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Master Lesson Plan for

Active and Passive Voice- integrated (recipe writing, procedure)

Board	Standard	Subject	Chapter	Language	Creation date
APSE	STD VII	English	Active and Passive Voice- integrated (recipe writing, procedure)	English	30-05-2024 07:34:49



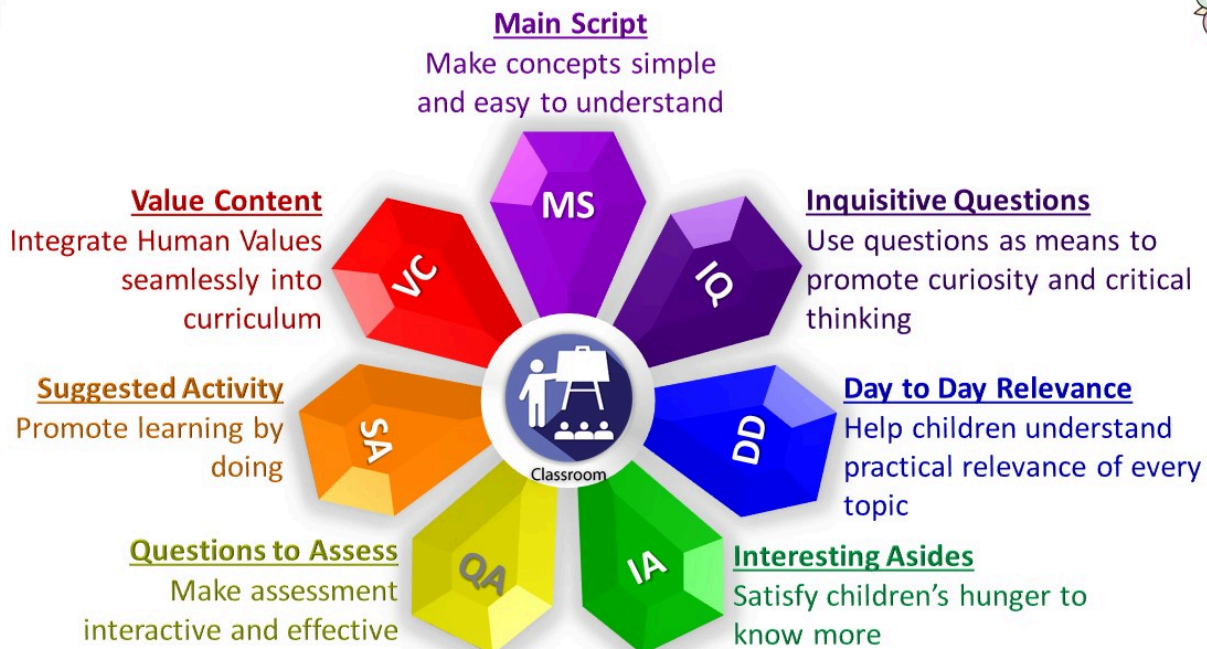
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Master Lesson Plan (MLP) - Covers the entire chapter with the help of these 7 asset types



For more information on how to use the lesson plan effectively, please scroll to the guidelines at the end of this document.



IM_Active and Passive Voice- integrated in recipe and procedure

[Notes to teacher: Dear Teachers, through this MLP, we bring to you suggestions, pedagogical approaches, ideas, teacher reference documents (TRD), teaching aids (TA) and learning aids(LA) for the topic 'Active and Passive Voice- integrated (recipe and procedure)' for grade 7. This ideation for lesson planning and delivery has been designed based on the curricular goals and competencies as prescribed by CBSE.]

CURRICULAR GOALS	CG-3 develops the ability to write simple and compound sentence structures to express their understanding and experiences.
COMPETENCIES AS PER NCF/NIPUN BHARAT	C-3.4 uses appropriate grammar and structure in their writing.

