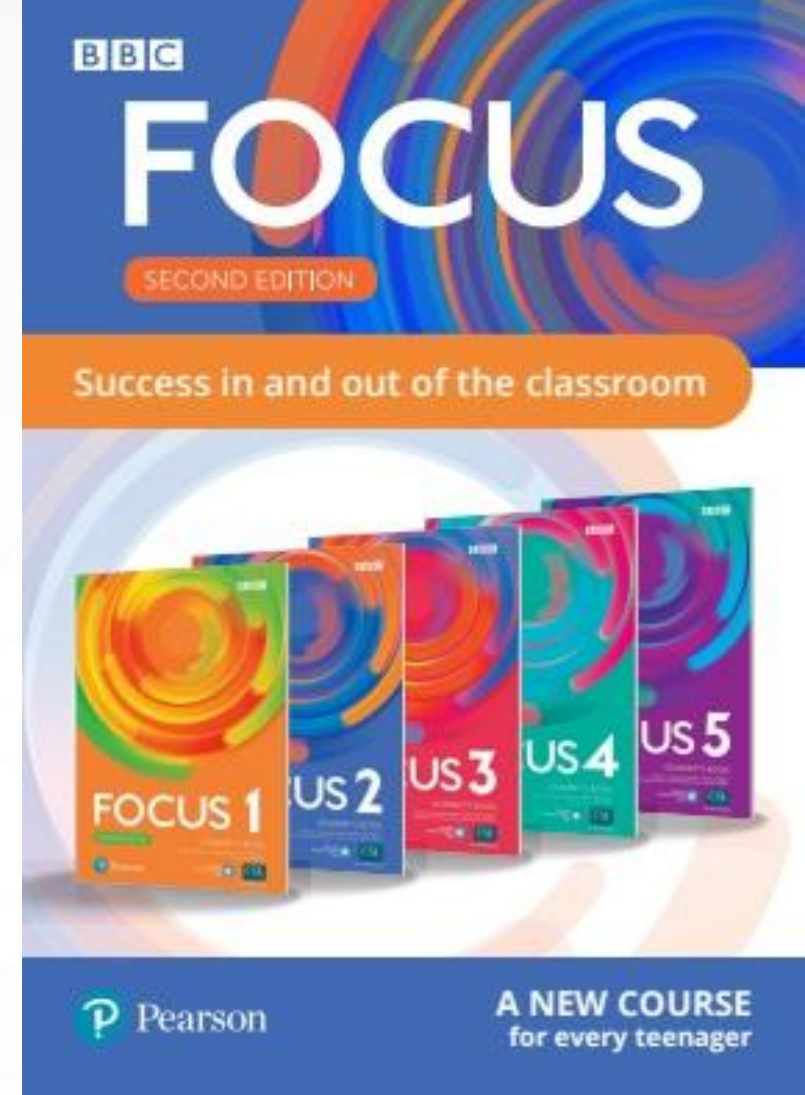
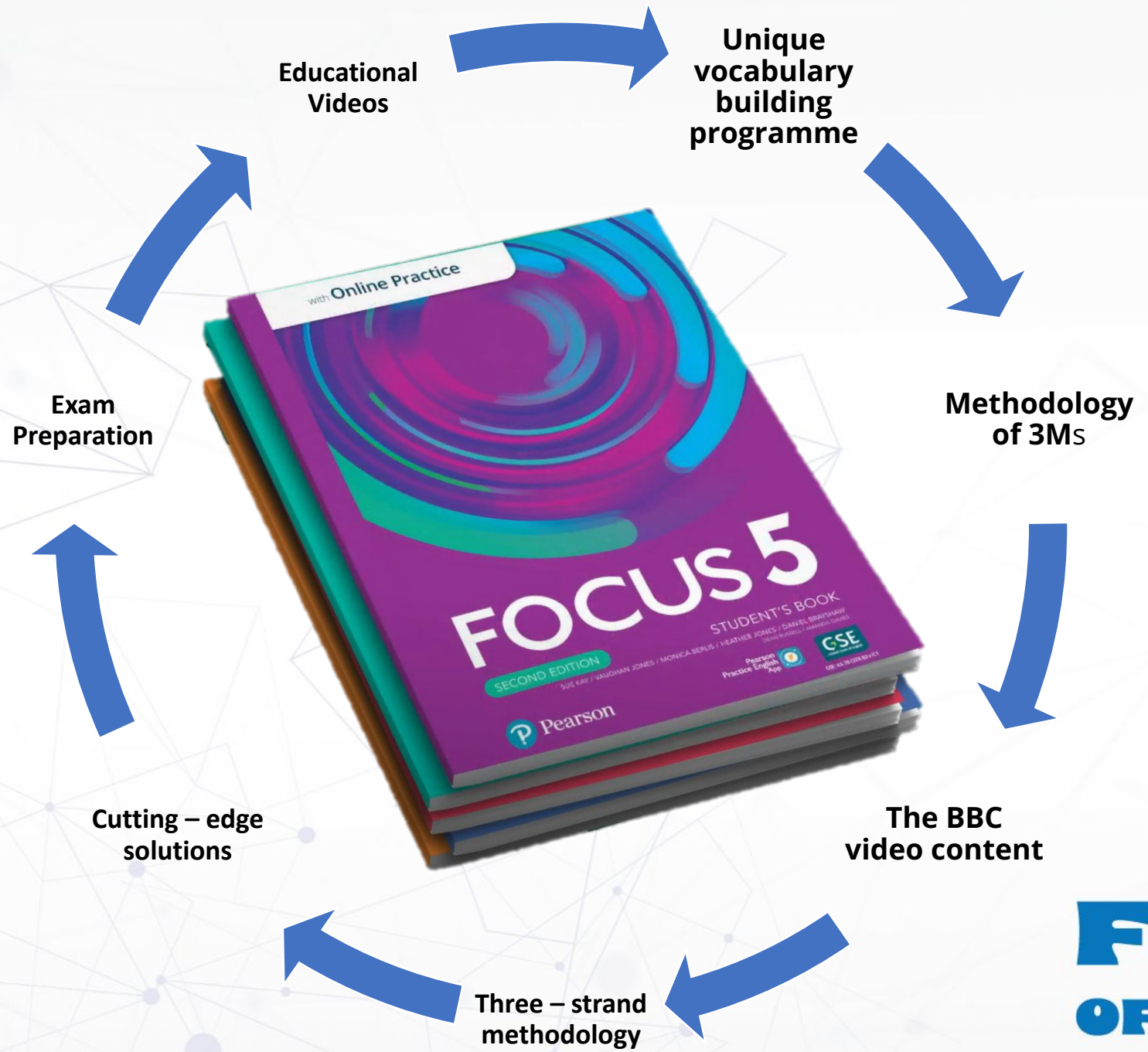


NEW and RICHER version of Pearson's **most popular** English learning series for upper-secondary students.

The best Vocabulary development programme ever with **WORD STORE** at the centre



FUTURE
OF EDUCATION



Educational Videos

Unique vocabulary building programme

Methodology of 3Ms

The BBC video content

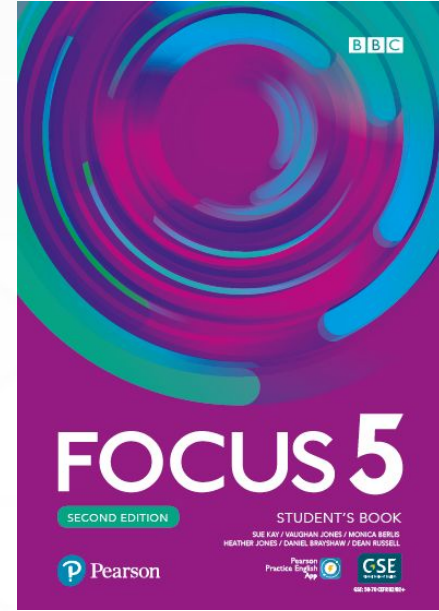
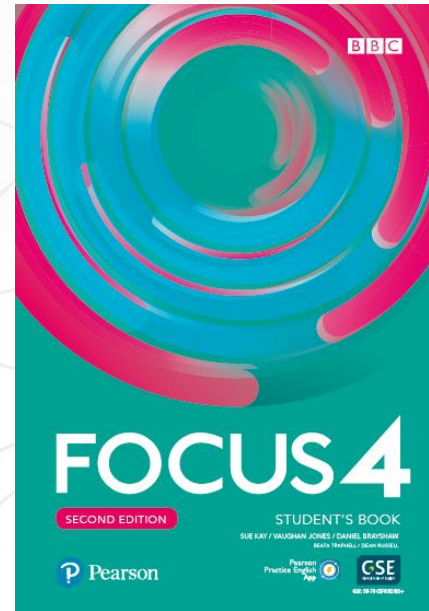
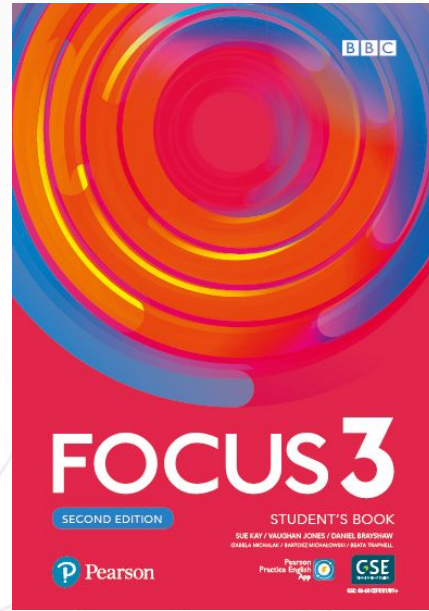
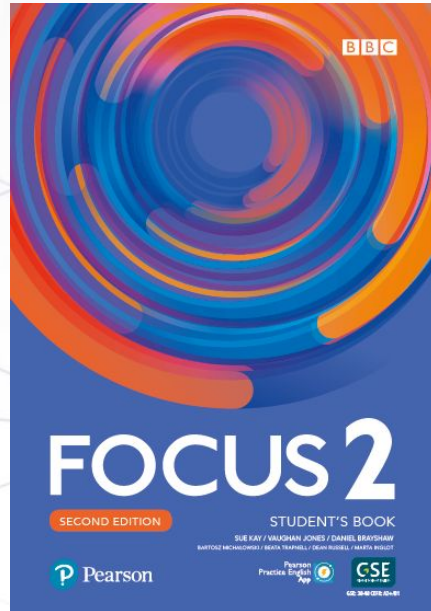
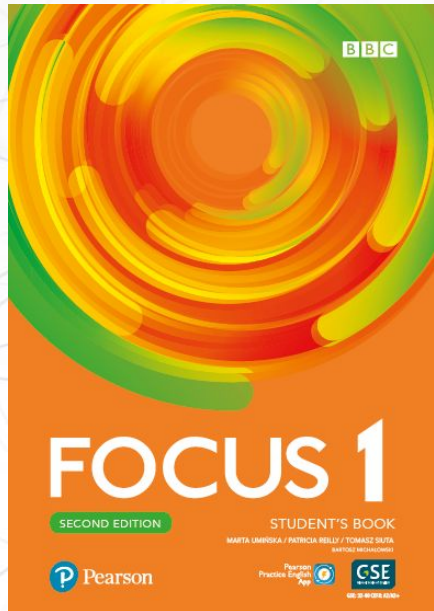
Three – strand methodology

