



*Rewarding Learning*

**General Certificate of Secondary Education  
2019**

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# **German**

Unit 2

Teacher's  
Booklet

Speaking Examinations

**[GGR21]**

**MONDAY 8 APRIL – FRIDAY 10 MAY**

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## Unit 2 Speaking Examination

To be conducted by the teacher and recorded for marking. It is worth 25% of the marks for GCSE and is marked out of 60.

Refer to GCSE Specification Section 6.2

### Controlled Assessment supervised preparation for Conversation Topic 1

Time allowed: 1 hour in normal class time under medium supervision.  
The use of a dictionary is **not** permitted during the supervised preparation time.

### Instructions – Controlled Assessment preparation session

Candidates have 1 hour to prepare in advance of the speaking examination, under supervised controlled conditions, using the Candidate Preparation Sheet:

- The centre will download the Context for Learning Conversation Topic 1 title from our GCSE Subject microsite in the September prior to the Summer series.
- The centre will provide the candidate with the Candidate Preparation Sheet [available on the Subject microsite].
- The centre will, during normal class teaching time and at a time appropriate to the centre, provide their candidates with a **one** hour block of time in which to research the set conversation topic and complete their Candidate Preparation Sheet.
- The teacher will provide candidates with the Conversation Topic 1 title.
- Candidates are permitted to work as individuals or in pairs or small groups.
- Candidates can have access to GCSE text books, study guides, classwork/homework books and the CCEA German Core Minimum Vocabulary [Specification Appendix 5].  
**No access** to a dictionary.
- Teachers can give guidance but **must not** correct any written preparation the candidates have completed during the session.
- At the end of the 1 hour controlled preparation session, the candidate must sign to authenticate their work and then hand **only** their Candidate Preparation Sheet to the teacher.
- The teacher must sign and date to authenticate the Candidate Preparation Sheet, then securely and confidentially retain all Candidate Preparation Sheets until the day of the Speaking examination.
- The Candidate Preparation Sheet will be given back to the candidate during the Speaking examination but **only at the start** of the Conversation Topic 1 element.

### Speaking Examination

The examination should be conducted in the following order:  
two role-plays, Conversation Topic 1 and Conversation Topic 2.

Time allowed:  
10 minutes supervised preparation time for the two role-plays.  
The Speaking examination should last between 7–12 minutes [maximum time permitted].

The use of a dictionary is **not** permitted at any time during this test and this includes the 10 minutes supervised preparation time.

## Instructions – Speaking examination

- The test will last a **maximum of 12 minutes**.
- The test will consist of:
  - (a) two role-play cards [both taken from **one** of the two Contexts for Learning not covered in (b)];
  - (b) one pre-prepared conversation topic [Conversation Topic 1 title pre-released by CCEA and prepared by the candidate in advance]; and
  - (c) one teacher-led conversation topic [Conversation Topic 2 selected by the teacher from the Context for Learning not covered in (a) or (b) above].

### Role-play 1

10 marks (up to 2 minutes)

### Role-play 2

10 marks (up to 2 minutes)

- The candidate has 10 minutes to prepare for the two role-plays.
- The candidate **must only** use the Candidate Role-play Response Sheet to make written notes. This sheet must be brought into the examination.
- The situations and responses provided are intended to assist teachers in the conduct of the role-plays and to help standardise the responses made by the candidates, thus making for greater reliability in the marking of the role-plays.
- Teachers should adhere strictly to the responses.
- Teachers must not help the candidate either by translating or by suggesting words to use, as no marks can then be awarded.
- At the end of the examination the candidate **must return** the Candidate Role-play Response Sheet to his/her teacher who **must retain** it securely and confidentially until the end of the Enquiry About Results process.

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### Conversation: Topic 1

20 marks (up to 4 minutes)

- The candidate engages in a conversation on the prepared topic (title set by CCEA).
- The candidate must use their Candidate Preparation Sheet.
- At the end of the examination the candidate **must return** the Candidate Preparation Sheet to his/her teacher who **must retain** it securely and confidentially until the end of the Enquiry About Results process.

