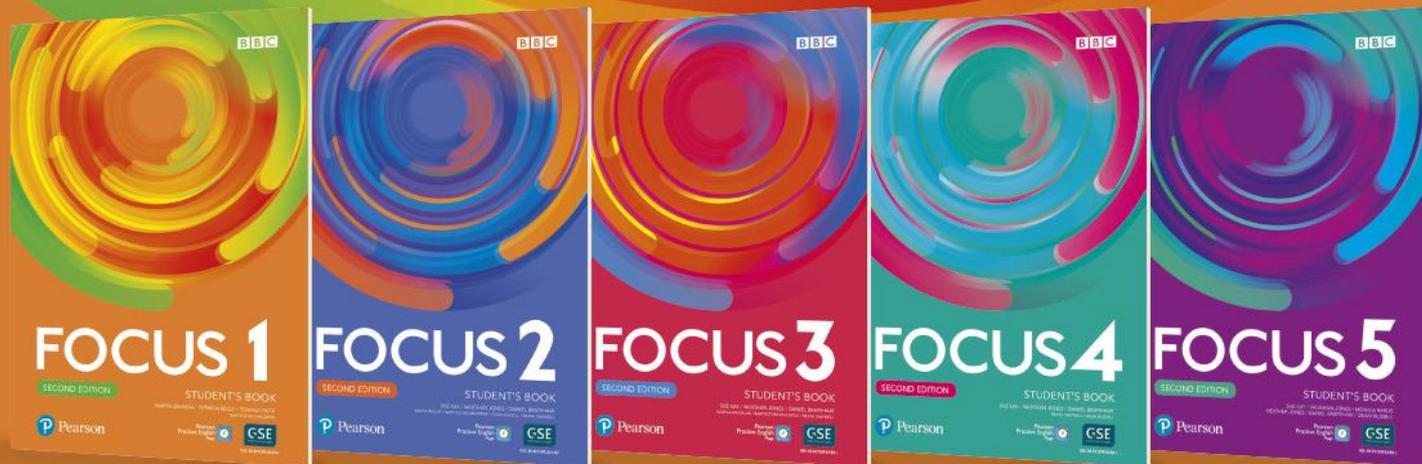
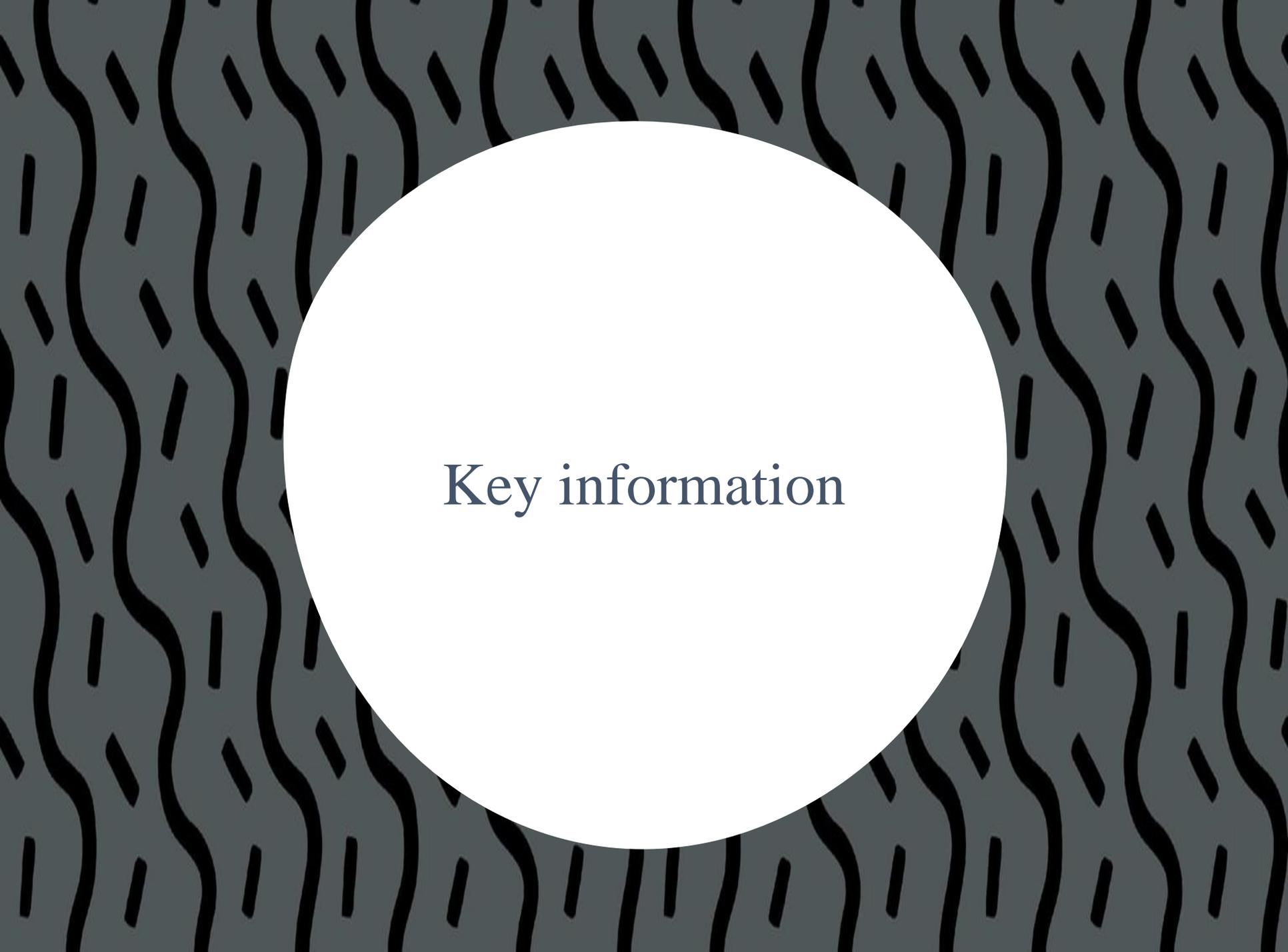


FOCUS

SECOND EDITION

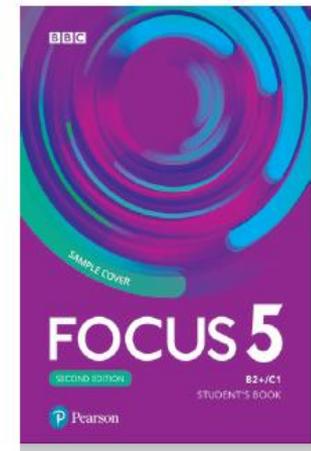
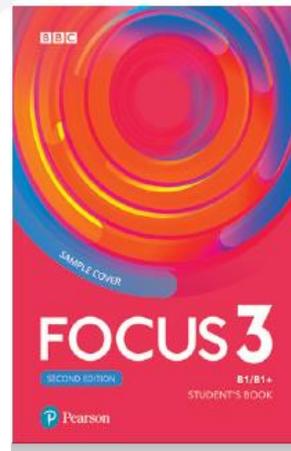
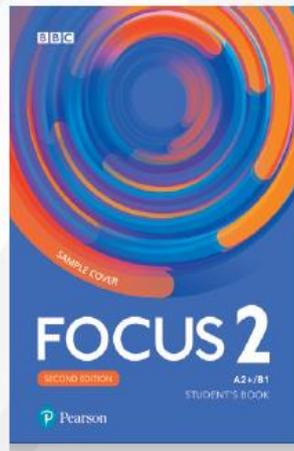
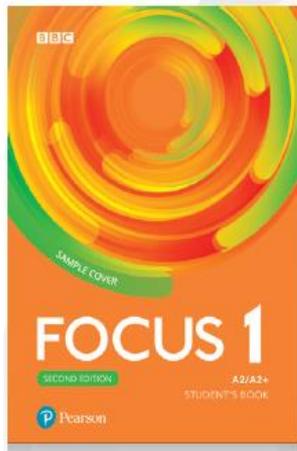


A large white circle is centered on a dark grey background. The background features a repeating pattern of wavy, vertical lines in a slightly lighter shade of grey, creating a textured, fabric-like appearance. The white circle is perfectly circular and contains the text "Key information" in a dark blue, serif font.

