

Paper Reference(s)

1231

Edexcel GCSE

German

Paper 2F – Foundation Oral and

Paper 2H – Higher Oral

Replacement

Teacher-Examiner's Handbook

Summer 2009

Time per candidate:

Foundation Oral: 8-9 minutes

Higher Oral: 11-12 minutes

This packet contains:

- (1) one Teacher-Examiner's Handbook
- (2) two sets of Candidate's Role-play Cards.

This packet may be opened **3 WORKING DAYS** before the examination by the person officially entrusted with the conduct of the examination. Security and confidentiality of the material must be maintained and **UNDER NO CIRCUMSTANCES** may the material be removed from the premises.

Foundation Tier candidates must be allowed 10 minutes' preparation time and Higher Tier candidates must be allowed 12 minutes' preparation time. Candidates may **NOT** use a dictionary during the preparation time. **They must not write on the cards.** They may make notes on paper for the role-plays during the preparation time, but these notes must be handed in to the teacher before the examination begins. Candidates may take notes (up to half a side of A4) on their first conversation topic into the examination room.

*The enclosed information and instructions are for the use of Teacher-Examiners only.
The contents of the Handbook may under no circumstances be revealed to candidates.*

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Teacher-Examiner Instructions

The format of the test is the same for Foundation and Higher Tiers as all candidates will carry out two role-play tasks and take part in two conversations, each on a different topic. Speaking tests must last between **8–9 minutes (Foundation)** and **11–12 minutes (Higher)**.

Role-plays

The role-play tasks will be presented in the form of instructions in English together with visual stimuli or short prompts. All role-plays will be marked for communication and content only. Candidates will be allocated preparation time (without dictionary access) immediately in advance of the test.

Role-play A is a simple transaction requiring the student to convey four basic pieces of information. It will usually be a task related to shopping, tourist requirements, café/restaurant or accommodation situations that will involve a limited range of vocabulary and structure. (Foundation Tier only)

Role-play B is a transaction that will involve a limited amount of unpredictability (one element) and will occur in a wider range of settings. (Foundation and Higher Tiers)

Role-play C will involve two unpredictable elements and will cover a different topic area. (Higher Tier only)

Conversations

Candidates must undertake two conversations and will be assessed globally on the basis of their overall performance across both topics.

Conversation 1:

- Candidates will have a free choice of first conversation topic.
- This will be agreed with the teacher in advance of the speaking test and must relate to **one** of the five main topic areas prescribed in the specification.

Conversation 2:

- The second conversation topic must relate to a different main topic area prescribed in the specification.
- Teacher-Examiners will choose the second conversation topic from two alternatives prescribed by Edexcel.
- These alternatives will be printed at the foot of the right hand column for each Role-play B in the Teacher-Examiner's Handbook. These alternatives are for the eyes of the Teacher-Examiner only and are confidential. They must not be communicated to the candidate prior to completion of Conversation 1. They will therefore appear in the Handbook only and **not** on the candidate's role-play card.
- Teacher-Examiners may choose **either** of these alternatives, **unless the candidate has already used one of them for Conversation 1**.
- If the candidate has already used one of the alternatives for Conversation 1, it is not permissible for the Teacher-Examiner to choose the same main topic area and to focus on a different sub-topic.
- The Teacher-Examiner will announce either in English or in the target language the chosen topic for Conversation 1 and for Conversation 2 at the beginning of each conversation. The candidate will not know the topic for Conversation 2 until this announcement.

**This form is for Teacher-Examiners' reference only. It does not need to be returned to Edexcel.
Candidates should not be aware of the title of their second conversation topic in advance of the examination.
For the second topic conversation, Teacher-Examiners should choose from the two conversation topics printed on the relevant B role-play card in the oral handbook.**

Centre Name		Centre N°	
Teacher-Examiner Name		Language	

Candidate Name	Candidate Number	Candidate's chosen conversation topic	Second conversation topic chosen by Teacher-Examiner from choice of two on B role-play card

**GCSE Modern Foreign Languages
Candidate Mark Sheet for Paper 2: Speaking**

L3

Candidate Name				Candidate N°			
Centre Name				Centre N°			
Language		Spec. N°		Tape N°		Side (A/B)	
Teacher-Examiner's name (Block capitals please)							
FOUNDATION TIER				HIGHER TIER			
Paper Number 2F A/B ← Teachers please write A or B (2FA = Centre/Teacher marked, 2FB = Edexcel examiner marked)				Paper Number 2H A/B ← Teachers please write A or B (2HA = Centre/Teacher marked, 2HB = Edexcel examiner marked)			
Role Play A Card No		Conversation 1 Topic		Role Play B Card No		Conversation 1 Topic	
Role Play B Card No		Conversation 2 Topic		Role Play C Card No		Conversation 2 Topic	
		For Edexcel AA Use Only				For Edexcel AA Use Only	
	Teacher-Examiner Marks	Examiner/Moderator Marks	Senior Exam./Mod. Marks		Teacher-Examiner Marks	Examiner/Moderator Marks	Senior Exam./Mod. Marks
	↓	↓	↓		↓	↓	↓
Role Plays				Role Plays			
Role Play A (max 10)				Role Play B (max 10)			
Role Play B (max 10)				Role Play C (max 10)			
Role Play A+B Total (max 20)				Role Play B+C Total (max 20)			
Conversation				Conversation			
Comm. + Content (max 10)				Comm. + Content (max 10)			
Application of Lang. (max 10)				Application of Lang. (max 10)			
Accuracy (max 10)				Accuracy (max 10)			
Conversation total (max 30)				Conversation total (max 30)			
Total marks for paper (max 50)				Total marks for paper (min 100, max 150)	1	1	1
				NB: For administrative reasons 100 is added to all Higher Tier marks.			
Moderator's / Examiner's Name (Block capitals please)						AA N°	
Senior Moderator's / Examiner's Name (Block capitals please)						AA N°	

CASSETTE INSERTS

* delete as appropriate

GCSE GERMAN 1231 ORAL EXAM SUMMER 2009		
Centre Name.....		
Centre No..... Teacher-Examiner Name.....		
Foundation / Higher*	Tape No.	Side A / B*
	Candidate Name	Cand. No.
1.		
2.		
3.		
4.		
5.		
6.		

GCSE GERMAN 1231 ORAL EXAM SUMMER 2009		
Centre Name.....		
Centre No..... Teacher-Examiner Name.....		
Foundation / Higher*	Tape No.	Side A / B*
	Candidate Name	Cand. No.
1.		
2.		
3.		
4.		
5.		
6.		

GCSE GERMAN 1231 ORAL EXAM SUMMER 2009		
Centre Name.....		
Centre No..... Teacher-Examiner Name.....		
Foundation / Higher*	Tape No.	Side A / B*
	Candidate Name	Cand. No.
1.		
2.		
3.		
4.		
5.		
6.		

STRUCTURE AND TIMING OF TESTS – FOUNDATION TIER

ELEMENT	DURATION	NOTES
Role-play A	2 mins	Printed on numbered cards.
Role-play B	2 mins	Printed on numbered cards. Four utterances with prompts in English and symbols. One unpredictable element.
Conversation (Full Course)	4–5 mins	<p>First topic chosen and introduced by candidate.</p> <p>Second topic chosen by Teacher-Examiner from a choice of two, printed on the teacher’s notes for each B role-play card.</p> <p>The 4-5 minute conversation should be evenly split between the two topics.</p> <p>Teacher-Examiner to provide questions.</p> <p>Sample questions are provided in the oral handbook.</p>
Total Role-plays A+B +Conversation	8–9 mins	Do not increase conversation time if candidate completes role-plays quickly.

NB

- The timings given for the role-plays are only approximate. Many candidates will complete the tasks in considerably less time. The Teacher-Examiner should not increase the conversation time if the candidate completes the role-plays quickly.
- The timing of the conversation elements of the oral tests must be respected and a stop-watch is useful for this. **Excessively long or short tests may adversely affect the marks awarded.**
- Teacher-Examiners should not slavishly follow the conversation questions given in this handbook but should respond appropriately to candidates’ responses.

