

Pearson Edexcel GCSE (9–1) German

Languages for all



Look out for **FREE** support for
the Pearson Edexcel
GCSE (9–1) qualification



Your complete
guide to our
published resources

 Pearson

Languages for all

Stimmt! resources for Pearson Edexcel GCSE (9–1) German are designed to help all of your students shine.

Providing strong continuation from our popular KS3 course, these new resources will drive engagement through interesting, culture-focused content, and support you to prepare your students for the Pearson Edexcel GCSE (9–1) assessments.

Five great reasons to choose **Stimmt!** for Edexcel GCSE (9–1)

1. Resources designed to help students of all abilities achieve their potential

Our differentiated Higher and Foundation tier resources help give students the skills to apply language to the best of their ability. Each unit and chapter gradually progresses in difficulty, building confidence and ensuring every student can access some content from every topic area.



2. Support to understand the new assessments and to teach the skills required

Stimmt! resources help embed skills such as translation, understanding authentic and literary texts and spontaneous speaking, and will clarify what is expected at each tier in the new linear assessments.

Supporting you every step of the way

We also offer extensive free support as part of the **Pearson Edexcel GCSE (9–1)** qualification, to help you plan for and teach the new qualifications, track and assess students' progress, and develop your professional knowledge and skills. **See pages 4-5 for full details.**



3. Cultural content that motivates and brings languages to life

Students are most motivated when they are learning something new, and our resources use real-life contexts and authentic material to give a sense of purpose to language learning. They include topics that are popular with students, that teachers have told us they like teaching and that link to the German culture.

4. 'Building blocks' approach to grammar and vocabulary supports independent language use

Our carefully planned progression and accessible approach helps students develop the skills needed to manipulate language independently across a range of contexts. Our Student Books are supported by a Grammar and Translation Workbook and a Vocabulary Book to help reinforce these skills and ensure students always have the tools they need to learn and revise.

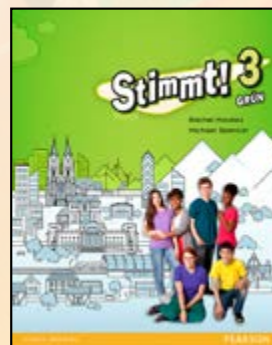
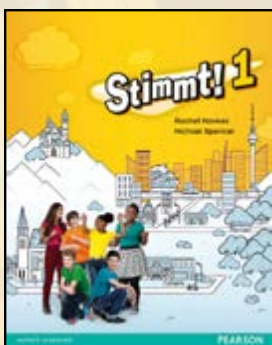
Embedding grammar skills: Revisit > Recycle > Revise

Key grammar concepts are revisited, recycled and revised from module to module, to embed understanding and allow practice within different contexts. An equal focus on all four skills and the interplay between them also helps reinforce learning: students encounter grammar in reading and listening, and put it into practice with speaking, writing and translation activities.

5. Seamless transition from our popular Stimmt! KS3 course

Stimmt! for Pearson Edexcel GCSE (9–1) provides strong continuation from our hugely popular Stimmt! KS3 course that introduces pupils to skills such as translation and understanding authentic and literary texts from the start. Both are aligned to the Pearson MFL Progression scale to help you track progress from 11–16.

Find out more about the Progression and Assessment Materials for MFL at pearsonschools.co.uk/mflprogression



Supporting you every step of the way

Our new Stimmt! resources for GCSE German, and the extensive free support offered as part of our Pearson Edexcel GCSE (9–1) qualification, have both been designed with the same ‘Languages for all’ approach. Together, they’ll provide you with all the support you need to help your students make the most of their potential.

Plan

We’ll help you navigate the changes and design your new GCSE course.

Teacher planning materials

ActiveLearn

Complete support to help you plan and deliver lessons. **See page 11.**

Schemes of work and course planners

For 2-year and 3-year KS4 courses.

Course materials

Accredited specifications, sample assessment materials.

Mapping charts

To help you switch to Pearson Edexcel qualifications.

Getting Started guide and Student guide

All the key details about the Pearson Edexcel GCSE (9–1) qualifications to help you get started.

Ask the experts

Our specialist languages team, including subject adviser Alistair Drewery, are on hand to answer your questions.

