



DAS RAD

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EDITOR'S LETTER

Dear teachers,

Welcome to Issue 2 of *Das Rad*, in which we focus on culture, sport and leisure. We introduce the main characters from *Fantastic Beasts 2*, the second part of the Harry Potter spin-off, which will be released in German cinemas in November. The talented young footballer Jann-Fiete Arp reveals his favourite things and we visit the Dresden Striezelmarkt, one of the oldest Christmas markets in Germany. As an escape from the coldness of winter we present *Tropical Islands*, a summer-themed holiday park in the middle of Brandenburg. Other topics include friendship, popular hobbies and travel tips for the Swiss city of Zurich.

We wish you and your students a happy, peaceful Christmas.

Martina Koepecke
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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YOUR MAGAZINE AT A GLANCE

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Pages 4–5 Lesson Plan 1**Phantastische Tierwesen 2****Objectives**

- To practise reading and listening comprehension
- To express opinions with 'Ich finde ...'
- To describe characters

Starter

Begin with **Antworte!**. Ask students to answer in whole sentences, beginning with 'Ich finde ...'. Write the adjectives mentioned by the students on the board, for example: *interessant, langweilig, super* etc.

Main Activity

- 1 Read the introduction with the class, and ask comprehension questions, for example: *Wie ist Magier Grindelwald? (böse). Was macht Albus Dumbledore, um ihn zu stoppen? (Er rekrutiert ein Team.)*
- 2 Ask students to read the five character descriptions with their speaking partners and complete the gaps with the adjectives in **Schreibe!**. Nominate volunteers to read the completed descriptions out to the class, then ask the students to translate the descriptions into the classroom language.
- 3 Continue with **Kreuz an!**. Ask more advanced students to extend the exercise by searching for the remaining adjectives in the text and to find their opposites, if necessary with the help of dictionaries (for example: *schüchtern - selbstbewusst*).
- 4 Play the audio clip *Kino-News* (www.mg-plus.net/DRaudio) several times. Ask students to note down the three film genres and movies mentioned and the adjectives used to describe them. (1. *Fantasy-Filme/ Phantastische Tierwesen/super gut/prima*, 2. *Superhelden-Filme/Spider-Man/doof/ unrealistisch*, 3. *Märchen/Der Nussknacker/fantastisch*)
- 5 Write *Was ist dein Lieblingsfilm? Warum?* on the board. Ask students to take part in a class survey and to note down the names of at least six of their classmates' favourite films as well the adjectives they use to justify their choices. Ask the class to use 'Ich finde ...' to give their reasons. At the end of the lesson, students should compare the results of their surveys. Are there any films that are particularly popular/unpopular with the class?

Extension

For homework, ask students to complete **Diskutiere!** in writing and draw a character of their choice.

Pages 6–7 Lesson Plan 2**Jann-Fiete Arp****Objectives**

- To learn something about a young professional German footballer
- To practise reading and listening comprehension
- To practise conjugating verbs in the third person singular

Starter

Tell students to keep their magazines closed while you play the audio clip *Sport-Quiz* (www.mg-plus.net/DRaudio). Ask them to complete the following questions in full sentences: 1. *Was für ein Sportler ist Jann-Fiete? (Er ist ein Fußballer.)* 2. *Für welchen Klub spielt er? (Er spielt für den HSV.)*

Main Activity

- 1 Ask students to work through the 10 pieces of information about Jann-Fiete Arp in pairs and to enter the nouns in **Schreibe!** on page 6 into the gaps in the text. Nominate volunteers to read out the completed sentences, and ask the class to work together to check their gap-fill choices.
- 2 Ask students to circle all verbs in the third person singular in the text: *ist* (8 occurrences), *präsentiert, geht, liebt, findet*. Elicit the rules for the formation of the third person singular from the class. (The infinitive ending *-en* is replaced with the ending *-t*.) Ask students to complete the sentences in **Schreibe!** on page 7 with the correct verbs.
- 3 Divide the class into teams for a guessing game. Ask quiz questions about Jann-Fiete Arp, to which students should respond with facts from the text, for example: *Wie alt ist Jann-Fiete? (achtzehn). Was macht er in seiner Freizeit? (Er geht joggen.) Was ist Kniffel? (sein Lieblings-Spiel). Wer ist Harry Kane? (sein Lieblings-Fußballer)*. The team with the most correct answers wins the game.
- 4 Discuss **Schlüsselwörter** briefly with the class. Ask volunteers to explain the use of the direct article: Why do we say *das Lieblingsessen*, but *die Lieblingsmusik* and *der Lieblingssport*? (For compound nouns, the noun at the end of the word determines the gender.) Ask students to move on to **Diskutiere!** and create posters of their favourite stars and their favourite things.

Extension

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

Pages 10–11 Lesson Plan 3

Mein Hobby

Objectives

- To learn something about the hobbies of German teenagers
- To practise reading comprehension
- To practise the use of temporal expressions

Starter

Write *Mein Hobby* on the board and say: *Ich mache Hausaufgaben. Ist das ein Hobby? Ich schwimme jeden Samstag in einem Club. Ist das ein Hobby?* Name more hobbies from the vocabulary list below and intersperse them with other activities known to the class such as *arbeiten, waschen, einkaufen, kochen*. Students answer with 'ja' or 'nein'. Write the hobbies on the board.

