

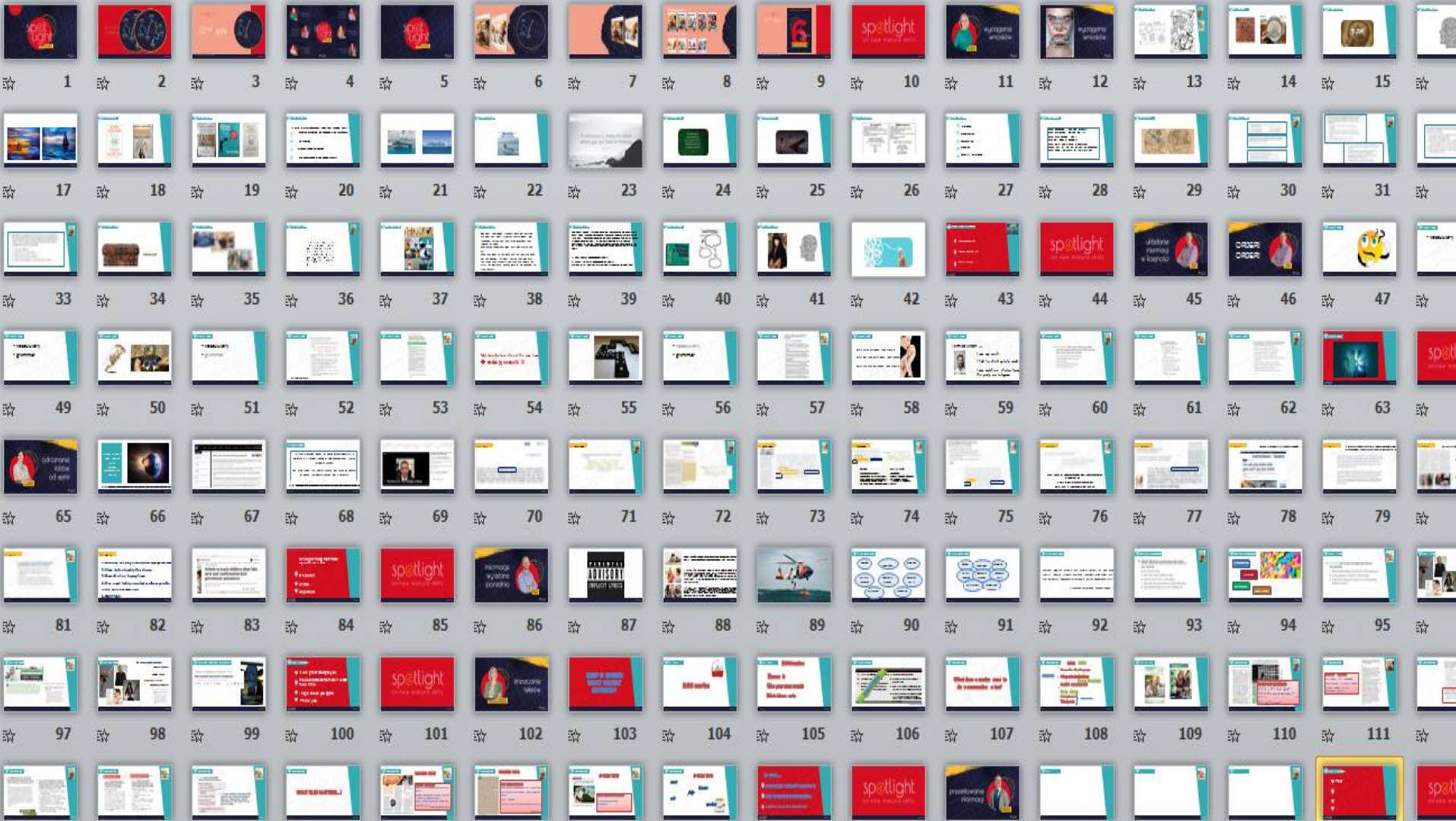
spotlight

on new matura skills

prezentowanie informacji



**GRZEGORZ
ŚPIEWAK**





AT THE BEGINNING WAS ...

