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Scrúduimhir
Examination Number

AN ROINN OIDEACHAIS AGUS EOLAÍOCHTA

SCRÚDÚ ARDTEISTIMÉIREACHTA, 1999
LEAVING CERTIFICATE EXAMINATION, 1999

GEARMÁINIS — ARDLEIBHÉAL
GERMAN — HIGHER LEVEL

DÉ hAOINE, 18 MEITHEAMH — 12.10 go dtí 12.50
FRIDAY, 18 JUNE — 12.10 to 12.50

TRIAIL CHLUASTUISCEANA (80 marc)
LISTENING COMPREHENSION (80 marks)

AM CEADAITHE 40 NÓIMÉAD
TIME ALLOWED 40 MINUTES

STAMPA AN IONAID
(Centre Stamp)

CUID I	
CUID II	
CUID III	
CUID IV	
Iomlán	

An Chéad Chuid

Buaileann beirt mhacléinn le chéile agus pléann siad fadhb a théann i gcion ar a lán micléinn.

Cloisfidh tú an t-agallamh ***trí*** huaire. Ar dtús cloisfidh tú ó thús deireadh é: ansin athchloisfidh tú é i míreanna agus sosanna ann. Ar deireadh cloisfidh tú tríd síos arís é.

First Part

Two students meet and discuss a problem which affects many students.

The interview will be played ***three*** times: first right through, then in segments with pauses, and finally right through again.

1. Cén fáth go bhfuil Laura chomh cráite sin? Mínigh agus **dhá** shonra a thabhairt.

1. Why is Laura so frustrated? Explain giving **two** details.

2. Déanann Michael cur síos ar scéim áirithe:

(*a*) Cén teideal atá ar an scéim?

(*b*) Mínigh conas a oibríonn an scéim. **Trí** shonra a lua.

2. Michael describes a particular scheme:

(*a*) What is the title of the scheme?

(*b*) Explain how the scheme works, mentioning **three** details.

3. Cén sórt cabhrach a theastaíonn ó fhear an tí Michael? Mínigh cén fáth, agus **trí** shonra a lua agat.

3. What kind of help does Michael's landlord need? Explain why, giving **three** details.

4. Cén fáth nach raibh Michael ábalta bogadh isteach sa lóistín láithreach?

4. Why could Michael not move in immediately?

5. Ag deireadh an chomhrá, aontaíonn Laura agus Michael gur scéim an-mhaith atá sa "Wohnen für Hilfe". Luaigh **dhá** bhuntáiste a bhaineann leis an scéim, dar leo.

5. At the end of the conversation, Laura and Michael both agree that the "Wohnen für Hilfe" scheme is an excellent one. Mention any **two** advantages they see in it.

An Dara Cuid

Cloisfidh tú comhrá gutháin anois. Tógann an fáilteoir teachtaireacht ón duine atá ar an nguthán.

Chun ligean duit **Ceist 1 (an nóta)** a fhreagairt, cloisfidh tú an glao gutháin ***faoi dhó.*** Beidh sos tar éis gach éisteachta agus lena linn sin ba chóir duit **an bosca a líonadh isteach.** Ar deireadh cloisfidh tú an glao gutháin arís don ***tríú*** huair chun ligean duit **Ceist 2** (an **cineál cainte** atá sa ghlao gutháin) a fhreagairt.

1. Scríobh, **i nGearmáinis**, an nóta a fhágfaidh an fáilteoir.
(Focail thábhachtacha, ní abairtí iomlána).

Bíodh an t-eolas seo a leanas sa nóta:

- cé leis a bhfuil an duine ag iarraidh labhairt.
- ainm an duine atá ar an nguthán.
- an fhadhb a theastaíonn ón duine sin a phlé.
- teachtaireacht faoi theagmháil amach anseo.
- uimhir ghutháin an duine atá ag glaoch.

Second Part

You will now hear a telephone conversation. The receptionist takes a message from the caller.

To allow you to answer **Question 1 (the note)**, the phonecall will be played ***twice***, with a pause after each playing during which you should **fill in the box.** The phonecall will then be played for a ***third*** and final time to allow you to answer **Question 2** (the **language** of the phone call).

1. Write out **in German** the note which the receptionist will leave.
(Key words, not full sentences).

The note should contain:

- whom the caller wishes to speak to.
- name of caller.
- problem caller wishes to discuss.
- message regarding further contact.
- telephone number of caller.

Anruf für: ______________________________

Anruf von: ______________________________

Nachricht (stichwortartig):

Problem: ______________________________

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Der Anrufer:	☐ möchte einen Termin	☐ nächste Woche
	☐ ruft zurück	☐ noch heute
	☐ erbittet E-Mail	☐ morgen früh
	☐ erwünscht Rückruf	☐ morgen nachmittag

Telefonnummer des Anrufers: ______________________________

Freagair Ceist 2 anois.

