

General Certificate of Secondary Education
June 2006



**GERMAN (SHORT COURSE)
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 Short Course _____ 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 in a clothes shop in Germany.

- Say what item of clothing you would like to buy.
- Say what colour you would like.
- Ask how much it is.
- Say it is too dear.

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

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

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

- 1 Guten Tag. Bitte schön.
- 2 Welche Farbe?
- 3 Wir haben diese hier.
- 4 Sie kosten dreißig Euro.
- 5 Ach, das tut mir Leid.

Turn over ►

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

You are talking to your German friend about your school.

- Say what sort of school you attend.
- Say how many pupils there are.
- Say when your school day ends.
- Ask your friend what his/her favourite subject is.

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. Ich bin dein deutscher Freund/deine deutsche Freundin.

- 1 Was für eine Schule besuchst du?
- 2 Ist das eine große Schule?
- 3 Wirklich?
- 4 Das ist ein langer Tag.
- 5 Englisch, natürlich.

Turn over ►

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

You are talking to your Austrian friend about pocket money.

- Say how much pocket money you get.
- Say how often you get it.
- Say what you buy with it.
- Ask your friend what he/she does in his/her spare time.

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. Ich bin dein österreichischer Freund/deine österreichische Freundin.

- 1 Wie viel Taschengeld bekommst du?
- 2 Wie oft bekommst du das?
- 3 Und was machst du damit?
- 4 Ich auch.
- 5 Ich spiele Tennis.

Turn over ►

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

You are talking to your German friend about sport.

- Say what sport you do.
- Say where you do it.
- Say how often you do it.
- Ask your friend what he/she does at the weekend.

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 Bist du sportlich?
- 2 Wo machst du das?
- 3 Und wie oft?
- 4 Ich treibe keinen Sport.
- 5 Ich habe einen Job.

Turn over ►

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

You are talking to your Swiss friend about going out at the weekend.

- Say you would like to go to the cinema.
- Say on which day.
- Say what sort of films you like.
- Ask your friend if you can eat nearby.

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

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

Du bist in der Schweiz. Ich bin dein Schweizer Freund/deine Schweizer Freundin.

- 1 Was möchtest du am Wochenende machen?
- 2 Wann?
- 3 Okay.
- 4 Ich auch.
- 5 Ja, ganz in der Nähe.

Turn over ►

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

You are talking to your German friend about going to town.

- Say you would like to go to the bank.
- Say you have no money.
- Say how much money you need.
- 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 6 (FOUNDATION TIER)**TEACHER'S ROLE**

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

- 1 Was machen wir heute?
- 2 Warum?
- 3 Wie viel brauchst du?
- 4 Ach so.
- 5 Ja, gerne.

Turn over ►

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

You are in Switzerland. You are talking to your Swiss friend about a healthy life-style.

- Essen – was und warum.
- Fit bleiben – **zwei** Aktivitäten.
- **!**
- Letztes Wochenende.

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 Introduce the situation, then ask the candidate what he/she likes to eat and why.

*Ich bin dein Schweizer Freund/deine Schweizer Freundin.
Was isst du gern? Warum?*

- 2 Allow the candidate to say what he/she likes to eat and why.
Ask the candidate what he/she does to keep fit. Elicit **two** activities.

Was machst du, um fit zu bleiben?

- 3 Allow the candidate to give **two** details of what he/she does to keep fit.
! Ask the candidate why so many young people are unfit.

Warum sind so viele junge Leute nicht fit?

- 4 Allow the candidate to say why so many young people are unfit.
Ask the candidate what he/she did last weekend.

Was hast du letztes Wochenende gemacht?

- 5 Allow the candidate to say what he/she did last weekend.
End the conversation appropriately.

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. Your German friend is asking you about your part-time job and your plans for the summer.

- Freizeitjob – wo und wann.
- Deine Meinung über den Job und warum.
- !
- Letzten Sommer – **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 Introduce the situation, then ask the candidate where he/she works and when.

Ich bin dein deutscher Freund/deine deutsche Freundin. Wo arbeitest du ? Wann?

- 2 Allow the candidate to say where he/she works and when.
Ask the candidate to give his/her opinion of the job and a reason.

Wie findest du deinen Job? Warum?

- 3 Allow the candidate to give his/her opinion of the job and a reason.
! Ask the candidate what he/she does with the money he/she earns.

Was machst du mit dem Geld, das du verdienst?

- 4 Allow the candidate to say what he/she does with the money he/she earns.
Ask the candidate what he/she did last summer. Elicit **two** details.

