

DAS RAD



Your web teacher code is:



de.maryglasgowplus.com

With National Standards for Foreign Languages

EDITOR'S LETTER

Dear teachers,

Happy New Year to you and your students! We hope you enjoy our new edition of *Das Rad*. We kick off 2018 with a culinary journey through Germany, presenting regional German delicacies. A visit to Namibia in Africa is next, where 13-year-old Aileen talks about her life in the city of Swakopmund. We also present *die Pfefferkörner*, the young TV detectives from Hamburg, and their first movie. *Stadt im Focus* in issue 3 is Leipzig, the main topics of our video page are days of the week and telling the time, and our *Infografik* presents facts and figures about the Berlinale film festival. We wish you and your students a successful 2018.

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/DRvideo).

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

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

Page	Article	Topic	Language	Website content
2-3	<i>Aktuelles</i>	News	Present tense	
4-5	<i>So lecker isst Deutschland</i>	Food	Sentences with 'man'	
6-7	<i>Namibia</i>	Travel and tourism	Present tense – second person	
8-9	<i>Berggondel</i>	Sports	Word order	
10-11	<i>Die Pfefferkörner</i>	Film and television	Adjectives	
12-13	<i>Leipzig</i>	Travel and tourism	Interrogative pronouns	
14-15	<i>Freizeit</i>	Hobbies	Days of the week, times	
16	<i>Berlinale</i>	Festivals and events	Numbers	

Pages 4–5 Lesson Plan 1**So lecker isst Deutschland****Objectives**

- To learn about German cuisine (**4.2: Cultural Comparisons**)
- To practice reading and listening comprehension (**1.2: Interpretive Communication**)
- To practice verbs in the third person with 'man' (**4.1: Language Comparisons**)

Starter

Begin with **Antworte!**. Model short dialogues with volunteers, then initiate a mini survey whereby students record the favorite meals of five of their peers. Ask volunteers to name the choices of their classmates, for example: *'Pauls Lieblingsessen ist Pizza.'*

Main Activity

1 Ask students to read the headline and the introduction to the article, then ask: what is the difference between 'ist' (third person singular of the verb *sein*) and 'isst' (third person singular of the verb *essen*)? Clarify the meaning of 'Guten Appetit!' in the classroom language. Ask students to take turns to read the article aloud, one sentence at a time. Keep track on the board of how many students like or dislike (*igitt!*) each dish, then ask students to match the food vocabulary in **Schreibe!** on page 4 to the correct dishes.

2 Discuss the example sentence in **Schreibe!** on page 5. Clarify the meaning of 'man' in the classroom language (refers to an indefinite person or indefinite persons, always with the verb in the third person singular). Pupils complete **Schreibe!** in pairs. If necessary, revise the verb endings for the third person singular (replace the infinitive ending *-en* with *-t*).

3 Play the audio clip 'Lieblings-Essen' (www.mg-plus.net/DRAudio) and ask students to make a note of the dishes mentioned (*Nudeln mit Tomaten-Soße, Schnitzel mit Kartoffeln und Gemüse (Brokkoli oder Karotten), Vanille-Eis mit Erdbeeren.*)

4 Divide the class into teams and end the lesson with a guessing game: Call out a list of ingredients for a meal, and the teams should guess the name of the dish. The team that guesses correctly wins a point and then names the ingredients of another dish. Encourage students to use the German opening phrase for recipes 'Man nehme... ', for example: *Man nehme Tomaten, Käse und Salami* – Answer: *Pizza!*

Extension

Ask students to complete **Diskutiere!** for homework. Encourage students to start their sentences with 'In meinem Land isst man ...'.

Pages 6–7 Lesson Plan 2**Willkommen in Namibia****Objectives**

- To learn about a teenager in a former German colony (**3.2: Acquiring Information**)
- To practice listening and reading comprehension (**2.1: Interpretive Communication**)
- To practice verbs in the second person singular (**1.1: Interpersonal Communication**)
- To revise interrogative pronouns (**4.1: Language Comparisons**)

Starter

Play the audio clip 'Namibia' (www.mg-plus.net/DRAudio) and ask the class to note down answers to the following questions: 1. *Wo liegt Namibia? (In Afrika).* 2. *Was sagt Anna über das Wetter in Namibia? (300 Tage Sonne pro Jahr).* 3. *Warum sprechen viele Menschen in Namibia deutsch? (Weil Namibia eine Ex-Kolonie von Deutschland ist).*

