

DAS RAD

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of language learning



Editor's Letter

Dear teachers,

Autumn is here, it's getting chilly and the days are getting darker. It's time for a trip to the cinema, to revel in the explosion of colour that is the new movie release 'Trolls'. We learn about these colourful little creatures in **Musical in Neon-Farben**, in which students will enjoy revising colours while getting to know Poppy and her troll friends. This topic is further explored in this issue's online Learning Unit, encouraging students to work independently.

Are you looking forward to Christmas? In **Top-Apps für Weihnachten**, teenager Mara introduces us to her favourite apps and puts her smartphone to good use while helping with her family's Christmas preparations. The whole family gets involved – a good opportunity to practise verbs in the first person plural.

Think snowy mountains and snow-covered ski slopes for our report from Stams boarding school in Austria, where winter sports take priority. **Ein Schultag im Sportinternat** introduces us to a gifted and dedicated young ski jumper. We follow his daily routine, centred around his schedule of high-performance training.

Idyllic Christmas markets, ice-skating on a massive scale and more – our **Wien-Tipps** demonstrate that the Austrian capital has a lot to offer to teenage visitors during winter. We practise interrogative pronouns as we find out *who* does *what* in Wien.

Further topics: Igloo vacation – a chilled overnight stay in the Allgäu Alps, a portrait of a young football star from Switzerland, interesting facts about the Advent season in Germany, news items and language games.

As usual you'll also find audio tracks, a video and our online Learning Unit for further practice.

We hope you and your students enjoy this issue of *Das Rad* and we wish you a merry Christmas and a happy New Year.

Elisabeth Wiedner

Editor of *Das Rad*

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- 5 audio tracks** related to *Das Rad 2* – as mp3 or on CD with worksheets
New! Our audio track booklets can now be found online at www.mg-plus.net/de/audio. They are no longer available in printed form
 - A **Language Lab Learning Unit** with comprehension activities and automated marking
 - Our **Video 'Handys'**, with transcript and online activities
- Plus:** Access to our archive of teaching resources, with an abundance of videos, audio tracks, online activities, magazine articles and worksheets



Pages 4–5 Lesson Plan 1

Musical in Neon-Farben

Objectives

- To recognise adjectives
- To use adjectives to say something about yourself
- To practise reading and listening comprehension

Starter

Start with a revision of colours. Say: *Meine Lieblingsfarbe ist ... (grün, lila, rot etc.)* Then ask: *Was ist deine Lieblingsfarbe?* Write the answers on the board and ask: *Welche anderen Farben gibt es noch?* Add to the list on the board. Consolidate students' understanding further with a game. As soon as you call out a colour, students have to find an object of the same colour and touch it. Whoever is fastest wins.

Main Activity

- 1 Students start with **Antworte!** Ask for examples of musicals. For less advanced learners provide a list of adjectives to enable them to express opinions (*cool, super, fantastisch, amüsant, langweilig, doof, furchtbar*).
- 2 Read the introduction to the article and the Film-Info box with the class. Ask comprehension questions and clarify unfamiliar terms. Then students test their reading comprehension with **Kreuz an!**
- 3 Ask students to underline all adjectives (*internationale, fantastische, coole, graue*) as well as their related nouns. Students then continue with **Übe!** Pick students to read out the answers to the class, when finished.
- 4 Working in pairs, students move on to **Diskutiere!** They can use the list of colours collected on the board at the beginning of the lesson. Additionally introduce the terms *hell* (light-coloured as in '*hell-blau*') and *dunkel* (as in '*dunkel-braun*'). Encourage students to swap speaking partners at least twice.

Extension

Introduce the audio-clip 'Kino-News' mg-plus.net/DR56_audio6. Before playing the audio, ask students to listen out for the answers to the following questions: 1. *Wie heißt der Film?* (*Phantastische Tierwesen – Fantastic Beasts*) 2. *Was ist das für ein Film?* (*Es ist ein Fantasy-Film*) 3. *Worüber schreibt Newt Scamander?* (*magische Kreaturen*).

For homework: Students complete the online Learning Unit de.maryglasgowplus.com/languageLab.

