

# SCHUSS



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With National Standards for Foreign Languages

## EDITOR'S LETTER

Dear teachers,

Welcome to the last edition of *Schuss* in this academic year. In issue 5 we ring in the summer with an article about AnnenMayKantereit, one of the most popular singer-songwriter bands in Germany, and we present Instagram users' most popular German vacation destinations. We introduce teenagers and anti-bullying activists Lukas Pohland and Hannah Schmidt who have both received awards for their campaigns against cyberbullying. Further topics are a *Schuss* report from the computer games fair *Gamescom*, and Linn and Nebil say goodbye to us with an interview about their future plans. Wishing you and your students a wonderful summer from all of us here at *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/schuss205](http://www.mg-plus.net/schuss205)

**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

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**Pages 4–5 Lesson Plan 1****Die Festivalband kommt****Objectives**

- To learn something about a successful German rock band (**2.2: Products of Culture**)
- To practice reading and listening comprehension (**1.2: Interpretive Communication**)

**Starter**

Ask students to discuss **Vorbereiten** in small groups. Then discuss the topic with the whole class. Are there singer-songwriters or groups that are particularly popular with the class?

**Main Activity**

- 1 Read the introduction with the class and point out the emphasis on the article *die* in the first sentence. How does the emphasis change the meaning of the sentence? Encourage students to come up with their own examples.
- 2 Ask students to read the article with their speaking partners and then to tick the correct answers in **Verstehen**. Discuss the answers with the class and ask further comprehension questions, such as: *Wie entstand der Name der Band? (Der Name setzt sich aus den Nachnamen der drei Gründungsmitglieder zusammen.)*
- 3 Play the audio clip *Festivalkalender 2020* ([www.mg-plus.net/schuss205](http://www.mg-plus.net/schuss205)) several times and ask the class to complete the associated listening activity. Then ask volunteers to call out the festivals mentioned in the audio clip as well as their respective music genres, and write this information on the board (*Hurricane Festival – Rock, Fusion Festival – Kultur, Wacken Open Air – Heavy Metal/Hard Rock*).
- 4 Ask students to do **Welcher Festival-Typ bist du?** with their speaking partners. Then ask students which of the festivals mentioned in the audio clip they would be most likely to visit.
- 5 Ask students to find a speaking partner who chose the same festival. Together they should pick one of the festivals described in the strip **Die 3 besten deutschen Open Airs**, research it online and discuss whether they would visit it. Encourage volunteers towards the end of the lesson to summarize the results of the discussions.

**Extension**

For homework, ask students to research a song by the band AnnenMayKantereit online and to translate the lyrics into the classroom language.

**Pages 6–7 Lesson Plan 2****#urlaub****Objectives**

- To learn something about German vacation destinations which are popular on Instagram (**3.2: Making Connections**)
- To practice using prepositions (**4.1: Language Comparisons**)
- To practice reading and listening comprehension (**1.2: Interpretive Communication**)

**Starter**

Ask the class to prepare **Vorbereiten** in small groups. Then ask volunteers to share their answers with the class and let students vote: *Welches Reiseziel ist dieses Jahr am beliebtesten? Warum?*

**Main activity**

- 1 Ask students to read the article in pairs. Then ask comprehension questions, for example: *Was ist einem Drittel deutscher Urlauber bei der Wahl ihres Urlaubsziels wichtig? (Sie möchten, dass der Ort auf Instagram schön aussieht.) Welche Orte sind die Lieblingsziele der Instagram-Nutzer? (die großen Touristenattraktionen) Warum musste die Rakotzbrücke in Kromlau restauriert werden? (Instagram-Nutzer hatten sie kaputt gemacht.)*
- 2 The class should now do **Verstehen**. Then write **Akkusativ oder Dativ** on the board and ask volunteers to name the respective cases of the objects in **Verstehen**, for example: *auf eine Burg – Akkusativ, vor einem Fluss – Dativ* etc. Ask: Which of these prepositions are dual case prepositions? (*auf, vor, in*) When do we use the accusative after a dual case preposition? When a change of location or direction is described; we ask: where to? (*wohin?*) When do we use the dative? When a static state is described; we ask: where (at)? (*wo?*)
- 3 Students should now continue with **Üben**. Discuss the answers with the class.
- 4 Research *#burgeltz* and *#rakotzbrücke* on Instagram together with the class. Then ask: *Wie hoch ist die Anzahl der Beiträge und Likes?* Take a look at some of the photographs with the students. Ask: *Wie findet ihr die Fotos?* Encourage students to use opinion phrases and to give reasons for their views.
- 5 Transition to **Diskutieren**. Ask students to discuss the questions in small groups. Then ask each group to nominate a speaker to sum up the group's point of view in front of the class. Afterwards discuss the topic with the whole class.

### Extension

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

## Pages 8–9 Lesson Plan 3

### Aktiv gegen Cyber-Mobbing

#### Objectives

- To learn something about two German students who have taken up the fight against cyberbullying **(4.2: Cultural Comparisons)**
- To extend vocabulary on the topic of cyberbullying **(4.1: Language Comparisons)**
- To practice reading comprehension **(1.2: Interpretive Communication)**

#### Starter

Ask all students to answer the questions in **Vorbereiten** in secret. Students should write their answers anonymously on a piece of paper and fold it up. Collect the answers in a container, then read several of the statements out loud and discuss them with the class.

