
General Certificate of Secondary Education

German (Short Course) Speaking Test Teacher's Booklet



Tuesday 6 May – Friday 23 May 2003

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

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AT THIS POINT	RECORD THIS	DO THIS
At the start of each new tape.	“GCSE Short Course _____ 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 German friend about pets.

- Say what pet you have.
- Say how old it is.
- Say where it sleeps.
- Ask if your friend likes pets.

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

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

Du bist in Deutschland. Du sprichst mit deinem Freund/deiner Freundin. Ich bin der Freund/die Freundin. Ich beginne.

- 1 Hast du ein Haustier?
- 2 Wie alt ist er?
- 3 Was macht er nachts?
- 4 Ach so.
- 5 Ja.

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

You are talking to your new German friend about where you live.

- Say where you live.
- Say how far you travel to school.
- Say how you get to school.
- Ask when your friend's school starts.

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

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

Du bist in Deutschland. Du sprichst mit deinem Freund/deiner Freundin. Ich bin der Freund/die Freundin.

- 1 Wo wohnst du?
- 2 Musst du morgens weit fahren?
- 3 Wie kommst du zur Schule?
- 4 Ich auch.
- 5 Um acht Uhr.

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

You are talking to your Austrian friend about what you do in the lunch break.

- Say at what time you eat.
- Say where you eat.
- Say one thing you do afterwards.
- Ask what your friend likes to eat.

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

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

Du bist in Österreich. Du sprichst mit deinem Freund/deiner Freundin. Ich bin der Freund/die Freundin.

- 1 Um wie viel Uhr isst du?
- 2 Wo isst du?
- 3 Was machst du nach dem Mittagessen?
- 4 Ich auch.
- 5 Ich esse gern Salat.

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

You are talking to your German friend about going out this evening.

- Say you would like to go to the cinema.
- Say how often you go.
- Ask what time the film starts.
- Ask your friend what it costs.

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. Du sprichst mit deinem Freund/deiner Freundin. Ich bin der Freund/die Freundin.

- 1 Was willst du heute Abend machen?
- 2 Wie oft gehst du ins Kino?
- 3 Heute Abend läuft ein guter Film.
- 4 Der Film beginnt um acht Uhr.
- 5 Ich bezahle für dich.

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

You are talking to your German friend about sport.

- Say you like to go swimming.
- Say which day you go.
- Ask when you can go swimming.
- Say yes please, that's great.

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

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

Du bist in Deutschland. Du sprichst mit deinem Freund/deiner Freundin. Ich bin der Freund/die Freundin.

- 1 Treibst du gern Sport?
- 2 Das mache ich auch.
- 3 Das Hallenbad ist nicht weit von hier.
- 4 Heute Abend, wenn du willst.
- 5 O.K.

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

You are at your Swiss friend's house. You want to go and buy a present.

- Say you would like to go shopping.
- Ask your friend to come with you.
- Say what you want to buy.
- Say who it's for.

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

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

Du bist in der Schweiz. Du sprichst mit deinem Freund/deiner Freundin. Ich bin der Freund/die Freundin.

- 1 Was machen wir heute Nachmittag?
- 2 O.K.
- 3 Ja, gern. Was suchst du?
- 4 Für wen?
- 5 Das Kaufhaus ist gut.

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

You are in Austria. Your Austrian friend is asking you about your next birthday.

- Geburtstag – wann und wie alt.
- Was für ein Geschenk – von wem.
- Geburtstag letztes Jahr – **zwei** Aktivitäten.
- **!**

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 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 Begin the conversation by explaining the situation and then asking when the candidate's birthday is and how old he/she will be.


*Wir sind in Österreich. Ich bin dein österreichischer Freund/deine österreichische Freundin.
Wir sprechen über deinen nächsten Geburtstag.
Wann hast du Geburtstag? Wie alt wirst du?*

- 2 Allow the candidate to say when his/her birthday is and how old he/she will be.
Ask the candidate what sort of a present he/she would like and from whom.

Was für ein Geschenk möchtest du bekommen? Von wem?

