

General Certificate of Secondary Education  
June 2007



**GERMAN (SHORT COURSE)  
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 Short Course _____ 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 shopping for food in Germany.

- Say you would like some bread.
- Ask for something else.
- Ask how much it is.
- Say thank you and goodbye.

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

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

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

- 1 Guten Tag. Bitte schön?
- 2 Sonst noch etwas?
- 3 Ja. Hier.
- 4 Vier Euro.
- 5 Auf Wiedersehen.

**Turn over ►**

---

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

You are talking to your Austrian friend about school.

- Say how you get to school.
- Say when your school begins.
- Say what you do at break.
- Ask your friend if he/she likes doing sport.

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

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

Du bist in Österreich. Ich bin dein österreichischer Freund/deine österreichische Freundin.

- 1 Wie kommst du in die Schule?
- 2 Wann beginnt deine Schule?
- 3 Was machst du in der Pause?
- 4 Ich auch.
- 5 Ja. Ich spiele gern Tennis.

**Turn over ►**

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

You are talking to a new Austrian friend about home life.

- Say how many brothers or sisters you have.
- Say what pet you have.
- Describe your house (**one** detail).
- Ask your friend if he/she lives nearby.

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



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

Du bist in Österreich. Ich bin dein österreichischer Freund/deine österreichische Freundin.

- 1 Hast du eine große Familie?
- 2 Hast du ein Haustier?
- 3 Und wie ist dein Haus?
- 4 Interessant.
- 5 Ja, um die Ecke.

**Turn over ►**

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

You are talking to your Swiss friend about your Saturday job.

- Say what job you do.
- Say what time you start work.
- Say what you do with the money.
- Ask your friend if he/she has a job.

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

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

Du sprichst mit deinem Freund / deiner Freundin aus der Schweiz. Ich bin dein Freund / deine Freundin.

- 1 Was machst du samstags?
- 2 Wann beginnst du?
- 3 Was machst du mit dem Geld?
- 4 Interessant.
- 5 Nein. Leider nicht.

**Turn over ►**

---

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

You are staying with your Austrian friend, Stefan. You answer the phone.

- Say you are Stefan's friend from England.
- Say he is working.
- Say when he will be back.
- Ask the caller's name.

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

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

Du bist in Österreich. Ich rufe an und will mit Stefan sprechen.

- 1 Guten Tag. Wer ist das?
- 2 Ist Stefan da?
- 3 Wann kommt er zurück?
- 4 Okay.
- 5 Ich heiße Peter/Petra.

**Turn over ►**

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

Your German friend is visiting you and you are talking about going out.

- Say you would like to go to the disco.
- Say when it starts.
- Say how you are going to get there.
- Ask your friend if he/she has any money.

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

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

Wir sind in Großbritannien. Ich bin dein deutscher Freund/deine deutsche Freundin.

- 1 Was machen wir heute Abend?
- 2 Wann beginnt die Disko?
- 3 Und wie kommen wir dahin?
- 4 Okay.
- 5 Ja, natürlich.

**Turn over ►**

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

You are in Germany. Your German friend is asking you about your home town.

- Deine Stadt – wo in Großbritannien (**zwei** Details).
- Meinung über die Stadt und warum.
- **Zwei** Aktivitäten.
- **!**

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

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



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## ROLE PLAY 7 (HIGHER TIER)

### TEACHER'S ROLE

- Because the candidate's role is unstructured, it is essential that you are clear about the tasks which the candidate must accomplish.
  - You may change the target language phrases given below if necessary, for example if the candidate's response makes them inappropriate.
  - Remember that **if you supply key vocabulary, candidates cannot be rewarded for it.**
- 

- 1 Introduce the situation, then ask the candidate whereabouts he/she lives. Elicit **two** details.

*Ich bin dein deutscher Freund/deine deutsche Freundin. Wo in Großbritannien liegt deine Stadt?*

- 2 Allow the candidate to give **two** details of his/her town's location. Ask the candidate to give an opinion of his/her town and a reason.

*Wie findest du deine Stadt? Warum?*

- 3 Allow the candidate to give an opinion of his/her town and a reason. Ask the candidate what there is to do in the town. Elicit **two** activities.

*Was gibt es in deiner Stadt zu tun?*

- 4 Allow the candidate to state **two** activities.  
 ! 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.

*Das ist interessant.*

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

**Turn over ►**

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

You are in Switzerland. Your Swiss friend is asking you about your recent work experience.

