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Student's Book **3**

IN FOCUS

A vocabulary, reading
and critical thinking
skills course

Integrated study

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ONLINE



Charles Browne • Brent Culligan • Joseph Phillips

Student's Book **3**

INFOCUS

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Plan of the book

	Unit	Title/Topic	Reading texts	Reading skills	Vocabulary
Cycle 1	1 Pages 1–8	Gender Equality Equality of the sexes in societies	1 The Iron Lady 2 What If Women Ruled the World?	Scanning Skimming Understanding the text Paraphrasing Making inferences	Definitions Etymology: words with <i>just</i> or <i>ju</i> Example: <i>justification</i>
Cycle 1	2 Pages 9–16	A Thirsty World Water access, consumption, and future global water scarcity issues	1 The Cochabamba Water War 2 Water Worries	Scanning Skimming Understanding the text Reference words Making inferences	Definitions Etymology: words with <i>conscious</i> Example: <i>consciousness</i>
Cycle 1	3 Pages 17–24	Nuclear Power: Clean and Bright The benefits of nuclear energy	1 Green Energy? 2 The One Energy Solution	Scanning Skimming Understanding the text Recognizing contrasts Making inferences	Definitions Etymology: words with <i>trans</i> Example: <i>transmission</i>
Cycle 1	4 Pages 25–32	Free Trade: Cheap Goods or Good Jobs? The social impact of free trade	1 The North American Free Trade Agreement 2 Free Trade = No Bargain	Scanning Skimming Understanding the text Cause and effect Making inferences	Concordances Etymology: words with <i>capital</i> Example: <i>capitalist</i>
Cycle 1	5 Pages 33–40	Online Retailing: Disappearing Stores The effect of the Internet on retail and other industries	1 None in Laredo 2 The End of the Store as We Know It	Scanning Skimming Understanding the text Identifying reasons Recognizing bias	Concordances Idioms with <i>horse</i> Example: <i>back the wrong horse</i>
Cycle 1	6 Pages 41–48	Online Addiction: Too Much Fun? Video game and Internet addiction	1 Internet Addiction 2 Fun, Popular, and Deadly	Scanning Skimming Understanding the text Identifying reasons Prediction: concluding statements	Concordances Phrasal verbs with <i>pass</i> Example: <i>pass away</i>

		Critical thinking	
Research skills	Writing	Skills	Speaking
Information gathering <ul style="list-style-type: none"> Level of gender equality Interpreting and reporting results <ul style="list-style-type: none"> Explaining differences 	Writing a paragraph outline on the topic of women in power Topic sentence, main points, example	Identifying fact or assumption Completing a mind map: women in power	Discussion <ul style="list-style-type: none"> New laws for gender equality Tip: Listening Quotable Quotes <ul style="list-style-type: none"> Discussing the ways boys and girls are raised
Information gathering <ul style="list-style-type: none"> Water resources and consumption by country Interpreting and reporting results <ul style="list-style-type: none"> Explaining differences 	Writing a paragraph Giving an opinion on the topic of water demand	Categorizing statements Completing a mind map: water demand	Presentation <ul style="list-style-type: none"> Solutions to the world's water crisis Tip: Structuring your presentation Quotable Quotes <ul style="list-style-type: none"> Globalization and access to safe water
Information gathering <ul style="list-style-type: none"> Two nuclear accidents Interpreting and reporting results <ul style="list-style-type: none"> Comparing the accidents 	Writing a paragraph Giving a personal opinion about the pros and cons of nuclear power	Identifying fact or opinion Completing a mind map: pros and cons of nuclear power	Role play and debate <ul style="list-style-type: none"> Opinions about nuclear power Tip: Asking for opinions Quotable Quotes <ul style="list-style-type: none"> Discussing energy sources and the politics of energy dependency
Information gathering <ul style="list-style-type: none"> Global production and trade over time Interpreting and reporting results <ul style="list-style-type: none"> Analyzing trends 	Writing a paragraph Giving a personal opinion about the pros and cons of free trade	Clarifying statements Completing a mind map: pros and cons of free trade	Discussion <ul style="list-style-type: none"> Pros and cons of building a new factory Tip: Summarizing key points Quotable Quotes <ul style="list-style-type: none"> Discussing equality and free trade
Information gathering <ul style="list-style-type: none"> Growth in online shopping Interpreting and reporting results <ul style="list-style-type: none"> Comparing trends by country 	Writing a paragraph about the effects of showrooming Using patterns of reasoning	Identifying cause and effect Understanding patterns of reasoning	Presentation <ul style="list-style-type: none"> The effect of technology on the newspaper and travel industries Tip: Transition signals Quotable Quotes <ul style="list-style-type: none"> Discussing the effect of the Internet on publishing and other industries
Information gathering <ul style="list-style-type: none"> Video game facts and partner interview Interpreting and reporting results <ul style="list-style-type: none"> Comparing and discussing results about gaming 	Writing a letter to a newspaper Using patterns of reasoning to describe the negative effects of video games	Decision-making Understanding patterns of reasoning	Role play and debate <ul style="list-style-type: none"> Government regulation and video games Tip: Disagreeing Quotable Quotes <ul style="list-style-type: none"> Discussing the pros and cons of video games and TV

Plan of the book

	Unit	Title/Topic	Reading texts	Reading skills	Vocabulary
Cycle 2	7 Pages 49–56	Marriage around the World The changing of marriage in societies	1 Different Ways of Tying the Knot 2 Changing Views of Marriage	Scanning Skimming Understanding the text Making inferences Recognizing contrasts	Register Idioms with <i>break</i> Example: <i>break with tradition</i>
Cycle 2	8 Pages 57–64	Fished Out: Our Empty Oceans The effects of overfishing	1 The Grand Banks 2 Our Desert Oceans	Scanning Skimming Understanding the text Reference words Making inferences	Register Idioms with <i>turn</i> Example: <i>turn a blind eye</i>
Cycle 2	9 Pages 65–72	Renewable Energy: the Green Choice The benefits of renewable energy sources	1 Winds of Change 2 Beyond Fossil Fuels	Scanning Skimming Understanding the text Recognizing contrasts Making inferences	Register Phrasal verbs with <i>run</i> Example: <i>run out (of)</i>
Cycle 2	10 Pages 73–80	(In)Equality in a Richer World Capitalism, other economic systems, and income equality in societies	1 The Lehman Shock 2 The Promotion of Wealth	Scanning Skimming Understanding the text Cause and effect Making inferences	Collocations Idioms with <i>give</i> Example: <i>give the green light</i>
Cycle 2	11 Pages 81–88	The Office of the Future? Telecommuting	1 High-Tech Companies and Telecommuting 2 Telecommuting	Scanning Skimming Understanding the text Identifying reasons Recognizing bias	Collocations Phrasal verbs with <i>put</i> Example: <i>put up with</i>
Cycle 2	12 Pages 89–96	Social Media: Changing Our Lives The impact of social media on politics and society	1 The Arab Spring and Social Media 2 A Networked World	Scanning Skimming Understanding the text Paraphrasing Prediction: concluding statements	Collocations Phrasal verbs with <i>bring</i> Example: <i>bring about</i>

		Critical thinking	
Research skills	Writing	Skills	Speaking
<p>Information gathering</p> <ul style="list-style-type: none"> • Marriage and divorce by country <p>Interpreting and reporting results</p> <ul style="list-style-type: none"> • Explaining high and low divorce rates 	<p>Writing a paragraph</p> <p>Using patterns of reasoning to give a personal opinion about marriage</p>	<p>Identifying fact or assumption</p> <p>Understanding patterns of reasoning</p>	<p>Discussion</p> <ul style="list-style-type: none"> • Pros and cons of arranged marriage <p>Tip: Paraphrasing</p> <p>Quotable Quotes</p> <ul style="list-style-type: none"> • Discussing love and marriage
<p>Information gathering</p> <ul style="list-style-type: none"> • Survey of fish stocks over time <p>Interpreting and reporting results</p> <ul style="list-style-type: none"> • Summarizing and explaining changes 	<p>Writing a paragraph</p> <p>Using patterns of reasoning to give a personal opinion about commercial fishing</p>	<p>Identifying fact or opinion</p> <p>Understanding patterns of reasoning</p>	<p>Role play and debate</p> <ul style="list-style-type: none"> • Future fishing policy <p>Tip: Voicing your opinion</p> <p>Quotable Quotes</p> <ul style="list-style-type: none"> • Discussing the damaging effects of humans on the oceans
<p>Information gathering</p> <ul style="list-style-type: none"> • Changes in global energy sources <p>Interpreting and reporting results</p> <ul style="list-style-type: none"> • Discussing trends in energy supplies 	<p>Writing a paragraph</p> <p>Using facts and assumptions to give an opinion about renewable energy</p>	<p>Identifying fact or assumption</p> <p>Judging reasons</p>	<p>Presentation</p> <ul style="list-style-type: none"> • The best renewable energy source for the future <p>Tip: Openers</p> <p>Quotable Quotes</p> <ul style="list-style-type: none"> • Discussing cheap fossil fuels and ways to promote renewable energy
<p>Information gathering</p> <ul style="list-style-type: none"> • Income inequality by country <p>Interpreting and reporting results</p> <ul style="list-style-type: none"> • Comparing wealth and inequality 	<p>Writing a paragraph</p> <p>Using facts and opinions to give a personal opinion about capitalism</p>	<p>Clarifying statements</p> <p>Judging reasons</p>	<p>Discussion</p> <ul style="list-style-type: none"> • Raising income tax to help the homeless and unemployed <p>Tip: Interrupting</p> <p>Quotable Quotes</p> <ul style="list-style-type: none"> • Comparing the goals of democratic governments with those of corporations
<p>Information gathering</p> <ul style="list-style-type: none"> • Numbers of telecommuters by employer type <p>Interpreting and reporting results</p> <ul style="list-style-type: none"> • Discussing telecommuting trends among employers 	<p>Writing a paragraph</p> <p>Describing the pros and cons of telecommuting and giving a personal opinion</p>	<p>Identifying cause and effect</p> <p>Judging reasons</p>	<p>Role play and debate</p> <ul style="list-style-type: none"> • Whether a college should introduce e-learning <p>Tip: Stressing key words</p> <p>Quotable Quotes</p> <ul style="list-style-type: none"> • Discussing job satisfaction and the balance between work and life activities
<p>Information gathering</p> <ul style="list-style-type: none"> • Numbers of users of popular social media sites <p>Interpreting and reporting results</p> <ul style="list-style-type: none"> • Explaining growth rates of different social media sites 	<p>Writing an email or a letter</p> <p>Making a recommendation about Internet access at work</p> <p>or</p> <p>Saying what you plan to do about cyberbullying</p>	<p>Decision-making</p> <p>Judging reasons</p>	<p>Presentation</p> <ul style="list-style-type: none"> • Cyberbullying and how to deal with it <p>Tip: Closers</p> <p>Quotable Quotes</p> <ul style="list-style-type: none"> • Discussing the impact of social media on people

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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 many 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 3 is designed for students at a high-intermediate level. The 120 keywords are taken from the NAWL. 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 marriage and gender equality, consumption of natural resources, global energy sources, jobs and income equality, technology and employment, and social media and Internet addiction. Language prompts are provided throughout to help students express themselves. Four units focus on discussion, four on presentation, and four on role play and debate. Each unit features a useful presentation or discussion tip.

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: definitions; concordances; register; collocations   Vocabulary building: etymology; idioms; phrasal verbs Discussion dictation
Pages 4–5	Reading Reading skills Speaking	3 Reading skills Pre-reading questions Reading Understanding the text: gist, main idea, details; Paraphrasing; Making inferences; Reference words; Recognizing bias; Recognizing contrasts; Cause and effect; Identifying reasons; Prediction 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 Role play and debate	5 Critical thinking Fact or assumption? Fact or opinion? Cause and effect; Clarifying statements; Categorizing; Decision-making Mind map; Understanding reasoning; Judging reasons Writing Discussion; Presentation; Role play and debate Quotable Quotes

Unit sections

1 Critical cartoons

This is a short speaking activity centered on a cartoon related to the topic of the unit. 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.

To make the context relevant and provide a real-world connection, information about a movie or documentary related to the unit topic is provided in the “Media link” box. Note that these are separate from the videos provided on the *In Focus* website, which are available to view directly from www.cambridgeinfocus.org

2 Core vocabulary

Each unit teaches 10 important words from the NAWL. The section begins with a reading passage (300–400 words) on an aspect of the unit topic that contextualizes the 10 keywords. A series of learning activities focuses on developing vocabulary knowledge, collocations, word parts, idioms, and phrasal verbs. This gives students practice using the words introduced in the unit. It also develops vocabulary learning skills and strategies that will be useful when encountering new words not introduced in the unit. A speaking activity rounds this section off.

3 Reading skills

Students work with a longer text (550–650 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, facts, and assumptions. The section culminates in a short discussion. The 10 keywords are recycled in the reading to reinforce students’ learning.

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 and sharing further information related to the topic. This is followed by interpretation and presentation of the information collected. Useful words and phrases are provided in each unit to help students.

5 Critical thinking

Through pair, group, and open class work, students are encouraged to develop critical thinking skills, such as identifying the difference between statements of fact and opinion, understanding different patterns of reasoning, analyzing graphs, and categorizing data. Students are then guided to write a paragraph that expresses their opinions on the topic. The final page brings the content of the unit together in a discussion, presentation, or role play and debate about the topic. Presentation and discussion tips in each unit and useful language prompts where necessary help students.

6 Quotable quotes

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

To the student

Welcome to ***In Focus***, a 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 many 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 3 is designed for students at a high-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 marriage and gender equality, the consumption of natural resources, global energy sources, jobs and income equality, technology and employment, and social media and Internet addiction. We have given you useful words and phrases where you need them to guide and help you express yourself. Four of the 12 units focus on discussion, four on presentation, and four on role play and debate. Each unit gives you a useful presentation or discussion tip to help you express yourself.

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

GENDER EQUALITY

Unit 1



1 Critical cartoons

A Building knowledge

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

- 1 Has a woman been the leader of your country or of a major company in your country?
- 2 What jobs are commonly done by women in your country? How about men? Why?
- 3 What is the message of the cartoon?
- 4 Do you think opportunities for women are equal to those for men in your country? Why or why not?



Media link

Erin Brockovich is a movie about a single mother (played by Julia Roberts) who while working as a legal assistant tries to bring down a California power company accused of polluting a city's water supply.

For online resources and videos, go to www.cambridgeinfocus.org

2 Core vocabulary


VOCABULARY

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A Scanning and skimming

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

Keywords

authority discrimination distribution dominant ethical
 justification motive scenario traditionally unstable



The Iron Lady



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

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

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

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

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

- A Britain's First Female Prime Minister
- B Margaret Thatcher and the Unions
- C Margaret Thatcher's Economic Policies


READING

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B Words in context: definitions

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

- distribution**
- 1 the process of giving things out to people, or spreading or supplying something
 - 2 the way in which people or things are spread out in a place
- unstable**
- 1 describes someone who suffers from sudden and extreme changes of mental state
 - 2 not firm and therefore not strong, safe, or likely to last
- authority**
- 1 an expert on a subject
 - 2 a group of people with official responsibility for a particular area of activity
 - 3 moral or legal right or ability to control

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

- 1 _____
- 2 _____
- 3 _____

C Vocabulary building: etymology Example: *justification*

Words with *just* or *ju*

judge jury justice justification unjust

etymology

the origin and history of a word or words, or the study of word origins

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

- 1 Maria tried to _____ her poor performance in the tennis tournament by blaming her new coach.
- 2 There was no _____ for his rude behavior.
- 3 Many people consider that Nelson Mandela's imprisonment was _____.
- 4 Thurgood Marshall was the first African-American Supreme Court _____.
- 5 A _____ can have as few as six or as many as 12 members.

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

I think just/ju means _____.

D Discussion dictation



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

- 1 _____
- 2 _____
- 3 _____

2 Form new groups and compare your answers.

3 Reading skills

READING

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A Pre-reading questions

- 1 Why are there so few women in positions of power in the world? Suggest two reasons.
- 2 Which of the following countries do you think has the largest proportion of female company directors: the United States, Germany, or Norway?

B Reading

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



What If Women Ruled the World?

In most countries, women are poorly represented in positions of leadership and authority. In government, for example, there are relatively few women and only one country, Rwanda, has had a majority of females in the national parliament. Developed countries are often far down on the scale of female representation in government. Of 188 countries, Britain ranks 58th, with 23 percent, and the United States 79th, with 18 percent. In Asia, South Korea comes 87th, with 16 percent, and Japan 122nd, with only 8 percent female representation.

Women's representation in corporate boardrooms is no better: men are again dominant. In the United States, only 12 percent of board members are women. In Europe, this is often lower: in Germany, 11 percent, Britain, 9 percent, and in Italy, 4 percent. South Korea's figure is 2 percent and Japan's 1 percent. Only in Norway does the number exceed 30 percent.

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

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

Second, the background and experience of women mean that they have insights that are often lacking in men. As the primary caregivers to children and the

elderly, they are traditionally more likely to push for improvement in the areas of social welfare and education. Similarly, as more frequent victims of discrimination than men, women tend to be more sympathetic to minorities and the oppressed. As mothers and grandmothers, women usually take a long-term view and consider the welfare of future generations. With climate change threatening an unstable future, this long-term view is exactly what is needed in leadership.

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

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

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

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

C Understanding the text

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

- GIST** What is this text mainly about?
 - Women and discrimination
 - Women and power
 - Women and politics
- MAIN IDEA** Which of the following statements best describes the main idea of the text?
 - Women face discrimination in all areas of life.
 - It is a fact that women are more capable than men in all areas.
 - There are several good reasons for giving women more power.
- DETAILS** There are more female company board members in Norway because . . .
 - Norwegian law requires a certain proportion of women.
 - Norway has more educated women than other European countries.
 - Norwegian women are powerful.
- DETAILS** If more women were in power, there would be fewer wars because . . .
 - women are better managers than men.
 - women are more interested in education and welfare than men.
 - women as mothers do not want their children to be killed.

D Paraphrasing

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

paraphrasing

stating something spoken or written in a shorter and simpler form

- As mothers and daughters, women often have a greater understanding of welfare issues. _____
- Women's experience in household management makes them better candidates for leadership in government and business. _____
- Wealthy countries have surprisingly few women in executive positions in business. _____
- To find the best people possible, candidates should be selected on merit. _____
- Men take more unnecessary risks than women and therefore women make better leaders. _____
- Wealthy countries have surprisingly few women in government. Fairness is only one reason women should be more represented in society. _____
- Women as leaders are less likely to engage in conflicts. _____

E Making inferences

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

- "The battle for women's rights has been largely won."
- "Any woman who understands the problems of running a home will be nearer to understanding the problems of running a country."
- "In politics, if you want anything said, ask a man. If you want anything done, ask a woman."
- "I've got a woman's ability to stick to a job and get on with it when everyone else walks off and leaves it."

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 author describes improvements in some areas of life if more women occupied positions of power. What other things would be different if women had more power?
- Are there any roles or types of job that should be performed only by women or only by men?

4 Researching a topic

A Information gathering

The Global Gender Gap Index is an indicator of the level of gender equality in a country. The index goes from 0 to 1. A score of 1 means women and men are equal. Work with a partner. One is Student A; one is Student B. Student A: use the chart below. Student B: use the chart on page 98. Ask your partner for the missing information and complete the chart.

Global Gender Gap Index (total of 136 countries)					
Rank	Country	Score	Rank	Country	Score
34	Argentina	0.72	3	Norway	0.84
62	Brazil	0.69	135	Pakistan	0.55
	Canada		5		0.78
69	China	0.69	127	Saudi Arabia	0.59
2	Finland	0.84	58	Singapore	
1		0.87	111	South Korea	0.64
	India	0.66	4	Sweden	0.81
98	Indonesia	0.66	66	Tanzania	0.69
6	Ireland	0.78	65		0.69
	Japan			Turkey	
16	Lesotho	0.75	109	United Arab Emirates	0.64
102	Malaysia	0.65	18		0.74
	Mexico		23	United States	0.74
121	Nepal	0.61	136		0.51

Source: World Economic Forum

B Interpreting and reporting results

1 Work in small groups. Discuss the questions below.

- 1 What trends in the data can you identify?
- 2 What unexpected data did you find? Give reasons for your answers.
- 3 Do you think it is possible for a country to achieve a score of 1? Give reasons.
- 4 The Global Gender Gap Index considers four areas: economic participation, education, health, and politics. Which do you think is most important? Why?

2 Share your group's ideas with the class.

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

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

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

One possible reason for this is . . .

5 Critical thinking

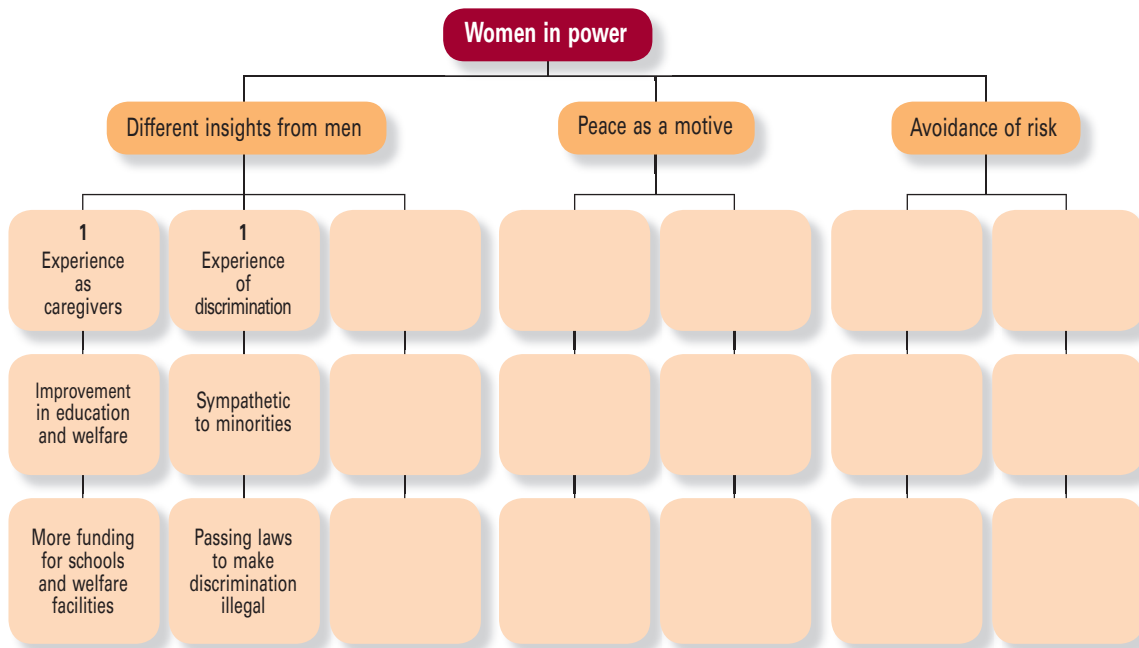
A Fact or assumption?

