



SCHUSS

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Editor's Letter

Dear teachers,

With the summer holidays finally coming into view, we have pulled out all the stops to keep our young readers' enthusiasm up over the remaining months. We are increasing the pace in this fifth and last edition of *Schuss* in the current school year, with an entertaining mix of topical articles combined with challenging and engaging exercises. Tips and suggestions for your teaching practice are provided in our four lesson plans.

We portray **Yusra Mardini**, the young swimmer from Syria who came to Germany as a refugee in 2015. Yusra became famous when she was chosen to compete as a member of the International Refugee Team at the Olympic Games in Rio last year. Yusra continues to use her media appeal to stand up for the plight of refugees worldwide.

It's summer term, final exams are near. We want to know: Can exam anxiety and stress be avoided? Students can find out how to revise and prepare with as little stress as possible in our **Lerntyp** quiz.

If you didn't know it yet, you heard it here first: Germany is a country of eccentrics, as demonstrated in our next feature, **Deutschlands verrückteste Festivals**.

From the mud-covered olympics to the World Championship in dustbin racing, we introduce five crazy fun-filled festivals.

It's official: Reading for pleasure is having a bit of a renaissance amongst German teenagers, thanks to **Booktubing**. We discuss the impact of book reviews on YouTube in Germany and provide interesting and surprising statistics for the revision of percentage numbers.

Further topics: The Vote, legal right or legal obligation? Plus, a short portrait of Swiss tennis hopeful Alexander Zverev, ideas for an action-packed day in Bern, John F. Kennedy in Berlin – an important chapter of German post-war history, funny tongue-twisters and as always news, audio-clips, our video and the online Learning Unit.

We hope you and your students will have fun reading *Schuss 5* and we wish you a very happy summer holiday.

Martina Koepcke

Editor of *Schuss*

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- 5 **audio tracks** related to *Schuss 5* with worksheets
New! Audio booklets are no longer available in print, but are available online at: www.mg-plus.net/de/audio
- A **Language Lab Learning Unit** with comprehension activities and automated marking
- Our **Video Schule**, with transcript and online activities

Plus: Access to our archive of teaching resources, with an abundance of videos, audio tracks, online activities, magazine articles and worksheets



Pages 4–6 Lesson Plan 1

Yusra Mardini

Objectives

- To practice reading and listening comprehension (1:2: Interpretive Communication)
- To learn about refugees in Germany (2:2: Products of Culture)
- To practice subordinate clauses with 'als' (1:1: Interpersonal Communication)

Starter

The class discusses the questions in **Vorbereiten** in groups of four. Each group should nominate a member to record the group's answers. Invite students to refer to their own family history where appropriate. Then ask the groups to keep their contributions for a discussion at the end of the lesson.

Main Activity

- Read the headline and the introduction with the class and check comprehension. Students read through the article in pairs and write a short summary of each paragraph. Discuss the answers and clarify any remaining unfamiliar terms.
- Write the first sentence of the introduction on the board. Students identify the main clause and the subordinate clause. Ask the class to circle the conjunction and the verb in the subordinate clause (*Als, war*). Now elicit the grammatical structure of the subordinate clause. (*Here the subordinate clause precedes the main clause. 'Als' is a subordinating conjunction; it sends the verb to the end of the subordinate clause. 'Als' describes an action in the past, therefore the verb needs to be in the imperfect.*)
- Ask the class to highlight the remaining sub-clauses in the text, and to circle 'als' as well as the corresponding verb in the imperfect for each one. If required, revise the formation of the imperfect with the class, particularly for the verbs *sein, kommen* and *kreieren*. Students then move on to **Verstehen**. Discuss the example sentence with the class. Students then answer the questions in writing. Assess reading comprehension; nominate students to read out their answers.
- The class continues with **Üben**. Students complete the gap-fill. They then analyze the word families and assign the correct grammatical definition for each term. For example: *die Flucht* – noun, *geflüchtet* – past participle, *Flüchtlinge (Pl.)* – noun.
- Refer to the starter activity and ask each group to present their answers to **Vorbereiten** to the class. Use as a springboard for a class debate about refugees.

