
General Certificate of Secondary Education
June 2005



**GERMAN (SPECIFICATION A)
Speaking Test
Teacher's Booklet**

Monday 18 April to Friday 20 May 2005

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AT THIS POINT	RECORD THIS	DO THIS
At the start of each new tape.	“GCSE _____ 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 meet a new Austrian friend.

- Say how old you are.
- Say what pet you have.
- Ask your friend where he/she lives.
- Say what job your mother does.

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

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

Du sprichst mit deinem österreichischen Freund/deiner österreichischen Freundin. Ich bin dein Freund/deine Freundin.

- 1 Wie alt bist du?
- 2 Ich bin siebzehn.
- 3 Ich auch.
- 4 Ich wohne in Wien. Meine Mutter arbeitet da.
- 5 Meine Mutter ist Busfahrerin.

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

You are on holiday in Germany. You are shopping for a T-shirt.

- Say you would like a T-shirt.
- Say who it is for.
- Say which colour you would like.
- Ask how much it costs.

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

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

Du bist auf Urlaub in Deutschland. Ich bin der Verkäufer/die Verkäuferin.

- 1 Kann ich Ihnen helfen?
- 2 Ist das ein Geschenk?
- 3 Wir haben viele Farben hier.
- 4 Kein Problem.
- 5 Zehn Euro.

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

You are talking about school with your German friend.

- Say your school is big and old.
- Say what your favourite subject is.
- Say why.
- Ask your friend how he/she gets to school.

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

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

Du sprichst über die Schule mit deinem deutschen Freund/deiner deutschen Freundin. Ich bin dein Freund/deine Freundin.

- 1 Wie ist deine Schule?
- 2 Meine Schule auch.
- 3 Ja. Warum?
- 4 Ich lerne gern Kunst.
- 5 Mit dem Bus.

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

You are staying with your German friend and are discussing what to do.

- Ask how your friend is.
- Say you would like to go into town.
- Say how many Euros you have.
- Mention **two** different things you would like to buy.

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 Hallo (name of candidate).
- 2 Gut, danke. Was wollen wir heute machen?
- 3 Gute Idee.
- 4 Gut. Was möchtest du also kaufen?
- 5 Prima.

Turn over ►

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

You are talking with your Austrian friend about how you get to work.

- Say how you get to work.
- Say how long it takes.
- Say what time you start work.
- Ask your friend if he/she has a job.

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

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

Du sprichst mit deinem österreichischen Freund/deiner österreichischen Freundin. Ich bin dein Freund/deine Freundin.

- 1 Wie kommst du zur Arbeit?
- 2 Ich auch.
- 3 Musst du früh anfangen?
- 4 Das geht.
- 5 Ja, in einem Supermarkt.

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

You are talking to your Swiss friend.

- Say what your hobby is.
- Say which sport you do not like.
- Ask your friend if he/she is hungry.
- Say what you would like to eat.

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

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

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

- 1 Was machst du gern?
- 2 Ach so.
- 3 Ich auch nicht.
- 4 Ja, es ist schon halb eins.
- 5 Gute Idee.

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

You are talking to your Swiss friend about your Saturday job.

- Arbeit – wo.
- Arbeitsstunden und Geld.
- !
- Pläne für die Ferien – **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 he/she works.

Ich bin dein Freund/deine Freundin aus der Schweiz. Sag mir etwas über deinen Job.

- 2 Allow the candidate to say where he/she works.
Ask the candidate about the hours of work and the money he/she earns.

Was sind deine Arbeitsstunden? Wie viel Geld verdienst du?

- 3 ! Allow the candidate to say what the hours of work are and how much he/she earns.
Ask the candidate his/her opinion of the work.

*Wie findest du die Arbeit?
Warum?*

- 4 Allow the candidate to say what he/she thinks of the work and why.
Ask the candidate what he/she is planning for the holiday – elicit **two** details.

Und was sind deine Pläne für die Sommerferien?

- 5 Allow the candidate to give **two** details of what he/she is planning for the holidays.
End the conversation by saying you are going to Italy.

Ich fahre nach Italien.

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

Turn over ►

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

You are talking to your German friend about your plans for your holiday **next** summer.

- Urlaub – wo.
- Wie lange und genaue Daten.
- Geld dafür – wie.
- !

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 about his/her next holiday.

Ich bin dein deutscher Freund/deine deutsche Freundin. Was sind deine Pläne für deine nächsten Ferien?

- 2 Allow the candidate to say where he/she is going for his/her next holiday. Ask the candidate how long he/she will be staying and the exact dates.

Wie lange bleibst du dort? Von wann bis wann ist das genau?

- 3 Allow the candidate to say how long he/she will be staying and the exact dates. Ask the candidate how he/she is going to get the money for the holiday.

Ja, und wie bekommst du das Geld für deinen Urlaub?