- 3 Allow the candidate to suggest a present and who might give it to him/her.
Ask the candidate what he/she did last year on his/her birthday. Elicit **two** details.

Was hast du letztes Jahr an deinem Geburtstag gemacht?

- 4  Allow the candidate to say what he/she did last year on his/her birthday.
Ask the candidate what is important for a good party. Elicit **two** details.

Was ist wichtig auf einer guten Party?

- 5 Allow the candidate to state **two** things which are important for a good party.
Close the conversation by agreeing.

Ja, so was finde ich auch wichtig.

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

Turn over ►

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

You are in Germany discussing food with your German friend.

- Lieblingsessen – **drei** Details.
- Das Essen in der Schule – **zwei** Details.
- **!**
- Ungesundes Essen – 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 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 Begin the conversation by explaining the situation and saying that you are discussing food. Ask the candidate what he/she most likes to eat. Elicit **three** details.

*Wir sind in Deutschland. Ich bin dein deutscher Freund/deine deutsche Freundin.
Wir sprechen über das Essen.
Was ist dein Lieblingsessen?*

- 2 Allow the candidate to mention **three** things he/she likes to eat. Ask the candidate about school meals. Elicit **two** details.

Wie ist das Essen in der Schule?

- 3 ! Allow the candidate to give **two** details about school meals. Ask the candidate if he/she sometimes goes to a restaurant and why.

Gehst du manchmal ins Restaurant? Warum?

- 4 Allow the candidate to say if he/she sometimes goes to a restaurant and why. Ask the candidate what food is unhealthy and why.

Was ist ungesund zum Essen? Warum?

- 5 Allow the candidate to respond. End the conversation by agreeing with the candidate.

Ja, du hast Recht.

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

Turn over ►

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

You are at home in Great Britain. You and your German friend are discussing part-time jobs.

- Dein Freizeitjob – wo und wann.
- Arbeit – **zwei** Details.
- Meinung über den Job – 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 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 Begin the conversation by introducing the situation and then saying that you are talking about part-time jobs.
Ask the candidate about his/her part-time job.


*Wir sind in Großbritannien. Ich bin dein deutscher Freund/deine deutsche Freundin.
Wir sprechen über Freizeitjobs.
Wo arbeitest du und was sind deine Arbeitszeiten?*

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

Was musst du dort machen?

- 3 Allow the candidate to give **two** details of what he/she does.
Ask the candidate his/her opinion of their job and why.

Wie gefällt dir dieser Job? Warum?

- 4  Allow the candidate to say what he/she thinks about the job and why.
Ask the candidate what he/she does with the money earned.

Was machst du mit dem Geld, das du verdienst?

- 5 Allow the candidate to say what he/she does with the money earned.
Close the conversation by saying that is good.

Prima.

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

Turn over ►

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

You are in Germany. You and your German friend are discussing options for an evening out. You prefer to go to a party.

- Party – warum.
- Etwas mitnehmen – **zwei** Vorschläge.
- Dorthinkommen – wie und wann.
- **!**

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 Begin the conversation by introducing the situation and then saying you are talking about what to do that evening.
Ask the candidate if he/she prefers to go to a disco or to a party.


*Wir sind in Deutschland. Ich bin dein deutscher Freund/deine deutsche Freundin.
Wir sprechen über unsere Pläne für heute Abend.
Möchtest du in die Disco oder auf eine Party bei Petra gehen? Warum?*

- 2 Accept the candidate's choice and reason.
Ask about taking something to the party. Elicit **two** things.

O.K. – gehen wir auf die Party. Sollten wir etwas mitnehmen?

- 3 Allow the candidate to suggest **two** things to take along.
Ask the candidate how he/she wants to get there and at what time.

Gute Idee! Machen wir das. Wie kommen wir dorthin? Wann?

- 4  Allow the candidate to suggest a way of getting to the party and a time.
Ask the candidate what he/she is going to wear for the party. Elicit **two** items of clothing.

Welche Kleidung trägst du für die Party?

- 5 Allow the candidate to say **two** things he/she is going to wear.
End the conversation by saying you are looking forward to the party.

