



GCSE
WJEC German
Teacher Guide

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WJEC GCSE GERMAN

THEMES

WJEC GCSE German is divided into three main **themes**. Each theme has three sub-themes which are divided into modules. This makes a total of 18 modules to be studied during the course. The book is divided up in the same way and each sub-theme contains:

- Three double pages of activities for each module.
- One double page of vocabulary for each module.
- ‘Grammar in context’ exercises at the end of the sub-theme.

IDENTITY AND CULTURE	WALES AND THE WORLD – AREAS OF INTEREST	CURRENT AND FUTURE STUDY AND EMPLOYMENT
YOUTH CULTURE <ul style="list-style-type: none">• Self and relationships• Technology and social media LIFESTYLE <ul style="list-style-type: none">• Health and fitness• Entertainment and leisure CUSTOMS AND TRADITIONS <ul style="list-style-type: none">• Food and drink• Festivals and celebrations	HOME AND LOCALITY <ul style="list-style-type: none">• Local areas of interest• Travel and transport THE WIDER WORLD <ul style="list-style-type: none">• Local and regional features and characteristics of Germany and German-speaking countries• Holidays and tourism GLOBAL SUSTAINABILITY <ul style="list-style-type: none">• Environment• Social issues	CURRENT STUDY <ul style="list-style-type: none">• School/college life• School/college studies ENTERPRISE, EMPLOYABILITY AND FUTURE PLANS <ul style="list-style-type: none">• Employment• Skills and personal qualities• Post-16 study• Career plans

INTRODUCING THE WJEC GCSE GERMAN TEXTBOOK

This textbook has been designed in conjunction with WJEC to offer engaging and relevant content with comprehensive coverage of the WJEC themes and sub-themes, incorporating all of the new exam components.

The modules have been designed for mixed-ability teaching and include a wide range of activities of varying ability to practise all four skills at both Foundation and Higher level.

Throughout the student book you will see the following icons:



Each module (e.g. 1a Self and relationships) has six reading exercises which include:

- Three shorter reading tasks
- Three longer reading tasks
- Two tasks in the assessed language
- One task on a literary text based on the module
- Verbal and non-verbal questions
- Questions addressing the requirements of the Department for Education scope of study and context and purposes requirements

In addition, there is a translation into English in every module.



Each module contains three listening tasks, one of which is in the assessed language. They cover a range of contexts and use a variety of question styles in order to match the regulatory requirements for the exam.



Every module contains:

- A photo card with practice questions. The real exam has two seen and two unseen questions. For practice, the photo cards in the textbook have five questions which increase in difficulty to help Foundation and Higher candidates to prepare for the exam.

- The role play in the exam has five interactions including one unpredictable question. In order to help students prepare for this element of the exam, the role play tasks in the textbook have six prompts (two statements, two questions to ask and two tense statements) for students to practise, which will help them get used to the pressures of the preparation time before their speaking exam.
- A list of suggested conversation questions. Each module has six questions which increase in difficulty and will require detailed opinions and a range of tenses. These can form part of a bank of questions to help students revise for this element of the exam.

WRITING



Every module contains carefully structured tasks that are similar in demand to the writing exam. These vary in style to correspond to the requirements of the real exam and can all be adapted to suit Foundation and Higher students. There is also a translation into German in every module.

EXTRA



Some exercises have an Extra section which offers extra language practice or some more challenging questions. These are ideal to stretch and challenge more able pupils.

GRAMMAR



Grammar boxes throughout the modules highlight relevant points that are raised. There is also a 'Grammar in context' section at the end of every sub-theme (two modules) with practice exercises as well as a grammar glossary with verb tables at the back of the book.



Key words, phrases or reminders are identified by this icon throughout the book.



At the end of every module there is a list of useful vocabulary which is based on the WJEC GCSE specification.

