

SCHUSS



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EDITOR'S LETTER

Dear teachers,

Welcome to *Schuss* 2019/20. Over the school year we'll present a series of Q & A's with Linn and Nebil, a pair of best friends from Göttingen; their first topic in this issue is *Familie*. We also have stories about Ariana Grande, who is currently on tour and the 'Fridays For Future' demonstrations in German-speaking countries. Other subjects in this issue include cultural background information about the *Oktoberfest* and a young athlete's Olympic hopes for Tokyo 2020. As always, all articles are accompanied by a range of motivational exercises.

Have fun reading and learning!

Britta Giersche
Editor of *Schuss*

KEY

What do our symbols mean?

- Listen to an audio track about this article and download the transcript and the worksheet.
- Do the online Learning Unit on this article.
- Watch a video about this article, download the transcript and do the online activities.
- Explore the extra online content about this article.
- Explore the Lesson Plan included in the Teacher's Notes!

Find all the content for this issue here: www.mg-plus.net/schuss191

OUR WEBSITE IS CHANGING! DO YOU HAVE QUESTIONS?

- Email us: schuss@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**Ariana Grande – wieder live!****Objectives**

- To learn something about Ariana Grande's concerts
- To practise reading comprehension
- To practise the use of subordinate clauses with *dass*

Starter

Invite students to complete **Vorbereiten** as a mini-survey with three classmates. Ask them to write down the results. Nominate volunteers to read out the answers they collected, using the third person singular. Discuss the results with the class: *Wer war bei einem Konzert eines besonders beliebten Stars? Wer hat als einziger einen Musiker/eine Band live gesehen?* Encourage students to share their own experiences with the class.

Main Activity

- 1 Ask students to read the article with their speaking partners and to look up unknown vocabulary independently. Students should then tick the accurate sentences in **Verstehen**. Discuss the answers with the whole class.
- 2 Ask students to circle the three subordinate clauses in the article starting with *dass*. Ask: What is *dass*? (a subordinating conjunction). What follows *dass*? (a subordinate clause). Where is the conjugated verb in a subordinate clause with *dass*? (at the end of the subordinate clause). What comes before the clauses with *dass*? (the sentences *Die Sängerin berichtete, ...* and *Ich bin dankbar, ...*). Explain that these sentences indicate the expression of opinions. Elicit further verbs used to express opinions from the students, for example *ich meine, er sagt, sie findet, wir denken ...*
- 3 Students should continue with **Üben**. To begin with, ask students to explain the difference between *Präposition* and *Nebensatz*. If required, ask: *Was folgt normalerweise nach einer Präposition? (ein Objekt) Was gehört immer zu einem Nebensatz? (ein Subjekt und ein Verb)*. Now ask the class to complete **Üben** working in pairs and review the answers together.
- 4 Divide the class into small teams and ask students to use the verbs that describe the expression of opinions to build their own sentences with *dass* about popstars and popular bands. The team with the most correct sentences is the winner.

Extension

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

Pages 6–7 Lesson Plan 2**Felix aus Bochum bei Apple****Objectives**

- To learn something about a young German app developer
- To practise the use of comparatives
- To practise reading and listening comprehension
- To practise the expression of opinions and reasons

Starter

Ask students to discuss **Vorbereiten** with their speaking partners and to write down arguments for and against Apple products. Discuss the answers with the class. Scaffold the task if necessary by writing on the board *Ich finde Apple-Produkte gut/schlecht, weil sie ... sind*.

Main activity

- 1 Play the audio clip *Smartphone-Stress* (www.mg-plus.net/schuss191) and ask the class to complete the worksheet with the associated listening activity.
- 2 Ask a number of volunteers to read the article sentence by sentence. Pause after each sentence and ask the respective speaking partners to summarise the sentence in the classroom language. Then students should test their text comprehension with **Verstehen**.
- 3 Ask students to complete **Üben** with the correct comparatives. Nominate volunteers to read one of the completed statements each, and ask them to decide whether they agree or disagree with Felix. Support their answers by writing the following sentence openers on the board: *Ich stimme Felix in diesem Punkt zu/nicht zu, weil ...*. Ask the class: *Wer ist anderer Meinung?* Encourage a short debate about Felix's statements.
- 4 Divide the class into several teams and give students a minute to memorise the **Apple-Kult-Produkte** timeline. Then ask students to close their *Schuss* magazines. Call out the name of an Apple product. The group that first shouts out the correct release year gets a point and the chance to win an additional point if they can describe the product correctly. Example: *die Apple Watch*. Answer: *Zweitausendvierzehn* (first point), *eine Smart Uhr* (second point).
- 5 Ask students to create a timeline for digital products in their own lives, for example: *2010: erste Spielkonsole* etc. Students should then complete **Diskutieren** in writing. Discuss the answers with the class at the end of the lesson.

Extension

For homework, ask students to research *Was ist Silicon Valley?* and *Was ist die WWDC?* and to write a paragraph about each in German.

