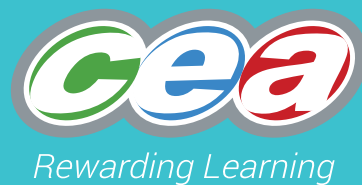


GCSE



CCEA GCSE Specification in German

Version 2: 6 November 2018

For first teaching from September 2017
For first assessment in Summer 2018
For first award in Summer 2019 Subject
Code: 5670



Contents

1	Introduction	3
1.1	Aims	4
1.2	Key features	4
1.3	Prior attainment	4
1.4	Classification codes and subject combinations	5
2	Specification at a Glance	6
3	Subject Content	8
3.1	Contexts for Learning	9
3.2	Unit 1: Listening	11
3.3	Unit 2: Speaking	12
3.4	Unit 3: Reading	13
3.5	Unit 4: Writing	14
4	Scheme of Assessment	15
4.1	Assessment opportunities	15
4.2	Assessment objectives	15
4.3	Assessment objective weightings	15
4.4	Reporting and grading	16
5	Grade Descriptions	17
6	Guidance on Assessment	19
6.1	Unit 1: Listening (AO1)	19
6.2	Unit 2: Speaking (AO2)	19
6.3	Unit 3: Reading (AO3)	23
6.4	Unit 4: Writing (AO4)	24
7	Curriculum Objectives	25
7.1	Cross-Curricular Skills at Key Stage 4	25
7.2	Thinking Skills and Personal Capabilities at Key Stage 4	26
8	Links and Support	28
8.1	Support	28
8.2	Examination entries	28
8.3	Equality and inclusion	28
8.4	Contact details	29

Appendix 1	30
Glossary of Terms for Controlled Assessment Regulations	
Appendix 2	32
Glossary of Terms for Examination Rubrics	
Appendix 3	37
Unit 2: Speaking – Sample Questions for Conversation Topics 1 and 2	
Appendix 4	43
German Grammar and Structures	
Appendix 5	49
German Core Minimum Vocabulary List	

Subject Code	5670
QAN	603/1065/0
A CCEA Publication © 2017	

1 Introduction

This specification sets out the content and assessment details for our GCSE course in German. We have designed this specification to meet the requirements of:

- Northern Ireland GCSE Design Principles; and
- Northern Ireland GCE and GCSE Qualifications Criteria.

First teaching is from September 2017. We will make the first award based on this specification in Summer 2019.

This specification is a unitised course. The guided learning hours, as for all our GCSEs, are 120 hours.

The specification supports the aim of the Northern Ireland Curriculum to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives, as well as its objectives:

- to develop the young person as an individual;
- to develop the young person as a contributor to society; and
- to develop the young person as a contributor to the economy and environment.

If there are any major changes to this specification, we will notify centres in writing. The online version of the specification will always be the most up to date; to view and download this please go to www.ccea.org.uk

1.1 Aims

This specification aims to encourage students to:

- derive enjoyment and benefit from language learning and be inspired by following a broad, coherent and worthwhile course of study;
- recognise that their linguistic knowledge, understanding and skills provide them with a suitable basis for further learning opportunities and opportunities for career progression;
- develop knowledge of and an enthusiasm for language learning skills by providing opportunities for the practical use of German;
- develop the confidence to communicate effectively in German;
- develop the ability to work independently and with others;
- develop an understanding of German in a variety of contexts;
- develop awareness and understanding of German-speaking countries and communities; and
- take their place as citizens in a multilingual, global society.

1.2 Key features

The following are important features of this specification.

- It offers opportunities to build on the skills and capabilities developed through the delivery of the Northern Ireland Curriculum at Key Stage 3.
- It is a unitised specification. This means that students have the opportunity to take different units at different times. Students must complete at least 40 percent of the qualification in the year they wish to have the qualification awarded.
- It supports progression to AS and A level study, further or higher education, vocational training and employment.
- There is a flexible pattern of entry (Foundation and Higher Tiers) for the reading, listening and writing papers.
- We provide a range of practical support and resource materials for teachers and students. For details of existing and planned materials, see Section 8.

1.3 Prior attainment

Students do not need to have reached a particular level of attainment before beginning to study this specification. However, the specification is designed to promote continuity, coherence and progression within the study of the language. The specification builds on the knowledge, understanding and skills developed within the Northern Ireland Curriculum at Key Stage 3.

1.4 Classification codes and subject combinations

Every specification has a national classification code that indicates its subject area. The classification code for this qualification is 5670.

Please note that if a student takes two qualifications with the same classification code, schools, colleges and universities that they apply to may take the view that they have achieved only one of the two GCSEs. The same may occur with any two GCSE qualifications that have a significant overlap in content, even if the classification codes are different. Because of this, students who have any doubts about their subject combinations should check with the schools, colleges and universities that they would like to attend before beginning their studies.

2 Specification at a Glance

The table below summarises the structure of this GCSE course.

Content	Assessment	Weightings	Availability
Unit 1: Listening	<p>External written examination with stimulus material in German</p> <p>There are two tiers of entry:</p> <ul style="list-style-type: none"> • Foundation (35 mins approx.); and • Higher (45 mins approx.). <p>Students answer 12 questions. Four of these are the same in both tiers. Responses include:</p> <ul style="list-style-type: none"> • selection; • gap-filling; • answering questions in English; and • answering questions in German. 	25%	Summer from 2019
Unit 2: Speaking	<p>One teacher-conducted and externally marked speaking examination</p> <p>There is one tier of entry. The test lasts 7–12 minutes, plus 10 minutes of supervised preparation time.</p> <p>Each test includes:</p> <ul style="list-style-type: none"> • two role-plays, both from the same Context for Learning; and • a general conversation on two topics, one from each of the other two Contexts for Learning. <p>Each role-play lasts up to 2 minutes and each conversation topic takes up to 4 minutes.</p> <p>Students prepare the first conversation topic in advance from the Context for Learning that we prescribe.</p> <p>Teachers must record and authenticate all evidence and submit it to us for marking.</p>	25%	Summer from 2019

Content	Assessment	Weightings	Availability
Unit 3: Reading	<p>External written examination with stimulus material in German</p> <p>There are two tiers of entry:</p> <ul style="list-style-type: none"> • Foundation (50 mins); and • Higher (1 hour). <p>Students answer 12 questions. Four of these are the same in both tiers. Responses include:</p> <ul style="list-style-type: none"> • selection; • gap-filling; • answering questions in English; • answering questions in German; and • translating short sentences from German into English. 	25%	Summer from 2018
Unit 4: Writing	<p>External written examination</p> <p>There are two tiers of entry:</p> <ul style="list-style-type: none"> • Foundation (1 hour); and • Higher (1 hour 15 mins). <p>Students answer four questions. One of these is the same in both tiers. Responses include:</p> <ul style="list-style-type: none"> • a listing and short phrase task in German (Foundation Tier only); • short phrase/sentence responses in German (both tiers); • short responses in German to one or more pieces of text (Higher Tier only); • translation of short sentences from English into German (both tiers); and • one structured, extended writing task in German from a choice of three (both tiers). 	25%	Summer from 2018

Students must take at least 40 percent of the assessment (based on unit weightings) at the end of the course as terminal assessment.

3 Subject Content

Students develop their knowledge and understanding by studying three Contexts for Learning:

- Context for Learning 1: Identity, Lifestyle and Culture;
- Context for Learning 2: Local, National, International and Global Areas of Interest; and
- Context for Learning 3: School Life, Studies and the World of Work.

They use German across the range of contexts to:

- understand and respond to different types of spoken language (Listening);
- communicate and interact effectively in speech (Speaking);
- understand and respond to different types of written language (Reading); and
- communicate in writing (Writing).

This section sets out the content (Section 3.1) and the learning outcomes (Sections 3.2–3.5) that apply to the Contexts for Learning. See Appendices 2 and 4 for grammar, structures and vocabulary.

Foundation Tier students should be able to complete tasks within the limits of the structures and vocabulary specified in Appendices 2 and 4. Tasks mainly come from predictable contexts and mainly use familiar language; however, students can expect to encounter some unfamiliar vocabulary in familiar contexts.

Higher Tier students are required to complete tasks within the limits of the structures specified in Appendix 4 in a more developed and accurate manner, using more varied and complex language. They should be able to deal with unfamiliar language.

3.1 Contexts for Learning

3.1.1 Context for Learning 1: Identity, Lifestyle and Culture

Students should be able to investigate, understand, describe, discuss and give opinions in relation to the topics presented in the table below.

Content	Elaboration of Content
Students' lives, families, homes and interests, and those of others in German-speaking countries/ communities	<ul style="list-style-type: none"> • Myself, my family, relationships and choices (for example family and friends) • Social media and new technology (for example online communications, computers, tablets and smartphones) • Free time, leisure and daily routine (for example sports, hobbies, cinema, TV, music, dance, fashion, eating out, shopping, at home, at school and at the weekend) • Culture, customs, festivals and celebrations (for example Easter, Christmas, birthdays, cultural activities and events, national holidays, celebrations and cuisine)

3.1.2 Context for Learning 2: Local, National, International and Global Areas of Interest

Students should be able to investigate, understand, describe, discuss and give opinions in relation to the topics presented in the table below.

Content	Elaboration of Content
Students' lifestyles and attitudes to environmental, social and global issues, and those of others in German-speaking countries/ communities	<ul style="list-style-type: none"> • My local area and the wider environment (for example home, neighbourhood, town or city, places to visit, region and country) • Community involvement (for example charity and voluntary work) • Social and global issues (for example health, lifestyle, anti-social behaviour, caring for others and caring for the environment) • Travel and tourism (for example holidays, destinations, transport, tourist information, weather, directions, accommodation, activities, shopping and eating out)

3.1.3 Context for Learning 3: School Life, Studies and the World of Work

Students should be able to investigate, understand, describe, discuss and give opinions in relation to the topics presented in the table below.

Content	Elaboration of Content
<p>Education and employment issues in students' own country or community and in German-speaking countries/communities</p>	<ul style="list-style-type: none"> • My studies and school life (for example school subjects, uniform, timetable, rules and regulations) • Extra-curricular activities (for example clubs, societies, events, trips and visits) • Part-time jobs and money management (for example evening work, weekend work and work experience) <p>Future plans and career (for example post-16 education, further studies, employment, aspirations and choices)</p>

3.2 Unit 1: Listening

The following learning outcomes apply to each of the three Contexts for Learning (see Section 3.1).

Learning Outcomes

Students should be able to:

- demonstrate understanding of different types of spoken language;
- follow and understand clear speech that uses familiar language;
- identify the overall message, key points, details and opinions in a variety of spoken passages;
- deduce meaning from a variety of spoken texts; and
- recognise and respond to key information, important themes and ideas in extended spoken text (including authentic sources, which may be adapted as appropriate) by answering questions, extracting information, evaluating and drawing conclusions.

3.3 Unit 2: Speaking

The following learning outcomes apply to each of the three Contexts for Learning (see Section 3.1).

Learning Outcomes

Students should be able to:

- communicate and interact effectively in speech for a variety of purposes;
- take part in short conversations, asking and answering questions, exchanging opinions and producing extended sequences of speech;
- speak spontaneously, responding to questions, points of view or situations and sustaining communication, as appropriate;
- express information and narrate events coherently and confidently, using and adapting language for new purposes;
- make appropriate and accurate use of a variety of vocabulary and grammatical structures;
- make creative use of the language, as appropriate, to express and justify their own thoughts and points of view; and
- use accurate pronunciation and intonation that would be understood by a native speaker.

3.4 Unit 3: Reading

The following learning outcomes apply to each of the three Contexts for Learning (see Section 3.1).

Learning Outcomes

Students should be able to:

- understand and respond to different types of written language;
- demonstrate understanding of details within texts using high frequency familiar language;
- identify the overall message, key points, details and opinions in a variety of written passages;
- deduce meaning from a variety of written texts (from a range of specified contexts including short narratives, authentic material and unfamiliar material);
- recognise and respond to key information, important themes and ideas in extended written text and authentic sources;
- demonstrate understanding by scanning for particular information, organising and presenting relevant details, drawing conclusions in context and recognising implicit meaning where appropriate; and
- translate sentences from German into English.

3.5 Unit 4: Writing

The following learning outcomes apply to each of the three Contexts for Learning (see Section 3.1).

Learning Outcomes

Students should be able to:

- communicate in writing for a variety of purposes;
- write words, phrases and short texts, using lists and simple sentences in familiar language to convey meaning and exchange information;
- translate sentences from English into German to convey key messages accurately and to apply knowledge of language and grammatical structures in context;
- produce clear and coherent extended text to present facts and express ideas and opinions for different purposes and in different settings;
- make accurate use of a variety of vocabulary and grammatical structures;
- manipulate the language, using and adapting a variety of structures and vocabulary with accuracy and fluency for new purposes (including using appropriate style and register); and
- make independent and creative use of the language to identify key points, express and justify their thoughts and points of view.

4 Scheme of Assessment

4.1 Assessment opportunities

For the availability of examinations and assessment, see Section 2.

This is a unitised specification; candidates must complete at least 40 percent of the overall assessment requirements at the end of the course, in the examination series in which they request a final subject grade. This is the terminal rule.

Candidates may resit individual assessment units once before cash-in. The better of the two results will count towards their final GCSE grade unless a unit is required to meet the 40 percent terminal rule. If it is, the more recent mark will count (whether or not it is the better result). Results for individual assessment units remain available to count towards a GCSE qualification until we withdraw the specification.

4.2 Assessment objectives

There are four assessment objectives for this specification. Candidates must:

- AO1** understand and respond to different types of spoken language;
- AO2** communicate and interact effectively in speech;
- AO3** understand and respond to different types of written language; and
- AO4** communicate in writing.

4.3 Assessment objective weightings

The table below sets out the assessment objective weightings for each assessment component and the overall GCSE qualification.

Assessment Objective	Unit Weighting (%)				Overall Weighting (%)
	External Assessment				
	Unit 1	Unit 2	Unit 3	Unit 4	
AO1	25				25
AO2		25			25
AO3			25		25
AO4				25	25
Total Weighting	25	25	25	25	100

4.4 Reporting and grading

We report the results of individual assessment units on a uniform mark scale that reflects the assessment weighting of each unit. We determine the grades awarded by aggregating the uniform marks that candidates obtain in individual assessment units.

We award GCSE qualifications on a grade scale from A* to G, with A* being the highest. The nine grades available are as follows:

Grade	A*	A	B	C*	C	D	E	F	G
--------------	----	---	---	----	---	---	---	---	---

If candidates fail to attain a grade G or above, we report their result as unclassified (U).

5 Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content. The grade awarded depends in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of candidates' performance in the assessment may be balanced by better performances in others.

