

# HOW TO TEACH WITH FOCUS

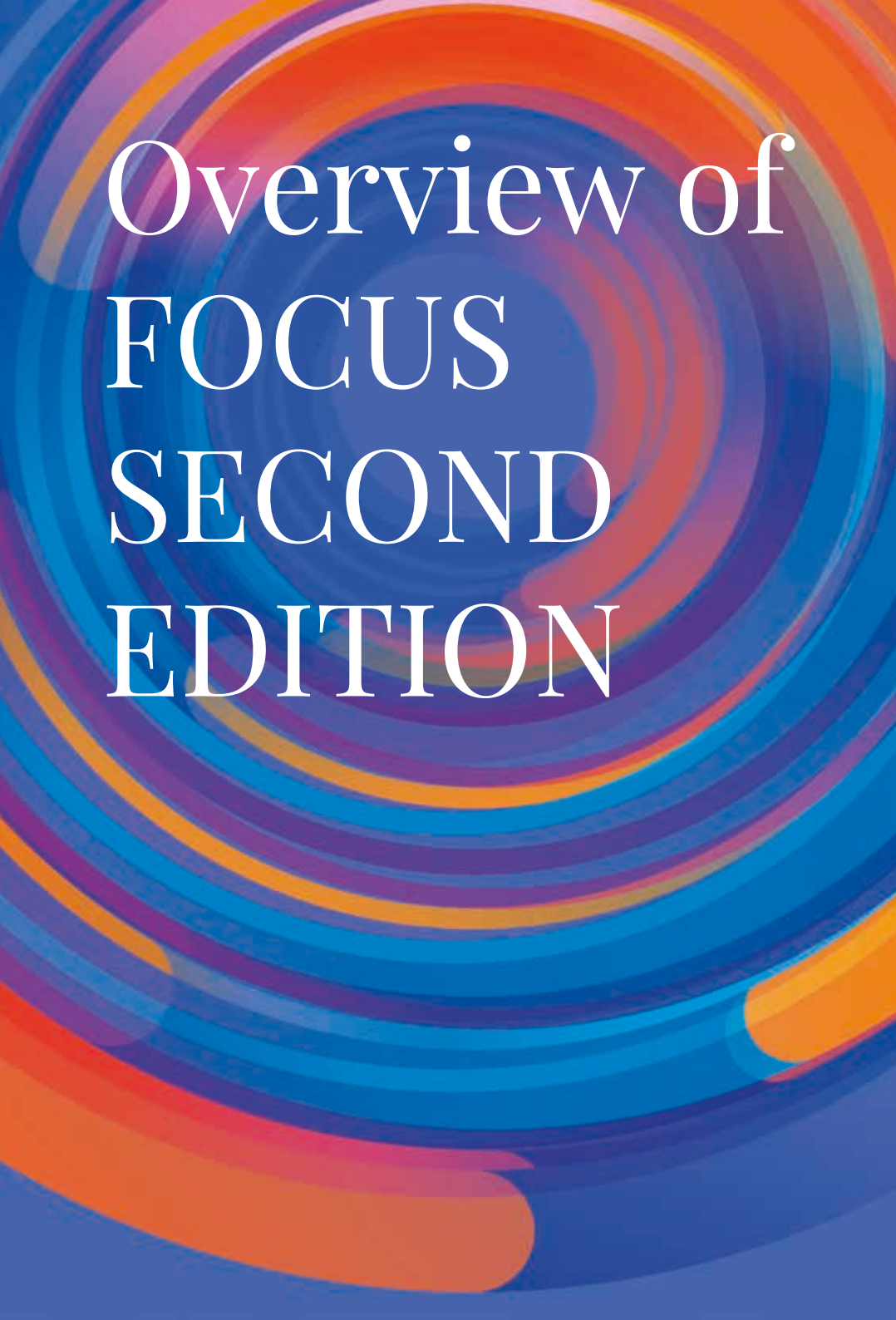
SECOND EDITION



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# Overview of FOCUS SECOND EDITION

## A five-level upper secondary course

*Focus Second Edition* is a **five-level** British English course that delivers the language and exam skills students need to succeed in the 21<sup>st</sup> century.

The course provides a smooth progression from A2 up to C1 level, following its proven **3Ms methodology** based on the three principles – Motivation, Memory and Meaning.

With a **wealth of authentic materials** and a **unique approach to vocabulary acquisition**, as well as **extensive in-course exam practice**, students are motivated to achieve results both in the classroom, in exams and the in the real world.

The new edition of *Focus* offers **cutting-edge digital solutions to both students and teachers**. Teenagers will undoubtedly appreciate **Extra Digital Activities and Resources** available through the Pearson English Portal or course audio and video they can access through the **Pearson Practice English App**. Teachers will benefit from all Digital Tools and Resources available in one place on the **Pearson English Portal**.



# Grow your students' vocabulary

The **WORD STORE booklet** attached to the back of the Student's Book includes activities which are tied into the Vocabulary, Listening and Reading lessons, giving students **additional practice of new vocabulary**. By completing the exercises in the WORD STORE, students compile their own mini dictionaries of the most important words and phrases from the unit.

Each unit begins with a **Vocabulary lesson** which introduces key lexical items that are regularly recycled throughout the unit. Students collect the new vocabulary in the **Word Store**, which can later serve as a personal mini dictionary, providing multiple ways to compile, practise and remember new language.

**4**

**Home sweet home**

**VOCABULARY**

4.1 Describing Houses • write a House • make a film

I can use language related to rooms, floors, buildings and their parts.

**THINK WHAT YOU KNOW**

- 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.
- 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!**

- Read about the Karer House design, a cross-section, copyright Polish Modern Art Foundation
- Have Karer in Karer House, photo by Sarah Watznig, copyright Polish Modern Art Foundation
- Karer House seen from Zalesna Street, photo by Tycjan Grew Podkarbatski, copyright Polish Modern Art Foundation

Home is where the heart is. A proverb.

**BBC**

**CAVE HOUSES**

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

**Go to WORD STORE 4 page 9.**

**WORD STORE 4A | Describing houses**

**Type of house**

- a bungalow
- a cottage
- a detached house
- a semi-detached house
- a terraced house
- a block of flats

**Location**

- in the suburbs
- in a village
- near the sea
- in the countryside
- on a housing estate
- in the city centre

**Building materials**

- stone
- wood
- bricks
- concrete
- metal
- glass

**Description**

- traditional
- modern
- luxurious
- quaint
- stylish
- cosy
- spacious
- bright
- well-lit

**WORD STORE 4B | Inside a house**

- bedside tables =
- bookcases =
- carpets =
- a chest of drawers =
- a cooker =
- cupboards =
- a desk =
- a front door =
- a kitchen sink =
- a ladder =
- radiators =
- shelves =
- stairs =
- wardrobes =
- wooden floors =

**WORD STORE 4C | make or do**

Complete WORD STORE 4C with the nouns in the box. Then listen, check and repeat.

(We **walking** **downer** **the** **brining** **the** **gardening** **the** **washing-up** **a** **mess** **a** **noise** **the** **shopping**)

**11 SPEAKERS** Complete the questions with the correct form of make or do. Then ask and answer the questions.

- Did you \_\_\_\_\_ your bed this morning?
- Do your neighbours ever \_\_\_\_\_ a house?
- Do you like \_\_\_\_\_ the washing-up?
- Who \_\_\_\_\_ the cooking in your house?
- Have you ever \_\_\_\_\_ dinner for somebody?
- Where does your family usually \_\_\_\_\_ the shopping?

**WORD STORE 4**

**WORD STORE 4A | Describing houses**

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**USE OF ENGLISH 3**

**Multiple-choice cloz**

1 Read the text below and decide what word is missing. There is one example.

**Where did you grow up?**

Read some of our readers' stories.

I have a lot of great memories of suburbs, but when I was little, my house on the \_\_\_\_\_ of a village school. We were \_\_\_\_\_ the sea caves in the cliffs. The area is famous \_\_\_\_\_ for a popular TV series. I loved that old house. Some people being on my \_\_\_\_\_ sometimes, of the windows. I had a breakfast very relaxing and made me feel \_\_\_\_\_.

0 A which B whose  
1 A on C in  
2 A side B centre  
3 A at B over  
4 A of B on  
5 A plot C setting  
6 A wanted B decided  
7 A alone B self  
8 A miserable B proud  
9 A scene B sight  
10 A changed B transported

**WORD PRACTICE 2**

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 flat B bungalow C cottage
- 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 her 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 genre B biography C autobiography
- 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 C gripping
- My grandfather is writing her \_\_\_\_\_ She wants to tell everyone the story of her life.  
A genre B biography C autobiography
- The latest Steven Spielberg'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 C take B are
- How can you watch \_\_\_\_\_? They've got a hundred thousand episodes!  
A science fiction C weather forecasts B soap operas
- I love listening to \_\_\_\_\_ music - it's so much better than the one on MP3s.  
A factual B life C live
- The new song is number one in the music 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 terrace 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 antique B modern C ancient
- Will 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 city B narrow C dense
- We're planning to visit the \_\_\_\_\_ of the ancient city of Pompeii.  
A pavements B ruins C slums

The **Word Store booklet** also includes additional vocabulary exercises in the form of **Word Practice** and **Use of English** to review language from the current and previous unit(s).

