

GCSE REVISION

GERMAN

EXAM BOARD OCR – SUBJECT CODE J731

Your GCSE will consist of 4 Units – Listening (Unit 1 – course code A711), Speaking (Unit 2 – course code A712) Reading (Unit 3 Course code A713) and Writing (Unit 4 Course code A714).

The Listening and Reading will be tested by means of terminal examinations at the end of the GCSE course – usually in June of Year 11. Each of these units is worth 20% of the total GCSE. The Listening and Reading papers are tiered, Foundation Tier gives access to grades G – C, Higher Tier gives access to grades D – A*.

The Speaking and Writing will be tested through controlled conditions coursework. The Speaking will be teacher assessed and moderated by OCR, the Writing will be marked by OCR. Each of these units is worth 30% of the total GCSE.

In order to revise for your GCSE you need to learn as much vocabulary as possible. Use www.vocabexpress.com to revisit old topics and to ensure you know all the important words for current topics. The Listening and Reading can be drawn from any of the 5 contexts – so you need to understand a wide range of vocabulary. You can also use www.yacapaca.com to work on vocabulary and grammar.

You have your exam skills workbook and CD that you can use at home and at the back of your big text book there are examples of Listening/Speaking/Reading/Writing questions to help you. Your Grammar workbook (the big thin book) will help you to revise any grammar points of which you are unsure, and there is also the grammar section at the back of the big text book to explain any difficult points.

I have put a lot of helpful information, worksheets, vocabulary etc. into Get Work Here → German. Look at it regularly as I update it frequently.

There is no substitute for hard work and leafing idly through a book will not help you revise.

Decide on a language area (eg School), go to VocabExpress and learn the vocabulary, then think of interesting and extended sentences incorporating that vocabulary. Always remember you need to give REASONS, OPINIONS & JUSTIFICATIONS, whenever you speak or write in German, so practise doing this. Look at the different types of clause you have learnt and try to come up with at least 3 of each type using the vocabulary from your chosen area. Then learn those sentences/phrases.

Learn time phrases and weather – you can use them in every context.

Learn numbers and telling the time – they come up in Listening and you are expected to be able to use them in Speaking and Writing.

Switch your favourite DVDs into German to practise listening and put the subtitles up in German to practise reading.

Use GCSE Bitesize.

Go back to your old white workbooks and do any exercises you didn't do then.

Borrow reading books and DVDs from Ms McNeill.

Read your Mary Glasgow Magazines.

Do some language work every day – it is easy to forget vocabulary etc. if you don't use it.

Ask for help if there is something in particular you are not sure of.

Look back through your text book – do any exercises you didn't do in class or for homework.

On the school intranet, go to the Start menu, click on programs, go to MFL, then click on GCSE German for OCR – all the Listening material, grammar, worksheets etc for the whole course can be found there. Use it with your course book to practise.

Little and often should be your motto – 15 minutes German revision every school day and a little more at the weekend.

Good Luck! Viel Spaß!

R. McNeill

UNIT 2: SPEAKING COURSEWORK.

Instructions from the examination board OCR.

Speaking Coursework is marked by your teacher and moderated by the exam board. Your teacher will select the best two pieces of work you have done and send them to the exam board. The tests will all be recorded. They can be recorded at any time during your GCSE course, whenever you are ready to speak on a specific topic.

This unit is marked out of a maximum of 60 marks (2 pieces × 30 marks).

All grades are available. There is no tiering, differentiation is by outcome.

Candidates are required to submit 2 pieces of work, drawn from **two different contexts**, and for **two different purposes**.

Criteria essential for access to certain grades, such as the use of a variety of tenses, must be shown in each of the 2 pieces submitted. Teachers can select from a larger portfolio of a candidate's work if they wish. Teachers may mix the levels of candidates' work to obtain the most advantageous submission permitted.

All work **must** be done under controlled conditions. Candidates may **only** have their bullet points and the question to refer to in the final task taking, but have access to text books, glossaries exercise books etc during the preparation stages. They may know the sub-context in advance for a piece of coursework, but may **not** know the exact title.

CONTEXTS

Candidates will be required to show knowledge of the following five contexts and their subcontexts.

