

LESSON PLAN

Teacher : Laura Salciuc

Date: 23rd of February, 2023

Class : 9C

Time: 40 minutes

Lesson topic: *Passive*

Lesson type: Grammar

Lesson approach: mixed ability teaching

Lesson aim: producing accurate spoken and written messages; developing communicative culture at pupils

Lesson objectives: By the end of the lesson the students will be able to:

- ☐ **agree or disagree with certain quotations;**
- ☐ **identify the changes that take place when transforming Active Voice into Passive**
- ☐ **recognise the difference between Active and Passive;**
- ☐ **find needed information in the given text and accomplish some tasks;**
- ☐ **reproduce oral messages using the Passive Voice;**

Previous knowledge: Ss are expected to activate their knowledge about Tenses.

Anticipated problems: Ss may feel reluctant as they have to take part in speaking activities.

Solutions: T will have an encouraging attitude throughout the lesson; group work according to Ss' level, through personalised worksheets will enhance motivation. Ss will have access to all their class materials.

Techniques: listening, discussions, explanation, working in groups;

Classroom organisation: lockstep, groupwork, individual work, mixed ability class;

Teaching aids: worksheets, blackboard and chalk, PPT;

Teacher resources:

Chria G., Duscian M., Gisca M., Onofreiciuc E., Chira M., Rotaru S., (2008) *This is our world*, Chisinau, editura ARC.

Harmer, J. (2008) *How to teach English*, London: Pearson Educational Limited

King-Shaver, B. & Hunter, A. (2003) *Differential Instruction in the language Classroom*, Portsmouth: Heinemann

Larsen-Freeman, D. (1997) *Techniques and Principles in Language Teaching*, Oxford University Press

Stages of the lesson

Stages of the lesson	Objectives	Teacher's Activity	Methods/Techniques	Materials	Evaluation	Time
Evocation	-to arrange words in correct order to form meaningful quotations -to explain the meaning of the quotations	1. Teacher greets the pupils. Teacher checks attendance and organization of the class; 2. T. arranges pupils (in the Zoom Rooms). in 3 groups (Ps. count from 1 to 3; each 1 is group 1, each 2 is group 2,...); 3. Each group receives a set of expressions to be arranged in meaningful sentences in which the Passive is used.; 4. T. asks Ps. to read the sentences they were supposed to form. 5. T. also asks Ps. to order the sentences to create a text.	group-work; sentence building; reading	sheets of paper with separate words; A4 papers;	Oral communication Ps.' prior knowledge	2' 2' 6'
Realisation of sense	-to present the lesson objectives; -to identify key words related to the topic; -to solve given tasks	1. T. presents the lesson objectives: ☐ to identify the sentence's transformations; ☐ to identify the Passive voice ☐ to find differences between Active and Passive; ☐ to find needed information in the text given and accomplish some tasks; ☐ to reproduce oral messages about personal experience; 2. T. writes on the Zoom board the key transformations in Passive and then presents a PPT 3. T. presents on slide the topic; 4. T. asks Ps. to solve the given worksheet 5. T. distributes each previously formed group the task to choose a PLAYER that will solve the task. What is Different?	oral discussion	https://en.islcollective.com/english-esl-powerpoints/grammar-practice/grammar-guide/passive-voice-or-active-voice/passive-voice/11797#google_vignette	P.s' prior knowledge	1' 2' 6'

	-to identify differences - to express opinions using the passive;	• Each group chooses 1 member as the player. • Now, would the players leave the Zoom and stay “outside” for a moment? • Each group takes turn to make <u>a</u> change to objects in the PPT PRESENTATION. e.g. change the place of the schoolbag in the image, delete an eraser.... Now, let’s invite the players to come back to Zoom and try to find out what have been changed. Dear players, • 4 changes have been made to objects in the PPT. • Check what have been changed. • Report to the class in complete passive voice sentences. • 1 mark for each correct observation.	group-work expressing opinions group-work using Passive voice in sentences	https://en.islcollective.com/english-esl-powerpoints/grammar-practice/grammar-guide/passive-voice-or-active-voice/passive-voice/11797#google_vignette		5’ 10’
Reflexion	-to rewrite an article using Passive Voice	1. Ex. number 6, page 75 – Ss read an article about a burglary. The text must be re-written using the passive.	individual work	Ss books	Reading the text in Passive	5’
Feedback H.W.	-to evaluate the work of the pupils (by making suggestions or focusing on the Ss’ participation)	1.The T gives Ss the homework Ss’ book, ex. 10,11,12 page 75	Individual work		Pupils’ participation in evaluating their work	1’

BURGLARY AND HOW TO AVOID IT

A recent survey of crime statistics shows that we are all more likely to be burgled now than 20 years ago and the police advise everyone to take a few simple precautions to protect their homes.

The first fact is that burglars and other intruders prefer easy opportunities, like a house which is very obviously empty. This is much less of a challenge than an occupied house, and one which is well-protected. A burglar will wonder if it is worth the bother.

There are some general tips on how to avoid your home becoming another crime statistic. Avoid leaving signs that your house is empty. When you have to go out, leave at least one light on as well as a radio or television, and do not leave any curtains wide open. The sight of your latest music centre or computer is enough to tempt any burglar.

Never leave a spare key in a convenient hiding place. The first place a burglar will look is under the doormat or in a flower pot and even somewhere more 'imaginative' could soon be uncovered by the intruder. It is much safer to leave a key with a neighbour you can trust. But if your house is in a quiet, desolate area be aware that this will be a burglar's dream, so deter any potential criminal from approaching your house by fitting security lights to the outside of your house.

But what could happen if, in spite of the aforementioned precautions, a burglar or intruder has decided to target your home? Windows are usually the first point of entry for many intruders. Downstairs windows provide easy access while upstairs windows can be reached with a ladder or by climbing up the drainpipe. Before going to bed you should double-check that all windows and shutters are locked. No matter how small your windows may be, it is surprising what a narrow gap a determined burglar can manage to get through. For extra security, fit window locks to the inside of the window.

What about entry via doors? Your back door and patio doors, which are easily forced open, should have top quality security locks fitted. Even though this is expensive it will be money well spent. Install a burglar alarm if you can afford it as another line of defence against intruders.

A sobering fact is that not all intruders have to break and enter into a property. Why go to the trouble of breaking in if you can just knock and be invited in? Beware of bogus officials or workmen and, particularly if you are elderly, fit a chain and an eye hole so you can scrutinise callers at your leisure. When you do have callers never let anybody into your home unless you are absolutely sure they are genuine. Ask to see an identity card, for example.

If you are in the frightening position of waking in the middle of the night and think you can hear an intruder, then on no account should you approach the intruder. Far better to telephone the police and wait for help.