Student's Book 2

IN FOCUS

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CAMBRIDGE
UNIVERSITY PRESS

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Research skills	Writing	Critical thinking	
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Plan of the book

Unit	Title/Topic	Reading texts	Reading skills	Vocabulary
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Research skills	Writing	Critical thinking	
		Skills	**Speaking**
Information gathering • Rating jobs that need English **Interpreting and reporting results** • Comparing lists • Predicting the future	Writing a short paragraph Pros and cons of English as the dominant world language	Identifying fact or opinion Categorizing statements: positive, neutral, negative	Presentation • English as *the* Global Language Tip: Use of gestures in presentations Quotable Quotes • Discussing whether everybody in the USA should speak English
Information gathering • Group survey on future family size **Interpreting and reporting results** • Comparing results with the national birthrate	Writing short statements Consequences of population growing or decreasing	Identifying fact or opinion Categorizing statements: positive, neutral, negative	Discussion • Matching speakers to statements • Discussing the statements and reporting to the class Quotable Quotes • Discussing the decision to have children
Information gathering • Ranking athletes students would pay to see **Interpreting and reporting results** • Comparing athletes and sports	Writing a short paragraph Summarizing arguments about paying athletes' high salaries	Identifying fact or opinion Categorizing statements: positive, neutral, negative	Discussion • Ranking factors for paying high salaries • Discussing salaries paid for different jobs Quotable Quotes • Discussing the contradictions between sport and money
Information gathering • Matching movies to disasters **Interpreting and reporting results** • Discussing why people watch disaster movies	Writing a short paragraph Describing a graph showing changes in the earth's temperature	Identifying fact or opinion Categorizing statements: positive, neutral, negative	Presentation • What is an ideal climate? Tip: Proper posture in a presentation Quotable Quotes • Discussing the leadership role of the USA on the issue of global warming
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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 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).

In Focus 2 is designed for students at an intermediate level. The 120 keywords are taken from the NGSL. 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 the English language, population, sports, climate change, fashion and beauty, and the use of animals. Language prompts are provided throughout to help students express themselves. Four units also focus on presentation skills and offer useful presentation tips.

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 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 ONLINE Media link
Pages 2–3	Vocabulary development Reading Speaking	**2 Core vocabulary** Scanning and skimming Words in context: collocations APP Word parts ONLINE Discussion dictation
Pages 4–5	Reading Reading skills Speaking	**3 Reading skills** Pre-reading questions Reading Checking details; Making inferences; Identifying opinions/purpose/reasons; Cause and effect; Pronouns; Reference words; 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	**5 Critical thinking** Fact or opinion? Categorizing Writing Discussion; Presentation 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 (200–250 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 (400–500 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. The section culminates in a short discussion.

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 further information related to the topic. This is followed by interpretation and presentation of the information collected.

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, analyzing graphs, and categorizing data. A language model helps students to write a short paragraph and express their opinions on the topic. The final page brings the content of the unit together in a discussion or presentation about the topic. Useful language prompts help students where necessary.

6 Quotable quotes

This final section introduces a quote on the topic of the unit, in most cases 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).

In Focus 2 is designed for students at an 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 the use of English in the world, population changes, issues about sports, climate change, fashion and beauty, and how people use animals. We have given you useful language where you need it to guide and help you express yourself. Four of the 12 units also provide presentation skills and useful presentation tips.

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

A WORLD OF ENGLISH

1 Critical cartoons

A Building knowledge

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

1 How many countries can you name where English is spoken as a first language?
2 What countries do you know where English is not a first language but is a main or official language?
3 What is the message of the cartoon?
4 Think about the use of English among your grandparents' generation, your parents' generation, and your own. How has it changed?

Media link

The Story of English is an award-winning television series and companion book about the development of the English language.

For additional media links, go to www.cambridgeinfocus.org

2 Core vocabulary

A Scanning and skimming

VOCABULARY
APP
ONLINE

1 Find and underline the keywords in the passage. Try to guess their meanings.

Keywords

| acquire | equivalent | estimate | exposure | multiple |
| per | regional | researcher | retain | struggle |

The Wonder of Language

We all speak one. Every day, people communicate with one another using language. From the thousands of words we know, we easily find the words we need and arrange them into sentences to give our opinions or make requests. Some researchers who study language acquisition, like the well-known writer on
5 language Steven Pinker, estimate that people know about 50,000 to 60,000 words by the age of 20. That is roughly equivalent to learning eight or nine words per day from birth.