📞 020 7010 2187

✉️ teachinglanguages@pearson.com

🐦 @PearsonMFLquals



Teach

Our high-quality support will help you teach the skills students will need

Student Books – Foundation and Higher tiers.

Expertly structured to support all abilities, with engaging, culturally-relevant content. **See page 6.**

Grammar and Translation Workbook

Embeds understanding and gives valuable practice for both tiers. **See page 9.**

Vocabulary Books

A handy learning tool, with vocabulary from the Pearson Edexcel specification. **See page 9.**

Front-of-class teaching resources

ActiveLearn

The Student Book on screen, with audio, video and a wealth of other resources to support your lessons. **See page 10.**

ActiveBooks

A digital Student Book with audio for listening activities. **See page 8.**

Target

Intervention workbooks for students that need an extra boost or to focus on particular skills at each grade range. **See page 12.**

Revise

Easy-to-use revision guides and workbooks for question practice, classroom revision and independent study. **See page 13.**

‘How to’ guides and videos featuring teaching strategies:

For grammar and translation, using literary texts, spontaneous speaking, integrating culture, answering questions in the target language, vocabulary learning, and rubrics.

Translation and literary text activities booklets

For use in the classroom or for homework to give students valuable practice.

Key:

Paid-for resources from Pearson:
Stimmt! for Pearson Edexcel
GCSE (9–1) German

Free awarding body support for our
Pearson Edexcel GCSE (9–1) German
qualification

Track and assess

We'll help you track every student's progress and prepare for the new assessments.

Online Homework, Practice and Support

ActiveLearn

Helps you track progress and encourage independent learning, with activities linked to the Student Books. **See page 11.**

Progression and Assessment Materials

ActiveLearn

Support materials to monitor student progress in all four skills. **See page 11.**

Develop

Our events support great languages teaching – and also count towards your CPD hours.

Professional Development events

Events to help you get the most out of our products, services and qualifications, which, combined, will have a greater impact on learning.

Marked student exemplars

To help you understand the standards expected at each tier.

Support for the speaking assessment

Video guide to conducting the new style of speaking assessment and past training materials.

ResultsPlus

Analysis of your students' exam performance.

examWizard

Past questions, mark schemes and examiners' reports.

Free Access to Scripts

View candidates' marked scripts online or download as a PDF.

New to Pearson Edexcel events

Online events where you can discover more about the structure, content and assessment of our new qualifications and explore teaching and delivery strategies.

Network events

Free network events in spring and autumn will focus on key aspects of language teaching and assessment and give you an opportunity to network with other local schools.

Programme of PD

Interactive workshops, delivered by experienced teachers and trainers.

Workshops include:

- Building strong foundations at KS3
- Developing and mastering speaking and writing skills
- Developing and mastering listening and reading skills
- Mastering grammar and translation
- Teaching and learning strategies for film and literature



Expertly structured Student Books

Our Student Books provide a carefully designed programme of learning in which students master the 'building blocks' of grammar and vocabulary, giving them the tools to manipulate language to the best of their ability.

- 'Startpunkt' units provide a smooth transition from KS3, and every unit and chapter is structured to allow gradual progression, ensuring all students can access some content from every section.
- Some overlap in level of demand between the Higher and Foundation tier books ensures Foundation students are not limited in their progress, and helps you to gauge which tier is most suitable for each of your learners.
- A revision chapter at the end of the book supports class-based revision for the new assessments.

Students 'learn something new' about the target language culture to give a context to their language learning.

*Higher tier:
a taster*

Wissenswertes: Das Schulsystem

1 Lies die Texte und achte auf die Kulturzone an. Wie heißt das auf Deutsch? (1-10)

Mein Gymnasium ist eine gemischte staatliche Schule und hat etwa 700 Schülerinnen und Schüler und über 50 Lehrpersonen und Lehrer. Letztes Jahr habe ich ein schlechtes Zeugnis bekommen und ich bin leider schon geblieben. Ich muss also jetzt das Jahr wiederholen. **Diana**

Ich besuche ein privates Internat. Das ist wie eine Heilanstalt, aber man achtet auch sehr viel auf die Schulausbildung. Man ist streng und man darf weder Fernsehen noch gefüllte Kisten haben. Die Schule ist prima ausgestattet und wir haben tolle Computer, Musik- und Kunstunterricht. **Markus**

