

AQA German

Grammar & Vocabulary Workbook

Higher

LESSONS

kerboodle

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Name:

Class:

Nelson Thornes



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AQA GCSE German – Higher

Grammar & Vocabulary Workbook

How to use this book

For your AQA GCSE exam, you will be tested in four skills: listening, speaking, reading and writing. You won't have a specific vocabulary or grammar exam, but a wide vocabulary and a sound knowledge of grammar are essential, whichever skill is being assessed. Vocabulary and grammar form the building blocks for expressing yourself and understanding others. Get to grips with these, and you're well on the way to achieving success at GCSE.

This book is divided into two sections:

Grammar

If you are using the Nelson Thornes *AQA GCSE German Student Book*, you will find different grammar points are assigned to different topics from the AQA specification. Of course, both in real life and in the exam you will need to be able to apply your grammar knowledge across a range of subjects. You might learn the perfect tense while talking about holidays, but you'll want to use it elsewhere too! For this reason, the grammar points in this book aren't just linked to the topics where you first encounter them – here you can branch out and gain confidence in applying the same rules to new situations. Grammar points are arranged into sections to form a reference. Once you've learned a point, practise it here, or use different pages during your revision, to bring together your topic and grammar knowledge.

Vocabulary

As in the *AQA GCSE German Student Book*, vocabulary topics follow the order listed in the AQA specification. Use the different sections:

- at the start of a new topic, to practise the vocabulary you already know from Key Stage 3, and to pinpoint areas that will need more work for GCSE
- while working through a Student Book chapter, to reinforce and broaden your vocabulary
- while revising, especially when you need a reminder of topics covered a long time previously.

You can also refer to the vocabulary list in the AQA specification. Remember – the richer your vocabulary, the more able you'll be to say and write what you really want!

Finally ...

Once you've worked through this book, go back to it for revision, but also look beyond it, to enhance the structures you use and the vocabulary you know, giving you extra confidence for your GCSE exams.

Above all, enjoy your language learning!

These boxes identify places in other resources – such as the Student Book or Kerboodle – which cover what you've been learning.

Tip boxes provide handy hints to help with your language learning and revision.

Tip

Grammar boxes provide a summary of the grammar point you're practising, so you won't need to refer to other materials.

Grammar

Bump up your grade

If you're aiming for A/A*, these boxes provide useful advice to make sure you don't miss out on extra marks.



Gender

There are patterns that can help you remember the **gender** of **nouns**. Not all words fit the patterns and there are exceptions, but it does give you more chance of being right.

- People are usually their own gender (but not *Mädchen, Fräulein*).
- **-er** ending is usually **masculine** (but not *Mutter, Schwester*).
- **-e** ending is nearly always **feminine**.
- **-in, -ung, -heit, -keit** are always **feminine**.
- **-chen, -lein** are always **neuter** (which is why 'girl' is neuter!)
- Nouns beginning **Ge-** are often **neuter**.

- 1a** Show whether each of the following nouns is masculine, feminine or neuter by putting a tick in the correct column. Leave any answers where you are unsure.

	M	F	N	English
___ Freiheit				
___ Einwanderer				
___ Treibhauseffekt				
___ Geschäft				
___ Größe				
___ Verkäuferin				
___ Mädchen				
___ Sonnenbrand				
___ Flugzeug				
___ Hilfe				
___ Kundin				
___ Theaterstück				
___ Arbeitspraktikum				

When you look up nouns in a dictionary, it should tell you the gender, either by giving the nominative definite article (*der Mann; die Frau; das Kind*) or by giving the initial of the noun's particular gender (*Mann m; Frau f; Kind n*).

- 1b** Use a dictionary to look up the gender of the nouns about which you weren't sure, and to check the others. Write down *der, die* or *das* in front of the noun according to whether it is masculine, feminine or neuter, and add in the English meaning in the final column.
- 1c** Look at the English meanings. Which words would you have expected to be masculine or feminine? Which words have unexpected genders?

► Student Book: page 39, page 174

Kerboodle: Grammar activity:
Understanding nouns and gender

Grammatik

Nouns in German are all categorised as either **masculine, feminine** or **neuter**. This is called **gender**.

der Bruder – brother – **masculine**

die Tasche – bag – **feminine**

das Haus – house – **neuter**

The gender of a noun may have nothing to do with sex or gender in real life. For instance, *das Mädchen* (the girl) is not feminine but neuter!

Gender and articles

In German, words like 'the', 'a/an' and 'it' change according to the gender of the noun to which they refer. The table below shows the changes in the nominative case (see page 7).

	masc.	fem.	neut.
definite	<i>der</i>	<i>die</i>	<i>das</i>
indefinite	<i>ein</i>	<i>eine</i>	<i>ein</i>
negative	<i>kein</i>	<i>keine</i>	<i>kein</i>

Bump up your grade

Knowing the gender of nouns is important for accuracy in speaking and writing. Each time you learn a new noun, memorise it alongside *der, die* or *das*.

Tipp

Colour-coding helps some people to remember the gender of nouns. If it helps, try picturing words in different colours as you learn them (e.g. blue for masculine, pink for feminine, grey for neuter).



Singular and plural

Student Book: page 174

- 1 Circle the words or phrases that are plural.

eine Maus Souvenirs ein Arbeitspraktikum kein Haustier
zehn Frauen meine Eltern das Geld die Schulen eine Lehre
viele Freunde die Frau der Tourismus

- 2 Fill in the article and the plural using the patterns in the grammar box to help you. Check the gender in a dictionary if necessary.

singular	plural
<u>der</u> Ausländer	die _____
_____ Büro	die _____
_____ Handy	die _____
_____ Hotel	die _____
_____ Maus	die _____
_____ Möglichkeit	die _____
_____ Spende	die _____
_____ Tüte	die _____
_____ Verbindung	die _____
_____ Verbrechen	die _____

- 3 Fill in the article and the singular using the patterns in the grammar box to help you. You should be familiar with most of these nouns.

_____	die Bäcker
_____	die Bahnhöfe
_____	die Briefe
_____	die Flaschen
_____	die Freunde
_____	die Häuser
_____	die Länder
_____	die Nachrichten
_____	die Preise
_____	die Strände

- 4 Write a short paragraph about yourself. Include at least six plural nouns and underline them.

Number

Nouns in German change according to whether they are **singular** (only one) or **plural** (more than one). This is known as 'number'.

In the plural, **all genders have the same article**: 'the' = *die*; 'not any' or 'no' = *keine*. Obviously, there is no plural for 'a', but you can just have a plural word with no article (e.g. *Fremdsprachen*) or with other words like *meine* (my) and *viele* (lots of).

Forming plural nouns

There are different ways of making nouns plural in German. There isn't really a quick rule, but there are some patterns that can help you remember them.

Most feminine nouns add **-n** or **-en**: *eine Katze – zwei Katzen*

Nouns ending **-er**, **-en** usually stay the same: *ein Hamster – drei Hamster*

Most nouns borrowed from other languages just add **-s**: *ein Auto – zwei Autos*

Some nouns add **-e**: *ein Hund – drei Hunde*

Some nouns add **-e**, but also take an umlaut (¨): *eine Maus – hundert Mäuse*

A few nouns add **-er**: *ein Ei – sechs Eier*

Some nouns add **-er** and take an umlaut: *ein Mann – zwei Männer*

When you look up a noun in a dictionary, it should tell you how it changes when it's in the plural form. Usually this is done through the use of brackets e.g. *das Haus* (¨er) means the plural is *Häuser*.



Nominative and accusative cases (1)

1a Underline the subject in each of these sentences, then circle the direct object.

- a He buys an ice cream.
- b Susanna reads a book.
- c German students don't wear school uniform.

1b Now underline the subject and circle the direct object for each of these sentences in German.

- a Die Schüler dürfen Handys benutzen.
- b Lukas isst gern Pommes.
- c München bietet viele Geschäfte.
- d Max hat einen Job gefunden.
- e In unserer Schule sieht man keine Plastikbecher mehr.

2a Translate each of the following sentences into English. (The blanks indicate a missing 'the'.)

- a Ich habe _____ Film gesehen.

- b _____ Film war toll.

- c _____ Stadt ist groß und hat viele Geschäfte.

- d Morgen werde ich _____ Stadt besuchen.

- e _____ Marktplatz ist alt und schön.

- f Lisa isst _____ Butterbrot.

2b Now use your translations to decide whether each of the nouns in bold is the subject or the direct object of its sentence. Circle the direct objects.

2c Finally write the correct word for 'the' (*der/die/das/den*) for the nouns in bold. Look up the genders if you're unsure. Remember, you need to take extra care when choosing the article for masculine nouns.

► Student Book: page 28, page 175

Cases tell you what parts different words play in a sentence. There are four different cases in German: nominative, accusative, dative and genitive.

Subject → nominative case

The subject of a sentence is the person or thing doing the action of the verb. In German the **nominative** case is used for the subject.

Ich esse einen Apfel. I eat an apple.

Here, *ich* is the subject.

Direct object → accusative case

The **direct object** of a sentence is the person or thing having the action of the verb done to it. In German the **accusative** case is used for the direct object.

Ich esse einen Apfel. I eat an apple.

Here, *einen Apfel* is the direct object.

The definite article ('the')

In German the word for 'the' varies not just according to gender and number (see page 6), but also according to case. With the nominative and accusative cases, the only difference is in the masculine singular – in the accusative *der* becomes *den*.

	masc.	fem.	neut.	plural
nom.	<i>der</i>	<i>die</i>	<i>das</i>	<i>die</i>
acc.	<i>den</i>	<i>die</i>	<i>das</i>	<i>die</i>



Nominative and accusative cases (2)

1a Translate each of the following sentences into English. The German articles are not yet filled in, so the English equivalent has been given in brackets.

a Schüler in Deutschland tragen (no) _____ Uniform.

b Ich kaufe (a) _____ Pulli.

c In diesem Zimmer haben wir (a) _____ Spülmaschine.

d Das Badezimmer hat (a) _____ Dusche, aber (no) _____ Badewanne.

e (a) _____ Gesamtschule ist oft größer als (a) _____ Gymnasium.

f Wir haben (no) _____ Entscheidung getroffen.

1b Now use your translations to decide whether each of the nouns in bold is the subject or the direct object of its sentence. Circle the direct objects.

1c Finally write in the missing articles in each of the German sentences. Look up the gender of the nouns if you need to.

2 Choose the correct word to complete these sentences. In some sentences there is a clue for the gender, but if you're not sure, look up the word.

a Ich mag **den / die / das** neuen Schulleiter, aber er ist sehr streng.

b Wir machen **einen / eine / ein** Klassenfahrt nach Italien. Sie wird toll sein.

c **Der / Die / Das / Den** Rockstar hat **keinen / keine / kein** Probleme mit Alkohol gehabt.

d Wir sehen **den / die / das** Ozonloch nicht, aber es ist sehr gefährlich.

e Dominic heiratet, weil er **einen / eine / ein** Partnerin will.

f Mein Bruder bekommt **keinen / keine / kein** Taschengeld.

g **Einen / Eine / Ein** guten Job habe ich nicht, denn **der / die / das / den** Lohn ist schlecht.

h **Den / Die / Das** Altstadt hat man renoviert und sie sieht schön aus.

► Student Book: page 28, page 175
Also see this book, pages 11 and 12

Indefinite and negative articles

The German words for 'a' and 'not a/no' vary according to case. With the nominative and accusative cases, the only difference is in the masculine forms.

	masc.	fem.	neut.	plural
nom.	ein	eine	ein	
acc.	einen	eine	ein	
nom.	kein	keine	kein	keine
acc.	keinen	keine	kein	keine

To help you find the direct object, ask yourself the question 'who(m) or what?'.
He saw (what?) a fantastic (job) advert.

Er hat eine tolle Anzeige gesehen.

The boss invited (who?) the man to an interview.

Der Chef hat den Mann zu einem Vorstellungsgespräch eingeladen.

Remember, the object could be the first thing in the sentence if you want to emphasise it.

Den Mann hat der Chef ... eingeladen.

(It was the man – and not the woman/the boy/the chimpanzee – that the boss invited.)

The accusative case shows you that *den Mann* is the direct object, and the word in the nominative (*der Chef*) is the subject.

If you use *es gibt* to say 'there is' you need to follow it with the accusative case:
Es gibt keinen Parkplatz.



The dative case

1 Tick the nouns that are in the dative case.

- | | |
|--|---|
| a ☐ keinem Menschen | f ☐ keine Einwohner |
| b ☐ einer Schülerin | g ☐ einem LKW-Fahrer |
| c ☐ den Lehrer | h ☐ keinen Kandidatinnen |
| d ☐ den Arbeitern | i ☐ die Mütter |
| e ☐ der Gruppe | j ☐ dem Kind |

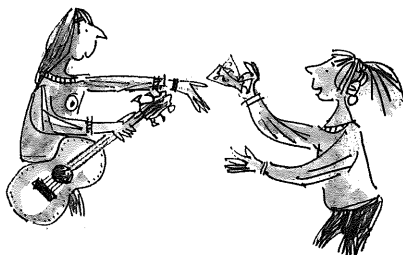
2a Translate each of the following sentences into English (ignoring the different options for the articles – you only need to translate them once!).

- a Er hat den / dem Drogenhändler kein / keinem Geld gegeben.

- b Unsere Klasse hat die / der Partnerschule in Afrika eine / einer E-Mail geschickt.

- c Man sagt keine / keinen Kandidaten die / den Antworten im Voraus.

- d Ich verkaufe eine / einer Freundin die / der Gitarre, die ich nicht mehr brauche.



2b Now use your translations to decide whether each of the nouns in bold is the direct object or the indirect object of its sentence. Underline the direct objects and circle the indirect objects.

2c Finally select the correct articles for the direct and indirect objects in the German sentences.

3 Put the words into the correct order to form complete sentences.

- a Der Chef / dem Mann / angeboten / einen tollen Job / hat

- b der Klasse / Die Lehrerin / erzählt / eine Geschichte

- c Der Mann / der Frau / hat / gegeben / es

► Student Book: page 29, page 176
Also see this book, pages 11 and 12.

Indirect object

The indirect object of a sentence usually means 'to' or 'for'.

*Die Mutter gibt **dem Kind** ein Eis.*

The mother gives (to) the child an ice cream.

Here, 'the child' is the indirect object (the ice cream is the direct object – the thing being given).

In German the **dative** case is used for the indirect object, and the words for 'the', 'a' and 'no/not a' change:

	masc.	fem.	neut.	plural
the	dem	der	dem	den
a / an	einem	einer	einem	
not a	keinem	keiner	keinem	keinen

Dative plurals

Plural nouns in the dative case add an extra **-n** or **-en** at the end (unless they end with an **s** or an **n** already):

*Er erzählt **den Kindern** eine Geschichte.*

Word order

- The indirect object goes before the direct object if both are nouns:
Sie gibt der Frau ein Geschenk.

- If one of the objects is a pronoun, it goes before the noun:
Sie gibt es der Frau.

- If both objects are pronouns, the direct object goes first:
*Sie gibt es ihr.**

*ihr = to her (see page 22)



The genitive case

Student Book: page 176

1a Read the following sentences and circle the genitive nouns.

a Herr Braun ist der Direktor der Schule.

b Gehen Sie in die Richtung des Parks.

c Am Ende des Films waren wir sehr müde.

d Das Zimmer der Kinder ist klein.

1b Now translate the sentences into English. (Remember: you don't have to use the 'of' form to denote possession in your sentences – put what sounds most 'English', providing the meaning is the same!)

2 Complete the phrases with the correct form of the article. Add –s or –es to the noun where necessary. Check the gender of the noun if you're not sure.

- | | |
|---|-------------------------------------|
| a die Nationalität d_____ Passagiere_____ | <i>the passengers' nationality</i> |
| b die Farbe d_____ Auto_____ | <i>the car's colour</i> |
| c in der Mitte d_____ Reihe_____ | <i>in the middle of the row</i> |
| d am Ende ein_____ Stunde_____ | <i>at the end of a lesson</i> |
| e die Ankunft d_____ Zug_____ | <i>the train's arrival</i> |
| f am Ende d_____ Jahr_____ | <i>at the end of the year</i> |
| g in die Richtung d_____ Park_____ | <i>in the direction of the park</i> |
| h das Problem d_____ Armut_____ | <i>the problem of poverty</i> |
| i die Verschmutzung d_____ Meer_____ | <i>the pollution of the sea</i> |
| j am Anfang ein_____ Film_____ | <i>at the beginning of a film</i> |

3 Here are some other phrases that use the genitive in German. Can you complete the English translations?

Es ist nicht der Mühe wert.

It's not _____

Eines Tages besuchen wir Rom.

_____ we'll visit Rome.

Er ist des Mordes schuldig.

He is _____

Weak nouns

A few masculine nouns add –n or –en in every case except the nominative singular. They are known as 'weak nouns', possibly because they are too weak to resist the extra ending! The main ones are: *Junge, Kollege, Name, Herr, Student, Tourist*.

Showing possession

There are several ways to show possession in German:

- With names, you can just add s:

Ralfs Freundin; Anikas Schultasche; Deutschlands Straßen

- You can sometimes use **von** with the dative case:

ein Freund von mir – a friend of mine

- For other expressions where English uses –'s, you have to turn the phrase round:

my teacher's car – the car of my teacher – *das Auto meines Lehrers*

Sometimes English already has phrases this way round:

the end of the street – *das Ende der Straße*

The last examples use the genitive case to show possession ('of').

Articles in the genitive

Here is the pattern for articles in the **genitive** case. The masculine and neuter forms are the same, and the feminine and plural ones are the same:

	masc.	fem.	neut.	plural
the	des	der	des	der
a	eines	einer	eines	–

not a *keines keiner keines keiner*

Most masculine and neuter nouns have –(e)s added to the end in the genitive:

in der Mitte des Bahnhofs; am Ende des Tages

Tipp



Prepositions and cases (1)

Prepositions followed by the accusative or the dative

1a Choose an accusative preposition from the box to add to each of the following sentences:

bis	ohne
für	durch

- a Ich kaufe ein Geschenk _____ meine Schwester.
- b Bei gutem Wetter gehen wir _____ den Park zur Schule.
- c Diesen Sommer fahre ich _____ meine Eltern in den Urlaub.
- d Der Film läuft _____ nächsten Donnerstag.

1b Now choose an accusative preposition from the box to add to each of the following sentences, then add the correct form of the definite article.

um	gegen
durch	für

- a Die Mediziner sind _____ Rauchen.
- b Das neue Haus liegt _____ Ecke.
- c Zu viele Lastwagen fahren _____ Alpen.
- d Ich habe das Geld _____ Ausflug.

2 Complete the sentences following the prompt in brackets. Check the gender of the noun first.

- a Die Post liegt _____ Supermarkt. (*opposite a*)
- b Ich habe ein gutes Zeugnis _____ Deutschlehrer bekommen. (*from my*)
- c Jede Woche bringe ich Altpapier _____ Container. (*to the*)
- d Karl Marx kommt _____ deutschen Stadt Trier. (*from [out of] the*)
- e Kommst du nächsten Samstag _____ Party? (*to the*)
- f Ich habe zwei Wochen _____ Freund verbracht. (*with [at the house of] my*)
- g Mein Bruder versteht sich gut _____ Eltern. (*with our*)
- h _____ Schulabschluss möchte ich reisen. (*after my*)
- i Wir arbeiten _____ Prüfungen nicht mehr. (*since the*)

3 For each of the following sentences, decide whether the preposition in bold should be followed by the accusative or dative case, and write A or D in the box of the end.

- a Das Haus liegt gegenüber **den / dem** Supermarkt. ☐
- b Ich verbringe zwei Wochen bei **eine / einer** Familie in Köln. ☐
- c Wir machen Aktionen gegen **die / der** Umweltverschmutzung. ☐
- d Ich verstehe mich gut mit **die / der** Lehrerin. ☐

► Student Book: page 99, page 101, page 102, page 176

Kerboodle: Grammar activity: Using prepositions taking the accusative case; Grammar activity: Using prepositions taking the dative case

Prepositions are little words which usually tell you something about **where** things are (their 'position'), e.g. 'on', 'next to', 'around'. When you use a **preposition** followed by a **noun** you have to make sure you get the **case** correct.

Prepositions followed by the accusative

These prepositions are always followed by the accusative (see pages 7 and 8):

bis	until, as far as
durch	through
für	for
gegen	against
ohne	without
um	around

Prepositions followed by the dative

These prepositions are always followed by the dative (see page 9):

aus	out of, made of
bei	at someone's house, with
mit	with, by (transport)
nach	after
seit	since, for
von	from, by, of
zu	to
gegenüber	opposite

Some dative forms are usually shortened so two words become one:

zu dem → zum	zum Markt
zu der → zur	zur Schule
von dem → vom	vom Zentrum
bei dem → beim	beim Bäcker



Prepositions and cases (2)

Prepositions followed by the accusative or the dative

1 Complete the grid.

	+ dative	+ accusative
a an	at, on (vertical surface)	on, to, up to
b auf	_____ (horizontal surface)	onto
c hinter	_____	(go) behind
d in	_____	into
e neben	next to, near	(go) _____, beside
f über	above, over	(go) over, across
g unter	_____, underneath	(go) under
h vor	_____, before	(go) in front of
i zwischen	between	(go) _____

2a For each of these sentences, decide whether the text in bold uses the accusative or dative. Write A or D in the box.

2b Translate each of the sentences into English.

- a ☐ Im August fahren wir **an die See**.

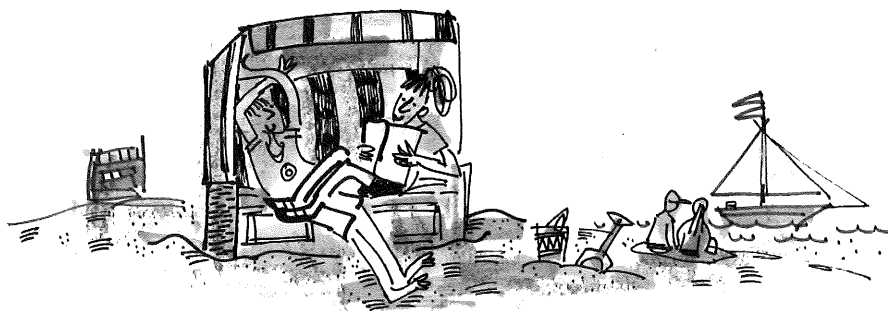
- b ☐ Wir gehen **in eine Imbissstube**.

- c ☐ Ich habe **in einer Metzgerei** gearbeitet.

- d ☐ Er hat sein Handy **auf seinem Bett** gefunden.

- e ☐ Ich lege mein Heft **auf den Tisch**.

- f ☐ Wir treffen uns **vor dem Kino**.



Student Book: page 102, page 177

Kerboodle: Grammar activity: Using prepositions taking the dative or accusative

Some prepositions are used with the dative most of the time, but can also be used with the accusative. The accusative is usually used when there is some change of place involved (e.g. 'into' rather than 'in').

*Ich warte **in der** Turnhalle.* I'm waiting in the gym.

*Der Lehrer kommt **in die** Turnhalle.* The teacher comes into the gym.

Prepositions often have different translations in different phrases. For example, in German you might say *Ich interessiere mich **für** Sport*, but in English that would be 'I am interested **in** sport'. Always look at the **whole** phrase and the context to get the meaning.

You can put the prepositions **in** and **an** together with the definite article to make one word:

in dem → **im** im Zentrum
an dem → **am** am Wochenende
in das → **ins** ins Zimmer
an das → **ans** ans Fenster

Remember that prepositions can be used with pronouns as well as nouns. The pronoun must be in the correct case:
für mich – for me (acc.),
mit mir – with me (dat.).