STRUCTURE AND TIMING OF TESTS – HIGHER TIER

ELEMENT	DURATION	NOTES
Role-play B	2 mins	Printed on numbered cards. Four utterances with prompts in English and symbols. One unpredictable element.
Role-play C	3 mins	Printed on numbered cards. Five utterances prompted in the target language. Two unpredictable elements.
Conversation (Full Course)	6–7 mins	<p>First topic chosen and introduced by candidate.</p> <p>Second topic chosen by Teacher-Examiner from a choice of two, printed on the teacher’s notes on the B role-play card.</p> <p>The 6-7 minute conversation should be evenly split between the two topics.</p> <p>Teacher-Examiner to provide questions.</p> <p>Questions for guidance are given in handbook.</p>
Total Role-plays B+C +Conversation	11–12 mins	Do not increase conversation time if candidate completes role-plays quickly.

NB

- The timings given for the role-plays are only approximate. Many candidates will complete the tasks in considerably less time. The Teacher-Examiner should not increase the conversation time if the candidate completes the role-plays quickly.
- The timing of the conversation elements of the oral tests must be respected and a stop-watch is useful for this. **Excessively long or short tests may adversely affect the marks awarded.**
- Teacher-Examiners should not slavishly follow the conversation questions given in this handbook but should respond appropriately to candidates’ responses.

CHECKLIST FOR CONDUCT

WHEN CONDUCTING ORAL EXAMINATIONS:

AT THIS POINT	RECORD THIS	DO THIS
At the start of each new tape	“GCSE Examination, 2009. Teacher-Examiner _____ Centre Name _____ Centre Number _____ Paper 2F / 2H.”	<ul style="list-style-type: none"> On the cassette label, write your centre name and number, the language and specification number, and the tier of examination (F/H).
At the start of each candidate’s test	“Candidate Number _____, _____ (Name of candidate). Role-plays _____ and _____”.	<ul style="list-style-type: none"> On the photocopiable cassette insert, write the candidate’s name and number. Make sure L3 form is complete with relevant details. Start the test. Do not stop or pause the tape during the recording.
At the start of each conversation topic	“ Conversation 1 / 2 _____ (Topic title in English or the target language)”.	
At the end of each candidate’s test	“End of test”.	<ul style="list-style-type: none"> Check that the test has been recorded clearly and audibly. Reset the controls ready to record the next candidate.
After the last candidate on side A	“End of Side A”.	
After the last candidate on side B of each tape.	“End of Side B. The tests continue on tape number _____”.	<ul style="list-style-type: none"> Wind to the start of side A. Check that all the details on the cassette label are filled in. Place the tape back in the tape-box before you get the next tape out of its box.

EDEXCEL

GCSE German

Role-play Examining Sequences

Summer 2009

To avoid duplication of Topic Areas, candidates must be given role-plays in the sequence and combination prescribed in this booklet.

1231 / 2F – GCSE German Foundation Role-play Sequence – Summer 2009

Candidate	1 st role-play	2 nd role-play	Candidate	1 st role-play	2 nd role-play
1	A 6	B 8	18	A 5	B 8
2	A 1	B 2	19	A 3	B 4
3	A 4	B 6	20	A 2	B 5
4	A 2	B 2			
5	A 5	B 1			
6	A 6	B 5			
7	A 1	B 7			
8	A 4	B 8			
9	A 5	B 3			
10	A 6	B 1			
11	A 3	B 2			
12	A 4	B 1			
13	A 1	B 8			
14	A 3	B 7			
15	A 2	B 2			
16	A 5	B 1			
17	A 2	B 4			

1231 / 2H – GCSE German Higher Role-play Sequence – Summer 2009

Candidate	1 st role-play	2 nd role-play	Candidate	1 st role-play	2 nd role-play
1	B 2	C 2	18	B 3	C 7
2	B 4	C 1	19	B 7	C 3
3	B 8	C 7	20	B 4	C 5
4	B 2	C 6			
5	B 1	C 8			
6	B 8	C 2			
7	B 5	C 1			
8	B 3	C 4			
9	B 4	C 8			
10	B 8	C 3			
11	B 6	C 4			
12	B 1	C 7			
13	B 5	C 2			
14	B 7	C 6			
15	B 5	C 3			
16	B 2	C 6			
17	B 6	C 5			

Foundation Speaking

Role-play A – Teacher-Examiner Instructions

Role-play A is the first role-play for the Foundation Tier. The role-play assesses a simple transaction and the candidate's ability to interact with a speaker of the target language. Each role-play involves four tasks, eg a greeting, asking for one (or two) items, stating the colour, size or quantity needed, asking the price, saying thank you or goodbye. Teacher-Examiners must select a role-play card for role-play A according to the correct role-play examining sequence.

Candidate's role-play card

The role-play card includes a brief context in English and visuals to indicate what the candidate should say. Where there is a choice of two or three visuals, the candidate must choose **one** of the items shown.

Teacher-Examiner's guidelines

Teacher-Examiners are reminded that they must read out the target-language introduction. The suggested scenario should be followed as closely as possible as any tasks or key vocabulary supplied by the Teacher-Examiner cannot be credited.

The candidate should be given the opportunity to attempt every task.

The Teacher-Examiner must not rephrase any of the questions.

Marking

Any vocabulary in **square brackets** is not essential for the candidate to say in order to gain full marks. **Round brackets** are used to indicate an example of a candidate's response when the question invites a range of different possible answers.

An example on an A role-play card might be: **I'd like a (coffee) [please].**

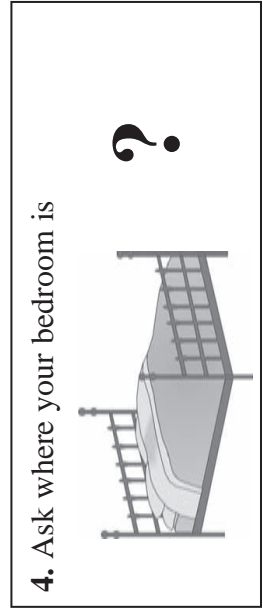
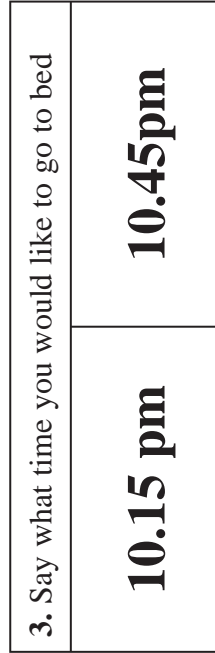
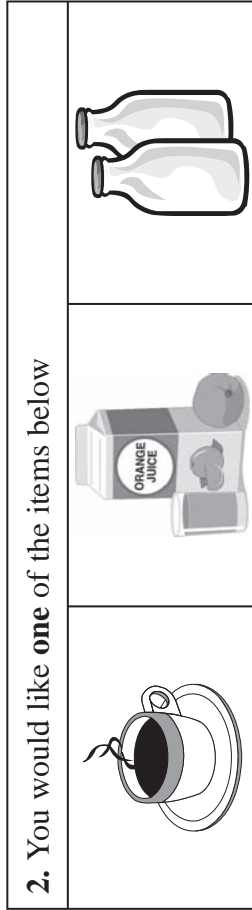
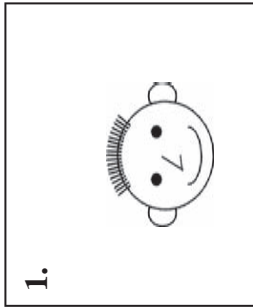
Assessment Criteria – *Role-play A*

Marks for role-play performances are awarded positively on a scale of 1–10 using the assessment grid below. The mark awarded reflects the extent to which the task as a whole has been successfully communicated and completed. To determine if a candidate should gain the upper or lower number of marks in the box which best describes the performance, it is important to refer to the boxes above and below. If the candidate's performance borders more on the performance of the box below than the box above, then the lower mark is allocated. On certain occasions, a candidate's performance may require a 'best fit' mark.

