# IN FOCUS

2

## Teacher's Manual

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# Plan of the Student's Book

| Research skills | Writing | Critical thinking | |
|---|---|---|---|
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# 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 aced-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 2*

*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 as well as 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.

# 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<br>Schema building<br>Real world connection | **1 Critical cartoons**<br>Building knowledge  ONLINE<br>Media link |
| Pages 2–3 | Vocabulary development<br>Reading<br>Speaking | **2 Core vocabulary**<br>Scanning and skimming<br>Words in context: collocations  APP  ONLINE<br>Word parts<br>Discussion dictation |
| Pages 4–5 | Reading<br>Reading skills<br>Speaking | **3 Reading skills**<br>Pre-reading questions<br>Reading<br>Checking details; Making inferences; Identifying opinions/purpose/reasons; Cause and effect; Pronouns; Reference words;  ONLINE<br>Going beyond the text |
| Page 6 | Gathering, comparing, and analyzing information<br>Speaking | **4 Researching a topic**<br>Information gathering<br>Interpreting and reporting results |
| Pages 7–8 | Critical thinking skills<br>Writing<br>Discussion<br>Presentation<br>Presentation skills | **5 Critical thinking**<br>Fact or opinion?<br>Categorizing<br>Writing<br>Discussion; Presentation<br>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 Researching a topic

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 that 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: Fact or Opinion? Categorizing; Writing; and finally, either Presentation or Discussion. The Fact or Opinion? section asks students to distinguish between statements of fact and opinions. Categorizing then asks them to categorize statements as positive, neutral, or negative. The Writing section provides prompts to help students summarize or write their opinions about the topic. The final section helps students to make short presentations or participate in short discussions on the topic. Four of the 12 units focus on presentation skills and each of these provides a presentation tip.

## 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 collocations

Collocations are words that commonly appear together. Knowing which words collocate with one another, is an important part of word knowledge, and a good knowledge of collocations helps learners use English more naturally. Another benefit of an explicit focus on collocations is an increased awareness that some words collocate more highly than other words; this 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 helps build learners' knowledge of the most important collocations for these words. The Cambridge English Corpus was used to identify frequent and naturally occurring collocations for the keywords, and these collocations were then incorporated into the text. This provides the learner with plenty of opportunity for learning through context and to further develop an awareness of collocations.

*In Focus* provides learners with important practice working with collocations using variations on several methods.

1  **Recognizing collocations in a text:** Collocations in the text are presented in context in a reading passage to provide learners with their first exposure.

2  **Making additional collocations:** Once collocations are identified from the text, learners are encouraged to generate additional collocations. This allows learners to draw on already internalized information and lexical knowledge.

3  **Creating sentence with collocations:** Allowing learners to apply their knowledge by creating and adapting collocations to communicate personal ideas helps to internalize the language as well as encourage productive and creative use of the language.

Working with 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:** Cloze activities allow learners to place the words in context. This encourages learners to apply their understanding of the meanings of words with similar word parts.

• **Defining word parts:** Using a scaffolded inductive approach, learners have multiple opportunities to explore similarities in meanings. This leads them to the meaning of the word part. Allowing learners to guess the meaning of words parts from context further deepens the understanding of the words and is a useful vocabulary-learning strategy. This helps build a deeper connection with the word part when learners are encounter it in future.

# A World of English

Unit 1 introduces the concept of English as a world language. It explores how English has come to dominate as a language of communication in many areas, including the Internet, entertainment, and business. This unit connects with Unit 7, which looks at how English has contributed to language extinction.

## Unit and title

❍ Introduce the title of the unit to Ss.
❍ Ask: *What does the title suggest? What kind of information do you think we will learn in this unit?*
❍ Have Ss make a list of ideas.
❍ Elicit the ideas and write a list of them on the board. Tell Ss to add new ideas to their list.
❍ At the end of the unit, have Ss check their lists to see which items appeared in the unit.

## 1 Critical cartoons

Page 1

***Objectives:*** connect to background knowledge about English as a world language and encourage Ss to think critically about the topic.

### About the topic

English is a language that is both officially used and unofficially used in many countries around the world. English is the official language of over 50 countries worldwide. It is the common language of use for many countries' governments. English is spoken as a first or second language by 10 percent of the world's population. The only languages in more frequent use than English are Mandarin Chinese and Spanish.

### Interesting fact

There are more than 6,700 spoken languages used in the world today.