# Help your students develop their skills

Skills-based sections help learners develop and practise reading, writing and speaking.

Listening skills are practised in a variety of ways, including graded exam-type tasks.


Speaking tasks are interspersed throughout the unit, to help students strengthen their communication skills.

Speaking lessons prepare students for **everyday interactions** by combining language from the unit with useful expressions and phrases.

Pair and group work allow opportunities for **collaboration and peer learning**.

**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:

- the size: bigger/smaller, more/less spacious, same
- the decoration: more/less modern, colour of walls/carpets/pillows, etc.
- the furniture: bookcase, bed, wardrobe, desk, etc.
- other details: more/less tidy, clothes, musical instruments, computer, etc.

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

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

**EXAM FOCUS Matching**

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

Speaker 1  Speaker 2  Speaker 3  Speaker 4  Speaker 5

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

**4.4 SPEAKING** Discuss which teenager's attitude is most similar to your own.

**5 LISTEN** Listen to two teenagers talking about their most treasured possessions and complete the information.

**DAFYDD**

- A laptop: has had it for \_\_\_\_\_, \_\_\_\_\_ present.
- A guitar: has had it for \_\_\_\_\_, it belonged to his \_\_\_\_\_.
- A Welsh flag: he likes \_\_\_\_\_ of being Welsh.

**KAREN**

- A collection of animals: has had them since she \_\_\_\_\_, her favourite is \_\_\_\_\_.
- A bedside lamp: a present from her \_\_\_\_\_.
- A collection of shells: they are souvenirs from \_\_\_\_\_, she has collected them since she \_\_\_\_\_.

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

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

**PRONUNCIATION FOCUS**

**8 LISTEN** Listen and repeat the words with long vowel sounds. Then put them in an appropriate column in the table.

let	calm	floor	free	meet	new	room	sea
start	surf	third	true	wall	warm	work	
fat	fat	fat	fat	fat	fat	art	

**9 LISTEN** Listen, check and repeat.

**WORD STORE 4D (Phrasal verbs)**

**10 LISTEN** Complete WORD STORE 4D with the particles in the box. Then listen, check and repeat.

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**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.

- What are the advantages of living in each place?
- What are the disadvantages?
- 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 LISTEN** 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 rains a strait a treasure a turquoise ocean a volcano

**3 Read the text and answer the questions.**

- Why do the Korowai Tribe build their houses in trees?
- Why do people in Coobee Pedy prefer living underground?
- Why do people on Anghosha want to live in a volcano?
- Why do the Bajau people feel uncomfortable on land?
- Why have most people recently moved from Peto 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.**

- Alternatively, you can take a helicopter and it only takes two hours.
- This means that they have better access to water, electricity and Wi-Fi.
- In fact, income from tourism is helping to keep their traditions alive.
- It has to be strong because sometimes a family of twelve people live there.
- However, if you look closer, you can see chimneys on the surface of the dry landscape.
- Also, they start hunting when they're just eight years old.

**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. "\_\_\_\_\_" They use a ladder to get up and down. Imagine the breathtaking views from one of these treehouses!

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**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.

**2** Read a blog about Bath. Which topics does the blogger mention?

- Art and culture
- Food and drink
- Entertainment and nightlife
- General information
- Shopping
- Tourist highlights

**3 SPEAKING** Would you like to visit Bath? Why? Why not? Discuss with a partner.


**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 Sully Lamb 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 both Spa. I thought it was wonderful!

Comments (8)



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**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 90 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, Sat
- 10 a.m. - 6 p.m. on Sun, 10 a.m. - 6 p.m. on Sat, 11 a.m. - 5 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: £20 - save 50% when you book online

**4.8.1** Listen to Marcus and Ann. What do they decide to do? Which activities do they reject and why?

**4.8.2** Listen again and tick the expressions you hear.

**SPEAKING FOCUS**

Making suggestions

Do you fancy (going) ...?

Let's (go) ...

How about (going) ...?

We could (go) ...

I think we should (go) ...

What about (going) ...?

Why don't we (go) ...?

Agreeing with suggestions

That's a good/great idea!

That sounds good/great!

I don't really like ...

I'd rather (go) ...

I'm not sure about that. Let's (go) ... instead.

**Disagreeing with suggestions**

I'm sorry I'm not keen on ...

I don't really like ...

I'd rather (go) ...

I'm not sure about that. Let's (go) ... instead.

**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

**4 SPEAKING** Practise your dialogue. Then act it out to the class.

**ROLE-PLAY** Making suggestions

(5:30) Watch the video and practise. Then role-play your dialogue.

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Reading and Writing lessons revolve around topics engaging for teens. The Reading lessons extend the main vocabulary set, whilst the Writing lessons provide a step-by-step approach and a model for students' own writing.

Most lessons are supported by interactive speaking videos which present language in real-life situations, helping students to improve their speaking fluency.



# FOCUS SECOND EDITION Digital Tools and Resources

## Digital Tools and Resources

*Focus Second Edition* comes with **Teacher Digital Tools and Resources** available through the **Pearson English Portal** that can be used alongside a video conferencing platform to create **engaging online lessons**.

The course also comes with **Student Digital Activities and Resources** that can be used for self-directed study.

To access the digital tools:

1

Go to the Pearson English Portal  
([english.com/portal](http://english.com/portal))

2

Create an account

3

Type in the code inside your Teacher's Book/ Student's Book

### Digital tools for teachers

- ✓ Presentation Tool
- ✓ Digital Resources
- ✓ Test Generator
- ✓ How to teach with *Focus Second Edition* videos
- ✓ Integrated Zoom platform

### Digital tools for students

- ✓ Student's eBook
- ✓ Extra Digital Activities and Resources
- ✓ Pearson Practice English App
- ✓ Online Practice\* (Interactive Workbook)

\* Access available through the Student's Book with Online Practice

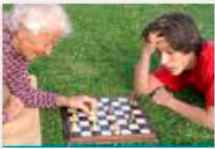













# Presentation Tool

Focus 2 2nd Edition

Presentation Tool Resources

Units

 1 Lives people live	 2 Science and technology	 3 The arts	 4 Home sweet home
 5 Time to learn	 6 Just the job	 7 Consumer society	 8 Well-being
 Word Store	 Vocabulary Bank – Exercises	 Focus 1 Grammar Review	 Grammar: Train and Try again

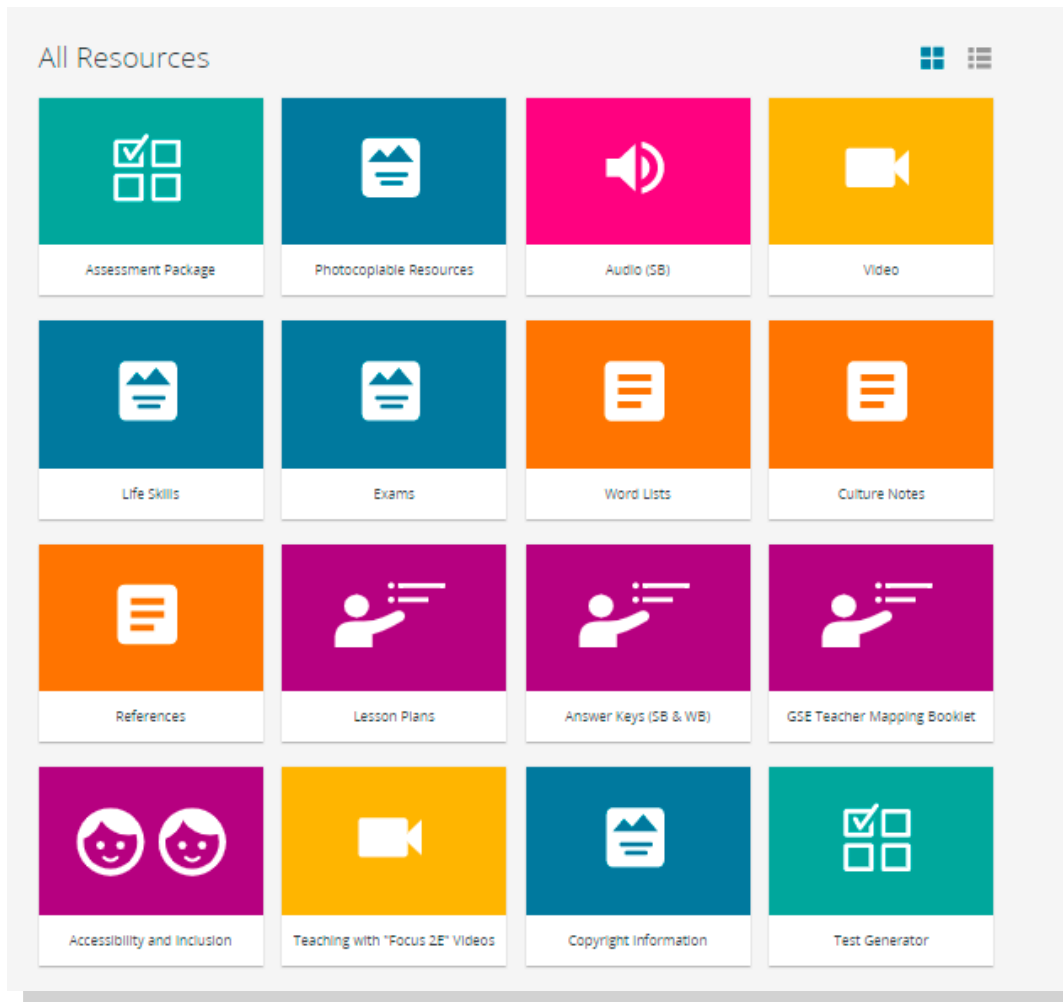
The Presentation Tool offers a fully interactive version of the Student's Book.

