

DAS RAD



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With National Standards for Foreign Language

Editor's Letter

Dear teachers,

We hope that your students have enjoyed learning German with *Das Rad* so far, and that they have made good progress. The school year just seems to be flying by, and no doubt everyone will be thinking of Christmas. In the German-speaking countries, people celebrate Christmas in a big way, and the beginning of the New Year as well. That's why our main Teaching Unit in this second issue of *Das Rad* is all about

Weihnachten und Silvester

In Germany, many people buy their Christmas presents on one of the traditional Christmas markets, such as the famous *Erfurter Weihnachtsmarkt*. Read the article (Lesson Plan 1) on pages 8 + 9 with your class, practicing Christmas terms, the five senses, and colors.

Weihnachts-Shopping: It's not always easy to find the right presents for friends and families – especially, if you have to watch your budget! Students will enjoy our video about two German girls buying presents in a shop (Lesson Plan 2).

Silvester is the third topic of the Teaching Unit. Everywhere in Germany, the arrival of the New Year is celebrated with fireworks – most spectacularly in Berlin. Use pages 6 + 7 and our Language Lab Learning Unit to practice the time (countdown to Silvester), plus *Silvester* activities.

Österreich und die Berge (pages 12 + 13 of *Das Rad*) feature in our Teaching Plan. The mountainous country in the center of Europe is a popular vacation spot. Students can read about how a young Austrian enjoys his home and the mountains.

More topics: A movie about the 'Peanuts' gang, profiles of a young German pop singer and sports person, news and quizzes. The magazine is accompanied by our Language Lab Unit, our video, and audio material. The audio tracks are available on a CD or as mp3 files from our website. And don't forget our online archive with many further teaching resources.

Wishing you and your students *Frohe Weihnachten und ein Gutes Neues Jahr*,

Elisabeth Wiedner

Editor of *Das Rad*

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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* – as mp3 or as CD, with a listening exercises booklet
-  A **Language Lab Learning Unit** with comprehension activities and automated marking
-  Our **Video Weihnachts-Shopping** with transcript and exercises

Plus: You have access to our **archive of teaching resources**, with an abundance of videos, audio tracks, online activities, magazine articles, and worksheets



Pages 8–9 Lesson Plan 1

Ein bunter Weihnachtsmarkt

Objectives

- To learn and practice Christmas terms
(1.1: Interpersonal Communication)
- To learn about German Christmas traditions
(4.2: Cultural Comparisons)
- To learn and practice colors and senses
(1.2: Interpretive Communication)

Resource(s)

Das Rad November – December 2015, pages 8 + 9

Starter

Begin by compiling a list of Christmas vocabulary on the board. Make sure it contains all the words which are used in the article: *der Advent, Weihnachten, der Weihnachts-Markt, die Weihnachts-Atmosphäre, die Weihnachts-Dekorationen*, etc. Explain to your class that long German compound nouns are often hyphenated for better legibility.

Main Activity

- Ask your students to look at the photo on pages 8 and 9. Which colors can they spot? (*gelb, rot, grün, blau, weiß, braun*, etc.) Next, read the title with them: *Weihnachten für alle Sinne*. Write *der Sinn, die Sinne* on the board and say: *Farben kann man sehen. Sehen ist ein Sinn*.
- Continue by writing *sehen* on the board and explain: *Sehen kann man mit den Augen* (write it down). Introduce the terms for the other senses, if students don't know them already: *hören mit den Ohren, riechen mit der Nase, schmecken mit dem Mund, fühlen mit der Haut*.
- Read the text on page 9 to your class. Ask several students to read it after you. Ask the class to underline all terms related to senses and colors and to make up sentences using the words.
- Students now tackle **Verstehen**. Check their answers by asking: *Der Erfurter Weihnachtsmarkt startet im Advent. Ist das richtig? (Ja, das ist richtig). Alle Stände auf dem Markt sind weiß. Ist das richtig? (Nein, das ist falsch)*, etc.

Extension

For homework: Answer the question in **Weiterarbeiten**, and design a poster as required. The best posters can be displayed in the classroom. More advanced students write a short piece about visiting the Erfurt Christmas market: *Heute gehe ich auf den Erfurter Weihnachtsmarkt. Das ist ein großer Markt in Deutschland. Ich rieche und esse Weihnachts-Spezialitäten und höre Weihnachtsmusik*, etc.

