



SCHUSS

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Content overview

Pages 4&5 Boulevard

Robert Schwentke
von Stuttgart nach Hollywood

RIPD, the latest Hollywood film by the director from Baden-Württemberg will be in the movie theaters soon.

Language focus: Reading I Culture

Culture: German personalities

Online activity: Talking about the past I reading comprehension

Audio: A career abroad: A dialog with a young German musical actor

Teaching plan

Deutsche in Hollywood

Please go to page 4

Page 6 Sportler

Andrea Petkovic

After a long break, the extroverted tennis player is now taking part again in Grand Slam tournaments.

Language focus: Sentence structure

Culture: German personalities

Online activity: Reading comprehension

Page 7 Forum

Was soll aus mir werden?

The SCHUSS community forum.

Language focus: School & work

Online extra: Online forum

Audio: A dialog based on the Forum message

Pages 8&9 Aktuelles

Sommer in Berlin

In summer, over 10 million tourists come to the German capital, and one third of Berlin students spend their summer holidays here. No wonder that the city is buzzing.

Language focus: Culture I questions I giving reasons

Culture: Tourism

Audio: A summer weather forecast

Online activity: Reading comprehension

Pages 10&11 Welt

Jugend 2013

A new study finds out about German youngsters' lifestyles – anything but traditional!

Language focus: Youth in society I descriptions

Online extra: Opinion poll

Pages 12&13 SCHUSS TV

Hamburg – das Tor zur Welt

Hamburg is the second largest city in Germany. More than 1.8 million people live in the 'pearl of the north'.

Language focus: Culture I sentence structures

Online activity: Superlatives

Video: Ein Hamburg-Besuch

Learning unit

Zwei deutsche Städte

Go to pages 2&3

Pages 14&15 SCHUSS-Quizzes

3 Spiele

Light-hearted games and activities related to the magazine.

Language focus: The imperative, descriptions, Berlin vocabulary

Page 16 Pressefoto

Die Durstlöcher-Aktion

A series introducing German poster campaigns.

Language focus: Reading comprehension

Culture: Authentic information





Online activities



Video



Advanced activities



Audio

Teaching unit 1 **Video: Hamburg**



Objectives

- To learn facts about a major German city
- To practice listening comprehension
- To revise the present perfect
- To recognize and practice dialog patterns

Resource(s):

SCHUSS video (mg-plus.net/sch12512)
SCHUSS May / June 2013, page 12

Starter

Tell your students that they are about to watch a video about Germany's second largest city (*die zweitgrößte Stadt Deutschlands* – write it on the board). Can students guess which city it is? They'll probably suggest several places, including Hamburg. Tell them: *Hamburg ist richtig*, writing *Hamburg* on the board. Ask a volunteer to point out the city on a map or an Interactive Whiteboard. Now you could say: *Hamburg liegt im Norden Deutschlands. Man nennt die Stadt „Die Perle im Norden“ oder auch „Das Tor zur Welt“* (add these terms to the board).

Main activity

- 1 Say: *Wir machen jetzt eine Stadt-Besichtigung* (write the term down) *von Hamburg*, then play the entire video without interruption. Ask students to take notes about the scenery. What is the most obvious feature? (Water – Hamburg is a port). What else? (*Boote und Brücken*).
- 2 Now ask your students to concentrate more on Sophia and Lilly. Run the video halfway through (when Lilly says: ... *Das ist nicht wahr!*). Students are allowed to look at the transcript. Next, ask comprehension questions: *Was haben Sophia und ihre Familie besucht/besichtigt?* (*Sie haben den Hafen besucht/besichtigt.*) *Wo waren sie?* (*Sie waren in der Innenstadt und am Hafen*, etc.) Continue in the same way for the second half.
- 3 Running the video once again, ask students to underline in the transcript the phrases spoken by Sophia and repeated by Lilly, for example: *S.: Hamburg ist der zweitgrößte Hafen Europas. L.: Europas zweitgrößter Hafen? Echt? Volunteers*

then read/act the dialog, emphasizing Lilly's exclamations, as in the video.

