



# SCHUSS

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## Editor's Letter

Dear teacher,

We hope that the new school year started well for you and that your students are progressing and enjoying their German classes. As always, we are there for you to help you to motivate your students and to supply you with our extensive teaching resources.

Christmas and winter are two key topics in this second SCHUSS edition of the new series. In the video, the magazine, the online activities and the audio tracks we'll highlight many aspects of the colder season and its festivities:

- The idyllic Austrian city of Salzburg will feature some 'fearsome but beautiful' (*schaurig-schöne*) attractions during Advent, the last four weeks before Christmas. This time usually co-incides with the first snowfall, which brings on the *Krampusse* – traditional figures in gruesome masks and costumes, accompanying Santa Claus on his way through Salzburg.
- Christmas is supposed to be a time of calm and reflection, but it often turns out to be stressful, too. For instance, presents can be stressful – not just the ones you have to buy, but also those you're receiving. What do you do with presents you certainly did not wish for? Easy – go and sell them on eBay. Many young Germans seem to be doing this now. What about your students? Discuss the issue with your class.
- You'll need money to buy presents. But what if you are broke (*pleite*)? Show your students the SCHUSS video about pocket money, and have them read the supplementary article in the magazine.
- For many young people, winter and winter sports go together. But aren't winter sports getting too dangerous? Let your students read and hear (on SCHUSS Audio) how German students think about the subject. Besides practicing reading and listening skills, they'll also be able to revise vocabulary about body parts and injuries.

Further topics include the successful Austrian skier Anna Fenninger, the new movie from the 'Hunger Games' series, and the famous Nürnberger Christkindlesmarkt.

Don't forget, that you as our customer and subscriber will have access to our large archive of teaching resources. Just go to [maryglasgowplus.com/deutsch](http://maryglasgowplus.com/deutsch) for more information.

For now, it's *Fröhliche Weihnachten* and best winter wishes from the SCHUSS team.

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Go to our website to find these extra resources:

- 5 audio tracks related to SCHUSS 2 – including transcripts for downloading and worksheets for printing
- 8 online activities related to SCHUSS 2, with answer checks and for printing
- Our video 'Kein Geld' with 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 Taschengeld – warum und wofür?

### Objectives

- To learn about managing pocket money
- To revise and practice currencies and numerals
- To practice modal verbs and *am meisten*

### Resource(s):

SCHUSS November / December 2013, pages 12/13

### Starter

Bring a few Euros (coins and notes) with you into the classroom, or play money. Or find some visuals of Euro coins and notes on the Interactive Whiteboard. Next, ask your class: *Was ist das?*, aiming for answers such as: *Das ist Geld. / Das sind Euros.* Now point to individual coins or notes and ask: *Wie viele Euros sind das? (Das sind 5 Euros. Das sind 20 Euros. Das ist 1 Euro.)* etc. Next, compile two separate lists for notes and coins on the board: *Noten: 5, 10, 20 Euro etc., Münzen: 1 oder 2 Euros, 1, 5, 10 etc. Cent.* This way students practice numerals and denominations.

### Main task

- 1 Ask your students: *Habt ihr Geld? (Ja/Nein/Ein wenig). Wer gibt euch das Geld? (Die Eltern). Wie nennt man euer Geld?* Introduce the term *das Taschengeld*, should students not yet know it, and write it on the board.
- 2 Continue by reading the introduction on page 12 with your students, telling them that you'll show them the video later. Ask students to jot down on what they spend their own pocket money (**Vorbereiten**) and to compare their list with the items for German students. What do your students spend most of their money on? Compile the result on the board: *Ich/Wir/Die Schüler gebe/n am meisten Geld für xxx aus.*
- 3 Read the text on top of page 13 sentence by sentence with your class, then test them by asking comprehension questions. Briefly revise modal verbs by listing them on the board and asking students to make up sentences. Then ask them to underline any modal verbs occurring in the passage. There are only two: *müssen* and *darf* (from *dürfen*). For reinforcement students do **Lesen**, further down on the page.
- 4 Ask volunteers to read/speak **Taschengeld-Empfehlungen**. More advanced students state their own opinions, e.g.: *Das finde ich richtig* oder *Ich finde, sie sollten mehr/weniger bekommen.*

### Extension

Students now work in pairs, preparing a brief dialog about their own pocket money. Ask them to convert any sums into Euros. One partner asks questions, such as: *Wie viel Taschengeld bekommst du? – Ich bekomme xx Euro monatlich. Findest du, dass das genug ist? – Ja./ Nein, ich*

