

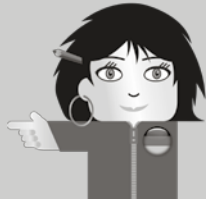
# SCHUSS



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## Editor's Letter

**Dear teacher,**

Amazing, how time flies! The first two months of the new school year have gone by in a flash. Students will be looking forward to Christmas already, that's why we named our main learning unit accordingly:

### Weihnachten und Silvester

'Alle Jahre wieder' is the title of one of the most famous Christmas carols. And every year German families decorate their Christmas tree with baubles, tinsel, and candles, exchanging presents on Christmas Eve or on the morning of Christmas Day. By the way, did your students know that the Christmas tree is a German 'invention'? They can read all about this and other Christmas traditions on pages 6 and 7 of SCHUSS.

- In modern times, Christmas is all about presents. Many people think the event has become too commercial. Maybe it's time to introduce a 'Kauf-nix-Tag' during the festive season, i.e. go without shopping for an entire day (see pages 8 and 9). The topic of the third part of the main learning unit is *Silvester* (New Year's Eve), which is traditionally celebrated with huge firework displays all over Germany. But is it right to blow millions of Euros into the sky? Read page 16 with your class and discuss.

- Our video unit deals with a different subject: 'Helfen im Haushalt' (household chores), an issue which is topical all year round, not just at Christmas. Students can watch a German girl called Noe doing her chores. What is your students' attitude? Do they like helping out at home, or do they loathe their chores?

- Further topics: Jennifer Lawrence, the 'Hunger Games' star, World Television Day 2014, wolves in Bavaria, ski-jumping events... there's a lot of variety in this issue! You'll also find regular features such as short news items, word puzzles, exercises, online activities and audio tracks. And there's our vast online archive, should you need any more resources for your German classes.

We hope that you'll enjoy this issue, and your Christmas break, of course! *Fröhliche Weihnachten und ein Frohes Neues Jahr!*

**Martina Koepcke**

SCHUSS-Redakteurin  
schuss@maryglasgowplus.com

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- Go to our website to find these extra resources:
- 5 Audio-Tracks related to SCHUSS 2 – including transcripts for downloading and worksheets for printing
  - 8 online activities with answer checks to print out
  - A topical video ('Im Haushalt helfen') 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.



## Teaching unit 1 Deutsche Weihnachtstraditionen

### Objectives

- To revise and practice Christmas terms
- To learn about the origins of some Christmas customs
- To practice reading comprehension
- To compare different Christmas traditions

### Resource(s)

SCHUSS November / December 2014, pages 6 + 7  
SCHUSS Audio 1 2014/15, track 8

### Starter

Begin by listing Christmas days on the board (24., 25., 26. Dezember). Who knows the German terms for these three days and can add them to the list? (*Heiligabend, erster Weihnachtstag, zweiter Weihnachtstag*). What is the entire event called? (*Weihnachten* or *das Weihnachtsfest*). Next, sketch some Christmas items/figures on the board and let students call out: *der Weihnachtsbaum, die Weihnachtsgeschenke, die Kerze, der Adventskranz, der Weihnachtsmann, der Weihnachtsengel*, etc.

### Main activity

- 1 Ask students to think about **Vorbereiten**, then practice *weil* clauses with them:  
*Ich finde, das Beste an Weihnachten ist die Zeit vorher, weil man sich dann auf die Geschenke freuen kann*, etc. Proceed to read the introduction on page 6 several times aloud with your class.
- 2 If your students are fairly advanced, divide the class into 5 groups. Each group works on one section of the text. One student of a group then reports on his or her section, and the others ask questions. Should your class be less advanced, read the article sentence by sentence with them and ask them to complete **Verstehen** on page 7.
- 3 You could extend **Üben** (page 7, margin) by asking your students to make up questions: *Wer bringt in Deutschland die Geschenke? Wann bringt er sie? Wo gibt es einen Weihnachtsbaum? Wann öffnet man die Geschenke?* etc. For homework, students write a short piece about their own Christmas traditions (**Weiterarbeiten**).
- 4 Should you have access to SCHUSS Audio, play track 8, then ask your students to do the equivalent online activity.

### Extension

For homework, students could design a German Christmas poster, e.g. about a Christmas market or a Christmas concert. They could also find German Christmas carols on the Internet. If possible, play the most popular ones in class. Which carol/s do students like best? Advanced: Write an essay on the topic *Mein schönstes/schlimmstes Weihnachten*.

