

# DAS RAD



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With National Standards for Foreign Language

## Editor's Letter

### Dear teacher,

Christmas is getting closer, and many of your students will be looking forward to it, preparing for the festive season. Seize the opportunity by introducing German Christmas traditions and Christmas terms with our main teaching unit:

### Alles über Weihnachten

The three teaching units are linked by the topic of Christmas, but each unit concentrates on a different aspect: on compiling a list of presents (in the video), on how to celebrate Christmas with your family, and how to decorate your house. Students learn about German Christmas customs and celebrations, and they also practice adjectives and verbs.

- Christmas wouldn't be the same without advent, i.e. the four weeks leading up to the festive days. Advent is the time to get into the proper Christmas mood, with carol singing, Christmas markets, and many other events. Most German regions have their own local Christmas and Advent traditions, such as the *Krampus-Parade* in Austria and southern parts of Germany. For this event, people dress up as *Krampusse*, monster-like, scary creatures, which wander through the wintry landscape. Read all about it on pages 10 and 11.
- Some people think Christmas has become too commercial. To counteract excessive consumerism, Germany has introduced *Kauf-Nix-Tag*, i.e. a shopping-free day. Do your students think that such a day is a good idea? Read page 13 with them and discuss.
- Further topics: 'Mockingjay', a new blockbuster in the 'Hunger Games' series will be released in Germany, our sports page features the young soccer player Marco Reus, on pages 2 + 3 you'll find short news items, and on pages 14 + 15 puzzles and games related to language points. Most articles will be linked to online or audio activities. Our audio material is available either on CD or on MP3 player for downloading.

We really enjoyed compiling this Christmas issue of DAS RAD for you and your students!  
*Fröhliche Weihnachten und ein gutes Neues Jahr!*

**Elisabeth Wiedner**

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21st  
Century  
Skills!

[de.maryglasgowplus.com](http://de.maryglasgowplus.com)

Go to our website to find these extra resources:

- 5 audio tracks related to DAS RAD 2 – including transcripts for downloading and worksheets for printing
- 8 online activities with answer checks to print out
- A topical video (*Weihnachtsgeschenke*) with online activities and transcript!

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



## Teaching unit 1 Video: Weihnachtsgeschenke



### Objectives

- To learn key terms for Christmas presents (**1.1: Interpersonal Communication**)
- To practice listening comprehension (**1.2: Interpretive Communication**)
- To learn and practice family words and adjectives (**1.1: Interpersonal Communication**)

### Resource(s)

DAS RAD Video ([mg-plus.net/dr14\\_video2](http://mg-plus.net/dr14_video2))

DAS RAD November / December 2014, page 12

DAS RAD Audio 1 2014/15, track 8

[maryglasgowplus.com/de/aktivitaeten](http://maryglasgowplus.com/de/aktivitaeten)

### Starter

Begin by practicing words for family members with your class: *der Vater (Papa), die Mutter (Mama), der Großvater (Opa), die Großmutter (Oma), der Bruder, die Schwester, der Onkel, die Tante, der Cousin, die Cousine*, etc. If you have access to DAS RAD audio, play track 8 as an introduction, or you could ask some questions: *Wie heißt deine Mutter/dein Bruder? Hast du eine Schwester? Hast du Cousins/Cousinen?* etc. Next, you say: *Zu Weihnachten bekommt die Familie Geschenke*, moving on to the video.

### Main activity

- 1 Turning to the board, say: *Das ist ein Weihnachtsgeschenk*, write the word down and sketch a parcel wrapped in Christmas paper. Next, ask your students: *Was für Geschenke kaufst du Weihnachten?* If they name Christmas presents only in their own language, write the relevant German term on the board and practice it with the class.
- 2 Now play the entire video, with the students following the dialog on the transcript. Run the video again, this time asking students to underline all family words in red and all presents in green.
- 3 To test comprehension, students could do **Spiel 1** and **2** on page 12 of the magazine. Additionally, they complete the online

activities (matching presents and people, etc.)

- 4 Play the video once again. This time, students underline Jakob's commentaries: *klasse, super, toll, fantastisch*, etc. Students then work with a partner, reading the dialog out aloud from the transcript. Advanced pairs don't use the text, but speak freely.