Using the Presentation Tool during online lessons:

- 1 Open your video conferencing platform.
- 2 Go to the Pearson English Portal and open the Presentation Tool.
- 3 Go to the relevant lesson, share your screen with your students and they'll see each activity as you select it.

- ✓ Play the **audio recordings and videos** at the click of a button, and display the audioscripts and add subtitles to the video too.
- ✓ Use the **integrated tools** to annotate the coursebook, time activities, keep score in team games, and get quick access to dictionary entries.
- ✓ Use **detailed lesson plans** for more guided preparation.

# Teacher's Digital Resources



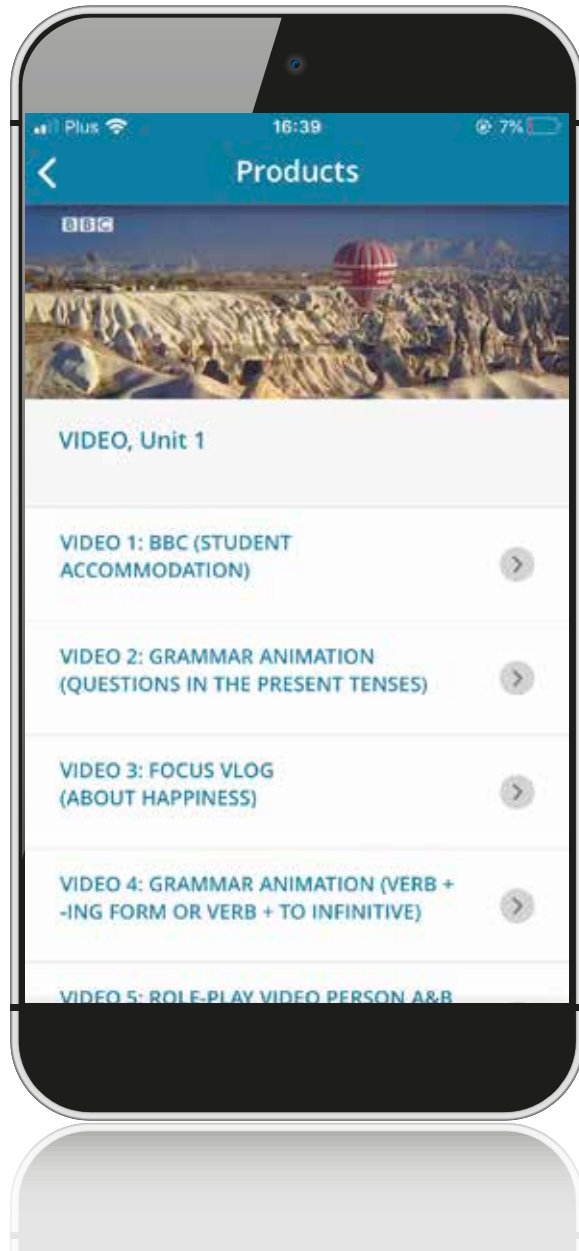
The pdf worksheets can be downloaded and shared with students before lessons if you want to use them in class, or after a lesson if you want learners to complete them for homework. The tests are also available in Word format so you can edit them to suit your class. You can display all these resources in your lesson too by sharing your screen in your video conferencing platform.

**Digital Resources enable teachers to adapt the course to meet different students' needs, in class, during an online lesson and for self-directed study.**

**Resources available with *Focus Second Edition* include:**

- ✓ **A number of photocopiable activities per unit** (vocabulary, grammar, and skills focused worksheets).
- ✓ **Four types of videos**, including BBC videos and Focus vlogs with worksheets, grammar animations and role-play videos.
- ✓ **Online Practice** (interactive workbook) with instant feedback and gradebook to review students' performance.
- ✓ **Assessment Package** with a placement test, unit tests, vocabulary, grammar and Use of English quizzes, review and end-of-course tests with answer keys and audio files.
- ✓ **Test Generator** to help customise tests from the Assessment Package.
- ✓ **Expanded wordlists** for each unit and other useful teacher's materials.
- ✓ **Access to students' Extra Digital Activities and Resources.**
- ✓ The Student's Book **audio and video with scripts.**
- ✓ **Life Skills lessons** and **Career Skills videos.**
- ✓ Detailed **Lesson Plans.**

# Pearson Practice English App



The Pearson Practice English App is available to every student learning from *Focus Second Edition*, either using iOS or Android.

Students can access the App by registering the code available in their Student's Book.

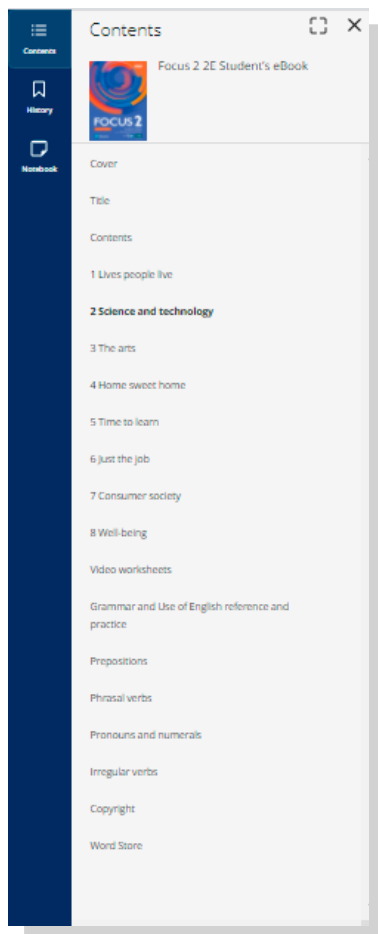
The App gives students access to **all the course audio and video**.

# Student's eBook

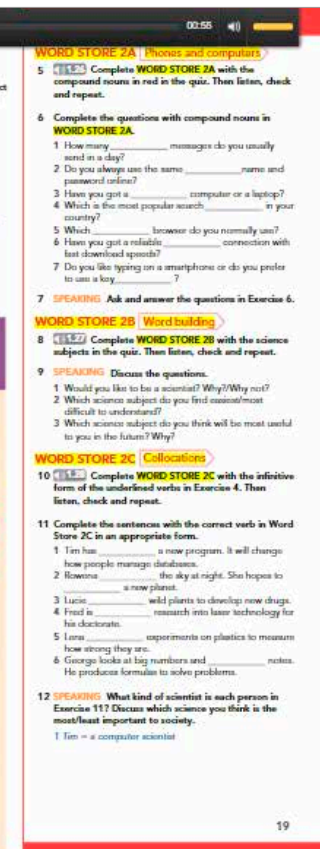
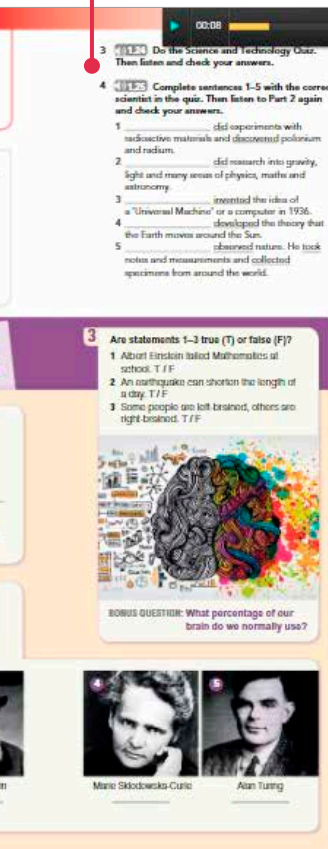
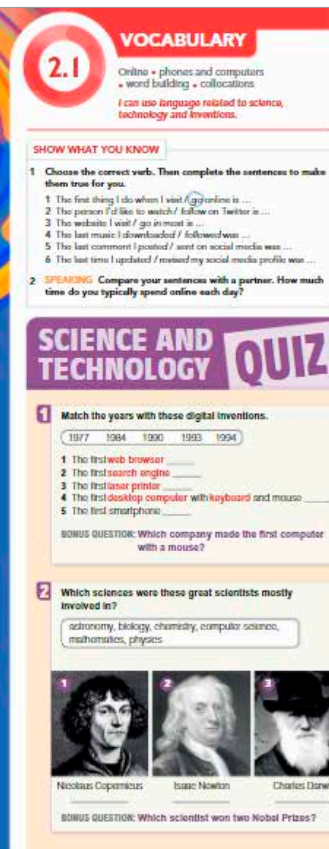
The Student's eBook provides an online version of the Student's Book, enabling students to complete activities wherever they are.

