

DAS RAD



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With National Standards for Foreign Languages

EDITOR'S LETTER

Dear teachers,

Welcome to the new school year! We hope that our first issue will motivate you and your students.

This issue is packed with varied content, including young footballing talents in Germany, an Austrian festival in Graz and a trip to Frankfurt. We also meet Anna, who shows us what she has in her schoolbag as she goes back to school after her summer break.

We hope you enjoy this back-to-school issue – here's to a great year!

Martina Koepcke

Editor

KEY

What do our symbols mean?



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



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



Watch a video about this article (www.mg-plus.net/DR57video1).



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



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

YOUR MAGAZINE AT A GLANCE

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PROBLEMS NAVIGATING THE WEBSITE?

• Email us: dasrad@maryglasgowplus.com

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

Pages 4–5 Lesson Plan 1**Deutsche Fußball-Talente****Objectives**

- To learn about young German footballers
(**2.2: Products of Culture**)
- To practice reading and listening comprehension
(**1.2: Interpretive Communication**)
- To practice verbs in the first and third person singular
(**1.1: Interpersonal Communication**)

Starter

Play the audio clip 'Fußball-Talente' at [mg-plus.net/DRaudio](http://mg-plus.net/) at least two times, if necessary more often. Then ask the class: *Ist Annas Lieblingssportler Fußballer oder Tennisspieler? (Fußballer). Wie heißt Annas Lieblingsfußballer? (Julian Weigl). Hat er im Januar oder im September Geburtstag? (September). Hat er am 15. oder am 8. September Geburtstag? (8. September). Was sagen wir, wenn jemand Geburtstag hat: Guten Tag oder Herzlichen Glückwunsch? (Herzlichen Glückwunsch).* Now ask the class: *Wer hat im September Geburtstag?* If anyone puts their hand up, encourage students to congratulate with *Herzlichen Glückwunsch!*

Main Activity

- 1 Ask students to open the magazine on page 4. Read the headline and the introduction to the article inside the red football. Nominate volunteers to read out the red speech bubbles. Clarify the pronunciation of 'ß' in *heiße* and encourage students to practice writing the letter on the board. Ask: *Welche anderen Wörter mit „ß“ seht ihr noch? (Fußball, Grüß, heißt).* Explain the different verb endings in the first person singular (ending -e) and the third person singular (ending -t). Then ask students to name their favorite footballer in **Antworte!**
- 2 Read the information about the footballers with the class and clarify any unknown vocabulary. Then students move on to **Schreibe!**. Check students' reading comprehension and discuss the answers with the class.
- 3 Students enter the correct verb forms into the gaps in **Übe!**. Then ask them to highlight the corresponding verb-forms in the first or third person in the text. Discuss the answer with the class.
- 4 Now read **Nicht Vergessen!** with the class. Elicit the meaning of the three verb forms from volunteers.

Extension

For homework: Students do **Diskutiere!** for homework and create a short profile of their favorite footballer in the third person singular.

Pages 6–7 Lesson Plan 2**Aufsteirern – Volksfest in Graz****Objectives**

- To learn something about Austrian culture and tradition
(**2.1: Practices of Culture**)
- To practice listening and reading comprehension
(**1.2: Interpretive Communication**)
- To practice nouns with definite articles
(**1.1: Interpersonal Communication**)

Starter

Write *Österreich* on the board and challenge volunteers to find the country on a map. Initiate a brainstorming and compile information about Austria known to the class in a spider-diagram on the board.

Main Activity

- 1 Review the German terms in **Schreibe!** with the class. Then read the paragraph about the festival together and ask students to enter the matching words into the gaps. Ask comprehension questions, for example: 1. *Wann startet das Fest? (am fünfzehnten September).* 2. *Wann endet das Fest? (am siebzehnten September).* 3. *Wie viele Gäste hat das Festival? (hundertdreißigtausend).* 4. *Was ist eine Tracht? (ein traditionelles Kostüm).* 5. *Wie ist die Tanz-Show? (lustig und athletisch).* 6. *Was ist essenziell für die Festival-Atmosphäre in Österreich? (Volksmusik).* 7. *Was ist der ideale Snack auf dem Festival? (die Brezel).* Students then move on to **Kreuz an!**. Discuss the answers with the class.
- 2 Explain that there are many regional festivals and dialects in German-speaking countries, and pronunciation and vocabulary vary widely. Point the students to the red text box, 'Komme mit mir zum Aufsteirern', and invite students to guess what it means.
- 3 Ask students to find the nouns in the text and to sort them according to their gender into three columns, for example, *der Tanz* (masculine), *die Tracht* (feminine), *das Festival* (neuter). Review the answers with the class. Then divide the class into groups of four to play an article guessing game: Call out a noun from the text. Each group has to agree on the correct article (*der, die* or *das*) without looking at the magazine or their notes. The group with the most correct articles wins the game.

