
General Certificate of Secondary Education
June 2005



GERMAN (SHORT COURSE)
Speaking Test
Teacher's Booklet

Monday 18 April to Friday 20 May 2005

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)	29 – 35

AT THIS POINT	RECORD THIS	DO THIS
At the start of each new tape.	“GCSE Short Course _____ Examination, 2005. 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 2005 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 school meals.

- Say when the lunch break is.
- Say where you eat.
- Say what you do afterwards.
- Ask your friend if he/she has lunch at school.

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.

- 1 Wann ist die Mittagspause?
- 2 Wo isst du?
- 3 Und nach dem Essen?
- 4 Das ist interessant.
- 5 Nein, ich esse zu Hause.

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

You are talking to your Austrian friend about leisure activities.

- Say you watch television.
- Say what you like to watch.
- Say where you watch television.
- Ask your friend if he/she goes to the cinema.

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

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

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

1 Was machst du in deiner Freizeit?

2 Ach so.

3 Wo siehst du fern?

4 Ich sehe nicht besonders gern fern.

5 Ja, sehr oft.

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

You are talking to your German friend about school routine.

- Say what time your school begins.
- Say how you get to school.
- Say what your favourite subject is.
- Ask your friend if he/she has school on Saturdays.

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

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

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

- 1 Ich muss um 8 Uhr in der Schule sein.
- 2 Wie kommst du zur Schule?
- 3 Meine Schule ist um die Ecke.
- 4 Interessant.
- 5 Nein. Das macht man nicht mehr.

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

You are talking to your Swiss friend about going shopping.

- Say you are going to town.
- Say what you are going to buy.
- Say when you will be back.
- Ask your friend if he/she wants to come with you.

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

ROLE PLAY 4 (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 machst du heute?
- 2 Warum?
- 3 Wann kommst du zurück?
- 4 Okay.
- 5 Ja, gern.

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

Your German friend is visiting you. You are arranging to go out.

- Say you are going to the disco.
- Say where the disco is.
- Say what it costs to get in.
- Ask your friend if he/she has any money.

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

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

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

- 1 Was machen wir am Samstagabend?
- 2 Gute Idee.
- 3 Ist der Eintritt teuer?
- 4 Ach so.
- 5 Ja, sicher.

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

You are talking to a new German friend.

- Say how old you are.
- Say how many brothers or sisters you have.
- Say what your hobby is.
- Ask your friend where he/she lives.

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

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

Du sprichst mit einem neuen deutschen Freund/einer neuen deutschen Freundin. Ich bin der Freund/die Freundin.

- 1 Wie alt bist du?
- 2 Hast du eine große Familie?
- 3 Ach so.
- 4 Interessant.
- 5 Ich wohne in der Stadtmitte.

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

You want a holiday job in Germany and telephone an agency to make enquiries.

- Job – wann.
- !
- Was für Arbeit – **zwei** Möglichkeiten.
- Arbeitspraktikum in Großbritannien – **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 agency employee 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 and then answer the telephone.

*Du telefonierst mit einem Büro in Deutschland. Ich bin der/die Angestellte.
Hallo. Kann ich Ihnen helfen?*

- 2  Allow the candidate to say he/she is looking for a job in Germany and when.
Ask the candidate why he/she would like to work in Germany.

Warum wollen Sie in Deutschland arbeiten?

- 3 Allow the candidate to say why he/she would like to work in Germany.
Ask what sort of job the candidate is looking for. Elicit **two** details.

Was für Arbeit suchen Sie?

- 4 Allow the candidate to give **two** details of the sort of job he/she is looking for.
Ask what work experience the candidate has had in Great Britain. Elicit **two** details.

Was für ein Arbeitspraktikum haben Sie in Großbritannien gemacht?

- 5 Allow the candidate to give **two** details of his/her work experience in Great Britain.
End the conversation appropriately.

Ich glaube, wir haben etwas für Sie.

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

Turn over ►

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

You are in Austria. Your Austrian friend invites you to go to the cinema but you have already seen the film and would prefer to do something else.

- Problem.
- Film – **zwei** Details.
- Andere Aktivität – 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. Ask if the candidate wants to go to the cinema that evening.

*Wir sind in Österreich. Ich bin dein österreichischer Freund/deine österreichische Freundin.
Wollen wir heute Abend ins Kino gehen? Es läuft ein guter Film.*

- 2 Allow the candidate to say that he/she has already seen the film.
Ask the candidate to tell you about the film. Elicit **two** details.

Schade. Sag mir etwas über den Film.

- 3 Allow the candidate to give **two** details of the film.
Ask the candidate to suggest another activity and to give a reason.

Was möchtest du also lieber machen? Warum?

- 4 ! Allow the candidate to suggest another activity and to give a reason.
Ask what the candidate does to get money.

Okay. Was machst du, um Geld für deine Hobbys zu bekommen?

