

DAS RAD



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With National Standards for Foreign Languages

Editor's Letter

Dear teachers,

With summer approaching fast, we have reached the end of the school year and the end of this series of *Das Rad*. We hope that you and your students will enjoy this last issue of the series, and we also hope that our magazines have encouraged and inspired students in their German studies.

Sport, always a favorite subject, is the topic of our main Teaching Unit, and this time we concentrate on

Fußball und Segeln

Fußball (soccer) is the most popular sport in Germany and Austria, and many soccer stars are hero-worshipped by teenagers. One of these stars is 23 year-old David Alaba. His father is from Nigeria and his mother from the Philippines, but David grew up in Austria, and he still lives in Vienna. We talk about his life and his soccer career in the first Lesson Plan of the Unit, practicing soccer terms and the infinitive. In our video (Lesson Plan 2) we introduce a soccer fan, a young girl called Lotte, who spends all her free time pursuing her favorite activity – kicking a ball. In Lesson Plan 3 students learn about a very different kind of sport – sailing.

Our **Teaching Plan** is related to the *Das Rad* fashion feature. Many famous stars are attracted by the annual Berlin Fashion Week. They love German labels and German designers, as students will learn in three different celebrity interviews. And in our Language Lab Learning Unit, your students can practice fashion terms and other German language points.

Further topics: Belgian chocolate, pets and how to treat them, flower sculptures, news items, and a test. And as usual, you'll find audio tracks, the video and the Language Lab Unit for further practice and enhancement.

We would like to say *Auf Wiedersehen* for now, but don't forget that our new series will start in August. *Schöne Sommerferien!*

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* 5 – as mp3 or as CD, with a listening exercises booklet

A **Language Lab Learning Unit** with comprehension activities and automated marking

Our **Video Fußball** 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 10–11 Lesson Plan 1

Ein Fußball-Star

Objectives

- To learn about soccer and a soccer star
(2.1: Perspectives of Culture)
- To practice reading comprehension **(1.2: Interpretive Communication)**
- To revise and practice the infinitive **(1.1: Interpersonal Communication)**

Resource(s)

Das Rad April–May 2016, pages 10 + 11
Audio: mg-plus.net/DR16audio8

Starter

Revise different kinds of sports with your students by compiling a list on the board. Students will probably think of *Fußball* as one of the most popular sports. Underline the term and compile a sub-list: *der Fußball, der Fußballer, das Tor, das Team, das Spiel, der Klub, die Meisterschaft*, etc. Next, ask students to answer the questions under **Vorbereiten**.

Main Activity

- Ask your class to list some famous German Soccer stars. They will probably mention Manuel Neuer, Bastian Schweinsteiger, Thomas Müller, etc. Next, ask them: *Kennt ihr auch Fußballer aus Österreich?* The answer will most likely be *nein*. Tell your class: *David Alaba ist ein österreichischer Fußball-Star. Seine Eltern sind Ausländer, aber er ist in Österreich aufgewachsen und lebt in Wien.*
- Move on to the magazine, reading the soccer feature sentence by sentence with your students. Next, ask volunteers to read the paragraphs aloud. Ask comprehension questions, and/or ask students to complete **Verstehen**.
- Students now work with a partner on the text, underlining all soccer terms. They'll find several English words, e.g. *das Team, der Team-Player, der Team-Spirit, der Allrounder*, etc. Explain to them that many young Germans love using English words and phrases, especially when talking about sports, social media, pop music and TV.
- Students now complete **Üben**. They could write more sentences in the same style with different verbs (see **Weiterarbeiten**). If your class/group is less advanced, give them a list of verbs in the infinitive.

Extension

For homework: write a profile of a soccer star who lives in your own country. Point out: *Name, Alter, Klub, Spieler-Position, wichtigste Spiele, Zahl der Tore*. Add a photograph to your profile. Alternative homework: Listen

to audio track 8 and do the exercise. And which of the soccer terms appearing in the magazine can students spot in the listening track?