Prepositions and cases (3)

Prepositions followed by the genitive

Student Book: page 120, page 177

- 1** Complete the list of prepositions which use the genitive. Choose from the box.

außerhalb	outside of, excluding
anstatt / statt	_____
innerhalb	_____, within
_____	in spite of
wegen	because of
_____	during

trotz
während
inside of
instead of

- 2** Complete the phrases with the correct form of the genitive. Check the gender of the noun first.

- a außerhalb d_____ Stadt *outside of the town*
 b anstatt m_____ Freundin *instead of my (girl)friend*
 c wegen d_____ starken Regens *because of the heavy rain*
 d innerhalb e_____ Stunde *within an hour*
 e trotz d_____ vielen Probleme *despite the many problems*
 f während d_____ Woche *during the week*

- 3** Translate these sentences into German. Use the phrases from activity 2 and the words in the box to help you.

- a I live outside of the village.

 b I wear a coat instead of a jumper.

 c We're staying at home because of the heavy rain.

 d The letter arrived within a week.

 e Despite the price I buy lots of magazines. (word order – verb 2nd!)

 f During the day I eat no sweets. (word order!)

A few prepositions are used with the **genitive**. They are not as common as other prepositions, but they provide some useful phrases:

trotz des Wetters – in spite of the weather

während der Ferien – during the holidays

Grammatik

A lot of these expressions using the genitive include the word 'of' in English.

Remember that masculine and neuter singular nouns usually add **-(e)s** in the genitive.

Tipp

Bump up your grade

Prepositions occur in all kinds of phrases which, when used, can improve the level and the fluency of your work. Some have been mentioned on pages 11 and 12, but there are many other phrases that you can learn and use to good effect.

das Dorf
tragen
der Mantel
der Pulli
bleiben
der Brief
ankommen (aux. sein)
die Kosten
Magazine
Süßigkeiten



Adjectives (1)

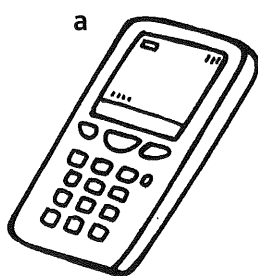
Student Book: page 35, page 175

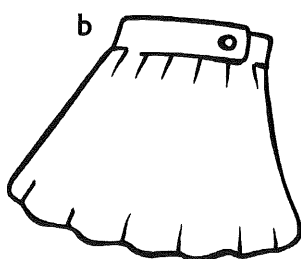
Kerboodle: Grammar activity: Using possessive adjectives

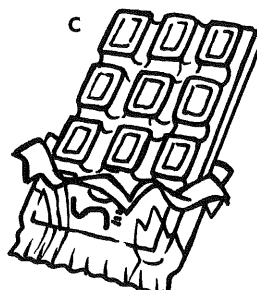
Possessive adjectives

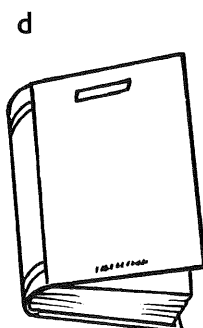
- 1a** Decide who each of the following items should belong to by taking a word from the box and writing it below each picture. This is entirely your choice but make sure you use all of the words!

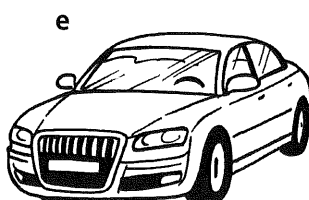
ich du Max Lisa wir Sie

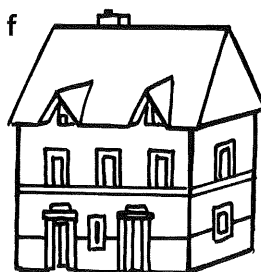












Possessive adjectives (my, your, his, her etc.) tell you what or who something belongs to. The German words are as follows:

mein – my

dein – your (familiar singular)

sein – his, its (masc. or neut. nouns)

ihr – her, its (fem. nouns)

unser – our

euer – your (familiar plural)

ihr – their

Ihr – your (formal singular or plural)

Possessive adjectives sometimes add endings, depending on the gender and case of the noun that follows. These follow a similar pattern to the endings for *ein* and *kein* (see page 17).

	masc.	fem.	neut.	plural
nom.	-	-e	-	-e
acc.	-en	-e	-	-e
dat.	-em	-er	-em	-en
gen.	-es	-er	-es	-er

- 1b** Now complete the sentences below based on your choices for 1a, taking care to use the correct possessive adjectives (his, her etc.).

- a Ich habe _____ Handy (n) gefunden.
 b Das ist _____ Rock (m).
 c Ist das _____ Schokolade (f)?
 d Hat Frau Roth _____ Buch (n) schon gelesen?
 e Wir fahren mit _____ Auto (n).
 f Dort ist das größte Zimmer _____ Hauses (n).

- 1c** Check your work, making sure you have used the correct ending for each adjective. (Think about both the case and the gender, and refer to the table on the right if you need to.)

In order to choose the correct word for 'your', you need to know which word for 'you' (*du*, *ihr* or *Sie*) you should be using.

Just as in German the word for 'it' changes depending on the gender of the noun it replaces (see page 22), the word for 'its' can be either *sein* or *ihr*. (These words also mean 'his' and 'her' but you should be able to work out which meaning is meant from the context.)

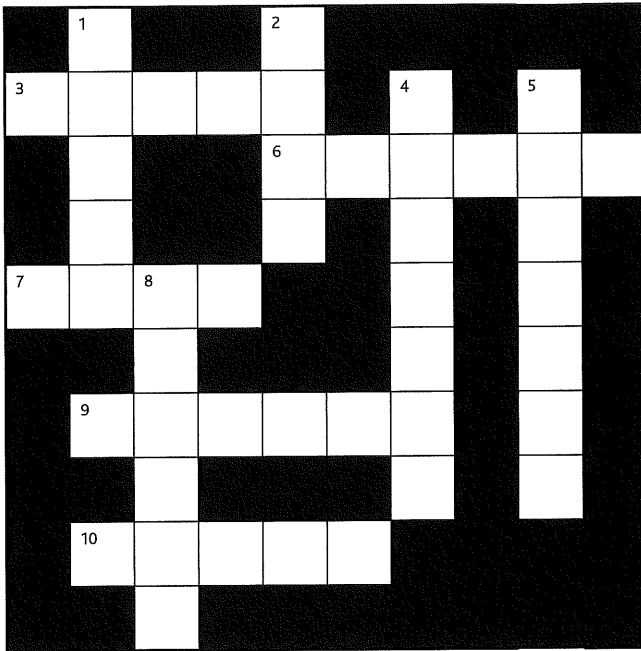


Adjectives (2)

Demonstrative and interrogative adjectives

Student Book: page 175

1 Complete the crossword.



Across

- 3 _____ Jacke gefällt mir nicht. (5 – *this*)
 6 _____ Jahr fahren wir nach Schweden. (6 – *this*)
 7 _____ Stunde dauert 45 Minuten. (4 – *every*)
 9 _____ Gruppe hörst du lieber? (6 – *which*)
 10 Wir chatten _____ Tag im Internet. (5 – *every*)

Down

- 1 Wir können _____ Probleme lösen. (5 – *these*)
 2 _____ Woche gibt es eine Party. (4 – *every*)
 4 Aus _____ Grund magst du Fußball? (7 – *which*)
 [aus _____ Grund = *why*]
 5 _____ Film willst du sehen? (7 – *which*)
 8 _____ Monat haben wir Prüfungen. (6 – *this*)

2 Complete the sentences by adding the correct endings. Check the gender if you are not sure.

- a Sie will für dies_____ internationale Firma arbeiten.
 b Welch_____ schlechten Erfahrungen hat er gehabt?
 c Man kann das in jed_____ guten Geschäft kaufen.
 d Hast du dies_____ neue Buch gesehen?

Demonstrative adjectives

dieser this, these

jeder every

Interrogative adjectives

welcher? which?

These words help define nouns. The endings follow a similar pattern to the article *der*:

	masc.	fem.	neut.	plural
nom.	-er	-e	-es	-e
acc.	-en	-e	-es	-e
dat.	-em	-er	-em	-en
gen.	-es	-er	-es	-er

Bump up your grade

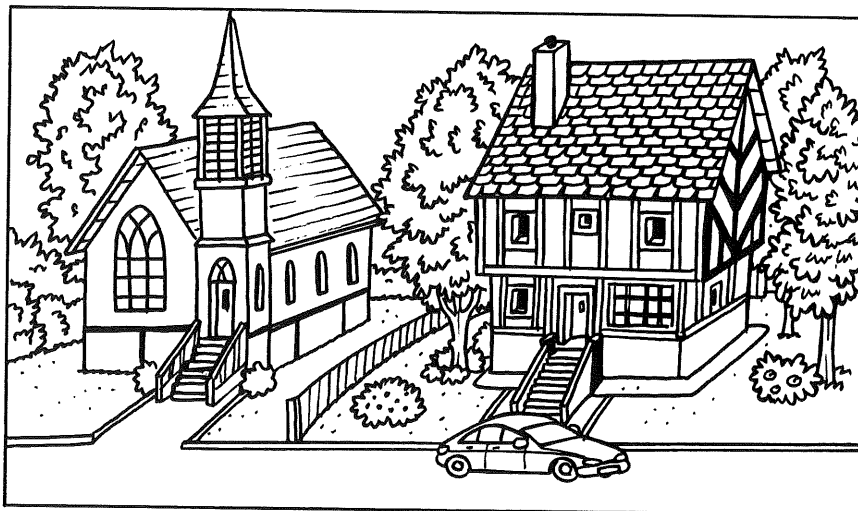
Using demonstrative adjectives will make your spoken and written language more precise and expressive. This can help raise marks for content and communication as well as range of language.



Adjectives (3)

Predicative and attributive adjectives

- 1 Describe the picture using adjectives from the box (or any others you can think of). Write an extra sentence of your own following the same pattern.



- a Das Haus ist _____
- b Der Garten ist _____
- c Die Bäume sind _____
- d Die Kirche ist _____
- e Die Aussicht ist _____
- f _____

alt altmodisch groß grün hoch interessant
langweilig modern schön toll weiß

- 2 Add the correct ending for each of the adjectives underlined in the following sentences. Refer to the grammar box when you need to. You will need to know the gender of each noun being described!

- a Ein alt___ Auto ist oft nicht sehr umweltfreundlich.
- b München ist eine schön___ Stadt in Bayern.
- c Ein gut___ Freund muss treu bleiben.
- d Eine gesund___ Mahlzeit soll auch gut schmecken.
- e In unserer Gegend liegt ein modisch___ Einkaufszentrum.
- f Ein sauber___ Fluss fließt durch unsere Stadt.
- g Ein klug___ Schüler muss auch Vokabeln lernen!
- h Unserer Schule fehlt eine eigen___ Turnhalle.

Student Book: page 105, page 109, page 177

Kerboodle: Grammar activity: Using adjective endings

Predicative adjectives

When an adjective is used on its own with the verb 'to be', it does not need anything added to it.

Der Park ist schön. Die Stadt ist schön. Das Haus ist schön.

Attributive adjectives

When adjectives come before a noun, they need an ending. This changes depending on the gender (m, f, n), the number (singular, plural) and the case (nominative, accusative, dative, genitive).

Here is the pattern for *ein* in the nominative singular. Notice the endings on the adjectives:

masculine	<i>ein schöner Park</i>
feminine	<i>eine schöne Stadt</i>
neuter	<i>ein schönes Haus</i>

You can make your work more interesting by joining adjectives together using *aber* or *und*.

You can also use intensifiers such as (*nicht*) *sehr* and *ziemlich*.

Bump up your grade

Include some adjectives in your notes for your Controlled Assessment, but make sure you don't waste your choices by including ones you already know. Think about which words you'd like to use to express your opinion and really get your point across. Showing that you know a wide variety of vocabulary can boost your marks for range of language.



Adjectives (4)

Adjectives after the indefinite and negative articles

- 1** Complete the following phrases using a nominative adjective of your choice, making sure you get the ending correct. Use a dictionary and be imaginative (providing it makes sense!) – you should be building up a stock of interesting words all the time.

- a ein _____ Abendessen
- b eine _____ Zukunft
- c eine _____ Jacke
- d ein _____ Himmel
- e ein _____ Meerschweinchen
- f eine _____ Oma

- 2** The following sentences all contain adjectives that should be in the accusative case. Circle the correct one in each instance.

- a Ich habe ein gesunde / gesundes Abendessen vorbereitet.
- b Es gibt keine guten / guter Restaurants in der Gegend.
- c Unser Haus hat eine gemütliche / gemütlichen Küche, aber keine modernen / moderner Zimmer.
- d Man hat keine praktische / praktischer Alternative zu Öl gefunden.

- 3** The following sentences require adjectives in the dative case. Select a suitable adjective from the box and fill in the gaps.

- a Ich chatte mit einem _____ Mädchen im Internet.
- b Volker hat in einem _____ Büro mit einer _____ Arbeitgeberin gearbeitet.
- c Das Haus des _____ Mannes ist sehr schmutzig.
- d Ich wohne in einem _____ Dorf.

interessant klein freundlich faul schön
langweilig ruhig gut

- 4a** For each of the following sentences, decide whether the missing adjective is nominative, accusative, dative or genitive and note N, A, D or G in the box.

- 4b** Complete each sentence with an adjective of your choice, making sure you write the correct ending.

- a Ich habe einen _____ Hund. ☐
- b Paul ist ein _____ Freund. ☐
- c Sie ist Chefin eines _____ Geschäfts. ☐
- d Ich arbeite gern mit einem _____ Chef. ☐

► Student Book: page 109, page 177

Kerboodle: Grammar activity: Using adjective endings

Here is the pattern of endings for *ein* and *kein* in all the cases:

	m	f	n	pl
nom.	-er	-e	-es	-en
acc.	-en	-e	-es	-en
dat.	-en	-en	-en	-en
gen.	-en	-en	-en	-en

Look at the table above. What is the most common adjective ending? _____

This ending is used for **almost all genders and cases**, apart from the **nominative and accusative singular**. If you learn these, you should have no trouble remembering the others, as they're all the same.

You may find it useful to shade in the *-en* endings in the table, then you can focus on learning the others. This will also give you a 'picture' in your head for when you're trying to remember which one to use.

Possessive adjectives (page 14) take the same endings as *ein* and *kein*.



Adjectives (5)

Adjectives after the definite article or no article

- 1 Using the information given in the first grammar box, complete the table below by adding in an adjective and noun of your choice in each box. Make sure you choose nouns of the correct gender and get your endings right!

	masculine	feminine	neuter	all plurals
nom.	der _____	die _____	das _____	die _____
acc.	den _____	die _____	das _____	die _____
dat.	dem _____	der _____	dem _____	den _____
gen.	des _____	der _____	des _____	der _____

- 2 Select the correct adjective endings. All of the nouns being described are in the **nominative** case.

- Das **einzig** / **einziger** / **einigen** Problem für mich ist mein Bruder.
- Der **junger** / **junge** / **jungen** Arzt ist müde.
- Langsamer** / **Langsames** / **Langsamen** Fahren ist langweilig.
- Spannenden** / **Spannender** / **Spannende** Filme gefallen mir.
- Der **laute** / **lautem** / **lautes** Lärm in der Stadt muss reduziert werden.

- 3 Add the correct adjective endings. All of the nouns being described are in the **accusative** case.

- Ich nehme den rot_____ Pullover.
- Wir bringen leer_____ Flaschen zum Container.
- Es gibt heiß_____ Wetter in Kalifornien.
- Ich mag süß_____ Tee.
- Ich esse gern deutsch_____ Käse.

- 4 Write three sentences of your own, using one noun and one adjective from the box below in each.

rot hässlich praktisch furchtbar lecker blau gelb
Bus Rock Pullover Zug Pommes Äpfel Katze

Student Book: page 105, page 177

Kerboodle: Grammar activity: Using adjective endings

Adjective endings after 'the'

It is easy to learn the adjective endings that follow the different words for 'the' in German.

- The nominative singular (all genders) and the accusative singular feminine and neuter ending is -e.
- All the other endings are -en.

That's it!

Adjectives following *dieser*, *jeder* and *welcher* follow the same pattern, e.g. *dieses alte Haus*.

In activity 1, shade in the five boxes with -e endings. Remembering the shape can help you remember the endings.

Adjective endings after no article

Sometimes an adjective is used with a noun and there is no article, e.g. black coffee, cold milk, hot weather, good jobs. In German, these adjectives have endings a bit like the article *der/die/das/die*.

	m	f	n	pl
nom.	-er	-e	-es	-e
acc.	-en	-e	-es	-e
dat.	-em	-er	-em	-en
gen.	-es	-er	-es	-er

To get your adjective endings right, you need to know the case and the gender of the word that each adjective describes. See pages 7–13 to practise your cases.

Adjectives (6)

Student Book: page 178

Adjectives used as nouns

- 1** Change the phrases to make a noun out of the adjective, as in the example.

Example: ein deutscher Mann ein Deutscher a German (masc.)

- a mit einer deutschen Frau mit einer _____ with a German (fem.)
- b die klugen Leute die _____ the clever ones
- c der große Junge der _____ the tall one
- d keine alte Frau keine _____ no old lady
- e für die kranken Menschen für die _____ for the sick

- 2a** Use the adjectives in the box to make phrases, and write the translation. For h and i, make up your own phrases.

- a etwas Wertvolles something valuable
- b etwas _____
- c nichts _____
- d nichts _____
- e viel _____
- f wenig _____
- g alles _____
- h _____
- i _____

frisch wertvoll kalt heiß kostenlos neu alt
langweilig interessant blau weiß bunt dumm billig

- 2b** Use four or more of the phrases in full sentences and translate them.

Example: Ich habe heute etwas Wertvolles gefunden. I found something valuable today.

Ich esse nichts Saures. I don't eat anything sour.

It is sometimes useful to make an adjective into a noun, e.g. 'old' – *alt*: 'the old man' – *der Alte*; 'an old woman' – *eine Alte*.

Just put a capital letter on the adjective and add the ending it would have if there were a noun after it.

Ein Alter (nom.) *wohnt im nächsten Haus.* An old man lives next door.

Ich habe dem Alten (dat.) *geholfen.* I helped the old man.

Adjectives used with *etwas, nichts, viel, wenig, alles*

The adjective changes its form after *etwas* (something), *nichts* (nothing), *viel* (much) and *wenig* (little). Put a capital letter on the adjective (to make it a noun) and add -es on the end:

etwas Interessantes, nichts Neues, viel Gutes, wenig Wertvolles

If you use this in the dative, the ending is -em: *mit etwas Neuem*

After *alles* (everything) you put a capital letter and add -e. The most common phrase is: *Alles Gute!* All the best!





Adjectives (7)

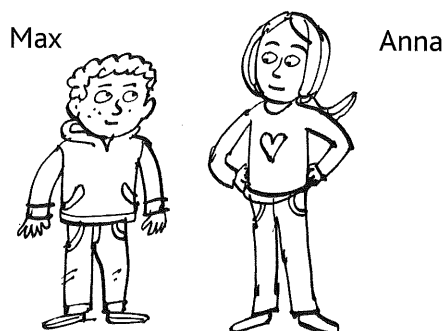
Student Book: page 108, page 178

Comparative adjectives

1 Write the German for these comparatives. Do the ones you can before looking up any adjectives you don't know.

- | | |
|--------------------------|-----------------|
| a more beautiful _____ | g cheaper _____ |
| b better _____ | h worse _____ |
| c more sporty _____ | i longer _____ |
| d more intelligent _____ | j lazier _____ |
| e more expensive _____ | k safer _____ |
| f more honest _____ | l poorer _____ |

2 Complete the comparisons of Max and Anna.



- a Max ist _____ als _____ (smaller)
 b Anna ist _____ (taller)
 c Anna ist _____ (older)
 d Max ist _____ (younger)

3 Write full sentences comparing the following items, using an adjective of your choice. Remember to include *als* or *nicht so ... wie*.

- a Berlin – Rom

- b Schokolade – Obst

- c Kinder – Erwachsene

Grammatik

The comparative is used to compare things – bigger, older, more interesting etc. In English we tend to add '-er' to shorter adjectives (bigger, smaller) and 'more...' to longer ones (more beautiful, more interesting).

In German you just add **-er** to an adjective, even to a longer one:

schnell – schneller;

interessant – interessanter

Some shorter adjectives also add an umlaut:

groß – größer, kalt – kälter,

alt – älter, jung – jünger,

gesund – gesünder

And, of course, there are some irregular ones:

gut – besser, hoch – höher

Grammatik

To say 'than' when making a comparison, use **als**.

Mein Rad ist älter als dein Skateboard.

To say 'not as ... as', use **nicht so ... wie**.

Dein Skateboard ist nicht so alt wie mein Rad.

Remember that when you're saying 'not as... as' you use the normal adjective, not the comparative version.

Grammatik

When you use an adjective before a noun, you need to add the correct ending. The same applies to comparative adjectives.

ein gutes Leben – ein besseres Leben – a better life

der schnelle Zug – der schnellere Zug – the faster train

Remember that adjectives and adverbs are the same in German. You can use comparatives as adverbs:

Er fährt schneller als ich, aber gefährlicher. He drives faster than me, but more dangerously.

The adverbs *besser* (better) and *mehr* (more) are irregular.

Tipp



Adjectives (8)

Student Book: page 108, page 178

Superlative adjectives

- 1 Read the sentences. Underline the comparative adjective (more ...), and circle the superlative (most ...).
 - a Der Rhein ist schmutziger als die Donau. Er war einmal der schmutzigste Fluss Deutschlands.
 - b Wir wollen umweltfreundlicher fahren, aber die umweltfreundlichsten Autos können sehr teuer sein.
 - c Mein ältester Freund wohnt in Freiburg. Ich bin jünger als er.
- 2 Complete the sentences with the correct form of the superlative adjective. Remember your adjective endings!
 - a Mein Freund erzählt die _____ Witze. (**lustig**)
 - b Die _____ Mahlzeiten kocht meine Großmutter. (**lecker**)
 - c Wir sollten den _____ Leuten der Welt helfen. (**arm**)
 - d Ich habe das _____ Arbeitspraktikum gemacht! Furchtbar! (**langweilig**)
 - e Sie hat die _____ Farbe für ihr Zimmer gewählt. (**schön**)
- 3 Fill in the missing German words in the grid. Some letters have been given to help you.
 - a die _(1)_ Stadt (*nearest*)
 - b mit den _(2)_ Lehrern (*strictest*)
 - c das _(3)_ Buch (*most beautiful*)
 - d sein _(4)_ Freund (*best*)
 - e unsere _(5)_ Häuser (*oldest*)

1									
2			R		N				N
				3				N	
			4					R	
5	Ä								N

Grammatik

The superlative is used to compare several things and say which is 'the biggest', 'the best', 'the most boring' etc.

In German, just add **-st** or **-est** to the adjective, plus the appropriate adjectival ending.

billig – **der billigste** ...;

amüsant – **der**

amüsanteste ...

As with comparatives, some short adjectives add an umlaut:

alt – **der älteste** ...;

groß – **der größte** ...

And there are a few irregulars:

gut – **der beste** ...;

nah – **der nächste** ...

Tipp

To make an adverb superlative, put **am** before it and add **-(e)sten** to the end:

schnell (fast) – **am schnellsten** (the fastest)

Er fährt am schnellsten und am gefährlichsten. He drives the fastest and the most dangerously.

Notice that *gut* becomes *am besten* (the best) and *viel* becomes *am meisten* (the most).

