

SCHUSS



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EDITOR'S LETTER

Dear teachers,

There is still time before the summer holidays to strengthen our readers' love of the German language. We start off with BMX athletes Lara Lessmann and Evan Brandes, Germany's big hopes for Olympia 2020. We present four sustainable German holiday resorts and we report on a Bavarian project in which young people help senior citizens to use the Internet. We also deal with the 'Wir sind mehr' movement. Further topics: Myrto's holiday in London, Anne Frank and her diary and the Mercedes-Benz-Museum in Stuttgart. We wish you and your students a lot of fun and a wonderful holiday.

Britta Giersche
Editor of *Schuss*

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

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Pages 4–5 Lesson Plan 1**„Dieser Kick, immer neue Rampen auszuprobieren“****Objectives**

- To learn something about the BMX athletes Lara Lessmann and Evan Brandes
- To practise using verbs in different tenses
- To extend active vocabulary

Starter

Begin with **Vorbereiten**. Make a list on the board of the different types of sports suggested by the students, and ask them to decide which ones are new and which ones are old.

Main Activity

- 1 Read the introduction to the article with the class. Ask them to find the verb, and to name the tense (*gewannen* – imperfect tense). Students should then read Evan’s and Lara’s profiles with their speaking partners. Ask comprehension questions, for example: *Wann hat Evan Geburtstag? Wer ist in Flensburg geboren?* Etc.
- 2 Ask students to read the article sentence by sentence and ask comprehension questions relating to each paragraph, for example: *Wie heißt der Trick, den außer Lara keine andere Frau kann?* (*Crankflip Barspin*).
- 3 Students should continue with **Verstehen**. Encourage them to convert the false statements into correct ones, for example for sentence 3: *Laras Großeltern kauften ihr von einem Lotto-Gewinn ein BMX-Rad*.
- 4 Ask students to circle the verbs in **Verstehen** and revise, if necessary, the formation of the imperfect tense. Then ask students: *Welche andere Vergangenheitsform kennt ihr?* (*Das Perfekt*). Briefly revise the perfect tense, then ask the class to enter the correct participles into the gap-fill exercise in **Üben**.
- 5 Continue with a quiz: Divide the class into two teams. Call out a verb form from the text and challenge each group alternately to name the corresponding infinitive (for example: *Ich weiß* – *wissen*). If one answers incorrectly, the other group may continue to guess. Award extra points for naming the correct tense, for example: *weiß* – *Präsens*.
- 6 End the lesson with **Nicht Vergessen!** (www.mg-plus.net/SCHextra). Encourage students to discuss the questions in small groups and to express their opinions in sentences containing subordinate clauses beginning with *weil*.

Extension

For homework, ask students to complete **Diskutieren**.

Pages 6–7 Lesson Plan 2**„Digital Natives“ und „Digital Grannies“****Objectives**

- To learn something about the project ‘Digital Grannies’
- To form masculine and feminine versions of nouns
- To practise the usage of the verbs *kennen* and *wissen*

Starter

For **Vorbereiten**, ask students to do a mini class survey with four to five classmates. Once completed, discuss the topic with the class. Are there any activities students like to do, or do often, with the elderly people in their lives?

Main activity

- 1 Ask students to read the article in pairs and to look up unknown vocabulary independently. Students should then produce a brief written summary of the text in the classroom language. Challenge volunteers to read out their summaries. Encourage the class to listen closely and to offer corrections and additions, where appropriate.
- 2 Continue with **Verstehen**. Check the students’ answers, then continue with **Üben**. Write *kennen* and *wissen* on the board. Ask students to translate the two verbs into the classroom language and to give examples of their usage. Challenge the class to explain the differences in their meaning. (*Kennen* is used with nouns or pronouns, for example: *Ich kenne das Projekt/es*. *Wissen* is used in connection with subordinate clauses, for example: *Ich weiß, wo das Projekt stattfindet/dass das Projekt super ist*.) Students should then complete the gap-fill in **Üben**. Discuss the answers with the class and ask advanced students to write down their own examples.
- 3 Play the audio clip *Mit neuer Technik helfen* (www.mg-plus.net/SCHaudio) several times and ask the class to complete the associated listening activity. To support students’ listening comprehension, hand out the transcript if required.
- 4 Ask the class to discuss the questions in **Diskutieren** in small groups. Each group should create a mind map, visualising the group’s thoughts and ideas. Towards the end of the lesson the groups should present their mind maps in front of the class.

Extension

For homework, ask students to complete the Language Lab Unit on the topic of *kennen*, *wissen* and *können* (www.mg-plus.net/delanglab).

Pages 10–11 Lesson Plan 3

Wir sind mehr

Objectives

- To learn something about demonstrations against racism and anti-semitism in Germany
- To discuss behavioural strategies in potentially dangerous everyday situations
- To recognise verbs in the past tenses

Starter

Ask the class to brainstorm the questions in **Vorbereiten** in small groups. Then discuss the subject with the whole class. Write the students' fears and concerns and their causes in a diagram on the board. Are there similarities among the students? Discuss further: How can students deal with their fears?