Ich besuche die Freie Schule in Leipzig, eine Privatschule für Jungen und Mädchen und auch eine Ganztageschule. Das heißt, die Schule beginnt um 7.30 Uhr und endet um 17.00 Uhr. Hier ist alles anders – es gibt keinen Stundenplan, keine Schuluniform, kein Zeugnis und absolut keine Hausaufgaben. **Rosa**

2 Lies die Texte noch mal. Richtig oder falsch? Korrigiere die falschen Sätze.

1. An Oakens Schule ist das Zeugnis uninteressant.
2. Jungen und Mädchen besuchen Oakens Schule.
3. Nachmittags darf Markus nicht nach Hause gehen.
4. Markus' Schulbücher sind sehr altmodisch.
5. Rosas Schule ist total anders als die meisten Schulen.
6. Rosa muss als und zu Hausaufgaben machen.

3 Hör zu. Was ist die richtige Reihenfolge?

Beispiel: 1. ...

1. number of pupils/teachers 2. buildings 3. type of school
4. clothes 5. times 6. school rules 7. grades

4 Hör noch mal zu. Schreibe Details zu jeder Kategorie in Aufgabe 3 auf.
Beispiel: c - state; mixed secondary school

Kulturzone

Das deutsche Schulsystem

Kapitel 1

5 Überunter den Text ins Deutsche.

Look at the text in exercise 1. Which verb is used to express 'go' in this context?

Remember: word order after verb.

I go to a state comprehensive school. School starts at quarter to eight and I find that unfair. The school is well equipped and we have eight labs, a sports hall and a big computer room. Last week I learned physics in the library every day. **Benjamin** had an exam on Friday.

Ideally you need to write the time in words. You don't express by writing numerals (e.g. 7:45) but if you are really stumped, you could use um 7:45 Uhr.

Think carefully about the adjectival ending needed here.

6 Lies den Ausruf. Worüber sprechen Jakob und Lisa? Wie heißt das auf Deutsch? (2-4)

„Was hast du denn gegen die Schule? Hat dir irgendein Dummkopf was Schönes darüber erzählt?“

Sie schüttelt den Kopf.

„Na also. Die Schule ist was Wunderwunderschön. Da gehen lauter dumme Kinder rein, und lauter kluge Kinder kommen wieder raus. Aber wenn du meinst, dann gefällst du mir besser ...“

„Müssen Siegfried und Rafael auch in die Schule [gehen]?“

„Klar.“

1. against school 2. stupid people 3. shakes her head 4. something really wonderful 5. clever children come out 6. I prefer you stupid!

7 Lies den Text noch mal. Finde die vier richtigen Sätze.

1. Jakob thinks Lisa likes school.
2. Somebody has said something positive to Lisa about school.
3. Lisa shakes her head.
4. Jakob is positive about school.
5. Jakob doesn't think school changes children.
6. Lisa might believe Jakob prefers her to be stupid.
7. Siegfried and Rafael don't go to school.
8. Siegfried and Rafael have to go to school too.

8 Mach einen Audioclip über deine Schule.

Beispiel: Ich besuche ... meine Schule hat ... und ...

Adapt the texts in exercise 1 by substituting words or phrases to suit your situation.

Letztes Jahr habe ich ein schlechtes Zeugnis bekommen. → Letztes Jahr habe ich ein **gutes** Zeugnis bekommen.

Wir haben tolle Computerräume. → Wir haben **keine** Computerräume.

Skills such as understanding authentic and literary texts embedded throughout.

Foundation tier: a taster

Callouts approach used to support students in developing their translation skills.

Der Schultag

• Beschreibung & Schilderung
• Auktion und auktorierte Aussagen

1 Hör zu. Sieh dir den Stundenplan an. Welcher Tag ist das? (3-4)
Beispiel: 1. Dienstag

	Montag	Dienstag	Mittwoch	Donnerstag	Freitag
1. Stunde 08:00-08:45	Geschichte	Spanisch	Physik	Mathe	Religion
2. Stunde 08:50-09:35	Geschichte	Informatik	Physik	Französisch	Chemie
30 Min. Pause					
3. Stunde 09:55-10:40	Endkunde	Chemie	Deutsch	Geschichte	Biologie
4. Stunde 10:45-11:30	Biologie	Englisch	Deutsch	Musik	Spanisch
5. Stunde 11:35-12:20	Deutsch	Mathe	Mathe	Deutsch	Englisch
45 Min. Mittagspause					
6. Stunde 13:00-13:45	Englisch	Kunst	Sport	Spanisch	Mathe
7. Stunde 13:50-14:35	Französisch	Kunst	Sport	Endkunde	Musik

