

# Introduction to the *Matura Focus* series

Dear Teacher,

We are writing to you to introduce *Matura Focus*, our new course for upper secondary students. This course is the fruit of the many years we have spent teaching, writing and developing materials. Our aim has been to produce a set of materials that will help you to be the best teacher you can be. In other words, we want to help you to create the optimum conditions for your students to learn English.

Of course, we accept that everybody's teaching context is unique and that the perfect English course is an unattainable dream. That said, our own experience in the classroom has taught us to value three things above all when using teaching and learning materials: reliability, flexibility and credibility.

## Reliability

Quite simply, we want the materials to work. We don't want the course to let you down in the classroom. So, we've gone for a clean design, clear, easy-to-understand instructions and a wide variety of engaging topics, texts and tasks that have been combined in a logical way that will make sense to you and to your students.

Needless to say, the course covers all the necessary language work appropriate for the level and follows ministry guidelines and the Common European Framework of Reference (CEFR). We hope you will appreciate the stimulating and memorable way in which each carefully selected grammar structure and vocabulary item is presented. You will discover that this course, with all its supporting print-based and digital materials, provides your students with the repeated exposure and practice they require. Reliability = trust. We are confident you will be able to trust *Matura Focus*.

## Flexibility

One of the things we learnt early on in our careers is that you teach the students, not the lesson plan. There is no point in slavishly following a prescribed 'teaching path' through a set of materials if the students are not with you. Your ability to react to emerging classroom situations and adapt your lesson accordingly is a vital teaching skill. We strongly believe that a rigid unit structure does NOT have to be a teaching strait-jacket. The lessons themselves are brimful of different ideas, task-types and interesting information. Then the supplementary material we have developed, both print-based and digital, offers you almost limitless flexibility. Flexibility = choice. We think you will appreciate the range of choice in *Matura Focus*.

## Credibility

So, while we are sure that a reliable and flexible course will help you, it's this third characteristic that really counts. You have to believe in the materials. We'd like to explain what lies at the heart of *Matura Focus* by grouping our thoughts under three words beginning with 'M': Motivation, Memory and Meaning.

### Motivation

This is our starting point: students learn best when they are interested in the material. We may not have got it right every time for your particular teaching context, but our overriding concern has been to select topics, texts and tasks that engage students both emotionally and intellectually.

### Memory

Systematic recycling of new language is a core feature of *Matura Focus*. There is a particular emphasis on vocabulary. Students using *Matura Focus* will devote valuable time to new vocabulary as well as to learning a variety of ways of recording it.

### Meaning

We are strongly opposed to mechanistic practice and drills where form dominates and meaning is irrelevant. Don't practise language for the sake of it. Language exists to make meanings and our learning materials should reflect this.

These are some of the more important ideas that we hold dear. Over the years, they have influenced our teaching and our writing. Credibility = belief. We want you to believe in *Matura Focus*.

So now it's over to you. We'd like to take this opportunity to wish you and your students every success.

Our warmest regards,

The Authors

# Matura Focus 1

## Podręcznik wieloletni

### Jak najefektywniej pracować z *Matura Focus 1* jako podręcznikiem wieloletnim?

#### Rozporządzenie Ministra Edukacji Narodowej

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.”

Przystosowanie do wieloletniości wiąże się więc z koniecznością zmian nie tylko w sposobie prezentowania materiału, lecz także w podejściu do nauczania zawartych w podręczniku treści.

### Jak wyglądają zadania po zmianie i jak je wykorzystywać na lekcji?

#### 3 In your notebook, write the correct forms of the verbs in brackets. Which sentences (1–7) are true about you?

- 1 I *don't drink* (not drink) coffee.
- 2 My sister  (have) a dance class every Monday.
- 3 My best friend  (not play) a musical instrument.
- 4 My brother and I  (watch) DVDs together.
- 5 My mother  (not go) shopping on Saturdays.
- 6 My uncle  (live) in England.
- 7 I  (not speak) Spanish.