Tipp

If you want to say something is your favourite ..., just add *Liebings-* to the front of the noun, e.g. *Deutsch ist mein Lieblingsfach.*

Bump up your grade

Using comparatives and superlatives will enable you to increase your range of language and express yourself more accurately in your Speaking and Writing Controlled Assessments.



Subject and object pronouns (1)

Student Book: page 47, page 151, page 179

Kerboodle: Grammar activity: Using dative pronouns

1 Replace the words in brackets with the correct direct object pronouns (me, him, her etc.).

- Willst du (die Banane) _____ mitnehmen?
- Ich habe (den Film) _____ schon zweimal gesehen.
- Wir finden (das Land) _____ schöner als die Stadt.
- Ich besuche (meine Großeltern) _____ in Berlin.
- Wir haben (unsere Prüfungen) _____ noch nicht gemacht.
- Ich habe (das Buch) _____ gestern gelesen.

2a Read the sentences below, then circle the direct and indirect object pronouns.

- Max ist mein Freund. Ich habe ihn in der Stadt gesehen.

- Anna ist in der 11. Klasse und ich finde sie sehr nett.

- Meine Tante hat mir eine Postkarte geschickt.

- Ich kaufe dir ein Eis.

- Der Film ist toll. Ich habe ihn schon zweimal gesehen.

- Ich habe Axel gestern gesehen, aber er hat mir nichts gesagt.

- Lutz und Frank haben kein Geld. Kannst du ihnen 20 Euro geben?

2b Now write an English translation for each of the sentences. Check your answers – do they make sense? If not, could you have mixed up direct and indirect objects?

2c Which of the words you circled are indirect object pronouns? Put a tick next to them.

Saying 'it'

Remember, if you want to say 'it', you don't just say es – the word you use depends on the gender of the noun it's standing in for. This is also true for direct and indirect object pronouns, which can be *ihn*, *sie* or *es*, and *ihm* or *ihr*.

Pronouns are little words that stand in for nouns, usually to avoid repeating the noun, e.g.:
Peter ist fünfzehn Jahre alt. Er wohnt in Bonn.

Subject pronouns

Subject pronouns (I, you, he, she etc.) are usually used with a verb:

<i>ich</i>	<i>wir</i>
<i>du</i>	<i>Sie/ihr</i>
<i>er/sie/es</i>	<i>sie</i>

Object pronouns

The object of a sentence is the person or thing affected by the verb – not the person doing something, but the one having something done to them.

There are two types of object pronoun – **direct object pronouns** and **indirect object pronouns**. In this sentence:

I give you an apple

I is the subject, *an apple* is the direct object (the thing being given) and *you* is the indirect object (the thing or person the object is being given to). In other words, the thing most directly affected by the verb is the direct object.

The direct and indirect object pronouns are given below.

	Direct	Indirect
me	<i>mich</i>	<i>mir</i>
you (du form)	<i>dich</i>	<i>dir</i>
him/her/it	<i>ihn/sie/</i>	<i>ihm/</i>
	<i>es</i>	<i>ihr/ihm</i>
us	<i>uns</i>	<i>uns</i>
you (ihr form)	<i>euch</i>	<i>euch</i>
you (Sie form)	<i>Sie</i>	<i>Ihnen</i>
them	<i>sie</i>	<i>ihnen</i>



The present tense (1)

Regular verbs

1 Underline the present tense verbs in the following sentences.

- Ich finde meine Ernährung sehr gesund, weil ich viel Obst und Gemüse esse.
- Lena sucht einen Job, also schickt sie ihren Lebenslauf an viele Firmen.
- Letztes Jahr rauchte mein Vater viel, aber jetzt ist er dagegen.
- Meine Freunde warten auf ihre Noten, dann hoffen sie, auf die Uni zu gehen.
- Ich reise sehr gern und ich will nach China fahren.
- Gestern haben wir einen Film über München gesehen, denn wir machen ein Projekt darüber.

2 Separate the words in the word snake and write them out. The spare letters spell a word. What does it mean?

siekenntjwirkaufenesiebenütztttduglaubstzichantworteteskostet

The spare letters spell _____ which means _____ in English.

3 Write the present tense of the verb in brackets. Look up any words you are not sure about.

- Wir _____ gern mit Bioprodukten. (kochen)
- Du _____ immer den Müll, nicht wahr? (trennen)
- Mein Bruder _____ Tennis, um fit zu bleiben. (spielen)
- Meine Großeltern _____ in Hamburg. (wohnen)
- Ihr _____ euch wohl sehr beim Karneval. (amüsieren)
- Was _____ Sie in der Bäckerei? (kaufen)
- Warum _____ du nicht? (antworten)
- Im Büro _____ ich den Kaffee. (machen)

4 Write the German for the following. Use the verbs in the box to help you.

- I understand _____
- he is working _____
- she sings _____
- Theo and Leo live _____
- we are waiting _____
- Are you getting married? _____ (ihr)

arbeiten heiraten singen verstehen warten wohnen

Student Book: page 18, page 180

Kerboodle: Grammar activity: Using the present tense

'Tense' is a word for talking about time. Use the **present** tense to talk about:

- something that is **happening now**;
- something that **happens** regularly.

Regular verbs (also known as weak verbs) form the present tense as follows:

- Find the 'stem' by taking -en off the infinitive (e.g. *spiel-*).
- Add the correct ending according to who or what is doing the action:

<i>ich spiele</i>	<i>wir spielen</i>
<i>du spielst</i>	<i>ihr spielt</i>
<i>er/sie/es/</i>	<i>sie/Sie spielen</i>
<i>man spielt</i>	

If the stem ends in -t add an extra -e- in the *du, ihr* and *er/sie/es/man* forms. This is just to make it easier to say.

du arbeitest, es kostet, ihr wartet

Bump up your grade

Being able to conjugate verbs correctly will boost your marks for accuracy and is essential for expressing yourself well. Make sure you learn the different verb forms and endings – it provides you with a vital toolkit to take into exams, assessment and beyond.

In English we use different present tense forms to say, e.g., I go, I am going, I do go. In German you just have one form – *ich gehe*. Much simpler!



The present tense (2)

Student Book: page 18, page 180

Kerboodle: Grammar activity: Using the present tense

Irregular verbs

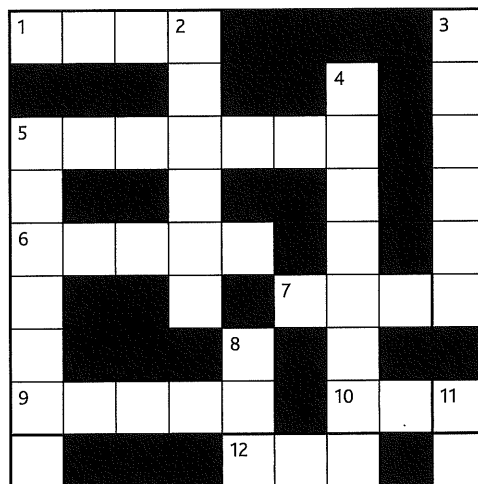
1 Complete the table for the following verbs.

	tragen	geben	sehen
ich	trage		
du	trägst		siehst
er/sie/es/man		gibt	
wir		geben	
ihr	tragt		
sie/Sie			sehen

2 Complete the crossword with the missing words from the sentences.

Across

- 1 Was ___ du zum Frühstück? (*eat*)
- 5 Ich ___ sehr gut Deutsch. (*speak*)
- 6 Er ___ nicht im Haushalt. (*help*)
- 7 and 11 down Was ___ in Berlin zu tun? (*is there*)
- 9 Ich ___ mit dem Rad zur Schule. (*go*)
- 10 Und Eva, wie fährt ___ dahin? (*she*)
- 12 Er ___ die Antwort nicht. (*guess*)



Down

- 2 Ihr ___ euch jeden Mittwoch im Jugendklub. (*meet*)
- 3 Welchen Bus ___ du? (*take*)
- 4 Meine Oma ___ oft meinen Geburtstag. (*forget*)
- 5 Die Gruppe ___ in der Jugendherberge. (*sleep*)
- 8 ___ verlässt die Schule? (*who*)
- 11 (see 7 across)

Irregular verbs (also known as strong verbs) form the present tense in the same way as regular (weak) verbs. They use the same endings, but there is a difference: the first vowel usually changes in the *du* and *er/sie/es* forms, e.g.

■ *laufen* – *ich laufe, du läufst, er/sie/es/man läuft*

Other verbs with this pattern: *fallen, fahren, schlafen, tragen*

■ *essen* – *ich esse, du isst, er/sie/es/man isst*

Other verbs with this pattern: *helfen, geben, treffen*

■ *lesen* – *ich lese, du liest, er/sie/es/man liest*

Other verbs with this pattern: *sehen, geschehen*

One common verb is irregular in all the singular forms:

wissen – *ich weiß, du weißt, er/sie/es/man weiß*

Verb tables usually give the *er/sie/es* form to show how the vowel changes. Remember, only the *du* and *er/sie/es* forms are affected; all other parts are regular.

Bump up your grade

Being able to use verb tables is important, but remember, you won't be able to have them with you in your assessments, so make sure you learn the verbs you need!



The present tense (3)

Student Book: page 33, page 181

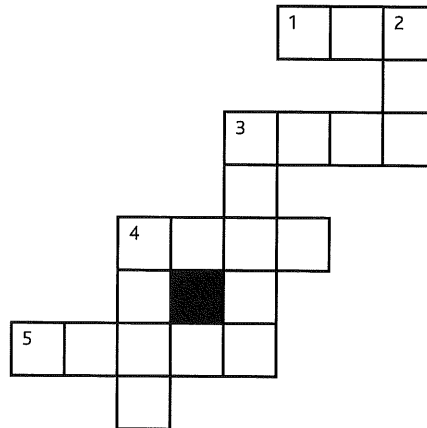
Kerboodle: Grammar activity: Using the present tense of haben and sein

Haben and sein

- 1** Complete the grid with the correct forms of *haben* (and one subject pronoun!), using the clues given below.

Across

- 1 _____ habe am 12.
März Geburtstag.
- 3 _____ du ein sehr
stressiges Leben?
- 4 Ich _____ so viel Arbeit.
- 5 _____ Sie Zeit, meinen
Lebenslauf zu lesen?



Down

- 2 Meine Schwester _____
einen Job bei BMW.
- 3 Wir _____ zu viel Verschmutzung in der Stadt.
- 4 Ihr _____ Glück, wenn ihr jetzt ausgehen dürft.

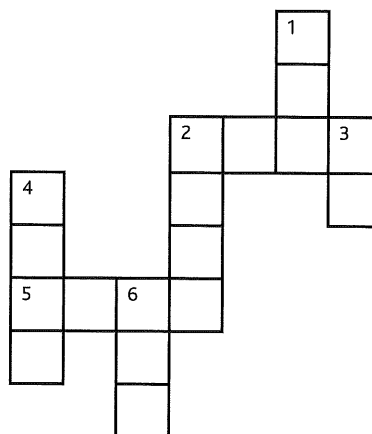
- 2** Complete the grid with the correct forms of *sein* (and one subject pronoun!), using the clues given below.

Across

- 2 Wir _____ nicht mehr in
der Grundschule.
- 5 Ich möchte euch besuchen.
Wann _____ ihr zu Hause?

Down

- 1 Ich _____ sehr
umweltfreundlich.
- 2 Julius Eltern _____
geschieden.
- 3 Jens, bist _____ sicher,
dass du mitkommen willst?
- 4 Wann _____ du mit deinen
Hausaufgaben fertig?
- 6 Meine Stadt _____ schön
und bietet viel.



Haben – to have

Haben (to have) is irregular and needs to be learned by heart:

ich habe

du hast

er/sie/es hat

wir haben

ihr habt

sie/Sie haben

Sein – to be

Sein (to be) is also irregular:

ich bin

du bist

er/sie/es ist

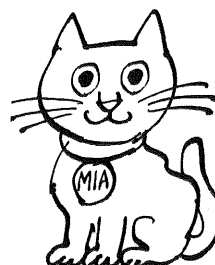
wir sind

ihr seid

sie/Sie sind

It is really important to learn how to form these verbs in the present tense. You won't just need to use them a lot when you're talking about things that are happening now – you'll also need to know them to be able to use the perfect tense to talk about things that happened in the past (see page 30).

Spelling is important. Some words look or sound similar but have very different meanings. Compare these sentences!



Mia **ist** eine Katze.

Mia **isst** eine Katze.





The present tense (4)

Student Book: page 97, page 181

Separable verbs

1 Underline the two parts of these separable verbs, as in the example, then write the infinitive and its meaning.

- a Der nächste Zug fährt um 13 Uhr ab. abfahren to leave
- b Wir sehen uns heute ein Museum an. _____
- c Sie kaufen am Wochenende in Berlin ein. _____
- d Er gibt viel Geld für Computerspiele aus. _____
- e An Schultagen wache ich um 6:30 Uhr auf. _____
- f In der Musikstunde passt Irene nicht auf. _____
- g Am besten rufst du mich gegen 18 Uhr an. _____
- h Wann kommst du von Spanien zurück? _____

2 Complete the sentences using the verbs in the box to help you.

- a Wir kommen früh in der Schule _____.
- b Vor dem Abendessen sehe ich ein bisschen _____.
- c Meine Eltern holen uns vom Busbahnhof _____.
- d Um Energie zu sparen, macht man das Fenster _____.
- e Ich räume mein Zimmer jeden Samstag _____.
- f Nach Köln steige ich in Koblenz _____.

abholen – to fetch	fernsehen – to watch TV
ankommen – to arrive	umsteigen – to change (trains)
aufräumen – to tidy	zumachen – to close

3 Use the verbs in the box to translate these sentences into German. Each needs a separable or inseparable verb.

- a He relaxes at the weekend.

- b We get up at seven o'clock.

- c The bus is leaving now.

- d They spend two weeks in Spain.

- e My friend is coming with me. (Tip: don't put 'me' in German.)

abfahren aufstehen mitkommen sich entspannen verbringen

Grammatik

Some verbs are in two parts. They consist of the **normal verb** and a **separable prefix***. When listed in a dictionary or glossary, the separable prefix always appears at the beginning, e.g. *abwaschen* (to wash up).

The normal verb (*waschen*) goes in the usual place (second idea), but the prefix (*ab*) goes at the end of the sentence.

Ich wasche ab.

Ich wasche jeden Abend nach dem Essen ab.

Am Wochenende wasche ich nicht ab.

*prefix = a group of letters placed at the start of a word which change its meaning, e.g. anti + clockwise = anticlockwise.

Tipp

Separable verbs such as *abwaschen* (to wash up) and *aufstehen* (to get up) can be easy to remember because the English also has two parts (wash + up, get + up). Not all separable verbs work like this, though, e.g. *ausgeben* (to spend), and *abfahren* (to depart).

Grammatik

Not all verbs with a prefix are separable verbs! Some prefixes are inseparable, which means that the verb behaves like any other in the present tense.

Common inseparable prefixes are *be-*, *emp-*, *ver-*.

Ich besuche den Dom.

(NOT *Ich suche den Dom be.*)

Der Kellner empfiehlt die Pizza.

Wir verbringen zwei Wochen am Meer.

Some other inseparable verbs: *unterrichten* (to teach), *umgeben* (to surround), *wiederholen* (to repeat)



Modal verbs (1)

Wollen, können, sollen

1 Highlight the modal verbs and underline the infinitives.

- a Was können wir für die Umwelt tun?
- b Ich will nicht nach Hause gehen.
- c Man soll gesund essen, aber Pommes sind zu lecker!
- d Er soll das Rauchen aufgeben.
- e In Berlin kann man viel unternehmen.

2 Complete the table. Use activity 1 to help you with some parts.

	wollen	können	sollen
ich		kann	soll
du			sollst
er/sie/es/man	will		
wir	wollen	können	sollen
ihr		könnt	sollt
sie/Sie	wollen		

3 Rewrite the sentences, putting the words into the correct order.

- a ins Kino / wollen / gehen / Wir

- b meine Hausaufgaben / Ich / machen / soll

- c will / keine Zigarette / probieren / Ich

- d kann / Man / um elf Uhr / gehen / nach Hause

- e können / Wir / tun / mehr für die Umwelt

4 Complete the following sentences in any way you like, as long as they make sense – then learn them! You won't be learning just the words, but also the structure, which you can use again and again.

Ich kann _____

Wollen Sie _____

Du solltest _____

Man kann _____

Student Book: page 23, page 181

Kerboodle: Grammar activities: Using the modal verbs *wollen*, *können* and *sollen*

Modal verbs are verbs like 'want to', 'can' and 'should'. They are often used with another verb which must be in the **infinitive** form at the end of the sentence:

Ich will ins Kino gehen.

I want to go to the cinema.

The singular forms of modal verbs are irregular: the vowel changes (except for *sollen*), there is no *-e* ending for the *ich* form and no *-t* ending for the *er/sie/es/man* form.

If you see or hear *ich sollte*, it's not a mistake. German speakers often use *ich sollte* rather than *ich soll* to talk about things they really ought to do (but might not, e.g. *Ich sollte gesund essen*). This is called using the subjunctive. You might not learn the subjunctive in full, but you can still use *ich sollte* if you really want to impress! Remember, *ich will* means 'I want to', not 'I will'!



Modal verbs (2)

Dürfen, müssen, mögen

- 1 Underline the modal verb and circle the infinitive in each of the following sentences.

- a Ich darf keinen Alkohol trinken.
- b In England muss man eine Schuluniform tragen.
- c Man darf hier nicht rauchen.
- d Wir müssen den Müll trennen.
- e Ich mag in die Stadt gehen.

- 2 Complete the grid. Use activity 1 to help you with some parts.

	müssen	dürfen	mögen
ich	muss	darf	
du			magst
er/sie/es/man			
wir		dürfen	mögen
ihr	müsst	dürft	
sie/Sie	müssen		

- 3 Complete the following sentences by adding in the correct form of the modal verb plus the infinitive. (Take care with your word order in the final sentence!)

- a Heute Abend _____ er seine Hausaufgaben _____. (müssen, machen)
- b Sie _____ keine Erdbeeren _____, weil sie allergisch ist. (dürfen, essen)
- c Ich _____ Sport _____. (mögen, treiben)
- d In Deutschland _____ man früh _____. (müssen, aufstehen)
- e Ihr _____, wenn ihr auf die Uni _____. (müssen, studieren) (wollen, gehen)

- 4 Complete the following sentences in any way you like, as long as they make sense – then learn them!

Sie müssen _____

Magst du _____

Wir dürfen _____

Man darf _____

Student Book: page 25, page 181

Kerboodle: Grammar activity: Using the modal verbs dürfen, müssen, mögen

Grammatik

The modal verbs **dürfen**, **müssen** and **mögen** work like **wollen**, **können** and **sollen** (see page 28). They are usually used with another verb, which is in the infinitive and goes to the end of the sentence.

The singular forms of modal verbs are irregular: the vowel changes, there is no -e ending for the *ich* form and no -t ending for the *er/sie/es/man* form.

Tipp

Modal verbs nearly always need an infinitive, but there are a few exceptions:
Ich mag Pommes (essen).
Ich muss mal auf die Toilette (gehen).
Ich kann Deutsch (sprechen).



Remember, *ich kann* means 'I can' / 'I'm able to', while *ich darf* means 'I'm allowed to'.

Bump up your grade

Using modal verbs correctly will provide you with new ways to extend expressions and include opinions in your spoken and written Controlled Assessments.



The perfect tense (1)

Regular verbs

1 Tick the sentences that are in the perfect tense.

- a ☐ Ich habe einen Bruder.
- b ☐ Er hat am Wochenende Fußball gespielt.
- c ☐ Wir haben unsere Hausaufgaben nicht gemacht.
- d ☐ Laura hat ein neues Handy gekauft.
- e ☐ Es ist toll, aber sehr teuer.

2 Complete these sentences with the correct form of *haben* and the past participle of the verb in brackets.

- a Ich h_____ neue Freunde _____. (machen)
- b Meine Schwester h_____ Zigaretten _____. (kaufen)
- c Wir h_____n nichts _____. (sagen)
- d Der Arzt h_____ gegen das Rauchen _____. (warnen)
- e Als Kind h_____ ich in Berlin _____. (wohnen)
- f H_____ du Kaffee für den Chef _____. (holen)

What do you notice about the position of the past participle in all of the sentences?

3 Write sentences in the perfect tense. Use a different part of the verb *haben* each time.

- a ich – akzeptieren – die Einladung

- b Laura – bezahlen – den Eintritt

- c man – reparieren – den Wagen

- d wir – reservieren – eine Ferienwohnung

- e Sie – verschwenden – viel Geld

Student Book: page 59, page 182

Kerboodle: Grammar activity: Using the perfect tense with *haben*

The perfect tense is used to talk about things that happened in the past (e.g. I played, he has bought, you did, they have put).

The perfect tense is made up of two parts:

- the **auxiliary** (or 'helping') verb (e.g. have, has)

Check that you know the present tense of *haben* – see page 26 for practice.

- the **past participle** (e.g. done, played)

To form the past participle of most regular verbs, take the *-en* off the infinitive of the verb, then add *ge-* to the beginning of the word and *-t* to the end, e.g.

spielen → *gespielt*

With separable verbs, the *ge-* goes after the separable prefix, e.g. *einkaufen* → *eingekauft*

There are some exceptions to the formation of the past participle.

- Verbs which begin with *ver-* and *be-* and verbs which end in *-ieren* do not add the *ge-* to the beginning:

versuchen → *versucht*

amüsieren → *amüsiert*

- Some verbs need an extra *-e-* to make the past participle easier to say, e.g.

arbeiten → *gearbeitet*

- Some verbs are irregular – you can find out more on page 31.



The perfect tense (2)

Student Book: page 70, page 182

Irregular past participles

- 1 Find and circle 10 irregular past participles in the grid. Write them in the gaps in the sentences below.

G	E	S	P	R	O	C	H	E	N
E	B	T	R	U	Z	G	A	G	A
G	E	S	U	N	G	E	N	E	G
E	N	G	E	B	O	T	E	N	E
B	Z	W	M	P	R	R	T	O	L
E	N	G	D	R	B	I	O	M	A
N	G	E	L	E	S	E	N	M	S
D	T	C	S	T	E	B	L	E	S
G	E	H	O	L	F	E	N	N	E
U	G	E	S	T	A	N	D	E	N

- a Ich habe den Bus _____. I **took** the bus.
 b Du hast mir €10 _____. You **gave** me €10.
 c Er hat uns Drogen _____. He **offered** us drugs.
 d Sie hat es zu Hause _____. She has **left** it at home.
 e Es hat viel _____. It **helped** a lot.
 f Man hat nicht _____. They didn't **stand**.
 g Wir haben lange _____. We **spoke** for a long time.
 h Ihr habt gut _____. You **sang** well.
 i Sie haben Sport _____. They **did** sport.
 j Haben Sie mein Zeugnis _____? Have you **read** my report?

- 2 Write the correct form of the auxiliary and the past participle.

- a Opa _____ seine Brille schon wieder _____. (*lose*)
 b Maria _____ die Frage nicht _____. (*understand*)
 c _____ Sie das Buch _____? (*begin*)
 d Jens _____ gestern Abend _____. (*phone*)
 e Wir _____ zu viel _____. (*take with*)
 f Ich _____ die Antwort nicht _____. (*know*)
 g Lea _____ Flaschen zum Container _____. (*bring/take*)
 h Man _____ die Gegend eine Sportregion _____. (*name*)

Some verbs form the past participle in an irregular way. You still add **ge-** at the beginning, but you keep the **-en** from the infinitive on the end. And you sometimes change the **vowel** in the participle.

