

BBC

# FOCUS

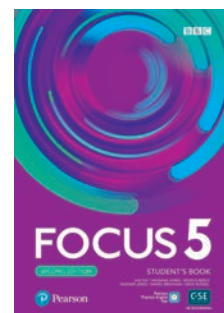
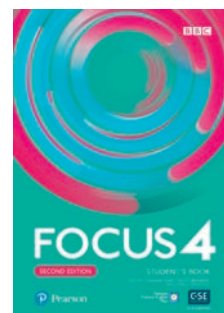
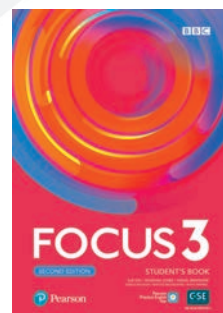
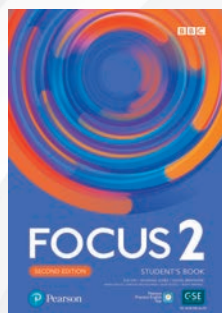
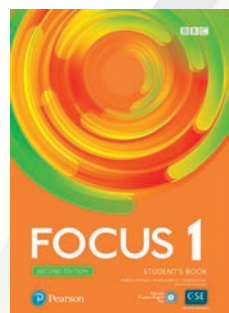
SECOND EDITION

Success in and out of the classroom



## About the course

*Focus Second Edition* is an even richer version of the best-selling English language learning series for upper secondary students. Through its **proven 3Ms methodology** (Motivation, Memory, and Meaning), **cutting-edge digital solutions** and **high-quality educational videos from the BBC**, the course offers everything students and teachers have requested.



## 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 21<sup>st</sup> 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 in exams.

## Who is it for?

### Students who

- need to be motivated and engaged when learning English
- learn English for exam success
- develop language abilities and skills to use English outside the school environment

### Teachers who

- need an intuitive course they can use without extra preparation time
- look for a course with extra practice to cater for different students' needs
- want to follow a well-balanced, secure language development format with integrated exam training
- want to put more emphasis on vocabulary and grammar development

## What is NEW in *Focus Second Edition*?

The new edition of *Focus* includes a lot of up-to-date content with all the extra features our users felt were important and needed to achieve the best learning and teaching results.

## NEW authentic video including BBC footage

The new edition of this popular course is complemented with **four types of high quality educational videos, including footage from the BBC**. This provides students with authentic content to help them progress in their language education. The new video content includes:

### BBC videos

Authentic video clips produced by the BBC provide a valuable extension to the vocabulary lessons, further encouraging students to discuss the topics covered and relate them to their own experiences. They can also be used at the beginning of the unit as a way of introducing the overall topic. Each video is accompanied by a worksheet to practice comprehension and use the new vocabulary.

### Focus Vlogs (Vox Pops)

Short clips with real people filmed on the streets of London present target grammar structures in a real world context. They provide easy-to-manage chunks that students can use to model their own speech and improve their productive accuracy. Each video is accompanied by a worksheet to enable further practice.

Each level of *Focus Second Edition* is also accompanied by popular **grammar animations** and **role-play videos** to support the areas where students need extra motivation and provide meaningful content to work with.

## NEW reading and vocabulary lessons

New up-to-date content motivates students to get involved in every stage of the lesson.

## MORE Use of English

More practice with dedicated lessons to provide more focused exam skills training.

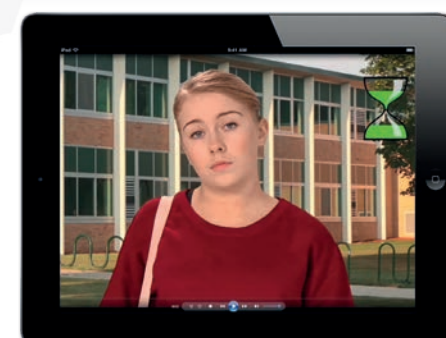
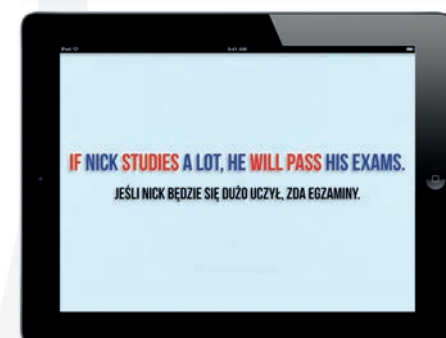
## MORE speaking and personalisation activities

Even more communicative tasks and speaking opportunities, support students with the skill they usually find the most demanding, yet is the skill that is needed most.

## MORE listening






















More audio recordings provide increased opportunities to recognise different accents, practice listening comprehension and receptive skills.

BBC





# FOCUS SECOND EDITION LEVEL 2

|   | VOCABULARY   | GRAMMAR  | LISTENING  |
|---|--|--|--|
| <b>1</b><br><b>Lives people live</b><br>BBC <br>p. 116 Student accommodation | pp. 4–5 Personality; <i>un-, in-, im-, ir-, dis-</i> ; questions with <i>like</i><br>Reading: Charity<br>p. 15 <b>Word list</b>                | p. 6 Present tenses – question forms; subject and object questions; <i>wh-</i> questions<br>p. 117 <b>FOCUS VLOG</b> <br><b>GRAMMAR ANIMATION</b>  | p. 7 <b>Vocabulary:</b> Voluntary work; <i>-ive, -ative, -able, -ing</i><br><b>Exam Focus:</b> Note completion<br><b>Pronunciation Focus:</b> Word stress – personality adjectives |
| <b>2</b><br><b>Science and technology</b><br>BBC <br>p. 118 Urban legends    | pp. 18–19 Phones and computers; word building; collocations<br>Listening: Famous scientists<br>p. 29 <b>Word list</b>                          | p. 20 Past Continuous and Past Simple<br>p. 119 <b>FOCUS VLOG</b> <br><b>GRAMMAR ANIMATION</b>   | p. 21 Becoming a scientist<br><b>Vocabulary:</b> Science and scientists; collocations<br><b>Exam Focus:</b> Matching<br><b>Pronunciation Focus:</b> Word stress – scientists       |
| <b>3</b><br><b>The arts</b><br>BBC <br>p. 120 The Musketeers                 | pp. 32–33 TV programmes; adjectives; elements of a film/TV drama<br>Reading: One episode is never enough<br>p. 43 <b>Word list</b>             | p. 34 Comparative and superlative adjectives<br><b>GRAMMAR ANIMATION</b>    | p. 35 A street artist<br><b>Vocabulary:</b> Art<br><b>Exam Focus:</b> Multiple choice<br><b>Pronunciation Focus:</b> Word stress – countries and nationalities                     |
| <b>4</b><br><b>Home sweet home</b><br>BBC <br>p. 122 Cave houses             | pp. 46–47 Describing houses; inside a house; <i>make</i> or <i>do</i><br>Listening: The narrowest house in the world<br>p. 57 <b>Word list</b> | p. 48 Present Perfect with <i>for</i> and <i>since</i><br>p. 123 <b>FOCUS VLOG</b> <br><b>GRAMMAR ANIMATION</b>                                    | p. 49 Teenagers' rooms<br><b>Vocabulary:</b> Phrasal verbs<br><b>Exam Focus:</b> Matching<br><b>Pronunciation Focus:</b> Long vowel sounds   |
| <b>5</b><br><b>Time to learn</b><br>BBC <br>p. 124 South Korean schools    | pp. 60–61 Education; phrasal verbs; collocations<br>Reading: School systems around the world<br>p. 71 <b>Word list</b>                         | p. 62 First Conditional<br><b>GRAMMAR ANIMATION</b>   | p. 63 Dealing with exam stress<br><b>Vocabulary:</b> <i>get</i><br><b>Exam Focus:</b> True/False<br><b>Pronunciation Focus:</b> Large numbers                                      |
| <b>6</b><br><b>Just the job</b><br>BBC <br>p. 126 Window cleaning          | pp. 74–75 Collocations; describing jobs; phrasal verbs<br>Listening: The worst jobs<br>p. 85 <b>Word list</b>                                  | p. 76 Second Conditional<br>p. 127 <b>FOCUS VLOG</b> <br><b>GRAMMAR ANIMATION</b>    | p. 77 Becoming an airline pilot<br><b>Vocabulary:</b> Collocations; jobs<br><b>Exam Focus:</b> Multiple choice<br><b>Pronunciation Focus:</b> Stress in job names                  |
| <b>7</b><br><b>Consumer society</b><br>BBC <br>p. 128 Cheap shopping       | pp. 88–89 Shops and services; clothes and appearance; collocations<br>Reading: The truth about shopping<br>p. 99 <b>Word list</b>              | p. 90 The Passive<br><b>GRAMMAR ANIMATION</b>   | p. 91 Buying presents<br><b>Vocabulary:</b> Word families<br><b>Exam Focus:</b> Matching<br><b>Pronunciation Focus:</b> Silent letters   |
| <b>8</b><br><b>Well-being</b><br>BBC <br>p. 130 Keeping fit                | pp. 102–103 Symptoms; health; phrasal verbs<br>Reading: Apps to keep you fit<br>p. 113 <b>Word list</b>  | p. 104 Past Perfect<br>p. 131 <b>FOCUS VLOG</b> <br><b>GRAMMAR ANIMATION</b>   | p. 105 Central Park<br><b>Vocabulary:</b> Places to do sport<br><b>Exam Focus:</b> Multiple choice<br><b>Pronunciation Focus:</b> Diphthongs                                       |

pp.116–131 **Video Worksheets** pp. 132–155 **Grammar** and **Use of English** Reference and practice

