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Student's Book **2**

INFOCUS

A vocabulary, reading
and critical thinking
skills course

Integrated study

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Charles Browne • Brent Culligan • Joseph Phillips

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INFOCUS

Charles Browne • Brent Culligan • Joseph Phillips



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Plan of the book

	Unit	Title/Topic	Reading texts	Reading skills	Vocabulary
Cycle 1	1 Pages 1–8	A World of English English as a global language	1 The Wonder of Language 2 An English-Speaking World	Scanning Skimming Checking details Making inferences Identifying opinions	Collocations Word parts: <i>equa/equi</i> Example: <i>equivalent</i>
Cycle 1	2 Pages 9–16	Where Are All the Babies? Graying populations	1 Population Pyramids 2 Fewer and Fewer Babies	Scanning Skimming Checking details Reference words Making inferences	Collocations Word parts: <i>pre</i> Example: <i>previous</i>
Cycle 1	3 Pages 17–24	The Price of Excellence Drugs in sport	1 Sports and Competition 2 The Search for Speed	Scanning Skimming Checking details Cause and effect Making inferences	Collocations Word parts: <i>pend/pent</i> Example: <i>suspend</i>
Cycle 1	4 Pages 25–32	The Inconvenient Truth of Global Warming Solutions to global warming	1 What Is Global Warming? 2 Hotter and Hotter	Scanning Skimming Checking details Reference words Identifying opinions	Collocations Word parts: <i>dict</i> Example: <i>predict</i>
Cycle 1	5 Pages 33–40	Changing Ideals of Beauty What makes a person attractive?	1 Beauty 2 What Is Beauty?	Scanning Skimming Checking details Cause and effect Making inferences	Collocations Word parts: <i>dis</i> Example: <i>disagree</i>
Cycle 1	6 Pages 41–48	Vegetarianism Why people become vegetarians	1 A Vegetable Diet 2 Vegetarianism: The Healthy and Moral Choice	Scanning Skimming Checking details Identifying reasons Making inferences	Collocations Word parts: <i>kilo</i> Example: <i>kilogram</i>

		Critical thinking	
Research skills	Writing	Skills	Speaking
<p>Information gathering</p> <ul style="list-style-type: none"> Identifying loanwords and their meanings <p>Interpreting and reporting results</p> <ul style="list-style-type: none"> Comparing meanings Discussing differences 	<p>Writing a short paragraph</p> <p>Pros and cons of English as a world language</p>	<p>Identifying fact or opinion</p> <p>Categorizing statements: positive, neutral, negative</p>	<p>Discussion</p> <ul style="list-style-type: none"> Pros and cons of English as a global language Reaching a group consensus <p>Quotable Quotes</p> <ul style="list-style-type: none"> Discussing students' attitudes to use of English
<p>Information gathering</p> <ul style="list-style-type: none"> Group survey on family size <p>Interpreting and reporting results</p> <ul style="list-style-type: none"> Analyzing data relating to population pyramids Analyzing and explaining charts 	<p>Writing a short paragraph</p> <p>Summarizing pros and cons of population changes</p>	<p>Identifying fact or opinion</p> <p>Categorizing statements: positive, neutral, negative</p>	<p>Presentation</p> <ul style="list-style-type: none"> Effects of population changes on countries <p>Introductions and conclusions</p> <p>Tip: Presentation structure</p> <p>Quotable Quotes</p> <ul style="list-style-type: none"> Discussing implications of low birthrates
<p>Information gathering</p> <ul style="list-style-type: none"> Methods to help athletes perform their best <p>Interpreting and reporting results</p> <ul style="list-style-type: none"> Comparing methods Assessing their impact 	<p>Writing a short paragraph</p> <p>Expressing an opinion about competition and sport</p>	<p>Identifying fact or opinion</p> <p>Categorizing statements: positive, neutral, negative</p>	<p>Discussion</p> <ul style="list-style-type: none"> Considering statements about competition and cheating Reporting and finding out the majority view <p>Quotable Quotes</p> <ul style="list-style-type: none"> Discussing what motivates successful people
<p>Information gathering</p> <ul style="list-style-type: none"> Carbon footprints <p>Interpreting and reporting results</p> <ul style="list-style-type: none"> Comparing the efficiency of different forms of transport 	<p>Writing a short paragraph</p> <p>Summarizing opinions about global warming</p>	<p>Identifying fact or opinion</p> <p>Categorizing statements on a scale of 1 to 5</p>	<p>Discussion</p> <ul style="list-style-type: none"> Answering questions on aspects of global warming Reporting results of discussions <p>Quotable Quotes</p> <ul style="list-style-type: none"> Discussing effects of global warming on society
<p>Information gathering</p> <ul style="list-style-type: none"> Ranking attractive features in people <p>Interpreting and reporting results</p> <ul style="list-style-type: none"> Comparing rankings and drawing conclusions 	<p>Writing a short paragraph</p> <p>Summarizing opinions about staying beautiful and the money spent on it</p>	<p>Identifying fact or opinion</p> <p>Categorizing statements that the author might make</p>	<p>Presentation</p> <ul style="list-style-type: none"> Using questions about the nature of beauty as the basis for a presentation <p>Tip: Opening and closing a presentation</p> <p>Quotable Quotes</p> <ul style="list-style-type: none"> Discussing whether beauty is just physical
<p>Information gathering</p> <ul style="list-style-type: none"> Meat consumption by students <p>Interpreting and reporting results</p> <ul style="list-style-type: none"> Comparing results Analyzing meat consumption worldwide 	<p>Writing short statements</p> <p>Pros and cons of vegetarianism</p>	<p>Identifying fact or opinion</p> <p>Categorizing statements: positive, neutral, negative</p>	<p>Discussion</p> <ul style="list-style-type: none"> Considering statements about vegetarianism Reporting results of discussions <p>Quotable Quotes</p> <ul style="list-style-type: none"> Discussing whether an animal's life is as valuable as a human's

Plan of the book

	Unit	Title/Topic	Reading texts	Reading skills	Vocabulary
Cycle 2	7	Disappearing Languages The disappearance of other languages because of English	1 The Rise and Fall of Languages 2 The Killer Language	Scanning Skimming Checking details Cause and effect Making inferences	Collocations Word parts: <i>prim</i> Example: <i>primary</i>
Cycle 2	8	Our Crowded Earth Overpopulation	1 The Consequences of Population Growth 2 The Exploding Population	Scanning Skimming Checking details Making inferences Identifying purpose	Collocations Word parts: <i>ex</i> Example: <i>expansion</i>
Cycle 2	9	Do Great Athletes Deserve Great Salaries? The pros and cons of high salaries	1 The Economics of Sport 2 Salaries of Top Sportspeople	Scanning Skimming Checking details Pronouns Making inferences	Collocations Word parts: <i>tract</i> Example: <i>attract</i>
Cycle 2	10	The Global Warming Myth? Doubts about global warming	1 The Modern Meaning of Myth 2 Global Warming Mythmakers	Scanning Skimming Checking details Identifying reasons Identifying opinions	Collocations Word parts: <i>pro</i> Example: <i>prospect</i>
Cycle 2	11	Is Beauty Skin Deep? Tattoos and cosmetic surgery	1 Improving on Nature? 2 The Never-Ending Desire for Beauty	Scanning Skimming Checking details Cause and effect Making inferences	Collocations Word parts: <i>poly</i> Example: <i>Polynesia</i>
Cycle 2	12	Animals as Food Factory farming of animals	1 Meat Made Man 2 Animal Slaves	Scanning Skimming Checking details Identifying reasons Making inferences	Collocations Word parts: <i>ab</i> Example: <i>abuse</i>

		Critical thinking	
Research skills	Writing	Skills	Speaking
<p>Information gathering</p> <ul style="list-style-type: none"> Rating jobs that need English <p>Interpreting and reporting results</p> <ul style="list-style-type: none"> Comparing lists Predicting the future 	<p>Writing a short paragraph</p> <p>Pros and cons of English as the dominant world language</p>	<p>Identifying fact or opinion</p> <p>Categorizing statements: positive, neutral, negative</p>	<p>Presentation</p> <ul style="list-style-type: none"> English as <i>the</i> Global Language <p>Tip: Use of gestures in presentations</p> <p>Quotable Quotes</p> <ul style="list-style-type: none"> Discussing whether everybody in the USA should speak English
<p>Information gathering</p> <ul style="list-style-type: none"> Group survey on future family size <p>Interpreting and reporting results</p> <ul style="list-style-type: none"> Comparing results with the national birthrate 	<p>Writing short statements</p> <p>Consequences of population growing or decreasing</p>	<p>Identifying fact or opinion</p> <p>Categorizing statements: positive, neutral, negative</p>	<p>Discussion</p> <ul style="list-style-type: none"> Matching speakers to statements Discussing the statements and reporting to the class <p>Quotable Quotes</p> <ul style="list-style-type: none"> Discussing the decision to have children
<p>Information gathering</p> <ul style="list-style-type: none"> Ranking athletes students would pay to see <p>Interpreting and reporting results</p> <ul style="list-style-type: none"> Comparing athletes and sports 	<p>Writing a short paragraph</p> <p>Summarizing arguments about paying athletes' high salaries</p>	<p>Identifying fact or opinion</p> <p>Categorizing statements: positive, neutral, negative</p>	<p>Discussion</p> <ul style="list-style-type: none"> Ranking factors for paying high salaries Discussing salaries paid for different jobs <p>Quotable Quotes</p> <ul style="list-style-type: none"> Discussing the contradictions between sport and money
<p>Information gathering</p> <ul style="list-style-type: none"> Matching movies to disasters <p>Interpreting and reporting results</p> <ul style="list-style-type: none"> Discussing why people watch disaster movies 	<p>Writing a short paragraph</p> <p>Describing a graph showing changes in the earth's temperature</p>	<p>Identifying fact or opinion</p> <p>Categorizing statements: positive, neutral, negative</p>	<p>Presentation</p> <ul style="list-style-type: none"> What is an ideal climate? <p>Tip: Proper posture in a presentation</p> <p>Quotable Quotes</p> <ul style="list-style-type: none"> Discussing the leadership role of the USA on the issue of global warming
<p>Information gathering</p> <ul style="list-style-type: none"> Group survey on attitudes to physical features <p>Interpreting and reporting results</p> <ul style="list-style-type: none"> Comparing survey results about appearance 	<p>Writing a short paragraph</p> <p>The consequences of altering one's appearance</p>	<p>Identifying fact or opinion</p> <p>Categorizing statements: positive, neutral, negative</p>	<p>Discussion</p> <ul style="list-style-type: none"> How important is appearance in professional life? <p>Quotable Quotes</p> <ul style="list-style-type: none"> Discussing making changes in life that are permanent
<p>Information gathering</p> <ul style="list-style-type: none"> Listing animals and their uses <p>Interpreting and reporting results</p> <ul style="list-style-type: none"> Comparing lists Discussing how the use of animals has changed 	<p>Writing a short paragraph</p> <p>Arguments for and against using animals</p>	<p>Identifying fact or opinion</p> <p>Categorizing statements: positive, neutral, negative</p>	<p>Discussion</p> <ul style="list-style-type: none"> Answering questions related to the use of animals by humans <p>Quotable Quotes</p> <ul style="list-style-type: none"> Discussing arguments against keeping pets.

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To the teacher

Welcome to ***In Focus***, a three-level, corpus-informed course aimed at university and college students. ***In Focus*** is designed to build vocabulary, reading, discussion, presentation, and critical thinking skills. Each Student's Book contains 12 topic-based units, which are divided into two cycles of six general themes. Units follow a light gradation of difficulty, which allows you to vary the order in which you teach them according to your students' interests and time. ***In Focus*** is supplemented by a range of free, dedicated online components, which provide great flexibility and help to speed language acquisition.

Using the multi-billion-word Cambridge English Corpus, we have created a unique lexical syllabus containing the most important words for second language learners of English. This syllabus comprises two word lists: a New General Service List (NGSL), a list of approximately 2,800 words; and a New Academic Word List (NAWL), a list of approximately 1,000 words that are especially useful for students who want to read academic texts in English. Together, these 3,800 words allow learners to understand 92 percent of the words in most English academic texts; these are nearly all the words learners will ever need (not bad, if you consider that 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 levels 1 and 2, these words are taken from the NGSL, while in level 3 they are taken from the NAWL. Students can use the online tools developed especially for ***In Focus*** to learn the remainder of the 3,800 words.

Though ***In Focus*** can be used as a standalone textbook, dedicated online elements, including both website and smartphone apps, enable students to personalize and extend their learning beyond the classroom. Among the online components are hundreds of hand-selected authentic videos, audio recordings of all reading texts, and a spaced-repetition vocabulary learning system. An easy-to-use learner management system allows you to set up a class and track your students' progress, whether they are using a computer or a mobile device. At the back of each Student's Book is a code, which gives your students free access to the online elements (www.cambridgeinfocus.org).

In Focus 2 is designed for students at an intermediate level. The 120 keywords are taken from the NGSL. Each unit is designed to help your students build both their knowledge and their ability to think critically about a wide range of important topics. The topics covered are the English language, population, sports, climate change, fashion and beauty, and the use of animals. Language prompts are provided throughout to help students express themselves. Four units also focus on presentation skills and offer useful presentation tips.

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. Where appropriate, icons indicate that students can access the companion website or app for additional practice of the material. An audio icon also reminds students that 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 connection	1 Critical cartoons Building knowledge  Media link
Pages 2–3	Vocabulary development Reading Speaking	2 Core vocabulary Scanning and skimming Words in context: collocations  Word parts  Discussion dictation
Pages 4–5	Reading Reading skills Speaking	3 Reading skills Pre-reading questions Reading Checking details; Making inferences; Identifying opinions/purpose/reasons; Cause and effect; Pronouns; Reference words;  Going beyond the text
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 Presentation Presentation skills	5 Critical thinking Fact or opinion? Categorizing Writing Discussion; Presentation Quotable Quotes

Unit sections

1 Critical cartoons

This is a short speaking activity centered on a cartoon related to the topic of the unit. The look and feel of the cartoon is that of a political cartoon that might be found in a newspaper. Questions help activate schema and develop critical thinking skills.

2 Core vocabulary

Each unit teaches 10 important words from the NGSL. The section begins with a short reading passage (200–250 words) on an aspect of the unit topic that contextualizes the 10 keywords. A series of learning activities focuses on developing knowledge of collocations and analyzing and understanding word parts. This gives students practice using the words introduced in the unit. It also develops vocabulary learning skills and strategies that will be useful when encountering new words not introduced in the unit. A speaking activity rounds this section off.

3 Reading skills

Students work with a longer text (400–500 words), which 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. This is followed by a series of carefully structured activities, including pre-reading, comprehension, making inferences, and identifying opinions. The section culminates in a short discussion.

4 Researching a topic

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

5 Critical thinking

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

6 Quotable quotes

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

To the student

Welcome to ***In Focus***, a three-level course for university and college students. We have designed this series to help you build your vocabulary and improve your reading skills as well as your discussion and presentation skills. ***In Focus*** will also help you think critically, which is a very important general academic skill. In each Student's Book, you will find 12 topic-based units. In addition to the Student's Book, there is a range of free online components, which will help you focus on what you really need and so learn more quickly.

For ***In Focus***, we have created a unique vocabulary syllabus containing the most important vocabulary words for learners of English. This syllabus has a total of about 3,800 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 English academic texts (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 smartphone apps developed especially for ***In Focus*** to learn the rest of the 3,800 words efficiently and enjoyably. We have designed a special vocabulary learning system for you to do this. Online, you will also find hundreds of interesting videos related to the unit topic, audio recordings of the reading texts, and other activities. At the back of each Student's Book, there is a code, which will give you free access to all the online elements (www.cambridgeinfocus.org).

In Focus 2 is designed for students at an intermediate level. Each unit will help you build your knowledge about a wide range of interesting topics as well as help you think critically about these topics. You will learn about the use of English in the world, population changes, issues about sports, climate change, fashion and beauty, and how people use animals. We have given you useful language where you need it to guide and help you express yourself. Four of the 12 units also provide presentation skills and useful presentation tips.

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



Charles Browne



Brent Culligan



Joseph Phillips

A WORLD OF ENGLISH



Unit 1

1 Critical cartoons

A Building knowledge

Work with a partner or in small groups. Discuss the questions below.

- 1 How many countries can you name where English is spoken as a first language?
- 2 What countries do you know where English is not a first language but is a main or official language?
- 3 What is the message of the cartoon?
- 4 Think about the use of English among your grandparents' generation, your parents' generation, and your own. How has it changed?



Media link

The Story of English is an award-winning television series and companion book about the development of the English language.

For additional media links, go to www.cambridgeinfocus.org

2 Core vocabulary



A Scanning and skimming

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

Keywords

acquire equivalent estimate exposure multiple
per regional researcher retain struggle



The Wonder of Language

We all speak one. Every day, people communicate with one another using language. From the thousands of words we know, we easily find the words we need and arrange them into sentences to give our opinions or make requests. Some researchers who study language acquisition, like the well-known writer on language Steven Pinker, estimate that people know about 50,000 to 60,000 words by the age of 20. That is roughly equivalent to learning eight or nine words per day from birth.

This amazing process begins at birth. Children who have not yet learned to speak listen to their mothers, fathers, brothers, and sisters talk to them. This early exposure introduces the child to the sounds of their language. This is when they begin to acquire their regional accent. We are all amazed at how little American babies sound American, while little English babies speak with a British accent.

By the time children become three, they have usually acquired many thousands of words. Some words children have heard multiple times, so it is not surprising that they know them. Other words children may hear only once, but they retain the meaning. Some words are difficult, and the child has to struggle to say the word but still has no problem remembering its meaning.

Learning a foreign language may be difficult, but it is important to remember that people are born to communicate through speech. It is a gift we all have.



- 2 Read the statements below. Which best describes what this text is about? Circle A, B, or C.

- A How we learn foreign languages
B How children acquire their accents
C How we learn our own language



B Words in context: collocations

1 Look at the text on page 2. Find the keywords that form collocations with the words below.

- 1 researchers _____
- 2 roughly _____
- 3 _____ day
- 4 _____ accent

Collocations

Collocations are common word combinations. For example, the verb *express* is often found with the noun *opinion*, as in *express your opinion*.

2 Match the four keywords with the words below to make new collocations.

- 1 _____ costs
- 2 _____ amount
- 3 _____ government
- 4 _____ month
- 5 average _____
- 6 cash _____
- 7 _____ director
- 8 _____ year

C Word parts: *equa* or *equi* Example: *equivalent*

Words with *equa/equi*

adequate	equation	equator	equidistant
equinox	equivalent	inequality	

1 Use the words in the box to complete the sentences below.

- 1 A kilogram is roughly _____ to two pounds.
- 2 When something is _____, it is enough for a situation.
- 3 A mathematical statement in which both sides are the same is an _____.
- 4 We can see _____ in a society when groups of people are treated differently.
- 5 When a place is the same distance from two other places, we can say they are _____.
- 6 The invisible line that divides the earth into northern and southern halves is called the _____.
- 7 The time when the sun is directly over the equator and night and day are the same length is called an _____.

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

I think equa/equi means _____.

D Discussion dictation



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

- 1 How _____?
- 2 How _____?
- 3 What _____?

2 Form new groups and compare your answers.

3 Reading skills



A Pre-reading questions

- 1 How many people around the world do you think are learning English?
- 2 Why do you think English has become an international language?

B Reading

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

An English-Speaking World



English is widely spoken in many countries around the world and is an official language in more than 50. Many of these countries are former colonies of Britain and retained English after independence.

- 5 But even former colonies of France and Belgium, such as Madagascar and Rwanda, have adopted English as an official language.

English has truly become an international language. Researchers at the British Council estimate that it is spoken as a first language by 375 million people and as a second language by another 375 million. Meanwhile, over 750 million people speak it as a foreign language, and this number is rapidly growing. In China alone, 120 million grade school students are learning English. According to the British Council, two billion people around the world are attempting to acquire English, and one in four can speak some English.

- 20 When the captain of a Mexican passenger plane flies into an airport in France or Germany, he or she communicates with the air traffic controller in English. It is easy to understand why: the pilot may not speak French or German, the air traffic controller may not speak Spanish, and it is necessary to confirm details about the flight. However, in the equivalent situation, when the same plane lands in Argentina or Colombia, the pilot again communicates with the ground in English, even though he and the ground controller both have Spanish as their mother tongue. This is just one example of how English is used as the standard international language around the world. Today, three-quarters of the world's mail, most books, and half of the world's newspapers and magazines are written in English. English

websites are being created at a rate of 500 per minute, and more than half of the world's websites are in English. Eighty percent of international organizations use English as an official language, including the United Nations, the European Union, and the International Olympic Committee. English is the most important language in science: half the world's scientific papers are written in it. Finally, in the world of entertainment, it is impossible to avoid exposure to English. Hollywood movies sell the most tickets in cinemas, and popular songs in countries from Sweden to Japan are sung in English.

English is an international language because of two main regional influences. The first is the rule of the British Empire, which at its peak in 1922 governed a fourth of the world's area and a fifth of its population. The second is the power of American companies that spread around the world after World War II.