Cutting – edge solutions

Exam Preparation

**FUTURE
OF EDUCATION**

Levels and correlations



LEVEL 1

GSE: 32 - 40
CEFR: A2/A2+

LEVEL 2

GSE: 38 - 48
CEFR: A2+/B1

LEVEL 3

GSE: 46 - 60
CEFR: B1/B1+

LEVEL 4

GSE: 58 - 70
CEFR: B2/B2+

LEVEL 5

GSE: 65 - 78
CEFR: B2+/C1

- Five-level Course
- level 32 up to 78 on the Global Scale of English (GSE)
- CEFR range of A2 to C1

**FUTURE
OF EDUCATION**

Key Facts

Levels - 5

Language:
British English

GSE RANGE:
32 - 78

CEFR RANGE:
A2 – C1

Number of Hours
88 – 104+ hours
(3-5 Hours / Week)

Key goals

Focus Second Edition delivers the classroom outcomes teachers dream of, and the language and exam skills students need to succeed in the 21st century.

Keeping students inspired and motivated

A wealth of authentic materials, including new BBC videos and grammar vlogs, keep students inspired and engaged.

Developing vocabulary for overall language fluency

A methodical approach to vocabulary acquisition (with the Word Store at its core) paired with an enhanced online experience, enables students to personalise their learning and make steady progress.

Achieving great exam results

Extensive in-course language and exam practice and new extra digital activities help students achieve positive results, both in the classroom and on exams.

FUTURE
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— NEW →

authentic videos from BBC

— NEW →

Grammar Vlogs

— NEW →

reading lessons

— NEW →

vocabulary lessons

— NEW →

Use of English lessons

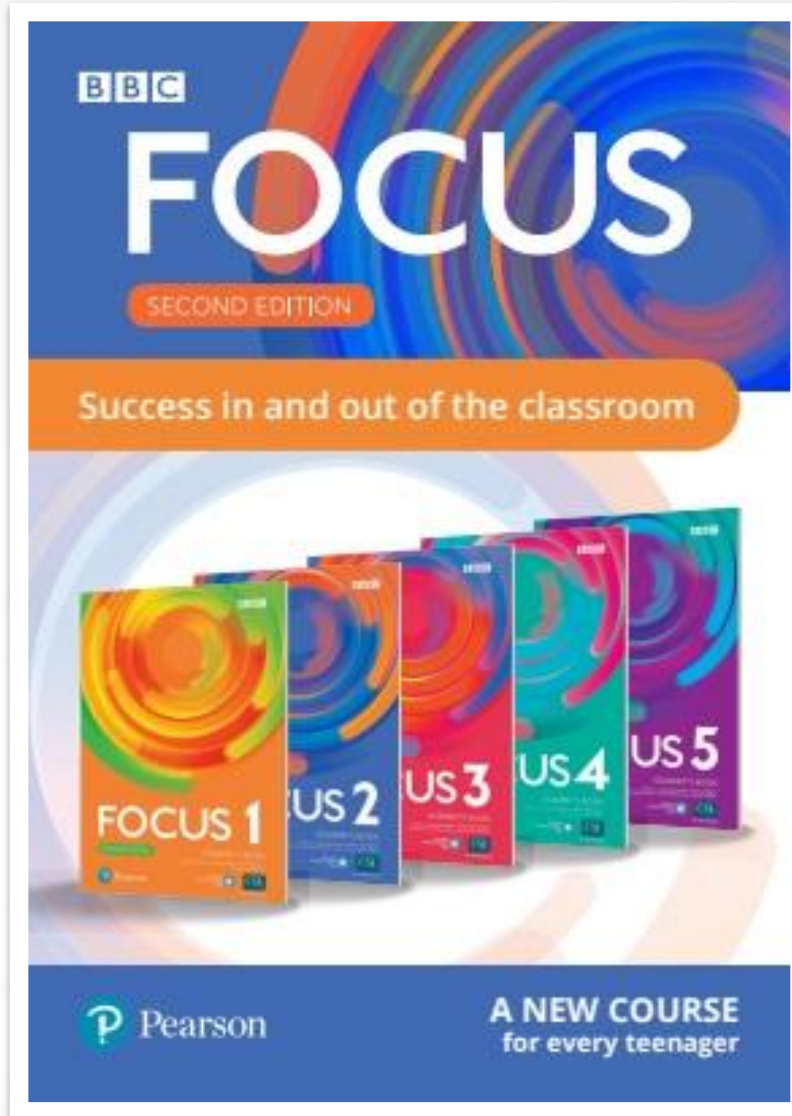
— NEW →

Life Skills section

— NEW →

digital components

**FUTURE
OF EDUCATION**



FUTURE
OF EDUCATION

FOCUS on 3Ms Methodology of 3Ms

M

MOTIVATION

Topics, texts and tasks that **engage students.**



M

MEMORY

Language acquisition is driven by **careful recycling of vocabulary.**

WORD STORE 1E

WORD STORE 1E

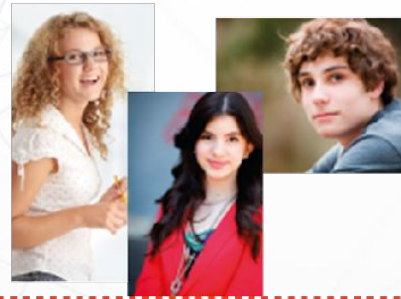
Word families – verbs ending in -ise

NOUN	VERB	ADJECTIVE
1 <u>dra</u> ma	<u>dra</u> matise	<u>dra</u> matic
2 fami <u>liar</u> ity	fami <u>liar</u> ise	_____
3 <u>mem</u> ory	_____	memorable
4 <u>per</u> son	<u>per</u> sonalise	_____
5 recogni <u>tion</u>	_____	recognisable
6 <u>visi</u> on	_____	visual

