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**INFOCUS**  
**Teacher's Manual**

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# Plan of the Student's Book

	Unit	Title/Topic	Reading texts	Reading skills	Vocabulary
Cycle 1	1 Pages 1–8	<b>Gender Equality</b> 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	<b>A Thirsty World</b> 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	<b>Nuclear Power: Clean and Bright</b> 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	<b>Free Trade: Cheap Goods or Good Jobs?</b> 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	<b>Online Retailing: Disappearing Stores</b> 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	<b>Online Addiction: Too Much Fun?</b> 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"> <li>• Level of gender equality</li> </ul> Interpreting and reporting results <ul style="list-style-type: none"> <li>• Explaining differences</li> </ul>	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"> <li>• New laws for gender equality</li> </ul> Tip: Listening Quotable Quotes <ul style="list-style-type: none"> <li>• Discussing the ways boys and girls are raised</li> </ul>
Information gathering <ul style="list-style-type: none"> <li>• Water resources and consumption by country</li> </ul> Interpreting and reporting results <ul style="list-style-type: none"> <li>• Explaining differences</li> </ul>	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"> <li>• Solutions to the world's water crisis</li> </ul> Tip: Structuring your presentation Quotable Quotes <ul style="list-style-type: none"> <li>• Globalization and access to safe water</li> </ul>
Information gathering <ul style="list-style-type: none"> <li>• Two nuclear accidents</li> </ul> Interpreting and reporting results <ul style="list-style-type: none"> <li>• Comparing the accidents</li> </ul>	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"> <li>• Opinions about nuclear power</li> </ul> Tip: Asking for opinions Quotable Quotes <ul style="list-style-type: none"> <li>• Discussing energy sources and the politics of energy dependency</li> </ul>
Information gathering <ul style="list-style-type: none"> <li>• Global production and trade over time</li> </ul> Interpreting and reporting results <ul style="list-style-type: none"> <li>• Analyzing trends</li> </ul>	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"> <li>• Pros and cons of building a new factory</li> </ul> Tip: Summarizing key points Quotable Quotes <ul style="list-style-type: none"> <li>• Discussing equality and free trade</li> </ul>
Information gathering <ul style="list-style-type: none"> <li>• Growth in online shopping</li> </ul> Interpreting and reporting results <ul style="list-style-type: none"> <li>• Comparing trends by country</li> </ul>	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"> <li>• The effect of technology on the newspaper and travel industries</li> </ul> Tip: Transition signals Quotable Quotes <ul style="list-style-type: none"> <li>• Discussing the effect of the Internet on publishing and other industries</li> </ul>
Information gathering <ul style="list-style-type: none"> <li>• Video game facts and partner interview</li> </ul> Interpreting and reporting results <ul style="list-style-type: none"> <li>• Comparing and discussing results about gaming</li> </ul>	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"> <li>• Government regulation and video games</li> </ul> Tip: Disagreeing Quotable Quotes <ul style="list-style-type: none"> <li>• Discussing the pros and cons of video games and TV</li> </ul>

