INTERNATIONAL GCSE

German

SPECIFICATION

Pearson Edexcel International GCSE in German (4GN1)

For first teaching in September 2017

First examination June 2019
Edexcel, BTEC and LCCI qualifications

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Acknowledgements

This specification has been produced by Pearson on the basis of consultation with teachers, examiners, consultants and other interested parties. Pearson would like to thank all those who contributed their time and expertise to the specification’s development.

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1 About this specification

The Pearson Edexcel International GCSE in German is part of a suite of International GCSE qualifications offered by Pearson.

This qualification is not accredited or regulated by any UK regulatory body.

This specification includes the following key features.

Structure: the Pearson Edexcel International GCSE in German is a linear qualification. All units must be taken at the end of the course of study.

Content: relevant, engaging and up to date.

Assessment: 100% external assessment.

Approach: a foundation for students wishing to progress to further study of German at schools and colleges.

- Listening skills are assessed separately in Paper 1.
- Reading and writing skills are tested in separate exercises in Paper 2.
- Speaking communication skills are assessed separately in Paper 3.
- Assessment is in the June examination series.
- For the purposes of communication, topics relate to the interests of students studying German, for example in study and leisure situations.
- Contexts and settings will be those that students are likely to encounter, for example at school or in the media.
- Culturally sensitive and authentic texts are used throughout.
- Tests will measure achievement against many of the benchmarks of Levels A2 and B1 of the Council of Europe's Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR).

Specification updates

This specification is Issue 1 and is valid for the Edexcel International GCSE examination from 2019. If there are any significant changes to the specification, Pearson will inform centres. Changes will also be posted on our website.

For more information please visit qualifications.pearson.com

Using this specification

This specification has been designed to give guidance to teachers and encourage effective delivery of the qualification. The following information will help you get the most out of the content and guidance.

Compulsory content: as a minimum, all the bullet points in the content must be taught. The word ‘including’ in content specifies the detail of what must be covered.

Assessments: use a range of material and are not limited to the examples given. Teachers should deliver the qualification using a good range of examples to support the assessment of the content.

Depth and breadth of content: teachers should use the full range of content and all the assessment objectives given in Section 2: German Content.
Introduction

The Pearson Edexcel International GCSE in German is designed for use in schools. It is part of a suite of International GCSE qualifications offered by Pearson.

The qualification is designed primarily for students who are studying German in order to enhance their future education or employment prospects.

Achievement is broadly equivalent to Levels A2 and B1 of the CEFR. Students at this level are expected to understand the main points of familiar matters regularly encountered in work, school, leisure, etc. and can deal with most situations likely to arise while travelling in an area where the language is spoken. They can produce simple, connected text on topics that are familiar or of personal interest, and can describe experiences and events, dreams, hopes and ambitions, and briefly give reasons and explanations for opinions and plans.

Students will be expected to communicate formally and informally in a range of contexts, and to understand a wide range of texts and styles.

The aim of the qualification is to test German language competence through realistic and contextualised tasks based on authentic texts.

Speaking, listening, reading and writing skills are tested through three examination papers.
Qualification aims and objectives

The aims and objectives of this qualification are to enable students to develop:

- understanding and use of written forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- understanding and use of the spoken forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- the ability to communicate effectively in the target language through the written word, using a range of vocabulary and structures
- the ability to communicate effectively in the target language through speaking, using a range of vocabulary and structures
- a knowledge and understanding of the target language grammar and its practical application
- a knowledge and understanding of countries and communities where the target language is spoken
- positive attitudes towards modern foreign language learning
- a suitable foundation for further study of the target language, or another language.
Why choose Edexcel qualifications?

Pearson – the world’s largest education company

Edexcel academic qualifications are from Pearson, the UK’s largest awarding organisation. With over 3.4 million students studying our academic and vocational qualifications worldwide, we offer internationally recognised qualifications to schools, colleges and employers globally.

Pearson is recognised as the world’s largest education company, allowing us to drive innovation and provide comprehensive support for Edexcel students to acquire the knowledge and skills they need for progression in study, work and life.

A heritage you can trust

The background to Pearson becoming the UK’s largest awarding organisation began in 1836, when a royal charter gave the University of London its first powers to conduct exams and confer degrees on its students. With over 150 years of international education experience, Edexcel qualifications have firm academic foundations, built on the traditions and rigour associated with Britain’s educational system.

Results you can trust

Pearson’s leading online marking technology has been shown to produce exceptionally reliable results, demonstrating that at every stage, Edexcel qualifications maintain the highest standards.

Developed to Pearson’s world-class qualifications standards

Pearson’s world-class standards mean that all Edexcel qualifications are developed to be rigorous, demanding, inclusive and empowering. We work collaboratively with a panel of educational thought leaders and assessment experts, to ensure that Edexcel qualifications are globally relevant, represent world-class best practice and maintain a consistent standard.

For more information on the world class qualification process and principles, please go to Appendix 3 Pearson World Class Qualification Design Principles or visit our website: uk.pearson.com/world-class-qualifications
Why choose Pearson Edexcel International GCSE in German?

We have listened to feedback from all parts of the international school, UK independent school and language teaching community. We have made changes that will engage students and provide opportunities to gain skills that will support progression to further study of German, and to enhance future educational or employment prospects.

Our German language qualification is specifically intended for students whose first language is not German.

The content and assessment approach for this qualification has been designed to meet students’ needs in the following ways.

**Topics** – the topics (and related texts) used in the reading and writing paper are engaging and suitable for all students, are based on contexts that students are likely to encounter and are diverse in their content. Culturally sensitive and authentic reading and listening texts are used throughout.

**Student selected picture** – students will select their own picture as part of the speaking examination. This empowers the students to confidently prepare for a topic of their choice, and personalise one element of their examination.

**Clear and straightforward question papers** – our question papers are clear and accessible for all students of all ability ranges and learning styles. Our mark schemes are straightforward, so that the assessment requirements are clear.

**Broad and deep development of skills** – the design of the revised International GCSE aims to extend students’ knowledge by broadening and deepening skills, for example students develop the ability to:

- read for both gist and detail
- write in response to a given situation
- listen to a complex argument or discussion, understand the overall message and identify attitudes and opinions
- participate in extended discussion.

**Development of spoken language skills** – students are able to develop their understanding of the spoken word through separate speaking and listening components.

**Progression to A Level** – International GCSEs enable successful progression to Level 3 qualifications (such as the International A Level) and beyond, in German and other subjects. Through our world class qualification development process, we have consulted international German language teaching experts to validate this qualification and endorse its content, skills development and assessment structure.
Supporting you in planning and implementing this qualification

Planning

• Our *Getting Started Guide* gives you an overview of the Pearson Edexcel International GCSE in German to help you understand the changes to content and assessment, and what these changes mean for you and your students.

• We will give you a course planner and editable schemes of work, contact teachinglanguages@pearson.com

Teaching and learning

• Our skills maps highlight opportunities for students to develop skills that are assessed, as well as skills that are not directly assessed.

Preparing for exams

We will also give you a range of resources to help you prepare your students for the assessments, including:

• specimen papers to use as formative assessments and for mock exams

• examiner commentaries following each examination series.

ResultsPlus

ResultsPlus provides the most detailed analysis available of your students’ exam performance. It can help you to identify the topics and skills where further learning would benefit your students.

examWizard

This is a free online resource designed to support students and teachers with exam preparation and assessment.

Training events

In addition to online training, we host a series of training events each year that give teachers a deeper understanding of our qualifications.

Get help and support

Our Subject Advisor service ensures that you receive help and guidance from us, email our subject advisor at: teachinglanguages@pearson.com. You can sign up to receive the Edexcel languages e-updates to keep up to date with our qualifications and allied support and service news.
Qualification at a glance

The Pearson Edexcel International GCSE in German qualification comprises three assessments:

- Paper 1 – a written examination paper
- Paper 2 – a written examination paper
- Paper 3 – a spoken examination paper.

Component/paper overview

<table>
<thead>
<tr>
<th>Paper 1: Listening</th>
<th>*Paper code 4GN1/01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Externally assessed</td>
<td>25% of the total International GCSE</td>
</tr>
<tr>
<td>Availability: June</td>
<td></td>
</tr>
<tr>
<td>First assessment: June 2019</td>
<td></td>
</tr>
</tbody>
</table>

Content summary

This paper assesses listening skills across five topic areas.

- Home and abroad
- Education and employment
- Personal life and relationships
- The world around us
- Social activities, fitness and health.

Assessment

- Assessment is through a 30-minute examination paper set and marked by Pearson, plus five minutes’ reading time.
- The total number of marks for the paper is 40.
<table>
<thead>
<tr>
<th>Paper 2: Reading and Writing</th>
<th>*Paper code 4GN1/02</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Externally assessed</td>
<td>50% of the total</td>
</tr>
<tr>
<td>• Availability: June</td>
<td>International GCSE</td>
</tr>
<tr>
<td>• First assessment: June 2019</td>
<td></td>
</tr>
</tbody>
</table>

**Content summary**

This paper assesses reading and writing skills in separate sections across five topic areas.

- Home and abroad
- Education and employment
- Personal life and relationships
- The world around us
- Social activities, fitness and health.

**Assessment**

- Assessment is through a 1-hour and 45-minute examination paper set and marked by Pearson.
- The total number of marks for the paper is 80, with 40 marks for reading and 40 marks for writing.

<table>
<thead>
<tr>
<th>Paper 3: Speaking</th>
<th>*Paper code 4GN1/03</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Externally assessed</td>
<td>25% of the total</td>
</tr>
<tr>
<td>• Availability: June</td>
<td>International GCSE</td>
</tr>
<tr>
<td>• First assessment: June 2019</td>
<td></td>
</tr>
</tbody>
</table>

**Content summary**

This paper assesses speaking skills across five topic areas, however sub-topics A3, C3, C5, D2 and E4 will not be assessed in this paper. The examination is made up of three tasks (A, B and C). Students will present and answer questions on a picture. They will also discuss two **different** topics, chosen at random by Pearson from the following.

- Home and abroad
- Education and employment
- Personal life and relationships
- The world around us
- Social activities, fitness and health.

**Assessment**

- Total assessment time is 8-10 minutes.
- The total number of marks for the paper is 40.

* See *Appendix 2* for a description of this code and all the other codes relevant to this qualification.
## 2 German content

<table>
<thead>
<tr>
<th>Topics</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1: Listening</td>
<td>14</td>
</tr>
<tr>
<td>Paper 2: Reading and Writing</td>
<td>16</td>
</tr>
<tr>
<td>Paper 3: Speaking</td>
<td>22</td>
</tr>
<tr>
<td>Grammar list</td>
<td>31</td>
</tr>
</tbody>
</table>
Course structure

- The Pearson Edexcel International GCSE in German comprises three papers.
- The Pearson Edexcel International GCSE in German is a linear qualification. All units must be taken in the terminal series at the end of the course of study.
# Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Sub-topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Home and abroad</td>
<td>1 Life in the town and rural life</td>
</tr>
<tr>
<td></td>
<td>2 Holidays, tourist information and directions</td>
</tr>
<tr>
<td></td>
<td>3 Services (e.g. bank, post office)*</td>
</tr>
<tr>
<td></td>
<td>4 Customs</td>
</tr>
<tr>
<td></td>
<td>5 Everyday life, traditions and communities</td>
</tr>
<tr>
<td>B. Education and employment</td>
<td>1 School life and routine</td>
</tr>
<tr>
<td></td>
<td>2 School rules and pressures</td>
</tr>
<tr>
<td></td>
<td>3 School trips, events and exchanges</td>
</tr>
<tr>
<td></td>
<td>4 Work, careers and volunteering</td>
</tr>
<tr>
<td></td>
<td>5 Future plans</td>
</tr>
<tr>
<td>C. Personal life and relationships</td>
<td>1 House and home</td>
</tr>
<tr>
<td></td>
<td>2 Daily routines and helping at home</td>
</tr>
<tr>
<td></td>
<td>3 Role models*</td>
</tr>
<tr>
<td></td>
<td>4 Relationships with family and friends</td>
</tr>
<tr>
<td></td>
<td>5 Childhood*</td>
</tr>
<tr>
<td>D. The world around us</td>
<td>1 Environmental issues</td>
</tr>
<tr>
<td></td>
<td>2 Weather and climate*</td>
</tr>
<tr>
<td></td>
<td>3 Travel and transport</td>
</tr>
<tr>
<td></td>
<td>4 The media</td>
</tr>
<tr>
<td></td>
<td>5 Information and communication technology</td>
</tr>
<tr>
<td>E. Social activities, fitness and health</td>
<td>1 Special occasions</td>
</tr>
<tr>
<td></td>
<td>2 Hobbies, interests, sports and exercise</td>
</tr>
<tr>
<td></td>
<td>3 Shopping and money matters</td>
</tr>
<tr>
<td></td>
<td>4 Accidents, injuries, common ailments and health issues*</td>
</tr>
<tr>
<td></td>
<td>5 Food and drink</td>
</tr>
</tbody>
</table>

*Sub-topics A3, C3, C5, D2 and E4 will not be assessed in Paper 3: Speaking
Paper 1: Listening

Externally assessed

1.1 Introduction

Listening

Students are required to convey their understanding of spoken German through a series of listening tasks.

Students must be able to:
• identify and note main points
• deduce the meaning of words from context
• extract specific details
• identify points of view
• show some understanding of unfamiliar language
• recognise attitudes, emotions and opinions.

This paper will feature questions drawn from a variety of sources, which all relate to the topics. The sources should be considered as different contexts in which students can write and understand German. Specialist and/or technical German vocabulary or detailed specialist knowledge of the topics are not required.
1.2 Content

Listening

The listening examination lasts 30 minutes and is worth a quarter (25%) of the qualification. It consists of 40 marks.

This paper will consist of seven tasks, each based on a single recorded text.

Students will be given five minutes to read the questions before the paper begins and will be expected to respond to the questions as they listen.

Students will hear each text twice.

Recorded texts may be in the form of short statements, monologues, and dialogues between two or three speakers. Where there are two or three speakers, the identity of each speaker will be clearly signposted.

Recordings and tasks will always be contextualised and, where appropriate, a purpose for the task will be identified.

The topics of the listening texts will be taken from a range of different situations, from both everyday life and academic contexts with which students will be familiar. One task type may be used with each listening text.

Correct spelling will not be a requirement as long as the student’s response is comprehensible.

The examination will begin with shorter statements, which build into short paragraphs and longer conversations. Task types demand a variety of input from students and include multiple-choice, multiple-matching, note-taking, table-completion and gap-fill questions.
2.1 Introduction

**Reading**

Students are required to convey their understanding of written German through a series of reading tasks.

Students must be able to:

- identify and note main points
- deduce the meaning of words from context
- extract specific details
- identify points of view
- show some understanding of unfamiliar language
- recognise attitudes, emotions and opinions.

This section will feature questions drawn from a variety of sources that all relate to the topics. These sources should be considered as different contexts in which students can write and understand German. Specialist and/or technical German vocabulary or detailed specialist knowledge of the topics are not required.

**Writing and grammar**

Students need to draw on their knowledge of German language, grammar and lexis in selecting appropriate forms of words to complete sentences, and demonstrate an ability to manipulate German language in continuous writing. As part of their International GCSE, students should undertake regular writing activities.

This section will require students to:

- write for a variety of audiences, such as friends and acquaintances, teachers, family members, groups and professional bodies
- write using a wide range of grammatical forms and structures
- write using a wide range of relevant and appropriate vocabulary.
2.2 Content

Reading

Students should spend approximately 52 minutes of the 1-hour and 45-minute exam on this section, which is worth 50% of the paper and 25% of the qualification. It consists of 40 marks.

This section will consist of five tasks, each based around a collection of short texts or a longer single text.

The literary text consists of a short extract from a text that may have been adapted and abridged from authentic sources to be appropriate to this level – from letters, short stories, novels or plays to contemporary and historical sources.

Students will be required to read a range of authentic factual and non-factual written material of varying length, in different registers and contexts, and from different sources. These may include advertisements, short passages, letters, information leaflets, faxes, emails, website pages, and newspaper and magazine articles and literary texts.

Stimuli and tasks will always be contextualised and, where appropriate, a purpose for the task will be identified.

The topics of the stimulus texts will be taken from a range of different situations, from both everyday life and academic contexts with which students will be familiar. A different task type may be used with each stimulus text.

The questions will require a combination of non-verbal responses and answers in German. In order to answer the questions, students will need to use a range of reading techniques such as skimming, scanning and in-depth reading for details. Grammatical accuracy will not be assessed in this section of the paper.

Correct spelling will not be a requirement as long as the student’s response is comprehensible.

Task types demand a variety of input from students and include multiple-choice, multiple-matching, note-taking, table-completion, gap-fill and short-answer questions.

Writing

Students should spend approximately 52 minutes of the 1-hour and 45-minute exam on this section, which is worth 50% of the paper and 25% of the qualification. It consists of 40 marks.

This section will consist of two writing tasks and a third grammar-based task.

The first writing task is short, and the student will be asked to write 60–75 words, including four prescribed words or short phrases.

The second writing task is longer than the first and contains an element of choice. The student will be able to choose from three questions that are drawn from different topics, and they will need to write between 130 and 150 words in response to the question, addressing four bullet points.
In the third grammar-based task students will be asked to change the words in brackets so that they correctly fit the sentences. This will involve the need to manipulate, for example, verbs and adjectives, into their correct word form.

Grammatical accuracy, punctuation and spelling will be assessed in this section of the paper.
### 2.3 Assessment criteria

#### Question 6

<table>
<thead>
<tr>
<th>Mark</th>
<th>Communication and content (AO3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1    | • Isolated examples of relevant information.  
     | • Only isolated words and phrases are communicated, as appropriate to the task.  
     | • Only isolated items are comprehensible. |
| 2    | • The response contains little relevant information with limited use of detail. There may be repetition.  
     | • Expresses simple ideas and opinions, as appropriate to the task.  
     | • Just about comprehensible overall but with sentences that are mostly unconnected. |
| 3    | • The response contains some relevant information with occasional use of detail.  
     | • Begins to show ability to express ideas and opinions and to or inform, as appropriate to the task.  
     | • Coherent overall but logical flow and sequence of ideas is intermittent, which impedes clarity. |
| 4    | • Some detail and mostly relevant response to the task.  
     | • Shows some evidence of ability to express ideas and opinions and to describe or inform, as appropriate to the task.  
     | • Coherent with logical flow and sequence of ideas, though there may be some lapses. |
| 5    | • Detailed and fully relevant response to the task.  
     | • Shows a clear ability to express ideas and opinions and to describe or inform, as appropriate to the task.  
     | • Coherent with logical flow and sequence of ideas. |

<table>
<thead>
<tr>
<th>Mark</th>
<th>Linguistic knowledge and accuracy (AO3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable language.</td>
</tr>
</tbody>
</table>
| 1    | • Isolated examples of target language vocabulary and structures.  
     | • Uses very basic language to write words and phrases.  
     | • Isolated examples of accurate language. |
| 2    | • Uses very familiar and predictable vocabulary and structures, often repetitive.  
     | • Uses simple, familiar and predictable language to write short sentences or phrases.  
     | • Occasional correct phrases but frequent misspellings, inaccurate genders and incorrect verb forms. |
### Mark | Linguistic knowledge and accuracy (AO3)
---|---
3 | - Uses familiar and predictable vocabulary and structures.  
- Some evidence of manipulation of language to produce sentences but this is not sustained.  
- Sometimes accurate in using straightforward language but there are major errors with verbs and tenses.
4 | - Tends towards use of familiar and predictable vocabulary and structures.  
- Some evidence of manipulation of language to produce sentences.  
- Mostly accurate with some minor errors, e.g. spellings, genders and agreements and an occasional major error, e.g. with verbs and tenses.
5 | - Uses a range of vocabulary and grammatical structures.  
- Language manipulated to produce fluent sentences.  
- Very accurate with only isolated minor errors, e.g. spellings, genders and agreements.

