

DAS RAD



de.maryglasgowplus.com

Editor's Letter

Dear teachers,

A new school year, new subjects ... Students always face some changes and challenges in the fall. But should they decide to take up a new foreign language – in this case German –, there'll be less to worry about, because Das Rad, our language learning magazine for beginners, will be with them every step of the way.

The topic of our main Learning Unit in this first issue is called:

Die Familie Here students learn how to talk about themselves and the members of their family, practicing verbs in the first and third person singular plus the relevant pronouns. Our video (Lesson Plan 1) is the ideal starter for this, as it combines visual and sound elements.

The family topic will be extended and reinforced in Lesson Plan 2. For this, we suggest you use the article on pages 4 and 5 of the magazine, which is about a fun animated movie. It introduces more family terms in a different context, and students get the chance to practice them by using our new online **Language Lab Unit**. Lesson Plan 3 will conclude the subject by presenting members of the German language family, i.e. the German speaking countries.

On page 4 of the teacher's notes you'll always find a Teaching Plan for a lesson relating to a further Das Rad article. In this first issue, we talk about the famous *Oktoberfest* in Munich.

Further features include: an adventure park on the Baltic island of Usedom, a 'chocolate park' in Switzerland, an interview with a young YouTube star, and a profile of a German soccer player. And there'll always be two pages of puzzles and light-hearted activities. Articles will be linked to the Language Lab Unit and/or our audio tracks. The audio tracks are available on a CD, or you can download them (as MP3s) from our website.

Should you require any further teaching resources, you can always go to our extensive online archive, which is free to all subscribers of our magazines. We of the editorial team sincerely hope that you and your students will enjoy using Das Rad.

Kind regards,

Elisabeth Wiedner

Editor of Das Rad

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Go to our website to find these extra resources:

-  **5 audio tracks** related to Das Rad 1 – as MP3 or as CD, with a listening exercises booklet
-  A **Language Lab Unit** with comprehension activities and automated marking
-  Our **video** *Meine Familie*, with transcript, plus exercises in the magazine

Plus: You have access to our **archive of teaching resources**, with an abundance of videos, audio tracks, online activities, magazine articles and worksheets.



Page 14 Lesson Plan 1

Teaching Unit 1: Meine Familie (Video)

Objectives

- To learn and to practice key family terms
(1.1: Interpersonal Communication)
- To learn and practice the first and third person singular
(1.1: Interpersonal Communication)
- To practice listening comprehension
(1.2: Interpretive Communication)

Resource(s)

Video: mg-plus.net/dr15video1
Das Rad August – October 2015, page 14
maryglasgowplus.com/de/aktivitaeten

Starter

Practice the first and third person singular with your class. Pointing to yourself, you say: *Ich heiÙe X. Ich bin XX Jahre alt. Ich wohne in einem Haus* (write this on the board). Then ask several students: *Wie heiÙt du? Wie alt bist du?* etc. After practicing *du*, point out other students and say: *Er/Sie heiÙt X/Y. Wie heiÙt er/sie?* etc. Next, students ask each other similar questions.

Main activity

- 1 Tell your class: *Wir sehen jetzt ein Video* (sketch a screen on the board, labeled Video) *mit Marlena und Julia* (sketch two girls). *Sie sprechen über ihre Familie* (write it down). Sketch a family on the board, labeling the family members, indicating their relation to one another by arrows: *der Vater, die Mutter, die Tochter, der Sohn, der Bruder, die Schwester*.
- 2 Now play the video once, without interruption. Ask students (in their own language) what they did/did not understand. Run the video again, with students following the story by reading the transcript. Ask them to underline all familiar vocabulary (*Haus, Mutter, Vater, Bruder, er/sie heiÙt, etc.*) Explain the term *die Zwillingsschwester*.
- 3 Students now do **Spiel 1** (*Meine Familie*) on page 14 of the magazine. Volunteers read questions and answers out aloud. Correct as necessary. Next, play the entire video once again, asking comprehension questions: *Wie alt ist Marlena? Wie alt ist Julia? Wie heiÙt Julias Mutter/Vater?* etc.
- 4 Students now work in pairs, learning the video dialog. Several pairs read it out aloud, more advanced could act it without referring to the text.

Extension

Extend the video scenario, by dividing your class into several 'families'. One boy/girl then introduces his/her family members to a visitor: *Das ist meine Mutter. Sie heiÙt X. Das ist mein Vater. Er heiÙt Y. Das ist meine Schwester. Sie heiÙt Z. Sie ist ... Jahre alt. Sie ist älter/jünger als ich*, etc. For homework: video your own family on your smartphone and speak a commentary – in German.

