



## Chapter 4 Dialog 3 Lesson Plan

### Using the Passive Voice

#### *Warm-up: Brainstorm*

Ask students when was the last time something bad happened to them. Elicit several examples from the students, and list them on the board. Write the following form on the board:

What happened to you??  
I got \_\_\_\_\_.

Ask students the question and have them give their examples again, plugging them into the answer form. (ex. I got pooped on by a bird., I got caught in the rain without an umbrella., etc.)

#### *Exercise 1: Explain the grammar*

Explain to students that the passive voice can be used to describe a situation where something happens to them (whether they caused it or not) and that the form *get + participle* can be used for casual conversations whereas *was + participle* can be used for formal situations, reporting or writing. (See corresponding grammar page for a more in-depth treatment).

#### *Exercise 2: Dialog Intro*

Have students turn to page 78 of their books. Have them look at the pictures and elicit what they think the dialog is about. (ie. Who is talking? What are they talking about? How does Nina's face look? etc.)

Then have them listen to you going through the dialog (either doing both voices yourself, or choosing a student to do it with you), and question them about its contents.

(i.e. Who called Nina? What happened? How many people were injured? How about Nina's father? etc.).

\* A listening dictation exercise (where you read the dialog, and they have to write down what you say can also be done- this is an excellent way to test their listening comprehension).

#### *Exercise 3: Dialog Practice*

Have them go through the dialog and try to find all of the reductions in it. Check their answers. Then have them practice the dialog in pairs. Have them try the second exercise, then review the answers as a class, and have them go through the dialog again plugging in their own ideas.

#### *Exercise 4: Extension into role play*

Brainstorm some natural disasters, accidents that can occur, as well as the effects of it. Write several examples on the board to give students more ideas. Then have them close their books, and try to freestyle a phone conversation about the event. (Simulating the roleplay).

#### *Exercise 5: Free exercise- News Forecast*

Put students in groups of three. Have them think of an event and its consequences that they haven't talked about yet, writing notes about it. Give the notes to one student. Have that student (A). Face the next student (B), with the third student (C) having their chair back to back with (B). Have A play a TV newscaster talking about an event while (B) is the viewer, and (C) is the friend they are calling to tell about it.

#### *Exercise 6: If there's time/Homework*

Have students go through this chapter's manga pages, and find the examples of the passive voice.