**WORD STORE BOOKLET** Word Stores 1–8, Use of English, Word practice, Word building

| READING   | GRAMMAR   | USE OF ENGLISH  | WRITING  | SPEAKING  | FOCUS REVIEW |
|---|---|---|--|---|--------------|
| pp. 8–9 A brief guide to the generations<br><b>Exam Focus:</b> Matching<br><b>Vocabulary:</b> Verb + preposition  | p. 10 Verb + <i>-ing</i> or verb + <i>to</i> infinitive<br>Reading: Attitude to clothes quiz<br><b>GRAMMAR ANIMATION</b>   | p. 11 <i>so</i> and <i>such</i><br>Multiple choice cloze  | pp. 12–13<br><b>Writing Focus:</b> A personal email/letter<br><b>Language Focus:</b> Adjective + preposition                     | p. 14 Showing interest<br><b>ROLE-PLAY</b>                               | pp. 16–17    |
| pp. 22–23 Science at the South Pole<br><b>Exam Focus:</b> Multiple choice<br><b>Vocabulary:</b> Nouns and verbs; the temperature                                  | p. 24 <i>used to</i><br><b>Listening:</b> Communication in the past<br><b>GRAMMAR ANIMATION</b>    | p. 25 Linkers and time expressions<br>Multiple choice cloze   | pp. 26–27<br><b>Writing Focus:</b> A story<br><b>Language Focus:</b> Informal linkers  | p. 28 Telling a story<br><b>ROLE-PLAY</b>                                | pp. 30–31    |
| pp. 36–37 Superheroes<br><b>Vocabulary:</b> Books; cinema; phrasal verbs<br><b>Exam Focus:</b> Matching   | p. 38 Present Perfect with <i>just</i> , <i>already</i> , ( <i>not</i> ) <i>yet</i> and Past Simple<br><b>Reading:</b> A School for Stars<br><b>GRAMMAR ANIMATION</b> <br>p. 121 <b>FOCUS VLOG</b>  | p. 39 <i>too</i> and <i>not enough</i><br>Sentence transformation   | pp. 40–41<br><b>Writing Focus:</b> A film review<br><b>Language Focus:</b> Adjectives to describe films, plots, screenplays etc. | p. 42 Describing a photo<br><b>ROLE-PLAY</b>                             | pp. 44–45    |
| pp. 50–51 People who don't live in traditional houses<br><b>Vocabulary:</b> Landscape features; describing places; collocations<br><b>Exam Focus:</b> Gapped text | p. 52 Future forms: Present Continuous, <i>be going to</i> and <i>will</i><br><b>Listening:</b> A birthday party<br><b>GRAMMAR ANIMATION</b>   | p. 53 Adverbs<br>Sentence transformation  | pp. 54–55<br><b>Writing Focus:</b> A blog entry<br><b>Language Focus:</b> Punctuation – commas                                   | p. 56 Making suggestions<br><b>ROLE-PLAY</b>                             | pp. 58–59    |
| pp. 64–65 Different, not less<br><b>Vocabulary:</b> Nouns and verbs; <i>of</i> and <i>for</i><br><b>Exam Focus:</b> Matching                                      | p. 66 Defining relative clauses<br><b>Reading:</b> The British Students' Manifesto<br><b>GRAMMAR ANIMATION</b> <br>p. 125 <b>FOCUS VLOG</b>   | p. 67 Future time and conditional clauses<br>Sentence transformation  | pp. 68–69<br><b>Writing Focus:</b> An enquiry<br><b>Language Focus:</b> Indirect questions                                       | p. 70 Giving an opinion; agreeing and disagreeing<br><b>ROLE-PLAY</b>  | pp. 72–73    |
| pp. 78–79 Personality types and careers<br><b>Vocabulary:</b> Compound nouns; word families<br><b>Exam Focus:</b> Matching  | p. 80 Modal verbs for obligation and permission<br><b>Listening:</b> Working conditions<br><b>GRAMMAR ANIMATION</b>    | p. 81 Adjectives ending in <i>-ed</i> and <i>-ing</i><br>Multiple choice cloze  | pp. 82–83<br><b>Writing Focus:</b> A job application<br><b>Language Focus:</b> Formal language in a job application letter       | p. 84 Asking for and giving advice<br><b>ROLE-PLAY</b>                 | pp. 86–87    |
| pp. 92–93 The brains behind Amazon.com<br><b>Vocabulary:</b> Shopping<br><b>Exam Focus:</b> Multiple choice   | p. 94 Quantifiers<br><b>Reading:</b> TOMS shoes<br><b>GRAMMAR ANIMATION</b> <br>p. 129 <b>FOCUS VLOG</b>    | p. 95 Indefinite pronouns: <i>someone</i> , <i>anything</i> , <i>nowhere</i> , <i>everybody</i> , <i>none</i> , etc.<br>Sentence transformation | pp. 96–97<br><b>Writing Focus:</b> A formal written complaint<br><b>Language Focus:</b> Formal language                          | p. 98 Shopping<br><b>ROLE-PLAY</b>                                     | pp. 100–101  |
| pp. 106–107 The tower that sucks in smog and spits out clean air<br><b>Vocabulary:</b> Pollution; word families<br><b>Exam Focus:</b> Open-ended questions        | p. 108 Reported Speech<br><b>Reading:</b> The oldest runner<br><b>GRAMMAR ANIMATION</b>    | p. 109 Phrasal verbs<br>Gapped sentences  | pp. 110–111<br><b>Writing Focus:</b> A reader's comment – linkers<br><b>Language Focus:</b> Structures with <i>make</i>          | p. 112 A doctor's appointment<br><b>ROLE-PLAY</b>                      | pp. 114–115  |

p. 156 Prepositions p. 157 Phrasal verbs p. 158 Pronouns and numerals p. 159 Irregular verbs

# FOCUS SECOND EDITION LEVEL 1

|   |   |
|---|---|
| 0 | <p><b>Grammar:</b> Imperatives; <i>to be</i>; subject pronouns; demonstrative pronouns; plural nouns; possessive adjectives; possessive 's; <i>can/can't</i>; prepositions; <i>there is/there are</i>; <i>have got</i></p> <p><b>Vocabulary:</b> Alphabet; classroom language; numbers; countries and nationalities; age; colours; adjectives; objects; family; common verbs; rooms and furniture; gadgets; days of the week; months and seasons; times; ordinal numbers.</p> |
|---|---|

|                                | VOCABULARY   | GRAMMAR  | WRITING  | SPEAKING                                       |
|--------------------------------|--|--|--|--|
| 1<br>Family and Friends<br>BBC | Have, go and play<br>Collocations<br>Prepositions                      | Present Simple<br>Present Simple: Yes/No and Wh- questions<br>FOCUS VLOG<br>GRAMMAR ANIMATION                          | Writing Focus:<br>An informal email            | Expressing preferences<br>ROLE-PLAY            |
| 2<br>Food<br>BBC               | Food containers<br>Food products<br>Phrases related to food            | Countable and uncountable nouns<br>Articles<br>FOCUS VLOG<br>GRAMMAR ANIMATION   | Writing Focus:<br>An email of invitation       | Ordering food<br>ROLE-PLAY                     |
| 3<br>Work<br>BBC               | Jobs<br>Work and job<br>Prepositions                                   | Present Continuous<br>Present Simple and Present Continuous<br>FOCUS VLOG<br>GRAMMAR ANIMATION                         | Writing Focus:<br>An email of request          | Describing a photo                             |
| 4<br>People<br>BBC             | Appearance<br>Adjective order<br>Personality                           | Comparative and superlative adjectives<br><i>have to/don't have to</i><br>FOCUS VLOG<br>GRAMMAR ANIMATION              | Writing Focus:<br>A personal profile on a blog | Going to the hairdresser's                     |
| 5<br>Education<br>BBC          | Types of school<br>At school<br>Exams                                  | <i>must/mustn't, should/shouldn't</i><br>Past Simple: <i>was/were, could</i><br>FOCUS VLOG<br>GRAMMAR ANIMATION        | Writing Focus:<br>A personal email             | Asking for and giving information<br>ROLE-PLAY |
| 6<br>Health and sport<br>BBC   | Sports<br><i>Go, do and play</i><br>Sportspeople                       | Past Simple<br>Past Simple negatives and questions<br>FOCUS VLOG<br>GRAMMAR ANIMATION                                  | Writing Focus:<br>A description of an event    | Asking for and giving advice                   |
| 7<br>Travel<br>BBC             | Holidays and transport<br><i>Book, make and visit</i><br>Accommodation | Present Perfect with <i>ever/never</i><br>Present perfect + <i>just/yet/already</i><br>FOCUS VLOG<br>GRAMMAR ANIMATION | Writing Focus:<br>An email of enquiry          | Asking for and giving directions<br>ROLE-PLAY  |
| 8<br>Nature<br>BBC             | Geography<br>Animals<br>Collocations                                   | Future with <i>will be going to</i><br>FOCUS VLOG<br>GRAMMAR ANIMATION   | Writing Focus:<br>An opinion and arguments     | Agreeing and disagreeing<br>ROLE-PLAY          |

# FOCUS SECOND EDITION LEVEL 3

|                                       | VOCABULARY   | GRAMMAR   | USE OF ENGLISH  | WRITING  | SPEAKING   |
|---------------------------------------|--|---|---|--|--|
| 1<br>A new look<br>BBC                | Clothes and accessories<br>Style and fashion – prepositions<br>Personality     | Dynamic and state verbs<br>Present Perfect Continuous<br>FOCUS VLOG<br>GRAMMAR ANIMATION                      | Word formation – suffixes                               | Writing Focus:<br>A description of a person<br>Language Focus:<br>Tentative language                             | Describing a photo<br>ROLE-PLAY  |
| 2<br>It's just a game<br>BBC          | Phrasal verbs<br>Collocations<br>People in sport                               | Narrative tenses<br>Verb patterns<br>GRAMMAR ANIMATION  | <i>so, too, neither (nor), not either</i><br>FOCUS VLOG | Writing Focus:<br>A story<br>Language Focus:<br>Linkers to describe events in a sequence                         | Asking for and giving an opinion; agreeing and disagreeing<br>ROLE-PLAY                      |
| 3<br>On the go<br>BBC                 | Means of transport<br>Noun phrases<br>Collocations<br>Synonyms for <i>trip</i> | Present and past speculation<br><i>used to and would</i><br>FOCUS VLOG<br>GRAMMAR ANIMATION                   | Phrasal verbs   | Writing Focus:<br>A personal email<br>Language Focus:<br>Ellipsis  | Asking for and giving advice<br>ROLE-PLAY  |
| 4<br>Eat, drink and be healthy<br>BBC | Fruit and vegetables<br>Describing food<br>Collocations                        | Future forms<br>Future Continuous and Future Perfect<br>FOCUS VLOG<br>GRAMMAR ANIMATION                       | Question tags   | Writing Focus:<br>Formal / informal style<br>Language Focus:<br>Indirect questions                               | In a restaurant – ordering food, asking for information with indirect questions<br>ROLE-PLAY |
| 5<br>Planet Earth<br>BBC              | Phrasal verbs<br>Collocations<br>Word families                                 | Articles: no article, <i>a/ an or the</i><br>Non-defining relative clauses<br>FOCUS VLOG<br>GRAMMAR ANIMATION | Prepositions at the end of clauses                      | Writing Focus:<br>A 'for and against' essay<br>Language Focus:<br>Linkers  | Expressing and justifying an opinion; describing and contrasting pictures<br>ROLE-PLAY       |
| 6<br>Good health<br>BBC               | Parts of the body<br>Injuries<br>Body idioms                                   | Second Conditional; <i>wish/if only</i><br>Third Conditional<br>GRAMMAR ANIMATION                             | Clauses of purpose<br>FOCUS VLOG                        | Writing Focus:<br>A factual article<br>Language Focus:<br>Comment and opinion adverbs                            | At the doctor's surgery – describing symptoms and discussing treatment                       |
| 7<br>Entertain me<br>BBC              | Entertainment<br>People in entertainment<br>Phrasal verbs                      | Reported Speech – statements<br>Reported Speech – questions and imperatives<br>GRAMMAR ANIMATION              | Countable, uncountable and plural nouns<br>FOCUS VLOG   | Writing Focus:<br>An article reviewing an event<br>Language Focus:<br>Modifiers with base and extreme adjectives | Asking for permission; polite requests<br>ROLE-PLAY  |
| 8<br>Modern society<br>BBC            | Crime and criminals<br>People involved in a crime case<br>The justice system   | The Passive<br><i>Have something done</i><br>GRAMMAR ANIMATION  | Reflexive pronouns<br>FOCUS VLOG                        | Writing Focus:<br>An opinion essay<br>Language Focus:<br>Giving your opinion and emphasising a point             | Opinions: talking about advantages and disadvantages<br>ROLE-PLAY                            |



