

General Certificate of Secondary Education
June 2006



**GERMAN (SPECIFICATION A)
Speaking Test
Teacher's Booklet**

Monday 27 March to Friday 12 May 2006

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AT THIS POINT	RECORD THIS	DO THIS
At the start of each new tape.	“GCSE _____ Examination, 2006. 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 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 2006 Examinations*, which is issued to all centres in the Spring Term.

Turn over ►

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

You are talking to your Austrian friend about your part-time job.

- Say where you work.
- Say which day you work.
- Say what you do with your money.
- Ask if your friend likes his/her job.

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 österreichischen Freund/deiner österreichischen Freundin. Ich bin dein Freund/deine Freundin.

- 1 Was für einen Job machst du denn?
- 2 Interessant.
- 3 Was machst du mit deinem Geld?
- 4 Ach so.
- 5 Ja, sehr gut (or appropriate response).

Turn over ►

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

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

- Say what time you get up.
- Say what you eat.
- Say what you do in the evening.
- Ask your friend when he/she goes to bed.

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

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

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

- 1 Wann stehst du auf?
- 2 Ich auch.
- 3 Und was machst du abends?
- 4 Ach so.
- 5 Gegen elf Uhr.

Turn over ►

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

You are on holiday in Germany. You phone for a taxi for you and your family.

- Say you want a taxi and what time.
- Say where you want to go.
- Say how many people there are.
- Ask how long the journey takes.

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

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

Du rufst eine Taxifirma an. Ich bin der/die Angestellte.

- 1 Guten Tag. Kann ich Ihnen helfen?
- 2 Und wohin fahren Sie?
- 3 Kein Problem.
- 4 In Ordnung.
- 5 Etwa zwanzig Minuten.

Turn over ►

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

You are speaking to your German friend about how to spend the evening.

- Say you would like to go to the cinema.
- Say what type of film you like.
- Say why.
- Ask if you can eat nearby.

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

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

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

- 1 Was machen wir also?
- 2 Gute Idee.
- 3 Warum?
- 4 Ach so.
- 5 Ja, sicher.

Turn over ►

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

You speak to the receptionist at a hotel in Germany.

- Say what type of room you would like.
- Ask a question about the room.
- Say how long you want to stay.
- Say thank you and goodbye.

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

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

Du sprichst mit dem Empfangschef/der Empfangsdame in einem Hotel in Deutschland.

- 1 Guten Tag. Kann ich Ihnen helfen?
- 2 Das geht.
- 3 Ja, das haben wir.
- 4 Ja, natürlich (or appropriate response).
- 5 Bis bald.

Turn over ►

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

You are telling someone in Germany about yourself and your family.

- Say how many people there are in your family.
- Ask the person if he/she has any brothers and sisters.
- Say where you live.
- Give one detail about your house.

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

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

Du sprichst mit einer deutschen Person. Wir sind in Deutschland.

- 1 Sag mir etwas über deine Familie.
- 2 Interessant.
- 3 Ja, einen Bruder.
- 4 Und wie ist dein Haus?
- 5 Ach so.

Turn over ►

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

You go back to a shop in Germany. You are not happy with an item of clothing you bought yesterday. You want to speak to the manager.

- Was und wann gekauft.
- Problem – **zwei** Details.
- Manager.
- **!**

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

Your teacher will play the part of the shop assistant 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 the candidate how you can help.

Du bist in einem Geschäft in Deutschland. Ich bin der Verkäufer/die Verkäuferin. Kann ich Ihnen helfen?

- 2 Allow the candidate to say what he/she bought and when.
Ask the candidate what the exact problem is. Elicit **two** details.

Was ist das Problem genau?

- 3 Allow the candidate to give **two** details of what the problem is.
Ask the candidate what he/she wants to do.

Was wollen Sie also tun?

- 4 Allow the candidate to say what he/she wants to do.
! Apologise and say that is not possible. Ask the candidate what other solution he/she has.

Es tut mir Leid, aber das ist nicht möglich. Wollen Sie was Anderes machen?

- 5 Allow the candidate to give another solution to the problem.
End the conversation by agreeing to the solution.

Ja, das können wir.

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

Turn over ►

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

You are discussing your school with your German friend.

- Beschreibung der Schule – **zwei** Details.
- Schultag – **zwei** Details.
- Uniform – deine Meinung und 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 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 to describe his/her school.

Ich bin dein deutscher Freund/deine deutsche Freundin. Also, wie ist deine Schule?

- 2 Allow the candidate to give **two** details about his/her school.
Ask the candidate about his/her school day. Elicit **two** details.

Und wie ist der Schultag?