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### Conversation: Topic 2

20 marks (up to 4 minutes)

In response to questions from the teacher, the candidate engages in a conversation on a topic taken from the remaining Context for Learning. Candidates are **not** permitted to use any notes or materials.

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### Sessions:

Each set of cards for each Session contains two role-plays from the same Context for Learning. Teachers must present the two sets of role-play cards face-down so that the scenarios are unseen.

Teachers must alternate the sets of cards during each day **as below**.

	Pre-break	Pre-lunch	Post-lunch
Day 1	Session A cards	Session B cards	Session C cards
Day 2	Session D cards	Session E cards	Session F cards
Day 3	Session C cards	Session A cards	Session B cards
Day 4	Session F cards	Session D cards	Session E cards
etc.	etc.	etc.	etc.

GCSE: Modern Languages 20 \_\_\_\_\_  
 Speaking: Conversation [Topic 1]  
 Candidate Preparation Sheet  
 Subject: GCSE \_\_\_\_\_ [Modern Language]



<b>Context for Learning:</b>	
<b>Topic:</b>	

**Outline:**  
 You must provide an outline of your task in not more than 40 words.  
 You can only use:

- recognisable, single words
- short phrases
- sentences up to a maximum of 6 words per sentence.

No images, diagrams, graphics or pictures will be accepted.

**Candidate authentication:** I certify that this is my own work. Signature \_\_\_\_\_

**Teacher authentication:** I certify that this is solely the work of this candidate which was produced within the 1 hour preparation session under the conditions specified in the Specification.

Signature \_\_\_\_\_ Date \_\_\_\_\_

<p><b>Centre details:</b></p> <p>Name: _____</p> <p>Number: <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/></p>	<p><b>Candidate details:</b></p> <p>Name: _____</p> <p>Number: <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/></p>
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**This must be retained in the centre until after the end of the Enquiry About Results process.**

CCEA, 29 Clarendon Road, Clarendon Dock, Belfast BT1 3BG Tel: (028) 9026 1200 Fax: (028) 9026 1234

GCSE: Modern Languages 20 \_\_\_\_\_

Speaking: Role-plays

Candidate Role-play Response Sheet

Subject: GCSE \_\_\_\_\_ [Modern Language]

Please tick the context which you the candidate have chosen for

Role-plays: 1  2  3



**Role-play 1 Notes for response:**

1

2

3

4

5

**Role-play 2 Notes for response:**

1

2

3

4

5

**Candidate authentication:** I certify that this is my own work. Signature \_\_\_\_\_

**Teacher authentication:** I certify that this is solely the work of this candidate which was produced within the 10 minute preparation session under the conditions specified in the Specification.

Signature \_\_\_\_\_ Date \_\_\_\_\_

**Centre details:**

Name: \_\_\_\_\_

Number:

**Candidate details:**

Name: \_\_\_\_\_

Number:

**This must be retained in the centre until after the end of the Enquiry About Results process.**

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**German**

**Speaking Examination 2019**

**Teacher's Booklet**

**Contents**

Role-plays Context for Learning 1

Role-plays Context for Learning 2

## CONTEXT FOR LEARNING 1: Identity, Lifestyle and Culture

### SESSION A

#### Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

#### Instructions to the candidate:

You have just been introduced to a new German pupil at school.

Your teacher will play the part of the German pupil.

Your teacher will speak first.

#### Situation A: Myself

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- 1 **Teacher:** Wie heißt du und wie schreibt man das?  
**Candidate:** Say your name and spell it in German.
- 2 **Teacher:** Hast du Geschwister?  
**Candidate:** Say how many brothers and sisters you have.
- 3 **Teacher:** Wie bist du?  
**Candidate:** Give **two** details about your personality.
- 4 **Teacher:** Was sind deine Hobbys?  
**Candidate:** Say what your hobbies are (**two** details).
- 5 **Teacher:** Was hast du am Wochenende gemacht?  
**Candidate:** Say what you did last weekend.

