

Lets together very enjoy.

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Objective: Confusion, passive confusion A pointless grammar point, why study the passive voice when the simpler voice is barely understood by many students? The only practical use for this grammar would be when describing an action performed by a great many people, i.e. it is sung all over Japan. For students who struggle to express what their friend or even what they did the previous day, this is futile. Therefore, I aim to just get the students through it and to show the more intelligent students that there is more than one way to express the same thing. As with most lessons my main aim is to reduce the students' "affective filter".

* The affective filter is an imaginary wall that is placed between a learner and language input. If the filter is high, the learner is blocking out input. The filter turns up when anxiety is high, self-esteem is low, or motivation is low. Hence, low anxiety classes are better for language acquisition. 'Hard' work can still have a low affective filter.

Sentence: Have you ever heard the song *Hana*?
Yes. It was written by Kina Shokichi. It is sung all over Japan.

Text: Sunshine 3, pg. 34-43.

Time: 45 minutes (3 x 15 minutes).

Materials: Textbook, print (C).

Summary: Students arrange themselves into groups of 6-8 (lunch groups).

1. Students guess the answer to the first set of questions by discussing amongst their group the most probable answer and the correct way to write it. The questions use teachers from your school, this lowers the affective filter. The answer to each question is then role played by the ALT and JTE.
2. Students ask the other members of their group each question until they have asked all members. All but two (or three) of the questions will be answered in this step.

Grade 3, Program 5: A.

3. Students now search for the final two (or three) answers by asking members of other groups. The answer to one (or two) of the questions can be held by the ALT and / or JTE to check for understanding.

Procedure: Hand a print to every student in the class. Be sure to hand prints out so that each student has the answer to only one question but every group has the answers to all but two (or three) of the questions.

1. Ask the students to guess the answer to each question. The students write their answers in the passive voice. Encourage the students to talk amongst themselves to get the right answer and to write it correctly (passively). The answers are then role played by the ALT and JTE, the JTE asks the ALT each question, the ALT then answers each question, and writes it on the board
2. The students ask every other member of their group and complete as many of the answers as they can. The student answers according to what is written on their print*. At the end of this part each student should have the answer to all but two (or three) questions, e.g.:

Q: Do you speak French?	*A: No, It is spoken in Canada.
Q: Do you speak Hindi?	A: <u>No, It is spoken in India</u>
Q: Do you speak Burmese?	A: <u>No, It is spoken in Myanmar</u>
Q: Do you speak Martian?	A: _____
Q: Do you speak Gaelic?	A: <u>No, It is spoken in Ireland</u>
Q: Do you speak Zulu?	A: <u>No, It is spoken in Africa</u>
Q: Do you speak Dutch?	A: <u>No, It is spoken in Holland</u>
Q: Do you speak Mungwali?	A: _____

3. The students ask the members of other groups and the JTE and / or ALT to answer the final two (or three) questions.

Notes: Your JTE may want to teach the key sentence or new words or just have the ALT read to the students (like a bed time story) at the beginning of class. If this is the case then each activity could be reduced by 5 minutes. Throw a bit of clpart around to give the students who finish early, or those who don't want to do it, something to color in. You can use any questions that you feel will work well with your students. Using things that are familiar to the students will lower their affective filter.

Grade 3, Program 5: B.



Who ate my cake?



1. Please guess the correct answer.

Q: Who ate my lunch?

A: It was eaten by me!

Q: Who ate the cake?

A: It was _____ by _____.

Q: Who drank the beer?

A: It was _____.

Q: Who broke the window?

A: It _____.

Q: Who wrote Tokyo Classic?

A: _____.

Q: Who played tennis?

A: _____.

___ / 5.

Yabu	Oba	Ito	'Ripslyme	Kuga
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2. Please ask your group.

Q: Do you speak German?

A: No, it is spoken in Germany.

No, I don't know where it is spoken.

Q: Do you speak French?

A: No, It is spoken in Canada.

Q: Do you speak Hindi?

A: _____.

Q: Do you speak Burmese?

A: _____ Each print has one _____.

Q: Do you speak Martian?

A: _____ answer to begin. Each _____.

Q: Do you speak Gaelic?

A: _____ group has all but 2 _____.

Q: Do you speak Zulu?

A: _____ answers distributed _____.

Q: Do you speak Dutch?

A: _____ to its members. _____.

Q: Do you speak Mungwali?

A: _____.



Mars	Africa	Australia	Canada
Myanmar	Ireland	Holland	India

3. Please ask the other groups and your teacher.

