

Mari McCarville

Target Language: German (B1)

Focus of Lesson: Listening

Listening Presentation Lesson Plan

Communicative Objective: Students will be able to summarize the key information from an authentic video clip and ask/answer questions about the video.

What do students already know about this topic?

Students have learned past tense forms (e.g. Präteritum, Perfekt) and future tense. This lesson is part of their unit on free time activities (e.g. Freizeitaktivitäten), and it connects with their previous unit where they learned how to conduct a formal interview.

Video:

Mit dem Esel über die Alpen B1: <https://www.youtube.com/watch?v=b1A-ZvjQxIs>

Lesson Components:

Time	Activity	Class Arrangement, Materials, Goal
5min	T introduces context with the help of visuals, gestures, and realia. When S see a pic of Lotta Lubkoll, they converse with their partner, "Wer ist sie? Warum hat sie einen Esel?" S read a list of vocabulary words that may or may not appear in video and clarify definitions with teacher, peers, or dictionary.	T-S, PPT + handout + hiking realia, context setting + communication
5min	S watch the first 2:10 seconds of the video without sound or subtitles at 1.5x speed. As S watch, they cross off vocabulary on the list that they see. S compare their answers with one another and check with the whole group.	S-S, PPT with video, pre-listening
10min	S read a list of questions and choose questions that they think will be answered. S write questions in a notebook, and then watch the first 2:10min of video with sound and subtitles at normal speed to answer them. Then S check answers with a partner and in the whole group.	S-S and S-T, PPT + white board, global listening
10min	T introduces several idioms and vocabulary words that students will hear. S listen to audio only from	S-S, notepaper + PPT, detail listening + communication

	the first 2:10min of the video and match the definitions with the correct idioms/vocabulary words. S discuss questions in small groups.	
5min	T sets context for post-listening (e.g. You finish hiking that day, and you want to tell your friends about Lotta. What do you say?). S look at their notes from the listening activity above and highlight the key information that they want to share.	T-S, notepaper + PPT, post-listening
15min	S write a short email to their friend with at least 3 sentences summarizing Lotta's story. S turn this in as the evaluation of their understanding.	S-S, notepaper + PPT, post-listening

Total time: 50min