- 4 ! Allow the candidate to say how he/she is going to get the money for the holiday. Ask the candidate about his/her holiday activities. Elicit **two** details.

Was machst du normalerweise, wenn du auf Urlaub bist?

- 5 Allow the candidate to say what he/she does on holiday. Elicit **two** details. End the conversation by saying you do too.

Ich auch.

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

Turn over ►

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

You are at Frankfurt airport on your way home from Germany. You realise that you have probably left your bag at your hotel. You telephone the hotel.

- Problem.
- Beschreibung – **drei** Details.
- **Eine** Aktivität gestern im Hotel.
- **!**

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

Your teacher will play the part of the hotel receptionist 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 answer the telephone.

*Sie sind am Frankfurter Flughafen. Ich arbeite am Empfang im Hotel.
Guten Tag. Hotel Tannenbaum. Kann ich Ihnen helfen?*

- 2 Allow the candidate to explain the problem.
Ask the candidate to describe the bag. Elicit **three** details.

Können Sie bitte Ihre Tasche genau beschreiben?

- 3 Allow the candidate to give **three** details about the bag.
Ask the candidate what he/she did in the hotel yesterday.

Was haben Sie gestern im Hotel gemacht?

- 4 ! Allow the candidate to say what he/she did yesterday in the hotel.
Say OK. Ask the candidate what he/she wants you to do if you find the bag.

O.K. Was sollen wir machen, wenn wir die Tasche finden?

- 5 Allow the candidate to say what he/she wants you to do if you find the bag.
End the conversation by agreeing to the candidate's suggestion.

Ja, kein Problem.

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

Turn over ►

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

You are in Bonn in Germany. You are ill. You telephone a doctor's surgery and speak to the receptionist.

- Problem. Seit wann.
- !
- Unterkunft in Bonn und Telefonnummer.
- Termin – wann. 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 receptionist 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 answer the telephone.

Sie rufen beim Arzt an. Guten Tag. Kann ich Ihnen helfen?

- 2 ! Allow the candidate to say what is wrong **and** since when.
• Ask the candidate to spell his/her name and give his/her date of birth.

*Ach so. Können Sie bitte Ihren Familiennamen buchstabieren?
Ihr Geburtsdatum?*

- 3 Allow the candidate to spell his/her surname and give his/her date of birth.
State that the candidate is in Bonn at the moment and ask where he/she is staying and what his/her telephone number is.

Und Sie sind zur Zeit in Bonn. Wo wohnen Sie hier? Wie ist die Telefonnummer bitte?

- 4 Allow the candidate to say where he/she is staying and what the telephone number is.
Ask when the candidate would like an appointment and why.

Für wann möchten Sie einen Termin? Warum?

- 5 Allow the candidate to give **two** details about an appointment.
End the conversation by saying that is fine.

Ja, das geht.

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

Turn over ►

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

You are inviting your Austrian friend to visit you next summer. You discuss arrangements and tell him/her about where you live.

- Einladung – wann.
- Für junge Leute – was (**zwei** Details).
- **!**
- Ein Umweltproblem, wo du wohnst.

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 if he/she has plans for the holidays.

Du sprichst mit deinem Freund/deiner Freundin aus Österreich. Hast du schon Pläne für die Ferien?

- 2 Allow the candidate to invite you and to say when.
Ask the candidate what there is for young people in the area. Elicit **two** details.

Was können junge Leute bei dir in (name of town etc.) machen?

- 3 ! Allow the candidate to say what young people can do in the town etc.
! Ask the candidate what he/she thinks of the town etc. and why.

Wie findest du (name of town etc.)? Warum?

- 4 Allow the candidate to say what he/she thinks of (name of town) and why.
Ask the candidate if there are environmental problems in (name of town etc.).

Ach so. Gibt es Umweltprobleme, wo du wohnst?

- 5 Allow the candidate to mention one environmental problem.
End the conversation by saying that is a shame.

Schade.

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

Turn over ►

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

You are talking to your German friend about a concert you went to **last** week and your plans for this weekend.

- Konzert – wann.
- !
- Preis und deine Meinung über den Preis.
- Nächstes 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 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 what he/she has been doing in his/her free time recently.

Ich bin dein deutscher Freund/deine deutsche Freundin. Was hast du neulich in deiner Freizeit gemacht?

- 2 ! Allow the candidate to say that he/she went to a concert and when.
• Ask the candidate what he/she thought of the concert and why.

*Wie hast du das Konzert gefunden?
Warum?*

- 3 Allow the candidate to say what he/she thought of the concert and why.
Ask the candidate how much it cost and his/her opinion of the price.

Was hat das gekostet? Wie findest du das?

- 4 Allow the candidate to say how much it cost and give his/her opinion of the price.
Ask the candidate what he/she is doing next weekend. Elicit **two** activities.