Aby zadania ćwiczeniowe w *Matura Focus 1* nie straciły swojej wartości merytorycznej, zachowano w nich luki, które uczniowie muszą uzupełnić poprawnymi odpowiedziami. Jedyną różnicą jest to, że odpowiedzi należy wpisać w zeszytu.

### Jak wprowadzać i ćwiczyć słownictwo?

*Matura Focus* to jedyny kurs, który w tak dogłębny sposób rozwija zakres słownictwa i środków językowych.

Aby zapamiętać słowo, trzeba się z nim zetknąć wiele razy – i tę właśnie zasadę zastosowano w *Matura Focus 1*. Dlatego też uczeń wielokrotnie czyta, słyszy, powtarza i przepisuje każdy wyraz prezentowany w danej lekcji. Poniższy przykład pokazuje, jak najefektywniej wprowadzać i utrwalać słownictwo.

**KROK 1 – POWTARZAMY SŁOWNICTWO** – pokazuje uczniom, jak wiele słów i zwrotów znają, i sprawia, że od samego początku nabierają oni pewności siebie, a jednocześnie zapewnia, iż wszyscy na starcie będą dysponować podobnym zasobem słownictwa.

**KROK 2 – WPROWADZAMY SŁOWNICTWO W KONTEKŚCIE.**

**KROK 3 – ĆWICZYMY W RÓŻNORAKI SPOSÓB** – grupujemy słownictwo odpowiednio w WORD STORE A, B, C i D, po czym:

- ćwiczymy wymowę nowych słów, zwrotów i wyrażeń (np. zadania 6, 8, 10 i 13);
- używamy poznanego słownictwa w kontekście (np. zadania 9, 14);
- personalizujemy przećwiczone słownictwo (np. zadania 7, 11 i 12).

### 1.1 Vocabulary

**Free time and routines + collocations**

**SHOW WHAT YOU KNOW**

1 In pairs, think of as many words or phrases as you can that start with verbs 1-6. Write them in your notebooks. Then compare with the class.

1 go to \_\_\_\_\_ 2 watch \_\_\_\_\_ 3 play \_\_\_\_\_ 4 read \_\_\_\_\_ 5 listen to \_\_\_\_\_ 6 have \_\_\_\_\_

2 Tell your partner which things from Exercise 1 you do. Find the things you both do.

3 Read the list of everyday activities in Exercise 4. Check you understand the meaning.

**KROK 1**

**KROK 2**

**KROK 3**

**WORD STORE 1A**

Collocations – have, go and play

1 GO

2 HAVE

3 PLAY

**WORD STORE 1B**

Verb + noun collocations

1 read books / magazines

2 spend time

3 visit friends

4 watch a film / a DVD / the TV / the telly

5 write a blog

**WORD STORE 1C**

Verb + preposition collocations

1 go for a walk

2 go out with friends

3 listen to music

4 spend time with my friends / grandparents

5 spend time at home / school / my grandparents' house

6 spend time in my room / bedroom

7 stay at home

8 talk about books / films

**WORD STORE 1D**

Words for free – free time

1 an instrument

2 interesting

3 a magazine

4 a photograph

5 to relax

**1one Family and friends**

**Like father, like son.**

**UNIT LANGUAGE AND SKILLS**

**Vocabulary:**

- Show what you know – free-time and routine activities
- collocations – have, go and play
- verb + noun collocations
- verb + preposition collocations
- Words for free – free time

**Grammar:**

- Present Simple: affirmatives and negatives
- collocations – have, go and play
- Present Simple: yes/no and Wh- questions

**Listening:**

- an interview about people's typical weekend
- matching

**Reading:**

- a magazine article about family life
- multiple choice

**Speaking:**

- preferences

**Writing:**

- an informal email

**Use of English:**

- translation
- multiple choice

**FOCUS REFERENCE**

- Grammar Focus Reference and Practice pp. 110-111
- Word Store 1 Reference p. 121

**Mike**

**Tina**

**Information**

When I am not at school, I visit my friends or stay at home... I spend a lot of time in my room. I read books, magazines or things on the Internet. I listen to music. I also play the guitar. On Saturday morning, I have a guitar lesson. I love my guitar! Sometimes my friends come over in the afternoon and we watch DVDs or play computer games. We talk about different things – for example, books and films. We also write a blog about new things like CDs or DVDs. We have a good time. My brother Mike's different, he never spends time at home.

