

SCHUSS



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With National Standards for Foreign Languages

EDITOR'S LETTER

Dear teachers,

In the March issue of *Schuss* we feature the Canadian singer Shawn Mendes, who will be giving three concerts in Germany at the end of the month. Our article 'Social media - no thanks' deals with the growing trend among young people to stop using social media apps. We also feature Plant-for-the-Planet, an initiative founded by Felix Finkbeiner (21) from Bavaria and we take a closer look at the vegan lifestyle. In our blog Myrto talks about her job experiences and her future career plans. Our historical personality is Levi Strauss and our tourist attraction the Reichstag in Berlin. Have fun reading and learning!

Britta Giersche
Editor

KEY

What do our symbols mean?

Listen to an audio track about this article (www.mg-plus.net/SCHaudio).

Do the learning unit on this article (www.mg-plus.net/delanglab).

Watch a video about this article (www.mg-plus.net/SCHvideo).

Explore the extra online content about this article (www.mg-plus.net/SCHextra).

Explore the Lesson Plan included on the Teacher's Notes!

PROBLEMS NAVIGATING THE WEBSITE?

• Email us: hilfe@maryglasgowplus.com

• Watch our tutorials!
www.mg-plus.net/detutorials

YOUR MAGAZINE AT A GLANCE

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Pages 4–5 Lesson Plan 1**Shawn Mendes****Objectives**

- To learn something about the Canadian singer and his German fans (**3.1: Making Connections**)
- To revise prepositions (**4.1: Language Comparisons**)
- To extend active vocabulary (**1.3: Presentational Communication**)

Starter

Ask the class to prepare **Vorbereiten** and to make notes. Then ask volunteers to answer the questions in complete sentences. Are there any interesting facts about stars most students did not know yet?

Main activity

- 1 Read the introduction to the article with the class. Ask volunteers to translate the five headings illustrated with emojis into the classroom language. Students should then work through the article in pairs and independently look up any unknown vocabulary.
- 2 Ask students to continue with **Verstehen**. Encourage students to cite the correct statements from the article, where false statements or statements not included in the text are given. Prompt students, if necessary, with additional questions, for example: *Was versteht Shawn unter Therapie? (Gespräche mit einem Experten/Therapeuten).*
- 3 Ask students to circle the prepositions in the text. Then ask students to call them out and write them on the board (*über, für, unter, durch, mit, in, auf, nach, vor*). Clarify their meaning in the classroom language. Students should then enter the correct prepositions in **Üben**. Extension for advanced students: Challenge students to note down lists of dative and accusative objects in the text along with their associated prepositions. Accusative: *für drei Konzerte, über ihn, durch Gespräche, ...* Dative: *unter Angst-Attacken, mit einem Experten, auf der Bühne ...*. Which preposition can be found in both lists? (Two-way preposition, *in* + accusative: *in die Wohnung, in* + dative: *in der Therapie*). If necessary revise the grammar rules for two-way prepositions.
- 4 Ask students to choose one of the stars mentioned at the beginning of the lesson and to do **Diskutieren** in pairs in writing. Discuss the exercise with the class towards the end of the lesson.

Extension

For homework, ask students to listen to the online audio clip *Shawn Mendes in Deutschland* (www.mg-plus.net/SCHaudio) and to complete the table in the associated online activity.

Pages 6–7 Lesson Plan 2**Social Media – nein danke!****Objectives**

- To learn something about the way German teenagers handle social media (**3.2: Acquiring Information and Diverse Perspectives**)
- To conjugate verbs in the present and past tense (**4.1: Language Comparisons**)
- To practice critical analysis of a current topic (**3.1: Making Connections**)

Starter

For **Vorbereiten**, ask students to do a mini class survey with four to five classmates. Before they begin, revise expressions of frequency such as *oft, nie, selten, täglich, jeden Morgen/Abend, alle fünf Minuten, dreimal pro Woche, einmal in Monat* and write them on the board for support. Then discuss the topic with the whole class. Which social media apps were deleted most often by the students? Why?

Main activity

- 1 Read the article sentence by sentence with the class. After each paragraph ask comprehension questions, for example: *Was wünschen sich 60 Prozent der deutschen Jugendlichen? (Mehr Distanz zu Social Media). Was machte Nils immer unkonzentrierter? (Wenn er seine Likes und Shares nicht checken konnte.) Was merken immer mehr junge Leute? (Dass Social Media negative Effekte auf die Psyche haben.)*
- 2 Continue with **Verstehen**. Briefly revise the formation of the imperfect and the perfect tense with the class, if necessary.
- 3 Students should now complete the sentences in **Üben** with their partners. Discuss the answers with the class. Encourage advanced students to translate the five statements into the classroom language.
- 4 Ask the class to read the percentage information in the four yellow circles. Ask students to decide if they agree or don't agree. For each statement students should then write down an example from their own experience, e. g. for 66%: *Ich stimme dem zu. Eine Freundin ist letztes Jahr nach Australien gezogen. Social Media macht es leichter, mit ihr in Kontakt zu bleiben.* Discuss the exercise with the class and then transition to **Diskutieren**. Students should talk about the topic in groups of three at first and note down the advantages and disadvantages. Towards the end of the lesson, expand the discussion into a class debate.

Extension

For homework, ask students to complete the Language Lab Unit (www.mg-plus.net/delanglab).

