

# SCHUSS



Your web teacher code is:



de.maryglasgowplus.com

## Editor's Letter

**Dear teachers,**

Welcome to this last but one issue of *Schuss* in the current series. You and your pupils will probably be glad that winter has finally come to an end. It'll soon be Easter; pupils will be looking forward to their holidays and more free time. That's why we called our central Teaching Unit:

### Freizeit

You can do many things in your free time. You can pursue sports, go dancing, or go hiking. Or you may prefer staying at home, just relaxing, playing computer games, or watching TV. But the young German street artists from the *Urbanatix-Projekt* in Bochum are very active indeed. They love all kinds of extreme sports, entertaining and inspiring young people (Lesson Plan 1). But Nina and Larissa, whom we meet in our video (Lesson Plan 2) prefer watching TV, and they talk about their favourite shows. And many young Germans complain that they have not enough free time for hobbies, due to school and other commitments (Lesson Plan 3).

Our **Teaching Plan** is based on the *Schuss* article about Matthias Schweighöfer, an up-and-coming German movie star. Pupils learn about his career, his views on life, and his Hollywood ambitions. Besides, we introduce movie genres and film vocabulary.

**Further topics** in *Schuss* are about data protection on the Internet, a special tourist attraction in Brandenburg (eastern Germany), a young German sports woman, problems if school starts too early, and tips for a special day in Zürich. As always, you'll find news items, a word puzzle, and audio tracks. And don't forget our online Language Lab Learning Unit. This time, it is linked to Lesson Plan 1, with several exercises for pupils to do in class or at home.

We hope that you and your pupils will enjoy teaching and learning German with this issue of *Schuss*.

*Frohe Ostern!*

**Martina Koepcke**  
Editor of *Schuss*

## Contents






**Teaching Unit:** Freizeit

- **Lesson Plan 1** **Page 2**  
Extreme Freizeit
- **Lesson Plan 2** **Page 2**  
Video: Fernsehen
- **Lesson Plan 3** **Page 3**  
Nicht genug Freizeit
- **Basic vocabulary:** **Page 3**  
Freizeit  
*For photocopying!*
- Teaching Plan:** **Page 4**  
Eine Filmkarriere  
*Culture Box:* Film Genres

## de.maryglasgowplus.com

Go to our website to find these extra resources:

-  **5 audio tracks** related to *Schuss* 4 – as mp3 or as CD, with worksheets
-  **A Language Lab Learning Unit** with comprehension activities and automated marking
-  Our **Video** 'Fernsehen', with transcript and exercises

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



## Pages 6–7 Lesson Plan 1

### Extreme Freizeit

#### Objectives

- To practise reading comprehension
- To learn about unusual sports activities
- To practise the comparative and relative clauses

#### Resource(s)

Schuss March 2016, pages 6 + 7  
Language Lab Learning Unit (de.maryglasgowplus/lms)  
Audio: mg-plus.net/sch16audio3

#### Starter

Begin by writing *Schule* and *Freizeit* on the board, asking pupils to associate. Which words and phrases can they link with *Schule*? (e. g. *lernen, der Unterricht, die Pause, arbeiten, Zeugnis, Stress, Ferien*, etc.) And *Freizeit*: *relaxen, Freunde treffen, fernsehen, Sport treiben*. Underline *Sport* and ask pupils to list the sports activities which they do in their spare time. Does anyone pursue *urbane Disziplinen* (urban sports)? Explain the term, or play audio track 3 in class.

#### Main Activity

- 1 Read the title of the article and the introduction on page 6 with your pupils, then ask them to underline all English words (*Biker, Breakdancer, Beatboxer, Street, Stars*). Explain that young Germans have adopted many English terms and like using them, especially in the fields of sports, music, and social networks.
- 2 Now read the first two paragraphs sentence by sentence with your class, explaining all unknown vocabulary. Again, they'll find several English words. Who can translate them into German? (e. g. *streetart = Straßenkunst, Trainingslocation = Trainingsort, equipment = Ausrüstung*, etc.). Online activity: do the *Streetartistik* exercise in the Language Lab Unit.
- 3 If you have an equal number of boys and girls in your class, ask the girls to prepare Saskia's section, and the boys Ben's (otherwise, just divide your class into two groups, regardless of sexes.) Next, ask 'Saskia' or 'Ben': *Saskia, was trainierst du? (Ich trainiere bei Open Space Tricking.) Ben, welche urbanen Sportarten interessieren dich? (Ich interessiere mich für Parkour und Freerunning.)* etc.

