

General Certificate of Secondary Education
June 2007



**GERMAN (SPECIFICATION B)
(MODULAR)
Module 4 Speaking Test
Teacher's Booklet**

Monday 26 March to Friday 11 May 2007

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CONFIDENTIAL

INSTRUCTIONS FOR TEACHERS

This booklet is for the use of the teacher who will conduct the Speaking Tests in German. In order that teachers have time to prepare for the tests, the examination material may be opened, if the teacher so wishes, up to three working days before the period in which tests for each language are to be conducted. For the 2007 examination, therefore, teachers may have access to the material from **Wednesday 21 March** onwards. However, the conduct of the tests must **not** take place until **Monday 26 March**.

GENERAL

The Head of Centre is responsible for appointing the examiners to conduct the Speaking Tests. Normally this will be the candidates' own teacher; however, if this is not possible, another teacher should be appointed.

The Speaking Tests may be conducted at any time between **26 March and 11 May 2007**. They are recorded on cassette tapes supplied by AQA. As soon as all the tests for each language are completed, the tapes must be despatched **immediately**, together with the Attendance/Mark Lists, to the appropriate examiner using the label(s) supplied.

The Speaking Test consists of one role play and a conversation. Foundation Tier tests will last up to 5 minutes and Higher Tier tests will last up to 8 minutes.

Candidates should be allowed a preparation time of 5 minutes (Foundation Tier) or 8 minutes (Higher Tier). Normally, this will be during the previous candidate's test. Candidates must be supervised during their preparation time.

As the time allowances for the Foundation and Higher Tests are different, groups of candidates doing the Foundation Test should be examined separately, and on a different cassette, from those taking the Higher Test.

Candidates are not allowed to use a dictionary at any time during their preparation period or test. They may make notes during their preparation period and these may be taken into the test. Any notes used must be handed to the teacher at the end of the test.

ALLOCATION OF CARDS TO CANDIDATES

There are 6 Foundation Role Play cards, numbered 1 to 6, 6 Higher Role Play cards, numbered 7 to 12 and 6 Conversation cards, labelled Card A to Card F. Cards must be allocated to candidates according to the table on page 3.

Foundation Tier candidates must have only the Foundation Tier Role Play and Conversation Cards; Higher Tier candidates must have only the Higher Tier Role Play and Conversation Cards.

The cards are changed after every third candidate. If a break in testing occurs (e.g. overnight, lunch etc.) in the sequence of three, **the teacher must start again after the break at the beginning of the next series of three in order to maintain security**. In other words, the candidate whose test is after the break should not have the same cards as the candidate who was examined before the break.

In the table below *Candidate Order* refers to the sequence in which candidates are examined by each teacher (not for the centre as a whole).

| Candidate Order | Foundation Role Play Cards 1 – 6 | Higher Role Play Cards 7 – 12 | Conversation Cards A – F |
|------------------------|---|--|-------------------------------------|
| 1, 2, 3 | 1 | 10 | F |
| 4, 5, 6 | 2 | 9 | B |
| 7, 8, 9 | 3 | 11 | E |
| 10, 11, 12 | 4 | 12 | C |
| 13, 14, 15 | 5 | 8 | D |
| 16, 17, 18 | 6 | 7 | F |
| 19, 20, 21 | 1 | 11 | A |
| 22, 23, 24 | 5 | 9 | F |
| 25, 26, 27 | 4 | 7 | B |
| 28, 29, 30 | 3 | 12 | A |
| 31, 32, 33 | 2 | 10 | C |
| 34, 35, 36 | 6 | 8 | E |
| 37, 38, 39 | 1 | 11 | D |
| 40, 41, 42 | 4 | 10 | F |
| 43, 44, 45 | 5 | 9 | D |
| 46, 47, 48 | 2 | 8 | A |
| 49, 50, 51 | 3 | 7 | C |
| 52, 53, 54 | 6 | 12 | E |
| 55, 56, 57 | 2 | 11 | B |
| 58, 59, 60 | 5 | 7 | A |
| 61, 62, 63 | 6 | 10 | B |
| 64, 65, 66 | 4 | 12 | E |
| 67, 68, 69 | 3 | 9 | D |
| 70, 71, 72 | 1 | 8 | C |

If there are more candidates than this table allows for, the teacher should begin again with Number 1.

Turn over ►

GUIDANCE FOR TEACHERS

Role Plays

General

Six Role Play Cards are provided at each tier. Candidates' instructions on the Role Play Cards are in English at Foundation Tier and German at Higher Tier.

Each candidate completes one role play and cards must be allocated to candidates in the sequence prescribed on page 3.

Foundation Tier Role Play

The **teacher's script** is brief and **prescriptive**. Teachers should not alter it other than to help the role along when a candidate is unable to cope with a particular task. If a candidate is unable to cope, the teacher should move the role on with an appropriate phrase, without providing the vocabulary needed for the next task. The candidate will not receive credit for saying something which has been provided by the teacher in the form of a prompt. The prompt should be clear and present no hurdles of understanding to the candidate.

Higher Tier Role Play

In each role play there are **two teacher interventions**, i.e. two questions from the teacher to which the candidate has to respond without the opportunity for preparation. These are printed in bold in this booklet. Each teacher intervention is worth two marks and requires **one detail** from the candidate. A large exclamation mark on the candidate's card indicates where in the role play the candidate can expect the teacher intervention.

The **teacher interventions may not be altered in any way**. Each intervention may be repeated once if the candidate has failed to understand it, but may not be re-worded.

Conversation

Six different Conversation Cards are provided at each tier. Each candidate has one card which should be allocated according to the sequence prescribed on page 3.

There are **two topics** on each card, one from Group A and one from Group B, as follows:

| Group A | Group B |
|--------------------------|-----------------|
| Self, Family and Friends | The Environment |
| Education | Health |
| Career and Future Plans | Youth Culture |

Candidates must cover both topics.

Suggested questions are provided for teachers, showing a range of the type of questions which could be asked on each topic, but these are not prescriptive and teachers are free to develop the Conversation in their own way as long as they stay within the two topic areas. Teachers should provide opportunities for candidates to use a variety of tenses where appropriate.

In the Conversation teachers are free to use whichever form of address they normally use with their candidates, informal or formal.

At Foundation Tier the Conversation should last between 2 and 4 minutes and at Higher Tier 5 to 7 minutes. On occasion, with candidates of the lowest ability, it may not be appropriate to take the full amount of time. However, the maximum time limit should not be exceeded. **Any material beyond the time limit will not be assessed.**

The topics on the Conversation Cards are the same for both tiers, but the questions should be pitched according to tier. The Foundation Tier topics are printed in English and the Higher Tier topics are printed in German. The suggested questions provided give examples of three types of questions:

- those most appropriate to the beginning of a conversation at Foundation Tier
- those which should be asked of a Foundation Tier candidate in the latter part of the Conversation or a Higher Tier candidate at the start of the Conversation
- those appropriate only for Higher Tier candidates.

