

Matura Focus 5

Podręcznik wieloletni

Na czym polega wymóg wieloletniości?

Zgodnie w rozporządzeniem Ministra Edukacji Narodowej z 8 lipca 2014 roku, aby otrzymać numer rekomendacji, podręczniki muszą spełniać kryteria wieloletniości. Oznacza to, że powinny być tak skonstruowane, żeby mogły z nich korzystać trzy kolejne roczniki uczniów. Poniższe punkty opisują dwa zawarte w rozporządzeniu wymogi, które znacznie wpływają na sposób wykonywania zadań przez ucznia. Według rozporządzenia podręcznik:

- „nie zawiera opisu sprawdzianu i egzaminów (...) oraz zadań egzaminacyjnych wykorzystanych w arkuszach egzaminacyjnych sprawdzianu i egzaminów;
- w przypadku pytań, poleceń, zadań i ćwiczeń zawartych w podręczniku w postaci papierowej, wymagających udzielenia przez ucznia pisemnej odpowiedzi – zawiera informację, że odpowiedzi tej nie należy umieszczać w podręczniku; miejsca w zadaniach i ćwiczeniach, które powinny być wypełnione przez ucznia, są zaciemnione i przedstawione w sposób uniemożliwiający uczniowi wpisanie odpowiedzi w tym miejscu.”

Jak podręcznik wieloletni *Matura Focus 5* przygotowuje do egzaminu maturalnego?

Pomimo że *Matura Focus 5* jako podręcznik wieloletni nie zawiera odnośników do egzaminu maturalnego ani jego opisu, nadal skutecznie przygotowuje do matury na poziomie dwujęzycznym. Przykładowo, lekcje na słuchanie i czytanie zawierają zadania o charakterze maturalnym (*Listening Focus* i *Reading Focus*), a we wszystkich lekcjach powtórzeniowych (*Focus Review*) występują ćwiczenia utrwalające umiejętności konieczne do wykonania na egzaminie zadań w zakresie znajomości środków językowych, słuchania, mówienia i pisania.

Szczegółowa tabela pokazująca, jak poszczególne komponenty kursu *Matura Focus 5* rozwijają umiejętności niezbędne by zdać egzamin maturalny na poziomie dwujęzycznym, znajduje się na stronie 11.

Jak wyglądają zadania w *Matura Focus 5* i jak je wykorzystywać na lekcji?

Aby zadania ćwiczeniowe w *Matura Focus 5* nie straciły swojej wartości merytorycznej, zachowano w nich luki, które uczniowie muszą uzupełnić poprawnymi odpowiedziami. Nie wpisują ich jednak w podręczniku, tylko zapisują w zeszytach.

5 In your notebook, write the correct adjective in red for each gap.

- 1 My grandma accepts all people. She is completely unprejudiced.
- 2 My friend is very [?]. She always puts other people first.
- 3 Even though he is ninety, my grandfather is still [?] enough to do crosswords and sudoku puzzles.
- 4 I think that dogs are more [?] pets than cats.
- 5 My brother is very [?] – he never compromises.
- 6 She is [?] and realistic whereas I am idealistic and impractical.
- 7 He is [?], especially towards people in authority.

GRAMMAR AND LANGUAGE IN FOCUS LESSONS

+ corresponding lessons in Matura Focus 5 Workbook

GRAMMAR FOCUS and LANGUAGE FOCUS boxes with rules and lists of structures

Grammar rules with extra practice at the back of the book

3.3 Grammar

Transitive and intransitive phrasal verbs
I can identify and use transitive and intransitive phrasal verbs

GRAMMAR FOCUS
Transitive vs intransitive
Transitive phrasal verbs have an object.
Can you do without the object? (NOT disappear without me)
Intransitive phrasal verbs do not have an object.
Hang on, the basket's full!
Some phrasal verbs can be both transitive and intransitive.
They're always the same.
The waitress is always down.
Separable vs inseparable
Some phrasal verbs are separable, i.e. the object can come between the verb and the particle.
They put the lunch off of Sunday.
They put off the lunch on Sunday.
Note: When the object is a pronoun (it, them, etc.), it must come between the verb and the particle.
Other phrasal verbs are inseparable, i.e. the object must come after the particle.
I can't get on with my parents. (NOT I can't get my parents on)
Note: Some phrasal verbs are transitive and inseparable. Can never get round to visiting a proper meal after work.