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

- 1 First, I promise to make two years of university education free for everyone. Our investment in education for our young people today is an investment in a rich future tomorrow. _____
- 2 Second, I promise to reduce the size of the armed forces. The Cold War is over, and we have no obligation to become the world's police force. _____
- 3 Finally, I promise to manage the national budget efficiently. As a mother and household manager, I am an expert on budgets. _____

B Mind map

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



C Writing

topic sentence

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

The mind map has notes for three topic sentences:

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

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

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

D Discussion

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

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

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

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

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

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

A factor that we must think carefully about is . . .

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

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

Listening



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

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

Quotable Quotes

Final thoughts . . .

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

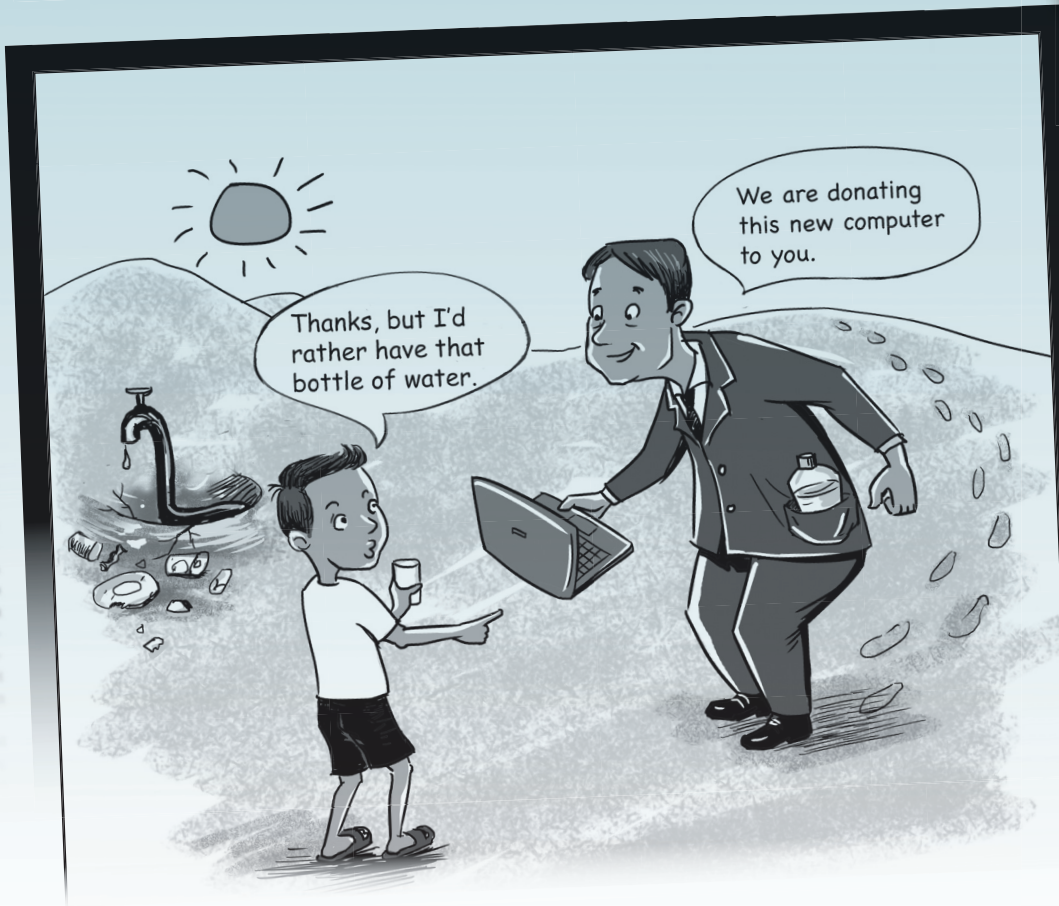
Gloria Steinem
American journalist and social activist

- 1 Explain the quote in your own words. Does it need courage to do what Gloria Steinem suggests?
- 2 What are some ways girls and boys are raised differently in your country?
- 3 Should parents raise girls and boys differently? Why or why not?



Unit 2

A THIRSTY WORLD



1 Critical cartoons

A Building knowledge

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

- 1 What steps do you or your family take to drink clean or better-tasting water?
- 2 What sicknesses or diseases can be caused by drinking dirty water?
- 3 What is the message of the cartoon?
- 4 Poorer countries have many other needs. What are some common problems?



Media link

A *World Without Water* tells us that “water is life” and that we are quickly running out of it. The documentary travels to places across the globe to show how people are dealing with the lack of water. It discusses how corporations and international organizations, such as the World Bank, are attempting to make money by privatizing the world’s water supply.

For online resources and videos, go to www.cambridgeinfofocus.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

consciousness consumption emergence evident minimal
namely norm prevalence publish ridiculous

The Cochabamba Water War

In 2000, a curious event happened in Cochabamba, Bolivia, that started a worldwide debate about the ownership of water. Water is not like other goods. It is a necessity. Though we can survive on minimal amounts of water, we usually need about two liters a day. We can use more water when it is cheap, but we cannot cut our consumption below this amount if the price goes up. Throughout most of history, water has been free, where available. Making sure that people had enough water was one of the duties of a ruler. The emergence of cities some 7,000 years ago was marked by the beginnings of waterworks, and the prevalence of fountains in ancient cities shows us just how important water was.

Then, in 1999, this norm was challenged. The government of Bolivia was faced with a huge debt. It turned to the World Bank for help, which advised it to sell a number of public services, namely railroads, telephone services, and airlines. In a document published in 2002, the World Bank admitted to advising Bolivia to sell the Cochabamba water service. The sale took place in 1999. It soon became evident that under the terms of the sale, the company that bought the water utility had the rights to water that had traditionally been free: water from rivers and even from rainwater. The company made a promise to the government that it would make many improvements, and to meet its promise the company raised water rates by 35 percent. Poor people could not afford this increase. For many such people, it seemed ridiculous that the company could cut off water to their homes. Local people began a protest in 2000 that became known as the Cochabamba Water War, and it soon gained worldwide attention. The protests raised the consciousness of the world about how companies were taking advantage of people in poor countries. Finally, after months of protests and riots, the water service was returned to the local government's control.



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

- A Large corporations can supply water to towns more efficiently.
B The World Bank gives good advice for fixing a country's economic problems.
C Selling the rights to provide water services to companies is not always a good idea.

READING

ONLINE

B Words in context: definitions

1 Look at the definitions of the two keywords below. Find the definition that matches how each word is used in the text on page 10.

- consumption**
- 1 the amount of something that is used or the process of using it
 - 2 the situation in which information, entertainment, etc., is intended for a particular group of people
- publish**
- 1 to produce and sell a book, magazine, or newspaper
 - 2 to make information available to the public, especially in a book, newspaper, magazine, etc.

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

- 1 _____
- 2 _____

C Vocabulary building: etymology Example: *consciousness*

Words with *conscious*

conscious consciousness self-conscious subconscious unconscious

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

- 1 The accident victim was still _____ when paramedics reached her.
- 2 Victor felt _____ when asked to sing at Ben's birthday party.
- 3 Lulu hit her head on a tree branch and was knocked _____ for a few minutes.
- 4 The psychiatrist suggested that I had a _____ fear of speaking in public.
- 5 It's time to raise people's _____ on the issue of bottled water.

etymology

the origin and history of a word or words, or the study of word origins

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

I think conscious means _____ .

D Discussion dictation



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

- 1 _____
- 2 _____
- 3 _____

2 Form new groups and compare your answers.

3 Reading skills



A Pre-reading questions

- 1 What are two problems relating to water that people face in the world?
- 2 Which countries might face water problems in the future?

B Reading

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



Water Worries

If you live in the developed world, it's something you don't think about. It's always there; it's always been there, and it always will be there. Clean, abundant water available everywhere at a minimal cost is something that we have come to take for granted. But regrettably, this is not the norm, and countless people in the world do not have the luxury of thinking in this way. There are two main problems that people face relating to water. First, for many, there is a scarcity of water. There just isn't enough of it. For many more, water may be available, but it isn't clean enough for drinking, cooking, or bathing.

Water scarcity is a critical problem now and is likely to get worse in the future. China is a good example of a country that is facing serious water problems. Since the 1950s, China has lost 27,000 rivers. They have dried up because the water has been diverted for industry or agriculture. Much of the north of China is arid, and yet cities with populations of more than one million people have been built there. China is presently constructing a huge canal system that will pump water from rivers in the south of China to the arid north. Environmentalists, along with those who depend on the river for their livelihood, such as fishermen and farmers, are against this.

In many areas of the world where water is available, it is often undrinkable and sometimes even dangerous to bathe in. There are two reasons for this. The first is that in developing countries, rivers often function as sewers. Human waste goes directly into the river with minimal or no treatment, and the same water is used for cooking. The result of this is the prevalence of dangerous, and even deadly diseases, namely, cholera, typhus, and dysentery. The second reason is that the rivers that provide people's daily water needs are often polluted. The source of the pollution

is factories that use water along with toxic chemicals in industrial applications. These factories may then return untreated, highly polluted water to the rivers.

Figures published by the World Health Organization suggest that 780 million people lack access to clean water, and each year more than 3.4 million people die from water-related diseases. Many of the victims are children. It is a sad fact that more people die each year because of lack of clean water than those dying as a result of armed conflict.

Conflict, however, is a likely outcome of water scarcity. Rivers flow naturally from the mountains to the sea and ignore national boundaries. There are 276 major rivers in the world that cross national borders. As countries face diminishing supplies of water, they are likely to build dams in order to retain water consumption for themselves. China, for example, has dam projects that will affect India, Vietnam, and Bangladesh.

Climate change is likely to accelerate water shortages in some areas of the world. Again, China provides an example. China's major rivers are fed from glaciers in the Himalayas and Tibetan plateau. Year by year, these glaciers are getting smaller. If they disappear, China's water supply will be further diminished, and China's ability to grow enough food to feed its population will suffer. Countries affected in such ways may see the emergence of protest movements among their populations.

It's time for people in the developed world to rethink their attitude toward water. It is evident that unrestricted development and using rivers as sewers is ridiculous. If we are to leave a habitable world for our grandchildren, we have to raise our consciousness about the way we treat water now.



C Understanding the text

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

- GIST** What is this text mainly about?
 - Polluted rivers
 - Access to clean water
 - Water problems
- MAIN IDEA** What is the main idea?
 - Access to sufficient and clean water will be increasingly limited in the future.
 - Climate change will cause water shortages in the future.
 - It is highly likely that water shortages will lead to political problems.
- DETAILS** International disputes over water supply are possible because . . .
 - people dump untreated waste into rivers.
 - climate change will cause glaciers to melt.
 - rivers flow through more than one country.
- DETAILS** Illnesses from polluted water kill . . .
 - more people than wars.
 - 3.4 million children each year.
 - people because of toxic industrial chemicals.

D Reference words

The words below are taken from the text. In each case, write down what they refer to.

- it* (lines 1–3) _____
- this* (line 6) _____
- this* (line 30) _____
- those* (line 50) _____
- they* (line 70) _____

E Making inferences

Which two of these statements would the author of the text disagree with? Circle the correct answers. Then compare your answers with a partner.

- As technology develops, water problems will diminish in the future.
- In China, there may be protests as water supplies shrink.
- Lack of sewer systems in developing countries leads to disease.
- Climate change will result in more water for most countries.
- China has lost water resources as a result of intense industrial and agricultural development.

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?
- Some people suggest that technology such as making drinking water from seawater will solve water shortages. What do you think about this?
- What are some ways that countries use water resources inefficiently?
- How many ways can you think of to save water?

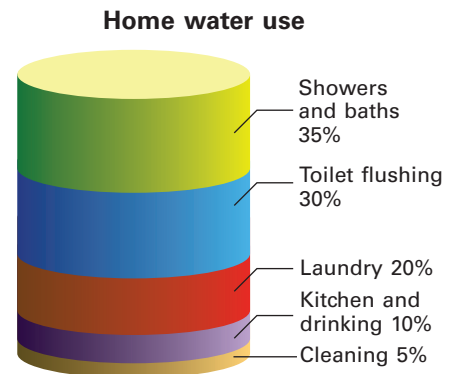
4 Researching a topic

A Information gathering

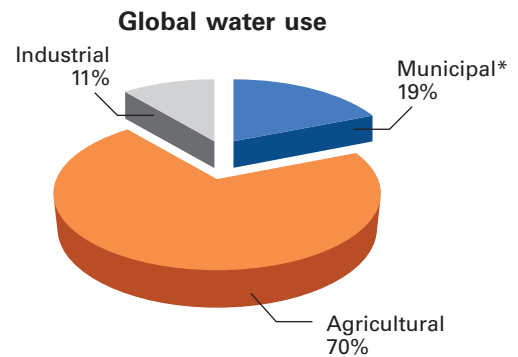
The chart below shows the total amount of water that comes into a country and how much water a country consumes in one year. Work with a partner. One is Student A; one is Student B. Student A: use the chart below. Student B: use the chart on page 98. Ask your partner for the missing information and complete the chart.

Country	Total water resources per person per year (cubic meters)	Total consumption per person per year (cubic meters)
Canada		2,330
China	2,110	
Ireland		1,300
Israel	250	
Japan		1,380
Lebanon	1,070	2,110
Namibia	8,320	1,680
Portugal		2,510
Saudi Arabia	100	1,850
South Africa		1,260
South Korea	1,450	1,630
Spain	2,510	
Syria		2,110
UK	2,390	1,260
United Arab Emirates	30	
USA	9,850	2,840

Sources: Food and Agriculture Organization of the United Nations, UNESCO



Approximate figures for developed countries



* includes home water use, urban landscaping, and irrigation

Source: Food and Agricultural Organization of the United Nations

B Interpreting and reporting results

- Work in small groups. Use the information in the chart and graphs to discuss the questions below.
 - Which countries have the most water per person? What factors affect this amount?
 - Which countries consume the most water? Why do you think there are differences in consumption?
 - Some countries consume more than their resources. How might they do this?
 - The average Canadian uses about 343 liters of water per day in their home. This is just over 5 percent of their total water use. In what other ways is water used?
 - Other than exporting the water directly, what are some other ways to "export" water?
- Share your group's ideas with the class.

A reason for some countries using more water than others could be . . .

Apart from home use, water is also used in . . .

One way in which a country can export water indirectly is by . . .

5 Critical thinking

A Categorizing

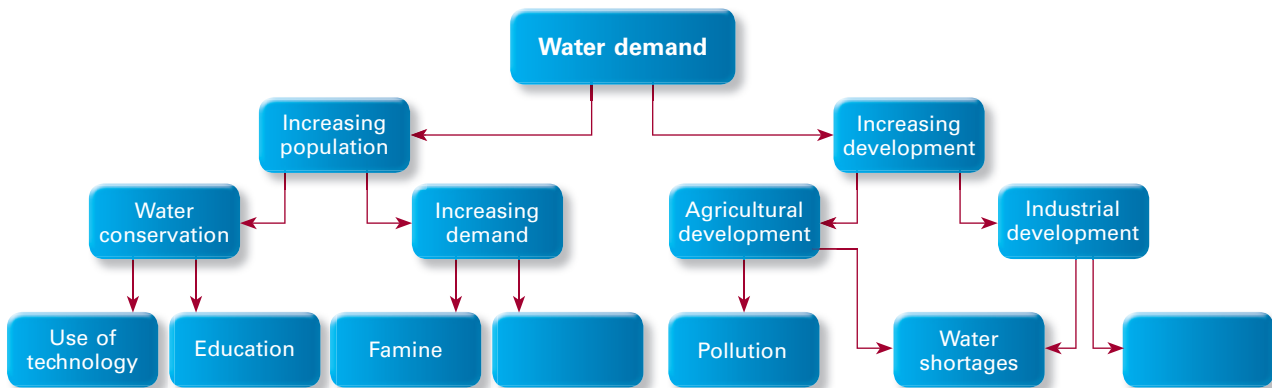
Work with a partner. Look at the statements below that relate to how we use water. Match them to these categories.

A Water across boundaries	D Water and technology	F Water demand
B Water and business	E Water conservation	G Water supply
C Water and pollution		

- 1 Minamata disease was caused by the dumping of mercury into the sea. _____
- 2 Intensive agriculture requires more water. _____
- 3 As glaciers disappear, some rivers will dry up. _____
- 4 People can adjust their daily habits so they use less water. _____
- 5 A dam in China may affect the availability of water in Vietnam. _____
- 6 Companies release industrial waste directly into rivers, and we all pay the costs of the cleanup. _____
- 7 Saudi Arabia converts seawater to drinking water. _____
- 8 The Aral Sea between Uzbekistan and Kazakhstan has lost 90 percent of its water because of irrigation projects in neighboring Russia. _____
- 9 A kilogram of beef protein requires approximately 10 times more water to produce than a kilo of soy protein. _____

B Mind map

Choose one of the categories above and create a mind map as in the example below. Add boxes as necessary. You may want to refer back to the text on page 12.



C Writing

The mind map has notes for two topic sentences:

- 1 An increasing population creates greater water demand.
- 2 Water demand becomes higher with increasing development.

topic sentence

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

Choose one topic sentence from your completed mind map and use the mind map to write a paragraph. An example is shown below.

An increasing population creates greater water demand. A result of this is the need for water conservation. There are at least two ways in which we can help conserve water. One is through the use of technology, while the other comes from education.

D Presentation

You are now attending a world conference on water issues, where solutions are to be discussed. There are many points of view. Below are some statements that people attending made before the conference. You are going to prepare a presentation at the conference that deals with at least one of these statements.

1 Work in small groups. Read the statements and choose one to discuss.

- 1 The supply of water should be limited during certain seasons.
- 2 Water is a human right. Countries with lots of water should give it free to others.
- 3 Countries with lots of water should export it to others.
- 4 Water should be much more expensive.
- 5 Dams that affect other countries should not be built.
- 6 It's time to force countries to enter into agreements over water use.
- 7 Bottled water should be banned.
- 8 Governments should promote the benefits of tap water.

2 Prepare your presentation in your groups.

- List your reasons and arguments behind your statement.
- Think of details and examples to support your argument. Use the Internet if you can.
- Consider both the advantages and disadvantages of your statement.

Introductions

Today, we are going to discuss the topic of . . .

We'll start by looking at the main issues of . . . We'll show that . . .

By the end, you will understand why we believe that . . .

Conclusions

So to summarize the main points, today we have talked about . . .

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

To conclude, we hope we have shown you why we believe that . . .

Structuring your presentation



A good presentation always consists of three basic parts: an introduction, body or middle section, and a conclusion. Create a general plan with these three parts before you think about the details.

- **Introduction:** this is where you welcome the audience and give them a "road map" for your talk.
- **Body:** this is the main part of your talk, where you make your points, explain your reasoning, and give examples to support your ideas.
- **Conclusion:** this is the final part, where you summarize your key points and main message and thank the audience for listening.

Quotable Quotes

Final thoughts . . .

Globalization was supposed to break down barriers between continents and bring all peoples together. But what kind of globalization do we have with over one billion people on the planet not having safe water to drink?

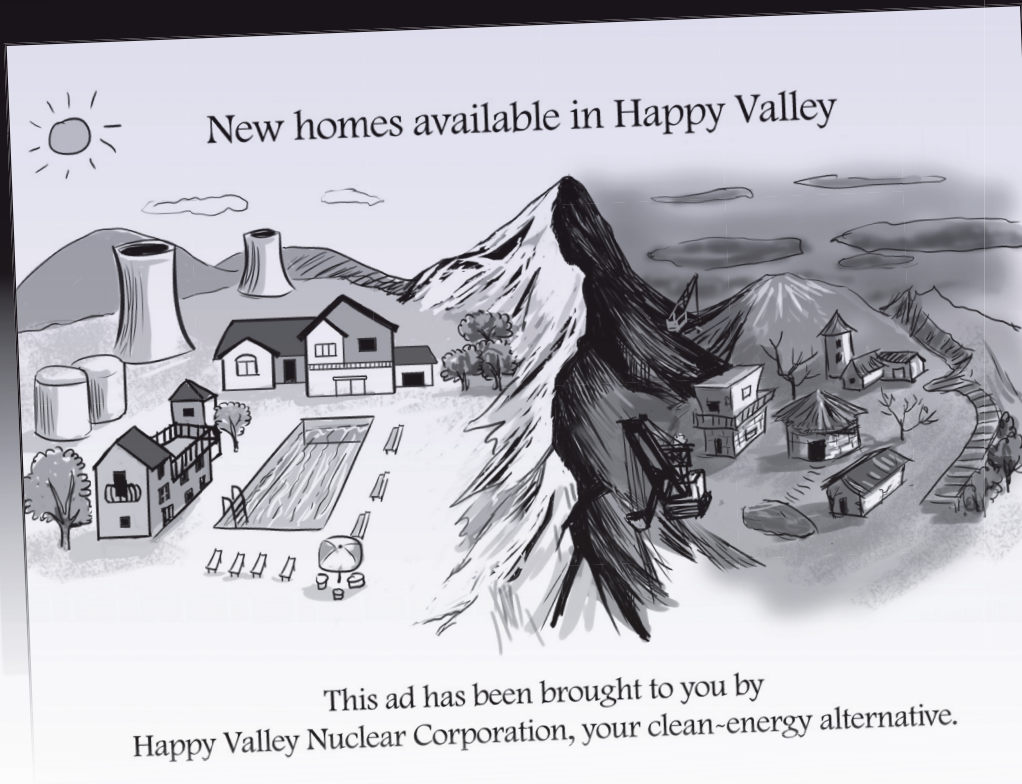
Mikhail Gorbachev
former Soviet leader

- 1 Why do you think Gorbachev tries to connect safe drinking water with globalization?
- 2 How is this quote connected to the cartoon at the beginning of this unit?
- 3 Gorbachev suggests that access to safe drinking water is a human right. Do you agree?



Unit 3

Nuclear Power: Clean and Bright



1 Critical cartoons

A Building knowledge

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

- 1 What are the main ways energy is created for our daily needs?
- 2 Are any of them "dirty"? What bad effects do each of them have?
- 3 Describe the contrast between the scenes in the cartoon? What are the differences?
- 4 What is the message of the cartoon?



Media link

Pandora's Promise is a documentary by Robert Stone about the nuclear power debate. It argues that nuclear power is a clean source of energy that can help lessen the problem of global warming.

For online resources and videos, 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

 accumulation consensus contrary controversy empirical
 impact neutral rejection statistically transmission


Green Energy?

How does an environmentalist become a supporter of nuclear energy? Consider the disasters at Three Mile Island, Chernobyl, and Fukushima. They seem to cry out for the rejection of nuclear power. The impact of these nuclear accidents has made many people afraid of nuclear power. This has led many greens to reject nuclear energy. However,

5 not all greens are convinced that nuclear energy is bad. For one such green, Gwyneth Cravens, the journey began with global warming theory. Almost all scientists have now reached a consensus that the earth is warming. They also believe that the use of fuels such as coal and oil are the main reasons for the warming. For greens, the controversy is not global warming, but what should be done about it. Most green organizations support the

10 use of clean-energy sources, such as wind or solar power.