Candidates should be given roughly equal opportunity and time on both topics on the card since Communication marks are awarded for each topic separately. If only one topic is covered, therefore, the candidate will not have access to the full range of marks. While examiners will be generous in interpreting the relevance to the specified topics of what a candidate says, **if a candidate clearly addresses neither topic, no marks can be awarded.**

As far as possible a conversation should be an interchange between teacher and candidate, and not a monologue. There should be an appropriate balance between pre-learnt material and spontaneous conversation, between too few and too many questions.

Checklist

The instructions on the next page are just a checklist. For the complete instructions, refer to the booklet *Instructions for the Specification B AQA Examinations for Certification in 2007*, which is issued to all centres in the Spring Term.

Turn over ►

CHECKLIST

As the time allowances for the Foundation and Higher Tests are different, groups of candidates doing the Foundation Test should be examined separately, and on a different cassette, from those taking the Higher Test.

| AT THIS POINT | RECORD THIS | DO THIS |
|--|---|---|
| At the start of each new tape. | “GCSE German Examination, 2007 Module 4. 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) Complete the Attendance Mark List as instructed on the form. (d) Start the test. (e) Do not stop or pause the tape during the recording. |
| At the end of each candidate’s test. | “End of test.” | (f) Check that the test has been recorded clearly and audibly. (g) Reset the controls ready to record the next candidate. |
| After the last candidate on side A. | “End of recording on this side.” | (h) If you are not sure there is enough time on the tape, start the next test on side B, or on the next tape. |
| After the last candidate on side B of each tape. | “End of recording on this tape.” | (i) When the tape is complete <ul style="list-style-type: none"> – wind to the start of side A; – check that all the details on the form in the tape-box are filled in; – write your name on the form; – place it and the tape back in the tape-box before you get the next tape out of its box. |

ROLE-PLAYING SITUATIONS
FOUNDATION TIER

Turn over ►

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

- **The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.**

| Candidate's Instructions | Teacher's Script |
|--|--|
| You arrive at a hotel in Austria. Your teacher will play the part of the receptionist. You speak first. | The teacher will invite the candidate to start by saying the following: <i>Du kommst in einem Hotel in Österreich an. Ich arbeite am Empfang. Du beginnst.</i> |
| 1 Say what sort of room you want. | 1 <i>Ja, das haben wir.</i> |
| 2 Ask how much it costs. | 2 <i>Das kostet sechzig Euro pro Person.</i> |
| 3 Say how long you are staying. | 3 <i>Ja, das geht.</i> |
| 4 Say what meals you would like. | 4 <i>Kein Problem.</i> |

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

- **The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.**

| Candidate's Instructions | Teacher's Script |
|---|---|
| <p>You are talking to your German friend about going out. Your teacher will play the part of your friend. You speak first.</p> | <p>The teacher will invite the candidate to start by saying the following: <i>Du sprichst mit deinem Freund/deiner Freundin in Deutschland. Ich bin dein Freund/deine Freundin. Du beginnst.</i></p> |
| <p>1 Say you want to go into town.</p> | <p>1 <i>Gute Idee.</i></p> |
| <p>2 Say what you want to buy there.</p> | <p>2 <i>O.K.</i></p> |
| <p>3 Say when you are coming back.</p> | <p>3 <i>Kein Problem.</i></p> |
| <p>4 Ask your friend if he/she wants to come with you.</p> | <p>4 <i>Ja, gerne.</i></p> |

Turn over ►

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

- **The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.**

| Candidate's Instructions | Teacher's Script |
|--|---|
| <p>You are talking to your German friend about how you earn money. Your teacher will play the part of your friend. You speak first.</p> | <p>The teacher will invite the candidate to start by saying the following: <i>Du sprichst mit deinem Freund/deiner Freundin in Deutschland. Ich bin dein Freund/deine Freundin. Du beginnst.</i></p> |
| <p>1 Say what work you do.</p> | <p>1 <i>Das ist interessant.</i></p> |
| <p>2 Say how much you earn.</p> | <p>2 <i>Nicht schlecht.</i></p> |
| <p>3 Say what you do with the money.</p> | <p>3 <i>Aha.</i></p> |
| <p>4 Ask your friend if he/she has a Saturday job.</p> | <p>4 <i>Nein.</i></p> |

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

- **The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.**

| Candidate's Instructions | Teacher's Script |
|--|---|
| You are talking to your Swiss friend about future plans. Your teacher will play the part of your friend. You speak first. | The teacher will invite the candidate to start by saying the following: <i>Du sprichst mit deinem Freund/deiner Freundin in der Schweiz. Ich bin dein Freund/deine Freundin.</i> <i>Du beginnst.</i> |
| 1 Say where you are going on holiday. | 1 <i>Das ist schön.</i> |
| 2 Say who you are going with. | 2 <i>Interessant.</i> |
| 3 Say one activity you like to do. | 3 <i>Ich auch.</i> |
| 4 Ask your friend what he/she is doing in the summer. | 4 <i>Ich weiß nicht.</i> |

Turn over ►

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

- **The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.**

| Candidate's Instructions | Teacher's Script |
|--|--|
| You are planning an evening out with your German friend. Your teacher will play the part of your friend. You speak first. | The teacher will invite the candidate to start by saying the following: <i>Du sprichst mit deinem Freund/deiner Freundin in Deutschland. Ich bin der Freund/die Freundin.</i> <i>Du beginnst.</i> |
| 1 Say you would like to go to the cinema. | 1 <i>Ja, gute Idee.</i> |
| 2 Ask what's on. | 2 <i>Ein Krimi, glaube ich.</i> |
| 3 Ask what time the film starts. | 3 <i>Um acht Uhr.</i> |
| 4 Say you will pay. | 4 <i>Das ist sehr nett von dir.</i> |

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

- **The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.**

| Candidate's Instructions | Teacher's Script |
|--|--|
| <p>You are at a tourist information office in a town in Austria. Your teacher will play the part of the assistant. You speak first.</p> | <p>The teacher will invite the candidate to start by saying the following: <i>Du bist in der Touristeninformation in einer Stadt in Österreich. Ich bin der/die Angestellte. Du beginnst.</i></p> |
| <p>1 Say what attraction you would like to visit.</p> | <p>1 <i>Das ist eine gute Idee.</i></p> |
| <p>2 Ask when it is open.</p> | <p>2 <i>Um elf Uhr.</i></p> |
| <p>3 Ask how much it costs.</p> | <p>3 <i>Drei Euro pro Person.</i></p> |
| <p>4 Say how you are getting there.</p> | <p>4 <i>Das ist am besten.</i></p> |