#### Extension

Before pupils insert the adjectives in **Üben**, briefly revise the comparative with them. For homework, pupils work on **Weiterarbeiten**, or they complete the comparative exercise in the Language Lab Unit. For advanced pupils: choose another Language Lab exercise, complete it and talk about it in class (e.g. about relative clauses and pronouns).

## Page 5 Lesson Plan 2

### Video: Fernsehen

#### Objectives

- To learn about TV viewing habits
- To practise listening comprehension
- To compose your own video dialogue

#### Resource(s)

Schuss March 2016, page 5  
Video: Fernsehen (mg-plus.net/sch15video4)

#### Starter

Return to the topic of *Freizeit* by saying: *Wir haben über Freizeit und Sport gesprochen. Was macht man noch in der Freizeit?* Pupils are bound to mention watching television (*fernsehen*). Compile a short word list on the board: *das Fernsehen* (but: *fernsehen* and *ich sehe fern*), *der Fernsehapparat* (or *der Fernseher*), *die Sendung*, *das (Lieblings-) Programm*, *der Kanal*, *einschalten*, *ausschalten*, *die Fernseh-Stars (oder TV-Stars)*, *die TV-Show*, etc.

#### Main Activity

- 1 Discuss the pupils' TV viewing habits in class. To prepare, they could jot down their answers to the questions in the margin of page 5 (Video: Fernsehen). Next, tell them that they are about to watch the video with Nina and Larissa. Hand out transcripts of the video dialogue.
- 2 Play the video up to *Was ist eure Lieblingssendung?* Pupils can follow the transcript, underlining all unknown vocabulary. Explain the terms, then ask comprehension questions. Proceed in the same way with part 2.
- 3 Run the entire video again, without pupils reading the transcript. Next, pupils compare their own TV viewing habits with Larissa's and Nina's. They jot down notes: *Nina und Larissa mögen keine Fantasy-Filme im Fernsehen. Ich mag keine Sportsendungen. Ninas Lieblingssendung ist Gossip Girl. Meine Lieblingssendung ist xx, weil ich mich für Sport/Musik/die Stars interessiere*, etc.
- 4 Ask volunteers to work in pairs and read out the video dialogue.

#### Extension

For homework, write your own script on a subject related to TV, e.g.: *Du möchtest deine Lieblingsserie sehen, aber dein Bruder will eine Sportsendung anschauen. Or: Du willst spät abends einen Film ansehen, aber deine Eltern verbieten es dir.* Less advanced pupils write a simple dialogue, in the style of Nina and Larissa. If possible, pupils film their videos with their smartphones and show them in class.

## Pages 10–11 Lesson Plan 3

### Nicht genug Freizeit

#### Objectives

- To learn about planning one's time
- To practise reading comprehension
- To revise and practise numerals and statistics

#### Resource(s)

Schuss March 2016, pages 10 + 11

#### Starter

Ask your pupils to jot down some answers to the questions under **Vorbereiten**, for instance: *Ich habe 3 Stunden pro Tag Freizeit. In meiner Freizeit mache ich Sport und ich lese.* Pupils could also list what they *don't* do in their free time: *Ich gehe nicht in die Schule. Ich mache keine Hausaufgaben. Ich helfe nicht im Haushalt. Ich räume nicht mein Zimmer auf,* etc.

#### Main Activity

- 1 Read the article sentence by sentence with your class. Advanced classes/groups work on the text on their own or with a partner. Ask volunteers to read the paragraphs aloud. Did all pupils spot all the activities etc. mentioned in the box below?
- 2 Pupils now compare their own free time with Carlotta's (first paragraph). Are they as busy every afternoon as

the German girl? Is their spare time organized in a similar way? Do they agree with the German teens who say they have too little time just to chill out and do nothing?

3 Now read two of the *Lesebeispiele* on page 11 with your class, in order to revise numbers and percentages. Pupils work on the other sections on their own or with a partner. To check text comprehension, call out a number, e.g. 58 %. If a student answers quoting the correct *Lesebeispiel*, he/she is awarded a point: 58 % *der Teens möchten gern etwas mit Freunden machen*, etc.

