

Plan of the book

Unit	Title	Reading texts	Reading skills	Vocabulary	Listening
1	Gender Equality	1 The Iron Lady 2 What If Women Ruled the World?	Skimming Scanning Understanding the text Paraphrasing Making inferences	Definitions Word parts: <i>just/ju</i> Example: <i>justification</i>	Discussion dictation Listen to readings online
2	Marriage Around the World	1 Different Ways of Tying the Knot 2 Changing Views of Marriage	Skimming Scanning Understanding the text Making inferences Recognizing contrasts	Register Idioms with <i>break</i> Example: <i>break with tradition</i>	Discussion dictation Listen to readings online
3	A Thirsty World	1 The Cochabamba Water War 2 Water Worries	Skimming Scanning Understanding the text Reference words Making inferences	Definitions Word parts: <i>conscious</i> Example: <i>consciousness</i>	Discussion dictation Listen to readings online
4	Fished Out: Our Empty Oceans	1 The Grand Banks 2 Our Desert Oceans	Skimming Scanning Understanding the text Reference words Making inferences	Register Idioms with <i>turn</i> Example: <i>turn a blind eye</i>	Discussion dictation Listen to readings online
5	Nuclear Power: Clean and Bright	1 Green Energy? 2 The ONE Energy Solution	Skimming Scanning Understanding the text Recognizing contrasts Making inferences	Definitions Word parts: <i>trans</i> Example: <i>transmission</i>	Discussion dictation Listen to readings online
6	Renewable Energy: the Green Choice	1 Winds of Change 2 Beyond Fossil Fuels	Skimming Scanning Understanding the text Recognizing contrasts Making inferences	Register Phrasal verbs with <i>run</i> Example: <i>run out (of)</i>	Discussion dictation Listen to readings online

		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 diagram: 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"> • Marriage and divorce by country Interpreting and reporting results <ul style="list-style-type: none"> • Explaining high and low divorce rates 	Writing a paragraph Using types of reasoning to give a personal opinion about marriage	Identifying fact or assumption Understanding types of reasoning	Discussion <ul style="list-style-type: none"> • Pros and cons of arranged marriage Tip: Paraphrasing Quotable Quotes <ul style="list-style-type: none"> • Discussing love and marriage
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 diagram: 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"> • Survey of fish stocks over time Interpreting and reporting results <ul style="list-style-type: none"> • Summarizing and explaining changes 	Writing a paragraph Using types of reasoning to give a personal opinion about commercial fishing	Identifying fact or opinion Understanding types of reasoning	Role play and debate <ul style="list-style-type: none"> • Future fishing policy Tip: Voicing your opinion Quotable Quotes <ul style="list-style-type: none"> • Discussing the damaging effects of humans on the oceans
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 diagram: 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"> • Changes in global energy sources Interpreting and reporting results <ul style="list-style-type: none"> • Discussing trends in energy supplies 	Writing a paragraph Using facts and assumptions to give an opinion about renewable energy	Identifying fact or assumption Judging reasons	Presentation <ul style="list-style-type: none"> • The best renewable energy source for the future Tip: Openers Quotable Quotes <ul style="list-style-type: none"> • Discussing cheap fossil fuels and ways to promote renewable energy

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7	Free Trade: Cheap Goods or Good Jobs?	1 Free Trade in North America 2 Free Trade = No Bargain	Skimming Scanning Understanding the text Recognizing contrasts Making inferences	Concordances Word parts: <i>capital</i> Example: <i>capitalist</i>	Discussion dictation Listen to readings online
8	Inequality in a Richer World	1 The Lehman Shock 2 The Promotion of Wealth	Skimming Scanning Understanding the text Cause and effect Making inferences	Collocations Idioms with <i>give</i> Example: <i>give the green light</i>	Discussion dictation Listen to readings online
9	Online Retailing: Disappearing Stores	1 The Disappearing Bookstore 2 The End of the Store as We Know It	Skimming Scanning Understanding the text Identifying reasons Recognizing bias	Concordances Idioms with <i>horse</i> Example: <i>back the wrong horse</i>	Discussion dictation Listen to readings online
10	The Office of the Future	1 COVID-19: Reshaping the Work-from-Home Landscape 2 Working from Home	Skimming Scanning Understanding the text Identifying reasons Recognizing bias	Collocations Phrasal verbs with <i>put</i> Example: <i>put up with</i>	Discussion dictation Listen to readings online
11	Online Addiction: Too Much Fun?	1 Internet Addiction 2 Fun, Popular, and Deadly	Skimming Scanning Understanding the text Identifying reasons Prediction: concluding statements	Concordances Phrasal verbs with <i>pass</i> Example: <i>pass away</i>	Discussion dictation Listen to readings online
12	Social Media: Changing Our Lives	1 The Unexpected Effects of Social Media 2 A Networked World	Skimming Scanning Understanding the text Paraphrasing Prediction: concluding statements	Collocations Phrasal verbs with <i>bring</i> Example: <i>bring about</i>	Discussion dictation Listen to readings online

