



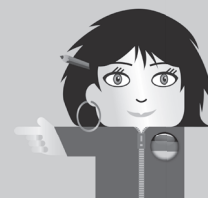
SCHUSS

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Content overview

With National Standards for Foreign Language

Pages 2&3 Fokus

News in brief

Pages 4&5 Boulevard

Der große Gatsby

At the end of the year a film based on the classic novel by F. Scott Fitzgerald will be coming to the cinemas. In the leading role: Leonardo DiCaprio.

Language focus: Reading I describing people

Culture: German personalities

Online activity: Matching questions and answers

Teaching plan

Filme und Klassiker

Go to page 4

Page 6 Sportler

Lena Stoffel

The daughter of two skiing instructors is the German 'Grande Dame of Freeskiing'.

Language focus: Sentence structure

Online activity: Reading comprehension

Online extra: Video of Lena skiing in India

Page 7 Forum

Alkoholiker?

The SCHUSS community forum

Language focus: Prepositions I family & Friends

Online extra: Online forum

Audio: A dialog based on the Forum message

Pages 8 & 9 Aktuelles

Popakademie

20 years ago, the state government of Baden-Württemberg decided to create Germany's first Pop Academy in Mannheim.

Language focus: Culture I school & jobs

Online activity: Compound nouns I 1st person singular

Culture: German institutions

Pages 10&11 Welt

Lawinen – Naturgefahr im Winter

Avalanches are the biggest natural disasters in wintry mountains such as the Austrian Alps.

Language focus: Vacation & tourism I reading

Culture: Austria

Online extra: Opinion poll

Online activity: Tenses and passive

Audio: A street survey about winter sports

Learning unit

Weihnachten und Winter

Go to pages 2&3

Pages 12&13 SCHUSS TV

Weihnachtseinkäufe

In November, the holiday shopping season begins in Germany.

Language focus: Spare time activities I culture

Culture: German Christmas sales

Audio: A German Christmas tradition: baking cookies

Video: Es weihnachtet sehr

Pages 14&15 SCHUSS-Quizzes

3 Spiele

Light-hearted games and activities related to the magazine.

Language focus: Perfect participles in interview questions, cognates, vocabulary builder: skiing gear

Page 16 Pressefoto

Meisterwerk

A series introducing German poster campaigns.

Language focus: Reading comprehension

Culture: Authentic information

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Online activities



Video

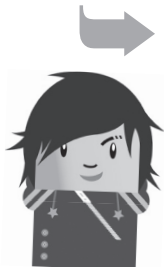


Advanced activities



CD

Teaching unit 1 Video: **Es weihnachtet sehr**



Objectives

- To practice listening skills **(1.2: Interpretive Communication)**
- To revise and extend Christmas vocabulary **(1.3: Presentational Communication)**
- To recognize and talk about Christmas presents **(2.2: Products and Perspectives)**

Resource(s):

SCHUSS-Video (mg-plus.net/sch 12212)
SCHUSS November / December 2012, pages 12 & 13

Starter

Have a brainstorming about Christmas. Which German Christmas terms can students think of? (possibly: *der Weihnachtsbaum, das Weihnachtsessen, die Weihnachtsferien, Weihnachten feiern*, etc.). Should they not mention *das Weihnachtsgeschenk* or *das Geschenk*, draw a typical Christmas package (wrapped in seasonal paper) on the board and write *das Weihnachtsgeschenk* underneath. Then you could say: *Geschenke kauft man ein. Man macht Weihnachtseinkäufe* (write it) and move on to play the video.

Main activity

- 1 Add the video title (*Es weihnachtet sehr*) to the list of Christmas words collated on the board. Explain in your own language, that the phrase is a quote from a popular German Christmas poem. Then play the video once, without interruption, and ask students to listen out for terms listed on the board.
- 2 Students will probably pick out *Weihnachtsgeschenke* and *Weihnachtseinkäufe*, but might not be able to understand every word of the dialog. Therefore, play the video again. Hand out transcripts if appropriate. Write the names of the girls on the board (Lilly shops, Sophia asks her about it). Next, ask comprehension questions or ask your students to tackle our video-related online activity.
- 3 Ask your class to open page 12 of the magazine and to spot the two questions not related to the video dialog. Next, they work in pairs, using the transcript or the video itself,

writing Lilly's answers behind Sophia's questions. Ask volunteers to read or act their dialog.

