

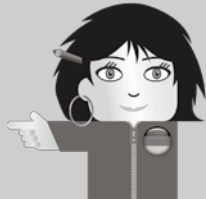
SCHUSS



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With National Standards for Foreign Language

Editor's Letter

Dear teacher,

Frohes Neues Jahr first of all, and we hope you and all your students will start the new term well rested and full of enthusiasm for German studies. As usual, SCHUSS is there to help you. In this third of issue of the current series we concentrate on profiling different people. That's why we called the main learning unit:

Verschiedene Leute

On the magazine pages, we introduce young people with various jobs (an actress who used to be a teen star, a fashion designer from Berlin, and a short-track ice skater). Students learn about lifestyle, background, and careers of these successful young men and women. Which personality and which career do your students find most attractive? But let's not forget older people: In our video unit German high school student Noe speaks about her grandmother, who, at the age of 66, still leads a full and active life.

- Subject of our teaching plan is the Saarland, the smallest German federal state (apart from the city states Berlin, Hamburg, and Bremen). This region in the far west of Germany borders on France, and used to be French territory at some point. Due to the strong links with the neighboring country, Saarland intends to become bilingual, with both German and French as official languages.
- Our cover story is about carnival in Bonn. The former capital of the Federal Republic attracts many visitors during the *närrische Saison*. Then we report on a special cycle race in Bremen, and on page 16 students learn about alternative energy sources. As always, there's a puzzle page for fun and further language practice. And of course you'll find your audio tracks, online activities and a video to accompany the magazine. Should you need any more teaching resources, please use our extensive online archive.

We hope that you and your students continue to enjoy teaching and learning German with SCHUSS!

Martina Koepcke

SCHUSS-Redakteurin
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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 with answer checks to print out
- A topical video ('Meine Großmutter') with exercises 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 **Ein Teenie-Starn**

Objectives

- To practice reading comprehension (1.2: Interpretive Communication)
- To learn about the career of an actress (4.2: Cultural Comparisons)
- To practice prepositions (1.3: Presentational Communication)
- To revise and practice *weil* clauses (1.1: Interpersonal Communication)

Resource(s)

SCHUSS January / February 2015, pages 4 + 5, page 13
maryglasgowplus.com/de/aktivitaeten

Starter

Begin using **Vorbereiten** (page 4, left). Introduce the term *Nachwuchs-Star*, ask your students to make a list of their own favorites in this genre, and to note why they like this particular actor/actress. Tell your class to use *weil* clauses when giving reasons. Give less advanced students a pattern to work to: *Ich finde XY gut/Ich bin ein Fan von X/Y, weil er/sie so gut aussieht, weil er/sie seine/ihre Rolle gut spielt, etc.*

Main activity

- 1 Read the introduction to the article sentence by sentence with your class. Use Emilia's family name (*Schüle*) to practice the umlaut *ü*. Can students think of more words with a long *ü*? (*Gefühl, Tüte, süß, früh, etc.*) What other umlauts are there in the German alphabet? (*ä* and *ö*).
- 2 Should your class/group be more advanced, you could divide students into four groups. Each group works on one section of the text. One representative of a group then summarizes his or her section.
- 3 To prepare the exercise **Verstehen** on page 5, briefly revise prepositions with your class, especially those occurring in the exercise: *von, mit, bei, für, durch*. Give less advanced groups a list of these prepositions, but ask to insert them on their own. For further text comprehension students do the online activity.

Extension

For homework or in class: Students read page 13, then write a short summary on the piece about a young female short track skater, e.g. *Anna Seidel ist 16 Jahre alt. Sie ist deutsche Shorttrack-Meisterin. Sie war schon bei den Olympischen Spielen, etc.* Advanced activity: Compare Emilia Schüle and Anna Seidel, e.g. *Emilia ist 22 Jahre alt. Anna ist 16 Jahre alt. Emilia ist Schauspielerin. Anna ist Eisläuferin. Emilia ist Künstlerin. Anna ist Sportlerin. Emilia wurde mit 13 Jahren entdeckt. Anna kam mit 9 Jahren zum Shorttrack-Lauf, etc.*

Teaching unit 2 **Ein Mann der Mode**

Objectives

- To learn about a young designer (3.1: Making Connections)
- To practice reading comprehension (1.2: Interpretive Communication)
- To revise and practice participles and perfect tense (1.3: Presentational Communication)
- To practice interviewing techniques (1.1: Interpersonal Communication)

Resource(s)

SCHUSS January / February 2015, pages 6 + 7
maryglasgowplus.com/de/aktivitaeten
 SCHUSS Audio 1 2014/15, track 12

