

SCHUSS



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Editor's Letter

Dear teachers,

We hope that you and your students had a good summer break, and that you're all full of energy, ready to carry on with your German teaching/studies. Our new Schuss series is waiting for you.

The main Learning Unit of the first issue is all about ...

Das Leben von Jugendlichen

School, family, friends, TV, social media, cellphones, fashion, music... Life in the 21st century is certainly very varied for young people. There are a lot of distractions, but there's also a lot of stress. In the three lesson plans of the Learning Unit we discuss positive and negative aspects.

Our video is the center of Lesson Plan 1, and it's all about music. Milena, a young girl from Berlin, talks about her favorite music and explains what it means to her. Lesson Plan 2 is also about music. Students get a glimpse of the German music scene, which is dominated by electro.

For many young people **music** is an escape from stress and external pressures. Even young teenagers seem to suffer from stress these days. Is it all self-inflicted? Read the article with your class, and discuss the problem using Lesson Plan 3.

As usual, our **Teaching Plan** on page 4 of these notes picks up a different topic. This time, it is all about human rights (*Menschenrechte*). How can young people help to realize these rights? We ask a young German student about her experiences. The article is linked to our new **Language Lab Unit**, with online activities about text comprehension and the perfect tense.

Further topics include: the world-famous Munich *Oktoberfest*, a trend towards a vegetarian diet, a profile of a sports person, smartphones at school, and a word puzzle. All articles are linked either to the Language Lab Unit or to our audio tracks. The audio material is available on CD or in mp3 format on our website. And don't forget that all subscribers have free access to our extensive online archive. We hope that you and your students will enjoy teaching and learning German with Schuss in this upcoming series.

Kind regards,

Martina Koepcke

Editor of Schuss

Contents



Learning Unit:

Das Leben von Jugendlichen

• **Teaching Unit 1** **Page 2**

Video: *Meine Musik*

• **Teaching Unit 2** **Page 2**

Electronica – der deutsche Sound

• **Teaching Unit 3** **Page 3**

Junge Leute im Stress

• **Basic vocabulary:** **Page 3**

Das Leben von Jugendlichen

For photocopying!

• **Teaching Plan:** **Page 4**

Engagier dich!

Culture Box:

Milestones of Human Rights

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Go to our website to find these extra resources:

🎧 **5 audio tracks** related to Schuss 1 – as MP3 or as CD, with a listening exercises booklet.

📖 A **Language Lab Unit** with comprehension activities and automated marking.

📺 Our **video** *Meine Musik*, with transcript, plus exercises in the magazine

Plus: You have access to our **archive of teaching resources**, with an abundance of videos, audio tracks, online activities, magazine articles, and worksheets.



Page 7 Lesson Plan 1

Teaching Unit 1: Meine Musik (Video)

Objectives

- To learn about the German scene
(4.2: Cultural Comparisons)
- To practice listening comprehension
(1.2: Interpretive Communication)
- To revise and practice *weil* clauses
(1.1: Interpersonal Communication)

Resource(s)

Video: mg-plus.net/sch15video1
Schuss August – October 2015, page 7

Starter

Ask your students what kind of music they listen to. Compile a list on the board: *Hip-Hop, Pop, Rock, Blues, Techno*, etc. Does anyone like listening to classical music? Even if they don't, add the term *klassische Musik* to the list. Hold a brief survey about students' favorite kinds of music, and write the result on the board: *x Schüler hören am liebsten (Pop)*, etc.

Main Activity

- 1 Tell your class that they are about to watch a video about music. Play the first part (without dialog, till Milena enters the park), and ask students to associate. *Was/Wen sieht man? Und wo? (Man sieht ein Mädchen. Sie steht auf einem Bahnsteig. Sie hört Musik, etc.).*
- 2 Now play the second part of the video (till ...*weil der Songtext meist so kitschig ist*). Students may follow the transcript while watching. Next, ask comprehension questions: *Wie alt ist Milena? Welche Musik hört sie gern? Welche hört sie nicht gern?* etc. If your students are more advanced, ask question with *weil*: *Warum hört Milena gern brasilianische Musik? Warum mag sie keine Schlager?* etc.
- 3 Carry on to treat the rest of the video the same way. Then run the entire clip again. Students jot down any music term they remember. Less advanced students underline these in the transcript.
- 4 Students work in pairs, practicing the video dialog. Ask several partners to read it out aloud, advanced students speak freely (a simplified version).

