



SCHUSS

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Editor's Letter

Dear teacher,

Welcome to the new school year and to SCHUSS, our magazine for intermediate learners of German. We hope that you and your students enjoyed the long vacation, and that you/they will be all ready and eager to begin German studies again. SCHUSS will be at hand with its usual lively mix of news, information, articles, debates, culture, and puzzles. The new series will be such fun, that your students will hardly notice that they're also learning something!

Deutschland im Herbst ... (Germany in the Fall)

.. is the title of our central learning unit of the first new SCHUSS issue. We report on a special day, on tourism, and on festivals: 3rd October is German Unity Day, end of September is World Tourism Day (which we celebrate in Berlin), and in Munich there's the world's biggest fun fair, the *Oktoberfest*. In three different articles we report on the positive and negative sides of mass tourism and big events.

- As before, the new series of SCHUSS will again be complemented by a short teaching video. All movies will be shot in Germany, with German teenagers. In the first video a boy and a girl will be talking about a film festival they visited the year before. The videos will give your students a chance to practice their listening skills and learn German, using lively, often improvised dialog, as it is spoken by their German peers. Exercises in the magazine and online activities complement the video.

- Culture and sport are two further topics of the first issue. Students will meet 'Zedd', a successful young pop musician and DJ, and Thomas Schmidberger, a young sportsman who's a top table tennis champion – from a wheelchair! News items, puzzles and games, plus a debate about traveling with animals bring this SCHUSS issue to a close. The articles are clearly linked to their online- and/or audio activities.

Additionally, you as a subscriber will have access to our extensive online archive of teaching resources, where you'll find many more articles, work sheets, visuals, videos, and much more.

We very much enjoyed putting first first issue together for you, and we hope that you and your students will enjoy working with SCHUSS in the coming school year!

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Go to our website to find these extra resources:

- 5 audio tracks related to SCHUSS 1 – for downloading or on a CD, with transcript and worksheets for printing
- 6 online activities with answer checks and for printing
- Our video 'Filmfest' 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 Ost und West

Objectives

- To learn about German history
- To learn facts about the German economy
- To revise and practice the comparative of adjectives

Resource(s)

SCHUSS August – October 2014, pages 6 + 7
maryglasgowplus.com/de/aktivitaeten
SCHUSS Audio 1 2014/15, track 1

Starter

Display a large map with the outlines of Germany (similar to the mini map in the magazine), and introduce the terms *Ost-Deutschland* and *West-Deutschland*. Ask students to associate. Are they aware of the fact that Germany was once divided? Do they know of the Berlin Wall and the different political systems of the two states? Tell them about it, if necessary, introducing key terms such as *die Teilung*, *die Wieder-Vereinigung*, *die deutsche Einheit*, etc. You could also play audio track 1 as an introduction.

Main activity

- 1 Make up a time line on the board with your class. Begin with the division of Germany (1949) and the creation of the Federal Republic and the German Democratic Republic. Include important events such as the East German rebellion in 1953, the building of the Berlin Wall in 1961, the fall of the Wall in 1989, re-unification in 1990.
- 2 Read the text section by section with your class, explaining all unknown vocabulary. Should your class be more advanced, students can work on the text themselves, with a partner. Volunteers then read the paragraphs out aloud, the others ask questions.
- 3 Before the students tackle the exercises on page 7, briefly revise the comparative, using simple adjectives and sentences: *Die Karte ist groß. Die Tafel ist größer. Das Fenster ist hoch. Die Decke ist höher*, etc. Make sure that irregular forms like *mehr* and *weniger* are practiced, too: *X hat viele Bücher. Y hat mehr Bücher, aber Z hat weniger Bücher*, etc.
- 4 Students now do the exercises in the margin. If the level is advanced, this can be done as a contest: Who finishes first, with all the right words in the right places? The online activity can be done as homework.

