In 2010 a survey by Music Choice International revealed the importance of shared musical tastes in relationships. Language points: Interests & Hobbies • Sentence structure (conjunctions)

Culture: Young people in Germany Online activity: Sentence structure

CD: A street survey about musical tastes

About one third of German youngsters suffer from Monday morning tiredness. Language point: Sentence structure (nicht • kein)

Culture: Statistics Online activity: Reading comprehension

CD: Topical interview with a doctor

For one day, SCHUSS shadowed Swiss model Julia Sander. Language points: Everyday routine • Sentences • Pronouns • Adjectives • Numerals Online activity: Questions & answers

A series featuring signposts in Berlin Language points: Reading comprehension Culture: Authentic information

Extra online: Schilder-Quiz

Four light-hearted games and activities related to the magazine. Language points: Matching musical tastes, practicing the phrase schon fast, Halloween terms, city vocabulary
Students learn in three teaching units, how to talk about their own daily routine.

**Teaching unit 1  Alltagsroutine**

**Objectives**
- to list compounds with -tag (4.1: Language Comparisons)
- to state the time and to report on daily activities (1.1: Interpersonal Communication)
- to practice the inversion of subject and verb (4.1: Language Comparisons)

**Resource(s)**
SCHUSS September/October 2011, pages 7 – 9

**Preparatory task**
Ask your students to name the days of the week, and write them on the board. Can they think of any other compounds with -tag, apart from those on the list? (such as der Schultag, Arbeitstag, Ferientag, Feiertag, etc.). Should Alltag not be known, add the term to the list, explaining its two meanings: Alltag is a) the opposite to Sonntag, and b) a general term for describing your daily routine.

**Main activity**
1. Ask your students to open their magazines on page 7, explaining that they will know learn something about somebody's daily life. Ask students: Was ist Julia von Beruf? (Model.) Wo arbeitet sie? (Auf dem Catwalk or Laufsteg).
2. Now read the text section next to the clock with your class. Ask them: Wie spät ist es? (Halb acht.) Next: Was macht Julia um halb acht? (Um halb acht isst sie einen Joghurt.)
3. Students make up similar sentences about pages 8&9 (either on their own or with a partner), describing Julia's day. Discuss the sentences in class. You could also revise the inversion of subject and verb, e.g. one students says, Sie isst um halb acht einen Joghurt. Another one says, Um halb acht isst sie einen Joghurt, etc.

**Extension**
Students have another look at Julia's clock, then briefly jot down their own activities at these times. Ask volunteers to read them out aloud: Um halb acht dusche ich. Um elf Uhr esse ich in der Schule mein Pausenbrot. Um sieben Uhr abends sehe ich fern, etc. For homework, students could tackle the online activity about the 24-hour-clock (Höchste Zeit, www.maryglasgowplus.com/de/aktivitaeten), adding more daily routines of their own at the relevant times.

**Teaching unit 2  Härteres Leben?**

**Objectives**
- to learn adjectives (4.1: Language Comparisons)
- to collect arguments for/against something (4.2: Cultural Comparisons)
- to revise and practice ‘weil’ clauses (4.1: Language Comparisons)
- to make comparisons (1.3: Presentational Communication)

**Resource(s)**
SCHUSS September/October 2011, Pages 7 – 9

**Preparatory task**
Tell your class, that they are now going to learn something about a model's life. Writing the terms magersüchtig, diszipliniert, fit, schlank on the board, ask your students to categorize these words (they are adjectives). Read the equivalent text sections in class to make students understand the context in which the adjectives appear. Discuss whether these terms have a positive or negative meaning.

**Main activity**
1. Ask students to read Julia’s statements on pages 8&9 on their own, underlining all adjectives. Or students work with a partner, each pair working on two statements. Check text comprehension by using Check 2 on page 9.
2. Divide the adjectives appearing in the answers to the questions in Check 2 in two groups (positiv and negativ). Students group the adjectives accordingly, adding others from Julia’s statements.
3. Now proceed to Check 3. Say: Julia sagt, Modell macht Spaß. Then ask: Warum?, asking your students to spot reasons in the text, why Julia enjoys modeling. Ask students to make up relevant sentences with weil and write them on the board.
4. Students now work alone or with a partner, collecting arguments why modeling is hard. They use weil clauses as before. Discuss their sentences in class.