English is not just an international language because it is spoken all over the world. English now belongs to the world. People all over the world do not just struggle to learn it in order to get better jobs. They add words and expressions of their own, and they are changing the language in multiple ways, thus helping to make English a true world language. English as a world language allows all countries to be part of the world community, and this benefits us all.

C Checking details

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

- 1 Which of the following statements is true?
 - A There are more speakers of English as a first language than speakers of English as a second language.
 - B The majority of English speakers speak it as a first language.
 - C Approximately 25 percent of people in the world can speak some English.
 - D Nearly 50 percent of international organizations use English as an official language.
- 2 Which of the following statements is NOT true?
 - A Many former British colonies kept English as an official language after independence.
 - B Some former French colonies also have English as an official language.
 - C Mexican pilots speak Spanish when communicating with air traffic controllers in Colombia.
 - D Most of the world's books are written in English.

D Making inferences

Read the questions below and circle the correct answers according to the text. (There may be more than one correct answer.)

- 1 People around the world want to acquire English because . . .
 - A they want to understand Hollywood movies.
 - B air traffic controllers need English.
 - C they want better jobs.
 - D they want to learn about American companies.
- 2 Which of these changes are likely to take place in the future?
 - A English vocabulary will grow.
 - B English will not be spoken at meetings of the Olympic Games Committee.
 - C Pilots will choose which language to speak when they are in the air.
 - D English will become a world language.

E Identifying opinions

Work with a partner and answer the question below. Check (✓) the boxes.

In this article, how can the author's point of view best be described?

- | | | | | | | |
|----------------|--------------------------|----------|--------------------------|---------|--------------------------|----------|
| Paragraphs 1–4 | <input type="checkbox"/> | positive | <input type="checkbox"/> | neutral | <input type="checkbox"/> | negative |
| Paragraph 5 | <input type="checkbox"/> | positive | <input type="checkbox"/> | neutral | <input type="checkbox"/> | negative |

Going beyond the text

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

- 1 Look back at the ideas you highlighted in the text. Are they the same?
- 2 Give at least two examples of the spread of English in your country.
- 3 Are there any languages that could one day compete with English?
Explain which language and why (or why not.)

4 Researching a topic

A Information gathering

1 Work in small groups. Use the pictures below to identify words English has borrowed from other languages. Can you guess which language they came from?

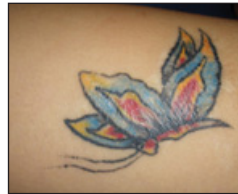
A



B



C



D



E



F



G



H



2 Think of six words from your language that came from English. Then look up the meaning of the words in English in a dictionary or online. Complete the chart below.

Borrowed word	Meaning in your language	Meaning in English
1		
2		
3		
4		
5		
6		

B Interpreting and reporting results

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

- 1 Which meanings are the same in both English and your language? Can you think of any that are different?
- 2 Why do you think the meaning of some borrowed words is different in your language?
- 3 Do you think borrowed words help you acquire English more easily? Why or why not?

We found that they don't always help because . . .

It looked to us as if . . .

Perhaps the first users of the word didn't . . .

5 Critical thinking

A Fact or opinion?

There are many different points of view on the topic of English. Work with a partner and decide if the following statements are fact (F) or opinion (O).

- 1 Spanish sounds more beautiful than English. _____
- 2 Chinese is the most difficult language to learn. _____
- 3 English has more words than most other languages. _____
- 4 English has borrowed words from many other languages. _____
- 5 British English is easier to understand than American English. _____

B Categorizing

- 1 Decide if the statements below sound positive, neutral, or negative. Put checks (✓) in the boxes. Underline any words in the sentences that support your choice.

	Positive	Neutral	Negative
1 English is spoken widely throughout the world.			
2 The spread of English is destroying many languages and cultures.			
3 English as an international language will lead to world peace.			
4 Pilots flying Mexican planes in France or Germany always use English.			
5 It is impossible to escape English in the world of entertainment.			

- 2 Compare your answers with a partner and explain your reasons.

C Writing

Look back at the statements in B above. Write a short paragraph about the positive and negative results of English becoming the world language. Use the model below.

← ⋮ →
✕

There are many different opinions about English becoming the world language.

On the positive side . . .

However, there are also a number of negative results. For example, . . .

D Discussion

- 1 In C, you wrote about the positive and negative results of English being the world language. Now read the statements below about language from young people around the world. Discuss them in small groups. Do you agree or disagree? Be sure to share your opinions and ask follow-up questions.

"English helps speed globalization and economic development. That is a good thing."

"English as a global language gives English speakers an unfair advantage."

"If English spreads everywhere, then so does Western culture. That makes the world a worse place."

Agreeing

I agree with you.

That's what I think too.

Absolutely.

Disagreeing

Well maybe, but the way I see it . . .

I see your point, but . . .

I understand what you're saying, but . . .

- 2 Now agree on a group opinion for each point. Share your results with the class. Each group should present one idea.

We felt that . . . because . . .

We don't think that . . .

Overall, we believe that . . .

Quotable Quotes

Final thoughts . . .

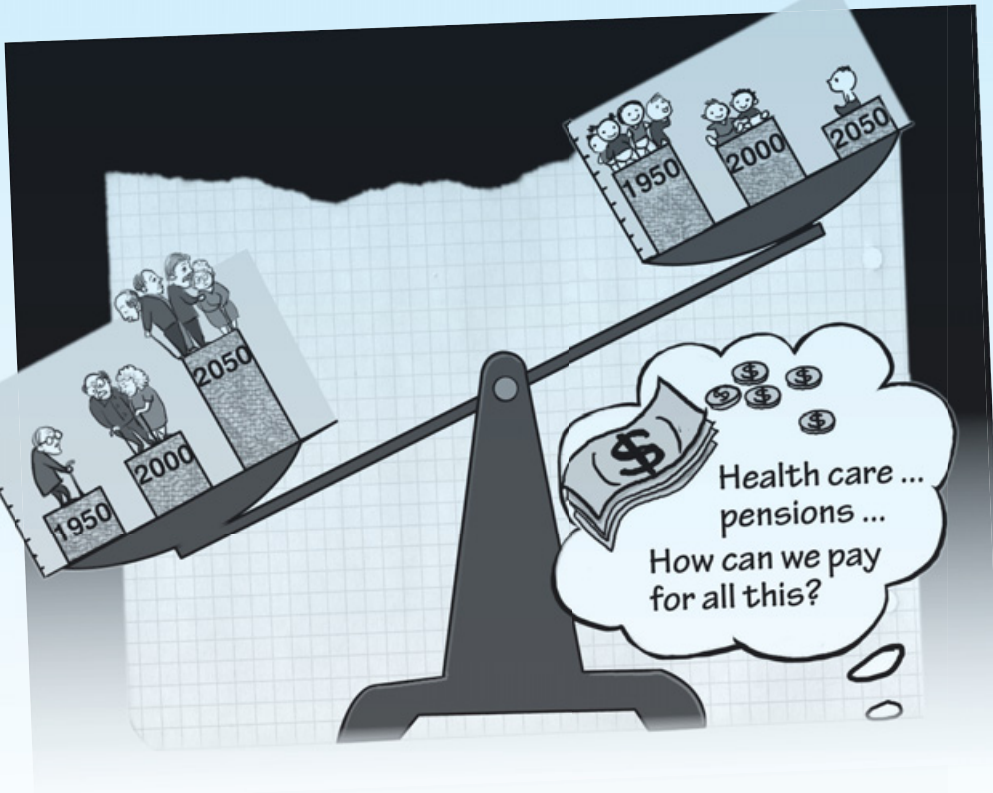
Learn a new language and get a new soul.

Czech proverb

- 1 How is this quote connected to the topic of the unit?
- 2 Do you feel or act differently when you speak English? In what way?
- 3 In what ways is the growth of English in your country changing your culture?

WHERE ARE ALL THE BABIES?

Unit 2



1 Critical cartoons

A Building knowledge

Work with a partner or in small groups. Discuss the questions below.

- 1 What is being compared on the left side and right side of the scales?
- 2 Do retired people in your country receive money from the government? What do you know about this?
- 3 What do you know about birthrates in different countries? If you can, check rates for countries like South Korea, Japan, and Italy and compare them with birthrates in countries like the United States and Kenya.
- 4 What is the message of the cartoon?



Media link

Where Have All the Children Gone? is a documentary about Europe's population trends. It compares four countries and the extent to which politics can influence birthrates.

For additional media links, go to www.cambridgeinfocus.org

2 Core vocabulary

VOCABULARY

APP

ONLINE

A Scanning and skimming

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

Keywords

era estate forecast household increasingly
largely previous rural ultimately wage



Population Pyramids

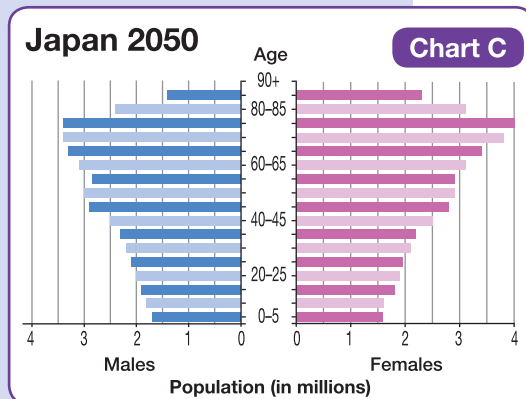
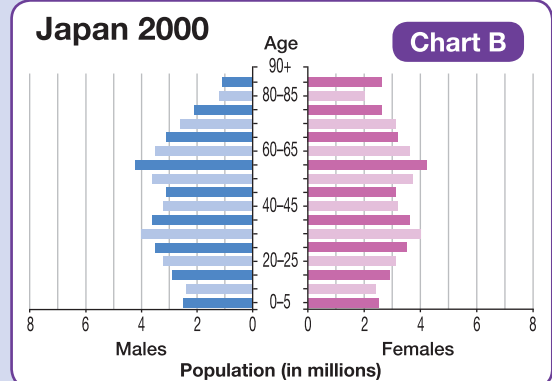
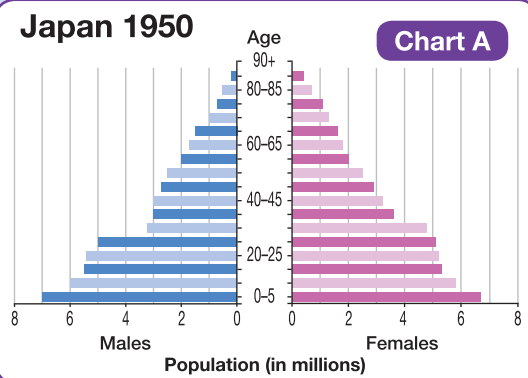
One way of looking at population change is with a type of graph called a population pyramid. It is called a pyramid because that used to be the most common shape. We can see this shape with

- 5 Japan's population in 1950 in Chart A. The population was largely young then, and it was the end of an era when most people lived in the countryside. In these rural areas, children often worked together with their parents and helped to produce the food, goods, and household products that the family needed. There were many diseases without cures and these often killed children, so families were large to increase the chance that some children would live to become adults.

In Chart B, the pyramid for the year 2000 shows a big difference from the previous chart. There are two reasons for this change.

- 15 First, children increasingly went to school instead of working. Rather than add to the family estate, children became an expense. Second, new medicines cured children's diseases like smallpox, measles, and polio, so large families were no longer needed.

- 20 While it is always difficult to give an accurate forecast, it seems that Japan and other countries with similar population structures, such as South Korea, will ultimately have a pyramid like the one in Chart C. The big question is how society will pay for the large number of elderly people. Taxes on workers' wages will not be enough, so we may see major changes in those societies.



- 2 Read the titles below. Which would also be a good title for the text? Circle A, B, or C.

- A Childhood Diseases
B Child Workers
C Changing Societies

READING

ONLINE

B Words in context: collocations

1 Look at the text on page 10. Find the keywords that form collocations with the words below.

- 1 end of an _____
- 2 _____ areas
- 3 accurate _____
- 4 workers' _____

2 Match the four keywords with the words below to make new collocations.

- 1 weather _____
- 2 _____ population
- 3 average _____
- 4 modern _____
- 5 minimum _____
- 6 golden _____
- 7 _____ development
- 8 profit _____

C Word parts: *pre* Example: *previous*

Words with *pre*

precook predict prehistoric prepay prevent preview previous

1 Use the words in the box to complete the sentences below. Change the word form as necessary.

- 1 I'm really interested in _____ animals like dinosaurs.
- 2 A lot of fast food is _____.
- 3 Wearing a seatbelt helps to _____ injury.
- 4 The weather forecast _____ rain today.
- 5 The _____ owner painted the wall red.
- 6 A telephone card allows you to _____ for telephone calls.
- 7 That movie isn't at the cinema yet, but I saw a _____ on YouTube.

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

I think pre means _____.

D Discussion dictation



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

- 1 What _____?
- 2 Do _____?
- 3 Do _____?

2 Form new groups and compare your answers.

3 Reading skills



A Pre-reading questions

- 1 Which parts of the world have growing populations? Which countries have low birthrates?
- 2 What problems will countries with a low birthrate have?

B Reading

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



Fewer and Fewer Babies

A generation ago, scientists worried about overpopulation. Today, in developed countries, there is the opposite fear. Birthrate measures the number of children a woman has during her life.

- 5 The replacement birthrate is the rate required to maintain the population. In developed countries, this number is 2.1, but in most of these countries, birthrates are less than this. Spain and South Korea, for example, share a birthrate of 1.1; Italy and Japan are at 1.2. Internationally, more than 40 percent of people live in countries where the birthrate is lower than the replacement level.

- 10 There are several reasons for couples having fewer children. Chief among these is the cost of education. Jobs in developed countries increasingly require highly educated workers, and the cost of this education is largely borne by parents. Another reason is the growth of cities. As people move from rural areas to the city, there is pressure to limit family size. The high cost of real estate means that living space is limited, and there is no room for a large family. In previous eras, a single wage earner was able to support a household. Today, it is usually necessary for both parents to work. Without child care that parents can afford or the help of grandparents, couples may not want to have many children. Another reason for the low birthrate is the success of the women's movement. This has resulted in economic independence for many women. As women gain equality and independence, they choose to follow careers and have children later. The wide availability of the birth control pill and access to abortion means they can more easily choose when or if they want to become a parent.

There are two results of a birthrate that is too low to maintain a population. The first is that ultimately, without the arrival of immigrants, the population will decline. In over 20 countries, the population is already in decline, including Russia, Ukraine, and Japan. In other countries, such as South Korea, it soon will be. Given present trends, Ethiopia will have a larger population than Russia or Japan by 2050. The second and more troubling result is population aging. Fewer and fewer young taxpayers will be supporting more and more old people. This will place even more pressure on the young to limit family size. If there are too few workers, this will cause economic decline.

Even in the United States, which is a rare example of a developed country with a high birthrate, population changes can be seen. The birthrate of non-Hispanic white Americans is 1.8, while that of Hispanics is 2.4. The US government forecasts that white Americans will be a minority by 2042, and Hispanics will make up 30 percent of the population by 2050.



C Checking details

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

- Which of the following statements is true?
 - Couples are having fewer children because of education costs.
 - Couples are having more children because both parents are working.
 - Couples are having more children because people are moving to rural areas.
 - Couples are having fewer children because grandparents don't want to take care of children.
- Which of the following statements is NOT true?
 - Spain and Italy both have low birthrates.
 - The population is in decline in South Korea.
 - The birthrate among white Americans is low.
 - Couples in Spain have fewer children than couples in Japan.

D Reference words

The words below are taken from the text. What do they refer to? Write the correct words or phrases on the lines.

- this number* (line 7) _____
- these countries* (line 7) _____
- these* (line 14) _____
- This* (line 29) _____

E Making inferences

Read the questions below and circle the correct answers according to the text. (There may be more than one correct answer.)

- People in cities have fewer children because . . .
 - there is a lack of public transportation.
 - there is more crime in the cities than in rural areas.
 - houses are smaller in the city.
 - it's hard to find work in the city.
- What changes to American society might take place in the future?
 - More people will speak Spanish.
 - There will be many immigrants from Spain.
 - White Americans will disappear.
 - There will be more Hispanics than white Americans eventually.

Going beyond the text

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

- Look back at the ideas you highlighted. Are they the same? What are the differences?
- The text gives several reasons for couples having fewer children. Think of your family and friends. Which reasons are true for them?

4 Researching a topic

A Information gathering

- 1 Form small groups and interview each other. Ask about the number of brothers and sisters your partner and your partner's parents have. Write in the chart below.

Name	Brothers	Sisters	Mother		Father	
			Brothers	Sisters	Brothers	Sisters
Total						
Average						
Average per generation						

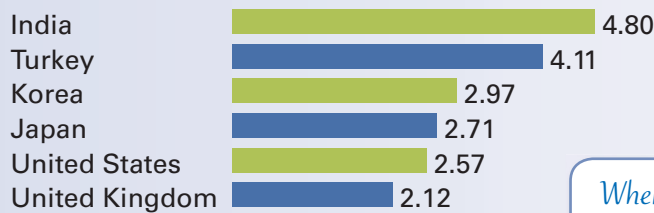
- 2 Work out the averages for each column and for each generation.
3 Collect the results on the board in the front of the class.

B Interpreting and reporting results

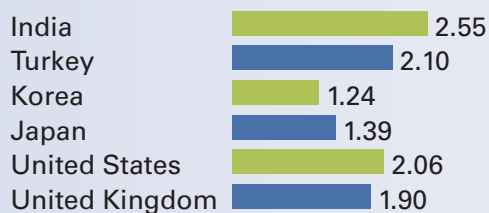
Form new groups. Discuss the questions below.

- 1 Look back at the charts in the first text. Which population pyramid best fits your class?
2 Look at the figures below. What are the reasons for the differences among countries?

Average number of people living in a family in . . .



Number of children a woman in . . . has



Data: 2013 estimates

It's quite/fairly obvious that . . .

The reason could be that . . .

When you compare . . . with . . . , it's clear that . . .

It's surprising that . . .

From the data we have, it's striking that . . .

5 Critical thinking

A Fact or opinion?

There are many different points of view on the topic of birthrates and population. Work with a partner and decide if the following statements are fact (F) or opinion (O).

- 1 Raising children is too expensive. _____
- 2 If the birthrate is 2.0, the population will decline without immigration. _____
- 3 Older people don't pay enough tax. _____
- 4 In 2010, white Americans were a majority of the population. _____
- 5 The United States is a country with a relatively high birthrate. _____

B Categorizing

- 1 Which of the following statements sound positive, neutral, or negative. Put checks (✓) in the boxes. Underline any words in the sentences that support your choice.

	Positive	Neutral	Negative
1 An open immigration policy helps countries solve many of the problems caused by a low birthrate.			
2 The unreasonably high cost of real estate means that living space is very limited.			
3 As women gain equality and independence, they are free to pursue careers and postpone childbirth.			
4 Economic decline will occur when there are too few workers to support the economic activity.			
5 The US government forecasts that white Americans will be a minority by 2042.			

- 2 Compare your answers with a partner and explain your reasons.

C Writing

Look back at the statements in A and B above. Write a short paragraph about the positive and negative results of population changes in your country. Use the model below.

← ✦ →
×

There have been some important changes in the population of my country in the last 20 years. For example . . .

Some positive results of these changes include . . .

On the other hand, there are serious concerns. One is . . .

D Presentation

- 1 Work in small groups. Discuss the paragraphs you wrote in C. Be sure to share your opinions and ask follow-up questions.
- 2 With present trends, developed countries will have small populations and undeveloped countries will have large populations. What will be some effects of this? Think about the topics below and prepare a short presentation on one or more of them in your group.
 - Education
 - Emigration
 - Employment
 - Health care
 - Housing
 - Pensions and retirement
 - Poverty
 - Young people
- 3 Present your ideas to the class. Prepare your introduction and conclusion carefully.

Structure your talk

A good presentation will always include three parts. Use these parts and create a general plan before you think about the details:

- an introduction: this is where you welcome the audience and state your purpose.
- a middle section: this is the main body of the talk.
- a conclusion: this is where you summarize the key points and bring everything together.



Introductions

Today, I'll be talking about . . .

We'll first look at . . .
Then . . . And finally . . .

The purpose/objective/aim
of this presentation is to
tell you about . . .

Conclusions

So, to summarize
the main points again, . . .

The key issues we have
looked at are . . .

Let's review the key points. First, . . .

