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# 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"> <li>Analyzing advertisements</li> </ul> Comparing results <ul style="list-style-type: none"> <li>Comparing and discussing advertisements and their effectiveness</li> </ul>	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"> <li>Matching slogans with advertising techniques</li> <li>Greenwashing as an advertising technique</li> </ul> Quotable Quotes <ul style="list-style-type: none"> <li>Discussing whether advertising must always tell the truth</li> </ul>
Information gathering <ul style="list-style-type: none"> <li>Matching advertisements with advertising technique</li> </ul> Comparing results <ul style="list-style-type: none"> <li>Comparing and discussing advertising techniques and their popularity</li> </ul>	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"> <li>Designing an online ad</li> <li>Presenting the ad to the class and agreeing which is most effective</li> </ul> Quotable Quotes <ul style="list-style-type: none"> <li>Discussing the power of advertising to influence people</li> </ul>
Information gathering <ul style="list-style-type: none"> <li>Ranking how dangerous certain sports are</li> </ul> Comparing results <ul style="list-style-type: none"> <li>Comparing and discussing popularity of sports</li> </ul>	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"> <li>Should extreme athletes have to pay their own hospital bills?</li> </ul> Quotable Quotes <ul style="list-style-type: none"> <li>Discussing people who live dangerously</li> </ul>
Information gathering <ul style="list-style-type: none"> <li>Collecting information on real cases of competition</li> </ul> Comparing results <ul style="list-style-type: none"> <li>Comparing and discussing other cases of real-world competition</li> </ul>	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"> <li>Where and how people compete in life</li> </ul> Quotable Quotes <ul style="list-style-type: none"> <li>Discussing how important winning is</li> </ul>
Information gathering <ul style="list-style-type: none"> <li>Comparing the average age of populations in different countries</li> </ul> Comparing results <ul style="list-style-type: none"> <li>Comparing ideas for coping with different population ages</li> </ul>	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"> <li>Considering questions about society and the elderly</li> </ul> Quotable Quotes <ul style="list-style-type: none"> <li>Discussing the best age to be rich and poor</li> </ul>
Information gathering <ul style="list-style-type: none"> <li>Ranking time spent on everyday activities in the UK</li> </ul> Comparing results <ul style="list-style-type: none"> <li>Comparing and discussing the results with those of students</li> </ul>	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"> <li>Planning life after retirement</li> <li>Presenting plans to the class</li> </ul> Quotable Quotes <ul style="list-style-type: none"> <li>Discussing the meaning of quality of life</li> </ul>

# 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"> <li>• Completing an information chart on movies starring robots</li> </ul> <p>Comparing results</p> <ul style="list-style-type: none"> <li>• Discussing different functions of robots and which types will exist in the future</li> </ul>	<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"> <li>• Designing a new robot in a small group</li> <li>• Presenting the robot to the class</li> </ul> <p>Quotable Quotes</p> <ul style="list-style-type: none"> <li>• Discussing whether data on computers is safe</li> </ul>
<p>Information gathering</p> <ul style="list-style-type: none"> <li>• Brainstorming areas where robots can replace humans</li> </ul> <p>Comparing results</p> <ul style="list-style-type: none"> <li>• Discussing jobs that robots should not do</li> </ul>	<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"> <li>• Discussing probable, possible, and impossible technological inventions</li> </ul> <p>Quotable Quotes</p> <ul style="list-style-type: none"> <li>• Discussing the role of the teacher and technology in the classroom</li> </ul>
<p>Information gathering</p> <ul style="list-style-type: none"> <li>• Completing an information chart on animals and medical research</li> </ul> <p>Comparing results</p> <ul style="list-style-type: none"> <li>• Discussing the use of animals to find cures for diseases</li> </ul>	<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"> <li>• Assessing different arguments for and against animal rights</li> <li>• Deciding as a class who wins the vote</li> </ul> <p>Quotable Quotes</p> <ul style="list-style-type: none"> <li>• Discussing whether cosmetics could be tested on prisoners</li> </ul>
<p>Information gathering</p> <ul style="list-style-type: none"> <li>• Collecting information on food production in different countries</li> </ul> <p>Comparing results</p> <ul style="list-style-type: none"> <li>• Comparing and discussing the results</li> </ul>	<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"> <li>• Discussing different opinions on the treatment of animals</li> </ul> <p>Quotable Quotes</p> <ul style="list-style-type: none"> <li>• Discussing quotes for and against killing animals</li> </ul>
<p>Information gathering</p> <ul style="list-style-type: none"> <li>• Questionnaire on internet media usage by students</li> </ul> <p>Comparing results</p> <ul style="list-style-type: none"> <li>• Comparing and discussing popularity of media usage</li> </ul>	<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"> <li>• The right to use information available on the internet</li> <li>• Reporting results of discussions</li> </ul> <p>Quotable Quotes</p> <ul style="list-style-type: none"> <li>• Discussing AI and its effect on humanity</li> </ul>
<p>Information gathering</p> <ul style="list-style-type: none"> <li>• Matching headlines to category of news story</li> </ul> <p>Comparing results</p> <ul style="list-style-type: none"> <li>• Finding out which news stories are most popular</li> </ul>	<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"> <li>• Discussing the differences between traditional reporting and citizen journalism</li> <li>• Reporting ideas to the class</li> </ul> <p>Quotable Quotes</p> <ul style="list-style-type: none"> <li>• Discussing if the media can control the way people think</li> </ul>

