

BBC

FOCUS

SECOND EDITION

Success in and out of the classroom

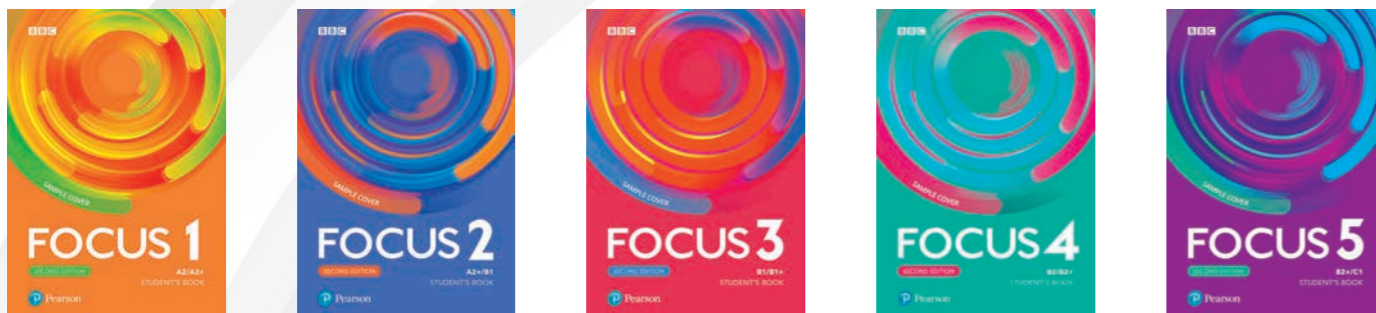


 Pearson

NEW course
for older teenagers

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.

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 is NEW in *Focus Second Edition*?

The new edition of *Focus* includes a lot of up-to-date content with all the extra features that our users found important and needed to achieve 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**, 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.

NEW reading and vocabulary lessons

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

MORE Use of English

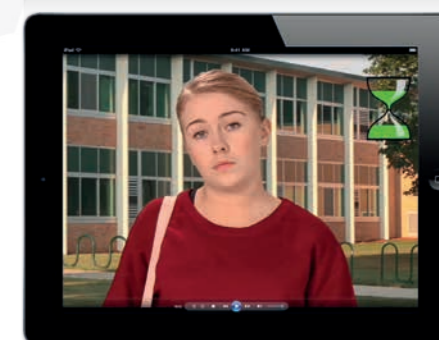
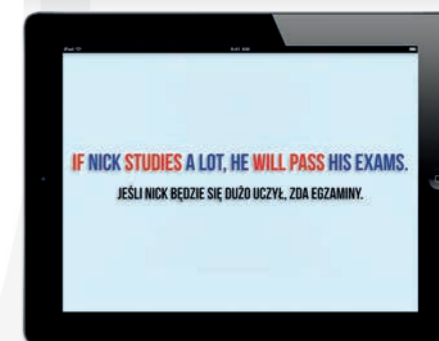
More practice with dedicated lessons to provide more focused exam skills training.

MORE speaking and personalisation activities

Even more communicative tasks and speaking opportunities to support students with the competence that is usually most demanding and yet the most needed.

