

DAS RAD



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Editor's Letter

Dear teachers,

Welcome to the new school year. We hope you had a restful summer holiday and are ready to return to the classroom, batteries fully charged. This issue of *Das Rad* is once again brimming with engaging topics, including a wide array of entertaining activities for entry-level German learners and beyond. In order to facilitate fun-filled language learning from the start we have compiled four lesson plans showing you how to effectively incorporate *Das Rad* resources into your teaching practice.

Did you know **Shawn Mendes** is a fan of 'Harry Potter'? In our profile on pages 4 and 5 we present ten interesting facts about the singer-turned internet sensation.

In **Sport-Talente aus der Schweiz** we introduce the Kids Cup, an athletics competition for children and teenagers with over 100,000 participants in Switzerland. The Kids Cup finals are the crowning highlight and are held in Zürich every September. Many of the medal winners go on to become successful athletes in adulthood.

Which are Germany's favorite pets? We answer this question in **Haustiere** on pages 10 and 11, our feature about our furry four-legged friends. Whether cats go 'Miau' or dogs go 'Wuff', it's a good opportunity for students to practice their use of plural verb forms.

Berlin is always worth a visit and our five **Berlin-Tipps** on pages 12 and 13 have something to offer for every teenager. We ask *who* does *what* in Berlin?, practicing interrogative pronouns in the process.

Further topics: 'Highline Extreme' – a vertigo-inducing balancing act in the Swiss Alps, a portrait about a young tennis player from Austria, interesting facts about Oktoberfest, news items and language games. As usual you'll also find audio tracks, a video and our online Learning Unit for further practice and enhancement.

We hope you and your students enjoy this issue of *Das Rad*.

Elisabeth Wiedner

Editor of *Das Rad*

Contents



• Lesson Plan 1	Page 2
Shawn Mendes	
• Lesson Plan 2	Page 2
Sport-Talente aus der Schweiz	
• Lesson Plan 3	Page 3
Haustiere in Deutschland	
• Basic vocabulary:	Page 3
Haustiere	
<i>For photocopying!</i>	
• Lesson Plan 4	Page 4
Berlin	
<i>Culture box: Berliner – ganz ohne Marmelade</i>	



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-  5 **audio tracks** related to *Das Rad 1* – as mp3 or on CD with worksheets
New! Audio booklets are no longer available in print, but are available online at:
www.mg-plus.net/de/audio
 -  A **Language Lab Learning Unit** with comprehension activities and automated marking
 -  Our **Video 'Haustiere'**, with transcript and online activities
- Plus:** Access to our archive of teaching resources, with an abundance of videos, audio tracks, online activities, magazine articles, and worksheets



Pages 4–5 Lesson Plan 1

Shawn Mendes - Internet-Sensation

Objectives

- To learn something about a pop star (**2.2: Products of Culture**)
- To practice reading comprehension (**1.2: Interpretive Communication**)
- To practice talking about yourself (**1.1: Interpersonal Communication**)

Starter

Ask the class to answer the question in **Antworte!** on page 4. Then ask students about their favorite pop stars (*Wer ist dein Lieblings-Popstar?*) Collect the answers on the board.

Main Activity

- 1 Read the introduction to the article and the instructions in the speech bubble with the class. Ask comprehension questions and clarify unfamiliar terms.
- 2 Students work through the ten facts about Shawn in pairs. When finished, check their comprehension skills by going through the answers together. Now, ask students to underline all the verbs in the text (*hat, ist, heißt, kommt, spielt*). What do these verb forms have in common? (*Verb forms in the 3rd person singular end in -t.*)
- 3 Next, introduce the star quiz (mg-plus.net/DR56_audio1). Before you play the audio clip, ask students to listen out for the verbs used to describe Shawn. Remind them that these verbs end in -t and ask them to note them down in the order they are mentioned in (*ist, wohnt, kommt, spielt*).
Play the star quiz again and ask which verb forms Laura and Tim use when they talk about themselves (*1st person: ich bin, ich heiße*). Hand out the audio transcript and ask students to underline the verb forms in the 1st person and 3rd person in two different colours.
- 4 Students move on to **Übe!** and complete the personal description box on page 5. Ask students to use the information they have entered to introduce themselves to their speaking partners, practicing *ich bin* und *ich heiße* in the process. As a next step, challenge students to introduce their speaking partners to the class, using the verbs *er/sie ist, hat, wohnt, kommt und spielt*.

