

SCHUSS



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Editor's Letter

Dear teachers,

Soon it will be high summer, and your pupils will be itching to start their holidays. But we hope that this last issue of the current *Schuss* series will keep them interested in their German studies for just a little while longer, with topics such as:

Spaß im Sommer

That's the title of this issue's main Teaching Unit. It's a fact that you feel much more active and adventurous in the summer. It's fun to enjoy sunshine, fresh air, and music! Because summer time is festival time, and every year thousands of young Germans flock to one or more of countless outdoor music festivals. Pupils will find useful tips for the perfect festival in Lesson Plan 1. Another *Sommerspaß* is a special event in Berlin, where people of different cultures and origins take part in the *Karneval der Kulturen* (Lesson Plan 2). And even robots seem to have fun in the summer (Lesson Plan 3).

Our **Teaching Plan** deals with healthy eating, a topic, which is important all year round. But especially in spring and summer many teens go on crash diets, in order to look good in their swim wear. Not a good idea – it's much better to lose weight slowly by eating the right kind of food. Pupils can learn all about healthy eating habits in our *Schuss* article and our video. And they can practise language points in the new Online Language Lab Unit.

Further topics: jobbing pupils, the German-Jamaican tennis player Dustin Brown, sightseeing in Cologne, and a debate about alcohol consumption. The magazine topics are supplemented by our video, audio tracks, and the Language Lab Unit.

We really enjoyed compiling this series of *Schuss* for you and your pupils. Let's all look forward to the next one!

Auf Wiedersehen im September!

Martina Koepcke

Editor of *Schuss*

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For photocopying!


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Go to our website to find these extra resources:

 5 **audio tracks** related to *Schuss* 5 – as mp3 or as CD, with worksheets

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

 Our **Video** 'Essen', 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 4–5 Lesson Plan 1

Festival-Fieber

Objectives

- To practise reading comprehension
- To revise and practise the imperative
- To learn about German youth culture

Resource(s)

Schuss April–May 2016, pages 4 + 5
Audio: mg-plus.net/sch16audio6

Starter

Begin by writing *Spaß im Sommer* on the board, and ask your pupils to associate. Can they name any summer fun activities? (e. g. *Schwimmen, Relaxen, Freunde treffen, Sonnenbaden, Verreisen*, etc.). Should they not list *Musik-Festivals besuchen*, add the term yourself and ask: *Wer war schon einmal auf einem Festival?* (see **Vorbereiten**). Encourage any festivalgoers to talk about their experiences

Main Activity

- 1 Should you have access to *Schuss* Audio, play track 6 (phone-in about festival tips) in class. Ask your pupils to note down the three most important tips. Are they also mentioned in the magazine article?
- 2 Divide your class into 5 groups. Each group works on one *Festival-Tipps* section (*Packen, Campen*, etc.). The groups then ask each other questions: *Was soll man packen/mitnehmen?* (*Pack für jedes Wetter. Nimm eine Taschenlampe mit*). *Wie sind die Toiletten?* (*Die Toiletten sind oft eklig*), etc.
- 3 Volunteers now read each section aloud. To check text comprehension, ask your pupils to complete **Verstehen** and **Üben**. (If necessary, briefly revise the imperative before they tackle the exercises.)
- 4 Pupils now work on the box **Drei Top-Festivals**. Have a fun quiz afterwards, by calling out names or locations, which pupils then have to match: *Ein Reggae- und Ska-Festival!* – *Summerjam!* *Westfalenpark!* – *Juicybeats!* etc.

Extension

Ask pupils to do **Weiterarbeiten** for homework. They could also design a music festival poster. Or they could write a short piece on *Mein perfektes* or *Mein nicht so perfektes Festival*, using the first person singular to report on positive or negative experiences during a festival visit.

