

**LESSON PLAN**

**Name(s)/Surname(s):**

**Institution/Context of language teaching:**

**Material (Course-book/Unit) used: -**

**Lesson focus:** Active and passive Voices

**Learners' previous knowledge:** The knowledge of English sentence structure, common verbs, subject-verb relation.

**Learner profile (age, proficiency level, number of students):** 8th grade, B1 level, 15 students

**Allocated time:** 40 minutes

**Anticipated problems and remedies during teaching:** Connection problems may occur. For that all the materials, flow of the lesson and student responsibilities will be posted on Padlet. Time may not be sufficient therefore we prepared the materials fairly shorter than we normally would. The focus will be more on how the students interact with the class materials and creating communicative opportunities for the students. The students may not feel comfortable about turning their cameras on, so the activities will require them to only use their microphones; any student who feels comfortable can turn their camera on but the activity will be successfully completed even if they don't.

**Goal(s) of the lesson:**

- To explain the differences between passive voice and active voice.
- To help students form sentences with passive voice.
- To make them do some exercises on the grammar topic.
- To provide them with helpful practical and informative materials.
- To get them to think about the formula of the grammar topic on their own and to understand the structure using their own cognition and way of comprehension.

**Objectives of the lesson:**

- The students will be able to form sentences with passive voice.
- The students will be able to tell the difference between the active voice and passive voice.
- The students will gain experience of making sense of a grammar structure based on some information regarding its use, function and examples.

## PROCEDURE

### STAGE 1 - WELCOME

- **Allocated time:** 3 minutes
- **Procedure (what do the teacher and the students do):** The teacher greets the students and asks them if they worked on the pre-class material. The pre-class material consists of a video describing active and passive voice sentences. The students will be asked to find one example of each before they come to class.
- **Aids (if any, other than the coursebook):** Pre-class material (video), Zoom whiteboard if the teacher finds useful.
- **Interaction Patterns:** T-Ss and T-S
- **Stage Justification:** One of the main applications of a flipped class is providing students pre-class materials. Thus, it is important to receive students' feedback on the materials. The students are expected to view the material at their own pace and make sense of the topic to be learned beforehand, in their own terms. The motivation behind this is to create opportunities for self-regulated, autonomous learning. Moreover, this is going to be the first class of the term - so the students will have the time to tell teachers how their semester break went, and what their expectations/wishes from this term are.

### STAGE 2 - WARM-UP, ASSESSMENT

- **Allocated time:** 7 minutes
- **Procedure (what do the teacher and the students do):** The teacher will ask students some follow-up questions about the pre-class materials checking if they really did pay attention, or how much of it they understood. Then, the students will present the sentence examples they were required to find before the lesson. The teacher will encourage the students to talk about the sentences their friends found; asking questions such as, "where do you think this sentence might be from?" and then coming up with a conversation from their answers. This part will be an easy-going communicative warm-up.
- **Aids (if any, other than the coursebook):** Zoom whiteboard if the teacher finds useful.
- **Interaction Patterns:** T-Ss, S-T, S-S, Ss-T

- **Stage Justification:** The main aim of this stage is to help students interact with the grammar structure without giving them direct grammar instruction. The fact that students will reveal how much they can use the grammar structure, can also help the teacher check how much the students knew before the class and how explanatory the pre-class material was. This is especially important as we must assess not only the students but also what we prepare for the lesson. Asking students to comment on each other's sentences increases the classroom interaction which is also important for a productive learning environment. A safe communicative environment is essential for any classroom, so the teacher should be interested in the students' interests and come up with opportunities to form that bond of trust.

### STAGE 3 - MAIN ACTIVITY

- **Allocated time:** 20 minutes
- **Procedure (what do the teacher and the students do):** The students will form two groups in breakout rooms and each group will be given a Padlet link. The Padlet links contain scene screenshots from two popular TV series. The students in each group will be asked to form one active sentence for each scene and they will write them on the same page. Then the groups will come back from the breakout rooms. Now, the groups will switch the Padlet links and write the passive forms of the active sentences that the previous group wrote. Once that is finished too, the students will volunteer to read some of the sentences and they will be asked to correct any mistakes they may find.
- **Aids (if any, other than the coursebook):** Padlet, screenshots.
- **Interaction Patterns:** T-Ss, Ss-T, S-S, Ss-Ss
- **Stage Justification:** The idea is to give the students some exercise on forming active and passive sentences but more importantly, the main goal here is to increase interaction between the students. The teachers will do their best to remain merely as a moderator and encourage the students to talk to each other when everyone is back in the main room. The scenes are gathered from the TV shows that this particular age group is interested in. Additionally, from our past experience we have heard that our students like these shows a lot so we are trying to include elements of their interests as a way of increasing motivation.

### STAGE 5 - FAREWELL/CONTINGENCY PLAN

- **Allocated time:** 10 minutes

- **Procedure (what do the teacher and the students do):** The teacher congratulates the students for their work and then summarizes the main points of the passive voice one more time, and asks if anyone has any questions. If there's enough time left after the main activity, the teachers will share their screen and show a Quizlet. The students will give the answer and the teacher will flip the card to reveal the correct answer. If there is not enough time left, the teacher will simply share the screen to explain how Quizlet works and show different ways the students can use it to practice further. Lastly, the teacher will thank the students and say goodbye.
- **Aids (if any, other than the coursebook):** Quizlet
- **Interaction Patterns:** T-Ss, S-T
- **Stage Justification:** The last stage of the lesson is about clarifying the topic one more time, and answering the students' questions. This part is crucial to see if the topic is fully comprehended by the students. The Quizlet is to provide the students with further practice material. We were users of Quizlet as students, so since we experienced the practicality and efficiency of it, we would like to introduce it to our students as well.

## CONTINGENCY PLAN

A Quizlet is prepared containing some example sentences. The Quizlet can be used as flashcards or even as a game like matching.

## HOMEWORK (if any)

In case there is no time left after the main activity, the Quizlet will be given as further practice.

## APPENDIX 1:

**Pre-Class materials:** Video

**Note to instructor(s):** The video contains a table which can be beneficial in case there is a need to further explain the grammar structure during the class. As a recommendation, the teacher can prepare a very basic formula and explanation of the grammar structure before the class as it is not explicitly stated in the video.

## APPENDIX 2:

**During class materials:** Padlet links

**Note to instructor(s):** Visit the breakout rooms as long as they are there but do not interfere. Just ask if everything is alright and if they need any help. Educate yourself on the components

of the material (for instance, learn about the TV series that the screenshots are taken from). Prepare the Padlet links beforehand for easy and quick access.

### **APPENDIX 3:**

#### **Post-Class material:** Quizlet

**Note to instructor(s):** Educate yourself on how to use Quizlet. Make sure not to focus on a few students while doing the Quizlet during the class and do not interfere with the students' answers, let them try to correct each other first if necessary.