2 Partnerarbeit. Stell dir vor, du bist in Klasse 9. Sieh dir den Stundenplan an und stell Fragen.
• Was hast du in der ersten Stunde am Montag?
• Geschichte. Was hast du in ...
• In der ersten / zweiten / dritten / vierten / fünften / sechsten / siebten Stunde am (Montag) / nach der Pause / Mittagspause

3 Hör zu. Schreib die Tabelle ab und füll sie auf Englisch aus. (3-4)

subject	day	time
maths	Thursday	10:00

4 Partnerarbeit. Vergleich deinen Stundenplan mit dem Stundenplan oben.
• Die Klasse 9 hat am Montag um 11 Uhr 30 Deutsch. Hast du am Montag Deutsch?
• Ja, ich habe am Montag Deutsch, aber um 14 Uhr 30. Die Klasse 9 hat ... Hast du ...?

5 Lies das Interview mit Tanya. Beantworte die Fragen auf Englisch.

1 Wann beginnt die Schule?
Die Schule beginnt um 8:00 Uhr.

2 Wie viele Stunden hast du pro Tag?
Wir haben sechs Stunden pro Tag. Jede Stunde dauert 45 Minuten.

3 Um wie viel Uhr endet die Schule?
Die Schule endet um 14:30 Uhr.

4 Hast du ein Lieblingsfach?
Ich mag Biologie sehr, aber mein Lieblingsfach ist Mathe.

5 Warum ist Mathe dein Lieblingsfach?
Ich finde Mathe sehr interessant und ich bekomme immer gute Noten.

6 Welches Fach machst du nicht gerne?
Englisch mache ich nicht gerne, weil es sehr schwierig ist. Ich spreche mit meinen Freunden – ich habe noch immer sehr auf die Pause.

7 Was machst du in der Pause?
Ich spreche mit meinen Freunden – ich habe noch immer sehr auf die Pause.

8 Wie findest du den Schultag?
Ich finde den Schultag sehr interessant. Ich bin in der 9. Klasse und es ist schwierig, aber ich schreibe in Deutsch, Mathe und Englisch Klassenarbeiten.

9 How many lessons does Tanya have each day?
2. How long does a lesson last?
3. What is Tanya's opinion of biology?
4. What is Tanya's favourite subject and why?
5. How does Tanya find English?
6. Is Tanya positive about breaktime? How do you know this?
7. Why does Tanya find this year stressful?

10 Hör dir das Interview an. Was ist die Frage? Was ist die Antwort?
Mach Notizen auf Englisch. (1-4)
Beispiel: 1. favourite subject? French – interesting

11 Übersetze Tanyas Antwort zu Frage 9.

12 Partnerarbeit. Mach einen Audioclip über deinen Schultag. Stell und beantworte die Fragen aus den Aufgaben 5 und 7.
• Wann beginnt die Schule?
• Die Schule beginnt um ... Uhr.

13 Übersetze Tanyas Antwort zu Frage 9.

14 Partnerarbeit. Mach einen Audioclip über deinen Schultag. Stell und beantworte die Fragen aus den Aufgaben 5 und 7.
• Wann beginnt die Schule?
• Die Schule beginnt um ... Uhr.

'Building blocks' approach breaks grammar down into manageable chunks to help students progress step-by-step.

Looking for more sample material?
See more samples online at:
pearsonschools.co.uk/gcsegerman

Answer booster helps students to see how to write a good answer.

Exam preparation unit: a taster

Model answer helps students understand what is required.