Pages 8–9 Lesson Plan 2

Karneval in Berlin

Objectives

- To learn something about the German capital
- To practise reading comprehension
- To revise and practise modal verbs

Resource(s)

Schuss April–May 2016, pages 8 + 9
Audio: mg-plus.net/sch16audio7

Starter

Have a brainstorming about Berlin with your class. What do pupils know about the city? List important facts on the board: *Hauptstadt Deutschlands, 3,5 Mio. Einwohner, größte Stadt des Landes, multikulturelle Metropole, Wirtschafts- und Kulturzentrum, Berliner Mauer*, etc. If pupils are not familiar with the history of Berlin, briefly talk about the divided city and the Berlin Wall.

Main Activity

- 1 Underline *multikulturelle Metropole* on the list on the board, and ask your pupils to explain the term. Or tell them: *In Berlin gibt es viele verschiedene Kulturen, denn 25 % der Einwohner kommen aus dem Ausland. Sie haben Migrations-Hintergrund* (write this down). Mention that the Turks (about 180,000 residents) represent the largest migrant group.
- 2 Pupils now work with a partner on the magazine article. Assist less advanced pupils, if necessary. Volunteers then read the paragraphs aloud, with you correcting pronunciation. Ask comprehension questions.
- 3 Now compile a list of modal verbs (*dürfen, können, mögen, müssen, sollen* and *wollen*) on the board. Which of these verbs can pupils spot in the text, and in which form? Ask pupils to underline: *kann* (from *können*), *muss* (from *müssen*), *möchte/n* (from *mögen*). For further practise, pupils could do **Verstehen** and **Üben**. (Add a *mögen* exercise yourself).
- 4 Now play audio track 7, or ask pupils to work with a partner and to compose an interview about visiting *Karneval der Kulturen*.

Extension

For homework: Research a local carnival (**Weiterarbeiten**), adding photos and other visuals. Display the best carnival posters in class. Or: pupils research and report on other world-famous carnival events (e.g. on the Notting Hill Carnival in London, the Mardi Gras in New Orleans or the Venice Carnival).

Page12 Lesson Plan 3

Roboter in Sachsen

Objectives

- To learn about modern technology
- To practise reading comprehension
- To revise and practise relative clauses

Resource(s)

Schuss April–May 2016, page 12

Starter

Referring to the miniature map on top of the page, remind your pupils of the structure of the Federal Republic of Germany. Display a large map on the Interactive Whiteboard and ask the class: *Wo liegt Sachsen?* (*Sachsen liegt im Osten von Deutschland*). Pointing to the other *Bundesländer*, ask pupils to name them (or to read the names off the map). How many federal states are there altogether? (16).

Main Activity

- 1 Read the title of the article aloud, then write *RoboCup* on the board and ask pupils to associate. After looking at the photograph, they will probably recognize a *Roboter*. Explain: *Ja, der RoboCup ist eine Messe für Roboter.*
- 2 After reading the article section by section with your class, ask comprehension questions. Next, pupils read

through the text again, underlining all words and phrases with a *Roboter* connection (*künstliche Intelligenz, Robotik, Roboterarme*, etc.) Do they know the origin of the term *Roboter*? (from the Czech word *robota* = forced labour).

- 3 Pupils now complete **Weiterarbeiten**, writing relative clauses such as *Ich finde Roboter nützlich, die bei Katastrophen helfen/in Fabriken arbeiten/Menschen assistieren*, etc. You could extend the activity by practicing more relative pronouns: *Der RoboCup ist ein Event, (das) in Leipzig stattfindet. Martin Luther ist ein berühmter Mann, (der) in Sachsen geboren ist*, etc.