Extension

Students do **Diskutiere!** and research a festival in their own country for homework. They then design a PowerPoint presentation or a poster covering the following topics: Traditional costume, music, dance and food. Alternatively, students complete the online

Pages 10–11 Lesson Plan 3

Schule mit Anna

Objectives

- To learn something about the German school day (**4.2: Cultural Comparisons**)
- To practice reading comprehension (**1.2: Interpretive Communication**)
- To practice using numbers (**1.1: Interpersonal Communication**)

Starter

Discuss the information about Anna with the class. What is the meaning of the terms *Name, Wohnort, Alter etc.*? Invite students to guess, then clarify any remaining unknown terms and ask students to write down a short personality profile about themselves following Anna's example. Check comprehension and discuss the profiles students have written in class.

Main Activity

- 1 Write *eins, zwei, drei* on the board and encourage students to complete the number line up to 20. Initiate choral repetition followed by chanting the number line with the whole class. Repeat this several times. Students

then move on to **Verbinde!** and assign the matching number to each object. Discuss the answers with the class and make sure students use the correct article for each object, for example: *Die Schere ist eins.*

- 2 Continue with **Schreibe!**. Students read the five statements with their speaking partners and enter the correct numbers in the gaps. If required provide dictionaries to complete this task. Check reading comprehension and discuss the answers with the class.

- 3 Initiate a class survey whereby students can answer by naming numbers: *Wie viele Hefte hast du in deiner Schultasche? Wie viele Highlighter? Wie viele Farb-Stifte? Wie viele Kulis? Wie viele Textbücher?* Record the result on the board: *Von was gibt es in den Schultaschen am meisten?*

- 4 Towards the end of lesson: Consolidate students' understanding of numbers 1 to 20 with a game of bingo.

Extension

For homework: Students compile a list of objects in their school bag using the correct articles. Classes already familiar with the indefinite article in the accusative build sentences with '*Ich habe ...*', for example: *Ich habe einen Taschenrechner.*

Grundvokabular: Schule

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

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
die Sommerferien		Sport	
die Schule		Deutsch	
das Gymnasium		Geschichte	
die Schule beginnt		Französisch	
beginnen		die Schultasche	
das Fach		das Buch	
das Lieblings-Fach		das Wörterbuch	
Mathe		das Heft	
Musik		der Taschenrechner	
Biologie		der Kuli	
Englisch		die Schere	
Kunst		das Brot	
Physik		das Pausenbrot	
Chemie		der Stift	
Geografie		der Farb-Stift	

Pages 12–13 Lesson Plan 4**Frankfurt****Objectives**

- To learn something about the city of Frankfurt Zürich (**3.1: Making Connections**)
- To practice reading comprehension (**1.2: Interpretive Communication**)
- To practice interrogative pronouns (**1.1: Interpersonal Communication**)
- To research independently online (**3.2: Acquiring Information**)

Starter

Draw students' attention to the map at the top of page 12. Discuss the quickest or most cost-efficient ways to travel to Frankfurt from the school. Explain the term *eine Furt* – a shallow or a ford, where a river can be crossed safely. Ask students to look online for the river that flows through Frankfurt (*der Main*).

Main Activity

- 1 Read the introduction to the article and the ten facts and tips with the class. Stop after each paragraph to discuss the content with the students. Write *was, wo, wer, wie* on the board and ask: *Was bedeuten diese Wörter?* Ask questions about the text which enable students to deduce the meaning of the interrogative pronouns, for example: *Wo ist Frankfurt? Wo kann man in Frankfurt shoppen? Was ist der Main? Was ist 200 Meter hoch? Wer kommt zur Buchmesse?* Then students move on to **Schreibe!** and enter the correct interrogative pronouns into the gaps.
- 2 For classes with access to computers: Students find out further details about the Frankfurt tips online in the classroom language and compile their findings in a PowerPoint presentation. Ask the class to answer the following questions/ complete the following tasks: 1: *Wie macht man Stand-Up-Paddling?* 2: *Mit welcher Sauce isst man Frankfurter Würstchen?* 3: *Wie lang ist die 'Zeil'?* 4: *Wie heißt ein Buch von Johann Wolfgang von Goethe?* 5: *Finde ein Foto des Skateparks Osterhafen online.* 6: *Finde den Frankfurter Zoo auf*

einer online Landkarte. 7: Welche U-Bahn-Linie fährt zur 'Bockenheimer Warte'? 8: Finde ein Foto der Frankfurter Skyline. 9: Was ist die Buch-Messe? 10: Was bedeutet 'multi-kulturell'? The first five students to answer all ten points receive a small prize.

- 3 To end the lesson students answer the questions in **Diskutiere!**. Initiate a class vote to find out which tip is rated most highly by the students.

Extension

For homework: Students create an advertising poster for the Frankfurt tourist information office. They can use the 10 tips from the article and/or research further tips online.

**Culture box****Mainhattan**

'Mainhattan' – this term was coined in the 1960s by critics of the development scheme that completely changed the face of Frankfurt's city center. They sarcastically compared the emerging high-rise office buildings of this relatively small city with the imposing skyscrapers of the metropolis New York. The construction boom in Frankfurt was due to the economic miracle and the massively expanding financial sector. Today, Frankfurt is not only the location of the most important stock exchange in Germany, it is also the second-most important financial center in Europe and home to, for example, the European Central Bank and the Deutsche Bundesbank. Nowadays, Frankfurt is proud of its Mainhattan skyline and has even devoted a festival to it: The Skyscraper Festival is a tourist attraction drawing more than one million visitors to its lofty heights.

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