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Plan of the book

Unit	Title	Reading texts	Reading skills	Vocabulary	Listening
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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 *give* Example: *give the green light*	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 *horse* Example: *back the wrong horse*	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 *put* Example: *put up with*	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 *pass* Example: *pass away*	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 *bring* Example: *bring about*	Discussion dictation Listen to readings online

Research skills	Writing	Critical thinking	
		Skills	Speaking
Information gathering • Global population, production, and trade over time Interpreting and reporting results • 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 • Pros and cons of building a new factory Tip: Summarizing key points Quotable Quotes • Discussing equality and free trade
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Information gathering • Growth in online shopping Interpreting and reporting results • 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 • The effect of technology on the newspaper and travel industries Tip: Transition signals Quotable Quotes • Discussing the effect of the internet on publishing and other industries
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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.
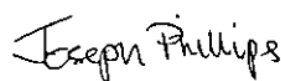
We hope you and your students enjoy using *In Focus*.

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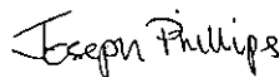
We wish you good luck using *In Focus*. We are sure that the book and the online materials will help you to learn English quickly and in a fun way!

Charles Browne   Brent Culligan   Joseph Phillips

Gender Equality

THERE'S NO GLASS CEILING AT THIS FIRM

BUT IF YOU DID FIND ONE...YOU'D BE EXPECTED TO CLEAN IT

HR DEPT.

In this unit, you will:
- read an article about a female British prime minister.
- read an article about women and power
- discuss gender-equality laws in your country.

1 Critical cartoons

A Building knowledge

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

1 A "glass ceiling" is an invisible barrier for people trying to advance in their careers. It often affects women and minorities. Are there any glass ceilings in your country?

2 Has a woman been the leader of your country or of a major company in your country?

3 Do you think opportunities for women are equal to men in your country? Why or why not?

4 What is the message of the cartoon? What is the connection to the unit topic?

I think there is a glass ceiling in ...

We have (never) had a woman as leader of ...

I think opportunities for women are ...

I think the cartoon is making the point that ...

MEDIA link

The Eagle Huntress (2016) is a beautifully filmed documentary about a 13-year-old Mongolian girl who, with the help of her father, tries to become the first female eagle hunter in her country.

For additional media links, go to infocus-eltseries.com

2 Core vocabulary

A Skimming and scanning

1 Find and underline the keywords in the text. Try to guess their meanings.

Keywords

authority	discrimination	distribution	dominant	ethical
justification	motive	scenario	traditionally	unstable

The Iron Lady

What would happen if more women were in positions of power? Would governments be any different if women had the authority to start wars, set economic policy, and run countries? In 1979, Margaret Thatcher took power in the United Kingdom. She belonged to a political party that was traditionally run by white males. Many of its party members believed that women belonged in the kitchen and not in the government. Thatcher overcame discrimination in her own political party to become its first female leader. She then went on to become Britain's first female prime minister and was a dominant political force in the 1980s. **5**

Her first major test came in 1982, when the Argentinian military attacked some small islands claimed by both countries. These were the Falkland Islands, known as the Malvinas in Argentina. Though Argentina had many motives for the attack, it is possible that it thought a woman would be less likely to go to war. Its generals felt that the most likely scenario was for Thatcher to go to the United Nations. They were wrong. The prime minister sent the British military to retake the islands and it defeated the Argentinian forces. **10**

Two years later, Thatcher began some of the most controversial policies in British history. When she took power, Britain's economy was unstable and there were many problems. Some industries needed support from the government because they were losing money. But she thought that taxing rich people and giving the money to other people was like stealing and not ethical. She didn't support the government's role in income distribution. This led to her fighting many battles with the labor unions. She closed or sold many weaker state-owned companies. Her justification was that support for dying industries hurt the country's economic growth. Naturally, this resulted in the loss of many jobs. Although the economy finally began to improve, many British working people grew to hate the "Iron Lady," as she became known. **15** **20**

So, was Margaret Thatcher's government different because she was a woman? If she is a good example of a female politician, it seems true to say that a politician's actions are influenced more by his or her beliefs than being male or female.

