

SCHUSS



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With National Standards for Foreign Language

Editor's Letter

Dear teacher,

Welcome to the last issue of this current series of SCHUSS. We hope that you and your students had a good Easter break, and that you are all ready for the final term of German studies before summer. We also hope that your students made good progress – maybe with the help of SCHUSS. You can test their knowledge with our central learning unit:

Leben und Arbeiten

The first teaching unit is all about families. Most people in Germany live in traditional or nuclear families, comprising of father, mother, and children. This way of living together is still predominant, in spite of modern constellations such as patchwork families, single parents, and extended family groups. In the second teaching unit students learn about the life and career of a young German actor. His name is Daniel Brühl, who shot to international stardom in the Hollywood movie 'Inglourious Basterds'. In the third unit we introduce 'Jugend forscht', an initiative founded by the German magazine STERN. The annual awards are given to young scientists for their ingenious inventions.

- The teaching plan features our video. Noe, a young German high-school student, talks about her cellphone (called *Handy* in German). Most teenagers can't imagine life without their cellphones or smartphones. Why is it so important?
- Other subjects include a trip to the Baltic island of Fehmarn, a visit to the hip East German town of Leipzig, an interview with a female soccer player, and a debate about homework. Short news items, audio tracks, online activities and our extensive online archive complete the issue, as usual.

We are sorry to say good-bye to this series of SCHUSS magazine, but are already looking forward to the next one. We hope that you are, too! Till then, we wish you and your students all the best for the remaining school year, and, of course, *schöne Sommerferien!*

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Go to our website to find these extra resources:

- 5 Audio-Tracks related to SCHUSS 5 – including transcripts for downloading and worksheets for printing
- 8 online activities with answer checks to print out
- A topical video ('Mein Handy') 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 **Aspekte der Familie**

Objectives

- To learn about forms of the family in Germany **(4.2: Cultural Comparisons)**
- To revise and practice family vocabulary **(1.2: Interpretive Communication)**
- To make comparisons to students' own country **(4.2: Cultural Comparisons)**

Resource(s)

SCHUSS April/May 2015, pages 10 + 11
maryglasgowplus.com/de/aktivitaeten
SCHUSS audio 2 2014/15, track 8

Starter

Writing *die Familie* on the board, ask your students to associate. Which members of the family can they name? Compile the terms on the board, thus revising family vocab: *der Vater, die Mutter, die Eltern, die Kinder, der Sohn, die Tochter, der Bruder, die Schwester*, etc. Next, ask: *Wer gehört zur Kernfamilie?* (write down and explain). Answer: *Vater, Mutter, Kinder*. Next: *Sind alle Familien Kernfamilien?* (*Nein, es gibt andere Formen der Familie.*)

Main activity

- 1 Ask your students about their own families. *Wer lebt mit Vater und Mutter? Wer lebt bei einem Elternteil? Wer lebt mit Vater und Stiefmutter?* etc. Based on students' answers, introduce terms such as *traditionelle Familie (Kernfamilie), Ein-Eltern-Familie* and *Patchwork-Familie*, also the generic term *die Familien-Konstellation*.
- 2 Now work on page 10, reading the text section by section with your class. Then ask comprehension questions, and/or ask students to complete the online activity. If your class/group is advanced, the task **Finde im Text** (bottom of page 10) can become a contest: who is first to spot the terms required?
- 3 Divide your class into 5 groups. Each group works on one particular statistics box on page 11, then one student of each group reads his or her *Lesebeispiel* out aloud. Test your students by asking questions such as: *Es gibt 82 Millionen Haushalte in Deutschland. Stimmt das?* (*Nein, das stimmt nicht. Es gibt 40 Mill. Haushalte.*)
- 4 Should you have access to SCHUSS audio, play track 8 (interview about the family) to re-enforce family vocabulary.

Extension

For advanced homework: Ask your students to research family statistics for their own country on the Internet and

to compile statistics in the style of page 11. For less advanced: Write a short essay about your own family, e.g. *Ich lebe mit meinem Vater, meinem Bruder, meiner Stiefmutter und meiner Stiefschwester zusammen. Wir sind eine Patchwork-Familie. Meine Mutter hat auch eine neue Familie. Ich besuche sie oft.* etc.