Extension

For homework: Write a short profile of three more federal states in the style of *Sachsen* (top of the page) e.g.: *Bayern. Einwohner: 12 Mio. 600.000. Hauptstadt: München. Bekannt für: Berge, Schlösser, Seen. Berühmte Bayern: z.B. König Ludwig II., der Dramatiker Bertold Brecht, der Fußballer Thomas Müller.* Or write a short piece on the topic *Sommerspaß in Leipzig – ein Besuch beim RoboCup-Event.*

Basic Vocabulary: Spaß im Sommer

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

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
die Sommer-Aktivität/en		Karneval feiern	
Schwimmen gehen		der (Karnevals-)Umzug	
relaxen		das Straßenfest	
faulenzten		ein multikulturelles Event	
sonnenbaden		die kulturelle Diversität	
Sport machen/treiben		der Migrations-Hintergrund	
Freunde treffen		Man tanzt und trommelt.	
Musik machen		Es gibt leckeres Essen.	
Musik-Festivals besuchen		Man kann Souvenirs kaufen.	
(Klamotten) packen		Es gibt ein buntes Programm.	
(Sachen) mitnehmen		Spaß mit Robotern	
das Zelt aufstellen		künstliche Intelligenz	
Meine Lieblingsband spielt.		Man kann Ideen austauschen	
die Menschenmassen (PI)		Roboter sind nützlich.	
nach vorn zur Bühne gehen		Roboter helfen Menschen.	



Pages 6–7 Teaching Plan

Essen – aber was?

Objectives

- To learn about healthy food
- To practise reading and listening comprehension
- To complete online activities on your own

Resource(s)

Schuss April–May 2016, pages 6 + 7

Audio: mg-plus.net/sch16audio8

Video: mg-plus.net/sch15video5

Online Learning Unit: de.maryglasgowplus/lms/
languagelab

Starter

Revise vocabulary related to *Essen und Mahlzeiten*, by asking your pupils: *Was isst du zum Frühstück/ Mittagessen/Abendbrot?* Compile a list of the food items mentioned on the board. Classify: *Was ist gesund/nicht gesund?*, asking a volunteer to underline 'good' food with green and 'bad' food with red.

Main Activity

Read the introduction and **Der „perfekte“ Körper** with your pupils, then have a class debate. What do pupils think of an *Anti-Diät-Tag*? Do they have problems with their body image? Have they been on crash diets themselves? Two advanced pupils now read Timo's and Viktoria's sections aloud. The others follow the text in the magazine, underlining all words and phrases they do not understand. Explain these, before pupils answer the questions under **Verstehen**. Alternative for advanced pupils: read the article at home on your own and complete the first three online activities of the Language Lab Unit.

Pupils now work with a partner, planning three healthy meals (*Frühstück, Mittagessen, Abendbrot*). You could use their menus to further practise *weil* clauses (see

Verstehen: *Warum esst ihr Obstsalat zum Frühstück? (Weil er gut schmeckt/Vitamine hat/Obst gesund ist, etc.)*

Should you have access to *Schuss* Audio, play track 8 (*Rezept für Gemüse-Sticks mit Dip*) to practise listening comprehension.

Extension

For homework: Watch the video ('Essen') and answer the questions in the margin of page 7. Advanced: Compare Nina's eating habits with your own and write sentences, such as *Nina isst gern Brot mit Marmelade oder Honig zum Frühstück, aber ich esse lieber Cornflakes oder Müsli. In Ninas Familie kocht die Mutter die Mahlzeiten, aber in meiner Familie kocht auch mein Vater, und manchmal kochen meine Schwester und ich, etc.*

Additional: Pupils film the preparation of a home-cooked meal on their Smartphone, adding a German commentary.



Culture box

Overweight Kids

In today's Germany, about 20 % of children and teenagers are overweight, and the tendency is rising. Health experts are in fear of an obesity epidemic.

The causes of this rather recent trend are manifold, but one of the main reasons is the change in lifestyle over the past 30 years or so. Children and young people spend more and more time in front of the television, the computer or on their mobile phones.

They don't exercise enough. Another reason for the rise in obesity is the increase in fast food and ready-made meals, which often contain too much fat and sugar. But there are not only physical, but also psychological side effects of being overweight,

as 'fatties' are often mocked by their peers and excluded from social activities. The German government is well aware of the problem and has launched campaigns for families and schools to educate youngsters about healthy eating and to encourage them to exercise more.