

# DAS RAD



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With National Standards for Foreign Languages

## EDITOR'S LETTER

Dear teachers,

Welcome to the fifth and last edition of *Das Rad* in the current academic year. In issue 5 we ring in the summer with an article about Europe's largest youth sports festival. The *Ruhr Games* will take place for the third time in June and present cool sports such as BMX, climbing and skateboarding. Furthermore we introduce the new superhero movie *Shazam!* and we interview refugee girl Celine from Syria about her new life in Berlin. Other topics on the menu include a cliff jumping event in Switzerland, tips for a visit to the northern German city of Bremen and the most popular holiday destinations for Germans this summer. The editorial team wishes you and your students lots of fun reading and a wonderful summer.

**Martina Koepcke**  
Editor of *Das Rad*

## KEY

What do our symbols mean?

Listen to an audio track about this article ([www.mg-plus.net/DRaudio](http://www.mg-plus.net/DRaudio)).

Do the learning unit on this article ([www.mg-plus.net/delanglab](http://www.mg-plus.net/delanglab)).

Watch a video about this article ([www.mg-plus.net/DRvideo](http://www.mg-plus.net/DRvideo)).

Explore the extra online content about this article ([www.mg-plus.net/DRextra](http://www.mg-plus.net/DRextra)).

Explore the Lesson Plan included on the Teacher's Notes!

### PROBLEMS NAVIGATING THE WEBSITE?

• Email us: [hilfe@maryglasgowplus.com](mailto:hilfe@maryglasgowplus.com)

• Watch our tutorials!  
[www.mg-plus.net/detutorials](http://www.mg-plus.net/detutorials)

### YOUR MAGAZINE AT A GLANCE

Page	Article	Topic	Language	Website content
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4-5	<i>Ruhr Games</i>	Sports	Numbers	
6-7	<i>Shazam!</i>	Film and television	Modal verbs	
8-9	<i>Klippenspringen</i>	Free time	Numbers	
10-11	<i>Celine aus Syrien</i>	Integration	Adverbs, <i>war/hatte</i>	
12-13	<i>Bremen</i>	Travel & Tourism	Interrogative pronouns	
14-15	<i>Urlaub</i>	Free time	Vocabulary summer-destinations/-clothes	
16	<i>Smartphone</i>	Communication	Numbers	

**Pages 4–5 Lesson Plan 1****Ruhr Games****Objectives**

- To learn something about Europe's largest youth sports festival (**2.1: Relating Cultural Practices to Perspectives**)
- To practice using numbers (**4.1: Language Comparisons**)
- To extend sports vocabulary (**1.3: Presentational Communication**)

**Starter**

Ask students to look at the sports on the notepad on page five and to name the cognates, or to translate the terms into the classroom language. Then ask students to do a mini class survey with four to five classmates for **Antworte!**. To help students answer correctly, write *Mein Lieblingssport ist ..., ich mache... und ich spiele...* on the board, then ask: *Wann benutzen wir ich spiele?* (*Wenn der Sport mit einem Ball oder ähnlichem Objekt gespielt wird.*) Provide students with dictionaries to look up other sports. Then ask volunteers to read out their survey results and ask participants of each respective survey to confirm the statements.

**Main Activity**

- 1 Write the number 20 on the board and ask: *Wie heißt diese Zahl?* (*Zwanzig*). Add a dot behind the 20 and ask: *Und jetzt?* (*Zwanzigste or zwanzigsten*). Proceed likewise with the numbers 100 and 1,000.
- 2 Nominate seven students to read the title, the introduction and the six bullet points to the class. Ask comprehension questions with numbers: *Zum wie vielen Mal finden die Ruhr Games dieses Jahr statt?* (*Zum dritten Mal*). *Wie viele Gäste kommen?* (*Achtundfünfzig tausend*). Etc.
- 3 Continue with **Kreuz an!**. Extension for advanced students: To find possible examples for the non-applicable definitions, for example: *Ein japanisches Essen - Sushi, ein alpiner Wintersport - Ski fahren*, etc. Then discuss the exercise in class.
- 4 Play the audio-clip *Sport-News* ([www.mg-plus.net/DRaudio](http://www.mg-plus.net/DRaudio)) several times and ask the class to complete the associated listening exercise.
- 5 End the lesson with a game of charades. Divide the class into several teams. Nominate a student to mime a sport. The first team to guess the sport correctly wins a point and gets to nominate the next volunteer.

