

Language Structure and Skills Lesson Plan – ESL GRAMMAR POINT

Full name	Maksym Achkasov
Time length of lesson	1 hour (Short version: 20 min.)
CLB Level	6
LINC Theme	Employment
Topic	Verbally responding to complaints at a workplace.
Communicative Skill(s)	<i>Listening</i> Speaking <i>Reading</i> <i>Writing</i>
Language (Technical) Skills(s)	Grammar <i>Pronunciation</i> <i>Vocabulary</i>

CLB COMPETENCY STATEMENT(S) RELATED TO SKILL-USING ACTIVITY(IES)

From CLB 2012 resource, specifically page(s) 54 and 55.

By the end of the lesson, learners will be able to:

- *Participate in routine social conversations for some everyday purposes (such as apologies, excuses, expressing opinions, and making suggestions or arrangements). (Competency area: Interacting with others)*
- *Ask for and give information in some detail; express opinions, feelings, obligation, ability and certainty one-on-one and in small group discussions or meetings. (Competency area: Sharing Information)*

LANGUAGE LEARNING OUTCOME(S)

By the end of the lesson, learners will be able to

Correctly use passive voice strictures when verbally responding to complaints at a workplace.

The passive voice point at issue is as follows:

Ss work with the passive voice structures using Present Simple, Present Continuous, Present Perfect, Past Simple, Past Continuous, Future Simple tenses, and Modals.

BACKGROUND (PREVIOUS AND FUTURE)

In the past, learners worked with

different tenses

In the near future, learners will work with

passive voice using basic structures (e.g. present simple and past simple)

RESOURCE(S) USED
<ul style="list-style-type: none">• LINC themes list• CLB 2012 resource• Teaching/Learning Companion 2002 resource• MyGrammarLab: Intermediate by Diane HALL, PEARSON, 2012• https://english4real.com/clb.html• English Grammar in Use Book Intermediate Learners by Raymond Murphy, Cambridge, 2012• Business 2.0 Student's Book MACMILLAN ENGLISH; 2nd edition (2013)

Activity 1: WARM-UP + INTRO. – Picture of an office worker
10 min./5 min.

T. shows students a slide with a picture of a worried woman at a workplace (who is obviously scared of her boss) and asks them what they think the woman feels at this moment, what has happened, and what is going to happen.

T. elicits different ideas from the students and offers two probable scenarios: 1). the woman admits her mistake and gets fired, 2). the woman does not take direct responsibility for the mistake and shows how she has dealt with the problem (using Passive Voice structures).

T. has students answer the question how these two scenarios differ. T. elicits the answers and leads to a conclusion that Passive Voice helped the woman to sound more assertive, confident and you appear to be in control of the situation.

Activity 2: PRESENT - Teach passive voice (Guided Discovery Technique)
15 min./5 min.

T. asks students to look at the woman's statement again (Handout 1). T. nominates a student to read the texts aloud. Then T. asks students to work in pairs to identify how the sentences are structured. T. discusses the findings with the class.

T. then invites students to look at a slide that demonstrates how the Active and Passive Voice structures differ.

T. underlines the importance of the S. V. O. position in the active voice. T. also reminds students about the place of the subject and object in Passive Voice and how the 'Be' is added in such a sentence. T. illustrates it with the examples, "You made a mistake" and "A mistake was made by ..." (Handout 1, p. 2).

T. asks students a question, "How do Passive Voice structures change their form with different tenses?" T. elicit some answers and provides corrections if necessary.

T. circulates a handout (Handout 2) with one sentence/idea in Active Voice in various tenses. T. asks students to work in small groups and fill in the gaps to complete Passive Voice structures with appropriate verb forms opposite to their active voice equivalents.

T. nominates students to read their sentences aloud and gives them feedback.

Activity 3: PRACTICE - Sentence Building Task (Controlled / Skill-building activity)
15 min./5 min.

Task 1. T. divides students into pairs and gives handouts (Handout 3, Task 1) with a task to match two sentences (blame and explanation). T. monitors how students are doing the tasks and provides help where necessary. T. asks each

pair to read one match and gives feedback on it. T. asks students if they can identify the passive voice and tense it is used with.

Task 2. T. rearranges the pairs of students and distributes handouts (Handout 3, Task 2) with a task to fill in the blanks with the prompts given in brackets (Deal with the boss's complaints and use passive to avoid taking the blame). T. nominates some students to read a sentence from the tasks and provides feedback.

Activity 4: PRODUCE – Create your own responses (Free-style / Skill-using activity)

20 min./5 min.

T. distributes handouts (Handout 4) and asks students to work individually focusing on the next task where they are required to prepare their own appropriate responses to 'blame' statements with the use of Passive Voice trying to avoid taking the blame.

T. has students work in pairs and instructs them to use the statements given in the task and their own ideas.

T. nominates some students to roleplay their dialogues. T. provides feedback and corrections where necessary.

Assessment:

T. assesses all students individually. T. instructs a student to imagine that he/she is at their boss's office and they need to avoid taking blame with the use of relevant Passive Voice structures.

T. makes from 4 to 6 statements, listens to what the student has to say and assesses the response.

LSS – Teaching a Mini Lesson: Online - Rubric

Student: MAKSYM ACHKASOV

Instructor: S. Baker

Date: February 15, 2024

	Marking Criteria	Observed
1	Lesson plan is received before teaching begins	1
2	Lesson topic is interesting, authentic, and relevant to Ss' (students') lives	1
3	CLB 2012 competency statement(s) is (are) stated	1
4	Language Learning Outcome is clear and well stated (a self-created outcome that is about your teaching point)	1
5	T is professional in dress and manner	1
6	T is well prepared, confident, and enthusiastic	1
7	T speaks at an appropriate volume	1
8	T speaks clearly	1
9	T uses correct word usage and sentence structure	1
10	T uses available technology effectively	1
11	T uses handouts, displays, etc. for Ss' use that are of professional quality (e.g., typed and error-free)	1
12	T gives clear instructions of tasks	1
13	T checks Ss' understanding of the instructions	1
14	T demonstrates good questioning techniques	1
15	T gives appropriate wait-time for answers to questions	1
16	T provides positive feedback to all Ss throughout the lesson	1
17	T demonstrates time management	1
18	One introductory activity is present	1
19	One introductory activity is level-appropriate	1
20	Teaching point is clearly defined (voc., gra., pron.) and is designed by T	1
21	Teaching point is explained well (e.g., accurate technical description in plain English, no TESL jargon)	1
22	One or more skill-building/focused activities are present - Can be from a textbook, website, or other sources or designed by the T	1
23	One or more skill-building/focused activities are level-appropriate	1
24	One or more skill-building/focused activities practice different contexts	1
25	One or more skill-using/communicative activities are present	1
26	One or more skill-using/communicative activities are level-appropriate	1

27	One or more skill-using/communicative activities are designed by T	1
28	Activities involve two or more instructional groupings: individual, group, and whole class	1
29	Ss have sufficient time for practice	1
30	All tasks support the learning outcomes and language functions	1
	TOTAL	30/30

COMMENTS: