

Textbook

Lane, R. (2009). *Lane's English as a second language*. Stanford, CA: Lane Press.

Chapter Enhancement #1

Rationale – to use be+past participle. The deductive method of rules is given when grammar explained needs to be modeled. Information gap activity-pair work.

Teacher – Sentences in the active voice can become passive if the agent (subject) is unknown or not mentioned because we do not want to mention them. (Lane)

The forms are be + the past participle of the verb.

Example: Use was/were plus the past participle

Active: John sees the accident. Passive: The accident was seen by John. Or
The accident was seen. (the by+who disappears)

Student – Working with a partner student one create an active sentence and student create its equivalent in Passive voice. Student #1- use the first five verbs and student #2 reverse roles with the second five verbs. Write your sentences down.

Model: Active: The child took the cookie. Passive: The cookie was taken.

Set #1 Verbs – see, seen/give, given/make, made/know, known/ do, done

Set #2 Verbs – say, said/go, gone/come, came/have, had/keep, kept

Chapter Enhancement #2

Rationale –Use in context in authentic materials. Inductive reasoning allows students to be more involved in learning and problem solving.

Teacher – Read the short article from *Science News online*. Locate the passive sentences and write them down. You will look for a form of be plus past participle.

Student - Explain why the author used the passive and why the agent is omitted. Secondly: Take 5 active sentences and reconstruct them into passive voice.

Maya civilization's roots may lie in ritual

By [Bruce Bower](#)

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Standing on Ceremony

After excavating through layers of construction at an ancient Maya site in Guatemala, researchers found a ritual plaza from around 3,000 years ago.

T. Inomata

Ancient Maya civilization was born of public rituals devised several thousand years ago as a result of mingling among groups spread across what's now southern Mexico and Guatemala.

That's the provocative conclusion of a report, published April 25 in *Science*, describing the excavation of that region's oldest known ceremonial structures. The excavations were at Ceibal, an early Maya settlement in Guatemala. These 3,000-year-old finds consist of remnants of a square platform and a long platform separated by a plaza, say archaeologist Takeshi Inomata of the University of Arizona in Tucson and his colleagues. Critically, the two structures run from east to west.

Renovations to the square platform transformed it into a 6- to 8-meter-high pyramid by around 2,700 years ago. A new version of the long platform was built behind the original at that time.

That layout, joining a square or pyramid with a platform in an east-west alignment, formed the centerpiece of ritual areas in many later Maya cities. Ceremonial structures at Ceibal and nearby sites got the cultural ball rolling, the researchers suggest, in a Maya society that eventually featured writing, a complex calendar and massive temples.

Radiocarbon dating at Ceibal challenges previous proposals that Maya civilization arose either on its own or due to the direct influence of southern Mexico's Olmec civilization, which dates from roughly 3,500 to 2,400 years ago. Some archaeologists contend that an Olmec settlement near Mexico's Gulf Coast called La Venta crucially shaped ancient Maya practices.

But Ceibal's ceremonial structures were built about 200 years before comparable ones at La Venta, Inomata's team concludes. Similarly configured ritual buildings appeared at sites within 400 kilometers of Ceibal shortly after 3,000 years ago, the investigators say.

Citations

T. Inomata et al. Early ceremonial constructions at Ceibal, Guatemala, and the origins of lowland Maya civilization. *Science*. Vol. 340, April 26, 2013, p. 467. doi:10.1126/science.1234493. [\[Go to\]](#)

Rationale-Use and form. Task based. Uses authentic language doing meaningful task in the target language.

Teacher- Use the passive voice to describe situations and report opinions. The passive voice is used to describe when the agent is acted upon. Use the verbs: is, are, and was plus the past participle to create the verbs in the sentence.

Student: Write 6 sentences of activities in the classroom which are done or not done. (Hint: Verbs to choose from are teach, read, study, write, display, turned on, etc.)

Model: English was spoken.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Textbook

Byrd, P., & Benson, B. (2001). *Applied English grammar*. Boston, MA: Heinlie.

