



DAS RAD

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EDITOR'S LETTER

Dear teachers,

Welcome to the last issue of *Das Rad* in the current school year. Our celebrity lineup includes 14-year-old YouTuber Faye Montana from Berlin and the super heroes from the new film *Avengers: Infinity War*. We also explore the highly topical subject of marine plastic pollution and encourage students to think about their own plastic consumption. For sports fans, there is information on the Swiss cycling event *Tour de Suisse* and the German national football team, which will defend its World Cup championship title in Russia this summer. We hope you and your students enjoy reading and we wish you a great summer!

Martina Koepcke
Editor

KEY

What do our symbols mean?

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

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

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

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

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

PROBLEMS NAVIGATING THE WEBSITE?

• Email us: hilfe@maryglasgowplus.com

• Watch our tutorials!
www.mg-plus.net/detutorials

YOUR MAGAZINE AT A GLANCE				
Page	Article	Topic	Language	Website content
2-3	<i>Aktuelles</i>	News	Present tense	
4-5	<i>Faye Montana</i>	Entertainment	Adjectives	
6-7	<i>Die Avengers</i>	Film and television	Adjectives	
8-9	<i>Tour de Suisse</i>	Sports/ Geography	Word order	
10-11	<i>Plastik im Meer</i>	Environment	'ein/kein/viele'	
12-13	<i>Köln</i>	Travel and tourism	Interrogative pronouns	
14-15	<i>Geburtstag</i>	Celebrations	Numbers	
16	<i>Fußball-WM</i>	Sports	Numbers	

Pages 4–5 Lesson Plan 1**Faye Montana****Objectives**

- To learn about a young German actress and YouTuber
- To practise reading comprehension
- To revise the comparative and superlative of adjectives

Starter

Write *Ich bin ein Fan von...* on the board. Ask students to discuss **Antworte!** in small groups and complete the sentence. Then ask volunteers to give a reason for their choice in a subordinate clause beginning with *weil*. Is there a star whom all students in the class would describe as *toll*, *cool* or *sympathisch*?

Main Activity

- 1 Ask students to read the introduction and Faye's *Steckbrief* independently. Then ask comprehension questions, for example: *Wo wohnt Faye? (In Berlin). Wann hat Faye Geburtstag? (Am 6. September). Was ist Fayes Lieblingsfach? (Physik). Warum ist Faye ein Allround-Talent? (Sie macht YouTube, Filme und Musik.)* Then ask the class to work through the interview together, with students taking turns to read one sentence each. Clarify any unknown vocabulary.
- 2 Ask students to complete **Kreuz an!** in pairs. Discuss the answers with the class. For all answers ticked *falsch* or *nIT*, ask students to find the correct information in the interview.
- 3 Ask the class to underline all adjectives in the text. Are there any adjectives in the comparative or superlative? (*Lieber/am liebsten*). Draw students' attention to **Nicht vergessen!** and revise, if necessary, the basic rule (comparative: The ending *-er* is added to the adjective; superlative: The word *am* is inserted before the adjective, the adjective ending changes to *-sten*). Ask students to continue with **Übe!** in pairs.
- 4 Ask students to make notes for **Diskutiere!** Which hobbies do they like to do (*machen sie gern*), and which do they like to do best (*am liebsten*)? Divide the class into groups of five or six students. Encourage students to use the phrases *ich mache gern*, *ich mache lieber*, *ich mache am liebsten* while discussing hobbies in their groups. Towards the end of the lesson review **Diskutiere!** with the whole class.

Extension

Ask students to complete the Language Lab Unit (www.mg-plus.net/delanglab) for homework.

Pages 6–7 Lesson Plan 2**Die Avengers****Objectives**

- To practise reading comprehension
- To practise describing people
- To extend adjective vocabulary

Starter

Write *Superhelden* on the board and ask: *Welche Superhelden kennt ihr?* Ask the class to help you compile a list of well-known superheroes on the board.

Main Activity

- 1 Read the headline, introduction and *Film-Info* with the class. Ask comprehension questions and clarify any unknown vocabulary. Hand out dictionaries and ask students to read the six paragraphs about superheroes independently with their speaking partners. Ask the class to underline all adjectives describing the superheroes and, if necessary, to look them up in the dictionaries. Then, working in pairs, students test their reading comprehension with **Schreibe!** and **Kreuz an!** Discuss the answers with the class.
- 2 Form small groups and ask the class to move on to **Diskutiere!** For the question *Wie ist er/sie?* ask students to describe all superheroes on the board with appropriate adjectives using their dictionaries when needed. Discuss the exercise with the class after completion.
- 3 Move on to a guessing game. Divide students into teams and ask them to clear all teaching materials from their desks. Then start to describe one of the superheroes on the board. Pause after each sentence, for example: *Er ist wild. Und emotional. Er ist Physiker. Er wird grün, wenn er in Rage ist. Und er wird 2,60 Meter groß.* Answer: *Hulk*. Each team may only guess once per round. The first team to guess correctly wins a point and chooses a new superhero from the board. The team members should then take turns to describe him/her to the class. The group who guesses correctly gets to describe the next superhero and so on.
- 4 At the end of the lesson students do **Antworte!** in writing. Ask students to read out their reasons and let the class decide by a vote which superpower is the most popular.

Extension

For homework, ask students to draw their own superheroes and describe them with the help of the questions in **Diskutiere!**

Pages 10–11 Lesson Plan 3

Plastik im Meer

Objectives

- To learn something about the issue of marine plastic pollution
- To practise reading comprehension
- To practise using numbers and indefinite numeral adjectives

Starter

Ask students to complete **Antworte!** with their speaking partners. Then ask volunteers to list the plastic content of their school bags in front of the class. *Ist das viel oder wenig?* Let the class decide.

