

# SCHUSS

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## Content overview

With National Standards for Foreign Language

### Pages 2&3 Fokus

#### News in brief

### Pages 4&5 Boulevard

#### Ivy Quainoo

A year ago, she won the talent show *The Voice of Germany* and many fans thereafter.

**Language focus:** Reading

**Culture:** German personalities

**Online activity:**  Comprehension activity

### Page 6 Sportler

#### Marcel Hirscher

The 24-year-old Austrian is the 2011/12 world skiing champion.

**Language focus:** Sentence structure

**Online activity:**  Reading comprehension

### Page 7 Forum

#### Schlaflosigkeit

The SCHUSS community forum

**Language focus:** Everyday life

**Online extra:**  Online forum

**Audio:**  A dialog based on the Forum message

### Pages 8&9 Aktuelles

#### Karneval in Köln

*Rosenmontag* is taking place on February 11, and SCHUSS has Cologne tips for anyone interested in taking part.

**Language focus:** Tourism | sentence structure

**Culture:** Festivals

**Online activity:**  Compound nouns

**Audio:**  A discussion about carnival parties

### Teaching plan

#### Feiern im Winter

Go to page 4

### Pages 10&11 Welt

#### Schüler und Lehrer – Freunde bei Facebook?

A third of all German teachers are now registered with Facebook. How do they interact with students? A model project makes it easy.

**Language focus:** School & work | reading

**Online extra:**  Opinion poll

**Online activity:**  Using *können* | conjunctions

### Pages 12&13 SCHUSS TV

#### Winter-Blues

In January, the sun rises at half past eight in Germany and sets at quarter to five – many people suffer from 'winter blues'.

**Language focus:** Health | comparative

**Video:**  Winter-Blues

### Learning unit

#### Winter-Blues und andere Probleme

Go to pages 2&3

### Pages 14&15 SCHUSS-Quizzes

#### 3 Spiele

Light-hearted games and activities related to the magazine.

**Language focus:** Facebook expressions, a 'word' riddle, word search: TV and radio words

### Page 16 Pressefoto

#### TraffiQ

A series introducing German poster campaigns.

**Language focus:** Reading comprehension

**Culture:** Authentic information

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Online activities



Video

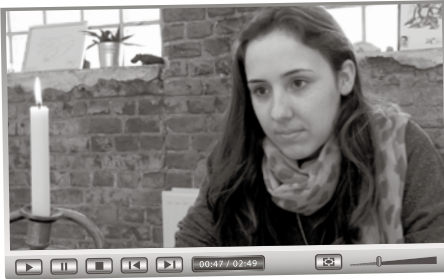


Advanced activities



Audio

## Teaching unit 1 Ein Video



### Objectives

- To practice listening skills (**1.2: Interpretive Communication**)
- To revise and practice modal verbs (**1.3: Presentational Communication**)
- To learn terms about a healthy lifestyle (**2.1: Practices and Perspectives**)
- To understand and present a contents (**1.2: Interpretive Communication**)

### Resource(s):

SCHUSS video ([mg-plus.net/sch\\_12312](http://mg-plus.net/sch_12312))  
 SCHUSS January / February 2013, pages 12 & 13  
[www.maryglasgowplus.com/de/aktivitaeten](http://www.maryglasgowplus.com/de/aktivitaeten)

### Starter

Ask your class: *Welche Jahreszeit haben wir jetzt? (Wir haben Winter).* Writing *der Winter* on the board, ask students to associate. Jot down terms such as *dunkel, kalt, nass, keine Sonne, nicht genug Licht*, etc. Next, you could ask: *Wie ist die Stimmung* (explain the term if necessary) *im Winter?* And: *Wie fühlt man sich im Winter?* Write this on the board, aiming for answers such as: *Man fühlt sich oft müde/deprimiert/ lethargisch*, etc., or: *Die Stimmung ist oft negativ/trübe/dunkel*, etc. To sum it all up, say: *Die negative Stimmung nennt man Winter-Blues* (appears on the board).

