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Editor's Letter

Dear teachers,

Welcome to this new edition of *Das Rad*, once again packed with up-to-date articles that will excite and motivate young readers. The lesson plans provide further guidance on how to integrate our topics into your classroom practice.

Just as the new **Power Rangers** movie is about to start its cinema release, we feature the five eponymous teenage-superheroes. They might all be super strong, but each one has their very own characteristics. Who is the cleverest or the most eccentric? Only by practicing the superlative shall we find out.

In **Wildes Deutschland** a girl scout introduces us to some of the less well known animals in Germany's forests and mountains, such as the marmot or the ibex. Any keen observer of nature needs the right vocabulary to describe wildlife – an excellent opportunity to revise the body parts and the present tense.

Pokémon Go, the smartphone app that lured millions of teenagers away from their computers into the open air, is the theme of our third lesson plan. Anyone who delights in catching a wild Pidgey or a Zubat will enjoy engaging with this topic.

Hamburg is, after Berlin, Germany's second largest city, offering a wide range of entertainment for cosmopolitan tastes. From world-renowned musicals to extraordinary culinary experiences, our **Hamburg-Tipps** dip right into Hamburg's vibrant and varied choices for a great day out. As usual with our City-Tipps, we make the most of the opportunity to practice interrogative pronouns.

Further topics: The British pop band Coldplay on tour in Germany, a short portrait of German athlete Gesa Krause, essential information about the global environmental event 'Earth Hour' on the 25th of March, and the usual mix of news items, our video, and audio-tracks relating to 5 articles and the online Learning Unit.

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

Elisabeth Wiedner

Editor of *Das Rad*

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5 **audio tracks** related to *Das Rad 4* – as mp3 or on CD with worksheet **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 Kleidung**, 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****Power Rangers****Objectives**

- To revise adjectives (**1.1: Interpersonal Communication**)
- To practice superlatives (**1.1: Interpersonal Communication**)
- To practice reading and listening comprehension (**1.2: Interpretive Communication**)

Starter

Students start with **Antworte!** on page 4. Ask: *Welche Superhelden-Filme kennt ihr?* Collect the responses on the board and ask students to vote which of these films are *langweilig* or *interessant*. Write 'Superlativ' on the board and underneath *langweilig – interessant: am langweiligsten – am interessantesten*. Ask: *Welcher Film ist am langweiligsten? Am interessantesten?* Encourage students to justify their answers.

Main Activity

- 1 Play the *Film-Quiz* mg-plus.net/DR56_audio up to Markus, *was für ein Film ist das?* Stop the recording and ask the class to guess the movie: *Welcher Film ist das?* ('Power Rangers').
- 2 Read the introduction to the article and the descriptions of the five Power Rangers with the class. Pause after each paragraph, ask comprehension questions and clarify unfamiliar terms. Ask students to highlight the adjectives in the article. Then ask: *Fällt euch bei den Adjektiven etwas auf? (Einige Adjektive haben die Endung –e, –es und –er, andere Adjektive habe keine Endung.)* Challenge students to work out when these endings are needed (*Das Adjektiv steht zwischen dem bestimmten Artikel und dem Hauptwort – the Adjectiv is between the definite article and the noun*).
- 3 Read the example in **Schreibe!** with the class. Write the superlative *am loyalsten* on the board and elicit from students how the superlative is formed (*am + adjective with the ending –sten*). Students continue to practice the superlative in **Schreibe!** and **Übe!**. Review the answers with the class.
- 4 To consolidate the grammar point, students work out the superlatives of the adjectives ending in *–e, –es* and *–er*. Point out exceptions such as *gut – besser – am besten* und *stark – stärker – am stärksten*. Conclude the lesson with a game of hangman with the newly learned superlatives.