Pages 4–5 Lesson Plan 2

Teaching Unit 2: Eine verrückte Vampir-Familie

Objectives

- To learn about characters in a movie
2.1: Perspectives of Culture)
- To learn and practice possessive and personal pronouns
(1.1: Interpersonal Communication)
- To understand and practice adjectives
(1.2: Interpretive Communication)

Resource(s)

Das Rad August – October 2015, pages 4 + 5
maryglasgowplus.com/de/aktivitaeten: Language Lab Unit
Das Rad Audio 1 2015, Track 1

Starter

Begin by saying: *Bald ist Halloween* (write it down) and ask students to associate in their own language. Write the relevant German terms on the board, and practice phrases such as *Halloween ist gruselig. Beim Halloween sieht man Monster und Vampire*. Ask students: *In welchem Land wohnen die Vampire?* Should students not know the answer, write *Transsilvanien* on the board and read the name aloud with your class.

Main activity

- 1 Tell your class: *Es gibt einen neuen Film über Vampire*. Should you have access to Das Rad Audio, play track 1, then move on to the magazine. Ask your students if any of them have seen the first part of 'Hotel Transsilvanien'. If yes, do they remember the names of the characters? If not, they can look them up on the magazine pages.
- 2 First, read the introduction, followed by the section **Der Film**. Volunteers read it out aloud. Then ask your students to underline all words for family members (*Vater, Großvater, Tochter, Sohn*). Who is who in the movie? They can look this up in the text boxes.
- 3 After students have inserted the pronouns in **Verstehen** (page 4), they work in pairs and write similar phrases about their partners: *Er/Sie heiÙt ... Er/Sie ist ... Jahre alt. Er/Sie ist ... Sohn/Tochter*, etc. Do the adjectives mentioned in the text boxes suit the students? (*intelligent, dominant, lustig, freundlich/unfreundlich*, etc.)
- 4 Practice *mein* and *meine* with them, by asking: *Wie heiÙt dein Vater? Wie heiÙt deine Mutter? (dein Bruder, deine Schwester, dein Großvater, etc.)* Volunteers write their answers on the board: *Mein Vater heiÙt ... Meine Mutter heiÙt ...* Underline the *e* at the end of *meine* and explain, that feminine pronouns add this ending (see Language Lab Unit).

Extension

Students work online with the Language Lab Unit, practicing family terms, personal pronouns and possessives. They do **Weiterarbeiten** for homework. Or they could describe a popular film or TV family, taking one of the parts (*ich*) themselves, in order to practice phrases using *mein* or *meine*.

Pages 12-13 Lesson Plan 3

Teaching Unit 3: Die deutsche Sprach-Familie

Objectives

- To learn about countries where German is spoken
(2.1: Perspectives of Culture)
- To learn and practice countries and nationalities
(4.2: Cultural Comparisons)
- To revise and practice the first person singular
(1.1: Interpersonal Communication)

Resource(s)

Das Rad August – October 2015, pages 12 + 13
Das Rad Audio 1 2015/16, Track 4

Starter

Begin by asking your class: *Was lernen wir? (Wir lernen Deutsch)*. Respond by saying: *Ja, wir lernen Deutsch. Deutsch ist eine Sprache* (write *die/eine Sprache* on the board). Then ask: *Wo spricht man Deutsch?* Should students only know German-speaking countries in their own language,

write the German terms down: *Deutschland, Österreich, die Schweiz*. Show the location of each country on a large map.

Main activity

- Students practice speaking the names of the countries listed on the board. You could then carry on by saying: *Es gibt ein kleines Land, wo man auch Deutsch spricht. Es heißt Liechtenstein* (write it down). Then read the introduction on page 12 with your class.
- More advanced students work on Adrian's text alone or with a partner, inserting the relevant verbs. Help less advanced students by going through the text with them. Next, play Das Rad Audio, track 4 (information about Vaduz).
- Before working on page 13 with your students, practice basic numerals with them. Explain that German is also spoken in parts of Belgium and Luxemburg. Ask volunteers to read their sentences (*Lese-Beispiele*) out aloud.
- Revise countries and their adjectives, by pointing to a country on the map. Students say: *Das ist Deutschland. Da spricht man Deutsch. Das ist Italien. Da spricht man Italienisch*, etc.

