



DAS RAD

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www.maryglasgowplus.com/de



Content overview

With National Standards for Foreign Language

Pages 2&3: Los geht's

News in brief and Editor's letter

Pages 4&5: Stars

Lana Del Rey

After her advertising campaign for H&M, the singer is now officially a model, too. What's next?

Language focus: Clothes | reading

Audio track: Two girls talk about the H&M-campaign

Pages 6&7: Sensation

Mahlzeit!

Students in Germany have lunch at home – that's the tradition. But there is a new trend: eating in the school canteen.

Language focus: Food & drink | opinion marker

Culture: Food & drink in Germany

Online activity: Opposites

Teaching plan

Gesund essen

Please go to page 4 →

Page 8: Das Rad-O-Forum

Eltern und Privatsphäre

Teenagers from all over the world talk about their relationships with their parents.

Language focus: Sentence structure | *müssen*

Online extra: Online forum

Audio track: Two dialogs on the topic

Page 9: Teste Dich

Wie feierst du Ostern?

On this page students can do a personality test and find out what they like best about Easter.

Language focus: Nature vocabulary

Culture: Celebrations

Online extra: Readers' poll

Online activity: Easter information

Pages 10&11: Österreich und die Schweiz

Roboter in Graz

'RoboCup' (a roboter model competition) in Graz: the team AEIOU of the Graz school BRG Kepler is a favorite to win!

Language focus: Verbs | interests & hobbies

Online activity: Verb quiz

Audio track: An Interview with Elisabeth

Online extra: The AEIOU team's website

Learning unit

Spiele und Roboter

Please go to pages 2&3 →

Pages 12&13: Comic

Die Abenteuer von Tobias Netzmann

Tobias Netzmann talks about his daily routine

Language focus: Daily routine

Audio track: A radio play about Tobias Netzmann

Page 14: Spiele

Wir haben Spaß!

Two fun activities and quizzes based on the content of this issue

Language focus: Spring description | pronouns

Page 15: Video

Videospiele

We watch Nick and Jakob play video games

Language focus: Spare time & hobbies | describing characters

Video: Videospiele

Page 16: Deutsche Marken

Audi

We introduce internationally known German brands - in this issue: Audi

Language focus: Events



Online activities



Video



Advanced students



Audio

Teaching unit 1 Video: Computerspiele



Objectives

- To learn about computer- and video games (**2.2: Cultural products and perspectives**)
- To practice listening comprehension (**1.2: Interpretive Communication**)
- To practice *am liebsten* (**4.1: Nature of Language**)
- To practice role playing (**1.1: Interpersonal Communication**)

Resource(s)

- DAS RAD March / April 2013, page 15
- DAS-RAD-Video (mg-plus.net/dr12415)
- www.maryglasgowplus.com/de/aktivitaeten

Starter

Briefly revise key terms about spare time and hobbies, by asking: *Was machst du in deiner Freizeit? Was sind deine Hobbys?* Students might answer, e.g. *Ich mache Sport/höre Musik/sehe fern*, and most likely also mention computer games. Use this to practice the noun *Spiel* plus the verb *spielen*: *Was für Spiele gibt es? (Computerspiele oder Videospiele, but there are also Fußballspiele, Tennisspiele, Würfelspiele, Kartenspiele, etc.)* Hold a brief class survey about students favorite games (*Was spielt ihr am liebsten?*) and write the result on the board.

Main activity

- 1 Tell your class that they are about to watch a video about games. Run the video till ... *Olympische Spiele* before asking comprehension questions: *Wie alt ist Nick? Wie alt ist Jakob? In welche Klasse geht Nick? Was machen sie im Zimmer? Welches Spiel spielen sie gerade? Welches Spiel spielt Jakob? Nick am liebsten?* etc. Less advanced classes/groups read the transcript while watching.
- 2 Now finish playing the video, asking questions about the second half. Then play the entire video once more. Make sure students understand the contents, before running the video without sound. Volunteers read the answers and speak Nick's and Jakob's answers (again with or without transcript according to level).

- 3 Students work in groups of 3, writing their own video script. They use the same questions as in our video, but answer for themselves (using the superlative *am liebsten* as often as possible). Encourage groups to act out their video scripts. You could film your students in the process and send the video/s to us (dasrad@maryglasgowplus.com/de). We will publish them on our website.

