

DAS RAD



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EDITOR'S LETTER

Dear teachers,

Welcome to the fourth issue of *Das Rad*, which introduces you to a diverse mix of German teenagers. We start with Heiko and Roman Lochmann, aka *Die Lochis*. The brothers are among a new generation of so-called 'influencers' in Germany. At the age of 14, Johanna Strehlau from Saxony is already a published author. In our interview she talks about her fantasy novel *Das Geheimnis der Drachenberge*. Other topics include the young U19 footballers from Borussia Dortmund; pocket money; leisure tips for a trip to Salzburg and an outing to the amusement park *Movie Park Germany* in North Rhine-Westphalia.

Happy reading!

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!

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• Watch our tutorials!
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YOUR MAGAZINE AT A GLANCE

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Pages 4–5 Lesson Plan 1**Die Lochis****Objectives**

- To learn about two German YouTubers (**2.2: Products of Culture**)
- To practice reading and listening comprehension (**1.2: Interpretive Communication**)
- To practice talking about clothes and fashion (**5.2: Lifelong Learning**)
- To practice verbs in the third person plural (**4.1: Language Comparisons**)

Starter

Begin with **Antworte!** and record the students' suggestions on the board. Are there any videos that are liked by all students in the class? Which genres or YouTube channels are particularly popular? Who are their favorite YouTubers?

Main Activity

- 1 Read the headline and the introduction to the article with the class. Divide the students into five groups and assign one paragraph to each group. Ask each group to create a short summary of their paragraph in the classroom language. The groups should then nominate volunteers to read their paragraphs aloud. Ask the class to read along and translate individual facts orally. The group who prepared the paragraph should decide whether a called-out fact is right or wrong.
- 2 Ask students to highlight the verbs in the third person plural in the text (*sind, modeln, kommen, sind, haben, posten, sagen, dokumentieren, präsentieren, tragen, fühlen*). Advanced students should also circle the verb in the third person plural imperfect (ihre Uploads *waren* ...). After that, ask students to complete **Übe!** in writing.
- 3 Ask the class to enter the words for the correct items of clothing into the gaps in **Schreibe!**, then play the audio clip 'Was ist dein Look?' (www.mg-plus.net/DRaudio). Ask the students to note down what the three callers like to wear (*Elsa: Jeans, Hoodie oder Pullover, Saskia: Retro-Blusen und -Kleider, Valentina: Kleidung von H&M und Zara*).
- 4 Working in pairs, students invent short dialogues about fashion tips for a YouTube channel. Ask volunteers to perform their dialogues in front of the class. At the end of the lesson, play the intro to a YouTube clip by *Die Lochis*.

Extension

Ask students to complete **Diskutiere!** for homework. They should write two paragraphs; one about the career and one about the look of the chosen YouTuber.

Pages 6–7 Lesson Plan 2**Johanna Strehlau****Objectives**

- To learn something about a 14-year-old German author (**2.2: Products of Culture**)
- To practice listening and reading comprehension (**1.2: Interpretive Communication**)
- To revise the use of 'gern/nicht gern' (**4.1: Language Comparisons**)
- To conduct a class survey (**1.3: Presentational Communication**)

Starter

Nominate a volunteer to find Johanna Strehlau's book online. Ask: *Wie viel kostet das Buch? Wie viele Sterne geben die Kunden dem Buch?*

Main Activity

- 1 Read the introduction to the interview and the *Steckbrief* with the class. Then ask comprehension questions, for example: *Wie heißt Johannas Buch? Wann hat Johanna Geburtstag? Was sind Johannas Lieblingsfächer?*
- 2 Discuss the vocabulary in **Schreibe!** with the class. Then ask students to work through the interview in pairs and to enter the correct words into the gaps. Nominate pairs of volunteers to read the parts of interviewer and interviewee respectively. Pause after each answer and ask the previous question again, this time in the third person, for example: *Was inspiriert Johanna? Warum schreibt Johanna nicht gern am Computer?* Point out the irregular verbs in the text: *lesen - liest, sein - ist, haben - hat, treffen - trifft*. Continue with **Übe!**. Ask students to work in pairs and write out sentences with *gern/nicht gern*. Discuss the exercise in class after completion.
- 3 Prepare the audio clip 'Lieblingsbuch' (www.mg-plus.net/DRaudio): Clarify the meaning of the terms *Buchhandlung* und *Jugendliche*. Then play the audio clip, possibly several times, and ask students to compile a list of the book genres popular with teenagers (*Fantasy Romane, Science Fiction, Krimis, Thriller, Comics, Graphic Novels und Mangas*). Ask volunteers to call out the genres and write them on the board.
- 4 Initiate a class survey. Write 'Ich lese gern ...' on the board. Ask students to complete the sentence with their favorite genre. They should then walk around the classroom and ask their classmates: *Liest du auch gern <Genre>?* The classmates answer with: *Ja, ich lese auch gern <Genre>*, or: *Nein, ich lese nicht gern <Genre>*. Collect the findings on the board and discuss with the class.

Extension

Ask students to complete **Antworte!** for homework.

