



GCSE
Eduqas German

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INTRODUCING EDUQAS GCSE GERMAN

Eduqas GCSE German is divided into three main themes. Each theme has three sub-themes which are divided into two modules each.

This makes a total of eighteen modules to be studied during the course. The book is divided up in the same way.

IDENTITY AND CULTURE	LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTEREST	CURRENT AND FUTURE STUDY AND EMPLOYMENT
<p>YOUTH CULTURE</p> <ul style="list-style-type: none"> • Self and relationships • Technology and social media <p>LIFESTYLE</p> <ul style="list-style-type: none"> • Health and fitness • Entertainment and leisure <p>CUSTOMS AND TRADITIONS</p> <ul style="list-style-type: none"> • Food and drink • Festivals and celebrations 	<p>HOME AND LOCALITY</p> <ul style="list-style-type: none"> • Local areas of interest • Transport <p>GERMANY AND GERMAN-SPEAKING COUNTRIES</p> <ul style="list-style-type: none"> • Local and regional features and characteristics • Holidays and tourism <p>GLOBAL SUSTAINABILITY</p> <ul style="list-style-type: none"> • Environment • Social issues 	<p>CURRENT STUDY</p> <ul style="list-style-type: none"> • School/college life • School/college studies <p>WORLD OF WORK</p> <ul style="list-style-type: none"> • Work experience and part-time jobs • Skills and personal qualities <p>JOBS AND FUTURE PLANS</p> <ul style="list-style-type: none"> • Applying for work/study • Career plans

The exam is divided up equally across the four skill areas: READING, LISTENING, SPEAKING and WRITING. Each exam is worth 25%.

In the READING exam you will have to:

- answer different style questions
- answer three questions in German
- answer two questions on literary texts
- translate into English

In the LISTENING exam you will have to:

- answer different style questions
- answer two questions in German

In the SPEAKING exam you will have to prepare the following:

- role play
- photo card
- conversation on two themes

In the WRITING exam you will have to:

- write in different styles about all three themes
- translate into German

THROUGHOUT THE BOOK YOU WILL SEE THE FOLLOWING ICONS:

READING



The textbook contains plenty of reading exercises on all the topics that might come up in the exam. Some have questions in English, some in German, some require non-verbal responses (like a letter or number) and others require a short written answer. There is also a literary text and a translation into English in every module. All of the questions are similar in style to ones that might come up in the exam.

LISTENING



There are lots of listening exercises on all of the topics with a mix of question styles which are similar to the ones in the exam.

SPEAKING



There are three tasks in the speaking exam. Every module contains a photo card with practice questions, a set of role-play prompts for you to prepare and a set of suggested conversation questions.

WRITING



Every module contains carefully structured tasks that are similar in demand to the writing exam. There is also a translation into German in every module.

EXTRA



Some exercises have an extra section to offer you additional language practice or some more challenging questions.

GRAMMAR



Grammar is a really important part of the GCSE exam. Grammar boxes outline all the grammar points that you need learn. 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.



Throughout the book we highlight key words, phrases or things you need to know or practise.



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





THEME: IDENTITY AND CULTURE

UNIT 1

YOUTH CULTURE

1A SELF AND RELATIONSHIPS (1)

READING



Lies diese Probleme und wähle die richtige Person für jeden Satz.

Oskar: Meine Eltern sind geschieden. In der Woche wohne ich bei meiner Mutter. Am Wochenende wohne ich bei meinem Vater und meiner Stiefmutter.

Lara: Meine beste Freundin wohnt jetzt in Berlin. Das ist weit weg von mir und ich vermisse sie. Ich finde es schwer neue Freunde zu finden.

Jens: Mein Bruder und meine Schwester gehen mir auf die Nerven. Sie kommen immer in mein Schlafzimmer und meine Schwester hat sogar mein Tagebuch gelesen.

Katja: In der Schule gibt es viel Druck gut auszusehen. Es ist teuer Markenkleidung zu kaufen.