Extension

Students now turn to SCHUSS page 12 and spot the two wrong statements in **Zwei falsche Fragen** (3 and 7). To revise the perfect tense, you could hand out worksheets, where students have to insert the appropriate forms of *sein* or *haben*: *Sophia eine Hamburger Stadtbesichtigung gemacht. Sie den Michel besucht. Sie und ihr Besuch in der Speicherstadt spazieren gegangen*, etc. Homework: Students write a short essay about their home town or a famous city in their own country (see blue panel under **Zwei falsche Fragen**). Encourage your students to send us their work (maybe including a video).

Teaching unit 2 **Fakten über Hamburg**

Objectives

- To learn more about Hamburg
- To understand numerals
- To spot and practice the superlative
- To practice *weil* clauses

Resource(s)

SCHUSS May / June 2013, pages 12 & 13
www.maryglasgowplus.com/de/aktivitaeten

Starter

Using a large map or an Interactive Whiteboard, revise Germany's political structure (students point out the *Bundesländer* and their capitals). When it's Hamburg's turn, you could say: *Die Hauptstadt von Hamburg ist Hamburg – Hamburg ist ein Stadtstaat* (write it down). There is another city state, do students know it? If not, say and write *Bremen* and point the city out on the map. Next, ask a volunteer to read out point 1 on page 13.

Main activity

- 1 Should your class be more advanced, divide it into 4 groups. Each group works on the remaining sections of the text, finding a heading, e.g. *der Hamburger Hafen* (2), *die Beatles in Hamburg* (3), *ein Hamburger Fußball-Club* (3), *die grünste Stadt Deutschlands* (4). One student of each group reports on his or her section, the others ask questions.
- 2 To revise numerals, write several figures from the text on the board and ask students to respond, e.g. *1960: Da spielten die Beatles in Hamburg. 1963/64: Gründung der deutschen Fußball-Bundesliga. 1 400: So viele Grünanlagen gibt es in Hamburg*, etc.
- 3 Revise *warum* and *weil* by asking simple questions. Next, students find the answers using *weil* in **Warum Hamburg?** (panel on the right). Should your class be less advanced, hand out sheets with the answers and ask students to match them to the questions in the magazine.





4 Briefly revise comparative and superlative, using familiar adjectives. Students then underline any superlatives in the text, before tackling the online activity.

Extension

For homework: Listing interesting facts about your hometown or a famous town/city in your country. Classroom activity: partners research facts and features about German cities, and the others have to guess which town/city they were thinking of. Class project: collect visuals about Hamburg, label them and display them on the wall.

Teaching unit 3 Info über Berlin

Objectives

- To learn about sights of Berlin
- To revise questions and interrogatives
- To revise and practice vacation terms

Resource(s)

SCHUSS May / June 2013, pages 8 & 9
SCHUSS Audio 2 2013, track 9
maryglasgowplus.com/de/aktivitaeten

Starter

Begin by saying: *Ihr kennt jetzt Hamburg, die zweitgrößte Stadt Deutschlands. Welche ist die größte Stadt Deutschlands?* Probably students will know the answer (Berlin), and also know that Berlin is the German capital. Write it down in German: *Berlin – Deutschlands Hauptstadt und Deutschlands größte Stadt.*

Main activity

- 1** Before students open the magazine, compile a list of famous Berlin sights with them on the board (*das Brandenburger Tor, die Museums-Insel, der Fernsehturm* etc.) Then tell your students that they are about to learn about lesser known sights and events, and move on to the text.
- 2** When students have completed **Check 2** and **1** (text comprehension and *weil*-clauses), extend the questions and answers in the boxes, taking *Kanzlergarten* as an example: *Warum soll man den Kanzlergarten besuchen? – Weil man eine Chance hat, hinter die Kulissen der Regierung zu schauen*, etc. Students then choose one box, writing similar extended questions and answers.
- 3** Next, put the question at the bottom of page 9 to your students: *Welchen Ort/Welches Event besuchst du? – Ich besuche das Festival der Farben. Warum? – Weil ich Partys mag*, etc. More advanced students could ask each other.



