



DAS RAD

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With National Standards for Foreign Languages

EDITOR'S LETTER

Dear teachers,

In the new edition of *Das Rad* twelve-year-old dog trainer Alexa Lauenburger talks about her show-dogs and their appearance on *Britain's Got Talent*. With the help of our Harry Potter Quiz readers can find out which of the famous characters bears the closest resemblance to them. In *Apps für die Zukunft* we introduce two Drive-sharing Apps developed by German teenagers. We also feature wild animals making their homes in many German cities today. In our series *Deutschland für Anfänger* we present German brands, the video page deals with hobbies, and the German-speaking country in focus is Namibia.

We wish you and your students fun reading the magazine.

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.
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- 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/dasrad204

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>Harry-Potter-Quiz</i>	Personality	Describing a character	
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Pages 4–5 Lesson Plan 1

Alexa und die Superhunde

Objectives

- To learn something about a young, talented dog trainer (**2.2: Products of Culture**)
- To practice using the modal verbs *können* and *müssen* (**4.1: Language Comparisons**)
- To practice reading and listening comprehension (**1.2: Interpretive Communication**)

Starter

Ask the class to discuss the questions in **Antworte!** in small groups. Then nominate volunteers to describe their favorite talent show.

Main Activity

- 1 Play the audio-clip *Tiere mit Talent* (www.mg-plus.net/dasrad204) and ask the class to complete the associated listening exercise.
- 2 Read the introduction to the article with the class. Nominate volunteers to take on the roles of Alexa and the interviewer and to read out the article. Then ask comprehension questions, for example: *Wie viele Hunde hat Alexa? Welche deutsche Talentshow hat Alexa gewonnen?* Etc.
- 3 Write the infinitives *können* and *müssen* on the board and elicit the meaning of these two modal verbs in the classroom language from volunteers. Students should then pick the correct modal verb in **Übe!**. Discuss the answers with the class.
- 4 Ask students to highlight the verb forms of *können* and *müssen* contained in the text in two different colors. Encourage students to call out the verb forms; write them underneath the corresponding infinitives on the board and challenge students to correctly identify the verb forms: *die Hunde/sie können* (3. Person Plural), *ich kann* (1. Person Singular); *wir müssen* (1. Person Plural), *sie müssen* (3. Person Plural) *ich muss* (1. Person Singular). Then ask: *Welche Verbformen sind bei beiden Verben mit dem Infinitiv identisch? (1. und 3. Person Plural) Wie lautet die 1. und 3. Person Singular? (kann, muss)*
- 5 Ask students to complete **Schreibe!** and nominate volunteers to read out the completed sentences.
- 6 Watch the **Extra** video of Alexa and her dogs (www.mg-plus.net/dasrad204) with the class and ask: *Wie findet ihr das Video? Warum?*
- 7 Ask the class to do **Diskutiere!** in writing. Nominate volunteers to read out their texts and discuss them with the class.

Extension

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

Pages 8–9 Lesson Plan 2

Apps für die Zukunft

Objectives

- To learn something about young German developers of drive-sharing apps (**2.2: Products of Culture**)
- To extend vocabulary on the topic of digital technology (**4.1: Language Comparisons**)
- To practice using verbs in the third person singular (**1.1: Interpersonal Communication**)

Starter

Play the audio-clip *Fahrrad, Bus oder Zug?* (www.mg-plus.net/dasrad204) and ask the class to complete the associated listening exercise. Hand out the transcript and encourage students to work out unknown vocabulary with their speaking partners. Then ask: *Was ist Helenes und Mias Problem? (Der Schulweg dauert lange mit Bus/Bahn, es geht schneller mit dem Auto.)* Lead into the article with the question: *Könnte eine App das Problem lösen?*

