



**Xaverian
College**

German

NEW STUDENTS - 2020

Welcome to German A-Level at Xaverian

Included in this booklet are :

- the [Modern Foreign Languages Course Guide](#) for you to read
- and [Die Toten Hosen, a New Students' Activity](#) for you to look at.

We hope that you will find these materials useful to prepare you for the start of the course. We look forward to seeing you for the beginning of term.



HANDBOOK FOR MODERN LANGUAGES



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Xaverian Modern Languages Department Mission Statement

As part of a Catholic College, we are dedicated to the development of the whole person. To achieve this we will:

- Maintain a Christian environment which is purposeful and fulfilling
- Value all members of the College Community equally and promote British values in our teaching.
- Promote excellence in teaching and learning.
- Have the very highest expectations of all our students.
- Offer appropriate choices, guidance, support, and facilities.
- Help students to develop as people who strive for the highest possible standards in all aspects of their lives as happy, useful, and successful members of society, and who combine success with service to others in both their personal and working lives.

Aims of our learning

The college is committed to providing each student with the opportunity to succeed in an atmosphere which recognises their individual learning needs within the context of the college mission. This is a commitment to an inclusive learning experience which:-

- Identifies individual learning goals
- Values individuals' preferred learning styles
- Empowers students to fulfil their potential
- Promotes academic achievement and personal progression
- Encourages purposeful learning
- Provides individual guidance and feedback
- Acknowledges self-responsibility in progression and career planning
- Develops partnership learning
- Promotes lifelong learning
- Offers flexible routes to a range of qualifications

WHAT WE REQUIRE OF YOU

We want you to enjoy the language or languages you have chosen and to do the best you can. These will only happen if you commit yourself fully to your studies. We therefore expect high standards and have developed the following rules to help you.

1. You are to be **on time** for all your lessons. Being late is disruptive and shows a lack of respect for both the teacher and other students.
2. **Assignments must be handed in on time.** Only under exceptional circumstances will work be accepted late. You are to keep a record of work set at the back of this handbook.
3. If you are late for a lesson, absent or fail to hand in work on time **you must fill in your absent/late form.**
4. At the start of the course you are expected to spend **a minimum of 4 hours per week** on individual study outside the classroom. This will increase to at least **5 hours per week at A2.** We also expect you to attend the **additional one hour conversation classes with the foreign language assistant** as part of your programme of study.
5. **You are expected to catch up on any work you have missed,** both done in class and set as homework.
6. In accordance with College policy, **mobile phones** are to be **switched off** before you enter the classroom and must not interfere with **the learning environment.** New technologies may be used to support learning.
7. Please take pride in the department and keep it clean and tidy. **Food and drinks are not allowed** in the rooms or the corridor.
8. When you enter the classroom you are expected to go into “study mode”. **Use the foreign language** as far as possible. Whilst waiting for other students to arrive you are expected to look over your notes from the previous lesson.
9. If a member of staff is absent another member of the Faculty will take the class register. If a teacher has not arrived 10 minutes after the start of the lesson, you must find another teacher who will organise some work for you. **Students should seek other members of staff before leaving the room.**
10. You are to attend **learning support** as directed.

AS/A-level COURSE

The course at AS and A-level will include some of the following topics, building on your GCSE knowledge and extending it to include a societal dimension. This is because they are taught concurrently, and one or two students do an extra A-level or an extra AS level if they are very academically able and/ or if they have family background which gives them a natural head start.

The course has two main areas; **Being a young person in a French/German/Spanish speaking society** and **Understanding the French/ German/ Spanish speaking world**. It also requires you to study a book or a film. In the second year of the full A-level, the course contains more socio-political issues from the French/German/Spanish speaking world, a second book or film and an individual project on a topic of your own interest for the oral exam. The themes studied here are broadly referred to as **Diversity and Difference** and **History of the Country**. The AS qualification can be taken as a stand-alone qualification or as part of a co-taught whole A-level.

Being a young person in a MFL speaking society

- a) Family and Citizenship- including the new structures in society.



- b) Youth Trends and Personal Identity- including technology, music and relationships.



- c) Education, including Schools (primary and secondary), Further Education, Higher Education, training and careers.

