

Student's Book **1**

# INFOCUS

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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
<p>Information gathering</p> <ul style="list-style-type: none"> <li>Analyzing advertisements</li> </ul> <p>Comparing results</p> <ul style="list-style-type: none"> <li>Comparing and discussing advertisements and their effectiveness</li> </ul>	<p>Sentence writing</p> <p>The most popular and effective advertising techniques</p>	<p>Matching statements with the author's opinion</p> <p>Categorizing the effects of advertising: positive or negative</p>	<p>Discussion</p> <ul style="list-style-type: none"> <li>Matching slogans with advertising techniques</li> <li>"Greenwashing" as an advertising technique</li> </ul> <p>Quotable Quotes</p> <ul style="list-style-type: none"> <li>Discussing whether advertising must always tell the truth</li> </ul>
<p>Information gathering</p> <ul style="list-style-type: none"> <li>Ranking how dangerous certain sports are</li> </ul> <p>Comparing results</p> <ul style="list-style-type: none"> <li>Comparing and discussing popularity of sports</li> </ul>	<p>Sentence writing</p> <p>Taking up a sport again after a serious accident</p>	<p>Matching statements with the author's opinion</p> <p>Finding out and ranking the reasons for people to do sports</p>	<p>Discussion</p> <ul style="list-style-type: none"> <li>Should extreme athletes have to pay their own hospital bills?</li> </ul> <p>Quotable Quotes</p> <ul style="list-style-type: none"> <li>Discussing people who "live dangerously"</li> </ul>
<p>Information gathering</p> <ul style="list-style-type: none"> <li>Comparing the average age of populations in different countries</li> </ul> <p>Comparing results</p> <ul style="list-style-type: none"> <li>Comparing ideas for coping with different population ages</li> </ul>	<p>Sentence writing</p> <p>What old people fear most about growing old</p>	<p>Matching statements with the author's opinion</p> <p>Ranking fears about old age</p>	<p>Discussion</p> <ul style="list-style-type: none"> <li>Considering questions about society and the elderly</li> </ul> <p>Quotable Quotes</p> <ul style="list-style-type: none"> <li>Discussing the best age to be rich and poor</li> </ul>
<p>Information gathering</p> <ul style="list-style-type: none"> <li>Completing an information chart on movies starring robots</li> </ul> <p>Comparing results</p> <ul style="list-style-type: none"> <li>Discussing different functions of robots and which types will exist in the future</li> </ul>	<p>Sentence writing</p> <p>Should robots have rights?</p>	<p>Matching statements with the author's opinion</p> <p>Ranking household activities that robots could do</p>	<p>Discussion</p> <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> <p>Quotable Quotes</p> <ul style="list-style-type: none"> <li>Discussing whether data on computers is safe</li> </ul>
<p>Information gathering</p> <ul style="list-style-type: none"> <li>Completing an information chart on animals and medical research</li> </ul> <p>Comparing results</p> <ul style="list-style-type: none"> <li>Discussing the use of animals to find cures for diseases</li> </ul>	<p>Sentence writing</p> <p>Reacting to opinions on the use of animals in research</p>	<p>Matching statements with the author's opinion</p> <p>Ranking which animals should have most rights</p>	<p>Discussion</p> <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> <p>Quotable Quotes</p> <ul style="list-style-type: none"> <li>Discussing whether cosmetics could be tested on prisoners</li> </ul>
<p>Information gathering</p> <ul style="list-style-type: none"> <li>Questionnaire on Internet media usage by students</li> </ul> <p>Comparing results</p> <ul style="list-style-type: none"> <li>Comparing and discussing popularity and legality of media usage</li> </ul>	<p>Sentence writing</p> <p>Pros and cons of research on the Internet</p>	<p>Matching statements with the author's opinion</p> <p>Ranking different news sources</p>	<p>Discussion</p> <ul style="list-style-type: none"> <li>The right to use information available on the Internet</li> <li>Reporting results of discussions</li> </ul> <p>Quotable Quotes</p> <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
<p>Information gathering</p> <ul style="list-style-type: none"> <li>Matching advertisements with advertising technique</li> </ul> <p>Comparing results</p> <ul style="list-style-type: none"> <li>Comparing and discussing advertising techniques and their popularity</li> </ul>	<p>Sentence writing</p> <p>Pros and cons of advertising</p>	<p>Matching statements with the author's opinion</p> <p>Ranking personal information that students are willing to provide online</p>	<p>Discussion</p> <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> <p>Quotable Quotes</p> <ul style="list-style-type: none"> <li>Discussing the power of advertising to influence people</li> </ul>
<p>Information gathering</p> <ul style="list-style-type: none"> <li>Collecting information on real cases of competition</li> </ul> <p>Comparing results</p> <ul style="list-style-type: none"> <li>Comparing and discussing other cases of real world competition</li> </ul>	<p>Sentence writing</p> <p>Should dangerous or risky activities be a question of personal choice?</p>	<p>Matching statements with the author's opinion</p> <p>Ranking activities in which drugs are likely to be used</p>	<p>Discussion</p> <ul style="list-style-type: none"> <li>Where and how people compete in life</li> </ul> <p>Quotable Quotes</p> <ul style="list-style-type: none"> <li>Discussing how important winning is</li> </ul>
<p>Information gathering</p> <ul style="list-style-type: none"> <li>Ranking time spent on everyday activities in the UK</li> </ul> <p>Comparing results</p> <ul style="list-style-type: none"> <li>Comparing and discussing the results with those of students</li> </ul>	<p>Sentence writing</p> <p>Issues and disadvantages of living very long lives</p>	<p>Matching statements with the author's opinion</p> <p>Ranking lifestyles that lead to a long life</p>	<p>Discussion</p> <ul style="list-style-type: none"> <li>Planning life after retirement</li> <li>Presenting plans to the class</li> </ul> <p>Quotable Quotes</p> <ul style="list-style-type: none"> <li>Discussing the meaning of "quality of life"</li> </ul>
<p>Information gathering</p> <ul style="list-style-type: none"> <li>Brainstorming areas where robots can replace humans</li> </ul> <p>Comparing results</p> <ul style="list-style-type: none"> <li>Discussing jobs that robots should not do</li> </ul>	<p>Sentence writing</p> <p>Pros and cons of technology and society</p>	<p>Matching statements with the author's opinion</p> <p>Ranking likelihood of jobs for robots in the future</p>	<p>Discussion</p> <ul style="list-style-type: none"> <li>Discussing probable, possible, and impossible technological inventions</li> </ul> <p>Quotable Quotes</p> <ul style="list-style-type: none"> <li>Discussing the role of the teacher and technology in the classroom</li> </ul>
<p>Information gathering</p> <ul style="list-style-type: none"> <li>Collecting information on food production in different countries</li> </ul> <p>Comparing results</p> <ul style="list-style-type: none"> <li>Comparing and discussing the results</li> </ul>	<p>Sentence writing</p> <p>Should protesters be allowed to stop a circus performance?</p>	<p>Matching statements with the author's opinion</p> <p>Ranking animals from most liked to least liked</p>	<p>Discussion</p> <ul style="list-style-type: none"> <li>Discussing different opinions on the treatment of animals</li> </ul> <p>Quotable Quotes</p> <ul style="list-style-type: none"> <li>Discussing quotes for and against killing animals</li> </ul>
<p>Information gathering</p> <ul style="list-style-type: none"> <li>Matching headlines to category of news story</li> </ul> <p>Comparing results</p> <ul style="list-style-type: none"> <li>Finding out which news stories are most popular</li> </ul>	<p>Sentence writing</p> <p>Very unusual news stories</p>	<p>Matching statements with the author's opinion</p> <p>Ranking how probable different news stories are</p>	<p>Discussion</p> <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> <p>Quotable Quotes</p> <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

