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FOCUS 4

SECOND EDITION

B2/B2+
TEACHER'S BOOK

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Live and learn

Educating the mind without educating the heart is no education at all.

Aristotle



LEARNING A NEW SKILL

1 Watch the BBC video. For the worksheet, go to page 132.

UNIT 1 VIDEOS

BBC Learning a new skill



GRAMMAR ANIMATION

Lesson 1.2 Lesson 1.5

FOCUS VLOG About daily routines

Lesson 1.2

REFERENCES

Culture notes p. 190

Audioscript p. 197

Videoscript p. 211

Using videos in the classroom p. T16

EXTRA ACTIVITIES

• Photocopiable resource 1 FAQ (10 min.) pp. 223, 238

• Extra digital activities: Vocabulary Checkpoint

• Ask students to work in pairs and think of true sentences about themselves using phrasal verbs or other

VOCABULARY



Education • phrasal verbs • describing teachers and students • collocations

I can talk about further education, university courses and educational issues.

SHOW WHAT YOU KNOW

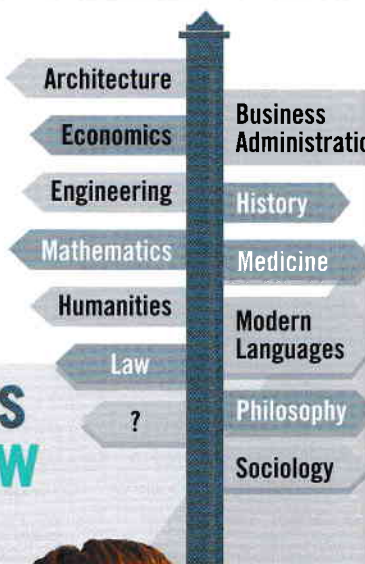
1 Match the words to make collocations.

- | | | |
|----------------------------------|-----|-------------|
| 1 university/bachelor's/master's | (b) | a career |
| 2 attend/have/skip | (e) | b degree |
| 3 communication/language/people | (f) | c education |
| 4 fail/pass/take | (d) | d exams |
| 5 further/higher/private | (c) | e lessons |
| 6 long/rewarding/successful | (a) | f skills |

2 Write two true sentences and a false one using collocations in Exercise 1. Can your partner guess which one is false?

I'd like to do a master's degree in Business Studies.

3 **SPEAKING** Look at some traditional fields of study on the signpost. What are the three most/least appealing subjects? Which way would you go? Discuss your ideas with a partner.

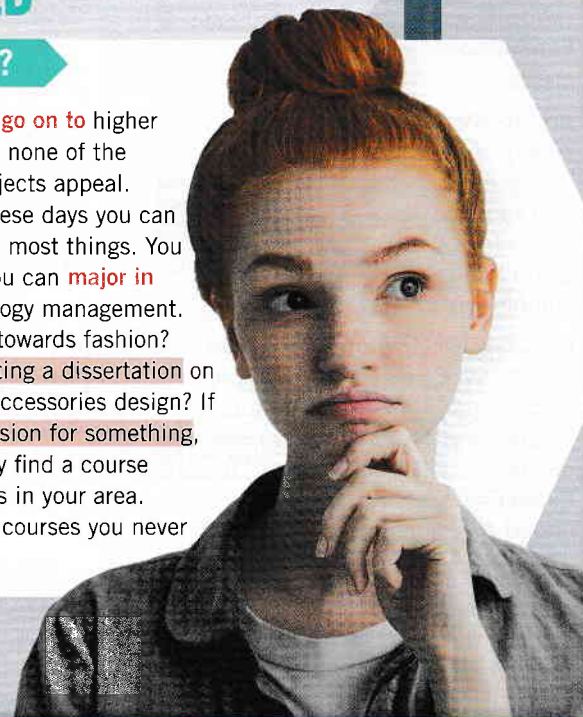


4 Read the information on the webpage. Which degree would you like to do the most?

DEGREE COURSES YOU DIDN'T KNOW EXISTED

Is this you?

