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INFOCUS
Teacher's Manual

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Plan of the Student's Book

	Unit	Title/Topic	Reading texts	Reading skills	Vocabulary
Cycle 1	1	The Effects of Advertising 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	Extreme Sports 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	Our Aging Population 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	Robots in the Home 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	Animals: Our Research Partners? 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	The Online Information Debate 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"> Analyzing advertisements <p>Comparing results</p> <ul style="list-style-type: none"> Comparing and discussing advertisements and their effectiveness 	<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"> Matching slogans with advertising techniques "Greenwashing" as an advertising technique <p>Quotable Quotes</p> <ul style="list-style-type: none"> Discussing whether advertising must always tell the truth
<p>Information gathering</p> <ul style="list-style-type: none"> Ranking how dangerous certain sports are <p>Comparing results</p> <ul style="list-style-type: none"> Comparing and discussing popularity of sports 	<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"> Should extreme athletes have to pay their own hospital bills? <p>Quotable Quotes</p> <ul style="list-style-type: none"> Discussing people who "live dangerously"
<p>Information gathering</p> <ul style="list-style-type: none"> Comparing the average age of populations in different countries <p>Comparing results</p> <ul style="list-style-type: none"> Comparing ideas for coping with different population ages 	<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"> Considering questions about society and the elderly <p>Quotable Quotes</p> <ul style="list-style-type: none"> Discussing the best age to be rich and poor
<p>Information gathering</p> <ul style="list-style-type: none"> Completing an information chart on movies starring robots <p>Comparing results</p> <ul style="list-style-type: none"> Discussing different functions of robots and which types will exist in the future 	<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"> Designing a new robot in a small group Presenting the robot to the class <p>Quotable Quotes</p> <ul style="list-style-type: none"> Discussing whether data on computers is safe
<p>Information gathering</p> <ul style="list-style-type: none"> Completing an information chart on animals and medical research <p>Comparing results</p> <ul style="list-style-type: none"> Discussing the use of animals to find cures for diseases 	<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"> Assessing different arguments for and against animal rights Deciding as a class who wins the vote <p>Quotable Quotes</p> <ul style="list-style-type: none"> Discussing whether cosmetics could be tested on prisoners
<p>Information gathering</p> <ul style="list-style-type: none"> Questionnaire on Internet media usage by students <p>Comparing results</p> <ul style="list-style-type: none"> Comparing and discussing popularity and legality of media usage 	<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"> The right to use information available on the Internet Reporting results of discussions <p>Quotable Quotes</p> <ul style="list-style-type: none"> Discussing the Internet and free speech

Plan of the Student's Book

	Unit	Title/Topic	Reading texts	Reading skills	Vocabulary
Cycle 2	7 Pages 49–56	Online Advertising: Making Our Lives Better? 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 Pages 57–64	Winning at Any Cost 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 Pages 65–72	Do You Want to Live Forever? 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 Pages 73–80	I Lost my Job to a Machine! 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 Pages 81–88	Treatment of Animals 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 Pages 89–96	Who Owns the News? 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"> Matching advertisements with advertising technique <p>Comparing results</p> <ul style="list-style-type: none"> Comparing and discussing advertising techniques and their popularity 	<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"> Designing an online ad Presenting the ad to the class and agreeing which is most effective <p>Quotable Quotes</p> <ul style="list-style-type: none"> Discussing the power of advertising to influence people
<p>Information gathering</p> <ul style="list-style-type: none"> Collecting information on real cases of competition <p>Comparing results</p> <ul style="list-style-type: none"> Comparing and discussing other cases of real world competition 	<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"> Where and how people compete in life <p>Quotable Quotes</p> <ul style="list-style-type: none"> Discussing how important winning is
<p>Information gathering</p> <ul style="list-style-type: none"> Ranking time spent on everyday activities in the UK <p>Comparing results</p> <ul style="list-style-type: none"> Comparing and discussing the results with those of students 	<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"> Planning life after retirement Presenting plans to the class <p>Quotable Quotes</p> <ul style="list-style-type: none"> Discussing the meaning of "quality of life"
<p>Information gathering</p> <ul style="list-style-type: none"> Brainstorming areas where robots can replace humans <p>Comparing results</p> <ul style="list-style-type: none"> Discussing jobs that robots should not do 	<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"> Discussing probable, possible, and impossible technological inventions <p>Quotable Quotes</p> <ul style="list-style-type: none"> Discussing the role of the teacher and technology in the classroom
<p>Information gathering</p> <ul style="list-style-type: none"> Collecting information on food production in different countries <p>Comparing results</p> <ul style="list-style-type: none"> Comparing and discussing the results 	<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"> Discussing different opinions on the treatment of animals <p>Quotable Quotes</p> <ul style="list-style-type: none"> Discussing quotes for and against killing animals
<p>Information gathering</p> <ul style="list-style-type: none"> Matching headlines to category of news story <p>Comparing results</p> <ul style="list-style-type: none"> Finding out which news stories are most popular 	<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"> Discussing the differences between traditional reporting and citizen journalism Reporting ideas to the class <p>Quotable Quotes</p> <ul style="list-style-type: none"> Discussing if the media can control the way people think

