

# SCHUSS



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With National Standards for Foreign Language

## Editor's Letter

**Dear teachers,**

The new school year seems to fly by! Soon, it will be Christmas, and the cold winter months are looming. It's very important to keep up health and fitness during the cold season. That's why we've chosen sports activities as the linking topic of our Teaching Unit in this issue of *Schuss*. The German title is:

### Aspekte des Sports

How important are sports activities for your students? What are the social values of sports? Are there any sports stars among their idols?

**A young soccer star** is definitely an idol for German teenagers. The career of Gedion Zelalem, only 18 years old, really is remarkable. Of African descent, he was born in Germany and had his first success as a junior player at a famous Berlin club. Later, he moved to the US, where he's already a member of the national youth soccer team! Language teaching point: the past tense of verbs (*das Imperfekt*). You can practice this online using our Language Lab Learning Unit.

**Our Video** also features in the Language Lab Unit. You will find a detailed lesson plan how to use the video in class in part 2 of the Teaching Unit.

**Para-Alpine skiing** (*Para-Alpiner Skisport*) – what is it? Students can learn about it in our 3<sup>rd</sup> lesson plan, where we introduce Anna Schaffelhuber, a young German skier with disabilities.

**Our Teaching Plan**, featured on page 4 of these Notes, is all about another topical subject – Christmas. We report on one of the oldest and most traditional Christmas markets on pages 6 + 7 of the magazine.

**Further topics:** Young volunteers in Germany, Internet addiction, interesting places and events in Hamburg, Hessen, Bavaria, and Austria. As ever, the magazine articles are supplemented by our Language Lab Unit, our video, and audio recordings. The audio material is available on a CD or as mp3 file on our website.

The *Schuss* team wishes you *Frohe Weihnachten*, and we hope that you and your students will continue to enjoy learning German with *Schuss* in the new year.

**Martina Koepcke**

Editor of *Schuss*

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Go to our website to find these extra resources:

**5 audio tracks** related to *Schuss* 2 – as mp3 or as CD, with a listening exercises booklet

**A Language Lab Learning Unit** with online activities and automated marking

Our **Video** 'Sport', with transcript, online activities and an exercise in the magazine

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



## Pages 4–5 Lesson Plan 1

### Fußball ist mein Leben

#### Objectives

- To learn about a sports star (**4.2: Cultural Comparisons**)
- To practice reading comprehension (**1.2: Interpretive Communication**)
- To practice verbs in the past tense (**1.1: Interpersonal Communication**)

#### Resource(s)

*Schuss* November/December 2015, pages 4 + 5  
Language Lab Learning Unit: Imperfekt  
(de.maryglasgowplus/lms)  
Audio: mg-plus.net/sch15audio6

#### Starter

Begin by compiling a list of sports on the board. You can do this in a light-hearted way, by asking your students to mime their sports: *Tennis, Schwimmen, Fußball, Basketball, Fußball, Sprinten*, etc. Underlining *Fußball*, you could say: *Fußball ist der populärste Sport in Deutschland. Wir lesen jetzt etwas über einen jungen deutschen Fußball-Star.*

#### Main Activity

**1** Read the name in the title (*Gedion Zelalem*) aloud, then ask your students: *Ist das ein deutscher Name? (Nein, das klingt nicht deutsch).* Read the intro text with them, to explain the name (*Gedion ist ein äthiopischer Name*). Should you have access to *Schuss* audio, play Track 6 for your class (interview with a soccer coach).

**2** Now read the article bit by bit with your class, explaining all unknown vocabulary. For advanced: Divide your class in 6 groups and ask each group to work on one of the paragraphs. A representative of each group then talks about his or her section, the other students can ask questions.

**3** After students have completed **Verstehen**, ask further comprehension questions. Then ask your students to underline all verbs in the article. Which verbs appear in the past tense (*Imperfekt*)? If necessary, briefly revise the formation of the tense by using the **Language Lab Learning Unit**.

**4** Students now do the online exercises in the Language Lab Unit.

#### Extension

To practice the *Imperfekt* further, students write a short piece about their favorite sport in the past tense: *Ich lernte schon mit vier Jahren schwimmen. Als Kind ging ich oft ins Freibad/Hallenbad. Dann trainierte ich in einem Schwimm-Club und machte viele Wettkämpfe mit*, etc. For homework: Work on **Weiterarbeiten** and write a profile of a young sports star in your own country.

