

|                     |               |                 |                         |                    |
|---------------------|---------------|-----------------|-------------------------|--------------------|
| <b>New Far East</b> | <b>Book 4</b> | <b>Lesson 8</b> | <b>Who's out there?</b> | 慈濟大學附屬高級中學<br>歐陽佩婷 |
|---------------------|---------------|-----------------|-------------------------|--------------------|

## READING

Do you believe there is life in outer space? A recent poll<sup>1</sup> asked 900 American adults this question. Sixty percent answered yes. Over 40 percent of college graduates believed that flying saucers had visited the Earth. Close to 50 percent thought aliens were more intelligent than people on Earth. Eighty-five percent also said they thought aliens were friendly rather than hostile.

Many people are convinced that aliens visit us regularly. They say that the American government knows this but is covering it up. In the last few years, thousands of Americans say they have been abducted by aliens. In fact, there is so much common knowledge about aliens that people can even describe what they look like: tall and slender, with huge heads and almond-shaped eyes. There are models of aliens in the UFO (unidentified flying object) Museum and Research Center in Roswell, New Mexico.

Roswell, New Mexico, is where it all started, over fifty years ago. In 1947, a farmer in the area found some strange, shiny material on the ground. He gave it to the sheriff, who turned it over to the army. The army sent out a press release about a “flying disk.” The local newspaper made a slight change and wrote a story about a “flying saucer” in the Roswell region. The next day, the army changed the story and said that the material was from a weather balloon. Everyone forgot about the incident for many years.

Not until the 1980s was the Roswell incident mentioned again when several stories were published. Some people said that a spaceship had crashed on some farmland and that three to five alien bodies had been found. The bodies were being kept by the government in a secret place. The government denied the story, but many people still believed it was true. Seventy-one percent of the people polled said they believed the government knew more than they were telling people. “People would panic if they knew what really happened,” said an observer.

Now Roswell has become a meeting place for people who believe in aliens. On the fiftieth anniversary of the rumors of a spaceship landing, more than 100,000 people gathered in the desert town, where the temperature can reach 110 degrees. They went out in the hot sun to look for the burn mark the spaceship left when it crashed against a rock. They paid \$15 each for a viewing. No one complained when they didn't see a spaceship. They were just happy to be there.

Why all the interest in aliens? People are worried about problems on Earth and are suspicious of new technologies. Perhaps this leads them to believe there are beings who are more intelligent than we are. They hope these beings will save us and teach us better ways to live.

Of course, a lot of people are making money on these beliefs. Motel owners in Roswell say a quarter of their visitors come to see the alien landing site. Stores in Roswell sell everything from stuffed alien dolls to alien refrigerator magnets. The media play up the belief as well. Alien-based movies and television shows feature government cover-ups and alien invasions. And the fourth most popular talk show in America is about UFOs and aliens.

Skeptics say this is all a myth. People want to believe we are not alone in the universe, but no facts prove there is life anywhere else. Others disagree. “We just don't know if aliens exist,” says a researcher. “But technology changes so quickly. Years ago people would never believe some of the things we can do today. Who knows what's out there? We have to keep looking.”

—by Berish, Lynda and Sandra Thibaudeau from AMAZING STORIES TO TELL AND RETELL, LEVEL 3.  
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## INTRODUCTION

Whether there is life out there remains a mystery to mankind and has always been the theme of movies and TV series. Students may already have an idea of what a space alien looks like in their mind. However, they may not know where and when it all started. Through this lesson, students are informed of the origin of UFO sightings in the recent decades and how this incident has put Roswell on the map. Furthermore, supplementary materials regarding this topic from different perspectives are provided in class for students to brainstorm with one another. Students are therefore inspired to form an opinion of their own and learn to express it with the vocabulary, phrases and sentence patterns taught in this lesson.

### Text Difficulty Level:

Elementary      Intermediate      Upper-Intermediate      Advanced

### Students' PR Value:

70-80

### Class Size:

39 students

### Model of Writing:

1. Summary writing
2. Expressing opinions, comments, or feelings.

### Teaching Focus:

1. Reading: skimming for main ideas and scanning for information.
  - Page 1 of *Appendix I* helps students to learn the **skimming** technique. Being asked to read the 1<sup>st</sup> and last lines of each paragraph, students have to self-predict the main idea of the assigned paragraph followed up by a group discussion and complete a jigsaw reading task together.
  - In order to complete the graphic organizer on page 2 of *Appendix I*, students have to locate specific information in the text. Thus students learn the **scanning** technique after reading through the whole text followed up by a group discussion in the 2<sup>nd</sup> period.
2. Writing:
  - **Summary:** At the end of the 2<sup>nd</sup> and 3<sup>rd</sup> period, students are divided into groups of 8. They have to use the completed graphic organizer to summarize the lesson in 8-10 sentences in their own words.
  - **Expressing opinions:** students are stimulated to form their own opinions and express with appropriate vocabulary and sentence patterns learned in this lesson by using *Appendix V* in the 4<sup>th</sup> period.