Introduction

In Focus is a three-level, corpus-informed course aimed at university and college students. ***In Focus*** is designed to help build your students' 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.

Critical thinking skills development

As you look through the course materials, you may be struck by the open-ended feel to some of the task questions, as if there might be more than one correct answer. This was not by accident but by design. Since a key focus of the book is to help learners develop critical thinking skills, students are encouraged to consider and discuss multiple points of view throughout the course. Another example of the focus on critical thinking is the "Media link" provided at the bottom of the first page of each unit. These carefully chosen links for each unit provide information about movies, documentaries, or TV shows that help students gain a deeper perspective on the unit topic when time allows.

Vocabulary development

Another main focus of the series is on the systematic development of a core vocabulary of high-frequency words. A unique lexical syllabus, using the multi-billion-word Cambridge English Corpus and containing the most important words for second-language learners, was created for the series. 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. The NGSL provides about 90 percent coverage for general texts and 87 percent for academic texts. When taken together, the 3,800 words of the NGSL and NAWL provide about 92 percent coverage of the words in most academic texts; these are nearly all the words learners will ever need. 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. In order to fully contextualize the learning of these words and reinforce students' learning, all 10 of the keywords taught in each unit appear in both unit readings. Students can make use of the online tools developed especially for ***In Focus*** to learn the remainder of the 3,800 words. You can learn more about the NGSL and NAWL word lists at the dedicated websites developed for both lists: www.newgeneralservicelist.org and www.newacademicwordlist.org.

Online resources www.cambridgeinfocus.org

Though ***In Focus*** can be used as a standalone textbook, a range of dedicated online elements, including both website and smartphone apps, enables students to personalize and extend their learning beyond the classroom. Among the online components are a spaced-repetition vocabulary learning system, audio recordings of all reading texts, and a large number of hand-selected authentic videos related to the unit topic. There are two videos for each unit, and all offer the option of subtitles. Students can pause and repeat sections as well as re-listen to sections with slowed-down audio if necessary. 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 that gives your students free access to the online elements for one year following activation.





In Focus 1

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.

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. The audio files can be downloaded for free from the *In Focus* website: www.cambridgeinfocus.org.

Unit organization

	Objective	Section
Page 1	Warm up Schema building Real world connection	1 Critical cartoons Warm up Media link 
Pages 2–3	Vocabulary development Reading Speaking	2 Core vocabulary Scanning and skimming Words in context: identifying a part of speech; word friends Word parts Discussion dictation  
Pages 4–5	Reading Reading skills Speaking	3 Reading skills 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	4 Find out more Information gathering Comparing results
Pages 7–8	Critical thinking skills Writing Discussion	5 Critical thinking What does the author mean? Categorizing; Finding reasons and ranking them; Ranking Tweet your opinion Discussion Quotable Quotes

Unit sections

Each book contains 12 units of engaging, real-world content. The units follow a systematic structure for ease of use by teachers and students. The six main sections are outlined below.

1 Critical cartoons

The critical cartoon section is designed to get students thinking about the unit topic and build on students' prior knowledge about the topic issues. It is centered on a cartoon, which introduces 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. Each cartoon is followed by several discussion questions, which activate students' schemata and focus on the message of the cartoon, so developing critical thinking skills. To make the context relevant to today's students and provide a real-world connection, information about a movie, documentary, book, or television show that is related to the unit topic is provided in the "Media link" box. One suggestion is provided in each Student's Book, with additional ideas given where appropriate in the Teacher's Manual. You can recommend that your students watch these before, during, or after they have studied a unit to provide more information about the topic and a different angle. Note that these are separate from the videos provided on the *In Focus* website, which are available to view directly from the website: www.cambridgeinfocus.org.

