Student's Book 3

IN FOCUS

Charles Browne • Brent Culligan • Joseph Phillips

CAMBRIDGE
UNIVERSITY PRESS

CAMBRIDGE
UNIVERSITY PRESS

Contents

iii

Plan of the book

Unit	Title/Topic	Reading texts	Reading skills	Vocabulary
Cycle 1 **1** Pages 1–8	**Gender Equality** Equality of the sexes in societies	1 The Iron Lady 2 What If Women Ruled the World?	Scanning Skimming Understanding the text Paraphrasing Making inferences	Definitions Etymology: words with *just* or *ju* Example: *justification*
Cycle 1 **2** Pages 9–16	**A Thirsty World** Water access, consumption, and future global water scarcity issues	1 The Cochabamba Water War 2 Water Worries	Scanning Skimming Understanding the text Reference words Making inferences	Definitions Etymology: words with *conscious* Example: *consciousness*
Cycle 1 **3** Pages 17–24	**Nuclear Power: Clean and Bright** The benefits of nuclear energy	1 Green Energy? 2 The One Energy Solution	Scanning Skimming Understanding the text Recognizing contrasts Making inferences	Definitions Etymology: words with *trans* Example: *transmission*
Cycle 1 **4** Pages 25–32	**Free Trade: Cheap Goods or Good Jobs?** The social impact of free trade	1 The North American Free Trade Agreement 2 Free Trade = No Bargain	Scanning Skimming Understanding the text Cause and effect Making inferences	Concordances Etymology: words with *capital* Example: *capitalist*
Cycle 1 **5** Pages 33–40	**Online Retailing: Disappearing Stores** The effect of the Internet on retail and other industries	1 None in Laredo 2 The End of the Store as We Know It	Scanning Skimming Understanding the text Identifying reasons Recognizing bias	Concordances Idioms with *horse* Example: *back the wrong horse*
Cycle 1 **6** Pages 41–48	**Online Addiction: Too Much Fun?** Video game and Internet addiction	1 Internet Addiction 2 Fun, Popular, and Deadly	Scanning Skimming Understanding the text Identifying reasons Prediction: concluding statements	Concordances Phrasal verbs with *pass* Example: *pass away*

iv

Research skills	Writing	Critical thinking	
		Skills	Speaking
Information gathering • Level of gender equality Interpreting and reporting results • Explaining differences	Writing a paragraph outline on the topic of women in power Topic sentence, main points, example	Identifying fact or assumption Completing a mind map: women in power	Discussion • New laws for gender equality Tip: Listening Quotable Quotes • Discussing the ways boys and girls are raised
Information gathering • Water resources and consumption by country Interpreting and reporting results • Explaining differences	Writing a paragraph Giving an opinion on the topic of water demand	Categorizing statements Completing a mind map: water demand	Presentation • Solutions to the world's water crisis Tip: Structuring your presentation Quotable Quotes • Globalization and access to safe water
Information gathering • Two nuclear accidents Interpreting and reporting results • Comparing the accidents	Writing a paragraph Giving a personal opinion about the pros and cons of nuclear power	Identifying fact or opinion Completing a mind map: pros and cons of nuclear power	Role play and debate • Opinions about nuclear power Tip: Asking for opinions Quotable Quotes • Discussing energy sources and the politics of energy dependency
Information gathering • Global production and trade over time Interpreting and reporting results • Analyzing trends	Writing a paragraph Giving a personal opinion about the pros and cons of free trade	Clarifying statements Completing a mind map: pros and cons of free trade	Discussion • Pros and cons of building a new factory Tip: Summarizing key points Quotable Quotes • Discussing equality and free trade
Information gathering • Growth in online shopping Interpreting and reporting results • Comparing trends by country	Writing a paragraph about the effects of showrooming Using patterns of reasoning	Identifying cause and effect Understanding patterns of reasoning	Presentation • The effect of technology on the newspaper and travel industries Tip: Transition signals Quotable Quotes • Discussing the effect of the Internet on publishing and other industries
Information gathering • Video game facts and partner interview Interpreting and reporting results • Comparing and discussing results about gaming	Writing a letter to a newspaper Using patterns of reasoning to describe the negative effects of video games	Decision-making Understanding patterns of reasoning	Role play and debate • Government regulation and video games Tip: Disagreeing Quotable Quotes • Discussing the pros and cons of video games and TV