Ich freue mich auf die Party.

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

Turn over ►

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

You are in Switzerland. You and your Swiss friend are discussing plans for the future.

- Sommerferien – wann und wie lange.
- !
- Lange Sommerferien – deine Meinung.
- Schulfächer nächstes Jahr – 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 Begin the conversation by explaining the situation and then saying that you are discussing plans for the future.

Ask the candidate when his/her summer holidays begin and how long they last.

Wir sind in der Schweiz. Ich bin dein schweizerischer Freund/deine schweizerische Freundin.

Wir sprechen über Pläne für die Zukunft.

Wann beginnen deine Sommerferien? Wie lange dauern sie?

- 2 ! Allow the candidate to say when his/her summer holidays start and how long they last.
 Ask the candidate what he/she is doing in the summer holidays. Elicit **two** details.

Was machst du in den kommenden Sommerferien?

- 3 Allow the candidate to say **two** things he/she does in the summer holidays.
 Ask the candidate if he/she thinks that the long summer holidays are a good thing.

Findest du es gut, dass man so lange Sommerferien hat? Warum (nicht)?

- 4 Allow the candidate to give an opinion on the long summer holidays.
 Ask the candidate what subjects he/she is doing next year and why.

Welche Fächer machst du nächstes Jahr? Warum?

- 5 Allow the candidate to say which subjects he/she is doing next year and why.
 End the conversation by saying that sounds interesting.

Ja, das klingt interessant.

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

Turn over ►

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

You are in Great Britain. You and your German friend are discussing what television programmes you like and choosing a programme for this evening.

- Lieblingsendung – warum.
- Wann und wie lange.
- !
- Heute Abend – Vorschlag 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 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 Begin the conversation by explaining the situation and saying that you are discussing what television programmes you like.
Ask the candidate what is his/her favourite television programme and why.

*Wir sind in Großbritannien. Ich bin dein deutscher Freund/deine deutsche Freundin.
Wir sprechen über Fernsehen.
Was ist deine Lieblingssendung im Fernsehen? Warum?*

- 2 Allow the candidate to say what is his/her favourite television programme and why.
Ask the candidate when he/she sees this programme and how long it lasts.

Wann siehst du diese Sendung? Wie lange dauert sie?

- 3 ! Allow the candidate to say when he/she sees this programme and how long it lasts.
! Ask the candidate if he/she can always see this programme and why/why not.

Darfst du diese Sendung jedes Mal sehen? Warum (nicht)?

- 4 Allow the candidate to say if he/she can always see this programme and why/why not.
Ask the candidate what programme he/she suggests for that evening and why.

Was sehen wir heute Abend? Warum?

- 5 Allow the candidate to suggest a programme for that evening and give a reason.
End the conversation by saying you are looking forward to it.

Ich freue mich darauf.

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**.
-

Daily Routine

Wie kommst du zur Schule?
Was machst du in der Mittagspause?
Was machst du zu Hause, um deinen Eltern zu helfen? Warum?
Was wirst du heute Abend machen?
Was hast du heute Morgen vor der Schule gemacht?

Leisure

Was machst du gern in deiner Freizeit?
Was gibt es abends in deiner Stadt zu tun?
Gehst du am Wochenende einkaufen? Mit wem?
Machst du manchmal Ausflüge mit deiner Familie? Wohin?
Hast du neulich einen guten Film gesehen? Warum war der Film so gut?

Part-time Jobs and Work Experience

Hast du schon ein Arbeitspraktikum gemacht? Was?
Wie hat dir das Arbeitspraktikum gefallen?
Hast du einen Freizeitjob? Wo?
Wie hast du deinen Freizeitjob bekommen?
Was für einen Job würdest du nicht gern machen? Warum nicht?

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**.
-

Self, Family and Friends

Hast du Haustiere?
Kannst du einen Freund oder eine Freundin beschreiben?
Wohin gehst du gern mit deinen Freunden? Warum?
Was macht deine Familie abends?
Was hast du letztes Wochenende gemacht?

