

# SCHUSS



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## Editor's Letter

**Dear teachers,**

We hope you had a lovely summer holiday and have returned well rested.

In this new issue of *Schuss* you will find a variety of engaging stories, designed to catch your students' attention right from the get go. In addition, our four lesson plans demonstrate how to work through the main topics in a focused way with your class.

We feature **Sonja Gerhardt**, a young actress from Berlin, who, thanks to her part in the successful TV series 'Deutschland 83', is now on the verge of an international breakthrough. On pages 4 and 5, the talented star tells us, among other things, about her childhood – a perfect opportunity to practice the imperfect.

**Graffiti-Metropole Berlin** is all about the arguably best-known genre of street art. Sprayers work everywhere in Berlin, but often outside of the law. We ask: is illegal graffiti art or vandalism? Having introduced the relevant language structures, start a debate and encourage your students to express their own opinions.

Can friendships work if they are conducted entirely online? This is the question in **Freundschaft online**, the main learning-focus of this issue, supported by a lesson plan, a video and an audio track, additional vocabulary and a self-contained language lab unit. Students will practice using modal verbs and adjectives, as well as their general listening and reading skills. If students have access to computers in your classroom, the resources will allow you to conduct two equally challenging and entertaining lessons on this topic.

**Musik auf Deutsch** introduces a new generation of German musicians, more interested in poetry and intelligent lyrics than international success. We also cover interesting statistics about the ways in which young Germans buy and listen to music, ideally suited to revising numbers.

**Further topics:** manners as a school subject, a German Paralympic sprinter targeting gold in Rio, ideas for an action-packed day in Frankfurt and historical facts about the origins of the Oktoberfest in Munich.

We hope you and your students will have fun with *Schuss* in the new school year!

**Martina Koepcke**

Editor of *Schuss*




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21st  
Century  
Skills!

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-  **5 audio tracks** related to *Schuss* 1 – as mp3 or on CD with worksheets  
**New!** Audio booklets are no longer available in print, but are available online at: [www.mg-plus.net/de/audio](http://www.mg-plus.net/de/audio)
  -  A **Language Lab Learning Unit** with comprehension activities and automated marking
  -  Our **Video 'Mein bester Freund'**, with transcript and online activities
- Plus:** 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

### Sonja Gerhardt – kein typischer Filmstar

#### Objectives

- To practice reading and listening comprehension (**1.2: Interpretive Communication**)
- To learn about a German film and TV star (**2.2: Products of Culture**)
- To revise adjectives (**1.3: Presentational Communication**)
- To practice the imperfect tense (**1.1: Interpersonal Communication**)

#### Starter

Begin with **Vorbereiten** and give your class three minutes for a quick brainstorming. Make a list of the actresses and actors students come up with on the board and explain that you will come back to it later on in the lesson. Play audio track 1 ([mg-plus.net/sch47\\_audio1](http://mg-plus.net/sch47_audio1)). Students answer questions such as: Woher kommt Sonja Gerhardt? (*aus Berlin*). Was ist sie von Beruf? (*Schauspielerin*). Write 'Sonja Gerhardt' in the middle of the board and arrange the answers as a spider diagram around the name.

#### Main Activity

- 1 Read the introduction and the paragraph **Interessante Rollen** on pages 4 and 5 with your class. Ask students to add more information about Sonja Gerhardt to the spider diagram (e.g. *27 Jahre alt, Rolle in Deutschland 83, blond, grüne Augen, hübsch*).
- 2 Students read paragraphs **Multi-Talent** and **Sonjas Traum** in pairs and suggest further adjectives and facts to add to the diagram.
- 3 Ask students to find and underline all verbs in the imperfect in the paragraph **Multi-Talent** (*war, waren, machte, wurde bekannt, war*). Why has the imperfect been used in these cases and not the perfect tense? Work out the difference based on the examples. (Imperfect: mainly written German, perfect tense: mainly spoken German).
- 4 Continue with **Verstehen**. Students connect the correct phrases and rewrite the sentences in the imperfect.

#### Extension

Students pick an actress or an actor from the list made at the beginning of the lesson. They then design a spider diagram for the star of their choice. Encourage students to include as many adjectives and facts as possible. Students now use the information in their spider diagrams in **Weiterarbeiten** to write a longer paragraph about their chosen star in the imperfect.