Page 14 Lesson Plan 2

Video: Weihnachts-Shopping

Objectives

- To learn about shopping and currencies
(2.1: Perspectives of Culture)
- To learn and practice Christmas shopping terms
(1.1: Interpersonal Communication)
- To practice listening comprehension **(1.2: Interpretive Communication)**

Resource(s)

Das Rad November – December 2015, page 14
Video: Weihnachts-Shopping (mg-plus.net/DR15video2)

Starter

Ask your class: *Was kauft man an Weihnachten?* Should students not know the word *Geschenke*, write both singular and plural on the board: *das Geschenk, die Geschenke*. Then ask: *Wie bezahlt man Geschenke in Deutschland? – (Mit Euros). Ja, und ein Euro hat 100 Cent*. Show a few Euro notes/coins in class, or use visuals on the Interactive Whiteboard.

Main Activity

- Tell your students that they are about to watch a video about *Weihnachts-Shopping*. Write the title on the board, then ask: *Ist Shopping ein deutsches Wort? (Nein, es ist ein englisches Wort)*. Explain that many English words have become part of the German language. Does anyone know the German word for shopping? (*Einkaufen* – write it down).
- Play the first part of the video (up to *Es ist doch Weihnachten*). Hand out video transcripts and ask your students to underline all prices mentioned in the dialog. Ask: *Was kostet die Kette? Was kostet der Engel?* etc.
- Continue in the same way with the second part. Summarize presents and prices by writing on the board: *Kette – 20 Euro 70. Engel – 20 Euro 50. Eule – 10 Euro 20. Für wen sind die Geschenke?* Volunteers come to the board, adding the correct names to the presents: *für die Mutter, für die Schwester, für die Tante*.
- Students now do **Spiel 1** on page 14 of *Das Rad*.

Extension

Students work in pairs, practicing the video dialog. Volunteers act it out, using improvised props (for necklace, angel, owl). Exercise for more advanced students: extend the dialog by inserting your own presents/people/prices. Encourage students to include Carlos's statement *Nein! Es ist ja/doch Weihnachten!* in their versions. Explain to them, that particles such as *ja/doch/denn* etc. add a special 'flavor' to German sentences.

Pages 6–7 Lesson Plan 3

Silvester und Uhrzeit

Objectives

- To learn about New Year celebrations (**4.2: Cultural Comparisons**)
- To practice reading and listening comprehension (**1.2: Interpretive Communication**)
- To learn and practice the clock (**1.1: Interpersonal Communication**)

Resource(s)

Das Rad November – December 2015, pages 6 + 7
 de.maryglasgowplus.com/language/ab
 Audio: mg-plus.net/DR15audio7

Starter

Writing *der 31. (einunddreißigste) Dezember* on the board, ask your class to associate. *Was für ein Tag ist das? Was feiert man an diesem Tag? (Das Neue Jahr).* Tell your students: *Dieser Tag heißt Silvester* (write it on the board). Now say: *In Berlin feiert man Silvester mit einer spektakulären Party.* Show your class a YouTube clip about *Silvester in Berlin*, if possible.

Main Activity

1 Before reading the article, practice the time using a paper or cardboard clock with movable hands. Teach your students how to ask for the time: *Wie viel Uhr ist*

es? or *Wie spät ist es?* For answers, stick to full hours only, but use the 24-hour-system: *Es ist zwei Uhr. Es ist vierzehn Uhr*, etc. For further practice, students could do the online activities in the **Language Lab Unit**.

2 Now read the text with your class (the introduction on top and the 'Countdown' below) at the bottom of the pages. More advanced students can read the text on their own. Next, ask comprehension questions, and/or ask students to do **Verstehen** and **Üben**.

3 Advanced: put the Countdown section and the sentences in **Üben** into the third person singular and the first person plural: *Um 20 Uhr geht Hannah/gehen wir in die Stadt. Um 23 Uhr isst Hannah/essen wir einen Berliner. Um zwei Uhr geht Hannah/gehen wir schlafen*, etc.

4 If you have access to *Das Rad* Audio, play Track 7 and ask students to do the relevant listening exercise (Language Lab Unit).

