



# DAS RAD

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## 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

#### Berühmt-berüchtigt – das Vater-Sohn-Duo Smith

Will and Jaden Smith are father and son – in real life and in the movies. After *The Pursuit of Happiness* they are now playing father and son again in *After Earth*.

**Language focus:** Physical description | comparative

**Audio track:**  Two girls talk about this summer's blockbusters

### Pages 6+7: Sensation

#### Kleines Problem beim Hamburger Hafen-Geburtstag

About 1.5 million visitors come to Hamburg's port's birthday celebrations. It is not surprising then that port security is vigilant.

**Language focus:** Reading

**Culture:** Celebrations

**Online activity:**  Listening Quiz | reading Quiz

### Page 8: Das Rad-O-Forum

#### Verrückt nach Computerspielen

Teenagers from all over the world tell us what they are crazy about.

**Language focus:** *muss* | *kann*

**Online extra:**  Online forum

**Audio track:**  Two dialogs on the topic

### Page 9: Teste Dich

#### Was für ein Urlaubs-Typ bist du?

On this page students can do a personality test and find out what kind of vacation suits them best.

**Language focus:** Words to do with vacation

**Online extra:**  Readers' poll

### Learning unit

#### Urlaub und Sport

Please go to pages 2&3 →

### Pages 10+11: Österreich und die Schweiz

#### Die Schweiz in Bewegung

In May, the Swiss are active. At the 'community duel' 2013 they want to walk, dance, swim – and everyone wants to win!

**Language focus:** Hobbies & interests | *wollen* & *will*

**Online activity:**  Q & A quiz

**Audio track:**  An Interview with Peter

### Pages 12+13: Comic

#### Die Abenteuer von Tobias Netzmann

Tobias Netzmann plans his vacation.

**Language focus:** Countries | question words

**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:** Capitals of the world quiz | sports

### Page 15: Video

#### Verkehrsinfo

Noe and Isa are planning a travel route.

**Language focus:** Transport in the city

**Video:**  Verkehrsinfo

### Teaching plan

#### Mobile Stadt

Please go to page 4 →

### Page 16: Deutsche Marken

#### Langnese

We introduce internationally known German brands – in this issue: Langnese

**Language focus:** Culture



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Online activities



Video



Advanced students



Audio

## Teaching unit 1 Urlaubsländer und Reise-Routen

### Objectives

- To learn and practice vacation terms **(1.3: Presentational Communication)**
- To revise and practice countries **(4.1: Nature of Language)**
- To practice text comprehension **(1.2: Interpretive Communication)**
- To learn and practice modes of transport **(1.3: Presentational Communication)**

### Resource(s)

DAS RAD May / June 2013, pages 12&13  
DAS RAD Audio 2 2013, track 10

### Starter

Start by revising vocabulary connected to *Urlaub und Ferien*, or introduce such terms. Explain the difference between the two: *Erwachsene haben Urlaub, Schüler haben Ferien*. But do mention that the two terms are often interchangeable. (For instance, a company closes for its *Betriebsferien* and not *Betriebsurlaub!*) Next, you could ask: *Was macht man in den Ferien?* (*Man macht Reisen oder Man reist/verreist*).

### Main activity

- 1 Before reading the comic on page 12 with your class, sketch the outlines of the most popular transportation modes on the board. Ask volunteers to label them: *das Flugzeug, der Zug, das Auto, das Schiff*. Introduce the relevant verbs and practice clauses such as: *Man fliegt mit dem Flugzeug, aber man fährt mit dem Zug/Auto/Schiff*.
- 2 Students now work on the text with a partner, and several volunteers read it out aloud. Whose performance as Tobias is best?
- 3 Students now complete the **Quiz** on page 13. As them to read the countries listed out aloud, and to add the relevant adjectives: *Italien – italienisch, Russland – russisch, USA – amerikanisch* (but they speak *Englisch!*). To make sure of text comprehension, ask students to complete the other two exercises on the page. More advanced classes/groups make up more questions about the comic and ask their class mates.
- 4 Should you have access to DAS RAD Audio, play track 10 for text reinforcement.

### Extension

Students now write down their own vacation plans, including destination, mode of transport, activities, etc. Should your class be less advanced, hand out worksheets with reference points. Advanced students pair up for interviews: *Was machst du in den Ferien? – Ich reise nach Florida. Fliegst du mit dem Flugzeug oder fährst du mit dem Schiff? Ich fliege mit dem Flugzeug. Was machst du in Florida? – Ich bin viel am Strand und ich spiele Tennis*. Etc.