Starter

Draw a rough map of Germany on the board, or show the border outlines on an Interactive Whiteboard. Ask you students about the German capital: *Wie heißt die Hauptstadt? (Berlin) Wo liegt Berlin? Maybe a student will volunteer and point out the location of Berlin. You could then say: Berlin ist ein Zentrum für Kultur, Wirtschaft und Politik, aber auch für Mode (write the term on the board).*

Main activity

- 1 Read the introduction sentence by sentence with your class. What does the term *nachhaltige Mode* mean? Ask students to look up the word in the word list, then to define it in German: *Das ist Mode aus Öko-Textilien oder aus recyceltem Material.*
- 2 Ask students to work on the first paragraph on their own, and to underline all fashion words: *Fashion Week, Mode-Shows, Trend, Öko-Mode, Design, etc.* Explain that many English terms are used in the German language, especially in areas such as fashion, advertising, and media. Ask volunteers to read the section out aloud.
- 3 Students now work with a partner on the interview with Bobby Kolade. Several pairs then read the interview out aloud, more advanced try to speak freely.
- 4 To prepare for **Üben** students underline all perfect tenses in the interview. If necessary, briefly revise how to form the perfect – with *sein* or *haben* plus present participle.

Extension

Most students will be interested in clothes and fashion. Discuss the subject with your class: *Wie viel Geld gebt ihr für Mode aus? Achtet ihr auf Nachhaltigkeit, oder kauft ihr immer neue Billig-Klamotten?* If possible, play audio track 12 before the debate. Students could also do the related online activity. For homework: Compose an interview, as suggested under **Weiterarbeiten**. Interview someone working in the fashion industry or in a clothes store, if possible.

Teaching unit 3 Video: Meine Großmutter



Objectives

- To learn about family members (**4.2: Cultural Comparisons**)
- To practice listening comprehension (**1.2: Interpretive Communication**)
- To revise and practice interrogatives (**1.1: Interpersonal Communication**)

Resource(s)

SCHUSS video (mgplus.net/sch14_video3)
SCHUSS January / February 2015, page 14
maryglasgowplus.com/de/aktivitaeten

Starter

Have a brainstorming about family with your students: ask them to write down as many words for family members (in German) as possible, within 2 minutes. Who's got the longest list? Volunteers then write the most important family members on the board, the others make up sentences: *Ich habe einen Vater/eine Mutter. Ich habe eine Schwester und zwei Brüder. Ich habe fünf Cousinen und drei Cousins. Ich habe zwei Großmütter und einen Großvater*, etc.

Main activity

- 1 Before you play the video, ask your students to complete the second exercise on page 14 (*Verwandtschafts-Wörter*). They then practice by asking each other: *Wer ist dein Onkel?* (*Mein Onkel ist der Bruder meiner Mutter*). *Wer ist dein Großvater?* (*Mein Großvater ist der Vater meiner Mutter*), etc.
- 2 Tell your class, that they will now watch a video about Noe (write the name down) and her grandmother. Do students know the short names for grandma and grandpa? (*Oma und Opa* – add to the word list). Next, introduce and explain the terms *mütterlicherseits* and *väterlicherseits*, then hand out copies of the video transcript.
- 3 Play the video twice, once with and once without students using the transcript. Explain all unknown vocabulary. Next, ask questions, such as *Wo sitzt Noe?* (*Sie sitzt auf einem Sofa*). *Was macht sie?* (*Sie sieht sich Fotos von ihrer Großmutter an*). *Wie heißt die Großmutter?* (*Sie heißt Elke*.) *Wie sieht sie aus?* (*Sie ist braun gebrannt und hat weiße Haare*.) *Wie alt ist sie?* (*Sie ist 66 Jahre alt*.) etc. Students could also complete the online video activities.
- 4 Students now practice the video dialog with a partner (one asking the questions, the other one taking Noe's part). Less advanced pairs read the dialog out aloud, more advanced speak without the transcript.

Extension

For homework: Answers the questions on top of page 14, then write sentences comparing Noe's relationship with her grandmother to your own: *Noe hat zwei Großmütter und zwei Großväter, ich habe nur eine Großmutter mütterlicherseits und einen Großvater väterlicherseits. Noe versteht sich gut mit ihrer Oma. Ich verstehe mich gut mit meinem Opa, nicht so gut mit meiner Oma. Noe fährt Rad mit ihrer Oma, ich gehe mit meiner Oma spazieren*, etc.

Basic vocabulary Verschiedene Leute

Here are 30 words and phrases on the topic *Verschiedene Leute*. Photocopy the table and ask students to translate the terms.

