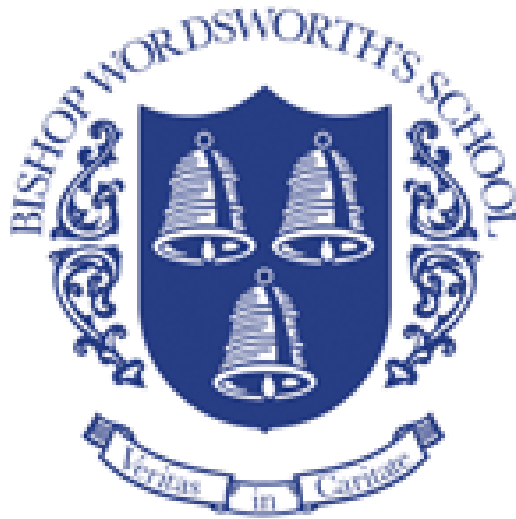


German

Year 7

End of Year Exam



Revision Tips

Effective Revision

To be effective, revision must be:

- **Active** - always work with a pen and paper, note down key vocabulary and test yourself. Don't just sit down and read the textbook for a set period. Focus on tasks, not time. If you just read notes you'll only retain about 10% of the information.
- **Organised** - always ask yourself at the start of a study session "What do I want to have completed in this session?" Have a plan for what you want to cover by the end of the week. Try and organise your German revision into the following topic areas:

Getting started

- **Where?** Find a fixed place to study (a particular desk/room at home, a spot in the library, etc.) that becomes firmly associated in your mind with productive work. All the equipment and materials you need should be within reach, and the room should be well lit and ventilated, but not too comfortable! Turn your room into a positive learning environment. Keep books and notes on the desk to a minimum and decorate your walls with colourful notes and key vocab. Music is fine as long as it helps you to study and blocks out distracting noises. The very best sound to study to is thought to be that of Baroque composers or Mozart.
- **When?** It's impossible to 'cram' for a languages exam! 'Little and often' is the best policy when it comes to German revision. You will work out a system that suits you, but many people find that three 30-40 minute sessions of German revision per day is more effective than doing 2-3 hours at a time. For example, you could start off by learning some vocabulary in the morning, do some listening before lunch and a few reading exercises in the afternoon. However, the most important thing is that you're concentrating and working hard!
- **What and how?** Remember that it's all about being active and *focused on tasks, not time!* Know at the start of a session what you

want to have completed by the end of the period. Make the tasks specific and realistic, not vague and large.

Topic Areas & Grammar Structures

Unit & Learning objectives	Key Language	Grammar and other language features
1 Hallo! (pp. 8–9) Introducing yourself Learning how to pronounce German words	Hallo! Ich heiÙe ... Wie heiÙt du? Guten Tag! Wie geht's? Und dir? Gut./Nicht schlecht. Tschüs! Auf Wiedersehen!	The definite (<i>der, die, das</i>) and indefinite (<i>ein, eine, ein</i>) article (nominative singular) Active learning Pronunciation of <i>s</i> and <i>ß</i>
2 Eins, zwei, drei ... (pp. 10–11) Counting to 19 Using the verb <i>sein</i> (to be)	Numbers 1–19 Wie alt bist du? Ich bin ... Jahre alt.	The verb <i>sein</i> (simple present, singular) Using key words to help pronunciation Asking someone's age
3 Ich wohne in Deutschland (pp. 12–13) Using the German alphabet Using the verb <i>wohnen</i> to say where you live	Wo wohnst du? Ich wohne in ... Er/Sie wohnt in ... Das ist in ... England Schottland Wales Nordirland Irland Wie schreibt man das (Haus)? Das schreibt man (H–A–U–S).	The verb <i>wohnen</i> (simple present, singular) Pronunciation of <i>ä, ö, ü</i> and <i>ß</i>

Unit & Learning objectives	Key Language	Grammar and other language features
<p>4 Meine Welt is wunderbar! (pp. 14–15) Describing your character Using <i>mein(e)</i> and <i>dein(e)</i></p>	<p>freundlich launisch kreativ intelligent sportlich laut faul musikalisch lustig Ich bin sehr/ziemlich/nicht ... Was ist deine(e) ...? Mein(e) ... ist ... der Lieblingssport der Lieblingsmonat die Lieblingsmusik die Lieblingszahl die Lieblingssendung die Lieblingsfußballmannschaft das Lieblingsspiel das Lieblingsland das Lieblingsauto</p>	<p>The indefinite article (<i>ein, mein, dein</i>) Using connectives Cognates</p>
<p>5 Meine Sachen (pp. 16–17) Asking and answering questions about your belongings Using the verb <i>haben</i> + the indefinite article</p>	<p>Wie? Was? Wo? Woher? Wer?</p>	<p>Singular paradigm of <i>haben</i> Introduction to the accusative Asking questions</p>