## Teaching Period:

4 periods

## Teaching procedure

1. Jigsaw Reading with group discussion to fill in the graphic organizer.
2. Reading aloud the text, vocabulary and phrases.
3. Peer teaching and presentation.
4. Guiding students through the lesson text.
5. Guided group writing.

## LESSON PLAN

### I. Raising Awareness

Show a video clip of the movie *E.T.* (<http://tiny.cc/c14bb>) by Steven Spielberg, who is also the theme of the previous lesson (Lesson 5), and whom therefore students are already familiar with. Ask students the following questions:

1. What do you think about the appearance of E.T.?
2. What would you do if you are the boy who found E.T.?
3. In your mind, what would an alien be like?

Show the trailer of the movie *War of the Worlds*, (<http://tiny.cc/c77uc>) also a Steven Spielberg film. Ask students to make a simple comparison of the two different images shown in *E.T.* and *War of the Worlds*. Guide students to ponder whether the aliens are friendly or hostile to mankind.

### II. Presenting the Text

| Class Period | Procedures   | Material   |
|--------------|--|--|
| I            | <ol style="list-style-type: none"><li>1. Raising-awareness warm-up activity</li><li>2. Jigsaw reading – (<b>skim for information</b>)<br/>Divide students into 5 groups. Each group is given two handouts (appendix I). Assign each box (the first line and the last line of each paragraph) to every member to read and rearrange the boxes in a logical order. Group leaders are to gather the limited information shared by teammates and try to fill in the graphic organizer (appendix I).<br/>Re-group students according to the paragraph they got. For example, the ones got paragraph A are to sit together to form a new group. Ask each team to read their own specific paragraph and circle the words or phrases they don't know within limited time. After finishing their reading, each group is asked to do peer discussion and peer teaching within 3 minutes. Assign a representative to present their paragraph to the whole class after discussion.</li><li>3. Wrap-up<br/>The answer to the jigsaw reading is announced and by that order, each group representative comes on stage to talk about their paragraph content.</li></ol> | computer<br>projector<br>two video clips<br>Appendix I<br>textbook |

|                   |  |  |
|-------------------|--|--|
| <p><b>II</b></p>  | <ol style="list-style-type: none"> <li>The teacher guides students to read aloud the lesson, vocabulary and phrases.</li> <li>After reading through the lesson, divide students into the original 5 groups to complete the graphic organizer (Appendix I). Then, use Appendix II to evaluate each group’s understanding. The teacher explains key points or ideas that are still unfamiliar to students.</li> <li>Check and compare the answers of different groups.</li> <li>Ask each group to answer the following questions: <ul style="list-style-type: none"> <li>- <b>Scanning for information</b></li> <li>(1) How did the Roswell incident change the desert town?</li> <li>(2) What do aliens look like according to the article?</li> <li>(3) How many people gathered on the fiftieth anniversary of the Roswell incident?</li> <li>- <b>Summary Writing</b></li> </ul> </li> <li>Wrap up by assigning each group to do a summary within 10 sentences by using their completed graphic organizer and write the summary on the back of the handout.</li> </ol> | <p>textbook<br/>Appendix I<br/>Appendix II</p>   |
| <p><b>III</b></p> | <ul style="list-style-type: none"> <li>- <b>Grammar Focus</b></li> <li>1. Teach the usage of the pattern “rather than” after playing <i>I’d Rather</i>” by Luther Vandross (<a href="http://tiny.cc/49ws3">http://tiny.cc/49ws3</a>) with lyrics (<b>APPENDIX III</b>) as the listening practice learning sheet.</li> <li>2. Guide students to work through the pattern practice questions. Ask students to circle the two key words/phrases/concepts in each sentence first, and help them complete the pattern practice.</li> <li>3. Use the diagram on <b>Appendix IV</b> to explain the usage of the pattern “not ... until ...” and different variations of its usages.</li> <li>4. Guide students to complete the pattern practice questions.</li> <li>- <b>Summary Presentation</b></li> <li>1. Ask each group to present their summary of the lesson.</li> <li>2. Collect each group’s summary writing assignment.</li> </ul>  | <p>computer<br/>projector<br/>textbook<br/>one Video Clip<br/>Appendix III<br/>Appendix IV</p> |
| <p><b>IV</b></p>  | <ul style="list-style-type: none"> <li>- <b>Critical Thinking &amp; Guided Writing</b></li> <li>1. Show two video clips from <i>MIB II</i><br/>Locker scene one:<br/><a href="http://tiny.cc/2keey">http://tiny.cc/2keey</a><br/>Locker scene two:<br/><a href="http://tiny.cc/hj73b">http://tiny.cc/hj73b</a></li> <li>2. Divide students into 5 groups. Ask them to discuss the “locker” concept of universe presented in <i>MIB II</i>. Whether they agree it’s logical or not. Put down their ideas on Appendix V and write a short essay to express their opinions together with the key words provided on Appendix V.</li> </ul>   | <p>computer,<br/>projector<br/>Appendix V<br/>Two video clips of<br/><i>MIB II</i></p>         |