- Dein Arbeitspraktikum – wo und wann.
- Deine Arbeitsstunden – Beginn und Ende.
- Deine Arbeit – was gemacht (**zwei** Details).
- **!**

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

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

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

- Because the candidate's role is unstructured, it is essential that you are clear about the tasks which the candidate must accomplish.
  - You may change the target language phrases given below if necessary, for example if the candidate's response makes them inappropriate.
  - Remember that **if you supply key vocabulary, candidates cannot be rewarded for it.**
- 

- 1 Introduce the situation, then ask the candidate about his/her recent work experience.

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

- 2 Allow the candidate to say where and when he/she did work experience.  
Ask the candidate what hours he/she worked.

*Was waren deine Arbeitsstunden?*

- 3 Allow the candidate to state what hours he/she worked.  
Ask the candidate what he/she did. Elicit **two** details.

*Was hast du dort gemacht?*

- 4 Allow the candidate to give **two** details of his/her work experience.  
! Ask the candidate what he/she thought of the work and why.

*Wie hast du die Arbeit gefunden? Warum?*

- 5 Allow the candidate to say what he/she thought of the work and why.  
End the conversation appropriately.

*Das ist interessant.*

**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 Austria. Your Austrian friend is asking you about your daily routine.

- Vor der Schule – was gemacht (**zwei** Details).
- Frühstück – was und warum.
- **!**
- Schuluniform – deine Meinung und warum.

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

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

---

## ROLE PLAY 9 (HIGHER TIER)

### TEACHER'S ROLE

- Because the candidate's role is unstructured, it is essential that you are clear about the tasks which the candidate must accomplish.
  - You may change the target language phrases given below if necessary, for example if the candidate's response makes them inappropriate.
  - Remember that **if you supply key vocabulary, candidates cannot be rewarded for it.**
- 

- 1 Introduce the situation, then ask the candidate what he/she did before coming to school. Elicit **two** details.

*Ich bin dein österreichischer Freund/deine österreichische Freundin. Was hast du heute gemacht, bevor du zur Schule gekommen bist?*

- 2 Allow the candidate to give **two** details of what he/she did before coming to school. Ask the candidate what he/she normally has for breakfast and why.

*Was isst du normalerweise zum Frühstück? Warum?*

- 3 Allow the candidate to say what he/she normally has for breakfast and why.  
 ! Ask the candidate to tell you something about his/her school day. Elicit **two** details.

*Sag mir etwas über deinen Schultag.*

- 4 Allow the candidate to give you **two** details of his/her school day. Ask the candidate what he/she thinks of school uniform in Great Britain and why.

*Wie findest du die Schuluniform in Großbritannien? Warum?*

- 5 Allow the candidate to say what he/she thinks about school uniform and why. End the conversation by saying that you think it is better not to have a uniform.

*Ich finde, keine Uniform ist besser.*

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

**Turn over ►**

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

You are in Germany. Your German friend is asking you about your recent move to a new house.

- Neues Haus – wo und seit wann.
- Deine Meinung über das Haus und warum.
- !
- Nächstes Wochenende – **zwei** Aktivitäten.

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

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

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

- Because the candidate's role is unstructured, it is essential that you are clear about the tasks which the candidate must accomplish.
  - You may change the target language phrases given below if necessary, for example if the candidate's response makes them inappropriate.
  - Remember that **if you supply key vocabulary, candidates cannot be rewarded for it.**
- 

- 1 Introduce the situation, then ask the candidate where his/her new house is located and how long he/she has been living there.

*Ich bin dein deutscher Freund/deine deutsche Freundin. Wo ist dein neues Haus? Seit wann wohnst du da?*

- 2 Allow the candidate to say where his/her new house is located and how long he/she has been living there.  
Ask the candidate to tell you what he/she thinks of the new house and why.

*Wie findest du das neue Haus? Warum?*

- 3 ! Allow the candidate to say what he/she thinks of the new house and why.  
! Ask the candidate what he/she does to help in the house.

*Was machst du, um im Haus zu helfen?*

- 4 Allow the candidate to say what he/she does to help in the house.  
Ask the candidate what he/she is going to do next weekend. Elicit **two** activities.

*Was machst du nächstes Wochenende?*

- 5 Allow the candidate to state **two** things he/she is going to do next weekend.  
End the conversation appropriately.

