

Contents

WJEC GCSE in German

For Teaching from 2012
For Award from 2014

	Page
Summary of Assessment	2
Introduction	3
Specification Content	5
Scheme of Assessment	7
Awarding and Reporting	10
Administration of Controlled Assessment	11
Grade Descriptions	14
The Wider Curriculum	16
Grammatical Structures	18

This is a linear specification: all assessments must be taken at the end of the course.

GERMAN

SUMMARY OF ASSESSMENT

Unit 1: Listening (20%) Written Paper: approx. 35 minutes (F) approx. 45 minutes (H) 40 marks (40 UMS)
Listening Comprehension with non-verbal responses and verbal responses in English/Welsh.
Unit 2: Speaking (30%) Controlled Assessment (untiered) 40 marks (60 UMS)
2 tasks: Structured conversation Presentation and discussion
Unit 3: Reading (20%) Written Paper: 35 minutes (F) 45 minutes (H) 40 marks (40 UMS)
Reading comprehension with non-verbal and verbal responses in English/Welsh.
Unit 4: Writing (30%) Controlled Assessment (untiered) 40 marks (60 UMS)
2 written tasks from different contexts.

AVAILABILITY OF ASSESSMENT AND CERTIFICATION

	Entry Code		June 2014 and each year thereafter
	Subject	Option*	
Unit 1	4261	01 or W1 (F)	✓
	4261	02 or W2 (H)	✓
Unit 2	4262	01 or W1	✓
Unit 3	4263	01 or W1 (F)	✓
	4263	02 or W2 (H)	✓
Unit 4	4264	01 or W1	✓
Subject Award	4260	LA or UL	✓

* Option Codes

English Medium 01, Welsh Medium W1 - for units
English Medium LA, Welsh Medium UL - for subject award

Qualification Accreditation Number: 500/4524/6

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GERMAN

1 INTRODUCTION

1.1 Rationale

The GCSE German specification will naturally enhance the European and global awareness of candidates. Similarly, opportunities will naturally arise to explore the spiritual, moral, ethical and cultural dimensions of topics studied. Welsh-medium versions of specifications and question papers will be available. Opportunities will be provided for candidates to develop their Key Skills.

1.2 Aims and Learning Outcomes

Following a course in GCSE German should encourage students to derive enjoyment and benefit from language learning, and be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study. Learners should recognise that their linguistic knowledge, understanding and skills help them to take their place in a multilingual global society and also provide them with a suitable basis for further study and practical use of the language. The GCSE German specification should prepare learners to make informed decisions about further learning opportunities and career choices.

The GCSE specification in German will enable learners to:

- develop understanding of the language in a variety of contexts
- develop knowledge of the language and language learning skills
- develop the ability to communicate effectively in the language
- develop awareness and understanding of countries and communities where the language is spoken.

1.3 Prior Learning and Progression

Although there is no specific requirement for prior learning, this specification builds upon the study of German in Key Stage 3. This specification may be followed by any candidate, irrespective of their gender, ethnic, religious or cultural background. This specification is not age specific and, as such, provides opportunities for candidates to extend their life-long learning.

1.4 Equality and Fair Assessment

GCSEs often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised GCSE qualification and subject criteria have been reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in the Joint Council for Qualifications document *Regulations and Guidance: Access Arrangements, Reasonable Adjustments and Special Consideration*. This document is available on the JCQ website (www.icq.org.uk).

Depending on the severity of the disability, it may not be possible for candidates with speech or hearing impairment to meet the criteria for the assessment of speaking and listening skills. Depending on the degree of the disability, it may not be possible for candidates with visual impairment to meet the criteria for the assessment of reading.

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all of the competences have been addressed. This will be kept under review and may be amended in future.

1.5 Classification Codes

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification is 5670.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

Centres may wish to advise candidates that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if candidates take two GCSE specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

2

CONTENT

Candidates will be required to :

- listen and respond to different types of language
- communicate in speech for a variety of purposes
- read and respond to different types of written language
- communicate in writing for a variety of purposes
- use and understand a range of vocabulary and structures
- understand and apply the grammar of the language, as detailed in the specification

The content that will be studied will cover the following broad contexts:

Personal and Social Life

The Local Community

The World of Work

The Wider World

Candidates should be able to use language for the following purposes:

- to say which languages they speak and how well
- to greet and address someone appropriately in the language
- to state whether or not something is understood
- to ask for something to be repeated
- to spell and to ask how something is spelt
- to ask what things are called in the target language
- to ask someone to speak more slowly
- to ask for explanation, clarification and help
- to make apologies
- to ask if something is correct
- to initiate a conversation
- to express agreement or disagreement
- to state preferences and give reasons
- to ask permission to do things
- to complain
- to ask for and offer help
- to give and seek opinions

Within the broad contexts, the following areas will be included.

Personal and social life

Self, family, friends, home life, shopping, meals, healthy living, illness and accident, free time, fashion, relationships, future plans.

Local community

Home town, school, education, local environment, pollution, recycling, local facilities, comparisons with other towns and regions, weather and seasons.

The world of work

Work experience, part-time jobs, future careers, technology (sending messages accessing information).

The wider world

Travel and holidays, media, social issues (e.g, life of young people today, homelessness, crime, drugs, healthy living, religion, politics), life in the countries and communities where the language is spoken.

3

ASSESSMENT

3.1 Scheme of Assessment

Assessment for GCSE German is tiered, i.e. externally assessed components/units are targeted at the grade ranges of A*-D (Higher Tier) and C-G (Foundation Tier). Questions and tasks will be designed to enable candidates to demonstrate what they know, understand and can do.

A candidate may enter for one tier only in each component at any particular examination sitting:

Tier	Grades Available
Higher	A*, A, B, C, D
Foundation	C, D, E, F, G

Candidates who narrowly fail to achieve Grade D on the Higher Tier will be awarded Grade E.

The scheme of assessment will consist of:

External Assessment

Listening - Unit 1

The examination, lasting about 35 minutes (+ 5 minutes reading time) at Foundation Level and 45 minutes (+ 5 minutes reading time) at Higher Level, will be designed to allow candidates to show that they are able to understand spoken German in a variety of situations. Each item will be heard twice. Candidates will be allowed five minutes to study the questions before the recording is played.

Use will be made of non-verbal responses, such as box ticking, multiple choice and matching and verbal responses in English/Welsh .

The listening test may assess, among other things, the comprehension of public announcements, instructions and requests, interviews, news items, short dialogues and monologues such as weather forecasts.

No dictionaries will be allowed.

Reading - Unit 3

The examination, lasting 35 minutes at Foundation Tier and 45 minutes at Higher Tier, will be designed to allow candidates to show that they are able to understand and respond to written German in different registers and contexts and from different sources.

Use will be made of non-verbal responses such as box-ticking, multiple choice and matching and verbal responses in English/Welsh.

The reading test may assess, among other things, the comprehension of written public notices and signs, magazines or newspaper articles and personal information such as that found in letters, notes, e-mails or messages.

No dictionaries will be allowed.

Controlled Assessments

Speaking - Unit 2

Candidates may complete controlled assessments at any time during the course.