Grade	Description
A	<p>Candidates show understanding of a range of spoken language that contains a wide variety of structures and more complex language. The spoken material relates to a range of contexts including past and future events, as appropriate. Candidates can identify main points, details and points of view and draw conclusions.</p> <p>They initiate and develop conversations and discussions, present information and narrate events. They express and explain ideas and justify points of view, and they produce extended sequences of speech using a variety of vocabulary, structures and verb tenses, as appropriate. They speak confidently, with high level pronunciation, intonation and fluency. The message is very clear although there may be some errors, especially when they use more complex structures.</p> <p>They show very good understanding of written texts that contain a variety of structures and relate to a range of contexts. They understand some unfamiliar language and extract meaning from more complex language. They can identify main points, extract details, recognise points of view, attitudes and emotions and draw conclusions from written texts.</p> <p>Candidates write for different purposes and within a range of contexts about real or imaginary subjects. They express and explain ideas and justify points of view. They use a variety of vocabulary, structures and verb tenses, as appropriate. Their spelling and grammar are accurate. The message is very clear although there may be a few errors, especially when they write more complex sentences.</p>

Grade	Description
C	<p>Candidates show understanding of different types of spoken language that contain a variety of structures. The spoken material relates to a range of contexts and may relate to past and future events, as appropriate. Candidates can identify main points, details and opinions.</p> <p>They take part in straightforward conversations and discussions and present information. They express ideas and points of view, and they produce sequences of speech using some variety of vocabulary, structures and verb tenses, as appropriate. They speak with some confidence and with good pronunciation, intonation and fluency. They convey a clear message although there may be some errors.</p> <p>They show good understanding of a variety of written texts relating to a range of contexts. They may understand some unfamiliar language and extract meaning from some complex language. They can identify main points, extract details and recognise opinions.</p> <p>Candidates write, with some sense of purpose, for different contexts that may be real or imaginary. They communicate information and express points of view. They use some variety of vocabulary, structures and verb tenses, as appropriate. The style is straightforward. Their spelling and grammar are generally accurate. The message is clear although there may be some errors, especially when they attempt more complex sentences.</p>
F	<p>Candidates show some understanding of different types of simple spoken language. The spoken material relates to a range of familiar contexts. Candidates can identify main points and extract some details.</p> <p>They take part in basic conversations and present basic information. They can express their ideas and may offer some opinions. They use a limited range of language. Their pronunciation is understandable. The main points are generally conveyed although there are frequent errors.</p> <p>They show some limited understanding of a variety of written texts relating to familiar contexts. They can identify some main points and some details.</p> <p>Candidates write short texts that relate to familiar contexts. They can express ideas and some basic opinions. They use basic sentences. Their spelling and grammar have limited accuracy. The main points of the message are generally conveyed although there may be frequent errors.</p>

6 Guidance on Assessment

6.1 Unit 1: Listening (AO1)

Weighting: 25%

Marks available: 60 marks (42 for Section A and 18 for Section B)

Timing: Foundation Tier – 35 minutes approx. (including 5 minutes for reading)
Higher Tier – 45 minutes approx. (including 5 minutes for reading)

Listening is assessed by examination paper. The paper comprises a variety of stimulus material in German recorded by fluent speakers. Candidates have 5 minutes to read through the paper before the questions start. They hear each stimulus item twice. Writing time is built into the recording, so the teacher must not stop or pause it between items.

At Foundation Tier, stimulus items may take the form of short announcements, messages and dialogues from a range of contexts. Candidates' responses may require selection, gap-filling, answers in English and answers in German. Stimulus items refer to past, present and future events, and they include some unfamiliar language. Candidates need to identify main points and extract details and points of view.

At Higher Tier, stimulus items may take the form of dialogues and narratives of various types from a range of contexts. Candidates' responses may require selection, gap-filling, answers in English and answers in German. Stimulus items refer to past, present and future events, and they include some unfamiliar language. Candidates should be able to understand gist, identify main points and details, recognise points of view, attitudes and emotions, and draw conclusions.

Four of the twelve questions are common to both Foundation and Higher Tier.

We mark the listening examination.

6.2 Unit 2: Speaking (AO2)

Weighting: 25%

Marks available: 60 marks

Timing: 7–12 minutes (plus preparation time)

The teacher conducts and records the speaking examination under controlled conditions, and we mark it. Candidates must respond and converse in German. The examination comprises two role-plays and one general conversation on two topics, and it covers all three Contexts for Learning (see Section 3.1). Candidates prepare Conversation Topic 1 in advance, during normal class time.

Appendix 3 provides suggested questions for Conversation Topics 1 and 2.

Please note that the following three elements of the speaking examination must each come from a different Context for Learning:

- **Two role-plays**

Candidates will be able to choose between two sets of role-plays – one set from each of the two Contexts for Learning not covered by Conversation Topic 1. Each set includes two role-plays.

- **Conversation Topic 1**

We set this in September, so it is the same for all candidates each year.

- **Conversation Topic 2**

Teachers need to ensure that this comes from whichever Context for Learning a candidate does **not** choose for their role-plays and is **not** from the CCEA pre-released Context for Learning.

6.2.1 Task setting

The level of control for task setting is high.

Each September we set and pre-release the Conversation Topic 1 title in advance of the following Summer series. The title is based on the Elaboration of Content in one of the three Contexts for Learning. See our German microsite at www.ccea.org.uk for details. We also provide centres with a Teacher Booklet for the speaking examination each year.

6.2.2 Task taking

(a) Supervised preparation session for Conversation Topic 1

The level of control for this part is medium.

Candidates have 1 hour to prepare for this part of the examination under controlled conditions, supervised by the teacher, using the Candidate Preparation Sheet (available on our German microsite).

Centres must:

- download the Conversation Topic 1 information from our German microsite in September;
- provide candidates with the Candidate Preparation Sheet, also available on the microsite; and
- during normal class teaching time and at a time appropriate to the centre, provide their candidates with a **1 hour** block of time in which to research the set conversation topic title and complete their Candidate Preparation Sheet.

During the 1 hour controlled preparation session, candidates can work as individuals or in pairs or groups. They can have access to GCSE textbooks, study guides, classwork or homework books and the CCEA German Core Minimum Vocabulary List (see **Appendix 5**), but they **must not** have access to a dictionary.

Candidates must use only the Candidate Preparation Sheet to record their notes. These must outline their response in no more than 40 words, including only

recognisable single words, short phrases and/or short sentences (up to six words per sentence). They must not include images, diagrams, graphics or pictures.

Teachers can give guidance but **must not** correct the candidates' written preparation completed during the session.

At the end of the 1 hour session, candidates must sign their Candidate Preparation Sheet to authenticate their work. They must then hand the sheet back to the teacher until the start of the Conversation Topic 1 element of their speaking examination.

The teacher must also sign to authenticate the Candidate Preparation Sheet, then store it securely and confidentially until the day of the speaking examination.

(b) Role-play preparation

The level of control for this part is high.

Just before their speaking examination, candidates have **10 minutes** to prepare two role-play responses from the same Context for Learning. Centres must provide a suitable preparation room, with each candidate individually supervised and in direct sight of the supervisor at all times. There must be no interaction between candidates.

At the beginning of the preparation session, the teacher must present **two** sets of role-play cards face down (so that the scenarios are unseen): one set from each of the Contexts for Learning not covered by Conversation Topic 1. The candidate selects **one** set, and the teacher withdraws the other set.

Candidates then have 10 minutes to prepare their two role-play responses. They must write their notes on their Candidate Role-Play Response Sheet (available on our German microsite). They **must not** use any other sheets, resources or materials.

At the end of the 10 minutes, candidates move into the examination room and take their Candidate Role-Play Response Sheet with them.

(c) Teacher-conducted examination

The level of control for this part is high.

The teacher conducts the formal speaking examination and **must** record it using an MP3 player, Audacity or other similar device or software. The order of the examination, time allowed for candidates to respond and marks available are as follows:

- | | |
|--|----------|
| • Role-Play 1 (up to 2 minutes) | 10 marks |
| • Role-Play 2 (up to 2 minutes) | 10 marks |
| • Conversation Topic 1 (up to 4 minutes) | 20 marks |
| • Conversation Topic 2 (up to 4 minutes) | 20 marks |

For the role-plays:

- candidates can refer to their Candidate Role-Play Response Sheet;
- the teacher directs Role-Play 1 and Role-Play 2 using the Teacher Booklet; and
- the teacher then collects the Candidate Role-Play Response Sheet and stores it securely and confidentially until the end of the Enquiry About Results process.

For the conversation stage, the teacher:

- provides the candidate with their pre-prepared Candidate Preparation Sheet, ensuring they have access to no other materials at this time;
- conducts Conversation Topic 1 with the candidate;
- takes back the Candidate Preparation Sheet;
- conducts Conversation Topic 2 from the Context for Learning that has not yet been covered in the speaking examination; and
- stores the Candidate Preparation Sheet securely and confidentially until the end of the Enquiry About Results process.

6.2.3 Task marking

The level of control for task marking is high. Our examiners mark the task.

Teachers must record and authenticate all evidence and submit it to us by the set deadline.

The Candidate Preparation Sheet and Candidate Role-Play Response Sheet are not part of the formal assessment and will not be marked. However, centres must store both documents securely and confidentially until the end of the Enquiry About Results process.

See Appendix 1 for a glossary of controlled assessment terms. For more details, see the Joint Council for Qualifications document *Instructions for Conducting Controlled Assessments*, available at www.jcq.org.uk

For up-to-date information on plagiarism, or any kind of candidate malpractice, see *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* on the Joint Council for Qualifications website at www.jcq.org.uk

6.3 Unit 3: Reading (AO3)

Weighting: 25%

Marks available: 60 marks (36 for Section A and 24 for Section B)

Timing: Foundation Tier – 50 minutes
Higher Tier – 1 hour

Reading is assessed by examination paper. The paper comprises a variety of items of stimulus material in German, for example notices, announcements, advertisements, extracts from letters, magazines or newspaper articles and forms of imaginative writing. The paper may include some items from ICT-based sources such as email or the internet.

At Foundation Tier, candidates' responses may require selection, gap-filling, translation of short sentences from German into English, answers in English and answers in German. The stimulus material covers a range of topics referring to past, present and future events and may include some unfamiliar language. Candidates need to identify and extract details and points of view.

At Higher Tier, candidates' responses may require selection, gap-filling, translation of short sentences from German into English, answers in English and answers in German. The stimulus material covers a range of topics referring to past, present and future events and may include some unfamiliar language. Candidates should be able to understand gist, identify main points and details, recognise points of view, attitudes and emotions, and draw conclusions.

Four of the twelve questions are common to both Foundation and Higher Tier.

6.4 Unit 4: Writing (AO4)

Weighting: 25%

Marks available: 60 marks

Timing: Foundation Tier – 1 hour
Higher Tier – 1 hour 15 minutes

Writing is assessed by examination paper. Candidates must respond and write in German. The writing papers include a variety of stimulus material.

The Foundation Tier paper has four questions:

- Question 1 is a listing and short phrase task in German.
- Question 2 requires short phrase/sentence responses in German.*
- Question 3 is a short translation exercise from English into German.
- Question 4 is a structured, extended writing task in German. Candidates answer one question from a choice of three. Each question has five supporting bullet points.

The Higher Tier paper has four questions:

- Question 1 requires short phrase/sentence responses in German.*
- Question 2 requires short responses in German to one or more pieces of text.
- Question 3 is a short translation exercise from English into German.
- Question 4 is a structured, extended writing task in German. Candidates answer one question from a choice of three. Each question has five supporting bullet points.

**This question is common to both Foundation and Higher Tier.*

7 Curriculum Objectives

This specification builds on the learning experiences from Key Stage 3 as required for the statutory Northern Ireland Curriculum. It also offers opportunities for students to contribute to the aim and objectives of the Curriculum at Key Stage 4, and to continue to develop the Cross-Curricular Skills and the Thinking Skills and Personal Capabilities. The extent of the development of these skills and capabilities will be dependent on the teaching and learning methodology used.

7.1 Cross-Curricular Skills at Key Stage 4

Communication

Students should be able to:

- communicate meaning, feelings and viewpoints in a logical and coherent manner, *for example organise the structure and content of their written response to present ideas effectively;*
- make oral and written summaries, reports and presentations, taking account of audience and purpose, *for example convey complex information clearly, showing sensitivity to register to achieve effects;*
- participate in discussions, debates and interviews, *for example work as a pair or in a group and make valid contributions by asking relevant questions;*
- interpret, analyse and present information in oral, written and ICT formats, *for example use technology such as a PowerPoint presentation to communicate information in an original way; and*
- explore and respond, both imaginatively and critically, to a variety of texts, *for example evaluate information from different sources and draw conclusions.*

Using Mathematics

Students should be able to:

- use mathematical language and notation with confidence, *for example recognise patterns for numbers and understand mathematical data in the target language;*
- use mental computation to calculate, estimate and make predictions in a range of simulated and real-life contexts, *for example interpret diagrams and timetables;*
- select and apply mathematical concepts and problem-solving strategies in a range of simulated and real-life contexts, *for example obtain, process and interpret mathematical data to justify their conclusions;*
- interpret and analyse a wide range of mathematical data, *for example use statistical data from a range of sources to draw conclusions;*
- assess probability and risk in a range of simulated and real-life contexts, *for example analyse mathematical data to evaluate the consequences of risk-taking behaviour;* and
- present mathematical data in a variety of formats which take account of audience and purpose, *for example use appropriate mathematical language to communicate ideas effectively.*

Using ICT

Students should be able to make effective use of information and communications technology in a wide range of contexts to access, manage, select and present information, including mathematical information, *for example research a topic online and present the information using a PowerPoint presentation to create an impact.*

7.2 Thinking Skills and Personal Capabilities at Key Stage 4

Self-Management

Students should be able to:

- plan work, *for example select a learning strategy such as mind maps for revision;*
- set personal learning goals and targets to meet deadlines, *for example identify strengths and weaknesses and organise tasks according to priority;*
- monitor, review and evaluate their progress and improve their learning, *for example respond positively to feedback by prioritising a specific area for improvement;* and
- effectively manage their time, *for example focus on the task to complete their work on time.*

Working with Others

Students should be able to:

- learn with and from others through co-operation, *for example listen to others and value contributions from other groups;*
- participate in effective teams and accept responsibility for achieving collective goals, *for example contribute constructively in group activities by asking appropriate questions;* and
- listen actively to others and influence group thinking and decision-making, taking account of others' opinions, *for example explore differences in opinion to consider pros and cons and reach a conclusion.*

Problem Solving

Students should be able to:

- identify and analyse relationships and patterns, *for example recognise, compare and contrast information and data;*
- propose justified explanations, *for example present reasons and rationales;*
- reason, form opinions and justify their views, *for example give reasons for likes and dislikes or preferences;*
- analyse critically and assess evidence to understand how information or evidence can be used to serve different purposes or agendas, *for example use appropriate registers to convey information with a recognition of audience and purpose;*
- analyse and evaluate multiple perspectives, *for example consider and compare different points of view;*
- explore unfamiliar views without prejudice, *for example objectively take on board various viewpoints;*
- weigh up options and justify decisions, *for example compare alternatives, come to a personal conclusion and justify opinions;* and
- apply and evaluate a range of approaches to solve problems in familiar and novel contexts, *for example use a range of strategies to tackle and resolve problems in familiar and unfamiliar scenarios and situations.*

Although not referred to separately as a statutory requirement at Key Stage 4 in the Northern Ireland Curriculum, **Managing Information** and **Being Creative** may also remain relevant to learning.

8 Links and Support

8.1 Support

The following resources are available to support this specification:

- our German microsite at www.ccea.org.uk and
- specimen assessment materials.

We also intend to provide:

- past papers;
- mark schemes;
- Chief Examiner's reports;
- planning frameworks;
- resource materials;
- centre support visits;
- support days for teachers;
- guidance for teachers;
- guidance for candidates;
- a resource list; and
- exemplification of examination performance.

8.2 Examination entries

Entry codes for this subject and details on how to make entries are available on our Qualifications Administration Handbook microsite, which you can access at www.ccea.org.uk

Alternatively, you can telephone our Examination Entries, Results and Certification team using the contact details provided.

8.3 Equality and inclusion

We have considered the requirements of equality legislation in developing this specification and designed it to be as free as possible from ethnic, gender, religious, political and other forms of bias.

GCSE qualifications often require the assessment of a broad range of competences. This is because they are general qualifications that prepare students for a wide range of occupations and higher level courses.

During the development process, an external equality panel reviewed the specification to identify any potential barriers to equality and inclusion. Where appropriate, we have considered measures to support access and mitigate barriers.

