

GERMAN

2024 spec

GCSE

Success at speaking

ACTIVITY
PACK

teachit

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Introduction

This GCSE pack is designed to prepare students for their German speaking exam.

The pack has been updated for use with the AQA 2024 specification for GCSE German. Except in the 'teacher' questions, reading aloud section and exam practice questions, the language practised goes beyond the scope of the vocabulary and grammar lists as students will be credited for accurate use of words and constructions from outside the lists. While the role-play tasks are tailored to the AQA exam (being in social contexts only, with no requirement to use *Sie*), the other sections of this pack may also be useful in preparing students for the Edexcel and Eduqas speaking exams.

The activities and ideas will help students develop confidence in preparing for the three tasks in the exam:

- Task 1: Role-play
- Task 2: Reading aloud and short conversation
- Task 3: Photo card discussion.

There is also a section in this pack that will help students prepare for the question-forming, conversation and discussion elements of all three tasks.

The pack contains worksheets, pair work speaking activities, games and exam practice tasks, along with revision materials. You'll also find teaching notes at the start of each section and answers at the end of each section. To save on printing, there is a PowerPoint containing the exam practice tasks from all three main sections. The slides for the reading aloud section contain audio files of the sentences as model answers.

Our thanks go to our contributing writers: Nick Richards-Gourves, Robert Margolis, Barbara Gerard, Lorraine Lateu and Silvia Bastow.

Role-plays

Teaching notes

This section of the pack consists of seven role-play resources on seven different topics:

1. Media and technology
 2. Free-time activities: music
 3. Free-time activities: sport
 4. The environment and where people live
 5. Healthy living and lifestyle
 6. Travel and tourism
 7. Education and work
- The resources include worksheet activities to revise key topic vocabulary and phrases.
 - These activities are designed to support students with the pair work role-play practice.
 - The student B card in each role-play is the teacher's part.
 - Foundation and Higher role-play exam-style tasks are also provided for teacher assessment purposes.
 - Answers are provided at the end of the role-play section.

D. Role-play practice

Work with a partner and decide who will be A and who will be B.

Prepare the prompts for student A or student B below.

- You should address each other as 'du'.
- When you see this - ? - you will have to ask a question.
- When you are ready, practise acting out the role-play.

Student B will speak first. Take it in turns to say one thing at a time.

Role-play task – Foundation

Student A – Candidate

- You are talking to your German friend about new technologies.
- Prepare the following questions and responses.

In order to score full marks, you must include a verb in your response to each task.

1. Say **one** activity that you do online.
2. Say what your favourite website is. (Give **one** detail.)
3. Give **one** opinion about social media.
4. ? Ask your friend when they use their mobile phone.
5. Give **one** advantage of using new technologies.

Role-play task – Foundation

Student B – Teacher

- You are talking to your German friend about new technologies.
- Prepare the following questions and responses.
- You will play the part of the teacher and will speak first.

1. Ask your friend what they do online.
2. Ask your friend what their favourite website is.
3. Ask your friend their opinion about social media.
4. Say when you use your mobile phone. (Give **one** detail.)
5. Ask your friend about a disadvantage of using new technologies.

Look at the example role-play card and complete the mind-map.

Role-play task – Higher

- You are talking to your Austrian friend.
- Your teacher will play the part of your friend and will speak first.
- You should address your friend as 'du'.
- When you see this - ? - you will have to ask a question.

In order to score full marks, you must include a verb in your response to each task.

1. Say what type of music you prefer and why. (Give **one** opinion and **one** reason.)
2. Say how you listen to music. (Give **one** detail.)
3. ? Ask your friend a question about music.
4. Describe a concert you went to recently. (Give **two** details.)
5. Say what else you do to relax. (Give **two** details.)

Role-play mind-map

1. Note useful verbs, nouns, adjectives and question words for this role-play card.
2. Try to predict what the German questions will be.
3. Compare and share your ideas with a partner or small group.

Types of music	Music	Different ways to listen to music
A concert in the past	Questions for your friend	Other activities to relax

Reading aloud and conversation

Teaching notes

This section of the pack is designed to help students prepare for the reading aloud task in the exam and is made up of the following parts:

1. Key ingredients

Activities to practise the key challenges of the task. These relate to:

- sound–symbol correspondences (SSCs):
German pronunciation can be tricky, especially diphthongs (e.g. *ei* vs. *ie*) and umlauts (e.g. *ä*, *ö*, *ü*).
Consonant challenges include understanding when *ch* sounds like /x/ (as in *Bach*) versus when it sounds like /ç/ (as in *ich*) and how *s* can sound like /z/ (e.g. *lesen*).
- identifying the number of syllables in long words.

The activities include vocabulary that is relevant to the following topics:

- Identity and relationships with others
- Education and work
- Free-time activities
- Celebrity culture
- Travel and tourism, including places of interest.

Answers are provided at the end of the reading aloud section. For more details on the rules of German pronunciation, with further games and activities, see our [Mastering GCSE dictation](#) pack.

2. Assessment tasks

Exam-style reading aloud tasks for practice and assessment purposes. These include four compulsory questions for the teacher to ask. There are three tasks at each tier:

- Foundation tier: Free-time activities
- Foundation tier: Celebrity culture
- Foundation tier: Travel and tourism, including places of interest
- Higher tier: Identity and relationships with others
- Higher tier: Education and work
- Higher tier: Celebrity culture.

mein

klein

leicht

heiß

Liebe

diese

viele

bieten

Vater

Vogel

voll

Fenster

Wasser

weiß

warum

wichtig

Reading aloud

Celebrity culture

Foundation tier

When your teacher asks you, read aloud the following text **in German**.

In Deutschland gibt es viele berühmte musikalische Leute.

Ich sehe mir gern beliebte Sänger im Internet an.

Mein Freund folgt lieber Schauspielern.

Man sieht immer bekannte Persönlichkeiten im Fernsehen.

Meiner Meinung nach ist das gut.

You will then be asked four questions **in German** that relate to the topic of **Celebrity culture**.

In order to score the highest marks, you must try to **answer all four questions as fully as you can**.

Celebrity culture

A. Write your answers for each question.

To support you, use or adapt the Foundation or Higher ideas on the following pages.



Sag mir etwas über die Fotos.

.....

.....

Möchtest du berühmt sein? Warum / Warum nicht?

.....

.....

Siehst du Videos in den sozialen Medien? Warum / Warum nicht?

.....

.....

Magst du Stars? Warum / Warum nicht?

.....

.....

Welche Stars möchtest du gern treffen?

.....

.....