



DAS RAD

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With National Standards for Foreign Language

Editor's Letter

Dear teacher,

First of all, our best wishes for 2014 to you and your students. We sincerely hope that you and your German classes will continue to use and enjoy DAS RAD and other Mary Glasgow resources. In this third issue of the current series we are again presenting an interesting and varied mix of topics relevant to teenage learners. The title of the main teaching unit is...

Karneval und Kalender

You could start by asking your students how they celebrated the New Year, taking the opportunity to revise holidays and dates: *Silvester, 31. Dezember, Neujahr, 1. Januar*. In our article *Willkommen zum Kölner Karneval* students then get to know the schedule of a key carnival event, learning and practicing days of the week, events and ordinary numbers.

- Diaries, activities, and (in the video) plans for the weekend are the topics for the second and third part of the learning unit. Students meet the young German free skier Lisa Zimmermann, who talks about her week, and in the video two German girls discuss their weekend plans on the telephone.
- In our teaching plan we resume the subject of *Winter und Kälte* by visiting the coldest places on Earth. We present our *Kleines Pole-ABC* with key vocabulary and information about the South and the North Pole, and we report on the German research vessel 'Polarstern'. Besides winter terms, students also practice vocabulary about the environment, such as *globale Erwärmung*.
- Further subjects: The Muppets are back – in a new animated feature film with German stars. And in our series 'Mahlzeit' we describe the meal which is the most important for many Germans: *das Mittagessen*. On the back cover of DAS RAD ('Aktionstage') students learn about the coldest places in the German speaking countries, and the villages most likely to be snowed in! And how tall was the tallest snowman ever built? As usual, you'll find news items, word games and quizzes in our magazine.

And, of course, the layout remains as colorful and attractive as ever, with clear visual links to online- and audio activities, videos and levels of difficulty. Should you wish to extend your resources, don't forget that you, as a subscriber, have access to our vast online archive.

We hope that your students will continue to enjoy learning German with DAS RAD in 2014. For now, it's good-bye from your DAS RAD team till the next issue.

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 3 – for downloading and with transcript and worksheets for printing
- 8 online activities plus answer checks
- Our video 'Pläne fürs Wochenende' with online activities and transcript!

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SCHOLASTIC



Online activities



Video



Advanced students



Audio

Teaching unit 1 Wann? Wo? Wie? Karneval in Köln

Objectives

- To learn about a major event (**2.3: Perspectives of Culture**)
- To understand and practice calendar dates

(1.2: Interpretive Communication)

- To revise and practice numerals (**1.2: Interpretive Communication**)
- To describe pictures and revise colors (**1.1: Interpersonal Communication**)

Resource(s)

DAS RAD January / February 2014, pages 6+7
 DAS RAD Audio 1 2013/14, track 11
maryglasgowplus.com/de/aktivitaeten

Starter

Begin by showing your class a video or photos (with carnival music) about carnival in Cologne. Ask students to associate, aiming for terms such as *Kostüm, Parade (or Umzug), Straßen-Party*. Students will probably also mention the word *Karneval*. Respond by saying: *Ja, das ist der Kölner Karneval*, writing the name down.

Main activity

- 1 Before moving on to the text, ask your students if they know when carnival is celebrated. If they don't, tell them: *Das steht im Karnevals-Kalender* and continue to read the calendar on page 7 with your class. Ask comprehension questions: *Wann ist Rosenmontag/Aschermittwoch? Wann beginnt der Karneval offiziell? etc.*
- 2 Now read the photo captions with the students. And don't forget to practice shouting *A/aaaf* with them, as loud as possible. Ask several volunteers to read the text out aloud, then ask students to do the **Test** on page 7. If required, briefly revise key numerals from 1 to 100,000.
- 3 Practice the ordinary numbers in dates, without, at this stage, elaborating on the changing endings: *elf – der elfte, am elften*, etc. Ask students to practice personal dates, for instance by saying their birthdays: *Wann hast du Geburtstag? Am 12. Mai. Wann hat deine Schwester Geburtstag? Am 25. Januar*, etc.
- 4 Use the visuals to revise colors and describe activities, for example: *Die Mädchen auf dem Foto auf Seite 6 unten tragen Hüte. Ein Hut ist gelb, ein Hut ist blau, ein Hut ist grün. Die Mädchen sind in der Parade. Sie spielen Flöte.* etc.

Extension

For homework or as a class project: Students finish **Spiel 1** on page 14 (labeling the carnival costume), and then write complete sentences about it: *Natascha trägt einen grünen Hut. Ihre Perücke ist pink. Das Top ist blau-grün und der Rock*

ist gelb und weiß. Die Strümpfe sind bunt, etc. In addition, students design their own costume, describing it in a similar fashion. To reinforce contents and structure ask students to complete the relevant online activities.