**WORD STORE 1A**

1 Read about Mike. Which everyday activities does he do?

2 Read about Tina. Which everyday activities does she do?

3 Find four things both Mike and Tina do.

**EVERYDAY ACTIVITIES**

- go for a walk
- go out with friends
- go to the park/cinema/gym
- have a picnic
- have fun's good time
- listen to music
- play computer games
- play the guitar
- read books/magazines
- read time at home
- talk about things
- visit friends
- watch DVDs
- write a blog

**WORD STORE 1B**

1 Read about Mike and Tina. Which sentences are true for you?

2 Read about Mike and Tina. Which sentences are true for you?

**WORD STORE 1C**

1 Read about Mike and Tina. Which sentences are true for you?

2 Read about Mike and Tina. Which sentences are true for you?

**WORD STORE 1D**

1 Read about Mike and Tina. Which sentences are true for you?

2 Read about Mike and Tina. Which sentences are true for you?

KROK 4 – PRACUJEMY Z ZESZYTEM ĆWICZEŃ – uczniowie rozwiązują dodatkowe zadania w klasie bądź w domu.

**Show What You Know**

**Word Stores**

### 1one Family and friends

**1.1 Vocabulary**

**Free time and routines + collocations**

**SHOW WHAT YOU KNOW**

1 Uzupełnij zdania czasownikami z ramki. Możesz użyć niektórych czasowników więcej niż jeden raz.

2 Uzupełnij zdania czasownikami go, have lub play oraz wyrazami z ramki.

3 Uzupełnij teksty czasownikami have, go and play.

**WORD STORE 1A**

Collocations – have, go and play

2 Uzupełnij teksty czasownikami have, go and play.

**WORD STORE 1B**

Verb + noun collocations

4 Wybierz właściwe czasowniki.

**Free time survey**

How do you spend your free time?

1 read / watch / visit books

2 spend / visit / write friends

3 read / watch / write films

4 watch / write magazines

5 read / spend / watch the TV / the telly

6 visit / spend / watch time alone

7 watch / write / visit a blog

8 spend / watch / read DVDs

**REMEMBER BETTER**

6 Zapoznaj się z informacjami w REMEMBER THIS. Uzupełnij tekst, wpisując w lukę z, the lub of.

**WORD STORE 1C**

Verb + preposition collocations

5 Wybierz właściwe wyrazy.

**REMEMBER THIS**

Po czasowniku go w zestawieniu z przyimkiem (to) używa się rzeczownika albo poprzedzonego przedimkami a, the, this, also, but, during, przedimka. Częstogo dobiera się użycie się całych wyrazów z go, to, a, nie pojedynczych słów.

go to: a café / restaurant / party / concert the cinema / theatre / gym / zoo / bank work / school / bed / shopping

**Show What You've Learnt – krótki test umożliwiający samoocenę**

**SHOW WHAT YOU'VE LEARN'T**

7 Wybierz właściwe odpowiedzi.

1 My sister and I \_\_\_\_\_ a film together every Friday.

A play B watch C have

2 My brother and his friends \_\_\_\_\_ party every week.

A go to B go to the C go to

3 My mum and dad always go to \_\_\_\_\_ on Sunday morning.

A shopping B the park C out

4 See you later. Have a \_\_\_\_\_.

A about B super C good time

5 Can you play the \_\_\_\_\_?

A piano B chess C snooker

6 I go out \_\_\_\_\_ my friends a lot.

A for B to C with

7 We often talk \_\_\_\_\_ school when we meet.

A about B with C to

8 We can go to the park and have a \_\_\_\_\_.

A fun B picnic C lunch

9 You can't \_\_\_\_\_ out this evening. You have homework to do.

A have B go C play

10 Steve isn't here. He and his girlfriend always go \_\_\_\_\_ a walk on Saturday afternoon.

A for B to C in

**10**

Dzięki powyższym krokom uczniowie mają kontakt ze słownictwem do czterech razy. Jeżeli jednak na tym etapie nie opanowali materiału w wystarczającym stopniu, można jeszcze dwukrotnie przećwiczyć dane zestawy, wykorzystując:

→ **materiały do pracy w parach (Test Yourself Pairwork Activities)** zamieszczone na końcu zeszytu ćwiczeń:

Student A

**Vocabulary (lesson 1.1)**

1a Wpisz w luki go, have, play lub watch.

- \_\_\_\_\_ a shower
- \_\_\_\_\_ chess
- \_\_\_\_\_ out
- \_\_\_\_\_ to bed
- \_\_\_\_\_ the drums
- \_\_\_\_\_ the telly
- \_\_\_\_\_ fun
- \_\_\_\_\_ a film

1b Przeczytaj swoje odpowiedzi uczniowi B.

1c Posłuchaj odpowiedzi ucznia B i sprawdź ich poprawność.

- play snooker
- go to a party
- have a good time
- go shopping
- watch a blog
- play the piano
- have a bath
- play computer games

Są to dodatkowe pięciominutowe zadania, które przydadzą się, jeśli na koniec lekcji zostanie kilka wolnych minut. Można również zlecić je uczniom, którzy pracują szybciej niż pozostali. Dodatkową zaletą jest to, że nie trzeba ich kopiować – są wydrukowane na perforowanych stronach, więc wystarczy wydrzeć odpowiednią sekcję.

Student B

**Vocabulary (lesson 1.1)**

1a Wpisz w luki go, have, play lub write.

- \_\_\_\_\_ snooker
- \_\_\_\_\_ to a party
- \_\_\_\_\_ a good time
- \_\_\_\_\_ shopping
- \_\_\_\_\_ a blog
- \_\_\_\_\_ the piano
- \_\_\_\_\_ a bath
- \_\_\_\_\_ computer games

1b Posłuchaj odpowiedzi ucznia A i sprawdź ich poprawność.

- have a shower
- play chess
- go out
- go to bed
- play the drums
- watch the telly
- have fun
- watch a film

→ **materiały do kopiowania w książce nauczyciela (Photocopiable Resources):**

**Resource 3 My life**  
1.5 Grammar (Present Simple questions)

Student A

Hi! I'm Danny. I'm sixteen years old and this is my profile! Read all about me ...

**My birthday:** 1 \_\_\_\_\_

**Best friend:** Martin (his birthday is 15 July)

**My favourite music:** Reggae, 2 \_\_\_\_\_ and pop music.

**My favourite types of film:** Science fiction and fantasy.

**Favourite song:** 3 \_\_\_\_\_ (by Iggy Azalea)

**Favourite film:** X-Men (Days of Future Past)

**Favourite pop star:** 4 \_\_\_\_\_

**Favourite writer:** Suzanne Brockmann

**Hobbies:** Reading comics (I buy 5 \_\_\_\_\_ comics every week), playing computer games (but I only spend six hours a week on the computer!) and playing football. I also listen to 6 \_\_\_\_\_ – it's a great radio station.

Who What How many When Which What kind

- \_\_\_\_\_ is Danny's birthday?
- \_\_\_\_\_ of music does he like?
- \_\_\_\_\_ is his favourite song?
- \_\_\_\_\_ is his favourite pop star?
- \_\_\_\_\_ comics does he buy every week?
- \_\_\_\_\_ radio station does he listen to?

Student B

Hi! I'm Danny. I'm sixteen years old and this is my profile! Read all about me ...