Here are some patterns:

- *nehmen – genommen;*
schließen – geschlossen

Same pattern: *bieten,*
brechen, frieren, genießen,
helfen, sprechen, treffen,
ziehen (gezogen)

- *finden – gefunden*

Same pattern: *singen, trinken*

- *schreiben – geschrieben*

Other verbs with this pattern:
scheinen, treiben

- *lesen – gelesen*

Same pattern: *essen* (but add an extra *g* so it's easier to say – *gegessen*), *fangen, geben, halten, lassen, rufen, schlafen, sehen, tragen*

Others need to be learnt,
e.g. *stehen – gestanden*

Inseparable verbs do not add **ge-** to the past participle:

beginnen – begonnen,
beschließen – beschlossen,
verlieren – verloren,
verstehen – verstanden

Separable verbs (regular or irregular) still put **ge-** after the prefix:

anrufen – angerufen,
mitnehmen – mitgenommen

A few verbs are a mixture of regular and irregular – they have **ge-** but change the vowel:

bringen – gebracht, denken – gedacht, nennen – genannt, wissen – gewusst



The perfect tense (3)

Student Book: page 60, page 182

Kerboodle: Grammar activity: Using the perfect tense with *sein*

Verbs with *sein*

1 Complete these sentences in the perfect tense by adding the correct form of *sein*.

- a Ich _____ letztes Jahr nach Portugal geflogen.
- b Du _____ beim Trainieren sehr gut gelaufen.
- c Meine Noten _____ viel besser geworden.
- d _____ Sie in den Ferien zu Hause geblieben?

2a The grid below contains six past participles that take *sein* as the auxiliary, and six that take *haben*. Circle them as you find them, then note them down in the correct column in the table below.

g	e	f	a	h	r	e	n	g	e	n
e	s	i	s	g	t	w	z	e	g	o
f	t	r	g	e	l	a	u	f	e	n
l	a	b	l	w	z	v	g	u	f	g
o	g	e	s	e	h	e	n	n	a	e
g	e	l	e	s	e	n	b	d	l	r
e	m	c	h	e	m	l	s	e	l	a
n	a	h	c	n	e	v	e	n	e	n
s	c	v	e	r	l	o	r	e	n	n
e	h	g	e	s	p	i	e	l	t	t
t	t	v	e	r	g	d	u	i	s	t

<i>haben</i> as auxiliary	<i>sein</i> as auxiliary

2b Add to these lists as you learn new verbs. Each time you add a new verb, revise some or all of the others.

Some verbs form the perfect with *sein*, not *haben*, as the auxiliary. These are usually verbs of movement – they show a change from one place to another.

Most of the past participles are irregular. Here are some common ones:

kommen – *ist gekommen*
(to come)

fallen – *ist gefallen* (to fall)

fahren – *ist gefahren* (to travel)

laufen – *ist gelaufen* (to run)

gehen – *ist gegangen* (to go)

fliegen – *ist geflogen* (to fly)

rennen – *ist gerannt* (to run)

These take *sein*, but don't really involve movement:

sein – *ist gewesen* (to be)

werden – *ist geworden*

(to become)

bleiben – *ist geblieben*

(to remain)

geschehen – *ist geschehen*

(to happen)

sterben – *ist gestorben* (to die)

If you look up a verb in the dictionary and see *aux sein* in the notes, this means that *sein* is used as the auxiliary verb in the perfect tense.

Bump up your grade

If you're going to use the perfect tense form of any of these verbs in a Controlled Assessment, remember that you can't include past participles in your notes. You have to learn them by heart – but if you can correctly use a variety of tenses in your speaking and writing, it will be worth it!



The imperfect tense (1)

- 1** Read the following text and fill in the gaps using the correct imperfect forms of *haben*, *sein* or *geben*.

Gestern _____ ich im Stadtzentrum. Das Wetter _____ gut, aber ich _____ müde und ich _____ keine Lust, einkaufen zu gehen. Es _____ wenig Neues in der Stadt und mir _____ zu warm. Mein Freund _____ dabei und er _____ zwei Eintrittskarten fürs Kino, also sind wir ins Kino gegangen. Der Film _____ aber schlecht und wir _____ enttäuscht.



- 2** Complete these sentences using the imperfect of the verb suggested.

- a Er _____ keinen Job finden. (*können*)
- b Wir _____ nach Amerika fliegen. (*wollen*)
- c Mein Bruder _____ mich ins Krankenhaus bringen. (*müssen*)
- d Meine Oma _____ Spanisch lernen. (*wollen*)
- e Ich _____ nicht in die Stadt gehen. (*dürfen*)

- 3a** Complete the following sentences, then write translations below in English. It is up to you what you write – make it memorable!

Gestern hatte man _____

Vor zwei Jahren war ich _____

Als ich jünger war, musste ich _____

- 3b** Now learn the sentences, and see if you can adapt them to use in your speaking and writing tasks.

► Student Book: page 65, page 135, page 182

Kerboodle: Grammar activity: Using the imperfect tense

The imperfect tense is another way of talking about the past.

Imperfect of *sein*

<i>ich war</i>	I was
<i>du warst</i>	you were
<i>er/sie/es war</i>	he/she/it was
<i>wir waren</i>	we were
<i>ihr wart</i>	you were (informal)
<i>Sie waren</i>	you were (formal)
<i>sie waren</i>	they were

Imperfect of *haben*

<i>ich hatte</i>	I had
<i>du hattest</i>	you had
<i>er/sie/es hatte</i>	he/she/it had
<i>wir hatten</i>	we had
<i>ihr hattet</i>	you had (informal)
<i>Sie hatten</i>	you had (formal)
<i>sie hatten</i>	they had

Es gab

Another imperfect form you'll come across is the third person of *geben*. Where in the present tense you'd use *es gibt* for 'there is', in the imperfect you use *es gab*, meaning 'there was'.

Modal verbs

Modal verbs follow a similar pattern to *haben*:

können	<i>ich konnte</i> (could)
	<i>wir konnten</i>
müssen	<i>ich musste</i> (had to)
	<i>wir mussten</i>
wollen	<i>ich wollte</i> (wanted to)
	<i>wir wollten</i>
dürfen	<i>ich durfte</i> (was allowed to)
	<i>wir durften</i>



The imperfect tense (2)

1 Put the correct imperfect endings on the verbs.

- a Ich räum_____ mein Zimmer auf.
- b Wir lern_____ die Kollegen kennen.
- c Die Karten kost_____ nichts.
- d Max und Lena probier_____ die Suppe.
- e Wie viel verdien_____ du?

2 Complete the sentences using words from the word search.

- a Es _____ viel zu essen. *There was lots to eat.*
- b Wir _____ Saft. *We drank juice.*
- c Er _____ schnell. *He drove quickly.*
- d Es _____ zu regnen. *It began to rain.*
- e Ich _____ nach Hause. *I went home.*
- f Sie _____ an uns. *She was thinking about us.*
- g Du _____ Chips. *You brought crisps.*
- h Sie _____ fern. *They watched TV.*

B	A	G	A	B	B	T
E	B	A	H	R	R	R
G	I	N	G	O	A	A
A	S	G	O	V	C	N
N	F	U	H	R	H	K
N	A	C	H	T	T	E
S	I	S	A	H	E	N
K	E	N	N	E	S	T
U	D	A	C	H	T	E

3 Make a list of phrases using the imperfect tense that you could include in a speaking or writing Controlled Assessment.

Student Book: page 65, page 182

Kerboodle: Grammar activity: Using the imperfect tense

Forming the imperfect tense

To form the imperfect tense of irregular verbs, take the stem (e.g. *kaufen*) and add the following endings:

ich kaufte *wir kauften*
du kauftest *ihr kauftet*
er/sie/es kaufte *sie/Sie kauften*

If the stem ends in *-t*, you need an *e* before the ending so it's easier to say: *ich arbeitete*.

Irregular verbs change the stem. The *ich* and *er/sie/es* forms usually have no imperfect ending and the other endings are like the present tense. Here is *fahren* in full:

ich fuhr *wir fuhren*
du fuhrst *ihr fuhr*
er/sie/es fuhr *sie/Sie fuhren*

If you know the stem you can work out the rest. Here are some common ones: *beginnen* – *begann*, *sehen* – *sah*, *gehen* – *ging*, *essen* – *aß*, *lesen* – *las*, *trinken* – *trank*, *geben* – *gab* (remember: *es gab* – there was, there were).

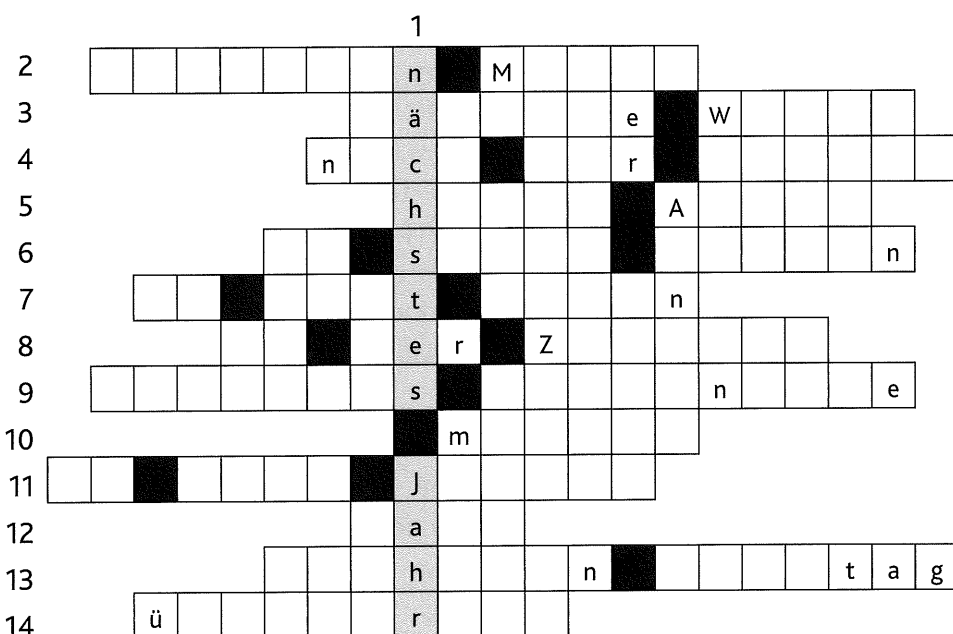
A few verbs change the stem but have regular endings:
bringen – *brachte*,
denken – *dachte*,
kennen – *kannte*.



The future tense

- 1** Write the German for these phrases in the grid. Remember you need capital letters for nouns.

- | | |
|-----------------|---------------------------|
| 1 next year | 8 in the future |
| 2 next month | 9 next weekend |
| 3 next week | 10 tomorrow |
| 4 after school | 11 in five years |
| 5 this evening | 12 soon |
| 6 in six weeks | 13 next Saturday |
| 7 in eight days | 14 the day after tomorrow |



- 2** Answer the questions using first the present tense, then the future with *werden*. Begin each sentence with the suggested expression of time.

a Wann triffst du deine Freunde? (*next weekend*)

b Wann fährst du nach Österreich? (*tomorrow*)

c Wann wird es Umweltprobleme geben? (*in the future*)

d Wann kannst du zu einem Seminar kommen? (*next week*)

Student Book: page 37, page 77, page 184

Kerboodle: Grammar interactive: Using the present tense to talk about the future; Grammar activity: Using the future tense with *werden*

Talking about the future

There are two ways to talk about the future in German:

- Use the present tense with a time phrase which situates an event in the future:

Nächstes Jahr fahre ich nach Deutschland.

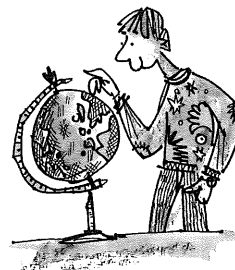
- Use the verb *werden* followed by an infinitive. This is called using the future tense.

Ich werde nach Deutschland fahren.

The future tense with *werden*

The future tense in German is easy! Once you know the present tense of *werden* (to become) you can also talk about the future. Just use *werden* as your main verb (the first verb you use, which matches with the subject) and add in the infinitive which shows what it is that you will or are going to do:

*Ich werde Deutsch studieren.
Er wird eine Weltreise machen.*



This is how you form the present tense of *werden*:

<i>ich werde</i>	<i>wir werden</i>
<i>du wirst</i>	<i>ihr werdet</i>
<i>er/sie/es wird</i>	<i>sie/Sie werden</i>



The pluperfect tense

1 Underline the two parts of the pluperfect tense verbs.

- Ich hatte das Spiel schon eine Woche vor meinem Geburtstag gekauft.
- Sie hatten die Berge schon verlassen, als das Gewitter begann.
- Du warst noch nicht angekommen, als die Feier interessant wurde.
- Wir hatten zu viele Süßigkeiten gegessen und hatten keinen Hunger mehr.
- Man hatte schon zu essen begonnen, als ich ankam.
- Ich war zu früh von zu Hause abgefahren und musste eine halbe Stunde auf den Zug warten.

2 Complete the sentences with the pluperfect of the verb in brackets. Watch out for verbs that take *sein*.

- Ich _____ viele Freunde in Berlin _____. (machen)
- Lena _____ Zigaretten _____. (rauchen)
- Man _____ die Luft mit Abgasen _____. (verschmutzen)
- In der Grundschule _____ ich mich für Kunst _____. (interessieren)
- Ich _____ Probleme mit den Hausaufgaben _____. (haben)
- Wir _____ schon zweimal nach Rom _____. (fliegen)
- Meine Oma _____ drei Jahre vorher _____. (sterben)
- Die Jungen _____ nicht zur Schule _____. (gehen)

3 Translate the following sentences into German.

- I hadn't done my homework because I was ill.

- I had had a hamster but then I bought a cat.

- I had already had dinner when you rang me.

- I had already learned German when I went to Austria.

Student Book: page 143, page 183

The pluperfect tense is used to talk about something that **had** (already) **happened** before something else in the past.

She **had** already **done** her homework when he arrived.

Sie **hatte** ihre Hausaufgaben schon **gemacht**, als er ankam.

Like the perfect tense, it is made up of two parts: the imperfect tense of *haben* or *sein* + past participle.

If the auxiliary is *haben* in the perfect tense, it is *haben* in the pluperfect tense.

Here's a reminder of the imperfect tense of *haben* and *sein*:

	<i>haben</i>	<i>sein</i>
<i>ich</i>	<i>hatte</i>	<i>war</i>
<i>du</i>	<i>hattest</i>	<i>warst</i>
<i>er/sie/es</i>	<i>hatte</i>	<i>war</i>
<i>wir</i>	<i>hatten</i>	<i>waren</i>
<i>ihr</i>	<i>hattet</i>	<i>wart</i>
<i>sie/Sie</i>	<i>hatten</i>	<i>waren</i>

The regular and irregular past participles are exactly the same as in the perfect tense.

Wir **waren** schon **zurückgekommen**.

We **had** already **returned**.



The conditional tense

- 1** Complete the sentences with the correct form of the verb. Answer the first question with two sentences of your own at the end.

- a Was _____ du mit einem Lottogewinn machen?
- b Ich _____ ein großes Haus kaufen.
- c Wir _____ nach Honolulu fliegen.
- d Ich _____ eine tolle Party machen.
- e Meine Mutter _____ ihren Job aufgeben.
- f Meine Eltern _____ in Urlaub fahren.
- g _____
- h _____

- 2** Complete the sentences with the correct form of the modal verb.

- a Ich _____ meine Hausaufgaben machen. (**sollen**)
- b Er _____ in einem Dorf wohnen. (**mögen**)
- c Du _____ nach Österreich fahren. (**können**)
- d Wir _____ umweltfreundlich sein. (**mögen**)
- e Herr Schmidt, Sie _____ nicht warten. (**sollen**)
- f Was _____ man nach der Schule machen? (**können**)

- 3** Complete the sentences with phrases of your choice.

- a Wenn ich reich wäre, hätte ich _____.
- b Wenn ich kein Geld hätte, würde ich _____.
- c Wenn ich _____ könnte, _____.
- d Wenn ich _____ würde, _____.
- e Wenn ich _____ sollte, _____.
- f Wenn ich _____, _____.
- g Wenn ich _____, _____.

It's useful to know the forms for *haben* and *sein*:

haben – hätte/hättest/hätten (would have, had)

sein – wäre/wär(e)st/wären (would be, were)

These are often used in 'if' sentences:

Wenn ich reich wäre, hätte ich mein eigenes Flugzeug.

If I were rich, I would have my own plane.

Learn a few set phrases that you think you could use or adapt easily, e.g.

Wenn ich mehr Zeit hätte, würde ich viel Sport treiben.

Student Book: page 137, page 139, page 143, page 184

Kerboodle: Grammar activity: Saying what you could, ought to or would like to do; Grammar activity: Saying what you would do

The conditional is used to say what **would happen** in certain conditions.

Use *ich würde, du würdest, er/sie/es/man würde, wir würden* etc. plus the infinitive:

Was würdest du mit einem Lottogewinn machen?

What **would** you **do** with a lottery win?

Ich würde um die Welt fahren.

I **would travel** around the world.

The conditional of these three modal verbs is also common.

mögen – möchte/möchtest/möchten (would like):

Ich möchte heiraten.

sollen – sollte/solltest/sollten (should, ought to):

Du solltest zu Hause bleiben.

können – könnte/könntest/könnten (could, would be able to):

Wir könnten schnell fahren.

Do not confuse the conditional *könnte* (could / **would be** able to) with the imperfect *konnte* (could / **was** able to).

Also, *sollte* looks the same in the imperfect and the conditional, but the context should clarify which it is.



Using different tenses

- 1 Separate the words to write out sentences, then note the tenses being used in each.

a LucyistnachParisgeflogen.

b MariusistvierzehnJahrealtabermorgenhaterGeburtstag.

c IchmagFremdsprachenundnächstesJahrwerdeichSpanischlernen.

d IchhabedenFilmgesehenabererwarleidernichtsgut.

e AnnaliegtsiegesternimKrankenhaus.

f IchspieltesiezwzweiMonatenineinerFußballmannschaft.

- 2 Complete each of the following sentences, making sure you use a suitable tense. Some suggestions are given in the box but it's up to you what you write.

a Heute _____ ich _____.

b Gestern _____ ich _____.

c Morgen _____ ich _____.

d In der Zukunft _____ ich _____.

e Seit zwei Jahren _____ ich _____.

f Ich _____ seit einem Jahr _____, als ich _____.

Jura studieren auf die Uni gehen ein Theaterstück sehen
sich sonnen Auto fahren Geld verdienen
Fremdsprachen lernen Freunde treffen

- 3 Complete the table using one of the verb phrases given in the box above (e.g. *Ich werde Freunde treffen*, *Ich treffe Freunde* etc.), or use one of your own.

Ich		future
		present
		imperfect
		perfect
		pluperfect
		conditional

► Student Book: page 158, page 185

Kerboodle: Grammar activity: Using different tenses (past and present); Grammar activity: Using different tenses (past, present and future)

seit + present tense

To say you **have been doing** something **for** or **since** a particular time, use **seit** with the **present** tense in German (not the perfect tense). The present is used because you are still doing it now, in the present:

Ich warte seit 9 Uhr. I've been waiting since 9 o'clock.

Ich lerne seit vier Jahren Deutsch. I have been learning German for four years.

Grammatik

seit + imperfect tense

To go further back in the past and say you **had been doing** something **for** or **since** a particular time, use **seit** with the **imperfect** tense in German:

Ich wartete seit 9 Uhr. I had been waiting since 9 o'clock.

Ich lernte seit vier Jahren Deutsch. I had been learning German for four years.

Grammatik

Bump up your grade

It's important to demonstrate that you can use a variety of verb tenses if you want to attain top marks. You won't be able to take a list of conjugated verbs into your Controlled Assessment with you, so make sure you understand how to form and use your tenses correctly.



The imperative

1 Choose the correct word for 'you' when talking to these people. Write *du*, *ihr* or *Sie*.

- a one boy in your class _____
- b your teacher _____
- c the cashier in a bank _____
- d your mother _____
- e a group of girls in your class _____
- f two policemen _____

2a Make these statements into instructions using the appropriate form of the imperative.

- a Sie füllen das Formular aus.

- b Du isst mehr Gemüse und weniger Fett.

- c Du schickst mir eine E-Mail.

- d Ihr macht nicht so viel Lärm.

- e Sie bringen die Flaschen zum Recyclingcontainer.

2b Rewrite instructions a–e as if you were giving them to somebody different. The changes are listed below.

- a a friend _____
- b two friends _____
- c an adult you don't know _____
- d a friend _____
- e a brother or sister _____

3 Write an instruction for each of the pictures below, using the *du*, *ihr* or *Sie* form.



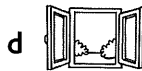
a _____



b _____



c _____



d _____



e _____



f _____

Student Book: page 115, page 185

Kerboodle: Grammar activity: Using the imperative

You use the imperative to give **instructions** or **orders**. It is based on the present tense and there are three forms:

- With adults, use the *Sie* form. The verb goes first, with *Sie* after:

Sie machen das Licht aus.

→ ***Machen Sie das Licht aus!***

- With one friend or family member, use the *du* form without the *-st* ending and omit *du*:

Du machst das Licht aus.

→ ***Mach das Licht aus!***

- With more than one friend or family member, use the *ihr* form and omit *ihr*:

Ihr macht das Licht aus.

→ ***Macht das Licht aus!***

As you can see from the examples above, separable verbs still need to have the prefix at the end of the sentence.

Imperatives usually have an exclamation mark after them in German.



Infinitive constructions

1 Write **zu** before the infinitives that need it. Leave the others blank.

- a Ich versuche, jeden Tag viel Gemüse _____ essen.
- b Die Diskriminierung zwischen Männern und Frauen muss sofort _____ enden.
- c Wir haben beschlossen, nächstes Jahr nach Florida _____ fahren.
- d Wir sollten nicht so viel Zeit im Internet _____ verbringen.
- e Ich vergesse immer, den Müll _____ trennen.
- f Ich hoffe, in meinem Zimmer ein bequemes Sofa _____ haben.
- g Hilfst du mir, meine deutschen Vokabeln _____ lernen?
- h Nach der Schule werde ich eine Lehre _____ machen.

2 Write the correct form of the infinitive in brackets.

- a Ich habe vergessen, das Licht _____. (ausmachen)
- b Wir haben beschlossen, die Chefin _____. (zurückrufen)
- c In den Ferien versuchen meine Eltern, früh morgens _____. (losfahren)
- d Ich hoffe, in der Zukunft auf Kinder _____. (aufpassen)

3 Complete these sentences using **um ... zu ...**, **ohne ... zu ...**, and **anstatt ... zu ...**. Use the words in the box to help you. Then write two more sentences of your own, following a similar pattern.

- a Ich werde ins Geschäft gehen, _____. (to buy souvenirs)
- b Ich bin nach Berlin gefahren, _____. (without visiting a museum)
- c Ich esse zu Hause, _____. (instead of going to the restaurant)
- d Sie hat gute Noten bekommen, _____. (without studying hard)
- e Ich werde arbeiten, _____. (instead of going to university)
- f _____, lerne ich Deutsch. (In order to get a good job)
- g _____
- h _____

bekommen besuchen fleißig gehen der Job kaufen
das Museum das Restaurant Souvenirs studieren die Uni

Student Book: page 47, page 84,
page 117, page 185

Kerboodle: Grammar activity: Using
verbs with zu

Zu with the infinitive

When you use a modal verb (*müssen, können* etc.) or *werden* with an infinitive, you put the infinitive at the end of the sentence.

When you use any other verbs with an infinitive, the infinitive still goes at the end, but you must put **zu** before it.

Ich hoffe, auf die Uni zu gehen.

