



DAS RAD

Your web teacher code is:



www.maryglasgowplus.com/de



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

Linus Birkendahl

17 years old and snowboarding champion – Linus is Germany's top freestyle snowboarder.

Language focus: Personal information | preferences

Online activity: Question words

Audio track: Two girls talk about other winter sports stars

Pages 6+7: Sensation

Film-Stars in Berlin

The *Berlinale* – the biggest German film festival – takes place in Berlin each year. Many international stars come and visit the German capital.

Language focus: Where I live | tourism

Culture: Berlin

Online activity: Town vocabulary

Teaching plan

Berlin – die deutsche Hauptstadt

Go to page 4

Page 8: Das Rad-O-Forum

Rote Haare sind toll!

Teenagers from all over the world tell us what they look like.

Language focus: Descriptions

Online activity: Building sentences | practicing verbs

Online extra: Online forum

Audio track: Two dialogs on the topic

Page 9: Teste Dich

Wie „Monster“-mäßig bist du?

On this page students can do a personality test and find out which of the *Monsters Inc* characters they resemble most.

Language focus: Descriptions

Online extra: Readers' poll

Pages 10+11: Österreich und die Schweiz

Schweiz

Peter from Bern describes a spectacular skiing race.

Language focus: Celebrations | question words

Culture: Facts about Switzerland

Online activity: A writing activity on *fahren* and *fährt*

Audio track: An interview with Peter

Online extra: A *Belalp Hexe*-video

Learning unit

Winter und Wintersport

Go to pages 2&3

Pages 12+13: Comic

Die Abenteuer von Tobias Netzmann

Tobias Netzmann's basketball is missing.

Language focus: Around the house

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: House- and furniture vocabulary | German Carnival costumes

Page 15: Video

Winterurlaub

Isa and Noe talk about Noe's vacation in Switzerland.

Language focus: Months | weather vocab

Culture: Swiss tourism information

Video: Skiurlaub

Page 16: Deutsche Marken

Haribo

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

Language focus: Events | culture

Online activity: A comprehension quiz



Online activities



Video



Advanced students



Audio

Teaching unit 1 Winter-Ferien und Ski-Urlaub



Objectives

- To learn about winter activities (**1.2: Interpretive Communication**)
- To practice listening comprehension (**1.2: Interpretive Communication**)
- To revise and practice question words (**4.1: Nature of Language**)

Resource(s)

- DAS RAD January / February 2013, page 15
- DAS RAD video (mg-plus.net/dr12315)

Starter

Begin by revising the seasons with your students. Ask a volunteer to list them on the board: *der Frühling, der Sommer, der Herbst, der Winter*. Students speak them several times aloud. Next, you could ask: *Welche Jahreszeit haben wir jetzt? (Wir haben jetzt Winter – underline)*. Students then tackle the exercise **Winter-Zeit** in the magazine. Who is first to find all the winter months (and is able to spell them correctly?). Students then complete Exercise 2, describing winter weather.

Main activity

- 1 Before watching the video, ask students to read the introductory sentence (top of page). Write *die Winter-Ferien* and *der Ski-Urlaub* on the board. Does anybody know the difference between *Ferien* and *Urlaub*? If not, explain that working grown-ups take *Urlaub* and students *Ferien*, but that both terms are often exchangeable. Also mention that a hyphen is often inserted to make long German compounds easier to read.
- 2 Now tell your class that they are about to see a video featuring Isa and Noe (write down the names). Run the video till *...bin 15 Jahre alt*. Ask comprehension questions: *Wie alt ist Isa? Wie alt ist Noe? In welche Klasse geht Isa? In welcher Klasse geht Noe?* (Noe does not mention her grade, but as she is older than Isa she probably is in 9th or 10th grade – *9. oder 10. Klasse*).
- 3 Run the video twice, once with and once without the transcript. To test listening comprehension, students could do



the online activity (marking the terms they hear in the video). Students now pair up, taking the parts of Isa and Noe and asking each other questions about the skiing trip.