Pages 10–11 Lesson Plan 2

Top-Apps für Weihnachten

Objectives

- To learn something about German teenagers and smartphones
- To practise plural verb forms
- To practise listening and reading comprehension

Starter

Students listen to the audio-clip 'Handy-Umfrage' mg-plus.net/DR56_audio8 and jot down answers to the following questions: *Was für ein Handy hat Konstantin?* (*Sony*), *Was für ein Handy hat Elif?* (*iPhone*).

Main Activity

- 1 Hand out copies of the transcript of 'Handy-Umfrage'. Ask students to work in groups of four and to practise reading the text aloud with assigned roles. Challenge groups to perform the scene in front of the class. Then ask students to underline all smartphone activities mentioned by Konstantin and Elif in the text. (*K: spiele Handy-Spiele, telefoniere. E: mache Fotos, bin oft auf WhatsApp*). Ask students to name these phrases and write them on the board. Ask why the verbs 'spiele', 'telefoniere' and 'mache' have the ending –e. Allow thinking time for students to come up with the answer themselves. (*The verb form is the first person singular, 'ich'.*)
- 2 Read the heading and the paragraph on page 10 with the class. Ask students to give you a rough translation. Then students do **Kreuz an!** in pairs. Review the answers and encourage the class to work out the differences between the verb forms from the audio-clip in the first person singular (*ich*), and the verbs in the first person plural (*wir*) in the magazine article. Ask: *Wie ändert sich das Verb, wenn aus 'ich' 'wir' wird?* (How does the verb ending change when 'I' becomes 'we'?) Again, allow thinking time. (*The ending –e changes to –en.*)
- 3 Students now complete **Antworte!** with their partners and question each other about their favourite apps. They then watch the video 'Handys' mg-plus.net/DR56_video2. Ask the class to note down Emma's and Paul's smartphone activities (*telefoniere, schreibe SMS, mache Fotos, surfe im Internet, spiele Spiele*) and add any activities not mentioned before to the list on the board.
- 4 Students move on to **Diskutiere!** and answer the questions in writing. Initiate a class survey to identify the five most popular apps within this student group. Assess students' understanding of 'ich' and 'wir' verb-forms in the process.

Extension

For homework students complete **Übe!** and consolidate the topic further by forming four sentences about Christmas preparations within their families in writing.

Pages 6–7 Lesson Plan 3

Ein Schultag im Sportinternat

Objective

- To learn about a specialist winter sport boarding school in Austria
- To practise talking about the time
- To practise first person singular verb forms

Starter

Write 'Österreich' on the board. Provide the class with access to a map of Europe or Google maps. Ask: *Wo liegt Österreich?* Challenge students to name all countries which share a border with Austria (*Deutschland, Schweiz, Italien, Slowenien, Ungarn, Slowakei, Tschechische Republik*) and add their names to the board in a circle around 'Österreich'. Ask: *Warum gibt es in Österreich ein Ski-Internat? (liegt in den Alpen, Wintersportarten sind populär usw.)*

Main Activity

1 Play the audio-clip 'Ski-Internat' mg-plus.net/DR56_audio7. Students note down answers to the

following questions: 1. *Wer ist Evelyn? (Schülerin am Ski-Internat)* 2. *Wie viele Schüler hat das Ski-Internat? (hundertsechzig)* 3. *Wie findet Evelyn die Schule? (super und total wichtig)* 4. *Was ist Evelyns Traum? (eine professionelle Ski-Karriere).*

2 Read the headline, the introduction and Marco's speech bubble on page 6 with the class. Ask comprehension questions and clarify unfamiliar terms.

3 In preparation for **Schreibe!**, hand out the photocopied vocab lists 'Tagesablauf' and provide access to dictionaries. Encourage students to look up unfamiliar terms independently and to enter the translations into their vocab lists. Working in pairs students now move on to **Schreibe!** When finished, check students' understanding by going over the answers together with the class.

4 Students carry on with **Übe!** in writing. They then make notes about their own daily routine for **Diskutiere!** Model this exercise by drawing a timeline on the board. Encourage students to suggest different activities to add to the timeline. Challenge volunteers to talk about their daily routine in front of the class and to add their activities to the timeline on the board.