Role-play A	Communication and Content
9–10	Conveys all information required Interacts extremely well No prompting necessary.
7–8	Conveys most information required (At least 3 significant items) Little or no prompting necessary.
5–6	Conveys half the required information (At least two significant items) Little prompting necessary.
3–4	Conveys less than half of the required information (At least one significant item) Some prompting necessary.
1–2	One significant item conveyed Extremely hesitant, reliant on prompting.
0	No effective communication.

A1 Bei einer Familie

You have just arrived at your exchange partner's house in Germany. Remember to greet your partner, say what you want to drink, say what time you want to go to bed and then ask where your bedroom is.



A1 Bei einer Familie

Du bist bei einer deutschen Familie. Ich bin dein Austauschpartner/deine Austauschpartnerin.

Exam: Herzlich willkommen!

Cand: Guten Tag.

Exam: Was möchtest du trinken?

Cand: [Ich möchte] (Tee), [bitte].

Exam: Gut. Und wann möchtest du ins Bett gehen?

Cand: [Um] (Viertel nach zehn).

Exam: In Ordnung.


Cand: Wo ist mein Schlafzimmer, [bitte]?

Exam: Komm, ich zeig' es dir.

A2 Auf der Post

You are in a post office in Austria. Say you want to buy stamps, for which country, and how many. Remember to end the conversation politely.


1. Say you would like to buy stamps



2. Say which country they are for

 <p>ITALY</p>	 <p>FRANCE</p>	 <p>SPAIN</p>
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3. **Quantity**

4. 

A2 Auf der Post

Wir sind in einem Postamt in Österreich. Ich bin der Beamte/die Beamtin.

Exam: Guten Tag. Ja, bitte?

Cand: [Ich möchte] Briefmarken, [bitte].

Exam: Ja, für welches Land?

Cand: [Für] (Italien).

Exam: Und wie viele möchten Sie?

Cand: (Zwei), [bitte].

Exam: Das macht €4,20.

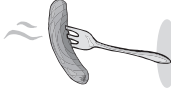
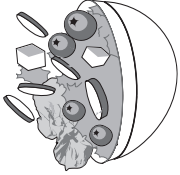

Cand: Danke schön/Auf Wiedersehen.

Exam: Bitte schön/Auf Wiedersehen.

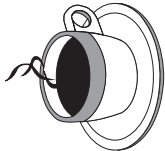

A3 Im Café

You are in a café in Germany. Say what you would like to eat, say what you would like to drink, say you would like to pay and then end the conversation politely.


1. You would like to order **one** of the items below

		
---	---	---


2. You would like to drink **one** of the items below

	
---	---

3. Say you want to pay



4.



A3 Im Café

Wir sind in einem Café in Deutschland. Ich bin der Kellner/die Kellnerin.

Exam: Ja, bitte?

Cand: [Ich möchte] (eine Wurst), [bitte].

Exam: Ja, und zu trinken?

Cand: [Ich möchte] (Kaffee), [bitte].

Exam: In Ordnung.

Cand: Zahlen, bitte!

Exam: Ja, gut. €5, bitte.

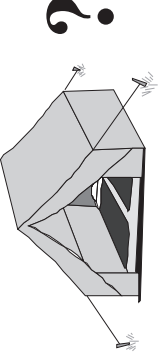
Cand: Danke schön/Auf Wiedersehen.

Exam: Bitte schön/Auf Wiedersehen.

A4 Auf dem Campingplatz

You are on a campsite in Austria. Ask if there is space available, say how long you would like to stay, ask where something is and then end the conversation politely.



1. Ask if they have space available




2. Say how long you would like to stay

2x ()	3x ()	4x ()
--------	--------	--------

3. Ask where one of the following is

	
---	---

4.



A4 Auf dem Campingplatz

Wir sind auf einem Campingplatz in Österreich. Ich bin der Mann/die Frau an der Rezeption.

Exam: Ja, bitte?

Cand: Haben Sie Platz [frei]?

Exam: Ja. Wie lange bleiben Sie?

Cand: (Zwei Nächte).

Exam: O.K. Das geht.

Cand: Wo (sind die Duschen)?

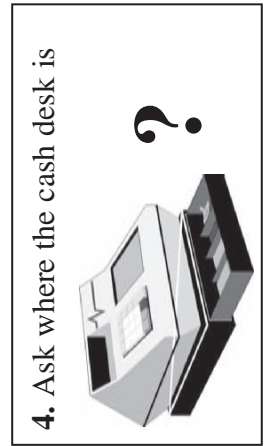
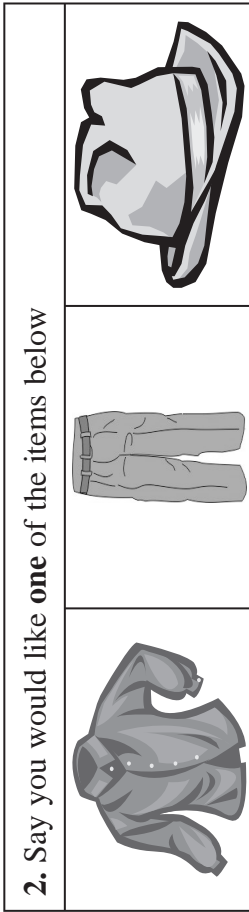
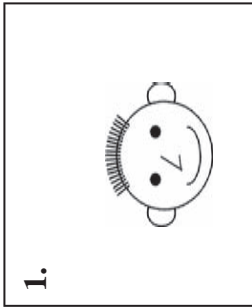
Exam: Hier rechts.

Cand: Danke schön / Auf Wiedersehen.

Exam: Bitte schön.

A5 Im Kaufhaus

You are in a department store in Germany. Greet the sales assistant, say what you want to buy, say what size you want and then ask where the cash desk is.



A5 Im Kaufhaus

Wir sind in einem Kaufhaus in Deutschland. Ich bin der Verkäufer/die Verkäuferin.

Exam: Ja, bitte?

Cand: Guten Tag.

Exam: Kann ich Ihnen helfen?

Cand: [Ich möchte] (ein Hemd), [bitte].

Exam: Welche Größe?

Cand: (Klein), [bitte].

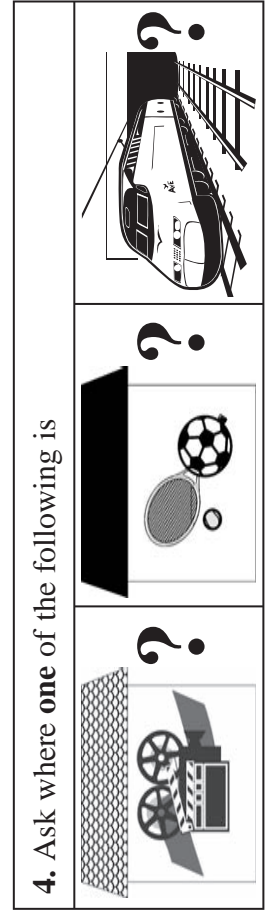
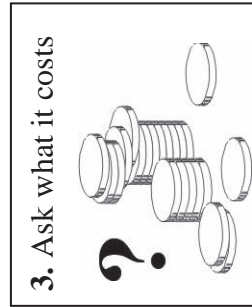
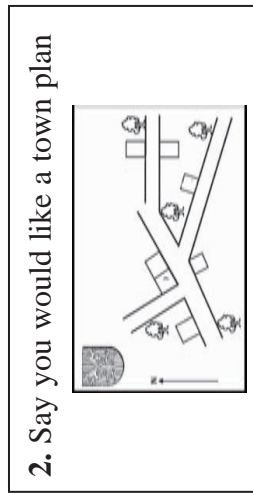
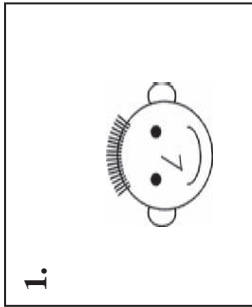
Exam: Hier, bitte schön.