M

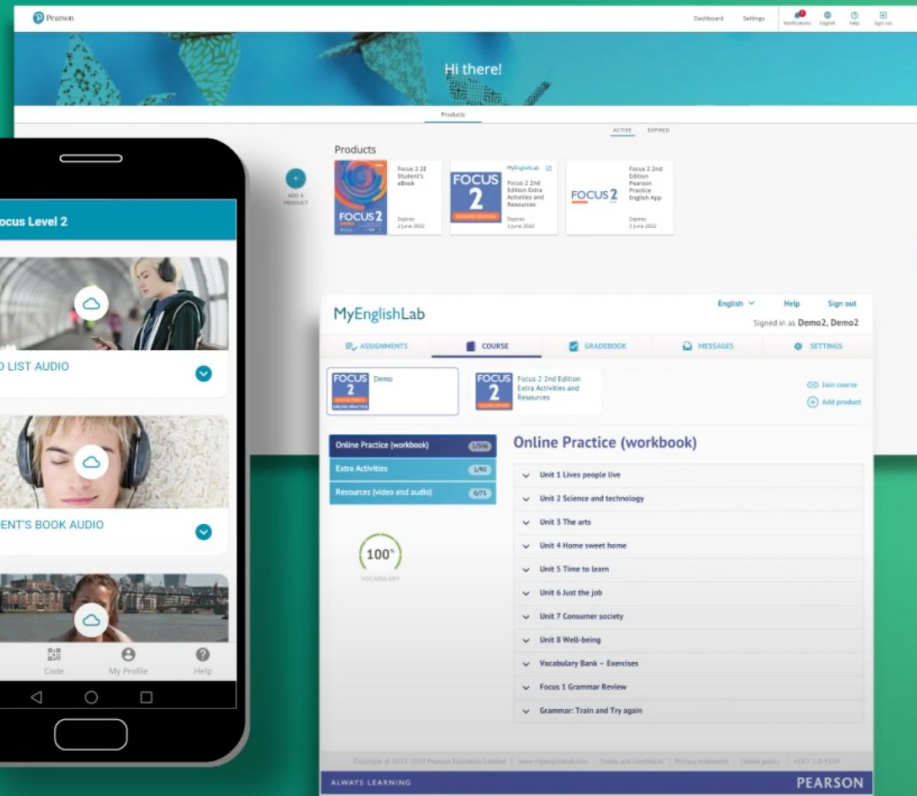
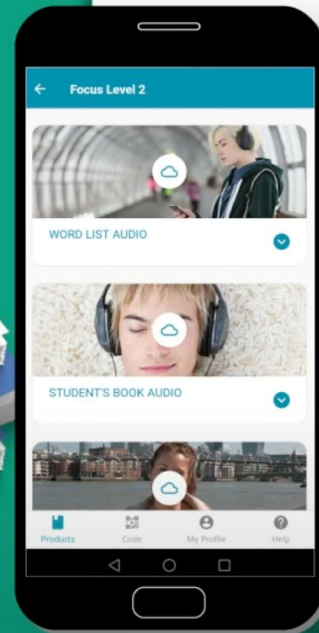
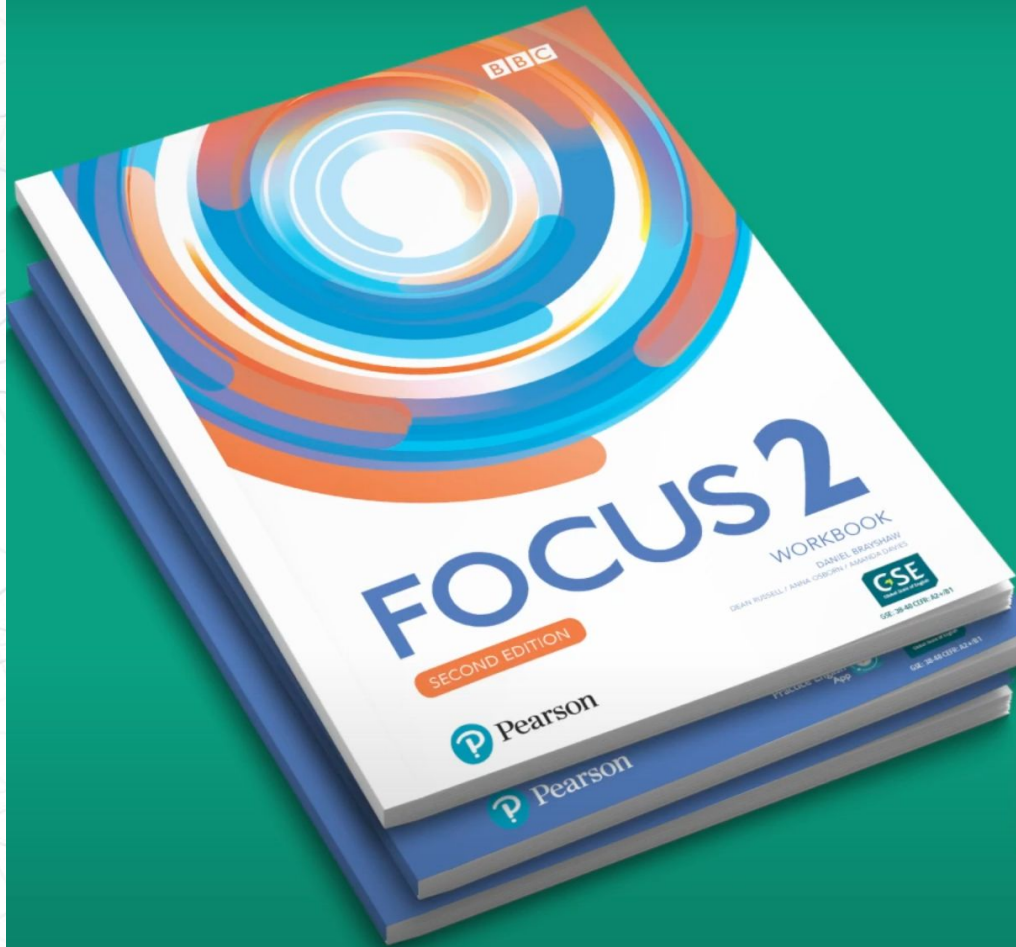
MEANING

English is made relevant to students' lives through frequent **personalisation.**



**FUTURE
OF EDUCATION**

Components for Students.



**FUTURE
OF EDUCATION**

Opens with Vocabulary lessons

Gives key lexis

Vocabulary Features throughout the unit

4

Home sweet home

Home is where the heart is.
A proverb

CAVE HOUSES

19 Watch the BBC video.
For the worksheet, go to page 122.

4.1 VOCABULARY

Describing houses • inside a house
• make or do

I can use language related to rooms, homes, buildings and their parts.

SHOW WHAT YOU KNOW

1 Think about your house and complete the task in five minutes.

- List all the different rooms in your house.
- List at least six items you can find in each room – furniture, decoration, objects, etc.

2 Compare your lists with a partner. What is your total number of different words for rooms and items in rooms?

THE NARROWEST HOUSE IN THE WORLD!

- 1 Rendering of the Keret House design, a cross-section, copyright Polish Modern Art Foundation
- 2 Etgar Keret in Keret House, photo by Bartek Warzecha, copyright Polish Modern Art Foundation
- 3 Keret House seen from Zelazna Street, photo by Tycjan Gniew Podskarbiński, copyright Polish Modern Art Foundation

WORD STORE 4A Describing houses

5 **4.2.2** Complete WORD STORE 4A with the words and phrases in the box. Then listen, check and repeat.

a block of flats brick concrete cosy glass
the ground floor historic in the city centre metal
modern open-plan spacious upstairs

6 Replace the underlined phrases with words or phrases with a similar meaning in WORD STORE 4A. Which sentences are true for you?

I know someone who lives in a ...

- 1 detached house with only one floor. a bungalow
- 2 house which is joined to a neighbour's house.
- 3 house on the edge of the city. _____
- 4 small, traditional house in a village. _____
- 5 modern house in an area with other similar houses.
- 6 flat that is very warm and comfortable. _____
- 7 large flat that is without many interior walls.
- 8 flat at the top of a building in the middle of the city.

7 **SPEAKING** Describe a flat or house that you know to your partner.

WORD STORE 4B Inside a house

8 **4.2.3** Translate the words in WORD STORE 4B. Which of the items can you see in Keret House? Listen and repeat.

9 **4.2.4** We asked three people: 'Would you like to live in Keret House?' Listen and complete the table.

	Answer	Reasons
Speaker 1	Yes / No / Maybe	
Speaker 2	Yes / No / Maybe	
Speaker 3	Yes / No / Maybe	

WORD STORE 4C make or do

10 **4.2.5** Complete WORD STORE 4C with the nouns in the box. Then listen, check and repeat.

the washing dinner the ironing the gardening
the washing-up a mess a noise the shopping

11 **SPEAKING** Complete the questions with the correct form of *make* or *do*. Then ask and answer the questions.

- 1 Did you _____ your bed this morning?
- 2 Do your neighbours ever _____ a noise?
- 3 Do you like _____ the washing-up?
- 4 Who _____ the cooking in your house?
- 5 Have you ever _____ dinner for somebody?
- 6 Where does your family usually _____ the shopping?

4.1 VOCABULARY

Describe houses inside houses + inside house + inside of + ...

Use any language related to rooms, homes, buildings and furniture.

SHOW WHAT YOU KNOW

- Think about your house and complete the task in five minutes.
 - List all the different rooms in your house.
 - List all the furniture you can find in your house.
 - List all the things you can do in your house.
- Compare your lists with a partner. What is your total number of different words for rooms and items in your house?

THE NARROWEST HOUSE IN THE WORLD!

The house of the world's narrowest house, a tiny one-story cottage in California, has a front door that is 16 inches wide and a back door that is only 12 inches wide. The house is built on a very narrow plot of land, and the narrowest part is the back door, which is only 12 inches wide. The house is built on a very narrow plot of land, and the narrowest part is the back door, which is only 12 inches wide.

CARE HOUSES

Use any language related to care homes, nursing homes, and residential care.

Match 'What's the best place to...' with the words on page 121.

4.2 LISTEN AND ANSWER THE QUESTIONS

What is the purpose of the house? ...