Teaching unit 2 Winter und Termine

Objectives

- To revise and practice winter vocabulary (**1.2: Interpretive Communication**)
- To practice days of the week and activities (**1.1: Interpersonal Communication**)
- To practice the 1st and 3rd person singular (**1.2: Interpretive Communication**)

Resource(s)

DAS RAD January / February 2014, pages 12 + 13
maryglasgowplus.com/de/aktivitaeten

Starter

Have a brainstorming about the topic of winter. Which words do students remember in German? Ask a volunteer to list any relevant terms the others mention on the board: *kalt, die Kälte, Schnee, es schneit, es friert, das Eis* etc. Add key terms if necessary to complete the list.

Main activity

- 1 Ask your students to name the major sports event starting this winter. Should they not know the answer, help them by writing *O - m - - s - h - W - - t - r - p - - l -* and ask a student who has found the answer, to insert the missing letters. The class then reads *Olympische Winterspiele* out aloud. Where are the winter Olympics held? Write *Sotschi in Russland* on the board and show your class the location on a map.
- 2 Continue by saying *Auf Seite 13 ist Lisas Tagebuch für eine Woche*. Ask your students to look at the entries and to insert the missing verbs as requested. With advanced groups/classes this could be a contest: who is the first to finish, with all the right answers?
- 3 When several volunteers have read the complete diary entries out aloud, ask students to tackle the **Test** on page 12. Should your students be less advanced, briefly revise the first and third person singular by using familiar verbs in simple sentences. Again, advanced groups can complete the **Test** as a contest.

Extension

For homework or as a class project: Write a diary similar to Lisa's, illustrating it with visuals. In order to learn about their activities, students could ask each other: *Was machst du am Montag/Sonntag? (Am Montag lerne ich Deutsch. Am Sonntag ist mein freier Tag. Ich gehe ins Kino.)* etc. Have a class survey by compiling a list of your students' favorite activities on the board: *xx Schüler spielen Computer-Spiele. xx Schüler gehen schwimmen. x Schüler sehen fern*, etc..

Teaching unit 3 Pläne fürs Wochenende



Objectives

- To practice listening comprehension (**1.2: Interpretive Communication**)
- To learn about daily activities (**2.1: Perspectives of Culture**)
- To write your own dialog (**1.3: Presentational Communication**)

Resource(s)

Video: mg-plus.net/dr13video3
DAS RAD January / February 2014, page 13

Starter

Revise the days of the week by asking a volunteer to write them on the board. Ask the other students to read them aloud. Next, underline *Samstag* and *Sonntag* and ask: *Wie nennt man diese beiden Tage zusammen?* Should students only know the answer in their own language (e.g. *weekend*), write *das Wochenende* on the board and practice reading the word.

Main activity

1 Start by saying: *Für das Wochenende macht man oft Pläne* and introduce *der Plan, die Pläne*. As this should be

easy, move straight on with the video: *Wir sehen jetzt ein Video über die Weekend-Pläne von Ornella und Samira* (jot the names down) .

2 Play the video's short introduction, then ask questions: *Wo wohnt Samira? Wo wohnt Ornella? Wer besucht wen am Wochenende? Wie alt sind die Mädchen? Wie sprechen sie miteinander?* Show your students Berlin and Hamburg on a map of Germany and have them guess the distance: *Wie weit ist Hamburg von Berlin?* Who gets closest to the right answer? (254 kilometers)

3 Introduce terms such as *doof* and *langweilig*, before playing the entire video. According to the level of your class, students follow the story with or without transcript. Ask comprehension questions: *Wer macht die Pläne? (Ornella). Findet Samira Ornellas Pläne gut? (Nein, sie findet sie doof/langweilig). Was ist Samiras Plan? (Sie will Computer-Spiele spielen), etc.* Next, ask your students to underline all negative adjectives in the transcript in red (*doof, langweilig, etc.*) and all positive ones in green (*super, interessant*). Run the entire video again without students looking at the transcript.

4 Several partner now act out the video, with or without transcript. As it is a telephone conversation, students are allowed to use their cell phones to make the dialog more realistic.