# 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](http://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.

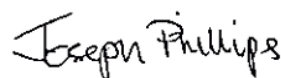
We hope you and your students enjoy using *In Focus*.



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
<b>Page 1</b>	Warm up Schema building Real world connections	<b>1 Critical cartoons</b> Warm up Media link
<b>Pages 2–3</b>	Vocabulary development Reading Speaking	<b>2 Core vocabulary</b> Skimming and scanning Words in context: identifying a part of speech; word friends Word parts Discussion dictation
<b>Pages 4–5</b>	Reading Reading skills Speaking	<b>3 Reading skills</b> Pre-reading Reading Identifying topic and main idea Identifying unnecessary information; Logical reasoning; Finding supporting ideas Identifying opinions; Making inferences Discuss it
<b>Page 6</b>	Gathering, comparing, and analyzing information Speaking	<b>4 Find out more</b> Information gathering Comparing results
<b>Pages 7–8</b>	Critical thinking skills Writing Discussion	<b>5 Critical thinking</b> 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.

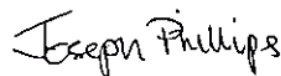
We wish you good luck using *In Focus*. We are sure that the book and the online materials will help you to learn English quickly and in a fun way!



Charles Browne



Brent Culligan



Joseph Phillips





*“You too? You didn’t need it, you didn’t want it, you didn’t even know what it was, but you bought two.”*

**In this unit, you will:**

- read an article about advertising and brands.
- read an article about the negative effects of advertising.
- discuss some popular advertising techniques.

## 1 Critical cartoons

### A Warm up

Work with a partner or in a small group. Look at the information on this page and the cartoon. Discuss the questions below.

- 1 How much advertising do you see in a typical day?
- 2 What kind of ads do you see most?
- 3 How do the ads make you feel?
- 4 What is the message of the cartoon?  
What is the connection to the unit topic?

I see a lot of ads on ...

The ads make me feel ...

The ads I see are often about ...

I think the ad is about ...

### MEDIA link



*The Greatest Movie Ever Sold* (2011) is a funny documentary that asks the question, “Is it possible to fund a movie using only the money you get from advertising and product placements?” It is directed by Morgan Spurlock, creator of the hit documentary *Super Size Me*.

For additional media links, go to [www.infocus-eltseries.com](http://www.infocus-eltseries.com)



## 2 Core vocabulary

### A Skimming and scanning

- 1 Find and underline the keywords in the text. The first one is done for you. Then work with a partner, look at the text, and try to guess the meanings of the keywords.

#### Keywords

assume	behavior	brand	income	industry
label	prevent	stock	trend	warn



# Advertising and Consumerism



Advertising is used in many ways. Health experts use advertising to warn the public against bad things. For example, they want to prevent young people from starting to smoke. They assume that young people won't start if they know how bad smoking is. Sometimes, health organizations want to change people's behavior—getting them to exercise more, for example.

5

However, advertising is more often used by industry to sell things. A company's income depends on how much money it makes by selling its products and services. These days, the trend is for companies to advertise their brand. A brand is a mark, a name, or a label that stands for a company's products or services. In the past, a clothing company would advertise a coat or clothing.

10

15

Nowadays, a company might advertise how people feel when they wear its label. In this way, the company develops "brand loyalty." That is when people like to buy only the products from one brand. Companies with brand loyalty can charge more money for their products. Investors in companies like brand loyalty very much because the price of their stock goes up when a company has a strong brand.

