

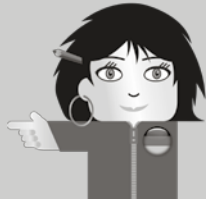


SCHUSS

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With National Standards for Foreign Language

Editor's Letter

Dear teacher,

As another long winter draws to the close, you and your students will be looking forward to spring. But it's not yet (Easter) vacation time, and German lessons are still – hopefully! – in full swing. And if not, this issue of SCHUSS will motivate your students to carry on. Start with our central learning unit:

Leben in Deutschland

Germany is a popular destination for migrants, i.e. people leaving their home, in order to live and work in a foreign country. Why Germany? Well, the country is politically stable, there's plenty of work and a good welfare system. But the three young migrants featured in our article had their own reasons to come: Alba could not find a job in her homeland Spain, Halil had to flee war-torn Syria, and Ashwandi from India was actually recruited by a German firm, as he is an IT expert, and Germany needs his skills. Further aspects of life in Germany: containers house students in Berlin, and we report on the lifestyle of a German pop group.

- On page 4 you'll find our teaching plan, featuring a video about time keeping. 16-year-old Noe waits for Bennet, who is always late, which irritates Noe. Talk about punctuality with your students, and take the opportunity to revise the clock and daytimes.
- Further topics in this issue: YouTube and judo, fast food and lack of sleep. And, as usual, you'll find a puzzle page, news items, audio tracks, and online activities. Our extensive online archive is at your disposal, should you need further resources.

We really enjoyed compiling this SCHUSS issue for you and your students, and are already looking forward to the next one, hoping that you will, too!

Bis bald

Martina Koepcke

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Go to our website to find these extra resources:

- 5 Audio-Tracks related to SCHUSS 4 – including transcripts for downloading and worksheets for printing
- 8 online activities with answer checks to print out
- A topical video ("Schon wieder zu spät!") with exercises and transcript!

Plus: You have access to our archive of teaching resources, with an abundance of videos, audio tracks, online activities, magazine articles, and worksheets.



Online activities



Video



Advanced activities



Audio

Teaching unit 1 **Junge Migranten**

Objectives

- To learn about foreigners in Germany (**4.2: Cultural Comparisons**)
- To work on and understand a text (**1.2: Interpretive Communication**)
- To understand and practice word families (**1.2: Interpretive Communication**)

Resource(s)

SCHUSS March 2015, pages 6 + 7
maryglasgowplus.com/de/aktivitaeten

Starter

Find a map of the European Union on an Interactive Whiteboard and ask students to associate. Take the opportunity to revise the names of the most important EU countries. Ask which currency is used in the EU (the Euro). Have your students ever visited a EU country, or do they live in one themselves? Say that Germany is one of the most prosperous EU countries, attracting many people from abroad. What are these people called? Introduce the term *Migranten* if the students don't know the word.

Main activity

- 1 Now you say: *Nicht alle Migranten kommen aus EU-Ländern nach Deutschland*, reading the introduction and the first paragraph on page 6 with your class. Then ask comprehension questions and ask students to think about **Vorbereiten** (top left). Which countries do they find attractive? Would they consider migrating to Germany?
- 2 To understand the main text (*Drei Migranten im Fokus*), students are divided into three groups. Each group works on one section. Allow the use of the word list and/or an online dictionary. Next, a representative of each group reports on his/her section, the others ask questions.
- 3 For advanced level: One student of each group takes on the part of Alba, Halil or Ashwani, while another member of the group interviews him/her. Less advanced classes/groups tackle **Verstehen** on page 7, in order to practice text comprehension and the 1st person singular.
- 4 All students now complete **Üben** on page 7. Help less advanced students by compiling the word families on the board, more advanced work on their own. Finally, students do the online activity.

Extension

For homework: Advanced students answer the questions under **Weiterarbeiten** in writing. They may add more questions and answers. Another task: Write down the Germany experience of a young migrant from his/her point of view. Less advanced: hand out completed reports by migrants. Are their experiences positive

or negative? Finally, discuss the issue of migration with your class. What impact does/did it have on their own country?