Quotable Quotes

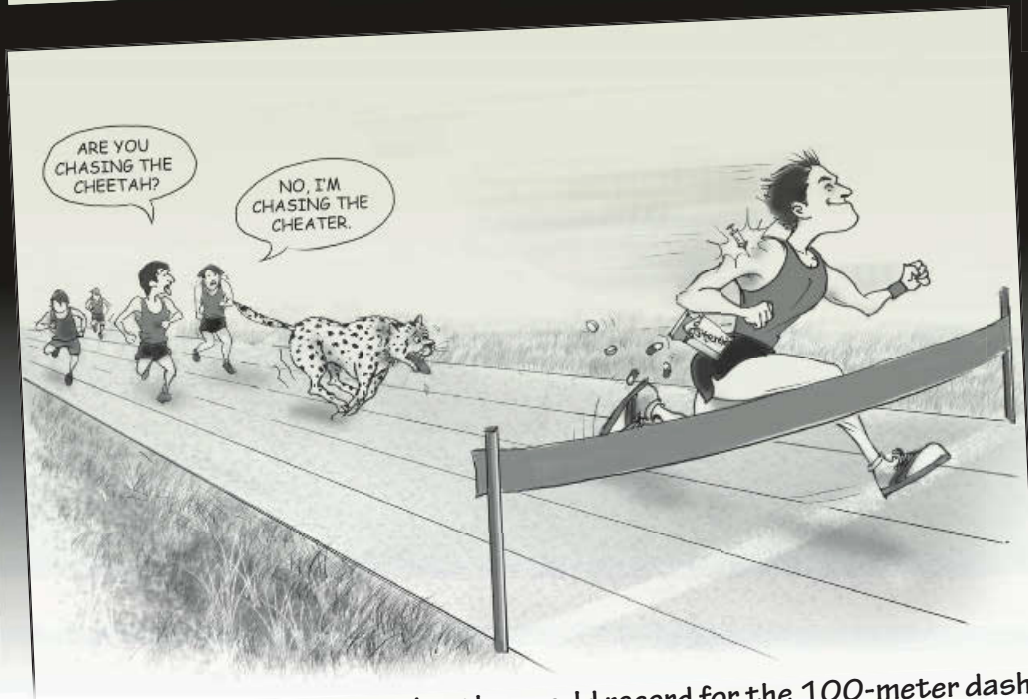
Final thoughts . . .

If the current birthrate, which is one of the lowest in the major developed countries, continues, there will be no Japanese. Who will pay the enormous debt?

Jim Rogers
investor and author

- 1 What does the author mean by "no Japanese"?
- 2 What is implied by his question "Who will pay the enormous debt"?
- 3 Does Japan's situation apply to your country?

The Price of Excellence



Another world record for the 100-meter dash!

1 Critical cartoons

A Building knowledge

Work with a partner or in small groups. Discuss the questions below.

- 1 What running races have you watched or taken part in?
- 2 How important do you think it is to win? Why?
- 3 What is the message of the cartoon?
- 4 What other sports have similar problems with athletes cheating?



Media link

Why Do Jamaicans Run So Fast? is an award-winning documentary that looks at the success of Jamaican athletes at the Beijing Olympics. It includes interviews with gold medal-winning athletes, including Usain Bolt.

For additional media links, go to www.cambridgeinfocus.org

2 Core vocabulary



A Scanning and skimming

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

Keywords

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



SPORTS AND COMPETITION

From the fields of war to the fields of sport, humans have always had a strong desire to win. Over 2,500 years ago, Greeks would suspend fighting to come together and

5 compete against each other in the ancient Olympic Games. These tournaments from long ago had many of the sports we have in our current games, like running and jumping. The stadiums that modern athletes compete

10 in are similar to the facilities used by those athletes. Our marathon comes from what people believe to be a historic event, in which a Greek runner ran with an important message from the plains of Marathon to

15 Athens, a distance of about 42 kilometers. According to the story, the runner died as a consequence of his great effort.



The competitive spirit continues to this day. Many modern athletes are willing to do just about anything in order to win and increase their medal yield. Some are willing to take

20 drugs that boost their ability – even when these drugs are extremely dangerous. One famous case was the Canadian runner Ben Johnson, who ran 100 meters in 9.79 seconds in the 1988 Seoul Olympics. It was later found that he had taken a banned drug, which led to Johnson being banned from Olympic sports.

- 2 Read the titles below. Which would also be a good title for the text? Circle A, B, or C.

- A Winning at Any Cost
 B The Marathon
 C Ancient and Modern Sports



B Words in context: collocations

1 Look at the text on page 18. Find the keywords that form collocations with the words below.

- 1 _____ fighting
- 2 _____ event
- 3 _____ dangerous
- 4 _____ drug

2 Match the four keywords with the words below to make new collocations.

- | | |
|---------------------|---------------------------|
| 1 immediately _____ | 5 temporarily _____ |
| 2 _____ buildings | 6 _____ funny |
| 3 _____ on smoking | 7 _____ political parties |
| 4 _____ victory | 8 _____ cold |

3 Work with a partner. Use the collocations above to make your own sentences.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

C Word parts: *pend* or *pent* Example: *suspend*

Words with *pend/pend*

appendix depend pendant pending pendulum penthouse suspend

1 Use the words in the box to complete the sentences below. Change the word form as necessary.

- 1 You can _____ on Sunhee. She's a very reliable worker.
- 2 That old clock has a long _____.
- 3 The light is _____ from the ceiling.
- 4 The doctor removed the patient's _____.
- 5 Vivian is wearing a beautiful _____.
- 6 Mr. Williams lives in a _____ with views of the river.
- 7 Paulo's application to join the golf club is _____.

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

I think pend/pend means _____.

D Discussion dictation



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

- 1 What _____?
- 2 What _____?
- 3 What _____?

2 Form new groups and compare your answers.

3 Reading skills



A Pre-reading questions

- 1 Athletes are running faster today than they did a generation ago. What are the reasons for this?
- 2 Is the world record for the 100-meter race below or above 10 seconds?

B Reading

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

The Search for Speed

Speed is exciting, especially in sports. In running, the fastest race is the 100-meter dash. It appears that we have not yet reached our limit when it comes to running. Each time we have set an imaginary barrier, it has been broken. It is likely that we will be surprised and excited when new records are broken in the future.

In a historic moment at the 1936 Olympic tournament in Berlin, Jesse Owens won an Olympic gold medal in the 100-meter dash with a time of 10.6 seconds. It was thought that a time of 10 seconds would never be beaten. The current record stands at 9.58 seconds, set by Usain Bolt of Jamaica, and his coach is aiming at a target of 9.4 seconds. In a similar way, Roger Bannister broke the four-minute barrier for the mile in 1954.

However, the question remains, just how fast can humans run? The answer lies in a combination of several factors. First, there is the physical structure of the runner's muscles. Depending on their structure, some muscles react either quickly and with great power, or they don't supply so much power but they can continue to work over a long period. As a consequence, sprinters tend to have more of the former, while distance runners have more of the latter. In addition to the structure of the muscles, an athlete's body shape also affects performance. Successful distance runners tend to be extremely thin but have large hearts and lungs. Sprinters, on the other hand, are heavily built and over the years have tended to get larger. Training yields improvements in a runner's performance and so does diet. Professional athletes practice weight and speed training, eat foods high in protein and carbohydrates, and they avoid fats.

In the search for speed, some athletes may use performance-enhancing drugs, which can

build muscle or increase the number of oxygen-carrying red blood cells. These methods may be effective in boosting an athlete's performance but they are banned in competition. An athlete caught using them can be suspended from future tournaments, sometimes for life. However, in spite of the stiff penalties, some athletes still use these drugs. There are two main reasons for this. First, in some sports, it may be difficult to compete at the top level without using drugs to boost performance. Second, new drugs that are difficult to detect are always becoming available, and facilities to detect them may not yet exist.

There is a "cat-and-mouse" game going on between athletes and sports authorities. As authorities ban one drug, another appears to take its place. The result of this is that honest athletes are at a disadvantage. Sports authorities should realize that it is impossible to control this behavior. I believe they should give up their attempt to control drug taking and allow athletes to use any substance they want. In this way, all athletes would have the same chance to compete at the top level. In addition, these drugs would become available to the general population, so increasing our enjoyment of all physical activities.



C Checking details

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

- Which of the following statements is true?
 - Jesse Owens's Olympic record has never been beaten.
 - Roger Bannister was not a sprinter.
 - People have two basic kinds of muscle for running.
 - Sprinters are sometimes heavily built.
- Which of the following statements is NOT true?
 - Sports authorities are sometimes banned from competition.
 - Sprinters today are larger than sprinters in the past.
 - Professional athletes don't eat a lot of fat.
 - Some runners use drugs in order to run faster.

D Cause and effect

Understanding why something happens (the cause) and what happens as a result (the effect) is an important reading skill. Read the statements below and decide which are causes and which are effects. Write C (cause) or E (effect).

- Long-distance runners need a strong supply of oxygen. _____
- Some athletes take banned performance-enhancing drugs. _____
- New drugs that are difficult to detect are appearing on the market. _____
- Athletes are under a lot of pressure to win. _____
- Sports authorities test athletes for banned drugs. _____
- Long-distance runners often have large hearts and lungs. _____

E Making inferences

Read the questions below and circle the correct answers according to the text. (There may be more than one correct answer.)

- Which of the following is true?
 - Roger Bannister won an Olympic gold medal in 1954.
 - Eating spaghetti and meatballs helps increase athletes' performance.
 - A sprinter needs a large heart and lungs.
 - Roger Bannister ran faster than Jesse Owens.
- Some athletes take performance-enhancing drugs because . . .
 - bigger muscles allow you to run faster.
 - without them, they think that they would not be able to win.
 - because they can't control their own behavior.
 - they want these drugs to be available to the general public.

Going beyond the text

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

- Look back at the ideas you highlighted. Are they the same? What are the differences?
- Do you agree that performance-enhancing drugs should be legalized? Why or why not?
- In what other areas of life do people take drugs to improve performance or reduce stress? What do you feel about this? Think about university life, work situations, leisure, and traveling.

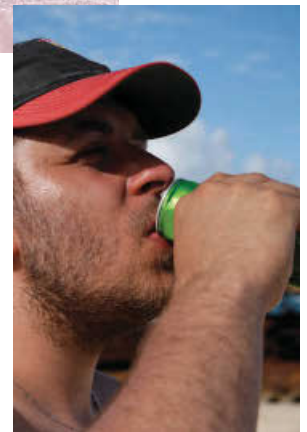
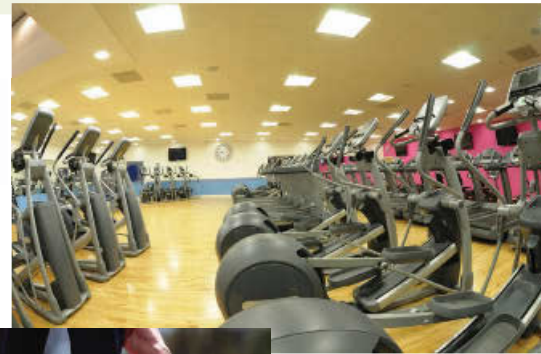
4 Researching a topic

A Information gathering

Many rich countries have budgets and programs to help their athletes perform their best on the world stage. These athletes have advantages that athletes in poorer countries do not have.

- 1 Work in small groups. Look at the methods shown below. How effective do you think they are? Write 1 to 5 below (1 = most effective; 5 = least effective). Add your own ideas.

Performance-enhancing method	How effective? (1-5)	Class average
Drugs		
High-tech clothing		
High-tech shoes		
Special diets		
Sports drinks		
Training at altitude		
Training facilities		
Vitamins		
<i>Your idea:</i>		
<i>Your idea:</i>		



- 2 Work with your classmates. Compare your charts and work out the class average for each method. Complete the column.

B Interpreting and reporting results

Discuss the questions below with your classmates.

- 1 Which method is ranked most effective? Why?

In my view, . . . is the least effective.
Similarly, . . . can be effective.
. . . was most effective. This is because . . .
It was difficult to choose between . . . and . . . because . . .

- 2 Do you think that professional sports are more exciting because athletes have some of these advantages? Why or why not? Are any of these advantages unfair?

Despite the fact that . . .
Without doubt, athletes . . .
Most of us felt that . . .
Even though . . .
The majority of us consider . . .

5 Critical thinking

A Fact or opinion?

1 There are many different points of view on the value of sports in society. Work with a partner and decide if the following statements are fact (F) or opinion (O).

- 1 The marathon is more exciting than the long jump. _____
- 2 The Olympic Games are a waste of money. _____
- 3 Training can improve athletic performance. _____
- 4 Performance-enhancing drugs should be banned. _____
- 5 Usain Bolt is a record-breaking Jamaican runner. _____

2 Now write two more statements about this topic – one fact and one opinion. Then show them to another pair and ask them to say which is fact and which is opinion.

- 1 _____
- 2 _____

B Categorizing

1 Decide if the following statements sound positive, neutral, or negative. Put checks (✓) in the boxes. Underline any words in the sentences that support your choice.

	Positive	Neutral	Negative
1 High school runners are faster today than Olympians of 50 years ago only because they cheat by using drugs and supplements.			
2 Professional runners avoid eating fat.			
3 World records in running today are much fairer than in the past since races are not allowed on very windy days.			
4 Some athletes wear special clothes in order to run faster.			
5 Athletes can be suspended if they use drugs. These athletes harm the reputation of their sport.			

2 Compare your answers with a partner and explain your reasons.

C Writing

Look back over this unit and write a short paragraph that expresses your opinion on the value of sports and competition in society. Use the model below.

In my opinion, sports and competition in society . . .

I believe this for several reasons. First, . . .

Second, . . .

Finally, . . .

D Discussion

1 In C, you wrote about the value of sports and competition in society. Now read the statements below about competition and cheating from Simon, Anne, and Miki. Who do you think said what? Check (✓) their names.



Simon Lee
a rich, successful businessman who owns a soccer club



Anne Green
a teacher who believes that teamwork builds character



Miki Mori
a recreational athlete who likes to exercise to stay in shape

Statement	Simon	Anne	Miki
1 "Drugs should be allowed in sport. It's who wins that's important."			
2 "Cheating is acceptable as long as it doesn't harm other people."			
3 "There must always be losers in any competition. That's life."			
4 "Exams just cause stress. They don't bring out the best in students."			
5 "Serious sport is not about fair play. It's about jealousy, violence, and breaking the rules – war, in other words."			
6 "Competition makes people work hard. Without it, there would be no progress."			

- 2 Work in small groups. Compare your answers and explain your choices. Which statements do you agree or disagree with? Why?
- 3 Report the results of your discussion to your classmates. How many people in the class think that drugs in sport should be legalized? How many believe that competition in society has more positive than negative effects?

Asking for clarification

What does . . . mean exactly?

I'm sorry, I'm not sure I understand the question.

Could you please repeat your question / what you said?

Could you explain that to me once more?

I didn't get your last point.

Quotable Quotes

Final thoughts . . .

The difference between a successful person and others is not a lack of strength, not a lack of knowledge, but rather a lack of will*.

Vince Lombardi
American football coach

- 1 Explain the quote in your own words.
- 2 How is it connected to the topic of this unit?
- 3 Do you think there is a difference between successful people and those who dream of success?

*will the power of your mind to control your thoughts and actions



Unit 4

The Inconvenient Truth of Global Warming



1 Critical cartoons

A Building knowledge

Work with a partner or in small groups. Discuss the questions below.

- 1 What do you know about the causes of global warming?
- 2 What are the sources of energy for your country? How much comes from oil?
- 3 What is the message of the cartoon?
- 4 How is the penguin's statement related to real world events?



Media link

An Inconvenient Truth is a documentary by Nobel Peace Prize winner and former vice president of the United States Al Gore. The film is easy to understand, and changed the nature of the debate about the issue of global warming.

For additional medial links, go to www.cambridgeinfocus.org

2 Core vocabulary



A Scanning and skimming

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

Keywords

conclude massive pace predict significant
stem substantial tackle thus voter



What Is Global Warming?

- G**lobal warming, or more correctly, global climate change is the name given to the rise in average temperatures around the world over the past few hundred years. Although the causes and effects of global warming are still a matter of debate, most scientists conclude that it is because of a substantial increase in the amount of carbon dioxide in the air. They believe this stems from the burning of fossil fuels* such as oil and coal for energy and predict massive changes to the world's climate.
- Previously, energy needs were much less, but the invention of the car around 130 years ago changed everything. Fossil fuels are needed both to make cars and to run them. Thus, as cars became popular all over the world, there was a growing need for these fuels. The pace of growth in energy needs and in car production continues today. Some of the biggest companies in the world either make cars or produce oil.



Some people still believe that the change in global temperatures is not caused by humans. They believe there are natural explanations and that there is no significant problem. They argue that environmentalists are trying to scare voters away from governments that support big business. One thing is certain: the future holds many problems we will need to tackle.

30

***fossil fuel** a fuel such as gas and oil made in the earth from plants and animals

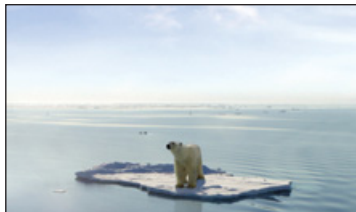


- 2 Look at the pictures below. Which picture goes best with the text above? Circle A, B, or C.

A



B



C



B Words in context: collocations

1 Look at the text on page 26. Find the keywords that form collocations with the words below.

- 1 scientists _____
- 2 _____ increase
- 3 _____ of growth
- 4 _____ problems

2 Match the four keywords with the words below to make new collocations.

- 1 _____ of reform
- 2 researchers _____
- 3 _____ the crisis
- 4 _____ amount

3 Work with a partner. Use the collocations above to make your own sentences.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

C Word parts: *dict* Example: *predict*

Words with *dict*

contradict dictation dictator diction dictionary predict verdict

1 Use the words in the box to complete the sentences below. Change the word form as necessary.

- 1 The English teacher told the students to look at the _____ exercise on page 24.
- 2 The Mayan calendar _____ the end of the world.
- 3 If you don't know the meaning, look up the word in a _____.
- 4 The judge gave her _____ at the end of the trial.
- 5 I don't agree. I think the facts _____ the teacher's opinion.
- 6 Some countries are not free; they are ruled by a _____.
- 7 Bill's perfect _____ made his speech easy to understand.

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

I think dict means _____.

D Discussion dictation



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

- 1 What _____?
- 2 What _____?
- 3 What _____?

2 Form new groups and compare your answers.

3 Reading skills



A Pre-reading questions

- 1 What do you think a "climate refugee" is?
- 2 What are two possible consequences of global warming?

B Reading

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



HOTTER AND HOTTER

On land and in the ocean, the average world temperature has been increasing since the nineteenth century. In many parts of the world, average temperatures are reaching historic highs. Perhaps these are natural changes over time, and long-term climate cycles are not completely understood. However, most scientists conclude that this average temperature increase stems from the production of carbon dioxide by human activity.

Carbon dioxide is a greenhouse gas. It traps energy from the sun, thus preventing that energy from escaping into space. This is fortunate. Without carbon dioxide, we would bake by day and freeze at night. But since the nineteenth century, human activity has increased the amount of carbon dioxide in the air by 40 percent. This rise is reflected in the increase in average temperatures.

We have created this problem by burning fossil fuels. These are fuels produced in the earth from plants and animals. People have always used natural products as fuels. In previous eras, people used wood and coal, largely for cooking and heating, and this created carbon dioxide. But with the coming of industry and the discovery of oil under the ground, the amount of carbon dioxide began to increase at a significant rate. Today, as more and more countries develop, this increase is speeding up.

The result of this is that the pace of warming is also increasing. There are several reasons for this. More of the sun's energy is retained in the atmosphere, and melting snow and ice means that less of the sun's heat is reflected away. In addition, as frozen ground in the far north warms, methane gas is released, and methane is an even stronger greenhouse gas than carbon dioxide.

If we do not stop this process, the forecast is frightening. Ice fields in the far north and on high mountains will



melt, and the sea level will rise. 35

Low-lying countries such as Bangladesh will struggle with floods, and some island nations might ultimately disappear. 40

Researchers also predict that regional rainfall patterns will change and many areas of the world will become very dry. There will not 45

be enough rainfall to yield enough food. This may lead to massive political and social problems in these areas. We might soon see "climate refugees" as people have to move from their homes to find food. 50

The solution is plain. We have to reduce carbon dioxide by cutting back on our carbon footprint.* International cooperation is essential, but this cooperation will be difficult to achieve. Voters in developed countries want to retain their standard of living, and those in poorer countries want to develop in order to improve theirs. Accordingly, despite the warnings of scientists, there has been no agreement to make substantial cuts so far. 55 60

The debate about how to tackle the problem goes on, but meanwhile the earth gets warmer year by year. Time is running out.

*see page 30

C Checking details

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

- 1 Which of the following statements is true?
 - A People have always used oil and wood for cooking and heating.
 - B The solution to global warming is obvious.
 - C The release of methane gas will slow the pace of global warming.
 - D Climate refugees live in Bangladesh and some island nations.
- 2 Which of the following statements is NOT true?
 - A Carbon dioxide is useful for life on earth.
 - B Methane is a greenhouse gas.
 - C The amount of carbon dioxide in the air has increased by almost half since the nineteenth century.
 - D Most people wanting to cut back on energy use come from developing countries.

D Reference words

The words below are taken from the text. What do they refer to?

- 1 *These* (line 17) _____
- 2 *this* (line 20) _____
- 3 *this* (line 26) _____
- 4 *these* (line 51) _____
- 5 *those* (line 58) _____
- 6 *theirs* (line 59) _____

E Identifying opinions

Work with a partner and answer the questions below.

