

SCHUSS



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EDITOR'S LETTER

Dear teachers,

Welcome to our new edition of *Schuss*. On the occasion of the cinema release of the new Star Wars movie in December, we look into the perennial popularity of the franchise. We offer suggestions for a more environmentally friendly Christmas and we deal with mobile phone addiction among young Germans. We provide insights into Germany's second largest team sport – handball – and we debate whether the German language should be mandatory in all German schoolyards. Our up-and-coming musicians in this issue are the Giant Rooks, a popular indie band from Hamm.

We hope you and your students will have fun while reading, teaching and learning with *Schuss*.

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

Page	Article	Topic	Language	Website content
2-3	News	News	Present tense	
4-5	Star Wars	Film and television	Subclauses with 'weil'	
6-7	Öko-Weihnachten	Environment	Comparatives	
8-9	Handy-Sucht	Technology	Subclauses with 'damit'	
10-11	Handball	Sports	Numbers	
12	Deutschpflicht	School	Opinions and reasons	
13	Giant Rooks	Music	Word order	
14-15	Hamburg	Travel and tourism	Verbs	
16	Karl Marx	History	Numbers	

Pages 4–6 Lesson Plan 1**Star Wars****Objectives**

- To practise reading and listening comprehension
- To practise subordinating clauses with 'weil'

Starter

Play the video www.mg-plus.net/SCH48video2. Ask students to indicate with a tick which statements are correct and which ones are false. Discuss the answers with the class. Write the following expressions on the board: 1. *Mir ist langweilig.* 2. *Lass uns sehen, welche Filme gerade laufen.* 3. *In dem Film geht es um ...* 4. *Ich bin kein großer Fan von...* 5. *Das hört sich aber nicht sehr lustig an.* 6. *Mein Lieblings-Genre ist ...* Play the video again and ask students to cross off each expression as they hear it mentioned. Now ask the students to translate the expressions into the classroom language.

Main Activity

- 1 Proceed with **Vorbereiten**. If there is a sufficient number of *Star Wars* fans in the class continue to ask: *Welche Star-Wars-Filme findest du gut? Wer ist dein Lieblings-Charakter?* Ask advanced students to give reasons for their answers using *weil*. Write correct answers with *weil* on the board and ask: What rule applies to subclauses with 'weil'? ('Weil' moves the verb to the end of the subclause.)
- 2 Read the introduction to the article with the class and clarify unknown vocabulary. Students then work through the article in small groups, using dictionaries where appropriate. Circulate around the classroom and assist students with their vocabulary skills and pronunciation development.
- 3 Discuss the example sentence in **Verstehen**. Ask students to answer the remaining questions in writing, and to form subordinate clauses with 'weil' in the process. Nominate volunteers to read out their answers. Correct the word order if necessary and elicit the rule for word order in subclauses with 'weil' once again from the class.
- 4 As a plenary question ask the class: *Wer will den neuen Star Wars Film sehen?* Challenge the students to use the new vocabulary introduced in the lesson and to justify their answers using 'weil'.

Extension

For homework, ask students to complete **Weiterarbeiten** in writing and practise their understanding of sub-clauses with 'weil' further.

Pages 6–7 Lesson Plan 2**Öko-Weihnachten****Objectives**

- To practise reading and listening comprehension
- To learn about Christmas in Germany
- To practise using comparatives
- To have a debate about Christmas presents

Starter

Students begin with **Vorbereiten**. Working in pairs they should jot down ideas for things that their families buy for Christmas. In order to revise the accusative, write *Wir kaufen ...* on the board and ask each pair to name one or two of their objects. Complete the sentences on the board together, making sure to use the correct article in the accusative. If needed, elicit the rule beforehand. (Verbs such as *kaufen* are followed by an accusative object. The indefinite articles for feminine and neuter nouns remain unchanged to the nominative, the indefinite article for masculine nouns changes in the singular from 'ein' to 'einen'. No articles are used for nouns in the plural.)

Main activity

- 1 Read the headline and the introduction with the class. Clarify the meaning of the terms *grüne Weihnachten*, *Konsum*, *Müllberge* und *ein umweltfreundlicheres Weihnachtsfest* with the class. Divide the class into five groups. Each group prepares one of the Christmas tips. Following that, nominate volunteers from each group to sum up the tips. Ask comprehension questions aimed at practising the comparative, for example: *Warum sollte man keine Plastikbäume kaufen? Was sind die Vorteile von LED-Lichterketten? Warum sind selbst gemachte Geschenke eine gute Alternative?*
- 2 Students continue with **Üben**. Ask the class: How do we form the comparative for regular adjectives? (We add '-er' at the end.). Which exceptions can be found in **Üben**? (*gut – besser, gesund – gesünder*). For advanced groups: Why does *eine grünere Alternative* in the first paragraph have an extra '-e' attached to the comparative? (Comparatives need to take on gender and case endings when they come right before the reference noun.)
- 3 Play audio clip 7 www.mg-plus.net/SCHaudio. Ask students to note down answers to the following questions: 1. *Was kauft Rosa für ihre Mutter?* (*Liebblings-Tee*). 2. *Wo kauft Rosa die meisten Geschenke?* (*Online*). *Was kauft Markus im Einkaufszentrum?* (*Nichts*). 3. *Was verschenkt Paul?* (*Bruder: T-Shirt mit Tier-Motiv, Vater: Seife, Mutter: Liebblings-Kekse*). 4. *Warum sind Pauls Geschenke originell?* (*Paul macht die Geschenke selbst.*)
- 4 Write *Selbst gemachte oder gekaufte Geschenke?*

on the board. Volunteers say which type of presents they prefer to receive. Ask the students to give reasons for their preference and to practise using comparatives in their answers.

