



DAS RAD

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With National Standards for Foreign Language

Editor's Letter

Dear teacher,

We hope you had a good start in the new school year, and that your students are still enjoying their German lessons. It's not always easy to maintain the initial enthusiasm for a new subject, but DAS RAD is here to help you to keep your students interested and motivated.

Christmas and Advent are the main topics of this second edition of the new series. See how the magazine, the video, the online- and the audio activities take the level of your students into account, leaving beginners in German sufficient time to absorb new learning material. Here's a short overview:

- In German speaking countries, the Christmas season starts early. Officially it begins with *erster Advent*, i. e. the 4th Sunday before Christmas. That's the time to light the first of the four candles on the *Adventskranz* (advent wreath), and for the traditional Christmas markets to open. Let your students participate in German-style Christmas traditions with the help of our magazine article, our video, and an audio track about the famous *Nürnberger Christkindlesmarkt*.
- Still in the Christmas spirit, read 'Das Mädchen von der Weihnachtsbaum-Farm' with your class. The young American pop singer Taylor Swift was born on a Christmas tree farm in Pennsylvania. It's only natural that Christmas is her favorite time of the year.
- Many German schools do not have school canteens or cafeterias. Students bring their *Pausenbrot* instead. It is an important snack, but unfortunately not always healthy. Students can read all about it in the second part of our series on German meals (*Mahlzeiten*), and also have a chance to do exercises and listen to an audio track.
- And are your students *grün*, meaning: do they care about the environment? Let them do our test on page 10.

Further topics: a report on the successful Austrian ski jumper Gregor Schlierenzauer, a feature on *Tag des Apfels*, Christmas under water, short items and news, games and quizzes.

Wishing you and your students *Fröhliche Weihnachten* with DAS RAD and all our other resources,

Elisabeth Wiedner

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21st Century
Skills!

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Go to our website to find these extra resources:

- 5 audio tracks related to DAS RAD 2 – including transcripts for downloading, and worksheets for printing
- 6 online activities related to DAS RAD 2 – with answer checks to print out
- A topical video ('Weihnachtskekse') with 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.



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SCHOLASTIC



Online activities



Video



Advanced students



Audio

Teaching unit 1 **Das wichtigste deutsche Fest**

Objectives

- To learn and practice Christmas and Advent vocabulary **(1.2: Interpretive Communication)**
- To practice the term *ein Muss* **(1.1: Interpersonal Communication)**
- To understand and practice numerals **(1.2: Interpretive Communication)**
- To learn about German Christmas and Advent customs **(2.1: Practices and Perspectives)**

Resource(s)

DAS RAD November / December 2013, pages 12 & 13
DAS RAD Audio 1 2013, track 7

Starter

Begin by writing the dates 24., 25., 26. *Dezember* on the board and ask your class: *Welche Zeit ist das?* If students can only answer in their own language, say aloud: *Das ist Weihnachten* (and write it down). Ask your class to repeat the sentence several times aloud. Next, you could ask: *Wie heißt die Zeit vor Weihnachten?* Should students not know the answer, say: *Das ist die Advents-Zeit* (write it and practice). Then draw a Christmas tree under *Weihnachten* and an advent wreath under *Advent*, adding the equivalent words.

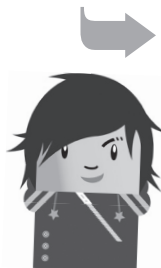
Main task

- 1 Before moving on to the text, introduce more Christmas and advent terms by either sketching them or showing visuals: *Weihnachtsbaum-Kugel*, *Weihnachts-Dekoration*, *Weihnachts-Markt*, *Weihnachts-Engel*, *Weihnachts-Stern*. Ask students to practice the terms in their singular and plural forms: *Das ist eine Weihnachts-Dekoration. Das sind Weihnachts-Dekorationen.* etc.
- 2 Read the introduction on page 12 several times to your class, making sure that students understand. Then several volunteers read the introduction out aloud. Explain to your class, that they will watch the video later. Read the captions on pages 12 and 13 in a similar way, asking after each section: *Was ist ein absolutes Muss? (Der Weihnachtsbaum / Der Weihnachtsmarkt etc. ist ein absolutes Muss).*
- 3 Students now tackle the **Test** on page 13. Should your class be more advanced, this could be a contest: who finishes first, with all the gaps filled out correctly? In your own language, point out to the students that longer German compounds are often hyphenated, for easier legibility.
- 4 Now have a class survey (see bottom of page 13): *Was ist für dich ein absolutes Muss im Advent?* Note the results down on the board: *Für x Schüler ist ein Adventskranz ein absolutes Muss. Für x Schüler sind Kerzen ein absolutes Muss.* etc.