## CONCLUSION

**Over all, students were visibly a lot more motivated to learn the lesson and more involved in class with the design of this lesson.**

### **Writer's Block?**

Jigsaw reading challenged their minds to imagine boldly and make logical predictions with their teammates. Working together to read the same paragraph as well as to cross-examine one another's understanding helped fill individual knowledge gaps. However, students did demonstrate frustrations when asked to write up an English summary of the whole lesson for they found it difficult to distinguish core ideas from redundant information while they had no problem re-telling the main idea of the lesson in Chinese.

### **Sing-Along Song**

Almost 100% of the students responded that the lyrics of the song *I'd Rather* efficiently helped them grasp the usage of the sentence pattern "rather than" as well as improved their listening ability. On the other hand, the "not ... until ..." diagram did not help as much. Students could not fully comprehend its usage until I drew on my own experience to make several example sentences. Therefore, I would conclude that at least in this case, songs with proper lyrics are more helpful to students in teaching grammar focus/sentence patterns.

### **Lockers Locked**

Despite the fact that everyone was deeply intrigued by the two locker scenes in *MiB II*, they seemed to have a hard time answering the questions on *Appendix V*. I realized that these were simply questions too big for teenagers to answer. There was an obvious gap between my assumption and students' competence in philosophy. I had to walk over to each group to re-explain my questions more plainly and simplify my requirements on the *Appendix V*. Students expressed their anxiety in coming up with supporting ideas for the group essay. Apparently, they were inspired by the scenes and they could easily reach to a consensus on the issue; unfortunately, they had trouble coming up with concrete ideas to support their conclusion. In the end, although they managed to finish writing the essay together according to the given format and got a great sense of achievement with their team work, the essays were not good enough as to be read as a wholesome article with fully-supported point of views.

### **From Passive Learning to Active Learning**

Whether this lesson plan is successful or not, most importantly, I witnessed a tremendous and significant shift in students' learning attitude. They have turned themselves from passive learning/listening into active learning. This is the most exciting discovery. 80% of the students responded in the questionnaire that they DID learn more from getting involved in the lesson with their peers. There are several aspects that I can improve. First, make smaller groups so that everyone can take on more responsibilities in peer teaching and peer evaluating. Second, simplify instructions for students to have more time to discuss and write instead of being trapped in the questions. Third, specify rewards for each activity; otherwise students found less incentive to work hard on the assignments. Last but not least, try my best to involve EVERYONE in class. Do not allow anyone's idling simply because they think they are not as capable as their peers. Make everyone useful.

**APPENDIX I**

**A**

Of course, a lot of people are making money on these beliefs.

...

And the fourth popular talk show in America is about UFOs and aliens.

**B**

Now Roswell has become a meeting place for people who believe in aliens.

...

They were just happy to be there.

**C**

Skeptics say this is all a myth.

...

We have to keep looking.

**D**

Roswell, New Mexico, is where it all started, over fifty years ago.

...

Everyone forgot about the incident for many years.

**E**

Do you believe there is life in outer space?

...

Eighty-five percent also said they thought aliens were friendly rather than hostile.

**F**

Not until 1980s was the Roswell incident mentioned again when several stories were published.

..

“People would panic if they knew what really happened,” said an observer.

**G**

Many people are convinced that aliens visit us regularly.

...

There are models of aliens in the UFO Museum and Research Center in Roswell, New Mexico.

**H**

Why all the interest in aliens?

...

They hope these beings will save us and teach us better ways to live.

