# Speaking Lesson Plan

LIFE ON OTHER PLANETS

Instructor

Ms. Hahm

Student:

8

Level :

Intermediate

Length :

25 minutes

**Materials**

· white board, board markers

· word cards

· sentence cards

· worksheet 1

· pictures(for eliciting the topic)

**Aims**

· Students will be able to tell about the topic, [Life on Other Planets].

· Students will be able to complete a worksheet.

· Students will be able to identify their vocabulary related to the topic, space and planets.

· Students will be able to use comparison in appropriate situation.

**Language Skills**

· Reading : Reading the descriptions of each words.

· Listening : Listening to the story about topic, sharing Ss ideas, teacher’s explanation.

· Speaking : Discussing and sharing Ss’ idea, discussion of life on other planets.

· Writing : Writing his/her opinions.

**Language Systems**

· Phonology : monitor and correct pronunciation of planet’s names.

· Lexis : words that indicate planets in our galaxy.

· Function : use of words in certain situation.

· Grammar : use of comparison.

· Discourse : making sentences using comparison

**Assumptions**

Students already know :

* How the class is set up and run.
* The teacher’s style of teaching and the pace of the course.
* Students are at an intermediate level.
* Students are able to express their ideas and opinions in English.

**Anticipated Errors and Solutions**

· If some students have some difficulties to comprehend the past perfect tense clearly

* Let the other students, who understand, teach them.

· If students need to listen to the talk more than twice to get an answer

* Play one more time.

· If time is short

* Cut the time of sharing the student’s stories.

· It students finish their tasks earlier than expected

* Ask Students as many as possible about their opinion related to space.

**References:**

-Jeff Zeter (2009) Target Listening- Student Book 1, Unit 17

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| **Pre-task** | | | |
| Materials: pictures of aliens, board, markers | | | |
| Time  5 minutes | | Set Up  T-S  S-T  S-S  Ss are seated in a  horseshoe  seating arrangement. | **Procedure:**  **<Greeting>**  T begins by smiling and making eye contact, waiting until Ss are quiet and ready to begin, or may use an attention-getting technique.  T: “Welcome to my class. How are you, today?  (Student talk about themselves)  **<Eliciting and Prediction>**  (Showing Ss a picture to elicit the topic)  T:” OK. First, Please take a look at the pictures.”  “What comes to your mind?” (get Ss’ ideas and guesses)  (anticipate Ss to answer, “space, planets, or aliens”)  T posts the pictures on the whiteboard.  T: “Good! Today we are going to talk about life on other planes. We’ll also learn about how to compare different sizes”  T writes the topic and language points on the board.  T: “What do you think about aliens? Do you think they exist?”  (Ss tell their opinions.)  T: “Ok. Good job, everyone.”  (Point to the names of planets)  T: ”These are the names of planets in you solar system. Do you think Pluto is appropriate in here? Do you think Pluto is one of planets in our solar system? (No) Yes, Pluto is a [dwarf planet](https://en.wikipedia.org/wiki/Dwarf_planet) in the [Kuiper belt](https://en.wikipedia.org/wiki/Kuiper_belt), a ring of [bodies beyond Neptune](https://en.wikipedia.org/wiki/Trans-Neptunian_object). In 2006, the [International Astronomical Union](https://en.wikipedia.org/wiki/International_Astronomical_Union) (IAU) to [define the term "planet"](https://en.wikipedia.org/wiki/IAU_definition_of_planet) formally for the first time. This definition excluded Pluto and reclassified it as a member of the new "[dwarf planet](https://en.wikipedia.org/wiki/Dwarf_planet)" category. |
|  | |  | Some astronomers think that Pluto, as well as the [other dwarf planets](https://en.wikipedia.org/wiki/List_of_possible_dwarf_planets), should be considered planets.”  (Take off the Pluto on the board) |
| **Task-Preparation** | | | |
| Materials: CD player, CD, article1, board, board markers | | | |
| Time  8 minutes | | Set Up  S-S  Seated in pairs | **Procedure:**  T : “Ok. Now, they are not in right order. Suppose the sun is here. And please say aloud the names of planets in right order.”  S : “Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus.”  T: (Point to the target sentences-This planet is as small as Mars) “What does this sentence mean? It means this planet and mars are the same size. What about this one?”  (Point to the next sentences-These planets are hotter than the earth) It means these planets are hotter. The temperature of the earth is about 15℃. The temperature of these planets is may be 20℃.”  T : “OK. Now, we’re going to play a line-up game. There is a letter written on the cards. When I say “come on”, everyone stand up and come here. And then, I’ll give a card each one of you. You’re going to make in line according to the cards. The first one is practice round.”  CCQ : what am I going to give? (Cards)  And What are you going to do? (stand in line)  T : “OK. Come on everybody.” (Teacher give them a alphabet card so that they will stand in line.)  T: Good job! Now. I’ll give you the sentence cards. After that, you’re going to make in line according to the sentence on the cards. These sentences are compare with different size of planets. You have to read the sentence and think where to stand within the line.”  (Students talk to each other and make in line)  T: OK. Now. I’ll give you a word card printed the names of planets. And you are stand in line according to size. So now would you read the word card that I gave you?  (Everybody reads their cards)  T: Good job! |
| **Task Realization** | | | |
| Materials: word cards, sentence cards, board, markers | | | |
| Time  7 minutes |  | | **Procedure:**  T : “I’ll tell some facts about [life on other planet]. NASA launched the Kepler space telescope, designed to find habitable planets, in 2009. So far it has discovered five new Earth-sized planets beyond our solar system. These planets are hotter than the Earth – much too hot for life as we know it. The Kepler team predict that they will need **at least** **three** years (and possibly longer) to find an Earth-like planet.  The simplest requirement for a planet to have life (carbon-based life like on Earth) is for there to be liquid water (not frozen or gas) so the distance from the planet’s sun and therefore temperature are important. There also needs to be the correct amount of air. If a planet is as small as Mars (half the size of Earth) its **weak** gravity means that it can’t hold on to air molecules. If a planet is Neptune sized (four times bigger than Earth) it has very strong gravity and too much air. So **size** matters too.  The cost of the mission is approximately six hundred million dollars. It is scheduled to observe until 2013 but this could be extended. Will we be sad if we discover we are **alone** in our galaxy or happy if we find that we share it with other life forms?  discuss these subjects in pairs.”  Write these sentences on the board.  <Discuss these questions with a partner:>   * Do you think the Kepler mission will find life on other planets? * What other things do you know about space exploration? * Is it a good idea to spend $600 million on space exploration? * Why do you think NASA wants to find habitable planets?   (Distribute the article1).  ICQ : What are you going to do?  Are you working in pairs?  How much time do you have? |
| **Post-Task** | | | |
| Materials: Notebook, board, markers | | | |
| 4 minutes  1 mins | Individual: | | T: “Imagine that the Kepler mission finds life on a distant planet. NASA wants to send some objects representing Earth to the new planet.  I’ll write some objects on the boards.  Add more items to NASA’s list of objects”  an encyclopaedia  a computer  photographs of world leaders  a bottle of sea water  …………………………………….  ……………………………………..  …………………………………….  ……………………………………..  1 more minute left.  Time is over.  Very good everyone.  What did we learn today?  Excellent job everyone. Class dismissed.  SOS activities: if the last activity finishes earlier than planned, ask more questions to check their understanding of the comparative and superlative structures. |