

# GCSE GERMAN

## 100 AI PROMPTS

*for Smarter Revision and Exam Prep*

*Active recall, exam technique, and mark-scheme thinking —  
without cheating.*



*by James R. Martin*

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This book is intended to support revision and exam preparation. It does not replace formal teaching, textbooks, or official specifications. Students are responsible for ensuring that all work submitted for assessment is their own.

ISBN: [TO BE ASSIGNED]

First published 2026

## How to Use This Book

For a long time, high-quality tutoring has been a major contributor to elite academic achievement. Used well, AI can now act as a powerful tutor that most students and parents could not previously afford.

This book is a **starting point**, not a rulebook. Each prompt is designed to help you revise, test your understanding, and think more clearly — not to give perfect answers. You are encouraged to **adapt, improve, and remix** these prompts.

You are learning how to think carefully about the questions you ask — a skill that will matter far beyond these exams.

## **Note on Exam Boards and Syllabi**

This collection of 100 AI prompts is designed to support GCSE German revision across all major exam boards, including AQA, Edexcel, and OCR. While each board structures its specification slightly differently, all three assess the same four language skills: Listening, Speaking, Reading, and Writing. The prompts in this book are designed to be universally applicable regardless of which board you are studying with.

AQA, Edexcel, and OCR all organise their GCSE German content around common themes such as family and relationships, free time and technology, holidays and travel, school and future plans, the environment, and social issues. The vocabulary and grammar covered in these prompts reflect the shared core content that appears across all three specifications, so you can use them with confidence no matter which exam you are sitting.

Each exam board assesses students at Foundation Tier and Higher Tier. The prompts in this book cover both levels, with earlier prompts in each section focusing on foundational skills and later prompts building towards the more complex language expected at Higher Tier. If you are aiming for grades 7-9, pay particular attention to the sections on advanced grammar and complex structures.

The Speaking and Writing components across AQA, Edexcel, and OCR all reward students who demonstrate a range of tenses, express and justify opinions, and use complex sentence structures such as subordinating conjunctions with correct word order, conditional sentences using *würde* plus infinitive, and the *Konjunktiv II*. These prompts have been carefully crafted to help you practise exactly those skills.

We recommend using these prompts alongside your own exam board's past papers and mark schemes. While the language content is consistent across AQA, Edexcel, and OCR, familiarising yourself with the specific question formats, timing, and assessment criteria for your board will ensure you are fully prepared on exam day.

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# Section 1

## Core Vocabulary and Theme-Based Recall

Vocabulary is the foundation of every GCSE German skill. Without a strong bank of words and phrases across all the required themes, even the best grammar knowledge will not help you communicate effectively. This section focuses on building, reinforcing, and actively recalling the key vocabulary you need across all GCSE topics.

The prompts here cover the major GCSE themes including family and relationships, free time, technology, holidays and travel, school, work and future plans, the environment, health, your town and region, and social issues. Rather than simply listing words, these prompts encourage you to use vocabulary in context, make connections between related words, and practise recall under realistic conditions.

Use these prompts regularly throughout your revision, not just once. Vocabulary needs to be revisited multiple times before it moves into your long-term memory. Try spacing your practice sessions out over days and weeks, returning to themes you find most challenging. Active recall, where you try to produce the word before checking, is far more effective than passively reading through vocabulary lists.

### **Prompt 1: Family and Relationships Vocabulary Builder**

**Copy this prompt into your AI tool:**

*Act as a GCSE German vocabulary tutor. Test me on 20 key words and phrases related to the theme of Familie und Beziehungen (family and relationships).*

*Include family members, descriptions of relationships (e.g. sich gut verstehen mit, sich streiten mit), and personality adjectives (e.g. freundlich, launisch, verstandnisvoll). Give me the English word first and ask me to provide the German, including the correct article for nouns (der, die, das). After I answer, tell me if I am correct and provide a short example sentence using each word.*

**What this helps you practise:**

Producing German vocabulary from English prompts with correct gender articles and seeing words used in context sentences.

**How to use it well:**

Work through all 20 words, then ask the AI to re-test you on any you got wrong. Repeat until you can recall all 20 accurately.

**Prompt 2: Free Time and Hobbies Active Recall**

**Copy this prompt into your AI tool:**

*Test me on vocabulary related to Freizeit und Hobbys (free time and hobbies) for GCSE German. Include a mix of sports, indoor hobbies, music, going out, and what you do at the weekend. Use a flashcard style: show me the German word or phrase (e.g. Schlittschuh laufen, Schlagzeug spielen, faulenzten) and ask me to give the English meaning, then show me the answer. Include 15 items and track my score at the end.*

**What this helps you practise:**

Recognising German free time vocabulary and translating into English, which is essential for Reading and Listening exams.

**How to use it well:**

Try this prompt, note your score, then return to it in two days and see if your score improves. Focus on any words you consistently miss.

### **Prompt 3: Technology and Social Media**

#### **Vocabulary**

##### **Copy this prompt into your AI tool:**

*Quiz me on GCSE German vocabulary on the theme of Technologie und soziale Medien (technology and social media). Give me 15 key terms and phrases such as herunterladen, das Handy, im Internet surfen, online einkaufen, eine Nachricht schicken, and suchtmachend. For each term, give me the German, ask me to guess the English meaning, then provide a full sentence using it. Also include phrases for giving opinions about technology, such as Ich finde soziale Medien nützlich, weil... and Meiner Meinung nach ist Technologie...*

##### **What this helps you practise:**

Learning technology vocabulary in context and practising opinion phrases that combine vocabulary with connectives like weil.

##### **How to use it well:**

After working through all 15 items, ask the AI to give you five sentences in German about technology and translate them into English to test your comprehension.

### **Prompt 4: Holiday and Travel Theme**

#### **Vocabulary**

##### **Copy this prompt into your AI tool:**

*Act as my GCSE German revision partner. Quiz me on 20 words and phrases related to Urlaub und Reisen (holidays and travel). Include types of accommodation (die Jugendherberge, das Hotel, der Campingplatz), transport (mit dem Zug fahren, fliegen), holiday activities (am Strand liegen, Sehenswürdigkeiten besichtigen), and weather phrases (Es war sonnig, Es hat geregnet). Give me the English and ask me to produce the German with the correct article or verb form.*

**What this helps you practise:**

Producing accurate German vocabulary related to holidays, including correct articles and verb conjugations in context.

**How to use it well:**

Complete the quiz, then ask the AI to create five short sentences about a past holiday using perfect tense (Perfekt) so you can see the vocabulary used in exam-style sentences.

**Prompt 5: School and Education Vocabulary Drill**

**Copy this prompt into your AI tool:**

*Give me a rapid-fire vocabulary drill on the GCSE German theme of Schule und Bildung (school and education). Include school subjects (Naturwissenschaften, Erdkunde, Kunst), school facilities (die Aula, das Sprachlabor, die Bibliothek), opinions about school (Der Unterricht ist langweilig/interessant/anstrengend), and school rules (Man muss eine Uniform tragen, Man darf kein Handy benutzen). Present 20 items as German-to-English, give me five seconds to think, then reveal the answer.*

**What this helps you practise:**

Rapid recognition of school vocabulary, which appears frequently in Reading and Listening papers across all exam boards.

**How to use it well:**

Time yourself and aim to get at least 16 out of 20 correct. Repeat the drill focusing only on missed items.

**Prompt 6: Work and Future Plans Vocabulary**

**Copy this prompt into your AI tool:**

*Test me on vocabulary for the GCSE German theme of Arbeit und Zukunftsplane (work and future plans).*

*Include job titles with correct articles (der Arzt/die Ärztin, der Lehrer/die Lehrerin, der Ingenieur/die Ingenieurin), key phrases about ambitions (Ich möchte... werden, Ich habe vor... zu + infinitive, In Zukunft werde ich...), work experience vocabulary (ein Praktikum machen, Ich habe in einem Büro gearbeitet), and qualities for work (zuverlässig, fleißig, teamfähig). Test me on 18 items, English to German.*

**What this helps you practise:**

Producing job-related vocabulary with correct gender forms and practising future tense (Futur I) phrases about plans.

**How to use it well:**

After the quiz, ask the AI to help you write five sentences about your future career plans using a range of tenses.

**Prompt 7: Environment and Sustainability Key Phrases**

**Copy this prompt into your AI tool:**

*Act as a GCSE German tutor and test me on key vocabulary and phrases for the theme of Umwelt und Nachhaltigkeit (environment and sustainability).*

*Include environmental problems (die Luftverschmutzung, der Klimawandel, die Abholzung, der Treibhauseffekt), solutions (recyceln, Energie sparen, öffentliche Verkehrsmittel benutzen, den Wasserverbrauch reduzieren), and opinion phrases (Ich mache mir Sorgen um die Umwelt, Wir sollten weniger Plastik verwenden). Give me 15 items and test me from English to German.*

**What this helps you practise:**

Building a bank of environment vocabulary and phrases that are essential for Higher Tier Writing and Speaking tasks.

### **How to use it well:**

Once tested, ask the AI to create a short paragraph about the environment using these phrases so you can see how they connect in extended writing.

### **Prompt 8: Health and Lifestyle Vocabulary**

#### **Copy this prompt into your AI tool:**

*Quiz me on GCSE German vocabulary for the theme of Gesundheit und Lebensstil (health and lifestyle). Include body parts (der Kopf, der Bauch, das Knie), illnesses and symptoms (Ich habe Kopfschmerzen, Mir ist schlecht, Ich habe mich erkältet), healthy living phrases (sich fit halten, gesund essen, auf Alkohol verzichten), and unhealthy habits (rauchen, zu viel Zucker essen, sich nicht genug bewegen).*

*Test me on 15 items in both directions: some German to English, some English to German.*

#### **What this helps you practise:**

Two-way vocabulary recall for health topics, which are common in both Reading comprehension and Speaking general conversation.

#### **How to use it well:**

Note which direction (German to English or English to German) you find harder, then ask the AI to give you extra practice in that direction.

### **Prompt 9: Town, Region, and Local Area Vocabulary**

#### **Copy this prompt into your AI tool:**

*Act as my GCSE German revision partner and quiz me on the theme of Stadt und Umgebung (town and local area). Include places in town (das Rathaus, die Einkaufszentrum, der Marktplatz, das Schwimmbad), directions (geradeaus, an der Ampel links abbiegen, gegenüber der Kirche), descriptions of your area (Ich wohne in einer Großstadt/in einem Dorf/am Stadtrand), and opinions (Es gibt viel zu*

*tun, Es ist ziemlich ruhig hier, Die Gegend ist malerisch). Present 18 vocabulary items and test me from English to German with correct articles.*

**What this helps you practise:**

Producing town vocabulary with correct gender, prepositions, and dative case usage for location descriptions.

**How to use it well:**

After the quiz, ask the AI to role-play a conversation where someone asks you for directions in German so you can practise the vocabulary in a speaking context.

**Prompt 10: Social Issues Vocabulary for Higher Tier**

**Copy this prompt into your AI tool:**

*I am aiming for a high grade in GCSE German. Test me on advanced vocabulary related to soziale Probleme (social issues). Include topics like homelessness (die Obdachlosigkeit, obdachlos), poverty (die Armut), unemployment (die Arbeitslosigkeit), discrimination (die Diskriminierung, Vorurteile haben gegen), immigration (die Einwanderung, der Flüchtling), and equality (die Gleichberechtigung). For each of the 12 items, give me the German term, ask me to define it in English, then provide a complex sentence using the word with a subordinating conjunction such as obwohl, weil, or da.*

**What this helps you practise:**

Acquiring Higher Tier social issues vocabulary and seeing how it fits into complex sentence structures with subordinating conjunctions.

**How to use it well:**

Use this prompt when you are confident with Foundation vocabulary and want to push towards

grades 7-9. Ask the AI to then test you on spelling these words correctly.

### **Prompt 11: Key Opinion Phrases Across All Themes**

#### **Copy this prompt into your AI tool:**

*Give me a comprehensive list of 20 German opinion phrases that I can use across any GCSE German theme. Include basic opinions (Ich finde... toll/schlecht/langweilig, Meiner Meinung nach..., Ich bin der Meinung, dass...), agreement and disagreement (Ich stimme zu, Ich bin damit nicht einverstanden, Da hast du Recht), and justified opinions using weil, da, and denn (Ich finde das gut, weil..., Das gefällt mir nicht, da...). For each phrase, show me the German, the English translation, and a short example applying it to a specific theme.*

#### **What this helps you practise:**

Building a versatile bank of opinion phrases that can be used in Speaking and Writing tasks across every theme.

#### **How to use it well:**

Pick five phrases you do not currently use and commit to including them in your next practice writing or speaking task. Return to this prompt weekly to add more phrases to your active vocabulary.

### **Prompt 12: Time Phrases and Sequencing Vocabulary**

#### **Copy this prompt into your AI tool:**

*Test me on German time phrases and sequencing words that are essential for GCSE exams. Include time expressions for past (gestern, letztes Wochenende, vor zwei Jahren, als ich junger war), present (heutzutage, normalerweise, ab und zu, jeden Tag, im Moment), and future (morgen, nächste*

*Woche, in Zukunft, eines Tages, nachdem ich die Schule verlassen habe). Also include sequencing words for structured writing: zuerst, dann, danach, anschließend, schließlich, zum Schluss. Test me on all 25 items from English to German.*

**What this helps you practise:**

Mastering time phrases that signal tense changes, which examiners specifically look for in Writing and Speaking assessments.

