
General Certificate of Secondary Education

German (Short Course) Speaking Test Teacher's Booklet



Monday 19 April – Friday 21 May 2004

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AT THIS POINT	RECORD THIS	DO THIS
At the start of each new tape.	“GCSE Short Course _____ Examination, 2004. 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 2004 Examinations”, which is issued to all centres in the Spring Term.

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

You are introducing yourself to a new Swiss friend.

- Spell your first name.
- Say how old you are.
- Ask where your friend lives.
- Ask whether your friend has any brothers or sisters.

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

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

Du bist in der Schweiz. Du sprichst mit einem neuen Freund/einer neuen Freundin. Ich bin der Freund/die Freundin.

- 1 Wie schreibt man... (candidate's first name)?
- 2 Wie alt bist du?
- 3 Ach so.
- 4 Ich wohne in Luzern.
- 5 Nein, ich bin Einzelkind.

Turn over ►

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

You are talking to your German friend about your free time.

- Say what sport you like to do.
- Say how often you do it.
- Say who you do it with.
- Ask what your friend does in his / her free time.

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 Was für Sport treibst du gern?
- 2 Ich auch.
- 3 Mit wem?
- 4 Ach so.
- 5 Ich spiele Tennis.

Turn over ►

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

You are talking to your Austrian friend about school.

- Say when your school begins.
- Say how you get there.
- Say what sort of school it is.
- Ask if your friend likes his/her school.

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 beginnt deine Schule?
- 2 Wie kommst du zur Schule?
- 3 Was für eine Schule besuchst du?
- 4 Ach so.
- 5 Sie ist prima.

Turn over ►

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

You telephone your German friend's house and speak to his father / mother.

- Say you are Karl's friend.
- Say how you are.
- Ask if Karl is at home.
- Say when you'll phone.

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

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

Du rufst deinen Freund in Deutschland an. Ich bin sein Vater / seine Mutter.

- 1 Hier Meyer.
- 2 Hallo. Wie geht es dir?
- 3 Und wie kann ich dir helfen?
- 4 Leider nicht. Kannst du später anrufen?
- 5 O.K. Ich sage ihm Bescheid.

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

You have just arrived at your Austrian friend's house. He/she asks if you would like to watch television.

- Say it is too late.
- Say yes, you are going to bed.
- Ask what time breakfast is.
- Say thank you and good night.

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

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

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

- 1 Willst du fernsehen?
- 2 Bist du müde?
- 3 Ich auch.
- 4 Um sieben Uhr.
- 5 Danke, gleichfalls.

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

You are at your German friend's house. You are discussing what you normally do on Saturdays.

- Say you go to town.
- Say how you get there.
- Say what you do there.
- Ask if your friend works on Saturdays.

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

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

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

- 1 Was machst du samstags?
- 2 Wie kommst du in die Stadt?
- 3 Was machst du da?
- 4 Das mache ich nicht sehr oft.
- 5 Ja, ich muss Geld verdienen.

Turn over ►

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

You are in Austria. Your Austrian friend is asking you about helping out at home.

- Arbeit im Haus – **zwei** Aktivitäten.
- Helfen – warum.
- **!**
- Wochenendjob – **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 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 asking the candidate what he/she does to help at home.

Wir sind in Österreich. Ich bin dein österreichischer Freund/deine österreichische Freundin. Wie hilfst du im Haushalt?

- 2 Allow the candidate to say what he/she does to help at home. Elicit **two** details. Ask the candidate why he/she has to help.

Warum musst du im Haushalt helfen?

- 3 ! Allow the candidate to give an opinion on the importance of helping.
! Ask the candidate what he/she does not like doing and why.

Was machst du nicht gern im Haus? Warum?

- 4 Allow the candidate to say what he/she does not like doing and why. Ask the candidate what he/she does in his/her weekend job. Elicit **two** details.

Und du hast auch einen Job am Wochenende, nicht wahr?

- 5 Allow the candidate to give two details of his/her weekend job. End the conversation by saying that is interesting.

Ja, das ist interessant.

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 work experience with your German friend.

- Arbeitspraktikum – wann und wo.
- **Zwei** Aktivitäten.
- Die anderen Leute bei der Arbeit – **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 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 asking the candidate when he/she did work experience and where.

*Wir sind in Deutschland. Ich bin dein deutscher Freund/deine deutsche Freundin.
Wann hast du dein Arbeitspraktikum gemacht? Wo war das?*

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

Was hast du da gemacht?

- 3 Allow the candidate to say what he/she did.
Ask the candidate what he/she thought of the other people. Elicit **two** details.

Wie hast du die anderen Leute gefunden?

- 4 ! Allow the candidate to give his/her opinion of the other people.
Ask the candidate if he/she liked the work and why (not)?

