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FOCUS 1

SECOND EDITION

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TEACHER'S BOOK

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Exercise 2

/eɪ/
J K
/iː/
D E G P T V
/e/
M N S X Z
/aɪ/
Y
/uː/
U W

1 **1.2** Listen and repeat the alphabet.
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

2 **1.3** Complete the letters for the sounds in the table. Then listen, check and repeat.

/eɪ/	/iː/	/e/	/aɪ/	/uː/	/əʊ/	/ɑː/
A, H	B, C	F, L	I	Q	O	R

3 **1.4** Listen and choose the word you hear. Then listen again and repeat.

- 1 a pin **b** pen 4 **a** poster b pasta
2 **a** book b back 5 **a** bin b pin
3 a disc **b** desk

4 Look at the classroom language poster. Translate the verbs in red.

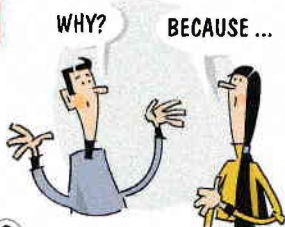
In the classroom



1 **Think** of a sport. **Tell** the group your idea. **Speak** English.



2 **Read** the text and **choose** the correct answers. **Don't use** a dictionary.



3 **Work** in pairs. **Ask** and **answer** the questions.



4 **Listen** to the conversation and **complete** the table.



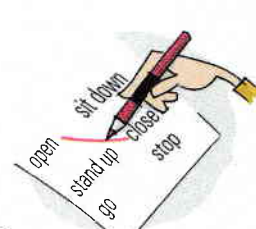
5 **Tick** (✓) / **Underline** the answers.



6 **Look** at the photos. **Don't look** at the board.



7 **Put** the words in the correct order. Then **write** the answers.



8 **Match** the words with opposite meanings. Then listen, **check** and **repeat**.

5 Read **REMEMBER THIS**. Find more examples in Exercise 4.

REMEMBER THIS

You use the imperative to give instructions.
✓ Use a dictionary. ✗ Don't use a dictionary.

Grammar page 124

6 Make sentences with the correct form of the imperative.

- 1 ✓ work in groups of three / ✗ speak your language
2 ✗ use a pen / ✓ use a pencil
3 ✓ write in your notebooks / ✗ write in the book
4 ✗ talk / ✓ read the text
5 ✓ repeat the words / ✗ repeat the sentences

1 Work in groups of three.

7 Read **REMEMBER THIS**.

REMEMBER THIS

You use **let's** to make suggestions.

No, **let's** match the verbs with the photos first.

Let's read the text.



Grammar page 124

8 Complete the dialogues with **let's** and the verbs in the box.

(ask do finish listen read use)

1 A: I don't know this word. **Let's ask** the teacher.
B: No, **let's use** a dictionary.

2 A: **Let's do** Exercise 2 now.

B: No, **let's finish** Exercise 1 first!

3 A: **Let's read** the dialogue.

B: **Let's listen** to the dialogue before we read it. OK?

9 **SPEAKING** Take turns to make suggestions.

A: **Let's go to the cinema today.**

B: **Let's ...**

EXTRA ACTIVITIES

• Play *Bingo* with vocabulary and alphabet. Ask students to make grids of squares (e.g. 4x4) and to write one letter or vocabulary item in each square. Read out letters or vocabulary items. Students listen and cross out the letters or words on their grids that you call

out. When a student has crossed out all the items, they shout out *Bingo* and have won the game.

• Students make six more instructions in pairs to read out to the class: three affirmative imperatives and three negative imperatives.

WORKBOOK

p. 4

NEXT CLASS

Ask students to write as many countries and nationalities as they can.

Caledonia School of English, Edinburgh

About Us

Our Courses

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We're students at the Caledonia School of English.



Andrea. I'm 19 years old. I'm Spanish. I'm from Valencia.



Wolfgang is 21. He's German. He's from Hamburg.



Boris and **Daria** are Russian. They're from St. Petersburg.



Mei is Chinese. She's 23. She's from Beijing.



Andrew isn't a student. He's a teacher. He's Scottish. He's 34 years old.

Teachers

1 Write the numbers.

- 1 nineteen – 19 3 twenty-three – 23
2 twenty-one – 21 4 thirty-four – 34

2 **1.5** Go to page 140. Listen and repeat the cardinal numbers.

3 Read the website. Match the people in the photos with the countries.

- 1 Spain **A** 2 Scotland **E** 3 Germany **B** 4 Russia **C** 5 China **D**

WORD STORE 0.2 Countries and nationalities

4 **1.6** Complete WORD STORE 0.2 with the names of nationalities. Then listen, check and repeat.

5 Complete REMEMBER THIS with the short forms. Use the website to help you.

6 **SPEAKING** Ask and answer the questions in pairs. Use the nationalities in the box.

