

SCHUSS



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EDITOR'S LETTER

Dear teachers,

Happy New Year! We've got a fun-filled issue of *Schuss* for you to kickstart the year. In this issue we get to know the young movie director and Oscar winner Alex Schaad. We also talk New Year's resolutions - what are typical resolutions and how can they be implemented successfully? February marks the start of the Carnival season and we visit five very distinctive festivals in German-speaking countries. Other topics include DreamHack, a gaming event in Leipzig, celebrity culture and the Austrian winter sports paradise Innsbruck. We wish you a successful 2018!

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!

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YOUR MAGAZINE AT A GLANCE

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Pages 4–5 Lesson Plan 1**Alex Schaad****Objectives**

- To learn something about a young director (**2.2: Products of Culture**)
- To practice reading and listening comprehension (**1.2: Interpretive Communication**)
- To practice the perfect tense (**4.1: Language Comparisons**)

Starter

Ask the class: *Was sind eure Lieblingsfilme?* Encourage students to answer in complete sentences beginning with: *Mein(e) Lieblingsfilm(e) ist/sind ...*. Compile a list of the named movies on the board. Point to one of the titles and ask: Who directed this film? If necessary, consult IMDb.com or Wikipedia. Ask the students to prepare **Vorbereiten** with their speaking partners, and discuss the answers with the class.

Main Activity

- Read the title and the introduction to the article with the class. Ask students to translate the verb in the imperfect (*gewann*) and to name the infinitive (*gewinnen*). Ask students to work through the article in small groups using dictionaries where appropriate. Ask comprehension questions and clarify any remaining unknown vocabulary.
- Ask a volunteer to give an example of the perfect tense in the first paragraph (*habe gemacht, habe mich interessiert*) and to describe how it is formed (auxiliary verb *haben* + past participle). Elicit from the class which verbs use *sein* (to be) instead of *haben* (to have) to form the perfect tense (primarily verbs expressing a change in location or time as well as *sein* itself). Ask students to highlight all perfect verb forms in the interview (*habe gefunden, haben geschrieben, bin gekommen, hat geöffnet*). Then ask students to do **Verstehen** in writing.
- Hand out the transcript of audio clip 11 (www.mg-plus.net/SCHaudio). Make sure students understand Connie's questions. Play the audio clip and encourage students to read along. Ask students to answer the following questions: 1. *Was für Filme hat Pedro schon gemacht?* (*Kurzfilme und Musikvideos*). 2. *Wann hat Pedro angefangen, Filme zu machen?* (*Als Teenager*). 3. *Was ist das Wichtigste für einen Filmemacher?* (*Eine gute Idee für eine Geschichte*). 4. *Wie kann man sich als Filmemacher einen Namen machen?* (*Die Filme an Filmfestivals und Contests schicken*).
- Ask the class: *Ist Filmemacher ein Beruf für euch?* Encourage students to give reasons for their answers using 'weil'.

Extension

For homework, ask students to research a film director from their own country and complete **Weiterarbeiten** in writing.

Pages 6–7 Lesson Plan 2**Fünfmal Karneval****Objectives**

- To learn about carnival in Germany (**2.1: Practices of Culture**)
- To practice reading comprehension (**1.2: Interpretive Communication**)
- To practice the superlative (**4.1: Language Comparisons**)

Starter

Allow three minutes for students to brainstorm the question in **Vorbereiten** in small teams. The team that has named the most carnival events by the end is the winner.

Main Activity

- Read the headline and the introduction with the class. Ask: *Warum findet Karneval im Februar statt?* Remind students of the historical link between carnival and Lent, the beginning of the Christian fasting period.
- Read the descriptions of the five carnival events with the class. Allow advanced groups to work through the article independently with their speaking partners. Clarify unknown terms and ask comprehension questions, for example: 1. *Was ist das Highlight des Bremer Samba-Karnevals?* (*Die Parade am 2. und 3. Februar*). 2. *Was beginnt am 19. Februar um vier Uhr morgens?* (*Die Baseler Fasnacht*). 3. *Womit wollen die Maschkerer den Winter vertreiben?* (*Mit Lärm und Musik*). 4. *Wie heißen die aktiven Karnevalisten beim Kölner Karneval?* (*Jecken*). 5. *Was gibt es beim China-Fasching?* (*Chinesische Kostüme, einen Kaiser und einen Drachen*).
- Revise the formation of the superlative with the class, then ask students to underline all the superlatives in the text (*berühmteste, größte, kurioseste, längste*). Point out that all of the examples are nominative and encourage students to work out patterns for the formation of the superlative in the nominative. (After a definite article the ending *-(e)ste* is added to the adjective; some adjectives change to an umlaut, such as *längste, größte*.) Students then move on to **Verstehen** in pairs. Point to the exceptions in sentences 3 and 6: The ending *-n* is added to the superlative because it is a masculine noun or a plural in the accusative.

4 Divide the class into teams. Name a fact from the carnival descriptions. The team that first assigns the fact to the correct event gets a point, for example: *Es kommen 40 000 Besucher zu diesem exotischen Spektakel – answer: Samba Karneval in Bremen.*

Extension

Ask students to research a carnival event in their own country in **Weiterarbeiten** and/or complete the online Language Lab unit (www.mg-plus.net/delanglab).

Pages 8–9 Lesson Plan 3

Neujahrsvorsätze

Objectives

- To learn about the life of German teenagers (**2.1: Practices of Culture**)
- To practice reading and listening comprehension (**1.2: Interpretive Communication**)
- To practice the future tense (**4.1: Language Comparisons**)

Starter

Play the video 'Gute Vorsätze' (www.mg-plus.net/SCH48video3) and ask the class to tick the true or false boxes in the accompanying exercise on page 9. Discuss the answers with the class.