## A Building knowledge

■ Organize Ss into pairs or small groups.
■ Draw attention to the cartoon and speech bubbles. Ask: *Where do people have these conversations?* (**Answers:** business meeting, video conference, text message, on a plane, talking to a friend) Model the conversation on the board.
   A: *When do you say "In today's meeting?"*
   B: *In a business meeting.*

■ Ask Ss to discuss the questions in groups. Say: *Look at the questions in the unit. Discuss the questions with your group. One S will read the question. Then discuss the question as a group.*
■ Allow time for Ss to complete the discussion. Elicit answers from the class.

### Expansion

◆ Write questions from Section A on slips of paper. Write one question per slip of paper.
◆ Have Ss stand and move around the classroom meeting other Ss.
◆ Have Ss discuss the question on their slip with a partner.
◆ When finished, have Ss exchange question slips with a partner and repeat with the new question.
◆ Ss continue to move around, discussing the questions. Continue to exchange as time permits.
◆ Elicit and share ideas as a class.

### Media link

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

*The Story of English* is a television series and a book. It documents the history of English and how it developed as a language. The series describes how English began as a mix of several European languages before becoming a more established language with specific and consistent features.

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; recognize and work with word parts; listen and complete a dictation with a follow-up discussion connected to the reading text.

**VOCABULARY**
APP
ONLINE

Tell Ss that if they access the **In Focus** website (www.cambridgeinfocus.org) or app, they can 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.
- Say: *Let's check the words with a partner.* Model discussing words with a partner.

  A: *Do you know what* acquire *means?*
  B: *No, I don't. How about you?*
- Have Ss circle words that are unknown by both Ss.
- Elicit word meanings for known words from Ss.
- Have Ss scan the reading for the words. Direct Ss to read the sentences that contain the words.
- When finished, have Ss read out their original guesses.
- Review and clarify the word meanings as a class.

**ANSWERS**

**Definitions**

**acquire**   to get something

**equivalent**   having the same amount, value, purpose, qualities, etc.

**estimate**   to guess the cost, size, value, etc., of something

**exposure**   the condition of being affected by something or experiencing something

**multiple**   very many of the same type or of different types

**per**   used when expressing rates, prices, or measurements to mean "for each"

**regional**   relating to or coming from a particular part of a country

**researcher**   a person who studies a subject in detail, especially to discover new information

**retain**   to keep or continue to have something

**struggle**   to experience difficulty and make a very great effort in order to do something

### Expansion

- Prepare definitions of the keywords on sheets of paper. Write the keywords on different sheets of paper to create two sets.
- Pass out the sets to groups.
- Have Ss match the definitions to the words.
- After matching, have Ss check answers by reading and checking the word in context.
- Clarify as necessary.

**Background Information:**

Steven Pinker is known as an experimental psychologist who focuses on language, the mind, and human nature. He is a professor at Harvard College and a professor of psychology at Harvard University. Pinker also contributes to the fields of language science and human psychology as a writer for a number of news outlets and media publications as well as being a well-known author. Find out more at http://stevenpinker.com

### 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 read for the keywords?*
- Ask Ss to open their books or uncover the reading. Draw attention to the picture. Say: *Look at the picture. What do you see? You also found the keywords in the reading. What do you think the reading will be about? Let's make a list of ideas.*

- Elicit and list Ss' ideas on the board.
- Instruct Ss to quickly read the text again and check their guesses. Model skimming the reading for Ss. (e.g., *Let's read quickly. Don't read every word or sentence.*)
- Check Ss' guesses.
- Focus Ss' attention on the titles in Exercise 2. Have Ss skim the text and decide which sentence best describes it.
- Check Ss' answers as a class.

**ANSWER**

**2**  C

Increase communication by pairing Ss together to quickly check answers with a partner before checking with the class.

*Tip*

**READING**
*ONLINE*

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

## B  Words in context: collocations

*For more information on teaching and working with collocations, see page xii.*

### 1  Collocations in text
- Review the keywords on page 2 with Ss.
- Say: *These words often come together with specific words. These word combinations are called collocations. They are common word combinations.*
- Review the first item as a class as a model. Say: *Let's find the collocation with* researchers. *Can you find a keyword in the text that collocates with this word?* (**Answer:** researchers estimate)

**ANSWERS**

**Collocations**

**1**  researchers estimate
**2**  roughly equivalent
**3**  per day
**4**  regional accent

- Allow Ss to complete the activity individually.
- Check answers as a class.

