



DAS RAD

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With National Standards for Foreign Language

Editor's Letter

Dear teacher,

Summer has just started, but the school year will soon be coming to an end, and so will this current series of DAS RAD. We hope that your students will enjoy this last issue of the series, and that our magazine provided the right kind of support for beginners.

The title of our last teaching unit is...

.. Freundschaft und Sport

With the long summer vacation imminent, students will have more time to meet friends and to pursue sports and hobbies. Friendship is very important to teenagers, especially their best pal, 'der beste Freund' or 'die beste Freundin'. Many friendships are formed during sporting activities, as we can see from an article about up-and-coming German tennis star Sabine Lisicki. In our video ('Meine beste Freundin') two girls called Ornella and Samira talk about their friendship, what they like – and don't like – about each other. Boys often make best friends when playing soccer. 'Cacaus Club' has become a popular meeting place for boys, where they can play soccer – and read books!

- In our teaching plan 'Spidermans Zimmer' you'll get a chance to revise words and phrases related to home living and teenagers' rooms, which sometimes can be untidy, even *chaotisch* (chaotic). In our magazine article we show the film character Spiderman's room, which is definitely on the chaotic side. But Spiderman, of course, has more important things to do than tidying up his room!
- Further topics: In our regular feature 'Das grüne Rad' students can learn about a German team of youngsters called *Pappkarre*, who proudly present their award-winning *Solarmobil*, a solar-powered vehicle. The last topic in 'Mahlzeit' is the typical German *Abendbrot* (evening meal), and 'Aktionstage' reports on milk day (*Tag der Milch*). Of course you'll also find news, puzzles, tests and quizzes in DAS RAD, and as usual the magazine will be accompanied by a video, relevant audio tracks, and online activities. And subscribers will have access to our online archive of teaching resources.

Maybe some of your students will visit a German-speaking country during the summer vacation, or meet German teenagers on an exchange visit or for an online chat, so that they can put their new German language skills into practice. Enjoy your summer break, thanks for subscribing to DAS RAD, and see you in the new school year!

Elisabeth Wiedner

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Go to our website to find these extra resources:

- 8 online activities related to DAS RAD 5 with answer checks and for printing
- an archive of teaching resources, with an abundance of videos, audio tracks, online activities, magazine articles, and worksheets.

Looking for your audio CD?

The newest audio features to go with your Scholastic FL magazine are now on the Latest-Resources-pages at www.maryglasgowplus.com in MP3 format – complete with transcript and downloadable and printable activity sheets.



Online activities



Video



Advanced students



Audio

Teaching unit 1 Video: Meine beste Freundin



Objectives

- To practice listening comprehension (**1.2: Interpretive Communication**)
- To point out positive and negative qualities (**1.1: Interpersonal Communication**)
- To learn the difference between *mag* and *machen* (**1.3: Presentational Communication**)
- To practice verbs describing activities (**1.1: Interpersonal Communication**)

Resource(s)

Video: mg-plus.net/dr13video5
 DAS RAD May / June 2014, page 14
maryglasgowplus.com/de/aktivitaeten

Start

Begin by revising the difference between *machen* and *mag* (from *mögen*). Ask a student to come to the front and mime everyday activities. Ask the others: *Was macht er/sie?* (*Er/Sie macht Sport/Hausaufgaben. Er/Sie schläft/kauft ein*, etc.). Now write *Was machst du gern?* on the board and ask students to list their favorite activities: *Ich lese gern, Ich spiele gern Volleyball*, etc. Next, ask them: *Was magst du gern?*, then present visuals of food and drink items, prompting students to e.g. answer: *Ich mag gern Eis. Ich mag gern Saft*, etc.

Main activity

- 1 Explain to your class that *mag* is not only used in relation to food, but also for things, activities, and persons: *Ich mag (gern) Filme. Ich mag Schwimmen*, etc. Next, ask them: *Wen magst du?*, prompting answers such as *Ich mag meine Eltern/meinen Bruder und meine Schwester/meine Freunde*, etc. When *meine Freunde* comes up, write *die Freunde, der Freund* and *die Freundin* on the board.
- 2 Tell your class that they are about to watch a video about two girl friends. After playing the introduction, ask: *Wie heißt das Video?* (*Meine beste Freundin.*) *Wie heißen die Mädchen?* (*Sie heißen Ornella und Samira.*) *Wie alt sind sie?* (*Sie sind 14 Jahre alt.*) For advanced students: describe the background

(*Man sieht einen Park, mit Gras, Bäumen und Wasser. Man sieht Jogger und einen Hund. Ornella und Samira legen eine Decke aufs Gras*, etc.)

