

SCHUSS



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With National Standards for Foreign Languages

EDITOR'S LETTER

Dear teachers,

Welcome to a new edition of *Schuss*. In this issue we present German-American Hollywood newcomer Zazie Beetz. We discuss the reaction of teenagers whose parents share photographs of their children online, and we talk to Achim from Goslar who tells us how he likes to celebrate Christmas. We offer a glimpse into the life of Lana who is a Young Carer in Germany. We also portray the fencer Paul Veltrup and present the Christmas treats Nürnberger Lebkuchen and Dresdner Stollen. We wish you all Merry Christmas and a Happy New Year.

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/schuss192

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

Page	Article	Topic	Language	Website content
2-3	News	News	Questions	
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6-7	Wie schön: Weihnachten wie immer	Celebrations	Personal pronoun first person singular	
8-9	Mama und Papa, tut es nicht!	Communication	müssen and dürfen	
10-11	Lana kümmert sich um ihren Vater	Society	Reflexive verbs	
12-13	Beste Freunde: Linn und Nebil	Festivals and events	First and third person singular verb forms	
14-15	Paul Veltrup - Fechten	Sports	Describing an image	
16	Nürnberger Lebkuchen oder Dresdner Stollen	Food and drink	Comparing	

Pages 4–5 Lesson Plan 1**Zazie Beetz****Objectives**

- To learn something about Zazie Beetz' German identity (**4.2: Cultural Comparisons**)
- To extend vocabulary on the topic of family (**4.1: Language Comparisons**)
- To practice reading comprehension (**1.2: Interpretive Communication**)

Starter

Ask students to talk about **Vorbereiten** in small groups. Then discuss the topic with the whole class. Write *Wann ist man deutsch?* on the board and note down students' suggestions.

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**. Ask volunteers to read out the correct sentences and to translate them into the classroom language.
- 2 Ask further comprehension questions about the article, for example: *Mit welcher Kult-Fernsehserie wurde Zazie berühmt? („Atlanta“)* *Was ist Zazies Lieblingsnack? (Nutella mit Banane)* *Woher kommt Zazies Vater? (Er kommt aus Ost-Berlin.)* *Wie heißt Zazies Katze? (Ihre Katze heißt Coco.)*
- 3 Ask students to look at the movie stills under **Zazies Filme** and to translate the captions into the classroom language. Then ask students to describe what they see in the photographs. Provide dictionaries for this task. Nominate volunteers to describe Zazie's action in each still.
- 4 Ask students to complete the activity **Typisch deutsch?** in pairs and to express their views with the help of opinion phrases and subordinate clauses beginning with *weil*. Ask volunteers to give their answers, then encourage the class to name further typically German activities. Ask: *Was ist typisch deutsch?* Discuss the topic with the whole class. Where appropriate, include in the discussion the suggestions that were noted down on the board at the start of the lesson.
- 5 Watch the interview with Zazie on our website (www.mg-plus.net/schuss192) with the class. Ask students to summarize Zazie's statements in the classroom language. Then discuss the interview with the whole class.

Extension

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

Pages 6–7 Lesson Plan 2**Wie schön: Weihnachten wie immer****Objectives**

- To learn something about German Christmas traditions (**2.1: Practices of Culture**)
- To practice reading and listening comprehension (**1.2: Interpretive Communication**)
- To practice the personal pronoun in the first person singular (**4.1: Language Comparisons**)

Starter

Ask students to discuss **Vorbereiten** with their speaking partners and to formulate reasons for their answers using subordinate clauses beginning with *denn*, *weil*, *obwohl* etc. Then open out the discussion to include the whole class.

Main Activity

- 1 Ask five volunteers to read one paragraph of the article each. Pause after each paragraph to clarify unknown vocabulary and to ask comprehension questions, for example: *Wann geht Achim mit seinen Freunden auf den Weihnachtsmarkt? (jeden Donnerstag, nach dem Basketball, um halb fünf)* *Was macht Achim mit dem Geld, das ihm seine Mutter gibt? (Er kauft eine Bratwurst, er trinkt heiße Schokolade, er isst etwas Süßes, meistens Berliner Pfannkuchen.)*
- 2 Ask students to complete **Verstehen** in pairs, then discuss the answers with the whole class.
- 3 Continue with **Üben**. Challenge students to explain the phrases containing the declined personal pronouns in the dative and the accusative. Ask: *Warum sagen wir „bei mir“, aber „für mich“?* Answer: The preposition *bei* is always followed by the dative; the preposition *für* is always followed by the accusative. Ask students to enter the phrases into the gaps and nominate volunteers to read out one of the completed sentences each.
- 4 Play the audio clip *Pro und Contra Weihnachtsmarkt* (www.mg-plus.net/schuss192) and ask the class to complete the associated listening activity. Then encourage students to debate the topic in a class discussion.
- 5 Ask students to gather ideas for **Diskutieren** in small groups. Every student should have written down a list of at least seven Christmas rituals. At the end of the lesson discuss students' suggested rituals with the class.

Extension

For homework, ask students to design a poster about Christmas rituals. Students should use the lists they created for **Diskutieren** as stimuli. Ask students to include a one paragraph description of each of the rituals depicted in their posters.

Pages 8–9 Lesson Plan 3

Mama und Papa, tut es nicht!

