
General Certificate of Secondary Education

German Speaking Test Teacher's Booklet



Tuesday 6 May – Friday 23 May 2003

Contents	Pages
■ Instructions for the Conduct of the Tests	2 – 3
■ Role-playing Situations (Foundation Tier)	4 – 15
■ Role-playing Situations (Higher Tier)	16 – 27
■ Sets of topics for Conversation (A – F)	30 – 35

□
□
The Conversation Cards and Role Play Cards are not reproduced □
separately as this booklet contains all the information needed.

Copyright © 2003 AQA and its licensors. All rights reserved.

Paper reference: 3661/S

AT THIS POINT	RECORD THIS	DO THIS
At the start of each new tape.	“GCSE _____ Examination, 2003. Centre No. _____.”	(a) On the form which is in the tape-box, write your centre number and the language being tested.
At the start of each candidate’s test.	“Candidate No. _____, _____ (name of candidate).”	(b) On the form which is in the tape-box, write the candidate’s name and number, the number of the role-play and the letter of the conversation card. (c) On the Attendance Mark List, write the tier (F or H)* at which the candidate is being tested. (d) Start the test. (e) Do not stop or pause the tape during the recording.
At the end of each candidate’s test.	“End of test.”	(f) Check that the test has been recorded clearly and audibly. (g) Reset the controls ready to record the next candidate.
After the last candidate on side A.	“End of recording on this side.”	(h) If you are not sure there is enough time on the tape, start the next test on side B, or on the next tape.
After the last candidate on side B of each tape.	“End of recording on this tape.”	(i) When the tape is complete <ul style="list-style-type: none"> – wind to the start of side A; – check that all the details on the form in the tape-box are filled in; – write your name on the form; – place it and the tape back in the tape-box before you get the next tape out of its box.

* F = Foundation
H = Higher

The instructions opposite are just a checklist. For the complete instructions, refer to the booklet “Modern Foreign Languages – Instructions for the 2003 Examinations”, which is issued to all centres in the Spring Term.

ROLE PLAY 1 (FOUNDATION TIER)**CANDIDATE'S ROLE**

You are talking to your Swiss friend about your hobbies.

- Say what your hobby is.
- Say why you like it.
- Say when you do your hobby.
- Ask your friend what his/her hobby is.

Your teacher will play the part of your friend and will speak first.

ROLE PLAY 1 (FOUNDATION TIER)**TEACHER'S ROLE**

Du sprichst mit deinem Freund/deiner Freundin aus der Schweiz. Ich bin dein Freund/deine Freundin.

- 1 Was machst du in deiner Freizeit?
- 2 Warum machst du das?
- 3 Und wann machst du das?
- 4 Ach so.
- 5 Ich gehe gern ins Kino.

ROLE PLAY 2 (FOUNDATION TIER)**CANDIDATE'S ROLE**

You are on holiday in Germany. You are arranging to go out with your friend.

- Say where you would like to go.
- Say why you would like to go there.
- Say when you can go.
- Ask your friend where you will meet.

Your teacher will play the part of your German friend and will speak first.

ROLE PLAY 2 (FOUNDATION TIER)**TEACHER'S ROLE**

Du bist auf Urlaub in Deutschland. Ich bin dein deutscher Freund/deine deutsche Freundin.

- 1 Was wollen wir denn machen?
- 2 Warum?
- 3 Wann gehen wir?
- 4 Prima.
- 5 Bei mir.

ROLE PLAY 3 (FOUNDATION TIER)**CANDIDATE'S ROLE**

You are at the railway station in Hamburg. You speak to an official.

- Ask for a ticket to Berlin.
- Say the day and time you want to travel.
- Ask where the toilets are.
- Say thank you and goodbye.

Your teacher will play the part of the official and will speak first.

ROLE PLAY 3 (FOUNDATION TIER)**TEACHER'S ROLE**

Du bist auf dem Hamburger Hauptbahnhof. Ich bin der/die Angestellte.

