



DAS RAD

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With National Standards for Foreign Languages

Editor's Letter

Dear teachers,

Welcome to 2016, and we wish you and your students all the best for the New Year – and lots of fun with *Das Rad*. Again, we've put together a variety of interesting articles, news items, quizzes and pictures. The subject of our main Teaching Unit is seasonal – we called it

Winter-Aktivitäten

After the Christmas and New Year festivities (which often go hand in hand with too much food and too little exercise) it's time to get moving again. The cold season has started, and many areas will be covered in ice and snow – ideal for winter sports. In Lesson Plan 1 we introduce a young female ski jumper. Practice more winter sports vocabulary in class, plus terms for occupations (*Berufe*) in our new Language Lab Learning Unit.

Karneval is another winter activity, but quite a different one. In Germany, people celebrate carnival in February, with *Rosenmontag* ('Rose Monday') as highlight. Students can read all about it on pages 12 and 13 of *Das Rad* (see Lesson Plan 2).

The Video is also about *Karneval*, or *Fastnacht*, as it is called in southern parts of Germany. Young Pierre would love to go to the annual *Fastnachtsparade*, but how does he get there? (Lesson Plan 3)

Was ist die Berlinale? The famous German film festival is the topic of our Teaching Plan. Students also meet some up-and-coming German movie stars, and get a chance to practice personal details.

Further topics: Apartment 4a from the US TV series 'The Big Bang Theory', the glamorous Vienna Opera Ball, a young Austrian tennis player, news items, and two pages of language activities. And there's of course our video, plus audio tracks and the new Language Lab Learning Unit.

With such variety, your students should have no problem with their *Winter-Aktivitäten!*

Elisabeth Wiedner

Editor of *Das Rad*

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Go to our website to find these extra resources:

 **5 audio tracks** related to *Das Rad* 3 – as mp3 or as CD, with a listening exercises booklet

 **A Language Lab Learning Unit** with comprehension activities and automated marking

 Our **Video** *Fastnacht* with transcript and exercises

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



Pages 10–11 Lesson Plan 1

Skispringen als Beruf

Objectives

- To learn and practice winter sports vocabulary (**1.1: Interpersonal Communication**)
- To learn and practice occupations in German (**1.3: Presentational Communication**)
- To practice reading comprehension (**1.2: Interpretive Communication**)

Resource(s)

Das Rad January – February 2016, pages 10 + 11
de.maryglasgow.com/language/lab
Audio: mg-plus.net/DR15audio13

Starter

Collect winter sports on the board with your class: *Skifahren, Rodeln, Eislaufen, Snowboarden, Eishockey spielen*, etc. Add *Skispringen*, should students not come up with the term themselves. Next, practice **Vorbereiten**: *Wie findest du Wintersport? (Ich finde Wintersport super/blöd/langweilig). Machst du Wintersport? (Ja, ich fahre Ski. Nein, ich mache keinen Wintersport, etc.)*

Main Activity

- 1 Now proceed to the magazine, reading the title (and the line below) with your class. Ask students to translate *Traum-Beruf* into their own language. Next, ask them: *Ist Skispringen ein Beruf für alle? (Nein, nur für Sportler). – Ja, für Carina Vogt zum Beispiel.*
- 2 After reading the introduction on page 10 with the class, ask comprehension questions: *Wie alt ist Carina? Was ist ihr Sport? Hat sie Gold bei Olympia gewonnen?* Next, ask several volunteers to read out the text loud.
- 3 Should your class be more advanced, students could prepare the interview with Carina themselves (or with a partner), otherwise go through it with them, sentence by sentence. Volunteers (in pairs) read the interview out loud. Correct their pronunciation. Ask the class to do **Verstehen** to check text comprehension.
- 4 Now you could ask: *Carina hat zwei Berufe. Welche? (Skispringerin und Polizistin).* Write these two words on the board, underlining *in*, and explain that this ending indicates the female sex for occupations. What are the male terms? (*Skispringer und Polizist*).

Extension

For homework: students do the online activities in the Language Lab Unit (either all of them, or only 1 – 3, depending on their level). Should you have access to *Das Rad* Audio, play track 13 (about *Traumberufe*.) Ask students about their own dream jobs. Are they the same as the ones on the German teens' list? (see **Üben**).

