

# Student's Book 1

# INFOCUS

Charles Browne • Brent Culligan • Joseph Phillips



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# Plan of the book

	Unit	Title/Topic	Reading texts	Reading skills	Vocabulary
Cycle 1	1	<b>The Effects of Advertising</b> Benefits and disadvantages of advertising	1 Advertising & Consumerism 2 You Are What You Buy	Scanning Skimming Identifying topic and main idea Identifying unnecessary information Identifying opinions	Identifying a part of speech: verbs Word parts: <i>ism</i> Example: <i>consumerism</i>
Cycle 1	2	<b>Extreme Sports</b> Why do extreme sports? What are the risks?	1 Extreme Athletes 2 Extreme Sports, Extreme Risks	Scanning Skimming Identifying topic and main idea Logical reasoning Identifying opinions	Identifying a part of speech: verbs and adverbs Word parts: <i>para</i> Example: <i>parachute</i>
Cycle 1	3	<b>Our Aging Population</b> Problems of increasing numbers of old people	1 Time to Relax? 2 Growing Old	Scanning Skimming Identifying topic and main idea Finding supporting ideas Making inferences	Identifying a part of speech: adjectives and nouns Word parts: <i>medi</i> Example: <i>Mediterranean</i>
Cycle 1	4	<b>Robots in the Home</b> Benefits of personal robots	1 Living with Robots 2 A New Member of the Family	Scanning Skimming Identifying topic and main idea Identifying unnecessary information Identifying opinions	Identifying a part of speech: nouns Word parts: <i>uni</i> Example: <i>universal</i>
Cycle 1	5	<b>Animals: Our Research Partners?</b> Benefits and the cruelty of animal testing	1 Animal Testing 2 Is Animal Research Necessary?	Scanning Skimming Identifying topic and main idea Logical reasoning Identifying opinions	Word friends (collocations) Word parts: <i>dis</i> Example: <i>disease</i>
Cycle 1	6	<b>The Online Information Debate</b> Benefits and disadvantages of digital information	1 The Death of the Encyclopedia 2 The Age of Digital Information	Scanning Skimming Identifying topic and main idea Finding supporting ideas Identifying opinions	Word friends (collocations) Word parts: <i>sur</i> Example: <i>survey</i>

		Critical thinking	
Research skills	Writing	Skills	Speaking
Information gathering <ul style="list-style-type: none"> <li>Analyzing advertisements</li> </ul> Comparing results <ul style="list-style-type: none"> <li>Comparing and discussing advertisements and their effectiveness</li> </ul>	Sentence writing The most popular and effective advertising techniques	Matching statements with the author's opinion Categorizing the effects of advertising: positive or negative	Discussion <ul style="list-style-type: none"> <li>Matching slogans with advertising techniques</li> <li>"Greenwashing" as an advertising technique</li> </ul> Quotable Quotes <ul style="list-style-type: none"> <li>Discussing whether advertising must always tell the truth</li> </ul>
Information gathering <ul style="list-style-type: none"> <li>Ranking how dangerous certain sports are</li> </ul> Comparing results <ul style="list-style-type: none"> <li>Comparing and discussing popularity of sports</li> </ul>	Sentence writing Taking up a sport again after a serious accident	Matching statements with the author's opinion Finding out and ranking the reasons for people to do sports	Discussion <ul style="list-style-type: none"> <li>Should extreme athletes have to pay their own hospital bills?</li> </ul> Quotable Quotes <ul style="list-style-type: none"> <li>Discussing people who "live dangerously"</li> </ul>
Information gathering <ul style="list-style-type: none"> <li>Comparing the average age of populations in different countries</li> </ul> Comparing results <ul style="list-style-type: none"> <li>Comparing ideas for coping with different population ages</li> </ul>	Sentence writing What old people fear most about growing old	Matching statements with the author's opinion Ranking fears about old age	Discussion <ul style="list-style-type: none"> <li>Considering questions about society and the elderly</li> </ul> Quotable Quotes <ul style="list-style-type: none"> <li>Discussing the best age to be rich and poor</li> </ul>
Information gathering <ul style="list-style-type: none"> <li>Completing an information chart on movies starring robots</li> </ul> Comparing results <ul style="list-style-type: none"> <li>Discussing different functions of robots and which types will exist in the future</li> </ul>	Sentence writing Should robots have rights?	Matching statements with the author's opinion Ranking household activities that robots could do	Discussion <ul style="list-style-type: none"> <li>Designing a new robot in a small group</li> <li>Presenting the robot to the class</li> </ul> Quotable Quotes <ul style="list-style-type: none"> <li>Discussing whether data on computers is safe</li> </ul>
Information gathering <ul style="list-style-type: none"> <li>Completing an information chart on animals and medical research</li> </ul> Comparing results <ul style="list-style-type: none"> <li>Discussing the use of animals to find cures for diseases</li> </ul>	Sentence writing Reacting to opinions on the use of animals in research	Matching statements with the author's opinion Ranking which animals should have most rights	Discussion <ul style="list-style-type: none"> <li>Assessing different arguments for and against animal rights</li> <li>Deciding as a class who wins the vote</li> </ul> Quotable Quotes <ul style="list-style-type: none"> <li>Discussing whether cosmetics could be tested on prisoners</li> </ul>
Information gathering <ul style="list-style-type: none"> <li>Questionnaire on Internet media usage by students</li> </ul> Comparing results <ul style="list-style-type: none"> <li>Comparing and discussing popularity and legality of media usage</li> </ul>	Sentence writing Pros and cons of research on the Internet	Matching statements with the author's opinion Ranking different news sources	Discussion <ul style="list-style-type: none"> <li>The right to use information available on the Internet</li> <li>Reporting results of discussions</li> </ul> Quotable Quotes <ul style="list-style-type: none"> <li>Discussing the Internet and free speech</li> </ul>