TEXTBOOK OVERVIEW

	Identity and culture	Wales and the world – areas of interest	Current and future study and employment
Unit 1 Modules 1–3	Youth culture (1a) Self and relationships (1b) Technology and social media	Home and locality (2a) Local areas of interest (2b) Travel and transport	Current study (3a) School/college life (3b) School/college studies
Unit 2 Modules 4–6	Lifestyle (4a) Health and fitness (4b) Entertainment and leisure	The wider world (5a) Local and regional features and characteristics of Germany and German-speaking countries (5b) Holidays and tourism	Enterprise, employability and future plans (6a) Employment (6b) Skills and personal qualities
Unit 3 Modules 7–9	Customs and traditions (7a) Food and drink (7b) Festivals and celebrations	Global sustainability (8a) Environment (8b) Social issues	Enterprise, employability and future plans (9a) Post-16 study (9b) Career plans

THEME: IDENTITY AND CULTURE

UNIT 1

YOUTH CULTURE



1A SELF AND RELATIONSHIPS (1)

READING



Answers:

1. Lara
2. Jens
3. Katja
4. Katja
5. Oskar
6. Jens

READING



Answers:

1. Our life/interests/problems
2. We can choose our friends (we are simply born into a family – no choice)
3. Constantly be in contact with each other
4. Talk about everything/laugh together/ motivate and support you/always there for you/accept you the way you are
5. Most people only have three 'true' friends/ quality of friends is more important than the number you have

EXTRA



Extra – Suggested translations:

Mit guten Freunden teilen wir unsere Interessen

We share our interests with good friends

Was ist eine gute Freundschaft?

What makes a good friendship?

Mit guten Freunden kann man über alles reden

You can talk to good friends about everything

Sie sind immer für mich da

They are always there for me

Suggested translations:

1. Good friends are loyal, funny and helpful.
2. My friends are always there for me.
3. My brother gets on my nerves (annoys me).
4. Do you have many friends?

READING



Listen to the conversation then ask students, 'Worum geht es hier?'

Answer: Probleme mit den Eltern/Wie streng die Eltern sind

Transcript:

Sofia: Meine Eltern sind manchmal so nervig. Warum müssen sie immer so streng sein?

Christian: Warum sagst du das?

Sofia: Ich darf vielleicht am Freitagabend nicht auf Stefans Party gehen, weil sie glauben, dass wir Alkohol trinken.

Christian: Ist aber nicht so. Man darf keinen Alkohol mitbringen und Stefans Eltern bleiben die ganze Nacht.

Sofia: Sie sagen auch, dass elf Uhr zu spät ist allein mit dem Bus nach Hause fahren.

Christian: Meine Eltern holen mich um Mitternacht mit dem Auto ab. Wenn du darfst, kannst du mitfahren.

Sofia: Das wäre klasse. Dann gibt es eine Chance, dass ich auf die Party gehen kann.

The correct sentences are: 1, 3, 5, 8, 9, 10

Extra:

1. Meine Eltern sind so nervig.
2. Das wäre klasse.

LISTENING



EXTRA



1A SELF AND RELATIONSHIPS (2)

READING



Before answering the questions, ask students to read the four statements and then ask, 'What are they about?'

Answer: marriage/birth rate/future plans (personal life)

Answers:

1. True
2. False
3. False
4. Not mentioned
5. True
6. True

EXTRA



Extra – Suggested translations:

In Germany you're allowed to get married at 18 (16 if the family allows it).

34% of young people in Germany would like to get married in the future.

Almost every second marriage ends in divorce – on average marriages in Germany last 14 years.

The birth rate in Germany is very low in comparison with other European countries.

READING



Answers:

1. They are all so cool.
2. They can afford expensive/fashionable clothes.
3. Dressed entirely in black/she's her best friend.
4. They wear 'normal' clothes/don't wear designer clothes (the latest brands).

LISTENING



Listen to this all the way through then ask students, 'Worum geht es hier?'

Answer: Was Kinder wichtig finden/Familienzeit

This can be played in two sections if you prefer. The first paragraph covers questions 1–3 and the second paragraph covers questions 4–6.

