



DAS RAD

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With National Standards for Foreign Language

Editor's Letter

Dear teacher,

Welcome to the new series of DAS RAD, our magazine for beginners in German. It's not going to be easy for young learners to be confronted with a new language and a new culture, but with DAS RAD they'll feel confident from the start. The magazine offers an attractive mix of articles, visuals, and activities, that will guide your students step by step from one level to the next.

The topic of our first main learning unit is going to be:

Angaben zur Person (Personal details)

An ideal beginning, as teenagers love talking about themselves, and one of their most frequently used German words is bound to be *Ich*. In our article 'Ich bin ein Wiener Sängerknabe' students will learn how to link the first person singular with verbs and objects. They'll learn how to talk about their age, where they live, what they like to do, and their school. And they'll get to know facts about Austria, a German-speaking country.

- We continue with personal details in the second and third part of our learning unit by introducing the characters of a new science fiction movie. Taking their profiles as an example, students learn how to describe their own looks. And in our photo feature 'Im Windkanal' they'll get a chance to practice various parts of the body.
- Each issue of DAS RAD will be accompanied by a video, which will be shot in Germany, featuring the lives of German students. The topic of the first issue is school and school subjects.
- Further topics: a spectacular 'Kürbisfestival' in Ludwigsburg to celebrate Halloween, the world-famous Munich Oktoberfest, and a report about 'Tag der Tiere' on 4th October.

Regular features include two pages of puzzles, quizzes and other light-hearted activities, to practice and re-enforce the learning contents of the magazine. All articles will be linked to online activities and/or audio tracks. You can download the audio tracks as MP3 from our website or order our CD.

As a subscriber, you'll be able to access our extensive online resources archive, should you want any further teaching material.

We sincerely hope that you and your students will enjoy using DAS RAD, and we wish you a happy and successful new school year!

Elisabeth Wiedner

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Go to our website to find these extra resources:

- 5 audio tracks related to DAS RAD 1 – including transcripts for downloading and worksheets for printing
- 6 online activities related to DAS RAD 1 with answer checks and for printing
- Our video 'Schulfächer' 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.



Online activities



Video



Advanced students



Audio

Teaching unit 1 Name, Alter, Wohnort

Objectives

- To understand and practice personal data (**1.2: Interpretive Communication**)
- To learn facts about a German-speaking country (**4.2: Cultural Comparisons**)
- To practice verbs in the singular (**1.1: Interpersonal Communication**)

Resource(s)

DAS RAD August–October 2014, pages 6+7
 DAS RAD Audio 1 2014/15, track 2
maryglasgowplus.com/de/aktivitaeten

Starter

Begin by practicing the first person singular with your class. Pointing to yourself, you say: *Ich heiÙe X. Ich bin XX Jahre alt. Ich wohne in Y* (write it on the board). Next, ask several students: *Wie heiÙt du? Wie alt bist du?* etc. Once they know the pattern, students ask each other these questions.

Main activity

- 1 Displaying a map of Europe with the outlines of borders, ask your students: *Wo spricht man Deutsch?* Volunteers then point out the countries on the map, and write the names on the board. (Or you take over, should the students not know how to spell *Deutschland, Österreich, Schweiz*). Carry on by saying: *Wir lernen jetzt etwas über Österreich*, moving on to the magazine article.
- 2 Read the headline *Ich bin ein Wiener Sängerknabe* out aloud, and ask students to repeat after you. Now say: *Wiener kommt von Wien. Wien ist die Hauptstadt von Österreich* (write it down). Explain that *Knabe* is another word for *Junge*, and that a *Sänger* is someone who sings. Proceed to read the passage several times with your class.
- 3 Before moving on to the **Musik** section, play some songs of the Vienna Boys' Choir in the class, both pop and classical (from a CD or on YouTube). Write *klassische Musik* and *Jazz-Pop* on the board and let students guess to which category the songs belong. After reading the **Musik** passage aloud with your class, play audio track 2, if available.
- 4 After working on **Schule** and **Tour**, students insert the missing verbs in **Verstehen**. Ask them to underline the last letter of the verbs (*e*). Which verb hasn't got an *e*? (*bin*). Explain that most verbs in the first person singular end in *e*, but that there are exceptions.

Extension

Students work in pairs and compile lists of a) the names of the

months in German, and b) countries in German. They read out their lists, and a volunteer writes a name under either a) or b) on the board. Add any countries students need for **Üben** in the magazine. For homework: students start composing a profile (*Streckbrief*) about themselves, with photo, name, age, place of residence.

