



SCHUSS

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With National Standards for Foreign Language

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„Game of Thrones“

Season 3 will start at 31st March. In Germany, the U.S. series has many fans.

Language focus: Reading I sentence structure

Online activity: Relative pronouns

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Kim Kulig

The 1.76 meter tall player, who will be 23 on the 9th April, is the 'secret weapon' in the midfield of the German women soccer team.

Language focus: Sentence structure

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Eltern akzeptieren Freundeskreis nicht

The SCHUSS community forum

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Samira bei Bosch

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„Warum schmeißen wir unser Essen auf den Müll?“

The documentary 'Taste the Waste' launched a debate about food waste in Germany.

Language focus: The environment I sentence structure

Online extra: Opinion poll

Online activity: Finding synonyms

Audio: Energy saving – an expert's opinion I a discussion on the topic of 'One day offline'

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Recycling für Anfänger

In Germany, consumers recycle their trash. But not everyone knows the rules of recycling.

Language focus: The environment I the passive

Video: Recycling für Anfänger

Learning unit

Umwelt und Recycling

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A series introducing German poster campaigns

Language focus: Reading comprehension

Culture: Authentic information

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If you log on to our website, we mail you a digital preview of the next issue.
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Online activities



Video



Advanced activities



Audio

Teaching unit 1 Recycling für Anfänger



Objectives

- To practice listening comprehension (**1.2: Interpretive Communication**)
- To learn about recycling in Germany (**2.1: Culture: Practices and Perspectives**)
- To revise and practice the passive mode (**1.2: Interpretive Communication**)
- To learn and practice topic-related vocabulary (**1.1: Interpersonal Communication**)

Resource(s):

- SCHUSS video (mg-plus.net/sch, Nr. 12412)
- SCHUSS March / April 2013, page 2

Starter

Bring a plastic bag filled with trash to class, if possible with objects mentioned or shown in the video, e.g. a bottle, a jam jar, a drinks can, cardboard and/or plastic packaging and an old newspaper. Display the items and ask your students: *Was ist das?* Introduce the terms *der Müll* and *der Abfall*, should students not yet know them. Proceed to say: *Man wirft viel Müll weg. Aber man kann ihn recyceln* (write *recyceln* on the board. Do students spot the difference between German and English spelling?).

Main activity

- 1 Tell your students that they are about to see a video featuring a girl called Lilly: *Lilly ist Recycling-Anfängerin* (write it down). Continue: *Lilly hört eine Stimme. Die Stimme erklärt ihr, wie man recycelt.*
- 2 Run the video twice, once with and once without the transcript. Ask the class: *Was wird recycelt?* Should students need help with the answers, lift the appropriate trash item from your desk and say: *Flaschen werden recycelt. Papier wird recycelt. Plastik wird recycelt,* etc. Write one singular and one plural passive form on the board. Or students could tackle the video online activities, practicing recycling terms and the use of the past participle in the passive mode.
- 3 Explain the term *Restmüll* by listing examples: *alte Lappen, Glühbirnen, Fotos, Plastikgeschirr,* etc.

Ask repeatedly: *Wohin kommen Restmüll und Essensreste? (In die normale Mülltonne.)* Then run the video again, before several partners will act it out (students will have fun imitating 'the voice').

Extension

Ask a volunteer to come up to the 'trash desk', lifting up the items one by one: *Wohin kommt das?* The others answer by naming the items and the appropriate container: *Flaschen kommen in Altglascontainer. Und das? – Papier kommt in die Altpapier-tonne,* etc. You could repeat the activity, but ask students to use the passive: *Plastik wird in die Wertstofftonne getan. Flaschen werden in den Altglascontainer geschmissen,* etc.

