

# DAS RAD

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**60 YEARS**  
of language learning



## Editor's Letter

**Dear teachers,**

Happy New Year and welcome back, we hope you had an invigorating winter break. For a successful start to teaching German in 2017, this new issue of *Das Rad* is once again packed with engaging topics designed to motivate young readers. We also show you how to integrate the articles further into your classroom practice in our lesson plans:

**Die Thundermans** introduces a family of superheroes from the popular TV-Series of the same name. Each family member has a different special power. Students practise the use of adjectives and revise the names of family members.

In **Grüner Trend in Deutschland**, students learn about recycling, renewable energies and the organic food industry in Germany. They can test their own environmental awareness and discuss what actions they can take themselves to work towards a greener future for all.

Many teenagers dream of YouTube stardom. In **Deutsche YouTube Stars** we present three German vloggers who realised their dream. There is also an additional vocab list for budding YouTubers and the online Learning Unit.

In our feature about Zürich we show that this multi-faceted Swiss city really has something to offer for every teenager. Our tips are original and different, veering from the super-trendy to the traditional, while students are encouraged to practise asking questions with and without interrogative pronouns.

**Further topics:** Interesting facts about St. Moritz, the setting for the Ski World Cup, a short portrait of the Austrian speed skater Vanessa Bitner, trivia about the Australian rock band *5 Seconds of Summer*, and the usual mix of news items, our video, audio-tracks relating to 5 articles and the online Learning Unit.

We wish you and your students a successful new year and hope you will all enjoy this first issue of *Das Rad* in 2017.




**Elisabeth Wiedner**

Editor of *Das Rad*

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-  **5 audio tracks** related to *Das Rad 3* – as mp3 or on CD with worksheet **New!** Audio booklets are no longer available in print, but are available online at: [www.mg-plus.net/de\\_audio](http://www.mg-plus.net/de_audio)
  -  **A Language Lab Learning Unit** with comprehension activities and automated marking
  -  Our **Video Hobbys**, 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

### Die Thundermans

#### Objectives

- To practise using adjectives
- To revise family vocabulary
- To practise reading and listening comprehension

#### Starter

Play the *Film-Quiz* [mg-plus.net/DR56\\_audio11](http://mg-plus.net/DR56_audio11) up to *Der Protagonist heißt Thomas*. Stop the recording and ask the class: *Welcher Film ist das?* Hand out the transcript with the last two lines missing and play the audio clip again. The first student to call out the correct answer (*die 'Maze-Runner'-Trilogie*) gets to lead the following activity.

#### Main Activity

- 1 Students start with **Antworte!**. The student helper writes all the favourite TV-series suggested by the class on the board. Tell students that you will refer back to the list later on in the lesson.
- 1 Read the introduction to the article, Phoebe's speech bubble and Phoebe's descriptions of her family with the class. Pause after each paragraph, ask comprehension questions and clarify unfamiliar terms. Ask students to underline all adjectives in the article. Then students continue with **Übe!**. Challenge more advanced groups to also work out the opposites to *populär (unpopulär)*, *stark (schwach)*, *schüchtern (selbstbewusst)* and *schnell (langsam)*.
- 2 Students revise the basic vocabulary for family members in **Schreibe!**. Then ask: *Welche anderen Familienmitglieder kennt ihr noch?* Collect the answers on the board (for example: *Großmutter, Großvater, Tante, Onkel, Enkel, Cousin, Cousine, Stiefvater, Stiefmutter, Schwager, Schwägerin*).
- 3 For **Diskutiere!**, students design a poster introducing their own family. Following the layout of the article, students draw themselves and members of their family and write the descriptions in speech bubbles. When completed, students discuss their posters with their speaking partners. Circulate around the classroom and select a few students to present their poster to the whole class.

#### Extension

Invite the class to play a guessing game. Ask a volunteer to come forward and choose a family from one of the TV-series on the board. The student then, from the point of view of one of the family members, describes 'their' family to the rest of the class. The student who correctly identifies the show then picks another TV-family, and so on.

## Pages 6–7 Lesson Plan 2

### Grüner Trend in Deutschland

#### Objective

- To learn something about environmental awareness in Germany
- To practise listening and reading comprehension

#### Starter

Draw three large dustbins on the board. Label them *Recycling, Biotonne* und *Restmüll*. Call out the following items and ask the class which bin they belong in. Write the items into the corresponding bin: *Bücher (Re)*, *CDs (RM)*, *DVDs (RM)*, *Eierschalen (B)*, *Essensreste (B)*, *Fotos (RM)*, *Glasflaschen (Re)*, *Joghurtbecher (Re)*, *Papier (Re)*, *Porzellan (RM)*, *Teebeutel (B)*, *Blumen (B)*, *Zeitungen (Re)*. Encourage students to add their own suggestions.

