



# SCHUSS

[www.maryglasgowplus.com/de](http://www.maryglasgowplus.com/de)
**Teacher code: kv48e3**
**SCHUSS SEPTEMBER/OCTOBER 2010**

Page	Article	Topics	Teaching ideas
2/3	Moment	Numerals / Facts about the country	All three articles on these pages feature Berlin or its surroundings. Have a brainstorming in class: <i>Was wisst ihr über Berlin?</i> List the most important facts on the board.
4	Medien	Young stars	See page 3
6	Newcomer: Mesut Özil	Profile / Questions and answers	To start, talk about Germany's biggest group of migrants (the Turks), then introduce key vocabulary from the interview. Have students work in pairs to match questions and answers. Who finishes first?
7	Oktoberfest-Tour	Facts about the country / Events	Please go to page 3.
10	Jobfactory	Jobs / Young people's problems	Please go to page 2.
12	SCHUSS-Quizzes	Word games and puzzles	These activities provide further practice relating to the magazine articles. Let students find out which activity relates to which page/s.
14	Jungs: Was nervt am Handy?	New series / Technology / Listening exercises	Explain that <i>Jungs</i> is the colloquial plural of <i>der Junge</i> (the grammatically correct one is <i>Jungen</i> ). Also explain the use of <i>nerven</i> (as a verb) to your class.
16	Schweizer Rekorde: Ueli Steck	Facts about Switzerland / People	What do students know about Switzerland? List key facts on the board (also see <b>Background</b> ). For homework students find out more about Ueli Steck on the Internet.

**The website is here!**
[www.maryglasgowplus.com/de](http://www.maryglasgowplus.com/de)


- video
- audio
- news
- competitions and more!

## Getting started

**Start a new teacher or student account**

1. Go to [maryglasgowplus.com/de/start](http://maryglasgowplus.com/de/start)  
Enter your email address and tick 'I am new'.

2. The website asks for your code.  
Student codes are on the magazine.

Your teacher code is: **kv48e3**

3. Follow the instructions on screen to create an account.

**Web tip**

For detailed information about Switzerland's unique history, political structure, languages, geography, climate, etc. go to [www.swissworld.org](http://www.swissworld.org)

- You'll find topic-related listening tracks on your SCHUSS CD
- For topic-related activities go to [maryglasgowplus.com/de/aktivitaeten](http://maryglasgowplus.com/de/aktivitaeten).
- Exercise suitable for more advanced students.

**Win an Interactive Whiteboard!**  
Go to [maryglasgowplus.com/de/whiteboard](http://maryglasgowplus.com/de/whiteboard) for more details. Good luck!

## TEACHING IDEAS

### PAGES 10 & 11

#### jobfactory

We visit a job fair for young people and test your students' job talents.

#### OBJECTIVES

- Learning about the job world
- Learning and practicing job vocabulary
- Practicing verbs in general

#### STARTER

Writing the title of the article on the board, ask your students: *Ist das deutsch? (Nein, das ist englisch)*. Which two English words do the students spot? (*job* and *factory*). Can they translate these terms into German? (*der Beruf, die Fabrik*). Next, write *Berufsfabrik* under *jobfactory* and say: *Das ist die deutsche Übersetzung*. Explain to your students (in their mother tongue) that many English words are used in Germany today. *Der Job* for instance has become so integral to the language, that young Germans hardly use the German word *Beruf* any more. The verb derived from *Job* is *jobben*, i.e. it ends in *-en*, like almost all German verbs. In Germany, this mix of German and English is called 'Denglisch'. Can your students think of any other 'denglish' words? (e.g. *Shoppen, Dating, Recyceln, Downloaden, der Style/stylish, cool, trendy*, etc.). They might also spot *Training* and *Workshop* in the text on page 10.

#### TEXT ACQUISITION

Ask a student to read the introductory sentence below the title. He/She will probably have problems pronouncing *Mecklenburg-Vorpommern*. Say the word aloud, ask students to repeat it, then show them the region on an Interactive Whiteboard: *Mecklenburg-Vorpommern ist ein Bundesland. Es besteht aus den Landesteilen Mecklenburg und Vorpommern. In Deutschland nennt man es kurz „Meck Pomm“ (see Background)*. Now ask your students to talk about the photo. (*Man sieht viele junge Leute. Sie sind auf einer Messe. Die Messe heißt jobfactory. Schilder zeigen*

*zur Info-Bühne und zur Bühne*). Explain the term *Bühne* in this context, if necessary. Next, work on the text. If your class/group is more advanced, students can do this on their own or with a partner. Ask comprehension questions, or ask students to fill out **Check 1** on page 11.

