

Teachers' Notes

DAS RAD

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Your teacher's code is:



Dear teachers,

Welcome to the second edition of *Das Rad* in the year of the corona pandemic – and to our redesigned teachers' notes, which now include even more activities. How do you like the new look? We would love to hear from you! But above all, we wish you and your loved ones a Merry Christmas and a Happy New Year. Stay healthy and positive!

The Mary Glasgow Team

YOUR MAGAZINE AT A GLANCE

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Key

What do our symbols mean?

- NEW! Listen to the article!**
- Watch a video relating to this article!**
- Online Learning Unit relating to this article**

Find all the content for this issue here:

www.mg-plus.net/dasrad202

ANY QUESTIONS?

- Email us: dasrad@maryglasgowplus.com

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Spotlight

Alles über Gummibären

The ever popular gummy bears are celebrating their 100th birthday this year. To mark the occasion students will find interesting facts and figures about the colourful treat in our magazine and, on our website, a video entitled 'Gummibärchen-Geschmackstest'. *Welchen Geschmack haben wohl die Roten?*



4 Lesson Plans

Pages 6–7

Start with ANTWORTE!. Provide dictionaries and write students' suggestions of animal species on the board. Ask students to read the article in pairs and to enter the correct **verb forms of sein** into the gaps. Play the audio version of the article (www.mg-plus.net/dasrad202). Students should read along and check their gap-fill choices. Divide the class into groups. Call out a fact about one of the animals without naming the animal, for example: *Dieses Tier hält Winterschlaf*. The first team to call out the correct name (here: *Fledermaus*) gets a point.

Ask students to do DISKUTIERE! in writing. While working on this, students must not share the name of their favourite animal with their classmates. Then ask volunteers to read out their descriptions and encourage the class to guess the animals described. Then ask students to present the information about their respective favourite animals in a poster. The posters should, amongst other things, include information about habitat, behaviour, reproduction and food.

Pages 8–9

Ask the class to do ANTWORTE! with their speaking partners. Scaffold the activity by writing different kinds of sweets on the board, for example: *Schokolade, Kekse, Popcorn* etc, as well as opinion phrases such as: *Ich esse (nicht) gern ..., ich finde ... lecker/nicht lecker*. Play the audio version of the article (www.mg-plus.net/dasrad202) and ask the class to read along in their magazines. Stop the audio clip after each paragraph and ask comprehension questions, for example for 1: *Warum heißt die Firma Haribo?* 2: *Wie viele Gummibären produziert Haribo heute weltweit?* Etc.

Ask students to complete SCHREIBE! and discuss the answers with the whole class. Then prompt students to do a **survey** with five to six classmates each, asking: *Welche Gummibärchen magst du am liebsten?* Students should write down their findings. Compare the results of the class survey with the statement in the text and ask: *Sind rote Gummibären wirklich am beliebtesten? Welche Gummibärchen kommen auf Platz zwei (drei, vier, fünf)?*

Pages 10–11

Start with ANTWORTE!. Write the festivals suggested by the students on the board. Then ask: *Wann ist das Fest?* Add the relevant dates on the board behind each celebration. Read the introduction to the article with the class. Nominate volunteers to read out one time of day with its corresponding paragraph. Then ask students to test their reading comprehension with KREUZ AN! and SCHREIBE!. Discuss the answers in class.

Ask students to draw a timeline for their own Christmas celebrations, or one of the other festivals on the board, and to label it with the **times of the day** and activities. Then challenge students to devise short dialogues with their speaking partners according to the following pattern: A asks: *Was machst du um zehn Uhr?* B answers and asks in return: *Und du?* A answers. B asks: *Was machst du um zwölf Uhr?* Etc. Then nominate volunteers to present their dialogues in front of the class.

Pages 12–13

Nominate volunteers to take on the roles of Janni_007, LenaB und SanneSonne and read the article with the class. Then ask students to complete VERBINDE!. Challenge students to name further opinion phrases and write them on the board.

Then ask students to write their own reviews for each of the three cafes. If the class has internet access, students can collect further information on the websites of the three attractions before they start writing their reviews. Ask volunteers to read out their reviews. *Welches Café ist bei den Schülern besonders beliebt? Warum?* Invite students to do DISKUTIERE! with their speaking partners and to devise a concept for a cool, unusual restaurant or café (**ein cooles, ungewöhnliches Restaurant oder Café**). Provide large format paper and coloured pens. Encourage students at the end of the lessons to give positive feedback.

Grammar in context



Pronouns

Explanation

The personal pronouns in German are:

- ich
- du
- er/sie/es
- wir
- ihr
- sie

Personal pronouns can replace a noun.

Example:

Florian ist Snowboarder. → **Er** ist Snowboarder.

Florian und Christoph kommen aus Deutschland.

→ **Sie** kommen aus Deutschland.

These are the German possessive pronouns:

(personal pronouns) → possessive pronouns

- (ich) → mein
- (du) → dein
- (er) → sein
- (sie) → ihr
- (es) → sein
- (wir) → unser
- (ihr) → euer
- (sie) → ihr

Possessive pronouns indicate belonging or possession.