- 1 How would the author feel about a country that does not take action to reduce greenhouse gas emissions? What evidence can you find in the text to support your opinion?
- 2 According to the text, what do people in developing countries say when they are asked about reducing their country's production of carbon dioxide?

Going beyond the text

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

- 1 Look back at the ideas you highlighted. Are they the same? What are the differences?
- 2 Imagine the government told you that in order to control global warming, you could:
 - use your car only every second day, and
 - not use heaters or air conditioners at home more than three hours a day.
 What would you feel? Could you accept it?

4 Researching a topic

A Information gathering: carbon footprints

The carbon footprint of a product is the total amount of carbon dioxide (CO₂) and other greenhouse gases that goes into the air from the time a product is made until the end of its life.



1 Work in small groups. Look at the information and discuss the questions below.

- 1 What factors cause the differences among the products in each chart?
- 2 Which do you think is the most important factor?

Laundry	Carbon footprint (kg)
cold water	0.59
hot water	0.95
hot water plus clothes dryer	2.00

Car	Carbon footprint (kg)
hybrid car	44,000
small car	64,000
large car	95,000
SUV*	118,000

* Sport Utility Vehicle

Footwear	Carbon footprint (kg)
thongs	15
shoes	45
hiking boots	80

If we drive a . . . , we . . . , which gives off a lot of CO₂

I think when . . . are made, they use lots of . . . , but . . .

2 Work with a partner. Student A: Look at the chart below. Student B: Look at the chart on page 97. Ask your partner for the missing information and complete your chart.

Student A

Los Angeles to New York		
Transport	Carbon footprint (kg)	Unit
airplane	500	per seat
small car		
big SUV	1,370	per vehicle
bus		
train	120	per seat
bicycle		

B Interpreting and reporting results

Work with a new partner. Discuss the questions below.

- 1 Which forms of transport are the most efficient per person?
- 2 Which is the most inefficient? Why?

I think this is probably because . . .

It seems that . . . produces more/less CO₂ than . . .

I'm surprised that . . . is more efficient than . . .

I'm not sure I get what you mean.

5 Critical thinking

A Fact or opinion?

1 There are many different points of view on the topic of climate change. Work with a partner and decide if the following statements are fact (F) or opinion (O).

- 1 Increased CO₂ in the atmosphere leads to an increase in average global temperature. _____
- 2 Typhoons are more dangerous than rising sea levels. _____
- 3 As ice fields melt, sea levels will rise. _____
- 4 Methane is a greenhouse gas. _____
- 5 Developing countries must cut back on the use of fossil fuels. _____

2 Now write two more statements about this topic – one fact and one opinion. Then show them to another pair and ask them to say which is fact and which is opinion.

- 1 _____
- 2 _____

B Categorizing

1 Read these statements below. What do the speakers feel about global warming? Write 1 to 5 below (1 = not worried; 5 = very worried).

- 1 "There will be a lot more natural disasters as the world climate changes. Societies will need to adapt. But we'll survive." _____
- 2 "The earth's climate has often changed for perfectly natural reasons. Technology will protect us." _____
- 3 "What's the problem with global warming? It has a positive effect. Ships, for example, will be able to sail from the Atlantic to the Pacific via the Canadian Arctic. That will save energy!" _____
- 4 "Global warming means disaster for mankind. We need to set up a central world government at the UN that must decide how much CO₂ each country can produce." _____
- 5 "Until storms, hurricanes, and typhoons get really bad and more frequent, governments won't act." _____

2 Compare your answers with a partner. Explain the reasons for your choices.

C Writing

Look back at the statements in A and B above. Write a short paragraph about the different opinions on the question of global warming. Use the model below.



Opinions on the causes and effects of global warming are divided. There are some people who say . . .

Others point out that . . .

However, the majority . . .

D Discussion

1 Work in small groups. In C, you wrote about different opinions on the question of global warming. Now read the questions below. Choose four and discuss them in your groups. Be sure to ask follow-up questions.

- 1 What's the difference between global warming and climate change?
- 2 Do you think humans have caused global warming?
- 3 Does your country take global warming seriously? What are they doing about it?
- 4 What could your country do to reduce its carbon footprint?
- 5 What could you do to reduce your carbon footprint?
- 6 Have you changed anything in your life because of global warming?
- 7 Do you think developing countries should not grow so fast?
- 8 What do you think will be the result of global warming over the next 50 years?

Question . . . sounds interesting. Let's choose that.

I'm convinced that . . .

One thing we could do to . . . is . . .

I see that differently.

One way to reduce our carbon footprint would be to . . .

I have a different opinion.

That's a good point.

2 Report the results of your discussion to your classmates. The class should ask at least two follow-up questions before moving to the next group.

What do you think about . . . ?

Can you tell me more about that?

Do you agree that . . . ?

What makes you think that . . . ?

Quotable Quotes

Final thoughts . . .

I have a feeling that climate change may be an issue as severe as a war. It may be necessary to put democracy on hold for a while.

James Lovelock
biologist

- 1 Which is a bigger danger for society, global warming or suspending democracy?
- 2 Could climate change be as serious an issue as war?
- 3 How do you think we will find a solution to this problem?



Unit 5

Changing Ideals of BEAUTY



1 Critical cartoons

A Building knowledge

Work with a partner or in small groups. Discuss the questions below.

- 1 Do you like fashion? What style do you like? How often do you buy clothes or accessories?
- 2 What influences you when you buy new clothes?
- 3 What is the message of the cartoon?
- 4 Do you think this issue is a problem in your country? Why or why not?



Media link

Picture Me is a documentary that charts supermodel Sara Ziff's rise to the top of the modeling world. It features in-depth interviews with many famous photographers, designers, and models.

For additional media links, go to www.cambridgeinfocus.org

2 Core vocabulary



A Scanning and skimming

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

Keywords

approve assess asset comparison guard
 investigation obviously priority truly virtually



Beauty

There is a common saying: “Beauty is in the eye of the beholder.” This means that each person (the beholder) has his or her own opinion about what is beautiful. For example, some people lie in the sun to make their skin darker. Others do not approve

- 5 of this exposure to the sun and wear sun guard to stop their skin from getting dark. In some societies, people struggle to get enough to eat, so body fat is thought to be an asset. A person from those societies may find a heavier
 10 person more attractive than a thinner person. People from other societies may think differently.

- However, what we call beauty may also be nature giving priority to health when
 15 choosing a mate. Scientists have looked at how people assess female beauty and have found similar things among different societies. In one investigation, researchers looked at the waist-to-hip ratio: the size of
 20 the waist in comparison with the size of the hips. They found that the ideal ratio is virtually the same across cultures. The ideal for women of 0.70:1 is not only a sign of beauty; it also predicts good health and
 25 easy childbirth. Obviously then, nature and evolution play a part in our idea of beauty.

- So when we say someone is truly
 beautiful, it expresses both our personal
 30 opinion and the influence of nature and culture.



- 2 Read the statements below. Which best describes what this text is about? Circle A, B, or C.

- A Evolution and nature influence our opinions about beauty.
 B Around the world, people’s idea of beauty is the same.
 C Everybody’s opinion about beauty is different.



B Words in context: collocations

1 Look at the text on page 34. Find the keywords that form collocations with the words below.

- 1 give _____ to
- 2 _____ female beauty
- 3 _____ the same
- 4 _____ beautiful

2 Match the four keywords with the words below to make new collocations.

- 1 _____ the value
- 2 _____ impossible
- 3 _____ amazing
- 4 top _____

3 Work with a partner. Use the collocations above to make your own sentences.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

C Word parts: *dis* Example: *disagree*

Words with *dis*

disadvantage disagree disallow disappear disconnect discontinue disrespect

1 Use the words in the box to complete the sentences below. Change the word form as necessary.

- 1 After shutting down the computer, please _____ the hard drive.
- 2 My favorite magazine is going to be _____ ; I won't be able to read it any more.
- 3 The referee _____ the goal.
- 4 I mean no _____ , but that performance wasn't your best.
- 5 I _____. I thought my results were excellent.
- 6 In volleyball, shorter players are at a _____ .
- 7 Unless we protect the rain forests, thousands of animals and plants will _____ .

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

I think dis means _____ .

D Discussion dictation



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

- 1 Apart _____ ?
- 2 Can _____ ?
- 3 Is _____ ?

2 Form new groups and compare your answers.

3 Reading skills



A Pre-reading questions

- 1 What do women generally find attractive in men? What do men find attractive in women?
- 2 How was the ideal of beauty 200 years ago different from today in your country?

B Reading

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



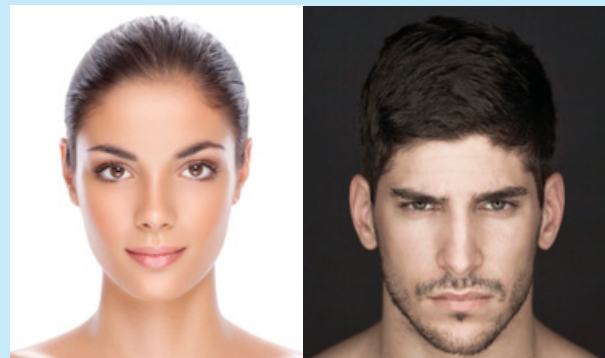
What Is Beauty?

What do we find attractive in a person's physical appearance? Cultures differ, but there are some features that we all approve of. Women usually prefer taller men with a

- 5 V-shaped upper body. Men generally prefer women with a large hip-to-waist ratio and a youthful appearance. Both sexes give priority to people with features that are balanced, especially on the face.
- 10 These preferences result from human evolution. Being tall and having balanced features are general signs of good health. They also suggest access to a high-quality food supply. From a male's point of view, when assessing a possible
- 15 partner, a large hip-to-waist ratio and youth are assets. They indicate that a woman is better able to have children. From the female evolutionary viewpoint, a tall, well-built male might be a successful hunter and guard who
- 20 can feed and protect the household.

- Currently, in many countries, being slim is seen as attractive. Historical ideals of beauty were different. For example, if we look at European paintings from previous eras, we see that
- 25 ideal figures of female beauty were extremely heavy by today's standards. The reason for this lies largely in society. What makes us fat is a rich diet combined with lack of exercise. Until
 - 30 a couple of hundred years ago, virtually all people lived in relative poverty; only the rich had plenty of food and could avoid hard work. In developed countries today, only the rich can afford the time and money needed to exercise at sports facilities. And the availability of
 - 35 high-calorie, cheap fast food in many countries makes it easy for poorer people to add inches to their waistlines.

- Fashion also affects our ideas of what an ideal appearance is. In recent investigations, men
- 40 and women were shown pictures of women and



asked to rate them in terms of attractiveness. Women in the study rated pictures of thinner women as more attractive. This shows the power of advertising in fashion. Female models are usually much thinner than the

45

We all want to be attractive, but there are negative consequences to the pursuit of beauty as defined by the fashion industry. One is eating disorders. People with an eating disorder often think that they are fat when really they are not fat at all. This leads them to dangerously limit the amount of food they eat. Eating disorders were once very rare, but they have increased since the 1960s. They are common among women; young women aged between 15 and 19 make up 40 percent of new cases in the US. By comparison, they are rare among men. These disorders have the highest rate of death of any mental illness.

50

55

60

The fashion and advertising industries are obviously to blame. Clothes are designed for and worn by thin models, who are themselves often victims of eating disorders. To boost sales, companies flood the market with fattening junk foods. At the same time, advertisers promote slimness as the ideal of beauty. It is truly time to end this unhealthy situation.

65

C Checking details

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

- Which of the following statements is true?
 - The author states that advertising is partly to blame for eating disorders.
 - Eating disorders were common in the past.
 - Eating disorders never affect men.
 - Advertisers discourage unhealthy eating habits.
- Which of the following statements is NOT true?
 - There are common features to beauty around the world.
 - The similarity in shape and size between the left and right sides of your body is a good measure of health.
 - Being slim is a sign of attractiveness in many countries.
 - Women tend to rate thin women as less attractive than women of average weight.

D Cause and effect

The sentences below summarize the author's ideas. Each sentence follows a cause-and-effect pattern. Underline the words that represent the cause, and circle the words that represent the effect.

- A high-quality food supply often results in a tall body with balanced features.
- Being tall with a V-shaped body is partly due to a good diet.
- Balanced features make a person attractive to the opposite sex.
- Younger women are more likely to become mothers than older women.
- Success in hunting depends on being tall and well built.

E Making inferences

Read the questions below and circle the correct answers according to the text. (There may be more than one correct answer.)

- Which of the following inferences can be made from the text?
 - Attractive men and women usually belong to sports clubs.
 - Women are usually attracted to big men who like hunting.
 - Men always prefer slim women.
 - In developed countries, poor people tend to eat fast food.
- Why were heavier women considered attractive in the past?
 - Because it showed they didn't have eating disorders.
 - Because they had a rich diet and little exercise.
 - Because it showed they were rich.
 - Because they weren't able to go to the gym.

Going beyond the text



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

- Look back at the ideas you highlighted. Are they the same? What are the differences?
- Does your culture influence your ideals of beauty? Describe ideal male and female beauty in your culture. How are they different from those in other cultures?
- According to the text, three main influences shape our ideals of beauty. Which do you think is the most important?

4 Researching a topic

A Information gathering

- 1 What qualities or features make a person attractive to you? Look at the list below and add your own ideas. Then rank the qualities in order of importance to you from 1 to 10 (1 = not important; 10 = most important).
- 2 Now ask three classmates their opinions. Write their answers in the chart.

		Attractiveness ranking (1–10)				
		My ranking	Partner 1	Partner 2	Partner 3	Total
	Physical qualities					
	Age					
	Body					
	Face					
	Non-physical qualities					
	Intelligence					
	Job					
	Personality					
	Wealth					

B Interpreting and reporting results

- 1 Work in small groups. Compare your rankings and add up the totals. Then report the results to the class.
- 2 What conclusions can you draw from your findings? Do they support the points made in the texts on pages 34 and 36?

It is really surprising that . . .

Taking into account . . .

Our results suggest that . . .

The majority of us think that . . .

When we compared our findings, . . .

As far as I'm concerned, . . .

5 Critical thinking



A Fact or opinion?

1 There are many different points of view on the topic of beauty. Work with a partner and decide if the following statements are fact (F) or opinion (O).

- 1 Beauty is in the eye of the beholder. _____
- 2 Frank is more handsome than Pete. _____
- 3 Attractive people have higher incomes. _____
- 4 Almost no diets result in permanent weight loss. _____
- 5 Expensive clothes make the wearer more attractive. _____

2 Now write two more statements about this topic – one fact and one opinion. Then show them to another pair and ask them to say which is fact and which opinion.

- 1 _____
- 2 _____

B Categorizing

1 Work with a partner. Decide which of the statements below the author might make. Check (✓) the box. (You may check more than one statement.)

- 1 Women prefer men with good hair because it is a sign of good health.
- 2 Eating disorders are less a problem today compared with a generation ago.
- 3 Having a high income is the modern equivalent of being a good hunter.
- 4 Fashion has a minor influence on what people find attractive.
- 5 Advertisers should not be allowed to use underweight models.

2 Compare your answers with a partner. Explain the reasons for your choices.

C Writing

Write a short paragraph on the topic of beauty. Use the ideas below and think of your own conclusion.

- The fashion industry dictates our ideal of beauty.
- Crazy amounts of money are spent on diets.
- Ideas of beauty change; but we live now and it's important to look good.
- It's just fun to spend money on beauty products; looking attractive feels good.

←
⋮
→
×

The topic of beauty is often discussed. Some people feel that . . .

Others believe that . . .

In my view, . . .

D Presentation

1 Work in small groups. In C, you wrote about the topic of beauty and its influence. Now read the questions below. Choose four of the questions and discuss them in your groups. Be sure to ask follow-up questions.

- 1 What is beauty? Is it important?
- 2 Do you notice and think about beautiful things when you see them?
- 3 Do your friends have the same idea of beauty as you?
- 4 Do you think attractive people have an unfair advantage in life?
- 5 Does the idea of beauty change in place and time? How?
- 6 Who decides who or what is beautiful?
- 7 Does advertising tell us what to find beautiful or not beautiful?
- 8 Do you think the beauty industry is important?

2 Prepare a short presentation to the class around your answers. Discuss and choose:

- a title for the presentation
- who will take notes
- two or three people who will give the presentation

Openings

Have you ever thought about . . . ?

A common saying about beauty is . . .

You may not know that . . .

Closes

So, to sum up, . . .

Let's all remember . . .

I'd like to end with one thought . . .

Opening and closing

The way you start and finish a presentation is very important. These are the parts people remember best.



Opening

This is your chance to get the audience's attention and create interest. Some ways to do this:

- Ask a question.
- Use a quotation.
- State an interesting or surprising fact.

Closing

At the end of your presentation, emphasize the key points and try to leave your audience with an interesting thought. Some ways to do this:

- Give a brief summary.
- Give a call for action.
- Give a personal message.
- Show a picture or image (visual).

3 After the presentation, the class should ask at least two follow-up questions before moving to the next group.

Quotable Quotes

Final thoughts . . .

Beauty is not in the face; beauty is a light in the heart.

Khalil Gibran
artist, poet, and writer

- 1 How is this quote connected to the topic of this chapter?
- 2 Do you agree with Gibran that beauty is not just how you look? Why or why not? Give examples from people that you know.

VEGETARIANISM



Vegetarianism can lead to a longer life.

1 Critical cartoons

A Building knowledge

Work with a partner or in small groups. Discuss the questions below.

- 1 Are there any kinds of animals or animal parts that you would not eat? Why not?
- 2 Studies show that on average, vegetarians live about seven years longer than meat eaters. Why do you think this is so?
- 3 What is the message of the cartoon? Why is it funny?
- 4 What are some of the reasons for people becoming vegetarians?



Media link

Food Inc. is a documentary that explores where the food we purchase in the grocery store really comes from and its impact on our health and the health of future generations.

For additional media links, go to www.cambridgeinfocus.org

2 Core vocabulary



APP

ONLINE

A Scanning and skimming

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

Keywords

appropriate capture crops declare decline
eliminate pursue religious requirement threaten



A Vegetable Diet

- People become vegetarians for very different reasons. Some stop eating meat for health reasons. For some, it may be religious. They believe eating meat goes against the wishes of their gods. Other people decline meat for moral reasons. They declare that "meat is murder." They believe that it is not appropriate to kill animals for any
- 5 reason. Sometimes, they pursue people who wear fur coats and throw paint on them. Finally, others think that if we stop eating meat, we will eliminate many of the problems caused by industrial farms. These farms treat plants or animals like industrial products. Unlike traditional farms, they usually raise only one type of animal or grow only one or two crops, like corn and soybean. They use many kilograms of chemicals to
- 10 make their products grow more quickly.

- For most vegetarians, nature is divided into plants and animals. They believe that animals have more rights than plants. This is
- 15 unlike traditional farmers, who believe that all living things are important. For example, a grassland farmer knows that grasslands are healthiest when
- 20 they are in balance. Grasslands need a variety of grasses to capture the sunlight. They need animals to eat the grasses and they need meat-
- 25 eating animals, like humans, to eat the grass eaters. Each is a requirement for a healthy system.



But vegetarians and industrial farmers focus on a single part of the natural cycle. Because of this, it is clear to this author that both threaten the whole balance of nature.

- 2 Read the titles below. Which would also be a good title for the text? Circle A, B, or C.

- A The Benefits of Vegetarianism
B What Vegetarians Believe
C The Problems of Industrial Farming



ONLINE

B Words in context: collocations

1 Look at the text on page 42. Find the keywords that form collocations with the words below.

- 1 _____ meat
- 2 _____ people
- 3 _____ problems
- 4 grow _____

2 Match the four keywords with the words below to make new collocations.

- 1 _____ an invitation
- 2 _____ ripen
- 3 _____ to comment
- 4 _____ waste
- 5 _____ goals
- 6 _____ fail
- 7 _____ a career
- 8 _____ the need

C Word parts: *kilo* Example: *kilogram*

Words with *kilo*

kilobyte kilocalorie kilogram kilohertz kilometer kiloton kilowatt

1 Use the words in the box to complete the sentences below. Change the word form as necessary.

- 1 A liter of water weighs 1 _____ .
- 2 A mile is approximately 1.6 _____ .
- 3 That electric heater is rated at 2 _____ .
- 4 Tanya burned 400 _____ by running up the hill three times.
- 5 Text files are quite small; they take up only a few _____ on your hard drive.
- 6 Young people can hear a range of sound up to 20 _____ .
- 7 Nuclear explosions are measured in _____ .

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

I think kilo means _____ .

D Discussion dictation



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

- 1 Do _____ ?
- 2 What _____ ?
- 3 Would _____ ?

2 Form new groups and compare your answers.

3 Reading skills



A Pre-reading questions

- 1 How many reasons can you think of for becoming a vegetarian?
- 2 Does eating a lot of meat carry any health risks? What are they?