Extension

Now it is time to revise vocabulary connected to *Sommer und Sommerferien*. Should you have access to SCHUSS Audio, play the weather track in class. Next, ask your students if they would like to spend a hot summer in a big city like Berlin. Ask them *Warum (nicht)?*, practicing *weil* clauses one more time. For homework, students could do the online activity or compile a list about summer activities in their own town/area.



Basic vocabulary Zwei deutsche Städte

Here are 30 words and phrases on the topic *Zwei deutsche Städte*. Photocopy the table and ask your students to translate the terms.

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
die Hauptstadt		die Grünanlage	
die größte Stadt Deutschlands		die (Sommer-)Ferien	
die Hafenstadt		Es ist etwas los.	
die Besichtigung		das Event	
(eine Stadt) besichtigen		die Attraktion	
die Sehenswürdigkeit		das Festival	
der Besuch		der Tag der offenen Tür	
besuchen		das Kulturprojekt	
interessant		Baden in Farben	
langweilig		Sport treiben	
der Stadt-Staat		das Varieté-Theater	
das Bundesland		hinter die Kulissen schauen	
das (Tret-)Boot		das Wahrzeichen	
der Fluss		der Fernsehturm	
der Kanal		die Feiernden (Pl.)	

Objectives

- To learn about movies and stars
- To learn about a career
- To practice text comprehension and pronunciation

Resource(s)

SCHUSS May / June 2013, pages 4&5

SCHUSS Audio 2 2013, track 8

maryglasgowplus.com/de/aktivitaeten

Starter

Have a brainstorming about Hollywood. What do students know about the hometown of many movies? List the most important facts in German on the board: *Stadtteil von Los Angeles; Heimat vieler Stars; Mittelpunkt der globalen Film-Industrie*. Students will probably not be aware of the fact, that Hollywood was co-founded by a German immigrant. Briefly tell them about Carl Laemmle (see **Culture box** opposite).

Main activity

- 1 Tell your class, that they will now be reading about a German director with a successful Hollywood career, writing *Robert Schwentke* on the board. Students will probably not know the name, but they might be familiar with movies such as 'Flightplan' and 'The Time Traveler's Wife', which were directed by Schwentke.
- 2 Start by reading the introductory passages with your class, then check text comprehension by asking: *Wie heißt die Hauptstadt von Baden-Württemberg? Was wird in Plaketten in Hollywood eingraviert? Was für ein Film ist R.I.P.D.? Was ist die Cannstatter Wasen?* etc.
- 3 Depending on your students' level, they could either work on the text on their own (including inserting the missing words), or with your and/or their classmates help. Ask volunteers to read out the paragraphs aloud, correcting their pronunciation and checking the word insertion.
- 4 Students now tackle both online activities linked to the article. To further check text comprehension, you could distribute **Richtig oder Falsch?** worksheets in class.

Extension

Ask your students to name any other German director or movie star. If they don't know any, they research them on the Internet. A list on the board might include: *Regisseure: Wolfgang Petersen, Roland Emmerich, Wim Wenders; Schauspieler: Diane Kruger, Sandra Bullock (deutsche Mutter), Leonardo DiCaprio (deutsche Mutter)*, etc. Next, students write a short piece about their own favorite director. They swap their work with other students, who have to guess who the person is. Finally, you could play track 8 (interview with a young British-German musical actor) in class, if you have access to our audio material.



Culture box

A German Hollywood Pioneer

It is a little-known fact, that Hollywood, the world-famous movie town, owes its existence partly to Carl Laemmle, a German immigrant born in Laupheim (Swabia). In 1884, when he was only 17 years old, Laemmle came to the US, where he rose in the film industry to become a producer.

In 1912, he founded Universal Studios, and had huge sets (Universal City) built in the San Fernando Valley near Los Angeles. Other film moguls followed Laemmle's example, and soon everybody moved their studios to the once sleepy little town of Hollywood. Beside his film work, Laemmle was also a philanthropist, establishing alms houses and schools. He also helped many Jews, who were prosecuted by the Nazis, to escape to America. He died in 1939 in Beverley Hills.

Culture EXTRA

Coffee & cake

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