## Teaching unit 2 Weniger kaufen – auch zu Weihnachten?

### Objectives

- To extend and re-enforce Christmas vocabulary
- To learn about consumer attitudes
- To compose and practice *wenn* clauses
- To practice reading comprehension

### Resource(s)

SCHUSS November / December 2014, pages 8 + 9  
[maryglasgowplus.com/de/aktivitaeten](http://maryglasgowplus.com/de/aktivitaeten)

### Starter

Write the word *nix* on the board and ask students to associate. Does *nix* derive from *Nixe* (mermaid)? No, it is just slang for *nichts*. Ask students to make up sentences with *nix*: *Ich mache heute nix. Ich esse heute Abend nix. Ich kann nix hören*, etc. If nobody mentions *Ich kaufe heute nix*, say the sentence yourself and add: *Heute ist mein Kauf-Nix-Tag* (write it down).

### Main activity

- 1 Read the introduction and the subsequent text sentence by sentence with your class. Apart from *Weihnachts-Konsum*, introduce the terms *der Weihnachts-Rummel* and *das Weihnachts-Geschäft*. Next, ask your students to underline all numerals and to read them out aloud. The online activity could follow.
- 2 To test text comprehension, students complete **Verstehen** and **Üben**. Have they all marked the right boxes (*nachhaltiger Konsum*)? For homework, students research consumer attitudes in their own country. Do they have their own *Kauf-Nix-Tag*?
- 3 Working with a partner, students read the box on top of page 9 (Leonie and Max). Assist them if required. Volunteers read one of the passages out aloud, advanced students speak freely, giving a summary. Can students think of any more reasons to introduce a *Kauf-Nix-Tag*?
- 4 Advanced: Have a class debate starting with the question: *Könntest du es schaffen, einen ganzen Tag kein Geld auszugeben?* (see **Weiterarbeiten**). Students should use as many subjunctive forms as possible in their arguments (*könnte, möchte, würde*).

### Extension

For homework: Write a dialog about *Kauf-Nix-Tag*, for example: *2 Teenager treffen sich in der Stadt. A fragt B: Kommst du mit shoppen? B: Nein, ich gebe heute kein Geld aus. A: Warum das denn? B: Weil heute Kauf-Nix-Tag ist. A: Das ist doch Blödsinn!* etc. Advanced students could write an essay on consumer behavior, analyzing their own shopping habits.

## Teaching unit 3 Silvester – ein Feuerwerk der Meinungen

### Objectives

- To learn about New Year celebrations in Germany
- To revise and practice *Silvester* vocabulary
- To express your own opinion on a controversial subject

### Resource(s)

SCHUSS November / December 2014, page 2, page 16

### Starter

Read the item **Silvester in Berlin** on page 2 with your class. If possible, show a YouTube clip about the famous *Silvester-Party* in front of the Brandenburg Gate. Ask your students: *Was feiert man eigentlich zu Silvester? (Man feiert den Beginn des neuen Jahres.) Und warum heißt diese Feier ‚Silvester‘?* Students will probably not know the origin of the term *Silvester*. Explain that the last day of the old year was named after Pope Silvester, who died on that day in 335 AD.

### Main activity

1 Ask your students now about their own Silvester activities. Do they also celebrate with *Feuerwerk*, *Böllern* and *Raketen* (list these terms)? Compile a list of activities on the board: *eine Party mit Freunden machen, zum Feuerwerk in der Stadt gehen, zu Hause bleiben und das Fest im Fernsehen angucken, in eine Disco gehen*, etc.



2 Next, work on the text on page 16 with your class, then check reading comprehension: *Wie viel Feuerwerk kaufen die Deutschen an Silvester? Was gehört zum Feuerwerk? Warum ist Feuerwerk gefährlich? Was sind weitere Probleme beim Feuerwerk?* etc. Advanced students make up such questions and ask each other.

3 You could turn the **Meinungen** at the bottom of the page into a listening exercise. Record the sections using 4 different voices, if possible. Students listen with or without the magazine in front of them, according to standard. Ask them to write down their own opinions about the use of fireworks.

### Extension

For homework: Think of what might happen at Silvester and write a dialog, for instance: *a) Du machst eine laute Silvester-Party zu Hause, mit viel Feuerwerk und Musik. Die Nachbarn beschwerten sich. b) Du feierst fröhlich Silvester mit viel Feuerwerk. Plötzlich merkst du, dass dein Hund weg ist. c) Ein Freund/Eine Freundin ruft an und will dich zum Silvesterfeuerwerk mitnehmen. Aber du hast Angst vor Böllern und Raketen, willst es aber nicht zugeben.*

## Basic vocabulary Weihnachten und Silvester

Here are 30 words and phrases on the topic of Christmas and New Year's Eve. Photocopy the table and ask your students to translate the terms.