- 5 Allow the candidate to say what he/she does to get money.
End the conversation appropriately.

Das ist interessant.

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

Turn over ►

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

Your German friend plans to visit you next week but there is a problem. You telephone to re-arrange the visit.

- Problem – warum.
- Neuer Termin.
- !
- Dein Schultag – **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 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. Say you are very much looking forward to next week.

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

Hallo. Du bist's. Ich freue mich sehr auf nächste Woche.

- 2 Allow the candidate to say that you cannot visit him/her and why.
Ask the candidate when you can visit.

Ach, schade. Kann ich vielleicht später kommen?

- 3 ! Allow the candidate to say when you can visit him/her.
Ask what there is to do where the candidate lives. Elicit **two** activities.

Gut. Gibt es viel zu tun, wo du wohnst?

- 4 Allow the candidate to mention **two** activities.
Ask what the candidate's school day is like. Elicit **two** details.

Und wir gehen natürlich auch in die Schule, ja? Wie ist dein Schultag?

- 5 Allow the candidate to give **two** details of his/her school day.
End the conversation appropriately.

Das ist interessant.

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. Your German friend suggests watching television but you do not like television and prefer to do something more active.

- Fernsehen – deine Meinung und warum.
- Dein Vorschlag – warum.
- !
- Das Essen in Deutschland – 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 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. Tell the candidate that there are good television programmes that evening.

*Wir sind in Deutschland. Ich bin dein deutscher Freund/deine deutsche Freundin.
Das Fernsehprogramm für heute Abend ist prima.*

- 2 Allow the candidate to say that he/she does not like watching television and to give a reason.
Ask what the candidate would prefer to do and why.

Also, was würdest du lieber machen? Warum?

- 3 ! Allow the candidate to say what he/she would prefer to do and why.
! Ask the candidate about eating that evening.

Okay. Wie ist es mit dem Essen heute Abend? Was machen wir?

- 4 Allow the candidate to make a suggestion about eating that evening.
Ask what the candidate thinks about food in Germany and why.

Fein. Wie findest du das Essen in Deutschland? Warum?

- 5 Allow the candidate to say what he/she thinks about food in Germany and why.
End the conversation by accepting the candidate's opinion.

Interessant.

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. Your Swiss friend asks you about your starting a new school after the summer.

- Neue Schule – warum.
- Neue Schule – wo und wann.
- !
- Ferienpläne – **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 Introduce the situation. Ask the candidate why he/she is going to a new school.

*Wir sind in der Schweiz. Ich bin dein Freund/deine Freundin aus der Schweiz.
Warum besuchst du eine neue Schule?*

- 2 Allow the candidate to say why he/she is going to a new school.
Ask where the new school is and when the candidate will be starting.

Wo ist deine neue Schule? Wann beginnt das neue Schuljahr?

- 3 ! Allow the candidate to say where the new school is and when he/she will be starting.
! Ask the candidate what subjects he/she has chosen and to give a reason.

Welche Schulfächer willst du im September machen? Warum?

- 4 Allow the candidate to state at least **two** subjects and to give a reason.
Ask the candidate what his/her plans for the holidays are. Elicit **two** details.

Und was machst du dieses Jahr in den Sommerferien?

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

Das ist 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 Britain. You are talking to your German friend about visiting the youth club. You are also planning a day out next weekend.

- Jugendklub – wo und wann.
- **Zwei** Aktivitäten.
- **!**
- Tagesausflug – 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 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. Ask the candidate where the youth club is and when you are going there.

*Wir sind in Großbritannien. Ich bin dein deutscher Freund/deine deutsche Freundin.
Wo ist der Jugendklub? Wann gehen wir hin?*

- 2 Allow the candidate to say where the youth club is and when you are going there.
Ask the candidate what you can do there. Elicit **two** activities.

Was kann man da machen?

- 3 ! Allow the candidate to state **two** youth club activities.
! Ask the candidate what he/she thinks of the youth club and why.

Wie findest du den Jugendklub? Warum?

- 4 Allow the candidate to give an opinion of the youth club.
Ask what the candidate is planning for the weekend.

Was machen wir nächstes Wochenende?

- 5 Allow the candidate to say what he/she is planning for the weekend.
End the conversation by saying that sounds good.

Das hört sich gut an.

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

Wann beginnt und endet dein Schultag?
Was machst du, wenn die Schule aus ist?
Welcher Tag ist der beste der Woche? Warum?
Was wird es heute Abend bei dir zu essen geben?
Was hast du gestern Abend gemacht, bevor du zu Bett gegangen bist?

Self, Family and Friends

Hast du Geschwister?
Verstehst du dich gut mit deiner Familie? Warum (nicht)?
Was für Hobbys hast du?
Was wirst du an deinem nächsten Geburtstag machen?
Was hat deine Familie gestern Abend gemacht?