## CONTEXT FOR LEARNING 1: Identity, Lifestyle and Culture

### SESSION A

#### Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

#### Instructions to the candidate:

You are discussing TV with your German friend.

Your teacher will play the part of your friend.

Your teacher will speak first.

#### Situation B: Television

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- 1 **Teacher:** Wie oft siehst du fern?  
**Candidate:** Say how often you watch TV.
- 2 **Teacher:** Was für Sendungen siehst du gern?  
**Candidate:** Say what sort of programmes you like watching.
- 3 **Teacher:** Und warum?  
**Candidate:** Say why.
- 4 **Teacher:** Wo siehst du fern?  
**Candidate:** Say where you watch TV.
- 5 **Teacher:** Was machst du sonst abends?  
**Candidate:** Say what else you do in the evening.

## CONTEXT FOR LEARNING 1: Identity, Lifestyle and Culture

### SESSION B

#### Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

#### Instructions to the candidate:

You are talking to your German friend about your family.

Your teacher will play the part of your friend.

Your teacher will speak first.

#### Situation C: Family

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- 1 **Teacher:** Hast du Geschwister?  
**Candidate:** Say whether you have brothers and sisters.
- 2 **Teacher:** Wie verstehst du dich mit deiner Familie?  
**Candidate:** Say which member of your family you get on well with.
- 3 **Teacher:** Warum?  
**Candidate:** Say why.
- 4 **Teacher:** Was ist dein Vater oder deine Mutter von Beruf?  
**Candidate:** Say what job **one** of your parents has.
- 5 **Teacher:** Wie findet er/sie das?  
**Candidate:** Say if he/she likes it and why.

## CONTEXT FOR LEARNING 1: Identity, Lifestyle and Culture

### SESSION B

#### Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

#### Instructions to the candidate:

You are in a restaurant in Austria.

Your teacher will play the part of the waiter/waitress.

Your teacher will speak first.

#### Situation D: Eating out

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- 1 **Teacher:** Guten Abend. Haben Sie eine Reservierung?  
**Candidate:** Give your name and say you reserved a table.
- 2 **Teacher:** Was möchten Sie trinken?  
**Candidate:** Order something to drink.
- 3 **Teacher:** Möchten Sie bestellen?  
**Candidate:** Order a main course.
- 4 **Teacher:** Hat es geschmeckt?  
**Candidate:** Say it was delicious.
- 5 **Teacher:** Das ist sehr schön.  
**Candidate:** Thank the waiter/waitress and ask for the bill.

## CONTEXT FOR LEARNING 1: Identity, Lifestyle and Culture

### SESSION C

#### Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

#### Instructions to the candidate:

You are discussing your friend with your German exchange partner.

Your teacher will play the part of your exchange partner.

Your teacher will speak first.

#### Situation E: Friends

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- 1 **Teacher:** Wie heißt dein bester Freund/deine beste Freundin und wie schreibt man das?  
**Candidate:** Say what your best friend is called and spell it in German.
- 2 **Teacher:** Wo wohnt er/sie?  
**Candidate:** Say where he/she lives.
- 3 **Teacher:** Wie sieht er/sie aus?  
**Candidate:** Say what he/she looks like.
- 4 **Teacher:** Wie ist er/sie?  
**Candidate:** Say what type of person he/she is. (Give **two** details.)
- 5 **Teacher:** Was macht ihr am Wochenende?  
**Candidate:** Say what you do together at the weekend.

## CONTEXT FOR LEARNING 1: Identity, Lifestyle and Culture

### SESSION C

#### Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

#### Instructions to the candidate:

You are talking to your German friend about your sister's birthday party.

Your teacher will play the part of your German friend.

Your teacher will speak first.

