

SCHUSS



60 YEARS
of language learning

Football-
wunderkind
LEROY
SANÉ

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Editor's Letter

Dear teachers,

Welcome to the new edition of *Schuss*, once again jam-packed with current topics. Tips and suggestions on how to incorporate the articles effectively into your teaching practice are also provided in our four lesson plans.

Football fans will be thrilled to read our feature about **Leroy Sané**.

The German wunderkind from Essen transferred from Schalke 04 to Manchester City and is now a top-earning Premier League player. Leroy explains how his family helps him to stay grounded while pursuing his high-flying career.

Having 800,000 YouTube subscribers from all over the world is the dream of many teenagers. We interview the German musician **Nicole Cross**, who acquired her international fan base by uploading cover versions of hits by Rihanna and Adele. Thanks to her YouTube popularity she can now introduce her own songs to a large online audience.

This year's 'Earth Hour' takes place on the 25th of March. To mark the occasion we ask: what can we all do for the environment on a daily basis?

In **Umwelt-Tipps für den Alltag** we propose five simple ideas every teenager can put into practice in everyday life.

In **Privatschulen im Trend** we look at the rising popularity of private schools in Germany, analyse relevant statistics and revise numbers and percentages.

Further topics: Junk food in school canteens, the Swiss Mountain bike champion Jolanda Neff, ideas for a memorable day out in Dresden, interesting facts about the first German drive-in cinema, need-to-know slang expressions and, as always, news, audio-clips, the video and the online Learning Unit.

We hope you and your students will enjoy this issue of *Schuss*.

Happy learning,

Martina Koepcke

Editor of *Schuss*




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 -  **A Language Lab Learning Unit** with comprehension activities and automated marking
 -  Our **Video Umwelt**, 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

Leroy Sané

Objectives

- To practice reading and listening comprehension (**1.2: Interpretive Communication**)
- To learn about a talented young German footballer (**2.2: Products of Culture**)
- To practice subordinations with 'weil' (**4.1: Language Comparisons**)

Starter

Ask students to write the answers to **Vorbereiten** on post-it notes, for example: *meine Schwester Sarah – Gitarre spielen* and stick the notes onto the board. Read out individual post-it notes and with the whole class devise sentences around the information given, such as: *Meine Schwester Sarah spielt supergut Gitarre. Or: Das Talent von meiner Schwester Sarah ist Gitarrespielen.* Write the sample sentences on the board.

Main Activity

- 1 Read the article with the class. Ask advanced groups to work through the text on their own or with a partner. Beforehand write *Imperfekt*, *Perfekt* and *Präsens* on the board. Ask the students to underline the verbs in the text and to sort the verb forms into the correct categories. Ask comprehension questions and clarify any remaining unfamiliar terms. Extension challenge: *Finde die Verbform im Plusquamperfekt (hatte empfohlen).*
- 2 Ask the class to name the subordinate clause with 'weil' (*„weil die englische Premier League die beste Liga der Welt ist*). Ask: *Was ist „weil“? (eine Subjunktion – a subordinating conjunction).* Ask: *Was ist bei Nebensätzen mit „weil“ zu beachten? (Das Verb steht am Satzende – the verb moves to the end of the sentence).* Discuss the example sentence in **Verstehen**, then ask the students to work through the questions in writing. Clarify the grammatical rule for verbs in the perfect tense: The conjugated auxiliary verb moves past the past participle to the end of the sentence (for example: *...weil er immer Fußball gespielt hat*).
- 3 Play the *Sport-Quiz* mg-plus.net/SCH47_audio. Ask: *Was verschenkt Radio Schuss? (Ein Deutschland-Trikot mit Autogramm von Leroy). Welche Sprachen spricht Leroy? (Deutsch, Englisch und Französisch).* Hand out the transcript and ask the students to answer these questions orally: *Warum spricht Leroy Deutsch/Englisch/Französisch?* Additional question: *Warum ist Sascha ein großer Fan von Leroy? (...weil Leroy super talentiert und sehr sympathisch ist).*
- 4 The class moves on to **Üben**. Ask students to call

out the correct verb forms. This could be done as a game with teams.

