



# SCHUSS

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**With National Standards for Foreign Language**

## Editor's Letter

**Dear teacher,**

Soon it will be high summer, and your students will be itching to start their vacation. But we hope that this last issue of the current SCHUSS series will keep them interested in their German studies for just a little longer. Maybe they'll even travel to a German-speaking country, where they'll have a chance to put their new German language skills into practice.

**Aktivitäten ...**

.. is the overall title of the main learning unit of this issue. Ask students to browse through the magazine and to list all the activities they can spot. On the opening pages alone classic VW beetles move through Berlin, a snowboarder sails through the air in Switzerland, and people get splashed with paint on a 'fun run'. On pages 4 + 5 we describe a more controversial activity: the 'art' of 'Mad C', Germany's most famous female graffiti sprayer. But is graffiti really art, or just vandalism? Discuss the subject of the first teaching unit with your class.

- From art to work: In the second part of the learning unit we concentrate on activities related to students' future jobs during 'Tag der Ausbildung' (job training information day). And, last but not least, there are sports activities: In our video teaching unit a soccer fan talks about his passion for his local club, FC St. Pauli of Hamburg.
- The city of Frankfurt is the topic of our teaching plan. Frankfurt is most famous for being Germany's financial powerhouse, but it is also the countries 'greenest' city. Students can read about it in the last part of our regular series 'Auf geht's...'. On the back cover we have a report on a sailing event on a grand scale, in 'Debatte' young people discuss cosmetic surgery, and as usual you'll find 2 pages of tests, quizzes, and other activities. And there'll be the video, topic-related audio tracks and online activities. As a subscriber, you can always access our extensive online archive, should you need further teaching resources.

We really enjoyed putting this SCHUSS series together for you, and we hope that you and your students enjoyed using it. See you in the fall, wishing you all *schöne Ferien!*

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## Contents



<b>Learning Unit:</b> Aktivitäten	
● <b>Teaching Unit 1</b> Graffiti als Kunst	<b>Page 2</b>
● <b>Teaching Unit 2</b> Ausbildung ist wichtig!	<b>Page 2</b>
● <b>Teaching Unit 3</b> Video: Ein Fußball-Fan erzählt	<b>Page 3</b>
● <b>Basic vocabulary:</b> Aktivitäten <i>For photocopying!</i>	<b>Page 3</b>
<b>Teaching plan:</b> In Frankfurt grünt es <i>Culture box:</i> Frankfurt's most famous son	<b>Page 4</b>



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Go to our website to find these extra resources:

- 6 online activities related to SCHUSS 5 with answer checks and for printing
- an archive of teaching resources, with an abundance of videos, audio tracks, online activities, magazine articles, and worksheets.

**Looking for your audio CD?**

The newest audio features to go with your Scholastic FL magazine are now on the Latest-Resources-pages at [www.maryglasgowplus.com](http://www.maryglasgowplus.com) in MP3 format – complete with transcript and downloadable and printable activity sheets.



Online activities



Video



Advanced activities



Audio

## Teaching unit 1 Graffiti als Kunst

### Objectives

- To revise and practice art vocabulary (1.1: **Interpersonal Communication**)
- To compare art and graffiti (4.2: **Cultural Comparisons**)
- To describe activities (1.3: **Presentational Communication**)
- To practice *um + zu* + infinitive (1.2: **Interpretive Communication**)

### Resource(s)

SCHUSS May / June 2014, pages 4 + 5  
[maryglasgowplus.com/de/aktivitaeten](http://maryglasgowplus.com/de/aktivitaeten)

### Starter

Begin by showing students visuals of typical city graffiti on walls and/or trains, etc., asking: *Was ist das?* Students will probably know the term *Graffiti* (write it on the board), but do they also know the origin of the word? (it has Greek and Latin roots, first meaning 'to write'). What do students think about graffiti? Ask them and compile a positive and a negative list of terms on the board: *cool, bunt, lebendig, belebt das Stadtbild; hässlich, Vandalismus, Zerstörung*, etc.

