

B.VII.28

Advanced skills – Case studies

Working with podcasts on current topics – Das Hörverstehen trainieren

Nach einer Idee von Liam Cleary



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Podcasts bieten viele Vorteile: es gibt sie zu verschiedensten Themen, Nutzer/-innen können sie jederzeit anhören oder herunterladen und die Produktion ist günstig und wenig aufwendig. Besonders hilfreich sind Podcasts zum Lernen von Sprachen und zum Trainieren der Hörverstehenskompetenz. Diese Unterrichtsreihe bietet *worksheets* zu sechs Podcasts, in denen aktuelle Themen wie *racism*, *climate change* und *equal rights* behandelt werden. Zur Unterstützung erhalten die Lernenden Tipps zum Umgang mit *listening comprehension tasks*. In *pre- und post-listening activities* vertiefen sie außerdem ihr Wissen zu den jeweiligen Themen.

KOMPETENZPROFIL

Niveau:	B1
Dauer:	4–12 Unterrichtsstunden + LEK
Kompetenzen:	1. Hören: Podcasts verstehen und diesen gezielt Informationen entnehmen; 2. Sprechen: an Diskussionen teilnehmen und Präsentationen halten
Thematische Bereiche:	<i>listening comprehension, podcasts, climate change, equal rights</i>

Auf einen Blick

1./2. Stunde

Thema:	Introduction – Issues of our age
M 1	Introduction – Photo collage: issues of our age / Fotos zu aktuellen Themen beschreiben, analysieren, vergleichen und präsentieren (GA)
Benötigt:	<input type="checkbox"/> digitale Präsentationsmöglichkeit für die Fotos oder Farbkopien

Baustein 1

Thema:	London's first Black policeman
M 2	Norwell Roberts – London's first Black policeman / Beispiele von Rassismus diskutieren und bewerten (UG); Hörverstehensaufgaben zu einem Podcast bearbeiten (EA); eine Recherche durchführen und die Ergebnisse präsentieren (PA)
Benötigt:	<input type="checkbox"/> Internetzugang und Abspielmöglichkeit für den Podcast <input type="checkbox"/> digitale Endgeräte für die Recherche



Baustein 2

Thema:	Climate change
M 3	Climate change – An interview with Mary Robinson / Eine Recherche durchführen und die Ergebnisse besprechen (EA/UG); Hörverstehensaufgaben zu einem Podcast bearbeiten (EA); eine Recherche durchführen und die Ergebnisse präsentieren (PA)
Benötigt:	<input type="checkbox"/> Internetzugang und Abspielmöglichkeit für den Podcast <input type="checkbox"/> digitale Endgeräte für die Recherche



Baustein 3

Thema:	Equal rights
M 4	Equal rights – An interview with Peter Tatchell / Hörverstehensaufgaben zu einem Podcast bearbeiten (EA); ein Foto beschreiben und analysieren (PA)
Benötigt:	<input type="checkbox"/> Internetzugang und Abspielmöglichkeit für den Podcast <input type="checkbox"/> digitale Präsentationsmöglichkeit für das Foto oder Farbkopie

Baustein 4

Thema: Women in the media

M 5 **Women in the media – Djuna Barnes** / Eine Recherche durchführen und die Ergebnisse besprechen (EA/UG); die Rolle von Frauen im Medienbereich diskutieren (GA); Hörverstehensaufgaben zu einem Podcast bearbeiten (EA)

M 6 **Women in the media – Lyra McKee** / Hörverstehensaufgaben zu einem Podcast bearbeiten (EA); eine Recherche durchführen und die Ergebnisse präsentieren (PA); die Informationen aus den beiden Podcasts auswerten, strukturieren und präsentieren (PA)

Benötigt: Internetzugang und Abspielmöglichkeit für die Podcasts
 digitale Endgeräte für die Recherche



LEK

Thema: **The Spanish flu – A listening comprehension** / Hörverstehensaufgaben zu einem Podcast bearbeiten (EA)

Benötigt: Internetzugang und Abspielmöglichkeit für den Podcast

Minimalplan

Sie haben nur zwei Doppelstunden zur Verfügung? Wählen Sie einfach zwei der Podcasts aus, die am besten zu Ihrer Lerngruppe passen.