### Question 7  
### Mark | Communication and content (AO3)
---|---
0 | No rewardable material.
1–2 | - The response shows minimal ability to express ideas relevant to the narrative, report or description required, and ideas hardly follow a logical sequence.  
- The response is rarely coherent and there is so much digression that the overall theme or purpose of the piece is greatly obscured.
3–4 | - The response shows some basic ability to express ideas in a form that would be comprehensible to a sympathetic native reader, with only occasional evidence of ideas following a logical sequence.  
- The response is occasionally coherent and, while there is some digression, the theme or purpose is generally clear.
5–6 | - The response shows a moderate ability to express ideas in a form that would be comprehensible to a sympathetic native reader, and some evidence of ideas following a logical sequence.  
- The response is sometimes coherent and there is digression from the topic but the overall theme or purpose is clear.
7–8 | - The response shows a good ability to express ideas in a form that would be comprehensible to a sympathetic native reader, with much evidence of ideas following a logical sequence.  
- The response is mostly coherent and, while there may be occasional ambiguity or digression from the theme, these appear to be aberrations in an otherwise pertinent response.
9–10 | - The response shows an excellent ability to express ideas in a logical sequence and errors do not interfere with comprehension for a sympathetic native speaker.  
- The response is entirely coherent and while there may be minor ambiguities or digression from the theme, the response is confident, fluent, pertinent and purposeful.
<table>
<thead>
<tr>
<th>Mark</th>
<th>Linguistic knowledge and accuracy (AO3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable language.</td>
</tr>
</tbody>
</table>
| 1–2  | • Very limited range and variety of vocabulary and grammatical structures, use of only one tense, with a high degree of repetition.  
     | • Very little evidence of correct spelling, verb formation, gender and agreement. |
| 3–4  | • Narrow range of vocabulary and grammatical structures, and a possible attempt at a second tense, though with a significant amount of repetition.  
     | • Occasional evidence of correct spelling, verb formation, gender and agreement. |
| 5–6  | • Satisfactory range of vocabulary and grammatical structures, and unsteady use of two tenses, though with some noticeable repetition.  
     | • Some evidence of correct spelling, verb formation, gender and agreement. |
| 7–8  | • Good range of vocabulary and grammatical structures, and secure use of at least two tenses, with little noticeable repetition.  
     | • Significant evidence of correct spelling, verb formation, gender and agreement. |
| 9–10 | • Excellent range of vocabulary and grammatical structures, and secure use of at least three tenses, including some complex lexical items and no noticeable repetition.  
     | • Very strong evidence of correct spelling, verb formation, gender and agreement. |
Paper 3: Speaking

Externally assessed

3.1 Introduction

Speaking

Students are required to convey their understanding of spoken German through three speaking tasks.

Students must be able to:

- describe the contents of a picture
- describe possible past or future events related to people in the picture
- respond to questions about the picture and its related topic
- take part in a spontaneous conversation on two further topics. In each conversation students must develop their responses, show initiative, express and justify points of view and refer to past, present and future events.

3.2 Content

The examination is made up of three tasks (A, B and C).

The tasks must be conducted in consecutive order.

Task A (picture-based discussion)

The intention of this task is to enable students to speak about a situation or scenario with which they have some familiarity. Students will have to select a picture before the exam.

Students will select a picture from any sub topic area excluding sub-topics A3, C3, C5, D2 and E4. These will not be assessed in Task A.

Tasks B and C (conversations on topics)

The intention of Tasks B and C is to test students on two topics that have not been specifically prepared so as to test spontaneity of response. The teacher/examiner uses the randomisation grid provided by Pearson to determine which topic is to be examined in Tasks B and C.

Sub-topics A3, C3, C5, D2 and E4 will not be assessed in Tasks B and C.

Three distinct topics must be examined across Tasks A, B and C. The topic chosen for Task A must be different from the topic selected at random for Task B. The topic for Task C, also selected at random, will be different from both of the previous topics in Tasks A and B. If any topics are the same, the task(s) will be discounted and the candidate will receive zero marks for that task(s).
3.3 Preparation for the speaking test

Picture selection in Task A
To ensure students have access to the full range of assessment criteria and the opportunity to score well in Task A, it is essential they select a picture which follows the guidelines below.

The picture **MUST** contain the following elements:
- people
- objects
- interactions.

The picture must not contain any text that could support students in their responses.

For examples of pictures, please see the *Sample Assessment Materials* document, which is available on our website.

Teachers/examiners may not practise Task A with their students using the picture they will be using in the test. They may use other pictures on the same topic but they may not practise or rehearse using the candidates chosen picture.

**Notification of Task A focus**
Students must provide a copy of the picture for the teacher/examiner in advance of the test.

3.4 Conduct of the speaking test

**General information**
The assessment must be conducted entirely in German.

Students must complete all three tasks in consecutive order.

The assessment must be conducted in one continuous session.

**Use of notes**
Students must not take notes with them into the examination. However, they should bring their picture for Task A.

**Timings of the tasks**
The total assessment time is 8–10 minutes. Students are assessed on the quality of responses so the length of tasks is representative of their relative demand.

Assessment times for the tasks are as follows.
- Task A: 2 to 3 minutes
- Task B: 3 to 3 minutes 30 seconds
- Task C: 3 to 3 minutes 30 seconds.

Task C should continue without a pause or interruption from Task B.

Tasks B and C should not exceed 7 minutes.

Excess candidate material will not be assessed.
Randomisation grid

In order to avoid misconduct in centres, teachers/examiners/candidates will receive randomisation grids three days in advance of the oral window from Pearson.

Based on the topic chosen for the picture-based discussion task, the teacher/examiner will use a randomisation grid to select the discussion topics for the first and second conversation (Tasks B and C).

If conducting more than five tests in a day, return to the beginning of the sequence after the fifth candidate. If conducting tests on more than one day, start each new day at the beginning of the sequence.

Instructions for Task A

Teachers/examiners must ask each candidate five questions in total (plus the allowed prompts – see below) There are five types of questioning which teachers/examiners must cover in the discussion and in the order listed below. Teachers must ensure they ask ONE question from each question type.

Question type 1: A description of what you can see in the picture

Question type 2: Specific factual information about the picture

For example, select a person or persons in the picture and state what they are doing.

Question type 3: Past or future hypothesis

This question must ask the candidate to imagine a possible past or potential future event relating to the picture.

This is the opportunity to support the candidate in using additional tenses and time frames.

Question type 4: Opinions about the picture

This question elicits the candidate’s opinions on the picture and the topic.

Question type 5: Evaluation

The teacher/examiner should elicit an evaluation from the candidate. This question will move away from the content of the picture and exploit the wider topic area.

For examples of these questions, please see the Sample Assessment Materials document, which is available on our website. Teachers/examiners must mirror the style of questions in the sample assessment materials but not replicate them.

Prompts

In order to enable candidates to develop their responses teacher/examiners are allowed to use prompts for questions. Only the following three prompts may be used.

- Why (not)?
- Anything else?
- Is that all?

There must be no other supplementary questions and teacher/examiners must not deviate from these prompts.
Instructions for Tasks B and C

For each conversation teachers/examiners should:

- ask open questions
- ask questions at an appropriate level of the candidate’s ability
- link the questions to the previous response as far as possible
- elicit a range of tenses (past, present and future), structures and vocabulary
- elicit opinions and justifications
- provide candidates with an opportunity to expand
- respect timings.

For examples of these questions, please see the Sample Assessment Materials document, which is available on our website. Teachers/examiners must mirror the style of questions in the sample assessment materials but not replicate them.

Recording of candidates’ speaking tests

All candidates’ speaking tests must be recorded. The centre should keep a copy of all recordings.

Where recordings fail or are unsatisfactory, you must re-examine as soon as possible.

It is essential to check that:

- the microphone and recorder are connected correctly, and recording is taking place
- the position of the microphone favours the candidate and not the examiner
- extraneous noise is kept to a minimum
- the recorder is switched on at the start of the test and off at the end
- the language, CD number, centre name and number, and examiner’s name are announced at the start of every CD. If recording digitally, this information should be recorded once and saved as the first file on the CD/USB
- the candidate’s name and number are announced at the start of each test
- the timing starts when the candidate answers the first assessment question
- the topic area is announced at the beginning of each task.

Important

The recording must not be paused or stopped during a test. If an emergency makes this unavoidable, a report should be written immediately for the Qualification Delivery and Award Manager for German at Pearson. The report must explain the circumstances and any subsequent action taken. A copy of the report must be included with the oral tests sent to the examiner.

Authentication of candidate responses

The teacher/examiner and the candidate must sign the declaration of authentication on the candidate cover sheet (see Appendix 6 Candidate cover sheet (Paper 3: Speaking)), confirming that the work is the candidate’s own. Any candidate unable to provide an authentication statement will receive zero marks for the component.
### 3.5 Assessment criteria

#### Task A (picture-based discussion)

<table>
<thead>
<tr>
<th>Mark</th>
<th>Communication and content (AO4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1–2  | • Responds briefly to questions, some responses may consist of single-word answers, much hesitation and continuous prompting needed  
     | • Limited success in adapting language to describe, narrate, inform in response to questions and sometimes unable to respond  
     | • Straightforward opinions may be expressed but generally without justification  
     | • Pronunciation and intonation are inconsistently intelligible, with inaccuracies that lead to some impairment in communication |
| 3–4  | • Responds to questions with some development, some hesitation and some prompting necessary  
     | • Some effective adaptation of language to describe, narrate and inform in response to the questions  
     | • Expresses opinions with occasional, brief justification  
     | • Pronunciation and intonation are intelligible but occasionally inaccuracies affect clarity of communication |
| 5–6  | • Responds to questions with frequently developed responses, only occasional hesitation and only occasional prompting necessary  
     | • Frequently effective adaptation of language to describe, narrate and inform in response to questions  
     | • Expresses opinions effectively and gives justification, with some development  
     | • Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication |
| 7–8  | • Responds to questions with consistently fluent and developed responses  
     | • Consistently effective adaptation of language to describe, narrate and inform, in response to questions  
     | • Expresses opinions with ease and gives fully-developed justification  
     | • Pronunciation and intonation are consistently accurate and intelligible |
### Linguistic knowledge and accuracy (AO4)

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable language.</td>
</tr>
<tr>
<td>1</td>
<td>Occasional accuracy in grammatical structures in response to questions; occasional success when referring to past, present and/or future events. Occasional coherent phrases and short sentences in response to questions; regular instances of error that sometimes prevent meaning being conveyed.</td>
</tr>
<tr>
<td>2</td>
<td>Some accurate grammatical structures, including some successful references to past, present and/or future events in response to questions, some ambiguity. Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.</td>
</tr>
<tr>
<td>3</td>
<td>Generally accurate grammatical structures, generally successful references to past, present and/or future events in response to questions, occasional ambiguity. Responses are generally coherent although errors occur that occasionally hinder clarity of communication.</td>
</tr>
<tr>
<td>4</td>
<td>Consistently accurate grammatical structures, successful references to past, present and/or future events in response to questions. Responses are fully coherent and any errors do not hinder the clarity of the communication.</td>
</tr>
</tbody>
</table>

### Communication and content (AO4)

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
<tr>
<td>1–3</td>
<td>Communicates brief information relevant to the topics and questions. Uses language to express straightforward ideas and opinions, but generally without justification. Repetitive use of familiar vocabulary and expression, communication is disjointed and sometimes breaks down because of restricted range of vocabulary. Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to some impairment in communication.</td>
</tr>
<tr>
<td>4–6</td>
<td>Communicates information relevant to the topics and questions, with occasionally extended sequences of speech. Uses language to produce straightforward ideas, thoughts and opinions with occasional justification. Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary. Pronunciation and intonation are intelligible, inaccuracies occasionally affect clarity of communication.</td>
</tr>
</tbody>
</table>
### Communication and content (AO4)

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
</table>
| 7–9  | • Communicates information relevant to the topics and questions, usually with extended sequences of speech  
      • Frequently uses language creatively to express and justify some individual thoughts, ideas and opinions  
      • Uses a variety of vocabulary, including some examples of uncommon language with some variation of expression that fulfils most purposes  
      • Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication |
| 10–12| • Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech  
      • Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions  
      • Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes  
      • Pronunciation and intonation are consistently accurate and intelligible |

### Interaction and spontaneity (AO4)

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1–2  | • Basic exchange in which answers rely on rehearsed language that is occasionally irrelevant to the question  
      • Short responses, some incomplete, any development depends on examiner prompting  
      • Limited ability to sustain communication and pace is mostly slow and hesitant |
| 3–4  | • Able to respond spontaneously to some questions with some examples of natural interaction although often stilted  
      • Sometimes able to initiate and develop responses independently but regular prompting needed  
      • Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation |
| 5–6  | • Responds spontaneously to most questions, interacting naturally for parts of the conversation  
      • Mostly able to initiate and develop the conversation independently, occasional prompting needed  
      • Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow; occasional hesitation |
| 7–8  | • Responds spontaneously and with ease to questions, resulting in natural interaction  
      • Consistently able to initiate and develop the conversation independently  
      • Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow |
<table>
<thead>
<tr>
<th>Mark</th>
<th>Linguistic knowledge and accuracy (AO4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable language.</td>
</tr>
</tbody>
</table>
| 1–2  | • Repetitive use of straightforward, words, phrases and grammatical structures; limited evidence of language manipulation  
      • Occasionally accurate use of structures and occasional success when referring to past, present and future events, much ambiguity  
      • Occasional coherent phrases and short sentences; regular instance of errors that sometimes prevent meaning being conveyed |
| 3–4  | • Manipulates a variety of mainly straightforward grammatical structures, minimal use of complex structures  
      • Some accurate grammatical structures and some successful references to past, present and future events, some ambiguity  
      • Sequences of coherent speech although errors occur that hinder clarity of communication and sometimes prevent meaning being conveyed |
| 5–6  | • Manipulates grammatical structures with occasional variation, complex structures used, but repetitive  
      • Generally accurate grammatical structures and generally successful references to past, present and future events  
      • Generally coherent speech although errors occur that occasionally hinder clarity of communication |
| 7–8  | • Manipulates a wide variety of grammatical structures, frequent use of complex structures  
      • Consistently accurate grammatical structures, consistently successful references to past, present and future events  
      • Fully coherent speech; any errors do not hinder the clarity of the communication |
3.6 Advice for examiners during Task A discussion and Tasks B and C conversations

- Do not point at anything (people, objects or interactions) in the picture for Task A.
- Avoid yes/no questions, except as a lead-in to something more challenging.
- Ensure that questions allow students to achieve their maximum potential, for example by covering a range of tenses/time references and opinions as appropriate within the prescribed time for the conversation.
- Throughout the conversation, in order to facilitate a genuine and spontaneous interaction, the nature of questions from the teacher/examiner should enable students to: (1) answer questions freely, in turn allowing them to produce extended sequences of speech (2) develop conversations and discussions 3) give and justify own thoughts and opinions (4) refer to past, present and future events.
- Never correct a candidate’s language, however inaccurate, during a test.
- Avoid finishing sentences for students except where it would be in their interest to move on to something else.
- Try to stimulate candidates to produce their best performance, taking them to their ‘linguistic ceiling’ but being careful not to press on with questions of a certain difficulty if it becomes clear that a candidate cannot cope at that level.
- Interventions (questions, brief statements, instructions, comments etc.) should always flexibly develop and logically build on what candidates have said.
- Candidates should be encouraged to speak independently and spontaneously and not be allowed to produce rehearsed speeches – Candidates who repeat pre-learned or memorised material should be encouraged to produce more spontaneous discourse.
Grammar list

Students are expected to have acquired knowledge and understanding of German grammar during their course. In the examination they will be required to apply their knowledge and understanding to various tasks, drawing from the following lists.

The examples in brackets are indicative, not exclusive.

For structures marked (R), only receptive knowledge is required.

