

Plan of the book

Unit	Title	Reading texts	Reading skills	Vocabulary	Listening
1	The World of Advertising	1 Advertising and Consumerism 2 You Are What You Buy	Skimming Scanning Identifying topic and main idea Identifying unnecessary information Identifying opinions	Identifying a part of speech: verbs Word parts: <i>ism</i> Example: <i>consumerism</i>	Discussion dictation Listen to readings online
2	Online Advertising: Making Our Lives Better?	1 Advertising Techniques 2 How Advertisers Use the Internet	Skimming Scanning Identifying topic and main idea Identifying unnecessary information Identifying opinions	Word friends (collocations) Word parts: <i>con/com</i> Example: <i>company</i>	Discussion dictation Listen to readings online
3	Going to Extremes	1 Extreme Athletes 2 Extreme Activities, Extreme Risks	Skimming Scanning Identifying topic and main idea Logical reasoning Identifying opinions	Identifying a part of speech: verbs and adverbs Word parts: <i>para</i> Example: <i>parachute</i>	Discussion dictation Listen to readings online
4	Winning at Any Cost	1 How to Do Better 2 Drugs in Sport	Skimming Scanning Identifying topic and main idea Logical reasoning Identifying opinions	Word friends (collocations) Word parts: <i>port</i> Example: <i>export</i>	Discussion dictation Listen to readings online
5	Our Aging Population	1 Time to Relax? 2 Growing Old	Skimming Scanning Identifying topic and main idea Finding supporting ideas Making inferences	Identifying a part of speech: adjectives and nouns Word parts: <i>medi</i> Example: <i>Mediterranean</i>	Discussion dictation Listen to readings online
6	Do You Want to Live Forever?	1 Living Longer 2 Can We Afford to Live Longer?	Skimming Scanning Identifying topic and main idea Finding supporting ideas Identifying opinions	Words in context Word parts: <i>im</i> Example: <i>immortal</i>	Discussion dictation Listen to readings online

		Critical thinking	
Research skills	Writing	Skills	Speaking
Information gathering <ul style="list-style-type: none"> Analyzing advertisements Comparing results <ul style="list-style-type: none"> Comparing and discussing advertisements and their effectiveness 	Keyword sentence writing The most popular and effective advertising techniques Writing a short social media post	Matching statements with the author's opinion Categorizing the effects of advertising: positive or negative	Discussion <ul style="list-style-type: none"> Matching slogans with advertising techniques Greenwashing as an advertising technique Quotable Quotes <ul style="list-style-type: none"> Discussing whether advertising must always tell the truth
Information gathering <ul style="list-style-type: none"> Matching advertisements with advertising technique Comparing results <ul style="list-style-type: none"> Comparing and discussing advertising techniques and their popularity 	Keyword sentence writing Pros and cons of advertising Writing a short social media post	Matching statements with the author's opinion Ranking personal information that students are willing to provide online	Discussion <ul style="list-style-type: none"> Designing an online ad Presenting the ad to the class and agreeing which is most effective Quotable Quotes <ul style="list-style-type: none"> Discussing the power of advertising to influence people
Information gathering <ul style="list-style-type: none"> Ranking how dangerous certain sports are Comparing results <ul style="list-style-type: none"> Comparing and discussing popularity of sports 	Keyword sentence writing Taking up a sport again after a serious accident Writing a short social media post	Matching statements with the author's opinion Finding out and ranking the reasons for people to do sports	Discussion <ul style="list-style-type: none"> Should extreme athletes have to pay their own hospital bills? Quotable Quotes <ul style="list-style-type: none"> Discussing people who live dangerously
Information gathering <ul style="list-style-type: none"> Collecting information on real cases of competition Comparing results <ul style="list-style-type: none"> Comparing and discussing other cases of real-world competition 	Keyword sentence writing Should dangerous or risky activities be a question of personal choice? Writing a short social media post	Matching statements with the author's opinion Ranking activities in which drugs are likely to be used	Discussion <ul style="list-style-type: none"> Where and how people compete in life Quotable Quotes <ul style="list-style-type: none"> Discussing how important winning is
Information gathering <ul style="list-style-type: none"> Comparing the average age of populations in different countries Comparing results <ul style="list-style-type: none"> Comparing ideas for coping with different population ages 	Keyword sentence writing What old people fear most about growing old Writing a short social media post	Matching statements with the author's opinion Ranking fears about old age	Discussion <ul style="list-style-type: none"> Considering questions about society and the elderly Quotable Quotes <ul style="list-style-type: none"> Discussing the best age to be rich and poor
Information gathering <ul style="list-style-type: none"> Ranking time spent on everyday activities in the UK Comparing results <ul style="list-style-type: none"> Comparing and discussing the results with those of students 	Keyword sentence writing Issues and disadvantages of living very long lives Writing a short social media post	Matching statements with the author's opinion Ranking lifestyles that lead to a long life	Discussion <ul style="list-style-type: none"> Planning life after retirement Presenting plans to the class Quotable Quotes <ul style="list-style-type: none"> Discussing the meaning of quality of life