**Extension**
Have a survey: Wie viele Schüler finden ihr Leben härter/leichter als das des Models? Ask individual students for their reasons: Warum? Students use the following patterns including weil: Ich finde mein Leben härter, weil ich zur Schule gehen muss. Ich finde mein Leben leichter, weil ich alles essen kann. This task could also be done as homework. For further practice, students tackle the questions/answers activity on our website www.maryglasgowplus.com/de/aktivitaeten. They could write a short summary after matching questions and answers.
Teaching unit 3  Der Alltag

Objectives
• to practice listening skills (1.2: Interpretive Communication)
• to understand and answer questions about your daily routine (1.1: Interpersonal Communication)
• to show understanding of the daily life of German teens (4.2: Cultural Comparisons)

Resource(s):
SCHUSS-Video: mg-plus.net/sch11107

Preparatory task
Start by saying: Wir haben den Alltag eines Models gelernt. Wir hören nun, wie der Alltag von Kim und Henri, zwei deutschen Schülern, aussieht. Explain to your class, that this is an interview. Read the following six questions out aloud, asking students to spot the ones relevant to daily routines: Wann stehest du morgens auf? Was wünschst du dir zum Geburtstag? (x) Und wann gehst du ins Bett? Wie hilfst du zu Hause? Was für Hobbys hat dein bester Freund? (x) Was machst du in deinem Zimmer?

Main activity
1. Now play the video (www.maryglasgowplus.com/de/video) once without stopping, asking students to jot down familiar terms, e.g. Klasse, Schule, Haus, Internet, Surfen, Chatten, etc. Compile a list of all terms on the board, or ask a volunteer to do so.
3. Run the video again, without pausing. Students are allowed to read the transcript at the same time. Explain all unknown vocabulary.

Extension
Students use the questions listed in the transcript to write down their own personal daily activities. If necessary, help individual students. Ask volunteers to pick out certain questions and to put them to their fellow students. Or students could role-play in pairs, acting out an interview. Finally, ask them: Gibt es signifikante Unterschiede zwischen eurem Tagesablauf und Kim und Henris? And don’t forget to encourage students to carry out a video or photo project about their daily routine, which they then post on our website.

Basic vocabulary Mein Alltag

Here are 30 words on the topic of Mein Alltag. Photocopy the table and ask your students to translate the terms.

<table>
<thead>
<tr>
<th>Auf Deutsch</th>
<th>Übersetzung</th>
<th>Auf Deutsch</th>
<th>Übersetzung</th>
</tr>
</thead>
<tbody>
<tr>
<td>der Alltag</td>
<td>Hausaufgaben machen</td>
<td>der Alltag</td>
<td>Hausaufgaben machen</td>
</tr>
<tr>
<td>der Tagesablauf</td>
<td>lernen</td>
<td>der Tagesablauf</td>
<td>lernen</td>
</tr>
<tr>
<td>um halb acht</td>
<td>Freizeit haben</td>
<td>um neun Uhr</td>
<td>sich mit Freunden treffen</td>
</tr>
<tr>
<td>der Wecker klingelt</td>
<td>fernsehen</td>
<td>aufstehen</td>
<td>im Internet surfen</td>
</tr>
<tr>
<td>duschen</td>
<td>Sport machen</td>
<td>sich anziehen</td>
<td>zu Hause helfen</td>
</tr>
<tr>
<td>das Bett machen</td>
<td>einkaufen gehen</td>
<td>frühstücken</td>
<td>ins Bett gehen</td>
</tr>
<tr>
<td>das Haus verlassen</td>
<td>sein Zimmer aufräumen</td>
<td>zur Schule fahren</td>
<td>Musik hören</td>
</tr>
<tr>
<td>Unterricht haben</td>
<td>Videospiele spielen</td>
<td>Pause machen</td>
<td>lesen</td>
</tr>
<tr>
<td>der Schulschluss</td>
<td>schlafen</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Teaching plan **Wie Halloween nach Deutschland kam**

### Objectives
- to learn about a new German tradition (2.1: Practices of Culture)
- to practice reading skills (1.2: Interpretive Communication)
- to learn adjectives and to practice adjective endings (4.1: Language Comparisons)
- to talk about Halloween (1.3: Presentational Communication)

### Resource(s)
SCHUSS September/October 2011, Pages 10&11

### Preparatory task
After writing the date 31. Oktober on the board, put on a Halloween mask, calling out, Süßes, sonst Saures! (Or you could prep a couple of students for this activity). Students will probably have no problem to identify the spectacle and the date as Halloween.

