

General Certificate of Secondary Education  
June 2007



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

Monday 26 March to Friday 11 May 2007

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AT THIS POINT	RECORD THIS	DO THIS
At the start of each new tape.	“GCSE _____ Examination, 2007. 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 2007 Examinations*, which is issued to all centres in the Spring Term.

**Turn over ►**

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

You are on holiday in Switzerland. You speak to a Swiss friend staying in the same hotel.

- Say what the weather is like.
- Ask your friend if he/she likes the food.
- Say what you like to drink.
- Say what you want to do.

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

- 1 Hallo (name of candidate). Wie ist das Wetter?
- 2 Interessant.
- 3 Es schmeckt sehr gut.
- 4 Ich auch. Und was machen wir jetzt?
- 5 Gute Idee.

**Turn over ►**

---

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

You are buying a present in a clothes shop in Germany.

- Say what you would like.
- Say the colour and size.
- Say who it is for.
- Ask how much it costs.

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

---

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

Du bist in einem Kleidungsgeschäft in Deutschland. Ich bin der Verkäufer/die Verkäuferin.

- 1 Kann ich Ihnen helfen?
- 2 Ja, das haben wir.
- 3 Ist es ein Geschenk?
- 4 Ach so.
- 5 Fünfzehn Euro.

**Turn over ►**

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

You are in a restaurant in Austria with your family. You are looking for a table.

- Say how many people it is for.
- Say where you would like a table.
- Ask for one item of food or drink you would like.
- 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 Restaurant in Österreich. Ich bin der Kellner/die Kellnerin.

- 1 Guten Tag. Für wie viele Personen?
- 2 Ja, bitte schön.
- 3 Möchten Sie bestellen?
- 4 Kommt sofort.
- 5 Dort drüben.

**Turn over ►**

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

You are in Austria with your family and are buying tickets for a concert.

- Say you want four tickets.
- Say what day and time you want to go.
- Ask what time the concert ends.
- Spell out your surname.

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

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

Du bist mit deiner Familie in Österreich. Ich bin der/die Angestellte.

- 1 Guten Tag.
- 2 Für wann genau?
- 3 Bitte schön.
- 4 Um zweiundzwanzig Uhr (or other suitable time). Können Sie bitte Ihren Familiennamen buchstabieren?
- 5 Danke.

**Turn over ►**

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

You are at a railway station in Germany.

- Say where you want to go to.
- Say what type of ticket you would like.
- Ask when the train leaves.
- Say thank you and goodbye.

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

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

Du bist am Bahnhof in Deutschland. Ich bin der/die Angestellte.

- 1 Kann ich Ihnen helfen?
- 2 Ja.
- 3 Bitte schön.
- 4 Um 10 Uhr.
- 5 Auf Wiedersehen.

**Turn over ►**

---

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

You phone your new Austrian friend. You are going to visit him/her next week.

- Say how you are going to travel.
- Give **two** details of what you look like.
- Say what you would like to do on holiday.
- Ask your friend what the weather is like.

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

---

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

Du telefonierst mit deinem neuen Freund/deiner neuen Freundin aus Österreich. Ich bin dein Freund/deine Freundin.

- 1 Wie fährst du?
- 2 Gut. Kannst du dich beschreiben?
- 3 Und was machen wir, wenn du bei mir bist?
- 4 Gute Idee.
- 5 Es ist nicht schlecht.

**Turn over ►**

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

You are talking to the receptionist in a German employment agency. You want a holiday job this summer.

- Sommer.
- Was für Arbeit und warum.
- Arbeitserfahrung – **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 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 how you can help.

*Sie suchen eine Stelle in Deutschland. Ich bin der/die Angestellte.  
Kann ich Ihnen helfen?*

- 2 Allow the candidate to say he/she would like a holiday job this summer.  
Ask the candidate what type of work he/she would like and why.

*Was für Arbeit suchen Sie? Warum?*

- 3 Allow the candidate to say what type of work he/she would like and why.  
Ask the candidate what work experience he/she has had. Elicit **two** details.

*Was für Arbeitserfahrung haben Sie?*

- 4 ! Allow the candidate to give **two** details of his/her work experience.  
! Ask the candidate where he/she comes from, his/her surname and how to spell the surname.

*Woher kommen Sie? Wie heißen Sie mit Familiennamen? Können Sie das buchstabieren bitte?*

- 5 Allow the candidate to say where he/she comes from, give his/her surname and spell it.  
End the conversation by saying you are sure there is a job available.