**Extension**

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

**Pages 6–7 Lesson Plan 2****Shazam!****Objectives**

- To learn something about a new superhero movie (**3.1: Making Connections**)
- To practice using the modal verbs *können* and *müssen* (**4.1: Language Comparisons**)
- To revise verbs in the third person, present tense (**4.1: Language Comparisons**)

**Starter**

Begin with **Antworte!**. Provide dictionaries and write students' suggestions for super powers on the board.

**Main Activity**

- 1 Nominate volunteers to read one sentence of the article each aloud. Clarify unknown vocabulary and ask comprehension questions, such as: *Warum ist Shazam! ein Top-Tipp für Comic Fans?* (*Shazam ist ein Superheld aus dem DC Universum*). *Ab wann ist der Film in den deutschen Kinos?* (*Ab 4. April*). *Warum ist Billy unglücklich?* (*Weil er nicht erwachsen ist und nicht allein leben kann.*) Now ask students to complete **Schreibe!** in pairs. Discuss the answers with the class.
- 2 Watch the official German movie trailer of Shazam! with the class on YouTube. Discuss with the students which plot points and other bits of information they already know from the article can also be found in the trailer.
- 3 Ask students to consider **Diskutiere!** in small groups as a speaking exercise, using the vocabulary in **Schlüsselwörter**. Then ask the groups to note down their arguments for *Kind sein* and *erwachsen sein* in lists or mind maps which they should subsequently present to the class. Encourage the groups to give each other feedback and initiate a class discussion.
- 4 Ask the students to read the three **Kino-Tipps für 2019** with their speaking partners and to take turns answering the question: *Welchen Film möchtest du gern sehen und warum?*
- 5 Encourage students to design film posters for a new superhero movie. Ask students to create their own superhero character, using the list of super powers on the board from the beginning of the lesson. Make sure students add text to their posters and award prizes for especially imaginative posters at the end of the lesson.

**Extension**

For homework, ask students to complete the Language Lab Unit ([www.mg-plus.net/delanglab](http://www.mg-plus.net/delanglab)).

## Pages 10–11 Lesson Plan 3

### Celine aus Syrien: Mein neues Leben in Berlin

#### Objectives

- To learn something about the new life of a Syrian refugee girl in Berlin (**3.2: Acquiring Information and Diverse Perspectives**)
- To revise adverbs adverbs (**4.1: Language Comparisons**)
- To practice verbs in the present and past tense (**4.1: Language Comparisons**)

#### Starter

Discuss **Antworte!** orally with the class and ask students to briefly describe their experiences. Scaffold the exercise by writing *ich habe ... gelebt*, as well as several adjectives, such as *super*, *langweilig*, *interessant*, etc. on the board.

#### Main Activity

- 1 Read the introduction to the article with the class and clarify any unknown vocabulary. Ask the students to describe the picture of the destroyed Syrian city. Then ask: *Was wisst ihr über die Situation in Syrien?*
- 2 Nominate volunteers to take on the role of interviewer and interviewee to read the interview with Celine. Pause after each answer and ask the class

to decide whether Celine is talking about events happening now, or events that happened in the past. Ask students to use two different colors to highlight the verb forms in the present tense and the imperfect tense.

- 3 Continue with **Schreibe!**. Ask students to enter the correct verb forms into the gaps. Discuss the answers with the class.
- 4 Ask students to find the adverbs in **Übe!** in the text, to underline the sentences in which they occur and to translate them into the classroom language. Students should then complete the gap-fill.
- 5 Ask students to complete **Diskutiere!** in writing. Provide dictionaries for this task. Students should structure their writing into two paragraphs. The first paragraph should be written in the imperfect, the second the present tense. Nominate volunteers to read out their texts at the end of the lesson. Encourage the class to listen carefully and if necessary correct any incorrect tenses.