*Das hört sich gut an.*

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

**Turn over ►**

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

You are in Germany. Your German friend is asking you about your summer holidays and the new school you will be going to in September.

- Sommerferien – wann und wie lange.
- **Zwei** Aktivitäten.
- **!**
- Schulfächer – warum.

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

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



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## ROLE PLAY 11 (HIGHER TIER)

### TEACHER'S ROLE

- Because the candidate's role is unstructured, it is essential that you are clear about the tasks which the candidate must accomplish.
  - You may change the target language phrases given below if necessary, for example if the candidate's response makes them inappropriate.
  - Remember that **if you supply key vocabulary, candidates cannot be rewarded for it.**
- 

- 1 Introduce the situation, then ask the candidate when his/her summer holidays start and how long they last.

*Ich bin dein deutscher Freund/deine deutsche Freundin. Wann beginnen deine Sommerferien? Wie lange dauern sie?*

- 2 Allow the candidate to say when his/her summer holidays start and how long they last. Ask the candidate what he/she usually does in the summer holidays. Elicit **two** activities.

*Was machst du normalerweise in den Sommerferien?*

- 3 Allow the candidate to state **two** activities he/she does in the summer holidays.  
! Ask the candidate why he/she is going to a new school in September.

*Warum gehst du im September auf eine neue Schule?*

- 4 Allow the candidate to say why he/she is going to a new school in September. Ask him/her what subjects he/she would like to study there and why.

*Welche Fächer möchtest du dort machen? Warum?*

- 5 Allow the candidate to say what subjects he/she would like to study there and why. End the conversation appropriately.

*Das ist interessant.*

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

**Turn over ►**

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

You are in Great Britain. You are talking to your German friend about going to town this evening to meet friends and about a party last weekend.

- Heute Abend – was und warum.
- **Zwei** Aktivitäten in der Stadt.
- **!**
- Party letztes Wochenende – was gemacht (**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 12 (HIGHER TIER)****TEACHER'S ROLE**

- Because the candidate's role is unstructured, it is essential that you are clear about the tasks which the candidate must accomplish.
  - You may change the target language phrases given below if necessary, for example if the candidate's response makes them inappropriate.
  - Remember that **if you supply key vocabulary, candidates cannot be rewarded for it.**
- 

- 1 Introduce the situation, then ask the candidate what you are going to do that evening and why.

*Wir sind in Großbritannien. Ich bin dein deutscher Freund/deine deutsche Freundin.  
Was machen wir heute Abend? Warum?*

- 2 Allow the candidate to say you are going to town and why.  
Ask the candidate what he/she wants to do there. Elicit **two** activities.

*Was willst du in der Stadt machen?*

- 3 Allow the candidate to state **two** activities he/she wants to do in town.  
! Ask the candidate how you are getting to town and when you are coming back.

*Wie fahren wir in die Stadt? Wann kommen wir nach Hause?*

- 4 Allow the candidate to say how you are getting to town and when you are coming back.  
Ask him/her about the party last weekend. Elicit **two** details.

*Und auf der Party letztes Wochenende, was hast du da gemacht?*

- 5 Allow the candidate to give **two** details of the party last weekend.  
End the conversation by saying that sounds good.

*Das hört sich gut an.*

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

**Turn over ►**

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**SETS OF TOPICS AND SUGGESTED QUESTIONS  
FOR CONVERSATIONS**

**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**.
- 

**Home and Local Environment**

Was hast du in deinem Schlafzimmer?  
Gefällt dir dein Haus / deine Wohnung? Warum (nicht)?  
Was für Geschäfte gibt es in deiner Stadt?  
Was gibt es für Touristen hier in der Nähe?  
Seit wann wohnst du hier?

**Part-time Jobs and Work Experience**

Hast du schon ein Arbeitspraktikum gemacht? Was hast du gemacht?  
Wie hat dir das Arbeitspraktikum gefallen?  
Hast du einen Freizeitjob? Wo?  
Wie hast du deinen Freizeitjob bekommen?  
Was für einen Job würdest du (nicht) gern machen? Warum (nicht)?

**Daily Routine**

Wie kommst du zur Schule?  
Was machst du in der Mittagspause?  
Was machst du zu Hause, um deinen Eltern zu helfen? Warum?  
Was wirst du heute Abend machen?  
Was hast du heute Morgen vor der Schule gemacht?