Other verbs you might use:

<i>beginnen</i>	to begin
<i>beschließen</i>	to decide
<i>helfen</i>	to help
<i>vergessen</i>	to forget
<i>versuchen</i>	to try
<i>vorziehen</i>	to prefer

If the infinitive is a separable verb, **zu** goes between the prefix and the verb.

aufwachen – Ich versuche, um 6 Uhr aufzuwachen.

Other expressions

Some useful expressions that use the infinitive are:

um ... zu + infinitive – in order to (often just 'to')

Ich treibe viel Sport, um gesund zu bleiben.

ohne ... zu + infinitive – without (doing)

Ich bin zurückgekommen, ohne den Film zu sehen.

anstatt ... zu + infinitive – instead of (doing)

Anstatt auf den Bus zu warten, gehe ich zu Fuß.

If a sentence starts with any of these expressions, the main verb goes next giving the pattern 'verb comma verb'.



Adverbs

1 Underline the adverbs and adverbial phrases in these sentences. To make it easier, ask the question 'When, how or where?'

- Meine Eltern und ich verstehen uns gut.
- Wir fahren jedes Jahr zusammen in den Schwarzwald.
- Ich habe seit gestern ein neues Bett in meinem Zimmer.
- Es gibt heutzutage viele verschiedene Tiere auf der Erde.
- Nächste Woche mache ich ein Arbeitspraktikum.
- Nach der Schule möchte ich auf die Uni gehen.
- Am Wochenende verdiene ich normalerweise 10 Euro.

2 Write 1, 2 and 3 in the boxes to show the correct order for the adverbs and adverbial phrases in these sentences.

- Ich gehe / zur Schule / jeden Tag / zu Fuß / .
- Ich habe meine Sportschuhe / ohne Erfolg / zehn Minuten lang / überall / gesucht.
- Mein Onkel fährt / schnell / nach Berlin / zweimal in der Woche / .
- Ich möchte / in einer Grundschule / mit Kindern / in der Zukunft / arbeiten.
- Wir sollten / in die Stadt / mit dem Auto / seltener / fahren.

3a Rewrite the sentence in two different ways.

Ich fahre jeden Samstag mit dem Bus in die Stadtmitte.

- _____
- _____

3b Now write a similar sentence of your own in two different ways.

- _____
- _____

4 Make a list of adverbs and adverbial phrases you think could be particularly useful to learn for Controlled Assessments.

Student Book: page 28, page 46, page 47, page 75, page 186

Kerboodle: Grammar activity: Using verbs with zu

Adverbs are words or phrases that say more about a verb. They say **when**, **how** and **where** the action of a verb takes place.

When: These are expressions of time, e.g. *heute, gestern, letzte Woche, in fünf Jahren*.

How: Most of these adverbs look the same as adjectives (but with no endings), e.g. *ein schnelles Auto* (adjective) – *das Auto fährt schnell* (adverb); *das Essen war gut* (adjective) – *wir haben gut gegessen* (adverb).

Where: These are often phrases beginning with prepositions, e.g. *in der Stadt, auf dem Tisch, an der See*.

You can often start a sentence with an adverb or adverbial phrase – but you must remember to put the verb next, then the subject. This has two advantages:

- It avoids having too many adverbs together.
- It gives more emphasis to the adverb at the beginning.

Heute Abend gehe ich mit meinen Freunden ins Kino. (This emphasises **when** you're going.)

Mit meinen Freunden gehe ich heute Abend ins Kino. (This emphasises **who** you're going with.)



Verb second and time – manner – place

1a Underline the main verb in each of the following sentences.

- a Ich trinke nicht gern Kaffee.
- b Man durfte in Deutschland keine Uniform tragen.
- c Ich habe am Wochenende Fußball gespielt.
- d Viele Touristen besuchen jedes Jahr diese Stadt.
- e Sie hat leider ihren Pulli verloren.

1b Now rewrite the sentences starting with the following words. Remember to put the verb second!

- a Kaffee _____
- b In Deutschland _____
- c Am Wochenende _____
- d Jedes Jahr _____
- e Ihren Pulli _____

2a Decide whether each of the following phrases relates to time, manner or place. Write T, M or P in the boxes.

- | | | | | | |
|--------------|--------------------------|---------------|--------------------------|-------------|--------------------------|
| jeden Tag | ☐ | nächstes Jahr | ☐ | zur Schule | ☐ |
| nach Berlin | ☐ | zu Fuß | ☐ | auf die Uni | ☐ |
| letztes Jahr | ☐ | hoffentlich | ☐ | schnell | ☐ |

2b Now put these sentences into the correct order, starting with the underlined word/phrase. You need to think of the verb second and time–manner–place rules!

- a Ich / jeden Tag / ging / zur Schule / zu Fuß.

- b wird / gehen / nächstes Jahr / auf die Uni / Laura.

- c bin / ich / Letztes Jahr / gefahren / nach Berlin.

- d Hoffentlich / ich / einen guten Job / werde / finden.

- e Max / nächstes Jahr / hoffentlich / nach Berlin / fährt.

Student Book: page 21, page 75, page 186

Kerboodle: Grammar activity: Using inversion; Grammar activity: Using correct word order (time, manner, place)

The position of the verb in a German sentence is very important. The **main verb** is usually the **second idea**. This does not mean the second word – the first idea can be made up of several words:

Er / fährt / nach Hamburg.

Mein bester Freund / fährt / nach Hamburg.

If a sentence has two verbs that belong together, the **main verb** is the one that changes according to the subject. The other verb goes at the end.

Er / muss / mit dem Zug fahren.

If the first idea is not the subject (the person or thing doing the verb), the **verb goes second** and the subject follows it:

Am Wochenende / fährt / mein bester Freund / nach Hamburg.

Am Wochenende / kann / er / nach Hamburg fahren.

If two or more adverbs appear together in a sentence, they have to be in a certain order in German:

TMP: Time (when) – Manner (how) – Place (where)

Ich bin gestern / nach Potsdam gefahren. (T/P)

Ich fahre morgen / mit dem Bus / in die Stadt. (T/M/P)



Asking questions

1 Turn the following statements into questions by changing the word order.

- a Sie kommt mit. _____
- b Du spielst nicht gern Tennis. _____
- c Sie sind nach Italien gefahren. _____
- d Ihr habt Lust, ins Kino zu gehen. _____

2 Complete the following questions by adding one of the question words from the box below.

wer	wann	wieso	wie viele	woher
-----	------	-------	-----------	-------

- a _____ hast du deine Hausaufgaben nicht gemacht?
- b _____ kommst du nach Hause?
- c _____ Haustiere habt ihr?
- d _____ hat das gemacht?
- e _____ kommen sie?

3a For each of the following answers write a question. There can be more than one correct answer!

- a _____
Nein, ich habe Kopfschmerzen.
- b _____
Ich habe in einem Hotel gewohnt.
- c _____
Er ist Elektriker.
- d _____
Nicht schlecht!
- e _____
Nein, ich habe keine Lust.

3b Now see if you can think of a different question for each of the answers. See how many you can come up with.

Student Book: page 81, page 155, page 187

Kerboodle: Grammar interactive:
Using interrogatives; Grammar
activity: Revising interrogatives

There are two ways of asking questions in German:

- Putting the main verb first, then the subject – just like in English:

Isst du einen Apfel? – Are you eating an apple?

- Using specific question words, followed by the verb then the subject:

Was isst du? – What are you eating?

Grammatik

Useful question words

wer?	who?
was?	what?
wie?	how?
wo?	where?
wann?	when?
warum?	why?
wie viel(e)?	how much/ many?
wieso?	why?
woher?	where ... from?
wohin?	where ... to?

Grammatik

Tip
Wer might sound like a different question word in English but remember that it means 'who'!



Conjunctions

1 Circle the verb in the main clause and underline the verb in the subordinate clause.

- a Meine Freunde rauchen keine Zigaretten, weil das sehr ungesund ist.
- b Bastian findet es sehr traurig, dass seine Eltern jetzt geschieden sind.
- c Ich habe in einem kleinen Dorf gewohnt, als ich bei meinem Freund in Deutschland war.
- d Im Internet kann man kostenlos Bilder schicken, wenn man Freunde in anderen Ländern hat.

2 Join these sentences using the subordinating conjunction given. Remember, the verb that is sent to the end is the one that belongs with the subject.

- a Die Stadt wird umweltfreundlicher. Man pflanzt mehr Bäume.
(wenn) _____
- b Ich habe sehr viel gelernt. Ich habe ein Arbeitspraktikum gemacht. (als) _____
- c Elke hat immer noch keine Ahnung. Sie will auf die Uni gehen.
(ob) _____
- d Nach der Schule werde ich durch Asien reisen. Meine Eltern werden nicht dafür sein. (obwohl) _____

3 Add a suitable conjunction to complete each sentence. Check the word order to make sure you use one that works!

- a Ich lerne Fremdsprachen, _____ ich sie wichtig finde.
- b Ich habe die Arbeit interessant gefunden, _____ der Arbeitstag sehr lang war.
- c Sie verdient weniger als früher, _____ sie arbeitet nur Teilzeit.
- d Sie hat immer Deutsch gesprochen, _____ sie in Deutschland wohnte.
- e Ich werde nach Italien fliegen, _____ ich habe Angst vor dem Fliegen.
- f Ich mache meine Hausaufgaben, _____ ich esse.

When a subordinating conjunction is used, it's the start of what's called a subordinate clause. Subordinate clauses add more information to the main part of a sentence (main clause).

Tipp

Student Book: page 41, page 43, page 186

Kerboodle: Grammar activity: Using coordinating conjunctions; Grammar activity: Using subordinating conjunctions; Grammar activity: Using subordinate clauses and conjunctions

Conjunctions are linking words used to join phrases or sentences together. There are two main types:

Coordinating conjunctions

Coordinating conjunctions can join two sentences without altering the word order:

und (and), *aber* (but), *oder* (or), *denn* (for, because)

Er steht um 6 Uhr auf. Er geht nicht sofort zur Schule.

Er steht um 6 Uhr auf, aber er geht nicht sofort zur Schule.

Subordinating conjunctions

After a subordinating conjunction the verb goes to the end of the sentence.

Here are some common subordinating conjunctions:

<i>weil</i>	because
<i>wenn</i>	if, when(ever)
<i>obwohl</i>	although
<i>als</i>	when
<i>seitdem</i>	since
<i>nachdem</i>	after
<i>bevor</i>	before
<i>damit</i>	so that
<i>ob</i>	whether
<i>während</i>	while

Ich mache ein Arbeitspraktikum in einer Bank, weil ich mich für Finanzen interessiere.



Numbers and time

1 Write these days and dates as you would say them in German.

- a Sunday _____ g on 24 August _____
 b Friday _____ h on Thursday 14 September _____
 c on Saturday _____
 d on Wednesday _____ i on Tuesday 31 August _____
 e in February _____
 f on 10 April _____ j in (the year) 2001 _____

2 Complete the list of months and seasons.

- a _____, _____ und August sind Monate im Sommer.
 b September, _____ und _____ sind Monate im _____.
 c _____, _____ und _____ sind Monate ____ Winter.
 d _____, April und _____ sind Monate ____.

3 Write the times out as you would say them, first as 24-hour times then as 12-hour times (remembering to subtract 12 from the higher numbers).

- a 16:45 Es ist sechzehn Uhr fünfundvierzig. Es ist _____ fünf.
 b 21:15 Um _____
 c 22:30 Es ist _____
 d 09:50 Um _____
 e 12:30 Um _____

4 Find the time expressions in the word snake and write them next to the English.

abendsdonnerstageseinmalproWocheesternheuteheuteNachmittaginderZukunftletztenSamstagmanchmalam
 MontagnächsteWochemorgenimMainächstenFreitagnächstesWochenendeMittwochübermorgenumzehnUhrvorkurzem

- | | |
|------------------------------|------------------------|
| yesterday _____ | next week _____ |
| today _____ | next weekend _____ |
| tomorrow _____ | until Wednesday _____ |
| the day after tomorrow _____ | in the future _____ |
| in the evenings _____ | sometimes _____ |
| this afternoon _____ | a short time ago _____ |
| on Monday _____ | once a week _____ |
| on Thursdays _____ | at 10 o'clock _____ |
| last Saturday _____ | in May _____ |
| next Friday _____ | |

To say 'on' a day, use *am*, e.g. *am Montag*.

To say 'on' a date, use *am* and add *-ten* to numbers up to 19 and *-sten* from 20 to 31. Exceptions are 1st (*ersten*), 3rd (*dritten*) and 7th (*siebten*).

If you include the day, you must also add *dem* before the number, e.g. *Am Montag, dem 1. April*.

To say 'at' a time, use *um*.

The word *Uhr* goes between the hours and minutes.

The 24-hour clock is used a lot, especially for travel times.

If you use the 12-hour clock, you can say *nach* (past) and *vor* (to). 'Quarter' is *Viertel* and 'half' is *halb* but it is half way to the next hour, e.g. 1:30 = *halb zwei*.

Greetings and standard phrases

1a Underline the odd one out and say briefly why it doesn't fit.

a Alles Gute! Guten Tag! Gute Nacht!

b Auf Wiedersehen! Tschüs! Bitte!

c Entschuldigung! Danke! Es tut mir Leid!

d Gesundheit! Grüß Gott! Hallo!

Remember when to use the formal (polite) and informal (friendly) forms of 'you' and 'your':

Sie (Ihr, sich, Ihnen) – with adult(s) (singular and plural)

du (dein, dich, dir) – with one friend or family member

ihr (euer, euch) – with more than one person you call *du*

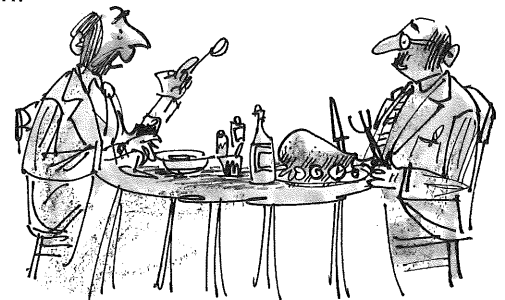
Tip

1b Look up any expressions you're not sure of and write their meaning below.

➡ See pages 14, 22 and 23 for more practice.

2 Draw lines to match each occasion with the phrase people would use.

- | | |
|----------------------------------|---------------------------|
| a am fünfundzwanzigsten Dezember | 1 Herzlichen Glückwunsch! |
| b vor einem Urlaub | 2 Vielen Dank! |
| c zum Geburtstag | 3 Frohe Weihnachten! |
| d im Restaurant | 4 Prost! |
| e vor einem Glas Wein | 5 Schöne Ferien! |
| f nach einem Geschenk | 6 Guten Appetit! |



3 Write the German questions and answers for the following situations. Use full sentences.

a Ask a new teacher her name and make up a suitable answer.

b Ask a group of visiting German teenagers where they live and give a suitable answer.

c Ask your friend when he was born. Give a date and year as the answer.

d Ask a teacher how he is today. He answers that he's not too well because he has a cold.

Expressing feelings and opinions (1)

1 Note whether these adjectives are positive (✓) or negative (X).

- | | |
|--|--|
| a ☐ cool | f ☐ mies |
| b ☐ doof | g ☐ schlecht |
| c ☐ fantastisch | h ☐ schrecklich |
| d ☐ furchtbar | i ☐ toll |
| e ☐ gut | j ☐ wunderbar |

Adjectives and adverbs look the same in German, but remember that adjectives need endings if you use them in front of a noun.

Tipp

See pages 16–18 for practice of adjectives and their endings.

2 Draw lines to join each adjective with its opposite.

- | | |
|--------------|---------------|
| a falsch | 1 hässlich |
| b bequem | 2 intelligent |
| c billig | 3 interessant |
| d einfach | 4 modern |
| e sicher | 5 richtig |
| f langweilig | 6 schwierig |
| g schön | 7 teuer |
| h glücklich | 8 traurig |
| i altmodisch | 9 unbequem |
| j dumm | 10 unsicher |

In activity 3, you could replace *das* with a noun in each case. For expressions starting with *ich*, you will need to use the accusative case (*den, die, das, die* etc.):

Ich hasse diesen Film, aber ich mag das Buch.

For the others, you will have to change the verb if you use a plural noun:

*Bonbons sind okay.
Fußballspiele gefallen mir nicht.*

Tipp

3 Put these expressions in order, where 1 is best and 6 worst.

- | | |
|---|--|
| ☐ Das gefällt mir nicht. | ☐ Das ist okay. |
| ☐ Ich liebe das. | ☐ Das gefällt mir ein bisschen. |
| ☐ Ich hasse das. | ☐ Ich mag das. |

See pages 7–8 for practice of the cases.

4 Write your opinion of the following things and give a reason. Try to use a different word or expression from activities 1–3 each time.

a die Schule

Example: *Ich liebe die Schule. Die Schule ist fantastisch, weil wir so viel lernen!*

b Deutsch

c klassische Musik

d meine Stadt

e die Ferien

Expressing feelings and opinions (2)

1 Change one or more words/phrases in each statement, then translate your sentences into English.

a Ich finde, der Film war nicht schlecht.

Example: Ich finde, das Buch war gar nicht schlecht.

I think the book was not at all bad.

b Ich denke, München ist sehr schön. _____

c Ich glaube, wir hören zu viel laute Musik. _____

d Ich meine, wir sollten keinen Fisch essen. _____

e Ich kann Bananen nicht leiden. _____

f Meiner Meinung nach ist Geschichte nutzlos. _____

2 Answer the questions in German.

a Was nervt dich?

Example: Sport im Fernsehen (nervt mich).

b Was amüsiert dich?

c Was interessiert dich?

d Was findest du langweilig?

e Was ist deiner Meinung nach wichtig?

3 Make a list (with meanings) of any other words and phrases you could use to express your opinion.

Klasse!

Great!

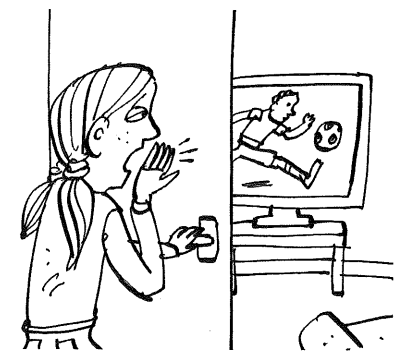
Ich habe keine Ahnung.

I've no idea.

Tipp
Try to use full sentences when you can. However, if you give a short answer, you can add more information in a separate sentence:

Was nervt dich?

Sport im Fernsehen. Es gibt zu viel davon und das finde ich langweilig.



Bump up your grade

In order to gain access to grade A for the speaking and writing parts of your Controlled Assessment, you must include opinions beyond the basic ones. It is not guaranteed that you will gain a grade A because you have included these opinions in your work. However, it is certain that you will not have access to that grade if they are not used.

Conjunctions and connectives (1)

1 Complete the English for these connectives.

- | | |
|----------------------------|----------------------------------|
| a und _____ | g danach <u>after that</u> |
| b aber _____ | h jedoch <u>yet, however</u> |
| c oder _____ | i dass _____ |
| d denn <u>for, because</u> | j weil _____ |
| e also _____ (NOT 'also!') | k wenn <u>when, whenever, if</u> |
| f dann _____ | l obwohl <u>although</u> |

2 Connect the sentences using *und*, *aber*, *denn* or *oder*.

Example: Ich habe einen Bruder, aber er ist viel älter als ich.

- Meine Schwester heißt Lisa _____ sie geht zur selben Schule.
- Samstags spiele ich Fußball _____ ich gehe ins Kino.
- Wir fahren in den Ferien nicht weg, _____ es ist ziemlich teuer.
- Ich spare für ein Computerspiel, _____ ich bekomme nicht viel Taschengeld.

3 Connect the sentences using *also*, *dann*, *danach* or *jedoch*. Circle the verb and draw an arrow to show where it needs to go.

Example: Meine Brüder sind älter als ich, also ich bin die Jüngste.

- Ich habe ein Eis gegessen, _____ ich bin ins Kino gegangen.
- Es geht mir nicht gut, _____ ich gehe in die Schule.
- Ich habe Hunger, _____ ich gehe in eine Imbissstube.
- Zuerst spielen wir Tennis, _____ wir machen unsere Hausaufgaben.

4 Connect the sentences using *dass*, *weil*, *wenn* or *obwohl*. Circle the verb and draw an arrow to show where it needs to go.

Example: Wir arbeiten samstags, weil wir haben kein Geld.

- Wir spielen in der Sporthalle, _____ es regnet sehr stark.
- Ich möchte Köchin werden, _____ ich kann noch nicht gut kochen.
- Es ist nicht sicher, _____ ich bekomme gute Noten.
- Ich gehe nicht in die Schule, _____ ich bin erkältet.

5 Choose one word from each group of connectives and write a sentence of your own for each. You could say something about you and your family, your daily routine, school or anything else you might find useful.

- _____
- _____
- _____

Tipp

These words are used to link phrases and sentences together. You should use them in Controlled Assessment to show that you can use complex language. However, it is important to remember that in German there are three types of connective which affect the word order in different ways.

Look at the words in activity 1.

a–d Just add these

coordinating conjunctions between two sentences/phrases without changing the word order at all.

e–h After these adverbs you must put the **verb second**, followed immediately by the subject.

i–l These **subordinating conjunctions** send the verb to the end of the sentence.

► For more practice of word order, see page 42 (verb second) and page 44 (coordinating and subordinating conjunctions).

Tipp

The two parts of a complex sentence are almost always separated by a comma. The exceptions are sentences with *und* and *oder*, which don't need the comma – unless they are very long and might be difficult to understand otherwise.

Conjunctions and connectives (2)

- 1** Complete the list of question words. Try doing it first without looking at the choices in the box.

a Wer?	_____	j Wie lange?	_____
b Was?	_____	k Um wie viel Uhr?	_____
c Wo?	_____	l Wieso?	How come? Why?
d Wohin?	Where to?	m Womit?	What with?
e Woher?	_____	n Mit wem?	_____
f Wann?	_____	o Für wen?	Who for?
g Warum?	_____	p Welche(r/s) (+noun)?	_____
h Wie?	_____		
i Wie viel(e)?	_____		

How long? At what time? Who with? Why? Which ...?/What ...? Who?
What? Where? Where from? When? How? How much/many?

- 2** Write these statements as questions using the word in brackets.

- a Wir treffen uns heute Abend. (*where?*)

- b Ich habe kein Geld mehr. (*why?*)

- c Wir fahren nach Berlin. (*when?*)

- d Ihr fahrt nächste Woche in den Urlaub. (*where to?*)

- e Die Deutschstunde beginnt. (*what time?*)

- f Du fährst nächste Woche nach Berlin. (*who with?*)

Tipp
Question words come first in a sentence, followed by the verb, then the subject. This is the normal 'verb second' rule.

Wann gehst du nach Hause?

If there is no question word, the verb is first, then the subject.

Gehst du jetzt nach Hause?

- 3** Here are some answers. Write suitable questions.

- a _____
Mein Opa hat das gekauft.
- b _____
Um 13 Uhr fahre ich nach Berlin.
- c _____
Es geht mir gut, danke.
- d _____
Am neunten November.
- e _____
Nach Hamburg.
- f _____
Weil ich keine Lust habe.

Tipp
You can often put the thing you want to emphasise at the beginning of the sentence. In activity 3, the first part of the answer could give a clue to the question word needed.

