

INTERNATIONAL GCSE

German (9-1)

SPECIFICATION

Pearson Edexcel International GCSE in German (4GN1)

For first teaching September 2017

First examination June 2019



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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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ISBN 978 1 446 93262 9

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Contents

1	About this specification	3
	Specification updates	3
	Using this specification	3
	Why choose Edexcel qualifications?	6
	Why choose Pearson Edexcel International GCSE in German?	7
	Qualification at a glance	9
	Component/paper overview	9
2	German content	11
	Course structure	12
	Topics	13
	Paper 1: Listening	14
	1.1 Introduction	14
	1.2 Content	15
	Paper 2: Reading and Writing	16
	2.1 Introduction	16
	2.2 Content	17
	2.3 Assessment criteria	19
	Paper 3: Speaking	22
	3.1 Introduction	22
	3.2 Content	22
	3.3 Preparation for the speaking test	23
	3.4 Conduct of the speaking test	23
	3.5 Assessment criteria	26
	3.6 Advice for examiners during Task A discussion and Tasks B and C conversations	30
	Grammar list	31
3	Assessment information	33
	Assessment requirements	33
	Assessment objectives and weightings	35
	Relationship of assessment objectives to papers	35
4	Administration and general information	37
	Entries	37
	Access arrangements, reasonable adjustments, special consideration and malpractice	37
	Language of assessment	37

Access arrangements	37
Reasonable adjustments	38
Special consideration	38
Further information	38
Malpractice	39
Candidate malpractice	39
Staff/centre malpractice	39
Awarding and reporting	39
Student recruitment and progression	39
Prior learning and other requirements	40
Progression	40
Appendices	41
Appendix 1: Minimum core vocabulary list	43
Appendix 2: Codes	87
Appendix 3: Pearson World Class Qualification Design Principles	89
Appendix 4: Transferable skills	91
Appendix 5: Glossary	93
Appendix 6: Candidate cover sheet (Paper 3: Speaking)	95

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

Paper 1: Listening	*Paper code 4GN1/01
<ul style="list-style-type: none">• Externally assessed• Availability: June• First assessment: June 2019	25% of the total International GCSE
Content summary This paper assesses listening skills across five topic areas. <ul style="list-style-type: none">• Home and abroad• Education and employment• Personal life and relationships• The world around us• Social activities, fitness and health.	
Assessment <ul style="list-style-type: none">• 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.	

Paper 2: Reading and Writing	*Paper code 4GN1/02
<ul style="list-style-type: none"> • Externally assessed • Availability: June • First assessment: June 2019 	50% of the total International GCSE
<p>Content summary</p> <p>This paper assesses reading and writing skills in separate sections across five topic areas.</p> <ul style="list-style-type: none"> • Home and abroad • Education and employment • Personal life and relationships • The world around us • Social activities, fitness and health. 	
<p>Assessment</p> <ul style="list-style-type: none"> • 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. 	

Paper 3: Speaking	*Paper code 4GN1/03
<ul style="list-style-type: none"> • Externally assessed • Availability: June • First assessment: June 2019 	25% of the total International GCSE
<p>Content summary</p> <p>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.</p> <ul style="list-style-type: none"> • Home and abroad • Education and employment • Personal life and relationships • The world around us • Social activities, fitness and health. 	
<p>Assessment</p> <ul style="list-style-type: none"> • 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

Topics	13
Paper 1: Listening	14
Paper 2: Reading and Writing	16
Paper 3: Speaking	22
Grammar list	31

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

Topic

Sub-topics

A. Home and abroad

- 1 Life in the town and rural life
- 2 Holidays, tourist information and directions
- 3 Services (e.g. bank, post office)*
- 4 Customs
- 5 Everyday life, traditions and communities

B. Education and employment

- 1 School life and routine
- 2 School rules and pressures
- 3 School trips, events and exchanges
- 4 Work, careers and volunteering
- 5 Future plans

C. Personal life and relationships

- 1 House and home
- 2 Daily routines and helping at home
- 3 Role models*
- 4 Relationships with family and friends
- 5 Childhood*

D. The world around us

- 1 Environmental issues
- 2 Weather and climate*
- 3 Travel and transport
- 4 The media
- 5 Information and communication technology

E. Social activities, fitness and health

- 1 Special occasions
- 2 Hobbies, interests, sports and exercise
- 3 Shopping and money matters
- 4 Accidents, injuries, common ailments and health issues*
- 5 Food and drink

*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.

Paper 2: Reading and Writing

Externally assessed

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

Mark	Communication and content (A03)
0	No rewardable material.
1	<ul style="list-style-type: none"> Isolated examples of relevant information. Only isolated words and phrases are communicated, as appropriate to the task. Only isolated items are comprehensible.
2	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> The response contains some relevant information with occasional use of detail. Begins to show ability to express ideas and opinions and to describe or inform, as appropriate to the task. Coherent overall but logical flow and sequence of ideas is intermittent, which impedes clarity.
4	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.

Mark	Linguistic knowledge and accuracy (A03)
0	No rewardable language.
1	<ul style="list-style-type: none"> Isolated examples of target language vocabulary and structures. Uses very basic language to write words and phrases. Isolated examples of accurate language.
2	<ul style="list-style-type: none"> 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 (A03)
3	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 (A03)
0	No rewardable material.
1–2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

Mark	Linguistic knowledge and accuracy (A03)
0	No rewardable language.
1–2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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)

Mark	Communication and content (A04)
0	No rewardable material.
1–2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

Mark	Linguistic knowledge and accuracy (AO4)
0	No rewardable language.
1	<ul style="list-style-type: none"> 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
2	<ul style="list-style-type: none"> 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
3	<ul style="list-style-type: none"> 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
4	<ul style="list-style-type: none"> 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

Tasks B and C (conversations)

Mark	Communication and content (AO4)
0	No rewardable material.
1–3	<ul style="list-style-type: none"> 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
4–6	<ul style="list-style-type: none"> 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

Mark	Communication and content (AO4)
7–9	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

Mark	Interaction and spontaneity (AO4)
0	No rewardable material.
1–2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

Mark	Linguistic knowledge and accuracy (A04)
0	No rewardable language.
1–2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

Component/paper number and title	Level	Assessment information	Number of raw marks allocated in the component/paper
Paper 1: Listening		<p>The listening examination lasts 30 minutes and is worth a quarter (25%) of the qualification. Students will be awarded a maximum of 40 marks.</p> <p>This paper will consist of seven tasks, each based around a single recorded text.</p> <p>Students may not bring a dictionary into the examination room.</p>	40
Paper 2: Reading and Writing		<p>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.</p> <p>The paper is divided into two sections: reading, and writing and grammar.</p> <p>The first section will consist of five tasks, each based around a collection of short texts or a longer single text.</p> <p>The second section will consist of two writing tasks and a third grammar-based task.</p>	80
Paper 3: Speaking		<p>The examination is made up of three tasks (A, B and C).</p> <p>The tasks must be conducted in consecutive order.</p> <p>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.</p> <p>Assessment times for the tasks are as follows.</p> <ul style="list-style-type: none"> • Task A: 2 to 3 minutes • Task B: 3 to 3 minutes 30 seconds 	40

Component/paper number and title	Level	Assessment information	Number of raw marks allocated in the component/paper
		<ul style="list-style-type: none"> • Task C: 3 to 3 minutes 30 seconds. <p>Task C should continue without a pause or interruption from Task B.</p> <p>Tasks B and C should not exceed 7 minutes.</p> <p>Excess candidate material will not be assessed.</p>	

Assessment objectives and weightings

		% in International GCSE
A01	Understand and respond, in writing, to spoken language	25%
A02	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	25%
A03	Understand and respond, in writing, to written language	25%
A04	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	25%

Relationship of assessment objectives to papers

Unit number	Assessment objective			
	A01	A02	A03	A04
Paper 1	25%	0%	0%	0%
Paper 2	0%	25%	25%	0%
Paper 3	0%	0%	0%	25%
Total for International GCSE	25%	25%	25%	25%

