

SCHUSS



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EDITOR'S LETTER

Dear teachers,

We wish you and your students a happy New Year and hope you will enjoy the third edition of the *Schuss* series. In this issue we feature Jonathan Klinsmann, the son of football legend Jürgen Klinsmann, who currently plays as goalkeeper for Herta BSC Berlin. In keeping with the season, we discuss the pros and cons of Carnival. Scarlett from Berlin tells us about her life in a Hartz IV family and further topics include the Smart City 2030, Johanna Spyri and the Europapark. We wish you a successful 2019!

Britta Giersche
Editor

KEY

What do our symbols mean?

- Listen to an audio track about this article (www.mg-plus.net/SCHaudio).
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- Do the learning unit on this article (www.mg-plus.net/delanglab).
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- Watch a video about this article (www.mg-plus.net/SCHvideo).
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- Explore the extra online content about this article (www.mg-plus.net/SCHextra).
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- Explore the Lesson Plan included on the Teacher's Notes!

YOUR MAGAZINE AT A GLANCE

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6-7	Das Leben in einer Hartz-IV-Familie	Society	Negation	
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PROBLEMS NAVIGATING THE WEBSITE?

- Email us: hilfe@maryglasgowplus.com
- Watch our tutorials! www.mg-plus.net/detutorials

Pages 4–5 Lesson Plan 1**Pro und contra Karneval****Objectives**

- To learn something about carnival in Germany
- To practise critical thinking
- To extend active vocabulary

Starter

The class should prepare **Vorbereiten** in small groups. Ask students to discuss the images of carnival and to briefly note down their impressions. Then invite volunteers from each group to express their opinions in whole sentences beginning with *Ich möchte dort (nicht) sein, weil...*

Main activity

- 1 Read the introduction to the article with the class. Ask students to do **Verstehen** in pairs, to read the six arguments and to look up unknown vocabulary independently. Discuss the answers with the whole class.
- 2 Play the audio clip *Karneval hassen oder lieben* (www.mg-plus.net/SCHaudio) several times. Ask students to answer the following questions: 1. *Wie finden Thorsten und Aysel Karneval? (Thorsten liebt Karneval/ Aysel hasst Karneval.)* 2. *Was sind Aysels Argumente? (Musik ganz schrecklich/Leute ganz furchtbar/alles ganz schrecklich und kalt/Chaos und Lärm in Stadtmitte, wo die Eltern wohnen.)* 3. *Was sind Thorstens Argumente? (Verkleiden herrlich/ Partyatmosphäre toll/super-gerade im Winter.)* Hand out the transcript and ask students to use two different colours to highlight the adjectives Aysel and Thorsten are using.
- 3 Ask students to pick one pro and one contra argument from the text and to draft their own well-reasoned responses to both points in writing. Suggest the following sentence structure as support: *Ich finde + adjective from above..., weil...* Challenge volunteers to read their paragraphs and encourage a classroom discussion.
- 4 Continue with **Üben**. Before students complete the rhymes, elicit the meaning of *ne* from volunteers. (*ne* is a colloquial short form of *eine*). Then play the carnival song (www.mg-plus.net/SCHextra) several times. Encourage students first to read along as they hear the song and then to join in and sing along.

Extension

Ask students to complete **Diskutieren** in writing for homework. Students should consider at least four arguments against a party in their own cultural environment and express their own opinions with regards to those arguments.

Pages 6–7 Lesson Plan 2**Das Leben in einer Hartz-IV-Familie****Objectives**

- To learn something about a German family in receipt of state benefits
- To practise negation
- To revise numbers and amounts of money

Starter

Ask students to decide which of the points in **Vorbereiten** are *essenzielle Sachen* and which ones are *Extras*. Students should justify their opinions and write down keywords for their arguments. Discuss the answers with the class. Ask students to think of any other items they might consider as essential. Compile a list on the board and let the class vote on whether each item is essential or non-essential.

Main activity

- 1 Read the article and the picture captions aloud with the class. Nominate students to read one sentence each. Advanced groups should read the article independently or in pairs. Ask volunteers to explain the meaning of the term *Hartz IV* in the classroom language.
- 2 Ask students to test their reading comprehension with **Verstehen**. Discuss the answers with the class and ask further comprehension questions such as: *Warum kann Scarlett nur selten mit Freundinnen ins Kino gehen? (Weil ihre Familie es sich nicht leisten kann.) Warum bekommt Scarletts Familie Hartz IV? (Weil ihr Vater krank wurde.) Warum haben die Kinder alle einen Bibliotheks-Ausweis? (Weil Bildung für die Familie sehr wichtig ist.)*
- 3 Ask students to complete the sentences in **Üben** with their partners. Discuss the answers with the class and encourage students to translate the three statements into the classroom language.
- 4 Read the statistics in the infographic sentence by sentence with the class. Then move on to **Diskutieren**. Ask students to debate the subject in groups of three, whereby each group member chooses one aspect (*Medien, Hobbys, Weggehen*) and explains why life would be hard without it. The aim is to convince the other group members of one's own point of view. Students should include information from the infographic in their reasoning. Towards the end of the lesson, expand the discussion into a class debate.