Transcript:

Wir haben 2000 Kinder zwischen 5 und 11 Jahren gefragt, was sie wichtig finden. Was sind die Ergebnisse? Sie lieben Freunde und Familie und für die meisten Kinder ist Geld nicht so wichtig. Über 80 Prozent finden laut der Studie Familie und Freundschaft „total wichtig“.

An einem typischen Tag verbringen Mütter fünf Stunden mit ihren Kindern und Väter drei Stunden. Die Väter möchten mehr Zeit mit ihren Kindern verbringen. Die meisten Kinder sind mit der Menge der Familienzeit zufrieden.

Answers:

1. das Wichtigste
2. Geld
3. Mehr als
4. normalen
5. wollen
6. glücklich



1A SELF AND RELATIONSHIPS (3)

READING



Answers:

1. Peter
2. Lotte
3. Peter
4. Peter
5. Lotte
6. Lotte
7. Peter
8. Lotte

EXTRA



Extra:

1. Mode ist wichtig
2. Markenkleidung
3. Gruppenzwang
4. kritisieren

LISTENING



Transcript:

Section A

Interviewer: Ich spreche mit Jana Beller, der Gewinnerin von „Germany's Next Top Model“. Kannst du dich vorstellen?

Jana: Ja, Ich komme aus Russland, aber wohne jetzt in Berlin. Ich bin 25 Jahre alt.

Interviewer: Was sind jetzt deine Zukunftspläne?

Jana: Im Moment mache ich viele Interviews und Fernsehsendungen. In der Zukunft möchte ich Mode studieren und in der Modeindustrie arbeiten.

Section B

Interviewer: Was ist deine Schönheitsroutine, um gut auszusehen?

Jana: Ich trinke täglich viel Wasser – keine süßen Getränke. Wenn ich nicht arbeite, trage ich kein Make-up.

Interviewer: Was für Kleidung trägst du am liebsten?

Jana: Ich muss als Modell so viel Designerkleidung tragen, dass ich es toll finde, wenn ich bequeme

Freizeitkleidung tragen kann. Am besten nur Jeans und ein T-Shirt.

Interviewer: Wie findest du deutsche Mode?

Jana: Deutsche Mode hat eine lange Tradition mit Namen wie Joop, Hugo Boss und Karl Lagerfeld. Zur Zeit gibt es sehr viele Kreativität – besonders in Großstädten wie Berlin und Hamburg.

Section A

1. Russian
2. 25
3. Study fashion/work in fashion industry

Section B

1. Drinks lots of water/no sweet drinks/no make-up (when she isn't working)
2. Casual clothing (jeans/T-shirt)

Extra:

Very creative (especially in big cities)/ it has a long tradition

EXTRA





WRITING



Suggested translations:

1. Modische Kleidung ist sehr wichtig für junge Leute.
2. Ich gehe jeden Samstag mit meinen Freunden einkaufen.
3. Deutsche Teenager sind immer öfter online.
4. Ich trage in der Schule Markenkleidung.

Answer:

Celebrity culture/talent shows

Answers:

1. Werbung/Musikvideos/Computerspielen
2. 5000 000 Euro/neues Auto
3. Die Chance ein neues Leben zu beginnen
4. Emotionen/Tränen/eine interessante Geschichte

Extra:

You must:

- give everything
- sing well
- look gorgeous

How big is the influence of celebrity culture on young people?

Do you still know who won last year?

READING



EXTRA



The *Crown House WJEC GCSE German Teacher Guide* is the teacher's companion to the *Crown House WJEC GCSE German Textbook*, which offers engaging and relevant content with comprehensive coverage of the WJEC themes and sub-themes and incorporates all of the new exam components.

The modules have been designed for mixed-ability teaching and include a wide range of activities to allow students working at both Foundation and Higher level to practise the four key skills of listening, reading, speaking and writing. The book provides:

- an overview of the course content and structure
- answers to the questions in the student book
- transcripts for the listening exercises in the student book

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