

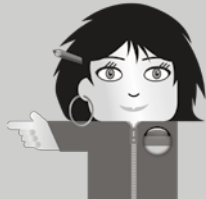


SCHUSS

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Editor's Letter

Dear teacher,

With the long winter coming to an end, you and your students will be looking forward to brighter days, milder temperatures, and – hopefully – more sun. We've chosen suitable topics to mark the change of the seasons in this spring edition of SCHUSS. Enjoy!

Zwei Städte im Frühling ...

.. is the title of our main learning unit, starting with Easter. Revise Easter terms and Easter customs with your class, before you take your students to the *Ostermarkt* at Schloss Schönbrunn in Vienna.

- In a later section of the learning unit we'll take a hop from Vienna to Berlin. In our article *Oase in der Großstadt* students get to know the trendy German capital from a different side – a 'green' one. They'll get a chance to practice vocabulary about spring and the environment, and also to revise the comparative of adjectives and *weil* clauses.
- In the video as well as in the magazine we'll take a look at aspects of the lives of German teenagers. 16-year-old Noe features in the video, showing us her very own room, very important for her *Privatsphäre* (private space). Tim's *Privatsphäre*, on the other hand, is not as it should be, as he volunteered not to use his smartphone for a week! Would your students be prepared to repeat his experiment?
- Who is she, this woman of steel (*Frau aus Stahl*)? None other than Antje Traue, a German actress specializing in action movies, who is trying her luck in Hollywood. And all about action is Philip Köster, a young windsurfing champion from Germany, who talks about his career. Further topics include tattoos (are they still controversial?), the 'Hour of the Earth' ceremony in Berlin, and Germany's biggest rave party in the city of Dortmund.

As usual, this SCHUSS edition will be accompanied by a video and by audio tracks, which you can download. It also includes online activities and listening exercises. And should you need more resources, go to our extensive online archive.

We hope that this will be sufficient for you and your students to boost your German teaching/learning this springtime. With best wishes from your SCHUSS team:

Martina Koepcke

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Contents



Learning Unit: Zwei Städte im Frühling	
• Teaching Unit 1	Page 2
Ostern und Österreich	
• Teaching Unit 2	Page 2
Wissenswertes über Wien	
• Teaching Unit 3	Page 3
Gärten, Grün und Großstadt	
• Basic vocabulary:	Page 3
Ostern, Frühling, Umwelt	
<i>For photocopying!</i>	
Teaching plan:	Page 4
Meine Privatsphäre (Video)	
Culture box: 'Hotel Mama'	

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Go to our website to find these extra resources:

- 5 audio tracks related to SCHUSS 4 – including transcripts for downloading and worksheets for printing
- 8 online activities related to SCHUSS 4 with answer checks and for printing
- Our video 'Mein Zimmer' 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.





Online activities



Video



Advanced activities



Audio

Teaching unit 1 Ostern und Österreich

Objectives

- To revise and practice Easter terms
- To learn facts about Austria
- To understand and make up relative clauses

Resource(s)

SCHUSS March / April 2014, pages 8 + 9

SCHUSS Audio 2, 2013/14, track 1

Starter

Ask your students to have a look at **Vorbereiten** (page 8, top left) and to note down, what they like about Easter, and which events they associate with Easter in their home town. Compile a list on the board about key activities/events: *Das Beste an Ostern ist/sind der Osterhase, Ostereier, Osterferien, die Feiertage, Osterfest, Osterspaziergang, Osterfeuer*, etc. Should **Ostermarkt** not be mentioned, add the term to the list and underline it. If you have access to SCHUSS Audio, play track 1 about the *Okuma* in Dresden to your class.

Main activity

- 1 Read the title and the introduction on page 8 aloud with your class. Should your class/group be more advanced, students can prepare the text on that page themselves. Check text comprehension by asking: *Wo liegt Wien? (Wien liegt in Österreich. Es ist die Hauptstadt von Österreich.) Was ist Schönbrunn? (Schönbrunn ist ein berühmtes Schloss und die populärste Attraktion Österreichs.) Wann ist der traditionelle Ostermarkt? (Dieses Jahr ist er vom 5. bis 21. April.)* etc.
- 2 Read the section **Der Ostermarkt** with your students, or, at advanced level, ask them to go through the text on their own. They should underline all Easter terms: *Ostermarkt, Ostereier, Osterschmuck, bunt dekorierte Eier*, etc. Again, ask comprehension questions, or hand out a missing-words worksheet where students insert Easter vocabulary. Students can practice adjectives by tackling the online activity.
- 3 The second paragraph on page 9 (**Aristokratie erleben**) is slightly more difficult than the first one, and we recommend that you read it with your students, sentence by sentence. Explain all unknown vocabulary and practice the pronunciation of longer phrases such as *wie im historischen Originalzustand* or *österreichische Aristokratie*. Finally, volunteers read both sections aloud again, sentence by sentence.