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ROLE-PLAYING SITUATIONS

HIGHER TIER

Turn over ►

HIGHER TIER
ROLE PLAY 7
TEACHER'S ROLE

- It is essential that you are clear about the tasks which the candidate must accomplish.
 - The teacher's interventions may not be altered in any way.
 - The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.
 - Remember that if you supply key vocabulary, candidates cannot be rewarded for it.
-

| Candidate's Instructions | Teacher's Script |
|--|--|
| <p>You are camping in Germany with your family and telephone a campsite to book in advance. Your teacher will play the part of the receptionist. You speak first.</p> | <p>The teacher will invite the candidate to start by saying the following: <i>Du telefonierst mit einem Campingplatz in Deutschland. Ich arbeite am Empfang. Du beginnst.</i></p> |
| <p>1 Sag deinen Namen, und wie viele Personen ihr seid.</p> | <p>1 <i>Ja, wie kann ich Ihnen helfen?</i></p> |
| <p>2 Sag, wann ihr ankommt.</p> | <p>2 <i>Ja, in Ordnung. Wie lange wollen Sie bleiben?</i></p> |
| <p>3 !</p> | <p>3 <i>Das geht.</i></p> |
| <p>4 Frag nach dem Preis.</p> | <p>4 <i>Zehn Euro pro Person pro Nacht. Wo möchten Sie einen Platz haben?</i></p> |
| <p>5 !</p> | <p>5 <i>Kein Problem.</i></p> |
| <p>6 Frag sonst etwas über den Campingplatz.</p> | <p>6 <i>Any suitable reply.</i></p> |

HIGHER TIER
ROLE PLAY 8**TEACHER'S ROLE**

- It is essential that you are clear about the tasks which the candidate must accomplish.
 - The teacher's interventions may not be altered in any way.
 - The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.
 - Remember that if you supply key vocabulary, candidates cannot be rewarded for it.
-

| Candidate's Instructions | Teacher's Script |
|--|---|
| You are travelling in Germany with a friend. You go to a railway station to book tickets. Your teacher will play the part of the booking clerk. You speak first. | The teacher will invite the candidate to start by saying the following: <i>Du bist an einem Bahnhof in Deutschland.</i> <i>Ich bin der / die Angestellte.</i> <i>Du beginnst.</i> |
| 1 Sag, wohin ihr fahrt und wie viele Personen ihr seid. | 1 <i>Ja, gut.</i> |
| 2 Gib Tag und Datum der Reise an. | 2 <i>Ja. Das geht.</i> <i>Was für Fahrkarten möchten Sie?</i> |
| 3 ! | 3 <i>O.K.</i> |
| 4 Sag, wo ihr im Zug sitzen wollt. | 4 <i>Kein Problem.</i> <i>Um wie viel Uhr wollen Sie fahren?</i> |
| 5 ! | 5 <i>Ja, da gibt es einen Zug zehn Minuten später.</i> |
| 6 Frag sonst etwas über die Reise. | 6 <i>Any suitable reply.</i> |

Turn over ►

HIGHER TIER
ROLE PLAY 9
TEACHER'S ROLE

- It is essential that you are clear about the tasks which the candidate must accomplish.
 - The teacher's interventions may not be altered in any way.
 - The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.
 - Remember that if you supply key vocabulary, candidates cannot be rewarded for it.
-

| Candidate's Instructions | Teacher's Script |
|---|---|
| <p>You telephone your Austrian friend to say that you cannot visit him/her in the summer, but are able to come at another time. Your teacher will play the part of your friend. You speak first.</p> | <p>The teacher will invite the candidate to start by saying the following: <i>Du telefonierst mit deinem Freund/deiner Freundin in Österreich. Ich bin der Freund/die Freundin. Du beginnst.</i></p> |
| <p>1 Sag, dass du nicht kommen kannst – und wann.</p> | <p>1 <i>Ach, schade.</i></p> |
| <p>2 Sag warum.</p> | <p>2 <i>Ich verstehe. Wann könntest du denn kommen?</i></p> |
| <p>3 !</p> | <p>3 <i>Das geht.</i></p> |
| <p>4 Sag, was du in Österreich machen möchtest – zwei Details.</p> | <p>4 <i>Kein Problem. Wie fährst du zu uns?</i></p> |
| <p>5 !</p> | <p>5 <i>Das ist sehr praktisch.</i></p> |
| <p>6 Frag sonst etwas über deinen Besuch.</p> | <p>6 <i>Any suitable reply.</i></p> |

HIGHER TIER
ROLE PLAY 10**TEACHER'S ROLE**

- It is essential that you are clear about the tasks which the candidate must accomplish.
 - The teacher's interventions may not be altered in any way.
 - The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.
 - Remember that if you supply key vocabulary, candidates cannot be rewarded for it.
-

| Candidate's Instructions | Teacher's Script |
|---|---|
| You are talking to your Swiss friend about life in your town/village. Your teacher will play the part of your friend. You speak first. | The teacher will invite the candidate to start by saying the following: <i>Du sprichst mit deinem Freund/deiner Freundin aus der Schweiz.</i> <i>Ich bin der Freund/die Freundin.</i> <i>Du beginnst.</i> |
| 1 Sag, wo in Großbritannien deine Stadt/dein Dorf liegt – zwei Details. | 1 <i>Interessant.</i> |
| 2 Gib deine Meinung über die Stadt/das Dorf. | 2 <i>Ja.</i> <i>Seit wann wohnst du da?</i> |
| 3 ! | 3 <i>Ach so.</i> |
| 4 Beschreib ein Umweltproblem in der Gegend, wo du wohnst. | 4 <i>Das findet man überall.</i> <i>Wo möchtest du wohnen, wenn du älter wirst?</i> |
| 5 ! | 5 <i>Das hört sich gut an.</i> |
| 6 Frag etwas über die Stadt, wo dein Freund/deine Freundin wohnt. | 6 <i>Any suitable reply.</i> |

Turn over ►

HIGHER TIER
ROLE PLAY 11**TEACHER'S ROLE**

- It is essential that you are clear about the tasks which the candidate must accomplish.
 - The teacher's interventions may not be altered in any way.
 - The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.
 - Remember that if you supply key vocabulary, candidates cannot be rewarded for it.
-

| Candidate's Instructions | Teacher's Script |
|---|--|
| You telephone an agency in Germany to ask about a job for the summer. Your teacher will play the part of the agent. You speak first. | The teacher will invite the candidate to start by saying the following: <i>Du telefonierst mit einer Agentur in Deutschland.</i> <i>Ich bin der / die Angestellte.</i> <i>Du beginnst.</i> |
| 1 Sag, was für einen Job du suchst. | 1 <i>Ja, das ist möglich.</i> |
| 2 Sag, warum du einen Job suchst. | 2 <i>Ich verstehe.</i> <i>Wo haben Sie in Großbritannien gearbeitet?</i> |
| 3 ! | 3 <i>Das ist interessant.</i> |
| 4 Sag, wie lange du arbeiten möchtest. | 4 <i>Kein Problem.</i> <i>Wann können Sie beginnen?</i> |
| 5 ! | 5 <i>Das geht.</i> |
| 6 Frag sonst etwas über den Job. | 6 <i>Any suitable reply.</i> |