This amazing process begins at birth. Children who have not yet learned to speak listen to their mothers, fathers, brothers, and sisters talk to them. This
10 early exposure introduces the child to the sounds of their language. This is when they begin to acquire their regional accent. We are all amazed at how little American babies sound American, while little English babies speak with a British accent.

By the time children become three, they
15 have usually acquired many thousands of words. Some words children have heard multiple times, so it is not surprising that they know them. Other words children may hear only once, but they
20 retain the meaning. Some words are difficult, and the child has to struggle to say the word but still has no problem remembering its meaning.

Learning a foreign language may be
25 difficult, but it is important to remember that people are born to communicate through speech. It is a gift we all have.

2 Read the statements below. Which best describes what this text is about? Circle A, B, or C.

A How we learn foreign languages
B How children acquire their accents
C How we learn our own language

READING
ONLINE

B Words in context: collocations

1 Look at the text on page 2. Find the keywords that form collocations with the words below.

1 researchers _____
2 roughly _____
3 _____ day
4 _____ accent

Collocations

Collocations are common word combinations. For example, the verb *express* is often found with the noun *opinion*, as in *express your opinion.*

2 Match the four keywords with the words below to make new collocations.

1 _____ costs
2 _____ amount
3 _____ government
4 _____ month
5 average _____
6 cash _____
7 _____ director
8 _____ year

C Word parts: *equa* or *equi*   Example: *equivalent*

Words with *equa/equi*

adequate	equation	equator	equidistant
equinox	equivalent	inequality	

1 Use the words in the box to complete the sentences below.

1 A kilogram is roughly _____ to two pounds.
2 When something is _____ , it is enough for a situation.
3 A mathematical statement in which both sides are the same is an _____ .
4 We can see _____ in a society when groups of people are treated differently.
5 When a place is the same distance from two other places, we can say they are _____ .
6 The invisible line that divides the earth into northern and southern halves is called the _____ .
7 The time when the sun is directly over the equator and night and day are the same length is called an _____ .

2 Work with a partner. What do you think *equa/equi* means? Write your guess below. Then check your answer with another partner.

I think equa/equi means _____ .

D Discussion dictation

1 Listen and write down the questions. Then discuss them in small groups.

1 How _____ ?
2 How _____ .
3 What _____ ?

2 Form new groups and compare your answers.

3 Reading skills

A Pre-reading questions

1 How many people around the world do you think are learning English?

2 Why do you think English has become an international language?

B Reading

Read the text and check your answers to the pre-reading questions above. Then highlight an interesting idea in each paragraph.

An English-Speaking World

English is widely spoken in many countries around the world and is an official language in more than 50. Many of these countries are former colonies of Britain and retained English after independence.
5 But even former colonies of France and Belgium, such as Madagascar and Rwanda, have adopted English as an official language.

English has truly become an international language. Researchers at the British Council
10 estimate that it is spoken as a first language by 375 million people and as a second language by another 375 million. Meanwhile, over 750 million people speak it as a foreign language, and this number is rapidly growing. In China alone,
15 120 million grade school students are learning English. According to the British Council, two billion people around the world are attempting to acquire English, and one in four can speak some English.

20 When the captain of a Mexican passenger plane flies into an airport in France or Germany, he or she communicates with the air traffic controller in English. It is easy to understand why: the pilot may not speak French or German, the air
25 traffic controller may not speak Spanish, and it is necessary to confirm details about the flight. However, in the equivalent situation, when the same plane lands in Argentina or Colombia, the pilot again communicates with the ground in
30 English, even though he and the ground controller both have Spanish as their mother tongue. This is just one example of how English is used as the standard international language around the world. Today, three-quarters of the world's mail,
35 most books, and half of the world's newspapers and magazines are written in English. English

websites are being created at a rate of 500 per minute, and more than half of the world's websites are in English. Eighty percent of international organizations use English as an official language, 40 including the United Nations, the European Union, and the International Olympic Committee. English is the most important language in science: half the world's scientific papers are written in it. Finally, in the world of entertainment, it is impossible to 45 avoid exposure to English. Hollywood movies sell the most tickets in cinemas, and popular songs in countries from Sweden to Japan are sung in English.