MORE listening

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



FOCUS SECOND EDITION LEVEL 2

	VOCABULARY	GRAMMAR	LISTENING
1 Lives people live BBC p. 116 Student accommodation	pp. 4–5 Personality; <i>un-, in-, im-, ir-, dis-</i> ; questions with <i>like</i> Reading: Charity p. 15 Word list	p. 6 Present tenses – question forms; subject and object questions; <i>wh-</i> questions p. 117 FOCUS VLOG GRAMMAR ANIMATION	p. 7 Vocabulary: Voluntary work; <i>-ive, -ative, -able, -ing</i> Exam Focus: Note completion Pronunciation Focus: Word stress – personality adjectives
2 Science and technology BBC p. 118 Urban legends	pp. 18–19 Phones and computers; word building; collocations Listening: Famous scientists p. 29 Word list	p. 20 Past Continuous and Past Simple p. 119 FOCUS VLOG GRAMMAR ANIMATION	p. 21 Becoming a scientist Vocabulary: Science and scientists; collocations Exam Focus: Matching Pronunciation Focus: Word stress – scientists
3 The arts BBC p. 120 The Musketeers	pp. 32–33 TV programmes; adjectives; elements of a film/TV drama Reading: One episode is never enough p. 43 Word list	p. 34 Comparative and superlative adjectives GRAMMAR ANIMATION	p. 35 A street artist Vocabulary: Art Exam Focus: Multiple choice Pronunciation Focus: Word stress – countries and nationalities
4 Home sweet home BBC p. 122 Cave houses	pp. 46–47 Describing houses; inside a house; <i>make or do</i> Listening: The narrowest house in the world p. 57 Word list	p. 48 Present Perfect with <i>for</i> and <i>since</i> p. 123 FOCUS VLOG GRAMMAR ANIMATION	p. 49 Teenagers' rooms Vocabulary: Phrasal verbs Exam Focus: Matching Pronunciation Focus: Long vowel sounds
5 Time to learn BBC p. 124 South Korean schools	pp. 60–61 Education; phrasal verbs; collocations Reading: School systems around the world p. 71 Word list	p. 62 First Conditional GRAMMAR ANIMATION	p. 63 Dealing with exam stress Vocabulary: <i>get</i> Exam Focus: True/False Pronunciation Focus: Large numbers
6 Just the job BBC p. 126 Window cleaning	pp. 74–75 Collocations; describing jobs; phrasal verbs Listening: The worst jobs p. 85 Word list	p. 76 Second Conditional p. 127 FOCUS VLOG GRAMMAR ANIMATION	p. 77 Becoming an airline pilot Vocabulary: Collocations; jobs Exam Focus: Multiple choice Pronunciation Focus: Stress in job names
7 Consumer society BBC p. 128 Cheap shopping	pp. 88–89 Shops and services; clothes and appearance; collocations Reading: The truth about shopping p. 99 Word list	p. 90 The Passive GRAMMAR ANIMATION	p. 91 Buying presents Vocabulary: Word families Exam Focus: Matching Pronunciation Focus: Silent letters
8 Well-being BBC p. 130 Keeping fit	pp. 102–103 Symptoms; health; phrasal verbs Reading: Apps to keep you fit p. 113 Word list	p. 104 Past Perfect p. 131 FOCUS VLOG GRAMMAR ANIMATION	p. 105 Central Park Vocabulary: Places to do sport Exam Focus: Multiple choice Pronunciation Focus: 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 Exam Focus: Matching Vocabulary: Verb + preposition	p. 10 Verb + <i>-ing</i> or verb + <i>to</i> infinitive Reading: Attitude to clothes quiz GRAMMAR ANIMATION	p. 11 <i>so</i> and <i>such</i> Multiple choice cloze	pp. 12–13 Writing Focus: A personal email/letter Language Focus: Adjective + preposition	p. 14 Showing interest ROLE-PLAY	pp. 16–17
pp. 22–23 Science at the South Pole Exam Focus: Multiple choice Vocabulary: Nouns and verbs; the temperature	p. 24 <i>used to</i> Listening: Communication in the past GRAMMAR ANIMATION	p. 25 Linkers and time expressions Multiple choice cloze	pp. 26–27 Writing Focus: A story Language Focus: Informal linkers	p. 28 Telling a story ROLE-PLAY	pp. 30–31
pp. 36–37 Superheroes Vocabulary: Books; cinema; phrasal verbs Exam Focus: Matching	p. 38 Present Perfect with <i>just, already, (not) yet</i> and Past Simple Reading: A School for Stars GRAMMAR ANIMATION p. 121 FOCUS VLOG	p. 39 <i>too</i> and <i>not enough</i> Sentence transformation	pp. 40–41 Writing Focus: A film review Language Focus: Adjectives to describe films, plots, screenplays etc.	p. 42 Describing a photo ROLE-PLAY	pp. 44–45