Strategies As per NEP	NA
Learner centric techniques used	Peer Assessment
Teacher's Tool Kit	Think Pair Share
SDG(Sustainable Development Goals)	SDG 4 Ensure inclusive and equitable quality education, and promote lifelong learning opportunities for all.
Inter/Multidisciplinary elements	Yes

Total Time to transact MLP : 70 minutes, 2 periods

Topics in this Chapter :

- Activity to understand the integration of active and passive voice in recipe writing
- Questions to trigger a deeper understanding of the concept
- Structure and use of active and passive voice in different tense forms
- Day to day relevance of active and passive Voice
- Additional information about the lesser known 'Middle Voice'
- Value connect emphasises the need to be active and passive, depending on the situation, which is crucial in life.
- Exercise to show integration of active and passive vVoice in writing procedures.

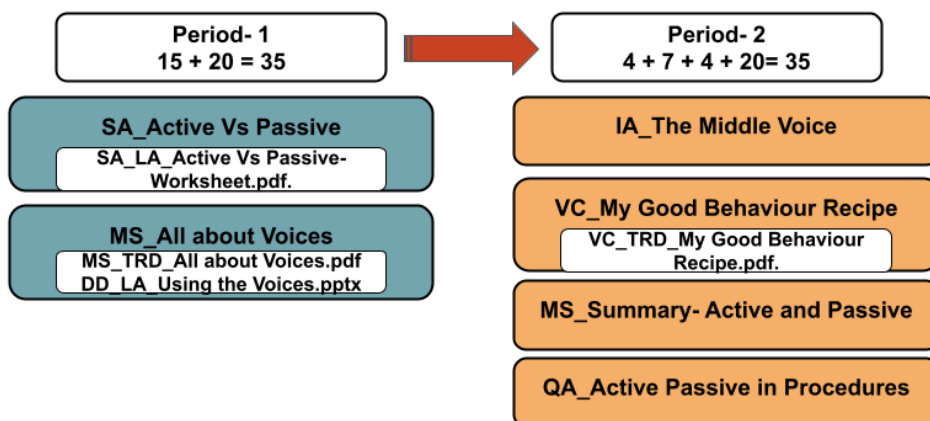


[Notes to teacher: The chapter on 'Active and Passive Voice- integrated (recipe and procedure)' has been broken down into these subtopics. Ideas and strategies on how each topic can be dealt with have been suggested. As you view this lesson plan, you will find that all seven assets are integrated seamlessly to make learning 'Insightful', 'Inspiring', 'Enjoyable', and 'Participatory'. You will also notice that the activities and value content are designed towards the attainment of curricular goals and competencies. This lesson plan is designed for 2 periods, considering **each period to be of 35 minutes**, an additional one or two periods may be used if required.]

Lesson Plan Flow

[Notes to the teacher: Here is the MLP at a glance for a quick reference.]

MLP Design flow - Overview



PERIOD 1

Topics covered in this period:

- Activity with trigger questions to understand the integration of active and passive voice in recipe writing.
- Knowledge construction through probing questions.
- Practical use of active and passive Voice.

Time: 15 + 20

Assets: Suggested Activity + Inquisitive Questions, Main Script + Day to Day Relevance

SA_Active Vs Passive (Integrated with IQ)



Specific Learning Outcome: Students will be able to apply their knowledge of active and passive voice to complete the given exercise. [Fulfills C-3.4]

Duration: 20 mins

[Notes to the teacher: This asset aims to bring about collaborative and activity based learning thereby giving ample scope for assessment for learning.]

AIM: Students will be able to understand the structure and use of active and passive voice in their communication.

TEACHING AID: [SA_LA_Active Vs Passive-Worksheet.pdf](#). (worksheet)

TYPE OF ACTIVITY: Indoor / Pair

ROLE OF TEACHER: Facilitator

PREPARATION: Make enough copies (one for every student) of the worksheet.