Und was machst du nächstes Wochenende?

- 5 Allow the candidate to say what he/she is doing next weekend. Elicit **two** activities.
End the conversation by saying that is a good idea.

Gute Idee.

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**.
-

The Environment

Beschreib mir dein Haus.
Was kann man hier in ... machen?
Was für Umweltsprobleme gibt es hier?
Wie würdest du ... verbessern?
Was hast du noch gemacht, um die Umwelt zu verbessern?

Education/Work

Wie kommst du zur Schule?
Was ist dein Lieblingsfach? Warum?
Was hast du gestern in der Schule gemacht?
Was wirst du nächstes Schuljahr machen?
Welchen Beruf möchtest du haben? Warum?

Leisure

Was machst du in deiner Freizeit?
Siehst du gern fern? Warum (nicht)?
Was liest du gern? Warum?
Was wirst du nächstes Wochenende machen?
Erzähl mir etwas über den letzten Film, den du gesehen hast.

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**.
-

Education/Work

Wie kommst du zur Schule?
Was ist dein Lieblingsfach? Warum?
Was hast du gestern in der Schule gemacht?
Was wirst du nächstes Schuljahr machen?
Welchen Beruf möchtest du haben? Warum?

Home Life

Wo wohnst du?
Was trinkst du gern? Warum?
Was machst du, um deinen Eltern zu helfen? Warum?
Sag mir etwas über einen typischen Tag.
Was hast du letztes Wochenende gemacht?

The Environment

Beschreib mir dein Haus.
Was kann man hier in... machen?
Was für Umweltsprobleme gibt es hier?
Wie würdest du... verbessern?
Was hast du noch gemacht, um die Umwelt zu verbessern?

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**.
-

Personal Relationships

Wie alt bist du?
Hast du Geschwister?
Verstehst du dich gut mit deiner Familie? Warum (nicht)?
Was wirst du nächstes Wochenende mit deinen Freunden machen?
Was hat deine Familie gestern Abend gemacht?

Tourism

Wie ist das Wetter heute?
Ist... /die Gegend gut für Touristen? Warum (nicht)?
Was machst du normalerweise in den Sommerferien?
Was für Pläne hast du für diesen Sommer?
Was hast du in den letzten Sommerferien gemacht?

Leisure

Was machst du in deiner Freizeit?
Siehst du gern fern? Warum (nicht)?
Was liest du gern? Warum?
Was wirst du nächstes Wochenende machen?
Erzähl mir etwas über den letzten Film, den du gesehen hast.

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**.
-

Education/Work

Wie kommst du zur Schule?
Was ist dein Lieblingsfach? Warum?
Was hast du gestern in der Schule gemacht?
Was wirst du nächstes Schuljahr machen?
Welchen Beruf möchtest du haben? Warum?

Personal Relationships

Wie alt bist du?
Hast du Geschwister?
Verstehst du dich gut mit deiner Familie? Warum (nicht)?
Was wirst du nächstes Wochenende mit deinen Freunden machen?
Was hat deine Familie gestern Abend gemacht?

The Environment

Beschreib mir dein Haus.
Was kann man hier in... machen?
Was für Umweltsprobleme gibt es hier?
Wie würdest du... verbessern?
Was hast du noch gemacht, um die Umwelt zu verbessern?

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 Life

Wo wohnst du?
Was trinkst du gern? Warum?
Was machst du, um deinen Eltern zu helfen? Warum?
Sag mir etwas über einen typischen Tag.
Was hast du letztes Wochenende gemacht?

Personal Relationships

Wie alt bist du?
Hast du Geschwister?
Verstehst du dich gut mit deiner Familie? Warum (nicht)?
Was wirst du nächstes Wochenende mit deinen Freunden machen?
Was hat deine Familie gestern Abend gemacht?

Tourism

Wie ist das Wetter heute?
Ist... /die Gegend gut für Touristen? Warum (nicht)?
Was machst du normalerweise in den Sommerferien?
Was für Pläne hast du für diesen Sommer?
Was hast du in den letzten Sommerferien 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**.
-

Leisure

Was machst du in deiner Freizeit?
Siehst du gern fern? Warum (nicht)?
Was liest du gern? Warum?
Was wirst du nächstes Wochenende machen?
Erzähl mir etwas über den letzten Film, den du gesehen hast.

Home Life

Wo wohnst du?
Was trinkst du gern? Warum?
Was machst du, um deinen Eltern zu helfen? Warum?
Sag mir etwas über einen typischen Tag.
Was hast du letztes Wochenende gemacht?

Tourism

Wie ist das Wetter heute?
Ist... /die Gegend gut für Touristen? Warum (nicht)?
Was machst du normalerweise in den Sommerferien?
Was für Pläne hast du für diesen Sommer?
Was hast du in den letzten Sommerferien gemacht?

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