



FOCUS 3

SECOND EDITION

TEACHER'S BOOK

PATRICIA REILLY / AREK TKACZ / ANNA GRODZICKA



Pearson
Practice English
App



GSE 46-88 CEFR B1/B1+

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Introduction

DEAR TEACHER,

We are writing to you to introduce the new edition of *Focus*, our five-level course for upper secondary students. As writers, it is always a privilege to be invited to 'have another go' and we are grateful to our publisher Pearson for giving us this opportunity. At the same time, we are particularly wary of introducing change for change's sake. 'If it ain't broke, don't fix it' is a maxim we set great store by. In our own classrooms, we are still using ideas and teaching techniques that we learnt early on in our careers. Why? Because they still work.

Consequently, the changes you will find in this new edition have been influenced by three important factors:

- 1) Your feedback, which we are happy to say has been overwhelmingly positive and extremely helpful in identifying areas to focus on.
- 2) Changing circumstances, where we have responded to the continuing evolution of some exams – for instance: a stronger focus on Use of English tasks.
- 3) New opportunities, in particular the strategic partnership between our publisher Pearson and the BBC. This has enabled us to include some delightful BBC clips in each unit, adding an exciting new dimension to the course.

All that said, we still believe that writing language learning materials is not an exact science. A 'one size fits all' set of materials just doesn't exist. It can't. There are too many variables:

- The students – number, age, personality, attitude, life and learning experience, home support, class dynamic ...
- The school – syllabus, timetable, policies, Ministry reforms, classroom environment, equipment ...

And most importantly, you:

- The teacher – your experience, your training, your beliefs, your motivation ...

So we accept that everybody's teaching context is unique and the perfect English course is an unattainable dream. However, our own experience in the classroom has taught us to value three things above all when using teaching and learning materials: reliability, flexibility and credibility.

Reliability

Quite simply, we want the materials to work. We don't want the course to let you down in the classroom. So we continue with our clean design, clear, easy-to-understand instructions and a wide variety of engaging topics, texts and tasks that have been combined in a logical way that will make sense to you and to your students. We are pragmatic. We've made it clear when a lesson starts and when a lesson ends. We don't want to give you any nasty surprises. We don't want to overcomplicate things. The less time you spend setting activities up, the more time your students spend practising the language. And maximising language practice time is key – particularly for the core skills. Students learn by doing. They learn reading by reading more; listening by listening more; writing by writing more; and speaking by speaking more. Let's give them more time to 'do'.

Needless to say, the course covers all the necessary language work appropriate for the level and follows the Common European Framework of Reference (CEFR). We hope you will appreciate the stimulating and memorable way in which each carefully selected grammar structure and vocabulary item is presented. But we are well aware that presenting language is not even half the story. We have designed these materials so that they systematically recycle the language that has been presented. 'Use it or lose it' is our motto. You will discover that this course, with all its supporting print-based and digital materials, provides your students with the repeated exposure and practice they require. Reliability = trust. We are confident you will be able to trust *Focus Second Edition*.

Flexibility

One of the things we learnt early on in our careers is that you teach the students, not the lesson plan. There is no point in slavishly following a prescribed 'teaching path' through a set of materials if the students are not with you. Your ability to react to emerging classroom situations and adapt your lesson accordingly is a vital teaching skill. So while a course might provide you with a reliable framework that you feel comfortable with, you will always need options, you will always need variety, you will always need alternative ways of presenting and practising language. We strongly believe that a rigid unit structure does NOT have to be a teaching straitjacket. The lessons themselves are brimful of different ideas, task types and interesting information. Then the supplementary material we have developed, both print-based and digital, offers you almost limitless flexibility. You can give extra multiple choice grammar exercises, do a communicative A/B information-gap activity or watch a specially selected BBC clip. Flexibility = choice. We think you will appreciate the range of choice in *Focus Second Edition*.

Credibility

So, while we are sure that a reliable and flexible course will help you, it's this third characteristic that really counts. You have to believe in the materials. You have to understand and assess the broad educational and methodological principles that underpin our materials and decide: are the ideas and the approach credible? Do they reflect your own views of how languages are learned? We'd like to take this opportunity to summarise our thinking on this and explain what lies at the heart of *Focus Second Edition*. We can do this by grouping our thoughts under three words beginning with 'M': Motivation, Memory and Meaning.

Motivation

The American linguist and philosopher Noam Chomsky once said that almost everything in the education process was about getting the students' interest in what they're being taught. This is our starting point: students learn best when they are interested in the material. It's as simple as that. We may not have got it right every time for your particular teaching context, but our overriding concern has been to select topics, texts and tasks that engage students both emotionally and intellectually. You need to organise the learning around things your students can relate to – things that are part of their life experience or things that they aspire to. An engaged learner is a more successful learner. We think course materials can play a big part in this key area of engagement.

Memory

'Learning is remembering', or so the adage goes. With the pressure all teachers are under to cover the syllabus, complete the course and finish the book, we worry that not enough time is spent on recycling. Too much presentation, not enough practice. Systematic recycling of new language is a core feature of *Focus Second Edition*. There is a particular emphasis on vocabulary. The linguist David Wilkins noted back in the 1970s that while we can convey very little without grammar, we can convey nothing without vocabulary. Words are the basic building blocks of any language, but how many times do you need to see a new word before you truly acquire it? Ten? Twenty? Thirty times? It's definitely more than once! In the new Word Store sections, students using *Focus Second Edition* will devote valuable time to new vocabulary, as well as learning a variety of ways of recording it.