2 Core vocabulary

In Focus takes a systematic, corpus-based approach to selecting the most important vocabulary items to teach to students. Ten keywords have been selected for each unit. To contextualize learning, these keywords are first presented in a short reading passage on one aspect of the topic. Their acquisition is further supported through a range of activities that follow: examination of parts of speech, word parts, and common collocations using the keywords. Students then actively use the vocabulary in pair and small-group discussion activities. A suite of online tools (website and app) allows students to further practice these words anytime or any place that is convenient for them via a spaced-repetition vocabulary learning system.

3 Reading skills

A growing body of research shows reading to be one of the most effective ways to increase knowledge and retention of vocabulary, improve grammatical knowledge, and enhance overall language proficiency. In the reading skills section, students work with a longer reading text, which gives a different or expanded point of view on the unit topic, developing students' knowledge of the unit's critical thinking issues. The 10 keywords are again contextualized in this passage to reinforce students' vocabulary learning. Each reading starts with pre-reading questions to activate students' schemata on the topic. Following each reading, students work through varying activities designed to build their reading skills and help them achieve a deeper understanding of the reading. Reading exercises progress from surface information useful for answering comprehension question towards deeper critical skills. Tasks include predicting, making inferences, skimming for information, scanning for details, identifying reference words, understanding the author's opinion, identifying cause and effect, and personalizing the text by drawing conclusions and sharing opinions.

4 Find out more

In a critical thinking skills course, asking students to do additional research on a topic, either online or using other resources such as a library, is both desired and encouraged by the authors. However, not all teachers or students have access to such resources in the classroom. Therefore, information-gap and information-exchange type activities, which provide important information related to the topic and support students' understanding, are provided.

Researching is not just about finding information and useful data: interpreting and presenting results is a crucial next step and an important critical thinking skill. This section is designed to promote the discussion and presentation of information and to further reinforce the ideas presented throughout the unit. Scaffolded tasks and language prompts help students both present and analyze the presentations of their peers.

5 Critical thinking

One of the primary features of *In Focus* is the development of critical thinking skills. The preceding sections of the unit lead students through a series of structured readings and activities that encourage students to consider multiple perspectives on current issues. Through a process of research and discussion, they are able to form their own informed opinions. Bringing all the content of the unit together, this section of the unit allows students to voice their opinions and discuss them in groups and with the class. The section has four linked parts. It begins with students practicing their inference skills; this is followed by ranking and categorizing information; students then express their opinion in a short writing activity; finally, students engage in a discussion about the topic. Useful language prompts help students in each unit.

6 Quotable quotes

In this last section, a short quote usually made by a famous person, sums up the unit. The quote is followed by two or three questions designed to have students reflect on the topic. This final section can be done in class or may be set as a writing assignment for homework.

Collocations and word parts

Teaching and working with words in context and collocations

Being able to understand the meaning of new vocabulary from context is an important reading strategy and skill. Using the context in this way improves reading speed and comprehension and encourages independent reading and vocabulary development. Other learning benefits come from a knowledge of collocations, which are words that commonly appear together. A good understanding of collocations helps learners use English more naturally, and an increased awareness that some words collocate more highly than other words also promotes a more interactive reading style, allowing learners to maximize the use of a text for vocabulary learning.

With these benefits in mind, *In Focus* teaches not only core, high-frequency vocabulary words but also allows learners to practice guessing their meaning in context. It also helps build learners' knowledge of the most important collocations for these words. *In Focus* provides learners with important practice using variations on several methods.

- 1 **Recognizing words in context:** Parts of speech of keywords and their collocations in the text are identified to provide learners with their first exposure.
- 2 **Recognizing words in context:** Pairs of sentences that are missing the same keyword provide contexts for learners to guess the keywords.
- 3 **Recognizing collocations:** Keywords are presented with several collocation options. Learners identify which words naturally collocate with the keywords and which do not.
- 4 **Creating sentence with collocations:** Learners are encouraged to make their own sentences using collocations they have learned. Allowing learners to communicate personal ideas helps to internalize the language as well as encourage productive and creative use of the language.

Working with words in context and collocations and using these strategies will help your students improve their receptive and productive skills, so improving their comprehension and fluency.