*Wir haben sicher eine Stelle frei.*

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

**Turn over ►**

---

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

You are discussing holidays with your German friend who wants to go on a walking holiday with you in October, but you cannot go then.

- Problem. Grund warum.
- !
- Deine Sommerferien **letztes** Jahr – **zwei** Details.
- Deine Pläne für das nächste Schuljahr – **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 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 if he/she wants to go walking in October.

*Ich bin dein deutscher Freund/deine deutsche Freundin. Wollen wir im Oktober wandern?*

- 2 Allow the candidate to say that he/she cannot go walking in October and why.  
! Say that is a shame. Ask the candidate what he/she thinks of winter sports and why.

*Schade. Wie findest du Wintersport? Warum?*

- 3 Allow the candidate to say what he/she thinks of winter sports and why.  
Say okay and ask the candidate to tell you about his/her holidays last year. Elicit **two** details.

*Okay. Was hast du letztes Jahr in den Sommerferien gemacht?*

- 4 Allow the candidate to give **two** details of last year's summer holidays.  
Ask the candidate what he/she plans to do next school year. Elicit **two** details.

*Und was machst du im nächsten Schuljahr?*

- 5 Allow the candidate to give **two** details of his/her plans for the next school year.  
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 9 (HIGHER TIER)****CANDIDATE'S ROLE**

You are in a hotel in Austria and have lost something, which is valuable and important to you. You speak to the manager.

- Problem.
- Wo und wann.
- !
- Warum wichtig für dich.

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 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 einem Hotel in Österreich. Ich bin der Manager/die Managerin. Kann ich Ihnen helfen?*

- 2 Allow the candidate to say what he/she has lost.  
Ask where the candidate lost the item and when.

*Wo haben Sie das verloren? Wann war das?*

- 3 Allow the candidate to say where and when he/she lost the item.  
! Ask the candidate to describe the item. Elicit **two** details.

*Können Sie ..... (insert item) beschreiben bitte?*

- 4 Allow the candidate to give **two** details about the item.  
Ask the candidate why the item is so important to him/her.

*Danke. Warum ist ..... (insert item) so wichtig für Sie?*

- 5 Allow the candidate to say why it is important to find the item.  
End the conversation by saying you are sure you will find it.

*Wir werden das sicher finden.*

**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 German friend about the clothes you wear for school/college, the school routine and school rules and your plans for the next school year.

- Kleidung – **zwei** Details.
- **!**
- **Eine** Regel – deine Meinung.
- Das nächste Schuljahr – **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 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 about the clothes he/she wears for school.

*Wir sprechen über die Schule. Was für Kleidung trägst du für die Schule?*

- 2 Allow the candidate to give **two** details about the clothes he/she wears for school.  
! Ask the candidate how much homework he/she gets and what he/she thinks of that.

*Wie viele Hausaufgaben bekommst du? Wie findest du das?*

- 3 Allow the candidate to say how much homework he/she gets and what he/she thinks of it.  
Ask the candidate to tell you about **one** of the rules and what he/she thinks of it.

*Was für Regeln gibt es in der Schule? Wie findest du das?*

- 4 Allow the candidate to give an example of **one** rule and to say what he/she thinks of it.  
Ask the candidate what he/she plans to do in the next school year. Elicit **two** details.

*Ja. Was machst du im nächsten Schuljahr?*

- 5 Allow the candidate to give **two** details of what he/she plans to do in the next school year.  
End the conversation appropriately.

*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 talking to your Swiss friend about how you travel to school and the environment in your area.

- Zur Schule – wie und warum.
- **Ein** Umweltproblem.
- Du und die Umwelt – **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 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 to tell you about his/her journey to school.

*Du sprichst mit deinem Freund/deiner Freundin aus der Schweiz. Kannst du mir etwas über deinen Schulweg sagen? Warum?*

- 2 Allow the candidate to say how he/she gets to school and why that method.  
Ask the candidate if there are environmental problems in the area.

*Ja. Und gibt es Umweltprobleme hier in der Gegend?*

- 3 Allow the candidate to mention one environmental problem.  
Ask the candidate what he/she does for the environment. Elicit **two** separate details.

*Und was machst du für die Umwelt?*

- 4 Allow the candidate to give **two** details of what he/she does for the environment.  
Ask the candidate where he/she would like to live in the future and why.

