

BRINGING LEARNING INTO

# FOCUS

5 LEVEL COURSE FOR UPPER SECONDARY  
CEFR: A2 – C1 / GSE: 30 – 80

## BRINGING LEARNING INTO FOCUS

FOCUS is a rich, varied and clearly structured upper secondary course that provides motivating content and a reliable exam preparation path. Its methodology is built around the 3Ms – Motivation, Memory and Meaning. These key concepts underpin the benefits of the course for learners and signal its pedagogical effectiveness to teachers.



### FOCUS on Motivation



A motivated learner is a more successful learner - FOCUS is brimming with topics, texts and tasks that **engage students** both intellectually and emotionally by referring to their life experience, and the things they aspire to. Accordingly, language is brought vividly to life through **grammar animations** and **interactive videos**, which make learning with FOCUS both entertaining and effective.

### FOCUS on Memory



One of the unique features of FOCUS is the approach to **learning and retention of vocabulary**. On top of comprehensive exposure to and recycling of lexical items, the course offers **Word Store**, a vocabulary practice booklet with a wide variety of exercises and a unique method of involving learners actively in recording new words and phrases.

### FOCUS on Meaning



FOCUS is built on content students want to read, listen and talk about. Every exercise has been made relevant to students' lives through frequent **personalisation**, ensuring that, with FOCUS, they are engaged every step of the way.

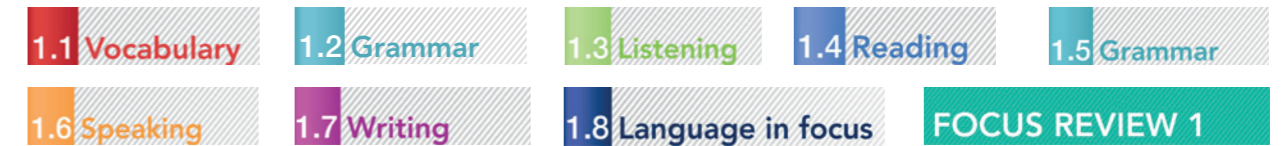
## FOCUS on Authors

Sue Kay and Vaughan Jones are recognised worldwide for their meaningful, student-centred courses and pragmatic attitude towards teaching. To them, a good ELT course is one that is **reliable, flexible and credible** for both teachers and students. They are the authors of the popular course Inside Out, with FOCUS being the first course they have written for Pearson. Currently, they are devoted to training teachers all around the world and inspiring them to believe in, trust and rely on the concept they offer in FOCUS.



## FOCUS on Reliability

FOCUS has been prepared with the needs of teachers and students at its forefront. It offers **clean designs, easy-to-understand instructions** and a wide variety of engaging topics, texts, and tasks, all combined to ensure it is both highly effective, and a real pleasure to teach from.



Clear colour coding for each section helps students and teachers navigate the units.

## FOCUS on Teaching off the page

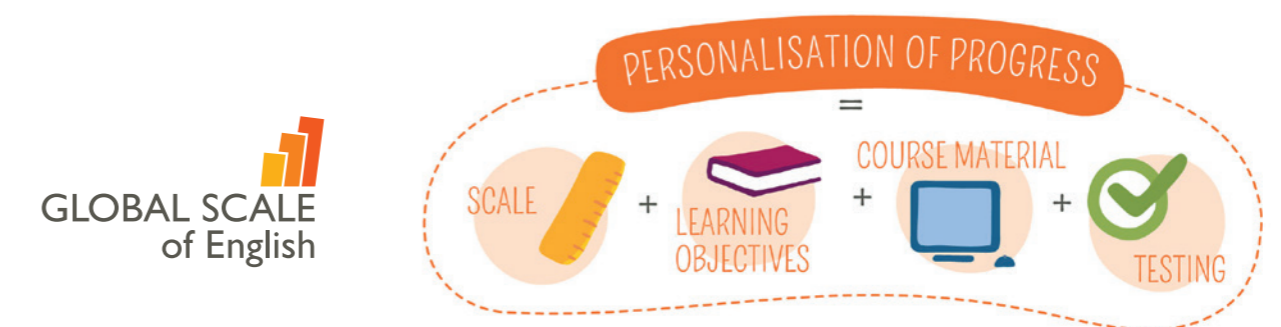
FOCUS is an unparalleled example of a course that can be taught 'off-the-page'. This means very little extra preparation is required on the part of the teacher. With **one page per lesson**, intuitive methodology, and colour coded sections, lessons are logically structured and easy to follow, especially with the help of the outstandingly pragmatic Teacher's Book.