Extension

Students now read the opinions of the *Ossi* and the *Wessi*, marking them positive or negative. Ask them to write down similar statements. The others have to guess whether they are *Ossi* or *Wessi*, *positiv* or *negativ*, for example: *Frank, 18 Jahre: „Ich wohne zwar in Leipzig, aber ich habe einen Job. Leipzig boomt. Die Region hat Zukunft.“ (Ossi, positiv). Elena, 17 Jahre:*

Teaching unit 2 Metropole Berlin

Objectives

- To learn facts about the German capital
- To learn about aspects of tourism
- To revise and practice numerals
- To practice reading and listening comprehension

Resource(s)

SCHUSS August – October 2014, pages 10 + 11, page 12
SCHUSS Audio 1, 2013/14, track 4
maryglasgowplus.com/de/aktivitaeten

Starter

Ask students to name any German cities they know and list them on the board. Berlin will probably be among the first cities they mention. Ask volunteers to come up to a large map or the Interactive Whiteboard, and to point out the location of the cities. Ask: *Welche Stadt ist die Hauptstadt von Deutschland? (Berlin – underline).*

Main activity

- 1 Now, have a brainstorming on the topic of tourism. Ask students to name popular tourist attractions in their own country or area (see **Vorbereiten**). Does anyone live close to such an attraction, and do they feel the effects? You could revise *weil* clauses, when students state their opinions: *Ich finde es gut/nicht gut, dass Touristen kommen, weil sie Geld in die Region bringen/ weil es zu viele Autos gibt*, etc.
- 2 Tell your class, that they'll now learn something about the effects of tourism on Berlin. Should you have access to SCHUSS Audio, play track 4 for listening comprehension. Then read the text on page 10 with your class, asking comprehension questions afterwards. Students could also do the online activity (*Richtig oder Falsch?*) to check text comprehension.
- 3 Briefly revise numerals by writing figures (from 1,000s to 1,000,000) on the board and ask volunteers to read them out aloud. Students then prepare the statistics on page 11 with a partner. Next, ask questions, which students then answer in the pattern of the *Lesebeispiele*: *Wie viele Einwohner hat Berlin? Wie viele Besucher kamen 2013 aus den USA?* etc.

Extension

Advanced students could extend **Finde im Text** on page 10 to an interview, working in pairs: *Herr/Frau X, Berlin hat einen Tourismus-Boom erfahren. Wie zeigt sich das? – An den Besucherzahlen. Jedes Jahr kommen mehr als 11 Millionen Besucher nach Berlin*, etc. For a class project or as homework: *Lies den Artikel auf Seite 12 über den Bunker in Thüringen und schreibe kurz deine Meinung darüber auf. Wie findest du*

diese Art von Tourismus? Geschmacklos oder lehrreich und interessant? Blöd oder cool?.

Teaching unit 3 Volksfest der Superlative

Objectives

- To learn about a popular event
- To learn about Bavarian traditions and food
- To revise and practice modal verbs
- To practice own research and design

Resource(s)

SCHUSS August – October 2014, pages 8 + 9
maryglasgowplus.com/de/aktivitaeten
SCHUSS Audio 1 2014/15, track 3

Starter

Begin by playing *Oktoberfest-Musik*, or show your class a YouTube clip of the event, and ask students to associate. Should they not be able to guess it, write *Münchner Oktoberfest* on the board and ask them to repeat the name. *Wo liegt München? (In Bayern)*. Point out Bavaria and Munich on a map. Explain that despite the name *Oktoberfest* most event days are in September. Proceed to read the introduction on page 8.

Main activity

1 Now ask students to name any big festivals in their own country or region (see **Vorbereiten**). How do they compare to the *Oktoberfest*? Introduce vocabulary such as *das Fahrgeschäft*, *das Fest-Zelt*, and *traditionelle Spezialitäten*.

2 Before reading the article with your class, briefly revise the modal verbs *müssen* and *können*. You could e.g. ask: *Was musst du zu Hause machen? (Ich muss mein Zimmer aufräumen, in der Küche helfen, etc.)*. *Was kann man in der Freizeit machen? (Man kann Filme sehen, ins Freibad gehen, Computerspiele spielen, Freunde treffen, etc.)*.

3 Now divide your class into four groups. Each group works on one of the **Man muss...** paragraphs. One representative of the group then reads his or her section out aloud. The other groups ask questions. Next, play track 3, if you have access to SCHUSS audio. Which section in the text does the interview refer to? (To **Man muss mit dem Riesenrad fahren**).

1 Students now tackle **Verstehen** on page 9. They read questions and answers out aloud and proceed to write tips for visitors of a festival in their own country/region (see **Weiterarbeiten**). Continue with **Üben** and/or the online activity.

