

SCHUSS



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„Bei uns ist nichts fake“

models und
wister

Nils Schoof

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Editor's Letter

Dear teachers,

Happy New Year and welcome to the new edition of *Schuss*. We usher in 2017 with a wide spread of original topics, designed to captivate young learners' minds, engage their intellects and inspire thought-provoking classroom discussions.

As Berlin Fashion Week kicks off, we feature brother and sister team Nils and Lou Schoof in **Topmodel-Geschwister**. We ask: Does their interest in fashion extend beyond their modelling careers? How fashion-savvy are your students? This article provides a splendid opportunity to talk about style and the kind of clothes they prefer.

In **Mit Humor und Zukar** we interview the Syrian-born filmmaker and actor Firas Alshater, who fled to Berlin in 2013. His experience as a refugee in Germany inspired him to create a series of humorous YouTube-clips. *Zukar*, as the series is called, proved popular with German audiences and became an internet hit.

'Wer sind die Deutschen?' inquires Firas Alshater in his first YouTube video and he is not the only one to ask: four German teenagers attempt to get to the bottom of the most widespread German stereotypes in **Typisch deutsch**, including 'are Germans really always on time?' The article provides food for thought and invites classroom debate.

Yoga classes for pets and organic dog food are amongst the little luxuries enjoyed by many German pets these days. Buying luxury goods for our furry friends has become a widespread phenomenon. **Haustiere im Luxus** deals with the issue and provides a number of relevant statistics for the revision of numbers.

Further topics: University tuition fees - pros and cons, the German ice hockey player Leon Draisaitl, ideas for a fun-filled day out in Salzburg and interesting facts about tennis legend Boris Becker.

We hope you and your students will enjoy this issue of *Schuss*.

Happy learning,

Martina Koepcke

Editor of *Schuss*

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Pages 4–5 Lesson Plan 1

Topmodel-Geschwister

Objectives

- To practice reading and listening comprehension (1.1: Interpersonal Communication)
- To learn about famous German siblings (2.2: Products of Culture)
- To talk about fashion (4.2: Cultural Comparisons)
- To practice the use of conjunctions (1.3: Presentational Communication)

Starter

Play the audio track mg-plus.net/sch47_audio11. Pupils answer the following questions: *Was ist das Thema des Werbespots? (Berlin Fashion Week). Wann findet die Fashion Week statt? (Vom achtzehnten bis zweiundzwanzigsten Januar).* Which expressions relating to fashion did the students pick out? Collect the answers on the board (for example: *internationale Modeszene, Modemacher, neue Kollektionen, Design-Talente*). Ask volunteers to explain their meanings.

Main Activity

- Students discuss the photos of different pairs of siblings in the coloured circles with their partners: What do they have in common? What distinguishes them from each other? Students then move on to discuss the questions in **Vorbereiten**.
- Read the introduction and the first paragraph of the article with the class. Ask comprehension questions: *Was ist in der Fashion-Welt total im Trend? (Geschwister-Paare). Woher kommen Lou und Nils? (aus Hamburg).* Students then read the following paragraphs with their partners. Check reading comprehension and ask volunteers to sum up each paragraph.
- Ask students to highlight the conjunctions in the text and to sort them into two categories: conjunctions which send the verb to the end of the sub-clause ('*wenn*', '*nachdem*', '*weil*', '*seit*', '*dass*') and conjunctions which leave the word order unchanged ('*denn*', '*aber*', '*und*', '*oder*'). Working with their partners students then move on to **Verstehen**.
- Play the Video '*Mode*', mg-plus.net/SCH47_video3. Ask students to follow the transcript while listening and underline unknown words and expressions. Clarify unfamiliar terms and ask comprehension questions. Then play the video again without the transcript. Students jot down replies to each of the five questions in **Video Mode** and then answer the questions in conversation with their speaking partners.

Extension

For homework: Students take a photo of their favorite

garment or design idea in the style of a fashion magazine and write an accompanying blurb describing the item.

