

General Certificate of Secondary Education  
June 2008



**GERMAN (SPECIFICATION A)  
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 _____ 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) <b>Reset the controls ready to record the next candidate.</b>
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"> <li>– wind to the start of side A;</li> <li>– check that all the details on the form in the tape-box are filled in;</li> <li>– write your name on the form;</li> <li>– place it and the tape back in the tape-box <b>before you get the next tape out of its box.</b></li> </ul>

\* 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 are talking to your German friend about getting a part-time job.

- Say where you would like to work.
- Say why you would like that.
- Say what you do with your money.
- Ask your friend if he/she has a job.

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 Was sind deine Pläne?
- 2 Warum?
- 3 Was machst du mit deinem Geld?
- 4 Gute Idee.
- 5 Ja, in einem Supermarkt.

**Turn over ►**

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

You are talking to your German friend about where you live.

- Say where you live.
- Say what you think about where you live.
- Ask your friend what the weather is like in Germany.
- Say one thing you do for the environment.

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

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

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

- 1 Wo kommst du denn her?
- 2 Ach ja.
- 3 So wie meine Stadt.
- 4 Meistens ziemlich gut. Was machst du für die Umwelt?
- 5 Gute Idee.

**Turn over ►**

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### ROLE PLAY 3 (FOUNDATION TIER)

#### CANDIDATE'S ROLE

You are phoning your German friend to give details of your visit to his/her house.

- Ask your friend how he/she is.
- Say how you are travelling.
- Say **two** items you will wear.
- Say what the weather is like.

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

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

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

- 1 Hallo (name of candidate).
- 2 Gut, danke.
- 3 Ich hole dich ab.
- 4 Gute Idee.
- 5 Genau wie hier.

**Turn over ►**

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

You are on holiday in Austria and need directions.

- Say which place in town you want.
- Ask if it is far.
- Say how long you are staying for.
- Say what you think of the town.

Your teacher will play the part of a passer-by and will speak first.

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

Du bist mit deiner Familie auf Urlaub in Österreich. Ich bin ein Passant/eine Passantin.

- 1 Kann ich Ihnen helfen?
- 2 Immer geradeaus.
- 3 Nein, nur zehn Minuten von hier.
- 4 Schön.
- 5 Gut/Schade.

**Turn over ►**

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

You go to a sports centre in Germany and speak to the receptionist.

- Say which activity you would like to do.
- Ask how much it costs per person.
- Say which day you want to come.
- Say thank you and goodbye.

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

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

Du bist im Sportzentrum in Deutschland. Ich bin am Empfang.

- 1 Kann ich Ihnen helfen?
- 2 Kein Problem.
- 3 Zehn Euro. Und wann?
- 4 Das geht.
- 5 Auf Wiedersehen.

**Turn over ►**

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

You are talking to your new Swiss friend about your home and routine.

- Ask your friend where he/she lives.
- Say how many rooms your house has.
- Say what you do to help at home.
- Say what you do at the weekend.

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 neuen Freund/deiner neuen Freundin aus der Schweiz. Ich bin dein Freund/deine Freundin.

- 1 Hallo (name of candidate).
- 2 Ich wohne in einem großen Haus in Genf.
- 3 Musst du zu Hause helfen?
- 4 Ich auch. Was machst du am Wochenende?
- 5 Gute Idee.

**Turn over ►**

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

You are talking to your Austrian friend about healthy and unhealthy lifestyles.

- Essen zu Hause – was – **zwei** Details.
- **!**
- Deine Freizeit letztes Wochenende – was und warum.
- Tägliche Routine während der Woche – **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.

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## 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 about meals at home. Elicit **two** details.

*Wir sind in Österreich. Ich bin dein Freund/deine Freundin. Wie ist es mit dem Essen bei dir zu Hause?*

- 2 Allow the candidate to say what he/she eats at home. Elicit **two** details.  
 ! Ask the candidate what he/she thinks of smoking and why.

*Wie findest du Rauchen? Warum?*

- 3 Allow the candidate to say what he/she thinks of smoking and why.  
 Ask the candidate what he/she did in his/her free time last weekend and why.

*Was hast du letztes Wochenende in deiner Freizeit gemacht? Warum das?*

- 4 Allow the candidate to say what he/she did in his/her free time last weekend and why.  
 Ask the candidate what his/her daily routine is during the week. Elicit **two** details.

*Wie ist deine tägliche Routine während der Woche?*

- 5 Allow the candidate to give **two** details of his/her daily routine during the week.  
 End the conversation by saying you do the same.

*Ich auch.*

**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 suggests going to the cinema in the evening but you are not keen and prefer doing something more active.