Plan of the book

Unit	Title	Reading texts	Reading skills	Vocabulary	Listening
7	Robots in the Home	1 Living with Robots 2 A New Member of the Family	Skimming Scanning Identifying topic and main idea Identifying unnecessary information Identifying opinions	Identifying a part of speech: nouns Word parts: <i>uni</i> Example: <i>universal</i>	Discussion dictation Listen to readings online
8	I Lost my Job to a Machine	1 Technology and Society 2 The New Luddites?	Skimming Scanning Identifying topic and main idea Identifying unnecessary information Identifying opinions	Words in context Word parts: <i>auto</i> Example: <i>automobile</i>	Discussion dictation Listen to readings online
9	Animals: Our Research Partners?	1 Animal Testing 2 Is Animal Research Necessary?	Skimming Scanning Identifying topic and main idea Logical reasoning Identifying opinions	Word friends (collocations) Word parts: <i>dis</i> Example: <i>disease</i>	Discussion dictation Listen to readings online
10	Treatment of Animals	1 Standing Up for Animals 2 People for Animal Rights	Skimming Scanning Identifying topic and main idea Logical reasoning Identifying opinions	Words in context Word parts: <i>sub</i> Example: <i>subzero</i>	Discussion dictation Listen to readings online
11	Online (Dis)Information	1 The Shift to Large Language Models 2 Our Smart Best Friends	Skimming Scanning Identifying topic and main idea Finding supporting ideas Identifying opinions	Word friends (collocations) Word parts: <i>sur</i> Example: <i>survey</i>	Discussion dictation Listen to readings online
12	News: Fact or Fake?	1 Online Information: A Brief History 2 Misinformation Highways	Skimming Scanning Identifying topic and main idea Finding supporting ideas Identifying opinions	Words in context Word parts: <i>inter</i> Example: <i>internet</i>	Discussion dictation Listen to readings online