6 pairs, read out the sentences. Add the objects if there is one and where necessary. Some sentences may not require an object.

7 pairs, match extracts a-c with pictures 1-3. Write your answers in Exercise 1 right! Decide what action you would give each person.

8 pairs, match extracts a-c with pictures 1-3. Write your answers in Exercise 1 right! Decide what action you would give each person.

9 pairs, match extracts a-c with pictures 1-3. Write your answers in Exercise 1 right! Decide what action you would give each person.

3.4 Language in Focus

Particles in phrasal verbs
I can identify the meaning of common particles in phrasal verbs

GRAMMAR FOCUS
Particles in phrasal verbs
I can identify the meaning of common particles in phrasal verbs

1 Look at the photos and match them with the sentences choosing the appropriate particle.

2 In your family, one person cooks dinner and the other washes and dries.

3 I'm always off on my own but I don't mind it.

4 I don't mind it when I'm on my own but I don't like it when I'm on my own.

5 I don't mind it when I'm on my own but I don't like it when I'm on my own.

6 In your notebook, write the appropriate phrasal verb from the LANGUAGE FOCUS for each gap. The meaning must match the phrase in brackets.

7 In your notebook, write the appropriate phrasal verb from the LANGUAGE FOCUS for each gap. The meaning must match the phrase in brackets.

8 Read the sentences. Put the meaning of up in each case? Discuss in pairs.

9 In pairs, follow the instructions below.

10 In pairs, follow the instructions below.

11 In pairs, follow the instructions below.

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33 In pairs, follow the instructions below.

REFERENCE AND PRACTICE

3.3 Phrasal verbs

Resource 14
A dozen tips on how to get bigger tips
3.4 language in Focus (phrasal verbs)

1. Be ready to help even if you're not asked.	If a guest asks you to do something, do it.	Put the pizza out for them, etc.
2. Offer some help with the washing.	Up at the end of the day so a nice pattern towards the kitchen sink.	Take apart from children, etc.
3. When serving bottled drinks, never pour.	Put the menu to everyone at the table.	Take apart from children, etc.
4. If you happen to break or spill something, carry on.	Put the menu to everyone at the table.	Take apart from children, etc.
5. Remember to speak.	Put the menu to everyone at the table.	Take apart from children, etc.
6. If you don't have to come.	Put the menu to everyone at the table.	Take apart from children, etc.
7. When you are serving a drink with a straw.	Put the menu to everyone at the table.	Take apart from children, etc.
8. Don't let the customer ask for anything.	Put the menu to everyone at the table.	Take apart from children, etc.
9. Keep your staff a guest.	Put the menu to everyone at the table.	Take apart from children, etc.
10. If a dispute with a guest ends.	Put the menu to everyone at the table.	Take apart from children, etc.
11. Remind guests to drink.	Put the menu to everyone at the table.	Take apart from children, etc.

Structures highlighted in context

Personalised activities

Structures presented in reading or listening texts

Photocopiable activities for either Grammar or Language in Focus lessons in the Teacher's Book

LISTENING LESSONS

Audioscripts from listening lessons used in the Workbook to practise vocabulary

REMEMBER THIS boxes with tips on language use

3.5 Listening

Multiple matching
I can identify and match information from listening texts

1 Look at the photos and match them with the food words in the box.

2 Discuss the questions in pairs.

3 Listen to five people talking about various food experiences. Write down the name of the food.

4 Listen to five people talking about various food experiences. Write down the name of the food.

5 Discuss the questions in pairs.

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Exam-like listening tasks in LISTENING FOCUS

3.5 Listening Language Practice

Expressions + phrases + idioms with food

1 Read the extracts. Put the missing article in the gaps A-F, whenever it is necessary.

2 Read the extracts again. Choose the correct options to complete the expressions. Use a dictionary if necessary.

3 Read the underlined expressions from the extracts in the correct form to rewrite the parts of the sentences or paragraphs.