Pages 10–11 Lesson Plan 3

Das liebe Geld

Objectives

- To learn something about pocket money in Germany (5.2: Lifelong Learning)
- To practice reading comprehension (1.2: Interpretive Communication)
- To practice using 'mehr als' and 'weniger als' (4.1: Language Comparisons)

Starter

Read the introduction with the class. Say: *84 Prozent bekommen Taschengeld. Das heißt, 16 Prozent bekommen kein Taschengeld.* Encourage students to respond – what is their reaction to teens not receiving pocket money. Why?

Main Activity

1 Elicit the meaning of the question *Was machen sie mit dem Geld?* Ask students to read through the six statements independently with their speaking partners, then test their reading comprehension in **Kreuz an!** and **Übe!** Discuss the answers with the class and clarify any remaining unknown vocabulary.

2 Divide the class into small teams and read out a sentence from one of the teen's statements. The first team to relate the sentence back to the right teen and to shout out his or her name gets a point, for example: *Ich experimentiere gern mit Make-up.* Answer: *Johanna.* Continue until the first group reaches five points.

3 Ask the groups to arrange the teens' names in order according to the amount of pocket money they receive, from the lowest to the highest amount. (*Johanna, Eva, Claudia, Tim, Benny, Christian*). Challenge the teams to use the list of names to form sentences with *mehr als/ weniger als*, for example: *Claudia bekommt mehr Taschengeld als Eva, aber weniger als Tim.* Each team gets one point for each correct sentence, and the team with the most points wins.

4 End the lesson with a class survey: Ask the students to use the questions in **Antworte!** to engage in dialogues with at least five classmates and to note down the answers. Students should then calculate the average amount of pocket money received in the class.

Extension

For homework, ask students to work through the information in **Das kaufen Teens mit dem Taschengeld** and complete **Diskutiere!** in writing, and to complete the Language Lab Unit (www.mg-plus.net/delanglab).

Grundvokabular: Taschengeld

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

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
wie viel?		gern/nicht gern	
nicht viel		die Mode	
nur		die Kleidung	
bekommen		das Essen	
ich bekomme kein Taschengeld		das Kino – ins Kino gehen	
meine Freunde/Freundinnen (Pl.)		die Kosmetik	
pro Monat		kosten	
pro Woche		kein	
zu Weihnachten		das Eis	
zum Geburtstag		weil	
Was machen sie/ was machst du?		das Make-up	
lieben		das macht Spaß	
shoppen		mein Hobby	
kaufen		die Musik	
einkaufen gehen		sparen	

Pages 12-13 Lesson Plan 4

Salzburg

Objectives

- To learn something about the city of Salzburg
(3.1: Making Connections)
- To practise listening and reading comprehension
(1.2: Interpretive Communication)
- To practise the use of interrogative pronouns
(1.1: Interpersonal Communication)

Starter

Write *Salzburg* on the board and add underneath: *Wintersport, Musik, Shopping und Essen & Trinken*. Ask students to pick one of the four categories and to jot down any information relating to their category while listening to the audio clip 'Stadtquiz' (www.mg-plus.net/DRaudio). Play the audio clip at least twice, then, for each category, collect the information students heard on the board. Hand out the transcript and ask students to highlight the information on the board with four different colored marker pens. Play the audio clip again and ask students to read along. Which details remained undetected?

Main Activity

- 1 Read the introduction and the 10 *Salzburg Tipps* with the class. Students should then complete **Schreibe!** in pairs. If necessary, revise the interrogative pronouns *was, wer* and *wo*.
- 2 Ask students to use the questions in **Diskutiere!** to talk about the Salzburg tips with several speaking partners. Encourage students to express opinions and to give reasons in subclauses with *weil*. Are any of the tips especially popular with the class?
- 3 Working in pairs, ask students to devise a sightseeing program for a trip to Salzburg. For this task, the class will need to have access to computers. Determine the group of participants (e.g. the Simpsons family), the duration of the trip (e.g. three days) and the budget (e.g. 600 euro). Encourage students to research the attractions listed in the article on the internet, to find out opening hours and entrance fees, and to use the

data to create a realistic itinerary. Define the success criteria with the students (e.g. timings must be realistic, means of transport must be taken into account, the itinerary must remain within budget). The team to come up with the most detailed sightseeing program wins a prize.

Extension

Based on the format of **Schreibe!**, students write down five further questions about Salzburg using interrogative pronouns and formulate the corresponding answers.



Culture box

**Salzburg – die Heimat von
The Sound of Music**

Picture the scene: Julie Andrews as Maria, the cheerful governess of the von Trapp family, belting out 'Do-a deer, a female deer...' in a perfectly tended Baroque park, with her seven young charges in tow. The scene was shot in the gardens of Mirabell Palace, one of many locations from the 1965 Hollywood musical that are still visited by hundreds of thousands of fans every year. The film was based on the real-life story of the von Trapp family choir, who won musical acclaim at the Salzburg Festival in 1935. The family left Salzburg after the annexation of Austria by Nazi Germany in 1938 and eventually settled in the USA. The Sound of Music Location Tour is nowadays a popular tourist attraction.

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