



DAS RAD

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www.maryglasgowplus.com/de



With National Standards for Foreign Language

Editor's Letter

Dear teacher,

It's March now, somewhere between winter and spring. The days are getting longer; the weather turns (hopefully!) milder. And we hope that you and your students continue to enjoy working with DAS RAD.

In this issue, our main learning unit is called:

Junge Leute in drei Städten

We focus on three cities from completely different regions – on Hamburg in northern and Leipzig in eastern Germany, and on Innsbruck, which is not in Germany at all, but in Austria. What do those cities have in common? Well, young people seem to like living in each of them. Hanna and Jacob love their hometown Hamburg, but do they know their way about? Find out in our video unit. Thomas really likes his city – Innsbruck is magic for him. And finally, we introduce Paula, who lives in Leipzig and loves the annual book fair.

- The topic of our teaching plan is the environment. The hook for the article is 'Earth Hour', a worldwide movement to save energy by switching off all electric devices for one hour. We introduce 'green' energy sources and encourage students to save energy wherever possible.
- Further topics: the blockbuster 'The Avengers' hits German cinemas, we report on a special *Kunsthaus*, and our sports personality is Dieter Nowitzki, a German basketball player in the USA. Besides, there is our usual spread with puzzles and games, and as always you'll find our video, audio-tracks, and online activities. Don't forget our extensive online archive, should you need any more teaching resources.

We really had fun compiling this issue of DAS RAD for you and your students, and we are already looking forward to the next one – we hope, you are, too!

Bis bald

Elisabeth Wiedner

DAS RAD-Redakteurin
dasrad@maryglasgowplus.com

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Teaching plan: **Page 4**

Umwelt – wichtig für die Welt
Culture box: Stuttgart, Germany's greenest city

21st
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de.maryglasgowplus.com

Go to our website to find these extra resources:

- 5 audio tracks related to DAS RAD 4 – including transcripts for downloading and worksheets for printing
- 8 online activities with answer checks to print out
- A topical video (*Wo bin ich?*) 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.



Online activities



Video



Advanced students



Audio

Teaching unit 1 Video: Wo bin ich?



Objectives

- To learn about a German city (**2.1: Perspectives of Culture**)
- To practice listening comprehension (**1.2: Interpretive Communication**)
- To understand and practice directions (**1.1: Interpersonal Communication**)

Resource(s)

DAS RAD Video: Wo bin ich? (mg-plus.net/DR14_video4)

DAS RAD March 2015, page 12

DAS RAD Audio 2 2014/15, track 3

maryglasgowplus.com/de/aktivitaeten

Starter

First, revise directions by making simple hand movements: *geradeaus, links, rechts*. Next, give your students directions where to go: *Geh geradeaus bis zur Tür. Geh links bis zum Fenster. Geh zum vierten Tisch rechts*, etc. Now play audio track 3, if you have access to it (or record a short dialog about asking/giving directions yourself), to practice listening comprehension.

Main activity

1 Tell your students that they are about to watch a video, with the action set in Hamburg. Does anyone know where that city is located? Ask a volunteer to point out Hamburg on a map of Germany, or do it yourself. Now write on the board: *Hamburg ist die zweitgrößte Stadt Deutschlands*.

2 Next, play the first bit of the video, with scenes from Hamburg street life. Ask: *Was kann man sehen?* (*Man sieht Häuser, Straßen, Geschäfte, ein Kino, ein Restaurant, etc.*) Also point out road signs (*Verkehrsschilder*, write the term down) as a means of indicating directions. Next, students complete the first video activity online.

3 Now run the entire video, allowing students to follow the dialog in the transcript. Then play the video again and ask your class to mark all questions they hear in the dialog in the magazine (top of page 12). For further listening comprehension, students could tackle the 'True or False' online activity.

4 Students now work with a partner on the video dialog.

Ask volunteers to read it out aloud or even to speak freely (advanced). Another partner exercise would be to make your own dialog about asking/giving directions, but to start with the same sentence (*Wo treffen wir uns?*)

Extension

For homework, students describe a journey they undertake daily or frequently (e.g. to school, to a friend's house, to the cinema, the sports stadium, etc.). They could even film their trip on their cellphones and speak a commentary describing the various stages. To extend practicing directions in class, hand out copies of a local street map and ask students to talk about a route from A to B (e.g. from school to the park, to the bus stop, to the station, etc.).

