

DAS RAD



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With National Standards for Foreign Languages

EDITOR'S LETTER


Dear teachers,


Welcome to our new edition of *Das Rad*, packed with exciting content for you and your students to enjoy. In this issue, we feature the 18-year-old pop star Lukas Rieger. We also explore German advent traditions in our countdown to Christmas. We travel to three German speaking countries and visit the famous Neuschwanstein Castle in Bavaria, the winter sports resort Saalbach in Austria and the capital of Switzerland, Bern. Our video page deals with the topic of family. Our closing article, fitting for the end of the year, is about Silvester, the German New Year's Eve celebrations. See you in January!


Martina Koepcke
Editor


KEY


What do our symbols mean?

 Listen to an audio track about this article (www.mg-plus.net/DRaudio).

 Do the learning unit on this article (www.mg-plus.net/delanglab).

 Watch a video about this article (www.mg-plus.net/DRvideo).

 Explore the extra online content about this article (www.mg-plus.net/DRextra).











 Explore the Lesson Plan included on the Teacher's Notes!

PROBLEMS NAVIGATING THE WEBSITE?

• Email us: hilfe@maryglasgowplus.com

• Watch our tutorials!
www.mg-plus.net/detutorials

YOUR MAGAZINE AT A GLANCE

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Pages 4–5 Lesson Plan 1**Lukas Rieger****Objectives**

- To learn about a German pop star (**2.2: Products of Culture**)
- To practice reading and listening comprehension (**1.1: Interpersonal Communication**)
- To practice verbs in the first and third person present tense (**4.1: Language Comparisons**)
- To build adjective vocabulary (**1.1: Interpersonal Communication**)

Starter

Write *super*, *sympathisch*, *klasse* and *romantisch* on the board and elicit the meaning of these adjectives in the classroom language. If necessary give clues to help students to work it out. Play the audio clip *Lukas Rieger* www.mg-plus.net/DRAudio and ask students to answer the following questions: 1. *Wer ist ein super großer Fan von Lukas?* (Farzana). 2. *Wer ist sympathisch?* (Lukas). 3. *Was ist klasse?* (Die Musik-Videos von Lukas). 4. *Was ist romantisch?* (Der Song Side by Side). Play the clip at least two times, if necessary more often. Extension questions for more able students: *Was ist Lukas' Lieblings-Instrument?* (Gitarre). *Wie alt ist Farzana?* (Vierzehn Jahre). *Was ist Farzanas Lieblingssong?* (Side by Side).

Main Activity

- 1 Read the headline, the introduction to the article and the *Steckbrief* on page 4. Ask comprehension questions, for example: *Wie alt ist Lukas?* (Achtzehn Jahre). *Wann hat Lukas Geburtstag?* (Am dritten Juni neunzehnhundertneunundneunzig). *Was ist Lukas?* (Ein Pop-Star). *Wo wohnt Lukas?* (In Hannover).
- 2 Ask students to read the interview in pairs and to look up unknown words at the bottom of the page. Each pair should then check their reading comprehension with **Kreuz an!** Discuss the answers with the class.
- 3 Ask students to enter the correct verb forms into the gaps in **Übe!**. Then ask them to highlight the corresponding verb forms in the first or third person in the text.
- 4 Ask the class to underline and name the adjectives in the interview (*prima*, *populär*, *spitze*, *wichtig*, *aktiv*). Add them to the adjectives already on the board. Then move on to **Antworte!**. Model the task by asking three to five volunteers to name their favorite type of music. Challenge students to extend their answers with an opinion using the adjectives on the board, for example: *Meine Lieblings-Musik ist Rock. Ich finde das spitze. / Rock ist klasse.* Initiate a class survey.

Extension

Students should complete **Diskutiere!** for homework and design a poster with information about their favourite star.

Pages 6–7 Lesson Plan 2**Weihnachten: Der Countdown****Objectives**

- To learn something about German Christmas traditions (**2.1: Practices of Culture**)
- To practice listening and reading comprehension (**1.1: Interpersonal Communication**)
- To practice verbs in the third person plural (**4.1: Language Comparisons**)

Starter

Start with **Antworte!**. Hand out dictionaries and write *Weihnachtstraditionen* on the board. Ask the class to brainstorm ideas in small groups. Compile the ideas in a diagram on the board.