# Plan of the Student's Book

	Unit	Title/Topic	Reading texts	Reading skills	Vocabulary
Cycle 2	<b>7</b> Pages 49–56	<b>Marriage around the World</b> The changing of marriage in societies	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	<b>8</b> Pages 57–64	<b>Fished Out: Our Empty Oceans</b> The effects of overfishing	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	<b>9</b> Pages 65–72	<b>Renewable Energy: the Green Choice</b> The benefits of renewable energy sources	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	<b>10</b> Pages 73–80	<b>(In)Equality in a Richer World</b> Capitalism, other economic systems, and income equality in societies	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	<b>11</b> Pages 81–88	<b>The Office of the Future?</b> Telecommuting	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	<b>12</b> Pages 89–96	<b>Social Media: Changing Our Lives</b> The impact of social media on politics and society	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"> <li>• Marriage and divorce by country</li> </ul> <p>Interpreting and reporting results</p> <ul style="list-style-type: none"> <li>• Explaining high and low divorce rates</li> </ul>	<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"> <li>• Pros and cons of arranged marriage</li> </ul> <p>Tip: Paraphrasing</p> <p>Quotable Quotes</p> <ul style="list-style-type: none"> <li>• Discussing love and marriage</li> </ul>
<p>Information gathering</p> <ul style="list-style-type: none"> <li>• Survey of fish stocks over time</li> </ul> <p>Interpreting and reporting results</p> <ul style="list-style-type: none"> <li>• Summarizing and explaining changes</li> </ul>	<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"> <li>• Future fishing policy</li> </ul> <p>Tip: Voicing your opinion</p> <p>Quotable Quotes</p> <ul style="list-style-type: none"> <li>• Discussing the damaging effects of humans on the oceans</li> </ul>
<p>Information gathering</p> <ul style="list-style-type: none"> <li>• Changes in global energy sources</li> </ul> <p>Interpreting and reporting results</p> <ul style="list-style-type: none"> <li>• Discussing trends in energy supplies</li> </ul>	<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"> <li>• The best renewable energy source for the future</li> </ul> <p>Tip: Openers</p> <p>Quotable Quotes</p> <ul style="list-style-type: none"> <li>• Discussing cheap fossil fuels and ways to promote renewable energy</li> </ul>
<p>Information gathering</p> <ul style="list-style-type: none"> <li>• Income inequality by country</li> </ul> <p>Interpreting and reporting results</p> <ul style="list-style-type: none"> <li>• Comparing wealth and inequality</li> </ul>	<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"> <li>• Raising income tax to help the homeless and unemployed</li> </ul> <p>Tip: Interrupting</p> <p>Quotable Quotes</p> <ul style="list-style-type: none"> <li>• Comparing the goals of democratic governments with those of corporations</li> </ul>
<p>Information gathering</p> <ul style="list-style-type: none"> <li>• Numbers of telecommuters by employer type</li> </ul> <p>Interpreting and reporting results</p> <ul style="list-style-type: none"> <li>• Discussing telecommuting trends among employers</li> </ul>	<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"> <li>• Whether a college should introduce e-learning</li> </ul> <p>Tip: Stressing keywords</p> <p>Quotable Quotes</p> <ul style="list-style-type: none"> <li>• Discussing job satisfaction and the balance between work and life activities</li> </ul>
<p>Information gathering</p> <ul style="list-style-type: none"> <li>• Numbers of users of popular social media sites</li> </ul> <p>Interpreting and reporting results</p> <ul style="list-style-type: none"> <li>• Explaining growth rates of different social media sites</li> </ul>	<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"> <li>• Cyberbullying and how to deal with it</li> </ul> <p>Tip: Closers</p> <p>Quotable Quotes</p> <ul style="list-style-type: none"> <li>• Discussing the impact of social media on people</li> </ul>

# 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 can 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](http://www.newgeneralservicelist.org) and [www.newacademicwordlist.org](http://www.newacademicwordlist.org).

## Online resources [www.cambridgeinfocus.org](http://www.cambridgeinfocus.org)

Though *In Focus* can be used as a standalone textbook, a range of dedicated online elements, including both website and smartphone apps, enables students to personalize and extend their learning beyond the classroom. Among the online components are a spaced-repetition vocabulary learning system, audio recordings of all reading texts, and a large number of hand-selected authentic videos related to the unit topic. There are two videos for each unit, and all offer the option of subtitles. Students can pause and repeat sections and also watch 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 3*





*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.



# 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](http://www.cambridgeinfocus.org).

## Unit organization

	Objective	Section
Page 1	Warm up Schema building Real world connection	<b>1 Critical cartoons</b> Building knowledge  Media link
Pages 2–3	Vocabulary development Reading Speaking	<b>2 Core vocabulary</b> 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	<b>3 Reading skills</b> 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	<b>4 Researching a topic</b> Information gathering Interpreting and reporting results
Pages 7–8	Critical thinking skills Writing Discussion Presentation Presentation skills Role play and debate	<b>5 Critical thinking</b> 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

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 in the Teacher's Manual. You can recommend that your students watch these related media 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](http://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. Each unit teaches 10 important words from the NAWL. To contextualize learning, these keywords are first presented in a short reading passage (300–400 words) on one aspect of the topic. A series of learning activities focuses on developing vocabulary knowledge, collocations, word parts, idioms, and phrasal verbs. 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 (550–650 words), 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 toward 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. Students are encouraged to develop critical thinking, skills such as identifying fact and opinion, understanding different patterns of reasoning, analyzing graphs and charts, 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

In this last section, a short quote 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.

In this way, *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, which 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 encounter it in future.