**My birthday:** 28 September

**Best friend:** Martin (his birthday is 1 \_\_\_\_\_)

**My favourite music:** Reggae, rap and pop music.

**My favourite types of film:** Science fiction and 2 \_\_\_\_\_

**Favourite song:** Fancy (by Iggy Azalea)

**Favourite film:** 3 \_\_\_\_\_

**Favourite pop star:** Katy Perry

**Favourite writer:** 4 \_\_\_\_\_

**Hobbies:** Reading comics (I buy two comics every week), playing computer games (but I only spend 5 \_\_\_\_\_ hours a week on the computer!) and playing 6 \_\_\_\_\_, I also listen to Radio 1 – it's a great radio station.

Who What How many When Which What kind

- \_\_\_\_\_ is Martin's birthday?
- \_\_\_\_\_ of films does Danny like?
- \_\_\_\_\_ is his favourite film?
- \_\_\_\_\_ is his favourite writer?
- \_\_\_\_\_ hours does he spend on the computer every week?
- \_\_\_\_\_ sport does he play?

### Jak wprowadzać i ćwiczyć gramatykę oraz pozostałe umiejętności?

Metodyka nauczania gramatyki i pozostałych umiejętności została pokazana w sekcji *Unit Walkthrough* (strony 8–11).

### Jak podręcznik wieloletni przygotowuje do egzaminu maturalnego?

Pomimo że *Matura Focus 1 Podręcznik wieloletni* nie zawiera odnośników do egzaminu maturalnego ani jego opisu, nadal skutecznie przygotowuje do matury.

→ Wszystkie lekcje na słuchanie i czytanie zawierają sekcje o charakterze maturalnym (*Listening Focus* i *Reading Focus*).

**LISTENING FOCUS Matching**

4 1:28 Listen again. Who does it: Simon, Lena or Mesut?

This person:

- visits different places.
- loves cooking.
- works with young children.
- works in a kitchen.
- often goes on the Internet.
- believes that exercise is good for young people.
- plays football on Sundays.
- has a job in his/her family's business.

**READING FOCUS Multiple choice**

4 Read the text again. What are the correct answers (A–C) for questions 1–5?

1 Billy and his dad

- play together.
- read books.
- play computer games.

2 Tom

- doesn't work.
- works at the weekend.
- does a little work every day.

3 The playgroup teacher thinks

- a good mother stays at home and looks after her children.
- a father only stays at home if his wife earns a lot of money.
- there are different families.

4 When Carol comes home from work

- she goes out to play tennis.
- Tom goes out to play tennis.
- Billy and Eve go to bed.

5 In the evening Carol and Tom

- go out for dinner.
- go to bed early.
- spend time together.

→ Wszystkie lekcje powtórzeniowe (Focus Review) składają się z sekcji utrwalających umiejętności konieczne do wykonania zadań na środki językowe, czytanie, słuchanie, mówienie i pisanie.