Nouns
- gender
- singular and plural forms, including genitive singular and dative plural
- weak nouns
- adjectives used as nouns (e.g. ein Deutscher)

Articles
- definite and indefinite
  - kein

Adjectives
- adjectival endings: predicative and attributive usage, singular and plural, used after definite and indefinite articles, demonstrative and possessive adjectives
- adjectival endings after etwas, nichts, viel, wenig, alles
- comparative and superlative, regular and common irregular forms, including besser, höher, näher
- demonstrative (dieser, jener, etc.)
- possessive
- interrogative (e.g. welcher)

Adverbs
- comparative and superlative: regular and common irregular forms, including besser, am besten
- interrogative (e.g. wie, wann)
- adverbs of time and place (e.g. heute, morgen, hier, dort)
- common adverbial phrases

Quantifiers/intensifiers
- e.g. sehr, ziemlich, viel, wenig, ein bisschen

Pronouns
- personal: all subjects, including man
- reflexive: accusative and dative
- object: direct and indirect
- position and order of object pronouns
- possessive (e.g. meiner, meine, meins)
- relative: all cases, including use of was
- indefinite (e.g. jemand)
- interrogative (e.g. wer, wen, wem)
Verbs

regular and irregular forms of verbs, including reflexive verbs
all persons of verbs, singular and plural
negative forms
interrogative forms
modes of address: du, ihr, Sie
impersonal verbs (e.g. es gibt, es geht, es tut weh)
infinitive constructions (e.g. ohne... zu...; um... zu...)
verbs with zu...
separable and inseparable verbs
modal verbs: present and imperfect tenses
subjunctive of mögen, können and sollen
tenses:
• present
• perfect: excluding modals
• imperfect
• future
• conditional: würde with infinitive
• imperfect subjunctive in conditional clauses: haben and sein
• pluperfect
• imperative forms

Prepositions

fixed case and dual case with accusative and/or dative
with genitive (e.g. außerhalb, statt, trotz, während, wegen)

Clause structures

main clause word order
subordinate clauses, including relative clauses

Conjunctions

co-ordinating and subordinating

Numbers, quantity, dates and time

including use of seit with present and imperfect tenses
3 Assessment information

Assessment requirements

<table>
<thead>
<tr>
<th>Component/paper number and title</th>
<th>Level</th>
<th>Assessment information</th>
<th>Number of raw marks allocated in the component/paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1: Listening</td>
<td></td>
<td>The listening examination lasts 30 minutes and is worth a quarter (25%) of the qualification. Students will be awarded a maximum of 40 marks. This paper will consist of seven tasks, each based around a single recorded text. Students may <strong>not</strong> bring a dictionary into the examination room.</td>
<td>40</td>
</tr>
<tr>
<td>Paper 2: Reading and Writing</td>
<td></td>
<td>The reading and writing examination lasts 1 hour and 45 minutes and is worth 50% of the qualification. Students will be awarded a maximum of 80 marks. The paper is divided into two sections: reading, and writing and grammar. The first section will consist of five tasks, each based around a collection of short texts or a longer single text. The second section will consist of two writing tasks and a third grammar-based task.</td>
<td>80</td>
</tr>
</tbody>
</table>
| Paper 3: Speaking               |       | The examination is made up of three tasks (A, B and C). The tasks must be conducted in consecutive order. The total assessment time is 8–10 minutes. Students are assessed on the quality of responses so the length of tasks is representative of their relative demand. Assessment times for the tasks are as follows.  
  - Task A: 2 to 3 minutes  
  - Task B: 3 to 3 minutes 30 seconds | 40                                                     |
<table>
<thead>
<tr>
<th>Component/paper number and title</th>
<th>Level</th>
<th>Assessment information</th>
<th>Number of raw marks allocated in the component/paper</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Task C: 3 to 3 minutes 30 seconds.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Task C should continue without a pause or interruption from Task B.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tasks B and C should not exceed 7 minutes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Excess candidate material will <strong>not</strong> be assessed.</td>
<td></td>
</tr>
</tbody>
</table>
Assessment objectives and weightings

<table>
<thead>
<tr>
<th>AO</th>
<th>Description</th>
<th>% in International GCSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AO1</td>
<td>Understand and respond, in writing, to spoken language</td>
<td>25%</td>
</tr>
<tr>
<td>AO2</td>
<td>Communicate in writing, using a register appropriate to the situation, showing knowledge of a range of vocabulary in common usage and of the grammar and structures prescribed in the specification, and using them accurately</td>
<td>25%</td>
</tr>
<tr>
<td>AO3</td>
<td>Understand and respond, in writing, to written language</td>
<td>25%</td>
</tr>
<tr>
<td>AO4</td>
<td>Communicate in speech, showing knowledge of a range of vocabulary in common usage and of the grammar and structures prescribed in the specification, and using them accurately</td>
<td>25%</td>
</tr>
</tbody>
</table>

Relationship of assessment objectives to papers

<table>
<thead>
<tr>
<th>Unit number</th>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
<th>AO4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1</td>
<td>25%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Paper 2</td>
<td>0%</td>
<td>25%</td>
<td>25%</td>
<td>0%</td>
</tr>
<tr>
<td>Paper 3</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>25%</td>
</tr>
<tr>
<td>Total for International GCSE</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>

All components will be available for assessment from 2019.
4 Administration and general information

Entries

Details of how to enter students for the examinations for this qualification can be found in our International Information Manual. A copy is made available to all examinations officers and is available on our website.

Students should be advised that, if they take two qualifications in the same subject, colleges, universities and employers are very likely to take the view that they have achieved only one of the two GCSEs/International GCSEs. Students or their advisers who have any doubts about subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

Access arrangements, reasonable adjustments, special consideration and malpractice

Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the UK Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Language of assessment

Assessment of this qualification will only be available in German. All student work must be in German.

Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the UK Equality Act 2010 to make ‘reasonable adjustments’.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.
**Reasonable adjustments**

The UK Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a student with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular student may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, including:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, timeframes or affects the security or integrity of the assessment. This is because the adjustment is not ‘reasonable’.

**Special consideration**

Special consideration is a post-examination adjustment to a student’s mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate’s ability to take an assessment or demonstrate his or her level of attainment in an assessment.

**Further information**

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration, please refer to the JCQ website: www.jcq.org.uk
Malpractice

Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment, or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations must be reported to Pearson using a JCQ Form M1 (available at www.jcq.org.uk/exams-office/malpractice). The form can be emailed to pqsmalpractice@pearson.com or posted to: Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration must be reported immediately, before any investigation is undertaken by the centre, to Pearson on a JCQ Form M2(a) (available at www.jcq.org.uk/exams-office/malpractice).

The form, supporting documentation and as much information as possible can be emailed to pqsmalpractice@pearson.com or posted to: Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More detailed guidance on malpractice can be found in the latest version of the document JCQ General and vocational qualifications: Suspected Malpractice in Examinations and Assessments, available at www.jcq.org.uk/exams-office/malpractice.

Awarding and reporting

The International GCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark, where 9 is the highest grade. Individual components are not graded. The first certification opportunity for the Pearson Edexcel International GCSE in German will be in 2019. Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

Student recruitment and progression

Pearson’s policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.
**Prior learning and other requirements**

There are no prior learning or other requirements for this qualification.

**Progression**

Students can progress from this qualification to:

- AS and A Levels in German and other subjects
- vocational qualifications, such as BTEC Nationals.
Appendices

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Appendix 4: Transferable skills 91
Appendix 5: Glossary 93
Appendix 6: Candidate cover sheet (Paper 3: Speaking) 95
Appendix 1: Minimum core vocabulary list

The following vocabulary list is intended to help you plan work in relation to your programmes of study. Assessment tasks targeted at grades 1 to 5 will be based on this vocabulary list, although they may include some unfamiliar vocabulary. Occasional glossing of individual words may occur in the examinations, although this will be avoided whenever possible. As well as specified vocabulary, students will be expected to have knowledge of numbers, times, days of the week, months etc.

Some of the vocabulary in the list is not unique to the topic under which it is listed and may appear under more than one heading. Adjectival forms of nouns are included although not always specifically listed here. The list does not include easily recognisable cognates or near cognates, words in common use in English, or English words in common use in German.

In general, verbs are marked (v) and nouns are marked by their gender (m, f or n).

Adjectives and adverbs are both marked as (ad) as there is no distinction in German.
Theme A – Home and abroad

1 Life in the town and rural life

Ampel (f) – traffic light
angeln (v) – to go fishing
auf dem Lande – in the country
Aufzug (m) – lift
Bauer/Bäuerin (m)/(f) – farmer
Bauernhof (m) – farm
Baum (m) – tree
befinden (sich) (v) – to be, to be located, to be situated, to be found
Berg (m) – mountain
Bibliothek (f) – library
Blume (f) – flower
Brücke (f) – bridge
Brunnen (m) – fountain, well
Burg (f) – castle (fortified)
Dorf (n) – village
Einwohner (m) – inhabitant
Ente (f) – duck
Etage (f) – floor, storey
Fahrstuhl (m) – lift
Fluss (m) – river
Freibad (n) – open-air swimming pool
Fuß (m) – foot
Fußgänger (m) – pedestrian
Fußgängerzone (f) – pedestrian precinct
Galerie (f) – gallery
Gasthaus (n) – inn
Gebäude (n) – building
Gegend (f) – area
Geschäft (n) – shop, business
Gras (n) – grass
gut aussehend (ad) – handsome

leise (ad) – quiet
lieben (v) – to love
malerisch (ad) – picturesque
Marktplatz (m) – market square
Mücke (f) – midge, mosquito, gnat
Museum (n) – museum
Ort (m) – place
Palast (m) – palace
Park (m) – park
Platz (m) – square, space
Polizei (f) – police
Pflakat (n) – poster
Poster (n) – poster
Rathaus (n) – town hall
Region (f) – region
ruhig (ad) – quiet, peaceful
S-Bahn (f) – local railway
Schaf (n) – sheep
Schloss (n) – castle, palace
schön (ad) – beautiful, lovely
Schwimmbad (n) – swimming pool
See (m) – lake
Sehenswürdigkeit (f) – sight, place of interest
Sportzentrum (n) – sports centre
Stadion (n) – stadium
Stadt (f) – town
Stadtmitte (f) – town centre
Stadtteil (m) – part of town, district
Life in the town and rural life (continued)

Hafen (m) – port, harbour
Hallenbad (n) – indoor swimming pool
historisch (ad) – historic(al)
Hobby (n) – hobby, pastime
Hügel (m) – hill
Hühnchen (n) – chicken, hen
im Ausland – abroad
industriell (ad) – industrial
Katze (f) – cat
Kreuzung (f) – crossroads
Kuh (f) – cow
Laden (m) – shop
Land (n) – country, countryside, land
Landschaft (f) – landscape, scenery, countryside
langsam (adj) – slow(ly)
langweilig (adj) – boring

2 Holidays, tourist information and directions

abschicken (v) – to send, to post
Aktivität (f) – activity
Ansichtskarte (f) – picture postcard
Aufenthalt (m) – stay
aufschlagen (v) – to pitch (tent), to open
ausgebucht (ad) – booked up, fully booked
auspacken (v) – to unpack
Aussicht (f) – view
baden (v) – to swim (in the sea)
Balkon (m) – balcony
begrüßen (v) – to welcome, greet
beschreiben (v) – to describe
besetzt (ad) – occupied, taken, full
besichtigen (v) – to visit, to look at, to look round
besuchen (v) – to visit

Stock (m) – floor, storey
Stockwerk (n) – floor, storey
Straße (f) – road, street
Turm (m) – tower
U-Bahn (f) – underground, tube
Verkehr (m) – traffic
Verkehrsampel (f) – traffic light
Viertel (n), Bezirk (m) – district, quarter
Vorort (m) – suburb
weit (ad) – far
wohnen (v) – to live
Zeitungskiosk (m) – newspaper kiosk/stand
zu Fuß – on foot

Pass (m) – passport
Pension (f) – guest house
Person (f) – person
Postkarte (f) – postcard
Preis (m) – price
Reiseleiter/in (m/f) – tourist guide
Reisende (m/f) – traveller
reservieren (v) – to reserve
schicken (v) – to send
Schlafsack (m) – sleeping bag
schwimmen (v) – to swim
See (f) – sea
sehen (v) – to see
Holidays, tourist information and directions (continued)

bleiben (v) – to stay
Blick (m) (auf) – view (of)
Broschüre (f) – brochure
buchen (v) – to book
Camcorder (m) – camcorder
Campingplatz (m) – campsite
Doppelbett (n) – double bed
Dusche (f) – shower
einpacken (v) – to wrap, pack
einschließlich (ad) – including, inclusive
Empfang (m) – reception
Ferien (pl) – holidays
Formular (n) – form
Fotoapparat (m) – camera
frei (v) – free, vacant, unoccupied
gebühr (f) – charge, fee
Halbpension (f) – half-board
im Voraus – in advance
inklusive (ad) – inclusive
Jugendherberge (f) – youth hostel
Kamera (f) – camera
kennen lernen (v) – to get to know, to meet
Klimatisierung (f), Klimaanlage (f) – air conditioning
Koffer (m) – suitcase
kosten (v) – to cost
Küste (f) – coast, seaside
Land (n) – country, countryside, land
Miete (f) – rent
mieten (v) – to rent, to hire

sich sonnen (v) – to sunbathe
Sommer (m) – summer
Sonnenbrille (f) – sunglasses
Sonnencreme (f) – sun cream
Stadtplan (m) – street map
Strand (m) – beach
Taschenlampe (f) – torch
Tourist/in (m/f) – tourist
treffen (v) – to meet (by prior arrangement)
(un)trinkbar – (not) drinkable
übernachten (v) – to spend the night, stay
Unterkunft (f) – accommodation
Urlaub (m) – holiday
verbringen (v) – to spend (time)
vergessen (v) – to forget
Verkehrsmittel (n) – tourist office
verlassen – to leave (a place)
Vollpension (f) – full board
Wasserski (m) – waterskiing
Wechsel (m) – change
wechseln, umtauschen (v) – to change (money)
willkommen heißen (v) – to welcome
Windsurfboard (n) – windsurfing board
Zeitraum (m) – period (of time)
Zelt (n) – tent
zwei Wochen (pl) – a fortnight
3 Services (e.g. bank, post office)

abschicken (v) – to send, to post
anrufen (v) – to ring, to phone, to give a call
arbeiten (v) – to work
ausfüllen (v) – to complete, to fill in
Auskunft (f) – information
bekommen (v) – to receive, to get
Bibliothek (f) – library
bitte – please
Briefkasten (m) – letter box
Briefmarke (f) – postage stamp
Briefträger(in) (m/f) – postman/postwoman
Call-Center (n) – call centre
danken (v) – to thank
danke schön – thanks very much
Dieb/in (m/f) – thief
Deutsche Post (f) – German postal service
es tut mir leid – I’m sorry
Fehler (m) – mistake/fault
Feuerwehrmann/Feuerwehrfrau (m/f) – firefighter
finden (v) – to find
Friseur/Friseuse (m/f) – hairdresser
füllen (v) – to fill

Fundbüro (n) – lost property office
Geld (n) – money
Informationen (pl) – information
Informationsbüro (n) – information office
Klempner(in) (m/f) – plumber
Nachname (m) – family name
Notanruf (m) – emergency call
Polizist(in) (m/f) – police officer
Polizeiwache (f) – police station
Postamt (n) – post office
reparieren (v) – to repair
schicken (v) – to send
schneiden (v) – to cut
Tasche (f) – bag
Telefonzelle (f) – telephone box
treffen (v) – to meet up
vergessen (v) – to forget, to leave behind
verlieren (v) – to lose
Verlust (m) – loss
Fach (m) – expert
Wählen (v) – to dial
Wechselstube (f) – bureau de change
wollen (v) – to want to, to wish to
wünschen (v) – to wish
4 Customs

alles Gute – all the best
aufmachen (v) – to open
brennen (v) – to burn
Dom (m) – cathedral
ein glückliches neues Jahr – happy new year
feiern (v) – to celebrate
Fest (n) – celebration, festivity
Feuerwerk (n) – fireworks
frohe/fröhliche Weihnachten – merry Christmas
geboren (v) – born
Geburt (f) – birth
Geburtstag (m) – birthday
Geschenk (n) – present, gift
Geschenke austauschen (v) – to exchange gifts
Glückwunschkarte (f) – greetings card
Gott/Göttin (m/f) – G(g)od, goddess
Karneval (m) – carnival
Kathedrale (f) – cathedral
Kerze (f) – candle
Kirche (f) – church
Lagerfeuer (n) – bonfire

Licht (n) – light
Moschee (f) – mosque
Muttertag/Vatertag (m) – Mother’s Day, Father’s Day
Neuahr (n) – new year, New Year’s Day
Neujahrstag (m) – New Year’s Day
öffnen (v) – to open
Ostern (n) – Easter
Sekt (m) – champagne
Silvester (m) – New Year’s Eve
Silvester feiern (v) – to celebrate new year
Spaß haben (v) – to have fun
sterben (v) – to die
Streichholz (n) – match
Tod (m) – death
Valentinstag (m) – Valentine’s Day
Vorbereitungen (pl) – preparations
Weihnachten (n) – Christmas
Weihnachtsbaum (m) – Christmas tree
Weihnachtsmann (m) – Father Christmas

5 Everyday life, traditions and communities

Currywurst (f) – traditional German sausage in curry sauce
Feiertag (m) – bank holiday
Ferien (pl) – holidays
Halloween (n) – Halloween
Kaffee und Kuchen (m) – afternoon coffee and cake
Karneval (m), Fasching (m), Fastnacht (f) – Shrovetide, carnival
Kuckucksuhr (f) – cuckoo clock

Nachbarschaft (f) – neighbourhood
Ostereier suchen (v) – to hunt for Easter eggs
Osterhase (m) – Easter bunny
Tag der Deutschen Einheit (m) – Day of German Unity (3 October)
Tracht (f) – traditional costume
 Tradition (f) – tradition
Umzug (m) – parade
Wanderung (f) – walk, hike
5  Everyday life, traditions and communities (continued)

Kurort (m) – spa town
Mittagessen (n) – lunch
Nachbar/Nachbarin (m/f) – neighbour

Weihnachtslieder singen (v) – to sing carols
Wintersport (m) – winter sports
### Theme B – Education and employment

#### 1 School life and routine

<table>
<thead>
<tr>
<th>German Term</th>
<th>English Translation</th>
</tr>
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<tbody>
<tr>
<td>Abitur (n)</td>
<td>equivalent to A Levels</td>
</tr>
<tr>
<td>Abschlussprüfung (f)</td>
<td>final exam</td>
</tr>
<tr>
<td>abschreiben (v)</td>
<td>to copy</td>
</tr>
<tr>
<td>anfangen (v)</td>
<td>to begin, start</td>
</tr>
<tr>
<td>Arbeitspraktikum (n)</td>
<td>work experience</td>
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<tr>
<td>Aula (f)</td>
<td>hall</td>
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<td>Aussprache (f)</td>
<td>pronunciation</td>
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<tr>
<td>Austausch (m)</td>
<td>exchange</td>
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<tr>
<td>baden (v)</td>
<td>to bathe</td>
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<tr>
<td>Beamer (m)</td>
<td>data projector</td>
</tr>
<tr>
<td>Beispiel (n)</td>
<td>example</td>
</tr>
<tr>
<td>besprechen (v)</td>
<td>to discuss, debate</td>
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<tr>
<td>Berufspraktikum (n)</td>
<td>work experience</td>
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<tr>
<td>Bild (n)</td>
<td>picture</td>
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<tr>
<td>Bildschirm (m)</td>
<td>screen</td>
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<td>Bild (n)</td>
<td>picture</td>
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<td>Bildung (f)</td>
<td>education</td>
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<td>Biologie (f)</td>
<td>biology</td>
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<td>Blatt (n)</td>
<td>sheet (of paper)</td>
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<td>Bleistift (m)</td>
<td>pencil</td>
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<td>Bluse (f)</td>
<td>blouse</td>
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<td>Buch (n)</td>
<td>book</td>
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<td>Büro (n)</td>
<td>office</td>
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<td>Chemie (f)</td>
<td>chemistry</td>
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<tr>
<td>dauern (v)</td>
<td>to last</td>
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<tr>
<td>Mittlere Reife (f)</td>
<td>equivalent to GCSEs</td>
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<tr>
<td>modern (ad)</td>
<td>modern</td>
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<tr>
<td>Musik (f)</td>
<td>music</td>
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<td>Musiksaal (m)</td>
<td>music room</td>
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<tr>
<td>Naturwissenschaften (pl)</td>
<td>sciences, science subjects</td>
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<tr>
<td>Note (f)</td>
<td>mark, grade</td>
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<tr>
<td>nützlich (ad)</td>
<td>useful</td>
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<tr>
<td>Oberstufe (f)</td>
<td>last/final year of school/sixth form</td>
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<tr>
<td>Projektor (m)</td>
<td>overhead projector</td>
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<tr>
<td>Pause (f)</td>
<td>break, playtime, recreation</td>
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<tr>
<td>Physik (f)</td>
<td>physics</td>
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<td>Plan (m)</td>
<td>plan</td>
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<td>Prüfung (f)</td>
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<td>Psychologie (f)</td>
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<td>Qualifikation (f)</td>
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<td>qualifiziert (ad)</td>
<td>qualified</td>
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<td>Radiergummi (n)</td>
<td>rubber</td>
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<tr>
<td>Rechner (m)</td>
<td>calculator</td>
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<tr>
<td>Regel (f)</td>
<td>rule, regulation</td>
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<td>Religion (f)</td>
<td>religious education, religion</td>
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<tr>
<td>Rock (m)</td>
<td>skirt</td>
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<tr>
<td>Rucksack (m)</td>
<td>backpack</td>
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<tr>
<td>Schlips (m)</td>
<td>tie</td>
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### School life and routine (continued)