Teaching unit 2 **Cool wohnen in Berlin**

Objectives

- To revise and practice *wohnen* vocabulary (**1.1: Interpersonal Communication**)
- To learn about life in Berlin (**4.2: Cultural Comparisons**)
- To practice reading comprehension (**1.2: Interpretive Communication**)

Resource(s)

SCHUSS March 2015, page 12
maryglasgowplus.com/de/aktivitaeten

Starter

Ask questions referring to the German capital: *Wie heißt die Hauptstadt? (Berlin). Wo liegt Berlin?* Ask students to describe the location, without looking at a map: *Berlin liegt im Osten/ Nordosten von Deutschland*. Next, ask: *Wie viele Einwohner hat Berlin?*, letting students guess. Write the figures on the board, then students check on page 12 (top left), if their estimates were close or even correct.

Main activity

- 1 After reading the title and the introduction with your students, ask them: *Viele Studenten wohnen in Containern. Wo wohnen die meisten Leute? (in Apartments, Wohnungen, Häusern, etc.)*. Next, ask: *Wo wohnt ihr?* When students describe where they live themselves, introduce detailed terms such as *Dreizimmerwohnung, Neubau-/Altbauwohnung, Einfamilienhaus, Mehrfamilienhaus, Hochhaus, Doppelhaus*, etc.
- 2 Now write the term (*der*) *Container* on the board and ask: *Ist das ein deutsches Wort? (Nein, es ist ein englisches Wort.)* Explain that many English terms are being used in modern German. Can they spot two in the introduction? (*coole Apartments*).
- 3 Either read the text sentence for sentence with your students, or ask them to work with a partner to prepare the text. Ask them to read the passages out aloud, correcting their pronunciation.
- 4 After completing **Verstehen**, students group all adjectives on the page into *positiv* or *negativ*: *freundlich, hell, modern, cool, billig (positiv); rostig-braun, hässlich, zu klein (negativ)*.

Extension

For homework: Assume the voice of a student, who has just moved into a container apartment: *Liebe Eltern, ich bin endlich umgezogen! Ich habe eine neue Wohnung! Aber die ist nicht in einem Haus, sondern in einem Schiffscontainer. Ich finde es hier echt cool. Der Container ist etwas klein (nur 26 Quadratmeter), hat aber ein Mini-Bad, eine Küche und ein Zimmer mit richtigen Möbeln. Er hat große Fenster und ist innen hell, freundlich und modern.* etc.

Teaching unit 3 **Deutsche Band, deutsche Songs**

Objectives

- To learn about a German pop group (**2.2: Products of Culture**)
- To practice reading comprehension (**1.2: Interpretive Communication**)
- To revise and practice the use of *muss* (**1.1: Interpersonal Communication**)

Resource(s)

SCHUSS March 2015, pages 4 + 5
maryglasgowplus.com/de/aktivitaeten
SCHUSS Audio 2 2014/15, track 2

Starter

Ask your students to hide the text of the magazine cover with a book or some paper, and to look just at the picture. Let them associate: *Was seht ihr auf dem Bild? (Wir sehen vier junge Leute, zwei Mädchen und zwei Jungen.) – Was machen sie? Was ist wohl ihr Beruf? (Sie sind vielleicht Künstler oder Musiker). – Ja, sie sind eine Pop-Gruppe aus Hamburg.* Now they uncover the text, and a volunteer reads the cover lines out aloud.

Main activity

- 1 Ask students to define the band's name (*Tonbandgerät* = tape recorder). If they are baffled by the old-fashioned technology, explain to them that tape recorders were used to record music and speech onto a magnetic tape. These devices have been more or less made obsolete by modern digital recording systems.
- 2 Now move on to the article on pages 4 and 5. Read it sentence for sentence with your class, explaining/translating when necessary. Point out that many English words are used in the world of pop music; most German bands sing in English.

Ask your students to underline all English words in the text (*Trend, Band, Single, Hit, Charts, Songs*, etc.).

3 Volunteers now read the paragraphs out aloud again, then students answer the questions under **Üben**, practicing the use of *muss*. Next, you could play audio track 2, and/or ask students to tackle the online activity.

4 If time allows, play a YouTube clip of *Tonbandgerät* in action (e.g. the song 'Irgendwie anders'). What do your students think of it? Did they understand the German lyrics?

Extension

For homework: Students do the task set in **Weiterarbeiten** and research a German pop or rock group (for example, Tokio Hotel, Juli, Rammstein, or Die Killerpilze). More advanced students also write an interview with the band of their choice. Possible questions: *Singt ihr auf Deutsch oder Englisch? Warum? In welchem Land habt ihr am meisten Erfolg? Geht ihr gern auf Tournee? Was war euer erfolgreichstes Album?* etc.

