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CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

FOREIGN LANGUAGE GERMAN **0525/03**

Paper 3 Speaking Role Plays One – Nine

1 March – 30 April 2003

TEACHERS' NOTES

15 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Part One of the test will be two role-plays based on the situations outlined in this booklet. Candidates should study the situations for fifteen minutes and then be prepared to act the roles assigned to them and respond to the parts played by you. Suggestions are given for both roles, but you should be prepared to respond to any direction taken by the candidate within the situation. The role-plays should last about five minutes.

Part Two of the test will be a conversation with you on a subject chosen by the candidate in advance. The conversation should last about five minutes. If the candidate appears to be giving a talk rather than considering you as interlocutor, you should interrupt after a minute or two and ask specific questions about the subject.

Part Three of the test should be a conversation of a more general nature and should last about five minutes.

Both role-plays and conversations should be marked by the Centre according to the instructions and a sample recorded for external moderation.

This document consists of **18** printed pages and **2** blank pages.

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Each candidate role-play card contains two role-plays. The list below gives details of the pages on which the role-play cards appear in this booklet.

CARD ONE	A	Page 13
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CARD TWO	A	Page 13
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ADMINISTRATIVE ARRANGEMENTS

1 The speaking tests take place in the two-three months before the main examination period, ie between 1 March and 30 April for the June examination. Each Centre will decide on a convenient period within the dates for its speaking tests.

It is important that the dates given for the completion of the speaking tests and the despatch of recordings and mark sheets to CIE (see paragraph 6) are adhered to in order to allow sufficient time for moderation.

2 In the interests of standardisation there will be only one teacher/examiner per Centre. Each Centre selects its own teacher/examiner. This is normally a teacher from within the Languages Department, but could be someone local from outside the Centre. CIE is not responsible for any fees agreed. Where a Centre wishes to use additional teacher/examiners because it has a large number of candidates, permission to do so must be sought from the IGCSE Languages Officer well before the start of each oral examination period.

3 Materials are despatched approximately two-three weeks before the assessment period. These should be opened four working days before the Centre's assessment starts and studied carefully by the teacher/examiner before conducting his/her first tests. Teacher/examiners who have prepared their own roles fully and are confident in what they are doing are better able to help candidates who experience any difficulty. Once the materials have been opened, they remain confidential and must be kept in a secure place by the Centre until the end of the examination period.

4 Each teacher/examiner will be required to record a sample of candidates from each Centre at which he or she examines. The teacher/examiner is asked to select and record six candidates, covering as wide a range of ability as possible. The candidates selected should be spread as evenly as possible across the range of marks (2 good, 2 middling, 2 weak). This will enable the moderator to check accurately the standard of assessment. The recording should be carried out in accordance with the instructions headed 'Recording of Candidates' (see paragraph 8). The recording must be sent to CIE together with the moderator copy of the completed MS1 Mark Sheet and a copy of the completed Oral Examination Summary Mark Sheet (see paragraphs 5 and 6).

5 Two types of mark sheet are provided:

(a) One mark sheet (the **Oral Examination Summary Mark Sheet**) is intended as a working document, on which the marks for each section of the test are to be entered in detail as specified in the Marking Instructions. Be very careful to check all additions.

(b) The total marks should then be transferred to the **Internal Assessment Mark Sheet (MS1).**

6 Despatch and return of mark sheets and recorded sample:

(a) Mark sheets and recordings are to be returned to CIE once all the speaking tests have been completed. The deadline for **receipt** by CIE of these items is **15 May** for the June examination. **Do not wait until the end of the assessment period before despatching them.**

(b) **(i)** The Board copy of the completed Internal Assessment Mark Sheet (MS1) must be returned to CIE in the separate envelope provided.

(ii) The Moderator copy of the completed Internal Assessment Mark Sheet (MS1), a copy of the completed Oral Examination Summary Mark Sheet and the recorded sample must be sent **to reach CIE no later than 15 May** for the June examination.

(c) Copies of both types of mark sheet are to be retained by the Centre in case of postal losses or delays.

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7 Arrangements for the examination

(a) Examination conditions must prevail in the area where the examination takes place, including the space set aside for a candidate to study the role play situations. Adequate supervision must be provided to ensure that each candidate can study alone and in silence and that candidates leaving the interview room do not communicate with those waiting to enter.

(b) Candidates are not allowed to bring any notes for use during their preparation time. Nor are they allowed to make notes.

