SCHUSS

Level 2/3 / KS 3/4 ■ A2/B1

mary glasgow **SCHUSS**
ZEITSCHRIFT AUDIO VIDEO ONLINE
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Zürich

Am 21. und 22. September trifft sich hier die internationale Freestyle-Community

→ Infos zum Event und zur Stadt: Seite 10

■ SCHOLASTIC

Your web teacher code is: kgsyty

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Editor's Letter

Dear teacher,

welcome to our new series of SCHUSS, the magazine for intermediate learners of German. I hope that you and your students had a good, long vacation, and are now ready and full of enthusiasm for the new school year.

A great start with SCHUSS

● Who will be victorious in the federal German elections on 22 September? Angela Merkel, who has been chancellor (head of government) since 2005? We introduce Germany's top politicians and major parties, and provide your students with information about the German voting system. And what do young Germans think of voting? Listen to their voices in a topic-related audio track, now available in MP3 format for downloading on our website. By the way, the teacher code for German in the new series is **kgsyty**.

● Fashion trends and labels – a subject of the utmost interest for the majority of teenagers. Young Germans are no exception here, and frequently admit to being *klamottensüchtig* (addicted to buying new outfits). In a SCHUSS article and a contents-related video your students can learn about the fashion and labels their German peers prefer, and why. The video transcript and two online activities complete this learning unit.

● Maybe your students will have heard about Zürich, Switzerland's largest city. But are they also aware of the fact that Zürich is the location of Europe's biggest annual Freestyle event? Snowboarder, FMX-Biker, Skateboarder and their ilk meet up each September to compete. After testing your students' reading skills, ask them to tackle the two text-related reading and writing activities on the same magazine pages.

● From the biggest Freestyle event to the biggest fairground: On the back cover of SCHUSS you'll find facts and statistics about the world-famous *Oktoberfest* in Munich. Encourage your students to make up sentences based on the information given (see *Lesebeispiel*). In our audio track the SCHUSS reporter visits the *Oktoberfest Fundbüro* (lost property office) – with amazing insights!

All this and more you'll find, as always, in the typically colorful, attractive SCHUSS layout, with clear links to our website.

Hoping that you and your students will enjoy SCHUSS and all our additional resources,

Britta Giersche
SCHUSS-Redakteurin
schuss@maryglasgowplus.com

Contents

de.maryglasgowplus.com

Go to our website to find these extra resources:

● 5 audio tracks related to SCHUSS 1 – including transcript for downloading, and worksheets for printing

● 6 online activities related to SCHUSS 1, with answer checks to print out

● A topical video ('Meine Lieblingsklamotten') with 2 online activities and transcript!

Plus: You have access to our archive of teaching resources, with an abundance of videos, audio tracks, online activities, magazine articles, and worksheets.

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	Online activities		Video		Advanced activities		Audio

Teaching unit 1 | Video: Meine Lieblingsklamotten

Objectives
- To learn about fashion trends in Germany
- To revise and practice clothes terms
- To practice listening comprehension

Resource(s):
SCHUSS-Video (mg-plus.net/sch13video1)
www.maryglasgowplus.com/de/aktivitaeten

Starter
Begin by asking: *Für was interessierst du dich?* to practice the reflexive verb *sich interessieren: Ich interessiere mich für Sport/Musik/Filme*, etc. Students will almost certainly also mention *Kleidung* or *Mode.* And when one of them says: *Ich interessiere mich für Mode*, ask the class: *Wer interessiert sich noch für Mode?* Do a hand count and write on the board: *xx Schüler interessieren sich für Mode*. Also write down *die Kleidung* and *die Sachen* and say: V*iele junge Deutsche nennen ihre Kleidung oder Sachen auch Klamotten*. Add the last word to *Kleidung* and *Sachen* on the board.

Main activity
❶ Tell your class that they are about to watch a Video with Noe (write the name down). Then run the video till ... *und komme aus Hamburg.* Next, ask comprehension questions: *Was sieht man am Anfang des Videos? (Man sieht Läden/ Shops mit Kleidung/Klamotten). Was sieht man dann? (Man sieht ein Zimmer mit Kosmetika und Kleidung). Wie alt ist Noe? (Sie ist 16 Jahre alt). Woher kommt sie? (Sie kommt aus Hamburg).*

❷ Continue playing the video till ... *weil es luftig ist.* Depending on the level of the class, students watch with or without the transcript. Explain all unknown vocabulary. Adjust any questions to the level of the class, e.g. for less advanced: *Interessiert sich Noe für Mode? (Ja, sie interessiert sich für Mode). Warum interessiert sich Noe für Mode? (Weil Mode sehr vielseitig ist)* for advanced level.