1. Ich suche neue Freunde.
2. Meine Geschwister sind nervig.
3. Ich brauche mehr Geld für Kleidung.
4. Es ist wichtig immer modisch zu sein.
5. Mein Vater und meine Mutter wohnen nicht zusammen.
6. Keiner hat Respekt für mein Privatleben.

GRAMMAR



Possessive adjectives show ownership e.g. *my, his*. To use the correct possessive adjective you need to know:

1. Which one is needed e.g. **mein/dein/sein**.
2. What gender the noun is e.g. **meine Schwester ist .../mein Bruder ist ...**
3. The case your noun is going to be in (see pages 211–214 for more information).

- **mein** – my
- **dein** – your (informal)
- **sein** – his/its
- **ihr** – her/its
- **unser** – our

See page 211 for a full list.

Read the following article from a German magazine and answer the questions in English.

READING



Was sind gute Freunde?

Mit guten Freunden teilen wir unsere Interessen, unser Leben und unsere Probleme. Familienmitglieder können wir uns nicht aussuchen, in eine Familie werden wir hineingeboren. In Zeiten der virtuellen Kommunikation via Social Media-Seiten kann jeder mit jedem ständig in Kontakt sein. Wir wollten wissen: Was ist eine gute Freundschaft? Was sind wahre Freunde?

Hier sind einige Antworten:

- Mit guten Freunden kann man über alles reden.
- Wir lachen zusammen.
- Sie motivieren und unterstützen mich.
- Sie sind immer für mich da.
- Sie akzeptieren mich, wie ich bin.

Wer ist nur ein „Facebook-Freund“? Es geht nicht darum, so viele Freunde wie möglich zu haben – Qualität ist wichtiger als Quantität. Laut einer Studie hat jeder Mensch höchstens drei wirklich gute Freunde.

1. What does the article say we share with friends? Give **two** details.
2. What point does the article make about the difference between family and friends?
3. What does social media allow us to do?
4. Give **three** definitions of a good friend listed in the article.
5. What were the results of the study about friendship?

Translate the underlined sentences into English.

EXTRA



READING



Translate the sentences into English.

1. Gute Freunde sind treu, lustig und hilfsbereit.
2. Meine Freunde sind immer für mich da.
3. Mein Bruder geht mir auf die Nerven.
4. Hast du viele Freunde?

LISTENING



Listen to the conversation between Christian and Sofia. Which six sentences are correct?

1. Sofia's parents are worried about the party.
2. Christian is getting the bus to the party.
3. Sofia has strict parents.
4. You're allowed to take beer and wine to the party.
5. Sofia isn't allowed to travel by bus on her own when it's late.
6. Stefan's parents are going to the cinema on Friday night.
7. The party begins at 11 p.m.
8. There is a party on Friday.
9. Christian is going by car to the party.
10. Alcohol is not allowed at the party.

EXTRA



Can you find out how they say the following:

1. My parents are so annoying.
2. That would be great.

GRAMMAR



The present tense is used to describe something that's happening now e.g. **Ich lerne Deutsch** or something that happens regularly e.g. **Ich gehe jeden Samstag ins Kino.**

Regular verbs follow the same pattern. Take the **-en** off the infinitive (e.g. **wohnen – wohn**) and add the following endings:

- **ich wohne**
- **du wohnst**
- **er/sie/es/man wohnt**
- **wir wohnen**
- **ihr wohnt**
- **Sie wohnen**
- **sie wohnen**

Schreibe einen Satz für jedes Thema.

- Deine Familie
- Deine Freunde
- Dein Aussehen
- Dein Charakter

WRITING



EXTRA



Erkläre, warum Freunde wichtig sind.

Photo card

- Beschreibe das Foto/Was passiert auf diesem Foto?
- Was sind gute Freunde?
- „Freunde sind wichtiger als Familie.“ Was sagst du dazu?
- Was wirst du nächsten Samstag mit deinen Freunden machen?
- Braucht man viele Freunde?