Understanding the French/ German/ Spanish speaking world



- d) Regional Heritage and Culture
- e) Art, Media, Music and Film

Diversity and Difference

- f) Migration, discrimination, integration and marginalisation



- g) History of the country.

ASSESSMENT METHODS AND GUIDELINES

When we mark your work our aim is to **help you to progress** and we try to be **positive and encouraging**. At the same time we aim to give you a **realistic idea** of your level of achievement. Our marking schemes are based on the criteria used for GCSE or 'A' level.



Content

This covers what you have to say and the way you link your ideas.

To get high marks your piece of work should:

- contain a good number of **interesting ideas**.
- be **easy to understand**.
- be **logical** i.e. ideas are explained and points of view well supported.
- be **relevant** to the question you have been given and contain examples of the country whose language you are studying.
- be **well organised** (where appropriate: introduction, clear sequence of ideas, conclusion).

Use of language

To get high marks your piece of work should:

- be made up of **clearly constructed** sentences.
- contain a **good range of vocabulary**.
- contain a **good range of expressions**, which are appropriate to the context.
- contain a **good range of structures** (verbs with infinitive, subjunctives etc)
- contain a **variety of tenses**.

Accuracy



*To produce a high quality piece of work it is important that you avoid making mistakes as far as possible. These are **types of error to avoid**:*

- using the **wrong word** or making up words, especially basic words.
- **spelling mistakes**.
- putting the **wrong ending** on the verb. It should agree with the subject.
- using the **wrong construction** (e.g. not using the infinitive after a verb when it is required).
- **not making adjectives agree** with nouns.
- getting the **wrong gender**. (Is the word masculine or feminine? and in German it could be neuter.)
- using the **wrong form of a word** e.g. making mistakes with pronouns
- **translating word for word** from English.

STUDY SKILLS

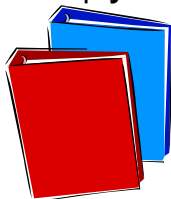
There are four main skills when learning languages- **Reading, Listening, Speaking and Writing/Grammar**. We believe that it is very important for you to **take responsibility for your learning**. In this way you will think more about how you learn and what is most effective for you. It will also prepare you better for life after Xaverian, so make sure you use Xaverian MFL study habits. Also, use the VLE every week; there are extra tasks for you and the homework and classwork deadlines will be there too.



Advice on how to be successful

In the class-room

- **Get involved:** you will learn better and it will be more enjoyable!
- **Avoid using English** as far as possible, including when doing pair or group work
- **Don't worry about making mistakes!** We all do, including the teachers!
- Try to **practise new language and grammar** points
- Write down **vocabulary and grammar notes without being reminded**
- Carry out tasks **quickly and carefully**
- Keep **your file tidy**, and make sure you bring the sheets you need to class



Outside the classroom

Get your assignments done **on time**, and do them **carefully**.

Look over the work you have done during the day. Make a note of anything you don't understand and ask the teacher about it next lesson

Work on vocabulary, grammar, listening, reading and listening as part of independent study. (E.g. **Vocabulary**- Divide your vocabulary into different sections for each topic or idiomatic expressions. **Don't just note it learn it!**)

Go over your work regularly, just looking through will refresh your memory
Set yourself **regular learning targets** eg. to learn topic vocabulary, 20 important expressions, 5 words/expressions a day

MFL SKILLS -Try different study methods-Variety Helps!

WRITING

- Putting vocabulary into **categories** (you might find it easier to keep sheets/notebook for taking vocabulary and then copy it out neatly afterwards)
- **Covering the English translation** in a list and test yourself
- **Cover the foreign language** words and test yourself
- **Record** onto MP3 device/phone what you want to learn
- **Look** after your notes **& Look through them regularly** to refresh your memory
- **Do exercises** to practise grammar points, and **learn your tenses!**



- Try to **use new grammar points** in oral and written work
- If you are having difficulties: Ask your **teacher/look at grammar books/computer programmes**

READING

- Learn to **read for gist**. Don't expect to understand every word. Practise looking through an article **without a dictionary**, just to get a rough idea what it is about.
 - On other occasions **read for detail**. Take a **short passage** and try to read carefully to understand as much as possible, using a dictionary. **Note vocabulary**.
- . **Reading** for general knowledge- You must read international newspapers to keep abreast of the events taking place in the country you are studying.



