

Student's Book **3**

INFOCUS

Charles Browne • Brent Culligan • Joseph Phillips



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Plan of the book

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

		Critical thinking	
Research skills	Writing	Skills	Speaking
Information gathering <ul style="list-style-type: none"> • Level of gender equality Interpreting and reporting results <ul style="list-style-type: none"> • Explaining differences 	Writing a paragraph outline on the topic of women in power Topic sentence, main points, example	Identifying fact or assumption Completing a mind map: women in power	Discussion <ul style="list-style-type: none"> • New laws for gender equality Tip: Listening Quotable Quotes <ul style="list-style-type: none"> • Discussing the ways boys and girls are raised
Information gathering <ul style="list-style-type: none"> • Water resources and consumption by country Interpreting and reporting results <ul style="list-style-type: none"> • Explaining differences 	Writing a paragraph Giving an opinion on the topic of water demand	Categorizing statements Completing a mind map: water demand	Presentation <ul style="list-style-type: none"> • Solutions to the world's water crisis Tip: Structuring your presentation Quotable Quotes <ul style="list-style-type: none"> • Globalization and access to safe water
Information gathering <ul style="list-style-type: none"> • Two nuclear accidents Interpreting and reporting results <ul style="list-style-type: none"> • Comparing the accidents 	Writing a paragraph Giving a personal opinion about the pros and cons of nuclear power	Identifying fact or opinion Completing a mind map: pros and cons of nuclear power	Role play and debate <ul style="list-style-type: none"> • Opinions about nuclear power Tip: Asking for opinions Quotable Quotes <ul style="list-style-type: none"> • Discussing energy sources and the politics of energy dependency
Information gathering <ul style="list-style-type: none"> • Global production and trade over time Interpreting and reporting results <ul style="list-style-type: none"> • Analyzing trends 	Writing a paragraph Giving a personal opinion about the pros and cons of free trade	Clarifying statements Completing a mind map: pros and cons of free trade	Discussion <ul style="list-style-type: none"> • Pros and cons of building a new factory Tip: Summarizing key points Quotable Quotes <ul style="list-style-type: none"> • Discussing equality and free trade
Information gathering <ul style="list-style-type: none"> • Growth in online shopping Interpreting and reporting results <ul style="list-style-type: none"> • Comparing trends by country 	Writing a paragraph about the effects of showrooming Using patterns of reasoning	Identifying cause and effect Understanding patterns of reasoning	Presentation <ul style="list-style-type: none"> • The effect of technology on the newspaper and travel industries Tip: Transition signals Quotable Quotes <ul style="list-style-type: none"> • Discussing the effect of the Internet on publishing and other industries
Information gathering <ul style="list-style-type: none"> • Video game facts and partner interview Interpreting and reporting results <ul style="list-style-type: none"> • Comparing and discussing results about gaming 	Writing a letter to a newspaper Using patterns of reasoning to describe the negative effects of video games	Decision-making Understanding patterns of reasoning	Role play and debate <ul style="list-style-type: none"> • Government regulation and video games Tip: Disagreeing Quotable Quotes <ul style="list-style-type: none"> • Discussing the pros and cons of video games and TV

