

# SCHUSS



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With National Standards for Foreign Languages

## Editor's Letter

**Dear teachers,**

First of all, we'd like to wish you and your students a Happy New Year, and we hope that you'll all enjoy returning to teaching and learning German after the long Christmas break. This is the third issue of the current *Schuss* series, again with a central Teaching Unit consisting of three Lesson Plans. It is called:

### Stadt und Land

In Germany, most people live in towns and cities, but recently there has been a trend to move back to the country – *Landlust* is in! Young people seem to be divided between the two ways of life, as your students can find out on pages 6 and 7, where two young Germans speak about the pros and cons of town and country. In our video unit (Lesson Plan 2) we meet Isabella, who lives in Berlin and simply loves city life. Students can learn more about cities in the last part of the main Teaching Unit. This time, we report on special attractions in the Austrian capital Vienna (Wien). As a contrast, your students may like to read our article on a different rural region – the *Zugspitze*, Germany's highest mountain.

**In our Teaching Plan** we change the subject and move on to art. Students can read about two sisters, identical twins with identical paintings! Irina and Marina live in Düsseldorf by the Rhine, living and working together. They paint, as they say, like 'one person with four hands'. Students can use our new Language Lab Learning Unit for online activities related to this article.

**Further topics** are the world famous St. Bernard dogs of Switzerland, a German basket ball star living in the USA, German teens and fashion (*Mode*), the pros and cons of single sex schooling, and, as usual, news items, a puzzle, and audio- and online activities.

We hope that your students will enjoy learning German with *Schuss* during the long, cold winter season!

*Bis zum nächsten Mal!*

**Martina Koepcke**

Editor of *Schuss*

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Go to our website to find these extra resources:

**5 audio tracks** related to *Schuss* 3 – as mp3 or as CD, with worksheets

**A Language Lab Learning Unit** with comprehension activities and automated marking

Our **Video *Meine Stadt***, with transcript and exercises

**Plus:** You have access to our **archive of teaching resources**, with an abundance of videos, audio tracks, online activities, magazine articles, and worksheets

**Pages 8–9 Lesson Plan 1****Wo lebt man besser?****Objectives**

- To compare different lifestyles (**4.2: Cultural Comparisons**)
- To express preferences (**1.1: Interpersonal Communication**)
- To practice reading comprehension (**1.2: Interpretive Communication**)

**Resource(s)**

Schuss January–February 2016, pages 8 + 9

**Starter**

Have a class survey: Who lives in a city/town, who lives in the country, who lives in a suburb? Write the results on the board: *xx Schüler wohnen in der Stadt (x in einer Großstadt, x in einer Kleinstadt), xx Schüler wohnen auf dem Land*, etc. Ask your students to write down advantages and disadvantages of the places they live in.

**Main Activity**

- 1 Read the introduction in the margin of page 8 loud, sentence by sentence (more advanced level: students just listen without looking at the text). Ask comprehension questions about numbers and quantities: *Wie viele Einwohner hat Deutschland? Wohnen mehr Deutsche auf dem Land oder in der Stadt? Wie viele Einwohner hat eine Großstadt mindestens?* etc.
- 2 Divide your class into two groups – *Stadtbewohner und Landbewohner*. The ‘townies’ work on Lara’s text, the ‘country folk’ on Alexander’s. Ask volunteers of each group to read their section out loud. Correct their pronunciation and make sure everyone has understood the contents.
- 3 Now ask your students to make a list of the pros and cons of the two different environments: *Stadt – Vorteile: mehr Läden, Cafés*, etc. *Land – Nachteile: zu wenig zu tun, zu große Entfernungen*, etc. Do Lara and Alexander list the same or similar likes and dislikes as your students (see **Vorbereiten**)? Which other advantages/disadvantages did the students list?
- 4 Revise verb forms by asking students to put both interviews into the 3<sup>rd</sup> person singular.