Extension

For homework, ask students to complete the Language Lab Unit on negation (www.mg-plus.net/delanglab).

Pages 8–9 Lesson Plan 3

Jonathan Klinsmann

Objectives

- To learn something about a German-American goalkeeper
- To practise sentences with *als*
- To revise the perfect tense

Starter

Ask students to discuss the questions in **Vorbereiten** in small groups. Each group should nominate a minute-taker, who records the group's discussion and summarises it for the class.

Main activity

- 1 Read the introduction to the article with the class. Then ask students to work through the text in pairs and to look up unknown vocabulary independently in the process. Next, students should complete the *als*-sentences in **Verstehen** and translate them into the classroom language. Discuss the exercise afterwards with the class.
- 2 Ask students to highlight all verbs in the perfect tense in the text, then challenge students to name the infinitive for each past participle. Briefly revise the formation of the past participle. Write *Regelmäßige Verben* on the board and list the past participles of

the regular verbs in the text as students call them out: *gespielt, gehört, gefeiert, gezeigt, gesagt*. Then ask: *Welche anderen Partizipien enden in -t?* Elicit the answers from the class and add *studiert, kritisiert, reagiert* und *erinnert* to the list. Explain that verbs with the infinitive ending *-ieren* form the past participle without the prefix *ge-*. Now write *Unregelmäßige Verben* on the board and note those down as students call them out: *aufgewachsen, gekommen, gehalten, genommen*.

3 Ask the class to complete **Üben**. Students should practise the correct use of dictionaries and, if necessary, look up the past participles independently. Ask volunteers to read out a sentence each in the perfect tense and to assign the past participle to one of the lists on the board.

4 Continue with **Diskutieren**. Ask students to discuss the questions in small groups first, followed by a classroom debate.

Extension

For homework, ask students to watch the video with Jonathan (www.mg-plus.net/SCHextra) and to summarise the content in a paragraph in writing.

Grundvokabular: Jonathan Klinsmann

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

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
das Talent		die College-Mannschaft	
die Eltern (Pl.)		das erste Jahr	
etwas von Beruf machen		das Können	
der Fußballspieler		zeigen	
die Legende		einen Elfmeter halten	
bei Herta BSC spielen		seines Vaters	
der Fan		der Coach	
feiern		ein bisschen	
der Trainer		naiv	
die Nationalmannschaft		kritisieren	
die Universität		fehlen	
studieren		reagieren	
die deutsche Bundesliga		motivieren	
kommen		die Welt	
amerikanisch		die Leistung	

Pages 10–11 Lesson Plan 4**Ein Tag im Jahr 2030****Objectives**

- To extend vocabulary on the topic of daily routine
- To practise word order in sentences with temporal connectives
- To practise verbs in Future 1

Starter

Ask students to discuss the question in **Vorbereiten** in small groups. Then make a list of other every day activities mentioned by the students on the board.

Main activity

- 1 Read the introduction to the article with the class. Then ask students to read the article with their partners and to look up unknown vocabulary independently. Students should afterwards test their reading comprehension with **Verstehen**. Discuss the answers with the class.
- 2 Discuss the example sentence of **Üben** with the class and ask students to explain the word order to you: Temporal connectives (subordinating conjunctions) such as *bevor* send the active verb (in this case: *gehe*) to the end of the subordinate clause. In the main clause the active verb has to be in second place: In this sentence the subordinate clause precedes the main clause and is in first place. Therefore in the main clause the order of verb and subject has to be inverted in order for the verb (here: *checke*) to occupy the second place. Ask students to complete **Üben** with their speaking partners and to translate the completed sentences into the classroom language.
- 3 Play the audio clip *Smart City und Umwelt* (www.mg-plus.net/SCHaudio) and ask students to answer the following questions in complete sentences:
 1. *Wo werden im Jahr 2050 die meisten Menschen Leben?* (*Die meisten Menschen werden in Städten leben.*)
 2. *Wie wird die Digitalisierung in der „Smart*

City“ das Leben umweltfreundlicher machen? (Es wird intelligente Recyclingsysteme/energiesparende LED-Technik in allen Häusern geben.) If necessary, briefly revise the rules for the formation of the future tense.

- 4 Move on to **Diskutieren**. Ask students to discuss the questions in small groups at first and to gather arguments for *realistisch* as well as *unrealistisch*. Then turn the discussion into a class debate. Encourage students to use the future tense in their contributions.

Extension

For homework ask students to write an account of their own daily routine in the year 2030 in the future tense.

**Culture box****Die Energiewende**

Energiewende is a German term that is also used in other languages. It describes the transition from conventional energy sources to a sustainable energy supply, implying the discontinuation of nuclear power and the phasing out of fossil fuels such as oil, coal or gas. For many years Germany has been investing in sustainable energy sources such as hydropower, biomass, wind and solar energy. According to Fraunhofer ISE, in 2018 over 40% of Germany's electricity supply was generated by renewable energy sources. Experts believe that a complete energy transition worldwide is achievable by the year 2030. Germany is working with other countries to reach that goal by 2050.