# Gender Equality

Unit 1 introduces the concept of gender equality. It explores gender inequality around the world and looks at the impact of inequality globally. This unit connects with Unit 7, which examines issues related to marriage practices in different cultures and societies.

## Unit and title

- Introduce the title of the unit to Ss.
- Ask: *Do you know what gender means? Have you heard of "gender equality"? What does it mean to you?*
- Elicit Ss' ideas and definitions of gender equality.
- Say: *In this unit we will explore gender equality. What issues or ideas do you think we will discuss?*
- Make a list of issues or ideas on the board that Ss predict the unit will cover.
- In groups, have Ss add additional ideas to the list. Elicit and review as a class. Add new ideas to the list on the board. Have Ss copy the list.
- At the end of the unit, have Ss check their lists to see which issues and ideas appeared in the unit.

## 1 Critical cartoons

Page 1

**Objectives:** connect to background knowledge about gender equality and how gender equality varies on a national and international level; encourage Ss to think critically about the topic.

### About the topic

The issue of gender equality is one that affects all countries. People who work to improve gender equality express the importance of men and women being treated as equals. Today's gender equality movement has roots in the women's rights movements of the early twentieth century, also known as the suffragette movement, which sought and eventually gained the right in most countries for women to vote.

### Interesting facts

As of 2013, Iceland leads all other countries in gender equality according to the Global Gender Gap Report. Iceland has led the world in gender equality since 2008.

In 1893, New Zealand became the first country in the world to give women the vote.

*are they together?* (**Answers:** A woman is giving a speech at a world summit on gender equality. All the attendants listening to the speech are men. They are together to discuss gender equality). Draw attention to the speech bubble. Ask: *What is the man saying?* (**Answer:** The man is complaining that women are taking over power everywhere.)

- In groups, ask Ss to discuss the questions. Say: *Let's read the questions and discuss this cartoon.*
- Write sentence stems on the board for Ss to use in the discussion (e.g., *In my country women . . . ; I think the jobs commonly done by women are . . . ; This cartoon is clearly about . . . ; In my view, this cartoon means . . . ; One possible idea this cartoon presents is . . .*)
- Allow time for Ss to complete the discussion with all questions. Elicit answers from the class.

### Media link

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

*Erin Brockovich* is a movie about a single mother (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. The movie addresses how being a woman helps and hinders Erin in her fight to support the town polluted by the power company.

*Courage Under Fire* is a movie in which an army colonel (Denzel Washington), who was previously involved in a "friendly fire" incident, must determine if a female army captain (Meg Ryan) should be the first woman to receive the Medal of Honor for valor in combat.

Explain to the Ss that on the *In Focus* website ([www.cambridgeinfocus.org](http://www.cambridgeinfocus.org)), they can watch authentic videos related to the unit topic. All videos have subtitles to help Ss' comprehension.

## A Building knowledge

- Organize Ss into pairs or small groups.
- Draw Ss' attention to the cartoon. Ask: *What do you see in the cartoon? Where are the people? Why*

## Expansion

- ◆ Organize Ss into pairs.
- ◆ As a class, make a list of famous women on the board.
- ◆ Have Ss organize the famous women into categories that describe why they are famous. (e.g., *Angelina Jolie is famous for acting. Marie Curie is famous for her work in science. Hillary Clinton is a former US Secretary of State.*)
- ◆ Ask Ss to compare categories. Examine how many women are famous for entertainment, like acting or singing, compared with those famous for work in fields dominated by men (science, mathematics, politics, etc.)
- ◆ Elicit and discuss how famous women could impact gender equality.

Improve Ss' reading by modeling how to scan. Read a keyword, then model moving a finger over the text and stopping when the word is found. Read the sentence out loud. Have Ss consider what the word means based on the sentence. Encourage Ss to use the scanning practice to find information more quickly in the reading.



- Direct Ss to share ideas about the meanings of the words with a partner. Say: *Tell your partner the meaning of words that you know. Ask your partner if they know the meaning of words you don't know.*
- Have Ss scan the reading for the keywords. Say: *Find the sentences the keywords are in. Underline the keywords. If you are not sure about their meaning, look at the sentence and try to guess what they mean.*
- When finished, have Ss write their guesses next to the words.
- Review and clarify the word meanings as a class.

