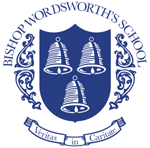
German

Year 8

End of Year Exam

[](http://www.google.co.uk/url?sa=i&rct=j&q=bishop+wordsworth's+school+logo&source=images&cd=&cad=rja&docid=-j9j06jqZYZVgM&tbnid=PtBPAAAbVlYmnM:&ved=0CAUQjRw&url=https://twitter.com/BWordsworths&ei=khv4UeCEEMaM7Qb4rIHgCQ&psig=AFQjCNF0YNhKY8skw4EOFonONwzUJwQoFQ&ust=1375300868765927)

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 …  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 … | The imperfect tense – 3rd person  singular 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 on  holiday  Using the perfect tense with *haben* | 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 | The perfect tense with *haben* –  regular verbs, full paradigm  The perfect tense with *haben* – irregular verbs  Pronunciation of key sounds (*j* and *w*) |
| **3 Wie bist du gefahren?**  (pp. 12–13)  Talking about how you travelled  Using 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* – verbs  of movement, full paradigm  Word order after time expressions with perfect tense |
| **4 Wie ist das Wetter?**  (pp. 14–15)  Talking about the weather  Combining the present and past tenses | 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  geregnet/geschneit/gedonnert  und geblitzt.  Ich gehe …  windsurfen/kitesurfen/schimmen  Ich mache Snowtubing.  Ich fahre …  Wakeboard/Snowboard/Ski/  Banane | Word order after expressions of  place (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 holidays  Asking and answering questions | Wohin?  Wie?  Mit wem?  Wo?  Was?  Wie lange?  Wie war …? | 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 |
| **Kapitel 2 – Bist du ein Mediafan?**  **1 Kinoklub**  (pp. 30-31)  Talking about film preferences  Asking questions in the perfect tense | 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 | Word order in questions in the  perfect tense |
| **2 Guck Mal?**  (pp. 32-33)  Talking about programmes you watch  Using the modal verb *wollen* | Was siehst du (nicht) gern?  Ich sehe (sehr/nicht) gern …  Ich hasse …  Dokumentationen  Gameshows  Musikvideos  die Nachrichten  Realityshows  Seifenopern  Sitcoms und Serien  Sportsendungen | The present tense – irregular verbs *sehen*, *wollen*  Modal verbs + infinitive – word  order |
| **3 Leseecke**  (pp. 34-35)  Talking about your reading preferences  Using prepositions with the dative case | 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 | 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 time  Using modal verbs *sollen, dürfen, können* | 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! | Modal verb *sollen – sollte* etc.  Modal verbs + infinitive – word order |
| **Kapitel 3 - Bleib gesund!**  **1 Zum Frühstück**  (pp. 54-55)  Talking about typical breakfasts  Using the verb *essen* | das Frühstück  Brötchen  Eier  Frühstücksflocken  heiße Schokolade  Kaffee  Käse  Marmelade  Milch  Obst  Orangensaft  Schinken  Tee | Present tense – irregular verb *essen*  Perfect tense – irregular verbs *essen, trinken* |
| **2 Was nimmst du?**  (pp. 56-57)  Discussing traditional German food  Using the verb *nehmen* | die Speisekarte  Bratwurst  Fisch  Flammkuchen  Gemüsesuppe  Hähnchen  Käsespätzle  Schnitzel  Steak  mit …  Brötchen  Eiern  Erbsen  Karotten  Kartoffeln  Pommes frites  Reis  Rösti  Salat  Sauerkraut | Dative plural of nouns after *mit*  Irregular verb *nehmen* – present and perfect tenses  Accusative (*den, einen*) after *nehmen* |
| **3 Kannst du kochen?**  (pp. 58-59)  Understanding and using recipes  The *du* form of the imperative | Erhitze  Misch  Nimm  Rühre  Schneide  Serviere  Stell  Streiche  ein Liter  fünfzig Milliliter  ein Kilo  hundert Gramm  das Stück  175 Grad Celsius | Imperative (*du*)  Prepositions of movement (*in, auf)* |
| **4 Im Training**  (pp. 60-61)  Talking about healthy lifestyles  Using the verb *müssen* | 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 | 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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