



# SCHUSS

Your teacher's code is:



**de.maryglasgowplus.com**

With National Standards for Foreign Languages

## EDITOR'S LETTER

Dear teachers,

In the New Year edition of *Schuss* we present the latest film from the 'Master of Disaster' Roland Emmerich. We visit the Vienna Opera Ball and Corinna talks about her visit to Cologne on Rose Monday. In addition, we feature the five biggest environmental myths, and best friends Linn and Nebil talk about their hobbies.

Have fun reading and learning with *Schuss*!

**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/schuss203](http://www.mg-plus.net/schuss203)

**OUR WEBSITE IS CHANGING! DO YOU HAVE QUESTIONS?**

- Email us: [schuss@maryglasgowplus.com](mailto:schuss@maryglasgowplus.com)
- Watch our tutorials! [www.mg-plus.net/detutorials](http://www.mg-plus.net/detutorials)

## YOUR MAGAZINE AT A GLANCE

Page	Article	Topic	Language point	Online content
2-3	News	News	Questions	
4-5	Mehr Action von Roland Emmerich	Film and television	Questions	
6-7	Zum ersten Mal beim Opernball	Festivals and events	Passive voice	
8-9	Die 5 größten Umweltmythen	Environment	Passive voice	
10-11	Mein Rosenmontag in Köln	Culture	Sentences with <i>wenn</i>	
12-13	Beste Freunde: Linn und Nebil	Hobbies	First and third person singular verb forms	
14-15	Gisèle Wender – Hürdenlauf	Sports	Describing an image	
16	FC Bayern München oder Borussia Dortmund (BVB)	Sports	Comparatives	

**Pages 4–5 Lesson Plan 1****Mehr Action von Roland Emmerich****Objectives**

- To learn something about the Hollywood career of director Roland Emmerich (**2.2: Products of Culture**)
- To extend vocabulary on the topic of film and television (**4.1: Language Comparisons**)
- To practice asking questions (**1.1: Interpersonal Communication**)

**Starter**

Begin with **Vorbereiten** in small groups. Ask students to discuss the questions and to name movies belonging to their favorite genre. Then ask volunteers to present their answers to the class. If necessary, remind students that the conjunction *weil* sends the verb to the end of the sentence. Is there a particularly popular movie or genre among the students? Invite the class to take a vote.

**Main Activity**

- 1 Read the introduction with the class. Ask students to work through the article and the **Emmerich Biografie** box independently with their speaking partners. Students should then test their reading comprehension in **Verstehen**. Ask volunteers to read out one correct sentence each and to translate it into the classroom language.
- 2 Discuss the article with the class and ask further comprehension questions, for example: *Worum geht es in Midway? Was passierte beim Kampf um die Midway Inseln? Warum war das wichtig für den Verlauf des Zweiten Weltkriegs? Warum ist der Kampf um die Midway Inseln ein perfekter Stoff für einen Emmerich-Film?*
- 3 Ask students to highlight the question in the article. (*Wer sollte sich den Film ansehen?*) Write *wer* on the board and ask students to translate it into the classroom language. Then invite the class to name other interrogative pronouns (*wo, wann, was, wie* etc.) and record them with their translations on the board, as and when prompted by the class. Then ask students to complete **Üben** in writing with their speaking partners. Nominate volunteers to read one question at a time and challenge their respective partners to answer the question in a complete sentence verbally, preferably without looking at the text.

**Extension**

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

**Pages 6–7 Lesson Plan 2****Zum ersten Mal beim Opernball****Objectives**

- To learn something about the Vienna Opera Ball (**2.1: Practices of Culture**)
- To practice using verbs in the passive voice (**4.1: Language Comparisons**)
- To express opinions (**1.1: Interpersonal Communication**)

**Starter**

Ask the class to prepare **Vorbereiten** in small groups. Then ask volunteers to share their answers with the class. Are there particularly unusual or particularly popular childhood wishes among the students? Discuss.