Teaching and working with word parts

A great many English words are of Latin or Greek origin. Understanding Greek or Latin roots, often in the form of prefixes and suffixes, can be a powerful way to expand a learner's vocabulary beyond the most frequent and useful words. Nation states that knowledge of a few key word parts can help students to guess the meaning of hundreds of other words (Nation, I. S. P. 2001. *Learning Vocabulary in Another Language*: Cambridge University Press). In fact, Thompson argued that knowledge of just 14 words and their various parts holds the key to over 14,000 other words (Thompson, E. 1958. The "Master Word" approach to vocabulary training. *Journal of Developmental Reading*, 2 [1], 62-66). This section of the unit provides practice in recognizing and thinking about word parts that can form the basis of a new vocabulary-learning strategy.

In Focus provides a systematic approach to help learners work with the meaning of word parts and deepen their understanding.

- **Presenting words in context:** By looking at words with similar word parts in context, learners are able to see similarities in usage and meaning, creating an inductive study of the meaning of the word part.
- **Words in use:** Various activities are used to encourage learners to apply their understanding of the meanings of words with similar word parts. Activities include word searches, unscrambling short stories, and crossword puzzles. In each case, cloze activities allow learners to place the words in context.
- **Defining word parts:** Using the inductive approach outlined above, learners have multiple opportunities to explore similarities in meanings. This enables them to choose the correct meaning of the word part from three choices given. Allowing learners to guess the meaning of words parts from context further deepens the understanding of the words and helps build a deeper connection with the word part when learners encounter it in future.

The Effects of Advertising

Unit 1 introduces the world of advertising and consumerism. It looks at the positive and negative effects of advertising on consumers and society. This unit connects with Unit 7, which focuses on advertising techniques and how advertisers increasingly use technology to promote their brands.

Unit and title

- Introduce the title of the unit to Ss.
- Elicit examples of advertisements from Ss. (*commercials, pop-up ads, print ads in magazines or newspapers, etc.*)
- Ask: *What do you think the effects of advertising are?*
- Make a list on the board with Ss' ideas. Have Ss copy the list. Tell Ss to add new ideas to their list.
- At the end of the unit, have Ss check their lists to see which ideas were covered in the unit.

1 Critical cartoons

Page 1

Objectives: connect to background knowledge about advertisements and advertising to children and encourage Ss to think critically about the topic.

About the topic

Advertising is the practice of promoting or selling products to consumers, and it goes back thousands of years. The earliest advertisements were posters, often made of papyrus, used to promote businesses and local events. Over the centuries, to keep pace with changes in communication technology, advertising has evolved to include print, radio, television, and most recently on computers and mobile devices using the Internet. Today, approximately US\$550 billion every year is spent on advertising globally.

Interesting fact

The earliest written document similar to an advertisement is believed to be a 3,000-year-old piece of papyrus found in Egypt. It had information about a runaway slave and offered a reward for his return.

A Warm up

- Organize Ss into pairs or small groups.
- Draw attention to the cartoon. Ask: *What do you see in the picture? What words are coming out of the TV?* (**Answers:** Two children are watching TV. Various products that would interest children are around the TV, including toys, cereal, candy, and fast food.)

- Ask Ss to discuss the questions. Say: *These questions are about the cartoon. Let's discuss the questions with our group.* Read the questions and clarify meaning as necessary.
- Draw attention to the speech bubbles. Say: *We can use these phrases to answer the questions.* Model answering Q1. (e.g., *When I was a child, I watched 5 hours of TV a day.*)

Write the phrases in the speech bubbles on the board to emphasize them for Ss. Model using each phrase to answer the questions.



- Allow time for Ss to complete the discussion. Elicit answers from the class.

Expansion

- ◆ Arrange Ss into groups.
- ◆ Have Ss brainstorm and create a list of advertisements they remember from their childhood.
- ◆ Ask Ss to circle which advertisements encouraged them to buy a product.
- ◆ Elicit and share as a class.

Media link

Note: The Media links are film or television show suggestions. They are not provided on the **In Focus** website.

Consuming Kids: The Commercialization of Childhood is a documentary that shows how American children have become one of the most profitable consumer markets in the world. It raises important questions about the impact of this kind of marketing on the health and well-being of kids.

Witness is a movie starring Harrison Ford as a city police officer who tries to protect a young boy who witnesses a murder. The boy is from an Amish community, whose people do not believe in using modern technology of any kind. The police officer goes into hiding with the boy and his mother into Amish country, and he must adapt to the Amish way of life.

Explain to the Ss that on the **In Focus** website (www.cambridgeinfocus.org), they can watch authentic videos related to the topic of English. All videos have subtitles to help Ss' comprehension.