(c) Requests for special consideration for candidates with specific problems must be made on Special Consideration forms.

(d) Candidates must be examined singly. No other person should be present during the examination with the exception of another teacher/examiner or an Officer from CIE.

(e) As teacher/examiner you should be positioned so that you will be facing the candidates when they enter the room, with a table between you and the candidates. Please do not allow candidates to sit in a position where they can see what you are writing on the mark sheets as this can be distracting.

(f) In order to put candidates at their ease, smile when they enter the room, and indicate where they should sit. A good teacher/examiner will usually send a candidate out of the interview room smiling, no matter how good or bad the performance has been. Avoid, however, the use of expressions such as ‘very good’, which a candidate may interpret as a comment on performance.

(g) Please do not smoke in the presence of candidates. Smokers should arrange for breaks in the timetable as necessary, and to smoke elsewhere than in the interview room.

(h) Other recommendations: do not walk about or distract candidates in any way (eg by doodling or fiddling with papers, etc); always appear interested, even in mundane matters; never show undue surprise, impatience or mockery; **never correct a candidate**.

8 Recording of candidates

Centres should ensure well in advance of the test that a suitably quiet room will be available and that their recording equipment is in good order. Rooms which are too close to a playground, recreation room or noisy classroom are to be avoided. It is essential that unnecessary background noise should be excluded.

Cassette recorders must be used, although in exceptional cases permission will be given to use a reel-to-reel recorder and then transfer the recordings on to cassette; Centres will be responsible for ensuring the good quality of recordings made in this way. The recorder and the cassette(s) to be used should be tested *in situ* some time before the actual test, ideally with one of the candidates. It is essential that new unrecorded cassettes are used. These will be supplied by CIE. Where possible it is advisable to use a recorder with external microphones so that separate microphones can be used for the candidate and the teacher/examiner. If only one microphone is being used, it should be placed facing the candidate. With a softly-spoken candidate the microphone should be placed nearer to the candidate before the start of the test. Adjustments to the volume control during an examination should normally be avoided.

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The recording should begin at the start of side 1 and care should be taken to avoid long gaps and extraneous noise. Both sides of each cassette should be used before beginning a new cassette. It is helpful if, at the end of examining on each side of a cassette, the teacher/examiner states 'No further recordings on this side'.

Each cassette should be introduced by the teacher/examiner as follows:

'Centre Number *eg ES 215*
Centre Name *eg King's College, Madrid*
Examination Number *eg 0525*
Examination Name *eg IGCSE Foreign Language German*
Name of Examiner *eg Mr R Peters*
Date *eg March 1st 2003*'

Each candidate should be introduced by the teacher/examiner as follows:

'Candidate Number *eg 047*
Candidate Name *eg Jane Williams*
Role Play Card *eg Number 4*'

At the end of the sample, please state 'End of sample'.

Once a test has begun the cassette should run without interruption.

On no account should you stop and re-start the cassette during a test.

The contents of each cassette should be clearly labelled.

Before the cassette is despatched, spot checks must be made to ensure that every candidate is clearly audible. Cassettes should then be rewound to the start of side 1.

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STRUCTURE OF THE EXAMINATION

Test 1: Role Plays (about 5 minutes) 30 marks

(a) Each candidate will be examined in two role play situations selected at random by the teacher/examiner from the cards supplied. Each card will contain two situations, both of which will be examined.

A number of alternative cards are supplied, and these should be used at random during each session of examining. Having given the first candidate 15 minutes to prepare his/her two situations, you should hand a different card to the second candidate to prepare while you examine the first candidate. At the end of the examination the first candidate should be asked to give the third candidate a card different from the one he/she has been asked to prepare, and so on.

(b) Unless there are exceptional circumstances (eg speech impediments) each situation should be carried out in full. If the candidate cannot handle one of the tasks set, the teacher/examiner should not leave too long a pause but should lead the candidate on to the next task.

(c) Should a candidate miss out a task, the teacher/examiner should try to guide him/her back to it in as natural a way as possible. It does not matter to moderators that tasks may occur in a different order as long as they are all attempted.

(d) The roles of the candidate and teacher/examiner are indicated on the cards. Teacher/examiners are asked to prepare the situations carefully so that the candidate's tasks follow on naturally from the teacher/examiner's response. Usually, the teacher/examiner has to initiate the dialogue. The teacher/examiner is to assume the role of a well-disposed native speaker with no knowledge of the candidate's first language. Suggested responses are given on pages 13-18 of this document.

