



# DAS RAD

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## Editor's Letter

### Dear teacher,

Time certainly flies! In no time we've reached issue 5 of DAS RAD. A pity it's the last one on the series, as we thoroughly enjoyed putting it together for you. But there is always a new series to look forward to.

Our central learning unit of this last issue of 2014/15 is called:

### Frühling und Sommer

There's plenty to celebrate in spring and summer. There's Easter in the spring, with some of time off school, and in summer, of course, students will enjoy several weeks of *große Ferien*. Take the opportunity to revise and practice vocabulary for the spring and summer season, as well as for vacation. In our three teaching units, you'll find a variety of topics: first, we introduce the Munich spring fair (*Münchner Frühlingsfest*), the 'little sister' of the world-famous *Oktobertfest*. Secondly, we interview three Swiss teenagers about their favorite summer activities. Ask your students to complete the *Test* on these pages, to find out what kind of *Urlaubstyp* they are. Finally, we report from the island of Gran Canaria, where a young German windsurfer lives, enjoying summer weather all year round.

- Our teaching plan deals with another important aspect of summer vacation – going away. Students can watch a video, and listen to Hanna and Jakob talking about a trip to the Baltic Sea (*Ostsee*). Jakob is very much looking forward to his trip – but will there be Wi-Fi in his vacation apartment?
- Further topics: In 'Minions-Mania' we meet the crazy cartoon characters of a new animated movie, our series 'Aktionstage' concentrates on museums in Germany, and our sports star of the last issue is the young tennis player Belinda Bencic. And don't forget our usual features: two pages of puzzles and games, our audio tracks, the online activities relating to the articles, and our extensive online archive with more teaching resources.

We hope that you and your students will enjoy this last issue of the series, wishing you all the best till the next one.

*Auf Wiedersehen bis zum Herbst!*

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## Contents



<b>Learning Unit:</b> Frühling und Sommer	
• <b>Teaching Unit 1</b>	<b>Page 2</b>
Ein Volksfest in München	
• <b>Teaching Unit 2</b>	<b>Page 2</b>
Sommer-Aktivitäten	
• <b>Teaching Unit 3</b>	<b>Page 3</b>
Ein Windsurf-Star	
• <b>Basic vocabulary:</b>	<b>Page 3</b>
Frühling und Sommer	
<i>For photocopying!</i>	
<b>Teaching plan:</b>	<b>Page 4</b>
Video: Sommer-Urlaub	
Culture box: The Baltic Sea	
( <i>Ostsee</i> )	

### de.maryglasgowplus.com

Go to our website to find these extra resources:

- 5 audio tracks related to DAS RAD 5 – including transcripts for downloading and worksheets for printing
- 8 online activities with answer checks to print out
- A topical video (*Sommer-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 Ein Volksfest in München

### Objectives

- To learn about an event in Bavaria
- To revise and practice the seasons
- To practice reading comprehension

### Resource(s)

DAS RAD April/May 2015, pages 8 + 9  
[maryglasgowplus.com/de/aktivitaeten](http://maryglasgowplus.com/de/aktivitaeten)

### Starter

Begin by revising the terms for seasons and months. Ask students to list the months and write them on the board. Then point out *März*, *April*, and *Mai* and ask: *Welche Jahreszeit (write it down) ist das? (Das ist der Frühling)*. Proceed in the same way with the other seasons, writing *Sommer*, *Herbst*, *Winter* next to the relevant months.

### Main activity

- 1 Now ask: *Welche Jahreszeit haben wir jetzt? (Jetzt haben wir Frühling)*. *Welche Feste feiert man im Frühling? (Man feiert Ostern)*. Say: *Ja, es gibt das Oster-Fest (write it on the board), aber es gibt auch viele Volks-Feste (write it)*. *In München gibt es das Frühlings-Fest (write it)*.
- 2 Students now look at the miniature map of Germany on pages 8 and 9. Ask them: *Wo liegt München? (Im Süden von Deutschland)*. Should students not know in which *Bundesland* (federal state), you could say: *München liegt im Bundesland Bayern. Es ist die Hauptstadt von Bayern*.
- 3 Continue: *München hat ein berühmtes Volks-Fest. Wie heißt es?* Students will probably know the *Oktobertfest*. In order to explain the lesser-known *Frühlings-Fest*, read the introduction on page 9 with your class.
- 4 Advanced students can work on their own or with a partner on the text, less advanced ones will need your help with reading comprehension. To test comprehension, ask students to complete the online activity.

### Extension

Another exercise for testing text comprehension is **Verstehen** on page 9. Ask students to complete it, then practice speaking with the following pattern: *Das Münchner Frühlings-Fest endet im Mai. Stimmt das? (Ja, das stimmt. Es endet am 3. Mai.)* etc. For homework: the tasks listed under **Weiterarbeiten**. Advanced students could design a poster of 'their' Volksfest. The best ones could be displayed in class.

