

DAS RAD



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With National Standards for Foreign Languages

Editor's Letter

Dear teachers,

With a bit of luck, the long and cold winter will be over soon. Your students will no doubt already be looking forward to their Easter vacation. But before, they can read in *Das Rad* all about Easter customs and traditions in Germany. For this, go to our main Teaching Unit, which is called:

Ostern und andere Events

Easter, of course, is not an 'event' in the modern sense, but a centuries old tradition to welcome spring. Read pages 8 and 9 of *Das Rad* with your students and talk to them about Easter (Lesson Plan 1). In Lesson Plan 2 we continue with *Ostern* in our video. Students can see and hear two German girls preparing their *Osterfrühstück* – with Easter eggs, of course.

A different spring event is the topic of Lesson Plan 3. In early March, a new Disney animation called 'Zootopia' (US title 'Zootropolis') will be launched in Germany. The movie turns the old story of fox and hare on its head, by showing how two 'natural enemies' become best friends! Talk about friendship with your class, practicing adjectives and adverbs. Use our new Language Lab Unit for this.

Lange Nacht der Museen – what's that? Explain to your students that it is an annual event in many German cities, when museums and art galleries extend their opening times. In Stuttgart, for example, they are open to visitors till 2 am in the night. In *Das Rad* we report on three Stuttgart museums of special interest to teenagers (see Teaching Plan).

Further topics: a German disk jockey becomes a star, a young Swiss girl reports from her home country (*das glücklichste Land der Welt*), a profile of a German athlete, and, as always, news, activities, audio tracks, and a video.

We would like to apologize for the print error on page 3 of *Das Rad*.

Please ignore the text above the 'Quiz' heading.

Wishing you and your students *Frohe Ostern*,

Elisabeth Wiedner

Editor of *Das Rad*

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21st Century Skills!

de.maryglasgowplus.com

Go to our website to find these extra resources:

5 audio tracks related to *Das Rad* 4 – as mp3 or as CD, with a listening exercises booklet

A Language Lab Learning Unit with comprehension activities and automated marking

Our **Video** *Ein Osterfrühstück* with transcript and exercises

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



Pages 8–9 Lesson Plan 1

Objectives

- To learn about German Easter customs
(2.1: Perspectives of Culture)
- To learn and practice Easter vocabulary
(1.3: Presentational Communication)
- To practice reading comprehension **(1.2: Interpretive Communication)**

Resource(s)

Das Rad March 2016, Pages 8 + 9

Starter

Begin by revising the yearly seasons with your class, asking a volunteer to list them on the board: *der Frühling, der Sommer, der Herbst, der Winter*. Next, you could ask: *Welches Fest feiert man im Winter? (Im Winter feiert man Weihnachten.) Und im Frühling? (Im Frühling feiert man Ostern.)* Writing *Ostern 2016* on the board, ask your students to name the dates in German: *Am 27. März ist Ostersonntag und am 28. März ist Ostermontag.*

Main Activity

- In your own language, ask your students to list some Easter traditions in their country. Next, talk about German customs and write terms such as *das Osterei, das Osternest, der Osterhase*, etc. on the board. Explain: *In Deutschland suchen die Kinder Ostereier. Der Osterhase legt sie in das Nest. Viele Leute machen einen Osterspaziergang*, etc.
- Next, you could say: *Viele Deutsche dekorieren ihr Haus und ihren Garten mit Eiern*, moving on to the magazine. Read the introduction to your class, then ask students to look at the mini map on top of page 8. Ask them: *Liegt Saalfeld im Osten oder Westen von Deutschland? (Es liegt im Osten.)*
- Now read the text sentence by sentence with your students, asking them to underline all numerals. For text comprehension, hand out a brief summary of the article as a gap-filling exercise, where students have to insert the missing numbers. This could be a contest: Who is the first to finish, with all numerals inserted correctly?
- For further text comprehension, students complete **Verstehen** and **Üben**. Ask them to make up sentences with the words in **Üben**: *Am Baum hängen viele bunte Eier. Der Mann ist im Garten*, etc.

Extension

For homework, students could answer **Weiterarbeiten**. Less advanced ones just make a list of Easter terms, e.g. *ein Osterfrühstück, Eier suchen, Schokolade essen, spazieren gehen*, etc. More advanced ones write a short piece, e.g. *Meine Familie feiert Ostern zusammen. Am Ostersonntag machen meine Schwester und ich*

ein Osterfrühstück. Meine Mutter spielt Osterhase und versteckt Eier im Garten. Mein kleiner Bruder sucht sie.

