TEACHING PLAN

1. Students:
   1st-year senior high school students
   Beginner–Intermediate level
   Students will require reviewing past participles of irregular verbs time to time.
   Students need to be checked if they can always use be verbs correctly.
   Students find a difficulty to read out numbers in English.
   More speaking and writing practice using passive voice are needed in order to
describe the situation appropriately.
   More practice for reading numbers in English.

2. Lesson:
   X English Expression 1 (Grammar and Writing)
   Lesson 6 I'm glad I can see the Sydney Opera House
   Vision Quest English Expression 1 Standard

3. Aims for this lesson:
   1) Student will be able to use subject + be + past particle (+by + agent) in order to
describing men/animals or things in the content or pictures using passive voice appropriately in
speaking and writing.
   2) Student will be able to listen and pronounce numbers correctly in English.

4. Information about this class:
   This is a 2-credit (2 hours in a week) course. 1st year students are divided into 2 groups in April based
on the result of the placement test. Number of the students in this class is 24.

5. Although Students were thought passive voice once when they are in junior high school is, most of
the students are not confident with using Passive Voice. Review of the grammar/form is
necessary. And, they may not know or forgot some of the past participles of irregular verbs.
An appendix of past participles (text p.118-119) can be used during the lesson.
   Students have already studied how to read numbers in English period of this lesson.
   1st period present/past passive voice (this lesson) p.50. Speaking and writing passive vice with
Numbers.
   2nd period present/past passive voice -negative, question form . p.47-47
   3rd period future passive voice, passive voice including auxiliary verbs p.46-47
   4th period future continuous passive voice p.46-47
   5th period past perfect passive voice p.46-47
6. Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Procedure</th>
<th>activities</th>
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<tbody>
<tr>
<td>Introduction 2 min</td>
<td>- Greeting</td>
<td>- Introduce students the Sidney Opera House using power point.</td>
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<td>- Tell students what today's goal is.</td>
<td>- Elicit the students' background knowledge of the world heritage sites by showing pictures and asking questions about them. (Text p50)</td>
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<td>- Oral introduction (listening and speaking)</td>
<td>- Students can take notes while the teacher demonstrates.</td>
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<td>Explanation of grammar</td>
<td>- Introduce the form using pattern</td>
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<td>- Rule/form</td>
<td><strong>subject + be + past particles</strong> (+by + agent)</td>
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<td>Listening practice</td>
<td>(Write on board or show them on power point)</td>
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<td>Activity 1</td>
<td><strong>Subject (Receiving action) + by agent (doing action)</strong></td>
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<td>20 min.</td>
<td>Present passive quiz (pair work)</td>
<td>Teacher shows students some examples using the pictures of the World Heritage Site. S—Take notes.</td>
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<td>Practice the form in the different contents (writing)</td>
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<td>Use color bars for grouping.</td>
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<td>Correct any incorrect use of tense or form</td>
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<td>T&amp;F quiz (Speaking activity)</td>
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<td>Practice with partner</td>
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<td>Share passive sentences with a partner</td>
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<td>Monitor the student</td>
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<td>Answer the questions from the students who need help individually.</td>
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| Activity 14 min. | Activity 2 | Text book p.50  Step3  
|                 |             | (Pair activity)  
|                 | Text book p.50  Step3  
|                 |             | - Practice individually to think and read out for 3min.  
|                 |             | (Pair activity)  
|                 |             | - Practice in pair for 7min.  
|                 |             | Read out to their partner. A⇒B  
| 10min. | Consolidation  
|         | - Ask further questions or give some comments about their speeches.  
|         | - Praise them by clapping hands.  
|         | - Self learning  
|         | Research on internet.  
|         | Write a short paragraph.  
|         | - Have some students demonstrate by speaking out their Answers.  
|         | Home Work (writing)  
|         | Show students the Japanese World Heritage Sites on Power point or pictures.  
|         | - Give students a chance to research about Japanese World Heritage sites on Internet at home.  
|         | Students can write reasons why it is popular, its size, its features, and their comments about how they feel about it.  
|         | - Individually, students write a speech about their favorite Japanese historical building by following the format of the paragraph on p.50  
|         | - Bring it to the next lesson.  

Present Passive Quiz

Student A

Write the correct present passive form of the verb in brackets. Then, read the sentences to your partner. Your partner will guess if they are true or false.

1. 10 million bottles of Coca Cola ____________________ (drink) every day. FALSE: 110 million
2. 2,000 African elephants ____________________ (kill) every year. FALSE: Every month
3. Less sugar ____________________ (eat) in Europe and the USA now than 200 years ago. FALSE: 20 times more sugar is eaten now.
4. 3,000 million flowers ____________________ (grow) each year in Hawaii. FALSE: Holland
5. 6% of the Earth’s surface ____________________ (cover) by rain forest. TRUE

Present Passive Quiz

Student B

Write the correct present passive form of the verb in brackets. Then, read the sentences to your partner. Your partner will guess if they are true or false.

1. In the world, 11,000 babies ____________________ (born) every hour. TRUE
2. More oil ____________________ (import) by America than any other country in the world. FALSE: Japan
3. The country in the world which ____________________ (visit) by the highest number of tourists is Italy. TRUE
4. English ____________________ (speak) as a first language by the largest number of people in the world. FALSE: Mandarin Chinese
5. Coca-cola ____________________ (sell) only in the USA and Europe. FALSE: 157 countries all over the world.
Text book p.50 (Take a memo while you are listening)

1. Name:
2. Location:
3. Listed year:
4. More information about it:

Step 3

Hello, everyone, Today, I'm going to talk about (1). This is
a picture of (1). It's located in (2). It was
completed (3). (4).

I'd like to visit (1) someday (I have been to (1)

Before, and it was (  ) . Thank you for listening.
a. The Statue of Liberty in New York was completed in __________. It is __________ meters high with the base and foundation.

b. The Taj Mahal in India was completed in __________. It became a UNESCO World Heritage Site in __________.

c. Stonehenge is a prehistoric monument in England. It is said that it was built between __________ and __________ B.C.

1. Name: ____________________________
2. Location: __________________________
3. Completion year: __________________
4. More information about it: __________________

Hello, everyone. Today, I’m going to talk about (1) __________________________. This is a picture of (1) __________________________. It’s located in (2) __________________________. It was completed (3) __________________________. (4) __________________________. I’d like to visit (1) __________________________ someday [I have been to (1) __________________________ before, and it was (____________________) ]. Thank you for listening.