2 Core vocabulary

Pages 2–3

Objectives: identify and define words in context while improving skimming, scanning, and reading skills; identify parts of speech of words; recognize and work with word parts; listen and complete a dictation with a follow-up discussion connected to the reading text.



Tell Ss they can use the **In Focus** website (www.cambridgeinfocus.org) or app to check their understanding of the keywords in the unit. They can also improve their general vocabulary level.

A Scanning and skimming



Teachers have the option of presenting the reading as a listening text. The audio is available on the **In Focus** Teacher's resource site: www.cambridge.org/infocus.

1 Scanning

- Draw Ss' attention to the words in the box. Read the words with Ss.
- Put Ss into pairs. Tell Ss to point to a word and ask their partners for the definition. If the partner knows the definition, have Ss circle the word. If the partner does not know, have Ss underline the word. Then have Ss change roles and repeat.
- Circulate as Ss work. Make a list on the board of words that are underlined frequently.

Allow Ss to check prior knowledge of definitions before scanning. This helps build learner confidence and eliminates re-teaching of known words.



- List the underlined words on the board. Say: *Now let's scan the reading and find the words. When you find each word, read the sentence it is in. Try to guess the meaning of the word.*

- Direct Ss to scan the reading for the words and read the sentences that contain the words.
- When finished, tell Ss to write down their guesses of the meanings of the underlined words.
- Review and clarify the word meanings as a class.

ANSWERS

Definitions

- assume** to accept something as true without question or proof
- behavior** a particular way of acting
- brand** a type of product made by a particular company
- income** money that is earned from doing work or received from investments
- industry** the companies and activities involved in the production of goods – especially in a factory – for sale
- label** the name or symbol of a company that produces goods for sale
- prevent** to stop something from happening or someone from doing something
- stock** a supply of something for use or sale
- trend** the general direction of changes or developments
- warn** to make someone aware of a possible danger or problem so that it can be avoided

Expansion

- ◆ Have Ss work individually.
- ◆ Instruct Ss to use each word to create a new sentence.
- ◆ Arrange Ss into pairs.
- ◆ Have Ss share sentences.
- ◆ Repeat sharing with additional partners as time permits.

2 Skimming

- Read the title with Ss. Ask Ss to cover the reading or close their books.
- Ask: *What do you remember from your first reading? What did you notice as you looked for the words?*
- List information that Ss recall from the reading on the board.
- Say: *Now let's skim the reading and see if what we remember is correct. Model skimming the reading quickly for Ss. (e.g., Let's read quickly. Don't read every word or sentence.)*
- Allow time for Ss to skim the text. Check the information Ss recalled.
- Focus Ss' attention on Exercise 2. Have Ss read the statements.
- Ask: *Now that you have skimmed the text, which is the best statement?*

- Instruct Ss to circle the statement that best matches the text.
- Check answers as a class.

ANSWER

2 A



Tell Ss that they can read and listen to the text on the *In Focus* website: www.cambridgeinfocus.org.

B Words in context: identifying a part of speech

For more information on teaching and working with words in context, see page xii.

1 Find the verbs

- Have Ss review the keywords on page 2. Say: *We have found the meaning of these words by looking at them in the reading. Now let's think about the part of speech. We are going to look at verbs. Verbs are words that describe actions.*
- Elicit one or two examples to clarify. (e.g., *run, eat, study.*)
- Ask Ss to review the words on page 2 and find the three verbs.
- Check answers as a class.

Allow Ss to use a dictionary to find the part of speech.



ANSWERS

- 1 warn
- 2 prevent
- 3 assume

2 Sentence subject

- Review the verbs from Exercise 1.
- Say: *We found these words in the passage. The subject of the sentence for all three words is the same. Read the sentences again. Can you find the subject?*
- Allow time for Ss to complete exercise individually.
- Check answers as a class.

ANSWER

health experts

3 Write new sentences

- Review the verbs from Exercise 1.
- Say: *Let's make new sentences using these verbs. Model making a new sentence on the board. (e.g., I assume you had breakfast this morning.)*

- Allow time for Ss to complete the exercise individually.
- Check answers as a class.

Have Ss use a dictionary to find the meaning of additional words to provide further scaffolding for discussion.



C Word parts: *ism*

For more information on teaching and working with word parts, see page xii.

