



DAS RAD

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With National Standards for Foreign Language

Editor's Letter

Dear teacher,

First of all, *Frohes Neues Jahr* to you and your students. We hope that you'll enjoy this third edition of the current DAS RAD series. Again, we've put together a variety of interesting articles, news items, quizzes and pictures. The subject of our main learning unit is seasonal:

Wintersport

Winter may be long, but it doesn't have to be boring – at least not, when there are lots of fun things to do in the snow. Maybe your school is situated in a mountainous area with ski slopes and other winter sports facilities. In any case, ask them what their favorite *Wintersport* is. Next, show our video with German teenager Jakob presenting his *Ski-Klamotten*. Then continue to work on units 2 and 3 about two young Austrians, a snowboard champion and a female downhill skier. Major language points here are daily routines and personal data.

- A healthy diet is very important, especially in winter. We visit the *Grüne Woche* (Green Week) in Berlin, and revise key food vocabulary. What do your students like to eat best? Point out that food that tastes good is not necessarily healthy (*gesund*).
- Further topics include a movie featuring SpongeBob, the crazy cartoon character. We visit the *Basler Fasnacht*, and in our series *Aktionstage* students can read about *Tag des Eisbärs*. As always, you'll find two pages full of puzzles and word games related to the magazine contents. And there's of course our video, plus audio tracks and online activities. Should you need any more teaching resources, feel free to use our extensive online archive for free.

We hope that you and your students will enjoy using this issue of DAS RAD. We certainly enjoyed creating it for you. *Tschüs bis zum nächsten Mal!*

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 – including transcripts for downloading and worksheets for printing
- 8 online activities with answer checks to print out
- A topical video (*Ski-Urlaub*) 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.



Online activities



Video

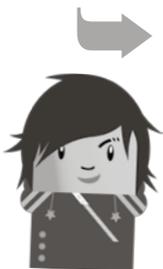


Advanced students



Audio

Teaching unit 1 Video: Ski-Urlaub



Objectives

- To learn and practice winter sports vocabulary (1.1: Interpersonal Communication)
- To practice listening comprehension (1.2: Interpretive Communication)
- To learn about skiing equipment (1.3: Presentational Communication)

Resource(s)

DAS RAD video: Ski-Urlaub (mg-plus.net/DR14_video3)
 DAS RAD January / February 2015, page 12
 DAS RAD audio 1 2014/15, track 13
maryglasgowplus.com/de/aktivitaeten

Starter

Begin by compiling a wordlist about winter with your class on the board: *der Schnee, das Eis, es ist kalt, es schneit*, etc. Next, ask your students: *Was macht man im Winter?* Add activities such as *Skifahren, Rodeln, Eislaufen, Snowboarden* etc. to the list on the board. Tell your students that the overall term for these activities is *der Wintersport* (write it down).

Main activity

- 1 Continue by saying: *Wintersport macht man im Winter-Urlaub oder Ski-Urlaub* (write these terms down). Explain to your class that they are about to watch a video about winter sports, then say: *Das Video ist mit Jakob und Hanna* (write the names).
- 2 Play the entire video once, then ask your students about the contents. They are allowed to answer in their own language. Now write key vocabulary from the video on the board: *die Ferien, der Ski-Urlaub, die Ski-Klamotten, die Ski-Hose*, etc.
- 3 Run the video once again. Students follow the transcript, underlining all the key terms from the list when they occur. Next, they complete the exercises on page 12, and/or the online activity.
- 4 Students now practice the video dialog with a partner. Volunteers then read/act it out (with improvised props like glasses, jackets, old boards, sticks).

Extension

Should you have access to DAS RAD audio, play track 13 to re-enforce winter sports terms. Which general phrase from the video can students spot in the audio track? (*Du hast es gut*). Next, students answer the questions under **Weiterarbeiten**. Non-skiers could answer: *Nein, ich fahre nicht in den Ski-Urlaub. Aber ich wandere im Schnee*, etc. Advanced students write a short text about a skiing trip or another winter sports experience.