# THE EFFECTS OF ADVERTISING



## Unit 1

### 1 Critical cartoons

#### A Warm up

Work with a partner or in small groups. Discuss the questions below.

- 1 How many hours of TV did you watch a day when you were a child?
- 2 The average child in the USA watches over 40,000 TV commercials each year. What effect does this have?
- 3 Why do advertisers spend so much money putting commercials on children's TV shows when children have so little money?

*When I was a child, I . . .*

*If children watch so much TV, it must . . .*

*I think one reason is . . .*

*In my opinion, . . .*



#### Media link

*Consuming Kids: The Commercialization of Childhood* is a documentary about the multi-billion dollar industry that sells everything from junk food to violent video games to children.

For additional media links, go to [www.cambridgeinfofocus.org](http://www.cambridgeinfofocus.org)

## 2 Core vocabulary



### A Scanning and skimming

- 1 Find and underline the keywords in the text. The first one is done for you. Try to guess their meanings.

Keywords

assume    behavior    brand    income    industry  
label    prevent    stock    trend    warn



# Advertising & Consumerism

Advertising is used in many ways. Health experts use advertising to warn the public against bad things. For example, they want to prevent young people from starting to smoke. They assume that young people won't

5 start if they know how bad smoking is. Sometimes, health organizations may want to change people's behavior – getting them to exercise more, for example.