For Cravens, nuclear power should also be considered green energy. At first, she was against nuclear power and protested against it. Then, she met an expert of nuclear risk assessment. He urged her to take a neutral position and to give up her rejection of nuclear energy. He explained that modern society needs a continuous transmission of

15 electricity, 24 hours a day, seven days a week. He pointed out that power sources like wind and solar energy could not be relied upon for this. In fact, only nuclear, coal, or hydro power sources can do this. He invited her to go on a tour of a nuclear power station in the United States. She looked at the empirical data, such as the amount of CO₂ given off and the volume of waste created in production. She found that waste from coal

20 also contained statistically significant quantities of radioactive materials. For Cravens, the accumulation of evidence led her to conclude that nuclear energy is necessary. So after nearly 10 years studying the issues, she took the position contrary to her original one and began to support nuclear energy.

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


READING

ONLINE

B Words in context: definitions

1 Look at the definitions of the three keywords below. Find the definition that matches how each word is used in the text on page 18.

- impact**
- 1 the force or action of one object hitting another
 - 2 the effect that a person, event, or situation has on someone or something
 - 3 to affect something or someone
- rejection**
- 1 refusing to accept or agree with someone or something
 - 2 letter or document that says you have not been successful in getting a job, a place at college, etc.
 - 3 not giving someone else the love or attention they were expecting
- transmission**
- 1 the process of broadcasting something by radio, television, etc., or something that is broadcast
 - 2 the system in a car that moves power from its engine to its wheels
 - 3 the process of passing something from one person or place to another

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

- 1 _____
- 2 _____
- 3 _____

C Vocabulary building: etymology Example: *transmission*

Words with *trans*

transatlantic transfer translate translucent transport

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

- 1 Frankfurt is a major _____ hub in Germany.
- 2 Mila _____ to a university in California.
- 3 My grandparents sailed to New York on a _____ liner.
- 4 Professor Shadbolt _____ six Russian poems.
- 5 The curtains were _____ – letting light in but protecting privacy.

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

I think trans means _____ .

D Discussion dictation



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

- 1 _____
- 2 _____
- 3 _____

2 Form new groups and compare your answers.

3 Reading skills



A Pre-reading questions

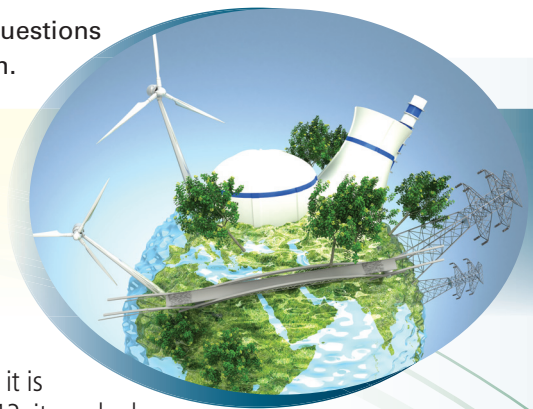
- Which is safer, nuclear power or solar power?
- How many people in the United States have died as a result of nuclear power use?
A 0 B 20 C 200 D 2,000

B Reading

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



The ONE Energy Solution



When monitoring of atmospheric CO₂ began in 1957, its concentration stood at 315 parts per million by volume. Before the Industrial Revolution, it is estimated that the atmospheric CO₂ concentration was 280. In May of 2013, it reached 400. There is now a strong consensus among climate scientists that increased concentrations of CO₂ in the atmosphere

5 cause warming both on land and in the ocean. There is also a consensus that this warming will lead to serious environmental problems, such as rising sea levels and extreme weather events.

The use of fossil fuels, namely coal and oil, is responsible for this increase in CO₂. At the present rate of fossil fuel use, the impact in heat energy that we are putting into the atmosphere is equivalent to four Hiroshima-sized atomic bombs every second. This cannot continue. Even if we completely stopped burning fossil fuels today, warming would continue

10 because of the CO₂ already in the atmosphere. If we continue to increase fossil fuel use at the present rates, by 2050 average temperatures are likely to rise on average by more than 2 degrees Celsius. This will have serious negative environmental and economic effects globally.

Something has to be done to minimize the CO₂ we release. We could try to drastically cut back on our energy use, but this is both impractical – it would require a massive drop in our standard of living – and is also contrary to ideas of

15 fairness. How can we tell developing countries, which aspire to developed countries' standard of living, to stop developing?

Renewable energy is clean but, unfortunately, renewable energy sources such as wind and solar power are unable to satisfy our energy needs. The cost of solar panels has declined compared with the past, but the cost of solar-generated energy is still more than four times that of nuclear. Wind and geothermal energy also hold promise but are limited to particular locations. Solar energy is also restricted to certain areas: in high northern and southern latitudes,

20 for example, the sunlight is much weaker. Solar and wind power also have a major limitation in that they cannot guarantee a steady transmission of energy: both are subject to the weather on a particular day, and solar power, of course, provides no energy at night. Storage in the form of batteries or pumping water to a higher elevation and then using this water to drive a turbine results in huge losses of efficiency.

This leads to one solution. The only non-CO₂-producing energy source that will provide sufficient energy at a reasonable

25 cost is nuclear. Nuclear power provides the only practical alternative to fossil fuels. Though accidents at Chernobyl and more recently Fukushima have created controversy and an unwarranted rejection of nuclear power, the fact is that in Western countries, not one person has died as a result of a nuclear accident so far. Statistically, nuclear power is safer than solar power: solar panel installers sometimes fall off roofs. Opponents of nuclear power bring up the question of the accumulation of radioactive waste products, but in modern, efficient reactors, these can be recycled, actually

30 producing more power. Opponents also fear that nuclear material will get into the hands of terrorists, but this risk can be eliminated with adequate security.

Climate change is real and serious, and its effects are just beginning to be felt around the world in the form of severe weather events. Minimizing its effects will require drastically reducing our reliance on fossil fuels. If we look at the empirical evidence in a neutral, objective way, it is clear that the use of nuclear power is key to avoiding a disastrous future.

C Understanding the text

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

- 1 **GIST** What is this text mainly about?
 - A The best way to avoid climate change
 - B Climate change problems
 - C The need for nuclear power
- 2 **MAIN IDEA** The safest and most practical energy source for the world is . . .
 - A nuclear.
 - B solar.
 - C geothermal.
- 3 **DETAILS** Wind power is not practical everywhere because . . .
 - A wind turbines cannot be located everywhere.
 - B wind turbines are too expensive.
 - C wind does not have enough energy.
- 4 **DETAILS** Even if we stop using fossil fuels, global warming will continue because . . .
 - A of the CO₂ that remains in the atmosphere.
 - B of other energy sources that also cause warming.
 - C of negative environmental effects.

D Recognizing contrasts

- 1 In the text, five sentences describe contrasts using the word *but*. Find the sentences and complete each one in your own words.

- 1 (Line 13) *We could try to drastically cut back on our energy use, . . .*
- 2 (Line 17) *The cost of solar panels has declined compared with the past, . . .*
- 3 (Line 18) *Wind and geothermal energy also hold promise . . .*
- 4 (Lines 28–29) *Opponents of nuclear power bring up the question of the accumulation of radioactive waste products, . . .*
- 5 (Line 30) *Opponents also fear that nuclear material will get into the hands of terrorists, . . .*

- 2 Compare your answers with a partner.

E Making inferences

Which one of the statements below can be inferred from the text? Circle the correct answer. Then compare your answers with a partner.

- 1 Solar power is not practical in the far north or south because it is too cold.
- 2 Solar power would be more attractive if energy storage was more efficient.
- 3 Nuclear power plants have sufficient security.

Going beyond the text

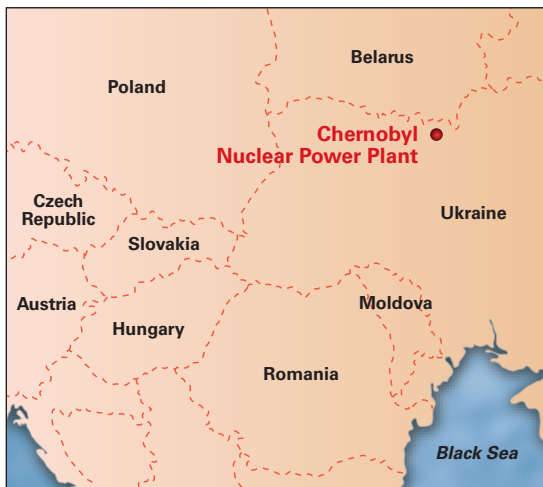
Work with a partner or in small groups. Ask and answer the questions below.

- 1 Look back at the ideas you highlighted. Are they the same? What are the differences?
- 2 In what ways does your lifestyle contribute to energy consumption? What specific things would you be willing to do to reduce it?
- 3 Would you work in a nuclear power plant if you were offered a very high salary? Why or why not?

4 Researching a topic

A Information gathering

The two biggest nuclear accidents to date happened in Chernobyl and Fukushima. Work with a partner. One is Student A; one is Student B. Student A: use the chart below. Student B: use the chart on page 99. Ask your partner for the missing information and complete the chart.



Chernobyl and Fukushima Nuclear Accidents	Chernobyl	Fukushima
Number of deaths	64	
Number of years plant was in operation before accident	9	
Amount of nuclear fuel in plant (tonnes)	180	
Number of people relocated	335,000	
Highest level of radiation detected (mSv/hour)	200,000	

Notes

- The radiation limit for nuclear power workers in the United States is 50 mSv/year.
- Approximately 50 percent of people exposed to 4,000 to 5,000 mSv over a short period will die within one month.
- The wind in Japan was blowing from west to east at the time of the accident. This was normal for the time of the year.

B Interpreting and reporting results

1 Work in small groups. Discuss the questions below.

- 1 Compare the two accidents. What is similar and what is different about them?
- 2 Look at the highest radiation figures and information about radiation limits. What does this tell you about the danger of these accidents?
- 3 What effect did the wind in Japan have on the scale of the accident? What if the wind had blown from the other direction or the accident had happened at Kashiwazaki-Kariwa?

2 Share your group's ideas with the class.

What stands out to us is the fact that . . .

If you look at the figures, it is clear that . . .

In our group, we noticed the following similarities/ differences: first, . . .

5 Critical thinking

A Fact or opinion?

William Whitfield is a 22-year-old graduate student in the English Literature department. For the past month, he has been protesting outside a nuclear plant. Dr. Roxanne Parker, 52 years old, is a nuclear physicist and director of safety and security at the plant.

1 Read the statements below. Who said what? Check (✓) the boxes. Then decide if the statements are fact (F) or opinion (O).

Statement	Whitfield	Parker	Fact or opinion
1 "Nuclear power can never be safe."			
2 "The plant has never had an accident since its construction 40 years ago."			
3 "Nuclear power is the only realistic energy option for the future."			
4 "No amount of exposure to radiation is safe."			
5 "Radiation is a natural part of the environment and surrounds us all the time."			

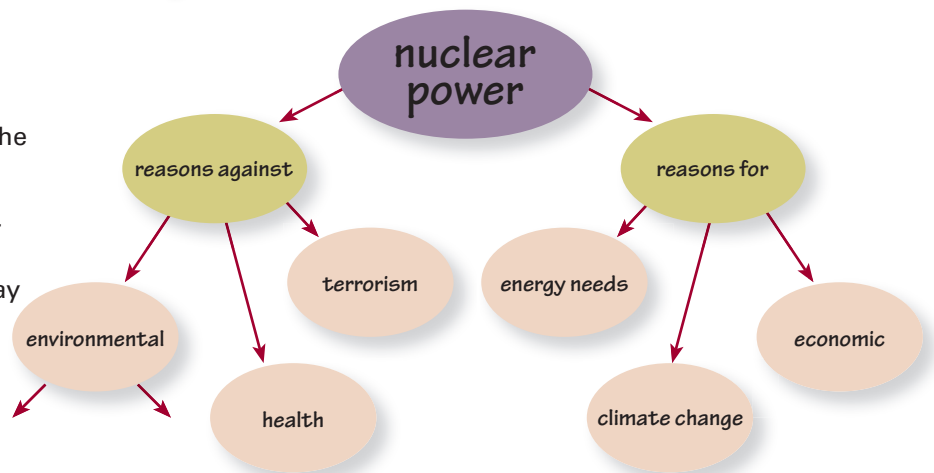
2 Work in small groups and compare your answers. Explain your choices.

We think it's likely/unlikely that Dr. Parker said . . . because . . .

I don't agree with the statement . . . because . . .

B Mind map

Work in small groups. On the right is part of a mind map showing the pros and cons of nuclear power. Add your own ideas to the map. Add boxes as necessary. You may want to refer back to the texts on pages 18 and 20.



C Writing

Use the information in your mind map to write a paragraph that describes your opinion. The phrases and expressions below may help you.

There are many issues to consider on the topic of nuclear power.

One area of concern is . . .

Another is . . .

Some people may argue that . . .

Others state . . .

After weighing up the arguments, my personal opinion is . . .

D Role play and debate

The four members of a government council described below are drafting a policy about the country's future energy needs. In five years' time, current energy supplies will no longer be enough. In 10 years' time, the shortage of energy will cause severe economic problems for the country.

Mike: a 30-year-old union worker who favors building a nuclear power plant. He is interested in the jobs it will create. He is married with three young children.

Ivy: a 25-year-old environmentalist. Ivy favors wind and solar power and slow economic growth. She isn't married but has one child.

Bob: a 65-year-old car factory executive. He favors coal because it is the cheapest energy. He is divorced with two grown children.

Julia: a 60-year-old retired teacher who favors energy conservation and a decrease in economic activity. She is divorced with no children.

1 Work in small groups. Read the statements. Who do you think said what?

- 1 "If we reduce our level of consumption and switch to renewables, we won't need new nuclear plants."
- 2 "Environmentalists care more about trees and owls than they do about working men and their families."
- 3 "In my business, cost is the bottom line. Nuclear power is just too expensive."
- 4 "Nuclear power is a ticking time bomb. Think of our children's future."

2 In your groups, choose one of the four characters. What are other statements your character might make to support their opinion? Write three more statements below.

Your group's character: _____

- 1 _____
- 2 _____
- 3 _____

3 Form new groups of three or four people. Each group member should represent a different character. Use the statements you wrote and debate the issues.

4 Share your results with the class. Which council member's advice is most popular?

I see what you're saying, but what about . . . ?

I couldn't agree with you more!

I don't think you've thought about . . .

That's a really good point.

Asking for opinions

In a discussion or debate, you are expected to express your views. You also need to ask others for their opinions. Here are some expressions you can use to ask others about their opinions.

So what's your view on . . . ?

What are your reasons for saying . . . ?

Would you agree that . . . ?

How would you respond to someone who said . . . ?



Quotable Quotes

Final thoughts . . .

We want to end the use of nuclear energy and reach the age of renewable energy as fast as possible.

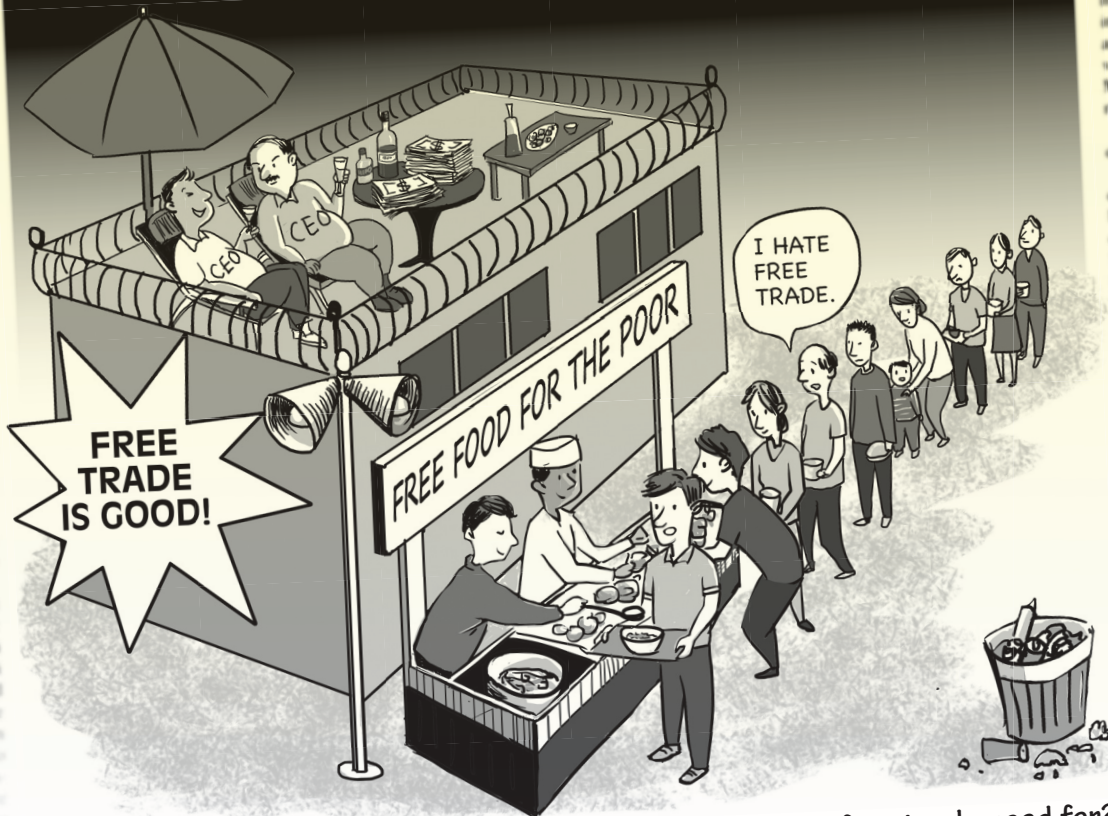
Angela Merkel
German chancellor

- 1 Merkel made this comment right after the Fukushima disaster. Do you think Germany will succeed? What are the challenges?
- 2 How might world politics be different if we were not dependent on oil and gas imports from certain countries for our energy?



Unit 4

Free Trade: Cheap Goods or Good Jobs?



Who is free trade good for?

1 Critical cartoons

A Building knowledge

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

- 1 What does the term “free trade” mean?
- 2 Describe the different types of people in the cartoon.
- 3 Why do you think the man is saying, “I hate free trade”?
- 4 What is the message of the cartoon?



Media link

Roger and Me is a documentary by Michael Moore about the closing of General Motors’ auto plants in Michigan in the United States by the CEO at that time, Roger Smith. It explores the huge impact the closure had on the more than 30,000 people who lost their jobs.

For online resources and videos, 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

aspect capitalist implicit likelihood locally
migration minimize overhead sustainable undermine



The North American Free Trade Agreement



- In January 1994, the North American Free Trade Agreement (NAFTA) became law. This agreement joined Canada, Mexico, and the United States into a single trade area. All three governments agreed to improve trade among their countries by removing the “costs of nationality” from trade and investment, which include regulations, special taxes called tariffs, and quotas. For example, one common aspect of exporting a product is extensive paperwork and regulations. These regulations increase the cost of goods since a company has to hire people to process the paperwork, and that adds to the overhead costs of a product. Extensive paperwork also increases the likelihood of mistakes being made, which results in delays and increased costs. Implicit in this idea is that these non-market factors affect the prices of goods and that free trade has advantages. The new regulations also tried to minimize the use of quotas, which are limits to the amount of imports allowed into a country. For example, the lifting of quotas on corn allowed American producers to increase their exports to Mexico, and this caused a drop in the price of corn. Actions such as these benefit consumers by lowering the price of goods.
- However, there are people who are against NAFTA. They argue that free-trade agreements mainly benefit the capitalists who build factories in countries with the cheapest land and labor. Within NAFTA, that country is Mexico, and since 1994 many companies have moved from the United States to Mexico. This migration of jobs from states like Illinois and Michigan caused many problems in those places. People who lost their jobs could no longer afford to buy as many goods and services at locally run businesses. This in turn resulted in fewer tax dollars being collected from local businesses, which undermined the tax base of cities such as Detroit in Michigan. The gap between the lower tax revenues and the increased spending on public services is not sustainable, and many cities now face major economic problems. Meanwhile, in Mexico, many farmers could not compete when imports of cheap corn from American factory farms drove their local product out of the marketplace.

Opinions may differ, and there are clearly both advantages and disadvantages to free trade, but like it or not, free trade seems to be a modern economic trend.

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

- A How NAFTA Works
B The Benefits of Free Trade
C Winners and Losers in Free-Trade Agreements




B Words in context: concordances

- 1 Work with a partner. Below is a concordance for three of the keywords. Each group of three sentences has the same missing keyword. Find which word goes with each group.

concordance

a list of examples of a word or phrase as it occurs in a corpus (a collection of written or spoken language). Usually, one line shows one use of the word in context.

- 1 _____ has changed," he says. "But it's just one _____ of life, you know? You get a raise, but most experts say it's wrong to focus on one _____ of your food intake: the right fats and this thing now," he says. "From a marketing _____, all the major sports convey that fans
- 2 _____ would a seller take the additional risk _____ in skipping the down payment? "It's a lot can borrow cheaply because of Uncle Sam's _____ guarantee of their debt. More accounting conservative or progressive, left or right, the _____ assumption being that when it comes to
- 3 _____ along, have fun in the process but in all _____, you're not really going to see a dramatic _____ have been shot, and the cast has in all _____ moved on to other projects. If at that explain how companies pay to increase the _____ their names will appear in searches

- 2 Make your own sentences using the keywords and compare them with your partner.

C Vocabulary building: etymology Example: *capitalist*

Words with *capital*

capital capital gain capital punishment capitalist

- 1 Use the words in the box to complete the sentences below.
- The Cold War saw confrontation between _____ and communist countries.
 - Because of the recent real estate boom, Jinhee made a large _____ when she sold her house.
 - The restaurant failed because the owners lacked _____ and were unable to invest in modern equipment.
 - Most European countries no longer have _____ because they believe it is against basic human rights.
- 2 Work with a partner. What do you think *capital* means? Write your guess below. Then check your answer with another partner.

I think capital means _____.

D Discussion dictation



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

- _____
- _____
- _____

- 2 Form new groups and compare your answers.

3 Reading skills



A Pre-reading questions

- 1 How does free trade affect unemployment rates in developed countries?
- 2 How can free trade affect the environment in developing countries?

B Reading

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



Free Trade = No Bargain



We all enjoy a bargain. We all enjoy buying something at an unexpectedly low price. Perhaps we are briefly surprised at how goods can be imported from distant countries and yet sell for a remarkably cheap price. But our surprise is soon forgotten in the satisfaction we feel in getting the bargain.

In reality, however, there are no bargains. The reason that goods can be obtained at such cheap prices is free trade. A couple of generations ago, goods were manufactured and sold locally. British workers made British cars, and British car companies sold them to British consumers. French workers made cars in France, and these were sold to French consumers, and so on. With the growth of multinational corporations and free trade, goods are increasingly manufactured where labor and overheads are cheaper. This migration of jobs from one country to another country with cheaper wages is called “outsourcing.” Jobs are outsourced from developed to developing countries. Implicit in this outsourcing of jobs is higher unemployment rates at home. This is why the bargain that we were so happy about is really no bargain: more people unemployed means more people receiving government support and lower tax revenue for the government. So the government spends more on welfare and unemployment payments, and at the same time it receives less money in taxes. As a result,

the likelihood is that everyone’s taxes will rise. When the true cost of outsourcing is taken into account, we should question the joy we felt at getting the bargain.