2 Tasks. They will comprise:

- Structured conversation
- Giving a presentation

Structured conversation based on the contexts (4-5 minutes) 20 marks.
Frameworks for the structured conversation will be provided or centres may create their own frameworks based on the interests of each candidate.

Giving a presentation (5-7 minutes) 20 marks.
A free choice of topic presented by the candidate (2-3 minutes) followed by discussion of the presentation (3-4 minutes).

Tasks will be administered and assessed by the classroom teacher and a sample sent to WJEC for moderation.

Exemplar material is provided in the specimen assessment papers.

The tasks must be chosen from different contexts.

Writing - Unit 4

Candidates may complete controlled assessments at any time during the course.

Candidates must complete two tasks, 20 marks each, which may be taken from a task bank provided by WJEC, or may be adapted by the teacher.

Candidates will complete all work under direct supervision within one session. Dictionaries will be allowed and candidates will have access to notes which they have prepared prior to the session that will be submitted with their work. Work may be produced by IT but teachers must ensure that there is no access to online grammar and spell checks.

The tasks must be chosen from different contexts.

All work will be sent to WJEC for marking.

3.2 Assessment Objectives

Candidates will be required to demonstrate their ability to:

AO1 Understand spoken language

AO2 Communicate in speech

AO3 Understand written language

AO4 Communicate in writing

The weighting of assessment objectives across examination components is as follows:

	AO1	AO2	AO3	AO4	Total
Listening Unit 1	20%				
Speaking Unit 2		30%			
Reading Unit 3			20%		
Writing Unit 4				30%	
Total Weighting	20%	30%	20%	30%	100%

4 AWARDING, REPORTING AND RE-SITTING

GCSE qualifications are reported on an eight point scale from A* to G, where A* is the highest grade. The attainment of pupils who do not succeed in reaching the lowest possible standard to achieve a grade is recorded as U (unclassified) and they do not receive a certificate.

This is a linear specification in which all assessments must be taken at the end of the course. However, candidates may complete controlled assessment at any time during the course. Where candidates wish to re-sit, external components must be re-taken. The controlled assessment component may also be re-taken according to guidelines given in 'Administration of Controlled Assessment'. Alternatively, the UMS mark for this component may be carried forward for aggregation with the external components when these are re-taken.

Individual unit results are reported on a uniform mark scale (UMS) with the following grade equivalences:

GRADE	MAX.	A*	A	B	C	D	E	F	G
Units 1 and 3	40	36	32	28	24	20	16	12	8
Units 2 and 4	60	54	48	42	36	30	24	18	12
Subject Award	200	180	160	140	120	100	80	60	40

5

ADMINISTRATION OF CONTROLLED ASSESSMENT

Regulations for controlled assessment are defined for the three stages of the assessment:

- task setting
- task taking
- task marking

For each stage the regulatory authorities have specified a certain level of control to ensure authenticity and reliability.

The controlled assessments are untiered and differentiation is by outcome.

Speaking

Task setting

Limited control

There is a limited level of control in order to give teachers the freedom and flexibility to devise tasks to suit their students' interests. WJEC will provide a bank of exemplar tasks (examples may be seen in the specimen assessments booklets) which will be changed every two years. Centres may adapt these tasks to suit the needs of their candidates (suggestions for alternative questions are given in the specimen assessment papers). Centre adaptations must also be changed every two years.

Task 1 – Candidates will take part in a structured conversation based on a framework (concept web) linked to one of the contexts. The conversation will last 4-5 minutes.

Task 2 – Candidates will give a presentation on a topic of their choice. The presentation will last 2-3 minutes and will be followed by a discussion with the teacher lasting 3-4 minutes.

Task taking

Medium control

Full details of the tasks are provided in the specimen assessment materials booklet.

Candidates may have sight of the Structured Conversation task 2 weeks prior to the test and may make notes (brief headings only). These notes should be handed to the teacher at the end of the test.

The Presentation task should show evidence of candidate research which may include on – line investigation or study through other relevant media. Candidates are permitted to use brief notes (no more than 30 words in bullet point form) which should be retained by the teacher. A visual stimulus such as a photograph, post card or small object may also be used.

Prior to the task, teachers should discuss the nature of the presentation with the students and offer advice on how to research the topic and advice on the language. No other support should be offered and teachers must not comment on the notes used to support the presentation.

During the assessments, candidates are not allowed access to a dictionary.

The assessments may be completed under informal supervision in the classroom where candidates may work in groups. For assessment purposes, however, candidates must provide an individual response.

Candidates may be assessed on more than one occasion for each task (using different tasks) and may submit the best marks.

Task marking Medium control

Teachers will conduct and assess the oral tasks following the criteria set out in the mark schemes in the specimen assessments booklet.

Candidates will be recorded and a sample (based on numbers in the group and following WJEC guidelines for all subjects) will be sent in May to WJEC for moderation.

Centres must ensure that careful internal standardisation is carried out when there is more than one teacher responsible for marking. Where internal moderation is necessary, the teacher assuming overall responsibility for this process should provide a written outline (which should be sent to the moderator) of the procedures that have been adopted.

Writing

Task setting Limited control

Candidates will be required to produce two pieces of written work from different contexts.

Candidates aiming at grades G-D should produce 200-350 words over the two pieces and candidates aiming at grades C-A* should produce 400-600 words.

There is a limited level of control in order to give teachers the freedom and flexibility to devise tasks to suit their students' interests. WJEC will provide a bank of exemplar tasks (examples may be seen in the specimen assessments booklet) which will be changed every two years. Centres may adapt these tasks to suit the needs of their candidates (suggestions for alternatives are given in the specimen assessments booklet) or devise their own tasks. These tasks must be changed every two years.

Centres must ensure that tasks they have designed or adapted give candidates the opportunity to gain the highest marks.

Task Taking

High control

Full details of the tasks are provided in the specimen assessment materials booklet.

Candidates may have sight of the task 2 weeks prior to the test.

Preparation prior to assessment may include class notes, textbooks, dictionaries or IT resources and teacher input. Candidates should be encouraged to research the topic and teachers may offer advice on research methodology and advice on the language. No other support should be offered. A proforma will be provided by WJEC where teachers will record the advice given.

Each task will be completed during the course of a normal timetabled lesson (45-60 minutes). Candidates will complete all work independently under formal supervision and may access notes (35-40 words in bullet points) which must be submitted at the end of the task.

Candidates may use dictionaries and may complete the tasks using IT but teachers must ensure that there is no access to online spell checks and grammar notes.

Candidates may be assessed on more than one occasion for each task (using different tasks) and submit the best pieces for marking.

Task marking

High control

The two tasks for each candidate will be submitted to WJEC in May for external marking.

Further guidelines on the controlled assessments will be provided at Inset sessions and in the 'Guidelines for Teachers' booklet.

Authentication of Controlled Assessments

Candidates are required to sign that the work submitted is their own and teachers/assessors are required to confirm that the work assessed is solely that of the candidate concerned and was conducted under the required conditions. A copy of the authentication form, which forms part of the cover sheet for each candidate's work will be provided by WJEC. It is important to note that **all** candidates are required to sign this form, and not merely those whose work forms part of the sample submitted to the moderator. Malpractice discovered prior to the candidate signing the declaration of authentication need not be reported to WJEC but must be dealt with in accordance with the centre's internal procedures.