#### Extension

For homework: write a list of your activities on a typical weekday, for example: *Schule (mit Schulweg): 7 Stunden. Sportclub nach der Schule: 2 Stunden. Hausaufgaben: 2 Stunden. Im Haushalt helfen: 1 Stunde. Freizeit: 4 Stunden (fernsehen, Musik hören, telefonieren. Genug/ Nicht genug Zeit zum Chillen und Nichtstun, etc.)*

### Basic Vocabulary: Freizeit

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

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
die Freizeit		Musik hören	
(nicht) genug Freizeit haben		im Internet surfen	
die Freizeit-Aktivität/en		lange schlafen	
spontan etwas machen		früh aufstehen	
(sich) entspannen		der Fernseher/Fernsehapparat	
nichts tun		Ich sehe fern.	
faulenzten		die Fernsehserie	
Freunde treffen		Meine Lieblingssendung ist...	
Sport machen/treiben		Ich sehe gern/nicht gern...	
urbane Sport-Disziplinen		Ich sehe am liebsten...	
organisierte Aktivität/en		Ich sehe mit meiner Familie fern.	
Termine haben		den Fernseher ein-/ausschalten	
ein hektisches Programm		Ich sehe meistens abends fern.	
Hobbys haben		Fernsehen ist interessant/langweilig.	
in einem Club/Verein sein		Zu viel Fernsehen macht faul.	



## Pages 4–5 Teaching Plan

### Eine Filmkarriere

#### Objectives

- To learn about a German movie star
- To practise reading comprehension
- To learn about film genres

#### Resource(s)

Schuss March 2016, pages 4 + 5  
Audio: mg-plus.net/sch16audio1

#### Starter

Should you have access to *Schuss* Audio, play track 1 (phone-in about film genres) in class. Which genres do people mention in the phone-in? (*Action-Filme*, *Thriller*, *Science-Fiction-Filme*, *Fantasy-Filme* und *Komödien*). List the German genre terms on the board, asking pupils to add more: *Abenteuerfilme*, *Kriegsfilme*, *Liebesfilme*, *Tierfilme*, etc. (see **Culture box**).

#### Main Activity

Read the introduction and the first paragraph with your pupils, then ask questions: *Wer ist Matthias Schweighöfer? (ein deutscher Komödien-Star). Zu welchem Genre zählt sein neuer Film The Price? (Es ist ein Thriller). Aus welcher Stadt kommt Matthias? (aus Berlin)*, etc.

Ask your pupils to work with a partner on the sections **Kindheit** and **Karriere**. Volunteers give a brief summary of each section. Next, ask pupils to look at verb forms: *Welche Zeitform ist in Kindheit dominierend? (das Imperfekt). Und in Karriere? (Da gibt es Imperfekt, Präsens und Perfekt).*

Continue in the same fashion with **Komödien** and **Zukunft**. Next, pupils complete **Verstehen**. Advanced pupils make up more questions, using different interrogatives (e.g. *wieso*, *wann*, *wozu*, etc.)

Again, pupils work in pairs and write an interview with Matthias Schweighöfer. Several partners read their interview aloud, more advanced pupils speak freely.

### Extension

For homework: answer the questions in **Vorbereiten** on top of page 4 (less advanced may skip the last question). Or: write down your favourite film genre/s and list your favourite movies fitting the genres. Advanced pupils also write down why they like the particular genre or genres.



### Culture box

#### Film Genres

You can classify feature films according to their category or genre. A genre defines movies, whose characters, locations, or plots follow certain patterns and rules. The earliest 'genres' were the comedies and tragedies of classical theatre. In German, popular categories have genre names such as *Abenteuer*, *Action*, *Agenten*, *(Anti-)Kriegsfilm*, *Arztfilm*, *Bergfilm*, *Biografie*, *Drama*, *Erotik*, *Familie*, *Fantasy*, *Heimat*, *Horror*, *Kinderfilm*, *Komödie*, *Kriegsfilm*, *Kunstfilm*, *Liebesfilm*, *Monster*, *Musical*, *Musikfilm*, *Romanze*, *Science-Fiction*, *Slapstick*, *Sportfilm*, *Thriller*, *Tierfilm*, *Western*, *Zeichentrickfilm*.

New genres are added all the time, due to new production techniques and viewing trends. And traditional German genres (e. g. *Krimi*, *Komödie* or *Liebesfilm*) today carry English labels (*thriller*, *comedy* or *romance*).