## FOCUS SECOND EDITION LEVEL 4

|  | VOCABULARY  | GRAMMAR   | USE OF ENGLISH   | WRITING  | SPEAKING  |
|--|---|---|--|--|---|
| <b>1</b><br><b>Do your best</b><br>BBC           | Education<br>Collocations<br>Phrasal verbs<br>Synonyms – personality adjectives   | Present and past habits<br>Verb patterns<br><b>FOCUS VLOG</b>   | -ing forms   | A CV and a covering letter<br><b>Language Focus:</b> describing education, work experience and skills                | Describing a photo; speculating; answering related questions  |
| <b>2</b><br><b>It takes all sorts</b><br>BBC     | Family, celebrations and religious ceremonies<br>Compound nouns<br>Verb-noun collocations<br>Common phrases             | Past Perfect Simple and Continuous<br>Relative clauses<br><b>FOCUS VLOG</b>   | Collocations   | An article<br><b>Language Focus:</b> participle clauses to express reason  | Asking for and giving an opinion; agreeing and disagreeing  |
| <b>3</b><br><b>A place to live</b><br>BBC        | Landscapes and cityscapes<br>Dependent prepositions<br>Adjective-noun collocations<br>Useful phrases to describe cities | Future forms including the Future Perfect Continuous<br>Quantifiers<br><b>FOCUS VLOG</b>  | Determiners – special cases                            | A 'for and against' essay<br><b>Language Focus:</b> expressing concession  | Organising a place to live; suggesting, agreeing to and objecting to a course of action<br><b>ROLE-PLAY</b> |
| <b>4</b><br><b>The cost of living</b><br>BBC     | Shopping and money<br>Shops<br>Phrasal verbs<br>Money idioms<br>Collocations – buying and selling                       | Question tags and reply questions<br>Present and past modal structures  | Modality – alternative structures<br><b>FOCUS VLOG</b> | A formal email (describing an incident and making a complaint)<br><b>Language Focus:</b> expressing cause and result | Making and justifying choices; evaluating options<br><b>ROLE-PLAY</b>                                       |
| <b>5</b><br><b>The world at your feet</b><br>BBC | Employment<br>Job titles<br>Phrasal verbs<br>Collocations<br>Word families  | Reported speech<br>Reporting verbs<br><b>FOCUS VLOG</b>   | Phrasal verbs  | An opinion essay<br><b>Language Focus:</b> introducing reasons in formal writing                                     | Problem solving; expressing annoyance<br><b>ROLE-PLAY</b>   |
| <b>6</b><br><b>True or false?</b><br>BBC         | Truth and falsehood<br>Adjectives to describe people<br>Phrases with take<br>Compound adjectives                        | Conditional clauses – alternatives to <i>if</i><br>Mixed conditionals<br><b>FOCUS VLOG</b>  | Word families – suffixes                               | A review<br><b>Language Focus:</b> expressing contrast   | Ethical issues; expressing opinions tentatively and adding comments   |
| <b>7</b><br><b>Log on</b><br>BBC                 | Using computers<br>Collocations to do with Internet use<br>Health issues<br>Collocations in set phrases                 | Advanced passive forms<br>Passive reporting structures<br><b>FOCUS VLOG</b>   | Easily confused words                                  | A narrative<br><b>Language Focus:</b> describing ways of walking, speaking and looking                               | Clarification<br><b>ROLE-PLAY</b>   |
| <b>8</b><br><b>Around the globe</b><br>BBC       | The natural world<br>Pollution<br>Land and water<br>Hazards and pollutants<br>Compound nouns                            | Unreal past and past regrets – <i>wish</i> , <i>if only</i> , <i>it's time</i> and <i>would rather</i><br>Emphasis – cleft sentences and inversion<br><b>FOCUS VLOG</b> | Word families – prefixes                               | A letter to an editor<br><b>Language Focus:</b> describing the location of a place                                   | Giving a presentation   |

## FOCUS SECOND EDITION LEVEL 5

|   | VOCABULARY  | GRAMMAR                                   | USE OF ENGLISH                     | WRITING                 | SPEAKING                                 |
|---|---|---|------------------------------------|-------------------------|--|
| <b>1</b><br><b>The ties that bind</b><br>BBC  | Personality and relationships<br>Adjectives<br>Collocations<br>Phrases                        | Perfect and continuous aspect             | Future in the past                 | A formal email/letter   | Speculating about appearance             |
| <b>2</b><br><b>Learning for life</b><br>BBC   | Studying and exams<br>Exaggerated synonyms<br>Phrasal verbs<br>Phrases – relaxed/stressed     | Speculating                               | Accuracy with articles             | An article              | Giving supporting examples               |
| <b>3</b><br><b>Let's eat</b><br>BBC           | Cooking and eating<br>Food<br>Kitchen/dining sounds<br>Collocations                           | Transitive and intransitive phrasal verbs | Particles in phrasal verbs         | A proposal              | Responding appropriately in conversation |
| <b>4</b><br><b>The new thing</b><br>BBC       | Music industry<br>Compounds<br>Compounds phrases – success and failure<br>Noun formation      | Infinitives                               | Sentence modifiers                 | A review of a product   | Agreeing and disagreeing                 |
| <b>5</b><br><b>All in a day's work</b><br>BBC | Employment and career<br>Phrasal verbs<br>Colloquial phrases<br>Collocations – work and money | Gerunds                                   | Prepositional phrases              | An essay                | Buying time                              |
| <b>6</b><br><b>Journeys</b><br>BBC            | Travel and sightseeing<br>Phrasal verbs<br>Suffixes<br>Colloquial phrases                     | Advanced comparative structures           | Words and phrases with <i>ever</i> | A report                | Comparing photos                         |
| <b>7</b><br><b>Express yourself</b><br>BBC    | Theatre and musicals<br>Exaggerated synonyms<br>Theatre words<br>Compound adjectives          | Advanced conditionals                     | Phrases with <i>if</i>             | A review of a book/film | Discussing advantages and disadvantages  |
| <b>8</b><br><b>Text me!</b><br>BBC            | Information and the mind<br>Prefixes<br>Verb-noun collocations<br>Phrases with mind           | Reporting verb patterns                   | Passive reporting structures       | A formal email/letter   | Adding emphasis                          |
| <b>9</b><br><b>Future generations</b><br>BBC  | Global warming<br>Synonym<br>Environmental problems<br>Animal idioms                          | Inversion after adverbials                | Extra <i>it</i>                    | Essay introductions     | Speculating about photos                 |



## 4

Home  
sweet  
home

Home is where the heart is.  
A proverb

BBC



CAVE HOUSES

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

## 4.1

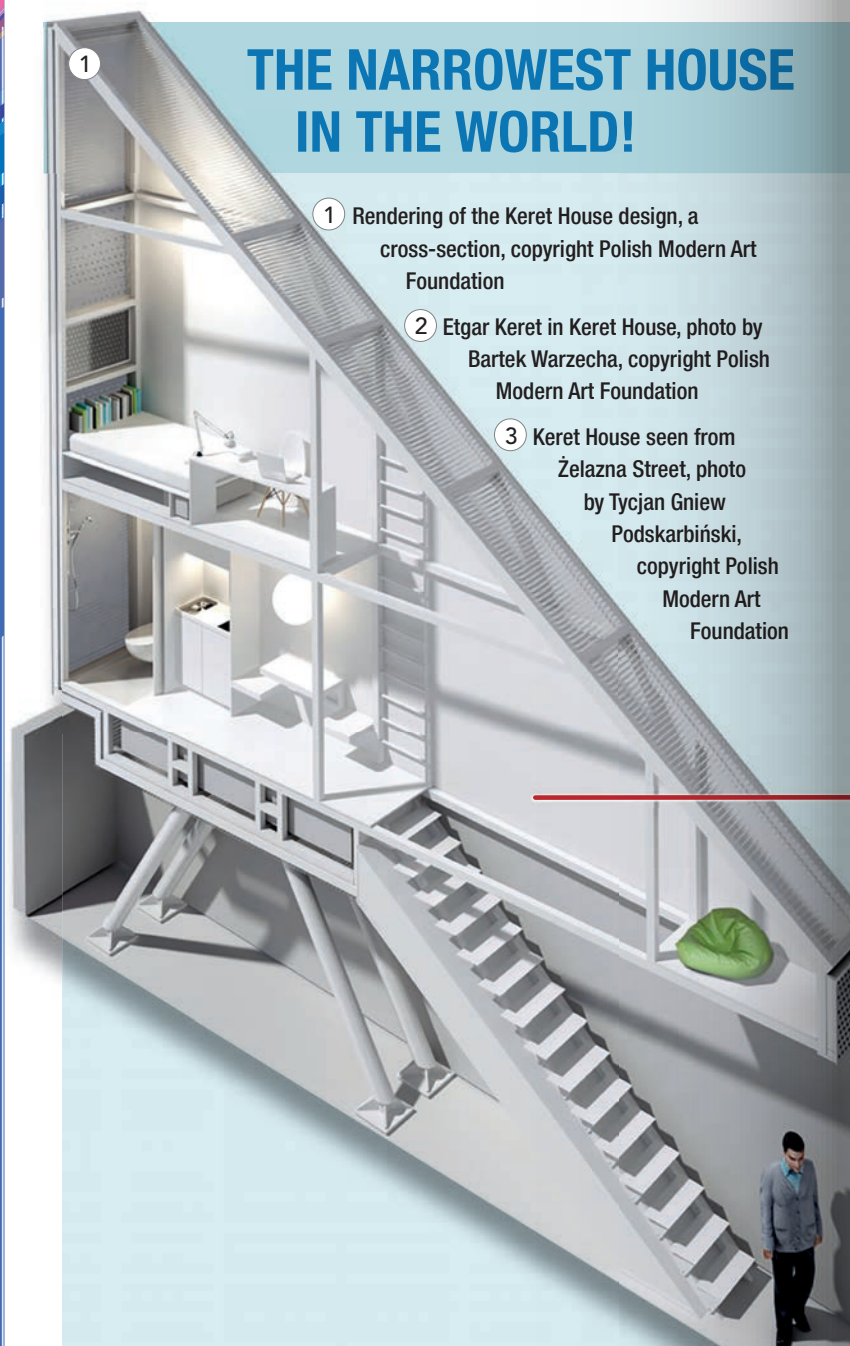
## VOCABULARY

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?

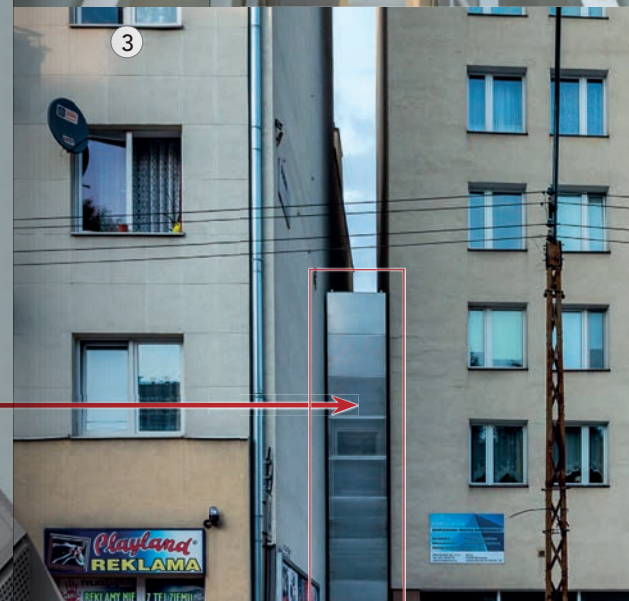
THE NARROWEST HOUSE  
IN THE WORLD!

- 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 Żelazna Street, photo by Tycjan Gniew Podskarbiński, copyright Polish Modern Art Foundation

- 3 **2.5** Listen and answer the questions.

- 1 Where is Keret House?
- 2 What does Etgar Keret think of the house?
- 3 How wide is Keret House?
- 4 How many floors are there?
- 5 How many people can live in it?

- 4 **SPEAKING** Discuss whether or not you would like to live in the Keret house. Give reasons for your answers.



Each unit begins with a **Vocabulary lesson**, which introduces key lexical items that are regularly recycled throughout the unit. The lesson begins with **Show what you know** section that reviews vocabulary students should already know, to ensure they all begin the unit at the same level. Students collect the new vocabulary items in the **Word Store**, which can later serve as a personal mini dictionary, providing multiple ways to compile, practice and remember new sets.

Go to WORD STORE 4 page 9

## WORD STORE 4A Describing houses

- 5 **2.6** 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 **2.7** Translate the words in WORD STORE 4B. Which of the items can you see in Keret House? Listen and repeat.

- 9 **2.8** We asked three people: 'Would you like to live in Keret House?' Listen and complete the table.

| ANSWER | SPEAKER | REASONS |
|--------|---------|---------|
| Yes    |         |         |
| Maybe  |         |         |
| No     |         |         |

## WORD STORE 4C make or do

- 10 **2.9** 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?



## 4.2

## GRAMMAR

Present Perfect with *for* and *since*

*I can use the Present Perfect with **for** and **since** to talk about duration.*

- 1 **SPEAKING** Tick the places where you have slept. What was the most unusual place? Tell your partner.