Before any work towards the Controlled Assessment is undertaken, the attention of candidates should be drawn to the relevant JCQ Notice to Candidates. This is available on the JCQ website (www.jcq.org.uk) and included in *Instructions for Conducting Coursework/Portfolios*. More detailed guidance on the prevention of plagiarism is given in *Plagiarism in Examinations; Guidance for Teachers/Assessors* also available on the JCQ website.

6

GRADE DESCRIPTIONS

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of candidates' performance in the assessment may be balanced by better performances in others.

Grade A

Candidates show understanding of a variety of spoken language that contains some complex language and relates to a range of contexts. They can identify main points, details and points of view and draw simple conclusions.

They initiate and develop conversations and discussions, present information and narrate events. They express and explain ideas and points of view, and produce extended sequences of speech using a variety of vocabulary, structures and verb tenses. They speak confidently, with reasonably accurate pronunciation and intonation. The message is clear but there may be some errors, especially when they use more complex structures.

They show understanding of a variety of written texts relating to a range of contexts. They understand some unfamiliar language and extract meaning from more complex language and extended texts. They can identify main points, extract details, recognise points of view, attitudes and emotions and draw simple conclusions.

They write for different purposes and contexts about real or imaginary subjects. They express and explain ideas and points of view. They use a variety of vocabulary, structures and verb tenses. Their spelling and grammar are generally accurate. The message is clear but there may be some errors, especially when they write more complex sentences.

Grade C

Candidates show understanding of different types of spoken language that contain a variety of structures. The spoken material relates to a range of contexts, including some that may be unfamiliar, and may relate to past and future events. They can identify main points, details and opinions.

They take part in conversations and simple discussions and present information. They express points of view and show an ability to deal with some unpredictable elements. Their spoken language contains a variety of structures and may relate to past and future events. Their pronunciation and intonation are more accurate than inaccurate. They convey a clear message but there may be some errors.

They show understanding of different types of written texts that contain a variety of structures. The written material relates to a range of contexts, including some that may be unfamiliar and may relate to past and future events. They can identify main points, extract details and recognise opinions.

They write for different contexts that may be real or imaginary. They communicate information and express points of view. They use a variety of structures and may include different tenses or time frames. The style is basic. They convey a clear message but there may be some errors.

Grade F

Candidates show some understanding of simple language spoken clearly that relates to familiar contexts. They can identify main points and extract some details.

They take part in simple conversations, present simple information and can express their opinion. They use a limited range of language. Their pronunciation is understandable. There are grammatical inaccuracies but the main points are usually conveyed.

They show some understanding of short, simple written texts that relate to familiar contexts. They show limited understanding of unfamiliar language. They can identify main points and some details.

They write short texts that relate to familiar contexts. They can express simple opinions. They use simple sentences. The main points are usually conveyed but there are mistakes in spelling and grammar.

7

THE WIDER CURRICULUM

Key Skills

Key Skills are integral to the study of GCSE German and may be assessed through the course content and the related scheme of assessment as defined in the specification. The following key skills can be developed through this specification at levels 1 and 2:

- Communication
- Problem Solving
- Information and Communication Technology
- Working with Others
- Improving Own Learning and Performance

Mapping of opportunities for the development of these skills against Key Skills evidence requirement is provided in 'Exemplification of Key Skills for German', available on WJEC website

Spiritual, moral, ethical, social, legislative, economic and cultural issues

The study of German provides opportunities to promote:

- **spiritual development**, through stimulating candidates' fascination in the phenomenon of language and the meanings and feelings it can transmit;
- **moral development**, through helping candidates formulate and express opinions in German about issues of right and wrong;
- **social development**, through exploring different social conventions, such as forms of address, through developing candidates' ability to communicate with others, particularly speakers of German, in an appropriate, sympathetic and tolerant manner, and through fostering the spirit of co-operation when using German to communicate with other people, whether other learners or native speakers;
- **cultural development and understanding of legislative and economic issues** through providing candidates with insights into cultural differences and opportunities to relate these to their own experience and to consider different cultural and linguistic traditions, attitudes and behaviours. Studying all aspects of the target-language country will foster an awareness of legislative and economic issues.

Environmental Issues & Health & Safety Considerations

The study of German will help to inculcate in candidates an appreciation of environmental issues and contribute to candidates' environmental education. Health and Safety considerations will also be raised through the topic areas.

The European Dimension

The study of GCSE German is naturally an integral part of the European dimension, equipping the workforce of the future with skills appropriate to the global economy. The study of German widens candidates' horizons and increases awareness of the similarities and differences in the two cultures.

Citizenship

The study of German will help to develop in candidates a full understanding of their roles and responsibilities as citizens in a modern democracy within a European context.

Opportunities for use of ICT

In order to play a full part in modern society, candidates need to be able to use ICT confidently and effectively. Opportunities will be provided, particularly in homework assignments, for candidates to demonstrate their use of ICT, through using audio, video and the internet to access and communicate information. The assessments may require candidates to read and respond to ICT based sources. Opportunities will be available for e-assessment.

Curriculum Cymreig

Candidates will have opportunities, through the target language, to discuss aspects of Welsh life and culture.

8

GRAMMATICAL STRUCTURES

GCSE candidates will be 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, drawing from the following lists. *The examples in brackets are indicative, not exclusive.* For structures marked (R), only receptive knowledge is required.

GERMAN FOUNDATION TIER

The case system

- Nouns:** gender
singular and plural forms, including genitive singular and dative plural
- Weak nouns:** nominative and accusative singular (*Herr, Junge, Mensch, Name*)
(R)
- Adjectives used as nouns:**
(*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* (R)
comparative and superlative, including common irregular forms (*besser, höher, näher*)
demonstrative (*dieser, jeder*)
possessive
interrogative (*welcher*)
- Adverbs:** comparative and superlative, including common irregular forms (*besser, lieber, mehr*)
interrogative (*wann, warum, wo, wie, wie viel*)
adverbs of time and place (*manchmal, oft, hier, dort*)
common adverbial phrases (*ab und zu, dann und wann, letzte Woche, nächstes Wochenende, so bald wie möglich*)
- Quantifiers/Intensifiers:**
(*sehr, zu, viel, ganz, ziemlich, ein wenig, ein bisschen*)
- Pronouns:** personal, including *man*
reflexive: *accusative*
reflexive: *dative* (R)
relative: *nominative*
relative other cases (R) and use of *was* (R)
indefinite: *jemand, niemand*
interrogative: *wer, was, was für*
interrogative: *wen, wem* (R)

Verbs: regular and irregular verbs
 reflexive
 modes of address: *du, Sie*
 mode of address: *ihr* (R)
 impersonal (most common only, e.g. *es gibt, es geht, es tut weh*)
separable/inseparable
modal: present and imperfect tenses, imperfect subjunctive of
mögen
 infinitive constructions (*um ... zu ...; verbs with zu ...*) (R)
 negative forms
 interrogative forms
 tenses: present
 perfect: excluding modals
 imperfect/simple past: *haben, sein* and *modals*
 imperfect/simple past: other common verbs (R)
 future
 pluperfect (R)
 imperative forms

Prepositions: fixed case and dual case with accusative and/or dative
 with genitive (R)