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
das Weihnachtsfest		die Nachhaltigkeit	
der Ursprung der Tradition		die Protest-Aktion	
der Heiligabend		exzessiver Konsum	
der erste/zweite Weihnachtstag		konsum-kritisch sein	
das Weihnachtsgeschenk		Dinge brauchen/nicht brauchen	
der Weihnachtsmann		neue Klamotten	
den Weihnachtsbaum schmücken		einen Sinn haben	
ein Weihnachtslied singen		Silvester feiern	
Weihnachten feiern		das neue Jahr feiern	
der Weihnachts-Konsum		das Feuerwerk	
das Weihnachts-Geschäft		die Böllern (Pl)	
der Weihnachts-Rummel		die Raketen (Pl)	
der Kauf-Nix-Tag		Krach machen	
das Konsum-Verhalten		knallen	
konsumieren		sich über Lärm beschwerten	



**Objectives**

- To learn German terms related to household chores
- To practice listening comprehension
- To practice separable verbs
- To express opinions about housework

**Resource(s)**

**SCHUSS Video** ([mg-plus.net/sch14 video2](http://mg-plus.net/sch14 video2))  
**SCHUSS November / December 2014, page 14**  
[maryglasgowplus.com/de/aktivitaeten](http://maryglasgowplus.com/de/aktivitaeten)

**Starter**

Compile a word list about *Hausarbeit* on the board. Point out the difference between *Hausarbeit* (*im Haushalt helfen*) and *Hausaufgaben* (*für die Schule arbeiten*). Ask volunteers to come to the front and to mime their favorite or least favorite household chores. Write the equivalent German terms on the board, e.g. *Staubsaugen*, *Geschirr abwaschen*, *putzen*, *fegen*, *den Boden aufwischen*, *das Zimmer aufräumen*, etc.

**Main activity**

- 1 Tell your students that they are about to watch a video with Noe (write the name down) performing household chores. Then play the short, speeded-up introduction. Which activities can you spot? (*Staubsaugen*, *putzen*, *fegen*). Add *die Geschirrspülmaschine einräumen* to the list. Next, ask your students: *Was macht Noe?* Students practice 2 separable verbs here: *Noe saugt Staub*. *Noe räumt die Maschine ein*. *Noe putzt die Küche*. *Noe fegt den Boden*.)
- 2 Now play the entire video twice, once with and once without transcript. Ask comprehension questions, and/or ask your students to complete the online video activity.
- 3 Students now work with a partner, studying the video dialog. Volunteers read it out aloud, more advanced partners speak without transcript. Next, write a summary of the video in the 3<sup>rd</sup> person singular: *Noe muss viel im Haushalt helfen*. *Sie muss abwaschen*, *den Müll rausbringen* und *die Spiegel putzen*. *Sie hasst Abwaschen*, *aber sie bringt ganz gern den Müll raus*, *weil es einfach ist*. etc.

- 4 Students now complete both exercises on page 14 of the magazine. Ask them to read out their answers to the first exercise out aloud, then compile a survey on the board: *X Schüler müssen/müssen nicht im Haushalt helfen*. *XX Schüler helfen gern/nicht so gern im Haushalt*. *X Schüler lassen Abwaschen/Aufräumen/Staubsaugen*, etc.

**Extension**

Students work in pairs again, writing a video dialog on the topic 'Im Haushalt helfen'. They could, for example, write about conflicts with a parent: *Mutter (kommt ins Zimmer): Wie sieht es hier aus! Du musst sofort aufräumen!* – *Schüler/in: Warum? Hier ist es sehr ordentlich!* – *Mutter: Nein, das ist chaotisch! Alle Kleider und Bücher liegen auf dem Boden. Räum sie in den Schrank!* – *Schüler/in: Jetzt nicht. Ich muss erst meine Hausaufgaben machen.* – *Mutter: Nein, sofort! Dann hast du mehr Platz, um für die Schule zu arbeiten*, etc.

**Culture box**

**German kids – cheap home help?**

Under German youth protection law child labor is strictly prohibited, but parents have the explicit right 'to request that children and young adults help out with housework in the family home'. Even young children should perform small chores. And teenagers are expected to perform household chores regularly, such as cleaning and gardening, shopping, running errands, looking after younger siblings or after grandparents. According to German civil law (*Bürgerliches Gesetzbuch*) children have a legal duty to help their parents, in exchange for room, board, and education. But of course parents should not 'exploit' their offspring, demanding too much from them. It depends on the child's age, ability and state of health, how much he or she can be expected to contribute. Teenagers of 14 years and older shouldn't work more than 7 hours per week in the parental home. But in case of sickness (of the parents) or in an emergency this timespan could be increased.