- 3 Now play the entire video twice, with or without transcript (depending on the level of your class), then ask comprehension questions and/or ask students to do the related online activities.
- 4 Play the video once again, then ask volunteers to take the parts of Ornella and Samira and to speak their sentences. Boys could use their own names.

Extension

Ask students to complete **Spiel 1** on page 14 (insert missing words). For homework, they could write a short text about *beste Freundin* or *bester Freund*: *Mein/e beste/r Freund/in heißt X. Er/Sie ist X Jahre alt. Wir machen viel zusammen. Das Beste an X/Y ist, dass er/sie mich versteht. An X/Y mag ich nicht, dass er/sie nicht immer Zeit für mich hat*, etc.

Teaching unit 2 Tennis-Stars und Freundinnen

Objectives

- To learn about a German tennis player (**4.2: Cultural Comparisons**)
- To match questions and answers (**1.2: Interpretive Communication**)
- To understand and use personal data (**1.3: Presentational Communication**)

Resource(s)

DAS RAD May / June 2014, pages 12 + 13, 14
 DAS RAD Audio 2, 2013/14, track 10
maryglasgowplus.com/de/aktivitaeten

Starter

Ask two students to come to the front and to mime a tennis match. Ask the others: *Was machen/spielen die beiden?* (*Sie spielen Tennis* – write it down.) Then ask: *Wer in der Klasse spielt Tennis?* Write the number on the board: *xx Schüler spielen Tennis*. Next, students list famous tennis players. Is Sabine Lisicki mentioned? If not, say the name yourself, write it down, and show the class the photo in the magazine.

Main activity

- 1 Start by reading the introduction and Sabine's personal data (red dot) on page 12 with your class. Then ask comprehension questions: *Wie alt ist Sabine? In welchem berühmten Turnier war sie im Finale?* etc. Should your class be more advanced, students make up the questions themselves. (You could also test comprehension by asking students to complete the related online activity **Richtig oder Falsch?**)
- 2 Advanced students work with a partner, then read/act the interview with Sabine, after matching questions and answers. If the level is less advanced, help your students to complete



the task, and just ask them to read the interview in pairs.

3 Should you have access to DAS RAD Audio, play track 10 (*Freundin-Quiz*). Then tell your students that they can now do their own quiz about a best friend by completing the **Test** on page 13. Help less advanced students, if necessary.

Extension

Another idea for homework: compose a quiz about your favorite tennis star, e.g. Roger Federer: *Mein Tennis-Star kommt aus der Schweiz. Er ist 32 Jahre alt. Er hat viele Grand-Slam-Turniere gewonnen und war lange der beste Spieler der Welt*, etc. Also ask students to design a poster depicting their best friend (see **Frage** on page 13). Display the best posters.

Teaching unit 3 Freunde durch Kicken und Lesen

Objectives

- To revise and practice sports vocabulary (**1.1: Interpersonal Communication**)
- To learn about an important sports event (**4.2: Cultural Comparisons**)
- To practice verbs in the 1st and 3rd person singular (**1.3: Presentational Communication**)

Resource(s)

DAS RAD May / June 2014, pages 4 + 5

maryglasgowplus.com/de/aktivitaeten

DAS RAD Audio 2, track 7

Starter

Show your class a visual with the FIFA World Cup Logo (without caption) and ask students to associate. They'll



probably name the event in English. Write *FIFA World Cup* on the board, explain what FIFA stands for, then add the German term *die Fußball-Weltmeisterschaft*. Does anyone know when and where the event will take place? *Im Juni 2014 in Brasilien*.

Main activity

- 1** Briefly revise important sports, by asking students: *Welchen Sport machst du?* Write both the infinitive and the 1st person singular of the activities mentioned on the board: *Fußball spielen: Ich spiele Fußball. Schwimmen: Ich schwimme or Ich gehe schwimmen.*
- 2** Should you use DAS RAD Audio, play track 7, introducing the term *Fußball-Fieber*. Then work on the text on page 4 with your class. Once students have completed the **Test**, they could write a short profile about their favorite soccer star (as on page 4, bottom).
- 3** Now read **kicken & lesen** on page 5 with your students, asking them what they think about the soccer plus reading idea. Ask the boys in your class, what books they read (if any at all). Would they participate in a **kicken & lesen** project?
- 4** Once students have inserted the verbs in **Spiel**, ask them: *Was machen deutsche Jungen am liebsten in ihrer Freizeit? (Sie treffen Freunde und sie spielen im Freien.) Wo treffen sie ihre Freunde? (In der Schule, aber auch beim Sport.)* Ask your students, who of them have met their friends through sports.