Key information

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 21st century.

Keeping students inspired and motivated

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

Developing vocabulary for overall language fluency

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

Achieving great exam results

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

The 3Ms methodology



MOTIVATION



MEMORY



MEANING

A large white circle is centered on a dark grey background. The background has a repeating pattern of wavy, vertical lines that resemble a textured surface or a stylized pattern. The text "Who is it for?" is written in a dark blue, serif font inside the white circle.

Who is it for?

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 that 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,
- put more emphasis on vocabulary and grammar development.



What's NEW?

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?



- 3 **4.2.5** 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.

Home sweet home

Home is where the heart is.
A proverb



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

WORD STORE 4A Describing houses

- 5 **4.2.6** 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?
 - 1 I know someone who lives in a ...
 - 1 detached house with only one floor a bungalow
 - 2 house which is joined to a neighbour's house.
 - 3 house on the edge of the city.
 - 4 small, traditional house in a village.
 - 5 modern house in an area with other similar houses.
 - 6 flat that is very warm and comfortable.
 - 7 large flat that is without many interior walls.
 - 8 flat at the top of a building in the middle of the city.
- 7 **SPEAKING** Describe a flat or house that you know to your partner.

WORD STORE 4B Inside a house

- 8 **4.2.7** Translate the words in WORD STORE 4B. Which of the items can you see in Keret House? Listen and repeat.
- 9 **4.2.8** 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 **4.2.9** 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?

60% new content including new vocabulary

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.

- 1 What are the advantages of living in each place?
- 2 What are the disadvantages?
- 3 Would you like to live there? Why/Why not?

I suppose one advantage of living in the trees is that you would have fantastic views ...

2 4.2.17 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.

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

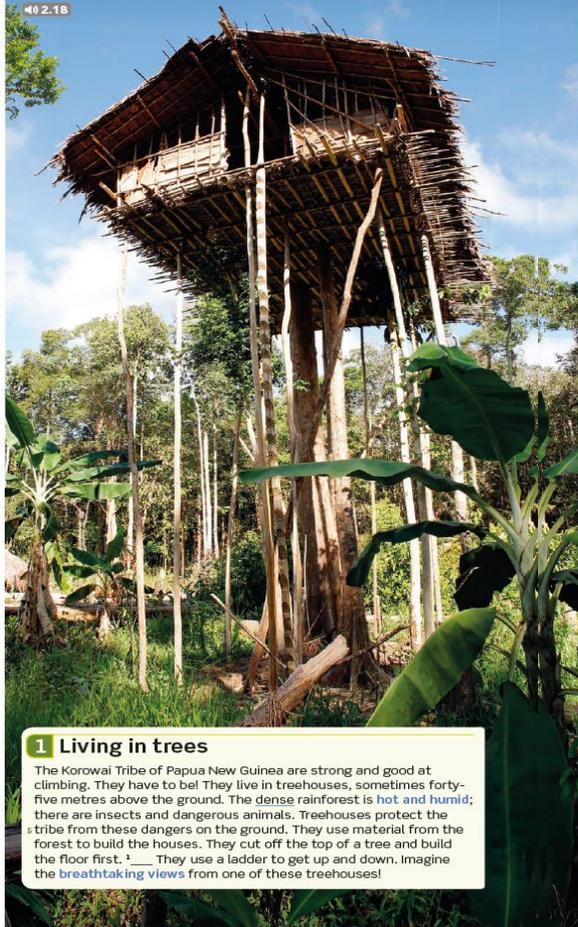
EXAM FOCUS Gapped text

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

4.2.18



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. ¹ 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

- ¹⁰ 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. ² Almost all ¹⁵ 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 ²⁰ 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 ²⁵ 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 ³⁰ 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. ³



4 Living on the sea

³⁵ The Bajau / 'badjau' people of Borneo in Southeast Asia, also called sea gypsies, live on boats or houses on stilts in the turquoise Pacific Ocean.

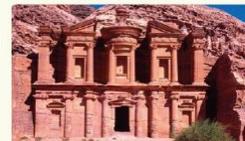
- ⁴⁰ When they go on land, they feel 'land sick'. Bajau children don't go to school on land. But from an early age they learn to swim and dive. ⁴ The best ⁴⁵ Bajau divers can dive 20 metres to the bottom of the ocean to search for fish. Young Bajau children spend so much time in the ocean that their eyes develop excellent underwater vision.



5 Living in caves

The ancient city of Petra is a popular tourist destination. It ⁵⁰ is located in the rose-coloured mountains of south-western Jordan and was once a busy trading centre. Then, its residents abandoned the city ⁵⁵ 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 ⁶⁰ Bedouins' way of life has not changed much. ⁵ 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.

- 1 she, he, it, her, him, one, this, that, here, there
 - 2 But, However, Alternatively, Instead
 - 3 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 4.2.19 Complete the phrases with the words in blue in the text. Then listen, check and repeat.

- 1 attract _____
- 2 breathtaking _____
- 3 historic _____
- 4 hot and _____
- 5 mining _____
- 6 trading _____
- 7 traffic _____

8 Complete the questions with the words in Exercise 7.

- 1 Are there any _____ monuments in your city?
- 2 Is your city a busy _____ centre?
- 3 Which parts of your country _____ a lot of visitors?
- 4 Where can you see breathtaking _____?
- 5 Does it ever get hot and _____ in your country?
- 6 Are there any _____ towns in your country?
- 7 Where in your city are the worst _____ jams?

9 SPEAKING Ask and answer the questions in Exercise 8.

WORD STORE 4E Collocations

10 4.2.20 Complete WORD STORE 4E with the words in the box. Then listen, check and repeat. Write an example sentence for each collocation.

New reading lessons

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**, to provide students with authentic content they need to progress in their language education. The new video content includes:

BBC videos

Authentic video clips produced by the BBC provide 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 extra vocabulary.

Focus Vlogs (Vox Pops)

Short clips with real people filmed on the streets of London present target grammar structures in real context. They provide easy-to-manage chunks that the 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 **interactive speaking videos** to support the areas where students need extra motivation and provide meaningful content to work with.

FOCUS

SECOND EDITION



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 **10 11** Watch the video and check whether you can hear any of the adjectives in Exercise 2.

4 **10 11** **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 **10 11** **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
Location	flat gardenkitchen floors/storeys
Inside	in London opposite a park
Outside	terraced house

2 **10 11 12** 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 **12 13 14** 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.



Video worksheets

4.6

USE OF ENGLISH

Adverbs

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



- 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.
- 2.23** 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?
- 2.23** Listen again and choose the correct option.
 - She doesn't speak *French very well* / *very well French*.
 - I speak *more well* / *better* than she does.
 - I stay up *late* / *lately*.
 - That sounds *extreme* / *extremely* boring.
 - Everybody goes to bed *really early* / *real early*.
 - Time goes *unbelievably slowly* / *unbelievably slow* in the country.
- 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

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

- You form comparative adverbs with *more*:

Alice speaks more clearly than John.

Note: Some comparative adverbs are irregular:

well => *better*, *badly* => *worse*, *hard* => *harder*.