Extension

Revise the structure of relative clauses, before students do **Schreiben** on page 9. For instance, you could write a simple sentence on the board: *Der Schrank steht an der Wand*. Then add below: *Der Schrank, an der Wand* and ask your students to insert the missing relative pronoun and the verb (*der*

and *steht*). Also practice the relative pronouns *die* and *das*: *Die Tafel, die an der Wand hängt. Das Buch, das auf dem Tisch liegt*, etc. Now students should be ready to tackle **Schreiben** with more complex relative clauses. For homework, ask them to prepare the quiz under **Weiterarbeiten**.

Teaching unit 2 Wissenswertes über Wien

Objectives

- To practice more relative clauses
- To learn facts about a famous city
- To conduct your own research
- To take notes in German

Resource (s)

SCHUSS March / April 2014, pages 8 + 9

Starter

Go back to the topic of the first teaching unit, by writing *Wien – Österreich, Schönbrunn – Wien* and *Ostermarkt – Schloss* on the board. Then ask your students to make up relative clauses with each word pair: *Wien ist eine Hauptstadt, die in Österreich liegt. Schönbrunn ist ein Schloss, das in Wien liegt. Der Ostermarkt ist ein Markt, der im Frühling vor dem Schloss stattfindet*. Should your class be less advanced, write the first sentence on the board yourself, as a pattern.

Main activity

- 1 Start by saying: *Schloss Schönbrunn ist die populärste Attraktion in Wien. Welche Wiener Attraktionen kennt ihr noch?* Maybe students will mention the *Stephansdom*, the *Prater*, the *Riesenrad* or the *Spanische Hofreitschule*. Should they know these sights only in their own language, list the German terms on the board.
- 2 Now move on to page 9 and ask your students to read **5 Sachen, die du über Wien wissen musst** either by themselves or with a partner. Walk through the class and help students, when necessary. Ask volunteers to read the sections out aloud.
- 3 Students now prepare a *Wien-Quiz*, asking their fellow students: *Was ist über 64 m hoch? Wie alt war der Erfinder der Sacher-Torte? Was sind Lipizzaner? Wie heißt ein berühmter Wiener Chor? Wer war ein bekannter Wiener Psychologe?* etc.
- 4 Show your class a YouTube video or other visuals of Vienna, if possible, with the sights mentioned in the article. Do students recognize them?

Extension

For homework: research more facts about Vienna on the Internet, and take notes in German. Advanced students could write a short piece about certain aspects, e.g. *Musik in Wien* or *Berühmte Wiener Künstler*. Or they could write about an evening in the *Prater* (with a trip on the giant wheel), or about visiting a show of the famous Spanish Riding School.

Teaching unit 3 Gärten, Grün und Großstadt

Objectives

- To revise and practice spring terms
- To learn about a garden project
- To learn and practice terms about the environment
- To practice the comparative and *weil* clauses

Resource(s)

SCHUSS March / April 2014, pages 12 + 13

SCHUSS Audio 2, 2013/14, track 5

maryglasgowplus.com/de/aktivitaeten

Starter

Begin by saying: *Wir haben zuletzt über Wien gesprochen. Wien ist die Hauptstadt von Österreich. Wie heißt die Hauptstadt von Deutschland?* Ask a volunteer to write *Berlin* on the board, and to point out the city on a large map or the Interactive Whiteboard. Then continue: *Wir lernen jetzt eine Oase* (write it down) in *Berlin kennen* and move on to the article.

Main activity

1 After reading the introduction on page 12 with your students, ask them: *Wann beginnt der Frühling?* (Am 20. März). *Wie wird es dann wieder im Land?* (Es wird wieder grün). Next, you could extend the questions: *Wie wird es noch im Frühling?* Aim for comparatives in their answers: *Es wird heller. Die Tage werden länger. Es wird wärmer. Es wird bunter.* etc.

2 Divide your class into 4 groups, asking each group to prepare one of the sections on page 13, using the word list and maybe an online dictionary. Help less advanced groups by explaining certain terms, and practice their pronunciation.

3 One student from each group now talks about his or her paragraph: *Unser Abschnitt heißt ‚Stadt der Zukunft‘. Sie wird vielleicht nicht lauter und hässlicher, sondern grüner und umweltfreundlicher,* etc. The less advanced ones just read out their section aloud. Encourage the rest of the class to ask questions about the contents of each section.

4 For text comprehension, students can now complete the online activity, or do **Suchen** (top of page 13). They can also practice the comparative further in the second **Suchen** exercise. Ask your students to write sentences using the basic adjective and then the comparative: *Der Prinzessinnengarten ist auch im Winter grün. Aber im Frühling ist er grüner.* etc.