20

- 2 Read the statements below. Which best describes what this text is about? Circle A, B, or C. Then explain your answer to a partner.
- A The uses of advertising in society
  - B The positive effects of brand loyalty
  - C How advertising can be used to improve our health

## B Words in context: identifying a part of speech

1 Look at the text on page 2. Three of the keywords are verbs. Verbs describe an action. Find the verbs and write them below.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

2 The subject of the sentences is the same for all three verbs. Write it below.

\_\_\_\_\_

3 Use the three verbs to make your own sentences.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

## C Word parts: *ism* Example: *consumerism*

1 Find five words with *ism* in the puzzle and circle them. Check their meanings. See page 97 if you need help.

2 Complete the sentences below with the words from the puzzle.

1 There have been many acts of \_\_\_\_\_ in the twenty-first century.

2 \_\_\_\_\_ is a belief that there is no god.

3 Many universities offer courses in \_\_\_\_\_.

4 Advertising encourages \_\_\_\_\_ in society.

5 \_\_\_\_\_ in Eastern Europe ended in the 1990s.

D	T	U	W	D	G	R	Z	U	S	W
C	O	N	S	U	M	E	R	I	S	M
C	B	S	N	F	I	U	M	S	S	V
O	N	A	V	O	B	S	F	I	X	F
M	Z	L	N	H	I	P	R	I	D	N
M	L	L	E	E	M	O	F	Y	J	J
U	T	Y	H	O	R	B	U	I	Y	H
N	J	T	V	R	V	K	A	U	R	C
I	A	G	E	E	J	X	M	M	K	A
S	Z	T	R	M	F	P	X	O	K	X
M	E	N	F	E	M	I	N	I	S	M

3 Work with a partner. What do you think *ism* means? Circle the correct answer.

- A an outdoor activity
- B a belief or system of beliefs
- C thinking too much about something



## D Discussion dictation

1 Listen and write down the questions.

1 What were \_\_\_\_\_?

2 What are \_\_\_\_\_?

3 Are cigarettes \_\_\_\_\_?

2 Work with a partner. Ask each other the questions. Be sure to ask follow-up questions.



### 3 Reading skills

#### A Pre-reading

- 1 Quickly scan the text and circle the 10 keywords.
- 2 Have you ever bought a product because of an advertisement you saw? What was it? Why did you buy it?
- 3 What is one positive effect and one negative effect of advertising?

#### B Reading

Read the text. Highlight an interesting idea in each paragraph.



Over the last 70-80 years, consumerism has been a trend in many countries. People buy things they don't need, and they replace things before they wear out. <sup>1</sup>We used to repair things when they were broken, but today we throw out old things and replace them with new models. Indeed, many of the things we use can't be repaired. Once, products were made to last for many years. Now, they are

5 designed to last only a few years.

Advertising supports this behavior of buying things that we don't really need. Advertisements, or ads, make us notice products and brands because we see them frequently in our lives, especially on television. <sup>2</sup>There are many interesting programs on television. The advertising industry tells us that to be happy, we need their products in our lives. It does this with images that connect the product to happy,

10 successful, or beautiful people. We assume that to be successful or happy, we must buy the product or brand, or we must wear the same designer label as the beautiful, successful people in the ads.

The negative results of this consumerism are easy to see. <sup>3</sup>As people spend more and more of their income on things they don't need, they have to work more to pay for them. This prevents people from spending time with their families or spending money on education or healthy food. In America today,

15 there are four times more shopping centers than high schools. Many American parents say that they don't spend enough time with their children.

Another negative result is that we may believe things that aren't true. To increase profits and stock prices, companies make many false claims about their products. For example, can we really lose weight simply by

20 taking a pill, without dieting or exercising?

People also warn us of the negative effects of consumerism on the environment. <sup>4</sup>We use energy to produce these unnecessary goods, and that puts more carbon dioxide into the air, which causes climate change. When we throw away goods, they are either burned or buried,

25 again causing damage to the environment.

Advertisers say that all they do is inform us. But in reality, they have tricked us into working longer hours, buying stuff we don't need, and thinking we need their products to impress others.



### C Identifying topic and main idea

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

- 1 Which of the following best describes the topic of the text?
  - A Shopping
  - B Consumerism
  - C Fashion brands
  - D Money
- 2 Which of the following best describes the main idea of the text?
  - A Buying fashionable goods affects how people feel.
  - B Modern products are not designed to last.
  - C Advertising influences people's behavior in negative ways.
  - D Consumerism has effects on the environment.

### D Identifying unnecessary information

- 1 Look at the four numbered sentences in the passage. Which has information that is not related to the main point of the author?

Sentence number: \_\_\_\_\_

Reason it is not necessary: \_\_\_\_\_

- 2 Compare your answers with a partner.

### E Identifying opinions

Which one of the following sentences best describes the author's opinion? Circle A, B, or C.