Teaching unit 2 Aussehen

Objectives

- To learn about a movie and its characters (**1.2: Interpretive Communication**)
- To learn adjectives to describe how you look (**1.1: Interpersonal Communication**)
- To practice the 1st and 3rd person singular (**1.1: Interpersonal Communication**)

Resource(s)

DAS RAD August–October 2014, pages 4 + 5
maryglasgowplus.com/de/aktivitaeten
 DAS RAD Audio 1 2014/15, track 1

Starter

Introduce the colors by pointing out objects in the room, visuals, or pieces of students' clothing: *rot, blau, grün, weiß, schwarz, gelb, braun*, etc. Students make up simple sentences to answer your questions: *Was ist blau?* (*Der Himmel ist blau.*) *Was ist grün?* (*Das Gras ist grün.*) *Was ist grau?* (*Die Wand ist grau.*) *Was ist rot?* (*Der Pullover ist rot*), etc.

Main activity

- 1 Ask students to open the magazine and to look at the photos on page 4. Ask them which colors they spot: *grün, grau, blau, schwarz* (top picture), *grün, schwarz, weiß* (book on left), *braun, gelb, blau, weiß* (photo below).
- 2 Proceed by saying: *Die Fotos sind aus einem Science-Fiction-Film. Er heißt ‚Das mysteriöse Labyrinth‘*. Can students spot a maze on the pages (page 4, top right, and on the *Steckbriefe*). Now you could ask: *Wie findest du Science-Fiction-Filme?* (see **Vorbereiten**), practicing patterns such as *Ich finde Science-Fiction-Filme cool/doof/klasse/nicht gut*. Additionally, you could play audio track 1.
- 3 Now read the text on page 4 several times aloud with your class. Ask students to underline all adjectives, and point out that these words often change their endings (without any details at this stage). Next, students underline English words in the article (*Science Fiction, Blockbuster, Stars, Story, Bestseller*). Explain that many English terms are being used in German, especially in the movie and media world.
- 4 Now read the *Steckbriefe* with your students. Test text comprehension with the exercises on page 5 and the relevant online activity. Next, students take the parts of the stars,

making up sentences in the first person singular: *Ich heiÙe Dylan O'Brien. Im Film bin ich Thomas. Ich habe braune Augen und kurze, braune Haare. Ich bin 1,80 m groÙ, etc.*

Extension

Students now write their own *Steckbrief* (**Weiterarbeiten**), but without their names. They then swap the profiles. Can the others guess, who's who? For homework: Finish the *Steckbrief* you started in Unit 1 by describing your looks. The profiles will then be displayed on the classroom pin board. For advanced: Write a **Steckbrief** of your own favorite movie star.

Teaching unit 3 Körperteile und Sport

Objectives

- To learn and practice sports vocabulary (**1.2: Interpretive Communication**)
- To learn and practice terms for parts of the body (**1.1: Interpersonal Communication**)
- To write about sports (**1.3: Presentational Communication**)

Resource(s)

DAS RAD August–October 2014, pages 8 + 9
maryglasgowplus.com/de/aktivitaeten

Starter

Begin by compiling a list of various sports on the board. Ask volunteers to step up and to mime their favorite sport, which the others have to guess. Write the German terms on the board, read them out aloud and let students repeat. Underline all winter sports, introducing the term *Wintersport*. Make sure that *Skispringen* is on the list.

Main activity

- 1 Ask students to open the magazine on pages 8 and 9. Ask them: *Welchen Sport macht der Mann auf dem Foto? (Skispringen)*. Tell them: *Das ist Gregor Schlierenzauer. Er trainiert im Windkanal*. Next, read the introduction sentence by sentence with your class, explain all unknown vocabulary.
- 2 When students have completed **Verstehen**, ask volunteers to read a sentence out aloud. Then ask question, e. g. for number 1: *Ist das richtig? (Ja, das ist richtig)*. Number 2: *Ist das richtig? (Nein, das ist falsch)*. Number 4: *Ist das richtig oder falsch? (Das ist nicht im Text)*, etc.
- 3 Revise any body parts familiar from Unit 2, by asking a volunteer to point to his/her hair and eyes. *Was ist das? – Das sind Haare. Das sind Augen*. Next, point to other parts, introducing der *Arm/die Arme*, das *Bein/die Beine*, etc. Practice patterns such as *Ich habe zwei Augen. Ich habe zwei Hände. Ich habe 10 Finger. Ich habe eine Nase*, etc.
- 4 Students now do the **Übung (Körperteile)** in the magazine, then the online activity.