4.3 GRAMMAR

CONJUNCTIONS

Present Perfect and Past and simple

US TODAY

WORD STORE 4A Inside houses

WORD STORE 4B Inside a house

WORD STORE 4C Inside a house

WORD STORE 4D Inside a house

4.4 READING

4.5 LISTENING

GRAMMAR

LISTENING

READING

4.6 WRITING

GRAMMAR

WRITING

LISTENING

READING

4.7 LISTENING

4.8 READING

4.9 LISTENING

4.10 READING

4.11 LISTENING

4.12 READING

4.13 LISTENING

4.14 READING

4.5 GRAMMAR

4.5.1

4.5.2

4.5.3

4.5.4

4.5.5

4.6 USE OF ENGLISH

4.6.1

4.6.2

4.6.3

4.6.4

4.6.5

4.7 WRITING

4.7.1

4.7.2

4.7.3

4.7.4

4.8 LISTENING

4.8.1

4.8.2

4.8.3

4.8.4

4.8.5

4.9 READING

4.9.1

4.9.2

4.9.3

4.9.4

4.10 LISTENING

4.10.1

4.10.2

4.10.3

4.10.4

Two Grammar Lessons

Listening Reading

Writing Speaking

Use of English

FUTURE EDUCATION

4.4

READING

Gapped text

I can understand the main points in a simple descriptive text on a familiar topic.

who don't live tional houses



iving in trees

rowal Tribe of Papua New Guinea are strong and good at 18. They have to bel They live in treehouses, sometimes forty- etres above the ground. The dense rainforest is hot and humid; are insects and dangerous animals. Treehouses protect the rom these dangers on the ground. They use material from the to build the houses. They cut off the top of a tree and build jo first. They use a ladder to get up and down. Imagine eathtaking views from one of these treehouses!

- 1 SPEAKING** Look at the photos and discuss the questions.
 - 1 What are the advantages of living in each place?
 - 2 What are the disadvantages?
 - 3 Would you like to live there? Why/Why not?

I suppose one advantage of living in the trees is that you would have fantastic views...
- 2 412.12** Which words in the box describing landscape features can you see in the photos? Use your dictionary if necessary. Then listen and repeat.

a cave a crater an island a rainforest rocks ruins stilts a treehouse a turquoise ocean a volcano
- 3 Read the text and answer the questions.**
 - 1 Why do the Korowai Tribe build their houses in trees?
 - 2 Why do people in Coober Pady prefer living underground?
 - 3 Why do people on Aogashima want to

EXAM FOCUS Gapped text

- 4 Read the text again. Complete gaps 1-5 with sentences A-F. There is one extra sentence.**
 - A Alternatively, you can take a helicopter and it only takes two hours.
 - B This means that they have better access to water, electricity and Wi-Fi.
 - C In fact, income from tourism is helping to keep their traditions alive.
 - D It has to be strong because sometimes a family of twelve people live there.
 - E However, if you look closer, you can see chimneys on the surface of the dry landscape.
 - F Also, they start hunting when they're just eight years old.

Integrates tasks in an exam format



Helps students to become independent learners



Give an opportunity to monitor progress

4.6

USE OF ENGLISH

Adverbs

I can form adverbs and qualify them with really/quite/very.



- 1 SPEAKING** Look at the photos. What are the advantages and disadvantages of each place? Where would you like to spend weekend? Discuss with a partner.
- 412.18** Listen to Robbie trying to decide which place to go. How many of your ideas in Exercise 1 does he mention? Why he decide to do and why?
- 412.18** Listen again and choose the correct option.
 - 1 She doesn't speak French very well / very well French.
 - 2 I speak more well / better than she does.
 - 3 I stay up late / lately.
 - 4 That sounds extreme / extremely boring.
 - 5 Everybody goes to bed really early / real early.
 - 6 Time goes unbelievably slowly / unbelievably slow in the col.
- 4 Read the LANGUAGE FOCUS.** Form appropriate adverbs for adjectives in bold in sentences 1-6 below. Then put the wor correct order to make sentences.

LANGUAGE FOCUS

Adverbs

- You use adverbs to modify verbs, adjectives and other adverbs.
- You form adverbs by adding **-ly**, **-y**, **-ily** to adjectives:

slow → slowly, unbelievable → unbelievably, lucky → luckily.

Note: Some adverbs and adjectives have the same spelling: hard, fast, late, early.

He is a fast runner./He runs fast.
- You never put an adverb between a verb and its object.

VERB OBJECT
He speaks English well. NOT He speaks well English.
- Use adverbs of degree to modify adjectives and adverbs.

WEAKER

a little/a bit/slightly quite/rather/pretty really/extremely/cor
She's a little shy. My French is pretty bad. Everybody goes to bed really early.

- You form comparative adverbs with more:

Alice speaks more clearly than John.

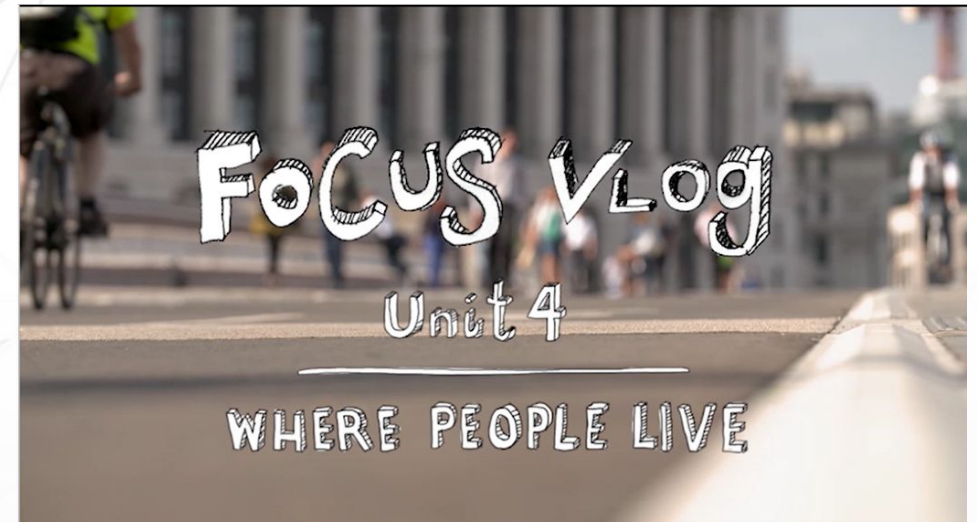
Note: Some comparative adverbs are irregular: well → better, worse → worse, hard → harder.

- 1 go to bed / I / at the weekend / **real late**
- 2 eat / I / quite **healthy**
- 3 I / my money / **wise** / spend
- 4 **extreme easy** / new words / learn / I
- 5 **pretty fast** / dives / My father / his car
- 6 understand / My parents / I do / English / than / **good**

6 USE OF ENGLISH Complete the second sentence with option A, B or C so that it has a similar meaning to the first.

- 1 My house is not very far from the school.
My house is ___ near the school.
A very B **quite**
C completely
- 2 My cousin really hates meeting people.
My cousin is ___ shy.
A extremely B a little
C slightly
- 3 I don't get up early during the holidays.
I get up ___ during the holidays.
A late B lately
C more late
- 4 I don't sing as well as my best friend.
My best friend sings ___ than me.
A well B good
C better
- 5 I have to make more effort in English.
I have to work ___ in English.
A hardly B more harder
C harder