Main Activity

- 1 Ask students to read the article in pairs and to independently look up unknown vocabulary in the process. Challenge students to test their reading comprehension with **Verstehen** on page 11. Discuss the answers with the class. Then ask: *Wie hätten ihr in Emilias Situation reagiert?*
- 2 Ask students to highlight the verbs in past tenses in the text. Then ask: *Welche zwei Vergangenheitsformen kommen im Text vor? (Imperfekt und zweimal*

Plusquamperfekt: man hatte geplant, man hatte gedacht.) Ask students to transcribe the past tense sentences into the present tense in writing.

3 Read the instructions for **Üben** with the class. Discuss what is meant by '*kritische Alltagssituation*'. Then ask the students to complete the sentences and to translate them into the classroom language.

4 Ask students to debate **Diskutieren** in small groups. Students should then develop their ideas on how to conduct themselves in different situations into role plays and perform these to the class. Encourage students to discuss the different scenarios: *Was funktioniert, was nicht?*

5 Ask the groups to present their tips on how to defuse potentially dangerous everyday situations in a poster. At the end of the lesson review each group's work and encourage the class to give constructive feedback.

Extension

For homework, ask students to research an example of *Zivilcourage* in their own country and to write a paragraph about the people involved.

Grundvokabular: Wir sind mehr

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

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
mehr		der Rechtsextremismus	
aggressiv		auf die Straße gehen	
die Angst		die Demonstranten (Pl.)	
jemandem Angst machen		die solidarische Gesellschaft	
gegen etwas demonstrieren		etwas schaffen	
attackieren		Zivilcourage zeigen	
das Stadtfest		aktiv werden	
der Tote		zur eigenen Meinung stehen	
reagieren		provozieren	
ein Konzert geben		protestieren	
Rechtsextreme (Pl.)		nicht aufgeben	
Flüchtlinge (Pl.)		sich allein gelassen fühlen	
alarmiert sein		die Situation eskaliert	
der Rassismus		gewalttätig werden	
der Antisemitismus		das Opfer	

Pages 12–13 Lesson Plan 4

Myrtos Blog: Urlaub

Objectives

- To extend vocabulary about the topic of travel and tourism
- To revise verbs in the second person singular
- To devise questions in the present and perfect tenses

Starter

Write *Urlaub* on the board. Ask the students: *Was machst du am liebsten im Urlaub?* Scaffold the activity by writing a few suggested answers on the board, for example, *ich bleibe zu Hause, ich fahre ans Meer, ich besuche Verwandte, ich fliege nach ..., ich gehe wandern*. Then ask students get into small groups and to gather their ideas for a holiday in mind maps. Discuss each group's suggestions with the class.

Main Activity

- 1 Play the audio clip *Urlaub zuhause oder im Ausland* (www.mg-plus.net/SCHaudio) and ask the class to complete the associated listening exercise. Then ask: *Welche Statements passen zu Schülern, die hierbleiben, und welche zu Schülern, die wegfahren?* (*Eine andere Kultur erleben – wegfahren; kurze Ausflüge machen – hierbleiben; auf der Ostsee Urlaub machen – hierbleiben nach Thailand fliegen – wegfahren*).
- 2 Read the article with the class. Nominate volunteers to read out one sentence of the article each, then ask the respective speaking partners to translate the sentence into the classroom language. Students should then test their reading comprehension with **Verstehen** and come up with captions for the pictures of Myrto's holiday in London.
- 3 Ask students to complete **Üben** and **Diskutieren**. Then discuss the exercises with the whole class.
- 4 Read the introduction to **Test** on page 13 with the class and elicit the meaning of the terms *Sommerferien* and *Langeweile*. Ask students to do the test with their

speaking partners. Then, based on the test results, ask students to propose suitable holiday activities for their speaking partners. Towards the end of the lesson discuss the results and the students' holiday suggestions with the whole class.

Extension

For homework, ask students to watch the video (www.mg-plus.net/SCHvideo). Ask students to write a script for a short video clip in which they present their home town in a similar way. Encourage students to film their script with a smartphone and to send it to *Schuss*: schuss@maryglasgowplus.com



Culture box

Die großen Ferien

When school children in Baden Württemberg and Bavaria start to celebrate the beginning of the summer holidays at the end of July, pupils in Berlin and Brandenburg are already dusting off their satchels for the start of the new school year. This is because the beginning of the summer holidays in Germany is staggered across the 16 federal states. Since the mid-1960s German federal states take turns and rotate their starting dates for the big summer break. With well over eight million German school children, this system ensures that the great traffic chaos on motorways at the beginning of the holiday season largely fails to materialize. There are also benefits for restaurants and hotel businesses at the holiday destinations, since the rush of the tourist crowds is spread over as wide a period as possible.