










DAS RAD



www.maryglasgowplus.com/de **Teacher code: kv48e3**

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Page	Article	Topics	Teaching ideas
2	Anfang	Family	Practice family relations through role playing : <i>Ich bin die Mutter. Er ist der Vater. Er ist mein Partner, etc.</i>
4	Selena Gomez  	Film / Countries / Family	Introduce and practice countries and nationalities. Students work in pairs to read the interview with Selena.
6	Ich heiße Anna	Profile / School / Gender	Ask students to write Anna's profile: <i>Das ist Anna Wegner. Sie ist Schülerin. Sie ist 13 Jahre, etc.</i> Using the objects in the photo, introduce the three definite/indefinite articles: <i>Das ist die/eine Federtasche. Der ist der/ein Stundenplan. Das das/ein Lineal, etc.</i>
7	Sid Meier's Civilization  	A game / Nations	Please go to page 2.
10	Ruhr 2010  	A region / Events / Article	Please go to page 3
12	Vier Spiele	Adjectives / Ordinary numbers / Nations	Read the list of the nations on page 13 out aloud and ask students to repeat them after you. Then add the continents on the board and ask, <i>In welchem Kontinent ist Deutschland/China/Indien?</i>
14	Deutschland-Tour  	People / Facts about Germany	Please go to page 3.
16	Star: Sebastian Vollmer 	Sport / Personal details	After students have completed Sebastian's profile, they write their own personal details. They exchange these notes, and the others have to guess which personal details they are reading.

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Getting started

Start a new teacher or student account



1. Go to maryglasgowplus.com/de/start
Enter your email address and tick 'I am new'.
2. The website asks for your code.
Student codes are on the magazine.
Your teacher code is: **kv48e3**
3. Follow the instructions on screen to create an account.

Web tip

For detailed information about the *Bundesländer* and the Federal Republic of Germany in general go to www.bundeslaender-in-deutschland.info



Win an Interactive Whiteboard!
 Go to maryglasgowplus.com/de/whiteboard for more details. Good luck!

-  You'll find topic-related listening tracks on your DAS RAD CD
-  For topic-related activities go to maryglasgowplus.com/de/aktivitaeten.

TEACHING IDEAS

PAGES 7-9

Sid Meier's Civilization

Using a popular computer game, students practice nations, nationalities, articles, and verbs.

OBJECTIVES

- Learning about nations and history
- Linking nations and adjectives
- Practicing the third person singular of verbs

STARTER

Write *civilization* and ask your students: *Ist das deutsch? (Nein, das ist englisch).* Add *die Zivilisation*, saying aloud: *Das ist das deutsche Wort für civilization.* Explain in your own language that many English terms are used in the German language. Can students spot examples on page 7? (*die Shops, das Game, Community-Features, clever*). Write the German translations on the board (*die Läden, das Spiel, klug; omit community features*). Next, practice the different use of adjectives: *komplexe Strategien – die Strategien sind komplex; clevere Systeme – die Systeme sind clever; realistische Grafiken – die Grafiken sind realistisch*. Only briefly mention at this point, that adjectives can change their endings, when they appear in front of nouns.

TEXT ACQUISITION

Read and practice nations with your class, and also introduce continents (write both categories on the board, *Länder* and *Kontinente*). Ask your students: *Wo ist Mexiko? (Mexiko ist in Amerika).* *Wo ist Deutschland? (Deutschland ist in Europa).* *Wo ist China? (China ist in Asien).* *Wo ist Frankreich? (Frankreich ist in Europa).* Next, write the respective adjectives next to the countries and ask students to repeat them after you: *amerikanisch, deutsch, französisch*, etc. Students now work with a partner and complete the activity in the magazine.