You're keen to **go on to** higher education. But none of the traditional subjects appeal. Don't worry, these days you can **get a degree** in most things. You like baking? You can **major in** baking technology management. More inclined towards fashion? How about **writing a dissertation** on handbag and accessories design? If you **have a passion for something**, you can usually find a course that specialises in your area. Here are three courses you never **knew existed**.



expressions from the lesson. Then, Student A says the beginning of a sentence containing a verb and Student B finishes it, e.g. A: *If you want to be an engineer, you should have a **passion** ...* B: *... **for** technology.*

5 **1.2** Listen to a father and daughter discussing the webpage. What does the daughter find out about her father?

She finds out that her father was nearly expelled from school and was dyslexic.

6 **1.2** Listen again and choose the correct option. Use a dictionary if necessary.

- The daughter is **gifted** / weak.
- The daughter is **lazy** / **a swot** compared to her father.
- The father couldn't **settle down** / make friends in class.
- The father was **disruptive** / self-disciplined.
- The father nearly **got expelled** / got a scholarship.
- The father had **lenient** / **strict** teachers.
- The father's teachers **gave up on** / supported him.
- The father was **dyslexic** / a bully.
- The father **did well** / **fell behind** at school.
- The father **scraped through** / failed his exams.

7 **SPEAKING** What do you know about your parents' education? Discuss your ideas with a partner.

1 THE SCIENCE OF SUPERHEROES

University of California, USA

This course is a new, creative way to learn physics. Through studying heroes and villains, you'll learn the answers to important real-life questions such as what the chemical composition of Captain America's armour is. In other words, you'll attend lectures on the real principles of physics, but they'll be given in a more engaging and accessible way.

2 SURF SCIENCE AND TECHNOLOGY

University of Plymouth, UK

The university website warns that 'You will not be taught how to surf, and it is important to realise that this is an academic course.' That means you don't graduate because you can catch a good wave – you have to sit exams here! Core modules include ecology and scientific aspects of health, fitness and sports nutrition.

3 THE BEATLES, POPULAR MUSIC AND SOCIETY

Liverpool Hope University, UK

If you enrol on this course, you'll deepen your knowledge of the band's music as well as how it was influenced by the city of Liverpool. The Beatles not only changed the world of music, but they also had a big impact on youth culture and fashion. This course will be of interest to those working in the field of cultural studies and if you want to go into the music industry.

WORD STORE 1A Phrasal verbs

- 8 **1.3** Complete WORD STORE 1A with the base form of the phrasal verbs in red in the text and in Exercise 6. Then listen, check and repeat.
- 9 **SPEAKING** Complete the questions with the prepositions in WORD STORE 1A. Ask and answer the questions.
- How often do you only just scrape **through** exams?
 - Have you ever given **up on** anything that was important to you?
 - Have you ever fallen **behind** at school because of illness or some other issue?
 - If you go **on to** university, what subjects do you think you will major **in** ?
 - In what subject or lesson do you find it most difficult to settle **down** and concentrate?
 - What profession would you like to go **into** ?

WORD STORE 1B Describing teachers and students

- 10 **1.4** Complete WORD STORE 1B with the underlined words in Exercise 6. Use definitions 1–8 to complete the crossword and find the mystery word. Then listen, check and repeat. Which words are used more often to describe a student and which ones to describe a teacher?
- 11 Complete the sentences with the words in WORD STORE 1B.
- Mr Morris is a **lenient** teacher. He doesn't mind if you hand your homework in late.
 - Jackie is a **swot**. She spends all her time studying and always gets top marks.
 - Miss Nelmes is very **strict**. She demands absolute silence in her lessons.
 - May is musically **gifted**. She can play almost any instrument and has a beautiful voice.
 - Barry is quite **disruptive** in class. He shouts out and generally causes problems.
 - Mike is very **self-disciplined**. He always does his homework as soon as he gets home.

WORD STORE 1C Collocations

- 12 **1.5** Complete WORD STORE 1C with the base form of the verbs highlighted in the text and in Exercise 6. Then listen, check and repeat.
- 13 Complete the sentences with a suitable noun in WORD STORE 1C. Do you agree or disagree with them?
- Don't enrol on a university **course** unless you have a **passion** for it.
 - Sitting **exams** is much more stressful than writing a **dissertation**.
 - Getting a **scholarship** to study at a foreign university is an impossible dream.
 - Working in the **field** of science and technology is better than being an artist.
 - You don't have to attend **lectures** to deepen your **knowledge**. Just google everything.