#### Situation F: A birthday celebration

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- 1 **Teacher:** Wann und wo ist die Party?  
**Candidate:** Say when and where the party is.
- 2 **Teacher:** Wie alt ist deine Schwester?  
**Candidate:** Say how old your sister is.
- 3 **Teacher:** Was machen wir auf der Party?  
**Candidate:** Say what there is to do at the party.
- 4 **Teacher:** Hast du ein Geschenk?  
**Candidate:** Say what present you have bought.
- 5 **Teacher:** Was kann ich zur Party mitbringen?  
**Candidate:** Name **one** thing your friend can bring to the party.

## CONTEXT FOR LEARNING 1: Identity, Lifestyle and Culture

### SESSION D

#### Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

#### Instructions to the candidate:

You are telling your German exchange partner about yourself.

Your teacher will play the part of your German exchange partner.

Your teacher will speak first.

#### Situation G: Myself

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- 1 **Teacher:** Wie alt bist du?  
**Candidate:** Say how old you are.
- 2 **Teacher:** Wann hast du Geburtstag?  
**Candidate:** Say when your birthday is.
- 3 **Teacher:** Beschreib deine Familie.  
**Candidate:** Give **two** details about your family.
- 4 **Teacher:** Hast du ein Haustier?  
**Candidate:** Say what pets you have.
- 5 **Teacher:** Was wirst du nächstes Wochenende machen?  
**Candidate:** Say what you are going to do next weekend.

**CONTEXT FOR LEARNING 1: Identity, Lifestyle and Culture**

**SESSION D**

**Instructions to the teacher:**

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

**Instructions to the candidate:**

You are talking to your German friend about going to the cinema.

Your teacher will play the part of your German friend.

Your teacher will speak first.

**Situation H: Cinema**

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- 1 **Teacher:** Wie oft gehst du ins Kino?  
**Candidate:** Say how often you go to the cinema.
- 2 **Teacher:** Was für Filme gefallen dir am besten?  
**Candidate:** Say what type of films you like.
- 3 **Teacher:** Warum?  
**Candidate:** Say why.
- 4 **Teacher:** Wann willst du ins Kino gehen?  
**Candidate:** Suggest a day and time.
- 5 **Teacher:** Wo treffen wir uns?  
**Candidate:** Suggest a place to meet.

## CONTEXT FOR LEARNING 1: Identity, Lifestyle and Culture

### SESSION E

#### Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

#### Instructions to the candidate:

You are at a market in Austria.

Your teacher will play the part of the stallholder.

Your teacher will speak first.

#### Situation I: At the market

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- 1 **Teacher:** Guten Tag. Was darf es sein?  
**Candidate:** Ask for a vegetable of your choice.
- 2 **Teacher:** Ja natürlich.  
**Candidate:** Ask for 2 kilos.
- 3 **Teacher:** Sonst noch etwas?  
**Candidate:** Ask for some fruit of your choice.
- 4 **Teacher:** Ja. Sie sind sehr lecker!  
**Candidate:** Ask how much they cost.
- 5 **Teacher:** Vier Euro pro Kilo.  
**Candidate:** Say no, thank you. That is too expensive.

## CONTEXT FOR LEARNING 1: Identity, Lifestyle and Culture

### SESSION E

#### Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

#### Instructions to the candidate:

You are talking to your German exchange partner about your friend.

Your teacher will play the part of your German exchange partner.

Your teacher will speak first.

#### Situation J: Friends

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- 1 **Teacher:** Wie heißt dein Freund/deine Freundin?  
**Candidate:** Say what your friend is called.
- 2 **Teacher:** Wann hat er/sie Geburtstag?  
**Candidate:** Say when his/her birthday is.
- 3 **Teacher:** Hat er/sie ein Haustier?  
**Candidate:** Say which pet he/she has.
- 4 **Teacher:** Was sind seine/ihre Hobbys?  
**Candidate:** Say what he/she likes doing.
- 5 **Teacher:** Was hat er/sie letztes Wochenende gemacht?  
**Candidate:** Say what he/she did last weekend.

## CONTEXT FOR LEARNING 1: Identity, Lifestyle and Culture

### SESSION F

#### Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

#### Instructions to the candidate:

You are talking to your Swiss friend about your daily routine.