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Podstawa programowa kształcenia ogólnego

z komentarzem



**Dobra
Szkoła**

Szkoła podstawowa
Język obcy nowożytny



MINISTERSTWO
EDUKACJI
NARODOWEJ

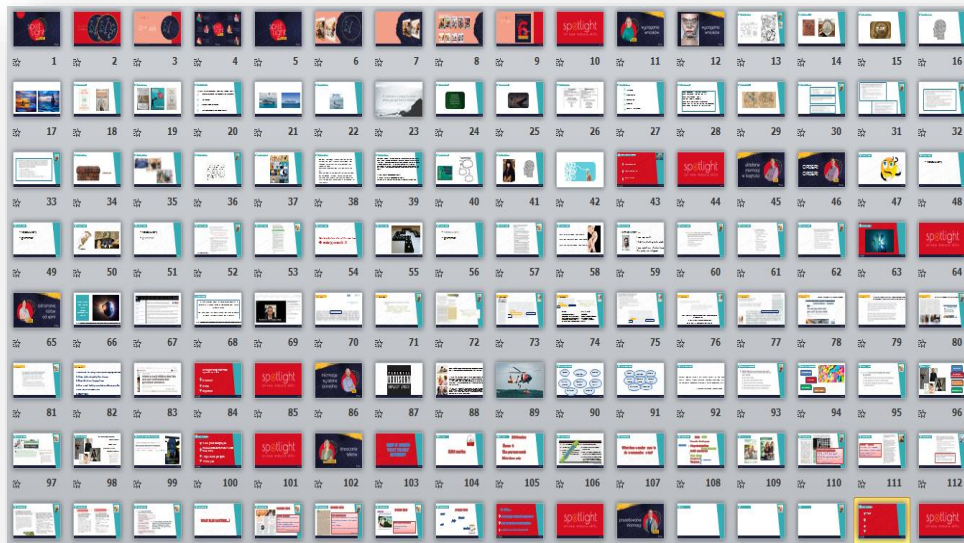


OŚRODEK
ROZWOJU
EDUKACJI



WHAT'S NEEDED ... ?

Preambula podstawy programowej kształcenia ogólnego dla szkoły podstawowej	5
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draw concl



read between the



distinguish facts from ...



summarize key inf ...

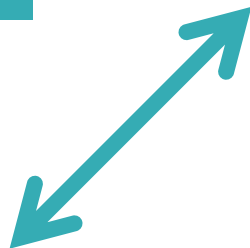


work out an optimal seq ...





PRESENTING INFO IS TRULY ...



Integrating skills

Integrating skills

1 Look at the list of issues which might be important for teenagers. Choose the five which you think are most important for you.

looking fashionable • being fit and healthy
having a family • having friends • having enough money
getting good marks at school • using social media
finding time for your hobbies/interests
having the latest gadgets • having plans for the future
being part of a group • having (some) freedom

2 Work with a partner. Compare your choices. Then answer the following question:

Which of the issues do you sometimes argue about with your parents, teachers or friends?

3 Read the blog entry and choose all the sentences which are true about the text. Write the answers in your notebook.

TEEN REBELS – A DYING BREED?