# Plan of the book

	Unit	Title/Topic	Reading texts	Reading skills	Vocabulary
Cycle 2	7	<b>Online Advertising: Making Our Lives Better?</b> How advertising works	1 Advertising Techniques 2 How Advertisers Use the Internet	Scanning Skimming Identifying topic and main idea Identifying unnecessary information Identifying opinions	Word friends (collocations) Word parts: <i>con/com</i> Example: <i>company</i>
Cycle 2	8	<b>Winning at Any Cost</b> Competition, drugs, and sport	1 How to Do Better 2 Drugs in Sport	Scanning Skimming Identifying topic and main idea Logical reasoning Identifying opinions	Word friends (collocations) Word parts: <i>gni/gnos</i> Example: <i>recognize</i>
Cycle 2	9	<b>Do You Want to Live Forever?</b> Science extending human life in the future	1 Living Longer 2 Can We Afford to Live Longer?	Scanning Skimming Identifying topic and main idea Finding supporting ideas Identifying opinions	Words in context Word parts: <i>im</i> Example: <i>immortal</i>
Cycle 2	10	<b>I Lost my Job to a Machine!</b> Future effects of technology and robots on employment	1 Technology and Society 2 The New Luddites	Scanning Skimming Identifying topic and main idea Identifying unnecessary information Identifying opinions	Words in context Word parts: <i>auto</i> Example: <i>automobile</i>
Cycle 2	11	<b>Treatment of Animals</b> Do animals have rights?	1 Standing Up for Animals 2 People for Animal Rights	Scanning Skimming Identifying topic and main idea Logical reasoning Identifying opinions	Words in context Word parts: <i>sub</i> Example: <i>subzero</i>
Cycle 2	12	<b>Who Owns the News?</b> News sources and how reliable they are	1 The News Industry Today 2 Can We Trust the News?	Scanning Skimming Identifying topic and main idea Finding supporting ideas Identifying opinions	Words in context Word parts: <i>inter</i> Example: <i>Internet</i>