## 2 Core vocabulary

Pages 2–3

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



Tell Ss that if they access the **In Focus** website ([www.cambridgeinfocus.org](http://www.cambridgeinfocus.org)) or app, they can check their understanding of the keywords in the unit. They can also improve their general vocabulary level.

## ANSWERS

## Definitions

- authority** the moral or legal right or ability to control
- discrimination** the treatment of a person or group of people in a worse way than they are usually treated
- distribution** the act of dividing something among people, or spreading or supplying something
- dominant** more important, strong, or noticeable than anything else of the same type
- ethical** a system of accepted beliefs that control behavior, especially a system based on moral standards for good or bad character and behavior
- justification** to show that something is reasonable, right, or true
- motive** a reason for doing something
- scenario** a description of possible events
- traditionally** a way of behaving that has existed for a long time
- unstable** not firm and therefore not strong, safe, or likely to last

### A Scanning and skimming



Teachers have the option of presenting the reading as a listening text. You can download the audio from the **In Focus** Teacher's resource site: [www.cambridge.org/infocus](http://www.cambridge.org/infocus)

#### 1 Scanning

- Draw Ss' attention to the keywords in the box. Read the words with Ss.
- Say: *Let's talk about the words with a partner. Model discussing words with a partner.*  
A: *Do you know the meaning of authority?*  
B: *I think it means . . .*
- Have Ss write a brief definition of known words and place a question mark next to unknown words.

#### 2 Skimming

- Read the title with Ss. Ask Ss to cover the reading or close books.
- Ask: *Who is the Iron Lady according to the reading? What do you remember from scanning for the words?* Elicit the connection between the title and the reading.
- Draw Ss' attention to Exercise 2. Say: *Let's read the question together.*
- Read the instructions with Ss.
- Instruct Ss to skim the reading and choose A, B, or C.
- Check answers as a class.

## ANSWER

2 A



Tell Ss that they can read and listen to the text on the **In Focus** website: [www.cambridgeinfocus.org](http://www.cambridgeinfocus.org)

## B Words in context: definitions

### 1 Match the definitions

- Have Ss review the keywords on page 2.
- Say: *Some words have more than one meaning. We can find which meaning is used by examining the context. Let's read again and find the best definition for these three words.*
- Do the first item with the class as a model.
- Allow Ss to complete the activity individually.
- Check answers as a class.

## ANSWERS

distribution	1
unstable	2
authority	3

### 2 Write new sentences

- Review the three keywords.
- Say: *Let's make our own sentences using each keyword. Think about each definition. Choose a definition. Write your sentence using that definition.*
- Model writing a new sentence for Ss. (e.g., *The distribution of pieces on the game board was even.*)
- Allow time for Ss to complete the exercise individually.
- Arrange Ss into pairs. Have Ss take turns reading their sentences to their partners and guessing the definitions.
- Model the activity for Ss. Say: *Here is my sentence. The distribution of pieces on the game board was even. Which definition do you think I used?*
- Check answers as a class.

### Expansion

- ◆ Have Ss close or cover books.
- ◆ Pass out blank slips of paper to each S.
- ◆ Ask Ss to choose one keyword and definition and write one additional sentence.
- ◆ Collect slips from Ss.
- ◆ Select a sentence. Read it to the class.
- ◆ Have class identify the definition used.
- ◆ Continue as time permits.

## C Vocabulary building: etymology

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

### 1 Complete the sentences

- Review the definition of *etymology* with Ss. Say: *Understanding the origin of a word can improve your ability to guess the meaning of the word in different forms.*
- Ask Ss to close their books. Focus attention on the word part *just/ju*.
- Elicit words with *just* or *ju* from Ss and write them on the board.
- Check the meaning of the words.
- Ask: *What is the meaning of each word? What does each word have in common?* (Answer: Each word is related to fairness or equality.)

An etymology dictionary identifies the history of many words in the English language. To learn more about word origins and the parts that together form words, use an etymology dictionary. Some are available online.



- Write the first sentence on the board. Elicit the missing word.
- Have Ss open their books. Focus on the five words in the box. Ask Ss to give their meanings if known.
- Focus Ss' attention on the sentences. Have Ss complete the sentences with words from the box.
- Check answers as a class.
- Elicit meaning of *just/jus* from Ss. Ask: *In your opinion, what does this word part mean?* Ss may still be unsure about the meaning.

