



# SCHUSS



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With National Standards for Foreign Languages

## EDITOR'S LETTER

Dear teachers,

Welcome to *Schuss*! We hope that you and your pupils will enjoy a flying start to the new school year with our September issue.

This issue profiles Leon Löwentraut, a young shooting star of the international art scene. We also explore a healthy balance of school commitments and free time and the issue of cyberbullying. Finally, we explore Düsseldorf's fashion scene, and profile Albert Einstein.

The grid below outlines all of the print and digital content that comes with this issue.

Happy reading!

**Martina Koepcke**

Editor

## KEY

What do our symbols mean?



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



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



Watch a video about this article ([www.mg-plus.net/SCH48video1](http://www.mg-plus.net/SCH48video1)).



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



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

### PROBLEMS NAVIGATING THE WEBSITE?

• Email us: [schuss@maryglasgowplus.com](mailto:schuss@maryglasgowplus.com)

• Watch our tutorials! [www.mg-plus.net/detutorials](http://www.mg-plus.net/detutorials)

### YOUR MAGAZINE AT A GLANCE

Page	Article	Topic	Language	Website content
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6-7	Wenn Schule die Freizeit isst	Free time	Sentences with <i>um + zu + infinitiv</i>	
8-9	Lollapalooza – mehr als Musik	Music	Relative pronouns	
10-11	Cyber-Mobbing: Der online Terror	Technology	Statistics	
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16	Albert Einstein	History	Numbers	

**Pages 4–5 Lesson Plan 1****Leon Löwentraut****Objectives**

- To practice reading and listening comprehension (**1.2: Interpretive Communication**)
- To learn about a young German artist (**2.2: Products of Culture**)
- To revise interrogative pronouns (**1.1: Interpersonal Communication**)

**Starter**

Ask the class: *Welche Künstler/innen findest du gut?* Ask the students to discuss their answers beforehand in small groups. Collect the names of the artists mentioned on the board and ask students to justify their choice. If required, do an internet search and show the class some works by the artists mentioned. Give students the opportunity to express their opinions about the works of art.

**Main Activity**

- 1 Read the headline and the introduction with the class. Then ask comprehension questions. Students work through the interview independently in pairs, using dictionaries where appropriate. Circulate around the classroom and assist students where necessary. Nominate volunteers to read out the interview as a role play.
- 2 Students move on to **Verstehen** and complete the sentences with the correct interrogative pronouns. Make sure students use the accurate pronunciation of the 'w' sound in *wann*, *wo*, *was* and *wie*. Ask students to translate the six questions into the classroom language. They then answer the questions in writing in German. Remind students beforehand to use verbs in the third person singular. Review the students' comprehension skills and ask volunteers to read out their answers.
- 3 Divide the class into small groups. Ask each group to come up with five questions they would like to ask an artist. If necessary, repeat the verb forms in the second person for this task. Then ask volunteers to slip into the roles of the artists listed on the board without revealing their identity to the class. The volunteers then answer the questions asked by the different groups. One point for each group which guesses the identity of an artist correctly.

**Extension**

For homework: Students research an artist from their own country in **Weiterarbeiten** and create a short presentation for the beginning of the next lesson. Further independent learning: the online Learning Unit at [mg-plus.net/delanglab](http://mg-plus.net/delanglab).

**Pages 6–7 Lesson Plan 2****Schule versus Freizeit****Objectives**

- To practice reading and listening comprehension (**1.2: Interpretive Communication**)
- To learn about the life of teenagers in Germany (**4.2: Cultural Comparisons**)
- To revise modal verbs (**1.1: Interpersonal Communication**)
- To practice building sentences with *um* + *zu* + infinitive (**1.1: Interpersonal Communication**)

**Starter**

Play the audio clip 'Freizeit' at [mg-plus.net/SCHaudio](http://mg-plus.net/SCHaudio).