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

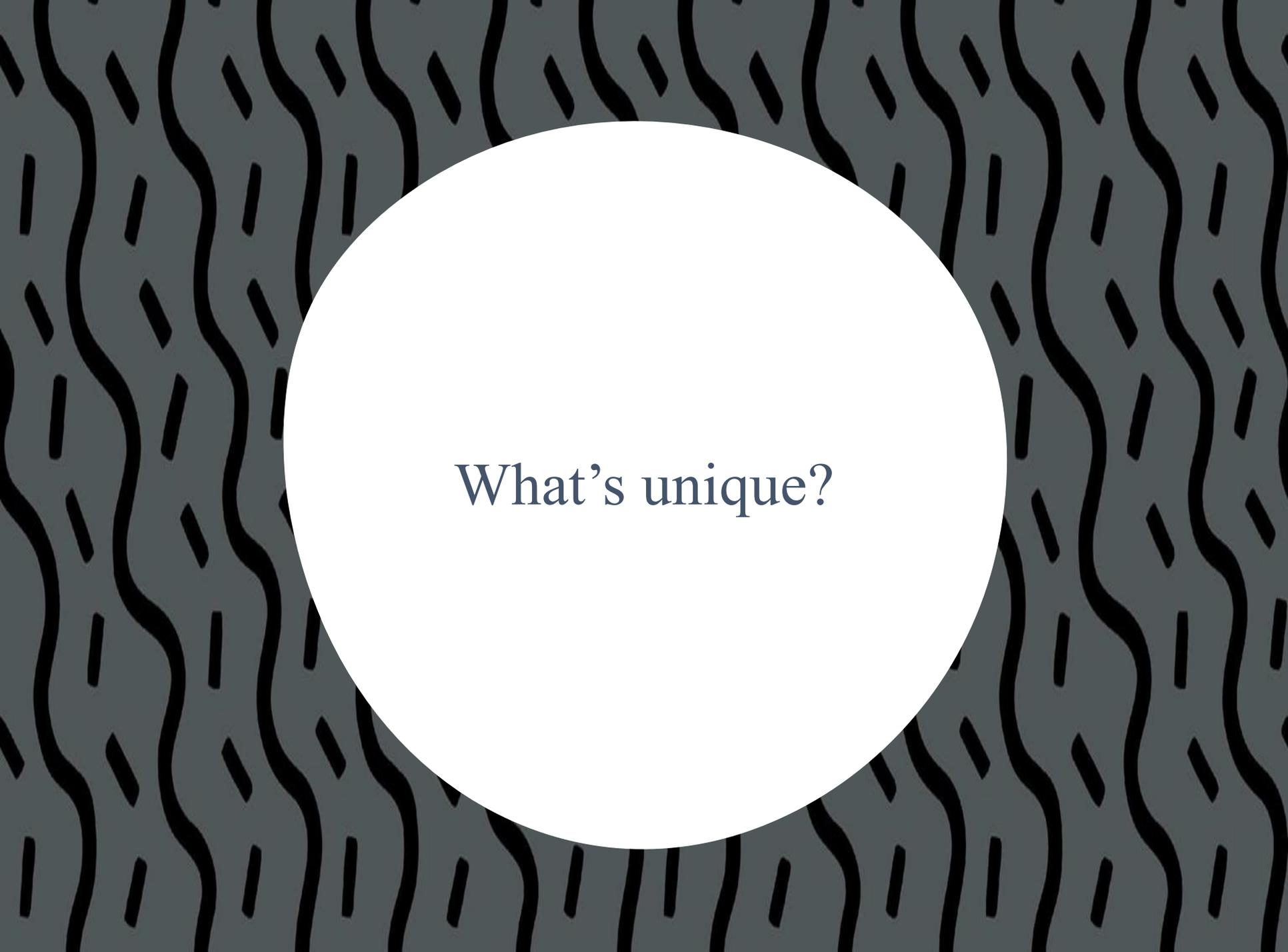
- Change the sentences in Exercise 4 to make them true for you.
- USE OF ENGLISH** Complete the second sentence with option A, B or C so that it has a similar meaning to the first.
 - My house is not very far from the school.
My house is ___ near the school.
A very B quite
C completely
 - My cousin really hates meeting people.
My cousin is ___ shy.
A extremely B a little
C slightly
 - I don't get up early during the holidays.
I get up ___ during the holidays.
A late B lately
C more late
 - I don't sing as well as my best friend.
My best friend sings ___ than me.
A well B good
C better
 - I have to make more effort in English.
I have to work ___ in English.
A hardly B more harder
C harder

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

- The countryside near my house is ...
[adverb] + [adjective]
The countryside near my house is extremely beautiful.
- The streets in my neighbourhood are ...
[adverb] + [adjective]
- The capital city is ...
[adverb] + [adjective]
- My school is ... [adverb] + [adjective]
- I usually get to school ... [comparative adverb] ... my schoolmates
- I speak English ... [adverb] + [adverb]

Use of English page 143

Use of English



What's unique?

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 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

- | |
|------------------------------|
| 1 bedside tables – _____ |
| 2 bookcases – _____ |
| 3 carpets – _____ |
| 4 a chest of drawers – _____ |
| 5 a cooker – _____ |
| 6 cupboards – _____ |
| 7 a desk – _____ |
| 8 a fridge – _____ |
| 9 a front door – _____ |
| 10 a kitchen sink – _____ |
| 11 a ladder – _____ |
| 12 radiators – _____ |
| 13 shelves – _____ |
| 14 stairs – _____ |
| 15 a wardrobe – _____ |
| 16 wooden floors – _____ |

WORD STORE 4C | make or do

- | <u>make</u> | <u>do</u> |
|---------------|----------------------|
| 1 your bed | 1 your homework |
| 2 a complaint | 2 the cooking |
| 3 a decision | 3 the housework |
| 4 _____ | 4 <u>the washing</u> |
| 5 _____ | 5 _____ |
| 6 _____ | 6 _____ |
| | 7 _____ |
| | 8 _____ |

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

- _____
- _____
- _____
- _____
- _____

Word Store

4 Home sweet home

4.1

VOCABULARY

Describing houses • inside a house
• make or do

SHOW WHAT YOU KNOW

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

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

WORD STORE 4A | Describing houses

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

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

Material	Houses	Location
 concrete		
		
		
		

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

House Properties

Home Search Hot Contact

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

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

78 Darrington Avenue – This small 2e_____d house (quiet neighbours on both sides) is made of red 'b_____k and has a private garden at the back and a real fire in the living room – very 4c_____y on cold winter nights! [More →](#)

8 Deaholms Street – This 300-year-old stone 5r_____p is very near the 6c_____a and has wonderful views across the water. It also comes with a few nice surprises: there's a study downstairs in the 7b_____t and a small guest bedroom on the second 8f_____r. [More →](#)

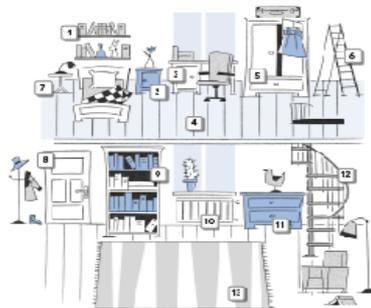
Oak House, Long Lane – A large and very 9e_____s home (8 big rooms!) in a small, friendly 10v_____a only 30 miles from London. This 11d_____d house has large gardens all round. Built in the 1800s, this is a very 12t_____l English home. [More →](#)

128/14 Ivy Close – These new 13f_____c (seven in park building) are very 14m_____n and have hi-tech kitchens and bathrooms. The kitchen, living room and dining room are 15o_____n plan, so there's one very big living space. Ivy Close is right in the city 16c_____e, close to shops and offices, so it's perfect for young professionals. [More →](#)

WORD STORE 4B | Inside a house

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

- 7 bedside table bookcase carpet
 chest of drawers cooker cupboard
 desk fridge front door kitchen sink
 ladder radiator shelves stairs
 ward-robe wooden floor



In which room do the three extra items go?
The _____.

WORD STORE 4C | make or do

5 Choose make or do to complete the sentences.

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

REMEMBER THIS

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

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

Tomorrow, I need to **leave** home at 6 a.m. My flight is at 8.15 a.m. and it takes about half an hour to get to the airport.

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

REMEMBER BETTER

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

Complete the sentences with personal information.

- On school days, I leave home at 7.30 a.m. (time).
- After school, I usually go home by _____ (means of transport).
 - On weekdays, I usually get home at _____ (time).
 - Sometimes I go out at the weekend, but sometimes I just enjoy staying at home and _____ (activity).

SHOW WHAT YOU'VE LEARNT

7 Choose the correct words.

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

/10

Vocabulary development programme

EXAM FOCUS Matching

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

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

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

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.