The Teacher's Book includes full pages from the Students' Book in colour, with **overprinted answers**.

## FOCUS on Learning objectives

Language development in FOCUS is carefully mapped to the **Global Scale of English (GSE)**. Each exercise in each unit of each level refers specifically to a Can-Do statement from the GSE adult syllabus and a specific GSE band. The GSE helps students and teachers measure exactly where they are in their learning journey, and by identifying their strengths and weaknesses, it enables them to pinpoint exactly what they need to do next.



In order to place students accurately on the GSE and assess their language abilities in the most reliable way, we recommend the use of **Pearson Progress Test** alongside FOCUS (see [www.pearsonELT.com/progress](http://www.pearsonELT.com/progress) for more details).



## FOCUS on Vocabulary acquisition

The approach to teaching vocabulary in FOCUS involves 3 distinctive steps:

1. Remind students what they already know.
2. Provide extensive and diversified vocabulary practice.
3. Show students what they have learnt.

“Show what you know” sections help students revise the knowledge they already have.

The Word Store booklet at the back of the Students’ Book provides extensive vocabulary practice specific to the vocabulary lesson in each unit.

Word Store also contains practice of vocabulary from every listening and reading lesson.

# 1

## DO YOUR BEST

If you think education is expensive, try ignorance.

DEREK BOK (b. 1930), FORMER PRESIDENT OF HARVARD UNIVERSITY

UNIT LANGUAGE AND SKILLS

**Vocabulary:**

- Show what you know – verb-noun collocations
- phrasal verbs – education
- collocations
- synonyms – personality adjectives
- word families – verbs ending in -ise
- collocations
- Word in focus – do

**Grammar:**

- present and past habits
- verb patterns

**Listening:**

- people talking about memory
- multiple matching

**Reading:**

- an article about experiments in education
- gapped text

**Speaking:**

- describing and speculating about photos

**Writing:**

- a report

FOCUS EXTRA

- Grammar Focus pp. 130–131
- WORD STORE booklet pp. 2–3
- Workbook pp. 8–21 or MyEnglishLab
- MP3s – www.english.com/focus

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1.1 Vocabulary

Education • Phrasal verbs • Collocations • Personality adjectives

I can talk about education and different kinds of student.

SHOW WHAT YOU KNOW

1 In pairs, make as many verb-noun collocations as you can in sixty seconds.

verbs	drop	fail	+	nouns	a career	a course
attend	pass	pursue	skip	an exam	a lesson	a subject
study	take			a subject	university	

attend a course/attend a lesson/attend university

2 Write three questions with different collocations from Exercise 1. Then, in pairs, ask and answer your questions.

Which university would you most like to attend? Why?

3 Look at the photos and read about four kinds of student. Which one describes you best? Compare with a partner.

SELF-MOTIVATED

You're very well-organised and you usually remember to bring the right books to your lessons. You want to do well and you try not to fall behind with your homework. You're studious, and eager to learn. You get good marks because you pay attention in class. You're an enthusiastic learner.

SOCIAL

You're gregarious and fun to be with. You sometimes get into trouble in class because you can't stop talking. You particularly like interaction with other people at school. You have a gift for languages and you enjoy taking part in interactive activities. You're a team-player and a communicator.

SPORTY

You're a popular member of the class with a good circle of friends. You particularly enjoy teamwork and learning in an active way. However, you'd prefer to be outside on the sports field than in the classroom. You're competitive and single-minded, but you're also a cooperative learner who likes motivating other people.

