



DAS RAD

Your web teacher code is:

kgstyty



www.maryglasgowplus.com/de



With National Standards for Foreign Language

Editor's Letter

Dear teacher,

Welcome to our new series of DAS RAD, the magazine for beginners in German! A new school year, a new subject, a new language – all very exciting for your students, but some may also find it a bit daunting. DAS RAD is there to help them.

Ready, steady, go with DAS RAD!

Right from the start, DAS RAD shows how easy it is to keep students motivated with all kinds of topics related to German language and German culture:

- First, where do people speak German? In Germany, of course, but not only there. It is also spoken in Austria, in large parts of Switzerland, and even in a region in Italy (South Tyrol). A magazine article combines these facts with information about sports and vacation spots. Additionally, students can listen to a topic-related audio-track about sport in Switzerland, now available in MP3 format for downloading on our website. By the way, the teacher code for German in the new series is **kgstyty**.
- Teenagers like to talk about themselves, and young Germans are no exception. In 'Geboren im September' your students learn how to talk about their birthday, and to understand about other kids' birthdays. And by watching the DAS RAD video they learn how to celebrate it – German-style.
- Mmm, yummy ... *Lecker!* Eating, another important subject to talk about. We bring you articles to read, exercises, visuals, games and puzzles about the first and (for many) most important meal of the day: breakfast (*das Frühstück*). We'll report on the other meals of the day in similar style in the following issues of DAS RAD.
- Germany is very concerned about environmental issues, and its citizens are champions at recycling. Have a look at our *DAS-RAD-Recycling-Maschine* where topic-related facts and vocabulary are combined with online and audio activities.

Wishing you and your students a good start into the new school year and the new language, with DAS RAD and all our additional resources!

Britta Giersche

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Meet
21st Century
Skills!

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Go to our website to find these extra resources:

- 5 audio tracks related to DAS RAD 1 – including transcript for downloading, and worksheets for printing
- 6 online activities related to DAS RAD 1 – with answer checks to print out
- A topical video ('Mein Geburtstag') with 2 online activities and transcript!

Plus: You have access to our archive of teaching resources, with an abundance of videos, audio tracks, online activities, magazine articles, and worksheets.



Find us on facebook





Online activities



Video



Advanced students



Audio

Teaching unit 1 Wie alt bist du?

Objectives

- To learn and to practice birthday terms (**1.1: Interpersonal Communication**)
- To read and understand a text (**1.2: Interpretive Communication**)
- To understand and practice numerals (**4.1: Language Comparisons**)
- To link facts to people (**1.2: Interpretive Communication**)

Resource(s)

DAS RAD September / October 2013, pages 12 & 13

Starter

Begin by asking: *Welchen Monat haben wir?*, then write *September* on the board. Can students list any other months? If they only know them in their own language, write the German name on the board. Add *der Monat* to September and *die Monate* to label the entire list. Next, show your class a visual with a birthday party and use it to introduce *der Geburtstag*, *die Geburtstagsparty* and *Geburtstag feiern*.

Main activity

- 1 Before moving on to the text, point to your own birthday month on the board, saying: *Ich habe im x Geburtstag* (write it down). *Wann hast du Geburtstag?* All students then say their birthdays in the same pattern. You could summarize on the board: *xx Schüler haben im April Geburtstag. xx Schüler haben im Dezember Geburtstag. x Schüler hat im Juli Geburtstag.*, etc. Is anyone's birthday in September, as in the magazine?
- 2 Read the introduction on page 12 out aloud to your class, making sure that students understand. Volunteers then read the same passage out aloud. Now introduce how to talk about the specific day: *Wann hast du Geburtstag?* (*Ich habe am 4. Oktober Geburtstag.*) *Wie alt wirst du?* (*Ich werde 15 Jahre alt.*), etc.
- 3 Ask your students to have a brief look at the text and the pictures, without reading the details. Then ask in your own language, what the people in the photos have in common, writing down in German: *Sie haben alle im September Geburtstag.* Proceed to read the text in the speech bubbles step-by-step with your class.

Extension

Make sure students have understood the text. Then ask them to write a short piece about their own birthday: *Ich feiere meinen Geburtstag mit meiner Familie/meinen Freunden. Ich feiere zu Hause/in einem Café. Ich werde xx Jahre alt.* etc.



For homework: Write a short piece about a member of your family and how he/she celebrates: *Meine Schwester feiert ihren Geburtstag bei Freunden...*, etc.