Teaching unit 2 Porträt einer Skifahrerin

Objectives

- To revise and practice winter sports terms (1.1: Interpersonal Communication)
- To learn and practice personal data (1.3: Presentational Communication)
- To learn facts about Austria (4.2: Cultural Comparisons)

Resource(s)

DAS RAD January / February 2015, page 16
 DAS RAD audio 1 2014/15, track 15
maryglasgowplus.com/de/aktivitaeten

Starter

Write the name *Anna Fenninger* on the board, then say: *Anna ist eine Sportlerin. Aber was macht sie?* Then play the DAS RAD audio quiz (track 15), pause the track after each question to let students guess the answers. Or you could make up a similar quiz yourself. Finally, write *eine Top-Skifahrerin aus Österreich* under Anna's name.

Main activity

- 1 After reading the introduction on page 16, ask your class: *Wann startet die Ski-Weltmeisterschaft? (Am 2. Februar 2015). Wo ist die Meisterschaft? (In Colorado, USA). In welchem Ort? (In Vail und in Beaver Creek). Wofür ist Anna Favoritin? (Für Gold oder für eine Goldmedaille).*
- 2 Students now work in pairs on Anna's profile (*Steckbrief*). Volunteers then read it out aloud in form of an interview, with one student taking Anna's part and the other one asking the questions: *Wie heißt du? (Anna Fenninger). Was ist dein Beruf? (Ich bin Ski-Profi). Wann hast du Geburtstag? (Am 18. Juni)*, etc. More advanced pairs speak freely.
- 3 Students now do the word quiz. This can be a contest if your class is advanced: Who's the first to name Anna's favorite animal (*Gepard*)?
- 4 Ask your students to look at Anna's picture. Which items from the video (unit 1) can they spot? (*eine Ski-Brille, Skier*). Revise other skiing gear items by asking: *Was braucht Anna noch? (Sie braucht einen Helm, eine Ski-Hose, eine Ski-Jacke, Ski-Stiefel und Ski-Stöcke).*

Extension

For homework or as classroom project: write a profile about another famous winter sports star. Volunteers read out their profile, but without naming the sportsman or –woman, letting the others guess. For homework: On the Internet, research facts about Austria, e.g. location (*Mitte Europas*), geography (*Berge: die Alpen*) and language (*Deutsch*). Advanced students write their notes in German, less advanced in their own language.

Teaching unit 3 Ein Snowboarder aus Österreich

Objectives

- To practice verbs in the first person singular **(1.1: Interpersonal Communication)**
- To learn and practice adjectives **(1.2: Interpretive Communication)**
- To revise the clock and daily routines **(4.2: Cultural Comparisons)**

Resource(s)

DAS RAD January / February 2015, pages 6 + 7
maryglasgowplus.com/de/aktivitaeten

Starter

Write *Clemens Schattschneider* on the board and practice the name with your class. Ask: *Ist Clemens ein Mädchenname oder ein Jungennamen? (Ein Jungennamen)*. Next, you could say: *Clemens ist ein Wintersport-Profi*. Students then guess: *Ist er ein Skifahrer? (Nein)*. *Ist er ein Eisläufer? (Nein)*. *Ist er ein Eishockey-Spieler? (Nein)*. *Ist er ein Snowboarder? (Ja!)*

Main activity

- 1 After reading the introduction several times with your students ask them: *Ist Snowboard ein deutsches Wort? (Nein, es ist ein englisches Wort)*. Explain that many English terms are used in modern German, especially in fields such as advertising, sports, and media. Can students spot more English words in the section? (*Flips, coole Jumps, Freestyle, Slopestyle*).
- 2 Ask students to underline all adjectives: *spektakulär, kreativ, cool*. Point out that adjectives often change their endings in front of nouns, e.g. adding an *e* before plural nouns. Next, ask comprehension questions about the introductory text.
- 3 Before students fill out **Verstehen**, briefly revise verbs in the first person singular by asking questions, which students then answer: *Wann gehst du zur Schule? (Ich gehe um 9 Uhr morgens zur Schule)*. *Wo wohnst du? (Ich wohne in xx in einem Haus)*, etc.
- 4 Students now do the exercise by working in pairs to insert the verbs. Volunteers then read the interview out aloud. Are all verbs correct? You could also do a **True or False?** exercise with your class, and/or the online activity.