We can make reasonable adjustments for students with disabilities to reduce barriers to accessing assessments. For this reason, very few students will have a complete barrier to any part of the assessment.

It is important to note that where access arrangements are permitted, they must not be used in any way that undermines the integrity of the assessment. You can find information on reasonable adjustments in the Joint Council for Qualifications document *Access Arrangements and Reasonable Adjustments*, available at www.jcq.org.uk

8.4 Contact details

If you have any queries about this specification, please contact the relevant CCEA staff member or department:

- Specification Support Officer: Joan Jennings
(telephone: (028) 9026 1200, extension 2552, email: jjennings@ccea.org.uk)
- Subject Officer with overall responsibility: Jayne FitzGerald
(telephone: (028) 9026 1200, extension 2255, email: jfitzgerald@ccea.org.uk)
- Subject Officer: Seán McNally
(telephone: (028) 9026 1200, extension 2325, email: smcnally@ccea.org.uk)
- Examination Entries, Results and Certification
(telephone: (028) 9026 1262, email: entriesandresults@ccea.org.uk)
- Examiner Recruitment
(telephone: (028) 9026 1243, email: appointments@ccea.org.uk)
- Distribution
(telephone: (028) 9026 1242, email: cceadistribution@ccea.org.uk)
- Support Events Administration
(telephone: (028) 9026 1401, email: events@ccea.org.uk)
- Moderation
(telephone: (028) 9026 1200, extension 2236, email: moderationteam@ccea.org.uk)
- Business Assurance (Complaints and Appeals)
(telephone: (028) 9026 1244, email: complaints@ccea.org.uk or appealsmanager@ccea.org.uk).

Appendix 1

Glossary of Terms for Controlled Assessment Regulations

Term	Definition
Component	<p>A discrete, assessable element within a controlled assessment/qualification that is not itself formally reported and for which the awarding organisation records the marks</p> <p>May contain one or more tasks</p>
Controlled assessment	A form of internal assessment where the control levels are set for each stage of the assessment process: task setting, task taking, and task marking
External assessment	A form of independent assessment in which question papers, assignments and tasks are set by the awarding organisation, taken under specified conditions (including detailed supervision and duration) and marked by the awarding organisation
Formal supervision (High level of control)	The candidate must be in direct sight of the supervisor at all times. Use of resources and interaction with other candidates is tightly prescribed.
Informal supervision (Medium level of control)	<p>Questions/Tasks are outlined, the use of resources is not tightly prescribed and assessable outcomes may be informed by group work.</p> <p>Supervision is confined to:</p> <ul style="list-style-type: none"> ensuring that the contributions of individual candidates are recorded accurately; and ensuring that plagiarism does not take place. <p>The supervisor may provide limited guidance to candidates.</p>
Limited supervision (Limited level of control)	Requirements are clearly specified, but some work may be completed without direct supervision and will not contribute directly to assessable outcomes.

Term	Definition
Mark scheme	<p>A scheme detailing how credit is to be awarded in relation to a particular unit, component or task</p> <p>Normally characterises acceptable answers or levels of response to questions/tasks or parts of questions/tasks and identifies the amount of credit each attracts</p> <p>May also include information about unacceptable answers</p>
Task	A discrete element of external or controlled assessment that may include examinations, assignments, practical activities and projects
Task marking	<p>Specifies the way in which credit is awarded for candidates' outcomes</p> <p>Involves the use of mark schemes and/or marking criteria produced by the awarding organisation</p>
Task setting	<p>The specification of the assessment requirements</p> <p>Tasks may be set by awarding organisations and/or teachers. Teacher-set tasks must be developed in line with awarding organisation specified requirements.</p>
Task taking	<p>The conditions for candidate support and supervision, and the authentication of candidates' work</p> <p>Task taking may involve different parameters from those used in traditional written examinations. For example, candidates may be allowed supervised access to sources such as the internet.</p>
Unit	<p>The smallest part of a qualification that is formally reported</p> <p>May comprise separately assessed components</p>

Appendix 2

Glossary of Terms for Examination Rubrics

The following sections provide examples of the types of rubrics (English and German) which will be used in the examinations. These examples are neither prescriptive nor exhaustive but are intended as a general guide to candidates. Variations may be used as appropriate.

GCSE Rubrics

Speaking Rubrics

You are talking to ...
 Your teacher will play the part of ...
 Your teacher will speak first.
 You should address ...

Listening Rubrics

Listening Foundation Tier

Answer **all** questions.
 Read the sentence(s) below.
 Read the information below.
 Answer **in English**.
 Answer all questions **in English**.
 Answer the following question(s) **in English**.
 Complete the following sentence(s) **in English**.
 Tick (✓) the correct box.
 Tick (✓) the [two] correct boxes.
 Tick (✓) the correct ending(s) to the sentence(s).
 Fill in the gaps/spaces **in English**.
 Fill in the gaps/spaces with the letter(s) of the correct word(s) from the box below.
 Read ...
 Underline the ...
 Write the correct letter in the box beside the name of each person.
 Write the letter of the correct phrase/word in the box below.
 Write the answers **in English** in the boxes below.

German Instructions	English Translations
Hake (✓) die richtigen Bilder ab.	Tick (✓) the correct pictures.
Füll die Lücken auf Deutsch aus.	Fill in the gaps in German.
Hake (✓) die richtige Antwort ab.	Tick (✓) the correct answer.

Listening Higher Tier

Answer **all** questions.

Read the sentence(s) below.

Read the information below.

Answer **in English**.

Answer all questions **in English**.

Answer the following question(s) **in English**.

Complete the following sentence(s) **in English**.

Tick (✓) the correct box.

Tick (✓) the [two] correct boxes.

Tick (✓) the correct ending(s) to the sentences.

Fill in the gaps/spaces **in English**.

Fill in the gaps/spaces with the letter(s) of the correct word(s) from the box below.

Read ...

Underline the ...

Write the correct letter in the box beside the name of each person.

Write the letter of the correct phrase/word in the box below.

Write the answers **in English** in the boxes below.

German Instructions	English Translations
Vervollständige die Sätze.	Complete the sentences.
Hake (✓) die [zwei] richtigen Sätze für jede Person ab.	Tick (✓) the [two] correct sentences for each person.
Beantworte die Fragen auf Deutsch.	Answer the questions in German.

Reading Foundation Tier

Answer **all** questions.

Read ...

Answer **in English**.

Answer all questions **in English**.

Answer the following question(s) **in English**.

Complete the following sentence(s) **in English**.

Tick (✓) the correct box.

Tick (✓) the [two] correct boxes.

Tick (✓) the correct ending(s) to the sentences.

Underline the ...

Read this email from [name].

Read this poster.

Complete the boxes **in English**.

Write the correct letter(s) in the box(es) below.

German Instructions	English Translations
Hake (✓) das [die zwei/drei/vier ...] richtige[n] Kästchen ab.	Tick (✓) the [two/three/four ...] correct boxes.
Schreib den Satz/die Sätze zu Ende./ Vervollständige den Satz/die Sätze.	Complete the sentence(s).
Schreib den Absatz zu Ende./ Vervollständige den Absatz.	Complete the paragraph.
Schreib den richtigen Buchstaben ins Kästchen.	Write the correct letter in the box.
Schreib den richtigen Buchstaben, um ... zu beschreiben.	Write the correct letter to describe ...
Lies diese Broschüre.	Read this leaflet.
Lies dieses Poster.	Read this poster.
Lies [Name+s] Nachricht/SMS./ Lies die Nachricht/SMS von [Name].	Read [name's] text (message)./ Read the text (message) from [name].
Lies die Schlagzeilen aus einer Zeitung.	Read the headlines from a newspaper.
Lies diese Anzeige aus einer Zeitschrift für junge Leute.	Read this advert from a magazine for young people.
Lies diese Anzeige.	Read this advert.
Finde die passenden Bilder und schreib die [zwei/drei/vier ...] richtigen Buchstaben in die Kästchen.	Find the matching pictures and write the [two/three/four ...] correct letters in the boxes.
Finde die Paare, die zusammenpassen und schreib die Sätze zu Ende.	Match the pairs and complete the sentences.
Wähle die Wörter aus dem Kästchen.	Use the words in the box.
Wähle die Wörter aus dem Kästchen und schreibe den richtigen Buchstaben.	Use the words in the box and write the correct letter.

Reading Higher TierAnswer **all** questions.

Read ...

Answer **in English**.Answer all questions **in English**.Answer the following question(s) **in English**.Complete the following sentence(s) **in English**.

Tick (✓) the correct box.

Tick (✓) the [two] correct boxes.

Tick (✓) the correct ending(s) to the sentences.

Underline the ...

Complete the boxes **in English**.

Read the passage(s) and answer the following question(s).

Read this poster ...

Read this entry ...

Read this sign ...

Read this diary ...

Read this menu ...

Read what [name] says ...

Read this blog/email ...

Write the correct letter(s) in the box(es) below.

Write the [two/three/four ...] correct letters in the boxes.

German Instructions	English Translations
Hake (✓) das [die zwei/drei/vier ...] richtige[n] Kästchen ab.	Tick (✓) the [two/three/four ...] correct boxes.
Hake (✓) die [zwei/drei/vier ...] richtigen Sätze ab.	Tick (✓) the [two/three/four ...] correct sentences.
Schreib den Absatz zu Ende./ Vervollständige den Absatz.	Complete the paragraph.
Schreib den Satz/die Sätze zu Ende./ Vervollständige den Satz/die Sätze.	Complete the sentence(s).
Schreib den richtigen Buchstaben ins Kästchen.	Write the correct letter in the box.
Schreib die [zwei/drei/vier ...] richtigen Buchstaben in die Kästchen.	Write the [two/three/four ...] correct letters in the boxes.
Schreib den richtigen Buchstaben, um ... zu beschreiben.	Write the correct letter to describe ...
Lies diese Broschüre.	Read this leaflet.
Lies diese E-Mail.	Read this email.
Lies dieses Poster.	Read this poster.
Lies [Name+s] Nachricht/SMS./ Lies diese Nachricht/SMS von [Name].	Read [name's] text (message)./ Read this text (message) from [name].
Lies diese Schlagzeilen aus einer Zeitung.	Read these headlines from a newspaper.

German Instructions	English Translations
Lies diese Anzeige aus einer Zeitschrift für junge Leute.	Read this advert from a magazine for young people.
Lies diese Anzeige.	Read this advert.
Finde die passenden Bilder und schreib die [zwei/drei/vier ...] richtigen Buchstaben in die Kästchen.	Find the matching pictures and write the [two/three/four ...] correct letters in the boxes.
Finde die passenden Sätze zu den Bildern und schreib den/die/das ... zu Ende.	Match the sentences and the pictures and complete the ...
Finde die Paare, die zusammenpassen und schreib die Sätze zu Ende.	Match the pairs and complete the sentences.

Writing Rubrics

Writing Foundation Tier

List the ...

Use the spaces provided below.

Write **in German**.

Write a sentence for each answer.

Answer the questions **in German**.

Translate the English sentences **into German** and write the answer in the spaces provided below.

Choose **ONE** question from the three options provided and write your answer **in German**.

Writing Higher Tier

Write a sentence for each answer.

Answer the questions **in German**.

Read the ...

Write your answers in the spaces provided below.

Choose **ONE** question from the three options provided and write your answer **in German**.

Translate the English sentences **into German**.

Write your answers in the spaces provided below.

Appendix 3

Unit 2: Speaking – Sample Questions for Conversation Topics 1 and 2

Context for Learning 1: Identity, Lifestyle and Culture

Myself, my family, relationships and choices

Wie bist du?

Wie siehst du aus?

Wie verstehst du dich mit deiner Familie? Warum streitet ihr manchmal?

Hast du ein Haustier?

Kannst du deinen besten Freund beschreiben?

Hast du Facebook?

Hast du ein Smartphone? Was sind die Vorteile und Nachteile davon?

Was machst du gern in deiner Freizeit?

Bist du sportlich/musikalisch?

Um wie viel Uhr stehst du auf?

Was machst du in den Weihnachtstferien?

Erzähl mir von deinem letzten Geburtstag!

Hast du ein Vorbild?

Social media and new technology

Hast du Facebook? Warum? Warum nicht?

Was sind die Vorteile der neuen Medien?

Und die Nachteile?

Hast du ein Twitter-Konto?

Können deine Eltern dein Konto prüfen?

Wie kann man die neuen Medien in der Schule benutzen?

Welche sozialen Netzwerke benutzt du?

Hast du WhatsApp?

Wie kann Facebook nützlich für die Schule sein?

Wie findest du Snapchat und Instagram?

Hast du ein Smartphone?

Warum sind Smartphones so beliebt?

Was machst du alles auf deinem Smartphone?

Warum sind sie so teuer?

Wer bezahlt deine Handyrechnung?

Kann man davon abhängig werden?

Kannst du dir vorstellen, handysüchtig zu sein?

Kannst du dir ein Leben ohne Handy vorstellen?

Hast du ein iPad?

Können deine Eltern dein Smartphone benutzen?

Free time, leisure and daily routine

Was machst du in deiner Freizeit?
Bist du sportlich?
Spielst du in einer Mannschaft?
Was sind die Vorteile in einer Mannschaft zu spielen?
Siehst du gern fern?
Hast du eine Lieblingssendung?
Gehst du gern ins Kino?
Hast du einen Lieblingsfilm?
Hast du einen Lieblingsschauspieler/eine Lieblingsschauspielerin?
Bist du musikalisch/Spielst du ein Instrument?
Hörst du gern Musik?
Gehst du gern einkaufen?
Was machst du normalerweise am Wochenende?
Was hast du letztes Wochenende gemacht?
Was sind deine Pläne fürs nächste Wochenende?
Um wie viel Uhr stehst du auf?
Was machst du danach?
Was isst du zum Frühstück?
Um wie viel Uhr gehst du zur Schule?
Wie kommst du zur Schule?
Was machst du nach der Schule?
Wann und wo machst du deine Hausaufgaben?
Wie hilfst du im Haushalt?
Wann isst du zu Abend?
Was machst du abends?
Wann gehst du ins Bett?

Culture, customs, festivals and celebrations

Was ist das Oktoberfest?
Wie unterscheidet sich Weihnachten in Deutschland von Weihnachten bei uns?
Wie feiert man Ostern in Deutschland?
Wie findest du das deutsche Essen?
Was trinken die Deutschen am liebsten?
Was für deutsche Musik magst du?
Kannst du die traditionelle Tracht von Bayern oder Österreich beschreiben?
Was weißt du über die Berliner Mauer?
Woran denkt man, wenn von Österreich die Rede ist?
Woran denkt man, wenn von der Schweiz die Rede ist?
Was sind die besten Beispiele von deutscher Technik?

Context for Learning 2: Local, National, International and Global Areas of Interest

My local area and the wider environment

Wo wohnst du und wo liegt deine Stadt?
Kannst du deine Stadt beschreiben?
Was gibt es in deiner Stadt für junge Leute?
Was für Sehenswürdigkeiten gibt es?
Was gibt es in Nordirland für Touristen?
Was kann man hier machen?
Was für Probleme gibt es hier in deiner Stadt?
Wie ist das Wetter in Nordirland?
Wie sind die Einkaufsmöglichkeiten hier?
Was sind die Vorteile, wenn man in der Stadt/auf dem Lande wohnt?
Was für Umweltprobleme gibt es in Nordirland?
Was machst du für die Umwelt?
Wie könnte man deine Stadt verbessern?
Wo möchtest du in der Zukunft leben?
Wie umweltfreundlich bist du?
Was für Umweltprobleme gibt es in deiner Gegend?
Wie kann man der Umwelt helfen?
Was macht deine Schule, um der Umwelt zu helfen?
Wie ist das öffentliche Verkehrssystem hier?
Wie trennt man den Müll hier in deiner Stadt?
Was macht man für die Umwelt in Deutschland?
Was ist das größte Umweltproblem in Nordirland?
In welchen Schulfächern lernst du über die Umwelt?
Findest du, dass wir in einer Wegwerfgesellschaft leben?
Wie könntest du umweltfreundlicher leben?