Unit & Learning objectives	Key Language	Grammar and other language features
<p>1 Extreme Haustiere (pp. 30–31) Talking about pets Using pronouns</p>	<p>Hast du ein Haustier? Ich habe ... einen Hund einen Goldfisch einen Hamster eine Katze eine Maus eine Schlange ein Kaninchen ein Pferd ein Meerschweinchen dick faul frech freundlich groß intelligent klein kreativ lang launisch laut lustig musikalisch niedlich schlank sportlich Goldfische Hamster Hunde Kaninchen Katzen Mäuse Meerschweinchen Pferde Schlangen</p>	<p>Pronouns Pronunciation of <i>-d</i> and <i>Pf-</i> Using <i>kein</i> to say you have no pet Plural of nouns</p>

Unit & Learning objectives	Key Language	Grammar and other language features
<p>2 Supertiere (pp. 32–33) Talking about 'superpets' Using <i>kann</i> + infinitive</p>	<p>Wie ist er/sie/es? Er/Sie/Es ist ... cool gemein kräftig schlau schnell superintelligent superlustig süß Er/Sie kann ... fliegen Flöte/Fußball/Wii spielen Italienisch sprechen (schnell) laufen lesen Rad fahren schwimmen singen springen tanzen</p>	<p>Using <i>können</i> with the infinitive Adding 'super' to adjectives Improving fluency by using connectives and the correct pronouns</p>
<p>3 Meine Familie (pp. 34–35) Talking about family members and age More practice of present tense verbs</p>	<p>Numbers 20–100 Hast du Geschwister? Das ist die Familie ... meine Mutter mein Vater meine Eltern meine Großeltern Die ... Personen wohnen in ... Er wohnt in ... Meine Großeltern wohnen mit uns zusammen. Es gibt ... Personen in meiner Familie. Ich habe eine Schwester/zwei Brüder/einen Bruder/zwei Schwestern. keine Geschwister ein Einzelkind</p>	<p>Full paradigm of regular present tense (<i>wohnen</i>) Ways of saying 'you' Vocabulary for group talk Vocabulary for step-families and half-siblings (<i>Stief...</i> and <i>Halb...</i>)</p>

Unit & Learning objectives	Key Language	Grammar and other language features
<p>4 Die Farben der Welt (pp. 36–37) Describing family members Using adjectives with nouns</p>	<p>schwarz weiß grau braun rot orange gelb grün blau indigoblau violett lila rosa schwarze/braune/blonde/rote Haare lange/kurze/mittellange Haare blaue/braune/grüne/graue Augen</p>	<p>Adjectival agreement Full paradigm of irregular verb <i>haben</i> Using <i>hell-</i> and <i>dunkel-</i> to qualify colours Working out meanings from context</p>
<p>5 Alles Gute! (pp. 38–39) Talking about birthdays Using ordinal numbers (first, twentieth, and so on)</p>	<p>Januar Februar März April Mai Juni Juli August September Oktober November Dezember Ich habe am ... (s)ten ... Geburtstag. Ich habe (heute) Geburtstag.</p>	<p>Ordinal numbers (saying when someone's birthday is) Pronouncing the months of the year (cognates) Recognising numbers when listening</p>

Unit & Learning objectives	Key Language	Grammar and other language features
<p>1 Bist du sportlich? (pp. 54–55) Talking about which sports you play Using <i>gern</i> with the verb <i>spielen</i></p>	<p>Was spielst du? Ich spiele ... Badminton Basketball Fußball Wasserball Eishockey Tennis Volleyball Tischtennis Handball Bist du sportlich? Ich bin sehr/ziemlich/nicht sehr sportlich.</p>	<p>Full paradigm of <i>spielen</i> <i>Using gern/nicht gern</i> Pronunciation of cognates Changing information from 1st person to 3rd person Forming a question</p>
<p>2 Freizeit ist toll! (pp. 56–57) Talking about leisure activities Giving your opinion</p>	<p>Was machst du gern? Ich fahre Rad. Ich spiele Gitarre. Ich lese. Ich schwimme. Ich fahre Skateboard. Ich mache Judo. Ich sehe fern. Ich tanze. Ich reite. Wie findest du das? Ich finde es ... Es ist ... irre super toll cool gut nicht schlecht okay langweilig nervig stinklangweilig furchtbar</p>	<p>More on using <i>gern</i> Irregular verbs <i>fahren, lesen, sehen</i> Extra 'e' in <i>finden</i></p>

