



SCHUSS

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Editor's Letter

Dear teacher,

Prosit Neujahr! All the best for 2014 to you and your students. How did your students celebrate New Year's Eve (*Silvester*)? Ask them, and use the opportunity to revise dates, holidays, and numerals.

A healthy diet ...

...is always important, but especially so in winter, when young bodies need a lot of extra vitamins and nutrients. There are even special winter menus, as described in our video. Students also get a chance to revise and practice key food vocabulary, and they learn how to book a table in a restaurant – in German, of course.

- Continue with the topic of food by reading the article 'Bioland Deutschland' with your class. Did your students know, that (after the US) Germany is the country with the highest organic food consumption? Our article combines facts about *Bio-Kost* with statistics and specific vocabulary.
- In order to make the long, dark and cold winter season more bearable, people invented *Karneval*. Many regions in German-speaking countries have developed their own customs in the course of the centuries. In our series 'Auf geht's nach...' we introduce the weird and wonderful *Basler Fasnacht*. Another popular winter event is, of course, Valentine's Day. You'll find a magazine article and an audio track on the subject in this issue.
- Come winter, come summer – there's always something going on in Görlitz, for this little-known town in the eastern part of Germany is very popular as a film location. With its historic facades and picturesque countryside Görlitz is the perfect backdrop for period movies, as even Hollywood discovered a few years ago. Your students will be amazed to hear, that popular stars such as Emily Watson, Brad Pitt and George Clooney worked here and got to love the town.

Students can also read about the German freestyle skier Lisa Zimmermann and the famous Vienna Opera Ball (*Wiener Opernball*). As usual, there's a page of puzzles, quizzes and word games to practice language structures and vocabulary.

Should you be in need of any additional resources, just go to our extensive archive at maryglasgowplus.com/deutsch. It's free to use for all subscribers.

We hope that you and your students will continue to enjoy our German language teaching resources. *Bis zum nächsten Mal!*

Martina Koepcke

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Skills!

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Go to our website to find these extra resources:

- 5 audio tracks related to SCHUSS 3 – including transcripts for downloading and worksheets for printing
- 8 online activities related to SCHUSS 3 with answer checks and for printing
- Our video 'Wintermenü' 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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SCHOLASTIC

Learning unit Bio-Kost und Wintermenüs

Is organic food really as healthy as everyone says? And how do you order a special winter menu in a restaurant?



Online activities



Video



Advanced activities



Audio

Teaching unit 1 Video: Wintermenü



Objectives

- To learn about restaurant food (**2.2: Products of Culture**)
- To learn and practice food items for a special menu (**1.1: Interpersonal Communication**)
- To learn how to book a table in a restaurant (**1.1: Interpersonal Communication**)
- To practice listening comprehension (**1.2: Interpretive Communication**)

Resource(s):

SCHUSS video (mg-plus.net/sch13video3)
SCHUSS January / February 2014, page 13

Starter

Tell your class that they are about to watch a video, but don't tell them the subject. Then play the intro section to the video, with the short commentary. What did students understand? Maybe they got the name of the city (*Hamburg*), but probably not the name of the district (*Eimsbüttel* – write it down). And what does *Juwelier* mean in this context? Is it a jeweler's shop? No, it's a restaurant. From which time onwards does it serve food? (from 6 pm – *ab 18 Uhr*). Play the intro section again and write the most important words and phrases on the board.

Main activity

- 1 Before you continue playing the video, role-play the following situation with your students: *Du willst mit Freunden ins Restaurant gehen. Aber es ist oft voll. Was machst du?* Introduce the terms *einen Tisch reservieren/bestellen*, should students not know them. Then run the video till *Kann ich sonst noch was für dich tun?* Ask comprehension questions.
- 2 Before the next video section, introduce items from the Winter-Menü: *Sauerkraut-Suppe, Tafelspitz, Dorsch-Filet, Jakobsmuscheln*, etc. Read the words out aloud and ask students to repeat after you. You can either just translate the dishes or show pictures on the Interactive Whiteboard. Next, play the video to *Liebstöckel-Gewürz*, asking students to follow the dialog in the transcript and to underline all the dishes from the winter menu.
- 3 Now finish playing the video, asking comprehension questions related to part 3. Then play the entire video once

again. Students insert the headings *Tisch reservieren*, *Wintermenü* or *Essen auswählen* in the transcript where appropriate.

Extension

Ask several volunteers to take the parts of Lilly and the waitress. They can read from the transcript first, and then try to speak freely. The dialog partners can prepare a simplified version of the video. For homework: Compose your own winter menu. Advanced homework: Write a summary of the video in the third person singular (*Lilly geht... Die Kellnerin sagt... etc.*).

Teaching unit 2 Bio-Kost – die Fakten

Objectives

- To learn about organically produced food items (**2.2: Products of Culture**)
- To revise and practice food vocabulary (**1.1: Interpersonal Communication**)
- To practice reading comprehension (**1.2: Interpretive Communication**)

Resource(s)

SCHUSS January / February 2014, pages 12 + 13
maryglasgowplus.com/de/aktivitaeten

Starter

Show your class an enlarged version of the logo (*Bio-Siegel*) from page 12. (You'll probably find it on an Interactive Whiteboard.) Ask students to associate. Most likely, they'll mention the term *Logo*. Confirm this by saying: *Ja, das ist ein Logo oder ein Siegel* (write both terms down). *Aber wofür?* Should students not guess what the logo stands for, read the caption on page 12 with them.