LISTENING

This is a skill which most obviously improves with practice

- Listen regularly, **several times a week** even if it is only for a **short time** and if you are doing something else at the same time.
- **Listen for gist**. Even if you are understanding very little, you **are getting used to the sounds** of the language
- **Watch** foreign language TV, foreign films. **Listen** to foreign language radio, Authentik recordings etc.

- Listen for **detail**. Listen to **short passages** several times, in sections. Try to pick out as much information as possible. It helps to have a **transcript** you can refer to.
- **Transcribe** words and short sections. **A transcript for checking** is useful.

SPEAKING



More difficult to practise out of the classroom

- Find someone to talk to. A **classmate**, a **native speaker** your family knows or living nearby.
- **Talk to yourself**. You can do it out loud, but you may get taken away. Or just in your head. Go through **what you have done, are doing, will do, your thoughts and opinions** on anything. It trains you how to think in the foreign language.
- **Record yourself**. Then listen. Think about language, fluency, pronunciation. This is very useful when preparing for oral examinations.

CAREERS AND PROGRESSION



By studying a foreign language you are **acquiring valuable skills**, which are much appreciated by employers. The first is obviously **the ability to use another language**, which is increasingly important with the growth of the European community and the development of world-wide communications. You are also learning **communication skills, how to assimilate and interpret information, and how to apply basic principles to practical situations**.



Career opportunities for language students

Most of our students continue into Higher Education. If you are thinking of studying Languages at University, here are some details about what happens to those with Modern Languages Degrees.

Language graduates

- Are the most employable after medics
- About a third of Modern Language graduates carry on with **further study** after doing a degree. 13% do a PGCE course to get a **teaching** qualification and a smaller percentage train for specialist areas such as **translation work and interpreting**.
- A language qualification makes it easier to go and **work abroad**. About 16% of language graduates choose to do this. Remember that you are not limited to just France, Germany or Spain if you want to use your language; don't forget Belgium, Austria, Switzerland, and many countries of Africa and Central and South America. Language studies give some the confidence to try new languages and they may, for instance, end up working in China or Japan.



- For those who choose to **work in Britain**, languages may play a significant role in their working life. About $\frac{3}{4}$ of students in permanent employment in Britain work for **industrial and commercial firms where languages graduates earn more**.
- **Manufacturing companies** which have strong links with France, Spain and Germany include those producing cars, chemicals, food and drink and clothes. European companies have bought stakes in water, transport and publishing groups.
- The **tourist and leisure industries** have obvious links with other countries and **banking, finance and insurance** all have important significant international dimensions. Language students are also well suited to working in computing

- Opportunities may arise for posts **abroad** when working for all kinds of firms as part of a globalised society
- Jobs in the **public sector**: within the **Civil Service**, you might work abroad in the **Diplomatic Service**, or be in regular contact with other countries such as a **Customs and Excise** officer, dealing with drug trafficking or international fraud. Through a scheme called the **European Fast Stream**, there are opportunities for posts in the Civil Service of countries throughout the **EU**.
- **Opportunities exist to study for part of your degree in a whole range of subjects** in other European countries. You will also find that combined degrees such as **Business/Marketing and a Modern Language** or **Science and a Modern Language** are also becoming increasingly popular.

WORD PROCESSING Accented letters using Word etc.

Hold down the Alt Key and type in the 3 or 4 number combination using number pad on right (make sure the Num lock is ON). The accented letters appear when you release the ALT key.

FRENCH	
â	131
à	133
é	130
ê	136
è	138
É	144
î	140
ô	147
ö	148
û	150
GERMAN	
ä	0228
ö	0246
ü	0252
ß	0223
Ä	0196
Ö	0214
Ü	0220
ä	
SPANISH	
á	a + Alt Gr
é	e + Alt Gr
ó	o + Alt Gr
í	i + Alt Gr
ú	u + Alt Gr
ñ	164
Ñ	165
¿	168



Die Toten Hosen Tage wie diese

<https://www.youtube.com/watch?v=j09hpp3AxIE>

Lest zuerst den Text. Welche der Aussagen unten sind richtig, welche falsch?