For marking pattern, see Table A of the Marking Instructions.

Test 2: Topic (prepared) Conversation (about 5 minutes) 30 marks

Candidates are required to prepare **one topic only**. Suitable subjects might be for example: 'School life', 'Hobbies and pastimes', 'Travel', etc. (These are only examples: candidates should be encouraged to choose topics in which they have a personal interest.) Candidates should be encouraged to prepare different topics within a Centre and should not be allowed to present 'Myself' or 'My life' as topics as these can become too general and can often pre-empt the General (unprepared) Conversation section. Candidates may use illustrative material, eg photographs, if this seems appropriate to their topic, but are not allowed to use written notes of any kind.

The candidate must show quality of preparation, but must not be allowed to deliver a prepared monologue or a series of obviously prepared replies. You, as teacher/examiner, must try to lead the candidate into using a variety of tenses, as candidates who do not show that they are able to convey past and future meaning cannot be awarded a mark in the Satisfactory band or above on Scale (b) (see Table B of the Marking Instructions). In order to extend the candidate as far as possible you should probe, explore, ask for explanations, enlargements, descriptions (how? when? why? tell me a bit more about... etc).

For marking pattern, see Table B of the Marking Instructions.

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Test 3: General (unprepared) Conversation (about 5 minutes) 30 marks

(a) You should normally allow the stipulated length of time for each candidate. Whilst some candidates may dry up after a few minutes, you should persevere with the conversation (eg by complete changes of subject), so that candidates are given every opportunity to do themselves justice.

(b) The discussion of the topic will have paved the way for the unprepared conversation. You should start out from any point of interest noted earlier, or ask general questions relating to the candidate's everyday life, school (subjects, number of periods, times, games, etc), home, town, journey to and from school, free time (evenings, weekends), holidays, hobbies. All candidates can reasonably be expected to have the command of vocabulary and idiom necessary for this. As in the Topic Conversation, you must try to lead the candidate into using a variety of tenses (themes could be visits to other countries, plans for the future, etc) and he or she can then be extended as far as possible. Candidates who do not show that they are able to convey past and future meaning cannot be awarded a mark in the Satisfactory band or above on Scale (b) (see Table B of the Marking Instructions). Precise factual information or knowledge is not required, and candidates should not be penalised for lack of such knowledge. Be ready to pass on quickly to another subject if candidates are obviously out of their depth. Take care to avoid questions which might cause embarrassment, eg where a candidate has only one parent. (Centres are requested to supply such information to the teacher/examiner in advance.)

(c) Candidates should be expected to give natural replies to questions; their answers need not therefore be in the form of complete sentences. You should take care to avoid questions inviting simply 'yes' or 'no' by using a variety of interrogatives, eg when? how? why? how many? how long? with whom? with what? etc.

(d) Questions should be adjusted to the candidate's ability. Candidates should be prompted and encouraged where necessary and long silences should be avoided. On the other hand, do not interrupt a candidate unless you are sure that he or she cannot complete the answer. Incorrect answers should never be corrected, nor answers supplied when none are given. Questions should be rephrased (rather than repeated) in an attempt to maintain the dialogue.

(e) The use of vocabulary or phrases from the candidate's first language should be avoided, except in the case of particular institutions, eg names of examinations, types of school, etc.

(f) Beware of talking too much and giving the candidate credit for what you have in fact said yourself. The onus is on the candidate to show that he or she can converse adequately in the language, but at the same time it is up to you to make sure that the candidate is given every opportunity to do so by following up any opening given.

For marking pattern, see Table B of the Marking Instructions.

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Test 4: Impression 10 marks

At the end of the test you should make an assessment of the candidate's pronunciation, accent and fluency, following the guidelines given in the Marking Instructions. While you may use the opportunity of the candidate's introduction to the topic to assess these factors, your final assessment must be based on the candidate's overall performance. Exceptional performance in the role play situations (ie one in which a fluid and natural conversation develops) should be rewarded by a high impression mark.

For marking pattern, see Table C of the Marking Instructions.

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MARKING INSTRUCTIONS

Completing the Oral Examination Summary Mark Sheet

Test 1 Role plays. 30 marks. Use Table A.

Enter the mark for each task in the ten columns 1–10.

Test 2 Topic Conversation. 30 marks. Use Table B.

(i) A mark out of 15 on Scale (a) Comprehension/responsiveness.
Enter the mark in column 11.