1 Home and Local area

- (a) Friends and relationships
- (b) Life in the home
- (c) Local area
- (d) Local area facilities and getting around

2 Health and Sport

- (a) Sport and a healthy lifestyle
- (b) Food and drinks as aspects of culture and health

3 Leisure and entertainment (including online)

- (a) Socialising
- (b) Special occasions and festivals

(c) TV, films and music

4 Travel and the wider world

- (a) Holidays and exchanges
- (b) Environmental cultural and social issues

5 Education and Work

- (a) School Life
- (b) Work experience, jobs and working abroad
- (c) Future study and jobs

UNIT 4: WRITTEN COURSEWORK.

Instructions from the examination board OCR.

Written Coursework is marked by the exam board. Your teacher will select the best two pieces of work you have done and send them to the exam board.

This unit is marked out of a maximum of 60 marks (2 pieces × 30 marks).

All grades are available. There is no tiering, differentiation is by outcome.

Candidates are required to submit 2 pieces of work, drawn from **two different** contexts, and for two different purposes.

Criteria essential for access to certain grades, such as the use of a variety of tenses, must be shown over the 2 pieces submitted, taken together. Teachers can select from a larger portfolio of a candidate's work if they wish. Teachers may mix the levels of candidates' work to obtain the most advantageous submission permitted.

All work **must** be done under controlled conditions. Candidates may **only** have a dictionary to refer to in the final task taking, but have access to text books, glossaries exercise books etc during the preparation stages. They may know the sub-context in advance for a piece of coursework, but may **not** know the exact title.

CONTEXTS

Candidates will be required to show knowledge of the following five contexts and their subcontexts.

1 Home and Local area

- (a) Friends and relationships
- (b) Life in the home
- (c) Local area
- (d) Local area facilities and getting around

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- (a) Sport and a healthy lifestyle
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4 Travel and the wider world

- (a) Holidays and exchanges
- (b) Environmental cultural and social issues

5 Education and Work

- (a) School Life
- (b) Work experience, jobs and working abroad
- (c) Future study and jobs

Candidates must clearly write at the top of their work

Task title

Centre number: 17345

Centre name: Sherrardswood School

Candidate number:

Candidate name:

Today's date:

Candidates must write the number of words at the end of the coursework piece.

A word is defined as a written unit with a space before and after it, and with a hyphen or apostrophe accepted as part of the word. For example, *it's* is one word; *it is* is two words.

Where a letter forms part of the Coursework task, addresses and the date on which the letter was written do not form part of the word count. Quotations within the body of the candidate's work form part of the word count. Proper names and numerals do not form part of the word count

TASK COMPLETED UNDER CONTROLLED CONDITIONS.

The task should be completed on A4 paper and the task and the sub-tasks should be at the top of the finished work.

All coursework **must** be completed under controlled conditions.

In the final task taking, candidates may refer **only** to a dictionary and their 40 words bullet points. They will, of course, be able to see the question with the teacher's suggestions as to content. **No other printed or handwritten materials are allowed.**

Candidates may know the sub-context from which the title will be drawn in advance.

However, candidates **must not** know the **exact** title, the sub-tasks or the purpose of the task.

Coursework carried out under controlled conditions must be completed under the supervision of a teacher, and with all candidates meeting together at the same time, probably in the same room. The atmosphere should be formal, and no communication is allowed between candidates.

ICT is allowed in controlled conditions.

GENERAL GUIDELINES.