pp. 50–51 People who don't live in traditional houses Vocabulary: Landscape features; describing places; collocations Exam Focus: Gapped text	p. 52 Future forms: Present Continuous, <i>be going to</i> and <i>will</i> Listening: A birthday party GRAMMAR ANIMATION	p. 53 Adverbs Sentence transformation	pp. 54–55 Writing Focus: A blog entry Language Focus: Punctuation – commas	p. 56 Making suggestions ROLE-PLAY	pp. 58–59
pp. 64–65 Different, not less Vocabulary: Nouns and verbs; <i>of</i> and <i>for</i> Exam Focus: Matching	p. 66 Defining relative clauses Reading: The British Students' Manifesto GRAMMAR ANIMATION p. 125 FOCUS VLOG	p. 67 Future time and conditional clauses Sentence transformation	pp. 68–69 Writing Focus: An enquiry Language Focus: Indirect questions	p. 70 Giving an opinion; agreeing and disagreeing ROLE-PLAY	pp. 72–73
pp. 78–79 Personality types and careers Vocabulary: Compound nouns; word families Exam Focus: Matching	p. 80 Modal verbs for obligation and permission Listening: Working conditions GRAMMAR ANIMATION	p. 81 Adjectives ending in <i>-ed</i> and <i>-ing</i> Multiple choice cloze	pp. 82–83 Writing Focus: A job application Language Focus: Formal language in a job application letter	p. 84 Asking for and giving advice ROLE-PLAY	pp. 86–87
pp. 92–93 The brains behind Amazon.com Vocabulary: Shopping Exam Focus: Multiple choice	p. 94 Quantifiers Reading: TOMS shoes GRAMMAR ANIMATION p. 129 FOCUS VLOG	p. 95 Indefinite pronouns: <i>someone, anything, nowhere, everybody, none</i> , etc. Sentence transformation	pp. 96–97 Writing Focus: A formal written complaint Language Focus: Formal language	p. 98 Shopping ROLE-PLAY	pp. 100–101
pp. 106–107 The tower that sucks in smog and spits out clean air Vocabulary: Pollution; word families Exam Focus: Open-ended questions	p. 108 Reported Speech Reading: The oldest runner GRAMMAR ANIMATION	p. 109 Phrasal verbs Gapped sentences	pp. 110–111 Writing Focus: A reader's comment – linkers Language Focus: Structures with <i>make</i>	p. 112 A doctor's appointment ROLE-PLAY	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>Grammar: 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>Vocabulary: 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>
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	VOCABULARY	GRAMMAR	WRITING	SPEAKING
1 Family and Friends <small>BBC</small>	Have, go and play Collocations Prepositions	Present Simple Present Simple: Yes/No and Wh- questions <small>FOCUS VLOG</small> <small>GRAMMAR ANIMATION</small>	Writing Focus: An informal email	Expressing preferences <small>ROLE-PLAY</small>
2 Food <small>BBC</small>	Food containers Food products Phrases related to food	Countable and uncountable nouns Articles <small>FOCUS VLOG</small> <small>GRAMMAR ANIMATION</small>	Writing Focus: An email of invitation	Ordering food <small>ROLE-PLAY</small>
3 Work <small>BBC</small>	Jobs Work and job Prepositions	Present Continuous Present Simple and Present Continuous <small>FOCUS VLOG</small> <small>GRAMMAR ANIMATION</small>	Writing Focus: An email of request	Describing a photo
4 People <small>BBC</small>	Appearance Adjective order Personality	Comparative and superlative adjectives <i>have to/don't have to</i> <small>FOCUS VLOG</small> <small>GRAMMAR ANIMATION</small>	Writing Focus: A personal profile on a blog	Going to the hairdresser's
5 Education <small>BBC</small>	Types of school At school Exams	<i>must/mustn't, should/shouldn't</i> Past Simple: <i>was/were, could</i> <small>FOCUS VLOG</small> <small>GRAMMAR ANIMATION</small>	Writing Focus: A personal email	Asking for and giving information <small>ROLE-PLAY</small>
6 Health and sport <small>BBC</small>	Sports <i>Go, do and play</i> Sportspeople	Past Simple Past Simple negatives and questions <small>FOCUS VLOG</small> <small>GRAMMAR ANIMATION</small>	Writing Focus: A description of an event	Asking for and giving advice
7 Travel <small>BBC</small>	Holidays and transport <i>Book, make and visit</i> Accommodation	Present Perfect with <i>ever/never</i> Present perfect + <i>just/yet/already</i> <small>FOCUS VLOG</small> <small>GRAMMAR ANIMATION</small>	Writing Focus: An email of enquiry	Asking for and giving directions <small>ROLE-PLAY</small>
8 Nature <small>BBC</small>	Geography Animals Collocations	Future with <i>will be going to</i> <small>FOCUS VLOG</small> <small>GRAMMAR ANIMATION</small>	Writing Focus: An opinion and arguments	Agreeing and disagreeing <small>ROLE-PLAY</small>

