

SCHUSS



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EDITOR'S LETTER

Dear teachers,

Welcome to the new series of *Schuss*, the magazine that offers your students a deeper understanding of German culture and an enjoyable reading experience. In this issue we present the story of Rayouf Alhmedhi from Vienna, who invented the hijab emoji, and we start our blog, written by Myrto, a student from Berlin. We look at a cooking initiative from Berlin - *Deutsche und Flüchtlinge schauen über den Tellerrand* - and to mark German Unity Day, we ask: *Jung in der DDR – wie war das?* Students also learn about Adi Dassler, the man behind the global sportswear brand Adidas.

As always, all articles are accompanied by fun exercises.

Happy reading!

Britta Giersche
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?

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YOUR MAGAZINE AT A GLANCE

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Pages 4–5 Lesson Plan 1**„Ich habe ein Emoji erfunden“****Objectives**

- To practice reading comprehension (**1.2: Interpretive Communication**)
- To practice the use of adjectives (**4.1: Language Comparisons**)
- To recognize verbs in the imperfect tense (**4.1: Language Comparisons**)

Starter

Begin with **Üben**. Ask students to match up the emojis with the statements, then to discuss the questions in **Vorbereiten** in small groups. Encourage them to extend their answers using subordinate clauses beginning with 'weil'. Ask volunteers from each group to list the reasons discussed within their group.

Main activities

- 1 Read the introduction to the article with the class and make sure all unfamiliar words are explained. Ask students to read the article in pairs and to look up all unknown terms independently. Students should then test their understanding of the text in **Verstehen**. Ask them to translate the eight sentences into the classroom language and to highlight the corresponding text passages in the article. Discuss the answers with the class.
- 2 Ask students to underline all verb forms in the imperfect. Discuss the verb forms with the class. Which verbs are regular, which are irregular? On the board, collate the verb forms into two lists: list 1: regular verbs (*suchte, existierte, zeichnete, argumentierte hatte, deklarierte*), list 2: irregular/mixed verbs: (*begann, wurde, zog, schlug vor, schrieb, wollte*). Ask the students to work out the infinitives and then to convert the sentences into the present tense. Divide the class into groups so that less advanced students work on list 1 (e.g. *suchte/suchen/sucht*) and more advanced students work on list 2 (*begann/beginnen/beginnt etc.*) Discuss the exercise with the class after completion.
- 3 Continue with **Diskutieren**. Ask students to discuss the questions in small groups and then design their own emojis.

Extension

For homework, students should draw at least six versions of the emoji they designed in class with different facial expressions and label their drawings with appropriate adjectives or phrases.

Pages 6–7 Lesson Plan 2**Der populärste Fußball-YouTuber der Welt****Objectives**

- To learn something about a German YouTube channel (**2.2: Products of Culture**)
- To practice reading and listening comprehension (**1.2: Interpretive Communication**)
- To revise verbs in the present tense (**4.1: Language Comparisons**)

Starter

Discuss **Vorbereiten** in class and compile a list of the most popular videos and YouTube channels on the board. Encourage students to extend their answers using conjunctions and subclauses.

Main activity

- 1 Read the headline and the introduction to the article aloud with the class. Students should then read the article independently with their speaking partners and test their reading comprehension in **Verstehen**. Discuss the answers with the whole class.
- 2 Ask the students to translate the infinitive verb forms in **Üben** into the classroom language. Briefly revise the formation of the present tense in the third person and ask students to complete the sentences in **Üben** with the correct verb forms. Nominate volunteers to read the sentences aloud.
- 3 Play the audio clip *Deutschlands YouTube-Kanäle* (www.mg-plus.net/SCHaudio). Ask students to note down the three YouTube channels mentioned in the clip, their genres and the number of subscribers.
1. *freekickerz/Fußball/sechs Millionen*, 2. *Kurzgesagt – In a Nutshell/Wissenschaft und Technik/fünf Millionen*, 3. *Gronkh/Videospiele/vier Komma sieben Millionen*. Review the answers with the class and encourage students to compare the genres and subscriber numbers with successful YouTube channels in their own country.
- 4 Ask students to read the tips in **YouTuber werden - wie** in small groups and evaluate the tips. They should then formulate their own tips within their groups in writing. Ask students to read out their tips and put them on the board. Ask: *Welche Tipps sind am nützlichsten?* Initiate a vote.
- 5 End the lesson with **Diskutieren**. Ask students to list their arguments for and against becoming a professional YouTuber in writing. Initiate a classroom debate.

Extension

For homework, students should complete the Language Lab Unit (www.mg-plus.net/delanglab).

Pages 8–9 Lesson Plan 3

Jung in der DDR – wie war das?

Objectives

- To learn something about the life of teenagers in the GDR (**2.1: Practices of Culture**)
- To practice reading and listening comprehension (**1.2: Interpretive Communication**)
- To practice the use of modal verbs in the imperfect (**4.1: Language Comparisons**)

Starter

Ask students to look at the map on page 8. Ask: *Welche Bedeutung hatten eurer Meinung nach Videospiele, Wrangler-Jeans etc. für Jugendliche in der DDR?*

Students should then discuss **Vorbereiten** in small groups and present their answers to the class. Find out what knowledge gaps about the division of Germany exist in the class and ask students to formulate their questions, such as: 'Why were there two German states?' etc. Make a list of the students' questions on the board.