Clause structures:

main clause word order
 subordinate clauses, including relative clauses

Conjunctions: coordinating (most common, e.g., *aber, oder, und*)
 subordinating (most common, e.g. *als, obwohl, weil, wenn*)

Number, quantity, dates and time including use of *seit* with present tense

GERMAN HIGHER TIER

All grammar and structures listed for Foundation tier, plus:

Nouns: weak nouns

Adjectives: adjectival endings after *etwas, nichts, viel, wenig, alles*

Pronouns: reflexive: dative
 relative: all cases, and use of *was*
 interrogative: *wen, wem*

Verbs: mode of address: *ihr*
 impersonal
 infinitive constructions (*ohne ... zu ...; um ... zu ...; verbs with zu ...*,
 e.g. *beginnen, hoffen, versuchen*)
 modal: imperfect subjunctive of *können, sollen*
 tenses: imperfect/simple past of common verbs
 future
 conditional: *würde* with infinitive
 pluperfect
 imperfect subjunctive in conditional clauses: *haben* and *sein*

Prepositions: with genitive (most common, eg *außerhalb, statt, trotz, während, wegen*)

Conjunctions: coordinating and subordinating

Time: use of *seit* with imperfect tense

LANGUAGE FUNCTIONS

These functions can be defined as what we do with language. For example, we can use language to assert, question, command, persuade, apologise. The functions contained in this specification fall into four main categories:

- (a) giving and seeking factual information;
- (b) attitudes, judgement and evaluation;
- (c) getting things done;
- (d) socialising.

The examination will be designed to assess how well candidates can perform and respond to the functions listed below, within the context of the topic areas using the structures and vocabulary specified in the specification. Candidates entered for the Higher Tier would demonstrate a wider range of language functions.

The following list contains all the functions which candidates should be able to understand or express in the examination.

(a) **Giving and Seeking Factual Information**

1. asking for information
2. giving information
3. reporting (including explaining, describing and narrating)
4. correcting
5. stating whether or not you know something or someone
6. finding out whether or not someone knows something or someone.

(b) **Attitudes, Judgement and Evaluation**

1. expressing agreement and disagreement
2. inquiring about agreement and disagreement
3. stating whether or not you remember or have forgotten something or someone

4. finding out whether or not someone remembers or has forgotten something or someone
5. stating that something is possible or impossible
6. finding out whether something is considered possible or impossible
7. expressing lack of comprehension and/or requesting clarification
8. stating how certain or uncertain you are of something
9. finding out how certain or uncertain others are of something
10. expressing pleasure with, or liking of, something or someone
11. expressing displeasure with, or dislike of, something or someone
12. inquiring about pleasure, liking, displeasure, dislike
13. expressing interest or lack of interest
14. inquiring about interest or lack of interest
15. expressing surprise
16. expressing hope
17. expressing satisfaction or dissatisfaction
18. inquiring about satisfaction or dissatisfaction
19. expressing disappointment
20. expressing fear or worry
21. inquiring about fear or worry
22. expressing preference
23. inquiring about preference
24. expressing gratitude
25. expressing sympathy
26. expressing happiness and unhappiness
27. apologising and reacting to an apology
28. expressing approval or disapproval
29. inquiring about approval or disapproval
30. expressing appreciation
31. expressing regret
32. expressing indifference

33. accusing or reproaching
34. expressing ability and inability
35. finding out whether or not others can do something.

(c) **Getting Things Done**

1. suggesting a course of action
2. offering to do something
3. asking or inviting someone to do something
4. inviting others to do something
5. asking for advice
6. advising others to do (or not to do) something
7. warning others
8. instructing or directing others to do (or not to do) something
9. stating whether or not something is necessary or compulsory
10. finding out whether or not something is necessary or compulsory
11. giving and seeking permission to do something
12. finding out whether others have permission to do something
13. refusing permission
14. expressing need
15. finding out about need
16. expressing intention
17. inquiring about intention
18. expressing wish or desire
19. inquiring about wish or desire.

(d) **Socialising**

1. greeting people
2. introducing someone and being introduced
3. taking leave
4. attracting attention
5. congratulating, complimenting
6. offering good wishes.

GENERAL NOTIONS

The notions listed below indicate those which candidates should be able to understand and express. These contribute to the range of language candidates are expected to understand and express. Under each main heading a brief list of examples is given in order to illustrate the individual notions. In certain sections, however, where it is considered appropriate, more detailed lists are provided.

(a) **EXISTENTIAL**

1. Existence,
e.g. *gibt*
es ist (sind)
2. Presence/Absence
e.g. *fehlen*
er ist (nicht (mehr)) da
3. Availability/Nonavailability
e.g. *ich habe (noch) Geld*
e.g. *er hat kein Geld (mehr)*

(b) **SPACE**

1. Location/Destination/Origin
e.g. *im/nach/vom Norden (Nordosten usw.) Norddeutschland, etc. nördlich etc.*

da/dahin, dort//dorthin, hierher, wo/woher/wohin

sich befinden

stammen aus, kommen aus

e.g. *an, auf, aus, bei, daheim, draußen, drinnen, drüben, durch, am Ende, entlang, gegen, gegenüber, geradeaus, am Gipfel, nach Haus(-e), zu Haus(-e), heim, herbei, herein, hervor, hier, hinein, hinten, hinter, in, irgendwo, links (von), mit, in der Mitte, nach, in der Nähe von, neben, oben, am Rand, rechts (von), (aus, in) Richtung, an allen Seiten, über, überall, um, umher, unten, unter, vorn(-e), vor, weit . . . (entfernt), weg, zu, zwischen.*

2. Locality

e.g. *Berg, Dorf, Fluß, Gebiet, Gegend, Großstadt, Hauptstadt, Kreis, Land, Ort, (Bundes-) Republik Deutschland, See, Staat, Stadt, Tal, Umgebung, Vorort, Vorstadt, Welt.*

Europa.

Donau, Mosel, Rhein, Themse

Atlantik, Bodensee, Kanal, Mittelmeer, Nordsee, Ostsee.

Amerikaner (-in), amerikanisch, Deutsche(r), deutsch, England, Engländer(-in), englisch, Frankreich, Franzose, Französin, französisch, Griechenland, Großbritannien, Holländer(-in), holländisch, Ire, Irin, irisch, (Nord-)Irland, Italien, Italiener(-n), italienisch, Niederlande, Österreich, Österreicher(-in), österreichisch, Schotte, Schottin, Schottland, Schweiz, Schweizer(-in), Spanien, Spanier(-in), spanisch, USA, Wales, Waliser(-in), walisisch.

The following having a distinctive English spelling

Basel, Bern, Köln, München, Rom, Wien.

3. Distance

e.g. *Wie weit ist es ?*

x Kilometer/zwei Minuten zu Fuß von . . . (enfernt)

es liegt, steht

nächste

Meter

4. Motion

e.g. *gehen, kommen, laufen.*

5. Motion or activity with or in relation to a person or thing

e.g. *mit/ohne*

mitgehen, (-bringen, -kommen, -machen, -spielen etc.)

begegnen, begleiten, folgen, treffen.

außer, zusammen.