Extension

For homework, students answer the questions in relation to **Weiterarbeiten**. More advanced students write complete sentences, for example: *Ja, unser Land ist eine Sport-Nation-Nr. 1. Der Sport ist Basketball. Die Stars heißen (xx). Das Team heißt (xx). Die Spieler trainieren im Winter und im Sommer in der Halle in (xx)*, etc. Ask them to add photos and other visuals to their texts.

Basic vocabulary Zur Person

Here you find 30 words and phrases on the topic *Zur Person*. Photocopy the table and ask your students to translate the terms.

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
Ich heiÙe ...		weiÙ	
Ich bin ... Jahre alt.		rot	
Ich wohne in ...		blau	
Ich habe braune Augen.		grün	
Ich habe blonde Haare.		gelb	
Ich gehe in die Schule.		die Körperteile (pl)	
Ich finde Singen cool.		der Kopf	
Ich finde Filme gut/nicht gut.		die Nase	
Ich bin groÙ.		das Ohr/die Ohren	
Ich bin mittel-groÙ.		der Hals	
Ich bin klein.		der Arm/die Arme	
die GröÙe		das Bein/die Beine	
Ich bin 1,60 m groÙ.		der Fuß/die FüÙe	
Ich bin 1,71 m groÙ.		der Rücken	
schwarz		die Hand/die Hände	

**Objectives**

- To practice listening comprehension (**1.2: Interpretive Communication**)
- To learn about timetables and school subjects (**4.2: Cultural Comparisons**)
- To learn and practice adjectives (**1.3: Presentational Communication**)
- To express an opinion using *finden* (**1.1: Interpersonal Communication**)

Resource(s)

Video: [mg-plus.net /dr14_video1](http://mg-plus.net/dr14_video1)
DAS RAD August – October 2014, page 12
maryglasgowplus.com/de/aktivitaeten

Starter

Begin by introducing school vocabulary and practice the terms with your class. For instance: *Wir sind in der Schule. Ich gehe/Du gehst zur Schule. Wir sind/Ich bin Schüler. Wir sind in der Klasse und lernen Deutsch*, etc. Next, ask your students to read out the subjects from their timetable (in their own language). Write the subjects on the board in German and practice reading them aloud. You could also practice patterns such as, *Heute haben wir Mathe, Deutsch, Sport* etc. *Morgen haben wir... Am Mittwoch haben wir....* etc.

Main activity

- 1 Now tell your class: *Wir sehen jetzt ein Video über Schulfächer*. Play the introduction up to the dialog (*Morgen ist wieder Schule.*). Run it again, stopping the video when the school building comes into view. Ask your students: *Was ist das?* – *Das ist eine Schule*. Stop when they see the students: *Wer ist das?* – *Das sind Schüler*. Also pause when the word *Geschwister* comes up and explain.
- 2 Now play the entire video. Students are allowed to follow the dialog in their copies of the transcript. Ask them

to underline all school subjects they hear. Next, ask text comprehension: *Was für Fächer hat Jakob morgen?* Students answer: *Jakob hat morgen Mathe, Biologie, Musik, Englisch*

- 3 Run the entire video once again. This time, students underline all adjectives they hear, marking them *p* (*positiv*) and *n* (*negativ*). They then read out aloud all positive and negative terms aloud (*positiv: interessant, klasse, super; negativ: doof, kompliziert, langweilig*). Next, ask them: *Was findet Jakob doof?* – *Er findet Mathe doof. Was findet er langweilig?* – *Er findet Englisch langweilig*, etc.

Extension

Students now do the video exercise in the magazine (page 12), and/or the online activities, either in class or as homework. To further practice school subjects, ask students to pair up and act a scene from a particular lesson (e.g. *Musik* or *Physik*). The others try to guess the subject. For advanced: Write a few sentences about your favorite subject, e.g. *Morgen habe ich Geografie. Das ist mein Lieblingsfach. Ich finde Geografie klasse. Ich lerne viel über andere Länder*, etc.

Culture box**The German school system**

In Germany, the individual states (*Bundesländer*) are responsible for schooling and higher education. Regulations about exams, curricula, vacation, etc. vary from state to state, to the extent that many students face problems when their families move from e.g. Munich (Bavaria) to Hanover (Lower Saxony). But basically, all schools in all states are divided into *Grundschulen* (elementary schools) and *weiterführende Schulen* (high schools). Children go to elementary school from the age of 6 to 10. High schools or secondary schools are split into 3 groups: *Hauptschulen* (age 11 – 14/15), *Realschulen* (11 – 16) and *Gymnasien* (11 – 18). Students who graduate from a *Gymnasium* after passing their final exam (*Abitur*) are entitled to attend universities and colleges. Nowadays, many *Bundesländer* also have *Gesamtschulen* (comprehensive schools), which combine the three different tiers.

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