However, advertising is more often used by industry to sell things. A company's income depends on how much

10 money it makes by selling its products and services. These days, the trend is for companies to advertise their brand. A brand is a mark, a name, or a label that stands for a company's products or services. In the past, a clothing company would advertise a coat or clothing. Nowadays, a company might

15 advertise how people feel when they wear its label. In this way, the company develops "brand loyalty." That is when people like to buy only the products from one brand. Then the company can charge more money for its products. Investors in companies like brand loyalty very much because the price of their stock goes up when a company has a strong brand.



*Wear the label and feel good*

- 2 Read the statements below. Which best describes what this text is about?

- A The uses of advertising in society
- B The positive effects of brand loyalty
- C How advertising can be used to improve our health



## B Words in context: identifying a part of speech

- 1 Look at the text on page 2. Three of the keywords are verbs. Verbs describe an action. Find the verbs and write them below.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

- 2 The subject of the sentence is the same for all three verbs. Write it below.

\_\_\_\_\_

- 3 Use the three verbs to make your own sentences.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

## C Word parts: *ism* Example: *consumerism*

- 1 Find five words with *ism* in the puzzle and circle them. Check their meanings. See page 97 if you need help.

- 2 Complete the sentences below with the words from the puzzle.

1 There have been many acts of \_\_\_\_\_ in the twenty-first century.

2 \_\_\_\_\_ is a belief that there is no god.

3 Many universities offer courses in \_\_\_\_\_.

4 Advertising encourages \_\_\_\_\_ in society.

5 \_\_\_\_\_ in Eastern Europe ended in the 1990s.

D	T	U	W	D	G	R	Z	U	S	W
C	O	N	S	U	M	E	R	I	S	M
C	B	S	N	F	I	U	M	S	S	V
O	N	A	V	O	B	S	F	I	X	F
M	Z	L	N	H	I	P	R	I	D	N
M	L	L	E	E	M	O	F	Y	J	J
U	T	Y	H	O	R	B	U	I	Y	H
N	J	T	V	R	V	K	A	U	R	C
I	A	G	E	E	J	X	M	M	K	A
S	Z	T	R	M	F	P	X	O	K	X
M	E	N	F	E	M	I	N	I	S	M

- 3 Work with a partner. What do you think *ism* means? Circle the correct answer.

- A an outdoor activity  
 B a belief or system of beliefs  
 C thinking too much about something

## D Discussion dictation



- 1 Listen and write down the questions.

1 What were \_\_\_\_\_?

2 What are \_\_\_\_\_?

3 Are cigarettes \_\_\_\_\_?

- 2 Work with a partner. Ask each other the questions. Be sure to ask follow-up questions.

### 3 Reading skills



#### A Pre-reading questions

- 1 Have you ever bought a product because of an advertisement you saw? What was it? Why did you buy it?
- 2 What is one positive effect and one negative effect of advertising?

#### B Reading

Read the text. Highlight an interesting idea in each paragraph.



## You Are What You Buy

- Over the last 60 or 70 years, consumerism has been a trend in developed countries. People buy things they do not need, and they replace things before they wear out. <sup>(1)</sup>We used to repair things when they were broken, but today we throw out old things and replace them with new models.
- Indeed, many of the things we use cannot be repaired. Once, products were made to last for many years. Now, they are designed to last only a few years.



- Advertising supports this behavior of buying things that we do not really need. Advertisements (or ads) make us notice products and brands by having them repeatedly appear in our lives, especially on television. <sup>(2)</sup>There are many interesting programs on television. The advertising industry tells us that to be happy we need this or that product in our lives. It does this with images that connect the product to happy, successful, or beautiful people. We assume that to be successful or happy, we must buy the product or brand or we must wear the same designer label as the beautiful, successful people in the advertisement.

- The negative results of this consumerism are easy to see. <sup>(3)</sup>As people spend more and more of their income on things they do not need, they have to work more to pay for them. This prevents people from spending time with their family or spending money on education or healthy food. In America today, there are more shopping centers than high schools, and parents spend about 6 hours per week shopping but only 40 minutes playing with their children.

- Another negative result is that we become more tolerant of lies and half-truths. To increase profits and stock prices, companies make many false claims about their products. Can we really lose weight simply by taking a pill, without dieting or exercising?

- People also warn us of the negative effects of consumerism on the environment. <sup>(4)</sup>We use energy to produce these unnecessary goods, and that energy use puts more CO<sub>2</sub> into the air and causes climate change. When we throw away goods, they are either burned or buried, again causing damage to the environment.