**Main activity**

- 1 Invite students to look at the photos of the Opera Ball. Ask: *Was verbindet ihr mit den Fotos?* Ask students to write down their associations. Set a time limit of three minutes for this task. Then discuss students' ideas with the whole class.
- 2 Read the introduction to the article with the class and clarify any unknown vocabulary. Students should then read the article in pairs.
- 3 Ask students to highlight the two sentences in the passive voice in the text. Encourage volunteers to explain how the passive is formed using the two sentences as examples: The verb in the passive consists of the conjugated form of the auxiliary verb (in this case: *wird*) and the past participle of the main verb (here: *eingeladen/informiert*). Now ask students to test their text comprehension with **Verstehen**.
- 4 Continue with the **Quiz**. Once completed, students should compare their answers with the results on page 15. Ask the class: *Perfekt, Potenzial oder Problematisch, was trifft auf euch zu?* Nominate volunteers to translate the results into the classroom language.
- 5 Ask students to gather ideas for **Diskutieren** in small groups and to formulate their opinions in writing. Encourage students to express their opinions using phrases such as *Ich finde/denke/bin der Meinung, dass ... , kann (nicht) verstehen, dass ..* etc. Each group should nominate a speaker who then presents the opinions of the group to the class. Invite students to give feedback and encourage a class debate.

**Extension**

For homework, ask students to listen to the audio clip *Wünsche fürs neue Jahr* ([www.mg-plus.net/schuss203](http://www.mg-plus.net/schuss203)) and to complete the associated listening activity.

## Pages 8–9 Lesson Plan 3

### Die 5 größten Umweltmythen

#### Objectives

- To learn something about environmental myths  
(3.1: Making Connections)
- To practice using the passive (5.1: School and Global Communities)
- 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. Is there a consensus amongst students on the topic of plastic? Encourage a debate.

#### Main Activity

- Play the audio clip *Plastiktütenverbot in Österreich* ([www.mg-plus.net/schuss203](http://www.mg-plus.net/schuss203)) and ask the class to complete the associated listening activity. Hand out the transcript to students who need more help.
- Read the introduction to the article with the class and clarify the meaning of the term *Umweltmythos*. Nominate volunteers to each read one of the three paragraphs of *Umweltmythos 1*. Discuss the paragraph with the class. Ask: *Wer stimmt zu? Wer stimmt nicht zu und warum?* And: *Wer von euch benutzt Baumwolltaschen?* Proceed

likewise with the following paragraphs and ask further questions, for example: *Wer von euch trinkt (kein) Leitungswasser? Warum? Wer von euch macht immer das Licht aus?* Etc.

- Ask students to connect the right sentence fragments in **Verstehen** and nominate volunteers to read out their completed sentences.
- Students should continue with **Üben**. If necessary, briefly revise the formation of the passive with the class (conjugated form of *werden* plus past participle of the main verb). Then ask students to transfer the sentences into the passive voice. Provide dictionaries for students to look up irregular past participles if needed. Discuss the answers with the class and ask volunteers to translate the sentences into the classroom language.
- Ask students to complete **Diskutieren** in writing with their speaking partners. Nominate volunteers towards the end of the lesson to read out their *Katalog grüner Alltagsinitiativen*. Encourage feedback and discuss students' ideas with the class.

#### Extension

For homework, ask students to complete the online Learning Unit on the topic of *Passiv im Präsens* ([www.mg-plus.net/delanglab](http://www.mg-plus.net/delanglab)).

### Grundvokabular: Die 5 größten Umweltmythen

This is a list of 30 words and phrases on the topic of *Die 5 größten Umweltmythen*. Photocopy the table and ask students to translate the terms.

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
der Mythos – die Mythen		die Mehrwegflasche	
die Umwelt		regionales Obst	
beim Einkaufen		im Winter	
an etwas denken		Kühlhäuser (Pl.)	
ohne		die CO <sub>2</sub> – Bilanz	
die Verpackung		der Transport	
etwas benutzen		Südfrüchte (Pl.)	
die Papiertüte		saisonal	
einmal		das Gemüse	
umweltfreundlich		länger als	
der Einkaufskorb		das Licht ausmachen	
die Baumwolltasche		immer	
abwaschen		den Raum verlassen	
mit der Hand		die Initiative	
pro Abwasch		der Alltag	

**Pages 10-11 Lesson Plan 4****Mein Rosenmontag in Köln****Objectives**

- To learn something about the Rose Monday Parade in Cologne (**2.1: Practices of Culture**)
- To practice word order in the conditional clause with *wenn* (**4.1: Language Comparisons**)
- To revise telling the time (**1.1: Presentational Communication**)

**Starter**

Discuss **Vorbereiten** with the class. Write the names of festivals mentioned by the students on the board – in German as well as in the classroom language.