## Pages 10–11 Lesson Plan 2

### Musik auf Deutsch

#### Objectives

- To learn something about German-speaking bands (**2.1: Practices of Culture**)
- To revise numbers (**1.3: Presentational Communication**)
- To practice reading comprehension (**1.2: Interpretive Communication**)

#### Starter

Present the following written numbers on the board: a) *dreiundzwanzig*, b) *siebenundsechzig Komma neun*, c) *vierundneunzig*, d) *neunundsechzig Komma fünf*, e) *zweiunddreißig Komma eins*, f) *vierzehn*. Ask students to read out these numbers and to match them to the statistics on page 11. Which two numbers can't be found on page 11? (*a and d*). Students now form full sentences using numbers as demonstrated in the examples (*Lesebeispiel*) on page 11.

#### Main activity

- 1 Go to **Vorbereiten** on page 10 (*How important is it for musicians to sing in their mother tongue, and why?*) Ask students to devise a short answer in writing, giving their reasons. Set a time-limit of three to five minutes for this task. Explain to the class that you will return to their answers in the course of the lesson.
- 2 Read the introduction and the first paragraph on page 10 and ask comprehension questions. In pairs, students carry on working through the article, reading to each other and working out vocabulary. They then move on to **Finde im Text...** Check students' reading comprehension skills and review their answers in class.
- 3 Divide the class into two teams. Team A analyses the figures in *So hören deutsche Jugendliche Musik*, Team B focuses on *Diese Musik hören 14- bis 19-Jährige gerne*. Next, the teams ask each other questions, eg. Team A asks Team B: *Wie viel Prozent der deutschen Jugendlichen hören gerne Dance, Hip Hop und Rap?*
- 4 Now return to the question in **Vorbereiten**. Ask a few volunteers to read their answers. Discuss the students' opinions with the class.

#### Extension

For homework, ask students to listen to a song by AnnenMayKantereit, e.g. 'Pocahontas', on YouTube, read through the lyrics, and write a short review for a music magazine. If access to the internet is limited, students can answer the three questions in **Weiterarbeiten** in writing instead.

## Pages 8–9 Lesson Plan 3

### Freundschaft online

#### Objectives

- To learn about online communication (**3.1: Making Connections**)
- To practice listening and reading comprehension skills (**1.2: Interpretive Communication**)
- To revise the use of modal verbs (**1.2: Interpretive Communication**)
- To practice being an independent learner online (**3.1: Making Connections**)

#### Starter

Begin with **Sprache online** on page 9 and let students guess the meaning of the abbreviations. Ask when and where students use similar abbreviations. Continue with **Vorbereiten**. Ask students to work in pairs and to answer the two questions. Next, ask for feedback and write a list of the most popular social networks/apps on the board.

#### Main Activity

1 Read out the introduction to the article. Assign three volunteers to read out the first four questions and answers. Ask comprehension questions: *Wie kommuniziert Paula am liebsten. Warum? Was macht Jorin online?* Ask students to find and underline the modal verbs. Then ask: *Was kannst du mit Snapchat machen?*

(*ich kann Freunden zeigen, wo ich bin; ich kann einstellen, wie lang jemand ein Bild sehen kann*).

2 In teams of three, roles assigned, the class continues to read the remainder of the interview. Make sure any unknown vocab has been explained before pupils move on to **Verstehen** and match interview statements either to Paula or Jorin.

3 Play the video 'Mein bester Freund' ([mg-plus.net/SCH47\\_video1](http://mg-plus.net/SCH47_video1)) and ask students to make notes for each question. Ask comprehension questions: *Was machen Carolin Victoria und Serhad normalerweise zusammen? (gehen ins Kino, reden über alles). Was mag sie an ihrem besten Freund (mega-lustig, bringt sie auf gute Laune und zum Lachen), was mag sie nicht? (kommt immer zu spät).*

4 Write 'Online-Kommunikation: positive und negative Aspekte' on the board. Is it a problem if friends only communicate online? Debate the issue with your class.

#### Extension

Students answer the following questions in writing: *'Meinst du, dass Freundschaften funktionieren können, auch wenn sie nur online sind? Warum (nicht)?'* Ensure that students have completed the basic vocabulary list and know how to use the verb 'können' correctly. Alternatively, this exercise can be set as homework in conjunction with the Language Lab Unit ([de.maryglasgowplus.com/languagelab](http://de.maryglasgowplus.com/languagelab)).