FOCUS SECOND EDITION LEVEL 3

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

FOCUS SECOND EDITION LEVEL 4

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

FOCUS SECOND EDITION LEVEL 5

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



CAVE HOUSES

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

4.1

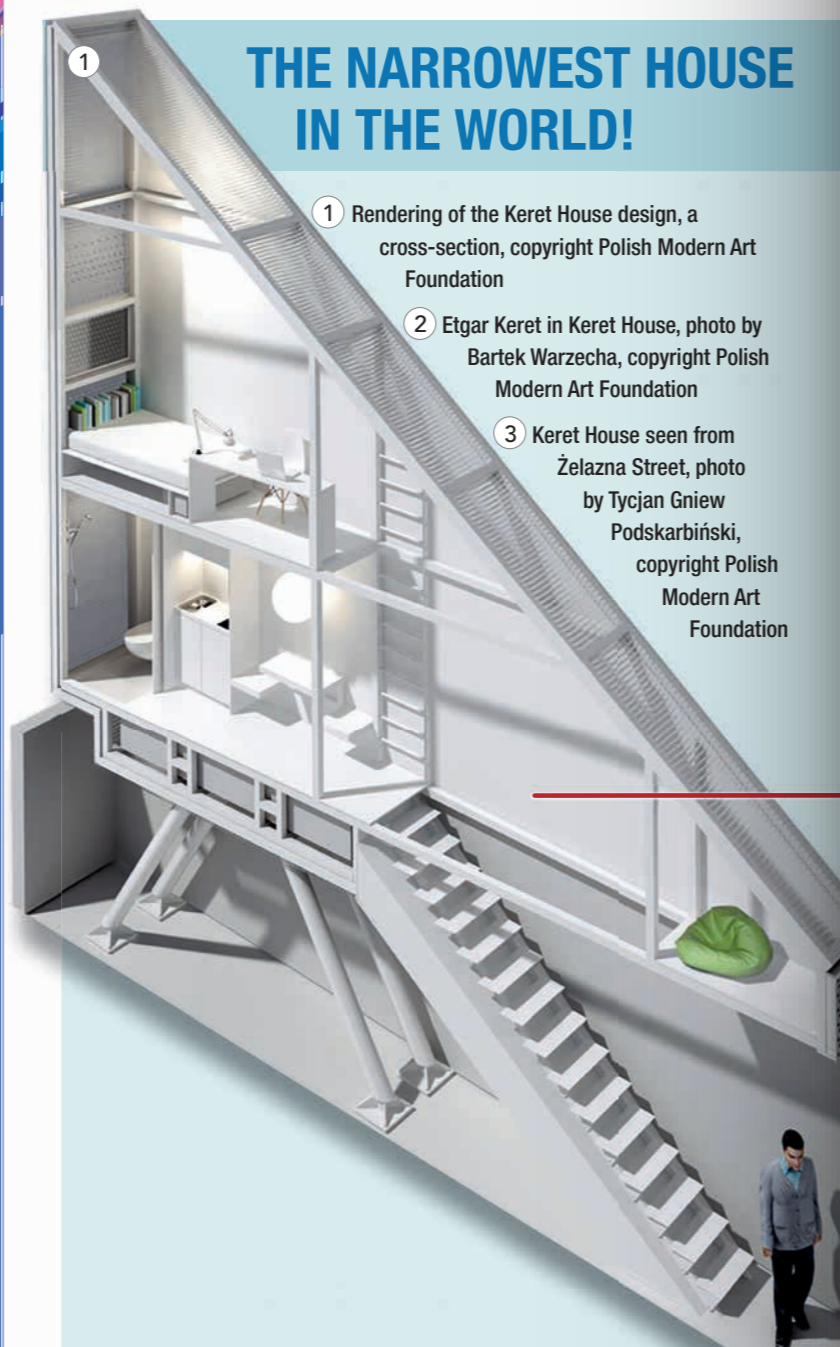
VOCABULARY

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

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?

- 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.



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
- on a floor
- on a couch
- in a hotel
- on a train
- other

2 **SPEAKING** Read US TODAY. What is couchsurfing? Discuss whether you would like to do it. Give reasons for your answers.

US TODAY

We asked CS employee, Dan, about the world's largest travel community.



What is it?

A worldwide travel network connecting travellers with people who offer free accommodation.

Who is it for?