Cand: Wo ist die Kasse?

Exam: Dort drüben links.

A6 Im Verkehrsamt

You are in a tourist information office in Switzerland. Greet the assistant, say you want a town plan, ask what it costs and ask where something is.



A6 Im Verkehrsamt

Wir sind in einem Verkehrsamt in der Schweiz. Ich bin der/die Angestellte.

Exam: Ja, bitte?

Cand: Guten Tag!

Exam: Kann ich Ihnen helfen?

Cand: [Ich möchte] einen Stadtplan, [bitte].

Exam: Bitte schön.

Cand: Wie viel kostet das?

Exam: 3 Franken.

Cand: Wo ist (das Kino), [bitte]?

Exam: Hier rechts.

Foundation/Higher Speaking

Role-play B – Teacher-Examiner Instructions

Role-play B is the second role-play for the Foundation tier and the first role-play for the Higher tier.

- The candidate must undertake four tasks, each of which is indicated by an English introduction and a visual.
- In some cases the candidate will have a choice, which is indicated by the visual.
- Either the second or third task is an unpredictable element which takes the form of a question put by the Teacher-Examiner.
- Teacher-Examiners must select a role-play card for role-play B according to the correct role-play examining sequence.
- **For French only, the Full Course and the Short Course each have a separate sequence.**

Candidate's role-play card

The role-play card includes a context in English, followed by four visuals with instructions in English to indicate the tasks. The unpredictable element is indicated to the candidate by an exclamation mark. Where candidates are given a choice of item, they should choose only one. More than one item cannot be credited and only the first will be assessed.

Teacher-Examiner's guidelines

- Teacher-Examiners are reminded that they **must** read out the target-language introduction.
- Teacher-Examiners should follow the suggested scenario as closely as possible as any structures or key vocabulary supplied by the Teacher-Examiner cannot be credited.
- Teacher-Examiners are reminded that not all the tasks are vocabulary-specific and candidates' responses might vary from those indicated.
- The unpredictable element is indicated in the suggested scenario in *italics*. **The Teacher-Examiner's question for the unpredictable element must not be rephrased.** However, the candidate's response to the unpredictable element is a suggestion only and any appropriate response is acceptable.

Marking

Any vocabulary in **square brackets** is not essential for the candidate to say in order to gain full marks. **Round brackets** are used to indicate an example of a candidate's response when the question invites a range of different possible answers, eg: **I'd like a (coffee) [please].**

Assessment Criteria – Role-play B

Marks for role-play performances are awarded positively on a scale of 1–10 using the assessment grid below. The mark awarded reflects the extent to which the task as a whole has been successfully communicated and completed. To determine if a candidate should gain the upper or lower number of marks in the box which best describes the performance, it is important to refer to the boxes above and below. If the candidate's performance borders more on the performance of the box below than the box above, then the lower mark is allocated. On certain occasions, a candidate's performance may require a 'best fit' mark.

Role-play B	Communication and Content
9–10	Conveys all information required Deals with unpredictable element with success Interacts well No prompting necessary (takes the initiative).
7–8	Conveys most of the information required One element with partial success Little hesitation Little or no prompting necessary.
5–6	Conveys most essential information One element omitted or unsuccessful A degree of hesitation.
3–4	Conveys some information Does not attempt some of the tasks Some prompting necessary.
1–2	Conveys only one relevant piece of information Extremely hesitant Reliant on prompting.
0	No effective communication.

B1 In der Schule

You are in your own school with a German exchange partner. The Examiner will play the part of the exchange student and will begin the conversation. Mention the following:

1. Say what time your school begins

08.15 / 08.30 / 08.45

2. Answer the question

!

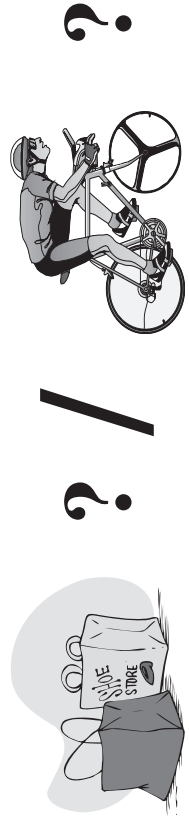
3. Describe your teacher



/



4. Ask if your friend would like to do one of the following



B1 In der Schule

Wir sind in deiner Schule. Ich bin dein Austauschpartner/deine Austauschpartnerin.

Exam: Um wie viel Uhr müssen wir in der Schule sein?

Cand: [Die Schule beginnt] (um Viertel nach acht).

Exam: Das ist aber spät.

Exam: Was ist die erste Stunde?

Cand: (Geschichte).

Exam: Ach, nein.

Exam: Kannst du den Lehrer beschreiben?

Cand: (Er hat kurze, lockige, dunkle Haare und trägt eine Brille)

Exam: Oh, ja. Ich habe ihn gesehen. Was machen wir später?

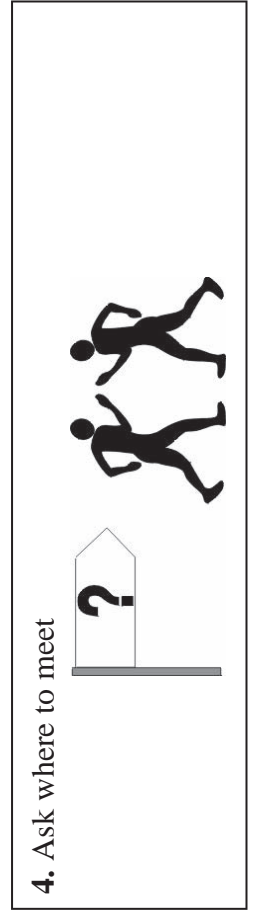
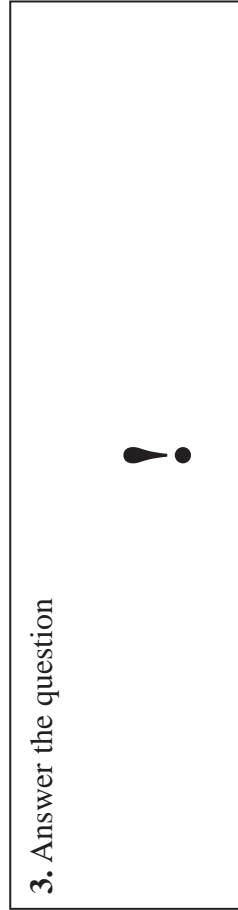
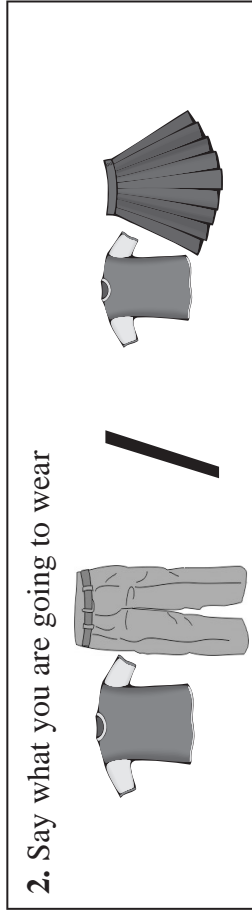
Cand: Möchtest du (einkaufen) gehen?

Exam: Gute Idee.

For second conversation topic choose between:
**SOCIAL ACTIVITIES, FITNESS AND HEALTH;
 MEDIA, ENTERTAINMENT AND YOUTH CULTURE.**

B2 Freizeit

You are making arrangements to go out with your German friend. The examiner will play the part of the friend and will begin the conversation. Mention the following:



B2 Freizeit

Du bist in Deutschland. Ich bin dein Freund/deine Freundin.

Exam: Hallo! Was machen wir?

Cand: Ich möchte (Tischtennis spielen).

Exam: Ja, gut. Was trägst du?

