

DAS RAD



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EDITOR'S LETTER

Dear teachers,

Welcome to the fifth and last issue of *Das Rad* in the current academic year. Our summer edition starts with five interesting facts about teenage superstar Billie Eilish. Our article about the Summer Olympics in Tokyo focuses on the new Olympic sports as well as three German top athletes. Three siblings from Switzerland talk about their summer holidays, and climate activist Raina Ivanova speaks about her involvement in the German climate movement. We also feature popular holiday destinations as well as the outdoor swimming season in Germany, and the German-speaking country in focus is Switzerland.

Enjoy reading and learning and have a great summer!

Martina Koepcke
Editor of *Das Rad*

KEY

What do our symbols mean?

- Listen to an audio track about this article and download the transcript and the worksheet.
- Do the online Learning Unit on this article.
- Watch a video about this article, download the transcript and do the online activities.
- Explore the extra online content about this article.
- Explore the Lesson Plan included in the Teacher's Notes.

Find all the content for this issue here: www.mg-plus.net/dasrad205

OUR WEBSITE IS CHANGING! DO YOU HAVE QUESTIONS?

- Email us: dasrad@maryglasgowplus.com
- Watch our tutorials! www.mg-plus.net/detutorials

YOUR MAGAZINE AT A GLANCE

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Pages 4–5 Lesson Plan 1**Billie Eilish****Objectives**

- To revise present tense verb forms in the first and third person singular
- To practise using *gern/nicht gern*
- To practise reading and listening comprehension

Starter

Play the audio-clip *Star-Quiz* (www.mg-plus.net/dasrad205) and ask the class to complete the associated listening exercise. Then ask: *Was wisst ihr über Billie Eilish?* Brainstorm briefly with the class.

Main Activity

- 1 Ask students to read the article in pairs and to write the words in **Schreibe!** in the appropriate gaps. Invite five volunteers to read out the completed paragraphs.
- 2 Ask the class to do **Diskutiere!** in writing, then discuss the sentences with the class. Ask students to form additional sentences with *gern* for each of the five paragraphs about Billie, for example: *Billie produziert gern mit ihrem Bruder Finneas Songs. Billie isst gern veganes Essen. Billie sieht gern Chihiros Reise ins Zauberland.*
- 3 Ask students to discuss **Antworte!**, first in small groups and then with the whole class. Write music styles suggested by students on the board and encourage the class to name known artists for each of the genres.
- 4 Ask students to do **Diskutiere!** in writing. Then invite students to use their written sentences to devise short dialogues in accordance with the following example: A: *Ich höre gern Musik, und du?* B: *Ich höre (auch/nicht) gern Musik. Ich spiele gern Theater. Und du?* Etc. Encourage volunteers to perform their dialogues in front of the class.
- 5 Divide the class into teams. Write *gern* (Adverb) – *lieber* (Komparativ) – *am liebsten* (Superlativ) on the board and challenge the teams to write sentences, according to the following structure: *Ich höre gern Rock, aber ich höre lieber Pop. Am liebsten höre ich Hip-Hop.* The team that forms the highest number of correct sentences within a given time period wins. Ask the winning team to read out their sentences.

Extension

For homework, ask students to describe which music genres and artists they like, and by doing so to practise the use of *gern/nicht gern*.

Pages 6–7 Lesson Plan 2**Olympia 2020 in Tokio****Objectives**

- To learn something about new Olympic sports
- To extend vocabulary on the topic of sports
- To practise reading and listening comprehension

Starter

Begin with **Antworte!** Write the different sports suggested by students on the board. Which sports are the most popular? Let the students have a vote.

Main Activity

- 1 Ask students to read the double page spread with their speaking partners. Then clarify unknown vocabulary and ask comprehension questions which can be answered by a number or a sport, for example: *Wie viele Nationen nehmen an den Olympischen Sommerspielen in Tokio teil? (einhundert sechunddreißig) Wie viele neue Sportarten gibt es in Tokio? (fünf) Welchen Sport macht Niklas? (Baseball)* Etc.
- 2 Ask students to work in pairs and to compile lists of five terms they associate with each of the five sports in **5 Neue Sportarten**, for example: *Surfen: Wasser, Meer, Surfbrett, Neoprenanzug, Boardshort ...* Invite volunteers to share their lists with the class.
- 3 Students should now continue with **Schreibe!** Ask students to write down the correct sports. Discuss the answers with the class and challenge students to answer the questions in whole sentences, for example: *Karate ist ein japanischer Traditions-Sport.*
- 4 Ask students to transcribe the short bios of the three Olympic athletes into complete sentences, for example: *Die Athletin heißt Frankie, ihr Sport ist Surfen, sie ist 22 Jahre alt und wohnt in Malibu... etc.* After they have finished, discuss the answers with the class.
- 5 Play the audio-clip *Sport-News* (www.mg-plus.net/dasrad205) and ask the class to complete the associated listening exercise. Then ask students to note down all the different kinds of sports they heard in the audio-clip. Invite volunteers to call them out and add the new sports to the ones already on the board.

Extension

For homework, ask students to answer **Diskutiere!** in writing and to create a poster.

Pages 8–9 Lesson Plan 3

Endlich Sommer!

Objectives

- To learn something about the holiday plans of three Swiss teenagers
- To practise the use of the dative
- To practise reading comprehension

Starter

Begin with **Antworte!**. Ask the class to name the date as in the example given in Nico's speech bubble.