HIGHER TIER
ROLE PLAY 12**TEACHER'S ROLE**

- It is essential that you are clear about the tasks which the candidate must accomplish.
 - The teacher's interventions may not be altered in any way.
 - The teacher's script is brief and prescriptive. It should not be altered in any way, other than to help the role along when a candidate is unable to cope with a particular task.
 - Remember that if you supply key vocabulary, candidates cannot be rewarded for it.
-

| Candidate's Instructions | Teacher's Script |
|---|--|
| You are at a lost property office in Germany, talking to the official. Your teacher will play the part of the official. You speak first. | The teacher will invite the candidate to start by saying the following: <i>Du bist in einem Fundbüro in Deutschland. Ich bin der/die Angestellte. Du beginnst.</i> |
| 1 Sag, was du verloren hast – und wo. | 1 <i>Repeat the details given.</i> |
| 2 Sag, warum das ein Problem für dich ist. | 2 <i>Aha... Wann war das?</i> |
| 3 ! | 3 <i>Das haben wir leider nicht.</i> |
| 4 Sag, wie das Fundbüro dich kontaktieren kann. | 4 <i>Ja, gut. Wie schreibt man Ihren Familiennamen bitte?</i> |
| 5 ! | 5 <i>O.K.</i> |
| 6 Frag etwas über die Kontakt-Möglichkeiten von dem Fundbüro. | 6 <i>Any suitable reply.</i> |

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**SUGGESTED QUESTIONS FOR
CONVERSATION**

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SUGGESTED QUESTIONS FOR CONVERSATION

- Teachers should conduct a conversation on the **two** topics specified by the candidate's Conversation Card. Only the topics specified on the card may be used.
 - For Foundation Tier the conversation should last **not less than two and not more than four minutes**.
 - For Higher Tier the conversation should last **not less than five and not more than seven minutes**.
 - If candidates are not given the opportunity to answer questions on both the specified topics, they cannot be awarded high marks. Suggested questions are given as a guide only.
-

CONVERSATION CARD A

TOPIC A

Career and Future plans / Beruf und Zukunftspläne

Foundation Tier:

- 1 Welche Fächer lernst du in der Schule?
- 2 Welche Fächer sind wichtig für deine Zukunft? Warum?
- 3 Hast du einen Freizeitjob? Was machst du? Wann?
- 4 Was sind deine Eltern von Beruf?
- 5 Wo möchtest du nicht gern arbeiten? Warum?
- 6 Was machst du in den kommenden Sommerferien?

Foundation and Higher Tier:

- 7 Möchtest du im Ausland arbeiten? Warum/nicht?
- 8 Ist Geldverdienen wichtig? Warum/nicht?
- 9 Hast du ein Arbeitspraktikum gemacht? Wie hast du es gefunden?
- 10 Ist es schwer, einen Job in deiner Stadt zu finden?

Higher Tier:

- 11 Willst du später auf die Universität gehen? Warum/nicht?
- 12 Was für eine Arbeit würdest du ideal finden? Warum?
- 13 Was wirst du im kommenden September machen?
- 14 Was würdest du dir kaufen, wenn du in der Zukunft viel Geld verdienen würdest?
- 15 Möchtest du denselben Beruf wie dein Vater oder deine Mutter haben? Warum/nicht?
- 16 Möchtest du später heiraten und Kinder haben? Warum?

SUGGESTED QUESTIONS FOR CONVERSATION

CONVERSATION CARD A**TOPIC B****Health / Die Gesundheit****Foundation Tier**

- 1 Treibst du gern Sport? Warum?
- 2 Was isst du normalerweise zum Mittagessen, wenn du in der Schule bist? Ist das gesund?
- 3 Trinkst du Alkohol? Wann machst du das?
- 4 Gehst du oft zu Fuß oder fährst du immer mit dem Auto oder dem Bus? Warum?
- 5 Gehst du früh ins Bett? Warum / nicht?
- 6 Was machst du, um weniger Stress zu haben?

Foundation and Higher Tier

- 7 Was wirst du in der Zukunft machen, um fit zu bleiben?
- 8 Raucht deine Familie oder rauchen deine Freunde? Wie findest du das?
- 9 Wann warst du das letzte Mal krank?
- 10 Was hast du gestern Abend gegessen? War es gesund?

Higher Tier

- 11 Sind Drogen ein Problem in deiner Stadt?
- 12 Was hast du am Wochenende für deine Gesundheit gemacht?
- 13 Viele Jugendliche sitzen lange vor dem Fernseher. Wie findest du das?
- 14 Ist laute Musik eine gute Idee?
- 15 Warum sind so viele Leute unfit?
- 16 Sollte es total verboten sein, in Bars und Restaurants zu rauchen? Warum / nicht?

Turn over ►

SUGGESTED QUESTIONS FOR CONVERSATION

- Teachers should conduct a conversation on the **two** topics specified by the candidate's Conversation Card. Only the topics specified on the card may be used.
 - For Foundation Tier the conversation should last **not less than two and not more than four minutes**.
 - For Higher Tier the conversation should last **not less than five and not more than seven minutes**.
 - If candidates are not given the opportunity to answer questions on both the specified topics, they cannot be awarded high marks. Suggested questions are given as a guide only.
-

CONVERSATION CARD B

TOPIC A

Self, Family and Friends / Ich, meine Familie und meine Freunde

Foundation Tier

- 1 Wie heißt du mit Familiennamen? Wie schreibt man das?
- 2 Wie alt bist du? Wann hast du Geburtstag?
- 3 Kannst du dich beschreiben?
- 4 Hast du Geschwister? Wie heißen sie?
- 5 Was machst du gern in deiner Freizeit?
- 6 Wo möchtest du in der Zukunft wohnen?

Foundation and Higher Tier

- 7 Was hast du letztes Wochenende gemacht?
- 8 Kannst du den Charakter von deinem besten Freund/ deiner besten Freundin beschreiben?
- 9 Wie verstehst du dich mit deinen Eltern? Warum?
- 10 Magst du Haustiere? Warum/ nicht?

Higher Tier

- 11 Was wirst du in den nächsten Sommerferien machen?
- 12 Hast du genug Taschengeld? Warum/ nicht?
- 13 Was ist das Beste und das Schlechteste an deinem Charakter?
- 14 Was wirst du am Wochenende machen, um deiner Familie zu helfen?
- 15 Wohin fährst du in deiner Freizeit mit deiner Familie? Was macht ihr?
- 16 Sind Freunde wichtig? Warum/ nicht?

SUGGESTED QUESTIONS FOR CONVERSATION

CONVERSATION CARD B**TOPIC B****The Environment / Die Umwelt****Foundation Tier**

- 1 Wie oft fährst du mit dem Auto oder dem Bus? Wohin?
- 2 Gibt es zu viel Verkehr, wo du wohnst?
- 3 Ist deine Schule umweltfreundlich? Was macht ihr und warum?
- 4 Wie kann man Wasser oder Strom sparen?
- 5 Recyclst du zu Hause? Wie?
- 6 Wie kann man umweltfreundlich sein, wenn man einkaufen geht?

Foundation and Higher Tier

- 7 Wie kann man Tieren und Pflanzen helfen?
- 8 Wie wird deine Stadt in zwanzig Jahren sein?
- 9 Was hast du neulich gemacht, um der Umwelt zu helfen?
- 10 Ist Fastfood umweltfreundlich oder nicht? Warum?