Extension

Students now answer the video questions on page 7 of the magazine. Advanced students add *weil* clauses: *Ich höre gern klassische Musik, weil sie so entspannend ist. Musik ist wichtig für mich, weil ich dabei meine Probleme vergessen kann*, etc. For homework: Interview friends or family members about their favorite music. Ask similar questions to the ones in the video. Record the interview on your smartphone.

Pages 6–7 Lesson Plan 2

Teaching Unit 2: Electronica – der deutsche Sound

Objectives

- To learn about the music scene in Germany
(2.2: Products of Culture)
- To revise and practice numerals and statistics
(1.2: Interpretive Communication)
- To practice reading comprehension
(1.2: Interpretive Communication)

Resource(s)

Schuss August – October 2015, pages 6 + 7
Schuss Audio 1 2015, Track 2

Starter

Play a soundtrack or a YouTube clip featuring electronic music (e.g. Kraftwerk or Brooklyn Bounce) and ask students to associate. Do they recognize the music genre? They'll probably mention the terms *Electro* and *Dance*. Tell them: *Auf Deutsch heißt das elektronische Musik* (write it down). Then read the introduction on page 6 with your class.

Main Activity

- 1 Discuss the questions under **Vorbereiten** with your class, before reading the text on page 6. More advanced groups/ classes can work on their own or with a partner. Ask your students to go through the text again, underlining all numerals. Comprehension test: write sentences as shown in **Verstehen**.
- 2 Students now read the statements by Elias, Anna, and Luca. They could practice *weil* clauses by writing sentences such as: *Elias mag Electro, weil die Musik vielfältig und innovativ ist. Anna hört am liebsten Tracks ohne Texte, weil das entspannt*, etc.
- 3 Students work in pairs, composing an interview based on the five points on page 7. One partner asks questions, the other one is the 'expert' on German electronic music: *Wann fing die Electro-Welle in Deutschland an? – 1978, mit der Band Kraftwerk. Sie waren die Pioniere. Was für eine Rolle spielen die DJs? – Eine sehr wichtige. Sie sind die Rockstars der Electro-Szene. Sie reisen um die ganze Welt zu Events.*

Extension

For homework: research the questions under **Weiterarbeiten**, and design a poster about a popular music event in your own country. Display the best posters on the class wall. For advanced: be a reporter at a Techno music festival. Your report could be like this: *Hallo, liebe Fans der Electro- und Dance-Szene. Ich bin hier beim Festival SonneMondSterne, und die Atmosphäre ist super. Die Lichter, der Sound, die Stars ... Es sind bereits 30 000 Besucher hier*, etc.

Pages 8–9 Lesson Plan 3

Teaching Unit 3: Junge Leute im Stress

Objectives

- To learn about young people's problems
(4.2: Cultural Comparisons)
- To practice reading comprehension
(1.2: Interpretive Communication)
- To practice *weil* and *damit* clauses
(1.1: Interpersonal Communication)

Resource(s)

Schuss August – October 2015, pages 8 + 9
Schuss Audio 1 2015/16, Track 3

Starter

Ask your class: *Was macht Spaß?*, writing the activities named on the board: *Musik hören, Filme sehen, Freunde treffen, Sport, Hobbys*, etc. Next, you could ask: *Was macht Stress?* Do your students mention the same stress factors that are listed on page 8 (*Schule, Medien, Familie*, usw.)? Do they know a German term for *Stress*? Introduce *der Druck* by saying it aloud and writing it on the board.

Main Activity

- 1 Using the *Stressliste* on the board, find out the major causes of stress for your students. Ask them: *Warum ist die Familie/das Geld stressig für dich?* Aim for answers using *weil* (see **Vorbereiten**): *Geld ist stressig für mich, weil ich weniger habe als meine Freunde*, etc.
- 2 Divide your class into four groups. Each group works on one section of the text, inserting the relevant *Stressfaktor* (*Florian: Familie, Sina: Freunde, Jonas: Schule, Mia: Medien*). One representative of each group then takes the part of the relevant German teenager, speaking about his or her problem.
- 3 Students now write clauses using *damit* (see **Üben**). Help your less advanced students completing the exercise. More advanced write sentences using *damit* about themselves: *Ich muss früher schlafen gehen, damit ich morgens munter bin und in der Schule weniger Stress habe*, etc.
- 4 Should you have access to Schuss Audio, play track 3 (*Phone-in*). Do your students have any more suggestions how to deal with stress?