Extension

Students take turns to pick a post-it note from the board. Using the information on the note they form a sentence with 'weil'. For homework: Students answer the questions in **Weiterarbeiten** in writing, practising the use of 'weil' in subordinating conjunctions.

Pages 6–7 Lesson Plan 2

Nicole Cross

Objectives

- To practice reading comprehension (**1.2: Interpretive Communication**)
- To learn about a German musician (**2.2: Products of Culture**)
- To practice verbs in the perfect tense (**1.1: Interpersonal Communication**)
- To recognize modal particles (**1.1: Interpersonal Communication**)

Starter

In your browser set up the YouTube clips of Nicole's cover version of 'Hello' and her video 'Awesome'. Play the beginnings of both songs to the class and ask: *Wie findet ihr diese Songs?* Ask the students to compare the two clips and to give their opinions using subordinate clauses with 'weil'. Initiate a class vote and let the students decide which of the two songs they would like to listen to in full at the end of the lesson.

Main activity

- 1 Read the introduction on page 6 with the class. Nominate nine volunteers to each read an interview question. Nominate a further nine students to read Nicole's answers. Stop the reading occasionally to check reading comprehension and to clarify unfamiliar vocabulary.
- 2 Write *Infinitiv* on the board. Ask the class: *Was ist der Infinitiv? (die Grundform des Verbs – the uninflected form of the verb).* Invite students to give you some examples.
- 3 Ask the students to explain the task in **Verstehen** in the classroom language. Working with their partners, students now fill the gaps with the correct infinitives. Check that the task has been completed correctly. Challenge volunteers to recap the formation of the perfect tense (conjugated form of auxiliary verb *haben* + past participle). Extension challenge: Which verbs use the auxiliary verb *sein* rather than *haben* to form the perfect tense? (Mainly verbs expressing a change in location or state.) Speaking partners now take turns to

transfer the sentences from **Verstehen** into the perfect tense and to correct each other in the process.

4 Students continue with **Üben**. Explain that modal particles are important in spoken German, but usually eliminated in written texts. Ask the class to complete the interactive exercises relating to modal particles and the perfect tense in the online Learning Unit de.maryglasgowplus.com/language/ab. End the lesson with the promised Youtube video from Nicole Cross.

Extension

For Homework: Following the pattern of the Nicole Cross interview, students write an interview about an internet celebrity of their own choice.

Pages 8–9 Lesson Plan 3

Umwelt-Tipps für den Alltag

Objectives

- To practice reading and listening comprehension (1.1: **Interpersonal Communication**)
- To revise the imperative in the second person singular (1.1: **Interpersonal Communication**)
- To raise environmental awareness (3.1: **Making Connections**)

Starter

Write 'Earth Hour' on the board and ask: *Was wisst ihr*

über diese Aktion? (For example: *es geht um Umwelt- und Klimaschutz, findet am 25. März statt, das Licht wird eine Stunde lang ausgeschaltet, Städte in 172 Ländern beteiligen sich, wirbt für globale Energiewende*).

Main Activity

- 1 Students move on to **Vorbereiten**. Write on the board: *Was tust du für die Umwelt?* Collect the answers in the shape of a spider diagram.
- 2 Read the article on page 8 with the class. Ask students to highlight the sentences in the imperative in the text. Ask comprehension questions and clarify unknown vocabulary. Draw attention to the example sentence in **Verstehen** and elicit how the imperative in the second person singular is formed (Infinitive without the ending –en, for example: '*schreib!*') Explain that this is used in spoken German; in written German the ending –e is added: '*schreibe!*'
- 3 Nominate five volunteers to read Maria's comments on page 9. Using Maria's comments as examples, students then work with their speaking partners and comment verbally on the orders they generated in **Verstehen**.
- 4 Students watch the video [Umwelt mg-plus.net/SCH47_video4](http://Umwelt.mg-plus.net/SCH47_video4). Ask students to jot down answers to questions 1 – 5. Check their listening skills and review the answers with the class. Hand out the transcript of the