- |                                       |                                       |
|---------------------------------------|---------------------------------------|
| • in my bed <input type="checkbox"/>  | • in a hotel <input type="checkbox"/> |
| • on a floor <input type="checkbox"/> | • on a train <input type="checkbox"/> |
| • on a couch <input type="checkbox"/> | • other <input type="checkbox"/>      |

Read US TODAY. What is **Barry**? Discuss whether you would like to be like him. Give reasons for your answers.

**Barry**

Employee, Dan, is the largest of the network of volunteers with free



People who don't want to stay in hotels but want to meet local people and experience new cultures.

**How much does it cost?**

Nothing! It's free.

**How long have you worked for CS?**

I've been here since it started in 2004. I've worked with people from all over the world for more than ten years. Together we want to create a global community.

- 3 Read the GRAMMAR FOCUS. Complete the examples using the Present Perfect forms in blue in Exercise 2.

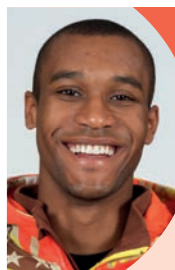
## GRAMMAR FOCUS

Present Perfect with *for* and *since*

You use the **Present Perfect** to talk about unfinished situations that started in the past and continue in time 'up to now'.

- You use **How long** to ask about the length of time 'up to now'.  
**How long** <sup>1</sup> \_\_\_\_\_ you \_\_\_\_\_ for CS?
- You use **since** when the answer is a point in time:  
e.g. since 1998, since last week, since I was born.  
I <sup>2</sup> \_\_\_\_\_ here since it started in 2004.
- You use **for** when the answer is a period of time:  
e.g. for six hours, for a few days, for a long time.  
I <sup>3</sup> \_\_\_\_\_ with people from all over the world for more than ten years.

- 4 **2.10** Choose *for* or *since* and complete the comments with the Present Perfect form of the verbs in brackets. Then listen and check.



## Couchsurfer

I <sup>1</sup> 've been (be) a member <sup>2</sup> for / since three years now. <sup>3</sup> For / Since I became a member, I <sup>4</sup> \_\_\_\_\_ (stay) in thirty-two countries in different types of accommodation. I <sup>5</sup> \_\_\_\_\_ (sleep) in a luxury studio apartment in Manhattan, on a houseboat in Amsterdam and in a basement flat in London – all for free!

## Host

I <sup>6</sup> \_\_\_\_\_ (be) a couchsurfing host <sup>7</sup> for / since two years now and I <sup>8</sup> \_\_\_\_\_ (already/meet) more than thirty people. At the moment, Miki is visiting from Tokyo. I <sup>9</sup> \_\_\_\_\_ (only know) her <sup>10</sup> for / since a week, but I'm sure we'll remain friends. Miki is happy too – she <sup>11</sup> \_\_\_\_\_ (study) English <sup>12</sup> for / since ten years, but she <sup>13</sup> \_\_\_\_\_ (never/have) the chance to speak with a native speaker before. She <sup>14</sup> \_\_\_\_\_ (be) here <sup>15</sup> for / since nearly a week, but she <sup>16</sup> \_\_\_\_\_ (not feel) homesick because she says I make her feel at home.



- 5 Complete the second sentence so that it has a similar meaning to the first.

- My dad was born in our house.  
My dad **has lived** (live) in our house since he was born.
- My dad gave my mum this watch when she was forty.  
My mum \_\_\_\_\_ (have) this watch \_\_\_\_\_ she was forty.
- I met my best friend two years ago.  
I \_\_\_\_\_ (know) my best friend \_\_\_\_\_ two years.
- I bought these trainers last Christmas.  
I \_\_\_\_\_ (not buy) any new trainers \_\_\_\_\_ last Christmas.
- I joined this English class three months ago.  
I \_\_\_\_\_ (be) in this English class \_\_\_\_\_ three months.
- I had breakfast at 7 a.m.  
I \_\_\_\_\_ (not eat) anything \_\_\_\_\_ 7 a.m.

- 6 Write true sentences from the prompts. Use the Present Perfect and *since* or *for*.

- I know/(name of your neighbour) ...
- I live in/(name of your neighbourhood) ...
- I like/(name of your favourite band) ...
- I have/(make of your phone) ...
- I be interested in/(name of a subject) ...
- My dad/have/(type of your dad's car) ...

- 7 **SPEAKING** Use the sentences in Exercise 6 to make dialogues. Then ask and answer as in the example.

A: *Who is your neighbour?* B: *Barry.*  
A: *How long have you known him?* B: *For five years.*

## FOCUS VLOG Where people live

**10** **2.11** Watch or listen to the Focus Vlog. For the worksheet, go to page 123.

Grammar page 141

## 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:

- the size:** bigger/smaller, more/less spacious, the same
- the decoration:** more/less modern, colour of walls/curtains/carpet, posters, etc.
- the furniture:** bookcase, bed, wardrobe, desk, etc.
- other details:** more/less tidy, clothes, musical instruments, computer, etc.

- 2 **2.12** 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.

## EXAM FOCUS Matching

- 3 **2.12** 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.

A **Listening lesson** offers varied tasks and opportunities for students to practise listening skills with new vocabulary, as well as exam-type tasks. **Pronunciation activities** turn students' attention to different sounds and help them improve their pronunciation.

- 4 **SPEAKING** Discuss which teenager's attitude is most similar to your own.

- 5 **2.13** Listen to two teenagers talking about their most treasured possessions and complete the information.

## DAFYDD

- a laptop: has had it for \_\_\_\_\_, a \_\_\_\_\_ present
- a guitar: has had it for \_\_\_\_\_, it belonged to his \_\_\_\_\_
- a Welsh flag: he feels \_\_\_\_\_ of being Welsh



## KAREN

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

- 6 **2.13** 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

- 8 **2.14** 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 |     |
| /i:/  | /u:/ | /ɔ:/  | /ɜ:/ | /ɑ:/ |      |      |     |
|       |      |       |      |      | art  |      |     |

- 9 **2.15** Listen, check and repeat.

## WORD STORE 4D Phrasal verbs

- 10 **2.16** Complete WORD STORE 4D with the particles in the box. Then listen, check and repeat.



## 4.4

## READING

Gapped text

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

1 **SPEAKING** Look at the photos and discuss the questions.

- What are the advantages of living in each place?
- What are the disadvantages?
- 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 **2.17** 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.

- Why do the Korowai Tribe build their houses in trees?
- Why do people in Coober Pedy prefer living underground?
- Why do people on Aogashima want to live in a volcano?
- Why do the Bajau people feel uncomfortable on land?
- Why have most people recently moved from Petra to a nearby village?

## 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.

## People who don't live in traditional houses

2.18



## 1 Living in trees

The Korowai Tribe of Papua New Guinea are strong and good at climbing. They have to be! They live in treehouses, sometimes forty-five metres above the ground. The dense rainforest is hot and humid; there are insects and dangerous animals. Treehouses protect the tribe from these dangers on the ground. They use material from the forest to build the houses. They cut off the top of a tree and build the floor first. <sup>1</sup> They use a ladder to get up and down. Imagine the breathtaking views from one of these treehouses!

## 2 Living underground

In the desert of Southeast Australia, 500 miles away from the nearest city, is a mining town called Coober Pedy. On the sandy surface, there isn't much to see. <sup>2</sup> Almost all

of the 3,500 residents live underground and work in the opal mines. To escape from scorching temperatures, they have created an impressive underground world where you'll find everything from a bookstore to a church, and even a hotel.



## 3 Living in a volcano

Aogashima is a Japanese island in the Philippine Sea. Over 230 years ago, a volcanic eruption killed half of its population. Now about 200 people live in the old volcanic crater. They try not to worry too much about another eruption. They love

living on the island – there are no traffic jams or crowds of people. Fishing, hiking, camping and swimming are popular activities. Aogashima's natural hot springs and lush vegetation attract a lot of visitors, but the island is not so easy to reach. You can take a fourteen-hour boat trip from Tokyo. <sup>3</sup>



## 4 Living on the sea

The Bajau /'ba:dʒau/ people of Borneo in Southeast Asia, also called sea gypsies, live on boats or houses on stilts in the turquoise Pacific Ocean. When they go on land, they feel 'landsick'. Bajau children don't go to school on land. But from an early age they learn to swim and dive. <sup>4</sup> The best

Bajau divers can dive 20 metres to the bottom of the ocean to search for fish. Young Bajau children spend so much time in the ocean that their eyes develop excellent underwater vision.



## 5 Living in caves

The ancient city of Petra is a popular tourist destination. It is located in the rose-coloured mountains of south-western Jordan and was once a busy trading centre. Then, its residents abandoned the city

and for thousands of years only the Bedouin, a nomadic tribe, lived in caves among the spectacular historic ruins. However, the government has recently decided to move them to a nearby village to protect Petra. But the Bedouins' way of life has not changed much. <sup>5</sup> Some of them work in Petra, selling souvenirs or transporting tourists on horses, camels and donkeys around the historic monuments.



## 5 Match 'clues' 1–3 with their function a–c in a text.

- she, he, it, her, him, one, this, that, here, there
- But, However, Alternatively, Instead
- Also, In addition, For example, In fact

- a they introduce additional information ☐  
b they introduce contrasting information ☐  
c they refer back to something in the text ☐

## 6 Underline examples of 'clues' in sentences A–F in Exercise 4. Do they 'add', 'contrast' or 'refer'? There is one sentence without a 'clue'.

7 **2.19** Complete the phrases with the words in blue in the text. Then listen, check and repeat.

- attract \_\_\_\_\_
- breathtaking \_\_\_\_\_
- historic \_\_\_\_\_
- hot and \_\_\_\_\_
- mining \_\_\_\_\_
- trading \_\_\_\_\_
- traffic \_\_\_\_\_

## 8 Complete the questions with the words in Exercise 7.

- Are there any \_\_\_\_\_ monuments in your city?
- Is your city a busy \_\_\_\_\_ centre?
- Which parts of your country \_\_\_\_\_ a lot of visitors?
- Where can you see breathtaking \_\_\_\_\_?
- Does it ever get hot and \_\_\_\_\_ in your country?
- Are there any \_\_\_\_\_ towns in your country?
- Where in your city are the worst \_\_\_\_\_ jams?

9 **SPEAKING** Ask and answer the questions in Exercise 8.

## WORD STORE 4E Collocations

10 **2.20** Complete WORD STORE 4E with the words in the box. Then listen, check and repeat. Write an example sentence for each collocation.



4.5

## GRAMMAR

Future forms: Present Continuous, be going to and will

I can talk about the future using the Present Continuous, going to and will.

- 1 **SPEAKING** What makes a good house party? Add your own ideas to the ones below and put them in order of importance. Then compare your ideas with a partner.

decoration ☐ food and drink ☐ furniture ☐  
lighting ☐ music ☐ people ☐ theme ☐

- 2 **2.21** Read and listen to the dialogue. Then answer the questions.

- 1 Why is Tony having a party?  
2 Where and when is he having it?  
3 How is Luisa going to help?

Tony: I'm having a birthday party on the 25th. Can you come?

Luisa: That's next Saturday, right? Yes, that sounds great. Are you having it at home?

Tony: No, our apartment isn't big enough. I'm using my aunt and uncle's house. They're really nice – they say it's fine.

Luisa: That's kind of them – do they know how many friends you've got?

Tony: Not yet. I'm going to tell them later. We'll probably use the basement. It's huge.

Luisa: A basement? Are you going to decorate it?

Tony: I suppose so. I'm not very good at that sort of thing.

Luisa: Don't worry, I'll help you. What are you doing later?

Tony: I'm going to text everybody with the invitation now, but after that I'm free.

- 3 Read the GRAMMAR FOCUS. Complete the examples using the future forms in blue in Exercise 2. Then underline more examples of each future form in the text.