## Teaching unit 2 Sommer-Aktivitäten

### Objectives

- Revise and practice facts about Switzerland
- To learn about summer activities
- To learn and practice adverbs of time
- To practice reading and listening comprehension

### Resource(s)

DAS RAD April/May 2015, pages 10 + 11  
 DAS RAD Audio 2 2014/15, track 7  
[maryglasgowplus.com/de/aktivitaeten](http://maryglasgowplus.com/de/aktivitaeten)

### Starter

Once again, ask students to name the seasons of the year, and ask a volunteer to write them on the board. Underline *Sommer* and ask the class to associate. *Wie ist das Wetter im Sommer? (Es ist warm/heiß/sonnig etc.)*. *Wie ist die Natur im Sommer? (Die Bäume sind grün. Blumen blühen, etc.)*. *Was ist das Beste am Sommer? (Es gibt Ferien!)* etc.

### Main activity

- 1 Start by saying: *Wir lesen jetzt etwas über Ferien in der Schweiz (write die Schweiz down)*. Briefly revise facts about Switzerland, pointing out major features and cities on a map. Point to *Zürich* (write it down) and move on to the article.
- 2 Read the title and the introduction with your students, then ask them to answer the question under **Vorbereiten**: *Ich wohne in .... In meiner Stadt beginnen die Sommer-Ferien am ...*
- 3 Prepare for practicing adverbs of time and summer activities by asking your students: *Was machst du in den Ferien? (Ich verreise/fahre weg.) Verreist du immer? (Nein, aber oft/manchmal, etc.)*. Next, read the three text boxes about the activities of three different kids with your class.
- 4 Advanced students can work on the text on their own. Ask them to underline all activities and all adverbs of time. For reinforcement, students complete **Verstehen**.
- 4 If you have access to DAS RAD Audio, play track 7 (Information about Zürich), and ask students to complete the related online activity.

### Extension

Once students have completed the **Test**, use the sentences to practice the following pattern: *Brauchst du ein Buch im Sommer? (Nein, ein Buch brauche ich im Sommer nie, aber ich brauche immer eine Badehose/einen Badeanzug, etc)*. Next, ask students to list more *Sommer-Accessoires* and to make up sentences including adverbs of time: *Im Sommer brauche ich oft/meistens einen Sonnenhut. Eine Jacke brauche ich manchmal/nie, etc*. Advanced exercise: Write a short piece on your favorite summer item, e.g. *Mein Lieblings-Accessoire für den Sommer ist mein Sonnenhut. Er ist gelb und hat blaue Punkte. Ich trage ihn immer, wenn die Sonne scheint, etc*.

## Teaching unit 3 Ein Windsurf-Star

### Objectives

- To learn about sports
- To practice numbers and personal details
- To write and practice questions and answers

### Resource(s)

DAS RAD April/May 2015, pages 6 + 7  
[maryglasgowplus.com/de/aktivitaeten](http://maryglasgowplus.com/de/aktivitaeten)

### Starter

In order to revise numerals and measurements, write various random numbers on the board: 24, 7, 312, 1,80 m, 68 kg, etc. Ask volunteers to come to the board and to spell the numbers etc. in full: vierundzwanzig, sieben, dreihundertzwoölf, ein Meter achtzig, achtundsechzig Kilogramm, etc. For advanced students, this could be a contest: Who is the first to finish with all the spelling correct?

### Main activity

- 1 Start by saying: *Wir lesen jetzt etwas über einen deutschen Sportler. Er macht Wassersport. Was für Wassersport kennt ihr?* (see **Vorbereiten**). Students now name: *Schwimmen, Wasserball spielen, Segeln, Surfen*, etc. Should they not mention *Windsurfen*, add that particular water sport.
- 2 Now read the title and the introduction on page 6 with your class. Then divide them into four groups, each group working on a different text section. A representative of each group reads his or her paragraph out aloud, advanced students speak freely.

3 Students now work in pairs, preparing **Üben**. Several partner then read/speak the interview with Philip. Next, they could write their own *Steckbrief* (inserting their own favorite water sport) and read/speak it out aloud (again in pairs).

4 Use the online activity and **Verstehen** to re-enforce numbers.

### Extension

For homework: Students do research according to **Weiterarbeiten**, writing an interview with a sports star of their own country. Advanced students could also write a short piece about Philip Köster, e. g.: *Ich heiße Philip und bin 21 Jahre alt. Ich bin Windsurfer. Jeden Tag trainiere ich acht Stunden auf dem Wasser. Ich stehe um 7 Uhr auf, frühstücke, nehme mein Surfboard und das Segel und gehe an den Strand. Auf Gran Canaria gibt es immer viel Wind*, etc.