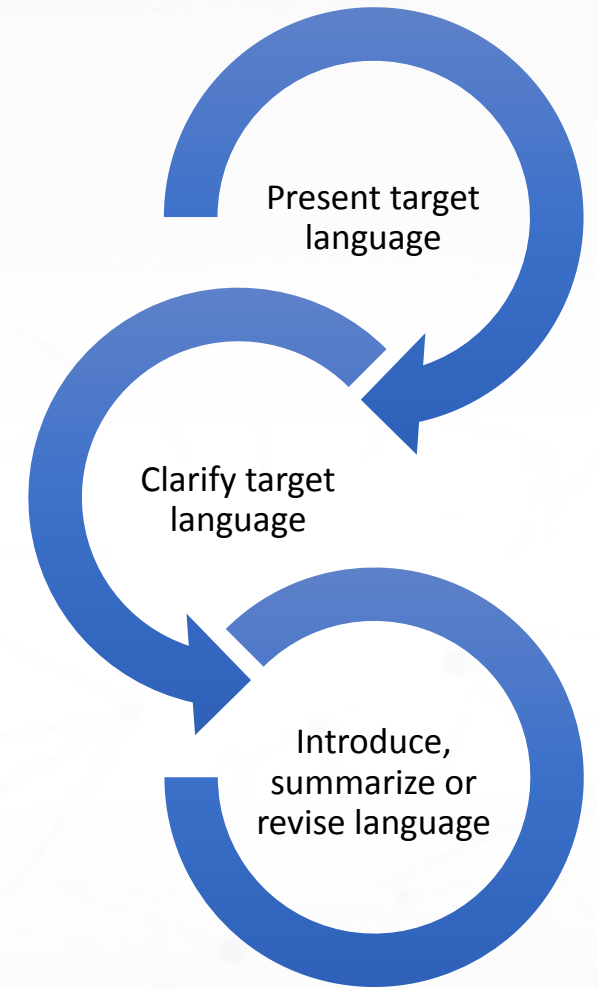
Present Continuous
be going to
will



FUTURE
OF EDUCATION

Grammar Animation Video

Present Continuous
be going to
will

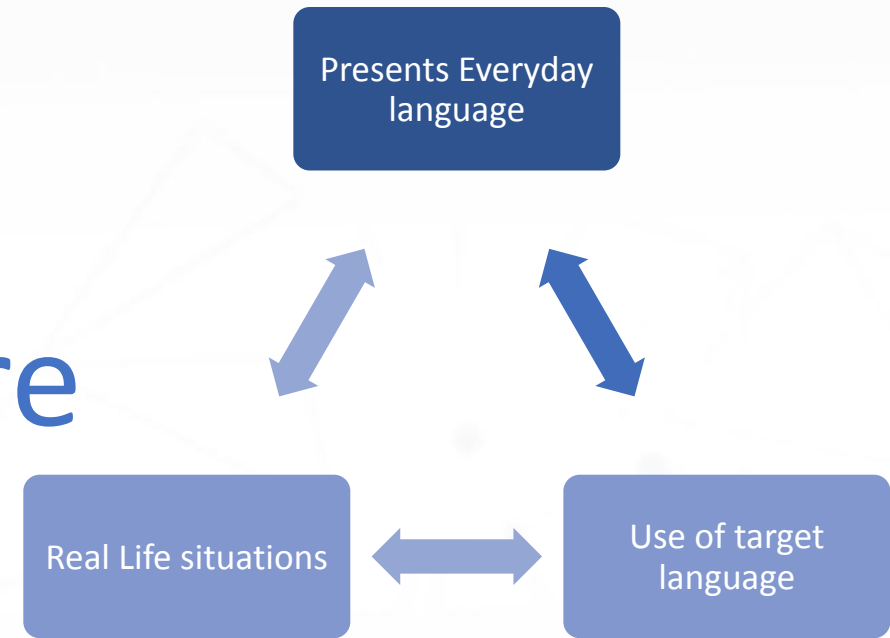


FUTURE
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Speaking Lessons



Your text here



BBC video sets



UNIT 4 VIDEO WORKSHEETS

BBC Cave houses



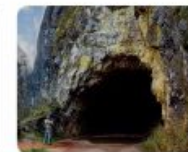
BEFORE YOU WATCH

- 1 Label the photos with the words and phrases in the box. There is one extra word.

hot air balloon cave volcanic rock
conical rock formations basement



1 _____



2 _____



3 _____



4 _____

- 2 **SPEAKING** Which adjectives in the box are appropriate to describe the landscape? Discuss. Add more adjectives to your list.

amazing crowded lonely incredible magical
modern prehistoric strange quiet unique

WHILE YOU WATCH

- 3 **15** Watch the video and check whether you can hear any of the adjectives in Exercise 2.

- 4 **15** **SPEAKING** Are sentences 1–5 true (T) or false (F)? Discuss with a partner. Then watch the first part of the video again (up to 2:00) and check your answers.

- Every evening people visit the incredible landscape in hot air balloons.
- The rock formations are called fairy chimneys.
- Humans started living here hundreds of years ago.
- Rafik owns a local restaurant.
- His grandparents live in a cave.

- 5 **15** **SPEAKING** Watch the rest of the video (02:00 – 03:13). Then discuss the questions with a partner.

- Why do Rafik and his wife live in a house now?
- Does Rafik miss living in a cave? Why?/Why not?
- Have you ever seen a landscape like this? Would you like to visit it by hot air balloon?

AFTER YOU WATCH

- 6 **SPEAKING** Discuss the questions. Use the KEY PHRASES to express your ideas.

- Do your parents and grandparents still live in the place where they grew up?
- Do you think you'll stay in the place where you grew up or do you think you'll move away? Why?

I think one of the disadvantages of moving away is that you are far away from the family.

KEY PHRASES

I think the advantage / disadvantage of (moving away) is that ... One of the good / bad points of (moving away) is that ...

Vlogs

FOCUS Vlog

Unit 4

WHERE PEOPLE LIVE

Focus Vlog Where people live

Where do people live?



- 3 17 Watch the video again. How long have they lived there?
- Oliver _____
Esme _____
Amber _____
Millie _____

- 4 **SPEAKING** What do you like about your house or flat? How long have you lived there? Tell your partner.

FOCUS ON LIFE SKILLS

Critical thinking • Teamwork • Communication

- 1 Put the words in the box under an appropriate heading.

bedroom bathroom drive flat garden kitchen
floors/storeys in London opposite a park
terraced house

Type of house

Location

Inside

Outside

- 2 17 Watch the interviews where people talk about the places they live. Complete the sentences with the names of the speakers.



Oliver



Esme



Amber



Millie

- 1 _____ lives in a house which is opposite a park.
2 _____ lives in a small house in London.
3 _____ shares his house with other university students.
4 _____ has chickens in the garden.
5 _____ lives in a four-bedroom flat.
6 _____ has a house full of colours.

- 6 In pairs, decide on the top three things to consider when looking for a house. Present your opinion to the class.

In my opinion the most important thing to consider while looking for a house or flat is the neighbourhood it's in because ...



Vocabulary Development Programme

WORD STORE 4C *make or do*

WORD STORE 4B *Inside a house*

WORD STORE 4A *Describing houses*

SHOW WHAT YOU KNOW




FOCUS 2

SECOND EDITION

WORKBOOK

DANIEL BRAYSHAW
DEAN RUSSELL / BARTOSZ MICHALOWSKI

 Pearson

 GSE

GSE: 35-48 (CFE: A2 + B1)

FUTURE
OF EDUCATION

4 Home sweet home

4.1

VOCABULARY

Describing houses • inside a house
• make or do

SHOW WHAT YOU KNOW

1 Choose the odd one out in each group of four words.

- | | | | |
|-----------|--------------|------------|-------------|
| table | oven | dishwasher | desk |
| 1 shower | coffee table | armchair | sofa |
| 2 lamp | rug | microwave | bed |
| 3 bath | dining table | washbasin | toilet |
| 4 kitchen | living room | plant | bedroom |
| 5 chair | bathroom | study | hall |

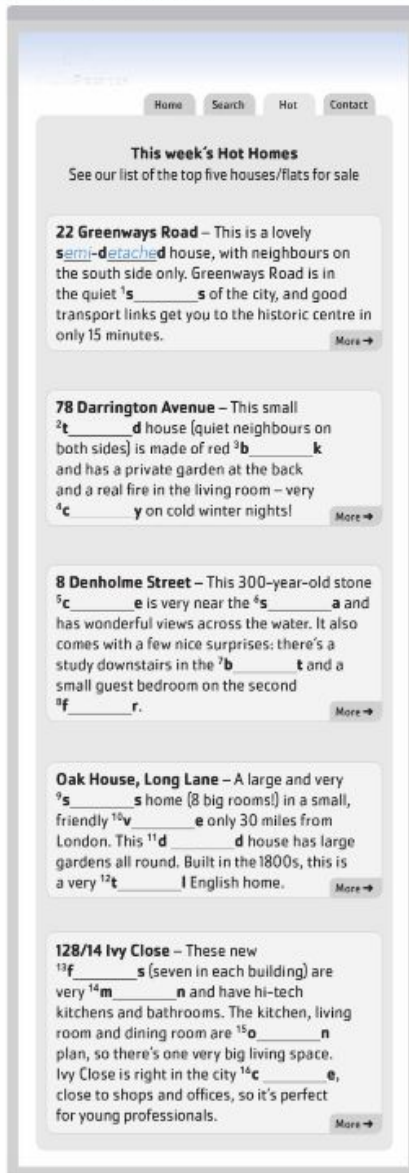
WORD STORE 4A | Describing houses

2 Match the words from the box to pictures B-L.

bungalow concrete cottage glass housing estate semi-detached house stone suburbs terraced house the countryside wood village

Material	Houses	Location
 concrete		
		
		
		

3 Complete the information on the website. The first and last letters are given.



Home Search Hot Contact

This week's Hot Homes
See our list of the top five houses/flats for sale

22 Greenways Road – This is a lovely **semi-detached** house, with neighbours on the south side only. Greenways Road is in the quiet **'s_____s** of the city, and good transport links get you to the historic centre in only 15 minutes. [More →](#)

78 Darrington Avenue – This small **2t_____d** house (quiet neighbours on both sides) is made of red **'b_____k** and has a private garden at the back and a real fire in the living room – very **'c_____y** on cold winter nights! [More →](#)

8 Denholme Street – This 300-year-old stone **'c_____e** is very near the **'s_____a** and has wonderful views across the water. It also comes with a few nice surprises: there's a study downstairs in the **'b_____t** and a small guest bedroom on the second **'f_____r**. [More →](#)

Oak House, Long Lane – A large and very **'s_____s** home (8 big rooms!) in a small, friendly **'v_____e** only 30 miles from London. This **'1d_____d** house has large gardens all round. Built in the 1800s, this is a very **'2t_____l** English home. [More →](#)

128/14 Ivy Close – These new **'3f_____s** (seven in each building) are very **'4m_____n** and have hi-tech kitchens and bathrooms. The kitchen, living room and dining room are **'5o_____n** plan, so there's one very big living space. Ivy Close is right in the city **'6c_____e**, close to shops and offices, so it's perfect for young professionals. [More →](#)

WORD STORE 4B | Inside a house

4 Match the numbers in the picture to the words in the box. There are three extra items.

- | | | |
|---|---------------------------------------|-------------------------------------|
| <input type="checkbox"/> bedside table | <input type="checkbox"/> bookcase | <input type="checkbox"/> carpet |
| <input type="checkbox"/> chest of drawers | <input type="checkbox"/> cooker | <input type="checkbox"/> cupboard |
| <input type="checkbox"/> desk | <input type="checkbox"/> fridge | <input type="checkbox"/> front door |
| <input type="checkbox"/> ladder | <input type="checkbox"/> radiator | <input type="checkbox"/> shelves |
| <input type="checkbox"/> wardrobe | <input type="checkbox"/> wooden floor | <input type="checkbox"/> stairs |



In which room do the three extra items go?