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**TOPICS – SET B****GENERAL CONVERSATION**

- Teachers should conduct a conversation on at least **two** of the following topics. Only these topics may be used. Suggested questions are given as a guide only.
  - For Foundation Tier, the conversation should last for **not less than four minutes and not more than six minutes**.
  - For Higher Tier, the conversation should last for **not less than six minutes and not more than eight minutes**.
- 

**Leisure**

Was machst du gern in deiner Freizeit?

Was gibt es abends in deiner Stadt zu tun?

Machst du manchmal Ausflüge mit deiner Familie? Wohin?

Was machst du nächstes Wochenende?

Hast du neulich einen guten Film gesehen? Warum war der Film so gut?

**Self, Family and Friends**

Hast du Haustiere?

Kannst du einen Freund oder eine Freundin beschreiben?

Wohin gehst du gern mit deinen Freunden? Warum?

Was macht deine Familie am Wochenende?

Was hast du gestern Abend gemacht?

**Home and Local Environment**

Was hast du in deinem Schlafzimmer?

Gefällt dir dein Haus / deine Wohnung? Warum (nicht)?

Was für Geschäfte gibt es in deiner Stadt?

Was gibt es für Touristen hier in der Nähe?

Seit wann wohnst du hier?

**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**.
- 

#### Daily Routine

Wie kommst du zur Schule?

Was machst du in der Mittagspause?

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

Was wirst du heute Abend machen?

Was hast du heute Morgen vor der Schule gemacht?

#### Part-time Jobs and Work Experience

Hast du schon ein Arbeitspraktikum gemacht? Was hast du gemacht?

Wie hat dir das Arbeitspraktikum gefallen?

Hast du einen Freizeitjob? Wo?

Wie hast du deinen Freizeitjob bekommen?

Was für einen Job würdest du (nicht) gern machen? Warum (nicht)?

#### School and Future Plans

Welchen Schultag hast du am liebsten und warum?

Welche Fächer machst du (nicht) gern? Warum (nicht)?

Welche Sportarten treibt man in deiner Schule?

Was für Hausaufgaben hast du gestern Abend gemacht?

Was willst du nächstes Jahr machen und warum?



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**TOPICS – SET D****GENERAL CONVERSATION**

- Teachers should conduct a conversation on at least **two** of the following topics. Only these topics may be used. Suggested questions are given as a guide only.
  - For Foundation Tier, the conversation should last for **not less than four minutes and not more than six minutes**.
  - For Higher Tier, the conversation should last for **not less than six minutes and not more than eight minutes**.
- 

**Self, Family and Friends**

Hast du Haustiere?  
Kannst du einen Freund oder eine Freundin beschreiben?  
Wohin gehst du gern mit deinen Freunden? Warum?  
Was macht deine Familie am Wochenende?  
Was hast du gestern Abend gemacht?

**Leisure**

Was machst du gern in deiner Freizeit?  
Was gibt es abends in deiner Stadt zu tun?  
Machst du manchmal Ausflüge mit deiner Familie? Wohin?  
Was machst du nächstes Wochenende?  
Hast du neulich einen guten Film gesehen? Warum war der Film so gut?

**School and Future Plans**

Welchen Schultag hast du am liebsten und warum?  
Welche Fächer machst du (nicht) gern? Warum (nicht)?  
Welche Sportarten treibt man in deiner Schule?  
Was für Hausaufgaben hast du gestern Abend gemacht?  
Was willst du nächstes Jahr machen und warum?

**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**.
- 

**Part-time Jobs and Work Experience**

Hast du schon ein Arbeitspraktikum gemacht? Was hast du gemacht?  
Wie hat dir das Arbeitspraktikum gefallen?  
Hast du einen Freizeitjob? Wo?  
Wie hast du deinen Freizeitjob bekommen?  
Was für einen Job würdest du (nicht) gern machen? Warum (nicht)?

**School and Future Plans**

Welchen Schultag hast du am liebsten und warum?  
Welche Fächer machst du (nicht) gern? Warum (nicht)?  
Welche Sportarten treibt man in deiner Schule?  
Was für Hausaufgaben hast du gestern Abend gemacht?  
Was willst du nächstes Jahr machen und warum?

**Leisure**

Was machst du gern in deiner Freizeit?  
Was gibt es abends in deiner Stadt zu tun?  
Machst du manchmal Ausflüge mit deiner Familie? Wohin?  
Was machst du nächstes Wochenende?  
Hast du neulich einen guten Film gesehen? Warum war der Film so gut?