BRAINY

You're lucky – you're naturally bright. You're curious about the world, and you soak up knowledge like a sponge. You have a thirst for knowledge, and you excel at subjects that many other students struggle with, such as Maths and Sciences. You're a deep thinker and an analytic learner.

WHAT KIND OF STUDENT ARE YOU?

Do our questionnaire and find out.

4 Do the questionnaire and check your score. Do you get the same answer as in Exercise 3?

1 The summer holidays are over and term begins on Monday. What are your thoughts?

A I'm looking forward to reaching my goals.

B I can't wait to see old classmates again.

C I'm going to train really hard this term.

D I can't wait to tackle some advanced Maths.

2 Teachers are most likely to say to you:

A 'Thank you for handing in your assignment on time.'

B 'Yes, very funny. Now get on with your work.'

C 'Can you keep still for a moment please?'

D 'Well done, you've got top marks again.'

3 You have a free period. What do you do?

A Go to the library and do some research for your school project.

B Hang out with your friends in the canteen and chat.

C Get two teams together and have a game of basketball.

D Go to the IT room and catch up on the latest science news.

4 You have an exam tomorrow. What do you do?

A Your revision timetable tells you to take the night off.

B You go out - it's Thursday night!

C You go to the gym and put off thinking about the exam.

D You've always done well in exams, so you watch a film.

5 Your number one reason for liking school is because ...

A you want to go on to further studies and a great career.

B it's where your friends are.

C it has the best football team in the region.

D it has a great science lab.

WHAT DOES IT MEAN?

Mainly As = You're self-motivated.

Mainly Bs = You're sociable.

Mainly Cs = You're sporty.

Mainly Ds = You're brainy.

6 In pairs, discuss how you would describe the worst student in the world.

WORD STORE 1A

Go to WORD STORE 1 page 3.

6 Complete WORD STORE 1A with the base form of the phrasal verbs in red in the texts. Then listen, check and repeat.

7 Complete the questions with prepositions or particles. Then, in pairs, ask and answer the questions.

1 At the start of term, what do you look forward \_\_\_\_\_?

2 Do you get on with your homework as soon as you get home or do you put it \_\_\_\_\_?

3 Have you ever finished an assignment and then forgotten to hand it \_\_\_\_\_?

4 When you go online, what's the first thing you catch up \_\_\_\_\_?

5 Is there a particular university you want to go on \_\_\_\_\_?

6 Are there any subjects where you are falling \_\_\_\_\_?

WORD STORE 1B

8 Complete WORD STORE 1B with the underlined phrases in the texts. Then listen, check and repeat. Add a translation.

9 In pairs, match the sentence halves. Which statements do you agree with?

1 To become a deep thinker \_\_\_\_\_

2 It's difficult to pay attention \_\_\_\_\_

3 If you don't reach your educational goals, it doesn't matter.

4 Students who have a gift for drama should attend special drama schools.

5 Children soak up knowledge like a sponge.

6 It's important to have a supportive circle of friends at school.

7 Most teenagers aren't very eager to learn.

8 They find lessons boring.

9 attention in class just before lunch.

WORD STORE 1C

10 Complete WORD STORE 1C with the highlighted adjectives in the texts. Then listen, check and repeat.

11 Replace the underlined adjective with a synonym from WORD STORE 1C.

1 Hannah is very hard-working. She's always in the library.

2 Dan has a logical way of thinking. He likes problem-solving.

3 Jim is a sociable person. He loves a good party!

4 Eva is very determined. She never gives up.

5 Tom likes to discover new things. He's always interested.

6 Rosa is really intelligent. She gets everything right.

12 Replace the names in Exercise 11 to describe students in your school. Does your partner agree with you?

WORD STORE 1D

13 Complete WORD STORE 1D with more synonyms for personality adjectives. Then listen, check and repeat. Write example sentences.