(c) **TIME**

1. Calendar

All months and seasons

Der wievielte ist es ?/Den wievielten haben wir ?

e.g. *Der erste Januar/Wir haben heute den ersten Januar etc., am ersten Januar, im Jahre . . . im Winter. Anfang, Ende, Mitte.*

Fasching, Feiertag, Festtag, Jahr, Jahreszeit, Jahrhundert, Karneval, Monat, Tag, Woche, Wochenende.

Neujahr, Ostern, Weihnachten.

2. Clock

All candidates should be able to tell the time both by the 12 and 24 hour systems.

Wie spät ist es ?/Wieviel Uhr ist es ?

e.g. *gegen, Punkt um.*

Minute, Sekunde, Stunde

3. Point of time.

All days of the week.

e.g. *Abend, erst, früh, gestern, heute (in acht Tagen etc.), morgen, Morgen, morgen früh, Nachmittag, am nächsten (Tag etc.), neulich, noch nicht, pünktlich, (in den) siebziger etc. (Jahren), spät, übermorgen, vor (drei Tagen etc.), vorgestern, Vormittag.*

4. Length of time

e.g. *dauern, (immer) noch, seit, den ganzen Tag etc., tagelang etc., von . . . bis, während.*

5. Frequency and degree

e.g. *fast, ganz, genug, gewöhnlich, immer, je, kaum, mal (e.g. dreimal in der Woche), manchmal, montags etc., morgens etc., (gar)nicht, nie, oft, recht, sehr, selten, täglich, vielmals, wenig, ziemlich, zu(viel).*

6. Imminence and sequence

e.g. *anschliessend, bald, danach, dann, eben, endlich, (so)gleich, kurz(nach, vor), schliesslich, sofort, vor kurzem, zuerst, zunächst.*

7. Speed
e.g. *hundert Kilometer pro Stunde.*
8. Recency
e.g. *jetzt, zur gleichen Zeit, zugleich.*
9. Beginning, continuation and end
e.g. *ab (heute etc.), bis (Montag etc.), von heute an, zu Ende (lesen etc.), fertig.*

(d) **QUALITIES AND CHARACTERISTICS**

1. Shape and size
e.g. *breit, dick, drei/viereckig, dünn, eng, Größe, groß, hoch, klein, kurz, lang, niedrig, oval, rund, schlank, vollschlank, wie(groß, klein etc.).*
2. Age
e.g. *Wie alt ist . . . ?*
alt, älter, im Alter von, geboren, -jährig, jung, jünger, mit 20 (etc.) Jahren, Mitte dreißig etc.
3. Appearance
e.g. *aussehen, blau, braun, bunt, dunkel, gelb, gemustert, gestreift, häßlich, grau, grün, hell,.. hübsch, kariert, orange, modern, (alt)modisch, (un)ordentlich, rosa, rot, sauber, scheinen, schick, schmutzig, schwarz, schön, uni, weiß.*
4. Weight, measurement, quantity
Wieviel/Wieviele/Wie lang ? etc.
e.g. *genug, Gramm, halb, Hälfte, Kilo, leicht, Liter, Meter, nichts, noch ein (etc.), Pfund, schwer, viel, wenig, wiegen, Zentimeter, zu(viel etc.)*
5. Price
e.g. *ab, Bedienung, billig, euro, inbegriffen, insgesamt, kostenlos, Mehrwertsteuer, preiswert, (Schweizer) Franken (FF), teuer, zu (e.g. eine Briefmarke zu 80 Pfennig).*
6. Quality
e.g. *ausgezeichnet, falsch, faul, frisch, furchtbar, fein, gut, (erster, zweiter etc.) Klasse, Luxus-, prima Qualität, richtig, schlecht, Schweinerei, Spitze, toll.*

7. Access
e.g. *auf, Ausfahrt, (Not) Ausgang, besetzt, Einfahrt, Eingang, frei, frei halten, geöffnet, geschlossen, verboten, zu, kein Zutritt.*
8. Facility
e.g. *einfach, helfen, kompliziert, leicht, (un)möglich, schwer, verhindern.*
9. Interest
e.g. *begeistert, gelangweilt, interessant, Interesse, interessiert, neugierig, sich interessieren, sich langweilen, langweilig, spannend.*
10. Emotion and reaction
e.g. *Angst, ängstlich, bedauern, böse, dankbar, Dankbarkeit, eifersüchtig, enttäuschen, enttäuscht, Enttäuschung, erröten, erschrecken, erschrocken, freiwillig, froh, fröhlich, Furcht, gespannt, Glück, (über) glücklich, Haß, hassen, hoffen, Hoffnung, hoffnungsvoll, Liebe, lieben, Mitleid, neidisch, nervös, Scham, sich schämen, Schock, Schreck, traurig, Traurigkeit, überraschen, überrascht, Überraschung, unverschämt, Unverschämtheit, widerwillig, wütend, Wut, zärtlich, Zärtlichkeit, Zorn, zornig.*
11. Health and strength
e.g. *es geht . . . gut/schlecht, fit, gesund, Kraft, kräftig, krank, kränklich, leiden, mir ist/ich fühle mich . . ., müde, stark/schwach.*
12. Materials
e.g. *(aus) Baumwolle, echt, Eisen, Glas, Gold, Gummi, Holz, Kristall, Kunst- künstlich, Kupfer, Leder, Papier, Plastik, Porzellan, Silber, Stahl, Wolle.*
13. Smell and taste
e.g. *bitter, Duft, duften, Geruch, gesalzen, Geschmack, pikant, riechen, salzig, sauer, schmecken, stinken, süß.*
14. Personal characteristics
e.g. *(un)angenehm, blöd, Blödsinn, empfindlich, dumm, feig, Feigling, (un)freundlich, furchtbar, geizig, großzügig, hartnäckig, humorvoll, klug, nett, schlau, schüchtern, still, stolz, tapfer, (un)zuverlässig.*
15. Audibility
e.g. *Geräusch, (zu)hören, Lärm, laut, leise, still, Stille, Stimme, Ton.*
16. Visibility
beobachten, bemerken, erblicken, sehen.

(e) **MENTAL NOTIONS**

1. Communication

e.g. *anmelden, anrufen, sich erkundigen, Frage, flüstern, fragen, hinzufügen, sich informieren, sich melden, mitteilen, rufen, sagen, schreiben, schreien, sprechen, (Fragen) stellen, telefonieren, (zu)winken.*

2. Reflection

e.g. *denken, erfahren, sich erinnern, finden, glauben, meinen, Meinung, nachdenken, überlegen, vergessen.*

VOCABULARY

This section contains an alphabetical list of the minimum core vocabulary for Foundation Tier.

The assessment tasks at Foundation Tier will be based on the minimum core Vocabulary List, but candidates should also expect to encounter unfamiliar vocabulary which may occur in the listening and reading papers. This vocabulary will not be tested.