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

Appendix 1: Minimum core vocabulary list	43
Appendix 2: Codes	87
Appendix 3: Pearson World Class Qualification Design Principles	89
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) – <i>traffic light</i>	leise (ad) – <i>quiet</i>
angeln (v) – <i>to go fishing</i>	lieben (v) – <i>to love</i>
auf dem Lande – <i>in the country</i>	malerisch (ad) – <i>picturesque</i>
Aufzug (m) – <i>lift</i>	Marktplatz (m) – <i>market square</i>
Bauer/Bäuerin (m)/(f) – <i>farmer</i>	Mücke (f) – <i>midge, mosquito, gnat</i>
Bauernhof (m) – <i>farm</i>	Museum (n) – <i>museum</i>
Baum (m) – <i>tree</i>	Ort (m) – <i>place</i>
befinden (sich) (v) – <i>to be, to be located, to be situated, to be found</i>	Palast (m) – <i>palace</i>
Berg (m) – <i>mountain</i>	Park (m) – <i>park</i>
Bibliothek (f) – <i>library</i>	Parkplatz (m) – <i>car park</i>
Blume (f) – <i>flower</i>	Pferd (n) – <i>horse</i>
Brücke (f) – <i>bridge</i>	Plakat (n) – <i>poster</i>
Brunnen (m) – <i>fountain, well</i>	Platz (m) – <i>square, space</i>
Burg (f) – <i>castle (fortified)</i>	Polizei (f) – <i>police</i>
Dorf (n) – <i>village</i>	Polizeiwache (f) – <i>police station</i>
Einwohner (m) – <i>inhabitant</i>	Poster (n) – <i>poster</i>
Ente (f) – <i>duck</i>	Rathaus (n) – <i>town hall</i>
Etage (f) – <i>floor, storey</i>	Region (f) – <i>region</i>
Fahrstuhl (m) – <i>lift</i>	ruhig (ad) – <i>quiet, peaceful</i>
Fluss (m) – <i>river</i>	S-Bahn (f) – <i>local railway</i>
Freibad (n) – <i>open-air swimming pool</i>	Schaf (n) – <i>sheep</i>
Fuß (m) – <i>foot</i>	Schloss (n) – <i>castle, palace</i>
Fußgänger (m) – <i>pedestrian</i>	schön (ad) – <i>beautiful, lovely</i>
Fußgängerzone (f) – <i>pedestrian precinct</i>	Schwein (n) – <i>pig</i>
Galerie (f) – <i>gallery</i>	Schwimmbad (n) – <i>swimming pool</i>
Gasthaus (n) – <i>inn</i>	See (m) – <i>lake</i>
Gebäude (n) – <i>building</i>	Sehenswürdigkeit (f) – <i>sight, place of interest</i>
Gegend (f) – <i>area</i>	Sportzentrum (n) – <i>sports centre</i>
Geschäft (n) – <i>shop, business</i>	Stadion (n) – <i>stadium</i>
Gras (n) – <i>grass</i>	Stadt (f) – <i>town</i>
gut aussehend (ad) – <i>handsome</i>	Stadtmitte (f) – <i>town centre</i>
	Stadtteil (m) – <i>part of town, district</i>

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*

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*

Vorstadt (f) – *suburb(s)*

weit (ad) – *far*

wohnen (v) – *to live*

Zeitungskiosk (m) – *newspaper kiosk/stand*

zu Fuß – *on foot*

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*

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*

Sand (m) – *sand*

Sandburg (f) – *sand castle*

schicken (v) – *to send*

Schlafsack (m) – *sleeping bag*

schwimmen (v) – *to swim*

schwimmen gehen (v) – *to go swimming*

See (f) – *sea*

sehen (v) – *to see*

Holidays, tourist information and directions (continued)

bleiben (v) – <i>to stay</i>	sich sonnen (v) – <i>to sunbathe</i>
Blick (m) (auf) – <i>view (of)</i>	Sommer (m) – <i>summer</i>
Broschüre (f) – <i>brochure</i>	Sonnenbrille (f) – <i>sunglasses</i>
buchen (v) – <i>to book</i>	Sonnencreme (f) – <i>sun cream</i>
Camcorder (m) – <i>camcorder</i>	Stadtplan (m) – <i>street map</i>
Campingplatz (m) – <i>campsite</i>	Strand (m) – <i>beach</i>
Doppelbett (n) – <i>double bed</i>	Taschenlampe (f) – <i>torch</i>
Dusche (f) – <i>shower</i>	Tourist/in (m/f) – <i>tourist</i>
einpacken (v) – <i>to wrap, pack</i>	treffen (v) – <i>to meet (by prior arrangement)</i>
einschließlich (ad) – <i>including, inclusive</i>	(un)trinkbar – <i>(not) drinkable</i>
Empfang (m) – <i>reception</i>	übernachten (v) – <i>to spend the night, stay</i>
Ferien (pl) – <i>holidays</i>	Unterkunft (f) – <i>accommodation</i>
Formular (n) – <i>form</i>	Urlaub (m) – <i>holiday</i>
Fotoapparat (m) – <i>camera</i>	verbringen (v) – <i>to spend (time)</i>
frei (v) – <i>free, vacant, unoccupied</i>	vergessen (v) – <i>to forget</i>
Gebühr (f) – <i>charge, fee</i>	Verkehrsamt (n) – <i>tourist office</i>
Halbpension (f) – <i>half-board</i>	verlassen – <i>to leave (a place)</i>
im voraus – <i>in advance</i>	Vollpension (f) – <i>full board</i>
inklusive (ad) – <i>inclusive</i>	Wasserski (m) – <i>waterskiing</i>
Jugendherberge (f) – <i>youth hostel</i>	Wechsel (m) – <i>change</i>
Kamera (f) – <i>camera</i>	wechseln, umtauschen (v) – <i>to change (money)</i>
kennen lernen (v) – <i>to get to know, to meet</i>	willkommen heißen (v) – <i>to welcome</i>
Klimatisierung (f), Klimaanlage (f) – <i>air conditioning</i>	Windsurfbrett (n) – <i>windsurfing board</i>
Koffer (m) – <i>suitcase</i>	Zeitraum (m) – <i>period (of time)</i>
kosten (v) – <i>to cost</i>	Zelt (n) – <i>tent</i>
Küste (f) – <i>coast, seaside</i>	zwei Wochen (pl) – <i>a fortnight</i>
Land (n) – <i>country, countryside, land</i>	
Miete (f) – <i>rent</i>	
mieten (v) – <i>to rent, to hire</i>	

3 Services (e.g. bank, post office)

abschicken (v) – <i>to send, to post</i>	Fundbüro (n) – <i>lost property office</i>
anrufen (v) – <i>to ring, to phone, to give a call</i>	Geld (n) – <i>money</i>
arbeiten (v) – <i>to work</i>	Informationen (pl) – <i>information</i>
ausfüllen (v) – <i>to complete, to fill in</i>	Informationsbüro (n) – <i>information office</i>
Auskunft (f) – <i>information</i>	Klempner(in) (m/f) – <i>plumber</i>
bekommen (v) – <i>to receive, to get</i>	Nachname (m) – <i>family name</i>
Bibliothek (f) – <i>library</i>	Notanruf (m) – <i>emergency call</i>
bitte – <i>please</i>	Polizist(in) (m/f) – <i>police officer</i>
Bleiben Sie bitte am Apparat – <i>please hold the line, please stay on the line</i>	Polizeiwache (f) – <i>police station</i>
Briefkasten (m) – <i>letter box</i>	Postamt (n) – <i>post office</i>
Briefmarke (f) – <i>postage stamp</i>	reparieren (v) – <i>to repair</i>
Briefträger(in) (m/f) – <i>postman/postwoman</i>	schicken (v) – <i>to send</i>
Call-Center (n) – <i>call centre</i>	schneiden (v) – <i>to cut</i>
danken (v) – <i>to thank</i>	Tasche (f) – <i>bag</i>
danke schön – <i>thanks very much</i>	Telefonzelle (f) – <i>telephone box</i>
Dieb/in (m/f) – <i>thief</i>	treffen (v) – <i>to meet up</i>
Deutsche Post (f) – <i>German postal service</i>	vergessen (v) – <i>to forget, to leave behind</i>
es tut mir leid – <i>I'm sorry</i>	verlieren (v) – <i>to lose</i>
Fehler (m) – <i>mistake/fault</i>	Verlust (m) – <i>loss</i>
Feuerwehrmann/Feuerwehrfrau (m/f) – <i>firefighter</i>	Vorname (m) – <i>first name</i>
finden (v) – <i>to find</i>	wählen (v) – <i>to dial</i>
Friseur/Friseuse (m/f) – <i>hairdresser</i>	Wechselstube (f) – <i>bureau de change</i>
füllen (v) – <i>to fill</i>	wollen (v) – <i>to want to, to wish to</i>
	wünschen (v) – <i>to wish</i>

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*

Neujahr (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*

Tradition (f) – *tradition*

Umzug (m) – *parade*

Wanderung (f) – *walk, hike*

5 Everyday life, traditions and communities (continued)

Kurort (m) – *spa town*

Weihnachtslieder singen (v) – *to sing carols*

Mittagessen (n) – *lunch*

Wintersport (m) – *winter sports*

Nachbar/Nachbarin (m/f) – *neighbour*

Theme B – Education and employment

1 School life and routine

Abitur (n) – *equivalent to A Levels*
Abschlussprüfung (f) – *final exam*
abschreiben (v) – *to copy*
anfangen (v) – *to begin, start*
Arbeitspraktikum (n) – *work experience*
Aula (f) – *hall*
Aussprache (f) – *pronunciation*
Austausch (m) – *exchange*
baden (v) – *to bathe*
Beamer (m) – *data projector*
Beispiel (n) – *example*
besprechen (v) – *to discuss, debate*
Berufspraktikum (n) – *work experience*
Bild (n) – *picture*
Bildschirm (m) – *screen*
Bild (n) – *picture*
Bildung (f) – *education*
Biologie (f) – *biology*
Blatt (n) – *sheet (of paper)*
Bleistift (m) – *pencil*
Bluse (f) – *blouse*
Buch (n) – *book*
Büro (n) – *office*
Chemie (f) – *chemistry*
Computer (m) – *computer*
dauern (v) – *to last*

