

# DAS RAD



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With National Standards for Foreign Languages

## EDITOR'S LETTER

Dear teachers,

In the second issue of *Das Rad* we present the heroine and the villain of the new Star Wars film. 15-year-old football star Youssoufa Moukoko talks about his successful year 2019. The subject of Christmas features twice: As an Instagram story by 13 year old Mia and on our video page where the focus is on Christmas presents. We introduce the highly-talented young mathematician Maximilian Janisch, who at 16 years of age is the youngest university student in Switzerland. *Deutschland für Anfänger* features an introduction to *Silvester* and our *Deutschsprachige Länder* page Austria. 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/dasrad192](http://www.mg-plus.net/dasrad192)

**OUR WEBSITE IS CHANGING! DO YOU HAVE QUESTIONS?**

- Email us: [dasrad@maryglasgowplus.com](mailto:dasrad@maryglasgowplus.com)
- Watch our tutorials! [www.mg-plus.net/detutorials](http://www.mg-plus.net/detutorials)

### YOUR MAGAZINE AT A GLANCE

Page	Article	Topic	Language	Website content
2-3	<i>Aktuelles</i>	News	Present tense	
4-5	<i>Star Wars IX</i>	Film and television	Descriptions/ Adjectives	
6-7	<i>Youssoufa Moukoko</i>	Sports	Word order (time+verb+subject)	
8-9	<i>Mein Instagram-Weihnachten</i>	Celebrations	Verbs	
10-11	<i>Maximilian Janisch</i>	School	Negation with <i>nicht</i>	
12-13	<i>Silvester</i>	Festivals and events	Silvester Information	
14	<i>Video: Weihnachtsgeschenke</i>	Celebrations	Numbers	
15	<i>Zu viel Schnee</i>	Weather	Descriptive writing	
16	Österreich	Travel and tourism	<i>Ist/Sind</i>	

**Pages 6–7 Lesson Plan 1****Youssoufa Moukoko****Objectives**

- To learn something about a talented young German soccer player **(2.2: Products of Culture)**
- To practice word order **(4.1: Language Comparisons)**
- To revise months of the year vocabulary **(1.1: Interpersonal Communication)**

**Starter**

Ask students to do a mini-survey with three to four classmates for **Antworte!**. Scaffold their answers by writing *Ich bin in einem ... Klub* on the board. Then ask: *Wie viele Schüler sind in einem Fußballklub? Wie viele in einem Tennisklub? Etc.*

**Main Activity**

- 1 Ask the class to read the introduction to the article and Youssoufa's short bio with their speaking partners. Then ask comprehension questions such as: *Wie alt ist Youssoufa? (Er ist fünfzehn.) Wie viel Jahre ist er schon in Deutschland? (fünf Jahre) Was spielt er? (Fußball) etc.*
- 2 Nominate eight volunteers to read one month each out of Youssoufa's year. Pause after each paragraph to discuss aspects of the content. For April, for example, convert ten million Euros into dollars with the students; for November ask any students whose birthday is also that month to name the date of their birth (*Ich habe am ... November Geburtstag.*); etc.
- 3 Play the audio-clip *Sport-Quiz: Youssoufa Moukoko* ([www.mg-plus.net/dasrad192](http://www.mg-plus.net/dasrad192)) and ask the class to complete the associated listening exercise.
- 4 Ask students to complete **Kreuz an!** with their speaking partners. They should then continue with **Übe!**. Ask students to match the correct infinitive to each sentence opener and then to write down the complete sentence, beginning with the respective month. If necessary, revise word order in simple main clauses: The conjugated verb always takes second place in the sentence. *Er macht im Januar Fitnesstraining. / Im Januar macht er Fitnesstraining.*
- 5 Ask the class to name the months not listed in the article, and write a list of all twelve months in the correct order on the blackboard as they are being called out by the class. Then ask students to complete **Diskutiere!** in writing. Nominate volunteers at the end of the lesson to present their timelines to the class.