Possessive pronouns (or possessive articles) come before a noun. The noun determines the ending.

The possessive pronouns in the 1st person singular

(**ich**) are:

- **mein** (for masculine and neuter nouns)
- **meine** (for feminine nouns)

Example:

Der Sport → **mein** Sport

Das Auto → **mein** Auto

Die Schule → **meine** Schule

The possessive pronouns in the 3rd person singular masculine (**er**) are:

- **sein** (for masculine and neuter nouns)
- **seine** (for feminine nouns)

Example:

Der Sport → **sein** Sport

Das Auto → **sein** Auto

Die Schule → **seine** Schule

Remember: The plural for masculine, neuter and feminine is **meine** (1st person) and **seine** (3rd Person).

Exercise 1

Ich, er or wir? Write the correct pronoun in the gap.

1. Hallo, heiße Florian.
2. bin fünfzehn Jahre alt und Snowboarder.
3. habe einen Bruder.
4. heißt Christoph.
5. ist auch Snowboarder.

Exercise 2

Tick the correct possessive pronoun.

Infos zu Florian:

1. Der 26. Dezember ist (**mein | meine**) Geburtstag.
2. Österreich ist (**mein | meine**) Land.
3. Hinterglemm ist (**mein | meine**) Stadt.
4. Deutsch ist (**mein | meine**) Nationalität.
5. Snowboarden ist (**mein | meine**) Sport.

Exercise 3

Write the correct personal or possessive pronoun in the gap.

Florian ist 15 Jahre alt. Geburtstag ist an Weihnachten. ist Snowboarder. Familie kommt aus Deutschland, aber wohnt in Österreich. macht coole Jumps und Tricks. trainiert in der Half-Pipe.



These and further exercises on the topic of pronouns, as well as an additional writing exercise, can be found in the online Learning Unit Das Rad 2 2020-21: www.mg-plus.net/delanglab

Großes Das Rad-Quiz**Fact or fiction?**

Wilde Tiere in Deutschland (Seite 6-7)

Only one of three statements is correct each time. Tick the correct statement.

- Der Luchs ...
 - ... lebt unter der Erde.
 - ... kann eine Maus über eine Distanz von 50 Metern hören.
 - ... macht von Dezember bis März Winterschlaf.
- Der Wolf ...
 - ... gehört zur Familie der Wildkatzen.
 - ... ist circa 50 Zentimeter groß.
 - ... kann ein Top-Tempo von 50 km/h erreichen.
- Der Biber...
 - ... orientiert sich mit Ultraschall beim Fliegen.
 - ... lebt in Nestern auf Bäumen.
 - ... baut Dämme im Wasser.
- Der Maulwurf ...
 - ... gräbt bis zu 200 Meter lange Tunnel unter der Erde.
 - ... lebt in Gruppen im Wald.
 - ... hat ein Territorium von bis zu 450 km² (Quadratkilometern).
- Die deutsche Fledermaus ...
 - ... lebt am Wasser und kann gut schwimmen.
 - ... ist nachtaktiv.
 - ... hat große, starke Hände.

Colours and numbers

Alles über Gummibären (Seite 8-9)

Tick the correct answers.

- Wann produziert Hans Riegel in Bonn die ersten Gummibären?
 - im Jahr 1920
 - im Jahr 1922
 - im Jahr 1960
- Wie viel Zucker ist in einem Gummibär?
 - 26 % (sechszwanzig Prozent) Zucker
 - 78 % (achtundsiebzig Prozent) Zucker
 - 90 % (neunzig Prozent) Zucker
- In welchen fünf Farben gibt es Gummibären?
 - weiß, grün, rot, blau und gelb
 - orange, lila, grün, gelb und schwarz
 - gelb, rot, weiß, orange und grün

- Wie alt ist Haribo am 13. Dezember 2020?
 - 20 (zwanzig) Jahre alt
 - 50 (fünfzig) Jahre alt
 - 100 (hundert) Jahre alt

- In wie vielen Ländern produziert Haribo Gummibären?
 - in 23 (dreiundzwanzig) Ländern
 - in 60 (sechzig) Ländern
 - in 100 (hundert) Ländern

Choose a verb / chronological order

Weihnachten in Deutschland (Seite 10-11)

Write the correct verbs into the gaps. Then number the statements from 1 to 5 in the order in which they occurred.

- Um achtzehn Uhr wir Würstchen mit Kartoffelsalat.
a) essen b) trinken c) dekorieren
- Um vierzehn Uhr wir einen Film.
a) spielen b) sehen c) chatten
- Um zehn Uhr wir den Weihnachtsbaum.
a) sehen b) dekorieren c) bekommen
- Um einundzwanzig Uhr meine beste Freundin und ich.
a) spielen b) backen c) chatten
- Um zwanzig Uhr wir Geschenke.
a) feiern b) dekorieren c) bekommen