

**Zadanie 1: Rozmowa z odgrywaniem roli**

Podczas wakacji pracowałeś/pracowałaś jako au pair. Rozmawiasz na ten temat z kolegą z Anglii. W rozmowie z egzaminującym porusz poniższe cztery kwestie.

zakres obowiązków

twoje umiejętności

wynagrodzenie i dodatki do pensji

sposób spędzania czasu wolnego

(Rozmowę rozpoczyna egzaminujący).

- 1** Work in pairs. Student A: you are the student. Student B: you are the examiner. Complete the dialogue below.

Examiner What did you do during the holidays?

Student \_\_\_\_\_ (Udziel odpowiedzi).

Examiner Sounds like fun!

Student Fun and hard work! I had to \_\_\_\_\_ (Wymień swoje obowiązki).

Examiner And did you have to do anything that you didn't enjoy?

Student \_\_\_\_\_ (Powiedz, jakie prace nie sprawiały ci przyjemności, i wyjaśnij dlaczego).

Examiner I see. So how did you manage?

Student It wasn't really a problem for me. \_\_\_\_\_ (Opisz swoje umiejętności).

Examiner Do you need any particular qualifications?

Student \_\_\_\_\_ (Udziel odpowiedzi).

Examiner Did you save any money?

Student \_\_\_\_\_ (Udziel odpowiedzi). The salary was \_\_\_\_\_ (Podaj wysokość pensji). I also got \_\_\_\_\_ (Powiedz, jakie dodatki do pensji otrzymałeś/otrzymałaś).

Examiner Not bad. Did you have to work all day?

Student No. I didn't. I had a lot of free time. \_\_\_\_\_ (Powiedz, co robiłeś/robiłaś w czasie wolnym).

Examiner Lucky you.

- 2** Act out the dialogue in pairs. Then swap roles.

## Zadanie 2:

Opis ilustracji i odpowiedzi na trzy pytania

Opisz poniższą ilustrację i odpowiedz na pytania egzaminującego.

Pytania dla egzaminującego:

- 1 Do you think the interview is going well? What makes you think so?
- 2 How would you prepare for a job interview?
- 3 Tell us about a job interview that you or somebody you know have had.



**Zadanie 3: Wypowiedź na podstawie materiału stymulującego i odpowiedzi na dwa pytania**

Popatrz na zdjęcie 1. i zdjęcie 2. Poszukujesz pracy na okres wakacji. Masz do wyboru dwie poniższe oferty pracy w Wielkiej Brytanii.

- Wybierz tę ofertę, która, twoim zdaniem, będzie najbardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe oferty.



Pytania dla egzaminującego:

- 1 What are the advantages of working abroad?
- 2 Are holiday jobs popular among Polish teenagers? Why? / Why not?

**Zadanie 1: Rozmowa z odgrywaniem roli****Teacher's suggestions****Preparation**

Photocopy one copy of the task and dialogue for every two students.

- 1** Write *au pair* on the board and ask students what the job involves (e.g. *prepare meals, play games with the children, help them get dressed, clean up, wash up, drive the children to extra classes, read books to them*).
- 2** Ask students to work in pairs and say what qualifications and personal qualities are needed for this job. In a lower level class, write the words in the *Useful phrases* box below on the board and ask students to choose the most important ones.

**Useful phrases:**

be patient   cook   speak English   drive   like children  
be open to new ideas   use a computer   work in a team

- 3** Ask: *How much do you think an au pair gets paid per week?* (Typically, around €100 per week.) *What else do they get?* (e.g. *food, accommodation, bus/train tickets, language classes*).
- 4** Ask students to work in pairs. In a **lower level class**, hand out the task and ask the students to prepare and act out the dialogue. Then they should swap roles and do the task again. In a **higher level class**, ask the students to create their own dialogues without using the printed dialogue. Remind them that they need to mention all of the points specified in the exam task.



**Zadanie 2: Opis ilustracji i odpowiedzi na trzy pytania****Teacher's suggestions**

In a lower level class do exercise 1. In a higher level class, go straight to exercise 2.

- 1** Write the words in the *Useful vocabulary* and phrases box below on the board.  
Ask students: *What do you think is happening in the photograph?* (A man is having a job interview.) *Who are the people who are asking him questions?* (Interviewers.)

**Useful vocabulary and phrases:**

candidate interviewers (to have) a job interview listen and take notes  
sitting at a table wear formal clothes/a suit

- 2** Ask students to describe the photograph in pairs.
- 3** Tell students to look at the interviewers in the photograph. Ask: *Do they look unhappy or pleased?*
- 4** Ask students to answer examiner question 1 in pairs: *Do you think the interview is going well? What makes you think so?*

In a lower level class, do exercise 5. In a higher level class, go straight to exercise 6.

- 5** Ask students: *What clothes are best for a job interview? Why?* (e.g. *formal/smart clothes for a job in an office because they help create the right impression, less formal clothes for jobs like a waiter or shop assistant. Clothes should always be clean*).
- 6** Tell students to answer examiner question 2 in pairs: *What would you wear to a job interview?*
- 7** Ask students: *Apart from a job interview, where else do you have to wear formal clothes?* (e.g. *a wedding, funeral, confirmation, anniversary, school event*).
- 8** Get the students to answer examiner question 3 in pairs: Describe a situation when you or someone you know had to wear formal clothes.

**Zadanie 3: Wypowiedź na podstawie materiału stymulującego i odpowiedzi na dwa pytania****Teacher's suggestions**

- 1** Ask students to name the shops where these sales assistants are working (*clothes shop, electronics shop*).
- 2** Ask students to work in pairs and say how the jobs are different. In a **lower level class**, write the following ideas on the board and ask them to match the phrases to the three jobs.

*you need to know about computers*

*you need to have good social skills*

*you need to be friendly*

*you need to be able to explain things clearly*

- 3** Ask students to work in pairs. They take it in turns to do the first part of the task (picture comparison).

In a **lower level class**, do exercises 4–6. In a **higher level class**, go straight to exercise 7.

- 4** Ask students: *Why do people work abroad?* (e.g. *an opportunity to meet people from different cultures, the pay is better, working conditions are sometimes better, living conditions can be of a higher standard, unemployment in Poland is high/it's hard to find a job*).
- 5** Ask students: *What jobs do Polish teenagers do in the holidays and why do they do them?* (e.g. *to have pocket money, to have money for holidays/clothes/a car/hobbies, to gain experience, to help their family*).
- 6** Ask students to answer examiner questions 1 and 2 in pairs.
- 7** In a **higher level class**, write the two extra questions below on the board. Ask students to take turns to ask and answer examiner questions 1–2 from the flashcard, and these two extra questions. Each student should ask and answer two questions. They should give at least one argument/reason for each question.

*What's the best way to look for a job?*

*What jobs will probably disappear in the future? Why?*