Main Activity

1 Ask the class to complete **Antworte!** as a mini class-survey and compare notes about their hobbies with five classmates. Afterwards ask the students to call out the hobbies mentioned in the survey and write them on the board. Briefly discuss the terms in **Schlüsselwörter**, then nominate several volunteers to answer the question *Wie oft machst du dein Hobby?* with the aid of the temporal expressions.

- 2 Read the introduction to the article and **Wow!** with the class. Ask comprehension questions, for example: *Was sind die drei Top-Hobbys von deutschen Teens? Sind mehr deutsche Kinder und Jugendliche in einem Sportklub oder nicht? (mehr sind in einem Sportklub).*
- 3 Divide the class into groups of four, allocate the roles of Tim, Steffi, Jannik and Olivia to the members of each group and ask the students to read the speech bubbles in their respective roles within their groups. Ask students to complete **Kreuz an!** and **Übe!**. Discuss the answers with the class and ask the students to replace the false statements in **Kreuz an!** with accurate statements.
- 4 Students should read the speech bubble of their character several times, then close their magazines. Call out a fact about one of the teenagers and ask the students to stand up if the fact belongs to 'their' teenager, for example: *Er fährt zweimal pro Woche Rad* – all students allocated to Tim get up. Whoever gets up at the wrong time is eliminated.

Extension

Ask students to complete **Diskutiere!** in writing for homework.

Grundvokabular: Mein Hobby

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

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
ein Hobby – viele Hobbys		wichtig	
im Internet surfen		tanzen	
der Sportklub		der Freund, die Freundin	
ich bin in einem Klub		das macht Spaß	
zweimal pro Woche		die Fitness	
am Wochenende		seit zwei Jahren	
am Nachmittag		ich gehe schwimmen	
am Abend		ich singe in einem Chor	
jeden Abend		ich spiele Computerspiele	
am Samstag		klettern – ich klettere	
das Pony		ich höre Musik	
in den Sommerferien		ich mache Musik	
Fußball spielen		ich bin in einer Band	
das Training		ich gehe zu den Pfadfindern	
hart		ich mache Parkour	

Pages 12–13 Lesson Plan 4

Zürich

Objectives

- To learn something about the city of Zürich
- To practise the use of interrogative pronouns
- To research independently online

Starter

Draw a question mark on the board and ask: *Welche Fragewörter gibt es?* Make a list of the interrogative pronouns mentioned by the students (for example: *welche, wer, wo, was, wann, wie viele* etc.) then explain to the class that the topic of the lesson is 'Zürich'. Ask students to develop questions about Zurich which you will answer, for example: *Was ist Zürich?* (*Zurich ist ein Stadt*). *Wo liegt Zürich?* (*Zürich liegt in der Schweiz*), and so on. The groups receive one point for each correctly applied interrogative pronoun and two points if a group asks a question you don't know the answer to.

Main Activity

- 1 Read the 10 tips about Zurich with the class, then ask students to complete **Schreibe!** in pairs. Nominate volunteers to read out the completed questions and ask the class to answer them in full sentences in writing.
- 2 Play the audio clip *Tourismus-Büro* (www.mg-plus.net/DRAudio) several times and ask the students to answer the following questions: 1. *Was ist die Attraktion Nummer eins? (die Natur)*. 2. *Welche weiteren Zürich Tipps für Aktive nennt Frau Gerber? (Indoor Kart-Zentrum, Wasserpark)*. 3. *Welche Kultur-Tipps hat Frau Gerber? (50 Museen, Museen zu Geschichte, Kunst und Technik)*.
- 3 Debate the *Zürich-Tipps* with the class in **Diskutiere!**. Encourage students to give reasons for their opinions using subordinate clauses with *weil* or *denn*. Is there a tip in the class that is especially popular?

- 4 Ask students to choose one of the tips as a starting point and research the chosen topic in more detail online, for example: *Wo kann man Schokoladen-Workshops machen? Wie viel kostet Eintritt zum Bike-Park?* etc. They should then create an advertising poster for the Zurich tourist office. Hand out small prizes, for example a mini Swiss chocolate, for the most original posters.

Extension

For homework, ask students to research five further interesting facts about Zurich and Switzerland and present them in writing in complete sentences.



Culture box

Das Birchermüesli

Take oat flakes soaked in water overnight, mix with milk, freshly grated apples and lemon juice, sprinkle with hazelnuts and almonds – and your authentic Birchermüesli is ready to eat. The healthy breakfast, prepared with fresh, uncooked ingredients and based on the diet of Swiss Alpine herdsmen, was developed by the Zurich physician Maximilian Bircher-Brenner (1867–1939). In 1904 Bircher-Brenner founded the private sanatorium *Lebendige Kraft* on the Zürichberg, which soon became a meeting place for the rich and famous. Among the illustrious patients were the King of Siam as well as renowned musicians and writers, amongst them the later Nobel laureate for literature Thomas Mann. Mann later used his experiences in sanatoriums in the Alps as inspiration for his novel *The Magic Mountain*.