WORKBOOK

pp. 4–5, including Show What You've Learnt

NEXT CLASS

- Ask students to prepare for a 10–20-minute Vocabulary Quiz: Assessment Package, Unit 1.1, Vocabulary.
- Ask students to do Show What You Know in the WB, p. 6.

Ken Robinson is an educationalist. In his book, *The Element*, he interviews people who have made a successful living doing what they love. This is Gillian Lynne's story.

5 Gillian had a successful career in the theatre, but life **didn't use to be** so good. When she was eight her schoolwork was a disaster, her handwriting was awful, and she **used to fail** all her exams. Her teachers **would complain** about her disruptive behaviour: she **was always fidgeting** and handing in her homework late. They told her mother that she had a learning disorder. So Gillian's mother took her to see a psychologist and listed some of the problems: she never pays attention in class – she **ll get up** and move around instead of listening to the teacher; she **'s always disturbing** people and her homework's always late. Finally, the doctor turned to Gillian and said, 'Gillian, I need to speak to your mother privately now. Don't worry. We won't be long.' As they left the room, he turned on the radio on his desk ...



1 Read about Gillian Lynne's education. What do you think Gillian did when her mum and the psychologist left the room?

She got up and started dancing.

2 **1.6 SPEAKING** Listen to two friends talking about Gillian's story and check your ideas in Exercise 1. Discuss what this story teaches us about educating children.

3 Read the GRAMMAR FOCUS. Complete the examples in the table using the verb forms in blue in the text in Exercise 1.

GRAMMAR FOCUS 2

Present and past habits

- You can use the **Present Simple** and the **Past Simple** to talk about habits. You also use the Past Simple to talk about single past actions.
- You can use **used to** to talk about regular past actions that don't happen anymore or past states that are no longer true.

She ¹ **used to fail** all her exams.

Life ² **didn't use to be** so good.

- You can use **will** (present) or **would** (past) to talk about characteristics or predictable actions. You don't use them to talk about states.

She ³ **ll get up** and move around instead of listening to the teacher.

Her teachers ⁴ **would complain** about her disruptive behaviour.

Note: You don't usually ask questions with this use of *will* and *would*.

- You can use the **Present Continuous** or **Past Continuous** with **always** to stress the repetitiveness of an action or to show your annoyance.

She ⁵ **'s always disturbing** people.

She ⁶ **was always fidgeting** and handing in her homework late.

4 Complete the sentences with the correct form of the verbs in brackets. Use **would** where possible. If **would** is not possible, use **used to**. If **used to** is not possible, use the **Past Simple**.

- This school **used to be** (be) smaller than it is now.
- Mum **would take** (take) me to school every day.
- I **didn't use to like** (not like) going to school.
- I **used to hate** (hate) having school lunches.
- I **would go** (go) swimming every week.
- I **went** (go) on a school trip to England.

5 **SPEAKING** Ask and answer questions based on the sentences in Exercise 4. Use **used to** or the **Past Simple**.

1 Did this school use to be smaller than it is now?

6

6 Write sentences comparing your routine at primary school and now. Compare your sentences with a partner. Who has changed the most?

	Primary school	Now
1 For breakfast	I'd _____	I'll _____
2 Before setting off for school	I'd _____	I'll _____
3 At break time	I'd _____	I'll _____
4 At lunchtime	I'd _____	I'll _____
5 After school	I'd _____	I'll _____
6 Before going to bed	I'd _____	I'll _____

1 For breakfast, I'd have cereal with milk in primary school, but now I'll just have a piece of toast.

7 Complete the sentences about annoying habits. Use one verb from the box to complete both sentences in each example. Use the **Present and Past Continuous** with **always**.

(check chew lose talk tell)

- Before, Tim **was always chewing** the end of his pen. Now, he **'s always chewing** gum.
- Before, Julie **was always checking** her make-up. Now, she **'s always checking** her phone.
- Before, Sam **was always talking** about himself. Now, he **'s always talking** about his new friends.
- Before, Dave **was always losing** his temper. Now, he **'s always losing** his keys.
- Before, Mary **was always telling** lies. Now, she **'s always telling** people what to do.

8 List the habits in Exercise 7 from the least to the most annoying. Compare your ideas with a partner. Do you know people who had or have any of these habits?