## FOCUS REVIEW 1

### SLOWNICTWO I GRAMATYKA

1 Uzupełnij zdania właściwymi wyrazami z ramki. Odpowiedzi zapisz w zeszycie.

1 Do you \_\_\_\_\_ a big lunch on Sunday?  
A go have B spend visit watch write

2 Two of my friends \_\_\_\_\_ a blog about music.  
A go have B spend visit watch write

3 We often \_\_\_\_\_ music videos on Saturday.  
A go have B spend visit watch write

4 I \_\_\_\_\_ my friends at the weekend.  
A go have B spend visit watch write

5 I often \_\_\_\_\_ to bed after midnight.  
A go have B spend visit watch write

6 We \_\_\_\_\_ a lot of time outdoors.  
A go have B spend visit watch write

2 Uzupełnij zdania właściwymi przyminikami. Odpowiedzi zapisz w zeszycie.

1 What do you usually do \_\_\_\_\_ the weekend?  
A on B in C at

2 I listen \_\_\_\_\_ music on my MP4 player.  
A on B in C at

3 I stay \_\_\_\_\_ home and relax.  
A on B in C at

4 I often go \_\_\_\_\_ a walk in the morning.  
A on B in C at

5 I go out \_\_\_\_\_ all my friends every Saturday.  
A on B in C at

6 I get ready \_\_\_\_\_ school every day.  
A on B in C at

3 Zapisz w zeszycie poprawne formy czasowników podanych w nawiasach. Użyj czasu Present Simple.

1 Ellen \_\_\_\_\_ the guitar in her free time. (play)  
2 Richard \_\_\_\_\_ five films every weekend. (watch)  
3 My mum \_\_\_\_\_ women's magazines. (not read)  
4 We \_\_\_\_\_ our grandparents every Sunday. (not visit)  
5 What \_\_\_\_\_ you usually \_\_\_\_\_ for breakfast? (have)  
6 \_\_\_\_\_ your parents \_\_\_\_\_ to pop music? (listen)  
7 Where \_\_\_\_\_ your boyfriend \_\_\_\_\_? (live)  
8 \_\_\_\_\_ your parents \_\_\_\_\_ to pop music? (listen)

4 Odczytaj dialog na głos, wstawiając w odpowiednich miejscach przywołane podane w nawiasach.

Sally: Mum, I make the coffee for the guests! Chris helps me! (always, never)  
Chris: That's not true. I help you. (sometimes)  
Sally: Not very often!  
Chris: That's because I am tired. (often)

### ŚRODKI JĘZYKOWE

5 Która z odpowiedzi A-C jest poprawnym tłumaczeniem fragmentu podanego w nawiasie? Zapisz odpowiedzi w zeszycie.

1 I usually (przychodzi) do my school at four o'clock.  
A go home B come home C stay at home

2 On Thursdays George sometimes plays (w szachy) with his granddad.  
A in chess B on chess C chess

3 What time do you (wstajesz) at the weekend?  
A get up B go out C go back

4 In some families fathers (opiekują się) the children.  
A look after B grow C work with

5 (O której godzinie) does your tennis lesson start?  
A Where B What time C What kind

6 Która z podanych odpowiedzi A-C poprawnie uzupełnia tekst? Zapisz je w zeszycie.

**My favourite day - Saturday**

I really like Saturdays. I get up quite late. I \_\_\_\_\_ breakfast with my family at ten o'clock or later. At breakfast we talk. I \_\_\_\_\_ our week and discuss plans for the weekend. Then I do my homework, and after that I relax. I often go out with my friends; we go to \_\_\_\_\_ or play snooker. We always \_\_\_\_\_ a good time. In the evening I \_\_\_\_\_ music before I go to sleep.

1 A have B give C do  
2 A at B on C about  
3 A cinema B the cinema C a cinema  
4 A spend B get C have  
5 A listen B listen to C listen of

7 Odczytaj cztery wypowiedzi na temat świętowania urodzin. Które zdania A-E najlepiej je podsumowują? Zapisz odpowiedzi w zeszycie. Uwaga: jedno zdanie zostało podane dodatkowo.

Speaker 1 A They usually celebrate\* outdoors.  
Speaker 2 B They get lots of presents.  
Speaker 3 C They celebrate with their family only.  
Speaker 4 D They have a lot of good food.  
Speaker 5 E They go out with their friends.

8 Odczytaj: celebrate - świętować, obchodzić (np. urodziny)

### CZYTANIE

WYBÓR WIELOKROTNY

8 Przeczytaj tekst. Które z podanych odpowiedzi A-C są właściwie i zgodnie z jego treścią? Zapisz je w zeszycie.

**Morning blues? Not!**

Buzzzz... It's the alarm in your phone. You wake up. You get up. You go to the bathroom, get dressed, get ready for school... Aaargh! Awful!

Olga Nowak, one of her school's champion basketball players, says the morning is not a problem for her. Today she tells us her tips for happy mornings.

