



TEACHERS' GUIDE

with Standards for Foreign Language Learning

Dear teachers,

Happy New Year to you and your students! German-speaking countries are in the midst of winter and we report about a young winter sports champion and her four-pawed teammates. We also have an article about the Beijing Winter Olympics for you. We hope that our magazine will inspire you and your students to make the most of the cold season!

Kind regards,
The Mary Glasgow Team



Jan - Feb Spotlight

Leonie Tetzner

Pages 6-7

Some might think of Leonie Tetzner's sport as somewhat unusual. But when it comes to sled dog racing, Leonie (11) is a star with five world championship titles already under her belt. This February she is once again heading to the World Championship in Alaska with her sled dogs Leila and Rage. Go team Leonie!

Questions to ask ...

Wie findet ihr Schlittenhunderennen? Wie muss man sein, um gut mit Tieren zusammenarbeiten zu können?

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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?

Email us: dasrad@maryglasgowplus.com

Pages 4 - 5

Pit und Paule

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

Read along

Ask students to conduct a mini-survey for ANTWORTE!!. Revise the possessive pronouns *mein* (first person) and *dein* (second person) before they begin. Discuss the results with the class. Assign volunteers to the roles of the interviewer and the two Pandas before reading the article with the class. Continue with SCHREIBE!. Ask students to highlight all verb forms in the text. Invite volunteers to name the conjugation form as well as the infinitive (e. g.: *es geht* – third person singular, *gehen*; *wir sind* – third person plural, *sein*; etc.). Conclude the lesson with DISKUTIERE! as a guessing game: Volunteers read out their descriptions of zoo animals. The first team to guess the animal correctly gets a point.

Pages 8 - 9

Shoppen in Berlin

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

Read along

The starter activity is ANTWORTE!. Play the audio version of the article (www.mg-plus.net/dasrad223) and ask students to read along. Stop the recording after each activity and ask: *Wie findet ihr das KaDeWe, Boulevard Berlin, den Flohmarkt?* Write opinion phrases such as *ich finde ... gut/ich finde ... schlecht / ich liebe/ich hasse* on the board and encourage students to use them in their answers. Continue with KREUZ AN!. For DISKUTIERE! ask students to create a short digital presentation addressing the three questions in writing. Encourage students to use photographs/graphics to illustrate the information. Nominate volunteers to share their presentations with the class and encourage classmates to comment using opinion indicators and powerful adjectives.

Pages 10 - 11

Winter Olympia in China

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

Read along

As a starter activity ask students to discuss ANTWORTE! initially in small groups and then with the whole class. Play the audio version of the article (www.mg-plus.net/dasrad223) and ask students to read along. Divide the class into teams. Call out numbers used in the article at random; the first team to put a number into the correct context receives a point. (Example: 21 – *das Alter von Chloe Kim*.) The team with the most points after 10 rounds wins. Ask students to do VERBINDE! individually in writing. Then initiate a class debate about the Winter Olympics, for example with the following questions: *Welche Wintersportarten werdet ihr im Fernsehen oder auf Social Media während der Winter-Olympiade mitverfolgen? Welche nicht?* For Homework ask students to do DISKUTIERE! in writing.

Beste Freunde

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

The starter activity is ANTWORTE!. Additional question: *Mit welcher fiktiven Figur aus einem Buch, einem Film oder einer Fernsehserie wärst du gern befreundet? Warum?* Nominate volunteers to read the interview with assigned roles. Pause after each paragraph and ask students to mark the singular and plural verb forms with two different coloured highlighters. Continue with ÜBE!. Ask volunteers to recap which verbs in the text are regular (*kommen, heißen, wohnen, gehen, spielen, machen, sehen*) and irregular (*haben, sein, treffen, essen*). Ask students to look at the answers to *Was macht ihr zusammen?*. Ask them to turn the sentences with plural verb forms into sentences in the third person singular, for example Milo's answer: *Wir spielen sehr gern Computerspiele* changes to: *Milo spielt sehr gern Computerspiele*. Etc. Nominate volunteers to read out one sentence each. For Homework ask the class to complete DISKUTIERE! in writing.

Grammar in context | Verbs in the third person

Explanation

Regular verbs in the third person singular:

- spielen:
- Er spielt Fußball.
- heißen:
- Er heißt Milo.
- wohnen:
- Er wohnt in Zürich.

Irregular verbs in the third person singular:

- Er **ist** ein Junge.
- haben:
- Er **hat** Geburtstag.

