



# TEACHERS' GUIDE

with Standards for Foreign Language Learning

**Dear teachers,**

Welcome to our new edition of Das Rad, once again packed with exciting articles for your German lessons, amongst them an interview with twelve-year-old German actress Helena Zengel, who stars opposite Tom Hanks in the American western drama *News of the World*. We wish you and your students a happy and successful New Year!

**The Mary Glasgow Team**



**Jan - Feb**

**Spotlight**

**Fünf Fragen an ...  
Helena Zengel**

**Pages 4-5**

In Germany, 12-year-old Helena is an award-winning film star with the German Film Prize 2020 under her belt. Her first Hollywood movie is out now in cinemas. In our interview, the successful young actress talks about how she combines school with filming, as well as her hobbies and her future career plans.

**Questions to ask ...**

What is your dream job? What is it like to be a movie star?

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## What our symbols mean ...



**READ ALONG**

New! Listen to the article!



**VIDEO**

Watch a video relating to this article!



**LEARNING UNIT**

Online Learning Unit relating to this article!



**ANY QUESTIONS?**

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Pages 10 - 11

**Bernhardiner**

Standards • 1.2: Interpretive Communication  
 • 4.1: Language Comparisons • 1.1: Interpersonal Communication

Ask students to answer ANTWORTE!. Write the answers on the board and ask: *Wie sind diese Hunde?* Volunteers should describe the different breeds with adjectives. Write the adjectives next to the respective breed on the board. Play the audio version of the article ([www.mg-plus.net/dasrad213](http://www.mg-plus.net/dasrad213)) and ask the class to read along. Stop the recording after each paragraph and ask comprehension questions. Then ask students to do KREUZ AN! and discuss the answers with them. Ask students to highlight all adjectives in the text and to enter the correct opposites into the gaps in ÜBE!. For DISKUTIERE! students should engage in question-and-answer dialogues with several speaking partners.

Pages 8 - 9

**Deutschlands Lieblings-sachen**

Standards • 4.1: Language Comparisons • 1.2: Interpretive Communication • 1.1: Interpersonal Communication

Write *Lieblings-sachen* on the board, underline the sound *ie* and ask students to explain the correct pronunciation. (The sound *i* turns into a *long i* when an *e* is added.) Continue with ANTWORTE! and write the favorite things suggested by the class on the board. Ask students to read the article in pairs and to highlight words with difficult or unknown pronunciations. Then play the audio version of the article ([www.mg-plus.net/dasrad213](http://www.mg-plus.net/dasrad213)). Students should read along and should try to copy the pronunciation of words that are difficult for them. Ask students to complete ÜBE! and VERBINDE!. For DISKUTIERE! students should ask each other questions, such as: *Was ist dein Lieblingstier?* Ask students to write down the answers of their interview partners and to relay them to the class (*Sein/ ihr Lieblingstier ist ..., seine/ihre Lieblingsfarbe ist ...*).

Pages 12 - 13

**Teen-TripAdvisor**

Standards • 1.2: Interpretive Communication  
 • 1.1: Interpersonal Communication  
 • 1.3: Presentational Communication

Play the audio clip related to this article ([www.mg-plus.net/dasrad213](http://www.mg-plus.net/dasrad213)) and ask the class to complete the associated listening exercise. Then nominate volunteers for the roles of the three Teen-TripAdvisor critics and read the article with the class. Take a break after each of the three activities and ask: *Wie findet ihr das Iglu-Hotel/ die Ballonwoche/ die Tour im Hundeschlitten?* Encourage students to use *Ich finde das* and adjectives in their answers and write those on the board. Then students should do SCHREIBE!. Ask students to develop their ideas in small groups for DISKUTIERE! and to create a large-format poster. The class should critique the ideas in the style of the Teen-TripAdvisor reviews.

# Sicher im Internet

**Standards • 1.2: Interpretive Communication**  
**• 4.1: Language Comparisons • 3.1: Making Connections**

Start with ANTWORTE!. Write the internet activities suggested by the class on the board. Ask: *Wer von euch nutzt diese App / das Internet um ... Filme zu schauen, Musik zu hören usw.?* Write the number of students next to each activity. Read the introduction of the article with the class. Then ask students to work through the ten tips independently with their speaking partners and to test their text comprehension afterwards with the Quiz. Discuss the answers with the class. Ask students to highlight all imperatives in the text and to name the corresponding infinitives as well as the first person singular in the present tense, for example: *Wähle! wählen / ich wähle*. Ask: *Welcher Imperativ ist unregelmäßig? (Sprich! sprechen / ich spreche)*. Then ask students to do DISKUTIERE!. Students should, in small groups, collate their own tips on internet safety. Discuss the tips at the end of the lesson with the class.

## Grammar | Imperative

### Explanation

We use the imperative to give an order, advice or a warning.

#### The imperative in der second person singular (du):

We form the imperative with the present tense stem of the verb. In written language, the imperative ends in -e and is identical to the first person singular in the present tense (*ich*).

#### Example:

**Mache** deine Hausaufgaben! **Schreibe** eine E-Mail!

This and further exercises on the topic of imperatives, as well as an additional writing exercise, can be found in the Language Lab Learning Unit of *Das Rad 3* 2020-21: [www.mg-plus.net/delanglab](http://www.mg-plus.net/delanglab)

In spoken language we mostly use the form without the ending -e.

**Example: Mach** die Hausaufgaben!

#### Exceptions and irregular verbs

Some irregular verbs form the imperative singular with -i or -ie, even if the vowel of the stem is -e.

