

# Teacher's Notes

## Zadania maturalne, Temat: Kultura

**Type of activity:** individual work, pair work

**Focus:** curriculum topic – CULTURE, Matura Exam tasks (poziom podstawowy – wielokrotny wybór; poziom rozszerzony – układanie fragmentów zdań, pisanie – rozprawka, zadanie ustne nr 3)

**Level:** B1

**Time:** 45 minutes

**Preparation:** Make a copy of the worksheet for each student

### Procedure

1. Warm-up: revise vocabulary connected with culture. One way of revising material through fun activities is by playing noughts and crosses (or tic, tac, toe). The rules are the same as in the regular game, but to be allowed to put a cross or a nought in a given square, the student needs to answer a question. Divide the students into two groups (one writing noughts and the other one crosses), draw a grid on the board with different tasks on it and play the game as usual. The grid below is based on vocabulary – in order to win a point/turn, the students need to explain the meaning of a given word. Other options are to ask the students to give synonyms, correct mistakes in sentences or speak for 45 seconds on a given topic.

inspiring	audience	emerald
embarrassed	fiddle	sill life
whisper	sculptor	conductor

2. Tell the students that in the new version of the exam they will have to recognise the author's intention. Elicit different reasons why texts are written. Give hints by enumerating different types of text (novel, postcard, book review, history coursebook, etc.)

3. Distribute the handouts. Ask the students to do TASK 1. Draw their attention to different words in the text which are used to mislead the examinee (you may ask the students to underline these distractors and then circle those words or phrases which helped them to choose the correct answer).

**KEY:** A – to warn, B – to invite, C – to encourage.

3. The students do exam TASK 2. Show the students that in the new exam tasks, the texts are much shorter, with only one question per text (one for general meaning, one for specific information, one for the author's intention).

**KEY:** 2.1. B, 2.2. A, 2.3. C

4. Ask the students about how they write essays. Find out how many students plan their writing and who just sits down to write. Ask the students about the advantages of writing a plan (gives them time to think, helps them to include all the parts of an essay, enables them to gather ideas, etc.). Ask the students to work in pairs to complete the plan in TASK 3. Elicit ideas/arguments from the students. Set TASK 4 as homework.

5. Introduce a new task type – in this activity the students have to write the missing parts of sentences using the words given. One common mistake made by students in this task is omitting prepositions or articles. Remind the students to watch out for phrasal verbs, prepositional verbs and, if you have time, quickly revise the rules of article use.

### KEY

1. My father (give/smoke/much) *gave up smoking more than* three years ago.
2. There (be/no/point/call/he) *is no point in calling him* now.
3. Mr Hull did not (seem/be/satisfied) *seem to be satisfied with the* reception that he received.
4. If he (not/eat/such) *hadn't eaten such a* big pizza, he wouldn't have suffered from a stomach ache.
5. The students do exam TASK 6.

### KEY

- 6.1. Mark started doing more exercise
- 6.2. don't you take up jogging
- 6.3. would have warned him against doing
- 6.4. will be lying by the pool
6. As an introduction to the exam speaking task, ask the students to think about a poster that they would use to promote an event at their school (TASK 7). Each student in a pair has to think about their own poster, so that later they can discuss which one is better and perhaps reach a compromise.
7. TASK 8 is to be done in writing – tell the students to use the space provided to write their answers to the exam questions. If necessary, this task can be set as homework.