



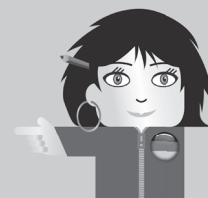
DAS RAD

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Content overview

With National Standards for Foreign Language

Pages 2+3: Los geht's

News in brief and Editor's letter

Pages 4+5: Stars

„Der Hobbit“

Bilbo Beutlin's story is coming to German cinemas in December – a great event for all *Lord of the Rings* fans.

Language focus: Sentences | body parts

Online activity: Comprehension quiz

Audio track: Two girls talk about *The Hobbit*

Pages 6+7: Sensation

Die „Junge Szene“ in Dresden

The opera house in Dresden has now got a special program for young people – DAS RAD looks behind the curtains.

Language focus: Jobs | verbs

Online activity: Writing activity with verbs in the 1st person singular

Page 8: Das Rad-O-Forum

Tanzen wie Michael Jackson

Teenagers from all over the world tell us what they are learning.

Language focus: Learning | school

Online activity: A vocabulary building activity on school subjects

Online extra: Online forum

Audio track: Two dialogs on the topic

Page 9: Teste Dich

Draußen-Typ oder Drinnen-Typ?

On this page students can do a personality test and find out whether they prefer to stay indoors or play outside.

Language focus: Interests and hobbies

Online extra: Readers' poll: spare time

Pages 10+11: Österreich und die Schweiz

Das Christkindl kommt

Elisabeth from Vienna describes an Austrian Christmas.

Language focus: Celebrations | calendar dates

Culture: Facts about Austria

Online activity: A vocabulary building activity on compound nouns | listening activity

Audio track: An Interview with Elisabeth

Online extra: „Stille Nacht, Heilige Nacht“ by the Vienna Boys choir

Teaching plan

Weihnachten in Österreich

Go to page 4

Pages 12+13: Comic

Die Abenteuer von Tobias Netzmann

Tobias Netzmann talks about his professions and hobbies

Language focus: Jobs | hobbies

Audio track: A radio play about Tobias Netzmann

Page 14: Spiele

Wir haben Spaß!

Two fun activities and quizzes based on the content of this issue

Language focus: German car makes | A word game

Page 15: Video

Berufe

Jakob and Nick talk about their dream jobs.

Language focus: Professions | male and female nouns

Culture: Most popular German jobs

Video: Berufe

Learning unit

Berufe und Hobbys

Go to pages 2&3

Page 16: Deutsche Marken

Adidas

We introduce internationally known German brands – in this issue: Adidas

Language focus: Events | culture



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Online activities



Video



Advanced students



Audio

Teaching unit 1 Traum-und andere Berufe



Objectives

- To learn German job terms (**4.1: Nature of Language**)
- To practice listening comprehension (**1.2: Interpretive Communication**)
- To match descriptions to the equivalent jobs (**1.3: Presentational Communication**)

Resource(s)

- DAS RAD November / December 2012, page 15
- DAS RAD Video (mg-plus.net/dr12213)

Starter

If your students already know some job terms in German, ask them to list them. A volunteer could write the list of jobs on the board. Should students have no knowledge of the subject, name some jobs in your own language, say the German term and write it down. Or: volunteers sketch the outlines of people doing their jobs on the board (e.g. *Kellner(in)*, *Lehrer/in*, *Pilot/in*, etc.), and students could find the relevant German vocabulary in a dictionary.

Main activity

- 1 Before students watch the video, ask them to open page 15 of DAS RAD and to read the title. What do they think *Traum-Berufe* are? Students will probably guess the correct meaning. Ask them to write their own 'dream job' on the dotted line and to read it out aloud. Compile a list of the most popular jobs on the board.
- 2 Tell your class that they will now see a video about jobs. Run the video twice, once without and once with the transcript. Next, ask comprehension questions: *Was ist Nicks Mutter/Vater von Beruf? Was ist Jakobs Traumberuf? Warum mag Nick Bürojobs nicht?* etc. Should your class/group be less advanced, students fill out missing words in the transcript.
- 3 Play the video once again, asking students to concentrate on the passages without dialog (at the beginning and the end). Which jobs do they recognize? If they don't know the German terms, they name them in their own language, with you adding the German translation to the list already on the

board (shown in the video: *Pizza-Bäcker, Verkäuferin, Koch, Gemüsehändler, Friseurin, Bauarbeiter*, etc.).