Plan of the book

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

		Critical thinking	
Research skills	Writing	Skills	Speaking
<p>Information gathering</p> <ul style="list-style-type: none"> • Marriage and divorce by country <p>Interpreting and reporting results</p> <ul style="list-style-type: none"> • Explaining high and low divorce rates 	<p>Writing a paragraph</p> <p>Using patterns of reasoning to give a personal opinion about marriage</p>	<p>Identifying fact or assumption</p> <p>Understanding patterns of reasoning</p>	<p>Discussion</p> <ul style="list-style-type: none"> • Pros and cons of arranged marriage <p>Tip: Paraphrasing</p> <p>Quotable Quotes</p> <ul style="list-style-type: none"> • Discussing love and marriage
<p>Information gathering</p> <ul style="list-style-type: none"> • Survey of fish stocks over time <p>Interpreting and reporting results</p> <ul style="list-style-type: none"> • Summarizing and explaining changes 	<p>Writing a paragraph</p> <p>Using patterns of reasoning to give a personal opinion about commercial fishing</p>	<p>Identifying fact or opinion</p> <p>Understanding patterns of reasoning</p>	<p>Role play and debate</p> <ul style="list-style-type: none"> • Future fishing policy <p>Tip: Voicing your opinion</p> <p>Quotable Quotes</p> <ul style="list-style-type: none"> • Discussing the damaging effects of humans on the oceans
<p>Information gathering</p> <ul style="list-style-type: none"> • Changes in global energy sources <p>Interpreting and reporting results</p> <ul style="list-style-type: none"> • Discussing trends in energy supplies 	<p>Writing a paragraph</p> <p>Using facts and assumptions to give an opinion about renewable energy</p>	<p>Identifying fact or assumption</p> <p>Judging reasons</p>	<p>Presentation</p> <ul style="list-style-type: none"> • The best renewable energy source for the future <p>Tip: Openers</p> <p>Quotable Quotes</p> <ul style="list-style-type: none"> • Discussing cheap fossil fuels and ways to promote renewable energy
<p>Information gathering</p> <ul style="list-style-type: none"> • Income inequality by country <p>Interpreting and reporting results</p> <ul style="list-style-type: none"> • Comparing wealth and inequality 	<p>Writing a paragraph</p> <p>Using facts and opinions to give a personal opinion about capitalism</p>	<p>Clarifying statements</p> <p>Judging reasons</p>	<p>Discussion</p> <ul style="list-style-type: none"> • Raising income tax to help the homeless and unemployed <p>Tip: Interrupting</p> <p>Quotable Quotes</p> <ul style="list-style-type: none"> • Comparing the goals of democratic governments with those of corporations
<p>Information gathering</p> <ul style="list-style-type: none"> • Numbers of telecommuters by employer type <p>Interpreting and reporting results</p> <ul style="list-style-type: none"> • Discussing telecommuting trends among employers 	<p>Writing a paragraph</p> <p>Describing the pros and cons of telecommuting and giving a personal opinion</p>	<p>Identifying cause and effect</p> <p>Judging reasons</p>	<p>Role play and debate</p> <ul style="list-style-type: none"> • Whether a college should introduce e-learning <p>Tip: Stressing key words</p> <p>Quotable Quotes</p> <ul style="list-style-type: none"> • Discussing job satisfaction and the balance between work and life activities
<p>Information gathering</p> <ul style="list-style-type: none"> • Numbers of users of popular social media sites <p>Interpreting and reporting results</p> <ul style="list-style-type: none"> • Explaining growth rates of different social media sites 	<p>Writing an email or a letter</p> <p>Making a recommendation about Internet access at work</p> <p>or</p> <p>Saying what you plan to do about cyberbullying</p>	<p>Decision-making</p> <p>Judging reasons</p>	<p>Presentation</p> <ul style="list-style-type: none"> • Cyberbullying and how to deal with it <p>Tip: Closers</p> <p>Quotable Quotes</p> <ul style="list-style-type: none"> • Discussing the impact of social media on people

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To the teacher

Welcome to *In Focus*, a three-level, corpus-informed course aimed at university and college students. *In Focus* is designed to build vocabulary, reading, discussion, presentation, and critical thinking skills. Each Student's Book contains 12 topic-based units, which are divided into two cycles of six general themes. Units follow a light gradation of difficulty, which allows you to vary the order in which you teach them according to your students' interests and time. *In Focus* is supplemented by a range of free, dedicated online components, which provide great flexibility and help to speed language acquisition.