Another aspect of free trade and outsourcing is that the value of imports is likely to far exceed exports. The only way that this can continue is by borrowing money from abroad or selling assets (goods, property, etc.) to foreign buyers. Neither is sustainable. Eventually the credit will dry up, or the assets will run out. Some argue that free trade brings jobs to developing countries and in this sense is a positive force. This may be true, but most of these workers earn extremely low wages and often work in dangerous conditions. In developed countries, there are laws that protect workers from dangerous materials and conditions. But workers in developing countries have few of these protections. Environmental protection laws in developing countries are also relatively weak and so the local environment is exposed to damage.

If free trade is bad for both developed and developing countries, why has it become so widespread? The answer to this question is simple. First, we all enjoy the immediate satisfaction our bargain-priced outsourced goods bring. But free trade is also good, very good, for one participant in this scenario: the multinational corporation. In a capitalist economy, corporations exist to make profits for their shareholders. In fact, corporations have a legal duty to maximize profits. In the world of free trade, a few multinational corporations make huge profits for their shareholders. Their executives also become extremely rich, earning tens of millions of dollars per year. At the same time, they pay nothing toward the lost jobs in the countries where they sell their goods and nothing toward the environmental damage and health risks in the countries where they make their goods. Corporations seek one thing: profit. They do this even if it means that the economy of a country is undermined.

It is time to minimize this destructive trend called free trade. It is time to stop the migration of jobs abroad and bring them home. We can do this by raising consciousness about the dangers of free trade. We can also do this by supporting local manufacturing. It is true, we might have to pay more for our goods, but when we calculate the total cost, we might discover that in the end, real bargains are local products made by local workers.

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C Understanding the text

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

- GIST** What is this text mainly about?
 - Outsourcing
 - Environmental damage
 - Unrestricted trade
- MAIN IDEA** What is the main idea?
 - Free trade is good for corporations, but for most people it has negative effects.
 - Free trade results in cheaper prices for everyone.
 - Free trade results in jobs for people in developing countries.
- DETAILS** In developed countries, free trade often results in . . .
 - increased exports.
 - increased imports.
 - increased imports and exports.
- DETAILS** Which of the following is not a common result of free trade?
 - Environmental damage
 - Fewer jobs in developed countries
 - Lower profits for corporations

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. Underline the words that represent the cause and circle the words that represent the effect.

- Outsourcing results in people losing their jobs.
- Tax revenue dropped by 10 percent because of unemployment.
- The lack of regulations means that corporations can dump industrial waste into rivers and lakes.
- Some companies care only about profits so they do not worry about employee safety.
- Local jobs can be created if we raise consciousness about free trade.

E Making inferences

Which one of the following statements about free trade would the author disagree with?

- "Globalization and free trade do spur economic growth, and they lead to lower prices on many goods." Robert Reich
- "Where globalization means, as it so often does, that the rich and powerful now have new means to further enrich and empower themselves at the cost of the poorer and weaker, we have a responsibility to protest in the name of universal freedom." Nelson Mandela
- "Free trade is very important if we respect equality among nations." Luiz Inácio Lula da Silva
- "If you're totally illiterate and living on one dollar a day, the benefits of globalization never come to you." Jimmy Carter

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?
- What kind of products are affected by free trade in your country? What outsourced products do you buy?
- In your country, are there any industries that export most of their products? Do these industries employ many people?

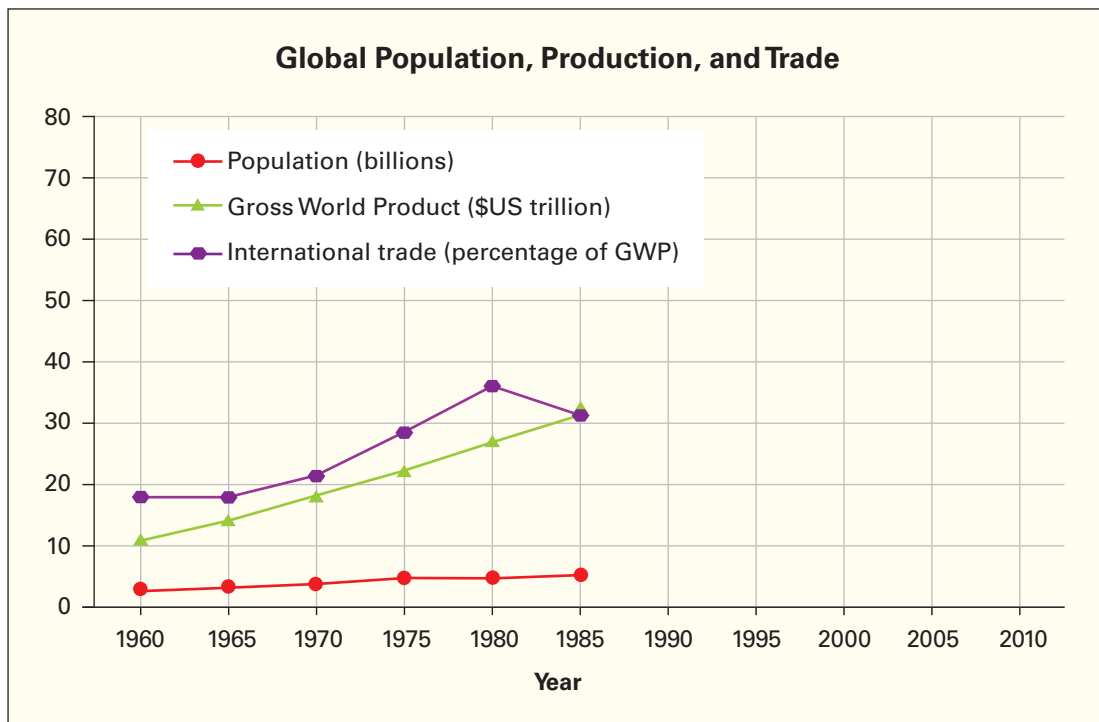
4 Researching a topic

A Information gathering

Below is part of a graph. It shows the world's population, how much the world produces in a year, and the value of international trade. Work with a partner. One is Student A; one is Student B. Student A: use the chart on page 97. Student B: use the chart on page 99. Ask your partner for the missing information and complete the chart.

B Interpreting and reporting results

- 1 Work in small groups. Using your charts, complete the graph. Then discuss the questions below.



Sources: US Census Bureau; World Bank

- 1 How much has the global population grown in the last 50 years?
 - 2 What has been the growth in gross world product in the last 50 years?
 - 3 What has been the growth in international trade in the last 50 years?
 - 4 What trends can you see from the data?
 - 5 What reasons can you think of to explain these trends?
- 2 Share your group's ideas with the class. Groups who are listening should ask follow-up questions.

*In the last 50 years, . . .
has grown from . . .*

*A clear trend that the
graph shows is . . .*

*Do you think it's
likely that . . . ?*

*We're not sure, but one reason for
the increase in . . . could be . . .*

5 Critical thinking

A Clarifying statements

Sometimes it is necessary to ask people to clarify their statements. This will help you understand more clearly. Work with a partner. Take turns clarifying the following statements.

- 1 Free trade has a negative impact on children in developing countries.
- 2 Free trade is the solution to the "poverty trap" in developing countries.
- 3 Capitalism is a dirty word for many intellectuals.
- 4 Free trade does not mean fair trade.
- 5 Consumers benefit from free trade and investment.

What you mean by . . . ?

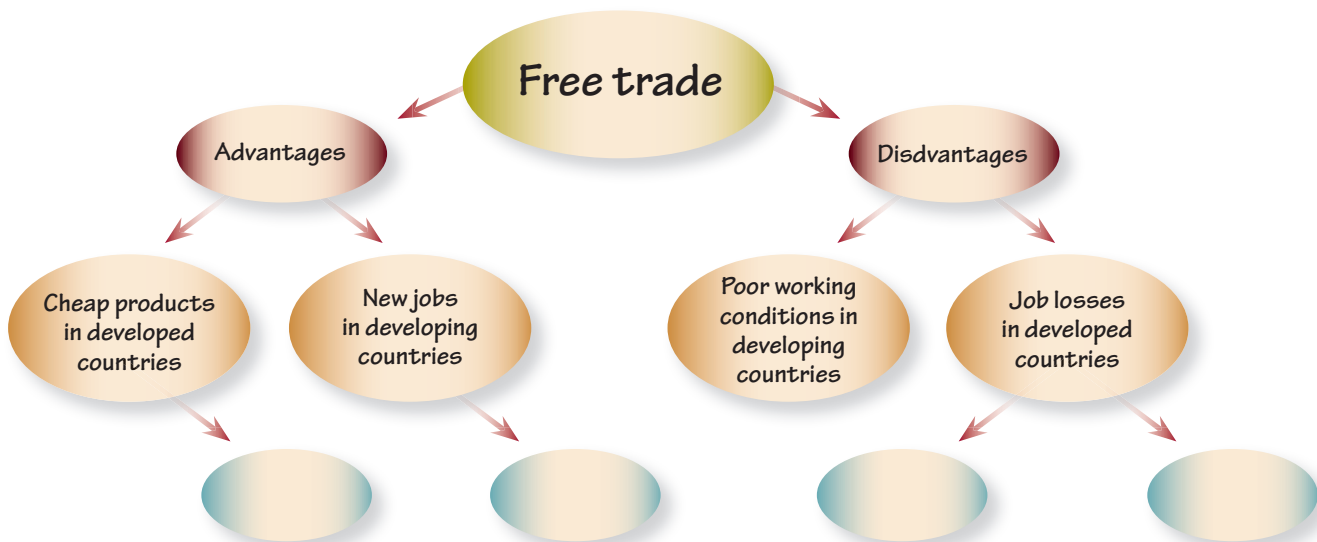
I don't see the connection between . . . and . . .

Are you suggesting that . . . ?

Can you give me an example of . . .

B Mind map

Work in small groups. Below is a mind map showing the advantages and disadvantages of free trade. Add your own ideas to the map. Add boxes as necessary. You may want to refer back to the texts on pages 26 and 28 and other information in this unit.



C Writing

Use the information in your mind map to write a paragraph that describes your opinion. The phrases and expressions below may help you.

When we focus on the . . . of free trade, there are . . . important points to make.

One obvious advantage/disadvantage of . . . is the fact that . . .

Another factor that we must consider is . . .

All in all, I believe that . . .

D Discussion

You are a member of local government in a developing country with widespread poverty. A corporation from a developed country wants to build a factory in your city that will manufacture batteries. The details are:

- The wages offered will be low, but 20 percent higher than the local average.
- Dangerous chemicals are involved, but the company promises to make the necessary safety precautions.
- The company has also offered to build an elementary school for local children.
- Local farmers are worried because pollution from the plant might affect their fields.
- Another town 100 kilometers away has offered to take the factory.

1 Work in small groups and make a list of pros and cons relating to building the factory in your community. Then decide if your group supports or opposes the building of the factory. Refer back to the texts on pages 26 and 28 for ideas. Use the chart to help organize your ideas.

	Benefits if the factory is built	Problems if the factory is built
Education		
Environment		
Jobs		

2 Join a group with the opposite conclusion. Share your ideas and discuss the issues. Remember to ask for clarification when needed.

We discussed the issues of . . . and . . .

Despite the benefits/risks this development would bring, we believe that . . .

We are in favor of building the factory for two/three main reasons: . . .

We think that the most important thing to bear in mind is . . .

Summarizing key points



In a discussion, you need to be able to summarize the key points of your argument clearly. This helps your discussion partners understand what you think is most important. It also helps you organize your thoughts. Here are some phrases that may help you.

After considering both the pros and cons of . . . , we feel that there are three key reasons for . . .

We have decided (not) to accept the offer for these reasons: first, . . .

We think it comes down to two key issues. These are . . .

3 Share your ideas with the class. Decide as a class whether or not you will accept the offer to build the factory.

Quotable Quotes

Final thoughts . . .

While I believe firmly in open markets and free trade, I also believe an open market needs a level playing field.

Philip Hammond
British politician



- 1 What does Hammond mean by the term "level playing field"?
- 2 Can you think of some examples of "uneven playing fields" in your country?
- 3 How is this quote connected to the topic of this unit?

Online Retailing: Disappearing Stores

Unit 5



1 Critical cartoons

A Building knowledge

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

- 1 How many different ways can you think of to read books?
- 2 How many different places can you buy books?
- 3 How often do you actually go to a bookstore? Has this changed over time? Why?
- 4 What is the message of the cartoon?



Media link

Out of Print is an award-winning documentary narrated by Meryl Streep that asks if books as we know them are dead. It explores the digital revolution and how this revolution is changing everything both about the printed word as well as ourselves.

For online resources and videos, 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

behavioral candidate disadvantage mall revolutionary
 simultaneously specialty strategic susceptible utility



None in Laredo



In 2010, the city of Laredo in the American state of Texas achieved a curious fame. It became known as the largest city in the United States without a bookstore. Previously, like in most cities, there were many different

5 kinds of bookstores in Laredo. Some bookstores had many different kinds of books, while others had a specialty like art or history. Bookstores owned by individuals who loved books competed with modern bookstores found in malls that only sold bestsellers. In Laredo, all of these bookstores are now gone. This is of course less of a disadvantage now than in the past because of the Internet. The Internet has changed the book business in two basic ways. First, we can buy books online and

10 have them shipped to our doors. Second, we can buy books in digital formats, which allow us to read the same book simultaneously on different devices, such as our computers, smart phones, or tablets.

Bookstores have been around for a long time, and booksellers have long been susceptible to both the economic climate and technological developments. The Internet was not the first technology

15 to transform the bookselling business. Around 1450, Gutenberg invented a printing press that changed the business in a radical way. Before Gutenberg, very few people could read. After Gutenberg, the availability of books brought about behavioral changes in society. People began to read for knowledge and entertainment. The bookstore was born.

The new ways in which we can buy books is just one example of a revolutionary change that

20 began in the 1990s with the growing use of the Internet. There are other areas that serve as candidates to illustrate the need for business to adapt to a post-Internet world. Many newspapers and magazines, for example, have adjusted their business models in order to survive. They saw the potential of the Internet and created strategies to adapt their businesses. Other companies, however, questioned the utility of the Internet for their business and paid no attention to the

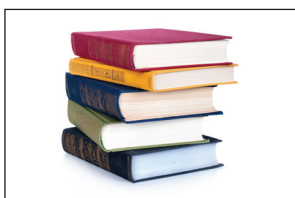
25 new invention. They backed the wrong horse, so to speak, because it seems clear that businesses that fail to plan for the new environment will suffer, while those that make strategic plans based around the Internet are likely to grow.

READING

ONLINE

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: concordances

concordance

a list of examples of a word or phrase as it occurs in a corpus (a collection of written or spoken language). Usually, one line shows one use of the word in context.

- 1 Work with a partner. Below is a concordance for three of the keywords. Each group of three sentences has the same missing keyword. Find which word goes with each group.

- 1 however, because there are multiple and _____ occurring processes that must be considered
caused by that. Just because two events occur _____ does not mean one causes the other.
and Corey were working on multiple dishes _____ while Jen was stirring only one risotto.
- 2 further the struggle for victory. Every _____ movement had to be supported
1848 and communism formed itself as a solid _____ movement in Russia in the early 1900s
Cold War world, the big ideas, the truly _____ concepts – space tourism, android domestic
- 3 says she knows a lot of the presidential _____ have been talking about the economy, but
that round, I knew that she would be a good _____ because of her qualifications, being a Pastry
guess that he would not be his party's _____ in the upcoming elections.

- 2 Make your own sentences using the keywords and compare them with your partner.

C Vocabulary building: idioms Example: *back the wrong horse*

- 1 An idiom is a group of words that together have a meaning that is different from the meanings of the separate words. Below are some idioms with the word *horse*. Match each idiom to its meaning.

a dark horse	to hear something from someone who has direct knowledge of it
a one-horse race	to make a wrong decision and support someone or something
back the wrong horse	that is later not successful
straight from the	a person who keeps their ability or skill secret
horse's mouth	a competition in which only one entrant has a real chance
	of winning.

- 2 Complete the sentences below with the correct idiom. Change the word forms as necessary.

- I know it's true: I heard it _____.
- In over 30 years of investing, he only occasionally _____ and is now worth millions.
- This is probably going to be a boring election; it's really a _____.
- She is such a _____; I never knew she had published a novel.

- 3 Now use the idioms to make your own sentences.

D Discussion dictation



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

- _____
- _____
- _____

- 2 Form new groups and compare your answers.

3 Reading skills

READING
ONLINE

A Pre-reading questions

- 1 In what ways were stores from 100 years ago different from those of today?
- 2 What are some advantages of online shopping?

B Reading

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

The End of the Store as We Know It

History is filled with examples of how technology transforms both our daily lives and the landscape of our towns and cities. Walking down Main Street 120 years ago, you would pass by stables for horses, where gas stations stand today. Curiously perhaps, there would be no supermarkets or convenience stores; instead, there would be many small shops, each one selling a limited range of products. Upon entering one of these shops, a modern time traveler would be surprised to find that there was no self-service. Rather, the shopper would stand in front of a counter and order items one by one from the clerk on the other side. Imagine how much time this must have taken.

Introduced after World War II, supermarkets came to dominate the retail space. They replaced small shops and were more convenient because they carried a wide range of food items. The spread of personal car ownership, first in the United States but later in much of the developed world, led to the growth of shopping malls, often located at the edge of town. This resulted in a behavioral change as shoppers came by car rather than on foot. More recently still, “big-box” stores began appearing at these shopping malls. These stores are very large and usually sell general merchandise or concentrate on a specialty, such as hardware, books, or electronics. Once again, progress benefits the consumer with a large range of goods and low prices.

Yet another transformation is now under way. In 1995, Amazon.com began an online bookstore. Customers could order books through the Internet, and within a few days they were delivered to the door. This proved very popular with consumers for several reasons. Often prices were lower than those in conventional bookstores, and the range of titles in stock was much greater than even the largest bookstore. Customers in some countries could also avoid sales tax.

Amazon soon expanded from books to music and other products, and other online retailers did the same. Today,

it is possible to buy virtually anything online. As with online bookstores, prices are low, there is a large range of goods, and consumers can avoid traveling and shopping in crowded stores. From the store’s point of view, overheads such as rent, insurance, utilities, and staffing can be minimized. **45**

Conventional stores are finding it harder and harder to compete with online retailers. They are operating at a disadvantage as they cannot match the vast range of goods maintained by online retailers, and their overheads mean that their prices will always be higher. Today, some shoppers enter conventional stores to try out a product. They may even take photographs of products or product barcodes and then order the product from an online retailer such as Amazon. This is called “showrooming,” and there are even smartphone applications that enable shoppers to simultaneously check and compare prices at several stores. Unsurprisingly, this makes conventional retailers very angry, but it seems that there is little that they can do about it. **50**

Conventional retailers are victims of changing technologies that are driving shopping habits. This is nothing new; businesses have always been susceptible to change. It is part of the same process that saw small stores replaced by supermarkets and convenience stores. It is true that consumers cannot obtain the same degree of personal service from an online retailer compared with a physical store, but it seems that shoppers have already voted with their wallets and that online retailing is the way of the future. **55**

In a strategic move to obtain even more market share, Amazon is now building distribution centers close to many cities in the United States. These will guarantee next-day or even same-day delivery of goods. The company is also investigating the food-retailing sector as the next candidate for its expansion. Truly, something revolutionary is happening to the way we shop. **60**



C Understanding the text

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

- GIST** What is this text mainly about?
 - Online shopping
 - The convenience of supermarkets
 - Changes in the way we shop
- MAIN IDEA** What is the main idea?
 - Small shops cannot compete with large shops.
 - The way we shop changes over time.
 - Traditional bookstores will disappear.
- DETAILS** Showrooming angers traditional shop owners because . . .
 - customers buy online.
 - customers try out products.
 - customers take photographs of products.
- DETAILS** Amazon is building more distribution centers so that . . .
 - it can go into food retailing.
 - delivery to customers will be faster.
 - it can give more personal service.

D Identifying reasons

In the text, the author explains why shopping habits have changed or are changing. Match each summary of the author's reasons to the correct paragraph.

- | | Paragraph |
|---|------------------|
| 1 Customers can look forward to online food shopping and same-day delivery. | _____ |
| 2 Online shopping provides advantages to both shoppers and online retailers. | _____ |
| 3 Supermarkets and big-box stores offer several advantages to shoppers. | _____ |
| 4 With online retailing, customers can easily compare prices among different retailers. | _____ |
| 5 Customers can choose from a wide range of goods and save money by buying products online. | _____ |

E Recognizing bias

- Find and underline at least four phrases or sentences in the text that show the author's bias regarding online shopping. Write the line numbers below.

- Lines _____
- Lines _____
- Lines _____
- Lines _____

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

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 shop online? Why or why not? What type of things do you buy? Are there some things you never buy online? Why not?
- Have you ever tried showrooming? What do you think of the idea?
- How can shop owners stop showrooming?

4 Researching a topic

A Information gathering

The graph below shows the estimated numbers of online shoppers over time in different countries. Work with a partner. One is Student A; one is Student B. Student A: use the chart on page 97. Student B: use the chart on page 100. Ask your partner for the missing information and complete the chart. Then use the chart to fill in the graph and key below.



Source: eMarketer

B Interpreting and reporting results

1 Work in small groups. Discuss the questions below.

- 1 Which countries have the largest numbers of online shoppers?
- 2 Which countries have the fastest growth rates of online shoppers?
- 3 What trends do you notice? Give reasons for your answers.
- 4 If you were an online retailer, on which region and countries would you concentrate your marketing?

2 Share your group's ideas with the class.

... has somewhat/much higher growth in ... than ...

One reason for the difference between ... and ... could be the fact that ...

It seems clear that ... is the best region/country to invest in because ...

We would focus our marketing on ... because ...

5 Critical thinking

A Cause and effect

1 Understanding why something happens (the cause) and what happens as a result (the effect) is an important skill. When taking part in a discussion or making a presentation, it is often necessary to use cause-and-effect reasoning. Below are some examples of causes and possible effects. Decide which are causes (C) and which are effects (E). Then match each cause to its effect.

- | | | | |
|--------------------------|-------|-------------------------------------|-------|
| 1 death of wildlife | _____ | A new law against discrimination | _____ |
| 2 greater equality | _____ | B reduced income for movie business | _____ |
| 3 faster Internet speeds | _____ | C oil spill | _____ |
| 4 increased efficiency | _____ | D introduction of new technology | _____ |

2 Work with a partner. Look back at the text on page 36 and identify at least four examples of cause and effect. Make notes below.