### 2  New collocations
- Review the four keywords from Exercise 1.
- Explain that these keywords can be used to create additional collocations.

- Focus on Exercise 2. Say: *Let's look at the word* cost. *Which keyword can collocate with this word? Look at* equivalent. Equivalent *is the amount of something.* Cost *is about how much something is. These words go together. The answer is* equivalent costs. *Now you try it.*
- Allow time for Ss to complete the exercise individually.
- Check answers as a class.

**ANSWERS**

**Collocations**

**1**  equivalent costs (estimate costs *is also possible*)
**2**  equivalent amount
**3**  regional government
**4**  per month
**5**  average estimate
**6**  cash equivalent
**7**  regional director
**8**  per year

**Expansion**

- Create cards with each of the words that collocates with the four keyword. (e.g., *researchers, roughly, costs, average*)
- Divide the cards into groups.
- Have Ss shuffle the cards.
- One S begins by choosing a card and stating the collocation.
- Repeat with all cards.

## C  Word parts: *equa* or *equi*

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

### 1  Complete the sentences
- Ask Ss to close their books. Focus Ss' attention on the word part *equa/equi*.
- Elicit words with *equa* or *equi* from Ss. Write them on the board.
- Check the meaning of the words.
- See if Ss can guess the meaning of the word part.
- Write Q1 on board. Ask: *Which word best completes this sentence?* (**Answer:** equivalent)
- See if Ss can guess the answer. Give them the answer if not.
- Ask Ss to open their books. Have Ss read the words in the box. Check Ss understand the meaning of the words. Review the parts of speech with Ss.
- Focus Ss' attention on the sentences. Have Ss complete them with the words from the box.
- Check answers as a class.

**ANSWERS**

1 equivalent
2 adequate
3 equation
4 inequality
5 equidistant
6 equator
7 equinox

## 2 Guess the meaning

- Organize Ss into pairs or small groups.
- Ask Ss to review the words. Ask: *Now that we have completed the sentences, do you know what the word part* equa *means?*

> **Tip**
> Write the word part on the board. Write the keywords containing *equa* or *equi* on the board. Underline or circle the word part to place an emphasis on it.

- Tell Ss to write their guess on the space provided.
- Have Ss share with a partner. Write a model conversation on the board.

   A: *What do you think* equa/i *means?*
   B: *I think it means . . . What do you think?*

**ANSWER**

*equa/i*   equal; from the Latin *aequi*

## D Discussion dictation

### 1 Dictation

- Draw Ss' attention to Section D.
- Say: *You will complete a short dictation.* Dictation *means to listen and write what you hear.*
- Play the audio or read the questions for Ss. Have Ss listen and complete the questions.
- Check answers as a class.

**ANSWERS**

1 How do children learn new words?
2 How do you learn new words? Share your experiences.
3 What English words do you struggle to pronounce or spell?

- Review the questions with Ss. Clarify as necessary.
- Have Ss form small groups. Say: *These questions are connected to the reading.*

> **Tip**
> Draw attention to the reading on page 2 and review it with Ss if necessary. Ss may not easily make the connection between the listening activity and the reading.

- Write a model discussion on the board to demonstrate.

   A: *How do children learn new words?*
   B: *They learn new words through exposure to the sounds of language.*
- Write language prompts on the board for Ss to use as necessary.
- Allow time for Ss to discuss the answers in groups. Monitor discussion and write down a selection of answers to review as a group.

## 2 Discussion

- Have Ss form new groups.
- Ask Ss to share and compare their previous answers. Model a conversation on the board.

   A: *In my last group, Eric said he learns new words using flashcards. How about you?*
   B: *I like to make sentences using new words.*
- Monitor and assist as Ss discuss.
- Elicit interesting ideas from the discussion and review 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; demonstrate inference skills; personalize the context of the topic in a group discussion.

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

> **Tip**
> 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 tell you about the reading? What about the picture? What do you think the reading will be about?*
- Focus Ss' attention on the pre-reading questions. Say: *The answers to the questions are in the reading.*
- Have Ss read the pre-reading questions. Allow time for Ss to think about possible answers. Elicit Ss' guesses and write them on the board. (e.g., *We think English is an international language because . . .* )

## B Reading

- Instruct Ss to skim the text and check their answers to the pre-reading questions.
- Review Ss' answers as a class. Write the correct answers on the board.
- Ask Ss to think about interesting information noticed during the skimming. Give an example. (e.g., *As I was skimming, I noticed that English is spoken in more than 50 countries.*) Elicit and brainstorm other points of interest with Ss.
- Have Ss take time to read the text more closely. Direct Ss to highlight or underline information they find interesting in the text.