SPEAKING



In German the present tense can also be used to talk about events in the future. It needs to be clear that you are talking about the future – usually a time phrase will indicate this.

- **Ich gehe nächste Woche auf die Party.**
- **Wir gehen nächsten Samstag ins Kino.**



1A SELF AND RELATIONSHIPS (2)

READING



Read the following statistics. What are they about?

- In Deutschland darf man mit 18 heiraten (mit 16 wenn die Familie es erlaubt).
- 34 Prozent der Jugendlichen in Deutschland möchten in der Zukunft heiraten.
- Fast jede zweite Ehe wird geschieden – eine deutsche Ehe hält im Durchschnitt 14 Jahre.
- Die Geburtenrate in Deutschland ist sehr niedrig im Vergleich mit anderen europäischen Ländern.

Are the following statements true, false or not mentioned in the text?

1. You can get married at 16 if you have your parents' permission.
2. More than half of young people plan to get married in the future.
3. Two-thirds of marriages in Germany end in divorce.
4. 34% of young people would like to have children in the future.
5. The average marriage in Germany lasts for 14 years.
6. The birth rate in Germany is very low.

EXTRA



Translate the four statements into English.

GRAMMAR



Modal verbs are usually used with a second verb (infinitive) at the end of the sentence:

- **dürfen** – to be allowed to
- **können** – to be able to
- **müssen** – to have to (must)
- **wollen** – to want to
- **sollen** – to be supposed to
- **mögen** – to like to
- Man darf mit 18 heiraten.
- Mein Bruder kann Auto fahren.
- Ich muss meine Tante besuchen.

See page 219 for more information.

READING



Read this extract from „Meine Clique und ich“ by Ilona Einwohlt. Answer the questions in English.

„Das Beste an der Clique ist, dass sie alle so cool sind“, findet Julia. Sie meint die Gruppe Mädchen und Jungen, die im Schülercafé sitzen.

„Und dass sie sich diese modischen Klamotten, die echt teuer sind, leisten können“, sage ich mit einem neidischen Blick.

Ich sehe meine allerbeste Freundin an. Kleo ist wie immer in Schwarz und Schwarz gekleidet. In der Pause stehen Kleo, Julia, Milli und ich zusammen. Wir kennen uns aus der Grundschule und sind auch eine Clique – nur nicht so cool wie die Gruppe in der Ecke! Wir tragen alle normale Kleidung – keine Jeans und T-Shirts mit den „richtigen“ Namen.

1. What does Julia say about the group sat in the cafe?
2. Why is the author jealous of them?
3. How does she describe Kleo? Give **two** details.
4. What is different about the clothes her friends wear?

GRAMMAR



Two very important irregular verbs are **haben** and **sein** – these are often used and need to be learnt. See page 215 for the full table.

ich habe	I have
du hast	you have
er/sie hat	he/she has
wir haben	we have
ich bin	I am
du bist	you are
er/sie ist	he/she is
wir sind	we are

LISTENING



Höre dir diesen Radiobericht an. Worum geht es hier? Fülle die Lücken aus.

1. Laut der Studie sind Freunde und Familie _____.
2. Die Mehrheit der Kinder finden ____ nicht wichtig.
3. ____ 80 Prozent der Kinder finden Freundschaft „total wichtig“.
4. An einem _____ Tag verbringen Mütter fünf Stunden mit ihren Kindern.
5. Die Väter _____ mehr Zeit mit ihren Kindern verbringen.
6. Die meisten Kinder sind mit der Menge der Familienzeit _____.

Geld
wollen
glücklich

weniger als
nicht
wichtig

Liebe
Untypischen
unglücklich

normalen
mehr als
das Wichtigste

Freundschaft



SPEAKING



Role play

- dein Lieblingssänger – zwei Details
- Freunde – dein Verhältnis
- du – gestern – mit Freunden
- ? Familie
- ? Mode
- du – Kleidung – Party – morgen

WRITING



Beantworte die Fragen. Schreibe mindestens einen Satz pro Frage.