Lines	Cause	Effect
1 _____	_____	_____
2 _____	_____	_____
3 _____	_____	_____
4 _____	_____	_____

3 Find a new partner and compare your ideas. Give reasons for your choices.

B Understanding reasoning

It is important to understand the different patterns of reasoning used in discussions. In addition to cause-and-effect reasoning, these three other common types are often used.

- Conditional reasoning** states that if one thing is true then another is also likely to be true.
Comparative reasoning states that a conclusion can be drawn by comparing different ideas or situations.
Pros and cons reasoning states arguments for and against a proposal.

1 Jen and Steve are discussing online bookstores. Identify the patterns of reasoning they use and underline the words that support your answers.

	Type of reasoning
Jen: I just got this book online. If I'd gone to the downtown bookstore, I would have had to order it. It would have taken a month and cost twice as much.	_____
Steve: We're lucky there still is a bookstore downtown. Bookstores are closing because of online book buying.	_____
Jen: But online bookstores are so much cheaper than traditional bookstores, and they have a much bigger selection.	_____
Steve: Well, you may save money and time, but you can't sit down in a chair with a cup of coffee in an online bookstore.	_____

2 Compare your answers with a partner.

C Writing

Write a paragraph about the effects of showrooming. Think of retail and online stores and their customers. Use the patterns of reasoning above.

Shoppers are increasingly . . .
As a result, . . .
Although it's very difficult to . . . ,
One way the stores can try to fight back is by . . .

D Presentation

1 You are going to discuss the effect the Internet has had on the newspaper and travel industries in recent years. Work in small groups. Read the questions below and discuss them in your groups. Use the chart to make notes.

- 1 How were the newspaper and travel industries 10 years ago?
- 2 How are they today?
- 3 Why have they changed?

Some things to think about:

- how to reach customers
- how to make a profit
- what advantages the Internet provides

Industry	10 years ago	Now	Reasons for change
Newspaper			
Travel			

2 Prepare a short presentation around your answers. Decide who will take notes and two or three people who will give the presentation.

3 Give your presentation to the class. Remember to use the patterns of reasoning you have learned and structure your presentation according to the Tip on page 16.

Transitions

*So far, we've talked about . . .
Now, let's . . .*

*Up to now, we've looked at . . .
This brings us to . . .*

*This leads us to our
next point.*

*I'd now like to turn
to the issue of . . .*

Transition signals

A presentation is like a journey and it is important to provide signposts to help the listeners know where they are on the journey. Transitions are one kind of signpost. They link points you have already made to points you are going to make. Using transitions makes your presentation clearer and strengthens your arguments.



Quotable Quotes

Final thoughts . . .

Lovers of print are simply confusing the plate for the food.

Douglas Adams
British writer

- 1 Why might someone love a printed book more than an electronic one? What is your opinion?
- 2 If print is the plate, then what is the food?
- 3 How will the Internet affect other industries, for example the medical industry? Try to give examples.



Unit 6

Online Addiction: Too Much Fun?



1 Critical cartoons

A Building knowledge

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

- 1 What is the problem in the cartoon? Why hasn't it been solved?
- 2 Are there any activities that are so interesting you forget the time?
- 3 Do you think addiction to video games can be as harmful as other addictions?
- 4 What is the message of the cartoon?



Media link

Second Skin is a documentary that follows a group of committed online computer gamers whose lives are changed by the computer games they are playing. It explores the real and virtual worlds they live in.

For online resources and videos, 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

allocate	epidemic	exponential	fatigue	inferior
intensive	interact	interfere	manipulate	realistic



In 2010, a South Korean couple was charged with the murder of their daughter through neglect. When their daughter was born, she weighed 2.9 kilograms. Three months later, when she passed away, she weighed 2.4 kilograms. The strangest part was that the parents were playing a game for many hours each day in which they raised a virtual child online. Similarly, in 2014, a young South Korean man who spent much of his time in Internet cafés was arrested after his two-year-old son starved to death. South Korea has seen exponential growth in computer and Internet use. This has caused many to worry that certain users are increasingly unable to control how much time they spend on the Internet. They fear an epidemic of addiction to video games. South Korea is not alone: many other developed countries have also experienced huge growth in video game and Internet addiction.

One of the main symptoms of an addiction is an inability to allocate a reasonable amount of time to an activity. For example, people addicted to video games may play for 10 or more hours a day, often late into the night. The lack of sleep this causes can lead to fatigue and interfere with school, work, or social life. By not spending enough time on school or work, performance suffers. Often, people who suffer from addiction do not have a realistic view on how much time they actually spend on the activity. When asked, video game addicts may claim to play for only a few hours each day.

The people most at risk of developing an online addiction are those who are unhappy with their lives and who wish to escape through other activities. Frequently, the activity gives them something that is missing in their real lives. For example, after many weeks of intensive game play, they may achieve a level of success that is very different from reality. In real life, they might feel inferior to other people, but online they can feel they are superior to other players. In their real lives, they may not have the social skills that help them interact with other people. But because it is much easier to manipulate a character in a game than a real human, they get a feeling of social control that they do not have outside the virtual world.

Like many things in life, playing video games and browsing the Internet can be a source of great pleasure, but too much of a good thing is not usually best.

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

- A Internet addiction is a growing problem around the world.
- B The death of a baby was directly caused by Internet addiction.
- C Internet addiction has many causes and features.



B Words in context: concordances

- 1 Work with a partner. Below is a concordance for three of the keywords. Each group of three sentences has the same missing keyword. Find which word goes with each group.

- 1 The media cannot be permitted to _____ the outcome of a national election.
The image can also be easily _____ on the computer to highlight or analyze
support for a philosophy comes from flawed analysis, _____ data, altered history and magazine articles
- 2 lifestyles which have led to Britain's obesity _____. The report is expected to highlight poor
since the first AIDS diagnosis in 1981. The _____'s spread throughout the world continued
and child who is killed during this conflict, by bomb, _____ and starvation, is just as much a casualty
- 3 The problems arise when their activities _____ with the freedom of other hill users.
We firmly oppose any words or acts that _____ in other countries' internal affairs," said
I can't imagine why you think you have any right to _____ in my affairs

- 2 Make your own sentences using the keywords and compare them with your partner.

C Vocabulary building: phrasal verbs Example: *pass away*

Words with *pass*

pass away pass out pass over pass up

- 1 Read the sentence in the text with the phrasal verb *pass away* (line 3) and the sentences below. Guess the meaning of each phrasal verb. Then compare them with a partner.

- 1 I guess the reason Bruce passed up the chance to appear on television is his shyness.
- 2 That makes three times I've been passed over for promotion in this company!
- 3 She was hit on the head and passed out.

- 2 Use the phrasal verbs in the box to complete the sentences below. Change the word form as necessary.

- 1 After standing for two hours in the hot sun, the police officer _____.
- 2 The boss _____ Hiro when recruiting a new manager.
- 3 She _____ peacefully at the age of 96.
- 4 Lucia _____ an opportunity to go to New York because she is afraid of flying.

- 3 Use the phrasal verbs to make your own sentences. Then compare them with a partner.

D Discussion dictation



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

- 1 _____
- 2 _____
- 3 _____

- 2 Form new groups and compare your answers.

3 Reading skills



A Pre-reading questions

- 1 How do you think the military might use video games?
- 2 What are some ways countries can regulate the sale of video games?

B Reading

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



The video game industry is a multi-billion-dollar enterprise. From its beginning in the late

- 5 1970s, it has seen exponential growth. A series of new reports forecasts that the global market for video games is expected to grow from \$67 billion in 2012 to \$82 billion in 2017. But although this industry makes billions for companies, the responsibility for the huge cost in loss of well-being of children that make up many of its consumers can also be allocated to it. This cost consists of an increase in violence, poor academic performance, bad health, and limited social skills.

- From a young age, society explicitly and implicitly teaches us that violence against others is wrong and that murder is the worst form of violence. Therefore, military systems around the world are faced with a problem. In the face of a lifetime of social training that says that killing is wrong, how do they train their young soldiers to kill? The answer is that they do it through intensive training. And over the years, this training has become more and more effective.
- 30 Research shows that the willingness of soldiers to kill another human being in battle has increased in each war since World War I.

- Over the last 20 years, military training methods have increasingly used highly realistic video games. A frightening fact is that some of these video games are the same ones that are popular among young people, and there is little doubt that they have an influence, especially among young people, in committing violent acts. According to six prominent US medical groups, violence in TV shows, movies, and video games leads children to become insensitive and more likely to see violence as an acceptable way to resolve conflicts. They are also more likely to have a tendency for violent and aggressive behavior later in life.

- 45 Violence is not the only negative outcome of video games. Many young people become addicted to these



games and spend hours playing them every day. They have little or no time for study, which leads to inferior academic performance. Moreover, they have no time for physical exercise; this is one of the reasons for the epidemic of child obesity. Gamers also develop physical problems from the fatigue and repetitive movement that video

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55

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games require. Staring at a monitor for very long periods of time can even lead to seizures.

Another result of this addiction comes from the fact that most video games are played alone. This interferes with the development of normal social skills. Some game players become loners, who do not develop the social skills that are needed to be successful in school or in their careers. They may suffer mental problems and become afraid to go out and interact with other people.

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70

Despite all these negative consequences, because there is so much profit from games, their makers spend large sums on advertising in an attempt to manipulate children into persuading their parents to buy them games. Parents often give in, sometimes spending money that should be used for food or education.

75

Some countries have passed laws controlling video games. Germany, for example, has a strict labeling system that restricts selling violent video games to minors. The video game industry in the United States, however, has successfully lobbied for self-regulation, which is much less effective. It seems clear that video games should be strictly controlled and most only played with parental supervision. A further welcome development would be to legally force game makers to support independent studies that monitor the negative effects of video games and look for ways to prevent these serious effects.

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C Understanding the text

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

- 1 **GIST** What is this text mainly about?
 - A Video game violence
 - B Military training methods
 - C Problems with video games
- 2 **MAIN IDEA** What is the main idea?
 - A Video games harm minors and should be controlled.
 - B Video games cause violent behavior in young people.
 - C Parents spend too much money on video games for children.
- 3 **DETAILS** The military uses video games to . . .
 - A attract young people.
 - B train young people.
 - C entertain young people.
- 4 **DETAILS** Which of the following effects of video games on young people is NOT mentioned by the author?
 - A Obesity
 - B Poor social skills
 - C Poor eyesight

D Identifying reasons

In the text, the author explains how video games can have a negative effect. Match each summary of the author's reasons with the correct part of the text.

- | | |
|---|---|
| <ol style="list-style-type: none"> 1 Violent entertainment makes people more likely to use violent ways to end arguments. 2 Video game players spend too much time on games. 3 Although video games make large profits for companies, they cause damage to young people. | <p style="text-align: right;">Lines</p> <p>_____</p> <p>_____</p> <p>_____</p> |
|---|---|

E Prediction: concluding statements

Circle the statement that best fits the end of the final paragraph. Then compare your answers with a partner. Explain the reasons for your choice.

- A Parents and teachers, not corporations, should be responsible for children's exposure to violent video games.
- B Taking these simple steps will help reduce some of the problems related to video games.
- C Such video games have no educational qualities and should simply be banned.

Going beyond the text

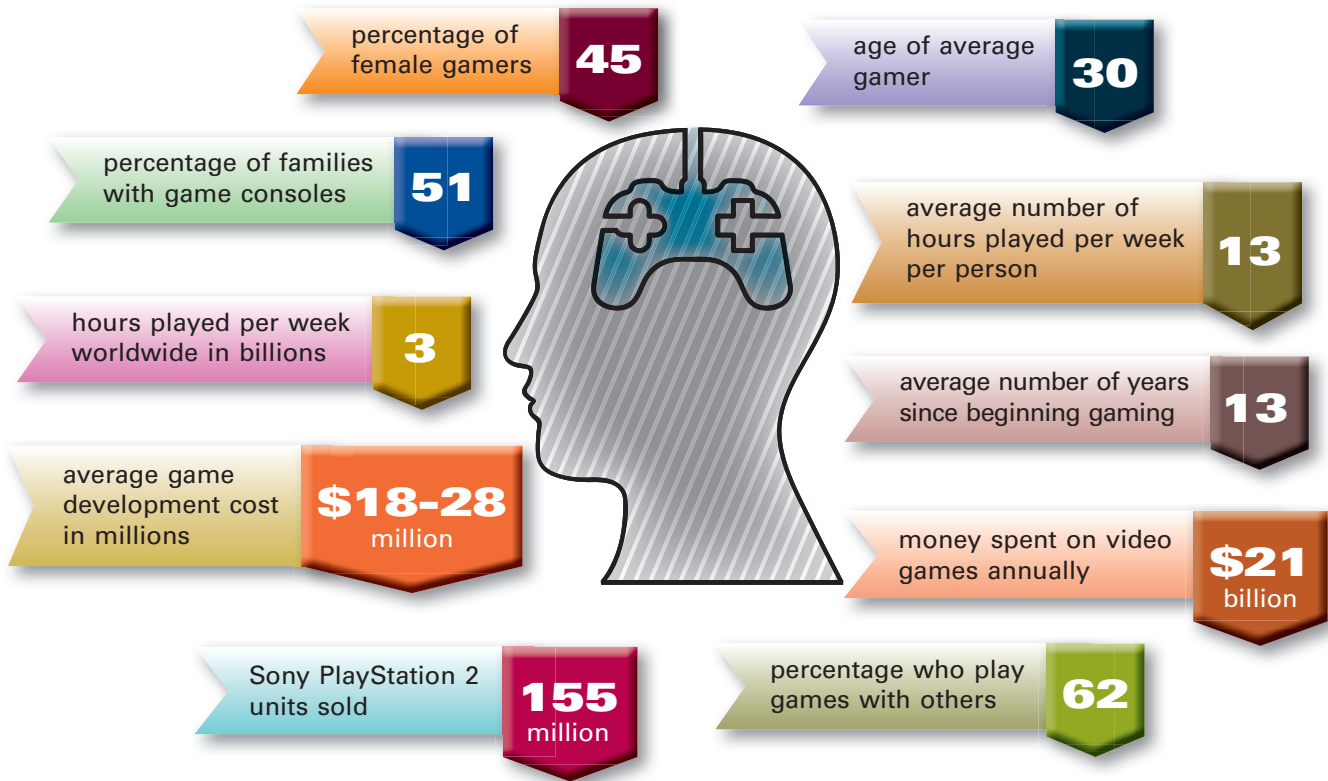
Work with a partner or in small groups. Ask and answer the questions below.

- 1 Look back at the ideas you highlighted. Are they the same? What are the differences?
- 2 How can you recognize that somebody is addicted to gaming? What are the symptoms?
- 3 The text mainly discusses the problems of violent video games. Do you think the same problems apply to other forms of violent entertainment, such as movies or television? Why or why not?

4 Researching a topic

A Information gathering

Work with a partner. Read the facts about video games. Take turns explaining them. Then ask and answer the questions below. Write your answers in the chart.



Sources: Entertainment Software Association, Entertainment Software Rating Board

	You	Your partner
1 Favorite game		
2 Number of hours per week spent playing		
3 Amount of money spent on games last year		

B Interpreting and reporting results

1 Work in small groups. Discuss the questions below.

- Which facts surprised you? Why?
- Which games are the most popular in the class? What makes them popular?
- How does your partner's playing time compare with the average?
- Do you think playing video games is an enjoyable leisure activity or a waste of time? Give reasons for your answer.

2 Share your group's ideas with the class. What do most people in the class think about playing computer games?

One fact that surprised me is . . .

We think that the main reason for . . . being so popular is . . .

The majority of us feel that . . .

We were divided on the issue of whether playing video games is . . .

5 Critical thinking

A Decision-making

Look at the two summaries of articles about video games below. What decisions can be made based on this information? Match the decisions with the reasons and choose which decision is best in each case. Then compare your ideas with a partner. Explain your choices.

- 1** An article published in a video gaming magazine reported that playing first-person shooter video games increases hand-eye coordination as well as short-term memory.

Decision

- 1 Play more video games
- 2 Ignore the article
- 3 Look for more evidence

Reason

- because it is obviously biased and not credible before making a decision.
to improve coordination and short-term memory.

- 2** An article in *Scientific American* reports on a study in an academic journal, which found that children between the ages of 14 and 16 who played violent video games showed more aggressive behavior and poor social skills.

Decision

- 1 Buy games with parental guidance controls
- 2 Ignore the article:
- 3 Sell all your video games

Reason

- because all video games are bad for children to limit the violence shown.
you haven't noticed an increase in violence among children.

B Understanding reasoning

- 1** A mother and her son have the following conversation about video games. What patterns of reasoning do they use? Identify the patterns and underline the words that support your answers. Refer back to page 39 if necessary.

cause and effect comparative conditional pros and cons

- Mother:** If your grades don't improve, I will throw out your computer.
Son: That might stop me playing games, but I won't be able to use the computer for schoolwork.
Mother: You're right, but I have no choice. Throwing out the computer means you can't waste time playing games.

Type of reasoning

- 2** Compare your answers with a partner.

C Writing

Write a letter to a newspaper complaining about the negative effects of video games on young people. Suggest that new laws are needed to control video game sales. In your letter, try to use all four of the patterns of reasoning. Then compare your paragraph with a partner.

D Role play and debate

Should video game sales be strictly regulated by the government?

The following people are taking part in a TV debate on the issue of video game sales to children.

- Ada:** mother of a 13-year-old son, Rusty. She thinks that Rusty spends far too much time playing video games. She has tried to limit his play, but two evenings a week, she works part-time at a local restaurant. Ada thinks that the government should strictly regulate the sale of video games.
- Rusty:** Ada's son. He thinks that he is able to balance his schoolwork and playing video games. He uses video games as a way to relieve stress. He claims that he has learned a lot about history by playing these games.
- Kelly:** Rusty's math teacher. She notices that Rusty often falls asleep in class. She thinks that parents should be responsible for controlling which games children can play. She has noticed academic performance and social skills declining as video game playing increased.
- Peter:** game developer. He is the creator of *Brutal Thuggery*, a popular but violent online game. Peter thinks that the video game industry should regulate itself. He stresses that historically, violent crime rates have never been lower.

1 Work in small groups, ideally of five. Your teacher will ask four of you to be the characters and one to be the TV presenter. Follow this structure:

- The presenter introduces the topic.
- The presenter invites each person to make a short statement with their point of view.
- The four characters then debate the issues.
- The presenter controls the discussion and makes sure that everybody contributes.

It seems to me that the evidence for . . . is clear.

If that's true, how do you explain the fact that . . . ?

I think there is a connection between . . . and . . .

Let's get back to the issue we're discussing.

What's your reaction to what . . . has said?

Disagreeing



It's fine to disagree with someone, but it's important to be polite when you do so. You can do this in two ways:

- 1 Avoid being direct.
- 2 Give reasons for your opinion.

These expressions may help you.
I understand what you are saying, but I don't agree because . . .
I'm not sure you've thought about . . .
I see your point, but I'll tell you why I think differently.

2 Share your ideas with the class. Take a vote. Do most classmates vote to regulate video game sales to children?

Quotable Quotes

Final thoughts . . .

I think the thing we see is that as people are using video games more, they tend to watch passive TV a bit less. And so using the PC for the Internet, playing video games, is starting to cut into the rather unbelievable amount of time people spend watching TV.

Bill Gates
 American businessman and Microsoft co-founder

- 1 Are video games better than TV?
- 2 Fewer people are watching TV. Is this because of video games or other reasons?
- 3 Do you watch less TV than you used to? Why or why not?



Unit 7

MARRIAGE AROUND THE WORLD



1 Critical cartoons

A Building knowledge

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

- 1 How many different kinds of marriage arrangements can you think of? What countries are they practiced in?
- 2 What is the message of the cartoon?
- 3 How have marriage customs changed in your country over the last 40 or 50 years?
- 4 Work with a partner and try to make up another banner for the cartoon for 40 years from now. What might be written on it?



Media link

When Harry Met Sally is a famous romantic comedy that tracks the lives of two friends over the course of many years and asks the question, "Can men and women ever just be friends?" The film contains a series of touching short interviews with married couples about how they met and fell in love.

For online resources and videos, 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

breakdown compensate elimination formally genetic(s)
goods historically legitimate punishment viable



Different Ways of Tying the Knot

5 Marriage is a custom that is found in many variations and in all societies. It is influenced by both genetic and social factors. Though people often believe that the way marriage is practiced in their culture is the only viable arrangement, there are different ways for people to be married, and these have changed over time. A major distinction is between monogamy (*mono* meaning “one”), which describes a marriage to only one person at a time, and polygamy (*poly* meaning “many”), in which a person may marry more than one person at a time.



10 With monogamy, it used to be common for one family to compensate the other with money, property, or goods. When the bride’s family compensates the groom in this way, it is called a dowry. Because of the financial burden on the bride’s family, many countries have broken with this tradition, and dowries are illegal in some places where they were once common, for example India. Another big change in marriage customs is with the ending of a marriage. Up until the twentieth century, very few people could get a divorce. When this became easier, some people predicted a breakdown in society. Luckily, that has not happened.

20 Within polygamy, there are marriages in which a husband can have two or more wives, or marriages in which a wife can have two or more husbands. Both have been legitimate forms of marriage at one time or another in different cultures. For example, the Mormons in the United States practiced polygamy until it was made illegal in 1862. Despite the threat of punishment, some groups there continue to practice polygamy, and its elimination from North America is far from certain. In Africa and across the Middle East, there are many countries today where polygamy is legal. Historically, there are far fewer examples of women having more than one husband, and no countries today formally recognize this type of polygamy. It was a common practice in ancient Sparta (part of modern-day Greece), and it may still be practiced informally today in parts of Tibet, where the usual practice is for brothers to share one wife and so help keep the family property undivided.

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

- A In Defence of Traditional Marriage
- B Polygamy
- C Marriage around the World


READING

ONLINE

B Words in context: register

synonym

A word or phrase that has the same or nearly the same meaning as another word or phrase

- 1 “Register” refers to the degree of formality in language. Match the keyword in each sentence below from the text to its synonym. The synonyms are less formal than the keywords.
- When the bride’s family **compensates** the groom in this way, it is called a dowry.
 - charges
 - pays
 - tells
 - Both have been **legitimate** forms of marriage at one time or another in different cultures.
 - fake
 - happy
 - real
 - Its **elimination** from North America is far from certain.
 - removal
 - spread
 - influence
- 2 Now rewrite in your own words each of the sentences above using the synonym. Where possible, match the tone of the sentence to the synonym.
- _____
 - _____
 - _____

C Vocabulary building: idioms Example: *break with tradition*

- 1 An idiom is a group of words that together have a meaning that is different from the meanings of the separate words. Below are some idioms with the word *break*. Match each idiom to its meaning.
- | | |
|----------------------|--|
| break even | to make people feel relaxed with each other, often by starting |
| break the ice | a conversation |
| break the news | to do something different from what is usual |
| break with tradition | to get the same amount as that invested in a business |
| | to give someone important new information |
- 2 Complete the sentences below with the correct idiom.
- The record company decided to _____ and release the album for free.
 - After two years in business, Kate’s Muffin Shop is just beginning to _____.
 - She couldn’t wait to _____ about her job offer to her boyfriend.
 - A short self-introduction is a good way to _____ at a business convention.
- 3 Now use the idioms to make your own sentences.