Extension

For homework or as class project students could work in pairs, finding an attractive winter vacation resort in the Alps (either in Germany, Switzerland or Austria). They could design a poster, using print-outs from the web, their own snaps or their own sketches. They label the poster as follows: *(Name) – ein Ort für Winterferien/Skiurlaub. (Man sieht): die Berge, der Schnee, die Ski-Piste, die Ferienwohnung, das Hotel, die Kirche, etc.*

Teaching unit 2 Winter-Aktivitäten in der Schweiz

- To consolidate and expand winter vocabulary (**1.2: Interpretive Communication**)
- To practice the verb *fahren* (**1.3: Interpersonal Communication**)
- To learn about Switzerland (**4.2: Culture**)

Resource(s)

- DAS RAD January / February 2013, pages 10 & 11
- DAS RAD Audio 1 2012/13, track 14
- maryglasgowplus.com/de/aktivitaeten
- Video: mg-plus.net/dr12310

Starter

Ask your students to look at Peter's photo on page 10. Tell them: *Das ist Peter. Er sagt 'Grüezi'. Woher kommt er? Aus Österreich oder aus der Schweiz?* Students will probably guess the correct answer, if not, write it on the board: *Peter kommt aus Bern. Das ist die Hauptstadt der Schweiz.* Ask students to read the sentence out aloud. Should you have access to SCHUSS Audio, play track 14 (interview with Peter).

Main activity

- 1 Use a large map or an interactive whiteboard to point out Switzerland and Blatten. Tell your class that Switzerland is a popular winter sports destination, and introduce terms such as *Wintersport, Ski-Rennen* and *Skifahren*. Briefly revise numbers from 1 to 10,000. Next, tell your students: *Wir lernen jetzt etwas über ein besonderes Ski-Rennen*, moving on to the article.
- 2 Read the text on page 10 sentence by sentence with your class. Next, students complete the **Test** on page 11, alone or with a partner. Advanced classes/groups could do this as a contest: *Wer/Welches Paar ist zuerst fertig und hat alles richtig?*
- 3 Students now complete the **Übung** on page 11. After labeling the picture, they use the terms in sentences: *Die Hexen fahren Ski in den Alpen. Sie fahren im Kostüm auf einer Piste, etc.*
- 4 To consolidate the verb *fahren* students complete our online activity.

Extension

Ask your students to have a look at the video of the *Belalp-Hexenrennen* at home and to write a short summary. They could use words from the **Übung** to help them to get started. More advanced students could write this in the first person singular: *Mein Ski-Rennen als Hexe*.

Teaching unit 3 Ein junger Wintersportler

Objectives

- To learn about winter sports and champions (4.2: Culture)
- To test reading comprehension (1.2: Interpretive Communication)
- To learn how to express personal preferences (1.1: Interpersonal Communication)

Resource(s)

- DAS RAD January / February 2013, pages 4 & 5
- maryglasgowplus.com/de/aktivitaeten
- DAS RAD Audio 1 2012/13, track 11

Starter

Compile a wordlist about winter sports with your class. Students might know the terms *Skifahren*, *Schlittschuhlaufen*, *Eishockey*, *Skispringen*, *Snowboarden*, *Bobfahren*, *Schlittenfahren* oder *Rodeln*. Practice the relevant verbs, especially the separable ones: *Fährst du Ski? Fährst du Schlitten? Machst du Snowboarden?* etc.

Main activity

- 1 Tell students: *Wir lernen jetzt etwas über einen jungen deutschen Wintersportler* (write the last word on the board, underlining the *l*). Students now open the magazine, and several volunteers read the title aloud. Correct their pronunciation, then ask some questions, such as *Wie heißt der Sportler? Wie alt ist er? Was ist er?*, and move on to the text.
- 2 Read page 4 section by section with your class. Several volunteers repeat them one by one. To check reading comprehension, students work in pairs and complete the Test on page 5. Ask several partner to volunteer and read their questions and answers out aloud.
- 3 Students now work on their own on the **Übung** on page 5. After checking the answers, ask your students to compile a list of their favorite things (*Lieblings-Sachen*, see bottom of page 5). Which sport and which other things are most popular? Have a class poll and write the result on the board: *Der Lieblings-Sport der Klasse ist...* etc.

Extension

Students research their favorite sports person at home on the Internet (if possible, someone practicing a winter sport), writing a brief profile, e.g. *Mein/e Lieblingssportler/in heißt... Er/Sie ist ... Jahre alt. Sein/Ihr Sport ist... Seine/Ihre Lieblings-Sachen sind...* etc. More advanced students could also write about their own favorite sport, using *weil* clauses: *Skifahren ist mein Lieblingssport, weil ich Schnee mag und weil ich gern schnell fahre*, etc.

