

STANDARDS-BASED
DAILY LESSON OUTLINE

Unit Theme: passive voice and complex sentences II

Audience: adults

Time: 90 min

Objectives

By the end of this lesson, the learner should be able to

1. Understand the strategies for forming complex sentences using subordinate clauses
2. Understand the importance of using complex sentences in communication
3. Form complex sentences
4. Understand independent and dependent clauses
5. Use agents

Resources

- Blackboard Notebook/Pen
- Session 17 passive voice and complex sentences II Handouts
- Session 17 passive voice and complex sentences II Worksheet
- Session 17 passive voice and complex sentences II Homework Handouts
- Projector/laser pointer

Warm-up and prior knowledge

Welcome the students to today's class and tell them what they will be learning i.e. complex sentences. The students will learn how to form these kinds of sentences and their importance in communication. They will also learn more about the independent and dependent clauses.

Lesson instructions

Start of the lesson by reminding the students what are complex sentences using the *passive voice and complex sentences II* handout; explain the 3 types of sentences. That is, simple, compound and complex. For each type of sentence give a simple example as you go deeper on the structure of complex sentences.

Using the PowerPoint on complex sentences, illustrate the parts of a complex sentence. That is, the independent and dependent clause. Go to the next slide and teach on the importance of complex sentences in communication.

Use slide 7 to teach on the different types of dependent clauses. With the aid of the handout, dig deeper on the dependent and independent clauses. Ensure to ask if anyone has questions as you go on with the lesson to make sure everyone is on board. Be keen to mention that dependent clauses more often start with a subordinate conjunction like: while, although, unless, when, after and before. Ensure you go through the remaining slides and teach on subordinating conjunctions. Let the students read through the examples of complex sentences. Now they should form their own complex sentences and identify the independent and dependent clause in the complex sentence.

Ask the students what they know about the term agent. Explain the meaning according to the *passive voice and complex sentences II* handout. Instruct the students to pay attention to the time expressions for clues on tense usage. Before winding up the class, ask the students whether they have any questions.

Activity

1. Instruct the students to come up with complex sentences and write down the independent and dependent clause. For each dependent clause, let them specify which type of dependent clause it is.
2. Pair the students and ask them to form complex sentences between each other. One student to form the sentence while the other identifies the dependent and independent clause. Let them take turns in forming the sentences.

Independent working time/assignment

Session 17 passive voice and complex sentences II Worksheet.docx:

Fill in the blanks (page 1)

Choose the correct phrase to fill in the blanks (page 1-2)

Session 17 passive voice and complex sentences II Homework.docx:

Answer the following sentences by choosing the correct word. (page 1-2)