

Plan of the book

Unit	Title	Reading texts	Reading skills	Vocabulary	Listening
1	A World of English	1 The Wonder of Language 2 An English-Speaking World	Skimming Scanning Checking details Making inferences Identifying opinions	Collocations Word parts: <i>equa/equi</i> Example: <i>equivalent</i>	Discussion dictation Listen to readings online
2	Disappearing Languages	1 The Rise and Fall of Languages 2 The Killer Language	Skimming Scanning Checking details Cause and effect Making inferences	Collocations Word parts: <i>prim</i> Example: <i>primary</i>	Discussion dictation Listen to readings online
3	Where Are All the Babies?	1 Population Pyramids 2 Fewer and Fewer Babies	Skimming Scanning Checking details Reference words Making inferences	Collocations Word parts: <i>pre</i> Example: <i>previous</i>	Discussion dictation Listen to readings online
4	Our Crowded Earth	1 Population Growth 2 Exploding Population	Skimming Scanning Checking details Making inferences Identifying purpose	Collocations Word parts: <i>ex</i> Example: <i>expansion</i>	Discussion dictation Listen to readings online
5	The Price of Excellence	1 Sports and Competition 2 The Search for Speed	Skimming Scanning Checking details Cause and effect Making inferences	Collocations Word parts: <i>pend/pent</i> Example: <i>suspend</i>	Discussion dictation Listen to readings online
6	Do Great Athletes Deserve Great Salaries?	1 The Economics of Sport 2 Salaries of Top Sportspeople	Skimming Scanning Checking details Pronouns Making inferences	Collocations Word parts: <i>tract</i> Example: <i>attract</i>	Discussion dictation Listen to readings online

		Critical thinking	
Research skills	Writing	Skills	Speaking
Information gathering <ul style="list-style-type: none"> Identifying loanwords and their meanings Interpreting and reporting results <ul style="list-style-type: none"> Comparing meanings Discussing differences 	Writing a short paragraph Pros and cons of English as a world language	Identifying fact or opinion Categorizing statements: positive, neutral, negative	Discussion <ul style="list-style-type: none"> Pros and cons of English as a global language Reaching a group consensus Quotable Quotes <ul style="list-style-type: none"> Discussing students' attitudes to use of English
Information gathering <ul style="list-style-type: none"> Rating jobs that need English Interpreting and reporting results <ul style="list-style-type: none"> Comparing lists Predicting the future 	Writing a short paragraph Pros and cons of English as the dominant world language	Identifying fact or opinion Categorizing statements: positive, neutral, negative	Presentation <ul style="list-style-type: none"> English as the Global Language Tip: Use of gestures in presentations Quotable Quotes <ul style="list-style-type: none"> Discussing whether everybody in the USA should speak English
Information gathering <ul style="list-style-type: none"> Group survey on family size Interpreting and reporting results <ul style="list-style-type: none"> Analyzing data relating to population pyramids Analyzing and explaining charts 	Writing a short paragraph Summarizing pros and cons of population changes	Identifying fact or opinion Categorizing statements: positive, neutral, negative	Presentation <ul style="list-style-type: none"> Effects of population changes on countries Tip: Presentation structure Introductions and conclusions Quotable Quotes <ul style="list-style-type: none"> Discussing implications of low birthrates
Information gathering <ul style="list-style-type: none"> Group survey on future family size Interpreting and reporting results <ul style="list-style-type: none"> Comparing results with the national birthrate 	Writing short statements Consequences of population growing or decreasing	Identifying fact or opinion Categorizing statements: positive, neutral, negative	Discussion <ul style="list-style-type: none"> Matching speakers to statements Discussing the statements and reporting to the class Quotable Quotes <ul style="list-style-type: none"> Discussing the decision to have children
Information gathering <ul style="list-style-type: none"> Methods to help athletes perform their best Interpreting and reporting results <ul style="list-style-type: none"> Comparing methods Assessing their impact 	Writing a short paragraph Expressing an opinion about competition and sports	Identifying fact or opinion Categorizing statements: positive, neutral, negative	Discussion <ul style="list-style-type: none"> Considering statements about competition and cheating Finding out and reporting the majority view Quotable Quotes <ul style="list-style-type: none"> Discussing what motivates successful people
Information gathering <ul style="list-style-type: none"> Ranking sportspeople students would pay to see Interpreting and reporting results <ul style="list-style-type: none"> Comparing sportspeople and sports 	Writing a short paragraph Summarizing arguments about paying athletes high salaries	Identifying fact or opinion Categorizing statements: positive, neutral, negative	Discussion <ul style="list-style-type: none"> Ranking factors for paying high salaries Discussing salaries paid for different jobs Quotable Quotes <ul style="list-style-type: none"> Discussing the contradictions between sport and money