Your teacher will play the part of your Swiss friend.

Your teacher will speak first.

#### Situation K: Daily routine

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- 1 **Teacher:** Um wie viel Uhr stehst du auf?  
**Candidate:** Say at what time you get up.
- 2 **Teacher:** Was isst du zum Frühstück?  
**Candidate:** Say what you have for breakfast.
- 3 **Teacher:** Wo isst du Frühstück?  
**Candidate:** Say where you eat breakfast.
- 4 **Teacher:** Was machst du nach dem Frühstück?  
**Candidate:** Say what you do after breakfast.
- 5 **Teacher:** Wie hilfst du normalerweise im Haushalt?  
**Candidate:** Say how you help at home.

## CONTEXT FOR LEARNING 1: Identity, Lifestyle and Culture

### SESSION F

#### Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

#### Instructions to the candidate:

You are talking to your German exchange partner about mobile phones.

Your teacher will play the part of your German exchange partner.

Your teacher will speak first.

#### Situation L: Mobile phones

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- 1 **Teacher:** Seit wann hast du ein Handy?  
**Candidate:** Say how long you have had your mobile phone.
- 2 **Teacher:** Was machst du mit deinem Handy?  
**Candidate:** Name **one** thing you do with your mobile phone.
- 3 **Teacher:** Was kostet dein Handy?  
**Candidate:** Say how much your mobile costs a month.
- 4 **Teacher:** Was sind die Vorteile eines Handys?  
**Candidate:** Name **one** advantage of having a mobile phone.
- 5 **Teacher:** Gibt es auch Nachteile?  
**Candidate:** Name **one** disadvantage of having a mobile phone.

## CONTEXT FOR LEARNING 2: Local, National, International and Global Areas of Interest

### SESSION A

#### Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

#### Instructions to the candidate:

On an exchange visit to Germany your host mother/father asks you about your local area.

Your teacher will play the part of the host mother/father.

Your teacher will speak first.

#### Situation M: Local area

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- 1 **Teacher:** Wo wohnst du?  
**Candidate:** Say where you live.
- 2 **Teacher:** Was gibt es da zu tun?  
**Candidate:** Say what there is to do in your local area.
- 3 **Teacher:** Wie kommst du ins Stadtzentrum?  
**Candidate:** Say how you get to the town centre.
- 4 **Teacher:** Wie ist das Wetter normalerweise?  
**Candidate:** Say what the weather is like.
- 5 **Teacher:** Was gefällt dir am besten in deiner Gegend?  
**Candidate:** Say what you like best in your area.

**SESSION A**

**Instructions to the teacher:**

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

**Instructions to the candidate:**

You are discussing your health and lifestyle with your exchange partner.

Your teacher will play the part of the exchange student.

Your teacher will speak first.

**Situation N: Health and lifestyle**

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- 1 **Teacher:** Was für Sport treibst du?  
**Candidate:** Name **two** sports you do.
- 2 **Teacher:** Wie gesund isst du?  
**Candidate:** Say what you eat to be healthy.
- 3 **Teacher:** Wie findest du Fastfood?  
**Candidate:** Say what you think of fast food.
- 4 **Teacher:** Wie lange schläfst du?  
**Candidate:** Say how long you sleep usually.
- 5 **Teacher:** Wie wirst du in Zukunft gesund bleiben?  
**Candidate:** Say what you will do in the future to stay healthy (e.g. drink more water, eat more fruit, do more sport).

## CONTEXT FOR LEARNING 2: Local, National, International and Global Areas of Interest

### SESSION B

#### Instructions to the teacher:

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

#### Instructions to the candidate:

You are discussing the advantages and disadvantages of country living with a visiting geography teacher.

Your teacher will play the part of the geography teacher.

Your teacher will speak first.