Community involvement

Was machst du, um deinen Mitmenschen zu helfen?
Was machst du für die Gemeinschaft?
Wofür sammelst du manchmal Geld?
Wofür spendest du manchmal Geld?
Könntest du dir vorstellen, freiwillig für eine Wohlfahrtsorganisation zu arbeiten?
Wie egoistisch sind junge Leute heutzutage?
Warum interessieren sich viele junge Leute nicht für Politik?
Was könnte die Schule tun, um anderen Menschen zu helfen?
Wie kann man obdachlosen Menschen in Nordirland helfen?
Welche Organisationen gibt es in Nordirland, die anderen Menschen helfen und was machen sie?
Was kannst du für dich lernen, wenn du anderen Menschen hilfst?

Social and global issues

Was für Probleme gibt es in deiner Gegend?
Warum trinken zu viele junge Leute Alkohol?
Was sind die Folgen, wenn man zu viel Alkohol trinkt?
Wie findest du es, dass man in der Öffentlichkeit nicht rauchen darf?
Gibt es hier in deiner Stadt ein Drogenproblem?
Wie kann man armen Menschen helfen?
Wie kann man den Obdachlosen helfen?
Warum werden Menschen obdachlos?
Warum gibt es Jugendkriminalität?
Welche Schwierigkeiten haben behinderte Menschen?
Warum gibt es so viel Müll auf der Straße?
Was kann man gegen Arbeitslosigkeit tun?
Was für Probleme gibt es in der Welt?
Wie kann man helfen?
Welche sozialen Probleme gibt es in deiner Stadt/in deiner Gegend?
Wie groß ist das Arbeitslosenproblem in Nordirland?
Was kann die Schule tun, um armen Menschen zu helfen?
Was kann die Kirche für obdachlose Menschen tun?
Wo kann man hier Hilfe bekommen, wenn man arbeitslos ist?
Was tust du, um die Umwelt zu schützen?
Was kann man gegen den Klimawandel tun?
Was sind die Folgen des Klimawandels?

Travel and tourism

Reist du gern?
Erzähl mir von deinen letzten Ferien!
Was machst du gern, wenn du im Urlaub bist?
Was ist wichtig für dich, wenn du in Urlaub fährst?
Was sind deine idealen Ferien/Was ist dein Traumurlaub?
Was sind die Vorteile des Reisens?
Und die Nachteile?
Hast du ein Lieblingsland?
Welches Land möchtest du in der Zukunft besuchen?
Was sind deine Urlaubspläne für die nächsten Ferien?
Woher bekommst du das Geld für den Urlaub?
Welche Sehenswürdigkeiten gibt es für Touristen in Nordirland?
Was sind die Vorteile/Nachteile, wenn man mit den Eltern verreist?
Welche Vorteile/Nachteile hat der Tourismus für ein Land?

Context for Learning 3: School Life, Studies and the World of Work

My studies and school life

Was für eine Schule besuchst du?
Welche Fächer lernst du in der Schule?
Welche Fächer sind Pflichtfächer?
Hast du ein Lieblingsfach?
Wie viele Hausaufgaben bekommst du normalerweise?
Was hast du heute gemacht, bevor du in die Schule gekommen bist?
Wie lange machst du am Wochenende Hausaufgaben?
Kannst du deine Schuluniform beschreiben? Wie findest du sie?
Wie sind deine Lehrer? Kannst du deinen Klassenlehrer/deine Klassenlehrerin beschreiben?
Was für AGs gibt es in deiner Schule?
Hast du einen Teilzeitjob?
Bekommst du Taschengeld?
Sparst du dein Geld? Wofür?
Was für Arbeit möchtest du später im Leben machen?
Was sind die Vorteile davon?
Kannst du dir vorstellen, Lehrer(in) zu werden? Warum (nicht)?
Was war früher in der Grundschule anders?
Wann beginnt und endet die Schule?
Was machst du in den Pausen?
Welche Sprachen kann man an deiner Schule lernen?
Wie ist ein idealer Lehrer/eine ideale Lehrerin?
Wie findest du die Schulregeln? Welche Regeln gefallen dir und welche nicht?
Was sind die Vorteile/Nachteile einer Uniform?
Wie wäre deine ideale Schule?
Was gefällt dir an deiner Schule und was gefällt dir nicht?
Was weißt du über die Schule in Deutschland?
Was hast du gestern in der Schule gemacht?
Was willst du nächstes Jahr machen?

Extra-curricular activities

Was für AGs gibt es an deiner Schule?
An welchen Aktivitäten nimmst du nach der Schule teil?
Wie wichtig findest du Mannschaftssport? Warum?
Was für Klassenfahrten gibt es an deiner Schule?
Warum sind AGs wichtig?
Was für AGs würdest du gern an deiner Schule haben?
Warum ist eine Hausaufgaben-AG eine gute Idee?
Warum ist es gut, wenn Lehrer eine AG machen?
Wie kannst du an deiner Schule Nachhilfe bekommen?
Gibt es hier an deiner Schule einen Schüleraustausch?
Was für Projekte gibt es hier an deiner Schule?

Part-time jobs and money management

- Hast du einen Nebenjob? Wo arbeitest du?
- Wann und wie lange arbeitest du?
- Was machst du als Nebenjob?
- Wie viel Geld verdienst du pro Stunde?
- Was sind die Vorteile, wenn man einen Nebenjob hat?
- Und die Nachteile?
- Wie verstehst du dich mit deinen Kollegen?
- Wie schwierig ist es, hier einen Nebenjob zu bekommen?
- Kann man Teilzeitarbeit mit Schularbeit verbinden?
- Was machst du mit dem Geld von deinem Nebenjob?
- Bekommst du Taschengeld? Wieviel? Von wem? Wie findest du das?
- Was musst du für dein Taschengeld tun?
- Was könntest du machen, um mehr Geld zu bekommen?
- Wofür sparst du dein Geld und wofür gibst du es aus?
- Wer bezahlt für deine Schulsachen?
- Warum gibt es manchmal Streit um Geld?
- Warum haben manche junge Menschen Schulden?
- Was würdest du machen, wenn du viel Geld hättest?
- Wie wichtig ist Geld für dich?
- Bekommst du lieber Geld oder lieber Geschenke, wenn du Geburtstag hast? Warum?

Future plans and career

- Was wirst du nächstes Jahr machen?
- Möchtest du das Abitur machen?
- Welche Fächer möchtest du in der Oberstufe machen?
- Was möchtest du nach der Schule machen?
- Welchen Beruf möchtest du haben?
- Was sind die Vorteile von diesem Beruf?
- Und die Nachteile?
- Was sind die Vorteile/Nachteile, wenn man zur Universität geht?
- Möchtest du hier in Nordirland bleiben?
- Wo und wie möchtest du in zehn Jahren leben?
- Möchtest du heiraten und Kinder haben?
- Wie wichtig findest du es, viel Geld zu haben?
- Wann macht man hier an der Schule ein Praktikum?
- Möchtest du später vielleicht im Ausland arbeiten?

Appendix 4

German Grammar and Structures

GCSE students are expected to acquire knowledge and understanding of German grammar during their course. The examinations will require them to apply their knowledge and understanding, drawing from the following lists. The examples in brackets are indicative, not exclusive. For structures marked (R), only receptive knowledge is required.

Foundation Tier

Grammar and Structures	Examples
The case system	
Examples	nominative, accusative, genitive, dative
Nouns	
Examples	<i>der Hund, die Katze, das Kaninchen, die Kinder</i>
Gender	masculine, feminine, neuter plural is gender free
Singular and plural forms, including genitive singular and dative plural	<i>das Kind, die Kinder, die Freunde des Kindes/der Kinder, mit den Kindern</i>
Weak nouns: nominative and accusative singular (R)	<i>Herr, Junge, Mensch</i>
Adjectives used as nouns	<i>ein Deutscher, eine Deutsche</i>
Articles	
Definite and indefinite	<i>der/die/das/die and ein/eine/ein</i>
<i>Kein</i>	declined as the indefinite article <i>Ich habe keinen Bruder.</i>
Adjectives	
Adjectival endings: predicative and attributive usage	<i>Ich habe einen schwarzen Hund. Mein Hund ist schwarz. Ich habe eine schwarze Katze. Meine Katze ist schwarz. Ich habe ein schwarzes Kaninchen. Mein Kaninchen ist schwarz. Ich habe schwarze Fische. Meine Fische sind schwarz.</i>
Singular and plural	<i>Meine kleine Schwester heißt Paula. Die kleinen Schwestern heißen Daniela und Christine.</i>
Used after definite and indefinite articles	<i>der alte Mann, die alte Frau, das alte Buch, die alten Männer ein alter Mann, eine alte Frau, ein altes Buch, alte Männer</i>

Grammar and Structures	Examples
Adjectives (cont.)	
Demonstrative and possessive adjectives	<i>dieser/diese/dieses/diese mein/meine/mein/meine dein/sein/ihr/unsere/euer/ihr/Ihr</i>
Adjectival endings after <i>etwas, nichts, viel, wenig, alles</i> (R)	<i>etwas Wichtiges, nichts Neues</i>
Comparative and superlative, including common irregular forms	<i>besser, höher, näher am größten</i>
Demonstrative	<i>dieser, jeder</i>
Possessive	<i>mein/dein/sein/ihr/unsere/euer/ihr/Ihr</i>
Interrogative	<i>welcher</i>

Adverbs	
Comparative and superlative, including common irregular forms	<i>besser, lieber, mehr</i>
Interrogative	<i>wann, warum, wo, wie, wie viel</i>
Adverbs of time and place	<i>manchmal, oft, hier, dort</i>
Common adverbial phrases	<i>ab und zu, dann und wann, letzte Woche, nächstes Wochenende, so bald wie möglich</i>
Quantifiers and intensifiers	<i>sehr, zu, viel, ganz, ziemlich, ein wenig, ein bisschen</i>

Pronouns	
Personal, including <i>man</i>	<i>ich, du, er, sie, es, man, wir, ihr, sie, Sie</i>
Reflexive: accusative	<i>mich</i>
Reflexive: dative (R)	<i>mir</i>
Relative: nominative	<i>der, die, das, die</i>
Relative: other cases (R) and use of <i>was</i> (R)	<i>den, die, das, die was</i>
Indefinite	<i>jemand, niemand</i>
Interrogative	<i>wer, was, was für</i>
Interrogative (R)	<i>wen, wem</i>

Verbs	
Regular and irregular verbs	<i>spielen, haben, sein</i>
Reflexive	<i>ich wasche mich</i>
Modes of address	<i>du, Sie</i>
Mode of address (R)	<i>ihr</i>

Grammar and Structures	Examples
Verbs (cont.)	
Impersonal (most common only)	<i>es gibt, es geht, es tut weh</i>
Separable/inseparable	<i>fernsehen verlieren</i>
Modal: present and imperfect tenses, imperfect subjunctive of <i>mögen</i>	<i>ich mag, ich mochte, ich möchte</i>
Infinitive constructions (R)	<i>um ... zu ...; verbs with zu ...</i>
Negative forms	<i>nicht, nie, kein</i>
Interrogative forms	<i>Hast du Geschwister?</i>

Tenses	
Present	<i>ich spiele, ich habe, ich bin</i>
Perfect: excluding modals	<i>ich habe gespielt, ich habe gehabt, ich bin gewesen</i>
Imperfect/simple past: <i>haben, sein</i> and modals	<i>ich hatte, ich war, ich mochte, ich durfte, ich sollte, ich wollte, ich konnte, ich musste</i>
Imperfect/simple past: other common verbs (R)	<i>ich spielte, es gab</i>
Future	<i>ich werde spielen, ich werde haben, ich werde sein</i>
Pluperfect (R)	<i>ich hatte gespielt, ich hatte gehabt, ich war gewesen</i>
Imperative forms	<i>Trink/trinken Sie ein Glas Wasser.</i>

Prepositions	
Fixed case and dual case with accusative and/or dative	<i>bis, durch, für, gegen, ohne, um aus, bei, mit, nach, seit, von, zu, gegenüber an, auf, hinter, in, neben, über, unter, vor, zwischen</i>
With genitive (R)	<i>anstatt, statt, außerhalb, innerhalb, trotz, während, wegen</i>

Clause structures	
Main clause word order	<i>Mein Bruder singt.</i>
Subordinate clauses, including relative clauses	<i>Wir sind Freunde, weil wir uns gut verstehen. Wenn das Wetter gut ist, machen wir ein Picknick. Das T-Shirt, das sie gestern getragen hat, ist von mir.</i>

Grammar and Structures	Examples
Conjunctions	
Co-ordinating (most common)	<i>aber, oder, und</i>
Subordinating (most common)	<i>weil, wenn, als, dass, obwohl</i>

Number, quantity, dates and time	
Examples	<i>siebzehn, ein halbes Kilo Erdbeeren am ersten Juli, um halb neun</i>
Including use of <i>seit</i> with present tense	<i>Ich spiele seit fünf Jahren Klavier.</i>

Higher Tier

All grammar and structures listed for Foundation Tier, as well as:

Grammar and Structures	Examples
Nouns	
Weak nouns	<i>Herr, Junge, Mensch</i>

Adjectives	
Adjectival endings after <i>etwas, nichts, viel, wenig, alles</i>	<i>Alles Gute</i>

Pronouns	
Reflexive: dative	<i>Ich putze mir die Zähne.</i>
Relative: all cases, and use of <i>was</i>	<i>Die Verkäuferin, die aus Polen kommt, spricht akzentfrei Deutsch. Die Suppe, die du gekocht hast, schmeckt lecker. Die Straßenbahn, mit der ich ins Stadtzentrum fahren wollte, hatte Verspätung. Die Schülerin, deren Eltern aus den USA kommen, wohnt bei ihrer Tante.</i>
Interrogative: accusative and dative cases (<i>wen, wem</i>)	<i>Wen sollen wir mit unserem Auto abholen? Wem gehört diese Federmappe?</i>

Verbs	
Mode of address	<i>ihr</i>
Impersonal	<i>Es gefällt mir, wenn ich nach der Schule meine Cousine treffe.</i>
Infinitive constructions	<i>ohne ... zu ...; um ... zu ...</i>
Verbs with <i>zu</i>	<i>beginnen, hoffen, versuchen</i>
Modal: imperfect subjunctive of <i>können, sollen</i>	<i>Er sagte, er könnte morgen mit ins Kino kommen.</i>

Tenses	
Imperfect/simple past: common verbs	<i>ich war, er hatte, es gab, ich wusste, sie sah</i>
Future	<i>Wir werden meine Großeltern in Belfast besuchen.</i>
Conditional: <i>würde</i> with infinitive	<i>Ich würde die Uniform abschaffen und Handys im Unterricht erlauben.</i>
Pluperfect	<i>Sie hatten schon oft Urlaub in Österreich gemacht.</i>
Imperfect subjunctive in conditional clauses	<i>Wenn ich mehr Zeit hätte, käme ich öfter nach der Schule zum Chor.</i>

Grammar and Structures	Examples
Prepositions	
With genitive (most common)	<i>außerhalb, statt, trotz, während, wegen</i>
Conjunctions	
Co-ordinating and subordinating	<i>Wir machen Bilder meistens nicht mit der Kamera, sondern wir fotografieren mit dem Handy. Obwohl meine Mutter sehr streng ist, darf ich meistens Musik hören, wenn ich Hausaufgaben mache.</i>
Time	
Use of <i>seit</i> with imperfect tense	<i>Seit sie ein Moped hatte, fuhr sie nicht mehr mit dem Bus zur Schule.</i>