**Main Activity**

- 1 Read the beginning of the article and elicit the meaning of the terms *Rosenmontag*, *Karneval* and *Umzug*. Work through the article with the class and ask students to take turns to read one sentence at a time. Ask comprehension questions about the times of day referred to in the text, for example: *Um wie viel Uhr kommen Corinna und ihre Freundinnen am Kölner Bahnhof an?* (*um acht Uhr dreißig* or better: *um halb neun*)
- 2 Ask students to look at the **Karnevalskalender 2020**. Explain: *Karneval ist jedes Jahr an anderen Tagen. Die Termine hängen vom Mondkalender ab: Ostern findet jedes Jahr am Sonntag nach dem ersten Frühlingsvollmond statt; Karneval richtet sich nach den Osterterminen.*
- 3 Ask students to complete **Verstehen** in pairs in writing. Extension for advanced groups: Ask students to answer the questions verbally in complete sentences, for example: *Um Viertel vor acht morgens sind Corinna und ihre Freundinnen in Bonn.*
- 4 Analyze the example in **Üben** with the class. Ask: What is *wenn*? (a conjunction) What is followed by a conjunction? (a subordinate clause) Now ask volunteers

to explain the word order in the example sentence: *Wenn* is a subordinate conjunction; it sends the verb (here: *steigen*) to the end of the subordinate clause. In the main clause the verb (here: *ist*) always has to be in second place. In this example the first place is taken by the subordinate clause with *wenn*. Students should now proceed to do **Üben** in writing. Nominate volunteers to read out their completed sentences. Challenge all students at the end of the lesson to come up with a compound sentence including a subordinate clause with *wenn* of their own.

**Extension**

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

**Culture box****Weiberfastnacht**

Weiberfastnacht, the Thursday before Rose Monday, is the official beginning of the street carnival season.

At 11:11 am exactly, women in the main carnival towns in the Rhineland lay down their work, dress up – traditionally as old hags and clowns – and start partying boisterously. In the Middle Ages Weiberfastnacht became the day when society was turned upside down and women called the shots. A custom that still survives today is the storming of the town hall, an event celebrated with much pomp whereby the mayor has to hand over the keys to the town hall to the hags and fools. Male mayors, councilors and other men folk must also reckon with having their ties cut off at *Weiberfastnacht*. Tie-hunting is still a widespread custom amongst female carnivalists.

**SCHUSS Vol. 50, January – February 2020**

In the U.S., SCHUSS is published five times during the school year: Sept – Oct, Nov – Dec, Jan – Feb, March, Apr – May, by Scholastic Inc. Office of Publication: 2931 E. McCarty Street, PO Box 3710, Jefferson City, MO 65101-4464. PRICES: \$7.99 each per year for 10 or more subscriptions to the same address; \$24.95 each for 1 – 9 subscriptions (student editions) per year; \$29.99 each for 1 – 9 subscriptions (teacher editions) per year; \$7.00; single student copy; \$9.00 single Teacher's Edition copy. Periodical postage paid at Jefferson City, MO 65102 and at additional mailing offices. POSTMASTERS: send address changes or any communications relating to subscriptions to Office of Publication, SCHUSS 2931, E. McCarty Street, P.O. Box 3710, Jefferson City, MO 65102-3710. Canadian Subscriptions: CPC Agreement No. 1471163, send address corrections to: Scholastic Canada Ltd., 175 Hillmount Road, Markham, ON L6C 1Z7. For Canadian subscriptions information call toll-free 1-888-752-4690. PRINTED IN THE USA by Quad Graphics, 56 Duplainville Rd, Saratoga Springs, NY 12866. Verlagsdirektor: Gordon Knowles. Alle Websites, die in diesem Heft erwähnt werden, wurden zum Zeitpunkt der Publikation sorgfältig überprüft. Mary Glasgow ist für spätere Änderungen nicht verantwortlich.