Extension

Students now prepare their own answers to the video questions about Christmas shopping. They continue to work with a partner. Again, volunteers read out their completed dialogs, changing roles of shopper and interviewer after the first read-through. Tell them to use expressions such as *günstig, heruntergesetzt, das hat nur gekostet*, etc.

Teaching unit 2 **Das Weihnachtsgeschäft**

Objectives

- To learn and practice vocabulary about Christmas sales **(1.2: Interpretive Communication)**
- To revise and practice numerals **(1.2: Interpretive Communication)**
- To understand and talk about shop opening hours **(1.1: Interpersonal Communication)**
- To compare German Christmas sales with the trade at home **(4.2: Culture)**

Resource(s)

SCHUSS November / December 2012, pages 12 & 13
SCHUSS Audio 1 2012/13, Track 5

Starter

Writing *das Weihnachtsgeschäft* on the board, ask your students to associate. What do they think is the meaning of the term? Many will probably (because of *geschäft*) associate it with a shop selling Christmas goods. Tell them that this can also be the case, but that people usually refer to the turnover (*Umsatz*) when they talk about *Weihnachtsgeschäft*.

Main activity

- 1 Read the section at the bottom of page 12 sentence by sentence with your class. In order to test text comprehension, you could, for example, say: *70 Milliarden Euro*. Students have to answer what this figure refers to: *Der Umsatz von Waren in der Weihnachtszeit. 20 Prozent. – Der Weihnachtsanteil von Parfüm und Kleidung am Jahres-Umsatz*, etc.
- 2 Briefly revise shop opening times by asking your students: *Wann sind bei uns die Geschäfte geöffnet?* Aim for answers using *von – bis*: *Bei uns sind die Läden von 10 bis 20 Uhr geöffnet*, etc. Advanced classes/groups then work on the text on page 13 alone or with a partner.
- 3 Students now note down the answers to the shopping questions on page 13. They work again with a partner. Volunteers then read their questions and answers out aloud: *Bis wann kann man Ende der Woche einkaufen? – Am Freitag und Samstag kann man bis 22 Uhr einkaufen, am Sonntag von 13 bis 18 Uhr*, etc.

Extension

Ask your students to study the graph about the most popular

Christmas presents in Germany on page 13. They then research the equivalent figures about presents in their own country and compare them to the German statistics. Where are the similarities/differences? Next, have a class survey on the question on the right: *Was verschenkst/bekommst du am liebsten?* Should you have access to SCHUSS Audio, play track 5 (a recipe for Christmas cookies) and ask your students to write another (simple) recipe themselves in German.



Teaching unit 3 Lawinen

Objectives

- To practice listening and reading skills (1.2: Interpretive Communication)
- To learn about natural disasters (5.1: Beyond the School Setting)
- To revise and practice *weil* clauses (1.1: Interpersonal Communication)
- To learn facts about Austria (4.2: Culture)

Resource(s)

SCHUSS November / December 2012, Seite 10 & 11
www.maryglasgowplus.com/de/aktivitaeten
 SCHUSS Audio 1 2012, track 6

Starter

If possible, do our online activity **Sport im Winter** with your students, in order to revise winter sports and other winter terms. Or play the above audio track. Should you not have access to either, compile a word list about the subject on the board with your class. Make sure to include terms such as *Lawinen* and *Naturgefahr*.



Main activity

- 1 Read the introduction on page 10 with your students and add some explanations, if necessary. For instance, do students know the name of the Dutch queen? (Beatrix). Do they know which countries are touched by the Alps? List the names in German: *Deutschland, Österreich, die Schweiz, Frankreich, Italien, Slowenien, Liechtenstein, Monaco*.
- 2 Students work in groups on the text, using the word list or/ and an online dictionary. Go from group to group and provide assistance. Then ask a volunteer to summarize the contents of the first section. Another then reads the paragraph out aloud. Then move on to the next section, etc.
- 3 Briefly revise the use of *weil* using simple sample phrases: *Warum fährst du (nicht) Ski? – Weil es mir (keinen) Spaß macht. Warum machst du (keinen) Wintersport? – Weil es mir zu kalt ist. / Weil es super ist, im Winter in der Natur zu sein*, etc. Next, ask students to tackle the more complex *weil* clauses in **Check 2** and to compare their answers with those listed on page 15.

