



SCHUSS

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EDITOR'S LETTER

Dear teachers,

Welcome to your new issue of *Schuss*! In the spirit of Advent we compare the new Disney movie 'The Nutcracker and the Four Emperors' with the original German book. We interview a student helping homeless adolescents in Cologne and profile Thomas Nast, the 'inventor' of our modern-day image of Santa Claus. This issue's blog focuses on friendship and family as Myrto explores her closest relationships. Finally, in a season where we are surrounded by chocolate, we investigate the scary prospect of chocolate becoming extinct in the next 50 years!

Happy holidays!

Britta Giersche
Editor

KEY

What do our symbols mean?

Listen to an audio track about this article (www.mg-plus.net/SCHaudio).

Do the learning unit on this article (www.mg-plus.net/delanglab).

Watch a video about this article (www.mg-plus.net/SCHvideo).

Explore the extra online content about this article (www.mg-plus.net/SCHextra).

Explore the Lesson Plan included on the Teacher's Notes!

PROBLEMS NAVIGATING THE WEBSITE?

• Email us: hilfe@maryglasgowplus.com

• Watch our tutorials!
www.mg-plus.net/detutorials

YOUR MAGAZINE AT A GLANCE

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Pages 4–5 Lesson Plan 1**„Bivsi, wir kämpfen für dich“****Objectives**

- To learn something about a successful student protest in Germany
- To develop debating skills
- To practise the use of prepositions

Starter

Ask students to discuss the questions in **Vorbereiten** in small groups. For groups answering with 'ja', continue with the following question: *Was waren die Argumente der Demonstranten?* Ask students to compile a list of the demonstrators' arguments. For groups answering with 'nein', ask: *Gibt es ein Problem, für das ihr demonstrieren würdet? Warum? Warum nicht?*

Main Activity

- 1 Read the introduction to the article with the class. Ask students to read the article in pairs and to look up all unknown terms independently. Students should then test their reading comprehension in **Verstehen** and complete the gap-fill in **Üben** with the correct prepositions. Discuss the answers with the class.
- 2 Ask further comprehension questions, for example: 1. *Wie fanden es Bivsis Mitschüler, dass sie abgeschoben wurde? (Sie waren geschockt. Sie fanden es ungerecht.)* 2. *Was organisierten die Schüler? (Eine Pro-Bivsi-Bewegung).* 3. *Auf welche drei Aktivitäten konzentrierte sich die Pro-Bivsi-Bewegung? (Sie sammelten Unterschriften, sie kontaktierten Politiker, sie demonstrierten für Bivsis Rückkehr.)* 4. *Wann kann man etwas in der Politik erreichen? (Wenn alle zusammenhalten.)*
- 3 Divide the class into groups. Ask students to consider what arguments the pupils of the Steinbart-Gymnasium might have included in their petition. Ask each group to draft their own petition for Bivsi. All groups should present their petitions to the class. Ask the class to give feedback to each group and to vote for the best petition.
- 4 Continue with **Diskutieren**. Encourage a class debate. Ask volunteers to describe scenarios where they would get involved. How do other students react? Are there any causes all students would campaign for?

Extension

For homework, ask students to write an interview with Bivsi in which she introduces herself, describes the events surrounding her deportation and return to Germany, and contemplates her future.

Pages 6–7 Lesson Plan 2**Der Nussknacker und die vier Reiche****Objectives**

- To compare a Disney adaptation with the story by E.T.A. Hoffmann
- To develop discussion and debating skills
- To revise verbs in the present and imperfect tense

Starter

Discuss **Vorbereiten** in class and compile a list of the films mentioned on the board. Encourage students to extend their answers with subordinate clauses.

Main Activity

- 1 Read the article on page 6 aloud with the class. Clarify any unknown vocabulary, then play the audio clip *Der Nussknacker und die vier Reiche* (**www.mg-plus.net/SCHaudio**) several times. Ask students to listen carefully and to highlight phrases in the text that they recognise in the audio clip. Then ask comprehension questions which relate to the text as well as the audio clip, for example: *Welcher Film kommt vor Weihnachten in die deutschen Kinos? (Der Nussknacker und die vier Reiche). Welche bekannte Schauspieler*in ist in dem Film? (Keira Knightley). Worauf basiert der Film? (auf einer Geschichte von E.T.A. Hoffmann, „Nussknacker und Mausekönig“). Wer war E.T.A. Hoffmann? (ein deutscher Autor der Romantik/Klassiker der Weltliteratur). Welcher Komponist hat die Geschichte von E.T.A. Hoffmann als Ballett adaptiert? (Tschaikowski).*
- 2 Ask students to read the two summaries in pairs and test their reading comprehension with **Verstehen**. Discuss the answers with the class, then invite students to discuss in small groups why Disney might have changed the story. Challenge them to give their opinions on the changes.
- 3 Ask them to complete the sentences in **Üben** with their partners. Extend the activity for more advanced students: Challenge students to transfer both texts on page 7 into the imperfect. Revise, if required, the formation of the imperfect, and provide dictionaries. Ask volunteers to read out their sentences.
- 4 End the lesson with **Diskutieren**. Ask students to list examples of films and books, then initiate a classroom debate.

Extension

For homework, ask students to write a summary of their views from **Diskutieren** in one paragraph.