1 Word search puzzle

- Draw Ss' attention to the word search puzzle. Say: *In the puzzle, there are five words that contain the word part *ism*. Let's find the words in the puzzle.*
- Model finding a word in the puzzle with Ss. (e.g., *In the second line, you can find the word consumerism.*)

Ss can find a list of the words to look for in the puzzle on page 97. Allow Ss to check the list to give them extra support.



- Allow time for Ss to find the words.
- Check the words as a class.

ANSWERS

Line 2 across:	consumerism
Line 2 down:	communism
Line 9 diagonal to top right:	atheism
Line 10 diagonal to top right:	terrorism
Line 11 across:	feminism

- Ask: *What does the word consumerism mean? Ask your partner if you don't know. Elicit or give the meaning and write it on the board. (Answer: situation in a society in which many goods are bought and sold)*
- Have Ss discuss the meanings of the remaining words in pairs.
- Elicit definitions and clarify as a class.

2 Complete the sentences

- Ask Ss to close their books. Write the word part *ism* on the board.
- Elicit or give Ss words with the word part. Make a list of words on the board.
- Write Q1 on board. Ask: *What word is missing? What does it mean? (Answer: terrorism. Terrorism is an act of violence used to create fear in people.)*
- See if Ss can guess the answer. Give them the answer if necessary.
- Have Ss open their books. Focus Ss' attention on the sentences. Have Ss complete the sentences with the words.
- Check answers as a class.

ANSWERS

- 1 terrorism
- 2 atheism
- 3 feminism
- 4 consumerism
- 5 Communism

3 Guess the meaning

- Arrange Ss in pairs.
- Instruct pairs to review the words from Exercise 2. Ask: *Look at the words that contain ism. What do you think it means?*

Have Ss look up words containing *ism* in a dictionary. Instruct Ss to look for common or similar parts of the definitions to guess the meaning of the word part.



- Focus Ss' attention on Exercise 3. Read and clarify the answers.
- Have Ss circle A, B, or C with their partners.
- Elicit answers and check as a class. Clarify as necessary.

ANSWER

B

D Discussion dictation**1 Dictation**

- Draw Ss' attention to Section D.
- Say: *This is a dictation. Dictation means to listen and write down what you hear. Listen and write all of the words. When you are finished, you will have three questions.*
- Play the audio or read the questions for Ss. Have Ss listen and complete the questions.
- Check answers as a class.

ANSWERS

- 1 What were your favorite TV commercials when you were a child?
- 2 What are the most popular commercials right now?
- 3 Are cigarettes advertised in your country? If so, how?

2 Discussion

- Review the questions with Ss.
- Have Ss form pairs or small groups. Say: *These questions are related to the unit. Let's discuss the answer to each question.*
- Model the discussion with a student to demonstrate.

Write sentence starters on the board to support the discussion. (e.g., *When I was a child my favorite commercials were . . . The most popular commercials right now are . . . You can see cigarette advertisements . . .*)



- Allow time for Ss to discuss the answers with their partners. Monitor and assist as necessary.
- Elicit and share answers as a class.

3 Reading skills

Pages 4–5

Objectives: read and find specific and inference-related answers in a text; improve skimming, scanning, and reading skills; answer comprehension questions; identify the author's opinion; personalize the context and topic of the reading in pair or small-group discussions.



Tell Ss they can read and listen to the text on the **In Focus** website: www.cambridgeinfocus.org

The 10 keywords introduced in Section 1 Core vocabulary are recycled in the reading. Encourage Ss to find the keywords and the sentences they are in to reinforce Ss' vocabulary learning.

**A Pre-reading questions**

- Read the title with the Ss. Draw attention to the picture. Ask: *What does the title suggest? Look at the pictures. What do you think the reading will be about?*
- Draw Ss' attention to the pre-reading questions. Say: *Before we begin reading, let's think about the topic.*
- Have Ss read the pre-reading questions. Allow time for Ss to think about possible answers. Elicit Ss' answers and write them on the board. (e.g., *I bought shoes because of an advertisement. I thought they would make me a better soccer player.*)
- Say: *As you read, you will learn how advertising may influence your choices. Let's read and learn more.*

B Reading

- Instruct Ss to skim the passage and find additional answers to the pre-reading questions.

Model skimming for Ss with the text. Hold up the text. Demonstrate moving quickly through the text with your hand. Clarify that Ss should not read or translate every word. Check Ss' understanding of skimming.



- Elicit additional answers to the pre-reading questions. Write correct answers on the board.
- Ask Ss to think about interesting information noticed during skimming. Give an example. (e.g., *I thought it was interesting that consumerism has been a trend for the last 60 to 70 years.*) Elicit and brainstorm other points of interest with Ss.
- Allow time for Ss to read the text again and highlight or underline interesting information.
- Elicit and list several points on the board.