Cand: Ich trage (eine Hose und ein T-Shirt).

Exam: Ja, das ist in Ordnung.

Exam: Wann gehen wir?

Cand: (Um 8.00).

Exam: O.K. Toll.

Cand: Wo treffen wir uns?

Exam: Vor dem Supermarkt.

For second conversation topic choose between:
**EDUCATION, TRAINING AND EMPLOYMENT;
 AT HOME AND ABROAD.**

B3 Bei einer deutschen Familie

You have just arrived in Germany and are talking to your exchange partner and partner. The examiner will play the part of your exchange partner and will begin the conversation.

1. Say you are tired



2. Answer the question



3. Ask what time your friend gets up



4. Say you would like to do one of the following



B3 Bei einer deutschen Familie

Du bist in Deutschland. Ich bin dein Austauschpartner/deine Austauschpartnerin.

Exam: Hallo! Wie geht's?

Cand: Ich bin müde.

Exam: Das glaube ich!

Exam: Wie war die Reise?

Cand: (Die Reise war sehr langweilig).

Exam: Jetzt bist du hier!

Cand: Wann stehst du auf?

Exam: Um 7.00 Uhr.

Exam: Was möchtest du jetzt machen?

Cand: [Ich möchte] (etwas essen) [bitte].

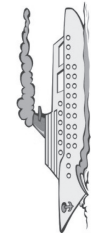
Exam: Kein Problem.

For second conversation topic choose between:
MEDIA, ENTERTAINMENT AND YOUTH CULTURE;
EDUCATION, TRAINING AND EMPLOYMENT.

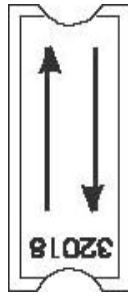
B4 Am Hafen

You and your family are booking a boat trip. The examiner will play the part of the ticket official and will begin the conversation. Mention the following:

1. Ask when the next boat leaves



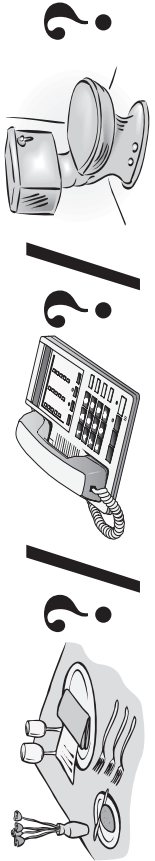
2. Say you would like 4 return tickets



3. Answer the question



4. Ask if the boat has one of the following



B4 Am Hafen

Sie sind mit Ihrer Familie an einem Hafen. Ich bin der Mann/die Frau am Schalter.

Exam: Guten Tag. Was kann ich für Sie tun?

Cand: Wann fährt das nächste Schiff?

Exam: Um 15.00 Uhr.

Cand: [Ich möchte] viermal hin und zurück, bitte.

Exam: Ja, in Ordnung.

Exam: Wie alt sind die zwei Kinder?

Cand: [Wir sind] (12 und 16) [Jahre alt]

Exam: Gut. Das macht €80.

Cand: (Hat das Schiff) (ein Restaurant)?

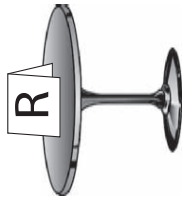
Exam: Ja, natürlich.

For second conversation topic choose between:
HOUSE, HOME AND DAILY ROUTINE;
SOCIAL ACTIVITIES, FITNESS AND HEALTH.

B5 Im Restaurant

You are on the phone in Germany, booking a table in a restaurant. The examiner will play the part of the waiter / waitress and will begin the conversation. Mention the following:

1. Say you want to book a table



2. Answer the question



3. Say what time you would like to eat

19.30

4. Ask if you can have a table in one of the following places



B5 Im Restaurant

Sie sind am Telefon in Deutschland. Ich bin der Kellner / die Kellnerin.

Exam: Restaurant zum wilden Mann. Kann ich Ihnen helfen?

Cand: Ich möchte einen Tisch reservieren, [bitte].

Exam: Kein Problem.

Exam: Wie groß ist Ihre Gruppe?

Cand: [Es gibt] (sechs Personen).

Exam: Ja, das geht.

Exam: Wann möchten Sie bei uns essen?

Cand: [Um] halb acht.

Exam: In Ordnung.

Cand: Können wir (in der Ecke) sitzen, [bitte]?

Exam: Ja, da ist noch Platz frei.

For second conversation topic choose between:
**AT HOME AND ABROAD;
SOCIAL ACTIVITIES, FITNESS AND HEALTH.**

B6 Auf dem Markt

You are at a market in Germany. The examiner will play the part of the stall holder and will begin the conversation. Mention the following:

1. Ask the price of **one** of the following



2. Say you would like to buy 0.5kg of **one** of the following



3. Answer the question

!

4. Ask if the market has **one** of the following



B6 Auf dem Markt

Wir sind auf dem Markt in Deutschland. Ich bin der Verkäufer/die Verkäuferin.

Exam: Guten Tag. Was darf es sein?

Cand: Was kostet (ein Blumenkohl), [bitte]?

Exam: €1,10.

Cand: [Ich möchte] ein halbes Kilo (Erdbeeren), [bitte].

Exam: Gut. Diese hier sind sehr fein.

Exam: Wann wollen Sie das Obst essen?

Cand: (Heute).

Exam: Das macht €2,10.

Cand: Gibt es eine (Bäckerei) [auf dem Markt]?

Exam: Ja, dort drüben.

For second conversation topic choose between:
HOUSE, HOME AND DAILY ROUTINE;
EDUCATION, TRAINING AND EMPLOYMENT.

B7 Im Verkehrsamt

You are at the information office in Austria. You are asking for information. The examiner will play the part of the official and will begin the conversation. Mention the following:

1. Say you would like to go to **one** of the following

2. Ask when it is open

3. Answer the question

4. Ask where the bus stop is

B7 Im Verkehrsamt

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

Exam: Guten Morgen. Kann ich Ihnen helfen?

Cand: Ich möchte (ins Freizeitzentrum) gehen.

Exam: Kein Problem.

Cand: Wann ist das geöffnet?

Exam: Normalerweise von neun bis zweiundzwanzig Uhr.

Exam: An welchem Tag wollen Sie hingehen?

Cand: (Freitag).

Exam: Gut. Am besten fahren Sie mit dem Bus.

Cand: Wo ist die Bushaltestelle, [bitte]?

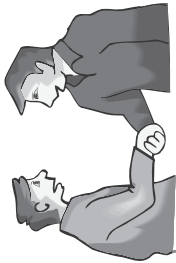
Exam: Um die Ecke.

For second conversation topic choose between:
**MEDIA, ENTERTAINMENT AND YOUTH CULTURE;
 HOUSE, HOME AND DAILY ROUTINE.**

B8 Am Telefon

You are in Germany and you phone your German friend to arrange to go out this evening. The Examiner will play the part of your German friend and will begin the conversation.

1. Suggest you and your friend go out this evening



2. Ask if your friend would like to go to one of the following



3. Answer the question



4. Say what you want to do afterwards



B8 Am Telefon

Du telefonierst mit deinem deutschen Freund / deiner deutschen Freundin. Ich bin dieser Freund/diese Freundin.

Exam: Hallo!

Cand: Sollen wir heute Abend ausgehen?

Exam: Ja, tolle Idee.

Cand: Möchtest du (zum Eisstadion) gehen?

Exam: Prima.

Exam: Wo treffen wir uns?

Cand: (Am Bahnhof).

Exam: In Ordnung.

Exam: Und nachher?

Cand: Ich möchte (etwas essen).

Exam: Alles klar. Bis später.

For second conversation topic choose between:
**AT HOME AND ABROAD;
 MEDIA, ENTERTAINMENT AND YOUTH CULTURE.**

Higher Speaking

Role-play C – Teacher-Examiner Instructions

Role-play C is the second role-play for the Higher tier.