The _____

WORD STORE 4C | make or do

5 Choose make or do to complete the sentences.

- Gordon's food is delicious, but he always ***does / makes** a mess in the kitchen when he ***does / makes** the cooking.
- When Mum and Dad ***do / make** the housework, they ***do / make** a lot of noise, and I can't concentrate on my homework.
- Helen never ***does / makes** the shopping on Saturdays. She prefers to ***do / make** the gardening if the weather is nice.
- I would like to **do / make** a complaint about this meal. My burger is cold and my cola is warm.
- Katy, I want you to ***do / make** your bed while I ***do / make** dinner.
- Which would you prefer – ***doing / making** the ironing or ***doing / making** the washing-up?
- Right! I've ***done / made** a decision. I'm going to ***do / make** my homework now and then clean my room.
- Do you **do / make** your own washing? My mum still washes all of my clothes.

REMEMBER THIS

stay at home = don't leave your house/flat
leave home = leave your house/flat
go home = go back to your house/flat
get home = arrive at your house/flat

6 Read REMEMBER THIS. Complete the sentences with the phrases in bold.

Tomorrow, I need to **leave** home at 6 a.m. My flight is at 8:15 a.m. and it takes about half an hour to get to the airport.

- Kim doesn't feel like going out, so we are going to _____ at home and watch a film.
- It's 11:00 p.m. and you have to be up early tomorrow – I think you should _____ home and get some sleep.
- I'm hungry, Alex. When we _____ home, I'll start cooking dinner straight away, OK?

REMEMBER BETTER

To remember the collocations with **home** in Exercise 6, write sentences about a typical day or weekend in your life.

Complete the sentences with personal information.

On school days, I leave home at **7.30 a.m.** (time).

- After school, I usually go home by _____ (means of transport).
- On weekdays, I usually get home at _____ (time).
- Sometimes I go out at the weekend, but sometimes I just enjoy staying at home and _____ (activity).

SHOW WHAT YOU'VE LEARNT

7 Choose the correct words.

- My grandma chose a **terraced house / bungalow / detached house** because this type of house is all on the ground floor and doesn't have stairs.
- Diana keeps all of her clothes in an antique **cupboard / desk / wardrobe** next to her bed.
- Grandad built his own house out of **wood / concrete / stone** from trees in the local forest.
- A greenhouse is a building where you grow plants. It is made of **metal / brick / glass** so that the light and heat from the sun can get in easily.
- Sue has a flat on the **top floor / on the ground floor / in the basement** of her building. You can see the whole town from her living room window.
- I wonder how long it will take to build this red **concrete / brick / stone wall** – probably a couple of months.
- Kevin, the washing is dry and it's your turn to **do the shopping / do the cooking / do the ironing**. Dad needs a shirt and a pair of trousers for work tomorrow.
- No, leave the plates, please! You made dinner, so I'll do the **gardening / do the washing / do the washing-up**.
- Sssh. Don't **make a complaint / make a mess / make a noise**. The baby is sleeping.
- Thomas's flat is always cold because the **ladders / radiators / fridges** don't work.

4.5 Future forms: Present Continuous, be going to and will

- We use the Present Continuous for fixed future arrangements, which have already been planned and prepared:
I can't go shopping tomorrow at five. **I'm playing** tennis with Joy. (I've already made an arrangement with Joy.)
- We use **be going to** + infinitive to talk about future intentions or plans, which may still be changed:
Are you going to invite your aunt to the party?
- We use **will** + infinitive for spontaneous decisions made at the moment of speaking, often in reaction to a new situation. We often use **will** with:
I think I'll ... I'll probably ... Don't worry, I'll ... I think I'll ask Luke for help.

Affirmative	Negative
I am ('m)	I am not ('m not)
You/We/They are ('re)	You/We/They are not ('aren't)
He/She/It is ('s)	He/She/It is not ('isn't)
Yes/No questions	Short answers
Am I	Yes, I am. No, I am not ('m not).
Are you/we/they going to study?	Yes, you/we/they are. No, you/we/they are not ('aren't).
Is he/she/it going to study?	Yes, he/she/it is. No, he/she/it is not ('isn't).
Wh-questions	
When am I going to study?	
When are you/we/they going to study?	
When is he/she/it going to study?	
Subject questions	
Who is going to study?	

Affirmative	Negative
I/You/He/She/It/We/They will	I/You/He/She/It/We/They will not (won't)
Yes/No questions	Short answers
Will I/you/he/she/it/we/they drop biology?	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they will not (won't).
Wh-questions	
What will I/you/he/she/it/we/they drop?	
Subject questions	
Who will drop biology?	

- Choose the correct option.**
 - We had a discussion and we've decided we **are not going to** / **will not attend** the meeting next week.
 - Don't worry. I'll phone / I'm phoning you to tell you the news.
 - What time are you meeting / will you meet Dr Stevens tomorrow?
 - Who do you think will / is going to win the next World Cup?
- Complete the sentences with the appropriate future forms of the verbs in brackets.**
 - Mum _____ (see) the dentist at four o'clock this afternoon.
 - It's my birthday next month but I _____ (not have) a party.
 - Err, it's cold in here. I think I _____ (turn) the heating on.
 - What _____ (you / do) later? Do you want to go for a coffee?
 - My cousin _____ (get married) in May.
 - Sorry, I can't talk now. I _____ (call) you back later.
 - These bags are so heavy, I _____ (carry) them for you.
- What will these people say in the following situations? Choose the best option.**
 - A customer at a café:
I'll have / I'm going to have / I'm having a big glass of orange juice, please.
 - Someone who's just heard about his uncle's problem:
What? Uncle Bob will paint / is going to paint his house all by himself on Saturday? I'm going to help / I'll help him!
 - A businesswoman talking about her plans for the new year:
I'm going to help / I'll help / I'm helping some African charities this year.
 - Someone talking to his/her friend on the phone:
I'm having / I'll have / I'm going to have a house party on Saturday. I've already bought the food and drink but can you bring the music?
 - Someone talking to his/her friend:
I'll buy / I'm going to buy / I'm buying Matt a desk lamp for his birthday. Do you think that's a good idea?
- Complete the text with the appropriate future forms of the verbs in brackets.**
Next weekend we ¹ _____ (have) a school disco in the main hall. I ² _____ (wear) my favourite shirt with my new jeans and brown shoes. I ³ _____ (work) in the afternoon in my mum's shop, but after that I ⁴ _____ (return) home to have a shower and get dressed. I'm quite excited. But who do I invite? I know! I ⁵ _____ (ask) Sarah in my Maths class. She's really nice.

4.6 Adverbs

- We use adverbs with:
- verbs:
Are you **sitting comfortably**?
 - adjectives:
The living room is **really beautiful**.
 - other adverbs:
We drove **incredibly slowly** because of the traffic jams.
- Adverbs are usually formed by adding **-ly** to an adjective (soft – softly).
In other cases:
- for adjectives ending in **-le**, the **-e** changes into **-y** (possible – possibly).
 - for adjectives ending in a consonant + **-y**, **-y** changes into **-i** and we add **-ly** (happy – happily).

Some adverbs take the same form as adjectives: hard – hard, fast – fast, late – late, early – early.

We use adverbs to define verbs:

- directly after the verb:
She **dances beautifully**.
- after an object, if it is directly after the verb:
We **ate our breakfast quickly** and left for our holidays.

We form the comparative for most adverbs with **more** and the superlative with **the most**:
beautifully – more beautifully – the most beautifully.

Adverbs with the same form as adjectives take the same comparative and superlative forms as the adjectives:
low – lower – the lowest.

Some adverbs take irregular comparative and superlative forms:

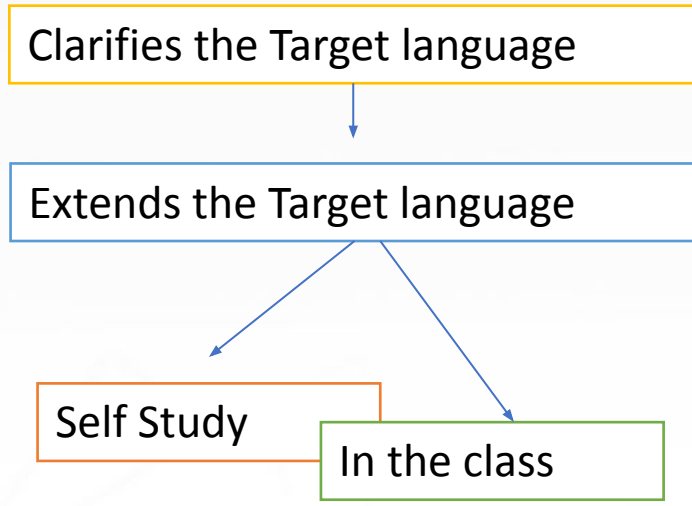
- well – better – the best
- badly – worse – the worst

We can use **adverbs of degree** before both adjectives and adverbs to modify their meaning:

- a little/a bit/slightly:
Sue says that living in the suburbs is **slightly better** now because there are **more** shops.
- quite/rather/pretty:
Since we redecorated the room, it looks **pretty good**.
- really/extremely/completely:
You need to move this chest of drawers **extremely carefully** because it is an antique.