## Page 5 Lesson Plan 2

### Video: Sport

#### Objectives

- To learn about favorite sports (**2.2: Products of Culture**)
- To practice listening comprehension (**1.2: Interpretive Communication**)
- To practice *weil* clauses (**1.1: Interpersonal Communication**)

#### Resource(s)

*Schuss* November/December 2015, page 5  
Video: Sport (mg-plus.net/sch15video 2)  
Language Lab Learning Unit: Video  
(de.maryglasgowplus/lms)

#### Starter

When students have completed the *Imperfekt* activities in the Language Lab Unit (see Lesson Plan 1), ask them to watch the video on their own. Questions: *Was spielen die beiden Jungen? (Fußball). Was spielen die beiden Mädchen? (Badminton). Wo spielen sie? (Im Garten, hinter einem Haus).*

#### Main Activity

**1** Show the video again in class, pause at *...habe ich im Mittelfeld gespielt*. Students are allowed to follow the transcript. Ask them to underline all words and phrases they did not understand. Explain soccer terms such as *Abwehr* and *Mittelfeld*. Maybe there's a soccer fan in class, who could draw the players' positions on the board. Next, ask comprehension questions about the first video section.

**2** Release the pause button and run the video up to *... und es macht mir riesigen Spaß* and proceed in the same way. When asking comprehension questions, make sure to start some with *warum*, in order to practice *weil* clauses: *Warum ist Sport wichtig für Alexander? (Weil er dabei seine Freunde trifft, und weil Sport ihm riesigen Spaß macht).*

**3** Now play part 3 of the video, again asking questions at the end. If your class is more advanced, students could ask each other.

**4** Students now complete the online activities and/or the exercise on page 5 of *Schuss*.

#### Extension

Students work in pairs, studying the video dialog. Ask volunteers to read/act it out. For homework: write a similar dialog, but insert your and your partner's favorite sports. If possible, film the dialog on your smartphone. Add outdoor scenes, as in the *Schuss* video. Let the class vote for the best video.

## Page 13 Lesson Plan 3

**Behinderung: kein Hindernis**

### Objectives

- To learn about sports people with disabilities (**4.2: Cultural Comparisons**)
- To practice reading comprehension (**1.2: Interpretive Communication**)
- To revise winter sports vocabulary (**1.1: Interpersonal Communication**)

### Resource(s)

Schuss November/December 2015, page 13

### Starter

Ask your class: *Was für Sport macht man im Winter?* A volunteer writes a list of sports categories on the board: *Skifahren, Bobfahren, Rodeln, Eislaufen, Eishockey, Ski-Langlauf*, etc. Does anyone in class pursue any of these disciplines? How many students like/don't like winter sports?

### Main Activity

**1** Several students read the list on the board out aloud. Next, say: *Skifahren ist ein alpiner Skisport* (write it down). *Aber was ist Para-Alpiner Skisport?* (write it). If students cannot guess the meaning of the term, ask them to look at the photo on page 13 (left): *Anna sitzt im Rollstuhl. Sie ist behindert. Sie ist ein Star des Para-Alpinen Skisports.*

**2** Now ask your students to define the term *Paralympics: Das sind Olympische Spiele für Sportler mit Behinderungen*. Then you could say: *Anna Schaffelhuber hat 5 Goldmedaillen bei den Winter-Paralympics in Sotschi gewonnen. Sie sitzt bei ihrem Sport in einem Mono-Skibob* (photo, right).

**3** Explain that Anna was born with an incomplete spinal cord and has been wheelchair-bound all her life. But that didn't stop her sporting career. As a child, she learned to ski, using a mono-ski bob, and soon became successful in her sport. Next, students work in pairs and do the exercise on page 13 (matching questions and answers). Volunteers read the interview out loud.

### Extension

For homework: research Anna Schaffelhuber on the Internet, and write a short profile: *Name: A.S. Sportdisziplin: Mono-Skibob (Para-Alpin). Geburtstag: 26.1.1993. Geburtsort: Regensburg. Paralympische Erfolge: 6 Goldmedaillen in Sotschi, 14 WM-Medaillen, etc. Studium: Jura in München. Hobbys: Reisen, Relaxen. etc.* Or write a profile about a disabled sports star in your own country.