Extension

For homework: Write your own *Silvester-Countdown* (see **Weiterarbeiten**). Advanced students compare their own celebrations with *Hannah's*: *Hannah geht Silvester in die Stadt. Ich bin Silvester zu Hause bei der Familie. Hannah isst um 22 Uhr einen Berliner. Wir essen um 23 Uhr Kartoffelsalat und Würstchen. Hannah sieht um 24 Uhr ein Feuerwerk in der Stadt. Wir machen ein Feuerwerk im Garten*, etc.

Basic Vocabulary: Weihnachten und Silvester

This is a list of 30 words and phrases on the topic *Weihnachten und Silvester*. Photocopy the table and ask your students to translate the terms.

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
Weihnachten feiern		(der) Silvester	
die Weihnachts-Atmosphäre		am 31. Dezember	
der Weihnachts-Markt		das Neue Jahr	
die Weihnachts-Musik		Silvester feiern	
die Weihnachts-Dekoration		Was machst du Silvester?	
das Weihnachts-Geschenk		auf eine Party gehen	
das Weihnachts-Fest		ein Feuerwerk sehen	
der Weihnachts-Baum		mit Freunden feiern	
der Weihnachts-Mann		zu Hause feiern	
die Weihnachts-Spezialität		in die Stadt fahren	
Es ist ja Weihnachten!		tanzen gehen	
Geschenke kaufen		Spezialitäten essen	
Wie viel kostet das?		Das bringt Glück!	
Das Geschenk kostet 20 Euro.		Wie spät ist es?	
Der Engel ist für meine Mutter.		Es ist 24 Uhr/Mitternacht.	



Pages 12–13 Teaching Plan

Österreich und die Berge

Objectives

- To learn facts about a German-speaking country (**2.1: Perspectives of Culture**)
- To practice dates and numerals (**1.1: Interpersonal Communication**)
- To learn and practice vocabulary about outdoor activities (**1.1: Interpersonal Communication**)

Resource(s)

Das Rad November – December 2015, pages 12 + 13
Audio: mg-plus.net/DR15audio9

Starter

Begin by asking: *Wo spricht man Deutsch?* Ask students to list the countries and one student to write them on the board: *Deutschland, die Schweiz, Österreich, Liechtenstein*. Underline *Österreich* and point out the location on a large map or the Interactive Whiteboard.

Main Activity

- 1 If you have access to *Das Rad* Audio, play Track 9 (interview in the Hallstatt tourist office). Next, work on the text on page 12 with your class. After students have completed **Verstehen**, several partners read their questions and answers out aloud. More advanced speak freely.
- 2 Before moving on to page 13, practice some dates and numerals. For instance, you could write on the board: *25.12.2015*. Ask your students to say the date several times. Continue by saying: *Am 25.12.2015 ist Weihnachten* and practice the pattern with more dates and events (*Silvester*, birthdays of students, etc.)
- 3 When students have done the *Lese-Beispiele* on page 13, you could add more exercises, such as practicing the superlative: *Welcher Berg ist der höchste Berg?* (*Der höchste Berg ist die Dufourspitze.*) Or practice activities: *Gehst du skifahren?* (*Nein, aber ich gehe oft snowboarden.*) *Gehst du wandern?* (*Ja, ich gehe mit meinen Freunden wandern, etc.*)

Extension

For homework: Write Peter's letter again, but in the third person singular. Advanced students add more details: *Peter ist 13 Jahre alt. Er wohnt in Hallstatt in Österreich. Österreich ist ein Land mit vielen Bergen. Der höchste Berg ist der Großglockner. Peter liebt die Berge, und er geht im Winter mit seinen Freunden snowboarden, etc.*



Culture box

A brief History of Austria

The modern state of Austria has a turbulent and varied history. A margravate called Austria already existed in the early Middle Ages, and it became a dukedom in the 12th century AD. From 1285 onwards, the dukedom was governed by the Hapsburg dynasty. Austria prospered and expanded under this rule, and eventually became a powerful empire. In the 18th century the Empress Maria Theresa carried out important reforms, and in 1867 neighboring Hungary became part of a dual monarchy (the Austro-Hungarian Empire). At the end of the First World War this empire collapsed, and Austria was proclaimed a republic. In 1938 Nazi Germany annexed Austria in the so-called Anschluss, but after World War 2 the country became a democratic nation once again.

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