Zusatzmaterialien im Online-Archiv bzw. in der ZIP-Datei

ZM1_Listening comprehension_Tips Hilfreiche Tipps zum Umgang mit Hörverstehensaufgaben
 ZM2_Vocabulary list Vokabelliste zur Einheit



M 1

Introduction – Photo collage: issues of our age



Tasks

Divide into groups and study the photos in this collage before you work on the tasks.

1. Choose one photo and describe it in detail. Use the questions to guide you:
 - a) Where is this photo located as far as you can tell?
 - b) Who can you see in the picture?
 - c) What are the people in the photo doing?
 - d) How are they dressed?
 - e) Does the person/do the people look happy, annoyed¹, determined²?
 - f) What is the purpose³ of their action on this day?
 - g) What are the outstanding⁴ qualities or characteristics of the photo?
 - h) Can you identify the main theme in one bullet point or sentence?

TIP: For describing the photo, you can use the phrases and vocabulary in the box.
2. Pick a second photo. Study it and compare or contrast it to the first photo you worked with. How is it similar to the other photo? How is it different?
3. As a group, prepare a presentation of the collage under the topics *Issues⁵ of our age* and *The role of protest in our modern world*.



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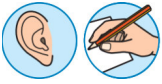
M 2

Norwell Roberts – London's first Black policeman



Pre-listening activity

- In class, discuss what examples of racism you know of at international, national or local levels. Collect ideas in a mind map or other presentation format. Attach levels of seriousness to each one and suggest how it may be combatted¹.



Listening comprehension

Podcast: *London's first Black policeman*

<https://raabe.click/podcast-Norwell-Roberts> [last access: 22/05/2023]

The worksheet is designed for minutes 00:00–05:40.



Read the questions/tasks carefully. Then listen to the audio twice from 00:00 to 05:40 and work on the tasks.

- Name Norwell Roberts' reasons for joining the police force.

- _____
- _____
- _____

- Fill in the missing information using the words or phrases from the box.

Anquilla – nine – Bromley – students or sixth formers – housemaid

- _____ in Kent was the first English town Norwell Roberts lived in.
- He moved to England at the age of _____.
- He was born in _____.
- His mother worked as a _____.
- The _____ in his new school dropped him on his head.

- Are the statements true or false? Give reasons for your decisions.

Statements	True	False
Norwell's father got a job in London before they arrived in the city. <u>Reason:</u>		
When his mother remarried, Norwell did not get on well with his stepfather. <u>Reason:</u>		
His job as a policeman was his first employment ² . <u>Reason:</u>		

- In your own words, explain what was meant by the fact that Norwell was a member of the Windrush Generation.



M 3

Climate change – An interview with Mary Robinson

Pre-listening activity

1. Research the events known as Cop 26 and Cop 27. What can you find out about their main themes? Where and when did they take place? How did they differ?

Listening comprehension

Podcast: *Climate justice with Mary Robinson*

<https://raabe.click/podcast-Mary-Robinson> [last access: 22/05/2023]

The worksheet is designed for minutes 01:57–06:47.



Background information: Mary Robinson (1944–) began her working life in Ireland as a lawyer¹ and soon gained a reputation² of being an independent-minded woman who supported important causes and minority groups. After becoming involved in politics as a councillor³ and senator, she eventually became the first female President of Ireland and her appointment to office was seen as a huge step forward for Irish women. After leaving office, she worked as UN Commissioner for Human Rights, and she has thrown herself into the struggle against climate change. She is recognised as having had a transformative effect on Irish society in her period as president.

Read the questions/tasks carefully. Then listen to the audio twice from 01:57 to 06:47 and work on the tasks.

2. Are the statements true or false? Give reasons for your decisions.

Statements	True	False
Climate change was unimportant in Mary Robinson's term as President of Ireland. <u>Reason:</u>		
Mary Robinson began her working life as a teacher. <u>Reason:</u>		
<i>Realising rights</i> was a TV programme she made. <u>Reason:</u>		
Cop 26 is happening in the month of December. <u>Reason:</u>		
Robinson believes women in poor countries are very tough. <u>Reason:</u>		

3. Complete the sentence by ticking the correct year: She became Commissioner for Human Rights in ...
 - 1997.
 - 1999.
 - 2003.
 - 2009.