„Die Toten Hosen“ sind eine der populärsten deutschen Bands. Es gibt sie seit dem Jahr 1982. Die Band hat fünf Mitglieder. Campino (richtiger Name: Andreas Frege) ist ihr Sänger, Frontman und Songwriter — und alle weiblichen Fans lieben ihn ;-).

Die Toten Hosen haben ihre Karriere mit Punk begonnen. Heute spielen sie eine Mischung von verschiedenen Genres. Seit dem Jahr 1990 waren sie neunmal auf dem ersten Platz der deutschen Albumcharts. Die Band mag besonders Livekonzerte und den nahen Kontakt zum Publikum.

Die Toten Hosen kommen aus Düsseldorf. Die Musiker sind große Lokalpatrioten und deshalb auch Fans „ihres“ Fußballvereins Fortuna Düsseldorf. Seht euch das Musikvideo an. Was sind die Farben des Clubs?

Richtig oder falsch? Schreibt die richtige Aussage neben den Satz.

1. Die Band hat vier Mitglieder. **Falsch: Die Band hat fünf Mitglieder.**
2. Die Band existiert seit 1990. ____ : _____.
3. Andreas Frege und Campino sind zwei Musiker der Band. ____ : _____ .
4. Die Band spielt heute harte Punkmusik. ____ : _____.
5. Die Band spielt nicht gern live. ____ : _____.
6. Ihr Lieblingsfußballverein ist Bayern München. ____ : _____.

Aufgabe 2

- a. Die Band heißt „Die Toten Hosen“. Was kann das bedeuten? Und was bedeutet der deutsche Ausdruck „Heute ist tote Hose“?
- b. Findet nun ähnliche Bandnamen. Setzt die Adjektive (in der korrekten Form) und Nomen zusammen. Dafür könnt ihr die Kärtchen ausschneiden und dann beliebig zusammenlegen. Arbeitet mit dem Pluralartikel oder ohne Artikel: „Die Toten Hosen“ oder „Tote Hosen“.

Ihr könnt auch gern eure eigenen Adjektive und Nomen finden. Wählt den kreativsten Bandnamen.

Aufgabe 3

Der Titel des Songs heißt „Tage wie diese“. Was denkt ihr? Was könnten Tage wie diese sein? Diskutiert gemeinsam:

A: „Vielleicht ist das ein Tag, an dem ein großes Fest stattfindet.“

B: „Wirklich? Ich glaube eher, es ist etwas Negatives. Zum Beispiel ein Tag, an dem alles schief geht.“

Aufgabe 4 - Ohne Ton

1. Seht euch zuerst das Video ohne Ton an. Was seht ihr? Was sind ‚Tage wie diese‘ im Video? Durch welche Farben werden sie repräsentiert?
2. Was repräsentieren die Farben Rot und Weiß für die Bandmitglieder?
 - a. Die Schweizer Nationalfarben
 - b. Campinos Lieblingsfarben sind Weiß und Rot.
 - c. Die Musiker sind Fans des Fußballclubs Fortuna Düsseldorf.



Aufgabe 5 Vor dem Sehen

Bildet Gruppen mit drei oder vier Schülern. Jede Gruppe schreibt acht Karten mit diesen Wörtern:

Straßen – schwimmen – Ende – heute – Tag – Musik – Leute – starten

Legt die Karten in die Mitte von eurem Tisch.

Beim Sehen

Hört das Lied. Wenn ihr eins der „Kartenwörter“ im Lied hört, nehmt schnell die passende Karte vom Tisch.

Der Lehrer stoppt dann kurz das Video. Wer hat am Ende die meisten Karten?

Aufgabe 6

Wo passen in der ersten Strophe diese Satzteile?

wie letztes Mal – auf diesen Tag – durch die Straßen zieht – wie ausgemacht – über den Asphalt – als gäb's ein Lied

Ich wart` seit Wochen _____

Und tanz vor Freude _____

Als wär's ein Rhythmus, _____

Das mich immer weiter _____

Komm dir entgegen, dich abzuholen, _____

Zu der selben Uhrzeit, am selben Treffpunkt, _____

Setzt nun die zweite Strophe zusammen:

Brücken – warten – Menschenmenge – laut – Weg – Rheinterrassen

Durch das Gedränge der _____

Bahnen wir uns den altbekannten _____

Entlang der Gassen zu den _____

Über die _____ bis hin zu der Musik

Wo alles _____ ist, wo alle drauf sind, um durchzudrehen,

Wo die Anderen _____, um mit uns zu starten und abzugehen.