Using the multi-billion-word Cambridge English Corpus, we have created a unique lexical syllabus containing the most important words for second language learners of English. This syllabus comprises two word lists: a New General Service List (NGSL), a list of approximately 2,800 words; and a New Academic Word List (NAWL), a list of approximately 1,000 words that are especially useful for students who want to read academic texts in English. Together, these 3,800 words allow learners to understand 92 percent of the words in most English academic texts; these are nearly all the words learners will ever need (not bad, if you consider that there are more than 600,000 words in English!). In each level of *In Focus*, 120 of these words are taught in depth (10 per unit). In levels 1 and 2, these words are taken from the NGSL, while in level 3 they are taken from the NAWL. Students can use the online tools developed especially for *In Focus* to learn the remainder of the 3,800 words.

Though *In Focus* can be used as a standalone textbook, dedicated online elements, including both website and smartphone apps, enable students to personalize and extend their learning beyond the classroom. Among the online components are many hand-selected authentic videos, audio recordings of all reading texts, and a spaced-repetition vocabulary learning system. An easy-to-use learner management system allows you to set up a class and track your students' progress, whether they are using a computer or a mobile device. At the back of each Student's Book is a code, which gives your students free access to the online elements (www.cambridgeinfocus.org).

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

The *In Focus* Teacher's Manual contains full step-by-step teaching notes, unit-by-unit summaries, language notes, tips, extension activities, options for assessment, and a complete answer key.

We hope you and your students enjoy using *In Focus*.



Charles Browne



Brent Culligan







Joseph Phillips

How a unit works

All units in *In Focus* are eight pages long and follow a similar format. Where appropriate, icons indicate that students can access the companion website or app for additional practice of the material. An audio icon also reminds students that they have the option of listening to the reading texts (available free from the website).

Unit organization

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

Unit sections

1 Critical cartoons

This is a short speaking activity centered on a cartoon related to the topic of the unit. The look and feel of the cartoon is that of a political cartoon that might be found in a newspaper. Questions help activate schema and develop critical thinking skills.

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

2 Core vocabulary

Each unit teaches 10 important words from the NAWL. The section begins with a reading passage (300–400 words) on an aspect of the unit topic that contextualizes the 10 keywords. A series of learning activities focuses on developing vocabulary knowledge, collocations, word parts, idioms, and phrasal verbs. This gives students practice using the words introduced in the unit. It also develops vocabulary learning skills and strategies that will be useful when encountering new words not introduced in the unit. A speaking activity rounds this section off.

3 Reading skills

Students work with a longer text (550–650 words), which gives a different or expanded point of view on the topic of the unit. This exposure to multiple points of view is a key aspect of developing skills in critical thinking. This is followed by a series of carefully structured activities, including pre-reading, comprehension, making inferences, and identifying opinions, facts, and assumptions. The section culminates in a short discussion. The 10 keywords are recycled in the reading to reinforce students’ learning.

4 Researching a topic

Since information from various points of view is crucial to thinking critically about an issue, the pair or group activities in this section encourage gathering and sharing further information related to the topic. This is followed by interpretation and presentation of the information collected. Useful words and phrases are provided in each unit to help students.

5 Critical thinking

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

6 Quotable quotes

This final section introduces a quote by a well-known person on the topic of the unit. Several thought-provoking questions on the quote conclude the unit. This section can be done in class as a short discussion activity or as a writing assignment outside the class.

To the student

Welcome to ***In Focus***, a three-level course for university and college students. We have designed this series to help you build your vocabulary and improve your reading skills as well as your discussion and presentation skills. ***In Focus*** will also help you think critically, which is a very important general academic skill. In each Student's Book, you will find 12 topic-based units. In addition to the Student's Book, there is a range of free online components, which will help you focus on what you really need and so learn more quickly.