*finde das zu wenig. Ich sollte xx Euro bekommen. Wofür gibst du dein Taschengeld aus? – Ich gebe es für Klamotten/ Kosmetik/Kino aus. Wofür gibst du am meisten aus? – Ich gebe am meisten für Ausgehen aus, etc.*

## Teaching unit 2 Video: Kein Geld



### Objectives

- To practice vocabulary about money and presents
- To practice reading and listening comprehension
- To learn about money problems

### Resource(s)

SCHUSS video ([mg-plus.net/sch13video2](http://mg-plus.net/sch13video2))  
SCHUSS November / December, page 13

### Starter

Ask your students: *Habt ihr manchmal Stress mit Taschengeld?* Encourage them to answer freely. Then introduce patterns: *Ich habe oft/nie/manchmal Stress mit Taschengeld. Ich habe immer/nie/oft zu wenig Geld. Mein Geld ist immer/nie/oft alle,* etc. Then say: *Wenn man kein Geld hat, ist man pleite* (write it on the board) and play the video.

### Main task

- 1 Begin by saying: *Im Video seht ihr Noe und Lasse, ihren Bruder* (write the names). *Noe hat kein Geld* (write it). Now play the entire video once without stopping, either with or without transcript, depending on the level of your class. Ask students to make notes of passages they did not understand, and answer their questions accordingly.
- 2 Now play the first part of the movie again (till *Und das war erst vor vier Wochen. – Ja.*). Now ask comprehension questions: *Wofür hat Noe kein Geld? Wie alt wird ihre Freundin? Wer hat Noe 10 Euro gegeben? Von wem hat sie 50 Euro bekommen?* etc. Proceed in a similar fashion with the second part. If your class/group is less advanced, hand out the transcript with gaps and ask students to insert missing words. Also ask them to complete the online activities.
- 3 Run the video once again. Next, volunteers take the parts of Noe and Lasse. Less advanced students read from the transcript, more advanced use it just for reference. Another task for advanced students: to improvise the dialog by inventing similar situations about Noe and Lasse, for instance *Noe hat kein Geld mehr, weil sie ihr Portemonnaie verloren hat. Lasse will ihr kein Geld leihen.* etc.

### Extension

Either as a class project (if students all have access to the video) or as homework: Watch the first scenes of the movie, before 'action' starts, and describe them. *Was sieht man? Womit haben alle Dinge etwas zu tun? (Man sieht Banken, Kreditkarten, Euro-Scheine. Alle Dinge haben mit Geld zu tun).* For general homework: to write any dialog between students where *kein Geld*, *pleite* and *Geschenk* are mentioned.

## Teaching unit 3 Geschenke – weg damit!

### Objectives

- To learn more about presents and related terms
- To learn about a new sales trend in Germany
- To practice reading and writing a dialog

### Resource(s)

**SCHUSS November / December 2013, pages 6 & 7**  
**SCHUSS Audio 1 2013, track 9**

### Starter

Refer back to the topic of *Geschenke*, by reminding your students of Noe's dilemma in the video: *Wofür hatte Noe kein Geld? (Für ein Geschenk für ihre Freundin). Was für ein Geschenk war das? (ein Geburtstagsgeschenk).* Write the last word on the board, then ask: *Wann bekommt man noch Geschenke? (zu Weihnachten – Man bekommt Weihnachtsgeschenke).* Should you have access to SCHUSS audio, play track 9 about a special Christmas present.

### Main activity

- 1 Ask your students to tackle **Vorbereiten** (page 6) by jotting down which of their presents were unwanted: *ungewünscht*. Compile a list of such unwanted presents (in

German) on the board. More advanced classes or groups could then practice *weil* clauses: *Mein Geschenk war ein Buch. Es war ungewünscht, weil ich es schon kannte. Mein Geschenk war ein Fußball. Er/Es war ungewünscht, weil ich nicht Fußball spiele.* etc.

- 2 Now ask your students what they did with their unwanted presents. (*Weiter verschenkt, nicht benutzt/getragen, in den Schrank gelegt*, etc.) Next, you say: *Man kann Geschenke auch verkaufen, auf eBay*, moving on to the article.

- 3 Read the text sentence by sentence with your class, explaining all unknown terms and phrases. Ask comprehension questions after each section. More advanced students could test their own text comprehension (**Lesen**). Have a class debate about selling presents on eBay with your class. Would your students do the same? Ask them to state their reasons by using sentences such as: *Ich würde meine Geschenke (nicht) auf eBay verkaufen, weil...*

### Extension

When students have written the dialog requested in **Weiterarbeiten** (page 7), they could work with a partner and think of more awkward situations, e.g.: *Der Vater hat seiner Tochter eine Tasche geschenkt. Als er in ihr Zimmer kommt, sieht er, dass sie die Tasche als Papierkorb benutzt. – Aline hat ihrer Schwester ein tolles Kleid geschenkt. Das sieht die Schwester auf eBay wieder.* etc.