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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**.
- 

**Home and Local Environment**

Was hast du in deinem Schlafzimmer?  
Gefällt dir dein Haus / deine Wohnung? Warum (nicht)?  
Was für Geschäfte gibt es in deiner Stadt?  
Was gibt es für Touristen hier in der Nähe?  
Seit wann wohnst du hier?

**Self, Family and Friends**

Hast du Haustiere?  
Kannst du einen Freund oder eine Freundin beschreiben?  
Wohin gehst du gern mit deinen Freunden? Warum?  
Was macht deine Familie am Wochenende?  
Was hast du gestern Abend gemacht?

**Daily Routine**

Wie kommst du zur Schule?  
Was machst du in der Mittagspause?  
Was machst du zu Hause, um deinen Eltern zu helfen? Warum?  
Was wirst du heute Abend machen?  
Was hast du heute Morgen vor der Schule gemacht?

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General Certificate of Secondary Education  
June 2007

**GERMAN (SHORT COURSE)**  
**Speaking Test**  
**Role Play 1**  
**Foundation Tier**  
**Candidate's Instructions**

Monday 26 March to Friday 11 May 2007



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H/Jun07/3667/S

**3667/S/RP1**

General Certificate of Secondary Education  
June 2007

**GERMAN (SHORT COURSE)**  
**Speaking Test**  
**Role Play 1**  
**Foundation Tier**  
**Candidate's Instructions**

Monday 26 March to Friday 11 May 2007



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H/Jun07/3667/S

**3667/S/RP1**

## Role Play 1

You are shopping for food in Germany.

- Say you would like some bread.
- Ask for something else.
- Ask how much it is.
- Say thank you and goodbye.

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

H/Jun07/3667/S

## Role Play 1

You are shopping for food in Germany.

- Say you would like some bread.
- Ask for something else.
- Ask how much it is.
- Say thank you and goodbye.

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

H/Jun07/3667/S

General Certificate of Secondary Education  
June 2007

**GERMAN (SHORT COURSE)**  
**Speaking Test**  
**Role Play 2**  
**Foundation Tier**  
**Candidate's Instructions**

Monday 26 March to Friday 11 May 2007



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H/Jun07/3667/S

**3667/S/RP2**

General Certificate of Secondary Education  
June 2007

**GERMAN (SHORT COURSE)**  
**Speaking Test**  
**Role Play 2**  
**Foundation Tier**  
**Candidate's Instructions**

Monday 26 March to Friday 11 May 2007



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H/Jun07/3667/S

**3667/S/RP2**

## Role Play 2

You are talking to your Austrian friend about school.

- Say how you get to school.
- Say when your school begins.
- Say what you do at break.
- Ask your friend if he/she likes doing sport.

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

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## Role Play 2

You are talking to your Austrian friend about school.

- Say how you get to school.
- Say when your school begins.
- Say what you do at break.
- Ask your friend if he/she likes doing sport.

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

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**GERMAN (SHORT COURSE)**  
**Speaking Test**  
**Role Play 3**  
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**3667/S/RP3**

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**GERMAN (SHORT COURSE)**  
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**Role Play 3**  
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**3667/S/RP3**

## Role Play 3

You are talking to a new Austrian friend about home life.

- Say how many brothers or sisters you have.
- Say what pet you have.
- Describe your house (**one** detail).
- Ask your friend if he/she lives nearby.

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

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## Role Play 3

You are talking to a new Austrian friend about home life.

- Say how many brothers or sisters you have.
- Say what pet you have.
- Describe your house (**one** detail).
- Ask your friend if he/she lives nearby.

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

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**GERMAN (SHORT COURSE)**  
**Speaking Test**  
**Role Play 4**  
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**3667/S/RP4**

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**GERMAN (SHORT COURSE)**  
**Speaking Test**  
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**3667/S/RP4**

## Role Play 4

You are talking to your Swiss friend about your Saturday job.

- Say what job you do.
- Say what time you start work.
- Say what you do with the money.
- Ask your friend if he/she has a job.

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

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## Role Play 4

You are talking to your Swiss friend about your Saturday job.

- Say what job you do.
- Say what time you start work.
- Say what you do with the money.
- Ask your friend if he/she has a job.

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

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**GERMAN (SHORT COURSE)**  
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**Role Play 5**  
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**3667/S/RP5**

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**3667/S/RP5**

## Role Play 5

You are staying with your Austrian friend, Stefan. You answer the phone.