PROCEDURE:

- Begin the class with a lighthearted discussion about making tea (talk about the various methods practiced in every household, adding ginger or cardamom to the tea for flavour, personalized cups for each member of the household, the teatime ritual of having biscuits or reading the newspaper, etc.) to create curiosity and excitement about the activity.
- Seat the class in pairs. (Ensure healthy pairing to enable peer learning.)
- Introduce the objective of the activity- to understand the structure and use of 'active and passive voice' in our communication.
- Recall their earlier knowledge of 'Active and Passive Voice' (as done in class 6, they have learned how to identify a sentence in active and passive voice: active voice- subject is prominent, passive voice- object is prominent).
- Distribute the worksheets ([SA_LA_Active Vs Passive-Worksheet.pdf](#).) and ask the students to write their name, class, and date in the space provided on the sheet. (The answer key has been provided on a separate sheet and is only for the teacher's use - need not be printed.)
- Alternatively, write the content on the board and ask the students to write the answers on a sheet of paper.
- Allow 10 minutes for the students to collaborate and complete the worksheet.
- Keep a vigilant watch to ensure discipline.

AFTER THE WORKSHEET IS COMPLETED

- Ask students (at random) to answer the questions 1, 2, and 3 given in the worksheet and provide corrections as required.
- Shift the focus to questions 4 and 5 of the worksheet- **IQ trigger questions**
 - *Frame a question to which the content in Section A could be the answer.* (answer- How does Sathya make tea? - Explain that you are interested in knowing how Sathya makes tea and not in the process, therefore, the subject is important. Simple present tense has been used.)
 - *Frame a question to which the content in Section B could be the answer.* (answer- How is tea made? - Explain that you are not interested in knowing who makes the tea but in the process, therefore the object is more important. Simple present tense has been used.)
- Accept all answers before giving the correct answer. (Promote a non-threatening environment.)



→ Now let students identify the use of verb forms that change in active and passive voice.

Observation:

- ☒ Students are able to distinguish between the sentences using active and passive voice.
- ☒ Students are able to collaborate for critical thinking.

Troubleshooting:

- Maintain discipline while the activity is in progress.
- Keep a watch to ensure equal participation among the pairs.
- Guide and help if required.

MS_All about Voices [Integrated with DD]

Specific Learning Outcome: Students will be able to explain the structure of sentences while using active and passive voice.[Fulfills C-3.4]

Duration: 15 mins

[Notes to the teacher: This asset provides good scope for assessment as learning.]

Based on how the students have fared in the activity worksheet and in answering the trigger questions, plan the depth of your explanation.

MS_TRD_All about Voices.pdf has been provided as a teacher's resource document.

Key points to highlight for concept clarity:

- 1) The main characteristic feature- active voice- subject is prominent
passive voice- object is prominent
- 2) Verb forms used to indicate tense in active voice- V1, V2, V1+ing, V3
passive voice- auxiliary verbs+V3
- 3) The noun-verb agreement follows the subject in active voice and the object in passive voice.
- 4) In sentences where there are **two objects**, either one could be prominent in the passive voice depending on which needs focus.
- 5) In sentences where the **object is obvious or understood**, the object need not be mentioned in the passive voice.

Use the poster **DD_LA_Using the Voices.pptx** to draw the students' attention to the practical use of active and passive voice.

PERIOD 2

Topics covered in this period :

- An interesting information about the lesser known use of the 'Middle Voice'.
- Value added recipe writing for good behaviour.
- Synopsis of the concept.
- Integrating Active and Passive Voice into Procedure writing.

Time : 4 + 7 + 4 + 20= 35

Asset Types: Interesting Aside, Value Content, Main Script- Summary, Questions to Assess



IA_The Middle Voice

Specific Learning Outcome: Students will be able to relish the lesser known information about the use of the middle voice [Fulfills C-3.4]

Duration: 4 mins

[Notes to the teacher: This asset comes at a time when the students are in need of a relaxer. The information provided here is an interesting offshoot from the main topic. Keep the atmosphere of the class light and inclusive.]

Begin with a few sentences written on the board and ask the students to identify the subject and object.

- ❖ The window broke.
- ❖ Roopa hurt herself.

(Answer- subject and object are the same in both sentences- window, Roopa.)

Hold the amusement and reveal the fact that such sentences where the subject and object are the same are said to be in the middle voice.

Allow a few minutes for the students to enjoy coming up with sentences in the middle voice.

Now add the fact that among the Indian languages, the middle voice can be found in Bengali, Tamil, and Sanskrit.

