

SCHUSS



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With National Standards for Foreign Languages

Editor's Letter

Dear teachers,

Welcome to this last but one issue of *Schuss* in the current series. You and your students will probably be glad that winter has finally come to an end. It'll soon be Easter; students will be looking forward to their vacation 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 take a hike. 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 favorite 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. Students 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 students to do in class or at home.

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

Frohe Ostern!

Martina Koepcke

Editor of *Schuss*

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Freizeit

For photocopying!

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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 practice reading comprehension (**1.2: Interpretive Communication**)
- To learn about unusual sports activities (**2.2: Products of Culture**)
- To practice comparative and relative clauses (**1.1: Interpersonal Communication**)

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 students 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 students 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 students, 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 students insert the adjectives in **Üben**, briefly revise the comparative with them. For homework, students work on **Weiterarbeiten**, or they complete the comparative exercise in the Language Lab Unit. For advanced students:

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 (**4.2: Cultural Comparisons**)
- To practice listening comprehension (**1.2: Interpretive Communication**)
- To compose your own video dialog (**1.1: Interpersonal Communication**)

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?* Students 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 students' 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 dialog.
- 2 Play the video up to *Was ist eure Lieblingssendung?* Students 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 students reading the transcript. Next, students 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 dialog.

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 students write a simple

dialog, in the style of Nina and Larissa. If possible, students film their videos with their smartphones.

Pages 10–11 Lesson Plan 3

Nicht genug Freizeit

Objectives

- To learn about planning one's time **(1.3: Presentational Communication)**
- To practice reading comprehension **(1.2: Interpretive Communication)**
- To revise and practice numerals and statistics **(1.1: Interpersonal Communication)**

Resource(s)

Schuss March 2016, pages 10 + 11

Starter

Ask your students 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.* Students 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 students spot all the activities etc. mentioned in the box below?

- 2 Students 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. Students 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 (**4.2: Cultural Comparisons**)
- To practice reading comprehension (**1.2: Interpretive Communication**)
- To learn about film genres (**2.2: Products of Culture**)

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 students to add more: *Abenteuerfilme, Kriegsfilme, Liebesfilme, Tierfilme*, etc. (see **Culture box**).

Main Activity

Read the introduction and the first paragraph with your students, 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 students to work with a partner on the sections **Kindheit** and **Karriere**. Volunteers give a brief summary of each section. Next, ask students 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, students complete **Verstehen**. Advanced students make up more questions, using different interrogatives

(e.g. *wieso, wann, wozu*, etc.) Again, students work in pairs and write an interview with Matthias Schweighöfer. Several partners read their interview aloud, more advanced students 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 favorite film genre/s and list your favorite movies fitting the genres. Advanced students also write down why they like the particular genre or 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 theater. 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*).

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