Plan of the book

Unit	Title	Reading texts	Reading skills	Vocabulary	Listening
7	The Inconvenient Truth of Climate Change	1 What Is Global Warming? 2 Hotter and Hotter	Skimming Scanning Checking details Reference words Identifying opinions	Collocations Word parts: <i>dict</i> Example: <i>predict</i>	Discussion dictation Listen to readings online
8	The Global Warming Myth?	1 The Meaning of Myth 2 The Myth of Global Warming?	Skimming Scanning Checking details Identifying reasons Identifying opinions	Collocations Word parts: <i>pro</i> Example: <i>prospect</i>	Discussion dictation Listen to readings online
9	Changing Ideas of Beauty	1 Beauty 2 What Is Beauty?	Skimming Scanning Checking details Cause and effect Making inferences	Collocations Word parts: <i>dis</i> Example: <i>disagree</i>	Discussion dictation Listen to readings online
10	Is Beauty Skin Deep?	1 Improving on Nature? 2 The Never-Ending Desire for Beauty	Skimming Scanning Checking details Cause and effect Making inferences	Collocations Word parts: <i>poly</i> Example: <i>Polynesia</i>	Discussion dictation Listen to readings online
11	Vegetarianism	1 A Vegetable Diet 2 Vegetarianism: The Healthy and Moral Choice	Skimming Scanning Checking details Identifying reasons Making inferences	Collocations Word parts: <i>kilo</i> Example: <i>kilogram</i>	Discussion dictation Listen to readings online
12	Animals as Food	1 Meat Made Man 2 Animal Slaves	Skimming Scanning Checking details Identifying reasons Making inferences	Collocations Word parts: <i>ab</i> Example: <i>abuse</i>	Discussion dictation Listen to readings online

		Critical thinking	
Research skills	Writing	Skills	Speaking
Information gathering <ul style="list-style-type: none"> • Carbon footprints Interpreting and reporting results <ul style="list-style-type: none"> • Comparing the efficiency of different forms of transport 	Writing a short paragraph Summarizing opinions about global warming	Identifying fact or opinion Categorizing statements on a scale	Discussion <ul style="list-style-type: none"> • Answering questions on aspects of global warming • Reporting results of discussions Quotable Quotes <ul style="list-style-type: none"> • Discussing effects of global warming on society
Information gathering <ul style="list-style-type: none"> • Matching movies to disasters Interpreting and reporting results <ul style="list-style-type: none"> • Discussing why people watch disaster movies 	Writing a short paragraph Describing a graph showing changes in the earth's temperature	Identifying fact or opinion Categorizing statements: positive, neutral, negative	Presentation <ul style="list-style-type: none"> • What is an ideal climate? Tip: Good posture in presentations Quotable Quotes <ul style="list-style-type: none"> • Discussing the leadership role of the USA on the issue of global warming
Information gathering <ul style="list-style-type: none"> • Ranking attractive features in people Interpreting and reporting results <ul style="list-style-type: none"> • Comparing rankings and drawing conclusions 	Writing a short paragraph Summarizing opinions about staying beautiful and the money spent on it	Identifying fact or opinion Categorizing statements that the author might make	Presentation <ul style="list-style-type: none"> • Using questions about the nature of beauty as the basis for a presentation Tip: Openers and closers in presentations Quotable Quotes <ul style="list-style-type: none"> • Discussing whether beauty is just physical
Information gathering <ul style="list-style-type: none"> • Group survey on attitudes to physical features Interpreting and reporting results <ul style="list-style-type: none"> • Comparing survey results about appearance 	Writing a short paragraph The consequences of altering one's appearance	Identifying fact or opinion Categorizing statements: positive, neutral, negative	Discussion <ul style="list-style-type: none"> • How important is appearance in professional life? Quotable Quotes <ul style="list-style-type: none"> • Discussing making changes in life that are permanent
Information gathering <ul style="list-style-type: none"> • Meat consumption by students Interpreting and reporting results <ul style="list-style-type: none"> • Comparing results • Analyzing meat consumption worldwide 	Writing short statements Pros and cons of vegetarianism	Identifying fact or opinion Categorizing statements: positive, neutral, negative	Discussion <ul style="list-style-type: none"> • Considering statements about vegetarianism • Reporting results of discussions Quotable Quotes <ul style="list-style-type: none"> • Discussing whether an animal's life is as valuable as a human's
Information gathering <ul style="list-style-type: none"> • Listing animals and their uses Interpreting and reporting results <ul style="list-style-type: none"> • Comparing lists • Discussing how the use of animals has changed 	Writing a short paragraph Arguments for and against using animals	Identifying fact or opinion Categorizing statements: positive, neutral, negative	Discussion <ul style="list-style-type: none"> • Answering questions related to the use of animals by humans Quotable Quotes <ul style="list-style-type: none"> • Discussing arguments against keeping pets

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 students' critical thinking skills. Each Student Book contains 12 topic-based units, which are divided into six general themes. It provides 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 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 (not bad, if you consider 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 *In Focus 1* and *In Focus 2*, these words are taken from the NGSL, while in *In Focus Academic 1*, they are taken from the New Academic Word List (NAWL). 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 2 is designed for students at an 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 are English as a global language, over- and under-population, salaries and drug use in sports, global warming, ideas of beauty, vegetarianism, and factory farming. 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.

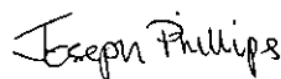
We hope you and your students enjoy using *In Focus*.