The following will **not** be included:

- easily recognisable cognates
- prefixes or suffixes to words already listed
- derivatives
- words in common use in English
- English words in common use in the foreign language
- towns, countries and nationalities
- numerals and ordinals
- days of the week, months of the year and seasons
- genders
- meanings
- plurals

A

ab	Apotheker
abbiegen	Apparat
Abend (-brot, -essen)	Appetit
abends	Aprikose
aber	Arbeit (-Straf-)
abfahren	arbeiten
Abfahrt	arbeitslos
abfliegen	arm
Abflug	Armband
abholen	Arzt
abräumen	Aschenbecher
abspülen	Assistent
Abteilung	atemlos
abtrocknen	Atlantik
Achtung	auch
Adresse	auf (Wiederhören)
Aids	auf Wiedersehen
Alkohol	Aufkleber
all	auflegen
Allergie	aufmachen
alles Gute	aufnehmen
als	aufpassen
alt	aufräumen
Alter	Aufsatz
Amerikaner	Aufschnitt
amerikanisch	Aufsicht
Ampel	aufstehen
amüsieren (sich)	aufwachen
an	Auge
Ananas	Augenblick
Andenken	aus
ander	außer
anderthalb	ausfallen
Anfang	Ausflug
anfangen	ausfüllen
Anfänger	ausgeben
angeln	ausgenommen
Angelrute	Auskunft
angenehm	Ausland
Angestellte	Ausländer
Angst	aussehen
anhalten	außer
Ankunft	Austausch
anmelden (sich)	aussteigen
Anmeldezettel	Ausweis (Personal-)
anprobieren	ausziehen (sich)
Anruf	Auto
anrufen	Autobahn
Anschrift	Automat
Antwort	Autowäsche
anziehen (sich)	
Apfel	
Apfelsine	
Apotheke	

B

Bäcker	besuchen
Bäckerei	Betrieb (außer)
Bad (-ewanne)	betrunken
Bad	Bett (Doppel-, Einzel-)
Badeanzug	bezahlen
Badehose	Bibliothek
baden	Bier
Badetuch	Bild
Badezimmer	billig
Bahn (Deutsche Bundes-, Eisen-)	Birne
Bahn	bis
Bahnhof (-shalle)	bißchen
bald	bitte
Balkon	bitten
Ball	blau
Banane	bleiben
Bank	bleifrei
Bart	Bleistift
basteln	Blick
Bastler	blicken
bauen	Blitz
Bauer	blitzen
Bauernhof	Blitzlampe
Baum	Blume
Baumwolle	Blumenkohl
Baustelle	Bluse
Beamte	Blut
Beamter	Bockwurst
beantworten	Bohne
bedeckt	Bonbon
bedeuten	Bord
bedienen (sich)	böse
begegnen	braten
begleiten	Bratwurst
begrüßen	brauchen
bei	braun
beide	breit
beißen	Brief (-kasten, -marke, -träger)
Beispiel	Brieffreund (-schaft)
bekannt	Briefmarke
bekommen	Brieftasche
beliebt	Brille
bequem	bringen
Berg	Brite
bergsteigen	Broschüre
Beruf	Brot (belegtes, Butter-)
Berufspraktikum	Brötchen
berühmt	Bücherei
besetzt	Brücke
besonders	Bruder
bestellen	Buch
bestimmt	buchen
bestrafen	Bücherregal
Besuch	Büfett
	Bundesrepublik (BRd)
	bunt

Burg
bürgerlich
Büro (Informations-, Fund-)
Butterbrot

C

Campingplatz
CD-ROM
Champignon
Chef
Chemie
Chips
Chor
Computeranlage
Currywurst

D

da
dabei
Dachboden
daher
dahin
Dame
danach
dankbar
danke
danken
dann
daß
Datum
dauern
DDR (ehemalige)
decken
denken
denn
Deutsche Bundesbahn (D.B.)
deutsches Beefsteak
dick
Dieb
Diebstahl
Diele
direkt
Diskette
Dom
Donau
Donner
donnern
doof
Doppelhaus
Doppelzimmer
Dorf
dort

dorthin
Dose
dran (sein)
draußen
dringend
drinnen
dritte Welt
Droge(n)
Drogerie
Drogist
drüben
drücken
Drucker
Dürre
dumm
dunkel
dünn
durch
Durchfahrt
Durchfall
dürfen
Dürre
Durst
durstig
Dusche
duschen

E

E-mail
eben
Ecke
Ei
eigen
Einbahnstraße
einfach
Einfamilienhaus
einige
Einkauf
einkaufen
Einkaufswagen
einladen
Einladung
einlösen
einmal
einschließlich
Eintopf
einwerfen
Einwurf
Einzelkind
einzig
Eis (Speise-)
Eisen
Elektriker
Eltern

Empfang
empfangen
Ende
enden
endlich
eng
entfernt
entlang
entschuldigen (sich)
Entschuldigung!
Entwerter
Erbse
Erdbeere
Erdgeschoß
Erdkunde
Erfrischung (-sstand)
erklären
erlauben
Erlaubnis
erreichen
erst
Erwachsene
erzählen
essen (zu Abend, Mittag)
Essig
Eßzimmer
Etage
etwa
etwas
Euro
Europa
evangelisch
Examen

F

Fabrik
Fabrikarbeiter
Fach
Fahr- (-gast, -geld, -plan, -preis)
Fähre
fahren
Fahrer
Fahrkarte
Fahrplan
Fahrrad
Fahrschein
Fahrt
falsch
Familie
Farbe
fast
faul
faxen
fehlen

Fehler
Feierabend
feiern
Feiertag
fein
Feld
Fenster
Ferien
fernsehen
Fernseher
fertig
Festtag
festhalten
Feuer (haben)
Feuerlöscher
Feuerzeug
Film (Documentar-, Farb-, Kriminal-)
Filmkomödie
finden
Fisch
fischen
Fitneßzentrum
Flamme
Flasche
Fleisch (Lamm-, Rind-, Schweine-)
Fleisch
Fleischer
fließend
fleißig
fliegen
Flöte (Block-)
Flug (-gast, -hafen, -platz, -zeug)
Flur
Fluß (-ufer)
Flut
Föhn
folgen
Formular
fotografieren
Frage
fragen
Franke
Frau
Fräulein
frei
Freibad
freihalten
Freizeitzentrum
fremd
Freund
freundlich
frieren
frisch
froh
fröhlich
früh

Frühling
Frühstück
Führer
Füller
furchtbar
Fuß
Fußboden
Fußgänger (-zone)
füttern

G

Gabel
Gang (Aus-, Ein-)
ganz
Ganztagsschule
Garderobe
Garten
Gas
Gast (-haus, -hof)
Gaststätte
geben
Gebirge
geboren
Geburtstag
Geburtsdatum
Geburtsort
geehrt
gefallen
gegen
Gegend
gegenüber
gehen
Geige
gelb
Geld (Klein-, Trink-)
Gemüse
gemütlich
genau
genug
geöffnet
geradeaus
Geräusch
gern
Geschäftsmann
Geschäft
Geschäftszeiten
geschehen
Geschenk
Geschichte
geschieden
Geschirr
Geschlecht
geschlossen
Geschmack

Geschwister
Gesicht
gesperrt
gestern
Getränk (-ekarte)
gewinnen
gewöhnlich
Gipfel
Glas
glatt
Glatteis
glauben
gleich
gleichfalls
Gleis
Glück
glücklich
Glückwunsch
Gold
Grad
Gramm (Kilo-)
Gras
gratulieren
grau
Grenze
Griechenland
grillen
Grippe
groß
Großbritannien
Größe
Großmutter
Großvater
grün
Gruppe
Gruß
Grüß Gott
gucken
gültig
Gürtel
gut
Gymnasium
Gymnastik

