

# A (1)

Jesteś uczniem zdającym egzamin ustny- Twój partner lub partnerka odgrywa rolę nauczyciela.

## ROLE-PLAY 12 (HIGHER TIER)

### CANDIDATE'S ROLE

#### Instructions to candidates

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

You should address your friend as ty.

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

When you see this – **?** – you will have to ask a question.

Rozmawiasz o swojej przyszłej pracy z kolegą/koleżanką z Polski.

- Przyszła praca – jaka i dlaczego.
- **!**
- Opinia – jedna zaleta i jedna wada pracy.
- Pieniądze – opinia i dlaczego.
- **?** Plany kolegi/koleżanki.

# A<sub>(2)</sub>

Teraz jesteś nauczycielem egzaminatorem - Twój partner lub partnerka odgrywa rolę zdającego egzamin ustny.

## ROLE-PLAY 10 (HIGHER TIER)

### TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *ty*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

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You must begin the role-play by using the introductory text below.

**Introductory text:** *Rozmawiasz z recepcjonistą/recepcjonistką w centrum sportowym w Poznaniu. Ja jestem recepcjonistą/recepcjonistką.*

- 1 Greet the candidate, then ask how you can help.

*Dzień dobry. W czym mogę pomóc?*

- 2 Allow the candidate to say for which sport and for when he/she wishes to book a session.  
! Ask the candidate how many there are in the group.

*Dla ilu osób?*

- 3 Allow the candidate to say how many there are in the group.  
Ask the candidate why he/she and his/her friends like sport. (Elicit **two** reasons).

*Dlaczego lubicie uprawiać sport?*

- 4 Allow the candidate to give **two** reasons why he/she and his/her friends like sport.  
Ask the candidate what he/she and his/her friends will do after the sports session. (Elicit **two** activities).

*Co będziecie robić po zajęciach sportowych?*

- 5 Allow the candidate to name **two** activities he/she and his/her friends will do after the sports session. Say that is good.

*Dobrze.*

- ? Allow the candidate to ask you when to pay.

Say the group will be able to pay on arrival.

*Będziecie mogli zapłacić, jak przyjdziecie.*

# A (3)

**Jesteś nauczycielem egzaminatorem - Twój partner lub partnerka odgrywa rolę zdającego egzamin ustny.**

## Card I Teacher's Notes

**Theme: Local, national, international and global areas of interest**

**Topic: Global issues**

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Co widzisz na fotografii?'. You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Co widzisz na fotografii?
- Dlaczego niektórzy lubią jeździć na rowerze?
- Jakim środkiem transportu ostatnio jechałeś/aś? Dokąd?
- Co myślisz o samochodach? ... Dlaczego?
- Jak będziesz dbać o środowisko w swoim domu w przyszłości?

## Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Current and future study and employment

## Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Polish, 'Is there anything you want to ask me?'



# A (4)

Teraz jesteś uczniem zdającym egzamin ustny- Twój partner lub partnerka odgrywa rolę nauczyciela.

## HIGHER TIER

### Card J Candidate's Photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **home, town, neighbourhood and region.**



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Co widzisz na fotografii?
- Porównaj miasto z fotografii z miejscem, w którym obecnie mieszkasz.
- Gdzie chciałbyś/abyś mieszkać w przyszłości? ... Dlaczego?

# B (1)

Jesteś nauczycielem egzaminatorem - Twój partner lub partnerka odgrywa rolę zdającego egzamin ustny.

## ROLE-PLAY 12 (HIGHER TIER)

### TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *ty*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

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You must begin the role-play by using the introductory text below.

**Introductory text:** *Rozmawiasz o swojej przyszłej pracy z kolegą/koleżanką z Polski. Ja jestem twoim kolegą/twoją koleżanką.*

- 1** Ask the candidate what job he/she would like to have in the future and why.  
*Jaką pracę chciałbyś/abyś mieć w przyszłości? ... Dlaczego?*
- 2** Allow the candidate to say what job he/she would like to have in the future and why.  
**!** Ask the candidate where he/she will study next year.  
*Gdzie będziesz się uczyć w przyszłym roku?*
- 3** Allow the candidate to say where he/she will study next year.  
Ask the candidate to name **one** advantage and **one** disadvantage of his/her chosen job.  
*Co myślisz o swojej wybranej pracy? Podaj jedną zaletę i jedną wadę.*
- 4** Allow the candidate to give **one** advantage and **one** disadvantage of his/her chosen job. Ask the candidate if money is important to him/her and why (not). (Elicit an **opinion** and a **reason**).  
*Czy pieniądze są dla Ciebie ważne? ... Dlaczego (tak/nie)?*
- 5** Allow the candidate to say if money is important to him/her and why (not).  
Say you understand.  
*Rozumiem.*
- ?** Allow the candidate to ask you a question about your future plans.  
*Give an appropriate answer.*

# B (2)

Teraz jesteś uczniem zdającym egzamin ustny- Twój partner lub partnerka odgrywa rolę nauczyciela.

## ROLE-PLAY 10 (HIGHER TIER)

### CANDIDATE'S ROLE

#### Instructions to candidates

Your teacher will play the part of the receptionist at a sports centre in Poznań and will speak first.

You should address the receptionist as Pan/Pani.

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

When you see this – **?** – you will have to ask a question.

Organizujesz zajęcia dla siebie i dla grupy kolegów/koleżanek. Rozmawiasz z recepcjonistą/recepcjonistką w centrum sportowym w Poznaniu.

- Zamówienie – rodzaj sportu i na kiedy.
- **!**
- Uprawianie sportu – podaj **dwie** pozytywne opinie.
- Po zajęciach sportowych – **dwie** czynności.
- **?** Zapłata – kiedy.



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- Co widzisz na fotografii?
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**Theme: Local, national, international and global areas of interest**

**Topic: Home, town, neighbourhood and region**

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- Porównaj miasto z fotografii z miejscem, w którym obecnie mieszkasz.
- Gdzie chciałbyś/abyś mieszkać w przyszłości? ... Dlaczego?
- Co ostatnio robiłeś/aś z kolegami/koleżankami w Twojej dzielnicy?
- Gdzie, Twoim zdaniem, jest lepiej mieszkać - w mieście czy na wsi? ... Dlaczego?

## Part 3 - General Conversation

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