Prepositions

1 Match the German to the English. Write the number.

- | | |
|---|---|
| a ☐ in der Stadt | 1 <i>behind the sofa</i> |
| b ☐ unter einem Stuhl | 2 <i>above the table</i> |
| c ☐ gegenüber der Post | 3 <i>in the town</i> |
| d ☐ auf der Terrasse | 4 <i>with my brother</i> |
| e ☐ hinter dem Sofa | 5 <i>next to the kitchen</i> |
| f ☐ neben der Küche | 6 <i>at my grandparents'</i> |
| g ☐ über dem Tisch | 7 <i>opposite the post office</i> |
| h ☐ an der Wand | 8 <i>on the wall</i> |
| i ☐ zwischen der Bank und dem Kino | 9 <i>under a chair</i> |
| j ☐ mit meinem Bruder | 10 <i>from my sister</i> |
| k ☐ von meiner Schwester | 11 <i>on the terrace</i> |
| l ☐ bei meinen Großeltern | 12 <i>between the bank and the cinema</i> |

2a Look at the picture and say whether the statements are true (✓) or false (X).

- a ☐ Der Teppich ist in der Mitte des Zimmers.
- b ☐ Hinter dem Bett liegt eine Katze.
- c ☐ Der Stuhl steht auf dem Schreibtisch.
- d ☐ Vor dem Fenster steht ein Computer.
- e ☐ Ein Poster hängt an der Wand.
- f ☐ Der Computer ist gegenüber dem Schreibtisch.
- g ☐ Die Schuhe sind unter dem Bett.
- h ☐ Man sieht eine Pflanze im Zimmer.
- i ☐ Der Kleiderschrank steht neben der Tür.
- j ☐ Die Katze liegt zwischen dem Stuhl und dem Tisch.

2b Correct the false statements.

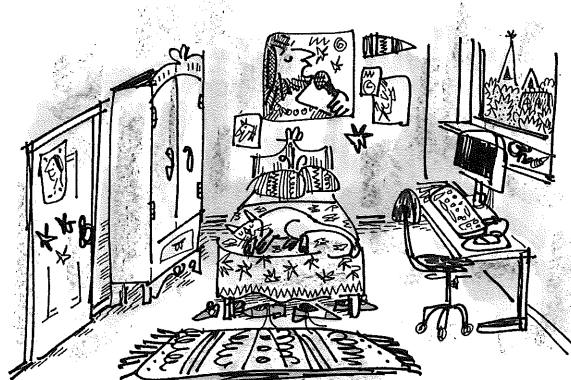
- _____
- _____
- _____
- _____
- _____

3 Write a few sentences in German to say where things are in your room.

Tipp
Prepositions change the case of the noun or pronoun they are with. The most common prepositions use the dative, some use the accusative and a small number use the genitive. Learn some expressions you are likely to need, to remind you of the case used.

► For more help on the cases used with prepositions, see pages 11–13.

Tipp
Remember the short forms of some prepositions + article:
zu dem = zum, zu der = zur;
in dem = im, an dem = am;
in das = ins, an das = ans



Bump up your grade

Many expressions use prepositions, but the German is often not what you might expect from the English. Learn some idioms with prepositions and use them to impress the examiner!

das riecht/schmeckt nach (+ dat.) that smells/tastes of ...

ich habe Angst vor (+ dat.) I'm afraid of ...

ich hoffe auf (+ acc.) I'm hoping for ...

ich freue mich auf (+ acc.) I'm looking forward to ...

sorgen für (+ acc.) to take care of ...

Making language more specific

1 Write whether these statements are positive (✓) or negative (X).

- a ☐ Das Konzert war total gut.
- b ☐ Ich finde, es war ziemlich langweilig.
- c ☐ Mathe ist nicht sehr interessant.
- d ☐ Ich finde das zu kompliziert.
- e ☐ Dieser Film ist sehr lustig, finde ich.
- f ☐ Schmidt hat nicht gut gespielt.
- g ☐ Das war ein bisschen schwierig.
- h ☐ Das schmeckt gar nicht schlecht.

Tipp
Qualifiers are words like 'very', 'quite', 'not at all' and 'too'. You put them before an adjective or adverb to make it more precise. It often changes the meaning completely.

*Mein Rad ist alt. Es ist **sehr** alt / **zu** alt / **nicht** alt / ...*

2 Use the grid and activity 1 to help you translate the expressions into German.

- a That is extremely difficult.

- b That was totally useless.

- c I think that is too boring.

- d Maths is fairly easy.

- e This film is not at all funny.

- f I find that a bit stupid.

- g That tastes incredibly good.

	äußerst	gut.
	unheimlich	schlecht.
Das ist	total	interessant.
Das war	sehr	langweilig.
Ich finde das	ziemlich	lustig.
Ich finde, das ist	ein bisschen	doof.
Ich meine, das war	nicht sehr	einfach.
Das schmeckt	nicht	schwierig.
	gar nicht	nützlich.
	zu	nutzlos.

3 Write a sentence about the following topics in German using a range of qualifiers and adjectives.

- a history _____

- b recycling _____

- c fish _____

- d a TV programme you watched this week

Ich habe _____ gesehen. _____

- e a film you've seen recently

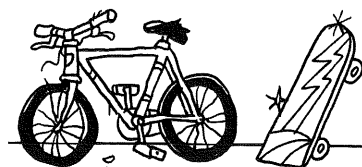
Ich habe _____ gesehen. _____

- f a band/singer you've listened to

Ich habe _____ gehört. _____

Tipp
Remember that you can also use comparatives and superlatives to be more specific.

*Mein Rad ist **älter als** mein Skateboard. Es ist **nicht so alt wie** Annas Rad. Es ist **das älteste Rad** in der Schule.*



➡ See pages 20–21 for practice of the comparative and superlative.

Food and drink

- 1a** Look at the words in the box and write them under the correct heading. Then add one more item to each list – look these up in a dictionary if necessary.

Obst	Gemüse	Fleisch	Getränke	Sonstiges (other)
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Ananas Blumenkohl Brot Erbsen Eier Erdbeeren Fisch Kaffee Hähnchen
 Karotten Käse Limonade Kartoffeln Kuchen Milch Schinken Müsli Orangensaft
 Bohnen Schweinefleisch Birne Tee Banane Wurst Apfel

- 1b** Next to each item in the grid write m (masculine), f (feminine), n (neuter) or pl (plural).

- 2** Solve the anagrams and write four things that you might eat or drink on each occasion.

- a Zum küchrüFts _____ esse ich _____

 Ich trinke _____
 b In der saPue _____

 c Zu tigMat _____

 d Zum beensAdnes _____

Tipp
 Always try to learn the gender of a noun. Sometimes, putting it in a phrase can help, or you could use different coloured highlighters for each gender. See what works best for you.

- 3** Complete the sentences with an item of food or drink. Use a different word from the box each time, or choose words of your own. In a–d, cross out the part of the verb that does not apply.

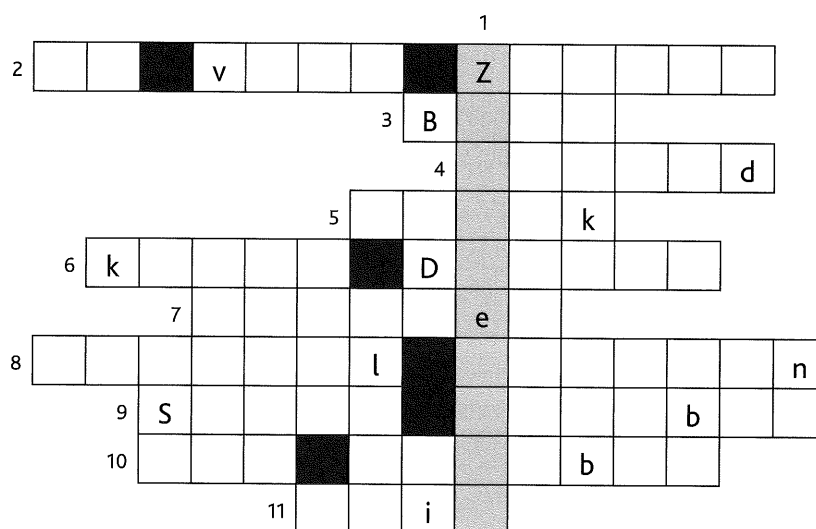
- a _____ ist / sind _____ .
 b _____ ist / sind _____ .
 c _____ schmeckt / schmecken _____ .
 d _____ schmeckt / schmecken _____ .
 e Ich mag _____, weil _____ .
 f Ich esse gern _____, weil _____ .
 g Ich esse nicht gern _____, weil _____ .

gesund ungesund lecker gut fetthaltig fettarm schmackhaft
 nicht furchtbar herrlich wunderbar

Healthy and unhealthy lifestyles

1 Fill in the grid with the German for the words and phrases. (In 8–10, the infinitive goes last.)

- 1 cigarettes
- 2 too much sugar
- 3 beer
- 4 healthy
- 5 ill
- 6 no drugs
- 7 to smoke
- 8 to drink alcohol
- 9 to do sport
- 10 to keep fit
- 11 wine



2 Put these habits and routines in order from healthiest (1) to unhealthiest (6).

- a ☐ Ich rauche fünf Zigaretten pro Tag, aber ich treibe auch ein bisschen Sport. Am Wochenende spiele ich oft am Computer. Das finde ich toll.
- b ☐ Ich spiele jeden Samstag Fußball und ich trainiere zweimal in der Woche. Nach dem Spiel esse ich gern Fastfood und mein Lieblingsgetränk ist Cola, aber in der Woche esse ich meistens gesund.
- c ☐ Ich wohne fünf Kilometer von der Schule und gehe immer zu Fuß dorthin. Das macht mir Spaß, auch wenn es regnet. Ich esse ziemlich gesund und ich rauche nicht.
- d ☐ Ich esse jeden Tag Obst und Gemüse und trinke hauptsächlich Wasser oder Saft. Ich bin kein Vegetarier, aber ich esse nur zwei- oder dreimal pro Woche Fleisch. Schwimmen ist mein Lieblingssport.
- e ☐ Meine Freunde und ich nehmen manchmal Drogen. Das ist ein tolles Gefühl, aber nachher bin ich oft schlecht gelaunt und kann mich nicht auf meine Computerspiele konzentrieren. Ich fühle mich besser, wenn ich vor der Schule Wodka trinke.
- f ☐ Ich trinke nur am Wochenende Alkohol. Am Montag geht's mir nicht immer so gut, aber ich fahre jeden Tag Rad und das hilft. Sport mag ich nicht, außer im Fernsehen.

3 Write a description of your healthy and unhealthy habits. Use the descriptions in activity 2 as a model.

Relationships with family and friends

1 Complete the pairs of family members and write the English.

masculine

feminine

collective plural

Bruder

Geschwister *brothers and sisters*

Mutter

Opa

grandparents

Tante

Cousin

2 Fill in the missing vowels in these adjectives of personality and write the English.

a fr__ndl_ch

b sp_rtl_ch

c _nt_ll_g_nt

d l_st_g

e n_rv_s

f f__l

g n_tt

h g_t g_l__nt

i schl_cht g_l__nt

3 Solve the anagrams to describe these people.

Ich bin **lettmißrog**

und ich habe **genal** _____,
tagtel _____,
doblen _____ Haare.



Hanna



Jonas

Ich bin **linke** _____
und ich habe **kruze** _____,
wascherz _____,
gickelo _____ Haare.

4 Write a paragraph about yourself and your family. Include as much of the vocabulary above as you can.

Future plans regarding marriage/partnership

- 1** Put these expressions of future time in order from the nearest (1) to the furthest in the future (10).

- | | |
|---|--|
| ☐ in zwei Jahren | ☐ nächsten Monat |
| ☐ heute Abend | ☐ übermorgen |
| ☐ nächste Woche | ☐ wenn ich 25 Jahre alt bin |
| ☐ morgen | ☐ in zwei Wochen |
| ☐ nächstes Jahr | ☐ in drei Tagen |

- 2** Anna is talking about her friends. Read the English summary and fill in the names in her description.

Ich mag _____ sehr.

Ich verstehe mich ziemlich gut mit _____.

Ich verstehe mich nicht gut mit _____.

Ich streite mich immer mit _____.

_____ und ich streiten uns nie.

_____ nervt mich!



Anna

Anna gets on fairly well with Paul but not with Lea because she irritates Anna. She likes Lukas a lot but is always arguing with him whereas she and Paul never argue.

- 3** Draw lines to match the German words and phrases with the English.

- | | |
|------------------------|----------------------------|
| a ich möchte | 1 (to) get married |
| b ich werde | 2 with my partner (male) |
| c ich hoffe | 3 I'd like |
| d heiraten | 4 with my partner (female) |
| e Kinder haben | 5 (to) have children |
| f zusammenleben | 6 I will |
| g mit meiner Partnerin | 7 I hope |
| h mit meinem Partner | 8 (to) live together |

Remember to use the infinitive after *ich möchte* and *ich werde*. With *ich hoffe* you also need *zu* before the infinitive.

In activity 4, try to combine some of the phrases and add your own expressions to make more complex sentences, e.g.

Ich hoffe, in 10 Jahren zu heiraten und zwei oder drei Kinder mit meinem Partner zu haben.

- 4** Write a few sentences about your plans for the future. Use some of the phrases above.

Social issues and equality (1)

1 Find the German words in the wordsearch.

discrimination _____

racism _____

foreigner(s) _____

abroad (2 words) _____

equality _____

together _____

married _____

divorced _____

society _____

social _____

sad _____

politician(s) _____

G	W	Z	N	A	U	S	L	Ä	N	D	E	R	R	S
E	A	R	G	E	S	E	L	L	S	C	H	A	F	T
S	I	M	A	U	S	L	A	N	D	R	H	S	L	R
C	L	P	O	L	I	T	I	K	E	R	V	S	P	A
H	S	E	V	G	L	E	I	C	H	H	E	I	T	U
I	O	B	Z	M	M	O	N	R	P	B	Z	S	N	R
E	Z	Z	U	S	A	M	M	E	N	J	E	M	O	I
D	I	S	K	R	I	M	I	N	I	E	R	U	N	G
E	A	B	D	S	S	I	L	E	I	H	T	S	J	Z
N	L	V	E	R	H	E	I	R	A	T	E	T	W	S

2 Write whether these refer to males (M) or females (F).

- a ☐ Mann f ☐ männlich k ☐ Sekretär
- b ☐ Frau g ☐ Herr l ☐ Krankenpfleger
- c ☐ Fräulein h ☐ weiblich m ☐ Mechanikerin
- d ☐ Junge i ☐ Direktorin n ☐ Ingenieurin
- e ☐ Mädchen j ☐ Lehrer o ☐ Bäcker

Tipp
Remember, words that end in *-chen* or *-lein* are always neuter (*das/ein*), even when they refer to a female.

➡ See page 75 for practice of jobs.

3 Separate the words in the word snake and write them with their English meaning.

GeldTaschengeldEureichearmarbeitslosHungerDurstHilfe

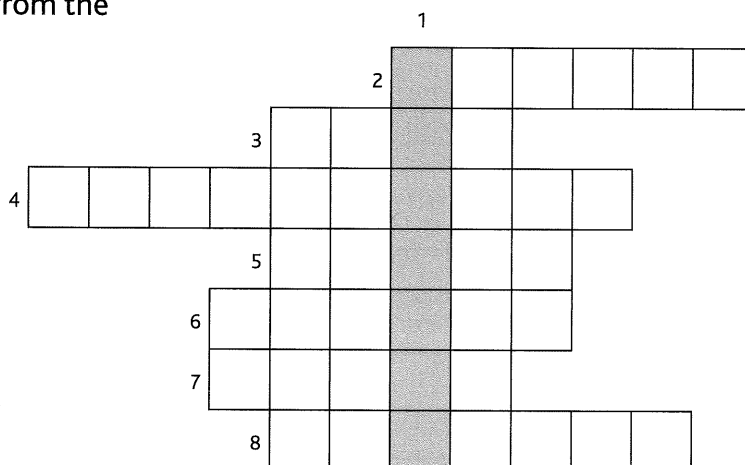
- a _____
- b _____
- c _____
- d _____
- e _____
- f _____
- g _____
- h _____
- i _____

Social issues and equality (2)

Constructing an argument

- 1** Complete the grid with the missing words from the phrases below.

- 1 meiner ____ nach *in my opinion*
 2 im ____ *at the moment*
 3 ____ *but*
 4 ____ *perhaps, maybe*
 5 ich d ____ *I think*
 6 ich g ____ *I think, I believe*
 7 ich m ____ *I think, I am of the opinion*
 8 das ist ____ *that's possible*



- 2** Say whether the statements are positive (✓), negative (X) or neutral (-).

- a ☐ Ich bin dafür.
 b ☐ Ich bin dagegen.
 c ☐ Das stimmt nicht.
 d ☐ Ich bin derselben Meinung.
 e ☐ Meiner Meinung nach geben wir zu viel Geld für arme Leute aus.
 f ☐ Das ist vielleicht wahr, sicher bin ich mir nicht.
 g ☐ Ich meine, wir müssen der Dritten Welt helfen.
 h ☐ Ich habe keine Ahnung.



- 3** Write your opinion on the following statements. Adapt phrases from activity 2 above.

- a Es gibt keine armen Leute in unserem Land.

- b Wir sollten den Hungrigen in Afrika helfen.

- c Ich glaube, alle Arbeitslose sind faul!

- d Wir müssen billige Wohnungen bauen, dann haben alle ein Zuhause.

Watch out for word order – remember the 'verb second' rule. See pages 41–42 for more practice.

Tipp

Free time activities (1)

1a Use the words from the box to complete the table.

ich spiele		ich fahre	
		ich gehe	
ich laufe			

angeln Rad
Ski Eishockey
Schlittschuh spazieren
Federball schwimmen
Tischtennis Fußball
segeln Volleyball
Handball Skateboard

1b After each item, put M if the sport is played *in einer Mannschaft*, and put A if it is done *alleine*.

2a Solve the codeword puzzle. Each number represents a different letter. All the words have something to do with sport and leisure activities – with a few common words as well. Four letters are given to start you off.

1	2	3	N	4	5	2	6	6			5	7	8	9	3
10					24										9
16				11	12	1	6	2	13	G	14	9	15	13	20
9	E				1		9		20				9		3
			17		9		11		19	9	3	3	20	11	
13			15		16		9		2		20		13		
23			11			22			16		12		9		
17			20			9			16		1			25	
3			25	6	2	16	20	3	9	19	19	9		6	
2				20		3					11		4	2	11
11	28	20	9	6			21		26	2		19		27	
19				5			15		15			7		20	
20	1	16	9			18	20	3	4	11	15	16	22	9	3
25							14		7					16	

A	B	C	D	E	F	G	H	I	J	K	L	M	N
				9		13							3
O	Ö	P	Q	R	S	T	U	Ü	V	W	X	Y	Z
					11								

2b When you have finished, look up any words you are not sure of and write them down with their meaning.

2c Write sentences that include at least six of the words in the puzzle.

Free time activities (2)

- 1a** Fill in the missing letters to find different kinds of film and TV programme and complete the English meanings. Then, at the bottom, add any other kinds of film or programme that you can think of, in German and English.

- | | | |
|---|--------------------------------|-------|
| a | eine K _ m ö d _ e | _____ |
| b | ein Ab _ nt _ u _ rf _ lm | _____ |
| c | ein Z _ _ ch _ ntr _ ck _ _ lm | _____ |
| d | ein D _ kum _ nt _ rf _ _ m | _____ |
| e | ein Ho _ _ o _ fi _ _ | _____ |
| f | ein Li _ b _ sf _ _ _ | _____ |
| g | ein Kr _ m _ | _____ |
| h | eine S _ _ fen op _ r | _____ |
| i | die Na _ _ ri _ _ ten | _____ |
| j | die T _ g ess ch _ u | _____ |
| k | eine Sp _ r _ s _ nd _ ng | _____ |
| l | eine K _ n der _ en _ un _ | _____ |
| | _____ | _____ |
| | _____ | _____ |

- 1b** Think of adjectives to give your opinion of each type of film and programme.

- 2** Solve the anagrams of expressions of time (1–8), then use them to say how often you do activities a–h.

- | | | | | |
|---|------------------------------------|---|--------------------|-------|
| a | fernsehen | 1 | jade Ten g | _____ |
| b | eine SMS schicken | 2 | joe cheWed | _____ |
| c | ins Kino gehen | 3 | chan lamm | _____ |
| d | einen Spaziergang machen | 4 | she fort | _____ |
| e | schwimmen | 5 | da buzun | _____ |
| f | Rad fahren | 6 | nestle | _____ |
| g | ein Instrument spielen (oder üben) | 7 | me snail | _____ |
| h | lesen | 8 | we Woz macho peril | _____ |

- 3** Write a paragraph about the things you do in your free time. Use words and phrases from pages 59 and 60 as well as adjectives to give your opinion.

Tipp
If you say what kind of film you have **seen**, it is in the accusative, so *ein* changes to *einen*.

*Ich habe **einen** Horrorfilm gesehen.*

However, if you say what kind of film or programme it **is**, you use the nominative.

*Ich habe „Zombies“ gesehen.
Das ist **ein** Horrorfilm.*



Tipp
In activity 2 the verbs are in the infinitive and are at the end of the phrases, but you need to use the correct form and the correct word order.

Remember that *fernsehen* is a separable verb and *Rad fahren* behaves like one, too.

In activity 3, be careful with the word order, especially 'verb second' and 'time – manner – place'.

► For practice of word order, see pages 41–42, and for the present tense of separable verbs see page 27.

Shopping, money, fashion and trends (1)

- 1 Complete the description of what these two people are wearing. Make up the colour of each item and include that in your description. Think carefully about gender and number where appropriate.

a Er trägt eine graue Jacke,

b Sie trägt _____



- 2 Write the correct words beneath each T-shirt.

	a	b	c
			
Stil:			
Größe:			
Preis:			

einfarbig ziemlich billig gestreift klein gepunktet
mittelgroß sehr billig groß teuer

Remember that jeans and trousers are **singular** in German.

Use *ich trage* (+ accusative) to say what you wear. The same verb means 'to carry' but you can add *in der Hand* to make it clearer.

Colours are adjectives, so you need to add the correct endings when you use them **before** a noun (but not when you use them **after** a noun).

See pages 17–18 for practice of adjectival endings.

Shopping, money, fashion and trends (2)

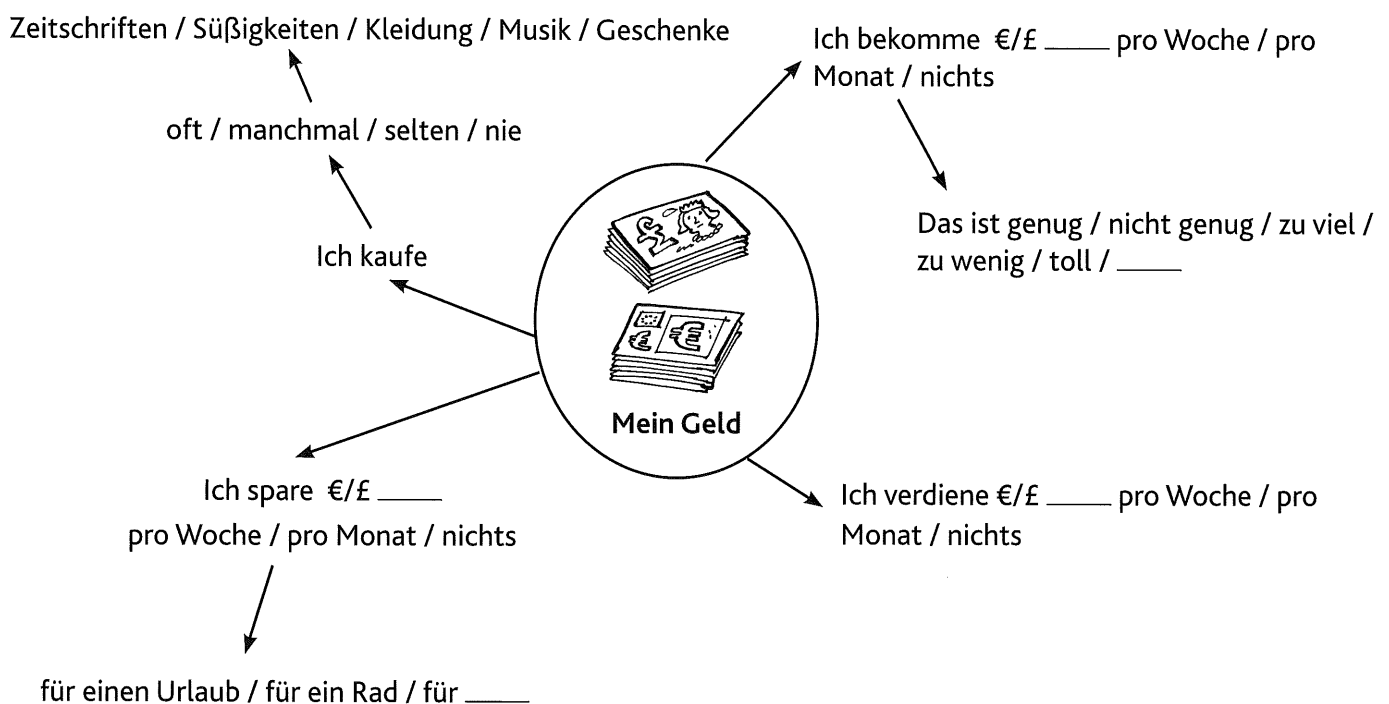
1 Are the statements positive (✓), negative (X) or neutral (-)?