v

Plan of the book

	Unit	Title/Topic	Reading texts	Reading skills	Vocabulary
Cycle 2	**7** Pages 49–56	**Marriage around the World** The changing of marriage in societies	1 Different Ways of Tying the Knot 2 Changing Views of Marriage	Scanning Skimming Understanding the text Making inferences Recognizing contrasts	Register Idioms with *break* Example: *break with tradition*
Cycle 2	**8** Pages 57–64	**Fished Out: Our Empty Oceans** The effects of overfishing	1 The Grand Banks 2 Our Desert Oceans	Scanning Skimming Understanding the text Reference words Making inferences	Register Idioms with *turn* Example: *turn a blind eye*
Cycle 2	**9** Pages 65–72	**Renewable Energy: the Green Choice** The benefits of renewable energy sources	1 Winds of Change 2 Beyond Fossil Fuels	Scanning Skimming Understanding the text Recognizing contrasts Making inferences	Register Phrasal verbs with *run* Example: *run out (of)*
Cycle 2	**10** Pages 73–80	**(In)Equality in a Richer World** Capitalism, other economic systems, and income equality in societies	1 The Lehman Shock 2 The Promotion of Wealth	Scanning Skimming Understanding the text Cause and effect Making inferences	Collocations Idioms with *give* Example: *give the green light*
Cycle 2	**11** Pages 81–88	**The Office of the Future?** Telecommuting	1 High-Tech Companies and Telecommuting 2 Telecommuting	Scanning Skimming Understanding the text Identifying reasons Recognizing bias	Collocations Phrasal verbs with *put* Example: *put up with*
Cycle 2	**12** Pages 89–96	**Social Media: Changing Our Lives** The impact of social media on politics and society	1 The Arab Spring and Social Media 2 A Networked World	Scanning Skimming Understanding the text Paraphrasing Prediction: concluding statements	Collocations Phrasal verbs with *bring* Example: *bring about*

Research skills	Writing	Critical thinking	
		Skills	Speaking
Information gathering • Marriage and divorce by country Interpreting and reporting results • Explaining high and low divorce rates	Writing a paragraph Using patterns of reasoning to give a personal opinion about marriage	Identifying fact or assumption Understanding patterns of reasoning	Discussion • Pros and cons of arranged marriage Tip: Paraphrasing Quotable Quotes • Discussing love and marriage
Information gathering • Survey of fish stocks over time Interpreting and reporting results • Summarizing and explaining changes	Writing a paragraph Using patterns of reasoning to give a personal opinion about commercial fishing	Identifying fact or opinion Understanding patterns of reasoning	Role play and debate • Future fishing policy Tip: Voicing your opinion Quotable Quotes • Discussing the damaging effects of humans on the oceans
Information gathering • Changes in global energy sources Interpreting and reporting results • Discussing trends in energy supplies	Writing a paragraph Using facts and assumptions to give an opinion about renewable energy	Identifying fact or assumption Judging reasons	Presentation • The best renewable energy source for the future Tip: Openers Quotable Quotes • Discussing cheap fossil fuels and ways to promote renewable energy
Information gathering • Income inequality by country Interpreting and reporting results • Comparing wealth and inequality	Writing a paragraph Using facts and opinions to give a personal opinion about capitalism	Clarifying statements Judging reasons	Discussion • Raising income tax to help the homeless and unemployed Tip: Interrupting Quotable Quotes • Comparing the goals of democratic governments with those of corporations
Information gathering • Numbers of telecommuters by employer type Interpreting and reporting results • Discussing telecommuting trends among employers	Writing a paragraph Describing the pros and cons of telecommuting and giving a personal opinion	Identifying cause and effect Judging reasons	Role play and debate • Whether a college should introduce e-learning Tip: Stressing key words Quotable Quotes • Discussing job satisfaction and the balance between work and life activities
Information gathering • Numbers of users of popular social media sites Interpreting and reporting results • Explaining growth rates of different social media sites	Writing an email or a letter Making a recommendation about Internet access at work or Saying what you plan to do about cyberbullying	Decision-making Judging reasons	Presentation • Cyberbullying and how to deal with it Tip: Closers Quotable Quotes • Discussing the impact of social media on people

Acknowledgments

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 that 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 many 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).