H

Haar(-bürste)
haben (dagegen)
Hafen
Hähnchen
halb
Halbpension
Hälfte
Hallenbad
halten
Haltestelle

Handarbeiter
 Händler
 Handlung
 Handschuh
 Handtuch
 häßlich
 Hauptbahnhof
 Hauptstadt
 Hauptstraße
 Haus (-meister, -wirtschaft)
 Hausfrau
 Haushalt
 Haustier
 Heft
 Heimat
 heimatlos
 Heimweh
 heiraten
 heiß
 heißen
 heiter
 heizen
 Heizung (Zentral-)
 helfen
 hell
 Hemd
 Herbergsmutter (-vater)
 Herbst
 Herbstferien
 Herd (Mikro-)
 herein
 Herr(Ober)
 herzlich
 heute
 hier (-her)
 Hilfe!
 Himbeere
 hin
 hin und zurück
 hinab
 hinein
 hinten
 hinter
 hoch
 hochachtungsvoll
 Hochhaus
 Hochzeit
 hoffen
 Hoffnung
 hoffnungsvoll
 höher
 holen
 Holz
 hören
 Hörer
 Hose

hübsch
 Humor
 humorvoll
 Hund
 Hunger
 hungrig
 husten
 Hut
 Hütte

I

Idee
 Imbiß (-halle, -stube)
 immer
 in (Ordnung)
 inbegriffen (inbegr)
 Industrie (-gebiet, -stadt)
 Informatik
 Informationsbüro
 inklusiv
 Inland
 Insel
 insgesamt
 interessant
 Internat
 Internet
 irgendwo

J

Jacke
 Jahr (-hundert)
 Jahreszeit
 je
 jemand
 jetzt
 Joghurt
 Jugend (-herberge, -klub, -zentrum)
 Jugendliche
 jung
 Junge

K

Kabine
 Kaffee
 Kai
 Kakao
 Kalender
 kalt
 Kamm
 kämmen
 Kanal

Kanarienvogel
Kaninchen
Kännchen
Kapelle
kaputt
Karneval
Karotte
Karte
Kartoffel (Brat-, Salz-)
Käse
Kasse
katholisch
Katze
kaufen
Kaufhaus
Kaugummi
kaum
Keks
Keller
Kellner
kennen
Kette
Kind
Kinderpfleger
Kino
Kirche
Kirsche
klar
Klasse (-nsprecher)
klassisch
Klavier
Kleid
Kleiderschrank
Kleidung
klein
klingeln
Klinik
Klo
klug
Kneipe
Knie
Knopf
Koffer (-raum)
Kohl (Blumen-, Rosen-)
Köln
kommen (an-)
kompliziert
Kompott
Konditor
Konditorei
können
kontrollieren
Konzert
Kopfsalat
Körper
kostbar

kosten
kostenlos
Kostüm
Kotelett
krank
Krankenhaus
Krankenpfleger
Krankenschwester
Krankheit
Krawatte
Kreide
Kreuzung
Krimi
Küche
Kuchen
Kugelschreiber
Kuh
kühl
Kühlschrank
Kuli
Kunst
Kusine

L

Labor
lächeln
lachen
Laden
Lampe (Steh-)
Landarbeiter
landen
Landkarte
lang
langsam
Lappen (Wisch-)
Lärm
laufen
laut
leben
Lebensgefahr
Lebensmittel
lecker
Leder
ledig
leer
Leerung
Lehnstuhl
Lehrer
leicht
leid
leihen
leise
Leiter
lernen

lesen
 letzt
 Leute
 Licht
 Liebe
 lieber
 Lieblings-
 liegen
 liegenlassen
 Limonade
 Lineal
 Linie
 links
 Liste
 LKW
 Loch
 lockig
 Löffel
 los
 lösen
 Lust haben
 lustig
 Luxus

M

machen (auf-, zu-)
 Mädchen
 Mädchenname
 Mahlzeit
 mal
 malen
 man
 manchmal
 Mann
 männlich
 Mannschaft
 Mantel
 Mark (DM)
 Marke
 Markt
 Marktplatz
 Marmelade
 Mathe(matik)
 Maus
 Mechaniker
 Medikament
 Medizin
 Meer
 Meerschweinchen
 mehr
 mehrere
 Mehrwertsteuer (MWSt)
 Menü
 Messer
 Metzger

Metzgerei
 Miete
 mieten
 Mikrowelle
 Milch
 mild
 mit
 Mittag
 Mittagessen
 mittags
 mittelgroß
 Mittelmeer
 Mitternacht
 Möbel
 mögen
 Mode
 Mofa
 möglich
 Monat
 monatlich
 Mord
 morgen
 Morgen
 morgens
 Motorrad
 müde
 München
 Münze
 müssen
 Mutter
 Mutti

N

nach
 Nachbar
 Nachmittag
 nachsitzen
 nächst
 Nacht
 Nachtsch
 nachts
 Nähe
 nähen
 Name (Nach-, Vor-)
 Naß
 natürlich
 Naturwissenschaft
 Nebel
 neben
 neblig
 Neffe
 nehmen
 nett

Netz surfen
neu
nicht (wahr)
Nichte
nichts
nichts zu danken
nie
Niederlande
niedrig
niemand
noch
Norden
nördlich
Normalbenzin
Not (-bremse, -ruf)
Notausgang
Note
Notfall
Nummer
nur

O

obdachlos
oben
Obst
oder
öffentlich
öffnen
Öffnungszeit(en)
oft
ohne
Öl
Oma/Omi
Omelett
Onkel
Opa/Opi
ordentlich (un-)
organisieren
Ort (Bade-, Kur-, Vor-, Wohn-)
Osten
Ostern
Österreich
Österreicher
östlich

P

Paar
Päckchen
packen (aus-, ein-)
Packung
Paket
Panne

Papier
Parfüm
Park (-haus, -platz, -schein, -uhr)
parken
Parkett
Parkverbot
Paß
Passagier
passen
Pause
Pension (Halb-, Voll-)
Pfeffer
Pfeife
Pferd
Pfungsten
Pfirsich
Pflaume
pflegen
Pfund
Physik
Pille
planmässig
Platte
Platz
plaudern
Polizei (-wache)
Polizist
Pommes Frites
Portemonnaie
Portier
Portion
Porzellan
Post (-amt)
Postkarte
Postleitzahl
praktisch
Praline
Preis
preiswert
prima
probieren
prost!
prüfen
Prüfung
Pulli
Punkt
pünktlich
Puppe
putzen (sich)

Q

Quittung

R

Rad (Steuer-)
 radfahren
 Radiergummi
 Rand
 Rasen
 Rasierapparat
 rasieren (sich)
 Raststätte
 Rathaus
 rauchen
 Raum (Spiel-, Wasch-)
 rechnen
 Rechnung
 recht (un-)
 rechts
 rechtzeitig
 Regal
 Regen (-schirm)
 Regenschirm
 regnen
 regnerisch
 reich
 reichen
 Reihenhaus
 Reis
 Reise
 Reisebüro
 reisen
 Reisende
 reiten
 Reitschule
 Religionslehre
 Rentner
 reparieren
 reservieren
 Reservierung
 Rezept
 Rhein
 richtig
 Richtung
 riechen
 Rock
 Rollschuh
 Rolltreppe
 Rom
 Roman (Horror-, Liebes-, Kriminal-)
 rosa
 Rose
 Rosenkohl
 rot