B Reading

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



VEGETARIANISM: *The Healthy and Moral Choice*

What is a vegetarian? It seems like a simple question, but the answer is complicated because many people who follow very different diets all declare themselves vegetarians. Some, known as vegans, eat no animal products at all: no meat, no fish, no eggs, no products made from milk such as butter and cheese, and no honey. Some vegans, known as fruitarians, go even further; they avoid killing plants, eating only fruit, seeds, beans and nuts. Other vegetarians are less extreme, eating no products that require killing animals. They decline to eat meat or fish but do eat milk products and eggs. Finally, there are vegetarians who eat some kinds of meat and fish. Some eat fish but no meat; some eat fish and chicken but no red meat such as beef. Because such people eat fish or chicken, strict vegetarians do not consider them to be vegetarians at all.

There are multiple good reasons for becoming a vegetarian. First, animals raised for food are kept in cruel conditions, where they suffer and are ultimately killed. It is simply wrong to cause the death and substantial suffering of another living creature. With their religious beliefs, such people as Hindus and Buddhists share this point of view. As well, it is wrong to use land to raise animals for their meat; the amount of land and energy required to produce a kilogram of meat protein is about 10 times that needed to produce the equivalent amount of plant protein. As a consequence of switching to a non-meat diet,

more people could be fed on the same amount of land, and in a world where one-third of the population struggles in poverty, a non-meat diet is more appropriate.

Apart from these moral reasons, the current method of raising animals in massive factory farms threatens the environment. Not only do these farms cause exposure to pollution and disease in rural areas, but they also contribute to climate change in several ways. First, cattle themselves are a source of methane, which has a much more significant greenhouse warming effect than carbon dioxide (CO₂). As they digest food, cattle produce around 18 percent of the methane in the atmosphere caused by human activity. In addition, tropical rain forest is burned and cut down in order to grow crops to feed cattle. This burning adds CO₂ to the atmosphere, and the forest can no longer capture CO₂ and produce oxygen. Lastly, raising animal protein, with its requirement of oil-based chemicals and fuel, uses more energy. In all these ways, our hunger for cheap meat adds to the global warming problem.

Finally, we should all pursue a vegetarian diet for health reasons. A diet rich in meat is also often one that is high in fat; this can lead to disease, especially heart disease and cancer. On average, vegetarians live much longer than meat eaters. Eliminating meat from our food will enable us to lead a healthier and longer life.



C Checking details

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

- Which of the following statements is true?
 - In the same field, more plant protein can be grown than meat protein.
 - Factory farms don't cause pollution.
 - Cattle farming decreases the amount of greenhouse gas in the air.
 - A diet that includes a lot of vegetables probably also has a lot of fat.
- Which of the following statements is NOT true?
 - Vegans eat no animal products.
 - Some vegetarians eat eggs.
 - Some Hindus eat meat for religious reasons.
 - Some people object to the conditions used for raising animals for food.

D Identifying reasons

Three people explain why they are vegetarians below. Fill in each blank with one word that describes their reasons. Then identify the paragraph that best fits each situation.

Paragraph

- "Last month my best friend Dan's father died. I was shocked because he was only 45 years old. He loved meat and had a big appetite. I guess I gave up meat for _____ reasons." _____
- "Every day, tropical rainforests are cut down in order to use the land to grow soybeans. The beans are then fed to beef cattle. I quit eating meat for _____ reasons." _____
- "I believe all life is precious. I couldn't kill an animal, and I believe if you can't kill animals, you shouldn't eat them. I'm a vegan for _____ reasons." _____

E Making inferences

Read the questions below and circle the correct answers according to the text. (There may be more than one correct answer.)

- Some vegetarians avoid honey because . . .
 - they think honey contains a lot of fat.
 - they object to using any animal to produce food.
 - their religion instructs them not to eat it.
 - they think it is wrong to cause the death of another living being.
- What are some other reasons people might give for being vegetarians?
 - It will help eliminate hunger in the world.
 - Tropical rain forest can be used instead for farming.
 - They will live longer.
 - The production of methane gas will increase.

Going beyond the text

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

- Look back at the ideas you highlighted. Are they the same? What are the differences?
- If you were cooking a vegetarian meal for some friends, what would you cook and why?
- Would you marry a vegetarian if it meant you couldn't cook meat at home?

4 Researching a topic



A Information gathering

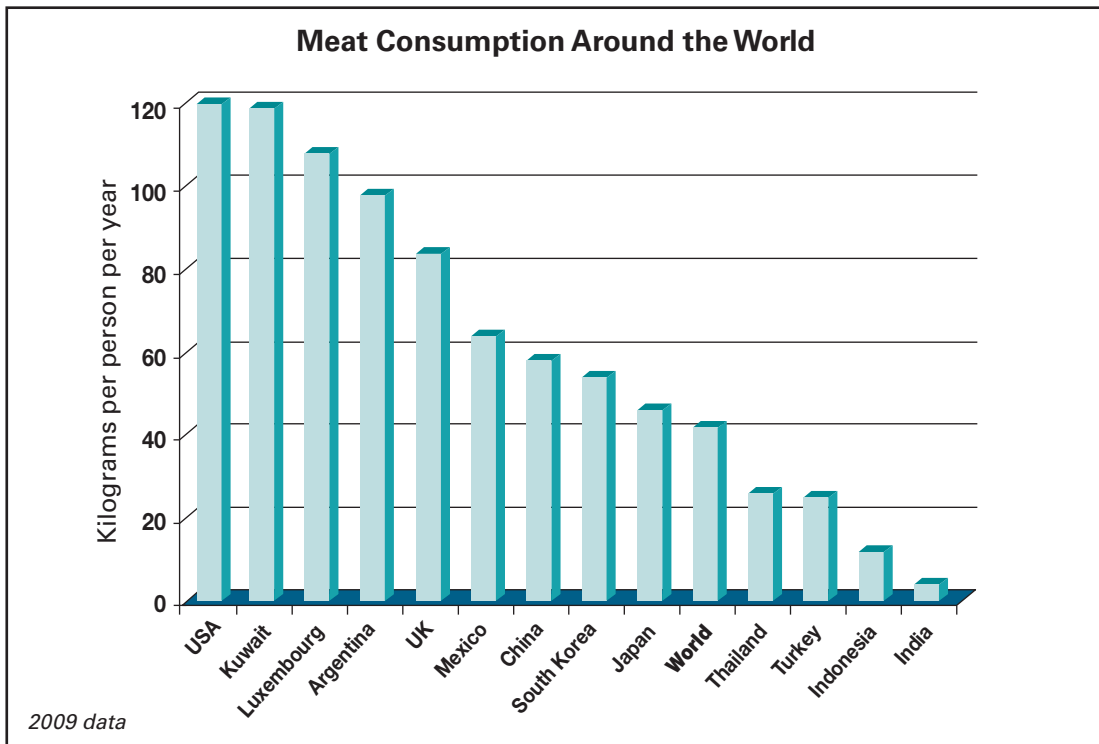
Work with a partner. Ask how many meals he or she had over the past few days, and how many meals contained meat. Complete the chart below. Then work out the total number of meals and the percentage of meals with meat.

Meal	Breakfast		Lunch		Dinner		Snacks	
	Yes/No	Meat?	Yes/No	Meat?	Yes/No	Meat?	Yes/No	Meat?
Today								
Yesterday								
Two days ago								
Total								

Total number of meals: _____ Total number of meals with meat: _____ = _____ %

B Interpreting and reporting results

- 1 Share your results with the class. Find out the class percentage of meals eaten with meat in them. Is your partner above or below the average?
- 2 The chart below shows the consumption of meat around the world. Discuss the data with your classmates. Do any figures surprise you?



It's quite clear that . . .

I never thought that . . .

I didn't expect to find that . . .

It surprises me that . . .

It's interesting to compare . . .

The figures show that . . .

5 Critical thinking

A Fact or opinion?

There are many different points of view on the topic of vegetarianism. Work with a partner and decide if the following statements are fact (F) or opinion (O).

- 1 Some vegetarians avoid meat for religious reasons. _____
- 2 Killing animals for food is immoral. _____
- 3 Eating animal products contributes to climate change. _____
- 4 A vegetarian diet is healthier than one that includes meat. _____
- 5 Vegetarians are kinder than meat eaters. _____

B Categorizing

- 1 Decide if the following statements sound positive, negative, or neutral. Put checks (✓) in the boxes. Underline any words in the sentences that support your choice.

	Positive	Neutral	Negative
1 There are many different kinds of vegetarians.			
2 With a non-meat diet, more people can be fed on the same amount of land.			
3 Factory farming leads to global warming.			
4 Many Buddhists and Hindus are vegetarians.			
5 A diet rich in meat is often high in fat.			

- 2 Compare your answers with a partner. Explain the reasons for your choices.

C Writing

What are other positive or negative opinions about vegetarianism? Look at pictures A–D below and write a positive or a negative statement about each one. You may want to look back at the texts on pages 42 and 44.

A



B



C



D



← ✦ →

✕

Picture A:

Picture B:

Picture C:

Picture D:

D Discussion

- 1 Work in small groups. In B, you wrote about positive and negative opinions on the subject of vegetarianism. Now read the statements below from Ted, a beef cattle farmer. Discuss each statement in your groups. What new arguments does Ted bring to the discussion? Do you agree or disagree with him? Be sure to share your opinions and ask follow-up questions.

I think people need meat to stay strong and healthy.

I can't imagine a meal without meat. It's delicious and satisfying.

Life is short. Why not enjoy good things like great steaks and fine wines?

Meat production gives jobs to many people. We shouldn't be sentimental about animals.

My family has been raising beef on the same farm for over 100 years with no environmental problems.

Vegetarians must believe animals are as important as people. That's crazy.

- 2 Report the results of your discussion to the class. How many of your classmates agree with Ted? How many think vegetarianism is a good thing?

I can't accept your view that . . .

I guess you could be right.

I don't think I agree with you on that.

So what you are saying is . . . ?

Well, maybe you have a point.

Do you really think that . . . ?

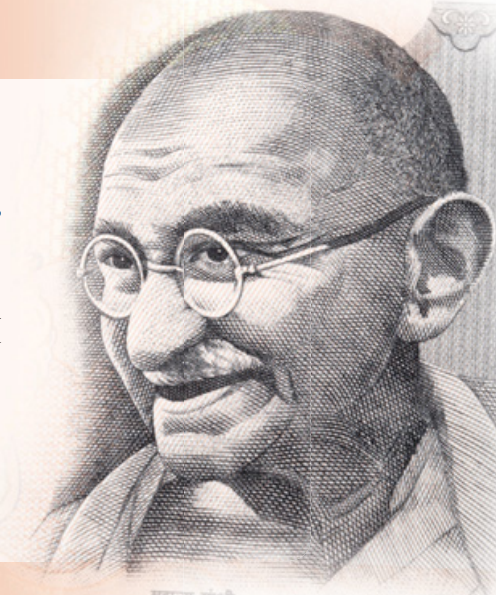
Quotable Quotes

Final thoughts . . .

To my mind, the life of a lamb is no less precious than that of a human being. I should be unwilling to take the life of a lamb for the sake of the human body.

Mahatma Gandhi
Indian lawyer and politician

- 1 What is Mahatma Gandhi famous for? Did you know he was a vegetarian?
- 2 How is this quote connected to the topic of this chapter?
- 3 Do you agree or disagree with Gandhi? Do you believe that an animal's life is as valuable as a person's life?



महात्मा गांधी

MAHATMA GANDHI

delectatus sit. Namque sit, quosdam ex et seque non bene amicossequam
surrex dip eu faccum et acccum elid stat. Vulla feugiat narem em
sim vercip exerci blaore eu feussequat. Per suscillo nortenti tat.
Ut luptatur consecter in venosum vulla facposmod tat landignum

exerci blaore eu feussequat. Per suscillo nortenti tat.
ssecter in venosum vulla facposmod tat landignum dlapip suscillo quipit
eliquo caluatum quo od doloret erogie faccumson ex ea faccipi d
inscing erogat, quipit lore dolore faccum alipipit.

Disappearing Languages



Don't jump ship!

Unit 7

1 Critical cartoons

A Building knowledge

Work with a partner or in small groups. Discuss the questions below.

- 1 How much of the information on the Internet do you think is in English? How about in your native language?
- 2 How influential are American movies, TV shows, and music in your country?
- 3 What is the message of the cartoon?
- 4 Are there any languages in your country that nobody speaks anymore? Why did they disappear?



Media link

Speaking in Tongues: The History of Language is a 2008 Canadian five-part documentary that traces the history and evolution of the over 6,000 languages spoken around the world. Episode 5 deals specifically with the issue of language extinction.

For additional media links, go to www.cambridgeinfocus.org

2 Core vocabulary



A Scanning and skimming

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

Keywords

absolutely administration cite collapse dominate
 elementary outcome primary severe vital



THE RISE AND FALL OF LANGUAGES

Many people think about the number of languages in the world today and worry. They see that some languages dominate while other languages are disappearing. In many countries today, students start studying English in elementary school. Some people worry that these students will use their native language less and less. They worry that there will be a severe reduction in the number of people speaking their language, and that it will disappear. Some call on the government to create laws to protect their language. For example, the Quebec government administration has passed laws to ban people from using English words on signs. Such people believe that it is vital that the government do something to maintain the primary position of their language and prevent language death. 5

Unfortunately, they may not be able to do anything to avoid this outcome. Analysts have looked for causes in the decline in the number of languages. They found a mathematical model that explains how things become extinct. 10

The model looks at the rate of growth between two similar things. It shows that small differences in rates of growth will result in big differences over time. One will collapse while the other will continue to grow. Scientists cite examples such as the extinction of family names and certain kinds of DNA. This model also applies to languages. We cannot predict which languages will disappear, but we are absolutely sure that not all languages will be spoken in the future. 15



- 2 Read the statements below. Which best describes what this text is about? Circle A, B, or C.

- A There are many ways to save a dying language.
 B Mathematics can explain why things become extinct.
 C The disappearance of languages is natural.



B Words in context: collocations

1 Look at the text on page 50. Find the keywords that form collocations with the words below.

- 1 government _____
- 2 _____ position
- 3 avoid _____
- 4 _____ sure

2 Match the four keywords with the words below to make new collocations.

- | | |
|--------------------|----------------------|
| 1 local _____ | 5 _____ perfect |
| 2 _____ cause | 6 whatever the _____ |
| 3 favourable _____ | 7 _____ source |
| 4 _____ right | 8 current _____ |

3 Work with a partner. Use the collocations above to make your own sentences.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

C Word parts: *prim* Example: *primary*

Words with *prim*

prima donna primary primates prime primers primeval primitive

1 Use the words in the box to complete the sentences below.

- 1 Elementary school students use simple textbooks called _____ to learn to read.
- 2 Chimpanzees, orangutans, and humans are all _____.
- 3 You can eat _____ beef at that restaurant.
- 4 _____ humans used stone tools.
- 5 In opera, the main female singer is called the _____.
- 6 On the west coast of Canada, some _____ forests remain.
- 7 In England, elementary school is known as _____ school.

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

I think prim means _____.

D Discussion dictation



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

- 1 Cite _____.
- 2 Are there _____?
- 3 Does _____?

2 Form new groups and compare your answers.

3 Reading skills



A Pre-reading questions

- 1 What are the five most widely spoken languages in the world?
- 2 What do you think the term "killer language" means?

B Reading

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



The Killer Language



Hmong villager – one of an ethnic group from China, Vietnam, Laos, and Thailand, with its own language

The world's languages are like endangered animals. As human population increases, farmland and cities expand. Crops grow where there was once forest; animals that live there are then driven into the small wild areas that remain. Animal numbers collapse, and some animals may ultimately disappear. A similar process threatens many of the world's languages.

Nobody is absolutely certain, but researchers cite estimates that there are around 6,700 languages spoken in the world today. The most popular are familiar: Mandarin Chinese, English, Spanish, Arabic, and Hindi are the native languages of hundreds of millions of people and studied by many more. But most of the 6,700 we have never heard of. They are spoken by only thousands of people. Not only are there few speakers of these languages, but if we examine who the speakers are, we also find that they are largely old people.

These languages are disappearing at a rapid rate. In fact, we are seeing the greatest language loss ever. Because most of these languages have no written form, there are no books. As a consequence, students are not taught them at school and do not have even an elementary knowledge of them. As old people die, the language dies with them. Researchers are trying to record these languages before they disappear. However, most of them exist in remote places, and unfortunately many of them are disappearing without trace. Some experts predict that half of the languages spoken today will be gone by the end of the century.

Why should this be? Why should a language that has existed for tens of thousands of years suddenly disappear? The answer lies in the fact that in our

global world, a few primary languages have come to dominate. We can call these languages "killer languages"; English is one of them.

The spread of English around the world proceeded in stages. First came British colonies. English became the official language of administration. For local people, knowing English became a vital asset. English ability came to reflect status and income. As a consequence, many parents chose an English education for their children. These children grew up knowing two languages. In the next generation, knowledge of the original language would become poor or lost completely. Similarly, in today's world, many people are moving from rural areas to cities in order to escape severe poverty. In the process, they often adopt a dominant language, which is often English.

The pace of language loss is no doubt increasing, but language loss itself is nothing new. There are many examples in history. Few people speak the Celtic languages that once dominated Western Europe. They remain mainly in Scotland, Wales, Ireland, and Brittany. A language can experience a recovery: Welsh is an example. But this is very rare and occurs only in special cases. Unfortunately, it seems that the world's endangered languages will share the same outcome as its endangered animals.

35

40

45

50

55

60

65

C Checking details

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

- Which of the following statements is true?
 - Most of the world's languages are spoken by few people.
 - Language loss started with the spread of English.
 - Most languages have both spoken and written forms.
 - Welsh is an example of a language that has disappeared.
- Which of the following statements is NOT true?
 - English spread around the world in distinct stages.
 - People who travel around the world often adopt English as their dominant language.
 - Like English, Celtic languages are known as killer languages.
 - Endangered languages often suffer the same outcome as endangered animals.

D Cause and effect

Work with a partner. Each statement of cause below summarizes part of the text. Find the relevant part of the text and in each case describe the effect that results.

Cause	Line	Effect
1 Farmers cut down trees to plant fields.	_____	_____
2 Most of the world's languages are spoken by only a few people.	_____	_____
3 Elderly people die.	_____	_____
4 A few main languages dominate.	_____	_____
5 English ability leads to higher pay and more respect.	_____	_____
6 People move from the country to urban areas.	_____	_____

E Making inferences

Read the questions below and circle the correct answers according to the text. (There may be more than one correct answer.)

- Non-English-speaking parents might choose to educate their children in English because . . .
 - they like living in the city.
 - they don't want English to disappear.
 - they want their children to get better jobs.
 - half of the world's languages will disappear.
- Urbanization causes languages to die out because . . .
 - there are few chances to speak minority languages.
 - major languages are mainly spoken in cities.
 - minority languages are rarely used in the business and working world.
 - all of the above reasons.

Going beyond the text

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

- Look back at the ideas you highlighted. Are they the same? What are the differences?
- Would you move to an English-speaking country for a better job or lifestyle?
- What are your reasons for learning English?

4 Researching a topic

A Information gathering

Work in small groups. Make a list of 10 very different types of jobs. Then rate each one on a scale of 1 to 10, depending on how important English is to the job (1 = not important at all; 10 = essential).

How important is English?	
Job	Rating (1–10)



B Interpreting and reporting results

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

- 1 How many jobs require some English? How has this changed over the past 50 years?
- 2 Where will English be needed more in the future? Why?
- 3 What industries don't need English? Why?

One thing that has changed is . . .

It's difficult to predict, but . . .

One area where English will be needed more is . . . because . . .

I think it's obvious that . . .

One thing is certain: . . .

I'm not too sure if/whether . . .

5 Critical thinking

A Fact or opinion?

1 There are many different points of view on the topic of English and other languages. Work with a partner and decide if the following statements are fact (F) or opinion (O).

- 1 Humans created farms and cities out of forests. _____
- 2 Hundreds of millions of people speak Arabic, English, and Spanish. _____
- 3 Half of all languages will disappear by the end of the century. _____
- 4 English is a language for people with high status and income. _____
- 5 The speed at which we are losing languages is increasing. _____

2 Now write two more statements about this topic – one fact and one opinion. Then show them to another pair and ask them to say which is fact and which is opinion.

- 1 _____
- 2 _____

B Categorizing

1 Decide if the following statements sound positive, neutral, or negative. Put checks (✓) in the boxes. Underline any words in the sentences that support your choice.

	Positive	Neutral	Negative
1 The effect of English on other languages is similar to the process of animal extinction.			
2 It's easier to communicate these days because so many people speak English.			
3 Languages that have been around for thousands of years are disappearing quickly.			
4 The expansion of the British Empire helped English become a world language.			
5 Welsh is one of the few languages that has survived the spread of English.			

2 Compare your answers with a partner and explain your reasons.

C Writing

There are many different opinions about language dominance and the spread of English. Look back over this unit and write a short paragraph that expresses your opinion. Use the model below.

←
⋮
→
×

Today, it is clear that English . . .

There are both advantages and disadvantages to this. For example, . . .

Overall, I believe that . . .