#### EXTENSION

Students now answer the questions appearing in the text (*Wo liegen meine Talente? Welcher Beruf passt zu mir? Wo habe ich Perspektiven?*) for themselves. List their answers on the board (under *Talente, Berufe, Perspektiven*). There will be several students without any answers, as they are still uncertain about their future job plans. For those students the test on page 11 will be especially useful (but also for the others, to check whether their talents or job aspirations agree with the test result). After completing the test, students could ask each other: *Was für ein Beruf ist interessant für dich? (Für mich ist ein technischer/sozialer/kreativer Beruf interessant, weil... etc.)* Find out how many students are *technisch/sozial/kreativ*. With more advanced classes/groups you could also practice the subjunctive, e.g. *Stell dir vor, du wärst Mechaniker. Hättest du dazu Lust? (Ja/Nein, dazu hätte ich (keine) Lust)*.

🎯 The students write about their dream job.

## BACKGROUND

### Mecklenburg-Vorpommern

This *Bundesland* (federal state), with a population of 1.85 million, is situated in Germany's northeastern region. The capital is Schwerin. Mecklenburg-Vorpommern borders on Poland to the east, on the *Bundesland* Brandenburg to the south, and on Niedersachsen and Schleswig-Holstein to the west. The natural border to the north is the Baltic Sea. Mecklenburg-Vorpommern (or 'Meck Pomm') became part of the Federal Republic, when Germany was reunited in 1990. Before, it was part of East Germany (German Democratic Republic). The fishing industry, agriculture and tourism are the most important economies. Many new industries have been established in recent years, but the region still suffers from a lack of infrastructure, and unemployment is high.

**Web tip** [www.mecklenburg-vorpommern.eu](http://www.mecklenburg-vorpommern.eu)

## NOTES

*Finding out about young people's job fairs in your own country*

---

---

---

SCHUSS Vol. 41, September/October 2010

POSTAL INFORMATION: SCHUSS (ISSN 0048-9492) 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, P.O. Box 3710, Jefferson City, MO 65102-3710.

PRICES: \$7.95 each per year for 10 or more subscriptions to the same address. 1-9 subscriptions, each \$24.95 student edition; \$29.95 Teachers' Edition, per school year. Single copy: \$5.50 student, \$6.50 Teachers' Edition. 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 Publication, SCHUSS 2931 E.McCarty Street, P.O. Box 3710, Jefferson City, MO 65102-3710.

PRINTED IN U.S.A.

Contains a minimum of 10% post-consumer waste



## TEACHING IDEAS

### PAGES 4 & 5

#### Vom Serien- zum Filmstar

We introduce two popular young stars, and students get a chance to practice verbs in different tenses.

#### OBJECTIVES

- Learning about movie and TV careers
- Practicing the present and the imperfect tenses

#### STARTER

Most students will probably be familiar with the TV show 'Gossip Girl'. Ask them to name some stars from the show, such as Chace Crawford and Blake Lively (write the names on the board). Ask your class: *Wie findet ihr die Serie?*, listing adjectives like *super, cool, albern, blöd, langweilig, interessant* on the board.

#### TEXT ACQUISITION

Students prepare the text on their own or with a partner. Help them with their vocabulary. Ask your students to underline all verbs. Do they spot the different tenses?

(present and imperfect). Which verbs appear in which tense? If necessary, briefly revise how the imperfect is formed (by adding *-te* to the stem of regular verbs). However, the imperfect is often irregular. Who can spot examples? (*begann, war, wurde*).

#### EXTENSION

When students have completed **Check 1**, ask some of them to read the sentences out aloud. Then write the first sentence, *Jetzt geht die Serie zu Ende*, on the board, underlining subject and verb in different colors. Next, write the same sentence starting with *Die Serie* and ask a student to underline subject and verb here (*Die Serie geht jetzt zu Ende*). Students will notice that subject and verb change places, when another part of the sentence (e. g. *jetzt*) goes to the front. This is called inversion.

## NOTES

Researching the careers of other young movie and/or TV stars

## TEACHING IDEAS

### PAGES 7 - 9

#### Oktoberfest-Tour

The Munich *Oktoberfest* is the biggest fair in the world.

#### OBJECTIVES

- Learning about a popular German event
- Understanding statements and opinions

#### STARTER

Roughly sketch a *Dirndl* and a pair of *Lederhosen* on the board (or show the items on an Interactive Whiteboard). Ask students to associate. Maybe some of them know the term *Lederhosen*. Write *das Dirndl* and *die Lederhosen* on the board and say: *Dirndl und Lederhosen sind typisch für Bayern. Sie sind typisch für das Oktoberfest*. Before moving on to the text, play track 5 on the SCHUSS CD in class.