Main Activity

- 1 Ask each student to read out one sentence at a time of Nico's, Sanchia's and Maya's holiday reports. Then ask: *An welchem Ort verbringen alle drei Geschwister Zeit in den Ferien? (Am See) Wie heißt der See? (Genfersee) Wie lang ist er? (dreiundsiebzig Kilometer)*
- 2 Go online, find Lake Geneva on a map with the class and look up a few picturesque photographs of the lake and its surrounds. Then ask: *Würdet ihr eure Ferien auch gern am Genfersee verbringen? Warum (nicht)?*
- 3 Ask students to do **Kreuz an!** with their speaking partners. Discuss the answers with the class.
- 4 Write *im See – in dem See* and *am See – an dem See* on the board. Explain that, when followed by a masculine or neuter dative object, the prepositions

in and *an* and the following definite article *dem* are shortened to *im* and *am*. Revise, if necessary, the declination of definite articles in the dative. Explain that the local prepositions *in* and *an* are only followed by a dative object if you can ask for the object with the question word 'where?' (*wo?*).

5 Ask students to complete **Schreibe!** in pairs. Then challenge volunteers to answer the questions verbally in complete sentences, for example: *Die Familie wohnt am Genfersee.*

6 Students should now answer **Diskutiere!** in writing. Then encourage students to do a class survey with five or six classmates and to write down their answers to the questions *Was machst du in den Sommerferien? Wo machst du das?* in a table. Evaluate students' results at the end of the lesson. Which activity is the most mentioned? Which is the most original?

Extension

For homework, ask students to complete the online Learning Unit (mg-plus.net/delanglab).

Grundvokabular: Endlich Sommer!

This is a list of 30 words and phrases on the topic of *Endlich Sommer!*. Photocopy the table and ask students to translate the terms.

| Auf Deutsch | Übersetzung | Auf Deutsch | Übersetzung |
|-------------------------------|-------------|-------------------------------------|-------------|
| abends | | die Sommerferien | |
| das Gras | | Freunde treffen | |
| das Haustier - die Haustiere | | früh aufstehen – sie steht früh auf | |
| das Kaninchen – die Kaninchen | | Fußball spielen | |
| das Picknick | | kein/keine | |
| der Freund – die Freunde | | machen | |
| der Garten | | manchmal | |
| der Kiosk | | mein/meine | |
| der Park | | Rad fahren | |
| der Pool | | schlafen – wir schlafen lange | |
| der See | | schwimmen | |
| der Sommer | | wir spielen mit | |
| die Geschwister (Pl.) | | wohnen | |
| die Hausaufgaben (Pl.) | | zeichnen | |
| die Schweiz | | zu Hause sein | |

Pages 10-11 Lesson Plan 4

Raina Ivanova, 15 Jahre und Klima-Aktivistin

Objectives

- To learn something about a young German climate activist
- To learn something about the consequences of climate change
- To practise using the comparatives *mehr/weniger*

Starter

Ask students to do **Antworte!** with their speaking partners. Discuss the answers with the class.

Main Activity

- 1 Ask students to read Raina's quote. Do students agree/disagree with Raina? Encourage students to express their opinions.
- 2 Ask students to work through the interview with Raina and the explanation box **Was ist Klimawandel?** in pairs.
- 3 Ask higher order questions about the subject, such as: *Wie viel Grad ist es im Moment? Bei wie viel Grad ist es zu heiß/zu kalt zum Lernen?* Encourage students to use opinion phrases and, where possible, to give reasons for their opinions.
- 4 Students should move on to **Übe!**. Nominate volunteers to read out the correct sentences and to translate them into the classroom language.
- 5 Ask students to do **Diskutiere!** in pairs in writing. Encourage students to read out their sentences and discuss them with the class.
- 6 Divide the class into groups and explain that students should create a poster about the subject of *Klimawandel in unserem Land*. To this purpose students should research the following questions online. 1. *Wie heiß waren die Sommer in den letzten 20 Jahren?* 2. *Wie kalt waren die Winter in den letzten 20 Jahren?* 3. *Was waren drei Extremwetter oder Naturkatastrophen in den letzten Jahren?* 4. *Welche Organisationen engagieren*

sich für den Klimaschutz in unserem Land? 5. *Welcher Klima-Aktivist/welche Aktivistin ist besonders bekannt?* Towards the end of the lesson, invite volunteers to present their posters and discuss the presentations with the class.

Extension

For homework, ask students to research more about the climate activist from their poster and to write an interview with him/her.



Culture box

Klimafolgenforschung in Deutschland

The world-renowned Potsdam Institute for Climate Impact Research (PIK) is considered a pioneer in the field of research into the consequences of climate change. The institute was founded in 1992 by Hans Joachim Schellnhuber, who introduced the concept of *Kippelemente* (tipping points) into the climate debate. Schellnhuber suggested that certain events, such as the melting of glaciers or deforestation of the rain forests, can lead to abrupt, extreme and irreversible climate changes, which in turn trigger further tipping points leading to a rapid escalation in climate change. Germany has pledged to shut down all its lignite-fired power plants between 2020 and 2030. However, to curb the increase in CO₂ in the earth's atmosphere, scientists around the world are calling for a ban on all fossil fuels.