<table>
<thead>
<tr>
<th>German</th>
<th>English</th>
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<tbody>
<tr>
<td>Deutsch (n)</td>
<td>German</td>
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<tr>
<td>Direktor/in (m/f)</td>
<td>headmaster/headmistress, principal, head teacher</td>
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<tr>
<td>enden (v)</td>
<td>to end, finish</td>
</tr>
<tr>
<td>Englisch (n)</td>
<td>English</td>
</tr>
<tr>
<td>Erdkunde (f)</td>
<td>geography</td>
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<tr>
<td>erfahren (v)</td>
<td>to experience, to learn of</td>
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<tr>
<td>Erziehung (f)</td>
<td>education</td>
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<tr>
<td>essen (v)</td>
<td>to eat</td>
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<tr>
<td>Fach (n)</td>
<td>subject</td>
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<tr>
<td>falsch (ad)</td>
<td>incorrect, false</td>
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<tr>
<td>Fortschritt (m)</td>
<td>progress, improvement</td>
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<tr>
<td>fragen (v)</td>
<td>to ask</td>
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<tr>
<td>Französisch (n)</td>
<td>French</td>
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<tr>
<td>Gebäude (n)</td>
<td>building</td>
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<tr>
<td>Geschichte (f)</td>
<td>history</td>
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<tr>
<td>gestreift (ad)</td>
<td>striped</td>
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<td>Grundschule (f)</td>
<td>primary school</td>
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<td>Grundschullehrer/in (m/f)</td>
<td>primary school teacher</td>
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<tr>
<td>Gymnasium (n)</td>
<td>grammar school</td>
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<tr>
<td>Hauptschule (f)</td>
<td>secondary school</td>
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<tr>
<td>Hausaufgabe (f)</td>
<td>homework</td>
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<tr>
<td>Heft (n)</td>
<td>exercise book</td>
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<tr>
<td>Hemd (n)</td>
<td>shirt</td>
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<tr>
<td>hitzefrei – (rest of) day off because of excessively hot weather</td>
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<tr>
<td>Hof (m)</td>
<td>playground</td>
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<tr>
<td>Hose (f)</td>
<td>trousers</td>
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<tr>
<td>Informatik (f)</td>
<td>computer science</td>
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<tr>
<td>interaktives Whiteboard (n)</td>
<td>interactive whiteboard</td>
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</table>

<table>
<thead>
<tr>
<th>German</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>schriftlich (ad)</td>
<td>written, in writing</td>
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<tr>
<td>Schuh (m)</td>
<td>shoe</td>
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<td>Schulanfang (m)</td>
<td>beginning of term</td>
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<td>Schule (f)</td>
<td>school</td>
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<td>Schüler/in (m/f)</td>
<td>pupil</td>
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<tr>
<td>schluffrei – no school</td>
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<td>Schulhof (m)</td>
<td>playground</td>
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<tr>
<td>Schultag (m)</td>
<td>school day</td>
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<tr>
<td>schwach (ad)</td>
<td>weak</td>
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<tr>
<td>Semester (n)</td>
<td>semester</td>
</tr>
<tr>
<td>setzen (sich) – to sit down</td>
<td></td>
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<tr>
<td>Shorts (pl)</td>
<td>shorts</td>
</tr>
<tr>
<td>sitzen (v)</td>
<td>to sit, to be sitting</td>
</tr>
<tr>
<td>sitzen bleiben (v)</td>
<td>to stay down a year</td>
</tr>
<tr>
<td>Socke (f)</td>
<td>sock</td>
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<tr>
<td>Sommerferien (pl)</td>
<td>summer holidays</td>
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<tr>
<td>Sozialkunde (f)</td>
<td>social studies</td>
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<tr>
<td>Sprache (f)</td>
<td>language</td>
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<tr>
<td>sprechen (v)</td>
<td>to speak</td>
</tr>
<tr>
<td>Staatsangehörigkeit (f) – nationality, citizenship</td>
<td></td>
</tr>
<tr>
<td>stellen (ad)</td>
<td>to ask (a question)</td>
</tr>
<tr>
<td>stimmen (ad)</td>
<td>to vote, to be correct</td>
</tr>
<tr>
<td>streng (ad)</td>
<td>strict</td>
</tr>
<tr>
<td>Strumpfhose (f)</td>
<td>tights</td>
</tr>
<tr>
<td>Stundenplan (m)</td>
<td>timetable</td>
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<tr>
<td>Student/in (m/f)</td>
<td>student</td>
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<tr>
<td>studieren (v)</td>
<td>to study</td>
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<tr>
<td>Studium (n)</td>
<td>university studies</td>
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<tr>
<td>Stunde (f)</td>
<td>lesson</td>
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<td>Stundenplan (m)</td>
<td>timetable</td>
</tr>
<tr>
<td>Tafel (f)</td>
<td>board</td>
</tr>
</tbody>
</table>
School life and routine (continued)

interessant (ad) – interesting
Italienisch (ad) – Italian
Kindergarten (m) – nursery school
Klassenzimmer (n) – classroom
Kleid (n) – dress
klingeln (v) – to ring
korrigen (v) – to correct
Krawatte (f) – tie
Kugelschreiber (m) – ballpoint pen
Kuli (m) – ballpoint pen
Kunst (f) – art
Kunstausstattung – art equipment
Labor (n) – laboratory
langweilig (ad) – boring
Lehrer/in (m/f) – teacher
Lehrerzimmer (n) – staff room
leicht (ad) – easy
lernen (v) – to learn
Lieblingsfach (n) – favourite subject
Lineal (n) – ruler
Mappe (f) – briefcase, folder, file
Mathe (f) – maths
Mittagessen (n) – lunch, midday meal
Mittagspause (f) – lunch break

2 School rules and pressures

abwählen (v) – to drop/give up (a subject)
Aufsatz (m) – essay
Berufsberater -in (m/f) – careers adviser
Bleistift (m) – pencil
Buch (n) – book
Bürgerkunde (f) – citizenship
durchfallen – to fail an exam
etwas begabt, gut in sein – to be good at
Fehler (m) – mistake

Tasche (f) – bag, pocket
Teil (m) – part
Tennisplatz (m) – tennis court
Textbuch (n) – text book
Trainingsanzug (m) – tracksuit
trinken (v) – to drink
Turnen (n) – PE
Turnhalle (f) – gym
üben (v) – to practise
Umkleideraum (m) – changing room
umziehen (sich) – to change (clothes)
Unterricht (m) – lesson
verbessern (v) – to improve, to correct
verlieren (v) – to lose
Wort (n) – word
Wörterbuch (n) – dictionary
zeichnen (v) – to draw
Zeugnis (n) – report
zu Ende gehen – to come to an end
School rules and pressures (continued)

freiwillig (ad) – optional
Gesamtschule (f) – comprehensive school
Gymnasium (n) – grammar school
Hauptschule (f) – secondary school 11–16
Hausaufgaben (f pl) – homework
kopieren (v) – to copy
Kopfhörer (m) – headphones
Krawatte (f) – tie
Kuli (m) – pen
leicht, einfach (ad) – easy
Mittagessen (n) – lunch, midday meal
mündlich – oral (exam)
nachsitzen (ad) – to be in detention
Note (f) – mark
eine Note bekommen – to get a grade/mark
Notizheft (n) – notebook
Pflichtfach (n) – compulsory, core subject

3 School trips, events and exchanges

Abiturfeier (f) – school leavers’ party
Aufenthalt (m) – stay
Ausflug (m) – excursion
Austauschpartner –in (m/f) – exchange partner
Eintrittskarte (f) – ticket
erfahren, erleben (ad/v) – to experience
erfolgreich (ad) – successful
eine Rolle spielen (v) – to play a role
Erlebnis (n) – experience
Fest (n) – festival
Gast (m) – guest
Gastfamilie (f) – host family
gastfreundlich (ad) – welcoming
Heimweh (n) – homesickness

Schultasche (f) – rucksack/school bag
Schulregel (f) – school rule
Schulzeugnis (n) – end-of-term report
schwer, schwierig (ad) – difficult
schwatzen (v) – to chat
spät – late
Speisesaal (m) – dining room
streng (ad) – strict
Taschenrechner (m) – calculator
umziehen – to change (clothes)
Wahlfach (n) – optional subject

Schulaustausch (m) – school exchange
Schulfest (n) – school festival
Schullandheim (n) – schools’ holiday home
Schultüte (f) – school cone (given on the first day of school)
Spende (f) – donation
Sportfest (n) – sports’ day
Sprache (f) – language
Tag der Abschlussfeier (m) – graduation day
Theaterstück (n) – play, theatre show
vorstellen (v) – to present
Wettbewerb (m) – competition
willkommen heißen (v) – to welcome
Zeremonie (f) – ceremony
School trips, events and exchanges (continued)

Klassenfahrt (f) – school trip
konkurrieren (v) – to compete
Partnerschule (f) – twin school
Preisverleihung (f) – prize giving

4 Work, careers and volunteering

Angestellte(r) (f/m) – employee
Anrufbeantworter (m) – answerphone, voicemail
anrufen (v) – to call (on the phone)
arbeiten (v) – to work
Arbeiternehmer/in (m/f) – employee, worker
Arbeitgeber/in (m/f) – employer
arbeitslos (ad) – unemployed
Arbeitslosigkeit (f) – unemployment
Arzt/Ärztin (m/f) – doctor
Ausbildung (f) – apprenticeship
Auszubildende(r) (f/m) – trainee
Bäcker/in (m/f) – baker
Beamte/Beamtin (m/f) – civil servant, official
bearbeiten – to work on
Beruf (m) – occupation, profession
Berufsberater/in (m/f) – careers adviser
bewerben (sich) (v) – to apply
bewerben um (sich) (v) – to apply for
Bewerbung (f) – application
bezahlen (v) – to pay
Briefträger/in (m/f) – postman/postwoman
Buchhalter/in (m/f) – accountant
Büro (n) – office
Chef/in (m/f) – boss, manager
drucken (v) – to print

Kasse (f) – till, cash desk, checkout
Kassierer/in (m/f) – cashier
Kaufmann (m) – businessman
Kaufmann (m) – businesswoman
Kellner/in (m/f) – waiter/waitress
Kindergarten (m) – nursery
Klempner/in (m/f) – plumber
Koch/Köchin (m/f) – cook, chef
Kunde/Kundin (m/f) – customer
Lehre (f) – apprenticeship
Lehrer/in (m/f) – teacher
Lehrling (m) – apprentice
Lohn (m) – wage(s), pay
Maurer/in (m/f) – bricklayer, mason, builder
Mechaniker/in (m/f) – mechanic
Model (n) – model
Moderator/in (m/f) – presenter
Pilot/in (m/f) – pilot
Polizist/in (m/f) – policeman/policewoman
qualifiziert – qualified
Schauspieler/in (m/f) – actor/actress
schlecht bezahlt – poorly paid
sortieren – to sort
Sportler/in (m/f) – sportsman/sportswoman
Stelle (f) – job, post, position
Stellenanzeige (f) – job advertisement
Work, careers and volunteering (continued)

Elektriker/in (m/f) – electrician  
erfahren (ad/v) – experienced  
Fabrik (f) – factory  
Ferienjob (m) – holiday job  
Firma (f) – firm, company  
Formular (n) – form  
Friseur/Friseuse (m/f) – hairdresser  
Gehalt (n) – salary  
Geschäftsmann/frau (m/f) – businessman/woman  
Gesellschaft (f) – company  
Grad (m) – degree  
gut bezahlt (ad) – well paid  
Informatiker/in (m/f) – computer specialist, IT expert  
Ingenieur/in (m/f) – engineer  
Journalist/in (m/f) – journalist  

5 Future plans

alt (ad) – old  
anfangen (v) – to begin, start  
beschließen (v) – to decide  
brauchen (v) – to need  
Diplom (n) – diploma  
erlauben (v) – to allow  
Fachhochschule (f) – technical college  
gebrauchen – to use, to need  
hoffen – to hope  
Interview (n) – interview  
Jura (pl) – law (as a subject)  
Karriere (f) – career  
Lehrlingsstelle (f) – an apprenticeship  
leisten (v) – to achieve  
nächst (ad) – next  
qualifiziert (ad) – qualified

Steward(ess) (m/f) – flight attendant/ air steward/air stewardess  
Taxifahrer/in (m/f) – taxi driver  
Telefonat (n) – telephone call  
telefonieren (v) – to telephone  
Termin (m) – appointment  
tippen – to type  
verdienen (v) – to earn  
Verabredung (f) – appointment  
Verkäufer/in (m/f) – sales, shop assistant  
wählen – to choose  
Werbung (f) – advertisement, advertising  
Wohltätorganisation (f) – charity organisation  
Zahnarzt/Zahnärztin (m/f) – dentist  
zu den Akten legen – to file away  
sich um einen Platz bewerben (v) – to apply for a place  
Student/in (m/f) – student  
studieren (v) – to study for (an exam)  
suchen (v) – to look for  
treffen (v) – to meet  
Universität (f) – university  
Universitätsabschluss (m) – university degree  
verlassen (v) – to leave  
vorhaben (v) – to intend to  
Vorstellungsgespräch (n) – interview  
wissen (v) – to know  
wollen (v) – to want  
Zukunft (f) – future
### Theme C – Personal life and relationships

#### 1 House and home

<table>
<thead>
<tr>
<th>German Word</th>
<th>English Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>angenehm (ad)</td>
<td>pleasant</td>
</tr>
<tr>
<td>Bad (n)</td>
<td>bath</td>
</tr>
<tr>
<td>Badewanne (f)</td>
<td>bath tub</td>
</tr>
<tr>
<td>Badezimmer (n)</td>
<td>bathroom</td>
</tr>
<tr>
<td>Bauernhof (m)</td>
<td>farm</td>
</tr>
<tr>
<td>Bett (n)</td>
<td>bed</td>
</tr>
<tr>
<td>bequem (ad)</td>
<td>comfortable</td>
</tr>
<tr>
<td>Boden (m)</td>
<td>floor</td>
</tr>
<tr>
<td>Bratpfanne (f)</td>
<td>frying pan</td>
</tr>
<tr>
<td>Büro (n)</td>
<td>office</td>
</tr>
<tr>
<td>Dach (n)</td>
<td>roof</td>
</tr>
<tr>
<td>Decke (f)</td>
<td>ceiling, blanket</td>
</tr>
<tr>
<td>Dosenöffner (m)</td>
<td>tin opener</td>
</tr>
<tr>
<td>duschen (v)</td>
<td>to shower</td>
</tr>
<tr>
<td>Einfamilienhaus (n)</td>
<td>detached house</td>
</tr>
<tr>
<td>Erdgeschoss (n)</td>
<td>ground floor</td>
</tr>
<tr>
<td>Esszimmer (n)</td>
<td>dining room</td>
</tr>
<tr>
<td>Fenster (n)</td>
<td>window</td>
</tr>
<tr>
<td>Flaschenöffner (m)</td>
<td>bottle opener</td>
</tr>
<tr>
<td>Flur (m)</td>
<td>hall, hallway</td>
</tr>
<tr>
<td>Fußboden (m)</td>
<td>floor</td>
</tr>
<tr>
<td>Gardine (f)</td>
<td>net curtain</td>
</tr>
<tr>
<td>Garten (m)</td>
<td>garden</td>
</tr>
<tr>
<td>Gas (n)</td>
<td>gas</td>
</tr>
<tr>
<td>Gefrierschrank (m)</td>
<td>freezer</td>
</tr>
<tr>
<td>Geschirrspülmaschine (f)</td>
<td>dishwasher</td>
</tr>
<tr>
<td>Glas (n)</td>
<td>glass</td>
</tr>
<tr>
<td>Hahn (m)</td>
<td>tap</td>
</tr>
<tr>
<td>Haus (n)</td>
<td>house</td>
</tr>
<tr>
<td>Herd (m)</td>
<td>cooker</td>
</tr>
<tr>
<td>im ersten Stock</td>
<td>on the first floor</td>
</tr>
<tr>
<td>Keller (m)</td>
<td>cellar</td>
</tr>
<tr>
<td>Kühlschrank (m)</td>
<td>fridge</td>
</tr>
<tr>
<td>Licht (n)</td>
<td>light</td>
</tr>
<tr>
<td>Mauer (f)</td>
<td>wall (outside, external)</td>
</tr>
<tr>
<td>Messer (n)</td>
<td>knife</td>
</tr>
<tr>
<td>Mikrowelle (f)</td>
<td>microwave</td>
</tr>
<tr>
<td>Mikrowellenherd (m)</td>
<td>microwave oven</td>
</tr>
<tr>
<td>Möbel (pl)</td>
<td>furniture</td>
</tr>
<tr>
<td>Möbelstück (n)</td>
<td>piece of furniture</td>
</tr>
<tr>
<td>Pflanze (f)</td>
<td>plant</td>
</tr>
<tr>
<td>Rasen (m)</td>
<td>lawn</td>
</tr>
<tr>
<td>Schlafzimmer (n)</td>
<td>bedroom</td>
</tr>
<tr>
<td>Schlüssel (m)</td>
<td>key</td>
</tr>
<tr>
<td>Sessel (m)</td>
<td>armchair, easy chair</td>
</tr>
<tr>
<td>Sofa (n)</td>
<td>sofa, settee</td>
</tr>
<tr>
<td>Spülmaschine (f)</td>
<td>dishwasher</td>
</tr>
<tr>
<td>Stereoanlage (f)</td>
<td>stereo system</td>
</tr>
<tr>
<td>Stock (m)</td>
<td>floor, storey</td>
</tr>
<tr>
<td>Stuhl (m)</td>
<td>chair</td>
</tr>
<tr>
<td>Teppichboden (m)</td>
<td>fitted carpet, wall-to-wall carpeting</td>
</tr>
<tr>
<td>Terrasse (f)</td>
<td>patio, terrace</td>
</tr>
<tr>
<td>Tiefkühltruhe (f)</td>
<td>freezer</td>
</tr>
<tr>
<td>Toilette (f)</td>
<td>toilet</td>
</tr>
<tr>
<td>Treppe (f)</td>
<td>stairs</td>
</tr>
<tr>
<td>Tür (f)</td>
<td>door</td>
</tr>
<tr>
<td>Vorhang (m)</td>
<td>curtain</td>
</tr>
<tr>
<td>Wand (f)</td>
<td>wall (internal, inside)</td>
</tr>
<tr>
<td>Waschbecken (n)</td>
<td>washbasin</td>
</tr>
<tr>
<td>Waschmaschine (f)</td>
<td>washing machine</td>
</tr>
<tr>
<td>Wasserhahn (m)</td>
<td>tap</td>
</tr>
<tr>
<td>wohnen (v)</td>
<td>to live</td>
</tr>
</tbody>
</table>
House and home (continued)