Let the students familiar with these languages try to explore the use of the middle voice.

VC_My Good Behaviour Recipe

Specific Learning Outcome: Students will be able to develop a personalized recipe for good behaviour, selecting values as ingredients [Fulfills C-3.4]

Duration: 7 minutes

[Notes to the teacher: Use the [VC_TRD_My Good Behaviour Recipe.pdf](#) to help students connect to the need for a nutritious diet and integrate values that will lead to a healthy society.]

MS_Summary- Active and Passive

Specific Learning Outcome: Students will be able to summarize the structure and use of active and passive voice [Fulfills C-3.4]

Duration: 4 minutes

[Notes to the teacher: summarize the topic orally before using the QA.]

Ask students (at random) to answer these questions for a quick recall of the concept.

- What is the difference between the active and passive voice?
 - The subject is prominent in active voice, and the object is prominent in passive voice.
- When will you use active and passive voices?
 - Active voice is used when the subject holds more importance than the object. Passive voice is used when the object is more important than the subject.
- How does the noun-verb agreement differ in sentences with active and passive voice?
 - The noun-verb agreement follows the subject in the active voice and it follows the object in the passive voice.



- How will you maintain the same tense when the sentence changes from active to passive?
 - It is necessary to know the verb forms used for active and passive voice to maintain the same tense.
- If the sentence has two objects, which one will be prominent in the sentence in the passive voice?
 - Either of the objects can be prominent, depending on which one needs focus.
- If the subject in a sentence is obvious or understood, how will it be used in the passive voice?
 - The subject need not be mentioned in the passive voice.

QA_Active Passive in Procedures

Specific Learning Outcome: Students will be able to choose the suitable verb forms to write procedures in active and passive voice[Fulfills C-3.4]

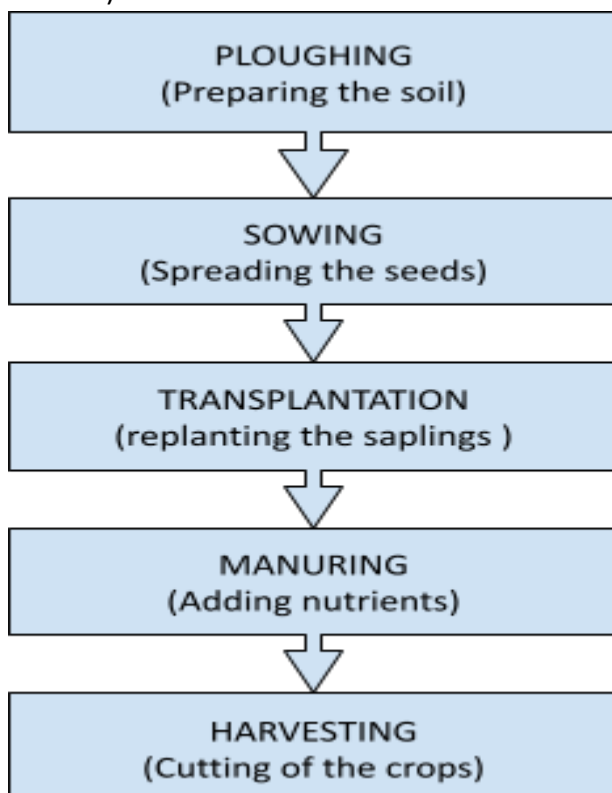
Duration: 20 minutes

[Notes to the teacher: This asset is aimed at 'Assessment of learning'. Using the students' knowledge of social studies dealing with this topic enables an Interdisciplinary approach .]

As a class work, it could promote peer learning and open avenues for reinforcement in a non-threatening environment. (Use this asset as a home assignment or revision if there is a time constraint.)

Seat the students in pairs. (group consciously for healthy collaboration.)

- ❖ Draw the flowchart (showing the steps involved in the cultivation of rice, based on their science lessons) on the board.