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 Warm up Media link
Pages 2–3	Vocabulary development Reading Speaking	2 Core vocabulary Skimming and scanning Words in context: collocations Word parts Discussion dictation
Pages 4–5	Reading Reading skills Speaking	3 Reading skills Pre-reading Reading Checking details; Making inferences; Identifying opinions/purpose/reasons; Cause and effect; Reference words; Pronouns 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 opinion? Categorizing Writing Discussion; Presentation Quotable Quotes

Unit sections

1 Critical cartoons

This is a short speaking activity centered on a cartoon related to the topic of the unit. 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 General Service List (NGSL). The section begins with a short reading passage (approximately 250 words) on an aspect of the unit topic that contextualizes the 10 keywords. A series of learning activities focuses on developing knowledge of collocations and analyzing and understanding word parts. This gives students practice using the words introduced in the unit. It also develops vocabulary learning skills and strategies that will be useful when encountering new words not introduced in the unit. A speaking activity rounds off this section.

3 Reading skills

Students work with a longer text (approximately 500 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. The section culminates in a short discussion.

4 Researching a topic

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

5 Critical thinking

Through pair, group, and open class work, students are encouraged to develop critical thinking skills, such as identifying the difference between statements of fact and opinion, analyzing charts, and categorizing data. A language model helps students to write a short paragraph and express their opinions on the topic. The final page brings the content of the unit together in a discussion or presentation about the topic. Useful language prompts help students where necessary.

6 Quotable quotes

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

To the student

Welcome to *In Focus*, a 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*, we have created a unique vocabulary syllabus containing the most important vocabulary words for learners of English. This list has a total of about 2,800 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 texts of general English (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 online tools developed especially for *In Focus* to learn the rest of the 2,800 words efficiently and enjoyably. Online, you will find a range of activities such as vocabulary puzzles, games, flashcards, and audio recordings of the reading texts.

In Focus 2 is designed for students at an intermediate level. Each unit will help you build your knowledge about a wide range of interesting topics as well as help you think critically about these topics. You will study and discuss issues such as English as a global language, over- and under-population, salaries and drug use in sports, global warming, ideas of beauty, vegetarianism, and factory farming. In every unit, we also provide you with useful language and expressions where needed to help express yourself better.

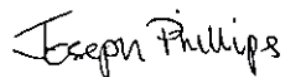
We wish you good luck using *In Focus*. We are sure that the book and the online materials will help you to learn English quickly and in a fun way!



Charles Browne



Brent Culligan



Joseph Phillips

Core vocabulary: keywords

Unit-by-unit list

Unit 1

acquire
equivalent
estimate
exposure
multiple
per
regional
researcher
retain
struggle

Unit 2

absolutely
administration
cite
collapse
dominate
elementary
outcome
primary
severe
vital

Unit 3

era
estate
forecast
household
increasingly
largely
previous
rural
ultimately
wage

Unit 4

critic
decade
expansion
guarantee
launch
overall
reduction
secure
settlement
southern

Unit 5

ban/banned
boost
consequence
current
extremely
facility
historic
suspend
tournament
yield

Unit 6

analysis
annual
budget
compensation
controversial
debt
profit
recruit
revenue
sum

Unit 7

conclude
massive
pace
predict
significant
stem
substantial
tackle
thus
voter

Unit 8

acknowledge
advocate
alternative
dispute
extraordinary
flood
initial
prisoner
prospect
theory

Unit 9

approve
assess
asset
comparison
guard
investigation
obviously
priority
truly
virtually

Unit 10

context
elsewhere
equipment
pose
procedure
prompt
represent
restore
surgery
urge

Unit 11

appropriate
capture
crops
declare
decline
eliminate
pursue
religious
requirement
threaten

Unit 12

abuse
alongside
circumstance
complaint
investment
purchase
shareholder
sort
strategy
vehicle

Alphabetical list

A

absolutely
abuse
acknowledge
acquire
administration
advocate
alongside
alternative
analysis
annual
appropriate
approve
assess
asset

B

ban/banned
boost
budget

C

capture
circumstance
cite
collapse
comparison
compensation
complaint
conclude
consequence
context
controversial
critic
crops
current

D

debt
decade
declare

decline
dispute
dominate

E

elementary
eliminate
elsewhere
equipment
equivalent
era
estate
estimate
expansion
exposure
extraordinary
extremely

F

facility
flood
forecast

G

guarantee
guard

H

historic
household

I

increasingly
initial
investigation
investment

L

largely
launch

M

massive
multiple

O

obviously
outcome
overall

P

pace
per
pose
predict
previous
primary
priority
prisoner
procedure
profit
prompt
prospect
purchase
pursue

R

recruit
reduction
regional
religious
represent
requirement
researcher
restore
retain
revenue
rural

S

secure
settlement

severe
shareholder
significant
sort
southern
stem
strategy
struggle
substantial
sum
surgery
suspend

T

tackle
theory
threaten
thus
tournament
truly

U

ultimately
urge

V

vehicle
virtually
vital
voter

W

wage

Y

yield