



# DAS RAD

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With National Standards for Foreign Language

## Editor's Letter

Dear teacher,

*Frohe Ostern!* Easter will be celebrated rather late this year, but we hope that winter will be gone by then, and that 'spring is in full swing'. Get into the mood with DAS RAD and our reports on Easter traditions and events on pages 2 and 3 of this issue.

Then have a look at our main teaching unit, which is called

### Süße Sachen und andere Snacks

Students will get a taster on the cover, for Easter is chocolate time, even more so than Christmas. But chocolate does not necessarily have to be sweet, as we demonstrate by touring an unusual chocolate factory in Austria. Would your students be adventurous and try something different? Definitely on the sweet side, however, are the many kinds of cakes and gateaux which are popular in Germany and Austria. But it seems that teenagers also like savory snacks. How about your students? What do they prefer – *Süßes oder Saures?* And do they sometimes cook meals for the family, like Hanna and Jakob in our video?

- Especially in springtime, many people flock out of the cities to enjoy the countryside, just like German Formula 1 racing champion Sebastian Vettel. Sebastian likes country life so much, that he chose to live there permanently. What do your students prefer – *Stadt oder Land?*
- You'll find number 4 of DAS RAD especially varied, with many topics just right for your curriculum, and also of interest to your students. For example, 'Tag des Wassers' deals with environmental issues, in another article we introduce the 'Echo', a famous German popular music award, and on page 16 students can read – about reading! And there are, of course, our quizzes and games pages.
- As usual, the magazine articles are linked to our video, to audio tracks and to online activities. Should you need more resources, go to our vast online archive – free to use for subscribers.

We really enjoyed putting this issue of DAS RAD together, and we hope that you and your students will enjoy using it. See you next time!

**Elisabeth Wiedner**

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Audio

## Teaching unit 1 Mahlzeit: Kaffee und Kuchen

### Objectives

- To learn about mealtimes and eating habits (**4.2: Cultural Comparisons**)
- To revise and practice food terms (**1.1: Interpersonal Communication**)
- To recognize and talk about your favorite foods (**1.3: Presentational Communication**)

### Resource(s)

DAS RAD March / April 2014, pages 8 + 9  
 DAS RAD Audio 2, 2013/14, track 3  
[maryglasgowplus.com/de/aktivitaeten](http://maryglasgowplus.com/de/aktivitaeten)

### Starter

Show your class visuals with typical German dishes for the main meals of the day, such as *das Frühstück*, *das Mittagessen*, *das Abendessen*. Do students match the pictures with the correct meal? Next, show your class a picture of a typical German *Kaffee-und-Kuchen* scene, and ask your students: *Was ist das für eine Mahlzeit?* Write *Kaffee und Kuchen* oder *Torte* on the board.

### Main activity

- 1 In your own language, explain the difference between *Kuchen* and *Torte* to your class. Ask your students to name any famous German cakes they might know. Maybe they come up with *Schwarzwälder Kirschtorte*, if not, introduce the term and write it on the board. Proceed to read the section several times aloud with your class.
- 2 Continue with the second paragraph (*Sachertorte*) in the same way, then ask comprehension questions about the entire page 8 text. Next, practice patterns expressing preferences, using *gern/lieber/am liebsten*: *Ich mag gern Sachertorte, aber lieber mag ich Schwarzwälder Kirschtorte. Am liebsten mag ich* (their own favorite cake).
- 3 Ask students to complete the online activity (**Richtig oder Falsch**) to check text comprehension. Should you have access to DAS RAD Audio, play track 3 (an interview about *Kaffee und Kuchen*) Volunteers then act out the interview.
- 4 Now move on to **Snacks** on page 9. Before tackling the *Test*, students name any sweet and savory snacks they can think of. A volunteer lists them on the board, e.g. *Süß: Schokolade, Pralinen, Kekse, Bonbons*, etc. *Pikant: Chips, Erdnüsse, Pommes, Oliven, Kebabs, belegte Brötchen*, etc. Write the test results on the board, once students have finished the exercise.

### Extension

For homework or as a written classroom exercise: students write a short text on *Mein Snack-Profil: Mein Lieblingsnack ist pikant. Ich esse am liebsten Chips oder Nüsse. Ich snacke meist allein in meinem Zimmer oder vor dem Fernseher. Ich snacke oft/nicht so viel*, etc. Students might like to swap their essays and guess whose snack profile they're reading.