Page 14 Lesson Plan 2

Video: Fußball

Objectives

- Further practice of soccer terms **(1.3: Presentational Communication)**
- To practice patterns of questions and answers **(1.1: Interpersonal Communication)**
- To practice listening comprehension **(1.2: Interpretive Communication)**

Resource(s)

Das Rad April–May 2016, page 14
Video: Fußball (mg-plus.net/dr15video5)

Starter

Is there a soccer player in class? If yes, ask him or her to come to the front. The others ask questions about his or her sport: *Warum spielst du Fußball? Wo spielst du Fußball? Wie oft spielst du Fußball? Wer ist dein Lieblings-Spieler?* etc. List the questions the students have asked.

Main Activity

- Tell your class that you will now play a video about *Fußball*. First, hand out the transcripts and ask students to underline all the questions put to Lotte. Are they the same or similar to the questions the students have asked themselves (listed on the board)?
- Now play the video once, without stopping. Students follow the transcript, underlining all soccer terms. They should know some from Lesson Plan 1, such as *Position, Mittelfeld, Klub, Europa-Meisterschaft, Lieblings-Spieler*.
- Now play the video once again. Ask comprehension questions and explain all unknown vocabulary. For further practice, students complete the online activities and/or **Spiel 1** in the magazine.
- Ask two volunteers to come to the front of the classroom. One takes the part of Lotte, the other one asks the questions. If your class is less advanced, students read off the transcript.

Extension

For homework: Watch the video again, then write a short summary, e.g. *Auf dem Video sehen wir Lotte. Sie ist 13 Jahre alt. Sie spielt Fußball auf einem Fußballplatz. Sie trägt einen grauen Pullover, eine rote Mütze, schwarze Leggings und Sneakers. Lotte spielt schon seit neun Jahren Fußball. Sie spielt zwei- bis drei Mal die Woche mit ihren Freundinnen. Sie spielt im Sturm oder im Mittelfeld, etc.*

Porträt einer Seglerin

Objectives

- To learn about sailing and other summer sports **(2.2: Products of Culture)**
- To understand and practice personal data **(1.1: Interpersonal Communication)**
- To learn about the Olympic games **(4.2: Cultural Comparisons)**

Resource(s)

Das Rad April–May 2016, page 16, page 3
 Audio: mg-plus.net/DR16audio10

Starter

Begin by compiling a word list about *Olympia*: *die Olympischen Spiele oder die Olympiade, die Gold-, Silber-, Bronzemedaille, die olympischen Disziplinen, der/die Olympiasiegerin*, etc. Do students know where and when the next Olympic games will take place? (in Rio de Janeiro, later this summer).

Main Activity

1 Now say: *Wir lernen nun etwas über eine Sportlerin, die Gold-Favoritin* (write it on the board) *für Olympia ist. Sie kommt aus Österreich.* Let students guess which sport a young Austrian might pursue at the Olympics. Students will probably connect Austria with skiing or

skating, but not with sailing. Tell them: *Ja, aber diese Sportlerin geht zu den Olympischen Sommerspielen* and write the name *Lara Vadlau* on the board. Alternative introduction: play audio track 10 (quiz).

2 Now ask students to read Lara's profile on page 16. *Was ist sie von Beruf? (Sie ist Seglerin). Wie heißt ihr Sport? (Segeln).* Say: *Segeln ist eine olympische Disziplin* (underline the term in the wordlist you have compiled earlier). Now compile a sub-list about *Segeln* (*das Segelboot, die Segel-Yacht, das Segel, der Segler, die Seglerin, die Segel-Regatta*, etc.)

3 Students now work with a partner on the word puzzle on page 16 (*Lieblings-Element*). If your class/group is advanced, this could be done as a contest: Which pair is the first to finish and has found the correct word?

4 Students put the sentences from the word puzzle into the first person singular: *Ich heiße Lara. Ich gehe in meiner Freizeit skifahren und wandern. Ich bin 22 Jahre alt*, etc.

Extension

For homework: write the profile of an aspiring Olympic medalist of your own country. Which sport does he/she represent? Or (for advanced): read the text on page 3 on your own and do the quiz. Then write a short text about a *Freibad* or a similar summer sport location/activity near your home town (e.g. about a beach club, a rowing club, a hiking group, etc.)