(ii) A mark out of 15 on Scale (b) Linguistic content.
Enter the mark in column 12.

Test 3 General Conversation. 30 marks. Use Table B.

Mark as for Test 2 using Table B.
Enter marks out of 15 in columns 13 and 14.

Test 4 Impression. 10 marks. Use Table C.

Enter the mark (maximum 10) in column 15.

Add the marks and enter the total, in large figures, in the column headed Total Mark. Please double check the addition as even small errors create problems.

Marking: General Principles

1 You are urged to use the full range of marks, bearing in mind that it is not necessary for a candidate to be of native speaker standard in order to be given maximum marks within any single category.

2 The general approach is a positive one and you should award marks based on what the candidate can do rather than deducting marks for errors.

3 Above all else, please be consistent in your marking. The moderation process allows for adjustments to be made to consistently harsh or consistently generous marking. If you are unsure of the mark to award, err on the side of generosity.

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TABLE A – Test 1: Role plays (30 marks)

This part of the examination is primarily a test of the candidate's ability to communicate needs, information, requests, etc, in plausibly life-like situations. Intelligibility is therefore of greater importance than grammatical or syntactic accuracy. However, verbal communication only will be assessed: credit will not be given for gestures, facial expressions or other non-verbal forms of communication. The use of appropriate register and correct idiom will be rewarded. The teacher/examiner will play the part of a patient and well-disposed foreigner with no knowledge of the candidate's first language.

Each of the ten tasks to be performed in the examination will be assessed on the scale below. Candidates will be required to give natural responses, not necessarily in the form of 'sentences': short answers, if appropriate to the task, should be awarded 3 marks.

Marks are awarded as follows:

An accurate utterance which not only conveys the meaning but which is expressed in native idiom and appropriate register. Minor errors (adjective endings, use of prepositions, etc) are tolerated. The utterance is intelligible and the task of communication is achieved.	3
The language used is not necessarily the most appropriate to the situation and may contain inaccuracies which do not obscure the meaning.	2
Communication of some meaning is achieved, but the native speaker would find the message ambiguous or incomplete.	1
The utterance is unintelligible to the native speaker.	0

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TABLE B – Tests 2 and 3: Topic Conversation and General Conversation (2 × 30 marks)

Scale (a) Comprehension/responsiveness. This assesses the candidate's response in terms of comprehension of the teacher/examiner, immediacy of reaction/response, fluency of response, presentation of material in the topic.

Scale (b) This assesses the linguistic content of the candidate's answers in terms of the complexity, accuracy and range of structures, vocabulary and idiom.

NB This table is used for Tests 2 AND 3.

Category		**Mark**
Outstanding	(a) Not necessarily of native speaker standard. (b) The highest level to be expected of the best IGCSE candidates.	14–15
Very good	(a) Generally understands questions first time, but may require occasional re-phrasing. Can respond satisfactorily to both straightforward and unexpected questions. (b) Wide range of mostly accurate structures, vocabulary and idiom.	12–13
Good	(a) Has no difficulty with straightforward questions and responds fairly well to unexpected ones, particularly when they are re-phrased. (b) Good range of generally accurate structures, varied vocabulary.	10–11
Satisfactory	(a) Understands straightforward questions but has difficulty with some unexpected ones and needs some re-phrasing. Fairly fluent, but some hesitation. (b) Adequate range of structures and vocabulary. Can convey past and future meaning; some ambiguity.	7–9
Weak	(a) Has difficulty even with straightforward questions, but still attempts an answer. (b) Shows elementary, limited vocabulary and faulty manipulation of structures.	4–6
Poor	(a) Frequently fails to understand the questions and has great difficulty in replying. (b) Shows very limited range of structures and vocabulary.	0–3

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TABLE C – Impression (10 marks)

Very good pronunciation, intonation and fluency; an occasional slight mistake or hesitation. Not necessarily of native speaker standard.	9–10
Good pronunciation and fluency; makes a fair attempt at correct intonation and expression; some mistakes and/or hesitation.	7–8
A fair degree of fluency and accuracy in pronunciation despite quite a number of errors; some attempt at intonation and expression.	5–6
Conveys some meaning despite a lack of fluency and many errors; pronunciation strongly influenced by first language.	3–4
Many gross errors; frequently incomprehensible.	1–2

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For Role-play Cards One, Two, Three. Role-play A.