- American Brazilian German
Swiss Portuguese Russian
Spanish

A: What nationality is Penélope Cruz?

B: She's Spanish.

- Penélope Cruz
- Paulo Coelho
- Cristiano Ronaldo
- Angela Merkel
- Garry Kasparov
- Roger Federer
- Dakota and Elle Fanning

7 **SPEAKING** Read REMEMBER THIS. Then ask and answer the questions in pairs.

REMEMBER THIS

You can say: *I'm nineteen years old.* or *I'm nineteen.*

- How old are you?
- How old is your brother/sister?
- How old is your best friend?
- How old are your parents?

Grammar page 124

REMEMBER THIS

to be

I am = ¹ I'm	We are = ⁵ We're
You are = ² You're	You are = You're
+ He is = ³ He's	They are = They're
She is = ⁴ She's	
It is = It's	

I am not = I'm not	We are not = We're not = We aren't
You are not = You're not = You aren't	You are not = You're not = You aren't
- He is not = He's not = He isn't	They are not = They're not = They aren't
She is not = She's not = She isn't	
It is not = It's not = It isn't	

Am I?	Yes, I am./No, I'm not.
⁶ Are you?	Yes, you are./No, you aren't.
? Is he/she/it?	Yes, he/she/it is./No, he/she/it isn't.
Are we/you/they?	Yes, we/you/they are./ No, we/you/they aren't.

REFERENCES

Culture notes p. 152

EXTRA ACTIVITIES

• After ex. 6, students choose three more famous people and use the verb to be and the nationalities from the lists prepared at home to describe the

people to the class. Class listens and tries to guess who they are.

• In pairs, students compare their lists of countries and nationalities prepared at home and then make an alphabetical list on the board.

WORKBOOK

p. 5

NEXT CLASS

Ask students to write down three things that belong to them and three things that belong to another member of their family.

Exercise 6

- He's Brazilian.
- He's Portuguese.
- She's German.
- He's Russian.
- He's Swiss.
- They're American.

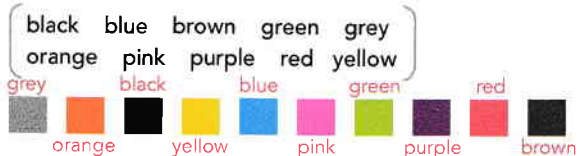
FAVOURITES

We know

Grammar: Demonstrative pronouns • plural nouns

Vocabulary: Colours • adjectives • objects

- 1 Match the words in the box with the colours. Think about other colours you know. Compare with a partner.



- 2 Match adjectives in A with their opposites in B.

A (beautiful big fantastic fast new old)

B (old small slow terrible ugly young)

old – young new – old fast – slow big – small
beautiful – ugly fantastic – terrible

- 3 Look at the photos. Which four things do you think belong to Amy? Which belong to Mike? Make two lists.



Amy has got: a beanbag, ... Mike has got: ...

- 4 **1.7** Listen and check which things belong to Amy.

- 5 **1.7** Listen again and complete the sentences with the words in Exercise 3.

- This is my beanbag. It's old and brown. I love it!
- These are my holiday photos. They're beautiful.
- That's my new watch on the table over there. It's my favourite thing.
- Those are my headphones over there too. They're expensive. They are great.

- 6 **1.8** Read REMEMBER THIS. Complete the sentences about Mike's things with *this*, *that*, *these* and *those*. Then listen and check.

REMEMBER THIS

Singular demonstrative pronouns

This is my beanbag. It's old.



That is my watch. It's new.



Plural demonstrative pronouns

These are my holiday photos. They're great.



Those are my headphones. They're expensive.



Grammar page 124

Look at ¹ these comics. My favourite is Spider-Man. And ² this is my favourite T-shirt. It's really old but I love it! ³ Those are my sunglasses over there. They're cheap, but they're really cool. And ⁴ that is my skateboard under the sunglasses. It's expensive and it's really fast. It's great!

- 7 **1.9** Complete the gaps with *it's* or *they're*. Then listen and check.

- Look at those posters over there! They're terrible.
- Listen to this CD. It's fantastic.
- Are your headphones blue? No, they're red.
- What is that over there? I think it's a bicycle.
- Look at this skateboard. It's really cool!
- These are my holiday photos. They're great.

REMEMBER THIS

You add s/es to make nouns plural.
skateboard → skateboards watch → watches
Some words don't have a singular form, e.g. sunglasses, headphones.

Some nouns have irregular plural forms:
man – men woman – women child – children

Grammar page 124

- 8 **SPEAKING** Draw four things that are yours and two things that are not yours. Describe them to your partner. Can your partner guess which are not yours?