Pages 12–13 Lesson Plan 2

Einmal im Jahr ist Karneval

Objectives

- To learn about a major German event (**2.1: Perspectives of Culture**)
- To revise and practice colors (**1.1: Interpersonal Communication**)
- To recognize and understand word categories (**1.2: Interpretive Communication**)

Resource(s)

Das Rad January – February 2016, pages 12 + 13
Audio: mg-plus.net/DR15audio14

Starter

Show visuals of *Mainzer Karneval* in class (accompanied by carnival music) or play a YouTube video. Ask students to describe what they see, aiming for *Kostüm(e), Parade (or Umzug), Konfetti*. Students might already know the term *Karneval*. Tell them: *In Mainz heißt der Karneval die Fastnacht* (write it down). Point out the location of Mainz on a large map or on an Interactive Whiteboard. Additional material about Mainz can be found on *Das Rad* Audio 14.

Main Activity

- 1 Read and work on the text on page 12 with your class. If the standard is advanced, students ask and answer their own comprehension questions. Make sure students understand the article, before they tackle **Verstehen**, writing down sentences with nouns or verbs.
- 2 Use the photo on top of page 12 to revise colors: *weiß, schwarz, rot, orange, blau, rot, bunt*, etc. Ask your students to practice the colors using objects and pieces of clothing.
- 3 Now move on to page 13. First, use a large map to revise the names of the German federal states. Next, students make up *Lese-Beispiele* with different states and/or cities (see visual 1, map): *In Bayern/München feiern die Deutschen Fastnacht*, etc.
- 4 Ask your students to have a look at the second picture (ein *Muss* im Karneval) and ask them: *Was ist für dich ein *Muss* im Karneval?* Students could answer: *Für mich ist Musik/Tanzen/schulfrei ein *Muss* im Karneval*, etc.

Extension

Ask volunteers to come to the front, miming a carnival activity. Ask the others: *Was macht er/sie? (Er/Sie singt/tanz. Er/Sie isst einen Berliner/Süßigkeiten, etc.)*. For homework: *Male dein Traum-Karnevalskostüm*. Display the best costume designs in the classroom. Advanced activity: write a short piece on the topic *Ich feiere Mainzer Fastnacht*.

Page 14 Lesson Plan 3

Video: Fastnacht

Objectives

- To learn about a German event (**2.1: Perspectives of Culture**)
- To practice listening and reading comprehension (**1.2: Interpretive Communication**)
- To revise and practice public transport and the clock (**1.1: Interpersonal Communication**)

Resource(s)

Das Rad January – February 2016, page 14
Video: Fastnacht (mg-plus.net/DR15video3)

Starter

Building on Lesson Plan 2, revise *Karneval* terms with your class: *der Karneval, der Fasching, die Fastnacht, das Kostüm, die Parade, Karneval feiern*, etc. Then ask: *Wie heißt der Karneval in Süddeutschland? (Er heißt Fasching oder Fastnacht)*. Tell your students: *Wir sehen jetzt ein Video über Fastnacht* and hand out transcripts of the video dialog.

Main Activity

- 1 Students read the transcript without watching the video. Explain all unknown vocabulary, then ask volunteers (2 partners) to read the dialog out loud. Do students notice that it is a telephone conversation?

- 2 Now play the beginning of the video (till the cellphone rings). Ask: *Was macht Pierre? (Er zieht ein Kostüm an). – Ja, er will zur Fastnachts-Parade. Wie sieht das Kostüm aus? (Es ist rot und schwarz. Die Maske hat eine lange Nase, etc.)*. Add: *Ja, und es hat Schellen, drawing bells on the board.*

- 3 Continue with the video (till Pierre leaves his room). Students follow the transcript, underlining all public transport terms (*Straßenbahn, Bus*) and clock times. Then play the last part of the video (the parade), followed by comprehension questions: *Wann fährt der Bus? (Um 12 Uhr 20.) Nimmt Pierre die Straßenbahn? (Nein, sie fährt nicht. Er nimmt den Bus, etc.)*

- 4 Ask volunteers to re-enact the video (in carnival costumes, if possible).

