
General Certificate of Secondary Education

German Speaking Test Teacher's Booklet



Monday 19 April – Friday 21 May 2004

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AT THIS POINT	RECORD THIS	DO THIS
At the start of each new tape.	“GCSE _____ Examination, 2004. 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 2004 Examinations”, which is issued to all centres in the Spring Term.

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

You and your German friend are planning to go out for the day.

- Ask what time you will go.
- Say what the weather is like.
- Say you like swimming.
- Say how many euros you have.

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 deutschen Freund/deiner deutschen Freundin. Ich bin dein Freund/deine Freundin.

- 1 Wie wäre es mit dem Strand heute?
- 2 Um 10 Uhr. Wie ist das Wetter?
- 3 Und was machen wir dort?
- 4 Ich auch. Hast du Geld?
- 5 Gut.

Turn over ►

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

You are on holiday in Germany. You are arranging to go out for the day with your German friend.

- Say where you would like to go.
- Say which day you can go.
- Ask how much it costs.
- Say you have not got much money.

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

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

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

- 1 Was wollen wir denn machen?
- 2 Gute Idee.
- 3 Prima.
- 4 Ich bin nicht sicher. Warum?
- 5 Kein Problem. Ich zahle.

Turn over ►

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

You are on holiday in Austria. You are in a café.

- Ask for the menu.
- Say what you would like to eat.
- Say what you would like to drink.
- Ask where the toilet is.

Your teacher will play the part of the waiter/waitress and will speak first.

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

Du bist in einem Café in Österreich. Ich bin der Kellner/die Kellnerin.

- 1 Guten Tag. Kann ich Ihnen helfen?
- 2 Ja, bitte sehr.
- 3 Sonst noch etwas?
- 4 Ja, kommt sofort.
- 5 Dort drüben.

Turn over ►

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

You are in the tourist office in Ulm. You speak to a clerk.

- Say which building you would like to visit.
- Ask if it is nearby.
- Say how you would like to get there.
- Say thank you and goodbye.

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

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

Du bist im Verkehrsamt in Ulm. Ich bin der/die Angestellte.

- 1 Guten Tag. Kann ich Ihnen helfen?
- 2 Ja, das ist interessant.
- 3 Es ist gar nicht weit.
- 4 Das kann man machen.
- 5 Auf Wiedersehen.

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

You are staying with your Austrian friend. You are talking about work and pocket money.

- Say how much money you get a week.
- Ask your friend if he/she has a job.
- Say where you work.
- Say what you do with your money.

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 viel Taschengeld bekommst du?
- 2 Ich bekomme kein Taschengeld.
- 3 Ja, am Samstag. Und du?
- 4 Und was machst du mit dem Geld?
- 5 Gute Idee.

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

You are talking to your German friend about holidays.

- Say which country you are going to.
- Say when you are going.
- Say the weather is good.
- Ask what your friend is doing in the summer.

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 deutschen Freund/deiner deutschen Freundin. Ich bin der Freund/die Freundin.

- 1 Was sind deine Pläne für die Ferien?
- 2 Prima.
- 3 Warum fährst du dahin?
- 4 Ach so.
- 5 Ich bleibe zu Hause.

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

You are talking to your Swiss friend in a restaurant in Switzerland. People near you are smoking. You do not want to be near smokers, but are very keen to eat there.

- Problem.
- Meinung über Rauchen – **zwei** Details.
- Essen – warum hier.
- **!**

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 what the problem is.

Wir sind in einem Restaurant in der Schweiz. Ich bin dein Freund/deine Freundin. Was ist los?

- 2 Allow the candidate to say the people near you are smoking.
Say it is not too bad and ask the candidate why it bothers him/her. Elicit **two** reasons.

Ach, das geht. Warum findest du das so schlecht?

- 3 Allow the candidate to give **two** reasons why smoking bothers him/her.
Say O.K. and suggest going to another restaurant. Ask what the candidate thinks of this.

O.K. Wir können zu einem anderen Restaurant gehen. Wie findest du das?

- 4 ! Allow the candidate to reject your suggestion of going to another restaurant and to give a reason why.
• Agree and ask what the candidate suggests to solve the problem.

Ja, gut. Was sollen wir also jetzt machen?

- 5 Allow the candidate to suggest a solution.
End the conversation by saying you will do that.

Das machen wir.

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

Turn over ►

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

You are on holiday in Germany. There is a problem with the car your family has hired for an outing. You phone the hire company to complain.