Pages 6–7 Lesson Plan 2

Mit Humor und Zugar

Objectives

- To practice reading comprehension (1.1: Interpersonal Communication)
- To learn about a Berlin-based Syrian filmmaker (3.2: Acquiring Information)
- To practice the correct use of '*das*' und '*dass*' (1.3: Presentational Communication)

Starter

Students answer the questions in **Vorbereiten** in small groups. Collect their answers on the board in a spider diagram and discuss relevant points with the class.

Main activity

- Read the introduction and the article on page 6 with the class. Clarify unfamiliar terms and ask comprehension questions: *Was für Berufe hatte Firas in seiner Heimat? (Schauspieler und Filmemacher). Warum flüchtete Firas? (Weil in Syrien Krieg ist.) Worum geht es in seinen YouTube-Videos? (Mit Humor, die Deutschen zu entdecken.)*
- Introduce the class to the task in **Verstehen**. Ask: *Was ist der Unterschied zwischen 'dass' und 'das'?* Allow thinking time and encourage students to work out the answer independently. If students have access to computers in the classroom, point them to the revision on page 7 of the online Learning Unit de.maryglasgowplus.com/language/lab. Allow time for students to read through the explanation and to complete the related interactive exercise on page 8. Now elicit the difference between '*das*' (relative pronoun, or demonstrative pronoun) and '*dass*' (conjunction) from the class. Next students work in pairs through the interview with Firas and fill the gaps with '*das*' or '*dass*'. Check that the gaps have been filled correctly.
- Students now complete **Üben** in writing, using the conjunction '*dass*' to form subordinate clauses. Review the answers by asking further comprehension questions.
- As preparation for **Weiterarbeiten** show the YouTube clip *Zugar, Folge 1 Wer sind die Deutschen* (length: 3'06") if your school allows access. Ask: *Warum nennt Firas seine YouTube-Serie Zugar? Wie findet ihr das Video?* Discuss opinions and reasons with the class. Now ask students to consider the questions in **Weiterarbeiten** and to note down their thoughts. Encourage a classroom discussion.

Extension

For homework: Students write a review about their favorite vlogger.

Pages 8–9 Lesson Plan 3

Typisch deutsch

Objectives

- To practice reading and listening comprehension **(1.1: Interpersonal Communication)**
- To revise opposites **(1.1: Interpersonal Communication)**
- To recognize sentence structures using the indefinite pronoun 'man' **(4.1: Language Comparisons)**
- To express opinions **(1.1: Interpersonal Communication)**

Starter

Begin with **Vorbereiten**. Write *Typisch deutsch?* in the middle of the board and collect students' suggestions in a spider diagram around it. Which views are shared by the majority of the class? Take a vote. Wipe off all submissions which do not get a majority vote.

Main Activity

- 1 Read the introduction to the article with the class. Elicit the meaning of *Stereotypen* und *Klischee*. Nominate volunteers to read the parts of Theresa, Anni,

Maja and Matteo. Stop the reading after the paragraph *Deutsche sind pünktlich*. Ask comprehension questions and clarify unfamiliar vocabulary. Do students agree with the teenagers? Collect opinions. Proceed in the same way with the next three paragraphs. Then students carry on with **Verstehen**. When finished, advanced students choose one of the statements on the board and, working in small groups, write down how they think Theresa, Anni, Maja and Matteo might comment. Several groups read the comments with assigned roles. Advanced students speak freely.

- 2 Write *Man sollte nicht generalisieren* on the board. What is the subject of this sentence? (The indefinite pronoun 'man'). Ask: *Wann benutzt man 'man'?* (*Wenn wir eine Aussage verallgemeinern wollen, wenn das Subjekt nicht näher bestimmt ist – for generalised statements, when the subject is not specified*). Elicit the answer in the classroom language if necessary. Ask students to find further sentences with 'man' and to read them out.

