



# SCHUSS

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## Editor's Letter

### Dear teachers,

Welcome to *Schuss*, the news magazine for advanced young learners of German. Our latest issue is once again filled with interesting and current topics for teens, devised to motivate and engage. But more than that, Moreover, our subjects also offer springboards for discussion, designed to stimulate lively debates in the classroom.

We feature **Felix Jaehn**, the popular DJ and music producer from Mecklenburg-Vorpommern, who found international fame with remixes of hits like 'Cheerleader' and 'Ain't Nobody'.

While talking about Felix's career, students have the opportunity to use verbs with separable prefixes (*Musik auflegen*, *Tracks online hochladen*). Plus we have anthe online Learning Unit connected to the Felix Jaehn feature, enabling students to consolidate their vocab and grammar skills.

Did you know that the 9<sup>th</sup> of November is Inventors' Day all across Europe? *Schuss* celebrates with **Made in Germany**, our feature about five German inventions that have changed the world. Students will revise relative clauses and discuss: What inventions do we need for the future?

We report on the fitness boom amongst young Germans and the importance of a balanced training regime. In **Fitness im Trend** we discuss: Is there such a thing as a perfect body? The accompanying infographic is ideally suited to revising numbers.

Experts describe **Generation Z**, born around the turn of the millennium, as individualist, pragmatic digital natives. We explore what makes this generation really tick and challenge students to define their own identities.

**Further topics:** Pros and cons of animal experiments, an interview with the German biathlon world champion Laura Dahlmeier, ideas for an action-packed day in Bremen and important facts about the fall of the Berlin Wall 27 years ago.




We hope you and your students will enjoy this issue of *Schuss*. Merry Christmas and a happy New Year!

**Martina Koepcke**  
Editor of *Schuss*

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-  **5 audio tracks** related to *Schuss 2* – as mp3 or on CD with worksheets  
**New!** Our audio track booklets can now be found online at [www.mg-plus.net/de/audio](http://www.mg-plus.net/de/audio). They are no longer available in printed form
  -  A **Language Lab Learning Unit** with comprehension activities and automated marking
  -  Our **Video** 'Meine Zukunft', 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****Felix Jaehn – DJ und Musik-Produzent****Objectives**

- To practise reading and listening comprehension
- To learn about a young German DJ
- To revise prepositions
- To practise verbs with separable prefixes

**Starter**

Play the audio track [mg-plus.net/sch47\\_audio6](http://mg-plus.net/sch47_audio6). Pupils answer the following questions: *Warum ist Laura total sauer? (Sie hat keine Tickets für das Felix Jaehn-Konzert bekommen.) Warum findet sie die Musik von Felix Jaehn so gut? (Seine Songs sind positiv, man kann gut dazu tanzen, machen gute Laune.) Was schenkt Niklas Laura zum Geburtstag? (Freikarten für das Konzert) Welchen bekannten Song hat Felix produziert? (Cheerleader)* Then point out the quote in the orange box on page 5 and ask the class what Felix means when he describes himself as 'typisches Digital Kid'. Encourage a discussion.

**Main Activity**

- 1 Read the article with the class. Ask comprehension questions after each paragraph, for example: *Wie teilt Felix Jaehns Generation ihre Musikproduktionen? (über das Internet und soziale Netzwerke). Was lernte Felix in London? (Musik-Produktion). Was sind 'Bootlegs'? (unautorisierte Remixe von Songs). Was war seine erste Nummer 1? (ein Remix von OMI's 'Cheerleader'). Warum mag Felix Remixe? (weil man Ideen aus allen Genres neu interpretieren kann).*
- 2 Ask students to highlight the prepositions in the text. Working in pairs, students then complete **Verstehen** in writing. Monitor their reading comprehension skills and the correct use of prepositions by going through the completed questions and answers together.
- 3 Continue with **Üben**. Students highlight the verbs in the preterite in the text with a second colour. Ask the class: Which of these verbs have separable prefixes? (*auflegen, austauschen, hochladen*). Write these three verbs on the board and ask: What happens to the prefix in the preterite tense? (In a main clause, the prefix moves to the end of the sentence.)

