



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 our first issue, actress Millie Bobby Brown reveals her favorite things and free runner Jason Paul talks about his exhilarating sport. Additionally, the German YouTuber Max of TipTapTube introduces us to his online family and we give you tips for celebrating Halloween in Germany. For this school year, there are two new series in *Das Rad*: We launch *Deutschland für Anfänger* with a feature about the capital Berlin, while in *Hier spricht man Deutsch* we take a look at German-speaking countries.

The *Das Rad* team wishes you enjoyable reading and learning!

Martina Koepcke
Editor of *Das Rad*

KEY

What do our symbols mean?

- Listen to an audio track about this article and download the transcript and the worksheet.
- Do the online Learning Unit on this article.
- Watch a video about this article, download the transcript and do the online activities.
- Explore the extra online content about this article.
- Explore the Lesson Plan included in the Teacher's Notes!

Find all the content for this issue here: www.mg-plus.net/dasrad191

OUR WEBSITE IS CHANGING! DO YOU HAVE QUESTIONS?

• Email us: dasrad@maryglasgowplus.com

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

YOUR MAGAZINE AT A GLANCE

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6-7	<i>Halloween</i>	Festivals and events	Halloween vocabulary	
8-9	<i>TipTapTube</i>	Family	Present tense	
10-11	<i>Jason Paul – Freerunning Superstar</i>	Sports	First and third person present tense	
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Pages 4–5 Lesson Plan 1**Millies Welt****Objectives**

- To expand vocabulary on the subject of *Lieblingssachen* (**1.1: Interpersonal Communication**)
- To practice the use of possessive pronouns (**4.1: Language Comparisons**)
- To practice reading and listening comprehension (**1.2: Interpretative Communication**)

Starter

Ask students to answer the question in **Antworte!** with their speaking partners. Then discuss the answers with the whole class and encourage students to name a movie in which their favorite star has a leading role. Scaffold their answers by writing *Er/Sie spielt [Filmrolle] in [Film]* on the board.

Main Activity

- 1 Play the audio-clip *Star-quiz* (www.mg-plus.net/dasrad191) and ask the class to complete the associated listening exercise. Then ask: *Wie findet ihr Millie? Wie findet ihr Stranger Things?*
- 2 Nominate volunteers to read the article one paragraph at a time. After each paragraph ask students to summarize its content in the classroom language. Then students should test their text comprehension in **Verbinde!**
- 3 Ask: *Welche anderen Lieblingssachen kennt ihr noch?* Note down students' suggestions on the board, for example: *Lieblingsfarbe, Lieblingshobby, Lieblingssfach.*
- 4 Continue with **Übe!** Ask higher achieving students, when finished, to transcribe the answers in **Übe!** into the second person singular (*mein* changes to *dein*, *meine* changes to *deine*) and to form questions with the nouns, for example: *Was ist dein Lieblingssport?*
- 5 Ask students to complete **Diskutiere!** independently in writing. Divide the class into teams and tell them that they will be doing a quiz next. Ask a volunteer to come to the front. Tell the teams to take turns guessing his/her favorite things. A team may first ask whether or not they have a favorite thing in a certain category. If they guess the category correctly, they may guess the specific item in that category. For example: *Hast du ein Lieblingstier?* Answer: *Ja.* The guessing team gets a point and may continue: *Ist dein Lieblingstier ein Hamster?* Answer: *Nein.* The next team takes a turn. The team that guesses the favorite thing correctly nominates the next volunteer.

Extension

For homework, ask students to invent an interview with a famous or fictitious person on the subject

of *Lieblingssachen*. They should use the following sentence openers: *Was ist dein/deine Lieblings-... ? Mein/meine Lieblings-... ist*

Pages 8–9 Lesson Plan 2**TipTapTube****Objectives**

- To learn something about a German YouTube family (**2.2: Products of Culture**)
- To practice the use of the present tense (**4.1: Language Comparisons**)
- To practice reading and listening comprehension (**1.2: Interpretative Communication**)

Starter

Ask students to read the information in **Top 3 Online-Familien** with their speaking partners and to work out the correct pronunciation of the follower or subscriber numbers. Then ask: *Wie viele Millionen Abonnenten hat/ haben ...? (Hundert zweiunddreißig/ zweiunddreißig Komma sechs/fünfzehn).*

Main Activity

- 1 Nominate students to read Max's speech-bubble, sentence by sentence, aloud. Pause after each sentence and ask a student sitting next to the reader to translate the spoken sentence into the classroom language before asking the next nominee to read. Then ask the class to work through **Meine Familie** with their speaking partners and to test their text comprehension in **Schreibe!**
- 2 Play the audio-clip *Familien – online und andere* (www.mg-plus.net/dasrad191) several times. Ask the class to listen out for words and short phrases which feature in the article and to underline these in the text (*eine YouTube-Familie, TipTapTube, Challenges und Experimente* etc.). Afterwards students should complete the associated listening exercise.
- 3 Ask students to circle the verb forms in the text (*heißen* etc.). Then ask: *Welche Verben sind in der 1. Person Einzahl/Mehrzahl, welche in der 3. Person Einzahl?* Encourage students to call out the respective verbs.
- 4 Ask students to complete the sentences in **Übe!** with the correct verb forms. Have the full sentences read out to the class. If necessary revise the verb endings for the first person singular: The infinitive ending *-en* changes to the ending *-t*. Exceptions: *haben – hat* and *sein – ist*.
- 5 Towards the end of the lesson play a YouTube clip from TipTapTube (www.mg-plus.net/dasrad191) and ask the class questions about the video: *Was machen Max/Ash/Marie/Adrian? Wie ist das? Wie findet ihr das?*

etc. Continue with: *Was ist euer Lieblings-YouTube-Kanal?* Ask students to briefly talk about their favorite YouTube channel.