- Information is given to the candidates in the English context and in the target language stimulus.
- The elements to be covered are indicated by numbered bullet points in the target language.
- There are **two** unpredictable elements, indicated to the candidate by an exclamation mark !.
- Teacher-Examiners must select a role-play card for role-play C according to the correct role-play examining sequence.
- **For French only, the Full Course and the Short Course each have a separate sequence.**

Candidate's role-play card

The role-play card includes a brief context in English and a target language stimulus.

These are followed by numbered points in the target language to indicate the elements to be covered.

A question mark means the candidate is expected to ask a question.

Teacher-Examiner's guidelines

The introduction must be read at the beginning of the role play.

Two unpredictable elements are supplied. The Teacher Examiner must introduce these as scripted in the role-play.

The unpredictable elements must not be rephrased. Each unpredictable element should be expanded by the candidate as appropriate.

Teacher-Examiners are reminded that no credit can be given to candidates for key vocabulary and/or structures supplied by the teacher.

An ending is given to help Teacher-Examiners to bring the role-play to a natural close.

Assessment Criteria – *Role-play C*

Marks for role-play performances are awarded positively on a scale of 1–10 using the assessment grid below. The mark awarded reflects the extent to which the task as a whole has been successfully communicated and completed. To determine if a candidate should gain the upper or lower number of marks in the box which best describes the performance, it is important to refer to the boxes above and below. If the candidate's performance borders more on the performance of the box below than the box above, then the lower mark is allocated. On certain occasions, a candidate's performance may require a 'best fit' mark.

Role-play C	Communication and Content
9–10	All prescribed elements conveyed without ambiguity and without prompting from the Teacher-Examiner. Takes the initiative and expands. Deals with both unpredictable elements without difficulty. Very little or no hesitation.
7–8	Conveys all predictable information required and attempts unpredictable with partial success (or) conveys both unpredictable elements and conveys most of the predictable information required. Produces extended replies. Minimal hesitation evident.
5–6	One element omitted or whole role-play attempted, but not successfully. A degree of hesitation evident but not unduly reliant on the Teacher-Examiner. Some significant language error which impedes communication to some extent. Unable to deal with unpredictable elements.
3–4	Conveys some of the prescribed elements without ambiguity. Hesitant and reliant to some extent on the Teacher-Examiner. Does not attempt some of the tasks.
1–2	Conveys only one element without ambiguity. Extremely hesitant. Communication seriously impaired through poor pronunciation and language errors.
0	No effective communication.

C1

You are interested in a summer job advertised at the Hotel Alpenland in Austria. You phone to discuss the job. The Examiner will play the part of the hotel manager and will begin the conversation.

Hotel Alpenland

**Wir brauchen Aushilfe für den Sommer.
Rufen Sie uns an! 05256 / 6337**



1. Grund für den Anruf

2. !

3. Termine

4. Unterkunft?

5. !

C1

Introduction to be read by the Examiner.

Sie telefonieren mit dem Manager/der Managerin im Hotel Alpenland. Ich bin der Manager/die Managerin.

Exam: Hotel Alpenland. Kann ich Ihnen helfen?

Cand: 1.

Exam: Ja, gut. Geben Sie mir Ihre persönlichen Details, bitte.

Cand: 2.

Exam: Wie lange können Sie bei uns arbeiten?

Cand: 3.

Exam: Ja, das geht.

Cand: 4.

Exam: Es gibt ein kleines Zimmer hier im Hotel.

Was für Arbeit haben Sie schon gemacht?

Cand: 5.

Exam: Danke. Wir melden uns.

C2

You are on holiday in Berlin with your family when your father loses something. The Examiner will play the part of the person at the Lost Property Office and will begin the conversation.

Zentrales Fundbüro Berlin

Platz der Luftbrücke 6, 12101 Berlin

Tel.: (030) 7560 3101 Fax: (030) 7560 3106

1. Problem
2. Beschreibung
3. !
4. Öffnungszeiten?
5. !

C2

Introduction to be read by the Examiner.

Wir sind im Fundbüro. Ich bin der Mann/die Frau am Schalter.

Exam: Guten Tag. Wie kann ich Ihnen helfen?

Cand: 1.

Exam: Eine genaue Beschreibung, bitte.

Cand: 2.

Exam: Danke. Wo und wann hat Ihr Vater das verloren?

Cand: 3.

Exam: Im Moment ist nichts da. Kommen Sie ein anderes Mal vorbei.

Cand: 4.

Exam: Montags bis freitags von acht bis sechs.

Wie können wir Sie hier in Berlin erreichen?

Cand: 5.

Exam: Danke schön.

C3

You have visited a German school. Now your German exchange partner is visiting you. The Examiner will play the part of the German student.

Wochenprogramm für den Englandbesuch

Montag: Unterricht
Dienstag: Ausflug nach London (mit Austauschpartnern)
Mittwoch: Unterricht
Donnerstag: Ausflug nach Bath (nur deutsche Gruppe)
Freitag: Unterricht
Wochenende: bei der Partnerfamilie

1. **Pläne für die Woche in der Schule**
2. **!**
3. **Beschreibung deiner Schulkleidung**
4. **Meinungen über die Schule?**
5. **!**

C3

Introduction to be read by the Examiner.

Du bist in deiner Schule. Ich bin dein deutscher Austauschpartner/ deine deutsche Austauschpartnerin.

Exam: Was machen wir diese Woche in der Schule?

Cand: 1.

Exam: Was sind deine Lieblingsfächer und warum?

Cand: 2.

Exam: Ich mag Mathe. Was trägst du normalerweise in deiner Schule?

Cand: 3.

Exam: Interessant!

Cand: 4.

Exam: Ich gehe sehr gern in die Schule.
Was hat dir an der Schule in Deutschland gefallen?

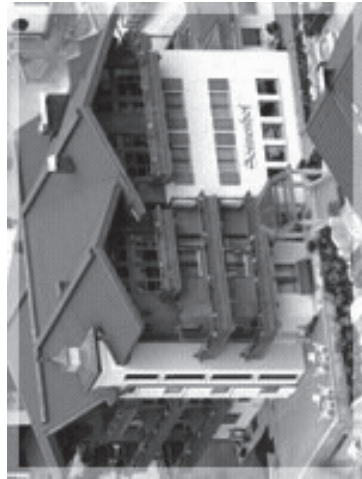
Cand: 5.

Exam: Ich freue mich auf diese Woche.

C4

You are staying in a hotel in Austria. Unfortunately, there have been some problems. The Examiner will play the part of the manager and will begin the conversation.

Hotel Sonnenhof am Wolfgangsee



Feines Hotel mit Charme!

1. Probleme mit dem Zimmer
2. Deine Meinung über das Restaurant
3. !
4. Unterhaltungsmöglichkeiten in der Gegend?
5. !

C4

Introduction to be read by the Examiner.

Sie sind in einem Hotel in Österreich. Ich bin der Hotelmanager/ die Hotelmanagerin.

Exam: Grüß Gott! Wie kann ich Ihnen helfen?

Cand: 1.

Exam: Es tut mir Leid. Wie gefällt Ihnen unser Restaurant?

Cand: 2.

Exam: O.K. Das werde ich dem Manager sagen. Wie haben Sie von unserem Hotel gehört?

Cand: 3.

Exam: Das ist interessant.

Cand: 4.




Exam: Ich gebe Ihnen eine Broschüre. Was haben Sie bisher in Österreich gemacht?

Cand: 5.

Exam: Schön. Wir werden das mit dem Zimmer in Ordnung bringen.

C5

You are planning to go out for the day with your German penfriend's family. The examiner will play the part of your penfriend and will begin the conversation.

<p>BELANTIS</p> <p>Ostdeutschlands größter Freizeitpark</p> 	<p>ZIRKUS KRONE</p> <p>Der beste Zirkus Europas!</p> 	<p>ABENTEUER PARK</p> <p>Spaß für die ganze Familie!!</p> 
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1. Dein Vorschlag für den Tag

2. !
3. Kleidung heute?
4. Pläne für den Abend
5. !