### Grundvokabular: Online-Kommunikation

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

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
über einen App kommunizieren		simsen	
Texte und Bilder senden		Ich simse dir unseren Treffpunkt.	
Personen in Bildern markieren		Wir simsens regelmäßig miteinander.	
am Handy hängen		Ich mache ein Selfie.	
zusammen auf Instagram abhängen		das Handy, die Handys	
im Internet surfen		Lass uns telefonieren!	
die Webseite		Hast du meine Handynummer?	
sich anklicken		Kannst du sie mir geben?	
Ich klicke mich ins Internet ein.		das Gespräch	
Ich skype mit meinen Freunden.		Ich checke meine E-Mails.	
Wir haben geskypet.		Hast du deine E-Mails gecheckt?	
Lass uns am Wochenende skypen!		Ich habe deine E-Mail bekommen.	
chatten		das Cyber-Mobbing	
etwas googeln		der Mobber	
Ich will das mal schnell googeln.		Ich werde gemobbt.	

**Pages 6–7 Lesson Plan 4****Bunt und kreativ: Graffiti in Berlin****Objectives**

- To learn something about the creative scene in the German capital (**2.1: Practices of Culture**)
- To be able to communicate opinions on the subject of graffiti (**1.3: Presentational Communication**)
- To practice using sentences with 'um + zu + Infinitiv' (**1.2: Interpretive Communication**)

**Starter**

Introduce the subject of graffiti briefly, using the photographs on pages 6 and 7 and ask students to answer the following questions, working with their partners: 1. *Wo hast du in deiner Stadt schon Graffiti gesehen? (an S-Bahnen, in Skateboard-Parks, unter Autobahnbrücken)* 2. *Warum machen Künstler Graffiti? (sie wollen Missstände in der Gesellschaft aufzeigen, sie wollen etwas verändern, kreativ sein)* 3. *Ist Graffiti Kunst? (nicht immer, manchmal ist es Vandalismus)*

**Main Activity**

- 1 Read the article with your class. Check reading comprehension after each paragraph.
- 2 Ask students: *Warum kommen viele Touristen nach Berlin? (Viele Touristen kommen, um die Berliner Straßenkunst zu sehen.)* Focus the attention of your students on the structure of the infinitive clause with *um + zu*. Encourage students to find a sentence with a similar structure in the article (*Auch internationale Sprayer wie ... kommen, um in Berlin Streetart zu produzieren.*) Elicit from the class the function of *um + zu + Infinitiv* (*it expresses an intention*) and ask students to deduce a grammar rule from the examples. (*The infinitive is always at the end of the sentence, um is preceded by a comma.*)
- 3 Students complete **Verstehen** in pairs and answer the questions using 'um + zu + Infinitiv'. Review students' comprehension skills by discussing their answers in class.
- 4 Now play the audio track for graffiti ([mg-plus.net/sch47\\_audio2](http://mg-plus.net/sch47_audio2)). Write '*legale Graffiti*' and '*illegale Graffiti*'

next to each other on the board and ask students to enter Philo's opinions under the correct heading.

Play the audio clip again. Ask students to add further points for discussion under the two headings from **Üben** on page 7 (*legale Graffiti: ist wie eine Open-Air-Galerie, kreiert ein buntes Stadtbild. Illegale Graffiti: ist illegal und kriminell, ist hässlich und ruiniert das Stadtbild.*)

**Extension**

Students answer the question in **Weiterarbeiten** and develop their own views about the subject *Graffiti - Kunst oder Vandalismus*, in three paragraphs. This task could be set as homework. To conclude, discuss students' opinions on the subject in a class debate.

**Culture box****Die meistbemalte Mauer der Welt**

It was over 40 km long and until 1989 it was the longest artists' canvas on earth. Throughout the 1980s the Berlin Wall became a favorite destination for graffiti sprayers who transformed its dreary concrete slabs with their artwork. Today larger sections can be found in art galleries and small, colourful fragments can still be purchased in souvenir shops in Berlin and on eBay. Whether or not these are truly genuine is hard to say. The Berlin Wall was built in 1961 by the GDR to prevent GDR citizens from escaping to the West. After reunification it was mostly demolished. In Berlin only a few remnants remind visitors of the Cold War era – and simultaneously of the creative spirit of Berlin's graffiti artists.

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