### Main activity

- 1 Ask your students if they themselves have experienced 'winter blues' in the past. If yes, what were the symptoms? Then tell your class that they are about to see a video about the problem, featuring *Lilly* and *Antonia*. Explain: *Lilly ist das Mädchen mit dem Winter-Blues.*
- 2 Run the video up to *Meinst du das ernst?* twice, once with and once without the transcript. Explain all unknown vocabulary, then ask comprehension questions: *Wie fühlt sich Lilly? Was isst sie den ganzen Tag? Was soll sie gegen den Winter-Blues machen?* etc.
- 3 Resume the video, pause after *Lilly's* exercises, and ask: *Was macht Lilly hier? (Sie macht Gymnastik im Wohnzimmer.)*

Carry on with the video, but stop it again to allow students to read *Jan's* SMS on the screen. Finally, you could ask: *Lillys Winter-Blues ist weg. Warum? (Weil Jan mit ihr einen Winterspaziergang machen will!).*

### Extension



After students have taken another look at the entire video, they complete the video activities. More advanced classes/groups could add more activities to the second exercise, in order to practice *können* and *müssen*: *Man kann im Schnee spazieren gehen. Man kann mehr Sachen zu Hause/mit Freunden machen. Man muss aktiv bleiben. Man kann im Hallenbad schwimmen. Man muss nicht immer negativ sein*, etc. For homework: A brief written description of how you yourself feel in winter.



## Teaching unit 2 Mehr über den Winter-Blues

### Objectives

- To revise and extend 'Winter-Blues' vocabulary (**1.3: Presentational Communication**)
- To practice the comparative (**4.1: Nature of Language**)
- To practice reading comprehension (**1.2: Interpretive Communication**)

### Resource(s)

SCHUSS January / February 2013, pages 12 & 13

### Starter

You could use the two magazine pages to extend the video topic ('Winter-Blues'). To remind students of the video, ask them to complete the exercise on page 12. Did they identify the two questions not connected to the subject? Next, encourage your students to send their own answers to SCHUSS (see panel below questions).

### Main activity

- 1 Students work with a partner on the two text sections on page 12. Give assistance if required. Volunteers then read the passages. Now you could use question words to ask the following: *Wo geht die Sonne im Winter um halb neun auf? Wie viele Stunden Tageslicht gibt es? Wer hat mehr Winter-Blues – Männer oder Frauen?* etc.
- 2 Briefly revise the comparatives and superlatives of adjectives, before students tackle the Quiz on page 13. They read/speak their answers out aloud. Ask them: *Passt das auf dich? – Ja/Nein, das passt (nicht) auf mich.* Have a class survey on the board: *x Schüler haben den Winter-Blues, xx Schüler sind im Winter schlapper als im Sommer*, etc.
- 3 Once students have filled in the correct comparatives in the box **5 Tipps...**, ask them: *Findest du den Tipp gut? Würdest du das auch machen? – Ja/Nein, das würde ich auch/nicht machen. Was würdest du gegen den Winter-Blues machen? – Ich würde Ferien in einem sonnigen Land machen. Ich würde mehr für die Schule tun. Ich würde warten, bis der Winter vorbei ist, etc.*



### Extension

For project work: *Winter-Blues und Winterfreuden*. Students design a poster with visuals expressing the darker and brighter sides of winter (e. g. a desolate, deserted city in winter next to a sunny, snowy mountain range, a sad-looking youngster next to a jolly, active group, etc.) Posters are displayed in the classroom, and the best one is awarded a prize. Important: all captions must be in German.

## Teaching unit 3 Schlafprobleme

### Objectives

- To practice listening skills (1.2: Interpretive Communication)
- To learn about a modern phenomenon (4.2: Culture)
- To revise and practice times of the day (1.3: Presentational Communication)

### Resource(s)

SCHUSS January / February 2013, page 7  
 SCHUSS Audio 1, track 9  
[maryglasgowplus.com/de/aktivitaeten](http://maryglasgowplus.com/de/aktivitaeten)

### Starter

Continuing with the topic of 'Winter-Blues', you could say: *Viele Leute haben den Winter-Blues, weil sie immer nur schlafen. Andere haben ihn, weil sie zu wenig schlafen.* Ask your students: *Wie nennt man es, wenn man nicht schläft?* Should they not know the relevant term, write (*die*) *Schlaflosigkeit* on the board.

### Main activity

- 1 Play track 9, if you have access to our audio material. Otherwise either you or an advanced student could read Chantal's message. The others take notes, maybe asking to have certain terms explained (such as *Teufelskreis*, *Muntermacher*, *Tagestief*).
- 2 Revise key times of the day by asking: *Wann steht man auf? (Man steht morgens auf). Wann arbeitet man? (Man arbeitet tagsüber). Wann schläft man? (Man schläft nachts).* Next, students do the **Check** on page 7.
- 3 Now revise activities in connection with sleep(ing). You could ask individual students: *Wann gehst du schlafen/ ins Bett? Wann stehst du auf? Was machst du vor dem Einschlafen? Kannst du auch manchmal nicht schlafen?* etc. Should your class/group be more advanced, students think of the questions themselves and ask each other. Encourage your students to participate in our Forum debate.

