

## Zadania maturalne, Temat: Sport

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

**Focus:** curriculum topic – SPORT, Matura Exam tasks (poziom podstawowy – dobieranie, wypowiedź pisemna; poziom rozszerzony – wielokrotny wybór, zadanie ustne nr 2)

**Level:** B1

**Time:** 45 minutes

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

### Procedure

1. Warm-up: to revise vocabulary connected with sport, bring pictures (or write the names on the board) of famous sports people. Also, give a list of different disciplines, including the ones that the sportspeople in the pictures practice. Ask the students to work in pairs to match the pictures (or names) with the disciplines and write 5–6 words connected with each discipline. To give a smooth transition from the warm-up activity to TASK 1, you can use the picture of Usain Bolt.
2. Draw the students' attention to TASK 1. Explain that a new task will appear in the basic level of the exam, namely filling in gaps in the text with sentences. The task will be written in such a way that it will not be enough to rely on back reference, but the examinee will have to understand the whole text/paragraph to choose the correct answer. Encourage the students to read the text first, without looking at the options, and try to understand its meaning.
3. The students do TASK 1  
**KEY**
  1. Sprint racing, cricket, high jump, hurdles, relay race
  2. Winning three medals at the Olympics in 2008
  3. Class Three at Western Champs
4. The students do TASK 2.  
**KEY**
  - 2.1. c
  - 2.2. a
  - 2.3. d
5. If you use the task with 1st and 2nd graders, tell them that there will be changes in the writing part of the exam they will take. There will only be one text to write, and the word limit is shorter than now. This is partly because the beginning and the ending of the letter or email will be given. If you work with 3rd graders, you may modify the task by changing the word limit.

6. The students do TASK 3. Before they start to re-write the text, remind them explicitly to pay attention to the word limit.

### KEY

Element not mentioned: advantages and disadvantages of organising such an event

Elements not developed: the account of the preparation, the description of an activity, explaining the choice of the meeting place

7. TASK 4 can be given to the students as homework.
8. Again, explain that there will be a new task in the extended part of the exam. Tell the students that one of the questions will be based on differentiating between fact and opinions. The students do TASK 5.

### KEY

**Opinions:** the 'no-boredom' element which attracts so many people, there is no more to this hype than good PR;

**Phrases:** I guess, the way I see it (also: I reckon, I believe, to my mind, my view is, etc.)

**Facts:** CrossFit is gaining increasing popularity all over the world, there are more than 6,000 affiliated gyms in the US alone

**Phrases:** accounts show, according to the surveys (also: according to the research results, studies show, it's been officially stated, etc.)

9. The students do TASK 6

### KEY

6.1. B

6.2. B

6.3. C

6.4. A

6.5. A

10. One of the exam preparation techniques is to look at the task from the point of view of the examiner, helping the students to determine what is expected from them or predict what they might be asked to do. In TASK 7, the students try to predict what the examiner may ask them. Before the students start writing their questions, remind them that the first one has to ask for speculations about the people/situations in the picture, the second task refers generally to the topic presented, and the third requires the examinee to describe a situation.
11. TASK 8 can be given to the students as homework.