- 3 Allow the candidate to give **two** details about his/her school day.
Ask the candidate what his/her opinion of school uniform is and why.

Wie findest du die Schuluniform? Warum?

- 4 Allow the candidate to say what he/she thinks of school uniform and why.
! Ask the candidate what he/she plans to do next year.

Und was sind deine Pläne für nächstes Jahr?

- 5 Allow the candidate to say what his/her plans for next year are.
End the conversation by saying that is a good idea.

Gute Idee.

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

Turn over ►

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

You are in a German restaurant with your family. You are not very happy with the food. The second problem is the waiter. You speak to the manager to complain.

- Essen – **zwei** Details.
- Das zweite Problem.
- **!**
- Lösung – dein Vorschlag.

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

Your teacher will play the part of the restaurant manager 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 ask the candidate how you can help.

Du bist in einem Restaurant in Deutschland. Ich bin der Manager/die Managerin. Wie kann ich Ihnen helfen?

- 2 Allow the candidate to give **two** details about the food.
Apologise and ask the candidate if there is anything else wrong.

Es tut mir Leid. Ist sonst alles in Ordnung?

- 3 Allow the candidate to complain about the waiter.
! Say you need to speak to the waiter and ask the candidate to describe him. Elicit **two** details.

Ich werde mit dem Kellner sprechen. Können Sie ihn beschreiben bitte?

- 4 Allow the candidate to give **two** details about the waiter.
Say you will speak to him later. Ask the candidate what you can do to resolve the problem.

Ich werde später mit ihm sprechen. Was kann ich jetzt für Sie machen?

- 5 Allow the candidate to suggest a solution.
End the conversation by agreeing to the candidate's suggestion.

Ja, natürlich.

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

Turn over ►

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

You are on holiday abroad. Your Swiss friend phones you for a chat.

- Problem auf der Reise.
- Wetter – **zwei** Details.
- Gestern – was gemacht. **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 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 how he/she is.

Ich bin dein Freund/deine Freundin aus der Schweiz. Hallo, wie geht's?

- 2 Allow the candidate to describe a problem on the journey.
Ask the candidate what the weather is like. Elicit **two** details.

Schade. Wie ist das Wetter dort?

- 3 Allow the candidate to give **two** details about the weather.
Ask the candidate what he/she did yesterday. Elicit **two** details.

Und was hast du gestern gemacht?

- 4 ! Allow the candidate to mention **two** details about what he/she did yesterday.
! Ask the candidate when he/she is due to return.

Und wann fährst du nach England zurück?

- 5 Allow the candidate to say when he/she is due to return.
End the conversation appropriately.

Schönen Urlaub noch.

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

Turn over ►

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

You are on holiday in Germany. You have lost your bag in the town centre. You go to the lost property office to report the loss.

- Problem.
- Beschreibung und Inhalt – **drei** Details.
- Was du in der Stadt gemacht hast.
- **!**

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

Your teacher will play the part of the clerk 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 if you can help.

Du bist im Fundbüro in Deutschland. Ich bin der/die Angestellte. Kann ich Ihnen helfen?

- 2 Allow the candidate to say he/she has lost his/her bag.
Ask the candidate to describe the bag and its contents. Elicit **three** details about the bag and its contents.

Können Sie Ihre Tasche bitte beschreiben? Und was war darin?

- 3 Allow the candidate to describe the bag and its contents.
Ask the candidate what he/she was doing in the town centre earlier.

Danke. Was haben Sie vorher in der Stadt gemacht?

- 4 Allow the candidate to say what he/she was doing in the town centre earlier.
! Say you have not got the bag and then ask the candidate when exactly he/she is returning to England. Elicit **two** details (e.g. date and day, day and time).

Leider haben wir die Tasche nicht. Wann genau fahren Sie nach England zurück?

- 5 Allow the candidate to give **two** details about the return journey to England.
End the conversation by saying that you will inform the candidate if you find the bag.

Gut. Wenn wir die Tasche finden, sagen wir Ihnen Bescheid.

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

Turn over ►

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

You are talking to your Austrian friend about your recent house move.

- Wann. Wo.
- Neues Haus – **zwei** Details.
- Freizeitaktivitäten in der Stadt – **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 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 the candidate if he/she has already moved.

Ich bin dein deutscher Freund/deine deutsche Freundin. Bist du schon in deinem neuen Haus?

- 2 Allow the candidate to say when he/she moved and where he/she lives now.
Ask the candidate what the new house is like. Elicit **two** details.

Wie ist das neue Haus?

- 3 Allow the candidate to give **two** details about the new house.
Ask the candidate what there is to do in the town. Elicit **two** activities.