Extension

Now read page 15 of DAS RAD with your class. Read the text on the left (profiles) out aloud (or an advanced student could read). Students then work in pairs, matching the characters to their games. For homework: Describe a character from your own favorite game. Then read your profile out in class and let the others guess the character.

Teaching unit 2 Basketball-Spiele

Objectives

- To practice text comprehension (**1.2: Interpretive Communication**)
- To practice reading aloud (**1.3: Presentational Communication**)
- To practice role play (**1.1: Interpersonal Communication**)
- To revise the clock and times of the day (**1.1: Interpersonal Communication**)

Resource(s)

- DAS RAD March / April 2013, pages 12 & 13
- DAS RAD Audio 2 2012/13, track 5

Starter

Ask your students to find more pages about *Spiel* or *spielen* in the magazine. They will probably soon spot the Tobias Netzmann comic. You could then have a contest: students work in groups of 3. They have one minute to spot and underline all words mentioning *Spiel* or *spielen*. Check the answers. The group who found the most words wins.

Main activity

- 1 Students of the winning group read the comic out aloud (one student is the narrator: *Das ist ein Spiel-Tag von Tobias Netzmann. Tobias und Tina sprechen. Tobias, fang an!*). Then the next group does the same. More advanced groups act the comic without the 'script'.
- 2 Ask volunteers to narrate the story in the 3rd person singular: *Das ist ein Spiel-Tag von Tobias. Heute hat er ein Basketball-Spiel. Er trainiert vier Stunden. Er spielt sehr gut. Abends ist er der beste Spieler, etc.*
- 3 In order to revise and practice the clock and the times of the day, students do the tests on page 13. They then ask each other questions (answers should be complete sentences): *Wann beginnt Tobias' Tagesablauf heute? – Sein Tages-Ablauf beginnt um 6 Uhr. Was macht Tobias bis 15 Uhr? – Er spielt Basketball. (But: Was macht er um 15 Uhr? – Er packt seinen Koffer. usw.)*



4 Should you have access to our audio material, play track 5 for listening practice.

Extension

Students write down their own daily routine, with special emphasis on games (such as video games, team sports, puzzles, etc.). Or students could bring their favorite games to the classroom and explain them to the others. Further practice: imagine a typical day in the life of your favorite sports star, write it down and send it to DAS RAD (see page 13, bottom).

Teaching unit 3 Roboter in Graz

Objectives

- To learn about a town in Austria (2.1: Cultural practices and perspectives)
- To practice the pronunciation of vowels (4.1: Nature of Language)
- To practice text comprehension (1.2: Interpretive Communication)
- To practice common verbs (1.2: Interpretive Communication)

Resource(s)

- DAS RAD March / April 2013, pages 10 & 11
- maryglasgowplus.com/de/aktivitaeten
- DAS RAD Audio 2 2012/13, track 4

Starter

Read the title out aloud: *Roboter in Graz*. Then ask your class: *Ist Graz eine Stadt in der Schweiz oder eine Stadt in Österreich? – Es ist eine Stadt in Österreich.* Point Graz out on



a map or an Interactive Whiteboard. Maybe you could then move on to the *Graz-Quiz* (Audio track 4) on our website.



Main activity

- 1 Ask your students to define the term *Roboter* in German. Less advanced classes/groups will need your help: *Ein Roboter ist eine mechanische Figur. Ein Roboter bewegt sich. Man kann ihn steuern. Er hilft bei der Produktion von Sachen, etc.*
- 2 Read the introduction with your students. Then write das Team *AEIOU* on the board, read *AEIOU* out aloud and ask the class to repeat. Then explain: *Diese Buchstaben sind die 5 Vokale des Alphabets (Vokale appears on the board).* Ask: *Wie nennt man die anderen Buchstaben? (Konsonanten, add the term).*
- 3 Students now work with a partner, inserting the missing verbs into the interview text. For advanced students this could be a competition: which pair is the first to finish, with all answers correct? Volunteers then read their interview out aloud.
- 4 Students could now tackle the online activity ('Verben-Quiz').