Objectives

- To learn something about campaigns against children's photographs on the internet **(4.2: Cultural Comparisons)**
- To practise using the modal verbs *dürfen* and *müssen* **(4.1: Language Comparisons)**
- To revise the imperative **(1.1: Interpersonal Communication)**
- To practice reading and listening comprehension **(1.2: Interpretive Communication)**

Starter

Ask students to discuss **Vorbereiten** in small groups. Then discuss the subject with the whole class. Encourage students to talk about their experiences with childhood photographs on the internet. Is there a consensus amongst students?

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: *Was muss Gwyneth Paltrow haben, um Fotos ihrer Tochter Apple im Netz zu posten? (Apples Einverständnis) Warum findet es UNICEF alarmierend, dass Kinder keine Kontrolle über die Posts ihrer Eltern haben? (Weil junge Menschen ein Recht darauf haben, dass ihre Privatsphäre geschützt wird.) Warum ging eine 18-jährige Österreicherin zur Polizei? (Weil ihre Eltern sieben Jahre lang täglich Fotos von ihr auf Facebook uploadet hatten.)* Etc.
- 2 Ask students to complete **Verstehen** and review the answers with the class. Students should then continue with **Üben**. Ask students to complete the tips for parents with the correct verbs in the imperative. Discuss the answers with the class and challenge volunteers to translate the sentences into the classroom language. Then ask students to rewrite the sentences using the modal verbs *dürfen* and *müssen*.
- 3 Play the audio clip *Kinderfotos im Internet* (www.mg-plus.net/schuss192) and ask the class to complete the associated listening activity.
- 4 Invite students to debate **Diskutieren** with their speaking partners and then to answer the questions in

Grundvokabular: Mama und Papa, tut es nicht!

This is a list of 30 words and phrases on the topic of *Mama und Papa, tut es nicht!*. Photocopy the table and ask students to translate the terms.

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
etwas tun		der Kommentar	
tut es nicht!		die Abiturfeier	
peinlich		das Problem	
das Kinderfoto		die Kontrolle	
die Jugendlichen (Pl.)		ein Recht auf etwas haben	
rebellieren		der digitale Raum	
die Eltern		der Arbeitgeber	
die Privatsphäre		die Kampagne	
etwas respektieren		sich schämen	
dürfen: du darfst		alarmierend	
argumentieren		über etwas informieren	
das Medien-Ereignis		etwas auf Social Media posten	
etwas heiß diskutieren		Fotos uploaden	
der Ultraschall-Scan		das Familienalbum	
das Gummibärchen		das Bild	

writing. If applicable, ask students to describe concrete examples in detail. Then ask volunteers in pairs to conduct interviews in front of the class, with one student asking the questions and the second student giving his / her answers. Follow up with a class debate.

Extension

For homework, ask students to complete the online Learning Unit on the topic of *müssen* and *dürfen*. (www.mg-plus.net/delanglab).

Pages 10-11 Lesson Plan 4

Lana kümmert sich um ihren Vater

Objectives

- To learn something about Young Carers in Germany (**3.1: Making Connections**)
- To practice using reflexive verbs (**4.1: Language Comparisons**)
- To practice reading comprehension (**1.2: Interpretive Communication**)
- To revise numbers (**5.1: Lifelong Learning**)

Starter

Read the introduction to the article with the class. Ask: *Was macht Lana nach der Schule?* Ask students to highlight Lana's activities in the article. (*Sie putzt, wäscht, kocht, holt Medikamente oder Hilfe. Sie pflegt ihren Vater.*) Then students should answer the question in **Vorbereiten**. To begin with, write several expressions of frequency such as *jeden Tag, oft, manchmal, selten, nie* on the board. Ask students to sort their household activities into the appropriate categories.

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**. Nominate pairs of volunteers to read one question and one answer respectively.
- 2 Continue with **Üben**. Ask volunteers to explain what a reflexive verb is and elicit the reflexive pronoun used in **Üben**. Then ask: *Welche Verben in **Üben** können reflexiv und auch nicht reflexiv verwendet werden?* (*waschen,*

fühlen, fragen) *Welches Verb kann nur reflexiv verwendet werden?* (*sich kümmern*)

3 Ask students to look at the statistics on page 11. Then ask questions which students can answer by naming the correct number, for example: *Wie viele chronisch Kranke gibt es in Deutschland?* (*zwei Millionen achthundertsechzigtausend chronisch Kranke*) *Wie viel Prozent der chronisch Kranken werden von Jungen oder Männern gepflegt?* (*zehn Prozent*)

4 Ask: *Was hat Lana gemacht, um ihr Problem bekannt zu machen?* (*Sie hat zweitausend PolitikerInnen angemailt.*) Invite students to write their own emails, alerting politicians to Young Carers' issues, and suggesting how new policies could help Young Carers. Towards the end of the lesson ask volunteers to read out their emails. Encourage the class to give positive feedback.

Extension

For homework, ask students to explore the website www.young-carers.de and then to answer the question in **Diskutieren** in writing.



Culture box

Die UN-Kinderrechtskonvention

In 1979, the global 'Year of the Child', the United Nations (UN) decided to legally define children's fundamental rights with worldwide validity. Ten years on, the Convention on the Rights of the Child was adopted by the UN General Assembly on 20 November 1989. With the exception of the USA, all UN member states have ratified the Convention on the Rights of the Child. In Germany, this was done in 1992. The regulations aim to provide protection against violence, abuse and exploitation and also include the right of the child to rest, leisure and play, to a decent standard of living, to education and schooling, and the right to privacy.

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