Exam Focus

4.1 Vocabulary 40 4.25

basement /'beɪsmənt/ piwnica
bedside table /'bedsaɪd 'teɪbl/ stolik nocny
block of flats /'blɒk əv 'flæts/ blok mieszkalny
bookcase /'bʊk-keɪs/ regał na książki
brick /brɪk/ cegła
bungalow /'bʌŋgəlaʊ/ dom parterowy
carpet /'kɑːpət/ dywan
chest of drawers /'tʃest əv 'draʊz/ komoda
comfortable /'kɒmfətəbəl/ wygodny
concrete /'kɒnkri:t/ beton
cooker /'kʊkə/ kuchenka
cosy /'kɒsi/ przytulny
cottage /'kɒtɪdʒ/ domek wiejski
cupboard /'kʌpbɔːd/ szafka
desk /desk/ biurko
detached house /'dɛtætʃt 'haʊs/ dom wolnostojący
do the cooking /,duː ðə 'kʊkɪŋ/ gotować
do the gardening /,duː ðə 'gɑːdnɪŋ/ pracować w ogrodzie
do the housework /,duː ðə 'haʊswɜːk/ wykonywać prace domowe
do the ironing /,duː ðə 'aɪəniŋ/ prasować
do the shopping /,duː ðə 'ʃɒpɪŋ/ robić zakupy
do the washing /,duː ðə 'wɒʃɪŋ/ prać
do the washing-up /,duː ðə 'wɒʃɪŋ 'ʌp/ zmywać
do your homework /,duː jɔː 'haʊmwɜːk/ odcierać zadanie domowe
downstairs /'daʊn'steɪz/ na dół
fridge /frɪdʒ/ lodówka
front door /frʌnt 'dɔːr/ drzwi frontowe
glass /glɑːs/ szkło
in a village /ɪn ə 'vɪlɪdʒ/ w wiosce
in the city centre /ɪn ðə 'sɪti 'sentə/ w centrum miasta
in the countryside /ɪn ðə 'kʌntri'saɪd/ na wsi
in the suburbs /ɪn ðə 'sʌbɜːbz/ na przedmieściach
interior wall /ɪn'tɪəriə 'wɔːl/ ścianka działowa
kitchen sink /'kɪtʃən 'sɪŋk/ zlew kuchenny
ladder /'lædə/ drabina
make a complaint /,meɪk ə 'kəm'pleɪnt/ żalić
make a decision /,meɪk ə dɪ'sɪʒən/ podjąć decyzję
make a mess /,meɪk ə 'mes/ zrobić bałagan
make a noise /,meɪk ə 'noɪz/ hałasować
make dinner /,meɪk 'dɪnə/ ugotować obiad
make your bed /,meɪk jɔː 'bed/ pościelić łóżko
metal /'metl/ metal
modern /'mɒdn/ nowoczesny
narrow /'nærəʊ/ wąski
natural light /'nætʃərəl 'laɪt/ naturalne światło
near the sea /nɪə ðə 'siː/ blisko morza
neighbour /'neɪbə/ sąsiad/sąsiadka
on a housing estate /ɒn ə 'haʊsɪŋ 'eɪstət/ na osiedlu
on the edge of the city /ɒn ðə 'edʒ əv ðə 'sɪti/ na obrzeżach miasta
on the first floor /ɒn ðə 'fɜːst 'flɔːr/ na pierwszym piętrze
on the ground floor /ɒn ðə 'graʊnd 'flɔːr/ na parterze
on the second floor /ɒn ðə 'sekənd 'flɔːr/ na drugim piętrze
on the top floor /ɒn ðə 'tɒp 'flɔːr/ na najwyższym piętrze
open-plan /'əʊpən 'pleɪn/ bez ścianek działowych
radiator /'reɪdɪətə/ kaloryfer
semi-detached house /,semi'dɛtætʃt 'haʊs/ dom bliźniaczy, bliźniak

shelf /ʃel/ półka
spacious /'speɪʃəs/ przestronny
stairs /steɪz/ schody
stone /stəʊn/ kamień
terraced house /'terəs 'haʊs/ dom szeregowy
traditional /trə'dɪʃənəl/ tradycyjny
upstairs /'ʌp'steɪz/ na piętrze
wardrobe /'wɔːdrəʊb/ szafa na ubrania
wood /wʊd/ drewno
wooden floor /'wʊdn 'flɔːr/ drewniana podłoga

4.2 Grammar 40 4.26

accommodation /ə'kɒmə'deɪʃən/ zakwaterowanie
community /kə'mjuːnəti/ społeczność
couch /kaʊtʃ/ kanapa
feel at home /fiːl ət 'həʊm/ czuć się jak w domu
feel homesick /fiːl 'həʊm,sɪk/ tęsknić za domem
free /friː/ darmowy, bezpłatny
host /hɒst/ gospodarz/gospodyni
houseboat /'haʊsbəʊt/ kocił mieszkalna
luxury /'lʌʃəri/ luksusowy
member /'membə/ przedstawiciel, członek
neighbourhood /'neɪbəhʊd/ okolica
studio apartment /'stjuːdiəʊ ə'pɑːtmənt/ kawalerka

4.3 Listening 40 4.27

come round /kʌm 'raʊnd/ przyjść w odwiedziny
get away from /get ə'weɪ 'frɒm/ uciec od
keep sb out /kiːp 'sɪb aʊt/ nie wpuszczać kogoś
lamp /læmp/ lampa
let sb in /let 'sɪb 'ɪn/ wpuścić kogoś do środka
shell /ʃel/ muszla
souvenir /suː'veɪnə/ pamiątka
stay in /steɪ 'ɪn/ zostać w domu

4.4 Reading 40 4.28

abandon /ə'bændən/ porzucić
ancient /'eɪnʃənt/ starożytny
attract /ə'trækt/ przyciągać
breathtaking view /'breɪtkeɪtɪŋ 'vjuː/ widok zapierający dech w piersiach
busy /'bɪzi/ ruchliwy, zatłoczony
camel /'kæməl/ wielbłąd
cave /keɪv/ jaskinia
crater /'kreɪtə/ krater
dense /dens/ gęsty
desert /'desət/ pustynia
develop underwater vision /dɪ'veləp 'ʌndə'wɔːtə 'vɪʒən/ wykształcić umiejętność widzenia pod wodą
dry /draɪ/ suchy
electricity /,ɪlekt'rɪsɪti/ energia elektryczna
historic monument /hɪ'stɒrɪk 'mɒnjəmənt/ pomnik historii
hot springs /hɒt 'sprɪŋz/ gorące źródła
humid /'hjuːmɪd/ wilgotny
impressive /ɪm'presɪv/ robiący wrażenie
island /'aɪlənd/ wyspa
landscape /'lændʃeɪp/ krajobraz
lush /lʌʃ/ bujny
mining /'maɪnɪŋ/ górnictwo
mountain /'maʊntən/ góra
move (house) /muːv ('həʊs)/ przeprowadzić się
nomadic tribe /nə'mædɪk 'triːb/ plemię koczownicze
population /ˌpɒpjə'reɪʃən/ liczba ludności
rainforest /'reɪnfɒrest/ las deszczowy
rock /rɒk/ skała
ruins /ruːnz/ ruiny
scorching /skɔːtʃɪŋ/ skwarny

stilt /staɪl/ pal
tourist destination /'tuərɪst de'stɪnə'seɪʃən/ cel wyjazdu turystycznych
trading centre /'treɪdɪŋ 'sentə/ centrum handlu
traffic jam /'træfɪk ʤæm/ korek uliczny
treehouse /'triː 'haʊs/ dom na drzewie
turquoise ocean /'tɜːkwɔːz 'oʊʃən/ turkusowy ocean
vegetation /ˌvedʒɪ'teɪʃən/ roślinność
volcanic /vɒl'kænɪk/ wulkaniczny
volcano /vɒl'keɪnəʊ/ wulkan

4.5 Grammar 40 4.29

ceiling /'siːlɪŋ/ sufit
house-warming party /'haʊswɜːmɪŋ 'pɑːti/ zakwaterowanie
sheet /ʃiːt/ prześcieradło
warn /wɜːn/ ostrzegać
dress up as /dres 'ʌp əz/ przebrać się za

4.6 Use of English 40 4.30

a little/a bit/slightly /ə 'lɪtlə 'brɪt/'slɑːtli/ trochę, odrobine, nieco
badly /'bædli/ źle
completely /kəm'pliːtli/ zupełnie
extremely /ɪk'striːmli/ niezmiernie
luxury /'lʌʃəri/ luksus
quite/rather/pretty /kwaɪt/'rʌðə/'prɪti/ całkiem, dość
really /'riːli/ naprawdę
stay up /steɪ 'ʌp/ nie iść się spać
unbelievably /ʌnbə'liːvəbli/ niewiarygodnie
well /wel/ dobrze