- I pack my schoolbag in the evening, so I don't look for my English book at 7.45 in the morning.
- I never get up late. You need time to enjoy your morning. I get up at six every day.
- I have a shower. It wakes me up and it's fun.
- I enjoy the first drink of the day. It can be coffee, tea or orange juice. I always listen to music as I have that first drink. You can also read or watch the news.
- I sit down and have a proper breakfast - not a banana on the bus to school! It's really important. You need your breakfast.
- I usually walk to school, or go for a walk with my brother's dog. I spend twenty to thirty minutes in the fresh air every morning before school - it's great!

We hope these tips help you. You too can have a happy morning - every morning!

1 Olga is  
A a teacher at the school.  
B a sports girl.  
C a coach for a basketball team.

2 Olga gets ready for school  
A in the morning.  
B in the afternoon.  
C in the evening.

3 As she has her morning drink, Olga  
A listens to music.  
B reads.  
C watches the news.

4 Olga has breakfast  
A at home.  
B on the bus.  
C at school.

5 Before school Olga always  
A takes her dog for a walk.  
B goes for a walk with her brother.  
C spends some time outdoors.

### MÓWIENIE

9 Uzupełnij zdania właściwymi wyrazami. Odpowiedzi zapisz w zeszycie.

1 What k \_\_\_\_\_ of music do you like?  
2 Who's your \_\_\_\_\_ actor?  
3 What do you r \_\_\_\_\_ of Jennifer Lawrence?  
4 I like Nicholas Hoult. I think he's br \_\_\_\_\_.  
5 What \_\_\_\_\_ you?  
6 I don't \_\_\_\_\_ football very much.  
7 I can't \_\_\_\_\_ rap.

10 Pracując w parach, odegrajcie dialog według podanych wskazówek.

Jesteś uczestnikiem/uczestniczką kursu językowego w Wielkiej Brytanii. Pomagasz nowego kolegi/nową koleżankę. Porozmawiajcie o swoich upodobaniach.

**UCIEKA** Przywitaj się i przedstaw. **UCIEKA** Odpowiedz na powitanie i również się przedstaw.

**UCIEKA** Zapytaj B, jaką muzykę lubi. **UCIEKA** Odpowiedz. Zapytaj A o to samo.

**UCIEKA** Odpowiedz. Zapytaj B, jakiego sportu lubi. **UCIEKA** Odpowiedz. Zapytaj A o jego/jej ulubiony sport.

**UCIEKA** Odpowiedz. Zapytaj B o to samo. **UCIEKA** Odpowiedz.

### SLUCHANIE

ROZBIERANIE

7 Odczytaj cztery wypowiedzi na temat świętowania urodzin. Które zdania A-E najlepiej je podsumowują? Zapisz odpowiedzi w zeszycie. Uwaga: jedno zdanie zostało podane dodatkowo.

Speaker 1 A They usually celebrate\* outdoors.  
Speaker 2 B They get lots of presents.  
Speaker 3 C They celebrate with their family only.  
Speaker 4 D They have a lot of good food.  
Speaker 5 E They go out with their friends.

8 Odczytaj: celebrate - świętować, obchodzić (np. urodziny)

### PISANIE

E-MAIL

11 Wykonaj zadanie w zeszycie.

**Wskazówka**

Przeczytaj zadanie i zrób notatki dotyczące każdego z trzech podpunktów. Na ich podstawie napisz e-mail. Przeczytaj swój listek jeszcze raz przed oddaniem go nauczycielowi. Upewnij się, czy zawarłeś/zawarłaś w nim wszystkie niezbędne informacje i spróbuj poprawić błędy językowe.

**ZADANIE**

Nawiązując/Nawiązając przez Internet kontakt z rówieśnikiem/rówieśniczką z Anglii, który/która ma podobne do Ciebie zainteresowania muzyczne. Napisz do niego/jej wiadomość.

- Przedstaw się.
- Napisz coś o swojej rodzinie i zapytaj adresata/adresatkę, czy ma rodzeństwo.
- Napisz, jakie muzyki słuchasz i zapytaj adresata/adresatkę o jego/jej ulubiony zespół.