- Anruf – warum.
- Problem.
- Wo – **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 receptionist 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 answer the phone.

Wir sind in Deutschland. Hallo, hier Autovermietung Biber. Kann ich Ihnen helfen?

- 2 Allow the candidate to say why he/she is phoning.
Ask the candidate what exactly is wrong with the car.

Was ist das Problem genau mit dem Auto?

- 3 Allow the candidate to say what is wrong with the car.
Ask the candidate exactly where the car is. Elicit **two** details.

Ja. Wo steht das Auto genau?

- 4 ! Allow the candidate to say exactly where the car is.
Ask the candidate what his/her plans for today are. Elicit **two** details.

Danke. Was für Pläne haben Sie für heute?

- 5 Allow the candidate to say what his/her plans for today are.
End the conversation by telling the candidate not to worry and that a mechanic will be there straightaway.

Kein Problem. Ein Mechaniker kommt sofort.

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

Turn over ►

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

You are in Austria. You are talking to your Austrian friend about school and the summer holidays.

- **Zwei** Lieblingsfächer – warum.
- Hausaufgaben – wie viele und deine Meinung.
- 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 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 his/her **two** favourite subjects are and why.

Ich bin dein österreichischer Freund/deine österreichische Freundin. Was sind deine zwei Lieblingsfächer? Warum?

- 2 Allow the candidate to say what his/her **two** favourite subjects are and why.
Ask the candidate how much homework he/she does and what he/she thinks of it.

Und wie viele Hausaufgaben machst du? Wie findest du das?

- 3 Allow the candidate to say how much homework he/she does and what he/she thinks of it.
Ask the candidate what he/she will be doing in the summer holidays. Elicit **two** details.

Was machst du in den Sommerferien?

- 4 ! Allow the candidate to give **two** details about his/her summer holidays.
Ask the candidate what he/she plans to do in the future, and why.

Und was für einen Beruf möchtest du in der Zukunft haben? Warum diesen Beruf?

- 5 Allow the candidate to say what profession he/she would like to have in the future and why.
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 ►

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

You are phoning your Austrian friend to cancel his/her visit to you next week, as you have a problem at home. You hope to make alternative arrangements.

- Anruf – warum.
- Problem – **zwei** Details
- Besuch – neue Pläne.
- **!**

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 why he/she is phoning.

*Ich bin dein österreichischer Freund/deine österreichische Freundin.
Hallo (candidate's name). Warum rufst du an?*

- 2 Allow the candidate to say you cannot visit next week.
Ask the candidate why not.

Warum denn?

- 3 Allow the candidate to say why you cannot visit next week. Elicit **two** details.
Say you are disappointed and ask if you can re-arrange the visit.

Das tut mir Leid. Können wir neue Pläne für den Besuch machen?

- 4 ! Allow the candidate to suggest what arrangements could be made for you to visit at another time.
Accept the suggestion and ask the candidate what you can do when you visit. Elicit **two** activities.

Was können wir denn machen, wenn ich dich besuche?

- 5 Allow the candidate to suggest **two** things you can do when you visit.
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 ►

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

You are in Germany looking for a holiday job. A hotel has advertised various jobs. You go for an interview with the manager.

- Was für Arbeit (**zwei Details**).
- Arbeitserfahrung.
- Arbeitszeit? Geld?
- **!**

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 manager 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 you can help.

Sie suchen eine Stelle in einem Hotel in Deutschland. Ich bin der Manager/die Managerin. Was für Arbeit möchten Sie bei uns machen?

- 2 Allow the candidate to say what type of work he/she wants. Elicit **two** details.
Ask the candidate what sort of work he/she has done before.

Was für Arbeitserfahrung haben Sie schon?

- 3 Allow the candidate to say what sort of work he/she has done before.
Ask the candidate if he/she has any questions for you.

Haben Sie Fragen für mich?

- 4 ! Allow the candidate to ask about hours of work and pay.
Ask the candidate why he/she wants to work in Germany and for how long.

Warum möchten Sie in Deutschland arbeiten? Für wie lange wollen Sie arbeiten?

- 5 Allow the candidate to say why he/she wants to work in Germany and for how long.
End the conversation by saying that is fine.

Gut.

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

Turn over ►

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

Your German friend is staying with you. You want to go cycling, but you have to get a bike for your friend.

- Plan für heute.
- Fahrrad – woher.
- Wohin. 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 German 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 there is to do.

Ich bin dein deutscher Freund/deine deutsche Freundin. Was können wir heute machen?

