

SCHUSS



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With National Standards for Foreign Languages

EDITOR'S LETTER

Dear teachers,

Sport and leisure take centre stage in our last issue of *Schuss* for this academic year, with features on top German vacation destinations, a youth fair in Berlin, two young app creators and a feature on Milky Chance, the internationally-renowned band from Kassel. Other topics include a debate on *Veggie Day*, the band *Milky Chance* from Kassel, and Sophie Scholl, the brave young German resistance fighter.

We wish you an enjoyable read - have a wonderful summer!

Martina Koepcke
Editor

KEY

What do our symbols mean?

Listen to an audio track about this article (www.mg-plus.net/SCHaudio).

Do the learning unit on this article (www.mg-plus.net/delanglab).

Watch a video about this article (www.mg-plus.net/SCHvideo).

Explore the extra online content about this article (www.mg-plus.net/SCHextra).

Explore the Lesson Plan included on the Teacher's Notes!

PROBLEMS NAVIGATING THE WEBSITE?

• Email us: hilfe@maryglasgowplus.com

• Watch our tutorials!
www.mg-plus.net/detutorials

YOUR MAGAZINE AT A GLANCE

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Pages 4–5 Lesson Plan 1**Neue Fußball-Stars****Objectives**

- To learn something about new football talents in the German World Cup team (**3.1: Making Connections**)
- To practice reading and listening comprehension (**1.2: Interpretive Communication**)
- To extend football vocabulary (**4.1: Language Comparisons**)

Starter

Begin with **Vorbereiten**: Ask students to engage in short dialogues with changing speaking partners. Encourage students to extend their answers by giving reasons using a subordinate clause with *weil*. Then ask the students to tell you the favourite sports event of their speaking partners, if possible adding the reason given, for example: *Sarah sieht gern Wimbledon im Fernsehen, weil sie selbst gern Tennis spielt.*

Main Activity

- 1 Play the audio-clip *Fußball-Weltmeisterschaft* (www.mg-plus.net/SCHaudio) and ask students to note down answers to the following questions: 1. *Welche Jahreszeit ist die beste für Sarah? (Der Sommer).* 2. *Worauf freut sich Sarah total? (Auf die Fußball-Weltmeisterschaft in Russland).* 3. *Welche Mannschaft hat die Fußball-WM 2014 in Brasilien gewonnen? (Deutschland).* 4. *Welcher Spieler im deutschen WM-Team schießt viele Tore? (Timo Werner).* 5. *Welche anderen WM-Favoriten nennt Sarah? (Spanien, Brasilien und Argentinien).*
- 2 Read the introduction to the article with the class. Ask students to work through the four paragraphs about the football players in pairs, to underline unknown words and to look them up independently. Then ask them to test their understanding of the text in **Verstehen**. Ask volunteers to take turns to read the statements in **Verstehen** as questions (*Wer läuft mit einem enormen Tempo...? etc.*) and to nominate classmates to give the answers.
- 3 Arrange the class in groups and create more questions in a similar style to **Verstehen** in writing, for example: *Wer ist Stürmer bei RB Leipzig? (Timo Werner).* Or: *Wer träumt davon, den Ballon d'Or zu gewinnen? (Leroy Sané).* Set a time limit of five minutes for this task. The teams should then take turns to ask questions to the other teams. One point goes to each group that first answers a question correctly.
- 4 Towards the end of the lesson play the *Schuss* video *Eishockey-Fan* (www.mg-plus.net/SCH48video5). Ask the class to note down Lea's answers to questions 1 – 5 and discuss the answers together.

Extension

Ask students to complete the online video activities 1 and 2 in writing.

Pages 6–7 Lesson Plan 2**Dein perfekter Urlaub****Objectives**

- To learn something about vacations in Germany (**3.2: Acquiring Information**)
- To practice reading and listening comprehension (**1.2: Interpretive Communication**)
- To revise modal verbs (**4.1: Language Comparisons**)

Starter

Write *Urlaub* on the board and ask the class: *Welche Destinationen verbindet ihr mit Urlaub?* Make a list of the suggested travel destinations on the board. Which destinations are particularly popular with the students? Why?

Main activity

- 1 Read the headline and the introduction to the quiz with the class. Ask students to do the quiz in pairs with their speaking partners, then read the vacation descriptions that apply to them and enter the correct modal verbs into the gaps in the text. Meanwhile, circulate in the classroom and offer help where needed.
- 2 Ask the students who got **ein Strandurlaub in Usedom** as their quiz result to read that paragraph one sentence at a time. Make sure the modal verbs have been used correctly. Before the students start to read, ask the other students to close their magazines, to listen carefully and to translate the sentences as they hear them into the classroom language. Proceed in the same way with the other two paragraphs.
- 3 Ask students to discuss the questions in **Weiterarbeiten** in small groups. Each group should agree on one holiday destination and compile a list of attractions and activities one can/must see or do at this destination. Once completed, the groups should present their holiday destinations to the class. Encourage the class to ask further questions using modal verbs, for example: *Kann man in ... auch Wasserski fahren? Muss man in ... viel U-Bahn fahren?* etc.
- 4 Play the audio-clip *Ferien-Pläne* (www.mg-plus.net/SCHaudio) and ask students to make a note of the callers' names and their dream destinations (Sina: *Neuseeland*, Max: *Karibik*, Lena: *Safari in Afrika*).

Extension

For homework, ask students to answer the question *Was ist deine Traumdestination? Warum?* in writing to consolidate their knowledge of modal verbs used in the lesson.