- 1 Guten Tag. Kann ich Ihnen helfen?
- 2 Für wann genau ist das?
- 3 Bitte schön.
- 4 Hier gegenüber.
- 5 Bitte schön.

ROLE PLAY 4 (FOUNDATION TIER)**CANDIDATE'S ROLE**

You are in a corner shop in Germany.

- Say what fruit you want.
- Ask how much a kilo costs.
- Ask if the shopkeeper has any postcards.
- Say thank you and goodbye.

Your teacher will play the part of the shopkeeper and will speak first.

ROLE PLAY 4 (FOUNDATION TIER)**TEACHER'S ROLE**

Du bist in einem Geschäft in Deutschland. Ich bin der Verkäufer/die Verkäuferin.

- 1 Bitte schön. Was darf es sein?
- 2 Ja, das haben wir.
- 3 Drei Euro.
- 4 Es tut mir Leid. Postkarten verkaufen wir nicht.
- 5 Auf Wiedersehen.

ROLE PLAY 5 (FOUNDATION TIER)**CANDIDATE'S ROLE**

You are staying with your Austrian friend. You are talking about what you like to eat and drink.

- Say what you like to eat.
- Say why you like it.
- Say what you drink.
- Ask when the evening meal is.

Your teacher will play the part of your friend and will speak first.

ROLE PLAY 5 (FOUNDATION TIER)**TEACHER'S ROLE**

Du wohnst bei einer österreichischen Familie. Ich bin dein Freund/deine Freundin.

- 1 Ich esse fast alles. Und du?
- 2 Ja, warum?
- 3 Und wie ist es mit Getränken?
- 4 Ich auch.
- 5 Um 7 Uhr.

ROLE PLAY 6 (FOUNDATION TIER)**CANDIDATE'S ROLE**

You are at a hotel in Leipzig. You are speaking to the receptionist.

- Say what sort of room you would like.
- Say for how long.
- Say when you want breakfast.
- Ask where the restaurant is.

Your teacher will play the part of the receptionist and will speak first.

ROLE PLAY 6 (FOUNDATION TIER)**TEACHER'S ROLE**

Du bist in einem Hotel in Leipzig. Ich arbeite am Empfang.

- 1 Guten Tag. Kann ich Ihnen helfen?
- 2 Ja, für wie lange?
- 3 Kein Problem. Wann wollen Sie frühstücken?
- 4 Ja, das geht.
- 5 Dort drüben.

ROLE PLAY 7 (HIGHER TIER)**CANDIDATE'S ROLE**

You have just landed at Berlin Airport. Your luggage has not arrived. You speak to an airport official.

- Problem.
- Beschreibung (**drei** Details).
- Fluginformation (**zwei** Details).
- !

When you see this – ! – you will have to respond to something which you have not prepared.

Your teacher will play the part of the airport official and will speak first.

ROLE PLAY 7 (HIGHER TIER)

TEACHER'S ROLE

- Because the candidate's role is unstructured, it is essential that you are clear about the tasks which the candidate must accomplish.
 - You may change the target language phrases given below if necessary, for example if the candidate's response makes them inappropriate.
 - Remember that **if you supply key vocabulary, candidates cannot be rewarded for it.**
-

1 Introduce the situation, then ask how you can help.


Wir sind am Berliner Flughafen. Ich bin der/die Angestellte. Wie kann ich helfen?

2 Allow the candidate to say his/her luggage has not arrived.
Ask the candidate to describe his/her luggage. Elicit **three** details.

Das tut mir Leid. Können Sie Ihr Gepäck beschreiben bitte?

3 Allow the candidate to give **three** details about his/her luggage.
Ask which flight it was. Elicit **two** details. (eg from where, the time, the flight number.)

Welcher Flug war das?

4  Allow the candidate to give **two** details about the flight (eg from where, the time, two descriptive details).
Ask the candidate where he/she is staying here, what his/her telephone number is and how long he/she is staying for.