Appendix 5

German Core Minimum Vocabulary List

Context for Learning 1: Identity, Lifestyle and Culture

Myself, my family, relationships and choices

Meine Familie und ich

das Baby
der Bruder
der Cousin, der Vetter
die Cousine, Kusine
die Drillinge
die (Ehe)Frau
der (Ehe)Mann
der (Ehe)Partner
die (Ehe)Partnerin
das Ehepaar
das Einzelkind
der einzige Sohn
die einzige Tochter
die Eltern
der Enkel
die Enkelin
das Enkelkind
der/die Erwachsene
der Familienname
der Freund
die Freundin
die Geschwister
die Großeltern
die Großmutter, die Oma
der Großvater, der Opa
der Halbbruder
die Halbschwester
das Kind
männlich
die Mutter, die Mutti, die Mama
der Neffe
die Nichte
der Onkel
der Patenonkel
der Patensohn
die Patentante
die Patentochter
die Schwester
die Schwiegereltern

Myself and my family

baby
brother
male cousin
female cousin
triplets
wife
husband
male partner
female partner
married couple
only child
the only son
the only daughter
parents
grandson
granddaughter
grandchild
adult
surname, family name
male friend, boyfriend
female friend, girlfriend
brothers and sisters, siblings
grandparents
grandmother, granny, grandma
grandfather, grandad, grandpa
half-brother
half-sister
child
male
mother, mum(my)
nephew
niece
uncle
godfather
godson
godmother
goddaughter
sister
parents-in-law

die Schwiegermutter	mother-in-law
der Schwiegersohn	son-in-law
die Schwiegertochter	daughter-in-law
der Schwiegervater	father-in-law
der Sohn	son
der Stiefbruder	stepbrother
die Stiefmutter	stepmother
die Stiefschwester	stepsister
der Stiefsohn	stepson
die Stieftochter	stepdaughter
der Stiefvater	stepfather
die Tante	aunt
die Tochter	daughter
der Vater, der Vati, der Papa	father, dad(dy)
die Verwandten	relatives
der Vorname	first name
weiblich	female
die Zwillinge	twins

Jemanden beschreiben

alt
älter
am ... geboren
die Augen
die Augenbraue
der Bart
blond(e)
böse, zornig
braun
brav
die Brille
doof
dünn
eckig
egoistisch, selbstsüchtig
ehrlich
eifersüchtig
ernst
der Familienname
faul
fleißig
freundlich, nett
die Freundschaft
die Geburt
das Geburtsdatum
der Geburtsort
der Geburtstag

Describing people

old
older
born on the ...
eyes
eyebrow
beard
blonde, fair-haired
angry
brown
good, well behaved
glasses
stupid, silly, dumb
thin
square, angular
selfish, egotistical
honest
jealous
serious
surname, family name
lazy
hard-working
kind, nice
friendship
birth
date of birth
place of birth
birthday

geduldig	patient
gemein	mean
geschieden	divorced
geschwätzig	chatty, talkative
gesellig	sociable
das Gesicht	face
getrennt	separated
glatt	straight
glücklich	happy
grau	grey
groß	tall
größer als	taller than
großzügig	generous
die Haare	hair
hässlich	ugly
hilfsbereit	helpful
hübsch	handsome, pretty
jung	young
jünger	younger
klein	small
die Kontaktlinsen	contact lenses
kurz	short
lang	long
launenhaft, launisch	moody
lebenslustig	full of life
ledig, unverheiratet	single, unmarried
die Liebe	love
lockig	curly
lustig	funny
mittelgroß	average height
mollig, vollschlank	plump
der Mund	mouth
mutig	courageous
der Name	name
die Nase	nose
neidisch	envious
nervig	annoying, irritating
nicht so groß wie	not as tall as
der Ohrring	earring
oval	oval
peinlich	embarrassing
das Piercing	piercing
rotblond	strawberry blonde
ruhig	quiet, calm
rund	round
schlank	slim
der Schnurrbart	moustache

schüchtern	shy
schulterlang	shoulder-length
schwarz	black
sehr	very
spitz	pointed
der Spitzname	nickname
sportlich	sporty
das Sternzeichen	star sign
sympathisch	nice
die Tätowierung	tattoo
der Tod	death
tot	dead
traurig	sad
unartig	naughty
ungeduldig	impatient
ungerecht, unfair	unfair
unternehmungslustig	lively, outgoing
das Verhältnis	relationship
verheiratet	married
der Vorname	first name
wellig	wavy
witzig	witty, funny
der Wohnort	place of residence
ziemlich	quite
zusammen	together

Nützliche Verben

böse werden
erzählen
Freunde finden
Freundschaft schließen mit
gern haben, gern mögen
gut auskommen mit
haben
hassen
heiraten
heißen
in Verlegenheit bringen
kennen
kennen lernen
kritisieren
lächeln
lachen
lieben
lieber haben, bevorzugen
meinem Vater ähnlich sehen
plaudern

Useful verbs

to get angry
to tell, say
to make friends
to make friends with
to like, be fond of
to get on well with
to have
to hate
to marry
to be called
to embarrass
to know
to get to know
to criticise
to smile
to laugh
to love
to prefer
to resemble my father
to chat

sein
sich gut verstehen mit
sich scheiden lassen
sich streiten
sich verlassen auf
einen Sinn für Humor haben
teilen
tragen
träumen
treffen
weinen
wiegen

Soziale Medien und Netzwerke

der Benutzer
der Benutzername
einen Blog schreiben, in einem Blog
schreiben, ein Online-Tagebuch
schreiben
bloggen
die Diskussion
der Follower
das Forum
die Gemeinschaft
einen Kommentar abgeben
der Kontakt
das Konto
das Passwort
das Profil
ein Profilfoto
das soziale Netzwerk
das Update

Nützliche Verben

böse werden
erzählen
folgen
Freunde finden
Freundschaften schließen mit
gern haben, mögen
gut auskommen mit
haben
hassen
heiraten
heißen
in Verlegenheit bringen
kennen

to be
to get on well with
to divorce
to argue, quarrel
to count on, rely on
to have a sense of humour
to share
to wear
to dream
to meet
to cry
to weigh

Social media

user
username
to write a blog

to blog
discussion thread
follower
forum
community
to comment
contact
account
password
profile
a profile photo
social network
status update

Useful verbs

to get angry
to say, tell
to follow
to make friends
to make friends with
to like/love
to get on well with
to have
to hate
to marry
to be called
to embarrass
to know

kennen lernen	to get to know
kritisieren	to criticise
lächeln	to smile
lachen	to laugh
lieben	to love
lieber haben, bevorzugen	to prefer
meinem Vater ähnlich sehen	to resemble my father
eine Nachricht/SMS schicken, eine Nachricht/SMS senden	to send a text (message)
sein	to be
sich anmelden	to sign up, to register
sich ausloggen, abmelden	to log out
sich einloggen, sich anmelden	to log in
sich gut verstehen mit	to get on well with
sich scheiden lassen	to divorce
sich streiten	to argue
sich unterhalten	to chat
sich verlassen auf	to count/rely on
teilen	to share
tragen	to wear
träumen	to dream
treffen	to meet
weinen	to cry
wiegen	to weigh

Die neuen Kommunikations-

ausgestattet mit
der Bildschirm
das Breitband
die CD
der Drucker
die Druckerpatrone
die E-Mail
die E-Mail-Adresse
eine E-Mail schicken
das Handy
die Handygebühren
die Handyrechnung
im Internet surfen
die Internetseite
die Kamera, der Fotoapparat
der Klingelton
kostenlos
der Laptop
der Link
die Maus
das Navi

New technology technologien

equipped with
screen
broadband
CD
printer
ink cartridge
email message
email address
to send an email
mobile phone
mobile fees
mobile phone bill
to surf the web
internet site, web page
camera
ringtone
free
laptop
link
mouse
satnav

das Netz
online
der Podcast
das Prepaid-Handy
der Rechner, der Computer
die SIM-Karte
eine Nachricht/SMS schicken
die Software
das Spiel
das Tablet, der Tabletcomputer, der
Tablet-PC
die Tastatur
der USB-Stick
das Vertragshandy
die Webseite
das WLAN

Nützliche Verben

abschalten, ausschalten
anrufen
aufladen
brennen
downloaden, herunterladen
drucken
einschalten
hochladen
Internetanschluss haben
klicken
kopieren
recherchieren
schicken
tippen
verkleinern

Freizeit

der Abenteuerfilm
der Action-Film
das Angeln
die Angelrute
der Artikel
die Aufführung
die Ausstellung
die Band
die Blockflöte
das Brettspiel
Bücher ausleihen
das Cello

web
online
podcast
pre-paid phone
computer
SIM card
to text
software
game
tablet

keyboard
USB memory stick
contract phone
website, web page
wifi

Useful verbs

to switch off
to call, phone
to charge
to burn
to download
to print
to switch on
to upload
to have an internet connection
to click
to copy
to research
to send
to type
to minimise

Free time and leisure

adventure film
action film
fishing
fishing rod
article
performance, show
exhibition
band
recorder
board game
to borrow books
cello

der Chor	choir
das Comic-Heft	comic
das Digitalfernsehen	digital TV
der Dokumentarfilm	documentary
der DVD-Player	DVD player
der Fernsehkanal	TV channel
ein Film mit Untertiteln	a subtitled film
der Flachbildschirm	flat screen
die Flöte	the flute
der Freizeitpark	theme park
das Fußballspiel	football match
das Gedicht	poem
die Geige	violin, fiddle
die Gitarre	guitar
der Grill	barbecue
die Gruppe	group
der Horrorfilm	horror film
ins Kino gehen	to go to the cinema
ein Instrument spielen	to play an instrument
der Jugendklub	youth club
das Kabelfernsehen	cable TV
das Keyboard	keyboard
die Kindersendung	children's programme
das Kino	cinema
die Klarinette	clarinet
die klassische Musik	classical music
das Klavier	the piano
die Komödie	comedy
der Komponist/die Komponistin	composer
das Konzert	concert
die Kopfhörer [mpl]	earphones
das Kreuzworträtsel	crossword puzzle
der Kriegsfilm	war film
der Krimi	detective film, thriller
die Leinwand	the big screen
die Lektüre	reading
lesen	to read
die Liebesgeschichte	love story
das Lied	song
das Malen	painting
das Musical	musical
Musik hören	to listen to music
die Musiksendung	music programme
die Nachrichten [fpl]	news
die Natursendung	nature programme
das Orchester	orchestra
die Party, die Feier, die Fete	party

die Popmusik	pop music
die Quizsendung	quiz show
das Radio	radio
die Rapmusik, der Rap	rap music
das Rätsel	brain-teaser, puzzle
die Rockmusik	rock music
der Roman	novel
der romantische Film	romantic film
der Sänger/die Sängerin	male singer/female singer
das Satellitenfernsehen	satellite TV
das Saxofon	saxophone
das Schach	chess
das Schlagzeug	the drums
der Science-Fiction-Film	sci-fi film
die Seifenoper	soap opera
die Serie	series
das Skateboardfahren	skateboarding
der Spielfilm	film
die Spielshow	game show
das Spielzeug	toy
die Sportseiten	the sports pages
die Sportsendung	sports programme
die Stimme	voice
das Tanzen	dancing
das Theater	theatre
das Theaterstück	play
die Trompete	trumpet
die Verabredung	meeting, date
der Werbespot	advertisement
der Wetterbericht	weather report
die Wettervorhersage	weather forecast
der Zeichentrickfilm	cartoon
die Zeitschrift	magazine
die Zeitung	newspaper
zur Bibliothek gehen	to go to the library
zur Probe gehen	to go to a rehearsal

Tiere

der Bulle
die Eidechse
der Fisch
der Fuchs
der Goldfisch
der Hamster
das Huhn
der Hund
das Kaninchen

Animals

bull
lizard
fish
fox
goldfish
hamster
hen
dog
rabbit

die Katze	cat
die Kuh	cow
die Maus	mouse
das Meerschweinchen	guinea pig
der Papagei	parrot
das Pferd	horse
das Pony	pony
das Schaf	sheep
der Schäferhund	Alsatian, German shepherd
die Schildkröte	tortoise, turtle
die Schlange	snake
das Schwein	pig
der Seehund	seal
die Spinne	spider
der Vogel	bird
die Ziege	goat
der Wellensittich	budgie

Einkaufen

das Andenken
die Armbanduhr
aus Baumwolle
aus Gold
aus Leder
aus Seide
aus Silber
aus Wolle
der Ausverkauf, Schlussverkauf
der Badeanzug
die Badehose
die Bankkarte
billig, zum günstigen Preis, preiswert
die Bluse
die Briefftasche
das Einkaufszentrum
das Geld
das Geschenk
der Gürtel
die Halskette
die Handschuhe
die Handtasche
das Hemd
die Hose
der Hut
die Jacke
die Jeans
die Kasse

Shopping

souvenir
wristwatch
(made of) cotton
golden
(made of) leather
(made of) silk
silver
woollen
the sales
swimsuit, bathing costume
bathing trunks
bank card
cheap, good deal
blouse
wallet
shopping centre
money
present
belt
necklace, chain
gloves
handbag
shirt
trousers
hat
jacket
jeans
cash register

das Kaufhaus	department store
das Kleid	dress
die Kleidung	clothes
das Kleingeld	coins
die Krawatte	tie
die Kreditkarte	credit card
das Make-up	make-up
die Mütze	cap
das Parfüm	perfume
das Portemonnaie	purse
der Pullover, Pulli	jumper
die Quittung	receipt
das Rasierwasser	aftershave
die Regenjacke	rain jacket
der Regenmantel	raincoat
der Rock	skirt
die Sandalen	sandals
der Schal	scarf
die Scheine	notes
der Schmuck	jewellery
die Schuhe	shoes
die Shorts	shorts
die Socken	socks
das Sonderangebot	special offer
die Spielwaren [npl]	toys
die Stiefel	boots
das Sweatshirt	sweatshirt
die Tasche	bag
teuer	expensive
die Toilettenartikel	toiletries
die Trainingsschuhe	trainers
das T-Shirt	T-shirt
die Umkleidekabinen	changing rooms

Nützliche Verben

angeln
aufnehmen
ausgehen
ausschlafen, lange schlafen, im Bett bleiben
bei Freunden/Freundinnen übernachten
bleiben
Computerspiele spielen
einladen
faulenzten
gehen
gerne lesen

Useful verbs

to go fishing
to record
to go out
to lie in
to sleep over
to stay
to play computer games
to invite
to laze around
to go
to like reading

grillen
hören
kaufen
kommen
können
lesen
malen
(mit Freunden) herumhängen
nähen
sehen
sich entspannen
singen
Spaß haben
spielen
stricken
tanzen
tragen
üben
wollen
zeichnen
zuschauen

Der Tagesablauf

ab und zu
abends
bei mir
häufig
immer
jeden Montag
manchmal
montags
nachmittags
nie
oft
regelmäßig
ein typischer Tag
vormittags, morgens
zu Hause

Nützliche Verben

auf Freunde warten
aufstehen
aufwachen
einschlafen
essen
frühstücken
Hausaufgaben machen

to barbecue
to listen
to buy
to come
to be able to
to read
to paint
to hang out (with friends)
to sew
to see
to relax
to sing
to have fun
to play
to knit
to dance
to wear
to practise
to want
to draw
to watch

Daily routine

now and again
(in) the evening(s)
at my house
frequently
always
every Monday
sometimes
on Mondays
(in) the afternoon(s)
never
often
regularly
a typical day
(in) the morning(s)
at home

Useful verbs

to wait for friends
to get up
to wake up
to go to sleep
to eat
to have breakfast
to do homework

das Haus verlassen	to leave the house
ich habe Durst	I am thirsty
ich habe Hunger	I am hungry
mir ist kalt	I am cold
mir ist warm	I am warm
mit dem Hund spazierengehen	to walk the dog
nach Hause kommen	to come home
nach unten gehen	to go downstairs
schlafen	to sleep
sich anziehen	to get dressed
sich ausziehen	to get undressed
sich die Haare bürsten	to brush one's hair
sich die Haare waschen	to wash one's hair
sich die Zähne putzen	to clean one's teeth
sich duschen	to shower
sich entspannen	to relax
sich rasieren	to shave
sich schminken	to put on one's make-up
trinken	to drink
der Wecker klingelt	the alarm clock rings
zu Abend essen	to have one's evening meal
zu Bett gehen	to go to bed
zur Schule gehen	to go to school

Feste und Feiern

Alles Gute zum Neuen Jahr!
die Beerdigung
das chinesische Neujahr
der erste April
die Fahne
die Fastenzeit
die Feier
der Feiertag
das Fest
das Feuerwerk
Frohe Ostern!
Frohe Weihnachten!
Frohes Neues Jahr!
die Geburt
das Geschenk
der Gottesdienst
Gute Besserung!
Gute Reise!, Gute Fahrt!
das Halloween
der Heilige Abend, der Heiligabend
Herzliche Glückwünsche!