It features **audio and video** at the point of use, and can be navigated easily using the contents toolbar.

Users can switch between spread and single page views for ease of reading.



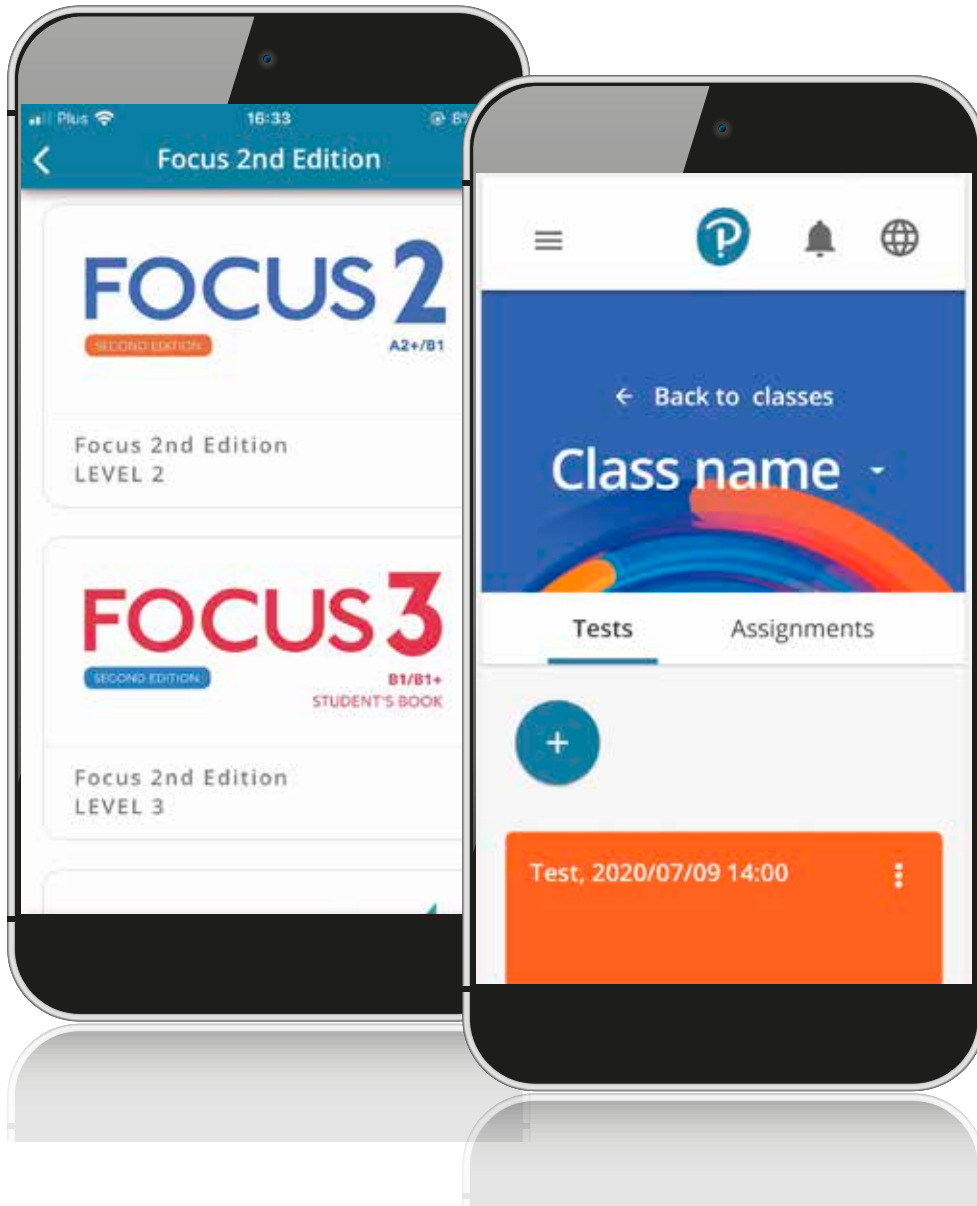
Play buttons indicate a video to play at the point of use.



Audio icons indicate a recording can be played within the eBook.

Toolkit available to allow for more interactive work

# Test Generator



The new Test Generator enables teachers to generate a test based on the content from the Assessment Package that comes with *Focus Second Edition*.

Teachers can randomise the test questions to give each student a different test. Tests are available online as well as in Word and pdf formats, for printing out and use in class.

**Students receive a notification** when they have an online test assigned to them.

Teachers can see the automatic test results from the online tests, and grade the printed tests manually.



# Online Practice

**Online Practice includes all workbook activities in an interactive, digital format.**

Students will benefit from **instant feedback and automatic grading** of their personal performance, **extra grammar and vocabulary checkpoint** activities. They can also access **Reading, Listening and Use of English** banks of exercises and texts as well as **all audio and video resources**.

The screenshot shows the MyEnglishLab dashboard. At the top, there are navigation tabs for ASSIGNMENTS, COURSE, GRADEBOOK, MESSAGES, and SETTINGS. Below this, there's a section for 'FOCUS 2' with a description: 'Focus 2 2nd Edition Online Practice (workbook), Extra Activities and Resources'. The main content area is titled 'Extra Activities' and includes a 'Switch to Student view' button. Under 'Extra Activities', there's a list of 'Vocabulary Checkpoint' activities for Units 1 through 8, and 'Grammar Checkpoint', 'Use of English Checkpoint', 'Reading Checkpoint', and 'Listening Checkpoint'. The footer contains copyright information and the Pearson logo.

Teachers have access to all student resources. With Online Practice they can also access a **Gradebook** to track and compare students' progress.

The screenshot shows a 'Vocabulary Checkpoint' activity page for Unit 3. The page title is 'Unit 3 Vocabulary Checkpoint' and it includes a 'Switch to Student view' button. The instructions are 'Choose the correct answers.' There are 12 questions, each with a dropdown menu for the answer. The questions are:

- A: Can you learn a lot about food from  ?  
B: Yes, you can. I've already learnt how to make pasta and vegetable soup.
- Shrek is a well-known  . He's green!
- Does he always watch  to get ideas for his next holiday?
- In  programmes there are no actors, just real people.
- This sitcom is  . I've watched five episodes this evening!
- A: Does Anna think romantic comedies are  ?  
B: Oh yeah! She always cries at the end.
- I can't stop watching this thriller. It's  !
- Vicky doesn't understand what's happening in this crime drama. It's too  .
- The  of the period drama was the English countryside.
- The  from the two main actors was excellent.
- Did you also think the  of the thriller was disappointing? They didn't explain anything!
- Science fiction films have often got a lot of  .

The footer contains copyright information and the Pearson logo.



# Teaching online

## Teaching online following the *ESAP* framework

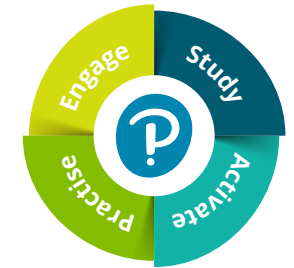
As any virtual teacher quickly discovers, teaching online is different to teaching face-to-face. The remote nature of online learning can affect engagement, make it harder to see whether learners are on task and, depending on your video conferencing tools, make speaking tasks more challenging to implement.

The good news is that all the teaching techniques that you use in a face-to-face classroom are all still vital for online learning. To help you adapt to an online environment, we suggest following our online teaching methodology – *ESAP*, which stands for **Engage**, **Study**, **Activate** and **Practise**. This approach is very similar to what you do in the face-to-face classroom, but with different tools.

The table on the next page explains how the *ESAP* approach differs in an online and a face-to-face environment, and the digital tools you might use at each stage.