- Choose the correct option.**
 - This town is well / extremely crowded in the summer.
 - You've looked after your garden good / well.
 - The dates in this book are historic / historically incorrect.
 - Nick works hard / hardly to make his home beautiful.
 - The men painted the outside of the house bad / badly.
 - He got up late / lately this morning and missed the bus.
 - It's completely / a bit too dark to read in here.
 - The children are playing surprisingly quiet / quietly in the garden.

- Put the words in the correct order to make sentences.**
 - father / the / my / cleans / rather / house / quickly
 - you've / beautifully / your / decorated / room
 - pancakes / makes / pretty / good / Janice
 - your / mine / bigger / is / slightly / wardrobe / than
 - she / carefully / door / close / extremely / front
 - loudly / Laura / the / housework / does / really
- Make adverbs from the adjectives in the box. Then complete the sentences with the correct adverbs.**
[careful easy fast good lucky slow]
 - You can _____ have a party in this cosy cottage.
 - How _____ do you play the piano, Bjorn?
 - Please do the washing-up _____ . I don't want you to break my expensive plates.
 - Never drive _____ in a small village – even when you are in a hurry.
 - I love walking _____ through the city centre when I have lots of time.
 - I missed the bus, but _____ there was another one in twenty minutes.
- UNIT REVIEW Choose the correct answer, A, B or C, to complete the text.**
Moving from the city centre and living in the countryside was very strange for me at the beginning. To start with, it is ¹ _____ quiet compared to living in the city as there is almost no traffic on the roads. We live in a small village and there aren't too many terraced or semi-detached houses. There are beautiful, ² _____ designed stone cottages – most of them with only one or two floors. We live in a bungalow which is ³ _____ spacious. My room, however, is small – but it is very cosy. It's not very entertaining here – there aren't many shops or cafes but there are some amazing ⁴ _____ monuments nearby. I especially like the ruins of the old castle. We walk there sometimes at the weekends and it's such a fascinating place with lots of gripping stories about it from the past. There are ⁵ _____ views there too, and this Sunday my family and I ⁶ _____ a picnic there. I don't miss life in the city at all!
 - A a bit B extremely C the most
 - A tradition B traditional C traditionally
 - A pretty B a little C slightly
 - A history B historic C historical
 - A lush B scorching C breathtaking
 - A will have B are having C am going to have



Fantastic Writing lessons

4.7 WRITING

Blog entry
I can write a description of a recent trip.

1 In pairs, list as many British cities as you can think of in sixty seconds.

13 January

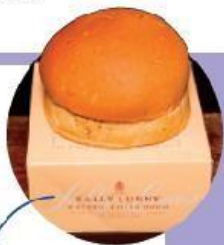
Last weekend, I visited my cousin in Bath, Somerset, in the southwest of England. Bath is a popular tourist destination and is famous for its historic sites. Today's blog entry is about my visit.

I met my cousin on Saturday morning and we walked around the city. Bath is a lovely place. The centre is small, so most people tend to visit it on foot. It was very busy, but we saw some really beautiful architecture. For visitors, a walk along the river is a must.

We stopped for lunch in a traditional tearoom. One of the local specialities is the Sally Lunn Bun. It was delicious! After lunch, we went shopping. Bath has a wide selection of shops. According to fashion magazines, Bath is 'Britain's best fashion secret'. I bought a cool T-shirt, some sunglasses and a hat.

In the evening, we went to the Roman Baths. It is the most popular attraction in the city. If you're tired after a long day, I would definitely recommend relaxing in the thermal waters of Bath Spa. I thought it was wonderful!

Comments (8)



- 2 Read a blog about Bath. Which topics does the blogger mention?
- | | |
|-------------------------------|-----------------------|
| a Art and culture | d General information |
| b Food and drink | e Shopping |
| c Entertainment and nightlife | f Tourist highlights |
- 3 **SPEAKING** Would you like to visit Bath? Why?/ Why not? Discuss with a partner.

4 **402.19** Match the words and phrases in purple in the blog with the definitions below. Then listen, check and repeat.

- 1 an interesting thing to see or do - _____
- 2 choice or range - _____
- 3 food that you can only find here - _____
- 4 places that were important in the past - _____
- 5 something you should definitely see or do - _____

5 Read the **WRITING FOCUS**. Complete the examples with the underlined words in the blog in Exercise 2.

WRITING FOCUS

A blog entry

1 Say when and/or why you visited

Last week/weekend/month, etc. I went to .../I visited my cousin/friend/aunt in ...

2 Introduce the place

... is a small/large city in ...
... is a popular tourist destination.
... is famous for its ...

3 Give impressions or opinions

It is a busy/interesting/lovely place.
Most people seem to ² _____ to ...
According to ...
I thought it was great ³ _____ /a bit boring
It (the food) was ⁴ _____!

4 Make recommendations

I would (definitely) ⁵ _____ (doing something).
For visitors, ... is a must.

6 **SPEAKING** Complete these sentences to describe your own town or region. Then compare your answers with a partner.

- 1 _____ is famous for _____.
- 2 For visitors, _____ is a must.
- 3 _____ is probably the most popular attraction.
- 4 One of the local specialities is _____.
- 5 I would recommend _____.

7 Read the **LANGUAGE FOCUS**. Complete with examples of comma use in the blog.

LANGUAGE FOCUS

Punctuation – commas

- Put a comma between the names of cities and states or countries. * Bath, Somerset
- Use commas to separate three or more nouns in a list.
2 _____
- Use commas to separate clauses in a sentence when they are joined by but or so: ¹ _____
- Use a comma to separate an *if*-clause from the main clause when the *if*-clause is the first one in a sentence: * _____
- Use a comma after time expressions at the beginning of a sentence: ⁵ _____

8 Add commas to the text about the Lake District.

The Lake District

The Lake District in Cumbria is the UK's most popular national park. Every year 15 million people visit the area. The landscape is wonderful – there are lakes, mountains, beaches and breathtaking views. The Lake District is the wettest place in England but the dramatic skies are part of the attraction. Lake Windermere is eleven miles long and is a must for all visitors. If you enjoy walking, hiking, climbing or water sports the Lake District is an ideal place for a holiday.



SHOW WHAT YOU'VE LEARNT

9 Do the writing task. Use the ideas in the **WRITING FOCUS** and the **LANGUAGE FOCUS** to help you.

Write a blog entry in which you describe your impressions after visiting a well-known tourist destination. Include the following information:

- introduce the place and write when you were there
- write what you did there and what you saw
- present your impressions and your opinion about this place
- give some advice to the readers.

A few months ago, I visited ...

The screenshot displays the MyEnglishLab interface. At the top, it shows the user is signed in as 'Demo, Demo' and provides navigation options for English, Help, and Sign out. Below this is a main navigation bar with tabs for ASSIGNMENTS, COURSE, GRADEBOOK, MESSAGES, and SETTINGS. A 'FOCUS 2' banner highlights 'Focus 2 2nd Edition Extra Activities and Resources'. The 'COURSE' tab is active, showing a progress indicator for 'Extra Activities' (0/99) and 'Resources (video and audio)' (1/75). A list of 'Extra Activities' is visible, including Vocabulary Checkpoint, Grammar Checkpoint, Use of English Checkpoint, Reading Checkpoint, and Listening Checkpoint. The footer contains the text 'ALWAYS LEARNING' and the 'PEARSON' logo.

Student`s Online Platform

- Access the extra digital activities
- Revisit course content
- Grammar and Vocabulary checkpoints
- Additional reading, listening and use of English texts and exercises.
- Audio and video resources

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Student`s App

Your course comes with Online Practice (interactive workbook), extra digital activities and resources on the **Pearson English Portal**, and audio and video resources on the **Pearson Practice English App**.

To access the Portal:

- 1 Go to english.com/activate
- 2 Sign in or create an account
- 3 Enter the access code below and click activate



This code can only be used once and the user subscription is valid for 24 months from the date of registration.

To access the App:

- 1 Download Pearson Practice English App:
 - For iOS: english.com/ppe-ios
 - For Android: english.com/ppe-android
- 2 Follow the on-screen instructions to unlock your content, using either the QR or the numerical code below

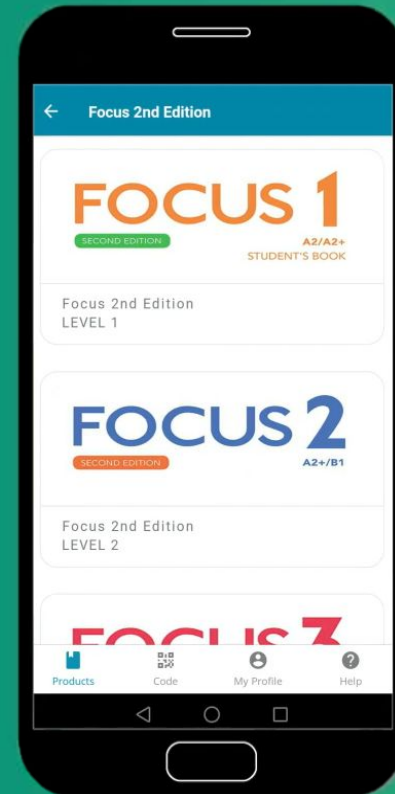


The user subscription is valid for 24 months from the date of registration.

Need help?