Mittlere Reife (f) – *equivalent to GCSEs*
modern (ad) – *modern*
Musik (f) – *music*
Musiksaal (m) – *music room*
Naturwissenschaften (pl) – *sciences, science subjects*
Note (f) – *mark, grade*
nützlich (ad) – *useful*
Oberstufe (f) – *last/final year of school/sixth form*
Projektor (m) – *overhead projector*
Papier (n) – *paper*
Pause (f) – *break, playtime, recreation*
Physik (f) – *physics*
Plan (m) – *plan*
Prüfung (f) – *exam*
Psychologie (f) – *psychology*
Qualifikation (f) – *qualification*
qualifiziert (ad) – *qualified*
Radiergummi (n) – *rubber*
Rechner (m) – *calculator*
Regel (f) – *rule, regulation*
Religion (f) – *religious education, religion*
Rock (m) – *skirt*
Rucksack (m) – *backpack*
Schlips (m) – *tie*

School life and routine (continued)

Deutsch (n) – <i>German</i>	schriftlich (ad) – <i>written, in writing</i>
Direktor/in (m/f) – <i>headmaster/headmistress, principal, head teacher</i>	Schuh (m) – <i>shoe</i>
enden (v) – <i>to end, finish</i>	Schulanfang (m) – <i>beginning of term</i>
Englisch (n) – <i>English</i>	Schule (f) – <i>school</i>
Erdkunde (f) – <i>geography</i>	Schüler/in (m/f) – <i>pupil</i>
erfahren (v) – <i>to experience, to learn of</i>	schulfrei – <i>no school</i>
Erziehung (f) – <i>education</i>	Schulhof (m) – <i>playground</i>
essen (v) – <i>to eat</i>	Schultag (m) – <i>school day</i>
Fach (n) – <i>subject</i>	schwach (ad) – <i>weak</i>
falsch (ad) – <i>incorrect, false</i>	Semester (n) – <i>semester</i>
Fortschritt (m) – <i>progress, improvement</i>	setzen (sich) – <i>to sit down</i>
fragen (v) – <i>to ask</i>	Shorts (pl) – <i>shorts</i>
Französisch (n) – <i>French</i>	sitzen (v) – <i>to sit, to be sitting</i>
Fremdsprachenassistent/in (m/f) – <i>language assistant</i>	sitzen bleiben (v) – <i>to stay down a year</i>
Gebäude (n) – <i>building</i>	Socke (f) – <i>sock</i>
Geschichte (f) – <i>history</i>	Sommerferien (pl) – <i>summer holidays</i>
gestreift (ad) – <i>striped</i>	Sozialkunde (f) – <i>social studies</i>
Grundschule (f) – <i>primary school</i>	Spanisch (n) – <i>Spanish</i>
Grundschullehrer/in (m/f) – <i>primary school teacher</i>	Spitzer (m) – <i>sharpener</i>
Gymnasium (n) – <i>grammar school</i>	Sport (m) – <i>sport</i>
Hauptschule (f) – <i>secondary school</i>	Sprache (f) – <i>language</i>
Hausaufgabe (f) – <i>homework</i>	sprechen (v) – <i>to speak</i>
Heft (n) – <i>exercise book</i>	Staatsangehörigkeit (f) – <i>nationality, citizenship</i>
Hemd (n) – <i>shirt</i>	stellen (ad) – <i>to ask (a question)</i>
hitzefrei – <i>(rest of) day off because of excessively hot weather</i>	stimmen (ad) – <i>to vote, to be correct</i>
Hof (m) – <i>playground</i>	streng (ad) – <i>strict</i>
Hose (f) – <i>trousers</i>	Strumpfhose (f) – <i>tights</i>
Informatik (f) – <i>computer science</i>	Stundenplan (m) – <i>timetable</i>
interaktives Whiteboard (n) – <i>interactive whiteboard</i>	Student/in (m/f) – <i>student</i>
	studieren (v) – <i>to study</i>
	Studium (n) – <i>university studies</i>
	Stunde (f) – <i>lesson</i>
	Stundenplan (m) – <i>timetable</i>
	Tafel (f) – <i>board</i>

School life and routine (continued)

interessant (ad) – <i>interesting</i>	Tasche (f) – <i>bag, pocket</i>
Italienisch (ad) – <i>Italian</i>	Teil (m) – <i>part</i>
Kindergarten (m) – <i>nursery school</i>	Tennisplatz (m) – <i>tennis court</i>
Klassenzimmer (n) – <i>classroom</i>	Textbuch (n) – <i>text book</i>
Kleid (n) – <i>dress</i>	Trainingsanzug (m) – <i>tracksuit</i>
klingeln (v) – <i>to ring</i>	trinken (v) – <i>to drink</i>
korrigieren (v) – <i>to correct</i>	Turnen (n) – <i>PE</i>
Krawatte (f) – <i>tie</i>	Turnhalle (f) – <i>gym</i>
Kugelschreiber (m) – <i>ballpoint pen</i>	üben (v) – <i>to practise</i>
Kuli (m) – <i>ballpoint pen</i>	Umkleideraum (m) – <i>changing room</i>
Kunst (f) – <i>art</i>	umziehen (sich) – <i>to change (clothes)</i>
Kunstausrüstung – <i>art equipment</i>	Unterricht (m) – <i>lesson</i>
Labor (n) – <i>laboratory</i>	verbessern (v) – <i>to improve, to correct</i>
langweilig (ad) – <i>boring</i>	verlieren (v) – <i>to lose</i>
Lehrer/in (m/f) – <i>teacher</i>	Wort (n) – <i>word</i>
Lehrerzimmer (n) – <i>staff room</i>	Wörterbuch (n) – <i>dictionary</i>
leicht (ad) – <i>easy</i>	zeichnen (v) – <i>to draw</i>
lernen (v) – <i>to learn</i>	Zeugnis (n) – <i>report</i>
Lieblingsfach (n) – <i>favourite subject</i>	zu Ende gehen – <i>to come to an end</i>
Lineal (n) – <i>ruler</i>	
Mappe (f) – <i>briefcase, folder, file</i>	
Mathe (f) – <i>maths</i>	
Mittagessen (n) – <i>lunch, midday meal</i>	
Mittagspause (f) – <i>lunch break</i>	

2 School rules and pressures

abwählen (v) – <i>to drop/give up (a subject)</i>	eine Prüfung bestehen- <i>to pass an exam</i>
Aufsatz (m) – <i>essay</i>	eine Prüfung machen – <i>to take an exam</i>
Berufsberater -in (m/f) – <i>careers adviser</i>	pünktlich (ad) – <i>on time</i>
Bleistift (m) – <i>pencil</i>	Realschule (f) – <i>secondary modern school</i>
Buch (n) – <i>book</i>	richtig – <i>right, correct</i>
Bürgerkunde (f) – <i>citizenship</i>	Schularbeit (f) – <i>test (in class)</i>
durchfallen – <i>to fail an exam</i>	Schulbibliothek (f) – <i>school library</i>
etwas begabt, gut in sein – <i>to be good at</i>	Schulbuch (n) – <i>textbook</i>
Fehler (m) – <i>mistake</i>	Schuletui (n) – <i>pencil case</i>

School rules and pressures (continued)

freiwillig (ad) – <i>optional</i>	Schultasche (f) – <i>rucksack/school bag</i>
Gesamtschule (f) – <i>comprehensive school</i>	Schulregel (f) – <i>school rule</i>
Gymnasium (n) – <i>grammar school</i>	Schulzeugnis (n) – <i>end-of-term report</i>
Hauptschule (f) – <i>secondary school 11–16</i>	schwer, schwierig (ad) – <i>difficult</i>
Hausaufgaben (f pl) – <i>homework</i>	schwätzen (v) – <i>to chat</i>
kopieren (v) – <i>to copy</i>	spät – <i>late</i>
Kopfhörer (m) – <i>headphones</i>	Speisesaal (m) – <i>dining room</i>
Krawatte (f) – <i>tie</i>	streng (ad) – <i>strict</i>
Kuli (m) – <i>pen</i>	Taschenrechner (m) – <i>calculator</i>
leicht, einfach (ad) – <i>easy</i>	umziehen – <i>to change (clothes)</i>
Mittagessen (n) – <i>lunch, midday meal</i>	Wahlfach (n) – <i>optional subject</i>
mündlich – <i>oral (exam)</i>	
nachsitzen (ad) – <i>to be in detention</i>	
Note (f) – <i>mark</i>	
eine Note bekommen – <i>to get a grade/mark</i>	
Notizheft (n) – <i>notebook</i>	
Pflichtfach (n) – <i>compulsory, core subject</i>	

3 School trips, events and exchanges

Abiturfeier (f) – <i>school leavers' party</i>	Schulaustausch (m) – <i>school exchange</i>
Aufenthalt (m) – <i>stay</i>	Schulfest (n) – <i>school festival</i>
Ausflug (m) – <i>excursion</i>	Schullandheim (n) – <i>schools' holiday home</i>
Austauschpartner –in (m/f) – <i>exchange partner</i>	Schultüte (f) – <i>school cone (given on the first day of school)</i>
Eintrittskarte (f) – <i>ticket</i>	Spende (f) – <i>donation</i>
erfahren, erleben (ad/v) – <i>to experience</i>	Sportfest (n) – <i>sports' day</i>
erfolgreich (ad) – <i>successful</i>	Sprache (f) – <i>language</i>
eine Rolle spielen (v) – <i>to play a role</i>	Tag der Abschlussfeier (m) – <i>graduation day</i>
Erlebnis (n) – <i>experience</i>	Theaterstück (n) – <i>play, theatre show</i>
Fest (n) – <i>festival</i>	vorstellen (v) – <i>to present</i>
Gast (m) – <i>guest</i>	Wettbewerb (m) – <i>competition</i>
Gastfamilie (f) – <i>host family</i>	willkommen heißen (v) – <i>to welcome</i>
gastfreundlich (ad) – <i>welcoming</i>	Zeremonie (f) – <i>ceremony</i>
Heimweh (n) – <i>homesickness</i>	