Extension

For homework, ask students to complete **Diskutiere!** in writing.

Pages 10–11 Lesson Plan 3

Jason Paul, Freerunning - Superstar

Objectives

- To learn something about a German free runner **(2.1: Practices of Culture)**
- To practice the use of verbs in the third person singular **(4.1: Language Comparisons)**
- To practice reading and listening comprehension **(1.2: Interpretive Communication)**

Starter

Ask the class to look at the four photographs of Jason. Students should then discuss **Antworte!** with their speaking partners. On the board note down further adjectives students use to describe free running.

Main Activity

1 Read Jason's speech bubble, one sentence at a time, with the class. Ask students to read the four

picture descriptions in groups of four. Every group member should translate one of the descriptions into the classroom language. Nominate volunteers out of each group to read out one of the picture descriptions and its translation. Then continue with **Schreibe!**. Ask students to highlight the passages relevant to the questions in the text and discuss the answers with the whole class.

2 Test reading comprehension and promote teamwork within groups by asking quiz questions, such as: 1. *Wo ist der Fort Adams State Park? (in Rhode Island in den USA)* 2. *Wo ist München? (in Bayern/in Deutschland)*. 3. *Wo rennt Jason auf Eisskulpturen? (in Harbin, in China)*. 4. *Was macht Jason in Kroatien? (Er rennt über Dächer.)* The first team to give a correct answer is awarded a point.

3 Ask students to complete **Übe!** in pairs and to enter the correct verb forms in the first person singular into the gaps. Higher achieving students should also read **Jasons Top Tipps** and change the sentences into the first person, for example: *Ich trage komfortable Schuhe.*

4 Play the audio-clip *Parkour* (www.mg-plus.net/dasrad191) and ask the class to complete the associated listening exercise.

5 Nominate volunteers to read one paragraph each of **Jasons Story**. Brainstorm the topic *Sport* with the class and write the different types of sports suggested by the students as scaffolding for **Diskutiere!** on the board.

Grundvokabular: Freerunning - Superstar

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

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
Freerunning		über Dächer rennen	
Parkour		das Eis – auf Eis	
der Flip		China	
der Jump		der Winter – im Winter	
der Salto		die Eisskulptur	
die Route		das Festival	
die Stadt – in der Stadt		komfortabel	
urbane Architektur		trainieren	
der Stunt		lernen	
er macht Sport		Europa	
er spielt Fußball		Asien	
beginnen – er beginnt		Afrika	
München		die USA	
landen – er landet		perfekt	
Kroatien		kreativ	

Then ask students to complete **Diskutiere!** in writing. Encourage volunteers towards the end of the lesson to read out their stories.

Extension

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

Pages 12-13 Lesson Plan 4

Berlin

Objectives

- To learn something about the city of Berlin (**3.2: Making Connections**)
- To practice reading comprehension (**1.2: Interpretive Communication**)
- To revise interrogative pronouns (**4.1: Language Comparisons**)
- To research online (**5.2: Lifelong Learning**)

Starter

Write *Berlin* on the board. Ask three questions which students should research in pairs online as quickly as they can: 1. *Welche Flüsse fließen durch Berlin? (die Spree und die Havel)* 2. *Kann man im Wannsee Schwimmen? (Ja, im Strandbad Wannsee)* 3. *Welches Berliner Wahrzeichen ist westlich vom Pariser Platz und am östlichen Ende der Straße des 17. Juni zu finden? (das Brandenburger Tor).*

Main Activity

- 1 Ask students to read the information about Berlin in pair work and to look up unknown vocabulary independently. Then ask students to test their text comprehension in **Kreuz an!**. Discuss the answers with the class and ask volunteers to correct the false statements, for example for 2: *Das KaDeWe ist das zweitgrößte Luxuskaufhaus. Harrods in London ist das größte.* For 3: *Jerome Boateng spielt Fußball.*
- 2 Write *Wer? Wo? Was?* on the board and model the interrogative pronouns via comprehension questions about the Berlin tips, for example: *Wer ist Marlene Dietrich? Wo kann man super alternativ shoppen? Was ist Lollapalooza?* Nominate volunteers to answer

one question at a time and to explain the meaning of the respective interrogative pronoun in the classroom language. Divide the class into teams and ask further questions, for example: *Was ist im September? (der Berlin-Marathon)* *Was teilte bis 1989 Ost- und West-Berlin? (die Mauer)* etc. The first team to answer each question correctly gains a point.

3 Ask students to create PowerPoint presentations about Berlin. The presentations should include slides with the following headings from the *Das Rad* article: *Tourismus-Stationen, Shoppen, Berliner, Essen* and *Events*.

4 Nominate volunteers to show their presentations to the class. Then discuss the Berlin presentations with the students. Are there any ideas that are particularly popular with the class? Encourage students to give reasons for their opinions.

Extension

For homework, ask students to complete **Diskutiere!** in writing.



Culture box

Berlin – die vegane Hauptstadt Europas

Berlin has been a magnet for anyone interested in alternative ways of life for many decades. Vegetarian cuisine has long been mainstream - no wonder the vegan lifestyle is now very much in vogue too. From homemade muffins and cakes to meatless Currywurst and a four-course meal, everything vegan is readily available. Vegan grocery stores, ice cream parlors, fashion boutiques and natural cosmetics stores shape the character of hip districts such as Kreuzberg and Friedrichshain. Veganz, the first vegan supermarket chain, was founded in Prenzlauer Berg in 2011. University students in Berlin can eat in the first exclusively vegan dining hall on the campus of the Technical University which opened in April 2019.

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