Was hast du letzten Sommer gemacht?

5. Allow the candidate to give **two** details of what he/she did last summer.
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**

You are in Germany. Your German friend has to go to school tomorrow. You want to go to town to take back something you have bought. You will meet up later.

- Morgen früh – wohin.
- Problem – **zwei** Details.
- Treffen – wann und wo.
- !

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, then ask the candidate if he/she wants to come to school with you.

Ich bin dein deutscher Freund/deine deutsche Freundin. Ich gehe morgen früh in die Schule. Kommst du mit?

- 2 Allow the candidate to say that he/she wants to go to town. Ask why.

Warum?

- 3 Allow the candidate to explain the problem. Elicit **two** details.
Ask the candidate when you can meet up and where.

Okay. Wann treffen wir uns denn? Und wo?

- 4 Allow the candidate to say when he/she wants to meet up and where.
! Ask the candidate what he/she would like to do afterwards.

Ja, okay. Was möchtest du nachher machen?

- 5 Allow the candidate to say what he/she would like to do afterwards.
Accept the candidate's suggestion.

Gute Idee.

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 are talking to your German friend about the town or village where you live and your life at home.

- Dein Wohnort – **zwei** Details.
- Freizeit – **zwei** Aktivitäten.
- **!**
- Deutschland – deine Meinung und was gemacht.

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 about his/her home town/village. Elicit **two** details.

Ich bin dein deutscher Freund/deine deutsche Freundin. Wie ist dein Wohnort?

- 2 Allow the candidate to give **two** details about his/her home town/village. Ask the candidate what he/she does in his/her free time. Elicit **two** activities.

Was machst du in deiner Freizeit?

- 3 Allow the candidate to state **two** activities that he/she does in his/her free time. **!** Ask the candidate what he/she does to help out at home.

Was machst du, um deinen Eltern im Haushalt zu helfen?

- 4 Allow the candidate to say what he/she does to help out at home. Ask the candidate to give an opinion about Germany and to say what he/she has done during his/her stay.

Und wie findest du Deutschland? Was hast du hier gemacht?

- 5 Allow the candidate to give an opinion and to say what he/she has done in Germany. End the conversation appropriately.

Ach so.

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

Turn over ►

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

Your German friend is visiting you. He/she is coming with you to school and is asking you about it.

- Schuluniform – deine Meinung und warum.
- Probleme in der Schule – **zwei** Details.
- **!**
- Heute nach der Schule – **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 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 what he/she thinks of school uniform and why.

Ich bin dein deutscher Freund/deine deutsche Freundin. Wie findest du deine Schuluniform. Warum?

- 2 Allow the candidate to say what he/she thinks of school uniform and why. Ask the candidate what problems there are in his/her school. Elicit **two** details.

Welche Probleme gibt es in deiner Schule?

- 3 Allow the candidate to give **two** details of problems in his/her school.
! Ask the candidate what his/her plans are for the future.

Was sind deine Pläne für die Zukunft?

- 4 Allow the candidate to say what his/her plans are for the future. Ask the candidate what you can do today after school. Elicit **two** activities.

Und was können wir heute nach der Schule machen?

- 5 Allow the candidate to suggest **two** activities for after school. End the conversation appropriately.

Gute Idee.

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

Turn over ►

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

You telephone your Austrian friend to explain that you cannot visit him/her next week because of a problem at home.

- Anruf – warum.
- Problem – **zwei** Details.
- **!**
- Besuch in Österreich – **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 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 why he/she is phoning you.

Ich bin dein österreichischer Freund/deine österreichische Freundin. Hallo. Wie geht's?

- 2 Allow the candidate to say why he/she is phoning.
Ask the candidate what the problem is. Elicit **two** details.

Was ist das Problem?

- 3 Allow the candidate to give **two** details of the problem.
! Ask the candidate to suggest a later date for the visit.

Das tut mir Leid. Kannst du vielleicht später kommen?

- 4 Allow the candidate to suggest a later date.
Ask the candidate what he/she would like to do in Austria. Elicit **two** activities.

Das ist möglich. Was möchtest du machen, wenn du in Österreich bist?

- 5 Allow the candidate to suggest **two** activities he/she would like to do in Austria.
End the conversation by accepting the candidate's suggestions.

Ja, das können wir machen.

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**.
-

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?

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?

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?

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?

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 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**.
-

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?

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?

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?

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**.
-

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?

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?

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?

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?

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?

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?

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**.
-

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?

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?

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