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Editor's Letter

Dear teachers,

Welcome to this last edition of *Das Rad* in the current school year. We hope our entertaining mix of articles and exercises will provide a perfect antidote to any onset of learning fatigue in the run-up to the summer holidays. Tips and suggestions on how to integrate our topics into your classroom practice can be found in our four lesson plans.

We feature the pop star **Wincent Weiss**, who started his career as a contestant on 'Deutschland sucht den Superstar'. He shot to fame with his song 'Musik sein' and has now released his first album. Is there anything Wincent *can't* do? We'll find out while practicing the modal verb *können*.

We visit the Free Arts of Movement Club in the Bavarian capital in **Parkour-Fieber in München**. FAM is the largest club of its kind in Germany, where members can train in a professional and safe environment to perfect potentially dangerous moves such as the 'monkey vault' or the 'dash'.

In **Abenteuer im Eis** we follow German photographer Christoph Jorda on a photo safari into the caves of an alpine glacier. Christoph's images from inside the Pitztal Glacier in the Austrian Alps reveal the breathtaking beauty of these subterranean icescapes.

Who would have thought that the app musical.ly is the road to fame and stardom? **Lina und Lena** amassed a following of 13 million fans worldwide with their cheerful 15 second clips. Who are they? We introduce the 14 year old twins from Stuttgart.

Further topics: Ideas for a fun-filled day in Graz; the German football player Mesut Özil - currently playing for Arsenal in the UK; interesting facts about Gamescom, the largest European event for computer and video games in Cologne; plus news, audio-clips, our video, and the Language Lab Learning Unit.

We hope you and your students will have fun reading *Das Rad 5*. See you after the summer holidays!

Elisabeth Wiedner

Editor of *Das Rad*




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Audio booklets are no longer available in print, but are available online at: www.mg-plus.net/de_audio
-  **A Language Lab Learning Unit** with comprehension activities and automated marking
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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

Wincent Weiss

Objectives

- To learn about a German pop star (**2.2: Products of Culture**)
- To practice the modal verb 'können' (**4.1: Language Comparisons**)
- To practice reading and listening comprehension (**1.2: Interpretive Communication**)

Starter

Students discuss the questions in **Antworte!** in small groups and make notes. Enter their answers into a grid (*Lieblingsstar/was kann er oder sie gut*) on the board. The students then vote for who is the most popular celebrity. Encourage students to give reasons for their choices.

Main Activity

- 1 Read the introduction to the article with the class. Nominate two volunteers to read the interview, taking the parts of DR and Wincent. Clarify any unfamiliar terms.
- 2 The students move on to **Schreibe!**. To begin with, read the questions together with the class and, if necessary, revise the question words *wo* and *was*. Check students' reading comprehension and discuss the answers with the class.
- 3 Ask students to highlight the sentences with *du kannst* and *ich kann* in the interview. Students then translate the sentences into the classroom language. Ask: *Was fällt auf?* ('Kannst' and 'kann' are used in conjunction with an infinitive at the end of the sentence.) If necessary revise the use of modal verbs. Students then practise forming sentences with the modal verb *können* in **Übe!**. Discuss the answers with the class. Then move on to **Diskutiere!**. Ask the students to complete this exercise in writing.
- 4 Divide the class into groups and end the lesson with a quiz. Volunteers describe one of the stars mentioned at the beginning of the lesson with *er/sie kann gut/kann nicht gut* phrases. Students who guess correctly earn a point for the team and get a chance to describe the next celebrity.

Extension

To practice the use of 'können' students write three more sentences about three stars of their choice, using ... *kann gut*, e.g. *Mesut Özil kann gut Fußball spielen*. Pool the answers in class.

Pages 6–7 Lesson Plan 2

Parkour-Fieber in München

Objectives

- To learn something about a trending sport in Germany (**3.1: Making Connections**)
- To practice temporal adverbs (**1.3: Presentational Communication**)
- To practice listening and reading comprehension (**1.2: Interpretive Communication**)

Starter

Begin the lesson with a very short revision of the temporal adverbs *immer*, *oft*, *manchmal* and *nie*. Students then move on to **Antworte!** and conduct a classroom survey about their favorite sports. Collect the survey results on the board. Challenge volunteers to justify their choices.