- a ☐ Ich bekomme zu wenig Taschengeld.
- b ☐ Meine Eltern geben mir €20 pro Woche. Das ist toll!
- c ☐ Ich bekomme €20 pro Monat. Das geht.
- d ☐ Meine Mutter gibt mir €15 pro Monat. Das ist genug, finde ich.
- e ☐ Ich habe nie genug Geld.
- f ☐ Ich bekomme kein Taschengeld. Ich muss arbeiten.
- g ☐ Ich finde, €10 pro Monat sind nicht genug.
- h ☐ Ich bekomme nicht viel Taschengeld, aber ich brauche auch nicht viel.

2 Match the questions and answers.

- | | |
|--|---|
| a Wie viel Taschengeld bekommst du? | 1 Ich gebe mein Geld für Musik und Zeitschriften aus. |
| b Wofür gibst du dein Taschengeld aus? | 2 Ich spare für ein neues Handy. |
| c Sparst du etwas? | 3 €5 pro Woche. |
| d Wofür sparst du? | 4 Am Wochenende habe ich ein T-Shirt gekauft. |
| e Was hast du neulich gekauft? | 5 Ja, ich spare etwa €10 pro Monat. |

3 Complete the spider diagram to show what you do with your money. Circle the words and phrases that apply to you, and add as many things as you can.



Technology

1 Match the German to the English. Write the number.

- | | |
|---|----------------------------------|
| a ☐ eine E-Mail schicken | 1 <i>to chat in a chatroom</i> |
| b ☐ eine Antwort bekommen | 2 <i>to download a file</i> |
| c ☐ am Computer sitzen | 3 <i>to find a webpage</i> |
| d ☐ ein neues Fenster öffnen | 4 <i>to get a reply</i> |
| e ☐ suchen | 5 <i>a mobile</i> |
| f ☐ eine Webseite finden | 6 <i>to open a new window</i> |
| g ☐ eine Datei herunterladen | 7 <i>to phone</i> |
| h ☐ soziale Netzwerke | 8 <i>to search</i> |
| i ☐ in einem Chatraum chatten | 9 <i>to send an email</i> |
| j ☐ ein Handy | 10 <i>to sit at the computer</i> |
| k ☐ simsen/eine SMS schicken | 11 <i>social networks</i> |
| l ☐ anrufen/telefonieren (mit) | 12 <i>to text</i> |

Tipp

A lot of English words are used in technology. You can make a verb by adding *-en* to the word, e.g. *surfen* – to surf. And you can make verbs into nouns by adding *das* and a capital letter: *das Surfen* – surfing.

2 How much do you agree with these statements? Write 1, 2 or 3 in the box.

1 *das stimmt* 😊 2 *das stimmt zum Teil* 😐 3 *das stimmt nicht* ☹️

- a ☐ Das Internet ist sehr nützlich.
- b ☐ Soziale Netzwerke sind gefährlich.
- c ☐ Ich schicke zu viele SMS.
- d ☐ Ich lade oft Musik aus dem Internet herunter.
- e ☐ Chaträume finde ich doof.
- f ☐ E-Mails sind praktisch.
- g ☐ Es ist teuer, ein Handy zu benutzen.
- h ☐ Surfen im Internet macht Spaß.
- i ☐ Ich verbringe zu viel Zeit mit dem Handy.

3 Answer the questions in German.

a Was machst du auf dem Computer / dem Laptop?

b Was sind deine Lieblingsinternetseiten? Warum?

c Wie findest du dein Handy? Warum?

d Wie viel Zeit verbringst du mit sozialen Netzwerken? Wie findest du das?

Plans, preferences, experiences (1)

- 1** Find the words in the wordsearch. To help you, the first letter of each has been given.

10 europäische Länder

5 Kontinente

B _ _ _ _ _

E _ _ _ _ _

D _ _ _ _ _

A _ _ _ _

F _ _ _ _ _

A _ _ _ _ _

G _ _ _ _ _

N _ _ _ _ _

G _ _ _ _ _

S _ _ _ _ _

I _ _ _ _

4 Himmelsrichtungen

I _ _ _ _

N _ _ _

Ö _ _ _ _ _

S _ _

die S _ _ _ _ _

O _ _

S _ _ _ _ _

W _ _ _

Z	F	R	A	N	K	R	E	I	C	H	G	Y
W	A	B	L	Q	T	N	U	X	I	G	R	B
Y	B	E	E	U	R	O	P	A	T	R	I	Z
S	C	L	S	R	I	R	V	U	A	O	E	A
P	D	G	I	S	P	D	A	S	L	ß	C	C
A	E	I	K	W	O	N	K	T	I	B	H	D
N	Z	E	A	S	I	E	N	R	E	R	E	E
I	W	N	H	Ü	J	M	L	A	N	I	N	U
E	F	I	G	D	S	Ü	D	L	D	T	L	T
N	O	R	D	A	M	E	R	I	K	A	A	S
X	Y	W	C	M	H	G	F	E	E	N	N	C
S	C	H	W	E	I	Z	J	N	I	N	D	H
Ö	S	T	E	R	R	E	I	C	H	I	K	L
O	P	I	Z	I	R	W	E	S	T	E	L	A
N	C	E	B	K	A	Q	U	V	R	N	M	N
D	I	R	L	A	N	D	S	O	S	T	I	D

- 2** Group these cities under the correct country.

in Deutschland

in Österreich

in der Schweiz

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Basel Bern Frankfurt Genf Graz Innsbruck
Köln München Salzburg Stuttgart Wien Zürich

- 3** Solve the anagrams to find different kinds of accommodation.

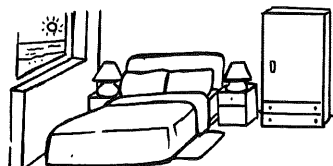
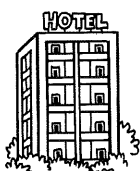
a THOLE in einem _____

b HUNGERWONFINE in einer _____

c MACGLINTZNAPP auf einem _____

d STAGUASH in einem _____

e GREENHEDGEBURJ in einer _____



You can add points of the compass to a country or continent to be more precise, e.g. *Norddeutschland*, *Südwestengland*.

To say 'in the north', use *im Norden*. The other points of the compass follow the same pattern and can also be combined, e.g. *im Nordosten* (in the north-east) etc.

Some place names are different in German and English. Make sure you recognise the different versions of the cities in activity 2.

Plans, preferences, experiences (2)

1 Using the pattern shown in the tip box, translate the sentences into German.

- a I like programming my computer.

- b I don't like playing the violin. (*Don't include 'the'.*)

- c In the evenings I prefer watching a theatre play. (*Watch out for 'verb second'.*)
Abends _____
- d I like eating seafood best of all.

2 Use the same pattern to write about things that you like, don't like and prefer doing.

- a _____
- b _____
- c _____
- d _____

3 Write about some of your likes and dislikes. Use full sentences.

- a Say you like a particular subject but don't like another.

- b Say which place you love as a holiday destination (*Ferienziel*).

- c Say you hate a particular item of food or drink.

- d Say what your favourite sport is.

- e Say what your favourite town is.

4 Complete the sentences, then write two more sentences of your own. Start a–e with one of the time phrases in the first box, then choose words from the second box or supply your own.

- a _____ werde ich _____ machen.
- b _____ möchte ich _____ sehen.
- c _____ möchte ich nach _____ fahren.
- d _____ werde ich _____ studieren.
- e _____ möchte ich _____ arbeiten.
- f _____
- g _____

To express likes, dislikes and preferences you can use *gern*, *lieber*, *am liebsten* with a verb.

<i>ich</i> (verb)	<i>gern</i>	I like (doing)
	<i>nicht gern</i>	I don't like (doing)
	<i>lieber</i>	I prefer (doing)
	<i>am liebsten</i>	I like (doing) best of all

These words normally go immediately after the verb, but if there is an object pronoun, that has to go first: *Ich esse gern Fisch. Ich esse das gern.*

Tipp

To say that you like something, you can use *ich mag*.

Ich mag Deutsch. Ich mag Musik nicht.

You can also add *gern*, *lieber*, *am liebsten*.

Max ist cool, aber ich mag Jonas lieber.

For stronger emotions you can use the verbs *lieben* (to love) and *hassen* (to hate).

Remember, too, that you can add *Lieblings-* to a noun to say that it's your favourite:

Mein Lieblingsessen ist Pizza.

Tipp

To say that you **would** like to do something, use *ich möchte* + infinitive.

To say that you **will** do something in the future, use *ich werde* + infinitive.

Tipp

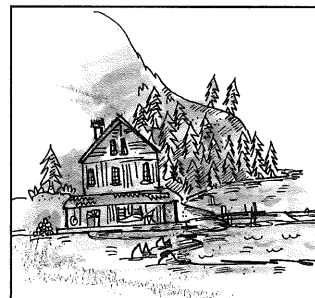
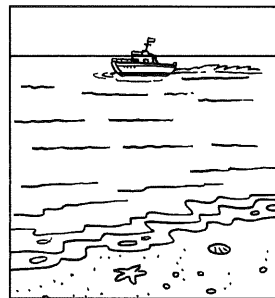
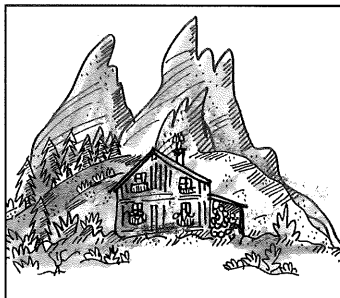
➡ See page 35 for some expressions of future time.

Heute Nachmittag In den Ferien
Morgen Abend Nächstes Jahr
Nächsten Sommer

Deutsch eine Sportsendung
einen Film Geschichte
Hausaufgaben meine nicht
in einem Supermarkt keine
in Frankreich Irland Japan

What to see and getting around (1)

1 Solve the anagrams to say where each picture is.



a _ _ _ _ _
ENGENDER BIN

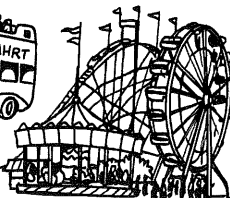
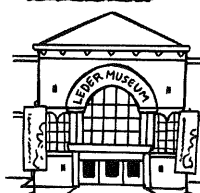
b _ _ _ _ _
ME MARE

c _ _ _ _ _
ME INSANE EE

d _ _ _ _ _
A MAD DUN ELF

2 Read the statements and say whether each activity appeals to you (✓), doesn't appeal (X) or you don't feel strongly either way (-).

- a ☐ Wir können ein Museum besuchen.
- b ☐ Ich möchte zum Freizeitpark gehen.
- c ☐ Ich werde den Zoo besuchen.
- d ☐ Wir möchten den Dom besichtigen.
- e ☐ Ich werde Fotos in der Altstadt machen.
- f ☐ Wir werden im Zentrum einkaufen.
- g ☐ Ich möchte zum Strand gehen.
- h ☐ Ich möchte eine Stadtrundfahrt im Bus machen.
- i ☐ Wir werden im Restaurant essen.
- j ☐ Ich möchte eine Bootsfahrt machen.



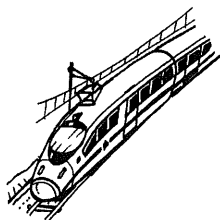
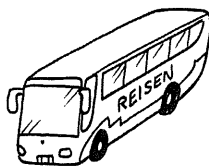
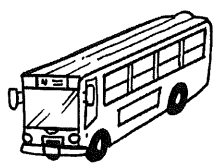
3 Imagine you are going on a school visit to Germany. Write a paragraph about where you are going and mention five things that you are going to do or would like to do.

Think about how you could join sentences together to make your work a higher level. For help and practice look at connectives and word order on pages 41–42 and 44.

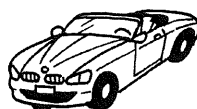
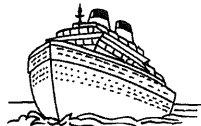
Tipp

What to see and getting around (2)

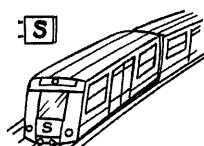
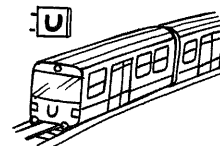
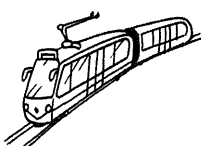
1 Label the pictures.



a _____ b _____ c _____ d _____



e _____ f _____ g _____ h _____



i _____ j _____ k _____ l _____

The first three items are masculine, the last three are feminine and the rest are neuter. It's important to know this in order to use the right words when you say 'by' a means of transport: *mit dem ...* or *mit der ...*

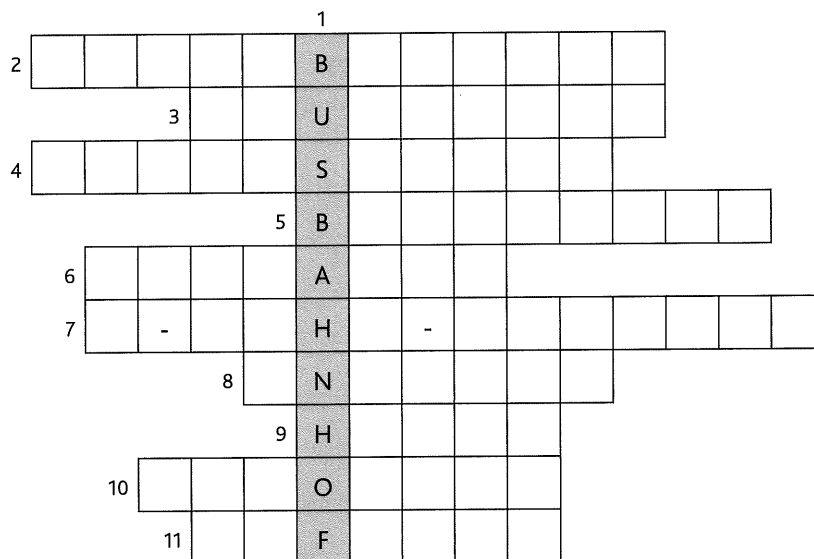
The verb 'to go' by a means of transport is *fahren*, but you use *fliegen* for going by plane.

To say 'I go on foot' use *ich gehe zu Fuß*.

Tipp

2 Fill in the grid with the German words. The first one has been done to help you.

- 1 bus station
- 2 main (railway) station
- 3 airport
- 4 (bus) stop
- 5 platform
- 6 exit (from motorway)
- 7 underground station
- 8 arrival
- 9 port, harbour
- 10 motorway
- 11 departure



3a Write down how you travel to different places. For the last two, choose your own transport and destination.

- a Ich _____ zur Schule.
- b Ich _____ in den Urlaub.
- c Ich _____ nach _____. (place)
- d _____
- e _____

Remember the 'time-manner-place' rule. Ask yourself: when? how? where (to)? See page 42.

Tipp

3b Practise saying the same sentences in the perfect tense.

Special occasions

1a Match the English with the German. Write the number.

1b Where possible, write a month or a date next to the German.

- | | | |
|---|------------------------|-----------------------|
| a ☐ national holiday | 1 Neujahr | am ersten (1.) Januar |
| b ☐ Easter | 2 Karneval/Fasching | _____ |
| c ☐ birthday | 3 der Valentinstag | _____ |
| d ☐ New Year | 4 Ostern | im März oder April |
| e ☐ firework | 5 der Nationalfeiertag | _____ |
| f ☐ Christmas | 6 Heiligabend | _____ |
| g ☐ festival/party | 7 Weihnachten | _____ |
| h ☐ carnival | 8 Silvester | _____ |
| i ☐ wedding | 9 der Geburtstag | |
| j ☐ St Valentine's Day | 10 die Hochzeit | |
| k ☐ Christmas Eve | 11 das Fest | |
| l ☐ New Year's Eve | 12 das Feuerwerk | |

2 Make a list of words and phrases you could use to talk about celebrations and special occasions.

nouns

das Geschenk(e) – *present*
das Schokoladenei(er) – *chocolate egg*

adjectives

toll – *great*
bunt – *colourful*

verbs and other phrases

feiern – *to celebrate*
zum Geburtstag – *for my birthday*
wünschen – *to wish*

3 Answer the questions in German. Use some of the words you wrote in activity 2.

a Was ist dein Lieblingsfest? Warum?

b Was machst du normalerweise zu Weihnachten/Ostern/Diwali/...?

House and home

- 1** Write the items next to the appropriate rooms. Then add some more items of your own. Make sure you know the plural where necessary.

Das Wohnzimmer _____

Das Esszimmer _____

Die Küche _____

Das Badezimmer _____

Das Schlafzimmer _____

der Abfalleimer	der Fernseher	der Spiegel
die Badewanne	der Kleiderschrank	der Stuhl
das Bett	der Kühlschrank	der Tisch
das Bild	das Radio	die Toilette
die Dusche	der Schreibtisch	die Waschmaschine

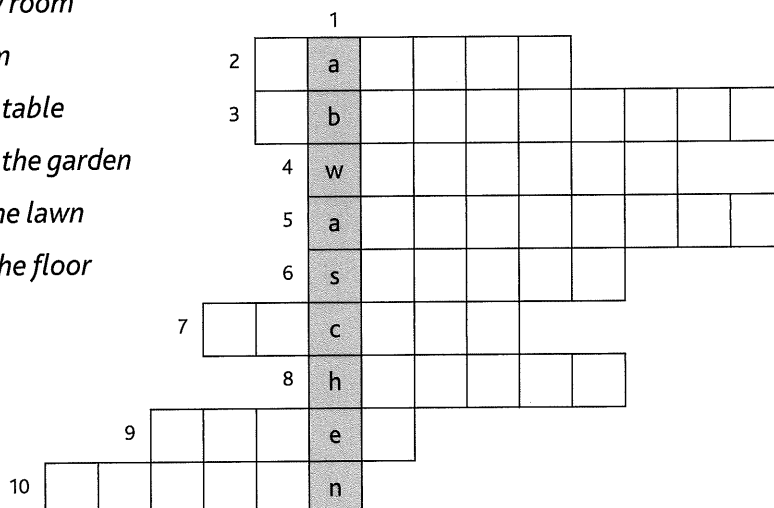
- 2** Complete the sentences. Fill in the gaps and circle the correct words as appropriate.

- a Ich habe ein___ Abfalleimer in mein___ _____.
- b Du siehst d___ Spiegel an d___ Wand in mein / meinen / meinem Schlaf_____.
- c D___ Badewanne findet man ins / im / in den _____zimmer.
- d Wir haben vier St_____ um d___ Esstisch ins / im / in den Esszimmer.
- e Abends gehe ich ins / im / in den Wohnzimmer. Ich sitze gern auf d___ Sofa vor d___ Fernseher.

- 3** Find 10 verbs to complete the grid and the phrases about helping at home.

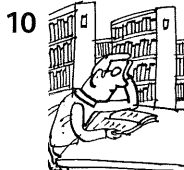
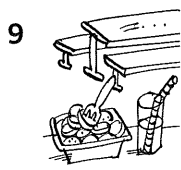
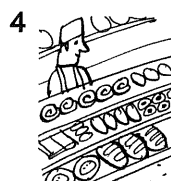
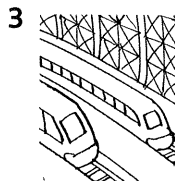
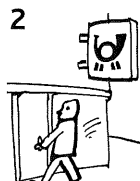
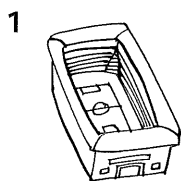
- | | |
|---------------------|-----------------------|
| 1 _____ | to wash up |
| 2 das Bett _____ | to make the bed |
| 3 _____ | to dry up |
| 4 das Auto _____ | to wash the car |
| 5 mein Zimmer _____ | to tidy my room |
| 6 Staub _____ | to vacuum |
| 7 den Tisch _____ | to lay the table |
| 8 im Garten _____ | to help in the garden |
| 9 den Rasen _____ | to mow the lawn |
| 10 den Boden _____ | to clean the floor |

► For more practice saying where things are in a room, see page 51. See pages 11–12 for practice of prepositions with accusative and dative.



Town, neighbourhood and region

1a Fill in the missing vowels and the articles (*der/die/das*), then match the symbols to the places in town. Write the correct number.



- a ☐ ___ _ poth _ k _
b ☐ ___ _ B _ ck _ r _ _
c ☐ ___ _ B _ hnh _ f
d ☐ ___ _ B _ bl _ _ thek
e ☐ ___ _ B _ chh _ ndl _ ng
f ☐ ___ _ G _ m _ s _ l _ d _ n
g ☐ ___ _ _ mb _ ssst _ b _
h ☐ ___ _ K _ _ fh _ _ s
i ☐ ___ _ M _ tzg _ r _ _
j ☐ ___ _ P _ st
k ☐ ___ _ Sportg _ sch _ ft
l ☐ ___ _ St _ d _ on

1b How many other shops and places in town can you think of? Make a list and include the article to remind you how they change in the accusative and dative.

2a Separate the eight words/phrases in the word snake.

2b Follow the plan and write the phrases in the correct order in the route description.

Nouns that end in *-ei* or *-handlung* are feminine, any kind of *Geschäft* is neuter and any *Laden* is masculine.

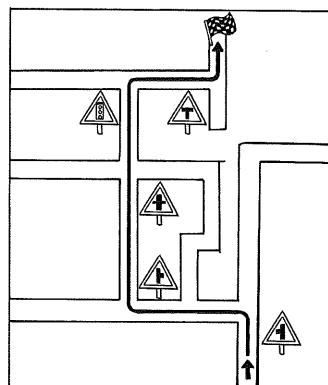
Remember the phrase *es gibt* (there is, there are) – it is followed by the accusative case (*den, die, das, die*).

linksrechtsgeradeausanderKreuzunganderAmpelamEndederStraßedieersteStraßelinksdiezweiteStraßerechts

Nehmen Sie _____,
dann _____.

_____ gehen Sie _____
und _____
gehen Sie nach _____.

_____ gehen
Sie nach _____ und
Sie sind an Ihrem Ziel.



▶ See page 39 for practice of the imperative for giving instructions (e.g. directions).