- A Advertising causes us to buy too many things, and this has many negative results.
- B Advertising is neither good nor bad; people can choose not to buy things.
- C Advertising is a useful way to find out about a product.

### Discuss it



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

- 1 Look back at the ideas you highlighted. Are they the same? What are the differences?
- 2 You have 3 minutes. How many different types of advertising can you think of? For example, TV ads.
- 3 Imagine you want to buy these items: a mobile phone; a pair shoes; a pizza. How important is advertising to you when you decide to buy these things?



## 4 Find out more

### A Information gathering

Work in small groups. Find at least five advertisements. If you can, go online to search for popular advertisements. Write notes about each one in the table below.

Advertisement	Product	Target Group	Why the ad appeals to target group
Photo of Shohei Ohtani	Oakley	Young people	Shohei Ohtani is young and successful

### B Comparing results

Form new groups and compare your advertisements. Discuss the questions below.

- 1 How many of these products do you buy? How do you feel about them?
- 2 What words can you think of to describe the products?
- 3 Do the makers of any of these products use celebrities to advertise? If so, which? Does this make you want to buy the product?
- 4 Do any of the products use humor to sell the product? Which ones? Does this make you feel more positive about the product?

I think the advertisement for ... is original/funny/memorable/romantic.

The ad suggests / appeals to / features ...

Some / A lot of ads use celebrities. An example is ..., which uses ...

I like the way some advertisements ...

## 5 Critical thinking

### A What does the author mean?

- 1 Work with a partner. Read the statements below and decide if they are suggested by the text on page 4. Write down your reasons.

*inference* (n): a guess that something is true or not from the information you have

Statement	Inference? (Yes/No)	Where (line no.)
1 In the past, products were of a higher quality.		
2 Consumerism causes parents to spend less time with their children.		
3 Advertisements are a reliable source of information.		
4 Advertising makes people assume they will be happy if they buy something.		

- 2 Compare your answers with a new partner.

### B Categorizing

Read the statements below about some of the effects of advertising. Decide if they are positive or negative. Check (✓) the boxes. Then compare your answers with a partner.

Advertising . . .	Positive	Negative
creates more waste.	<input type="checkbox"/>	<input type="checkbox"/>
means people have to work harder.	<input type="checkbox"/>	<input type="checkbox"/>
increases company profits.	<input type="checkbox"/>	<input type="checkbox"/>
leads to less time with family.	<input type="checkbox"/>	<input type="checkbox"/>
gives more information to customers.	<input type="checkbox"/>	<input type="checkbox"/>
changes bad behavior.	<input type="checkbox"/>	<input type="checkbox"/>

### C Post your opinion

- 1 Work with a partner or in a small group. Below are some common advertising techniques. Explain what you know about each technique.

- |                                     |  |
|-------------------------------------|--|
| 1 Comparing products                | 5 Selling top-quality products at a high price |
| 2 Using creativity                  | 6 Focusing on lifestyle                        |
| 3 Recommendation by a famous person | 7 Selling at a low price                       |
| 4 Using fear                        | 8 Using scientific research                    |



*post* (n, v): (to put) a message using social media

- 2 Which techniques are popular in your country? Which do you think are most effective? Write a post with your opinion.

Here, one popular technique is ...

I think the most effective technique is ...

## D Discussion

- 1 Work in a small group. In C, you looked at eight advertising techniques. Read these statements taken from advertisements. Which techniques do they use? Write 1 to 8 in the table below

Advertising Statement	Technique (1-8)
<b>TESTS SHOWED A 69% IMPROVEMENT AFTER USING BRAND A.</b>	
Mouthwash A is better than Mouthwash B.	
Lionel Messi loves to use Brand C.	
30% off Brand X this week!	
<b>Smoking shortens your life by 10 years.</b>	
Enjoy life. Drive an XYZ and feel free.	

- 2 Another advertising technique is called “greenwashing.” This is when a company says its products or activities are better for the environment than they really are. Look at the advertisement below and discuss the questions in your groups.

- 1 What is this ad for?
- 2 Do you think the ad is effective? Does it make you more likely to buy the product? What things does the ad NOT say about this product?
- 3 Why could this be an example of greenwashing?
- 4 Can you think of any other examples of greenwashing?



Although the ad is probably telling the truth, I think ...

The ad doesn't say anything about ...

This could be an example of greenwashing because ...

Another example of greenwashing is ...

### Quotable quotes

Final thoughts . . .

**Advertising is legalized\* lying.**

H. G. Wells  
English writer

- 1 Do you think that ads sometimes lie? Give examples.
- 2 Do you think there should be laws on what and how products are advertised? Give examples.

\*legalize (v): to allow by law



# 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