

DAS RAD



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With National Standards for Foreign Languages

EDITOR'S LETTER


Dear teachers,


Welcome to the new series of *Das Rad*. In this first issue we take a tour around Germany: We visit baby animals in the famous Berlin Zoo, present highlights of Oktoberfest in Munich and explore the northern German port city of Hamburg. We also introduce the global pop group *Now United* - 14 teens from 14 countries, who want to change the world with their music. We also explore the timely topics of back-to-school and Halloween. We wish you and your students a good start to the new school year!


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**Now United****Objectives**

- To learn about an international pop group (**2.2: Products of Culture**)
- To practice listening and reading comprehension (**1.2: Interpretive Communication**)
- To introduce oneself and others (**1.3: Presentational Communication**)

Starter

Begin with **Antworte!**. As a class, write the names of the suggested pop stars on the board. Ask: *Welche Popstars sind am populärsten?* Let the students take a vote.

Main activity

- 1 Read the introduction with the class, and then ask comprehension questions, for example: *Was ist Now United? (eine internationale Pop-Gruppe). Wie viele Teenager sind in der Gruppe? (vierzehn). Wie viele Mädchen/Jungen sind in der Gruppe (neun/fünf).*
- 2 Nominate five students to read out the five speech bubbles and to translate them into the classroom language. Then ask students to complete **Schreibe!** working in pairs. Discuss the answers with the class.
- 3 Briefly discuss **Schlüsselwörter** with the class, then ask students to choose one *Now-United-Talent* and to rewrite the information about them using the phrases in **Schlüsselwörter**. Students may work in pairs. Ask volunteers to read out their paragraphs to the class.
- 4 Divide the class into teams. Call out short statements about *Now United* and challenge the teams to decide whether they are true or false, for example: *Sina ist achtzehn Jahre alt. (Falsch, sie ist neunzehn.)* Award each team one point for each correct answer.
- 5 Play the audio clip *Now United* (www.mg-plus.net/DRaudio) a few times and ask students to note down answers to the following questions:
 1. *Was präsentieren Klara und Jannick? (das Musik-Quiz).*
 2. *Mit welchen Adjektiven beschreiben Clara und Kosima Now United? (global, super, cool, toll).*
 3. *Wie ist Sina? (sympathisch).*
- 6 Ask the class: *Wer in Now United ist super, cool, toll, sympathisch?* Ask the class to vote on each adjective.

Extension

For homework, ask students to answer the questions in **Diskutiere!**.

Pages 6–7 Lesson Plan 2**Zoo-Babys in Berlin****Objectives**

- To learn something about animals in the Berlin Zoo (**3.1: Making Connections**)
- To practice reading and listening comprehension (**1.2: Interpretive Communication**)
- To practice using ordinal numbers (**1.3: Presentational Communication**)

Starter

Begin with **Antworte!**. When students answer with *Ja* or *Nein*, enquire further with *Warum?* and ask students to give their reasons in a simple sentence, for example: *Ja, ich liebe Tiere.*

Main activity

- 1 Read and translate the five animal descriptions sentence by sentence with the class. For the animals' birthdays, briefly revise ordinal numbers. (The suffix *-te* is added to numbers 1 to 19, but there are three exceptions: *eins – erste, drei – dritte, sieben – siebte*. The suffix *-ste* is added for numbers from 20 upwards.)
- 2 Ask students to self-assess their reading comprehension in **Kreuz an!**. Discuss the answers with the class. Continue by asking further graded comprehension questions, starting with questions requiring a one-word answer (*Wer liebt klettern?* Answer: *Kita*). Move on to questions about the animals' birthdays, requiring students to respond in complete sentences. (*Wann hat Pixie Geburtstag?* Antwort: *Sie hat am siebenundzwanzigsten April zweitausendundsiebzehn Geburtstag.*)
- 3 Continue with **Schreibe!**. Ask students to complete full sentences in writing, working in pairs. Nominate volunteers to read out their sentences.
- 4 Play the audio clip *Lieblingstier* (www.mg-plus.net/DRaudio) and ask the class to make notes of the animals mentioned as well as the adjectives used to describe them (*Tiger: populär, stark, imposant, super cool. Affen: agil, lustig, süß, intelligent*). Then ask students to answer the questions in **Diskutiere!** and to justify their opinions with the help of the adjectives.
- 5 End the lesson with a guessing game. Divide students into teams, and then begin to describe a zoo animal. Pause briefly after each sentence, for example: *Er liebt schwimmen. Er isst Fisch. Er kommt aus dem Atlantik und Pazifik. Er heißt Herbert.* Answer: *Seehund*. The first team to guess the zoo animal correctly gets a point and should start to describe another animal. Each team may only guess once per round.

Extension

For homework, ask students to complete the Language Lab Unit (www.mg-plus.net/delanglab).