Teaching unit 2 Mehr über Recycling

Objectives

- To revise and extend recycling terms (**4.1: Language Comparisons**)
- To consolidate the passive (**1.3: Presentational Communication**)
- To practice reading comprehension (**1.2: Interpretive Communication**)
- To understand and practice numerals (**1.1: Interpersonal Communication**)

Resource(s)

- SCHUSS March / April 2013, pages 12 & 13
- maryglasgowplus.com/de/aktivitaeten

Starter

In order to revise and consolidate recycling terms, students do the exercise **Zwei falsche Fragen** on page 12. When they have spotted the two sentences not related to the subject (2 and 6), ask comprehension questions: *Was wird nach Farben getrennt? (Gläser und Flaschen). Wie oft wird das Altpapier abgeholt? (Alle zwei Wochen). Was kommt in die Tonne mit dem gelben Symbol? (Konserven, Shampoo-Flaschen, Plastik).*

Main activity

- 1 Students work in pairs on **Deutsch-Detektiv**. Then ask comprehension questions, concentrating on the numerals in the text. Advanced students compose an interview, with one partner asking questions, the other one taking on the part of a German recycling expert, e.g.: *Seit wann wird in Deutschland recycelt? – In Deutschland wird seit über 20 Jahren recycelt. Wie viel Prozent werden recycelt? – Das ist verschieden. 88 Prozent Papiermüll, 72 Prozent Metall,* etc.
- 2 Ask students to look at the graph on page 13. Help them to understand some of the more complex terms. Then students complete the task under (A) by inserting the correct terms. Also ask them to underline the passive forms (*wird... gebracht; werden... getrennt*).

3 Students further practice the passive by completing parts (B) and (C). In question C,1 they can practice both singular and plural forms: *Glas wird in Aufbereitungsanlagen gebracht. Glasscherben werden in Glashütten recycelt.*

Extension

For homework: describing recycling schemes in your home town or country (see box **Zwei falsche Fragen**), for example: *Bei uns in xxx wird seit x Jahren recycelt. xx Prozent Papier etc. werden wiederverwendet. Bei uns kommen Flaschen in eine grüne Tonne, Plastik in einen grauen Container,* etc. Go through students' essays and correct them, before encouraging them to send their efforts in to us.

Teaching unit 3 Essen für den Abfall?

Objectives

- To practice reading comprehension (**1.2: Interpretive Communication**)
- To learn about a modern problem (**2.2: Culture: Products and Perspectives**)
- To revise and practice the conditional (**4.1: Language Comparisons**)

Resource(s)

- **SCHUSS March / April 2013, pages 10 & 11**
- **SCHUSS Audio 2 2012/13, tracks 1 & 4**

Starter

Writing *das Essen* on the board, ask your students for a synonym for the term. If they don't come up with *die Lebensmittel* themselves, add it yourself and read it out aloud. Next, ask your class: *Was macht man mit Essen oder Lebensmitteln?* (*Man isst sie, man kocht sie, man kauft sie,* etc.). Next, ask: *Was macht mit Essen, das man nicht mehr*

will? Aim for answers such as: *Man wirft es weg* or *Es kommt in die Mülltonne/den Abfall*. Confirm by saying: *Wir werfen sehr viel Essen (or Lebensmittel) weg,* moving on to the text.

Main activity

- 1 Read the introduction on page 10 with your class. Explain to them, that 'Taste the Waste' is a German documentary, in spite of its English title. Proceed to read the first paragraph on page 11 sentence by sentence, explaining all unknown vocabulary.
- 2 More advanced students continue to work on the text on their own, others might need your help. Ask the students to underline all numerals. Ask comprehension questions, before students complete the **Check** exercise. Go through the sentences once they are finished.
- 3 Read the *Mülltaucher* caption on page 10 with your class. How would students translate *Mülltaucher* into their own language? Is there a similar expression? Are there any *Mülltaucher* at all in their country? What do students think of someone living mainly on food waste? Would they do it themselves? Would they be prepared to consume less and to save energy? (see the test on page 11, bottom).

Extension

When your students have completed the test, further practice *würde* with them by using the following pattern: *Würdest du Gemüse anbauen? – Nein, aber ich würde Second-Hand-Kleidung tragen,* etc. For homework: write a short essay about further measures to save money and energy, using *würde* and *könnte*: *Ich könnte mit weniger Geld auskommen. Ich würde mir keine teuren Kleider kaufen,* etc. If you have access to SCHUSS Audio, play tracks 1 and 4, which relate to the topic.