Extension

Students now work with a partner on the magazine activities on page 15. Should your class/group be less advanced, have a read-through first. Volunteers then read their questions and answers out aloud, using patterns such as *Ist der Top-Job für Jungen Pilot? – Nein, der Top-Job für Jungen ist KFZ-Mechaniker. Ist Lehrer der Beruf für eine Frau? – Nein, es ist der Beruf für einen Mann.* Next, you could ask: *Wie heißt der Lehrer-Beruf für eine Frau? – Er heißt Lehrerin*, etc.

Teaching unit 2 Berufe, Hobbys, Schulfächer

Objectives

- To practice and extend job vocabulary (**4.1: Nature of Language**)
- To learn to distinguish between jobs, hobbies and school subjects (**4.2: Culture**)
- To practice role play (**1.1: Interpersonal Communication**)
- To practice reading comprehension (**1.2: Interpretive Communication**)

Resource(s)

- DAS RAD November / December 2012, pages 8, 12 & 13
- DAS RAD Audio 1, track 10
- maryglasgowplus.com/de/aktivitaeten

Starter

Hand out a list with jobs and hobbies and ask students to categorize them, by writing *B (Berufe)* behind the jobs and *H (Hobbys)* behind the hobby terms. Choose simple examples for your list (e.g. *Pilot = B, Schwimmen = H*). Volunteers then read out their list: *Musik hören ist ein Hobby, Tierärztin ist ein Beruf*, etc.

Main activity

- 1 Start by saying: *Manche Hobbys muss man auch lernen*, moving on to page 8. Read the section **Tanzen wie Michael Jackson** with your class, followed by the **Test**. More advanced students go through the text themselves, then role-play it aloud.
- 2 Ask your class: *Was sind keine Hobbys? (Deutsch und Physik)*. Tell them: *Das sind Schulfächer* and write *das (Schul-)Fach, die (Schul-)Fächer* on the board.
- 3 Students now do the **Übung**. Explain any unknown vocabulary. List further school subjects on the board.
- 4 For further practicing the vocabulary, students tackle the online activity.

Extension

Students now write their own timetable in German. As an alternative, you could work (with more advanced students) on pages 12 and 13, to revise and practice jobs and hobbies. Different casts of students read the comic strip aloud several



times (maybe there is even a 'singer' in class, taking the part of Tobias). Should you have access to DAS RAD Audio, play the *Hörspiel* (track 10) to your class.

Teaching unit 3 Künstlerische Berufe

Objectives

- To learn about creative jobs (2.1: Practices and Perspectives)
- To practice reading comprehension (1.2: Interpretive Communication)
- To learn and practice verbs in connection with creative jobs (1.3: Presentational Communication)
- To learn about Dresden and its opera house (4.2: Culture)

Resource(s)

- DAS RAD November / December 2012, pages 6 & 7
- maryglasgowplus.com/de/aktivitaeten

Starter

Using a large map or an Interactive Whiteboard, point out the *Bundesland Sachsen* and ask students to name a famous city in that region. Should they not come up with anything, write *Dresden* on the board, practicing the pronunciation. Tell your class that Dresden (the capital of Sachsen) has many famous buildings, continuing: *Ein berühmtes Bauwerk ist die Semperoper* (write it down). Then move on to the article.

Main activity

- 1 Can students think of any opera terms? (for example, *singen, tanzen, Orchester, Musik, Instrument spielen, Theater spielen, Chor, Ballett*). Introduce the terms if students don't name them themselves. Next, read the introduction and the text on page 6 sentence by sentence with your class.
- 2 Make sure that all students understand the text. Then ask them to work in pairs to fill out the **Test** on page 7. Help them, if necessary. Several partners then read their questions and answers out aloud.
- 3 Once students have completed the **Übung** on the right of page 7, they can practice the 1st person singular further by answering the questions at the bottom of the page. Ask them to prepare the answers and then put their hands up when they are ready. Should their answers be negative, they practice *nicht* and *kein*: *Nein, ich singe nicht. Nein, ich spiele kein Instrument, etc.*

Extension

Ask students to look at the photograph at the top of page 7 and to write down a few sentences to describe it. Volunteers read out their sentences, e.g. *Die Personen auf dem Foto spielen Theater. Sie singen. Vielleicht tanzen sie auch. Drei Mädchen tragen weiße Kleider. Der Junge spielt Fotograf und macht ein Foto, etc.* For homework, students do the two online activities.