- A: *These are my headphones. They're blue. That is my beanbag. It's big and heavy. This is my favourite comic. It's old.*
B: *I think 'the beanbag' is not your beanbag.*
A: *Wrong! It is my beanbag!*

REFERENCES

Audioscript p. 160

EXTRA ACTIVITIES

- In pairs, students listen to the lists of belongings they wrote at home. They guess which items belong to their partner.

- Students think of five sentences to dictate to their partner to draw, e.g. *Draw an old orange T-shirt. Draw a small blue skateboard.*

WORKBOOK

p. 6

NEXT CLASS

Bring in pictures of different people, animals and objects from magazines or ask students to bring in magazines to cut up.

MY FAMILY

We know
books

Grammar: Possessive adjectives

- possessive 's

Vocabulary: Family

- 1 Complete the table with the names of family members in the box. What other names of family members do you remember?

(brother cousin daughter father grandfather wife uncle)

♀	♂
mother/mum	1 <u>father</u> /dad
2 <u>daughter</u>	son
sister	3 <u>brother</u>
4 <u>wife</u>	husband
aunt	5 <u>uncle</u>
grandmother	6 <u>grandfather</u>
7 <u>cousin</u>	cousin

- 2 Read the text and complete Lara's family tree with the correct names.



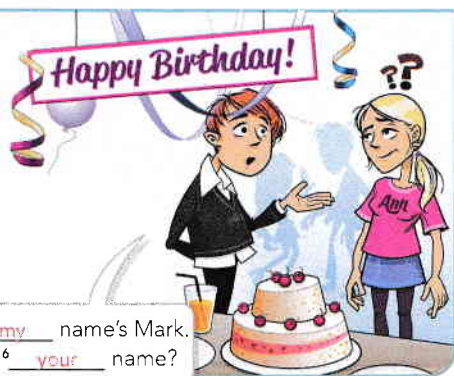
Hi, I'm Lara and this is my family tree. **My** sister's name is Suzanne. She's twenty years old. **My** brother's name is Damien, he's fourteen. **Our** parents' names are Elaine and Paul. **My** grandfather's name is Michael and **my** grandmother is Sarah. **My** mum's sister is Louise and **her** husband is Alex. **Their** children are **my** cousins, Fiona and Charles. We're a great family!

- 3 Complete REMEMBER THIS with the pronouns in blue in the text. Then complete the sentences in the cartoon.

REMEMBER THIS

I	1 <u>my</u>
you	your
he	his
she	2 <u>her</u>
it	its
we	3 <u>our</u>
they	4 <u>their</u>

Hi, my name's Mark.
What's your name?



Grammar page 125

- 4 **1.10** Complete the sentences. Then listen and check.

- Dave is good at music. That's his guitar.
- Is this your pen? Or is it Kate's pen?
- We love football. Our favourite team is Arsenal.
- This skateboard is Marta's. It's a present from her parents.
- My brothers' names are Simon and Rob. They are fourteen and eighteen years old, but their birthday is on the same day!
- My favourite pop group is London Grammar. What's your favourite group?

- 5 Read REMEMBER THIS. Find more examples of the possessive 's in the text in Exercise 2.

REMEMBER THIS

Possessive 's singular

My mum's sister is Louise.
My dad's sisters aren't in the photo.
Charles's dog is Rover.

Possessive 's plural

Our parents' names are Elaine and Paul.
My grandparents' car is blue.

Note:

My mother's English. 's = is
My mother's car is old. 's = possessive

Grammar page 125

- 6 Choose the correct option.

- This is Pedro / Pedro's house. Pedro / Pedro's from Spain. Pedro / Pedro's mum is English and he / his dad is Spanish. He's / His from Madrid.
- My friends / friends' friend's names are Lucy and Kevin. They / Their favourite sports are football and tennis. Kevin / Kevin's favourite sport is football and Lucy / Lucy's favourite sport is tennis. She / Her favourite tennis star is Roger Federer. My friends' / friends' / friend's are crazy about sports.
- Lucy's / Lucy's father's from Ireland. Her / His mother's Brazilian. She's / She from Curitiba. His / Her name's Adriana. Adriana's / Adriana forty years old. She's / She my Maths teacher.

- 7 **SPEAKING** Ask and answer the questions in pairs.

- What is your mum's name?
- What colour is your dad's car?
- What is your best friend's favourite band?
- What are your friends' favourite sports?
- Who are your cousins' favourite singers?
- What are your grandparents' names? What are their favourite colours?

REFERENCES

Culture notes p. 152

EXTRA ACTIVITIES

- Students draw their family trees and label them.
- Students use the pictures from magazines to invent short paragraphs about people, e.g. *This is Paolo's father. He's from Italy. This is his dog. Its name's Boris.*

WORKBOOK

p. 7

NEXT CLASS

Ask students to choose a famous person and research what they can't do.