Unit & Learning objectives	Key Language	Grammar and other language features
<p>3 In meiner Freizeit (pp. 58-59) Talking about how often you do activities Using correct word order</p>	<p>Was machst du in deiner Freizeit? Ich gehe ins Kino. Ich höre Musik. Ich gehe einkaufen. Ich spiele Xbox oder Wii. Ich gehe in den Park. Ich gehe in die Stadt. Ich esse Hamburger oder Pizza. Ich chille. Ich mache Sport. Wann machst du das? Wie oft machst du das? am Abend am Wochenende (sehr/ziemlich/nicht so) oft jeden Tag einmal pro Woche zweimal pro Woche dreimal pro Woche einmal pro Monat</p>	<p>Word order after time expressions</p>
<p>4 Ich bin online (pp. 60-61) Talking about mobiles and computers Talking about the future using the present tense</p>	<p>Was machst du am Computer oder auf deinem Handy? Ich chatte mit Freunden auf Facebook. Ich mache Fotos oder Filme. Ich suche und lese Infos für die Hausaufgaben. Ich simse. Ich lade Musik herunter. Ich sehe Videos. Ich surfe im Internet. Ich spiele Computerspiele. Ich telefoniere mit Freunden. immer manchmal nie jeden Morgen heute morgen am Montag nächste Woche in zwei Wochen</p>	<p>The <i>wir</i> and <i>Sie/sie</i> forms Talking about the future using the present tense + future time phrase</p>

Vocabulary

- Choose from the vocabulary lists on the ODrive.
- It's best to spend 10-20 minutes in the morning revising them, then ask a friend or family member to test you on them at lunchtime or the end of the day.
- Make a list of all the words you find most difficult to remember and return to these every couple of days.
- Write the words out and colour-code them (masculine nouns, feminine nouns, neutral nouns, plural nouns, verbs, adjectives, other words). Write them on Post-It notes (German on one side, English on the other) and stick them around the house.
- Remember to revise how the words **sound**, not just how it looks. Use www.dict.cc or www.leo.org to check the pronunciation. Just type in the word and click on the speaker icon.
- If you're a visual learner, try making a mind-map for each topic area or sub-topic. Do this without your vocabulary list/dictionary first, and then allow yourself 2 minutes to look at your vocabulary list before adding to it.

Useful Vocabulary Websites

- Languages Online <http://www.languagesonline.org.uk/>

Online Dictionaries

look up individual words for pronunciation guidance and meaning.

- **Leo**www.leo.org
- **Dict**www.dict.cc

Reading

- Look at the question first. What's the topic? Which words can you expect to come up? How could the examiner try and catch you out?
- Read the passage carefully. Identify key words, then look for those tricky little words that can change the meaning of a sentence.
- If you're reading a series of statements by several people, and the question asks you to write the name of one of the people, try writing a brief summary of what each person has said in English.
- Check your work thoroughly and write down any vocabulary you didn't recognise.

Useful Reading Websites

- **Gut!** <http://gut.languageskills.co.uk/index.html>

<http://gut.languageskills.co.uk/index.html> - This site is available for free apart from weekdays from 10am – 4pm. Listening and Reading exercises divided into topic areas.

- **Languages Online** <http://www.languagesonline.org.uk/>

A variety of exercises. Grammar and topic units are good for a challenge!

Writing

Writing Task

This consists of one essay question of 90-100 words in length. You will be given three bullet-points in English which you need to cover in your essay. You should give each bullet-point an equal share of the wording.

The best way to prepare for this exam is to think about how you can show off as many as possible of the different structures and vocabulary you have learnt. Furthermore, you should try to give your opinion on something. You really must try to avoid repeating any vocabulary or structures, as the word count is so limited.

You should practice writing about the following:

- **A description of yourself – name, age, where you are from.**
- **A description of your family and pets – physical appearance and character**
- **Details about your hobbies and free time activities – what are they? What do you like/not like doing?**