		Critical thinking	
Research skills	Writing	Skills	Speaking
Information gathering <ul style="list-style-type: none"> Global population, 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 diagram: 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"> Income inequality by country Interpreting and reporting results <ul style="list-style-type: none"> Comparing wealth and inequality 	Writing a paragraph Using facts and opinions to give a personal opinion about capitalism	Clarifying statements Judging reasons	Discussion <ul style="list-style-type: none"> Raising income tax to help the homeless and unemployed Tip: Interrupting Quotable Quotes <ul style="list-style-type: none"> Comparing the goals of democratic governments with those of corporations
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 types of reasoning	Identifying fact or assumption Understanding types 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"> Numbers of people working from home by education level and industry Interpreting and reporting results <ul style="list-style-type: none"> Discussing remote working trends among employers 	Writing a paragraph Describing the pros and cons of working from home and giving a personal opinion	Identifying cause and effect Judging reasons	Role play and debate <ul style="list-style-type: none"> Whether a college should introduce e-learning Tip: Stressing keywords Quotable Quotes <ul style="list-style-type: none"> Discussing job satisfaction and the balance between work and life activities
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 types of reasoning to describe the negative effects of video games	Decision-making Understanding types 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
Information gathering <ul style="list-style-type: none"> Numbers of users of popular social media sites Interpreting and reporting results <ul style="list-style-type: none"> Explaining growth rates of different social media sites 	Writing an email or a letter Making a recommendation about internet access at work or Saying what you plan to do about cyberbullying	Decision-making Judging reasons	Presentation <ul style="list-style-type: none"> Cyberbullying and how to deal with it Tip: Closers Quotable Quotes <ul style="list-style-type: none"> Discussing the impact of social media on people

To the teacher

Welcome to *In Focus*, a multi-level, corpus-informed course aimed at high school and university students. *In Focus* is designed to build all four skills while also systematically developing knowledge of core vocabulary and developing students' critical thinking skills. Each Student Book contains 12 topic-based units, which are divided into six general themes, providing two units in a row on each theme to help better develop students' critical thinking skills on these issues.

In Focus is supplemented by a range of free online learning components, which provide great flexibility and help to speed language acquisition.

We have created a unique lexical syllabus containing the most important words for second language learners of English. The authors of this series are also the creators of the New General Service List Project (www.newgeneralservicelist.com), a collection of corpus-based word lists, each providing the highest coverage in the world for that specific genre. The syllabus for *In Focus 1* and *In Focus 2* is based on the New General Service List (NGSL), a list of approximately 2,800 words that allows learners to understand approximately 92 percent of the words in most texts of general English. These are nearly all the words learners will ever need. The vocabulary syllabus for *In Focus Academic 1* is based on words from the New Academic Word List (NAWL), a list of approximately 960 words which, if learned in conjunction with the NGSL, provides approximately 92 percent coverage for most academic textbooks and lectures. In *In Focus Academic 1*, 120 of these words are taught in depth (10 per unit). Students can use the free online tools and resources developed especially for *In Focus* to learn additional unknown words from our NGSL and NAWL word lists.

All readings and written materials are graded to contain a very high percentage (90–95%) of high-frequency words from the NGSL. This helps develop students' reading fluency and confidence.