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
der/die Schauspieler/in		nachhaltige Mode	
der Nachwuchs-Star		die Abschluss-Kollektion	
Sie ist hübsch/süß.		das eigene Label	
Er/Sie ist frech.		Karriere machen	
sympathisch		innovative Textilien	
nett		die Großmutter (Oma)	
natürlich		der Großvater (Opa)	
das alte/neue Image		die Großeltern (Pl)	
langweilig		der Enkel/die Enkelin	
das Film-Angebot		mütterlicherseits	
der Sportler/die Sportlerin		väterlicherseits	
der/die Eis-Schnellläufer/in		die Geschwister (Pl)	
der Mode-Star		die Verwandten (Pl)	
der berühmte Designer		viel zusammen machen	
Mode studieren		sich oft sehen	

Objectives

- To learn about culture and languages (4.2: Cultural Comparisons)
- To revise the German federal states (3.1: Making Connections)
- To practice numerals and percentages (1.1: Interpersonal Communication)

Resource(s)

SCHUSS January / February 2015, pages 10 + 11
maryglasgowplus.com/de/aktivitaeten
 SCHUSS Audio 1 2014/15, track 11

Starter

Use the miniature map on page 10 to revise the German federal states. Which states apart from Saarland (indicated by different sizes and colors) can your students identify? You could do this as a competition: Who has labeled most states correctly within 5 minutes? Should your class/group be less advanced, give them a list of the 16 federal states.

Main activity

- 1 Now read the title and the introduction with your class, then ask: *Was ist bilingual? (Wenn man zwei Sprachen wie seine Muttersprache spricht). Warum soll im Saarland Französisch gesprochen werden? (Weil das Land an der französischen Grenze liegt).* Briefly explain that the Saar region was French territory at some point in history (see culture box).
- 2 Depending on the standard of your class/group, either work with them on the text, or ask them to read the article on their own or with a partner. Ask volunteers to read the paragraphs out aloud. Correct their pronunciation, if necessary, and ask questions after each section. Next, students could complete the online activity.
- 3 Now divide your class into 5 groups. Each group works on a different language statistics section on page 11. Representatives of each group then read out sentences in the pattern of *Lesebeispiele* about their statistics. Next, you can have a quiz: Call a figure, e.g. *4,6 Millionen*. Students respond by calling back: *Zahl der deutschen Sprecher in der Schweiz*, etc.
- 4 If you have access to SCHUSS audio, play track 11 and discuss bilinguality with your class. Is speaking two languages an asset, or do you lose your identity? Are there any bilingual students in class? What are their experiences?

Extension

For homework, students write sentences as suggested under **Weiterarbeiten**, using *weil* clauses: *Ich finde es wichtig, mehr als eine Sprache zu sprechen, weil man dann im Ausland arbeiten kann. Ich finde nicht, dass Englisch die relevanteste Fremdsprache ist, weil mehr Menschen Mandarin oder Spanisch sprechen. Das sind die relevantesten Sprachen*, etc. Another exercise: match the languages listed on page 11 to their country or countries, e.g. *Mandarin – China; Spanisch – Spanien und viele Länder Lateinamerikas, Hindi – Indien*, etc.

Culture box

The Saar region (Das Saarland)

The Saarland (which was called Saargebiet from 1920 to 1935) is a region in southwest Germany, close to the French border. It became a German federal state (*Bundesland*) in 1957; its capital is Saarbrücken. During the course of its history, the Saar region used to be sometimes German, sometimes French territory, and at other times independent. Under the Nazi regime the Saarland became part of the so-called Third Reich (1935). After Germany's defeat in the Second World War, France established autonomous political status and economic integration for the Saarland, but in 1955 the population voted for a return to Germany. In 1957 the Saarland became the 10th state of the Federal Republic of Germany (West Germany). Economic integration followed in 1959, and the ties with France were loosened. The region used to be an important industrial area with many coalmines and steel mills, but these industries are now in decline.

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SCHUSS Vol. 45, January - February 2015

SCHUSS (ISSN 0048 -9492) is published five times during the school year in the U.S. and Canada: Aug-Oct, Nov/Dec, Jan/Feb, March, April/ May, by Scholastic Inc. Office of Publication: 2931 E.McCarty Street, PO Box 3710, Jefferson City, MO 65102-3710. 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; \$29.99 each for 1 – 9 subscriptions (teacher editions) per year; \$5.55; single student copy; \$6.55 single Teacher's Edition copy. Periodical postage paid at Jefferson City, MO 65102 and at additional mailing offices. POSTMASTERS: send address changes or any communications relating to subscriptions to Office of Publications, DAS RAD 2931 E.McCarty Street, P.O. Box 3710, Jefferson City, MO 65102-3710. PRINTED IN THE USA by Brown Printing Company, 2300 Brown Avenue, Waseca, MN 56093. Managing Director: Gordon Knowles

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