For ***In Focus***, we have created a unique vocabulary syllabus containing the most important vocabulary words for learners of English. This syllabus has a total of about 3,800 words, which are nearly all the words you will ever need: if you know these words, you will understand 92 percent of the words in most English academic texts (not bad, if you think that English has over 600,000 words!). You will learn 120 of these words in each book, 10 per unit. You can use the website and smartphone apps developed especially for ***In Focus*** to learn the rest of the 3,800 words efficiently and enjoyably. We have designed a special vocabulary learning system for you to do this. Online, you will also find many interesting videos related to the unit topic, audio recordings of the reading texts, and other activities. At the back of each Student's Book, there is a code, which will give you free access to all the online elements (www.cambridgeinfocus.org).

In Focus 3 is designed for students at a high-intermediate level. Each unit will help you build your knowledge about a wide range of interesting topics as well as help you think critically about these topics. You will learn about marriage and gender equality, the consumption of natural resources, global energy sources, jobs and income equality, technology and employment, and social media and Internet addiction. We have given you useful words and phrases where you need them to guide and help you express yourself. Four of the 12 units focus on discussion, four on presentation, and four on role play and debate. Each unit gives you a useful presentation or discussion tip to help you express yourself.

We wish you good luck using ***In Focus***. We are sure that the book and the online materials will help you learn English quickly and in a fun way!



Charles Browne



Brent Culligan



Joseph Phillips

GENDER EQUALITY

Unit 1



1 Critical cartoons

A Building knowledge

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

- 1 Has a woman been the leader of your country or of a major company in your country?
- 2 What jobs are commonly done by women in your country? How about men? Why?
- 3 What is the message of the cartoon?
- 4 Do you think opportunities for women are equal to those for men in your country? Why or why not?



Media link

Erin Brockovich is a movie about a single mother (played by Julia Roberts) who while working as a legal assistant tries to bring down a California power company accused of polluting a city's water supply.

For online resources and videos, go to www.cambridgeinfocus.org

2 Core vocabulary


VOCABULARY

 APP
 ONLINE

A Scanning and skimming

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

Keywords

authority discrimination distribution dominant ethical
 justification motive scenario traditionally unstable



The Iron Lady



What would happen if more women were in positions of power? Would governments be any different if women had the authority to start wars, set economic policy, and run countries? In 1979, Margaret Thatcher took power in the United Kingdom. She belonged to a political party that was traditionally run by white males. Many of its party members believed that women belonged in the kitchen and not in the government. Thatcher overcame discrimination in her own political party to become its first female leader. She then went on to become Britain's first female prime minister and was a dominant political force in the 1980s.

Her first major test came in 1982, when the Argentinian military attacked some small islands claimed by both countries. These were the Falkland Islands, known as the Malvinas in Argentina. Though Argentina had many motives for the attack, it is possible that it thought a woman would be less likely to go to war. Its generals felt that the most likely scenario was for Thatcher to go to the United Nations. They were wrong. The prime minister sent the British military to retake the island and it defeated the Argentinean forces.

Two years later, Thatcher began some of the most controversial policies in British history. When she took power, Britain's economy was unstable and there were many problems. Some industries needed support from the government because they were losing money. But she thought that taxing rich people and giving the money to other people was like stealing and not ethical. She did not support the government's role in income distribution. This led to her fighting many battles with the labor unions. She closed or sold many of the weaker companies. Her justification was that support for dying industries hurt the country's economic growth. Naturally, this resulted in the loss of many jobs. Although the economy finally began to improve, many British working people grew to hate the "Iron Lady," as she became known.

So was Margaret Thatcher's government different because she was a woman? If she is a good example of a female politician, it seems true to say that a politician's actions are influenced more by his or her beliefs than being male or female.

2 Read the titles below. Which would also be a good title for the text? Circle A, B, or C.

- A Britain's First Female Prime Minister
- B Margaret Thatcher and the Unions
- C Margaret Thatcher's Economic Policies


READING

ONLINE

B Words in context: definitions

1 Look at the definitions of the three keywords below. Find the definition that matches how each word is used in the text on page 2.