Teaching unit 2 **Daniel Brühl: Film ist mein Leben**

Objectives

- To learn about a film career **(1.2: Interpretive Communication)**
- To learn facts about a German actor **(2.2: Products of Culture)**
- To practice the infinitive with *zu* **(1.1: Interpersonal Communication)**

Resource(s)

SCHUSS April/May 2015, pages 4 + 5
maryglasgowplus.com/de/aktivitaeten

Starter

Ask your students to name any famous German movie actors they can think of. They probably won't know any (or maybe stars of the past, such as Marlene Dietrich). Compile a list of younger German stars on the board: Diane Kruger, Franca Potente, Til Schweiger, Christoph Waltz (Austrian) and Daniel Brühl (underline).

Main activity

- 1 Ask students to open the magazine on pages 4 and 5 and look at the photographs. Maybe Daniel Brühl's face is familiar, but not the name. Now read the introduction. Has anyone seen one of the movies mentioned?
- 2 Now read the article with your class. If your students are more advanced, ask them to work with a partner, preparing each section. Volunteers then read the paragraphs out aloud. Next, students underline all terms in connection with movies and acting (*der Star, die Rolle, die Komödie, talentiert, (mit)spielen*), etc.
- 3 You could prepare both **Verstehen** and **Üben** by asking your students to convert subsidiary clauses starting with *dass* into clauses using the infinitive with *zu*:
Ich freue mich, dass ich ein neues Fahrrad habe: Ich freue mich, ein neues Fahrrad zu haben. Ich mag es nicht, dass ich morgens früh aufstehen muss: Ich mag es nicht, morgens früh aufstehen zu müssen, etc.
- 4 Students now work on **Verstehen** and **Üben**. Assist less advanced students if necessary. For homework: make up sentences using *dass* or *das*, and sentences with infinitives. They could also complete the online activity.



Extension

To pave the ground for **Weiterarbeiten**, talk about prejudices and stereotypes with your class. Can they think of any terms portraying German people in a stereotypical way? (*humorlos, pedantisch, fleißig, gründlich*). Ask students about stereotypes for other nationalities, and list them on the board. Do students think that these terms are fair and true?

Teaching unit 3 **Leben für die Wissenschaft**

Objectives

- To learn about young German inventors (**2.2: Products of Culture**)
- To learn and practice scientific terms (**1.3: Presentational Communication**)
- To make up relative clauses (**1.1: Interpersonal Communication**)

Resource(s)

SCHUSS April/May 2015, pages 6 + 7
maryglasgowplus.com/de/aktivitaeten

Starter

Write the term *die Naturwissenschaft(en)* on the board and ask students to associate. Which branches of sciences can they name in German? If necessary, start them off by giving *Physik* as an example. Students will then probably add *Chemie, Biologie, Geologie*, etc.

Main activity

- 1 Read the introduction and the first paragraph with your class, then ask comprehension question. Plus: Do students know, why Germany is often called *Land der Ingenieure*

(see **Vorbereiten**)? Does anyone know any famous German engineers and/or scientists/inventors? Compile a list on the board: Werner von Siemens, Carl Benz, Otto Daimler, Robert Bosch, etc. Most of these inventors founded companies manufacturing the products of their invention/s. Many are still in existence today (Siemens, Bosch, Mercedes-Benz, etc.

- 2 Divide your class into three groups. Ask each group to work on one of the article paragraphs and to report on its contents. Advanced students speak without notes: *In unserem Text geht es um Technik. In der Kategorie gewann Sascha Loos 2001 einen Preis. Er erfand eine Methode, sein Auto mit Sonnenblumenöl und nicht mit Benzin zu fahren*, etc.

- 3 Before students complete **Verstehen** and **Üben**, ask them to have a look at the logo (red circle) on page 6. In the circle we read the research project's title ('Jugend forscht'), but what about the white star? If students don't know the answer, explain that the star is the logo of the magazine *Stern*, the founder of 'Jugend forscht'.

- 4 Grammar: Students underline all past tense forms in the text, do the exercises on page 7, and complete the online activity.

Extension

For homework: Do an Internet research and find out, if there are projects like 'Jugend forscht' in your own country. If yes, briefly describe it/them in German and compare them to the German initiative, for instance: *In Deutschland gibt es die Initiative Jugend forscht für junge Erfinder. Bei uns gibt es einen Preis für verschiedene technische Erfindungen. Er heißt* etc.