Extension

Ask your students to work in pairs, preparing a dialog about any chosen subject (e.g. music, sports, friends, school, vacation, etc.), but to start each question with *warum* and each answer with *weil*. They swap roles after the first set, so that the person who answered now asks the question: *Warum ist Schwimmen dein Lieblingssport? – Weil ich gern im Wasser bin. Warum gehst du nie schwimmen? – Weil ich nicht schwimmen kann. Warum fährst du nicht Ski? – Weil es schlecht für die Umwelt ist.* etc.



Basic vocabulary Weihnachten und Winter

Here are 30 words about *Weihnachten und Winter*. Photocopy the table and ask your students to translate the terms.

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
Weihnachten		die Öffnungszeiten	
die Vorweihnachtszeit		von ... bis ... geöffnet	
Weihnachtseinkäufe machen		verkaufsoffener Sonntag	
das Weihnachtsgeschäft		die Lawine(n)	
das/die Geschenk(e)		die Naturgefahr	
Für wen ist das?		Ski fahren	
Das ist für...		die Gefahr-Stufe	
günstig		verschüttet	
runtergesetzt		der/die Verschüttete(n)	
Das kostet ... Euro		der Rettungsdienst	
der Umsatz		retten	
Spielwaren		Lawinen auslösen	
Kleidung		Schneemassen	
Schmuck		Achtung, Lawinengefahr!	
Parfüm		der Winterurlaub	

Objectives

- To learn about famous novels and movies (4.2: Culture)
- To comprehend and summarize a plot (1.3: Presentational Communication)
- To understand and compose personal descriptions (1.2: Interceptive Communication)

Resource(s)

SCHUSS November / December 2012, pages 4 & 5
www.maryglasgowplus.com/de/aktivitaeten

Starter

Writing *Buch = Film* on the board, ask students to associate. Are they able to name famous movies based on novels or short stories? They'll probably mention 'Harry Potter', the word-famous fictional young wizard. Do students also know any classical novels, which have been turned into films? (e.g. 'Anna Karenina', 'Madame Bovary' or 'Gone With the Wind').

Main activity

- 1 Now write the title, *Der große Gatsby*, on the board. Has anyone in class heard of the movie or the novel? If not, read the introduction on page 4 with your class. Most students will probably know the star, Leonardo DiCaprio, but they might not be aware of the fact that he has a German mother. For more information about Leonardo, students read **Deutsch-Detektiv** at the bottom of the page. Next, ask students to tackle the equivalent online activity.
- 2 Read the next section, **Die Story**, on page 4 with your class. Students take notes about the contents, e.g. *Zeit: die 1920er Jahre. Personen: Nick Carraway (Möchtegern-Schriftsteller), Jay Gatsby (Millionär), Daisy (Nicks Cousine), Tom Buchanan (Daisys Ehemann).*
- 3 Ask students to find out more about the movie's main protagonists. They work in pairs, reading the descriptions on page 5 and underlining all adjectives. Volunteers then read the captions out aloud (after finding the correct names). Before students complete the **Check** at the bottom of the page, practice the adjectives by asking them: *Wer ist faszinierend, aber auch unsympathisch? (Gatsby ist faszinierend und unsympathisch). Wer ist kokett und lebenslustig? (Daisy ist kokett und lebenslustig. Sie ist aber auch sehr egoistisch), etc.*

Extension

Encourage your students to send in the summaries of their favorite novels (see page 5 online). Help less advanced students to prepare their text. More advanced students could also write an outline for a movie (with their 'dream cast'). Students describe the main characters in the style used on page 5. For homework, ask them to research the 'Roaring Twenties', finding more films and novels from that period. As a class project, they could find visuals from the Twenties for a classroom display.

Culture box

The author F. Scott Fitzgerald

'The Great Gatsby' was published in 1925, at the peak of the 'Roaring Twenties'. The author of the novel, F. Scott Fitzgerald (1896–1940), describes in his work the American Way of Life, with all its comforts and luxuries, which only thinly cover the neuroses, unhappiness, and emptiness of the rich. Though Fitzgerald criticizes this lifestyle, he loved it himself. He and his wife Zelda moved in society circles in New York, Paris, and the Riviera, enjoying the generosity of sponsors and admirers of his fiction. Moving from country to country and from party to party, Fitzgerald succumbed to alcoholism, while Zelda suffered nervous breakdowns and spent more and more time in clinics. Fitzgerald's addiction worsened, he started to suffer from writers' block, and did not complete his last novel ('The last Tycoon'). He died in Los Angeles, only 44 years old.

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