D Discussion dictation



- 1 Listen and write down the questions. Then discuss them in small groups.
- _____
 - _____
 - _____
- 2 Form new groups and compare your answers.

3 Reading skills

READING
ONLINE

A Pre-reading questions

- 1 What are two traditional functions of marriage?
- 2 Approximately what percentage of women in the United States have lived with a partner without being married?

A 10 percent B 25 percent C 50 percent D 60 percent

B Reading

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



Marriage is a truly universal concept. In fact, there is no culture in the world in which some form of marriage does not exist. The form that marriage takes may vary greatly from place to place, but if we look at the social functions behind marriage, we see many similarities.

Historically, marriage has had four main functions. First, there are rules as to who can marry, and these rules usually prohibit marriage between close relatives. The science of genetics in the twentieth century has

demonstrated that this promotes the elimination of health problems that can occur in children of such marriages.

The second function of traditional marriage has been to protect the property and inheritance rights of children. Until recently, marriage ceremonies were always public, and children of the marriage were publicly recognized as having these rights. Children born outside a marriage often had no such rights.

The third function of marriage is to protect the rights of women. Historically, in a majority of societies around the world, woman had few, if any, rights. In particular, they had no property rights. Beyond clothes and other personal items, they owned few goods and depended on their husbands for everything. Customs associated with marriage compensated for this lack of rights and provided some protection for women who were divorced or widowed.

A final function of marriage has been to preserve the unity of a particular group. This group might be linked by religion or race. Many cultures have had traditions that prohibit marriage outside the dominant religion. Similarly, in some cultures, marriage to someone of a different race has been prohibited and even criminalized. In the United States, for example, until the Supreme Court ruled it illegal in 1967, 16 states had laws that prohibited interracial marriage, and participants in such marriages were subject to punishment as criminals. Another way to maintain group unity has been through arranged marriages, sometimes of children;

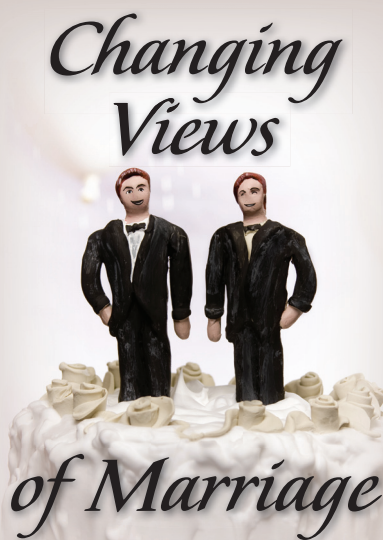
this has been common in societies where group identity is seen as important.

Some countries still maintain institutions that support part or all of these traditional functions of marriage. However, over the last 100 years or so, especially in Western countries, there has been a shift away from strict observance of rules that preserve these functions. This is because the conditions that gave rise to these functions of marriage have changed. Marriage is no longer the

only evidence of fatherhood. Genetic testing can easily prove who is a child's legitimate father. Similarly, the rights of women, especially property rights, are increasingly protected by law, and in many cases women no longer need to be married to claim these rights. Furthermore, laws that prohibited marriage between different racial or ethnic groups no longer exist in most countries. And with globalization and massive immigration around the world, interracial marriage is no longer unusual in many countries.

Are we perhaps seeing a trend that is leading toward the breakdown of traditional marriage? It is true that in

many parts of the world, traditional marriage is still the norm, but it seems that with economic progress comes the liberalization of society. As children, women, and minorities receive greater legal protection and equality, marriage is undergoing a transformation. More and more couples are living together without formally recognizing their relationship through marriage. In the United States, for example, nearly half of all women between 15 and 44 have experienced such a union. Another example of this transformation is same-sex marriage. In 2013, the United States Supreme Court struck down as illegal a federal law that defined marriage as being between a man and woman. These recent trends suggest that at least in some countries, traditional marriage between a man and a woman is no longer the only viable option. However, that does not mean that traditional marriage will cease to be the norm anytime soon.



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C Understanding the text

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

- GIST** What is this text mainly about?
 - The breakdown of marriage
 - Traditional views of marriage
 - Marriage then and now
- MAIN IDEA** Which of the following statements best describes the main idea of the text?
 - Marriage has protected women and children.
 - Marriage is different in different countries.
 - The reasons for marriage have changed, especially in Western countries.
- DETAILS** Until 1967, people of different races who married in some US states could . . .
 - be arrested.
 - not be married in a church.
 - be accused of marrying outside their religion.
- DETAILS** Which one of the following has not been a function of traditional marriage?
 - Protection of women's rights
 - Protection of children's rights
 - Protection of the rights of minorities

D Making inferences

Which two of the following sentences could the author have written?

- Traditional marriage will disappear within 50 years.
- Couples should be encouraged to marry rather than live together.
- Marriage is changing in societies all over the world.
- In the future, perhaps a majority of couples will live together without being married.
- As countries develop economically, traditional marriage will become less important.

E Recognizing contrasts

- The words *however* and *but* are often used to describe contrasting ideas. Scan the text for these words and summarize the contrasting ideas in each case.

Idea 1	Idea 2
1 (Paragraph 1) _____	but _____
2 (Paragraph 6) _____	however _____
3 (Paragraph 7) _____	but _____
4 (Paragraph 7) _____	however _____

- Work with a partner. Take turns explaining the ideas in each case in your own words.

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 fewer people marry in the future, how will this affect society? Think about population changes, children, homes.
- Do you think the changing nature of marriage in some countries is positive or negative? Why? In what ways?

4 Researching a topic

A Information gathering

Below is a chart on marriage and divorce rates in countries around the world. Work with a partner. One is Student A; one is Student B. Student A: use the chart below. Student B: use the chart on page 100. Ask your partner for the missing information and complete the chart.

Marriage and divorce rates around the world			
Country	Marriage rate (per 1,000)	Divorce rate (per 1,000)	Marriages ending in divorce
 Brazil		1.4	30%
 China	7.2		28%
 Egypt	7.2	1.9	
 Iran		1.7	16%
 Italy	4.2	0.9	
 Japan	5.8		35%
 Russia		4.7	53%
 South Korea	6.9		33%
 Turkey	8.6	1.6	
 United States	7.2		50%

Source: United Nations

B Interpreting and reporting results

1 Work in small groups. Discuss the questions below.

- Which countries have the highest divorce rates?
- Which countries have the lowest marriage rates?
- What social, cultural, or other factors might explain the values in the data?
- How does your country compare? Try to find the marriage and divorce rates for your country if it is not on the list.

2 Share your group's ideas with the class. What factors did you identify? Which are most important?

We thought that . . . countries were similar because . . .

In our group, we suggested that the low divorce rate in . . . might be explained by . . .

We think that countries that . . . generally have lower divorce rates.

One factor that may influence divorce rates is . . .

5 Critical thinking

A Fact or assumption?

There are many different points of view on the subject of marriage. Work with a partner and decide if the following statements are facts (F) or based on assumptions (A).

- 1 The older couples are when they marry, the less likely they are to divorce. _____
- 2 Legalization of same-sex marriage will lead to a fall in the birthrate. _____
- 3 If people are made to live together before marriage, they are are less likely to divorce. _____
- 4 Women have their first child at an older age than they did 50 years ago. _____
- 5 A traditional marriage, in which the husband works and the wife raises the children, is the most stable. _____

B Understanding reasoning

- 1 Jessica and Brendan are discussing marriage. What patterns of reasoning do they use? Identify the patterns and underline the words that support your answers. Refer back to page 39 if necessary.

cause and effect comparative conditional pros and cons

	Type of reasoning
Jessica: Because women's rights are protected, marriage has lost much of its meaning.	_____
Brendan: Do you really think so? I think marriage still has a purpose. For example, if a couple have an arranged marriage, they are less likely to divorce.	_____
Jessica: Marriage may provide a stable environment for children, but it also limits personal freedom.	_____
Brendan: Well, religion is important, too. The divorce rate is lower in countries where religion is strong than in countries where people are not religious.	_____

- 2 Compare your answers with a partner.

C Writing

Look at the statements in A and B above. Write a paragraph that expresses your opinion about the value of marriage. Try to use all four of the patterns of reasoning. Then compare your paragraph with a partner.

D Discussion

You are going to discuss the pros and cons of arranged marriage. Customs vary, but the main features of arranged marriage are that the decision involves more people than the couple and that both sides agree to the marriage.

1 Form small groups. Choose A or B.

Group A: Discuss why arranged marriages are good.

Group B: Discuss why arranged marriages are bad.

Think about the families involved and the married couple. The following factors may help you.

age difference	looks	profession
compatibility	money	romantic love
divorce rate	personal choice	success
family background	personality	
interests	physical attraction	

2 Form new groups. Students from Group A should join students from Group B. Compare your ideas and discuss the different point of view. Use the patterns of reasoning you have learned.

3 Share your ideas with the class. Overall, do you think arranged marriage is a good idea?

The main reason we think arranged marriages are good/bad is that . . .

We agreed that arranged marriages have several good points, but . . .

One way arranged marriage may be good is . . . , but . . .

If a couple's marriage is arranged, then one disadvantage is . . .

Paraphrasing

When explaining or sharing ideas with others, it is helpful to summarize your thoughts with simpler statements. This is called paraphrasing. You can use the expressions below to paraphrase.



Simply put, what I'm trying to say is . . .

Basically, we think that . . .

In a nutshell, our view is that . . . because . . .

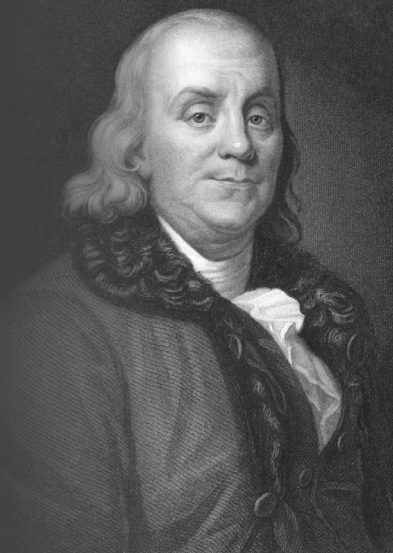
Quotable Quotes

Final thoughts . . .

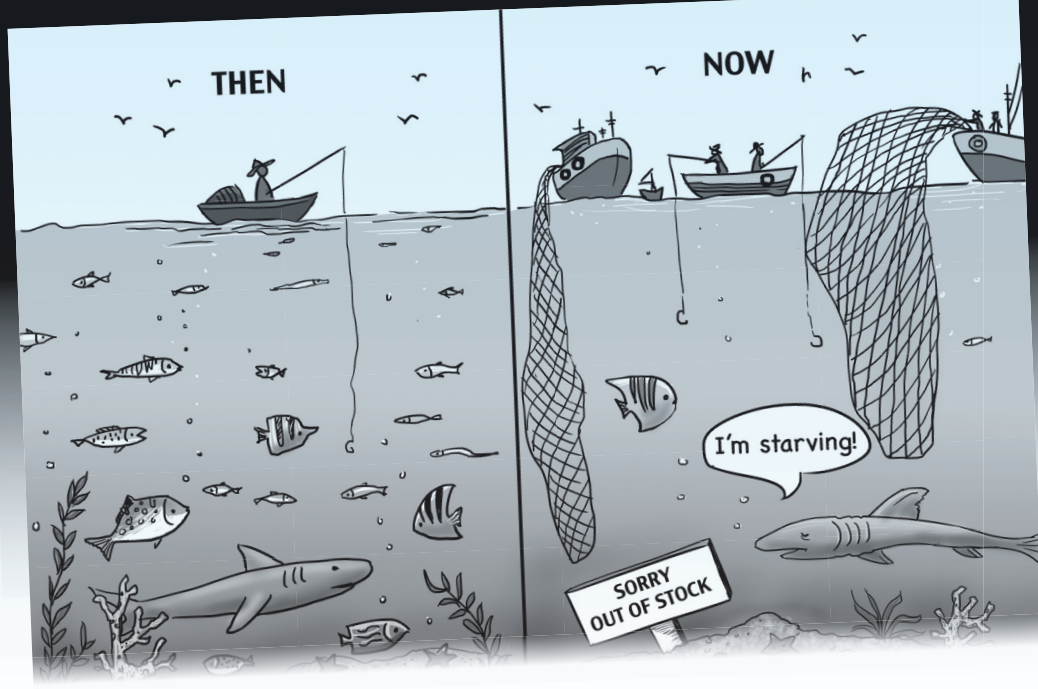
Where there's marriage without love, there will be love without marriage.

Benjamin Franklin
Founding Father of the United States

- 1 Explain in your own words what Franklin means.
- 2 Do you agree with this quote? Why or why not?
- 3 How is this quote connected to the topic of this unit?



FISHED OUT: OUR EMPTY OCEANS



Unit 8

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 situation shown by the cartoon?
- 2 Do you avoid any kinds of marine products because you know they are being overfished?
- 3 We have enough fishing boats for three planets. Why do you think this is?
- 4 What is the message of the cartoon?



Media link

The End of the Line is a documentary that looks at the shocking effect of overfishing on world fish populations. It argues that extreme action is needed in order to reverse these dangerous trends. It is based on the book of the same name by Charles Clover.

For online resources and videos, 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

ancestor biodiversity biologist continent degrade
 rational shallow stabilize treaty widespread



The Grand Banks



There is no greater example of the dangers of overfishing than the Grand Banks of Newfoundland. Banks are large shallow areas in the seas next to the coasts of continents. One feature of the Grand Banks is the temperature of the water, which is the result of the Gulf Stream bringing warm water from the Gulf of Mexico to the Banks. The shallow depth and mixing of the warm Gulf Stream with the cold Labrador Current

- 5 create conditions that allow a biodiversity of animal life; the banks once supported large populations of fish and other sea creatures.
- In the 1500s, knowledge of the Banks became widespread, and many countries began to send fishing fleets to the area. The ancestors of European and North American fishermen used small wooden boats and did not catch many fish, so the cod population remained stable. Later, more efficient fishing boats, known
- 10 as trawlers, were designed. These pulled a large net called a trawl. With the invention of steam and diesel engines, trawlers became more powerful, and the nets they pulled became bigger. They dragged their nets over the bottom of the sea, catching many kinds of unwanted fish in their nets. There was a lot of waste, and the action of the nets degraded the environment. People simply turned a blind eye to this situation, which existed for hundreds of years. Eventually, biologists who were studying the cod population began
- 15 to warn of future problems. They argued that the rational outcome of continuing in this way would be the collapse of the cod fisheries. In this case, the word "collapse" has a special meaning: it means that the population falls to less than 10 percent of the original population. Other experts claimed that the Grand Banks were too large for humans to affect. However, over time, the catches became smaller. Populations of fish could not stabilize as the gap between the harvest and the replacement rate continued to expand.
- 20 In 1977, Canada began to regulate fishing in a 320-kilometer zone based on an international treaty, partly to protect the declining fish stock. However, other countries continued to overfish, and in the early 1990s, the cod population finally collapsed. In 1992, to prevent the Atlantic cod from becoming extinct, the Canadian government stopped all cod fishing. More than 20 years later, the cod population in the area has still not recovered.

- 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: register

synonym

A word or phrase that has the same or nearly the same meaning as another word or phrase

- 1 "Register" refers to the degree of formality in language. Match the keyword in each sentence below from the text to its least formal synonym.
- There was a lot of waste, and the action of the nets **degraded** the environment.
 - sullied
 - despoiled
 - damaged
 - They argued that the **rational** outcome of continuing in this way would be the collapse of the cod fisheries.
 - sound
 - sensible
 - logical
 - In the 1500s, knowledge of the Banks became **widespread** and many countries began to send fishing fleets to the area.
 - well known
 - prevalent
 - pervasive
- 2 Now rewrite in your own words each of the sentences above using the synonym. Where possible, match the tone of the sentence to the synonym.
- _____
 - _____
 - _____

C Vocabulary building: idioms Example: *turn a blind eye*

- 1 An idiom is a group of words that together have a meaning that is different from the meaning of the separate words. Below are some idioms with the word *turn*. Match each idiom to its meaning.
- | | |
|----------------------|--|
| turn a blind eye | to imagine or remember times in the past |
| turn over a new leaf | to decide not to do anything to hurt a person who has hurt you |
| turn the other cheek | to ignore something that you know is wrong |
| turn back the clock | to change your behavior in a positive way |
- 2 Complete the sentences below with the correct idiom. Change the word forms as necessary.
- Let's _____ and play some music from the 70s.
 - Mika was upset when her best friend shouted at her, but she _____.
 - The limited resources and budget cuts forced the police to _____ to the problem.
 - The doctor's warning motivated Sura to _____ and take up jogging.
- 3 Now use the idioms to make your own sentences.

D Discussion dictation



- 1 Listen and write down the questions. Then discuss them in small groups.
- _____
 - _____
 - _____
- 2 Form new groups and compare your answers.

3 Reading skills



A Pre-reading questions

- 1 How are the fish-eating habits of people in developing countries changing?
- 2 Fish is an important part of a healthy diet. Are there any problems that come from people eating more fish? If so, 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.



Our Desert Oceans

Our ancestors hunted many types of wild animals. Today, the only wild animals hunted in any significant numbers are fish. The numbers truly are significant, to the extent that many fish species that used to be widespread are now

5 threatened with extinction.

In the sixteenth century, when Europeans first ventured across the Atlantic to the northeast coast of the North American continent, they were amazed at the abundance of fish in the shallow waters of the Grand Banks. Stories at the

10 time describe how it was possible to scoop fish from the sea using a basket. The promise of a rich fishing industry along with the fur trade provided the economic basis for early exploration of that part of the world. For the next 300 years, fishing was the backbone of the area's economy.

15 Today, though, the fish are largely gone. In the early 1990s, the fishing industry in Newfoundland collapsed, and despite efforts to help fish stocks to recover, to date they have not done so. Some marine biologists suggest that the ecosystem has changed and that it might not be possible to

20 return the environment to what it was before and stabilize it at previous levels.

According to the World Wildlife Fund, the capacity of the world's fishing fleets is two to three times what is sustainable over the long term. However, it is not just

the number of fishing boats that is the problem: fishing technology has changed enormously over the last 30 years. A technique called bottom trawling allows very large nets to be dragged across the ocean floor. Giant rubber rollers prevent the nets from getting caught and breaking on rocks and coral, but these rollers also destroy coral and other fish

25 habitats. The result is a desert on the ocean floor where nothing can live.

Modern fishing methods are indiscriminate. Everything is caught, not just the fish species targeted. These unlucky fish and other marine animals, known as "bycatch," are often thrown back dead into the sea. They may not have commercial value, but they are essential to the marine ecosystem. Other destructive fishing methods include cyanide fishing, where fish are poisoned to make them easier to catch, and dynamite fishing, where fish are killed

35 by underwater explosions. Both these methods degrade and sometimes destroy the marine environment.

This unsustainable rush to grab as much of the world's marine resources as possible before they disappear is a modern tragedy. It is driven by self-interest and an increasing desire to consume fish, especially among developing nations. As the wealth of a country increases, so does protein consumption by its population.

45

Attempts to regulate fishing in a rational way face many problems. First, there is the fact that much of the ocean is outside the territory of a single nation; any rules must therefore be negotiated through international treaties. Some countries with large fishing fleets do not support regulation. They may even provide subsidies to the fishing industry. In fact, 20 percent of global fishing revenues comes from government subsidies. The second problem relates to enforcement. The oceans are vast and resources limited. Pirate fishing boats are motivated by huge profits and the chance of being caught is low.

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We have no clear idea of the final result of our overfishing. In some respects, we know more about the moon than we do about the deep ocean. But one thing is certain: unless we do something about this massive attack upon our ocean environment and its biodiversity, we may be the last generation to know what it is like to eat wild fish.

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C Understanding the text

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

- 1 **GIST** What is this text mainly about?
 - A Overfishing
 - B Pollution in the ocean
 - C The importance of eating fish
- 2 **MAIN IDEA** What is the main idea?
 - A Fishing technology has improved a lot in the last 30 years.
 - B We need to limit and control fishing before it is too late.
 - C Countries are beginning to cooperate to save our oceans.
- 3 **DETAILS** The capacity of the global fishing fleet has increased because . . .
 - A there are many more fishing boats.
 - B fishing technology has improved.
 - C of both the above reasons.
- 4 **DETAILS** Regulating fishing is difficult because . . .
 - A the oceans cover a very large area.
 - B the fish are getting harder to catch.
 - C people enjoy eating fish.

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.

- | | | | |
|---|---------------------------|---------------|-------|
| 1 | <i>they</i> | (line 8) | _____ |
| 2 | <i>they</i> | (line 17) | _____ |
| 3 | <i>what</i> | (line 23) | _____ |
| 4 | <i>These unlucky fish</i> | (lines 34–35) | _____ |
| 5 | <i>It</i> | (line 45) | _____ |

E Making inferences

Which two of the following statements would the author probably disagree with? Circle the correct answers. Then compare your answers with a partner.

- 1 The oceans of the world are so large that fishing has only a local impact.
- 2 If one fish species becomes endangered, we cannot simply choose a different species to fish.
- 3 Fishing regulations are often ignored.
- 4 Government fishing subsidies are a major problem.
- 5 Fish farming is the answer to the overfishing problem.

Going beyond the text

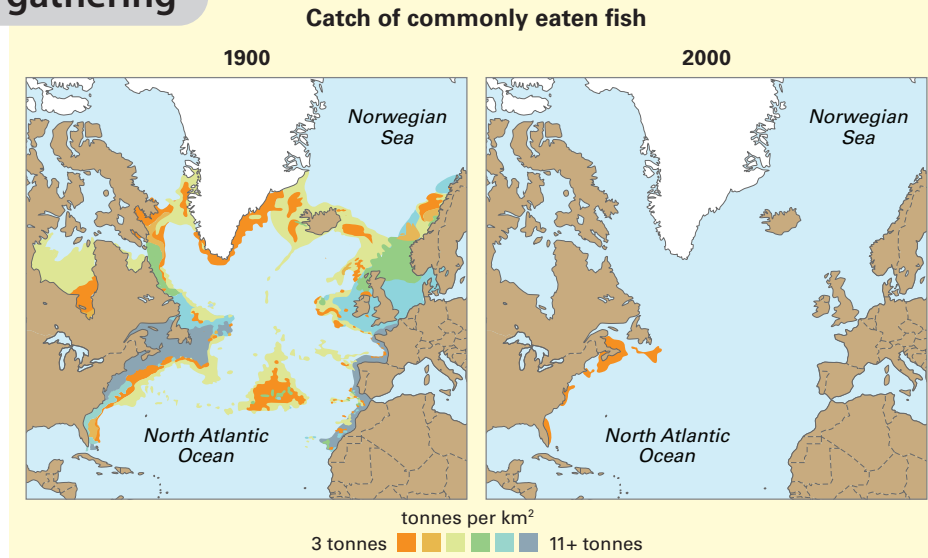
Work with a partner or in small groups. Ask and answer the questions below.