**How to use it well:**

After the quiz, ask the AI to give you a short passage in German where you identify which tense each time phrase triggers.

**Prompt 13: Compound Noun Decoder**

**Copy this prompt into your AI tool:**

*Give me a GCSE-style exercise on decoding German compound nouns (zusammengesetzte Nomen) for Reading exams. Explain that the last word in a compound noun determines the gender and the core meaning, while earlier words modify it. Then give me 15 compound nouns to break apart and translate, such as: die Klassenfahrt, das Hallenbad, der Führerschein, die Umweltverschmutzung, das Lieblingsfach, der Stadtrand, das Verkehrsmittel, die Gastfamilie, der Ausbildungsplatz, die Fremdsprache. For each one, ask me to split it into its component parts and guess the meaning before revealing the answer.*

**What this helps you practise:**

Developing the skill of breaking down unfamiliar compound nouns in Reading exams to deduce meaning from known parts.

**How to use it well:**

Practise this technique whenever you encounter an unfamiliar long word in a Reading practice paper.

Return to this prompt to get more compound nouns to decode.

### **Prompt 14: Cross-Theme Vocabulary Connections**

#### **Copy this prompt into your AI tool:**

*Set me a challenge: identify connections between GCSE German vocabulary across different themes. For example, the word gesund appears in both the health theme and the food/lifestyle theme. Give me 12 German words or phrases that cross multiple themes, and for each one ask me which themes it connects to before revealing the answer. Then give an example sentence for each theme. Include words like: die Umwelt (environment and town), stressig (school and health), die Zukunft (work and environment), sich freuen auf (holidays and future plans), verbessern (school, environment, town), and gefährlich (health, town, social issues).*

#### **What this helps you practise:**

Recognising that vocabulary is not confined to single themes, which helps in Reading and Listening exams where topics overlap.

#### **How to use it well:**

Use this to build a more flexible vocabulary. When you learn a new word, always ask yourself which other themes it could appear in.

## Section 2

### Grammar Foundations

Grammar is the framework that holds your German together. Without it, even extensive vocabulary will not produce accurate, meaningful sentences. This section covers the essential grammar that every GCSE German student needs to master, from present tense conjugation through to the case system and word order rules that make German distinct from English.

The prompts here work through the core tenses tested at GCSE: present tense for describing current habits and routines, perfect tense (Perfekt) using haben or sein with a past participle for talking about past events, imperfect or simple past (Präteritum/Imperfekt) for narrative and key irregular verbs, and future tense (Futur I) using werden plus infinitive for plans and predictions. You will also practise modal verbs (können, müssen, dürfen, sollen, wollen, mögen), separable verbs, the case system, and word order.

Do not rush through this section. Grammar accuracy is one of the main differentiators between grade boundaries. Examiners across AQA, Edexcel, and OCR reward students who can accurately conjugate verbs, apply the correct case after prepositions, and maintain correct word order, especially the verb-second rule in main clauses. Work through these prompts carefully, and return to any areas where you make mistakes.

#### **Prompt 15: Present Tense Regular Verb Conjugation**

**Copy this prompt into your AI tool:**

*Act as a GCSE German grammar tutor. Teach me how to conjugate regular verbs in the present tense (Präsens). Explain the pattern of removing the -en infinitive ending and adding the correct endings: ich -e, du -st, er/sie/es -t, wir -en, ihr -t, sie/Sie -en. Then test me by giving me 10 regular verbs (such as spielen, wohnen, lernen, machen, kaufen) and asking me to conjugate each one for a specific pronoun. Check my answers and correct any mistakes, explaining the rule I broke.*

**What this helps you practise:**

Accurately conjugating regular present tense verbs, which is the most fundamental grammar skill in GCSE German.

**How to use it well:**

Work through all 10 verbs. If you make more than two errors, ask the AI to give you another set of 10 for extra practice.

**Prompt 16: Present Tense Irregular Verb Practice**

**Copy this prompt into your AI tool:**

*Drill me on irregular verbs in the German present tense. Focus on the key irregular verbs tested at GCSE that change their stem vowel in the du and er/sie/es forms: fahren (a becomes ä), essen (e becomes i), lesen (e becomes ie), sehen (e becomes ie), sprechen (e becomes i), tragen (a becomes ä), nehmen (e becomes i), geben (e becomes i), schlafen (a becomes ä), laufen (au becomes äu). Conjugate each verb fully, then test me on random pronoun-verb combinations. Give me 15 test items.*

**What this helps you practise:**

Memorising stem-vowel changes in irregular present tense verbs, a frequent source of errors in Writing and Speaking.

### **How to use it well:**

Focus on the du and er/sie/es forms where the changes occur. Ask the AI to re-test you on just those forms if you find the full conjugation easy.

### **Prompt 17: Perfect Tense with haben**

#### **Copy this prompt into your AI tool:**

*You are a GCSE German grammar tutor. First explain the structure of the perfect tense (Perfekt) using haben as the auxiliary verb: subject + form of haben + rest of sentence + past participle (Partizip II) at the end. Show me how to form regular past participles with the ge- prefix and -t ending (gemacht, gespielt, gekauft) and common irregular past participles (gegessen, getrunken, geschrieben, gelesen, gesehen). Then give me 12 sentences in English to translate into German using the Perfekt with haben, starting with simple ones and getting progressively harder.*

#### **What this helps you practise:**

Forming accurate Perfekt sentences with haben, including correct past participle formation and word order.

#### **How to use it well:**

Translate all 12 sentences, check your answers, then ask the AI to give you five more sentences focusing on irregular past participles that you found difficult.

### **Prompt 18: Perfect Tense with sein**

#### **Copy this prompt into your AI tool:**

*Act as my tutor. First briefly explain which German verbs use sein instead of haben to form the perfect tense (Perfekt). Teach me the rule that verbs of movement (gehen, fahren, fliegen, kommen, laufen, reisen) and change of state (werden, sterben, aufwachen, einschlafen) plus sein itself and bleiben use sein as the auxiliary. Give me the structure:*

*subject + form of sein + rest of sentence + past participle at end. Then test me with 10 sentences where I must choose the correct auxiliary (haben or sein) and form the complete Perfekt sentence. Include some tricky examples where students commonly make mistakes.*

**What this helps you practise:**

Choosing correctly between haben and sein in the Perfekt and forming complete sentences with correct word order.

**How to use it well:**

Pay special attention to bleiben (geblieben) and werden (geworden) which students often forget take sein. Ask for extra practice if needed.

**Prompt 19: Imperfect Tense Key Verbs**

**Copy this prompt into your AI tool:**

*Test me on the imperfect tense (Präteritum/Imperfekt) for the key verbs that GCSE German students are expected to know. Focus on the verbs most commonly used in the Imperfekt at GCSE level: sein (ich war, du warst, er war, wir waren, ihr wart, sie waren), haben (ich hatte, du hattest...), es gab (there was/were), modal verbs (ich konnte, ich musste, ich durfte, ich wollte, ich sollte), and common narrative verbs (ich ging, ich kam, ich fand, ich sah). Conjugate each verb fully, then test me with 12 sentences to translate from English to German using the Imperfekt.*

**What this helps you practise:**

Using the Imperfekt for key irregular verbs, which is especially important for narrative writing and Higher Tier tasks.

**How to use it well:**

Focus on war, hatte, es gab, and the modal verbs in Imperfekt first as these are the most frequently needed. Build up to other verbs.

## **Prompt 20: Future Tense with werden**

### **Copy this prompt into your AI tool:**

*Act as a GCSE German grammar tutor. Explain the structure of the future tense (Futur I): subject + conjugated form of werden (ich werde, du wirst, er/sie/es wird, wir werden, ihr werdet, sie/Sie werden) + rest of sentence + infinitive at the end. Give me examples across different GCSE themes, such as: Ich werde auf die Universität gehen (future plans), Die Umwelt wird schlimmer werden (environment), Wir werden ein Hotel buchen (holidays). Then test me with 10 English sentences to translate into German using Futur I, ensuring I get the word order correct with the infinitive at the end.*

### **What this helps you practise:**

Forming future tense sentences with correct werden conjugation and infinitive placement at the end of the clause.

### **How to use it well:**

After completing the translations, ask the AI to also show you how to express future meaning using the present tense with a time phrase (e.g. Nächstes Jahr fahre ich nach Spanien) as an alternative.

## **Prompt 21: Modal Verbs in Present and Imperfect**

### **Copy this prompt into your AI tool:**

*Give me a thorough lesson on German modal verbs for GCSE: können (can/to be able to), müssen (must/to have to), dürfen (to be allowed to), sollen (should/to be supposed to), wollen (to want to), and mögen (to like). For each modal verb, show me the full present tense conjugation and the Imperfekt form (konnte, musste, durfte, sollte, wollte, mochte). Explain the word order rule: modal verb in position*

2, infinitive at the end (*Ich muss jeden Tag Hausaufgaben machen*). Then give me 12 sentences to translate into German, mixing all six modal verbs in both present and Imperfekt.

**What this helps you practise:**

Conjugating and using all six modal verbs with correct word order, placing the dependent infinitive at the end of the clause.

**How to use it well:**

Make sure you can confidently use all six modals. Ask the AI to focus on *dürfen* and *sollen* if you mix these up, as many students do.

**Prompt 22: Separable Verbs in Different Tenses**

**Copy this prompt into your AI tool:**

*Act as my tutor. First briefly explain how German separable verbs (trennbare Verben) work at GCSE level. Use clear examples like *aufstehen* (to get up), *fernsehen* (to watch TV), *einkaufen* (to shop), *aufräumen* (to tidy up), *ausgehen* (to go out), *ankommen* (to arrive), and *mitkommen* (to come along). Show me how the prefix separates in the present tense (*Ich stehe um sieben Uhr auf*), stays attached in the infinitive with modals (*Ich muss um sieben Uhr aufstehen*), and forms the past participle with *ge-* in the middle (*Ich bin um sieben Uhr aufgestanden*). Test me with 10 sentences across present tense, with modals, and in Perfekt.*

**What this helps you practise:**

Handling separable verbs correctly across different tenses and sentence structures, a key accuracy point at GCSE.

**How to use it well:**

Pay close attention to where the prefix goes in each tense. Ask the AI for extra practice on any tense where you place the prefix incorrectly.

### **Prompt 23: Nominative and Accusative Case**

#### **Copy this prompt into your AI tool:**

*Give me a GCSE-style grammar lesson and test on the Nominativ (nominative) and Akkusativ (accusative) cases in German. Explain that the Nominativ is used for the subject of the sentence and the Akkusativ is used for the direct object. Show me how the articles change: der becomes den (masculine only changes), die stays die, das stays das, ein becomes einen, eine stays eine, kein becomes keinen. Give me clear examples and then test me with 15 fill-in-the-gap sentences where I must choose the correct article in either Nominativ or Akkusativ. Include prepositions that always take the Akkusativ: für, gegen, ohne, um, durch, bis.*

#### **What this helps you practise:**

Correctly identifying subjects and direct objects and applying the right article form in Nominativ and Akkusativ cases.

#### **How to use it well:**

Focus on masculine nouns since that is where the change is most visible. Once confident, move on to the Dativ case prompt.

### **Prompt 24: Dative Case and Key Prepositions**

#### **Copy this prompt into your AI tool:**

*Quiz me on the Dativ (dative) case in German. Explain that the Dativ is used for the indirect object and after certain prepositions. Show me the article changes: der/das becomes dem, die becomes der, ein/ein becomes einem, eine becomes einer, plural die becomes den (plus -n on the noun if possible). Present the prepositions that always take the Dativ: mit, nach, aus, zu, von, bei, seit, gegenüber. Also explain dual-case prepositions (Wechselpräpositionen) like in, an, auf, über, unter, neben, zwischen that take Dativ for location (wo?)*

*and Akkusativ for movement (wohin?). Test me with 15 sentences.*

**What this helps you practise:**

Applying Dativ case articles correctly after dative prepositions and distinguishing location (Dativ) from movement (Akkusativ) with dual-case prepositions.

**How to use it well:**

Learn the dative prepositions as a group first. Then practise dual-case prepositions with the wo/wohin distinction. Ask for more practice on whichever you find harder.

**Prompt 25: Word Order: Verb Second Rule and Inversion**

**Copy this prompt into your AI tool:**

*Act as my tutor. First briefly explain the German verb-second rule (Verbzweitregel) for GCSE students. Teach me that in a main clause, the conjugated verb must always be the second idea (not necessarily the second word). Show how when a time phrase, adverb, or other element comes first, the subject and verb swap (inversion):*

*Normalerweise spiele ich Fußball, Gestern bin ich ins Kino gegangen, Am Wochenende werde ich meine Großeltern besuchen. Give me 12 sentences in English with a time phrase or adverb at the start, and ask me to translate them into German with correct inversion. Check my word order carefully.*

**What this helps you practise:**

Applying the verb-second rule and performing subject-verb inversion after fronted adverbials, a skill that earns accuracy marks.