**Hört das Lied bis zum Ende der ersten zwei Strophen (1:25 Min.)
Habt ihr die Strophen richtig zusammengesetzt?**

Es gibt zwei Varianten vom Refrain. Klärt das Vokabular.

Variante A

An Tagen wie diesen, wünscht man sich Unendlichkeit.

An Tagen wie diesen, haben wir noch ewig Zeit.

In dieser Nacht der Nächste, die uns so viel verspricht,

Erleben wir das Beste, kein Ende ist in Sicht.

Variante B

An Tagen wie diesen, wünscht man sich Unendlichkeit.

An Tagen wie diesen, haben wir noch ewig Zeit.

Wünsch ich mir Unendlichkeit.

Welche Variante des Refrains hört ihr zuerst?

Setzt nun die dritte Strophe zusammen.

**Durch die Leute – sind schwerelos – ewig für heute – für eine ganze Nacht –
schwimmen mit dem Strom – ich gebe auf dich acht**

Das hier ist ewig, _____ .

Wir stehen nicht still _____ .

Komm ich trag dich _____ .

Hab keine Angst, _____ .

Wir lassen uns treiben, tauchen unter, _____ .

Drehen unsere Kreise, kommen nicht mehr runter, _____ .

**Hört nun das ganze Lied. Habt ihr die dritte Strophe richtig
zusammengesetzt?**

Aufgabe 7

Verbindet in der folgenden Tabelle die Wörter, die sich reimen:

durchzudrehen

zieht

Leute

Acht

Lied

runter

Gassen

heute

Nacht

abzugehen

unter

Unendlichkeit

verspricht

Terrassen

ewig Zeit

Sicht

Aufgabe 8

Die folgenden Begriffe drücken „Partystimmung“ aus. Aber was bedeuten sie? Verbindet! Findet danach die Begriffe im Liedtext und markiert sie.

nicht mehr runter kommen	to be weightless
vor Freude tanzen	to be in a good mood
schwereelos sein	to wish for infinity
starten	all hell is let loose
(gut) drauf sein	to dance with joy
sich Unendlichkeit wünschen	to get started
durchdrehen	to go berserk
abgehen („da geht die Post ab“)	to be unable to come down

Hört euch nun das Lied noch einmal an. Singt den Refrain laut mit.

Aufgabe 9

Was tragen „Die Toten Hosen“? Tragen sie gestreifte Hemden? Bunte Hosen? Weiße T-Shirts? Beschreibt die Bandmitglieder.

Ihr könnt von den folgenden Adjektiven auswählen:

weiß — schwarz — langweilig — zerrissen — alt — schick — grau — gestreift — stilvoll — normal — neu — praktisch — sportlich

Der Sänger trägt _____.

Der Gitarrist trägt _____.

Der andere Gitarrist trägt _____.

Der Bassist trägt _____.

Der Schlagzeuger trägt _____.

Wie findet ihr die Outfits?

Aufgabe 10

„Tage wie diese“ wurde in Deutschland zum echten Party-Hit! Große Aufregung gab es aber, als das Lied hier gespielt wurde:

Ratet zuerst die richtige Antwort und recherchiert dann im Internet.

1. Der FC Bayern München spielt das Lied nach jedem gewonnenen Spiel.
2. In der beliebten Krimiserie „Tatort“ hat ein Mörder das Lied gesungen.

3. Der ehemalige deutsche Papst Benedikt hat das Lied als Weihnachtslied vorgeschlagen.
4. Die konservative Partei CDU mit der Kanzlerin Angela Merkel hat das Lied nach ihrem Wahlsieg gesungen.
5. Das Goethe-Institut benutzt das Lied als Werbung für die Webseite „Step into German“.

Hier ist die Antwort: <http://www.youtube.com/watch?v=hSAdjUS71kQ>

Und wie meint ihr haben Die Toten Hosen auf diese Situation reagiert? Diskutiert! Und seht dann diesen Clip:

<http://www.youtube.com/watch?v=pgX24DjPAsI>