Extension

Students could write a short piece to answer the **Frage** at the bottom of page 5, for example: *In meiner Freizeit treffe ich meine Freunde/Freundinnen oder meinen besten Freund/meine beste Freundin. Wir machen zusammen Sport oder wir sehen zusammen TV-Serien.* And don't forget our online activity (*Lebensphasen*) to test text comprehension.



Basic vocabulary Freundschaft und Sport

Here you find 30 words and phrases on the topic *Freundschaft und Sport*. Photocopy the table and ask your students to translate the terms.

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
der Freund/die Freundin		der/die Tennis-Spieler/in	
die Freundschaft		Ich spiele Tennis.	
Freunde treffen		das Tennis/Fußball-Turnier	
meine beste Freundin		das Finale	
mein bester Freund		der/die Favorit/in	
Wir machen gern zusammen.		die Fußball-Weltmeisterschaft	
Wir machen zusammen Sport.		das National-Team	
Das Beste an ihm/ihr ist...		der Lieblings-Club	
An ihm/ihr mag ich (nicht)...		der Fußball-Profi	
Wir kennen uns seit ... Jahren.		die Profi-Karriere	
Wir reden über alles.		der Nickname	
Mein bester Freund heißt...		das Trikot	
Meine beste Freundin heißt...		die Freizeit	
Sport machen		die Initiative	
Tennis spielen		die Aktion	

Objectives

- To learn about action films (**2.2: Products of Culture**)
- To practice reading comprehension (**1.2: Interpretive Communication**)
- To revise and practice describing your room (**1.3: Presentational Communication**)

Resource(s)

DAS RAD May / June 2014, pages 4 + 5
DAS RAD Audio 2, track 6

Starter

Should you have access to DAS RAD Audio, track 6 would be a perfect opener for your lesson: a brief school break talk between two friends about Spiderman and super heroes (*Superheld*). As an alternative, ask students to name famous action movies, making sure that 'Spiderman' is on the list.

Main activity

- 1 Most likely your students will have watched a 'Spiderman' movie, or at least will have heard about the character. Ask a volunteer to briefly describe Spiderman (in German if more advanced, in your own language if not). Write terms such as *der Superheld*, *Super-Kräfte* and the German word for 'spider', *die Spinne*, on the board.
- 2 Proceed by reading page 4 with your class. Advanced students could work in pairs to study the text, then read it out aloud sentence by sentence. Once the **Test** is completed, ask students to make up questions based on the **Test** statements: *Was kommt jetzt in die Kinos? Wer ist ein Charakter in einem Comic?* etc. Ask the questions yourself, if your class is less advanced.
- 3 Ask a volunteer to read the picture captions on page 5 out aloud. Correct the pronunciation of *chaotisch*, if necessary, also introduce the noun, *das Chaos*. Next, you could ask: *Warum ist Peters Schlafzimmer chaotisch?* Students answer, e.g.: *Peters Bücher sind/liegen auf dem Teppich. Seine Klamotten sind/liegen auf dem Stuhl. Seine Tasse ist auf dem Regal*, etc. More advanced students could start their answers with *weil*: *Weil seine Bücher auf dem Teppich liegen*, etc.

Extension

When students have completed the **Quiz** and have compared their results, ask them to write a short piece about their own rooms. Before they start, ask them to do the related online activity, which introduces the adjective *ordentlich*, contrasting

with *chaotisch*. The text about their room could read like this: *Mein Zimmer ist sehr chaotisch/ordentlich. Meine Bücher liegen auf dem Bett/sind im Regal. Mein Laptop liegt auf dem Teppich/auf dem Schreibtisch. Meine Klamotten liegen auf dem Sofa/sind im Schrank*, etc. For homework: Describe another room in your house/apartment, e.g. living room or kitchen (having fun describing the latter when in a 'chaotic' state).

Culture box**Spiderman's super hero:****Albert Einstein**

Even for a modern hero such as Spiderman, Albert Einstein is an iconic figure, whose poster he pins to his door. Einstein was one of the most important scientists of the modern age. His findings revolutionized modern physics, by changing the concepts about space, time, and gravity. Einstein expanded Max Planck's quantum theory through his famous 'theory of relativity'. He was born in 1879 in Ulm in southern Germany, and after school (where he did not excel), he studied in Zürich (Switzerland), where he first struggled to have his work accepted. After a professorship in Prague, Einstein was called to the *Preußische Akademie für Wissenschaften* (Prussian Academy of Science) in Berlin, where he was exempted from teaching duties, so that he could concentrate on scientific research. His findings soon made him famous, and in 1921 he received the Nobel Prize in physics. Einstein, who was of Jewish descent, left Nazi Germany in 1933 and emigrated to the United States. He continued his research work in Princeton (New Jersey), where he died in 1955.

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