		Critical thinking	
Research skills	Writing	Skills	Speaking
Information gathering <ul style="list-style-type: none"> <li>Matching advertisements with advertising technique</li> </ul> Comparing results <ul style="list-style-type: none"> <li>Comparing and discussing advertising techniques and their popularity</li> </ul>	Sentence writing Pros and cons of advertising	Matching statements with the author's opinion Ranking personal information that students are willing to provide online	Discussion <ul style="list-style-type: none"> <li>Designing an online ad</li> <li>Presenting the ad to the class and agreeing which is most effective</li> </ul> Quotable Quotes <ul style="list-style-type: none"> <li>Discussing the power of advertising to influence people</li> </ul>
Information gathering <ul style="list-style-type: none"> <li>Collecting information on real cases of competition</li> </ul> Comparing results <ul style="list-style-type: none"> <li>Comparing and discussing other cases of real world competition</li> </ul>	Sentence writing Should dangerous or risky activities be a question of personal choice?	Matching statements with the author's opinion Ranking activities in which drugs are likely to be used	Discussion <ul style="list-style-type: none"> <li>Where and how people compete in life</li> </ul> Quotable Quotes <ul style="list-style-type: none"> <li>Discussing how important winning is</li> </ul>
Information gathering <ul style="list-style-type: none"> <li>Ranking time spent on everyday activities in the UK</li> </ul> Comparing results <ul style="list-style-type: none"> <li>Comparing and discussing the results with those of students</li> </ul>	Sentence writing Issues and disadvantages of living very long lives	Matching statements with the author's opinion Ranking lifestyles that lead to a long life	Discussion <ul style="list-style-type: none"> <li>Planning life after retirement</li> <li>Presenting plans to the class</li> </ul> Quotable Quotes <ul style="list-style-type: none"> <li>Discussing the meaning of "quality of life"</li> </ul>
Information gathering <ul style="list-style-type: none"> <li>Brainstorming areas where robots can replace humans</li> </ul> Comparing results <ul style="list-style-type: none"> <li>Discussing jobs that robots should not do</li> </ul>	Sentence writing Pros and cons of technology and society	Matching statements with the author's opinion Ranking likelihood of jobs for robots in the future	Discussion <ul style="list-style-type: none"> <li>Discussing probable, possible, and impossible technological inventions</li> </ul> Quotable Quotes <ul style="list-style-type: none"> <li>Discussing the role of the teacher and technology in the classroom</li> </ul>
Information gathering <ul style="list-style-type: none"> <li>Collecting information on food production in different countries</li> </ul> Comparing results <ul style="list-style-type: none"> <li>Comparing and discussing the results</li> </ul>	Sentence writing Should protesters be allowed to stop a circus performance?	Matching statements with the author's opinion Ranking animals from most liked to least liked	Discussion <ul style="list-style-type: none"> <li>Discussing different opinions on the treatment of animals</li> </ul> Quotable Quotes <ul style="list-style-type: none"> <li>Discussing quotes for and against killing animals</li> </ul>
Information gathering <ul style="list-style-type: none"> <li>Matching headlines to category of news story</li> </ul> Comparing results <ul style="list-style-type: none"> <li>Finding out which news stories are most popular</li> </ul>	Sentence writing Very unusual news stories	Matching statements with the author's opinion Ranking how probable different news stories are	Discussion <ul style="list-style-type: none"> <li>Discussing the differences between traditional reporting and citizen journalism</li> <li>Reporting ideas to the class</li> </ul> Quotable Quotes <ul style="list-style-type: none"> <li>Discussing if the media can control the way people think</li> </ul>

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# To the teacher

Welcome to *In Focus*, a three-level, corpus-informed course aimed at university and college students. *In Focus* is designed to build vocabulary, reading, discussion, presentation, and critical thinking skills. Each Student's Book contains 12 topic-based units, which are divided into two cycles of six general themes. Units follow a light gradation of difficulty, which allows you to vary the order in which you teach them according to your students' interests and time. *In Focus* is supplemented by a range of free, dedicated online components, which provide great flexibility and help to speed language acquisition.

Using the multi-billion-word Cambridge English Corpus, we have created a unique lexical syllabus containing the most important words for second language learners of English. This syllabus comprises two word lists: a New General Service List (NGSL), a list of approximately 2,800 words; and a New Academic Word List (NAWL), a list of approximately 1,000 words that are especially useful for students who want to read academic texts in English. Together, these 3,800 words allow learners to understand 92 percent of the words in most English academic texts; these are nearly all the words learners will ever need (not bad, if you consider there are more than 600,000 words in English!). In each level of *In Focus*, 120 of these words are taught in depth (10 per unit). In levels 1 and 2, these words are taken from the NGSL, while in level 3 they are taken from the NAWL. Students can use the online tools developed especially for *In Focus* to learn the remainder of the 3,800 words.

Though *In Focus* can be used as a standalone textbook, dedicated online elements, including both website and smartphone apps, enable students to personalize and extend their learning beyond the classroom. Among the online components are hundreds of hand-selected authentic videos, audio recordings of all reading texts, and a spaced-repetition vocabulary learning system. An easy-to-use learner management system allows you to set up a class and track your students' progress, whether they are using a computer or a mobile device. At the back of each Student's Book is a code, which gives your students free access to the online elements ([www.cambridgeinfocus.org](http://www.cambridgeinfocus.org)).

*In Focus 1* is designed for students at a pre-intermediate level. The 120 keywords are taken from the NGSL. Each unit is designed to help your students build both their knowledge as well as their ability to think critically about a wide range of important topics. The topics covered are advertising, sports, population changes and life extension, robots, how people use animals, and the Internet and news. Language prompts are provided throughout to help students express themselves.

The *In Focus* Teacher's Manual contains full step-by-step teaching notes, unit-by-unit summaries, language notes, tips, extension activities, options for assessment, and a complete answer key.

We hope you and your students enjoy using *In Focus*.