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)*

Arbeit (f) – *work*

arbeiten (v) – *to work*

Arbeitnehmer/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*

Kauffrau (f) – *businesswoman*

Kaufmann (m) – *businessman*

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*

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*

Wohltatsorganisation (f) – *charity organisation*

Zahnarzt/Zahnärztin (m/f) – *dentist*

zu den Akten legen – *to file away*

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*

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

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

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*

aufwachen (v) – *to wake 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*

Brille (f) – *glasses, spectacles*

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*

decken (v) – *to set /lay (the table), to cover*

die Zähne putzen (sich) – *to clean one's teeth*

manchmal (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*

Ohringe (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) – <i>can opener</i>	seiden (v) – <i>made of silk</i>
Durst haben (v) – <i>to be thirsty</i>	Seife (f) – <i>soap</i>
duschen (sich) – <i>to shower</i>	selten (ad) – <i>rare(ly)</i>
eingießen – <i>to pour (in)</i>	Shampoo (n) – <i>shampoo</i>
Einkäufe machen (v) – <i>to do one's shopping</i>	spät (ad) – <i>late</i>
einkaufen gehen (v) – <i>to go shopping</i>	Spaß haben (v) – <i>to have fun</i>
ein Paar (n) – <i>a couple, a pair</i>	Spaß (machen) – <i>to be fun</i>
Flaschenöffner (m) – <i>bottle opener</i>	Spülbecken (n) – <i>kitchen sink</i>
früh (ad) – <i>early</i>	Staub saugen – <i>to vacuum</i>
frühstücken (v) – <i>to have breakfast</i>	Staubsauger (m) – <i>vacuum cleaner</i>
Gabel (f) – <i>fork</i>	Strumpfhose (f) – <i>tights</i>
Geschirrspüler (m) – <i>dishwasher</i>	Sweatshirt (n) – <i>sweatshirt</i>
Gesicht (n) – <i>face</i>	T-Shirt (n) – <i>T-shirt</i>
Glas (n) – <i>glass</i>	Tasse (f) – <i>cup</i>
Gürtel (m) – <i>belt</i>	Teller (m) – <i>plate</i>
Haarbürste (f) – <i>hairbrush</i>	Tischdecke (f) – <i>tablecloth</i>
Handschuh (m) – <i>glove</i>	Topf (m) – <i>saucepan, pot</i>
Handtasche (f) – <i>handbag</i>	Trainingsanzug (m) – <i>tracksuit</i>
helfen (v) – <i>to help</i>	Uhr (f) – <i>watch, clock</i>
Hose (f) – <i>pair of trousers</i>	waschen (sich) (v) – <i>to wash</i>
Hunger haben (v) – <i>to be hungry</i>	wecken (v) – <i>to wake (someone)</i>
ins Bett gehen (v) – <i>to go to bed</i>	Wecker (m) – <i>alarm clock</i>
Jacke (f) – <i>jacket</i>	Zahnbürste (f) – <i>toothbrush</i>
Jeans (pl) – <i>jeans</i>	zu Hause – <i>at home</i>
Kaffeemaschine (f) – <i>coffee maker</i>	
Kleidungsstück (n) – <i>garment, article of clothing</i>	
kochen (v) – <i>to cook</i>	
Kochtopf (m) – <i>saucepan</i>	
Kopfkissen (n) – <i>pillow</i>	
leeren (v) – <i>to empty</i>	
Lippenstift (m) – <i>lipstick</i>	
Löffel (m) – <i>spoon</i>	

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*

Presse (f) – *press*

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*

Unternehmer/in (m/f) – *entrepreneur*

verantwortlich (ad) – *responsible*

Verhalten (n) – *behaviour*

(gutes/schlechtes) Vorbild – *(good/bad) example, role model*

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*

Relationships with family and friends (continued)

einzig (ad) – <i>only</i>	Name (m) – <i>name</i>
Eltern (pl) – <i>parents</i>	Neffe (m) – <i>nephew</i>
Familie (f) – <i>family</i>	Nichte (f) – <i>niece</i>
Familiennamen (m) – <i>surname</i>	Oma (f) – <i>grandma</i>
faul (ad) – <i>lazy</i>	Onkel (m) – <i>uncle</i>
faulenz (v) – <i>to laze about</i>	Opa (m) – <i>granddad</i>
Frau (f) – <i>woman, wife</i>	Schildkröte (f) – <i>tortoise</i>
Freund/in (m/f) – <i>friend</i>	schlank (ad) – <i>slim</i>
freundlich – <i>friendly, kind, nice</i>	Schwester (f) – <i>sister</i>
Freundschaft (f) – <i>friendship</i>	schüchtern (ad) – <i>shy</i>
geboren (ad) – <i>born</i>	selbstsicher (ad) – <i>self-confident</i>
geboren sein (v) – <i>to be born</i>	selbstsüchtig (ad) – <i>selfish</i>
geschieden (ad) – <i>divorced</i>	Sohn (m) – <i>son</i>
geschwätzig (ad) – <i>chatty, talkative</i>	sportlich (ad) – <i>sporty</i>
Glatze (f) – <i>bald head</i>	Staatsangehörigkeit (f) – <i>nationality</i>
glücklich (ad) – <i>happy, pleased, glad</i>	Stimme (f) – <i>voice</i>
Goldfisch (m) – <i>goldfish</i>	süß (ad) – <i>sweet</i>
groß (ad) – <i>tall, big</i>	sympathisch (ad) – <i>nice</i>
Großmutter (f) – <i>grandmother</i>	Tante (f) – <i>aunt</i>
Großvater (m) – <i>grandfather</i>	teilen (v) – <i>to share</i>
großzügig (ad) – <i>generous</i>	Tochter (f) – <i>daughter</i>
Haar/e (n/pl) – <i>hair</i>	toll (ad) – <i>mad, crazy</i>
Halbbruder (m) – <i>half-brother</i>	tot (ad) – <i>dead</i>
Halbschwester (f) – <i>half-sister</i>	traurig (ad) – <i>sad</i>
hässlich (ad) – <i>ugly</i>	treffen (v) – <i>to meet</i>
Hausfrau (f) – <i>housewife</i>	unartig (ad) – <i>naughty</i>
Haustier (n) – <i>pet</i>	unhöflich (ad) – <i>rude, impolite</i>
heiraten (v) – <i>to marry</i>	Vater (m) – <i>father</i>
höflich (ad) – <i>polite</i>	Vati (m) – <i>dad</i>
hübsch (ad) – <i>pretty</i>	verheiratet (ad) – <i>married</i>
Hund (m) – <i>dog</i>	verliebt sein (v) – <i>to be in love</i>
Junge (m) – <i>boy</i>	verlieren (v) – <i>to lose</i>

Relationships with family and friends (continued)

