

Zadania maturalne, Temat: Zakupy i usługi

Type of activity: individual work, pair work

Focus: curriculum topic – SHOPPING AND SERVICES, Matura Exam tasks (poziom podstawowy: mini-dialogi, zdania z lukami; poziom rozszerzony: test luk, pisanie – artykuł publicystyczny)

Level: B1

Time: 45 minutes

Preparation: Make a copy of the worksheet for each student

Procedure

- Write the following on the board:

_____ once

to look _____

_____ a disadvantage

_____ a short notice

Tell the students that all of these expressions can be completed with one word. Ask what the word is (AT). Then write **to have a good _____ -consuming**. Say that in this example the last word of the first phrase is the first word of the second phrase. Elicit the answer (TIME). This introduction will demonstrate what the students need to do in TASK 1. Distribute the worksheets.

KEY

- Part
 - In
 - Shop
 - Eye
 - For
 - hair
 - Mind
 - Lie
 - In
 - Break
 - Up
 - Of
- If you have time, and if the students enjoyed this activity, you can ask them to work in pairs and write a few more examples of this kind on a separate piece of paper. Then the pairs can swap their sheets and do the language task created by their peers.
 - The students do TASK 2.

KEY

- 2.1. B
- 2.2. A
- 2.3. C
- 2.4. B

- The students do the pre-task for the exam activity. Tell them not to look at the individual word, which may be misleading, but look at the mini-conversations more holistically.

KEY

1. E
2. G
3. D
4. C
5. F
6. A
7. B

- The students do the exam task.

KEY

- 1.1 B
- 1.2 A
- 1.3 C
- 1.4 A

- The students do TASK 5. Explain that in this kind of activity they may be expected to do kinds of operations: putting the verb in the correct form, adding a preposition to make a phrasal verb, changing nouns into adjectives, etc.

KEY

- Shopper
- Savings
- Had been informed
- Cashier
- Memorable
- Must have gone
- Uneventful
- Took up

- Direct the students' attention to TASK 6. Before the students do the exam task, tell them that it is important to first read the text so that they know what it is about – this will make it easier for the students to fill the gaps. Therefore, ask the students to read the text, ignoring the gaps, to find out what kind of text it is and what the author's opinion is (It's a bad review of a film).

- The students do TASK 6.

KEY

- 6.1 happiness
- 6.2 being
- 6.3 columnist
- 6.4 unpredictable

- Before the students do TASK 7, elicit from them what makes a good article, without looking at the options given in the exercise. Then direct the students' attention to the points.

KEY B, F, H, I

Again, go over the features that are missing from the list.

- Put the students into pairs to brainstorm ideas for the article. After a few minutes, you may ask some pairs to present their ideas in front of the whole class.
- Writing the article (TASK 9) can be given to the students as homework.