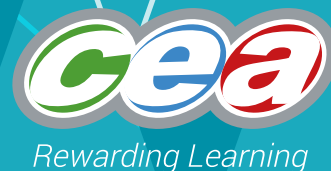


# FACTFILE: GCSE GERMAN



## CONTEXT 2: LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTEREST



### My local area and the wider environment

#### Learning Outcomes

You should be able to use German relating to this topic to:

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

These lists are neither prescriptive nor exhaustive.

#### Some aspects of this topic include:

- Where you live & rooms in your home
- Furniture
- Household jobs
- Places in town
- Directions
- Points on the compass
- Methods of transport
- Travel by car
- Travel by train
- Weather
- Environmental issues
- Endangered species

You might also refer to leisure activities that you do with your family and friends (see the Fact file on Free time, leisure and daily routine).

#### Preparation

Ensure that you have a very good knowledge of **vocabulary** and **grammar and structures** related to the topic of My local area and the wider environment.

#### Vocabulary

**All page numbers in this section refer to the Specification.**

- You will find this vocabulary on pages 63-70 of the Specification.
- See page 63 for vocabulary of where you live & rooms in your home.
- See pages 63-64 for vocabulary of furniture.
- See page 64 for vocabulary of household jobs.
- See pages 65-66 for vocabulary of places in town & surrounding area.
- See page 66 for vocabulary of directions and compass points.
- See pages 66-67 for vocabulary of methods of transport.
- See page 67 for vocabulary of travelling by car.
- See pages 67-68 for vocabulary of travelling by train.
- See page 68 for vocabulary of verbs associated with this topic.
- See pages 68-69 for vocabulary of weather.
- See page 69 for vocabulary of environmental issues.
- See page 70 for vocabulary of endangered species.
- See page 70 for vocabulary of verbs associated with this topic.

**Remember that this is the Core Minimum Vocabulary List – you should always learn other relevant vocabulary that you encounter as you study this topic.**

Refer to the **Support** section of the CCEA GCSE German website. Then choose the **Activity** tab. There are **Five** Activity Sheet folders which link to this topic. Each folder contains a PowerPoint presentation with key topic vocabulary and a worksheet to help you practise the key vocabulary.

They are:

- Caring for the Environment Activity Sheet
- My Home Activity Sheet.
- My Neighbourhood Activity Sheet.
- Region and Country Activity Sheet.
- Weather Activity Sheet.

## Grammar and Structures

1. Focus on in and dative case of Indefinite Article ein, eine:

		Masculine	Feminine	Neuter
Ich wohne	in	einem kleinen Bungalow	einer kleinen Wohnung	in einem kleinen Haus

**Remember:** in der Stadt / in der Stadtmitte  
im Vorort  
in einem Dorf  
auf dem Lande

2. Focus on prepositions, e.g. **neben, gegenüber, auf, an + dative case of definite article.**

Das Bett ist gegenüber dem Kleiderschrank/dem Bücherregal.  
Das Bett ist neben dem Tisch/dem Fenster.  
Der Spiegel ist an der Wand.  
Mein Computer ist auf dem Schreibtisch.

3. Focus on these two separable verbs **aufräumen** and **abwaschen** (in Helping at home)

Present tense		Perfect tense	
ich	er/sie/man	ich	er/sie/man
räume auf	räumt auf	habe aufgeräumt.	hat aufgeräumt
wasche ab	wäscht ab	habe abgewaschen	hat abgewaschen

4. Focus on **Accusative Case** of Indefinite article after **es gibt**, e.g. in describing your town:

		Masculine	Feminine	Neuter
In meiner Stadt	gibt es	einen Bahnhof	eine Bibliothek	ein Museum

5. Focus on description of **weather** in **Present and Past tenses**:

Present Tense	Past Tense
Es ist sonnig/warm/kalt/heiß	Es war sonnig/warm/kalt/heiß
Es regnet	Es hat geregnet / es regnete
Es schneit	Es hat geschneit / es schneite
Es friert	Es hat gefroren / es fror
Es gibt ein Gewitter	Es gab ein Gewitter

6. Saying what we do for the environment and why, (using 'weil'). Note word order!  
Wir trennen Müll, weil die Umwelt wichtig ist.  
Wir sollten weniger oft mit dem Auto fahren, weil es zu viele Autos auf den Straßen gibt.

## Revision

You can test yourself using some of the Specimen Assessment Materials (SAMs) and also some material from the Specification.

### Listening:

Foundation Listening – see SAMs page 5 question 4, page 11 question 9 and page 13 question 12.

Higher Listening – see SAMs page 16 question 1 and page 18 question 4.

The recording for the Listening is available on the CCEA website. If you cannot access the recording, you will find the Transcript for the questions in the SAMs, pages 121-130 for Foundation Listening and pages 135-144 for Higher Listening.

### Speaking:

Role-plays – see SAMs page 38 Situation G.

(The teacher script of this role-play can be found in the SAMs on page 156.)

Role-plays – see SAMs page 40 Situation I.

(The teacher script of this role-play can be found in the SAMs on page 158.)

Role-plays – see SAMs page 42 Situation L.

(The teacher script of this role-play can be found in the SAMs on page 161.)

Conversation – see the Specification page 39 for sample questions for this topic.

### Reading:

Foundation Reading – see SAMs page 52 question 3 and pages 60-61 question 11.

Higher Reading – see SAMs pages 68-69 question 3.

### Writing:

Foundation Writing – see SAMs page 87 question 4b.

Higher Writing – see SAMs page 101 question 4b.

You can check your answers to Listening and Reading questions which are included in the SAMs.

Foundation Listening mark scheme – pages 117-120. Higher Listening mark scheme – pages 131-134.

Foundation Reading mark scheme – pages 173-176. Higher Reading mark scheme – pages 177-180.

You will need to ask your teacher or a German speaker to check your answers for the role-play, the speaking questions and any written work that you produce.