Exercise 5

- Did your mum use to take you to school every day?
- Did you use to like going to school?
- Did you use to hate having school lunches?
- Did you use to go swimming every week?
- Did you go on a school trip to England?

REFERENCES

Culture notes p. 190
 Audioscript p. 197
 Videoscript pp. 211–212
 Using videos in the classroom p. T16

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 2 Test yourselves (10 min.) pp. 223, 239
- Extra digital activities: Grammar Checkpoint

WORKBOOK

p. 6, including *Show What You've Learnt*

NEXT CLASS

Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 1.2, Grammar.

FOCUS VLOG 3 About daily routines

3 Watch the Focus Vlog. For the worksheet, go to page 133.

Grammar page 148

LISTENING

We know books

Matching

I can identify specific information in a detailed spoken dialogue about memory.

1 **SPEAKING** Discuss how good you are at remembering the different things in the box.

dates and times English words faces
items on a shopping list names song lyrics

2 **1.7** Read about two methods of memorising a shopping list. Choose the best heading for each method. There are three extra headings. Then listen and check.

- A Use your imagination
- B Make up a dramatic narrative
- C Learn how to give a speech
- D Imagine what each item tastes like
- E Visualise the items in a familiar place

MEMORY TIPS

Greek philosopher Socrates famously said 'Learning is remembering'. So, how can we improve our memory? The key is to use your imagination. Here are two ways of remembering a shopping list of eight items.

1 **B** First, imagine a huge loaf of bread, and suddenly, coffee squirts out of the top and makes a fountain of dark brown liquid. After a few seconds, the dark brown changes to white yoghurt. The yoghurt forms a river and it goes under a bridge – the bridge is a steak. Some black and green olives are crossing the bridge and some big brown eggs are chasing them. The olives hide behind a big carton of orange juice. You lift an olive to your mouth to eat and it turns into an onion which tastes horrible. That's it. You've reached the end.

2 **E** Think of your home and get a mental image of the rooms in your house. Then, put the items on the list, one by one, in specific places in the rooms. For instance, you imagine the bread on the doormat as you come in the door. Then you go into the living room and the coffee is in front of the television, the yoghurt is on the sofa and the steak is stuck to the mirror on a wall. And so on, it's all about making personal associations ... you get the idea. This method isn't just useful for memorising shopping lists. Some famous people have used it to give a speech without using notes.

3 **SPEAKING** Test your partner's memory. Follow the instructions to complete the task.

- Write down a shopping list of eight items and give it to your partner.
- Study your partner's list for sixty seconds using one of the methods in Exercise 2.
- Take it in turns to recall your list. Did the tip help?

EXAM FOCUS Matching

4 **1.8** Listen to four people talking about memory. Match statements A–E with speakers 1–4. There is one extra statement.

Speaker 1: **B** Speaker 2: **C** Speaker 3: **E** Speaker 4: **A**

The speaker ...

- A refers to someone who is incapable of forgetting anything.
- B wanted a family member to confirm whether his/her memory was correct.
- C disagrees with someone about how they keep a good memory.
- D wishes they could forget witnessing a crime.
- E can identify someone after seeing them for a short while.

5 **1.8** Listen again and answer the questions.

- 1 What is Speaker 1's earliest memory?
Christmas before he was three.
- 2 Does Speaker 2's grandfather have trouble remembering things? No, he can recall things in detail.
- 3 Can Speaker 3 remember names and faces well?
The speaker has a good memory for faces but not names.
- 4 Does Speaker 4 have a good memory?
No, she's got a memory like a sieve.

WORD STORE 1D Memory

6 **1.9** Complete WORD STORE 1D with the words in the box. Then listen, check and repeat.

7 **SPEAKING** Complete the questions with the words in WORD STORE 1D. Then ask and answer the questions.

- 1 What's the most vivid memory you have from your childhood? Why do you think you remember it so well?
- 2 Do you have a photographic memory? Would you like to?
- 3 Have you ever heard about anyone who's lost their memory and couldn't remember anything?
- 4 If people can't remember certain events, are there ways to jog their memory and help them remember?
- 5 What do you have the most terrible memory for? Names? Phone numbers? Anything else?
- 6 Do you know anyone who has a memory like a sieve? Is it difficult to be around such people?

