



TEACHERS' GUIDE

with Standards for Foreign Language Learning

Dear teachers,

The March issue of DAS RAD contains a Corona quiz for your students. We hope that you, your students, your family, friends and colleagues have pulled through this exceptionally difficult year, and that you all continue to look positively toward the future, staying motivated to learn and to discover new things. Have fun with our new edition!

The Mary Glasgow Team



March

Spotlight

Licht, Kamera, Action!

Pages 6-7

Whether it's architecture, sometimes super-romantic, sometimes hyper-modern or majestic alpine landscapes with mountain-tops covered by eternal ice, movie locations in Germany and Austria play an important role in many popular Hollywood blockbusters. DAS RAD presents famous top-locations.

Questions to ask ...


An welchem Flughafen findet der Kampf zwischen Captain America und Iron Man statt? Welches Schloss in Bayern ist die Inspiration für Disneys Cinderella und Dornröschen?


Inside this issue...

Page	Article	Topic	Language point	Online content
2-3	News	News	Questions	
4-5	Jude Bellingham	Sports	war/hatte Adverbs	 
6-7	Licht, Kamera, Action!	Film and television	Vocabulary: Film	
8-9	Frauen-Power 2021	Personalities	Subordinate clauses with weil	
10-12	Lecker und gesund?	Food and drink	Food	 
12-13	Teen-TripAdvisor	Travel and tourism	Opinions Adjectives	
14-15	Spiele	Free time	Activities	
16	Insta-Ostern	Festivals and events	Nouns	

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 10 - 11

Lecker und gesund?

Standards • 1.2: Interpretive Communication • 4.1: Language Comparisons • 1.3: Presentational Communication

Read along

Video

SCHREIBE!

LES MIT

WÖRTER

Invite students to discuss ANTWORTE! in small groups. Then ask students to read the article independently with their speaking partners and, while doing so, to insert the correct words from SCHREIBE! (page 10) into the gaps. Play the audio version of the article (www.mg-plus.net/dasrad214) and ask students to check their answers as they read along. Stop the audio-clip after each paragraph to allow for corrections, if necessary. Ask the class to complete SCHREIBE! and DISKUTIERE! in writing. Discuss the answers to both exercises in class. Provide large-format sheets of paper and colored pencils and ask students to create a weekly menu plan for the school cafeteria in small groups. Each group presents their menu plan at the end of the lesson.

Pages 8 - 9

Frauen-Power 2021

Standards • 1.2: Interpretive Communication • 4.1: Language Comparisons • 3.2: Acquiring Information and Diverse Perspectives

Read along

LES MIT

WÖRTER

Begin with ANTWORTE!. Write students' suggestions on the board. Play the audio version of the article (www.mg-plus.net/dasrad214) and ask students to quietly read along. Then ask students to close their magazines and divide the class into teams. Call out a fact about one of the public figures; the first team to name her correctly gets a point, for example: *Sie kämpft für eine positive Klimapolitik (Greta Thunberg). Sie ist die Initiatorin von Fridays for Future (again, Greta Thunberg). Sie ist die Präsidentin von Black Lives Matter in New York (Nupol Kiazolu).* Etc. Then ask students to do SCHREIBE!. For this, briefly revise the word order in subordinate clauses with *weil*. As a homework assignment, ask students to do DISKUTIERE! in writing.

Pages 12 - 13

Teen-TripAdvisor

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

Read along

LES MIT

WÖRTER

Play the audio version of the article (www.mg-plus.net/dasrad214) and ask the class to read along in their magazines. Nominate volunteers to take on the roles of the Teen-TripAdvisor critics and to read the articles aloud. Stop after each hotel and ask: *Wie findet ihr das Base Camp/das Kapsel-Hotel/ das Hobbit-Hotel?* Encourage students to use opinion phrases such as *ich finde/ich mag ... (nicht)* and adjectives, and write them on the board. Students should then do SCHREIBE!. Invite students to brainstorm ideas for their ideal hotel rooms for DISKUTIERE!. Then students should choose one of the ideas and, using online resources, create mood boards for a website promoting their idea. Encourage the class to rate each other's mood boards in the style of the teen TripAdvisor reviews.