Higher Tier

- 11 Was würdest du in der Welt ändern, wenn du viel Geld hättest?
- 12 Sollten Autos in der Stadtmitte verboten sein? Warum/nicht?
- 13 Gibt es genug Parks und Sportzentren, wo du wohnst? Ist das ein Problem? Warum?
- 14 Wie findest du organisches Obst und Gemüse? Warum?
- 15 Wie könntest du dein Haus oder deine Wohnung umweltfreundlicher machen?
- 16 Ist das Klima jetzt anders als in früheren Jahren? Wieso?

Turn over ►

SUGGESTED QUESTIONS FOR CONVERSATION

- Teachers should conduct a conversation on the **two** topics specified by the candidate's Conversation Card. Only the topics specified on the card may be used.
 - For Foundation Tier the conversation should last **not less than two and not more than four minutes**.
 - For Higher Tier the conversation should last **not less than five and not more than seven minutes**.
 - If candidates are not given the opportunity to answer questions on both the specified topics, they cannot be awarded high marks. Suggested questions are given as a guide only.
-

CONVERSATION CARD C

TOPIC A

Education / Die Ausbildung

Foundation Tier

- 1 Beschreib deine Schule!
- 2 Welche Fächer lernst du?
- 3 Welches Fach hast du nicht gern? Warum?
- 4 Was machst du in den Pausen?
- 5 Beschreib einen Lehrer / eine Lehrerin an deiner Schule!
- 6 Welche Sportarten treibst du in der Schule?

Foundation and Higher Tier

- 7 Beschreib deine Schuluniform! Wie findest du sie? Warum?
- 8 Was hast du heute vor der Schule gemacht?
- 9 Was möchtest du heute nach der Schule machen?
- 10 Beschreib einen normalen Schultag!

Higher Tier

- 11 Sind Hausaufgaben wichtig? Warum / nicht?
- 12 Wirst du nächstes Jahr eine Stelle suchen oder weiter lernen? Warum?
- 13 Was gefällt dir nicht an deiner Schule? Warum?
- 14 Wie würdest du deine Schulroutine ändern? Warum?
- 15 Verstehst du dich gut mit allen deinen Lehrern? Warum / nicht?
- 16 Hast du schon einmal einen Ausflug mit deiner Schule gemacht? Wohin bist du gefahren? Wie war es?

SUGGESTED QUESTIONS FOR CONVERSATION

CONVERSATION CARD C**TOPIC B****Youth Culture / Die Jugend****Foundation Tier:**

- 1 Was für Kleidung trägst du gern, wenn du ausgehst? Warum?
- 2 Was liest du gern? Warum?
- 3 Siehst du oft fern? Was? Warum?
- 4 Gehst du am Wochenende oft aus? Wohin? Mit wem?
- 5 Wie bekommst du Taschengeld? Was machst du mit deinem Geld?
- 6 Was machst du, wenn die Schule aus ist?

Foundation and Higher Tier:

- 7 Was hast du letzten Samstag gemacht?
- 8 Hast du einen Computer zu Hause? Wofür brauchst du ihn?
- 9 Was machst du in den kommenden Sommerferien?
- 10 Kommst du gut mit deinen Eltern oder deinen Geschwistern aus? Warum?

Higher Tier:

- 11 Viele junge Leute trinken und rauchen. Wie findest du das?
- 12 Ist es eine gute Idee, einen Freizeitjob zu haben? Warum/nicht?
- 13 Wie möchtest du dein Leben ändern?
- 14 Was sind die größten Probleme für junge Leute?
- 15 Möchtest du gern reisen? Wohin? Warum?
- 16 Was machst du, um dich zu entspannen?

Turn over ►

SUGGESTED QUESTIONS FOR CONVERSATION

- Teachers should conduct a conversation on the **two** topics specified by the candidate's Conversation Card. Only the topics specified on the card may be used.
 - For Foundation Tier the conversation should last **not less than two and not more than four minutes**.
 - For Higher Tier the conversation should last **not less than five and not more than seven minutes**.
 - If candidates are not given the opportunity to answer questions on both the specified topics, they cannot be awarded high marks. Suggested questions are given as a guide only.
-

CONVERSATION CARD D

TOPIC A

Career and Future plans / Beruf und Zukunftspläne

Foundation Tier:

- 1 Welche Fächer lernst du in der Schule?
- 2 Welche Fächer sind wichtig für deine Zukunft? Warum?
- 3 Hast du einen Freizeitjob? Was machst du? Wann?
- 4 Was sind deine Eltern von Beruf?
- 5 Wo möchtest du nicht gern arbeiten? Warum?
- 6 Was machst du in den kommenden Sommerferien?

Foundation and Higher Tier:

- 7 Möchtest du im Ausland arbeiten? Warum/nicht?
- 8 Ist Geldverdienen wichtig? Warum/nicht?
- 9 Hast du ein Arbeitspraktikum gemacht? Wie hast du es gefunden?
- 10 Ist es schwer, einen Job in deiner Stadt zu finden?

Higher Tier:

- 11 Willst du später auf die Universität gehen? Warum/nicht?
- 12 Was für eine Arbeit würdest du ideal finden? Warum?
- 13 Was wirst du im kommenden September machen?
- 14 Was würdest du dir kaufen, wenn du in der Zukunft viel Geld verdienen würdest?
- 15 Möchtest du denselben Beruf wie dein Vater oder deine Mutter haben? Warum/nicht?
- 16 Möchtest du später heiraten und Kinder haben? Warum?

SUGGESTED QUESTIONS FOR CONVERSATION

CONVERSATION CARD D**TOPIC B****Youth Culture / Die Jugend****Foundation Tier:**

- 1 Was für Kleidung trägst du gern, wenn du ausgehst? Warum?
- 2 Was liest du gern? Warum?
- 3 Siehst du oft fern? Was? Warum?
- 4 Gehst du am Wochenende oft aus? Wohin? Mit wem?
- 5 Wie bekommst du Taschengeld? Was machst du mit deinem Geld?
- 6 Was machst du, wenn die Schule aus ist?

Foundation and Higher Tier:

- 7 Was hast du letzten Samstag gemacht?
- 8 Hast du einen Computer zu Hause? Wofür brauchst du ihn?
- 9 Was machst du in den kommenden Sommerferien?
- 10 Kommst du gut mit deinen Eltern oder deinen Geschwistern aus? Warum?

Higher Tier:

- 11 Viele junge Leute trinken und rauchen. Wie findest du das?
- 12 Ist es eine gute Idee, einen Freizeitjob zu haben? Warum/nicht?
- 13 Wie möchtest du dein Leben ändern?
- 14 Was sind die größten Probleme für junge Leute?
- 15 Möchtest du gern reisen? Wohin? Warum?
- 16 Was machst du, um dich zu entspannen?