Basic vocabulary Berufe und Hobbys

Here are 30 words and phrases about *Berufe und Hobbys*. Photocopy the table and ask your students to translate the terms.

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
der Beruf		der/die Reportin/in	
der Traumberuf		der/die Schauspieler/in	
Er/Sie ist von Beruf		der/die Orchester-Musiker/in	
arbeiten		Mein Hobby ist...	
der/die Lehrer/in		Ich koche.	
der/die Verkäufer/in		Ich spiele Basketball.	
der/die Mechaniker/in		Ich singe.	
der/die Gärtner/in		Ich singe im Chor.	
der Tierarzt/die Tierärztin		Ich tanze.	
der/die Sänger/in		Ich spiele Klavier.	
der/die Schauspieler/in		Ich spiele ein Instrument.	
der/die Tänzer/in		Ich spiele Theater.	
der KFZ-Mechaniker/in		Ich mache Karate.	
der Bank-Kaufmann /die -frau		Ich lerne eine Sprache.	
der/die Geologe/ Geologi		Ich habe k/ein Hobby.	

Objectives

- To learn about Christmas traditions (**2.1: Practices and perspectives**)
- To learn about a German-speaking country (**4.2: Culture**)
- To practice pronouns and verbs (**1.3: Presentational Communication**)
- To assemble compound nouns (**1.2: Interpretive Communication**)

Resource(s)

- **DAS RAD November / December 2012, pages 10 & 11**
- **DAS RAD Audio 1, 2012/13, track 9**
- **maryglasgowplus.com/de/aktivitaeten**

Starter

List the dates *24. Dezember, 25. Dezember, 26. Dezember* on the board, asking students to associate. Should they not yet know the German term *Weihnachten*, say it aloud in your own language, writing *Weihnachten* and then *Heiligabend, erster Weihnachtstag, zweiter Weihnachtstag* behind the dates on the board. Read all the terms out aloud and ask students to repeat.

Main activity

1 Using a large map or an Interactive Whiteboard, ask a volunteer to point out Austria. Then you say: *Wir lernen jetzt etwas über Weihnachten in Österreich*, and read the title and the introduction on page 10, followed by the first section at the top of page 11.

2 Now say: *Christkindl ist österreichisch für das Christkind* (write both terms down, underlining the *l* in *kindl*). Explain that the Christkind brings the presents in Germany, too. Then you say: *Der Weihnachtsmann (Nikolaus) brings presents, too*, continuing with the text on page 10.

3 After reading the article several times, students do the **Test** and the **Übung** on page 11. They read their answers out aloud. More advanced classes/groups write the **Übung** again with details from their own country or region: *Der Weihnachtsmarkt in XX ist XX Jahre alt. Der Weihnachtsmann kommt am YY. Dezember. Die Weihnachtsfeiern sind am XX. Dezember, etc.*

Extension

Ask students to underline all Christmas compounds (with hyphen). Explain that a hyphen is sometimes inserted in

long compounds, for better legibility. Should your students have access to iPads or laptops, ask them to tackle the online activity. (Otherwise they do this at home.). More advanced students write a short essay about their Christmas celebrations. Encourage all students to send in their Christmas snapshot.

Culture box**Christkind and Weihnachtsmann**

The *Christkind* is a symbolic figure, representing the act of giving presents at Christmas, just like Santa Claus or Father Christmas. Parents tell their children, that the Christkind will come on Christmas Eve (in some regions on Christmas Day) to their house to put the presents under the tree. The Christkind took over from St. Nicolas (*der Nikolaus*), who used to deliver presents on 6 December in former times. This tradition ceased with the reformation, when Protestants banned the figures of saints from their religion. Gradually, the Christkind emerged, symbolized by an angel or a girl with golden hair. Later, most Catholic countries (like Austria) adopted the Christkind, too.

But *der Nikolaus* never quite disappeared. There still is a *Nikolaustag* (6 December), when he delivers small presents in the run-up to Christmas. The *Weihnachtsmann* (Santa Claus or Father Christmas in English-speaking countries) became increasingly popular in 1930s and in many households nowadays it is he who brings the presents, not the Christkind.

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