**Extension**

Students now work in pairs, composing the interview as listed in **Weiterarbeiten**. Ask them to use *weil* clauses when stating their reasons why they prefer living in the city/the country. Essay for homework: *Stell dir vor, du bist vom Land in die Stadt umgezogen (oder umgekehrt). Schildere deine Eindrücke!*

**Page 9 Lesson Plan 2****Video: Meine Stadt****Objectives**

- To learn facts about Berlin (**2.2: Products of Culture**)
- To practice listening comprehension (**1.2: Interpretive Communication**)
- To talk about your own home town/area (**1.3: Presentational Communication**)

**Resource(s)**

Schuss January–February 2016, page 9

Video: Meine Stadt ([mg-plus.net/sch15video3](http://mg-plus.net/sch15video3))

**Starter**

Have a brainstorming about Berlin in class. Write some key points on the board: *Hauptstadt von Deutschland, 3,5 Millionen Einwohner, wichtiges Zentrum für Handel, Wirtschaft und Kultur, multikulturell*. Include some important dates in the city’s history: *Teilung in Ost- und Westberlin nach dem 2. Weltkrieg, Bau der Berliner Mauer 1961, Fall der Mauer 1989, Wiedervereinigung Deutschlands mit Berlin als Hauptstadt 1990*.

**Main Activity**

- 1 Now tell your students that they are about to watch a video, featuring a young Berlin resident. Play the entire video. Students follow the transcript, underlining all words they did not understand. Explain them, and then run the video a second time.
- 2 Write three sub-headings for the video on the board: *Sehenswürdigkeiten, Aktivitäten, Gefallen*. Ask your students to add them to the transcript sections. Play the three parts one by one, asking comprehension questions after each one.
- 3 Another comprehension exercise would be the **Richtig oder Falsch** activity in the margin of page 9. Next, students work in pairs and read/act the video dialog (one asking the questions, the other one taking the part of Isabella). Should your students be less advanced, hand out sheets with a simplified version of the dialog.

**Extension**

For homework: write a video script on the same topic, *Meine Stadt*. Follow the structure of Isabella’s video, with the sub-headings *Sehenswürdigkeiten, Aktivitäten, Gefallen*. Students living in the country write a script about *Mein Wohnort auf dem Land*. Ask your students to use their smartphones to include typical locations of their city or their rural environment. Have a vote in class which video is the best.

## Page 14 Lesson Plan 3

### Wien – eine europäische Metropole

#### Objectives

- To learn about attractions in Vienna (**2.2: Products of Culture**)
- To practice *denn* clauses (**1.1: Interpersonal Communication**)
- To practice reading comprehension (**1.2: Interpretive Communication**)

#### Resource(s)

Schuss January–February 2016, page 14  
 Schuss January–February 2016, pages 6 + 7  
 Audio: mg-plus.net/sch15audio13/14

#### Starter

As a link, mention the topic of Lesson Plan 2 by saying: *Isabella aus dem Video wohnt in Berlin. Berlin ist die deutsche Hauptstadt.* Then display a map of the German speaking countries, and point to Vienna: *Welche Stadt ist das? Und von welchem Land ist sie die Hauptstadt? (Das ist Wien, die Hauptstadt von Österreich).*

#### Main Activity

**1** Ask students to work in pairs, finding out facts about Vienna (see **Vorbereiten**): *Wien liegt im Südosten Österreichs. Es liegt an der Donau. Wien hat 1,8 Millionen Einwohner. Es ist berühmt für seine Musik (Wiener Walzer)*

und Kunst und Architektur. Sehenswürdigkeiten sind der Prater, der Stephansdom und die Hofreitschule. Add important sights, attractions, or facts yourself, should the students not know them.

**2** Divide your class into 5 small groups. Each group works on one section (*Tipps*). Representatives of each group read out their text loud. Have all the groups inserted the missing words from the list (left) correctly?

**3** Have a quiz: One student thinks of one of the five *Tipps*. The others have to guess, of which one, by asking questions: *Wo warst du? (Ich war in Wien). Was hast du dort gemacht? (Ich war in einem Café.) Hast du dort Katzen gestreichelt? (Nein) Hast du einen Strudel gebacken? (Ja, ich habe ein Strudel-Seminar gemacht.) Warst du im Café Wien? (Ja.), etc.*

**4** Students now write clauses using *denn*, as in **Weiterarbeiten**: *Ich finde Tipp 4 am interessantesten, denn ich habe nicht viel Geld zum Shoppen, etc.*

#### Extension

For homework: look for more interesting attractions in Vienna, or write similar *Tipps* for a famous city in your own country. For advanced: read more about country life and changing landscapes, e.g. the article on pages 6–7 about Germany's highest mountain, the *Zugspitze*. If possible, listen to audio tracks 13 and 14, which are related to the subject of climate change.

### Basic Vocabulary: Stadt und Land

This is a list of 30 words and phrases on the topic of *Stadt und Land*. Photocopy the table and ask your students to translate the terms.