#### Main Activity

- 1 Read the headline and the introduction on page 6. Ask the students to explain the terms *alternative Energie*, *Bio-Produkte* and *grüner Lifestyle* (if need be in the classroom language). Students then work through the five paragraphs with their partners and insert the nouns listed in **Schreibe!** into the gaps. Once completed, ask the students to translate the expressions highlighted in yellow in the text. Tell the class to watch out for cognates. Now ask comprehension questions: *Wer ist die Nummer 1 im Recycling-Ranking? (Deutschland)*. *Wie viele Deutsche sind Vegetarier? (Über 7 Millionen)*. *Womit fahren 30 Millionen Deutsche pro Tag? (Mit der Bahn oder mit dem Fahrrad)*. *In welchem Sektor sind die Deutschen Pioniere? (Öko-Energie)*. *Was ist Natur-Kosmetik? (Kosmetik ohne Chemikalien, mit Natur-Elementen)*.
- 2 Students move on to **Mach den Test!** with their partners. Write *Wie grün ist unsere Klasse* an die Tafel and find out how students scored in the test. Discuss the outcome with the class.
- 3 Play the audio clip [Umwelt mg-plus.net/DR56\\_audio12](http://mg-plus.net/DR56_audio12). Ask the students to make notes to the following questions: *Was macht Karina für die Umwelt? (Sie recycelt.) Welche Container hat sie zu Hause? (Papier, Plastik, Glas und Metall)*. *Wer fährt mit dem Fahrrad in die Schule? (Yannick)*. *Was macht Laura für die Umwelt? (Sie ist Vegetarierin.) Was macht Tim für die Umwelt? (Nichts!)*

#### Extension

Students brainstorm ideas for **Antworte!**. Collect the suggestions on the board. Then ask the students to sort them into categories, such as *Energie sparen*, *Recyclen* oder *Grün essen*. Discuss the relevance of each item.

## Pages 10–11 Lesson Plan 3

### Deutsche YouTube-Stars

#### Objective

- To learn something about German vloggers
- To practise reading and listening comprehension
- To research online in the target language

#### Starter

Students discuss the questions in **Antworte!** in small groups. Ask each group to compile a list of their favourite YouTubers and to organise their channels into categories such as *Gaming, Beauty, Sport, Lifestyle* etcetera.

#### Main Activity

- 1 Read the introduction to the article with the class. Ask the students to read the three paragraphs about the German vloggers with their partners and to underline the English words (*Vlogger, Tutorials, Challenges, Beauty, Fashion, Longboard, Trips, Gaming, Teens*). Explain that young Germans often like to use English terms, especially in relation to sport, music and social media. Ask higher ability groups to find German terms for the English ones used in the text for their homework.
- 2 The students proceed to **Kreuz an!**. They then check their comprehension skills by consulting the answers on page 15 independently. Make sure that they have completed the exercise successfully and ask: *Wer hat*

*alles richtig angekreuzt?* Ask further comprehension questions and clarify any remaining unfamiliar terms.

3 Write *Freekickerz, Dagi Bee* and *DNER* on the board, and ask students to choose which one of these vloggers they want to research online. Divide the class into small groups, depending on the number of computers available. Allow time for students to look at several videos on YouTube. Each group then creates a PowerPoint presentation about their chosen vlogger.

Scaffold the structure of the presentation by giving the students a list of questions to be addressed, for example: *Um welche Themen geht es in den Videos? Beschreibe die Persönlichkeit des Vloggers. Beschreibe den Stil der Videos. Wie gefallen dir die Videos? Warum?* Ask the groups to choose a relevant video clip and to embed it in the presentation. Nominate volunteers to present their group's PowerPoint to the class. Allow time for questions and comments from the class.

#### Extension

Students complete the online Learning Unit [de.maryglasgowplus.com/languagelab](http://de.maryglasgowplus.com/languagelab).