## GRAMMAR FOCUS

Future forms: Present Continuous, be going to and will

- You use the **Present Continuous** for future arrangements. You often mention a time, a date or a place.  
I <sup>1</sup> \_\_\_\_\_ a birthday party on the 25th.
- You use **be going to** for future intentions. You have already decided to do something and you tell people about it.  
I <sup>2</sup> \_\_\_\_\_ tell them later.
- You use **will** for spontaneous decisions. You often use expressions like: I think I'll ..., I'll probably ..., Don't worry, I'll ... Don't worry, I <sup>3</sup> \_\_\_\_\_ help you.

- 4 **2.22** Choose the most appropriate future form. Then listen and check.

Tony: Two of my friends <sup>1</sup>are helping / will help me prepare the room on Saturday afternoon. We <sup>2</sup>'re going to hang / 'll hang sheets on the walls and the ceiling. Then we <sup>3</sup>'re going to put / 're putting coloured lights everywhere. We <sup>4</sup>'ll have / 're having a band and a DJ from eight to midnight. I've already booked them.

Aunt: Okay, I think I <sup>5</sup>'ll warn / 'm going to warn the neighbours!

Tony: We've decided to have a fancy dress theme – everybody <sup>6</sup>will come / is coming as their favourite film character.

Uncle: Oh good, I think I <sup>7</sup>'ll come / 'm going to come as Captain Jack Sparrow!

Aunt: No, we <sup>8</sup>'ll go out / 're going out to the theatre, remember? I told you yesterday.

Uncle: I know, I was joking. Now, what are you <sup>9</sup>eating / going to eat?

Tony: That's all arranged. Mum <sup>10</sup>will make / is making some pizzas.

Aunt: And what about the cleaning the next day?

Tony: Oh, erm ... Don't worry, I <sup>11</sup>'ll do / 'm doing that with my friend Luisa. She won't mind!

- 5 Complete the email with appropriate future forms in gaps 1–6 and your own ideas in gaps a–c.

Hi Amy

You know I <sup>1</sup> \_\_\_\_\_ (move) house next week.Well, I've decided that I <sup>2</sup> \_\_\_\_\_ (have) a house-warming party in the new house. The theme is Superheroes, so I <sup>3</sup> \_\_\_\_\_ (dress up) asa \_\_\_\_\_. You know my mum's a fantastic cook so she <sup>4</sup> \_\_\_\_\_ (make) b \_\_\_\_\_. I thinkeverybody <sup>5</sup> \_\_\_\_\_ (like) that. I'm not sure about the music. I think I <sup>6</sup> \_\_\_\_\_ (get) a DJ and ask him to play lots of c \_\_\_\_\_.

- 6 **SPEAKING** You are responsible for organising an end-of-term party for your school year. Discuss with a partner. Follow the instructions.

1 Make some decisions about location, food and drink, music, decoration, theme, etc.

2 Write an email to the class to explain your ideas. Use all three future forms.

As a class, decide whose party ideas are best.

Grammar page 142

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 the weekend? Discuss with a partner.

- 2 **2.23** Listen to Robbie trying to decide which place to go to. How many of your ideas in Exercise 1 does he mention? What does he decide to do and why?

- 3 **2.23** 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 country.

- 4 Read the LANGUAGE FOCUS. Form appropriate adverbs from the adjectives in bold in sentences 1–6 below. Then put the words in the 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

STRONGER

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

- You form comparative adverbs with more:

Alice speaks more clearly than John.

Note: Some comparative adverbs are irregular:

well => better, badly => 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 / drives / My father / his car  
6 understand / My parents / I do / English / than / good

- 5 Change the sentences in Exercise 4 to make them true for you.

- 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

- 7 **SPEAKING** Make the sentences true for you. Then compare your sentences with a partner.

1 The countryside near my house is ...  
[adverb] + [adjective]

The countryside near my house is extremely beautiful.

2 The streets in my neighbourhood are ...  
[adverb] + [adjective]

3 The capital city is ...  
[adverb] + [adjective]

4 My school is ... [adverb] + [adjective]

5 I usually get to school ... [comparative adverb] ... my schoolmates

6 I speak English ... [adverb] + [adverb]

Use of English page 143



4.7

## WRITING

A 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.



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Each **Writing lesson** begins with a motivating text, based on the lesson's writing goal, providing a model for students' own writing. It further leads the student, step-by-step, through the writing task. The additional **Language Focus** section supports key writing skills.

- 4 **2.24** 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/<sup>1</sup> \_\_\_\_\_ place.  
Most people seem to/<sup>2</sup> \_\_\_\_\_ to ...  
According to ...  
I thought it was great/<sup>3</sup> \_\_\_\_\_/a bit boring.  
It (the food) was <sup>4</sup> \_\_\_\_\_!

- 4 **Make recommendations**

I would (definitely) <sup>5</sup> \_\_\_\_\_ (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

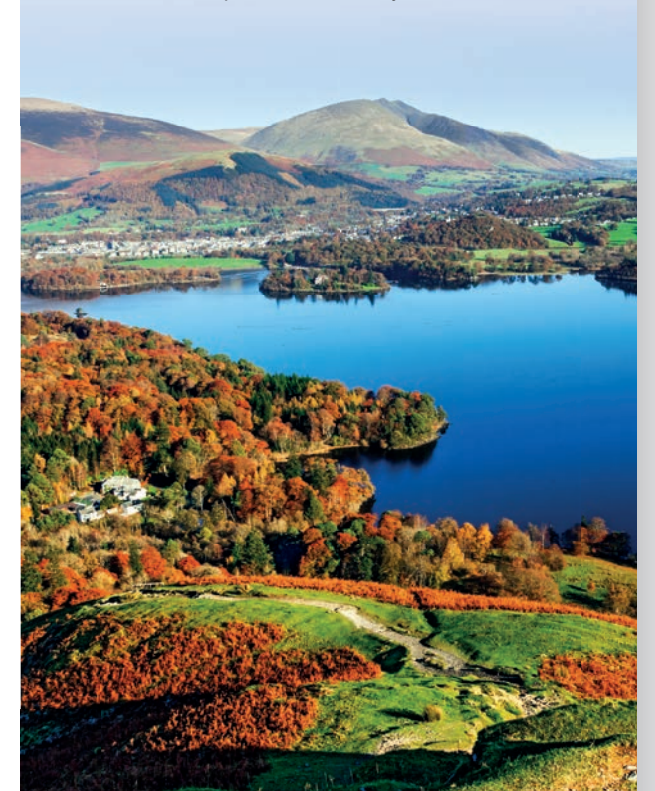
## Punctuation – commas

- Put a comma between the names of cities and states or countries – <sup>1</sup>*Bath, Somerset*
- Use commas to separate three or more nouns in a list – <sup>2</sup> \_\_\_\_\_
- Use commas to separate clauses in a sentence when they are joined by *but* or *so* – <sup>3</sup> \_\_\_\_\_
- Use a comma to separate an *if*-clause from the main clause when the *if*-clause is the first one in a sentence – <sup>4</sup> \_\_\_\_\_
- Use a comma after time expressions at the beginning of a sentence – <sup>5</sup> \_\_\_\_\_

- 8 Add commas to the text about the Lake District.

## The Lake District

The Lake District 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 ...

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## 4.8

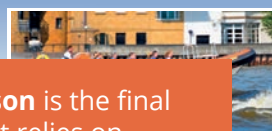
## SPEAKING

Making suggestions

*I can make suggestions and respond to them politely.*

- 1 **SPEAKING** Imagine you are visiting London. Discuss which of these activities you would like to do. Give reasons for your answers.

## SIX OF THE BEST THINGS TO DO IN LONDON



## London by speedboat

- ▶ 7 days a week, all year
- ▶ Suitable for all ages!
- ▶ £35 for 50 minutes

8.30 a.m.–9 p.m.,

n. hes, music, souvenirs.



## The London Eye

- ▶ Get the best view of London.
- ▶ 10 a.m.–9 p.m. every day
- ▶ Adult: £19, 15 and under: £10

on

n, Tue, Wed, Fri,  
10 a.m.–6 p.m. on Sat, 11 a.m.–4 p.m. on Thur

## Shakespeare's Globe Theatre

- ▶ Experience *Romeo and Juliet* in Shakespeare's own theatre!
- ▶ Tickets: £20–£45
- ▶ Standing tickets from £5 only

## Madame Tussauds

Come and see the Royal Family!

- ▶ 9 a.m.–6 p.m. daily
- ▶ Adult: £30 – save 50% when you book online



- 2 **2.25** Listen to Marcus and Ann. What do they decide to do? Which activities do they reject and why?

- 3 **2.25** Listen again and tick the expressions you hear.

## SPEAKING FOCUS

## Making suggestions

Do you fancy (going) ...? ☐  
 Let's (go) ... ☐  
 How about (going) ...? ☐  
 We could (go) ... ☐  
 (I think) we should (go) ... ☐  
 What about (going) ...? ☐  
 Why don't we (go) ...? ☐

## Agreeing with suggestions

(That's a) good/great idea! ☐  
 (That) sounds good/great! ☐  
 Why not! ☐

## Disagreeing with suggestions

(I'm sorry) I'm not keen on ... ☐  
 I don't really like ... ☐  
 I'd rather (go) ... ☐  
 I'm not sure about that. ☐  
 Let's (go) ... instead. ☐

- 4 **2.26** Complete each expression in the dialogue with an appropriate word from the **SPEAKING FOCUS**. Then listen and check.

A: Do you fancy <sup>1</sup> \_\_\_\_\_ to the cinema tonight?

B: That's a good <sup>2</sup> \_\_\_\_\_! What do you want to see?

A: The new film with Jennifer Aniston.

B: Oh no, I'm not <sup>3</sup> \_\_\_\_\_ on romantic comedy. I'd <sup>4</sup> \_\_\_\_\_ see an action film.

A: Okay, let's see the new James Bond <sup>5</sup> \_\_\_\_\_.

B: Great. How <sup>6</sup> \_\_\_\_\_ having a burger before we go?

A: Why <sup>7</sup> \_\_\_\_\_! We <sup>8</sup> \_\_\_\_\_ try that new burger bar in town.

- 5 **SPEAKING** You are planning a day out in Edinburgh. Look at the tourist information. Follow the instructions below to prepare a dialogue. Use the **SPEAKING FOCUS** to help you.

A: Suggest an activity for the morning.

B: Agree and suggest something for the afternoon.

A: Disagree and suggest something different for the afternoon.

B: Disagree and suggest something else for the afternoon.

A: Agree and suggest something for the evening.

B: Agree.

## National Museum of Scotland

10 a.m.–5 p.m.

## Botanic Gardens

10 a.m.–6 p.m.

## Climb a hill to get great views of the city

2 hours to climb up

## Visit Edinburgh Castle

9.30 a.m.–5 p.m.

## Comedy at 'Comedy Club'

8.30 p.m.–midnight

## Ghost tour 'Dark secrets of old Edinburgh'

3 p.m.

## Learn to do Scottish dancing

7 p.m.–midnight

## Eat seafood in waterfront restaurants

7 p.m.–midnight



- 6 **SPEAKING** Practise your dialogue. Then act it out to the class.

## ROLE-PLAY Video 3

- 11** Watch the video and practise. Then role-play your dialogue.