Page 14 Lesson Plan 2

Video: Ein Osterfrühstück

Objectives

- To practice the comparative and superlative of *gerne*
(1.3: Presentational Communication)
- To revise and practice food items **(1.1: Interpersonal Communication)**
- To practice listening comprehension **(1.2: Interpretive Communication)**

Resource(s)

Das Rad March 2016, page 14

Video: Ein Osterfrühstück (mg-plus.net/dr15video4)

Starter

Revise the words for meals, which a volunteer lists on the board: *das Frühstück, das Mittagessen, das Abendbrot*, etc. Underlining *Frühstück*, ask the class: *Was isst und trinkt man in Deutschland zum Frühstück? (Man isst Brot mit Marmelade, Wurst, Käse oder Schinken. Man trinkt Tee oder Kaffee.)* Should they not mention *ein Ei* or *Eier*, add the terms. Next, tell your students: *Zum Osterfrühstück (write it) gehören Eier* and move on to the video.

Main Activity

- Play the beginning of the video up to: *Mm, Frühstück. Was esse ich denn gerne?* Then ask: *Wie heißen die beiden Mädchen? Wie alt sind sie? (Sie heißen Laureen und Felicitas. Sie sind 14 Jahre alt.) Wo sind sie? (Sie sind in der Küche.) Was machen sie? (Sie decken den Tisch.)* Introduce *den Tisch decken*, if necessary.
- Before continuing with the video, students complete **Spiel 1** on page 14, to help them recognize the food items in the clip. Then play the entire video, handing out transcripts of the dialog if students need it.
- Now ask comprehension questions, before students complete the online video activities. If necessary, revise the comparative and superlative of *gerne* before the exercises, by asking your students: *Was isst du gerne? (Ich esse gerne Brot.) Was isst du lieber? (Ich esse lieber Kuchen.) Was isst du am liebsten? (Ich esse am liebsten Obst.)* etc.
- Students work in pairs, reading out the video dialog. Then two volunteers act it, either miming laying the table, or using paper cups and plates, etc.

Extension

For homework: Write a video script about an *Osterfrühstück* with family and/or friends. Use *gerne/lieber/am liebsten* in your dialog. If possible, record your video with your smartphone and show it in class.

Pages 4–5 Lesson Plan 3

Ein Film über Freunde

Objectives

- To learn about a new movie (**2.1: Perspectives of Culture**)
- To practice adjectives and adverbs (**1.1: Interpersonal Communication**)
- Personal descriptions (**1.3: Presentational Communication**)

Resource(s)

Das Rad March 2016, pages 4+5

Audio: mg-plus.net/dr16audio1

Online Learning Unit: de.maryglasgowplus.com/
 languagelab

Starter

Compile a wordlist on *Film* on the board: *der Film, das Kino, ins Kino gehen, einen Film sehen/schauen, der Spielfilm, der Dokumentarfilm, der Animationsfilm, das Filmstudio*, etc. Underlining *Animationsfilm*, ask students to name any animated movies they have seen.

Main Activity

1 Move on to the article and read the title and the introduction with your class. Ask a few brief questions, such as *Wie heißt der neue Disney-Film? Wann startet er in Deutschland?* etc. Next, students answer the questions in **Vorbereiten**. List their answers on the board: *xx Schüler*

sehen immer Disney-Filme. X Schüler sehen oft Disney-Filme. Xx Schüler sehen nie Disneyfilme, etc. Underline the adverbs of time (*immer, oft, nie*.)

2 Read the section **Die Film-Story** with your students, then ask them to underline all adjectives. Briefly explain in your own language, that adjectives add endings when preceding a noun. Practice patterns such as *Die Stadt ist modern – eine moderne Stadt. Der Hase ist süß – ein süßer Hase*, etc. with your class.

3 Students now read the text at the bottom of page 4 alone or with a partner. Help less advanced students, if required. Volunteers then read the passages aloud. Again, ask students to underline the adjectives. Which one has got an ending, because it precedes a noun? (*groß: ein großes Herz*).