Extension

Introduce **Diskutiere!** Ask students to pick five facts about the star of their choice for their posters. Later the finished posters can be utilized for a class survey to find the most popular star among the class.

Pages 6–7 Lesson Plan 2

Sport-Talente aus der Schweiz

Objectives

- To learn about young athletes in Switzerland (**2.1: Practices of Culture**)
- To practice cardinal and ordinal numbers (**1.2: Interpretive Communication**)
- To practice listening and reading comprehension (**1.2: Interpretive Communication**)

Starter

Check students' previous knowledge of numbers: ask students to stand up and to count up from 'eins', with every student naming the next number in line, one after the other. Whoever cannot name the next number has to sit down. The last three students still standing are the winners. Write the following expressions on the board: *fünfhundert, eintausend, hunderttausend, siebenundneunzig, neunzehnhundertsechundneunzig*. Ask students to find out, in pairs, how to write these expressions as numbers.

Main Activity

- 1 Ask volunteers to read out the headline and the introduction on page 6. Explain to the class that German is the most widespread language in Switzerland: *73% der Schweizer sprechen Deutsch als Muttersprache*. Ask comprehension questions and clarify unknown vocabulary.
- 2 Read the text sentence by sentence with the class. Ask students to work with a partner and to write out the numbers in red as words (e.g. 100,000 = *hunderttausend*). Pick students to read them out to you.
- 3 Ask students to look at the photographs of the young athletes and ask: *Wie viel wiegt der Ball beim Weitwurf? (zweihundert Gramm). Was ist der Weitsprung-Rekord beim Kids Cup? (sechs Meter zweiundachtzig). Was ist die Sprint-Distanz? (sechshundert Meter)*. Now write on the board: *Was ist deine Lieblings-Disziplin, Weitwurf, Weitsprung oder Sprint?* Initiate a class survey.
- 4 Students complete **Diskutiere!** in small groups. Elicit responses to the following questions: *Wie sagen wir, wann wir Geburtstag haben?* Students work out the answers by themselves (*from 1. to 19. the ending is '-ten'; from 20. onward the ending is '-sten'. Exceptions: am ersten, am dritten, am siebten und am achten.*) Introduce the Kids Cup Stars box on page 7. Ask students to insert the correct ordinal numbers in **Schreibe!**

Extension

Listen to the interview with your class (mg-plus.net/DR56_audio2). Encourage students to jot down answers to the following questions: *Wie alt ist Toby? (dreizehn). Was ist Tobis Lieblings-Disziplin? (Sprint). Was ist sein*

Rekord über 60 Meter? (acht Komma acht Sekunden).
 Homework: to consolidate their knowledge of cardinal numbers, students complete **Übe!**

Pages 10–11 Lesson Plan 3

Haustiere in Deutschland

Objectives

- To learn about pets (**1.2: Interpretive Communication**)
- To practice listening and reading comprehension (**1.2: Interpretive Communication**)
- To practice plural verb forms (**1.3: Presentational Communication**)

Starter

Begin with **Antworte!** Ask: *Hast du ein Haustier?* Jot down the answers under 'Ja' or 'Nein' on the board. Ask the class to look at the photos of Emma and Paul on page 11. Students go over the information.

Main Activity

1 Write the following questions on the board: 1. *Hast du ein Haustier?* 2. *Wie heißt dein Haustier?* 3. *Wie alt ist dein Haustier?* 4. *Wo schläft dein Haustier?* 5. *Was isst dein Haustier gern?* 6. *Was macht dein Haustier gern?* Ask students to translate the questions. Explain any unknown terms, such as 'gern'. Watch the video (mg-plus.net/DR56_video1) and ask students to jot down Emma's and

Paul's answers to all six questions. You will need to play the video several times. Read out their answers.