3 Fill in the missing vowels (*a, e, i, o, ü*) to find different areas or regions.

- | | |
|----------------------------|------------------------|
| a in der St_dtm_tt_ | f im _st_n |
| b am St_dtr_nd | g im W_st_n |
| c in einem D_rf | h auf dem L_nd |
| d im N_rd_n | i in den B_rg_n |
| e im S_d_n | j an der K_st |

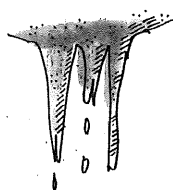
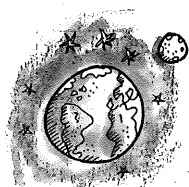
Remember that after *in*, *an* and *auf* you can use the accusative or the dative. Which case has been used in all the phrases in activity 3? Can you think of sentences when you would use the other case?

➡ See pages 11–12 for practice of prepositions with the accusative or dative.

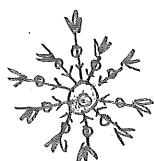
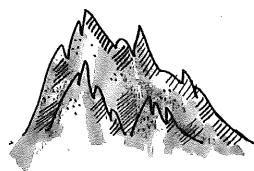
Weather and environmental issues

1 Find the German words to do with the natural world.

- | | | | |
|-----------|-----------|----------------|-------------|
| a world | die _____ | g larger river | der S _____ |
| b nature | die _____ | h lake | der _____ |
| c country | das _____ | i sea | das M _____ |
| d sky | der _____ | j mountain | der _____ |
| e cloud | die _____ | k ice | das _____ |
| f river | der _____ | l snow | der _____ |



M	E	E	R	N	E	I	B
F	Z	U	L	A	N	D	E
L	W	E	L	T	H	W	R
U	N	I	Z	U	I	O	G
S	T	S	U	R	M	L	T
S	E	E	G	A	M	K	O
U	S	C	H	N	E	E	L
S	T	R	O	M	L	A	L



Tip

The weather is an important environmental factor. See Student Book page 10 to revise common phrases. Make sure you can say what the weather **was** like (on holiday, at the weekend etc.)
 – es war heiß, es hat geregnet/geschneit/gefroren etc.

2 Circle the odd one out and say briefly why it doesn't fit. Check the meaning of any words you are not sure of.

- a Abgase grün Lärm Verkehr _____
- b Fastfood Hunger Stadtmitte Verpackung _____
- c Fabriken Müll Ozonloch Tiere _____

3 Draw lines to match the opposites.

- | | |
|-----------|-------------|
| a zu viel | 1 heiß |
| b sauber | 2 schlecht |
| c laut | 3 zu wenig |
| d kalt | 4 ungesund |
| e gesund | 5 schmutzig |
| f gut | 6 ruhig |

Being environmentally friendly

1 Say whether these statements are green (✓) or bad for the environment (X).

- a ☐ Ich bringe Flaschen zum Altglascontainer.
- b ☐ Wir fahren immer mit dem Auto.
- c ☐ Ich trenne keinen Müll.
- d ☐ Ich recycle alte Kleidung und Schuhe.
- e ☐ Ich recycle weder Altpapier noch Glas.
- f ☐ Ich nehme Plastiktüten im Supermarkt.
- g ☐ Ich mache das Licht aus, wenn ich ein Zimmer verlasse.
- h ☐ Ich fahre meistens mit dem Bus oder mit dem Rad.

2 Write the number. Match the German to the English.

- | | |
|---|-------------------------------------|
| a ☐ öffentliche Verkehrsmittel | 1 <i>protecting the environment</i> |
| b ☐ der Treibhauseffekt | 2 <i>air quality</i> |
| c ☐ die Umweltverschmutzung | 3 <i>public transport</i> |
| d ☐ der Umweltschutz | 4 <i>endangered animals</i> |
| e ☐ der Komposthaufen | 5 <i>pollution</i> |
| f ☐ bedrohte Tiere | 6 <i>nuclear power</i> |
| g ☐ die Atomkraft | 7 <i>greenhouse effect</i> |
| h ☐ die Luftqualität | 8 <i>compost heap</i> |

3 Answer the questions in German.

- a Bist du umweltfreundlich? Was machst du (nicht)?

- b Wohnst du lieber auf dem Land oder in der Stadt?

- c Wie oft fährst du mit öffentlichen Verkehrsmitteln? Warum (nicht)?

- d Auf welche Art ist deine Stadt oder deine Gegend umweltfreundlich?

Tipp
You can often work out the meaning of longer words if you break them up – there will be some parts you might recognise.

Welt means 'world', *um* means 'around', so *Umwelt* is the world around us, the environment.

Freund = 'friend', *freundlich* = friendly, so *umweltfreundlich* means ...?

You know *schmutzig* means 'dirty', so the verb *verschmutzen* means 'to make dirty' and the noun *Verschmutzung* is 'making dirty', so *Umweltverschmutzung* means ...?

What school/college is like

1 Complete the grid.

1 classroom das _____

2 canteen die _____

3 library die _____

4 laboratory das _____

5 primary school die _____

6 on the first floor _____

7 stairs die _____ (pl)

8 corridor der _____

9 sports field der _____

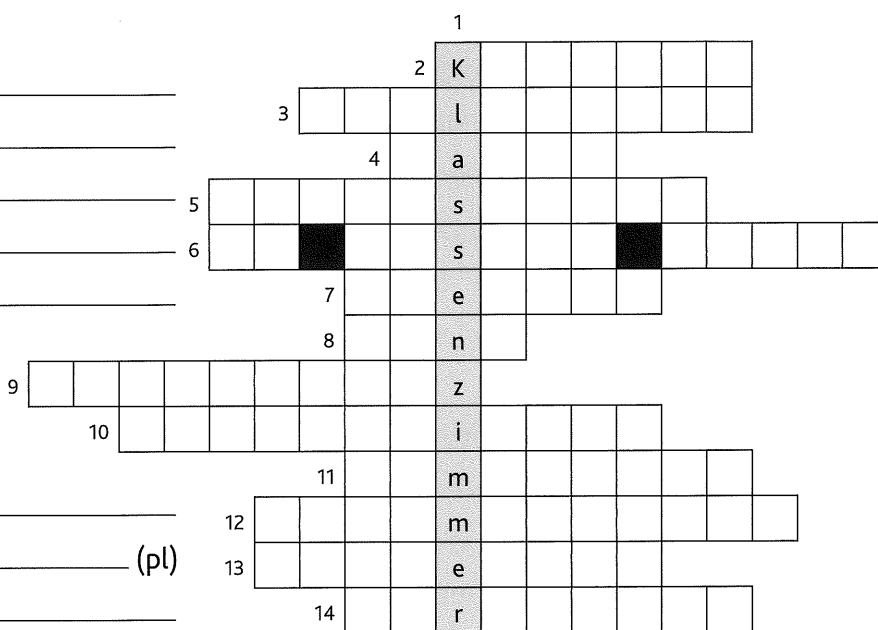
10 staff room das _____

11 grammar school das _____

12 comprehensive school die _____

13 indoor pool das _____

14 gymnasium die _____



► Make sure you know the school subjects in German. See Student Book page 130 to revise them.

2 Answer the questions in German. Use some of the words and phrases from the box to justify your answers and to give opinions.

a Was sind deine Lieblingsfächer? Und was magst du nicht? Warum?

b Was machst du in den Pausen? Warum? Wie oft?

c Wie ist deine Schule? Was gibt es dort? Wie findest du das?

Bump up your grade

Add as much information as you can by giving reasons and opinions. Use connectives and qualifiers to raise the level of your language.

+ super toll interessant gut einfach ich interessiere mich für [Fach]

– langweilig doof schwer furchtbar ich kann [Fach/Person/Ort] nicht leiden ich hasse

Pressures and problems

1 Circle the odd one out. Make sure you know the meaning of all the words and be able to say (in German if possible) why each answer is the odd one out.

- | | |
|---|---|
| a Bluse Hose Krawatte Mathe | f Direktorin Latein Lehrerin Sekretärin |
| b Tafel Prüfung Klassenarbeit Abitur | g Zeugnis Resultat Regeln Noten |
| c Bleistift Filzstift Klassenfahrt Kuli | h Buch Heft Papier Taschenrechner |
| d Minute Pause Sekunde Stunde | i nervös problematisch schön stressig |
| e dürfen können müssen studieren | j sympathisch streng nett freundlich |

2 How much do you agree with these statements? Write 1, 2 or 3 in the box.

1 *das stimmt* 😊 2 *das stimmt zum Teil* 😐 3 *das stimmt nicht* ☹️

- a ☐ Es gibt zu viele Regeln in der Schule.
- b ☐ Es ist gut, wenn man eine Schuluniform tragen muss.
- c ☐ Meine Lehrer sind freundlich.
- d ☐ Man kann Probleme mit den Lehrern besprechen.
- e ☐ Junge Leute haben zu viel Stress.
- f ☐ Ich mag Prüfungen.
- g ☐ Wir haben zu viele Hausaufgaben.
- h ☐ Ich versuche, ein gutes Zeugnis zu bekommen.
- i ☐ Ich arbeite nicht sehr fleißig.
- j ☐ Die Schulferien sind nicht lang genug.

3 Write a few words to give your opinion of the following:

a Schuluniform

b Hausaufgaben

c Prüfungen

d deine Lehrer und Lehrerinnen

e Handys in der Schule

f sitzen bleiben

Tipp

In activity 3 you can write full sentences or a few key words that will enable you to talk about the subjects.

Apart from opinions, you will find some modal verbs useful. Notice the meaning of these verbs, especially in the negative.

dürfen: *man darf* – you are allowed to
man darf nicht – you are not allowed to, you must not

müssen: *man muss* – you must
man muss nicht – you don't have to

sollen: *man soll/sollte (nicht)* – you should (not)



► See page 61 for practice of clothes vocabulary. Check on pages 47 and 48 for help with opinions. For practice of modal verbs, see pages 28–29.

Looking for and getting a job

1a Solve the anagrams to find the jobs.

1b Write the female version next to each job.

- | | | |
|---------------------|-------|-------|
| a Set räker | _____ | _____ |
| b Ken frank per leg | _____ | _____ |
| c refit Bräger | _____ | _____ |
| d rize Tart | _____ | _____ |
| e hock | _____ | _____ |
| f Ma hire neck | _____ | _____ |
| g I run genie | _____ | _____ |
| h tarzan Zh | _____ | _____ |
| i soil Pitz | _____ | _____ |
| j sure Fir | _____ | _____ |

2a Match the jobs to the workplaces. Write the number in the box.

- | | |
|---|-------------------------|
| ☐ a Kellner | 1 in einem Geschäft |
| ☐ b Ärztin | 2 in einem Büro |
| ☐ c Verkäufer | 3 in einem Restaurant |
| ☐ d Elektriker | 4 in einem Theater |
| ☐ e Schauspieler | 5 in einer Schule |
| ☐ f LKW-Fahrer | 6 in einem Krankenhaus |
| ☐ g _____ | 7 in einer Fabrik |
| ☐ h _____ | 8 auf dem Land |
| ☐ i _____ | 9 in einem Sportzentrum |
| ☐ j _____ | 10 in einem Lastwagen |

When you say what job someone does, you leave out the word for 'a', e.g.

Sie ist Lehrerin. She's a teacher.

Tip

2b Suggest a job (in German) for each of the unmatched workplaces.

3 Where do the phrases belong in the job application letter? Write the correct numbers.

_____ (1) _____, _____ (2) _____

_____ (3) _____,

ich habe Ihre _____ (4) _____ gelesen, und ich

_____ (5) _____ mich um die Stelle als Sekretär bewerben.

_____ (6) _____

_____ (7) _____

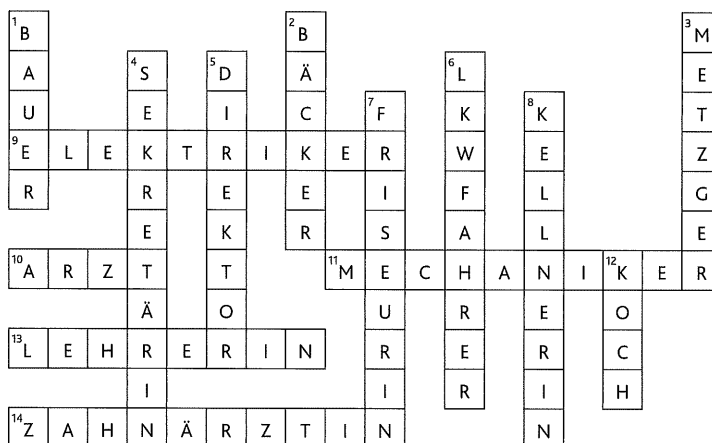
_____ (8) _____

- a ☐ Anzeige
- b ☐ den 15. März
- c ☐ Hamburg
- d ☐ Ihr
- e ☐ Mit freundlichen Grüßen
- f ☐ möchte
- g ☐ Peter Horn
- h ☐ Sehr geehrte Damen und Herren

Advantages and disadvantages of different jobs

1 The grid has been completed but the clues are in the wrong order and have no number. Put the correct numbers (1–14) next to the clues.

- a ☐ Ich behandle Leute mit Zahnschmerzen in meiner Praxis.
- b ☐ Ich arbeite mit elektrischen Sachen in Häusern, Büros und Fabriken.
- c ☐ Ich repariere Autos in einer Werkstatt.
- d ☐ Ich unterrichte Kinder in einer Grundschule.
- e ☐ Ich sorge für kranke Leute in meiner Praxis.
- f ☐ Ich bin der Leiter einer Gesamtschule.
- g ☐ Ich arbeite jeden Tag mit meinen Tieren im Freien.
- h ☐ Ich bediene die Gäste in einem Restaurant.
- i ☐ Ich fahre von Ort zu Ort in meinem Lastwagen.
- j ☐ Ich mache und verkaufe Brot.
- k ☐ Ich wasche und schneide Haare in einem Salon.
- l ☐ Ich arbeite in einer großen Küche in einem Restaurant.
- m ☐ Ich verkaufe Fleisch, Wurst usw.
- n ☐ Ich sitze oft am Computer und schreibe Briefe und E-Mails.



2 Are the comments about jobs positive (✓) or negative (X)?

- a ☐ Mein Job ist gut bezahlt.
- b ☐ Mein Beruf ist schlecht bezahlt.
- c ☐ Ich mag die Arbeit, weil sie Spaß macht.
- d ☐ Ich habe lange Arbeitsstunden.
- e ☐ Ich arbeite nicht gern im Büro, weil es langweilig ist.
- f ☐ Ich muss sehr früh aufstehen.
- g ☐ Ich verstehe mich gut mit meinen Kollegen.
- h ☐ Ich habe keinen Kontakt mit anderen Leuten.
- i ☐ Ich arbeite gern im Restaurant.
- j ☐ Ich bin froh, dass ich einen Teilzeitjob habe.

3 Complete the sentences in German.

- a In der Zukunft möchte ich _____ werden, weil _____
- b Ich möchte gar nicht _____ werden, weil _____

Remember the word order with *weil* – the verb goes at the end of the sentence, e.g.

..., weil ich gern im Restaurant **arbeite**.

..., weil ich mit Kindern arbeiten **möchte**.

Tipp

Strategies for learning vocabulary (1)

For each strategy do the following:

- Start with a **bilingual word list** (German and English, 15–25 words).
- Make sure that any nouns in German have the definite article (*der, die, das*).
- Follow the instructions for one of the seven strategies.
- Give the strategy a mark out of 10 (how much it helps with your learning).

A Clouds and categories

You need: a big sheet of paper, some felt tip pens, some scrap paper, a pencil.

- 1 On the scrap paper, divide your list into 4 to 6 groups of words (**categories**). They can be linked in any way you like. Give each list a name.
- 2 On the big sheet of paper, draw a big cloud for each category and add the names.
- 3 In one of the circles, write the English words only.
- 4 Look at the **bilingual word list** for as long as you like, till you think you could write down the German for each word that goes in the cloud.
- 5 Hide the bilingual word list and write the words in the cloud in German (peep at the word list if you need to, but do not leave it face up).
- 6 Repeat for the other clouds.
- 7 If you feel unsure about one or more of the clouds, have another go.

10

B Cover and say

You need: a very neat **bilingual word list** (similar to those in the Vocabulary folders in Kerboodle), a piece of paper with a straight edge for covering up, a place where you can talk to yourself without annoying anyone.

- 1 Read the whole list to yourself a few times, out loud (German and English).
- 2 Cover up the English words with your straight edged paper.
- 3 Look at the first German word and say what you think it means (if you don't know, guess).
- 4 Move the paper down to see if you were right (you can keep your score if you like).
- 5 Look at the next German word and say what it means.
- 6 Carry on till you get to the bottom of the list.
- 7 If you think it would help, you can do this again.

- 8 Now cover up the German words (this is harder).
- 9 Test yourself on the German words in the same way.

C Cognates and reminders

10

You need: a word list with three columns (headed **German; English; Cognate or reminder** – fill in the first two columns with 15–25 words), a pencil.

- 1 Go through the list and identify which German words are easy to remember because they are like the English. Write 'same' or 'similar' in the final column. These words are called **cognates**.
- 2 Can you find any **cognates** where the word in the English list doesn't help, but you know an English word that will? e.g. *falsch* – false – wrong.
- 3 For the rest, you just have to work out your own **reminders**. It doesn't matter how crazy your reminder is, as long as it helps you to remember (e.g. imagine a beard on *Bart Simpson*).
- 4 When you have a **cognate** or **reminder** for every word, you will find they are quite easy to remember. You can check using Strategy B, Cover and say, if you like.

10

D Writing it down

You need: a very neat **bilingual word list**, a piece of paper with a straight edge for covering up, a pencil.

This strategy is very like B, Cover and say. Some people prefer to write things down to remember them. Are you one of those? Also it is better for libraries and quiet places!

- 1 Read the whole list to yourself a few times, in your head (German and English).
- 2 Cover up the English words with your straight-edged paper.
- 3 Look at the first German word and write down what you think it means on the covering paper.
- 4 Look at the next German word and write down its meaning, and carry on till you get to the bottom of the list.
- 5 If you think it would help, you can do this again.
- 6 Now cover up the German words (this is harder) and test yourself on the German words in the same way.

10

Strategies for learning vocabulary (2)

E Anagrams

You need: a word list with three columns, a pencil and a felt tip pen, a big piece of paper, a partner to work with.

Anagram	German	English
<i>Saint Geese</i>	<i>eines Tages</i>	<i>one day</i>

eines Tages = Saint Geese = one day (5-letter word + 5-letter word)

- 1 Make sure you have the correct titles for the three columns: **Anagrams, German, English.**
- 2 Fill in the German and English columns.
- 3 Make anagrams for the German words. If there are two words in German, the anagram should also have two words with the same number of letters (see the word list).
- 4 Write the anagrams on the big piece of paper, at different angles and give them to your partner to decode. They should have the English list handy when they are doing this. You can give them clues as they work.
- 5 Your partner needs to do the same activity for you. By the time you have both done this, you should know the words quite well.

10

F Partner testing

You need: a **bilingual word list**, a partner who wants to learn the same vocab list as you, paper and pen for scoring, a timer.

- 1 The one who is being tested (**the learner**) can have a minute to look at the **bilingual word list**.
- 2 Their partner (**the tester**) times them for one minute.
- 3 The tester says the words in German, one by one, and the learner says them in English (you can guess but you have to say something).
- 4 The tester either says yes, or says what the word should be, and keeps a tally of all the ones the learner gets right.
- 5 When you get to the end, you can have another go if you think it wasn't good enough.

- 6 The tester then says the words in English, one by one, and the learner says them in German (again you have to say something).
- 7 You can repeat the process till you think the words are learnt.
- 8 Swap over so the learner becomes the tester and the tester becomes the learner, and go through steps 1 – 8 again.
- 9 If you know someone who speaks German but doesn't need to learn the words, you can adapt the above strategy so that they do all the testing and you do all the learning.

10

G Symbols and cartoons

You need: a partner to work with, two big sheets of paper, some felt tips, a **bilingual list of words**.

- 1 On the first piece of paper, draw a symbol or a cartoon to remind you of each of the nouns on your list. Look at the example below to help you.



Tier = animal (the animals' tears remind you of the word *Tier*)

- 2 On the second piece of paper, write the German words, well spread out, copying them from your bilingual list.
- 3 Hide the cartoons and the bilingual list. Try to draw the cartoons again next to the German words. If you get stuck you can peep at the cartoons or the list briefly, but then hide them again.
- 4 Go back to the original piece of paper with just the cartoons and no words. Try and write the English and the German beside each cartoon.
- 5 Repeat this process for more groups of words if it works for you.

10

Verb tables

► Student Book: pages 192–195

Using verb tables

Verb tables can help you recognise and conjugate irregular verbs correctly. Here's an example of what you might find for the verb *beginnen* (to begin):

beginnen	beginnt	begann	begonnen
<i>the infinitive (what you would look up in the dictionary)</i>	<i>the third person singular (er/sie/es) form of the present tense</i>	<i>the third person singular (er/sie/es) form of the imperfect tense</i>	<i>the past participle</i>

If you have the third person singular form of the verb, often it's enough to help you conjugate all forms (as many irregular verbs only change in the second and third person singular forms). There are other verbs (e.g. *sein*, modals) that you will still need to learn by heart.

Below are some verb tables for verbs you may find useful. There are also some gaps for you to fill in!

Infinitive	Present (er/sie/es)	Imperfect (er/sie/es)	Past participle
beginnen	beginnt	begann	begonnen
bieten	bietet		geboten
	bittet	bat	gebeten
bleiben	bleibt	blieb	geblieben*
bringen	bringt	brachte	gebracht
denken	denkt	dachte	gedacht
dürfen		durfte	gedurft
empfehlen	empfiehl	empfohl	empfohlen
	isst	aß	gegessen
fahren	fährt	fuhr	gefahren*
fallen	fällt	fiel	gefallen*
finden	findet	fand	
	fliegt	flog	geflogen*
geben		gab	gegeben
gehen	geht	ging	gegangen*
genießen	genießt		genossen
geschehen	geschieht	geschah	geschehen*
gewinnen	gewinnt	gewann	
		hatte	gehabt
halten	hält	hielt	gehalten
heißen		hieß	geheißen
helfen	hilft	half	geholfen
kennen	kennt	kannte	gekannt
kommen	kommt	kam	gekommen*
können		konnte	gekonnt
lassen	lässt	ließ	gelassen
laufen		lief	gelaufen*
lesen		las	gelesen
liegen	liegt	lag	gelegen

Infinitive	Present (er/sie/es)	Imperfect (er/sie/es)	Past participle
lügen	lügt	log	gelogen
mögen		mochte	
müssen	muss	musste	gemusst
	nimmt		genommen
nennen	nennt	nannte	genannt
	rennt	rannte	gerannt*
rufen	ruft	rief	gerufen
	schläft	schief	geschlafen
schlagen	schlägt	schlug	geschlagen
schließen	schließt	schloss	
schreiben	schreibt		geschrieben
sehen	sieht	sah	
sein		war	gewesen*
sitzen		saß	gesessen
	soll	sollte	gesollt
sprechen	spricht	sprach	
	steht		gestanden*
steigen	steigt	stieg	gestiegen*
tragen	trägt	trug	getragen
treffen	trifft	traf	
treiben		trieb	getrieben
trinken	trinkt	trank	getrunken
	tut	tat	getan
vergessen		vergaß	vergessen
verlieren	verliert	verlor	
waschen	wäscht	wusch	gewaschen
werden		wurde	geworden*
wissen	weiß	wusste	gewusst
	will	wollte	gewollt

*Verbs which take *sein* in the perfect tense

AQA GCSE German

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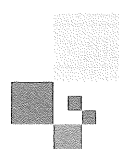
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