Schreibtest

Answer Booster	Aiming for a solid level	Aiming higher	Aiming for the top
Verbs	Different tenses: past (perfect or imperfect), present, future	Different persons of the verb Separable verbs: <i>abheben, abholen, abkochen</i> Modal verbs: <i>dürfen, können, müssen, sollen, wollen</i>	Two tenses to talk about the past: perfect and imperfect Verb in the perfect: <i>ich bin gegangen</i> Verb in the imperfect: <i>wir konnten nicht schlafen</i>
Options and reasons	<i>Ich ... gern ... weil / denn ...</i>	Add more variety! <i>Ich ... weil / denn ...</i> <i>Ich ... weil / denn ...</i> <i>Ich ... weil / denn ...</i>	Expressions: <i>Ich ... weil / denn ...</i> <i>Ich ... weil / denn ...</i> <i>Ich ... weil / denn ...</i>
Comparisons	<i>und, aber</i>		Different tenses: <i>ich ...</i> <i>ich ...</i> <i>ich ...</i>
Other features	Negatives: <i>nicht, nicht, nicht</i> Qualifiers: <i>zuerst, besonders, während, trotzdem</i>	Adjectives: <i>schön, nett, ungut</i> Time phrases: <i>gestern, morgen, nächste Woche</i> Signposts: <i>dann, nach</i>	Declined adjectives: <i>ein gemütliches Gymnasium, einen großen Computerraum</i> Specialist vocabulary: <i>Lehrer, Schüler</i>

A - Short writing task

1 Look at the task. For each of the four bullet points, make notes on:

- which tenses and other structures you need to use
- what extra details you could add to give a well-developed answer

Schule

Dein Austauschpartner Sebastian schreibt dir Fragen über deine Schule. Schreib eine Antwort an Sebastian. Du **musst** diese Punkte einschließen:

- wie deine Schule aussieht
- warum du deine Schule magst oder nicht
- was du gestern in der Schule gemacht hast
- was du für Sebastians Besuch machen wirst.

Schreib ungefähr 80-90 Wörter auf Deutsch.

B - Translation

1 Read the English text and Alice's translation of it. Fill in the missing verbs.

I am 16 years old and I go to a grammar school. Our school has lots and a library, but there isn't a sports hall. Last year I went on an exchange to England, because English is my favourite subject. That was great! Next year we will go on a class trip to Austria.

Ich bin 16 Jahre alt und ich gehe zu einer Gymnasial-
schule. Unsere Schule hat viele Bücher und eine Bibliothek, aber es
gibt keine Sporthalle. Letztes Jahr bin ich auf Austausch
nach England. Ich mag Englisch mein Lieblingsfach. Das war
super! Nächstes Jahr werden wir eine Klassenfahrt nach
Österreich.

2 Translate the following text into German.

I am in class 9c and my favourite subject is PE. Our school has a sports hall, we always play football there at breaktime, because there isn't a playground. Next year I will go on an exchange to Spain, because I like Spanish. Last year my brother went on a class trip to Austria, but there was no Wi-Fi.

Students develop strategies for approaching the task.

Students develop translation skills. For example - strategies for accurate verb formation.

Also available: ActiveBooks*

The ActiveBook, a digital version of the Student Book, is available for Foundation and Higher tiers, with audio content for all listening activities.

*Available on an annual subscription

Meine Freunde in der Schule

1. Lies die Texte und mach dir die Bilder zu. Was ist das für eine Person? Schreib die Namen der Personen in die Tabelle.

2. Lies die Texte und mach dir die Bilder zu. Was ist das für eine Person? Schreib die Namen der Personen in die Tabelle.

3. Lies die Texte und mach dir die Bilder zu. Was ist das für eine Person? Schreib die Namen der Personen in die Tabelle.

4. Lies die Texte und mach dir die Bilder zu. Was ist das für eine Person? Schreib die Namen der Personen in die Tabelle.

5. Lies die Texte und mach dir die Bilder zu. Was ist das für eine Person? Schreib die Namen der Personen in die Tabelle.

6. Lies die Texte und mach dir die Bilder zu. Was ist das für eine Person? Schreib die Namen der Personen in die Tabelle.

7. Lies die Texte und mach dir die Bilder zu. Was ist das für eine Person? Schreib die Namen der Personen in die Tabelle.

8. Lies die Texte und mach dir die Bilder zu. Was ist das für eine Person? Schreib die Namen der Personen in die Tabelle.

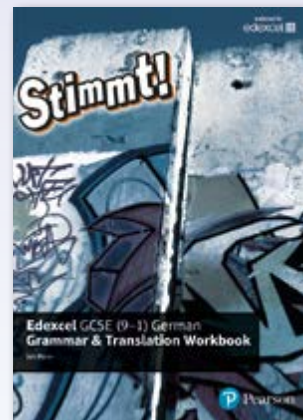
9. Lies die Texte und mach dir die Bilder zu. Was ist das für eine Person? Schreib die Namen der Personen in die Tabelle.