**How to use it well:**

This is one of the most common word order errors. Practise until inversion feels natural. Ask the AI for additional sentences if you make more than two errors.

## **Prompt 26: Word Order with Subordinating Conjunctions**

### **Copy this prompt into your AI tool:**

*Set me a challenge on how subordinating conjunctions affect word order in German. Explain that after conjunctions like weil (because), obwohl (although), dass (that), wenn (when/if), als (when, past), bevor (before), nachdem (after), während (while), and damit (so that), the conjugated verb moves to the end of the subordinate clause. Show me clear examples: Ich lerne Deutsch, weil ich es interessant finde. Obwohl das Wetter schlecht war, sind wir spazieren gegangen. Then give me 10 English sentences to translate into German using subordinating conjunctions, checking that my verb goes to the correct position.*

### **What this helps you practise:**

Sending the conjugated verb to the end of subordinate clauses, one of the most important and frequently tested grammar rules at GCSE.

### **How to use it well:**

Practise until verb-final order in subordinate clauses becomes automatic. Pay extra attention to sentences that start with the subordinate clause, where inversion then occurs in the main clause.

## **Prompt 27: Negation with nicht and kein**

### **Copy this prompt into your AI tool:**

*Act as my tutor. First briefly explain the difference between nicht and kein for negation in German. Teach me that kein is used to negate nouns that would have ein/eine/ein or no article (Ich habe keinen Hund, Es gibt keine Milch, Ich habe kein Geld), and nicht is used to negate verbs, adjectives, adverbs, and specific elements (Ich spiele nicht gern Fußball, Das Buch ist nicht interessant, Ich gehe*

*heute nicht in die Schule). Show me the declension of kein across all cases like ein. Give me 12 sentences in English and ask me to translate them using the correct form of negation, choosing between nicht and kein and placing them correctly.*

**What this helps you practise:**

Choosing and correctly placing nicht and kein in German sentences, avoiding the common error of using nicht where kein is needed.

**How to use it well:**

Check each answer carefully. The placement of nicht in particular can be tricky. Ask the AI for the rules about nicht placement if you are unsure.

**Prompt 28: Adjective Endings After Articles**

**Copy this prompt into your AI tool:**

*Test me on German adjective endings (Adjektivendungen) for GCSE. Focus on the most common pattern: adjective endings after the definite article (der, die, das). Explain the pattern: after der/die/das in Nominativ the ending is -e (der große Hund, die kleine Katze, das alte Haus), in Akkusativ masculine changes to -en (den großen Hund), and in Dativ all genders take -en (dem großen Hund, der kleinen Katze, dem alten Haus). Then present the endings after ein/eine/ein where the adjective has to show the gender: ein großer Hund, eine kleine Katze, ein altes Haus. Test me with 12 fill-in-the-gap sentences.*

**What this helps you practise:**

Applying correct adjective endings after definite and indefinite articles, which is a key accuracy marker at GCSE.

**How to use it well:**

Focus on one article type at a time (definite, then indefinite). Ask the AI to test you on just the forms you find most difficult.

## **Prompt 29: Personal Pronouns in All Cases**

### **Copy this prompt into your AI tool:**

*Present me with a structured lesson and quiz on German personal pronouns in the Nominativ, Akkusativ, and Dativ cases for GCSE. Show me the full table: Nominativ (ich, du, er, sie, es, wir, ihr, Sie), Akkusativ (mich, dich, ihn, sie, es, uns, euch, sie, Sie), and Dativ (mir, dir, ihm, ihr, ihm, uns, euch, ihnen, Ihnen). Give clear examples of each case in use: Er sieht mich (Akkusativ), Sie gibt mir das Buch (Dativ). Then test me with 12 sentences where I must fill in the correct pronoun in the correct case. Include some sentences with both an accusative and dative pronoun.*

### **What this helps you practise:**

Using the correct pronoun form for each grammatical case, which is essential for accuracy in both Writing and Speaking.

### **How to use it well:**

Pay special attention to the Dativ pronouns as these are the ones students most often get wrong. Ask for extra Dativ pronoun practice if needed.

## **Prompt 30: Definite and Indefinite Articles**

### **Across Cases**

### **Copy this prompt into your AI tool:**

*Give me a complete revision session on German articles for GCSE. Show me the full table for the definite article (der, die, das, die plural) across Nominativ, Akkusativ, Dativ, and Genitiv cases. Then show me the indefinite article (ein, eine, ein) and the negative article (kein, keine, kein) across all cases. Explain the patterns and highlight where changes occur. Then give me a mixed quiz of 15 sentences where I must fill in the correct article form based on the case required. Include sentences with accusative*

*prepositions (für, gegen, ohne, um), dative prepositions (mit, nach, aus, zu, von, bei), and dual-case prepositions.*

**What this helps you practise:**

Selecting the correct article form based on gender, number, and case, reinforcing the entire article system in one session.

**How to use it well:**

Use this as a comprehensive article review. If you score below 12 out of 15, go back to the individual case prompts before trying again.

## Section 3

### Advanced Grammar and Complex Structures

To achieve the highest grades at GCSE German, you need to demonstrate a range of complex grammatical structures in your Speaking and Writing. This section builds on the grammar foundations and introduces the advanced structures that examiners are specifically looking for when awarding top marks.

The prompts in this section cover the conditional mood using *würde* plus infinitive, the Konjunktiv II for hypothetical situations, relative clauses with relative pronouns, the passive voice using *werden* plus past participle, *um...zu* constructions for expressing purpose, *seit* plus present tense, and complex connectives that add sophistication to your language. These structures are what separate a grade 5-6 response from a grade 7-9 response.

You should only move to this section once you are confident with the grammar foundations. Each of these structures requires a solid understanding of verb conjugation, cases, and word order. If you find yourself struggling, go back and consolidate the basics before returning here.

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#### **Prompt 31: Conditional with *würde* + Infinitive** **Copy this prompt into your AI tool:**

*You are a GCSE German grammar examiner. First explain the German conditional using *würde* plus infinitive: the conjugation of *würde* (*ich würde, du würdest, er/sie/es würde, wir würden, ihr würdet, sie/Sie würden*) and that the main verb goes to the end as an infinitive: *Ich würde gern nach Spanien fahren, An deiner Stelle würde ich mehr Sport treiben. Explain that this is the standard way to**

*express what you would do, and is easier than Konjunktiv II for most verbs. Give me 10 English sentences to translate into German using würde plus infinitive, covering themes like future plans, advice, and hypothetical situations.*

**What this helps you practise:**

Forming conditional sentences with würde plus infinitive, an essential structure for achieving higher grades in Writing and Speaking.

**How to use it well:**

Practise using the conditional in general conversation answers. For example, if asked what you would change about your school or town, use würde plus infinitive in your response.

**Prompt 32: Konjunktiv II for Hypothetical Situations**

**Copy this prompt into your AI tool:**

*Act as my tutor. First briefly explain the Konjunktiv II in German at GCSE level. Teach me that while würde plus infinitive works for most verbs, certain common verbs have their own Konjunktiv II forms that sound more natural and impress examiners: wäre (would be, from sein), hätte (would have, from haben), könnte (could, from können), müsste (would have to, from müssen), dürfte (would be allowed to), sollte (should, from sollen), and gäbe (there would be, from geben/es gibt). Give me example sentences: Wenn ich reich wäre, würde ich um die Welt reisen. Es wäre besser, wenn... Ich hätte gern... Then give me 8 sentences to translate using these Konjunktiv II forms.*

**What this helps you practise:**

Using Konjunktiv II forms of key verbs for hypothetical and conditional sentences, which demonstrates advanced grammar at GCSE.

### **How to use it well:**

Learn *wäre*, *hätte*, and *könnte* first as these are the most useful. Gradually add the others. Use them in Speaking practice to sound more fluent.

### **Prompt 33: Relative Clauses with Relative Pronouns**

#### **Copy this prompt into your AI tool:**

*Give me a GCSE-style grammar exercise on forming relative clauses (Relativsätze) in German. Explain that the relative pronoun (der, die, das, etc.) must agree in gender and number with the noun it refers to, but its case depends on its function in the relative clause. Show me the relative pronoun forms (which are the same as the definite article in Nominativ and Akkusativ, but add -m/-r in Dativ). The verb goes to the end of the relative clause. Give examples: Der Film, den ich gestern gesehen habe, war langweilig. Die Stadt, in der ich wohne, ist ziemlich klein. Das Buch, das auf dem Tisch liegt, gehört mir. Then give me 8 sentences to construct with relative clauses.*

#### **What this helps you practise:**

Building relative clauses with correct pronoun agreement and verb-final word order, a structure that significantly boosts your grammar marks.

#### **How to use it well:**

Start with Nominativ relative clauses (*der/die/das* as subject) and progress to Akkusativ and Dativ. Use relative clauses in your Writing tasks to add complexity.

### **Prompt 34: Passive Voice with werden**

#### **Copy this prompt into your AI tool:**

*Act as my tutor. First briefly explain the passive voice (Passiv) in German for GCSE Higher Tier. Teach me the structure: subject + conjugated form*

*of werden + past participle (Partizip II). Show present passive (Das Haus wird gebaut - The house is being built), Imperfekt passive (Das Haus wurde gebaut - The house was built), and Perfekt passive (Das Haus ist gebaut worden - The house has been built). Explain that the agent is introduced by von plus Dativ (Das Buch wurde von dem Lehrer empfohlen). Give me 8 sentences to translate from English into German using the passive voice. Focus on themes where passive is natural: environment (Bäume werden gefällt), school (Hausaufgaben werden jeden Tag gegeben), and social issues.*

**What this helps you practise:**

Forming passive voice sentences in different tenses, an advanced structure that demonstrates top-level grammar at GCSE.

**How to use it well:**

The passive voice is most useful in Writing tasks about impersonal topics like the environment or social issues. Practise including one or two passive sentences in your next practice essay.

**Prompt 35: um...zu + Infinitive for Purpose**

**Copy this prompt into your AI tool:**

*Test me on the um...zu plus infinitive construction in German for expressing purpose (in order to). Explain the structure: um + rest of phrase + zu + infinitive at the end. The subject of both clauses must be the same. Give examples across GCSE themes: Ich lerne Deutsch, um bessere Berufschancen zu haben (work), Ich fahre mit dem Rad, um die Umwelt zu schützen (environment), Ich spare Geld, um ein neues Handy zu kaufen (technology). Show me how it differs from damit (which is used when the subjects are different): Ich lerne viel, damit meine Eltern stolz auf mich sind. Test me with 8 sentences to translate, mixing um...zu and damit.*

### **What this helps you practise:**

Using um...zu and damit constructions to express purpose, adding sophistication to your Writing and Speaking.

### **How to use it well:**

Try to include at least one um...zu construction in every practice writing task. It is an easy way to add a complex structure that examiners reward.

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### **Prompt 36: seit + Present Tense for Duration**

#### **Copy this prompt into your AI tool:**

*Act as my tutor. First briefly explain the seit plus present tense construction in German, which is different from English. In German, when something started in the past and is still happening, you use seit (since/for) with the present tense, not the perfect tense as in English. Give examples: Ich lerne seit drei Jahren Deutsch (I have been learning German for three years), Ich wohne seit meiner Geburt in London (I have lived in London since my birth), Er spielt seit 2020 Fußball (He has been playing football since 2020). Contrast this with English to highlight the difference. Give me 8 English sentences using 'have been doing' or 'since/for' and ask me to translate them into German with seit plus present tense.*

### **What this helps you practise:**

Using seit with the present tense to express ongoing duration, a structure that English speakers frequently get wrong by using the past tense.

### **How to use it well:**

This is a quick win for higher marks. Include seit plus present tense in your Speaking general conversation when talking about hobbies, where you live, or how long you have studied German.

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### **Prompt 37: Genitiv Case and Possession**

**Copy this prompt into your AI tool:**

*Introduce the Genitiv (genitive) case in German at GCSE level. Explain that while the Genitiv is less common in everyday speech, it appears in GCSE Reading texts and can be used in Writing for added sophistication. Show me the article forms: des (masculine/neuter, noun adds -s or -es), der (feminine/plural). Give examples: das Auto meines Vaters (my father's car), die Meinung der Lehrerin (the teacher's opinion), trotz des schlechten Wetters (despite the bad weather). Teach me key Genitiv prepositions: trotz, wegen, während, statt. Then test me with 6 sentences involving Genitiv constructions.*

**What this helps you practise:**

Recognising and forming Genitiv case constructions, important for Reading comprehension and for adding sophistication to Writing.

**How to use it well:**

Focus on trotz and wegen plus Genitiv as these are the most useful for GCSE Writing. Even using one Genitiv construction in an essay shows advanced grammar awareness.

**Prompt 38: Complex Connectives for Sophisticated Writing**

**Copy this prompt into your AI tool:**

*Drill me on advanced German connectives (Konnektoren) that will lift my Writing and Speaking to the highest grades. Present these connectives with their meanings, whether they are coordinating (no word order change) or subordinating (verb to end), and give example sentences: obwohl (although, subordinating), trotzdem (nevertheless, coordinating with inversion), allerdings (however, adverb with inversion), jedoch (however, adverb with inversion), dennoch (nevertheless, adverb with inversion), einerseits...andererseits (on the one hand...on the*

*other hand), nicht nur...sondern auch (not only...but also), weder...noch (neither...nor), je...desto (the more...the more). Give me 10 sentences to translate using these connectives with correct word order.*

**What this helps you practise:**

Using advanced connectives with correct word order, demonstrating the range of language that top-grade responses require.

