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| Tesol wk110th |
| Listening Lesson Plan |
| 4, march, 2015 |

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| Emma(YoungEun Kim) |

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| Listening Lesson Plan |

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| **TITLE :** To learn about Obama speech through listening and writing(Dictating) |

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| **INSTRUCTOR** | **Ss’ LEVEL** | **AGE GROUP** | **No of Ss** | **Length** |
| Emma | Intermediate | Adult | 14 | No of mins |

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| **Materials:**   * Worksheets I – Vocabulary Comprehension Check * Worksheet II – Dictation (Fill the blank) * Script – Answer for Worksheet II * White board, Markers * Notebooks, pens |

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| **Aims:**   * To increase listening comprehension from Obama’s speech * To introduce specialized vocabulary items * To learn information for understanding to relate of the Election * To practice shadowing and mimicking * To practice speaking by discussing with group members |

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| **Language Skills:**   * Listening: Students will listen to speech through the video clip(Youtube) and other student’s speeches * Speaking: Students will be discussing about the speech in groups * Reading: Students will be reading transcript and vocabularies in worksheets * Writing: Students will be filling in the blanks and dictation |

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| **Language Systems:**   * Lexis: Formal vocabulary and expressions * Grammar: Future and present tenses * Phonologic: Understanding the speech * Function: Giving and receiving opinion, Eliciting, group work * Discourse: Worksheets, interaction between students |

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| **Assumption:**   * Students already experienced listening other celebrity’s speech * Enough knowledge of vocabularies |

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| **References:**   * Dictionary.com * <http://obamaspeeches.com/099-Announcement-For-President-Springfield-Illinois-Obama-Speech.htm> * <https://www.youtube.com/watch?v=Jll5baCAaQU> (~ 06:20) | | | | |
| **Notes:**   * Students may not be able to follow the passage easily   → Let them listen again until they get the missed answer(Blanks)   * Students may struggle to understand the vocabularies of election * Students may need to imitate the intonation, stress, etc from the speech | | | | |
| **PRETASK TITLE :** Election day | | | | |
| **Aims**  To establish the difference candidates Obama and Hillary | | | **Materials**  Video clips and Pictures | |
| **Time** | **Set up** | **Students** | | **Teacher** |
| 2 | Class | Students will guess the word and teacher gives some clue about it.  (To show two candidates) | | Elicit Election day for hangman and visual picture |
| 5 | Groups | To discuss the differnces between two presidential candidates.  (Promise, Inclination, etc) | | Monitor |
| 3 | Class | Students will present something from their discussions on the board of two presidential candidates | | Distribute pens, feedback with class about the accuracy of the contributions |
| **Notes:**   * If there are any issues eliciting ‘Election day’ set up another game of hangman | | | | |
| **TASK PREPARATION TITLE :** Watching and Shadowing(Mimicking) | | | | |
| **Aims**  To develop an understanding of Obama’s speech for president elect | | | **Materials**  Video clip (Youtube) | |
| **Time** | **Set up** | **Students** | | **Teacher** |
| 7 | Class | Students will watch the video of speech | | Monitor |
| 10 | Class | Students will shadow and mimic with watching the video at the same time. ( They can use worksheet-script) | | Monitor and Demonstrate |
| **Notes:**   * Students may struggle to understand and want to listen repeatedly. So teacher can repeat some difficult part from the monitoring | | | | |
| **TASK REALISATION TITLE :** Summarizing | | | | |
| **Aims**  To develop finding out key elements and to practice writing skill and understand the speech | | | **Materials**  Pen and paper for note-taking | |
| **Time** | **Set up** | **Students** | | **Teacher** |
| 10 | Class | Students will summarize after watching the video. | | Monitor |
| **Notes:**   * If someone who don’t understand well, teacher will involve this activity and give some advice, feedback, doing error correction. | | | | |