# ESAP – Engage, Study, Activate, Practise

## Distance teaching methodology



Face-to-face lesson	Online lesson	Differences
 <b>Homework</b> (paper workbook)	 <b>Practise</b> in an interactive environment on the Pearson English Portal	<ul style="list-style-type: none"> <li>● interactive online exercises</li> <li>● instant feedback for students</li> <li>● automated scoring and reporting</li> <li>● checking students' performance online</li> <li>● tailoring the next lesson to target students' weak areas</li> <li>● saving time on marking</li> </ul>
 <b>Warm-up and Revision</b>	 <b>Engage</b> (warm-up, retrieval practice, prior knowledge activation)	<ul style="list-style-type: none"> <li>● engaging students with lesson content from the very first minute</li> <li>● doing retrieval practice</li> <li>● creating more personalised learning experience for students</li> </ul>
 <b>Presentation and Practice</b>	 <b>Study</b> (new language introduction followed by controlled practice)	<ul style="list-style-type: none"> <li>● using the Presentation Tool and sharing your screen with students</li> <li>● using Zoom through the Pearson English Portal</li> <li>● avoiding lengthy teacher talking time</li> <li>● varying the pace of the lesson and type of activities</li> <li>● keeping students as active as possible</li> <li>● giving students enough time to practise new language (using peer teaching if possible)</li> <li>● giving students enough time to think of an answer before nominating a student to respond</li> <li>● using the whiteboard to give whole class feedback and the chat box to give personalised feedback to individual learners directly</li> <li>● using the Gradebook to assign activities and see students' individual progress</li> </ul>
 <b>Production</b>	 <b>Activate</b> (free language production)	<ul style="list-style-type: none"> <li>● organising speaking tasks by managing microphones</li> <li>● pairing or grouping students in breakout rooms</li> <li>● nominating students to answer verbally</li> <li>● inviting learners to type an answer into the chat box</li> </ul>
 <b>Homework</b> (paper workbook)	 <b>Practise</b> in an interactive environment on the Pearson English Portal	<ul style="list-style-type: none"> <li>● interactive online exercises</li> <li>● instant feedback for students</li> <li>● automated scoring and reporting</li> <li>● monitoring students' performance online</li> <li>● checking if the lesson objectives have been achieved</li> <li>● saving time on marking</li> </ul>



# Exploiting online tools

When planning online lessons, you need to consider the tools available in your video conferencing platform, alongside the *Focus Second Edition* digital tools and the methodological approach. These determine how you can implement activities and give feedback.

## Zoom on the Pearson English Portal

Zoom is now integrated into the Portal, so you can schedule classes from your dashboard.

You can schedule lessons and invite participants from your classes. The lesson is automatically added to your and your students' schedule in the Portal.

You can launch the lessons directly from the Portal; they last up to 40 minutes or longer if you have a paid Zoom account.

## Key video conferencing features

### Share screen

Share screen allows you to show learners your screen. So, when you bring up the *Focus Second Edition* Presentation Tool on your screen, for example, your students will be able to see exactly what you see.



### You can also use screen share to:

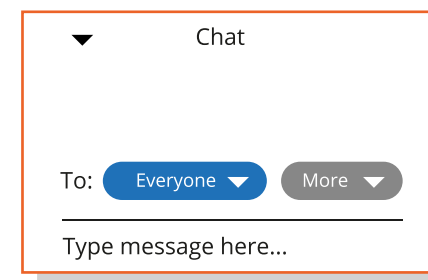
- ✓ show presentation slides to present new language
- ✓ show images to explain vocabulary
- ✓ play a video on a video channel
- ✓ show a student's written work and elicit corrections (one-to-one)
- ✓ display texts for students to complete comprehension tasks

### Audio

Playing audio in some platforms might require you to tick a box or change a setting before students can hear it. If you can't play the audio, you may need to share the audio file with your students, give them time to listen to it on their own and then come back to the lesson. Students could also be given the audio before the lesson to listen to for homework.

### Chat box

The chat box can make online lessons better than face-to-face lessons. It's a place where you can ask all learners to respond and share answers, ideas etc., all at the same time. This means that all learners are busy thinking and using English, and you can assess the learning of all your learners in the class.



### Some ways to use the chat box:

- ✓ elicit answers to questions
- ✓ get answers to an exercise
- ✓ ask students to produce an example sentence
- ✓ brainstorm and share ideas and opinions
- ✓ provide corrections to errors
- ✓ allow students to ask questions

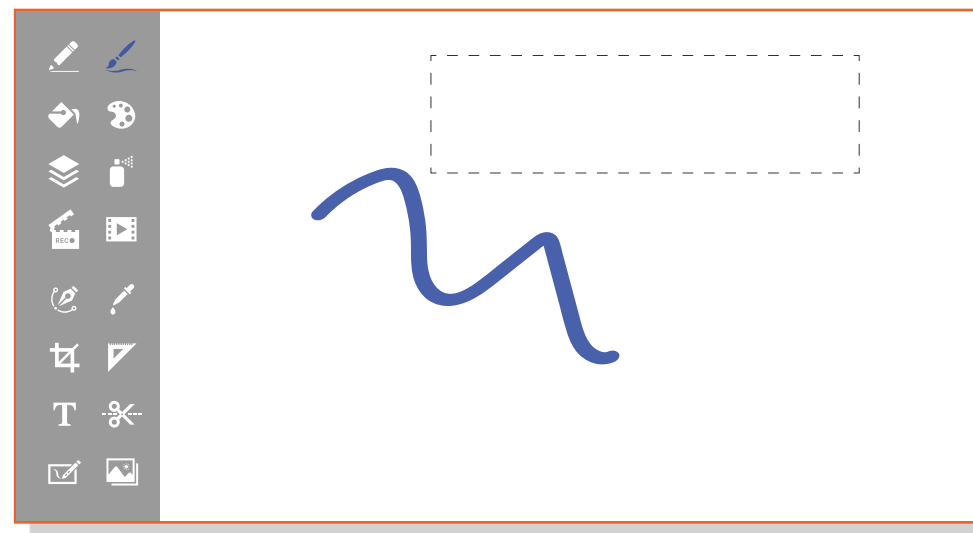
Once you've gathered information via the chat box, you can follow up by nominating students to say more, e.g. explain an answer, give a reason for their opinion or select an interesting answer to comment on.

You can usually chat privately with a student so you can offer individual support by answering their questions, checking they're okay, offering technical support, giving prompts if less confident or giving an additional task if they finish quickly.

On many platforms you can allow students to chat together privately, so students can do pair work if you don't have access to breakout rooms. Give them a time limit and, when finished, invite a few students to share a summary of their discussions with the class. Students might write rather than speak while chatting, but this type of synchronous, informal communication is how many of us communicate these days. It requires a quick response – as speaking does – but provides slightly more thinking time, which can be good for accuracy of language.

Note that you can usually save the chat and share it with students after the class.

### Interactive whiteboard



Some video conferencing platforms have an interactive whiteboard. This allows you to record vocabulary, highlight the grammar form, mark pronunciation features, note down learner errors etc. just as you might on a board in the face-to-face classroom. The whiteboard is interactive (unless you change the settings), which means learners can type on it too. You can usually save it as a pdf, and share it with your class after a lesson.

If your platform doesn't have this tool, you can use a Word document instead, and share your screen so your class can see it. If you want students to collaborate, you could use a tool such as Google docs, Edmodo, or Dropbox.

## Polls

A polling tool allows you to ask a multiple choice question that your students answer, where you see the results in real time. Polls are great for student engagement and a wonderful formative assessment tool.

### Polls can be used in many ways in the online classroom, including:

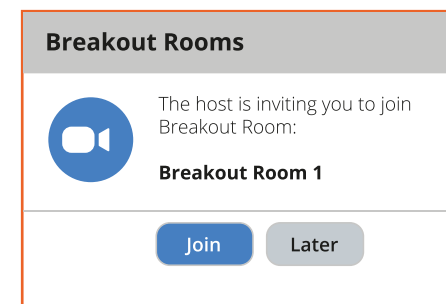
- ✓ understanding student needs and helping learners set goals (e.g. 'which of these goals is most important for you today?')
- ✓ engaging students and getting them curious about a topic (e.g. 'which of these places would you most like to visit?')
- ✓ checking student understanding – before, during or after a teaching cycle (e.g. 'which sentence is incorrect?')
- ✓ sparking discussion (e.g. 'which of these do you find funniest?')
- ✓ reflecting on learning (e.g. 'how confident do you feel about today's learning goal?')

If your platform doesn't have this tool, you can ask the same questions in the chat box and monitor responses. Alternatively, you can find third party polling tools online.

## Breakout rooms

Breakout rooms are virtual rooms where learners can be split into pairs or groups. While you can't usually monitor them all at the same time, you can drop into one room at a time to monitor each pair or group.

Breakout rooms are fantastic for speaking activities, as it means pair and group work can be conducted as it is in the face-to-face classroom. You can also use them for peer assessment, collaborative writing tasks, brainstorming activities, jigsaw reading tasks, games and so on. You can access this via your Zoom Integration on the Pearson English Portal.



### Raise hand icon

In many platforms, your students can click on a raise hand icon to get your attention, show that they want to answer a question, ask a question, or that they've finished a task so you know to move on.

## Record session

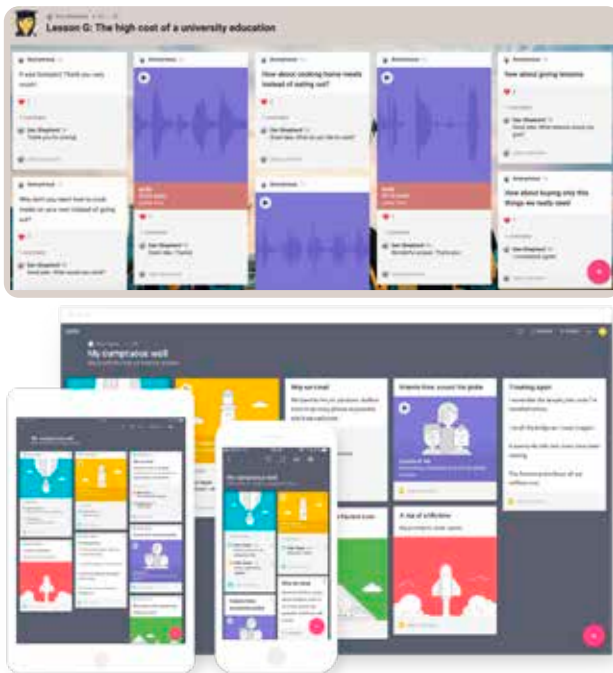
Recording a session allows you to make the lesson available to your students after the class for review and to send to any students who missed the lesson to catch up. Do remember to tell your students before you hit 'record' to warn them.