Ask the students to answer the following questions:

1. *Was für einen Beruf hat Herr Cordes?* (Sozialpädagoge).
  2. *Was bringt Jugendlichen in ihrer Freizeit Stress? (zu viel Programm, sind nicht gut organisiert).*
  3. *Wozu haben Jugendliche oft nicht genug Zeit? (zum Relaxen).*
  4. *Welche Tipps hat Herr Cordes? (To-Do-Liste, Hausaufgaben zuerst machen, weniger Zeit am Handy sein).*
- Discuss the tips with the class and encourage students to share their own.

**Main activity**

- 1 Read the headline and the introduction to the article with the class. Elicit the meaning of the phrase *Balance von Schule und Freizeit*. Ask students to discuss the questions in **Vorbereiten** with their speaking partners. Then ask: *Wer findet seinen Schultag zu lang? Wer nicht?* Encourage the students to justify their opinions.
- 2 Nominate five volunteers and ask them to read out the statements by Nils, Saskia, Marvin, Selen and Michi. Clarify any unknown vocabulary. Then move on to **Verstehen** and ask the class to name the affected teenagers.
- 3 Revise the conjugation of the modal verbs *müssen*, *können* and *mögen* in the present tense. Then ask students to underline these verbs in the text. Ask the class: *Was muss Nils machen? (Er muss mehr lernen, manchmal auch am Sonntag.) Was kann Nils nur in den Ferien machen? (Er kann ein Buch lesen.)* Proceed in a similar fashion with the modal verbs in the remaining statements.
- 4 Students continue with **Üben**. They build sentences with *'in der Woche keine Zeit haben, um ... zu + infinitive'*. Read out the answers with the class. Ensure the class practices the sentence pattern to a point where it becomes habitual.

**Extension**

Students complete **Weiterarbeiten** in writing. Challenge

the class to build sentences according to the pattern in **Üben** and to use modal verbs.

## Pages 10–11 Lesson Plan 3

### Cyber-Mobbing

#### Objectives

- To learn about the online activities of German teenagers (**4.2: Cultural Comparisons**)
- To practice reading and listening comprehension (**1.2: Interpretive Communication**)
- To practice using numbers and statistics (**3.1: Making Connections**)

#### Starter

Encourage the students to brainstorm the question in **Vorbereiten** in small groups. Nominate a student in each group to take minutes. Write *Cyber-Mobbing* on the board, collect the contributions of each group and keep relevant points in the form of a mind map on the board.

#### Main Activity

**1** Ask the students to work through the paragraph **Das Problem** with their speaking partners. Then, ask the class to supplement the diagram on the board with the additional information and new vocabulary from the text (for example: *absichtlich, die Täter, anonym agieren* usw.).

**2** Read the introduction and the article sentence by sentence with the class. Advanced groups work independently or with a partner. Hand out the photocopied vocabulary lists (see below) and ask the students to complete the translations with the terms found in the text. Then students move on to **Finde im Text ...**. Discuss the answers with the class.

**3** Look at the four infographics on page 11 with the class. Work through the example given for **Cyber-Mobbing in Zahlen** as well as the three further statistics under this headline, with the whole class. Proceed in a similar way with **Diese Medien benutzen Mobber**. Now ask the students to work through the remaining two infographics, taking turns with their speaking partners. Finally ask the class to expand the mind map on the board further with the newly gained insights.

**4** Play the audio clip '*Cyber-Mobbing*' at [mg-plus.net/SCHaudio](http://mg-plus.net/SCHaudio) several times. If needed, hand out the transcript to support listening comprehension. Ask students to answer the following questions: *Wie wurde Franziska gemobbt? Wie hat Franziska reagiert? Was haben Franziskas Eltern gemacht? Wie geht es Franziska heute? Welchen Tipp hat Franziska?* Students who were given a transcript can highlight the relevant sentences. Then ask: *Wie findet Ihr Franziskas Tipp?* Encourage a classroom discussion about Franziska's experiences.