Part-Time Jobs and Work Experience

Was für Teilzeitjobs gibt es in dieser Gegend?
Warum haben viele Jugendliche einen Teilzeitjob?
Gibt es Teilzeitjobs, die du nicht gern machen würdest? Welche? Warum?
Wirst du in den kommenden Sommerferien arbeiten? Warum (nicht)?
Hast du ein Arbeitspraktikum gemacht? Wo? Was?

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

Wann beginnt und endet dein Schultag?
Was machst du, wenn die Schule aus ist?
Welcher Tag ist der beste der Woche? Warum?
Was wird es heute Abend bei dir zu essen geben?
Was hast du gestern Abend gemacht, bevor du zu Bett gegangen bist?

Leisure

Welche Sportarten treibst du gern?
Was liest du gern? Warum?
Wohin fährst du in den Sommerferien? Warum?
Was wirst du am Wochenende machen?
Was hast du gestern Abend im Fernsehen gesehen? War es gut?

Part-Time Jobs and Work Experience

Was für Teilzeitjobs gibt es in dieser Gegend?
Warum haben viele Jugendliche einen Teilzeitjob?
Gibt es Teilzeitjobs, die du nicht gern machen würdest? Welche? Warum?
Wirst du in den kommenden Sommerferien arbeiten? Warum (nicht)?
Hast du ein Arbeitspraktikum gemacht? Wo? Was?

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**.
-

Self, Family and Friends

Hast du Geschwister?
Verstehst du dich gut mit deiner Familie? Warum (nicht)?
Was für Hobbys hast du?
Was wirst du an deinem nächsten Geburtstag machen?
Was hat deine Familie gestern Abend gemacht?

Home and Local Environment

Wo ist dein Haus?
Was gibt es in deinem Wohnzimmer?
Was gibt es für Teenager in deiner Stadt/deinem Dorf?
Wohnst du lieber in der Stadt oder auf dem Lande? Warum?
Wie würdest du deine Stadt verbessern?

School and Future Plans

Wie kommst du zur Schule?
Ist eine Schuluniform eine gute Idee? Warum (nicht)?
Kannst du deine Schule beschreiben?
Was wirst du nächstes Schuljahr machen?
Was hat dir in diesem Schuljahr nicht so gut gefallen? 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

Wo ist dein Haus?
Was gibt es in deinem Wohnzimmer?
Was gibt es für Teenager in deiner Stadt/deinem Dorf?
Wohnst du lieber in der Stadt oder auf dem Lande? Warum?
Wie würdest du deine Stadt verbessern?

Leisure

Welche Sportarten treibst du gern?
Was liest du gern? Warum?
Wohin fährst du in den Sommerferien? Warum?
Was wirst du am Wochenende machen?
Was hast du gestern Abend im Fernsehen gesehen? War es gut?

School and Future Plans

Wie kommst du zur Schule?
Ist eine Schuluniform eine gute Idee? Warum (nicht)?
Kannst du deine Schule beschreiben?
Was wirst du nächstes Schuljahr machen?
Was hat dir in diesem Schuljahr nicht so gut gefallen? 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

Wo ist dein Haus?
Was gibt es in deinem Wohnzimmer?
Was gibt es für Teenager in deiner Stadt/deinem Dorf?
Wohnst du lieber in der Stadt oder auf dem Lande? Warum?
Wie würdest du deine Stadt verbessern?

Daily Routine

Wann beginnt und endet dein Schultag?
Was machst du, wenn die Schule aus ist?
Welcher Tag ist der beste der Woche? Warum?
Was wird es heute Abend bei dir zu essen geben?
Was hast du gestern Abend gemacht, bevor du zu Bett gegangen bist?

School and Future Plans

Wie kommst du zur Schule?
Ist eine Schuluniform eine gute Idee? Warum (nicht)?
Kannst du deine Schule beschreiben?
Was wirst du nächstes Schuljahr machen?
Was hat dir in diesem Schuljahr nicht so gut gefallen? 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

Welche Sportarten treibst du gern?
Was liest du gern? Warum?
Wohin fährst du in den Sommerferien? Warum?
Was wirst du am Wochenende machen?
Was hast du gestern Abend im Fernsehen gesehen? War es gut?

Self, Family and Friends

Hast du Geschwister?
Verstehst du dich gut mit deiner Familie? Warum (nicht)?
Was für Hobbys hast du?
Was wirst du an deinem nächsten Geburtstag machen?
Was hat deine Familie gestern Abend gemacht?

Part-Time Jobs and Work Experience

Was für Teilzeitjobs gibt es in dieser Gegend?
Warum haben viele Jugendliche einen Teilzeitjob?
Gibt es Teilzeitjobs, die du nicht gern machen würdest? Welche? Warum?
Wirst du in den kommenden Sommerferien arbeiten? Warum (nicht)?
Hast du ein Arbeitspraktikum gemacht? Wo? Was?

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