- Kino – deine Meinung und warum.
- Dein Vorschlag – warum.
- Deine Sommerferien **nächstes** Jahr – **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.

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## 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 whether he/she wants to go to the cinema this evening.

*Wir sind in Deutschland. Ich bin dein deutscher Freund/deine deutsche Freundin. Wollen wir heute Abend ins Kino gehen?*

- 2 Allow the candidate to say that he/she does not want to go to the cinema and to give a reason why.  
Ask the candidate what he/she would prefer to do and why.

*Also, was würdest du lieber machen? Warum?*

- 3 Allow the candidate to say what he/she would prefer to do and why.  
Say okay and ask the candidate what his/her plans for next year's holidays are.  
Elicit **two** details.

*Okay. Was sind deine Pläne für die Ferien nächstes Jahr?*

- 4 **!** Allow the candidate to give **two** details of next year's holidays.  
Ask the candidate what he/she thinks of the food in Germany and why.

*Und wie findest du das Essen hier in Deutschland? Warum?*

- 5 Allow the candidate to say what he/she thinks of the food in Germany and why.  
End the conversation appropriately.

*Das ist interessant.*

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

Turn over ►

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

You are on holiday in Germany. On the last day you feel ill and telephone a doctor's surgery to make an appointment.

- Anruf – warum.
- **Zwei** Symptome.
- Gestern – 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 the receptionist and will speak first.

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## 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 you can help.

*Sie sind in Deutschland. Ich bin der/die Angestellte. Guten Tag, kann ich Ihnen helfen?*

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

*Was ist das Problem genau?*

- 3 Allow the candidate to give **two** details of what is wrong.  
Ask the candidate what he/she did yesterday.

*Was haben Sie gestern gemacht?*

- 4 Allow the candidate to say what he/she did yesterday.  
Say the doctor will see him/her that afternoon.  
! Ask the candidate where he/she is staying and the phone number.

*Heute Nachmittag haben wir einen Termin frei. Wo wohnen Sie hier? Wie ist die Telefonnummer bitte?*

- 5 Allow the candidate to say where he/she is staying and what the phone number is.  
End the conversation by saying thank you and goodbye.

*Danke. Auf Wiederhören.*

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

**Turn over ►**

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

You are talking to your Swiss friend about your work experience **last year**.

- Arbeitspraktikum – wann und wo.
- Arbeit – was genau – **zwei** Details.
- **!**
- Jedes Wochenende – **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.

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## 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 when and where he/she did his/her work experience.

*Ich bin dein Freund/deine Freundin aus der Schweiz. Wann hast du dein Arbeitspraktikum gemacht? Wo?*

- 2 Allow the candidate to say when and where he/she worked. Ask the candidate what he/she did there. Elicit **two** details.

*Was hast du dort gemacht?*

- 3 Allow the candidate to give **two** details about the work.  
 ! Ask the candidate if he/she would like this sort of work as a future career and why (not)?

*Möchtest du das in der Zukunft als Beruf machen? Warum (nicht)?*

- 4 Allow the candidate to say whether he/she would like to do this work in the future and why (not). Ask the candidate what he/she usually does at the weekend. Elicit **two** details.

*Okay. Was machst du normalerweise am Wochenende?*

- 5 Allow the candidate to give **two** details of what he/she does at the weekend. 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 11 (HIGHER TIER)****CANDIDATE'S ROLE**

Your German friend phones you whilst you are on holiday.

- Wetter – **zwei** Details.
- **!**
- Aktivität gestern und Meinung.
- Hotel – ein Problem.

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.

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## 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 how he/she is enjoying the holiday.

*Du sprichst am Telefon mit deinem deutschen Freund/deiner deutschen Freundin. Hallo (name of candidate). Wie findest du deinen Urlaub?*

- 2 ! Allow the candidate to give **two** details about the weather.  
! Ask the candidate what he/she thinks of the town and why.

*Wie findest du die Stadt? Warum?*

- 3 Allow the candidate to say what he/she thinks of the town and why.  
Ask the candidate to say what he/she did yesterday and to give his/her opinion.

*Was hast du gestern gemacht? Wie war das?*

- 4 Allow the candidate to say what he/she did yesterday and to give his/her opinion.  
Ask the candidate what the hotel is like.

*Und wie findest du das Hotel?*

- 5 Allow the candidate to say what is wrong with the hotel.  
End the conversation appropriately.

*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 working in an office in Germany. You cannot do your work as the phone is not working. You speak to your boss.

- Problem – Grund warum.
- Arbeit – Meinung.
- !
- Arbeit in der Zukunft – 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 boss and will speak first.