Main Activity

- 1 Read the headline and the introduction to the article with the class. Explain that in Germany the time before Christmas is called *der Advent* and that it is filled with a wide variety of traditional activities. Ask if students have come across the term *Advent* in the classroom language before (for example in 'advent calendar'). If so, continue to ask: *Wie viele Wochen dauert der Advent?* (Vier Wochen).
- 2 Discuss the example sentence in the text and the vocabulary in **Schreibe!**. Ask students to work through the text in pairs and to enter the correct words into the gaps to complete the sentences. Then ask comprehension questions. Encourage students to answer in whole sentences and to correct their previous answers where appropriate: 1. *Was backen deutsche Familien im Dezember?* (Sie backen Weihnachtskekse.) 2. *Wie ist die Atmosphäre auf dem Weihnachtsmarkt?* (Sie ist super.) 3. *Was bekommen die Kinder am Nikolaustag?* (Sie bekommen Äpfel, Orangen und Schokolade.) 4. *Was ist interessant?* (Nikolaus tut Snacks in Schuhe.) 5. *Wann basteln die Deutschen?* (Sie basteln in der Zeit vor Weihnachten.) 7. *Wann singen die Deutschen Weihnachtslieder?* (Sie singen am Abend.) 8. *Was machen die Deutschen am 25. Dezember?* (Sie essen mit der Familie.) 9. *Wo ist die Gans ein traditionelles Weihnachtsessen?* (Sie ist traditionell in Deutschland).
- 3 Students move on to complete **Verbinde!** in writing. Discuss the sample sentence beforehand and ask students to read out the completed sentences when finished.
- 4 Play the audio clip *Weihnachten* www.mg-plus.net/DRAudio. Ask the class to note down an answer to the

following question: *Was finden Laura, Malik und Sina essentiell an Weihnachten?* (Laura: *Weihnachtsbaum*, Malik: *Weihnachtsessen*, Sina: *Geschenke*).

5 To end the lesson, ask the class to consider the question in **Diskutiere!** together. In addition, ask the following questions: *Feiert deine Familie Weihnachten? Wenn ja, was ist für euch essentiell an Weihnachten?*

Extension

For homework, students should complete the online Learning Unit www.mg-plus.net/delanglab.

Pages 10–11 Lesson Plan 3

Wintersport in Saalbach

Objective

- To learn something about winter sports in Austria
- (3.1: Making Connections)**
- To practice reading comprehension **(1.1: Interpersonal Communication)**
- To practice time phrases **(4.1: Language Comparisons)**

Starter

As a class, answer the question in **Antworte!**. Collect the students' answers on the board and keep a list of how many students choose each sport. Ask: *Welche Sportarten sind in dieser Klasse sehr populär? Welcher*

Sport ist besonders exotisch? Discuss the students' choices with the class.

Main Activity

- 1 Read the introduction of the article with the class. Ask: 1. *Wie alt ist Julia? (Vierzehn Jahre)*. 2. *Wo wohnt Julia? (In Saalbach in Österreich)*. Ask a volunteer to find Saalbach on an internet map. Zoom in on Saalbach and show a few panoramic views of the village and the surrounding area, to give students an impression of this alpine region. Then read the three paragraphs sentence by sentence with the class. Ask comprehension questions and clarify unknown vocabulary. Then ask students to complete **Schreibe!** on page 10 by entering the correct adjectives into the gaps in the text.
- 2 Elicit the functions of time phrases from the class. (Time phrases convey information about points in time, time periods, durations and frequencies of occurrences of an action.) Ask the students to underline the time phrases in the text (*seit zehn Jahren, seit sechs Jahren, im Winter, dreimal pro Woche, nach der Schule, am Wochenende*). Students complete **Schreibe!** on page 11 in writing.
- 3 Move on to **Diskutiere!**. Ask students to use the time phrases they have encountered in the lesson to form example sentences about their own hobbies. Discuss students' examples with the class towards the end of the lesson.