Main Activity

- 1 Read the introduction to the article with the class. Then ask students to look at the photographs on pages 6 and 7. Ask: *Wie findet ihr die Fotos?* Give students the opportunity to express their opinions.
- 2 Students then work through the two paragraphs in the yellow boxes with their speaking partners and choose the correct terms to fill the gaps in **Schreibe!**. In addition, ask students to underline the adjectives in the text. Check reading comprehension: ask volunteers to read out the completed sentences and clarify any remaining unfamiliar vocabulary. Then students move on to practice the use of temporal adverbs in **Übe!**
- 3 Play the audio clip *Parkour Interview* mg-plus.net/DR56_audio. Ask the students to note down answers to the following questions: *Wie oft trainiert Fabian?* (*Dreimal pro Woche im Club/oft im Olympiapark*). *Was ist für Fabian das Beste an Parkour?* (*Es macht Spaß*.) Now move on to **Diskutiere!**. Ask students to give reasons for their opinions.

Extension

With their speaking partners, students read the statements by Cedric, Jan and Gustavo in **Das Rad trifft**. They then make a list of the three teenagers' arguments for parkour. Ask the class to evaluate how convincing they find each argument personally on a scale of 1 to 10. Discuss the results with the class. Then ask: *Möchtest du auch einmal Parkour-Training versuchen? Warum/warum nicht?* Encourage a class debate. Homework: Students complete the online Learning Unit de.maryglasgowplus.com/languagelab.

Pages 8–9 Lesson Plan 3

Abenteuer im Eis

Objectives

- To learn something about a spectacular photography project in the Alps (**2.2: Products of Culture**)
- To practice the use of adjectives (**4.1: Language Comparisons**)
- To practice reading and listening comprehension (**1.2: Interpretive Communication**)

Starter

Students begin with **Antworte!** on page 8. As an additional question write *Was fotografierst du gern?* on the board. Ask the students to conduct a survey with several speaking partners. Collect the results on the board. *Wie viele Schüler fotografieren gern? Wo? Welche Motive?*

Main Activity

1 Read the introduction to the article and the information in **Wow!** with the class. Then ask the students to look at Christian Jorda's photograph. Ask: *Was ist auf dem Foto?* Encourage students to describe aspects of the image. Then ask the class to answer the questions in **Diskutiere!** with their speaking partners. Nominate volunteers to share their opinions and their reasons with the class.

2 Now read the first paragraph of the article with the class. Ask comprehension questions and clarify unknown vocabulary. Students then answer the question in **Schreibe!** in writing. Proceed likewise with paragraphs two and three. Check reading comprehension levels by walking from desk to desk throughout the activity and let the students show their answers.

3 Ask students to underline all adjectives together with their corresponding nouns (*deutscher Fotograf, aktuelles Projekt, spektakuläre Foto-Serie, großes Abenteuer, blauen Eisformationen, populäre Destination, professionellen Berg-Guides, höchstem Café, absolute Highlight, warme Kleidung, gute Schuhe*). Ask: *Was fällt bei den Adjektiven auf? (Different endings)*. In more advanced groups elicit the reasons for this in the classroom language. (*Adjectives before a noun change their ending depending on 1. the gender of the noun, 2. whether the noun is singular or plural, 3. the case of the noun - whether the noun is the subject of the sentence or an object.*) Now ask the class to rewrite the phrases by separating the adjectives from their nouns, removing the need for adjective endings to agree with the nouns: *Der Fotograf ist deutsch, das Projekt ist aktuell, die Foto-Serie ist spektakulär.*