C Identifying topic and main idea

- Say: *Now let's read for the topic and the main idea. These questions will help us focus our reading.*
- Review the questions with Ss. Say: *The first question is about the topic. The second question is about the main idea. Let's read and find the answers.*
- Ask Ss to circle A, B, C, or D when they find the answer.
- Allow time for Ss to read and complete the activity.
- Check answers as a class.

ANSWERS

1 B 2 C

Expansion

- ◆ Put Ss into pairs.
- ◆ Assign a paragraph from the text to each pair. Have Ss create questions in the same format as Section C questions for the assigned paragraph.
- ◆ Collect questions from the pairs.
- ◆ Read questions aloud. Have Ss guess the correct answer. Continue as time permits.

D Identifying unnecessary information

- Draw Ss' attention to the reading again. Ask: *Can you find the four numbered sentences within the article?* Have Ss point to the numbered sentences.
- Say: *One of these sentences is not connected to the main idea of the reading. Read the sentences carefully. Choose the sentence that is not connected. Write the number on the line.*

- Allow time for Ss to read and write the answer.
- Say: *Now think about why this sentence is not connected. Write the reason this sentence is not necessary on the space provided.*

Write a language prompt on the board to help Ss write the reason. (e.g. *This sentence is not necessary because . . .*)



- Allow time for Ss to read and complete the activity.
- Arrange Ss into pairs. Have Ss check answers together.
- Elicit and check answers as a class.

ANSWER

Sentence number 2

Reason: This sentence is not necessary because it describes interesting shows on TV. This is not directly connected to the main idea of the reading, which is advertising.

E Identifying opinions

- Focus Ss' attention on Section E.
- Clarify the meaning of "Identifying opinions" as necessary. Say: *The author of the writing has a specific opinion. Does he or she think advertising is negative, neither good or bad, or positive? What do you think?*
- Read the questions with Ss. Clarify as necessary.
- Allow time for Ss to circle A, B, or C.
- Check answers as a class.

ANSWER

1 A

Expansion

- ◆ Have Ss work individually.
- ◆ Instruct Ss to find words and phrases in the reading that clarify the author's opinion. Model as necessary.
- ◆ Have Ss make a list of words and phrases. Circulate and assist as necessary.
- ◆ Arrange Ss into pairs. Have Ss compare lists.
- ◆ Elicit and review as a class.

Going beyond the text

- Arrange Ss into pairs or small groups.
- Q1: Ask Ss to recall previously highlighted text from the reading task. Say: *Let's share the information you found interesting with a partner. As you share, tell your partner why you thought it was interesting.*
- Allow Ss to complete the discussion in small groups. Elicit information Ss found interesting and share with the class.
- Q2: Say: *Think about all the different ways you can advertise. Make a list.* Arrange Ss into groups. When finished, elicit Ss' ideas and share as a class.
- Q3: Focus Ss' attention on the three items. Ask: *How important is advertising when you decide to buy one of these items? Discuss your ideas with your group.* Allow time for Ss to discuss the question in groups. Elicit and share ideas as a class.

4 Find out more

Page 6

Objectives: list advertisements and information about each; describe the effect of advertisements on personal choices in a group discussion.

A Information gathering

Prepare newspaper, magazine, Internet, and other forms of advertisements. If the room contains a television, turn it on for Ss to watch and find advertisements.



- Arrange Ss into pairs or small groups.
- Focus Ss' attention on the chart. Say: *Let's look at different kinds of advertising. We will choose five or six ads and write down what is being advertised and why it is appealing.*
- Review the parts of the chart with Ss. Model and clarify using the example shown.
- Have Ss choose five or six ads from newspapers, magazines, or on the Internet.
- Allow time for Ss to complete the chart.

If advertisements are not available, have Ss brainstorm popular advertisements and use information from the brainstorming to complete the chart.



B Comparing results

- Have Ss form new groups. Say: *Let's compare our charts and think about the influence of advertisements.* Draw attention to the questions in Section B.
- Q1: Ask: *In the chart, you listed different products. How many would you buy? How do you feel about these products? Share your feelings with your group.* Allow time for Ss to discuss the products from the chart.
- Focus attention on the speech bubbles. Say: *We can use these phrases and expressions to answer the next questions.*
- Q2–Q4: Read the remaining questions with Ss. Clarify as necessary.
- Allow time for Ss to complete the discussion. Monitor as Ss discuss. Provide assistance as necessary.
- Elicit and share ideas from the discussion as a class.

