

# Mr. Danoff's Teaching Laboratory

<http://mr.danoff.org>

Charles Jeffrey Danoff's CELTA TP5  
PDF Version

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## Changelog

- 8 December 2010 - Prepared for December 9<sup>th</sup> lesson at Teaching House New York.
- 6 January 2011 - Merged components together into a single document and added cover sheet for online publication.

## Notes

- My lead-in story regarding my 6<sup>th</sup> grade teacher is not given, feel free to substitute any story of you or someone else being a rebel.

## Contact Information

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## LESSON PLAN

<b>Name:</b> Charles Jeffrey Danoff	<b>Date:</b> 9 December 2010	<b>Week:</b> 2	<b>Lesson number:</b> TP5
<b>Lesson type:</b> Grammar	<b>Level:</b> Pre-Intermediate	<b>Length of lesson:</b> 40 Minutes	<b>Number of students:</b>

**Lesson Aim** *By the end of the lesson, students will...*  
understand the MFP of the passive voice, and be able to use it in their own sentences.

**Personal aims** *During this lesson, I will be working on these action points from previous lessons:*

- Reduce TTT by eliciting more via asking questions, instead of giving definitions.
- Take notes on paper/transparency about ss while I'm monitoring.
- Drilling for pronunciation, I want to say it 3X first, then have them do choral/individual drills.
- Reduce my tags when I'm talking like "or anything" for questions and "uh".

Tutor: Appropriate personal aims? **Yes** **No** **N/A**

**Materials** (What you will need in this lesson) *Acknowledge sources*

- American Inside Out Pre-Intermediate B, page 73, ISBN 1-405-02454-2
  - Overhead Projector
  - Patty Hearst FBI poster.jpg by the FBI, available at the Wikimedia Commons  
<[http://commons.wikimedia.org/wiki/File:Patty\\_Hearst\\_FBI\\_poster.jpg](http://commons.wikimedia.org/wiki/File:Patty_Hearst_FBI_poster.jpg)>
  - Princess Stéphanie of Monaco image from Smokers Association  
<<http://www.smokersassociation.org/images/princess-stephanie-of-monaco-0>>
  - Home alone.jpg from Wikipedia <[http://en.wikipedia.org/wiki/File:Home\\_alone.jpg](http://en.wikipedia.org/wiki/File:Home_alone.jpg)>
  - "Guerrillero Heroico" by, Alberto Korda from the Wikimedia Commons  
<<http://commons.wikimedia.org/wiki/File:GuerrilleroHeroico.jpg>>
- Tutor: Sources acknowledged: **Yes** **No** **N/A**

Tutor: Sources acknowledged: Yes No N/A

**Language Analysis:** \_\_\_\_\_

I have completed a language analysis sheet (grammar) (please check a language analysis sheet (vocabulary) all that apply c) a language analysis sheet (functions)

Tutor: Sufficient analysis:	Yes	No	N/A

Tutor: Sufficient analysis:	Yes	No	N/A
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**Trainer's comments:**

**Points to work on (action points):**

### Comments on the lesson plan and language analysis

This lesson was	<b>BELOW</b>	<b>AT</b>	<b>ABOVE STANDARD</b>	for this stage of the course
Tutor			Signature	

<b>Assumptions</b> What do you expect the students will know about your target language/content of your lesson? <ul style="list-style-type: none"> <li>They will be familiar with the idea of the passive, because it was covered on Tuesday by another teacher.</li> <li>They will remember some of the rebels we covered on Tuesday, when I ask them to describe them for the freer practice section.</li> </ul>	
<b>Anticipated problems</b> (skills and classroom management – NOT language)  P1) Ss may not be able to come up with ideas for sentences during the freer practice stage.  P2) Ss may find the grammar lesson boring, and disengage with the topic and my lesson.	<b>Solutions to these problems:</b>  S1) If they are stumped, I will start a discussion about the different rebels and hopefully that will jump-start their memory.  S2) Try to keep the pace and tempo snappy, add in some humor and relate the lesson to them in a way that keeps them engaged.
<b>Lead in or introduction:</b> <i>I will <b>engage</b> the students at the start of the lesson by...</i>  Telling a story about myself as a young man when I unintentionally rebelled against a teacher, reminding them about the concept of rebels and passive voice we did on Tuesday.	
<b>Board Plan:</b> <i>At each stage of the lesson the board will look like this:</i> <ol style="list-style-type: none"> <li>1) F*&amp;k you Mrs. H----</li> <li>2) Blank</li> <li>3) Depending on what they remember, what's necessary for a review of the MFP of passive.</li> <li>4) Blank</li> <li>5) Pictures of the rebels from Tuesday.</li> <li>6) Possible use of the OHP with notes from student errors I have collected.</li> </ol>	

Name: Charles Jeffrey Danoff  
Lesson: TP5

Date: 12/09/10

Time	Interaction	Stage & Aim	Procedure	Trainer's Comments
1 – 3 min	T-S	1) Lead-in, to engage the students attention and introduce the topic.	1) A) Before class, have “F*&k you Mrs. H---” on the board. Once it begins, tell the story about me rebelling against my 6 <sup>th</sup> grade Science/Math teacher. B) Don't say the word “rebel” share the story, then ask the ss what was I doing against my teacher?	
7 min	S-S	2) Test the passive to see what they remember and what I need to focus on in the next section.	2) A) Teach b4 Text, by chesting/lighthousing and instructing them to-do exercises 1 and 2 working in pairs. Tell them they have 5 minutes. B) ICQ: Are you doing exercise 3? How long do you have? C) Hand out the text. D) Monitor students, take notes on a transparency about errors to cover during the next stage. E) Have Ss pair check with another set. F) WCFB, elicit all the answers from the ss.	
5 – 10 min	T-S	3) Teach - Elicit the MFP of passives from the ss, and correct the errors I heard.	3) A) Say “The rebels attacked the government” and ask if its passive or active form? Regardless of answer, write it on board. B) Do the same for “The government was attacked by the rebels.” C) Ask, so when do we use passive voice? If no answers, point them to exercise 1 a) which	