Turn over ►

SUGGESTED QUESTIONS FOR CONVERSATION

- Teachers should conduct a conversation on the **two** topics specified by the candidate's Conversation Card. Only the topics specified on the card may be used.
 - For Foundation Tier the conversation should last **not less than two and not more than four minutes**.
 - For Higher Tier the conversation should last **not less than five and not more than seven minutes**.
 - If candidates are not given the opportunity to answer questions on both the specified topics, they cannot be awarded high marks. Suggested questions are given as a guide only.
-

CONVERSATION CARD E

TOPIC A

Self, Family and Friends / Ich, meine Familie und meine Freunde

Foundation Tier

- 1 Wie heißt du mit Familiennamen? Wie schreibt man das?
- 2 Wie alt bist du? Wann hast du Geburtstag?
- 3 Kannst du dich beschreiben?
- 4 Hast du Geschwister? Wie heißen sie?
- 5 Was machst du gern in deiner Freizeit?
- 6 Wo möchtest du in der Zukunft wohnen?

Foundation and Higher Tier

- 7 Was hast du letztes Wochenende gemacht?
- 8 Kannst du den Charakter von deinem besten Freund/ deiner besten Freundin beschreiben?
- 9 Wie verstehst du dich mit deinen Eltern? Warum?
- 10 Magst du Haustiere? Warum/ nicht?

Higher Tier

- 11 Was wirst du in den nächsten Sommerferien machen?
- 12 Hast du genug Taschengeld? Warum/ nicht?
- 13 Was ist das Beste und das Schlechteste an deinem Charakter?
- 14 Was wirst du am Wochenende machen, um deiner Familie zu helfen?
- 15 Wohin fährst du in deiner Freizeit mit deiner Familie? Was macht ihr?
- 16 Sind Freunde wichtig? Warum/ nicht?

SUGGESTED QUESTIONS FOR CONVERSATION

CONVERSATION CARD E**TOPIC B****Health / Die Gesundheit****Foundation Tier**

- 1 Treibst du gern Sport? Warum?
- 2 Was isst du normalerweise zum Mittagessen, wenn du in der Schule bist? Ist das gesund?
- 3 Trinkst du Alkohol? Wann machst du das?
- 4 Gehst du oft zu Fuß oder fährst du immer mit dem Auto oder dem Bus? Warum?
- 5 Gehst du früh ins Bett? Warum/nicht?
- 6 Was machst du, um weniger Stress zu haben?

Foundation and Higher Tier

- 7 Was wirst du in der Zukunft machen, um fit zu bleiben?
- 8 Raucht deine Familie oder rauchen deine Freunde? Wie findest du das?
- 9 Wann warst du das letzte Mal krank?
- 10 Was hast du gestern Abend gegessen? War es gesund?

Higher Tier

- 11 Sind Drogen ein Problem in deiner Stadt?
- 12 Was hast du am Wochenende für deine Gesundheit gemacht?
- 13 Viele Jugendliche sitzen lange vor dem Fernseher. Wie findest du das?
- 14 Ist laute Musik eine gute Idee?
- 15 Warum sind so viele Leute unfit?
- 16 Sollte es total verboten sein, in Bars und Restaurants zu rauchen? Warum/nicht?

Turn over ►

SUGGESTED QUESTIONS FOR CONVERSATION

- Teachers should conduct a conversation on the **two** topics specified by the candidate's Conversation Card. Only the topics specified on the card may be used.
 - For Foundation Tier the conversation should last **not less than two and not more than four minutes**.
 - For Higher Tier the conversation should last **not less than five and not more than seven minutes**.
 - If candidates are not given the opportunity to answer questions on both the specified topics, they cannot be awarded high marks. Suggested questions are given as a guide only.
-

CONVERSATION CARD F

TOPIC A

Education / Die Ausbildung

Foundation Tier

- 1 Beschreib deine Schule!
- 2 Welche Fächer lernst du?
- 3 Welches Fach hast du nicht gern? Warum?
- 4 Was machst du in den Pausen?
- 5 Beschreib einen Lehrer / eine Lehrerin an deiner Schule!
- 6 Welche Sportarten treibst du in der Schule?

Foundation and Higher Tier

- 7 Beschreib deine Schuluniform! Wie findest du sie? Warum?
- 8 Was hast du heute vor der Schule gemacht?
- 9 Was möchtest du heute nach der Schule machen?
- 10 Beschreib einen normalen Schultag!

Higher Tier

- 11 Sind Hausaufgaben wichtig? Warum / nicht?
- 12 Wirst du nächstes Jahr eine Stelle suchen oder weiter lernen? Warum?
- 13 Was gefällt dir nicht an deiner Schule? Warum?
- 14 Wie würdest du deine Schulroutine ändern? Warum?
- 15 Verstehst du dich gut mit allen deinen Lehrern? Warum / nicht?
- 16 Hast du schon einmal einen Ausflug mit deiner Schule gemacht? Wohin bist du gefahren? Wie war es?

SUGGESTED QUESTIONS FOR CONVERSATION

CONVERSATION CARD F**TOPIC B****The Environment / Die Umwelt****Foundation Tier**

- 1 Wie oft fährst du mit dem Auto oder dem Bus? Wohin?
- 2 Gibt es zu viel Verkehr, wo du wohnst?
- 3 Ist deine Schule umweltfreundlich? Was macht ihr und warum?
- 4 Wie kann man Wasser oder Strom sparen?
- 5 Recyclst du zu Hause? Wie?
- 6 Wie kann man umweltfreundlich sein, wenn man einkaufen geht?

Foundation and Higher Tier

- 7 Wie kann man Tieren und Pflanzen helfen?
- 8 Wie wird deine Stadt in zwanzig Jahren sein?
- 9 Was hast du neulich gemacht, um der Umwelt zu helfen?
- 10 Ist Fastfood umweltfreundlich oder nicht? Warum?

Higher Tier

- 11 Was würdest du in der Welt ändern, wenn du viel Geld hättest?
- 12 Sollten Autos in der Stadtmitte verboten sein? Warum/nicht?
- 13 Gibt es genug Parks und Sportzentren, wo du wohnst? Ist das ein Problem? Warum?
- 14 Wie findest du organisches Obst und Gemüse? Warum?
- 15 Wie könntest du dein Haus oder deine Wohnung umweltfreundlicher machen?
- 16 Ist das Klima jetzt anders als in früheren Jahren? Wieso?

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**GERMAN (SPECIFICATION B)
(MODULAR)**

**Module 4 Speaking Test
Role Play 1
Foundation Tier
Candidate's Instructions**

Monday 26 March to Friday 11 May 2007

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**GERMAN (SPECIFICATION B)
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**Module 4 Speaking Test
Role Play 1
Foundation Tier
Candidate's Instructions**

Monday 26 March to Friday 11 May 2007

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Role Play 1

You arrive at a hotel in Austria.
Your teacher will play the part of the receptionist.

You speak first.

- Say what sort of room you want.
- Ask how much it costs.
- Say how long you are staying.
- Say what meals you would like.

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Role Play 1

You arrive at a hotel in Austria.
Your teacher will play the part of the receptionist.

You speak first.