2 Read the titles below. Which would also be a good title for the text? Circle A, B, or C. Then explain your answer to a partner.

A Britain's First Female Prime Minister

B Margaret Thatcher and the Unions

C Margaret Thatcher's Economic Policies

B Words in context: definitions

1 Look at the definitions of the three keywords below. Find the definition that matches how each word is used in the text on **page 2**.

distribution **1** the process of giving things out to people, or spreading or supplying something

2 the way in which people or things are spread out in a place

unstable **1** describes someone who suffers from sudden and extreme changes of mental state

2 not firm and therefore not strong, safe, or likely to last

authority **1** an expert on a subject

2 a group of people with official responsibility for a particular area of activity

3 moral or legal right or ability to control

2 Make your own sentences using the keywords and compare them with a partner. Which meanings does your partner use?

1 _____

2 _____

3 _____

C Vocabulary building: word parts: *just/ju* Example: *justification*

Words with *just/ju*

judge   jury   justify   justification   unjust

1 Use the words in the box to complete the sentences below. Try to guess the meaning of any words you don't know.

1 Maria tried to _____ her poor performance in the tennis tournament by blaming her new coach.

2 There was no _____ for his rude behavior.

3 Many people consider that Nelson Mandela's imprisonment was _____.

4 Thurgood Marshall was the first African-American Supreme Court _____.

5 A _____ can have as few as six or as many as 12 members.

2 Work with a partner. What do you think *just/ju* means? Write your guess below. Then check your answer with another partner.

I think *just/ju* means _____

D Discussion dictation

1 Listen and write down the questions. Then discuss them in small groups.

1 _____ ?

2 _____ ?

3 _____ ?

2 Form new groups and compare your answers.

Reading skills

A Pre-reading

1 Quickly scan the text and circle the 10 keywords.

2 Why are there so few women in positions of power in the world? Give two reasons.

3 Which of these countries do you think has the largest proportion of female company directors: the United States, Germany, or Norway?

B Reading

Read the text and check your answers to the pre-reading questions above. Then highlight an interesting idea in each paragraph.

What If Women Ruled the World?

In most countries, women are poorly represented in positions of leadership and authority. In government, for example, there are relatively few women and only one country, Rwanda, has had a majority of females
5 in the national parliament. Developed countries are often far down on the scale of female representation in government. Of 188 countries, Britain ranks 47th, with 35 percent, and the United States 71st, with 29 percent. In Asia, South Korea comes 131st, with 18
10 percent, and Japan 164th, with only 10 percent female representation.

Women's representation in corporate boardrooms is no better: men are again dominant. In the United States, only 31 percent of board members are women.
15 In Europe, things are a little better with 44 percent in Germany, 40 percent in Italy and the UK, 36 percent in Sweden and 35 percent in Spain. In Asia things are generally worse, with only 24 percent in Singapore and 12 percent in Japan, for example.

20 The relatively high figures for female leaders in Rwanda and Germany can be explained by the fact that in these countries, there are laws that require a minimum percentage of women in government and business. The justification for laws such as these is
25 fairness, but are there any other reasons to encourage greater participation of women in positions of power? There are five reasons for the answer to this question being a clear yes.

First, when selecting the best people for government,
30 management, or any other field, it makes sense to have the widest possible choice. The United States and China win most Olympic medals largely because they can recruit from the largest populations. Since women make up half the population, it makes sense
35 to draw on their talents to the same degree as those of men.

Second, the background and experience of women mean that they have insights that are often lacking in men. As the primary caregivers to children and
40 the elderly, they are traditionally more likely to push for improvement in the areas of social welfare and education. Similarly, as more frequent victims of discrimination than men, women tend to be more sympathetic to minorities and the oppressed. Often mothers and grandmothers, women usually take a long-
45 term view and consider the welfare of future generations. With climate change and the threat of an unstable future, this long-term view is exactly what is needed in leadership.

