



Lesson plan

Target: Passive voice

Objectives:

- Remember specific vocabulary.
- Understand the grammatical structure of passive voice.
- Emphasize actions.
- Students will be able to discuss skin cares.

Vocabulary: layer, wimpy, interlopers, split off, release, shield.

Before watching

Warm up: Active prior knowledge

- Divide the group into small groups.
- Project an image of a human body.
- Tell students they have a minute to list why is our body important.
- Ask them to give you their answers.

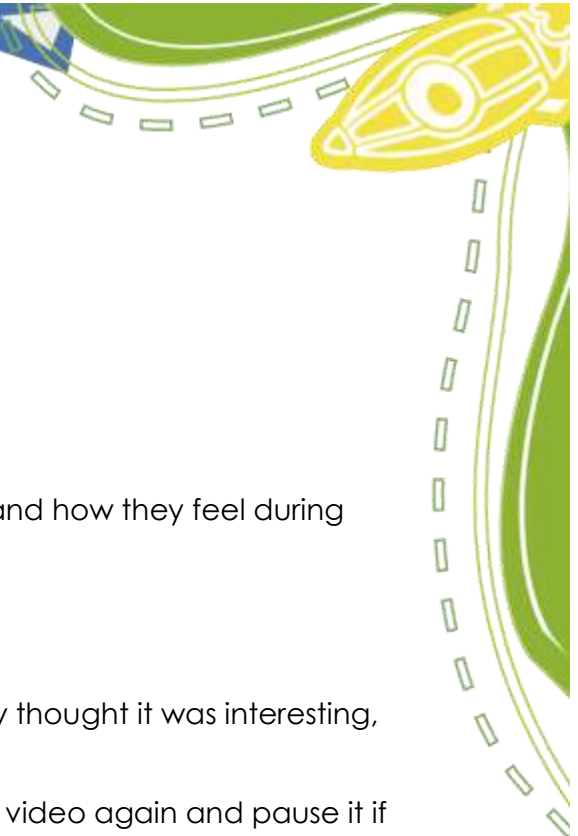
Show/Write the opening question and read it out loud: **What is the most important organ of your body?**

Ask students to complete the sentence: The most important organ of my body is...

- Write some answers on the board.

Before watching

- Read the vocabulary and ask them to repeat their words. Then give the definition of each one of them. Give examples.
- Ask them to complete the exercise related to the vocabulary.
- Tell them a bit about the video they're going to watch.
- Ask more or less 2 students to tell their opinions about the video.
- Make questions about the movie, for example: Do you think skin is important? How does skin help us?



While you watch:

- Have students pay attention to the video.
- Pause the video as necessary.
- Have students describe some of the characters and how they feel during certain moments of the video.

After watching:

- Ask students about the video, for example if they thought it was interesting, *if they knew the information provided, etc.*
- Tell the students about the gap activity. Play the video again and pause it if necessary.

Present

- Direct the students to the grammar icon and explain them the topic (Passive Voice). Try to be very clear when you explain the grammar structure.
- Write a sentence with each of the passive voice uses.
- Give extra examples and ask them to write sentences.

Practice

- Students scramble the sentences.
- Make students complete the sentences choosing the correct answer. Then, ask them to compare their answers with a partner.
- Have students compare their answers with a classmate.
- Finally, ask students to complete the graphic organizer, the graphic organizer can be present it printed or in a bond paper.
- Ask students share their answers with a classmate.

Extend

- Have students form small groups (4 members).
- Print the discussion cards and give a sheet per team.





- Tell students they need to cut them and each one need to have a card.
- Tell students they need to take turn to read their card and answer it; the rest of the group will give their opinion about the card.
- When finished, ask them to share their answers.

Questions:

How do you take care of your skin?

Have you ever had a skin irritation?

What affects our skin?

Do you use sun cream?