Extension

For homework: students complete **Diskutiere!** in writing

Pages 6–7 Lesson Plan 2**Wildes Deutschland****Objectives**

- To learn something about wild animals in Germany (**3.1: Making Connections**)
- To practice the present tense (**1.1: Interpersonal Communication**)
- To practice listening and reading comprehension (**1.2: Interpretive Communication**)

Starter

Write *Haustiere* and *Wildtiere* on the board. Ask students to brainstorm animal vocabulary with their speaking partners and to sort the animals into the appropriate category. Then, to compile two lists of animals on the board, invite students to come forward and write their suggestions under the relevant heading. Now ask: *Was ist dein Lieblingstier?* Encourage the students to give reasons for their choices.

Main Activity

- 1 Read the introduction with the class. Students then work through the descriptions of wild animals with their partners and correct the sentences in **Schreibe!**. Check reading comprehension, ask volunteers to read out the completed sentences and clarify any remaining unfamiliar terms.
- 2 Ask students to highlight the verbs in the paragraph about Ulrike. Ask the class: *Was fällt auf? Welche Regel lässt sich davon ableiten? (Bei Subjekten in der 3. Person Einzahl wie Ulrike hat das Verb im Präsens die Endung –t; a subject in the third person singular is followed by a verb ending in –t in the present tense)*. Ask students to look for other verbs ending in *–t* in the article and to list them with their infinitives (for example: *kommt – kommen, liebt – lieben, ist – sein, lebt – leben* etc.) Review the answers together.
- 3 Revise the conjugation of verbs in the present tense. Students then choose one of the animals featured in the article and rewrite its description in the first person (for example: *Ich bin die größte Wildkatze, ich lebe im Wald, ich habe exzellente Ohren, ich höre eine Maus*). Nominate volunteers to read out their descriptions and invite the class to guess the animal (in this case: *der Luchs*.)
- 4 Divide the class into teams and initiate a word guessing game. Volunteers take turns to draw an animal on the board; the team that guesses the most animals correctly wins.

Extension

For homework: ask the class to listen to the 'Nationalpark-Interview' mg-plus.net/DR56_audio

online and to visit the English language website of the *Nationalpark Harz*. At the beginning of the next lesson discuss in the classroom language: Why is the lynx project important?

Pages 10–11 Lesson Plan 3

Pokémon Go

Objectives

- To learn something about the global phenomenon Pokémon Go (**3.2: Acquiring Information**)
- To revise 'gern' und 'nicht gern' (**1.1: Interpersonal Communication**)
- To practice reading and listening comprehension (**1.2: Interpretive Communication**)

Starter

Call out the following German Pokémon names and ask the class what they might be: *Taubsi, Rattfratz, Pummeluff, Mauzi, Glumanda, Sterndu, Zubat, Mewtu*. As soon as the students have guessed move on to **Antworte!** on page 10. Ask the students to conduct a class survey. Collect the results on the board. *Wie viele Schüler spielen Pokémon gern oder nicht gern?* Encourage students to give their reasons.

Main Activity

- 1 Read the introduction in the blue box with the class.

Students then work through the article with their partners and insert the verbs listed in **Schreibe!** into the gaps. Ask comprehension questions: *Wie viele Deutsche haben Pokémon Go in 2016 downloaded? (8 (acht) Millionen). Wo findet Miriam die besten Pokémon? (Im Tiergarten-Park). Was ist das komplett neue Konzept bei Pokémon Go? (Bringt Videospiele-Fans vom Sofa auf die Straße).*

- 2 The class proceeds to read **Das Rad trifft**. Nominate six volunteers to read out the three short interviews. Students then move on to complete **Übe!** in writing to consolidate their usage of 'gern' and 'nicht gern'.

- 3 Play the vox pop interview mg-plus.net/DR56_audio. Ask students to jot down answers to the following questions: *Was ist Klaras Lieblings-App? (Pokémon Go). Warum mag sie die App? (Weil sie interaktiv ist.) Wo spielen Klara und ihre Freunde? (In der Stadt und in Parks). Wie findet Arthur Pokémon Go? (Doof). Was ist Arthurs Lieblings-App? (Spotify).*

Extension

Ask students to create a Pokémon Go PowerPoint presentation or a poster using the five facts on page 11 as a starting point. Establish success criteria:

1. Quality and quantity of the information, 2. Creativity of the design. Students can finish their presentation as homework.