Third, women are often more likely than men to have
50 peace as a motive for their actions. Mothers, who make a huge investment in their children, are generally less willing to send those children to war. Figures show that as many as 175 million people died in wars and revolutions in the twentieth century. Would this number be as shockingly
55 high if women had held more positions of political power?

Fourth, women have a stronger tendency than men to avoid risk and pursue compromise. The financial crisis of 2008 was largely due to risk-taking by male financial managers. Had the world's fourth-largest investment bank
60 been Lehman Sisters instead of Lehman Brothers, would we have experienced the same scenario?

Finally, women are often superior managers to men. As the main caregivers and managers of family affairs, women have to be highly organized. They are natural
65 multitaskers. These skills are exactly what is required to successfully manage a company or public policy.

For all these reasons, it is time that the distribution of power in the world shifted in favor of women to better reflect their numbers in the population. This is the right
70 thing to do, not just for ethical reasons, but also because it will result in a better world for all.

C Understanding the text

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

1 GIST What is this text mainly about?
- **A** Women and discrimination
- **B** Women and power
- **C** Women and politics

2 MAIN IDEA Which of the following statements best describes the main idea of the text?
- **A** Women face discrimination in all areas of life.
- **B** It is a fact that women are more capable than men in all areas.
- **C** There are several good reasons for giving women more power.

3 DETAILS There are more female company board members in Germany because …
- **A** German law requires a certain proportion of women.
- **B** Germany has more educated women than other European countries.
- **C** German women are naturally powerful.

4 DETAILS If more women were in power, there would probably be fewer wars because …
- **A** women are better managers than men.
- **B** women are more interested in education and welfare than men.
- **C** women as mothers do not want their children to be killed.

D Paraphrasing

paraphrasing
stating something spoken or written in a shorter and simpler form

The statements below paraphrase the author's points of view. In each case, identify the paragraph that best matches the statement.

1 As mothers and daughters, women often have a greater understanding of welfare issues. _____

2 Women's experience in household management makes them better candidates for leadership in government and business. _____

3 Wealthy countries have surprisingly few women in executive positions in business. _____

4 To find the best people possible, candidates should be selected on their skills. _____

5 Men take more unnecessary risks than women, so women make better leaders. _____

6 Wealthy countries have surprisingly few women in government. Fairness is only one reason women should be more represented in society. _____

7 Women as leaders are less likely to engage in conflicts. _____

E Making inferences

Which one of the following statements by Margaret Thatcher would the author of the text most strongly agree with? Circle the correct answer. Then compare your answers with a partner.

1 "The battle for women's rights has been largely won."

2 "Any woman who understands the problems of running a home will be nearer to understanding the problems of running a country."

3 "In politics, if you want anything said, ask a man. If you want anything done, ask a woman."

4 "I've got a woman's ability to stick to a job and get on with it when everyone else walks off and leaves it."

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 The author describes improvements in some areas of life if more women occupied positions of power. What other things would be different if women had more power?

3 Are there any roles or types of jobs that should be performed only by women or only by men?

4 Researching a topic

A Information gathering

The Global Gender Gap Index is an indicator of the level of gender equality in a country. The index goes from 0 to 1. A score of 1 means women and men are equal.