- Say what sort of room you want.
- Ask how much it costs.
- Say how long you are staying.
- Say what meals you would like.

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**GERMAN (SPECIFICATION B)
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**Module 4 Speaking Test
Role Play 2
Foundation Tier
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**Module 4 Speaking Test
Role Play 2
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Role Play 2

You are talking to your German friend about going out.
Your teacher will play the part of your friend.

You speak first.

- Say you want to go into town.
- Say what you want to buy there.
- Say when you are coming back.
- Ask your friend if he / she wants to come with you.

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Role Play 2

You are talking to your German friend about going out.
Your teacher will play the part of your friend.

You speak first.

- Say you want to go into town.
- Say what you want to buy there.
- Say when you are coming back.
- Ask your friend if he / she wants to come with you.

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**Module 4 Speaking Test
Role Play 3
Foundation Tier
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**Module 4 Speaking Test
Role Play 3
Foundation Tier
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Role Play 3

You are talking to your German friend about how you earn money.
Your teacher will play the part of your friend.

You speak first.

- Say what work you do.
- Say how much you earn.
- Say what you do with the money.
- Ask your friend if he / she has a Saturday job.

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Role Play 3

You are talking to your German friend about how you earn money.
Your teacher will play the part of your friend.

You speak first.

- Say what work you do.
- Say how much you earn.
- Say what you do with the money.
- Ask your friend if he / she has a Saturday job.

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**Module 4 Speaking Test
Role Play 4
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Role Play 4
Foundation Tier
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Role Play 4

You are talking to your Swiss friend about future plans.
Your teacher will play the part of your friend.

You speak first.

- Say where you are going on holiday.
- Say who you are going with.
- Say **one** activity you like to do.
- Ask your friend what he/she is doing in the summer.

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Role Play 4

You are talking to your Swiss friend about future plans.
Your teacher will play the part of your friend.

You speak first.

- Say where you are going on holiday.
- Say who you are going with.
- Say **one** activity you like to do.
- Ask your friend what he/she is doing in the summer.

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Role Play 5
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Role Play 5
Foundation Tier
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Role Play 5

You are planning an evening out with your German friend.
Your teacher will play the part of your friend.

You speak first.

- Say you would like to go to the cinema.
- Ask what's on.
- Ask what time the film starts.
- Say you will pay.

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Role Play 5

You are planning an evening out with your German friend.
Your teacher will play the part of your friend.

You speak first.

- Say you would like to go to the cinema.
- Ask what's on.
- Ask what time the film starts.
- Say you will pay.

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**GERMAN (SPECIFICATION B)
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**Module 4 Speaking Test
Role Play 6
Foundation Tier
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Role Play 6
Foundation Tier
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Role Play 6

You are at a tourist information office in a town in Austria.
Your teacher will play the part of the assistant.

You speak first.

- Say what attraction you would like to visit.
- Ask when it is open.
- Ask how much it costs.
- Say how you are getting there.

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Role Play 6

You are at a tourist information office in a town in Austria.
Your teacher will play the part of the assistant.

You speak first.

- Say what attraction you would like to visit.
- Ask when it is open.
- Ask how much it costs.
- Say how you are getting there.

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Module 4 Speaking Test
Role Play 7
Higher Tier
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Role Play 7
Higher Tier
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Role Play 7

You are camping in Germany with your family and telephone a campsite to book in advance. Your teacher will play the part of the receptionist.

You speak first.

- Sag deinen Namen, und wie viele Personen ihr seid.
- Sag, wann ihr ankommt.
- !
- Frag nach dem Preis.
- !
- Frag sonst etwas über den Campingplatz.

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

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Role Play 7

You are camping in Germany with your family and telephone a campsite to book in advance. Your teacher will play the part of the receptionist.

You speak first.

- Sag deinen Namen, und wie viele Personen ihr seid.
- Sag, wann ihr ankommt.
- !
- Frag nach dem Preis.
- !
- Frag sonst etwas über den Campingplatz.

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

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**GERMAN (SPECIFICATION B)
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Role Play 8
Higher Tier
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Role Play 8
Higher Tier
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Role Play 8

You are travelling in Germany with a friend. You go to a railway station to book tickets. Your teacher will play the part of the booking clerk.

You speak first.

- Sag, wohin ihr fahrt und wie viele Personen ihr seid.
- Gib Tag und Datum der Reise an.
- !
- Sag, wo ihr im Zug sitzen wollt.
- !
- Frag sonst etwas über die Reise.

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

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Role Play 8

You are travelling in Germany with a friend. You go to a railway station to book tickets. Your teacher will play the part of the booking clerk.

You speak first.

- Sag, wohin ihr fahrt und wie viele Personen ihr seid.
- Gib Tag und Datum der Reise an.
- !
- Sag, wo ihr im Zug sitzen wollt.
- !
- Frag sonst etwas über die Reise.

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

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Module 4 Speaking Test
Role Play 9
Higher Tier
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**GERMAN (SPECIFICATION B)
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Role Play 9
Higher Tier
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Role Play 9

You telephone your Austrian friend to say that you cannot visit him/her in the summer, but are able to come at another time.

Your teacher will play the part of your friend.

You speak first.

- Sag, dass du nicht kommen kannst – und wann.
- Sag warum.
- !
- Sag, was du in Österreich machen möchtest – **zwei** Details.
- !
- Frag sonst etwas über deinen Besuch.

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

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Role Play 9

You telephone your Austrian friend to say that you cannot visit him/her in the summer, but are able to come at another time.

Your teacher will play the part of your friend.

You speak first.

- Sag, dass du nicht kommen kannst – und wann.
- Sag warum.
- !
- Sag, was du in Österreich machen möchtest – **zwei** Details.
- !
- Frag sonst etwas über deinen Besuch.

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

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General Certificate of Secondary Education
June 2007



**GERMAN (SPECIFICATION B)
(MODULAR)**

**Module 4 Speaking Test
Role Play 10
Higher Tier
Candidate's Instructions**

Monday 26 March to Friday 11 May 2007

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46604/S/RP10

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**GERMAN (SPECIFICATION B)
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**Module 4 Speaking Test
Role Play 10
Higher Tier
Candidate's Instructions**

Monday 26 March to Friday 11 May 2007

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46604/S/RP10

Role Play 10

You are talking to your Swiss friend about life in your town/village.

Your teacher will play the part of your friend.

You speak first.

- Sag, wo in Großbritannien deine Stadt/ dein Dorf liegt – **zwei** Details.
- Gib deine Meinung über die Stadt/ das Dorf.
- !
- Beschreib ein Umweltproblem in der Gegend, wo du wohnst.
- !
- Frag etwas über die Stadt, wo dein Freund/ deine Freundin wohnt.

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

H/Jun07/46604/S

Role Play 10

You are talking to your Swiss friend about life in your town/village.

Your teacher will play the part of your friend.

You speak first.