- Say you are Stefan's friend from England.
- Say he is working.
- Say when he will be back.
- Ask the caller's name.

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

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## Role Play 5

You are staying with your Austrian friend, Stefan. You answer the phone.

- Say you are Stefan's friend from England.
- Say he is working.
- Say when he will be back.
- Ask the caller's name.

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

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**GERMAN (SHORT COURSE)**  
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**3667/S/RP6**

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**GERMAN (SHORT COURSE)**  
**Speaking Test**  
**Role Play 6**  
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**3667/S/RP6**

## Role Play 6

Your German friend is visiting you and you are talking about going out.

- Say you would like to go to the disco.
- Say when it starts.
- Say how you are going to get there.
- Ask your friend if he/she has any money.

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

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## Role Play 6

Your German friend is visiting you and you are talking about going out.

- Say you would like to go to the disco.
- Say when it starts.
- Say how you are going to get there.
- Ask your friend if he/she has any money.

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

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**3667/S/RP7**

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**3667/S/RP7**

## Role Play 7

You are in Germany. Your German friend is asking you about your home town.

- Deine Stadt – wo in Großbritannien (**zwei** Details).
- Meinung über die Stadt und warum.
- **Zwei** Aktivitäten.
- **!**

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

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

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## Role Play 7

You are in Germany. Your German friend is asking you about your home town.

- Deine Stadt – wo in Großbritannien (**zwei** Details).
- Meinung über die Stadt und warum.
- **Zwei** Aktivitäten.
- **!**

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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**Speaking Test**  
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**3667/S/RP8**

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**3667/S/RP8**

## Role Play 8

You are in Switzerland. Your Swiss friend is asking you about your recent work experience.

- Dein Arbeitspraktikum – wo und wann.
- Deine Arbeitsstunden – Beginn und Ende.
- Deine Arbeit – was gemacht (**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 in Switzerland. Your Swiss friend is asking you about your recent work experience.

- Dein Arbeitspraktikum – wo und wann.
- Deine Arbeitsstunden – Beginn und Ende.
- Deine Arbeit – was gemacht (**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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**3667/S/RP9**

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**3667/S/RP9**

## Role Play 9

You are in Austria. Your Austrian friend is asking you about your daily routine.

- Vor der Schule – was gemacht (**zwei** Details).
- Frühstück – was und warum.
- !
- Schuluniform – deine Meinung und warum.

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

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

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## Role Play 9

You are in Austria. Your Austrian friend is asking you about your daily routine.

- Vor der Schule – was gemacht (**zwei** Details).
- Frühstück – was und warum.
- !
- Schuluniform – deine Meinung und warum.

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

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

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**3667/S/RP10**

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**3667/S/RP10**

## Role Play 10

You are in Germany. Your German friend is asking you about your recent move to a new house.

- Neues Haus – wo und seit wann.
- Deine Meinung über das Haus und warum.
- !
- Nächstes Wochenende – **zwei** Aktivitäten.

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 in Germany. Your German friend is asking you about your recent move to a new house.

- Neues Haus – wo und seit wann.
- Deine Meinung über das Haus und warum.
- !
- Nächstes Wochenende – **zwei** Aktivitäten.

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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**3667/S/RP11**

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**3667/S/RP11**

# Role Play 11

You are in Germany. Your German friend is asking you about your summer holidays and the new school you will be going to in September.

- Sommerferien – wann und wie lange.
- **Zwei** Aktivitäten.
- **!**
- Schulfächer – warum.

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

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

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# Role Play 11

You are in Germany. Your German friend is asking you about your summer holidays and the new school you will be going to in September.

- Sommerferien – wann und wie lange.
- **Zwei** Aktivitäten.
- **!**
- Schulfächer – warum.

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

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

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**3667/S/RP12**

## Role Play 12

You are in Great Britain. You are talking to your German friend about going to town this evening to meet friends and about a party last weekend.

- Heute Abend – was und warum.
- **Zwei** Aktivitäten in der Stadt.
- **!**
- Party letztes Wochenende – was gemacht (**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 12

You are in Great Britain. You are talking to your German friend about going to town this evening to meet friends and about a party last weekend.

- Heute Abend – was und warum.
- **Zwei** Aktivitäten in der Stadt.
- **!**
- Party letztes Wochenende – was gemacht (**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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