**Extension**

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

**Pages 8–9 Lesson Plan 2****Mein Instagram-Weihnachten****Objectives**

- To learn something about a German Christmas Eve **(2.1: Practices of Culture)**
- To practice the use of the present tense **(4.1: Language Comparisons)**
- To practice reading and listening comprehension **(1.2: Interpretive Communication)**

**Starter**

Ask students to tick their preferences in **Antworte!**. Then discuss the question with the whole class and nominate volunteers to give their answers.

**Main Activity**

- 1 Play the audio-clip *Vox Pops: Weihnachten* ([www.mg-plus.net/dasrad192](http://www.mg-plus.net/dasrad192)) and ask the class which of the three topics from **Antworte!** is mentioned in the clip. (*alle drei*) Play the audio-clip again and ask students to complete the associated listening exercise.
- 2 Read Mia's Instagram posts with the class. Nominate two volunteers for each paragraph; one student to read and one student to translate the Instagram post into the classroom language. Then ask students to connect the correct hashtag with each photograph in **Verbinde!**
- 3 Ask students to highlight the verb forms in the first person singular and the first person plural in the text. (Singular: *Ich heiße/bin/komme/liebe/habe*. Plural: *Wir backen/dekorieren/spielen/bekommen/essen/feiern.*) Then ask the class to complete the sentences in **Übe!** with the correct verb forms in the third person singular. Ask volunteers to read out the completed sentences. Extension for higher achieving students: Ask students to transcribe the sentences in **Übe!** into the first person singular as well as into the first person plural.
- 4 Divide the class into teams. Ask the teams to come up with German team names and write them on the board. Now ask quiz questions about Mia, for example: *Wie heißen Mias Hunde? (Ben und Nala) Wie alt ist Mia? (dreizehn Jahre) Was ist ein Geschenk für Mia? (ein Tommy-Hilfiger-Pulli) Was ist am Donnerstag, den vierundzwanzigsten Dezember? (Heiligabend) Wie heißt Mias Schwester? (Bea) Was bekommt Nala zu Weihnachten? (Geschenk-Papier)* Etc. Every correct answer gets a point. The team with the most points wins.

**Extension**

For homework, ask students to write one paragraph for **Diskutiere!**

## Pages 10–11 Lesson Plan 3

### Maximilian Janisch – 16 Jahre und Mathe Genie

#### Objectives

- To learn something about a young Swiss math genius (2.2: Products of Culture)
- To practice negations with *nicht* (4.1: Language Comparisons)
- To practice reading comprehension (1.2: Interpretive Communication)

#### Starter

Ask students to discuss **Antworte!** with their speaking partners. Extend the exercise by asking students to form sentences according to the following pattern: *Ich finde Mathematik schwierig, aber ich finde Biologie super.*

#### Main Activity

- 1 Read the introduction to the article with the class. Assign the roles of interviewer and Maximilian to volunteers and ask them to read the interview. Then ask the class to highlight all negations with *nicht* in the text.
- 2 Ask students to complete **Kreuz an!** with their speaking partners. Nominate volunteers to read out the five completed sentences and ask the class to translate them into the classroom language in writing.

3 Ask students to do the **IQ-Test**. Encourage them to discuss the test in detail with their speaking partners and while doing so to practice negations with *nicht*; for example: *Zürich ist nicht die Hauptstadt von Deutschland, Zürich ist nicht die Hauptstadt von Österreich ... 17 ist nicht richtig ... etc.*

4 Ask students to complete **Diskutiere!** in writing. Nominate volunteers to read out their answers and ask the class to give feedback. Scaffold the exercise by writing the following phrases on the board: *Ich finde das auch. Ich finde das nicht.* Encourage a debate. Ask: *Maximilian ist ein Aktivist für Schulreform. Er ist für Eliteschulen für talentierte Kinder. Wie findet ihr das?*

5 Ask students to read Stars mit **Top-IQs!**. Ask the class: *Was ist Emma Watsons IQ? (einhundert achtunddreißig)* Do the same with Bill Gates and Albert Einstein. Divide the class into groups and ask each group to write a fictitious interview with the star of their choice. Each group then nominates two volunteers who perform the interview in front of the class at the end of the lesson.