#### Main Activity

**1** Read the introduction to the article with the class. Then ask students to take turns to read one sentence at a time. Discuss, where appropriate, unknown vocabulary and ask comprehension questions, for example: *Welche*

*Konsequenzen hat es, dass man sein Handy immer dabei hat? Findet ihr, dass Schule wechseln eine gute Lösung ist? Was macht Hannah in der AG gegen Cyber-Mobbing? Etc.*

**2** Ask students to test their reading comprehension skills in pairs with **Verstehen**. Discuss the answers with the class.

**3** Students should now complete the sentences in **Üben**. Challenge volunteers to read out the completed sentences and to translate them into the classroom language.

**4** Ask students to read the box **Cyber-Mobbing – was tun?** with their speaking partners. Discuss briefly, if necessary, the formation of the imperative in the second person singular (for regular verbs: infinitive without the ending *-n*, in colloquial German also often infinitive without *-en*). Then ask students to translate the recommendations into the classroom language.

**5** Explain to students that they should devise a dialogue with their speaking partners about a phone call to a cyberbullying hotline. Write the following structure on the board and provide scaffolding, if necessary, by adding expressions and phrases for each step: 1. Victim of bullying describes situation 2. Activist expresses empathy 3. Victim of bullying describes feelings 4. Activist gives tips using the imperative 5. Victim of bullying outlines his or her next steps. Ask students to produce the phone conversations in writing. At the

## Grundvokabular: Aktiv gegen Cyber-Mobbing

This is a list of 30 words and phrases on the topic of *Aktiv gegen Cyber-Mobbing*. Photocopy the table and ask students to translate the terms.

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
sich engagieren		die Schule wechseln	
stark		die Lösung	
das Opfer - die Opfer		das Sorgentelefon	
das Soziale Netzwerk		gründen – er hat ... gegründet	
gewinnen – sie haben gewonnen		reagieren	
der Schulhof		gemein	
gefährlich		sammeln	
normal		blockieren	
das Handy		sprechen	
dabei haben		informieren	
der Gründer		vertrauen	
anfangen – er hat angefangen		die NutzerInnen (Pl.)	
kämpfen		die Erfahrung	
jmd. helfen – er hat ihr geholfen		etwas posten	
die Hilfe		löschen	

end of the lesson, nominate volunteers to read out their dialogues.

**Extension**

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

**Pages 12-13 Lesson Plan 4**

**Beste Freunde: Linn und Nebil - Pläne**

**Objectives**

- To learn something about Linn's and Nebil's plans for the future **(2.2: Products of Culture)**
- To extend vocabulary on the topics of school and job preferences **(4.1: Language Comparisons)**
- To practice reading and listening comprehension **(1.2: Interpretive Communication)**

**Starter**

Write *Zukunft* on the board and ask students to brainstorm this term in small groups. Hand out sheets of A2 paper and ask the groups to note their ideas down in form of a mind map or a spider diagram. Each group should then present their poster to the class. Are there topics that are important to all students? Encourage a discussion.

**Main Activity**

- 1 Read the interview with the class. Ask volunteers to take turns reading the questions and Linn's and Nebil's answers. After each question clarify unknown vocabulary and ask comprehension questions, for example: *Warum will Linn in den Sommerferien nach London fahren? (Sie will Freunde besuchen.) Warum fährt Nebil in den Sommerferien nach München? (Er hat dort einen Ferienjob.)*
- 2 Ask students to check their reading comprehension with **Verstehen**. Discuss the answers with the class. Students should then move on to **Üben**. Ask students to highlight their six chosen *ich*-sentences in the interview, before they rewrite them into the third person singular. Have the rewritten sentences read out to you.

3 Play the audio clip *Beste Freunde: Oder Familie?* ([www.mg-plus.net/schuss205](http://www.mg-plus.net/schuss205)) and ask the class to complete the associated listening activity.

4 Continue with **Diskutieren**. Ask students to answer the interview questions by themselves in writing, noting down keywords. Then ask students to interview each other in pairs, with the interviewers testing their understanding of the answers by verbally summarizing the answers given to them. At the end of the lesson, nominate volunteers to talk in class about their speaking partners' aspirations for the future.

**Extension**

For homework, ask students to write a short essay entitled *Unsere Zukunft*.



**Culture box**

**Die Shell Jugendstudie 2019**

How do young people in Germany between the ages of 12 and 25 think and feel? Since 1953, every four to five years, the oil and gas company Shell has commissioned teams of German scientists to answer that question in great detail. The 18<sup>th</sup> Shell Youth Study was published in the fall of 2019 and portrays a generation of young Germans who feel distrust towards elites, but are mainly characterized by tolerance towards minorities as well as other ways of life and social groups. The study shows that, irrespective of socio-economic backgrounds and levels of education, young people are primarily concerned about the future of the planet: Protecting the environment and the fight against climate change take first and third place in their list of priorities for the future.

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