Extension

Students now work in pairs, composing a similar dialog about their own weekend plans. If your class is more advanced, give additional vocabulary on how to make suggestions: *Hast du Lust, am Wochenende ins Kino zu gehen? (Ja/Nein, das finde ich super/langweilig) etc.* Or: *Ich finde, wir gehen in die Disco. Wie findest du das? (Ja/Nein, das finde ich toll/zu laut) etc.*

Basic vocabulary Karneval und Kalender

Here are 30 words and phrases on the topic of *Karneval und Kalender*. Photocopy the table and ask your students to translate the terms.

| Auf Deutsch | Übersetzung | Auf Deutsch | Übersetzung |
|--------------------------------|-------------|----------------------------------|-------------|
| der Karneval | | der Termin, die Termine | |
| der Karnevals-Kalender | | Was machst du am Montag? | |
| (die) Weiberfastnacht | | Ich trainiere. | |
| (der) Rosenmontag | | Ich spiele Volleyball. | |
| (der) Aschermittwoch | | Ich trinke Kaffee. | |
| Der Karneval beginnt am 11.11. | | Ich gehe schwimmen. | |
| die Karnevals-Saison | | Ich skype mit meiner Freundin. | |
| das Kostüm | | Ich gehe spazieren. | |
| die Parade | | Ich gehe ins Kino. | |
| die Süßigkeiten | | das Wochenende | |
| das Publikum | | der Plan, die Pläne | |
| Karneval feiern | | Hast du schon Pläne für Samstag? | |
| der Wochentag | | doof | |
| die Woche | | langweilig | |
| das Tagebuch | | (nicht) interessant | |

Teaching plan Wissenswertes über die Pole

Students get a chance to revise the alphabet, and learn facts about the coldest regions on the planet.

Objectives

- To revise and practice the alphabet (**1.1: Interpersonal Communication**)
- To revise and practice winter vocabulary (**1.2: Interpretive Communication**)
- To learn something about a specific region (**2.3: Perspectives of Culture**)
- To learn about climate change (**3.1: Making Connections**)

Resource(s)

DAS RAD January / February 2014, pages 10 + 11
DAS RAD Audio 1, track 14

Starter

Begin by revising winter terms with your class. Ask a volunteer to list the words the others mention on the board: *der Winter, es ist kalt, der Schnee, es schneit, frieren, das Eis*, etc. Next, ask them: *Wo ist es am kältesten (write this down) auf der Erde?* Students might mention the poles in their own language. Add the German terms *der Nordpol* and *der Südpol* to the list on the board.

Main activity

- 1 Briefly revise the alphabet by asking students to spell several words from the list on the board. Then say: *Wir lernen jetzt ein paar Wörter aus dem ABC der Pole* and move on to the magazine.
- 2 Before reading the article with your class, write the letters from the *Pole-ABC* on the board (A, E, G, etc.). Ask your students if they can think of any words relating to the poles which start with those letters. Maybe they'll say *Arktis* or *Eisbär* (or *Eis*), or *Winter*. Next, read the text section by section with the students, then ask comprehension questions: *Wo gibt es keine Eisbären? Was ist der Kälte-Rekord am Südpol? Was ist die Gefahr an den Polen?* etc.
- 3 Extend the ABC, by asking students to think of more terms relating to the topic, starting with different letters: *H wie Huskys. Huskys sind Schlittenhunde. R wie Robbe. Robben gibt es am Nord- und am Südpol. More Es: E wie Eisberg. Eisberge sind eine Gefahr für Schiffe. F wie Forschung: An den Polen gibt es Forschungsstationen*, etc.

- 4 Now read **Das Superschiff** with your class and ask students to complete the **Test** and the **Übung**. Advanced: *Schreibt einen kurzen Bericht zum Thema Ein Tag auf der ‚Polarstern‘.*

Extension

Should you have access to DAS RAD Audio, play the interview (track 14) to your students and ask them to complete the relevant exercise. If possible, show your class a video about a research station at one of the poles, or one about polar bears/penguins. For homework, students could design a poster about *Globale Erwärmung - Gefahr für die Natur* (e.g. a picture of a polar drifting on an ice floe, with text such as *Helft mir, bevor ich ganz versinke*, etc.)

Culture box

A Polar Star ('Polarstern')

The 'Polarstern' (Polar Star) is a German research- and supply vessel, which is also designed as an ice breaker. The ship can operate in temperatures of down to -50 degrees Centigrade, and is capable to cut trough ice floes of 1.5 meters thickness, and more. The construction of the 'Polarstern' was commissioned in 1978 by the federal German government, and launched in 1981 in Kiel, a port on the Baltic coast. At the time, it was regarded as the world's most advanced and sophisticated research vessel. To this day, the ship has completed more than 50 expeditions in the Arctic and Antarctica. Besides, she carries supplies to the German research stations at the North Pole (Friedrich-Koldewey-Station) and the South Pole (Neumeyer-Station). It also serves as a mobile weather station. The 'Polarstern' is operated by the 'Alfred-Wegener-Institut für Polar- und Meeresforschung' in Bremerhaven. But by 2017 the vessel is due to be replaced by a bigger and more modern version.

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