Customs, festivals and celebrations

All the best for the New Year!
funeral
Chinese New Year
April Fool's day
flag
Lent
party
(bank) holiday
festival
fireworks
Happy Easter!
Happy Christmas!
Happy New Year!
birth
present
service
Get well soon!
Safe journey!
Hallowe'en
Christmas Eve
Congratulations!

Herzlichen Glückwunsch zum Geburtstag!	Happy birthday!
die Hochzeit	wedding
der Karneval	carnival
die Karte	card
die Kerzen [fpl]	candles
die Kirche	church
die Lichter [npl]	lights
die Messe	mass
die Moschee	mosque
der Muttertag	Mother's Day
Neujahr	New Year
das Oktoberfest	Munich beer festival
Ostern	Easter
der Ramadan	Ramadan
der Rosenmontag	Monday before Ash Wednesday
Silvester	New Year's Eve
die Synagoge	synagogue
der Tag der deutschen Einheit	Day of German Unity, German Unification Day
die Taufe	christening
der Tod	death
der Umzug	procession, parade
der Vatertag	Fathers' Day
die Verlobung	engagement
Viel Glück!	Good luck!
Viel Spaß!	Have fun!
Weihnachten	Christmas
der Weihnachtsmann	Father Christmas

Nützliche Verben

bekommen
fasten
feiern
geben, schenken
geboren werden
schicken
schmücken
sich wünschen
sterben

Useful verbs

to receive
to fast
to celebrate
to give
to be born
to send
to decorate
to wish
to die

Context for Learning 2: Local, National, International and Global Areas of Interest

Meine Gegend, meine Umgebung

Mein Haus

das Badezimmer
bei mir, zu Hause
das Büro
der Dachboden, der Speicher
die Dusche
das Esszimmer
der Flur
die Garage
der Garten
im Erdgeschoss
im ersten Stock
der Keller
die Küche
das Schlafzimmer
die Terrasse
die Toilette
die Treppe
die Waschküche, der Allzweckraum, der Hauswirtschaftsraum
der Wintergarten
das Wohnzimmer
das Zimmer

In meinem Haus

das Besteck
der Beton
das Bett
das Bücherregal
das Bügeleisen
die Decke
die Dose
die Dusche
das Fenster
der Fußboden
die Gabel
der Gefrierschrank
das Glas
das Gras
der Herd
das Holz
die Kiste

My local environment

My house

bathroom
at my house, at home
office, study
attic, loft
shower room, wet room
dining room
entrance hall
garage
garden
downstairs, ground floor
upstairs, first floor
basement
kitchen
bedroom
patio
toilet
stairs
utility room

conservatory
living room
room

In my house

cutlery
concrete
bed
bookcase
iron
ceiling
can
shower
window
floor
fork
freezer
glass
grass
cooker
wood
box

der Kleiderschrank	wardrobe
der Kühlschrank	fridge
der Löffel	spoon
das Messer	knife
der Mikrowellenherd , die Mikrowelle	microwave
die Möbel [npl]	furniture
oben	up, upstairs
der Ofen	oven
der Rasen	lawn
das Regal	shelf
der Schrank	cupboard
der Sessel	armchair
das Sofa	sofa
der Spiegel	mirror
die Spüle	kitchen sink
die Spülmaschine	dishwasher
der Stuhl	chair
der Teller	plate
der Teppich	carpet
die Treppe	stairs
die Tür	door
unten	down, downstairs
der Vorhang	curtain
die Wand	wall
die Waschmaschine	washing machine
die Zentralheizung	central heating

Im Haushalt helfen

abwaschen
aufräumen
bügeln
das Bett machen
den Müll trennen
den Tisch decken
die Hausarbeit machen
einkaufen gehen
im Garten arbeiten
kochen
mit dem Hund spazieren gehen
reinigen
staubsaugen
waschen

Household jobs

to do the washing-up
to tidy (up)
to do the ironing
to make the bed
to separate the rubbish
to lay the table
to do the housework
to go shopping
to do the gardening
to cook
to walk the dog
to clean
to do the vacuuming
to do the washing

Mein Dorf/Meine Stadt und meine Gegend

die Ampel
die Apotheke
auf dem Land(e)
die Bäckerei
der Bahnhof
die Bank
der Bauernhof
der Baum
die Berge [mpl]
die Bibliothek
die Blume
die Brücke
der Bungalow
der Busbahnhof
das Doppelhaus
das Dorf
die Ecke
das Einfamilienhaus
das Einkaufszentrum
es gibt
der Fischhändler/die Fischhändlerin
der Fluss
das Freibad
das Fremdenverkehrsamt
der Friseur, der Frisör
die Fußgängerzone
die Geschäfte [npl]
das Hallenbad
die Handelsstadt
das Haus
die historische Stadt
die Industriestadt
das Kaufhaus
die Kirche
der Kreisverkehr
die Küste
laut
lebendig
der Markt
der Marktplatz
das Meer
die Metzgerei
das Museum
die Post
das Rathaus

My village/My town and my region

traffic lights
chemist
in the country
bakery
train station
bank
a farm
tree
mountains
library
flower
bridge
a villa, bungalow
bus station
semi-detached house
village
corner
detached house
shopping centre
there is, there are
fishmonger
river
outdoor swimming pool
tourist office
hairdresser's
pedestrian zone
shops
indoor swimming pool
commercial town
house
historical town
industrial town
department store
church
roundabout
seaside
noisy
lively
market
market square
the sea
butcher's
museum
post office
town hall, city hall

ruhig	calm
das Schild	sign(post)
das Schloss	castle
das Schwimmbad	swimming pool
das Sportzentrum, das Freizeitzentrum	leisure centre
die Stadt	town
die Stadtmitte	town centre, city centre
der Stadtrand	outskirts, edge of town
der Strand	beach
die Straße	road, street
der Supermarkt	supermarket
die Tankstelle	petrol station
die Tiere [npl]	animals
die touristische Stadt	tourist town
die Unterhaltungsmöglichkeiten	amusements, entertainment
der Verkehr	traffic
der Vorort	suburb
der Wald	forest
die Wiesen und Felder	fields
die Wohnung	flat

Die Wegbeschreibung

auf der linken Seite, links
auf der rechten Seite, rechts
da drüben
da, dort
gegenüber
geradeaus
hier
hinter
im Osten, im Norden, im Süden, im Westen
immer geradeaus
in der Nähe von
irgendwo
neben
die Stadtmitte
überall
von der anderen Seite
vor
weit

Transport

die Autobahn
der Autofahrer
der Bus
die Bushaltestelle

Directions

on the left
on the right
over there
there
opposite
straight ahead
here
behind
in the east, in the north, in the south, in the west
keep going straight
near (to)
somewhere
next to, beside
the town centre
everywhere
from the other side
in front of
far

Getting around

motorway
motorist
bus
bus stop

der Flug	flight
der Flughafen	airport
der Fußgänger/die Fußgängerin	pedestrian
die Karte	map
die Mautstelle	toll booth
mit dem Auto	by car
mit dem Bus	by bus, coach
mit dem Fahrrad	by bike
mit dem Flugzeug	by plane
mit dem Motorrad	by motorbike
mit dem Pferd	by horse
mit dem Schiff	by boat
mit dem Taxi	by taxi
mit dem Zug, mit der Bahn	by train
mit der Straßenbahn	by tram
mit der U-Bahn	by underground (train)
der Parkplatz	car park
die Reise	journey
der/die Reisende	traveller
die Tankstelle	petrol station
die Verspätung	delay
zu Fuß	on foot

Mit dem Auto fahren

das Benzin	petrol
bleifrei	unleaded
die Bremse	brake
der Diesel	diesel
der Führerschein	driving licence
das Lenkrad	steering wheel
die Panne	breakdown
das Rad	wheel
die Reifenpanne	flat tyre

Mit dem Zug/Mit der Bahn fahren

die Abfahrt	departure
die Ankunft	arrival
der Ausgang	exit
der Bahnhof	train station
der Eingang	entrance
die Fahrkarte	ticket
die Fahrkarte, einfach/die Einzelfahrkarte	single ticket
die Fahrkarte, hin und zurück; die Rückfahrkarte	return ticket
der Fahrplan	timetable
das Gepäck	luggage
das Gepäckschließfach	left luggage locker

das Gleis
der Koffer
der Notausgang
das Reisezentrum
der Warteraum

platform
suitcase
emergency exit
ticket office
waiting room

Nützliche Verben

arbeiten
ausgehen
Auto fahren
besuchen
einkaufen gehen
fahren, reisen
eine Fahrkarte entwerfen, eine Fahrkarte
abstempeln
finden
kaufen
landen
liegen
eine Panne haben
parken
eine Schifffahrt machen, eine Kreuzfahrt
machen
sich verlaufen
spazieren gehen
starten, abheben
suchen (nach)
überfahren
einen Unfall haben
verlieren
verpassen
weitermachen

Useful verbs

to work
to go out
to drive
to visit
to do some shopping
to travel
to validate a ticket

to find
to buy
to land (plane)
to be situated
to break down
to park
(to go) on a cruise

to get lost, lose one's way
to walk
to take off (plane)
to look for
to run over
to have an accident, crash
to lose
to miss (train, bus)
to continue

Die weitere Umgebung/Die Umwelt insgesamt

Das Wetter

bedeckt, bewölkt
der Blitz
der Donner
das Eis
heiß
der Himmel
die Hitze
kalt
das Klima
der Nebel
der Nieselregen

The wider environment

The weather

overcast
lightning
thunder
ice
hot
sky
heat
cold
climate
fog
drizzle

der Regen	rain
der Regenschauer	shower
der Schatten	shade
schwül	humid
die Sonne	sun
sonnig	sunny
der Sturm	storm
stürmisch	stormy
trocken	dry
die Wettervorhersage	weather forecast
der Wind	wind
die Wolke	cloud
wolkig	cloudy

Die Umwelt

der Abfall	waste, wastage
die Abholzung	deforestation
der Atommüll	nuclear waste
das Benzin	petrol
bleifrei	unleaded
die Erde	Earth
die Erderwärmung	global warming
erneuerbar	renewable
das Gas	gas
die Kernkraft	nuclear energy, nuclear power
die Kohle	coal
der Konsum	consumption
der Krieg	war
der Müll	rubbish
das Ozonloch	hole in the ozone layer
die Ozonschicht	ozone layer
das Recycling	recycling
die Ressourcen	resources
der saure Regen	acid rain
die Sonnenenergie	solar power
der Strom, die Elektrizität	electricity
der Treibhauseffekt	greenhouse effect
überbevölkert	overpopulated
die Verschmutzung	pollution
die Welle	wave
die Welt	world
weltweit	worldwide
die Windenergie	wind power

The environment

Vom Aussterben bedrohte Tiere

der Affe
der Bär
der Delfin
der Elefant
der Fisch
die Fledermaus
der Fuchs
der Löwe
der Panda
der Tiger
die Vögel [mpl]
der Wal

Nützliche Verben

arbeitslos sein
erhalten
frieren
regnen
schaden
scheinen
schneien
schützen
sichern
verschmutzen
verschwenden

Gesellschaftliche Themen, soziale Fragen

Die Armut und die Obdachlosigkeit

arbeitslos
die Arbeitslosigkeit
der/die Obdachlose
die Obdachlosen

Freiwillige Arbeit

beeinflussen
betreffen
freiwillige Arbeit machen
geben
helfen
lösen
die Regierung
verändern
die Verantwortung
verbessern
die Wohltätigkeit

Endangered species

monkey
bear
dolphin
elephant
fish
bat
fox
lion
panda
tiger
birds
whale

Useful verbs

to be unemployed
to preserve
to freeze
to rain
to harm
to shine
to snow
to protect
to safeguard
to pollute
to waste

Social issues

Poverty and homelessness

unemployed
unemployment
a homeless person
the homeless

Voluntary work

to influence
to affect
to do voluntary work
to give
to help
to resolve
government
to change
responsibility
to improve
charity

Gesundheit und gesunder Lebensstil

Die Bewegung/Der Sport

das Angeln
die Ausbildung, das Training
der Ball
das Darts
die Eisbahn, die Schlittschuhbahn
der Fan
das Freibad
das Hallenbad
im Freien
Kanu fahren
kegeln
klettern
das Laufen
die Leichtathletik
das Mountainbike
das Netz
das Radfahren
der Radfahrer/die Radfahrerin
das Reiten
das Rennen
das Rollschuhlaufen
der Schiedsrichter/die Schiedsrichterin
das Schlittschuhlaufen
das Schwimmen
das Segeln
das Skateboardfahren
das Spiel
die Sporthalle
sportlich
die Spur
das Stadion
das Tauchen
das Team
das Tor
das Unentschieden
der Volleyball
der Wanderer/die Wanderin
wandern
die Wassersportarten

Das Essen und Trinken

das Abendessen
der Alkohol
alkoholisch

Health and lifestyle

Exercise/Sport

fishing
training
ball
darts
(artificial) skating rink
fan, supporter
outdoor swimming pool
indoor swimming pool
(in the) open air
canoeing
to bowl
climbing
walking, running
athletics
mountain bike
net
cycling
cyclist
horse riding
race
roller skating
referee
ice skating
swimming
sailing
skateboarding
game
gymnasium, sports hall
sporty
track
stadium
diving
team
goal
draw
volleyball
hiker
to walk, to hike
watersports