Teaching unit 2 Video: Mein Geburtstag



Objectives

- To extend and re-enforce birthday vocabulary (**2.1: Practices of Culture**)
- To recognize and practice question and answer patterns (**1.1: Interpersonal Communication**)
- To practice listening skills (**1.2: Interpretive Communication**)
- To spot and name certain objects (**4.1: Language Comparisons**)

Resource(s)

DAS RAD Video (mg-plus.net/dr13video1)
DAS RAD September / October 2013, page 13
maryglasgowplus.com/de/aktivitaeten

Starter

Ask your class to have another look at Hanna's photo on page 13. Then ask: *Hanna ist Schülerin. Wann hat sie Geburtstag?* (*Sie hat am 20. September Geburtstag.*) Tell a student to take the part of Hanna, then ask her: *Hanna, wie feierst du deinen Geburtstag?* 'Hanna' then reads the answer in the speech bubble, or speaks it freely. Next, tell your students that they will now see a video about birthday celebrations.

Main activity

- 1 Either you or a student now reads the video still caption on page 13: *Hanna hat Geburtstag. Ornella organisiert die Party. Das ist die Story vom DAS-RAD-Video.* Then show the entire video without transcript. Did students understand the contents? Ask them to name the objects shown in the video. If they can only do that in their own language, write the German term on the board, and add a quick sketch.
- 2 Run the video again. Students are allowed to read the transcript this time. Ask them to underline the objects when they come up (*Musik, Teller, Servietten, Gläser* etc.)
- 3 Show the video a third time, without transcript. Ask students to write down the items shown from memory. Whose list is longest? Next, students do the online activity.

Extension

Two volunteers now act out the video dialog (with or without transcript). The birthday party items can be improvised. Surely someone will have a bag of crisps, a water bottle, or a paper cup. Students could also add different items: *Hast du die Schokolade? Hast du Cola? Hast du Spiele? Hast du Kekse?* etc. For homework: describe your own birthday party, using the pattern *Für meine Geburtstags-Party brauche ich*

Teaching unit 3 Zeiten und Zahlen

Objectives

- To revise and practice numerals (4.1: Language Comparisons)

- To learn to talk about daily habits

(1.2: Interpersonal Communication)

- To learn about a popular beverage (2.2: Products of Culture)

Resource(s)

DAS RAD September / October 2013, page 16

Starter

Either bring a large, hand-made cardboard clock into the class, or use a clock on the Interactive Whiteboard (or sketch one on the board). Just introduce the full hour at this state, by moving the clock hands or re-drawing them: *Es ist 1 Uhr, es ist 2 Uhr*, etc. Practice this by asking: *Wie spät ist es?*, pointing to a number on the clock face. Students answer accordingly.

Main activity

1 Tell your students, that they will now learn something about a special day in Germany, writing *der Tag* and *der Aktionstag* on the board. Also introduce day times such as *der Morgen*, *der Mittag*, *der Nachmittag* and *der Abend*.

2 Now you could say: *Der 7. September ist der Tag des Kaffees in Deutschland* (write it down). Next, read the introduction in the red circle. Students can look up words in the list at the bottom of the page. Several volunteers then read the intro again. Then ask: *Wie viel Kaffee trinken die Deutschen/Österreicher/Schweizer?* Students start by just reading the numbers, before making up sentences as shown in **Lesen-Beispiel**.

3 Proceed in a similar way in sections **Wann?** and **Wo?** Finally, ask comprehension questions about all 3 sections: *Wann trinken die Deutschen gern Kaffee? (Am Morgen und am Nachmittag). Wie viel Kaffee trinkt ein Schweizer pro Jahr? (Ein Schweizer trinkt 7,9 Kilogramm Kaffee pro Jahr.) Wo trinken die Deutschen gern Kaffee? (Sie trinken gern Kaffee zu Hause.)* etc.

Extension

Students research their own country's favorite hot beverage, compiling similar facts. (If this is done as homework, they could add visuals and graphs, such as shown in the article). For speaking practice, students could use the following pattern: *Was ist dein Lieblingsgetränk? (Mein Lieblingsgetränk ist Saft.) Wie viel Saft trinkst du pro Tag? (Ich trinke drei Glas Saft pro Tag.) Wann trinkst du Saft? (Ich trinke am Morgen, Mittag und Abend Saft.)*, etc.