Main activity

- 1 Now read the heading and the introduction with your class. Ask your students what *Bio-Produkte* or *Bio-Lebensmittel* (write both terms on the board) consist of. Explain the essence of organic food in your own language, if necessary, writing key terms in German on the board: *ökologische Produktion, keine Chemikalien, gesunde Haltung von Tieren*, etc.
- 2 Depending on the level of your class, read the text sentence by sentence with the students, or ask them to read it alone or with a partner, using the word list and/or an online dictionary. Help students with pronunciation and translation queries.
- 3 First, ask a couple of advanced students to read the text out aloud. Then other volunteers read it. When the students have understood the contents, ask them to go through the article again and to underline all figures. You or a volunteer could then write some statistics on the board, and the others put them in context: *40 – So viele Bio-Supermärkte hat Berlin. 20 Milliarden Euro – So viel wird in Europa für Bio-Produkte ausgegeben, etc.*

Extension

Students now tackle **Lesen und Schreiben** on page 13, for further practice of numerals. A different extension: Write the

basic form of some adjectives from the article on the board (*wenig, groß, teuer*, etc.). Students then find the comparatives or superlatives in the text (e.g. *Bei Jugendlichen ist Bio weniger beliebt*). They can also practice comparatives and superlatives in the related online activity.

Teaching unit 3 Mehr über Bio-Produkte und Restaurants

Objectives

- To re-enforce and further practice *Bio-Kost* vocabulary (1.2: Interpretive Communication)
- To invent and role-play topic-related dialogs (1.1: Interpersonal Communication)
- To make up questions about a special subject (1.3: Presentational Communication)

Resource(s)

SCHUSS January / February 2014, pages 12 + 13
SCHUSS video (mg-plus.net/sch13video3)

Starter

Pick up the topic *Bio* topic again, by asking your students to write down any *Bio* terms they can remember from teaching unit 2. Students then read their list, making up sentences (*Die Deutschen kaufen immer mehr Bio-Produkte*, etc.). Next: Can students find terms in the article, which were not on their own list? They can practice them by completing **Suchen** on page 13.

Main activity

1 Students now make up the questionnaire as asked in **Weiterarbeiten**. Less advanced students might need your help with composing the questions and answers: *Isst du/Kaufst du Bio-Produkte? Wenn ja, wo kaufst du sie und wie viele? Was*

für Produkte kaufst du? (e.g. ungespritztes Obst, Brot aus natürlichem Getreide, Fleisch nur von artgerecht gehaltenen Tieren). Give students some additional vocabulary for their answers.

2 Next activity: Thinking of more *Bio-Kost* situations, e.g. asking for a *Bio-Menü* when booking a table in a restaurant. Students will have fun role-playing their dialog on their cell phones: A.: *Hier Restaurant XX*. B.: *Ich möchte einen Tisch reservieren. Aber haben Sie auch ein Bio-Menü?* A.: *Ja, alle unsere Gerichte sind Bio*. B.: *Können Sie mir ein paar Gerichte nennen?* etc. In order to revise how to book a table, play that part of the video again.

3 Students could research *Bio-Plakate* and *Bio-Poster* on the Internet and be inspired to design their own poster, complete with visuals and slogans, for example: *Natürlich Bio!* (with visuals of fresh fruit and vegetables). Or: *Fleisch – ja, aber nur von gesund gehaltenen Tieren* (with pictures of happy cows grazing), etc.

Extension

For homework: Students research organic food production and consumption in their own country or city, noting down some relevant statistics: *xx Prozent kaufen Bio-Produkte. Xx Prozent der Jugendlichen finden Bio-Produkte gut. In unserer Stadt gibt es xx Bio-Läden. Die größte Bio-Kette heißt xx*. etc.

Basic vocabulary Bio-Kost und Wintermenü

Here you find 30 words and phrases on the topic of *Bio-Kost und Wintermenü*. Photocopy the table and ask your students to translate the terms.

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
einen Tisch reservieren		die Bio-Lebensmittel (Pl)	
Für wann/welche Uhrzeit?		das Bio-Logo/Siegel	
Für wie viele Personen?		die Gesundheit	
Unter welchem Namen?		der Geschmack	
Der Tisch ist reserviert.		der Tierschutz	
das Menü		der Umweltschutz	
das spezielle Wintermenü		der Bio-Laden	
die Vorspeise		der Bio-Supermarkt	
der Hauptgang		die Ladenkette	
das Dessert		natürlich produziert	
das/die Gericht/e		ohne Chemikalien	
die Speisekarte		gesund leben	
à la carte essen		gesund essen	
ein Menü zusammenstellen		ökologisch angebaut	
die Bio-Produkte (Pl)		der Vegetarier/die Vegetarierin	

Teaching plan Filmstadt Görlitz

Students hear about an unusual small town in Germany, and they get a chance to learn and practice movie terms.

