

DAS RAD



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With National Standards for Foreign Languages

EDITOR'S LETTER

Dear teachers,

Happy New Year to you and your students! In this issue we spend a day with the German pop star Mike Singer, followed by a visit to a Repair Café: an initiative to repair everyday items. In our interview, Jonas from Hamburg talks about his favorite game Fortnite, and Melissa from Frankfurt gives us an insight into her first four weeks as a vegetarian. Further topics include winter sports in Germany and pets. The German-speaking country in focus is Liechtenstein.

We wish you and your students a successful year 2020.

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/dasrad203

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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Pages 4–5 Lesson Plan 1**Mike Singer****Objectives**

- To learn something about a young German pop star (**2.2: Products of Culture**)
- To practice telling the time (**4.1: Language Comparisons**)
- To practice reading and listening comprehension (**1.2: Interpretive Communication**)

Starter

Begin with a game of Bingo. Ask students to write down six numbers between ten and sixty as digits as well as words. Call out numbers at random and note them down out of sight. Students tick off 'their' numbers as soon as they hear them. Students who have ticked off all six numbers shout *Bingo!* and are the winner if they can read out their winning numbers correctly in German. Encourage the class to listen carefully and to check for accuracy as the numbers are being read out.

Main Activity

- 1 Read the introduction to the article with the class. Nominate volunteers to read one headline, giving a time of day, together with the corresponding paragraph, each. Then ask questions which students can answer by naming the correct time; introduce in this context the preposition *um*: *Wann checkt Mike sein Instagram?* Answer: *Um zwölf Uhr dreißig*. Etc.
- 2 Ask the class to complete **Kreuz an!** and **Übe!** with their speaking partners. Extension for more advanced students: Following the examples in **Übe!**, students should write further sentences, such as: *Um zwölf Uhr dreißig checke ich mein Instagram*, etc. Discuss the answers with the class.
- 3 Encourage students to compare Mike's daily routine with their own and ask the class to complete **Diskutiere!** in writing. Nominate volunteers to read out their daily routines and discuss these with the class.
- 4 Play the audio-clip *Mike Singer* (www.mg-plus.net/dasrad203) and ask the class to complete the associated listening exercise.
- 5 Ask students to discuss **Antworte!** in small teams and to devise an imaginary daily schedule for a pop star of their choice. Teams should then present their work to the class. Encourage students to give feedback and to rate each presentation by awarding points. Which assignment was especially detailed or original? The team with the highest number of points wins.

Extension

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

Pages 6–7 Lesson Plan 2**Reparieren ist in****Objectives**

- To learn something about Repair Cafés in Germany (**2.1: Practices of Culture**)
- To practice the use of personal pronouns in the accusative (**4.1: Language Comparisons**)
- To practice speaking freely in a role-play (**1.3: Presentational Communication**)

Starter

Ask the class: *Was findet ihr besser: reparieren oder neu kaufen?* Students should discuss the question briefly with their speaking partners. Then initiate a classroom discussion.

Main Activity

- 1 Read the introduction to the article with the class. Nominate two volunteers for each speech bubble, whereby the first student reads the text inside the bubble and the second student answers the question *Kann man es reparieren?* Discuss students' answers with the class.
- 2 Ask the class to discuss **Antworte!** in small groups. Encourage the groups to think about what kind of objects are (not) being repaired in their households. Write: 1. *Das kann man reparieren*: 2. *Das kann man nicht reparieren*: on the board and ask the groups to note down examples for both categories. Write the most frequently mentioned objects under the appropriate heading on the board.
- 3 Ask students to read the paragraph **Was ist ein Repair Café?** independently with their speaking partners and then to test their reading comprehension in **Kreuz an!** Discuss the answers with the class.
- 4 Students should now continue with **Schreibe!** Ask them to replace the accusative objects in the sentences with the correct personal pronouns. Ask volunteers to read out the transcribed sentences.
- 5 Invite students to get into groups of four and to devise role plays set in a Repair Café. Two students each should take over the roles of visitor (**A**) and helper (**B**) in the café. Students should structure their dialogues as follows: (**A**) Welcome (**B**) Welcome (**A**) What is broken? (**B**) Can you fix that? (**A**) Why does this need to be fixed? (**B**) Why is it good to fix it? Extension: (**B**) offers (**A**) coffee and cake. Challenge the groups to perform their role plays in front of the class.

Extension

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

Pages 8–9 Lesson Plan 3

Fortnite und ich

Objectives

- To learn something about a young Fortnite fan (**4.2: Cultural Comparisons**)
- To practice using time phrases (**1.1: Interpersonal Communication**)
- To practice word order (**4.1: Language Comparisons**)

Starter

Ask students to tick the statement in **Antworte!** that applies to them.