### Main activity

- 1 Mention that many English terms are used in the graffiti scene. Ask your students: *Wie macht man Graffiti?*, and prompt answers such as *Die Sprayer (Sprüher) spraysen (sprühen) Graffiti an Wände, Mauern, Brücken, Züge, Busse, etc. Wie nennt man die Signatur eines Sprayers? Tag* (English term for 'short signature').
- 2 If possible, show your class a poster or a web image of graffiti by Claudia Walde („Mad C“). Ask your students' opinion: *Ist das Graffiti, oder ist das Kunst? Warum?* After writing the artist's name on the board, move on to the magazine.
- 3 Read the introduction on page 4 with your class, before dividing them into four groups. Each group works separately on one of the paragraphs on pages 4 and 5. If required, assist your students. Representatives of each group then read their section out aloud, and students discuss the contents. Before, you could use the online activity to check text comprehension.
- 4 Use simple sentences to revise the infinitive after *um + zu*: *Ich gehe in die Schule, um zu lernen*, etc. Then students to proceed to do the exercises in the margin on page 5.

### Extension

For homework: Write a short piece related to **Antworten** at the bottom of page 5, using *um + zu*: *Ich glaube, Leute bemalen ....., um zu zeigen, dass sie cool sind. Ich finde das gut/nicht gut, weil... etc.* Advanced activity: Write an essay titled *Die Wand: Heute war die weiße Wand am Nachbarhaus plötzlich bunt. Ich wusste sofort: Das ist Graffiti! Die Sprayer waren hier*, etc.

## Teaching unit 2 Ausbildung ist wichtig!

### Objectives

- To learn about jobs and job training (4.2: **Cultural Comparisons**)
- To write and practice *weil* clauses (1.3: **Presentational Communication**)
- To practice reading and listening comprehension (1.2: **Interpretive Communication**)

### Resource(s)

SCHUSS May / June 2014, pages 10 + 11  
 SCHUSS Audio 2013/14, track 8  
[maryglasgowplus.com/de/aktivitaeten](http://maryglasgowplus.com/de/aktivitaeten)

### Start

Write the terms *die Bildung* and *die Ausbildung* on the board, asking students to associate. Can they define the difference between the two words? Write a summary on the board: *Bildung ist allgemeines Wissen, Ausbildung ist ein Training oder eine Lehre für einen praktischen Beruf.*

### Main activity

- 1 Ask your students to look at the photos on pages 10 and 11, taking notes of the activities they see, and the relevant jobs. Next, you could ask: *Was macht das Mädchen im 1. Bild? Sie streicht etwas auf ein Gebäck. Beruf: Bäcker/in oder vielleicht Koch/ Köchin.* And the other images: *maybe Elektriker/Elektroniker, Zimmermann, Straßenbauer, Schweißer.*
- 2 Read the introduction out aloud, then ask several students to do the same. Help them to pronounce long compounds such as *Berufs-Informationstag* correctly. Point out that a hyphen is often inserted in longer compounds, for better legibility. Ask students to locate Oldenburg and Niedersachsen on a map of Germany.
- 3 Before reading the article aloud with your class, ask students to work on the text alone or with a partner, underlining all terms in connection with jobs and/or job training. Who spotted the most, and are all underlined words relevant to the topic?
- 4 Before students tackle **Lesen & Schreiben** on page 11, practice *weil* clauses using **Vorbereiten** on page 10: *Ich interessiere mich für einen Beruf als Gärtner, weil ich die Natur mag und gern draußen bin. Ich interessiere mich für einen Beruf als Verkäuferin, weil ich gern mit Leuten rede*, etc.