Check the result by asking: *Wer kommt aus Amerika? (George Washington kommt aus Amerika).* *Wer kommt aus Russland? (Katharina die Große kommt aus Russland),* etc. Next, you could ask: *Wer ist französisch? (Napoleon ist französisch).* *Wer ist chinesisch? (Wu Zentian ist chinesisch),* etc. Without further mentioning the adjective endings, write two sentences on the board: *Otto von Bismarck ist ein Politiker.* *Elisabeth ist eine Königin,* underlining *ein* and *eine*. Ask a volunteer to come to the board, adding the other featured historical characters to the *ein* or *eine* category.

EXTENSION

When students have mastered the adjectives, you might like to introduce nationalities: *George Washington kommt aus Amerika. Er ist Amerikaner.* *Wu Zetian kommt aus China. Sie ist Chinesin,* etc. Hand out nationality 'badges' to your students, to pin on or to put on the desk. Several of the others then walk through the classroom, saying: *Er/Sie kommt aus Japan/Russland/Deutschland.* *Er/Sie ist Japanerin/Russin/Deutsche,* etc. For homework students find out which one of the characters has a German background (apart from Bismarck). It is Catherine the Great (Katharina die Große), who was born in Germany. Students could also find out additional facts about the other figures.

BACKGROUND

Otto von Bismarck

The German statesman Otto von Bismarck was born in 1815 in Prussia. His family belonged to the rural aristocracy and owned vast estates. Bismarck studied law in Göttingen and Berlin, but never practiced law, choosing a political career instead. His main objective soon became the unification of Germany, which at the time was divided into many small states and principalities. In 1870 Germany emerged victorious from a war with France, and in 1871 the new German Empire (*Deutsches Reich*) was officially declared. Bismarck became *Reichskanzler* (Chancellor) and head of government. His politics were mainly conservative and expansionist, but he also passed progressive social laws to improve pensions and health care. Bismarck then fell out with the new young Kaiser Wilhelm II., who forced him to resign in 1890. Eight years later Bismarck died in Friedrichsruh, near Hamburg.

Web tip www.whoswho.de

NOTES

Finding out the rules of 'Sid Meier's Civilization V'

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TEACHING IDEAS

PAGES 10 & 11

Ruhr 2010

We introduce a German region and some activities.

OBJECTIVES

- Learning about the Ruhr region and its culture
- Practicing plural forms, the nominative and the accusative

STARTER

Briefly talk about the idea behind the project *Kulturhauptstadt Europas*, which was started in 1985 by the European Union. Do students know other capitals of culture? (e.g. Linz 2009, Liverpool 2008). Next, you could say: *2010 ist eine ganze Region Kulturhauptstadt Europas*, pointing out the Ruhr region (with Essen in the center) on an Interactive Whiteboard.

TEXT ACQUISITION

First, read the text on page 10 sentence by sentence with your class. Explain the plural using *viele Projekte: ein Projekt ist Singular*,

viele Projekte sind Plural. Ask your students to underline other plural forms (*Kinder-Feste, Museums-Events, Rock-Pop-Konzerte, Gruppen*, etc.). Point out that the plural can have different endings (*-e, -s, -en*). Students then name the relevant singular forms (*das Fest, das Konzert, die Gruppe, der Verein*, etc.).

EXTENSION

Using the illustration, you could further practice the plural: *Ich sehe viele Leute/Häuser/Bäume/Straßen*, etc. Students then work with a partner, spotting the people/objects listed on page 11 in the picture. Which pair is the first to finish and has found the correct *Lösungswort*? If time allows, introduce and practice the accusative: *Ich sehe die Akrobatin. Ich sehe das Baby. But: Ich sehe den Baum/Mann/Inlineskater*, etc.

NOTES

Finding out more about

Kulturhauptstädte

TEACHING IDEAS

PAGES 14 & 15

Deutschland-Tour

We introduce famous Germans and practice the names of German regions and towns.

OBJECTIVES

- Learning facts about Germany
- Learning and practicing the third person singular

STARTER

Ask your students to name any famous Germans they know (politicians, showbiz stars, historical figures, etc), and list them on the board. Students will probably know Angela Merkel and Michael Ballack. Add all the other personalities (plus their professions) mentioned in the magazine.