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 ¹ _____ 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.*
² _____ 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.*
³ _____ 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 ¹ *'ve been* (be) a member ² *for / since* three years now. ³ *For / Since* I became a member, I ⁴ _____ (stay) in thirty-two countries in different types of accommodation. I ⁵ _____ (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 ⁶ _____ (be) a couchsurfing host ⁷ *for / since* two years now and I ⁸ _____ (already/meet) more than thirty people. At the moment, Miki is visiting from Tokyo. I ⁹ _____ (only know) her ¹⁰ *for / since* a week, but I'm sure we'll remain friends. Miki is happy too – she ¹¹ _____ (study) English ¹² *for / since* ten years, but she ¹³ _____ (never/have) the chance to speak with a native speaker before. She ¹⁴ _____ (be) here ¹⁵ *for / since* nearly a week, but she ¹⁶ _____ (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.

- 1 My dad was born in our house.
My dad *has lived* (live) in our house *since* he was born.
- 2 My dad gave my mum this watch when she was forty.
My mum _____ (have) this watch _____ she was forty.
- 3 I met my best friend two years ago.
I _____ (know) my best friend _____ two years.
- 4 I bought these trainers last Christmas.
I _____ (not buy) any new trainers _____ last Christmas.
- 5 I joined this English class three months ago.
I _____ (be) in this English class _____ three months.
- 6 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*.

- 1 I/know/(name of your neighbour) ...
- 2 I/live in/(name of your neighbourhood) ...
- 3 I/like/(name of your favourite band) ...
- 4 I/have/(make of your phone) ...
- 5 I/be interested in/(name of a subject) ...
- 6 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

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:

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

2 **2.12** Listen to five teenagers describing their rooms. Are statements 1–5 true (T) or false (F)?

- 1 Speaker 1 lives in a quiet house.
- 2 Speaker 2 isn't like her sister.
- 3 Speaker 3 doesn't like music.
- 4 Speaker 4 is often out.
- 5 Speaker 5 never invites her friends round.

EXAM FOCUS Matching

3 **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.

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

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



KAREN

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

6 **2.13** Choose the correct preposition and try to complete the sentences from memory. Then listen again and check.

- 1 Dafydd's _____ is on / next to his desk.
- 2 His _____ is on / in the corner above / next to the bookcase.
- 3 His _____ is onto / on the wall onto / above his bed.
- 4 Karen's _____ is on top of / above the wardrobe.
- 5 Karen's _____ is on / in her bedside table.
- 6 Her _____ is in / on the bottom shelf of her bookshelves, which are opposite / in front of her bed.

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

PRONUNCIATION FOCUS

8 **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.

- 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 **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

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 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 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. ³



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 'sick'. Bajau children don't go to school on land. But from an early age they learn to swim and dive. ⁴ 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. 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 **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 **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.
I¹ _____ 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.
I² _____ 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, I³ _____ help you.*

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

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

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

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

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

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

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

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

Aunt: And what about the cleaning the next day?

Tony: Oh, erm ... Don't worry, I ¹¹'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 ¹ _____ (move) house next week. Well, I've decided that I ² _____ (have) a house-warming party in the new house. The theme is Superheroes, so I ³ _____ (dress up) as a _____. You know my mum's a fantastic cook so she ⁴ _____ (make) b _____. I think everybody ⁵ _____ (like) that. I'm not sure about the music. I think I ⁶ _____ (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

<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.

- 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.



- 4 **2.24** Match the words and phrases in purple in the blog with the definitions below. Then listen, check and repeat.
- an interesting thing to see or do = _____
 - choice or range = _____
 - food that you can only find here = _____
 - places that were important in the past = _____
 - 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/¹ _____ place.
Most people seem to/² _____ to ...
According to ...
I thought it was great/³ _____/a bit boring.
It (the food) was ⁴ _____!