Though *In Focus* can be used as a standalone textbook, dedicated online elements enable students to personalize and extend their learning beyond the classroom. Among the online components are interactive flashcards, interactive dictionaries that show the keywords being used in authentic video clips, crossword and word search puzzles, speed reading exercises, supplemental graded readings for each unit, vocabulary worksheets, and audio recordings of all reading texts.

In Focus Academic 1 follows on from *In Focus 1* and *In Focus 2*. It is designed for students at a high-intermediate level. 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 include gender equality, marriage around the world, renewable energy, nuclear power, free trade, online addiction, and the influence of social media. Language prompts are provided throughout to help students express themselves.

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.

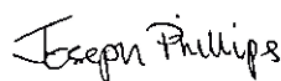
We hope you and your students enjoy using *In Focus*.



Charles Browne



Brent Culligan



Joseph Phillips

How a unit works

All units in *In Focus* are eight pages long and follow a similar format. An audio icon reminds students 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 connections	1 Critical cartoons Building knowledge Media link
Pages 2–3	Vocabulary development Reading Speaking	2 Core vocabulary Skimming and scanning Words in context: definitions; register; concordances; collocations Vocabulary building: idioms; word parts; phrasal verbs Discussion dictation
Pages 4–5	Reading Reading skills Speaking	3 Reading skills Pre-reading Reading Understanding the text; Paraphrasing; Making inferences; Recognizing contrasts; Reference words; Cause and effect; Identifying reasons; Recognizing bias; Prediction Discuss it
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	5 Critical thinking Fact or assumption?; Categorizing; Fact or opinion?; Clarifying statements; Cause and effect; Decision-making Diagramming; 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. All cartoons are authentic cartoons, and each was carefully chosen to represent the unit topic. Questions help activate schema and develop critical thinking skills.

2 Core vocabulary

Each unit teaches 10 important words from the New Academic Word List (NAWL). The section begins with a short reading passage (approximately 350 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 off this section.

3 Reading skills

Students work with a longer text (approximately 600 words) that 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. All 10 keywords appear in the second reading as well, providing additional in-context information about how the words are used. 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.

4 Researching a topic

Since information from various points of view is crucial to thinking critically about an issue, the pair or group activities in this section encourage gathering further information related to the topic. This is followed by interpretation and presentation of the information collected.

5 Critical thinking

Through pair, group, and open class work, students are encouraged to develop critical thinking skills, such as identifying the difference between statements of fact and opinion, understanding different types of reasoning, analyzing charts and graphs, and categorizing data. Students then complete a writing task to express their opinion 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 where necessary help students.

6 Quotable quotes

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

To the student

Welcome to *In Focus*, a multi-level course for high school and university students. We have designed this series to help you build your vocabulary, work on all four basic skills (reading, writing, speaking, and listening), and help improve your discussion and presentation skills. *In Focus* will also help you think critically, which is a very important general academic skill. In each Student Book you will find 12 topic-based units. In addition to the Student Book, there is a range of free online components, which will help you focus on what you really need, learn more quickly, and become a more independent learner.

For *In Focus Academic 1*, we have created a unique vocabulary syllabus containing the most important academic vocabulary words for learners of English. This list has a total of about 960 words, which are nearly all the academic words you will ever need. If you know these words as well as our core list of 2,800 words, you will understand 92 percent of the words in most English academic texts and lectures. You will learn 120 of these words in each book, 10 per unit. You can use the website and online tools developed especially for *In Focus* to learn the rest of the words efficiently and enjoyably. Online, you will find a range of activities such as vocabulary puzzles, games, flashcards, audio recordings of the reading texts.

In Focus Academic 1 follows on from *In Focus 1* and *In Focus 2*. It 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 and discuss topics such as gender equality, marriage around the world, renewable energy, nuclear power, free trade, online addiction, and the influence of social media. 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. In every unit, we also provide you with useful language and expressions where needed to help express yourself better.

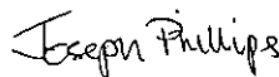
We wish you good luck using *In Focus*. We are sure that the book and the online materials will help you to learn English quickly and in a fun way!



Charles Browne



Brent Culligan



Joseph Phillips

Activities

Unit 1, page 6, Researching a topic

A Information gathering

Student B: use the table below. Ask your partner for the missing information and complete the table.