Danke. Wo wohnen Sie hier in Berlin? Wie ist die Telefonnummer bitte? Wie lange bleiben Sie hier?

5 Allow the candidate to give his/her telephone number and say when and where he/she can be reached.
End the conversation by saying the candidate will hear from you soon.

Sie werden bald von uns hören.

NB You should address the candidate as 'Sie' throughout this role play.

Turn over ►

ROLE PLAY 8 (HIGHER TIER)**CANDIDATE'S ROLE**

You are talking to your German friend about your work experience and about your free time.

- Arbeitspraktikum - wo und wann.
- Arbeit (**zwei** Details).
- !
- Freizeit (**zwei** Details).

When you see this – ! – you will have to respond to something which you have not prepared.

Your teacher will play the part of your German friend and will speak first.

ROLE PLAY 8 (HIGHER TIER)

TEACHER'S ROLE

- Because the candidate's role is unstructured, it is essential that you are clear about the tasks which the candidate must accomplish.
 - You may change the target language phrases given below if necessary, for example if the candidate's response makes them inappropriate.
 - Remember that **if you supply key vocabulary, candidates cannot be rewarded for it.**
-

- 1 Introduce the situation, then ask the candidate when and where he/she did his/her work experience.

Ich bin dein deutscher Freund/deine deutsche Freundin. Wo hast du dein Arbeitspraktikum gemacht? Wann?

- 2 Allow the candidate to say where and when he/she worked.
Ask what he/she did there. Elicit **two** details.

Was hast du dort gemacht?

- 3 ! Allow the candidate to give **two** details about the work.
! Ask the candidate if he/she would like to do this work in the future and why/why not.

Möchtest du das als Beruf in der Zukunft machen? Warum(nicht)?

- 4 Allow the candidate to say whether he/she would like to do this work in the future and why/why not.
Ask the candidate what he/she does in his/her free time. Elicit **two** details.

Was machst du normalerweise in deiner Freizeit?

- 5 Allow the candidate to say what he/she does in his/her free time.
End the conversation by saying you do too.

Ich auch.

NB You should address the candidate as 'du' throughout this role play.

Turn over ►

ROLE PLAY 9 (HIGHER TIER)**CANDIDATE'S ROLE**

You have a summer job in Austria. Unfortunately you have had a slight accident so you telephone your employer to say you cannot go to work.

- Anruf – warum.
- Unfall (**zwei** Details).
- Symptome (**zwei** Details).
- !

When you see this – ! – you will have to respond to something which you have not prepared.

Your teacher will play the part of your employer and will speak first.

ROLE PLAY 9 (HIGHER TIER)

TEACHER'S ROLE

- Because the candidate's role is unstructured, it is essential that you are clear about the tasks which the candidate must accomplish.
 - You may change the target language phrases given below if necessary, for example if the candidate's response makes them inappropriate.
 - Remember that **if you supply key vocabulary, candidates cannot be rewarded for it.**
-

1 Introduce the situation, then answer the telephone.


Wir sind in Österreich. Hallo, hier Schmidt. Kann ich Ihnen helfen?

2 Allow the candidate to say he/she cannot come into work today.
Ask the candidate what has happened.

Was ist passiert?

3 Allow the candidate to say what has happened (eg when and where).
Ask the candidate for details of his/her injuries. Elicit **two** details.

Was ist mit Ihnen los?

4  Allow the candidate to give **two** details about his/her injuries.
Sympathise and ask what the candidate will do now and when he/she will return to work.

Ach, wie schade. Was werden Sie jetzt machen? Wann kommen Sie zur Arbeit zurück?

5 Allow the candidate to say what he/she will do.
End the conversation by saying you hope the candidate will soon be better.

Gute Besserung.

NB You should address the candidate as 'Sie' throughout this role play.

Turn over ►

ROLE PLAY 10 (HIGHER TIER)**CANDIDATE'S ROLE**

You and your exchange partner are discussing your friend.