Extension

Use the section **Umweltfreundlicher** to revise and practice *weil* clauses. Next, students write more *weil* clauses by working on **Weiterarbeiten**. They should also use as many comparatives as possible: *Ich lebe lieber in der Stadt, weil es dort interessanter ist.* Or: *Ich lebe lieber auf dem Land, weil es dort ruhiger und umweltfreundlicher ist.* etc. They could also do this for homework.

And should you have access to SCHUSS Audio, play the recipe in track 5 to your students, asking them to write down their own spring recipe – in German, of course.

Basic vocabulary Ostern, Frühling, Umwelt

Here you find 30 words and phrases on the topics of *Ostern, Frühling, Umwelt*. Photocopy the table and ask your students to translate the terms.

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
der Frühlingsanfang		der Stadtgarten	
die Stadtfarm		die Oase	
die Ostereier		der Stadtfarmer	
der Ostermarkt		das Landleben	
Frohe Ostern!		frisches Gemüse	
Ostern		verschiedene Sorten Bio-Gemüse	
das Oster-Event		lokal, saisonal produziert	
der Ostersonntag		nachhaltig produziert	
der Ostermontag		die Pflanze	
wachsen		das lokale Ökosystem	
der Frühling		das Mikroklima	
Es wird grüner.		die Baulücke	
Es wird heller.		das Hochhaus	
Die Tage werden länger.		der Straßenlärm	
umweltfreundlich		das Umweltproblem	



Objectives

- To revise and practice *Wohnen* terms
- To practice listening comprehension
- To learn about a teenager's private space

Resource(s)

SCHUSS Video 'Mein Zimmer' (mg-plus.net/sch13video4)
SCHUSS March / April 2014, page 11

Starter

Ask your students who of them has got a room of his/her own (or shares it with siblings). Then ask them to jot down some notes in German about their room: *Mein Zimmer ist groß/klein. Ich teile mein Zimmer mit meiner Schwester/meinem Bruder. In meinem Zimmer steht ein Bett/ein Schrank/ein Regal. An der Wand sind Bilder/Poster.* etc. Ask volunteers to read out their notes. Then say: *Wir sehen jetzt ein Video über das Zimmer eines deutschen Mädchens. Sie heißt Noe* (write the name on the board).

Main activity

- 1 Hand out transcripts with the dialog, then play the video till *...und komme aus Hamburg*. Ask the class: *Wie heißt das Mädchen? Wie alt ist sie? Woher kommt sie? Was zeigt sie uns?* Then play the introductory part again, asking the students to note down any furniture items or objects they recognize (*Bett, Sessel, Regal, Kommode, Teppich*, etc.)
- 2 Now continue playing the video till *...hier mache ich alles*. It's best to run the section twice, once with and once without students using the transcript. Again, ask comprehension questions: *Wo liegt Noe? Was ist ihr wichtig an ihrem Bett? Was macht sie auf dem Bett?* etc. Ask students to describe Noe's bed: *Noes Bett ist breit. Es hat ein lila Kopfkissen und eine lila Decke.*
- 3 Now play the rest of the video, section by section. Explain terms such as *Privatsphäre* and *in andere Welten eintauchen*. Finally, run the entire video once again. Students then ask each other questions about the contents.
- 4 Advanced activity: Students write a summary of the video contents in the 3rd person singular: *Noe kommt aus Hamburg. Sie zeigt uns ihr Zimmer. Sie ist am liebsten auf ihrem Bett*, etc.

Extension

Students now look at the statements about the video in SCHUSS magazine (top of page 11). Ask them to write down some key points (*ja/nein, warum?*). Volunteers then read out a *ja* and a *nein* answer for each statement, for instance (1): *Ja, ich verbringe auch viel Zeit auf meinem Bett. Ich mache es wie Noe: Ich lese dort, höre Musik oder telefoniere.* – *Nein, ich bin nachmittags nie auf meinem Bett. Ins Bett gehe ich nur zum Schlafen*, etc.

Culture box

'Hotel Mama'...

...has become very popular in Germany in recent years. It actually means the parental home, and young people's increasing reluctance to leave it. The reasons are: long years of education and training, the inability of finding a job (or only short-term employment), and the rising costs of rents or real estate. All these factors contribute to the current situation, that many young Germans stay with their parents till their mid-twenties or even their early thirties. On average, young men stay even longer at home than young women. Convenience is also an important factor. It may be nice to own an apartment or even a house, but with ownership come responsibilities, work, and costs for upkeep. That's why more and more young people seem to prefer staying at Hotel Mama, where there's always food in the fridge and clean towels in the bathroom.