

🕒	STAGE & ACTIVITY	➔ ➔	REASON
5 min	Lead-in: Blue tac pictures on board (Civil Rights Movement, American flag, Segregation) Ask: "What will the listening be about?" "You will listen to a very famous <u>speech</u> on this topic. Who do you think is the speaker?" (If ss cannot guess -> show picture, write " <b>Martin L. ___</b> ". If they don't know at all, tell background briefly) -> Pre-teach some vocabulary	T - Ss	Attracting students attention, especially the visual learners, setting the scene, eliciting some key vocabulary, helping students to guess content of speech Activating schematic knowledge Preparing for listening
5 min	Task 1: a) "In pairs make a list of words that you think you will hear connected to this topic." -> Do one or two examples together	S - S	Activating schematic knowledge Activating formerly learned vocabulary Pair work – to reduces anxiety Modelling exercise
10 min	Task 2: (Part 1 of listening / ~5 min / listen once) a) "Listen and tick/check off the words in your list that you hear." (all students) b) "If you can and want, note down any other words that you recognise and that are related to the topic." (optional) Ask before listening: "This is an authentic speech. Can you understand everything? Do you have to understand everything?" -> Class feedback – Write up on board	S T - S S s- T	Grading task – the recording is very challenging. This is a manageable task for all. Building up student's confidence Optional activity for stronger students. Giving opportunity to tune-in
5 min	- Clarify meaning of any new words noted down by students, - Point out and practise pronunciation if necessary	T - Ss	Making sure everybody knows meaning of new words that have come up
15 min	Task 3: (Part 2 of speech / ~3 min / listen twice) Write: " <b>I have a dream that one day ...</b> " Explain: "This task is a bit more challenging. But you will manage if you <u>concentrate</u> on the task. Don't worry about parts or sentences that you don't understand!!" M.L.K is talking about his dreams for the future. He mentions five dreams. Listen and take NOTES only!! Try to note down as many dreams as you can. -> Ask: "Can you write down every word?" -> Ask: "Do you have to understand everything to do the task?" Listen! -> "Compare with your partners." -> "Listen again (part 2), read tapescript and complete your notes."-> <b>2<sup>nd</sup> half!</b> -> Class feedback: What are his dreams? Have they become true today?	T – S  S S – S S S - T	Making sure students understand instructions and do not get bogged down by the load of information and unknown words   Helping weaker students. Not putting them on the spot. Encouraging learner autonomy, helping weaker ss, model for Task4 Checking understanding Relating to now (relevance to students)

5 min	-> Ss find repeated phrases in the transcript ( <b>only if time</b> ) Or: Point out / elicit anaphora (repetition) as a device to make a speech more memorable – In task 4 they will practise this if time permits)	T - S	Discourse analysis, useful device to know
10 min	Task 4: "Complete the sentence with your own dreams (personal, global, fun) Monitor – help "Give a short speech." -> <u>Intonation</u> dramatic (model, go first: <i>"I have a dream today. I have a dream that one day I will speak five languages fluently. I have a dream that one day I will have my own language school. I have a dream today."</i> )	S S-T/SS	personalisation practising
5 min	<b>If time:</b> Point out they can find the speech on the Internet / Youtube, Link: <a href="http://www.guardian.co.uk/greatspeeches">www.guardian.co.uk/greatspeeches</a> Ss opinion about task, difficulty, interesting, relevance?	T - S	Learner autonomy  Giving students tips for listening extensively