Main Activity

- 1 Read the introduction to the article with the class. Assign the roles of interviewer and Jonas to volunteers and ask them to read the interview.
- 2 Ask students to complete **Kreuz an!** with speaking partners. Discuss the answers with the class and ask students to add a correct statement from the text for every sentence ticked with F or NT, for example, for 3: *Jonas spielt mit Freunden aus der Schule.*
- 3 Ask students to read the interview once more independently and to highlight all time phrases in the text. Encourage students to call them out and record them on the board. Ask volunteers to translate each time phrase into the classroom language.

4 Ask students to continue with **Übe!**. Read **Ein Tipp** with the class and ask volunteers to explain the word order in the example sentence. Revise if necessary, the basic word order rule: In a main clause the verb always takes second position. (In the example sentence the first position is taken by the time phrase *Seit zwei Jahren.*) Now ask students to rewrite the sentences in **Übe!** and nominate volunteers to read them out.

5 Ask students to answer the questions in **Diskutiere!** and to make notes of keywords and phrases. Nominate two advanced students to conduct an interview in front of the class using the questions and their notes. Then discuss the interview: *Was war gut? Was könnte man besser machen?*

6 Ask students to do **Diskutieren!** as a mini class survey with several classmates and to write down the answers in a grid. Evaluate the results at the end of the lesson. *Welches Spiel ist am beliebtesten? Wie lange spielen die Schüler in dieser Klasse im Durchschnitt pro Tag/pro Woche?*

Extension

For homework, ask students to describe their favourite computer game in one paragraph.

Grundvokabular: Fortnite und ich

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

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
das Spiel		alle	
spielen		am Wochenende	
die Spieler (Pl.)		nach der Schule	
solo		die Stunde	
das Team		Wie lange?	
ich finde		Wie viel/Wie viele?	
ich liebe		der Tipp	
es macht Spaß		der Anfänger	
es gibt		der Showdown	
kreativ		das Ende	
pro Woche		das Fort	
die Charaktere (Pl.)		die Geschwister (Pl.)	
das Objekt		die Eltern (Pl.)	
Mit wem?		seine Eltern	
die Clique		die Hausaufgaben (Pl.)	

Pages 10–11 Lesson Plan 4**100% vegetarisch****Objectives**

- To learn something about a young vegetarian in Germany (**2.1: Practices of Culture**)
- To extend vocabulary on the topic of food (**4.1: Language Comparisons**)
- To complete a group project (**1.3: Presentational Communication**)

Starter

Begin with **Antworte!**. Divide the class into two teams. Ask team A to brainstorm the question *Was essen Vegetarier?* and team B to brainstorm *Was essen Vegetarier nicht?* Provide dictionaries for both groups and set a time limit. The team that can list the most correct food items within the given time period is the winner.

Main Activity

- 1 Read the beginning of the article with the class and ask questions such as: *Wie ist das, als Vegetarierin in einer Familie zu leben, die Fleisch isst? Welche Probleme gibt es?* Write the key points of students' answers on the board. Carry on reading the article with the class and ask students to take turns to read one sentence at a time. Then invite students to compare Melissa's statements with the ideas on the board and ask: *Welche Lösungen hat Mellissas Familie gefunden? (Websites für Tipps und Rezepte für Vegetarier checken, dreimal pro Woche vegetarisch kochen)* Ask further: *Was kann man noch machen?* Encourage a debate.
- 2 Students should now do **Schreibe!** and **Verbinde!**. Discuss the completed sentences with the class.
- 3 Ask students to read **5 Vegetarier-Infos** with speaking partners and to look up any unknown vocabulary independently. Then ask comprehension questions, for example: *Wie nennt man eine Person, die kein Fleisch isst, aber viel Kuchen und Fastfood? (Pudding-Vegetarier) Was isst ein Pescetarier? (kein Fleisch, aber Fisch)*

- 4 Divide the class into small groups. Ask students to create vegetarian meal plans for a weekend and to design posters to illustrate their ideas. Apart from paper and colored pencils, also provide dictionaries. Classes who have access to the internet can research vegetarian recipes online. Ask the groups to present their posters to the class at the end of the lesson.

Extension

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

**Culture box****Klassische deutsche Spezialitäten**

Whether in the shape of schnitzel or roast pork – meat dishes are highly popular in German-speaking countries. Each region produces its own local specialties: Bavarian restaurants will have *Kassler* (cured pork) or *Weißwürste* (sausages from veal and pork, served with sweet mustard) on the menu, while from the Rhineland comes *Sauerbraten* (beef marinated in vinegar and wine). Raw minced meat, either beef or pork, is served in many places as *Tatar* or *Mett*. It is also no secret that Germans love sausages: There are over 1500 varieties. Meat, so it seems, is still omnipresent in German kitchens – it might therefore come as a surprise that more than six Million people in Germany identify as vegetarians.

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