary, I can say ‘it is used to find the meaning of words, or ‘it may be bought by someone learning a language’”. ● “After describing, your group members need to guess what you are talking about. So, please remember don’t show the picture to others. Only you can see the picture.” ● “Please remember to take turns describing, so everyone can make a guess and describe the item! Any questions?” ● Check students’ understanding of the task. ● “Can anyone tell me what we are going to do now?” “Can you show the pictures to others?” <p><i>1.3 Post-Stage:</i> Interaction: T-Ss & S-Ss</p> <ul style="list-style-type: none"> ● Explain the passive voice in details. ● Ask students to share their sentences describing different items. ● Ask students to do 3A on page 93. ● Provide corrective feedback on students’ speaking. ● Check students’ answers on 3A. 	9:15~9:50
<p><i>Tangible Outcome & T. feedback/peer feedback:</i></p> <ul style="list-style-type: none"> ● Students will be able to use the passive in a conversation and to describe items. 	
<p><i>Transition to #2:</i></p> <ul style="list-style-type: none"> ● “After talking about the passive voice, we are going back to our main theme of this unit, movies!” 	
Activity 2: Listening & Speaking – Movies	
<p><i>2.1 Pre-Stage:</i> Interaction: T-Ss & S-Ss</p> <ul style="list-style-type: none"> ● Talk about some common movie genre ● Ask students to talk in groups and share their preferences for movies 	9:50~10:20

<ul style="list-style-type: none"> ● Ask students to recommend some movies to the group members and the whole class on Mentimeter. ● Play the video showcasing the importance of the structure of movies. <p><i>2.2. During Stage:</i> Interaction: T-Ss & S-Ss</p> <ul style="list-style-type: none"> ● “Since structures are important for movies, some people may think it is easy to predict the plots of movies, especially action movies. Do you agree?” ● “Now let’s listen to two friends discussing how predictable movies are.” ● Do listening practice on page 93. ● Play the audio clip. ● Ask students to number the parts of a movie in the order the speakers mentioned. ● Check students’ answers. ● Play the audio clip for the second time, and ask the students to write the right part of the table on page 93. ● Ask students to write down the movie examples the speakers mentioned. ● (As this practice is a little challenging, I will see if there’s a need to play it for the third time.) ● Ask students to check their answers with their group members. ● Provide answers to the students. <p><i>2.3 Post-Stage:</i> Interaction: T-Ss</p> <ul style="list-style-type: none"> ● Ask students to practice reading the script. ● Provide corrective feedback on students’ speaking ● Provide explanations of words students don’t know. 	
<p><i>Tangible Outcome & T. feedback/peer feedback:</i></p> <ul style="list-style-type: none"> ● Students will be able to listen for details in a conversation using the passive. ● Students will have the chance to practice speaking by role-playing and reading the script. 	
<p><i>Transition to #3:</i></p> <ul style="list-style-type: none"> ● “This listening is quite challenging, right? But everyone did a great job! Now I am going to put into groups to answer some questions about movies. Ready?” 	
<p>Activity 3: Writing – Describing a process</p>	
<p><i>3.1 Pre-Stage:</i> Interaction: T-Ss & S-Ss</p> <ul style="list-style-type: none"> ● Put students into groups of 3~4. ● Have students play Kahoot Game in team mode to answer some questions about “Movie Firsts” listed on part 1, page 92. ● Guide students to read part 1 on page 92. <p><i>3.2. During Stage:</i></p>	<p>10:20~11:00</p>

<p>Interaction: S-Ss</p> <ul style="list-style-type: none"> • “As we all know it requires a lot of work to make a movie, we know that making a movie is a long process. • “What are some other things that also take a long time to complete you can think of?” • Elicit some possible answers from the students • “Now, we are going to do the writing practice! This time we are going to practice describing a process.” • Give out the Handout: Linking words in English for students’ reference. • Ask students to pay attention to the “sequence” column as they are often used to describe a process. • Ask students to write a short paragraph describing a process of some suggested situations (as listed on the slide) <p>3.3 Post-Stage:</p> <p>Interaction: T-Ss</p> <ul style="list-style-type: none"> • Collect students’ work. • Provide corrective feedback on students’ writing. • Tell students that they are going to present their favorite movies next Monday 	
<p><i>Tangible Outcome & T. feedback/peer feedback:</i></p> <ul style="list-style-type: none"> • Students will learn different linking words in English. • Students will know how to describe a process in writing. 	
<p><i>Transition to #4</i></p> <ul style="list-style-type: none"> • N/A 	
Activity 4: N/A	
<p>4.1 Pre-Stage:</p> <p>Interaction: N/A</p> <ul style="list-style-type: none"> • N/A <p>4.2. During Stage:</p> <p>Interaction: N/A</p> <ul style="list-style-type: none"> • N/A <p>4.3 Post-Stage:</p> <p>Interaction: N/A</p> <ul style="list-style-type: none"> • N/A 	N/A
<p><i>Tangible Outcome & T. feedback/peer feedback:</i></p> <ul style="list-style-type: none"> • N/A 	
<p><i>Transition to Wrap-Up:</i></p>	

<ul style="list-style-type: none"> “Everyone did a great job today! Do you have any questions? I believe you have learned a lot about passive today, and you also learned how to write a paragraph describing a process!” 	
<i>Wrap-up (e.g: Exit ticket, review of language foci)</i>	
<i>Lesson Evaluation Procedures:</i> <ul style="list-style-type: none"> Remind the student of the homework and the upcoming unit test next Monday. 	11:00

Anticipated Problems & Suggested Solutions:

- As I failed to implement the passive voice activity in my previous lesson, I will try to manage my time this time! I think the listening practice in this unit is a little bit challenging, especially for those who are not familiar with the Star Wars movie. As a result, I will set the scene for the students by providing them with some characters’ names in the movie at the beginning of the listening practice. If time permits, I will try to play the audio clips three times, hoping to let them fully understand the script. Also, I will ask them to read the script with a partner as I think it will be beneficial to their understanding. As for the Kahoot Game about the Movie Firsts, I hope it won’t frustrate the students as the questions are trivia questions that may not be known by most people. However, I hope students will find this game interesting as I used it as a way to engage with them.