Extension

For homework: write a profile of yourself in the style of Adrian's letter, for example: *Hallo! Ich heiße (Name) und ich bin (Alter) Jahre alt. Ich wohne in (country). Die offizielle Sprache ist (language). Ich spreche (list languages). Eine Attraktion in meinem Land ist (list attraction), etc.*

Basic vocabulary Familie und Sprache

Here you can find 30 words and phrases on the topic *Familie und Sprache*. Photocopy the table and ask your students to translate the terms.

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
die Familie		Wie heißt dein Vater?	
die Mutter		Er heißt ...	
der Vater		Wie heißt deine Großmutter?	
der Großvater		Sie heißt ...	
die Großmutter		die deutsche Sprache	
der Sohn		Ich spreche Deutsch.	
die Tochter		Ich spreche Englisch.	
der Bruder		75 Millionen sprechen Deutsch.	
die Schwester		Die offizielle Sprache ist ...	
Mein Vater heißt ...		Englisch	
Meine Schwester heißt ...		Französisch	
Er/Sie ist ... Jahre alt.		Italienisch	
Mein Bruder ist jünger als ich.		die EU (Europäische Union)	
Meine Schwester ist älter als ich.		das große/kleine Land	
Mein Großvater ist sehr alt.		die Sprache Nummer 1	



Pages 6-7 Teaching Plan

Das größte Fest der Welt

Students learn about a world-famous *Fest* in Germany and its major attractions.

Objectives

- To learn facts about Germany
(2.1: Perspectives of Culture)
- To learn about a major event.
(4.2: Cultural Comparisons)
- To practice reading- and listening comprehension
(1.2: Interpretive Communication)
- To learn the months of the year
(1.2: Interpretive Communication)

Resource(s)

Das Rad August – October 2015, pages 6 + 7
Das Rad Audio 1 2015, Track 2

Starter

Display a large map of the German Federal Republic with the outlines of the individual counties (*Bundesländer*) clearly visible. Explain the federal structure of Germany in your own language, but introduce *das Bundesland* and *die Bundesländer* in German. Then say: *Deutschland hat 16 Bundesländer. Das größte Bundesland heißt Bayern* (point to it). *Die Hauptstadt heißt München* (point to it). Next, you could say: *In München gibt es ein großes Fest* (write it down).

Main activity

- Maybe some students will know the name *Oktoberfest*, saying it aloud. If not, introduce it yourself by saying: *Das Oktoberfest ist das größte Volks-Fest der Welt*, and read the introduction on page 6 with your students. Ask comprehension questions: *Wann startet das Oktoberfest? Wann endet es? Wo ist es? Was präsentiert Das Rad?* etc.
- More advanced classes/groups work on their own or with a partner, inserting the missing nouns into the captions. Help less advanced students by reading the captions one by one with them.
- For further practice of *Oktoberfest* words you could sketch certain objects on the board, then ask: *Was ist das?*

(*Das ist ein Dirndl/ein Lebkuchenherz*), etc. Should your class be more advanced, you could also practice sentences with *nein*, by pointing to an object and asking: *Ist das ein Lebkuchenherz? (Nein, das ist ein Dirndl)* etc.

4 Underline the first part of the word *Oktoberfest* on the board, then say: *Der Oktober ist ein Monat. Wie heißen die anderen Monate?* Students find the names in the list under **Üben** and put them into the correct sequence. A volunteer writes them on the board: *Januar, Februar, März*, etc.

Extension

Should you have access to *Das Rad* Audio, play track 2. Students follow the transcript, then read the interviews out aloud after listening. For homework: describe a major event in your own country (see **Weiterarbeiten**). They could design their 'guides' like a poster, with visuals. Advanced students write a short text about visiting the *Oktoberfest*: *Am 25. September gehe ich auf das Oktoberfest. Ich trage ein super Outfit: eine Lederhose/ein Dirndl. Ich kaufe ein Lebkuchenherz. Das ist das Souvenir Nummer 1. Ich esse eine Breze. Das ist eine bayrische Spezialität. Ich fahre Riesenrad*, etc.



Culture

München (Munich)

The *Oktoberfest* is an annual event in the Bavarian capital of München (Munich). The city, which was founded over 800 years ago, takes its name from the German term for monks (*Mönche*). One can still see a monk in the city's Coat of Arms (the so-called *Münchner Kindl*). Munich had its heyday in the 19th century, during the rule of the Bavarian kings Ludwig I and Ludwig II. They built many splendid castles and made Munich a center for the arts. But the most beautiful buildings in the city were already in existence, e.g. the palace of Nymphenburg and the Cuvilliés theater. They go back to the 18th century, the age of baroque and rococo. The city's huge park, the *Englischer Garten*, was created in 1789 by the American Benjamin Thomson, later called Count Rumford.

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