

# SCHUSS



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With National Standards for Foreign Languages

## Editor's Letter

**Dear teachers,**

Soon it will be high summer, and your students will be itching to start their vacation. 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. Students 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, not just in the summer. 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. Students can learn all about healthy eating habits in our *Schuss* article and our video. And they can practice language points in the new Online Language Lab Unit.

**Further topics:** jobbing students, 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 students. Let's all look forward to the next one!

*Auf Wiedersehen im September!*

**Martina Koepcke**

Editor of *Schuss*

## Contents



**Teaching Unit:** Spaß im Sommer

• **Lesson Plan 1** **Page 2**

Festival-Fieber

• **Lesson Plan 2** **Page 2**

Karneval in Berlin

• **Lesson Plan 3** **Page 3**

Roboter in Sachsen

• **Basic vocabulary:** **Page 3**

Spaß im Sommer

*For photocopying!*

**Teaching Plan:** **Page 4**

Essen – aber was?

*Culture Box:* Overweight kids



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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 practice reading comprehension (**1.2: Interpretive Communication**)
- To revise and practice the imperative (**1.1: Interpersonal Communication**)
- To learn about German youth culture (**4.2: Cultural Comparisons**)

#### 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 students 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 students 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 students to complete **Verstehen** and **Üben**. (If necessary, briefly revise the imperative before they tackle the exercises.)
- 4 Students now work on the box **Drei Top-Festivals**. Have a fun quiz afterwards, by calling out names or locations, which students then have to match: *Ein Reggae- und Ska-Festival! – Summerjam! Westfalenpark! – Juicybeats!* etc.

#### Extension

Ask students 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.

## Pags 8–9 Lesson Plan 2

### Karneval in Berlin

#### Objectives

- To learn something about the German capital (**2.2: Products of Culture**)
- To practice reading comprehension (**1.2: Interpretive Communication**)
- To revise and practice modal verbs (**1.1: Interpersonal Communication**)

#### 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 students 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 students 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 students 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 Students now work with a partner on the magazine article. Assist less advanced students, if necessary. Volunteers then read the paragraphs aloud, with you correcting their pronunciation. Finally, 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 students spot in the text, and in which form? Ask students to underline: *kann* (from *können*), *muss* (from *müssen*), *möchte/n* (from *mögen*). For further practice, students could do **Verstehen** and **Üben**. (Add a *mögen* exercise yourself).
- 4 Now play audio track 7, or ask students 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: students research and report on other world-famous carnival events (e.g. on the Notting Hill Carnival in London, the Carnival in Rio, the Mardi Gras in New Orleans or the Venice Carnival).

**Roboter in Sachsen**

**Objectives**

- To learn about modern technology (**2:2: Products of Culture**)
- To practice reading comprehension (**1.2: Interpretive Communication**)
- To revise and practice relative clauses (**1.3: Presentational Communication**)

**Resource(s)**

Schuss April–May 2016, page 12

**Starter**

Referring to the miniature map on top of the page, remind your students 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 students to name them (or read the names off the map). How many federal states are there altogether? (16).

**Main Activity**

**1** Read the title of the article aloud, write *RoboCup* on the board and ask students 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, students 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 labor).

**3** Students 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 (**4.2: Cultural Comparisons**)
- To practice reading and listening comprehension (**1.2: Interpretive Communication**)
- To complete online activities on your own (**1.3: Presentational Communication**)

#### 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 students: *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 students, then have a class debate. What do students think of an *Anti-Diät-Tag*? Do they have problems with their body image? Have they been on crash diets themselves? Two advanced students 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 students answer the questions under **Verstehen**. Alternative task for advanced students: read the article at home on your own and complete the first three online activities of the Language Lab Unit. Students now work with a partner, planning three healthy meals (*Frühstück, Mittagessen, Abendbrot*). You could use their menus to further practice *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 practice 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: Students 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 cellphones. 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.

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