❸ Proceed to the end of the video in the same way. Then show the clip in its entirety, before asking students to tackle *Video-Aktivität 1.* Advanced students also complete *Aktivität 2.*

Extension
Students now work in pairs. One partner asks the questions appearing in the video, the other one takes Noe's part. Advanced students speak freely, less advanced ones read from the transcript. Next, the partners work out their own video dialog about *Meine Lieblingsklamotten.* Help less advanced students with this task. If time allows, students record their dialog, otherwise they just act or read it. Finally, compile a list of all favorite pieces of clothing/labels on the board.

Teaching unit 2 | Modemarken und ihre Bedeutung

Objectives
- To revise and practice fashion terms
- To practice listening and reading comprehension
- To learn about German labels
- To learn adjectives describing clothes

Resource(s)
SCHUSS September / October 2013, pages 12 & 13
SCHUSS Audio 1 2013/14, track 5

Starter
You could say: *Denkt noch mal an eure Lieblingsklamotten, wie im Video. Welches Label haben sie?* Students will probably know the term Label and be able to name a few. You then explain: *Das deutsche Wort für Label ist die Marke (Pl. Marken)*, writing both terms on the board. Ask students if they know any German labels. Puma and Adidas might come up.

Main activity
❶ Ask your students to answer the questions under **Vorbereiten** on top of page 12. If necessary, give them a pattern: *Ich interessiere mich nicht/ein bisschen/sehr für Mode. Ich kaufe meine Klamotten bei x/im xx,* etc. Move on to the adjectives in Lesen, reminding students that German adjectives can have endings. Ask them to underline the basic adjectives without their endings: *cool, extravagant, gut*, etc.

❷ Students now work in small groups, reading the article section by section. Move from group to group to assist with pronunciation or translation, if required. Also help them to insert the missing adjectives. Three students from each group then read out the three different points *(Was gibt's, Fan-Zitat, Interessant).*

❸ Have a classroom quiz to test text comprehension and to practice vocabulary: *Welche Marke ist super trendig und unschlagbar günstig? (H&M). Für welche Marke werben Weltstars wie David Beckham? (Für Adidas). Wer hat Puma gegründet? (Rudolf Dassler, der Bruder von Adolf Dassler),* etc. Should your class be more advanced, the students make up the quiz questions themselves.

Extension
If you have access to SCHUSS Audio, play track 5 to start a class debate about young people's obsession with fashion, if not, ask questions such as: *Findet ihr, dass junge Leute*

zu viel Geld für Mode ausgeben? or: *Findet ihr, dass durch Modemarken Druck ausgeübt wird, bestimmte Klamotten zu kaufen?* For homework, students write a brief essay on the subject..

Teaching unit 3 | Mehr über Mode

Objectives
• To revise and practice fashion terms in a context
• To describe clothing
• To make up sentences using *würde*
• To learn more about fashion in Germany

Resource(s)
SCHUSS September / October 2013, pages 12 & 13
www.maryglasgowplus.com/de/ressourcen

Starter
Have a brainstorming about *Kleidung/Klamotten* by asking your students to list as many items of clothing they can think of in a limited time. Students work alone. The one with the longest list is the winner (but check that all the items listed are related to clothes). The winner reads his or her list out aloud. Now you could compile a second list on the board, reflecting the most frequently mentioned items.

Main activity
1 Ask several volunteers to read the list on the board out aloud. Next, students look at the photos on pages 12 and 13. Each students picks one person in the pictures and describes his or her outfit: *Selena Gomez auf dem NEO-Foto auf Seite 12 trägt ein gelbes Top mit breiten weißen Streifen. Sie hat einen pink-farbenen Sneaker in der Hand.*, etc.

2 Students now work in pairs, describing their partner's clothes. They are allowed to take notes. Several pairs then volunteer to either read their description or speak it freely: *Das ist xx. Er trägt ein blaues T-Shirt und helle Jeans. An den Füßen trägt er Sandalen und auf dem Kopf eine Baseball-Mütze,* etc. Partners then swap roles.

3 Write these two questions on the board, asking the students aloud by pointing to the relevant question: *Was ziehst du am liebsten an? Was würdest du nie anziehen?* Students write down their answers, using the following patterns: *Ich ziehe am liebsten sportliche Klamotten/cooles Design/Sachen von* (label) *an. Ich würde nie eine elegante Bluse/ein langes Kleid/Sachen von* (label) *anziehen,* etc.

Extension
Encourage your students to do some further research on German labels and fashion designers. In our online resources archive they will find lots of material about fashion, e.g. articles about Karl Lagerfeld, Heidi Klum or Ingrid Stegner. Students choose a person or a label, compiling profiles following the pattern in the SCHUSS article. For Advanced Placement test, ask students to find topic-related videos/podcasts on the Internet and write a summary of the contents.