Extension

Students could use the verbs from the exercises on both pages to write about 6 sentences about their own hobbies. As a group- or partner project: finding out more about robots, e.g. about their history and how they are used. And where does the name come from? (from the Russian *rabota* – work.) Is there anyone in class who has built his or her own robot model? If yes, they could bring it in and talk about it.

Basic vocabulary Spiele und Roboter

Here are 30 words and phrases about *Spiele und Roboter*. Photocopy the table and ask students to translate the terms.

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
das Spiel		das Basketball-Spiel	
der Spieler		für ein Spiel trainieren	
spielen		der beste Spieler sein	
der Spieltag		ein Spiel gewinnen	
Computer/Videospiele spielen		ein Spiel verlieren	
online spielen		der Sieger	
Mein Lieblingsspiel ist...		der Verlierer	
Ich spiele am liebsten...		der Champion	
die Spielkonsole		der Favorit	
das Rollenspiel		einen Roboter bauen	
die Spiel-Charaktere (Pl.)		einen Roboter programmieren	
das Wortspiel		die Technik	
das Denkspiel		das technische Hobby	
das Kartenspiel		kompliziert	
das Brettspiel		langweilig	

Objectives

- To revise and practice food vocabulary (**1.3: Presentational Communication**)
- To learn about food served in German schools (**2.2: Cultural products and perspectives**)
- To differentiate between healthy and unhealthy food items (**2.2: Cultural products and perspectives**)

Resource(s)

- **DAS RAD March / April 2013, pages 6 & 7**
- **maryglasgowplus.com/de/aktivitaeten**

Starter

Have a brainstorming about eating and food stuff in your class, in order to revise key vocabulary about the topic. Group the terms under *Mahlzeiten* (Frühstück, Mittagessen, etc.), *Wichtige Nahrungsmittel* (Fleisch, Gemüse, Brot, Obst, Müsli etc.) *Aktivitäten* (essen, trinken, schmecken, es schmeckt/nicht) and *Adjektive* (gut, schlecht, gesund, ungesund, lecker, etc.). Ask students to make up simple sentences using terms from the various lists: *Ich esse Müsli und Brot zum Frühstück. Das schmeckt lecker und ist gesund, etc.*

Main activity

- 1 Read the introduction with your class ('Schüler in Deutschland...') and ask students why German students might be eating their lunch at home most of the time. What could be the reason? (Most German schools finish teaching at lunchtime and send their students home.) But now there are more *Ganztagschulen* (all-day schools), some of which are equipped with school canteens or cafeterias.
- 2 Ask comprehension questions about **Die Fakten**, once students have read the section: *Haben die meisten Schulen eine Schulkantine?* (Nein, nur 10 Prozent). *Ist ein Mittagessen in der Kantine teuer?* (Nein, es kostet nur 3 Euro). *Ist das Essen überall in den Kantinen gesund?* (Nein, es ist in den meisten Schulen ungesund, etc.)
- 3 Students work on the speech bubbles on their own. Volunteers read them out aloud, with the correct adjectives. For advanced students: read out the text in the 3rd person

singular (*Er/Sie findet...*) and give your own answers in the 1st person: *Ich finde das Essen in der Schulkantine lecker, weil es viel frisches Gemüse gibt, etc.*). For homework: extend your answers and send them to DAS RAD (see page 7 bottom).

Extension

Students work in pairs or small groups, compiling a menu for their school cafeteria. They could then role-play, with one student behind the food counter, the others standing in line for their meals: *Was möchtest du heute? – Was gibt es denn? Heute gibt es Fisch mit Salat oder Hamburger mit Pommes. – Ich nehme Fisch mit Salat. Das ist gesund. Was gibt es als Nachtisch? – Zum Nachtisch gibt es Obst oder Joghurt. etc.*



Every fifth German child and every third teenager is considered overweight. The German government, health authorities, and many private organizations reacted by starting hundreds of campaigns and projects to battle the fat. But many experts think that these measures are superficial, even wrong, and that they have no long-lasting effect. Experts also found out that the home diet of teenagers is actually improving. According to recent statistics, the number of overweight children entering elementary school (our future teenagers) is less now than it was a few years ago.

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