Klo (n) – loo
Küche (f) – kitchen
leben (v) – to live

Wohnung (f) – flat
Wohnzimmer (n) – sitting room, living room
Zimmer (n) – room

2 Daily routines and helping at home

Abfall (m) – rubbish
abspülen (v) – to wash up
abwaschen (v) – to wash up
Anhänger (m) – pendant (jewellery)
anziehen (sich) (v) – to get dressed
arbeiten (v) – to work
Armbanduhr (f) – wristwatch
auf etwas vorbereiten (sich) – to get ready for
aufräumen (v) – to tidy up
aufstehen (v) – to get up
ausgehen (v) – to go out
ausmachen (v) – to switch off, to turn off
Baumwolle (f) – cotton
bedienen (v) – to serve
Bettdecke (f) – blanket, duvet
Bettlaken (n) – sheet
Blume (f) – flower
bügeln (v) – to iron
bürsten (v) – to brush
das Bett frisch beziehen (v) – to change the bed
das Bett machen (v) – to make the bed
Decke (f) – blanket
deken (v) – to set /lay (the table), to cover
die Zähne putzen (sich) – to clean one’s teeth

mangmal (ad) – sometimes
Messer (n) – knife
mir ist kalt – I am cold
mir ist warm – I am warm/hot
montags, dienstags etc. – on Mondays, on Tuesdays etc.
morgens – in the mornings
Müll (m) – rubbish, refuse
Mülleimer (m) – dustbin
nach Hause gehen – to go home
nach oben gehen – to go upstairs
nach unten gehen – to go downstairs
nachmittags – in the afternoons
oft (ad) – often
Ohrringe (pl) – earrings
Pulli (m) – sweater, pullover
Pullover (m) – sweater, pullover
putzen (v) – to clean (teeth etc.)
rasieren (sich) (v) – to shave
Regal (n) – shelf, shelving
Ring (m) – ring (jewellery)
sakko (n or m) – jacket
sauber machen – to clean
Schlafanzug (m) – pyjamas
Schlüsselbund (m) – key ring
Schminke (f) – makeup
Schüssel (f) – bowl
schneiden – to cut
Schrank (m) – cupboard
Schublade (f) – drawer
Daily routines and helping at home (continued)

Dosenöffner (m) – can opener
Durst haben (v) – to be thirsty
duschen (sich) – to shower
eingießen – to pour (in)
Einkäufe machen (v) – to do one’s shopping
einkaufen gehen (v) – to go shopping
ein Paar (n) – a couple, a pair
Flaschenöffner (m) – bottle opener
früh (ad) – early
frühstücken (v) – to have breakfast
Gabel (f) – fork
Geschirrspüler (m) – dishwasher
Gesicht (n) – face
Glas (n) – glass
Gürtel (m) – belt
Haarbürste (f) – hairbrush
Handschuh (m) – glove
Handtasche (f) – handbag
helfen (v) – to help
Hose (f) – pair of trousers
Hunger haben (v) – to be hungry
ins Bett gehen (v) – to go to bed
Jacke (f) – jacket
Jeans (pl) – jeans
Kaffeemaschine (f) – coffee maker
Kleidungsstück (n) – garment, article of clothing
kochen (v) – to cook
Kochtopf (m) – saucepan
Kopfkissen (n) – pillow
leeren (v) – to empty
Lippenstift (m) – lipstick
Löffel (m) – spoon

seiden (v) – made of silk
Seife (f) – soap
selten (ad) – rare(ly)
Shampoo (n) – shampoo
spät (ad) – late
Spaß haben (v) – to have fun
Spaß (machen) – to be fun
Spülbecken (n) – kitchen sink
Staub saugen – to vacuum
Staubsauger (m) – vacuum cleaner
Strumpfhose (f) – tights
Sweatshirt (n) – sweatshirt
T-Shirt (n) – T-shirt
Tasse (f) – cup
Teller (m) – plate
Tischdecke (f) – tablecloth
Topf (m) – saucepan, pot
Trainingsanzug (m) – tracksuit
Uhr (f) – watch, clock
waschen (sich) (v) – to wash
wecken (v) – to wake (someone)
Wecker (m) – alarm clock
Zahnbürste (f) – toothbrush
zu Hause – at home
3 Role models

beeinflussen (v) – to influence
berühmt (ad) – famous
Einfluss (m) – influence
Fernsehen (n) – television
Filme (pl) – films
folgen – to follow
Fußballspieler/in (m/f) – footballer
Idol (n) – idol
Modell, Model (n) – model
nachmachen (v) – to copy, imitate
Popstar (m) – popstar
sich gut/schlecht verhalten (v) – to behave well/badly
Songs, Lieder (pl) – songs
soziale Netzwerke (pl) – social networks

Schauspieler/in (m/f) – actor
Sportler/in (m/f) – sportsman/woman
Stars (pl) – celebrities
streben nach (v) – to aspire to
Text (m), Lyrik (f) – lyrics
Verhalten (n) – behaviour
(gutes/schlechtes) Vorbild – (good/bad) example, role model
Unternehmer/in (m/f) – entrepreneur
verantwortlich (ad) – responsible
Werbung (f) – adverts
Zeitschrift (f) – magazine
Zeitung (f) – newspaper

4 Relationships with family and friends

adoptiert (ad) – adopted
Adresse (f) – address
alt, älter, ältest (ad) – old, older, oldest
angenehm (ad) – pleasant, nice, kind
anstrengend (ad) – tiring
Baby (n) – baby
Bart (m) – beard
blau (ad) – blue
blond (ad) – blonde
braun (ad) – brown
Brille (f) – glasses, spectacles
Bruder (m) – brother
Cousin/e (m/f) – cousin
dumm (ad) – stupid
dünn (ad) – thin
ehrlich (ad) – honest, decent, fair
Einzelkind (n) – only child
klug (ad) – clever
lachen (v) – to laugh
lang (ad) – long
ledig (ad) – single, unmarried
lieben (v) – to love
lockig (ad) – curly
Mädchen (n) – girl
Mann (m) – man, husband
Maus (f) – mouse
Meerschweinchen (n) – guinea pig
müde (ad) – tired
Müdigkeit – tiredness
Mund (m) – mouth
Mutter (f) – mother
Mutti (f) – mum
Nachbar/in (m/f) – neighbour
Nachname (m) – surname
<table>
<thead>
<tr>
<th>English</th>
<th>German</th>
</tr>
</thead>
<tbody>
<tr>
<td>einzig (ad) –</td>
<td>nur (ad) – only</td>
</tr>
<tr>
<td>Eltern (pl) –</td>
<td>Eltern (pl) – parents</td>
</tr>
<tr>
<td>Familie (f) –</td>
<td>Familie (f) – family</td>
</tr>
<tr>
<td>Familiename (m) – surname</td>
<td>Familiename (m) – surname</td>
</tr>
<tr>
<td>faul (ad) –</td>
<td>faul (ad) – lazy</td>
</tr>
<tr>
<td>faulenzen (v) – to laze about</td>
<td>faulenzen (v) – to laze about</td>
</tr>
<tr>
<td>Frau (f) –</td>
<td>Frau (f) – woman, wife</td>
</tr>
<tr>
<td>Freund/in (m/f) – friend</td>
<td>Freund/in (m/f) – friend</td>
</tr>
<tr>
<td>freundlich – friendly, kind, nice</td>
<td>freundlich – friendly, kind, nice</td>
</tr>
<tr>
<td>Freundschaft (f) – friendship</td>
<td>Freundschaft (f) – friendship</td>
</tr>
<tr>
<td>geboren (ad) –</td>
<td>geboren (ad) – born</td>
</tr>
<tr>
<td>geboren sein (v) – to be born</td>
<td>geboren sein (v) – to be born</td>
</tr>
<tr>
<td>geschieden (ad) – divorced</td>
<td>geschieden (ad) – divorced</td>
</tr>
<tr>
<td>geschwätzig (ad) – chatty, talkative</td>
<td>geschwätzig (ad) – chatty, talkative</td>
</tr>
<tr>
<td>Glatze (f) –</td>
<td>Glatze (f) – bald head</td>
</tr>
<tr>
<td>glücklich (ad) – happy, pleased, glad</td>
<td>glücklich (ad) – happy, pleased, glad</td>
</tr>
<tr>
<td>Goldfisch (m) – goldfish</td>
<td>Goldfisch (m) – goldfish</td>
</tr>
<tr>
<td>groß (ad) –</td>
<td>groß (ad) – tall, big</td>
</tr>
<tr>
<td>Großmutter (f) – grandmother</td>
<td>Großmutter (f) – grandmother</td>
</tr>
<tr>
<td>Großvater (m) – grandfather</td>
<td>Großvater (m) – grandfather</td>
</tr>
<tr>
<td>großzügig (ad) – generous</td>
<td>großzügig (ad) – generous</td>
</tr>
<tr>
<td>Haar/e (n/pl) – hair</td>
<td>Haar/e (n/pl) – hair</td>
</tr>
<tr>
<td>Halbbruder (m) – half-brother</td>
<td>Halbbruder (m) – half-brother</td>
</tr>
<tr>
<td>Halbschwester (f) – half-sister</td>
<td>Halbschwester (f) – half-sister</td>
</tr>
<tr>
<td>hässlich (ad) – ugly</td>
<td>hässlich (ad) – ugly</td>
</tr>
<tr>
<td>Hausfrau (f) – housewife</td>
<td>Hausfrau (f) – housewife</td>
</tr>
<tr>
<td>Haustier (n) – pet</td>
<td>Haustier (n) – pet</td>
</tr>
<tr>
<td>heiraten (v) – to marry</td>
<td>heiraten (v) – to marry</td>
</tr>
<tr>
<td>höflich (ad) – polite</td>
<td>höflich (ad) – polite</td>
</tr>
<tr>
<td>hübsch (ad) – pretty</td>
<td>hübsch (ad) – pretty</td>
</tr>
<tr>
<td>Hund (m) – dog</td>
<td>Hund (m) – dog</td>
</tr>
<tr>
<td>Junge (m) – boy</td>
<td>Junge (m) – boy</td>
</tr>
</tbody>
</table>
Relationships with family and friends (continued)

jünger (ad) – younger  
kenne(n) lernen (v) – to meet (become acquainted with)  
Verwandte (pl) – relatives  
verwöhnt (ad) – spoilt  
Kaninchen (n) – rabbit  
Katze (f) – cat  
Verwandtschaft (f) – relations, relatives  
kennen (v) – to know (a person)  
Vorname (m) – first name  
Zwilling (m) – twin  
Kind (n) – child  
klein (ad) – small, short (person)

5 Childhood

aufwachsen (v) – to grow up  
aklettern (v) – to climb  
ausschimpfen (v) – to tell off  
alufen (v) – to run  
Baby (n) – baby  
lieben (v) – to love  
bevorzugen (v) – to prefer  
lieber (haben) (v) – to prefer  
Erwachsene (m/f) – grown-up  
mögen (v) – to like  
erzählen (v) – to tell (a story)  
Puppe (f) – doll  
gefallen (v) – to like, to please  
schlafen (v) – to sleep  
gern (haben) (v) – to like  
Spiel (n) – game  
hassen (v) – to hate  
Spielzeug (n) – toy  
Jugendliche (m/f) – young person  
springen (v) – to jump  
jung (ad) – young  
vorziehen (v) – to prefer  
Kind (n) – child  
weinen (v) – to cry  
Kindheit (f) – childhood  
wiederholen (v) – to repeat
Theme D – The world around us

1 Environmental issues

Angst haben (v) – to be afraid
(Atom)kraft (f) – (nuclear) energy
Benzin (n) – petrol
Dürre (f) – drought
Energie (f) – energy
Erdbeben (n) – earthquake
Erde (f) – earth, world
Erdöl (n) – crude oil, petroleum
Erwärmung (f) – warming
global (ad) – global
Holz (m) – wood, timber
Kapitalanlage (f) – investment
Katastrophe (f) – catastrophe
Kohle (f) – coal
Öl (n) – oil
Ölteppich (m) – oil slick
ökologisch (ad) – ecological
Opfer (n) – victim
organisch (ad) – organic
Recycling (n) – recycling
Regenwald (m) – rainforest
retten (v) – to save

2 Weather and climate

bedeckt (ad) – overcast
bewölkt (ad) – cloudy
Donner (m) – thunder
donnern (v) – to thunder
Eis (n) – ice
Grad (m) – degree
gut (ad) – good
heiß (ad) – hot
Himmel (m) – sky

sauber (ad) – clean
sauer Regen (m) – acid rain
schmutzig (ad) – dirty
steigen (v) – to go up (temperature)
töten (v) – to kill
Tierart (f) – animal species
Tornado (m) – tornado
Treibhauseffekt (m) – greenhouse effect
Überschwemmung (f) – flood
Umwelt (f) – environment
umweltbewusst (ad) – environmentally aware
Verkehr (m) – traffic
Vermutung (f) – assumption
Oder (A) – or
Verkehrsverbot (n) – traffic ban
verboten (ad) – forbidden
verboten (v) – to forbid
verboten (w) – prohibited
Vogel (m) – bird
Wasser (n) – water
wasserreich (ad) – watery
wasserreich (v) – to be watery
Wasserstau (m) – water retention
wassergefährdet (ad) – water-hazardous
Wasserzulauf (m) – water intake
zersetzen (v) – to decompose
wärmen (v) – to warm

Regenschirm (m) – umbrella;
regen (v) – to rain
schlecht (ad) – bad
Schnee (m) – snow
schneien (v) – to snow
Sonne (f) – sun
sonnig (ad) – sunny
stark (ad) – strong
Stern (m) – star
Weather and climate (continued)

Hitze (f) – heat
Jahreszeit (f) – season
kalt (ad) – cold
Kälte (f) – cold
Klima (n) – climate
Klimaänderung (f) – climate change
Mantel (m) – coat
Nebel (m) – fog
nebelig (ad) – foggy
Nord (m) – north
Ost (m) – east
Regen (m) – rain
Regenmantel (m) – raincoat
Regenschauer (m) – shower

Sturm (m) – storm
Temperatur (f) – temperature
warm (ad) – warm
wechseln (v) – to change
West (m) – west
Wetter (n) – weather
Wetterbericht (m) – weather report
Wettervorhersage (f) – weather forecast
windig (ad) – windy
Wolke (f) – cloud
wolkig (ad) – cloudy

3 Travel and transport

abbiegen (v) – to turn (off)
Abfahrt (f) – departure
abfliegen (v) – to depart (by plane)
Abflug (m) – departure (by plane)
Abreise (f) – departure
abreisen (v) – to depart
ankommen (v) – to arrive
Ankunft (f) – arrival
Ausfahrt (f) – exit
Ausgang (m) – way out, exit
Ausland (n) – foreign countries, abroad
aussteigen (v) – to get off, to alight
Ausweis (m) – identity card
Auto (n) – car
Autobahn (f) – motorway
Bahn (f) – train, railway
Bahnhof (m) – (railway) station
Bahnsteig (m) – platform
Benzin (n) – petrol

kehren (v) – to turn, to sweep
kaputt (ad) – broken
Karte (f) – ticket
Kilometer (m) – kilometre
Kofferraum (m) – boot (of car)
Kontrolleur (m) – inspector
kontrollieren (v) – to check
Kreisverkehr (m) – roundabout
Kreuzung (f) – crossroads
landen (v) – to land
Landstraße (f) – main arterial road
links (ad) – (on the) left
LKW (m) – lorry, truck
Luftkissenboot (n) – hovercraft
Maschine (f) – plane
Meter (m) – metre
Mofa (n) – moped
Motor (n) – engine
Motorrad (n) – motorbike
Travel and transport (continued)

bleifrei (ad) – lead free, unleaded
Boot (n) – boat
Bundesstraße (f) – ‘A’ road
Bus (m) – bus
Busbahnhof (m) – bus station
Busfahrer/in (m/f) – bus driver
direkt – direct
durchfahren (v) – to travel straight through
Ecke (f) – corner
Einbahnstraße (f) – one-way street
einfach (ad) – single
einsteigen (v) – to get on
Einzelfahrkarte (f) – single ticket
Eisenbahn (f) – train, railway
Eurotunnel (m) – Channel Tunnel
Fähre (f) – ferry
fahren (v) – to go, to travel, to drive
Fahrer/in (m)/(f) – driver
Fahrkarte (f) – ticket
Fahrrad (n) – bicycle
Fahrt (f) – journey
fliegen (v) – to fly
Flughafen (m) – airport
Flugzeug (n) – plane
Führerschein (m) – driving licence
Fundbüro (n) – lost property office
Fußgänger (m) – pedestrian
gegen – against, towards
gehen (v) – to go, to walk
gleiche (ad) – same
Gepäck (n) – luggage
Gepäckaufbewahrung (f) – left-luggage office
Gepäckschließfach (n) – left-luggage locker
geradeaus – straight on
hoch (ad) – high
in der Nähe von – near
öffentlich (ad) – public
Panne (f) – breakdown, puncture
parken (v) – to park
per Anhalter fahren (v) – to hitchhike
Rad (n) – wheel, bike
rechts – (on the) right
Reise (f) – journey
Reifen (m) – tyre
rücken (v) – to push
Rückfahrkarte (f) – return ticket
Schalter (m) – ticket counter, ticket office
Sicherheit (f) – safety
Spachtel (m) – spatula
Schnellzug (m) – express train, express service
Schnellverkehr (m) – fast transport
schnell (v) – quick(ly), fast
Stau (m) – traffic jam
Strassenbahn (f) – tram
Tankstelle (f) – petrol station, service station
Taxi (n) – taxi
Tür (f) – door
U-Bahn (f) – underground, tube
übertreffen (v) – to overtake
überqueren (v) – to cross
umsteigen (v) – to change
Unfall (m) – accident
Verkehr (m) – traffic
verpassen (v) – to miss (train, bus)
verspätet (ad) – delayed
Verspätung (f) – delay
volltanken (v) – to fill up (with fuel)
Travel and transport (continued)

