

WEEK 5

ORIGINAL LISTENING AND SPEAKING LESSON PLAN

Micro Lesson Video Link: <https://youtu.be/9LyEYyHKnGI>

Business/Materials	Lesson Objectives			
<ul style="list-style-type: none"> "I Have a Dream" – speech recording (four last paragraphs of the speech) handouts with a cloze exercise from the excerpt of the speech whiteboard, markers 	<ul style="list-style-type: none"> students complete the listening of the speech "I Have a Dream" students acquire new vocabulary stemming from the listening students write their own "I Have a Dream" speech 			
Warm-up and Objective Discussion				
<ul style="list-style-type: none"> Teacher writes the word "Future" on the board Students asked to think for a minute about what this word means for them Students asked to to discuss in pairs about what they think will happen in the future Students share their ideas with the class Teacher introduces Martin Luther King and directs the students attention to his view of the future 				
Instruct and Model	<input type="checkbox"/> R	<input checked="" type="checkbox"/> W	<input checked="" type="checkbox"/> L	<input type="checkbox"/> S
<p><i>Extensive listening strategy:</i></p> <ul style="list-style-type: none"> Teacher plays the recording of the speech first part of the speech Students listen to the recording first time with closed eyes, second time they have a pen in their hand and they write down the key words on the board 				

Guided Practice	<input type="checkbox"/> R	<input type="checkbox"/> W	<input checked="" type="checkbox"/> L	<input type="checkbox"/> S
<p><i>Intensive listening strategy:</i></p> <ul style="list-style-type: none"> • Students are a cloze exercise containing the second paragraph of the speech • While listening, students write down the missing words 				
Independent Practice	<input type="checkbox"/> R	<input type="checkbox"/> W	<input checked="" type="checkbox"/> L	<input type="checkbox"/> S
<p><i>Extensive listening strategy:</i></p> <ul style="list-style-type: none"> • Students listen to the rest of the speech (3rd and 4th paragraph) • After listening to the rest of the speech, students are asked to write down the main ideas from the speech on the board 				
Assessment	<input checked="" type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
<p>Assesment</p> <ul style="list-style-type: none"> • Students write their own "I Have a Dream" speech and read it to the class while being asked to use the missing words from the cloze exercise (to review them and to show that they mastered their meaning) 				