- Beschreibung deines Freunds/deiner Freundin (**drei** Details).
- **!**
- Freizeit zusammen (**drei** Details).
- Seine/ihre letzten Ferien.

When you see this – **!** – you will have to respond to something which you have not prepared.

Your teacher will play the part of your friend and will speak first.


ROLE PLAY 10 (HIGHER TIER)

TEACHER'S ROLE

- Because the candidate's role is unstructured, it is essential that you are clear about the tasks which the candidate must accomplish.
 - You may change the target language phrases given below if necessary, for example if the candidate's response makes them inappropriate.
 - Remember that **if you supply key vocabulary, candidates cannot be rewarded for it.**
-

- 1 Introduce the situation, then ask the candidate to describe his/her best friend. Elicit **three** details.

*Ich bin dein deutscher Austauschpartner/deine deutsche Austauschpartnerin.
Wie ist dein Freund/deine Freundin?*

- 2  Allow the candidate to describe his/her friend, giving **three** details.
• Ask the candidate where he/she met the friend and when he/she met them.

Wo hast du ihn/sie kennengelernt? Wann war das?

- 3 Allow the candidate to say where he/she met the friend and when.
Ask the candidate what he/she and his/her friend do together in their free time.

Du und dein Freund/deine Freundin - was macht ihr normalerweise zusammen in eurer Freizeit?

- 4 Allow the candidate to give **three** details of what he/she and the friend do together in their free time.
Ask the candidate what the friend did when he/she was on holiday.

Was hat dein Freund/deine Freundin (or use name candidate has given) in den letzten Ferien gemacht?

- 5 Allow the candidate to say what the friend did when he/she was on holiday.
End the conversation by saying that is nice.

Sehr schön.

NB You should address the candidate as 'du' throughout this role play.

Turn over ►

ROLE PLAY 11 (HIGHER TIER)**CANDIDATE'S ROLE**

You are telephoning your Austrian friend, to whom you have not written for a long time. You discuss your future studies and career.

- Entschuldigung. Warum nicht geschrieben.
- Schule nächstes Jahr (**zwei** Details).
- Beruf später. Warum.
- !

When you see this – ! – you will have to respond to something which you have not prepared.

Your teacher will play the part of your friend and will speak first.

ROLE PLAY 11 (HIGHER TIER)

TEACHER'S ROLE

- Because the candidate's role is unstructured, it is essential that you are clear about the tasks which the candidate must accomplish.
 - You may change the target language phrases given below if necessary, for example if the candidate's response makes them inappropriate.
 - Remember that **if you supply key vocabulary, candidates cannot be rewarded for it.**
-

1 Introduce the situation, then ask the candidate why he/she has not written.


Wir telefonieren. Warum hast du mir so lange nicht geschrieben?

2 Allow the candidate to apologise and give a reason why he/she has not written. Ask the candidate about his/her plans for next year. Elicit **two** details.

Ach so. Was sind deine Pläne für nächstes Jahr?

3 Allow the candidate to say what he/she will do next year giving **two** details. Ask the candidate what he/she wants to do in the future and why.

Was willst du später als Beruf machen? Warum?

4  Allow the candidate to say what he/she wants to do and why. Ask the candidate what work experience he/she has had.

Was hast du als Arbeitspraktikum gemacht?

5 Allow the candidate to say what work experience he/she has had. End the conversation by saying that is a good idea.

Das ist gut.

NB You should address the candidate as 'du' throughout this role play.

Turn over ►

ROLE PLAY 12 (HIGHER TIER)**CANDIDATE'S ROLE**

Your German friend is staying with you. You want to watch a film on television this evening.

- Pläne - heute Abend.
- Film (**zwei** Details).
- !
- Nach dem Film (**zwei** Details).

When you see this – ! – you will have to respond to something which you have not prepared.

Your teacher will play the part of your German friend and will speak first.

