

Teacher's Notes

Zadania maturalne, Temat: Człowiek

Type of activity: individual work, pairwork

Focus: curriculum topic - CZŁOWIEK, Matura Exam tasks (poziom podstawowy – dobieranie, krótki tekst użytkowy; poziom rozszerzony – słowotwórstwo, transformacje)

Level: B1

Time: 45 minutes

Preparation: Make a copy of the Student's Worksheet for each student

Procedure

1. If you decide to do the lesson as a form of revision, you can ask the students to write down as many words connected with the topic 'CZŁOWIEK' as they know. This can be made into a competition – give the students a 2-3 minute time limit and give a reward to the person who comes up with the most words in that time.
2. Focus the students' attention on TASK 1. Tell students that very often if a word from a headline appears in the paragraph, it's a distractor. Rather, they should read paragraphs for their general meaning and look for words connected with the topic. Then ask the students to do the task in pairs.
3. Students do the exam task – TASK 2.
KEY: 2.1B, 2.2H, 2.3C, 2.4G, 2.5A, 2.6F, 2.7D
4. TASK 3 is a warm-up for the writing task. If you feel that your students are weak and need more time to write a letter, you may ask the students to do TASK 3 during the lesson and set TASK 5 as their homework.

KEY:

Hi Tim,

I **write** (correct: 'm writing) to tell you that I met a great girl at a party last weekend. Her name is Sue and she **is going** (correct: goes) to the same school as I do.

Well, I have to say she is very **pretty** (correct: pretty) – tall and slim, **which** (correct: with) long blond hair. She's definitely my type! She's very clever, **to** (correct: too). She **get** (correct: gets) mainly As in all subjects. And we share the same interests. She likes the same kind of music and she loves basketball. She trains twice a week and she plays in the school team. Cool, right?

Anyway, I hope you can meet her soon. Maybe at my birthday party next month?

Cheers,

Ben

5. As an introduction to this task, you can ask the students if they remember what word-building is. Say a few words out loud and see if they can build other words from them (e.g. tidy, talkative, predict etc.). Some of the words from the table are used in the exam task afterwards.

NOUN	VERB	ADJECTIVE	ADVERB
society	-	social	socially
communication		communicative	communicatively
friend	-	friendly	-
intelligence	-	intelligent	intelligently
attraction	attract	attractive	attractively
meeting	meet	-	-
teenager	-	teen	-
possibility	-	possible	possibly
thought	think	thoughtless/ful	thoughtlessly/fully
fright	frighten	frightening	frighteningly

6. If you feel that you have enough time, you can ask the students to read the text, ignoring the gaps, and say if they agree with the opinions in the text. You can mention that it's a good exam strategy to read the whole text first to understand it before filling in the gaps.

KEY:

6.1 teenagers

6.2 socially

6.3 communicate

6.4 possibility

6.5 meeting

7. Write two sentences on the board: *She's always very patient* and *She's never impatient*. Ask the students if they mean the same. Then focus the students' attention on TASK 7 which introduces students to paraphrasing.

1. ✗ A. What does your best friend look like?

2. ✓ A. Mary usually does everything before the deadline

3. ✗ A. I don't own a car at the moment.

4. ✓ A. I don't know how she does it, but she's always slim.

8. Ask the students to do TASK 8.

KEY:

8.1. is always the last to

8.2. is Mary doing

8.3. I usually get up

8.4. 'm always on time

8.5. does your avatar look like