jünger (ad) – *younger*

kennen lernen (v) – *to meet (become acquainted with)*

Kaninchen (n) – *rabbit*

Katze (f) – *cat*

kennen (v) – *to know (a person)*

Kind (n) – *child*

klein (ad) – *small, short (person)*

Verwandte (pl) – *relatives*

Verwandtschaft (f) – *relations, relatives*

verwöhnt (ad) – *spoilt*

Vorname (m) – *first name*

wissen (v) – *to know*

Zwilling (m) – *twin*

5 Childhood

aufwachsen (v) – *to grow up*

ausschimpfen (v) – *to tell off*

Baby (n) – *baby*

bevorzugen (v) – *to prefer*

Erwachsene (m/f) – *grown-up*

erzählen (v) – *to tell (a story)*

gefallen (v) – *to like, to please*

gern (haben) (v) – *to like*

hassen (v) – *to hate*

Jugendliche (m/f) – *young person*

jung (ad) – *young*

Kind (n) – *child*

Kindheit (f) – *childhood*

klettern (v) – *to climb*

laufen (v) – *to run*

lieben (v) – *to love*

lieber (haben) (v) – *to prefer*

mögen (v) – *to like*

Puppe (f) – *doll*

schlafen (v) – *to sleep*

Spiel (n) – *game*

Spielzeug (n) – *toy*

springen (v) – *to jump*

vorziehen (v) – *to prefer*

weinen (v) – *to cry*

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*

sauber (ad) – *clean*

saurer 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*

Verkehrsstau (m) – *traffic jam*

verschmutzt (ad) – *polluted*

vom Aussterben bedroht (ad) – *endangered (species, plants etc.)*

(Wald)brand (m) – *(forest) fire*

Welle (f) – *wave*

Welt (f) – *world*

zerstören (v) – *to destroy*

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*

Regenschirm (m) – *umbrella;*

regnen (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*

Süd (m) – *south*

Temperatur (f) – *temperature*

warm (ad) – *warm*

wechseln (v) – *to change*

West (m) – *west*

Wetter (n) – *weather*

Wetterbericht (m) – *weather report*

Wettervorhersage (f) – *weather forecast*

Wind (m) – *wind*

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

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*

enden (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*

Sitcom (f) – *sitcom*

Sitz (m) – *seat*

Spezialeffekte (pl) – *special effects*

(Sport)bericht (m) – *(sports) report*

Star (m) – *star*

Student/in (m/f) – *student*

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*

synchronisiert (ad) – *dubbed*

Tagesschau (f) – *television news*

Theaterstück (n) – *play*

traurig (ad) – *sad*

Trickfilm (m) – *cartoon*

Vorstellung (f) – *performance, showing*

vorzeigen (v) – *to show*

Werbepspot (m) – *advertisement, advert*

wie viel(e) – *how much, how many*

zeigen (v) – *to show*

Zeitung (f) – *newspaper*

zuhören (v) – *to listen*

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*

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

Akrobat/in (m/f) – *acrobat*

Ausflug (m) – *outing, excursion*

Ausgang (m) – *exit, way out*

Band (n) – *ribbon*

begeistert (v) – *delighted*

begrüßen (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*

Schmuck (m) – *jewellery*

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*

Tiergarten (m) – *zoo*

Tischdecke (f) – *tablecloth*

treffen (v) – *to meet*

umarmen (v) – *to hug, embrace*

Umstand (m) – *circumstance*

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*

skateboarden, 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*

zeichnen (v) – *to draw*

lesen (v) – *to read*

zuhören (v) – *to listen*

3 Shopping and money matters

Abteilung (f) – *department*

Münze (f) – *coin*

Apotheke (f) – *chemist's (dispensing)*

öffnen (v) – *to open*

aufmachen (v) – *to open*

Plastik(tüte) (f) – *(plastic) bag*

Ausverkauf (m) – *clearance sale*

Portemonnaie (n) – *purse, wallet*

ausgeben – *to spend (money)*

Preis (m) – *price*

Auswahl (f) – *selection, choice*

preiswert (ad) – *good value, inexpensive, cheap*

Bäckerei (f) – *baker's shop*

Bank (f) – *bank*

Rechnung (f) – *bill*

bestellen (v) – *to order*

Reisescheck (m) – *traveller's cheque*

billig (ad) – *cheap*

Schaufenster (n) – *shop window*

Buchhandlung (f) – *bookshop*

Schaufensterbummel (m) – *window shopping*

Debitkarte (f) – *debit card*

Scheck (m) – *cheque*

Drogerie (f) – *chemist's (non-dispensing)*

schließen – *to close*

Einkäufe (pl) – *purchases*

Schlussverkauf (m) – *end of season sale*

Einkäufe machen – *to do one's shopping*

Schmuckgeschäft (n) – *jewellery shop*

einkaufen (v) – *to buy*

Schreibwarengeschäft (n) – *stationery shop*

einkaufen gehen (v) – *to go shopping*

Selbstbedienung (f) – *self-service*

Einkaufszentrum (n) – *shopping centre, mall*

Souvenirladen (m) – *souvenir, gift shop*

Größe (f) – *size*

sparen (v) – *to save*

Hut (m) – *hat*

Sparkasse (f) – *savings bank*

kaufen (v) – *to buy*

Supermarkt (m) – *supermarket*

Kaufhaus (n) – *department store*

Süßwarengeschäft (n) – *sweet shop*

Kleingeld (n) – *(small or loose) change*

Tasche (f) – *bag*

Kasse (f) – *till, cash desk, checkout*

Taschengeld (n) – *pocket money*

kosten (v) – *to cost*

teuer (ad) – *expensive*

Kreditkarte (f) – *credit card*

verkaufen (v) – *to sell*

Kunde/Kundin (m/f) – *customer, client*

Verkäufer/in (m/f) – *sales assistant, shopkeeper*

Laden (m) – *small shop*

Leder (n) – *leather*

Shopping and money matters (continued)

Markt (m) – *market*

Wechselstube (f) – *bureau de change*

Metzgerei (f) – *butcher's shop*

wie viel(e) – *how much, how many*

4 Accidents, injuries, common ailments and health issues

abnehmen (v) – *to lose weight*

Krankheit (f) – *illness*

Alkohol (m) – *alcohol*

leiden (v) – *to suffer*

Arm (m) – *arm*

Magen (m) – *stomach*

Arzt/Ärztin (m/f) – *doctor*

Magenschmerzen (pl) – *stomach ache*

Asthma (n) – *asthma*

Medikament (n) – *medicine*

atmen – *to breathe*

Mund (m) – *mouth*

Auge (n) – *eye*

Nase (f) – *nose*

ausruhen (sich) – *to rest*

nehmen (v) – *to take*

Bauch (m) – *tummy*

Ohr (n) – *ear*

Bauchschmerzen (pl) – *tummy ache*

Ohrenschmerzen (pl) – *earache*

Bein (n) – *leg*

Pflaster (n) – *plaster*

beim Arzt bestellt – *appointment with the doctor*

Pille (f) – *pill*

besser gehen (v) – *to be better*

rauchen (v) – *to smoke*

Raucher/in (m/f) – *smoker*

Blut (n) – *blood*

Rezept (n) – *prescription*

Brust (f) – *chest*

Rückenschmerzen (pl) – *backache*

Durchfall (m) – *diarrhoea*

schlafen (v) – *to sleep*

erbrechen (v) – *to vomit*

schlagen (v) – *to hit, knock*

erholen (sich) (v) – *to recover*

schützen (v) – *to protect*

erkältet sein (v) – *to have a cold*

schwindlig (ad) – *dizzy*

ernst (ad) – *serious*

Sonnenbrand (m) – *sunburn*

Erste Hilfe leisten (v) – *to give first aid*

sportlich (ad) – *sporty*

fallen (v) – *to fall*

Sprechstunde (f) – *surgery*

Fieber (n) – *temperature, fever*

Spritze (f) – *injection*

Finger (m) – *finger*

Stich (m) – *sting, bite*

Fuß (m) – *foot*

Stress (m) – *stress*

gebrochen (v) – *broken*

Tabak (m) – *tobacco*

Gesicht (n) – *face*

Tablette (f) – *tablet*

gestorben (ad) – *dead*

Taschentuch (n) – *handkerchief*

gesund (ad) – *healthy*

Temperatur (f) – *temperature*

Accidents, injuries, common ailments and health issues (continued)

Gesundheit (f) – <i>health</i>	Termin (m) – <i>appointment</i>
Grippe (f) – <i>flu</i>	übel (ad) – <i>bad, nauseous</i>
Hals (m) – <i>throat</i>	übergeben (sich) – <i>to be sick, to vomit</i>
Halsschmerzen (pl) – <i>sore throat</i>	Übung (f) – <i>exercise</i>
Hand (f) – <i>hand</i>	Unfall (m) – <i>accident</i>
Herz (n) – <i>heart</i>	untersuchen (v) – <i>to examine</i>
Hilfe (f) – <i>help</i>	Untersuchung (f) – <i>examination</i>
husten (v) – <i>to cough</i>	Vegetarier/in (m/f) – <i>vegetarian</i>
im Bett bleiben (v) – <i>to stay in bed</i>	verletzen (v) – <i>to injure, to hurt, to wound</i>
Kleidung (f) – <i>clothing, clothes</i>	verletzt (ad) – <i>injured</i>
Klinik (f) – <i>clinic</i>	verschreiben – <i>to prescribe</i>
Knie (n) – <i>knee</i>	verstopft (ad) – <i>constipated</i>
Kopf (m) – <i>head</i>	weh tun (sich) – <i>to hurt (oneself)</i>
Kopfschmerzen (pl) – <i>headache</i>	Zahn (m) – <i>tooth</i>
Körper (m) – <i>body</i>	Zahnarzt/-ärztin (m/f) – <i>dentist</i>
krank (ad) – <i>ill, sick</i>	Zahnschmerzen (pl) – <i>toothache</i>
krank fühlen (sich) – <i>to feel ill, sick</i>	Zehe (f) – <i>toe</i>
Krankenhaus (n) – <i>hospital</i>	Zigarette (f) – <i>cigarette</i>
Krankenpfleger (m) – <i>(male) nurse</i>	zunehmen (v) – <i>to put on weight</i>
Krankenschwester (f) – <i>(female) nurse</i>	Zunge (f) – <i>tongue</i>
Krankenwagen (m) – <i>ambulance</i>	

5 Food and drink

Abendessen (n) – <i>evening meal, supper</i>	Leberwurst (f) – <i>liver sausage</i>
Aufschnitt (m) – <i>assorted sliced cold meats</i>	lecker (ad) – <i>delicious, tasty</i>
Ananas (f) – <i>pineapple</i>	Limonade (f) – <i>lemonade</i>
Apfel (m) – <i>apple</i>	Mahlzeit (f) – <i>meal</i>
Apfelsine (f) – <i>orange</i>	Marmelade (f) – <i>jam</i>
Apfelwein (m) – <i>cider</i>	Meeresfrüchte (pl) – <i>seafood</i>
Aprikose (f) – <i>apricot</i>	Mehl (n) – <i>flour</i>
Banane (f) – <i>banana</i>	Mineralwasser (n) – <i>mineral water</i>
bedienen (v) – <i>to serve</i>	Metzgerei (f) – <i>butcher's</i>
besser (ad) – <i>better</i>	Milch (f) – <i>milk</i>

Food and drink (continued)