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
das Leben in der Stadt		ins Museum gehen	
das Leben auf dem Land		eine Galerie besuchen	
die Großstadt		Shoppen/Einkaufen gehen	
die Kleinstadt		Die Stadt gefällt mir (nicht).	
der Stadtteil		Es gibt viel Müll und Lärm.	
der Vorort		Ich lebe gern auf dem Land.	
der Stadtrand		Ich mag das Land (nicht).	
das Stadtzentrum		Ich wohne in einem Dorf.	
Die Stadt ist aufregend.		Man hat viel Platz.	
Es ist immer viel los.		Die Luft ist sauber.	
Wir gehen ins Kino.		Es ist ruhig.	
Wir machen Partys.		Es gibt nicht viel zu tun.	
Berlin ist multikulturell.		Es ist oft langweilig.	
die Sehenswürdigkeiten		Die Schule ist weit weg.	
im Café sitzen		Man muss früh aufstehen.	



## Pages 4–5 Teaching Plan

### Kunst zu zweit

#### Objectives

- To learn about German art (**4.2: Cultural Comparisons**)
- To practice reading comprehension (**1.2: Interpretive Communication**)
- To revise and practice conjunctions and adjectives (**1.1: Interpersonal Communication**)

#### Resource(s)

Schuss January – February 2016, pages 4 + 5  
Language Lab Teaching Unit: de.maryglasgowplus/lms

#### Starter

Show some pictures of identical twins on the Interactive Whiteboard and say: *Diese Jungen/Mädchen sind zwei Brüder/zwei Schwestern. Sie sehen gleich aus. Wie nennt man sie?* Introduce the term *Zwillinge*, if students don't know it, by saying it loud and writing it on the board (also include the singular form, *der/ein Zwilling*).

#### Main Activity

- 1 Now ask the question listed under **Vorbereiten**: *Warum sehen manche Zwillinge gleich (show identical twins) und manche verschieden (show non-identical twins) aus?* Students probably won't know the German terms *eineiige und zweieiige Zwillinge*; write them on the board. Practice the pronunciation of *zweieiige Zwillinge* several times, it's quite a tongue-twister!
- 2 Ask more questions related to the subject: *Sind Zwillinge in der Klasse? Hat jemand eine/n Zwillingenbruder/ Zwillingsschwester in einer anderen Klasse/Schule? Hat jemand ein Zwillingenpaar als Geschwister oder als enge Freunde? Sind es eineiige oder zweieiige Zwillinge?*
- 3 Now read the article section by section with your class, then ask comprehension questions. Before students do **Verstehen**, briefly revise *weil* clauses. Explain that *weil* is a conjunction and refer students to the exercises in the Language Lab Unit (possible homework).
- 4 Students now talk about one of the photos showing Irina and Marina, e.g. the one on page 5: *Die Zwillinge sitzen am Tisch und malen zusammen. Man sieht viele Pinsel, Farbtuben und Gläser mit Farbe oder Wasser, etc.*

### Extension

Students work in pairs, composing an interview with Marina and Irina. Possible questions: *Wie heißt ihr? Wie alt seid ihr? Wo wohnt ihr? Seid ihr eineiige oder zweieiige Zwillinge? Seid ihr sehr verschieden? Wollt ihr immer zusammen arbeiten? Könnt ihr von eurer Kunst leben?* etc. For homework: more Language Lab Learning Unit activities, e.g. the reading and *Richtig oder Falsch?* exercises, or the missing words (adjectives) exercise.



### Culture box

#### The Düsseldorf Art Academy

Düsseldorf is the capital of the German *Bundesland* Nordrhein-Westfalen. The city is situated on the banks of the river Rhine. Its *Kunstakademie*, where Irina and Martina Fabrizius learned their craft, is one of the most prestigious art schools in Germany. It was founded in 1773, and today enjoys international fame. In the late 19<sup>th</sup> and the early 20<sup>th</sup> century the Academy attracted pioneers of modern art, such as the painters August Macke and Paul Klee. This trend continued after World War 2, and world-famous artists like Joseph Beuys, Gerhard Richter, Andreas Gursky, Rosemarie Trockel, Hilla Becher and Sigmar Polke studied and/or taught at the school. The Academy specializes in *freie Kunst*, with sometimes controversial and radical results. Today, it is a modern art college, with students from all over the world.

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