Main Activity

1 Begin with **Antworte!**. Write *Namibia* on the board and initiate a brainstorming session by asking students what they know about the country. Collect the students' responses in the shape of a diagram on the board. Add the following facts: *von 1884 bis zum Ende des 1. Weltkriegs in 1918 deutsche Kolonie, bis 1990 von Südafrika verwaltet, seit 1990 ein unabhängiges Land (German colony from 1884 until the end of World War 1; under South African jurisdiction until 1990; independent state since 1990).*

2 Read the headline and the introduction to the interview with the class. Discuss the vocabulary in **Schreibe!** and revise present tense verb endings in the 2nd person singular (replace the infinitive ending *-en* with *-st*). Ask students to work through the text in pairs and to enter the correct verb forms into the gaps to complete the questions. Then ask comprehension questions, for example: *Wo wohnt Aileen? Welche Sprachen spricht Aileen?*

3 Now read Aileen's **Top-Tipps** with the class. If you have access to the internet, show additional photographs of Etosha National Park and the Namib desert. Pause after each paragraph and ask comprehension questions, for example: 1. *Was gibt es im Etosha Nationalpark? (Giraffen, Elefanten, und Löwen).* 2. *Wie alt ist die Namib Wüste? (Achtzig Millionen Jahre).* 3. *Was kann man nachts in der Wüste sehen? (Viele Sterne).*

4 Ask students to complete **Verbinde!** in writing. Provide dictionaries and encourage the class to improve their dictionary skills by looking up any unknown vocabulary independently. Discuss the solutions with the class and nominate volunteers to read out their completed sentences.

Extension

For homework: Ask students to complete **Diskutiere!** in writing and research their own tips..

Pages 10–11 Lesson Plan 3

Die Pfefferkörner

Objectives

- To learn something about a German TV series for children (**2.2: Products of Culture**)
- To practice reading comprehension (**1.2: Interpretive Communication**)
- To extend adjective vocabulary (**5.2: Lifelong Learning**)

Starter

Ask students to answer the questions in **Antworte!**. Collect up to 10 suggestions on the board, for example: *Sherlock Holmes, England-London, 221B Baker Street.*

Main Activity

1 Read the introduction to the article with the class.

Clarify the meaning of the term 'Pfefferkörner' (peppercorns). Then ask: 1. *Wer sind die Pfefferkörner? (Ein Detektiv-Team aus Hamburg).* 2. *Wo kann man die Pfefferkörner sehen? (Im Kino und im Fernsehen).*

2 Show the trailer of the film 'Die Pfefferkörner und der Fluch des schwarzen Königs' (on YouTube) to the class. Ask: *Wie findet ihr den Trailer?* Write the adjectives suggested by the students on the board, for example: *spannend, langweilig, aufregend, interessant.*

3 Read the descriptions of the four detectives in the yellow boxes sentence by sentence with the class. Ask comprehension questions, for example: *Wie ist Mia? (Mutig und optimistisch). Wer wohnt in einem kleinen Apartment? (Benny). Wer ist neu in der Klasse? (Johannes). Wie sind Alices Ideen? (Unkonventionell und interessant).* Clarify any unknown vocabulary.

4 Ask students to complete **Schreibe!** and **Übe!** on page 11 in writing with their speaking partners. Provide dictionaries for these tasks and discuss the answers with the class after completion.

5 Divide the class into several teams and ask the students to look at the list of detectives on the board from the beginning of the lesson. Give each team a minute to describe one of the detectives using as many adjectives as possible. They should receive one point for every correct adjective covered in **Übe!** and two points for adjectives not covered.

Grundvokabular: TV-Detektive

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

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
im Fernsehen		es beginnt ein Abenteuer	
im Kino		spannend	
im Film, der Film		gefährlich	
die TV-Serie		assistieren	
Amateur-Detektive (Pl.)		der Assistent / die Assistentin	
der Detektiv / die Detektivin		der Computer-Profi	
der Fall		programmieren	
ein Fall für...		einen Code knacken	
kriminell – der kriminelle Deal		recherchieren	
ein Krimineller / eine Kriminelle		nachforschen	
ein Trickbetrüger		herausfinden – sie finden heraus	
stehlen		Beweise (Pl.) finden	
klauen		das Rätsel lösen	
ein Verbrechen begehen		sie fangen die Täter (Pl.)	
jemanden betrügen		der Plan	

Extension

For homework, ask students to create a film poster for a fictitious detective or team of detectives, incorporating a range of expressive adjectives into their design. Higher-ability students can also write a paragraph describing their fictitious character or detective team (for an example see **Film-Info** on page 10).