- 3 Play audio-clip mg-plus.net/SCH47_audio8. Ask the class to note down answers to the following questions: *Was findet Valentin typisch deutsch? (immer pünktlich). Findet Milena, dass die Deutschen fleißig und diszipliniert sind? (Nicht immer, es gibt auch viele die faul und undiszipliniert sind.) Wie findet Sina Stereotypen? (Total doof). Warum? (Alle Menschen sind*

Grundvokabular: Stereotypen

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

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
das Stereotyp		ich halte mich daran	
das Klischee, die Klischees		generell	
typisch – untypisch		meistens	
Humor haben		es funktioniert hier alles	
lustig sein		ganz genau	
sie haben keinen Humor		es ist alles gut organisiert	
gut organisiert		spontan sein	
fleißig – faul		ich bin gern spontan	
diszipliniert – undiszipliniert		chaotisch	
zu spät kommen		normal	
privat		das irritiert	
es ist wichtig / es ist nicht wichtig		anders sein	
etwas ernst nehmen		prinzipiell nicht anders sein als...	
man sollte nicht generalisieren		man sagt, dass ...	
sich an die Regeln halten		alle Menschen sind verschieden	



verschieden...) Discuss Sina's answer in relation to the remaining statements on the board.

4 Students continue with **Üben**. Advanced learners compile their own list of opposites in addition to the exercise. Hand out the photocopied vocab lists and ask the class to complete the lists with the vocabulary learned in this lesson so far.

Extension

The class moves on to **Weiterarbeiten**. Working with their partners, students write four stereotypes on paper and pass them to another pair of students. Each pair uses the passed-on stereotypes for their interviews. Encourage students to practice using sentence structures with the indefinite pronoun 'man'.

Pages 10–11 Lesson Plan 4

Hauttiere im Luxus

Objectives

- To learn something about German pet owners (4.2: Cultural Comparisons)
- To practice numbers and statistics (1.3: Presentational Communication)
- To practice reading comprehension (Interpersonal Communication)

Starter

Students look at the photo of the dog wearing a crown on page 10 and describe the picture in detail. Introduce the adjective *verwöhnt*.

Main Activity

1 Read the article with the class sentence by sentence. More advanced groups work independently on their own or with a partner. Ask comprehension questions and clarify terms such as *Bio-Futter*, *Luxusartikel*, *Vierbeiner ethisches Dilemma*. Students move on to **Üben** with their partners and underline the relevant phrases in the text.

2 Ask students to study the statistic **So viele Haustiere gibt es in Deutschland** on page 11. Then work through the examples with the class to revise numbers and percentages. Now ask the students to

work through **Hauttiere in Zahlen** in pairs with their speaking partners. To assess comprehension levels, call out a number, for example: *zwei Millionen*. The first student to name the sentence relating to that number correctly (*Es gibt zwei Millionen Fische in Deutschland*) is allowed to call out the next number.

3 Expand the game. Divide the class into groups of four and include all six statistics. The group able to name the most sentences relating to the numbers called out correctly wins the game.

4 Ask the students to think about the questions in **Weiterarbeiten** for two minutes and to make notes. What are the positive effects of treating animals to luxuries? Start a discussion with the class.

Extension

For homework: Ask students to do **So viel kosten kuriose Artikel für Hunde** in writing and then to research three similar items for pets online. Students prepare a short PowerPoint presentation, following the format of the previous exercise. Alternatively, students write a short creative essay from the viewpoint of a pet about its owner. Title: *Mein Mensch*.



Queen Victoria loved them, Pablo Picasso adored his and Adele's is called Louie: Dackel, also called Dachshunde, are a well-liked breed of dog, known for their playfulness and their loyalty. Short, crooked legs and a body that appears proportionally far too long have earned them the affectionate nickname 'Sausage Dog'. But dachshunds are no lapdogs: since the 18th century they were bred for hunting underground. Their short legs enabled them to scramble into the burrows of badgers and foxes. Their long upwards-pointing tails allowed hunters to pull them out if they got stuck. Dachshunds are fearless and fiercely independent. They come in three breeds: short-hair, long-hair and wire-hair; and three sizes: standard, miniature and kaninchen.

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