**How to use it well:**

Pick three or four connectives to master first. Practise them in your Writing until they become natural, then add more from the list.

**Prompt 39: Reflexive Verbs Across Tenses**

**Copy this prompt into your AI tool:**

*Quiz me on how reflexive verbs (reflexive Verben) work in German for GCSE. Explain that reflexive verbs use a reflexive pronoun (mich, dich, sich, uns, euch, sich) that refers back to the subject. Show me common GCSE reflexive verbs: sich freuen auf/über (to look forward to/be pleased about), sich interessieren für (to be interested in), sich entscheiden für (to decide on), sich anziehen (to get dressed), sich waschen (to wash oneself), sich fühlen (to feel), sich setzen (to sit down), sich vorstellen (to imagine/introduce oneself). Show me how they work in present tense, Perfekt (Ich habe mich gefreut), and with modals (Ich muss mich beeilen). Test me with 10 sentences across tenses.*

**What this helps you practise:**

Using reflexive verbs with the correct reflexive pronoun and correct tense formation, including Perfekt where they all take haben.

**How to use it well:**

Learn the reflexive pronouns first (mich, dich, sich, uns, euch, sich), then practise with the most

common verbs. Include reflexive verbs in Speaking and Writing for variety.

**Prompt 40: Comparative and Superlative Forms**

**Copy this prompt into your AI tool:**

*Give me a GCSE-style test on German comparatives and superlatives. Explain the regular pattern: adjective + -er for comparative (schneller, billiger), am + adjective + -sten for superlative (am schnellsten, am billigsten). Present the key irregular forms: gut/besser/am besten (good/better/best), groß/größer/am größten (big/bigger/biggest), hoch/höher/am höchsten (high/higher/highest), viel/mehr/am meisten (much/more/most), gern/lieber/am liebsten (gladly/preferably/most preferably). Show me how comparatives are used with als (bigger than) and superlatives with am or as adjective endings (der beste Film). Test me with 10 sentences comparing things across GCSE themes.*

**What this helps you practise:**

Forming and using comparatives and superlatives correctly, which are useful in Speaking and Writing for giving developed opinions.

**How to use it well:**

Practise using comparatives to compare your school with an ideal school, or your town with another town. This is a natural way to use them in exam tasks.

## Section 4

### Reading Comprehension Strategies

The Reading paper tests your ability to understand written German at different levels, from picking out key details to making inferences about the writer's attitude or opinion. Many students lose marks not because they lack vocabulary but because they do not apply effective reading strategies. This section will train you to approach Reading tasks methodically and confidently.

GCSE German Reading papers across AQA, Edexcel, and OCR include a variety of question types: multiple choice, true/false/not mentioned, matching, gap fill, questions in English requiring English answers, questions in German requiring German answers, and translation from German into English. Each question type requires a slightly different approach, and these prompts will help you practise the specific skills needed for each one.

A key principle in Reading comprehension is to use what you know to work out what you do not know. German has many cognates and near-cognates with English, compound nouns that can be broken into parts, and contextual clues that help you deduce meaning. These prompts will train you to use all these strategies rather than panicking when you encounter unfamiliar words.

#### **Prompt 41: Inference and Attitude Questions**

##### **Copy this prompt into your AI tool:**

*Present me with three inference-style GCSE German Reading exercises. Give me three short German passages (6-8 sentences each) on different topics. After each passage, ask me questions that require me to infer meaning rather than find directly stated*

*facts. For example: How does the writer feel about...? What does the writer's choice of words suggest about their attitude? Is the writer positive, negative, or neutral? After I answer, explain which words or phrases in the text support the correct inference. Point out opinion markers like leider (unfortunately), zum Glück (fortunately), hoffentlich (hopefully), and emotional vocabulary.*

**What this helps you practise:**

Making inferences about attitudes and opinions in German texts, a higher-order skill tested in more demanding Reading questions.

**How to use it well:**

Read the passage once for gist, then re-read focusing on opinion words and tone markers before answering inference questions.

**Prompt 42: True, False, or Not Mentioned Practice**

**Copy this prompt into your AI tool:**

*Give me practice with True/False/Not Mentioned questions for GCSE German Reading. Create two German texts (one about daily routine, one about a holiday experience), each about 100 words long. For each text, give me 6 statements and ask me to decide if each is True (Richtig), False (Falsch), or Not Mentioned (Nicht erwähnt). After I answer, explain the key difference between False and Not Mentioned: False means the text contradicts the statement, while Not Mentioned means the text simply does not address this point at all. Highlight the specific words in the text that confirm each answer.*

**What this helps you practise:**

Distinguishing between False and Not Mentioned, which is one of the most common areas where students lose marks in Reading.

### **How to use it well:**

Always check: does the text actually say something that contradicts the statement (False), or does it just not talk about it (Not Mentioned)? This distinction is crucial.

### **Prompt 43: Gist vs Detail Reading**

#### **Copy this prompt into your AI tool:**

*Set me a challenge distinguishing between reading for gist and reading for detail in GCSE German. Give me a German text of about 120 words on the topic of school life. First, ask me to read it quickly (60 seconds) and tell you in one sentence what the text is about (gist reading). Then ask me five detailed comprehension questions that require me to find specific information (detail reading). After I answer, explain the strategy: for gist, focus on recognisable words, cognates, and topic vocabulary to get the overall meaning; for detail, scan for key words from the question, then read the surrounding sentences carefully.*

#### **What this helps you practise:**

Applying different reading speeds and strategies depending on whether you need the overall topic or specific information.

#### **How to use it well:**

In the exam, always read the questions before the text so you know whether you need gist or detail.

Use this prompt to build both skills.

### **Prompt 44: Literary Text Comprehension**

#### **Copy this prompt into your AI tool:**

*Give me a GCSE Higher Tier literary text comprehension exercise. Create a short narrative extract (about 100 words) written in a literary style, using the Imperfekt (Präteritum) tense as narratives typically do. Include descriptive language, dialogue,*

*and some figurative expressions. Then ask me 5 comprehension questions that test my understanding of the events, characters, and atmosphere. After I answer, point out the literary features I should have noticed: tense usage, descriptive adjectives, dialogue markers (sagte, fragte, antwortete), and any emotional language.*

**What this helps you practise:**

Understanding literary German texts with narrative tenses and descriptive language, which appear in the Higher Tier Reading paper.

**How to use it well:**

Note that literary texts use Imperfekt (Präteritum) rather than Perfekt. Familiarise yourself with common Imperfekt forms so they do not confuse you in the exam.

**Prompt 45: Dealing with Unknown Vocabulary in Reading**

**Copy this prompt into your AI tool:**

*Test me on strategies for dealing with unknown vocabulary in GCSE German Reading exams. Give me a German text of about 100 words that deliberately includes 8 words a GCSE student might not know. Ask me to try to work out the meaning of each unknown word using these strategies: (1) Is it a cognate or near-cognate with English? (2) Can I break it down as a compound noun? (3) Can I identify the word class (noun, verb, adjective) from its form? (4) Does the context before and after give clues? (5) Does it share a root with a German word I do know? After my attempts, reveal the meanings and explain which strategy works best for each word.*

**What this helps you practise:**

Applying deduction strategies for unknown words

rather than panicking, which is essential for scoring well in Reading at every level.

**How to use it well:**

Practise these strategies on every Reading past paper you do. Over time, you will get faster at deducing meaning and will feel less anxious about unfamiliar words.

**Prompt 46: Translation from German to English**

**Copy this prompt into your AI tool:**

*Give me three GCSE-style German-to-English translation passages, one at Foundation level (simple present and past tense, familiar vocabulary), one at mid-level (mixed tenses, some opinions and connectives), and one at Higher level (complex structures including subordinate clauses, conditional, opinions with justifications). Each passage should be 40-50 words. After I translate each one, check my accuracy carefully, looking for: correct tense translation, accurate vocabulary, natural English phrasing (not word-for-word translation), and correct handling of German word order when converting to English. Highlight any errors and explain them.*

**What this helps you practise:**

Translating German into natural, accurate English, which requires understanding grammar and vocabulary and producing fluent English output.

**How to use it well:**

Compare your translation word by word with the AI's version. Common pitfalls include translating word for word, getting tenses wrong, and missing negative words.

**Prompt 47: Multiple Choice Strategy**

**Copy this prompt into your AI tool:**

*Present me with a GCSE-style multiple choice Reading exercise with strategy coaching. Create a German text of about 80 words on the topic of healthy living. Then give me 5 multiple choice questions, each with four options (A, B, C, D). For each question, after I answer, explain: which words in the text lead to the correct answer, why each wrong answer (distractor) is wrong, and what common traps are set (e.g. a word appears in the text but is in a different context, or a near-synonym is used instead of the exact word). Coach me to eliminate wrong answers systematically.*

**What this helps you practise:**

Approaching multiple choice questions systematically by eliminating distractors and matching text evidence to the correct answer.

**How to use it well:**

Always read all four options before choosing. Cross out options you are sure are wrong. If two remain, go back to the text and find the specific evidence.

**Prompt 48: Recognising Tenses in Written German**

**Copy this prompt into your AI tool:**

*Drill me on recognising different tenses in written German, which is essential for comprehension questions that ask about when something happens. Give me 20 German sentences and for each one ask me to identify the tense: Präsens (present), Perfekt (perfect), Präteritum/Imperfekt (simple past), Futur I (future with werden), or conditional (würde + infinitive). Include sentences with modal verbs in present and past, separable verbs in different tenses, and passive constructions. After I identify each tense, confirm or correct me and explain the key marker that identifies that tense.*

**What this helps you practise:**

Quickly identifying which tense a German sentence is in, which helps you answer questions about when events happen in Reading comprehension.

**How to use it well:**

Knowing the tense tells you whether something has happened, is happening, or will happen. This is crucial for answering time-related comprehension questions correctly.

**Prompt 49: Understanding German Questions for German Answers**

**Copy this prompt into your AI tool:**

*Give me a GCSE-style exercise on answering questions in German about a German text, as required in some Reading papers. Give me a German text of about 80 words about someone's weekend. Then ask me 5 questions in German (e.g. Was hat Peter am Samstag gemacht? Warum ist er ins Kino gegangen? Wie hat er den Film gefunden?). After I answer in German, check that my answers are grammatically correct, that I have adapted the verb form rather than just copying from the text, and that I have answered the question asked. Remind me that I should answer in full sentences where possible and change the pronoun from ich to er/sie.*

**What this helps you practise:**

Answering comprehension questions in German with correct grammar and appropriate pronoun and verb form changes.

**How to use it well:**

Remember to change the perspective: if the text says Ich bin ins Kino gegangen, your answer should say Er/Sie ist ins Kino gegangen.

**Prompt 50: Scanning for Numbers, Dates, and Specific Data**

**Copy this prompt into your AI tool:**

*Give me practice with GCSE German Reading questions that require me to find specific data such as numbers, dates, times, prices, and quantities. Create a German text of about 100 words that is an information leaflet (about a sports centre, festival, or school trip) containing multiple numbers, times, dates, and prices. Ask me 6 questions that require me to extract specific data. After I answer, explain any errors and teach me the strategy: underline all numbers and data in the text first, then match each question to the relevant data point. Remind me of German number formats and date conventions.*

**What this helps you practise:**

Efficiently extracting numerical and date information from German texts, a common and mark-rich question type in Reading papers.

**How to use it well:**

In the exam, scan for numbers and data before reading questions. German dates use ordinal numbers (am dritten Mai) and times use the 24-hour clock in written texts.

## Section 5

### Listening Skills Development

The Listening paper can feel daunting because you cannot control the pace of the audio and you only hear each recording twice. However, strong preparation can make a huge difference to your confidence and performance. This section focuses on the specific skills you need to extract information accurately from spoken German.

Listening in GCSE German tests your ability to identify key details, understand gist and purpose, recognise opinions and attitudes, and handle distractors. Distractors are pieces of information deliberately included to mislead you, such as a speaker mentioning one thing and then correcting themselves or changing their mind. These prompts will train you to listen for these traps and avoid them.

One of the biggest challenges in Listening is recognising words and grammar features that you know from reading but struggle to identify when spoken. The difference between tenses in spoken German, the pronunciation of umlauts (ä, ö, ü), numbers that sound similar, and natural speech speed all require targeted practice. Use these prompts alongside actual Listening practice papers and audio materials for the best results.

#### **Prompt 51: Predicting Content Before Listening** **Copy this prompt into your AI tool:**

*Set me a challenge on predicting content before listening in a GCSE German Listening exam. Give me 5 Listening-style questions (in English) with the answer options visible, such as: 'Where did Maria go on holiday? (a) Austria (b) Italy (c) Switzerland (d)*

*Germany' and 'What does Thomas think about his school? (a) It is boring (b) It is too strict (c) He enjoys it (d) He wants to change schools'. For each question, before playing any audio, ask me to predict what German words or phrases I should listen for. Then discuss which key vocabulary connects to each option and what distractors might sound like.*

**What this helps you practise:**

Using the question and answer options to predict what vocabulary will appear in the audio, so you know what to listen for.

