



## Theme: The Young Generation

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> <li>Passive voice</li> <li>Subject-verb agreement</li> <li>Indefinite pronouns</li> </ul>	Games	Answering questions based on a visual text	Writing a story based on a picture and guides

### Lesson Objectives

Students are able to

- use the passive voice,
- apply the subject-verb agreement in sentences,
- answer questions based on a visual text.

### Resources

*(Preparation to be done before the lesson)*

- Learning English Workbook 6
- A slideshow about how the younger generation views the reading of storybooks
- A table on the tenses used in the active voice and passive voice (Refer to the table shown on pages 75 – 76. Ensure that the sentences are different from those shown in the book.)
- Visualizer projector
- 1<sup>st</sup> set of word cards (Refer to the words in the 1<sup>st</sup> and 2<sup>nd</sup> white boxes shown on page 77 and write them as singular.)
- A sheet of paper with sentences showing subject-verb agreement for the 1<sup>st</sup> set of words
- 2<sup>nd</sup> set of word cards (Refer to the words in the 3<sup>rd</sup> white box shown on page 77.)
- A sheet of paper with sentences showing subject-verb agreement for the 2<sup>nd</sup> set of words
- 3<sup>rd</sup> set of word cards (Refer to the words in the 4<sup>th</sup> white box shown on page 77.)
- A sheet of paper with sentences showing subject-verb agreement for the 3<sup>rd</sup> set of words
- A sheet of paper containing sentences with noun phrases in them
- A sheet of paper containing sentences with more than one noun in each of them
- A newspaper cutting or Internet article about child labour
- A photograph from a magazine or newspaper (preferably about teenagers doing something meaningful together as a group)

## Introduction / Warm-up Activity (10 min)

1. Do a short survey with the students about their reading habits. Ask the students what genre of storybooks they enjoy reading and how many hours a day or week they set aside to read. You may even ask them when they usually read (e.g. on the train, before bedtime, etc.). Tabulate and write the results on the whiteboard. Then, discuss with the students what they understand about the reading habits of their classmates based on the survey.
2. Show the students a slideshow depicting the views of some children about reading.

### *Example:*

- I borrow library books every weekend.

## Lesson (20 min)

1. Discuss with the students the views held by the children about reading as shown in the slideshow. Refer the students to some of the sentences in the slides. Write them on the whiteboard.

### *Example:*

- Shelia mends the torn pages of the library books.

Tell the students that the sentences on the whiteboard are in the active voice. Recapitulate with the students what active voice is. Point out to the students that the active voice is used to show the subject is doing an action. Using the sentences written on the whiteboard, circle the subject and the verb in each of them.

2. Next, tell the students that the normal word structure of an active voice can be changed into the passive voice. Show the students how it is done by using the first sentence on the whiteboard as an example.

### *Example:*

- The torn pages of the library books are mended by Shelia.

Explain to the students that the subject is no longer active in such a sentence. Instead, the subject is being acted upon by the verb. Circle the subject and verb in the sentence. Then, get the students to rewrite the other sentences in the passive voice. Write the students' responses on the whiteboard below each of the sentences in the active voice.

3. Reinforce the students' learning by explaining to them that the passive voice is used to stress the action, not the actor. Also, passive voice can be considered more polite because it sounds less aggressive or dramatic. Tell the students that the person or thing that receives the action is the one that is important. Provide the students with three golden rules (as shown on page 75 in Learning English Workbook 6) to follow when writing sentences in the passive voice. Write the golden rules on the whiteboard.

4. Provide the students with more sentences to rewrite from the active voice to the passive voice. Place the sheet of paper showing the table on the tenses used in the active voice and passive voice on the visualizer projector. Tell the students that they have to pay attention to the tenses used in the sentences in the active voice. Go through each of the tenses in the active voice and get the students to see how it is changed into the passive voice.

### *Example:*

- The children used the tablets to occupy their free time.
- —> The tablets were used to occupy the children's free time.

5. Recapitulate with the students how the tenses are changed in the passive voice by writing it on the visualizer projector. Using the table on the tenses used in the active voice and passive voice, tell the students the following:

Active Voice	Passive Voice
Present Simple e.g. make/makes	Present Simple e.g. am / is / are made
Past Simple e.g. made	Past Simple e.g. was / were made
Present Continuous e.g. am / is / are making	Present Continuous e.g. am / is / are being made
Active Voice	Passive Voice
Past Continuous e.g. was / were making	Past Continuous e.g. was / were being made
Future Simple e.g. will make	Future Simple e.g. will be made
Present Perfect e.g. has / have made	Present Perfect e.g. has / have been made
Past Perfect e.g. had made	Past Perfect e.g. had been made

You may want the students to draw this table in their grammar notebook for revision purposes.

- Next, show the students the 1st set of word cards. Stick them on the whiteboard. Elicit from the students whether they are singular or plural nouns. Then, ask the students to change the singular nouns to plural. Write their answers on the whiteboard next to the corresponding word cards.
- Point out to the students that some singular nouns require an addition of '-s' at the end of them to make them plural.

