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 |
| --- | --- | --- |
| **Kapitel 1 - Ich Liebe Ferien!****1 Innsbruck – früher und heute**(pp. 8–9)Comparing places ‘then’ and‘now’Describing in the past using *war*, *hatte* and *es gab* | Wie ist Innsbruck heute?Wie war Innsbruck früher?Innsbruck ist/war …historischtouristischaltmodernkleingroßlautruhigschönindustriellInnsbruck hat/hatte …Es gibt/gab …einen Marktplatzeinen Strandeine Arenaeine Skatehalleein Einkaufszentrumein Olympiastadionkein/keine/keinen … | The imperfect tense – 3rd personsingular of *sein (war)*, *haben (hatte)*and *es gibt (es gab)*Agreeing and disagreeing |
| **2 Was hast du in den Ferien gemacht?**(pp. 10–11)Talking about what you did onholidayUsing the perfect tense with *haben* | Wo hast du gewohnt?Ich habe … gewohnt.auf einem Campingplatzbei Freundenin einem Ferienhausin einem Hotelin einem Wohnwagenin einer JugendherbergeWas hast du gemacht?Ich habe/Wir haben …Musik gehörtSouvenirs gekauftVolleyball gespielteinen Bootausflug gemachtdie Kirche gesehenFisch gegessen | The perfect tense with *haben* –regular verbs, full paradigmThe perfect tense with *haben* – irregular verbsPronunciation of key sounds (*j* and *w*) |
| **3 Wie bist du gefahren?**(pp. 12–13)Talking about how you travelledUsing the perfect tense with *sein* | 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 … gefahren/gegangen/geflogen.Ich bin nicht weggefahren.Ich bin zu Hause/in einem Hotel geblieben.Ich bin im Meer/See geschwommen. | The perfect tense with *sein* – verbsof movement, full paradigmWord order after time expressions with perfect tense |
| **4 Wie ist das Wetter?**(pp. 14–15)Talking about the weatherCombining the present and past tenses | Wie ist das Wetter (in …)?Es ist…/In … ist es …Es war…heißkaltnebligsonnigwindigwolkigEs regnet.Es schneit.Es donnert und blitzt.Es hat  geregnet/geschneit/gedonnert  und geblitzt.Ich gehe … windsurfen/kitesurfen/schimmenIch mache Snowtubing.Ich fahre … Wakeboard/Snowboard/Ski/ Banane | Word order after expressions ofplace (verb second)Weather expressions in the past (*es war/es hat …*)Combining present and past tenses |
| **5 Speaking Skills: Ein Interview**(pp. 16–17)Talking about holidaysAsking and answering questions | Wohin?Wie?Mit wem?Wo?Was?Wie lange?Wie war …? | Focus on question wordsUsing the question to help formulate the responseUsing fillers to buy time and improve spontaneityUsing follow-up questions to keep conversation goingPreparing interviews/presentations in advance |
| **Kapitel 2 – Bist du ein Mediafan?****1 Kinoklub**(pp. 30-31)Talking about film preferencesAsking questions in the perfect tense | Ich sehe (nicht) gern …DramenFantasyfilmeHorrorfilmeKomödienLiebeskomödienScience-Fiction-FilmeZeichentrickfilme…, weil sie … sind.blödgruseliginteressantkindischlangweiliglustigunterhaltsamromantischschrecklichspannend | Word order in questions in theperfect tense |
| **2 Guck Mal?**(pp. 32-33)Talking about programmes you watchUsing the modal verb *wollen* | Was siehst du (nicht) gern?Ich sehe (sehr/nicht) gern …Ich hasse …DokumentationenGameshowsMusikvideosdie NachrichtenRealityshowsSeifenopernSitcoms und SerienSportsendungen | The present tense – irregular verbs *sehen*, *wollen*Modal verbs + infinitive – wordorder |
| **3 Leseecke**(pp. 34-35)Talking about your reading preferencesUsing prepositions with the dative case | Was liest du (nicht) gern?Ich lese (nicht) gern …Ich lese lieber …Ich lese am liebsten …BiografienBlogsComicsFantasybücherRomaneSachbücherWebsitesZeitschriftenZeitungenauf dem Hofauf dem Kloauf dem Sofaim Bettim Busim Gartenim Parkim Schlafzimmerim Zugin der Badewannein der Schule | Present tense – irregular verb *lesen**gern, lieber, am liebsten*Word order after *am liebsten* (verb second)Prepositions of position *in, auf in + dem = im* |
| **4 Bist du süchtig?**(pp 36-37)Discussing screen timeUsing modal verbs *sollen, dürfen, können* | Wie oft sitzt du vor dem Bildschirm?eine Stunde/zwei bis drei Stunden pro Tagnicht mehr als … Stunden pro Tagmehr als … Stunden pro Wocheab und zuoft nach den Hausaufgabennur am Wochenendeimmer von … bis … UhrMan 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! | Modal verb *sollen – sollte* etc.Modal verbs + infinitive – word order |
| **Kapitel 3 - Bleib gesund!****1 Zum Frühstück**(pp. 54-55)Talking about typical breakfastsUsing the verb *essen* | das FrühstückBrötchenEierFrühstücksflockenheiße SchokoladeKaffeeKäseMarmeladeMilchObstOrangensaftSchinkenTee | Present tense – irregular verb *essen*Perfect tense – irregular verbs *essen, trinken* |
| **2 Was nimmst du?**(pp. 56-57)Discussing traditional German foodUsing the verb *nehmen* | die SpeisekarteBratwurstFischFlammkuchenGemüsesuppeHähnchenKäsespätzleSchnitzelSteakmit …BrötchenEiernErbsenKarottenKartoffelnPommes fritesReisRöstiSalatSauerkraut | Dative plural of nouns after *mit*Irregular verb *nehmen* – present and perfect tensesAccusative (*den, einen*) after *nehmen* |
| **3 Kannst du kochen?**(pp. 58-59)Understanding and using recipesThe *du* form of the imperative | ErhitzeMischNimmRühreSchneideServiereStellStreicheein Literfünfzig Milliliterein Kilohundert Grammdas Stück175 Grad Celsius | Imperative (*du*)Prepositions of movement (*in, auf)* |
| **4 Im Training**(pp. 60-61)Talking about healthy lifestylesUsing the verb *müssen* | Man muss …acht Stunden schlafenwenig Fett und Zucker essenviel Obst und Gemüse essenmehr Wasser trinkenfrüh ins Bett gehendrei Stunden trainierenzweimal pro Woche joggen | The present tense – irregular verb *müssen*Modal verbs + infinitive – word order |

**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](http://www.dict.cc) or [www.leo.org](http://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](http://www.leo.org)
* **Dict** [www.dict.cc](http://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.**

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| --- | --- | --- | --- | --- |
| **Date** | **Task/Topic** | **☺** | **😐** | **☹** |
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