### Extension

Again, students work with their partners, composing a similar video dialog, i.e. someone reading out a list of presents, the other one commenting. They might need additional vocabulary for presents and comments (e.g. negative adjectives such as, *doof, blöd, scheußlich, hässlich*, etc.). Ask volunteers to act out their 'video' (a 3rd person could record this on a cell phone). The authors of the best script/performance will receive a *Weihnachtsgeschenk*.

## Teaching unit 2 Weihnachts-Aktivitäten

### Objectives

- To learn and practice Christmas vocabulary (**1.1: Interpersonal Communication**)
- To fill in personal details (**1.3: Presentational Communication**)
- To practice verb forms (**1.2: Interpretive Communication**)

### Resource(s)

DAS RAD November / December 2014, pages 6 + 7

[maryglasgowplus.com/de/aktivitaeten](http://maryglasgowplus.com/de/aktivitaeten)

### Starter

Show your class a photo or a video clip of Heidi Klum. Does anyone recognize the former model? Write Heidi's name on the board, and ask students to describe her: *Sie ist blond. Sie ist groß und schlank. Sie ist hübsch*. Next, ask them: *Woher kommt Heidi?* Should students not know the answer, supply it by saying: *Heidi Klum kommt aus Deutschland* and move on to the magazine.

### Main activity

- 1 Read the title and the intro on page 6 with your class, then ask questions such as: *Heidi hat viele Berufe. Was ist sie? (Sie ist Ex-Model, TV-Host, Designerin, etc.). Wie viele Kinder hat sie? (Sie hat vier Kinder).*
- 2 Before continuing with the text, introduce key Christmas objects by sketching them on the board or showing visuals: *der Weihnachts-Baum, die Weihnachts-Kekse, das Weihnachts-Papier*, etc. Tell your students that a hyphen is often inserted in long German compounds, for easier reading. Play a German Christmas carol, writing *das Weihnachts-Lied* or *der Weihnachts-Song* on the board.
- 3 Next, read the text on page 6 several times with your class. Then ask them to underline all verbs ending in *-t*. To check text comprehension and to practice the 3rd person singular, students



fill out the online activity. Besides, they complete Heidi's profile (**Steckbrief**) in the magazine.

### Extension

Students work in pairs, writing a dialog as suggested in **Weiterarbeiten**, for example: *A. Was machst du an Weihnachten? B. Ich kaufe Geschenke für die Familie. Was machst du? – A. Ich dekoriere den Weihnachtsbaum und backe Kekse. Was machst du noch? – B. Ich mache nichts! Ich finde Weihnachten stressig.* etc.

## Teaching unit 3 Weihnachts-Dekorationen

### Objectives

- To practice numerals, seasons, and calendar months (**1.2: Interpretive Communication**)
- To practice reading comprehension (**1.2: Interpretive Communication**)
- To extend and revise Christmas vocabulary (**1.1: Interpersonal Communication**)

### Resource(s)

**DAS RAD November / December 2014, pages 8 + 9**  
[maryglasgowplus.com/de/aktivitaeten](http://maryglasgowplus.com/de/aktivitaeten)

### Starter

Display a German calendar. Practice the seasons (*der Frühling, der Sommer, der Herbst, der Winter*) and the months (*Januar, Februar, etc.*) with your class. Next, ask your students: *Wann ist Weihnachten? (Weihnachten ist im Winter /im Dezember.)* Ask a volunteer to point out Christmas on the calendar: *24. Dezember*

(*Heiligabend*), 25. Dezember

(*1. Weihnachtstag*), 26. Dezember (*2. Weihnachtstag*).

### Main activity

- 1 Start by saying: *Für manche Leute beginnt Weihnachten schon im Sommer*, then work on the text on page 9 with the class. Read each section out aloud, before students read after you. Explain to them that many English terms are used in the German language nowadays (*Feeling, Fine-Tuning, etc.*).
- 2 When students have completed **Verstehen**, volunteers read out the sentences aloud. Ask questions, e.g. *Satz 1: Ist das richtig? (Ja, das ist richtig).* *Satz 2: Ist das richtig? (Nein, das ist falsch).* *Satz 4: Ist das richtig oder falsch? (Das ist nicht im Text), etc.*
- 3 Before students tackle the exercise on page 9 (**Wo ist was...**), read the caption on page 8 with them. Ask: *Wo ist Calle? (Calle ist in Niedersachsen).* *Was ist Niedersachsen?* If they don't know the answer, say: *Niedersachsen ist ein Bundesland* (write it down), and briefly explain the federal structure of Germany (in your own language). Homework: compile a list of all *Bundesländer*.