Grundvokabular: Umwelt-Tipps

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

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
die Umwelt		der Veggie-Tag	
symbolisch		exzessiv	
umweltfreundlich		die Heizung	
der Umweltschutz		mir ist kalt	
der Alltag		ein dicker Pullover	
integrieren		elektrische Geräte (Pl.)	
testen		die Elektrizität	
praktisch		das Handy	
mit dem Fahrrad fahren		Energie sparen	
die Fleischproduktion		benutzen	
reduzieren		der Müll	
man könnte		das Recycling	
man sollte		sortieren	
der Fleischkonsum		weniger	
beginnen		Plastiktüten (Pl.)	



video. Students now transform the statements in the text into imperative sentences, for example: *Kauf nichts, was du nicht wirklich brauchst!*

Extension

For homework: Students answer the five questions in the video from their own perspective.

Pages 10-11 Lesson Plan 4

Privatschulen im Trend

Objectives

- To learn something about private schools in Germany (**4.2: Cultural Comparisons**)
- To practice numbers and statistics (**3.1: Making Connections**)
- To practice reading comprehension (**1.1: Interpersonal Communication**)

Starter

Ask students to consider the questions in **Vorbereiten** with their speaking partners and then discuss their opinions in class.

Main Activity

1 Read the headline and the introduction printed in red with the class. Clarify unknown terms and ask: *Wie war die Klasse in Kais alter Schule? (Sehr groß und laut). Was war sein Problem? (Er konnte sich nicht konzentrieren.)* Continue to ask: *Könnt ihr euch in eurer Klasse konzentrieren?* Allow students time to formulate their opinions and encourage a short classroom debate. Point students to the expressions in **5 nützliche**

Ausdrücke on page 12 to help them to express their opinions.

2 Students read the remainder of the article with their partners. Ask comprehension questions and elicit the meanings of terms such as *konfessionelle Schulen*, *pädagogische Alternativen*, *zusätzliche Qualifikationen* und *Schulgeld*. Then students move on to **Üben** with their partners and underline the relevant phrases in the text. Review the answers with the class.

3 Ask students to study the statistic **Lieblingsfächer**

on page 11. Then work through the examples with the class to revise numbers and percentages. Now ask the students to work through **So lernen Schüler nach der Schule** in pairs with their speaking partners. To assess comprehension levels, call out a number, for example: *sechzehn*. The first student to name the sentence relating to that number correctly (*16% – sechzehn Prozent der Schüler lernen nach der Schule mit Computern und Online-Lernportalen*), is allowed to call out the next number. Expand the game: divide the class into several teams and include all five statistics. The team matching the most numbers to correct sentences wins the game.

4 Students continue with **Weiterarbeiten**. Encourage students to make notes, discuss the answers with the class and encourage a classroom debate.

Extension

For homework: students compile a list of points relating to the theme: *Meine ideale Schule* and create an advertisement for their ideal school.



Culture box

Waldorfschulen - Lernen ohne Druck

No grades, plenty of exercise and personal development sound like a dream for today's students. For some children in Stuttgart in 1919 it was reality! Here, at the Waldorf-Astoria cigarette factory the headmaster of the factory's school, Rudolph Steiner, counted such diverse subject matters as esotericism, architecture, medicine, and organic farming amongst his interests. He developed the concept of Waldorf pedagogy with the aim to facilitate his students' development into creative, self-reliant and self-determined individuals. Waldorf education was a success and has steadily been gaining followers: worldwide there are now over 1000 private Waldorf and Steiner-Schools in 64 countries.

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