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| **Speaking Lesson Plan** | | | | |
| **TITLE** | Alien negotiations | | | |
| **INSTRUCTOR** | **LEVEL** | **STUDENTS** | **AGE GROUP** | **LENGTH** |
| A-RA CHO | Intermediate | 8 | Adult | 50 min |

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| **MATERIALS** |
| * Computers with Internet access(or power point including sci-fi movie clip or poster) * 8 Role play cards(One for each student) * Speaking worksheet (8 copies) * Writing worksheet (SOS plan or homework - 8 copies) * White board and board markers |

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| **AIMS** |
| * To enhance speaking skills through dialogue drilling and role play. * To display effective interpersonal communication skills by asking and responding questions. * To extend vocabularies and build up more associations or collocations of each word while exchanging opinions with partners. * To learn the proper usage of ‘first conditional’ during warm up and main activities. |

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| **LANGUAGE SKILLS** | |
| Speaking Listening Reading  Writing | Verbally asking and answering questions during a pair of role play.  Teacher’s guidance, background information and questions from pair works.  All exercises in the worksheets and role play cards.  Answering worksheets and doing an extra activity (SOS plan or homework). |

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| **LANGUAGE SYSTEMS** | |
| Lexis Phonology  Grammar Function  Discourse | Words and idioms used in showing expressions about hostility and friendliness. New vocabularies during brainstorming and speaking exercises.  Using first conditional questions.  Persuading, warning and threatening related to the topic.  Expressing opinions and role playing as an alien and astronaut. |

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| **ASSUMPTIONS** |
| 1. Students might have favorite sci-fi movies about extraterrestrials. 2. Students as adult learners have previous experiences using their own negotiation skills. 3. Students practice speaking as both ‘species’ and change their language accordingly. 4. Students might enjoy being an alien or astronaut during role play. 5. Students already know the teacher’s style of teaching and the pace of the course. |

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| **ANTICIPATED ERRORS AND SOLUTIONS** |
| 1. Students may not be accustomed to ‘alien’ topics.  * Start with the warm up activitywith a short clip from interesting sci-fi movies or posters.  1. Students may have hard time thinking out some vocabularies about outer space, exploration and negotiations.  * Explainand give some examples or write them down on one side of the board.  1. If time is short and students might need more time  * Cut post-activity short and give more time to share and arrange their opinions.  1. If students finish their activities earlier than expected  * Teacher makes a Plan B like using the SOS plan to improve student’s writing skills with further knowledge about the topic. |

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| **REFERENCES**   * www.google.com * http://learning.blogs.nytimes.com/2012/02/01/is-anyone-out-there-examining-astrobiology-and-the-value-of-seti/?\_r=0 * http://www.onestopenglish.com/skills/speaking/lesson-plans/role-play/exploring-space/550634.article |

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| **LEAD-IN** | | | | |
| **AIMS**  To be familiar with the topic and imagine situations related to the title. | | | **MATERIALS**  White board, white board markers, computer to show movie clips or posters. | |
| **TIME** | **SET UP** | **STUDENTS** | | **TEACHER** |
| 1 min | Whole class | Greeting teacher and classmates. | | Greeting students. |
| 5min | Whole class | Students will call out some words quickly to show their opinions and interests.  Students will guess and predict today’s activity. | | Elicit from students’ expression about space exploration and extraterrestrials while showing some visual aids about sci-fi films with the warm up questions.  Write down the topic ‘Alien negotiations’ on the board. |
| **NOTES**  -Especially elicit that humans and aliens might be able to help each other or not when teacher ask warm up questions.  -Collect ‘space’ vocabularies on board if necessary for the students. | | | | |

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| **PRE-ACTIVITY** | | | | |
| **AIMS**  To develop and get used to using dialogues for main activity. | | | **MATERIALS**  Speaking worksheet, white board, white board markers | |
| **TIME** | **SET UP** | **STUDENTS** | | **TEACHER** |
| 2 min | Whole Class | Students will receive the hand out and scan quickly and prepare for the speaking activity. | | Distribute the speaking worksheet and introduce the task. |
| 12min | Pairs | Students will respond to the questions on worksheet with their partner. | | Pair students up for the activity.  Explain the meaning of vocabularies if necessary. |
| **NOTES**  -Monitor discreetly and answer students if they ask questions.  -Write ‘If’ on the board if an example of the first conditional does not come upand ask students to complete the sentence. | | | | |