#### Extension

For homework, ask students to research the following questions: 1. *Wie viele Kilometer/Meilen und Länder und Meere liegen zwischen Syrien und Deutschland?* 2. *Welche Gefahren und Probleme drohten Flüchtlingen, die 2015 von Syrien nach Deutschland fliehen wollten?*

### Grundvokabular: Celine aus Syrien

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

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
in einer anderen Stadt leben		gut fürs Deutsch-Lernen	
in einem anderen Haus/Land		ich habe, ich hatte	
ich habe gelebt		ich bin, ich war	
Syrien		in der Schule	
denken – ich denke		nach einem Jahr Schule	
auf Deutsch		das Lieblingsfach	
seit		viele Freunde/Freundinnen	
wohnen – ich wohne		beliebt	
träumen – ich träume		das Schüler-Parlament	
nervös		die Schulsprecherin	
sprechen – ich spreche		diskutieren	
Freunde haben		repräsentieren	
heute		das macht Spaß	
dieses Jahr		damals	
warum		früher	

**Pages 12–13 Lesson Plan 4****Bremen****Objectives**

- To learn something about the city of Bremen  
**(3.1: Making Connections)**
- To research online in the target language  
**(1.2: Interpretive Communication)**
- To practice the use of interrogative pronouns  
**(4.1: Language Comparisons)**

**Starter**

Write *Bremen* on the board. Ask three questions which students should research in pairs online as quickly as they can: 1. *Wo fließt die Weser in die Nordsee? (In Bremerhaven).* 2. *Welche zwei Skulpturen befinden sich westlich vom Bremer Rathaus? (Die Bremer Stadtmusikanten und der Bremer Roland).* 3. *Von welchem Bundesland ist Bremen umgeben (Niedersachsen).*

**Main Activity**

- 1 Read the ten tips about Bremen with the class. Nominate volunteers to translate one tip each into the classroom language. Students should then complete **Schreibe!** in pairs. Revise, if necessary, the meaning of the interrogative pronouns *wer*, *wo* and *was*, as well as the word order in interrogative sentences. Nominate volunteers to read out the completed questions and ask the class to answer them in full sentences in writing.
- 2 Play the audio-clip *Bremen* ([www.mg-plus.net/DRaudio](http://www.mg-plus.net/DRaudio)) and ask the class to complete the associated listening exercise. Then ask: *Welcher Tipp aus dem Artikel wird auch im Audio-Clip genannt? (Das Universum Science Center).*
- 3 Ask students to go online and to research essential information for a visit to the Universum Science Centre, for example: *Öffnungszeiten, Eintrittspreise, Standort,*

*was ist zu sehen, Sonderausstellungen,* etc. Then ask students to pick three further *Bremen-Tipps* and research them in the same way.

- 4 Debate the *Bremen-Tipps* with the class in **Diskutiere!** Encourage students to give reasons for their opinions, using subordinate clauses with *weil* or *denn*. Are there any tips that are especially popular with the class?

**Extension**

For homework, ask students to create a travel itinerary for a weekend trip to Bremen in Word or PowerPoint. Encourage students to use photos of their destinations, as well as information about hotels, public transport, duration of visits, meals and travel expenses.

**Culture box****Die Bremer Stadtmusikanten**

In the fairy tale by the Brothers Grimm, an old donkey, a dog, a cat and a cockerel escape their cruel owners and set off to Bremen to become town musicians. At night they manage to scare robbers with their 'music' and drive them out of their house, thus finding a new home and a happy ending. Although the animals never arrive in Bremen, the roots of the fairy tale lie in Bremen's history: Since 1339 the 'Stadt- und Raths-Musici' were a feature of city life. The townspeople took good care of their musicians, and they in turn were known to provide shelter for traveling players who visited the town.

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