## Basic vocabulary Geld und Geschenke

Here you find 30 words and phrases on the topic of *Geld und Geschenke*. Photocopy the table and ask your students to translate the terms.

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
das Geld		das Geschenk	
das Taschengeld		(etwas) schenken	
die Banknote/n		das Weihnachtsgeschenk	
die Münze/n		gewünscht/ungewünscht	
die Währung		Das Geschenk kostet ... Euro.	
mit Geld umgehen		der Preis	
Geld ausgeben		teuer	
kein Geld haben		billig	
Das Geld ist alle.		das Geschäft	
Ich bin pleite!		Das Geschäft geht gut.	
genug/zu wenig Geld haben		das Auktionshaus	
Geld verdienen		auktionieren	
die Kreditkarte/n		der Kunde, die Kundin	
etwas kaufen		einen Service anbieten	
etwas verkaufen		die Verkaufsentur	

### Objectives

- To learn some facts about Salzburg
- To revise and practice Christmas and Advent terms
- To learn something about Austrian Christmas customs
- To make comparisons with your own customs and culture

### Resource(s)

SCHUSS November / December 2013, pages 4 & 5

[www.maryglasgowplus.com/de/aktivitaeten](http://www.maryglasgowplus.com/de/aktivitaeten)

SCHUSS Audio 1 2013/14, track 8

### Starter

Begin by revising vocabulary and facts about the festive season. Write both *Weihnachten* and *Advent* on the board. Ask questions such as: *Wann ist Weihnachten? (Am 24., 25. und 26. Dezember). Wie heißen die Weihnachtstage? (Der Heilige Abend, der 1. und der 2. Weihnachtstag). Was ist Advent? (Advent ist die Zeit vor Weihnachten. Die letzten vier Sonntage vor Weihnachten sind die Adventssonntage)* etc. Then focus on Advent and compile a wordlist with your class: *die Adventszeit, der Adventskranz, die Adventskerzen, das Adventssingen*, etc. Then say: *Wir lernen jetzt etwas über Advent in Salzburg* (write down Salzburg).

### Main task

- 1 Ask your students to have a look at page 4, but just at the map and the pictures. Ask them: *Wo liegt Salzburg? (In Österreich. Salzburg ist eine österreichische Stadt). Was seht ihr auf den Fotos? (Salzburg im Schnee). Was noch? (Figuren mit Masken und Kostümen)*. Tell them: *Das sind die Krampusse* (write it down) and proceed by reading the introduction out aloud.
- 2 Tell your class that the first section on page 5 will be about the Advent season in general. More advanced classes/groups could read this paragraph on their own or with a partner, less advanced classes will need your help. For focus, ask students to spot and underline all food items in the text (*gebrannte Mandeln, Ess-Kastanien, frische Bratäpfel*).
- 3 Continue in a similar fashion with the other sections. Several volunteers then read the paragraphs out aloud. Ask comprehension questions, to prepare your students for the activities in **Lesen und Schreiben** in the margin. Should you have access to SCHUSS audio, you could play track 8

(an interview about advent in Salzburg). Either read **5 Sachen über Salzburg** with the entire class or ask students to work alone or with a partner.

### Extention

Students now tackle **Lesen und Schreiben**, writing short sentences as required, either on their own or with a partner. Volunteers read their *Salzburg-Anatomien* out aloud. Correct them when appropriate. More advanced students extend this exercise by writing a short essay about Salzburg. For homework students describe a local Christmas event of their choice (see **Weiterarbeiten**), illustrating their piece with visuals. The best *Anatomien* will be displayed.

### Culture box

#### The Trapp family

The lives of the Austrian von Trapp family were the source of the world-famous musical and movie 'The Sound of Music', though the reality was, of course, different from the fictionalized version. But it is true that the former novice Maria Augusta Kutschera became the governess of the 7 children of a Salzburg aristocrat, Baron Georg von Trapp. Two years later (1927) they got married, and in the following years had another 3 children of their own. Due to financial problems in the 1930s, Maria and Georg von Trapp exploited the family's musical talents by founding a choir ('Familienchor'). The von Trapps lived in Salzburg till 1938, but when the Nazis annexed Austria, they left the country (they escaped to Italy by train, not across the mountains to Switzerland, as shown in the movie). From Italy, they made their way to America, where they settled in Vermont. After initial difficulties, the family resumed their musical career, and their *Familienchor* toured the US and beyond. The choir was finally dissolved in 1956.