Jude Bellingham

Standards • 1.2: Interpretive Communication
 • 4.1: Language Comparisons • 1.3: Presentational Communication

Begin with ANTWORTE!. If needed, briefly revise the negative article in the accusative *kein/keine/keinen*. Read the introduction to the article with the class. Nominate volunteers to read the interview aloud with roles assigned. Beginners' classes should listen to the audio version of the article instead (www.mg-plus.net/schuss214) and should read along in their magazines. Ask students to highlight the verb forms of *sein* (*ist/bin/sind/war*) and *haben* (*habe/hat/hatte*) in two different colors; then ask them to assign the verb forms correctly to the present or the past tense. Students should then do SCHREIBE!. Clarify the meaning of the five adverbs in ÜBE! in the classroom language before students move on to complete the exercise. Discuss the answers to both exercises with the class. For DISKUTIERE! ask students to work in pairs and to read up on the life of a young sports star online. Students should then use the information to write a fictitious interview with their chosen sports star. Ask all students to role-play the interviews with their speaking partners, and then invite volunteers to act out their dialogues in front of the class.

Grammar | Adverbs

Explanation

There are several different types of adverbs. They express when, where, why and how something is happening. The most common types are:

• **Adverbs of time (when?)**

dann, später, heute, früher, zuerst ...

Example: **Heute** mache ich meine Hausaufgaben.

This and further exercises about adverbs and the past tense, as well as an additional writing task, can be found in the online Learning Unit DAS RAD 4 2021: www.mg-plus.net/delanglab

• **Adverbs of place (where?)**

hier, dort, unten, oben, hinten ...

Example: Ich bin **hier** zu Hause.

• **Causal adverbs (why?)**

also, darum, damit ...

Example: Ich bin müde. **Darum** gehe ich ins Bett.

• **Adverbs of manner (how?)**

gern, auch, sehr, so, vielleicht ...

Beispiel: Ich spiele **gern** Fußball

Exercise 1

Underline the adverbs in the text.

Jude kommt aus England. Sein Vater war Fußballer und sein Bruder ist auch Fußballer. Jude war früher Spieler von Birmingham City. Heute spielt er für Borussia Dortmund. Er ist gern in Deutschland. Er spricht nur ein bisschen Deutsch. Darum hat er jetzt Deutschunterricht. „Deutsch ist sehr schwierig“, sagt Jude.

Exercise 2

What does Jude say? Insert the correct adverbs into the sentences. Tip: One adverb is used twice.

gern | sehr | hier | heute | dann | ein bisschen

- habe ich Training.
- Ich spielefür Borussia Dortmund.
- Die Spieler sindnett.
- Nach dem Training bin ichmüde.
- gehe ich nach Hause.
- Ich habeeine tolle Wohnung.
- Mein Leben in Dortmund istinteressant.

Exercise 3

Put the information about Jude's life in chronological order from 1 to 5.

- Als Teenager spielt er für Birmingham Citys erstes Team.
- Jude macht sein Debüt für Borussia Dortmund.
- Mit sieben Jahren kommt Jude zum Klub Birmingham City.
- Er ist der jüngste Torschütze in der Geschichte von Dortmund.
- Mit siebzehn kommt Jude nach Deutschland.



Fact or Fiction?

Licht, Kamera, Action! (Pages 6-7)

Only one of three statements is correct. Tick the box.

- Schloss Neuschwanstein war die Inspiration für ...
 - ... den Computeranimationsfilm *Drachenzähmen leicht gemacht*.
 - ... die *Harry Potter*-Filme.
 - ... die Disney-Filme *Cinderella* und *Dornröschen*.
- Eine Action-Szene in *Mission Impossible 5* spielt ...
 - ... im Reichstag in Berlin.
 - ... in der Staatsoper in Wien.
 - ... auf dem Flughafen in Leipzig.
- In *Spectre* macht James Bond seine Stunts ...
 - ... auf Schloss Neuschwanstein.
 - ... in den Alpen in Österreich.
 - ... auf dem Flughafen in Frankfurt.
- Die Flughafen-Szene in *Captain America: Civil War* ist ...
 - ... fünf Minuten lang.
 - ... zehn Minuten lang.
 - ... fünfzehn Minuten lang.
- In *Mission Impossible 5* kämpft ...
 - ... Daniel Craig gegen Nazis im Schnee.
 - ... Tom Cruise gegen Terroristen in der Staatsoper.
 - ... Steve Rogers gegen Außerirdische in Leipzig.