WORD STORE 1

WORD STORE 1A

Phrasal verbs – education

1 catch up on the news (= get up-to-date)

2 \_\_\_\_\_ with your homework (= make less progress)

3 \_\_\_\_\_ further studies (= continue)

4 \_\_\_\_\_ your assignment (= deliver)

5 \_\_\_\_\_ new challenges (= anticipate positively)

6 \_\_\_\_\_ thinking about the exam (= delay)

WORD STORE 1B

Collocations

1 a circle of friends = \_\_\_\_\_

2 a \_\_\_\_\_ thinker = \_\_\_\_\_

3 \_\_\_\_\_ to do sth = \_\_\_\_\_

4 have a \_\_\_\_\_ for sth = \_\_\_\_\_

5 pay \_\_\_\_\_ = \_\_\_\_\_

6 \_\_\_\_\_ a goal = \_\_\_\_\_

7 \_\_\_\_\_ knowledge = \_\_\_\_\_

WORD STORE 1C

Synonyms – personality adjectives

1 determined = \_\_\_\_\_

2 hard-working = \_\_\_\_\_

3 intelligent = \_\_\_\_\_

4 interested = \_\_\_\_\_

5 logical = \_\_\_\_\_

6 sociable = \_\_\_\_\_

WORD STORE 1D

EXTRA Synonyms – personality adjectives

[ diligent fun-loving inquisitive persistent rational sharp ]

1 determined = persistent → My mum keeps asking me to tidy my room. She's very persistent.

2 hard-working = \_\_\_\_\_ → \_\_\_\_\_

3 intelligent = \_\_\_\_\_ → \_\_\_\_\_

4 interested = \_\_\_\_\_ → \_\_\_\_\_

5 logical = \_\_\_\_\_ → \_\_\_\_\_

6 sociable = \_\_\_\_\_ → \_\_\_\_\_

Do your best

WORD STORE 1E

1.3 Listening

Word families

NOUN

1 drama

2 familiarity

3 memory

4 person

5 recognition

6 vision

familiarise

memorable

personalise

recognisable

visual

WORD STORE 1F

1.4 Reading

WORD STORE 1F

6 Complete WORD STORE 1F. Replace the underlined word with a word in the box to make another collocation with a similar meaning. Then listen and repeat.

[ form high ]

1 a radical reorg

2 natural/\_\_\_\_\_

3 an excellent/a \_\_\_\_\_ standard

4 plan/\_\_\_\_\_ an experiment

5 establish/\_\_\_\_\_ a relationship

WORD IN FOCUS

DO

do = perform (an action or activity)

He did History at university.

I'm doing some research into whales.

do + noun

A bit of revision won't do you any harm.

do in phrases

Do your best.

Well done!

Didn't she do well in English!

do in phrasal verbs

I wish we could do away with exams!

They've done up the old school hall.

The text was to do with global warming.

Fascinating texts initiate work on new vocabulary. Key words are highlighted to make them easier to identify and revise.



## FOCUS on Grammar

The approach to grammar in FOCUS is based on the following principles:

1. Show students how much they already know.
2. Teach grammar in the most engaging way.
3. Show students what they have learnt.

There are always two thorough grammar lessons in each unit.

## FOCUS on Exam preparation

FOCUS offers targeted development of exam skills starting from the very first level of the course. Students are offered regular exposure to exam-type tasks and reference.

Unit revision in the format of Cambridge exam-type tasks.

### 1.2 Grammar

Present and past habits

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

2 Listen to two friends talking about Gillian's story and check your ideas in Exercise 1. In pairs, discuss what lessons this story teaches us about educating children.

3 Complete the GRAMMAR FOCUS with the phrases in blue in the text.

**GRAMMAR FOCUS**

Present and past habits

- You can use the **Present Simple** and the **Past Simple** to talk about habits.
- You can use **used to** to talk about regular past actions that don't happen any more or past states that are no longer true.
- You can use **will** (present) or **would** (past) to talk about characteristic, repeated or predictable actions. You don't use them to talk about states.
- You can use the **Present or Past Continuous** with **always** to stress the repetitiveness of an action and sometimes to show your annoyance.

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

5 Write **yes/no** questions for the sentences in Exercise 4. Use **used to** or the **Past Simple**. Then, in pairs, ask and answer your questions.

### 1.5 Grammar

Verb patterns

6 Read GRAMMAR FOCUS II. Find examples of verb patterns with **remember**, **stop**, **hear** and **see** in the text. Explain the changes in meaning.