Global Gender Gap Index (total of 146 countries)					
Rank	Country	Score	Rank	Country	Score
146	Afghanistan	0.41	33	Mexico	0.77
	Argentina		116	Nepal	0.66
57	Brazil	0.73	2	Norway	0.88
30	Canada	0.77		Pakistan	0.58
107		0.68	12	Rwanda	0.79
3	Finland			Saudi Arabia	
1	Iceland	0.91	49	Singapore	0.74
127	India	0.64	105		0.68
87		0.70	18	Spain	0.79
	Ireland			Sweden	
79	Italy	0.71	48	Tanzania	0.74
125	Japan	0.65	129	Turkey	0.64
82	Lesotho	0.70	71	United Arab Emirates	0.71
102		0.68	43		0.75

Source: World Economic Forum, Global Gender Gap Index, 2023

Unit 2, page 14, Researching a topic

A Information gathering

Student B: use the table below. Ask your partner for the missing information and complete the table.

Marriage and divorce rates around the world			
Country	Marriage rate (per 1,000)	Divorce rate (per 1,000)	Marriages ending in divorce
 Brazil	6.6	1.4	
 China		3.2	44%
 Egypt		1.9	17%
 Iran	11.2		14%
 Italy	3.2	1.5	
 Japan		1.7	35%
 Russia	5.3	3.9	
 South Korea		2.2	47%
 Turkey	6.8	1.7	
 United States		2.3	45%

Source: Wikipedia

Core vocabulary: keywords

Unit-by-unit list

Unit 1

authority
discrimination
distribution
dominant
ethical
justification
motive
scenario
traditionally
unstable

Unit 2

breakdown
compensate
elimination
formally
genetic(s)
goods
historically
legitimate
punishment
viable

Unit 3

consciousness
consumption
emergence
evident
minimal
namely
norm
prevalence
publish
ridiculous

Unit 4

ancestor
biodiversity
biologist
continent
degrade
rational
shallow
stabilize
treaty
widespread

Unit 5

accumulation
consensus
contrary
controversy
empirical
impact
neutral
rejection
statistically
transmission

Unit 6

bulk
exploit
finite
infinite
likewise
obtain
reliability
solar
transformation
utilize

Unit 7

aspect
capitalist
implicit
likelihood
locally
migration
minimize
overhead
sustainable
undermine

Unit 8

bundle
censor
illusion
liable
multinational
portrayal
recipe
sensible
trauma
unemployed

Unit 9

behavioral
candidate
disadvantage
mall
revolutionary
simultaneously
specialty
strategic
susceptible
utility

Unit 10

bonus
converge
fraction
incidence
leisure
skip
slash
socialize
swap
tremendous

Unit 11

allocate
epidemic
exponential
fatigue
inferior
intensive
interact
interfere
manipulate
realistic

Unit 12

communicative
demonstrator
facilitate
globalization
interrupt
media
onset
prejudice
productivity
regime

Alphabetical list

A

accumulation
allocate
ancestor
aspect
authority

B

behavioral
biodiversity
biologist
bonus
breakdown
bulk
bundle

C

candidate
capitalist
censor
communicative
compensate
consciousness
consensus
consumption
continent
contrary
controversy
converge

D

degrade
demonstrator
disadvantage
discrimination
distribution
dominant

E

elimination
emergence

empirical
epidemic
ethical
evident
exploit
exponential

F

facilitate
fatigue
finite
formally
fraction

G

genetic(s)
globalization
goods

H

historically

I

illusion
impact
implicit
incidence
inferior
infinite
intensive
interact
interfere
interrupt

J

justification

L

legitimate
leisure

liable
likelihood
likewise
locally

M

mall
manipulate
media
migration
minimal
minimize
motive
multinational

N

namely
neutral
norm

O

obtain
onset
overhead

P

portrayal
prejudice
prevalence
productivity
publish
punishment

R

rational
realistic
recipe
regime
rejection
reliability

revolutionary
ridiculous

S

scenario
sensible
shallow
simultaneously
skip
slash
socialize
solar
specialty
stabilize
statistically
strategic
susceptible
sustainable
swap

T

traditionally
transformation
transmission
trauma
treaty
tremendous

U

undermine
unemployed
unstable
utility
utilize

V

viable

W

widespread