10. Lies die Texte und mach dir die Bilder zu. Was ist das für eine Person? Schreib die Namen der Personen in die Tabelle.

Grammar and Translation Workbook

A dedicated workbook to help consolidate grammar learning and translation skills, spanning Higher and Foundation tiers and supporting you to teach students to use language independently.

- Explanations of key grammar points, verb tables, and exercises to embed grammatical knowledge.
- Translation exercises and strategies for translation both into German and into English.
- A bank of revision translations bringing together grammar and vocabulary from throughout the course.
- Clear links to the Student Books for easy planning.



Vocabulary Books

A handy vocabulary learning tool containing key vocabulary from the Pearson Edexcel specification.

- Key vocabulary arranged by topic.
- Ensures students always have the vocabulary they need for learning and revision.
- Workbooks available in packs of 8 (Foundation or Higher tier)

Target

Intervention workbooks for students that need an extra boost or to focus on particular skills at each grade range. See page 12.



FREE support for teaching grammar, translation, vocabulary and more!

Don't miss out on free downloadable **teacher guides** and **videos**, **classroom activities** and more. Explore the range of free support provided as part of the Pearson Edexcel GCSE (9–1) German qualification at quals.pearson.com/modernlanguages



ActiveLearn

ActiveLearn brings together easy-to-use, time saving tools and resources to help you plan, teach, track and assess. It provides all you need to create a personalised teaching and independent learning experience both in and outside the classroom.

Front-of-class resources for inspirational lessons

The full Student Book on screen, with audio, video and a wealth of other resources to support your lessons.

With all the audio for the Student Book provided, you can do listening activities at the click of a button.

Zoom in on key tasks.

The screenshot displays a German lesson page from the Student Book. The title is 'Ordnung muss sein!'. The page is divided into several sections: a map of a school layout, a list of rules, a table of modal verbs, and a video player. The video player shows a young woman speaking, and a callout box indicates that the video launches into action from the pages of the Student Book.

Video launches into action from the pages of the Student Book, bringing each chapter to life.

Online homework and practice exercises

Online homework and practice exercises provide listening, reading, vocabulary and grammar activities linked to the Student Book.

- Instant self-marking motivates learners to try again or proceed with further work.
- Differentiated activities help pupils progress at their own pace and level.
- Learning aids such as vocabulary lists or grammar boxes can be accessed for support.
- Reports give teachers an overview of a student's or group's progress.
- Two-way feedback helps give a clear picture of how students are feeling about a topic to allow effective follow up.

Try out ActiveLearn

Try new front-of-class resources and online homework and practice exercises for free, and see how they can help you bring languages to life in your classroom, encourage independent learning and track student progress.

Visit pearsonschools.co.uk/gcsegerman

Teacher Planning Materials

Complete support to help you plan and deliver lessons, including:

- simple, easy-to-follow teacher notes
- schemes of Work to save you valuable planning time
- ideas for starters and plenaries for every lesson
- answers to exercises and transcripts for all audio.

These materials are also available to purchase separately.

Progression and Assessment Materials

Our progress assessments, and accompanying marking guidance and markbooks, help you to see easily if students are making progress or require extra support in each area.

- Formulate 9–1 grade predictions easily.
- Identify strengths and weaknesses.

Find out more about the progress assessments for MFL at pearsonschools.co.uk/mflprogression

Audio Files

All audio files for the Student Books are provided within ActiveLearn front-of-class material. These resources are also available to purchase separately as online downloadable files for use in a language lab.

Target Get back on track

Intervention: As needed throughout KS4

Focused intervention support

- Targets the key misconceptions, skills and barriers holding students back.
- Use when your students need an extra boost or to focus on particular skills.
- Helps students to overcome key barriers to learning at each grade range, with a unique structured approach.

Get started

⑥ Choosing and linking your ideas

This unit will help you learn how to choose and link your ideas. The skills you will be asked to use are:

- choose appropriate material using language that you know
- organise your writing
- use conjunctions appropriately.

In the exam, you will be asked to tackle a writing task like the one below. This unit will help you to write your own responses to these questions.