TEXT ACQUISITION

First, read and practice the *Bundesländer* with your class, then the towns mentioned. Next, you could ask: *Wo ist Hildesheim?* (*Hildesheim ist in Niedersachsen*). *Wo ist Würzburg?* (*Würzburg ist in Bayern*), etc. Explain the male and female form of jobs (*der/die Bundeskanzler/in, der/die*

Schauspieler/in, etc.), before students answer the questions (*Woher kommen sie?*) on page 15.

EXTENSION

Ask students to role-play. Some take the part of the people in the photos. The others ask, *Wie heißt du?* (*Ich heiße Diane Kruger*). *Was bist du?* (*Ich bin Schauspielerin*). *Woher kommst du?* (*Ich komme aus Hildesheim*). *Wo ist das?* (*Das ist in Niedersachsen*). Point out the formal way of addressing someone (*Sie*, e.g. for Angela Merkel and Roland Emmerich): *Wie heißen Sie? Was sind Sie?* etc. You could practice this further by asking students to take the part of other famous people.

BACKGROUND

Das Ruhrgebiet (The Ruhr Region)

The Ruhr area, named after the river Ruhr, is situated towards the mid-west of the federal state of Northrhine-Westfalia. With more than 5 million people, it is a densely populated region. The largest cities are Duisburg (west), Dortmund (east) and Essen and Bochum (in the south). The cities more or less melt into each other, making the Ruhr one of the largest urban conglomerations in Europe. Once the so-called *Kohlenpott* (coal pit) used to be the industrial heartland of Germany. Industrialization started early in the 18th century with the first iron ore mines, and when coal was discovered around 1800, the region boomed and expanded. The so-called *Kohlenkrise* (coal crisis) finished the boom and the coalmines in the 1950s and '60s. Today, there is only a handful of working coalmines left in the region. Industries such as engineering, electronics, car manufacturing, and services have taken over. The Ruhr is also an important cultural center, with reputable universities and colleges.

Web tip www.weltbericht.de

Test your German with DAS RAD

On this page you will always find 15 questions or exercises relating to the entire magazine. You could either dictate the questions or hand out photocopies (make sure to cover the answers up before copying). Students work on their own, with a partner, or in groups. The answers can be checked by the students themselves or – if the page is intended as a test or as a competition – by the teacher.

Sind diese Sätze zu DAS RAD richtig (R) oder falsch (F)? Kreuz an.

Seite 2 – 5

1. Die Stroh-Skulpturen sind aus Bayern. R/F
2. Eine Farbe der deutschen Flagge ist Schwarz. R/F
3. Selena Gomez ist 18 Jahre alt. R/F
4. Selena kommt aus Spanien. R/F
5. Vater und Mutter heißen zusammen *Eltern*. R/F

Seite 6 – 9

6. Anna Wegner geht auf eine deutsche Schule. R/F
7. „Sid Meier's Civilization“ ist ein neuer Film. R/F
8. George Washington ist ein englischer Präsident. R/F
9. Mexiko ist in Amerika. R/F

Seite 10 – 16

10. Eine ganze Region ist 2010 „Kulturhauptstadt Europas“. R/F
11. Der Plural von *das Fest* ist *Festen*. R/F
12. Der Sieger ist der Zweite. R/F
13. Michael Ballack ist ein Fußballstar. R/F
14. Würzburg ist eine Stadt in Hessen. R/F
15. Sebastian Vollmer spielt in Amerika. R/F

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All the Internet sites mentioned in this issue have been checked by our editors at the time of going to press. However, Internet sites do change content, often without prior notice. Unfortunately, we cannot be responsible for possible subsequent alterations.

ANSWERS
Teacher's Notes, Page 4: 1-F; 2-R; 3-R; 4-F; 5-R; 6-R; 7-F; 8-F; 9-R; 10-R; 11-F; 12-F; 13-R; 14-F; 15-R

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Did you like *Das Rad* ?

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