#### Example:

**Sprich** mit Peter! (sprechen) **Lies** das Buch! (lesen)

The imperative of *sein* in the second person singular is **sei!**

**Example: Sei** still!

If the verb stem ends in -d or -t, the imperative always needs to have the ending -e. In written as well as in spoken German!

**Example: Antworte** auf die Frage! **Warte** auf Papa!

If the verb stem ends in a consonant -m or -n, the imperative always has the ending -e.

**Example: Zeichne** ein Haus! (zeichnen)

### Exercise 1

#### Choose the imperative form.

- ... in die Schule!  
Gehe                    Gehen
- ... die Vokabeln!  
Lernst                Lerne
- ... das Gemüse!  
Iss                    Essen
- ... auf die Frage!  
Antworte            Antwort

### Exercise 2

Here are verbs in the infinitive. Write the correct verb in the imperative into each gap. Watch out: Three infinitives are not needed.

schützen | posten | installieren | sein | chatten | surfen | öffnen

- ..... einen Kommentar in einem Chatroom!
- ..... eine E-Mail!
- ..... mit Freunden online!
- ..... auf dem Handy im Internet!

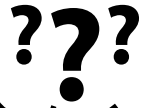
### Exercise 3

#### Connect the acronyms with the correct phrases!

Germans use many English chat acronyms such LoL, RoFL and K. Here are some German chat abbreviations:

- |        |                               |
|--------|-------------------------------|
| 1. hgw | A kein Plan oder kein Problem |
| 2. hdl | B liebe Grüße                 |
| 3. kP  | C herzlichen Glückwunsch      |
| 4. lg  | D hab dich lieb               |

# Großes Das Rad-Quiz



## Fact or Fiction?

### Fünf Fragen an ... Helena Zengel (Pages 4-5)

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

1. Wie lernt Helena für die Schule, wenn sie einen Film dreht?  
a) Helena liest Schulbücher am Set und lernt auch online   
b) Helena hat eine Lehrerin am Set.   
c) Dreharbeiten sind wie Ferien und Helena muss dann nicht für die Schule lernen.
2. Was sind Helenas Traumberufe?  
d) Autorin, Schauspielerin und etwas mit Pferden auf einer Ranch machen   
e) Schauspielerin, Regisseurin und Springreiterin   
f) Reitlehrerin, Schauspielerin und Tierärztin.
3. Was für ein Tier hat Helena?  
g) Helena hat einen Hamster. Er heißt Hektor.   
h) Helena hat eine Ratte. Sie heißt Heike.   
i) Helena hat ein Pferd. Es heißt Hekla.
4. Welches Hobby hat Helena bei den Dreharbeiten zu *News of the World* geholfen?  
j) Karate   
k) Eiskunstlaufen   
l) Reiten
5. Was für ein Film ist *News of the World*?  
m) Es ist ein Science-Fiction-Film und spielt in der Zukunft.   
n) Es ist eine Komödie und spielt in der Gegenwart.   
o) Es ist ein Western und spielt im 19. Jahrhundert.

## Der, die, das – right or wrong?

### Deutschlands Lieblings-sachen (Pages 8 – 9)

Enter the correct article in the singular (der, die, das) or plural (die) in the gap. Then decide whether the sentence is right (r) or wrong (f).

1. \_\_\_\_ Lieblingsmarke deutscher Teens ist Puma.
2. \_\_\_\_ Lieblingstier der Deutschen ist der Hund.
3. \_\_\_\_ Lieblingsfarbe der Deutschen ist Grün.
4. \_\_\_\_ Lieblings-App deutscher Teens ist WhatsApp.

### ANY QUESTIONS?

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5. \_\_\_\_ Lieblingssport in Deutschland ist Fußball.
6. \_\_\_\_ Lieblings-Fastfood der Deutschen ist Schnitzel.
7. \_\_\_\_ Lieblingsfilme deutscher Teens sind Komödien und Superhelden-Filme.

## Choose an adjective

### Der Bernhardiner – ein Schweizer Star! (Pages 10 – 11)

Write the correct adjectives into the gaps. Watch out: More than one adjective might fit.

1. Eine Husky-Tour im Hundeschlitten ist eine ..... Aktivität im Schnee.   
a) kleine b) populäre c) treue
2. Der Bernhardiner Barry rettet mehr als 40 Menschen und ist besonders .....   
a) klein b) faul c) berühmt
3. Bear ist ein Koolie, der Koalas rettet. Er ist sehr agil, ..... und .....   
a) treu b) unfreundlich c) aktiv d) dumm
4. Das Iglu-Hotel aus Eis und Schnee in Kühtai ist ....., aber im Schlafsack ist es warm.   
a) gefährlich b) intelligent c) kalt
5. Der Bernhardiner wird ein Rettungshund in den Alpen, weil er groß, stark, ..... und ..... ist.   
a) gefährlich b) freundlich c) unfreundlich d) intelligent

Choose an adjective: 1-b, 2-c, 3-c und a, 4-c, 5-b und d  
wrong: 1-Die/f, 2-Das/f, 3-Die/f, 4-Die/r, 5-Der/r, 6-Das/f, 7-die/f;  
Page 4: Fact or fiction: 1-b, 2-d, 3-i, 4-l, 5-o; Der, die das – right or  
1-Poste, 2-Öffne, 3-Chatte, 4-Surre; Exercise 3: 1-c, 2-D, 3-A, 4-B;  
Page 3: Exercise 1: Gehe, Lerne, Iss, Antworte; Exercise 2:

### Answers

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