Time	Interaction	Stage & Aim	Procedure	Trainer's Comments
10 min	S-S	4) Test / Controlled Practice to practice the passive.	<p>answers the question.</p> <p>D) Ask, what's the difference between passive voice and the past tense? If they do understand, have a ss come to the board and write an example sentence. If not, write "The rebels will fight the government later." Ask them whether it's passive/active? Past/future? Compare it with the active past example sentence.</p> <p>E) Write "doer, receiver, subject, object, verb" on board and ask students to match each part with a word in the sentence.</p> <p>F) Ask the ss where the stress is in sentence 1? sentence 2? Model 3X, then drill the stress.</p> <p>G) Ask how we pronounce the "was attacked" part of the passive sentence? Depending on answers, model 3x, then drill. CCQ: How do we say the sentences?</p> <p>4)</p> <p>A) (Depending on time, maybe skip) Exercise 3, whose example sentence is letter i.</p> <p>B) Do you know who this is? (showing Che's picture). What do you know about him?</p> <p>C) Work alone to do exercise 4. ICQ: Are you working alone?</p> <p>D) Exercise 5, listening to the audio for the ss to check their answers.</p> <p>E) Pair check.</p>	
5 min	T-S	5) Freer Practice to practice the passive more independently.	<p>5)</p> <p>A) Ask ss to write one sentence in the passive about a rebel in pairs. Put images from Tuesday and Make example sentences about a rebel, maybe one of the ones we talked about on Tuesday? (Put pics of</p>	

Time	Interaction	Stage & Aim	Procedure	Trainer's Comments
5 min	T-S	6) Error Correction	<p>Hearst/Culkin/Princess on board) For those maybe not there, ask the ss who are the rebels?</p> <p>B) Have pairs work move-to groups to discuss their sentences. Have them move into a huddle.</p> <p>C) Bring it out to WCFB, and have each pair share the other pair's sentence.</p> <p>6)</p> <p>A) Monitor during free and controlled practice, take notes, and then correct what mistakes the students are still making.</p>	
	S-S	Extra Time)	<p>ET)</p> <p>A) In groups, have the ss do page 75, Exercise 5.</p>	
	T-S	Take Home)	<p>TH) Give students the "Language Reference" on page 75 to take home with them.</p>	

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*I used Practical English Usage by M. Swan preparing this sheet.*

**Language area and use:** What is the grammatical structure you intend to teach and how is it/are they used? For example; modals of deduction, present continuous for future use

I am teaching passive voice, it is used if we want the receiver (of the doer's action) to be the subject of the sentence.

**Target language:** provide an example sentence (that you *will* use in the class)

Rebels **attacked** *the government*.

*The government* **was attacked** by the rebels.

**Focus on meaning:** What does the target language mean? What is it used for (e.g. to describe a past habit)? How will you CONVEY AND CHECK the meaning of the target language and its uses? (Please include all concept questions and draw any timelines etc. that you intend to use). Make sure your target language is conveyed through a specific context.

The language is used if the receiver (of the doer's action) the subject of the sentence if it is the part readers should be interested in. For the two example sentences I will ask:

- Friends and I are talking about the government, would I use the active or the passive sentence? (ans: passive)
- Friends and I are talking about the rebels, would I use the active or the passive sentence? (ans: active)
- Why?
  - Because you want the interesting part of the sentence to be the subject.

I also want to clarify the difference between passive voice and the past tense. I will ask the students if they know the difference, then point to the “Rebels attacked ...” sentence as an example of a past, active sentence, then write a future passive sentence:

The rebels will fight the government later.

**Focus of form:** What is the breakdown of the form—as it will appear on WB/Handout

I will convey the form with a matching activity. I will write the following words on the board: doer, receiver, subject, object, verb. I will then elicit the answers from the students.

Rebels (subj/do) attacked (v.) the government (obj/rec).

The government (subj/rec) was attacked (v.) by the rebels (obj/do).

Possibly also talk about was as an auxiliary verb, but that may be a case of too much information.

**Focus on pronunciation:** Include any relevant word/sentence stress, contractions, intonation, weak forms, etc. with phonemic transcript of key words.

O o  
Rebels **attacked** *the government*.  
/ rebols a:taked ðe gʊvnmənt /

o O  
*The government* **was attacked** by the rebels.  
/ ðe gʊvnməntwɒz a:takedbɪðerebols /

I want to focus on the was and indicate also how it kind of connects with the word following, and mention the schwa too, if possible.

**Introducing Language:** Which way of introducing language will you use?  
Text based presentation and guided discovery.

Potential problems and solutions: Meaning

P1: Ss may confuse when they should use the passive voice.

S1: Clarify using CCQs Q: When do we use passive voice? A: If the receiver is the interesting part of the sentence.

P2: Ss may confuse passive voice and past tense.

S2: Clarify with CCQs, Q: Are passive voice and past tense different? A: Yes / If they still have trouble, I will come up with example sentences and ask them to identify if they are passive voice, or past.

Potential problems and solutions: Form

P1: Ss may struggle with who is the receiver/doer.

S1: Monitor during spoken and written practice and conduct delayed correction, eliciting the correct form from Ss. If the error is made by the whole class, correct during the error correction stage.

Potential problems and solutions: Pronunciation

P1: Ss may have trouble with “was” and how it fits into a passive sentence.

S1: Underline “was” and the following word on the board. Model correct pronunciation and use choral and individual drilling.