Group \_\_\_\_\_

## Lesson 8 Who's Out There?

Jigsaw Reading Answer: \_\_\_\_\_

**WHERE**

**WHO**

**WHAT**

**WHEN**

**WHY**

**HOW**

**APPENDIX II**

**Vocabulary, Phrases, & Sentence Patterns Group Check List**

- Please check on the box if you still don't understand the word or phrases after discussing with your group members.

| <i>noun</i> | <i>verb</i> | <i>adjective</i> | <i>phrases</i> | <i>pattern</i> |
|-------------|-------------|------------------|----------------|----------------|
| poll        | Deny        | intelligent      | cover up       | rather than    |
| government  | gather      | hostile          | turn over      | not until      |
| army        | View        | slender          | send out       |                |
| incident    | disagree    | unidentified     | believe in     |                |
| anniversary |             | shiny            | play up        |                |
| rumor       |             | suspicious       |                |                |
| being       |             |                  |                |                |
| belief      |             |                  |                |                |
| site        |             |                  |                |                |
| magnet      |             |                  |                |                |
| media       |             |                  |                |                |
| invasion    |             |                  |                |                |
| skeptic     |             |                  |                |                |
| myth        |             |                  |                |                |
| universe    |             |                  |                |                |

**APPENDIX III**

**- Grammar Focus -**

**I'd Rather - Luther Vandross**

I thought sometime alone was what we really needed.

You said this time would hurt more than it helps but I couldn't see that

I thought it was the end of a beautiful story and so I left the one I loved at home to be alone (alone)

and I tried to find out if this one thing is true that I'm nothing without you.

I know better now and I've had a change of heart

**I'd rather have bad times with you, than \_\_\_\_\_ with someone else**

**I'd rather be beside you in a storm, than safe and warm by \_\_\_\_\_**

**I'd rather have hard times together, than to have it \_\_\_\_\_**

**I'd rather have the one who holds my heart**

whoo-oo-oo-oo yeah

And then I met someone and thought she could replace you.

We got along just fine.

We wasted time because she was not you.

We had a lot of fun though we knew we were faking.

Love was not impressed with our connection built on lies, all lies.

So I'm here 'cause I found this one thing is true that I'm nothing without you.

I know better now and I've had a change of heart.

**I'd rather have bad times with you, than \_\_\_\_\_ with someone else**

**I'd rather be beside you in a storm, than safe and warm by \_\_\_\_\_**

**I'd rather have hard times together, than to have it \_\_\_\_\_**

**I'd rather have the one who holds my heart**

I can't blame you if you turn away from me, like I've done you,

**I'd rather have bad times with (please be mine) you than \_\_\_\_\_ times with someone else (I know)**

**I'd rather be beside you in a storm (anytime) than safe and warm by \_\_\_\_\_ (so sure baby)**

**I'd rather have hard times together than to have it \_\_\_\_\_**

**I'd rather have the one who holds my heart (my heart)**

**I'd rather have bad times with you (surely) than \_\_\_\_\_ with someone else (surely)**

**I'd rather be beside you in a storm (oh yeah) than safe and warm by \_\_\_\_\_ (all by \_\_\_\_\_)**

**I'd rather have hard times together than to have it \_\_\_\_\_ (you know it)**

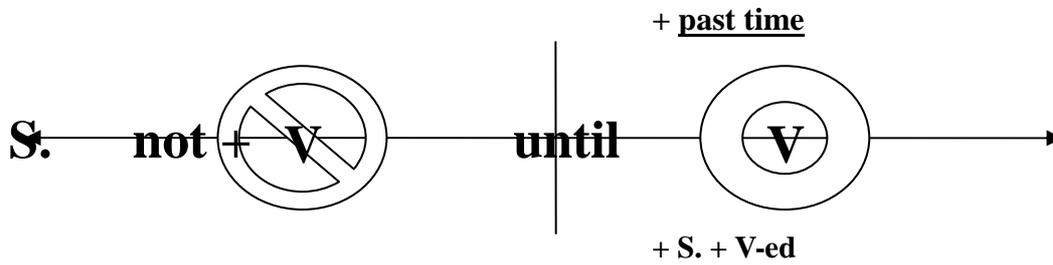
**I'd rather have the one who holds my heart**