Basic vocabulary **Leben in Deutschland**

Here are 30 words and phrases on the topic *Leben in Deutschland*. Photocopy the table and ask students to translate the terms

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
ein besseres Leben		im Container wohnen	
die Migranten (Pl)		die Vierzimmerwohnung	
das Migrationsland		das Einfamilienhaus	
Erfahrungen machen		billige Miete	
Asyl suchen		nicht viel Platz	
Arbeit suchen/finden		relativ hässlich	
einen Deutschkurs machen		hell und freundlich	
sich integrieren		das Tonbandgerät	
Berufschancen haben		eine deutsche Band	
gut/schlecht bezahlt sein		im Trend liegen	
der Partyraum		die Musiker (Pl)	
von innen/außen		deutschsprachige Texte	
die Wohnung		auf Deutsch singen	
der Wohnblock		die Sprachbotschafter (Pl)	
das Studentendorf		international erfolgreich	

Teaching plan Video: Schon wieder zu spät!

Objectives

- To learn about punctuality (**1.3: Presentational Communication**)
- To revise and practice the clock and the 24-hour-system (**4.2: Cultural Comparisons**)
- To practice listening comprehension (**1.2: Interpretive Communication**)

Resource(s)

SCHUSS Video 'Schon wieder zu spät!' (mg-plus.net/sch14 video4)

SCHUSS March 2015, page 14

maryglasgowplus.com/de/aktivitaeten

SCHUSS audio 2 2014/15, track 5

Starter

Begin by revising the clock, by asking students to do the exercise at the bottom of page 14 (writing down the time shown in the clock drawings). Extend this practice by asking volunteers to draw their own clocks showing different times on the board, the others have to read these aloud. Ask more questions by using the times of the day, *morgens, mittags, nachmittags, abends und nachts: Ist es jetzt 11 Uhr abends? – Nein, jetzt ist es 11 Uhr morgens*, etc. Also, revise the 24-hour-clock (see **culture box**).

Main activity

- 1 Ask your students if they always arrive on time for school: *Kommt ihr immer pünktlich zur Schule?* Students will give different answers, write on the board accordingly: *x Schüler kommen immer pünktlich zur Schule, xx Schüler kommen meistens pünktlich, x Schüler kommen nie pünktlich.*
- 2 Hand out copies of the transcript, then play the video till *Da ist er ja endlich*. Ask comprehension questions: *Was macht Noe? (Sie wartet auf Bennet). Wo wartet sie? (Sie steht am Fenster, mit dem Handy in der Hand). Ist Bennet meistens pünktlich? (Nein, er kommt immer zu spät.)* etc.
- 3 Now you say: *Jetzt hören wir Bennets mögliche Entschuldigungen oder Ausreden* (write down both words), before playing the second part of the video. Questions: *Was ist*

Time keeping seems to be a problem for many young people, in Germany or elsewhere. Noe is not pleased when Bennet is late – again.

Bennets erste Ausrede? (Er musste seinen Schlüssel suchen.) Seine dritte Ausrede? (Er hatte sein Handy vergessen.) etc.

- 4 After running the entire video once again, ask volunteers to take the parts of Noe and Bennet and to act the scenes (with or without transcript, according to students' level).

Extension

Should you have access to SCHUSS audio, play track 5 (tips on time keeping), before students answer the questions on page 14. Next, talk with your class about the topic. Ask the students, who are always late, whether they see this as a problem. Some may not, some may even be 'proud' on not being conventional and obsessed with punctuality.

Culture box

Counting the hours

Time is measured throughout the world in two notations, the 24-hour-clock and the 12-hour-clock. Most countries use the former, but in the USA, Canada, the United Kingdom and Australia the 12-hour-notation is still dominant (with the additions of a.m. before and p.m. after 12 o'clock noon). The 24-hour-system was invented hundreds of years ago in medieval Europe, but when mechanical clocks emerged, it was more practical to show just 12 numbers on the clock face. Besides, when church bells chimed the hours, it was easier to count up to 12 than up to 24. The mechanical devices used in homes ran two cycles 'round the clock'. Even in countries, which officially use the 24-hour-clock, it is still common to say in everyday speech, '11 o'clock in the morning/evening', or '3 o'clock in the afternoon/at night' to differentiate between the two clock cycles.

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