C5

Introduction to be read by the Examiner.

**Du sprichst mit deinem Brieffreund/deiner Brieffreundin.
Ich bin dieser Freund/diese Freundin.**

Exam: Was machen wir heute?

Cand: 1.

Exam: Warum willst du das machen?

Cand: 2.

Exam: Ja, gut.

Cand: 3.

Exam: Jeans und ein T-Shirt. Und was machen wir heute Abend?

Cand: 4.

Exam: Was hast du letztes Wochenende gemacht?

Cand: 5.

Exam: O.K. Lass uns gehen.

C6

During your stay in Germany you become unwell. You phone a doctor's surgery to make an appointment. The Examiner will play the part of the doctor's receptionist and will begin the conversation.

Dr. med. Helga Bonitz

Sprechstunden: Mo – Fr 08.30 – 12.30
16.00 – 19.30
Sa 08.00 – 12.00

Heinrich-Beck-Str. 47, 09112 Chemnitz
Tel: 0371 / 333-0

1. Grund für den Anruf
2. Symptome
3. !
4. Alternativen?
5. !

C6

Introduction to be read by the Examiner.

Sie telefonieren mit einer Arztpraxis in Deutschland. Ich bin der Rezeptionist / die Rezeptionistin am Telefon.

Exam: Praxis Dr. Bonitz. Guten Tag!

Cand: 1.

Exam: Beschreiben Sie mir bitte Ihre Symptome.

Cand: 2.

Exam: *Wie lange bleiben Sie noch in Deutschland?*

Cand: 3.

Exam: Der erste Termin ist morgen um 19.00 Uhr. Geht das?

Cand: 4.

Exam: Ja, das ist möglich.
Warum sind Sie nach Deutschland gekommen?

Cand: 5.

Exam: Wie interessant. Bis bald.

C7

You are in a restaurant in Switzerland with some friends. Things are not going smoothly. You call the manager. The Examiner will play the part of the manager and will begin the conversation.

Restaurant zum wilden Mann



Regionale Speisen und Getränke

1. Probleme
2. Grund für den Besuch im Restaurant
3. !
4. In Ordnung bringen?
5. !

C7

Introduction to be read by the Examiner.

Sie sind in einem Restaurant in der Schweiz. Ich bin der Manager/ die Managerin.

Exam: Ja, wie kann ich Ihnen helfen?

Cand: 1.

Exam: Das tut mir Leid. Warum sind Sie heute Abend ins Restaurant gekommen?

Cand: 2.

Exam: Können Sie Ihren Kellner oder Ihre Kellnerin beschreiben?

Cand: 3.

Exam: Ja, das ist Alex.

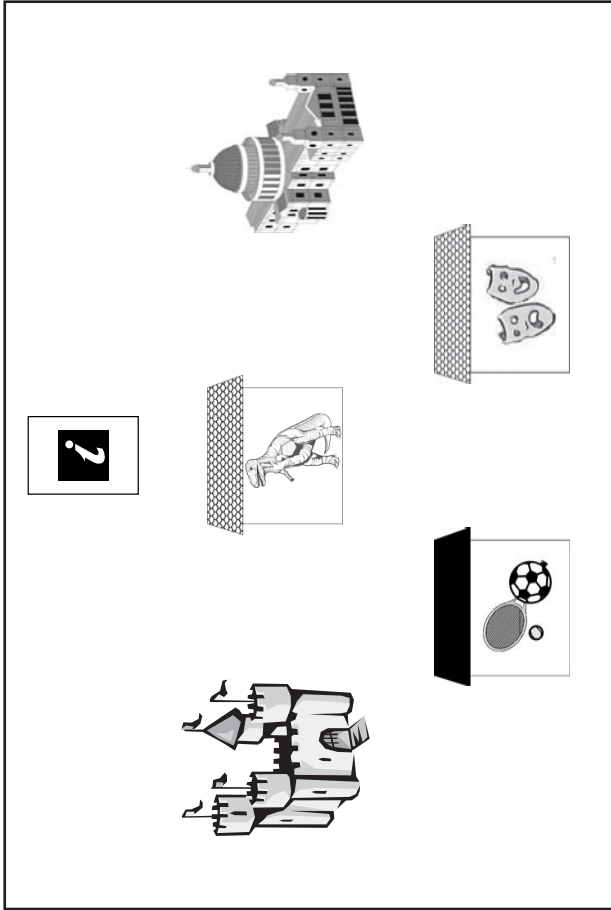
Cand: 4.

**Exam: Sie zahlen nur die Hälfte.
Und wie haben Sie von unserem Restaurant gehört?**

Cand: 5.

Exam: Danke. Auf Wiedersehen.

You are working in the Tourist Office in your home town. A German tourist comes in to ask for information. The Examiner will play the part of the German tourist and will begin the conversation.



1. Sehenswürdigkeiten in der Stadt

2. !

3. Freizeitaktivitäten

4. Unterkunft?

5. !

Introduction to be read by the Examiner.

Sie arbeiten im Informationsbüro. Ich bin ein deutscher Tourist/eine deutsche Touristin.

Exam: Guten Tag! Welche Sehenswürdigkeiten gibt es hier in der Stadt?

Cand: 1.

Exam: Gut, danke. Und wo kann man hier gut essen?

Cand: 2.

Exam: Das hört sich gut an. Was für Freizeitaktivitäten gibt es hier?

Cand: 3.

Exam: Das ist bestimmt interessant.

Cand: 4.

Exam: Wir haben ein Ferienhaus gemietet. Wo haben Sie Deutsch gelernt?

Cand: 5.

Exam: Vielen Dank für Ihre Hilfe.

Paper 2: Oral Suggested Conversation Questions

A selection of topic-based questions for the conversation element of the speaking test is included.

The questions are not in sequence; nor are they mandatory, and they may be rephrased or substituted by others within the same topic area. Teacher-Examiners may also use their own questions or variations on the questions provided.

Closed questions may be used to introduce a new line of questioning but the candidates should be encouraged to expand on their answers.

Questions using a range of tenses and questions eliciting personal opinions should be included in the Foundation Tier conversation to ensure that candidates are given the opportunity to fulfil the grade descriptions for all the available grades at Foundation Tier.

Communication and Content		Application of language		Accuracy
9-10	Responds very well indeed to a wide range of question types. Extremely responsive, expands and develops relevant interchange on own initiative. Clearly expresses wide range of opinions and attitudes. Frequently justifies opinions.	9-10	Deploys a very wide range of structures and lexis as appropriate to questions. Use of some more complex lexical items. Very competent use of present, past and future modes.	9-10 Very accurate indeed although isolated, usually insignificant errors, may occur. Pronunciation and intonation of a consistently good standard.
7-8	Responds well to a wide range of question types although occasional prompting required. Takes initiative/develops more elaborate responses. Conveys opinions without undue difficulty.	7-8	Generally at ease with subordination. Uses reasonably wide and mostly appropriate range of structure and lexis. Unambiguous use of tenses other than the present.	7-8 Generally accurate in straightforward language but errors made (possibly basic) in more complex language. Pronunciation and intonation generally good.
5-6	Responds well to familiar, straightforward questions but experiences problems with more complex question forms. Conveys simple opinions. Deals with open questions but rarely expands. Dependent on Teacher-Examiner's structured language.	5-6	Offers some examples of subordination. Uses tenses without ambiguity. Mostly predictable lexical items deployed.	5-6 Generally accurate in simple, basic language despite a fair number of significant errors. Less accurate in more unfamiliar language situations. Some inconsistency. Pronunciation generally accurate.
3-4	Responses restricted to very straightforward questions. Answers invariably limited, short and very hesitant. Very dependent on Teacher-Examiner's language and prompts. Opinions limited to basic likes and dislikes.	3-4	Short main clause structures predominantly used. Little or no awareness of tense concept other than the present. Inappropriate lexical items may impede communication at times. Deploys a very limited/repetitive range of structure and lexis.	3-4 Communicates main points despite high incidence of errors. Some 'pre-learned' stereotypes correct but frequent and basic inaccuracy in manipulated language. Pronunciation inconsistent.
1-2	Produces minimal responses (mainly one word replies or very short phrases). Limited comprehension of basic questions and limited response. Totally reliant on Teacher-Examiner's structured questions.	1-2	Operates only in most basic structures. Rarely offers complete sentences. Resorts frequently to non-target language.	1-2 Consistently inaccurate language. Pronunciation impedes basic communication most of the time. Offers only isolated examples of accurate language. Pronunciation very poor.
0	No rewardable communication/content.	0	No rewardable language.	0 No rewardable language.