Basic Vocabulary: Fußball und Segeln

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

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
das Fußball-Team		hart trainieren	
der Team-Player		konsistent gut spielen	
der/die Fußballer/in		die EM gewinnen	
der Fußball-Klub		die Olympischen Spiele	
der Favorit		die Goldmedaille	
der Fußball-Platz		auf Gold hoffen	
die Team-Kollegen		der/die Segler/in	
die Europa-Meisterschaft (EM)		Mein Sport ist Segeln.	
die Welt-Meisterschaft (WM)		das Segelboot	
Ich spiele seit ... Fußball.		das Freibad	
Ich spiele im Sturm.		die Freibad-Saison	
Ich spiele im Mittelfeld.		in der Sonne liegen	
ein Tor schießen		von der Plattform springen	
Mein Lieblings-Spieler ist...		die Sommer-Aktivitäten (Pl)	
der Torwart		die Sommer-Attraktionen (Pl)	



Pages 6–7 Teaching Plan

Mode aus Deutschland

Objectives

- To learn about German fashion (**2.2: Products of Culture**)
- To practice reading and listening comprehension (**1.2: Interpretive Communication**)
- To practice plural and accusative (**1.1: Interpersonal Communication**)

Resource(s)

Das Rad April–May 2016, pages 6 + 7

Audio: mg-plus.net/DR16audio7

Online Learning Unit: de.maryglasgowplus.com/
languageLab

Starter

To revise items of clothing, ask a boy and a girl to come to the front of the classroom. Ask the others: *Was trägt er? Was trägt sie? (Er/Sie trägt einen roten Pullover, blaue Jeans/Leggings, ein schwarzes Hemd, weiße Sneakers, etc.).* Next, you could ask: *Wie ist ihr/sein Stil?,* introducing terms such as *sportlich, elegant, glamourös* etc. You could use photos instead of live ‘models’.

Main Activity

- Ask your students to name any German fashion labels they know. Maybe Adidas and Boss will be mentioned. Any German designers? (e.g. Karl Lagerfeld, Wolfgang Joop, Jil Sander). Continue by saying: *Die bekannteste deutsche Modemesse ist die Berlin Fashion Week* (write the term down) and move on to the feature in the magazine.
- Students work in pairs or small groups on the text. Ask volunteers to read the sections aloud. Correct their pronunciation, and explain all unknown words and phrases.
- After completing **Üben** and **Verstehen**, ask your students to make up sentences with the plural nouns in **Verstehen**. The sentences in **Üben** could be extended by the relevant activity in the Language Lab Unit (possible homework).

- Should you have access to *Das Rad* Audio, play track 7. Which words on the track are also used in the magazine article? (*Liebblings-Marke, praktisch, sportlich*). Students then complete the listening activity (matching parts of sentences).

Extension

Design the poster (see **Weiterarbeiten**), and label the clothing items of your favorite star: *saloppe Jacke; elegante Bluse; sportliche Schuhe*, etc. Advanced: You are a reporter at the Berlin Fashion Week. Write your report: *Ich bin hier auf der Berlin Fashion Week. Die Models gehen auf den Catwalk. Jetzt kommt ein Model von Karl Lagerfeld. Der Stil ist sehr glamourös*, etc. Alternative homework: research and describe famous labels in your own country.



Culture box

A famous Designer

Without doubt, Karl Lagerfeld is the most famous German fashion designer. His trademarks (sun glasses, pony tail, dark suits) are instantly recognizable. Lagerfeld was born in Hamburg in 1938, as a son of well-to-do parents. When he was 14 years old, he and his mother moved to Paris. The French capital was ideal for the young Lagerfeld to develop his talents for design and fashion. He won his first design award at the age of only 16. This was the start of a glamorous career. Lagerfeld worked for famous fashion companies such as Balmain, Chloe and Chanel. But he never gave up his artistic independence, and successfully marketed his own label, KL. Apart from clothes, he also designed costumes for operas and movies, and became a renowned photographer. Though living in France for most of his life, Lagerfeld stayed in touch with Germany, e.g. by sponsoring German models (such as Claudia Schiffer) and creating collections for German fashion companies.

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