#### TEXT ACQUISITION

After reading the introduction on page 7, divide your students into five groups. Each group works on one of the text boxes on pages 8/9. One representative of each group plays reporter, reading (or speaking freely)

about the contents of his/her section. **Check 1** can be completed as homework.

#### EXTENSION

If time allows, record the statements in **Check 2** with some advanced students. Play the recordings to the rest of the class and let them decide if they are *positiv* or *negativ*. Finally, have a class debate about huge events like the *Oktoberfest*. Would students like/dislike it? Would they visit such an event? Would they wear *Dirndl* or *Lederhosen*?

🎯 Students describe a day at the *Oktoberfest* in the past tense (see pages 4/5).

## BACKGROUND

### Das Oktoberfest

On 12 October 1810, the Bavarian crown prince Ludwig (who later became King Ludwig I) married Princess Therese von Sachsen-Hildburghausen. The citizens of Bavaria were invited to join in the wedding festivities, which took place on a field (*Wiese*) outside the city. The area has since been known as *Theresienwiese*, in memory of the bride. Highlight of the celebrations was a horse race on 17 October. The race was repeated in the following year and became an annual event – and the *Oktoberfest* was born. The event became more elaborate and lavish with the years (first, an agricultural fair was added, then came amusements like beer tents, fair ground attractions, live bands, etc.). Today, the *Oktoberfest* is the world's largest festival, attracting millions of visitors. But there has been no more horse racing since 1938.

**Web Tip** [deutsche-geschichte.suite101.de](http://deutsche-geschichte.suite101.de)

## Test your German with SCHUSS

On this page you will always find 15 questions or exercises relating to the entire magazine. You could either dictate the questions or hand out photocopies (make sure to cover the answers up before copying). Students work on their own, with a partner, or in groups. The answers can be checked by the students themselves or – if the page is intended as a test or as a competition – by the teacher.

Hier sind 15 Sätze zu SCHUSS. Setz die richtige Verbform ein, wie im Beispiel (1).

1. Das Kuh-Labyrinth **..warnt!**.. vor Chemikalien im Essen. (**warnen**)
2. Der Fernsehturm am Berliner Alexanderplatz ..... über 40 Jahre alt. (**sein**)
3. Chace Crawford ..... in Texas geboren. (**werden**)
4. Blake Lively ..... aus einer Showbiz-Familie. (**kommen**)
5. Mesut Özil sagt: „Ich ..... mich über jede positive Reaktion.“ (**freuen**)
6. Rosi sagt: „Hier ..... die Fotos von meiner Oktoberfest-Tour.“ (**sein**)
7. Schon morgens um 7.30 Uhr ..... Besucher zur Wiesn. (**kommen**)
8. Die Leute ..... vor den Zelten Schlange. (**stehen**)
9. Auf der Wiesn ..... es viele Attraktionen. (**geben**)
10. Bei der jobfactory ..... du vielleicht deinen Traumjob. (**finden**)
11. Auf der Messe ..... man viele Workshops machen. (**können**)
12. WAUDI ist das SMS-Kürzel für „..... auf dich“. (**warten**)
13. „Gibt es etwas, was euch am Handy .....?“ (**nerven**)
14. Noah sagt: „Du ..... Geld sparen, und dein Freund ..... zahlen.“ (**wollen, müssen**)
15. Ueli Steck ..... den Rekord als schnellster Bergsteiger der Welt. (**halten**)

ANSWERS  
Teacher's Notes, page 4: 2-ist; 3-wurde; 4-kommt; 5-freue; 6-sind; 7-kommen; 8-  
stehen; 9-gibt; 10-findest; 11-kann; 12-warte; 13-nervt; 14-willst; muss; 15-hält

## Practising German can earn your students an iPod touch!

Encourage your students to log on to our website and practise German online. They can earn points and win an iPod touch!

Between 1st September 2010 and 31st May 2011 students can earn points when they use our website.

The student with the most points on 31st May 2011 wins an iPod touch



Courtesy of Apple

For more details go to [maryglasgowplus.com/de/punkte](http://maryglasgowplus.com/de/punkte)

*All the Internet sites mentioned in this issue have been thoroughly checked by our editors at the time of going to press. However, Internet sites do change content, often without prior notice. Unfortunately, we cannot be responsible for possible subsequent alterations.*

**Editor:** Britta Giersche  
**Author:** Ursula Runde  
**Layout:** David Dutch

## Did you like SCHUSS?

If yes, why not recommend our magazine to your colleagues? We'll be happy to send them a free copy for their information. Just e-mail [Schuss@maryglasgowmags.co.uk](mailto:Schuss@maryglasgowmags.co.uk) asking for a SCHUSS sample copy. We look forward to hearing from you.