

Type of activity: individual work, pair work

Focus: curriculum topic – STATE AND SOCIETY, Matura Exam tasks (poziom podstawowy : parafraza zdań, e-mail; poziom rozszerzony: tekst z lukami – dobieranie, częściowe tłumaczenie)

Level: B1

Time: 45 minutes

Preparation: Make a copy of the worksheet for each student, provide a dictionary (preferably monolingual) for each student

Procedure

1. If you use the worksheets for revising Unit 9, you may start by going over new or problematic vocabulary. A good way of doing so is to play **JEOPARDY**. The rules are the same as in the TV quiz show – students have to ask questions for the words given. For example, a student chooses 'London' and has to ask "What is the capital city of England?" or "In which city is the British government located?" etc.

Further rules of the game are to be decided by the teacher, depending, for example, on the number of students. You may divide students into two/three/four groups. You can either give each group the same set of words to write questions for, or you may have 3-4 rounds in which individual students from each group come to the board and write a question to score a point for their team. If you use the second scenario, you will need to prepare more words.

2. Distribute the handouts. Remind the students that from 2015 they will have to do Use of English even at the basic Matura level. Then focus their attention on the task. Tell the students that sometimes the same words may be used in a pair of sentences to trick them, so they have to look for meaning rather than individual lexical items.

The students do TASK 1

KEY:

1.1 ✓ 1.2 x 1.3 x 1.4 ✓ 1.5 x

3. Direct the students' attention to TASK 2. In the exam, there are only two sentences in this activity, but for the sake of practice, we have decided to include more examples here. Tell the students that ALL of the options are grammatically correct, so they are not looking for mistakes, but differences in meaning. The students do TASK 2.

KEY

2.1 A 2.2 B 2.3 A 2.4 B

4. Focus the students' attention on TASK 3. Its aim is to help the students to gather the necessary vocabulary to do the writing task below. Circulate around the classroom, helping the students with vocabulary if necessary.
5. The students do TASK 4. This can also be a home assignment. Once the students have finished writing, if you have time and feel that they may find such an activity interesting, you may introduce (or briefly remind them about) the assessment criteria, and ask the students to swap their emails and check each other's work according to the new criteria.

6. Distribute the dictionaries. The aim of TASK 5 is to make the subsequent reading easier. If you have time, you may engage the students in a vocabulary game in which they have to write a simple quiz about the meaning of the words given. To save time, you can give each student a different word to work on, or divide the students into groups to work on several words together. The idea is to write two definitions, one correct and one wrong, of the word. The rest of the class can guess which definition is the correct one.

Example: *realm*

A) territory, sphere or kingdom

B) actually existing, not imagined

Correct definition: A

7. Tell the students to read the text in TASK 6, ignoring the gaps, and report on what the text is about. Introduce this strategy as a useful technique for dealing with gapped texts. Then ask the students to read the text again and complete it with the missing sentences.

KEY

6.1 F 6.2 C 6.3 D 6.4 A

8. The final task in the lesson deals with translations, one of the most difficult skills in second language use. It's a good idea to engage the students in translation tasks of all kinds. Here comes an example in which they need to do it in the reverse order to that used in the exam. Such activity may help the students to realise certain cross-linguistic features.

KEY

7.1 musiała świetnie się bawić

7.2 mogłeś złamać nogę

7.3 Niemożliwe, żeby Laura była / została zaproszona

7.4 mógł być Tom / to Tom mógł

7.5 gdybym nie zdał

7.6 przyszedłbym wcześniej

9. The students do TASK 8. Draw their attention to two major issues where students often have problems. First, they have a tendency to skip 'minor' words, such as prepositions, articles or auxiliaries. Second, students write the exact translation without considering whether it makes sense in English or if the collocation is correct, e.g. w domu – *in home.

KEY

- 8.1 must have got lost
- 8.2 can't have been at
- 8.3 have been more careful
- 8.4 wouldn't have known
- 8.5 had eaten too many cakes