Basic vocabulary Birthday

Here are 30 words and phrases on the topic of birthday. Photocopy the table and ask your students to translate the terms.

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
der Geburtstag		der/die Teller	
Ich habe im Juni Geburtstag.		die Servietten (Pl)	
Mein Geburtstag ist am 3. Mai.		das Glas/die Gläser	
Ich werde 14 Jahre alt.		die Luftballons (Pl)	
Er/Sie wird 28 Jahr alt.		die Chips	
im September geboren		der Tag	
Geburtstag feiern		der Monat	
mit Freunden feiern		der Morgen	
mit der Familie feiern		der Mittag	
die Geburtstagsparty		der Nachmittag	
die Getränke (Pl)		der Abend	
das Sprudelwasser		Wie spät ist es?	
der Orangensaft		Es ist 5 Uhr.	
die Limonade		Kaffee trinken	
die Geburtstagstorte		die Tasse	

Objectives

- To learn where German is spoken and some facts about German-speaking countries (**2.1: Practices of Culture**)
- To learn and practice vacation terms (**1.1: Interpersonal Communication; 4.2: Cultural Comparisons**)

Resource(s)

DAS RAD September / October 2013, pages 6 & 7
maryglasgowplus.com/de/aktivitaeten
DAS RAD Audio 1, track 2

Starter

Display a large map, or use an Interactive Whiteboard with clear outlines of the German-speaking countries. Ask an advanced student to come to the board, then ask the others: *Wo spricht man Deutsch? (Deutschland, Schweiz, Österreich).* If the students don't yet know the names, write them on the board and have students read them out aloud. The student in front of the class now labels the 3 main countries accordingly on the map/board. Now add: *In Südtirol spricht man auch Deutsch,* pointing out the region in northern Italy.

Main activity

- 1 Read heading and introduction several times with your students. Then ask them to cover up the text and to look just at the pictures. Next, ask them: *Wo ist Sport-Spot 1? (In Deutschland). Wo ist Sport-Spot 5? In Österreich). Wo ist Sport-Spot 2? (In Deutschland), etc.*
- 2 Move from section to section with your class. First, ask questions about the visuals, e.g. photo 1: *Wie heißt der Sport? (Kite-Buggy, es gibt auch Kite-Surfen auf dem Wasser).* Explain that many modern sports have English names. Can students spot another English term in text 1? (*Beach*; introduce the German translation *der Strand*)
- 3 Proceed in a similar fashion, moving on to pictures 2, 3, etc., asking students to name the sport activity from the photos. Should they not know the German terms (e.g. in 2, 4 or 5), say it aloud and write it on the board. Then read the captions out aloud to your class (or pre-record an audio version, making the text sound like advertising spots). Next, students work in pairs to read the captions, one reading **Hier gibt es...** and the other one **Das ist...** If you have access to DAS RAD audio, play track 2 to practice listening skills.

Extension

Ask students to prepare the sections **Wie heißt dein Land?** and **Wie heißt deine Region?** by making notes first, and then to speak the answers. For homework, students compile information about vacation hot spots in their own region (with visuals, if possible), for example: *Wandern in X. Hier gibt es Natur-Parks mit Wander-Wegen. Das ist ein Paradies für Natur-Fans und Wander-Fans.*, etc. Maybe you could even have a classroom display.

Culture box

The Federal System

Germany was divided, after World War 2, into the Federal Republic (*Bundesrepublik* or *Westdeutschland*) and the German Democratic Republic (*Deutsche Demokratische Republik* or *Ostdeutschland*). The *Bundesrepublik* consisted of 10 federal states (plus West-Berlin). In communist East Germany there were 14 districts (*Bezirke*). When Germany was reunited in 1990, the 14 districts became 6 states (*neue Länder*), which were integrated into the federal system.

Austria also has a federal system, consisting of 9 states. Before 1918, Austria was an imperial monarchy, then a republic, which lasted till 1938, when Hitler annexed Austria. After World War 2, the federal system (*Bundesstaat*) was introduced.

Switzerland has a long democratic tradition. Back in the 13th century, three *Urkantone* (the cantons Schwyz, Uri, Unterwalden) formed a confederacy (*Eidgenossenschaft*). Throughout history, Switzerland managed to keep its neutrality. Today it is a modern federal state, consisting of 26 cantons. Switzerland is a multi-lingual country (65 % German speakers, 23 % French, 8 % Italian, and 0,6 % Reto-Romansch).

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