*Wo möchtest du in der Zukunft wohnen? Warum?*

- 5 Allow the candidate to say where he/she would like to live in the future and why.  
End the conversation appropriately.

*Schön.*

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

**Turn over ►**

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

You are on your way to your hotel in Austria. You have a travel problem. You telephone the hotel to explain that you will be late.

- Situation. Warum.
- !
- Zimmerreservierung – **drei** Details.
- Ankunft – wann. Essen – wo.

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

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

---

## ROLE PLAY 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 dem Empfangschef/der Empfangsdame eines Hotels. Wie kann ich Ihnen helfen?*

- 2 Allow the candidate to say that he/she is going to be late and why.  
 ! Ask the candidate where he/she comes from, his/her surname and how to spell the surname

*Woher kommen Sie? Wie heißen Sie mit Familiennamen? Können Sie das buchstabieren bitte?*

- 3 Allow the candidate to say where he/she comes from, give his/her surname and spell it. Ask the candidate if he/she has a reservation. Elicit **three** details.

*Danke. Haben Sie reserviert?*

- 4 Allow the candidate to give **three** details of the reservation. Ask the candidate what time he/she hopes to arrive and where he/she wants to eat.

*Wann hoffen Sie anzukommen? Und wo wollen Sie essen?*

- 5 Allow the candidate to say what time he/she will arrive and where he/she wants to eat. End the conversation by saying that is fine.

*Gut.*

**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**.
- 

**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?

---

**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**.
- 

**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 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**

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.

Was machst du für die Umwelt?

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?



---

**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**.
- 

**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.

Was machst du für die Umwelt?

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 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**.
- 

**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.

Was machst du für die Umwelt?

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 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**.
- 

**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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General Certificate of Secondary Education  
June 2007

**GERMAN (SPECIFICATION A)**  
**Speaking Test**  
**Role Play 1**  
**Foundation Tier**  
**Candidate's Instructions**

Monday 26 March to Friday 11 May 2007



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H/Jun07/3661/S

**3661/S/RP1**

General Certificate of Secondary Education  
June 2007

**GERMAN (SPECIFICATION A)**  
**Speaking Test**  
**Role Play 1**  
**Foundation Tier**  
**Candidate's Instructions**

Monday 26 March to Friday 11 May 2007



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H/Jun07/3661/S

**3661/S/RP1**

## Role Play 1

You are on holiday in Switzerland. You speak to a Swiss friend staying in the same hotel.

- Say what the weather is like.
- Ask your friend if he/she likes the food.
- Say what you like to drink.
- Say what you want to do.

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

H/Jun07/3661/S

## Role Play 1

You are on holiday in Switzerland. You speak to a Swiss friend staying in the same hotel.

- Say what the weather is like.
- Ask your friend if he/she likes the food.
- Say what you like to drink.
- Say what you want to do.

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

H/Jun07/3661/S

General Certificate of Secondary Education  
June 2007

**GERMAN (SPECIFICATION A)**  
**Speaking Test**  
**Role Play 2**  
**Foundation Tier**  
**Candidate's Instructions**

Monday 26 March to Friday 11 May 2007



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H/Jun07/3661/S

**3661/S/RP2**

General Certificate of Secondary Education  
June 2007

**GERMAN (SPECIFICATION A)**  
**Speaking Test**  
**Role Play 2**  
**Foundation Tier**  
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Monday 26 March to Friday 11 May 2007



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H/Jun07/3661/S

**3661/S/RP2**

## Role Play 2

You are buying a present in a clothes shop in Germany.

- Say what you would like.
- Say the colour and size.
- Say who it is for.
- Ask how much it costs.

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

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## Role Play 2

You are buying a present in a clothes shop in Germany.

- Say what you would like.
- Say the colour and size.
- Say who it is for.
- Ask how much it costs.

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

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**Role Play 3**  
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**3661/S/RP3**

## Role Play 3

You are in a restaurant in Austria with your family. You are looking for a table.

- Say how many people it is for.
- Say where you would like a table.
- Ask for one item of food or drink you would like.
- Ask where the toilet is.

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

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## Role Play 3

You are in a restaurant in Austria with your family. You are looking for a table.

- Say how many people it is for.
- Say where you would like a table.
- Ask for one item of food or drink you would like.
- Ask where the toilet is.