#### Situation O: Town or country

---

- 1 **Teacher:** Wo wohnst du gern?  
**Candidate:** Say you like living in the country.
- 2 **Teacher:** Warum?  
**Candidate:** Give a reason.
- 3 **Teacher:** Gibt es Nachteile?  
**Candidate:** Give a disadvantage.
- 4 **Teacher:** Was machst du für die Umwelt?  
**Candidate:** Say what you do for the environment.
- 5 **Teacher:** Wo möchtest du in der Zukunft wohnen?  
**Candidate:** Say where you would like to live in the future.

**SESSION B**

**Instructions to the teacher:**

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

**Instructions to the candidate:**

You are ill and at the doctor's.

Your teacher will play the part of the doctor.

Your teacher will speak first.

**Situation P: At the doctor's**

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- 1 **Teacher:** Was ist los?  
**Candidate:** Say what is wrong with you (e.g. sore head, fever ...).
- 2 **Teacher:** Seit wann?  
**Candidate:** Say how long you have been ill.
- 3 **Teacher:** Hast du andere Symptome?  
**Candidate:** Name another symptom.
- 4 **Teacher:** Nimm diese Tabletten.  
**Candidate:** Ask how often.
- 5 **Teacher:** Dreimal pro Tag.  
**Candidate:** Ask if you can go to school.

**SESSION C**

**Instructions to the teacher:**

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

**Instructions to the candidate:**

You are discussing summer holidays with your friend.

Your teacher will play the part of your friend.

Your teacher will speak first.

**Situation Q: Summer holidays**

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- 1 **Teacher:** Wo warst du in den Sommerferien?  
**Candidate:** Say where you went on holiday.
- 2 **Teacher:** Wie bist du gereist?  
**Candidate:** Say how you travelled.
- 3 **Teacher:** Was hast du gemacht?  
**Candidate:** Say what you did on holiday.
- 4 **Teacher:** Was machst du nächsten Sommer?  
**Candidate:** Say what you are doing next summer.
- 5 **Teacher:** Wie findest du Ferien mit der Familie?  
**Candidate:** Say what you think of holidays with your family.

**SESSION C**

**Instructions to the teacher:**

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

**Instructions to the candidate:**

You are at a train station in Germany.

Your teacher will play the part of the ticket salesperson.

Your teacher will speak first.

**Situation R: At the train station**

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- 1 **Teacher:** Was kann ich für Sie tun?  
**Candidate:** Say where you want to travel to.
- 2 **Teacher:** Und was möchten Sie?  
**Candidate:** Say what kind of ticket you would like (e.g. single, return, day ticket).
- 3 **Teacher:** Bitte schön.  
**Candidate:** Ask how much it is.
- 4 **Teacher:** Das macht vierundzwanzig Euro.  
**Candidate:** Ask if there is a restaurant nearby.
- 5 **Teacher:** Das Restaurant ist neben dem Kiosk.  
**Candidate:** Ask when the next train goes.

**SESSION D**

**Instructions to the teacher:**

You must use the target language phrases set out below during the course of the role-play.

The candidate begins the role-play.

**Instructions to the candidate:**

You are asking for directions in a German town.

Your teacher will play the part of a local resident.

You will speak first.

**Situation S: In town**

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- 1 **Candidate:** Say you are from Northern Ireland.  
**Teacher:** Also, du bist fremd hier!
- 2 **Candidate:** Ask where the train station is.  
**Teacher:** Direkt gegenüber dem Einkaufszentrum.
- 3 **Candidate:** Ask if there is a cinema in town.  
**Teacher:** Ja, es gibt hier ein großes, modernes Kino.
- 4 **Candidate:** Ask if it is far away.  
**Teacher:** Es liegt am Stadtrand, zwei Kilometer von hier entfernt.
- 5 **Candidate:** Give your opinion of the town.  
**Teacher:** Ja, das ist interessant.

**SESSION D**

**Instructions to the teacher:**

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

**Instructions to the candidate:**

You are talking to your German friend about your lifestyle.

Your teacher will play the part of your German friend.

Your teacher will speak first.