### Grundvokabular: YouTube-Kanäle

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

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
ein Hobby – viele Hobbys		der Vlogger, die Vloggerin	
mein Hobby ist ...		sich für etwas interessieren	
ich mache YouTube-Videos		ich interessiere mich für ...	
ansehen (Ich sehe... mir an.)		suchen (Ich suche nach...)	
anklicken (Ich... klicke an.)		Ich sehe gern Katzenvideos.	
Wie viele Aufrufe hat das Video?		Videos produzieren	
Videos aufnehmen		die Herausforderung	
Videos schneiden		der Schönheits-Tipp	
der Abonnent		das Mode-Tutorial	
Mein Kanal hat Abonnenten.		Tipps (Pl.) für Problemsituationen	
Ich lade ein Video hoch.		populär sein (Sie ist populär.)	
Mag ich. / Mag ich nicht.		die deutsche Gaming-Szene	
teilen		die Jugendliche	
abonnieren		Freunde online treffen	
der Kommentar		soziale Netzwerke (Pl.)	



## Pages 12-13 Lesson Plan 4

### Zürich-Tipps

#### Objective

- To learn something about the Swiss city of Zürich
- To practise the pronunciation of umlauts
- To practise reading and listening comprehension
- To revise interrogative pronouns

#### Starter

Write the vowels 'a', 'o' and 'u' on the board. Ask: *Wie sprechen wir diese Vokale aus?* Then ask: *Welche Wörter mit a, o oder u kennt ihr?* (for example: *der Arm, die Hand, das Boot, das Ohr, die Wurst, die Schule*). Now draw two dots over each vowel and turn them into 'ä', 'ö' and 'ü'. Ask: *Wie nennen wir diese Vokale?* (*Umlaute*). *Und wie sprechen wir sie aus?* Demonstrate the pronunciation to the class, stretch the vowels to clarify. Encourage the students to practice the pronunciation quickly with their partners. Then ask them to find examples of words using an Umlaut on pages 12-13 (for example: *Zürich, fünf, populär, Süden, Trophäe, präsentiert, Wörter, Kühe*). Write *Zürich* an die Tafel. Ask: *Was ist Zürich?* (*Eine Stadt*). *Wo liegt Zürich?* (*In der Schweiz*). *Wo liegt die Schweiz?* (*In Europa*).

#### Main Activity

- 1 Nominate volunteers to find Zürich on a map and to read out the introduction to the article on page 12.
- 2 Students now read the five Zürich tips with their partners and then complete **Kreuz an!**. Check the answers and ask further comprehension questions, for example: *Was kann man in der Lindt Manufaktur machen?* (*Schokolade testen und Spezialitäten kreieren*). *Was fährt 55 Kilometer pro Stunde?* (*Go-Karts*). *Wo finde ich die Designer Taschen?* (*Im Freitag-Tower*). *Wo geht es um Schweizer Traditionen?* (*beim Uetliberg Challenge*). *Wo steht die originale WM-Trophäe?* (*im Multimedia-Museum*).
- 3 Students move on to **Übe!**. For a further revision of the interrogative pronouns 'wo' and 'was', ask the class to suggest additional sample questions.

- 4 Play the audio clip [mgplus.net/DR56\\_audio14](http://mgplus.net/DR56_audio14). Ask the students to answer the following questions: *Was ist Florians Tipp?* (*Uetliberg Challenge, ein Contest für Schweizer Traditionen*). *Was ist ein traditionelles Schweizer Musikinstrument?* (*das Alphorn*). Hand out the transcript of the audio track. Ask students to underline the questions without an interrogative pronoun. Elicit the grammatical rule for the formation of questions without a pronoun: Inversion of verb and subject - the verb is in first place. (*Das Verb steht an 1. Stelle.*) Now ask the class to convert the sentences in **Kreuz an!** into questions without interrogative pronoun, for example: *Ist Lindt ein Schokolade-Museum?*

#### Extension

Debate with the class in **Diskutiere!**. For homework ask students to research another tourist attraction in Zürich and to present their findings as a poster.



### Culture box

#### Schweizer Literatur für Kinder:

#### „Heidi“ und „Ursli“

*Heidi*, the cheerful little mountain girl, is one of the most beloved heroines of children's books of all time.

The Zurich-based Swiss author Johanna Spyri created in *Heidi* one of the great classics of world literature, translated into 50 languages and time and again adapted into feature films and animated cartoons. Just as popular with generations of Swiss children is the picture-book *Schellen-Ursli* by Selina Chönz. It tells the story of a little boy, who dares to climb up into the mountains on his own, causing a flurry of excitement in his village. The recent feature film, directed by the Swiss film maker and Oscar winner Xavier Koller, shot on location in the breathtakingly beautiful Swiss Alps, is a perfect family treat.