

LESSON TITLE	DATE	STUDENTS
News Broadcast: 80th Anniversary of Auschwitz Liberation	02/05/25	Context: BYU English Language Center Course: AA Listening and Speaking Students Proficiency: Intermediate-Mid Number of Students: 18 students
OUTCOMES		OBJECTIVES
<ul style="list-style-type: none"> <li>Connects content to background knowledge.</li> <li>Listens for specific information.</li> </ul>		<ul style="list-style-type: none"> <li>Students will be able to connect the content of the news broadcast to background knowledge about Auschwitz and the Holocaust.</li> <li>Students will be able to listen for specific details about the contents of the news broadcast by marking statements as true or false and completing a dictation exercise.</li> </ul>
MATERIALS		VOCABULARY
Video (0:30-5:45) <a href="https://www.cnn.com/2025/01/27/cnn/10/video/ten-012825digvideo">https://www.cnn.com/2025/01/27/cnn/10/video/ten-012825digvideo</a>  Transcript: W 80th Anniversary Of A Liberati...  Scanning Worksheet: Auschwitz Liberation Broadca...		<ul style="list-style-type: none"> <li>Anniversary</li> <li>Liberation</li> <li>Commemoration</li> <li>Survivor</li> <li>Victim</li> <li>Prisoner</li> <li>Holocaust</li> </ul>
ASSESSMENT		
<b>Formative:</b> <ul style="list-style-type: none"> <li>Partner Discussions</li> </ul> <b>Summative:</b> <ul style="list-style-type: none"> <li>Dictation</li> <li>Role Reversal Activity</li> <li>Dictogloss</li> </ul>		
ACTIVITY	TIME	DESCRIPTION
Introduction	5 mins	<p>The teacher will start by introducing the lesson objectives.</p> <p>Then, the teacher will explain that they will listen to a news broadcast.</p> <p>The teacher should ask the following question: What challenges do you face when listening to a news broadcast? What challenges do you anticipate?</p>

		<p>Students should discuss their answers in partnerships. Then, the teacher will invite each group to share one challenge they discussed.</p> <p>This portion primes the students to know what challenges they can anticipate and helps the teacher to know how familiar they are with news broadcasts.</p>
Pre-Listening: Semantic Map – The Holocaust	8 mins	<p>The teacher should first demonstrate creating a semantic map. For example, the teacher could write the word ‘Olympics’ in the center of the circle and then write all of the related words that they can think of connected to the circle.</p> <p>Next, the teacher will give each partnership a piece of paper. The students should then do the same exercise with the word ‘holocaust’ in the middle. Then, the teacher will explain the word ‘holocaust,’ meaning the persecution and killing of Jews during WW2. Students should then be given three to five minutes to create semantic maps with their partners.</p>
Pre-Listening: What is Auschwitz	2 mins	<p>Now, the teacher should explain that they will specifically be talking about Auschwitz, a concentration camp that was in Poland. The teacher should show a map of Europe with Poland highlighted and pictures of Auschwitz.</p>
Pre-Listening: Vocabulary	5 mins	<p>Next, the teacher should explicitly teach the following vocabulary words using visuals:</p> <ul style="list-style-type: none"> <li>• Anniversary</li> <li>• Liberation</li> <li>• Commemoration</li> <li>• Survivor</li> <li>• Victim</li> <li>• Prisoner</li> </ul> <p>After explaining each one, the students should see where they think they can add the vocabulary words to their semantic maps.</p>
While-Listening: Scanning for T/F	20 mins	<p>Now, the teacher will give students the Scanning Worksheet. The teacher will explain that they will listen during the broadcast to determine whether the answers are true or false. If they are false, then they should correct them.</p> <p>Students should be given 2 minutes to read through the sentences.</p> <p>Next, the teacher will play the 5-minute segment of the video covering the holocaust commemoration. Students</p>

		<p>should be taking notes on their papers. After, they should compare their answers with their partners and see where there was confusion.</p> <p>The teacher should ask which questions caused confusion and write them on the board for students to listen closely to. Then the the teacher should play the segment once again.</p> <p>Dictogloss: If students feel confident the first time, then the teacher should have students take notes on the order of events. The students will then need to explain them to their partner.</p>
Summarize	5 mins	Now, students need to summarize what they heard in the video. Each student will be given 30 seconds. Then, their partner will have a turn. Then, they should find a new partner. This should be done 3-4 times.
While-Listening: Dictation of Segment (3:32-3:42)	5 mins	Now, the teacher will play a 10-second segment during which students will write down what they heard. The teacher should explain that this segment is when the British reporter explains more about Jackie Young's early life. After, they will compare their notes with a partner and listen again for clarification. At the end, they will compare with the transcript to see if they were correct.
Post-Listening: Interview Role Reversal	15 mins	<p>Finally, in their partnerships, students will each be given a role. Partners A will be an eyewitness to the ceremony. Partners B will be the reporter asking questions. Students should be given a couple of minutes to brainstorm ideas.</p> <p>Then, they should use their phones to record their interview. This activity reinforces the students' comprehension and vocabulary use.</p>
Summary	3 mins	What challenges did you face today as you listened to a news broadcast? How did you overcome them?
<b>CONTINGENCY</b>		
Discussion: What questions would you ask a holocaust survivor if you met one? With a partner, write a list.		