Meaning

As the linguist and academic Rod Ellis reminds us, motivation in second language learning is derived from getting meanings across successfully. We are strongly opposed to mechanistic practice and drills where form dominates and meaning is irrelevant. If you ask your students to choose the correct quantifier in the question: *How much/many petrol is there in the car?* I'm sure most of them will correctly choose *much*. But they might also legitimately wonder whose car we are talking about. And then think, 'But I don't have a car. I've never bought petrol in my life. I can't even drive ...' Why not ask them to choose the correct quantifier in this question: *How much/many water do you drink?* Then, when they have chosen the correct quantifier, they can at least ask their partner the question. Information is exchanged; students practise their speaking; the exercise is meaningful, not meaningless. This is one tiny example of an approach to learning that we passionately believe in. Don't practice language for the sake of it. Language exists to make meanings, and our learning materials should reflect this.

These are some of the more important ideas that we hold dear. Over the years, they have influenced our teaching and our writing. Credibility = belief. We want you to believe in *Focus Second Edition*.

So, now it's over to you. We'd like to take this opportunity to wish you and your students every success.

Our warmest regards,

Sue and Vaughan



GRAMMAR LESSONS

The grammar in each lesson is presented in context and highlighted, to make it easily identifiable.

The GRAMMAR FOCUS boxes with rules and structures

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Vertical farms in Singa

GRAMMAR Past continuous and past simple
I can use past continuous and past simple to talk about what was happening at the same time as something else happened.
1 Listen and read. Listen to the recording. Before you listen, predict the two things that are happening in the story.
2 What do you know about vertical farms?
3 What are they used for?
4 What are they like?
The world's growing problem

GRAMMAR Past continuous and past simple
I can use past continuous and past simple to talk about what was happening at the same time as something else happened.
1 Listen and read. Listen to the recording. Before you listen, predict the two things that are happening in the story.
2 What do you know about vertical farms?
3 What are they used for?
4 What are they like?

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The elephant and the ranger

GRAMMAR Past continuous and past simple
I can use past continuous and past simple to talk about what was happening at the same time as something else happened.
1 Listen and read. Listen to the recording. Before you listen, predict the two things that are happening in the story.
2 What do you know about elephants?
3 What are they like?
4 Listen and read. Listen to the recording. Before you listen, predict the two things that are happening in the story.
5 Listen and read. Listen to the recording. Before you listen, predict the two things that are happening in the story.
6 Listen and read. Listen to the recording. Before you listen, predict the two things that are happening in the story.
The surfer, the shark, and the dolphin

GRAMMAR Past continuous and past simple
I can use past continuous and past simple to talk about what was happening at the same time as something else happened.
1 Listen and read. Listen to the recording. Before you listen, predict the two things that are happening in the story.
2 What do you know about sharks?
3 What are they like?
4 Listen and read. Listen to the recording. Before you listen, predict the two things that are happening in the story.
5 Listen and read. Listen to the recording. Before you listen, predict the two things that are happening in the story.
6 Listen and read. Listen to the recording. Before you listen, predict the two things that are happening in the story.

Personalised grammar activities

Focus Vlog videos presenting target grammar in context, with a corresponding video worksheet at the back of the book

The grammar animation videos can be used for presenting new structures, for reinforcement after the teacher has presented the grammar point or as a general tool for review.

The GRAMMAR AND USE OF ENGLISH REFERENCE AND PRACTICE can be used for review at the end of a Grammar lesson or during unit review. It can also be used by fast finishers or students who require extra practice. Each structure presented in Grammar lessons has its own section in GRAMMAR AND USE OF ENGLISH REFERENCE AND PRACTICE, which includes a detailed explanation of the structure and additional practice exercises.



GRAMMAR IN FOCUS

Focus Vlog About the environment

GRAMMAR AND USE OF ENGLISH

Focus Vlog About the environment

LISTENING LESSONS

The listening lessons offer varied tasks and opportunities for students to practise listening skills with new vocabulary, as well as with graded exam-type tasks.

Exam-like listening tasks in the EXAM FOCUS

The PRONUNCIATION FOCUS activities focus students' attention on different aspects of pronunciation (sounds, stress, etc.) and help them improve their pronunciation.

More practice of the vocabulary sets from the lesson in the Student's Book

READING LESSONS

The Reading lessons feature a variety of reading texts, which also present factual information that is interesting and relevant to teenagers.

Exam-like reading tasks in the EXAM FOCUS



More practice of the vocabulary sets from the lesson in the Student's Book

USE OF ENGLISH LESSONS

The Use of English lessons help students to analyse meanings of language and structures.

Use of English rules with extra practice at the back of the book

WRITING LESSONS

Useful language for the writing task is presented through varied and relevant texts.

The WRITING FOCUS boxes with key phrases and step-by-step guidelines on how to write a given type of text

The LANGUAGE FOCUS boxes with extra usage rules and structures

Exam-style writing tasks provide students with realistic opportunities to practise their writing skills.

SPEAKING LESSONS

Exercises in the Speaking lesson focus students' attention on how functional language is used.

The SPEAKING FOCUS boxes with the target language from the lesson

Pairwork activities encourage students to practise the functional language from the lesson and increase their confidence in using the language.

Role-play videos presenting language in real-life situations, helping students improve their reception and speaking fluency