## Teaching unit 2 Schokolade aus Österreich

### Objectives

- To revise and practice Easter vocabulary (**1.1: Interpersonal Communication**)
- To learn facts about Austria (**4.2: Cultural Comparisons**)
- To state your own preferences (**1.3: Presentational Communication**)

### Resource(s)

DAS RAD March / April 2014, pages 12 + 13  
 DAS RAD Audio 2, 2013/14, track 5  
[maryglasgowplus.com/de/aktivitaeten](http://maryglasgowplus.com/de/aktivitaeten)

### Starter

Revise Easter dates and Easter food: *Wann ist Ostern in diesem Jahr? (Ostersonntag ist am 20. und Ostermontag am 21. April). Was isst man zu Ostern? (Ostereier). Wer bringt die Ostereier? (der Osterhase). Was isst man noch? (Man isst Schokolade).* You could add: *Ja, man isst Osterhasen aus Schokolade, aber man isst auch Tafeln.* Write *die Schokoladen-Tafel/n* on the board.

### Main activity

- 1 Ask your students whether they like chocolate, and if yes, which kind (see **Frage** on top of page 12). Then compile a list of favorite chocolates: *x Schüler mögen am liebsten Bitterschokolade, xx Schüler mögen am liebsten Vollmilchschokolade*, etc. If you have access to DAS RAD Audio, play track 5, with a chocolate fondue as favorite dish.
- 2 Before reading the article, ask your students if they know how chocolate is made. They will probably say *aus Kakao*. Say: *Ja, Schokolade macht man aus Kakao-Bohnen* (write it down) and continue to read the introduction about Josef Zotter on page 12. Ask comprehension questions when finished.
- 3 Continue with **Phase 1** and **2** in the same way. If your class is more advanced, the students themselves ask each other questions about the contents. You can also check reading comprehension by asking the students to complete the **Test** on page 13. And in order to practice compound nouns, students could complete the online activity.
- 4 Now move on to **Phase 3**. What do students think about the unusual chocolate creations? They could play the scene shown in the photograph (use several different 'casts'), shouting their comments. Apart from *lecker, igitt!* etc. they could also use *super, klasse, langweilig, eklig*, etc.

### Extension

For homework, students write down the answers to **Frage** (yellow box page 13) in complete sentences: *Die bekannteste Manufaktur in meinem Land heißt x. Meine Lieblings-Schokoladensorte heißt x. Die Zutaten sind Kakao, Milch, Zucker und Nüsse*, etc. Advanced homework: Describe a visit to the *Zotter-Schokoladenmanufaktur*.

### Teaching unit 3 Video: Ein Lieblings-Gericht



### Objectives

- To practice listening comprehension (**1.2: Interpretive Communication**)
- To learn about the ingredients of a special dish (**2.2: Products of Culture**)
- To describe cooking activities (**1.1: Interpersonal Communication**)

### Resource(s)

Video: [mg-plus.net/dr13video4](http://mg-plus.net/dr13video4)

DAS RAD March / April 2014, page 14

### Starter

Referring back to teaching unit 2, ask your class: *Was ist dein*

*Liebings-Snack?* Compile a list on the board. Then proceed to ask: *Was ist dein Lieblings-Essen oder dein Lieblings-Gericht?* Write both terms on the board, then explain the difference in your own language (*Essen* is a general term, *Gericht* refers to a specific meal). Students then name their favorite dish.

### Main activity

- 1 Start by saying: *Wir sehen jetzt ein Video über ein Lieblings-Gericht*. Hand out transcripts of the video dialog, asking students to underline compounds with *Gericht* or *Essen* (*Mittagessen*, *Hauptgericht*). Then play the video up to *...Wir haben alles*. Ask the students: *Was haben Hanna und Jakob?* and let them name all the ingredients of the dish.
- 2 Now play the rest of the video. Students mark all terms they don't understand in their transcripts. Explain them, then run the entire video once again. Should students have computer access in the classroom, they could tackle **Spiel 1** and **2** on page 14 on their own.
- 3 Hand out a missing words worksheet in order to practice activities in the kitchen: *Hanna und Jakob sind in der (Küche). Sie (kochen) das Mittagessen. Sie holen die (Zutaten) aus dem (Kühlschrank) und die (Nachspeise) aus dem (Eisfach)*, etc. Advanced students write their own sentences.
- 4 Ask volunteers to play the video scenes, with or without using the transcript (depending on the level of the 'actors').