Extension

For homework: Students describe the daily routine in their dream boarding school such as Hogwarts, St. Trinian's or a boarding school of their own invention.

Grundvokabular: Tagesablauf

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

| Auf Deutsch | Übersetzung | Auf Deutsch | Übersetzung |
|----------------------|-------------|-------------------------------------|-------------|
| mein Schultag | | das Abendbrot | |
| Was machst du? | | Abendbrot essen | |
| trainieren | | Ich esse Abendbrot. | |
| Priorität haben | | von neun bis dreizehn Uhr | |
| um ... Uhr | | Ich habe Unterricht. | |
| um sechs Uhr dreißig | | die Schulstunde | |
| das Frühstück | | Um neun Uhr habe ich Unterricht. | |
| frühstücken | | Um achtzehn Uhr spiele ich Fußball. | |
| Ich frühstücke. | | mit der Familie | |
| das Essen | | zuerst | |
| das Mittagessen | | und dann | |
| essen | | am Abend | |
| Ich esse zu Mittag. | | oft | |
| die Schulkantine | | manchmal | |
| in der Schulkantine | | immer | |



Pages 12-13 Lesson Plan 4

Wien-Tipps

Objective

- To learn something about Vienna
- To practise translating a text
- To practise reading and listening comprehension
- To revise interrogative pronouns

Starter

Point to the badge on page 12 and ask: *Wofür steht das Herz? (Ich liebe Wien).* Ask: *Wer war schon einmal in Wien?* And: *Sind diese Sätze über Wien richtig oder falsch?* 1. *Wien ist die Hauptstadt von Österreich.* 2. *Wien ist die zweitgrößte deutschsprachige Stadt nach Berlin.* 3. *Wien hat eine Kaffeehauskultur.* 4. *Die Sachertorte kommt aus Wien.* 5. *Der Jugendstil kommt aus Wien.* (All correct.) If you have internet access in the classroom, research more information online with the class.

Main Activity

- 1 Listen to the audio track 'Lieblings-Stadt' mg-plus.net/DR56_audio9. Ask the following questions: 1. *Wohnt Anja in Wien? (Nein, sie wohnt in München.)* 2. *Wer wohnt in Wien? (Anjas Tante)* 3. *Was ist Anjas Tipp? (der „Wiener Eisstraum“, ein gigantisches Eislauf-Areal im Zentrum von Wien).*
- 2 Introduce a game: Divide the class into three teams and read the five *Stadt-Tipps* together. Take a break after each one and ask students to roughly translate the terms printed in bold. The first team to come up with the translations gains a point.
- 3 Students move on to **Kreuz an!** and **Übe!** For a revision of interrogative pronouns, write *wer, was, wo, wie* on the board. Ask the class to suggest sample questions for each pronoun.
- 4 Hand out the transcript of the audio track. Students use two different coloured pens to underline the questions with an interrogative pronoun and the questions without. What are the differences in word order? (*Mit Frage-Pronomen: Das Verb steht an 2. Stelle. Ohne Frage-Pronomen: Das Verb steht an 1. Stelle.*)

Now divide the class into groups of three. Each group selects one of the four remaining Wien-Tipps and devises questions with and without interrogative pronouns for a radio interview with Anja. For less advanced groups use the audio transcript as scaffolding. Finally encourage the groups to volunteer and to perform their radio interviews in front of the class. Each group receives constructive feedback from the other groups.

Extension

For homework: **Diskutiere!** Students write a paragraph about their favourite Wien-Tipp and give reasons for their choice.



Culture box

Tradition im Dreiviertelakt

Vienna and the waltz belong together just like Sachertorte and whipped cream. Since the early 19th century the Viennese waltz has been an important part of the cultural heritage of Austria's capital. Composer Johann Strauss II immortalized his city with catchy tunes like 'The Blue Danube', also well known for its iconic appearance in Stanley Kubrick's cult film '2001 – a Space Odyssey'. Every year at the Vienna Philharmonic's New Year concert, 'The Blue Danube' is traditionally performed as the encore. Tickets for the 1st of January 2017 are now traded like gold dust on the internet, some fetching in excess of 9000 Euros! However, music lovers can look forward to the live TV broadcast, which is expected to attract over 50 million viewers worldwide.