Geschwindigkeit (f) – speed
Gleis (n) – track, platform
Grenze (f) – border
gute Reise – safe journey
halten (v) – to stop
Haltestelle (f) – stop
Heimfahrt (f) – journey home
hin und zurück – return, there and back
im Ausland – abroad
in der Nähe von – close to

Vorfahrt (f) – right of way, priority
Wagen (m) – car
Warteraum (m) – waiting room
Wartesaal (m) – waiting room
weiterfahren (v) – to continue, drive on
wenden (v) – to turn
wie komme ich…? – How do I get (to ...)?
Zoll (m) – customs
Zug (m) – train

4 The media

anfangen (v) – to begin, start
anschauen (v) – to watch, look at
berühmt (ad) – famous
beschreiben (v) – to describe
besichtigen (v) – to visit, to look at, to look around
Bilderroman (m) – graphic novel
buchen (v) – to book
Dokumentation (Doku) (f) – documentary
Eingang (m) – entrance
Eintritt (m) – admission, entry, entrance fee
Eintrittspreis (m) – admission/entrance fee
Ende (n) – end
denden (v) – to end, finish
erwachsen (ad) – adult
Erwachsene (m/f) – adult
Fan (m) – fan
fernsehen (v) – to watch television
Fernsehsendung (f) – television programme
Fernseher (m) – television (set)
Gameshow (f) – game show
Gruselfilm (m) – horror film
herumzappen (v) – to channel hop

Platz (m) – seat
Preis (m) – price
Preisliste (f) – list of prices
Programm (n) – programme, channel
Prominente(r) (f/m) – celebrity
Radio (n) – radio
Reality-TV (n) – reality television
romantisch (ad) – romantic
rührend (ad) – moving
Sänger/in (m/f) – singer
Schauspiel (n) – play
Schauspieler/in (m/f) – actor/actress
Seifenoper (f) – soap opera
Sender (m) – broadcaster, station
Sendung (f) – programme, broadcast
Serie (f) – series
Singen (v) – to sing
Sitz (m) – seat
Sport)bericht (m) – (sports) report
Star (m) – star
Student/in (m/f) – student
Spezialeffekte (pl) – special effects
The media (continued)

hören (v) – to hear, to listen to
Karte (f) – ticket
komisch (ad) – funny
Komödie (f) – comedy
kosten (v) – to cost
lesen (v) – to read
Lied (n) – song
lustig (ad) – funny, amusing
mit Untertiteln – subtitled
Mode (f) – fashion
Moderator/in (m/f) – presenter
Nachrichten (pl) – news
Nachrichtensendung (f) – news broadcast
Nachrichtensprecher/in (m/f) – newsreader

5 Information and communication technology

ausschneiden (v) – to cut (text)
Bildschirm (m) – screen, monitor
Chatroom (m) – chat room
chatten (v) – to chat (online)
Computer (m) – computer
Cursor (m) – cursor
downloaden, herunterladen (v) – to download
DVD-Spieler (m) – DVD player
E-mail (f or n) – email
einfügen (v) – to paste (text)
Handy (n) – mobile phone
helfen (v) – to help
hochladen (v) – to upload
Homepage (f) – homepage
klicken (v) – to click
kopieren (v) – to copy
Laptop (m, n) – laptop

synchronisiert (ad) – dubbed
Tagesschau (f) – television news
Theaterstück (n) – play
traurig (ad) – sad
Trickfilm (m) – cartoon
Vorstellung (f) – performance, showing
vorzeigen (v) – to show
Zeitung (f) – newspaper
zu hören (v) – to listen

wie viel(e) – how much, how many
zeigen (v) – to show
Zeitung (f) – newspaper

Maus (f) – mouse
Mobiltelefon (n) – mobile phone
Musik (f) – music
online (ad) – online
Passwort (n) – password
plaudern (v) – to chat
Satellitenfernsehen (n) – satellite TV
Scanner (m) – scanner
skypen (v) – to skype
Smartphone (n) – smartphone
SMS (f) – text message
Software (f) – software
soziales Netz (n) – social network
surfen (v) – to surf (browse) the internet
Tastatur (f) – keyboard
Website (f) – website
Wifi (n) – Wi-Fi
Theme E – Social activities, fitness and health

1 Special occasions

Akrobate/in (m/f) – acrobat
Ausflug (m) – outing, excursion
Ausgang (m) – exit, way out
Band (n) – ribbon
begeistert (v) – delighted
begegne (v) – to welcome
besuchen (v) – to visit
Besucher/in (m/f) – visitor
Braut (f) – bride
Bräutigam (m) – bridegroom
duzen (v) – to call someone ‘du’, to address with the familiar ‘du’
eindrucksvoll (ad) – impressive
Fast-Food-Restaurant (n) – fast-food restaurant
Flasche (f) – bottle
Feiertag (m) – public holiday
Freizeitpark (m) – theme park
Geburtstag (m) – birthday
Geldverschwendung (f) – waste of money
Geschenk (n) – present
guten Appetit – enjoy your meal
herzlich (ad) – warm, sincere
herzlichen Glückwunsch (m) – congratulations, good wishes
Hochzeit (f) – wedding
kennen lernen (v) – to meet, make the acquaintance of
Kleid (n) – dress
Kuchen (m) – cake
küssen (v) – to kiss
Licht (n) – light
Museum (n) – museum

Party, Fete (f) – party
Parfum, Parfüm (n) – perfume
Picknick (n) – picnic
Ring (m) – ring
Seltsam (ad) – odd, strange, curious
Serviette (f) – serviette
siezen (v) – to call someone ‘Sie’, to use the polite form of address
spannend (ad) – exciting, gripping
Spezialität des Hauses (f) – speciality of the house
Tier (n) – animal
Tischock (f) – tablecloth
treffen (v) – to meet
umarmen (v) – to hug, embrace
Verlobte (m/f) – fiancé(e)
Verlobung (f) – engagement
vorstellen (v) – to introduce
Vorstellung (f) – show, performance
warten (v) – to wait
Wasserpark (m) – water park
Willkommen (n) – welcome
Zeremonie (f) – ceremony
Zirkus (m) – circus
Zoo (m) – zoo
Zoowärter/in (m/f) – zoo keeper
2 Hobbies, interests, sports and exercise

amüsieren (sich) (v) – to enjoy oneself
angeln (v) – to fish
Angelrute (f) – fishing rod
ausgehen (v) – to go out
ausruhen (sich), relaxen (v) – to rest, relax
Ball (m) – ball
bei mir – at (my) home
Blockflöte (f) – recorder
Bowling gehen (v) – to go ten-pin bowling
Brettspiel (n) – board game
Brieffreund/in (m/f) – penfriend
Disko (f) – disco
Do-it-yourself (n) – DIY
Eisbahn (f) – skating rink
Feierabend machen (v) – to finish work for the day
Flöte (f) – flute
Freizeit (f) – free time, spare time
Fußball (m) – football
Gartenarbeit (f) – gardening
gehören (v) – to belong to
Geige (f) – violin
Gewichtstraining (n) – weight training
Hobby (n) – hobby, pastime
holen (v) – to fetch
hören (v) – to hear, to listen to
Imbissstube (f) – snack bar
Inlineskaten (n) – roller blading
jobben (v) – to do casual jobs
joggen (v) – to jog
Jugendklub (m) – youth club
Kegelbahn (f) – bowling alley
Klavier (n) – piano
laufen (v) – to run
Leichtathletik (f) – athletics
malen (v) – to paint
Mannschaft (f) – team
musizieren (v) – to play a musical instrument
Nachtklub (m) – nightclub
Rad fahren (v) – to ride a bike, go cycling
reiten (v) – to ride (a horse)
relaxen (v) – to relax
Roman (m) – novel
Schach (n) – chess
Schlagzeug (n) – drums
Schläger (m) – racket
schwimmen (v) – to swim
segeln (v) – to sail
skateboard, Skateboard fahren (v) – to skateboard
Ski laufen (v) – to ski
spazieren gehen (v) – to go for a walk
Spiel (n) – game, match
spielen (v) – to play
Spieler/in (m/f) – player
Spielzeug (n) – toy
Sport treiben (v) – to do/play sport
Sportzentrum (n) – sports centre
springen (v) – to jump
Stadion (n) – stadium
tanzen (v) – to dance
tauchen (v) – to dive
Trommel (f) – drum
Trompete (f) – trumpet
Turnen (n) – gymnastics
wandern (v) – to hike, to go rambling
Wasserski fahren (v) – to waterski
werfen (v) – to throw
Windsurfen (v) – to windsurf
Hobbies, interests, sports and exercise (continued)
Lesen (n) – reading
lesen (v) – to read
zeichnen (v) – to draw
zuhören (v) – to listen

3 Shopping and money matters
Abteilung (f) – department
Apotheke (f) – chemist’s (dispensing)
aufmachen (v) – to open
Ausverkauf (m) – clearance sale
ausgeben – to spend (money)
Auswahl (f) – selection, choice
Bäckerei (f) – baker’s shop
Bank (f) – bank
bestellen (v) – to order
billig (ad) – cheap
Buchhandlung (f) – bookshop
Debitkarte (f) – debit card
Drogerie (f) – chemist’s (non-dispensing)
Einkäufe (pl) – purchases
einkaufen (v) – to buy
einkaufs gehen (v) – to go shopping
Einkaufszentrum (n) – shopping centre, mall
Größe (f) – size
Hut (m) – hat
kaufen (v) – to buy
Kaufhaus (n) – department store
Kleingeld (n) – (small or loose) change
Kasse (f) – till, cash desk, checkout
kosten (v) – to cost
Kreditkarte (f) – credit card
Kunde/Kundin (m/f) – customer, client
Laden (m) – small shop
Leder (n) – leather

Münze (f) – coin
öffnen (v) – to open
Plastik(tüte) (f) – (plastic) bag
Portemonnaie (n) – purse, wallet
Preis (m) – price
preiswert (ad) – good value, inexpensive, cheap
Rechnung (f) – bill
Reisescheck (m) – traveller’s cheque
Schaufenster (n) – shop window
Schaufensterbummel (m) – window shopping
Scheck (m) – cheque
schließen – to close
Schlussverkauf (m) – end of season sale
Schmuckgeschäft (n) – Jewellery shop
Schreibwarengeschäft (n) – stationery shop
Selbstbedienung (f) – self-service
Souvenirladen (m) – souvenir, gift shop
sparen (v) – to save
Sparkasse (f) – savings bank
Supermarkt (m) – supermarket
Süßwarengeschäft (n) – sweet shop
Tasche (f) – bag
Taschengeld (n) – pocket money
teuer (ad) – expensive
verkaufen (v) – to sell
Verkäufer/in (m/f) – sales assistant, shopkeeper
Shopping and money matters (continued)

Markt (m) – market
Metzgerei (f) – butcher’s shop
Wechselstube (f) – bureau de change
wie viel(e) – how much, how many

4 Accidents, injuries, common ailments and health issues

abnehmen (v) – to lose weight
Alkohol (m) – alcohol
Arm (m) – arm
Arzt/Ärztin (m/f) – doctor
Asthma (n) – asthma
atmen – to breathe
Auge (n) – eye
ausruhen (sich) – to rest
Bauch (m) – tummy
Bauchschmerzen (pl) – tummy ache
Bein (n) – leg
beim Arzt bestellt – appointment with the doctor
besser gehen (v) – to be better
Blut (n) – blood
Brust (f) – chest
Durchfall (m) – diarrhoea
erbrechen (v) – to vomit
erholen (sich) (v) – to recover
erkältet sein (v) – to have a cold
ernst (ad) – serious
Erste Hilfe leisten (v) – to give first aid
fallen (v) – to fall
Fieber (n) – temperature, fever
Finger (m) – finger
Fuß (m) – foot
gebrochen (v) – broken
Gesicht (n) – face
gestorben (ad) – dead
gesund (ad) – healthy

Krankheit (f) – illness
leiden (v) – to suffer
Magen (m) – stomach
Medikament (n) – medicine
Mund (m) – mouth
Nase (f) – nose
nehmen (v) – to take
Ohr (n) – ear
Ohrenschmerzen (pl) – earache
Pille (f) – pill
Pflaster (n) – plaster
Pille (f) – pill
Raucher/in (m/f) – smoker
Rezept (n) – prescription
Rückenschmerzen (pl) – backache
schlafen (v) – to sleep
schlagen (v) – to hit, knock
schützen (v) – to protect
schwindlig (ad) – dizzy
Sonnenbrand (m) – sunburn
sportlich (ad) – sporty
Sprechstunde (f) – surgery
Spritze (f) – injection
Stich (m) – sting, bite
Stress (m) – stress
Tabak (m) – tobacco
Tablette (f) – tablet
Temperatur (f) – temperature
handkerchief
Accidents, injuries, common ailments and health issues (continued)

Gesundheit (f) – health
Grippe (f) – flu
Hals (m) – throat
Halsschmerzen (pl) – sore throat
Hand (f) – hand
Herz (n) – heart
Hilfe (f) – help
husten (v) – to cough
im Bett bleiben (v) – to stay in bed
Kleidung (f) – clothing, clothes
Klinik (f) – clinic
Knie (n) – knee
Kopf (m) – head
Kopfschmerzen (pl) – headache
Körper (m) – body
krank (ad) – ill, sick
krank fühlen (sich) – to feel ill, sick
Krankenhaus (n) – hospital
Krankenpfleger (m) – (male) nurse
Krankenschwester (f) – (female) nurse
Krankenwagen (m) – ambulance

Termin (m) – appointment
üb (ad) – bad, nauseous
übergeben (sich) – to be sick, to vomit
Übung (f) – exercise
Unfall (m) – accident
untersuchen (v) – to examine
Untersuchung (f) – examination
Verletzen (v) – to injure, to hurt, to wound
verletzt (ad) – injured
verschreiben – to precribe
verstopft (ad) – constipated
weh tun (sich) – to hurt (oneself)
Zahn (m) – tooth
Zahnarzt/-ärztin (m/f) – dentist
Zahnschmerzen (pl) – toothache
Zungen (f) – tongue

5 Food and drink
Abendessen (n) – evening meal, supper
Aufschnitt (m) – assorted sliced cold meats
Ananas (f) – pineapple
Apfel (m) – apple
Apfelsine (f) – orange
Apfelwein (m) – cider
Aprikose (f) – apricot
Banane (f) – banana
bedienen (v) – to serve
besser (ad) – better

Leberwurst (f) – liver sausage
lecker (ad) – delicious, tasty
Limonade (f) – lemonade
Mahlzeit (f) – meal
Marmelade (f) – jam
Meeresfrüchte (pl) – seafood
Mehl (n) – flour
Mineralwasser (n) – mineral water
Metzgerei (f) – butcher’s
Milch (f) – milk
<table>
<thead>
<tr>
<th>Food and drink (continued)</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Bier (n) – beer</td>
<td>Mittagessen (n) – lunch</td>
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<tr>
<td>Bier vom Fass – draft beer</td>
<td>Muscheln (pl) – mussels</td>
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<tr>
<td>Birne (f) – pear</td>
<td>Nachspeise (f) – dessert</td>
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<tr>
<td>Blumenkohl (m) – cauliflower</td>
<td>Nudeln (pl) – pasta, noodles</td>
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<tr>
<td>Blutwurst (f) – black pudding</td>
<td>Öl (n) – oil</td>
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<tr>
<td>Bonbon (m) – sweet</td>
<td>Omelett (n) – omelette</td>
</tr>
<tr>
<td>Bratkartoffeln (pl) – fried potatoes</td>
<td>Orange (f) – orange</td>
</tr>
<tr>
<td>Bratwurst (f) – fried sausage</td>
<td>Pastete (f) – paté</td>
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<tr>
<td>Brot (n) – bread</td>
<td>Pfannkuchen (m) – pancake</td>
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<tr>
<td>Brötchen (n) – bread roll</td>
<td>Pfeffer (m) – pepper</td>
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<tr>
<td>Butter (f) – butter</td>
<td>Pfirsich (m) – peach</td>
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<tr>
<td>Butterbrot (n) – sandwich</td>
<td>Pflaume (f) – plum</td>
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<tr>
<td>Champignon (m) – mushroom</td>
<td>Pommes (Frites) (pl) – chips, fries</td>
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<tr>
<td>Chips (pl) – crisps</td>
<td>Pute (f) – turkey</td>
</tr>
<tr>
<td>Cola (f) – coke</td>
<td>Reis (m) – rice</td>
</tr>
<tr>
<td>Dose (f) – tin, can</td>
<td>Rettich (m) – radish</td>
</tr>
<tr>
<td>Ei (n) – egg</td>
<td>Rezept (n) – recipe</td>
</tr>
<tr>
<td>Eintopf (m) – stew</td>
<td>Rindfleisch (n) – beef</td>
</tr>
<tr>
<td>Eis (n) – ice, ice cream</td>
<td>Rosenkohl (m) – sprouts</td>
</tr>
<tr>
<td>Ente (f), Entenfleisch (n) – duck</td>
<td>Rotkohl (m) – red cabbage</td>
</tr>
<tr>
<td>Erbsen (pl) – peas</td>
<td>Rotwein (m) – red wine</td>
</tr>
<tr>
<td>Erbeere (f) – strawberry</td>
<td>Saft (m) – juice</td>
</tr>
<tr>
<td>Espresso (m) – espresso</td>
<td>Sahne (f) – cream</td>
</tr>
<tr>
<td>essen – to eat</td>
<td>Salat (m) – lettuce, salad</td>
</tr>
<tr>
<td>Essen (n) – food</td>
<td>Salz (n) – salt</td>
</tr>
<tr>
<td>Essig (m) – vinegar</td>
<td>Sauерbraten (m) – marinated beef pot roast</td>
</tr>
<tr>
<td>Fisch (m) – fish</td>
<td>Sauerkraut (n) – pickled cabbage</td>
</tr>
<tr>
<td>Fischhändler/in (m/f) – fishmonger</td>
<td>Scheibe (f) – slice</td>
</tr>
<tr>
<td>Fleisch (n) – meat</td>
<td>Schinken (m) – ham</td>
</tr>
<tr>
<td>fressen – to eat, to scoff</td>
<td>Schinkenbrot (n) – ham sandwich</td>
</tr>
<tr>
<td>frisch – fresh, cool</td>
<td>schmecken – to taste</td>
</tr>
<tr>
<td>Frühstück (n) – breakfast</td>
<td>Schnitzel (n) – escalope</td>
</tr>
<tr>
<td>Frühstückscerealien (pl) – breakfast cereals</td>
<td>Schokolade (f) – chocolate</td>
</tr>
<tr>
<td>Gebäck (n) – biscuits, pastries</td>
<td>Schweinebraten (m) – joint of pork, roast pork</td>
</tr>
<tr>
<td>Gemüse (n) – vegetables</td>
<td>Schweinefilet (n) – pork fillet</td>
</tr>
</tbody>
</table>
Food and drink (continued)

geräuchert – smoked
Geschmack (m) – flavour
Getränk (n) – drink
Glas (n) – glass
Gurke (f) – cucumber
gut (ad) – good
Guten Appetit! – Enjoy your meal!
Hähnchen (n) – chicken
Hammelfleisch (n) – mutton
Hauptgericht (n) – main course
Himbeere (f) – raspberry
Imbiss (m) – snack
Joghurt (m) – yoghurt
Kaffee (m) – coffee
Kaffee und Kuchen – coffee and cake (afternoon snack)
Kalbfleisch (n) – veal
Kaninchen (n) – rabbit
Kartoffel (f) – potato
Karotte (f) – carrot
Käse (m) – cheese
Käsebrot (n) – cheese sandwich
Kirsche (f) – cherry
Kohl (m) – cabbage
kohlensäurehaltiges Getränk (n) – fizzy drink
Konditorei (f) – cake shop
Kotelett (n) – chop, cutlet
Krabbe (f) – shrimp, prawn
Kuchen (m) – cake
Kuchen (m) – cake
kühl (ad) – cool
Lachs (m) – salmon
Lammfleisch (n) – lamb
Lebensmittel (pl) – food, groceries

