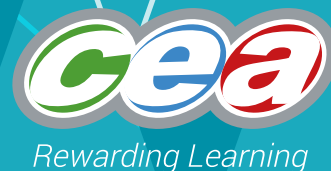


FACTFILE: GCSE GERMAN



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



Travel and tourism

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:

- Countries and nationalities
- Places to stay
- Tourist sites, shops and shopping, places in town
- Travel (including methods of transport, travel by car and travel by train)
- Weather
- Leisure
- Food and drink
- Festival and celebrations

You will have revised quite a few aspects of this topic in previous Fact files:

- Tourist sites, shops and shopping, places in town, travel and weather in the Fact file on My local area and the wider environment
- Leisure in the Fact file on Free time, leisure and daily routine
- Sport, food and drink in the Fact file on Social and global issues
- Festival and celebrations in the Fact file on Culture, customs, festivals and celebrations.

Preparation

Ensure that you have a very good knowledge of **vocabulary** and **grammar and structures** related to the topic of Travel and tourism.

Vocabulary

All page numbers in this section refer to the Specification.

- You will find this vocabulary on pages 76-78.
- See pages 76-77 for vocabulary of countries and nationalities.
- See page 78 for vocabulary of places to stay.
- See pages 66-68 for vocabulary of methods of transport, travelling by car, by train and useful verbs.
- See pages 65-66 for vocabulary of tourist sites, shops and places in town.
- See pages 58-59 for vocabulary of shopping (think in terms of buying gifts).
- See pages 68-69 for vocabulary of weather.
- See pages 55-57 and 59-60 for vocabulary of some leisure activities.
- See page 71 and pages 75-76 for vocabulary of sport.
- See pages 71-74 for vocabulary of food and drink.
- See pages 61-62 for vocabulary of some important festivals and greetings.

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 **Four** 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:

- Destinations Activity Sheet.
- Holiday and Activities Activity Sheet.
- Tourism Activity Sheet.
- Travel Activity Sheet.

Grammar and Structures

1. Focus on verbs in the Present and Perfect tenses which can be used to describe holidays:

| Present tense | | Perfect tense | |
|--------------------|-----------------------|---------------------------|------------------------------|
| ich kaufe | er/sie kauft | ich habe gekauft | er/sie hat gekauft |
| ich höre | er/sie hört | ich habe gehört | er/sie hat gehört |
| ich mache | er/sie macht | ich habe gemacht | er/sie hat gemacht |
| ich besuche | er/sie besucht | ich habe besucht | er/sie hat besucht |
| ich besichtige | er/sie besichtigt | ich habe besichtigt | er/sie hat besichtigt |
| ich verpasse | er/sie verpasst | ich habe verpasst | er/sie hat verpasst |
| ich verbringe | er/sie verbringt | ich habe verbracht | er/sie hat verbracht |
| ich entspanne mich | er/sie entspannt sich | ich habe mich entspannt | er/sie hat sich entspannt |
| ich sonne mich | er/sie sonnt sich | ich habe mich gesonnt | er/sie hat sich gesonnt |
| ich verliere | er/sie verliert | ich habe verloren | er/sie hat verloren |
| ich liege | er/sie liegt | ich habe gelegen | er/sie hat gelegen |
| ich esse | er/sie isst | ich habe gegessen | er/sie hat gegessen |
| ich trinke | er/sie trinkt | ich habe getrunken | er/sie hat getrunken |
| ich gehe | er/sie geht | ich bin gegangen | er/sie ist gegangen |
| ich gehe einkaufen | er/sie geht einkaufen | ich bin einkaufengegangen | er/sie ist einkaufengegangen |
| ich gehe spazieren | er/sie geht spazieren | ich bin spazierengegangen | er/sie ist spazierengegangen |
| ich fahre | er/sie fährt | ich bin gefahren | er/sie ist gefahren |
| ich fliege | er/sie fliegt | ich bin geflogen | er/sie ist geflogen |
| ich schwimme | er/sie schwimmt | ich bin geschwommen | er/sie ist geschwommen |
| ich bleibe | er/sie bleibt | ich bin geblieben | er/sie ist geblieben |
| ich komme an | er/sie kommt an | ich bin angekommen | er/sie ist angekommen |

2. Focus on phrases of time:
 am Morgen/Nachmittag;/Abend
 am ersten/letzten Tag
 nach dem Frühstück/Mittagessen/Abendessen
 danach; bald danach; um halb elf;
 letztes/nächstes Jahr; letztes/nächstes Wochenende
 letzte Woche
 letzten Montag
 vor zwei Tagen/Monaten/Jahren
 gestern/morgen/übermorgen

3. Focus on Word order of adverbs and adverbial phrases: **Time/Manner/Place:**

Ich bin mit meiner Familie nach Frankreich gefahren.

Manner

Place

Ich bin um zehn Uhr in dem Hotel angekommen.

Time

Place

In den Sommerferien sind wir mit dem Auto nach Berlin gefahren.

Time

(Inversion)

Manner

Place

4. Focus on methods of transport (Specification page 67).

5. Focus on description of weather in Past tense:

Es war kalt / heiß

Es hat geregnet / geschneit

Es gab ein Gewitter

Es schneite / es regnete

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 8 question 7.

Higher Listening – see SAMs page 24 question 10.

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 40 Situation J.

(The teacher script of this role-play can be found in the SAMs on page 159.)

Role-plays – see SAMs page 42 Situation K.

(The teacher script of this role-play can be found in the SAMs on page 160.)

Conversation – see the Specification page 40 for sample questions for this topic.

Reading:

Foundation Reading – see SAMs page 51 question 2 and page 56 question 7.

Higher Reading – see SAMs page 74 question 7.

Writing:

There are no writing questions on this topic in the SAMs; however, there is an additional writing question at the end of this section.

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.

Additional Question:

Foundation & Higher Writing: Your teacher has asked you to write an article in German for a classroom display on the topic of travel and tourism. You **must** write **five** paragraphs. You **must** include **all** bullet points.

Foundation Tier: Aim for 80-100 words. Higher Tier: Aim for 130-150 words.

- Places you like to visit with your family
- How you like to travel
- Activities you do when you are on holiday
- Somewhere you went last summer
- An outing you will do next summer with your friends

Answers:

Writing:

You will need to ask your teacher or a German speaker to check your answers for any written work that you produce.