We know
Grammar: *can/can't*
Vocabulary: Common verbs

1 In pairs, match the verbs in the box with the photos in the questionnaire in Exercise 5.

(cook dance paint rollerblade sing)
speak swim

2 Listen. Tick what Jon and Mia can do and cross what they can't do.

	rollerblade	speak a foreign language	sing	dance
Jon	✓	✓	✗	✓
Mia	✓	✓	✗	✗

3 Complete the sentences with *can* or *can't*.

Jon ¹ can rollerblade. He ² can speak a foreign language. He ³ can't sing. He ⁴ can dance. Jon's sister, Mia, ⁵ can rollerblade too. She ⁶ can speak a foreign language. She ⁷ can't sing. She ⁸ can't dance.

4 Read REMEMBER THIS and complete the cartoon.

REMEMBER THIS

You use *can* to talk about abilities.

+ I/You/He/She/We/They can sing.

- I/You/He/She/We/They can't sing.

? Can you sing?

Yes, I can./No, I can't.

¹ Can you sing?

Yes, I ² can.

No, she ³ can't!



Grammar page 125

5 Do the questionnaire. Answer *Yes, I can* or *No, I can't*.

WHAT CAN YOU DO?



1 Can you sing?



2 Can you dance?



3 Can you cook?



4 Can you swim?



5 Can you speak a foreign language?



6 Can you paint?



7 Can you rollerblade?

6 **SPEAKING** In pairs, ask and answer the questions in the questionnaire. Then tell the class about your partner.

Teresa can dance, but she can't paint. She ...

7 Write five questions. Use the ideas in the box or your own ideas.

(dance the tango draw comics play Halo)
run ten kilometres ski speak three languages
swim a kilometre use the Internet

Can you run ten kilometres?

8 **SPEAKING** In pairs, ask and answer your questions. Then tell the class about your partner.

A: *Can you run ten kilometres?*

B: *Yes, I can./No, I can't. Can you ...?*

A: *Maria can run ten kilometres. She ...*

REFERENCES

Audioscript p. 160

EXTRA ACTIVITIES

- Students write about their best friends and tell the class what they can and can't do.
- Students write about a famous person they researched at home and tell the class what they can and can't do or class asks them questions to find out.

WORKBOOK

p. 8

NEXT CLASS

Ask students to find pictures in a magazine or on their phones of their ideal rooms or draw them and to be ready to describe them to the class.

Grammar: Prepositions, *there is/there are*
 Vocabulary: Rooms and furniture

1.12 WORD STORE 0.6 Rooms and furniture

- Complete WORD STORE 0.6. Label the picture with the words in the box. Then listen, check and repeat.
- Where is the cat? Label the pictures with the prepositions in the box.

above behind between in in front of next to on
 opposite under

- Mia and John work in the Upside-Down House. Read what they say about it. Can people live in this house? Why?/Why not?
 No, because everything is upside down.

Upside Down

This house is in Germany. In the living room there's a big sofa, a table and a picture. There are two beds in the bedrooms, but you can't sleep in them! There's a big kitchen. In the kitchen there's a cooker, a fridge, a dishwasher, a table and chairs. In the bathroom there's a toilet, a bath and a shower, but you can't use them. Everything in the house is upside down!



EXTRA ACTIVITIES

- Students use their photos or drawings to describe their ideal rooms.
- In pairs or small groups, students design (and draw) the perfect room and then the class decides which room is the best and why.

WORKBOOK

p. 9

NEXT CLASS

Ask students to think what gadgets they would like to have in the future and why.

- Read REMEMBER THIS. Complete the cartoon with *there is* or *there are*.

REMEMBER THIS

Singular

There is a cooker in the kitchen.
There is an armchair in the living room.
there is = *there's*

Plural

There are four chairs in the kitchen.

¹ *There is* only one room in my house.



² *There are* one hundred rooms in my house!

Grammar page 125

- Complete the text with *there is* or *there are*. Then read the text again and draw the room.

My bedroom is my favourite room in the house! It's small, but I love it. ¹ There is a bed. Next to the bed ² there is a carpet. Opposite the bed ³ there are two small wardrobes. Between the wardrobes ⁴ there is a desk with a chair. ⁵ There are two posters above the bed. ⁶ There is a guitar under the bed. Under the window ⁷ there is a small table. ⁸ There are some CDs on the table and ⁹ there is a CD player too.

- SPEAKING** Work in pairs and follow the instructions.

- Draw a picture of your bedroom, but DON'T show your partner!
- Describe your bedroom for your partner to draw. Then listen to your partner's description and draw his/her bedroom. Ask questions to help you, e.g. *Where is the bed? How many posters are there?*
- Compare your drawings.

- Write five sentences about your flat/house, four true and one false. Read your sentences to your partner. Can your partner guess which sentence is false?

There are three rooms in my house/flat. There is a living room, ...