Basic vocabulary | Mode und Modemarken

Here are 30 words and phrases on the topic of fashion and fashion labels. Photocopy the table and ask your students to translate the terms.

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
die Mode		teuer/günstig	
die Modemarken		elegant	
das Label		klassisch	
die (Lieblings-)Sachen		lässig	
die (Lieblings-)Klamotten		edel	
das Hemd		bei .... einkaufen	
die Hose/Jeans		für Klamotten Geld ausgeben	
der Hosenanzug		die Kleidung	
das T-Shirt		die Accessoires	
kariert		das Sortiment	
farbenfroh		der (Mode-)Konzern	
bequem		etwas anziehen/tragen	
luftig		die (Mode-)Werbung	
cool		die Modezeitschrift	
sportlich		der/die Modeschöpfer/in	

3

This article gives students a chance to learn about the German voting system and about major political parties and their leaders.

Objectives

• To learn about government in Germany
• To learn and practice political terms
• To compare the German system with your home system

Resource(s)

SCHUSS September / October 2013, pages 8 & 9
www.maryglasgowplus.com/de/aktivitaeten
SCHUSS Audio 1 2013/14, track 1

Starter

Have a brainstorming on the subject of German politics. Which German politicians do your students know? They will probably have heard of Angela Merkel. Ask them about Merkel's official title. Should students not know the German term, write *Angela Merkel ist Bundeskanzlerin* on the board. Explain to your class that *die Kanzlerin* or *der Kanzler* is the head of government in Germany. Further tell your class, that Angela Merkel has been in office for 8 years, but that new federal elections will be held on 22 September. Add the name of the German parliament *(der Bundestag)* on the board.

Main activity

❶ Read the short introduction on page 8 with your class. Writing *die Wahl* and *wählen* on the board, ask students to translate these terms. Practice noun and verb in simple sentences. Next, ask students to translate the phrase *wird … gewählt.* Do they recognize the passive voice?

❷ Read the info box on *Wahl-System* on page 8 sentence by sentence with your class. More advanced classes/groups work on the text on their own. Next, ask comprehension questions: *Gibt es eine Wahl-Pflicht in Deutschland? (Nein, es gibt nur ein Wahl-Recht.) Wer legt den Wahl-Tag fest? (Der Bundespräsident legt den Wahl-Tag fest.* etc.*)*

❸ Depending on the level of your students, read the captions in class or ask students to work with a partner. Help them with pronunciation and vocabulary, if required. Serveral volunteers read the captions out aloud.

❹ If time allows, students complete the online activity plus the exercises on page 9 in class, otherwise as homework. Should you have access to SCHUSS Audio, play the phone-in about the German elections. What is your students opinion?

Extension

Ask your students to design an election campaign poster (see **Weiterarbeiten** at the bottom of page 9) and display the best ones on the classroom walls. Further project: To compare the German voting system with the system at home, noting down similarities and differences. You might want to give students a pattern such as: *In Deutschland wird alle 4 Jahre gewählt. Bei uns wird alle xx Jahre gewählt. In Deutschland heißt der/die Regierungschef Bundeskanzler/in. Bei uns heißt er/sie xx. In Deutschland heißt die konservative Partei CDU*, etc.
For Advance Placement test: Students locate a video about speeches or debates in the *Bundestag*, summarizing them.

Culture box

Important German political figures

Konrad Adenauer (1876–1967). After World War 2, Germany was divided into West- and East Germany. In 1949, Adenauer (CDU) became West Germany's first chancellor, integrating the Federal Republic (*Bundesrepublik*) into the Western Alliance.
Willy Brandt (SPD) was the first Social Democrat to become head of government. He was in power from 1969 till 1974. Brandt was a popular chancellor, who became famous for his liberal *Ostpolitik.*
Helmut Kohl (CDU), a Conservative, won the federal elections in 1982, taking over from Brandt's successor Helmut Schmidt. During his 16 years in office, the re-unification of Germany took place (1990).
Angela Merkel (CDU) became chancellor in 2005, and has been in office ever since.
The most important politicians of the German Democratic Republic (East Germany) were **Walter Ulbricht** (1893 – 1973) and **Erich Honecker** (1912 – 1994). Under Walter Ulbricht's government the Berlin Wall was built in 1961. But the communist East German regime crumbled in 1989, and the Wall came down. In 1990 the former East German counties were integrated into the Federal Republic, and Germany was united once again.

Editor: Britta Giersche **Author:** Ursula Runde **Layout:** David Dutch