**GRAMMAR FOCUS II**

Verb patterns – change in meaning

Remember: forget, stop and see + infinitive, but with a change of meaning when used with gerunds.

7 Write sentences comparing your routine in primary school and now. Then compare 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 ...

8 In pairs, list the habits in Exercise 7 from least to most annoying. Do you know people who had or have any of these habits?

### THE RIGHT EDUCATION

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.

Gillian has 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. She told her mother that she had a learning disorder. She took her to see a doctor who listed some of the things she does to pay attention and move around instead of listening to the teacher. Her teachers are annoyed about her disruptive behaviour.

Note: You don't usually ask questions with **used to** and **would**.

9 Write **yes/no** questions for the sentences in Exercise 4. Use **used to** or the **Past Simple**. Then, in pairs, ask and answer your questions.

10 Write one sentence referring to each of the five points in the email from George, your English friend.

**REMEMBER THIS**

Certain adjective/noun constructions begin with **it** or **there**. It's nice being here. Is there anyone trying to explain?

Remember This sections help students avoid common mistakes.

Grammar Focus sections explain grammar rules clearly and provide easy reference.

Grammar practice is meaningful – when practising, students relate the material to their own experiences.

### FOCUS REVIEW 1

#### VOCABULARY AND GRAMMAR

1 Complete the sentences with adjectives. The first letter of each adjective is given.

1 Shona never smiles and is always depressed. She's a really **m** person.

2 Tim always thinks he's right. He's so **a**.

3 I'm **d** with my exam results. I didn't do well.

4 My parents always give me and my brother the same things. They're very **f**.

5 Has Marion always been so **i**? She always stays in bed until midday!

6 Everyone knows Katia's name and everyone likes her. She's so **p**.

2 Complete the sentences with the correct form of the words in capitals.

1 Tom has some health problems. He's quite **HEALTHY**.

2 He saved a boy from the river and won a prize for **BRAVE**.

3 Neil eats chips and hamburgers every day and never exercises. He's really **FIT**.

4 She sends money to her family. I admire her **GENEROUS**.

5 Jo told everyone my secrets. She's so **LOYAL**.

6 **MODERATE** is not one of Zahir's qualities – she tells everybody that she's the best student in the class.

3 Complete the sentences with the correct form of the verbs in brackets.

1 **WOULD YOU LIKE TO LOOK MORE STYLISH?**

Most teenagers want to be **stylish**, good, but most of us can't afford **stylish** the latest fashions or designer clothes. But there is another way.

Have you ever **visited** buying clothes from a charity shop? You can find unique, stylish items at a much lower price than in high-street shops. Tasmin Childs, sixteen, is a big fan of charity shops. I enjoy **shopping** through all the rails of clothes. I always find something interesting and I prefer **shopping** unusual items that no one else has. 'Tasmin doesn't mind that someone else has worn the clothes before her. 'I wash the clothes, of course. I'm passionate **about** recycling. If you're worried about the planet and climate change, reuse old clothes and visit your local charity shop.'

4 Use the prompts to write sentences.

1 I / not mind / wear / my sister's old clothes / if they suit me

2 they / miss / live / in the city

3 you / ever / refuse / help / your friends?

4 police officers / not always / need / wear a uniform

5 I / always / like / dance

6 you / spend / a long time / studying / when you get home from school?

1 A look B see C watch  
2 A buy B to buy C buying  
3 A preferred B wanted C considered  
4 A search B to search C searching  
5 A putting B wearing C clothing  
6 A about B with C to

#### READING

7 Read the article. Are the statements true (T) or false (F)?

1 You have to pay to join some of the websites.

2 There will be information about other websites in the future.

3 On the 'What's your hobby?' website you can learn about new and interesting sports and hobbies.

4 People who have lots of personal problems can get help on the Serious teenage talk website.

5 The Exchange! website is only for teenagers who want to visit other countries.

6 Teenagers who want to learn a language can find information about schools near them where they can do this.

7 The Learn a language website is looking for good teachers.

**International Students' Magazine**

Would you like to talk to people of your age in another country? Here are just a few of the free websites we can recommend. There's something for everyone here! Go online and make some friends. We'll give you more websites in the next month.

