

General Certificate of Secondary Education
June 2008



GERMAN (SHORT COURSE)
Speaking Test
Teacher's Booklet

Friday 7 March to Thursday 15 May 2008

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AT THIS POINT	RECORD THIS	DO THIS
At the start of each new tape.	“GCSE Short Course _____ Examination, 2008. 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 2008 Examinations*, which is issued to all centres in the Spring Term.

Turn over ►

ROLE PLAY 1 (FOUNDATION TIER)

CANDIDATE'S ROLE

You arrive late at your Austrian friend's house after a day out.

- Ask what time it is.
- Say you are going to bed.
- Say you would like a drink.
- Say thank you and good night.

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

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

Du bist in Österreich. Ich bin dein österreichischer Freund/deine österreichische Freundin.

- 1 Willst du fernsehen?
- 2 Elf Uhr.
- 3 Gute Idee.
- 4 Ja, gerne.
- 5 Gute Nacht.

Turn over ►

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

You are talking to a new German friend.

- Say how old you are.
- Say when your birthday is.
- Say what you would like as a present.
- Ask your friend what he/she does on his/her birthday.

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

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

Wir sind in Deutschland. Ich bin dein neuer deutscher Freund/deine neue deutsche Freundin.

- 1 Du bist jünger als ich, oder?
- 2 Aha.
- 3 Und was möchtest du als Geschenk?
- 4 Das ist schön.
- 5 Wir gehen ins Restaurant.

Turn over ►

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

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

- Say you would like to go to a restaurant.
- Say what you like to eat.
- Say what time you want to go.
- Ask your friend if he/she can reserve a table.

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. Ich bin dein deutscher Freund/deine deutsche Freundin.

- 1 Was machen wir am Samstag Abend?
- 2 Gute Idee.
- 3 Ich auch. Wann gehen wir?
- 4 Okay.
- 5 Ja, das mache ich sofort.

Turn over ►

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

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

- Say how many lessons you have in the afternoon.
- Say what you do after school.
- Say how you get home.
- Ask your friend if he/she has a lot of homework.

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

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

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

- 1 Hast du nachmittags Schule?
- 2 Was machst du nach der Schule?
- 3 Und wie kommst du nach Hause?
- 4 Aha.
- 5 Ja. Leider.

Turn over ►

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

You are buying a present in a shop in Germany.

- Say what you want to buy.
- Say who it is for.
- Say you will take it.
- Ask if there is a bank nearby.

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

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

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

- 1 Guten Tag. Bitte schön?
- 2 Ja.
- 3 Prima.
- 4 Zwanzig Euro, bitte.
- 5 Ja, um die Ecke.

Turn over ►

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

You are talking to your Austrian friend about leisure activities.

- Say you would like to watch television.
- Say what sort of programme you like.
- Say why.
- Ask your friend what he/she is doing tomorrow.

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

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

Du bist in Österreich. Ich bin dein österreichischer Freund/deine österreichische Freundin.

- 1 Was machen wir heute Abend?
- 2 Gute Idee.
- 3 Warum siehst du so was?
- 4 Das finde ich auch.
- 5 Ich gehe ins Sportzentrum.

Turn over ►

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

You are in Great Britain. Your German friend is asking you about having lunch at your school.

- Mittagessen – wo und wann.
- !
- Dein Lieblingsessen – **zwei** Details.
- Gestern nach der Schule – was gemacht – **zwei** Details.

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

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

ROLE PLAY 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 where and when you are having lunch.

*Ich bin dein deutscher Freund/deine deutsche Freundin. Wo essen wir heute zu Mittag?
Um wie viel Uhr?*

- 2 Allow the candidate to say where and when you are having lunch.
! Ask the candidate to give an opinion of school lunches and a reason.

Wie findest du das Mittagessen in deiner Schule? Warum?

- 3 Allow the candidate to give an opinion of school lunches and a reason.
Ask the candidate what food he/she likes best. Elicit **two** details.

Was ist dein Lieblingsessen?

- 4 Allow the candidate to give **two** details of what food he/she likes best.
Ask the candidate what he/she did yesterday after school. Elicit **two** details.

Was hast du gestern nach der Schule gemacht?

- 5 Allow the candidate to give **two** details of what he/she did yesterday after school.
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 Switzerland. You are telling your Swiss exchange partner about your best friend at home.

- Dein bester Freund/deine beste Freundin – **drei** Details.
- Kennen – seit wann.
- Freizeit zusammen – **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 exchange partner 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 about his/her best friend. Elicit **three** details.

Ich bin dein Partner/deine Partnerin aus der Schweiz. Kannst du deinen besten Freund/deine beste Freundin beschreiben?

- 2 Allow the candidate to give **three** details of his/her best friend.
Ask the candidate how long he/she has known this friend.

Seit wann kennst du ihn/sie?

- 3 Allow the candidate to say how long he/she has known this friend.
Ask the candidate what he/she and the friend do in their free time. Elicit **two** activities.

Was macht ihr zusammen in der Freizeit?

- 4 Allow the candidate to state **two** free time activities.
! Ask the candidate what he/she does to get money for free time activities.

Was machst du, um Geld für deine Freizeit zu bekommen?

- 5 Allow the candidate to say what he/she does to get money for free time activities.
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 Great Britain. You are talking to your Austrian friend about going to the cinema this evening.

- Heute Abend.
- Was für Filme und warum.
- !
- Letzten Samstag – was gemacht – **zwei** Details.

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

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

ROLE PLAY 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 what you are going to do that evening.

Ich bin dein österreichischer Freund/deine österreichische Freundin. Was machen wir heute Abend?