**Extension**

Students revise prepositions and practise conjugating verbs with separable prefixes with a range of comprehensive exercises in the online Learning Unit [de.maryglasgowplus.com/languageclub](http://de.maryglasgowplus.com/languageclub). For homework: **Weiterarbeiten**. Students research online and answer the questions in writing.

**Pages 6–7 Lesson Plan 2****Made in Germany****Objectives**

- To learn something about German inventions
- To revise the relative clause
- To practise listening and reading comprehension

**Starter**

Write the following headline on the board: *Fünf deutsche Innovationen, die unser Leben leichter machen*. Divide the class into five groups and allocate one of the five inventions to each group. Set the following task: *Macht eine Präsentation über eure Erfindung und begründet, warum eure am wichtigsten ist*. The presentation has to include the following points: 1. *Wie hat die Erfindung die Welt verändert?* 2. *Welchen Nutzen und welche weiteren Auswirkungen hat die Erfindung heute noch?* Each group works through their text independently and works out unknown vocab. Then they brainstorm the content and shape of their presentation. It could be in the form of a short talk, a mind map, a design for a poster or even a short sketch. After the groups have presented their inventions, start a debate about their advantages with the class. Introduce sentences with relative clauses in the debate by asking, for example: *Gibt es eine Erfindung, die wichtiger als die anderen ist?*

**Main activity**

- 1 Test students' previous knowledge and ask what they notice about the headline on the board. (It is a relative clause with the relative pronoun 'die'.) Stretch students further and ask them to explain what they need to bear in mind when using relative clauses (the relative pronoun sends the verb to the end).
- 2 Ask students to underline the relative clauses in the article. Discuss the sentence constructions, for example by asking: Why do we say 'ein Fallschirm, den man auf dem Rücken trägt', but 'ein Fallschirm, der sich beim Springen schnell öffnet'? (Answer: 'den' relates to the parachute as an accusative object, whereas 'der' relates to the parachute as the subject (nominative) of the subordinate clause.)
- 3 Students now complete **Verstehen** with their partners (mind the verb forms in the third person singular and plural) and then move on to **Üben**.
- 4 Play the audio track [mg-plus.net/SCH47\\_audio7](http://mg-plus.net/SCH47_audio7). Ask students to jot down answers to the following questions: *Welche Erfindungen sind für Cara, Ben und Mia am wichtigsten? Warum?* Then ask: *Und welche Erfindung ist für euch am wichtigsten?*

### Extension

Move on to **Weiterarbeiten**. Students come up with relative clause constructions, for example: *Eine Maschine, die uns in die Vergangenheit und in die Zukunft reisen lässt*. Take suggestions from students and discuss their merits with the class.

## Pages 10–11 Lesson Plan 3

### Fitness im Trend

#### Objectives

- To learn about fitness in Germany
- To practise reading comprehension skills
- To practise using numbers

#### Starter

Students prepare **Vorbereiten** in writing with their partners. Scaffold the exercise by writing the following phrases on the board: *Schönheitsideale aus der Werbung und den Medien - unrealistisch - unerreichbar - richtiges Training - ein gut durchtrainierter Körper - Selbstvertrauen - Lebensfreude*. Then collect students' arguments on the board and facilitate a debate. Which views are shared by the majority of the class? Take a vote.

#### Main Activity

- 1 Read the article sentence by sentence with the class. Advanced groups can work through the text by

themselves or with their partners. Ask comprehension questions and clarify unknown vocabulary together with the class. Now, working in pairs, students complete **Üben** in writing. Check students' reading comprehension skills by going over the answers together with the class.

- 2 Hand out the basic vocabulary lists and ask students to fill in the gaps with the translations learned in this lesson so far.

- 3 For a revision of numbers and percentages, students read the statistical diagram **Diese Sportarten machen die Deutschen gerne**. Now invite students to estimate the percentage of their own country's population who enjoy said sports and ask students to justify their estimates. Proceed to **So oft machen die Deutschen Sport** and **Diese Sportarten sehen die Deutschen gern im TV** and discuss these sets of statistics in a similar manner.