Grundvokabular: Wintersport

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

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
der Wintersport		der Skiklub	
der Lieblings-Sport		im Winter	
Julia wohnt in...		pro Woche	
die Region		das Training	
in den Alpen		die Ski-Technik	
Hobbys (Pl.)		die Koordination	
die Piste		am Wochenende	
Ich liebe ...		Freestyle-Tricks (Pl.)	
der perfekte Sport		Winter-Aktivitäten (Pl.)	
für mich		im Sportzentrum	
sehr		im Schnee	
aktiv		Naturfreunde (Pl.)	
die Natur		das Freestyle-Fahren	
sportlich		mit der Familie	
schwierig		mit Freunden	

Extension

For homework, ask students to create a poster about different winter activities in Austria. To complete this task, they should read the additional blurbs about paragliding, curling and riding in horse-drawn sleighs on page 11 and research further winter activities online.

Pages 12–13 Lesson Plan 4

Bern

Objectives

- To learn something about the Swiss city of Bern
(4.2: Cultural Comparisons)
- To practice listening and reading comprehension
(1.1: Interpersonal Communication)
- To practice the use of interrogative pronouns
(4.1: Language Comparisons)

Starter

Before the beginning of the lesson edit the transcript of audio clip 9, *Tourismus-Büro Bern* (www.mg-plus.net/DRaudio), and remove Frau Brunner's answers. Hand out the shortened transcripts and play the clip several times. Ask the students to read along with Anna's questions, to listen and make notes about Frau Brunner's answers. Write *Bern* on the board, and encourage students to call out information gathered from the clip and collect it in a spider-diagram on the board (for example: *Hauptstadt der Schweiz, Schweizer sprechen hier Deutsch, ...*).

Main Activity

- 1 Ask: *Welches Fragewort benutzt Anna im Interview? (Was)*. Then ask: *Kennt ihr noch andere Fragewörter?* Elicit the interrogative pronouns *wer* and *wo* from the class, write them together with *was* on the board and clarify their meaning. If applicable, add further interrogative pronouns known to students such as *wie* and *wann*.
- 2 Read the article with the class. Stop after each paragraph and practice students' recognition of interrogative pronouns by asking questions, for example: 1. *Was ist der Eishockey-Klub SC Bern? (Schweizer Meister)*. 2. *Wie sagt man „Hallo“ auf Berndeutsch? (Grüss di!)*. 3. *Wie viel Schokolade essen die Schweizer*

pro Jahr? (12 Kilogramm pro Person). 4. *Wo wohnen 140 000 Leute? (in Bern)*. 5. *Was ist die Zytglogge? (Eine historische Uhr)*. 6. *Wer ist das Symbol der Stadt Bern? (Der Bär)*. 7. *Wo fährt das Schienenvelo? (Auf einer Ex-Bahn-Route)*. 8. *Wie heißt das Geld in der Schweiz? (Schweizer Franken)*. 9. *Wer kommt aus Bern? (Albert Einstein)*. 10. *Wann essen die Schweizer Fondue? (Im Winter)*.

3 Students move on to **Schreibe!** and enter the correct interrogative pronouns into the gaps. When finished, ask students to answer the questions in writing.

4 Ask students to complete the spider-diagram on the board with the facts and tips discussed during the lesson and to copy it into their books. Students then move on to answer the questions in **Diskutiere!**. At the end of the lesson initiate a vote for the most popular tip.

Extension

For homework, ask students to create an advertising poster for the Bern tourist information office, using the information in the spider-diagram in their books as a resource. Alternatively they can research further facts and tips independently online.



Culture box

Das Zentrum Paul Klee

Paul Klee was one of the most important visual artists of the classical modernist era of the 20th century. He grew up in Bern and taught at the Bauhaus in Germany in the 1920s. In 1933, after the National Socialist government had placed him on the list of 'degenerate artists', he fled back to Bern, where he lived and worked until his death.

Since 2005, the Zentrum Paul Klee in Bern has been home to the most significant collection of his art worldwide. The interactive children's museum Creaviva, which is attached to the centre, is open to all age groups despite its name, according to the motto *There is a child inside every human being*.

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