Odd one out

Lecker und gesund? (Pages 10-11)

In each line only four foods belong together. Which one does not fit? Draw a circle around it.

- Karotte Spinat Thunfisch Brokkoli Zucchini
- Wurst Avocado Huhn Schnitzel Salami
- Huhn Salat Zucchini Weintrauben Apfel
- Apfel Weintrauben Himbeeren Banane Pizza
- Mini-Brezeln Pizza Kekse Brokkoli Hamburger

Which food groups do the matching foods belong to?

Write the numbers in the boxes.

- Fleischprodukte
- Junkfood
- Obst
- vegetarisch
- Gemüse

ANY QUESTIONS?

Email us: dasrad@maryglasgowplus.com

What's right for the gap?

Frauen-Power 2021 (Pages 8-9)

Complete the sentences.

- Billie Eilish ist eine Top-Sängerin und Songwriterin, weil sie _____ und _____ ist.
 - originell
 - faul
 - talentiert
- Nupol Kiazolu ist die Präsidentin von Black Lives Matter in New York, weil sie _____ gegen Rassismus in den USA ist.
 - aktiv
 - musikalisch
 - berühmt
- Megan Rapinoe ist eine Frauen-Power-Ikone, weil sie aktiv _____ die Rechte von Frauen und LGBTQ-Menschen eintritt.
 - stark
 - gegen
 - für
- Weil sie für _____ und _____ ist, ist Angel Merkel populär.
 - Vegetarier
 - Demokratie
 - Solidarität
- Weil sie für das Recht auf Schule für alle Mädchen _____, ist Malala Yousafzai eine Ikone.
 - träumt
 - spielt
 - kämpft
- Weil Greta Thunberg für eine positive Klima-Politik kämpft, ist sie eine _____ für junge Leute.
 - Gefahr
 - Inspiration
 - Top-Sängerin

Answers
 Page 3:
 Exercise 1: 1-auch, früher, Heute, gern, (nur) ein bisschen, Darum, jetzt, sehr Exercise 2: 1 Heute, 2 gern, 3 sehr, 4 ein bisschen, 5 Dann, 6 hier, 7 sehr Exercise 3: 2-4-1-5-3
 Page 4:
 Fact or fiction: 1-c, 2-e, 3-h, 4-l, 5-n; Odd one out: 1-Thunfisch, 2-Avocado, 3-Huhn, 4-Pizza, 5-Brokkoli; A-2, B-5, C-4, D-3, E-1; What's right for the gap: 1-a, c, 2-a, 3-c, 4-b, c, 5-c, 6-b

Das Rad Vol. 60 March 2021

Statement of Ownership, Management and Circulation of DAS RAD (as required by Title 39, United States Code). Date of filing: October 1, 2020. Publication Number: 0033-7455 Title of Publication: DAS RAD Frequency of issue: five times during school year; Sept - Oct, Nov - Dec, Jan - Feb, March, Apr - May. No. of issues Published Annually in the US and Canada: 5 Annual Subscription Price: \$7.99 Location of known Office of Publication: 2931 East McCarty Street, Cole County, Jefferson City, MO 65101-4464. Location of the Headquarters of the Publishers: 557 Broadway, New York, NY 10012-3999 Publisher: M. Richard Robinson; Editor: Martina Koeppcke, (both of 557 Broadway, New York NY 10012-3999). Owner: Scholastic Corp., Richard Robinson, Trust under will of Maurice R. Robinson, Trust under will of Florence L. Robinson, 557 Broadway, New York, NY 10012-3999. During Preceding 12 Months Average Number of Copies 17,824; Paid Circulation 14,002; Free 1,102; Total Number of Copies Distributed 16,625; Office Use, etc 1,199; Total 17,824. For Single Issue Nearest to Filing Date: Number of Copies Printed 14,185; Paid Circulation 9,229; Samples 405; Number of Copies Distributed 6,634; Office Use, etc 4,551; Total 14,185. PRINTED IN THE USA by Quad Graphics, 56 Duplainville Rd, Saratoga Springs, NY 12866. Verlagsdirektor: Gordon Knowles. Alle Websites, die in diesem Heft erwähnt werden, wurden zum Zeitpunkt der Publikation sorgfältig überprüft. Mary Glasgou ist für spätere Änderungen nicht verantwortlich.

Editor: Britta Giersche Author: Bettina Schrey Layout: David Dutch