Teaching unit 2 Innsbrucker Aktivitäten

Objectives

- To revise and learn facts about Austria (**2.1: Perspectives of Culture**)
- To learn about a city's tourist attractions (**2.3: Perspectives of Culture**)
- To practice the phrase *man kann* (**1.1: Interpersonal Communication**)

Resource(s)

DAS RAD March 2015, pages 10 + 11

DAS RAD audio 2 2014/15, track 2

maryglasgowplus.com/de/aktivitaeten

Starter

Write *Österreich* on the board and ask students to associate: *Das ist ein Land*. Next, you could ask: *Wo liegt das Land?* (*In der Mitte von Europa*.) *Gibt es dort Berge?* (*Ja, die Alpen*.) *Welche Sprache spricht man in Österreich?* (*Man spricht Deutsch*). *Kennt ihr Städte in Österreich?* Should students not know the names of any towns, write some on the board: *Wien (Hauptstadt), Salzburg, Innsbruck, Graz, Linz*. Show the cities on a map of Austria and move on to the article.

Main activity

1 First, read the box on the left with your class. Can students guess what *das goldene Dachl* is? If not, explain: *Das ist ein Dach aus Gold. Dachl ist österreichischer Dialekt für Dach*.

2 Ask students to read the introduction (Thomas' comment) alone or with a partner. Give advice and help if necessary. Ask volunteers to read Thomas' words out aloud, correcting their pronunciation. Next, ask comprehension questions: *Was kann man in Innsbruck machen?* Students should answer in complete sentences: *Man kann in Cafés in der Sonne sitzen*, etc.

3 More advanced classes/groups now tackle **Verstehen**, inserting the verbs in the red boxes on page 10/11 on their own. If the standard is less advanced, do the exercise with the students. Ask volunteers to read the completed boxes out

aloud. Next, students could do the online activity (practicing interrogatives).

④ Students now do **Aktivität** and **Üben** on page 11.

Advanced exercise: call out *Aktivität – 3!* (answer: *Man kann das Goldene Dachl sehen*). *Üben – 4!* (*Man kann Open-Air-Konzerte hören.*) etc.

Extension

If possible, play DAS RAD audio track 2 (information about Innsbruck). While listening, students could note down attractions they remember from the article in the magazine (*das Goldene Dachl, Ostermarkt, Oster-Pinze*). As homework, they answer the questions listed under **Weiterarbeiten** and/or design a poster about their hometown attractions. Display the best posters in class.

Teaching unit 3 Ein Bücherwurm aus Leipzig

Objectives

- To learn about books and reading (**2.1: Perspectives of Culture**)
- To learn about an event in a German city (**4.2: Cultural Comparisons**)
- To practice verbs and reading comprehension (**1.2: Interpretive Communication**)

Resource(s)

DAS RAD March 2015, pages 6 + 7
maryglasgowplus.com/de/aktivitaeten

Starter

Sketch a book and a worm on the board (or take images

from an Interactive Whiteboard) and ask your class: *Was ist das?*? If students don't know the word *Wurm*, write it down.

Then combine the two words to *Bücherwurm* and explain: *Ein Bücherwurm ist jemand, der gern und viel liest.*

Main activity

- ① Come back to *Bücherwurm* by discussing the questions under **Vorbereiten** with your students. Who in class is a *Bücherwurm*? Who thinks books are interesting/boring? Why?
- ② Now read the title and the introduction on page 6 with your class. Point out Leipzig on a map and explain about the book fair. Also explain the terms *Juroren* (pl) and *Jugend-Jury*. If your students are more advanced, they read the box about *Jugend-Jury* themselves. Now ask comprehension questions or let students do the online activity.
- ③ Next, read the interview with Paula with your class. More advanced students could work in pairs and prepare the text on their own, then read it out aloud. Then ask students to underline all verbs in the first person singular, before they tackle **Verstehen** on page 7. In what way do the verb ending change?
- ④ For further practice of verb endings students complete the online activity and **Üben**.

Extension

For homework: Write a short piece about your favorite book (see **Weiterarbeiten**), in the style of *Wunder* at the top of page 7. Non-readers may describe their favorite films or TV shows. Ask them bookworms in your class to bring their *Lieblingsbuch* in and to read a page from it.