Pages 8–10 Lesson Plan 3

Jung und obdachlos in Deutschland

Objectives

- To learn something about a charity for homeless adolescents
- To practise describing a photograph
- To expand vocabulary about society

Starter

Look at the photograph on page 8 with the class and ask: *Was ist auf dem Foto zu sehen?* Invite volunteers to describe the image. Then ask: *Worüber sprechen die Menschen in dem Foto?* Ask students to create short dialogues in groups of three and to read them out to the class, with each student taking on the role of one of the people in the picture.

Main Activity

- 1 Ask students to discuss the questions in **Vorbereiten** in small groups. Each group should nominate a minute-taker, who records the group's answers and presents them to the class. Make a list of the problems facing homeless teenagers, as identified by the students, on the board.
- 2 Nominate students to read aloud one sentence of the article each. Advanced groups should read the article independently or with their speaking partners.

Before they begin, explain the terms *obdachlos*, *Praktikant* and *Hilfsorganisation* in the classroom language. Once they have finished reading the article, ask students to check their text comprehension in **Verstehen**.

- 3 Play the audio clip *Obdachlosen helfen* (www.mg-plus.net/SCHaudio) and ask the following questions: 1. *Was ist die härteste Zeit für Obdachlose (Winter). Warum? (Es ist kalt.)* 2. *Was brauchen Obdachlose im Winter? (Wärme)* 3. *Was kann man ihnen geben? (Handschuhe, Socken, Unterwäsche, Schlafsäcke, Decken)* 4. *Was kann man machen, wenn man einen Obdachlosen ohne Kälteschutz sieht? (eine Hilfsorganisation anrufen)* 5. *Warum sollte man Brot, Wurst, Käse und Obst geben? (Weil man sie nicht kochen muss, sondern sofort essen kann.)* Hand out transcripts to support listening comprehension, if needed. Play the audio clip again and ask students to highlight the text passages referred to in the questions.
- 4 Discuss how homeless teenagers can be helped: *Was kann der Staat, die Gesellschaft, jeder Einzelne tun?* Encourage a classroom debate.

Extension

For homework, ask students to read the section 'Weihnachten im Schuh-Karton' on page 10 and label the gifts using the word bank in **Üben**. They should also complete the Language Lab Unit on the subject of forming nouns (www.mg-plus.net/delanglab).

Grundvokabular: Jung und obdachlos

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

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
obdachlos		die Wohnungslosigkeit	
der/die Obdachlose		kein Geld	
die Hilfsorganisation		die Arbeitslosigkeit	
auf der Straße leben		suchen	
das Problem		brauchen	
der Praktikant/die Praktikantin		der Grund	
komplex		die Flucht	
die Gesellschaft		Drogen (Pl.)	
man registriert sie kaum		der Staat	
das Ziel		helfen	
von der Straße holen		das Hilffssystem	
integrieren		schwierig	
Kontakte aufbauen		in Schwierigkeiten stecken	
zusammen		Not leiden	
herausfinden		die Straßenkinder	

Pages 12–13 Lesson Plan 4**Myrtos Blog: Ich, meine Freunde und Familie****Objectives**

- To learn something about Myrto's life in Germany
- To practise reading comprehension
- To revise conjugating verbs in the singular in the present tense

Starter

Ask students to discuss the following questions in small groups: *Liest du Blogs oder siehst du Vlogs? Über welches Thema könntest du dir vorstellen, selbst zu bloggen oder vloggen?* Discuss the questions with the whole class.

Main Activity

- 1 Read Text A sentence for sentence with the class and challenge students to translate Myrto's answers into the classroom language. Then ask the class to write down the three questions in complete sentences, as specified in **Üben**. Nominate volunteers to read out the completed questions, and then ask the class to transfer the questions, as well as the three short paragraphs, into the third person singular: *Wie ist Myrto? (Sie ist humorvoll ... usw.) Wann hat Myrto gute Laune? (Sie hat ... und wenn Sie von ... umgeben ist.) Wann hat Myrto schlechte Laune? (Sie hat..., wenn sie jeden Morgen ...).*
- 2 Proceed likewise with Text B and Text C. If necessary, briefly revise personal and possessive pronouns to begin with. Afterwards, ask students to complete **Verstehen** in pairs.
- 3 Move on to **Diskutieren**. Ask students to complete the questions on their own in writing. After that, they should interview each other in pairs, making notes of their speaking partners' answers and repeating them back in the second person: *Du bist..., du hast gute Laune, wenn...* etc. Ask volunteers to tell the class something about their speaking partners in the third person: *Sie hat gute Laune, wenn...* and so on.

- 4 Ask students to complete the test **Welcher Geschenke-Typ bist du?** with their speaking partners, then ask if they find that the results fit them. Is there a type of gift-giver/receiver that is particularly common in the class?

Extension

For homework, ask students to write two lists of presents: their own present wish-list for Christmas and a list of items they want to gift to their friends and family.

**Culture box****Das Wichteln**

Industrious, helpful little gnomes, who secretly and unexpectedly bestow gifts on deserving good folk – that is how *Wichtelmänner* have been portrayed in the fairy tale collections of the Brothers Grimm since 1812. There is the poor cobbler, for example, who the little elves help to prosperity by fashioning beautiful pairs of shoes in his workshop at night. Today the legacy of the good-natured little fantasy creatures lives on in the pre-Christmas custom of *Wichteln*, popular in schools, universities and workplaces. Each participant gives a gift and receives one at the same time, without knowing who gave them theirs. In modern variants of the custom it can be decided in advance what may be given away. For example, in the case of '*Grünwichteln*', only plants are allowed, and '*Schrottwichteln*' means that only second-hand items, albeit well-preserved, can be given.