ROLE PLAY 12 (HIGHER TIER)

TEACHER'S ROLE

- Because the candidate's role is unstructured, it is essential that you are clear about the tasks which the candidate must accomplish.
 - You may change the target language phrases given below if necessary, for example if the candidate's response makes them inappropriate.
 - Remember that **if you supply key vocabulary, candidates cannot be rewarded for it.**
-

- 1 Introduce the situation, then ask what plans there are for this evening.

Ich bin dein deutscher Freund/deine deutsche Freundin. Was für Pläne hast du für heute Abend?

- 2 Allow the candidate to say that he/she wants to watch a film on television.
Ask the candidate what the film is about. Elicit **two** details.

Erzähl mir etwas über den Film.

- 3 ! Allow the candidate to say what the film is about, giving **two** details.
• Say you do not think you will understand it. Ask what the candidate thinks and why.

Ich glaube, ich werde den Film nicht verstehen. Was meinst du? Warum?

- 4 Allow the candidate to give his/her opinion and why.
Ask the candidate what you can do after the film. Elicit **two** activities.

OK. Was können wir nach dem Film machen?

- 5 Allow the candidate to say what else you could do.
End the conversation by agreeing to the suggestion.

Gute Idee!

NB You should address the candidate as 'du' throughout this role play.

Turn over ►

**SETS OF TOPICS AND SUGGESTED QUESTIONS
FOR CONVERSATIONS**

TOPICS – SET A**GENERAL CONVERSATION**

- Teachers should conduct a conversation on at least **two** of the following topics. Only these topics may be used. Suggested questions are given as a guide only.
 - For Foundation Tier, the conversation should last for **not less than four minutes and not more than six minutes**.
 - For Higher Tier, the conversation should last for **not less than six minutes and not more than eight minutes**.
-

Education/Work

Was kann man hier in der Schule lernen?
Wie findest du die Schule?
Was hast du gestern in der Schule gemacht?
Was hast du vor, nächstes Jahr zu machen?
Welchen Beruf möchtest du haben? Warum?

Home Life

Wo wohnst du?
Was isst du gern? Warum?
Was machst du, um deinen Eltern zu helfen?
Sag mir etwas über deine tägliche Routine.
Was hast du letztes Wochenende gemacht?

The Environment

Beschreib mir dein Haus.
Was kann man hier in machen?
Was für Probleme gibt es hier?
Was kann man machen, um die Situation zu verbessern?
Was hast du schon gemacht, um die Umwelt zu verbessern?

TOPICS – SET B**GENERAL CONVERSATION**

- Teachers should conduct a conversation on at least **two** of the following topics. Only these topics may be used. Suggested questions are given as a guide only.
 - For Foundation Tier, the conversation should last for **not less than four minutes and not more than six minutes**.
 - For Higher Tier, the conversation should last for **not less than six minutes and not more than eight minutes**.
-

Personal Relationships

Wie alt bist du?
Was für eine Person bist du?
Verstehst du dich gut mit deiner Familie? Warum (nicht)?
Was wirst du nächstes Wochenende mit deinen Freunden machen?
Wie hast du deinen letzten Geburtstag gefeiert?

Leisure

Was ist dein Hobby?
Siehst du gern fern? Warum (nicht)?
Gehst du gern einkaufen?
Was wirst du nächstes Wochenende machen?
Erzähl mir etwas über den letzten Film, den du gesehen hast.

Tourism

Wie ist das Wetter heute?
Ist/die Gegend gut für Touristen?
Was machst du normalerweise in den Sommerferien?
Was hast du in den letzten Sommerferien gemacht?
Wie sehen deine idealen Ferien aus?

Turn over ►

TOPICS – SET C**GENERAL CONVERSATION**

- Teachers should conduct a conversation on at least **two** of the following topics. Only these topics may be used. Suggested questions are given as a guide only.
 - For Foundation Tier, the conversation should last for **not less than four minutes and not more than six minutes**.
 - For Higher Tier, the conversation should last for **not less than six minutes and not more than eight minutes**.
-

Leisure

Was ist dein Hobby?
Siehst du gern fern? Warum (nicht)?
Gehst du gern einkaufen?
Was wirst du nächstes Wochenende machen?
Erzähl mir etwas über den letzten Film, den du gesehen hast.