Extension

For homework: Students research **Weiterarbeiten** and create a short presentation for the beginning of the next lesson. Further independent learning: The online Learning Unit de.maryglasgowplus.com/languagelab.

Page 7 Lesson Plan 2

Welcher Lerntyp bist du?

Objectives

- To practice reading and listening comprehension (1:2: Interpretive Communication)
- To revise verbs in the second person singular present tense (1:3: Presentational Communication)
- To practice asking questions (1:1: Interpersonal Communication)

Starter

Play the phone-in mg-plus.net/SCH47_audio. Ask the students to note down answers to the following questions: 1. *Warum findet Meike ihre Schule super? (Die Lehrer sind tolerant und fair und sie helfen, wenn es Probleme gibt.)* 2. *Warum findet Ali seine Schule nicht so gut? (Das Gebäude ist sehr alt und viele Sachen funktionieren nicht richtig.)* 3. *Warum ist Selma gestresst? (Es gibt zu viele Tests und Klassenarbeiten.)* 4. *Was sagt Niklas dazu? (Da kann man leider nichts machen.)* Now ask the class: *Hat Niklas Recht? Kann man da wirklich nichts machen?* Encourage a short discussion about different strategies students can employ to protect themselves from exam stress.

Main activity

- Read the introduction to the quiz with the class. Nominate volunteers to read out each point separately. Stop the reading after each point to ask comprehension questions and to clarify unfamiliar vocabulary before students choose a category and move on to the next point. At the end of the quiz write the three solutions on the board and note down how many students fit into each category.
- Ask the class to underline the personal pronoun 'du' in every sentence of the quiz, together with the corresponding verb forms. Now collect the verb forms on the board, for example: *Du räumst, du legst, du kannst* and so on. Now ask the class to invert the statements in the quiz into questions and to write them down. For example: *Räumst du deinen Schreibtisch auf? Machst du alle 90 Minuten eine Lernpause?*
- The students use the questions they have created to conduct a class survey. Remind students to answer using the correct verb form in the first person singular, for example: *Ja, ich räume meinen Schreibtisch auf.*

4 Play the video 'Schule' mg-plus.net/SCH47_video_5. Ask students to note down the answers given to the five questions about school. Afterwards students answer the same five questions for themselves in writing.

Extension

For Homework: Students answer the question *Was sind deine Lern-Tipps?* in writing.

Pages 8–9 Lesson Plan 3

Deutschlands verrückteste Festivals

Objectives

- To learn about unusual German festivals
- (2:1: Practices of Culture)**
- To practice reading comprehension **(1:2: Interpretive Communication)**
- To practice using modal verbs **(1:3: Presentational Communication)**

Starter

Write *Badewannen-Rennen*, *Mülltonnen-Rennen*, *Watt-Olympiade* und *Fingerhakeln* on the board. Divide the class into four groups. Challenge the groups to write down definitions for the four terms. Volunteers read out their definitions. Students then vote which ones are most likely to be correct.

Main Activity

- 1** Read the article with the class. Ask comprehension questions and clarify unknown vocabulary. Students move on to **Verstehen** and assign the events to the corresponding descriptions. Review the answers with the class and compare them to the definitions students wrote down at the start of the lesson.
- 2** Ask students to highlight the four sentences with modal verbs in the text. (*1. Hier dürfen sich die Spieler richtig dreckig machen. 2. Die Tonnen müssen leer sein, 3. (die Tonnen) dürfen nicht stinken, 4. Teilnehmer müssen schwimmen.*) Now ask the class: What do you notice about word order in sentences containing modal verbs? (*Was fällt bei der Satzstellung bei Sätzen mit Modalverben auf?* Answer: The second verb (main verb) is in the infinitive at the end of the sentence. (*Das zweite Verb (Vollverb) steht im Infinitiv am Satzende.*) Revise the meaning of each modal verb in the classroom language and put the translations on the board. Students then pick the correct modal verb in **Übe** and form complete sentences.
- 3** Ask: *Welches Festival gefällt euch am besten?* Encourage students to give reasons for their choices. Initiate a class survey and find out with the class which festival is the most popular and why.