Skimming is a skill that requires practice. Model skimming by tracing a finger through the reading to demonstrate reading quickly through the passage for Ss.

Tip

## C Checking details

- Read the instructions with Ss. Say: *Let's read the text again. This time, find the answers.* Ask Ss to circle A, B, C, or D when they find the answer in the reading.
- Explain the format of the questions with Ss. The first question requires Ss to find information that is true as stated in the text. The second question relates to information that is not true. Only one answer is correct from the choices provided.
- Allow time for Ss to read and complete the activity.
- Check answers as a class.

**ANSWERS**

| 1 C | 2 C |
|-----|-----|

### Expansion

- ◆ Put Ss into pairs.
- ◆ Have Ss create two questions for the text, using a similar format to that in Exercise C.
- ◆ Join pairs together to create a group.
- ◆ In groups, allow Ss to share and answer questions.

## D Making inferences

- Draw Ss' attention to Section D. Clarify the meaning of *inference* (a guess that something is true or not from the information you have) and read the instructions.
- Tell Ss that it is possible for more than one answer to be correct.
- Read the questions with Ss and clarify meaning as necessary.
- Allow time for Ss to read and complete the activity.
- Check answers as a class.

**ANSWERS**

| 1 C | 2 A |
|-----|-----|

## E Identifying opinions

- Explain to Ss that in the reading text, the author presents one or more points of view. These can be positive, neutral, or negative.
- Clarify the meaning of *positive*, *neutral*, or *negative* with Ss as necessary.
- Direct Ss to read the text and check the boxes that best match the author's opinion.
- Allow time for Ss to read and check the boxes.
- Check answers as a class.

**ANSWERS**

| Paragraphs 1–4 | neutral |
|----------------|---------|
| Paragraph 5 | positive |

## Going beyond the text

- Arrange Ss into pairs or small groups.
- Q1: *What information did you highlight in the reading?* Say: *Let's discuss the interesting information you highlighted with a partner.* Model with an example for Ss. (e.g., *I found it interesting that English is the official language of more than 50 countries. I didn't know there were so many countries where English is official.*)
- Allow time for Ss to complete the discussion in small groups. Elicit information Ss found interesting and share with the class.
- Q2: Ask Ss to think about how English is used in their country. Ask Ss to provide some examples of how English has spread. (e.g., *Today many street signs are written in English in Korea/Japan.*) Elicit one example and write it on the board.
- Allow time for Ss to complete the discussion. Elicit ideas and add to the list of examples on the board.

- Q3: Ask Ss to consider other languages used in the world for communication. Elicit examples of world languages, e.g., *French, Spanish, Mandarin Chinese*.
- Say: *Is it possible for another language to replace English as a world language?*
- Allow time for Ss to discuss the questions in groups. Monitor and assist Ss.
- Elicit Ss' opinions and share with the class.

## 4 Researching a topic

Page 6

*Objectives:* list details of how English changes other languages; identify the origin of words borrowed by English; use a dictionary as a reference to define English words; share findings from research in a discussion.

### A Information gathering

**1 Picture prompts**

- Arrange Ss into pairs or small groups.
- Focus Ss' attention on the pictures. Say: *Each picture represents an English word that came from another language*.
- Have Ss form groups or pairs. Direct Ss to write the words on the lines.

> **Tip**
> It may be helpful to make a list of answers on the board to support learners and prevent confusion, e.g., *shampoo, blouse*.

**ANSWERS**

**Vocabulary**

A **shampoo** from Hindi: word *campo* meaning press.

B **dinosaur** from Greek: *denios*, meaning terrible and *sauros*, meaning lizard.

C **tattoo** from Tahitian: word *tatau* meaning "mark on skin"

D **tomato** from Nahuatl, an Aztec dialect: from the word *tomatl*

E **sugar** from medieval Latin and possibly of the Arabic word *sukkar*

F **casino** from Italian: *casino* meaning "little house"

G **robot** from Czech: *robota* meaning "forced labor"

H **iceberg** from eighteenth-century Dutch: *ijsberg* meaning "ice hill"

- Check answers as a class.
- When finished, have Ss review the words. Ask: *What language do you think these words came from?*
- Write the languages of origin on the board. Allow time for Ss to guess using the languages presented on the board.
- Check answers as a class.