Extension

Students complete **Weiterarbeiten** in writing. Ask the class to write down a minimum of three ideas and to use comparatives in their answers.

Pages 8–9 Lesson Plan 3

Handy-Sucht

Objectives

- To learn about the mobile phone use of German teenagers
- To practise reading and listening comprehension
- To form subclauses with 'damit'

Starter

Start the lesson with **Vorbereiten**. Draw a timeline with minutes and hours on the board and ask: *Wie viel Zeit verbringt diese Klasse im Durchschnitt pro Tag am Handy?* Enter a cross for each student on the timeline. Then ask volunteers to use the data to work out the average usage (the mean) of the class. Discuss the outcome with the students.

Main Activity

1 Read the article with the class. Advanced groups

should work independently with a partner. Ask students to use two colours to highlight verb forms in the perfect tense and the imperfect tense. (Perfect tense: *habe geguckt, hat abgelenkt, habe getestet, hat geschockt*. Imperfect: *dachte, hatte, war, waren, kam, wollte, gab, wurde, konnte, war, war, dachte*). Ask comprehension questions, for example: 1. *Warum waren Jasmins Eltern oft genervt? (Weil Jasmin auch beim Essen immer aufs Handy geguckt hat.)* 2. *Warum musste Jasmin immer sofort ihr Handy checken? (Sie wollte nichts verpassen.)* 3. *Warum war Jasmin morgens müde? (Weil das Smartphone auch nachts an war.)*

2 Students move on to **Tipps gegen Handy-Sucht**.

Discuss the example sentence with the class. Ask: What is 'damit'? (A subordinating conjunction). Where is the verb in a subclause with 'damit'? (At the end of the subclause). The students should work through the following sentences with their partners.

3 Play the audio clip *Leben ohne Smartphone*, www.mg-plus.net/SCHaudio several times. If needed, hand out the transcript to support listening comprehension. Ask students to answer the following questions: 1. *Warum kann Serhad nicht ohne Smartphone leben? (Er hat Apps, die ihm helfen, seine Woche zu organisieren.)* 2. *Warum hatte Nina eine Woche lang kein Handy und kein Internet? (Ihr Smartphone war kaputt.)* 3. *Wer ist zu abhängig vom Handy? (Serhad und Nina.)* 4. *Wie lange könnte Sita ohne Smartphone leben? (Ein paar Tage oder eine Woche.)*

Grundvokabular: Handy-Sucht

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

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
das Handy		vielleicht	
das Smartphone		immer	
pro Tag		sofort	
exzessiv		relativ oft	
der Handy-Konsum		ich habe getestet	
das Problem		das hat mich geschockt	
die Funktionen (Pl.)		das Handy ausstellen	
die Kommunikation		das Handy anstellen	
die Hausaufgaben (Pl.)		sich konzentrieren können	
das Handy checken		benutzen	
ich checke mein Handy		wie lange	
rund um die Uhr		reduzieren	
nervös werden		eventuell	
beim Essen		wir sind zu abhängig	
ich habe realisiert		damit	

4 Now ask: *Sollen wir das testen: Eine Woche ohne Handy? Wer macht mit?* Consider Tarik's proposal in a classroom discussion.

Extension

For homework: Ask students to monitor their mobile phone consumption for a day and to make notes. They then need to answer the questions in **Weiterarbeiten** and complete the online Learning Unit www.de.maryglasgowplus.com/languagelab.

Page 16 Lesson Plan 4

Karl Marx

Objectives

- To learn something about Karl Marx
- To practise reading comprehension and pronunciation
- To conduct online research in the target language
- To have a classroom debate

Starter

Write the following terms on the board: *industrielle Revolution, entfremdete Arbeit, Klassenkampf, Kommunismus, Kapitalismus*, and ask the class to discuss the meaning of these terms in small groups. Encourage the groups to formulate preliminary definitions and make a note of these on the board.

Main Activity

- 1 Read the article together and practise the pronunciation of the dates with the students, for example *achtzehnhundertachtzehn* and *achtzehnhundertfünfunddreißig*.
- 2 Students should move on to do **Verstehen** in pairs and match the events in the text with the correct dates on the timeline. Ask volunteers to read out their answers.
- 3 For **Weiterarbeiten** students research online with their partners. Discuss the various answers and encourage students to add their peers' answers to their own timelines.

4 Students go back online to research the five terms from the beginning of the lesson. They compare their own definitions to the ones found online. If necessary, revise the preliminary definitions on the board.

5 For a classroom debate on the topic of *Kann Kommunismus funktionieren?*, challenge students to research online reasons for and against communism. Divide the class into two groups, whereby group 1 develops arguments in favour of communism and group 2 arguments against. End the lesson with a classroom debate. Encourage students to use the useful expressions for debates on page 12. The group presenting the most cogent argument wins.

Extension

For homework, students should write a short essay on the topic of *Meine ideale Gesellschaft*.



Culture box

Trier – die älteste Stadt Deutschlands

The city of Trier on the Moselle looks back on more than 2000 years of history. Many of its cultural monuments testify to Trier's great importance in Roman times, and today they are part of the UNESCO World Heritage scheme, including the Amphitheatre, the Imperial Baths, the Baths of Barbara and the city gate of the former Roman city wall - the Porta Nigra. On the occasion of the 200th birthday of Karl Marx on the 5th of May 2018, Trier will receive a brand new monument in honour of its most famous son: The People's Republic of China will present Trier with a 6 metre high statue of the philosopher. The sculpture by the Chinese artist Wu Weishan will be erected near the house where Karl Marx lived from 1819 to 1835. Trier expects in excess of 150,000 visitors from China alone in the jubilee year.