Work with a partner. One is Student A; one is Student B. Student A: use the table below. Student B: use the table on page 97. 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
	Afghanistan	0.41	33	Mexico	
36		0.76	116	Nepal	0.66
57	Brazil	0.73	2		0.88
30	Canada	0.77	142	Pakistan	0.58
	China	0.68	12	Rwanda	0.79
3	Finland	0.86	131	Saudi Arabia	0.64
	Iceland	0.91	49	Singapore	0.74
127	India			South Korea	0.68
87	Indonesia	0.70	18		0.79
11		0.80	5	Sweden	0.82
79	Italy	0.71	48	Tanzania	0.74
	Japan	0.65	129	Turkey	0.64
82	Lesotho		71	United Arab Emirates	
102	Malaysia	0.68	43	United States	0.75

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

B Interpreting and reporting results

1 Work in small groups. Discuss the questions below.

1 What trends in the data can you identify?

2 What unexpected data did you find? Give reasons for your answers.

3 Do you think it is possible for a country to achieve a score of 1 ? Give reasons.

4 The Global Gender Gap Index considers four areas: economic participation, education, health, and politics. Which do you think is most important? Why?

2 Share your group's ideas with the class.

> There is a clear correlation between ... and ...

> In our view, it would only be possible to ... if ...

> We were really surprised that ... because ...

> One possible reason for this is ...

Critical thinking

A Fact or assumption?

Below is part of a speech by a senior female politician. Work with a partner and decide if her promises are based on facts (F) or assumptions (A).

1   First, I promise to make two years of university education free for everyone. Our investment in education for our young people today is an investment in a rich future tomorrow. _____

2   Second, I promise to reduce the size of the armed forces. The Cold War is over, and we have no obligation to become the world's police force. _____

3   Finally, I promise to manage the national budget efficiently. As a mother and household manager, I am an expert on budgets. _____

B Diagramming

Work in small groups. Below is a diagram showing the possible consequences of women having more power. Add your own ideas to the diagram. Add boxes as necessary. You may want to refer to the text on page 4.
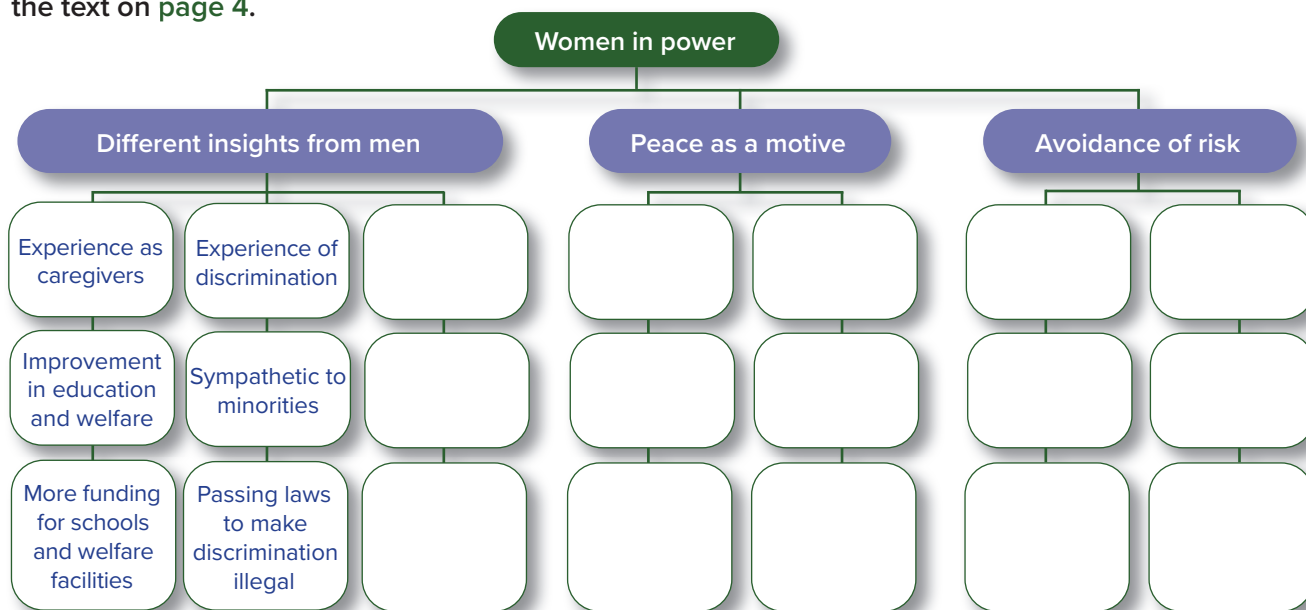
C Writing