Charles Browne



Brent Culligan



Joseph Phillips

# How a unit works

All units in *In Focus* are eight pages long and follow a similar format. Where appropriate, icons indicate that students can access the companion website or app for additional practice of the material. An audio icon also reminds students they have the option of listening to the reading texts (available free from the website).

## Unit organization

	Objective	Section
Page 1	Warm up Schema building Real world connection	<b>1 Critical cartoons</b> Warm up  Media link
Pages 2–3	Vocabulary development Reading Speaking	<b>2 Core vocabulary</b> Scanning and skimming Words in context: identifying a part of speech; word friends   Word parts Discussion dictation
Pages 4–5	Reading Reading skills Speaking	<b>3 Reading skills</b> Pre-reading questions Reading Identifying topic and main idea  Identifying unnecessary information; Logical reasoning; Finding supporting ideas Identifying opinions; Making inferences Going beyond the text
Page 6	Gathering, comparing, and analyzing information Speaking	<b>4 Find out more</b> Information gathering Comparing results
Pages 7–8	Critical thinking skills Writing Discussion	<b>5 Critical thinking</b> What does the author mean? Categorizing; Finding reasons and ranking them; Ranking Tweet your opinion Discussion Quotable Quotes

## Unit sections

### 1 Critical cartoons

This is a short speaking activity centered on a cartoon related to the topic of the unit. The look and feel of the cartoon is that of a political cartoon that might be found in a newspaper. Questions help activate schema and develop critical thinking skills.

### 2 Core vocabulary

Each unit teaches 10 important words from the NGSL. The section begins with a short reading passage (approximately 200 words) on an aspect of the unit topic that contextualizes the 10 keywords. A series of learning activities focuses on developing knowledge of collocations and analyzing and understanding word parts. This gives students practice using the words introduced in the unit. It also develops vocabulary learning skills and strategies that will be useful when encountering new words not introduced in the unit. A speaking activity rounds this section off.

### 3 Reading skills

Students work with a longer text (approximately 400 words) that gives a different or expanded point of view on the topic of the unit. This exposure to multiple points of view is a key aspect of developing skills in critical thinking. This is followed by a series of carefully structured activities including pre-reading, identifying the topic and main idea, finding supporting details, and logical reasoning. The section culminates in a short discussion.

### 4 Find out more

Since information from various points of view is crucial to thinking critically about an issue, the pair or group activities in this section encourage gathering further information related to the topic. This is followed by comparison and discussion of the information collected.

### 5 Critical thinking

Through pair, group, and open class work, students are encouraged to develop critical thinking skills, such as making inferences and ranking and categorizing data. Students then write a few sentences to express their opinion on the topic. The final page brings the content of the unit together in a discussion about the topic. Useful language prompts help students in each unit.

### 6 Quotable quotes

This final section introduces a quote on the topic of the unit by a famous person. Several thought-provoking questions on the quote conclude the unit. This section can be done in class as a short discussion activity or as a writing assignment outside the class.

# To the student

Welcome to ***In Focus***, a three-level course for university and college students. We have designed this series to help you build your vocabulary and improve your reading skills as well as your discussion and presentation skills. ***In Focus*** will also help you think critically, which is a very important general academic skill. In each Student's Book you will find 12 topic-based units. In addition to the Student's Book, there is a range of free online components, which will help you focus on what you really need and so learn more quickly.

For ***In Focus***, we have created a unique vocabulary syllabus containing the most important vocabulary words for learners of English. This syllabus has a total of about 3,800 words, which are nearly all the words you will ever need – if you know these words, you will understand 92 percent of the words in most English academic texts (not bad, if you think that English has over 600,000 words!). You will learn 120 of these words in each book, 10 per unit. You can use the website and smartphone apps developed especially for ***In Focus*** to learn the rest of the 3,800 words efficiently and enjoyably. We have designed a special vocabulary learning system for you to do this. Online, you will also find hundreds of interesting videos related to the unit topic, audio recordings of the reading texts, and other activities. At the back of each Student's Book, there is a code, which will give you free access to all the online elements ([www.cambridgeinfocus.org](http://www.cambridgeinfocus.org)).

***In Focus 1*** is designed for students at a pre-intermediate level. Each unit will help you build your knowledge about a wide range of interesting topics as well as help you think critically about these topics. You will learn about advertising, sports, population changes and living longer, robots, how people use animals, and the Internet and news. In every unit, we have given you useful language where you need it to guide and help you express yourself.

We wish you good luck using ***In Focus***. We are sure that the book and the online materials will help you learn English quickly and in a fun way!



Charles Browne



Brent Culligan



Joseph Phillips