- 4 Test students' number skills with a game. Divide the class into groups of four. Call out a percentage number from one of the statistical diagrams, for example: *zweiundzwanzig Prozent*. The team which names the correct statistic, following the example sentences, gains a point.

#### Extension

Initiate a class survey. Write the following questions on the board: *Welchen Sport macht ihr am liebsten? Welchen Sport seht ihr am liebsten im Fernsehen?*

## Grundvokabular: Sport und Fitness

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

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
Fitness Training		Ich sehe gern Springreiten.	
das Fitness-Studio		surfen	
Ich gehe ins Fitness-Studio.		Basketball spielen	
Ich möchte fit und gesund bleiben.		Trampolinspringen	
mein Körper		Skispringen	
dreimal pro Woche		trainieren	
Ich mache gern xxx.		langsam intensivieren	
Ich sehe gern xxx im Fernsehen.		Sie wollen gesund bleiben.	
die Leichtathletik		Ich will gesund bleiben.	
Ich spiele gern Tischtennis.		die Gesundheit	
Ich sehe gern Eislaufen.		Muskeln definieren	
klettern		Ich will Spaß haben.	
Ich klettere gern.		der Trainingsplan	
reiten		einen Trainingsplan machen	
Ich reite gern.		ein qualifizierter Personaltrainer	

**Pages 8–9 Lesson Plan 4****Generation Z****Objectives**

- To learn something about the German generation Z
- To connect sentences with the conjunction 'aber'
- To talk about plans for the future

**Starter**

Introduce the subject by playing the audio clip [mg-plus.net/SCH47\\_audio8](http://mg-plus.net/SCH47_audio8). Ask the following questions: *Zu welcher Generation gehören Laura und Niklas? (Generation Z). Warum? (weil sie nach 1995 geboren sind). Glauben Laura und Niklas, dass sie für die Generation Z typisch sind? (Nein). Warum nicht? (Sie sind Teamplayer.)* Hand out the transcript and ask students to underline the adjectives describing the different generations in the audio-clip. Discuss: *Wie würdet ihr eure Generation beschreiben?*

**Main Activity**

**1** Ask students to read the article in pairs, taking Johannes' or Miriam's roles. Encourage them to use **Wörter** and possibly dictionaries to work out unknown vocabulary independently. Still working in pairs, students move on to **Verstehen**.

Assess the reading comprehension skills of your class by listening to the completed sentences. Correct and give feedback. Check students' understanding of the grammar point and ask them to explain word order in subordinate clauses with 'aber'. (Word order remains unchanged, 'aber' is preceded by a comma.)

**2** Draw a Venn diagram of three large overlapping circles (generations X, Y and Z) on the board. Ask the class to add adjectives and phrases which characterise each generation to the different circles of the diagram. Which attribute applies to all three and goes in the intersection? (*individualistisch*). Does the class agree? Students also add their own suggestions to the diagram.

**3** Play the video 'Meine Zukunft' [mg-plus.net/SCH47\\_video2](http://mg-plus.net/SCH47_video2). Ask students to complete the following task:

*Beschreibe Serhad!* Students can use the vocabulary from the completed Venn diagram. Then ask: *Ist Serhad typisch für seine Generation?* Encourage a debate amongst the class.

**4** Ensure students find new speaking partners and continue in pairs with **Weiterarbeiten**.

**Extension**

In class or set as homework: Students answer the questions 1 to 5 from Serhad's interview 'Meine Zukunft' and give their own answers in writing. Remind the class to consider pros and cons for each question and to express these in sub-clauses with 'aber'.

**Culture box****Ein Roadmovie für die Millennials**

In the autumn of 2010 *Tschick*, by German author Wolfgang Herrndorf, took the literary scene by storm. The novel follows two German teenagers – one the son of wealthy dysfunctional parents, the other the neglected son of poor Russian immigrants – on a road trip through the eastern parts of Germany in a battered old Lada. The coming-of-age story of two disillusioned yet optimistic outsiders is funny, moving and full of surprising twists, and struck a chord with young German audiences. It became an instant bestseller, won a number of literary prizes and has been translated into 24 languages so far. Award-winning German film-maker Fatih Akin is directing the film adaptation. Watch out for the movie release of *Tschick* this autumn.