### Extension

For homework: Make a list comparing the German job training system with the schemes in your own country, e.g. *Ausbildung in Deutschland: 2 bis 3 Jahre. Ausbildung bei uns: 1 bis 2 Jahre. In Deutschland: 1 Tag Berufsschule. Bei uns: xx. In Deutschland: 690 Euro im Monat Ausbildungsgeld. Bei uns: xx Euro/x Ausbildungsgeld*, etc. For advanced students: Describe a *Tag der Ausbildung* in an office or a factory. For further extension: play SCHUSS audio (track 8) about vacation jobs (or ask your students to report on such job experiences, if any). Or ask them to complete the online activity (*Modalverben*).



## Teaching unit 3 Ein Fußball-Fan erzählt



### Objectives

- To learn about soccer and soccer fans in Germany  
**(2.2: Products of Culture)**
- To practice listening comprehension **(1.2: Interpretive Communication)**
- To learn and practice soccer terms **(1.1: Interpersonal Communication)**

### Resource(s)

**SCHUSS video 'St. Pauli-Fan'** ([mg-plus.net/sch13video5](http://mg-plus.net/sch13video5))  
**SCHUSS May / June 2014, pages 12 + 13**  
[maryglasgowplus.com/de/aktivitaeten](http://maryglasgowplus.com/de/aktivitaeten)

### Starter

Ask a volunteer to come to the board and write the names of the students' favorite soccer teams on the board. Practice patterns such as *Ich bin* or *Er/Sie ist ein Fan von Club X*, etc. Advanced students give a reason: *Ich bin Fan von X, weil bei den Spielen eine tolle Atmosphäre ist*, etc. Then tell your class that they are about to watch a video about a German soccer fan.

### Main activity

- 1 Briefly explain the German soccer league tables: the most successful clubs (18) make up the *Bundesliga* (write it down), followed by another 18 teams in the 2. *Bundesliga*. Then there are regional leagues (Regional-Ligen). Explain to your class, that the club in the video is called 1. FC St. Pauli, and that its home base is Hamburg.
- 2 Hand out transcripts, then play the video till .... *zum Beispiel nach Berlin*. Explain terms such as *Heimspiele* and *Auswärtsspiele*: *Bei Heimspielen spielt der FC St. Pauli zuhause in Hamburg, bei Auswärtsspielen in der Stadt des Gegner-Teams*.
- 3 Now play the rest of the video, asking comprehension questions. Next, students work in pairs, with one taking the part of Michel, the second one the interviewer. For their interview they could use the questions in the magazine (page 13 top), adding a few of their own.
- 4 Run the entire video again and ask students to watch out for *Fan-Artikel*. How do they like the skull and crossbones symbol? Do they think it is *cool* or *scheußlich*? Explain to them that the skull was introduced by a St. Pauli fan, who kept on displaying a black flag with skull and crossbones during matches. Eventually, the image became the unofficial club logo.

### Extension

For homework: Soccer fans write a video script (similar to the SCHUSS video), related to their own club: *Ich bin schon seit 3 Jahren Fan vom Club X. Mein Club spielt in der xx. Liga. Die Trikot-Farben sind blau/weiß*. etc. Non-soccer fans could write a script about another sports or spare time club.

## Basic vocabulary Aktivitäten

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

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
das Graffiti		sich für ... interessieren	
die Kunst		sich entscheiden	
Graffiti gefällt mir/nicht.		eine Lehre machen	
Bilder malen/verkaufen		die Berufsschule	
der/die Sprayer/in		einen Job finden	
sprayen/sprühen		praxisorientiert arbeiten	
Kunst studieren		Fußball spielen	
ein Kunstwerk kreieren		Für einen Club spielen	
Geld verdienen		der Fan-Artikel	
kommunizieren		das Heimspiel	
der Beruf		das Auswärtsspiel	
die Ausbildung		die Mannschaft	
einen Beruf lernen		der Verein	
eine Ausbildung machen		das (Fußball-) Stadion	
sich informieren		die Eintrittskarte	