1. Beschreibe deinen idealen Partner/deine ideale Partnerin.
2. Was machst du normalerweise mit Freunden am Wochenende?
3. Möchtest du in der Zukunft Kinder haben/heiraten? Warum (nicht)?



Ich möchte is a useful phrase meaning ‘I would like to ...’ It usually needs an infinitive at the end of the sentence.

- Ich möchte mit 21 heiraten.
- Ich möchte in der Zukunft Kinder haben.

EXTRA



Wie wichtig ist Ehe für junge Leute? Warum sagst du das?

1A SELF AND RELATIONSHIPS (3)

READING



Read what Peter and Lotte say about fashion.



Mode ist sehr wichtig für deutsche Teenager. In der Schule ist es wichtig die neueste Markenkleidung zu tragen. Es gibt viel Gruppenzwang, modisch zu sein. Meiner Meinung nach sehen sie dann alle gleich aus. Ich trage, was ich will. Es ist mir egal, ob es „in“ ist!

PETER

Who says what – Peter or Lotte?

1. I wear what I want.
2. I feel better when I look good.
3. Fashion is very important for young people in Germany.
4. There is a lot of peer pressure to look good.
5. I enjoy shopping for clothes.
6. It's important to me to look good.
7. Lots of young people look the same.
8. I wouldn't criticise others because of how they dress.

EXTRA



Find the German for:

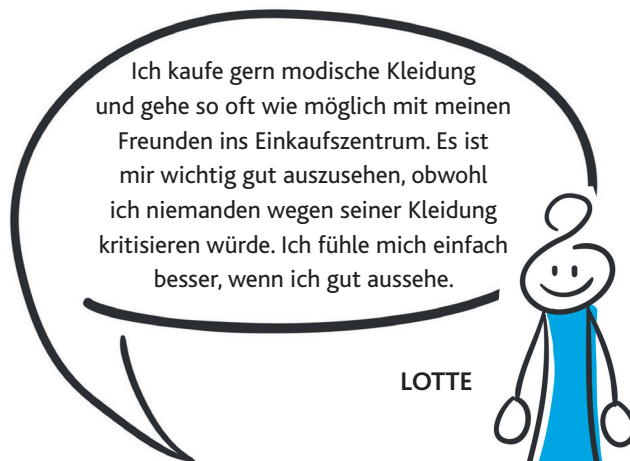
1. fashion is important
2. branded clothing
3. peer pressure
4. to criticise



Learn these useful question words:

- **wann** – when
- **was** – what
- **wo** – where
- **warum** – why
- **wie** – how
- **wer** – who

See page 223 for more information.



Ich kaufe gern modische Kleidung und gehe so oft wie möglich mit meinen Freunden ins Einkaufszentrum. Es ist mir wichtig gut auszusehen, obwohl ich niemanden wegen seiner Kleidung kritisieren würde. Ich fühle mich einfach besser, wenn ich gut aussehe.

LOTTE

Listen to the interview with Jana Beller. Make notes in English under the following headings.

LISTENING



Section A

1. Her nationality
2. Her age
3. Her future plans

Section B

4. Her beauty routine
5. Her favourite clothes

EXTRA

- Her opinion about fashion in Germany



Translate the sentences into German.

1. Fashionable clothes are important for young people.
2. I go shopping every Saturday with my friends.
3. German teenagers are spending more time online.
4. I wear branded clothing to school.

WRITING



READING



Lies den Artikel. Beantworte die Fragen auf Deutsch.