**How to use it well:**

In the exam, always read the questions during the pause before each recording. Predict what German words you expect to hear for each option.

**Prompt 52: Identifying Key Details in Spoken German**

**Copy this prompt into your AI tool:**

*Test me on identifying specific details from spoken German. Since you cannot play audio, create 5 short German monologues (4-5 sentences each) that I should read as if I were hearing them. Each monologue should be about a different GCSE topic and contain specific details (names, places, times, opinions). For each monologue, ask me 3 questions testing whether I can extract the key details. After I answer, highlight the exact words in the monologue that provide each answer and explain any tricky grammar or vocabulary that might cause me to miss the detail.*

**What this helps you practise:**

Focusing on extracting specific factual details from German speech, training the skill of selective listening.

**How to use it well:**

Read each monologue twice (as you would hear it

twice in the exam). On the first read, get the gist. On the second, find the specific answers.

### **Prompt 53: Distinguishing Tenses in Spoken German**

#### **Copy this prompt into your AI tool:**

*Quiz me on distinguishing between tenses when listening to German. Create 15 German sentences and for each one ask me to identify whether the speaker is talking about the past (Perfekt or Imperfekt), present (Präsens), or future (Futur I or present tense with future time phrase). Include tricky examples where the tense marker is subtle, such as: the difference between Ich spiele Tennis (present) and Ich habe Tennis gespielt (Perfekt), or Ich fahre morgen nach Berlin (present with future meaning) versus Ich werde nach Berlin fahren (Futur I). Point out the audio cues: haben/sein plus participle for Perfekt, war/hatte for Imperfekt, werde for Futur I.*

#### **What this helps you practise:**

Recognising which tense is being used in spoken German, essential for answering questions about when events occur.

#### **How to use it well:**

Listen for the auxiliary verbs (habe, bin, war, hatte, werde) as your first clue to the tense. The past participle at the end confirms Perfekt.

### **Prompt 54: Numbers, Dates, and Times Listening Practice**

#### **Copy this prompt into your AI tool:**

*Drill me on understanding German numbers, dates, and times, which are frequently tested in Listening.*

*Test me on: (1) Distinguishing similar numbers: dreizehn (13) vs dreißig (30), vierzehn (14) vs vierzig (40), fünfzehn (15) vs fünfzig (50). (2) Telling*

*the time: Es ist Viertel vor drei, Es ist halb acht (remember: halb acht means half past seven, not half past eight). (3) Dates: am fünfzehnten März, am ersten Januar. (4) Prices: Das kostet zwölf Euro fünfzig. Give me 15 items written as German text and ask me to write the numerical value. Include the tricky halb convention.*

**What this helps you practise:**

Accurately processing numbers, dates, times, and prices in German, avoiding common traps like the halb convention.

**How to use it well:**

The halb trap is the most common error: halb drei means 2:30, not 3:30. Drill this until it is automatic. Also practise -zehn vs -zig for teens vs tens.

**Prompt 55: Spotting Distractors in Listening**

**Copy this prompt into your AI tool:**

*You are a GCSE German Listening coach. Train me on spotting distractors in Listening tasks. Explain that a distractor is when a speaker mentions something and then changes their mind, corrects themselves, or expresses a different final opinion. Create 5 short German dialogues or monologues where the speaker initially says one thing but then corrects or changes it, using phrases like: Nein, eigentlich... (No, actually...), Ich wollte... aber dann... (I wanted to... but then...), Zuerst dachte ich... aber jetzt... (At first I thought... but now...), or Nicht X sondern Y (Not X but Y). For each one, ask me what the final answer is and which was the distractor.*

**What this helps you practise:**

Identifying when a speaker changes their mind or corrects themselves, so you select the final or correct piece of information.

### **How to use it well:**

In the exam, if you hear a correction word like *eigentlich*, *aber*, *doch*, or *nein*, pay close attention because the answer is about to change.

## **Prompt 56: Umlaut and Pronunciation**

### **Awareness**

#### **Copy this prompt into your AI tool:**

*Test me on how umlauts and specific German sounds affect meaning in Listening. Explain the pronunciation differences between: u and ü (Mutter vs Mütter), o and ö (konnte vs könnte, schon vs schön), a and ä (Vater vs Väter, war vs wäre), and the sounds ch (ich-Laut vs ach-Laut), sch, sp/st at the start of words (spoken as shp/sht). Give me 10 pairs of words where the meaning changes with the umlaut and ask me to explain the difference in meaning for each. For example: konnte (could, past) vs könnte (could, conditional) completely changes the meaning.*

#### **What this helps you practise:**

Hearing the difference between umlaut and non-umlaut vowels, which can change meaning and tense in German words.

#### **How to use it well:**

Listen to German audio materials and specifically focus on umlaut sounds. The *konnte/könnte* distinction is particularly important as it changes tense and mood.

## **Prompt 57: Understanding Opinions and Justifications Aurally**

#### **Copy this prompt into your AI tool:**

*Present me with five GCSE-style exercises on identifying opinions and their justifications in spoken German. Create 5 short spoken-style German passages where the speaker gives an opinion and a*

*reason. Include a range of opinion structures: Ich finde es..., Meiner Meinung nach..., Ich halte das für..., Es gefällt mir (nicht)... followed by justifications with weil, da, denn. For each passage, ask me: (1) What is the speaker's overall opinion (positive, negative, or mixed)? (2) What reason do they give? After I answer, highlight the opinion phrases and justification connectives I should have identified.*

**What this helps you practise:**

Picking out opinions and reasons from spoken German, which is a frequent question type across all Listening papers.

**How to use it well:**

Train yourself to listen for opinion trigger words (finde, meine, glaube, denke) and justification connectives (weil, da, denn). These signal that key content is coming.

**Prompt 58: Listening for Negatives and Qualifiers**

**Copy this prompt into your AI tool:**

*Give me a GCSE-style Listening exercise focused on negatives and qualifiers in German, as missing these small words completely changes the meaning.*

*Create 10 German sentences, some positive and some containing negatives (nicht, kein, nie, nirgendwo, nichts, niemand, weder...noch) or qualifiers (fast, kaum, nur, ziemlich, sehr, nicht mehr, noch nicht). For each sentence, ask me whether the statement is positive, negative, partially negative, or qualified. After I answer, highlight the word that determines the meaning. For example: Er hat fast kein Geld is very different from Er hat viel Geld.*

**What this helps you practise:**

Catching negative words and qualifiers in spoken

German that change or limit the meaning of a statement.

**How to use it well:**

In the exam, a missed nicht or kein can lead to the opposite answer. Train yourself to always listen for these small but crucial words.

## Section 6

### Speaking Preparation and Fluency

The Speaking exam tests your ability to communicate in German in real time. Unlike Writing, you cannot go back and edit your work, so fluency, accuracy, and confidence all matter. This section provides targeted practice for every component of the GCSE German Speaking exam, from structured role plays to open-ended general conversation.

All three major exam boards test Speaking through similar formats: role plays with set scenarios and tasks, a photo card where you describe and discuss a photo, and a general conversation where the examiner asks you questions on at least two themes. The prompts here simulate all of these formats, helping you practise formulating responses quickly and with a range of language features that earn high marks.

To score well in Speaking, you need to demonstrate a range of tenses (past, present, and future), give and justify opinions, use complex sentence structures with subordinating conjunctions, and respond spontaneously to unexpected questions. The prompts in this section will build all of these skills progressively. Practise out loud whenever possible, as Speaking is a performance skill that improves with actual spoken practice.

#### **Prompt 59: Role Play: At a Restaurant**

##### **Copy this prompt into your AI tool:**

*Act as the examiner in a GCSE German Speaking role play set in a restaurant. I am the student. Give me the role play card in English with 5 tasks, such as: (1) Say what you would like to eat, (2) Ask what drinks are available, (3) Say you have a food allergy*

*(you choose which), (4) Ask how much the meal costs, (5) Respond to an unexpected question from the waiter. Play the role of the waiter and respond naturally to what I say in German. After the role play, give me feedback on my accuracy (grammar, vocabulary), communication (did I complete all tasks?), and suggest improvements. Correct any errors in my German.*

**What this helps you practise:**

Completing a restaurant role play with all tasks, including responding to an unpredictable question, as in the real Speaking exam.

**How to use it well:**

Practise saying your responses out loud. Focus on using polite forms (Ich hätte gern..., Könnten Sie mir sagen...) and responding naturally to the unexpected question.

**Prompt 60: Role Play: Buying Tickets**

**Copy this prompt into your AI tool:**

*You are a GCSE German Speaking examiner conducting a role play at a ticket office (Fahrkartenschalter or Kasse). I am the student. Give me a role play card with 5 tasks: (1) Say where you want to travel to, (2) Ask about departure times, (3) Say how many tickets you need and whether single or return, (4) Ask about student discounts, (5) Respond to an unexpected question. Play the ticket seller and interact with me in German. After the role play, assess my performance, highlighting correct use of question forms (Wann fährt...? Gibt es...? Was kostet...?) and any errors.*

**What this helps you practise:**

Practising transactional German for buying tickets, including question formation and handling an unpredictable element.

### **How to use it well:**

Learn key transactional phrases before starting: eine Fahrkarte, eine Rückfahrkarte, hin und zurück, einfach, eine Ermäßigung. These are useful across many role play scenarios.

### **Prompt 61: Photo Card: Holiday Scene**

#### **Copy this prompt into your AI tool:**

*Act as a GCSE German Speaking examiner conducting a photo card task. Describe a holiday photo to me (a family at the beach with sunshine, ice cream, and a child building a sandcastle). Then ask me the standard photo card questions: (1) Was siehst du auf dem Foto? (Describe the photo), (2) Was ist deine Meinung über Strandurlaube? (Opinion on beach holidays), (3) Was hast du letzten Sommer gemacht? (Past tense - last summer), (4) Was für einen Urlaub möchtest du in Zukunft machen? (Future plans), (5) An unexpected question related to holidays. Give me feedback after each answer on my use of tenses, opinions, and range of vocabulary.*

#### **What this helps you practise:**

Responding to photo card questions using present tense (description), past tense (last summer), and future tense (plans), plus opinions.

#### **How to use it well:**

For the photo description, use structures like Auf dem Foto sehe ich..., Im Vordergrund/Hintergrund gibt es..., Es scheint... zu sein. Always include at least three tenses across your answers.

### **Prompt 62: Photo Card: School Life**

#### **Copy this prompt into your AI tool:**

*Conduct a GCSE German photo card task about school. Describe a school photo to me (students in a classroom, a teacher at a whiteboard, books on*

*desks, some students looking interested and others bored). Ask me: (1) Beschreib mir das Foto (Describe the photo), (2) Wie findest du deine Schule? (Opinion about your school), (3) Was hast du gestern in der Schule gemacht? (Yesterday at school, past tense), (4) Was wirst du nach der Schule machen? (After school, future), (5) An unexpected question. After each response, give me feedback on grammar accuracy, range of vocabulary, and whether I successfully used different tenses.*

**What this helps you practise:**

Answering school-themed photo card questions with accurate tense use and a variety of opinions and justifications.

**How to use it well:**

Prepare set phrases for photo descriptions and opinions that you can adapt to any photo. Practise linking opinions to reasons with *weil* and *obwohl*.

**Prompt 63: General Conversation: Free Time and Hobbies**

**Copy this prompt into your AI tool:**

*Act as a GCSE German Speaking examiner conducting the general conversation section on the theme of Freizeit und Hobbys (free time and hobbies). Ask me 8 questions, progressing from simpler to more complex: start with Was machst du gern in deiner Freizeit? and Was ist dein Lieblingshobby?, then move to past tense (Was hast du letztes Wochenende gemacht?), future (Was wirst du nächstes Wochenende machen?), opinions (Findest du, dass Jugendliche zu viel Zeit am Handy verbringen?), and conditional (Was würdest du machen, wenn du mehr Freizeit hättest?). After all questions, grade my performance on range of language, tense usage, fluency, and accuracy.*

**What this helps you practise:**

Sustaining a general conversation on free time using multiple tenses, opinions, and conditional structures for top marks.

**How to use it well:**

Answer each question with at least 3-4 sentences.

Always try to include a reason (weil/da), a contrasting view (obwohl/trotzdem), and where possible a conditional (ich würde...).

**Prompt 64: General Conversation: Family and Relationships**

**Copy this prompt into your AI tool:**

*Conduct a GCSE German general conversation on Familie und Beziehungen (family and relationships).*

*Ask me 8 questions covering: describing family members and their personalities, what you do together as a family, how your relationship with your family has changed over time (past tense), what an ideal family would look like (conditional), whether friends are more important than family (opinion with justification), and what family life might be like in the future. Give me detailed feedback on my grammar accuracy, range of structures, and how well I justify my opinions.*

**What this helps you practise:**

Discussing family and relationships with a range of tenses, opinions, and complex structures in a general conversation format.