In Focus 3 is designed for students at a high-intermediate level. The 120 keywords are taken from the NAWL. Each unit is designed to help your students build both their knowledge and their ability to think critically about a wide range of important topics. The topics covered are marriage and gender equality, consumption of natural resources, global energy sources, jobs and income equality, technology and employment, and social media and Internet addiction. Language prompts are provided throughout to help students express themselves. Four units focus on discussion, four on presentation, and four on role play and debate. Each unit features a useful presentation or discussion tip.

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

ix

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 that 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	**1 Critical cartoons** Building knowledge Media link ONLINE
Pages 2–3	Vocabulary development Reading Speaking	**2 Core vocabulary** Scanning and skimming Words in context: definitions; concordances; register; collocations APP ONLINE Vocabulary building: etymology; idioms; phrasal verbs Discussion dictation
Pages 4–5	Reading Reading skills Speaking	**3 Reading skills** Pre-reading questions Reading Understanding the text: gist, main idea, details; Paraphrasing; Making inferences; Reference words; Recognizing bias; Recognizing contrasts; Cause and effect; Identifying reasons; Prediction ONLINE Going beyond the text
Page 6	Gathering, comparing, and analyzing information Speaking	**4 Researching a topic** Information gathering Interpreting and reporting results
Pages 7–8	Critical thinking skills Writing Discussion Presentation Presentation skills Role play and debate	**5 Critical thinking** Fact or assumption? Fact or opinion? Cause and effect; Clarifying statements; Categorizing; Decision-making Mind map; Understanding reasoning; Judging reasons Writing Discussion; Presentation; Role play and debate Quotable Quotes

x

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.

To make the context relevant and provide a real-world connection, information about a movie or documentary related to the unit topic is provided in the "Media link" box. Note that these are separate from the videos provided on the *In Focus* website, which are available to view directly from www.cambridgeinfocus.org

2 Core vocabulary

Each unit teaches 10 important words from the NAWL. The section begins with a reading passage (300–400 words) on an aspect of the unit topic that contextualizes the 10 keywords. A series of learning activities focuses on developing vocabulary knowledge, collocations, word parts, idioms, and phrasal verbs. 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 (550–650 words), which 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, comprehension, making inferences, and identifying opinions, facts, and assumptions. The section culminates in a short discussion. The 10 keywords are recycled in the reading to reinforce students' learning.

4 Researching a topic

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 and sharing further information related to the topic. This is followed by interpretation and presentation of the information collected. Useful words and phrases are provided in each unit to help students.

5 Critical thinking

Through pair, group, and open class work, students are encouraged to develop critical thinking skills, such as identifying the difference between statements of fact and opinion, understanding different patterns of reasoning, analyzing graphs, and categorizing data. Students are then guided to write a paragraph that expresses their opinions on the topic. The final page brings the content of the unit together in a discussion, presentation, or role play and debate about the topic. Presentation and discussion tips in each unit and useful language prompts where necessary help students.

6 Quotable quotes

This final section introduces a quote by a well-known person on the topic of the unit. 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.

xi

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 many 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).

In Focus 3 is designed for students at a high-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 marriage and gender equality, the consumption of natural resources, global energy sources, jobs and income equality, technology and employment, and social media and Internet addiction. We have given you useful words and phrases where you need them to guide and help you express yourself. Four of the 12 units focus on discussion, four on presentation, and four on role play and debate. Each unit gives you a useful presentation or discussion tip to 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