Main Activity

- 1** Divide the class into groups of four. Ask the groups to discuss the question in **Vorbereiten** and to note down a keyword list of New Year's resolutions, for example: *mehr Deutsch lernen, kochen lernen*. Ask the groups to select their most useful resolutions and collect them on the board.
- 2** Read the article with the class. Allow advanced groups to work independently with a partner.
- 3** Ask which tenses are used by the four teens to talk about the future (present tense and future tense) and ask students to give examples from the text (present tense: *Ich mache in zwei Jahren Abitur, im Januar beginne ich Gitarren-Unterricht ...* . future tense: *2018 werde ich mich mehr ...konzentrieren, ich werde nächstes Jahr mehr Sport machen, zuerst werde ich mein Zimmer ausmisten*). Ask students to highlight all verb forms in the future tense. Elicit from the class how the future tense is formed (conjugated form of *werden* + infinitive of the main verb). Ask the students to complete **Verstehen** in pairs.
- 4** Play audio clip 7, 'Frohes neues Jahr' (www.mg-plus.net/SCHaudio) several times. Ask students to answer the following questions: 1. *Welche guten Vorsätze hat Tarik für dieses Jahr, und warum? (Keine, er glaubt, gute Vorsätze funktionieren nicht).* 2. *Was findet*

**Grundvokabular:
Neujahrsvorsätze**

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

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
ich wünsche dir/euch		sinnvoll – sinnlos	
ein frohes neues Jahr		Abitur machen	
einen guten Rutsch		planen	
das Glück		sich organisieren	
werden		organisiert sein	
wollen		funktionieren	
ich wollte schon immer mal		sich auf etwas konzentrieren	
mögen – ich möchte		erfolgreich sein	
mehr		etwas ausprobieren	
weniger		ein neues Hobby	
etwas Neues		mit etwas beginnen	
gut, besser		fitter werden	
gesund, gesünder		Schokolade essen	
nett, netter		ins Fitness-Studio gehen	
realistisch – unrealistisch		jeden Tag	

Connie unrealistisch? (Zu viele gute Vorsätze zu haben).
3. Wie glaubt Connie, ist man eher erfolgreich? (Wenn man sich auf einen Vorsatz konzentriert).

5 Rephrase the list of New Year's resolutions on the board with the class using the future tense. Discuss individual resolutions and ask students to propose what could be done to successfully implement them.

Extension

Ask students to answer the questions in **Weiterarbeiten** for homework.

Pages 14–15 Lesson Plan 4

Innsbruck

Objectives

- To learn something about the Austrian city of Innsbruck (3.2: Making Connections)
- To practice reading and listening comprehension (1.2: Interpretive Communication)
- To revise adjectives (4.1: Language Comparisons)
- To conduct online research in the target language (5.2: Lifelong Learning)

Starter

Start the lesson with a quiz by asking students: *Sind diese Aussagen über Innsbruck richtig oder falsch?*
1. Innsbruck liegt an der Isar. 2. Innsbruck liegt in der Schweiz. 3. Innsbruck hat eine Million Einwohner. 4. Eine Top-Attraktion in Innsbruck ist das Kuckucksuhr-Museum. 5. Innsbruck ist eine Destination für Wassersport-Fans. (They are all wrong.)

Main Activity

1 Ask students to read the article with their speaking partners and enter the adjectives in **Verstehen** into the gaps. Discuss the answers with the class and, if necessary, revise the rules for the declension of adjectives. (Adjectives need to agree in gender, number and case to the corresponding noun only if they are in front of the noun, otherwise they remain unchanged.) Ask the students to now correct the five false statements from the beginning of the lesson: 1. *Innsbruck liegt am Inn.* 2. *Innsbruck liegt in Österreich.* 3. *Innsbruck hat*

130 000 Einwohner. 4. *Eine Top-Attraktion ist die Bergisel-Sprungschanze.* 5. *Innsbruck ist eine Destination für Wintersport-Fans.*

2 Write *Wintersport* on the board. Ask the students to name the winter sport activities mentioned in the article and write them on the board. (*Skifahren, Langlauf, Freestyle, Snowboarden, Bobfahren, Skeletonfahren*).

3 Play the audio clip 'Wintersport' (www.mg-plus.net/SCHaudio). Ask the students to call out the new winter sports described by Jan (*Snowkiting, Snowbiken, Airboarding*), and add them to the activities already on the board. Play the clip again and ask students to listen out for Jan's descriptions of the three activities.

4 In pairs, ask students to pick one of the winter sports activities from the board. They should then prepare a description of the sport in writing, using Jan's versions as scaffolding. Ask volunteers to read out their own versions towards the end of the lesson.

Extension

For homework, ask students to write a short script for a TV or radio advertisement entitled 'Wintersport in Innsbruck'.



Culture box

Tirol – die geteilte Alpenregion

Tyrol was a predominantly German-speaking region of the Austro-Hungarian Empire before the First World War. After 1918, the southern part of Tyrol became part of Italy, while the northern part remained Austrian. After the takeover of Italy by Mussolini in 1922, the German-speaking population of South Tyrol came increasingly under pressure to abandon its cultural identity. Only after the end of the Second World War did Italy recognise the minority rights of German-speaking residents. Austria's accession to the EU also opened up new perspectives for a peaceful coexistence in 1995. It has contributed to the fact that Tyrol and South Tyrol today flourish culturally and economically as parts of a cross-border, modern Alpine region.

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