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| **MAIN ACTIVITY** | | | | |
| **AIMS**  To practice speaking skills by using of negotiation techniques during role play. | | | **MATERIALS**  8 Role play cards(one of each student) | |
| **TIME** | **SET UP** | **STUDENTS** | | **TEACHER** |
| 4 min | Whole Class | Listen carefully what teacher said.  Get the card and rearrange their seating.  Students will look at the role play card and arrange theirthought.  Students can start negotiating when partners are ready. | | Explain how to do it.  Hand out the role play cardsand put students in new pairs to practice.  Give an example or demonstrate with one of the stronger students if necessary. |
| 10 min | Pairs | Start with small talk each other.  When students begin their negotiations, they should try and use the first conditional where necessary. | | Elicit that negotiations often begin with small talk, so they should ask each other about their adventures so far. |
| 11 min | Pairs | Continue to negotiate after changing their role. | | After about 10 minutes, collect the cards in and redistribute them so half of the class is aliens and half astronauts.  Give them 10 minutes to complete the activity. |
| 2 min | Whole class | 2 students show how to get their needs through effective negotiation techniques. | | Choose 2 students as an alien and astronaut to present their process of negotiation in front of the class. |
| **NOTES**  -Get the ‘aliens’ to sit in a circle facing outwards, and the ‘astronauts’ to sit in a circle around them facing inwards. The outer circle moves around one space every two minutes, so every astronaut talks to every alien.  -Monitor and note down examples of errors and good language to discuss after the activity.  -Encourage students to make their own dialogue making use of the vocabulary and ‘first conditional’that they’ve learned today.  -If possible, mount the astronaut and alien role-play cards on different colored card to easily distinguish between them. | | | | |

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| **POST-ACTIVITY** | | | | |
| **AIMS**  To confirm comprehension of the today’s activities and further build on speaking skills. | | | **MATERIALS**  Writing worksheet(SOS plan or homework) | |
| **TIME** | **SET UP** | **STUDENTS** | | **TEACHER** |
| 3min | Whole Class | Students will learn from their mistakes and improve their speaking skills.  Students will ask for feedback.  Students might be proud of their achievement and make use of what they’ve learned today. | | Correct errors from students and encourage them to speak well and fluently.  Give feedback to studentsand tell their achievement.  (Give homework if necessary.  Make students use sentences learned today.)  Give students a compliment and conclude the class. |
| **NOTES**  -Students finally can describe their negotiations and any agreements applied to the real-life situations. | | | | |

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| **SPEAKING** |

**Astronaut sentence prompts**

•If I get bored on the spaceship, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

•If I’m allowed to bring something from home, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

•If I discover a new planet, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

•If I feel homesick, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

•If I don’t get on with the other astronauts,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

•If I see a comet, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

•If I walk on the Moon, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

•If I meet an alien, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Astronaut/alien role-play cards**

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| **Student A1**  **You are** ... an astronaut travelling alone through space.  **You have** ... a spaceship (which is unique and worth billions of pounds).  **You need** ... energy for your spaceship to get back to Earth.  **But** ... you are also very lonely. | **Student B1**  **You are** ... an alien travelling alone through space.  **You have** ... a very old spaceship that breaks down a lot but is powered by an unlimited energy source.  **You need** ... a way to get home.  **But** ... you are very adventurous and want to learn more about the humans. |
| **Student A2**  **You are** ... an astronaut travelling alone through space.  **You have** ... a spaceship, lots of food and a joke book (a present from your only child).  **You need** ... to learn how strong the alien race is, because there are too many humans on Earth and they need a new planet to live on.  **But** ... you are very emotional and miss your family. If anything reminds you of them, you get very upset. | **Student B2**  **You are** ... an alien security guard on your home planet.  **You have** ... a flying bicycle (that only flies in the atmosphere) and an intergalactic mobile phone.  **You want** … to learn about human feelings and emotions (you have never experienced them).  **But** ... you are very insecure and want the astronaut to think that you and your people are important and powerful. |
| **Student A3**  **You are** ... an astronaut travelling alone through space.  **You have** ... a spaceship and lots of beer and chocolate.  **You need** ... to discover new energy sources for Earth.  **But** ... you are drunk and high on sugar. | **Student B3**  **You are** ... an alien travelling through space with your family.  **You have** ... a husband / wife who is an intergalactic expert on nuclear fusion (the most powerful form of energy known but humans cannot control it).  **You want** ... to learn how to have fun. This discovery would make you the richest person on your planet.  **But** ... you are having problems with your husband / wife and are only staying together because of the children. |
| **Student A4**  **You are** ... an astronaut travelling through space with your family.  **You have** ... some photos of your family and lots of children’s toys.  **You need** ... food for your family because you have eaten almost everything.  **But** ... the alien is very beautiful and you start to fall in love. | **Student B4**  **You are** ... an alien scientist.  **You have** ... a time machine and a replicator, which can create and recycle objects including food.  **You need** ... a human to do experiments on.  **But** ... you think humans are very ugly, so you can’t look at them. |

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| **WRITING(SOS PLAN or HOMEWORK)** |

Write your views on the following questions with reasons.

1. Did you want to be an astronaut when you were a child?
2. Do you think that there is life on other planets? Why?
3. If you had the chance to go into space, would you take it?
4. Imagine you are going on a voyage into space.

This voyage will be for several months. You are allowed to take three personal items with you.

What items would you take?

1. Do you think that one day a human being will walk on Mars?
2. Do you or anyone in your family remember the Moon landing?
3. Some people say that the Moon landing was a hoax. What do you think?
4. Do you think that Earth has been visited by extraterrestrials?