4.7 Writing 40 4.31

a must /ə 'mʌst/ rzecz obowiązkowa, konieczność
according to /ə'kɔːdnɪŋ tu/ według
architecture /'ɑːkɪtɛktʃə/ architektura
attraction /ə'trækʃən/ atrakcja
be famous for /bi 'feɪməs fɔː/ być znanym z
delicious /dɪ'lɪʃəs/ pyszny, wyśmienity
entertainment /ˌentə'teɪnmənt/ rozrywka
historic site /hɪ'stɒrɪk 'saɪt/ zabytek, historyczne miejsce
local speciality /lə'kæl 'speʃjəliːti/ miejscowa specjalność
lovely /'lʌvli/ uroczy, cudowny, śliczny
nightlife /'naɪtlaɪf/ życie nocne
on foot /ɒn 'fʊt/ pieszo
recommend /ˌrɛkə'mend/ polecać
selection of /sɛlɛkʃən əv/ asortyment, wybór
tend to /tend tu/ mieć w zwyczaju
tourist highlight /tuərɪst 'haɪlaɪt/ główna atrakcja turystyczna
wonderful /'wʌndəfəl/ cudowny

4.8 Speaking 40 4.32

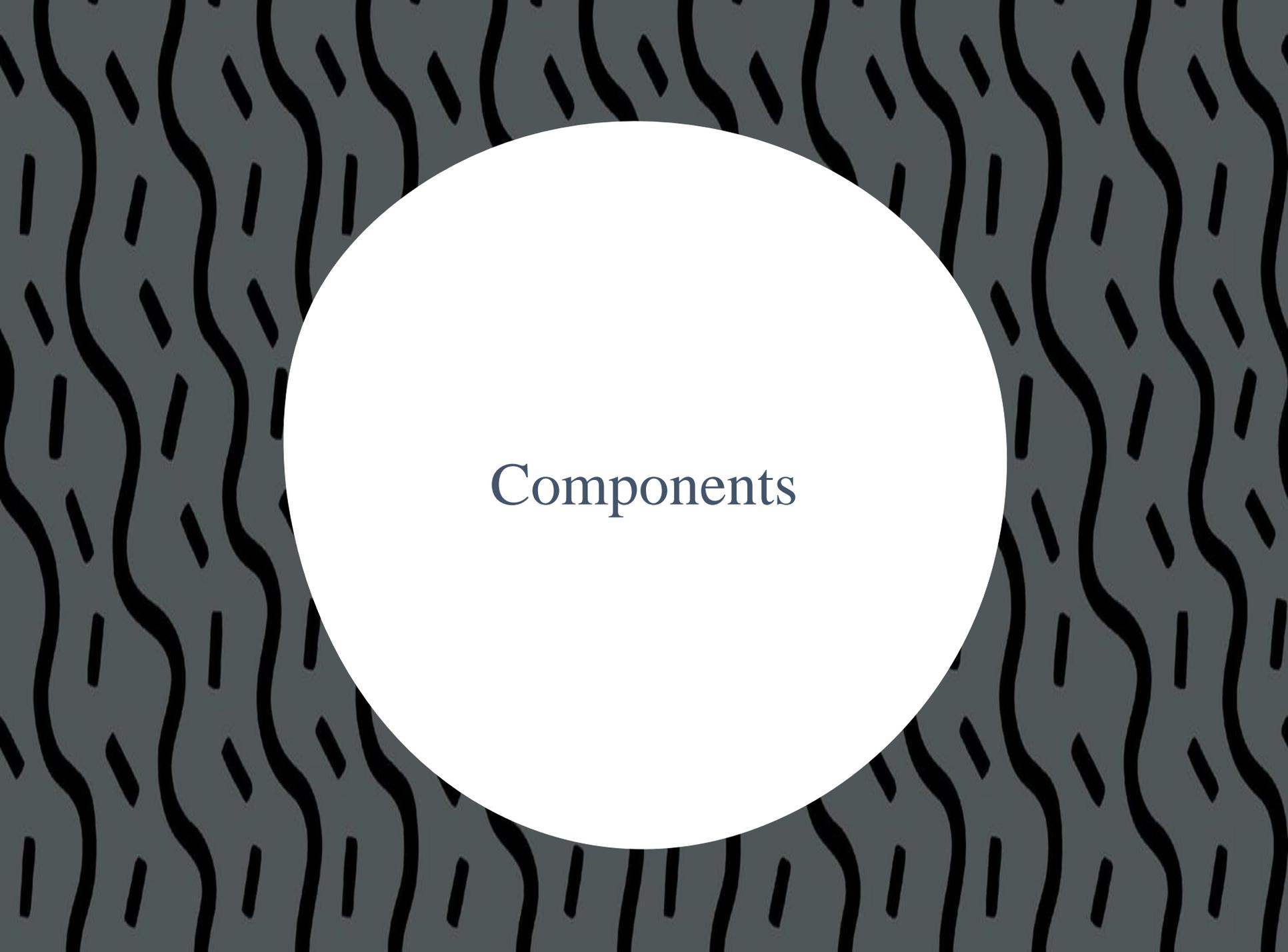
adult /ədʌlt/ dorosły
castle /kæsl/ zamek
daily /'deɪli/ codziennie, dziennie
hill /hɪl/ wzgórze
river /rɪvə/ rzeka
royal family /rɔɪəl 'feɪməli/ rodzina królewska
suitable /'suɪtəbəl/ odpowiedni
waterfront restaurant /'wɔːtəfrʌnt 'restərɒnt/ restauracja nadbrzeżna (z widokiem na wodę)

Word lists organised around lessons

Extra materials

- English-Czech dictionaries
- Grammar reference in Czech
- Exam strategies in Czech
- Maturita Booklet for levels 2 and 3 (8 Focus on Maturita lessons)



A large white circle is centered on a dark gray background. The background has a repeating pattern of wavy, vertical lines that resemble a textured surface or a stylized pattern. The word "Components" is written in a serif font inside the white circle.

Components

Student's Book
with extra digital
activities

Student's Book
with Online Practice

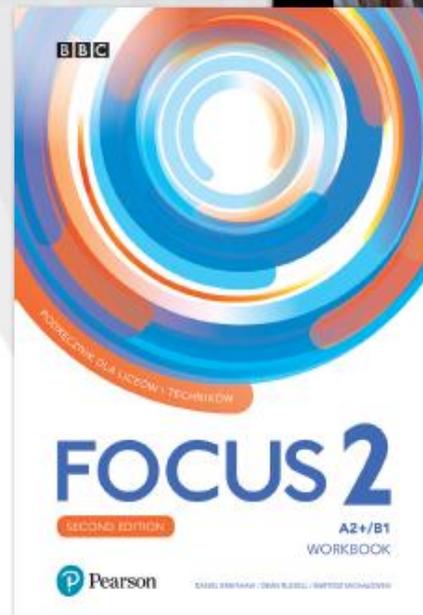
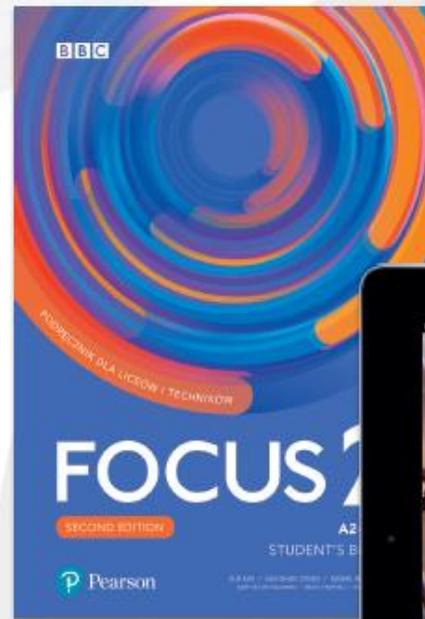
Workbook