Extension

For homework: Students do the interview (see **Weiterarbeiten**) with a partner in the class. They write it down; volunteers read their interviews out aloud. Advanced students speak freely. Discuss the stress situation mentioned in the interviews in class: *Was kann er/sie machen, um weniger Stress zu haben?* For homework: write about *Mein schlimmster Stress*.

Basic Vocabulary Das Leben von Jugendlichen

Here are 30 words and phrases on the topic *Das Leben von Jugendlichen*. Photocopy the table and ask your students to translate the terms.

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
Ich höre gern Musik		ein Festival besuchen	
Am liebsten höre ich ...		weltweit bekannt	
klassische Musik		Electro-Musik entspannt	
Musik entspannt		vielfältig	
Man kann dazu gut tanzen.		innovativ	
der Schlager		nie langweilig	
kitschige Texte		der Druck	
der/die Lieblingssänger/in		der Stressfaktor	
die Schwester		Die Schule macht Stress.	
die Musikrichtung		keine Zeit haben	
ein Instrument spielen		nicht populär sein	
elektronische Musik		zu viele Hausaufgaben	
die Charts dominieren		Streit mit den Eltern	
die Electro-Szene		Ich will glücklich sein.	
die Pioniere (pl)		Hilfe oder Rat suchen	



Pages 4–5 Teaching Plan

Engagier dich!

Objectives

- To learn facts about human rights
(4.2: Cultural Comparisons)
- To learn something about a special project
(2.2: Products of Culture)
- To practice the perfect tense and the past participle
(1.1: Interpersonal Communication)

Resource(s)

Schuss August – October 2015, pages 4 + 5
Schuss Audio 1 2015, Track 1
maryglasgowplus.com/de/aktivitaeten: Language Lab Unit

Starter

Write the term *Menschenrechte* on the board, asking students to associate. How does it translate into their own language? What does the term mean to them? Collect what students say on the board. Then, for comparison, read the list under **Vorbereiten**. Do your students associate the same or different things with *Menschenrechte*?

Main Activity

- 1 Should you have access to Schuss Audio, play track 1, then ask students to do the *Perfekt* exercise in the Language Lab Unit. If necessary, briefly revise how the perfect tense is formed beforehand.
- 2 Advanced groups/classes work on the text on pages 4 and 5 on their own or with a partner, underlining all perfect tenses. Several students then take turns reading the article section by section. Correct their pronunciation. Finally, ask comprehension questions.
- 3 For further comprehension students do the reading exercise in the Language Lab Unit plus the exercises on page 5 of the magazine.

- 4 Ask your students to spot words or phrases in the article, which are in connection with human rights, discrimination, or social commitment, e. g. *Menschenrechte haben/nicht haben, flüchten, die Flüchtlinge, verschiedene soziale Gruppen (werden diskriminiert/verfolgt), (soziales) Engagement, sich engagieren*, etc.

Extension

For homework: research a movie dealing with human rights issues (e.g. political prosecution, racism, exploitation, violence against women, etc.). Students write a brief summary about their movie, and report about it in class. Or they could report on a human rights group (e.g. a famous international one such as Amnesty International, or a local group in their own environment).



Culture Box

Milestones of Human Rights

- 1215: Magna Carta.** In England, members of the clergy and the nobility gain rights from the King. These rights were laid down in a document called *magna carta*.
- 1525: The Twelve Articles.** In the so-called 'peasant war' (*Bauernkrieg*) members of the lower classes demand more civil rights from the nobility.
- 1689: Bill of Rights.** The English king concedes more rights to the Parliament. The Bill of Rights became a cornerstone of the British constitution.
- 1776: Virginia Declaration of Rights.** The first proper declaration of human rights happened in America, just before independence. The declaration guaranteed basic civil rights and freedom to all citizens.
- 1789: Declaration of Human Rights.** After the French Revolution, citizens called for liberty, equality, fraternity.
- 1948: The Universal Declaration of Human Rights** was issued by the UN General Assembly on 10 December, 1948. Ever since, 10 December has been celebrated as International Human Rights Day.

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