## ANSWERS

- 1 justify
- 2 justification
- 3 unjust
- 4 judge
- 5 jury

### 2 Guess the meaning

- Organize Ss into pairs or small groups.
- Ask Ss to review the word part *just/ju*
- Have Ss write their guess on the space provided.
- Have Ss share with a partner. Model conversation on the board.
 

A: *Based on the words, what do you think just/ju means?*

B: *Looking at how it is used, I think it means . . .*
- Check answers as a class. Provide a definition to Ss.

## ANSWER

*just/ju* right, fair (from the Latin *ius, iustus*)

## D Discussion dictation

### 1 Dictate and discuss

- Draw Ss' attention to Section D.
- Say: *Now we will listen and write the questions we hear. Dictation means to listen and write exactly 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 Is it easier for a man or a woman to get a high-paying job in your country? Why?
- 2 Do you know of any famous companies that have a woman as the CEO?
- 3 What can be done to help women achieve better equality with men?

- Review the questions with Ss.
- Have Ss form small groups. Say: *Think about the questions. Each question is related to the topic of the unit. Let's discuss your ideas with your group.*
- Write sentence stems on the board for Ss to use in the discussion. (e.g., *I think . . . I agree with . . . ; Perhaps some people think . . . but . . . ; The way I see it . . . ; Overall, I believe . . .*)
- Allow time for Ss to discuss the questions. Monitor discussion and write down a selection of answers to review as a group.
- Elicit responses to questions from the group discussion and discuss further as a class.

Have Ss write answers to each question to allow additional time to think and process ideas in the questions before the discussion.



### 2 Share and compare

- Have Ss form new groups.
- Ask Ss to share and compare their previous answers. Monitor and assist as necessary.
- Elicit interesting answers from the discussion and share with the 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 paraphrasing and 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](http://www.cambridgeinfocus.org)

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



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](http://www.cambridge.org/infocus)

## A Pre-reading questions

- Draw Ss' attention to the pre-reading questions. Say: *Before reading, let's review the topic we are discussing. Let's look at these questions.*
- Read the questions with Ss. Ask: *What do you think the answers are? Share your ideas with a partner. After reading, we will review the questions.* Have Ss write possible answers to the questions.
- Allow time for Ss to finish writing answers. Elicit ideas on the board.
- Read the title with Ss. Draw attention to the picture. Review the picture caption. Ask: *What do you see in the picture? How do you think the picture connects with the reading? (Answer: The picture depicts a woman with strong muscles, indicating that women have strength.)*

## B Reading

- Instruct Ss to skim the text and check their answers to the pre-reading questions.
- Review Ss' answers as a class. Update or correct the answers on the board.
- Ask Ss to think about additional information noticed during skimming. Give an example of interesting information from the first paragraph. (e.g., *I thought it was interesting that women have more equality in some less-developed countries.*)
- Have Ss read the text again and highlight or underline information they find interesting.

## C Understanding the text

- Read the instructions with Ss. Say: *These questions will help you understand the text better. There are three different types of question.*
- Draw attention to Q1 GIST. Say: *Gist means "general idea." We can find the gist by skimming the reading. Skimming is a quick review of the reading.*



- Instruct Ss to skim the reading and answer Q1. Check answers as a class.
- Draw attention to Q2 MAIN IDEA. Say: *To find the main idea, you need to read more carefully. Let's take time to read and find the main idea.*
- Allow time for Ss to read and answer Q2. Check answers as a class.
- Draw attention to Q3 and Q4 DETAILS. Say: *To find details in the reading, we can scan the text to find specific information. First read the question. Look for a word or idea in the question that seems familiar from the reading. Then scan the reading to find the answer.*
- Allow time for Ss to read and answer Qs 3 and 4. Check answers as a class.

## ANSWERS

- 1 B
- 2 C
- 3 A
- 4 C

## Expansion

- ◆ Arrange Ss into small groups.
- ◆ Assign a question type to each group. Say: *Your group is a gist group. Your group is a main idea group. Your group is a details group.*
- ◆ Have groups review the question types.
- ◆ Have groups write their question type at the top of a piece of paper. Direct Ss to write a new question of the type assigned.
- ◆ Collect all answers from the groups.
- ◆ Mix questions from all groups. Say: *I'll read a question. The first group that can answer the question will get a point. Your team will receive an additional point if you can tell me the type of question it is.*
- ◆ Read the questions. Award points to the team that answers first. If the team identifies the question type, give an extra point. If the team cannot, allow other teams an opportunity to get the extra point.
- ◆ Continue until the questions are finished.