**Grundvokabular:
Verrückte Festivals**

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

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
verrückt		die Rivalen (Pl.)	
das Badewannen-Rennen		jemanden über den Tisch ziehen	
der Spaß-Faktor		das Spektakel	
schmutzig		die Alpen-Meisterschaft	
dreckig		stattfinden	
definitiv		die Weltmeisterschaft	
unkonventionell		das Mülltonnen-Rennen	
die Teams (Pl.)		die Piloten (Pl.)	
lustig		in lustigen Kostümen	
die Disziplinen (Pl.)		die Kostüme (Pl.)	
der alpine Traditionssport		paddeln	
Achtung, fertig, los!		in einer gepimpten Badewanne	
der Wettkampf		originell	
gewinnen		die Olympiade	
verlieren		die Regel	

**Extension**

For homework: Students do **Weiterarbeiten** at home; they research an unusual festival or tournament in their own country online and create a poster, describing the event. Challenge students to use as many modal verbs as possible in their descriptions.

Pages 10-11 Lesson Plan 4**Booktubing****Objectives**

- To learn something about book tubing in Germany (**2:2: Products of Culture**)
- To revise numbers and statistics (**1:2: Interpretive Communication**)
- To practice reading and listening comprehension (**1:2: Interpretive communication**)

Starter

Ask students to talk about the question in **Vorbereiten** with their speaking partners. Discuss with the class: How do students decide which books to read? Then ask the class: 1. *Was macht ein Booktuber?* (For example: *Ein Booktuber filmt Lese-Tipps und lädt die Videos auf YouTube auf.*) 2. *Habt Ihr schon einmal Videos von Booktubern gesehen?*

Main Activity

- 1 Read the article with the class. Advanced groups work through the text independently in pairs. Ask comprehension questions and clarify terms such as *Literaturkritik*, *analysieren* and *Exemplar*. Students move on to **Finde im Text** with their speaking partners and underline the relevant passages in the article. Review the answers with the class.
- 2 Ask students to study the statistic **Bücher in Zahlen** on page 11. Then work through the examples with the class to revise numbers and percentages. Now ask the students to work through **Hier lesen die Deutschen ihre Bücher** in pairs with their speaking partners.
- 3 Divide the class into several teams. Call out a percentage number from one of the statistics,

for example: *Fünfzig Komma Acht*. The first student to name the correct sentence relating to that number (*50,8 % der deutschen Jugendlichen lesen, weil es Spaß macht*), wins a point for the team and calls out the next percentage number.

- 3 Play the phone-in mg-plus.net/SCH47_audio. Ask students to answer the following questions: *Was ist das beliebteste Buch-Genre in Deutschland?* (*Fantasy*). *Wer liest manchmal Krimis oder Thriller?* (*Mirko*). *Wer findet 'Der Herr der Ringe' faszinierend?* (*Sophia*). *Wer liest E-Books?* (*Julia*). Students move on to answer the questions in **Weiterarbeiten** and make notes. Review their answers. Encourage volunteers to talk about their favourite books and instigate a classroom debate.

Extension

Students write a book review about a book of their choice.

**Culture box****Die Frankfurter Buchmesse**

Not far from the city of Mainz, where Johannes Gutenberg invented the printing press 500 years ago, the world's largest book fair opens its doors to the publishing industry every October. From avant-garde manga to new literary discoveries and original novels waiting to be turned into Hollywood Blockbusters, the Frankfurt Book Fair is the most important trading platform in the world for literary ideas in any shape or form. It provides a meeting place for publishers, agents, authors, bloggers, book-traders, film-producers, games developers, illustrators and translators from over 100 countries. The general public gets a look-in over the weekend, when book lovers might be in with a chance to meet their favourite authors in person at a reading or a book signing.

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