

# SCHUSS



Your web teacher code is:



**de.maryglasgowplus.com**

With National Standards for Foreign Languages

## EDITOR'S LETTER

Dear teachers,

In the March issue of *Schuss* we feature the young mountaineer Fabian Lentsch. The 24-year-old from Innsbruck talks about his search for unknown ski regions around the world. The article *Generation Merkel* examines the Chancellor's popularity amongst young people and the trend towards more conservative values. In addition, we take a closer look at an alternative moneyless lifestyle, the so-called 'pink tax' and data protection online. On our music page, the German-Turkish singer Elif Demirezer talks about her career, the city in focus is Berlin and our historical personality is the psychoanalyst Sigmund Freud.

Enjoy reading and learning,

**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/SCHvideo](http://www.mg-plus.net/SCHvideo)).

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: [hilfe@maryglasgowplus.com](mailto:hilfe@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 |
| 2-3                       | News               | News               | Present tense       |                 |
| 4-5                       | Fabian Lentsch     | Sports             | Conjunctions        |                 |
| 6-7                       | Generation Merkel  | Politics           | Verbs               |                 |
| 8-9                       | Leben ohne Geld    | Money              | Imperative          |                 |
| 10-11                     | Die „rosa Steuer“  | Society            | Numbers             |                 |
| 12                        | Datenschutz online | Technology         | Expressing opinions |                 |
| 13                        | Elif Demirezer     | Music              | Word order          |                 |
| 14-15                     | Berlin             | Travel and tourism | Adjectives          |                 |
| 16                        | Sigmund Freud      | History            | Numbers             |                 |

**Pages 4–5 Lesson Plan 1****Fabian Lentsch****Objectives**

- To learn something about a young Austrian freeskier **(2.2: Products of Culture)**
- To practice reading and listening comprehension **(1.2: Interpretive Communication)**
- To revise subclauses with conjunctions **(4.1: Language Comparisons)**

**Starter**

Begin with **Vorbereiten**: Ask students to engage in short dialogues with changing speaking partners. Encourage students to give reasons for their choice using a subclause with *weil*. Then ask the students to tell you the favourite sports of their speaking partners in whole sentences, if possible adding the reason given, for example: *Toms Lieblings-Sport ist Reiten, weil es Spaß macht.*

**Main Activity**

1 Read the title and the introduction to the interview with the class. Revise the conjunctions in **Verstehen** if necessary. Ask the class to work through the interview in pairs, and to insert the conjunctions into the gaps as they go along.

2 Ask some volunteers to read the interview aloud, taking on the roles of interviewer and interviewee. Pause after each paragraph to check the correct use of conjunctions, ask comprehension questions and clarify unknown vocabulary. Ask students to take a closer look at the conjunctions in **Verstehen**. Elicit from the class which two conjunctions are different from the others and how. (In subordinate clauses with *aber* and *denn* the word order remains unchanged. The other conjunctions on the list send the verb in the subordinate clause to the end of the sentence.)

3 Ask students to complete **Üben** in writing. Advanced students should then formulate their own questions with *warum* and ask their speaking partners to answer them.

4 Play the audio clip 'Bergsteigen' ([www.mg-plus.net/SCHaudio](http://www.mg-plus.net/SCHaudio)) several times. Ask the class to help you to collect as many details as possible about Melli's adventure in the classroom language and write them as bullet points on the board. Now hand out the transcript. Ask students to use the text to put the statements on the blackboard in the correct order of the narration and to complete any missing information about Melli's story. Students should draw a mountain and add to the sketch any vocabulary from the audio transcript referring to mountains, for example *Bergsteiger, Gipfel, Sturm, Felsen, Seilbahn*. Ask advanced students to use this vocabulary to invent their own mountain adventure.

**Extension**

Ask students to complete **Weiterarbeiten** in writing for homework.

**Pages 6–7 Lesson Plan 2****Generation Merkel****Objectives**

- To learn something about the political views of German youth **(3.1: Making Connections)**
- To practice reading comprehension **(1.2: Interpretive Communication)**
- To discuss political issues **(1.3: Presentational Communication)**

**Starter**

Begin with **Vorbereiten** in small teams and ask students to extend their answers by giving reasons. Explain that in today's lesson students will look at Angela Merkel's popularity amongst German youth. Show the class a short video clip with Merkel, for example from the website [www.bundeskanzlerin.de](http://www.bundeskanzlerin.de).

**Main activity**

1 Read the article with the class. Ask advanced groups to work through the text independently in pairs. Students self-assess their reading comprehension by answering the questions in **Verstehen**.