**How to use it well:**

Prepare descriptions of 2-3 family members using personality adjectives. Have a past event, a present routine, and a future plan related to family ready to discuss.

**Prompt 65: Spontaneous Response Training**

**Copy this prompt into your AI tool:**

*Test me on responding spontaneously to unexpected questions in GCSE German Speaking. Give me 10 questions, one at a time, on random GCSE themes that I would not be able to predict. These should include opinion questions (Was denkst du über...?), hypothetical questions (Was würdest du machen, wenn...?), and questions requiring me to think on my feet (Erzähl mir von einem Problem in deiner Stadt). Give me 20 seconds of thinking time for each (I will pause before answering), then I respond. After each response, give me a quick rating out of 5 for content and suggest one improvement.*

**What this helps you practise:**

Thinking and responding quickly in German without preparation, building the confidence needed for the unpredictable elements of Speaking.

**How to use it well:**

The key to spontaneous responses is having a bank of flexible phrases ready: Ich denke, dass..., Meiner Meinung nach..., Das kommt darauf an..., Einerseits...andererseits... Use these to buy thinking time.

**Prompt 66: Extending Answers Beyond the Minimum**

**Copy this prompt into your AI tool:**

*Set me a challenge: extend my answers in GCSE German Speaking to achieve the highest marks.*

*Take a simple question like Was ist dein Lieblingsfach? and show me the difference between a short answer (Mein Lieblingsfach ist Mathe) and an extended answer that includes: (1) the direct answer, (2) a reason with weil or da, (3) a past tense reference, (4) a future or conditional element, (5) a complex connective. Model a full extended answer, then give me 6 simple questions and ask me to extend each one using this framework. After each,*

*give me feedback on whether I successfully included all five elements.*

**What this helps you practise:**

Building detailed, multi-sentence responses that demonstrate a range of language and earn maximum content and range marks.

**How to use it well:**

Practise this extension technique with every Speaking question you answer. Even simple questions can lead to complex, high-scoring responses if you add reasons, tenses, and connectives.

**Prompt 67: Pronunciation and Intonation Practice**

**Copy this prompt into your AI tool:**

*Give me a GCSE-style pronunciation drill. Present a list of 20 words and phrases that GCSE students commonly mispronounce, grouped by sound: (1) ch sounds: ich, mich, nicht, Mädchen vs Bach, machen, nach, (2) umlauts: schön, für, müssen, Brücke, über, (3) z and tz: zehn, zusammen, Platz, (4) w and v: Wasser, Winter, Vater, vier, (5) ei and ie: mein, Wein vs Bier, Spiel, (6) sch, sp, st: Schule, spielen, Straße. For each group, explain the correct mouth position and give me a tongue-twister or practice sentence to repeat. Also explain that German question intonation rises at the end.*

**What this helps you practise:**

Improving pronunciation of commonly mispronounced German sounds, which contributes to the pronunciation mark in the Speaking exam.

**How to use it well:**

Practise each sound group aloud. Record yourself and listen back. Focus especially on ch, umlauts, and the w/v distinction as these are the most common problem areas.

## **Prompt 68: Using a Range of Tenses in Speaking**

### **Copy this prompt into your AI tool:**

*Quiz me on demonstrating a range of tenses in my GCSE German Speaking responses. Give me 5 general conversation questions, and for each one I must include all of the following tenses in my answer: present (Präsens), perfect (Perfekt), imperfect (Präteritum for war/hatte), future (Futur I with werde or present with future time phrase), and conditional (würde + infinitive). After each answer, check that I have correctly used all five tenses and highlight any tense errors. Topics should include: hobbies, school, town, holidays, and future plans.*

### **What this helps you practise:**

Deliberately incorporating all required tenses into Speaking responses, which is one of the key criteria for achieving the highest grades.

### **How to use it well:**

In the exam, consciously plan to include past, present, and future in every answer. The conditional is a bonus that pushes you into the top mark bands.

## **Prompt 69: Asking Questions in German**

### **Copy this prompt into your AI tool:**

*Drill me on forming questions in German for GCSE Speaking, especially for role plays where I need to ask for information. Present the three main question types: (1) Yes/No questions with verb-first order (Spielst du gern Fußball?), (2) W-questions with question words (Wo wohnst du? Was machst du? Wann fährst du? Warum lernst du Deutsch? Wie komme ich zum Bahnhof?), (3) Polite questions (Könnten Sie mir bitte helfen? Dürfte ich...? Wissen Sie, ob...?). Give me 10 situations where I need to*

*form a question in German and check my accuracy with word order and question word usage.*

**What this helps you practise:**

Forming grammatically correct questions in German, essential for role play tasks where specific information must be requested.

**How to use it well:**

Memorise the key question words (wo, was, wann, warum, wie, wer, wie viel, wie lange) and practise verb-first order for yes/no questions.

**Prompt 70: Expressing and Justifying Opinions in Depth**

**Copy this prompt into your AI tool:**

*You are a GCSE German Speaking examiner. Test me on giving sophisticated, well-justified opinions. Give me 6 opinion questions on different themes: technology, school uniform, the environment, healthy eating, social media, and living in a city vs countryside. For each one, I must: (1) give my opinion using a variety of phrases (nicht nur Ich finde, sondern auch Meiner Meinung nach, Ich bin fest davon überzeugt, dass..., Ich halte es für wichtig, dass...), (2) give a reason using weil/da, (3) give a contrasting view using obwohl or einerseits...andererseits, (4) conclude with a conditional (Ich würde...). After each answer, rate the sophistication of my opinion language out of 10.*

**What this helps you practise:**

Developing a repertoire of varied opinion phrases and justification structures that demonstrate range in the Speaking exam.

**How to use it well:**

Avoid repeating Ich finde throughout the exam. Prepare at least four different opinion phrases and rotate them. Each one demonstrates range.

## **Prompt 71: Recovering from Mistakes in Speaking**

### **Copy this prompt into your AI tool:**

*Present me with a GCSE Speaking recovery exercise. Explain that mistakes are normal and examiners expect them. Give me useful self-correction phrases: Nein, ich meine... (No, I mean...), Das heißt... (That is to say...), Entschuldigung, ich wollte sagen... (Sorry, I wanted to say...), Also... (So...). Then simulate a Speaking scenario where I will deliberately make errors, and coach me on how to self-correct smoothly without losing confidence. Also teach me filler phrases to buy thinking time: Also..., Nun ja..., Das ist eine gute Frage..., Lass mich nachdenken..., Ehrlich gesagt...*

### **What this helps you practise:**

Building confidence in self-correcting and using filler phrases to maintain fluency even when you make mistakes or need thinking time.

### **How to use it well:**

Practise self-correction in every Speaking practice session. Smooth self-correction actually shows the examiner that you know the grammar and can monitor your own accuracy.

## **Prompt 72: General Conversation: Environment and Social Issues**

### **Copy this prompt into your AI tool:**

*Conduct a GCSE German general conversation on the themes of Umwelt und soziale Probleme (environment and social issues). Ask me 8 questions progressing in difficulty: start with Was machst du, um die Umwelt zu schützen?, move to past tense (Was hat deine Schule letztes Jahr für die Umwelt gemacht?), future plans (Was wirst du in Zukunft tun, um umweltfreundlicher zu leben?), opinions on social issues (Was ist deiner Meinung nach das*

*größte soziale Problem?), and hypothetical (Was würdest du ändern, wenn du Premierminister/Premierministerin wärst?). Assess my use of advanced vocabulary, complex structures, and the conditional mood.*

**What this helps you practise:**

Discussing environment and social issues with sophisticated vocabulary, complex grammar, and hypothetical structures for top marks.

**How to use it well:**

These topics are perfect for Higher Tier students aiming for grades 7-9. Prepare key environment and social issue vocabulary before attempting this conversation.

## Section 7

### Writing Skills and Exam Technique

The Writing paper rewards students who can produce accurate, well-structured German with a range of vocabulary, tenses, and grammatical structures. Whether you are writing a short message at Foundation level or a 150-word essay at Higher level, the principles are the same: plan your response, demonstrate variety, and check your accuracy carefully.

GCSE German Writing tasks across AQA, Edexcel, and OCR typically include structured writing tasks where you must cover specific bullet points, translation from English into German, and sometimes open-ended writing. In every case, examiners are looking for a range of tenses, opinions with justifications, complex sentences using subordinating conjunctions with correct word order, and accurate grammar including correct case usage and verb conjugation.

These prompts will help you practise every aspect of the Writing exam, from planning and structuring your responses to checking for common errors. Pay particular attention to the accuracy-checking prompts, as many students lose marks through avoidable mistakes in case endings, word order, and verb forms. A few minutes of careful checking in the exam can make a significant difference to your grade.

#### **Prompt 73: Structured Writing: School and Education**

**Copy this prompt into your AI tool:**

*Act as a GCSE German Writing examiner. Give me a structured writing task on the topic of Schule und*

*Bildung (school and education) with four bullet points to address, such as: (1) Describe your school and what you study, (2) Give your opinion about school rules, (3) Tell me about a school event in the past, (4) What are your plans after school? I should write approximately 90 words for Foundation or 150 words for Higher. After I write my response, mark it using GCSE criteria: content (have I addressed all bullet points?), range of language (tenses, opinions, complex structures), and accuracy (grammar, spelling). Give specific corrections and suggestions for improvement.*

**What this helps you practise:**

Writing a complete structured response covering all bullet points with appropriate content, range, and accuracy for GCSE German.

**How to use it well:**

Plan before you write: assign each bullet point a tense and identify one complex structure to include in each paragraph. This ensures range across your response.

**Prompt 74: Structured Writing: Free Time and Technology**

**Copy this prompt into your AI tool:**

*Give me a GCSE German structured writing task about Freizeit und Technologie (free time and technology) with four bullet points: (1) What do you do in your free time? (2) How do you use technology and social media? (3) Describe something fun you did recently, (4) How would you spend your ideal weekend? After I write my response (aim for 150 words), assess it for: use of present tense (bullet 1-2), Perfekt (bullet 3), conditional with würde (bullet 4), range of vocabulary, opinion phrases with justifications, and accurate word order in*

*subordinate clauses. Give me a mark out of the available total and explain how I could improve.*

**What this helps you practise:**

Writing about free time and technology using a range of tenses and complex structures to cover all four bullet points fully.

**How to use it well:**

Bullet 4 is your opportunity to use the conditional: Ich würde..., An meinem idealen Wochenende würde ich... Make sure you show this structure clearly.

**Prompt 75: Translation: English to German  
Foundation Level**

**Copy this prompt into your AI tool:**

*Give me 5 Foundation-level English-to-German translation sentences for GCSE practice. These should use common vocabulary, present tense, perfect tense, simple opinions, and basic connectives. Example difficulty: 'I play football every weekend with my friends. Last Saturday, we went to the park. It was fun because the weather was good. I like sport because it is healthy. Next week I will play tennis.' After I translate each sentence, check for: correct verb conjugation, correct tense formation (especially Perfekt with haben/sein), word order (verb second rule, time-manner-place), and accurate vocabulary. Give me a corrected version and explain each error.*

**What this helps you practise:**

Translating Foundation-level sentences accurately into German, focusing on core tenses, vocabulary, and basic word order rules.

**How to use it well:**

Common errors in translation: forgetting to change word order (verb second), using the wrong auxiliary in Perfekt, and missing umlaut on verbs. Check these specifically.

## **Prompt 76: Translation: English to German Higher Level**

### **Copy this prompt into your AI tool:**

*Present me with 5 Higher-level English-to-German translation sentences for GCSE practice. These should include: subordinate clauses with verb-final order, opinions with justifications, a conditional sentence, at least one modal verb, and some advanced vocabulary. Example difficulty: 'Although I find school stressful, I know that education is important for my future. If I could change something, I would have less homework. I have been learning German for four years and I enjoy it because the lessons are interesting.' After I translate, check every detail: word order in subordinate clauses, correct case after prepositions, seit plus present tense, conditional formation, and spelling including umlauts.*

### **What this helps you practise:**

Translating complex Higher-level sentences with subordinate clauses, conditional, seit + present tense, and advanced structures.

### **How to use it well:**

This is one of the hardest parts of the exam. Break each sentence into clauses, translate each clause separately, then combine them with correct word order.

## **Prompt 77: Writing with a Variety of Tenses**

### **Copy this prompt into your AI tool:**

*Set me a GCSE German writing challenge that tests my range of tenses. Give me a writing task about holidays (Urlaub) with this instruction: Write about 150 words covering (1) what you usually do on holiday (present tense), (2) a specific holiday you went on last year (Perfekt/Imperfekt), (3) your plans*

*for next summer (Futur I), (4) your dream holiday (conditional with würde). After I write, highlight every verb and identify its tense. Tell me how many different tenses I have used and whether the distribution is balanced. Suggest improvements if I have over-relied on one tense.*

**What this helps you practise:**

Deliberately incorporating all four main tenses plus the conditional into a single piece of writing, demonstrating range for top marks.

**How to use it well:**

Before writing, underline the tense requirement for each section. After writing, go through and highlight your verbs to visually check you have used all required tenses.