D Presentation

Work in small groups. In C, you wrote about the dominance of English around the world. Now use this and the information in this unit to prepare a presentation with this title:

English as *the* Global Language

Use the structure below and be sure to give plenty of examples. Decide who will prepare and present each section of the talk.

Introduction

- the situation in the world today

Body

- the reasons for English being so dominant
- the advantages and disadvantages of this situation
- future developments

Conclusion

- a brief summary
- the group's own view about the situation

Transitions

So, the next question is . . .

So far, we've focused on . . .
Now, I'd like to . . .

Now, I'm going to talk about . . .

This brings me to my next point.

Gestures



Gestures can help make your presentation easier to understand and also more interesting for the audience. They provide physical support for the words. A common type of gesture focuses on a number or sequence of events. For example:



There are *THREE* reasons why we think the spread of English around the world has more negative than positive effects.

Quotable Quotes

Final thoughts . . .

Our common language is English. And our common task is to ensure that our non-English-speaking children learn this common language.

Bill Bennett
former US Secretary of Education

- 1 How is this quote connected to the topic of this chapter?
- 2 Do you agree that all foreigners in the USA should learn English? Should there be laws about this? (Note: the USA has no official language.)
- 3 In the USA, approximately one person in six is a Spanish speaker. Do you think all Americans should be able to speak Spanish?

OUR CROWDED EARTH

Unit 8



I'm sorry. This planet is full.

1 Critical cartoons

A Building knowledge

Work with a partner or in small groups. Discuss the questions below.

- 1 How many of the 10 countries in the world with the biggest populations can you name? Is your country in the top 10?
- 2 What facts do you know about the problems of overpopulation?
- 3 What is the message of the cartoon?
- 4 What policies to control population in other countries do you know about?



Media link

Logan's Run is a science fiction movie showing one society's attempt to control its population and resources in the year 2274. The solution is to kill everyone over 30. The film follows a couple who try to escape.

For additional medial links, go to www.cambridgeinfocus.org

2 Core vocabulary

VOCABULARY

APP

ONLINE

A Scanning and skimming

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

Keywords

critic	decade	expansion	guarantee	launch
overall	reduction	secure	settlement	southern



The Consequences of Population Growth



Quebec in 1775

Overpopulation happens when there are too many people for the food and resources available. This can occur when there is an expansion of the population. It can also happen when there is a reduction of the food produced on farms.

- There have been many examples of local overpopulation. However, the idea of world
- 5 overpopulation was first described by Thomas Malthus in 1798. He looked at population growth in European settlements in North America. He predicted that those settlements would outgrow their food supply in the future. Malthus believed that populations were controlled in two ways. The first way was by increasing the death rate through war or death by hunger. The second way was by lowering the birthrate. His critics disagreed. They pointed out that
- 10 populations could grow if they could guarantee their food supplies.

- In the over 20 decades since Malthus's book, the argument still continues. The world has seen massive increases in its population in countries like China and India. However, many people argue that the overall situation is good. Our food supply has become more secure in two ways. First, by using science, companies have launched the era of industrial farming. They
- 15 have greatly boosted crop yields. Second, we transport food from all over the world. We take food from countries in the southern half of the world to the large populations in the northern half, where it is needed. It seems that Malthus is no more correct now than he was in 1798.

- 2 Look at the pictures below. Which picture goes best with the text above? Circle A, B, or C.

A



B



C


READING

ONLINE

B Words in context: collocations

1 Look at the text on page 58. Find the keywords that form collocations with the words below.

- 1 population _____
- 2 _____ disagreed
- 3 _____ food supplies
- 4 _____ situation
- 5 _____ the era

2 Match the five keywords with the words below to make new collocations.

- 1 _____ an attack
- 2 _____ fast delivery
- 3 _____ impression
- 4 rapid _____
- 5 _____ argue

3 Work with a partner. Use the collocations above to make your own sentences.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

C Word parts: ex Example: *expansion*

Words with ex

exclude exile exit expand expel export expose

1 Use the words in the box to complete the sentences below. Change the word form as necessary.

- 1 Scientists believe the universe is _____ .
- 2 Brazil _____ forest products to many countries.
- 3 In case of fire, use the emergency _____ .
- 4 Tom was _____ from school for cheating on the test.
- 5 Napoleon was _____ to the island of Saint Helena.
- 6 As the tide went out, the beach was _____ .
- 7 Many items are taxed, but school supplies are _____ .

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

I think ex means _____ .

D Discussion dictation



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

- 1 What _____ ?
- 2 What _____ ?
- 3 Does _____ ?

2 Form new groups and compare your answers.

3 Reading skills



A Pre-reading questions

- 1 The world's population has increased by 400 percent over the last 100 years. Why do you think this has happened?
- 2 Why do some countries have high birthrates and others not?

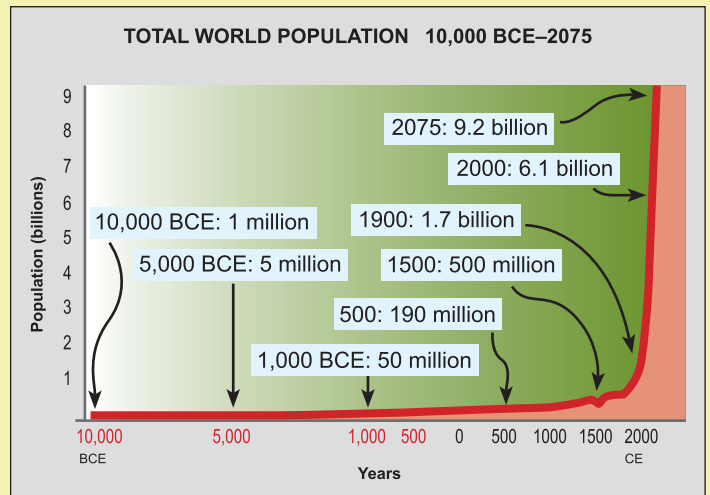
B Reading

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



The Exploding Population

The world population reached one billion in 1804, after many thousands of years of slow increase. Over the next two centuries, it increased by a factor of six, reaching six billion in 1999. And after just 12 more years, it stood at seven billion. Along with people, there has also been an expansion in the numbers of domestic animals: there are now more cattle, pigs, sheep, and chickens than at any previous time.



- This rapid increase in the number of people was made possible first by farming itself, and then, much more recently, by scientific advances in farming. According to one researcher*, the world population probably never went over 15 million before the development of farming. Farming made possible settlements and reliable food supplies. Staying in one place with the guarantee of food meant more babies survived. This led to a population increase. Much later, in the middle of the last century, the “green revolution” applied scientific methods to farming and greatly increased yields. The result is the population increase we have seen over the last six decades.
- 15 Some scientists suggest that it is time to launch a second green revolution. They want to do this by changing the genes of crops. However, critics argue correctly that we are reaching the limits of being able to feed the world and that population growth must stop. They say that the effect on resources is not only due to increased population. As poorer countries develop, people want to eat more meat. More and more land is used to grow crops for animal feed. And over-fishing means that some seas are now empty of food fish.
 - 20 It is true that there has been a reduction in the rate of population growth over the last 50 years. Several European countries, South Korea, and Japan now have very low birthrates that point to population decline. However, although the pace of the world's population increase has gone down, the total population has increased. Birthrates in poor countries remain high for several reasons. First, poor countries often do not have support systems to take care of the elderly, and having a large number of children provides for a secure old age. Second, many children die before becoming adults.
 - 25 Population growth is high in many poor countries, but these countries currently have a much lower effect on resources overall. Americans consume 11 times more resources than people living in Southern Asia. At 2.1 children per mother, the United States has the highest birthrate in the developed world. This means that to have the same effect on resources as Americans, the average family living in Southern Asia would have to have 22 children.
 - 30 In the time it has taken you to read this article, around 700 babies have been born. We are clearly coming to the limit that our world can support. It's time to face reality and tackle this problem.

*Luc-Normand Tellier (2009)

C Checking details

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

- Which of the following statements is true?
 - Populations in all wealthy countries have fallen.
 - Scientific methods have allowed farmers to grow more crops.
 - Developed countries with lower birthrates have a low effect on resources.
 - American mothers have fewer children than Canadian mothers.
- Which of the following statements is NOT true?
 - Along with humans, the population of cattle and pigs has also increased.
 - Without farming, the world population would be smaller.
 - The green revolution was a twentieth-century political movement.
 - The population in Japan is shrinking.

D Making inferences

Read the questions below and circle the correct answers according to the text. (There may be more than one correct answer.)

- Before the development of agriculture, people obtained food by . . .
 - moving from place to place.
 - raising domestic animals.
 - developing permanent settlements.
 - staying in one place.
- People of Southern Asia have less effect on resources than Americans because . . .
 - people in those countries are often rich.
 - people in those countries have larger families.
 - people in those countries do not live as long as Americans.
 - people in those countries consume less.

E Identifying purpose

- Look at the statements below. Which best describes the author's main purpose in writing the article? Check (✓) the correct box.
 - To summarize the history of the world human population
 - To explain how agriculture has affected the world population
 - To appeal to us to do something to reduce the world's population
- Compare your answers with a partner.

Going beyond the text

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

- Look back at the ideas you highlighted. Are they the same? What are the differences?
- The second-to-last paragraph talks about how much Americans consume. Is the situation similar in your country? Give specific examples. Some ideas to think about: home, transport, food, shopping.

4 Researching a topic



A Information gathering

- Form groups of five or six. Interview each other. Ask how many children you would each like to have in the future. Write the information in the chart below.

Name	Number of children wanted
Total:	
Group average:	
Class average:	



- Working as a class, add your totals and find out the average number of children your group and the class would like to have.

B Interpreting and reporting results

Discuss the questions below with a partner.

- What is the replacement birthrate for a country? (See the text in Unit 2 on page 12.)
- Is your class average above or below the replacement birthrate? How might this affect the future of your country?
- Why do some people want a big family? Why do other people want only one child or no children?

Expressing possibilities

This could mean that . . .

This suggests that . . .

This points to . . .

It could be that . . .

Describing and explaining figures

The class average is above/below . . .

The figures show . . .

On average, . . .

5 Critical thinking

A Fact or opinion?

There are many different points of view on the topic of birthrates and population. Work with a partner and decide if the following statements are fact (F) or opinion (O).

- 1 Large families are happy families. _____
- 2 People in developed countries use more resources. _____
- 3 Many people in developing countries believe large families provide security in old age. _____
- 4 A world population of seven billion is too large. _____
- 5 The current population growth cannot be maintained. _____

B Categorizing

- 1 Decide if the following statements sound positive, neutral, or negative. Put checks (✓) in the boxes. Underline any words in the sentences that support your choice.

	Positive	Neutral	Negative
1 Overcrowding leads to disease.			
2 Science will solve the problems of overpopulation.			
3 Education is lacking in some developing countries.			
4 The planet can support up to 15 billion people.			
5 There will be a population collapse in the near future.			

- 2 Compare your answers with a partner. Explain the reasons for your choices.

C Writing

Look back at the statements in A and B above. Think about the consequences of the two alternatives below. Write statements for each alternative. Use the model below.

←
⋮
→
×

Limiting or reducing the world population:

If we can . . . , there will be . . .

Allowing the world population to continue to grow:

If we don't . . . , a consequence will be . . .

D Discussion

- 1 In C, you wrote about the consequences of global population changes. Now read the statements from the two people described below. Who said what? Check (✓) the boxes.

Person A: a government minister in charge of improving the country's weak economy.
 Person B: a company employee with no children who lives in a crowded city.

Statement	Person A	Person B
1 "Having children is too expensive. I want enough money to enjoy my life."		
2 "If we let the population decrease, there won't be enough tax to pay for all the services people expect."		
3 "We need a larger population to support all the old people."		
4 "Being a parent is just so much work. I'm tired already."		
5 "Unless we add more people to the work force, we can't compete with other countries."		
6 "There are already too many people for the world to support."		
7 "Everything is so crowded. There is no space. We need fewer people not more."		
8 "New laws should encourage young people to marry and have children."		

- 2 Work in small groups and compare your answers. Explain your choices.
- 3 Which statements do you agree or disagree with? Why?
- 4 Report your results to the class. Overall, do you think limiting the population or allowing it to grow is the better choice?

Person B complains about . . .

I'm not sure if/whether . . .

I don't share that view.
It seems to me . . .

Person A argues that . . .

Person A points out that . . .

That's exactly what I think.

Quotable Quotes

Final thoughts . . .

***If motherhood doesn't interest you, don't do it.
It didn't interest me, so I didn't do it.***

Katherine Hepburn
American actress

- 1 Do you agree with the statement?
- 2 Do you think having a family – or not having a family – is just a matter of personal choice? Or are there other aspects to consider? If so, what are they?

Do Great Athletes Deserve Great Salaries?



1 Critical cartoons

A Building knowledge

Work with a partner or in small groups. Discuss the questions below.

- 1 Which sports in your country are popular? Has this changed in recent years?
- 2 Who are the top-paid sportspeople in your country? Do you know how much they earn?
- 3 What is the message of the cartoon?
- 4 Do you think salaries are too high for professional athletes? Why or why not?



Media link

Jerry Maguire is a film starring Tom Cruise about an extremely successful sports agent who decides that professional sports should be about more than just salary. As a result, he immediately loses all of his clients but one.

For additional media links, go to www.cambridgeinfofocus.org

2 Core vocabulary



A Scanning and skimming

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

Keywords

analysis annual budget compensation controversial
debt profit recruit revenue sum



The Economics of Sport

Unlike amateur athletes, who do not get paid for playing, professional athletes expect financial compensation. At the lower levels, this compensation may not be so much. At higher levels, athletes usually get paid annual salaries whether they perform or not. Salaries can be so high that some people get angry about them. These controversial salaries are the result of market forces that few people fully understand. One way to explain it is to study the numbers from professional sports clubs.

These clubs earn money in many different ways. They sell tickets and souvenirs to fans. They sell the games to television companies. And they sell products like caps, shirts, and even computer games. The sum of all this gives



the total revenue of the club. Then there are the expenses. The club spends money on salaries and facilities. They spend money to recruit new players to the team. The plan for revenues and expenses is the budget, and any revenue left over after the expenses is the profit. But if expenses are greater than revenues, the club will go into debt.

The writers of the book *Soccernomics* used a type of investigation of these figures called a statistical analysis. They compared different figures in the budget with the actual revenues and found that players' salaries best predicted revenues. In other words, players with high salaries attracted more fans, and the clubs sold more tickets and television time. In short, fans want to see famous players.

- 2 Read the titles below. Which would also be a good title for the text? Circle A, B, or C.

- A Making Sense of Sports Salaries
B Rich Athletes
C Playing for Money



B Words in context: collocations

1 Look at the text on page 66. Find the keywords that form collocations with the words below.

- 1 financial _____
- 2 _____ salary
- 3 total _____
- 4 go into _____
- 5 statistical _____

2 Match the five keywords with the words below to make new collocations.

- | | |
|-------------------|------------------|
| 1 generate _____ | 6 chemical _____ |
| 2 deep in _____ | 7 tax _____ |
| 3 _____ vacation | 8 workers' _____ |
| 4 pay off a _____ | 9 data _____ |
| 5 full _____ | 10 _____ costs |

3 Work with a partner. Use the collocations above to make your own sentences.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

C Word parts: *tract* Example: *attract*

Words with *tract*

abstract attract contract distract extract traction tractor

1 Use the words in the box to complete the sentences below. Change the word form as necessary.

- 1 Seil had to sign a _____ when he bought a cell phone.
- 2 She had to shout to _____ the waiter's attention.
- 3 The dentist _____ Sara's tooth.
- 4 Picasso is famous for _____ paintings.
- 5 Valerie was _____ by a phone call and didn't notice the boy crossing the street.
- 6 Luis plans to buy a new _____ for the farm.
- 7 My car can't climb this hill in the winter; the tires cannot get _____ on the ice.

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

I think tract means _____.

D Discussion dictation



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

- 1 What _____?
- 2 What _____?
- 3 Have _____?

2 Form new groups and compare your answers.

3 Reading skills



A Pre-reading questions

- 1 Why do some athletes get paid so much money? Think of at least two reasons.
- 2 How long is the average career of a professional athlete?

B Reading

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



When many people are in debt and struggling hard to meet budgets, it is hardly surprising that

5 Americans complain about the high salaries of some professional athletes. The average personal income in the

10 United States is around \$40,000 a year; some of the highest-paid sportspeople earn more

than 500 times this amount.

- 15 Overall, top baseball players earn the most. Depending on fines for being suspended, Alex

Athletes sign contracts with team owners, who operate the team as a business. This business is like any other. For the sake of argument, let's compare it with a car dealership, and let's also assume that the main purpose for both businesses

40 is to increase profits. The car dealer who wants to make a bigger profit might expand the business by hiring more sales staff. The team owner cannot add more players to the field. A baseball team has

45 nine players – no more, no less. Thus, the only way that an owner can increase revenue is by attracting more fans, more sponsors, and more TV network contracts. The obvious way to do this is by winning.

50 To win and continue to defeat competitors, the team must recruit the top players, and unlike car salespeople, these are very scarce.

Salaries OF TOP SPORTSPEOPLE

- Rodriguez will receive compensation of up to \$275 million over a 10-year contract running from 2008 to 2017. Several others earn similar sums. In fact,
- 20 among the world's current 14 top earners, all but one are baseball players. Next in income come top basketball players, whose annual income is between \$15 million and \$20 million. But the highest recorded annual income is for Formula 1
- 25 racing drivers. In 2008, the German Formula 1 driver Michael Schumacher earned more than \$80 million – more than the GDP of some countries!

- Can these salaries be justified? Is what these athletes do worth 1,000 times more than the work
- 30 of a nurse, a doctor, or a teacher? Faced with such a comparison, many people would say that it is not. But assessing the worth of what someone does is hard to judge; it depends on one's values. An economic analysis of an athlete's pay may lead us
- 35 to a more balanced and less controversial answer.

As with any attractive item – gold, diamonds, Elvis Presley's Las Vegas suit – scarcity means a high price. Athletes would also point out another difference: the typical career of a top athlete is around 5 to 10 years. This is very short compared with that of a car salesman.

It is surprising that often those who complain about athletes' salaries are the same people who make those massive salaries possible. They do so by purchasing season tickets and attending games. They do so by turning on their TVs and watching the games. They do so by buying items with the

60 team's name, such as hats and bags. And they do so by reading about the sport in magazines and newspapers. Choosing not to do these things would

65 be a sure way to eliminate the "shocking" salaries.



C Checking details

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

- Which of the following statements is true?
 - Car dealers do not work as many years as athletes.
 - Car dealers cannot expand their staff.
 - Car salespeople are scarce.
 - Watching games on TV supports high athlete salaries.
- Which of the following statements is NOT true?
 - Some athletes earn more than 500 times the average personal income.
 - Top basketball players make more money than top baseball players.
 - Schumacher earned around \$18 million in 2008.
 - One way for car dealers to increase profits is to hire more salespeople.

D Pronouns

What do the pronouns in bold refer to? Write on the lines below.

- ... *all but **one** are baseball players.* (lines 20–21) _____
- ... *many people would say that **it** is not.* (lines 31–32) _____
- ... ***it** depends on one's values.* (line 33) _____
- ... *let's compare **it** with a car dealership . . .* (lines 38–39) _____
- ... ***these** are very scarce.* (line 51) _____

E Making inferences

Read the questions below and circle the correct answers according to the text. (There may be more than one correct answer.)

- Some sportspeople get paid a lot of money because . . .
 - ticket prices are becoming more expensive.
 - baseball teams have a fixed number of players.
 - there are very few top players in their sport.
 - they win many games or competitions.
- Team owners . . .
 - run their teams as a business.
 - can increase profits only if their team wins.
 - hire more players to attract more fans.
 - can make more profits by cutting player salaries.

Going beyond the text

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

- Look back at the ideas you highlighted. Are they the same? What are the differences?
- Compare top sportspeople with other high earners, such as bankers and film stars. What is similar or different?
- Are any other things as important as profit for the team owner? If so, what?

4 Researching a topic

A Information gathering

- 1 Make a list of six famous athletes and the sports they play.
- 2 Rank each sportsperson by how much you would like to see them in person (1 = most; 6 = least).
- 3 Imagine that you have \$1,000 to spend to see any or all of these athletes. How much would you spend on each person?



Athlete	Sport	Rank (1-6)	How much I would pay



B Interpreting and reporting results

- 1 Work in small groups. Discuss the questions below.
 - 1 Compare your lists of athletes and sports. What are the similarities and differences?
 - 2 How much you would pay? Compare your amounts.

I'd pay a lot to see . . .

I wouldn't pay more than . . .

- 2 Discuss the questions below with the class.
 - 1 Which athletes are ranked the highest? What is the average amount you would pay to see them?
 - 2 Do you think your results are related to the salaries paid to these athletes? Why or why not?

The highest-ranked athlete is . . .

I think there is a clear link between . . .



5 Critical thinking

A Fact or opinion?

1 There are many different points of view on the topic of money and sport. Work with a partner and decide if the following statements are fact (F) or opinion (O).