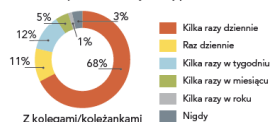
Teenage rebels are no longer what they used to be. When I was 16, I was a rocker and would wear heavy black boots and T-shirts with skull images. My son laughed out loud when I showed him some of my old photos – he is a different person to who I was at his age: he is a sporty, muscular type who wants to play basketball in the NBA. My daughter is a really good student as she wants to study medicine in the future. Although they're teenagers and I'm their dad, we wear similar clothes and have quite similar tastes in music and films. Their only sign of rebellion is refusing to spend more time with us, their parents – they prefer to socialise online or play online games. Maybe it's because they don't really have anything to rebel against? Of course, there are still serious problems in the world that they could protest about, but back in 1950s America, when the rebellious teenager was born, young people rebelled not just against wars and social injustice, but first of all against their parents – their boring jobs, moral values, their fashions and tastes in just about everything. The teenage rebels thought they knew how to mend the world – by being different from their parents. Now children and teenagers have become the centre of our Western world – we spend a lot on entertainment, fashion and technology, which are developed simply to fulfil their needs. Of course, my children have to become adults and find out who they really are. It's not the same as rebellion and should be viewed as a healthy part of growing up. But do they actually need to rebel against us when we are offering them a sense of security and belonging?

In the text, the author

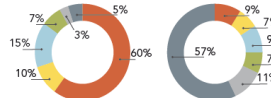
- expresses sadness that his children seem to have different attitudes to his.
- explains why teenagers do not rebel against their parents any more.
- invites other parents to change their approach to their teenage children.
- advises other parents on how to best manage a teenage child's rebellion.
- gives information on teenage rebellion in the 1950s.

4 In your notebook, complete the notes for your homework project with the information from the diagrams.

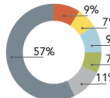
Jak często komunikujesz się przez Internet?



Z kolegami/koleżankami ze szkoły



Z kolegami/koleżankami spoza szkoły



Z rodzicami

Notes for my presentation

Problem: How teenagers communicate with parents and friends on the Internet

Data for Polish teenagers:

- >> 68% of Polish teenagers communicate with their friends from school a few times a day – and 12% – (1) a day
- >> about 60% of Polish teenagers communicate with other friends a few times a day – and (2) % – once a day
- >> only 16% of Polish teenagers communicate with their (3) once or more times a day, but almost 57% of teenagers (4) contact them via the Internet

Questions:

Does this mean that teenagers lack enthusiasm when it comes to communicating with their parents and should this be seen as a sign of their rebellious behaviour? Or do they simply prefer to communicate with them using different methods?



For the next class, prepare a short presentation on how British and American teenagers communicate with their friends and parents. Search the Internet to find the answers to the following questions:

- How often do teenagers communicate with their friends and how often with their parents?
- Is there a difference between the means of communication used with a) friends and b) parents?
- Are the results of your study similar or different to the information about Polish teenagers in 4?





FIRST, A LITTLE EYE TEST ...

K
N O
W L E
D G E M
A D E T O
B E S H A R
E D E F P T O

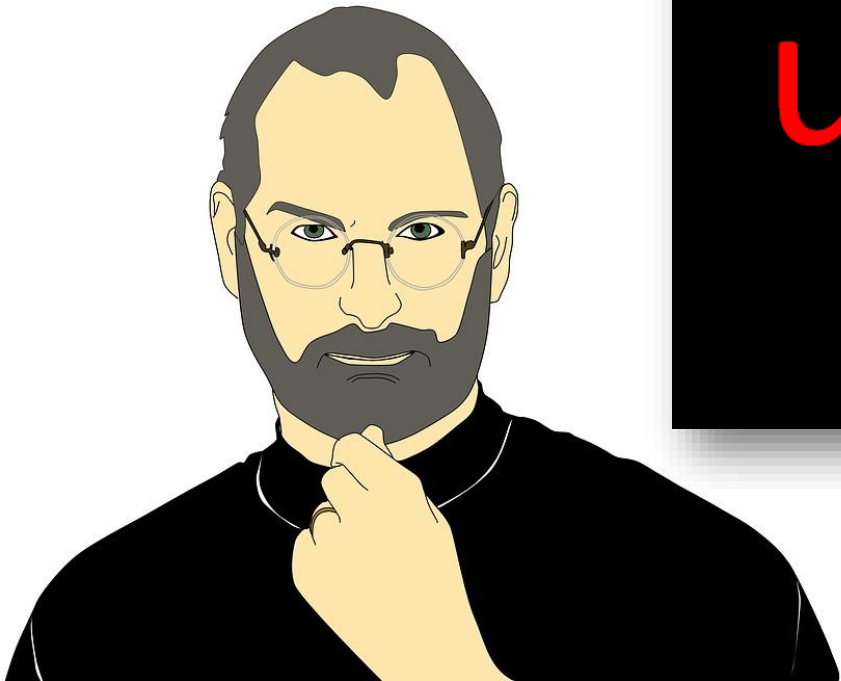
www.eyechartmaker.com



... OR, TO BE PRECISE:

KNOWLEDGE IS
MADE
TO BE
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ARED





unselection

KNOWLEDGE IS
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TO BE
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ARED

LESSON 1



FOR INSTANCE ...



For the next class, prepare a short presentation with a partner on how Polish and British teenagers aged 14–16 spend their free time.






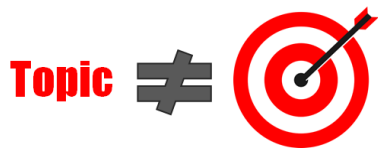
Topic



???



Topic \neq  !!!



For the next class, prepare a short presentation with a partner on how Polish and British teenagers aged 14–16 spend their free time.



Angielskie nastolatki mają znacznie gorzej niż polskie !



W UK chłopaki robią to samo co w Polsce, za to dziewczyny ...



YOUR idea ... 😊 ??



TEACH THEM TO SPOT SUCH



**TWO THIRDS OF BRITISH TEENS SPEND
THEIR FREE TIME IN**



KNOWLEDGE
IS
MADE
TO BE
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ARED

LESSON 1

message

well, you know what
they say... a JPEG
is worth 1,024 words



KNOWLEDGE IS
MADE
TO BE
E SH
ARED

LESSON 2



LESSON 2 ...



"The role of new technologies in modern communication"





LESSON 2 ...

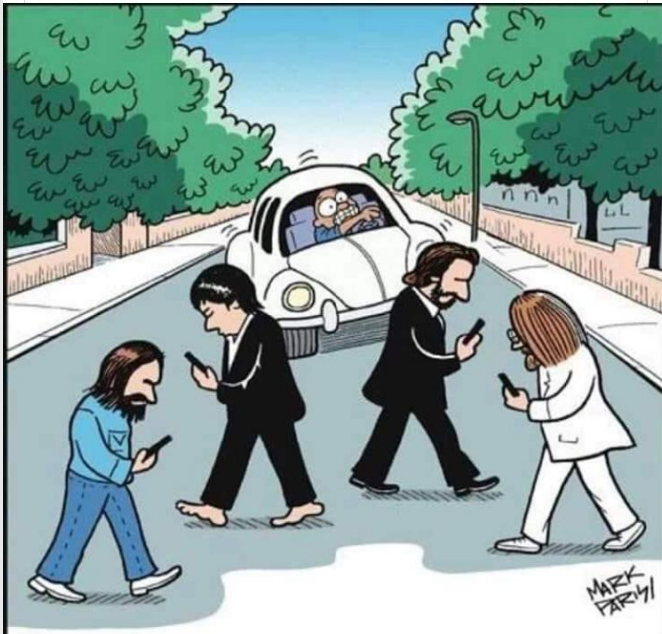


Sacrificium Intellectus

29 października 2018 · 🌐



Abbey Road in 2019.



“The role of new technologies in modern communication”

PICTURE 1 OR PICTURE 2 ...?

JUSTIFY ...?

WHY NOT THE OTHER ONE ...?



PICTURE 1 OR PICTURE 2 ...?

WHY ...?

WHY NOT THE OTHER ONE ...?



The people look happy. • It shows clearly ...

- The reason I chose this is because ... • I would choose picture 1/2. • The photo shows ... • However, the other picture isn't so good. • In my opinion, the best picture is ...
- That's because ... • I wouldn't choose the other picture.
 - The people are probably ...