2. Agus tú ag éisteacht leis an nglao gutháin don ***tríú*** huair, roghnaigh ***trí*** shampla den chineál cainte atá sa ghlao agus a chuireann in iúl cé chomh **feargach** is atá an duine atá ar an nguthán.

Now answer Question 2.

2. In listening to the phonecall for the ***third*** time, pick out ***three*** examples of the language used in the phonecall which show the caller's **annoyance**.

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An Tríú Cuid

Cloisfidh tú comhrá anois idir beirt duine. Cloisfidh tú an comhrá faoi ***dhó***. Beidh sos tar éis gach éisteachta.

1. Tá an comhrá idir

(*a*) múinteoir agus dalta scoile
(*b*) athair agus iníon
(*c*) fostóir agus dalta ar taithí oibre
(*d*) beirt chomhghleacaí oibre

Cuir do rogha in iúl trí *a*, *b*, *c* nó *d* a chur sa bhosca. ☐

Faigh amach **dhá** shonra sa chomhrá a thugann tacaíocht do do rogha.

2. Cé acu aidiacht is fearr a dhéanann cur síos ar dhearcadh Frau Lorenz le linn an chomhrá?

(*a*) neamhshuimiúil ☐
(*b*) drochbhéasach ☐
(*c*) áiféalach ☐
(*d*) díograiseach ☐

Cuir tic (✓) sa bhosca cuí.

Tabhair fáth ***amháin*** le do rogha.

3. (*a*) An dtagann athrú i ndearcadh
1. Herr Kramer
2. Frau Lorenz

de réir mar a théann an comhrá ar aghaidh? Mínigh do fhreagra trí thagairt a dhéanamh don chomhrá.

(*b*) Cad a shocraíonn Herr Kramer a dhéanamh sa deireadh?

Third Part

You will now hear a conversation between two people. The dialogue will be played ***twice***, with a pause after each playing.

1. The conversation is between

(*a*) a teacher and pupil
(*b*) a father and daughter
(*c*) an employer and pupil on work experience
(*d*) two work colleagues

Indicate your choice by putting *a*, *b*, *c* or *d* in the box provided. ☐

Find **two** indications in the conversation to support your choice.

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2. Which adjective best describes Frau Lorenz's attitude during the conversation?

(*a*) indifferent ☐
(*b*) rude ☐
(*c*) embarrassed ☐
(*d*) enthusiastic ☐

Tick (✓) the appropriate box.

Give **one** reason for your choice.

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3. (*a*) Do you notice any change in the attitude of
1. Herr Kramer
2. Frau Lorenz

as the conversation goes on? Explain your answer with reference to the conversation.

(*b*) What does Herr Kramer decide to do in the end?

(*a*) ______________________________

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(*b*) ______________________________

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An Ceathrú Cuid

Anois cloisfidh tú trí mhír nuachta gearra, agus faisnéis na haimsire, ón raidió. Cloisfidh tú an nuacht ***trí*** huaire. Ar dtús cloisfidh tú ó thús deireadh é; ansin athchloisfidh tú é i ***gceithre*** mhír, agus sosanna ann. Ar deireadh cloisfidh tú tríd síos arís é.

(Mír 1):

1. Cén sórt bollscaireachta lena bhfuil sé i gceist cosc a chur?

2. Luaigh **dhá** shlí ina chuirfidh Aire Sláinte na Gearmáine an cosc seo i gcrích.

(Mír 2):

3. (*a*) Cén difríocht atá idir Weimar agus príomhchathracha cultúrtha na hEorpa go dtí seo?

(*b*) Cad a cheiliúrfar i Weimar ar an 28ú Lúnasa i mbliana? Conas a cheiliúrfar é?

(Mír 3):

4. Cad a theastaíonn ó Thomas Krüger a bhaint amach do pháistí i gcomhthéacs lá idirnáisiúnta na bpáistí? Luaigh **dhá** shonra.

(Mír 4): *Faisnéis na haimsire*

5. (*a*) Cén chaoi a mbeidh an aimsir **inniú** san iarthar agus san oirthear? ***Trí*** shonra a thabhairt.

(*b*) Cá háit go cruinn a bhfuil an brú tráchta, agus cad is cúis leis?

Fourth Part

You will now hear three news items taken from radio, followed by the weather forecast. The news will be played ***three*** times; the first time right through, then in ***four*** segments with pauses, and finally right through again.

(Item 1):

1. What type of advertising is to be banned?

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2. Mention any **two** steps the Federal Health Minister is going to take to put the ban into effect.

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(Item 2):

3. (*a*) Why is Weimar different to previous cultural capitals of Europe?

(*b*) What will be celebrated in Weimar on August 28th this year and how?

(*a*) ____

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(*b*) ____

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(Item 3):

4. What does Thomas Krüger seek to achieve for children in the context of International Children's Day? Mention any **two** details.

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(Item 4): *Weather Forecast*

5. (*a*) What kind of weather is expected for **today** in the west and the east? Give ***three*** details.

(*b*) Where exactly is there traffic congestion, and what is the cause of it?

(*a*) ____

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(*b*) ____

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