Pages 10–11 Lesson Plan 3

Halloween

Objectives

- To learn something about Halloween in Germany (2.1: Practices of Culture)
- To practice reading and listening comprehension (1.2: Interpretive Communication)
- To practice using verbs in the third person plural (4.1: Language Comparisons)

Starter

Write *Halloween* on the board and ask: *Ist das eine Halloween-Vokabel?* Name cognates from the *Mein Halloween* vocabulary list below (for example *Horror, Party, Vampir, ...*). Once students have answered and repeated the word, write it on the board. Use distractors like *Mathematik, Japan, Gitarre, Zoo*.

Main activity

1 Ask students to read the article and the information in **Lustig!** with their partners and to enter the Halloween words from **Schreibe!** into the gaps in the text. Refer to the example sentence and explain that the direct articles

included in the word bank are not to be carried over into the text.

2 Challenge students to test their reading comprehension with **Übe!** and complete the sentences with verb forms in the third person plural. Elicit why the third person plural in the present tense is especially easy to form. (It is identical to the infinitives; exception: *sie sind – sein*.)

3 Play the audio clip *Halloween* (www.mg-plus.net/DRAudio) several times and ask students to answer the following questions: 1. *Wo ist Klara?* (*in einem Kostüm-Shop*). 2. *Wie alt ist Sebastian, wie findet er Halloween und was ist sein Kostüm?* (*dreizehn/super/Magier*). 3. *Wie alt ist Marie und was ist ihr Kostüm?* (*zwölf/hat kein Kostüm*). 4. *Welche Kostüme-Ideen nennt Klara?* (*Skelett/Dämon/Horror-Clown*). 5. *Welche Kostüm-Idee findet Marie super?* (*Horror-Clown*).

4 Divide the class into small groups. Ask the groups to plan an ideal Halloween party. Students should include the following criteria in their planning: decoration, food and drink, costumes, make-up, games and activities. As an extension task ask advanced students to come up with ideas for a spooky story and to create a Halloween comic. The groups should present their projects in front of the class towards the end of the lesson.

Grundvokabular: Mein Halloween

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

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
die Horror-Party		das Monster	
organisieren		das Kostüm	
Süßigkeiten (Pl.)		coole Kostüme (Pl.)	
lecker		das Magier-Kostüm	
der Vampir		das Cape	
der Zombie		die Maske	
das Skelett		der Dämon	
der Totenkopf		der Clown	
typisch		die Hexe	
die Dekoration		das Gespenst	
das Make-up		der Besen	
schrecklich		ich verkleide mich	
unheimlich		das Vampir-Gebiss	
gruselig		Fröhliches Halloween!	
roter Saft		Viel Spaß!	

Extension

Ask students to answer the questions in **Antworte!** in writing as a homework assignment. Ask them to justify their opinions by giving at least three different reasons.

Pages 12-13 Lesson Plan 4

Hamburg

Objectives

- To learn something about the city of Hamburg **(3.2: Acquiring Information)**
- To practice the use of interrogative pronouns **(4.1: Language Comparisons)**
- To research independently online **(5.2: Lifelong Learning)**

Starter

Ask students to open the magazine at pages 12 and 13 and look at the map. Ask: *Ist Hamburg in Nordamerika? In Afrika? In Asien? In Europa? In England? In Polen? In Deutschland?* Also ask: *Ist Hamburg im Süden? Im Norden?* Are there any students who know Hamburg? Encourage them to talk about the city.

Main activity

- 1 Read the ten tips with the class. Clarify unknown vocabulary and ask comprehension questions, for example: *Wie viele Menschen leben in Hamburg? Wie heißt der Fluss in Hamburg? Was sind die Highlights im Planetarium? Wie viele Museen gibt es?*
- 2 Ask students to complete **Schreibe!** in pairs, then to read out the completed questions and to answer them in full sentences in writing.
- 3 Debate the *Hamburg-Tipps* with the class in **Diskutiere!** Encourage students to give reasons for their opinions using subordinate clauses beginning with *denn* or *weil*. Is there a tip which students find especially popular?

- 4 Ask students to use PowerPoint to create a travel itinerary for a one week holiday in Hamburg. The itinerary should include two to three tourist attractions per day. The relationship between images and text should be balanced; each attraction should be pictured, captioned and described in a paragraph with additional information. Invite volunteers to present their travel itinerary in front of the class at the end of the lesson.

Extension

For homework, ask students to create a quiz with 10 questions about their own city.



Culture box

Man spricht platt

Hamburger Platt was the most widely spoken language in northern Europe during the era of the Hanseatic League, and is still understood today by over 10 million people. Like English, Platt is rooted in Old Saxon: If a Hamburger asks *Wat is de Klock?* English speaking visitors will also check their watches. The Ohnsorg Theater in Hamburg has staged dramatic plays in *plattdeutsch*, or Low German, with great success for over 100 years. Ohnsorg comedies such as *Tratsch op de Trepp* reached wider German audiences through TV broadcasts, and actors like Heidi Kabel became household names, acquiring cult status. *Plattdeutsch* is currently experiencing a renaissance and is once again being taught in some primary schools in Hamburg.

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