# Online tools for the virtual teenage classroom

There are many asynchronous tools you can use to facilitate independent learning with your teenage students. Using online tools can also make your virtual classes more dynamic and ensure that students feel part of a group of learners, even if they are studying online at home.

## Padlet

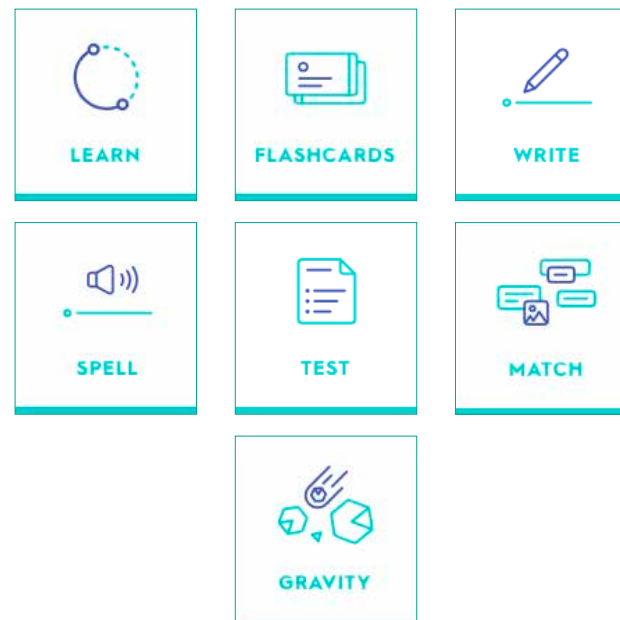
**Padlet** is an interactive noteboard, where learners can add photos, text, documents, links and audio recordings.



[padlet.com](https://padlet.com)

## Quizlet

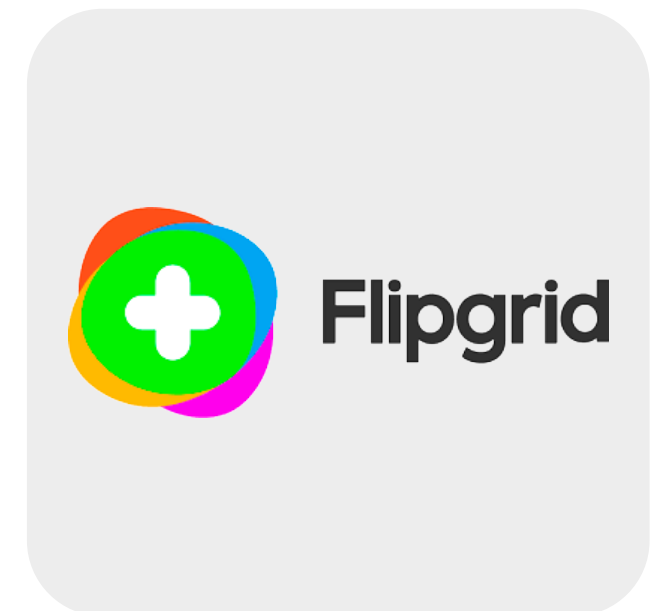
**Quizlet** allows you and your students to create self-study flashcards and interactive activities to help learn and revise new vocabulary.



[quizlet.com](https://quizlet.com)

## Flipgrid

**Flipgrid** is a video community where you record a video with a question or task and learners respond with their own video. They can watch each other's videos and respond.



[flipgrid.com](https://flipgrid.com)

## Actively Learn

**Actively Learn** allows you to add questions or notes in response to an article on a website. You can then share the link with students who can read and respond to each other.



[activelylearn.com](https://www.activelylearn.com)

## Wordwall

**Wordwall** allows you to create custom activities for the classroom such as quizzes, word games and interactive matching tasks.



[wordwall.net](https://www.wordwall.net)

## Storybird

**Storybird** allows students to practise their creative writing skills by creating online books to share anonymously.



[storybird.com](https://www.storybird.com)

Decide which digital tools will be helpful and enjoyable for your learners to use in class, and encourage them to use these tools for independent learning outside of the teacher-led classroom.



# FAQs

**'I don't feel the same connection with my students online as I do in the face-to-face classroom. How can I engage with them?'**

It's a good idea to start the lesson by greeting your students individually as they enter the room. Ask them how they are, how an event went, how their day was etc. You could also give students a question to answer in the chat box as they arrive and encourage them to respond to each other, for instance 'What has been the highlight of your day today?'. If you do this every lesson, it's a good way for you to show you care, connect with your students and help them to connect with each other. It's also likely to inspire some interesting discussion.

**'I feel my lessons have become very teacher-centred, with me directing everything and students just sitting and waiting for me to ask them to talk. How can I change that?'**

It's very easy for online lessons to become more teacher-led than face-to-face lessons, as students want to avoid talking over each other. It can mean that interaction tends to be between teacher and students, rather than between students. If you have access to breakout rooms, use these at least once a lesson so that students can collaborate with each other. In the main room, when asking a question, nominate a student to answer, then ask them to nominate someone to respond. Another idea is to pose a question and put a student in charge of managing a discussion within the class.

You can also get pairs or groups of students to prepare presentations to encourage a more student-led class and to practise speaking.

Use some of the suggested digital tools to encourage students to participate and engage in the lesson, or have students explain how they've been using the tools to independently study outside of the online classroom.

### **'Not all of my students have a good internet connection. What can I do?'**

The first thing is to turn off video as that can take up quite a lot of bandwidth. You could start your lesson with video to say hello, and then ask students to turn off their videos, keeping yours on if possible. It's nice for learners to see their teacher. If connection issues continue, students can turn off their audio but still participate by listening to you, and responding via the chat box. If students keep losing their connection and disappearing from the platform, then you'll need to talk to the learner about ways to access a connection to help them learn, e.g. a public library or a wifi hotspot on their phone.

### **'How can I engage my learners in online lessons?'**

It's much easier to deliver an online lecture than it is to deliver a lesson with interactivity. However, it's important that we exploit tools such as the chat box, breakout rooms and digital resources on the Pearson English Portal, as well as other online tools to allow for maximum interaction. These tools help to ensure students participate in tasks, think and learn, and are kept involved throughout the lesson. Students will find distractions if they're inactive, under-challenged and the pace is too slow. Maintain pace by not spending too long on one particular task, and by providing extra tasks for fast finishers via the chat box. You can also employ the same techniques for engagement as you would in a face-to-face classroom – use images etc. to engage learners with a topic, personalise learning, bring in competitive games, use the tools on the teacher's portal, make the learning goal clear, highlight progress, and give learners choice.

Sending students tasks to complete before the lesson will also encourage them to participate and engage, as you'll be able to nominate individual students to feedback on tasks.

### **'I've got a big class. How can I help learners to develop speaking skills in an online lesson?'**

Use the breakout rooms by accessing Zoom via your teacher's portal. You might not be able to monitor every pair or group, so it's important to include self and peer reflection tasks. When you set a speaking task, agree what success looks like with your students. Give assessment criteria, and ask students to assess themselves and each other in breakout rooms before they return to the main room.

You could use another tool (e.g. Padlet, Flipgrid) where students can record themselves and share their recording with each other. You could ask them to leave the lesson for ten minutes, record a monologue using particular language and then return to the lesson. Alternatively, you could set it for homework. Students could listen to each other's contributions and comment on them in the next lesson.

### **'How can I assess my students in an online classroom?'**

In most virtual classrooms, it's unlikely that students will be content with sitting a test in an online lesson. Testing, therefore, becomes more about formative than summative assessment. You can:

- ✓ set little quizzes in class as progress tests, with students answering in the chat box.
- ✓ monitor students' answers to reading and listening tasks, assess their speaking and writing in class and check their homework.
- ✓ encourage learners to take more control of assessment through self and peer assessment.
- ✓ use this assessment to identify strengths, weaknesses and progress made to inform future learning.
- ✓ provide students with tests to do at home for homework.

You can assign the tests in the *Focus Second Edition* Test Generator as interactive activities. If you want to set additional or alternative assessments, you can use a survey or quiz to gather the answers. You can't be sure students haven't looked an answer up, but if they have, they've hopefully gained greater understanding.

### **'How can I support students who finish much more quickly than others?'**

You could set an extra task via the chat box, e.g. type three sentences about you using three of the words in the exercise. Or it could be a question about an opinion on a topic they've just read about. Alternatively, build differentiation into the original task, e.g. write sentences about you using 'used to' in the chat box. Write as many sentences as you can until I stop you. That way, they're all occupied until the task ends.