Schweinefleisch (n) – pork
Senf (m) – mustard
Speck (m) – bacon
Speise (f) – meal, food
Spiegelei (n) – fried egg
Sprudel (m) – sparkling mineral water
Stück (n) – piece
Suppe (f) – soup
süß (ad) – sweet
Süßigkeiten (pl) – sweets
Süßwarengeschäft (n) – sweet shop
Tagesgericht (n) – today’s special
Tee (m) – tea
Thunfisch (m) – tuna
Toast (m) – toast
Tomate (f) – tomato
traube (f) – grape
trinken (v) – to drink
Veggie (m) – vegetarian
Voll gar – well cooked, well done
Vorspeise (f) – starter
Waffel (f) – waffle
Wasser (n) – water
Weiβwein (m) – white wine
Wurst (f) – sausage
Würstchen (n) – little sausage, frankfurter sausage, hot dog
Zitrone (f) – lemon
Zucker (m) – sugar
Zwiebel (f) – onion
## Non-topic-specific vocabulary

### Abbreviations/acronyms

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADAC (m)</td>
<td>General German Automobile Association</td>
</tr>
<tr>
<td>ARD (f)</td>
<td>first German national TV channel</td>
</tr>
<tr>
<td>BRD (f)</td>
<td>Bundesrepublik Deutschland → FRG (Federal Republic of Germany)</td>
</tr>
<tr>
<td>DB (f)</td>
<td>Deutsche Bahn</td>
</tr>
<tr>
<td>DFB (m)</td>
<td>Deutscher Fußballbund → German Football Association</td>
</tr>
<tr>
<td>ICE (m)</td>
<td>Intercityexpress → German high-speed train</td>
</tr>
<tr>
<td>LKW (m)</td>
<td>Lastkraftwagen → lorry, HGV, truck</td>
</tr>
<tr>
<td>MWSt (f)</td>
<td>Mehrwertsteuer → VAT</td>
</tr>
<tr>
<td>PKW (m)</td>
<td>Personenkraftwagen → car</td>
</tr>
<tr>
<td>ZDF (n)</td>
<td>second German national TV channel</td>
</tr>
</tbody>
</table>

### Social conventions

<table>
<thead>
<tr>
<th>German Expression</th>
<th>English Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>alles Gute</td>
<td>all the best</td>
</tr>
<tr>
<td>Entschuldigung</td>
<td>excuse me, sorry</td>
</tr>
<tr>
<td>gute Nacht</td>
<td>good-night</td>
</tr>
<tr>
<td>guten Morgen</td>
<td>good morning</td>
</tr>
<tr>
<td>guten Tag</td>
<td>good day, hello</td>
</tr>
<tr>
<td>hilfe</td>
<td>help</td>
</tr>
<tr>
<td>tschüs/tschüss</td>
<td>bye</td>
</tr>
</tbody>
</table>

### Prepositions

<table>
<thead>
<tr>
<th>German Expression</th>
<th>English Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>an</td>
<td>on</td>
</tr>
<tr>
<td>auf</td>
<td>on</td>
</tr>
<tr>
<td>aus</td>
<td>from, out of</td>
</tr>
<tr>
<td>außer</td>
<td>except for</td>
</tr>
<tr>
<td>bei</td>
<td>at, with, at the home of</td>
</tr>
<tr>
<td>bis</td>
<td>until, by, up to</td>
</tr>
<tr>
<td>durch</td>
<td>through</td>
</tr>
<tr>
<td>für</td>
<td>for</td>
</tr>
<tr>
<td>gegen</td>
<td>against</td>
</tr>
<tr>
<td>gegenüber</td>
<td>opposite</td>
</tr>
<tr>
<td>hinter</td>
<td>behind</td>
</tr>
<tr>
<td>im Falle von</td>
<td>in case of, in the event of</td>
</tr>
</tbody>
</table>
Prepositions (continued)
in – in
in der Nähe von – close to
mit – with
nach – after, according to
weit von – far from
zu – to, toward
zwischen – between

Coordinating conjunctions
aber – but
oder – or
denn – because
und – and

Subordinating conjunctions
als – when, as
bevor – before
bis – until
so dass – so that (result)
da – because, as
während – while
damit – so that (purpose)
weil – because
wenn – if, when
nachdem – after
wo – where

Adjectives
allein – alone
alt – old
ander – other
andere – other
bequem – comfortable
besser – better
böse – angry, bad
brav – well behaved, good
dankbar – thankful, grateful
dick – fat
dumm – stupid
dünn – thin
dynamisch – dynamic
echt – real, genuine
ehemalig – former, earlier
eigen – own

letzt – last
Lieblings – favourite
müde – tired
nächst – next
nah – near
neu – new
nötig – necessary
notwendig – necessary
nützlich – useful
perfekt – perfect
primä – great
reif – mature, ripe
reich – charming
richtig – correct, true
ruhig – quiet, peaceful
satt – full (after eating)
Adjectives (continued)

ekelhaft – disgusting
ermüdend – tiring
ernst – serious
erschöpft – exhausted
falsch – incorrect, false
früh – early
gebrochen – broken
gefährlich – dangerous
gegenwärtig – present day
gleich – same
glücklich – happy
gültig – valid
gut – good
gut gelaunt – in a good mood
hart – hard
hasslich – ugly
hoch – high, tall
jung – young
kaputt – broken
klasse – great
komfortabel – comfortable
komisch – funny
kompliziert – complicated
kurz – short, brief
laut – loud, noisy

sauber – clean
schlecht – bad
schlecht gelaunt – in a bad mood
schlechter – worse
schlimm – bad
schmutzig – dirty
schrecklich – terrible, dreadful
schwach – weak
schwer – heavy, hard (difficult)
schön – beautiful, lovely
Spaß (m) – fun
spät – late
stark – strong
still – silent
super – super
toll – great
typisch – typical
unglaublich – unbelievable
voll – full
wahr – true
wertvoll – valuable
zahlreich – numerous
zornig – angry
zufrieden – satisfied

Verbs

abnehmen – to lose weight
abschicken – to send off
abschreiben – to copy(school)
abspülen – to wash up
abwähen – to drop (school subject)
abwaschen – to wash up
amüsieren (sich) – to enjoy oneself
ändern – to change, to alter

landen – to land
langweilen (sich) – to be bored
laufen – to run, walk
leben – to live
leeren – to empty
legen – to put (onto)
leid tun – to be sorry
leiden – to suffer
Verbs (continued)

anfangen – to begin, start
anfassen – to touch
angeln – to fish
ankommen – to arrive
annahmen – to accept
anrufen – to phone
anziehen (sich) – to put on (clothes)
anzünden – to light, to set on fire
arbeiten – to work
ärgern – to annoy
atmen – to breathe
aufhören – to stop, finish
aufmachen – to open
aufräumen – to tidy up
aufschlagen – to pitch (tent)
aufstehen – to get up
aufwachen – to wake up
ausfüllen – to fill in (form)
ausgeben – to spend (money)
ausgehen – to go out
ausmachen – to switch off, turn off
auspacken – to unpack
ausruhen (sich) – to relax
ausschneiden – to cut out (text)
aussehen – to look
äußern – to express
aussteigen – to get off (transport)
austauschen – to exchange
baden – to bathe, swim
bearbeiten – to work on
bedienen – to serve
beeinflussen – to influence
befinden (sich) – to be situated
leihen – to lend, to loan, to borrow
lernen – to learn
lesen – to read
lieben – to love
liegen – to lie
lügen – to lie, to tell lies
machen – to make, to do
malen – to paint
meinen – to think
mieten – to hire
müssen – to have to
nach Hause gehen – to go home
nachmachen – to imitate
nachsitzen – to do detention
nehmen – to take
öffnen – to open
parken – to park
plaudern – to chat
putzen – to clean
rasieren (sich) – to shave
rauchen – to smoke
reden – to talk, to speak
regnen – to rain
reisen – to travel
reiten – to ride
relaxen – to relax
reparieren – to repair
retten – to save (e.g. life)
sagen – to say
sauber machen – to clean
schätzen – to estimate, to guess
schlafen – to sleep
schlagen – to hit, to beat
<table>
<thead>
<tr>
<th>Verbs (continued)</th>
<th>Verbs (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td>begleiten – to accompany</td>
<td>schließen – to close</td>
</tr>
<tr>
<td>begrüßen – to greet, welcome</td>
<td>scheinen – to shine, to appear</td>
</tr>
<tr>
<td>bekommen – to get, receive</td>
<td>schneien – to snow</td>
</tr>
<tr>
<td>benutzen – to use</td>
<td>schicken – to send</td>
</tr>
<tr>
<td>beschließen – to decide</td>
<td>schieben – to push</td>
</tr>
<tr>
<td>beschreiben – to describe</td>
<td>schlägen – to hit, to beat</td>
</tr>
<tr>
<td>besichtigen – to visit (a place)</td>
<td>schließen – to close, shut</td>
</tr>
<tr>
<td>besprechen – to discuss</td>
<td>schmecken – to taste</td>
</tr>
<tr>
<td>bestehen – to pass (exams)</td>
<td>schneiden – to cut</td>
</tr>
<tr>
<td>bestellen – to order</td>
<td>schreiben – to write</td>
</tr>
<tr>
<td>besuchen – to visit</td>
<td>schwätzen – to chat</td>
</tr>
<tr>
<td>betreten – to enter</td>
<td>segeln – to sail</td>
</tr>
<tr>
<td>bevorzugen – to prefer</td>
<td>sehen – to see</td>
</tr>
<tr>
<td>bewerben (sich) um – to apply for</td>
<td>sein – to be</td>
</tr>
<tr>
<td>bezahlen – to pay (for)</td>
<td>setzen (sich) – to sit down</td>
</tr>
<tr>
<td>bitten um – to ask for</td>
<td>shoppen – to window shop</td>
</tr>
<tr>
<td>bleiben – to stay</td>
<td>siezen – to address someone with Sie</td>
</tr>
<tr>
<td>brauchen – to need</td>
<td>singen – to sing</td>
</tr>
<tr>
<td>buchen – to book, reserve</td>
<td>sitzen – to sit, to be sitting</td>
</tr>
<tr>
<td>bügeln – to iron</td>
<td>sitzen bleiben – to stay down a year</td>
</tr>
<tr>
<td>bürsten – to brush</td>
<td>skateboarden – to skateboard</td>
</tr>
<tr>
<td>chatten – to chat (online)</td>
<td>skypen – to skype</td>
</tr>
<tr>
<td>dauer – to last</td>
<td>sollen – to be supposed to, ought, should</td>
</tr>
<tr>
<td>decken – to lay (table)</td>
<td>sonnen (sich) – to sunbathe</td>
</tr>
<tr>
<td>denken – to think</td>
<td>sortieren – to sort</td>
</tr>
<tr>
<td>donnern – to thunder</td>
<td>sparen – to save (money)</td>
</tr>
<tr>
<td>downloaden – to download</td>
<td>spazieren – to walk</td>
</tr>
<tr>
<td>drucken – to print</td>
<td>spielen – to play</td>
</tr>
<tr>
<td>drücken – to press, to push</td>
<td>sprechen – to speak</td>
</tr>
<tr>
<td>durchfahren – to travel straight through (train)</td>
<td>springen – to jump</td>
</tr>
<tr>
<td>durchfallen – to fail (exam)</td>
<td>starten – to take off</td>
</tr>
<tr>
<td>dürfen – to be allowed to</td>
<td>staubsaugen – to Hoover</td>
</tr>
<tr>
<td>duschen – to shower</td>
<td>stecken – to put (into)</td>
</tr>
<tr>
<td></td>
<td>steigen – to climb, go up</td>
</tr>
</tbody>
</table>
Verbs (continued)

duzen – to address someone with du

eilen – to hurry

einfügen – to paste (computer)

eingießen – to pour

einkaufen – to shop

einladen – to invite

einpacken – to wrap

einsteigen – to get on (transport)
eintreten – to go in

enden – to end, finish

entdecken – to discover

entscheiden – to decide

entschuldigen – to excuse

erbrechen – to vomit

erfahren – to experience

erholen (sich) – to recover

erleben – to experience

erreichen – to reach, catch (bus, train)

erwarten – to expect

erzählen – to tell

es eilig haben – to be in a hurry

essen – to eat

fahren – to go, to travel

fallen – to fall

fallen lassen – to drop

feiern – to celebrate

fernsehen – to watch tv

finden – to find

fliegen – to fly

folgen – to follow

stellen – to put, to place, to ask (a question)

sterben – to die

stimmen – to be correct, agree

streben – to strive, aspire

streiten – to argue

studieren – to study (university)
suchen – to look for

surfen – to surf
tanken – to fill up with petrol
tanzen – to dance
tauchen – to dive
teilen – to share
telefonieren – to phone
tippen – to type
töten – to kill
treffen – to meet
treiben – to do (sport)
trinken – to drink

üben – to practise

überholen – to overtake

übernachten – to spend the night

überqueren – to cross (road)

umarmen – to embrace

umdrehen (sich) – to turn round

umsteigen – to change (transport)

umtauschen – to exchange (money)

umziehen (sich) – to change clothes

untersuchen – to examine

uploaden – to upload (computer)

verbessern – to improve, correct

verbringen – to spend (time)

verdienen – to earn, deserve

vergeben – to forgive

vergessen – to forget
<table>
<thead>
<tr>
<th>German verb</th>
<th>English translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>fragen</td>
<td>to ask</td>
</tr>
<tr>
<td>fressen</td>
<td>to eat, to scoff</td>
</tr>
<tr>
<td>frühstücken</td>
<td>to have breakfast</td>
</tr>
<tr>
<td>fühlen</td>
<td>to feel</td>
</tr>
<tr>
<td>füllen</td>
<td>to fill</td>
</tr>
<tr>
<td>geben</td>
<td>to give</td>
</tr>
<tr>
<td>gebrauchen</td>
<td>to use, to need</td>
</tr>
<tr>
<td>gefallen</td>
<td>to like, to please</td>
</tr>
<tr>
<td>gehen</td>
<td>to go, to walk</td>
</tr>
<tr>
<td>gehören</td>
<td>to belong to</td>
</tr>
<tr>
<td>gelingen</td>
<td>to succeed, to manage</td>
</tr>
<tr>
<td>gewinnen</td>
<td>to win</td>
</tr>
<tr>
<td>glauben</td>
<td>to believe</td>
</tr>
<tr>
<td>haben</td>
<td>to have</td>
</tr>
<tr>
<td>halten</td>
<td>to stop, to hold</td>
</tr>
<tr>
<td>hassen</td>
<td>to hate</td>
</tr>
<tr>
<td>helfen</td>
<td>to help</td>
</tr>
<tr>
<td>herumzappen</td>
<td>to channel hop</td>
</tr>
<tr>
<td>herunterladen</td>
<td>to download</td>
</tr>
<tr>
<td>hochladen</td>
<td>to upload</td>
</tr>
<tr>
<td>hoffen</td>
<td>to hope</td>
</tr>
<tr>
<td>holen</td>
<td>to fetch</td>
</tr>
<tr>
<td>hören</td>
<td>to hear, listen to</td>
</tr>
<tr>
<td>interessieren für (sich)</td>
<td>to be interested in</td>
</tr>
<tr>
<td>jobben</td>
<td>to do casual jobs</td>
</tr>
<tr>
<td>joggen</td>
<td>to jog</td>
</tr>
<tr>
<td>kaufen</td>
<td>to buy</td>
</tr>
<tr>
<td>kehren</td>
<td>to turn, to sweep</td>
</tr>
<tr>
<td>klettern</td>
<td>to climb</td>
</tr>
<tr>
<td>klicken</td>
<td>to click</td>
</tr>
<tr>
<td>kennen lernen</td>
<td>to get to know, meet</td>
</tr>
<tr>
<td>klingeln</td>
<td>to ring</td>
</tr>
<tr>
<td>klopfen</td>
<td>to knock</td>
</tr>
<tr>
<td>kontrollieren</td>
<td>to control</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>German verb</th>
<th>English translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>verhalten</td>
<td>to behave</td>
</tr>
<tr>
<td>verkaufen</td>
<td>to sell</td>
</tr>
<tr>
<td>verlassen</td>
<td>to leave (a place)</td>
</tr>
<tr>
<td>verletzen</td>
<td>to injure</td>
</tr>
<tr>
<td>verlieren</td>
<td>to lose</td>
</tr>
<tr>
<td>verpassen</td>
<td>to miss (transport)</td>
</tr>
<tr>
<td>verschreiben</td>
<td>to prescribe</td>
</tr>
<tr>
<td>verstehen</td>
<td>to understand</td>
</tr>
<tr>
<td>versuchen</td>
<td>to try</td>
</tr>
<tr>
<td>vorbereiten (sich) auf</td>
<td>to prepare for</td>
</tr>
<tr>
<td>vorhaben</td>
<td>to intend to</td>
</tr>
<tr>
<td>vorstellen</td>
<td>to introduce</td>
</tr>
<tr>
<td>vorzeigen</td>
<td>to show</td>
</tr>
<tr>
<td>vorziehen</td>
<td>to prefer</td>
</tr>
<tr>
<td>wählen</td>
<td>to choose, to dial, to vote</td>
</tr>
<tr>
<td>wandern</td>
<td>to walk, hike</td>
</tr>
<tr>
<td>warten</td>
<td>to wait</td>
</tr>
<tr>
<td>wechseln</td>
<td>to change</td>
</tr>
<tr>
<td>wecken</td>
<td>to waken</td>
</tr>
<tr>
<td>weinen</td>
<td>to cry</td>
</tr>
<tr>
<td>weiterfahren</td>
<td>to go on, to drive on</td>
</tr>
<tr>
<td>wenden</td>
<td>to turn</td>
</tr>
<tr>
<td>werfen</td>
<td>to throw</td>
</tr>
<tr>
<td>wiederholen</td>
<td>to repeat</td>
</tr>
<tr>
<td>willkommen heißen</td>
<td>to welcome</td>
</tr>
<tr>
<td>windsurfen</td>
<td>to wind surf</td>
</tr>
<tr>
<td>wissen</td>
<td>to know</td>
</tr>
<tr>
<td>wohnen</td>
<td>to live</td>
</tr>
<tr>
<td>wollen</td>
<td>to want to</td>
</tr>
<tr>
<td>wünschen</td>
<td>to wish</td>
</tr>
<tr>
<td>zahlen</td>
<td>to pay</td>
</tr>
<tr>
<td>zählen</td>
<td>to count</td>
</tr>
<tr>
<td>zeichnen</td>
<td>to draw</td>
</tr>
<tr>
<td>zeigen</td>
<td>to show</td>
</tr>
</tbody>
</table>
Verbs (continued)
kopieren – to copy
kosten – to cost
kommen – to come
konkurrieren – to compete
können – to be able to
küssen – to kiss
lachen – to laugh
lächeln – to smile
zerstören – to destroy
ziehen – to pull
zuhören – to listen
zunehmen – to put on weight
zurückkommen – to return, to come back