Basic vocabulary Winter und Wintersport

Here are 30 words and phrases about *Winter und Wintersport*. Photocopy the tables and ask your students to translate the terms.

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
der Winter		das Schlittschuh-Laufen	
der Wintersport		Ich laufe Schlittschuh.	
das Winterwetter		Ich fahre Schlitten.	
der Schnee		das Snowboarden	
das Eis		Ich snowboarde.	
kalt		der Lieblings-Sport	
die Kälte		die Winter-Olympiade	
der Ski-Urlaub		der Champion	
die Winter-Ferien		der/die (Winter-) Sportler/in	
in den Ski-Urlaub fahren		Ich mag Wintersport (nicht).	
das Skifahren		die Ferienwohnung	
Ich fahre Ski.		die Reise/Fahrt	
das Skirennen		schneien / es schneit	
die Alpen		frieren / es friert	
die Piste		Ich friere (nicht).	

Objectives

- To learn facts about a city (4.2: Culture)
- To learn about cultural events (4.2: Culture)
- To practice verbs (1.3: Presentational Communication)
- To practice *weil* clauses (1.3: Presentational Communication)

Resource(s)

- DAS RAD January / February 2013, pages 6 & 7
- maryglasgowplus.com/de/aktivitaeten

Starter

Have a brainstorming by asking your class what they know (if anything) about Berlin. List the most important facts on the board (amend them if necessary, see **Culture box** below). For instance: *Berlin – deutsche Hauptstadt; größte deutsche Stadt (3,5 Millionen Einwohner); liegt im Osten Deutschlands; war jahrelang durch die Berliner Mauer geteilt*, etc. Next, you could say: *In Berlin gibt es viele berühmte Sehenswürdigkeiten und Events* (write these terms down) and move on to work on the text.

Main activity

1 Using a large map or an Interactive Whiteboard, ask a volunteer to point out Berlin. Then read the introductory section of the article with your class and explain and practice verbs like *stattfinden* and *besuchen*.

2 More advanced students could prepare the text on page 6 on their own, less advanced ones will need your help. You could once again practice question words by asking: *Wo ist der Berlinale-Palast? Was ist der Berliner Bär? Wer besucht die deutsche Hauptstadt?* etc.

3 Read the stars' speech bubbles with your class. Next, several students take over and play the parts of Angelina, Robert, etc, then students tackle the **Quiz** on page 7.

Advanced exercise: One student plays reporter, five others answer. The reporter could e.g. ask: *Hallo, Emma Stone. Was machst du in Berlin? Ich besuche/besichtige ein Monument. Warum? Weil ich mich für Geschichte interessiere*, etc.

Extension

If possible, students can do the online activity (labeling sights) in the classroom, if not, as homework. At the same time they could research further Berlin sights (e.g. *die Siegestsäule, das Brandenburger Tor, den Dom, das Charlottenburger Schloss, die Berliner Mauer*) and provide the relevant visuals. As a class project: a wall display about Berlin.



Culture box

The history of Berlin

Berlin's history is very turbulent. The settlement was first mentioned in the archives in about 1200 AD. It grew in size and importance, and became the capital of the kingdom of Prussia in the late 17th century. In 1871, it was proclaimed capital of the newly founded German Reich. Large parts of the city were destroyed by Allied bombs during the Second World War. In 1949, after the division of Germany, West Berlin became an enclave of the Allied Forces, and later the 11th *Bundesland* (federal state) of West Germany. East Berlin stayed capital of the German Democratic Republic (socialist East Germany) till 1989, when the East German regime collapsed and the Berlin Wall came down. In 1990 German was re-united, with Berlin as its capital once again. Today the city is regarded as one of the most vibrant and interesting European capitals, attracting visitors from all over the world. Many Germans and foreign nationals (especially artists, media people and fashion designers) have moved to Berlin and made the city their home.

For more information go to www.berlin.de; for news about the Berlinale see www.berlinale.de

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Editor: Britta Giersche Author: Ursula Runde Layout: David Dutch

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