Extension

Use a visual of a clock (on the board or an Interactive Whiteboard) to revise the times of the day in the 24-hour-system. Move the pointers, then ask: *Wie spät ist es jetzt? – Jetzt ist es 9 Uhr. Und jetzt? – Jetzt ist es 8 Uhr oder 20 Uhr*, etc. Students then complete the exercise on page 7. For homework: Write down your own daily routine in a similar style.

Basic vocabulary Wintersport

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

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
der Wintersport		der Slalom	
der Ski-Urlaub		Eislaufen	
Skifahren		Eishockey spielen	
der/die Skifahrer/in		Snowboarden	
die Ski-Klamotten (Pl)		der Snowboarder	
die Ski-Hose/Jacke		der Snowboard-Profi	
die Ski-Brille		trainieren	
der Ski-Helm		der Berg/die Berge	
die Ski-Socken		der Schnee	
die Ski-Stiefel (Pl)		das Eis	
die Ski-Stöcke (Pl)		Es schneit.	
die Skier (Pl)		Es friert.	
die Ski-Weltmeisterschaft		Es ist kalt.	
der/die Favorit/in		Ich mag Wintersport (nicht).	
der Abfahrtslauf		der Sport-Trip	

Objectives

- To learn about different food stuffs (**2.2: Products of Culture**)
- To revise and practice food vocabulary (**1.1: Interpersonal Communication**)
- To categorize food as healthy or unhealthy (**1.2: Interpretive Communication**)

Resource(s)

DAS RAD January / February 2015, pages 10 + 11
maryglasgowplus.com/de/aktivitaeten

Starter

Have a brainstorming about food with your class by asking them to list all food items they can think of. Write the items on the board, separated into 4 categories (fruit and veg, meat, milk products, bread). Ask the students if they know the German terms for the categories. If not, supply them, writing *Milch-Produkte*, *Fleisch-Produkte*, *Obst und Gemüse* and *Brot* on top of the relevant category.

Main activity

- 1 Read the introduction several times with your class. Ask comprehension questions, such as *Wie heißt die deutsche Hauptstadt? Was startet im Januar in Berlin? Was ist die Grüne Woche? Was ist das Lieblings-Produkt der Deutschen?* etc.
- 2 If your class is quite advanced, divide it into four groups. Each group will work on one food section. Walk from group to group and assist students, if required. Several students from each group then read out sentences from their section. The other groups ask questions, if they haven't understood the contents or a particular expression.
- 3 When students have completed **Verstehen** on page 10, check their answers by asking: *Deutschland ist das Milch-Land Nummer eins. Ist das richtig? – Nein, das ist falsch. Deutschland ist unter den Top drei.* etc.
- 4 Students now work with a partner to compile a list of a) healthy and b) unhealthy foods. This could be a contest: Which pair has compiled the longest lists within 5 minutes?

Extension

Students now answer the **Weiterarbeiten** questions. Write their favorite foods of each category on the board. For homework: design a poster promoting healthy eating and write a short slogan in German, for example: *Obst und Gemüse – supergesund!* Or (to go with pictures of apples, cucumbers, salads etc.): *Gesund essen heißt grün essen!* Display the best posters on the classroom wall.

Culture box

Die Grüne Woche ('Green' Week)

The 'Internationale Grüne Woche Berlin', called *Grüne Woche* in brief, is a fair for agricultural produce and foods from all over the world. It is open to the trade as well as to the general public and is very popular. The *Grüne Woche* takes place every year in January or February in the exhibition halls located under the radio tower (*Funkturm*) in the western part of Berlin. In 2014, more than 400,000 visitors came to see it. The first 'green week' was held in February 1926, when a clerk working for the Berlin tourist office had the idea to stage a fair to complement the annual German agricultural convention. The fair was an immediate success with the public, and was named 'Grüne Woche' after the traditional green coats (*Lodenmäntel*) worn by visitors from the countryside. The fair came to a halt during World War 2, but was successfully resurrected in 1951. Gradually, it attracted more and more trades people and visitors from abroad, especially after the re-unification of Germany in 1990. The *Grüne Woche* is now the biggest international agricultural fair in the world.

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