### Extension

Working in pairs, students write a video dialog on the same topic (*Oma kommt zum Mittagessen*), but insert their own favorite dish. Ask volunteers to read/act out their dialog. Should your students be less advanced, give them a list of ingredients for the dish they want to cook.

## Basic vocabulary Süße Sachen und andere Snacks

Here you find 30 words and phrases on the topic *Süße Sachen und andere Snacks*. Photocopy the table and ask your students to translate the terms.

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
die Tasse Kaffee		süß	
das Stück Kuchen		pikant	
die Torte		der Lieblings-Snack	
die Kirschtorte		einen Snack essen	
das Rezept		die Chips (Pl.)	
die Zutaten (Pl.)		die Pommes (frites) (Pl.)	
die Sahne		das Mittagessen kochen	
die Butter		das Lieblings-Essen	
die Schokolade		das Haupt-Gericht	
die Tafel Schokolade		die Nachspeise	
das Stück Schokolade		Das ist lecker!	
der Kakao		Igitt!	
die Bohne		Das finde ich ekelig!	
die Schokoladen-Manufaktur		Das schmeckt/schmeckt nicht.	
die Süßigkeiten (Pl.)		Das mag ich/mag ich nicht.	

### Objectives

- To learn about different lifestyles (**4.2: Cultural Comparisons**)
- To practice reading comprehension (**1.2: Interpretive Communication**)
- To write and act out an interview (**1.3: Presentational Communication**)

### Resource(s)

DAS RAD March / April 2014, pages 4 + 5  
DAS RAD Audio 2, track 1

### Starter

Ask your students where they live: *Wohnst du auf dem Land oder in der Stadt?* Then write a little survey on the board: *x Schüler wohnen auf dem Land, xx Schüler wohnen in der Stadt.* Depending on the location of your school, either *Stadt* or *Land* will prevail. Next, ask your class: *Wohnst du gern in der Stadt/auf dem Land? Bist du ein Stadt-Mensch oder ein Land-Mensch?* Add the results of your questions to your survey.

### Main activity

- 1 Should you use DAS RAD audio, play track 1 to your class (and ask students to complete the relevant listening exercise). Or just read the introduction to the interview with Sebastian Vettel on page 4 with them.
- 2 Share reading the interview with an advanced student. Then ask several volunteers to take the parts of Sebastian and his interviewer. Before students tackle the **Test** on page 5, ask comprehension questions (*Wo wohnt Sebastian? Mit wem wohnt er dort? Was mag er am Land-Leben? Was sind seine Hobbys?* etc.).
- 3 Students now work with a partner. One pretends to be *Stadt-Mensch (SM)* and the other one *Land-Mensch (LM)*. The partners then prepare their parts and ask each other questions, e.g. *SM asks LM: Bist du ein Stadt-Mensch oder ein Land-Mensch? (Ich bin ein Land-Mensch). Wo wohnst du? (Ich wohne in einem Dorf auf dem Land). Was magst du da? (Ich mag die Ruhe, die Tiere, die Natur)* etc. Then they swap roles, and *LM* interviews *SM*.

### Extension

Read both captions on page 5 (Melbourne and Kemmental) with your students, then ask them to do the **Quiz**. Next, students choose their own city and country region, composing similar captions about attractions etc. (the city can be a famous one, such as New York or Paris, the country region a well-known vacation area). This could be done as homework, with students locating visuals on the Internet. Or they could design their own poster (see **Frage** at the bottom of page 5). Display the best posters on the classroom wall.

### Culture box

#### Racing prodigy Sebastian Vettel

Sebastian Vettel was born in 1987 in Heppenheim (southern Germany). Soon his father recognized the boy's talent for racing, and encouraged Sebastian to participate in kart races, with great success. In 2003, the teenager entered the world of formula sport, joining Eifelland Racing for the German formula BMW. Already in his first year he became vice champion, and in 2004 he won the championship for BMW. In the same time, he established a new record by winning 18 races out of 20. In 2006 he competed for both the French racing team ASM Formule 3 and the German BMW Sauber F1 Team. On top of that, he managed to pass his university entrance exams. But he chose to concentrate exclusively on a career in formula 1 racing, and became the youngest most successful driver ever (see **Sebastians Rekorde**, page 4). In the tough world of motor sports Sebastian Vettel is known for his endurance, his stability, and for never losing his nerve.

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