Choosing a picture	Giving reasons	Rejecting a picture	Giving reasons



KNOWLEDGE
IS
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ARED

LESSON 2

argument



LESSON 1



Tip

W tym zadaniu należy wybrać jedną z ilustracji i uzasadnić swój wybór. Możesz odnieść się do niektórych szczegółów zdjęcia, aby wyjaśnić, dlaczego je wybierasz, ale nie opisuj całej ilustracji.

- 1) Read the speaking task below and extracts from two students' answers. Which answer is better? Why?

Wraz z kolegami i koleżankami przygotowujesz prezentację na temat roli nowych technologii w komunikacji między ludźmi. Wyraż swoje zdanie na temat dwóch proponowanych zdjęć, które moglibyście wykorzystać w prezentacji.

- Wybierz z zdjęcie, które wydaje Ci się bardziej odpowiednie, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.



- A I would choose the first picture for the presentation. It shows some young people. They are outside and they're sitting on some stairs, I think. They're wearing summer clothes so I think it's quite warm. One boy is using a tablet and I think the others are using mobile phones. They look happy.

- B I would choose the first picture. It shows young people using the phone to communicate and for

STEP BY STEP

speaking

8

- 2) Read another student's answer. What reasons does the student give for choosing one picture and rejecting the other one?

I would choose the second picture. That's because it shows some young people using technology at work to communicate with other people. I believe it is very important to have online meetings because our lives are very busy today and it helps save time. Also, we do not need to travel so much and this helps the environment. It makes everything quicker and easier and that's good. The other picture, however, shows teenagers using phones and tablets, but I am not sure if they are really communicating. Maybe they are looking at photos or browsing the Net. In my opinion the second picture shows the idea of communicating with technology more clearly.

- 3) Copy the table into your notebook and complete it with the phrases below.

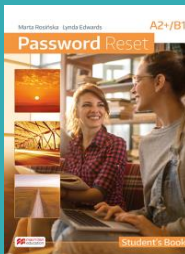
The people look happy. • It shows clearly ...
The reason I chose this is because ... • I would choose picture 1/2. • The photo shows ... • However, the other picture isn't so good. • In my opinion, the best picture is ...
• That's because ... • I wouldn't choose the other picture.
• The people are probably ...

Choosing a picture	Giving reasons	Referring to the pictures	Rejecting a picture

- 4) Work in pairs. Take turns to do the speaking task and answer the two questions.

TEST IT! Wraz z kolegami i koleżankami z klasy zamierzasz wziąć udział w kampanii, której celem jest zainteresowanie dzieci naukami ścisłymi. Wyraż swoje zdanie na temat dwóch poniższych plakatów, które moglibyście wykorzystać w kampanii.

- Wybierz z zdjęcie, które wydaje Ci się bardziej odpowiednie, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.



KNOWLEDGE IS
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LESSON 3

‘Learners might be made aware of gaps in their **productive** knowledge if they are required to **speak in unfamiliar genres**’

Douglas Biber (1989)

“A typology of English texts”. *Linguistics*, 27(1), 3-44.
<https://doi.org/10.1515/ling.1989.27.1.3>





ENTER ...

Pecha Kucha





A SAMPLE ...





KNOWLEDGE
IS
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E SH
ARED

LESSON 3

timing

HOW TO POWER **YOUR POINT?**



CZYLI SUPER PREZENTACJA
KROK PO KROKU

macmillan
education

ODCINEK 1

**JAK
OKREŚLIĆ...**



ODCINEK 2

**JAK ZAPLANOWAĆ
SUPER
PREZENTACJĘ?**



ODCINEK 3

**JAK DOBRZE
ZACZAĆ
- I SKOŃCZYĆ**



ODCINEK 4

**JAK ZROBIĆ
SUPER SLAJD**



ODCINEK 5

**JAK MÓWIĆ,
ŻEBY CIĘ
SŁUCHALI**



spotlight

on new matura skills