Food and drink

dinner
alcohol
alcoholic

die Ananas	pineapple
der Apfel	apple
die Apfelsine, die Orange	orange
die Aprikose	apricot
die Banane	banana
das belegte Brot	(open) sandwich
das Bier	beer
die Birne	pear
ein bisschen	a little
der Blattsalat	green salad
der Blumenkohl	cauliflower
die Bohne	bean
der Braten	roast, joint
die Bratwurst	sausage (grilled/fried)
die Brause, das Sprudelwasser, die Schorle	fizzy drink
das Brot	bread, loaf
die Butterbrote	slices of bread and butter
die Butter	butter
der Champignon, der Pilz	mushroom
die Chips	crisps
das Ei	egg
der Eierkuchen, der Pfannkuchen	pancake
der Eintopf	stew
das Eis	ice cream, ice
ekelhaft	disgusting
die Erdbeere	strawberry
die Erbsen	peas
das Essen	food, dinner
der Essig	vinegar
die Fertiggerichte	ready-made meals
der Fisch	fish
die Flasche	bottle
das Fleisch	meat
frisch	fresh
das Frühstück	breakfast
die gekochte Kartoffel, die Salzkartoffel	boiled potato
das Gemüse	vegetables
das Getränk	drink
gewürzt, scharf	spicy
das Glas	jar, pot
die Haferflocken	porridge oats
das Hähnchen	chicken
die Hauptspeise, das Hauptgericht	main course
die Himbeere	raspberry
der Honig	honey
der Hunger	hunger

der Imbiss	snack
der Jogurt, der Joghurt	yoghurt
der Kaffee	coffee
der Kakao	cocoa
die Karotte, die Möhre	carrot
die Kartoffel	potato
der Kartoffelbrei, das Kartoffelpüree	mashed potato
der Käse	cheese
der Keks	biscuit
der Kellner/die Kellnerin	waiter/waitress
die Kirsche	cherry
der Knoblauch	garlic
der Kohl	cabbage
der Korb	basket
das Kotelett	chop, cutlet
die Krabbe	shrimp
die Kräuter	herbs
der Kuchen	cake
kühl	cool
das Lamm	lamb
die Lebensmittel	food, groceries
das Lebensmittelgeschäft	grocer's shop
die Limonade	lemonade
die Mahlzeit	meal
die Margarine	margarine
die Marmelade	jam
die Meeresfrüchte [fpl]	seafood
die Milch	milk
... mit Curry	... with curry, curried ...
das Mittagessen	lunch
der Nachtisch	dessert, pudding
die Nudeln	pasta
die Nüsse [fpl]	nuts
das Obst	fruit
das Öl	oil
das Omelett, das Omlett	omelette
die Pampelmuse	grapefruit
die Paprika	peppers
der Pfeffer	pepper
der Pfirsich	peach
die Pflaume	plum
die Pizza	pizza
die Pommes (Frites)	chips
das Produkt	product
die Quittung	receipt
die Rechnung	bill
der Reis	rice

die Reisnudeln [fpl]	rice noodles
das Rezept	recipe
das Rindfleisch	beef
die Rohkost	raw fruit and vegetables
der Rosenkohl	Brussels sprouts
der Saft	juice
die Sahne	cream
der Salat	lettuce, salad
die Gurke, die Salatgurke	cucumber
das Salz	salt
satt	full up
die Schachtel, die Dose	box, can (tin)
die Scheibe	slice
der Schinken	ham
der Schinken-Käse Toast	toasted ham and cheese sandwich
die Schokolade	chocolate
die schwarze Johannisbeere	blackcurrant
der Senf	mustard
die Soße	sauce
der Speck	bacon
die Speise	dish
die Spezialität	speciality
der Spinat	spinach
das Steak	steak
ein Stück	a piece
die Suppe	soup
die Süßigkeiten [fpl], die Naschereien [fpl]	sweets, sweet things
das Tablett	tray
das Tagesgericht	dish of the day
der Tee	tea
der Thunfisch	tuna
die Tomate	tomato
das Trinkgeld	tip
der Truthahn, der Puter	turkey
die Vanille	vanilla
die Vorspeise	starter
das Wasser	water
der Wein	wine
die Weintraube	grape
die Wurst	sausage
die Zitrone	lemon
der Zucker	sugar
zufrieden	satisfied
die Zwiebel	onion

Der Körper

der Arm
das Auge
das Bein
der Ellbogen
der Finger
der Fuß
das Gehirn
der Hals
die Hand
das Herz
das Kinn
das Knie
der Kopf
die Lungen
der Magen
die Nase
das Ohr
der Rücken
die Schulter
der Zahn

The body

arm
eye
leg
elbow
finger
foot
brain
throat
hand
heart
chin
knee
head
lungs
stomach
nose
ear
back
shoulder
tooth

Beim Arzt/In der Apotheke

die Erkältung
das Fieber
die Grippe
die Halstablette
das Heilmittel, das Mittel
der Husten
der Hustensaft
der Insektenstich
krank
die Krankheit
mir geht es nicht gut
der Mückenstich
müde
das Rezept
der Sonnenstich
die Tabletten

At the doctor's/pharmacy

cold
fever
flu
lozenge
medicine, cure
cough
(cough) medicine
insect bite
ill
illness
I'm not well
mosquito bite
tired
prescription
sunstroke
pills

Die Gesundheit

der Alkohol
betrunken
die Drogen
der Drogenmissbrauch
die Fettleibigkeit
das Rauchen

Health

alcohol
drunk
drugs
drug abuse, substance abuse
obesity
smoking

Nützliche Verben

aufhören
Drogen nehmen
Durst haben
essen
gewinnen
Halsschmerzen haben, Kopfschmerzen haben
Hunger haben
joggen
klettern
kochen
laufen
machen
(mir ist) heiß
(mir ist) kalt
(mir ist) schlecht
mein(e) ... tut/tun weh
Mountainbike fahren
rauchen
Rollschuh laufen, Schlittschuh laufen
schmecken, probieren
sich ausruhen
sich betrinken
sich übergeben, brechen, sich erbrechen
(sich) verletzen
skaten
spazieren gehen
spielen
Sport treiben
springen
trinken
versuchen, probieren
wegnehmen
werfen
zu Abend essen
zu Mittag essen

Reisen und Tourismus

Die Welt

Afrika
Australien
Belgien
Bulgarien
Dänemark
Deutschland
England

Useful verbs

to stop
to take drugs
to be thirsty
to eat, to have (a meal)
to win
to have a sore throat, to have a headache
to be hungry
to jog
to climb
to cook
to run
to do
(I feel) hot
(I feel) cold
(I feel) sick
my ... hurts, my ... is sore
mountain cycling
to smoke
to roller-skate, to ice-skate
to taste
to rest
to get drunk
to vomit
to injure (oneself)
to skate
to go for a walk
to play
to do sport
to jump
to drink
to try
to take away
to throw
to have dinner
to have lunch

Travel and tourism

The world

Africa
Australia
Belgium
Bulgaria
Denmark
Germany
England

Estland	Estonia
Finnland	Finland
Frankreich	France
Griechenland	Greece
Irland	Ireland
Italien	Italy
Kroatien	Croatia
die Länder	countries
Lettland	Latvia
Litauen	Lithuania
Luxemburg	Luxembourg
Malta	Malta
die Niederlande	the Netherlands
Österreich	Austria
Polen	Poland
Portugal	Portugal
Rumänien	Romania
Schottland	Scotland
Schweden	Sweden
die Schweiz	Switzerland
die Slowakei	Slovakia
Slowenien	Slovenia
Spanien	Spain
die Tschechische Republik	Czech Republic
Ungarn	Hungary
die USA, die Vereinigten Staaten	the USA, the United States
das Vereinigte Königreich	United Kingdom
Wales	Wales
Zypern	Cyprus

Die Nationalitäten

der Amerikaner/die Amerikanerin
der Brite/die Britin
der/die Deutsche
der Engländer/die Engländerin
der Europäer/die Europäerin
der Franzose/die Französin
der/die Fremde
der Ire/die Irin
der Italiener/die Italienerin
der Österreicher/die Österreicherin
der Schotte/die Schottin
der Schweizer/die Schweizerin
der Spanier/die Spanierin
der Waliser/die Waliserin

Nationalities

American
British
German
English
European
French
stranger, foreigner
Irish
Italian
Austrian
Scottish
Swiss
Spanish
Welsh

Die Ferien

an der Küste

auf dem Land(e)

der Campingplatz

das Fünf-Sterne-Hotel, das Fünfsternehotel

die Hütte, das Häuschen

in den Bergen

in der Stadt

die Jugendherberge

der Schlüssel

die Wohnung

der Wohnwagen

die Villa

Holidays

by the seaside

in the country

campsite

five-star hotel

cottage

in the mountains

in the city

youth hostel

key

apartment

caravan

villa

Context for Learning 3: School Life, Studies and the World of Work

Meine Schularbeit, mein Studium

Betriebswirtschaftslehre (BWL)
Biologie
Chemie
Deutsch
Erdkunde
Französisch
Fremdsprachen
Geschichte
Informatik
Irish
Italienisch
Kunst
Mathe(matik)
Musik
Religion
Sozialkunde

Soziologie
Spanisch
Sport
Theater
Turnen
Werken

Der Schulalltag

das Abitur
die Antwort
das Arbeitsblatt
die Bibliothek
die Bildung
der Chor
der Computerraum
der Direktor/die Direktorin
das Experiment
das Gedicht
die große Pause
die Hauptschule
die Hausaufgaben
der Hausmeister
die Klassenarbeit
der Klassenlehrer/die Klassenlehrerin

My studies

economics, business studies
biology
chemistry
German
geography
French
foreign languages
history
ICT
Irish
Italian
art
maths
music
RE
Personal and Social Education,
Citizenship, Learning for Life and Work
sociology
Spanish
PE
drama
gymnastics
Technology and Design

School life

A levels (equivalent)
answer
worksheet
library
education
choir
ICT suite
head teacher
experiment
poem
mid-morning break
secondary school
homework
caretaker
class test, assessment
class teacher

der Lehrer/die Lehrerin	teacher
das Lehrerzimmer	staffroom
die Mannschaft	team
die Mensa, die Kantine	canteen
die Mittagspause	lunch break
die Mittlere Reife	GCSEs (equivalent)
das Nachsitzen	detention
nicht da, abwesend, fehlt	absent
nicht gut in, schwach in	weak, bad at (a subject)
die Pause	break
die Prüfung	examination
der Schulanfang, der Schulbeginn	start of school year
die Schule	school
der Schüler/die Schülerin	pupil
der Schulhof	playground
das Semester	term
die Sommerferien	summer holidays
die Sporthalle, die Turnhalle	sports hall, gym
der Student/die Studentin	(university) student
die Studien	studies
das Studium, der Studiengang	a course at university
der Stundenplan	timetable
die Übung	exercise, practice
die Uniform	uniform
die Universität	university
der Unterricht	class, lesson
der Vertretungslehrer, der Aushilfslehrer	supply teacher, cover teacher
die Vokabeln	vocabulary
das Zeugnis	report

Das Klassenzimmer

der Anspitzer
der Bleistift
das Buch
das Etui, die Federmappe, das Federmäppchen
der Filzstift
der Gang, der Korridor, der Flur
das Heft
der Kuli
das Labor
der Lehrer/die Lehrerin
das Lineal
der/das Radiergummi
die Schere
die Sprache
die Stunde

The classroom

sharpener
pencil
book
pencil case
felt-tip pen
corridor
exercise book
(ballpoint) pen
laboratory
teacher
ruler
eraser
scissors
language
lesson

die Tafel
der Taschenrechner
der Tisch
das Wörterbuch

(black)board
calculator
desk
dictionary

Nützliche Verben

abschreiben
abwählen
anspornen
antworten
arbeiten
aufpassen
aussprechen
beginnen, anfangen
bestrafen
bitten um
buchstabieren
denken
diskutieren
durchfallen
enden, zu Ende sein
erlauben
fragen
gelingen
hassen
kennen
die Klappe halten
können
kopieren
korrigieren
lernen
lernen, pauken
lügen
müssen
nachsitzen
organisieren
prüfen
eine Prüfung machen
schreiben
schwänzen
sitzenbleiben
sprechen
üben
übereinstimmen
übersetzen
unterrichten

Useful verbs

to copy out, to copy from
to drop (a subject)
to encourage
to reply
to work
to pay attention
to pronounce
to start
to punish
to ask for
to spell
to think
to discuss
to fail
to finish
to permit
to ask (a question)
to succeed
to hate
to know (facts)
to shut up
to be able to
to copy (with photocopier)
to correct
to learn, to study
to revise, to swot
to lie
to have to
to be in detention
to organise
to examine
to sit an exam
to write
to skip lessons
to repeat a year
to speak
to practice
to agree with somebody/something
to translate
to teach

vergessen
verlieren
verstehen
verwenden
vorbereiten
wiederholen
zeichnen
zuhören

to forget
to lose
to understand
to use
to prepare
to repeat (a year, an exam)
to draw
to listen

Aktivitäten außerhalb des Lehrplans

die AG (Arbeitsgemeinschaft)
die Aktivität
das Angeln
aufregend
der Basketball
das Boxen
der Chor
der Federball, das Badminton
die Flöte
die Geige
die Gitarre
die Gymnastik
das Hobby
das Hockey
die Informatik
das Judo
der Kampfsport
das Karate
die Klarinette
das Klavier
das Laufen
die Leichtathletik
das Nähen
das Orchester
das Radfahren
das Reiten
das Rugby
das Schach
das Schlagzeug
das Schwimmen
das Skateboardfahren
der Spaß
das Spiel
das Spielzimmer
die Sporthalle

Extra-curricular activities

after-school club
activity
fishing
exciting
basketball
boxing
choir
badminton
flute
violin
guitar
gymnastics
hobby
hockey
computing
judo
martial arts
karate
clarinet
piano
running
athletics
sewing
orchestra
cycling
horse-riding
rugby
chess
drums
swimming
skateboarding
fun
game
games room
sports hall

das Stricken
das Tennis
das Theater
das Theaterstück
der Volleyball

knitting
tennis
drama
play
volleyball

Nützliche Verben

angeln gehen
aussuchen
gelingen, Erfolg haben
Mitglied sein (in, von)
reiten
segeln
sich anmelden für
sich interessieren für
singen
Sport treiben, sich bewegen
tanzen
teilnehmen an
trainieren
turnen
(einem Verein) beitreten

Useful verbs

to go fishing
to choose
to succeed
to be a member (of)
to do horse riding
to sail
to enrol, to join
to be interested in
to sing
to exercise
to dance
to take part in
to train
to do gymnastics
to join (a club/association/
union/society)

Teilzeitjobs/Nebenjobs

die Anfrage
die Anzeige, die Stellenanzeige
die Arbeit
die Arbeitsbedingungen
das Ausbildungszentrum, die Berufsschule
der Berufsberater
beschäftigt
der Besitzer
die Bewerbung
der Brief
der Chef
der Ehrgeiz
der Eindruck
erfahren
ein Formular ausfüllen
das Geschäft, der Betrieb
gut bezahlt
der Kassierer/die KassiererIn
der Kollege/die Kollegin
einen Kurs machen
das Praktikum
schlau

Part-time jobs

inquiry
advertisement
work
terms of employment
training centre
careers adviser
busy
owner
job application
letter
boss
ambition
impression
experienced
to fill in a form
business, company
well-paid
cashier
colleague
to do a course
work experience
smart, clever

schlecht bezahlt	badly paid
die Stelle	job, position
das Stellenangebot	job advert, vacancy
der Traum	dream
unterschiedlich, abwechslungsreich	different, varied
der Vertrieb	business, trade, sales
das Vorstellungsgespräch	interview
die Werbung	advertising
die Zukunft	future
die Zukunftspläne	future plans

Nützliche Verben

absagen
anrufen
anstellen
arbeiten
finden
Geld verdienen
kaufen
sich in Verbindung setzen
wählen
verkaufen
zahlen

Das Geld

die Auswahl
die Bank, die Sparkasse
die Bankkarte
das Bankkonto
billig, preiswert
die Brieftasche
ehrenamtlich
das Einkaufszentrum
die Freiwilligenarbeit
das Geld
das Geldstück, die Münze
das Geschäft, der Laden
das Geschenk
im Angebot, im Sonderangebot
das Kaufhaus
das Kleingeld
die Kreditkarte
die Lotterie
das Pfund Sterling
das Portemonnaie, die Geldbörse, der Geldbeutel
die Post

Useful verbs

to cancel
to telephone
to hire
to work
to find
to earn money
to buy
to contact
to choose
to sell
to pay