Main Activity

- 1 Read the introduction to the article with the class. Then ask students to read the article independently with their speaking partners and to summarize it verbally in the classroom language. Following this, ask students to discuss **Antworte!** with their partners.
- 2 Complete **Kreuz an!** as a whole class activity. Ask volunteers to read out the statements and nominate students to decide whether they are *richtig*, *falsch* or *nicht im Text*.
- 3 Write *Mitfahrgelegenheit* on the board. Ask students to define the term in writing. Have several definitions read out to you and give feedback. Then ask: *Findet ihr Drive-Sharing-Apps nützlich? Warum (nicht)?* Ask students to discuss the question first in small groups and then with the whole class.
- 4 Continue with **Schreibe!**. Students should complete the sentences with the correct verb forms in the third person. Ask volunteers to read out the completed sentences.
- 5 Divide the class into teams and ask students to brainstorm ideas for useful apps. Each team should then agree on the most promising idea and develop a concept. Provide pens and paper for this task. Challenge the teams at the end of the lesson to showcase their app concepts. Students can then vote on which concept they think is the most promising.

Extension

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

Pages 10–11 Lesson Plan 3

Wilde Städte

Objectives

- To learn something about wild animals in German cities (**3.1: Making Connections**)
- To practice using verbs in the present tense (**1.1: Interpersonal Communication**)
- To recognize plural forms of nouns (**4.1: Language Comparisons**)
- To practice reading and listening comprehension (**1.2: Interpretive Communication**)

Starter

Begin with **Antworte!** Write the animals named by students on the board. Have students decide for each animal: *Ist es ein wildes Tier oder ist es ein Haustier?*

Main Activity

1 Ask each student to read out one fact from the animal descriptions. Ask further questions about each animal, for example: *Welche anderen Tiere leben in Wäldern in Europa?* Add any newly mentioned animals to the list of animal names on the board, in singular as well as plural form.

2 Ask the class to complete **Schreibe!** and **Übe!** with their speaking partners. Then discuss the answers with the class.

3 Play the audio-clip *Tiere in der Stadt* (www.mg-plus.net/dasrad204) and ask the class to complete the associated listening exercise.

4 Write *Welches Tier bin ich?* on the board, divide the class into teams and ask each team to name themselves after an animal. Describe an animal with simple statements mixing the facts from the article with other well-known facts, for example: *Ich lebe im Wald. Ich klettere gern. Ich esse gern Nüsse. Ich esse keine Frösche. Ich lebe auf Bäumen. Was bin ich? (ein Eichhörnchen)* Every team has one guess only; the team with the first correct answer gains a point.

5 Increase the level of difficulty of the game: Name an animal and ask the teams to form as many sentences as possible describing the animal in the first person singular within two minutes. Every sentence is awarded a point, and the team with the most points wins.

6 At the end of the lesson, to exit the classroom, ask every student to say a sentence about the animal their team was named after, for example: *Ich bin ein Fuchs, ich bin neugierig.*

Extension

For homework, ask students to design a poster for **Diskutiere!**

Grundvokabular: Wilde Städte

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

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
das Tier – die Tiere		zu Hause sein	
das Essen		heißen	
die Frucht – die Früchte		die Ratte – die Ratten	
die Nuss – die Nüsse		nachaktiv	
der Frosch – die Frösche		kommen aus	
der Vogel – die Vögel		der Rest – die Reste	
das Feld – die Felder		der Garten – die Gärten	
die Maus – die Mäuse		etwas kaputt machen	
leben		der Fuchs – die Füchse	
der Fluss – die Flüsse		das Eichhörnchen	
der See – die Seen		es gibt ...	
die Delikatesse		sicher	
die Spezialität		der Feind – die Feinde	
wohnen		laut	
essen – er isst		gefährlich	

Pages 12-13 Lesson Plan 4**Deutschland für Anfänger: Deutsche Marken****Objectives**

- To learn something about successful German brands **(2.2: Products of Culture)**
- To practice reading and listening comprehension **(1.2: Interpretive Communication)**
- To research independently online in the target language **(5.2: Lifelong Learning)**

Starter

Begin with the question: *Welche deutschen Marken kennt ihr?* Ask the class to brainstorm ideas and write the students' suggestions on the board. Then ask: *Was wird unter dieser Marke hergestellt?* (Autos, Kosmetikartikel, Lebensmittel etc.) Add the applicable product type next to each brand on the board.