Gibt es viel in der Stadt zu tun?

- 4 Allow the candidate to give details of **two** activities in the town.
! Ask the candidate what is not so good about the town. Elicit **two** details.

Und was ist nicht so gut in der Stadt?

- 5 Allow the candidate to give **two** details about what is not so good about the town.
End the conversation by saying that is a shame.

Schade.

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

Turn over ►

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

Turn over ►

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**.
-

Home Life

Wo wohnst du?
Was trinkst du gern? Warum?
Was machst du, um deinen Eltern zu helfen? Warum?
Sag mir etwas über einen typischen Tag.
Was hast du letztes Wochenende gemacht?

Leisure

Was machst du in deiner Freizeit?
Siehst du gern fern? Warum (nicht)?
Was liest du gern? Warum?
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? Warum (nicht)?
Was machst du normalerweise in den Sommerferien?
Was für Pläne hast du für diesen Sommer?
Was hast du in den letzten Sommerferien gemacht?

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?
Hast du Geschwister?
Verstehst du dich gut mit deiner Familie? Warum (nicht)?
Was wirst du nächstes Wochenende mit deinen Freunden machen?
Was hat deine Familie gestern Abend gemacht?

Education / Work

Wie kommst du zur Schule?
Was ist dein Lieblingsfach? Warum?
Was hast du gestern in der Schule gemacht?
Was wirst du nächstes Schuljahr machen?
Welchen Beruf möchtest du haben? Warum?

The Environment

Beschreib mir dein Haus.
Was kann man hier in... machen?
Was für Umweltsprobleme gibt es hier?
Wie würdest du... verbessern?
Was hast du noch gemacht, um die Umwelt zu verbessern?

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**.
-

Education / Work

Wie kommst du zur Schule?
Was ist dein Lieblingsfach? Warum?
Was hast du gestern in der Schule gemacht?
Was wirst du nächstes Schuljahr machen?
Welchen Beruf möchtest du haben? Warum?

Leisure

Was machst du in deiner Freizeit?
Siehst du gern fern? Warum (nicht)?
Was liest du gern? Warum?
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? Warum (nicht)?
Was machst du normalerweise in den Sommerferien?
Was für Pläne hast du für diesen Sommer?
Was hast du in den letzten Sommerferien gemacht?

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**.
-

Personal Relationships

Wie alt bist du?
Hast du Geschwister?
Verstehst du dich gut mit deiner Familie? Warum (nicht)?
Was wirst du nächstes Wochenende mit deinen Freunden machen?
Was hat deine Familie gestern Abend gemacht?

Home Life

Wo wohnst du?
Was trinkst du gern? Warum?
Was machst du, um deinen Eltern zu helfen? Warum?
Sag mir etwas über einen typischen Tag.
Was hast du letztes Wochenende gemacht?

The Environment

Beschreib mir dein Haus.
Was kann man hier in... machen?
Was für Umweltsprobleme gibt es hier?
Wie würdest du... verbessern?
Was hast du noch gemacht, um die Umwelt zu verbessern?

Turn over ►

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**.
-

Education / Work

Wie kommst du zur Schule?
Was ist dein Lieblingsfach? Warum?
Was hast du gestern in der Schule gemacht?
Was wirst du nächstes Schuljahr machen?
Welchen Beruf möchtest du haben? Warum?

Personal Relationships

Wie alt bist du?
Hast du Geschwister?
Verstehst du dich gut mit deiner Familie? Warum (nicht)?
Was wirst du nächstes Wochenende mit deinen Freunden machen?
Was hat deine Familie gestern Abend gemacht?

Tourism

Wie ist das Wetter heute?
Ist... /die Gegend gut für Touristen? Warum (nicht)?
Was machst du normalerweise in den Sommerferien?
Was für Pläne hast du für diesen Sommer?
Was hast du in den letzten Sommerferien gemacht?

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**.
-

Leisure

Was machst du in deiner Freizeit?
Siehst du gern fern? Warum (nicht)?
Was liest du gern? Warum?
Was wirst du nächstes Wochenende machen?
Erzähl mir etwas über den letzten Film, den du gesehen hast.

Home Life

Wo wohnst du?
Was trinkst du gern? Warum?
Was machst du, um deinen Eltern zu helfen? Warum?
Sag mir etwas über einen typischen Tag.
Was hast du letztes Wochenende gemacht?

The Environment

Beschreib mir dein Haus.
Was kann man hier in... machen?
Was für Umweltsprobleme gibt es hier?
Wie würdest du... verbessern?
Was hast du noch gemacht, um die Umwelt zu verbessern?

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