Adverbs
bald – soon
besonders – above all, especially
besser – better
dort – there
draußen – outside
(da) drüben – (over) there
fast – almost
gut – well
her – here (toward)
hier – here
hin – there (outward)
immer (noch) – always, still
lieber – long, a long time
lieber – rather
manchmal – sometimes
mehr – more
neulich – recently
(dort) oben – up (there)
oft – often
schlecht – badly
schon – already
sehr – very
sofort – immediately
überall – everywhere
unten – down, down there
vielleicht – perhaps
ziemlich – quite, fairly, rather

Colours
blau – blue
braun – brown
dunkel – dark
gelb – yellow
grau – grey
grün – green
hell – bright, light
lila – lilac, purple
orange – orange
rosa – pink
rot – red
schwarz – black
weiß – white
Quantities

Dose (f) – tin, can
Drittel (n) – third
Dutzend (n) – dozen
ein bisschen – a bit
einige – some
Flasche (f) – bottle
genug – enough
Hälfte (f) – half
Hundert – hundred
Kännchen (n) – jug, pot
mehrere – several

Päckchen (n) – packet
Packung (f) – pack, packet
Paket (n) – pack, packet
Schachtel (f) – box, packet
Scheibe (f) – slice
Stück (n) – piece
Tausend – thousand
viel(e) – a lot of, many, much
Viertel (n) – quarter
wenig(e) – few, little

Connecting words

aber – but
also – so, therefore, well
auch – also, too
dann – then

erst – first
oder – or
und – and
zuerst – first (of all)

Time expressions

Abend (m) – evening
am Anfang – at the beginning
am nächsten Tag – on the following day
Anfang (m) – beginning
bald – soon, shortly
bis morgen – see you tomorrow
zwei Wochen – fortnight
gestern – yesterday
halb – half
heute – today
heute Abend – this evening
heute Morgen – this morning
im Frühling – in the spring
im Herbst – in the autumn
im Sommer – in the summer
im Winter – in the winter

jeden Tag – every day
jetzt – now
Mittag (m) – midday
Mittnacht (f) – midnight
Monat (m) – month
Morgen (m) – morning
morgen – tomorrow
morgen früh – tomorrow morning
Nachmittag (m) – afternoon
Nacht (f) – night
pünktlich – punctual(ly), on time
Tag (m) – day
täglich – daily, every day
übermorgen – the day after tomorrow
Vormittag (m) – morning
Woche (f) – week
### Time expressions

<table>
<thead>
<tr>
<th>German</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>immer (noch)</td>
<td>always, still</td>
</tr>
<tr>
<td>Jahr (n)</td>
<td>year</td>
</tr>
</tbody>
</table>

### Question words

<table>
<thead>
<tr>
<th>German</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>inwieweit</td>
<td>to what extent?</td>
</tr>
<tr>
<td>wann?</td>
<td>when?</td>
</tr>
<tr>
<td>warum?</td>
<td>why?</td>
</tr>
<tr>
<td>was?</td>
<td>what?</td>
</tr>
<tr>
<td>welcher?</td>
<td>which?</td>
</tr>
<tr>
<td>wer?</td>
<td>who?</td>
</tr>
<tr>
<td>wie?</td>
<td>how?</td>
</tr>
<tr>
<td>wieso?</td>
<td>why, for what reason?</td>
</tr>
<tr>
<td>wieviel(e)?</td>
<td>how much/many?</td>
</tr>
<tr>
<td>wo?</td>
<td>where?</td>
</tr>
<tr>
<td>wohin?</td>
<td>where to?</td>
</tr>
</tbody>
</table>

### Other general expressions

<table>
<thead>
<tr>
<th>German</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>bitte schön/sehr</td>
<td>you’re welcome, don’t mention it</td>
</tr>
<tr>
<td>das ist mir egal – I don’t mind, I don’t care</td>
<td>natürlich – of course, naturally</td>
</tr>
<tr>
<td>das kommt darauf an – it depends</td>
<td>noch einmal – once again</td>
</tr>
<tr>
<td>etwas/jemanden satt haben – to have had enough of something/someone</td>
<td>schade – shame, pity</td>
</tr>
<tr>
<td>es gibt – there is/there are</td>
<td>umso besser – so much the better</td>
</tr>
<tr>
<td>es ist mir egal – I don’t care</td>
<td>viel Glück – good luck</td>
</tr>
</tbody>
</table>

### Other general expressions (continued)

<table>
<thead>
<tr>
<th>German</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>gewöhnlich – usually</td>
<td>Wie geht’s? – How are you? How are things?</td>
</tr>
<tr>
<td>im Begriff sein – to be about to</td>
<td>Wie schreibt man das? – How do you spell ...?</td>
</tr>
<tr>
<td>meiner Meinung nach – in my opinion</td>
<td></td>
</tr>
</tbody>
</table>

### Other words

<table>
<thead>
<tr>
<th>German</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>auf diese Weise – in this way</td>
<td>Mitte (f) – middle, centre</td>
</tr>
<tr>
<td>Art (f) – sort, type</td>
<td>Nachteil (m) – disadvantage</td>
</tr>
<tr>
<td>da – as, because</td>
<td>nein – no</td>
</tr>
<tr>
<td>daher – so, therefore</td>
<td>Nummer (f) – number</td>
</tr>
<tr>
<td>Ding (n) – thing</td>
<td>Sache (f) – thing</td>
</tr>
<tr>
<td>Ende (n) – end</td>
<td>Schluss (m) – end</td>
</tr>
<tr>
<td>etwas – something</td>
<td>so – so (intensifier)</td>
</tr>
<tr>
<td>Frau – Mrs, Ms</td>
<td>Vorteil (m) – advantage</td>
</tr>
</tbody>
</table>
Other words (continued)
gern – with pleasure
Herr – Mr
ja – yes
jedermann – everyone
jemand – someone
jen – that, those
weil – because
Zahl (f) – number, figure
Zeit (f) – time
zum Beispiel – for example

Countries and continents
Afrika – Africa
Asien – Asia
Australien – Australia
Bangladesch – Bangladesh
Belgien – Belgium
China – China
Dänemark – Denmark
Deutschland – Germany
das Vereinigte Königreich – United Kingdom
die Niederlande – the Netherlands
die Schweiz – Switzerland
die Türkei – Turkey
die Vereinigten Staaten – United States
England – England
Europa – Europe

Afrika – Africa
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Australien – Australia
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die Niederlande – the Netherlands
die Schweiz – Switzerland
die Türkei – Turkey
die Vereinigten Staaten – United States
England – England
Europa – Europe

Island – Iceland
Italien – Italy
Japan – Japan
Kanada – Canada
Liechtenstein – Liechtenstein
Luxemburg – Luxembourg
Nordamerika – North America
Norwegen – Norway
Österreich – Austria
Pakistan – Pakistan
Polen – Poland
Portugal – Portugal
Russland – Russia
Schottland – Scotland
Schweden – Sweden

Countries and continents (continued)
Frankreich – France
Griechenland – Greece
Großbritannien – Great Britain
Indien – India
Irland – Ireland

Frankreich – France
Griechenland – Greece
Großbritannien – Great Britain
Indien – India
Irland – Ireland

Spanien – Spain
Südamerika – South America, Latin America
Ungarn – Hungary
Wales – Wales
Nationalities

Afrikaner/in (m/f) – African
Amerikaner/in (m/f) – American
Asiat/in (m/f) – Asian
Bangladescher/in (m/f) – Bangladeshi
Belgier/in (m/f) – Belgian
Chinesischer/in (m/f) – Chinese (person)
Däne/Dänin (m/f) – Dane
Deutsche/r (f/m) – German
Engländer/in – (m/f) – Englishman/Englishwoman
Europäer/in (m/f) – European
Franzose (m) – Frenchman
Französische (f) – Frenchwoman
Grieche/Griechin (m/f) – Greek
Holländer/in (m/f) – Dutchman/Dutchwoman
Inder/in (m/f) – Indian
Ire/Irin (m/f) – Irishman/Irishwoman
Italiener/in (m/f) – Italian
Japaner/in (m/f) – Japanese
Kanadier/in (m/f) – Canadian
Norweger/in (m/f) – Norwegian
Österreicher/in (m/f) – Austrian
Portuguese/Portugiesin (m/f) – Portuguese
Schotte/Schottin (m/f) – Scot
Schwede/Schwedin (m/f) – Swede
Schweizer/in (m/f) – Swiss
Spanier/in (m/f) – Spaniard
Türke/Türkin (m/f) – Turk
Waliser/in (m/f) – Welshman/Welshwoman

Geographical areas and mountains

Bayern – Bavaria
der Bodensee – Lake Constance
der Schwarzwald – the Black Forest
die Alpen – the Alps
Genf – Geneva
Köln – Cologne
München – Munich
Wien – Vienna
## Appendix 2: Codes

<table>
<thead>
<tr>
<th>Type of code</th>
<th>Use of code</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject codes</td>
<td>The subject code is used by centres to cash-in the entry for a qualification.</td>
<td>International GCSE – 4GN1</td>
</tr>
<tr>
<td>Paper codes</td>
<td>These codes are provided for information. Students may need to be entered for individual papers.</td>
<td>Component/Paper 1: 4GN1/01</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Component/Paper 2: 4GN1/02</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Component/Paper 3: 4GN1/03</td>
</tr>
</tbody>
</table>
Appendix 3: Pearson World Class Qualification Design Principles

Pearson’s world-class qualification design principles mean that all Edexcel qualifications are developed to be rigorous, demanding, inclusive and empowering.

We work collaboratively to gain approval from an external panel of educational thought leaders and assessment experts from across the globe. This is to ensure that Edexcel qualifications are globally relevant, represent world-class best practice in qualification and assessment design, maintain a consistent standard and support learner progression in today’s fast-changing world.

Pearson’s Expert Panel for World class Qualifications is chaired by Sir Michael Barber, a leading authority on education systems and reform. He is joined by a wide range of key influencers with expertise in education and employability.

"I’m excited to be in a position to work with the global leaders in curriculum and assessment to take a fresh look at what young people need to know and be able to do in the 21st century, and to consider how we can give them the opportunity to access that sort of education.” Sir Michael Barber.
Endorsement from Pearson’s Expert Panel for World-Class Qualifications for the International GCSE development processes

“We were chosen, either because of our expertise in the UK education system, or because of our experience in reforming qualifications in other systems around the world as diverse as Singapore, Hong Kong, Australia and a number of countries across Europe.

We have guided Pearson through what we judge to be a rigorous world-class qualification development process that has included:

- extensive international comparability of subject content against the highest-performing jurisdictions in the world
- benchmarking assessments against UK and overseas providers to ensure that they are at the right level of demand
- establishing External Subject Advisory Groups, drawing on independent subject-specific expertise to challenge and validate our qualifications.

Importantly, we have worked to ensure that the content and learning is future oriented, and that the design has been guided by Pearson’s Efficacy Framework. This is a structured, evidence-based process, which means that learner outcomes have been at the heart of this development throughout.

We understand that ultimately it is excellent teaching that is the key factor to a learner’s success in education, but as a result of our work as a panel we are confident that we have supported the development of Edexcel International GCSE qualifications that are outstanding for their coherence, thoroughness and attention to detail, and can be regarded as representing world-class best practice.”

Sir Michael Barber (Chair)
Chief Education Adviser, Pearson plc

Professor Sing Kong Lee
Professor, National Institute of Education in Singapore

Dr Peter Hill
Former Chief Executive, ACARA

Bahram Bekhradnia
President, Higher Education Policy Institute

Professor Jonathan Osborne
Stanford University

Dame Sally Coates
Director of Academies (South), United Learning Trust

Professor Dr Ursula Renold
Federal Institute of Technology, Switzerland

Professor Bob Schwartz
Harvard Graduate School of Education

Professor Janice Kay
Provost, University of Exeter

Jane Beine
Head of Partner Development, John Lewis Partnership

Jason Holt
CEO, Holts Group
Appendix 4: Transferable skills

The need for transferable skills

In recent years, higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.'[1]

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council’s (NRC) framework [2] as being the most evidence-based and robust skills framework, and have used this as a basis for our adapted skills framework.

The framework includes cognitive, intrapersonal skills and interpersonal skills.

The skills have been interpreted for this specification to ensure that they are appropriate for the subject. All of the skills listed are evident or accessible in the teaching, learning and/or assessment of the qualification. Some skills are directly assessed. Pearson materials will support you in identifying these skills and developing these skills in students.

The table overleaf sets out the framework and gives an indication of the skills that can be found in German and indicates the interpretation of the skill in this area. A full subject interpretation of each skill, with mapping to show opportunities for students’ development is provided on the subject pages of our website: qualifications.pearson.com

| Cognitive processes and strategies | • Critical thinking  
• Problem solving  
• Analysis  
• Reasoning  
• Interpretation  
• Decision making  
• Adaptive learning  
• Executive function |
| Creativity | • Creativity  
• Innovation |
| Intellectual openness | • Adaptability  
• Personal and social responsibility  
• Continuous learning  
• Intellectual interest and curiosity |
| Work ethic/ conscientiousness | • Initiative  
• Self-direction  
• Responsibility  
• Perseverance  
• Productivity  
• Self-regulation (metacognition, forethought, reflection)  
• Ethics  
• Integrity |
| Positive core self-evaluation | • Self-monitoring/self-evaluation/self-reinforcement |
| Teamwork and collaboration | • Communication  
• Collaboration  
• Teamwork  
• Co-operation  
• Interpersonal skills |
| Leadership | • Leadership  
• Responsibility  
• Assertive communication  
• Self-presentation |

**Interpretation** for German:  
Decoding a new written/spoken extract and identifying and understanding explicit or implicit meaning and authorial aims.

**Productivity** for German:  
Writing continuously and fluently and to a high standard.

**Communication** for German:  
Undertaking a speaking task involving dialogue or undertaking a writing task, or when the student responds to prompts from another.
### Appendix 5: Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment objectives</td>
<td>The requirements that students need to meet to succeed in the qualification. Each assessment objective has a unique focus, which is then targeted in examinations or coursework. Assessment objectives may be assessed individually or in combination.</td>
</tr>
<tr>
<td>External assessment</td>
<td>An examination that is held at the same time and place in a global region.</td>
</tr>
<tr>
<td>JCQ</td>
<td>Joint Council for Qualifications. This is a group of UK exam boards which develop policy related to the administration of examinations.</td>
</tr>
<tr>
<td>Linear</td>
<td>Qualifications that are linear have all assessments at the end of a course of study. It is not possible to take one assessment earlier in the course of study.</td>
</tr>
<tr>
<td>Modular</td>
<td>Qualifications that are modular contain units of assessment. These units can be taken during the course of study. The final qualification grade is worked out from the combined unit results.</td>
</tr>
<tr>
<td>NEA</td>
<td>Non-examination assessment. This is any assessment not sat in examination conditions at a fixed time and place. Non-examination assessment includes coursework, oral examinations and practical examinations.</td>
</tr>
<tr>
<td>Raw marks</td>
<td>Raw marks are the actual marks that students achieve when taking an assessment. When calculating an overall grade, raw marks often need to be converted so that it is possible to see the proportionate achievement of a student across all units of study.</td>
</tr>
<tr>
<td>UMS</td>
<td>Uniform Mark Scale. Students’ actual marks (or raw marks) will be converted into a UMS mark so that it is possible to see the proportionate result of a student. Two units may each be worth 25% of a total qualification. The raw marks for each unit may differ, but the Uniform Mark will be the same.</td>
</tr>
<tr>
<td>Unit</td>
<td>A modular qualification will be divided into a number of units. Each unit will have its own assessment.</td>
</tr>
</tbody>
</table>
Appendix 6: Candidate cover sheet (Paper 3: Speaking)

To be completed by the teacher/examiner:

<table>
<thead>
<tr>
<th>Centre name:</th>
<th>Centre number:</th>
<th>Language:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate name:</td>
<td>Candidate number:</td>
<td>Specification code:</td>
</tr>
<tr>
<td>Date of speaking test:</td>
<td>Name of teacher/examiner conducting test (Block capitals):</td>
<td>CD number:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic area</th>
<th>Sub-topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task A</td>
<td>□A □B □C □D □E</td>
</tr>
<tr>
<td>Task B, Conversation 1</td>
<td>□A □B □C □D □E</td>
</tr>
<tr>
<td>Task C, Conversation 2</td>
<td>□A □B □C □D □E</td>
</tr>
</tbody>
</table>

Declaration of authentication

I declare that the above assessments have been carried out without assistance other than that which is acceptable under the scheme of assessment. I also agree to samples of the work being used to support the professional development and training of centre teachers/examiners and Pearson examiners.

Signed (candidate): _______________________________ Date: ___________________

Signed (teacher/examiner): _______________________________ Date: ___________________

To be completed by the Pearson Examiner:

**Task A**

<table>
<thead>
<tr>
<th>Communication and content</th>
<th>Linguistic knowledge and accuracy</th>
<th>TOTAL:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Examiner</td>
<td>Senior Examiner</td>
<td>Pearson Examiner</td>
</tr>
</tbody>
</table>

**Tasks B and C**

<table>
<thead>
<tr>
<th>Communication and content</th>
<th>Interaction and spontaneity</th>
<th>Linguistic knowledge and accuracy</th>
<th>TOTAL:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Examiner</td>
<td>Senior Examiner</td>
<td>Pearson Examiner</td>
<td>Senior Examiner</td>
</tr>
</tbody>
</table>