4 Make recommendations

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

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

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

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

LANGUAGE FOCUS

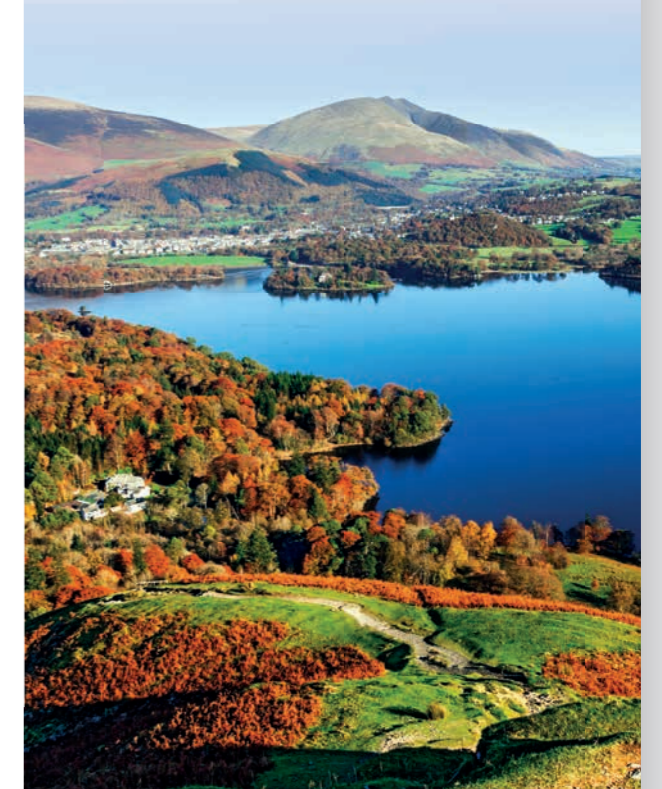
Punctuation – commas

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

8 Add commas to the text about the Lake District.

The Lake District

The Lake District 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 ...

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



Shopping
▶ Oxford Street shops: 8.30 a.m.–9 p.m., Sun 11.30 a.m.–6 p.m.
▶ Camden Market: Clothes, music, souvenirs. 10 a.m.–6 p.m. daily



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



The London Dungeon
Prepare to be scared!
▶ tours from £20
▶ 10 a.m.–4 p.m. on Mon, Tue, Wed, Fri, 10 a.m.–5 p.m. on Sun, 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	Agreeing with suggestions
Do you fancy (going) ...? <input type="checkbox"/>	(That's a) good/great idea! <input type="checkbox"/>
Let's (go) ... <input type="checkbox"/>	(That) sounds good/great! <input type="checkbox"/>
How about (going) ...? <input type="checkbox"/>	Why not! <input type="checkbox"/>
We could (go) ... <input type="checkbox"/>	
(I think) we should (go) ... <input type="checkbox"/>	Disagreeing with suggestions
What about (going) ...? <input type="checkbox"/>	(I'm sorry) I'm not keen on ... <input type="checkbox"/>
Why don't we (go) ...? <input type="checkbox"/>	I don't really like ... <input type="checkbox"/>
	I'd rather (go) ... <input type="checkbox"/>
	I'm not sure about that. <input type="checkbox"/>
	Let's (go) ... instead. <input type="checkbox"/>

- 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 ¹ _____ to the cinema tonight?
B: That's a good ² _____! What do you want to see?
A: The new film with Jennifer Aniston.
B: Oh no, I'm not ³ _____ on romantic comedy. I'd ⁴ _____ see an action film.
A: Okay, let's see the new James Bond ⁵ _____.
B: Great. How ⁶ _____ having a burger before we go?
A: Why ⁷ _____! We ⁸ _____ 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 'draʊəz/
comfortable /'kɒmfɪtəbəl/ wygodny
concrete /'kɒŋkri:t/
cooker /'kʊkə/
cosy /'kəʊzi/ przytulny
cottage /'kɒtɪdʒ/
cupboard /'kʌbəd/
desk /desk/
detached house /dɪ,tætʃt 'hɑ:ʊs/
do the cooking /,du: ðə 'kʊkɪŋ/
do the gardening /,du: ðə 'gɑ:dnɪŋ/
do the housework /,du ðə 'hɑ:swɜ:k/
do the ironing /,du: ðə '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,ɪəriə '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 'hɑʊzɪŋ ɪ,steɪt/
on the edge of the city /,ɒn ðə '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'detʃt 'hɑ:ʊs/
shelf /ʃelf/
spacious /'speɪʃəs/
stairs /steəz/
stone /stəʊn/
terraced house /,terəst 'hɑ:ʊs/
traditional /trə'dɪʃənəl/
upstairs /,ʌp'steəz/
wardrobe /'wɔ:drəʊb/
wide /waɪd/
wood /wʊd/
wooden floor /,wʊdn 'flɔ:z/
- 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 /'hɑ:ʊsbəʊt/
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,weɪ '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'nɪə/
stay in /,steɪ 'ɪn/
- 4.4 Reading 4.28**
- abandon /ə'bændən/
ancient /'eɪnʃənt/
attract /ə'trækt/
breathtaking view /,breɪθetɪkɪŋ '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 /,ɪlek'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 ('hɑ:ʊs)/
nomadic tribe /nəʊ,mædɪk 'traɪb/
population /,pɒpjə'leɪʃən/
rainforest /'reɪnfɒrɪst/
rock /rɒk/
ruins /'ru:nz/
scorching /'skɔ:tʃɪŋ/