Basic vocabulary Umwelt und Recycling

Here are 30 words and phrases on the topic *Umwelt und Recycling*. Photocopy the table and ask your students to translate the terms.

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
das Recycling		die Plastiktüte	
recyceln		der Joghurtbecher	
wiederverwerten		die Konservendose	
die Aufbereitungsanlage		das Glas, die Flasche	
der Müll / der Abfall		die Recycling-Regeln (Pl.)	
die Mülltonne		das Essen	
das Altglas		die Müllkippen (Pl.)	
das Altpapier		die Lebensmittel	
der Restmüll		Essen wegschmeißen/werfen	
die Essensreste (Pl.)		noch essbar sein	
die Tonne wird geleert		die Mülltaucher (Pl.)	
der Müll wird getrennt		Energie sparen	
der Kunststoff		weniger verbrauchen	
die Sortieranlage		auf dem Müll landen	
die Verpackung		ernähren	

Objectives

- To practice reading comprehension (**1.2: Interpretive Communication**)
- To learn and practice technical terms (**1.3: Presentational Communication**)
- To learn about German working environment (**2.1: Culture: Practices and Perspectives**)
- To learn about a leading German company (**2.2: Culture: Products and Perspectives**)

Resource(s)

- **SCHUSS March / April 2013, pages 8 & 9**
- **www.maryglasgowplus.com/de/aktivitaeten**

Starter

Begin by writing *Girls' Day* on the board. Ask a student to read the term out aloud, then ask the others: *Ist das deutsch? (Nein, das ist englisch)*. Briefly mention, that many English terms are in use in the German language. Then ask your students to translate the word into German: *Mädchen-Tag*. Say: *Das ist richtig, aber man sagt besser: Mädchen-Zukunftstag*.

Main activity

- 1 Ask students to associate, before starting on the article. Does anyone know about the aims of *Girls' Day*? If not, read the introduction on page 8 with your class, then ask: *Was will der Girls' Day? (Mädchen zu technischen Berufen motivieren)*. Also explain the terms *naturwissenschaftliche Berufe* and *die Naturwissenschaft/en*.
- 2 Read the interview in stages with your class, one question and one answer at a time. Several partners then read question and answer out aloud. Be mindful of how they pronounce long words such as *Elektronikerin*, *Automatisierungs-Technik*, *Naturwissenschaften*. For text comprehension, students complete the **Check** on page 9. Or, as an alternative, they tackle the online activity related to the article.
- 3 Before reading the section **Bosch** on page 9, ask your students if they are familiar with the name of the company. Do they know what products Bosch manufactures? List examples

such as *Waschmaschinen*, *Power-Tools*, *Autokomponenten* on the board, as they appear in the text. Students then continue to read the text on their own, and several volunteers read it aloud, sentence by sentence.

Extension

Have a class survey (for girls and boys) on who is interested in jobs involving technology or science. Write the result on the board: *xx Mädchen, xx Jungen interessieren sich für technische Berufe*. Is the percentage less for girls than for boys? Ask them: *Warum willst du einen/keinen technischen Beruf lernen?* Should your students be less advanced, hand out worksheets with reasons for or against choosing technical occupations. Students then mark them accordingly. For homework: research the questions in the red box on page 9.

Culture box**Bosch – a leading German company**

In November 1885 Robert Bosch founded his 'Werkstätte für Feinmechanik und Elektrotechnik' in Stuttgart, the first step in the history of a company now world-famous for its mechanical and electric engineering products. Robert Bosch was born in 1861 in Albeck (near the city of Ulm in South Germany) as the 10th child of poor, working-class parents. But that did not stop his career. He lived to see his *Werkstätte* (workshop) grow, becoming renowned for the quality of its goods. Bosch had very progressive and unconventional ideas for his time, and was called a socialist by some ('der rote Bosch'). He died in 1942, when he was 80 years old. His company continued to flourish after the end of World War II. Today, Bosch GmbH operates in over 60 countries worldwide, employing about 280,000 people.

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