Pages 8–10 Lesson Plan 3

Bäume pflanzen für das Weltklima

Objectives

- To learn something about the organization Plant-for-the-Planet and its young founder (**2.1: Practices of Culture**)
- To practice using verbs (**4.1: Language Comparisons**)
- To discuss environmental problems (**3.1: Making Connections**)

Starter

Write *Klimawandel* on the board. Then ask students to discuss the questions in **Vorbereiten**, first with their speaking partners and then with the whole class. Write the students' suggestions as a spider diagram on the board. Which suggestions can most realistically be put into action? Let the students take a vote.

Main activity

- 1 Ask students to read the article in pairs and to independently look up unknown vocabulary in the process. Challenge students to test their reading comprehension with **Verstehen** on page 10.
- 2 Ask further comprehension questions and encourage students to answer in whole sentences: *Was gründete Felix im Alter von neun Jahren? (Er gründete*

den Verein Plant-for-the-Planet.) Wie viele Bäume wurden bisher von Kindern gepflanzt? (Es wurden bisher fünfzehn Milliarden Bäume gepflanzt.) Vor welchen Organisationen hielt Felix Reden? (Er hielt Reden vor dem Europäischen Parlament und der UN.) Was organisiert der Verein seit 2008? (Der Verein organisiert Workshops, um Kinder über die Klimakrise zu informieren.)

3 Invite students to work in pairs and to highlight all verb forms in the imperfect. Students should then transcribe these sentences into the present tense. Elicit the infinitives of the irregular verbs: *sein, geben, werden, halten, geben*.

4 Ask students to read the **Meilensteine** timeline and to underline the verb forms in the present tense. Students should then rewrite the sentences containing those verbs in the imperfect.

5 Continue with **Üben** as a race against time. Students can work in pairs. The first pair to find the solution is the winner.

Extension

For homework, ask students to research Kenyan environmental activist and Nobel laureate Wangari Maathai. Students should write one paragraph each about her political work and her personal life.

Grundvokabular: Bäume pflanzen für das Weltklima

This is a list of 30 words and phrases on the topic of *Bäume pflanzen für das Weltklima*. Photocopy the table and ask students to translate the terms.

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
der Klimawandel		hören	
der Baum		die Aktion	
gegen		informieren	
motivieren		das Europäische Parlament	
recherchieren		die Organisation	
die Initiative		organisieren	
gründen		unterstützt werden	
inspiriert sein		die Werbe-Kampagne	
absorbieren		die Balance	
der Verein		das Klimasystem	
das Ziel		etwas schaffen	
helfen		der Treibhauseffekt	
die Klassenkameraden		einflussreich	
die lokale Presse		das Umweltproblem	
der Umweltpolitiker		die Demonstration	

Pages 14–15 Lesson Plan 4**Blue Jeans****Objectives**

- To learn something about the German inventor of the blue jean **(3.1: Making Connections)**
- To learn something about the significance of blue jeans for young people in the former East Germany **(2.1: Practices of Culture)**
- To revise verb forms in the imperfect **(4.1: Language Comparisons)**

Starter

Ask the class: *Wie viele Kleidungsstücke aus Jeans-Stoff besitzt ihr?* Encourage students to answer in complete sentences, for example: *Ich habe eine Jeans-Jacke.* Ask: *Sind euch bestimmte Marken wichtig?* Encourage students to justify their opinion by using a subordinate clause beginning with *weil*.

Main activity

- 1 Read the article about Levi Strauss with the class. Ask: *Was ist ein Kultobjekt?* Ask students to work out a definition of the term with their speaking partners and to give examples. Briefly discuss the answers with the class.
- 2 Nominate volunteers to each read out one sentence of the article aloud, then ask comprehension questions: *Aus welchem Material ließ Levi Strauss zuerst Hosen produzieren? (aus braunen Zeltplanen). Welches Problem hatten diese Hosen? (Die Hosentaschen gingen schnell kaputt.) Wie wurden die Hosentaschen stärker gemacht? (mit Nieten). Welches perfekte Material entdeckte Levi für seine Hosen? (indigoblauen Stoff aus der französischen Stadt Nîmes). Wie nennt man diesen Stoff auch? (de Nîmes = Denim).* Then students should test their reading comprehension with **Verstehen**. Ask volunteers to read out their completed sentences.

3 Ask students to read **Lesetext** on page 15 in pairs. Students should then complete the two exercises in the blue box on page 15. Clarify the term *Einstellung* in the classroom language and ask: *Was meint Edgar Wibeau, wenn er sagt „Jeans sind eine Einstellung und keine Hosen“?* Analyze the statement with the class.

4 Invite students to do **Diskutieren** on page 15 in small groups. Then discuss the topic with the whole class. Encourage students to express their opinions using subordinate clauses.

Extension

For homework, ask students to research a further fact for the Levi Strauss timeline in writing.

Culture box**Blaue Jeans als Rebellion:
Jugendkultur in der DDR**

Elvis Presley liked to wear them, James Dean popularized them and certainly since Rebel without a Cause (1955), the 'blue jeans' became a symbol of youth rebellion. No wonder that the blue pants were criticized as '*kapitalistisches Teufelszeug*' in East Germany. With propaganda describing wearers of blue jeans as 'decadent elements', the GDR leadership tried to contain the influence of American pop culture - and achieved the opposite. Wearing the coveted and illegally imported jeans from the West became an act of rebellion. Only in 1978, eight years after the first publication of Ulrich Plenzdorf's *Die Leiden des jungen W.*, did the party leadership change its stance, secretly importing a million pairs of West jeans and legalizing their distribution.

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