Verbs in the third person plural:

The third person plural is used when the subject of a sentence refers to **several people or things** (Milo and Vadim, their families etc.)
 The personal pronoun for the third person plural is **sie**.
 In the present tense most verbs in the third person plural end in **-en**.

Example: Milo und Vadim **machen** Hausaufgaben.

A few verbs end in **-n**.

Example: Milo und Vadim **feiern** Geburtstag.

The verb **sein** is an exception.

Example: Milo und Vadim **sind** Freunde.

Exercise 1

Are the sentences about Milo and Vadim true (r), false (f) or not in the text (niT)? Tick the correct letter.

- 1 Milo und Vadim sind gute Freunde. **r | f | niT**
- 2 Vadim ist größer als Milo. **r | f | niT**
- 3 Die Freunde gehen in die selbe Klasse. **r | f | niT**
- 4 Sie machen gern Fitness-Training. **r | f | niT**
- 5 Sie spielen und chatten gern online. **r | f | niT**
- 6 Ihre Familien treffen sich am Wochenende. **r | f | niT**
- 7 Milos Lieblingsfach ist Deutsch. **r | f | niT**

Exercise 2

Third person singular or plural: Tick the correct verb form.

- 1 Milo **ist | sind** Vadims Freund.
- 2 Die Freunde **kommt | kommen** aus Zürich.
- 3 Sie **spielt | spielen** gern Computerspiele.
- 4 Milo **wohnt | wohnen** im selben Haus wie Vadim.
- 5 Vadim **hat | haben** immer Hunger.
- 6 Die Freunde **geht | gehen** zusammen zur Schule.

Großes Das Rad-Quiz



Pandas & numbers Fünf Fragen an ... Pit und Paule (Pages 4-5)

Only one of three statements is true. Tick the correct answer.

1. Wie alt sind Pit und Paule?
a. Pit und Paule sind ein Jahr alt.
b. Pit und Paule sind sechs Monate alt.
c. Pit und Paule sind zwei Jahre alt.
2. Wie viel älter als Paule ist Pit ?
a. Pit ist zwei Minuten älter.
b. Pit ist 28 (achtundzwanzig) Minuten älter.
c. Pit ist 48 (achtundvierzig) Minuten älter.
3. Wie viele Pandas gibt es in der freien Natur in China?
a. Es gibt circa 600 (sechshundert) Pandas.
b. Es gibt circa 1800 (eintausendachthundert) Pandas.
c. Es gibt circa 6000 (sechstausend) Pandas.
4. Wie viel Bambus essen Pit und Paule pro Tag?
a. Sie essen fünf Kilo Bambus pro Tag.
b. Sie essen 12 Kilo Bambus pro Tag.
c. Sie essen 18 Kilo Bambus pro Tag.
5. Wie viele Stunden schlafen Pit und Paule pro Tag?
a. Sie schlafen 12 Stunden pro Tag.
b. Sie schlafen 15 Stunden pro Tag.
c. Sie schlafen 18 Stunden pro Tag.
6. Wie viele Pandas gibt es in ganz Deutschland?
a. Es gibt vier Pandas in Deutschland.
b. Es gibt acht Pandas in Deutschland.
c. Es gibt 18 Pandas in Deutschland.

Odd one out Winter Olympia in China (Pages 10-11)

In each row three words are related; one does not fit.
A) Circle the odd one out. B) What connects the three words? Write the connecting theme/idea on the line.

1. Skispringen Snowboarden Tennis Eishockey

2. Bronze Aluminium Silber Gold

3. Bing Dwen Panda Otter Chinas
Dwen Symboltier

4. 1924 Spanien Frankreich Chamonix

5. Eis Schnee Kälte Hitze

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Answers

Page 3:

Exercise 1: 1-r, 2-f, 3-niT, 4-r, 5-r, 6-niT, 7-f, Exercise 2: 1-ist, 2-kommen, 3-spielen, 4-wohnt, 5-hat, 6-gehen

Page 4:

Pandas & numbers: 1-c, 2-c, 3-b, 4-c, 5-a, 6-a;

Odd one out: 1A-Tennis, 1B-Disziplinen bei den Olympischen Winterspielen, 2A-Aluminium, 2B-Olympische Medaillen, 3A-Otter, 3B- das Maskottchen bei den Winterspielen in Peking, 4A-Spanien, 4B-die ersten Olympischen Winterspiele, 5A-Hitze, 5B-Winterwetter