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## 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 if you can help.

*Sie sprechen mit Ihrem Chef/Ihrer Chefin im Büro. Wie kann ich Ihnen helfen?*

- 2 Allow the candidate to say that he/she cannot work because the phone is not working. Ask the candidate what he/she thinks of working in Germany and why.

*Es tut mir Leid. Wie finden Sie die Arbeit hier in Deutschland? Warum?*

- 3 Allow the candidate to say what he/she thinks of working in Germany and why.  
! Ask the candidate what he/she did last weekend here in Germany.

*Aha. Was haben Sie letztes Wochenende hier gemacht?*

- 4 Allow the candidate to say what he/she did last weekend in Germany. Ask the candidate what plans he/she has for future work and why.

*Was sind Ihre Arbeitspläne für die Zukunft? Warum?*

- 5 Allow the candidate to say what work he/she will do in the future and why. End the conversation by saying that is a good idea.

*Gute Idee.*

**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 ►**

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**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**

Was ist dein Hobby?  
Hörst du gern Musik? Warum (nicht)?  
Gehst du oft aus?  
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? Warum?  
Sag mir etwas über deine tägliche Routine.  
Was hast du letztes Wochenende gemacht?

**The Environment**

Beschreib mir dein Haus.  
Bist du umweltfreundlich?  
Was für Probleme gibt es hier in ...  
Was kann man machen, um die Situation zu verbessern?  
Was hast du gemacht, um die Umwelt zu verbessern?

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**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**.
- 

**Personal Relationships**

Hast du Geschwister?

Kannst du dich beschreiben?

Verstehst du dich gut mit deiner Familie? Warum (nicht)?

Was wirst du nächstes Wochenende mit deiner Familie machen?

Wie hast du deinen letzten Geburtstag gefeiert?

**Home Life**

Wo wohnst du?

Was isst du gern? Warum?

Was machst du, um deinen Eltern zu helfen? Warum?

Sag mir etwas über deine tägliche Routine.

Was hast du letztes Wochenende gemacht?

**The Environment**

Beschreib mir dein Haus.

Bist du umweltfreundlich?

Was für Probleme gibt es hier in ...

Was kann man machen, um die Situation zu verbessern?

Was hast du gemacht, um die Umwelt zu verbessern?

**Turn over ►**

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**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**.
- 

**Education / Work**

Was lernst du hier in der Schule?  
Beschreib mir einen typischen Schultag.  
Was hast du gestern in der Schule gemacht?  
Was wirst du nächsten September machen?  
Welchen Beruf möchtest du haben? Warum?

**Personal Relationships**

Hast du Geschwister?  
Kannst du dich beschreiben?  
Verstehst du dich gut mit deiner Familie? Warum (nicht)?  
Was wirst du nächstes Wochenende mit deiner Familie machen?  
Wie hast du deinen letzten Geburtstag gefeiert?

**Tourism**

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

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**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**.
- 

**Home Life**

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

**Leisure**

Was ist dein Hobby?  
Hörst du gern Musik? Warum (nicht)?  
Gehst du oft aus?  
Was wirst du nächstes Wochenende machen?  
Erzähl mir etwas über den letzten Film, den du gesehen hast.

**Tourism**

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

**Turn over ►**

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**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**.
- 

**Education / Work**

Was lernst du hier in der Schule?  
Beschreib mir einen typischen Schultag.  
Was hast du gestern in der Schule gemacht?  
Was wirst du nächsten September machen?  
Welchen Beruf möchtest du haben? Warum?

**Leisure**

Was ist dein Hobby?  
Hörst du gern Musik? Warum (nicht)?  
Gehst du oft aus?  
Was wirst du nächstes Wochenende machen?  
Erzähl mir etwas über den letzten Film, den du gesehen hast.

**Tourism**

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

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**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**.
- 

**Personal Relationships**

Hast du Geschwister?  
Kannst du dich beschreiben?  
Verstehst du dich gut mit deiner Familie? Warum (nicht)?  
Was wirst du nächstes Wochenende mit deiner Familie machen?  
Wie hast du deinen letzten Geburtstag gefeiert?

**Education / Work**

Was lernst du hier in der Schule?  
Beschreib mir einen typischen Schultag.  
Was hast du gestern in der Schule gemacht?  
Was wirst du nächsten September machen?  
Welchen Beruf möchtest du haben? Warum?

**The Environment**

Beschreib mir dein Haus.  
Bist du umweltfreundlich?  
Was für Probleme gibt es hier in ...  
Was kann man machen, um die Situation zu verbessern?  
Was hast du gemacht, um die Umwelt zu verbessern?

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