## Teaching unit 2 Mehr über Urlaub

### Objectives

- To extend and further practice vacation terms **(1.1: Interpersonal Communication)**
- To name and practice vacation activities **(1.3: Presentational Communication)**
- To recognize and match categories **(4.1: Nature of Language)**

### Resource(s)

DAS RAD May / June 2013, pages 2 & 9  
[maryglasgowplus.com/de](http://maryglasgowplus.com/de)

### Starter

Extend vacation vocabulary by listing compounds on the board: *die Ferien-Region, der Traum-Urlaub, der Urlaubs-Typ, die Sommer-Ferien, das Urlaubs-Land, der Aktiv-Urlaub*, etc. Practice by asking questions such as: *Was ist deine liebste Ferien-Region? (Meine liebste Ferien-Region ist xx). Wann hast du Sommer-Ferien? (Ich habe im August Sommer-Ferien)*. Explain to your students, that hyphens are often inserted into long compounds, for better legibility.

### Main activity

- 1 Read the section **Hallo** on page 2 with your class. Ask students to connect the verbs and list them on the board: *angeln, baden, surfen, segeln, wandern*. Ask students to add more vacation activities: *am Strand liegen, schwimmen, Tennis spielen, Boot fahren, tauchen, Freunde treffen, Parties feiern, eine Stadt besichtigen*, etc. Students then write down their own activities. Encourage them to send their essays to us.
- 2 Students now complete the test on page 9 (*Was für ein Urlaubs-Typ bist du?*). Do students agree with the result? Check by asking: *Der Test sagt, du bist Sonnen-Anbeter/in. Stimmt das? – Ja/Nein, das stimmt (nicht). Ich bin Sonnen-Anbeter/in/Aktiv-Urlauber/in, etc.*
- 3 A quiz could extend the exercise on top of the page. Draw more vacation items on the board, asking students to name the item and the vacation category: *Sonnenöl – Sonnen-Anbeter. Zelt – Aktiv-Urlauber. Bikini – Sonnen-Anbeter. Rucksack – Aktiv-Urlauber, etc.*

### Extension

Now students don't describe their real vacation, but their *Traumurlaub* – their ideal vacation. Ask everyone to start with *Meinen Traumurlaub stelle ich mir so vor*. Students then continue with their own descriptions. Give them some tips, such as writing about their (*Traum-*) *Ziel/Land, ideale Reisebegleitung, ideales Wetter, Lieblings-Aktivitäten und -essen*, etc. Students may decorate their essays with visuals. The best ones are displayed in the classroom.

## Teaching unit 3 Sport in der Schweiz

### Objectives

- To learn about a contest in Switzerland (**2.1: Cultural practices and Perspectives**)
- To practice *will* and *wollen* (**4.1: Nature of Language**)
- To revise and practice question words (**1.3: Presentational Communication**)

### Resource(s)

DAS RAD May / June 2013, pages 10 & 11  
 maryglasgowplus.com/de/aktivitaeten  
 DAS RAD Audio 2 2012/13, track 9

### Starter

To revise vacation activities, compile a list on the board, then ask: *Welche Aktivitäten sind Sport?* Ask a volunteer to underline the sports (e.g. *Schwimmen, Klettern, Tennis spielen, Fußball spielen*, etc.). Students then add more sports they would like to do on vacation. Make sure that all sports appearing on pages 10/11 are listed. Students read the words out aloud and use them in simple sentences.

### Main activity

1 Tell your students that they will learn something about a contest or *Duell* (write it down) in Switzerland. Then read the introduction with your class. Ask them: *Was wollen die Schweizer? Was will jeder?* and write the answers on the board: *Die Schweizer wollen joggen, walken, schwimmen*, etc. *Jeder will aktiv sein*. Students then read the **Fakten** on their own, underlining *wollen*.

- 2 Students now do the **Test** and the **Übung**, to practice *will* and *wollen*. Should your class be more advanced, this can be a *Duell*: Who is the first to finish, with all the right answers?
- 3 Now practice speech patterns with your class. Ask each student to think of a sport they would like to do on vacation. They take turns asking each other: *Ich will Boot fahren. Was willst du? – Ich will Tischtennis spielen. Was willst du? – Ich will schwimmen*, etc. Ein weiteres Pattern: *Ich will joggen. Willst du auch joggen? – Nein, ich will Fahrrad fahren*. etc.