## UNIT 4

## Home sweet home

## Word list

4.1 Vocabulary **4.25**

accommodation /ə,kɒmə'deɪʃən/  
 basement /'beɪsmənt/  
 bedside table /,bedsaɪd 'teɪbəl/  
 block of flats /blɒk əv 'flæts/  
 bookcase /'bʊk-keɪs/  
 brick /brɪk/  
 bungalow /'bʌŋɡələʊ/  
 carpet /'kɑ:pət/ dywan  
 chest of drawers /tʃest əv 'draʊz/  
 comfortable /'kʌmfɪtəbəl/ wygodny  
 concrete /'kɒŋkri:t/  
 cooker /'kʊkə/  
 cosy /'kəʊzi/ przytulny  
 cottage /'kɒtɪdʒ/  
 cupboard /'kʌbəd/  
 desk /desk/  
 detached house /dɪ,tætʃt 'haus/  
 do the cooking /,du: ðə 'kʊkɪŋ/  
 do the gardening /,du: ðə 'ɡɑ:dənɪŋ/  
 do the housework /,du ðə 'haʊswɜ:k/  
 do the ironing /,du: ði 'aɪənɪŋ/  
 do the shopping /,du: ðə 'ʃɒpɪŋ/  
 do the washing /,du: ðə 'wɒʃɪŋ/  
 do the washing-up /,du: ðə 'wɒʃɪŋ 'ʌp/  
 do your homework /,du: jɔ:  
 'həʊmwɜ:k/  
 downstairs /,daʊn'steəz/  
 fridge /frɪdʒ/  
 front door /frʌnt 'dɔ:/  
 glass /glɑ:s/  
 in a village /,ɪn ə 'vɪlɪdʒ/  
 in the city centre /,ɪn ðə 'sɪti 'sentə/  
 in the countryside /,ɪn ðə 'kʌntrɪsaɪd/  
 in the suburbs /,ɪn ðə 'sʌbɜ:bz/  
 interior wall /ɪn,ɪərɪə 'wɔ:l/  
 kitchen sink /,kɪtʃən 'sɪŋk/  
 ladder /'lædə/  
 make a complaint /,meɪk ə kəm'pleɪnt/  
 make a decision /,meɪk ə dɪ'sɪʒən/  
 make a mess /,meɪk ə 'mes/  
 make a noise /,meɪk ə 'nɔɪz/  
 make dinner /,meɪk 'dɪnə/  
 make your bed /,meɪk jɔ: 'bed/  
 metal /'metl/  
 modern /'mɒdn/  
 narrow /'nærəʊ/  
 natural light /,nætʃərəl 'laɪt/  
 near the sea /,nɪə ðə 'si:/  
 neighbour /'neɪbə/  
 on a housing estate /,ɒn ə 'haʊzɪŋ  
 ɪ,steɪt/  
 on the edge of the city /,ɒn ði 'edʒ əv  
 ðə 'sɪti/  
 on the first floor /ɒn ðə ,fɜ:st 'flɔ:/  
 on the ground floor /ɒn ðə ,graʊnd  
 'flɔ:/  
 on the second floor /ɒn ðə ,sekənd  
 'flɔ:/  
 on the top floor /ɒn ðə ,tɒp 'flɔ:/  
 open-plan /,əʊpən 'plæn/  
 radiator /'reɪdɪeɪtə/  
 semi-detached house /,semi'dætʃt  
 'haus/  
 shelf /ʃelf/  
 spacious /'speɪʃəs/

stairs /steəz/  
 stone /stəʊn/  
 terraced house /,terəst 'haus/  
 traditional /trə'dɪʃənəl/  
 upstairs /,ʌp'steəz/  
 wardrobe /'wɔ:drəʊb/  
 wide /waɪd/  
 wood /wʊd/  
 wooden floor /,wʊdn 'flɔ:/

4.2 Grammar **4.26**

community /kə'mju:nəti/  
 couch /kaʊtʃ/  
 feel at home /,fi:l ət 'həʊm/  
 feel homesick /,fi:l 'həʊm,sɪk/  
 free /fri:/  
 host /həʊst/  
 houseboat /'haʊsbəʊt/  
 luxury /'lʌkʃəri/  
 member /'membə/  
 neighbourhood /'neɪbəhʊd/  
 studio apartment /'stju:diəʊ  
 ə,pɑ:tmənt/

4.3 Listening **4.27**

come round /,kʌm 'raʊnd/  
 get away from /,get ə,wei 'frɒm/  
 keep sb out /,ki:p ,sʌmbədi 'aʊt/  
 lamp /læmp/  
 let sb in /,let ,sʌmbədi 'ɪn/  
 shell /ʃel/  
 show sb around /,ʃəʊ ,sʌmbədi ə'raʊnd/  
 souvenir /,su:və'niə/  
 stay in /,steɪ 'ɪn/

4.4 Reading **4.28**

abandon /ə'bændən/  
 ancient /'eɪnfənt/  
 attract /ə'trækt/  
 breathtaking view /,breθ'eɪkɪŋ 'vju:/  
 busy /'bɪzi/  
 camel /'kæməl/  
 cave /keɪv/  
 crater /'kreɪtə/  
 dense /dens/  
 desert /'dezət/  
 develop underwater vision /dɪ'veləp  
 ,ʌndə'wɔ:tə 'vɪʒən/  
 dry /draɪ/  
 electricity /ɪ,lek'trɪsəti/  
 historic monument /hɪ'stɒrɪk  
 'mɒnjəmənt/  
 hot springs /,hɒt 'sprɪŋz/  
 humid /'hju:mɪd/  
 impressive /ɪm'presɪv/  
 island /'aɪlənd/  
 landscape /'lændskeɪp/  
 lush /lʌʃ/  
 mining /'maɪnɪŋ/  
 mountain /'maʊntən/  
 move (house) /,mu:v ('haus)/  
 nomadic tribe /nəʊ,mædɪk 'traɪb/  
 population /,pɒpjə'leɪʃən/  
 rainforest /'reɪnfɒrɪst/  
 rock /rɒk/  
 ruins /'ru:ənz/  
 scorching /'skɔ:tʃɪŋ/

stilt /stɪlt/  
 tourist destination /'tuərist  
 destə,neɪʃən/  
 trading centre /'treɪdɪŋ ,sentə/  
 traffic jam /'træfɪk ,dʒæm/  
 treehouse /'tri: haʊs/  
 turquoise ocean /,tɜ:kwɔɪz 'əʊʃən/  
 vegetation /,vedʒɪ'teɪʃən/  
 volcanic /vɒl'kænɪk/  
 volcano /vɒl'keɪnəʊ/

4.5 Grammar **4.29**

ceiling /'si:lɪŋ/  
 house-warming party /'haʊswɔ:mɪŋ  
 ,pɑ:ti/  
 sheet /ʃi:t/  
 warn /wɔ:n/  
 dress up as /,dres 'ʌp əz/

4.6 Use of English **4.30**

a little/a bit/slightly /ə 'lɪtəl 'bɪt/'slɑ:tlɪ/  
 badly /'bædli/  
 completely /kəm'plɪtli/  
 extremely /ɪk'stri:mli/  
 luckily /'lʌkɪli/  
 quite/rather/pretty /kwɑ:t/'raɪðə/'prɪti/  
 really /'ri:əli/  
 stay up /,steɪ 'ʌp/  
 unbelievably /,ʌnbə'li:vəbli/  
 well /wel/

4.7 Writing **4.31**

a must /ə 'mʌst/  
 according to /ə'kɔ:dɪŋ tə/  
 architecture /'ɑ:kɪtektʃə/  
 attraction /ə'trækʃən/  
 be famous for /bi 'feɪməs fə/  
 delicious /dɪ'lɪʃəs/  
 entertainment /,entə'teɪnmənt/  
 historic site /hɪ'stɒrɪk 'saɪt/  
 local speciality /,ləʊkəl ,speʃi'æləti/  
 lovely /'lʌvli/  
 nightlife /'naɪtlaɪf/  
 on foot /ɒn 'fʊt/  
 recommend /,rekə'mend/  
 selection of /sə'lekʃən əv/  
 tend to /tend tə/  
 tourist highlight /,tuərist 'haɪlaɪt/  
 wonderful /'wʌndəfəl/

4.8 Speaking **4.32**

adult /'ædʌlt/  
 castle /'kɑ:səl/  
 daily /'deɪli/  
 hill /hɪl/  
 river /'rɪvə/  
 royal family /,rɔɪəl 'fæməli/  
 suitable /'su:təbəl/  
 waterfront restaurant /,wɔ:təfrʌnt  
 'restərɒnt/

## FOCUS REVIEW 4

## VOCABULARY AND GRAMMAR

- 1 Complete the sentences with the words in the box. There are two extra words.

bungalow centre cupboard drawers suburbs  
temperatures vegetation

- There is a new housing estate in the \_\_\_\_\_ of the city. You can get there by bus.
- Last month my family moved to a modern \_\_\_\_\_ with a large garden.
- This chest of \_\_\_\_\_ is too small for my clothes. I need a big wardrobe.
- Singapore is an important trading \_\_\_\_\_ in Asia. That's why the port there is so big.
- Many popular tourist destinations have scorching \_\_\_\_\_ in summer.

- 2 Complete the sentences with the correct form of the words in capitals.

- The Eiffel Tower is probably the most popular tourist \_\_\_\_\_ in Paris. **ATTRACT**
- This is a \_\_\_\_\_ costume worn by young men on special occasions. **TRADITION**
- My room in the new house is much more \_\_\_\_\_ than in the old flat. **SPACE**
- The room was cosy with \_\_\_\_\_ stairs leading up to the next floor. **WOOD**
- Our neighbours play loud music nearly every night. We've made several \_\_\_\_\_. **COMPLAIN**

- 3 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Do not change the word in capitals.

- They moved to Venice in 2016. **LIVED**  
They \_\_\_\_\_ 2016.
- Liz started working for a coachsurfing service two years ago. **WORKED**  
Liz \_\_\_\_\_ for a couchsurfing service for two years.
- They last saw Paul in January. **SINCE**  
They \_\_\_\_\_ January.
- When did you first meet Karen? **KNOWN**  
How long \_\_\_\_\_ Karen?
- I stopped travelling abroad three years ago. **FOR**  
I \_\_\_\_\_ three years.

- 4 Complete the sentences with the correct future forms of the verbs in brackets.

- Are you moving house on Saturday? I \_\_\_\_\_ you if you like. (help)
- I'm sorry I can't come. I \_\_\_\_\_ a language course this evening. (start)
- We \_\_\_\_\_ on Friday night, but we still don't know where exactly. (meet)
- Hi, Jack! It's Sue. What time \_\_\_\_\_ you \_\_\_\_\_ tomorrow? (come)
- 'Was that the doorbell?' 'Yes, I \_\_\_\_\_ it!' (answer)
- I \_\_\_\_\_ probably \_\_\_\_\_ in tonight. I feel so tired. (stay)

## USE OF ENGLISH

- 5 Choose the correct answer, A, B or C.

- X: What are your neighbours like?  
Y: We haven't got any close neighbours. We live in a \_\_\_\_\_ house in the countryside.  
A terraced  
B detached  
C semi-detached
- X: Do you fancy going to the cinema?  
Y: I'm not sure about that. \_\_\_\_\_ go swimming.  
A How about  
B Let's  
C I would recommend
- X: How long have you lived here?  
Y: Not very long. \_\_\_\_\_.  
A For a few weeks.  
B Since I was born.  
C A few weeks ago.
- X: Is Tamara going to the party?  
Y: No, she isn't \_\_\_\_\_ dancing and is a bit shy.  
A rather  
B like  
C keen on
- X: Has your uncle seen your new house?  
Y: I don't think so. \_\_\_\_\_.  
A I'll keep him out.  
B I won't let him in.  
C He's coming round tomorrow.
- X: Do most people you know tend to eat \_\_\_\_\_?  
Y: Yes, they try to avoid fast food.  
A healthy  
B healthily  
C unhealthily

- 6 Choose the correct answer, A, B or C, to complete both sentences.

- I'll \_\_\_\_\_ dinner. What would you like?  
Can you tidy your room, please, and \_\_\_\_\_ your bed?  
A do B make C prepare
- What ancient \_\_\_\_\_ would you like to visit?  
Do you fancy walking around in the \_\_\_\_\_ centre?  
A city B monument C trading
- There are a lot of places to \_\_\_\_\_ the shopping in my town.  
It's best to \_\_\_\_\_ the washing-up right after the meal.  
A do B go C make
- I'd \_\_\_\_\_ take a taxi to the suburbs.  
Put on a coat – it's \_\_\_\_\_ cold outside.  
A quite B like C rather
- We were \_\_\_\_\_ surprised when we heard the news.  
There was \_\_\_\_\_ table next to the sofa.  
A a little B slightly C so
- The shops aren't \_\_\_\_\_ on Sunday afternoons.  
We used to live in a(n) \_\_\_\_\_-plan flat.  
A working B closed C open

## LISTENING

- 7 2.27 Listen to four people talking about living in the suburbs. Match the speakers (1–4) with the statements (A–E). There is one extra statement. Listen to the recording twice.