**Prompt 78: Opinion + Justification Writing Practice**

**Copy this prompt into your AI tool:**

*Test me on writing opinions with justifications in German, which is a key requirement for GCSE Writing. Give me 6 topics (school uniform, social media, healthy eating, public transport, pocket money, part-time jobs for teenagers) and for each one ask me to write 2-3 sentences giving my opinion and justifying it. I should use a different opinion phrase for each topic (Ich finde..., Meiner Meinung nach..., Ich bin der Meinung, dass..., Ich glaube, dass..., Ich halte es für..., Ich bin überzeugt, dass...) and justify with weil, da, or obwohl. After each mini-response, check my grammar and rate the sophistication of my opinion language.*

**What this helps you practise:**

Writing varied opinion-plus-justification sentences across multiple topics, building a repertoire for exam responses.

### **How to use it well:**

Having six different opinion phrases in your toolkit means you never need to repeat yourself in the exam. Practise until each one feels natural.

### **Prompt 79: Complex Sentence Building Practice**

#### **Copy this prompt into your AI tool:**

*Give me a GCSE-style complex sentence building exercise. Present 10 simple German sentences and ask me to make each one more complex by: (1) adding a subordinate clause with weil, obwohl, dass, wenn, or als, (2) adding a time phrase with correct inversion, (3) extending with um...zu or a relative clause. For example, transform Ich spiele Fußball into Obwohl ich müde war, habe ich Fußball gespielt, weil es mein Lieblingssport ist. After each transformation, check my word order (especially verb position in subordinate clauses) and suggest alternative ways to make the sentence even more complex.*

#### **What this helps you practise:**

Transforming simple sentences into complex, multi-clause structures that demonstrate the range of grammar examiners reward.

#### **How to use it well:**

Use this as a writing warm-up before practice essays. The skill of upgrading simple sentences into complex ones directly transfers to your exam writing.

### **Prompt 80: Accuracy Checklist for Writing**

#### **Copy this prompt into your AI tool:**

*Present me with a comprehensive accuracy checklist for GCSE German Writing that I can use to proofread my work. After presenting the checklist, give me a 100-word German text that deliberately contains 10 errors covering: (1) wrong verb*

conjugation, (2) wrong case after a preposition, (3) word order error after a subordinating conjunction, (4) incorrect Perfekt auxiliary (haben instead of sein or vice versa), (5) missing umlaut, (6) adjective ending error, (7) wrong gender article, (8) separable verb prefix in wrong position, (9) incorrect negation (nicht instead of kein), (10) spelling error. Ask me to find and correct all 10 errors using the checklist.

Then reveal the answers.

### **What this helps you practise:**

Systematically proofreading German writing for the most common GCSE errors using a structured checklist approach.

### **How to use it well:**

Use this checklist every time you finish a practice writing task. In the exam, leave 5 minutes at the end to run through these checks on your work.

## **Prompt 81: Writing an Effective Introduction and Conclusion**

### **Copy this prompt into your AI tool:**

*You are a GCSE German Writing coach. Give me a masterclass on introductions and conclusions. Show me 3 different opening strategies: (1) a strong opinion statement (Meiner Meinung nach ist... eines der wichtigsten Themen heutzutage), (2) a rhetorical question (Wer hat sich nicht schon einmal gefragt, ob...?), (3) a general statement with personal connection (Heutzutage spielt Technologie eine große Rolle im Leben der Jugendlichen, und das gilt auch für mich). Then show me 3 concluding strategies: (1) summary with future look (Alles in allem... In Zukunft werde ich...), (2) conditional wish (Wenn ich die Möglichkeit hätte, würde ich...), (3) strong final opinion (Ich bin fest davon überzeugt, dass...). Give me a task and ask me to write an introduction and conclusion using these strategies.*

**What this helps you practise:**

Crafting polished introductions and conclusions that frame your writing professionally and demonstrate advanced language.

**How to use it well:**

Prepare two or three opening and closing phrases that you can adapt to any topic. This gives your writing a confident, structured feel.

**Prompt 82: Writing for Different Purposes and Audiences**

**Copy this prompt into your AI tool:**

*Quiz me on adjusting my German writing style for different purposes. Give me three short writing tasks that require different registers: (1) An informal message to a German friend about your weekend plans (use du form, casual language, exclamation marks), (2) A formal email to a hotel making a booking (use Sie form, polite phrases like Sehr geehrte Damen und Herren, Ich möchte... reservieren, Mit freundlichen Grüßen), (3) A blog post giving your opinion on an environmental issue (semi-formal, using opinion phrases and complex structures). For each one, I write 40-60 words and you assess whether my register is appropriate.*

**What this helps you practise:**

Adapting tone, register, and formality for different writing tasks, demonstrating awareness of audience and purpose.

**How to use it well:**

Always check whether the task specifies who you are writing to. Using du when Sie is needed (or vice versa) loses marks for communication.

**Prompt 83: Time-Manner-Place Word Order Practice**

**Copy this prompt into your AI tool:**

*Give me a GCSE-style exercise on the German Time-Manner-Place (TMP) word order rule for Writing.*

*Explain that in German, adverbial information generally follows the order: Time (wann?), then Manner (wie?), then Place (wo/wohin?). Give examples: Ich fahre morgen (Time) mit dem Zug (Manner) nach Berlin (Place). Ich gehe heute Abend (Time) gern (Manner) ins Kino (Place). Then give me 10 English sentences with time, manner, and place elements and ask me to translate them into German with correct TMP order. After each sentence, check my word order and explain any errors.*

**What this helps you practise:**

Applying correct TMP word order in German sentences, which affects the natural flow and accuracy of your Writing.

**How to use it well:**

Remember TMP as a rule of thumb. While it is not absolutely rigid, following it will make your German sound more natural and avoid word order errors.

**Prompt 84: Writing Under Timed Conditions**

**Copy this prompt into your AI tool:**

*Simulate exam conditions for GCSE German Writing. Give me a Higher Tier structured writing task with four bullet points on the topic of Gesundheit und Lebensstil (health and lifestyle). I have exactly 25 minutes to plan and write approximately 150 words. Time me and give me a 5-minute warning. After I submit my response, mark it rigorously using GCSE criteria: Content and Communication (have I addressed all bullet points fully?), Range of Language (variety of tenses, vocabulary, structures), and Accuracy (grammar, spelling, word order). Give me a mark and specific feedback on how to improve under timed conditions.*

**What this helps you practise:**

Writing a full GCSE response under realistic time pressure, building exam stamina and time management skills.

**How to use it well:**

Spend 5 minutes planning (assign tenses to bullet points, note key vocabulary), 15 minutes writing, and 5 minutes checking. Practise this timing repeatedly.

## Section 8

### Fixing Common Mistakes and Misconceptions

Every German learner makes certain predictable mistakes, and GCSE students are no exception. The good news is that once you are aware of these common errors, you can actively watch for and correct them. This section targets the most frequent mistakes that cost students marks in their exams, from case errors to false friends.

Many of these mistakes stem from interference from English. German word order rules, the case system, grammatical gender, and features like separable verbs have no direct equivalent in English, so your brain naturally wants to apply English patterns. The prompts here will help you retrain your instincts by practising the correct German patterns until they become automatic.

Be honest with yourself about which mistakes you make most often. Everyone has their own weak spots. Use these prompts diagnostically: try each one, identify your errors, then return to the relevant prompts repeatedly until the correct forms feel natural. Fixing even two or three persistent errors can make a noticeable difference to your accuracy marks.

#### **Prompt 85: Case Errors After Prepositions**

##### **Copy this prompt into your AI tool:**

*Give me a diagnostic test on case errors after German prepositions. Present 15 sentences where I must fill in the correct article form after a preposition. Mix Akkusativ prepositions (für, gegen, ohne, um, durch), Dativ prepositions (mit, nach, aus, zu, von, bei, seit, gegenüber), and Wechselpräpositionen (in, an, auf, über, unter,*

*neben, zwischen) where I must decide Akkusativ (movement/wohin?) or Dativ (location/wo?). After my answers, identify my weakest area and give me 10 more sentences focusing specifically on that area.*

*Explain each error clearly.*

**What this helps you practise:**

Diagnosing and fixing case errors after prepositions, one of the most common accuracy issues in GCSE German Writing and Speaking.

**How to use it well:**

Group the prepositions by case and learn them. For dual-case prepositions, always ask yourself: is this about movement to a place (Akkusativ) or being in a place (Dativ)?

**Prompt 86: Word Order After Subordinating Conjunctions**

**Copy this prompt into your AI tool:**

*Test me on my word order after subordinating conjunctions. I know that after weil, obwohl, dass, wenn, als, bevor, nachdem, während, damit, and ob the conjugated verb goes to the end, but I keep making mistakes. Give me 12 English sentences to translate into German using subordinating conjunctions, then check my verb placement.*

*Include tricky cases: (1) sentences with separable verbs in subordinate clauses (weil ich jeden Tag um sieben Uhr aufstehe), (2) sentences with modal verbs in subordinate clauses (obwohl ich Fußball spielen muss), (3) sentences with Perfekt in subordinate clauses (weil ich nach Berlin gefahren bin). Explain the verb order rule for each case.*

**What this helps you practise:**

Consistently placing the verb at the end of subordinate clauses, including with separable verbs, modals, and compound tenses.

### **How to use it well:**

After writing any sentence with a subordinating conjunction, immediately check: is my conjugated verb at the very end of the subordinate clause? Make this check a habit.

### **Prompt 87: Separable Verb Prefix Placement Errors**

#### **Copy this prompt into your AI tool:**

*Drill me on separable verb prefix placement to eliminate errors. Test me with 12 sentences using separable verbs (aufstehen, fernsehen, einkaufen, aufräumen, ausgehen, ankommen, mitkommen, zurückkommen, anrufen, einladen, vorhaben, aufhören) across different contexts: (1) present tense main clause (prefix goes to end), (2) with modal verb (prefix stays attached to infinitive at end), (3) Perfekt (ge- goes between prefix and stem: aufgestanden, eingekauft), (4) in a subordinate clause (prefix stays attached, verb at end: ...weil ich um sieben Uhr aufstehe). After my answers, correct any errors and explain the rule I broke.*

#### **What this helps you practise:**

Placing separable verb prefixes correctly in all sentence types, a persistent error area for GCSE German students.

#### **How to use it well:**

Practise each context separately first, then mix them. The rule changes depending on clause type and tense, so you need to be flexible.

### **Prompt 88: Adjective Ending Errors**

#### **Copy this prompt into your AI tool:**

*Give me a diagnostic test on adjective ending errors in German. Present 15 noun phrases where I must add the correct adjective ending. Mix: (1) after definite articles in Nominativ, Akkusativ, Dativ (der*

*große Hund, den großen Hund, dem großen Hund), (2) after indefinite articles (ein großer Hund, einen großen Hund, einem großen Hund), (3) with no article (kaltes Wasser, frische Luft). After my answers, identify my pattern of errors. Then explain the key principle: after a definite article, the adjective ending is weak (-e or -en); after ein where the article does not show the gender, the adjective ending is strong (showing the gender). Give me 10 more targeted practice sentences.*

**What this helps you practise:**

Applying correct adjective endings after definite articles, indefinite articles, and with no article across all cases and genders.

**How to use it well:**

Focus on the pattern: if the article already shows the gender clearly (der, die, das, den, dem), the adjective just takes -e or -en. If not, the adjective must show the gender itself.

**Prompt 89: Gender Confusion and Article Errors**

**Copy this prompt into your AI tool:**

*Quiz me on gender accuracy in German. Give me a test of 25 common GCSE nouns where I must identify the correct gender, including tricky ones that English speakers often get wrong. Include: die Schule (not das), das Mädchen (neuter despite meaning girl), der Junge (weak masculine), die Universität (-tät endings are feminine), das Rathaus (-haus compounds are neuter), der Computer (masculine), die Umwelt (feminine). After the test, present useful gender patterns: -ung endings are feminine, -chen/-lein endings are neuter, -er endings for male persons are masculine, -keit/-heit/-schaft/-tät are feminine.*

### **What this helps you practise:**

Learning and applying gender patterns to reduce article errors, which affect case accuracy throughout your German.

### **How to use it well:**

Always learn nouns with their article, never in isolation. Use the gender patterns as a safety net when you cannot remember a specific article.

### **Prompt 90: False Friends (Falsche Freunde)**

#### **Copy this prompt into your AI tool:**

*You are a GCSE German examiner. Test me on German false friends (falsche Freunde) that commonly trip up students. A false friend is a German word that looks like an English word but means something different. Test me on these common false friends: bekommen (means to receive, NOT to become), das Gift (means poison, NOT gift), aktuell (means current, NOT actual), eventuell (means possibly, NOT eventually), also (means so/therefore, NOT also), fast (means almost, NOT fast), der Chef (means boss, NOT chef), sensibel (means sensitive, NOT sensible), sympathisch (means likeable, NOT sympathetic), das Gymnasium (means grammar school, NOT gymnasium), brav (means well-behaved, NOT brave). For each one, give me the German word, the false English equivalent, the real meaning, and a German sentence using it correctly.*

### **What this helps you practise:**

Recognising and avoiding false friends that cause mistranslation in Reading, Listening, and translation tasks.

### **How to use it well:**

Make flashcards for all the false friends listed. Test yourself on them regularly, as they appear

frequently in GCSE exam texts designed to test this knowledge.