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

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**3661/S/RP4**

## Role Play 4

You are in Austria with your family and are buying tickets for a concert.

- Say you want four tickets.
- Say what day and time you want to go.
- Ask what time the concert ends.
- Spell out your surname.

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

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## Role Play 4

You are in Austria with your family and are buying tickets for a concert.

- Say you want four tickets.
- Say what day and time you want to go.
- Ask what time the concert ends.
- Spell out your surname.

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

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**3661/S/RP5**

## Role Play 5

You are at a railway station in Germany.

- Say where you want to go to.
- Say what type of ticket you would like.
- Ask when the train leaves.
- Say thank you and goodbye.

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

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## Role Play 5

You are at a railway station in Germany.

- Say where you want to go to.
- Say what type of ticket you would like.
- Ask when the train leaves.
- Say thank you and goodbye.

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

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**3661/S/RP6**

## Role Play 6

You phone your new Austrian friend. You are going to visit him/her next week.

- Say how you are going to travel.
- Give **two** details of what you look like.
- Say what you would like to do on holiday.
- Ask your friend what the weather is like.

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

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## Role Play 6

You phone your new Austrian friend. You are going to visit him/her next week.

- Say how you are going to travel.
- Give **two** details of what you look like.
- Say what you would like to do on holiday.
- Ask your friend what the weather is like.

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

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**3661/S/RP7**

## Role Play 7

You are talking to the receptionist in a German employment agency. You want a holiday job this summer.

- Sommer.
- Was für Arbeit und warum.
- Arbeitserfahrung – **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.

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## Role Play 7

You are talking to the receptionist in a German employment agency. You want a holiday job this summer.

- Sommer.
- Was für Arbeit und warum.
- Arbeitserfahrung – **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.

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**3661/S/RP8**

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**3661/S/RP8**

## Role Play 8

You are discussing holidays with your German friend who wants to go on a walking holiday with you in October, but you cannot go then.

- Problem. Grund warum.
- !
- Deine Sommerferien **letztes** Jahr – **zwei** Details.
- Deine Pläne für das nächste Schuljahr – **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

You are discussing holidays with your German friend who wants to go on a walking holiday with you in October, but you cannot go then.

- Problem. Grund warum.
- !
- Deine Sommerferien **letztes** Jahr – **zwei** Details.
- Deine Pläne für das nächste Schuljahr – **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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**3661/S/RP9**

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**3661/S/RP9**

## Role Play 9

You are in a hotel in Austria and have lost something, which is valuable and important to you. You speak to the manager.

- Problem.
- Wo und wann.
- !
- Warum wichtig für dich.

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.

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## Role Play 9

You are in a hotel in Austria and have lost something, which is valuable and important to you. You speak to the manager.

- Problem.
- Wo und wann.
- !
- Warum wichtig für dich.

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.

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**3661/S/RP10**

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**3661/S/RP10**

## Role Play 10

You are talking to your German friend about the clothes you wear for school/college, the school routine and school rules and your plans for the next school year.

- Kleidung – **zwei** Details.
- **!**
- **Eine** Regel – deine Meinung.
- Das nächste Schuljahr – **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

You are talking to your German friend about the clothes you wear for school/college, the school routine and school rules and your plans for the next school year.

- Kleidung – **zwei** Details.
- **!**
- **Eine** Regel – deine Meinung.
- Das nächste Schuljahr – **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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**3661/S/RP11**

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**3661/S/RP11**

# Role Play 11

You are talking to your Swiss friend about how you travel to school and the environment in your area.

- Zur Schule – wie und warum.
- **Ein** Umweltproblem.
- Du und die Umwelt – **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 11

You are talking to your Swiss friend about how you travel to school and the environment in your area.

- Zur Schule – wie und warum.
- **Ein** Umweltproblem.
- Du und die Umwelt – **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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**3661/S/RP12**

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**3661/S/RP12**

## Role Play 12

You are on your way to your hotel in Austria. You have a travel problem. You telephone the hotel to explain that you will be late.

- Situation. Warum.
- !
- Zimmerreservierung – **drei** Details.
- Ankunft – wann. Essen – wo.

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

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

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## Role Play 12

You are on your way to your hotel in Austria. You have a travel problem. You telephone the hotel to explain that you will be late.

- Situation. Warum.
- !
- Zimmerreservierung – **drei** Details.
- Ankunft – wann. Essen – wo.

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

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

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