4 Complete the sentences using the idioms from Exercise 4.

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Practice activities for vocabulary items from the listening texts

Activities involving personalisation

SPEAKING LESSONS

Useful phrases presented in context

Useful phrases listed in SPEAKING FOCUS boxes

Extra speaking practice in the Workbook

REMEMBER THIS boxes with tips on language use

3.6 Speaking
Responding appropriately in conversation
I can use language flexibly and effectively for communication.

- Ask the cartoon and discuss the questions in pairs.
- What do you think is happening in the cartoon?
- What is the relationship between the people?
- What do you think the situation is like? Why?

2. Listen to some extracts from the dinner conversation in the cartoon. Write your guesses in Exercise 1 correctly?

3. Listen again. In your notebook, write one word for each gap. Then check your answers with the SPEAKING FOCUS.

4. Listen again. In your notebook, write one word for each gap. Then check your answers with the SPEAKING FOCUS.

5. Look at the prompts. In pairs, take turns to create appropriate responses using phrases from the SPEAKING FOCUS.

6. Act out your conversation for the class. Can you guess the situation?

3.6 Speaking
Responding appropriately in conversation

1. Copy out the relevant words in each phrase.

2. Complete the conversation with the words from the box. There are two extra words.

REMEMBER THIS
Use as a simple way to begin a conversation, change the subject, fill a silence or introduce a subject. This is very common in everyday speech.

3. Complete the conversation. Fill in each gap with a word from the box. There are two extra words.

FUNCTION PHRASE BANK: SPEAKING

Unit 1
Speculating about appearance
Propozycja na temat wyglądu

Unit 2
Responding appropriately in conversation
Odpowiedzi właściwie odpowiedzi w rozmowie

Unit 3
Giving supporting examples
Podawanie przykładów uzasadniających wypowiedzi

WRITING LESSONS

+ corresponding lessons in Matura Focus 5 Workbook

WRITING FOCUS boxes helping students recognise the structure of different types of texts

Useful phrases and structures listed in LANGUAGE FOCUS boxes

3.7 Writing
A proposal
I can write a proposal recommending future action.

1. What is a health-promoting school? Read the leaflet to find out. Then discuss the questions in pairs.

2. Read the text in pairs, and the information it asks you to include.

3. Read the proposal and answer the questions in your notebook.

4. Read the WRITING FOCUS. In your notebook, make a list of phrases in people from the proposal for the lesson.

5. Read the LANGUAGE FOCUS. Which of the structures can you find in the proposal?

6. Read the WRITING FOCUS. In your notebook, combine the parts of sentences using the words in capital letters. Use the LANGUAGE FOCUS to help you.

7. Read the introduction from a proposal. In your notebook, rewrite the recommendations replacing the underlined words. Use the WRITING FOCUS to help you. Make any other changes if necessary.

8. Read the LANGUAGE FOCUS. Which of the structures can you find in the proposal?

9. Read the WRITING FOCUS. In your notebook, combine the parts of sentences using the words in capital letters. Use the LANGUAGE FOCUS to help you.

10. Read the LANGUAGE FOCUS. Which of the structures can you find in the proposal?

Health-promoting schools

WRITING FOCUS
Title
Introduction
Current situation
Recommendations
Conclusion

LANGUAGE FOCUS
Expressing cause and effect
Using phrases
A participle clause to express a result
Using the result
Using the result

Proposal to promote physical activity among students

Model texts

Exam-like writing tasks

An inventory of useful phrases from the unit with their Polish translations in the Workbook

Photocopiable translation activities based on model texts in the Teacher's Book

Resource 15 Healthy eating at school
3.7 Writing

PROPOSAL TO PROMOTE HEALTHY EATING AT SCHOOL

FUNCTION PHRASE BANK: WRITING

Model texts

Exam-like writing tasks

A phrase bank with language for various types of compositions in the Teacher's Book

FOCUS REVIEW

+ Self-check section in Matura Focus 5 Workbook

Revision of vocabulary and grammar from the unit

Exam-like use of English, listening and speaking or writing tasks

Photocopiable Use of English and Writing or Speaking activities in the Teacher's Book complementing the tasks in the lesson

WORD LIST AND TRANSLATION

Glossary of vocabulary items from the unit with pronunciation and translation

MP3 recordings for practising vocabulary provided on a CD accompanying the Student's Book

Photocopiable sentence translation activities in the Teacher's Book offering extra practice of the vocabulary and structures from the unit