- distribution**
- 1 the process of giving things out to people, or spreading or supplying something
 - 2 the way in which people or things are spread out in a place
- unstable**
- 1 describes someone who suffers from sudden and extreme changes of mental state
 - 2 not firm and therefore not strong, safe, or likely to last
- authority**
- 1 an expert on a subject
 - 2 a group of people with official responsibility for a particular area of activity
 - 3 moral or legal right or ability to control

2 Make your own sentences using the keywords and compare them with a partner. Which meanings does your partner use?

- 1 _____
- 2 _____
- 3 _____

C Vocabulary building: etymology Example: *justification*

Words with *just* or *ju*

judge jury justice justification unjust

etymology

the origin and history of a word or words, or the study of word origins

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

- 1 Maria tried to _____ her poor performance in the tennis tournament by blaming her new coach.
- 2 There was no _____ for his rude behavior.
- 3 Many people consider that Nelson Mandela's imprisonment was _____.
- 4 Thurgood Marshall was the first African-American Supreme Court _____.
- 5 A _____ can have as few as six or as many as 12 members.

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

I think just/ju means _____.

D Discussion dictation



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

- 1 _____
- 2 _____
- 3 _____

2 Form new groups and compare your answers.

3 Reading skills

READING
ONLINE

A Pre-reading questions

- 1 Why are there so few women in positions of power in the world? Suggest two reasons.
- 2 Which of the following countries do you think has the largest proportion of female company directors: the United States, Germany, or Norway?

B Reading

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



What If Women Ruled the World?

In most countries, women are poorly represented in positions of leadership and authority. In government, for example, there are relatively few women and only one country, Rwanda, has had a majority of females in the national parliament. Developed countries are often far down on the scale of female representation in government. Of 188 countries, Britain ranks 58th, with 23 percent, and the United States 79th, with 18 percent. In Asia, South Korea comes 87th, with 16 percent, and Japan 122nd, with only 8 percent female representation.

Women's representation in corporate boardrooms is no better: men are again dominant. In the United States, only 12 percent of board members are women. In Europe, this is often lower: in Germany, 11 percent, Britain, 9 percent, and in Italy, 4 percent. South Korea's figure is 2 percent and Japan's 1 percent. Only in Norway does the number exceed 30 percent.

The relatively high figures for Rwanda and Norway can be explained by the fact that in these countries, there are laws that require a minimum percentage of women in government and business. On the face of it, the justification for laws such as these is fairness, but are there any other reasons to encourage greater participation of women in positions of power? There are five reasons for the answer to this question being a clear yes.

First, when choosing the best people for government, management, or any other field, it makes sense to have the widest possible choice. The United States and China win most Olympic medals largely because they can recruit from the largest populations. Since women make up half the population, it makes sense to draw on their talents to the same degree as those of men.

Second, the background and experience of women mean that they have insights that are often lacking in men. As the primary caregivers to children and the

elderly, they are traditionally more likely to push for improvement in the areas of social welfare and education. Similarly, as more frequent victims of discrimination than men, women tend to be more sympathetic to minorities and the oppressed. As mothers and grandmothers, women usually take a long-term view and consider the welfare of future generations. With climate change threatening an unstable future, this long-term view is exactly what is needed in leadership.

Third, women are often more likely than men to have peace as a motive. Mothers, who make a huge investment in their children, are less willing to send those children to war. Figures show that as many as 175 million people died in wars and revolutions in the twentieth century. Would this number be as shockingly high if women had held more positions of political power?

Fourth, women have a stronger tendency than men to avoid risk and pursue compromise. The financial crisis of 2008 was largely due to risk taking on the part of male financial managers. Had the world's fourth-largest investment bank been Lehman Sisters instead of Lehman Brothers, would we have experienced the same scenario?

Finally, women are often superior managers to men. As the main caregivers and managers of family affairs, women have to be highly organized. They are natural multitaskers. These skills are exactly what are required to successfully manage a company or public policy.