### Extension

For homework or as class project: design a poster/visual about Christmas decorations in your own house/apartment. Alternatively, design a poster of streets and squares in your hometown, decorated with Christmas lights, etc. Label the poster in German (*der Weihnachtsmann, die Lichter, die Kerzen, der Markt, etc.*). Advanced students write complete sentences to describe their poster.



## Basic vocabulary Alles über Weihnachten

Here are 30 words and phrases on the topic *Alles über Weihnachten*. Photocopy the table and ask your students to translate the terms.

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
das Weihnachtsgeschenk		der Weihnachtsengel	
Geschenke kaufen		der Weihnachtsstern	
(etwas) schenken		der Advent	
Das ist ein Geschenk für...		das Licht/die Lichter	
die Geschenkeliste		Heiligabend	
toll		der 1. Weihnachtstag	
klasse		der 2. Weihnachtstag	
fantastisch		die Weihnachts-Atmosphäre	
Weihnachten ist schön.		die Familie	
Weihnachten ist stressig.		der Vater	
der Weihnachtsmann		die Mutter	
die Weihnachtskekse (Pl)		die Schwester	
der Weihnachtsbaum		der Bruder	
die Weihnachtsdekorationen (Pl)		der Opa	
das Weihnachtspapier		die Oma	

**Objectives**

- To practice reading comprehension (**1.2: Interpretive Communication**)
- To learn about local customs and traditions (**4.2: Cultural Comparisons**)
- To practice opposite adjectives (**1.1: Interpersonal Communication**)
- To learn about Austria's history (**4.2: Cultural Comparisons**)

**Resource(s)**

**DAS RAD November / December, pages 10 + 11**  
[maryglasgowplus.com/de/aktivitaeten](http://maryglasgowplus.com/de/aktivitaeten)

**Starter**

Draw a rough outline of the German speaking countries on the board. Point to a country and ask for its name, one by one. A volunteer writes on the board: *Deutschland, die Schweiz, Österreich*. Then point to southern Germany and Austria and say: *Wir lernen jetzt etwas über ein Advent-Event in Süddeutschland und Österreich*, moving on to the magazine.

**Main activity**

- 1 Ask your students to look at the cover of DAS RAD. What do they see? (*blauer Himmel, weißer Schnee, Berge, Häuser*). What about the figure in the front? Maybe students will call it *Monster*. Continue by saying: *Das Monster ist ein Krampus* and read the cover line with your class. Explain the adjective *schaurig*: *Der Krampus ist eine schaurige Kreatur. Er macht Angst*.
- 2 First, read the introduction on page 10 with your students, followed by the main text. Ask volunteers to read the entire text out aloud and correct their pronunciation. Explain that Nikolaus was the Christian saint on whom the figure of Santa Claus is based. To check text comprehension, students complete the online activity and **Verstehen**.
- 3 Ask your students to go through the text again, underlining all adjectives. Just mention that adjectives sometimes change their endings, without explaining cases, gender, etc. at this stage. Students can practice the adjectives by completing the exercise on page 11 (right-hand margin).
- 4 If there is any time left, ask students to draw their own *Krampus* figure and to label it: *schauriges Kostüm, lange Hörner, wildes Haar, groteske Maske*, etc. Advanced students could describe the figure by writing entire sentences.

**Extension**

For homework: Answer the questions listed under **Weiterarbeiten**. Students could add visuals to their descriptions of their local advent tradition or design a poster, for example a Santa Claus parade, a Christmas market, or carol singing. Advanced students could write a radio or TV comment about their event: *Hallo, ich heiße .... Wir sind hier beim (Event). Die Parade beginnt. Die Figuren sehen schön/schaurig aus. Das Event ist sehr populär. Viele Leute sind hier.*, etc.

**Culture box****Österreich (Austria)**

The modern state of Austria has a varied and turbulent history. In the early Middle Ages a margravate called Austria already existed, which became a dukedom in the 12th century. From 1,282 AD onwards this dukedom was governed by the Hapsburgs, a noble family which rose to power. Austria expanded under Hapsburg rule, and eventually became a powerful empire. In the 18th century Empress Maria Theresa carried out a program of 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 the empire collapsed, and Austria (without Hungary) was declared a republic. In 1938 Nazi Germany annexed Austria with the infamous 'Anschluss', but after World War 2 the country again became a federal republic.

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