Pages 12-13 Lesson Plan 4

Leipzig

Objectives

- To learn something about the city of Leipzig **(3.2: Acquiring Information)**
- To practise listening and reading comprehension **(1.2: Interpretive Communication)**
- To practise the use of interrogative pronouns **(1.1: Interpersonal Communication)**

Starter

Play the audio clip 'Stadtquiz' (www.mg-plus.net/DRaudio). Ask students to listen out for the question that is repeated several times (*Wie heißt die Stadt?*). Ask the class to translate the question into the classroom language. Play the audio clip again and ask students to answer the following questions: 1. *Welche Informationen über die Stadt geben Anna und Timo? (Sie liegt im Osten von Deutschland, ist sehr hip, hat ein Top-Fußballteam.)* 2. *Welche Stadt nennt Peter? (Dresden).* 3. *Welche Stadt ist die korrekte Antwort? (Leipzig).* Ask the class: *Welche Fragewörter benutzt Timo? (Wie, wer).* Write the interrogative pronouns *wie* and *wer* on the board.

Main Activity

- 1 Ask: *Kennt ihr noch andere Fragewörter?* Elicit the interrogative pronouns *was* and *wo* from the class, add them to the board and nominate volunteers to explain their meaning. If applicable, add further interrogative pronouns known to students, such as *wie viele* and *warum*.
- 2 Read the introduction and the 10 **Leipzig-Tipps** with the class. Pause after each paragraph and ask comprehension questions, for example: 1. *Was lernt man im DJ-Workshop? (Tipps und Tricks von Profis).*

2. *Wie heißt Leipzig auch und warum? (Das neue Berlin, Leipzig ist cool, hip und attraktiv.)*
3. *Wie schmeckt Leipziger Lerche? (Super lecker).*
4. *Was gibt es seit sechshundertzweiunddreißig? (Die Buchmesse).*
5. *Wo ist Gondwanaland? (Im Zoo Leipzig).*
6. *Was ist das Panometer? (Das größte dreihundertsechzig Grad Panorama der Welt).*
7. *Was ist der RB Leipzig? (Ein Fußballklub).*
8. *Wie viele Einwohner hat Leipzig? (Fünfhundertsechzig-Tausend).*
9. *Was lernt man im Flugsimulator? (Starten, fliegen und landen).*
10. *Was macht man im Kanupark? (Wildwasser-Rafting).*

3 Ask students to move on to **Schreibe!** and enter the correct interrogative pronouns into the gaps. When finished, ask students to answer the questions in writing.

4 Conclude the lesson with **Diskutiere!**. Initiate a vote to determine the most popular tip offered.

Extension

For homework: Ask students to pick one of the Leipzig tips, research five further pieces of information and create an advertising poster for their chosen attraction.



Culture box

Die Leipziger

Montagsdemonstrationen

On the 4th of September 1989, a few hundred people gathered outside the St. Nicholas Church in Leipzig to protest peacefully against the ailing GDR regime. Over the next few weeks, the Monday demonstrations grew into a mass movement, spreading to other cities in the GDR. By Monday the 9th of October, the number of protestors taking to the streets in Leipzig had grown into a crowd of 70,000. With chants of 'Wir sind das Volk' – we are the people, they expressed their non-violent opposition to their government, calling for the release of political prisoners, freedom of movement and free elections. The mass protests on the 9th of October signaled the breakthrough of the citizens' movement and led four weeks later to the fall of the Berlin Wall and subsequently the end of the GDR.

DAS RAD Vol. 57, January – February 2018

In the U.S., DAS RAD is published five times during the school year: Sept – Oct, Nov – Dec, Jan – Feb, March, Apr – May, by Scholastic Inc. Office of Publication: 2931 E. McCarty Street, PO Box 3710, Jefferson City, MO 65101-4464. PRICES: \$7.99 each per year for 10 or more subscriptions to the same address; \$24.95 each for 1 – 9 subscriptions (student editions) per year; \$29.99 each for 1 – 9 subscriptions (teacher editions) per year; \$7.00; single student copy; \$9.00 single Teacher's Edition copy. Periodical postage paid at Jefferson City, MO 65101-4464 and at additional mailing offices.

POSTMASTERS: send address changes or and communications relating to subscriptions to Office of Publication, DAS RAD 2931 E. McCarty Street, P.O.Box 3710, Jefferson City, MO 65101-4464. Canadian Subscriptions: CPC Agreement No. 1471155, send address corrections to: Scholastic Canada Ltd., 175 Hillmount Road, Markham, ON L6C 1Z7. for Canadian subscription information call toll-free 1-888-752-4690.

PRINTED IN THE USA by Quad Graphics, 2300 Brown Avenue, Waseca, MN 56093

Verlagsdirektor: Gordon Knowles.

Alle Websites, die in diesem Heft erwähnt werden, wurden zum Zeitpunkt der Publikation sorgfältig überprüft. Mary Glasgow ist für spätere Änderungen nicht verantwortlich.