- Advertisers say that all they do is inform us. But in reality they have tricked us into working longer hours, buying stuff we don't need, and thinking we need their products to impress others.



### C Identifying topic and main idea

Read the questions below and circle the correct answers according to the text.

- Which of the following best describes the topic of the text?
  - Shopping
  - Consumerism
  - Fashion brands
  - Money
- Which of the following best describes the main idea of the text?
  - Buying fashionable goods affects how people feel.
  - Modern products are not designed to last.
  - Advertising influences people's behavior in negative ways.
  - Consumerism has effects on the environment.

### D Identifying unnecessary information

- Look at the four numbered sentences in the passage. Which contains information that is not related to the main point of the author?

Sentence number: \_\_\_\_\_

Reason it is not necessary: \_\_\_\_\_

- Compare your answers with a partner.

### E Identifying opinions

Which one of the following sentences best describes the author's opinion?

Circle A, B, or C.

- Advertising causes us to buy too many things, and this has many negative results.
- Advertising is neither good nor bad; people are free to choose not to buy things.
- Advertising is a useful way to find out about a product.

## Going beyond the text

**Work with a partner or in small groups. Ask and answer the questions below.**

- Look back at the ideas you highlighted. Are they the same? What are the differences?
- You have 3 minutes. How many different ways of advertising can you think of? For example, newspaper advertisements are one way.
- Imagine you want to buy these items:
  - a mobile phone
  - a pair of shoes
  - a pizza
 How important is advertising to you when you decide to buy these things?

## 4 Find out more

### A Information gathering

Work in small groups. Find at least five advertisements. If you can, use the Internet to search for popular advertisements. Write notes about each one in the chart below.

Advertisement	Product	Target group	Why the ad appeals to the target group
<i>photo of Kobe Bryant</i>	<i>Nike</i>	<i>Young people</i>	<i>Kobe Bryant is strong, cool, and good-looking.</i>

### B Comparing results

Form new groups and compare your advertisements. Discuss the questions below.

- 1 How many of these products do you buy? How do you feel about them?
- 2 What words can you think of to describe the products?
- 3 Do the makers of any of these products use a celebrity spokesperson to advertise? Which makers? Does this make you want to buy the product?
- 4 Do any of the products use humor to sell the product? Which ones? Does this make you feel more positive about the product?

*I think the advertisement for . . . is original / funny / memorable / romantic / eye-catching / feminine*

*The ad suggests / appeals to / features . . .*

*Some / quite a few ads use celebrities. An example is . . . , which uses . . .*

*I like the way some advertisements . . .*

## 5 Critical thinking

### A What does the author mean?

- 1 Work with a partner. Read the statements below and decide if they are suggested by the text on page 4. Write down your reasons.

*inference*: a guess that something is true or not from the information you have

Statement	Inference? (Yes/No)	Where (line no.)
1 In the past, products were of a higher quality.		
2 Consumerism causes parents to spend less time with their children.		
3 Advertisements are a reliable source of information.		
4 Advertising makes people assume that they will find happiness if they buy something.		

- 2 Compare your answers with a new partner.

### B Categorizing

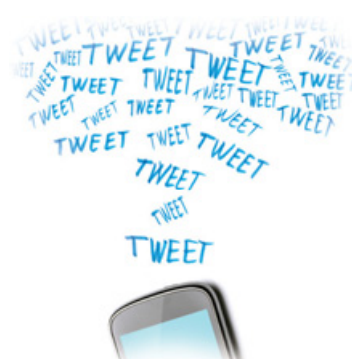
Read the statements below about some of the effects of advertising. Decide if they sound positive or negative. Check (✓) the boxes. Then compare your answers with a partner.

Advertising . . .

- creates more waste.
- means people have to work harder.
- increases company profits.
- leads to less time with family.
- gives more information to customers.
- changes bad behavior.

Positive      Negative

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>



### C Tweet your opinion

- 1 Work with a partner or in small groups. Here are some common advertising techniques. Explain what you know about each technique.

- |   |  |
|---|--|
| 1 Comparing products                          | 5 Selling top-quality products at a high price |
| 2 Using creativity                            | 6 Focusing on lifestyle                        |
| 3 Recommendation or appeal by a famous person | 7 Selling at a low price                       |
| 4 Using fear                                  | 8 Using scientific research                    |

*tweet*: a very short message posted online using the social media site Twitter

- 2 Which techniques are popular in your country? Which do you think are most effective? Write a tweet with your opinion. Use the model on the right.

**Tweet**

Here, a popular technique is . . .

The most effective one is . . .