### Main activity
1. Divide your class in four groups. Each group works – using the word list and/or an online dictionary – on one of the text columns (the long column is shared by two groups). Ask your students to underline all cognates, i.e. words which are similar to the terms in their own language (e. g. importiert / Party). Or you could say in German: alle Wörter unterstreichen, die Wörtern in unserer Sprache gleichen. List all the (correctly) underlined words on the board.
2. The groups continue working on the text, translating it sentence by sentence. They jot down notes (more advanced do this in German, the others in their own language).
3. One representative of each group reads out their notes to the rest of the class.
4. Activity involving the entire class: Use Check 1 to make sure that all students have grasped the contents of the article.

### Extension
Students continue to work on Check 2, either on their own or with a partner. Discuss the answers, then ask your students to use the vocabulary to make up sentences about Halloween in their own country. If your class is more advanced, you could use the material to practice adjective endings in the nominative (e. g. Halloween macht Spaß. / Kostüme wie Hexe oder Vampir sind charakteristisch für Halloween. Hexe oder Vampir sind charakteristische Halloween-Kostüme. / Ein Kürbis ist symbolisch für Halloween. Ein Kürbis ist ein symbolisches Symbol für Halloween.) For further practice, students then tackle the relevant online activity at [www.maryglasgowplus.com/de/aktivitaeten](http://www.maryglasgowplus.com/de/aktivitaeten) as homework. For listening practice on Halloween, play track 4 on your SCHUSS CD.

### Culture box
The origins of Halloween

Although Halloween has only recently crossed the Atlantic from the US to Germany, its origins lie in Europe. Halloween is one of the word's oldest traditions, rooted in the pagan customs of the ancient Irish Celts. The Celtic year ended on what is now 31 October with the so-called Samhain. This signified the end of summer, and the beginning of the dark times of the year. According to Celtic belief, the year's dead souls returned to the world of the living on Samhain. To prevent haunting encounters between the dead and the living, the Celts put food and drink outside, to pacify their ‘guests’. In addition, big fires were lit to frighten off witches, ghosts, and demons. At around 800 AD the Christian Church tried to unite the old Samhain with their own ‘All Saints’ day, or rather, eve: The name ‘Halloween’ is short for ‘All Hallow’s Eve’. Over the centuries, Halloween as we know it today took shape, mainly in anglo-saxon countries. There were costumes, pumpkins, and ‘Trick or Treat’. Since the mid-1980s, Halloween has also become popular in Germany and other European countries.

[You’ll find more information at this Swiss website: www.happy-halloween.org](http://www.happy-halloween.org)
Students can win an iPod touch on Mary Glasgow Plus!

Students earn points every time they use Mary Glasgow Plus. The more they use the website, the more points they earn! The sooner your students start using the website, the more time they have to earn points.

**www.mg-plus.net/tn-punkte**

The student who has the most points by **31st May 2012**, wins an iPod touch!

### How to earn points

<table>
<thead>
<tr>
<th>How to earn points</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start an account</td>
<td>10 Points</td>
</tr>
<tr>
<td>Answer ALL questions on <em>Meine Seite</em></td>
<td>5 Points</td>
</tr>
<tr>
<td>Upload an avatar picture</td>
<td>5 Points</td>
</tr>
<tr>
<td>Comment on <em>News</em> or <em>Schüler News</em></td>
<td>2 Points</td>
</tr>
</tbody>
</table>

**For excellent work, students get extra points:**

<table>
<thead>
<tr>
<th>How to earn points</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write an excellent comment on <em>News</em></td>
<td>10 Points</td>
</tr>
<tr>
<td>Publish a story on <em>Schüler News</em></td>
<td>20 to 35 Points</td>
</tr>
<tr>
<td>Publish a video on <em>Schüler News</em></td>
<td>40 to 50 Points</td>
</tr>
</tbody>
</table>

All teachers and students who subscribe to **SCHUSS** magazine can access hundreds of free digital resources and activities on our website.
Start an account or reactivate an old account

To access the website, teachers need a teacher code and students need a student code. There are two different sections to the website – Teachers and Students, so it’s important to start an account with the correct code.

Your web teacher code is: ehhcbd

Where are the student codes?

Student codes are printed on the cover of every magazine.

It is important that students use the correct code for their magazine. This way they will see online features that relate to their magazine articles.

To start a new account

Start a new teacher or student account.

1. Go to www.mg-plus.net/tn-de-start
   Enter your email address and tick ‘Ich bin neu hier’.

2. The website asks for your code.
   Students enter their student code. Teachers enter their teacher code.

3. Follow the instructions on the screen.

4. After you have started an account, log in to the account every time you visit the website.

To reactivate an account from last year

If you already have an account from last year or an account for a different language, do not start a new account.