### Extension

In the style of Chantal, students write their own short text about sleep problems (either lack of sleep or too much sleep, or oversleeping). They should cite reasons for their predicaments, using *weil*: *Ich kann oft nicht schlafen, weil ich mit meinem Bruder ein Zimmer teile. Er schnarcht.* Or: *Ich verschlafe oft die Schule, weil mich niemand weckt. Meine Mutter geht schon früh zur Arbeit, etc.*

## Basic vocabulary

## Winter-Blues und andere Probleme

Here are 30 words and phrases about *Winter-Blues und andere Probleme*. Photocopy the table and ask your students to translate the terms

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
der Winter		Glückshormone (Pl.)	
der Winter-Blues		Schlafhormone (Pl.)	
wenig Tageslicht		zu viel essen	
dunkel/die Dunkelheit		schlecht gelaunt sein	
graue Tage		aktiv sein/werden	
müde		zu viel schlafen	
deprimiert		nicht (ein)schlafen können	
die Depression(en)		die Schlaflosigkeit	
den Winter-Blues haben		Muntermacher (Pl.)	
unter Depressionen leiden		der Teufelskreis	
die Therapie		wach bleiben	
frische Luft		aufstehen	
die Bewegung		ins Bett/schlafen gehen	
Sport treiben		tagsüber	
Gymnastik machen		nachts	

**Objectives**

- To practice reading comprehension (**1.2: Interpretive Communication**)
- To learn about customs in a major German city (**4.2: Culture**)
- To learn about carnival and other festivities (**4.2: Culture**)
- To practice *weil* clauses (**4.1: Nature of Language**)

**Resource(s)**

**SCHUSS** January / February 2013, pages 8 & 9  
[www.maryglasgowplus.com/de/aktivitaeten](http://www.maryglasgowplus.com/de/aktivitaeten)  
**SCHUSS** Audio 1, track 11

**Starter**

Write *Feiern im Winter* on the board and ask students to associate. What do you celebrate? (*eine Party, ein Fest, einen Geburtstag*, etc.) What is there to celebrate in winter? (*Weihnachten, Silvester*) Anything else? If students do not think of *Karneval* themselves, ask them to open the magazine and to read the title. Briefly talk about the history of carnival (maybe in your own language; see Culture box opposite).

**Main activity**

- 1 Ask students to look at the photographs and ask: *Haben diese Leute den Winter-Blues? (Nein, sie lachen und sind fröhlich. Sie tragen bunte Kostüme.)* There is only one group looking more serious. Read section 4 (*Stadtführung anders*) with your class, which explains this.
- 2 Divide your class into pairs or groups. Each pair or group works on a different section of the article. Assist them by walking from group to group and helping with certain terms, or with pronunciation. If your class is more advanced, a volunteer from each group speaks about his or her passage, less advanced students read it out aloud. The others ask questions about that particular section.
- 3 Before students tackle **Check 1** on page 9, ask simple questions with *warum*, in order to practice *weil*: *Warum isst du Schokolade? – Weil sie schmeckt/süß ist. Warum lernst du Deutsch? – Weil es Spaß macht/ich eine Sprache lernen will*, etc. Next, students complete **Check 1**. Check the answers. For advanced groups: add further questions/answers using *warum/weil*.
- 4 Should you have access to SCHUSS audio, play track 11 and discuss the pros and cons of carnival celebrations with your class.

**Extension**

For homework or a class project: Students work with a partner, composing a brief article about carnival (or other winter festivities) in their own country. They can enhance their reports with visuals such as photos, tickets, recipes of a typical dish, a route map of carnival processions, etc. The best reports will be displayed in the classroom.

**Culture box****Carnival (der Karneval)**

Many countries have a carnival tradition, and Germany is no exception. The custom goes back to the Middle Ages, when people wore masks to fend off evil spirits. The first organized carnival processions took place in the 16th century. Over the years, carnival celebrations spread throughout the country. Cities on the Rhine (such as Mainz, Cologne and Düsseldorf) became especially famous for their colorful street parties. These have their origins in the early 19th century, when French occupation ended. From then on, *Karnevalsvereine* (carnival associations) flourished, organizing huge processions with floats. To this day, many carnival participants wear historic uniforms in the style of 19th century soldiers and policemen. Carnival officially starts in November and ends on Ash Wednesday (usually in February) of the following year. Before Ash Wednesday, celebrations reach their highlight with the *Rosenmontagszug*. People in southern Germany also celebrate carnival, but they call it *Fasching* or *Fastnacht*.

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