Pages 8–9 Lesson Plan 3

YOU Summerbreak

Objectives

- To learn something about the YOU Summerbreak (3.2: Acquiring Information)
- To practice reading comprehension (1.2: Interpretive Communication)
- To practice the use of separable verbs (4.1: Language Comparisons)

Starter

Ask students to consider the questions in **Vorbereiten** with their speaking partners, then discuss as a class which subjects interest them the most.

Main Activity

1 Read the introduction to the article with the class. Ask students which other expressions they know for **Top oder Flop**, for example for top: *Das finde ich gut/ super/toll.* For flop: *Das finde ich nicht gut/langweilig/ doof.* Thumb in the middle: *Das finde ich weder gut noch schlecht./Das ist mir egal.* Nominate students to read out one sentence each. Stop after each paragraph, ask comprehension questions, then ask: *Was meint ihr?* Encourage volunteers to call out their opinions about the described activity.

2 Ask students to test their reading comprehension in **Verstehen** with their speaking partners. Discuss the answers with the class and ask students to retrieve the correct information from the text where appropriate.

3 Ask the class to consider the example sentence in **Üben**. Then ask: *Warum steht mit am Satzende?* (*mitmachen* is a separable verb: by adding a syllable to a verb, the original meaning of the verb is changed. In the infinitive the syllable is added as a prefix in front of the verb. For conjugated verbs in the present tense the syllable is *separated* from the verb and moved to the end of the sentence.) Work through the sentences in **Üben** together with the students as a whole class activity.

4 Working in small groups, students should complete **Weiterarbeiten** in writing. Before they start the exercise, revise the basic rule for the formation of the past participle in separable verbs. Point to the verbs *auftreten*, *antreten* (they form the past tense with the auxiliary verb *sein*) and *ausprobieren* (past participle: *ausprobiert*). Towards the end of the lesson discuss the completed sentences with the whole class.

Extension

For homework, ask students to complete the Language Lab Unit (www.mg-plus.net/delanglab).

Grundvokabular: YOU Summerbreak

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

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
die Mode		wer Lust hat	
die Karriere		der Schauspieler	
die Jugendmesse		die Schauspielerin	
das Event		der Tänzer	
Was meinst du?		die Tänzerin	
der Spaß		die Zuschauer (Pl.)	
das macht (keinen) Spaß		teilnehmen	
die Wassersportarten (Pl.)		mitmachen	
divers		das Preisgeld	
echt		jemanden treffen	
man kann sich stylen lassen		lustig	
entdecken		Tipps und Informationen	
die Besucher (Pl.)		das Studium	
die Geschenke (Pl.)		der Beruf	
es gibt		der Friseur/die Friseurin	

Pages 10–11 Lesson Plan 4**App Millionäre****Objectives**

- To learn something about two young German math app designers (**3.1: Making Connections**)
- To practice reading comprehension (**1.2: Interpretive Communication**)
- To practice using numbers (**4.1: Language Comparisons**)
- To complete a group task (**5.1: School and Community**)

Starter

Ask students to discuss the questions in **Vorbereiten** in small groups, then come together as a class to discuss their favourite apps.

Main Activity

- 1 Ask students to read the article with their speaking partners and use their dictionaries to look up unknown words, then test their text comprehension by completing **Finde im Text**. Discuss the answers with the class and ask further comprehension questions, for example:
 1. *Wann hatten die Brüder die Idee für die Mathe-App? (Als Teenager, als sie anderen Schülern Nachhilfe gaben).*
 2. *Wie lange hat es gedauert, die App zu programmieren? (Achtzehn Monate).*
 3. *Wofür haben Maxim und Raphael momentan keine Zeit? (Für ihr Mathematik-Studium).*
- 2 Allow students to use their smart phones in order to familiarize themselves with the four German learning apps on page 11. Set a time limit of five minutes. Then discuss the questions in **Weiterarbeiten** with the class and record students' answers to the question *Welche App würdest du nützlich finden?* on the board.
- 3 Divide the class into teams, then set the task: students are to invent a new app and to present it in front of the class. Students can use the suggestions on the blackboard and refine them, or brainstorm new

ideas with their teams. As a decision-making tool for choosing an idea for an app, ask the groups to first read the statistic **Top Kategorien für Apps**.

Discuss the success criteria for the presentations.

The teams should address the following questions:

1. *Zielgruppe: Für wen ist die App?*
 2. *Funktion: Was kann die App?*
 3. *Name: Wie heißt die App?*
 4. *Design: Wie sieht die App aus? (Logo, Schrifttype, grafisches Design)*
 5. *Finanzierung: Warum ist die App für Investoren interessant?*
- From each team nominate one volunteer to join a panel of student judges to rate the app presentations with you according to the success criteria and to select the winners.

Extension

For homework, ask students to write a review of one of the following math apps: Socratic, PhotoMath, Fahrtschulcard or Math 42.

**Culture box****Emmy Noether**

A lunar crater is named after her, as well as a support program for young German scientists and a myriad of German roads - including one in Göttingen, where in 1919, at the age of 37, Emmy Noether became the first woman in Germany to acquire the qualification to teach Mathematics at university level. In professional circles she is considered as the founder of modern abstract algebra. Albert Einstein was a fan and with the formulation of the Noether theorem Emmy laid one of the most important foundations for modern physics. But in 1933, after Hitler came to power, Emmy, who was of Jewish descent, was banned from teaching. She immigrated to Philadelphia where she taught as a visiting professor until her death in 1935.

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