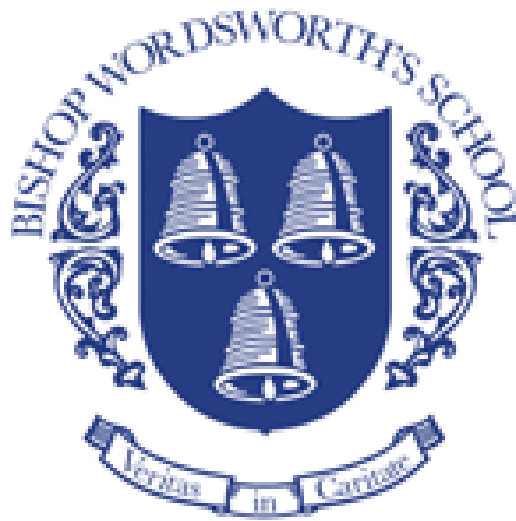


German

Year 8

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

Stimmt 2 (Unit 1, 2 & 3)

Unit & Learning objectives	Key Language	Grammar and other language features
<p>Kapitel 1 - IchLiebeFerien! 1 Innsbruck – früher und heute (pp. 8–9) Comparing places ‘then’ and ‘now’ Describing in the past using <i>war</i>, <i>hatte</i> and <i>es gab</i></p>	<p>Wie ist Innsbruck heute? Wie war Innsbruck früher? Innsbruck ist/war ... historisch touristisch alt modern klein groß laut ruhig schön industriell Innsbruck hat/hatte ... Es gibt/gab ... einen Marktplatz einen Strand eine Arena eine Skatehalle ein Einkaufszentrum ein Olympiastadion kein/keine/keinen ...</p>	<p>The imperfect tense – 3rd person singular of <i>sein</i> (<i>war</i>), <i>haben</i> (<i>hatte</i>) and <i>es gibt</i> (<i>es gab</i>) Agreeing and disagreeing</p>
<p>2 Was hast du in den Feriengemacht? (pp. 10–11) Talking about what you did on holiday Using the perfect tense with <i>haben</i></p>	<p>Wo hast du gewohnt? Ich habe ... gewohnt. auf einem Campingplatz bei Freunden in einem Ferienhaus in einem Hotel in einem Wohnwagen in einer Jugendherberge Was hast du gemacht? Ich habe/Wir haben ... Musik gehört Souvenirs gekauft Volleyball gespielt einen Bootausflug gemacht die Kirche gesehen Fisch gegessen</p>	<p>The perfect tense with <i>haben</i> – regular verbs, full paradigm The perfect tense with <i>haben</i> – irregular verbs Pronunciation of key sounds (<i>j</i> and <i>w</i>)</p>

<p>3 Wie bist du gefahren? (pp. 12–13) Talking about how you travelled Using the perfect tense with <i>sein</i></p>	<p>Wie bist du gefahren? Ich bin ... mit dem Auto/Reisebus/Schiff gefahren. mit meiner Familie/mit Freunden gefahren. Rad/Snowboard gefahren. geflogen. zu Fuß gegangen. an den See/Strand gegangen. nach ...</p> <p>gefahren/gegangen/ge flogen. Ich bin nicht weggefahren. Ich bin zu Hause/in einem Hotel geblieben. Ich bin im Meer/See geschwommen.</p>	<p>The perfect tense with <i>sein</i> – verbs of movement, full paradigm Word order after time expressions with perfect tense</p>
<p>4 Wie ist das Wetter? (pp. 14–15) Talking about the weather Combining the present and past tenses</p>	<p>Wie ist das Wetter (in ...)? Es ist.../In ... ist es ... Es war... heiß kalt neblig sonnig windig wolkig Es regnet. Es schneit. Es donnert und blitzt. Es hat</p> <p>geregnet/geschneit/ge donnert und geblitzt. Ich gehe ...</p> <p>windsurfen/kitesurfen/s chimmen Ich mache Snowtubing. Ich fahre ...</p> <p>Wakeboard/Snowboar d/Ski/ Banane</p>	<p>Word order after expressions of place (verb second) Weather expressions in the past (<i>es war/es hat ...</i>) Combining present and past tenses</p>

<p>5 Speaking Skills: Ein Interview (pp. 16–17) Talking about holidays Asking and answering questions</p>	<p>Wohin? Wie? Mit wem? Wo? Was? Wie lange? Wie war ...?</p>	<p>Focus on question words Using the question to help formulate the response Using fillers to buy time and improve spontaneity Using follow-up questions to keep conversation going Preparing interviews/ presentations in advance</p>
<p>Kapitel 2 – Bist du einMediafan? 1 Kinoklub (pp. 30-31) Talking about film preferences Asking questions in the perfect tense</p>	<p>Ich sehe (nicht) gern ... Dramen Fantasyfilme Horrorfilme Komödien Liebeskomödien Science-Fiction-Filme Zeichentrickfilme ..., weil sie ... sind. blöd gruselig interessant kindisch langweilig lustig unterhaltsam romantisch schrecklich spannend</p>	<p>Word order in questions in the perfect tense</p>
<p>2 Guck Mal? (pp. 32-33) Talking about programmes you watch Using the modal verb <i>wollen</i></p>	<p>Was siehst du (nicht) gern? Ich sehe (sehr/nicht) gern ... Ich hasse ... Dokumentationen Gameshows Musikvideos die Nachrichten Realityshows Seifenopern Sitcoms und Serien Sportsendungen</p>	<p>The present tense – irregular verbs <i>sehen, wollen</i> Modal verbs + infinitive – word order</p>

