**Homework: *lesson plan***

**First name:** Ousseni **Last name:** Minoungou

**Regional direction:** Centre-est.

**School:** Lycee Municipal de Tenkodogo.

**Date:** 13/07/2015

**Level:** Form 3

**Size:** 54 **boys**: 34 **girls**: 20

**Absentees:** 03 **boys:** 02 **girls:** 01

**Duration:** 55mn

**Taught by: Mr Minoungou**

**Nature of the lesson:** Grammar.

**Title:** the passive voice.

**Aim:** to familiarise pupils with the use of passive voice for daily use.

**Objectives:** by the end of the class pupils will be able to:

* Apply passive voice with the simple present.
* Apply the passive voice with modal verbs (present form).
* Move from passive voice to active to active voice.

**Prerequisite:** knowing the past participle of verbs is very important.

**Anticipated problem:** pupils may have difficulties to shift from passive to active.

**Anticipated solutions:** if it occurs, I will take more example to explain it.

**Materials:** board, chalk.

**Stage1: Presentation of the lesson (15 mns)**

**Step1: greetings, asking and the writing of the date (01 mn).**

**Step3:Warm-up (03 mns)** I choose a pupil and ask him to perform some movements with clues to make the class laugh and be relaxed. You stand up sit down stand up again clap your hands stop laugh cry now!

**Step4: Announcement of the lesson (01 mn)** the lesson of today is about the passive voice so I invite to follow carefully on the board.

**Step5: Content of the lesson (01 mn)**  the lesson consists in designing the rule of the passive voice with the simple present and with modal verbs. And after show how to shift from passive to active.

**Lesson: the passive voice. (09 mns)**

In English we have two forms of sentences active sentences and passive sentences. When moving from active voice to passive voice there are some changes:

1. **The changes**.

* The subject of the active becomes agent introduced by **“by”** in the passive.
* The object of the active becomes subject in the passive.
* The tense of the passive voice is to be (tense of active voice) + past participle ( regular and irregular )

**General rule:** s + **to be** + **past participle (tense of active)** + agent.

1. **Passive voice with the simple present.**

E.g. **Moussa** **cleans** **the room**.

* **The room** **is cleaned** **by Moussa.**

**The teacher writes the sentences.**

* **The sentences are written by the teacher.**

**Rule: s + to be (simple present) + PP + agent.**

1. **Passive with modal verbs in the present (can, must, may etc.).**

With modal verbs, the rule of the passive voice is a little bit different. We keep the different changes except the tense.

E.g. the boy **can** lift the trunk.

The trunk **can be** **lifted** by the boy.

**Rule**: s + **modal + be + past participle** + agent.

1. **How to move from passive to active.**

E.g. the lion **is killed** the by the hunter.

* The hunter **kills** the lion.

The boy **must be punished** by the teacher.

* The teacher **must punish** the boy.

**Rule:** **s (former agent) + verb (from former PP: tense of “to be”) + o (former subject)**

**Stage: Practice (18 mns).**

**Step1: oral activity (6mns).**

**Instruction:** *listen carefully I am going to read sentences and you have to answer by true if the sentence is passive and false if it is not.*

1. Fatou plays football.
2. The text must be read by the teacher.
3. My cousins may give me a car.
4. The doors are watched carefully by the guards

**Step2: written activity (6mns).**

**Instruction***: complete the gaps with the suitable word: given, must, by:*

1. *To form the passive voice.*
2. The tree ……be cut down by the man.
3. Fatou is……… a pencil by her mother.
4. *Turn the obtained passive sentences into active sentences.*

**Correction and assessment (6 mns)**

**Stage3: production (22 mns)**.

**Step1: activity (6 mns).**

**Instruction:** *with your neighbour perform this task***:**

1. *He gives two sentences and you turn them into passive sentences.*
2. *You two passive sentences and he turn them into active sentences.*

*NB: take example with forms seen in the lesson.*

**Correction and assessment through exchange of copybooks (6mns).**

**Step2: follow-up.**

**Instruction:** *when at home put some of your mother’s movements into five passive sentences using forms seen in class.*

**Step3: note-taking (10 mns).**