Basic vocabulary Junge Leute in drei Städten

Here are 30 words and phrases on the topic *Junge Leute in drei Städten*. Photocopy the table and ask your students to translate the terms.

| Auf Deutsch | Übersetzung | Auf Deutsch | Übersetzung |
|-------------------------|-------------|-------------------------|-------------|
| Wir treffen uns... | | in die Berge fahren | |
| am Kaufhaus | | ins Museum gehen | |
| am Kino | | Open-Air-Konzerte hören | |
| das Verkehrsschild | | Attraktion Nummer eins | |
| die Wegbeschreibung | | im Frühling wandern | |
| geradeaus gehen | | die Buchmesse | |
| bis zur Post gehen | | die Buch-Juroren (Pl) | |
| die 1. Straße rechts | | der Bücherwurm | |
| dann links gehen | | gern/nicht gern lesen | |
| Das finde ich nie! | | ein Buch nominieren | |
| der Stadtplan | | der Buchtitel | |
| Ich wohne in... | | schulfrei haben | |
| Man kann viel machen. | | langweilig | |
| in der Sonne sitzen | | super-interessant | |
| den Ostermarkt besuchen | | einen Preis verleihen | |

Objectives

- To learn about a world-wide movement (**2.1: Perspectives of Culture**)
- To learn words about the environment and energy conservation (**1.2: Interpretive Communication**)
- To make up sentences (**1.3: Presentational Communication**)

Resource(s)**DAS RAD March 2015, page 13****DAS RAD audio 2 2014/15, track 4****Starter**

To begin with, ask students to list popular Days of Action (*Aktionstage*). Nowadays, almost every day of the week is an *Aktionstag* – some are just happening in a particular country, but many are now global. Should students know the names of Days of Action only in their own language, write the German versions on the board: *Weltfriedenstag*, *Internationaler Männertag*, *Weltgesichtentag*, *Internationaler Gesundheitstag*, etc. Ask several students to read the list out aloud.

Main activity

- ❶ Read the introduction with your class. What would *Earth Hour* be in German? (*Erdstunde* or – better – *Stunde der Erde*.) Have students heard about this particular movement (to switch off electricity for one hour)? What do they think of it? Would they join in?
- ❷ Before reading the rest of the page, ask your class to say *umweltfreundlich* out aloud. *Was heißt das – umweltfreundlich?* (*Etwas ist gut für die Umwelt*). *Was ist das Gegenteil von umweltfreundlich?* If students don't know the opposite, write *umweltfeindlich* on the board.
- ❸ Ask your students to look at the three illustrations showing examples of *umweltfreundlich*. Volunteers then read out sentences in the pattern of the example given. Ask questions relating to each picture: *Welche Stadt ist in unserem Land umweltfreundlich? Welche Energien sind nicht umweltfreundlich? (Kohle, Gas, Erdöl). Welches Transportmittel ist am umweltfreundlichsten? (das Fahrrad) etc.*

- ❹ Students know do the Quiz, then find more environmentally friendly actions/measures.

Extension

If you have access to DAS RAD Audio, play track 4 (*Natur*). Do your students enjoy nature? If yes, what activities do they like out there? If they don't enjoy outside activities, why not? Compile a list of nature activities, and maybe measures to protect nature (compile the list in your own language first, then write the German translation next to the relevant term). For homework: Describe your 'Earth Hour'. What do you do for one hour, when the lights are off? Advanced: describe a day without your smartphone.

Culture box**Germany's greenest city: Stuttgart**

Stuttgart, the capital of the *Bundesland* Baden-Württemberg, is surrounded by beautiful forests and vineyards. But the label *grünste Stadt Deutschlands* comes from within the city, which has the largest area of green spaces in the country. A connected parkland including lakes, creeks, playing fields and meadows (called *das Grüne U*) is open to everyone, and people are able to walk from downtown Stuttgart for about 5 miles right out into the country. This parkland is bigger than the Englischer Garten in Munich and Central Park in New York. Most citizens live within walking distance from their green oasis. But their means of transport is less 'green' – many people still like to drive in their cars to the park, instead of using public transport or the bicycle.

Writer/Editor: Ursula Runde **Layout:** David Dutch

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