

# Teacher's Notes

## Zadania maturalne, Temat: Dom



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

**Focus:** curriculum topic – DOM, Matura Exam tasks (poziom podstawowy – wielokrotny wybór, dłuższy tekst użytkowy; poziom rozszerzony – dobieranie, zadanie ustne nr 2)

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

**Level:** B1

**Time:** 45 minutes

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

### Procedure

1. The lesson can begin with a vocabulary revision. Here are some words connected with the topic, which you can write on the board.

accommodation	suburbs	busy
crowded	nightlife	bungalow
building	property	residence
lawn	interior design	to move
neighbourhood	ancient	

**Options:** 1. Ask students to choose 6 words and write their definitions, 2. Read out the definitions and ask students to choose the word from the board to match it.

2. Ask students if they have ever written a blog on holiday. Ask what you can write about in such a blog. Then tell students to do Task 1.

**KEY:**

8 days ago

In a bungalow, near the beach; it's not the best, but it was cheap

The cathedral, the parliament, the palace

It's good, better than in her hometown

She went on a trip outside the city, but the bus was late and had no air conditioning; she got off at the wrong bus stop

3. Draw students' attention to the exam task questions in Task 2 (you can read them aloud with weak students). Tell students to read the text again and choose the correct answer. In the feedback you can ask students to explain why the other options are incorrect.

**KEY:** 2.1C, 2.3A, 2.3C, 2.4B, 2.5D, 2.6A, 2.7D

4. Move on to the writing work (Tasks 3 and 4). Start off by asking students if they have ever moved house. Then give students 5 minutes to prepare for the conversation in TASK 3. Then ask students to speak for 5 minutes.

5. You may not have enough time to do TASK 4 in the class. If so, set this task as students' homework.

6. Direct students' attention to TASK 5. Ask them what they look at while doing this type of activities (linking words, pronouns *it*, *they* etc.). If you have a weaker group of students it may be difficult to elicit this information and so it may be advisable to say it explicitly.

**KEY:**

A4, B6, C1, D2

7. Students do TASK 6.

**KEY:**

1E, 2B, 3F, 4D

8. If you have time you can begin TASK 7 by asking students what they see in the picture (without looking at the description on the worksheet). It is also possible to read the words and explain the meaning. Also, if you have plenty of time, you can ask students to make sentences with the vocabulary from the table to use the words in context.

**KEY:**

suburbs
detached
looks
lawns
bedrooms
place
commute
nightlife

9. Do TASK 8. Give students two minutes to work individually in the questions. Then, ask them to work in pairs. Finish the activity by asking questions to individual students.