Bier (n) – <i>beer</i>	Mittagessen (n) – <i>lunch</i>
Bier vom Fass – <i>draft beer</i>	Muscheln (pl) – <i>mussels</i>
Birne (f) – <i>pear</i>	Nachspeise (f) – <i>dessert</i>
Blumenkohl (m) – <i>cauliflower</i>	Nudeln (pl) – <i>pasta, noodles</i>
Blutwurst (f) – <i>black pudding</i>	Öl (n) – <i>oil</i>
Bonbon (m) – <i>sweet</i>	Omelett (n) – <i>omelette</i>
Bratkartoffeln (pl) – <i>fried potatoes</i>	Orange (f) – <i>orange</i>
Bratwurst (f) – <i>fried sausage</i>	Pastete (f) – <i>paté</i>
Brot (n) – <i>bread</i>	Pfannkuchen (m) – <i>pancake</i>
Brötchen (n) – <i>bread roll</i>	Pfeffer (m) – <i>pepper</i>
Butter (f) – <i>butter</i>	Pfirsich (m) – <i>peach</i>
Butterbrot (n) – <i>sandwich</i>	Pflaume (f) – <i>plum</i>
Champignon (m) – <i>mushroom</i>	Pommes (Frites) (pl) – <i>chips, fries</i>
Chips (pl) – <i>crisps</i>	Pute (f) – <i>turkey</i>
Cola (f) – <i>coke</i>	Reis (m) – <i>rice</i>
Dose (f) – <i>tin, can</i>	Rettich (m) – <i>radish</i>
Ei (n) – <i>egg</i>	Rezept (n) – <i>recipe</i>
Eintopf (m) – <i>stew</i>	Rindfleisch (n) – <i>beef</i>
Eis (n) – <i>ice, ice cream</i>	Rosenkohl (m) – <i>sprouts</i>
Ente (f), Entenfleisch (n) – <i>duck</i>	Rotkohl (m) – <i>red cabbage</i>
Erbsen (pl) – <i>peas</i>	Rotwein (m) – <i>red wine</i>
Erdbeere (f) – <i>strawberry</i>	Saft (m) – <i>juice</i>
Espresso (m) – <i>espresso</i>	Sahne (f) – <i>cream</i>
essen – <i>to eat</i>	Salat (m) – <i>lettuce, salad</i>
Essen (n) – <i>food</i>	Salz (n) – <i>salt</i>
Essig (m) – <i>vinegar</i>	Sauerbraten (m) – <i>marinated beef pot roast</i>
Fisch (m) – <i>fish</i>	Sauerkraut (n) – <i>pickled cabbage</i>
Fischhändler/in (m/f) – <i>fishmonger</i>	Scheibe (f) – <i>slice</i>
Fleisch (n) – <i>meat</i>	Schinken (m) – <i>ham</i>
fressen – <i>to eat, to scoff</i>	Schinkenbrot (n) – <i>ham sandwich</i>
frisch – <i>fresh, cool</i>	schmecken – <i>to taste</i>
Frühstück (n) – <i>breakfast</i>	Schnitzel (n) – <i>escalope</i>
Frühstückserealien (pl) – <i>breakfast cereals</i>	Schokolade (f) – <i>chocolate</i>
Gebäck (n) – <i>biscuits, pastries</i>	Schweinebraten (m) – <i>joint of pork, roast pork</i>
Gemüse (n) – <i>vegetables</i>	Schweinefilet (n) – <i>pork fillet</i>

Food and drink (continued)

geräuchert – <i>smoked</i>	Schweinefleisch (n) – <i>pork</i>
Geschmack (m) – <i>flavour</i>	Senf (m) – <i>mustard</i>
Getränk (n) – <i>drink</i>	Speck (m) – <i>bacon</i>
Glas (n) – <i>glass</i>	Speise (f) – <i>meal, food</i>
Gurke (f) – <i>cucumber</i>	Spiegelei (n) – <i>fried egg</i>
gut (ad) – <i>good</i>	Sprudel (m) – <i>sparkling mineral water</i>
Guten Appetit! – <i>Enjoy your meal!</i>	Stück (n) – <i>piece</i>
Hähnchen (n) – <i>chicken</i>	Suppe (f) – <i>soup</i>
Hammelfleisch (n) – <i>mutton</i>	süß (ad) – <i>sweet</i>
Hauptgericht (n) – <i>main course</i>	Süßigkeiten (pl) – <i>sweets</i>
Himbeere (f) – <i>raspberry</i>	Süßwarengeschäft (n) – <i>sweet shop</i>
Imbiss (m) – <i>snack</i>	Tagesgericht (n) – <i>today's special</i>
Joghurt (m) – <i>yoghurt</i>	Tee (m) – <i>tea</i>
Kaffee (m) – <i>coffee</i>	Thunfisch (m) – <i>tuna</i>
Kaffee und Kuchen – <i>coffee and cake (afternoon snack)</i>	Toast (m) – <i>toast</i>
Kalbfleisch (n) – <i>veal</i>	Tomate (f) – <i>tomato</i>
Kaninchen (n) – <i>rabbit</i>	Torte (f) – <i>gateau, flan</i>
Kartoffel (f) – <i>potato</i>	Traube (f) – <i>grape</i>
Karotte (f) – <i>carrot</i>	trinken (v) – <i>to drink</i>
Käse (m) – <i>cheese</i>	Vegetarier/in (m/f) – <i>vegetarian</i>
Käsebrot (n) – <i>cheese sandwich</i>	voll gar – <i>well cooked, well done</i>
Kirsche (f) – <i>cherry</i>	Vorspeise (f) – <i>starter</i>
Kohl (m) – <i>cabbage</i>	Waffel (f) – <i>waffle</i>
kohlensäurehaltiges Getränk (n) – <i>fizzy drink</i>	Wasser (n) – <i>water</i>
Konditorei (f) – <i>cake shop</i>	Wein (m) – <i>wine</i>
Kotelett (n) – <i>chop, cutlet</i>	Weißwein (m) – <i>white wine</i>
Krabbe (f) – <i>shrimp, prawn</i>	Wurst (f) – <i>sausage</i>
Kuchen (m) – <i>cake</i>	Würstchen (n) – <i>little sausage, frankfurter sausage, hot dog</i>
Kuchen (m) – <i>cake</i>	Zitrone (f) – <i>lemon</i>
kühl (ad) – <i>cool</i>	Zucker (m) – <i>sugar</i>
Lachs (m) – <i>salmon</i>	Zwiebel (f) – <i>onion</i>
Lammfleisch (n) – <i>lamb</i>	
Lebensmittel (pl) – <i>food, groceries</i>	

Non-topic-specific vocabulary

Abbreviations/acronyms

ADAC (m) – *General German Automobile Association*

ARD (f) – *first German national TV channel*

BRD (f) (Bundesrepublik Deutschland) – *FRG (Federal Republic of Germany)*

DB (f) (Deutsche Bahn) – *German railways*

DFB (m) (Deutscher Fußballbund) – *German Football Association*

ICE (m) (Intercityexpress) – *German high-speed train*

LKW (m) (Lastkraftwagen) – *lorry, HGV, truck*

MWSt (f) (Mehrwertsteuer) – *VAT*

PKW (m) (Personenkraftwagen) – *car*

ZDF (n) – *second German national TV channel*

Social conventions

alles Gute – *all the best*

auf Wiedersehen – *goodbye*

bis bald – *see you later*

bis morgen – *see you tomorrow, till tomorrow*

bitte – *please*

danke schön – *thanks very much*

Entschuldigung – *excuse me, sorry*

gute Nacht – *good-night*

guten Morgen – *good morning*

guten Tag – *good day, hello*

hilfe – *help*

tschüs/tschüss – *bye*

Prepositions

an – *on*

auf – *on*

aus – *from, out of*

außer – *except for*

bei – *at, with, at the home of*

bis – *until, by, up to*

durch – *through*

für – *for*

gegen – *against*

gegenüber – *opposite*

hinter – *behind*

im Falle von – *in case of, in the event of*

neben – *next to, beside, near to*

oben – *at the top, upstairs*

ohne – *without*

seit – *since, for*

statt – *instead of*

über – *over, about (a subject)*

um – *at, round, around*

unter – *under, underneath, among*

von – *of, from*

vor – *in front of, before*

während – *during*

wegen – *because of*

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*

denn – *because*

oder – *or*

und – *and*

Subordinating conjunctions

als – *when, as*

bevor – *before*

bis – *until*

da – *because, as*

damit – *so that (purpose)*

dass – *that*

nachdem – *after*

obwohl – *although*

sobald – *as soon as*

so dass – *so that (result)*

während – *while*

weil – *because*

wenn – *if, when*

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*

prima – *great*

reif – *mature, ripe*

reizend – *charming*

richtig – *correct, true*

ruhig – *quiet, peaceful*

satt – *full (after eating)*

Adjectives (continued)

ekelhaft – <i>disgusting</i>	sauber – <i>clean</i>
ermüdend – <i>tiring</i>	schlecht – <i>bad</i>
ernst – <i>serious</i>	schlecht gelaunt – <i>in a bad mood</i>
erschöpft – <i>exhausted</i>	schlechter – <i>worse</i>
falsch – <i>incorrect, false</i>	schlimm – <i>bad</i>
früh – <i>early</i>	schmutzig – <i>dirty</i>
gebrochen – <i>broken</i>	schrecklich – <i>terrible, dreadful</i>
gefährlich – <i>dangerous</i>	schwach – <i>weak</i>
gegenwärtig – <i>present day</i>	schwer – <i>heavy, hard (difficult)</i>
gleich – <i>same</i>	schön – <i>beautiful, lovely</i>
glücklich – <i>happy</i>	Spaß (m) – <i>fun</i>
gültig – <i>valid</i>	spät – <i>late</i>
gut – <i>good</i>	stark – <i>strong</i>
gut gelaunt – <i>in a good mood</i>	still – <i>silent</i>
hart – <i>hard</i>	super – <i>super</i>
hässlich – <i>ugly</i>	toll – <i>great</i>
hoch – <i>high, tall</i>	typisch – <i>typical</i>
jung – <i>young</i>	unglaublich – <i>unbelievable</i>
kaputt – <i>broken</i>	voll – <i>full</i>
klasse – <i>great</i>	wahr – <i>true</i>
komfortabel – <i>comfortable</i>	wertvoll – <i>valuable</i>
komisch – <i>funny</i>	zahlreich – <i>numerous</i>
kompliziert – <i>complicated</i>	zornig – <i>angry</i>
kurz – <i>short, brief</i>	zufrieden – <i>satisfied</i>
laut – <i>loud, noisy</i>	