### Extension

Students choose a photo from either page 10 or 11 and describe it, for instance: *Auf dem Foto von Seite 10 sieht man ein rot-weißes Tor. Darauf steht: Gemeinde Duell. Viele Schweizer sind beim Gemeinde Duell aktiv. Auf dem Bild sieht man Jungen und Mädchen. Sie wollen gewinnen*. For advanced students: Imagine you visit Peter in Switzerland, and he invites you to the Duell. Finally, students tackle the online quiz.

## Basic vocabulary Urlaub und Sport

Here are 30 words and phrases about *Urlaub und Sport*. Photocopy the table and ask your students to translate them.

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
der Urlaub / die Ferien		in der Sonne liegen	
Ferien / Urlaub haben		der Koffer	
das Urlaubsland		die Badesachen	
die Reise		die Sonnenbrille	
(ver)reisen		die Badehose	
mit dem Flugzeug fliegen		der Rucksack	
mit dem Auto/Zug fahren		die Wanderschuhe	
nach Spanien fliegen/fahren		schwimmen	
die Reiseroute		baden	
die Sommerferien		Boot fahren	
der Urlaubstyp		klettern	
der Aktivurlaub		wandern	
der Strandurlaub		sportlich sein	
der Traumurlaub		gewinnen wollen	
der/die Sonnenanbeter/in		die Bewegung	



**Objectives**

- To learn about local traffic and transport (**2.2: Cultural Products and Perspectives**)
- To revise and practice the clock (**1.3: Presentational Communication**)
- To practice listening comprehension (**1.2: Interpretive Communication**)

**Resource(s)**

**DAS RAD Video** ([mg-plus.net/de12515](http://mg-plus.net/de12515))  
**DAS RAD, May / June 2013, page 15**

**Starter**

Revise local modes of transport, by asking your students: *Wie fährst du zur Schule?* Students will probably mention most of them in their answers: *Ich fahre mit dem Bus/dem Zug/dem Fahrrad/dem Auto zur Schule.* Write them on the board, then underline *Zug* and say: *In vielen deutschen Städten heißen die Züge S-Bahn und U-Bahn. Die U-Bahn fährt unter der Erde, die S-Bahn meist über der Erde.*

**Main activity**

- 1 Tell your class that you'll now be showing a video. Don't say what it's about, just play it without comment. Then check students' comprehension. What are Noe and Isa doing? What do they try to find out? Who will be arriving at the airport? etc.
- 2 If students have not understood the contents (or only very little), read the transcript with them before running the video once more. Ask your students to follow the transcript while watching, and to underline all dates and times mentioned. Advanced students write down Noe's cousin's travel route: *Sie kommt am 25. Mai um 19.30 Uhr am Hamburger Flughafen an. Sie nimmt die S-Bahn-Linie S1 zum Hauptbahnhof. Die Bahn fährt alle 10 Minuten, und die Fahrt dauert 25 Minuten. Noe holt die Kusine am Bahnhof ab.*
- 3 Now move on to page 15 of DAS RAD. Read the introduction on the left with your class, then ask them to

complete the **Übung** below. Next, ask your students about public transport in their own city or area. How many bus lines, commuter trains or subway lines are there, if any? What are they called? Are they equivalent to *Schnellbusse*, *S-Bahnen* and *U-Bahnen*? Which transport do students use? Which one do they like/not like?

**Extension**

Set your students some easy tasks for planning a journey: *Du triffst dich mit einer Freundin am Kino im Zentrum deiner Stadt. Wie kommst du von zu Hause dahin?* Or: *Du willst deinen Bruder vom Flughafen abholen. Er kommt um 16 Uhr an. Wie kommst du von der Schule dahin?* etc. Advanced activity: Describe how you missed a bus/train/subway once and were late for school.

**Culture box**

**The German S-Bahn**

In Germany, local commuter trains are called *S-Bahnen* (short for *Stadt- or Schnellbahnen*). Size and structure of the networks vary from city to city. Altogether, there are 16 *S-Bahn* networks in the country. The oldest and most extensive one belongs to Berlin. As early as 1892, the German capital already boasted an impressive network of suburban railway lines. From 1930 onwards, the Berlin system was called *S-Bahn*. Hamburg gave its local train network the same name in 1934. Compared to long-distance and conventional regional trains, the *S-Bahn* is geared to city traffic. It has a higher passenger capacity, runs at shorter intervals, runs on fast tracks, and stops frequently. In large cities, such as Berlin or Munich, the *S-Bahn* uses tunnels in the city centers, similar to subways.

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