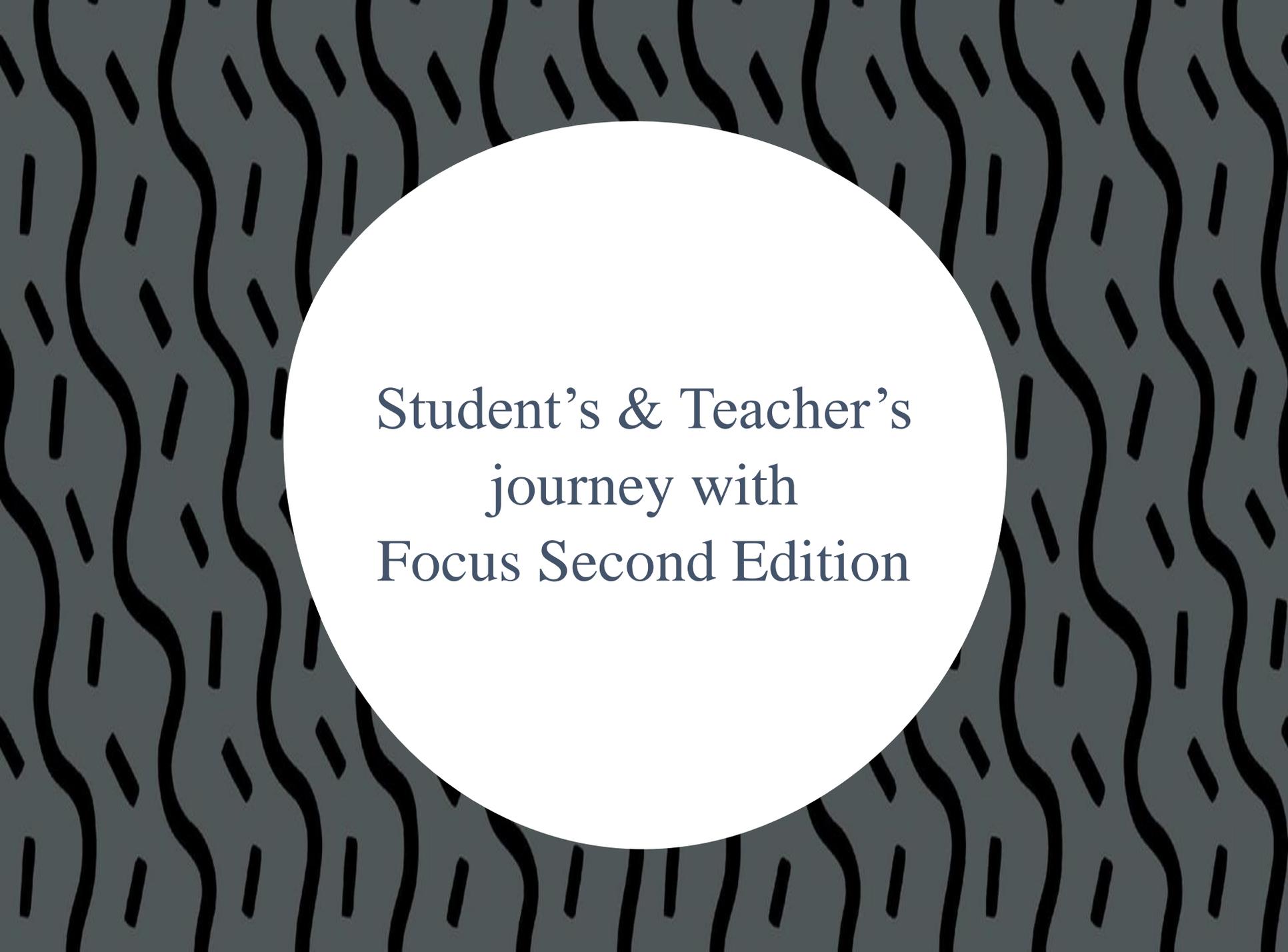
Teacher's Book
with code to
Presentation Tool,
Online Practice and
Resources

Class CDs

Pearson Practice App

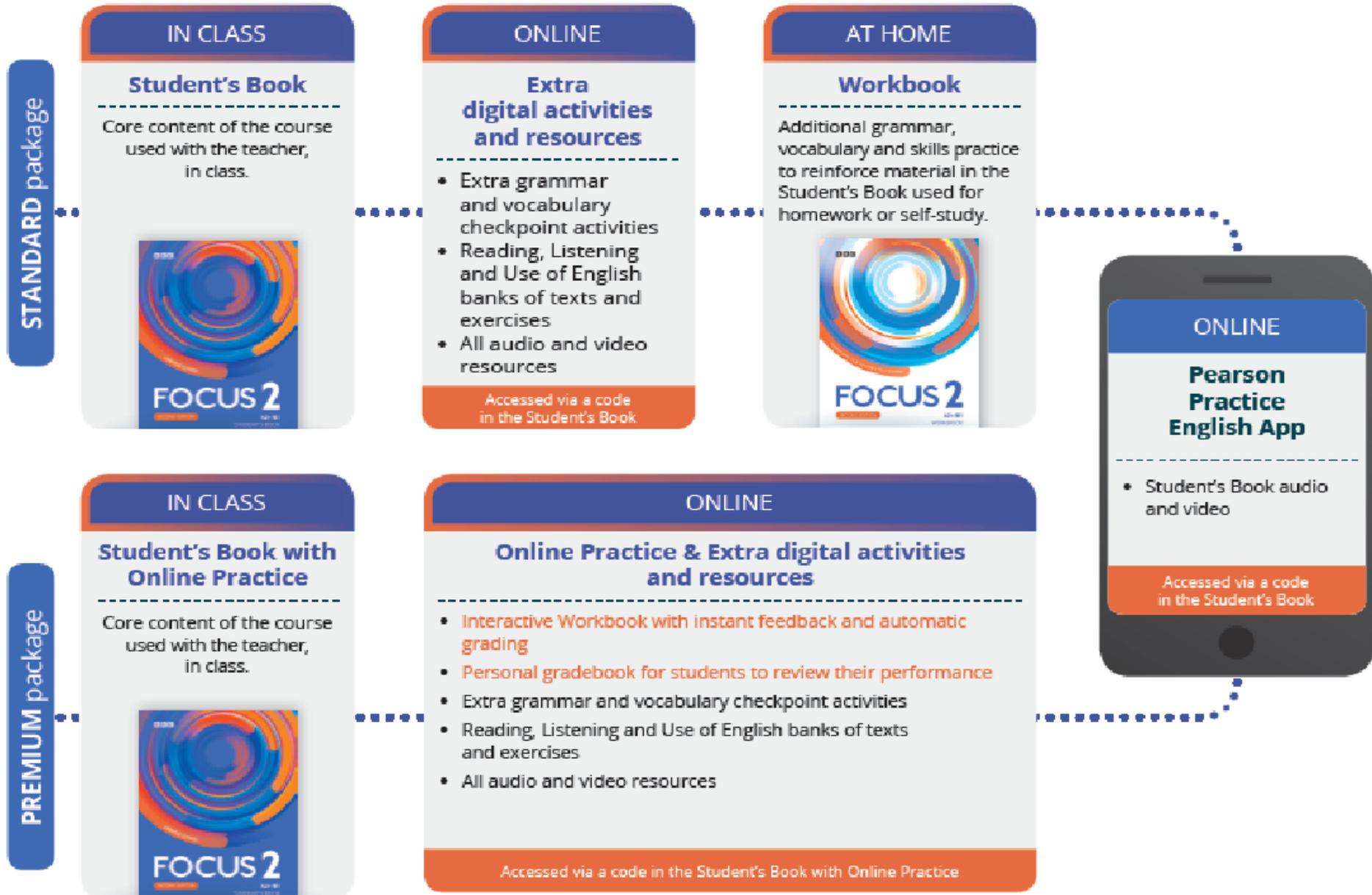
Exam booklets





Student's & Teacher's
journey with
Focus Second Edition

Students' learning journey with *Focus Second Edition*



Teacher's journey with *Focus Second Edition*

PRINT

Teacher's Book

- Student's Book pages with overprinted answers
- Ideas for extra activities
- References to additional materials
- Student's Book audio and video scripts
- Workbook answer key
- 45 photocopiable resources
- Culture notes
- Extra activities for the Grammar Videos



PRINT

CLASS CDs

Core content of the course used with the teacher, in class.