2 Discuss with the class what differences and similarities exist between German youth and themselves. Ask first: *Warum ist Angela Merkel bei Jugendlichen so beliebt?* Elicit the reasons from volunteers and write the key phrases on the board, from *mit Merkel groß geworden, zufrieden mit der ökonomischen Situation to finden Merkels progressive Flüchtlingspolitik gut*. Then discuss each item and encourage students to compare the opinions of young Germans with their own situation. Ask: *Welchen Politikern vertraut ihr? Seid ihr auch konservativ und priorisiert ihr auch Schule, Beruf und Familie? Wie ist eure Einstellung zur Flüchtlingspolitik?*

3 Organize the students into groups and ask them to read **Welche Qualitäten braucht ein guter Politiker?** Ask the groups to rank the five qualities according to their importance. They should illustrate their choice with an example from their own country and discuss possible differences of opinion within their groups. (Encourage students to utilize the *5 nützliche Ausdrücke* list on page 12 for their debates.) Volunteers should then summarise the results of the group discussions.

4 End the Lesson with **Weiterarbeiten**. Ask: *Was ist Jugendlichen in der Politik wichtig?* Record the topics mentioned by the students on the board. Then have a vote on which topic is the most relevant for the students.

### Extension

Ask students to complete the online Language Lab unit ([www.mg-plus.net/delanglab](http://www.mg-plus.net/delanglab)) for homework.

## Pages 8–9 Lesson Plan 3

### Leben ohne Geld

#### Objectives

- To learn about sustainability in Germany  
(**2.1: Practices of Culture**)
- To practise reading and listening comprehension  
(**1.2: Interpretive Communication**)
- To revise the imperative (**4.1: Language Comparisons**)

#### Starter

Ask students, in groups, to brainstorm the question in **Vorbereiten**, then record their arguments *für* and *gegen* living without money on the board. How many students can imagine living without money for a while?

#### Main Activity

1 Read the introduction and the paragraph about Raphael Fellmer's projects together with the class. In their groups, students should draft definitions for the following terms: *Exzessiver Konsum*, *Verschwendung*, *Umweltschutz*, *Nachhaltigkeit*. Ask the groups to compare and, where appropriate, improve their respective definitions. Then ask comprehension

questions about Raphael, for example: *Welche Projekte hat Raphael gestartet?* (*Die Online-Plattform Foodsharing und den Food-Outlet Laden SirPlus*). *Was will Raphael mit diesen Projekten erreichen?* (*Er will andere inspirieren, ihren Konsum zu reduzieren.*) *Worum geht es in Raphaels Buch?* (*Es geht darum, wie man weniger konsumieren und nachhaltiger leben kann.*)

2 Ask students to read the paragraphs *Essen*, *Transport*, *Kleidung* und *Skill-Sharing* in small groups, then test their reading comprehension with **Verstehen**. If needed, revise the imperative in the second person singular for this task.

3 Play the audio clip 'Leben ohne Geld' ([www.mg-plus.net/SCHaudio](http://www.mg-plus.net/SCHaudio)) and ask the students to note down answers to the following questions: *Was ist Astas Experiment?* (*Ein Jahr ohne Geld leben*). *Warum zahlt Asta keine Miete?* (*Sie wohnt bei Bekannten der Eltern, hilft im Haushalt, babysittet.*) *Wo findet Asta ihre Kleidung?* (*Im Umsonstladen*). *Was kann Asta ohne Geld nicht machen?* (*In ein Café oder ins Kino gehen, zum Friseur gehen*).

4 Ask students to answer the questions in **Weiterarbeiten** and formulate their tips in the imperative. At the end of the lesson each group should present its suggestions. Encourage the class to comment on the suggestions and encourage discussion. Which tips can be best put into practice?

### Grundvokabular: Leben ohne Geld

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

| Auf Deutsch            | Übersetzung | Auf Deutsch                | Übersetzung |
|------------------------|-------------|----------------------------|-------------|
| ohne                   |             | die Ferien (Pl.)           |             |
| das Geld               |             | der Urlaub                 |             |
| eine Aktion gegen ...  |             | der Haustausch             |             |
| der Konsum             |             | der Umsonstladen           |             |
| der Umweltschutz       |             | gratis                     |             |
| inspirieren            |             | die Klamotten (Pl.)        |             |
| reduzieren             |             | ein gutes Geschäft         |             |
| nachhaltig             |             | etwas ausleihen            |             |
| die Erfahrung          |             | etwas zum Anziehen         |             |
| weniger                |             | das Experiment             |             |
| die Lebensmittel (Pl.) |             | versuchen                  |             |
| der Müll               |             | es funktioniert            |             |
| im Müll landen         |             | Miete zahlen               |             |
| saisonal               |             | es ist schwierig, wenn ... |             |
| das Obst               |             | das ist problematisch      |             |

**Extension**

Ask students to watch the video ([www.mg-plus.net/SCHvideo](http://www.mg-plus.net/SCHvideo)) and complete the true or false exercise on page 9 for homework.