The speaker:

- A feels a member of the community in the suburbs. ☐  
B has changed his/her opinion about living in the suburbs. ☐  
C is not going to live in the suburbs all his/her life. ☐  
D addresses people who don't want to live in the city centre. ☐  
E presents people's opinions about living in the suburbs. ☐

## SPEAKING

- 8 Your family and you are going to spend a month of your summer holiday somewhere in England. You are looking through different types of accommodation available. In pairs, discuss which accommodation you would prefer for a month-long holiday and why.

Think about:

- location
- surroundings
- attractions
- price



- 9 In pairs, describe the photo and answer the questions.



- What are the family doing, in your opinion?
- How do you help with the housework in your home?
- Tell us about a situation when you or someone you know had to tidy up a garage or basement.

## WRITING

- 10 Read the writing task. Decide in what order the sentences (a–d) should be used in the blog post.

You've recently been on a school trip to one of the cities in your country. Share your impressions of this city in a blog post. Include the following information:

- say what city you visited and when
- express and explain your opinion about this city
- write what you recommend seeing in the city you visited
- describe an unexpected problem you had on the trip and how it was solved.

- a Lyon is a beautiful, historic city. ☐  
b Unfortunately, we missed our train back to Paris. ☐  
c I would recommend visiting Parc de la Tête d'Or. ☐  
d Last month we went on a class trip to Lyon. ☐

- 11 Write the blog post.



## GRAMMAR AND USE OF ENGLISH

### 3.6 too and not enough

We use **too** and **(not) enough** to make comparisons and talk about a degree of a quality. **Too** means 'more than you need or want'. **Enough** means 'the amount you need'. **Not enough** means 'less than you need or want'.

We use **too**:

- before adjectives:  
*The painting is **too dark** and I can't see what's in it.*  
**Too** has a negative meaning when used in an affirmative sentence. When used with negation, it has a positive meaning:  
*The plot **isn't too complex** – I can't understand it.*  
*The plot **isn't too complex** – it's easy to follow it.*
- with nouns, in expressions **too many/much**:  
*There are **too many horror films** at the cinema these days.*  
*The artist didn't give **too much advice** to the kids so they painted how they liked.*

We use **(not) enough**:

- after adjectives:  
*The special effects weren't **realistic enough** so the film wasn't very popular.*
- before nouns:  
*I think there are **enough cooking programmes** on TV nowadays.*

**Enough** has a positive meaning when used in an affirmative sentence. When used with negation, it has a negative meaning:

*We had **enough photos** to prepare the exhibition.*  
*We **didn't have enough photos** to prepare the exhibition.*

#### 1 Complete the sentences with **too** or **enough** and the adjectives in the box.

chilly dishonest embarrassing generous  
imaginative outgoing

- I think Angela is \_\_\_\_\_ to trust with the money for our concert tickets.
- Do you think Adam is \_\_\_\_\_ to write a fantasy novel?
- Sarah isn't \_\_\_\_\_ to take part in a live TV show.
- It's much \_\_\_\_\_ to go painting outside, so we'll stay in the art studio today.
- John thinks it's \_\_\_\_\_ to walk through the streets in his Batman costume.
- Do you think the company is \_\_\_\_\_ to buy us new cameras?

#### 2 Complete the dialogues with **too** or **enough** and the word(s) in brackets.

- A:** Are you going to watch the new Star Wars film at the cinema?  
**B:** The tickets are \_\_\_\_\_, so I'll wait for the DVD. (expensive)
- A:** Why was the exhibition cancelled?  
**B:** In the end, there weren't \_\_\_\_\_ (paintings)
- A:** Do you still want to learn how to play the guitar?  
**B:** No. I think there are \_\_\_\_\_, so I'll learn the drums. (guitar players)
- A:** Do you want to watch this new science fiction series?  
**B:** No. TV series are \_\_\_\_\_ and a waste of time. (addictive)
- A:** This thriller isn't very good, is it?  
**B:** Yes, it isn't \_\_\_\_\_ to continue watching. (gripping)
- A:** I don't know what's happening in this period drama.  
**B:** Yeah, the plot is much \_\_\_\_\_ to understand. (complex)

#### 3 Choose the answer, A, B or C, that is closest in meaning to the words in bold.

- I think **the concert won't be too popular**.  
A a lot of people will go to the concert  
B not many people will go to the concert  
C nobody will go to the concert
- There **shouldn't be more** game shows on TV.  
A are enough  
B aren't enough  
C aren't many
- I think **there should be more** art in public spaces.  
A there is enough  
B there isn't enough  
C there is too much
- At the end of this film, the bad character **shows his support for** the hero.  
A takes on  
B gives up  
C stands up for
- This sculpture is **smaller than** I thought it would be.  
A as big as  
B as small as  
C not as big as
- I love **books with creative plots set in famous periods in the past**.  
A fantasy novels  
B historical fiction books  
C biographies

## REFERENCE AND PRACTICE

### 4.2 Present Perfect with **for** and **since**

We use the Present Perfect to talk about states and actions that started in the past and still continue. We often use the words **since** and **for** when we use the Present Perfect in this way.

- Since** refers to a moment or point in time when the activity started:  
***since** 2000 / Monday / last summer / my birthday / I was born*
- For** refers to a time period between a time in the past and now:  
***for** five minutes / two weeks / a long time / ages*

Notice the example sentences:

*My parents **have had** this house **since** 1990.*  
*I **have known** Carol **for** ten years.*

Questions about duration are formed using *How long ...?*  
***How long** have you lived in this house?*

#### 1 Look at today's date and time and complete the table with the correct time expressions.

| since                    |   | for            |
|--------------------------|---|----------------|
| 1 since December         | = |                |
| 2 since Saturday         | = |                |
| 3                        | = | for 45 minutes |
| 4 since breakfast        | = |                |
| 5                        | = | for 27 years   |
| 6                        | = | for five weeks |
| 7 since I started school | = |                |

#### 2 Write questions with **How long ...?** Then write two answers to each question with **since** and **for**.

- you / live in your house or flat?  
\_\_\_\_\_  
\_\_\_\_\_?
- you / know your best friend?  
\_\_\_\_\_  
\_\_\_\_\_?
- you / be at this school?  
\_\_\_\_\_  
\_\_\_\_\_?
- you / have a mobile phone?  
\_\_\_\_\_  
\_\_\_\_\_?

#### 3 Complete the sentences with the Present Perfect form of the verbs in brackets. Then choose **for** or **since**.

- We \_\_\_\_\_ (live) in this house **for** / **since** 2005.
- I \_\_\_\_\_ (not/see) Rob **for** / **since** my birthday six weeks ago.
- Birgit \_\_\_\_\_ (work) in Paris **for** / **since** ages.
- We \_\_\_\_\_ (not/visit) grandma **for** / **since** last winter.
- It looks like you \_\_\_\_\_ (not/clean) this kitchen **for** / **since** several weeks.
- My family \_\_\_\_\_ (stay) in this holiday villa in Spain every year **for** / **since** I was born.
- John and Magda \_\_\_\_\_ (not/speak) to each other **for** / **since** five days.
- Karen \_\_\_\_\_ (not/be) near the sea **for** / **since** a long time.

#### 4 Correct the mistakes.

- How long has Marta and Ania owned this cottage?
- I have lived in the suburbs since three weeks.
- I love the countryside. How long you have been here?
- Charlie, have you did the ironing?
- Bob, look! Monica has came round to visit us.
- I haven't spent Christmas with my family for 2015.
- I have known her from ten years.
- Sarah hasn't got any money left because she has buy a new flat.

#### 5 Complete the second sentence so that it means the same as the first. Use no more than five words including the word in capitals.

- We moved to Ankara two years ago. **FOR**  
We \_\_\_\_\_ two years.
- I last saw Mark in February. **SINCE**  
I \_\_\_\_\_ February.
- Annette bought the cooker last week. **HAD**  
Annette \_\_\_\_\_ last week.
- Dad stopped making furniture about five years ago. **NOT**  
Dad \_\_\_\_\_ about 2015.
- I met my neighbour a long time ago. **KNOWN**  
I \_\_\_\_\_ ages.

#### 6 Complete the text with the correct form of the verbs in the box. There are two extra gaps. Use **for** or **since** in the extra gaps.

(invite make move plan promise show)

I'm really happy because my family has just <sup>1</sup> \_\_\_\_\_ near the sea. In fact, we've lived here <sup>2</sup> \_\_\_\_\_ one month. Of course, I was sad to leave my friends back in Manchester, but I've <sup>3</sup> \_\_\_\_\_ them to stay with me next summer and I've <sup>4</sup> \_\_\_\_\_ to write to them often. I've been at my new school <sup>5</sup> \_\_\_\_\_ last Monday and I have already <sup>6</sup> \_\_\_\_\_ some new friends. They're really nice and have <sup>7</sup> \_\_\_\_\_ me the best places to see. I'm sure they've <sup>8</sup> \_\_\_\_\_ something interesting for this weekend too. I think I'm going to really enjoy living here.

## GRAMMAR AND USE OF ENGLISH

## 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.<br>No, I am not ('m not).                      |                  |
| Are               | you/we/they | Yes, you/we/they are.<br>No you/we/they are not (aren't). |                  |
| Is                | he/she/it   | Yes, he/she/it is.<br>No, he/she/it is not (isn't).       |                  |
| Wh- questions     |             |   |                  |
| When              | am          | I   |                  |
|                   | are         | you/we/they   | going to study?  |
|                   | is          | he/she/it   |                  |
| 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 | Yes, I/you/he/she/it/we/they will.<br>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?   |                  |

## 1 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.
- Brrr, 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.

## 2 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?

## 3 Complete the text with the appropriate future forms of the verbs in brackets.

Next weekend we <sup>1</sup> \_\_\_\_\_ (have) a school disco in the main hall. I <sup>2</sup> \_\_\_\_\_ (wear) my favourite shirt with my new jeans and brown shoes.  
I <sup>3</sup> \_\_\_\_\_ (work) in the afternoon in my mum's shop, but after that I <sup>4</sup> \_\_\_\_\_ (return) home to have a shower and get dressed. I'm quite excited. But who do I invite? I know! I <sup>5</sup> \_\_\_\_\_ (ask) Sarah in my Maths class. She's really nice.

## 4 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?

## REFERENCE AND PRACTICE

## 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.*

## 1 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
- the / carefully / door / close / extremely / front
- loudly / Laura / the / housework / does / really

## 2 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.

## 3 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 <sup>1</sup> \_\_\_\_\_ 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, <sup>2</sup> \_\_\_\_\_ designed stone cottages – most of them with only one or two floors. We live in a bungalow which is <sup>3</sup> \_\_\_\_\_ spacious. My room, however, is small – but it is very cosy. It's not very entertaining here – there aren't many shops or cafés but there are some amazing <sup>4</sup> \_\_\_\_\_ 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 <sup>5</sup> \_\_\_\_\_ views there too, and this Sunday my family and I <sup>6</sup> \_\_\_\_\_ a picnic there. I don't miss life in the city at all!

- |                 |                    |
|-----------------|--------------------|
| 1 A a bit       | 4 A history        |
| B extremely     | B historic         |
| C the most      | C historical       |
| 2 A tradition   | 5 A lush           |
| B traditional   | B scorching        |
| C traditionally | C breathtaking     |
| 3 A pretty      | 6 A will have      |
| B a little      | B are having       |
| C slightly      | C am going to have |



## 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 **9** Watch the video and check whether you can hear any of the adjectives in Exercise 2.