Rückfahrkarte
 Rückgabe
 rudern
 rufen
 Ruhe
 Ruhetag
 ruhig
 Rührei
 rund

S

S-Bahn
 Sache
 Saft
 sagen
 Sahne (Schlag-)
 Salat
 Salz
 sammeln
 Sandale
 Sänger
 satt
 sauber
 sauer
 Sauerkraut
 Schachtel
 schade
 Schaf
 Schallplatte
 Schalter
 scharf
 schauen
 Schauer
 Schaufenster
 Scheibe
 Schein
 scheinen
 Schiff
 Schild
 Schinken
 Schlaf
 schlafen
 schlaflos
 Schlafwagen
 Schlafzimmer
 schlagen
 Schlange (stehen)
 schlank (voll-)
 schlau
 schlecht
 schließlich
 Schlittschuh
 schlittschuhlaufen
 Schloß

Schluß (machen)	Sessel
Schlüssel	setzen (sich)
schmecken	sicher
Schmerzen	Silber
Schmuck	singen
schmutzig	sitzen
Schnee	skilaufen
schneiden	so
schneien	Socke
schnell	sofort
Schnellimbiss	Sohn
Schnitzel	Sommerschlußverkauf
Schnupfen (Heu-)	Sonderangebot
Schnurrbart	Sonderfahrt
Schokolade	Sonne
schon	Sonnenbrille
schön	Sonnencreme
Schotte	sonnig
Schottland	sonst noch etwas
Schrank (Kleider-, Kühl-, Wand-)	Sorte
schreiben (ab-)	Soße
schreien	Sozialkunde
schüchtern	spannend
Schuh	Sparkasse
Schul (-hof, -mappe)	Spaß
Schulaufgabe	spät
Schule (Gesamt-, Grund-)	spazieren
Schule (Ganztag-)	Spaziergang
Schüler	Speck
schwach	Speisekarte
Schwamm	Speisesaal
schwänzen	Sperre
schwarz	Spezialität
Schweiz	Spiegel
Schweizer	Spiel (-platz)
schwer	spielen
Schwester	Spielzeug
Schwiegersohn	sportlich
Schwimmbecken	Sprache
schwimmen	sprechen
See (Ost-)	springen
See	Sprudel
seekrank	Staat
segeln	Staatsangehörigkeit
sehen (an-)	Stadion
sehenswert	Stadt
sehr	Stadtmitte
Seife	Stadtplan
sein	Stadtwappen
Seite	stark
Sekretär	Stau
Sekunde	Staubsauger
selber	stehen
Selbstbedienung	stehenbleiben
selten	stehlen
Senf	Steig (Bahn-, Bürger-, Geh-)

steigen (aus-, ein-, um-)
 Stein
 stellen
 Stereoanlage
 Stiefel
 Stieg (Aus-, Ein-)
 Stift (Farb-, Filz-)
 Stift
 still
 Stimme
 Stock
 Stoff
 stolz
 Strand
 Straße (Haupt-, Land-)
 Straßenbahn
 Streichholz
 Strumpf (-hose)
 Stück
 Stuhl
 Stunde (-nplan)
 stürmisch
 suchen
 Süden
 südlich
 Superbenzin
 Supermarkt
 Suppe
 süß
 sympathisch

T

Tabak
 Tablette
 Tafel
 Tag
 Tageskarte
 täglich
 Tal
 tanken
 Tankstelle
 Tankwart
 Tante
 tanzen
 Tapete
 Tasche (-ndieb, -nrechner)
 Tastatur
 Tee
 teilen
 Telefon (-zelle)
 Telefon abheben
 Telefonbuch
 telefonieren
 Telefonkarte

Telefonnummer
 Teller
 Temperatur (Höchst-, Tiefst-)
 Teppich
 Terrasse
 teuer
 Theater
 Themse
 Thermometer
 Tier
 tippen
 Tisch
 Tochter
 Toilette
 Ton
 Torte
 Tourismus
 tragen
 Traube
 traurig
 treffen
 Treppe
 trinken
 Trinkhalle
 trocken
 Trompete
 Tropfen
 tschüss
 tun
 Tür
 turnen
 Turnhalle
 Tüte
 typisch

U

U-Bahn
 U-Bahnstation
 über
 überall
 übernachten
 übersetzen
 Übung
 Uhr
 um (her-)
 umdrehen (sich)
 Umleitung
 Umschlag
 umsteigen
 umtauschen
 und
 Unfall
 unten
 unter

Untergeschoß
Unterhose
Unterricht
unterrichten
unterschreiben
Unterschrift
untersuchen
Unterwäsche
Urlaub

V

Vater
Vati
Verband
verbessern
verbleit
verboten
verbringen
verdienen
Verein
vergessen
verheiratet
verkaufen
Verkäufer
Verkehr (-samt, -sammel)
verlassen (sich)
verletzen
verlieren
verlobt
verpassen
verschreiben
verschwinden
Verspätung
verstehen (sich)
Verstopfung
versuchen
Vetter
Videogerät
viel
vielleicht
Viertel
Vogel
voll
Vollpension
vor
vorbereiten
Vorfahrt
Vorhang
vorher
Vormittag
vormittags
Vorname
vorne
Vorort

Vorsicht
vorstellen
Vorwahl
Vorwahlnummer

W

Wagen
wählen
während
Wald
Waliser
Walisisch
Wand
Wanderer
wann
Warenhaus
warm
Warnung
warten
Wartesaal
was für
Waschbecken
waschen (sich)
Waschmaschine
Waschpulver
Waschraum
Wasser
Website
Wechsel (-stube)
wecken
Wecker
Weg
weh tun
Weh
weiblich
Weihnachten
weil
Wein
weinen
weiß
weit
Welle
Wellensittich
Welt
wenig
wenn
wer?
werktags
Westen
westlich
Wetter
wie (lange)?
wie?
wieder

wiederholen
 wieso?
 wieviel?
 willkommen
 windig
 winken
 wirklich
 Wirtschaftslehre
 Wirtshaus
 wissen
 wo?
 Woche (-nende)
 wochentags
 woher?
 wohin?
 Wohnblock
 wohnen
 Wohnung
 wolkig
 Wolle
 wollen
 Wort
 Wörterbuch
 Wunde
 wünschen
 Wurst (Brat-, Bock-, Leber-)
 Wurstbude

Z

zahlen
 Zahn (-pasta, -creme)

zärtlich
 zeichnen
 zeigen
 Zeit
 Zeitschrift
 Zeitung (-sstand)
 Zelt
 zelten
 Zeltplatz
 Zentralheizung
 Zettel
 ziehen
 Ziel
 ziemlich
 Zimmer
 Zitrone
 Zoll
 Zorn
 zornig
 zu
 Zucker
 zuerst
 Zug
 zum Mitnehmen
 zumachen
 zurück
 zusammen
 Zuschauer
 Zwillinge
 zwischen