Extension

For further comprehension students do **Spiel 1** in the magazine (matching questions and answers). Ask them at which time of the day the video action takes place (*mittags*). Next, ask your students to replace *Mittagszeiten* by *Morgen- and Abendzeiten* (using the 24-hour system): *Es ist 10 Uhr 30 (morgens). Es ist 19 Uhr 50 (abends)*, etc. Advanced homework: write a video summary, *Pierre will zur Fastnachts-Parade*.

Basic Vocabulary: Winter-Aktivitäten

This is a list of 30 words and phrases on the topic *Winter-Aktivitäten*. Photocopy the table and ask your students to translate the terms.

Auf Deutsch	Übersetzung	Auf Deutsch	Übersetzung
der Wintersport		das Kostüm	
Ich mache Wintersport.		der Pirat/die Piratin	
Ich finde Wintersport gut/nicht gut.		der Polizist/die Polizistin	
Skifahren: Ich fahre Ski.		ein Kostüm tragen	
Rodeln		Wir gehen zur Parade.	
Eislaufen		Wir werfen Konfetti.	
Skispringen		Wir singen und tanzen.	
der Traumberuf		Wir essen Süßigkeiten.	
hart trainieren		den Bus nehmen	
Ich bin Skispringer/in.		Die Straßenbahn fährt nicht.	
der Karneval		Die Parade startet um 13 Uhr.	
der Fasching/die Fastnacht		einen Berliner essen	
der Rosenmontag		Kommst du zum Karneval?	
Karneval feiern		Ich habe ein/kein Kostüm.	
Karneval/Fastnacht ist im Februar.		Ich finde Karneval super/blöd.	



Pages 6–7 Teaching Plan

Filmstars und Festivals

Objectives

- To learn about culture in Berlin (**4.2: Cultural Comparisons**)
- To practice personal details (**1.1: Interpersonal Communication**)
- To describe how people look (**1.3: Presentational Communication**)

Resource(s)

Das Rad January – February 2016, pages 6 + 7
Audio: mg-plus.net/DR15audio12

Starter

Writing *die Berlinale* on the board, ask students to associate. They will probably guess that the term is connected to the German capital Berlin. Now you say: *Ja, und bei dem Event sieht man Film-Stars auf dem roten Teppich* (write it down). Show visuals or a video of the *Berlinale*. Students will probably come up with the word *Film-Festival* themselves, as it is an international term.

Main Activity

- 1 Should you have access to *Das Rad* Audio, play track 12 (interview with *Berlinale* fans). Ask questions about the last interview: *Warum geht Ruth zur Berlinale?* (*Sie will Stars sehen*). Now you say: *Wir treffen jetzt drei junge deutsche Filmstars*, moving on to the magazine.
- 2 Read the introduction with your class. Then ask your students to work in pairs, reading the profiles of the *Shooting-Stars*. Ask them to combine the personal details to sentences: *Jannis Niewöhner ist der Shooting-Star von 2015. Er wohnt in Berlin, hat braune Haare und blaue Augen. Seine Hobbys sind Tennis und Rollhockey*, etc.
- 3 When students have completed **Üben** and **Verstehen**, ask them to write a *Steckbrief* about themselves, maybe adding some details (favorite school subject, names of brothers and sisters, etc.). They exchange their notes, without names on them. One by one, students read their paper out loud, and the others take a guess on who's who.

Extension

For homework: write a profile of your favorite movie star (see **Weiterarbeiten**). For advanced students design a proper poster about your star, with photos and film titles. Or: research a film festival in your own country, summarizing the essential points.



Culture box

The Berlinale

The annual international film festival of Berlin is called *Berlinale*. The event is seen as one of the highlights of the festival calendar, similar to Cannes, Venice, or Locarno. The first *Berlinale* happened in 1951, and for a long period took place in the summer, but was moved to February in 1978. Oscar Mattay, an American officer and member of the US section of West Berlin's military government after World War 2, was the founder of the festival. Berlin was a divided city, its western part surrounded by East German territory. The Western Powers wanted to turn West Berlin into a 'Window of the Free World', establishing glamorous cultural events.

The *Berlinale* soon attracted international stars and filmmakers. At first, audiences decided which films would win the main awards (the Golden Bear and the Silver Bear), but in the 1970s a jury of film experts took over. Today, the *Berlinale* is not only famous as a glamor event, but is regarded as an important platform for the art of filmmaking.

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