## D Paraphrasing

- Draw Ss' attention to the definition of the word *paraphrasing*. Say: *We are going to work with paraphrasing. Paraphrasing is summarizing an idea or concept presented in a text. The words are often different, but the idea or concept is the same. We will read a paraphrased idea and find the paragraph that matches the idea.*
- Read the instructions as a class.
- Model with the first question for Ss. Read Q1. Say: *Do you remember reading about this idea in the text? Which paragraph best matches this summary of the idea?*

- Have Ss read each statement and find the paragraph that best matches the paraphrased idea.
- Check answers as a class.

## ANSWERS

- 1 5
- 2 8
- 3 2
- 4 4
- 5 7
- 6 3
- 7 6

## E Making inferences

- Draw Ss' attention to Section E. Say: *In this section, we will focus on inferences. Inferences refer to information or ideas that are suggested by a text but not stated directly. By reading the text carefully, we can work out what these ideas are.*
- Read the instructions with Ss. Review the statements presented. Clarify as necessary.
- Allow time for Ss to read and complete the activity.
- Have Ss compare their answers in pairs.
- Check answers as a class.

## ANSWER

2

## Expansion

- ◆ Arrange Ss into small groups.
- ◆ Have Ss review the incorrect answers in Section E.
- ◆ In groups, ask Ss to rewrite each incorrect answer to represent information that can be correctly inferred from the text. (e.g., *The battle for woman's rights continues with no end in sight.*)
- ◆ Allow time for teams to change answers.
- ◆ Regroup Ss. Have Ss compare answers with students from other teams.
- ◆ Elicit and review some of the student-generated inferences as a class.

## Going beyond the text

- Arrange Ss into pairs or small groups.
- Q1: Ask Ss to review the highlighted text from the reading task on page 4. Explain that Ss will discuss the parts they found interesting and compare with their partners. Ask them to provide additional information to describe why they found the information interesting.
- Model as necessary.

- Allow Ss to complete the discussion in their groups. Elicit information Ss found interesting and share with the class.
- Q2: Ask: *How do you think things would be different if more women were in power? Let's discuss it.*
- Allow time for Ss to complete the discussion. Elicit and discuss Ss' ideas as a class.
- Q3: Say: *This unit is about gender equality. Do you think that there are jobs that only women should do? Why? Talk about it with your partners.*
- Allow Ss to discuss the answers. Elicit answers from the discussion and share as a class.

## 4 Researching a topic

Page 6

**Objectives:** describe information found on the Global Gender Gap Index; interpret the data and discuss how it reflects gender equality globally.

### A Information gathering

- Put Ss in small groups.
- Say: *The Global Gender Gap Index helps us understand which countries are performing the best and worst when it comes to gender equality. Let's learn more about gender equality in different countries around the world.*
- Draw Ss' attention to the chart. Say: *The ranking shows countries' gender equality, and it goes from 1 to 136. The best-scoring and most gender-equal country is 1. The worst-performing country is ranked 136.*
- Focus Ss' attention on the column labeled *Score*. Say: *The score indicates how equal men and women are. The closer the score is to 1, the more equal men and women are in that country.*
- Put Ss into pairs. Say: *Now we are going to share some information about the Global Gender Gap Index.*
- Assign one S the role of A and one the role of B. Have Student B turn to page 98.
- Say: *Your charts have missing information. Your partner has the missing information. Ask your partner for the missing information and complete your chart.*
- Write a model dialogue on the board for Ss.  
A: *What is the gender gap index rank for . . . ?*  
B: *The rank of . . . is . . .*
- Allow time for Ss to complete the activity.
- Check answers as a class.