Extension

Students will have fun staging a *Weihnachtsmarkt*. You could bring decorations such as candles, baubles, angels, stars, ginger bread and Christmas cookies with you. (If not the real thing, use cardboard cutouts.) Two volunteers play stallholders, the others buy things off them. They could ask, for example: *Was ist das? – Das ist ein Weihnachts-Stern für den Weihnachtsbaum. Das ist eine Weihnachts-Dekoration*, etc. Answer: *Ja, das ist schön. Ein Weihnachts-Stern ist ein absolutes Muss für mich.* etc.

Teaching unit 2 **Video: Weihnachts-Kekse**



Objectives

- To learn and practice Christmas baking ingredients **(1.3: Presentational Communication)**
- To practice listening comprehension **(1.2: Interpretive Communication)**
- To spot and name items shown in a context **(1.2: Interpretive Communication)**

Resource(s)

DAS RAD video (mg-plus.net/dr13_video2)
DAS RAD November / December 2013, page 13
maryglasgowplus.com/de/aktivitaeten

Starter

Tell your class: *Wir sehen jetzt ein Video. Was ist die Story? Findet die Story auf Seite 13.* Students will soon spot the answer: *Hanna und Jakob backen Weihnachts-Kekse.* Ask a volunteer to write it on the board. Tell them: *So sehen Weihnachts-Kekse aus*, sketching the shapes of angels, stars, hearts, etc. on the board.

Main task

- 1 Before playing the video, ask your students: *Was braucht man zum Backen?* They will probably be able to name some key ingredients in their own language. Ask a volunteer to come to the board and draw them. Add the German terms: *Zucker*, *Mehl* (in bags), *Eier*, *Butter*. Also add *Backpulver* and *Vanillezucker* to the list.
- 2 Run the entire video without pausing. Students will be able to follow the simple plot and to understand the 'disaster' at the end (salt instead of sugar). Run the video again. Students follow it on the transcript, underlining all terms listed on the board when they occur in the video.

3 Play the video once again, then ask questions about quantities: *Wie viel Mehl brauchen Hanna und Jakob? (500 Gramm). Wie viel Backpulver? (eine halbe Packung). Wie viele Eier? (zwei Eier)* etc.

4 More advanced students now act out the video story, less advanced ones read the dialog.

Extension

Either for homework or as a classroom task: Students write a short summary of the video story, practicing the 3rd person plural, e.g: *Hanna und Jakob lieben Weihnachts-Kekse. Für die Weihnachts-Kekse brauchen sie Mehl, Zucker, Eier, Butter und Backpulver. Sie backen die Kekse 10 Minuten im Ofen. Sie brauchen Zucker für die fertigen Kekse. Aber es ist Salz!*

Teaching unit 3 Ich liebe Weihnachten!

Objectives

- To revise and practice Christmas terms (1.2: **Interpretive Communication**)
- To learn and practice personal details (1.3: **Presentational Communication**)
- To understand and express preferences (1.1: **Interpersonal Communication**)

Resource(s)

DAS RAD November / December 2013, page 16
DAS RAD Audio 1 2013, tracks 5 + 6

Starter

Revise key Christmas vocabulary, by sketching objects on the board (or ask a student to do so): *der Weihnachtsbaum, der Adventskranz, der Weihnachtsengel, die Weihnachtskekse,*

etc. Next, point to the Christmas tree and say: *Der Weihnachtsbaum kommt von einer Weihnachtsbaum-Farm* and move on to the magazine.

Main activity

1 First, ask your students to just look at the small black-and-white picture on page 4, and to read the caption. Then ask: *Wo ist Pennsylvania? Ist das in Deutschland? (Nein. Pennsylvania ist in USA).* Next, read the introduction sentence by sentence with your class. Does anyone know Taylor Swift and her music?

2 Using the word list and an online dictionary, students prepare the text on page 5 on their own or with a partner. Now you and an advanced student read the interview with Taylor out aloud. Several volunteers then partner up and follow your example.