**What's your hobby?**

This is a website where you can meet people who have the same hobbies and interests as you. You type in the name of something you enjoy, for example, a sport, and then you can find other people in different countries who like the same thing. You can share information about things you do and give advice to each other. Who knows – one day perhaps you'll meet and do your hobby together!

**Serious teenage talk**

Perhaps you like talking about more important things like politics or education. On this site you can join in group discussions about things that are important to everyone. It's good to hear the opinions of people from different countries. We can learn a lot. So if you care about things like homeless people and human rights, come online and talk about them.

**Exchange!**

You probably think this site is about exchange visits where students go to other countries for a short time. It is, but that's not all you can do on this site. You can also exchange things with teenagers all round the world. You can exchange music or recipes, books and so on. In this way you can learn a lot about different cultures. And you can meet people and arrange visits too.

**Learn a language**

Do you want to learn another language? This website can find online language classes for nearly every major language in the world! And you can study in an international group with excellent teachers. So if you'd like to learn Mandarin Chinese or Russian or even Norwegian, go on the website and they will help you.

#### WRITING

9 Write one sentence referring to each of the five points in the email from George, your English friend.

I'm sure you're having a fantastic time in the US. Tell me about your host family and your American friend. Do you have the same interests and hobbies? What's he like?

10 Write your email to George in about 100 words. Use your sentences from Exercise 9, but add some more details.

FOCUS 4, Unit 1

FOCUS 2, Unit 1

Grammar Animations illustrate grammar concepts in meaningful and accessible ways.

stative possession  
have own possess

### GRAMMAR FOCUS

#### 3.2 Present Perfect with just, already, (not) yet and Past Simple

We use the Present Perfect to talk about actions which happened and finished in the past, but we do not know when exactly or it is not important.

I **have read** many biographies and autobiographies. (It's not important when I did it.)

Common time expressions used with the Present Perfect:

- ever** – used in questions: Have you **ever** been to an art gallery?
- never** – used in negative sentences: My grandparents **have never** visited the USA.
- since then**: She won The X Factor in 2006 and has sold **millions** of albums.
- already** and **just** – used mainly in affirmative sentences: I **have already** seen this film. They **have just** left.
- yet** – used in negative sentences at the end of the sentence: I **haven't** seen her **yet**. Has she written any songs **yet**?

If we want to say when something happened, we use the Past Simple. We also use the Past Simple in questions with **when**. She **won** a Grammy in 2009. When **did** you see Blur play live?

Grammar Reference section and additional practice exercises are located at the back of the Students' Book.

Exam Focus sections occur in all 4 skills lessons and include practice of all key exam-type tasks.

### 1.3 Listening

**EXAM FOCUS** Gap-fill

7 Listen again and complete the sentences with a word or short phrase.

1 Becky did volunteering work in '...' last year.

2 She was there for '...'.

3 Becky's job was to care for '...'.

4 Becky says that life can be very different in other countries and gives '...' as an example.

5 She thinks that volunteers need to:

- be fit and '...'.
- have good '...' skills.
- be responsible.

6 Becky recommends a volunteering agency which is called '...'.

7 Their phone number is '...'.

### 1.4 Reading

**EXAM FOCUS** Gapped text

3 Read the article again. Choose from the sentences (A-E) the one which fits each gap. There is one extra sentence.

A 'The children are forming relationships with them and the teachers, many of whom were upset at the thought of having finished their careers, have realised they're more important than ever,' he says.

B For many years he has been interested in a form of learning in which children are unsupervised and involved in self-learning and peer-teaching.

C Traditional education models assume that children are empty vessels who need to be filled with content, but Dr Mitz's experiments prove that wrong.

D 'Computers cannot replace good teachers, but they can get a high standard of education into the schools where they are needed most,' he says.

E He then left them to use it unsupervised and found that after only a month, the children had taught themselves how to use the computer and go online.