- 1 Look back at the ideas you highlighted. Are they the same? What are the differences?
- 2 Overfishing is similar to climate change: no single nation can find a solution. Do you agree? Why or why not?
- 3 Fish farming is sometimes suggested as a solution to overfishing? What do you think?
- 4 The author suggests that we know more about the moon than the ocean. Why do you think this is?






4 Researching a topic

A Information gathering

Study the information about five commonly eaten fish. Work with a partner. One is Student A; one is Student B. Student A: use the chart below. Student B: use the chart on page 101. Ask your partner for the missing information and complete your chart.



Source: V. Christensen et al. 2003. Fish and Fisheries

Fish facts					
Species	 Atlantic cod	 Atlantic halibut	 Haddock	 Sole	 Bluefin tuna
Comments	Less than 10% of maximum stock levels	Reaches maturity at 10 years old; can live to be over 50			Population down nearly 90 percent since 1970s
FAO status*		Depleted	Depleted		Depleted
tonnes of fish caught per year (1,000)					
1950	2,080	22		369	
2000		4	213		83
2010	952		396	433	

Source: United Nations Food and Agriculture Organization (FAO)

*FAO status: under-exploited, moderately exploited, fully exploited, over-exploited, depleted (= shrinking population)

B Interpreting and reporting results

1 Work in small groups. Discuss the questions below.

- 1 What information do the maps tell us? Describe the changes.
- 2 What is the situation for each of the fish since 1950? Briefly summarize the changes.
- 3 What is the current situation for each fish? Which fish stock has decreased most since 1950?
- 4 The FAO designates some wild fish species as depleted, yet the catches have not always decreased. Can you explain this?

2 Share your group's ideas with the class.

Since 1950, stocks of . . . have gone from . . . to . . .

The most rapid / largest decrease has been . . .

According to the FAO, the current status of . . . is . . .

We can see there has been a big decline in . . .

5 Critical thinking

A Fact or opinion?

Two people are discussing a possible new United Nations law of the sea that could limit the number of fish caught. Jan Helberg is president of a canned-fish company. Linda Wong teaches marine biology to graduate students and works as a volunteer consultant to the World Wildlife Fund.

Work with a partner. Decide who made the following statements and whether they are fact (F) or opinion (O).

Statement	Who said	Fact or opinion
1 "Many fish stocks are healthy. A new law is not needed."		
2 "People have fished for thousands of years; the fish industry is just more efficient now."		
3 "We need regulation now. Many fish stocks are already depleted."		
4 "We need to do more research before signing the treaty."		
5 "Jobs may be lost in the short term but saved in the long term."		

B Understanding reasoning

In previous units, you have studied cause and effect, conditional, comparative, and pros and cons patterns of reasoning. Another type is called analogical reasoning. This is when we compare two things that are similar and use them to predict other similarities.

Jan and Linda are discussing the new law. What patterns of reasoning do they use? Identify the patterns and underline the words that support your answers. Compare your answers with a partner.

	Type of reasoning
Linda: If we save the fish, there will be jobs for people in the future.	_____
Jan: The treaty may save a few fish; on the other hand, it will destroy our economy and put 100,000 people out of work.	_____
Linda: Commercial fishing is like mass murder. It simply can't be justified.	_____
Jan: But countries that have signed the treaty have smaller fishing fleets than others; some of them have no coastline!	_____
Linda: Signing the treaty today will mean our grandchildren can eat fish.	_____

C Writing

Look at the statements in A and B above. Write a paragraph that describes your opinion about commercial fishing. Try to use all five of the patterns of reasoning. Then compare your paragraph with a partner.

D Role play and debate

Should our country sign the treaty limiting commercial fishing?

You are going to take part in a TV debate on whether your country should sign the treaty limiting commercial fishing. The panel consists of these people.

			
<p>Sergio Martinez is a 47-year-old Spanish deep-sea fisherman. If Spain signs the treaty, he will be out of work. He is married with four children. His oldest daughter is about to enter college.</p>	<p>Wendy Smith, 52, owns a small fish restaurant in Monterey, California. She is afraid that if the United States signs the treaty, the cost of fish will drive away customers. She has no pension.</p>	<p>Manzo Nagano is a 68-year-old Japanese environmentalist, and he is lobbying for Japan to sign the treaty. He used to teach marine biology at a major university.</p>	<p>Ali Dembry is a 21-year-old arts student at a private college in Sydney. She is a strict vegan. Ali opposes all fishing and believes that aggressive and direct action is necessary.</p>

1 Work in small groups, ideally of four. Your teacher will ask you to be one of the characters. Debate the issues in your groups. Before you begin, think about your character and prepare your arguments carefully. Refer back to the information in this unit as necessary.

- Support your argument with examples.
- Refer to common sense.
- Use examples, statistics, expert opinion.

According to world experts . . .

If you look at the latest statistics on . . . , we can see that . . .

A good example of this can be seen . . .

As . . . states, . . .

Voicing your opinion



There are three parts to giving your opinion in a discussion or debate:

- 1 State your opinion
- 2 Give a reason for your opinion
- 3 Provide some evidence: examples, statistics, expert opinion

You have already practiced using expressions to state your opinion and studied ways you can explain your reasoning. These expressions help you provide evidence.

2 Share your ideas with the class. Take a vote. Do most classmates vote to sign the treaty?

Quotable Quotes

Final thoughts . . .

We know that when we protect our oceans, we're protecting our future.

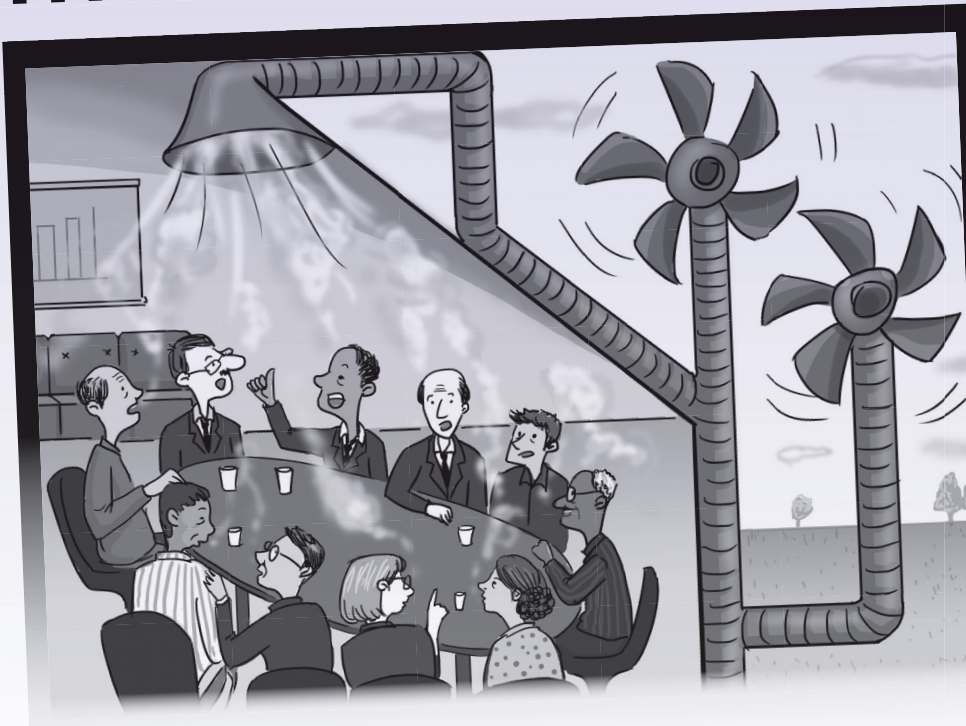
Bill Clinton
former president of the United States

- 1 Apart from overfishing, in what other ways do humans damage the oceans? Which are most serious?
- 2 Why do you think Clinton connects protecting oceans with protecting our future?
- 3 What are some actions that people can take to help?



Unit 9

RENEWABLE ENERGY: THE GREEN CHOICE



Political hot air: the world's most renewable energy source

1 Critical cartoons

A Building knowledge

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

- 1 How many different sources of energy can you name? List them.
- 2 What does the idiom "hot air" mean?
- 3 What is the message of the cartoon?
- 4 Do you think politicians in your country are full of hot air? Why or why not?



Media link

Who Killed the Electric Car is a documentary about a fully electric car, called the EV1, designed by General Motors in the mid-1990s, and the powers that seemed to work together to try to make it fail.

For online resources and videos, 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

bulk exploit finite infinite likewise
obtain reliability solar transformation utilize



- The northern European country of Denmark produces so much oil that it exports it to other countries. Its oil and natural gas resources are mostly found in the North Sea. Of course, the country uses oil for many things other than powering cars; currently, the bulk of its electricity is produced using oil. However, the Danish government realizes that oil is a finite energy source that will run out some day. It accepts the need to obtain a different source of energy, ideally one that seems infinite. The government also knows that the energy source has to meet certain criteria. The energy must be reliable and able to be produced every day, despite varying conditions. Solar panels have problems with reliability because they produce electricity only when the sun shines. Likewise, land windmills suffer from reliability problems: very often, the wind is not strong enough. However, off the coast of Denmark, the wind blows constantly, and furthermore the sea is only five to fifteen meters deep. The Danish government has decided this is an excellent natural resource to exploit, and it has encouraged the construction of windmills up and down the coast. As a result, wind power now produces 20 percent of all the electricity used in the country.
- Denmark's transformation from oil exploiter to green power continues today. In 2012, the government launched a plan to produce 50 percent of its electricity from wind by 2020. Danish companies have gained more than government contracts to build the windmills. They have utilized their knowledge to good advantage and now stand as world leaders in wind power.

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

- A Denmark is moving from oil-based energy to wind power.
B Denmark needs a reliable energy source.
C There are various reasons for solar energy not being suitable in Denmark.



B Words in context: register

1 "Register" refers to the degree of formality in language. Match the keyword in each sentence below from the text to its least formal synonym.

- 1 It accepts the need to **obtain** a different source of energy.
 - A secure
 - B find
 - C acquire
- 2 Denmark's **transformation** from oil exploiter to green power continues today.
 - A change
 - B conversion
 - C adjustment
- 3 They have **utilized** their knowledge to good advantage and now stand as world leaders in wind power.
 - A develop
 - B exploited
 - C used

2 Now rewrite in your own words each of the sentences above using the synonym. Where possible, match the tone of the sentence to the synonym.

- 1 _____
- 2 _____
- 3 _____

C Vocabulary building: phrasal verbs Example: *run out (of)*

Phrasal verbs with *run*

run across run out of run through run up against

1 Read the sentence in the text with the phrasal verb *run out* (line 5) and the sentences below. Guess the meaning of each phrasal verb. Then compare them with a partner.

- 1 Let's run through our strategy once more to make sure we've thought of everything.
- 2 The IT department ran up against all kinds of problems trying to introduce the new technology.
- 3 When I was tidying up my bedroom, I ran across an old photo.

2 Use the phrasal verbs in the box to complete the sentences below. Change the word form as necessary.

- 1 After waiting to be rescued for over three days, the flood victims were beginning to _____ hope.
- 2 In all our years in business, we have never _____ a tougher competitor.
- 3 Lena _____ several friends when she visited her hometown.
- 4 Make sure you begin by _____ the key points when you present at the meeting.

3 Use the phrasal verbs to make your own sentences. Then compare them with a partner.

D Discussion dictation



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

- 1 _____
- 2 _____
- 3 _____

2 Form new groups and compare your answers.

3 Reading skills



A Pre-reading questions

- 1 What are two advantages of nuclear power?
- 2 What are three ways of using the sun's energy?

B Reading

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



Beyond Fossil Fuels

For the bulk of human history, people used renewable energy. They burned plant material, usually wood, to create fires for light, warmth, and cooking. Following the birth of agriculture 10,000 years ago, animal and human muscle power was used to plow fields, carry burdens, and pull up water from wells. Only much later, with the Industrial Revolution, people began to exploit non-renewable fossil fuels, such as coal, and later, oil and gas. These concentrated energy sources made the creation of modern civilization possible, and today we have become energy addicts, consuming more and more as the world develops. However, this cannot continue. People may debate how much oil and coal is left under the ground or sea, but one thing is certain: the supply of fossil fuels is finite. We may not know when this energy source will run out, but one day it will, and the impact is likely to be terrible.

We need a transformation in the way we obtain and use energy. But how are we to do it? Some suggest we should turn to nuclear energy as a virtually inexhaustible energy source. They claim that nuclear energy is clean and produces no greenhouse gases. This might be true, but the risk of an accident along the lines of Chernobyl and Fukushima or the spread of nuclear materials to a terrorist organization or state make our reliance on nuclear power unacceptable. We are left with renewable energy sources. Not wood this time, but biofuel and wind, solar, geothermal, and hydroelectric power. Geothermal and hydroelectric power, while important, exist only in a limited number of regions. So this leaves biofuel and wind and solar power to provide us with the energy needs of the future.

Wind power is not new. Since long ago, we have utilized the power of the wind to sail across the oceans, and many are familiar with windmills used to grind corn or draw water from wells. In the past 30 years or so, advances in technology have enabled wind-powered generation of electricity to become an economic reality. Denmark has become the world leader in this regard, and 20 percent of its electricity now comes from giant



wind turbines. Denmark actually transmits electricity to neighboring countries. The country plans to be completely free of fossil fuels by 2050.

Solar power also has great potential. In a single year, we receive twice as much energy from the sun as that contained in all the earth's remaining non-renewable resources, such as coal, oil, natural gas, and uranium. For practical purposes, the sun's energy is infinite. We can capture some of this energy by designing smart buildings, for example, ones in the northern hemisphere that have most windows facing south and few facing north. This is known as passive solar power. Another way is to use the sun's energy to convert water to steam and have this steam drive an electric generator. A third way is to use a solar cell to produce electricity directly. Solar power holds great promise, but its reliability in the far north and south is questionable.

Biofuel is made by fermenting plant material, such as corn or sugarcane, to generate ethanol. This ethanol can then be used directly as a fuel or mixed with gasoline. Biodiesel is made from plant or animal fats and usually added to diesel fuel. Unfortunately, experts point out that biofuel is not as environmentally friendly as other renewable energy sources because it produces CO₂ when burned. Likewise, critics complain that it takes away land that could be used to grow food.

At present, renewable energy sources are more expensive than fossil fuels or nuclear power, and the supply of fossil fuels has not yet run out. However, it is clear that the path to a future environmentally friendly world, one with sufficient energy for all, lies in our investment in renewable energy today and its use tomorrow.

C Understanding the text

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

- GIST** What is this text mainly about?
 - Greenhouse gases
 - Future energy sources
 - The danger of nuclear power
- MAIN IDEA** What is the main idea?
 - There are advantages and disadvantages of renewable energy sources.
 - Non-renewable energy sources can be dangerous.
 - We need to shift to renewable energy sources.
- DETAILS** The author identifies two problems with nuclear power. What are they?
 - Nuclear accidents, if they occur, are very dangerous.
 - Terrorists might obtain nuclear material.
 - Nuclear power is very expensive.
- DETAILS** Which two of the following statements are true?
 - Denmark currently gets about a quarter of its electric power from wind.
 - Denmark is an energy exporter.
 - Denmark expects to obtain all its energy from renewable energy sources by 2050.

D Recognizing contrasts

- In the text, several sentences show contrasts using the words *but* and *however*. Find the sentences and complete the statements below in your own words.

- (Paragraph 1) *We may not know when this energy source will run out,* _____
- (Paragraph 2) *We need a transformation in the way we obtain and use energy.* _____
- (Paragraph 2) *This might be true,* _____

- Compare your answers with a partner.

E Making inferences

Which one of the following statements would the author probably disagree with? Circle the correct answer. Then compare your answer with a partner.

- There is plenty of oil and coal in the ground; we shouldn't worry about developing renewable energy until they run out.
- Although it is a renewable energy source, biofuel has some disadvantages.
- The situation in Denmark is proof that renewable energy can replace much of our fossil fuel.

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 author suggests that when fossil fuels run out, the impact may be terrible. Which of the following events are likely to happen? Rank them on a scale of 1 to 5 (1 = very likely; 5 = very unlikely). Explain your ranking to your partners.

- | | |
|---|-------|
| Globalization will come to an end. | _____ |
| Gasoline prices will shoot up. | _____ |
| The cost of many products will rise. | _____ |
| The cost of food will increase dramatically. | _____ |
| Oil drilling in national parks will take place. | _____ |

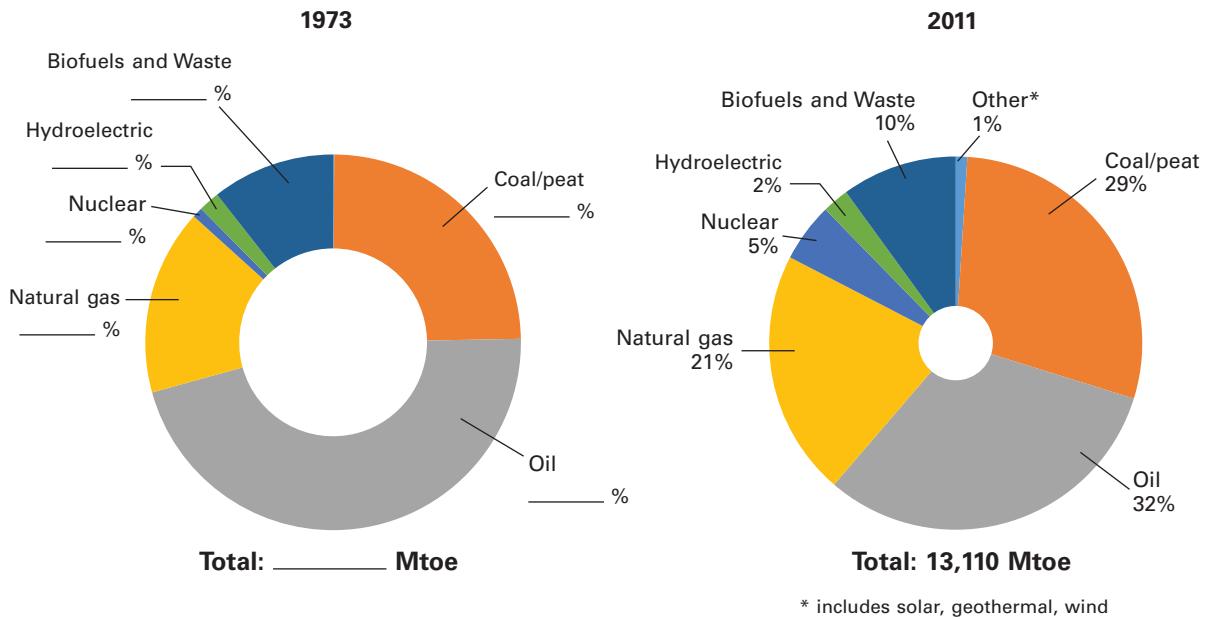
4 Researching a topic

A Information gathering

Do you know where our energy comes from? The charts below show the total global energy supply according to the type of energy in 1973 and 2011. To compare different types of energy sources, the energy is converted into million tonnes of oil equivalent (Mtoe).

Work with a partner. One is Student A; one is Student B. Student A: look at the charts below. Student B: look at the charts on page 101. Ask your partner for the missing information and complete your chart.

Global Energy Sources



Source: International Energy Agency

B Interpreting and reporting results

1 Work in small groups. Discuss the questions below.

- 1 What percentage of the world's energy comes from fossil fuels (oil, natural gas, and coal)?
- 2 How much energy did the world use in 1973 compared with 2011?
- 3 What other trends in global energy use can you see from comparing the charts? Can you explain them?
- 4 Apart from using green energy, we can also decide to use *less* energy. Think of all the things you use that consume energy, such as air conditioners, vehicles, music players, televisions, and cell phones. What things would you be willing to give up or use less of?

2 Share your group's ideas with the class.

If you compare the figures for . . . and . . . , it shows that . . .

One explanation for the difference between . . . and . . . could be . . .

If I had no other alternative, I suppose . . .

I think . . . is essential in modern life, so I wouldn't . . .

There's no way I could ever . . .

5 Critical thinking

A Fact or assumption?

Read the passage below, which is part of a speech made by the president of a solar panel manufacturing company.

Last year, we saw sales rise by 20 percent. This is good news, but unfortunately, high production costs and a fall in the value of the dollar mean that we suffered an overall loss of \$525 million. However, the following five facts suggest that prospects are good:

- 1 Oil and gas prices will continue to climb. _____
- 2 Oil and gas will one day run out. _____
- 3 People will pay more for solar power in order to protect the environment. _____
- 4 People will always reject nuclear power because it is too dangerous. _____
- 5 Solar power has little negative impact on the environment. _____

Three of the “facts” are actually assumptions. Work with a partner and decide which they are.

B Judging reasons

- 1 Decide who made the following statements and how believable they are. Rank each statement from 1 to 3 (1 = most believable; 3 = least believable).

Statement	Oil company executive	Solar panel company president	How believable 1–3
Solar power will always be too expensive for most applications.			
Solar power needs no maintenance and will pay for itself within 10 years.			
New resources of oil and gas are being discovered every day.			
We have to do our part to reduce CO ₂ . Renewable energy is a moral choice.			

- 2 Compare your answers with a partner. Explain your choices.

C Writing

- 1 Write three facts and three assumptions about renewable energy. Don't write which is which. Then exchange papers with a partner. Decide which of your partner's sentences are facts and which are assumptions.
- 2 Tell your partner your answers. Do you agree with each other?
- 3 Choose one of your assumption sentences. Make that the topic sentence and write a short paragraph about renewable energy. Use your factual sentences to support your topic sentence.

Renewable Energy

D Presentation

1 Work in small groups. Your group has been invited to a world conference for young people to promote renewable energy. Discuss the questions below. Choose one person to make notes.

- 1 What is the most appropriate renewable energy source for your country? Why?
- 2 What will be the benefits of this type of energy?
- 3 Are there any problems it will bring? What can be done to solve them?

2 Use your notes to prepare a three-minute presentation on why you think your energy source is most appropriate, its benefits, and challenges. Refer to the presentation tips on pages 16, 40, and below. Discuss and choose

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

3 Give your presentation to another group or to the class. Students who are listening should ask follow-up questions.

Openers

Have you ever considered . . . ?

I'd like to begin with a quotation: . . .

I wonder how many people here know that . . .

I'd like to start by telling you a short story. After the massive earthquake in Japan in 2011, . . .

Openers

The way you start a presentation is very important. Along with the conclusion, it is the part your audience will remember best. You need to quickly get people's attention and create interest in what you are going to say. Here are some ways you can do this:

- Ask a question
- Use a quotation
- State an interesting or surprising fact
- Tell a short story



Quotable Quotes

Final thoughts . . .

I think so long as fossil fuels are cheap, people will use them and it will postpone a movement towards new technologies.

Paul Krugman
American economist

- 1 Do you think fossil fuels are too cheap?
- 2 Do we waste energy because fossil fuels are cheap? Give examples.
- 3 What other steps could governments take to promote renewable energy sources? Should renewable energy sources receive government subsidies?