2 Read the article on page 10 with your class. Ask comprehension questions: *Wie viele Haustiere leben in Deutschland? Was sind die Lieblings-Haustiere in Deutschland? Was sind die Lieblings-Namen für Katzen und Hunde?*

3 Students complete the gap-fill and insert the correct plural verb forms in **Finde**, then match the correct animal names to the pictograms in **Übe!**

4 Ask students to work out translations for the additional pets in **Grundvokabular** with their partners. Once finished, write all known types of pet on the board and ask a few students to guess which ones are the most popular in the class. Write the names of the students underneath the pet of their choice. Now encourage students to do a class survey. Gather the answers and find out who guessed correctly.

Extension

Listen to the pet survey (mg-plus.net/DR56_audio3), and ask students to answer questions 1 to 6 - which are still on the board from the beginning of the lesson - for Thomas and Marie. Additional question: *Was findet Laura süß?*

Grundvokabular: Haustiere in Deutschland

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

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
der Hamster		der Wellensittich	
Ich habe einen Hamster.		die Ratte	
mein Hamster		der Leguan	
der Hund		Wie süß!	
Ich habe einen Hund.		schlafen, er/sie/es schläft	
mein Hund		in meinem Zimmer	
die Katze		im Wohnzimmer	
Ich habe eine Katze.		im Körbchen	
meine Katze		im Garten	
das Meerschweinchen		im Käfig	
Ich habe ein Meerschweinchen.		das Hamster-Rad	
der Goldfisch		er/sie isst gern	
Ich habe Goldfische.		das Fleisch	
das Aquarium		das Katzenfutter	
der Papagei		Meine Katze spielt gern.	



Pages 12-13 Lesson Plan 4

Berlin-Tipps

Objectives

- To learn something about Berlin (**4.2: Cultural Comparisons**)
- To practice reading and listening comprehension (**1.2: Interpretive Communication**)
- To practice interrogative pronouns (**1.3: Presentational Communication**)

Starter

Listen to the audio track **Lieblings-Stadt** (mg-plus.net/DR56_audio4) with your class and ask the following questions: *Was ist Karims Lieblings-Stadt? (Berlin). Was ist Karims Tipp? (der Eis-Laden 'Eispiraten'). Say: Karim wohnt in Berlin. Was wisst ihr über Berlin?* Make a note of students' suggestions on the board and if necessary add the following points: *Hauptstadt Deutschlands, Berliner Mauer, Kulturzentrum.*

Main Activity

1 Divide your class into five groups. Assign one of the Berlin-Tipps from pages 12 and 13 to each group. Explain that each group has to devise an advertising campaign. Say: *Stellt euch vor, ihr arbeitet für eine Werbeagentur. Ihr habt den Auftrag eine Werbekampagne für eine Berliner Attraktion zu entwerfen.* Write the names of the five groups on the board: *1. Berliner Mauer, 2. Eispiraten, 3. Zoo Berlin, 4. Mountmitte, 5. Fernsehturm.* With your class establish the success criteria for their campaigns and write them on the board in question form (*Was ist die Attraktion? Wo ist sie? Wer macht das? Was gibt es zu sehen? Was kann man als Besucher dort machen?...*)

2 Preparation: Students develop their Berlin-Tipp within their groups.

Walk the room, ask each group comprehension questions, and encourage students to look up unknown vocabulary in **Wörter** on page 13 or independently in a dictionary.

3 Implementation: Provide A3 paper and marker pens. Students should develop their concepts and design their campaigns. Encourage students to include all the facts at their disposal in their presentation.

4 Presentation: Each group presents their campaign to the class. Students then select the best campaign, which answered most of the w-questions. Finally students pick the most popular Tipp in **Diskutiere!**

Extension

Students test their understanding of the Berlin-Tipps in **Kreuz an!** and revise interrogative pronouns in **Übe!**



Culture box

Berliner – ganz ohne Marmelade

'Ich bin ein Berliner' - These are the memorable words John F. Kennedy chose to declare his support for the population of West Berlin after the Berlin Wall went up in 1963. Many historians consider this speech to be Kennedy's best – and yet, there is hardly any other famous quote which has been as frequently and deliberately misunderstood as this one.

After all, 'Berliners' are not just the local residents of a major German city, but also a name given to deep-fried doughnuts filled with jam. The myth prevails, especially in the English-speaking world, that Kennedy had inadvertently compared himself to the tasty pastry. Amusing it might be, but true it isn't. Caution is also advised when referring to the native folk of Frankfurt or Hamburg!

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