German coursework advice – Speaking and Writing

1. **Read coursework title (Task Title) carefully several times.** The suggestions for content are just that – suggestions. The key is the task itself. Make sure you have understood what the task requires. If you are told to write a letter, your work must be presented as a letter, otherwise you have not fulfilled the criteria for the task. Re-read all your sources and reference materials: textbooks, workbook, exercise-books. Note down good expressions which are relevant to the title.
YOU ARE SUPPOSED TO USE WHAT YOU HAVE BEEN TAUGHT (ADAPTING SENTENCES NOT COPYING THEM STRAIGHT FROM THE BOOK) IF YOU ARE NOT SURE ABOUT SOMETHING SO NOT USE IT. NEVER TRANSLATE WORD FOR WORD FROM ENGLISH.
2. Use a separate paragraph for each sub-task. Write on alternate lines (every other line) so that you can make corrections easily and legibly.
3. Do not rush your preparation as mistakes made at this stage are difficult to eradicate later on. CHECK EVERYTHING in your dictionary or book, even if you think you know it.
4. If using the computer, be extra careful. Use a clear font in size 14. Do not forget accents and correct punctuation. Make sure that the computer spell check has not “corrected” the German back to English spelling. Save your work as you go.
5. Start your sentence or paragraph with a time phrase to indicate which tense you are using.
6. Aim to produce a balanced answer, roughly the same amount of words for each sub-tasks. Do not forget to include a short introduction and conclusion if appropriate. Do not exceed 300 words by much. Examiners hate long, repetitive answers. Answers
7. A variety of tenses is essential. Try to include ambitious sentences and avoid repetitions. Editing your work is very important: does every bit of your answer contribute something? If it is simply repeating the same points of language or ideas, get rid of it.
8. **Do invent** details to show off what you can do. **You do not have to tell the truth.**
9. When you have completed and checked your draft, complete the bullet points sheet. You are allowed 40 words maximum – 8 words per bullet point. You may use conjugated verbs if you wish but you must not use symbols or pictures.
10. Count your words – you are aiming for approximately 300 if you wish to achieve the top GCSE grades. See how to count number of words above.
11. After completing the preparation there will be time (perhaps as long as a week) before you do the actual task taking. Use this time wisely. You should spend at least 30 – 60 minutes a night practising learning and revising what you want to write/say in the actual task.
12. Save 5 -10 minutes at the end of the task taking time to check everything you have written.

ASSESSMENT CRITERIA – UNIT 2

Aiming for a good grade when speaking in German.

Communication. 15 marks.

Quality of language. 10 marks.

14/ 15	The candidate responds fully to all tasks/questions, including open-ended ones. Uses relevant information to develop and justify individual ideas and points of view. Produces information spontaneously without being cued.	9/10	Confident and accurate use of a wide variety of clause types, vocabulary and structures, including verb structures and tenses. Very fluent, coherent and consistent – only one or two instances of minor errors, usually in the most ambitious language.
12/ 13	Usually gives extra information in response to tasks/questions, including open-ended ones. Routinely expresses opinions and provides justifications. Sometimes develops and explains own ideas. Conveys information confidently without the need for repeated stimulus.	7/8	A good range of structures and vocabulary, including verb structures and tenses. Uses more complex language features, but makes some mistakes. Fluent most of the time and overall in control of the material.
10/ 11	Produces enough language to address the tasks/questions competently. Sometimes gives additional detail. Expresses more than straightforward points of view, sometimes with justifications. Often responds with sequences of information.	5/6	Uses a range of straightforward structures and vocabulary, which may include different tenses or time frames. Can connect verbs. The response is sufficiently accurate for the basis of the message to be clear and reasonably coherent.
8/9	Tackles the range of set tasks/questions and communicates the essential elements. Readily expresses points of view. Can deal with some unpredictable questions. Only occasional hesitation.	3/4	Some awareness of verbs and time frames, but inconsistent overall. Straightforward vocabulary and structures. Everyday messages are sufficiently accurate to be comprehensible.

Pronunciation and Intonation 5 marks	
5	Very accurate for a non-target language speaker though there may be some minor slips.
4	Mostly accurate with occasional errors.
3	Generally accurate, though there may be some instances of first language interference.
2	Inconsistent but still some instances of accurate pronunciation and

ASSESSMENT CRITERIA – UNIT 4

Aiming for a good grade when Writing in German.

Communication. 15 marks.

Quality of language. 15 marks.

13/14/15	<ul style="list-style-type: none"> <input type="checkbox"/> Responds fully to the task and communicates extremely clearly and without ambiguity. Coherent and detailed. Uses relevant information to convey facts and narrate events. <input type="checkbox"/> Develops and justifies individual ideas and points of view convincingly and extensively. 	14/15	Confident and accurate use of a variety of clause types, vocabulary, idioms and structures, including verb structures and tenses. Errors noticeable only in the most ambitious language. Fluent, coherent, consistent, controlled and varied.
10/11/12	<ul style="list-style-type: none"> <input type="checkbox"/> Communicates relevant information clearly to convey facts and narrate events effectively in response to task. <input type="checkbox"/> Expresses and explains ideas and points of view by providing appropriate justifications. 	12/13	Successful with more complex language features, though with some inaccuracy. A range of clause types, with some consistent manipulation of verb structures and tense. Longer sequences of language. Overall, in control of the material.
7/8/9	<ul style="list-style-type: none"> <input type="checkbox"/> Produces sufficient relevant information to convey clearly some facts and narrate some events in response to the task. <input type="checkbox"/> Expresses some ideas and points of view, sometimes with justifications. 	10/11	A good range of structures and vocabulary and some common idioms, with some consistent use of tenses. Some attempts at varying clause types and conjunctions. Mostly unambiguous.
4/5/6	<ul style="list-style-type: none"> <input type="checkbox"/> Communicates the essential information of the task. There may be some instances of repeated or irrelevant material. <input type="checkbox"/> Expresses personal opinions, some are developed or justified. 	8/9	Uses a range of straightforward structures and vocabulary, which may include different tenses and time frames. Can connect verbs. Attempts to use one or two common idioms. The response is sufficiently accurate for the basis of the message to be clear and reasonably coherent.