The diagram has notes for three topic sentences:

1   Women often have different insights from men.
2   Women are more likely than men to have peace as a motive for their actions.
3   Women have a stronger tendency than men to avoid risk.

topic sentence
a sentence that explains the main idea or ideas of a paragraph. It is often the first sentence of the paragraph.

Each of these parts might correspond to a paragraph in a short essay on women in power. Choose one topic sentence from your completed diagram and write an outline for a paragraph. An example is shown below.

Topic sentence	Women often have different or better insights than men.
Main point 1	One reason for women's different insights is that they often have experience as caregivers.
Detail	This can lead to improvement in education and welfare.
Example	An example of this improvement is more funding for schools and welfare facilities.

Norway is a progressive country when it comes to gender equality. Norway also has these two laws:

1   Forty percent of the directors of public companies in Norway must be women.
2   Women can be drafted into the Norwegian military in the same way as men.

1   A new government wants to pass similar laws in your country. Work in small groups. Group A: think of reasons to support the proposed laws. Group B: think of reasons to oppose the proposed laws. Choose A or B. Use the table to help you organize your ideas.

	Things to consider	
Proposed new law	**In favor**	**Against**
1 Forty percent of the directors of public companies must be women.	Economy Effect on company staff Fairness Gender equality Talent pool	Government control Expense Fairness Implementation issues Selection made on gender versus talent
2 Women can be drafted into the military and fight in the same way as men.	Fairness Equality Talent pool	Gender differences Effect on military Effect on men and cost

2   Form new groups. Students from Group A should join students from Group B. Share your ideas. Ask follow-up questions and explain your reasoning.

> We think the most important thing to consider is ...

> One positive/negative effect of this new law would be ...

> One factor that we must think carefully about is ...

> We believe there are two main reasons for supporting this law. One is ...

3   Who has the strongest arguments? Vote on each proposal as a class. Would the proposals succeed or fail in becoming law?

TIP

Listening
Remember to listen carefully to what the other person says. If you only think about what you are going to say, you may miss the important parts of a discussion. We learn by listening to the other side of the argument. It is also important to show the speaker you are listening. Make eye contact and provide regular feedback to show you understand, for example by nodding or using short expressions, such as *I see* or *uh-huh*.

Quotable quotes
Final thoughts . . .

We've begun to raise daughters more like sons ... but few have the courage to raise our sons more like our daughters.

Gloria Steinem
American journalist and social activist

1 Explain the quote in your own words. Does it need courage to do what Gloria Steinem suggests?

2 What are some ways girls and boys are raised differently in your country?

3 Should parents raise girls and boys differently? Why or why not?
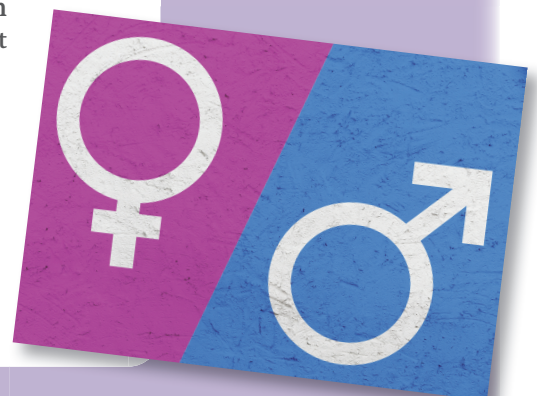
Activities

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 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
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G

genetic(s)
globalization
goods

H

historically

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J

justification

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N

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O

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P

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R

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regime
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revolutionary
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S

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T

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U

undermine
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utilize

V

viable

W

widespread