Extension

For homework, design an *Oktoberfest* poster, with your own drawings/photos or using website print outs, or cut outs from brochures. Have a poster competition: the best one wins a prize (e.g. a Bavarian delicacy such as *Lebkuchen* or *Brezel*). For advanced: Imagine visiting the *Oktoberfest* and write about it, for instance about your experience in a *Festzelt* or a ride in a *Fahrgeschäft*.

Basic vocabulary Deutschland im Herbst

Here are 30 words and phrases on the topic *Deutschland im Herbst*. Photocopy the table and ask your students to translate the terms.

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
Tag der deutschen Einheit		das Wachstum	
die Wieder-Vereinigung		der negative/positive Effekt	
Ostdeutschland		Berlin ist relativ billig.	
Westdeutschland		attraktiv für Touristen	
Die Berliner Mauer		das größte Volksfest	
sozialistisch		Was man machen muss	
kapitalistisch		Die Zelte sind voll.	
die Arbeitslosigkeit		die bayrische Tracht	
die Vorurteile (Pl.)		die Volksmusik	
besser/schlechter als...		die Spezialität(en)	
mehr/weniger Geld haben		kalorienreiche Portionen	
der Unterschied		leckeres Essen	
der Tourismus		das Lebkuchenherz	
die Berlin-Urlauber (Pl.)		das Fahrgeschäft	
die Tages-Besucher (Pl.)		das Riesenrad	



Objectives

- To learn about movies and culture in Germany
- To practice listening comprehension
- To revise and practice the past tense
- To write your own video dialog

Resource(s)

SCHUSS Video 'Ein Filmfest' (mg-plus.net/sch14video1)
SCHUSS August – October 2014, page 14
maryglasgowplus.com/de/aktivitaeten

Starter

Compile a list of terms about movies and film festivals on the board (*der Film, das Kino, ins Kino gehen, der/die Schauspieler/in, das Filmfest(ival)*, etc.). Next, ask your students to answer the questions related to the topic of films on page 14 of the magazine. If necessary, extend the list of film genres students name, and write all terms on the board (question 3). Add the titles of your students' favorite (and least favorite) movies.

Main activity

- 1 Tell your students that they are about to watch a video with Noe and Bennet (write the names on the board). Then issue printouts of the video transcript and play the first half of the video (up to *Echt interessant*). Ask comprehension questions, such as *Worüber sprechen Noe und Bennet? Was für Filme haben sie gesehen? Waren es nur deutsche Filme?* etc.
- 2 Continue in the same way with the second part of the video. Make sure students understand the contents, then run the entire video again. Ask students to do the relevant online activity to re-enforce listening comprehension. Next, students look out for verbs in the past tense (both perfect and imperfect) in their transcripts and underline them. Ask them to name the infinitives of the past tense forms (*hieß – heißen, gab – geben, war – sein*, etc.).

- 3 Students now work in pairs, rehearsing the video dialog. Run the video again, if required. Ask volunteers to read the dialog out aloud. More advanced students speak freely, without transcript.
- 4 Further partner work: Students now create their own video on a movie subject, e.g. on another film festival, a planned visit to the cinema, a discussion about a particular film, etc. A third person could record the conversation on his/her cell phone. Which student video is the most popular?

Extension

For homework: research and write about film festivals or similar events in your own town/country. Or design a poster for a particular film or film festival. Advanced: write a press-style review about a movie you've seen. Finally, students tackle the second exercise on page 14, in order to practice adjectives and relative clauses.

Culture box

German film festivals

Nowadays, almost every major German town or city has its own *Filmfestival* (which may also be called *Filmfest*, *Filmfestspiele* or *Filmtage*). Many of these events are linked to a certain topic, a certain genre or a particular country. But there are only very few internationally renowned festivals in Germany. The most famous (the *Berlinale*) is held annually every February in Berlin, the German capital. The first *Berlinale* took place in 1951. Top awards for the best feature films are the silver and the golden bear (*Silberner und Goldener Bär*). Filmmakers specializing in short films flock to the International Short Film Festival in Oberhausen (a city in the Ruhr region). This prestigious festival was founded in 1954, and is one of the oldest of its kind worldwide. Last but not least, there are the famous *Hofer Filmtage*, a festival promoting German and international art house movies. The festival has been in existence since 1968, and takes place in the Bavarian town of Hof.