**I'd rather have the one who holds my heart**

**I'd rather have the one who holds my heart**

who .....who holds my heart

**APPENDIX IV**

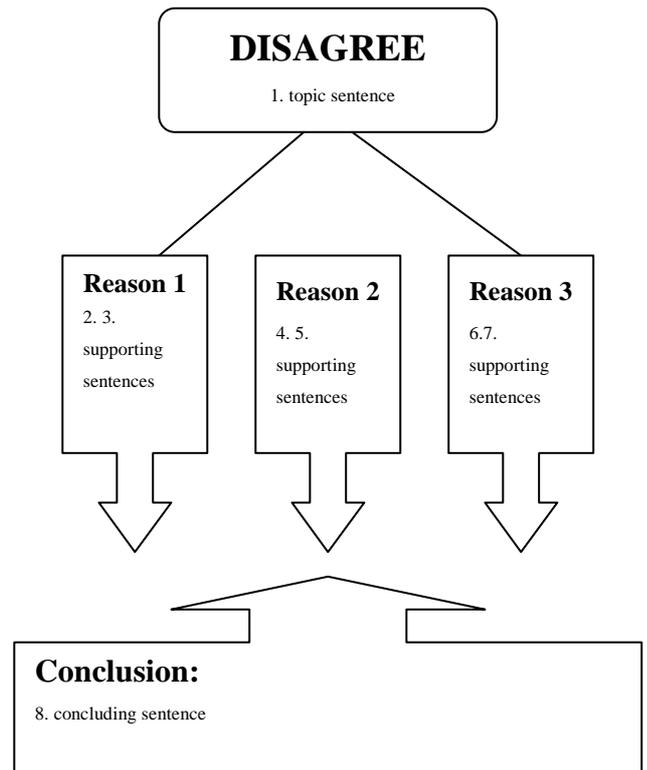
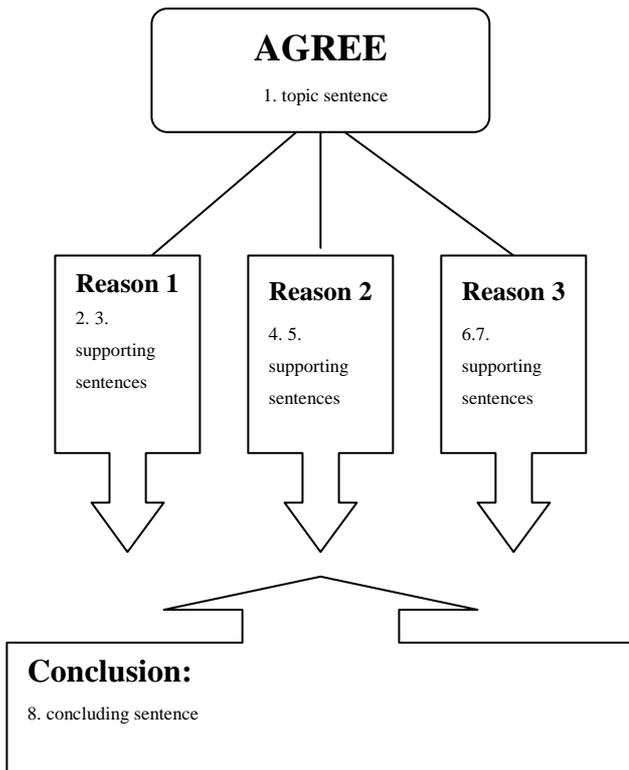


**APPENDIX V**

**Discuss with your teammates after watching *MiB II* locker scene I and II. Talk about the following questions:**

- 1. What does the locker symbolize in this movie?**
- 2. Do you agree with the concept that the Earth we live on is actually only one of the lockers in a bigger universe's train station? Why?**
- 3. Is this idea too exaggerating for you? Or do you find it logical to believe that this theory might be possible?**

**Now, use the following chart to put down the interesting ideas mentioned in your group.**



● Use this chart of Vocabulary & Phrases for your writing reference.

| <i>noun</i> | <i>verb</i> | <i>adjective</i> | <i>phrases</i> | <i>pattern</i>           |
|-------------|-------------|------------------|----------------|--------------------------|
| belief      | deny        | suspicious       | believe in     | rather than              |
| media       | agree       | skeptical        | play up        | not until                |
| skeptic     | disagree    | doubtful         |                | In one's opinion         |
| myth        | view        | questionable     |                | From one's point of view |
| universe    | think       | sure             |                | I think .....            |
|             | believe     | certain          |                | I find .....             |
|             | find        | convinced        |                | ... speaking, .....      |
|             | doubt       | positive         |                |                          |
|             |             | confident        |                |                          |

**GROUP WRITING**

Please write a short essay to express your opinions of feelings according to the chart you just filled in. Use the reference chart if necessary. Each teammate has to be in charge of making at least one complete sentence for different parts of the essay. Complete the essay together.

GROUP: \_\_\_\_\_

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_