HOW TO ACHIEVE GOOD GRADES IN COURSEWORK

A wide range of structures, vocabulary and idioms	
Subject variety	Use ich but also er, sie, es, man, wir, die Schüler, die Lehrer, meine Schwester, meine Eltern usw.....
Adjectives	Mein (e) dein (e) .. sein (e) ihr (e) unser (e) Adjectives of opinion : langweilig, interessant, nützlich, nutzlos,einfach, schwierig, sympathisch, streng.... Gut/schlecht in
Comparatives & superlatives	Interessanter als, größer als, kleiner als, nicht so wichtig wie
Adverbs	Normalerweise, gewöhnlich, schnell, gut, leider
Negatives	Ich mag nicht /ich habe keine(n)/ man darf nicht / du musst nicht NB MUSS NICHT = DON'T HAVE TO
Pronouns	Er, sie es,
Relative pronouns	Der, die das, die – Nominative Den, die das die - Accusative
Time phrases	Zuerst, dann, danach, nächstes Jahr, letztes Wochenende, letzten Monat, letzten Samstag, letzte Woche, heute, heutzutage, gestern, vorgestern, morgen, übermorgen (definite time = Accusative, indefinite time = Genitive)
Expressions of quantities	viel, wenig, genug, zu viel,
Verbs + infinitive	Modal verbs (müssen, dürfen, können, wollen, sollen, mögen) man muss nicht = you don't have to, man darf nicht = you are not allowed to Man darf in der Schule nicht rauchen. Remember word order : Infinitive at the end of the clause Future tense werden + infinitive.
Impersonal expressions	Es geht mir gut/nicht gut, es tut mir leid, es gefällt mir (nicht),
A wide range of clause types	
Co-ordinating conjunctions	Und, aber, denn, oder, sondern – no effect on word order (link sentences do not form part of the sentence)
Subordinating conjunctions	Weil, als, wenn, obwohl, nachdem, bevor, ob – send the verb to the end of the clause. If you start with the conjunction you find verb, verb in the middle of the sentence.
Relative clauses	Der Mann, den ich letzte Woche gesehen habe, ist
	Die Lehrerin, die mir Erdkunde lehrt, heißt
	Das Buch, das auf dem Tisch liegt, ist grün.
	Die Kinder, die im Hof spielen, sind jünger als ich
	Der Lehrer, der Sport unterrichtet, heißt Herr Gill
	The relative pronoun matches the gender of the person or thing to which it refers, but is in the case required by its own clause.
Verb tenses used with ease	
Present	<u>1 verb</u> / check endings e st t en t en en + irregular verbs (haben, sein, werden, fahren, nehmen etc)