Main activity

- 1 Read page 8 with the class. Nominate students to read aloud one sentence at a time. Then ask comprehension questions: *Was feiern die Deutschen am 3. Oktober? (den Tag der Deutschen Einheit). Was waren*

die offiziellen Namen für West- und Ostdeutschland? (Bundesrepublik Deutschland oder BRD, Deutsche Demokratische Republik oder DDR). Wie viele Parteien gab es in der DDR? (eine). Warum haben die Leute in der DDR rebelliert? (Weil es ihnen nicht gut gegangen ist). In welchem Jahr hörte die DDR auf zu existieren? (1990).

- 2 Ask students to read page 9 with their partners and complete **Üben**. Revise, if necessary, the formation of the imperfect in the third person singular and plural for the modal verbs *müssen*, *können* und *dürfen*.

- 3 Play the audio clip *Jung in der DDR* (www.mg-plus.net/SCHaudio) and ask the following questions: *Was musste Thorstens Vater machen? (Ins Pionierlager fahren). Warum wollte er nicht ins Pionierlager fahren (Weil er überhaupt nicht sportlich ist.) Was wollte Thorstens Vater gerne haben? (eine West-Jeans). Was hat seine Oma für ihn gestrickt, als er 13 war? (Shorts).*

- 4 Ask students to complete **Diskutieren** in small groups in writing. Initiate a classroom debate.

Extension

Read the list of questions the students created at the beginning of the lesson on the board. Which questions can now, at the end of the lesson, be answered, and which ones remain unanswered? Each student should pick an unanswered question and research it for homework.

Grundvokabular: Jung in der DDR

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

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
der Nationalfeiertag		gut gehen	
die BRD		schließlich	
die DDR		rebellieren	
sozialistisch		die Zukunft	
demokratisch		politisch	
der Staat		die Massenorganisation	
feiern		die Uniform	
aufhören		jemanden treffen	
existieren		die Propaganda	
neben		die Jugendlichen (Pl.)	
getrennt		kaufen	
die Mauer		produzieren	
organisieren		die Kleidung	
funktionieren		nicht genug	
die Leute		etwas selbst machen	

Pages 10–11 Lesson Plan 4**Deutsche und Flüchtlinge schauen über den****Tellerrand****Objectives**

- To learn something about refugees in Germany **(3.1: Making Connections)**
- To practice reading and listening comprehension **(1.2: Interpretive Communication)**
- To practice vocabulary related to food **(4.2: Cultural Comparisons)**

Starter

Ask students to talk about the questions in **Vorbereiten** in small groups. Write the dishes mentioned by the students on the board. Which of the dishes are everyday dishes, and which ones are festive? What does it mean for students to eat together? Encourage a discussion.

Main activity

- 1 Read the introduction to the article with the class. Challenge volunteers to explain the idiom 'über den eigenen Tellerrand schauen' in the classroom language. Ask: *Warum passt dieser Name besonders gut zu diesem Verein?* (Tellerrand is used literally as well as figuratively.)
- 2 Ask students to read the article in pairs and look up unknown vocabulary independently in their dictionaries. They should then test their reading comprehension by completing **Verstehen**. Discuss the answers with the class and ask further comprehension questions, for example: *Was hat Yazan in Syrien studiert?* (Physik). *Wie viele Flüchtlinge leben in Deutschland?* (circa eins Komma sechs Millionen). *Warum kommen die Flüchtlinge nach Deutschland?* (Sie möchten Asyl.) *Was ist das größte Problem für Flüchtlinge?* (das Warten).
- 3 Ask students to complete **Üben** with their partners and complete the recipe, using dictionaries where necessary. Extend the exercise for high achieving students: name a range of further dishes (for example *Pizza Margherita*) and challenge students to draw up lists of ingredients.

- 4 Play the audio clip *Asylanten helfen* (www.mg-plus.net/SCHaudio) and ask the students to note down Thorsten's tips on how to help refugees (*Zeit spenden, bei einer Tasse Kaffee oder Tee Deutsch sprechen, Geld spenden*). Then ask students to discuss the particular needs of young refugees and to come up with ideas as to what can be done to make integration easier for them. Make a list of the suggestions on the board. Ask: *Welchen Vorschlag könnte man am einfachsten verwirklichen? Welcher ist am wirkungsvollsten?*

Extension

For homework, ask students to answer the question in **Diskutieren** and write down their recipes for their favorite meals.

**Culture box****Zwischen Willkommenskultur und Ablehnung – Flüchtlinge in Deutschland**

On September 4th 2015, Germany opened its borders to thousands of refugees who were stranded on the Balkan route on their way to Germany. On that weekend alone, more than 15,000 people reached Munich Central Station. Within a year, Germany took in just under a million refugees. Chancellor Angela Merkel's statement 'Wir schaffen das!' (We can do it!) reflected the positive attitude of large sections of the German population: Millions of German families had suffered hardship as refugees during the Second World War and saw it as a moral duty to help the newcomers to integrate. Merkel's refugee policy, however, also received strong criticism and led to the rise of the far right *Alternative für Deutschland* (AfD) to become the largest opposition party in the German Bundestag.

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