3 When students have completed the exercises on page 5, they write similar profiles about themselves. Without adding their names, students then swop their work, letting the others guess who's who. Finally, play audio tracks 5 and 6 if possible, to re-enforce personal data and preferences.

Extension

For homework: Students compile a profile (including hobbies) of their favorite movie- or pop star. More advanced students write complete sentences: *Mein Lieblingsstar ist xx. Er/Sie ist Schauspieler/in. Er/Sie hat am xx Geburtstag. Er/Sie ist in xx geboren. Er/Sie hat viele Hobbys. Er/Sie macht viel Sport. Er/Sie geht gern aus.* etc. This could be done as a proper 'promotion profile' with visuals and in color. The best profiles will be displayed in class.

Basic vocabulary Christmas and Advent

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

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
der Advent		ein (absolutes) Muss	
die Adventszeit		die Weihnachtskekse (Pl)	
der Adventssonntag		Kekse backen	
der Adventskranz		der Zucker	
die Kerze		das Mehl	
das Fest		die Eier (Pl)	
Weihnachten		die Butter	
die Weihnachtszeit		250 Gramm	
der Heilige Abend		der (Back-) Ofen	
der 1./2. Weihnachtstag		Der Backofen ist an/aus.	
der Weihnachtsmarkt		das Backpulver	
der Weihnachtsbaum		Die Kekse sind fertig.	
die Weihnachts-Dekoraktion(en)		Igitt! Das ist Salz!	
der Stern		die Lebkuchen (Pl)	
der Engel		die Spezialitäten (Pl)	

Objectives

- To learn about food and breaks in German schools
- (2.2: Products and Perspectives)**
- To learn about healthy food **(2.1: Practices of Culture)**
- To revise and practice school times **(1.3: Presentational Communication)**

Resource(s)

DAS RAD November / December 2013, pages 8 & 9
maryglasgowplus.com/de/aktivitaeten
DAS RAD Audio 1 2013, track 8

Starter

Begin by compiling a wordlist about meals on the board. Students will probably name *das Frühstück*, *das Mittagessen* and *das Abendessen*, and maybe *Kaffee trinken*. Next, write *das Pausen-Brot* on the board, saying it aloud. Ask students to associate. They'll probably guess the meaning and will translate the term into their own language. Add a German definition: *Das Pausen-Brot ist ein zweites Frühstück. Man isst es in der Schule.* Then move on to the article.

Main activity

- 1 Read the introduction and the blue caption several times aloud with your class. Test students by asking them to name the *Pausenbrot* ingredients without looking at the text. Ask them to come up with any other healthy snacks they can think of.
- 2 More advanced classes/groups work on their own on the main text, less advanced students will need your help. After reading, ask your students to underline all healthy food items in green and all unhealthy ones with red.
- 3 Before tackling the quiz on page 9, briefly revise the time with your students: *Wann beginnt die Schule? (Um 9.15) Wann endet sie? (Um 16.15)* etc. Ask students to write down their own break times, and to read them out aloud. Check the quiz answers, once students have finished.
- 4 Use the box on page 8 to practice *viel(e)* and *wenig/keine(e)*: *Ein Apfel hat wenig Kalorien. Ein Schoko-Riegel hat viele Kalorien. Ein Apfel hat viele Nährstoffe. Ein Schoko-Riegel hat keine Nährstoffe.* etc.

Extension

Finish the lesson by reading the three picture captions at the bottom of page 9 with your class. Ask them to think about their own break preferences and to prepare a few notes. Volunteers then read their text out aloud. Should you have access to DAS RAD audio, play track 8 for listening practice. Students could also do the online activity.



Culture box

Food issues for school kids

There are many more overweight children and youngsters in Germany now than there were about 20 years ago. Every fifth child and every third teenager is considered overweight. The German government, health authorities, and many private organizations reacted by starting hundreds of campaigns and projects to fight the fat. But many experts think that these measures are superficial, even wrong, and that they have no long-lasting effects. Instead of launching campaigns, the authorities should concentrate on two measures, i.e. on healthier food in school cafeterias and on increasing the number of sports lessons. Experts also found out that the home diet of teenagers is actually improving. According to a recent study of the renowned Robert Koch Institute, 81 per cent of German youngsters eat fast food like hamburgers and chips less than once a week.

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