Perfect tense	<p><u>3 parts : subject + auxiliary haben/sein + past participle</u> Ich habe gegessen, ich habe gespielt, ich habe gemacht Ich bin gegangen, ich bin gefahren, ich bin geblieben Remember word order : pastparticiple at the end of the sentence Regular verbs past participle = ge.....t ; irregular verbs, check in blue section of dictionary.</p>
Future	<p><u>3 parts : subject + werden + infinitive (at end of sentence)</u> <u>Ich werde ins Kino gehen</u>, man wird spielen, wir werden machen</p>
Switching tenses	<p>Normalerweise + verb in present ich, aber letztes Wochenende (habe/bin) ich + past participle <u>at end of sentence</u>. (Present + Past) Normalerweise <u>mache ich</u> am Samstag meine Hausaufgaben, aber letztes Wochenende <u>habe ich</u> sie am Sonntagabend <u>gemacht</u>. Im Moment + present, aber in der Oberstufe + future Im Moment lerne ich Erdkunde, aber in der Oberstufe werde ich Wirtschaft lernen.</p>
The overall impression is one of accuracy	
Check spellings	Keep a list of words you often spell incorrectly on a page in your book or in your German folder on the computer
Check umlauts	ä ö ü are the only letters requiring umlauts
Check genders	Look up der, die , das / ein, eine, ein
Check plurals	Most German words do not have a predictable plural (they behave like mouse/mice; child/children/ sheep/sheep). You must either learn the plurals by heart or look up the plurals in the dictionary. It is VERY unusual to be able to stick an –s onto a word to make it plural.
Check gender, cases and adjective endings	<p>Check what gender and case you should be using, and then check the adjective ending. Nominative – subject of the sentence Accusative – direct object of a sentence and after durch, für, ohne, um, entlang Genitive – means “of the/of a” also after trotz, wegen and statt Dative – indirect object of a sentence and after aus bei mit nach seit von zu gegenüber ausser <i>The following prepositions take either the accusative or the dative, depending on meaning an, auf, in, hinter, vor, unter über, neben, zwischen</i></p>
Check tenses	Decide whether verb is in past, present and future and look up how to form each
Check verb endings	Look in the middle pages of your dictionary or at the back of your textbook.
Recurring mistakes in your work	Make a list in your vocabulary book of recurring mistakes in your work on page provided and use this as a check list.
Communicates and justifies a range of ideas and points of view	
Points of view	Ich glaube, ich meine, ich finde, meine Meinung nach, + list in « get work

	here »
	Ich stimme mit überein
Opinions	Das ist/ das war/ das wird sein / ich finde langweilig, ich habe langweilig gefunden Der Vorteil ist/ der Nachteil ist Auf der einen Seite kann man auf der anderen Seite sollte man Das Gute ist das Schlechte ist
Justification	Weil, denn, um zu Und zwar

PRESENT

Sentence –maker: the present tense of regular verbs.

Regular verbs - spielen ich spiele, du spielst, er/sie/es/man spielt wir spielen, ihr spielt, Sie spielen, sie spielen	
Ich esse	einen Apfel, eine Karotte, ein Butterbrot, ein Stück Kuchen, Kekse.
Du wohnst	in einer Stadt, in einem Dorf, in einem Haus, in einer Wohnung, in der Nähe von London
Sie macht	ihre Hausaufgaben, ihr Bett, eine Aufgabe
Sophie trinkt	ein Glas Orangensaft, eine Tasse Tee, einen Kaffee
Er hört	Musik, Radio, den Lehrer zu.
Man spielt	mit dem Hund, Karten, Klarinette, mit einem Kind
Wir kommen	in die Schule, ins Kino, in die Stadtmitte
Ihr entscheidet	ein Picknick zu haben, zusammen auszugehen
Sie arbeiten	in einer Konditorei, in einem Sportladen, in einem Musikgeschäft
Sie hassen	Erdkunde, die Oper, Musik
Die Mädchen haben	einen Bruder, eine Schwester, keine Geschwister

PRESENT

Sentence –maker: the present tense of strong and irregular verbs.

haben to have	sein to be	fahren – to go (by vehicle)	gehen – to go (on foot)/to walk	essen – to eat	lesen – to read
ich habe du hast er/sie/es/man hat wir haben ihr habt Sie haben sie haben	ich bin du bist er/si/es/man/ist wir sind ihr seid Sie sind sie sind	ich fahre du fährst er/sie/es/man/fährt wir fahren ihr fahrt Sie fahren sie fahren	ich gehe du gehst er/sie/es/man geht wir gehen ihr geht Sie gehen sie gehen	ich esse du isst er/sie/es/man isst wir essen ihr esst Sie essen sie essen	ich lese du liest er/sie/es/man liest wir lesen ihr lesen Sie lesen sie lesen
schlafen to sleep	verlassen to leave	sehen to see	nehmen to take	sprechen to speak	tragen to wear
ich schlafe du schläfst er/sie/es/man schläft wir schlafen ihr schlaft Sie schlafen sie schlafen	ich verlasse du verlässt er verlässt wir verlassen ihr verlasst Sie verlassen sie verlassen	ich sehe du siehst er/si/es/man sieht wir sehen ihr seht Sie sehen sie sehen	ich nehme du nimmst er/si/es/man nimmt wir nehmen ihr nehmt Sie nehmen sie nehmen	ich spreche du sprichst er/sie/es/man spricht wir sprechen ihr sprecht Sie sprechen sie sprechen	ich trage du trägst er/sie/es/man trägt wir tragen ihr tragt Sie tragen sie tragen
werden to become					
ich werde du wirst er/sie/es/man wird wir werden ihr werdet Sie werden sie werden					