### 1.6 Speaking

**SPEAKING FOCUS**

Statement: A: I love travelling and meeting new people. B: '...'.

Saying you are similar: B: Me neither.

Statement: A: I don't really like rock or heavy metal. B: '...'.

Showing interest: A: I've got loads of friends. B: 'really? That's cool!'. A: I've just got one sister. She's a model. B: 'Wow, that's interesting!'. A: She's training to be a pilot. B: 'Wow, that's interesting!'. A: I'm not very keen on tea. B: '...'. A: I don't like travelling. B: 'Don't you? Oh, I do.'. A: I play the violin. B: '...'.

### 1.7 Writing

**WRITING FOCUS**

A personal email/letter

- Start the email/letter with a friendly greeting. Dear Nick, '...'.
- Don't use full forms. Use contractions. you're (not you-are?), it's (not it-is).
- Use useful phrases to give information about yourself. I'm interested in .../I'm good at .../I'm '...'.
- Ask questions to show you want a reply. What do you enjoy doing at weekends?/What '...'?
- Finish the email/letter with a friendly goodbye. All the best! '...'.

**Writing task**

You recently received an email from Jenny, an English teenager you are going to stay with in England. Read part of her email and write your reply to Jenny.

It's great to hear that you're going to come and stay with me and my family for two weeks. Please tell me something about yourself. What music and films do you like? What do you do in your free time?

# Teachers in FOCUS



## Teacher's Book

- full Students' Book pages in colour, with overprinted answers
- practical teaching tips and extra resources to supplement each unit



## Multi-ROM

- bundled with the Teacher's Book
- grammar animations with additional exercises
- interactive speaking videos
- teacher's resources
- test programme



## Class Audio CDs

- all the listening activities from the Students' Book
- recordings for students available on English.com/focus



## ActiveTeach

- offline Interactive Whiteboard Software Tool
- interactive Students' Book activities
- audio bank
- teacher's resources
- videos: grammar animations and interactive speaking videos
- games bank

# Students in FOCUS



## Students' Book

- one page - one lesson structure with colour coded sections
- 24-page Word Store booklet with extensive vocabulary practice



## Workbook

- exact correlation with the Students' Book
- comprehensive exam-style practice (Cambridge ESOL)



## MyEnglishLab

- online learning management system
- grammar animations
- interactive speaking videos
- individual grade books
- rich assessment package



## Exam Practice Booklets

- extra booklets with extensive practice for Cambridge English and PTE General exams

### FOCUS (British Edition)

	Level 1	Level 2	Level 3	Level 4	Level 5
Teacher's Book & DVD-ROM Pack	9781292110042	9781292110066	9781292110080	9781292110103	9781292110127
Class Audio CDs	9781447997559	9781447997764	9781447997979	9781447998181	9781447998402
Teacher's Active Teach	9781447997719	9781447997924	9781447998136	9781447998358	9781447998570
Teacher's Online Resource Materials	9781447997740	9781447997955	9781447998167	9781447998389	9781447998600
MyEnglishLab Teacher's Online Access Code	9781447997658	9781447997863	9781447998075	9781447998280	9781447998518
Students' Book	9781447997672	9781447997887	9781447998099	9781447998310	9781447998532
Students' Book & MyEnglishLab Pack	9781292110035	9781292110059	9781292110073	9781292110097	9781292110110
Students' MyEnglishLab Online Access Code	9781447997634	9781447997849	9781447998051	9781447998266	9781447998495
MyEnglishLab Students' Access Card	9781447997641	9781447997856	9781447998068	9781447998273	9781447998501
Workbook	9781447997757	9781447997962	9781447998174	9781447998396	9781447998617

### FOCUS Exam Practice Booklets

	Key for Schools	Preliminary	First
Cambridge English	9781292121130	9781292121154	781292121116

	Level 1 (A2)	Level 2 (B1)	Level 3 (B2)	Level 4 (C1)
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Pearson Tests of English General

Focus Exam Practice: Teacher's Answer key

CONTACT YOUR LOCAL REPRESENTATIVE

CONTACT YOUR LOCAL REPRESENTATIVE