Home and Local Environment

Was hast du in deinem Schlafzimmer?
Gefällt dir dein Haus/deine Wohnung? Warum (nicht)?
Was für Geschäfte gibt es in deiner Stadt?
Gibt es viel Industrie hier in der Nähe?
Seit wann wohnst du hier?

School and Future Plans

Welchen Schultag hast du am liebsten und warum?
Welche Fächer machst du nicht so gern? Warum nicht?
Welche Sportarten treibt man in deiner Schule?
Hast du gestern Abend Hausaufgaben gemacht?
Was willst du nächstes Jahr machen und warum?

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**.
-

Daily Routine

Wie kommst du zur Schule?

Was machst du in der Mittagspause?

Was machst du zu Hause, um deinen Eltern zu helfen? Warum?

Was wirst du heute Abend machen?

Was hast du heute Morgen vor der Schule gemacht?

Self, Family and Friends

Hast du Haustiere?

Kannst du einen Freund oder eine Freundin beschreiben?

Wohin gehst du gern mit deinen Freunden? Warum?

Was macht deine Familie abends?

Was hast du letztes Wochenende gemacht?

Part-time Jobs and Work Experience

Hast du schon ein Arbeitspraktikum gemacht? Was?

Wie hat dir das Arbeitspraktikum gefallen?

Hast du einen Freizeitjob? Wo?

Wie hast du deinen Freizeitjob bekommen?

Was für einen Job würdest du nicht gern machen? Warum nicht?

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 and Local Environment

Was hast du in deinem Schlafzimmer?
Gefällt dir dein Haus/deine Wohnung? Warum (nicht)?
Was für Geschäfte gibt es in deiner Stadt?
Gibt es viel Industrie hier in der Nähe?
Seit wann wohnst du hier?

Daily Routine

Wie kommst du zur Schule?
Was machst du in der Mittagspause?
Was machst du zu Hause, um deinen Eltern zu helfen? Warum?
Was wirst du heute Abend machen?
Was hast du heute Morgen vor der Schule gemacht?

School and Future Plans

Welchen Schultag hast du am liebsten und warum?
Welche Fächer machst du nicht so gern? Warum nicht?
Welche Sportarten treibt man in deiner Schule?
Hast du gestern Abend Hausaufgaben gemacht?
Was willst du nächstes Jahr machen und warum?

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 machst du gern in deiner Freizeit?
Was gibt es abends in deiner Stadt zu tun?
Gehst du am Wochenende einkaufen? Mit wem?
Machst du manchmal Ausflüge mit deiner Familie? Wohin?
Hast du neulich einen guten Film gesehen? Warum war der Film so gut?

Self, Family and Friends

Hast du Haustiere?
Kannst du einen Freund oder eine Freundin beschreiben?
Wohin gehst du gern mit deinen Freunden? Warum?
Was macht deine Familie abends?
Was hast du letztes Wochenende gemacht?

Part-time Jobs and Work Experience

Hast du schon ein Arbeitspraktikum gemacht? Was?
Wie hat dir das Arbeitspraktikum gefallen?
Hast du einen Freizeitjob? Wo?
Wie hast du deinen Freizeitjob bekommen?
Was für einen Job würdest du nicht gern machen? Warum nicht?

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**.
-

Home and Local Environment

Was hast du in deinem Schlafzimmer?
Gefällt dir dein Haus/deine Wohnung? Warum (nicht)?
Was für Geschäfte gibt es in deiner Stadt?
Gibt es viel Industrie hier in der Nähe?
Seit wann wohnst du hier?

Leisure

Was machst du gern in deiner Freizeit?
Was gibt es abends in deiner Stadt zu tun?
Gehst du am Wochenende einkaufen? Mit wem?
Machst du manchmal Ausflüge mit deiner Familie? Wohin?
Hast du neulich einen guten Film gesehen? Warum war der Film so gut?

School and Future Plans

Welchen Schultag hast du am liebsten und warum?
Welche Fächer machst du nicht so gern? Warum nicht?
Welche Sportarten treibt man in deiner Schule?
Hast du gestern Abend Hausaufgaben gemacht?
Was willst du nächstes Jahr machen und warum?