Basic vocabulary **Leben und Arbeiten**

Here are 30 words and phrases on the topic of *Leben und Arbeiten*. Photocopy the table and ask your students to translate the terms.

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
die traditionelle Familie		international bekannt sein	
die Kernfamilie		im Film mitspielen	
die Patchwork-Familie		typische Eigenschaften	
die Ein-Eltern-Familie		die (Film-)Komödie	
die Stiefmutter / der Stiefvater		talentiert sein	
das Pflegekind		der Kino-Hit	
das Adoptivkind		Erfolg haben / nicht haben	
verheiratet / unverheiratet		der/die Forscher/in	
die Elternrolle		die Forschung	
alternative Lebensformen (PI)		etwas erfinden	
zur Familie gehören		technisch begabt sein	
die Verwandten (PI)		die Naturwissenschaften (PI)	
der/die Schauspieler/in		das Land der Ingenieure	
die Rolle		der Wettbewerb	
die Film-Karriere		einen Preis gewinnen	



Objectives

- To learn about modern communication (**4.2: Cultural Comparisons**)
- To practice words and phrases about phone use (**1.1: Interpersonal Communication**)
- To practice listening comprehension (**1.2: Interpretive Communication**)

Resource(s)

SCHUSS Video 'Mein Handy' (mg-plus.net/schuss14_video5)
 SCHUSS April/May2015, page 14 (check)
maryglasgowplus.com/de/aktivitaeten

Starter

Holding up a cell phone, ask your class: *Was ist das?* If your students answer in their own language, give them the German terms: *Das ist ein Mobiltelefon* (write it down), *aber in Deutschland nennt man es meistens ein Handy* (write it). Let students name reasons why a cell phone may be called *Handy*: *Weil man es in der Hand hat. Weil es handlich ist, etc.* Explain: *Der Name kommt wahrscheinlich vom englischen Wort 'handheld'*. Next, ask your class: *Wer von euch hat ein Handy?* Write the number on the board: *xx Schüler haben ein Handy.*

Main activity

- 1 Now ask their students what they use their cell phones for, and list the functions on the board in German: *telefonieren, SMS/ Emails schreiben, im Internet surfen, soziale Medien nutzen, fotografieren, Spiele spielen, etc.* Then tell your class, that they will now watch a video about two German Students (*Noe und Bennet*, write the names down) and their phones.
- 2 If your class is advanced, run the entire video, if not, show it in 3 parts. Handing out transcripts, ask your students to underline all the functions/activities connected to cell phones which are listed on the board, and which they can spot in the dialog. Explain all unknown vocabulary.

- 3 Run the entire video once again, then ask comprehension questions. Ask volunteers to take the parts of Noe and Bennet, and to read or speak the video dialog. Students then do the exercises on page 14, and or/the video online activities.
- 4 For advanced: Once students have answered the questions on page 14 (top), ask several students to read their answers out aloud and have a general class debate about the use/misuse of *Handys*.

Extension

For homework, students do **Weiterarbeiten**. Advanced students use the subjunctive (as in the question): *Für mich wäre es schwierig, ohne Handy zu leben, weil ich dann nicht mit meinen Freunden kommunizieren könnte, etc.* Less advanced students write in the present tense: *Ich kann/ich kann nicht ohne Handy leben. Ich brauche es nur manchmal/ich brauche es immer, etc.* Besides, students could do a research about the number of cell phones in their own country (see colored box on page 14).

Culture box

A brief history of the cell phone

Cell phones are portable phones, which can be used anywhere, as they communicate with the telephone network via radio signals. For this reason, they are also called mobile phones. Apple, Samsung, Motorola, Nokia and Blackberry are the largest worldwide producers of cell phones. In German speaking countries, cell phones are called *Handys*, because they are practical (*handy*) and handheld. The history of mobile phones reaches from telegraphic signals in the 1920s via car telephones in the 1950s to the first analogue cell phone in the 1980s. Modern area-wide mobile networks, which made the use of smaller handheld devices possible, only came into existence in the 1990s. Today there is a global tendency to use multifunctional devices, called smartphones, with IP telephony, Internet, camera, clock, GPS navigation, MP3 player, game consoles, and many other apps.

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