Grundvokabular: Pokémon Go

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

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
die Smartphone-App		werfen	
global		fangen	
das globale Phänomen		selten	
das Monster		Taubsi wurde gefangen	
der Hype		Golbat ist im Pokédex registriert	
das Taschenmonster		ein Pokémon ist in der Nähe	
downloaden		das Smartphone vibriert	
ich downloade die App		die Arena	
ich habe die App downloaded		Sehenswürdigkeiten (Pl.)	
ein großer Fan sein		unterwegs sein	
das Videospiele		Erfahrungspunkte sammeln	
wie funktioniert ...		das Wasser-Pokémon	
das Handy-Display		das Feuer-Pokémon	
spielen		das Gras-Pokémon	
suchen		das Stein-Pokémon	



Also: the online Learning Unit de.maryglasgow.com/languagelab.

Pages 12-13 Lesson Plan 4

Hamburg-Tipps

Objectives

- To learn something about the German city of Hamburg (**3.2: Acquiring Information**)
- To practice reading and listening comprehension (**1.2: Interpretive Communication**)
- To revise interrogative pronouns (**1.1: Interpersonal Communication**)

Starter

Direct the students' attention to the map in the top corner of page 13. Invite students to guess how to best travel from their school to Hamburg; by bus, train, car, aeroplane, boat etc. and how long such a journey might take. Students write their suggested routes — including stopovers and estimated duration — on post-it notes and stick them to the board. Now research a travel route online with the class. Compare the recommended online route with the ones suggested by the students. Which journey is the fastest, the most original, the most cost-efficient or the most environmentally friendly? Decide on the winning routes.

Main Activity

- 1 Students read the five Hamburg tips with their partners and translate the expressions emphasised in bold letters. They then move on to **Kreuz an!** Check the answers and ask further comprehension questions, for example: *Wo kann man deutsche Schokoladen- und Brotspezialitäten kaufen? (In Mutterland). Was gibt es in den Wintermonaten auf den Boots-Touren? (Heiße Getränke). Wie heißt das Hamburger Wachsfiguren-Museum? (Panoptikum). Warum ist „Schwerelos' ein passender Name für das Restaurant? (Das Essen wird schwerelos via Achterbahn transportiert.)*
- 2 Ask the class: *Welche Fragepronomen kennt ihr?* Collect the answers on the board (*wer, was, wo, wann, wie, warum*) and ask the students to translate them

into the classroom language. Students now choose the correct interrogative pronouns to fill the gaps in **Übe!**. They then answer the completed questions together with their speaking partners. Pick volunteers to read out the answers.

3 Play the audio clip mgplus.net/DR56_audio. Ask the students to answer the following questions: *Wo wohnt Celina? (In Hamburg). Was ist Celinas Tipp? (Das Musical „der König der Löwen'). Was gefällt ihr besser, der Disney-Film oder das Musical? (Das Musical). Wo hat Celina das Musical gesehen? (Im Theater am Hafen).*

4 For further consolidation of the interrogative pronouns ask a volunteer to suggest a further question. The student who answers correctly first asks the next question and so on.

Extension

For homework: Students research another tourist attraction in Hamburg online and present it in a poster.



Culture box

Die Dreimast-Bark im Hamburger Hafen

Since the early Middle Ages, Hamburg's prosperity has depended on maritime trade and it is only fitting that Hamburg's most significant landmark is its port. Shipments of exotic goods from all over the world were stored in its historic warehouse district, now a UNESCO world heritage site. Towards the end of the 19th century the cargo ship Rickmer Rickmers returned from the Far East loaded with bamboo and rice. Like the sailors of old, setting sails at dizzying heights, visitors can now clamber up the rigging of the permanently moored ship, albeit under professional supervision. Anyone over the age of 12 brave enough to scale the 35 meters of the main mast will be rewarded with stunning views over the harbour.

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