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| **POST TASK TITLE :** Worksheet | | | | |
| **Aims**  To confirm comprehension of the Election | | | **Materials**  Whiteboard and Markers, Pens and paper | |
| **Time** | **Set up** | **Students** | | **Teacher** |
| 10 | Class | Check their vocabulary comprehension and Fill the blanks with listening at the same time. After check the answer and reading the answer script. | | Set task and Monitor |
| 4 | Class | Feedback answers to confirm understanding. | | Elicit answers from Ss and write on the board |
| **Notes:**   * When eliciting the final information, they try to understand whole context and then encourage guessing the word. * Monitoring is particularly important to ensure that stronger students are not too influential in the completion of the task | | | | |

**Work Sheet I**

**Vocabulary Comprehension Check**

**Match the word and adequate definition.**

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| Democracy In numbers Democrat Republican  Disabled Doubtful Defining moment extraordinarily  Look forward to ~ing President-elect Unyielding  Beyond measure assembled Belong |

1. the political direction and control exercised over the actions of the members, citizens, or inhabitants of communities, societies, and states; direction of the affairs of a state, community, etc.; political administration:

2. an advocate of democracy.

3. of, relating to, or of the nature of a republic

4 physically or mentally impaired, injured, or incapacitated.

5. of uncertain outcome or result.

6. a point at which the essential nature or character of a person, group, etc., is revealed or identified.

7. beyond what is usual, ordinary, regular, or established

8. unable to bend or be penetrated under pressure; hard:

9. noting an artificial gem formed of two or more parts, as a doublet or triplet, at least one of which is a true gemstone.

**10.** to be in the relation of a member, adherent, inhabitant, etc. (usually followed by *to*):

**Work Sheet II**

**Dictation**

**Fill in the Blank**

**1. Yes, We can!**

Hello, Chicago!

If there is anyone out there who still doubts that America is a place where all things are possible; who still wonders if the dream of our founders is alive in our time; who still questions the power of our (democrac), tonight is your answer.

It’s the answer told by lines that stretched around schools and churches (in numbers) this nation has never seen; by people who waited three hours and four hours, many for the very first time in their lives, because they believed that this time must be different; that their voice could be that difference.

It’s the answer spoken by young and old, rich and poor, ( r)) and ( ), black, white, Latino, Asian, Native American, gay, straight, (disabled ) and not disabled – Americans who sent a message to the world that we have never been a collection of Red States and Blue States: we are, and always will be, the United States of America.

It’s the answer that led those who have been told for so long by so many to be cynical, and fearful, and (doubtful) of what we can achieve to put their hands on the arc of history and bend it once more toward the hope of a better day.

It’s been a long time coming, but tonight, because of what we did on this day, in this election, at this (defining moment), change has come to America.

A little bit earlier this evening, I received an ( extraordinarily) gracious call from Senator McCain. He fought long and hard in this campaign. And he’s fought even longer and harder for the country he loves. He has endured sacrifices for America that most of us cannot begin to imagine, and we are better off for the service rendered by this brave and selfless leader. I congratulate him and Governor Palin for all they have achieved, and I ( look forward to working ) with them to renew this nation’s promise in the months ahead.

I want to thank my partner in this journey, a man who campaigned from his heart and spoke for the men and women he grew up with on the streets of Scranton and rode with on that train home to Delaware, the Vice (President-elect ) of the United States, Joe Biden.

I would not be standing here tonight without the (unyielding) support of my best friend for the last sixteen years, the rock of our family and the love of my life, our nation’s next First Lady, Michelle Obama. Sasha and Malia, I love you both so much, and you have earned the new puppy that’s coming with us to the White House. And while she’s no longer with us, I know my grandmother is watching, along with the family that made me who I am. I miss them tonight, and know that my debt to them is (beyond measure ).

To my campaign manager David Plouffe, my chief strategist David Axelrod, and the best campaign team ever (assembled) in the history of politics – you made this happen, and I am forever grateful for what you’ve sacrificed to get it done.

But above all, I will never forget who this victory truly belongs to – it (belongs ) to you.

**Work Sheet III Answer**

**Transcript**

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