Money management

choice
bank
bank card
bank account
cheap
wallet
voluntary
shopping centre
voluntary work
money
coin
shop
gift, present
on offer
department store
cash, loose change
credit card
the national lottery
pound sterling
purse
post office

der Preis	price
die Preisliste	rate list, price list
die Quittung	receipt
der Rat	advice
die Rechnung	bill (in a restaurant)
das Risiko	risk
der Schalter	counter (at bank)
der Schein, der Geldschein	banknote
der Schlussverkauf	sales
das Sonderangebot	special offer
die Stelle, die Arbeit, der Job	job, work
das Taschengeld	pocket money
der Teilzeitjob, der Nebenjob	part-time job
teuer	expensive
das Trinkgeld	tip
der Wechselkurs	exchange rate
die Werbung	adverts

Nützliche Verben

arbeiten
ausgeben
beraten
einkaufen
kaufen
ein Konto eröffnen
kosten
kündigen
sparen
verkaufen
versichern
verdienen
Zinsen machen

Useful verbs

to work
to spend
to advise
to shop
to buy
to open an account
to cost
to cancel
to save
to sell
to insure
to earn, win
to gain interest

Zukunftspläne und Berufspläne

der Arzt/die Ärztin
die Arbeit
die Aufgabe
die Ausbildung
der/die Auszubildende (AZUBI)
der Bäcker/die Bäckerin
der Bauer/die Bäuerin
begabt
die Begeisterung
bestimmt
der Briefträger/die Briefträgerin
der Chef/die Chefin

Future plans and career

doctor
work
task
apprenticeship
apprentice, trainee
baker
farmer
gifted
enthusiasm
certainly
postman/postwoman
boss

Computerwissenschaften	computing
der Elektriker/die Elektrikerin	electrician
die Erfahrung	experience
die Erklärung	explanation
die Fakultät	faculty
der Feuerwehrmann/die Feuerwehrfrau	firefighter
fließend	fluently
der Flugbegleiter/die Flugbegleiterin	flight attendant
das Gehalt	salary
gut ausgestattet	well-equipped
der Hochschulabschluss	diploma, degree
der Ingenieur/die Ingenieurin	engineer
der Kassierer/die Kassiererin	cashier, checkout teller, bank teller
der Kellner/die Kellnerin	waiter, waitress
die Kenntnis	knowledge
der Klempner/die Klempnerin	plumber
der Krankenpfleger/die Krankenschwester	nurse
der Künstler/die Künstlerin	artist
der Landwirt/die Landwirtin	farmer
die Langeweile	boredom
der Lebensmittelhändler/die Lebensmittelhändlerin	grocer
der Mechaniker/die Mechanikerin	mechanic
der Metzger/die Metzgerin	butcher
der Musiker/die Musikerin	musician
das Nachsitzen	detention
der Polizist/die Polizistin	policeman/policewoman
das Praktikum	placement
der Programmierer/die Programmiererin	programmer
der Ruhestand	retirement
der Schauspieler/die Schauspielerin	actor
der Schein	certificate
schlecht ausgestattet	badly equipped
der Sekretär/die Sekretärin	secretary
die Sorgen	worries
die Stelle	job, position
der Techniker/die Technikerin	technician
das Thema	theme
überbelastet	overloaded, overworked
die Unhöflichkeit	rudeness
der Verkäufer/die Verkäuferin	salesperson
das Vertrauen	trust
die Vorlesung	lecture
der Zahnarzt/die Zahnärztin	dentist
das Zeugnis	school report

Nützliche Verben

abmachen
anhängen
ankommen
entscheiden
erinnern (an)
erlauben
fangen
gelingen, Erfolg haben
liefern
lügen
den Mund halten
sich bewerben
sitzenbleiben
verteilen
verhindern
werden

Häufig benutzte Adjektive

angenehm
ärgerlich, nervig
begeistert
ernst
erstaunt
fantastisch
großartig
hässlich
interessant
klug, schlau
kompliziert
lächerlich
langweilig
leicht, einfach
lustig
nervig
nett, sympathisch
neu
nützlich
nutzlos, unnütz
perfekt
praktisch
schlecht
schrecklich
schwach
sensationell
spannend
süß, niedlich

Useful verbs

to arrange
to attach
to arrive
to decide
to remind
to permit
to catch
to succeed
to deliver
to lie
to shut up
to apply
to repeat a year
to distribute
to prevent
to become

Adjectives (common)

pleasant
annoying
delighted
serious
amazed, astonished
marvellous
great
ugly
interesting
clever
complicated
ridiculous
boring
easy
funny
annoying
nice
new
useful
useless, pointless
perfect
practical
bad
awful
weak
sensational
exciting
cute

teuer, lieb
unangenehm
unglaublich
Unsinn, Blödsinn
witzig
wohlerzogen
wunderbar

Komparative

am besten
am meisten
am schlimmsten, der/die/das Schlimmste
am wenigsten
besser
der/die/das Beste
gut
mehr
mehr als
schlecht
schlechter
schlimmer
viel
wenige, einige
weniger (als)
wenigstens

Konjunktionen in Haupt- und Nebensätzen

aber
also, dann
auch, ebenfalls
auf der anderen Seite
auf der einen Seite
da
dafür, für
daher
danach, als nächstes
dass
deshalb
einschließlich
im Namen von, im Auftrag von
jedoch, allerdings
nämlich
ob
oder
oder selbst
offensichtlich

dear
unpleasant
incredible
rubbish
funny
well-behaved
great

Comparatives

best
the most
the worst
the least
better
the best
well, good
more
more than
bad, badly
worse
worse
lots
few
less (than)
at least

Conjunctions and connectives

but
so, then, next
also
on the other hand
on the one hand
as, since, because, seeing that
for
thus
next
that
therefore
including
on behalf of
however
that is to say
if
or
or even
obviously

ohne Zweifel
selbst wenn
und
während
wegen
weil
wenn, als
zum Beispiel

without doubt
even if
and
while
because of
because
when
for example

Die Wochentage, Monate und Jahreszeiten

Days, months, seasons

Wochentage

Sonntag
Montag
Dienstag
Mittwoch
Donnerstag
Freitag
Samstag

Days

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

Monate

Januar
Februar
März
April
Mai
Juni
Juli
August
September
Oktober
November
Dezember

Months

January
February
March
April
May
June
July
August
September
October
November
December

Jahreszeiten

der Frühling
der Herbst
der Sommer
der Winter

Seasons

spring
autumn
summer
winter

Beschreibungen

blau
blond(e)
braun
dunkel
gelb
grau

Descriptions

blue
blonde
brown
dark
yellow
grey

grün
hell, hellbraun
kastanienbraun
der Kreis
die Kugel
lila
orange
das Quadrat
rosa
rot
rotblond
rotbraun
rund
schwarz
trist, trüb
violett
weiß

Begrüßungen

Auf Wiedersehen!
Bis bald
Bis morgen
Bis später
bitte
Es tut mir Leid
Feierabend!
Grüß Gott!
Gute Fahrt!, Gute Reise!
Gute Nacht!
Guten Abend!
Guten Appetit!
Guten Morgen!
Guten Tag!, Hallo!
Herzlich Willkommen!
Hi!
Hilfe!
Mahlzeit!
natürlich, selbstverständlich
okay, in Ordnung
Tschüß!
Wie schade!

Verstärkungspartikel

also
ein bisschen
enorm
extrem

green
light, light brown
maroon, chestnut (hair), auburn (hair)
circle
ball
purple
orange
square
pink
red
ginger (hair), red-haired
auburn (hair)
round
black
dull
purple, violet
white

Greetings

Goodbye!
See you soon
See you tomorrow
See you later
please
Sorry
Have a nice evening! (after work)
Hello! (Southern Germany, Austria)
Have a good journey!
Good night!
Good evening!
Have a good meal!
Good morning!
Hello!
Welcome!
Hi!
Help!
Enjoy your meal!
of course
okay
Bye!
What a pity!

Intensifiers

so
a bit
enormously
extremely

sehr
viel, sehr
wirklich, echt
ziemlich
zu (viel)

Negationswörter

nicht
nichts als
nicht mehr
nie, niemals
niemand
noch nicht
nur
weder ... noch

Die Zahlen

der/die/das erste
zweite
dritte
vierte
fünfte
sechste
einundzwanzigste

null
eins
zwei
drei
vier
fünf
sechs
sieben
acht
neun
zehn
elf
zwölf
dreizehn
vierzehn
fünfzehn
sechzehn
siebzehn
achtzehn
neunzehn
zwanzig
einundzwanzig

very
a lot
really
quite
too (much)

Negatives

not
nothing but
no longer, no more
never
no one, nobody
not yet
only
neither ... nor

Numbers

first
second
third
fourth
fifth
sixth
twenty-first

zero
one
two
three
four
five
six
seven
eight
nine
ten
eleven
twelve
thirteen
fourteen
fifteen
sixteen
seventeen
eighteen
nineteen
twenty
twenty-one

zweiundzwanzig
dreiundzwanzig
dreißig
einunddreißig
zweiunddreißig
vierzig
einundvierzig
fünfzig
einundfünfzig
sechzig
einundsechzig
siebzig
einundsiebzig
achtzig
einundachtzig
neunzig
einundneunzig
(ein)hundert
(fünf)hundert
(ein)tausend

twenty-two
twenty-three
thirty
thirty-one
thirty-two
forty
forty-one
fifty
fifty-one
sixty
sixty-one
seventy
seventy-one
eighty
eighty-one
ninety
ninety-one
one hundred
five hundred
one thousand

**Meinungen – positive/negativ,
Gründe geben**

auf der anderen Seite, andererseits
das interessiert mich nicht

es amüsiert mich
es ärgert mich
es gefällt mir
es ist mir egal, es ist mir gleich
für mich
... gefällt mir wirklich gut
ich denke, dass
ich finde ...
ich hasse
ich liebe
ich mag ..., ... gefällt mir
ich mag ... nicht, ... gefällt mir nicht
ich meine, dass
im Gegensatz
jedoch, allerdings
(m)ich auch nicht
meiner Meinung nach
persönlich
vielleicht
weil, denn

**Opinions – positive/negative,
justifications**

on the other hand
that doesn't interest me, that doesn't
 appeal to me
it makes me laugh
it annoys me
I like it
it's all the same to me
for me
I really like ...
I think that
I find ... (opinion)
I hate
I love
I like ...
I don't like ...
I think that
on the contrary
however
me neither
in my opinion
personally
maybe
because

Präpositionen

an, bei
an der Seite von
(an)statt
auf, an
aus
außerhalb von
bis
bis zu
für
gegen
gegenüber
hinter
in
in der Nähe von, nahe
laut, nach
mit
mitten
nach
neben
ohne
seit
trotz
über
um
um ... zu ...
unter
unterhalb von
von
vor
während
wegen
zu, zum, zur
zwischen

Pronomen

den, die, das, die
der, die, das, die
ich, du, er, sie, es, man, wir, ihr, Sie, sie
jemand, niemand
mich
mir
was
wen, wem
wer, was, was für

Prepositions

at
at the edge of, at the side of
instead of
on
from
outside of
until
up to, as far as
for
against, towards
across, opposite, towards
at the back of, behind
in
near
according
with
in the middle
after, to, towards
beside
without
since
despite, in spite of
over, above, across
around, at
in order to
among, under, beneath
beneath
of, from
before, in front of
during
because of
to, at
between

Pronouns

relative: other cases (R) and use of
relative: nominative
personal
indefinite
reflexive: accusative
reflexive: dative (R)
was (R)
interrogative (R)
interrogative

Fragen

Für wie lange?
Ist es?
Um wie viel Uhr, Zu welcher Zeit?
Wann?
Warum?, Wieso?, Weshalb?
Was?
Was ist das?
Was kostet das?
Welche Farbe?
Welcher?, Welche?, Welches?
Welcher Tag ist heute?
Welches Datum ist heute?
Wer? (Wen?, Wem?)
Wie?
Wie schreibt man das?
Wie spät ist es?, Wie viel Uhr ist es?
Wie viel?
Wie viele?
Wo?
Woher?

Die Zeit – die Uhrzeit sagen, Redewendungen von Dauer und Häufigkeit

es ist ein Uhr
es ist fünf nach eins
es ist zehn nach eins
es ist Viertel nach eins
es ist zwanzig nach eins
es ist fünfundzwanzig nach eins
es ist halb zwei
es ist ein Uhr fünfunddreißig, es ist fünf
nach halb zwei
es ist ein Uhr vierzig, es ist zwanzig vor
zwei
es ist Viertel vor zwei
es ist zehn vor zwei
es ist fünf vor zwei
es ist zwei Uhr
der Nachmittag
der Abend
der Mittag
die Mitternacht
der Morgen, der Vormittag
heute Abend
gestern Abend

Questions

For how long?
Is it?
At what time?
When?
Why?
What?
What is it?
How much is that?
What colour?
Which?
What day is it?
What is the date?
Who? (Who?, To/For/With whom?)
How?
How is that written?
What time is it?
How much?
How many?
Where?
From where?

Time – telling the time, expressions of time

it is one o'clock
it is five past one
it is ten past one
it is a quarter past one
it is twenty past one
it is twenty-five past one
it is one thirty
it is one thirty-five

it is one forty

it is quarter to two
it is ten minutes to two
it is five minutes to two
it is two o'clock
afternoon
evening
midday
midnight
morning
tonight
last night

Andere häufig benutzte Verben

(an)passen
(an)sehen
(an)probieren, versuchen
ändern
anfangen, beginnen
atmen
aufhören, anhalten, beenden
ausfüllen, vervollständigen
ausgeben
(aus)leihen
auswählen
bearbeiten
beenden
behalten
behandeln
benoten
bestellen
braten
brechen
buchstabieren
checken, nachsehen, prüfen
dauern
dürfen
eingeben
erlauben
fallen
fliegen
gefallen
eine Geschichte erzählen
halten
helfen
hoffen
hören
klettern
korrigieren, berichtigen
kosten
krank sein
leben, wohnen
leiden
leihen
löschen
meinen, bedeuten
öffnen, aufmachen
passen
quatschen

Other common verbs

to match
to look (at)
to try on, to try
to change
to start
to breathe
to stop
to complete
to spend (money)
to loan
to select
to edit
to end
to keep
to treat
to mark (exam, test)
to order
to fry
to break
to spell
to check
to last
to be allowed
to enter
to allow
to fall
to fly
to please
to tell a story
to hold
to help
to hope
to hear
to climb
to correct
to cost
to be sick
to live
to suffer
to borrow
to delete
to mean
to open
to suit
to chatter

rauchen	to smoke
reduzieren	to reduce
regnen	to rain
reparieren	to repair
reservieren	to reserve
retten	to rescue (from danger)
schaffen	to create
schließen	to close
schmecken, probieren	to taste
schneien	to snow
(sich) bewegen	to move
(sich) entspannen	to relax
eine Nachricht/SMS schreiben	to text
sparen	to save (money, water, electricity)
speichern	to save (data)
stattfinden	to take place
sterben	to die
surfen	to surf
teilnehmen	to take part
tragen	to carry
trennen	to separate
überqueren	to cross (road/street)
umziehen	to move (house)
verbringen	to spend time
verdienen	to earn
verlassen	to leave
verletzen	to injure
vermeiden	to avoid
weggehen	to leave
weh tun	to hurt
werfen	to throw
wünschen	to wish
zelten	to camp
(zu Fuß) gehen	to walk
zurückhalten	to hold back
zurückkommen	to return

Summary of Changes since First Issue

Revision History Number	Date of Change	Page Number	Change Made
Version 1	N/A	N/A	First issue
Version 2	6 November 2018	29	Changes to Contact details



INVESTORS
IN PEOPLE