		Critical thinking	
Research skills	Writing	Skills	Speaking
<p>Information gathering</p> <ul style="list-style-type: none"> • Completing an information chart on movies starring robots <p>Comparing results</p> <ul style="list-style-type: none"> • Discussing different functions of robots and which types will exist in the future 	<p>Keyword sentence writing</p> <p>Should robots have rights?</p> <p>Writing a short social media post</p>	<p>Matching statements with the author's opinion</p> <p>Ranking household activities that robots could do</p>	<p>Discussion</p> <ul style="list-style-type: none"> • Designing a new robot in a small group • Presenting the robot to the class <p>Quotable Quotes</p> <ul style="list-style-type: none"> • Discussing whether data on computers is safe
<p>Information gathering</p> <ul style="list-style-type: none"> • Brainstorming areas where robots can replace humans <p>Comparing results</p> <ul style="list-style-type: none"> • Discussing jobs that robots should not do 	<p>Keyword sentence writing</p> <p>Pros and cons of technology and society</p> <p>Writing a short social media post</p>	<p>Matching statements with the author's opinion</p> <p>Ranking likelihood of jobs for robots in the future</p>	<p>Discussion</p> <ul style="list-style-type: none"> • Discussing probable, possible, and impossible technological inventions <p>Quotable Quotes</p> <ul style="list-style-type: none"> • Discussing the role of the teacher and technology in the classroom
<p>Information gathering</p> <ul style="list-style-type: none"> • Completing an information chart on animals and medical research <p>Comparing results</p> <ul style="list-style-type: none"> • Discussing the use of animals to find cures for diseases 	<p>Keyword sentence writing</p> <p>Reacting to opinions on the use of animals in research</p> <p>Writing a short social media post</p>	<p>Matching statements with the author's opinion</p> <p>Ranking which animals should have most rights</p>	<p>Discussion</p> <ul style="list-style-type: none"> • Assessing different arguments for and against animal rights • Deciding as a class who wins the vote <p>Quotable Quotes</p> <ul style="list-style-type: none"> • Discussing whether cosmetics could be tested on prisoners
<p>Information gathering</p> <ul style="list-style-type: none"> • Collecting information on food production in different countries <p>Comparing results</p> <ul style="list-style-type: none"> • Comparing and discussing the results 	<p>Keyword sentence writing</p> <p>Should protesters be allowed to stop a circus performance?</p> <p>Writing a short social media post</p>	<p>Matching statements with the author's opinion</p> <p>Ranking animals from most liked to least liked</p>	<p>Discussion</p> <ul style="list-style-type: none"> • Discussing different opinions on the treatment of animals <p>Quotable Quotes</p> <ul style="list-style-type: none"> • Discussing quotes for and against killing animals
<p>Information gathering</p> <ul style="list-style-type: none"> • Questionnaire on internet media usage by students <p>Comparing results</p> <ul style="list-style-type: none"> • Comparing and discussing popularity of media usage 	<p>Keyword sentence writing</p> <p>Pros and cons of using LLMs to do research on the internet</p> <p>Writing a short social media post</p>	<p>Matching statements with the author's opinion</p> <p>Ranking different news sources</p>	<p>Discussion</p> <ul style="list-style-type: none"> • The right to use information available on the internet • Reporting results of discussions <p>Quotable Quotes</p> <ul style="list-style-type: none"> • Discussing AI and its effect on humanity
<p>Information gathering</p> <ul style="list-style-type: none"> • Matching headlines to category of news story <p>Comparing results</p> <ul style="list-style-type: none"> • Finding out which news stories are most popular 	<p>Keyword sentence writing</p> <p>Very unusual news stories</p> <p>Writing a short social media post</p>	<p>Matching statements with the author's opinion</p> <p>Ranking how probable different news stories are</p>	<p>Discussion</p> <ul style="list-style-type: none"> • Discussing the differences between traditional reporting and citizen journalism • Reporting ideas to the class <p>Quotable Quotes</p> <ul style="list-style-type: none"> • Discussing if the media can control the way people think

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 1* is based on the New General Service List (NGSL), a list of approximately 2,800 words that allows them 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 1 is designed for students at a pre-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 advertising, sports, population changes and life extension, robots, how people use animals, and the internet and news. 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.

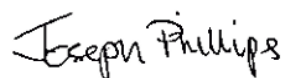
We hope you and your students enjoy using *In Focus*.



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: identifying a part of speech; word friends Word parts Discussion dictation
Pages 4–5	Reading Reading skills Speaking	3 Reading skills Pre-reading Reading Identifying topic and main idea Identifying unnecessary information; Logical reasoning; Finding supporting ideas Identifying opinions; Making inferences Discuss it
Page 6	Gathering, comparing, and analyzing information Speaking	4 Find out more Information gathering Comparing results
Pages 7–8	Critical thinking skills Writing Discussion	5 Critical thinking What does the author mean? Categorizing; Finding reasons and ranking them; Ranking Post your opinion Discussion 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 200 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 400 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, identifying the topic and main idea, finding supporting details, and logical reasoning. The section ends with a short discussion.