### ANSWERS

#### Global Gender Gap Index (total of 136 countries)

Rank	Country	Score
34	Argentina	0.72
62	Brazil	0.69
22	Canada	0.74
69	China	0.69
2	Finland	0.84
1	Iceland	0.87
101	India	0.66
98	Indonesia	0.66
6	Ireland	0.78
105	Japan	0.65
16	Lesotho	0.75
102	Malaysia	0.65
68	Mexico	0.69
121	Nepal	0.61
3	Norway	0.84
135	Pakistan	0.55
5	Philippines	0.78
127	Saudi Arabia	0.59
58	Singapore	0.70
111	South Korea	0.64
4	Sweden	0.81
66	Tanzania	0.69
65	Thailand	0.69
120	Turkey	0.61
109	United Arab Emirates	0.64
18	United Kingdom	0.74
23	United States	0.74
136	Yemen	0.51

**Note:** scores are rounded up to two decimal places

### B Interpreting and reporting results

#### 1 Discuss information

- Arrange Ss into new groups.
- Say: *Now let's think about the information in the chart. These questions will help us consider what we can learn from the global gender equality index.*
- Allow time for Ss to read and answer the questions.

Have groups write answers to the questions using specific information from the Global Gender Gap Index to support why the group believes its answers are appropriate.



#### 2 Share ideas

- Draw Ss' attention to the speech bubbles. Encourage Ss to use the language in the speech bubbles for the discussion.
- Invite groups to share their ideas with the class.
- Encourage Ss who are listening to ask follow-up questions.

## Expansion

- ◆ Tell Ss to review the countries on the Global Gender Gap Index.
- ◆ Have Ss categorize the countries by geographic location, e.g., Thailand, Japan, and South Korea are all Asian countries.
- ◆ In groups, have Ss review the ranking by geographic location. Ask Ss to infer why some geographic locations have lower rankings than others.
- ◆ Arrange Ss in new groups to compare ideas.
- ◆ Elicit and review Ss ideas as a class.

## 5 Critical thinking

Pages 7–8

**Objectives:** identify differences between fact and assumption; create a mind map to organize ideas; write a paragraph outline related to gender inequality; express opinions on a gender equality law and share with the class; discuss meaning of a quote and its relationship to learning in the unit.

### A Fact or assumption?

- Arrange Ss into pairs or small groups. Say: *In this section, we will compare ideas. When answering the questions, you may disagree on the answer. There may not always be a correct answer.*
- Say: *Facts are true statements that can be confirmed. An assumption is an opinion or belief that may or may not be true but is difficult or impossible to confirm.*
- Read the instructions and clarify as necessary. Model using the first item for Ss. Say: *Here it says, "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." We don't know for sure that investing today means a rich tomorrow. So this is an assumption.*
- Say: *Now work with a partner and decide which are facts and which are assumptions. Provide language prompts to help Ss. (e.g., I think it's obvious that . . . ; It's difficult to say, but . . . ; I'm not too sure if/whether . . . ; I believe this is a fact/assumption because . . . )*
- Allow time for Ss discuss the items.
- Elicit answers as a class.

## ANSWERS

- 1 Assumption
- 2 Fact
- 3 Fact

### B Mind map

- Draw Ss' attention to the mind map. Say: *This is a mind map. We can use this to categorize information from the unit and organize our thoughts. Let's think about what would happen if more women were in power. What would the impact be?*
- Read the items in the map with Ss.

You may want to provide examples for the first section of the mind map to further scaffold the activity, as below. Further examples can be found in the reading on page 4.



<b>Different insights from men:</b>	Experience as mothers
<b>Peace as a motive:</b>	Willingness to invest money; desire to prevent death
<b>Avoidance of risk:</b>	Willing to compromise; unwilling to bet or gamble

- Say: *Each item is connected. When you look at Different insights from men, one example is women's experience as caregivers. Connected to this experience are details of what insight this gives women. For each section, we will provide an idea and then examples that show the idea in practice.*
- Model completing one part of the chart for Ss on the board.
- Organize Ss into pairs or small groups.
- Allow time for Ss to work together to complete the mind map. Monitor and assist as necessary.
- Elicit some answers and provide further ideas as a class.

### C Writing

- Draw Ss' attention to Section C. Explain that Ss will write a paragraph outline that includes information from the previous mind map.
- Focus Ss' attention on the definition of *topic sentence*. Say: *Each of the three parts of the mind map can become a topic sentence. This will help us organize our writing. Clarify as necessary.*
- Say: *We're going to write an outline using our mind map. Let's look at the example.*
- Review the example in the book. Clarify the meaning of *main point*, *detail*, and *example* as necessary.
- Allow time for Ss to complete the outline. Monitor and assist as necessary.
- Arrange Ss into groups. Have Ss compare outlines in groups.
- Collect paragraphs from Ss to grade.