

Sample Lesson plan

Name of the resource: Moodle

Link: <http://iberika-online.de/moodle/>

Level: B1

Skill to be practiced: Grammar (Konjunktiv II – unreal conditions/wishes in the present)

Duration of the activity	Skills/knowledge required	Teacher activity	Learner activity	Material/Medium required	Class arrangement (i.e. group work, pairs, individual work,	Comments
15 min.	<i>Konjunktiv II</i> for unreal wishes, dreams, etc.; verbs in <i>Konjunktiv II</i>	- Teacher (T.) introduces unreal conditional clauses as proposed by the <i>Schritte plus 5 Teacher's guide</i>	- Learners (L.) complete exercise A1	<i>Schritte plus 5</i> , p. 46/A1; <i>Schritte plus 5 Lehrer-handbuch</i> p. 52/A1 White-board, pens	Class	This lesson plan was tailored to courses working with <i>Schritte plus 5</i> . If you are working with this textbook, please refer to the Teacher's guide p. 52 for detailed instructions.

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5 min.		- T. asks the L. to complete the sentences in exercise A2	- L. realise that the sentences refer to situations that are not real	<i>Schritte plus 5</i> , p. 46/A2 <i>Schritte plus 5</i> , p. 132/2 – 4	Individual work	Teachers working with other textbooks may proceed differently at this first stage. Konjunktiv II for unreal wishes, dreams, etc. was presented in <i>Schritte plus 4/unit 8</i> . At this point, learners should remember what they have learnt about the Konjunktiv II so far.
15 min.		- T. asks the L. to complete exercises 2 – 4 in the workbook	- L. do exercise A2	<i>Schritte plus 5</i> , P. 46/A3 <i>Schritte plus 5</i> , p. 133/5 – 7		Teachers working with other textbooks may have to present the Konjunktiv II for unreal wishes at this point, too. The exercises 2 – 4 and 5 – 7 in the workbook can also be given as homework. However, it would be useful to have the learners practice

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10 min.		- T. corrects the sentences together with the L. if necessary	- L. do exercises 2 – 4	White-board	Pairs	the use and forms of the <i>Konjunktiv II</i> at this early stage.
20 min.		- T. has L. do exercise A3	- L. read present their solutions in class		Individual work	Give as many students as possible the chance to read out the answers to make sure they understood the new grammar.
		- T. asks L. to do exercises 5 – 7 in the workbook	- L. do exercise A3 in pairs		Class	For groups of learners struggling to pronounce the letters <i>ö, ü</i> and <i>ä</i> , it is recommended to include exercises 8 – 10 (<i>Schritte plus 5</i> , p. 133 & CD 3/Track 21, 22 and 23) or use similar exercises to focus on the correct pronunciation of these letters.
		- T. corrects the sentences together with the L. if necessary	- L. do exercises 5 – 7			For detailed instructions how to do exercise A4, see <i>Schritte plus 5 Lehrerhandbuch</i> p. 53. Teachers
			- L. read out their solutions in class			

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up to 20 min.		<ul style="list-style-type: none"> - T. asks the learners to close their books - L. writes down <i>“Wenn Lehrer Schüler wären,...”</i> - L. asks one L. to complete the sentence - T. writes the sentence down on the whiteboard - T. uses the end of the sentence as beginning for the next sentence (for example: <i>“Wenn sie Hausaufgaben machen müssten,...”</i>) 	<ul style="list-style-type: none"> - L. close their books - L. completes the sentence (for example: <i>„... müssten sie Hausaufgaben machen.”</i>) 	<p><i>Schritte plus 5, p. 46/A4</i></p>		<p>may skip this exercise and move on to the Moodle exercises.</p> <p>Teachers may give markers and a large sheet of paper to each group so the learners can make posters with their sentences for display in the classroom.</p> <p>Teachers may form bigger or smaller groups as necessary.</p>

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		<p>- T. ask another L. to complete the sentence</p> <p>- T. forms groups of four learners and asks them to choose an example from exercise A4 and make sentences following the previous example</p>	<p>- one L. completes the sentence (for example: „... hätten sie weniger Freizeit.“</p>		<p>Group work (4 learners per group)</p>	

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			<p>- L. open their books to page 46, look at exercise A4, choose a situation and make sentences</p> <p>- each group presents their sentences or poster to the class</p>			
20 – 45 min.		<p>- T. asks L. to log in to Moodle and go to unit 4</p> <p>- T. shows which exercises can be used to practice <i>Konjunktiv II</i>:</p> <ul style="list-style-type: none"> • exercise 1 (“<i>Der König von Deutschland</i>” – <i>Musikdiktat</i>) • exercise 2 („<i>Wenn, wenn, wenn...</i>“) • exercise 3 („<i>Hätte, wäre, wenn...</i>“) 	<p>- L. log in to Moodle and go to unit 4</p>	Computer/Laptop, wifi, projector	Class	<p>The following online exercises can be done directly after the introduction to the grammar topic and the exercises described above. Groups working with other textbooks can also do the following exercises.</p> <p>As there are various activities for other parts of this unit, it is recommended to show the learners which exercises refer to the <i>Konjunktiv II</i> before they start</p>

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		<ul style="list-style-type: none"> • exercise 4 („<i>Es ist aber anders!</i>“) • exercise 5 („<i>Der Traum vom Lottogewinn</i>“) • exercise 6 („<i>Was wäre, wenn...?</i>“) 	<p>- L. choose an exercise, read the instructions and click on the exercise title to start the exercise</p>	<p>Computers/laptops, wifi, head-phones</p>	<p>Individual work</p>	<p>working on the exercises individually. It is recommended to use a projector at this stage. Otherwise some learners may not be logged in, have clicked on an exercises already, etc. and thus miss the explanation.</p> <p>If learners do not have a Moodle account, they need to be registered in the course first. They may also need a more detailed explanation of the platform’s features. This requires additional time.</p> <p>If there are no computers available at the course venue, teachers may give these exercises for homework. However, in this case learners need a computer, internet access and speakers /headphones at home.</p>

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						<p>Learners also need to be familiar with the Moodle platform in order to navigate the website and complete the exercises on their own.</p> <p>Ideally, each learner has its own computer/laptop go through the exercises at his/her own speed.</p> <p>In groups with different ICT skill levels, teachers may have the learners work in groups of two pairing one learner with good ICT skills with one learner with low ICT skills to help each other.</p>

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						The exercises can be done one after the other or in a different order as the learners wish.