## Basic Vocabulary: Aspekte des Sports

This is a list of 30 words and phrases on the topic *Aspekte des Sports*. Photocopy the table and ask your students to translate the terms.

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
professioneller Fußballspieler		das Schwimm-Training	
ein großes Talent sein		der Schwimm-Stil	
die Fußball-Karriere		der Wettkampf	
intelligent/kreativ spielen		Wettkämpfe sind spannend.	
präzise Pässe (PI)		anfeuern	
die Nationalmannschaft		nie langweilig	
ambitioniert sein		Sport ist wichtig.	
an sich arbeiten		Sport macht mir Spaß.	
Fußball-Training haben		die Wintersportarten (PI)	
die Spielsaison		der Behinderten-Sport	
die Spieler-Position		die Sport-Disziplin	
die Abwehr		der Favorit/die Favoritin	
das Mittelfeld		viel Erfolg im Sport haben	
in einem Verein sein		das Erfolgs-Rezept	
der Lieblingssport		Alles ist möglich.	



## Pages 6–7 Teaching Plan

### Weihnachtstraditionen

#### Objectives

- To revise and practice Christmas terms`  
**(1.1: Interpersonal Communication)**
- To practice relative clauses **(1.3: Presentational Communication)**
- To learn about German Christmas traditions  
**(2.2: Products of Culture)**

#### Resource(s)

Schuss November/December 2015, pages 6 + 7, page 16  
Audio: mg-plus.net/sch15audio7

#### Starter

Writing *das wichtigste Fest des Jahres* on the board, ask students to associate. They will probably name *Weihnachten* as the most important *Fest*. Which German words/phrases do they associate with *Weihnachten*? Compile a list on the board: *das Weihnachtsfest, der Weihnachtsbaum, der Heilige Abend, das Weihnachtsgeschenk*, etc. Should students not mention *Weihnachtsmarkt*, add the term yourself.

#### Main Activity

- Begin by saying: *Weihnachtsmärkte sind eine Weihnachtstradition* (write it down) *in Deutschland*. *Welche deutschen Weihnachtsmärkte kennt ihr?* Maybe students know of the *Nürnberger Weihnachtsmarkt* (*Christkindlesmarkt*) and the *Münchner Weihnachtsmarkt*.
- Continue by saying: *Den ältesten deutschen Weihnachtsmarkt gibt es in Dresden* (write it). *Wo liegt Dresden?* A volunteer points out Dresden on the Interactive Whiteboard. Now say: *Der Weihnachtsmarkt in Dresden heißt Striezelmarkt* (write it) and move on to the magazine article.
- Read the *ABC* section by section with your class. More advanced classes/groups can work quietly on their own, then read the text out loud. Revise the formation of relative clauses using the example in **Verstehen**, then students make up further clauses as required in the exercise.
- After students have also completed **Üben** and have learned about German Christmas customs, ask them to

compare these with traditions in their own country. This can be done as homework.

#### Extension

Should you have access to *Schuss* Audio, play Track 7 (*Weihnachtsgeschenke*) in class, otherwise talk generally about presents: *Was für Geschenke habt ihr letztes Jahr zu Weihnachten bekommen? Was wünscht ihr euch für Geschenke? Was für Geschenke kauft ihr?* etc. Should your students be more advanced, you could talk about the point of giving presents at Christmas, and spending a lot of money on gifts. Has Christmas become too commercial? Discuss the subject using the article on page 16 in a subsequent German lesson.



### Culture box

#### A History of

#### German Christmas Markets

Christmas markets first started to appear in medieval Germany, when traders such as basket weavers, toy makers, and confectioners were given permission to sell their goods in town squares in the weeks before Christmas. The idea caught on, and over the centuries the markets expanded, and towns and cities developed their own specialities, such as *Lebkuchen* (ginger bread) in Nuremberg and *Weißwurst* (a kind of sausage) in Munich, and *Striezel* or *Stollen* in Dresden. Nowadays, Christmas markets are big business; the most famous ones (the *Christkindlesmarkt* in Nuremberg and the *Münchner Weihnachtsmarkt*) attracting hundreds of thousands of visitors each year.

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