English is an international language because 50 of two main regional influences. The first is the rule of the British Empire, which at its peak in 1922 governed a fourth of the world's area and a fifth of its population. The second is the power of American companies that spread around the 55 world after World War II.

English is not just an international language because it is spoken all over the world. English now belongs to the world. People all over the world do not just struggle to learn it in order to 60 get better jobs. They add words and expressions of their own, and they are changing the language in multiple ways, thus helping to make English a true world language. English as a world language allows all countries to be part of the world 65 community, and this benefits us all.

C Checking details

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

1 Which of the following statements is true?
   A There are more speakers of English as a first language than speakers of English as a second language.
   B The majority of English speakers speak it as a first language.
   C Approximately 25 percent of people in the world can speak some English.
   D Nearly 50 percent of international organizations use English as an official language.

2 Which of the following statements is NOT true?
   A Many former British colonies kept English as an official language after independence.
   B Some former French colonies also have English as an official language.
   C Mexican pilots speak Spanish when communicating with air traffic controllers in Colombia.
   D Most of the world's books are written in English.

D Making inferences

Read the questions below and circle the correct answers according to the text. (There may be more than one correct answer.)

1 People around the world want to acquire English because . . .
   A they want to understand Hollywood movies.
   B air traffic controllers need English.
   C they want better jobs.
   D they want to learn about American companies.

2 Which of these changes are likely to take place in the future?
   A English vocabulary will grow.
   B English will not be spoken at meetings of the Olympic Games Committee.
   C Pilots will choose which language to speak when they are in the air.
   D English will become a world language.

E Identifying opinions

Work with a partner and answer the question below. Check (✔) the boxes.

In this article, how can the author's point of view best be described?

Paragraphs 1–4	☐ positive	☐ neutral	☐ negative
Paragraph 5	☐ positive	☐ neutral	☐ negative

Going beyond the text

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

1 Look back at the ideas you highlighted in the text. Are they the same?
2 Give at least two examples of the spread of English in your country.
3 Are there any languages that could one day compete with English? Explain which language and why (or why not.)

4 Researching a topic

A Information gathering

1 Work in small groups. Use the pictures below to identify words English has borrowed from other languages. Can you guess which language they came from?
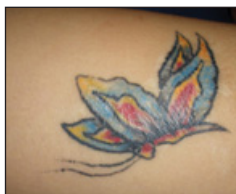
A

B

C

D

E

F

G

H

2 Think of six words from your language that came from English. Then look up the meaning of the words in English in a dictionary or online. Complete the chart below.

Borrowed word	Meaning in your language	Meaning in English
1		
2		
3		
4		
5		
6		

B Interpreting and reporting results

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

1 Which meanings are the same in both English and your language? Can you think of any that are different?

2 Why do you think the meaning of some borrowed words is different in your language?

3 Do you think borrowed words help you acquire English more easily? Why or why not?

We found that they don't always help because . . .

It looked to us as if . . .

Perhaps the first users of the word didn't . . .

5 Critical thinking

A Fact or opinion?

There are many different points of view on the topic of English. Work with a partner and decide if the following statements are fact (F) or opinion (O).

1 Spanish sounds more beautiful than English. _____
2 Chinese is the most difficult language to learn. _____
3 English has more words than most other languages. _____
4 English has borrowed words from many other languages. _____
5 British English is easier to understand than American English. _____

B Categorizing

1 Decide if the statements below sound positive, neutral, or negative. Put checks (✔) in the boxes. Underline any words in the sentences that support your choice.

	Positive	Neutral	Negative
1 English is spoken widely throughout the world.			
2 The spread of English is destroying many languages and cultures.			
3 English as an international language will lead to world peace.			
4 Pilots flying Mexican planes in France or Germany always use English.			
5 It is impossible to escape English in the world of entertainment.			

2 Compare your answers with a partner and explain your reasons.

C Writing

Look back at the statements in B above. Write a short paragraph about the positive and negative results of English becoming the world language. Use the model below.

← ⁙ →   ✕

There are many different opinions about English becoming the world language.
On the positive side . . .

However, there are also a number of negative results. For example, . . .