**Example:**

- boy – boys
- book – books

Point out to the students that some singular nouns require a change in spelling for the words to make them plural.

**Example:**

- child – children
- goose – geese

- Show the students some sentences containing either the singular or plural nouns in them. Place the sheet of paper with the sentences on the visualizer projector.

**Example:**

- The children walk to school.
- The child draws water from the well.

Point out to the students that in each of the sentences, the subject must agree with the verb. Show the students the subject-verb agreement by circling the plural noun with plural verb in the sentences, and the singular noun with the singular verb in the sentences.

- Show the students the 2<sup>nd</sup> set of word cards. Stick these word cards on the whiteboard. Tell them that some nouns that end with '-s' do not take on the plural verb. Instead, they take on the singular verb. Provide the students with sentences which illustrate the use of the nouns taking on the singular verbs.

**Example:**

- Debris was found all over the room.

10. Show the students the 3<sup>rd</sup> set of word cards. Stick these word cards on the whiteboard. Tell them that some nouns do not have a singular form. In this case, they always take on the plural verbs. Provide the students with sentences which illustrate the use of the nouns taking on the plural verbs.

**Example:**

- His pants were on the floor.

11. Get students to think of some uncountable nouns and then write their responses on the whiteboard. Point out to the students that uncountable nouns take on the singular verb.

**Example:**

- Rice is grown in Thailand.

12. Write abstract nouns such as 'education,' 'graciousness,' etc. on the whiteboard. Explain to the students that abstract nouns are intangible. As such, they take on singular verbs.

**Example:**

- Love is a wonderful thing.

13. Explain to the students that when collective nouns are used in sentences, they have to pay attention to the verbs that they use. If the collective noun is meant to indicate as a group, the singular verb is used. If the collective noun is meant to indicate that the group is made up of individuals, the plural verb is used.

**Example:**

- The choir sings beautifully. ('Choir' is seen as a group.)
- The choir sing beautifully. ('Choir' is seen as being made up of individuals.)

14. Provide the students with more complex sentences where noun phrases are used. Place the sheet of paper containing sentences with noun phrases on the visualizer projector. Get the students to identify noun phrases in the sentences. Then, get the students to point out the subject in the noun phrase so that they know whether the plural or singular verb should be used.

**Example:**

- The boys in class 6A are known to be notorious.

15. Provide the students with instances where the sentences show more than one noun. Use the visualizer projector to show the sentences to the students. Remind the students where to focus on and what the subjects are when such sentences are used.

**Example:**

- The presence of their loved ones brings great comfort to the victims of the disaster.
- The mother, as well as the father, is annoyed at their son's rude behaviour.
- The teenager, whom you see here sitting beside his mother, is charged with theft.

16. Get students to ask each other questions about their day in school starting with 'do,' 'does,' 'is,' 'are,' 'has' and 'have.' Write the words on the whiteboard. Then, show the students how they can form questions using any of the written words on the whiteboard.

**Example:**

- Do you like skipping?
- Are there five stalls in the canteen?

Then, encourage the students to construct some questions that they can ask their classmates. Write their questions on the whiteboard. Point out to the students that when they form questions that require a 'yes' or 'no' answer, the subject must agree with the verb at the start of the question.

## Additional Activities / Closure (15 min)

1. Put the students in pairs. Get each of them to write down 3 sentences in the active voice. After doing so, get them to swap the sentences with each other. They will then need to change the sentences from the active voice to the passive voice. Let the students share their sentences with the rest of the class at the end of the activity. Discuss with the students if the sentences have been changed correctly and if the tenses are correctly applied when the active voice is changed into the passive voice. You may want to write down the sentences on the whiteboard so that the students can see the sentences which their classmates have come up with. You may want to take the opportunity to check that the subject-verb agreement is correctly applied in both the active and passive voice as well.
2. Tell the students to turn to **pages 75 – 79 of Learning English Workbook 6**. Review the ‘Read and Learn’ sections on **pages 75 – 76 and pages 77 – 79** before reading the instructions given in the exercises together. Get the students to complete their work and hand it in to you. You may want to walk around the class to do a random check on the students’ work.

## Homework

1. Ask the students to complete **pages 82 – 85** as homework. Go through the visual text with the students. Elicit the answers from the students when you go through the questions with them.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.

## Optional Activity

1. Show the students a newspaper cutting or an Internet article about how some children from other countries are exploited for labour. Get the students to identify the sentences with the active and passive voices and fill in a table with the columns ‘Active Voice’ and ‘Passive Voice’.
2. Using a photo from a magazine or newspaper, have the students write a short paragraph about what is taking place in the photo. After writing their paragraphs, collect the work from the students. Read through a selection of students’ work in class using the visualizer projector. Discuss with the students if the subject-verb agreement has been used correctly in the sentences.