Die richtige „Package“ aus Körper und Stimme.
Wie groß ist der Einfluss der Celebrity-Kultur auf junge Leute? Jugendliche sind immer länger online und werden beeinflusst von Werbeclips, Musikvideos und Computerspielen. Im Fernsehen gibt es immer mehr sogenannte Casting-Shows wie „Deutschland sucht den Superstar“, wo wir immer die selbe Routine sehen. 35 000 junge Menschen versuchen jedes Jahr 500 000 Euro und ein neues Auto zu gewinnen. Die Preise sind nicht so wichtig wie die Chance ein neues Leben zu beginnen.

Du musst:

- alles geben
- gut singen
- wunderschön aussehen.

Talent allein ist nicht immer genug. Es hilft, wenn man eine „interessante“ Geschichte hat. Die Fans wollen Emotionen sehen. Es gibt natürlich viele Tränen. Die „Superstars“ weinen, egal ob es gut oder schlecht lief. Beim Finale fließen manchmal genug Tränen, um ein Schwimmbad zu füllen. Am Ende des Prozesses kann nur einer gewinnen, aber was passiert dann? Wir vergessen schnell die Gewinner. Weisst du noch, wer letztes Jahr gewonnen hat?

1. Welchen Einfluss hat das auf junge Leute? Gib **zwei** Details an.
2. Was kann man gewinnen? Gib **zwei** Details an.
3. Was ist wichtiger als diese Preise?
4. Was sehen die Fans gern?

EXTRA



Translate the underlined sections into English.

Translate the **two** questions from the text into English.

Zu + infinitive

Sometimes an extra word **zu** is needed in the sentence with an infinitive. Some useful verbs which need this are:

- **hoffen** – to hope
- **versprechen** – to promise
- **Lust haben** – to fancy
- **Ich hoffe, ein Auto zu gewinnen** – I hope to win a car
- **Ich verspreche, alles zu geben** – I promise to give everything

GRAMMAR



Conversation

1. Was trägst du normalerweise in der Schule?
2. Wie wichtig ist Mode? Warum sagst du das?
3. Was für Kleidung trägst du am liebsten?
4. Wer ist dein Lieblingsstar? Warum?
5. Was wirst du am Samstag tragen?
6. Gibst du viel Geld für Kleidung aus? Warum (nicht)?

SPEAKING



The future tense is easily formed by using **werden** + **an infinitive** (at the end of the sentence):

- **Ich werde am Samstag neue Kleidung kaufen.**
- **Ich werde Jeans und ein T-shirt tragen.**

See page 218 for more details.

GRAMMAR



Some verbs in German are reflexive and need a reflexive pronoun:

- **Ich fühle mich ...**
- **Er fühlt sich ...**
- **Wir interessieren uns ...**
- **Kannst du dich vorstellen?**

See page 216 for more information.

GRAMMAR



This new textbook has been written by examiners and experienced teachers to support learners through the challenges of the new specification. It is suitable for both Foundation and Higher tier candidates.

It offers engaging and relevant content and comprehensive coverage of the Eduqas themes and sub-themes, incorporating all of the new exam components. Activities, exercises and questions are designed to prepare students for the exam. Key words, phrases and things students need to know or practise are highlighted throughout the book. Questions are presented in various styles ensuring that students feel fully prepared. Every module features:

- reading questions in a mix of English and German, as they will be in the exam
- a literary text and a translation into English
- listening exercises in a mix of question styles to prepare students for the exam
- a photo card with practice questions, a set of role-play prompts and a set of suggested conversation questions, to prepare students for these three aspects of the speaking exam
- carefully structured written tasks and a translation into German
- grammar boxes which outline grammar points that students need to learn – there are also 'Grammar in context' sections with practice exercises, as well as a grammar glossary with verb tables at the back of the book
- a list of useful vocabulary which is based on the specification requirements
- exercises which have an extra section for additional language practice or more challenging questions

CHRIS WHITTAKER is an experienced teacher of German and French. He has been a head of department and has always sought innovative and engaging ways to improve teaching and learning. He currently runs First for Languages, which delivers a range of services to businesses, individuals, examination boards and schools.

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