Main Activity

1 Ask students to read the introduction to the article aloud and discuss the images. Ask open questions, for example: *Wie kommt der Plastik-Müll ins Meer? Warum ist Plastik-Müll im Meer ein ökologisches Desaster?*

2 Ask students to read the facts in the coloured circles with their speaking partners. Then ask comprehension questions, for example: *Wie viele Tierarten leben in den Meeren und Ozeanen? (Zweihundertdreißigtausend). Was landet über Fische auch auf unseren Tellern? (Mikroplastik-Partikel).*

Wie viele Plastiktüten benutzen die Deutschen im Jahr? (Sechs Milliarden).

3 Read the paragraph **Plastikpiraten** with the class, then ask students to team up in pairs and answer the following questions: *Was machen die Schüler? (Sie analysieren und dokumentieren Plastik in Flüssen.) Was fischen sie aus dem Wasser? (Flaschen, Tüten und Strohhalme).* Students then move on to **Kreuz an!** Briefly discuss the use of *ein, kein* and *vielen*, before students do the test. *Wie viele Plastikpiraten gibt es in der Klasse?*

4 Continue with **Diskutiere!** Give the students five minutes to prepare. Provide dictionaries and ask the students to take notes. Circulate in the classroom as students interview each other in pairs, then compile their ideas on the board. Ask the students to choose a new idea they would like to try in the coming week from the board. Write *In der nächsten Woche ...* on the board, then ask students to complete the sentence in writing. Pick volunteers to read out their sentences.

Extension

For homework, ask students to research an organisation campaigning against plastic waste in their own country and design a billboard for that organisation.

Grundvokabular: Plastik-Müll

This is a list of 30 words and phrases on the topic of *Plastik-Müll*. Photocopy the table and ask students to translate the terms.

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
die Plastik-Artikel (Pl.)		ein ökologisches Desaster	
Was für Plastik-Artikel?		die Kampagne	
viel		gegen	
wenig		die Plastikflasche	
die Schultasche		die Nordsee	
die Ozeane (Pl.)		landen	
gigantisch		zwanzigtausend	
gigantische Inseln		die Mikroplastik-Partikel (Pl.)	
der Plastik-Müll		die Aktion	
produzieren		der Fluss	
pro Person		in deutschen Flüssen	
pro Jahr		analysieren	
die Meerestiere (Pl.)		fischen	
die Plastik-Fragmente (Pl.)		ein enormes Problem	
ökologisch		kein/keine/keiner	

Pages 12-13 Lesson Plan 4

Köln

Objectives

- To learn something about the city of Cologne
- To practise the use of interrogative pronouns
- To research independently online

Starter

Ask: *Wer weiß etwas über Köln?* Brainstorm with the class and record the students' contributions on the blackboard.

Main Activity

- 1 Write 1. *Was ist das Event?* 2. *Wann findet es statt?* and 3. *Wo findet es statt?* on the board and ask volunteers to translate the questions into the classroom language. Then play the audio-clip about three events in Cologne (www.mg-plus.net/DRaudio) several times. Ask students to take notes on the questions above. (Answers: 1: 1. *Katy Perry-Konzert*, 2. *Kölner Lichter*, 3. *Gamescom*, 2: 1. *Am 23. Mai*, 2. *Am 21. Juli*, 3. *Vom 22. bis zum 25. August*, 3: 1. *In der Lanxess Arena*, 2. *Am Fluss Rhein*, 3. *In Köln*). Gather the information noted down by the students on the board. Which event do the students find most interesting?
- 2 Read the ten Cologne tips with the class, then ask students to complete **Schreibe!** in pairs. Check their reading comprehension levels and ask students to read their answer out aloud.
- 3 Continue with a quiz. Students will need access to the internet for this exercise. Hand out a list of the following questions relating to the Köln-Tipps:
 1. *Wo kann man frische Mettbrötchen kaufen? (In einer Metzgerei).*
 2. *Wie heißt der Sandstrand auf dem Photo? (KM 689 Cologne Beach Club).*
 3. *In der Nähe von welcher Rheinbrücke liegt das Schokoladenmuseum? (Severinsbrücke).*
 4. *Wie viel kostet ein Ticket für das Phantasieland für ein 12-jähriges Kind? (€ 47,50).*
 5. *Wie heißt ein Spitzen-Eishockey Club in Köln? (Die Kölner Haie).*
 The student who is the first to answer all questions correctly is the winner.

- 4 Debate the Cologne tips with the class in **Diskutiere!**. Encourage the students to give reasons for their opinions using subordinate clauses beginning with *weil*. Is there a tip which the class find especially popular?

Extension

Students choose one of the Cologne tips and write a paragraph about it.



Culture box

**Der Kölner Dom –
das Wahrzeichen der Stadt**

It is an undisputed masterpiece of Gothic architecture. However, for over six hundred years the citizens of Cologne knew their cathedral only as a major construction site. The ambitious project, begun with great zeal in 1248, was abandoned three hundred years later, after completion of the choir and some fragments of the nave. In this half-finished state the cathedral survived the Reformation, the Thirty Years' War and the occupation by Napoleon's troops. Romanticism and the Industrial Revolution saved the imposing ruin from being demolished in the 19th century; construction work was resumed and in 1880 Cologne finally celebrated the completion of the cathedral. Today, its two mighty towers are a symbol of the city of Cologne.