AT HOME AND ABROAD

- Wohin fährst du am liebsten während der Ferien? Warum?
Was machst du normalerweise während der Ferien (Sommerferien)?
Wo hast du letztes Jahr die Sommerferien verbracht?
 Wie bist du hingefahren?
 Was hast du dort gemacht?
 Wo hast du dort gewohnt?
 Wie war das Wetter?
 Was für Andenken/Geschenke hast du dort gekauft? Für wen?
 Wo verbringst du dieses Jahr deinen Urlaub?
- Wie ist das Wetter heute?
Wie ist das Wetter normalerweise im Winter/Frühling/Sommer/Herbst in dieser Stadt/Gegend?
Was gibt es für junge Leute/für Touristen hier in der Gegend zu tun/sehen?
Beschreibe mir die Stadt/das Dorf, wo du wohnst.
Wo kaufst du am liebsten ein? Warum?
Was kann ein Tourist in dieser Stadt/Gegend unternehmen/sehen/machen?
Was machst du normalerweise zu Weihnachten/Ostern/Silvester?

ADDITIONAL HIGHER

- Wie findest du die Stadt/Region, wo du wohnst?
Welche Vorteile/Nachteile hat das Leben auf dem Land/in der Stadt?
Wo würdest du am liebsten wohnen? Warum?
Wohin würdest du in den Ferien fahren, wenn du viel Geld hättest? Warum?
Verbringst du die Ferien lieber zusammen mit deiner Familie oder mit Freunden? Warum?
Beschreibe mir eine Schulreise ins Ausland.
Warst du schon mal in Deutschland/Österreich/der Schweiz? Wo genau?
Was hast du dort gemacht/gesehen?
Hast du schon mal gezeltet?
Was sind die Vorteile/Nachteile vom Zelten?

EDUCATION, TRAINING AND EMPLOYMENT

Beschreibe deine Schule.

Wann kommst du morgens in die Schule?

Wann gehst du nach Hause?

Wann beginnt/endet die Schule?

Wann sind die Pausen?

Wie viele Fächer hast du?

Musst du eine Schuluniform tragen? Beschreibe sie mir.

Was ist dein Lieblingsfach? Warum?

Beschreibe mir einen typischen Schultag.

Beschreibe mir eine(n) Lehrer/in.

Beschreibe mir einen besonders interessanten/schönen Tag in der Schule.

Willst du weiterstudieren? Was? Wo?

Hast du einen Job? Wo? Wann? Was musst du machen?

Wie viel Geld verdienst du?

Was machst du mit dem Geld?

Was für einen Job möchtest du haben? Warum?

Was machst du nächstes Jahr/im September?

Wo hast du dein Arbeitspraktikum gemacht? Wie lange hat es gedauert?

ADDITIONAL HIGHER

Ist es wichtig, Hausaufgaben zu machen? Warum?

Wie findest du deine Schule?

Was würdest du daran ändern? Warum?

Beschreibe mir eine(n) Lehrer/in, den/die du besonders magst/bewunderst.

Möchtest du auf die Universität gehen? Welche? Warum gerade diese?

Was muss man machen, um einen Job/eine Arbeit zu finden?

Was wäre dein Traumjob? Warum?

Beschreibe mir einen typischen Tag bei deinem Arbeitspraktikum.

Wie hast du dein Arbeitspraktikum gefunden?

HOUSE, HOME AND DAILY ROUTINE

- Wohnst du in einem Haus oder einer Wohnung?
Beschreibe mir dein Haus/deine Wohnung.
Beschreibe mir dein Schlafzimmer.
Wie hilfst du deinen Eltern zu Hause?
Wie viele Leute sind in deiner Familie?
Beschreibe mir deine(n) Vater, Mutter, Bruder, Schwester.
Hast du eine(n) beste(n) Freund(in)? Beschreibe ihn/sie.
Was hast du letztes Wochenende gemacht, um deinen Eltern zu helfen?
Was machst du vielleicht am kommenden Wochenende zusammen mit deiner Familie?
Wer kocht zu Hause? Hilfst du dabei?
Wann hast du das letzte Mal in einem Restaurant/Café gegessen?
Beschreibe mir, was du dort alles gemacht hast.

- Wann stehst du morgens auf?
Was isst du zum Frühstück?
Was isst/trinkst du besonders gern?
Was isst du gar nicht gern?
Was hast du heute Morgen/gestern gemacht?
Was willst du heute Abend machen?
Was machst du normalerweise abends/am Wochenende zu Hause?

ADDITIONAL HIGHER

- Beschreibe mir dein Traumhaus.
Kommst du gut mit deiner Familie aus?
Was sind die positiven/negativen Eigenschaften deines/deiner besten Freundes/Freundin?
Ist es eine gute Idee, zusammen mit Freunden Urlaub zu machen? Warum?
Was würdest du machen, wenn du viel Geld hättest?

MEDIA, ENTERTAINMENT AND YOUTH CULTURE

- Warum treibt man Sport?
Welchen Sport treibst du am liebsten?
Was trägst du am Wochenende?
Siehst du oft fern? Hörst du oft Radio?
Was ist deine Lieblingsseendung? Warum?
An welchem Tag kommt sie? Um wie viel Uhr?
Was für Kleidungsstücke hast du in letzter Zeit gekauft?
Was für Musik hörst du gern?
Wie heißt deine Lieblingsgruppe/dein(e) Liebessänger(in)?
Wann warst du zum letzten Mal im Kino? Was hast du gesehen?
Liest du gern?
Was hast du in letzter Zeit gelesen?
Wie hat dir das Buch gefallen?
Wohin gehst du nächsten Samstag?
Mit wem?
Was wird das alles kosten?

ADDITIONAL HIGHER

- Beschreibe mir eine berühmte Persönlichkeit, die du bewunderst.
Warum bewunderst du sie?
Ist die Mode für junge Leute wichtig? Warum/warum nicht?
Sparst du regelmäßig? Wofür?
Findest du, dass junge Leute heutzutage zu viel fernsehen?
Warum sind die Nachrichten wichtig?

SOCIAL ACTIVITIES, FITNESS AND HEALTH

- Wann hast du Geburtstag?
- Was für Hobbys hast du?
- Warum findest du sie so interessant?
- Was machst du normalerweise am Abend?
- Wohin bist du letzten Samstag gegangen?
 - Mit wem?
 - Was habt ihr gemacht?
 - Wie hast du den Tag gefunden?
 - Wann bist du nach Hause gekommen?
 - Wo kaufst du gern ein?
- Welches ist dein Lieblingsgeschäft? Warum? Was kann man dort kaufen?
- Bekommst du Taschengeld? Wie viel?
- Was hast du in letzter Zeit gekauft?
- Gehst du nächsten Samstag einkaufen? Wo? Mit wem?
- Wie hast du letztes Jahr deinen Geburtstag gefeiert?
- Was willst du machen, wenn die Prüfungen zu Ende sind?

ADDITIONAL HIGHER

- Was würdest du am liebsten am Wochenende machen?
- Was sollte man machen, um sich fit zu halten?
- Spielt die Gesundheit/die Fitness für dich eine wichtige Rolle? Warum?
- Was solltest du machen, wenn du krank bist?
- Was hältst du vom Rauchen?
- Warum sind manche Leute Vegetarier?