### Grundvokabular: Cyber-Mobbing

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

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
die Schikane		die Konsequenz	
der Mobber		das Denken reflektieren	
enorm – ein enormes Problem		die Aktion	
Projekttag (Pl.)		über jemanden reden	
digitale Medien (Pl.)		geschockt sein	
falsche Informationen		schlimm	
besonders		identifizieren	
tyrannisiert werden		organisieren	
anonym agieren		persönliche Informationen	
stoppen		vorsichtig mit etwas sein	
die Prävention		auf Attacken reagieren	
das Präventionsprojekt		jemanden blockieren	
sensibilisiert sein		jemanden terrorisieren	
die Schüler sind sensibilisiert		jemanden diffamieren	
analysieren		Tipps gegen Cyber-Mobbing	

**Extension**

For homework: Students answer the questions in **Weiterarbeiten** and create a mind map showing what they can do against cyberbullying.

**Pages 14–15 Lesson Plan 4**

**Düsseldorf**

**Objectives**

- To learn something about Düsseldorf (**4.2: Cultural Comparisons**)
- To practice reading and listening comprehension (**1.2: Interpretive Communication**)
- To revise prepositions (**4.1: Language Comparisons**)
- To learn about borrowed words (**3.1: Making Connections**)
- To conduct online research in the target language (**3.2: Acquiring Information**)

**Starter**

Ask *Wo liegt Düsseldorf?* Encourage students to search for Düsseldorf on a detailed map and to write down as many answers as possible: (*Düsseldorf liegt: in Europa, in Deutschland, am Rhein, im Ruhrgebiet, in Nordrhein-Westfalen, in der Nähe von Wuppertal, nördlich von Köln etc.*). The student with the highest number of correct answers is the winner.

**Main Activity**

- 1 Nominate a volunteer to read out the intro. Ask: *Welche Begriffe sind hier aus welchen anderen Sprachen übernommen worden? (Haute Couture (Französisch), Second-Hand (Englisch), Fashion (Englisch), Metropole (Griechisch), Mode (Französisch), Shopping (Englisch), Fans (Englisch).* Explain the term *Lehnwort* in German (*ein Wort, das von einer anderen Sprache „ausgeliehen“ wurde*).
- 2 Students read the article with their speaking partners and enter the prepositions into the gaps in **Verstehen**. Extension question for advanced groups: Which prepositions are followed by the accusative (*für*) and which ones by dative? (*mit, bei, von, aus* and in this case *auf* and *in*).

- 3 Ask comprehension questions, for example: 1. *Wo kann man berühmte Designer und Luxusmarken kaufen? (auf der Königsallee oder „Kö“).* 2. *Wo findet man coole Second-Hand-Läden? (in den kleinen Straßen der Altstadt und im Quartier Flingern).* 3. *Wo kann man für wenig Geld shoppen? (bei den Discountern).* 4. *Wo lernt die nächste Designer-Generation? (in sieben Modeschulen).* 5. *Wofür ist die Stadt Düsseldorf bekannt? (für ihren Stil).*

Now ask the class: *Welche Lehnwörter aus dem Englischen findet ihr in diesem Text?* Encourage students to highlight the borrowed words. Then ask students to work out the correct definite articles, for example: *der Fashion-Fan, der Hipster, das Event, das Know-How.*

- 4 Nominate three volunteers to read the Düsseldorf tips **Was essen?**, **Was tun?** and **Was sehen?** with the class. Clarify any remaining unfamiliar vocabulary and initiate a class survey: *Welchen der drei Tipps findest du am besten?* If the class has access to computers, ask students to research three further interesting tips about Düsseldorf and to compile them in a short presentation.

**Extension**

For homework: Students answer the questions in **Weiterarbeiten** and design a poster.



**Culture box**

**Kraftwerk**

Düsseldorf is not only a destination for fashion lovers, but it is also the birthplace of electronic music. Here, Florian Schneider and Ralf Hütter, students at the Robert Schuhmann Musikhochschule, founded the band **Kraftwerk** in 1969. They set up Klingklang studio in Mintropstraße 16, where the band experimented with electronic sounds and developed their avant-garde style of music. Kraftwerk's album *Autobahn* revolutionized the pop scene in 1974; further albums like *Transeuropa Express* (1977) and *Computerwelt* (1981) consolidated the band's reputation as among the most influential innovators of modern music. Kraftwerk's sounds have been sampled by hundreds of bands and their style has influenced many artists, including Jay Z, Daft Punk, Björk and David Bowie.

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