

A Gap Year

Zoom in

1 Work in pairs. Imagine you are planning to take a gap year and look for a job.

Student A: Prepare a presentation for your future employer.

- Decide what job you would like to apply for.
- Make a list of your strong and weak points considering the aspects below.

Student B: Listen to student A's presentation and decide if you would employ him/her. Give reasons.

interpersonal skills

creativity

talents

patience

self-discipline

ability to work under pressure

organisational skills



Practise

GET SMARTER

Gdy rozwiązujesz zadanie polegające na układaniu fragmentów zdań, najpierw ustal, czy należy utworzyć zdanie twierdzące, przeczące czy pytające oraz do jakiego momentu w czasie ma się ono odnosić (teraźniejszości, przeszłości lub przyszłości).

Pamiętaj, żeby dodać brakujące wyrazy, takie jak przedimki (*a, an, the*), przymyki (np. *on, about, with*) oraz czasowniki posiłkowe (np. *do, have*), aby utworzyć poprawne zdania lub pytania.

EXTENDED

1 Read the sentence and the prompts. Decide what the time reference is and how many words are missing. Then write the sentences.

- I didn't realise I'd have to work with youngsters. They (should / tell / me) _____ this fact.
time reference: past / present / future
number of words missing: _____
- What personal qualities (you / suppose / have) _____ get this job? Maybe I could apply.
time reference: past / present / future
number of words missing: _____
- The company (look for / suitable / candidates) _____ for a couple of months now with no success.
time reference: past / past continued till present / future number of words missing: _____

EXAM TASK

Układanie fragmentów zdań

2 Uzupełnij zdania 1–4, wykorzystując podane w nawiasach wyrazy w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów. Uwaga: w każdą lukę możesz wpisać maksymalnie sześć wyrazów, wliczając w to wyrazy już podane.

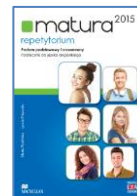
- I'm not sure I'm communicative enough to work as a shop assistant. Good interpersonal skills (regard / essential) _____ in this job.
- I'm sorry I didn't answer the phone. When you rang, I (work on) _____ my first CV.
- I think my first day at work will be stressful. I (not / use / work) _____ for eight hours a day!
- (I / just / graduate) _____ university when I got my first job offer. I felt very lucky!

EXAM TASK

Układanie fragmentów zdań

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- It (be / better) _____ I hadn't taken up this job. I've got no time for my friends now.
- Who (suppose / tell) _____ what to do? There's no one around to ask!
- I find this job very hard. (I / not / use / do) _____ creative work.
- (I / not / capable) _____ doing this job ever in my life. It's far too demanding, so I'm not going to apply.



Warm-up

On the board write down the following groups of words:

1. *always have and could a to trees I flowers work loved so I work gardener as*
2. *want kind were to of job when child you did what do you a*

Ask students to work in pairs and put the words in the correct order. Tell them to decide first which sentence is a statement, and which - a question. Ask them to pay attention to the word order. Check as a class.

Lead-in

Elicit if students know what a gap year is. Ask them to work in pairs and talk to each other whether they would like to take a gap year and where they would like to go. Have a class discussion. Elicit what kind of jobs they could do if they were abroad and wanted to work for some time during their gap year. Ask them to decide what job they would most like to apply for.

Exercise 1

Students work in pairs. They prepare a presentation for their future employer on their strong and weak points considering the aspects mentioned in the exercise. Then students take turns and give their presentations to their partner. After they finish, they tell each other whether they would give each other the job, and give their reasons. Ask selected students to give their presentations to class.

Lead-in

Tell students that you are going to dictate four sentences to them. Tell them to write down what they hear even if they think the sentences are incorrect.

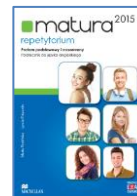
1. *If you feel unhappy your job, you should hand your notice.*
2. *Some professions, like physiotherapist or geriatric physician, are going to be very popular in future.*
3. *Instead of go to university, every young person should have a chance take a gap year and travel for over six months.*
4. *I never choose study a subject if I know it have no career prospects.*

Ask students to work in pairs and correct the sentences. In sentences 1-2 they need to complete them with missing words, and in 3-4 they need to put all the verbs in the correct form. Check as a class. Elicit what kinds of words were missing in 1 and 2 (1 - prepositions, 2 - articles), and what kind of verb forms they had to use in 3 and 4 (tenses, to-infinitive, gerund, conditional).

Ask students to work in pairs and decide how far they agree with the sentences 1-4. Have a class discussion.

Answers:

1. *If you feel unhappy **in** your job, you should hand **in** your notice.*
2. *Some professions, like **a** physiotherapist or **a** geriatric physician, are going to be very popular in **the** future.*
3. *Instead of **going** to university, my brother **decided to take** a gap year and **has been travelling** for over six months.*
4. *I **would** never **choose to study** a subject if I **knew** it **had** no career prospects.*



Practise

Students read the Get Smarter box. Elicit what kinds of words are always missing in sentence completion tasks (grammatical or function words).

Exercise 1

Students work in pairs. They decide what time reference is for each sentence and whether they are declarative or interrogative sentences. Then they complete the sentences. Check as a class. Elicit if those three steps of sentence (time reference, statement/question, completion with missing words) are a good idea.

Exam task 2

Students work individually. They complete sentences paying attention to the steps mentioned in exercise 1. After they finish, they compare their answers in pairs. Check as a class. Elicit which sentence caused most difficulty.

Extra activity

Ask students to work in pairs. Tell them to choose 4 sentences from any exercise or text in unit 4 and write an exam task with sentence completion for their classmates to solve. Encourage them to use different tenses and grammatical structures. When students finish, they exchange their exercise with another pair and solve them. Then they check one another's tasks and give one another's feedback on the mistakes. Elicit which sentences caused most difficulty for students to solve. Alternatively, you can choose some sentences and write them down on the board for the whole class to solve.

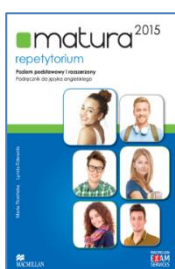
Exam task 2

Students work individually. Give them 3-4 minutes to complete the task. After they finish, they compare their answers in pairs. Check as a class. Elicit which sentence caused most difficulty.

Homework

Ask students to choose two sentences from every earlier unit of the book (1-3) and write a sentence completion exam task. Tell them to choose a variety of grammatical structures, prepositions, auxiliary verbs, etc.

At the beginning of the next class, ask students to work in pairs and exchange their 6 sentences. Students complete each other's task and give each other feedback on mistakes. Alternatively, you can collect students' tasks, edit them if necessary and use them later for warm-ups or revisions.



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