Verbs

abnehmen – <i>to lose weight</i>	landen – <i>to land</i>
abschicken – <i>to send off</i>	langweilen (sich) – <i>to be bored</i>
abschreiben – <i>to copy (school)</i>	laufen – <i>to run, walk</i>
abspülen – <i>to wash up</i>	leben – <i>to live</i>
abwählen – <i>to drop (school subject)</i>	leeren – <i>to empty</i>
abwaschen – <i>to wash up</i>	legen – <i>to put (onto)</i>
amüsieren (sich) – <i>to enjoy oneself</i>	leid tun – <i>to be sorry</i>
ändern – <i>to change, to alter</i>	leiden – <i>to suffer</i>

Verbs (continued)

anfangen – <i>to begin, start</i>	leihen – <i>to lend, to loan, to borrow</i>
anfassen – <i>to touch</i>	lernen – <i>to learn</i>
angeln – <i>to fish</i>	lesen – <i>to read</i>
ankommen – <i>to arrive</i>	lieben – <i>to love</i>
annehmen – <i>to accept</i>	liegen – <i>to lie</i>
anrufen – <i>to phone</i>	lügen – <i>to lie, to tell lies</i>
anschauen – <i>to look at</i>	machen – <i>to make, to do</i>
anziehen (sich) – <i>to put on (clothes)</i>	malen – <i>to paint</i>
anzünden – <i>to light, to set on fire</i>	meinen – <i>to think</i>
arbeiten – <i>to work</i>	mieten – <i>to hire</i>
ärgern – <i>to annoy</i>	mögen – <i>to like</i>
atmen – <i>to breathe</i>	müssen – <i>to have to</i>
aufhören – <i>to stop, finish</i>	nach Hause gehen – <i>to go home</i>
aufmachen – <i>to open</i>	nachmachen – <i>to imitate</i>
aufräumen – <i>to tidy up</i>	nachsitzen – <i>to do detention</i>
aufschlagen – <i>to pitch (tent)</i>	nehmen – <i>to take</i>
aufstehen – <i>to get up</i>	öffnen – <i>to open</i>
aufwachen – <i>to wake up</i>	parken – <i>to park</i>
ausfüllen – <i>to fill in (form)</i>	plaudern – <i>to chat</i>
ausgeben – <i>to spend (money)</i>	putzen – <i>to clean</i>
ausgehen – <i>to go out</i>	rasieren (sich) – <i>to shave</i>
ausmachen – <i>to switch off, turn off</i>	rauchen – <i>to smoke</i>
auspacken – <i>to unpack</i>	reden – <i>to talk, to speak</i>
ausruhen (sich) – <i>to relax</i>	regnen – <i>to rain</i>
ausschneiden – <i>to cut out (text)</i>	reisen – <i>to travel</i>
aussehen – <i>to look</i>	reiten – <i>to ride</i>
äußern – <i>to express</i>	relaxen – <i>to relax</i>
aussteigen – <i>to get off (transport)</i>	reparieren – <i>to repair</i>
austauschen – <i>to exchange</i>	retten – <i>to save (e.g. life)</i>
baden – <i>to bathe, swim</i>	sagen – <i>to say</i>
bearbeiten – <i>to work on</i>	sauber machen – <i>to clean</i>
bedienen – <i>to serve</i>	schätzen – <i>to estimate, to guess</i>
beeinflussen – <i>to influence</i>	schlafen – <i>to sleep</i>
befinden (sich) – <i>to be situated</i>	schlagen – <i>to hit, to beat</i>

Verbs (continued)

begleiten – <i>to accompany</i>	schließen – <i>to close</i>
begrüßen – <i>to greet, welcome</i>	scheinen – <i>to shine, to appear</i>
bekommen – <i>to get, receive</i>	schneien – <i>to snow</i>
benutzen – <i>to use</i>	schicken – <i>to send</i>
beschließen – <i>to decide</i>	schieben – <i>to push</i>
beschreiben – <i>to describe</i>	schlagen – <i>to hit, to beat</i>
besichtigen – <i>to visit (a place)</i>	schließen – <i>to close, shut</i>
besprechen – <i>to discuss</i>	schmecken – <i>to taste</i>
bestehen – <i>to pass (exams)</i>	schneiden – <i>to cut</i>
bestellen – <i>to order</i>	schreiben – <i>to write</i>
besuchen – <i>to visit</i>	schwätzen – <i>to chat</i>
betreten – <i>to enter</i>	segeln – <i>to sail</i>
bevorzugen – <i>to prefer</i>	sehen – <i>to see</i>
bewerben (sich) um – <i>to apply for</i>	sein – <i>to be</i>
bezahlen – <i>to pay (for)</i>	setzen (sich) – <i>to sit down</i>
bitten um – <i>to ask for</i>	shoppen – <i>to window shop</i>
bleiben – <i>to stay</i>	siezen – <i>to address someone with Sie</i>
brauchen – <i>to need</i>	singen – <i>to sing</i>
buchen – <i>to book, reserve</i>	sitzen – <i>to sit, to be sitting</i>
bügeln – <i>to iron</i>	sitzen bleiben – <i>to stay down a year</i>
bürsten – <i>to brush</i>	skateboarden – <i>to skateboard</i>
chatten – <i>to chat (online)</i>	skypen – <i>to skype</i>
dauern – <i>to last</i>	sollen – <i>to be supposed to, ought, should</i>
decken – <i>to lay (table)</i>	sonnen (sich) – <i>to sunbathe</i>
denken – <i>to think</i>	sortieren – <i>to sort</i>
donnern – <i>to thunder</i>	sparen – <i>to save (money)</i>
downloaden – <i>to download</i>	spazieren – <i>to walk</i>
drucken – <i>to print</i>	spielen – <i>to play</i>
drücken – <i>to press, to push</i>	sprechen – <i>to speak</i>
durchfahren – <i>to travel straight through (train)</i>	springen – <i>to jump</i>
durchfallen – <i>to fail (exam)</i>	starten – <i>to take off</i>
dürfen – <i>to be allowed to</i>	staubsaugen – <i>to Hoover</i>
duschen – <i>to shower</i>	stecken – <i>to put (into)</i>
	steigen – <i>to climb, go up</i>

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*

erholen (sich) – *to recover*

erfahren – *to experience*

erinnern an (sich) – *to remind of, to remember*

erklären – *to explain*

erlauben – *to allow*

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*

Verbs (continued)

fragen – <i>to ask</i>	verhalten – <i>to behave</i>
fressen – <i>to eat, to scoff</i>	verkaufen – <i>to sell</i>
frühstücken – <i>to have breakfast</i>	verlassen – <i>to leave (a place)</i>
fühlen – <i>to feel</i>	verletzen – <i>to injure</i>
füllen – <i>to fill</i>	verlieren – <i>to lose</i>
geben – <i>to give</i>	verpassen – <i>to miss (transport)</i>
gebrauchen – <i>to use, to need</i>	verschreiben – <i>to prescribe</i>
gefallen – <i>to like, to please</i>	verstehen – <i>to understand</i>
gehen – <i>to go, to walk</i>	versuchen – <i>to try</i>
gehören – <i>to belong to</i>	vorbereiten (sich) auf – <i>to prepare for</i>
gelingen – <i>to succeed, to manage</i>	vorhaben – <i>to intend to</i>
gewinnen – <i>to win</i>	vorstellen – <i>to introduce</i>
glauben – <i>to believe</i>	vorzeigen – <i>to show</i>
haben – <i>to have</i>	vorziehen – <i>to prefer</i>
halten – <i>to stop, to hold</i>	wählen – <i>to choose, to dial, to vote</i>
hassen – <i>to hate</i>	wandern – <i>to walk, hike</i>
helfen – <i>to help</i>	warten – <i>to wait</i>
herumzappen – <i>to channel hop</i>	wechseln – <i>to change</i>
herunterladen – <i>to download</i>	wecken – <i>to waken</i>
hochladen – <i>to upload</i>	weinen – <i>to cry</i>
hoffen – <i>to hope</i>	weiterfahren – <i>to go on, to drive on</i>
holen – <i>to fetch</i>	wenden – <i>to turn</i>
hören – <i>to hear, listen to</i>	werfen – <i>to throw</i>
interessieren für (sich) – <i>to be interested in</i>	wiederholen – <i>to repeat</i>
jobben – <i>to do casual jobs</i>	willkommen heißen – <i>to welcome</i>
joggen – <i>to jog</i>	windsurfen – <i>to wind surf</i>
kaufen – <i>to buy</i>	wissen – <i>to know</i>
kehren – <i>to turn, to sweep</i>	wohnen – <i>to live</i>
klettern – <i>to climb</i>	wollen – <i>to want to</i>
klicken – <i>to click</i>	wünschen – <i>to wish</i>
kennen lernen – <i>to get to know, meet</i>	zahlen – <i>to pay</i>
klingeln – <i>to ring</i>	zählen – <i>to count</i>
klopfen – <i>to knock</i>	zeichnen – <i>to draw</i>
kontrollieren – <i>to control</i>	zeigen – <i>to show</i>