A

Kandidat(in): Sie selbst in Ihrem Land
Lehrer(in): deutscher Brieffreund / deutsche Brieffreundin zu Besuch in Ihrem Land

Sie gehen mit Ihrem deutschen Brieffreund/Ihrer deutschen Brieffreundin in die Schule.

L Fragen Sie nach dem Stundenplan für heute.

K Erklären Sie, welche Stunden Sie heute haben.

L Äußern Sie sich dazu. Dann fragen Sie, was er/sie gern lernt und warum.

K Sagen Sie, welche Fächer Sie am liebsten lernen und warum.

L Äußern Sie sich dazu. Dann fragen Sie, wann die Pause ist, und was er/sie in der Pause macht.

K Sagen Sie, wann die Pause ist, und was Sie während der Pause machen.

L Äußern Sie sich dazu. Fragen Sie dann, ob er/sie Pläne für heute Abend hat.

K Schlagen Sie vor, was Sie heute Abend machen könnten (2 Dinge).

L Entscheiden Sie sich für eine der Ideen und äußern Sie sich dazu.

K Erklären Sie, wo Sie das unternehmen können und wie Sie dorthin kommen werden.

L Äußern Sie sich dazu und beenden Sie das Gespräch.

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For Role-play Cards Four, Five, Six. Role-play A.

A

Kandidat(in): Sie selbst in einem Postamt in Deutschland
Lehrer(in): Angestellter/Angestellte im Postamt

Sie sind auf einem Postamt in Deutschland und sprechen mit dem/der Angestellten.

L Begrüßen Sie den Kandidaten/die Kandidatin und fragen Sie: 'Was darf es sein?'

K Sie brauchen Briefmarken für ein Päckchen nach Ihrem Land. Sie wissen aber nicht, welche Sie brauchen. Was sagen Sie?

L Äußern Sie sich dazu. Fragen Sie dann, was im Päckchen ist.

K Sagen Sie genau, was im Päckchen ist.

L Äußern Sie sich dazu. Dann sagen Sie: 'Sie müssen zuerst dieses Formular ausfüllen'.

K Sie wissen nicht, was Sie schreiben müssen und warum. Was fragen Sie?

L Beantworten Sie die Frage – Absender/Zoll usw.

K Sie wollen auch Ihre Eltern anrufen und möchten wissen, ob Sie jetzt vom Postamt telefonieren können. Was fragen Sie?

L Äußern Sie sich dazu. Dann sagen Sie: 'Sie sind doch Ausländer/in. Woher kommen Sie?'

K Sagen Sie, woher Sie kommen und was Sie in Deutschland machen.

L Äußern Sie sich dazu und beenden Sie das Gespräch.

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For Role-play Cards Seven, Eight, Nine. Role-play A.

A

Kandidat(in): Sie selbst in einem Hotel in Deutschland
Lehrer(in): Kellner(in) im Hotel

Sie verbringen einige Tage mit einem Freund/einer Freundin in einem Hotel in Deutschland. Eines Abends wollen Sie im Hotelrestaurant essen. Sie bestellen.

L Begrüßen Sie den Kandidaten / die Kandidatin und fragen Sie: 'Für wie viele Personen?'

K Begrüßen Sie den Kellner/die Kellnerin, und sagen Sie, wie viele Personen Sie sind.

L Fragen Sie, wo sie im Restaurant Platz nehmen wollen.

K Sagen Sie, wo Sie im Restaurant sitzen wollen.

L Geben Sie dem Kandidaten/der Kandidatin die Speisekarte. Dann fragen Sie, was sie als Vorspeisen möchten.

K Wählen Sie zwei Vorspeisen – eine Vorspeise für Sie, eine für Ihren Freund/Ihre Freundin.

L Äußern Sie sich dazu. Dann fragen Sie, was sie als Hauptgericht möchten.

K Wählen Sie zwei Hauptgerichte – ein Hauptgericht für Sie, eines für Ihren Freund/Ihre Freundin.

L Äußern Sie sich dazu. Dann fragen Sie, was sie trinken möchten und bitten sie um ihre Zimmernummer.

K Bestellen Sie etwas zu trinken und beantworten Sie die Frage nach Ihrem Zimmer.

L Äußern Sie sich dazu und beenden Sie das Gespräch.

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For Role-play Cards One, Four, Seven. Role-play B.

B

Kandidat(in): Sie selbst am Telefon
Lehrer(in): Besitzer(in) eines Restaurants in Deutschland

Sie möchten in den kommenden Sommerferien in einem Restaurant in Deutschland arbeiten und haben eine Anzeige in der Zeitung gelesen. Sie rufen den Besitzer/die Besitzerin an.