**Expansion**

- ◆ Before presenting Ss with answers to the activity, have Ss conduct their own research using an online dictionary or etymology dictionary from the library.
- ◆ During the next class, check and clarify answers as a class.

**2 Complete the chart**

- Say: *Other languages also borrow from English. For example, what do you call a computer? A computer! That is a word that your language has borrowed from English.* Provide Ss with additional examples of words borrowed from English.
- Have Ss think of six additional examples of borrowed words and complete the first column of the chart.
- Direct Ss to write the meaning in their native language in the second column.
- Provide Ss with a dictionary or an online dictionary, and have Ss look up the words and write the English meaning in the third column.

### B Interpreting and reporting results

- Have Ss form new groups.
- Say: *Now that you have had some time to research your words with the group, we are going to share ideas.* Model sharing a word with Ss.
- Allow time for Ss to share words in their groups.
- Draw Ss' attention to the questions. Say: *Now let's discuss our findings. Answer these questions in your discussion.*
- Read the language support in the speech bubbles at the bottom of the page with Ss. Say: *You can use these phrases to help in your discussion*.
- Allow time for Ss to complete the activity.
- Invite groups to share their ideas with the class.

# 5 Critical thinking

Pages 7–8

**Objectives:** identify differences between fact and opinion; identify positive, neutral, and negative tone of statements; write a paragraph on the positive and negative aspects of English dominance; express personal opinions, reach agreement in groups, and share with class; discuss meaning of a quote and its relationship to learning in the unit.

## A Fact or opinion?

- Arrange Ss into pairs.
- Focus Ss' attention on Section A. Explain that a fact is a true statement that can be confirmed to be true. Clarify that an opinion expresses a personal idea or preference and may not be true. Provide an example of a fact and opinion for Ss. (e.g., *We are studying English now [Fact]. Learning English is exciting and fun [Opinion].*) Elicit which is a fact and which is opinion. Repeat as necessary.
- Say: *Now you will work with a partner. Together read the statements. Talk together. Which is a fact and which is an opinion?* Model a discussion on the board.

    A: *Do you think this is a fact or opinion?*
    B: *I think it's a fact/opinion because . . .*
- Allow time for Ss to discuss the items and mark F or O.
- Elicit answers as a class.

**ANSWERS**

| | |
|---|---|
| **1** | Opinion |
| **2** | Opinion |
| **3** | Fact |
| **4** | Fact |
| **5** | Opinion |

## B Categorizing

### 1 Identify tone of statements

- Draw Ss' attention to the chart. Check that Ss understand the statements.

> Identifying opinions on page 5 is also focused on identifying positive, neutral, and negative statements. Recalling the previous activity can be used to clarify the activity for Ss.
>
> **Tip**

- Explain that Ss will put a check in the column that best represents the tone of each statement as positive, neutral, or negative. Ask Ss to highlight or underline words that help them identify the tone of the statement.
- Model using the first statement from the chart for Ss.
- Allow time for Ss to check the statements. Ss' answers may differ: what sounds negative to one S may sound neutral to another.

### 2 Share information

- Organize Ss into pairs or small groups.
- Model sharing an answer from the chart with a supporting explanation. (e.g., "*English is spoken widely*" means that people from different countries can communicate. I think that is positive.)
- Elicit answers and check as a class. Allow time for Ss to share their opinions about each statement with their partner and group.

### Expansion

- ◆ Put Ss in groups.
- ◆ Instruct Ss to change the sentences to make them sound positive, neutral, or negative. (e.g., *Although it is difficult to learn English, it is spoken widely throughout the world.*)
- ◆ Allow time for Ss to work in groups. Share answers as a class.

## C Writing

- Draw Ss' attention to Section C. Explain that Ss will write a paragraph that includes both positive and negative consequences of English becoming the language of the world.
- Before writing, ask Ss to make a list of positive consequences of the widespread use of English. Tell Ss to refer to the texts on pages 2 and 4 to help create their list.
- When finished, have Ss create a new list with negative consequence. Have Ss refer to the texts to add examples. Elicit and write positive and negative examples from Ss' lists to the board.
- Review the paragraph format with Ss. Explain that Ss will present the positive consequences first in the paragraph.
- Use the model provided in the book to model on the board for Ss.
- Allow time for Ss to write and complete the paragraph.