Objectives

- To learn something about a town in Germany (**4.2: Cultural Comparisons**)
- To learn and practice specific vocabulary (**1.2: Interpretive Communication**)
- To research facts about your own town (**4.2: Cultural Comparisons**)
- To learn how to compose an interview (**1.1: Interpersonal Communication**)

Resource(s)

SCHUSS January / February 2014, pages 4 + 5
www.maryglasgowplus.com/de/aktivitaeten

Starter

After writing the name *Görlitz* on the board, practice the pronunciation with your class. Have students guess what's behind the name. They could ask questions such as: *Ist Görlitz eine Person? Ist Görlitz ein Fluss? Ist Görlitz ein Buchtitel?* etc. When they ask *Ist Görlitz eine Stadt?*, give them the answer: *Ja, Görlitz ist eine Stadt in Sachsen* (write *Sachsen* on the board).

Main activity

- 1 Point out the town on a large map or an Interactive Whiteboard. Mention the fact that Görlitz is Germany's easternmost town. Revise terms such as *Grenze* and *Nachbarland*: *Görlitz liegt an der Grenze zu Polen. Die Nachbarländer heißen Polen und Tschechien.*
- 2 Next, you could say: *Görlitz ist nicht groß, es ist eine Kleinstadt* (write it down), *aber es ist auch eine Filmstadt* (write it). Then move on to the magazine article, reading the introduction. Is anyone familiar with the book on which the movie is based? (The English title is 'The Book Thief'.)
- 3 After students have found the synonyms (**Vor dem Lesen**), they read the text alone or with a partner. Ask volunteers to read the sections out aloud. Then ask comprehension questions, practicing clauses with *weil*: *Warum werden so viele Filme in Görlitz gedreht? Weil die Stadt eine historische Kulisse hat. Warum gefällt es Brad Pitt in Görlitz? Weil er dort viele Freunde hat. Warum wird Görlitz Görlywood genannt? Weil dort auch Hollywood Filme gedreht werden.* etc.
- 4 In order to re-enforce text comprehension, students tackle the online activity (True or False?).

Extension

When students have finished the projects under **Weiterarbeiten**, they could write an interview with stars, who have been working in Görlitz, e.g. Kate Winslet: *Hallo, Kate. Was hast du in Görlitz gemacht? – Ich habe einen Film gedreht. Wie hieß der Film? – Der Film hieß „Der Vorleser“. Was war das für ein Film? – Es ging um eine Beziehung zwischen einem Schüler und einer älteren Frau., etc.*

Culture box

Saxony (Sachsen)

Görlitz is situated in the federal state of *Sachsen*, the easternmost German province. To the east, the river Neißة forms the border with Poland. To the south, *Sachsen* borders the Czech Republic; the surrounding German federal states are *Bayern*, *Thüringen*, *Sachsen-Anhalt* and *Brandenburg*. *Sachsen* has a population of 4.5 Million people. The federal capital is *Dresden*, the largest city is *Leipzig* (500,000 inhabitants). *Sachsen* has a turbulent history. Slavic tribes colonized the area in about 600 AD, but the Slavs were gradually pushed out by Teutonic tribes. In the Middle Ages, *Sachsen* became an electorate (*Kurfürstentum*), and cities like *Leipzig* and *Dresden* flourished as important centers for trade and culture. In 1815, *Sachsen* joined the *Deutscher Bund* (German Confederation), before becoming an independent kingdom. In 1871, it was integrated into the *German Reich*, and after World War II into the *German Democratic Republic*. After German reunification in 1990, *Sachsen* became a federal state. Görlitz is the home town of some famous people, the German soccer star Michael Ballack among them.

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SCHUSS Vol. 44, January/February 2014

SCHUSS is published five times during the school year: Sept./Oct., Nov./Dec., Jan./Feb., Mar/Apr., May/June, by Scholastic Inc.

Office of Publication: 2931 E. McCarty Street, PO Box 3710, Jefferson City, MO 65101-4464. Prices: \$7.99 each per year for 10 or more subscriptions to the same address; \$24.95 each for 1 – 9 subscriptions (student editions) per year; \$29.95 each for 1 – 9 subscriptions (teacher editions) per year; \$5.50 single student copy; \$6.50 single Teacher's Edition copy. Periodical postage paid at Jefferson City, MO 65101-4464 and at additional mailing offices. POSTMASTERS: send address changes or and communications relating to subscriptions to Office of Publication, SCHUSS 2931 E. McCarty Street, P.O.Box 3710, Jefferson City, MO 65101-4464. Canadian Subscriptions: CPC Agreement No. 1471155, send address corrections to: Scholastic Canada Ltd., 175 Hillmount Road, Markham, ONL6C 1Z7. for Canadian subscription information call toll-free 1-888-752-4690. PRINTED IN THE USA by Brown Printing Company, 2300 Brown Avenue, Waseca, MN 56093.

Directeur de la Publication: Gordon Knowles

PRINTED IN U.S.A.

Contains a minimum of 10% post-consumer waste