Provide additional language prompts on the board to support the discussion. (e.g., *The words I think of to describe products are . . . Celebrity sponsors make me . . . Humor in advertisement makes me think/feel . . .*)



5 Critical thinking

Pages 7–8

Objectives: identify the author's opinion; identify positive, neutral, or negative tone of statements; discuss and write about the use of popular advertising techniques and their influence on us; identify and discuss specific advertising techniques; share thoughts and ideas on a quote related to the topic in a group discussion.

A What does the author mean?

Focus Ss' attention on the definition of inference provided. Clarify as necessary. Say: *Using inference skills is a way to guess more information by thinking beyond the words provided in a reading. It is like getting and applying clues from a text.*



1 Identify inferences

- Arrange Ss into pairs or small groups.
- Focus Ss' attention on the statements in the chart. Say: *These statements are connected to the reading on page 4. You can't find these exact sentences in the reading. When we read closely, we may see the author suggest or hint at these ideas. Let's see if we can find these ideas suggested in the reading.*

- Model by reading the first statement to Ss. Say: *In lines 11 and 12, it says, "Once, products were made to last for many years." This suggests that products used to be higher quality. So I will write yes.*
- Read the remaining statements. Clarify as necessary. Allow time for Ss to complete the activity.

2 Compare answers

- Have Ss form new pairs or small groups.
- Direct Ss to compare answers with their partners.
- Elicit and check as a class.

ANSWERS

1	Yes	Lines 11–12
2	Yes	Lines 25–26
3	No	
4	Yes	Lines 18–20

B Categorizing

Note that there may not always be agreement on correct answers in this section. Ss should be encouraged to provide supporting reasons for their choice of positive or negative impressions. This section is designed to encourage debate and reasoning among Ss.



- Draw Ss' attention to the statements. Say: *These statements are about advertising. Some suggest that advertising is good, some that advertising is bad. Let's read and decide if they sound positive or negative. Check each statement as positive or negative.*
- Model with the first statement. Say: *Advertising creates more waste. Waste is not a good result. This means advertising is bad. I will check this as negative.*
- Allow time for Ss to read and check the statements. Monitor and assist as necessary.
- Have Ss compare answers with a partner. Ss may have different opinions about the statements. Encourage Ss to explain their choices. There can be multiple interpretations of correct answers.

Expansion

- ◆ Put Ss into groups.
- ◆ Ask each group to write three statements related to advertisements similar in format to those in Section B.
- ◆ Collect the statements from the groups.
- ◆ Read one statement from each group to the class. Have Ss decide if the statement is positive or negative.
- ◆ Check with the group that wrote the statement to find out whether they agree.
- ◆ Continue as time permits.

C Tweet your opinion

A tweet, or tweeting, arose as part of the popular social media website Twitter, where users express themselves in 140 characters or less. For Section C, point out that Ss are not actually expected to post their tweets online.



1 Discuss in groups

- Draw Ss' attention to the eight advertising techniques. Ask: *What do you know about each of these techniques? Share your ideas with your partner.*
- Model describing the first technique. Say: *Some advertisers compare products. For example, some cola advertisers have customers taste their product and another product and choose their favorite. They ask why the customer likes it compared with the one they dislike. This is comparing products.*
- Allow time for Ss to explain the other advertising techniques. Circulate and provide support as necessary.
- Elicit and review as a class.

Expansion

- ◆ Arrange Ss into groups.
- ◆ Have Ss brainstorm in groups and list one advertisement for each technique.
- ◆ Elicit and create a list of examples on the board.
- ◆ Review the different techniques and clarify as necessary.

2 Write a tweet

- Have Ss review the techniques individually. Say: *Which of these techniques do we see in this country? What do you think about these techniques? Let's write our opinion.*
- Review the model for writing in the Tweet box. Use the model to create a sample paragraph on the board. (e.g., *Here, a popular technique is selling top-quality products at a high price. Many department stores use this technique. The most effective one is focusing on lifestyle. Products that sell a specific lifestyle sell very well because people want others to think they have the same kind of lifestyle as the people in the ads.*)
- Allow time for Ss to complete the writing. Monitor and help as necessary.
- Allow time for Ss to make corrections to their writing.
- Collect writing samples to grade and return.