#### Extension

For homework, ask students to complete the online IQ-Test ([www.mg-plus.net/dasrad192](http://www.mg-plus.net/dasrad192)).

## Grundvokabular: Mathe-Genie

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

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
Mathematik		klein	
Informatik		die Hobbys (Pl.)	
mir geht es super		die Kosmologie	
das Genie		auf Partys gehen	
der Professor		glücklich	
der Intelligenzquotient		hart	
der Physiker		der Aktivist	
von ... bis ...		die Schulreform	
normal		das Schulsystem	
über		flexibel	
fantastisch		die Eliteschule	
der Uni-Student		das Talent	
in der Schweiz		ich gehe	
studieren		die Universität	
sehr schnell		die beste Uni	

**Pages 12–13 Lesson Plan 4****Silvester****Objectives**

- To learn something about New Year's Eve customs in Germany (**4.1: Cultural Comparisons**)
- To practice listening and reading comprehension (**1.2: Interpretive Communication**)
- To research online (**5.2: Lifelong Learning**)

**Starter**

Write *Silvester* in the middle of the board and brainstorm the topic with the class. Ask: *Wann feiert ihr Silvester? Wo? Wie? Mit wem feiert ihr?* Explain that in Germany firework displays are an important New Year's Eve tradition. Draw a rocket tail from the center of the board past each of the suggestions given by the students, creating a visually appropriate mind map reminiscent of a firework display.

**Main Activity**

- 1 Ask students to read the information about *Silvester* in pairs and to look up unknown vocabulary independently. Then ask students to test their reading comprehension in **Kreuz an!** Discuss the answers with the class and ask volunteers to correct the false statements; for example for 1: *Schweine bringen Glück, nicht Gummibärchen.*
- 2 Play the audio-clip *Silvester* ([www.mg-plus.net/dasrad192](http://www.mg-plus.net/dasrad192)) and ask students to write down a list of terms which have been used in the lesson so far and which are associated with *Silvester*, for example: *Party, Musik, Tanzen, Feuerwerk, Mitternacht, größte Silvester Party am Brandenburger Tor, eine Million Leute kommen ...*. Then ask the class to complete the listening exercise linked to the audio-clip.
- 3 Ask students to research the facts about *Silvester* in more detail online and to create PowerPoint presentations about *Silvester in Deutschland*. The presentations should include slides with the following headings: 1. *Die größte Silvester-Party Deutschlands*, 2. *Silvester in den Bergen*, 3. *Neujahrs-Glücksbringer*,

4. *Silvester Top TV-Tipps*, 5. *Silvester Party-Snacks*, 6. *Private Feuerwerke – was ist erlaubt?* 7. *Die größten und schönsten Silvesterfeuerwerke in Bildern.*

- 4 Nominate volunteers to present their research at the end of the lesson. Encourage the class to give feedback.

**Extension**

For homework, ask students to complete **Diskutiere!** They should describe New Year's Eve in their own country and compare it to *Silvester* in Germany. *Was ist ähnlich, was ist anders?*

**Culture box****Silvesterfeuerwerke**

According to the Catholic saints' calendar, the 31<sup>st</sup> of December is named after Pope Silvester I. The introduction of the Gregorian calendar in the 16<sup>th</sup> century led to *Silvester* officially being declared the last day of the year. The pagan custom of making as much noise as possible on New Year's Eve dates back to the early Middle Ages and was meant to ward off evil spirits. This coming New Year will, according to custom, again be greeted by noisy firework displays everywhere. But the number of opponents is growing. The risk of injury, air pollution through particulate matter, and dangers to wild animals and pets, have led to demands to ban private New Year's Eve fireworks in Germany.

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