### **Prompt 91: Umlaut and Spelling Errors**

#### **Copy this prompt into your AI tool:**

*Set me a challenge on common umlaut and spelling errors in GCSE German. Explain that umlauts (ä, ö, ü) are not optional decorations but change the meaning and grammar of words. Test me on: (1) words where a missing umlaut changes meaning: schon (already) vs schön (beautiful), schwul (gay) vs schwül (humid), fur (not a word) vs für (for), (2) verb forms that require umlauts: möchte, könnte, würde, müsste, (3) plurals that add umlauts: der Vater/die Väter, das Buch/die Bücher, die Mutter/die Mütter, (4) comparative forms with umlauts: groß/größer, alt/älter, warm/wärmer. Give me 15 sentences with deliberate umlaut errors for me to correct.*

#### **What this helps you practise:**

Ensuring correct umlaut usage in spelling, which affects accuracy marks and can change the meaning of words entirely.

#### **How to use it well:**

If handwriting in the exam, make your umlauts clear.  
If typing for practice, learn the keyboard shortcuts.  
Always check umlauts when proofreading.

### **Prompt 92: Haben vs Sein in Perfekt**

#### **Copy this prompt into your AI tool:**

*Test me on choosing correctly between haben and sein when forming the Perfekt. I know that most verbs use haben, but verbs of movement (gehen, fahren, fliegen, kommen, laufen, reisen, schwimmen, steigen) and change of state (werden, sterben, aufwachen, einschlafen, wachsen) plus sein and bleiben use sein. Give me 20 sentences in English to translate into German Perfekt, mixing haben and*

*sein verbs. Include tricky cases: (1) reflexive verbs always use haben (Ich habe mich gefreut), (2) verbs that can take both depending on meaning (Ich bin geschwommen vs Ich habe einen Kilometer geschwommen is debated but Ich bin... is standard at GCSE), (3) reisen and passieren use sein. Check my auxiliary choice for each sentence.*

**What this helps you practise:**

Consistently choosing the correct auxiliary verb (haben or sein) in the Perfekt, avoiding a very common GCSE error.

**How to use it well:**

Learn the sein verbs as a specific list rather than trying to remember the rules. There are about 15-20 common ones, and memorising them is more reliable.

**Prompt 93: Confusing Similar Words and Structures**

**Copy this prompt into your AI tool:**

*Present me with a GCSE-style quiz on commonly confused German words and structures. Test me on:*

*(1) wenn (when/if, present/future) vs als (when, single past event) vs wann (when, in questions), (2) wissen (to know a fact) vs kennen (to know/be familiar with a person or place), (3) gern (gladly, with verbs for liking) vs gerne vs mögen, (4) nach (to, for cities/countries/home) vs zu (to, for people/specific places) vs in (to, for countries with articles), (5) seit (since/for, with present tense) vs vor (ago, with past tense), (6) da (since/because or there) vs dort (there) vs dahin (to there). Give me 15 sentences where I must choose the correct word.*

*Explain each distinction clearly.*

**What this helps you practise:**

Distinguishing between commonly confused German

words that have overlapping or similar meanings but different uses.

**How to use it well:**

The wenn/als/wann distinction is tested extremely frequently. Learn the rule: wann for questions, als for single past events, wenn for everything else.

**Prompt 94: Verb Conjugation Error Drill**

**Copy this prompt into your AI tool:**

*Give me an intensive verb conjugation error correction drill. Write 20 German sentences that each contain exactly one verb conjugation error. The errors should include: (1) wrong present tense ending (du spielen instead of du spielst), (2) missing stem change in irregular verbs (du fahrst instead of du fährst... wait, that is correct; er fährt instead of er fährt), (3) wrong Perfekt participle (gegeht instead of gegangen), (4) wrong auxiliary in Perfekt (ich habe gegangen instead of ich bin gegangen), (5) wrong worden conjugation, (6) modal verb errors, (7) wrong werden form in Futur I. For each sentence, I must identify and correct the error. After all 20, tell me which verb areas I need to review.*

**What this helps you practise:**

Spotting and correcting verb conjugation errors quickly, building the proofreading skill needed for checking your own Writing.

**How to use it well:**

Treat this as a timed drill. Try to spot each error within 15 seconds. This trains the error-detection speed you need when checking your work in the exam.

## Section 9

### Final Revision and Exam-Week Prompts

The final days before your GCSE German exam are not the time to learn new material. Instead, this is when you consolidate what you already know, fill in any remaining gaps, and build your confidence. The prompts in this section are designed for the last week before the exam, giving you efficient, focused revision that maximises your readiness.

These prompts cover rapid vocabulary sweeps across all themes, grammar drills on the most commonly tested structures, mini mock tasks that simulate exam conditions, and a final readiness check. They are deliberately shorter and more intense than earlier prompts because your revision sessions in the final week should be focused and frequent rather than long and exhausting.

Trust your preparation. By the time you reach this section, you will have worked through vocabulary, grammar, reading, listening, speaking, and writing skills. These final prompts are about activating and connecting everything you have learned so it is fresh and accessible on exam day. Stay calm, stay focused, and use these prompts to enter the exam room with confidence.

#### **Prompt 95: Rapid Vocabulary Sweep Across All Themes**

**Copy this prompt into your AI tool:**

*Give me a rapid-fire vocabulary test covering all GCSE German themes in one session. Present 50 items, mixing English-to-German and German-to-English, with approximately 5 items from each theme: family, free time, technology, holidays, school, work, environment, health, town, and social*

*issues. Move quickly, giving me each item and immediately checking my answer before moving to the next. At the end, give me my total score out of 50 and list the themes where I scored lowest so I know where to focus my final revision. Include a mix of basic and Higher Tier vocabulary.*

**What this helps you practise:**

Testing vocabulary breadth across all themes in one efficient session, identifying any remaining weak areas for last-minute revision.

**How to use it well:**

Do this test three days before the exam. Focus your remaining revision time on the themes where you score lowest. Repeat the test the day before the exam.

**Prompt 96: Key Grammar Structures Speed Drill**

**Copy this prompt into your AI tool:**

*Run a speed drill testing me on the most important grammar structures for GCSE German. Present 20 English sentences to translate into German, each testing a different key structure: (1) present tense with stem change, (2) Perfekt with haben, (3) Perfekt with sein, (4) Imperfekt of sein/haben, (5) Futur I, (6) modal verb with infinitive, (7) separable verb in present, (8) subordinate clause with weil, (9) subordinate clause with obwohl, (10) conditional with würde, (11) um...zu construction, (12) seit plus present tense, (13) adjective endings, (14) dative after preposition, (15) accusative after preposition, (16) inversion after time phrase, (17) relative clause, (18) comparative, (19) reflexive verb, (20) negation with kein. Check each answer immediately and give me a final score with areas to review.*

**What this helps you practise:**

Rapidly demonstrating all key grammar structures in

one intensive session, ensuring nothing has been forgotten before the exam.

**How to use it well:**

This is your grammar MOT. If you score 16 or above out of 20, you are in good shape. Below 16, revisit the specific structures you got wrong using the earlier prompts.

**Prompt 97: Mini Mock: Reading and Translation**

**Copy this prompt into your AI tool:**

*Create a mini mock GCSE German Reading and Translation paper. Include: (1) a short German text of 80 words with 4 comprehension questions in English, (2) a True/False/Not Mentioned exercise with 4 statements based on a second short German text, (3) a German-to-English translation of 40 words, and (4) an English-to-German translation of 40 words. Give me 20 minutes to complete everything. After I finish, mark each section, give me a score, and provide brief feedback on my strengths and areas for improvement. This should feel like a compressed version of the real exam.*

**What this helps you practise:**

Completing a range of Reading and Translation tasks under time pressure, simulating exam conditions in a short, focused session.

**How to use it well:**

Do this two days before the exam. It will show you whether your Reading and Translation skills are exam-ready and highlight any last-minute issues.

**Prompt 98: Mini Mock: Writing Task**

**Copy this prompt into your AI tool:**

*Set me a mini mock GCSE German Writing task. Give me one structured writing task with four bullet points on a topic I have not practised much (you*

*choose the topic from the GCSE themes). I have 20 minutes to plan and write 150 words. After I submit, mark it strictly using GCSE criteria: Content (all bullet points addressed?), Range of Language (at least three tenses, opinions, complex structures, varied vocabulary), and Accuracy (verb conjugation, case usage, word order, spelling). Give me a grade and three specific things to remember on exam day based on my performance.*

**What this helps you practise:**

Writing a complete exam-style response under timed conditions and receiving targeted feedback to carry into the actual exam.

**How to use it well:**

Treat this exactly like the real exam. Write under timed conditions, plan before writing, and check your work at the end. Note the three pieces of feedback.

**Prompt 99: Speaking General Conversation**

**Final Run-Through**

**Copy this prompt into your AI tool:**

*Conduct a final Speaking general conversation practice covering two GCSE themes, just as in the real exam. Choose two themes at random and ask me 5-6 questions on each, progressing from simple to complex. Include at least one past tense question, one future question, one opinion question, and one hypothetical question per theme. After the full conversation, give me an overall assessment: Am I using a range of tenses? Am I giving extended answers? Am I using complex structures? Am I pronouncing words clearly? Give me three specific reminders to take into the Speaking exam.*

**What this helps you practise:**

Completing a full-length general conversation

practice covering two themes with the range and depth expected in the real Speaking exam.

**How to use it well:**

Do this the day before your Speaking exam. Focus on fluency and range rather than perfection.

Remember: self-correction is fine and shows the examiner you know the rules.

**Prompt 100: Final Confidence Check and Exam-Day Reminders**

**Copy this prompt into your AI tool:**

*Act as my GCSE German revision coach for a final confidence check. Ask me 10 quick-fire questions that test whether I am exam-ready: (1) Give me the Perfekt of gehen, (2) What case follows mit?, (3) Translate 'I would like' into German, (4) What happens to the verb after weil?, (5) Give me the Imperfekt of sein for ich, (6) What is the German for 'in my opinion'?, (7) How do you say 'for three years' with seit?, (8) Give me the conditional of 'I would play', (9) What gender is die Umwelt?, (10) Name one false friend. After my answers, give me a confidence rating and a final list of exam-day reminders: read questions carefully, manage your time, check your work, use all the tenses, stay calm, and trust your preparation.*

**What this helps you practise:**

A final quick check of essential knowledge followed by motivating exam-day reminders to boost confidence.

**How to use it well:**

Do this on the morning of the exam or the night before. It should take only 5 minutes and will reassure you that you are ready.

## **Final Closing Note**

You have now worked through 100 prompts designed to help you think more clearly, revise more effectively, and prepare more confidently for your GCSE.

Remember: the goal was never to rely on AI for answers. The goal was to use it as a tool to test, challenge, and strengthen your own understanding.

The strongest students are not those who avoid difficulty, but those who engage with it deliberately. Each mistake you identified, each explanation you improved, and each gap you filled has strengthened your thinking.

As you continue your studies, aim to depend less on prompts and more on your own judgement. AI can support you — but your reasoning, clarity, and persistence are what earn marks.

Approach your exams calmly. Think carefully. Write clearly.

You are more prepared than you think.

## **Using AI Beyond This Book**

The prompts in this book are starting points, not final forms.

As you grow more confident, begin modifying them:

- Add constraints (for example, “limit to three key points”).
- Increase difficulty gradually.
- Ask the AI to challenge your reasoning.
- Request alternative explanations.
- Ask it to critique your thinking rather than provide answers.

The most powerful use of AI is not asking it to tell you things — it is asking it to test and refine your thinking.

In the future, those who understand how to use tools intelligently will have an advantage. Treat AI as a tutor, not a shortcut. The skill of asking better questions will continue to matter long after your exams are over.

## **About the Author**

James R. Martin holds an MSci in Physics from the University of Bristol and a PGCE with a Physics focus from the University of Oxford. He has over a decade of experience teaching and tutoring students aged 11–18 across a range of subjects, including Physics, Biology, Chemistry, Mathematics, Economics, and Electronics.

He has worked with multiple syllabi, including GCSE, A-Level, KS3, and the International Baccalaureate Diploma Programme (IBDP), supporting students of varying abilities to develop clarity, confidence, and exam success.

His work focuses on effective revision strategies, independent thinking, and the responsible use of artificial intelligence as a tool to strengthen — not replace — understanding.

## **Other Titles in This Series**

The *100 AI Prompts for Smarter Revision* series supports students across GCSE, A-Level, and IB DP subjects.

### **GCSE**

- English Language
- English Literature
- Mathematics
- Physics
- Biology
- Chemistry
- Geography
- History
- Computer Science
- Economics
- Business Studies
- Religious Studies
- Psychology
- French
- Spanish
- German

### **A-Level**

- Mathematics
- Further Mathematics
- Physics
- Chemistry
- Biology
- Economics
- History
- Geography
- English Literature
- Psychology
- Computer Science

- Politics
- Business

**IBDP**

- Mathematics: Analysis & Approaches
- Mathematics: Applications & Interpretation
- Physics
- Chemistry
- Biology
- Economics
- Geography
- History
- English A: Literature
- English A: Language & Literature
- Psychology
- Business Management
- Computer Science