4 Students now do **Verstehen** and **Üben**. For further practice, they write sentences about themselves: *Ich bin meist optimistisch, aber manchmal pessimistisch. Ich bin oft faul. Ich bin nie sarkastisch*, etc.

Extension

Should you have access to *Das Rad Audio*, play track 1 (*Kino-News*) and ask your students to complete the online gap-filling exercise (see Language Lab Unit). For homework: Describe your best friend (**Weiterarbeiten**) or do the Language Lab exercises. For advanced: Compose your own online activity for your classmates on the topic of adjectives and/or adverbs.

Basic Vocabulary: Ostern und andere Events

This is a list of 30 words and phrases on the topic of *Ostern und andere Events*. Photocopy the table and ask your students to translate the terms.

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
die Jahreszeit		der Schinken	
der Frühling		der Käse	
Ostern		das Körnerbrot	
das Osterfest		das Weißbrot	
Ostern feiern		der Kräutertee	
der Ostersonntag		der Apfelsaft	
der Ostermontag		hart/weich gekochte Eier	
das Osterei		die Schokolade	
der Osterhase		der Animationsfilm	
die Oster-Tradition		Der Film startet im März.	
das Osterfrühstück		beste Freunde sein/werden	
Was isst du zum Frühstück?		verschieden sein	
Ich esse gerne ...		schnell/langsam sprechen	
Ich esse lieber ...		ziemlich laut sein	
Ich esse am liebsten ...		Energie haben	



Pages 6–7 Teaching Plan

Museen bei Nacht

Objectives

- To learn about museums in Germany (**4.2: Cultural Comparisons**)
- To practice reading comprehension (**1.2: Interpretive Communication**)
- To recognize and summarize details (**1.3: Presentational Communication**)

Resource(s)

Das Rad March 2016, pages 6 + 7

Audio: mg-plus.net/dr16audio2

Starter

If you have our audio tracks, play track 2 and ask your students to take notes while listening. Then ask: *In welches Museum geht Janina? (Sie geht ins Natur-Museum und ins Planetarium.) Und Valentin? (Er geht ins Mercedes-Benz-Museum.)* Without audio: Write the names of the museums on the board and ask students to associate about their exhibits.

Main Activity

- 1 Read the introduction to the article with your class and ask comprehension questions. Pointing out Stuttgart on a map of Germany, explain that the city is the capital of Baden-Württemberg (a federal state).
- 2 Now divide your class in three groups. Each group works on one of the museum sections. Members of the other two groups then ask the *Was/Wann/Wo/Wie* questions: *Was ist das Mercedes-Benz-Museum?* A representative of the Mercedes museum group then answers: *Es ist ein Automobil-Museum.* Next question: *Wann ist es offen?* Answer: *Es ist Dienstag bis Sonntag von 9 Uhr bis 18 Uhr offen, etc.*
- 3 When students have completed **Üben** and **Verstehen**,

they do some online research about the museums, adding more press quotes in the style of **Üben**, e.g. *Haus der Geschichte: Interessante Original-Objekte und viele Fotos zur Geschichte Baden-Württembergs. Naturkunde-Museum: Eine riesige Sammlung von Fossilien, Mineralien und Pflanzen, etc.*

Extension

Homework suggestion: describe a museum in your own town (see **Weiterarbeiten**) and design a poster. List key details about opening times etc. in a *Was/Wo/Wann/Wie* list, as in *Das Rad*. Advanced students write a brief piece on a *Lange Nacht* in a museum of their choice.



Culture box

Stuttgart

The capital of the federal state of Baden-Württemberg is one of Germany's most attractive cities. With a population of about 600,000, it is an important industrial, commercial, and cultural center. Stuttgart's history starts at around 950 A.D., when Duke Ludolf of Schwaben (Swabia) established a stud in a valley by the river Neckar, which became a settlement and then a proper town. Stuttgart's name goes back to the stud. It is derived from 'Stute' (mare) and 'Garten'. From the Middle Ages to the late 19th century Stuttgart was the capital of the dukedom (and later kingdom) of Württemberg. During World War 2 many parts of the city were destroyed, but important buildings such as the old castle (Altes Schloss), the new castle (Neues Schloss) and many houses in the neo-classical style survived. Today, Stuttgart is mainly famous for its car industry. Brands like Mercedes Benz and Porsche are manufactured there and exported all over the world. The motorcar was even invented in the city – by Gottlieb Daimler and Carl Benz in 1886.

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