

SCHUSS



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Editor's Letter

Dear teachers,

We hope that you and your pupils 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, mobile phones, 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 centre of Lesson Plan 1, and it's all about music. Milena, a young girl from Berlin, talks about her favourite music and explains what it means to her. Lesson Plan 2 is also about music. Pupils 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 pupils 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

- **Lesson Plan 1** **Page 2**
Video: Meine Musik
- **Lesson Plan 2** **Page 2**
Electronica – der deutsche Sound
- **Lesson Plan 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
- To practice listening comprehension
- To revise and practice *weil* clauses

Resource(s)

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

Starter

Ask your pupils 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 pupils' favourite 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 dialogue, till Milena enters the park), and ask pupils to associate. *Was/Wen sieht man? Und wo? (Man sieht ein Mädchen. Sie steht auf einem Bahnsteig. Sie hört Musik, etc.)*. Does anyone recognize the type of train (*U-Bahn*) or even the city (Berlin)?
- 2 Now play the second part of the video (till ...*weil der Songtext meist so kitschig ist*). Pupils 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 pupils 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. Pupils jot down any music term they remember. Less advanced pupils underline these in the transcript.
- 4 Pupils work in pairs, practicing the video dialog. Ask several partners to read it out aloud, advanced pupils speak freely (a simplified version).

Extension

Pupils now answer the video questions on page 7 of the magazine. Advanced pupils 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 favourite 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
- To revise and practice numerals and statistics
- To practice reading comprehension

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 pupils 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 pupils to go through the text again, underlining all numerals. Comprehension test: write sentences as shown in **Verstehen** on page 7.
- 2 Pupils 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. If your pupils are less advanced, give them a worksheet with main clauses and *weil* clauses to match.
- 3 Pupils 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*, etc.
- 4 Volunteers read or act their interviews in front of the class.

Extension

For homework: research the questions under **Weiterarbeiten**, maybe 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, und es kommen immer mehr*. etc.

Pages 8–9 Lesson Plan 3

Teaching Unit 3: Junge Leute im Stress

Objectives

- To learn about young people's problems
- To practice reading comprehension
- To practice *weil* and *damit* clauses

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 pupils mention the same stress factors that are listed on page 8 (*Schule, Medien, Familie*, etc.)? 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 pupils. 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 Pupils now write clauses using *damit* (see **Üben**). Help your less advanced pupils 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 pupils have any more suggestions how to deal with stress?

Extension

For homework: Pupils do the interview (see **Weiterarbeiten**) with a partner in the class. They write it down; volunteers read their interviews out aloud. Advanced pupils 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 a short essay 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 pupils 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
- To learn something about a special project
- To practice the perfect tense and the past participle

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

Main Activity

- 1 Should you have access to Schuss Audio, play track 1, then ask pupils 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 pupils then take turns reading the article section by section. Correct their pronunciation. Finally, ask comprehension questions.
- 3 For further comprehension pupils do the reading exercise in the Language Lab Unit plus the exercises on page 5 of the magazine.
- 4 Ask your pupils 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.). Pupils 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.