For all these reasons, it is time that the distribution of power in the world shifted in favor of women to better reflect their numbers in the population. This is the right thing to do, not just for ethical reasons, but also because it will result in a better world for all.

C Understanding the text

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

- GIST** What is this text mainly about?
 A Women and discrimination
 B Women and power
 C Women and politics
- MAIN IDEA** Which of the following statements best describes the main idea of the text?
 A Women face discrimination in all areas of life.
 B It is a fact that women are more capable than men in all areas.
 C There are several good reasons for giving women more power.
- DETAILS** There are more female company board members in Norway because . . .
 A Norwegian law requires a certain proportion of women.
 B Norway has more educated women than other European countries.
 C Norwegian women are powerful.
- DETAILS** If more women were in power, there would be fewer wars because . . .
 A women are better managers than men.
 B women are more interested in education and welfare than men.
 C women as mothers do not want their children to be killed.

D Paraphrasing

The statements below paraphrase the author's points of view. In each case, identify the paragraph that best matches the statement.

paraphrasing

stating something spoken or written in a shorter and simpler form

- As mothers and daughters, women often have a greater understanding of welfare issues. _____
- Women's experience in household management makes them better candidates for leadership in government and business. _____
- Wealthy countries have surprisingly few women in executive positions in business. _____
- To find the best people possible, candidates should be selected on merit. _____
- Men take more unnecessary risks than women and therefore women make better leaders. _____
- Wealthy countries have surprisingly few women in government. Fairness is only one reason women should be more represented in society. _____
- Women as leaders are less likely to engage in conflicts. _____

E Making inferences

Which one of the following statements by Margaret Thatcher would the author of the text most strongly agree with? Circle the correct answer. Then compare your answers with a partner.

- "The battle for women's rights has been largely won."
- "Any woman who understands the problems of running a home will be nearer to understanding the problems of running a country."
- "In politics, if you want anything said, ask a man. If you want anything done, ask a woman."
- "I've got a woman's ability to stick to a job and get on with it when everyone else walks off and leaves it."

Going beyond the text

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

- Look back at the ideas you highlighted. Are they the same? What are the differences?
- The author describes improvements in some areas of life if more women occupied positions of power. What other things would be different if women had more power?
- Are there any roles or types of job that should be performed only by women or only by men?

4 Researching a topic

A Information gathering

The Global Gender Gap Index is an indicator of the level of gender equality in a country. The index goes from 0 to 1. A score of 1 means women and men are equal. Work with a partner. One is Student A; one is Student B. Student A: use the chart below. Student B: use the chart on page 98. Ask your partner for the missing information and complete the chart.

Global Gender Gap Index (total of 136 countries)					
Rank	Country	Score	Rank	Country	Score
34	Argentina	0.72	3	Norway	0.84
62	Brazil	0.69	135	Pakistan	0.55
	Canada		5		0.78
69	China	0.69	127	Saudi Arabia	0.59
2	Finland	0.84	58	Singapore	
1		0.87	111	South Korea	0.64
	India	0.66	4	Sweden	0.81
98	Indonesia	0.66	66	Tanzania	0.69
6	Ireland	0.78	65		0.69
	Japan			Turkey	
16	Lesotho	0.75	109	United Arab Emirates	0.64
102	Malaysia	0.65	18		0.74
	Mexico		23	United States	0.74
121	Nepal	0.61	136		0.51

Source: World Economic Forum

B Interpreting and reporting results

1 Work in small groups. Discuss the questions below.

- 1 What trends in the data can you identify?
- 2 What unexpected data did you find? Give reasons for your answers.
- 3 Do you think it is possible for a country to achieve a score of 1? Give reasons.
- 4 The Global Gender Gap Index considers four areas: economic participation, education, health, and politics. Which do you think is most important? Why?

2 Share your group's ideas with the class.

There is a clear correlation between . . . and . . .

In our view, it would only be possible to . . . if . . .

We were really surprised that . . . because . . .

One possible reason for this is . . .

