

DAS RAD



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With National Standards for Foreign Languages

EDITOR'S LETTER

Dear teachers,

Welcome to the new edition of *Das Rad*. In this issue we present the German-Thai YouTuber Jannine Weigel. The 18-year-old is little known in Germany, but an absolute superstar in Asia! A further current topic is the recycling of chewing gum: This innovative idea from the UK transforms old gum into cool products like sneakers and frisbees. Students can determine their ideal profession with our funny job quiz. Our city tips focus on the Austrian capital Vienna, the subject of our video page is music and our infographic examines the consumption of sweets in Germany. The editorial team wishes you and your students a lot of fun reading.

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**Jannine Weigel****Objectives**

- To learn something about a German teen superstar in Thailand (**3.2: Acquiring Information and Diverse Perspectives**)
- To practice the comparative (**4.1: Language Comparisons**)
- To research independently online (**1.2: Interpretive Communication**)

Starter

Begin with **Antworte!**. Gather suggestions from the students and write a list of YouTubers on the board. Then write: *Ich sehe ... jeden Tag, oft, manchmal, nie* on the board and invite students to make up dialogues with their speaking partners according to the following pattern: A: *Ich sehe (YouTuber #1) jeden Tag, und du?* B: *Ich sehe (YouTuber #1) nie, aber ich sehe (YouTuber #2) oft, und du?* Etc.

Main activity

- 1 Read the introduction to the article with the class, and then ask students to look at the maps on page 5. Ask: *Wo liegt Thailand?* And: *Wie ist das, als Kind so weit wegzuziehen?* Briefly discuss the advantages and disadvantages with the class.
- 2 Nominate volunteers to read the first paragraph of the article, sentence by sentence. Ask comprehension questions, such as: *Woher kommen Jannines Eltern? (Vater aus Deutschland, Mutter aus Thailand). Wie alt war Jannine als sie nach Thailand zog? (Zehn Jahre).* Nominate more volunteers to read the subsequent paragraphs; pause after each one to ask further comprehension questions.
- 3 Students should test their reading comprehension with **Kreuz an!** and then complete **Übe!**. If necessary, revise the formation of the comparative briefly with the class (adjective + ending *-er*).
- 4 Play the audio-clip *Quiz: Jannine Weigel* (www.mg-plus.net/DRAudio) several times. Ask students to work out, which of the following statements are not mentioned in the audio-clip: A: *in Deutschland geboren.* B: *wohnt in Bangkok.* C: *Star auf YouTube.* D: *ist 18 Jahre alt.* E: *hat 3 Millionen Abonnenten.* F: *singt auf Thailändisch, Englisch und Deutsch.* G: *ist ein Multitalent.* Answer: D.
- 5 Invite students to research online in groups for **Diskutiere!**. Each group should present their research either as a poster or as a PowerPoint presentation towards the end of the lesson. Encourage students to use comparatives when comparing careers.

Extension

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

Pages 6–7 Lesson Plan 2**Gib Gummi****Objectives**

- To learn something about chewing gum recycling (**2.2: Relating Cultural Products to Perspectives**)
- To practice using verbs in the present tense in the third person singular and plural (**4.1: Language Comparisons**)
- To raise environmental awareness (**3.2: Acquiring Information and Diverse Perspectives**)

Starter

Write *Kaugummi* on the board and ask students to answer the questions in **Antworte!** in small groups. Then discuss the answers with the whole class. If applicable, ask students to look under their desks: *Klebt dort Kaugummi? Wie ist das?* Write a few expressions on the board which students can use to express their reactions: *ekelhaft, widerlich, igitt!* or also: *igittigitt!*

Main activity

- 1 Read the text on page 6 with the class. Nominate volunteers to read one sentence each aloud. Clarify unknown vocabulary. Then ask students to complete **Schreibe!** and **Übe!** in pairs. Discuss the answers with the class.
- 2 Play the audio-clip *Recycling* (www.mg-plus.net/DRAudio) several times and ask: *Wie viele Tipps hat Frau Knorpp? (Vier Tipps). Sind die folgenden Tipps im Interview, ja oder nein?* 1. *Kaufe Recycling-Produkte (ja)* 2. *Konsumiere weniger (ja)* 3. *Recycle Kaugummi im Gumdrops-Container (nein)*, 4. *Produziere weniger Müll (ja)*, 5. *Tu deinen Müll in den Müll-Container (ja)*.
- 3 Ask students to read the five steps under the heading **So funktioniert Kaugummi-Recycling** on page 7 independently with their speaking partners. They should then translate them into the classroom language. Nominate volunteers to explain each step to the class.
- 4 Invite students to create posters about chewing gum recycling in groups. Encourage the class to use the sentence openers in **Schlüsselwörter** and the verbs from **Schreibe!** to label their posters. Extension for advanced students: Hand out the transcript of the audio clip. Advanced students should create a poster about recycling in general, based on the suggestions by Frau Knorpp in the audio clip. Award prizes for the best posters at the end of the lesson.

Extension

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

Pages 10–11 Lesson Plan 3

Was ist der ideale Beruf für dich?