- stilt /stɪlt/
tourist destination /'tʊərɪst destə,neɪʃən/
trading centre /'treɪdɪŋ ,sentə/
traffic jam /'træfɪk ,dʒæm/
treehouse /'tri: hɑ:ʊs/
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 /'hɑ:ʊswɔ: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 'lɪl/ə 'bɪt/'slɑ:li/
badly /'bædli/
completely /kəm'pli:tli/
extremely /ɪk'stri:mli/
luckily /'lʌkɪli/
quite/rather/pretty /kwɑ:t/'rɑ:ðə/'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:dnɪŋ tə/
architecture /'ɑ:kɪtɛktʃə/
attraction /ə'trækʃən/
be famous for /bi 'feɪməs fɔ/
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 /,tʊərɪst '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:

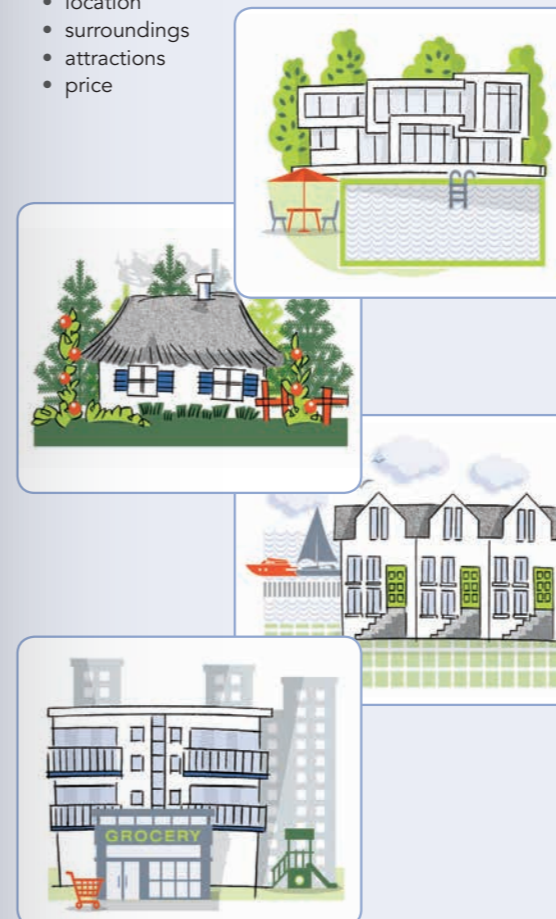
- A feels a member of the community in the suburbs.
- B has changed his/her opinion about living in the suburbs.
- C is not going to live in the suburbs all his/her life.
- D addresses people who don't want to live in the city centre.
- E presents people's opinions about living in the suburbs.

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 **is 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 ¹ _____ near the sea. In fact, we've lived here ² _____ one month. Of course, I was sad to leave my friends back in Manchester, but I've ³ _____ them to stay with me next summer and I've ⁴ _____ to write to them often. I've been at my new school ⁵ _____ last Monday and I have already ⁶ _____ some new friends. They're really nice and have ⁷ _____ me the best places to see. I'm sure they've ⁸ _____ 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. No, I am not ('m not).	
Are	you/we/they	Yes, you/we/they are. No you/we/they are not (aren't).	
Is	he/she/it	Yes, he/she/it is. 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. 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 ¹ _____ (have) a school disco in the main hall. I ² _____ (wear) my favourite shirt with my new jeans and brown shoes. I ³ _____ (work) in the afternoon in my mum's shop, but after that I ⁴ _____ (return) home to have a shower and get dressed. I'm quite excited. But who do I invite? I know! I ⁵ _____ (ask) Sarah in my Maths class. She's really nice.

4 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 ¹ _____ quiet compared to living in the city as there is almost no traffic on the roads. We live in a small village and there aren't too many terraced or semi-detached houses. There are beautiful, ² _____ designed stone cottages – most of them with only one or two floors. We live in a bungalow which is ³ _____ spacious. My room, however, is small – but it is very cosy. It's not very entertaining here – there aren't many shops or cafés but there are some amazing ⁴ _____ monuments nearby. I especially like the ruins of the old castle. We walk there sometimes at the weekends and it's such a fascinating place with lots of gripping stories about it from the past. There are ⁵ _____ views there too, and this Sunday my family and I ⁶ _____ a picnic there. I don't miss life in the city at all!