Grundvokabular: Foto-Safari

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

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
die Eis-Safari		das End-Produkt	
der Start-Punkt		Eis-Formationen (Pl.)	
das Foto		in allen Formen (Pl.) & Größen (Pl.)	
der Fotograf/die Fotografin		populär	
etwas gern machen		die Destination	
ich fotografiere gern		professionell	
die Kamera		der Bergführer	
das Objektiv		das Highlight	
aktuell		der Höhepunkt	
das Projekt		die Temperatur	
spektakulär		im Sommer	
die Foto-Serie		eiskalt	
der Foto-Trip		die Kleidung	
absolut		die Sonnen-Creme	
faszinierend		ein Muss	

**Extension**

For homework, ask students to take a nature photograph with their mobile phone cameras. Alternatively students can choose a photograph online. Students then answer the following questions in writing: 1. *Was ist auf dem Foto?* 2. *Gefällt dir das Foto?* 3. *Warum hast du dieses Foto aufgenommen/ausgewählt?* Challenge students to utilise as many of the adjectives in the article as possible. In the next lesson, students pin their printed out photographs and their statements on the classroom walls. Take a tour round the classroom to discuss the students' work.

Pages 10-11 Lesson Plan 4**Coole Zwillinge****Objectives**

- To learn something about two young German internet stars (**2.2: Products of Culture**)
- To practice reading and listening comprehension (**1.2: Interpretive Communication**)
- To revise plural forms of verbs (**4.1: Language Comparisons**)

Starter

First students answer the questions in **Antworte!** on page 10. Initiate a vote to find out which app is the most popular in the class. Now encourage students to give reasons for their choices.

Main Activity

- 1 Read the introduction to the article and the three paragraphs with the class. Stop after each paragraph to ask comprehension questions, for example for paragraph 1: *Wo wohnen Lisa und Lena? (In Stuttgart). Wie alt sind die Zwillinge? (Vierzehn Jahre).* For paragraph 2: *Was posten die Zwillinge auf Instagram? (Fünfzehn Sekunden lange Musik-Clips).* For paragraph 3: *Was hat für die Zwillinge Priorität? (Die Schule). Was ist Lisas und Lenas Traumberuf? (Schauspielerin).* Clarify any remaining unknown vocabulary. The students then check their reading comprehension in **Kreuz an!**
- 2 Students underline all plural verb forms in the text and continue with **Übe!** Ask the class to rewrite the

sentences in **5 Fakten über Lisa und Lena** in the correct first person singular or plural (*Wir sind am 17. Juni geboren. ich bin drei Zentimeter größer, wir haben zwei Katzen, ich habe drei Ohrringe, wir mögen Schnitzel.*)

- 2 Play the audio clip 'Zwillings-Umfrage' mgplus.net/DR56_audio. Ask the students to jot down answers to the following questions: *Wie heißen die Zwillingspaare? (1. Katharina und Christina, 2. Leon und Hannah). Wie alt sind sie? (1. Zwölf Jahre, 2. Vierzehn Jahre). Wer ist älter? (1. Christina, 2. Leon). Wie heißen die Geschwister und wie alt sind sie? (1. Sophia, acht Jahre, 2. Alexander, siebzehn Jahre).*
- 3 Divide the class into several small groups. Ask the groups to think about what they might like to post on Instagram and to write down their ideas using the third person plural; for example: *Wir wollen Selfies posten, wir machen Music-Clips, wir tanzen und singen.* Discuss the different suggestions with the class.

Extension

For homework: Students complete **Diskutiere!** in writing.

**Culture box****Schauspielschulen in Deutschland**

Lisa and Lena don't have to go far if they want to realise their dream of taking up acting as a profession. Their home town Stuttgart boasts one of 13 state-run music and drama schools in Germany.

The Staatliche Hochschule für Musik und Darstellende Kunst Stuttgart offers a four year, all-round degree course for aspiring actors hoping to work on stage, in film or television. Competition for places is fierce; applicants have to pass three separate rounds of entrance examinations to gain admission. A varied course of study awaits, including voice training, singing, dancing, acrobatics, stage fighting, improvisation, ensemble performances and acting for the camera, as well as directing and theatre studies. Worth knowing: Just like German universities, the state-run drama schools in Germany do not charge tuition fees.

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