Exam-style question

Stadt
Deine Freundin Finja schickt dir Fragen über deine Stadt. Schreibe eine Antwort an Finja. Du **musst** diese Punkte einschließen:

- die Vorteile deiner Stadt
- eine Nachteil deiner Stadt
- wo du später wohnen möchtest und warum.

Schreibe ungefähr 80-90 Wörter auf Deutsch.

The three key questions in the **skills boosts** will help you choose appropriate material using language that you know.

1 How do I choose appropriate material using language that I know?

2 How do I organise my writing?

Look at the sample student response to this task on the next page.

Unit 6 Choosing and linking your ideas

Skills boost

① How do I choose appropriate material using language that I know?

Make sure that everything you write is relevant to the question. Select ideas that allow you to use the language you know. Choose German words that you know to be correct.

① Practise using language that you know. Fill in the gaps in these sentences by writing a suitable word or words that you know to be correct.

- Meine Stadt hat eine und einen
- Ich die Geschäfte und Restaurants.
- Es gibt kein in meiner Stadt.
- Die Sehenswürdigkeiten sind
- Ich in die Stadt, weil es keine Busse gibt.
- Man sollte die verbessern.
- Letzte Woche habe ich im Sportzentrum
- Ich bin auch ins gegangen.

② On the left are some difficult ideas that you might not know how to write in German. Draw lines to match each idea with a German phrase that is close in meaning.

A leisure facilities	a öffentliche Verkehrsmittel
B park and ride buses	b Geschäfte
C historic buildings and monuments	c ein Sportzentrum und ein Kino
D cars and lorries	d Verkehr
E boutiques	e Sehenswürdigkeiten

③ Write down in English three things about your town or village. Then think of how you can express each idea using German that you know. An example has been done to get you started.

English idea	Using German that I know
I can't imagine anything worse than living in a big city.	Ich möchte nicht in einer Großstadt wohnen.

Unit 6 Choosing and linking your ideas

Structured activities break down the skill into focused 'skills boost' sections

Get back on track

Response

Task and the student's answer below.

Ich möchte wissen, wie dein Urlaub ist.

Ich mag es nicht magst.

Deutsch.

(20 marks)

Schwarzwald". Die Sonne scheint und hat es geschneit! Ich bin gerne auf dem Berg. Ich mag die schöne Aussicht. Ich mag auch die Ruhe. Ich mag das Museum besuchen. Ich möchte ich lieber in Spanien wohnen.

Remember to keep sentences addressing each individual bullet point together in the same paragraph.

Remember to show where the answer begins with a conjunction.

③ The student missed out one bullet point from the exam-style question. Which one is it?

On paper write a sentence or two in German to cover this point.

Unit 6 Choosing and linking your ideas

Introduce key skill or barrier for which intervention is needed

Consolidate understanding of the skill in the context of an exam-style question

Use the **Target** and **REVISE** series to prepare students fully for Pearson Edexcel GCSE (9-1) French, German and Spanish

REVISE

Revision: Final preparation for exams and mocks

The smart way to revise GCSE content

- Whole-course content revision for every ability and level.
- Use at key revision times to recap, check and practise skills and knowledge.
- Step by step, recap the course with one topic per page.

Cover revision of course content thoroughly with one topic per page

Step-by-step revision of all topics

Level indicators on the page allow students to progress at a speed that is right for them

Had a look ☐ Nearly there ☐ Nailed it! ☐

Social media

Be aware of separable verbs in listening and reading passages – the verb is not complete until you have heard / read the whole sentence to see if there is a missing prefix at the end!

Soziale Netzwerke

Blog (m/n)	blog
Chatraum (m)	chatroom
Homepage (f)	homepage
Internetseite / Webseite (f)	website
soziales Netzwerk (n)	social network
brennen	to burn
chatten	to chat (online)
hochladen	to upload
laden	to load
löschen	to delete
mailen	to email
sichern / speichern	to save
teilen	to share
tippen	to type

Separable verbs

Separable verbs break into two parts.
• main verb = second in the sentence
• prefix = at the end.
Make sure you can use separable verbs in tenses.

hochladen	= to upload
Present	Ich lade Fotos hoch
Past	Ich habe Fotos hochgeladen
Future	Ich werde Fotos hochladen
Modals	Ich kann Fotos hochladen

More separable verbs

ausschalten	to turn off
einrichten	to set up
herunterladen	to download

Worked example

Technology

You hear an interview on the school radio.