**Pages 10-11 Lesson Plan 4**

**Die „rosa Steuer“**

**Objectives**

- To learn something about the 'pink tax' (**3.1: Making Connections**)
- To practice reading comprehension (**1.2: Interpretive Communication**)
- To practice using numbers and statistics (**1.3: Presentational Communication**)

**Starter**

Ask students to discuss the question in **Vorbereiten** with their speaking partners. Then turn the subject into a classroom discussion.

**Main Activity**

- 1 Ask students to read the article with their speaking partners and use their dictionaries to look up unknown words. Then ask comprehension questions, for example: *Was ist die „rosa Steuer“? (Ein Mehrpreis für genderspezifische Produkte und Dienstleistungen). Warum heißt die Steuer „rosa“? (Weil viele der Produkte für Frauen rosa sind.) Warum ist es schwierig, die Preise ähnlicher Produkte für Frauen und Männer zu vergleichen? (Die Produkte stehen in verschiedenen Regalen, die Packungsgrößen sind verschieden.)* Students should test their text comprehension by completing **Finde im Text**. Discuss the answers with the class.
- 2 Ask: *Für welche Produkte habt ihr schon selbst „rosa Steuer“ gezahlt?* Encourage students to cite examples from their own everyday life (e. g. when buying presents) and write them on the board.

- 3 Divide the class into small teams and ask the students – apart from one volunteer per team – to close their *Schuss* magazines. Ask the volunteers with the open magazines to turn the statistics on page 11 into questions. For example: *Wie viel weniger verdienen Frauen als Männer?* oder: *Wie viel Euro mehr kostet ein Kurzhaarschnitt für Frauen?* The other group members should take turns to guess. The student with the closest estimate gets a point.
- 4 Towards the end of the lesson students should discuss the questions in **Weiterarbeiten**, first in their team and then as a classroom discussion.

**Extension**

Ask students to answer the question *Was können Männer und Frauen gegen die rosa Steuer tun?* in writing for homework.



**Culture box**

**Alice Schwarzer und EMMA**

Author and journalist Alice Schwarzer, born in 1942, is considered one of Germany's best known and most influential intellectual figures. Since the beginnings of the women's movement of the 1970s, the self-proclaimed feminist has campaigned for gender equality and the necessary societal changes. Her books *Frauenarbeit-Frauenbefreiung* and *Der kleine Unterschied und seine großen Folgen* shaped public debate in Germany and reached an international audience. Following the example of the feminist US magazine *Ms*, Alice Schwarzer founded EMMA in 1977. Today, EMMA also has a website and an online archive. Alice Schwarzer has received many awards for her political engagement, including the Great Order of Merit of the German Federal Republic.

**SCHUSS Vol. 48, März 2018**

Statement of Ownership, Management and Circulation of SCHUSS (as required by Title 39, United States Code). Date of filing: October 1, 2017. Publication Number: 0048-9492 Title of Publication: SCHUSS Frequency of issue: five times during school year; Sept – Oct, Nov – Dec, Jan – Feb, March, Apr – May. No. of issues Published Annually: 5 Annual Subscription Price: \$7.99 Location of known Office of Publication: 2931 East McCarty Street, Cole County, Jefferson City, MO 65101-4464. Location of the Headquarters of the Publishers: 557 Broadway, New York, NY 10012-3999 Publisher: M. Richard Robinson; Editor: Martina Koeppcke, (both of 557 Broadway, New York NY 10012). Owner: Scholastic Corp., Richard Robinson, Trust under will of Maurice R. Robinson, Trust under will of Florence L. Robinson, 557 Broadway, New York, NY 10012-3999. During Preceding 12 Months Average Number of Copies 15,982; Paid Circulation 11,213; Free Distribution 1,274; Total Number of Copies Distributed 14,487; Office Use, etc. 1,495; Total 15,982. For Single Issue Nearest to Filing Date: Number of Copies Printed 17,480; Paid Circulation 8,613; Samples 5,274; Number of Copies Distributed 13,887; Office Use, etc. 3,593; Total 17,480.

PRINTED IN THE USA by Quad Graphics, 2300 Brown Avenue, Waseca, MN 56093

Verlagsdirektor: Gordon Knowles.

All Websites, die in diesem Heft erwähnt werden, wurden zum Zeitpunkt der Publikation sorgfältig überprüft. Mary Glasgow ist für spätere Änderungen nicht verantwortlich.