

Zadania maturalne, Temat: Żywnienie

Type of activity: individual work, pairwork

Focus: curriculum topic – ŻYWIENIE, Matura Exam tasks (poziom podstawowy – dobieranie krótki tekst użytkowy; poziom rozszerzony – luki sterowane, zadanie ustne nr 3)

Level: B1

Time: 45 minutes

Preparation: Make a copy of Worksheet for each student, one dictionary per pair of students

Procedure

1. Start the lesson by writing these titles on the board:

Come Dine with Me (in Polish: Ugotowani)

Hell's Kitchen

The Naked Chef

Nigella Bites

Ask the students if they know what these titles are. Elicit a few names of Polish culinary shows. Encourage discussion about students' likes and dislikes concerning this type of entertainment.

2. Distribute the Worksheets and dictionaries. Ask the students to check the meaning of the words in Task 1, and possibly write a sentence using each word. Some of these words may have appeared in the discussion in the previous activity.
3. Ask the students to do Task 2 and match the heading with the paragraphs. Optionally, you can ask students to read the text first to answer one comprehension question, e.g. 'Which news from the text surprises you most?' If you're working with a weaker group of students you may read the headings aloud first to make sure that they understand them.

KEY: 1E, 2D, 3A, 4H, 5B, 6F, 7C

4. Ask the students about the criteria for evaluating writing tasks. Make sure that they know that it is mandatory to include all of the 'bullet points' in the message. Having done that, direct the students' attention to Task 3. Ask them to read the answer to find out what is missing (2nd and 3rd pieces of information). Later, the students must re-write the message to include the missing information.

5. Task 4 can be given to the students as homework. Optionally, you can include peer evaluation, in which students check each other's writing (the same can be applied to Task 3).

6. Ask the students to do Task 5.

KEY: B, 2B, 3B, 4A, 5A

7. Then ask the students what types of word can appear in the gaps in this type of activity. These are words with similar meaning, different verb forms, prepositions and linking words. Explain that sometimes it is easier to choose the correct word if you know the broader context. Therefore, it is advisable to first read the text and then choose the answers. Ask the students to read the text in Task 6, ignoring the gaps. To give them an incentive to read, ask the students to read the text and say if the idea described in it appeals to them.

8. The students do Task 6.

KEY: 1D, 2B, 3D, 4A, 5D, 6A

9. Revise the requirements for the third task of the oral exam. Ask the students what they have to do in this part of the exam.

10. The students do Task 7.

KEY: The examinee chooses poster A.

11. Ask the students to do Task 8 – in a format similar to the student's answer in Task 7. If you run out of time, this task can be given to the students as homework.