### **'How can I make sure that all of my students are actually doing the tasks when their cameras are off?'**

Monitoring learning while learners are doing something individually is much harder online. If you're teaching teenagers, then there has to be a level of trust and the understanding that if they don't do the work, then their progress will suffer. Agreeing what's expected of the class at the start of a course, and discussing the reasons behind those expectations, will help students to understand the importance of participation. Then, if you have concerns during a task, you can ask students to share their answers with you via the chat box. They can do this privately, so that you're the only one that sees their answers and they can't copy from each other. It's also a good way of assessing their learning, which is what you can tell students is the purpose of their sharing their answers in that way.



# A lesson plan for an online lesson with *FOCUS SECOND EDITION*

## An online lesson plan

This section provides a lesson plan for Use of English and Speaking lessons based on Unit 5 of *Focus Second Edition*, Level 2.

Alongside each activity are suggestions for implementing it in an online classroom, and these can be applied to similar activities in other lessons.

5.6

### USE OF ENGLISH

Future time and conditional clauses  
I can use conjunctions in the Present Simple with future reference.

**1 SPEAKING** Look at the list of team sports. Discuss the questions.

- Which of these sports do you play/have you played?
- What other sports do you play/have you played?
- How much time a week do you spend doing sport?

TOP 6 TEAM SPORTS IN UK SCHOOLS

Football  
Rugby  
Cricket  
Netball  
Hockey  
Basketball



**2 READING** Listen to Isabel and Monica discussing their hockey team and answer the questions.

- How much of her free time does Isabel spend playing hockey?
- How does she feel about it?
- What does she agree to do?

**3 SPEAKING** Do you know anyone who spends all their free time training for something? Tell your partner.

**4 GRAMMAR** Complete the sentences from the conversation with the correct form of the verbs in brackets. Then listen again and check.

- If you \_\_\_\_\_ (love) the team, we \_\_\_\_\_ (not win) our next match.
- I \_\_\_\_\_ (not have) time to do anything else unless I \_\_\_\_\_ (give up) hockey.
- As soon as I \_\_\_\_\_ (get) home tonight, I \_\_\_\_\_ (change) into my hockey kit.
- I \_\_\_\_\_ (call) her when I \_\_\_\_\_ (have) a minute.
- Before I \_\_\_\_\_ (decide), I \_\_\_\_\_ (discuss) it with the rest of the team.

**5** Read the LANGUAGE FOCUS and choose the most appropriate conjunction in sentences 1–5 below.

**LANGUAGE FOCUS**

Future time and conditional clauses

- When you are talking about the future, you use the present tense after the conjunctions **if**, **when**, **as soon as**, **unless** (if not), **before** and **after**.
- After** you get your own place, you'll need money to live. You won't pass your exams **unless** you do some work.
- The clause with the conjunction can come before or after the main clause. When it comes before, you need a comma to separate the two clauses.

- When / If school finishes today, I'll probably go straight home.
- As soon as / Unless I get home, I'll change into my football kit.
- I won't get into the school team **if / unless** I train hard.
- Before / If I finish training, I'll have a shower.
- After / Before I finish training, I'll have a shower.

**6 USE OF ENGLISH** Complete the second sentence with the appropriate conjunction so that it has a similar meaning to the first.

- Start revising now or you'll fail your exams. You won't pass your exams \_\_\_\_\_ you start revising now.
- Learn your vocabulary. At home I'll test you. I'll test you on your vocabulary \_\_\_\_\_ we get home.
- First I'll pass my exams. Two weeks later I'll go on holiday. I'm going to go on holiday \_\_\_\_\_ I pass my exams.
- The moment I get my exam result, I'll apply to university. I'll apply to university \_\_\_\_\_ I get my exam results.
- First he wants to have a break for a year, and then he plans to go to university. He thinks he'll do a gap year \_\_\_\_\_ he goes to university.

**7 SPEAKING** Complete the sentences with your own ideas. Then compare your sentences with a partner.

1 When this term ends, I'll be very happy!

2 I'll stop studying English as soon as ...

3 If I fail any of my end-of-school exams, ...

4 Unless I keep up with my schoolwork, ...

5 My parents will go mad unless ...

Use of English page 146



5.8

### SPEAKING

Giving an opinion • agreeing and disagreeing  
I can express belief, opinion, agreement and disagreement politely.

**1 SPEAKING** Why do some students choose to leave school early and not go to university? Discuss with a partner.

**2 LISTENING** Listen to a dialogue between Tom and Susie. Look at the statements. Do Tom and Susie agree (A) or disagree (D)?

	Tom	Susie
1 Robert should leave school if he wants to be an actor.		
2 He doesn't need to do A levels.		
3 He might need to get a proper job.		
4 Robert's good-looking and talented.		
5 He should do his A levels first.		

**3 READING** Listen again and number the expressions in the order you hear them.

**SPEAKING FOCUS**

Giving an opinion

I think he ...  Agreeing

I don't think it's ...  I couldn't agree more.

Personally, I think ...  That's a good point.

I really believe ...  Disagreeing politely

In my opinion, ...  I see what you mean, but ...

If you ask me, ...  That's true, but ...

I'm not so sure.

Disagreeing

I totally disagree!

Oh come on! That's nonsense.

**4 Choose the correct option.**




- A: What do you think about single-sex schools?  
B: I don't think so. Personally, I think they're a good idea.
- A: It's not normal to separate boys and girls.  
B: If you ask me, I think we get too much homework.
- A: I'm not so sure. / I couldn't agree more. I never have time to do sport or relax in the evenings.  
B: Oh come on! That's nonsense. / That's a good point.
- A: I think the food in the school canteen is too expensive.  
B: If you go to a restaurant it's cheap, you'll pay much more.  
A: In my opinion, it's a waste of time going to university – I want to get a job and earn some money.  
B: I totally disagree. / I couldn't agree more. If you go to university, you'll get a much better job.

70

**5 SPEAKING** Discuss the subjects in the box. leaving school at sixteen having extra lessons after school learning by heart playing sport at school wearing a uniform doing a gap year (leaving lessons)

A: Ask what your partner thinks.  
B: Give your opinion.  
A: Agree or disagree and say why.

**6 SPEAKING** Your school has received a donation of €5,000. Photos 1, 2 and 3 show three possible ways your school could spend the money. Follow the instructions below and present your choice to the class. Use the SPEAKING FOCUS to help you.

- 
- 
- 

1 Choose the option which, in your opinion, is the best for the school.  
2 Support your choice with some reasons.  
3 Explain why you have rejected the other options.  
I think the school should spend the money on computers because ...  
I don't think the school should choose option ... because ...

**ROLE-PLAY** Giving an opinion

**(20)** Watch the video and practise. Then role-play your dialogue.

# Use of English

## Warmer

**Aim:** to engage learners, to activate prior knowledge, to encourage interaction between learners, to introduce the topic of the lesson

As students enter the room, ask them how they are and how their day has been, to show interest in your learners. Then, they answer the questions in exercise 1 in the chat box and respond to each other's answers. Alternatively, you could organise breakout rooms for students to discuss their ideas.

1 **SPEAKING** Look at the list of team sports. Discuss the questions.

- 1 Which of these sports do you play/have you played?
- 2 What other sports do you play/have you played?
- 3 How much time a week do you spend doing sport?

### TOP 6 TEAM SPORTS IN UK SCHOOLS

Football

Rugby

Cricket

Netball

Hockey

Basketball



## Listening to language in context

**Aim:** to introduce new language in context, to further develop students' interest in the topic

Display the questions on screen and elicit predictions of some language they might hear using the chat box. Then, play the audio for students to note down their answers. You could organise breakout rooms for students to compare their answers before getting feedback. To make the task easier, display the audioscript and complete the activity as a reading.

Students write their answer to the question in exercise 3 in the chat box or discuss in pairs in breakout rooms.

2 **2.36** Listen to Isabel and Monica discussing their hockey team and answer the questions.

- 1 How much of her free time does Isabel spend playing hockey?
- 2 How does she feel about it?
- 3 What does she agree to do?

3 **SPEAKING** Do you know anyone who spends all their free time training for something? Tell your partner.


## Vocabulary

**Aim:** to elicit pre-existing knowledge of language, to listen for detail

Put pairs or groups of students into breakout rooms to predict the verb forms to complete the sentences. Encourage students to discuss their ideas and explain the reasons for their predictions.

If you can't use breakout rooms, you can have students predict ideas individually, then nominate students to share their ideas.

Play the recording for students to check their predictions and nominate students to give feedback.

4  2.36 Complete the sentences from the conversation with the correct form of the verbs in brackets. Then listen again and check.

- 1 If you \_\_\_\_\_ (leave) the team, we \_\_\_\_\_ (not win) our next match.
- 2 I \_\_\_\_\_ (not have) time to do anything else **unless** I \_\_\_\_\_ (give up) hockey.
- 3 **As soon as** I \_\_\_\_\_ (get) home tonight, I \_\_\_\_\_ (change) into my hockey kit.
- 4 I \_\_\_\_\_ (call) her **when** I \_\_\_\_\_ (have) a minute.
- 5 **Before** I \_\_\_\_\_ (decide), I \_\_\_\_\_ (discuss) it with the rest of the team.

