



# TEACHERS' GUIDE

**Dear teachers,**

In our March issue of Schuss we look back on one year of Corona in Germany. We hope that you and your students have pulled through this exceptionally difficult year and that you all continue to look positively towards the future, staying motivated to learn and discover new things. Have fun with our new edition!

**The Mary Glasgow Team**



**March**

**Spotlight**

**Stell dir vor, du liebst dich selbst**

**Pages 4-5**

Lulu (real name: Luisa Gaffga) became an Instagram star with her vegan lifestyle blog @lulusdreamhouse. Her new project is all about self-love. There is her new Instagram account @selbst\_\_verliebt and Lulu has now also published a book on the subject. In the Schuss interview Lulu talks about what motivates her.

**Questions to ask ...**

Ist es wichtig, sich selbst zu lieben? Was bedeutet Selbstliebe für dich?

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## What our symbols mean ...



**READ ALONG**

New! Listen to the article!



**VIDEO**

Watch a video relating to this article!



**LEARNING UNIT**

Online Learning Unit relating to this article!

**ANY QUESTIONS?**

Email us: [schuss@maryglasgowplus.com](mailto:schuss@maryglasgowplus.com)

**Pages 8 - 9**

**Unsicher in der Stadt**

**Objectives • Expressing feelings • Reading and listening comprehension • Discussing unsafe places**



Discuss VORBEREITEN with the class. Play the audio version of the article ([www.mg-plus.net/schuss214](http://www.mg-plus.net/schuss214)) and ask students to read along. Then ask comprehension questions, such as: *Was zeigt die Meinungsumfrage von plan.de? Was können Mädchen tun, um sich sicherer zu fühlen?* Ask students to complete VERSTEHEN and ÜBEN in pairs and discuss the answers in class. Ask students to discuss the questions in DISKUTIEREN in small groups. Then each group should create a PowerPoint presentation. Students should document unsafe places in their city and present suggestions on how to make these places safer. At the end of the lesson each group presents their work in front of the class. Encourage a class debate.

**Pages 10 - 13**

**Abgesagt wegen Corona**

**Objectives • Reading and listening comprehension • Sentences with ..., und zwar and zwar..., aber • Comparison of life with the pandemic in Germany with students' own experiences**



Ask students to discuss VORBEREITEN as a class activity. Write students' suggestions on the board and ask students to vote on what they missed the most. Play the audio version of the article ([www.mg-plus.net/schuss214](http://www.mg-plus.net/schuss214)) and ask students to read along. Advanced groups should read the article independently in pairs and look up unknown vocabulary as needed. Ask: *Wer hat im Coronajahr ähnliche Erfahrungen wie Leon gemacht?* Encourage volunteers to compare their own experiences with Leon's account. Students should then complete VERSTEHEN and ÜBEN with their speaking partners. Discuss the answers with the class. For DISKUTIEREN ask students to create timelines and, like Leon, to make an entry for each month. As stated, they should use the „zwar...aber...“ sentence structure to describe their corona-related restrictions. Nominate volunteers to read out their reports. Do their experiences match those of other classmates? Invite the class to comment.

**Pages 14 - 15**

**Webcams in Berlin**

**Objectives • Reading and listening comprehension • Definite articles with accusative objects • Urban geography: Berlin**



Ask students to discuss VORBEREITEN with at least four classmates. Are there any places which are particularly popular? Play the audio version of the article ([www.mg-plus.net/schuss214](http://www.mg-plus.net/schuss214)), ask students to read along in their magazines and to highlight the Berlin sights mentioned in the article. Then ask students to complete VERSTEHEN. Revise the definite articles in the accusative for ÜBEN, if needed (see  **Tipp**). Access an internet map of Berlin online and ask volunteers to identify the sights from the article. Then click on the link NICHT VERGESSEN. *Welche Berliner Attraktionen sind zu sehen?*

# Einmal die Perspektive wechseln

**Objectives • Reading and listening comprehension • Recognition of word families • Understanding of integration**

Ask students to discuss VORBEREITEN in pairs. Then ask volunteers to report back to the class what their speaking-partners have told them (verbs in the third person). Play the audio version of the article ([www.mg-plus.net/schuss214](http://www.mg-plus.net/schuss214)); students should read along in their magazines. Ask comprehension questions, for example: *Warum heißt das Rollstuhl-Basketball-Projekt in Niedersachsen „Sitzenbleiben erwünscht“? Was will das Projekt erreichen? Wobei kann inklusiver Sportunterricht helfen? Etc.*

Students should then complete VERSTEHEN. Ask students to write down the word families and to classify their components (*Welches der Wörter ist ein Nomen, ein Adjektiv oder ein Verb?*). Ask students to name the verb forms (for example: *wird geleitet* = third person singular, present tense, passive voice). Students should also add the infinitive and past participle, as appropriate. Students should continue with ÜBEN. Ask volunteers to name the four types of sports. Then ask: *Welche anderen Sportarten gibt es, die Menschen mit Behinderungen machen können?* Ask the class to complete DISKUTIEREN for homework.

This and further exercises on word families, as well as an additional writing task, can be found in the online Learning Unit Schuss 4 2021: [www.mg-plus.net/delanglab](http://www.mg-plus.net/delanglab)

## Grammar in context | Word families

### Explanation

Words are related to each other. Words that have the same root belong to a word family.

Verb	<b>behindern</b>
Adjektiv	<b>behindert</b>
Nomen	die <b>Behinderung</b>
Nomen	die*r <b>Behinderte</b>

Words that are composed of a root and other words or word components, also belong to word families:

+ Nomen	der <b>Behindertensport</b>
+ Nomen	der <b>Behindertenpass</b>
+ Adjektiv	<b>behindertengerecht</b>

### Exercise 1

**Underline the four words which belong to the word family** *leit*.

Das Projekt wird von dem Rollstuhl-Basketballer-Team von Hannover United geleitet. Zuerst begleiteten die Schüler\*innen zusammen mit dem Schulleiter das Team zu einem Spiel. Dann durften sie sich im Sportunterricht selbst in den Rollstuhl setzen und unter Leitung einer Profispielerin Rollstuhl-Basketball spielen.

### Exercise 2

**Enter the correct words from the word family** *spiel* **into the gaps.**

gespielt – spielenden– Spiel – spielen –  
Spieler\*innen –Spieltyp

Die Schüler\*innen fanden es super, wie schnell das ..... war. Es wurde auch konzentriert .....  
Es gab spannende Momente, wenn die Rollstühle der ..... zu nah aneinander rollten und umfielen. Aber das ist normal bei diesem ..... Dann durften die Schüler\*innen selber ..... und ihr Respekt vor den Basketball-..... Profis im Rollstuhl wurde noch größer.

### Exercise 3

**Underline the five verb forms that belong to the word family** *fahr*.

Wir sind mit dem Bus zum Rollstuhl-Basketballspiel gefahren. Als wir dem Busfahrer gesagt haben, warum wir dorthin fahren, war er ganz interessiert. „Das muss eine tolle Erfahrung sein“, hat er gemeint. „Ja“, antwortete unsere Schulleiterin: „Wie sich Rollstuhl-Basketball anfühlt, erfährt man nur, wenn man es selber macht.“ „Ja“, sagte der Mann, „aber ich, ich muss erstmal lernen, mit dem Fahrrad zu fahren.“ Er lachte: „Ich fahre nämlich nur Bus.“