FUTUR.**Sentence-maker: the future tense – all verbs, no exceptions!**

Subject + verb werden	Rest of sentence	infinitive
ich werde	meine Hausaufgaben, mein Bett, eine Reise	machen
du wirst	nach London, nach Spanien, in die Stadt, zum Kino	fahren
er/sie/es/man	Erdbeeren, ein Butterbrot, einen Apfel, eine Pizza	essen
wird	mit dem Zug, mit dem Bus, mit der Straßenbahn, mit der U-Bahn, mit dem Auto	fahren
meine Freundin	nach Hause, zu dir, zum Haus ihrer Freundin, zum Haus ihres Freundes, in die	gehen
wird	Stadtmitte, ins Kino, zum Schwimmbad	
wir werden	um halb acht (7.30), am Freitagabend, vor mir, nach sieben Uhr	kommen
ihr werdet	in der Schule, in einem Hotel, bei Verwandten, bei uns, auf einem Campingplatz, in	bleiben
Sie werden	einer Jugendherberge, in einer Pension	übernachten
sie werden	eine gute Stelle, ein interessantes Buch, meinen Hund	suchen
Meine Eltern		
werden		

OPINIONS

Past	Present	Future
Es war echt interessant	Es ist gut/interessant/lustig	Das wird toll sein/ Es wird spitze sein
Ich habe es fantastisch/wunderbar gefunden	Ich finde das schwierig/laut/doof	Ich werde das zu dumm finden
Meiner Meinung nach war die Reise sehr lang	Ich glaube/ich meine/Meiner Meinung nach ist	Ich glaube/ich meine, dass es sein wird Meiner Meinung nach wird das sein
Der Vorteil war	Der Vorteil ist	Der Vorteil ist, dass es sein wird
Der Nachteil war	Der Nachteil ist	Der Nachteil ist, dass es sein wird
Das Gute daran war	Das Gute daran ist	Das Gute daran ist, dass es sein wird
Das Schlechte daran war Was nicht so gut war	Das Schlechte daran ist (Was nicht so gut ist..)	Das Schlechte daran ist, dass es sein wird (Was nicht so gut ist, ist, dass es sein wird)
Ich hatte einen katastrophalen Tag	Der Film ist echt klasse/ Das Wochenende ist ausgezeichnet/.... gefällt mir gut/nicht	Das wird wirklich gut sein, es wird äußerst langweilig sein
Es hat Spaß gemacht/Es hat keinen Spaß gemacht	Es macht Spaß/ Es ist langweilig	Es wird Spaß machen

DESCRIPTIONS

Past	Present	Future
Es war kalt/frostig/windig Es hat geregnet/geschneit	Es ist bedeckt/diesig/wolkig/heiß/sonnig Es regnet/es schneit/es hagelt	Es wird schlechtes Wetter sein/es wird warm sein Es wird scheitern/regnen/frieren
Das Haus war alt/ groß	Das Haus ist ziemlich modern/hat vier Schlafzimmer	Das Haus wird eines Tages sehr schön sein
Er trug einen alten grauen Mantel Sie hatte eine Sonnenbrille an	Der Junge trägt einen Regenschirm Ich trage eine schwere Tasche	Sie wird ein langes weißes Kleid tragen Ich werde meinen blauen Hut anhaben
Das Geschenk war teuer	Das Auto ist schmutzig, die Karte ist billig/preiswert	Der Strand wird sehr schön sein
Ich war krank	Ich bin krank	Ich werde krank sein
Mein Bein hat wehgetan/ Ich hatte Kopfschmerzen/ Ich hatte Fieber	Ich habe Zahnschmerzen/Meine Augen tun weh/ Ich habe Schnupfen	Ich werde eine Erkältung haben/ meine Füße werden wehtun.