## Vocabulary

**Aim:** to review/learn how to use future time and conditional clauses, to practise new language

Ask students to work alone to read the Language Focus box, then complete the sentences. Check as a class using the chat box or by nominating individual students. Remember to check your private chat to see if students have asked any questions.

As an alternative, you could do the activity as a quiz by writing the sentence and answer options on an interactive whiteboard, and asking students to put a mark next to the answer they think is correct.

5 Read the LANGUAGE FOCUS and choose the most appropriate conjunction in sentences 1–5 below.

### LANGUAGE FOCUS

#### Future time and conditional clauses

- When you are talking about the future, you use the present tense after the conjunctions **if**, **when**, **as soon as**, **unless** (=if not), **before** and **after**.

**After you get your own place, you'll need money to live.**  
*You won't pass your exams **unless** you do some work.*

- The clause with the conjunction can come before or after the main clause. When it comes before, you need a comma to separate the two clauses.

- 1 *When / If* school finishes today, I'll probably go straight home.
- 2 *As soon as / Unless* I get home, I'll change into my football kit.
- 3 I won't get into the school team *if / unless* I train hard.
- 4 *Before / If* I finish training, I'll do some shooting practice.
- 5 *After / Before* I finish training, I'll have a shower.

## Use of English

**Aim:** further practice of new language, familiarising students with exam tasks, practising exam tasks

Elicit what students know about this exam task, e.g. the sentences should have a similar meaning, you can usually use between 2-5 words, etc.

Students complete the second sentences so they have the same meaning as the first, using a conjunction. Students can write their answers in the chat box or breakout rooms could be used to do the task in pairs or groups.

To provide extra support, as a class, discuss the order of events in the given sentences to help students write their answers.

**6 USE OF ENGLISH** Complete the second sentence with the appropriate conjunction so that it has a similar meaning to the first.

- 1 Start revising now or you'll fail your exams.  
You won't pass your exams \_\_\_\_\_ you start revising now.
- 2 Learn your vocabulary. At home I'll test you.  
I'll test you on your vocabulary \_\_\_\_\_ we get home.
- 3 First I'll pass my exams. Two weeks later I'll go on holiday.  
I'm going to go on holiday \_\_\_\_\_ I pass my exams.
- 4 The moment I get my exam result, I'll apply to university.  
I'll apply to university \_\_\_\_\_ I get my exam results.
- 5 First he wants to have a break for a year, and then he plans to go to university.  
He thinks he'll do a gap year \_\_\_\_\_ he goes to university.

## Discussion

**Aim:** personalising language, oral production

In the lesson, you could ask students to write their answers, or discuss their ideas in pairs.

Alternatively, students could write their sentences for homework, then lesson time could be spent discussing ideas.

To extend the activity, students can make their own sentences using the future time and conditional clauses.

**7 SPEAKING** Complete the sentences with your own ideas. Then compare your sentences with a partner.

- 1 When this term ends, ...  
*When this term ends, I'll be very happy!*
- 2 I'll stop studying English as soon as ...
- 3 If I fail any of my end-of-school exams, ...
- 4 Unless I keep up with my schoolwork, ...
- 5 My parents will go mad unless ...

## Extra practice

For extra support or further practice, direct students to page 146 of their Student's Book, where they can practise this structure in more detail.

Alternatively, you could use the Test Generator and Gradebook to assign self-study tasks or assessments of the language learnt in the lesson.

# Speaking

## Lead-in

**Aim:** to engage students in the topic, to elicit pre-existing knowledge

Give students time to think of their answers, then put them into pairs in breakout rooms. Encourage students to use some of the language from the Use of English lesson. Monitor and support the breakout rooms.

If preferred, students can write their answers in the chat box.


- 1 **SPEAKING** Why do some students choose to leave school early and not go to university? Discuss with a partner.

## Listening for gist

**Aim:** to understand the gist of the listening, to predict language students might hear

Students read the statements. Ask them to predict language they might hear by writing ideas in the chat box, or brainstorming ideas on a virtual whiteboard.

Play the audio. Students write their answers, then compare ideas in breakout rooms. Encourage them to discuss the language they heard and to check if the speakers said any of the words they predicted.

- 2  2.37 Listen to a dialogue between Tom and Susie. Look at the statements. Do Tom and Susie agree (A) or disagree (D)?

	Tom	Susie
1 Robert should leave school if he wants to be an actor.		
2 He doesn't need to do A levels.		
3 He might need to get a proper job.		
4 Robert's good-looking and talented.		
5 He should do his A levels first.		

## Listening and functions

**Aim:** to focus on and practise expressions for giving opinions, agreeing and disagreeing

Give students time to read the Speaking Focus on page 70 of their books. Play the audio and elicit answers via the chat box.

Students then read the items in exercise 4 and choose the correct options. You could display the sentences on screen to work as a class, or students could use their books in breakout rooms to work in pairs.

**Agreeing**

I couldn't agree more.

That's a good point.

**Disagreeing politely**

I see what you mean, but ...

That's true, but ...

I'm not so sure.

**Disagreeing**

I totally disagree!

Oh come on! That's nonsense.

3 2.37 Listen again and number the expressions in the order you hear them.

### SPEAKING FOCUS

#### Giving an opinion

- I think he ...
- I don't think it's ...
- Personally, I think ...
- I really believe ...
- In my opinion, ...
- If you ask me, ...

#### 4 Choose the correct option.

- 1 A: What do you think about single-sex schools?  
B: *I don't think / Personally, I think they're a good idea.*  
It isn't normal to separate boys and girls.
- 2 A: If you ask me, I think we get too much homework.  
B: *I'm not so sure. / I couldn't agree more.* I never have time to do sport or relax in the evenings.
- 3 A: I don't think my pronunciation is very good.  
B: *I really believe it, / I see what you mean, but if you practise,* I'm sure you'll improve.
- 4 A: I think the food in the school canteen is too expensive.  
B: *Oh come on! That's nonsense. / That's a good point.*  
If you go to a restaurant in town, you'll pay much more.
- 5 A: In my opinion, it's a waste of time going to university – I want to get a job and earn some money.  
B: *I totally disagree. / I couldn't agree more.* If you go to university, you'll get a much better job.

## Personalising language - Speaking

**Aim:** to practise collaborative speaking, to use the language in students' own personalised context

In breakout rooms, students discuss their ideas in groups using the Speaking Focus to help them.

Alternatively, you could assign a point of view to groups and have them prepare their ideas together. Students then have a mini-debate. They could order themselves in their groups so they know who is going to speak first, second and so on.

Students come back to the main online lesson and unmute themselves. Each group takes it in turns to say their point of view.

### 5 SPEAKING Discuss the subjects in the box.

leaving school at sixteen  
having extra lessons after school  
learning by heart    playing sport at school  
wearing a uniform    doing a gap year  
skipping lessons

- A: Ask what your partner thinks.  
B: Give your opinion.  
A: Agree or disagree and say why.

## Speaking

**Aim:** further speaking practice, exam-style practice

Students could work individually or in pairs to present their ideas to the class. Encourage them to use the Speaking Focus to express themselves.

They could present their ideas in the main class, or present to small groups in breakout rooms.

- 6 **SPEAKING** Your school has received a donation of €5,000. Photos 1, 2 and 3 show three possible ways your school could spend the money. Follow the instructions below and present your choice to the class. Use the **SPEAKING FOCUS** to help you.



- 1 Choose the option which, in your opinion, is the best for the school.
- 2 Support your choice with some reasons.
- 3 Explain why you have rejected the other options.

*I think the school should spend the money on computers because ...*

*I don't think the school should choose option ... because ...*

## Homework/Self-study

**Aim:** to consolidate learning

You could ask learners to choose from these activities, or choose yourself:

✓ Interactive speaking video 24 on the student's Portal

✓ Use of English on p. 146 of the Student's Book

✓ Speaking p. 70 of the Workbook

✓ Exercise 8 p. 73 of the Workbook Self-check

✓ Unit 5 photocopiable worksheets in the Teacher's Resources

✓ Unit 5 audio resources on the Pearson Practice English App.



## *Pearson and BBC Live Classes* with **Focus Second Edition**

***Pearson and BBC Live Classes*** is a **unique worldwide project** for teenage students and their teachers, which gives them an opportunity to enter an **online language classroom**.

This year, we are offering two alternative formats of the lessons - **Live Classes** recommended for groups learning in class, and **BIG Live Lessons** that should be selected for individual students learning at home, online.

**The project is free** and equally available to every group across the globe.

### **Lessons inspired by *Focus Second Edition***

This year we are offering two lessons inspired by the **high-quality content from *Focus Second Edition*** and **authentic videos from the BBC**.

Both lessons will appeal to older teenagers, between 15 and 19 years old, and are available at two different levels. It is important to choose the right one so that students do not feel demotivated or over-challenged.



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