- ❖ Ask the students to write the procedure for the cultivation of rice in five sentences. (One of the pairs to write in active voice and the other in passive voice.)
- ❖ Emphasise both using the same tense.
- ❖ Allot a time of ten minutes to complete the task.
- ❖ Allow them to collaborate. (Recall the recipe writing activity for reference.)
- ❖ Now let the pairs read their work aloud.
- ❖ Keep a record of every student's performance. (Use of suitable verb form, tense used, language skills)
- ❖ Ask suitable questions to assess their understanding.
 - What tense have you used?
 - How would the sentence be if you had to use ____ tense (any tense form other than the one used.)
 - Can you highlight the subject and the object in your writing?
- ❖ Read out your observations and provide corrections as required.

A sample answer is given below. Using the correct verb form and maintaining the same tense in active and passive voice should be the key for evaluation.

Active Voice	Passive Voice
The farmer ploughs the fields.	The fields are ploughed by the farmer.
The farmer sows the seeds.	The seeds are sown by the farmer.
The farmer transplants the saplings.	The saplings are transplanted by the farmer.
The farmer adds manure to his fields.	Manure is added to the fields by the farmer.
The farmer harvests the crop.	The crop is harvested by the farmer

[This asset may be used as a formative assessment tool]

LESSON PLAN DESIGN

You would have noticed that the lesson plan design has ample opportunities for

- ★ activity based learning
- ★ interdisciplinary approach
- ★ development of critical thinking skills
- ★ relevance and connection of the topic to the real world
- ★ problem-solving
- ★ integration of values with the concept
- ★ interaction in the classroom



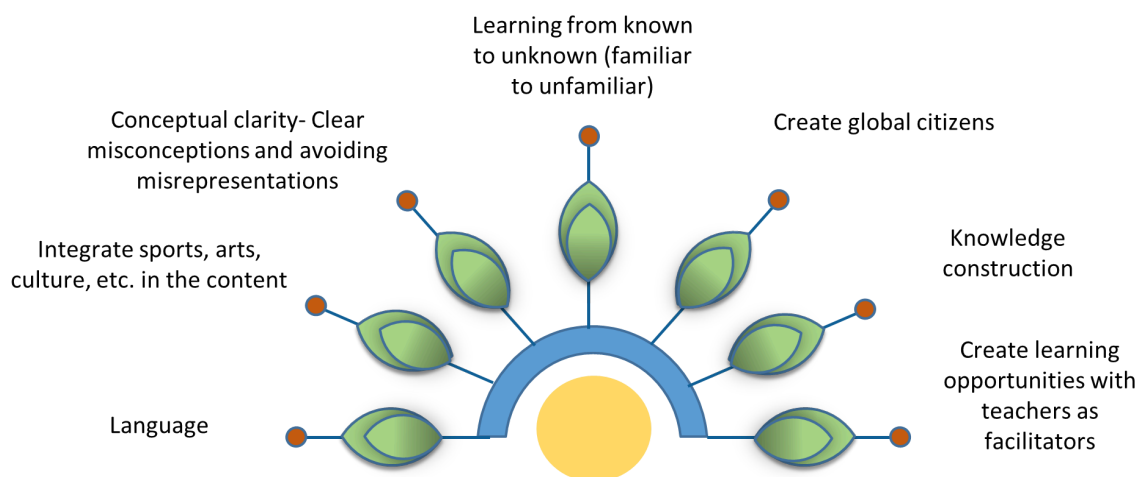
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★ peer learning

Teaching aids and teacher reference documents mentioned in this lesson plan are provided in separate folders.

Salient recommendations of NEP



We hope that this Lesson plan design which is aligned to the NEP2020 guidelines will be helpful for you.

Thank you.