- 2 Allow the candidate to say he/she would like to go cycling.
Say you have not got a bike.

Ja, aber ich habe kein Rad.

- 3 Allow the candidate to say how/where you can get a bike.
Ask the candidate where he/she wants to go and why.

Wohin fahren wir? Warum?

- 4 ! Allow the candidate to say where he/she wants to go and why.
Ask the candidate what you will do in the evening when you get back.

O.K. Was machen wir am Abend, wenn wir zurückkommen?

- 5 Allow the candidate to say what you can do when you get back.
End the conversation by agreeing to the suggestion.

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 Probleme gibt es hier?
Was kann man machen, um die Situation zu verbessern?
Was hast du schon gemacht, um die Umwelt zu verbessern?

Education/Work

Was kann man hier in der Schule lernen?
Wie findest du die Schule?
Was hast du gestern in der Schule gemacht?
Was hast du vor, nächstes Jahr zu machen?
Welchen Beruf möchtest du haben? Warum?

Leisure

Was ist dein Hobby?
Siehst du gern fern? Warum (nicht)?
Gehst du gern einkaufen?
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

Was kann man hier in der Schule lernen?
Wie findest du die Schule?
Was hast du gestern in der Schule gemacht?
Was hast du vor, nächstes Jahr zu machen?
Welchen Beruf möchtest du haben? Warum?

Home Life

Wo wohnst du?
Was isst du gern? Warum?
Was machst du, um deinen Eltern zu helfen?
Sag mir etwas über deine tägliche Routine.
Was hast du letztes Wochenende gemacht?

The Environment

Beschreib mir dein Haus.
Was kann man hier in... machen?
Was für Probleme gibt es hier?
Was kann man machen, um die Situation zu verbessern?
Was hast du schon 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?
Was für eine Person bist du?
Verstehst du dich gut mit deiner Familie? Warum (nicht)?
Was wirst du nächstes Wochenende mit deinen Freunden machen?
Wie hast du deinen letzten Geburtstag gefeiert?

Tourism

Wie ist das Wetter heute?
Ist... /die Gegend gut für Touristen?
Was machst du normalerweise in den Sommerferien?
Was hast du in den letzten Sommerferien gemacht?
Wie sehen deine idealen Ferien aus?

Leisure

Was ist dein Hobby?
Siehst du gern fern? Warum (nicht)?
Gehst du gern einkaufen?
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

Was kann man hier in der Schule lernen?
Wie findest du die Schule?
Was hast du gestern in der Schule gemacht?
Was hast du vor, nächstes Jahr zu machen?
Welchen Beruf möchtest du haben? Warum?

Personal Relationships

Wie alt bist du?
Was für eine Person bist du?
Verstehst du dich gut mit deiner Familie? Warum (nicht)?
Was wirst du nächstes Wochenende mit deinen Freunden machen?
Wie hast du deinen letzten Geburtstag gefeiert?

The Environment

Beschreib mir dein Haus.
Was kann man hier in... machen?
Was für Probleme gibt es hier?
Was kann man machen, um die Situation zu verbessern?
Was hast du schon 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 isst du gern? Warum?
Was machst du, um deinen Eltern zu helfen?
Sag mir etwas über deine tägliche Routine.
Was hast du letztes Wochenende gemacht?

Personal Relationships

Wie alt bist du?
Was für eine Person bist du?
Verstehst du dich gut mit deiner Familie? Warum (nicht)?
Was wirst du nächstes Wochenende mit deinen Freunden machen?
Wie hast du deinen letzten Geburtstag gefeiert?

Tourism

Wie ist das Wetter heute?
Ist... /die Gegend gut für Touristen?
Was machst du normalerweise in den Sommerferien?
Was hast du in den letzten Sommerferien gemacht?
Wie sehen deine idealen Ferien aus?

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 ist dein Hobby?
Siehst du gern fern? Warum (nicht)?
Gehst du gern einkaufen?
Was wirst du nächstes Wochenende machen?
Erzähl mir etwas über den letzten Film, den du gesehen hast.

Home Life

Wo wohnst du?
Was isst du gern? Warum?
Was machst du, um deinen Eltern zu helfen?
Sag mir etwas über deine tägliche Routine.
Was hast du letztes Wochenende gemacht?

Tourism

Wie ist das Wetter heute?
Ist... /die Gegend gut für Touristen?
Was machst du normalerweise in den Sommerferien?
Was hast du in den letzten Sommerferien gemacht?
Wie sehen deine idealen Ferien aus?

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