

Mind the Map!



Word Map

STEP 1

Kolorem niebieskim lub czarnym wpisz do mapy wyrazowe słowa i wyrażenia, które już znasz.





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2 Wstaw wyrazy i wyrażenia do odpowiednich kolumn tabeli.

Wygląd zewnętrzny

belt ● slim ● handsome ● beard ● plump ● wavy ● ugly ● trainers ● waistcoat ● receding ● casual ● necklace ● high heels ● ring ● muscular ● pierced ears ● shoulder-length ● obese ● good-looking ● outfit ● moustache ● fat ● jewellery ● checked ● attractive ● spotty ● dyed ● uniform

APPEARANCE	BUILD	HAIR	SPECIAL FEATURES	CLOTHES	ACCESSORIES

3 Przyporządkuj wypowiedzi do odpowiednich cech charakteru.

Cechy charakteru

- | | |
|---|---------------|
| 1 I cried at the end of the film. It was so sad. | a patient |
| 2 Jody, you tidy up the room and Fran, you put the biscuits on plates. | b pessimistic |
| 3 I want to start my own company and become a successful businessman. | c sensitive |
| 4 Don't worry, I can wait. Let's try it again. | d ambitious |
| 5 Did you know? I've got two diplomas with distinctions and a government scholarship. | e easygoing |
| 6 I don't mind – I'll be fine with that. | f shy |
| 7 I'm sure I'll come last in the race. I always do. | g bossy |
| 8 I'll stay at home. I'm not very keen on meeting new people. | h big-headed |

1	2	3	4	5	6	7	8
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4 Zakreśl właściwe słowa, aby uzupełnić zdania.

- Don't worry about our dog – he's very **friendly/sympathetic**.
- Anna's very **sincere/clever** at maths, and **helpful/sociable** when I can't do my homework!
- I think you were really **brave/independent** to do that parachute jump from the plane! I'm much too **cowardly/insensitive**.
- This story Dave wrote shows he is very **outgoing/imaginative** and also that he has a great **sense/feeling** of humour.
- It isn't good to be **oversensitive/overconfident** in an exam.
- My sister is a wonderful person. She's kind, **selfish/good-natured** and is always in a good **mood/sense**.



5 Zakreśl właściwe słowa, aby uzupełnić zdania. Następnie porozmawiaj z kolegą/koleżanką o sytuacjach, w których tak się czujecie.

Uczucia i emocje, zainteresowania

- | | |
|---|---|
| 1 I get annoyed/exhausted when I make silly mistakes in my work. | 5 I get nervous/embarrassed when I have to take an examination. |
| 2 I get angry/bored when I haven't got anything to do. | 6 I get worried/depressed when it's rainy and dark all the time. |
| 3 I get excited/embarrassed when I say something silly in class. | 7 I get tired/worried when I can't find something important. |
| 4 I get excited/fascinated when I'm going to a big party with friends. | 8 I get scared/surprised when I watch a horror film on my own. |



STEP 2

Wróć do strony 1 i kolorem zielonym dopisz do mapy wyrazowej słowa i wyrażenia, które zapamiętałeś/zapamiętałaś.

Mind the Map!

Nazwa testu: Sample Wordmapper task selection

Podręcznik: Matura. Poziom podstawowy. Repetytorium z testami

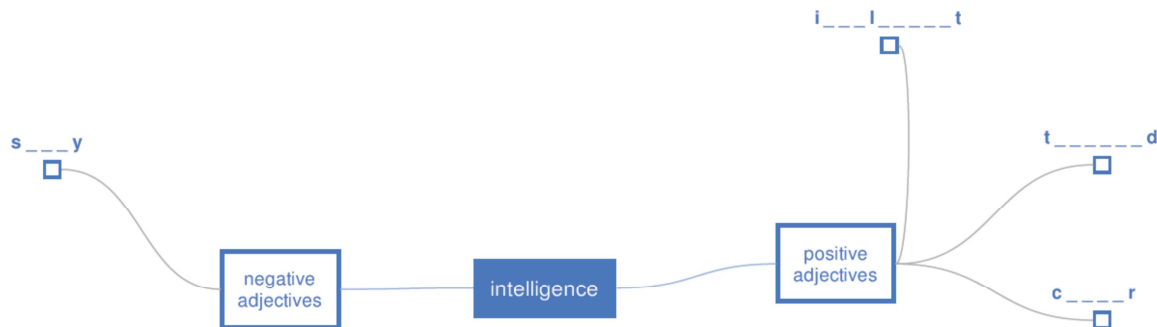
Temat maturalny: **Człowiek**

Poziom: **MEDIUM**

Liczba punktów/Ocena:

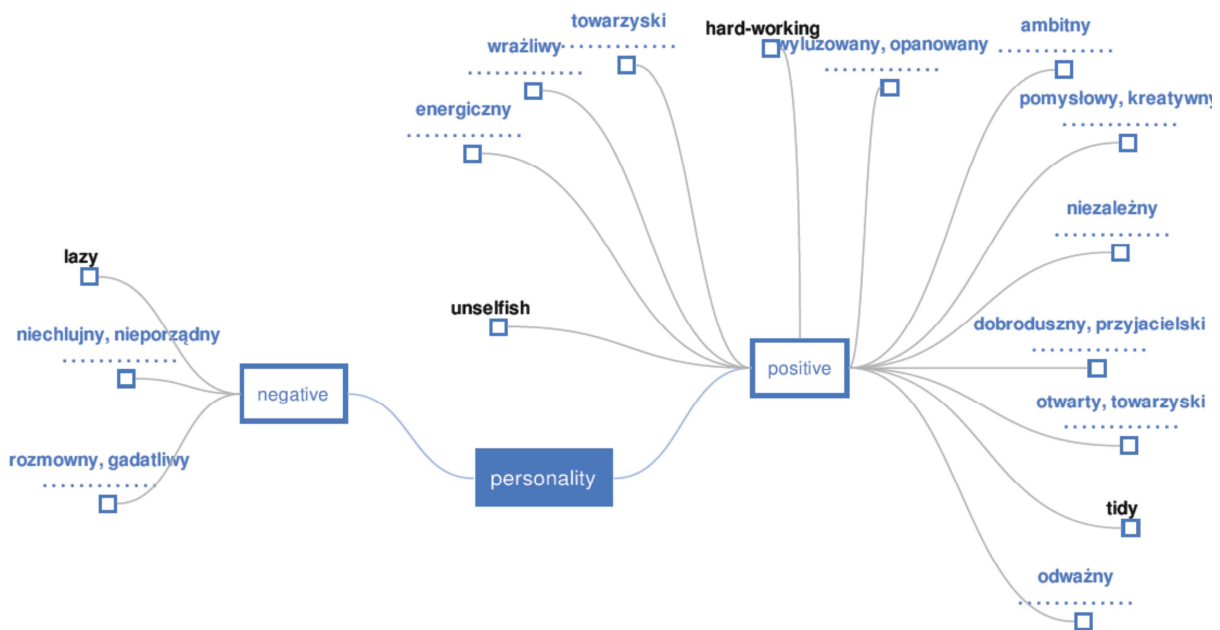


Zad. 1. *Uzupełnij brakujące litery w słowach/zwrotach* Podtemat: **Cechy charakteru >> inteligencja**



Zad. 2 *Przetłumacz na język angielski*

Podtemat: **Cechy charakteru >> osobowość**





Mind the Map!

Warm-up

On the board or IWB, draw a 2-column table. In column 1 put in: *personal data; appearance; features of character; feelings & emotions; ethical problems*. In column 2 put in: *divorce; slim; untidy; single; nervous*. Ask your students to do the matching. Rationale: activating the main nodes of the mind map dealing with the topic 'Człowiek'.

Lead-in / STEP 1

Distribute copies of the sample worksheet, one per student. Get the students to work individually and add several words to the mind map under STEP 1. Give them 3-4 minutes for this. Rationale: initial stock-taking of the relevant vocabulary, preparing students mentally for the main body of work to follow afterwards.

In class

Work through the sample worksheet (page 2) with your students. Rationale: extending students' vocabulary in selected sub-themes.

Exercise 2 [appearance]: get the students to work either in pairs or groups of three. In pairs, they each get three boxes; in groups of three they get two boxes each. The students fill in their boxes with all the words they think are appropriate, then compare and copy the words from their fellow student(s), so that all the boxes get filled eventually.

Exercise 3 & 4 [features of character]: best done individually, then compared with fellow student(s). Also a good opportunity for the students to use a good dictionary if needed.

Exercise 5 [feelings, emotions]: get your students to see that in most cases there is no single correct answer to a particular item so they can really choose the adjective that reflects how they actually feel. Once they have made their choices, get them to work in pairs and justify/ briefly comment/ give an example for each of the items.

Round-off / STEP 2

Ask students to go back to the mind map on page 1 of the sample worksheet and add as many items as they wish, based on the materials covered in class today. Important: they should use a different colour for STEP 2!

Homework/ follow-up for next class

Get your students to work through the partially filled word maps on page 3 of the sample worksheet. Note: the vocabulary selection reflects the material covered on page 2 of the worksheet. The word maps are generated using the free **Word Mapper** software available at <http://www.macmillan.pl/matura-repetytorium>

Go to www.macmillan.pl/matura-repetytorium
and prepare more word maps and tests for matura!