Chapter Enhancement #4

Chapter 7- Questions and Commands

Rationale: Form. To be able to learn about yes/no questions before they are to construct them independently. Opinion gap activity. Learners may produce more in pairs.

Teacher- Yes/no questions. To form the yes/no question the word order is changed from a statement placing the modal in the front. The information sought is a yes/no answer but sometimes more information is given, which sometimes is the purpose of a yes/no question.

Ex. The test will be on Tuesday. Yes/No question. Will the test be on Tuesday?

Follow-up information: Yes. Please bring a pencil with you. (Byrd & Benson)

Student – The student will complete the survey first on their own and then ask another student the same questions. Secondly, for each question write possible follow up information.

Survey of study habits

1. Does the library have a study center?
2. Do you speak English with your friends?
3. Do they have a language lab at the school?
4. Do you check out books in the library?
5. Do you write e-mails in English?
6. Do you like your classes?
7. Is the ESL class helping the students to speak better?
8. Do you take any progress exams for English?
9. Do you play any sports?
10. Do you have trouble using English in any of your classes?

Chapter Enhancement #5

Rationale—Form. Students will be given a context to form yes/no questions. This is a communicative task and an interactional activity.

Teacher – To help the student be able to form yes/no questions the teacher will instruct the students that they will be given a card with an occupation. The first student is to ask questions of a selected student to try to figure out the occupation using yes/no questions. (occupations: teacher, doctor, lawyer, hairdresser, policeman, minister, fireman, computer programmer, gardener, cook, astronaut.) Ex. Do you wear a uniform? (Byrd & Benson)

Student – Play, *What's my line?* Each student will be given a card with an occupation on it. The first student will ask a yes/no question to try to find out what is the occupation of the student

they select. They call the next student to ask a question. You have twenty questions to guess the profession of the person.

Chapter Enhancement #6

Chapter 13 – *Nouns, Adjectives, and Personal Pronouns*

Rationale—Practice accuracy. Form: Using specific adjectives not concerned about meaning focus on both at once difficult to do.

Teacher – Most adjectives are these categories. (Byrd & Benson, p. 321)

Sequence : first, second

Number: one, two

Quality: beautiful

Size: tall

Age: old

Temperature: hot

Color: red

Shape: round

Origin: French

Student: I will ask students for an adjective that fits into the story when I get to a blank. After, I will read the story to the whole class.

Today everyone has a _____ cell phone. _____ transmitters that connected the
(shape) (quality)
_____ cell phones were really _____ devices. I saw a movie where a _____
(sequence) (shape) (size)
man called from a _____ car in the _____ seat. It had a(an) _____
(adj. with -ed) (location) (size)
antenna and _____ silly. My mom had a _____ cell phone that did not fold in half. No
(adj+en) (size)
one wanted to borrow the _____ thing. I know a boy named Dan who went swimming in
(adj +ing)

Location:

Home	water
College	career
Yard	plan

Part B:

Make combinations of 5 noun-noun adjectives and use in 5 sentences.

COLUMN A	COLUMN B
Milk	sign
Dog	bowl
Book	house
Clay	rug
Brick	purse
Area	office
Leather	chair
Cloth	book
Student	belt
Car	bowl
University	bookstore
Street	parking

Chapter Enhancement #8

Chapter 11- Passive Sentences (Byrd & Benson, p. 286)

Rationale-Form/Meaning

Teacher- Passive

Usually the subject is doing the action. In the passive the object is the focus.

Types:

Actor unknown: We do not know who did the action

Actor unimportant: What happened is more important.

Actor hidden: Sometimes the subject is hidden to deceive.

Teacher: You went to a party and the parents came back to the house. Without blaming anyone explain to the parent what happened.

Student- The students will brainstorm what happened to the house. Each pair of students will contribute three sentences in the passive. They will also prepare the parent question to ask.

(broken, damaged, stepped on, lost, ripped, destroyed, stolen, burned, torn, used, etc.)