

DAS RAD



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EDITOR'S LETTER

Dear teachers,

In the third issue of *Das Rad* we visit German-speaking countries in winter. We interview professional snowboarder Leilani Ettel from Munich about her passion for board sports and we also talk to her eleven year old sister Kona, a board sport talent in her own right. We report from the international hot air balloon festival *Ballonalps*, which takes off every February in the Austrian Alps, and we present an A to Z of the famous carnival in Cologne. Other topics include dinosaurs and where to see them in Germany, the city of Munich, a German breakfast and popular pets. Enjoy reading and learning with *Das Rad*!

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

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Pages 4–5 Lesson Plan 1**Leilani Ettl****Objectives**

- To learn something about a young German board sports champion (**3.2: Acquiring Information and Diverse Perspectives**)
- To practice verbs in the present tense (**4.1: Language Comparisons**)
- To revise telling the time (**1.3: Presentational Communication**)

Starter

To get started, revise the numbers from 1 to 24 with a game of bingo. Students note down six numbers as numerals as well as written out in words, for example: 16 - *sechzehn*, etc. When you call out a number, students should shout 'Bingo' if it is one of 'their' numbers. They only win the point once they have had a good go at reading out their number aloud.

Main activity

- 1 Read the introduction to the interview with the class, and ask comprehension questions, for example: *Wie alt ist Leilani? (siebzehn). Woher kommt Leilani? (aus München). Was war Leilani dreimal? (Deutsche Meisterin in der Snowboard Halfpipe)*. Show a video clip of Leilani from snowboardgermany.com to give students a better idea of her sport.
- 2 Ask volunteers to read the interview with Leilani, assuming the roles of interviewer and interviewee. Pause before every question and allow time for students to enter the correct verb from **Schreibe!** into the gap in the next answer. Revise, if necessary, the formation of the first person singular present tense (verb stem plus -e). Students should check their answers while reading together.
- 3 Play the audio clip *Wintersport* (www.mg-plus.net/DRaudio) twice. Ask students to listen out for the verb forms in the first person singular and to write them down (*spreche, fahre, wohne, freue, glaube*). Then hand out copies of the transcript. Students should highlight the sentences containing the five verbs and translate them into the classroom language. Now play the audio clip once more and ask students to read along as they listen.
- 4 Continue with **Übe!**. Ask students to complete the clock faces with the correct hand positions. Then nominate six volunteers to draw one clock face each on the board.
- 5 Ask the class to complete **Diskutiere!** in writing. Towards the end of the lesson discuss the daily routines of the students with the class.

Extension

For homework, ask students to complete the Language Lab Unit (www.mg-plus.net/delanglab).

Pages 6–7 Lesson Plan 2**Kölner Karneval****Objectives**

- To learn something about carnival in Cologne (**2.1: Relating Cultural Practices to Perspectives**)
- To practice using numbers (**1.3: Presentational Communication**)
- To develop a project in a group (**1.1: Interpersonal Communication**)

Starter

Write *Karneval* on the board and ask students to brainstorm their associations (for example: *tanzen, bunt, super Stimmung, aufregend* etc.) Write the students' suggestions in the shape of a spider diagram on the board, or alternatively ask volunteers to do it.

Main activity

- 1 Read the introduction to the article with the class, then, to give an impression of the spirit and atmosphere of the carnival in Cologne, play a YouTube clip about the *Rosenmontagszug* to the class. Point out that floats in German carnival parades often satirise political topics and use caricatures of politicians and other celebrities for this purpose.
- 2 Nominate volunteers to read the paragraphs about carnival in Cologne to the class. Stop after each paragraph to discuss the content with the students. Pause before **J**, **K**, and **R** to allow students to tick the correct word. Students should check their answers as the sentences are read aloud.
- 3 Ask the class to complete the sentences in **Übe!** with the correct numbers from the text. Review the answers and ask volunteers to read out the completed sentences.
- 4 Divide the class into small groups. Invite students to think about how they could join a carnival parade as a troupe. Ask students to develop a concept and to include the following criteria: an overall theme of the troupe, design of the float, costume design, choice of music, dance, slapstick or other performances, props and choice of *Kamelle*. Towards the end of the lesson each group should present their concepts to the class. Encourage students to vote for the most imaginative or the funniest concept.

Extension

For homework, ask students to complete **Diskutiere!** in writing.

Pages 10–11 Lesson Plan 3

Die Dinosaurier kommen

Objectives

- To learn something about dinosaur attractions in Germany (**2.2: Relating Cultural Products to Perspectives**)
- To practice the pronunciation of the diphthong *au* (**4.1: Language Comparisons**)
- To describe dinosaurs (**3.1: Making Connections**)

Starter

Write *au* on the board and ask: *Wie spricht man das aus?* Where applicable, remind students of the phonic gesture associated with this sound (for instance forming a roof with one's hands for *Haus*). Now write *Dinosaurier* on the board and encourage as many volunteers as necessary to have a go at pronouncing the word until the correct pronunciation has been found.