- 1 Professional athletes' salaries are much too high. _____
- 2 Sport fans buy tickets and go to games. _____
- 3 The highest compensation should go to the best players. _____
- 4 Messi won the FIFA Ballon d'Or soccer award. _____
- 5 Messi is the best player in the world because he won the FIFA Ballon d'Or. _____

2 Now write two more statements about money and sport – one fact and one opinion. Then show them to another pair and ask them to say which is fact and which is opinion.

- 1 _____
- 2 _____

B Categorizing

1 Decide if the following statements sound positive, neutral, or negative. Put checks (✓) in the boxes. Underline any words in the sentences that support your choice.

	Positive	Neutral	Negative
1 Most professional athletes are highly paid.			
2 Society spends too much money on professional sports, including athletes' salaries.			
3 Players' salaries are set by market forces.			
4 Athletes performing at the highest level are amazing.			
5 It disgusts me that sportspeople make more money than doctors.			

2 Compare your answers with a partner. Explain the reasons for your choices.

C Writing

Write a short paragraph that summarizes the arguments about paying high salaries to athletes presented in this unit. Use the model below.

Many people object to . . .

It is clearly true that . . .

We need to take into account the fact that . . .

However, if we look at sport as business . . .

D Discussion

1 Work in small groups. In C, you summarized the arguments for and against paying top sportspeople very high salaries. Now read the list of factors below that affect how high a salary is.

- 1 Take turns explaining each factor to your partners.
- 2 Choose three factors that you think are the most important. Tell your partners why you think these are important.

One factor I think is really important is . . .

Factors affecting salaries
Creativity
Cost of living
Danger
Working for a famous company
Helping the environment / people
Impact on society

Factors affecting salaries
Popularity
Qualifications needed
Scarcity
Size of the market
Skill needed
Value of work

2 Work as a class. Look at the list below. It shows average salaries of 10 jobs in the United States. Discuss the following questions with your classmates.

- 1 What surprises you about this information?
- 2 How does this compare with your country?
- 3 If you could, would you change any of the salaries? Which? Why?

Job	Average salary (US\$)
Restaurant server	21,000
Office clerk	29,000
Construction laborer	35,000
Firefighter	48,000
High school teacher	56,000
Police officer	58,000
Nurse	68,000
Athlete	76,000
Lawyer	130,000
Surgeon	230,000

US Bureau of Labor, 2012 data

One thing that surprises me is the fact that . . .

In my country, . . . is/are (much) higher/lower than in . . .

If I could, I would change . . . because . . .

Quotable Quotes

Final thoughts . . .

As soon as you take money for playing sport, it isn't sport, it's work.

Avery Brundage
Olympic athlete

- 1 Explain the quote in your own words. How is it connected to the topic of this unit?
- 2 If sport isn't work (because it isn't paid), what is Avery Brundage suggesting that it is?
- 3 Apart from money, what are the reasons people play sport? How many reasons can you think of?

Unit 10

The Global Warming Myth?



1 Critical cartoons

A Building knowledge

Work with a partner or in small groups. Discuss the questions below.

- 1 What do you know about the problem of global warming?
- 2 Which countries have the worst problems with global warming?
- 3 What does the word *myth* mean? How about *conspiracy* and *hoax*? Who do you think might argue that global warming is a myth? Why?
- 4 What is the message of the cartoon?



Media link

The Day After Tomorrow is the most successful movie ever made about the topic of global warming. In this film, global warming is causing massive climate change and a new ice age. A scientist must find a way to get to his young son in New York.

For additional media links, go to www.cambridgeinfocus.org

2 Core vocabulary


VOCABULARY

 APP
ONLINE

A Scanning and skimming

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

Keywords

acknowledge	advocate	alternative	dispute	extraordinary
flood	initial	prisoner	prospect	theory



THE MODERN MEANING OF MYTH

The word *myth* has two general meanings.

The first meaning is an ancient story in which a hero performs an extraordinary task. An example of this is Prometheus stealing fire from the gods and giving it to humans. This angered the gods, who then made him a prisoner by chaining him to a rock. The second meaning describes a widely held belief that is not in fact true.

The common feature of both meanings is the lack of scientific evidence.

For example, there are many myths in which the world is flooded. However, while scientists acknowledge that the stories may describe local flooding, there is just not enough water on earth to flood all the land. If all the world's ice melted, sea levels would rise about 65 meters. This unwelcome prospect would be a major threat to people living near the sea, but the flood would still not cover all the earth.

The word *myth* can be used as an insult, particularly when the dispute is over a scientific theory. When scientists are given a set of facts, they make an initial theory to best explain those facts. As more facts appear, the theory may be supported or weakened. If weakened, alternative theories are made. While scientists may be strong advocates of a particular theory, science depends on the facts. To call a scientific theory a myth is to say all the facts have appeared and the theory has no support.

- 2 Read the statements below. Which best summarizes what this text is about? Circle A, B, or C.

- A Scientists are no different from other people when it comes to believing in myths.
- B Scientists do not understand many things that happened in the past.
- C Myths can refer to stories from long ago or to things people believe that are not supported by facts.


READING

ONLINE

B Words in context: collocations

1 Look at the text on page 74. Find the keywords that form collocations with the words below.

- 1 _____ task
- 2 scientists _____
- 3 unwelcome _____
- 4 strong _____

2 Match the four keywords with the words below to make new collocations.

- | | |
|------------------------|----------------------|
| 1 growth _____ | 6 _____ performance |
| 2 human rights _____ | 7 future _____ |
| 3 _____ ability | 8 _____ the mistakes |
| 4 _____ the importance | 9 health _____ |

3 Work with a partner. Use the collocations above to make your own sentences.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

C Word parts: *pro* Example: *prospect*

Words with *pro*

produce program projector prolong propeller prospect provide

1 Use the words in the box to complete the sentences below. Change the word form as necessary.

- 1 The news was bad; there was little _____ for improvement in the economy.
- 2 The city _____ school lunches to all children under 12.
- 3 This factory _____ hats.
- 4 The cinema operator turned down the lights, turned on the _____, and started the movie.
- 5 Big airplanes use jet engines, but small ones usually have _____.
- 6 Nick's comments _____ the meeting, so everyone missed lunch.
- 7 When the computer _____ crashed, all the data was lost.

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

I think pro means _____.

D Discussion dictation



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

- 1 What _____?
- 2 What _____?
- 3 Do _____?

2 Form new groups and compare your answers.

3 Reading skills



A Pre-reading questions

- 1 How might someone who doesn't believe humans cause global warming explain the rise in global temperatures?
- 2 How may some countries benefit from global warming?

B Reading

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



Global Warming Mythmakers

Some people suggest that the increase in global temperatures over time is a serious issue requiring extraordinary action. They point out that average world temperatures have increased 5 since the nineteenth century and that most of this rise has taken place since 1970. They note that this period fits that of the Industrial Revolution, and the temperature rise very closely matches the increase in the amount of 10 CO₂ in the atmosphere. They believe that the increase in this gas will lead to raised sea levels, floods, and lack of water and food. The same people advocate a massive reduction in our use of fossil fuels in order to cut CO₂. However, if we 15 look at the evidence, it is clear to this author that the idea that rising CO₂ levels cause a rise in sea levels and other disasters is just another myth.

First, there is doubt about the extent and cause of this warming. Initial evidence comes 20 from weather stations. However, most of these are in cities, which are warmer than rural areas. This explains much of the increase in average temperature. Even if we acknowledge that the world has warmed, this warming is probably 25 part of a natural cycle. The earth naturally warms and cools. At the time of the dinosaurs, it was warmer than today; during the last ice age, it was much cooler. In addition, the rise in temperature over the last 200 years has not been 30 constant. Average temperatures fell during the period from 1940 to 1970. If warming is caused by CO₂, how can we explain this? On top of that, although there does appear to be a link between

temperature and CO₂, rises in temperature actually occur before a rise in CO₂ levels, not 35 after. This suggests an alternative explanation: rather than CO₂ causing warming, temperature rise leads to higher amounts of CO₂. Finally, people who declare that global warming is a threat point to ice melting in the Arctic. Again, 40 they fail to look at all the facts; some areas in Antarctica actually show a cooling trend.

In addition to being confused about the causes of warming, the mythmakers are also 45 wrong about the consequences of the warming. They predict disaster but fail to recognize that humans, plants, and animals will be able to survive the outcome of climate change as they always have. The prospects for some countries are good; they will benefit from climate change 50 because of a boost in agricultural production.

Should we trust the scientists who predict these terrible results? Previously, these same 55 scientists were completely wrong about climate change. In the 1970s, they predicted severe global cooling because of air pollution, which would result in crop failure and population collapse. Now, they predict the opposite.

If the evidence for human-caused climate change is lacking, why do so many so-called 60 scientists support such a theory? The answer is simple: They are prisoners of the research system. It is easy to obtain money for research that aims to show the world is warming and that humans are to blame. Scientists disputing 65 this find themselves without funds.

C Checking details

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

- Which of the following statements is true?
 - Weather was cooler during the time of the dinosaurs.
 - All countries will be negatively affected by global warming.
 - A rise in world temperature usually occurs before a rise in CO₂ levels.
 - It is very difficult to obtain money for research on global warming.
- Which of the following statements is NOT true?
 - Most of the increase in world temperature has taken place since the 1970s.
 - Natural cycles of the planet affect global warming.
 - Over the past few years, some areas in Antarctica have become cooler.
 - Scientists used to think that air pollution would cause global warming.

D Identifying reasons

The author suggests that global warming is not something to fear. Four reasons are given. Find at least one piece of evidence in the text for each reason.

Reason	Evidence
1 The amount of warming is less than claimed.	
2 The cause of the warming is not increased CO ₂ levels.	
3 The results of warming are not all negative.	
4 Scientists have been wrong in the past.	

E Identifying opinions

Work with a partner and answer the questions below. Check (✓) the boxes. Underline any words or phrases in the text that support your choice.

- In this article, how can the author's point of view about global warming explanations best be described?

<input type="checkbox"/> positive	<input type="checkbox"/> neutral	<input type="checkbox"/> negative
-----------------------------------	----------------------------------	-----------------------------------
- What might be the opinion of an oil company executive toward this article? Why?

<input type="checkbox"/> positive	<input type="checkbox"/> neutral	<input type="checkbox"/> negative
-----------------------------------	----------------------------------	-----------------------------------

Going beyond the text

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

- Look back at the ideas you highlighted. Are they the same? What are the differences?
- Well over 90 percent of scientists believe that global warming is caused by humans, but only half of Americans believe it. Why do you think this is?
- Compare your ideas with your classmates. Which do you think are most interesting?

4 Researching a topic

A Information gathering

- 1 Work in small groups. Look at the list of disaster movies below. Match each movie to the type of disaster. Then check your answers on page 97.

Movie	Type of disaster	Caused by humans?		
		Yes	No	Maybe
<i>Armageddon</i>	alien attack	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Contagion</i>	asteroid/comet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Dante's Peak</i>	disease	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Noah</i>	earthquake	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Terminator 3: Rise of the Machines</i>	flood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>The Perfect Storm</i>	global warming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>The Day After Tomorrow</i>	hurricane/typhoon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>The Poseidon Adventure</i>	nuclear war	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Titanic</i>	tornado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Twister</i>	tsunami	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>War of the Worlds</i>	vehicle accident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>2012</i>	volcano	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 2 Which of the disasters are caused by humans? Which are caused by something else? Check (✓) the boxes in the chart.

B Interpreting and reporting results

Work in small groups. Discuss the questions below.

- Compare your results in the chart. What is similar or different? Explain your reasons and give examples.
- Why do you think most cultures have disaster movies or stories? Why do we enjoy them so much?

We think . . . might/could/
must have been caused by . . .

People are always excited/
fascinated/shocked by . . .

We believe . . . is clearly (not)
caused by . . .

Watching or listening to a disaster
movie or story is one way to . . .



5 Critical thinking

A Fact or opinion?

There are many different points of view on the topic of global warming. Work with a partner and decide if the following statements are fact (F) or opinion (O).

- 1 Average temperatures dropped from the 1940s to the 1960s. _____
- 2 Global warming has had a strong effect on population growth. _____
- 3 Global warming is causing the ice caps to melt. _____
- 4 All recent natural disasters are caused by global warming. _____
- 5 It is a myth that reducing the use of fossil fuels will reduce CO₂ levels. _____

B Categorizing

1 Decide if the following statements sound positive, neutral, or negative. Put checks (✓) in the boxes. Underline any words in the sentences that support your choice.

	Positive	Neutral	Negative
1 The media over-report global warming, and that frightens people.			
2 The world was much warmer millions of years ago.			
3 Global warming is simply part of a natural cycle.			
4 Canada and Russia will gain economically from higher global temperatures.			
5 When big companies fund global warming research, the results cannot be trusted.			

2 Compare your answers with a partner. Explain the reasons for your choices.

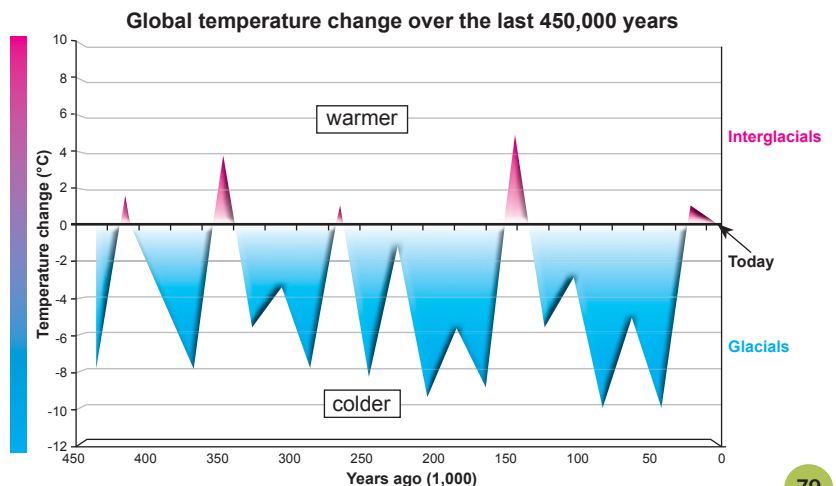
C Writing

The graph below shows ice ages (glacials) and warmer periods between ice ages (interglacials) over the last 450,000 years. Write a short paragraph to describe the changes.

Useful verbs: *increase, climb, stay level, remain stable, decrease, fall*

Useful adjectives: *long, short, sharp, dramatic, significant, steady, gradual, slight*

If we look at the earth's temperature changes over the last 450,000 years, we see that . . .



D Presentation

Work in small groups. In C, you wrote about the earth's temperature changes over time. Now you are going to discuss places in the world that have an ideal climate.

- 1 Discuss what makes a climate ideal in your opinion. Think about these factors:
 - natural disasters (droughts, earthquakes, landslides, typhoons/hurricanes, etc.)
 - temperature • humidity • seasons • rainfall
- 2 Look at the photos below. Describe the type of climate for each place. What are the good and bad points for each climate? Which do you think is most ideal? Why?



Mild (temperate)



Mediterranean



Tropical



Hot and dry

- 3 What other places do you know which have good climates? Explain why. Then agree on one place you think has the best climate.
- 4 Present your ideas to the class. Explain the reasons for your choice.

For us, an ideal climate means . . .

Of all the places we considered, we chose . . . because . . .

The factors we think are most important are . . .

Posture

Having proper posture is very important when presenting. It will help you look, feel, and sound confident. You should be comfortable yet alert.



DON'Ts

- lean against a desk: you will look too casual.
- move back and forth: this is distracting.

DOs

- stand up straight and project your voice.
- spread your feet.
- face your audience.

Quotable Quotes

Final thoughts . . .

America has not led but fled* on the issue of global warming.

John Kerry
American politician

Work with a partner. Discuss the questions below.

- 1 How is this quote connected to the topic of this chapter?
- 2 The United States is often considered a leader in helping to fix problems around the world. Why is it behaving differently here? What do you think will be the result of America 'fleeing' this issue?

***flee** (past **fled**) to escape by running away

Unit 11

Is Beauty Skin Deep?



1 Critical cartoons

A Building knowledge

Work with a partner or in small groups. Discuss the questions below.

- 1 What are some of the most common ways people can improve their appearance?
- 2 What is considered beautiful in magazines, TV, and movies today?
- 3 What is the message of the cartoon?
- 4 Besides beauty, what are some other reasons for people making changes to their bodies?



Media link

Under the Knife is a documentary that explores the world of plastic surgery. It introduces the doctors who carry out the operations and the people who feel they need to change their appearance.

For other media links, go to www.cambridgeinfocus.org

2 Core vocabulary



A Scanning and skimming

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

Keywords

context	elsewhere	equipment	pose	procedure
prompt	represent	restore	surgery	urge



Improving on Nature?

How we change what nature gives us can tell us a lot about ourselves. Some procedures to change our natural selves are so common we hardly think of them. For example, we wear glasses or contact lenses to improve how we see. Others are not as common, especially those concerning our appearance. Some people are not satisfied with their looks, and this prompts them to take action. What changes they make may depend on their culture. In some countries, people use only makeup and color to change their looks. In other places, such as Polynesia, tattoos are popular. Elsewhere, people may go to hospitals, which use special equipment to carry out cosmetic surgery.

We change ourselves in many ways and for different reasons. One reason is that the changes represent a certain lifestyle a person has chosen. The decision to change one's looks can also be seen within the context of a person's career. For example, actors who undergo surgery to restore their youthful looks can make their careers last longer and increase their income. Is that so different from wanting to increase the things we are able to do by wearing glasses? While the urge to change one's face with cosmetic surgery may seem strange to some people, there may be good reasons for doing so. Researchers have found that people form first impressions within 10 seconds of meeting another person. This poses problems for people who lack confidence in their appearance.

- 2 Read the statements below. Which best summarizes what this text is about? Circle A, B, or C.

- A Cosmetic surgery is used to improve people's looks in some countries.
- B There are many reasons for changing our physical appearance.
- C Doctors are able to suggest many improvements to how we look.



B Words in context: collocations

1 Look at the text on page 82. Find the keywords that form collocations with the words below.

- 1 common _____
- 2 _____ (someone) to take action
- 3 cosmetic _____
- 4 _____ to change
- 5 _____ problems

2 Match the five keywords with the words below to make new collocations.

- | | |
|---------------------|-------------------------------|
| 1 _____ a response | 6 _____ a threat |
| 2 _____ a threat | 7 complicated _____ |
| 3 heart _____ | 8 knee _____ |
| 4 to follow a _____ | 9 _____ a review of the rules |
| 5 strong _____ | 10 sexual _____ |

3 Work with a partner. Use the collocations above to make your own sentences.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

C Word parts: *poly* Example: *Polynesia*

Words with *poly*

polyester polygamy polyglot polygon Polynesia polysyllabic polytechnic

1 Use the words in the box to complete the sentences below.

- 1 Monica is a _____ ; she speaks 10 languages.
- 2 This shirt is made of a blend of cotton and _____ .
- 3 Tahiti is one of the main islands in _____ .
- 4 Hee-sun studied nutrition at a local _____ .
- 5 A square is a four-sided _____ .
- 6 _____ is illegal in most countries.
- 7 *Banana* is a _____ word.

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

I think poly means _____ .

D Discussion dictation



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

- 1 What _____ ?
- 2 What _____ ?
- 3 Would _____ ?

2 Form new groups and compare your answers.

3 Reading skills



A Pre-reading questions

- 1 Where does the word *tattoo* come from?
- 2 What are the main reasons for people having plastic surgery?

B Reading

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



The Never-Ending Desire for Beauty

Since times past, humans have always tried to change and improve the way they look. We see this not only in changing fashions in clothes and hairstyles, but also in more lasting actions such as

5 tattooing, body piercing, and cosmetic surgery.

Tattooing is the procedure of putting ink under the skin with a needle in order to make a design or picture. People refer to this type of art as their "ink." The word *tattoo* comes from the Tahitian

10 word *tatau*; it entered English following the historic voyages of Captain Cook to Polynesia in the eighteenth century, where people commonly had tattoos on their bodies and faces. Tattooing has been practiced there and elsewhere over

15 long periods. A frozen body found on the border between Austria and Italy from 5,300 years ago had multiple tattoos, and they have been found on mummies from Egypt, too. Until the modern era, tattoos were not common in the

20 West. However, over the last 20 years, they have become a popular form of expression among young people. And the spread of removable tattoos means that they no longer need to be permanent. People acquire tattoos for many

25 reasons. Some may mark an important event in a person's life such as a birth or death. Others represent love. Many are simply for looks – the beauty of the artwork.

In a similar way to tattooing, body piercing is also

30 growing more and more popular among young people. Common places for piercings are the lips, tongue, and ears. Some people even have objects put under the skin of their foreheads to make them look as if they have horns. A recent

35 survey found that 10 percent of people in the UK over the age of 16 had body piercings in areas other than the ears. As with tattooing, body piercing is not new; many cultures have such

traditions, in particular that involving the ears, nose, and lips.