L Melden Sie sich und fragen Sie, wie Sie helfen können.

K Stellen Sie sich vor und erklären Sie, warum Sie sich für einen Job in einem Restaurant interessieren.

L Fragen Sie den Kandidaten/die Kandidatin, für wie lange er/sie Arbeit sucht und wann er/sie anfangen könnte.

K Sagen Sie, für wie lange Sie Arbeit suchen und wann Sie anfangen können.

L Fragen Sie ihn / sie, was für Arbeit er / sie schon gemacht hat.

K Erklären Sie, wo Sie im letzten Sommer gearbeitet und was Sie dort gemacht haben.

L Fragen Sie dann, ob er/sie noch weitere Auskunft braucht.

K Fragen Sie über die Bezahlung und Arbeitsstunden.

L Geben Sie passende Information und bitten Sie um eine schriftliche Bewerbung.

K Sagen Sie, dass Sie noch Interesse an die Stelle haben und wann Sie schreiben werden.

L Äußern Sie sich dazu und beenden Sie das Gespräch.

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For Role-play Cards Two, Five, Eight. Role-play B.

B

Kandidat(in): Sie selbst zu Besuch bei Ihrem deutschen Brieffreund
Lehrer(in): Vater / Mutter von Ihrem deutschen Brieffreund

Sie verbringen die Ferien bei Ihrem deutschen Brieffreund. Eines Morgens, während er in der Schule ist, sind Sie in die Stadt gegangen. Wenn Sie bei Ihrem Brieffreund zu Hause ankommen, sprechen Sie mit dem Vater/der Mutter Ihres Freundes über den Tag in der Stadt.

L **Begrüßen Sie den Kandidaten / die Kandidatin und fragen Sie, ob er / sie einen schönen Morgen gehabt hat.**

K Begrüßen Sie den Vater/die Mutter Ihres Freundes, und sagen Sie, was Sie sich in der Stadt angesehen haben.

L **Fragen Sie, ob ihm / ihr die Stadt gefällt.**

K Erklären Sie, warum Ihnen die Stadt gefällt (oder nicht gefällt).

L **Fragen Sie den Kandidaten / die Kandidatin, ob er / sie etwas gekauft hat.**

K Sagen Sie, in welche Geschäfte Sie gegangen sind und was Sie gekauft haben.

L **Fragen Sie, für wen er/sie alles gekauft hat.**

K Sagen Sie, für wen Sie alles gekauft haben.

L **Fragen Sie den Kandidaten / die Kandidatin, was er / sie jetzt am Nachmittag vorhat.**

K Sagen Sie, was Sie heute Nachmittag mit Ihrem Freund vorhaben.

L **Äußern Sie sich dazu und beenden Sie das Gespräch.**

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For Role-play Cards Three, Six, Nine. Role-play B.

B

Kandidat(in): Sie selbst auf Urlaub in Hamburg
Lehrer(in): Angestellte(r) bei der Bootsfirma.

Während Ihrer Ferien in Hamburg haben Sie eine Hafenrundfahrt mit dem Boot gemacht. Nach dem Ausflug merken Sie, dass Sie einen Pulli im Boot liegen lassen haben. Sie rufen die Bootsfirma an.

L Melden Sie sich und fragen Sie: 'Wie kann ich Ihnen helfen?'

K Begrüßen Sie den Angestellten / die Angestellte, und erklären Sie dann Ihr Problem.

L Äußern Sie sich dazu und fragen Sie dann, wann genau die Rundfahrt stattgefunden hat.

K Sagen Sie, wann genau die Rundfahrt stattgefunden hat.

L Bitten Sie um eine genaue Beschreibung des Pullis.

K Geben Sie eine genaue Beschreibung des Pullis (2 Details)

L Äußern Sie sich dazu und fragen Sie dann, ob er / sie andere Information hat.

K Sagen Sie, wo Sie im Boot gesessen haben.

L Sagen Sie, dass Sie nachfragen werden. Bitten Sie um die Telefonnummer des Kandidaten / der Kandidatin, und fragen Sie, wann Sie ihn / sie zurückrufen können.

K Bedanken Sie sich. Geben Sie Ihre Telefonnummer und sagen Sie, wann der / die Angestellte Sie zurückrufen kann.

L Äußern Sie sich dazu und beenden Sie das Gespräch.

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