Education/Work

Was kann man hier in der Schule lernen?
Wie findest du die Schule?
Was hast du gestern in der Schule gemacht?
Was hast du vor, nächstes Jahr zu machen?
Welchen Beruf möchtest du haben? Warum?

The Environment

Beschreib mir dein Haus.
Was kann man hier in machen?
Was für Probleme gibt es hier?
Was kann man machen, um die Situation zu verbessern?
Was hast du schon gemacht, um die Umwelt zu verbessern?

TOPICS – SET D**GENERAL CONVERSATION**

- Teachers should conduct a conversation on at least **two** of the following topics. Only these topics may be used. Suggested questions are given as a guide only.
 - For Foundation Tier, the conversation should last for **not less than four minutes and not more than six minutes**.
 - For Higher Tier, the conversation should last for **not less than six minutes and not more than eight minutes**.
-

Home Life

Wo wohnst du?
Was isst du gern? Warum?
Was machst du, um deinen Eltern zu helfen?
Sag mir etwas über deine tägliche Routine.
Was hast du letztes Wochenende gemacht?

Personal Relationships

Wie alt bist du?
Was für eine Person bist du?
Verstehst du dich gut mit deiner Familie? Warum (nicht)?
Was wirst du nächstes Wochenende mit deinen Freunden machen?
Wie hast du deinen letzten Geburtstag gefeiert?

Tourism

Wie ist das Wetter heute?
Ist/die Gegend gut für Touristen?
Was machst du normalerweise in den Sommerferien?
Was hast du in den letzten Sommerferien gemacht?
Wie sehen deine idealen Ferien aus?

TOPICS – SET E**GENERAL CONVERSATION**

- Teachers should conduct a conversation on at least **two** of the following topics. Only these topics may be used. Suggested questions are given as a guide only.
 - For Foundation Tier, the conversation should last for **not less than four minutes and not more than six minutes**.
 - For Higher Tier, the conversation should last for **not less than six minutes and not more than eight minutes**.
-

Leisure

Was ist dein Hobby?
Siehst du gern fern? Warum (nicht)?
Gehst du gern einkaufen?
Was wirst du nächstes Wochenende machen?
Erzähl mir etwas über den letzten Film, den du gesehen hast.

Home Life

Wo wohnst du?
Was isst du gern? Warum?
Was machst du, um deinen Eltern zu helfen?
Sag mir etwas über deine tägliche Routine.
Was hast du letztes Wochenende gemacht?

Tourism

Wie ist das Wetter heute?
Ist/die Gegend gut für Touristen?
Was machst du normalerweise in den Sommerferien?
Was hast du in den letzten Sommerferien gemacht?
Wie sehen deine idealen Ferien aus?

TOPICS – SET F**GENERAL CONVERSATION**

- Teachers should conduct a conversation on at least **two** of the following topics. Only these topics may be used. Suggested questions are given as a guide only.
 - For Foundation Tier, the conversation should last for **not less than four minutes and not more than six minutes**.
 - For Higher Tier, the conversation should last for **not less than six minutes and not more than eight minutes**.
-

Education/Work

Was kann man hier in der Schule lernen?
Wie findest du die Schule?
Was hast du gestern in der Schule gemacht?
Was hast du vor, nächstes Jahr zu machen?
Welchen Beruf möchtest du haben? Warum?

Personal Relationships

Wie alt bist du?
Was für eine Person bist du?
Verstehst du dich gut mit deiner Familie? Warum (nicht)?
Was wirst du nächstes Wochenende mit deinen Freunden machen?
Wie hast du deinen letzten Geburtstag gefeiert?

The Environment

Beschreib mir dein Haus.
Was kann man hier in machen?
Was für Probleme gibt es hier?
Was kann man machen, um die Situation zu verbessern?
Was hast du schon gemacht, um die Umwelt zu verbessern?