**Situation T: Lifestyle**

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- 1 **Teacher:** Was machst du, um fit zu sein?  
**Candidate:** Say which sports you do (**two** details).
- 2 **Teacher:** Was isst du, um gesund zu bleiben?  
**Candidate:** Say what you eat that is healthy.
- 3 **Teacher:** Was trinkst du normalerweise?  
**Candidate:** Say what you drink.
- 4 **Teacher:** Wie findest du Rauchen?  
**Candidate:** Give your opinion on smoking.
- 5 **Teacher:** Um wie viel Uhr gehst du normalerweise ins Bett?  
**Candidate:** Say what time you normally go to bed.

**SESSION E**

**Instructions to the teacher:**

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

**Instructions to the candidate:**

You are talking to your German exchange partner about some voluntary work you do.

Your teacher will play the part of your German exchange partner.

Your teacher will speak first.

**Situation U: Voluntary work**

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- 1 **Teacher:** Machst du freiwillige Arbeit?  
**Candidate:** Say what type of work you do (e.g. help in a school, hospital, church group).
- 2 **Teacher:** Und wann arbeitest du?  
**Candidate:** Say when you work.
- 3 **Teacher:** Wie gefällt dir die Arbeit?  
**Candidate:** Give your opinion of the work.
- 4 **Teacher:** Gibt es auch Nachteile?  
**Candidate:** Say **one** thing you don't like about the work.
- 5 **Teacher:** Hast du gestern gearbeitet?  
**Candidate:** Say you worked yesterday.

**SESSION E**

**Instructions to the teacher:**

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

**Instructions to the candidate:**

You are talking to your German exchange partner about your holidays.

Your teacher will play the part of your exchange partner.

Your teacher will speak first.

**Situation V: Holidays**

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- 1 **Teacher:** Wohin fährst du normalerweise in den Sommerferien?  
**Candidate:** Say where you normally go on holiday.
- 2 **Teacher:** Mit wem fährst du?  
**Candidate:** Say who you go with.
- 3 **Teacher:** Wie fährst du dahin?  
**Candidate:** Say how you travel.
- 4 **Teacher:** Wie viel Zeit verbringst du dort?  
**Candidate:** Say how long you are there for.
- 5 **Teacher:** Was machst du im Urlaub?  
**Candidate:** Name **two** things you do on holiday.

**SESSION F**

**Instructions to the teacher:**

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

**Instructions to the candidate:**

You are talking to your German exchange partner about your lifestyle.

Your teacher will play the part of your German exchange partner.

Your teacher will speak first.

**Situation W: Lifestyle**

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- 1 **Teacher:** Was isst du gern?  
**Candidate:** Say what you like to eat.
- 2 **Teacher:** Was isst du nicht gern?  
**Candidate:** Say what you do not like to eat.
- 3 **Teacher:** Was für Sport treibst du?  
**Candidate:** Say what type of sport you do (**two** details).
- 4 **Teacher:** Warum ist Sport wichtig?  
**Candidate:** Give a reason why sport is important.
- 5 **Teacher:** Was wirst du in Zukunft machen?  
**Candidate:** Say what you will do in the future for your health (e.g. drink more water, eat more fruit, do more sport).

**SESSION F**

**Instructions to the teacher:**

You must use the target language phrases set out below during the course of the role-play.

You begin the role-play.

**Instructions to the candidate:**

You are talking to your German exchange partner about where you live.

Your teacher will play the part of your German exchange partner.

Your teacher will speak first.

**Situation X: Where you live**

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- 1 **Teacher:** Was kann man in deiner Gegend machen?  
**Candidate:** Name **one** thing you do in your local area.
- 2 **Teacher:** Was gibt es hier für Touristen?  
**Candidate:** Say what there is for tourists.
- 3 **Teacher:** Wo wohnst du?  
**Candidate:** Say whether you live in the town or the country.
- 4 **Teacher:** Was gefällt dir da am besten?  
**Candidate:** Give an advantage of where you live.
- 5 **Teacher:** Möchtest du im Ausland wohnen?  
**Candidate:** Say you would like to live in Germany.

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