ONLINE

Pearson English Teacher's Portal

FRONT-OF-CLASS

TEACHER'S RESOURCES

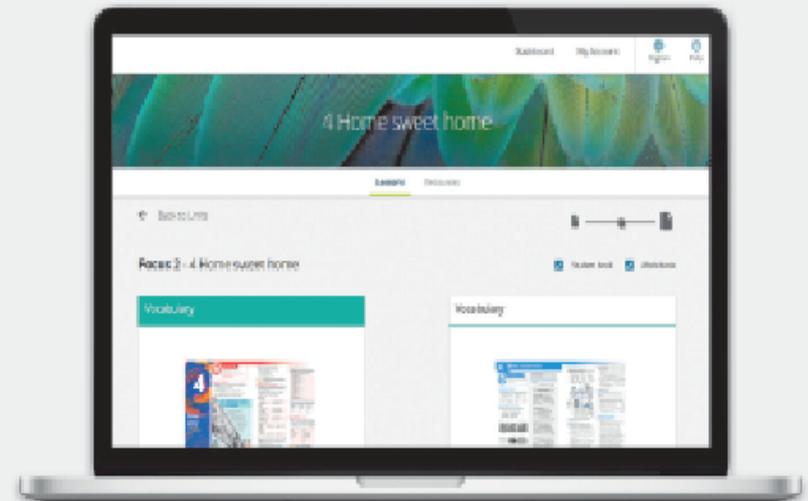
ONLINE PRACTICE, EXTRA DIGITAL ACTIVITIES
AND RESOURCES

ASSESSMENT PACKAGE

EXAMVIEW® TEST GENERATOR

VIDEO TUTORIALS

Accessed via a code in the Teacher's Book



All Resources



 Assessment Package	 Photocopiable Resources	 Audio (SB)	 Video
 Life Skills	 Exams	 Word Lists	 Culture Notes
 References	 Lesson Plans	 Answer Keys (SB & WB)	 GSE Teacher Mapping Booklet
 Accessibility and inclusion	 Teaching with "Focus 2E" Videos	 Copyright information	

Pearson English Portal

Resources

OVERVIEW

Duration: 40 minutes**Objectives:**

- Can understand simple questions in questionnaires on familiar topics (GSE 31 – A2).
- Can understand short, simple narrative texts (GSE 37 – A2+).
- Can describe a person's hobbies and activities using simple language (GSE 30 – A2).

Resources:

- SB pp. 12–13, WORD STORE 1 p. 3
- TB: Culture notes p. 152; Photocopiable Resource 1 pp. 177, 191; Photocopiable Resource 2 pp. 177, 192
- WB pp. 12–13
- Online resources: Extra digital activities, Vocabulary Checkpoint

are true for them and ask them to compare their answers with a partner. Optionally, this activity could also be done as an oral drill to involve everyone.

PRACTICE 3 | 5–7 minutes

- 1 (S–T, T–S) Exercise 5. Refer Ss to WORD STORE 1B p. 3. Give them 1 minute to complete the activity with the underlined verbs in the questionnaire. Then Ss listen and check their answers. Practise the collocations using choral drilling and individual repetition.
- 2 (S–S, T–S, S–T) Ss do Exercise 6 individually. Give them 3 minutes and then 1 extra minute to check their answers in pairs before doing a class check. Then ask Ss if their free-time is similar to or different from Alefeya's.

TIP

Elicit from Ss that, in the text, they should be looking for the same key words, synonyms and antonyms or words connected to the key words in the text to find the right answers.

PRACTICE 4 | 3 minutes

- (S–T, T–S) Exercise 7. Refer Ss to WORD STORE 1C p. 3. Give them 1 minute to complete the activity with the prepositions in the box. Then Ss listen and check their answers. Practise the phrases using choral drilling and individual repetition.

PRODUCTION | 7–8 minutes

(S–S, S–T, T–S) Exercise 8. Tell Ss that in a few minutes they will talk to each other about what they do in their free-time. Tell Ss that they should use as much vocabulary from WORD STORE 1A, 1B and 1C as they can in their conversations. Give Ss 1–2 minutes to prepare, put them in pairs and tell them that they must keep talking for a full 2 minutes. As Ss interact with each other, walk around taking notes of what you hear. Ask individual Ss to share what their partners said and then give some feedback based on your notes.

HOMEWORK

- 1 Give Ss WB pp. 12–13 as homework.
- 2 Ask Ss to prepare for a 10–20-minute Vocabulary Quiz: Assessment Package, Unit 1.1, Vocabulary.
- 3 Ask Ss to do Show What You Know in the WB, p. 14.
- 4 Ask Ss to choose a day of the week (not the weekend) and think about what they do and don't do on that day to discuss in the next class.

CONTINGENCY PLAN

Refer to TB pp. 12–13 for extra activities.

TIP

See the lesson plan for Unit 1 Video Worksheets, BBC worksheet, for extra skills and vocabulary practice.

LESSON 1

WARM-UP | 8–10 minutes

- 1 (S–T, T–S) Give Ss 1 minute to think of as many free-time activities as they can. When they have finished, elicit one free-time activity from each S. As Ss answer, write answers on the board. Elicit the most common verbs used in those phrases (go, play, have, etc.).
- 2 (S–T, T–S) Books still closed. Have Ss make sentences using the phrases on the board. Help them by asking when / where / how often, etc. they do those activities. As an alternative, put Ss in pairs and ask them to tell each other which free-time activities from the board they do. Tell them they should find the things they both do. Model the activity:
A: I go to the cinema.
B: I go to the cinema too. or I don't. I go for a walk.
Give Ss 2 minutes to exchange their ideas and then elicit which pairs do the same things, e.g. We both go to the cinema.

PRACTICE 1 | 5–6 minutes

(T–S, S–T, S–S) Ask Ss to turn to p. 12 and look at the photos. Elicit the names of free-time activities in each photo. Then refer Ss to the questionnaire on p. 13 and give them 1–2 minutes to complete it individually. When Ss have finished, tell them to compare their answers with a partner. Encourage Ss to share their ideas with the class.

PRACTICE 2 | 4–5 minutes

- 1 (S–T, T–S) Exercise 3. Refer Ss to WORD STORE 1A p. 3. Give them 1 minute to complete the activity. Then Ss listen and check their answers. Practise the phrases using choral drilling and individual repetition.
- 2 (S–S, S–T, T–S) Refer Ss to Exercise 4. Give them 1 minute to complete the sentences. Do a quick class check. Then give Ss extra 2 minutes to tick the statements that

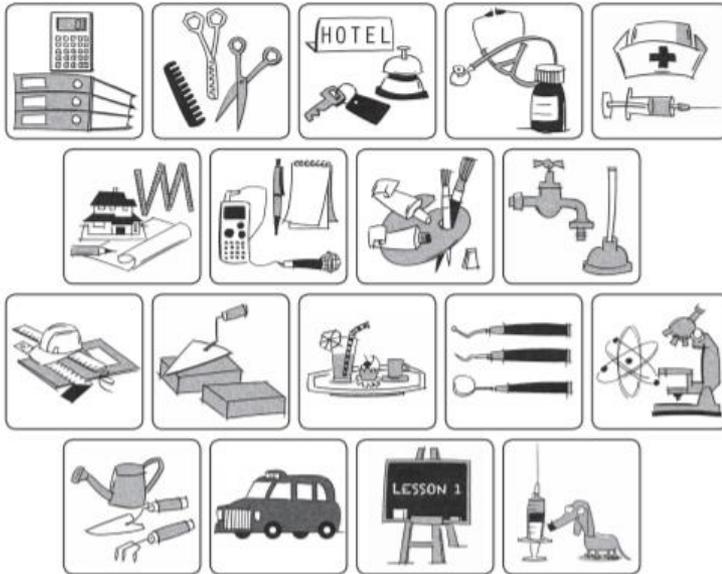
Detailed lesson plans

Part 1

well full company team badly adults part hard help people alone home wear a uniform hours

- 1 Do you work with children / _____ ?
- 2 Do you work _____ / with other people / in a _____ ?
- 3 Do you work from _____ / for a _____ ?
- 4 Do you work long _____ ?
- 5 Do you work _____-time / _____-time?
- 6 Do you work with your hands / _____ / _____ ?
- 7 Is your job _____-paid / _____-paid?
- 8 Do you work _____ ?
- 9 _____ ?
- 10 _____ ?

