

CLIL Lesson Plan: Active and Passive Voice

Teacher: Dr. B. Spoorthi

Grade Level: B.Tech 1st Year – CSE/VLSI/EEE/Civil

Course: English for Technical Communication

Subject: Active and Passive Voice

Duration: 120 minutes

Objectives:

Content Objective:

- By the end of this lesson, students will understand the rules and usage of active and passive voice in different contexts.

Language Objective:

- By the end of this lesson, students will be able to convert sentences between active and passive voice and use them appropriately in writing and speaking.
-

Materials:

- Projector and screen
 - Handouts with active and passive voice rules
 - Whiteboard and markers
 - Sample sentences for practice
 - Notebooks or digital devices for note-taking
-

Preparation:

- Prepare a presentation explaining the structure and rules of active and passive voice.
 - Create a handout outlining key differences, examples, and exercises.
 - Arrange classroom seating to facilitate group discussions and interactive activities.
-

Procedure:

1. Pre-Task: Vacation Reporting (30 minutes)

- Ask each student to briefly describe their last vacation in a few sentences.
- Encourage students to use active voice while reporting their experiences.
- Note key sentences on the board for later reference.
- Allow peer discussion and feedback on the clarity and effectiveness of their reports.

2. Explanation of Active and Passive Voice (30 minutes)

- Introduce the rules for active and passive voice with examples.
- Explain when and why passive voice is used (e.g., formal writing, focus on the action rather than the subject).
- Provide a handout summarizing these rules and structures.
- Conduct a guided practice session where students convert given active sentences into passive and vice versa.

3. Group Activity: Vacation Storytelling (45 minutes)

- Divide students into small groups.
- Each student shares their vacation experience with their group.
- Groups collaborate to frame a short story incorporating elements from each person's vacation, converting some sentences into passive voice where appropriate.
- Groups refine their stories and ensure correct grammatical structure.
- Groups present their stories to the class, using both active and passive voice effectively.

4. Peer Review and Discussion (10 minutes)

- Students provide constructive feedback on each group's storytelling and grammar usage.
- Discuss the impact of active vs. passive voice in storytelling and technical writing.

Conclusion (5 minutes)

- Summarize key takeaways from the session.
 - Ask students to reflect on when to use active and passive voice effectively.
 - Assign a short written task where students rewrite five active sentences into passive and vice versa.
 - Thank students for their participation.
-

Assessment:

- Evaluation of students' participation in activities.
 - Observation of accuracy in converting between active and passive voice.
 - Review of sentence formation for correctness and clarity.
 - Feedback from peer review discussions.
-

Homework/Extension:

- Assign students to find examples of active and passive voice in news articles and rewrite them in the opposite voice.
 - Encourage students to write a short report using both active and passive voice effectively.
-

Note: This CLIL lesson plan integrates grammar instruction with interactive storytelling, helping engineering students improve their ability to use active and passive voice in real-world communication.