Time to teach	Asset type	Theme	Sub Theme
70 minutes	Ideation Module	Verbs	Active And Passive Voice

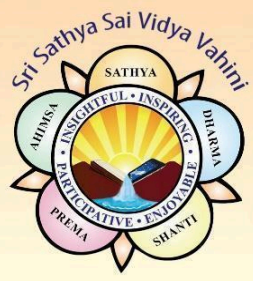


Master Lesson Plan

Seven Asset Methodology for MLP	
What is the purpose of this Master lesson Plan?	This Master Lesson Plan (MLP) prepared by Sri Sathya Sai Vidya Vahini (SSSVV), covers the entire chapter for the given board. The MLP for the chapter given in the textbook is broken down into smaller modules known as assets. Any chapter can be taught using the 7 asset types in SSSVV methodology. Several different assets together complete the entire chapter. Depending on the requirement, each asset is supported by teaching aids such as animated presentation, audio, video, and learning aids such as worksheets. The MLP is for the teacher's preparation and the teaching aids are for use in the classroom.
How to use it?	You can prepare for your class with this MLP by following 3 simple steps: 1. Read your textbook; 2. Go through the information given in the assets (document & multimedia); 3. Prepare your teaching notes. Great! Now you are ready to transact the chapter.
Duration	Kindly note the duration given for each asset. Due care has been taken in planning the assets, to ensure the chapter is completed within the time specified by the Board. Note: Preparation time is not included in the asset duration. The teaching time depends on the duration of the teaching aids and is not impacted by the length of the MLP.
What is a 'Main Script' (MS) Asset?	The Main Script asset is there for explaining the main concepts of the chapter clearly. The information given in the textbook is simplified, organised and structured to give more clarity. Additionally, you may find a video or mnemonics or a graphic organiser to deepen the understanding of the concept.
How to teach using the MS asset?	Please use the blackboard, slides and interaction to develop the concept.
What is an 'Inquisitive Questions' (IQ) asset?	The Inquisitive Questions asset uses questions to promote higher order thinking like the n^{th} why, what-if, new perspectives, cause-effect, and others, creating curiosity.
How to teach using the IQ asset?	You may use the questions to connect with the students, encourage exploration to engage them in the learning process. You may allow multiple responses and instead of rejecting any of the responses, ask why, before revealing the suggested answer or hints.
What is a 'Day to day Relevance' (DD) Asset?	The Day to Day Relevance asset helps students understand the practical relevance of every topic, making them eager participants in the classroom. If



	students connect the concepts to their environment, they would learn meaningfully without dislike or simply memorizing for exams.
How to teach using the DD asset?	You may use the asset by asking questions about their experience and use it to establish why they are learning the topic. If necessary you may substitute with a recent or local example.
What is an 'Interesting Aside' (IA) asset?	The Interesting Aside asset uses attention grabbing titbits or anecdotes to bring joy and satisfy the child's hunger to know more. This is a quick/short asset intended to bring attention back to the main concept being taught.
How to teach using the IA asset?	You may use this asset to give a piece of interesting information relevant to the topic, without prolonged explanation/discussion. You may suggest appropriate books for further reading.
What is a 'Suggested Activity' (SA) Asset?	The Suggested Activity asset provides a detailed step by step procedure for the teacher to conduct a hands-on activity. This promotes Activity Based Learning.
How to teach using the SA asset?	You may use this asset to energise your students to learn by doing simple, fun-filled activities based on the topic. The asset includes - preparation, activity, and follow-up. You may engage the students in the preparation and follow-up stages to develop collaboration and responsibility. You could try it once, yourself, before the actual delivery to be more comfortable with it. Note: The duration mentioned in the asset is usually for the activity part only.
What is a 'Value Content' (VC) Asset?	The Value Content asset integrates Universal Human Values (such as empathy, inclusivity, respect for nature that translates into responsible behaviour) seamlessly into the curriculum, as the "End of education is character".
How to teach using the VC asset?	You may use this asset to engage with the students to bring out their innate values and connect with the intrinsic values in the topic/concept. The asset includes pointers on the specific pedagogical technique followed.
What is a 'Questions to Assess' (QA) asset?	The Questions to Assess asset uses an interactive approach to check learning of different types of learners, and provides feedback to the teacher for appropriate action. The questions cater to all the levels of Bloom's Taxonomy. Questions from 'Apply' level and above enable students to reflect on their learning.
How to teach using the QA asset?	You may go through the slides to understand its flow and know when to click for the answer (slides include suggested answers). While presenting in the class, you may display the question and encourage multiple responses, before revealing the answer. In some cases, this asset may include extra questions/worksheet that can be given as homework.



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