Part 2



Photocopiable resources



LIFE SKILLS

How to avoid time wasters

WATCH OUT FOR TIME WASTERS!

You send us your study problems. We give you advice.



SAM

I'm really untidy. My school bag is a mess and I can never find anything on my desk. I waste a lot of time trying to find my homework, my books, a ruler or a rubber.

Our advice:

First, tidy your desk, your bag and your pencil case. Do it now and do it every day! Before you start your homework, put everything you need (textbook, exercise book, dictionary, pens, pencils, rubber, etc.) on your desk. That way you don't need to stop studying to look for things.



MOLLY

For me the biggest problem is social media. I've got lots of friends on social media sites. I get a notification from somebody every few minutes so it's really hard for me to study.

Our advice:

Why don't you reduce the number of your contacts on social media? Seriously, how many of your 'friends' are really friends? Keep your close friends and family and lose the others. It's also a good idea to mute group chats on your phone so they don't distract you from your homework.



JAKE

Sometimes when I do my homework I can't concentrate. I start thinking about other things, like my favourite TV programmes, my football team's next match or other distractions.

Our advice:

You can concentrate on your work better if you give yourself a reward. So after forty-five minutes, stop studying and have a short break. Phone a friend, listen to some music or have a snack. Then start studying again.

GLOSSARY

distraction - something that stops you concentrating on what you are doing
notification - an automatically sent message to inform you about activity on your social media account
mute - stop someone's messages, pictures, etc. appearing on a social media website when you look at it

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1

1 In pairs, ask and answer these questions about your study habits.

- Where do you usually study/do your homework?
- Do you check your phone for messages/go on social media when you study?
- Is your desk always tidy?
- What's your favourite time for studying?

2 Read the website. Then in pairs, discuss the questions.

- Which person has similar problems to you?
- What do you think of the advice?

3 Read the website again and write Sam, Molly or Jake.

- Who has problems with his/her studies because of social media? Molly
- Who finds it difficult to find things?
- Who doesn't always focus very well on his/her homework?
- Who needs to limit the number of his/her friends on social media?
- Who needs to have a short break after studying for some time?
- Who needs to organise his/her things better?

4 Listen to an interview with an expert on how to avoid time wasters when studying. Then, in pairs, answer the questions.

- Which of the problems from the text does the expert mention?
- What other problems does she talk about?

5 Listen again and complete the advice with the words and phrases from the box.

(busy close desk off quiet remove room switch)

LIFE SKILLS How to avoid time wasters

- Find somewhere **quiet** to study, for example, in your bedroom or in the library.
- Turn **off** your email and social media and turn **off** your notifications.
- Turn **off** your phone or put it in another room.
- Remove **magazines**, books, photos and computer games from your room.
- Say 'no' to people when you're **busy**.

6 Order the tips in the Life Skills box from 1-5 according to how useful they are (1 = very important, 5 = not so important). Then discuss in pairs.

7 Complete the table and calculate the number of free hours you have for studying. Compare your answers in pairs.

QUIZ

HOW MANY HOURS A WEEK DO YOU HAVE FREE FOR STUDYING?

ACTIVITY	NO. OF HOURS PER DAY	NO. OF DAYS	NO. OF HOURS PER WEEK
sleep		× 7 =	
meals (breakfast, lunch, dinner)		× 7 =	
school		× 5 =	
after-school clubs		× _____ =	
travel to/from school		× 5 =	
jobs at home		× 7 =	
extra activities (sport, languages, music, etc.)		× _____ =	
time with friends		× _____ =	
TV/computer games		× 7 =	
social media		× 7 =	
			Total: _____

There are 168 hours per week. After all of my activities, I have: 168 - _____ hours = _____ hours free for studying.

8 Do the task below.

LIFE SKILLS Project

- A** Look again at your results in the table in Exercise 7. Decide what your time wasters are. Make a plan to avoid them and to find more time for studying. Use the ideas in this lesson and in the Life Skills box in Exercise 5 to help you design a good plan.
- B** Follow your plan for one week.
- C** After the week is over, tell your class which parts of your plan work for you and which don't. Say why.

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2

Life Skills

Pearson English Portal Presentation Tool

Units



0 Starter



1 Family and friends



2 Food



3 Work



4 People



5 Education



6 Health and sport



7 Travel



8 Nature



Word Store



Vocabulary Bank - Exercises



Grammar: Train and Try again

Useful widgets

timer/stopwatch

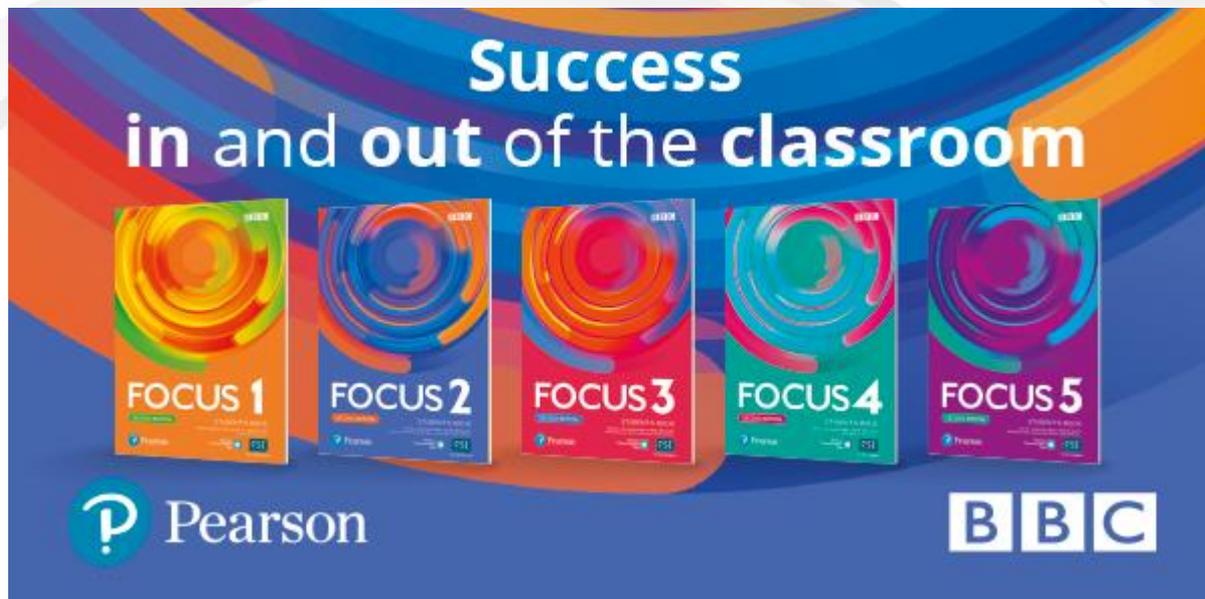
teams

dictionary

The screenshot displays a mobile application interface for a listening exercise. The background shows a page titled "2.3 LISTENING" with various exercises and a recipe for "Fruit Pancakes". Three floating widgets are overlaid on the page:

- Timer Widget:** Located in the top right, it shows a timer set to 03:00. It includes a "Timer" button, a "Stopwatch" button, a "RESET" button, and a play button.
- Teams Widget:** Located in the middle right, it is titled "ADD TEAM" and shows three teams: Team A (red), Team B (purple), and Team C (green). Each team has a score of 0 and buttons for adding or subtracting points. It also includes a "RESET" button and an "ADD TEAM" button.
- Dictionary Widget:** Located in the bottom right, it has a search bar and a magnifying glass icon.

At the bottom of the application, there is a navigation bar with icons for "Widgets", "Timer", "Scores", "Dictionary", and a plus sign for additional options.



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Ventures Books Czech Republic:

www.venturesbooks.cz

barbora.mikova@venturesbooks.com

zuzana.pohlova@venturesbooks.com

Ventures Books Slovak Republic:

www.venturesbooks.sk

judita.tothova@venturesbooks.com