Pages 8–9 Lesson Plan 3

Fürs Klima in der Schule fehlen

Objectives

- To learn something about school strikes for climate protection in German-speaking countries
- To discuss a current political issue
- To recognise word families
- To practise reading comprehension

Starter

Ask students to discuss **Vorbereiten** in small groups. Then discuss the subject with the whole class. Is there a consensus amongst students? What is the mood in the class?

Main Activity

1 Read the introduction and the article sentence by sentence with the class. More advanced groups should work through the article independently or in pairs. Then ask comprehension questions, for example: *Wann streiken die SchülerInnen für das Klima? (Sie streiken jeden Freitag.) Warum denkt Linus, dass ein Schülerstreik eine gute Aktion ist? (Die Schüler müssen später mit den Folgen der Klimaveränderung leben.) Wie finden die LehrerInnen den Schülerstreik? (Sie sehen ihn positiv.)* Etc.

2 Ask students to complete **Üben** and review the answers with the class. Then invite students to do **Teste dich**. How many *Gretas*, *AktivistInnen* and *Genuss-Menschen* are in the classroom? Does the quiz provide accurate information? Let the students discuss.

3 Ask students to translate the demands in **Das wollen die KlimaschülerInnen** into the classroom language. Then ask: *Wie findet ihr die Forderungen?* Encourage students to voice their opinions. To support their answers write the following phrases on the board: *Ich stimme dem zu/ stimme dem nicht zu, weil ...*

4 Invite students to debate **Diskutieren** in small groups and to create a poster, illustrating their opinions. Ask the groups to present their posters to the class and encourage a class debate. Have the students vote at the end of the lesson: *Gehst du für die Umwelt auf die Straße, ja oder nein?*

Extension

For homework, ask students to write an article about Greta Thunberg. Students should use the profile on page 9 and research at least five more facts about Greta online.

Grundvokabular: Fürs Klima in der Schule fehlen

This is a list of 30 words and phrases on the topic of *Fürs Klima in der Schule fehlen*. Photocopy the table and ask students to translate the terms.

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
das Klima		organisieren	
die Katastrophe		Schule schwänzen	
der Klimaschutz		das wichtigste Problem	
die Aktion		etwas muss geändert werden	
der Streik		der/die Demonstrant/in	
politisch		DemonstrantInnen (Pl.)	
die Angst – Angst haben		die Sanktion	
verlassen		etwas positiv sehen	
jeden Freitag		das Engagement	
jemandem folgen		der Alltag	
die Aktivistin		die Regel	
die Umwelt		klimaneutral	
protestieren		das Treibhausgas	
das Transparent		die Kohle	
die Zukunft		der Strom	

Pages 10-11 Lesson Plan 4**5 skurrile Fakten zum Oktoberfest****Objectives**

- To learn something about the *Oktoberfest* in Munich
- To translate a text into the classroom language
- To revise the use of comparative adjectives
- To practise reading and listening comprehension

Starter

Read the introduction to the article with the class. Then ask students to create a profile of the *Oktoberfest* based on the questions in **Vorbereiten**: *Was: Oktoberfest, Wann: am 21. September für zwei Wochen etc.*

Encourage students to call out the information for each question and write it down in the middle of the board. Then ask: *Was wisst Ihr noch über das Oktoberfest?* Record the students' suggestions on the board in the shape of a spider diagram.

Main Activity

- 1 Ask students to read the article in pairs and to look up unknown vocabulary independently. Then ask students to test their reading comprehension in **Verstehen**. Discuss the answers with the class and nominate volunteers to find evidence in the text to validate their answers.
- 2 Divide the class into five groups and ask each group to translate one of the five paragraphs into the classroom language. Ask volunteers from each group to read out their translations. Then ask: *Welcher Fakt ist am interessantesten?* Let the students vote on it.
- 3 Ask students to complete the activity in **Üben** with the correct comparatives. Then ask: *Welches der Adjektive hat einen unregelmäßigen Komparativ? (viel).*
- 4 Play the audio clip *Verkehrschao zum Oktoberfest?* (www.mg-plus.net/schuss191) several times and ask the class to complete the associated listening exercise. To support students' listening comprehension, hand out the transcript.

- 5 Ask students to use the questions in **Vorbereiten** to create profiles of festivals in their own region. Write the profiles of the festivals suggested by the students on the board. Then ask the class to answer the questions in **Diskutieren** in writing. Students should give their reasons using subordinate clauses beginning with *weil*. At the end of the lesson nominate volunteers to read out their answers.

Extension

For homework, ask students to complete the online Learning Unit *Vergleichen mit Komparativen* (www.mg-plus.net/delanglab).

**Culture box****Wiesn und Elektrizität**

Albert Einstein (1879, Ulm - 1955, Princeton) is one of the most important and well-known physicists of modern times. In 1896, as a 17-year-old grammar school student, Albert helped his father's Augsburg-based company J. Einstein to install the very first electric lights at the Oktoberfest, earning himself extra pocket money by screwing in hundreds of lightbulbs. The first marquee to boast electric lights was none other than the Schottenhamel tent, where every year the famous tapping takes place. Today, of course, the Oktoberfest is brightly lit. The festival uses about 2.7 kWh - at least 13% of the daily electricity consumption of the whole of Munich. 35,000 light bulbs light up the Ferris wheel alone.