Add this year’s German code to your old account.

1. Go to www.mg-plus.net/tn-de-start

2. Enter the email address and password for your old account.

3. After you log in to your account, go to ‘Meine Seite’ and add your new code.

Online safety

Students’ safety is important to us.

• Our access code system means Mary Glasgow Plus is completely private. The only students who can register on the student site are the young learners who read Mary Glasgow magazines.

• All students on the website are anonymous. We do not show their contact details or details of their school.

• All avatar images and comments are checked. Inappropriate images or comments are deleted before they appear on the website.

• Just like in our magazines, all the content on Mary Glasgow Plus is appropriate for students of a young age.

If parents are worried about their children using Mary Glasgow Plus, we suggest that you give them a copy of the information above.

My students don’t have email addresses

Students need to enter an email address when they register. This is so that we can email them a new password if they forget the one they chose.

If students don’t have an email address, we suggest they use their parent’s email address or they create one with a free service like Hotmail or Gmail.

We will only use the email address to contact students if they request a new password. We will not use students’ email addresses for marketing.
On the teacher site, teachers can search and download thousands of resources.

- Worksheets
- Audio files (with listening activities)
- Videos
- Articles from past Mary Glasgow magazines
- Images to use as vocabulary flash cards
- Whiteboard activities

Videos show real German speaking teenagers talking about their lives or topical issues.

A transcript and two comprehension activities are available with the video. Watch videos on the website or download them to watch without an internet connection. Videos are suitable for use on an interactive whiteboard.

There is a free video for each magazine issue. The video relates to an article from the magazine.

Online activities relate to articles from the magazines. With every magazine issue we put eight new interactive activities online.

After reading the magazine articles, students can test their understanding and practice the language points. Activities can be completed on a computer screen or interactive whiteboard.

Every week we publish a topical news story, with an angle that appeals to teenagers.

There are 2 different versions of the week’s news story – beginners and intermediate level. This is great for mixed-level classes.

The story is also available in audio as an MP3 download, so that students can hear the text as they read.

Students can send written articles or videos. We publish the best ones on the website.

Here are some ideas for what your students can report on:
- an interesting hobby
- something that’s happening in their school, town or country
- their opinions on an issue
- a holiday or school trip

Guidelines
We prefer articles of 200 words or less. Students need to send a photo with a written article. If students are sending a video, they must upload it to a website like youtube.com or vimeo.com and send us the link. We cannot accept videos that are attached to emails.

Students send their work to the correct address for their magazine:
schuss@maryglasgowplus.com
This email address is also available on the Schüler News page.
Website lesson ideas

Here are some ideas to use the Mary Glasgow Plus website in class.

Points race
www.mg-plus.net/tn-punkte

Why not have a competition in your class to see which student can get the most points?

1. Tell your students how to earn points (see the list on page 5).
2. At the start of a month, tell students to earn as many points as they can before the end of the month.
3. Students can prove how many points they have by printing a copy of their „Meine Seite“.
4. Give a prize to the student with the most points. Remember, the more points they earned, the more German practice they had!

Match photos and headlines
www.mg-plus.net/tn-de-news

1. Print out the „News“ page.
2. Cut up the headlines and photos from the 7 stories and give them to students to match up.
3. Ask students to predict what the articles are about.
4. For homework students can visit the „News“ page and read some articles.

What’s your opinion?
www.mg-plus.net/tn-de-news

1. Choose a news story. Print out the correct level for your students. If you have a mixed-ability class, print out two different versions.
2. Read the article in class. Ask all students to think of an opinion about the article or an answer to one of the questions at the end. Discuss students’ opinions and answers as a class.
3. If your students have internet access at home, tell them to log into the website and write a comment on the news story. Or go online in class and let students do their reading and writing online.

Here is the news
www.mg-plus.net/tn-de-news

1. Divide the class into small groups.
2. Give the students a role (a news reader, a live reporter, interviewees).
3. Give each group a different news story. In their roles, they act out a report for the class.

Spot the difference
www.mg-plus.net/tn-de-news

1. Print out two levels of the same news story.
2. Students read both versions and spot the difference.
3. What extra information is in the higher level? How is the language different?

Someone like me

There are many Schuss readers from around the world registered on Mary Glasgow Plus. Tell your students to find other students who share their hobbies and interests.

1. Log in to a student account. Go to Freunde > Freunde-Suchmaschine.
2. Click on different students to view their profile.
3. Students send a friend request to other students who like the same things.
4. Students report back on who they found.
Example: I like football and Luca from Italy also likes football.