Go to english.com/help for support with:

- Creating your account
- Activating your access code
- Checking technical requirements
- Using apps



Gives access to all the audio and video from the course

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Teacher`s book

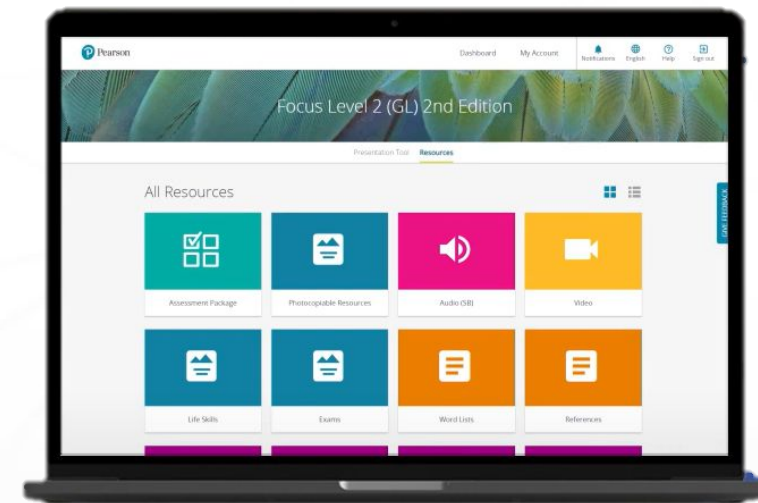
Available offline

Presentation tool – Interactive whiteboard

Online practice and extra digital activities

Teacher`s resources

Assessment package



**FUTURE
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Units



1 Lives people live



2 Science and technology



3 The arts



4 Home sweet home



5 Time to learn



6 Just the job



7 Consumer society



8 Well-being

Presentation Tool

- Is available online
- Can be downloaded and used offline
- Fully interactive
- Includes all the lesson from the given unit (Student`s book / Work book)
- Includes additional sections from the back of the book: BBC video worksheet; Focus vlog video worksheet; Grammar and Use of English reference and practice

4.3 LISTENING

Matching
I can identify key details in a simple narrative about teenagers' rooms.



- 1 **SPEAKING** Look at the photo. How different or similar is the bedroom to your own? Discuss with a partner. Think about:
 - 1 **the size:** bigger/smaller, more/less spacious, the same
 - 2 **the decoration:** more/less modern, colour of walls/curtains/carpet, posters, etc.
 - 3 **the furniture:** bookcase, bed, wardrobe, desk, etc.
 - 4 **other details:** more/less tidy, clothes, musical instruments, computer, etc.
- 2 **4.0 2.7** Listen to five teenagers describing their rooms. Are statements 1–5 true (T) or false (F)?
 - 1 Speaker 1 lives in a quiet house.
 - 2 Speaker 2 isn't like her sister.
 - 3 Speaker 3 doesn't like music.
 - 4 Speaker 4 is often out.
 - 5 Speaker 5 never invites her friends round.

EXAM FOCUS Matching

- 3 **4.0 2.7** Listen to the teenagers again. Match speakers 1–5 with statements A–F. There is one extra statement.

Speaker 1: Speaker 3: Speaker 5:
 Speaker 2: Speaker 4:

A uses his/her room as a creative space.
 B likes to escape to his/her room and have private time.
 C spends time with friends in his/her room.
 D likes having an untidy room.
 E just does homework and sleeps in his/her room.
 F shares his/her room with someone.

- 4 **SPEAKING** Discuss which teenager's attitude is most similar to your own.
- 5 **4.0 2.8** Listen to two teenagers talking about their most treasured possessions and complete the information.

DAFYDD

- 1 a laptop: has had it for _____, a _____ present
- 2 a guitar: has had it for _____, it belonged to his _____
- 3 a Welsh flag: he feels _____ of being Welsh

KAREN

- 1 a collection of animals: has had them since she _____, her favourite is _____
- 2 a bedside lamp: a present from her _____, brought from _____
- 3 a collection of shells: they are souvenirs from _____, she has collected them since she _____

- 6 **4.0 2.8** Choose the correct preposition and try to complete the sentences from memory. Then listen again and check.
 - 1 Dafydd's _____ is on / next to his desk.
 - 2 His _____ is on / in the corner above / next to the bookcase.
 - 3 His _____ is onto / on the wall onto / above his bed.
 - 4 Karen's _____ is on top of / above the wardrobe.
 - 5 Karen's _____ is on / in her bedside table.
 - 6 Her _____ is in / on the bottom shelf of her bookshelves, which are opposite / in front of her bed.

- 7 **SPEAKING** What are your own most treasured possessions? Where is everything in your room? Tell your partner.

PRONUNCIATION FOCUS

- 8 **4.0 2.9** Listen and repeat the words with long vowel sounds. Then put them in an appropriate column in the table.

art calm floor free meet new room sea				
start surf third true wall warm work				
/ɪ:/	/u:/	/ɔ:/	/ɑ:/	/a:/
				art

- 9 **4.0 2.10** Listen, check and repeat.

WORD STORE 4D Phrasal verbs

- 10 **4.0 2.11** Complete WORD STORE 4D with the particles in the box. Then listen, check and repeat.

Scores

Teaching notes

Hide

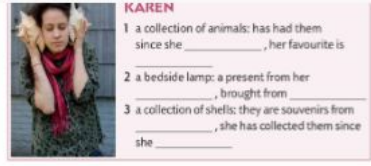
Timer

Dictionary

Add note

Whiteboard

Draw Large Medium Small Erase Erase all Undo Redo



- 1 SPEAKING** Look at the photo. How different or similar is the bedroom to your own? Discuss with a partner. Think about:
 - 1 the size:** bigger/smaller, more/less spacious, the same
 - 2 the decoration:** more/less modern, colour of walls/curtains/carpet, posters, etc.
 - 3 the furniture:** bookcase, bed, wardrobe, desk, etc.
 - 4 other details:** more/less tidy, clothes, musical instruments, computer, etc.
- 2 412.2** Listen to five teenagers describing their rooms. Are statements 1–5 true (T) or false (F)?
 - Speaker 1 lives in a quiet house.
 - Speaker 2 isn't like her sister.
 - Speaker 3 doesn't like music.
 - Speaker 4 is often out.
 - Speaker 5 never invites her friends round.
- 3 412.2** Listen to the teenagers again. Match speakers 1–5 with statements A–F. There is one extra statement.

Speaker 1: <input type="checkbox"/>	Speaker 3: <input type="checkbox"/>	Speaker 5: <input type="checkbox"/>
Speaker 2: <input type="checkbox"/>	Speaker 4: <input type="checkbox"/>	
- 4 12.8** Choose the correct preposition and try to complete the sentences from memory. Then listen again and check.
 - Dafydd's _____ is on / next to his desk.
 - His _____ is on / in the corner above / next to the bookcase.
 - His _____ is onto / on the wall onto / above his bed.
 - Karen's _____ is on top of / above the wardrobe.
 - Karen's _____ is on / in her bedside table.
 - Her _____ is in / on the bottom shelf of her bookshelves, which are opposite / in front of her bed.
- 7 SPEAKING** What are your own most treasured possessions? Where is everything in your room? Tell your partner.

PRONUNCIATION FOCUS

412.9 Listen and repeat the words with long vowel sounds. Then put them in an appropriate column in the table.

art	calm	floor	free	meet	new	room	sea
start	surf	third	true	wall	warm	work	
/ɜː/	/aː/	/ɔː/	/ɪː/	/aʊ/			

The presentation tool is designed:



















- To be used for the heads up moments in the class, Setting up, checking answers and whole class activities or discussions;
- Some exercises helps to check answers and deal with queries;

The screenshot shows a digital presentation tool interface. At the top, it displays '1 Lives people live | 1.4 Reading | Exercise 4'. Below this, there is a text prompt: 'See text: But this generation is adventurous and adaptable – they are not afraid of change.' The main content area is titled 'Which generation ...' and contains five multiple-choice questions:

- 1 enjoy new experiences? Z [Incorrect]
- 2 often don't earn as much as they'd like to? Y [Correct]
- 3 can do more than one activity at the same time? X [Incorrect]
- 4 are independent? [Dropdown]
- 5 often appear self-centred? [Dropdown]

At the bottom of the question area, there are buttons for 'Check', 'Clear', 'Show answer', and 'Show all'. A 'Check' button is highlighted with a mouse cursor. On the left side, there is a vertical toolbar with icons for 'Teaching tools', 'Page view', 'Teaching notes', 'Blank', and 'Fullscreen'. At the very bottom, there is a navigation bar with icons for 'Lesson flow', 'Lessons', 'Resources', and a series of exercise icons from 'Exercise 1' to 'Exercise 10', with 'Exercise 3' currently selected.

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☆ Assessment Package (425)		☆ Photocopiable Resources (53)		☆ Audio (SB) (141)		☆ Video (61)	
☆ Life Skills (20)		☆ Exams (2)		☆ Word Lists (80)		☆ Culture Notes (1)	
☆ References (6)		☆ Lesson Plans (88)		☆ Answer Keys (SB & WB) (2)		☆ Teacher's Book PDF (1)	
☆ GSE Teacher Mapping Booklet (1)		☆ Accessibility and Inclusion (1)		☆ Teaching with "Focus 2E" Videos (9)		☆ Copyright Information (1)	
☆ Test Generator (213)		☆ Country specific (1)					



Thank you for Your Attentions

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