- 2 Allow the candidate to suggest going to the cinema.
Ask the candidate what sort of films he/she likes and why.

Was für Filme siehst du gern? Warum?

- 3 ! Allow the candidate to say what sort of films he/she likes and why.
Ask the candidate how you are getting home and when.

Wie fahren wir nach Hause? Um wie viel Uhr?

- 4 Allow the candidate to say how you are getting home and when.
Ask the candidate what he/she did last Saturday. Elicit **two** details

Was hast du letzten Samstag gemacht?

- 5 Allow the candidate to give **two** details of what he/she did last Saturday.
End the conversation appropriately.

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 Great Britain. You are talking to your German friend about going to the local sports centre.

- Wohin und wann.
- **Zwei** Aktivitäten.
- Kleidung – **zwei** Details.
- **!**

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

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

ROLE PLAY 10 (HIGHER TIER)

TEACHER'S ROLE

- Because the candidate's role is unstructured, it is essential that you are clear about the tasks which the candidate must accomplish.
 - You may change the target language phrases given below if necessary, for example if the candidate's response makes them inappropriate.
 - Remember that **if you supply key vocabulary, candidates cannot be rewarded for it.**
-

- 1 Introduce the situation, then ask the candidate where he/she would like to go and when.

Ich bin dein deutscher Freund/deine deutsche Freundin. Wohin möchtest du gehen? Wann?

- 2 Allow the candidate to say he/she would like to go to the sports centre and when. Ask the candidate what there is to do there. Elicit **two** activities.

Was gibt es da zu tun?

- 3 Allow the candidate to state **two** activities you can do there. Ask the candidate what clothes you should take. Elicit **two** items.

Was für Kleidung soll ich bringen?

- 4 ! Allow the candidate to state **two** items of clothing you should take. Ask the candidate what you are going to do afterwards.

Was machen wir nachher?

- 5 Allow the candidate to say what you are going to do later. End the conversation appropriately.

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 in Germany. Your German friend is asking you about your life at home.

- Dein Zimmer – Meinung und warum.
- Hilfe im Haus – **zwei** Details.
- **!**
- Letztes Wochenende – **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 his/her room at home and why.

Ich bin dein deutscher Freund/deine deutsche Freundin. Wie findest du dein Zimmer zu Hause? Warum?

- 2 Allow the candidate to say what he/she thinks of his/her room and why. Ask the candidate what he/she does to help at home. Elicit **two** details.

Wie hilfst du im Haushalt?

- 3 Allow the candidate to give **two** details of how he/she helps at home.
! Ask the candidate what he/she does with his/her pocket money.

Und was machst du mit deinem Taschengeld?

- 4 Allow the candidate to say what he/she does with his/her pocket money. Ask the candidate what he/she did last weekend. Elicit **two** activities.

Was hast du letztes Wochenende gemacht?

- 5 Allow the candidate to state **two** activities he/she did last weekend. End the conversation appropriately.

Das hört sich gut an.

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

Turn over ►

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

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

- Job – wann.
- !
- Was für Arbeit – **zwei** Jobs.
- Wo in Deutschland 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 the agency employee 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 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's age, and which country he/she comes from.

Wie alt sind Sie? Aus welchem Land kommen Sie?

- 3 Allow the candidate to state his/her age, and which country he/she comes from.
Ask what sort of job the candidate is looking for. Elicit **two** jobs.

Was für Arbeit suchen Sie?

- 4 Allow the candidate to state **two** jobs he/she is looking for.
Ask the candidate where he/she would like to work in Germany and why.

Wo möchten Sie in Deutschland arbeiten? Warum?

- 5 Allow the candidate to say where he/she would like to work in Germany and why.
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 ►

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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**.
-

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 am Wochenende?
Was hast du gestern Abend gemacht?

Leisure

Was machst du gern in deiner Freizeit?
Was gibt es abends in deiner Stadt zu tun?
Machst du manchmal Ausflüge mit deiner Familie? Wohin?
Was machst du nächstes Wochenende?
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) gern? Warum (nicht)?
Welche Sportarten treibt man in deiner Schule?
Was für Hausaufgaben hast du gestern Abend gemacht?
Was willst du nächstes Jahr machen und warum?

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**.
-

Part-time Jobs and Work Experience

Hast du schon ein Arbeitspraktikum gemacht? Was hast du gemacht?
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)?

School and Future Plans

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

Leisure

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

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

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

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 am Wochenende?
Was hast du gestern Abend gemacht?

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?

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**.
-

Leisure

Was machst du gern in deiner Freizeit?
Was gibt es abends in deiner Stadt zu tun?
Machst du manchmal Ausflüge mit deiner Familie? Wohin?
Was machst du nächstes Wochenende?
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 am Wochenende?
Was hast du gestern Abend 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?
Was gibt es für Touristen hier in der Nähe?
Seit wann wohnst du hier?

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?
Was gibt es für Touristen hier in der Nähe?
Seit wann wohnst du hier?

Part-time Jobs and Work Experience

Hast du schon ein Arbeitspraktikum gemacht? Was hast du gemacht?
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)?

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?

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**.
-

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?

Part-time Jobs and Work Experience

Hast du schon ein Arbeitspraktikum gemacht? Was hast du gemacht?

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)?

School and Future Plans

Welchen Schultag hast du am liebsten und warum?

Welche Fächer machst du (nicht) gern? Warum (nicht)?

Welche Sportarten treibt man in deiner Schule?

Was für Hausaufgaben hast du gestern Abend gemacht?

Was willst du nächstes Jahr machen und warum?

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