**Objectives**

- To learn facts about a famous German city (**4.2: Cultural Comparisons**)
- To revise and practice terms about the environment (**1.3: Presentational Communication**)
- To practice clauses with *weil* and *damit* (**1.1: Interpersonal Communication**)

**Resource(s)**

**SCHUSS** May / June 2014, pages 8 + 9  
[maryglasgowplus.com/de/aktivitaeten](http://maryglasgowplus.com/de/aktivitaeten)

**Starter**

What's the city? Start with a short *Frankfurt-Quiz: Die Stadt liegt in der Mitte Deutschlands an einem Nebenfluss des Rheins. Sie ist eine Finanz-Metropole und hat einen der größten Flughäfen Europas.* If students don't get the answer, display a map of Germany, pointing out major cities in the center: *Welche Städte liegen dort?* Students will surely list Frankfurt now. Write *Frankfurt am Main* on the board and say: *Frankfurt ist die grünste Stadt Deutschlands.*

**Main activity**

- 1 First, read the section **5 Sachen...** with your class, to familiarize students with the city's famous feature. Advanced classes/groups could then prepare the main text and ask each other questions: *Warum heißt Frankfurt auch Mainhattan? Wie heißt die bekannte Einkaufsstraße? Wann wurde Goethe in Frankfurt geboren?* etc.
- 2 Next, ask students to underline all figures in the text, then work in pairs to compile some statistics about the city, e.g. *Einwohner: 690 000. Grünflächen: 50 %. Per Fahrrad zur Arbeit: 32 %. Müll-Recycling: 42 %,* etc. To practice vocabulary about the environment they could do the online activity (matching compounds).
- 3 If necessary, practice *weil* and *damit* first using simpler sentences, before students tackle **Schreiben** on page 9: *Ich fahre mit dem Rad zur Schule, weil es schnell geht. Es gibt Schulen, damit wir etwas lernen,* etc. Help less advanced students with **Schreiben**, if required.
- 4 For advanced: extend **Zuordnen** by finding more examples: *Autos teilen, wenn man in die Stadt fährt. Keine Plastiktüten nehmen, wenn man einkauft,* etc.

**Extension**

For homework: Design the Info-Blatt (see **Weiterarbeiten**).  
 Advanced homework: Write a short piece on the subject *Ein Tag als Tourist in Frankfurt*, e.g. *Ich war in Deutschland und habe einen Tag in Frankfurt verbracht. Frankfurt liegt mitten in Deutschland am Main. Es ist als Finanz-Metropole berühmt, und Deutschlands größter Dichter, Goethe, ist dort geboren. Ich habe Frankfurter Würstchen gegessen und war in der Zeit zum Shopping. Ich war erstaunt, dass eine Großstadt so viel Grünflächen hat! Frankfurt ist die grünste Stadt des Landes.*

**Culture box****Frankfurt's most famous son: Goethe**

Johann Wolfgang Goethe (later *von Goethe*) was born in 1749 in Frankfurt. He came from an upper middle class family; his father carried the title *Kaiserlicher Rat* (imperial counsel). First, Goethe fulfilled his father's wishes by studying law in Leipzig and Straßburg. After his return to Frankfurt, he practiced law for four years, but his heart was not in it. He was drawn to literature, and had already published novellas, poems, and plays. In 1774, he became famous with his romantic novel 'Die Leiden des jungen Werther', which was followed by the drama 'Goetz von Berlichingen' in the same year. Goethe left his hometown in 1775 and moved to Weimar, a comparatively small town in Thuringia, where he would spend the rest of his life. Goethe was not only a literary figure, but also a statesman, a naturalist, and an artist. But he was most famous for his literary works, mainly for his plays ('Faust', 'Tasso', 'Egmont', etc.) and his countless poems and ballads. Goethe became a close friend of Friedrich von Schiller, with whom he established the German *Klassik* movement. Honored and revered all over Germany, Goethe died in 1832 in Weimar.

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SCHUSS Vol. 44, May/June 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