PRONUNCIATION FOCUS

8 **1.10** Listen and repeat the words in the box. Do any of the words have the same vowel sound? No, all six are different.

bread clear learn mean steak wear

9 **1.11** Add the words from Exercise 8 to the table. Then listen, check and repeat.

Sound	Typical spelling	Occasional spelling
/i:/	need detail ¹ <u>mean</u>	piece
/iə/	here career ² <u>clear</u>	
/ɜ:/	reserved squirt turn	³ <u>learn</u>
/e/	egg	⁴ <u>bread</u>
/ei/	made detail pay	⁵ <u>steak</u>
/eə/	pair rare	⁶ <u>wear</u>

7

REFERENCES

Culture notes p. 190
Audiocscript pp. 197–198

EXTRA ACTIVITIES

In pairs, students look at the headings from ex. 2 which were not used to complete the task. They choose the best heading describing a method for memorising, prepare a short account of it and present it to the class.

WORKBOOK

p. 7

I can infer unstated information and understand relationships between ideas in a descriptive text.

1 **SPEAKING** How much do you know about your brain? Do the quiz on page 9 and discuss your ideas with a partner.

2 **1.12** Listen and check your answers.

3 Read the text and answer the questions.

- What hidden talents did the five people discover?
Ability to see complex geometric patterns/ability to speak Mandarin Chinese/ability to remember things/ability to play the piano/ability to paint abstract art.
- What caused them to discover their hidden talents?
A bang on the head/a head injury.
- How do some experts explain the phenomenon?
It's probably because the right side of the brain compensates for the damage to the left side.

EXAM FOCUS Gapped text

4 Read the text again. Complete gaps 1–4 with sentences A–E. There is one extra sentence.

- After a year, he realised he had acquired extraordinary memory skills and could recall the day of the week of any given date.
- Some of us are athletic, some of us mathematical, some of us artistic, and others musical; some of us are just good, while some are exceptional.
- We even know where many of the different brain functions, such as memory, sight and smell, are located.
- However, their existence has led some researchers to argue that there is an undiscovered genius within all of us.
- Soon afterwards, he noticed that his vision had changed. He also realised that he had developed remarkable mathematical abilities.

WORD STORE 1E Collocations

- 1.14** Complete WORD STORE 1E with the base form of the verbs in blue in the text. Explain the difference, if any, between the pairs of collocations. Then listen, check and repeat.
- Complete the questions with the correct form of the verbs in WORD STORE 1E. Then answer the questions.
 - What aspects of the human brain remain a mystery?
Things like consciousness, intelligence and creativity.
 - Where was Jason Padgett when he was attacked and left unconscious? *Outside a karaoke bar.*
 - How common is it for savants to lose the new skills they have acquired? *Not common.*
 - Why did Ben McMahon fall into a coma? *He had a car crash.*
 - What was Orlando Serrell doing when he suffered a head injury? *Playing basketball.*
 - Where was Tony Cioria when he was struck/hit by lightning? *Near a public payphone.*
 - When did Heather Thompson first feel/get an urge to paint? *Soon after the boot of her car crashed down on her head.*
 - Did she lose consciousness when it happened? *No, she didn't.*

REFERENCES

Culture notes p. 190
Audioscript p. 198

EXTRA ACTIVITIES

As a warm-up activity, get students to discuss what they are experts at, what they are poor at and what skills they would like to improve and why. Give feedback briefly with the class.

WORKBOOK

pp. 8–9

NEXT CLASS

Ask students to do Show What You Know in the WB, p. 10.

7 **SPEAKING** If you could discover your hidden talent, what would you like that talent to be? Discuss your ideas with a partner.

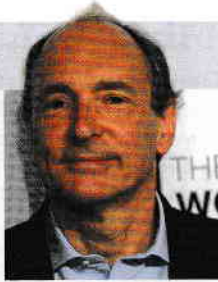
8 **1.15** Complete the expressions with the words in the box. Use a dictionary if necessary. Then listen, check and repeat.