The current popularity of tattooing and body piercing represents

the basic desire to improve one's looks. The growth of plastic surgery using modern medical techniques needs to be seen in this context. Plastic surgery refers to surgical procedures that repair, restore, or improve damaged body parts. During World War I, the need to treat the awful wounds suffered by soldiers prompted doctors

55 to develop anesthesia, surgical equipment, and new drugs. These advances made modern plastic surgery possible.

Plastic surgery may still be needed following an accident or disease, but often it is done just to

60 change the way a person looks. Today, people globally spend an estimated US\$ 30 billion dollars annually on surgery to make themselves look better. The most common operations are those that change the shape and size of the

65 nose, eyes, or breasts.

Critics say these procedures pose risks and thus are not needed; they urge people to avoid them. They suggest that a doctor's time could be better spent treating sick people. However, these

70 critics do not understand human nature. They forget the happiness and confidence that may come from a person's cosmetic surgery. Given the universal human wish to appear attractive, such procedures are truly here to stay.

75



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C Checking details

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

- Which of the following statements is true?
 - Tattooing is a form of cosmetic surgery.
 - Tattoo* is the Polynesian name for the island of Tahiti.
 - Plastic surgery developed only after World War II.
 - Critics believe doctors' time is too valuable to waste on unnecessary surgery.
- Which of the following statements is NOT true?
 - In all human history, people have changed their appearance for fashion.
 - Ten percent of people in the UK over the age of 16 have ear piercings.
 - Cosmetic surgery is one kind of plastic surgery.
 - Most cosmetic surgery involves the nose, eyes, and breasts.

D Cause and effect

Work with a partner. Five of the sentences below represent causes and five represent effects. Draw an arrow from the cause to the effect in each case.

- | | |
|--|---|
| 1 Doctors developed modern plastic surgery. | A People appear to have horns. |
| 2 People want to mark an important event in their lives. | B Soldiers were wounded in war. |
| 3 Cosmetic surgery can be risky. | C People should avoid cosmetic surgery. |
| 4 People put objects under their skin. | D There is a universal desire to be attractive. |
| 5 Cosmetic surgery will always be with us. | E People get a tattoo. |

E Making inferences

Read the statements below and circle the correct answers according to the text. (There may be more than one correct answer.)

- This supports the evidence that the human desire to improve appearance is universal.
 - Although tattooing is an ancient art, it has only recently become popular in the West.
 - Many people do body piercing for health reasons.
 - Tattooing is just a fashion that will soon disappear.
 - Surgery to help improve the appearance of damaged body parts has been made possible by advances in medicine.
- The author's opinion about people changing their physical appearance is that . . .
 - it is a basic human desire that will not disappear.
 - doctors should not waste their time on such procedures.
 - it is much too expensive
 - it can make people happier.

Going beyond the text

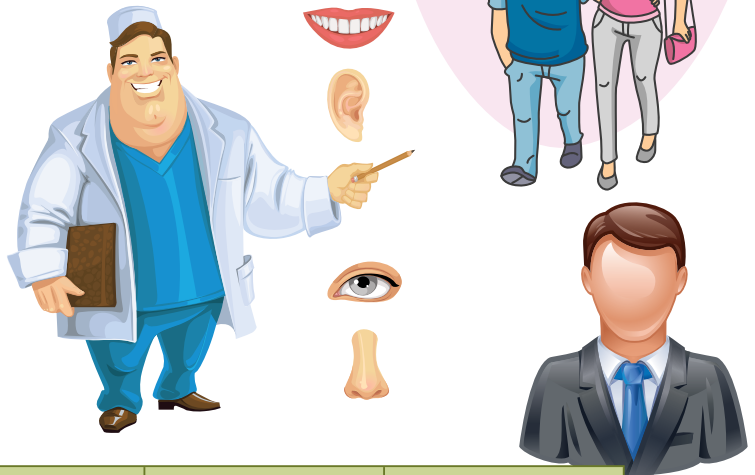
Work with a partner or in small groups. Ask and answer the questions below.

- Look back at the ideas you highlighted. Are they the same? What are the differences?
- If you could have a tattoo or a body piercing for just one week, what would you choose to have done? Describe it.
- Should people with tattoos be banned from doing some jobs? Which ones? Why?

4 Researching a topic

A Information gathering

Interview three people for their opinion on each of the statements below. Write their names and grade their opinions 1 to 5 in the chart below (1 = they strongly agree; 5 = they strongly disagree).



Opinion statement	Name:					Name:					Name:				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1 Boyfriends should be taller than their girlfriends.															
2 Eyelid surgery makes eyes look more beautiful.															
3 Men look better in business suits.															
4 After age 45, women should not wear red lipstick.															
5 Overweight doctors cannot be trusted.															
6 TV news reporters should be good looking.															

B Interpreting and reporting results

- Work in small groups. Discuss the questions below.
 - Compare your answers in the above chart. What are the similarities and differences?
 - Which statements does your group agree and disagree with the most? Why?
- Discuss with the class.
 - Choose one of the statements and report the views of your group to your classmates.
 - Which statements does the class agree and disagree with most. Why?



5 Critical thinking

A Fact or opinion?

1 There are many different points of view on the topic of beauty and physical appearance. Work with a partner and decide if the following statements are fact (F) or opinion (O).

- 1 Piercing one's nose can lead to infection. _____
- 2 Real beauty lies in a person's character. _____
- 3 Doctors should treat the sick rather than try to make people beautiful. _____
- 4 Cosmetic surgery is rare in poor countries. _____
- 5 Tattoos are an expression of a person's inner character. _____

2 Now write two more statements about the topic of this unit – one fact and one opinion. Then show them to another pair and ask them to say which is fact and which is opinion.

- 1 _____
- 2 _____

B Categorizing

1 Decide if the following statements sound positive, neutral, or negative. Put checks (✓) in the boxes. Underline any words in the sentences that support your choice.

	Positive	Neutral	Negative
1 Tattoos are a beautiful form of self-expression.			
2 Cosmetic surgery is unnecessary and risky.			
3 Body piercing is an ancient practice.			
4 Plastic surgery really began in World War I.			
5 Most people care about their appearance too much.			

2 Compare your answers with a partner. Explain the reasons for your choices.

C Writing

Look back at the statements in A and B above. Write a short paragraph about the positive and negative consequences of altering one's appearance. Use the model below.

←
⋮
→
×

There are a variety of reasons for cosmetic surgery becoming more and more popular. First, . . .

In addition, . . .

However, there are also a number of dangers . . . For example, . . .

Personally, I . . .

D Discussion

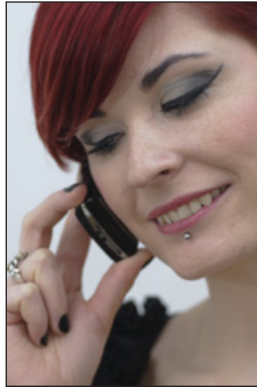
Work in small groups. Discuss the questions below.

- 1 Is there a stereotype for how people in certain professions look?
- 2 Look at the people below and try to guess their professions. Discuss and list the reasons for your guesses.

A



B



C



We expect people who work as . . . to look . . .

I think he/she looks too . . . to be . . .

D



E



F



My guess is that he/she is probably . . .

I wouldn't be comfortable using him/her as . . . because . . .

- 3 How important do you think appearance is in the professional world? Would you mind if your doctor wore a T-shirt or your teacher wore an expensive Italian suit?

I would/wouldn't mind if my doctor . . . because . . .

I think it's really important for . . . to . . .

Quotable Quotes

Final thoughts . . .

Sometimes I bust out and do things so permanent. Like tattoos and marriage.

Drew Barrymore
American actress

- 1 The speaker has been married a number of times and has several tattoos. What do you think she means?
- 2 Besides tattoos and marriage, what other things do people do that are "permanent"?
- 3 Should marriage be for life?

Unit 12

ANIMALS AS FOOD



The Good Old Days

1 Critical cartoons

A Building knowledge

Work with a partner or in small groups. Discuss the questions below.

- 1 What is your image of a typical farm?
- 2 What is factory farming?
- 3 What "Good Old Days" is the caption of the cartoon referring to?
- 4 What is the message of the cartoon?



Media link

Earthlings is a disturbing documentary about our use of animals as pets, clothing, food, entertainment, and for scientific research. The film is narrated by Joaquin Phoenix, features music by Moby, is directed by Shaun Monson, and co-produced by Maggie Q. They are all vegans: they don't eat any animal products.

For additional media links, go to www.cambridgeinfocus.org

2 Core vocabulary



A Scanning and skimming

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

Keywords

abuse alongside circumstance complaint investment
purchase shareholder sort strategy vehicle



Meat Made Man

When people walk into their local store, they don't think about the history of food. As they take out their money to purchase their food, their only complaint might be the price. They don't realize that food has never before been this cheap or easily available.

- 5 Some people have strong feelings about meat. They complain about animal abuse. However, they are probably not aware how eating meat has changed humans. Many thousands of years ago, humans ate all sorts of animals, but it was the discovery of fire that changed everything; this is because cooked meat is one of the best foods for humans. No one knows the circumstances surrounding this discovery, but one thing is certain: it helped humans become bigger, stronger, and faster. That's not all. In order to catch large animals, which are harder to hunt, humans had to work alongside each other, learn to communicate, and develop strategies to kill the big animals. This investment of time and energy paid off with more food.
- 20 Much later, people realized they could keep animals for work or food. They used animals to pull vehicles and transport food to other people, and this helped cities grow. Our use of animals continues today. In developed countries, much of our food comes from factory farms run by large businesses. Company profits keep shareholders happy while low prices keep customers happy. From the beginning of civilization up to modern businesses, we owe much to the animals we keep and eat.



- 2 Look at the pictures below. Which picture goes best with the text above? Circle A, B, or C.

A



B



C



B Words in context: collocations

1 Look at the text on page 90. Find the keywords that form collocations with the words below.

- 1 _____ food
- 2 animal _____
- 3 _____ surrounding
- 4 develop _____
- 5 _____ of time

2 Match the five keywords with the words below to make new collocations.

- | | |
|-------------------|----------------------|
| 1 _____ power | 6 value of the _____ |
| 2 financial _____ | 7 difficult _____ |
| 3 _____ goods | 8 drug _____ |
| 4 marketing _____ | 9 online _____ |
| 5 under the _____ | 10 management _____ |

3 Work with a partner. Use the collocations above to make your own sentences.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

C Word parts: *ab* Example: *abuse*

Words with *ab*

abduct abnormal absent absolute abstain abstract abuse

1 Use the words in the box to complete the sentences below. Change the word form as necessary.

- 1 The neighbors were accused of child _____.
- 2 It was freezing yesterday and hot today; this sure is _____ weather.
- 3 Jim thinks he was _____ by aliens.
- 4 Maria was _____ from class today.
- 5 Rob's doctor told him to _____ from alcohol.
- 6 The museum has many _____ paintings.
- 7 Hundreds of years ago, kings and queens had _____ power.

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

I think ab means _____.

D Discussion dictation



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

- 1 What _____?
- 2 Do _____?
- 3 What _____?

2 Form new groups and compare your answers.

3 Reading skills



A Pre-reading questions

- 1 Why do we keep some animals for food but not others? Think of at least two reasons.
- 2 Try to imagine the life of an animal raised for food on a modern farm. How do you think that animal's life is different from 100 years ago?

B Reading

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

Animal Slaves



Once, there were no farms. All humans were hunter-gatherers. They hunted wild animals and gathered wild food such as fruit and nuts. They moved from place to place and developed strategies for hunting animals and looking for plants they could eat. Then, approximately 10,000 years ago, people discovered that they could grow crops and keep certain animals to use for food or for work. Thus began farming.

Adapting animals for use as food or for work such as pulling vehicles is called "domestication." The first animals to be domesticated were dogs; these were followed by sheep, pigs, goats, and cows. Some animals, for example rabbits, were not domesticated until the modern era. In the book *Guns, Germs, and Steel*, author Jared Diamond discusses which sorts of animals can be domesticated. First, he suggests, they must be able to eat a broad diet, and it is especially useful if they do not consume the food humans eat. They must also have a fast growth rate. Slow-growing animals need too much care before they reach a useful size. Next, they must be able to be bred in captivity. Some animals, such as the panda, are difficult to breed in captivity. In addition, they must be able to live alongside humans and not be aggressive; lions or hyenas are clearly not suitable for this reason.

As more and more animals were domesticated over time, farms developed. Animals were captive, but their existence was mostly unchanged from the wild state. Domesticated

cattle in a field eating grass are basically the same as a group of wild cattle doing the same thing. This is still the picture most of us see in our minds when we think of a farm:

contented animals chewing fresh, green grass in wide, open fields.

However, circumstances have changed, and most modern farms are very different. In the latter half of the twentieth century, the demand for cheap food and the pressure from shareholders to make a profit from their investments gave rise to the factory farm. The outcome for farm animals at this kind of facility is not good; animal welfare is not a priority, and they often suffer in terrible conditions. Unfortunately, this treatment continues when the animals are killed. Again, profit rules, and speed is the key to profit. Because workers have to kill as quickly as possible, mistakes are made. Some animals are still alive after their throats are cut, and they are boiled or skinned alive.

All of this takes place behind closed doors, and the public is largely kept unaware of the circumstances under which the killing takes place. We go to the supermarket and purchase our cheap food. Perhaps we notice the traditional farm pictured on the label. Usually, we think no more about it. But if we did know how these animals suffer from this abuse, would we make a complaint and change our eating habits? Would we give up cheap food to ensure proper treatment of farm animals? Would you?

C Checking details

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

- Which of the following statements is true?
 - Factory farms usually make sure animals have plenty of space.
 - Many farm animals are slow growing.
 - Cows were domesticated before sheep.
 - Factory farms are more interested in their shareholders than the treatment of animals.
- Which of the following statements is NOT true?
 - Farming began approximately 10,000 years ago.
 - Most people know little about the condition of animals in factory farms.
 - Domestic animals cannot usually eat a wide range of food.
 - Modern farms and traditional farms are very different.

D Identifying reasons

Work with a partner. Find a reason in the text for each farming development listed below.

Development	Reason
1 Farms first started	_____
2 Domestication of cows	_____
3 Growth of factory farms	_____
4 Fast killing of animals	_____
5 People became unaware of how animals were treated	_____

E Making inferences

Read the statements below and circle the correct answers according to the text. (There may be more than one correct answer.)

- The greatest effect of the birth of farming was to allow people to . . .
 - stop moving and settle in one area.
 - begin using animals for transportation.
 - change the way animals live and die.
 - develop new ways to make products.
- Modern farming techniques . . .
 - usually keep animals indoors rather than allow them to go outside.
 - protect people by locking up dangerous animals.
 - often cause animals much suffering and pain.
 - are open for the public to see.

Going beyond the text

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

- Look back at the ideas you highlighted. Are they the same? What are the differences?
- How did people live before there were any farms or domesticated animals? How did they find food?
- If people could actually see for themselves factory farming and meat processing, how do you think they would react? How would you react?

4 Researching a topic

A Information gathering

1 Make a list of the different things animals are used for in the chart below. The photos give you some ideas. Then write down the types of animal used for each purpose in column A.



Animals and their uses		
Use	Type of animal	
	A: Your ideas	B: Your partner's ideas

2 Work with a partner. Compare your ideas. Make notes in column B.

B Interpreting and reporting results

1 Work in small groups. Discuss the questions below.

- How are your lists similar? How are they different?
- Which uses are most popular in your country? How has this changed in the last 100 years?
- In which ways are animals part of your life? Which animals?
- What do you think would happen to the animals listed if people stopped using them?

2 Now report your group's most interesting results to the class.

In our group, the most common use is . . .

In the past animals were used . . . Now, . . .

We think the most important use is . . .

We predict that . . .

We concluded that without animals . . .

5 Critical thinking

A Fact or opinion?

There are many different points of view on the topic of the use of animals by humans. Work with a partner and decide if the following statements are fact (F) or opinion (O).

- 1 Humans do not have the right to kill animals for food. _____
- 2 Dogs were domesticated before other animals. _____
- 3 Testing cosmetics on animals is necessary to protect humans. _____
- 4 All farm animals today are treated badly. _____
- 5 Factory farms began sometime after 1950. _____

B Categorizing

- 1 Decide if the following statements sound positive, neutral, or negative. Put checks (✓) in the boxes. Underline any words in the sentences that support your choice.

	Positive	Neutral	Negative
1 Good food has never been so cheap.			
2 We are smarter because humans long ago ate meat.			
3 Buying fur coats supports suffering and cruelty.			
4 Farm animals are so stressed they become sick and need to be given antibiotics.			
5 Factory farms were created mainly because of the demand for cheap food.			

- 2 Compare your answers with a partner. Explain the reasons for your choices.

C Writing

Look back at the statements in A and B above. Write a short paragraph about the arguments for and against using animals. Use the model below.

← ⋮ →
×

People often hold strong opinions about using animals for food or other purposes. Those who are in favor of . . . say . . .
 As well, . . .
 However, their opponents claim that . . .
 In addition . . .
 There will probably never be an end to this discussion since . . .

D Discussion

Work in groups. In C, you wrote about the arguments for and against the use of animals by humans. Now you are going to consider some related issues.

- 1 Read the questions below. Choose three and discuss them in your groups. Be sure to ask follow-up questions.
 - 1 Should you know where your food comes from and how it is produced?
 - 2 How much more would you be willing to spend on meat to ensure animals were not abused?
 - 3 Do humans have the right to use animals as they want? Why or why not?
 - 4 Are all animals the same? How do you choose which should be treated better?
 - 5 Is the pain or suffering of an animal the same as that of a human? How do you decide?
 - 6 Would you eat meat even if you had to kill the animal yourself?
 - 7 Are there any animals you would not eat or wear or ride? Which? Why not?
 - 8 Are there any uses of animals you would ban if you could? Which? Why?



- 2 Report the results of your discussion to the class. Answer follow-up questions from your classmates.



Quotable Quotes

Final thoughts . . .

I think it would be lovely if we stopped this whole notion of pets altogether.

Ingrid Newkirk
animal rights activist

- 1 If we follow this suggestion, what would happen to dogs and cats?
- 2 How is this quote connected to the topic of this unit?
- 3 Do you believe that animals would be better off if they had no contact with humans?



Activities

Unit 4, page 30, Researching a topic

A Information gathering: carbon footprints

- 2 Student B: Look at the chart below. Ask your partner for the missing information and complete the chart.

Los Angeles to New York		
Transport	Carbon footprint (kg)	Unit
airplane		
small car	700	per vehicle
big SUV		
bus	100	per seat
train		
bicycle	40	per person

Unit 10, page 78, Researching a topic

A Information gathering

Answers

Movie	Type of disaster
<i>Armageddon</i>	asteroid/comet
<i>Contagion</i>	disease
<i>Dante's Peak</i>	volcano
<i>Noah</i>	flood
<i>Terminator 3: Rise of the Machines</i>	nuclear war
<i>The Perfect Storm</i>	hurricane (typhoon)
<i>The Day After Tomorrow</i>	global warming
<i>The Poseidon Adventure</i>	tsunami
<i>Titanic</i>	vehicle accident
<i>Twister</i>	tornado
<i>War of the Worlds</i>	alien attack
<i>2012</i>	earthquake, tsunami, flood

Core vocabulary: keywords

Unit-by-unit list

Unit 1

acquire
equivalent
estimate
exposure
multiple
per
regional
researcher
retain
struggle

Unit 2

era
estate
forecast
household
increasingly
largely
previous
rural
ultimately
wage

Unit 3

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

Unit 4

conclude
massive
pace
predict
significant
stem
substantial
tackle
thus
voter

Unit 5

approve
assess
asset
comparison
guard
investigation
obviously
priority
truly
virtually

Unit 6

appropriate
capture
crops
declare
decline
eliminate
pursue
religious
requirement
threaten

Unit 7

absolutely
administration
cite
collapse
dominate
elementary
outcome
primary
severe
vital

Unit 8

critic
decade
expansion
guarantee
launch
overall
reduction
secure
settlement
southern

Unit 9

analysis
annual
budget
compensation
controversial
debt
profit
recruit
revenue
sum

Unit 10

acknowledge
advocate
alternative
dispute
extraordinary
flood
initial
prisoner
prospect
theory

Unit 11

context
elsewhere
equipment
pose
procedure
prompt
represent
restore
surgery
urge

Unit 12

abuse
alongside
circumstance
complaint
investment
purchase
shareholder
sort
strategy
vehicle

Alphabetical list

A

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

B

ban/banned
boost
budget

C

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

D

debt
decade
declare
decline
dispute
dominate

E

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

F

facility
flood
forecast

G

guarantee
guard

H

historic
household

I

increasingly
initial
investigation
investment

L

largely
launch

M

massive
multiple

O

obviously
outcome
overall

P

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

R

recruit
reduction
regional
religious
represent
requirement
researcher
restore
retain
revenue
rural

S

secure
settlement
severe
shareholder
significant
sort
southern
stem

strategy
struggle
substantial
sum
surgery
suspend

T

tackle
theory
threaten
thus
tournament
truly

U

ultimately
urge

V

vehicle
virtually
vital
voter

W

wage

Y

yield

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