5 Critical thinking

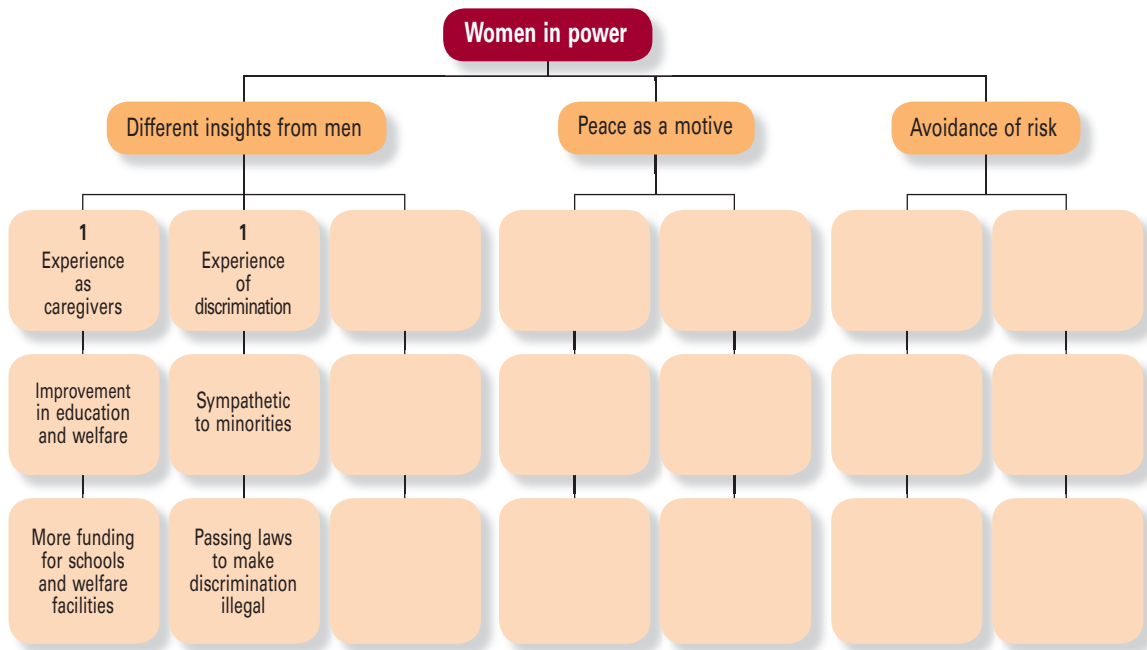
A Fact or assumption?

Below is part of a speech by a senior female politician. Work with a partner and decide if her promises are based on facts (F) or assumptions (A).

- 1 First, I promise to make two years of university education free for everyone. Our investment in education for our young people today is an investment in a rich future tomorrow. _____
- 2 Second, I promise to reduce the size of the armed forces. The Cold War is over, and we have no obligation to become the world's police force. _____
- 3 Finally, I promise to manage the national budget efficiently. As a mother and household manager, I am an expert on budgets. _____

B Mind map

Work in small groups. Below is a mind map showing the possible consequences of women having more power. Add your own ideas to the mind map. Add boxes as necessary. You may want to refer back to the text on page 4.



C Writing

topic sentence

A sentence that explains the main idea or ideas of a paragraph. It is often the first sentence of the paragraph.

The mind map has notes for three topic sentences:

- 1 Women often have different insights from men.
- 2 Women are more likely than men to have peace as a motive.
- 3 Women have a stronger tendency than men to avoid risk.

Each of these parts might correspond to a paragraph in a short essay on women in power. Choose one topic sentence from your completed mind map and write an outline for a paragraph. An example is shown below.

- Topic sentence *Women often have different or better insights than men.*
- Main point 1 *One reason for women's different insights is that they often have experience as caregivers.*
- Detail *This can lead to improvement in education and welfare.*
- Example *An example of this improvement is more funding for schools and welfare facilities.*