Objectives

- To practice the use of nouns (**4.1: Language Comparisons**)
- To consolidate vocabulary on the topic of dream jobs (**1.3: Presentational Communication**)
- To revise verb forms in the first and second person singular (**4.1: Language Comparisons**)

Starter

Write *Berufe* on the board and ask: *Welche Berufe kennt ihr?* Write the professions mentioned by the students on the board. Then ask: *Was sind eure Traum-Berufe?* For their answers students should have access to dictionaries, if needed. Add the students' suggestions to the list on the board.

Main activity

- 1 Play the audio-clip *Traum-Beruf* (www.mg-plus.net/DRaudio) twice and ask the students to make notes for the following questions: *Wer hat welchen Traum-Beruf?*

(Hannes: Tierarzt, Laura: keinen Traum-Beruf, Amelia: Radio-Moderatorin). Was ist Lauras Lieblingsfach? (Physik). Was wird Laura vielleicht einmal werden? (Physikerin oder Ingenieurin). Add any newly mentioned professions to the list on the board.

- 2 Nominate volunteers to read out the eight quiz questions and their possible answers. After each section take a short break to give students the opportunity to tick the answer that applies to them.
- 3 Ask students to add up their ticked As, Bs and Cs. Ask: *Wer hat mehr As/Bs/Cs?* Nominate volunteers to explain who Mark Zuckerberg, J. K. Rowling and Emma Watson are. Then, ask students to rewrite the solution that applies to them in the first person singular.
- 4 Play the game *Beruferraten*: Divide the class into several teams. Nominate a volunteer to pick one of the professions on the board. The volunteer shows the class a typical gesture for the profession and asks: *Was bin ich?* The teams take turns to ask questions that can be answered with *Ja* or *Nein*, for example: *Liebst du Tiere? Bist du kreativ?* Etc. If a question is answered with *Ja*, the team asking it may continue. The team that guesses the profession first gets a point and nominates the next volunteer from its ranks.

Extension

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

Grundvokabular: Traum-Beruf

Hier finden Sie 30 Vokabeln zum Thema *Traum-Beruf*. Fotokopieren Sie die Tabelle und fordern Sie die Schüler auf, die Vokabeln zu übersetzen

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
ideal		die Zahl	
das Lieblingsfach		der Fakt	
die Naturwissenschaft		die Idee	
die Kunst		die Fantasie	
die Sprache		der Mensch	
die Geschichte		der Spaß	
die Geographie		das Genre	
die Logik		das Umweltprogramm	
die Kreativität		das Reality-TV	
das soziale Engagement		der Dokumentarfilm	
das Gerät		die Technologie	
der Computer		der/die Musiker/in	
der Kindle		der/die Aktivist/in	
das Smartphone		der/die Lehrer/in	
die Daten		der/die Therapeut/in	

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

- To learn something about the city of Wien (**3.1: Making Connections**)
- To practice the use of interrogative pronouns (**4.1: Language Comparisons**)
- To collaboratively work on a project (**1.1: Interpersonal Communication**)

Starter

Write *Wien* on the board and circle the consonant *W*. Ask the class what they need to consider when pronouncing it. Encourage students to work in pairs and to brainstorm more words beginning with *w*. (For example: *Wasser, weil* as well as the interrogative pronouns *wo, was, wer, wie, wann, warum* etc.).

Main activity

- 1 Read the ten tips about Vienna with the class. Ask volunteers to translate one paragraph 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 *Wien* (www.mg-plus.net) and ask the students to sound out which of the following statements are made by Anna in the clip:
 1. *Fünfzig Prozent der Stadt sind Parks oder Wald.* (Ja)
 2. *Die Stadt ist in jeder Saison interessant.* (Ja)
 3. *Im Winter gibt es Festivals.* (Nein)
 4. *Es gibt viel Kunst, Kultur und Musik.* (Ja)
 5. *Es gibt viele tolle Kaufhäuser und Boutiquen.* (Nein)
 6. *Wiener Spezialitäten sind Wiener Schnitzel (ja), Apfelstrudel (ja) und Schwarzwälder Kirschtorte (nein).*
- 3 Debate the **Wien-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 Divide the class into groups. Ask the groups to design advertising posters on behalf of the Vienna tourist board. The target group of their campaigns are teenagers. Encourage the groups to research additional information, which is of interest to their target audience, online. The groups should present their posters at the end of the lesson. The best posters should receive a price.

Extension

For homework, ask students to write down 10 questions about Vienna. Encourage students to use as many different interrogative pronouns as possible for this task.

**Culture box**
**Der Dritte Mann: ein Dokument
Wiener Nachkriegsgeschichte**

The Third Man (1949) is a cinematic masterpiece created by director Carol Reed and author Graham Greene. It is also a poignant memorial to life in the ruined city of Vienna in the post war period. Many of the film's locations can still be seen today, such as the Palais Pallavicini, the cobblestoned alley of Molker Steig and the house in Schreyvogelgasse, on whose doorstep the mysterious and unscrupulous black market profiteer Harry Lime (Orson Welles) initially appears. The uncontested location highlight of the film, however, is the Ferris wheel in the Prater, known for Orson Welles famous cuckoo clock monologue. The Third Man Museum in Pressgasse effectively combines film memorabilia with original documents on post-war history.

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