## Basic vocabulary Frühling und Sommer

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

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
der Frühling		im Café sitzen	
der Sommer		ins Museum gehen	
das Frühlings-Fest		am Zürich-See sein	
ein Volksfest feiern		die Badehose	
Karussell fahren		der Badeanzug	
der Luftballon		die Sonnenbrille	
typisch bayrisch		oft/immer/manchmal/nie	
Das Fest beginnt im April.		der Wassersport	
Es endet im Mai.		Ich bin Windsurfer.	
ein tolles Panorama		ein spektakulärer Surf-Stil	
die Schweiz im Sommer		radikal sein	
Ich wohne in Zürich		riskante Tricks	
die Sommer-Ferien		der Extrem-Sport	
die Sommer-Aktivität(en)		jeden Tag trainieren	
ein Eis essen		Mein nächstes Ziel ist ...	

## Teaching plan Video: Sommer-Urlaub

The summer vacation trip is the highlight of the year for many teenagers, as it is for Hanna and Jakob from Germany. In our video they talk about Jakob's planned destination.



### Objectives

- To learn about a German region
- To revise and practice vacation and travel terms
- To practice listening comprehension

### Resource(s)

DAS RAD Video 'Sommer-Urlaub' ([mg-plus.net/DR14\\_video5](http://mg-plus.net/DR14_video5))

DAS RAD April/May 2015, page 12

DAS RAD Audio 2 2014/15, track 8

[maryglasgowplus.com/de/aktivitaeten](http://maryglasgowplus.com/de/aktivitaeten)

### Starter

Write *der Urlaub* and *die Ferien* on the board. Do students know the difference between the two terms? If not, explain that grown-up working people take *Urlaub*, but that students have *Ferien* (though the lines are often blurred, many grown-ups also talk about their *Ferien*). Ask your class: *Wann haben deine Eltern Urlaub? Wann habt ihr Ferien?* etc.

### Main activity

- 1 Ask your students about their vacation plans. Many will go away; introduce the verbs *reisen* and *verreisen*: *Was machst du in den Ferien?* (*Ich verreise*). *Wohin reist du?* (*Ich reise an die See/in die Berge*, etc.) Also introduce *die Reise*, *die Urlaubs-Reise* and *die Ferien-Reise* and ask your students to make up sentences with these words.
- 2 Now tell your class that they are about to watch a video about a planned vacation trip. Play the introduction, stopping before the dialog starts. Ask: *Was sieht man?* (*Man sieht das Meer und den Strand*). *Was steht auf dem Strand?* Explain that the big box-like structures on the beach are called *Strandkörbe* (covered wicker beach chairs, which are typical for the Baltic and the North Sea.)
- 3 Now hand out transcripts and play the entire video twice. Ask students to underline all vacation activities (*Beach-Volleyball spielen*, *segeln*, *schwimmen*, *an der Promenade spazieren gehen*, etc.). Next, ask: *Wie findet Hanna Jakobs Sommer-Urlaub?* (*super, klasse, wow!*). *Was findet sie nicht klasse?* (*Jakob hat vielleicht kein Internet im Ferien-Apartment*).

- 4 Play the video once again, without students looking at the transcript. Volunteers then take the parts of Jakob and Hanna. Advanced students speak freely.

### Extension

Should you have access to DAS RAD Audio, play track 8 (a conversation about another trip), then ask students to complete the online activities (**Richtig oder Falsch, Präpositionen**). For homework: Write a dialog similar to Jakob's and Hanna's, but insert the details of your own vacation destination. If possible, students record their own video (with one student showing his/her partner pictures on the computer).

## Culture box

### The Baltic Sea (Ostsee)

The Baltic Sea (*die Ostsee*) is a unique sea area. Even though the Danish straits connect it to the Atlantic Ocean, its salinity is very low (only about one fifth of the salinity of the oceans). The Baltic Sea is also shallow. Its average depth is about 54 meters, whereas the average depth of oceans can be several kilometers.

The sea area lies between Scandinavia and Northern and Middle Europe. It has an area of about 410.000 square kilometers. The countries it borders on are Sweden, Finland, Russia, Estonia, Latvia, Lithuania, Poland, Germany, and Denmark. The German stretch of the Baltic coast is more than 2,000 km long, and reaches from Flensburg in the northwest to the island of Usedom in the east. The Baltic coast is one of Germany's favorite vacation destinations (second only to Bavaria). Most popular are islands such as Fehmarn, Rügen, and Usedom and coastal resorts like Grömitz, Scharbeutz, Travemünde, Kühlungsborn, and Heiligendamm.