(behind on rack have)

- be the brains behind sth = be responsible for inventing or organising sth
- brainstorm sth = discuss (new) ideas
- brainy = very intelligent (informal)
- have a brainwave = suddenly think of a good idea
- have sth on the brain = keep thinking constantly about sth
- rack your brains = try very hard to remember or to solve sth

9 Complete the text about Tim Berners-Lee with the expressions in Exercise 8. Why isn't he a multi-billionaire?

Tim Berners-Lee



Tim Berners-Lee is proof that you don't have to be a savant to do amazing things. Berners-Lee, a modest engineer and computer scientist is the brains behind the World Wide Web. In 1989 he was working for CERN, the European Organisation for Nuclear Research, in Switzerland. An essential part of his job was to brainstorm ideas with his colleagues and then share information with researchers in different geographical locations. It was while he was racking his brains for ways to improve the communication process that he had a brainwave – he could use hypertext, a language for sharing text electronically, to allow computers all over the world to talk to each other – through the Internet. The World Wide Web was born! But Tim Berners-Lee did not have money on the brain! Had he been a more materialistic man, he could have become a multi-billionaire by charging royalties for his invention. Instead, he gave it to the world for free.

10 **SPEAKING** Which scientist, inventor or thinker do you most admire? Decide on your top three and give reasons. Compare your ideas with other people in the class.

THE HUMAN BRAIN QUIZ

fact or fiction?

- 1 A larger brain is smarter than a smaller brain. *fiction*
- 2 On average a person has 70,000 thoughts each day. *fact*
- 3 The brain's storage capacity is practically unlimited. *fact*
- 4 The brain produces enough electricity to power a small light bulb. *fact*
- 5 Most people only use 10 percent of their brain. *fiction*

HIDDEN TALENTS

1.13

Despite some recent advances, there is still a great deal about the human brain that **remains a mystery**. We know it is made up of about 100 billion nerve cells, called neurons, connected like wires in a giant telephone exchange. We know messages pass down them like electrical signals and jump from one neuron to the next when chemicals known as neurotransmitters are released. ¹ **C** But what we don't fully understand are things like consciousness, intelligence and creativity.

Much of our knowledge comes from studying brain functions when things go wrong. There are some fascinating cases of where a bang on the head has brought about changes in personality or caused a person to become talented in a way they weren't at all before the injury.

A famous case was Jason Padgett, a furniture salesman from Washington, who was mugged by two men after leaving a karaoke bar. He survived the attack, but **was left unconscious**. ² **E** Padgett began to see patterns in everything he looked at, and to draw complex geometric figures. He seemed to understand the mathematical nature of the universe despite the fact that he had little formal academic training. The man who had barely scraped through his school exams ended up pursuing a career in mathematics as a number theorist.

Padgett's is a case of acquired savant syndrome, a condition in which brain damage of some kind unlocks extreme mental abilities. All cases of acquired savant syndrome involve a head injury and the special abilities are typically in the fields of maths, languages, music or art. Having **acquired the new skill**, it is extremely rare for a savant to lose it. The change is permanent.

Another example of this syndrome is twenty-four-year-old Ben McMahon from Australia, who **fell into a coma** after a car crash. A week later he woke up speaking Mandarin Chinese. He had studied Chinese at school, but had never been fluent until the accident. McMahon works now as a Chinese-speaking tour guide in Australia.

Orlando Serrell **suffered a head injury** when he was knocked out in a baseball game at the age of ten. When he regained consciousness, he felt OK and finished the game. ³ **A**

He has never made a mistake. For instance, ask him about 11 February 1983 and he says 'Friday. It was raining that day. I had a pizza – pepperoni sausage.'

Some knocks on the head are more dramatic than others. Tony Cicoria, an orthopaedic surgeon, **was struck by lightning**

as he was leaving a public payphone. Luckily there was a nurse nearby and she saved his life. Several weeks after the accident, Cicoria developed a strong desire to listen to classical piano music and play the piano even though he'd never wanted to play a musical instrument before. He is now a successful pianist and composer.

Although cases of female savants are not as common as those of males, there are some examples. Heather Thompson, a successful businesswoman from Washington, was loading her supermarket shopping into her car when the boot door crashed down onto her head. Although she never **lost consciousness**, the accident changed her life. Soon afterwards she **felt an urge** to paint, and overnight she became a talented abstract artist. She explained that her hands simply knew how to use colour and white spaces – it felt natural to her to paint.

There is no single theory to explain each case, but many researchers believe that acquired savant syndrome happens when the right side of the brain compensates for an injury to the left side. The condition is rare – fewer than one hundred cases have been identified. ⁴ **D** The challenge is how to access that hidden knowledge and skill without experiencing a bang on the head.