

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

**Focus:** curriculum topic – PODRÓŻOWANIE I TURYSTYKA, Matura Exam tasks (poziom podstawowy – prawda/fałsz; poziom rozszerzony – test wyboru, zadanie ustne nr 1, rozprawka)

**Level:** B1

**Time:** 45 minutes

**Preparation:** Make a copy of the Worksheets for each student (worksheet B is different for Student A and Student B)

### Procedure

1. Warm-up: write these words on the board: Marco Polo, Orient Express, Amelia Earhart, Robert Scott. Ask what these words have in common. Answer – they all refer to travelling (Marco Polo was an explorer from Venice famous for voyages in the 13th century; the Orient Express was a famous luxury train running between Paris and Istanbul; Amelia Earhart was a famous female pilot; Robert Scott attempted to be the first man to the South Pole)
2. Distribute Worksheet 1. The students do Task 1.  
**KEY:** 1b, 2d, 3a, 4e, 5c  
All of these words can be linked by a sea journey.
3. Ask the students to read the text quickly to find out whether Magellan managed to circumnavigate the globe.
4. The students read the text and do Task 2.  
**KEY:** 1F, 2T, 3F, 4F, 5F, 6F
5. Inform the students that one exam strategy is to read the questions before they read the text. It does not work for everyone, but to find out if this strategy suits them, they are going to approach an exam task in exactly this way. The students do Task 3.
6. The students do Task 4. After they finish, ask whether they found this particular strategy helpful.  
**KEY:** 1C, 2B, 3B, 4D, 5A
7. Put the students into pairs. Distribute Worksheet B (different for Student A and Student B). Tell the students that they are going to act out an exam, one of them being the examinee and the other the examiner. Give them 3–4 minutes for preparation.

8. The students work in pairs to generate ideas for the writing task (TASK 7). After the students have done the activity in pairs, extract answers by asking individual students the questions. Set Task 7 as homework.

**Optional:** if you have time, brainstorm ideas for different parts of the essay. Draw the outline below on the board, and ask the students what can be included in each part of the essay.

### Introduction

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### Main Body

#### Arguments for

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#### Arguments against

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### Conclusion

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