4 Find out more

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

5 Critical thinking

Through pair, group, and open class work, students are encouraged to develop critical thinking skills, such as making inferences and ranking 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 about the topic. Useful language prompts help students in each unit.

6 Quotable quotes

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

To the student

Welcome to *In Focus*, a 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 1 is designed for students at a pre-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 advertising, sports, population changes and living longer, robots, how people use animals, and the internet and news. In every unit, we also provide you with useful language and expressions where needed to help express yourself better.

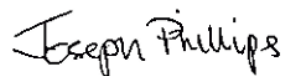
We wish you good luck using *In Focus*. We are sure that the book and the online materials will help you to learn English quickly and in a fun way!



Charles Browne



Brent Culligan



Joseph Phillips

Activities

Unit 1, page 3, Core vocabulary

C Word parts

Answers: words with *ism*

atheism communism consumerism feminism terrorism

Unit 2, page 11, Core vocabulary

C Word parts

Answers: words with *con/com*

combine compact company contemporary convenient

Unit 4, page 30, Find out more

A Information gathering

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

Competition	Situation	Result
1 Apple v. Android		
2 Lewis Hamilton v. Nico Rosberg	Lewis Hamilton and Nico Rosberg were Formula 1 race drivers on the same team. During the 2014 Belgian Grand Prix race, Rosberg's car hit Hamilton's car, causing damage, and Hamilton had to retire from the race.	Rosberg finished second in the race, but many people believed Rosberg hit Hamilton on purpose. After the race, people showed their disapproval of Rosberg's action. Hamilton said Rosberg admitted to hitting him on purpose.
3 Scott v. Amundsen		
4 USSR v. USA space race	During the 1960s, the Union of Soviet Socialist Republics (USSR) and the United States were in a space race. They were competing to be the first to put a man in space and on the moon.	On April 12, 1961, Russian Yuri Gagarin became the first man in space. On July 20, 1969, the American Neil Armstrong became the first person to walk on the moon.

Core vocabulary: keywords

Unit-by-unit list

Unit 1

assume
behavior
brand
income
industry
label
prevent
stock
trend
warn

Unit 2

award
benefit
blame
campaign
factor
mass
opportunity
promote
resource
technique

Unit 3

achieve
athlete
coach
complain
feature
further
seek
suggestion
typically
victim

Unit 4

bill
competition
deliver
increase
mention
observe
plus
rate
root
status

Unit 5

average
category
duty
growth
ignore
material
option
separate
solution
supply

Unit 6

divide
environmental
extend
gain
pension
principle
proposal
relative
schedule
survive

Unit 7

adopt
aid
career
code
doubt
effort
force
oppose
potential
serve

Unit 8

application
army
disease
equal
gun
replace
security
union
unlikely
waste

Unit 9

claim
contract
employee
examine
experiment
issue
parent
patient
refuse
training

Unit 10

accuse
basis
feed
generate
murder
prison
protection
release
suffer
suit

Unit 11

aware
contribution
debate
define
editor
legal
property
shift
survey
user

Unit 12

commit
despite
document
finance
host
penalty
refer
rely
source
vote

Alphabetical list

A

accuse
achieve
adopt
aid
application
army
assume
athlete
average
award
aware

B

basis
behavior
benefit
bill
blame
brand

C

campaign
career
category
claim
coach
code
commit
competition
complain
contract
contribution

D

debate
define
deliver
despite
disease
divide

document
doubt
duty

E

editor
effort
employee
environmental
equal
examine
experiment
extend

F

factor
feature
feed
finance
force
further

G

gain
generate
growth
gun

H

host

I

ignore
income
increase
industry
issue

L

label
legal

M

mass
material
mention
murder

O

observe
opportunity
oppose
option

P

parent
patient
penalty
pension
plus
potential
prevent
principle
prison
promote
property
proposal
protection

R

rate
refer
refuse
relative
release
rely
replace
resource
root

S

schedule
security

seek
separate
serve
shift
solution
source
status
stock
suffer
suggestion
suit
supply
survey
survive

T

technique
training
trend
typically

U

union
unlikely
user

V

victim
vote

W

warn
waste