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*

lange – *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*

Mitternacht (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

immer (noch) – *always, (still)*

Jahr (n) – *year*

Zeit (f) – *time*

Question words

inwieweit – *to what extent?*

wann? – *when?*

warum? – *why?*

was? – *what?*

welcher? – *which?*

wer? – *who?*

wie? – *how?*

wieso? – *why, for what reason?*

wieviel(e)? – *how much/many?*

wo? – *where?*

wohin? – *where to?*

Other general expressions

bitte schön/sehr – *you're welcome, don't mention it*

das ist mir egal – *I don't mind, I don't care*

das kommt darauf an – *it depends*

etwas/jemanden satt haben – *to have had enough of something/someone*

es gibt – *there is/there are*

es ist mir egal – *I don't care*

mit großem Vergnügen – *with great pleasure*

natürlich – *of course, naturally*

noch einmal – *once again*

schade – *shame, pity*

umso besser – *so much the better*

umso schlimmer – *so much the worse*

viel Glück – *good luck*

Other general expressions (continued)

gewöhnlich – *usually*

im Begriff sein – *to be about to*

meiner Meinung nach – *in my opinion*

Wie geht's? – *How are you? How are things?*

Wie schreibt man das? – *How do you spell ...?*

Other words

auf diese Weise – *in this way*

Art (f) – *sort, type*

da – *as, because*

daher – *so, therefore*

Ding (n) – *thing*

Ende (n) – *end*

etwas – *something*

Frau – *Mrs, Ms*

Mitte (f) – *middle, centre*

Nachteil (m) – *disadvantage*

nein – *no*

Nummer (f) – *number*

Sache (f) – *thing*

Schluss (m) – *end*

so – *so (intensifier)*

Vorteil (m) – *advantage*

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*

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*

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*

Chinese/Chinesin (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*

Französin (f) – *Frenchwoman*

Griechen/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*

Portugiese/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*

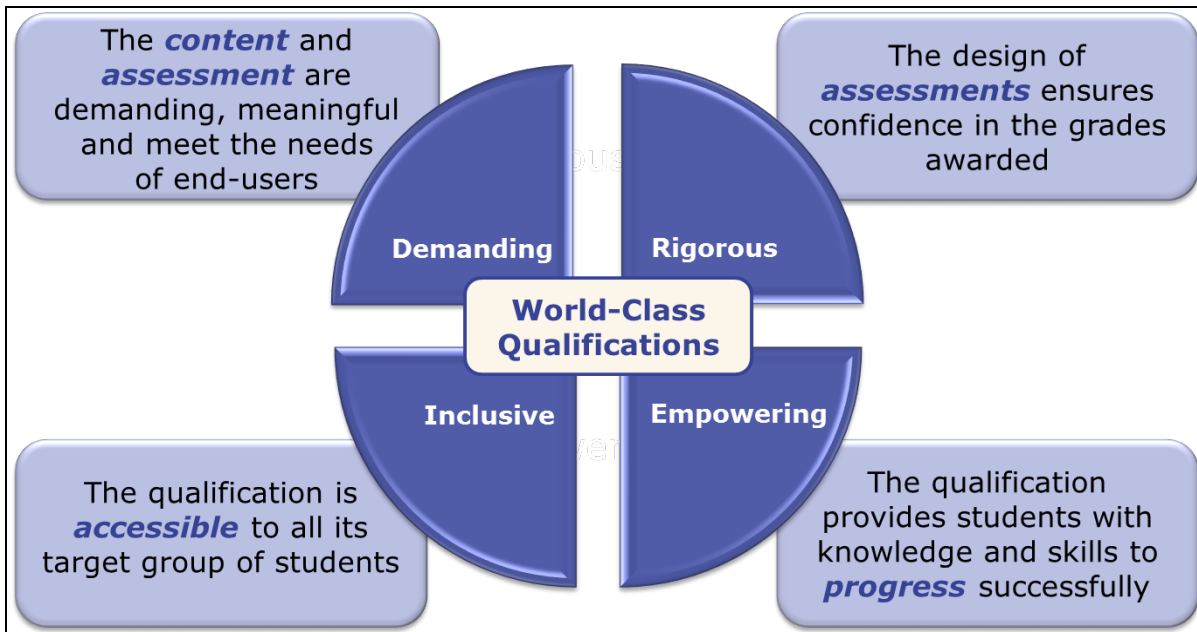
Wien – *Vienna*

Appendix 2: Codes

Type of code	Use of code	Code
Subject codes	The subject code is used by centres to cash-in the entry for a qualification.	International GCSE – 4GN1
Paper codes	These codes are provided for information. Students may need to be entered for individual papers.	Component/Paper 1: 4GN1/01 Component/Paper 2: 4GN1/02 Component/Paper 3: 4GN1/03

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

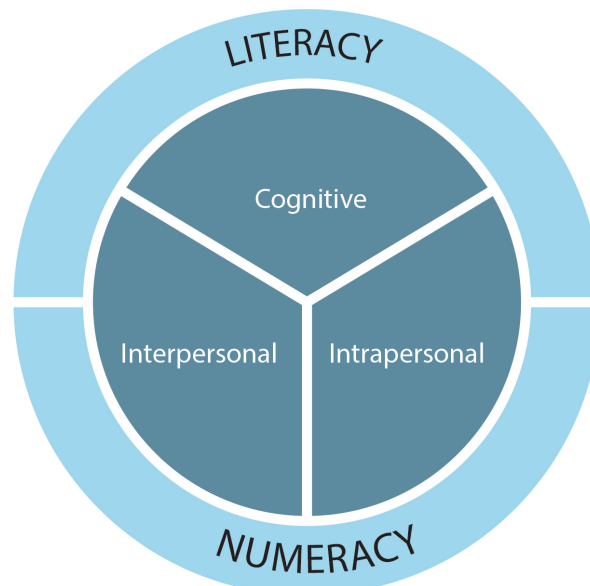
The need for transferable skills

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

¹ OECD – *Better Skills, Better Jobs, Better Lives: A Strategic Approach to Skills Policies* (OECD Publishing, 2012) <http://skills.oecd.org/documents/OECDSkillsStrategyFINALENG.pdf>

² Koenig J A – *Assessing 21st Century Skills: Summary of a Workshop* (National Research Council, 2011)

Cognitive skills	Cognitive processes and strategies	<ul style="list-style-type: none"> • Critical thinking • Problem solving • Analysis • Reasoning • Interpretation • Decision making • Adaptive learning • Executive function
	Creativity	<ul style="list-style-type: none"> • Creativity • Innovation
Intrapersonal Skills	Intellectual openness	<ul style="list-style-type: none"> • Adaptability • Personal and social responsibility • Continuous learning • Intellectual interest and curiosity
	Work ethic/ conscientiousness	<ul style="list-style-type: none"> • Initiative • Self-direction • Responsibility • Perseverance • Productivity • Self-regulation (metacognition, forethought, reflection) • Ethics • Integrity
	Positive core self-evaluation	<ul style="list-style-type: none"> • Self-monitoring/self-evaluation/self-reinforcement
Interpersonal Skills	Teamwork and collaboration	<ul style="list-style-type: none"> • Communication • Collaboration • Teamwork • Co-operation • Interpersonal skills
	Leadership	<ul style="list-style-type: none"> • 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

Term	Definition
Assessment objectives	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.
External assessment	An examination that is held at the same time and place in a global region.
JCQ	Joint Council for Qualifications. This is a group of UK exam boards which develop policy related to the administration of examinations.
Linear	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.
Modular	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.
NEA	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.
Raw marks	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.
UMS	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.
Unit	A modular qualification will be divided into a number of units. Each unit will have its own assessment.

Appendix 6: Candidate cover sheet (Paper 3: Speaking)

To be completed by the teacher/examiner:

Centre name:		Centre number:		Language:	
Candidate name:		Candidate number:		Specification code:	
Date of speaking test:	Name of teacher/examiner conducting test (Block capitals):			CD number:	Track number:

	Topic area	Sub-topic
Task A	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	
Task B, Conversation 1	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	
Task C, Conversation 2	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	

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

Communication and content		Linguistic knowledge and accuracy		TOTAL:	
Pearson Examiner	Senior Examiner	Pearson Examiner	Senior Examiner	Pearson Examiner	Senior Examiner

Tasks B and C

Communication and content		Interaction and spontaneity		Linguistic knowledge and accuracy		TOTAL:	
Pearson Examiner	Senior Examiner	Pearson Examiner	Senior Examiner	Pearson Examiner	Senior Examiner	Pearson Examiner	Senior Examiner

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visit qualifications.pearson.com

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