

## EDITED LESSON PLAN – “I HAVE A DREAM” *(Listening & Speaking enriched with Technology)*

Micro Lesson Video Link: [https://youtu.be/mGd6\\_leVe\\_U](https://youtu.be/mGd6_leVe_U)

Business/Materials	Lesson Objectives			
<ul style="list-style-type: none"> <li>• "I Have a Dream" – speech recording (four last paragraphs of the speech)</li> <li>• handouts with a cloze exercise from the excerpt of the speech</li> <li>• <b>a mind map through <a href="http://www.inspiration.com">www.inspiration.com</a> for preparation of the speech</b></li> <li>• whiteboard, markers</li> </ul>	<ul style="list-style-type: none"> <li>➤ students get acquainted with the content of the speech "I Have a Dream"</li> <li>➤ students acquire new vocabulary stemming from the listening</li> <li>➤ students deliver their own short "I Have a Dream" speech with the help of a mind map</li> </ul>			
Warm-up and Objective Discussion				
<ul style="list-style-type: none"> <li>• Write the word "Future" on the board and ask students to think about what it means to them</li> <li>• Ask students to discuss the meaning of the word in pairs and then share it orally with the class</li> <li>• Introduce Martin Luther King and his view of the future, explain how the listening will be organized</li> </ul>				
Instruct and Model	<input type="checkbox"/> R	<input checked="" type="checkbox"/> W	<input checked="" type="checkbox"/> L	<input type="checkbox"/> S
<ul style="list-style-type: none"> <li>• play first part of the speech to the students and ask them to listen with closed eyes</li> <li>• play the first part of the speech again and write the main, key words of this part on the board</li> <li>• write the key words in three categories: the verbs, the nouns and the adjectives in each category alone</li> </ul>				
Guided Practice	<input type="checkbox"/> R	<input checked="" type="checkbox"/> W	<input checked="" type="checkbox"/> L	<input checked="" type="checkbox"/> S

- play the second part of the listening and ask the students to write down the words they consider the key ones in this part of the speech
- ask students to share these words with the class and write them on the board, in the three given categories

<b>Independent Practice</b>	<input type="checkbox"/> R	<input checked="" type="checkbox"/> W	<input checked="" type="checkbox"/> L	<input type="checkbox"/> S
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| <b>Independent Practice</b> | <input type="checkbox"/> R | <input checked="" type="checkbox"/> W | <input checked="" type="checkbox"/> L | <input type="checkbox"/> S |
|-----------------------------|----------------------------|---------------------------------------|---------------------------------------|----------------------------|
- distribute the cloze exercise handout to the students with key words missing from the text
  - ask students to fill the words in as they listen to the recording several times

<b>Assessment</b>	<input type="checkbox"/> R	<input checked="" type="checkbox"/> W	<input type="checkbox"/> L	<input checked="" type="checkbox"/> S
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- ask students to log on [www.inspiration.com](http://www.inspiration.com) where they have a mind map already prepared for their use
- ask students to think about their own “I have a dream” speech
- ask students to use the mind map to organize their thoughts by selecting the key verbs, nouns and adjectives in the diagram
- have students think and prepare the short speech and then ask them to deliver it with the help of the created diagram