- 4 **9** **SPEAKING** Are sentences 1–5 true (T) or false (F)? Discuss with a partner. Then watch the first part of the video again (00:00 – 02:00) and check your answers.

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

- 5 **9** **SPEAKING** Watch the rest of the video (02:00 – 03:13). Then discuss the questions with a partner.

- 1 Why do Rafik and his wife live in a house now?
- 2 Does Rafik miss living in a cave? Why?/Why not?
- 3 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.

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

## KEY PHRASES

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

## Focus Vlog Where people live

## Where do people live?



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

| Type of house | bedroom bathroom drive flat gardenkitchen floors/storeys in London opposite a park terraced house |
|---------------|---|
| Location      |   |
| Inside        |   |
| Outside       |   |

- 2 **10** **2.11** Watch and listen to 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 4-bedroom flat.
- 6 \_\_\_\_\_ has a house full of colours.
- 7 \_\_\_\_\_ has a house with a garden.

- 3 **2** **1.8** 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

- 5 Would you consider living in a different house from the one you are living in now? In groups, discuss which are the most important things to consider when renting or buying a house.
- location (in the centre or in the suburbs)
  - type of house (a detached house, a flat etc.)
  - price
  - neighbourhood
  - age (old/modern)
  - pets (allowed/not allowed)
  - size (number of rooms)
  - distance (from school and other important places, e.g. the railway station, the hospital etc.)
  - garden
  - garage
- 6 In pairs, decide on the top three things to consider when looking for a house. Present your opinion to the class.





## WORD PRACTICE 2

## The arts, Home sweet home

For questions 1–30, choose the correct answer, A, B or C, to complete the sentences.

- Mrs Jennings lives in a tiny \_\_\_\_\_ with just one room and a small bathroom.  
A block of flats  
B studio apartment  
C detached house
- Every \_\_\_\_\_ needs a lot of different brushes and paints.  
A painter  
B sculptor  
C photographer
- During this course you will learn some basic techniques of oil \_\_\_\_\_.  
A painting  
B sculpture  
C photography
- The main subject of his work is the English countryside – he's a famous \_\_\_\_\_ painter.  
A portrait  
B abstract  
C landscape
- Mark enjoys watching \_\_\_\_\_ shows, where people answer questions and win prizes.  
A chat  
B game  
C talent
- Where can I buy the \_\_\_\_\_ of the film? I want to listen to it at home.  
A story  
B soundtrack  
C setting
- She has already refused to play the \_\_\_\_\_ of a police officer.  
A role  
B plot  
C dialogue
- This horror film is really \_\_\_\_\_ – you never know what will happen next!  
A embarrassing  
B gripping  
C addictive
- My grandmother is writing her \_\_\_\_\_. She wants to tell everyone the story of her life.  
A genre  
B biography  
C autobiography
- The latest Spike Lee's film is a real \_\_\_\_\_ – it's already made a lot of money.  
A blockbuster  
B trailer  
C genre
- The events described in this book \_\_\_\_\_ place in Scotland.  
A see  
B take  
C are
- How can you watch \_\_\_\_\_? They've got a hundred thousand episodes!  
A science fiction  
B soap operas  
C weather forecasts
- I love listening to \_\_\_\_\_ music – it's so much better than the one on MP3s.  
A factual  
B life  
C live
- Their new song is number one in the music \_\_\_\_\_.  
A charts  
B awards  
C festival
- I'm going to watch a new \_\_\_\_\_ of my favourite comedy series tonight.  
A article  
B sitcom  
C episode
- Mary has got a small \_\_\_\_\_ in the forest.  
A flat  
B bungalow  
C cottage
- There are other houses joined on either side of a \_\_\_\_\_ house.  
A terraced  
B detached  
C semi-detached
- This apartment must cost a lot. It's right in the \_\_\_\_\_, next to the market square.  
A suburbs  
B city centre  
C countryside
- I don't like working in \_\_\_\_\_ offices. There are no walls and you can hear everything.  
A spacious  
B open-plan  
C impressive
- The windows are big, so the house has got lots of natural \_\_\_\_\_.  
A light  
B view  
C attraction
- It's cold inside because the \_\_\_\_\_ don't work.  
A cookers  
B fridges  
C radiators
- There's too little space in my \_\_\_\_\_ – I have no place to put all my dresses and skirts!  
A shelves  
B cupboard  
C wardrobe
- We need to put a new \_\_\_\_\_ on the floor in the living room.  
A carpet  
B ceiling  
C cupboard
- She got to the top of the \_\_\_\_\_ and looked back at the people below.  
A stairs  
B ceiling  
C floor
- This conference centre looks very \_\_\_\_\_ – it's a giant construction made of metal and glass.  
A suitable  
B modern  
C ancient
- Will, could you come \_\_\_\_\_? I'm in the basement and I need your help.  
A downstairs  
B upstairs  
C the stairs
- Who \_\_\_\_\_ the ironing in your family?  
A has  
B does  
C makes
- I'd like to make a \_\_\_\_\_ about this phone. I bought it here last week, but it doesn't work.  
A noise  
B decision  
C complaint
- It's difficult to drive here because the streets are very \_\_\_\_\_.  
A cosy  
B narrow  
C dense
- We're planning to visit the \_\_\_\_\_ of the ancient city of Pompeii.  
A pavements  
B ruins  
C slums

## WORD STORE 4

## Home sweet home

## WORD STORE 4A | Describing houses

## Type of house

- |                    |                           |
|--------------------|---------------------------|
| 1 a bungalow       | 4 a semi-detached house   |
| 2 a cottage        | 5 a terraced house        |
| 3 a detached house | 6 <u>a block of flats</u> |

## Location

- |                  |                       |
|------------------|-----------------------|
| 1 in the suburbs | 4 in the countryside  |
| 2 in a village   | 5 on a housing estate |
| 3 near the sea   | 6 _____               |

## Location in a building

- |                      |                    |
|----------------------|--------------------|
| 1 downstairs         | 4 on the top floor |
| 2 in the basement    | 5 on _____         |
| 3 on the first floor | 6 _____            |

## Building materials

- |           |           |
|-----------|-----------|
| 1 stone   | 4 c _____ |
| 2 wood    | 5 m _____ |
| 3 b _____ | 6 g _____ |

## Description

- |               |           |
|---------------|-----------|
| 1 traditional | 4 o _____ |
| 2 m _____     | 5 c _____ |
| 3 s _____     | 6 h _____ |

## WORD STORE 4B | Inside a house

- bedside tables = \_\_\_\_\_
- bookcases = \_\_\_\_\_
- carpets = \_\_\_\_\_
- a chest of drawers = \_\_\_\_\_
- a cooker = \_\_\_\_\_
- cupboards = \_\_\_\_\_
- a desk = \_\_\_\_\_
- a fridge = \_\_\_\_\_
- a front door = \_\_\_\_\_
- a kitchen sink = \_\_\_\_\_
- a ladder = \_\_\_\_\_
- radiators = \_\_\_\_\_
- shelves = \_\_\_\_\_
- stairs = \_\_\_\_\_
- a wardrobe = \_\_\_\_\_
- wooden floors = \_\_\_\_\_

## WORD STORE 4C | make or do

## make

- your bed
- a complaint
- a decision
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## do

- your homework
- the cooking
- the housework
- the washing
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## WORD STORE 4D | Phrasal verbs

(away in out round)

- come round = visit sb in their house
- get \_\_\_\_\_ from sth = move away from sth
- keep sb \_\_\_\_\_ = stop sb entering a place
- let sb \_\_\_\_\_ = allow sb to enter
- stay \_\_\_\_\_ = stay at home, not go out

## WORD STORE 4E | Collocations

(ancient dense hot lush nomadic  
scorching volcanic)

- ancient city
- \_\_\_\_\_ crater
- \_\_\_\_\_ rainforest
- \_\_\_\_\_ springs
- \_\_\_\_\_ temperatures
- \_\_\_\_\_ tribe
- \_\_\_\_\_ vegetation

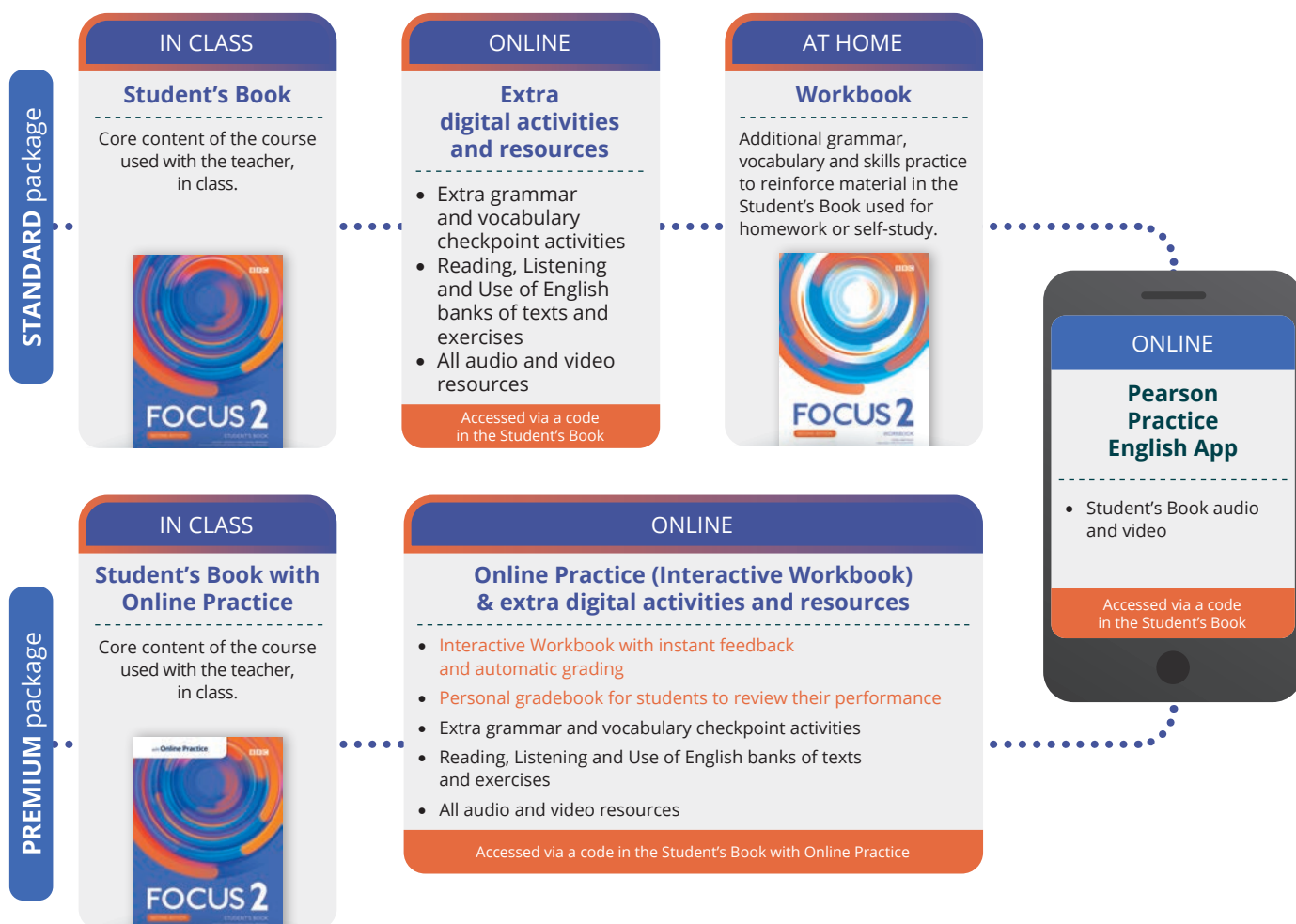
## MY WORD STORE

## My top five words from Unit 4

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



## Students' learning journey with *Focus Second Edition*



## Teacher's journey with *Focus Second Edition*