Main activity

1 Ask students to discuss **Antworte!** in groups of four and to jot down their thoughts in the form of a mind map. Then encourage students to tell you the names of all the dinosaurs they know. After that each group should present the dinosaur facts they have gathered in their mind maps to the class.

2 Read the introduction to the article with the class. Ask students to work through **Infos zur Show** in their groups of four, whereby each group member translates one of the paragraphs into the classroom language. Test reading comprehension and teamwork within the groups with a quiz: 1. *Wer sind die Stars der Show? (18 Dinosaurier-Modelle)*. 2. *Wie heißt die Stadt in Österreich, in der die Dinosaurier-Show zu sehen ist? (Wien)*. 3. *Wie ist die Show? Beschreibe sie mit drei Adjektiven. (Spannend, informativ, interessant)*. 4. *Was kombiniert die Show? (Technologie und Action)*. 5. *Wann ist die Show in Köln? (am 11., 12. und 13. Januar)*, The fastest group to answer a question with the correct response gets a point.

3 Ask students to read **Die Stars der Show** in pairs and to underline all adjectives in the text. Students should then pick a dinosaur from their mind map exercise, create a drawing of it, as specified on in **Übe!** and describe it in writing. Remind students at the end of the lesson to send their drawings to the email address provided.

Extension

For homework, ask students to read **Dinosaurier-Attraktionen in Deutschland** and to research three more facts about one of the attractions online.

Grundvokabular: Dinosaurier

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

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
ein Dinosaurier		schrecklich	
prähistorisch		definitiv	
das Modell		berühmt	
enorm		sehr	
kombinieren		langsam	
die Kreatur		klein	
realistisch		schnell	
rennen		ein Meter	
sich bewegen		agil	
zweihundert Millionen Jahre		der Pflanzenfresser	
das Skelett		die Herde	
in Europa		der Fleischfresser	
das größte Modell der Welt		das Raubtier	
lang		der Allesfresser	
groß		die Jurazeit	

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

- To learn something about the city of Munich
(3.1: Making Connections)
- To practice the pronunciation of the digraph *ch*
(4.1: Language Comparisons)
- To practice the use of interrogative pronouns
(1.3: Presentational Communication)

Starter

Write *München* on the board and ask the class what they have to consider when pronouncing it (the Umlaut *ü* and the digraph *ch*). Circle the consonants *ch*, ask students to pair up and to brainstorm further words with *ch* (for example: *ich, möchte, Buch, auch, leicht, Mädchen, Eichhörnchen*), all the while practising the pronunciation of *ch*.

Main activity

- 1 Read the 10 tips about Munich with the class. Ask volunteers to translate one tip each into the classroom language. Students should then complete **Schreibe!** in pairs. Nominate volunteers to read out the completed questions and ask students to answer them in full sentences in writing.
- 2 Play the audio clip *München* (www.mg-plus.net/DRaudio) and ask the students to answer the following questions:
 1. *Ist es Klara warm oder kalt? (Kalt).*
 2. *Was sind populäre Attraktionen in München? (Der Englische Garten, das Deutsche Museum, das Schloss Nymphenburg, die BMW-Welt und die Allianz-Arena).*
 3. *Was kann man im Winter in München kombinieren? (Wintersport- und Stadt-Urlaub.)*
- 3 Debate the *München-Tipps* with the class in **Diskutiere!** Encourage students to give reasons for their opinions using subordinate clauses with *weil* or *denn*. Ask the students to establish if there are any tips that are especially popular within the class.

- 4 Ask students to select one of the tips as a starting point and to write down five questions they would like to research online about their chosen topic. Questions about the topic *Bavaria Filmstadt*, for example, could include: *Was sind die Highlights der Studio-Tour? Wo in München ist die Bavaria Filmstadt? Wie viel Euro kostet der Eintritt? Wie lange dauert die Tour? Was für interaktive Workshops gibt es?* Students should proceed to research their questions online, write down their answers and then use the information to create a poster for their attraction.

Extension

For homework, ask students to research an itinerary for a sight-seeing tour of Munich.

**Culture box****Der Bayerische Filmpreis**

Bavaria is known as a leading location for the media industry in Germany. More than 3,300 film and television companies are based here, among them Bavaria Film, founded in 1919 and today one of the largest film and television production companies in Europe. The Bavarian Film Prize, launched in 1980, is a glamorous highlight of Munich's film and TV community and takes place every year on the third Friday in January at the Prinzregent's Theatre. Awards are given in categories such as acting, directing, script-writing, cinematography, editing and film music. The list of honorary winners includes German movie-industry greats such as Wim Wenders, Margarethe von Trotta, Werner Herzog, Bruno Ganz, Volker Schlöndorff, Mario Adorf und Fatih Akin.

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