What does it say?

Listen to the recording and put a cross **X** in the correct box.

Example: ☒ The report is about social media.

- ☐ A 89% of teenagers had a profile.
 - ☐ B All teenagers visit social media daily.
 - ☐ C Gerd enjoys uploading content to his social media pages.
 - ☐ D He finds commenting on other people's content fun.
 - ☐ E Gerd never posts online.
 - ☐ F Gerd has digital material online.
- Diese Woche diskutieren wir im Schulradio: Jugendliche und soziale Medien.

Now try this

Now listen to the rest of the recording and put a cross next to the **three** remaining correct statements. (3 marks)

Had a go ☐ Nearly there ☐ Nailed it! ☐

Social media

Identity and culture

Swiss teenagers and social media

1 Dr Kullik, an expert in social media, is discussing the topic of social media and teenagers on Swiss radio.

Listen to the discussion and answer the following questions in English.

Part (a)

- (i) Give **one** aspect of social media's effect on young people. (1 mark)
- (ii) What statistic is given regarding social media use? (1 mark)
- (iii) Why does the expert think the trend cannot be stopped? (1 mark)
- (iv) What is the key difference between meeting someone online and in reality? (1 mark)
- (v) Why is it easy for some people to abuse social networks? (1 mark)

Part (b)

The interview continues with a teenager.

- (i) What does Sebastian view as the biggest advantage of social networks? (1 mark)
- (ii) How has he managed to be one step ahead of his parents? (1 mark)
- (iii) Why does he feel this is justified? Give **two** reasons. (1 mark)
- (iv) What will happen if parents interfere too much? (2 marks)

Watch out – if there are separable verbs in listening extracts, you might not hear the whole verb until the end of the clause.

Exam alert

Numbers are by somewhere in the text. You are confident with them – see page 108 to brush up on them now.

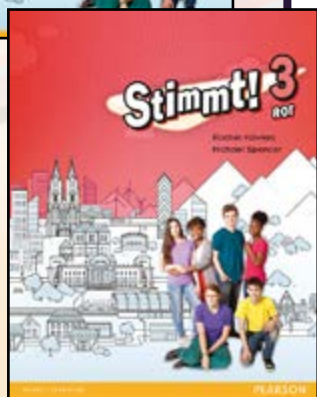
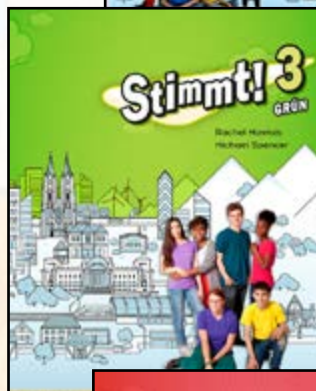
Use the example answer to help you settle into the listening activity.

Listen carefully to **every word** – Gerd says *manche Jugendliche* (some teenagers). That is not statement B (all teenagers).

Practise bringing everything together with exam-style questions

Using **Target** for intervention at the points students most need it, and **REVISE** to support students as they prepare for exams, you can help each of your students to achieve their full potential at GCSE.

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Course components at a glance

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ISBN 9781292133300



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ActiveBooks*

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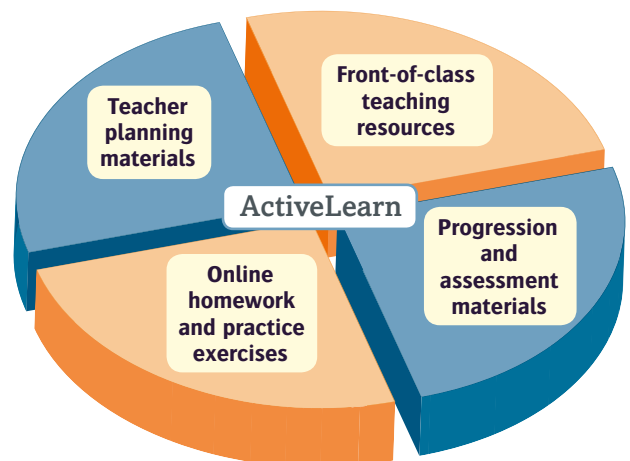
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