Hat dir die Arbeit gefallen? Warum (nicht)?

- 5 Allow the candidate to say if he/she liked the work and why.
End the conversation by saying that you understand.

Ach so.

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 Germany. You and your German friend are discussing daily routine.

- Deine Routine vor der Schule – **zwei** Details.
- Frühstück – was und warum.
- **!**
- Schuluniform – deine Meinung.

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 asking the candidate what he/she does before school. Elicit **two** details.

*Du sprichst mit deinem deutschen Freund/deiner deutschen Freundin. Ich bin der Freund/die Freundin.
Was machst du, bevor du zur Schule gehst?*

- 2 Allow the candidate to say what he/she does before he/she goes to school. Elicit **two** details. Ask the candidate what he/she usually has for breakfast and why.

Was isst du normalerweise zum Frühstück? Warum?

- 3 ! Allow the candidate to say what he/she has for breakfast and why. Ask the candidate to tell you something about his/her school day. Elicit **two** details.

Sag mir etwas über deinen Schultag.

- 4 Allow the candidate to tell you about his/her school day. Ask the candidate what he/she thinks about school uniform in Great Britain.

Wie findest du Schuluniform in Großbritannien? Was ist deine Meinung darüber?

- 5 Allow the candidate to say what he/she thinks about school uniform. End the conversation by saying that it is better in Germany.

Ich finde, es ist besser ohne Schuluniform, wie in Deutschland.

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

Turn over ►

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

Your German friend is visiting you. You suggest going to the local sports centre.

- Wohin und wann.
- **Zwei** Aktivitäten.
- Lieblingssport 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 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 asking the candidate what you can do and when.

*Du sprichst mit deinem deutschen Freund / deiner deutschen Freundin. Ich bin der Freund / die Freundin.
Was wollen wir machen? Und wann?*

- 2 Allow the candidate to suggest going to the sports centre and when.
Ask what you can do there. Elicit **two** activities.

Was kann man dort machen?

- 3 Allow the candidate to suggest two activities.
Ask the candidate what his / her favourite sport is and why.

Was ist dein Lieblingssport? Warum?

- 4 ! Allow the candidate to say what his / her favourite sport is and to give a reason.
• Ask about eating this evening.

Wie ist es mit dem Essen heute Abend?

- 5 Allow the candidate to say where you are going to eat this evening.
End the conversation by saying that is fine.

Prima.

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

Turn over ►

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

You are talking to your Swiss friend about your friends in England.

- Freunde – **drei** Details.
- Freizeit zusammen – **zwei** Aktivitäten.
- **!**
- Geld verdienen – wie – **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 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 introducing the situation and asking the candidate to tell you something about his/her friends in England. Elicit **three** details.

*Ich bin dein Schweizer Freund/deine Schweizer Freundin.
Sag mir etwas über deine Freunde in England.*

- 2 Allow the candidate to tell you about his/her friends in England.
Ask the candidate what they like doing in their free time. Elicit **two** activities.

Du und deine Freunde, was macht ihr in der Freizeit?

- 3 ! Allow the candidate to say two things they like doing.
! Ask the candidate how often they go out together.

Wie oft gehst du mit deinen Freunden aus?

- 4 Allow the candidate to say how often he/she goes out with his/her friends.
Ask the candidate what he/she and his/her friends do to earn money. Elicit **two** details.

Du und deine Freunde, was macht ihr, um Geld zu verdienen?

- 5 Allow the candidate to say what he/she and his/her friends do to earn money.
End the conversation by saying that's nice.

Schön.

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

Turn over ►

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

You and your Austrian friend are discussing a visit to the new shopping centre.

- Einkaufszentrum – wo und Öffnungszeiten.
- Geschäfte – deine Meinung und warum.
- Letzter Besuch – wann und mit wem.
- !

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 introducing the situation and asking the candidate where the new shopping centre is and when it is open.


*Ich bin dein österreichischer Freund / deine österreichische Freundin.
Wo ist das neue Einkaufszentrum? Wann sind die Öffnungszeiten?*

- 2 Allow the candidate to say where the new shopping centre is and when it is open.
Ask the candidate what the shops are like and why he / she thinks this.

Wie sind die Geschäfte dort? Warum meinst du das?

- 3 Allow the candidate to say what he / she thinks of the shops and why.
Ask when the candidate last visited the shopping centre and with whom.

Wann warst du zum letzten Mal im Einkaufszentrum? Mit wem warst du da?

- 4  Allow the candidate to say when he / she was last at the shopping centre and with whom.
Ask the candidate what he / she did there.

Was hast du dort gemacht?

- 5 Allow the candidate to say what he / she did at the shopping centre.
End the conversation by saying you think that's good.

Prima.

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**

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?

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 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**.
-

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 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**.
-

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 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?

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?

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**.
-

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 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 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?

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