- | | |
|-----------------|--------------------|
| 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 **1.9** Watch the video and check whether you can hear any of the adjectives in Exercise 2.

4 **1.9** **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 **1.9** **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
Location	flat gardenkitchen floors/storeys
Inside	in London opposite a park
Outside	terraced house

2 **1.10** **1.11** 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 **1.2** **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)

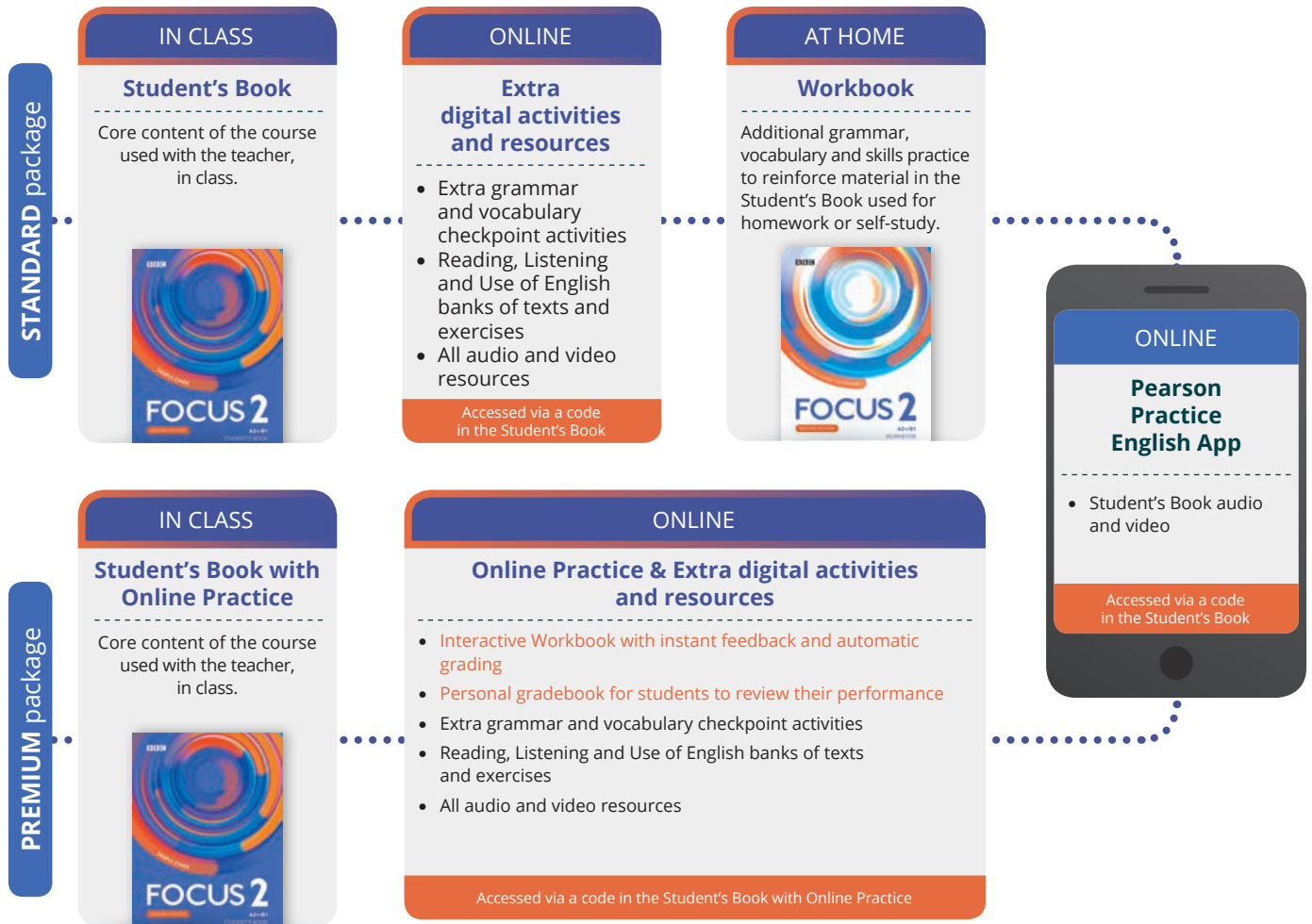
- ancient city
- _____ crater
- _____ rainforest
- _____ springs
- _____ temperatures
- _____ tribe
- _____ vegetation

MY WORD STORE

My top five words from Unit 4

- _____
- _____
- _____
- _____
- _____

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