Rozwiń swoją wypowiedź w każdym z trzech podpunktów. E-mail powinien zawierać od 80 do 130 słów.

→ Zadaniom na środki językowe, mówienie i pisanie zamieszczonym w lekcji powtórzeniowej Focus Review przyporządkowano po jednym zadaniu do kopiowania w książce nauczyciela. Te dodatkowe ćwiczenia przygotowują do rozwiązywania zadań maturalnych, które zwykle sprawiają uczniom największe trudności.

### Resource 5 Family and friends

Focus Review 1, Use of English

1 Complete the sentences. Choose the correct answer A-C.

1 Are you interested \_\_\_\_\_ dance classes?  
A in B on C at

2 I can't stand this music - it's \_\_\_\_\_.  
A rubbish B brilliant C awesome

3 My dad coaches a local \_\_\_\_\_ in his free time.  
A restaurant B youth club C football team

4 Italy is my favourite country. I love \_\_\_\_\_ different places there.  
A driving B coming C visiting

5 On a \_\_\_\_\_ school day, I wake up at seven o'clock.  
A typical B favourite C classical

6 We can't listen to music loudly \_\_\_\_\_ night.  
A in B at C on

7 Do you want to \_\_\_\_\_ a film on TV with me?  
A watch B look C get

8 Jane's got a fantastic voice - she's a great \_\_\_\_\_.  
A film star B singer C writer

9 I haven't got much time today - I'm busy \_\_\_\_\_ my homework.  
A at B on C with

10 Most singers don't \_\_\_\_\_ money from their music.  
A do B take C make

### Resource 6 Our interests

Focus Review 1, Speaking

**Student A**

a do / like / What / you / sport / ?  
b favourite / music / What / is / your / ?  
c your / What / 's / name / ?  
d film / kind / is / favourite / your / What / of / ?

NAME	QUESTIONS	ANSWERS
1	1 What's your name?	I'm _____ but call me _____.
2	2 Can you tell me your name?	My name's _____ but my name is _____.
SPORTS INTERESTS	3 What's your favourite sport?	I am interested in _____.
FAVOURITE FILMS	4 What's your favourite film?	I can't stand _____ - I prefer _____.
MUSIC INTERESTS	5 What's your favourite kind of music?	I really love _____.
	6 What kind of films do you like?	I really like watching _____.
	7 What's your favourite singer?	I am interested in _____.
	8 Who's your favourite singer?	I love listening to _____.

**Student B**

a favourite / Who / your / singer / 's / ?  
b name / Can / tell / you / me / your / ?  
c you / kind / What / of / do / films / like / ?  
d What / favourite / 's / your / sport / ?

NAME	QUESTIONS	ANSWERS
1	1 What's your name?	I'm _____ but call me _____.
2	2 Can you tell me your name?	My name's _____ but my name is _____.
SPORTS INTERESTS	3 What sport do you like?	I am interested in _____.
FAVOURITE FILMS	4 What's your favourite film?	I can't stand _____ - I prefer _____.
MUSIC INTERESTS	5 What's your favourite kind of music?	I really love _____.
	6 What kind of films do you like?	I really like watching _____.
	7 What's your favourite singer?	I am interested in _____.
	8 Who's your favourite singer?	I love listening to _____.

### Resource 7 Who are you?

Focus Review 1, Writing

Introduction	My n _____ is Julia. I _____ 16 years _____ and I go to _____ y school.
Describing interests and hobbies	I _____ going out with friends. We always h _____ a good time. I _____ taking photos. I can't st _____ staying at home at weekends.
Asking about free-time activities	H _____ do you like to s _____ n _____ your free time? Do you prefer w _____ h _____ films or _____ books?
Finding out about music and sports interests	What k _____ of music are you int _____ in? Do you p _____ a musical instrument? What's your _____ sport? Do you _____ watching it or _____ it?

Szczegółowa tabela pokazująca, jak Matura Focus 1 przygotowuje do egzaminu maturalnego, znajduje się na stronie 13.