Main Activity

- 1 Nominate volunteers to read one of the ten brand paragraphs at a time. Ask further questions about each of the brands, for example: 1: *Warum heißt die Firma Adidas?* 3: *Wer hat schon einmal Werther's Original Bonbons gegessen? Wie schmecken sie?* 4: *Mit welchen Playmobil-Figuren habt ihr früher gespielt?* 5: *Welche andere deutsche Automarken kennt Ihr noch?* Etc.
- 2 Ask students to do **Kreuz an!** Discuss the completed sentences with the class and ask students to correct the statements marked 'F'. (2. *BMW kommt aus Süddeutschland (Bayern).* 3. *Haribo produziert 100 Millionen Bonbons am Tag.*)
- 3 Ask students to work in pairs and to create a PowerPoint presentation about German brands; they should research the information needed online. Explain the success criteria beforehand: The presentation should contain A) a map of Germany on which the headquarters of the brands' companies are clearly marked, B) a separate slide for each brand which gives the answers to the following questions: *Seit wann gibt*

es die Marke? Wo ist der Firmensitz? Welche Produkte werden produziert? Wenn nicht am Firmensitz, in welchem Land wird produziert? Für welche Zielgruppe wird produziert? Wie hoch ist der Jahresumsatz? Wie viele Angestellte hat die Firma? Wie umweltbewusst ist die Marke?

- 4 Towards the end of the lesson ask volunteers to present their PowerPoints to the class. Discuss with the students and give feedback: *Was war gut? Was hätte besser sein können?*

Extension

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

**Culture box****Made in Germany: der VW Käfer**

The term *Wirtschaftswunder* is often used to refer to the rapid and unexpectedly successful upswing of the German economy after the Second World War. During this time the merchandise mark 'Made in Germany' became a seal of quality that is still highly valued today. The VW Beetle is one of the most outstanding postwar achievements of German industry and not only that: The Beetle conquered the hearts of millions of fans with its innovative design, functionality and fun factor and achieved cult status with its starring role in the five Walt Disney-produced Herbie movies; starting with *The Love Bug* (1968) to *Herbie: Fully Loaded* (2005).

Das Rad Vol. 59 March 2020

Statement of Ownership, Management and Circulation of DAS RAD (as required by Title 39, United States Code). Date of filing: October 1, 2019. Publication Number: 0033-7455 Title of Publication: DAS RAD Frequency of issue: five times during school year; Sept – Oct, Nov – Dec, Jan – Feb, March, Apr – May. No. of issues Published Annually in the US and Canada: 5 Annual Subscription Price: \$7.99 Location of known Office of Publication: 2931 East McCarty Street, Cole County, Jefferson City, MO 65101-4464. Location of the Headquarters of the Publishers: 557 Broadway, New York, NY 10012-3999 Publisher: M. Richard Robinson; Editor: Martina Koeppcke, (both of 557 Broadway, New York NY 10012-3999). Owner: Scholastic Corp., Richard Robinson, Trust under will of Maurice R. Robinson, Trust under will of Florence L. Robinson, 557 Broadway, New York, NY 10012-3999. During Preceding 12 Months Average Number of Copies 18,042; Paid Circulation 7,060; Free 1,214; Total Number of Copies Distributed 9,902; Office Use, etc 8,140; Total 18,042. For Single Issue Nearest to Filing Date: Number of Copies Printed 23,890; Paid Circulation 11,170; Samples 8,695; Number of Copies Distributed 19,865; Office Use, etc 4,025; Total 23,890.

PRINTED IN THE USA by Quad Graphics, 56 Duplainville Rd, Saratoga Springs, NY 12866. Verlagsdirektor: Gordon Knowles.

Alle Websites, die in diesem Heft erwähnt werden, wurden zum Zeitpunkt der Publikation sorgfältig überprüft. Mary Glasgow ist für spätere Änderungen nicht verantwortlich.

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