<p>3 Lesecke (pp. 34-35)</p> <p>Talking about your reading preferences Using prepositions with the dative case</p>	<p>Was liest du (nicht) gern? Ich lese (nicht) gern ... Ich lese lieber ... Ich lese am liebsten ... Biografien Blogs Comics Fantasybücher Romane Sachbücher Websites Zeitschriften Zeitungen auf dem Hof auf dem Klo auf dem Sofa im Bett im Bus im Garten im Park im Schlafzimmer im Zug in der Badewanne in der Schule</p>	<p>Present tense – irregular verb <i>lesen</i> <i>gern, lieber, am liebsten</i> Word order after <i>am liebsten</i> (verb second) Prepositions of position <i>in, auf</i> <i>in + dem = im</i></p>
<p>4 Bist du süchtig? (pp 36-37)</p> <p>Discussing screen time Using modal verbs <i>sollen, dürfen, können</i></p>	<p>Wie oft sitzt du vor dem Bildschirm? eine Stunde/zwei bis drei Stunden pro Tag nicht mehr als ... Stunden pro Tag mehr als ... Stunden pro Woche ab und zu oft nach den Hausaufgaben nur am Wochenende immer von ... bis ... Uhr Man sollte nicht/öfter ... Das geht mir auf die Nerven. Das ist (un)gesund/passiv. Das macht (un)fit/Spaß. Das stimmt (nicht). Ich bin (nicht) süchtig. Du hast Recht. Meiner Meinung nach ... Unsinn!</p>	<p>Modal verbs <i>sollen – sollte</i> etc. Modal verbs + infinitive – word order</p>

<p>Kapitel 3 - Bleibgesund! 1 Zum Frühstück (pp. 54-55)</p> <p>Talking about typical breakfasts Using the verb <i>essen</i></p>	<p>das Frühstück Brötchen Eier Frühstücksflocken heiße Schokolade Kaffee Käse Marmelade Milch Obst Orangensaft Schinken Tee</p>	<p>Present tense – irregular verb <i>essen</i> Perfect tense – irregular verbs <i>essen, trinken</i></p>
<p>2 Was nimmst du? (pp. 56-57)</p> <p>Discussing traditional German food Using the verb <i>nehmen</i></p>	<p>die Speisekarte Bratwurst Fisch Flammkuchen Gemüsesuppe Hähnchen Käsespätzle Schnitzel Steak mit ... Brötchen Eiern Erbsen Karotten Kartoffeln Pommes frites Reis Rösti Salat Sauerkraut</p>	<p>Dative plural of nouns after <i>mit</i> Irregular verb <i>nehmen</i> – present and perfect tenses Accusative (<i>den, einen</i>) after <i>nehmen</i></p>
<p>3 Kannst du kochen? (pp. 58-59)</p> <p>Understanding and using recipes The <i>du</i> form of the imperative</p>	<p>Erhitze Misch Nimm Rühre Schneide Serviere Stell Streiche ein Liter fünfzig Milliliter ein Kilo hundert Gramm das Stück 175 Grad Celsius</p>	<p>Imperative (<i>du</i>) Prepositions of movement (<i>in, auf</i>)</p>

<p>4 Im Training (pp. 60-61)</p> <p>Talking about healthy lifestyles Using the verb <i>müssen</i></p>	<p>Man muss ... acht Stunden schlafen wenig Fett und Zucker essen viel Obst und Gemüse essen mehr Wasser trinken früh ins Bett gehen drei Stunden trainieren zweimal pro Woche joggen</p>	<p>The present tense – irregular verb <i>müssen</i> Modal verbs + infinitive – word order</p>
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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 will be a 90-100 word writing task on the topic of holidays and will include the past, present and future tenses.

In order to revise for this part of the test, you will need to:

Revise	Book	Chapter
Vocabulary	Stimmt 1	5
Future Tense	Stimmt 1	5
Vocabulary	Stimmt 2	1
Perfect Tense	Stimmt 2	1
Imperfect Tense	Stimmt 2	1
Present Tense	Your exercise book/BWS website	

You could also practise writing about your holidays in the present, past and future tenses.

Revision Log

You may find this revision log a useful way of keeping track of your revision.

Date	Task/Topic	D	K	A