- Sag, wo in Großbritannien deine Stadt/ dein Dorf liegt – **zwei** Details.
- Gib deine Meinung über die Stadt/ das Dorf.
- !
- Beschreib ein Umweltproblem in der Gegend, wo du wohnst.
- !
- Frag etwas über die Stadt, wo dein Freund/ deine Freundin wohnt.

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

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**GERMAN (SPECIFICATION B)
(MODULAR)
Module 4 Speaking Test
Role Play 11
Higher Tier
Candidate's Instructions**

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**GERMAN (SPECIFICATION B)
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Module 4 Speaking Test
Role Play 11
Higher Tier
Candidate's Instructions**

Monday 26 March to Friday 11 May 2007

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Role Play 11

You telephone an agency in Germany to ask about a job for the summer.
Your teacher will play the part of the agent.

You speak first.

- Sag, was für einen Job du suchst.
- Sag, warum du einen Job suchst.
- !
- Sag, wie lange du arbeiten möchtest.
- !
- Frag sonst etwas über den Job.

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

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Role Play 11

You telephone an agency in Germany to ask about a job for the summer.
Your teacher will play the part of the agent.

You speak first.

- Sag, was für einen Job du suchst.
- Sag, warum du einen Job suchst.
- !
- Sag, wie lange du arbeiten möchtest.
- !
- Frag sonst etwas über den Job.

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

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**GERMAN (SPECIFICATION B)
(MODULAR)
Module 4 Speaking Test
Role Play 12
Higher Tier
Candidate's Instructions**

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**GERMAN (SPECIFICATION B)
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Module 4 Speaking Test
Role Play 12
Higher Tier
Candidate's Instructions**

Monday 26 March to Friday 11 May 2007

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Role Play 12

You are at a lost property office in Germany, talking to the official.
Your teacher will play the part of the official.

You speak first.

- Sag, was du verloren hast – und wo.
- Sag, warum das ein Problem für dich ist.
- !
- Sag, wie das Fundbüro dich kontaktieren kann.
- !
- Frag etwas über die Kontakt-Möglichkeiten von dem Fundbüro.

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

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Role Play 12

You are at a lost property office in Germany, talking to the official.
Your teacher will play the part of the official.

You speak first.

- Sag, was du verloren hast – und wo.
- Sag, warum das ein Problem für dich ist.
- !
- Sag, wie das Fundbüro dich kontaktieren kann.
- !
- Frag etwas über die Kontakt-Möglichkeiten von dem Fundbüro.

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

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**GERMAN (SPECIFICATION B)
(MODULAR)
Module 4 Speaking Test
Foundation Tier**

Conversation Card A

Monday 26 March to Friday 11 May 2007



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**GERMAN (SPECIFICATION B)
(MODULAR)
Module 4 Speaking Test
Foundation Tier**

Conversation Card A

Monday 26 March to Friday 11 May 2007



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Card A

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

TOPIC A: Career and Future Plans

TOPIC B: Health

H/Jun07/46604/S/ConvA

Card A

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

TOPIC A: Career and Future Plans

TOPIC B: Health

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**GERMAN (SPECIFICATION B)
(MODULAR)
Module 4 Speaking Test
Foundation Tier**

Conversation Card B

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Conversation Card B

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Card B

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

TOPIC A: Self, Family and Friends

TOPIC B: Environment

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Card B

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

TOPIC A: Self, Family and Friends

TOPIC B: Environment

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**GERMAN (SPECIFICATION B)
(MODULAR)
Module 4 Speaking Test
Foundation Tier**

Conversation Card C

Monday 26 March to Friday 11 May 2007



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Module 4 Speaking Test
Foundation Tier**

Conversation Card C

Monday 26 March to Friday 11 May 2007



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Card C

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

TOPIC A: Education

TOPIC B: Youth Culture

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Card C

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

TOPIC A: Education

TOPIC B: Youth Culture

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(MODULAR)
Module 4 Speaking Test
Foundation Tier**

Conversation Card D

Monday 26 March to Friday 11 May 2007



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Conversation Card D

Monday 26 March to Friday 11 May 2007



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Card D

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

TOPIC A: Career and Future Plans

TOPIC B: Youth Culture

H/Jun07/46604/S/ConvD

Card D

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

TOPIC A: Career and Future Plans

TOPIC B: Youth Culture

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(MODULAR)
Module 4 Speaking Test
Foundation Tier**

Conversation Card E

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Conversation Card E

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Card E

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

TOPIC A: Self, Family and Friends

TOPIC B: Health

H/Jun07/46604/S/ConvE

Card E

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

TOPIC A: Self, Family and Friends

TOPIC B: Health

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Module 4 Speaking Test
Foundation Tier**

Conversation Card F

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Conversation Card F

Monday 26 March to Friday 11 May 2007



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Card F

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

TOPIC A: Education

TOPIC B: Environment

H/Jun07/46604/S/ConvF

Card F

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

TOPIC A: Education

TOPIC B: Environment

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(MODULAR)
Module 4 Speaking Test
Higher Tier**

Conversation Card A

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Conversation Card A

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Card A

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

THEMA A: Beruf und Zukunftspläne

THEMA B: Die Gesundheit

H/Jun07/46604/S/ConvA

Card A

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

THEMA A: Beruf und Zukunftspläne

THEMA B: Die Gesundheit

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Card B

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

THEMA A: Ich, meine Familie und meine Freunde

THEMA B: Die Umwelt

H/Jun07/46604/S/ConvB

Card B

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

THEMA A: Ich, meine Familie und meine Freunde

THEMA B: Die Umwelt

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Conversation Card C

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Conversation Card C

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Card C

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

THEMA A: Die Ausbildung

THEMA B: Die Jugend

H/Jun07/46604/S/ConvC

Card C

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

THEMA A: Die Ausbildung

THEMA B: Die Jugend

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**GERMAN (SPECIFICATION B)
(MODULAR)
Module 4 Speaking Test
Higher Tier**

Conversation Card D

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Conversation Card D

Monday 26 March to Friday 11 May 2007



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Card D

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

THEMA A: Beruf und Zukunftspläne

THEMA B: Die Jugend

H/Jun07/46604/S/ConvD

Card D

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

THEMA A: Beruf und Zukunftspläne

THEMA B: Die Jugend

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Conversation Card E

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Card E

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

THEMA A: Ich, meine Familie und meine Freunde

THEMA B: Die Gesundheit

H/Jun07/46604/S/ConvE

Card E

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

THEMA A: Ich, meine Familie und meine Freunde

THEMA B: Die Gesundheit

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**GERMAN (SPECIFICATION B)
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Module 4 Speaking Test
Higher Tier**

Conversation Card F

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Higher Tier**

Conversation Card F

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Card F

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

THEMA A: Die Ausbildung

THEMA B: Die Umwelt

H/Jun07/46604/S/ConvF

Card F

You are going to have a conversation with your teacher. You must talk about **two** topics. Your teacher will ask you questions about each of the two topics. You should answer the questions as fully as you can. If you only talk about one topic, you cannot get high marks.

You will be asked about:

THEMA A: Die Ausbildung

THEMA B: Die Umwelt

H/Jun07/46604/S/ConvF