Unit 10

(In)Equality in a Richer World



The American Dream?

1 Critical cartoons

A Building knowledge

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

- 1 Would you like to own a house one day? Why or why not?
- 2 Do you ever use credit or a loan to buy things you can't afford? Give examples.
- 3 What is the message of the cartoon?
- 4 Have you ever heard about loan scandals in your country or other countries?



Media link

Wall Street is a movie about a young and ambitious stockbroker (Charlie Sheen) who wants to get to the top any way he can; this includes illegal trading involving a wealthy corporate broker (Michael Douglas), whose motto is "Greed is good."

For online resources and videos, 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

bundle censor illusion liable multinational
 portrayal recipe sensible trauma unemployed



The Lehman Shock

On September 15, 2008, Lehman Brothers filed for the largest bankruptcy in American history. Although Lehman was an American company, the shock was felt all over the world because, like

- 5 other multinational banks, they did business with countries on a global scale.

The story began with a new way for banks to lend money to people to buy houses. Years ago, people had to pay a large deposit when they bought their houses. Then they were liable to the banks for the rest of the purchase price. But in 1999, changes in American banking laws

10 took place. The banks were given the green light to combine different loans and sell these bundles of housing loans to investors. To increase profits further, banks began offering people 100 percent of the money for a new house. These were called “subprime loans,” and they were risky but very profitable. Banks also encouraged people to buy bigger houses than they could afford. Some critics compared what American banks were doing with Canadian banks,

15 which had more sensible practices, and warned that this was a recipe for disaster. However, the big banks also funded the media, so the warnings were often censored or ignored.

- Lehman Brothers bundled these subprime loans and sold them around the world. It knew how risky the bundles were, but it continued to promote them as risk-free investments. Business magazines, newspapers, and television shows repeated the company’s claims. This portrayal
- 20 by the media led many investors to buy these unsafe investments.

- When the housing market broke down, many people tried to sell these bundles of subprime loans but discovered that “risk-free” was just an illusion. The bundles lost most of their value, and millions of people lost their savings. This resulted in a banking crisis, which spread around the world. Month after month, economic statistics got worse. More than 9 million
- 25 people in the United States lost their jobs over the next few years. These unemployed people could not pay their housing loans and tried to sell their houses. House prices fell by nearly 30 percent, while the stock market fell 50 percent. However, despite the trauma they caused to the economy, many of those responsible were not punished. These people, like those who worked at Lehman Brothers, were part of the “1 percent”: the richest people in the world.
- 30 Many believe that they did nothing wrong: they were simply pursuing the American Dream.



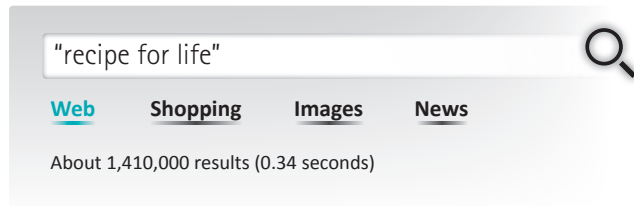
- 2 Read the titles below. Which would also be a good title for the text? Circle A, B, or C.

- A The Collapse of the US Housing Market
 B How the Global Financial Crisis Started
 C Differences between American and Canadian Banks


READING

ONLINE

B Words in context: collocations



Collocations

common word combinations. For example, the noun *bankruptcy* is often found with the phrasal verb *file for*, as in *file for bankruptcy*.

1 We can use search engines, such as Google or Bing, to check the frequency of a specific phrase or collocation. To do this, put quotation marks (" ") around the phrase. Use a search engine to find the frequencies of the following collocations using three of the keywords.

Collocation	No. of results	Collocation	No. of results
1 recipe for disaster	_____	recipe for success	_____
2 multinational banks	_____	multinational corporations	_____
3 warnings were censored	_____	speech was censored	_____

2 Use the collocations above to make your own sentences. Use each keyword.

- 1 _____
- 2 _____
- 3 _____

C Vocabulary building: idioms Example: *give the green light*

1 An idiom is a group of words that together have a meaning that is different from the meanings of the separate words. Below are some idioms with the word *give*. Match each idiom to its meaning.

- | | |
|---------------------------------------|--|
| give someone a heads up | make a secret known to other people |
| give someone the benefit of the doubt | give permission for something to happen |
| give the game away | decide to believe someone even though you |
| give the green light to something | are unsure what they are saying is true |
| | tell someone that something is going to happen |

2 Complete the sentences below with the correct idiom. Change the word forms as necessary.

- 1 Naomi said she was late for the meeting because the traffic was bad, and we _____.
- 2 The mayor _____ to a new shopping mall.
- 3 Before the press conference, I was _____ that there would be important news.
- 4 Announcing the surprise party on Facebook really _____.

3 Now use the idioms to make your own sentences.

D Discussion dictation



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

- 1 _____
- 2 _____
- 3 _____

2 Form new groups and compare your answers.

3 Reading skills



A Pre-reading questions

- 1 What is capitalism?
- 2 How has capitalism affected our standard of living over the last 100 years?

B Reading

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



The Promotion of Wealth



“Capitalism” refers to an economic system in which there is private ownership of businesses and property. It is often contrasted with communism (or socialism), a political system in which the government controls the production of all goods, no people profit from the work of others, and private ownership is strictly limited. Some people’s portrayal of capitalism is negative: an unfair economic system in which a few people become rich based on the exploitation of the labor of the majority. Such people complain that there is too much income inequality and that the government has a duty to redistribute wealth to help the poor.

However, by any sensible measure, capitalism is a superior economic system. A small group of people risk their wealth in ventures that improve the economy and raise the wealth of everyone. Without this small group of capitalists, most of us would face the trauma of economic depression and poverty. Compare the standard of living of an average person of 100 years ago with that of an average person today. By any measure, whether it be health, education, or life expectancy, the modern person is better off thanks to capitalism.

Some people talk about Lehman Brothers and complain about sales of worthless bundles of investments, but capitalism on the whole is fair. It rewards hard work and punishes laziness. History is full of rags-to-riches stories, in which through hard work and perseverance, poor people have become wealthy. Capitalism also promotes democracy. There are few nations with capitalist economic systems that are not democratic.

Unlike communism, capitalism promotes competition and discourages government interference, and this leads to efficiency and innovation. This market efficiency means that black markets are less likely to develop, and this itself reduces crime and corruption. Internationally, capitalist countries usually develop deep connections with each other and support free trade. Large corporations in such countries are often multinational. These economic ties promote policies that are beneficial to both sides and reduce conflict between nations.

An essential component of capitalism is private ownership. Wealth creation, along with property rights, brings many benefits. Take for example the environment: if there is no wealth, there is no money to pay for basic municipal services, such as clean water and sewage systems. A lack of property rights enforced by government institutions means that anyone can dump waste anywhere without fear of being punished. In a state with strict enforcement of property rights, dumping will be liable to civil and possibly criminal penalties. Communist countries may also have laws against pollution, but a private owner is more likely to take action to protect property than a state. Statistics show that the environment in capitalist countries is less polluted.

A final proof of the superiority of capitalism comes from history. The former Soviet Union and its associated communist countries are examples of an attempt by a central government to control markets and redistribute wealth. It didn’t work, and the result was a poor standard of living compared with capitalistic societies in democratic nations. The “workers’ paradise” was an illusion: citizens of these countries faced corruption, black markets, and shortages of commodities. There is a famous saying from this world: “We pretend to work, and the government pretends to pay us.” Despite the boast of full employment in the Soviet Union, much of the population was effectively unemployed. Moreover, there was little freedom under the Soviet system. People lived in fear of the secret police, and speech was censored. The former Soviet Union and its associated communist countries are examples of an attempt by a central government to control markets and redistribute wealth. Such attempts are not a recipe for success. Capitalism may not be perfect, but as yet no one has invented a better economic system.

C Understanding the text

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

- GIST** What is this text mainly about?
 - Free trade
 - Communism
 - Different economic models
- MAIN IDEA** What is the main idea?
 - Free trade removes inefficiency and creates wealth.
 - Capitalism is the best economic system.
 - Wealth leads to investments that benefit everyone.
- DETAILS** One result of a capitalist system is . . .
 - an increase in environmental pollution.
 - redistribution of wealth.
 - fewer conflicts between capitalist countries.
- DETAILS** Capitalism encourages . . .
 - the dumping of waste.
 - the protection of property rights.
 - environmental statistics.

D Cause and effect

Understanding why something happens (the cause) and what happens as a result (the effect) is an important reading skill. Each statement below summarizes the author's ideas and follows a cause-and-effect pattern. Underline the words that represent the cause and circle the words that represent the effect.

- Rich people invest in ventures that improve the economy.
- Poor people become wealthy owing to hard work and perseverance.
- Competition leads to efficiency and innovation.
- If there is no wealth, there is no money available for investment.
- A poor standard of living comes from central government control.

E Making inferences

Which two of the following statements would the author disagree with?

- "Capitalism works." Michael Bloomberg
- "I am convinced that the path to a new, better, and possible world is not capitalism, the path is socialism." Hugo Chávez
- "Capitalism is about adventurers who get harmed by their mistakes, not people who harm others with their mistakes." Nassim Nicholas Taleb
- "The white man knows how to make everything, but he does not know how to distribute it." Sitting Bull
- "Under capitalism each individual engages in economic planning." George Reisman

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 author believes that competition is an important part of capitalism. Should the following be run competitively by companies or non-competitively by the government? Why or why not?

• banks	• police forces	• space exploration
• hospitals	• prisons	• the army
• nuclear power plants	• schools	

4 Researching a topic

A Information gathering

The chart on the right gives information about inequality in the world. The second column shows the Gini index, which measures the inequality in family income in a country on a scale from 1 to 100. If the income is more evenly distributed, the Gini index is lower. If rich people in the country have much higher incomes than the poor people, the Gini index is higher. The third column shows the Gini rank of the country: the lower the number, the more equal the country.

Work with a partner. One is Student A; one is Student B. Student A: use the chart on the right. Student B: use the chart on page 102. Ask your partner for the missing information and complete the chart.

Inequality in the world			
Country	Gini index	Gini rank	National income earned by top 1%
Argentina	46		17%
Australia		20	9%
China	48	107	
Colombia	56		20%
India		59	9%
Indonesia	37	57	
Japan	38		10%
South Africa		135	17%
South Korea	31	28	
Sweden	23		7%
UK	40	76	
USA		96	19%

Sources: CIA World Factbook; World Top Incomes Database

B Interpreting and reporting results

1 Work in small groups. Discuss the questions below.

- Which countries have the most equal and least equal societies? What do you know about these countries?
- Which countries have the highest concentration of income in the hands of the top 1 percent?
- In the graph below, match each point with the country it represents. What is the relationship between the Gini index and income earned by the top 1 percent?
- What do you find most surprising about the data?



2 Share your group's ideas with the class.

We think that a country such as . . . has a high/ low index because of these factors: . . .

The graph shows that the relationship between wealth and income equality is . . .

One thing we found difficult to interpret about the data is . . .

5 Critical thinking

A Clarifying statements

Sometimes, it is necessary to ask people to clarify their statements. This will help you understand more clearly. Work with a partner. Take turns clarifying the following statements.

- 1 There's no such thing as a free lunch.
- 2 Capitalism promotes greed and inequality.
- 3 Without competition, we become lazy.
- 4 Welfare breeds dependence.
- 5 Capitalism means the death of the weak.

Do you mean to say . . . ?

Can you explain what . . . means?

I'm not clear why you say that . . .

So are you implying that . . . ?

B Judging reasons

1 Who do you think made the following statements? Check the boxes.

Statement	Capitalist	Socialist
All schools should be privatized.		
Employees perform best when their job security is guaranteed.		
Everyone is entitled to a basic minimum wage.		
Salaries should depend on staff performance.		
Providing welfare to poor people just encourages them to be lazy.		
Access to free or low-cost health care should be a human right.		

2 Compare your answers with a partner. Do you agree? Explain your choices. What is the connection between the statements and capitalism or socialism?

C Writing

1 Write three facts and three opinions about capitalism. Don't write which is which. Then exchange papers with a partner. Decide which of your partner's sentences are facts and which are opinions.

2 Tell your partner your answers. Do you agree?

3 Choose one of the statements in 5B above. Write a paragraph that expresses and explains your opinion about it. Try to connect it to your ideas about capitalism.

D Discussion

Economic recession in your country has resulted in an increase in the number of homeless and unemployed people. The number of people applying for welfare has increased dramatically. The Gini index is now one of the highest in the world. The president has proposed a plan to build facilities for the poor. The facilities would include hostels, health-care clinics, and job-training centers. However, to finance the plan, income taxes will have to be raised by at least 15 percent. Citizens are divided between those who favor the president's plan and those who oppose it.

- 1** Form small groups. Half of the group supports the president's plan. The others oppose it. Discuss the issue. Before you begin:

Supporters Think of reasons to support the plan. What benefits will result if the plan is put in place?

Opponents Think of reasons to oppose the plan. What problems will result if the plan is put in place?

- 2** Share your ideas with the class. What is the majority viewpoint?

- 3** The country has agreed to adopt the president's plan. But government spending also has to be cut in order to fund it. Which of these things could be cut to save money? Which wouldn't you cut? Why? Discuss the issues with your classmates. Ask and answer follow-up questions.

- Care facilities for the elderly
- Dental care
- Firefighters
- Health care
- High schools
- Police
- University scholarships for the poor
- Welfare payments to the poor

I'm (not) in favor of raising taxes to pay for . . . because . . .

If you think about all the homeless and unemployed, surely we have to . . .

There's no way we can cut . . . , as . . .

I guess we could cut funding to . . .

Interrupting



In a discussion or debate, you may at times want to interrupt to say something important. Here are some expressions that you can use:

Excuse me for interrupting, but . . .

Excuse me, but I really need to point out that . . .

I'm sorry, but I don't think . . .

That may be so, but I must add that . . .

Quotable Quotes

Final thoughts . . .

The end of democracy and the defeat of the American Revolution will occur when government falls into the hands of lending institutions and moneyed corporations.

Thomas Jefferson

Third president of the United States

- 1** Explain what you think Jefferson meant by this statement.
- 2** What do you think are the most important goals of a democratic government?
- 3** What are the main goals of corporations and banks? How might they be different from the goals of a democratic government?



Unit 11

THE OFFICE OF THE FUTURE?



1 Critical cartoons

A Building knowledge

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

- 1 Telecommuters are people who use modern technologies to work from home. Would you like to be a telecommuter? Why or why not?
- 2 What are the advantages and disadvantages for an employer?
- 3 What is the message of the cartoon?
- 4 What basic rules should companies have for telecommuters?



Media link

The Telecommuters is a comedy web series about two unemployed female neighbors living in Atlanta. They work together to try and steal a bad boyfriend's business deal and as a result become telecommuters.

For online resources and videos, 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

bonus converge fraction incidence leisure
skip slash socialize swap tremendous



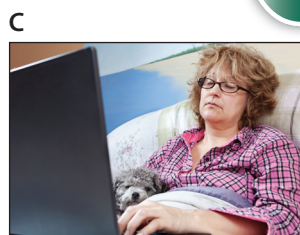
High-Tech Companies and Telecommuting

If asked to guess the companies with the largest number of telecommuters, most people would probably name some high-tech company, such as Google. They would be wrong. One of Google's highest executives said, "The surprising question we get is: 'How many people telecommute at Google?' And our answer is: 'As few as possible.'" Google is not alone. Many high-tech companies take a similar position. Companies such as

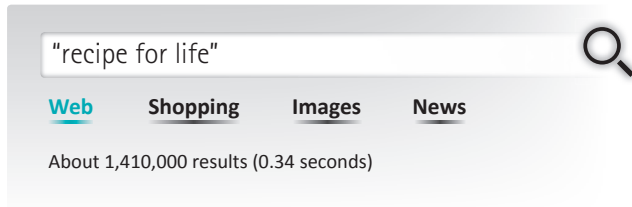
Google, Microsoft, and Facebook believe their employees need to work together as a group. One company, Yahoo, swapped its policy of encouraging telecommuting to one that bans employees from working at home. For these high-tech companies, telecommuters make up a small fraction of their workforce. However, for many companies, the advantages of telecommuting are too good to pass up. They can slash their expenses by reducing the size of their office space and other facilities. They believe their employees will be more productive. In their view, employees socializing at work is bad for the company: they do not want their employees to spend time at work talking to each other about their families or interests. The employees are happy because they no longer have to put up with long commutes on crowded trains and buses. Some are more than happy to stay home and skip the company's informal events.

So why do these high-tech companies not follow this trend? It is because these companies believe there is tremendous potential for solving problems when people come together and think together. They offer their employees much more than just high salaries. They offer such bonuses as free movie theaters and health clubs, where employees can socialize. Most people would think that these are places of leisure, not suitable for a workplace. The executives at Google disagree. They believe that giving their employees a place to relax will increase the incidence of creative ideas. They believe that when their employees converge, whether bowling together or working together in a group, they are more likely to come up with creative ideas. These companies consider that their employees are more than just a group of people doing jobs. They believe that it is very important to develop and support an individual, a culture, and a society.

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



B Words in context: collocations



Collocations

common word combinations. For example, the noun *bankruptcy* is often found with the phrasal verb *file for*, as in *file for bankruptcy*.

- 1 We can use search engines, such as Google or Bing, to check the frequency of a specific phrase or collocation. To do this, put quotation marks (" ") around the phrase. If you want to search for similar phrases, use the word "OR" (in capitals), such as "slash expenses" OR "slash their expenses." Use a search engine to find the frequencies of the following collocations using three of the keywords.

Collocation	No. of results	Collocation	No. of results
1 tremendous potential	_____	tremendous loss	_____
2 employees converge	_____	people converge	_____
3 slash expenses	_____	slash costs	_____

- 2 Use the collocations above to make your own sentences. Use each keyword.

1 _____

2 _____

3 _____

C Vocabulary building: phrasal verbs

Example: *put up with*

Phrasal verbs with *put*

put *someone* off put *someone* through
 put *something* behind *someone* put up with

- 1 Read the sentence in the text with the phrasal verb *put up with* (line 17) and the sentences below. Guess the meaning of each phrasal verb. Then compare them with a partner.

- The report about its negative effects on health really put me off fast food.
- I'm sorry to have to put you through this, but you need to know the truth.
- David put his failure in the exam behind him and decided to try again.

- 2 Use the phrasal verbs in the box to complete the sentences below. Change the word forms as necessary.

- The company _____ all its mistakes _____ it and looked to the future.
- Seeing so much corruption and greed really _____ me _____ politics.
- Rita was unable to _____ her father's constant complaining.
- He was _____ some tough questions at the job interview.

- 3 Use the phrasal verbs to make your own sentences. Then compare them with a partner.

D Discussion dictation



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

1 _____

2 _____

3 _____

- 2 Form new groups and compare your answers.

3 Reading skills



A Pre-reading questions

- 1 How does telecommuting affect the environment?
- 2 What advantages are there for the employees?

B Reading

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



TELECOMMUTING

Large amounts of time are spent each day commuting to and from work in the world's largest cities. Tokyo is perhaps the world leader, with an average one-way commuting time of 60 minutes, and New York is not far behind with 48 minutes. This represents a tremendous loss of potential productivity. If we base the working year at 250 days and the working day at eight hours, Tokyo workers spend the equivalent of more than 60 workdays per year commuting. However, apart from the loss in productivity, there are other problems associated with commuting. If we could skip this daily commute and swap working at an office with working from home, great savings could be made.

First, there are environmental savings. CO₂ is of course emitted by cars and buses, but even if people use electric trains, CO₂ is a by-product of electricity generation. Eleven million people converge on central Tokyo from the suburbs each day, for example, and nearly seven million in Seoul. The infrastructure required to enable this movement of people is massive and a huge amount of fossil fuel is consumed to support it.

It is not just the environment that suffers from the effects of commuting. People too suffer. Road traffic often slows to a crawl during rush hour, and at slow speeds the engines of cars produce exhaust gases that are harmful to people's health. In many countries with public health-care systems, these costs are passed on to the taxpayer. People also suffer injury and death because of traffic accidents on their way to and from work as well as stress. Another cost is that of the transportation network itself. Cities have to create and support transportation systems, which comes at great cost. And, increasingly in recent years, these systems need to be protected from terrorism. All these costs could be slashed if the majority of workers became telecommuters.

There are other great advantages to be gained from telecommuting. One easy way to expand economic



production is to have more people working. This happened following World War II, when more women entered the workforce. Today, for many developed countries, further expansion in this area is not possible. However, telecommuting offers a way for more people to join the workforce, for example, stay-at-home parents, caregivers, the disabled, and those living in rural or remote areas. Not only are more people able to work, but also the talent pool is expanded. A further bonus is a reduction

in the incidence of infectious disease, such as influenza, and therefore absenteeism from work; this is because telecommuters are not together physically at work and do not socialize after work. The cost of influenza has been estimated at \$90 billion per year in the United States alone.

Employers currently employ only a fraction of their staff as telecommuters, but there are many direct advantages for employers to adopt a system in which more employees telecommute. First, there is a direct reduction in costs. Real estate costs can be reduced considerably if not all employees have to be physically present. With companies that do business internationally, having employees working in different time zones achieves further flexibility. In addition, research shows that employees who telecommute have high job satisfaction because of increased leisure time, are less likely to change jobs, and are also highly productive. This reduces training expenses that employers otherwise might have to pay. Finally, surveys show that telecommuters are satisfied with lower salaries than employees who have to face a stressful commute to a noisy city each day.

All in all, telecommuting offers great benefits to employers and employees alike. And as technology advances even further, perhaps we can stop the massively inefficient movement of people into our cities and enjoy a future in which a majority of employees telecommute.

C Understanding the text

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

- GIST** What is this text mainly about?
 - Working from home
 - Commuting to work
 - Protecting the environment
- MAIN IDEA** What is the main idea?
 - Telecommuting encourages economic production.
 - Large and expensive transportation networks are needed for commuters.
 - Telecommuting has many advantages.
- DETAILS** Which of the following is NOT an advantage of telecommuting?
 - Reduced pollution
 - Reduced absence from work
 - Reduced flexibility
- DETAILS** Telecommuting can help the economy to grow because . . .
 - more people can join the workforce.
 - people work harder from home.
 - telecommuters don't use as much fossil fuel energy.

D Identifying reasons

In each paragraph of the text, the author provides a different point about the benefits of telecommuting. Match each benefit to the correct paragraph.

- | | Paragraph |
|---|------------------|
| 1 Telecommuting saves on health care and other costs. | _____ |
| 2 Telecommuting helps protect the environment. | _____ |
| 3 Telecommuting can increase productivity. | _____ |
| 4 Telecommuting reduces employer costs. | _____ |
| 5 Telecommuting expands the workforce. | _____ |

E Recognizing bias

- Find and underline the phrases or sentences in the text that show the author's bias regarding telecommuting. Write the line numbers below.

- | | |
|---------------|-------------|
| 1 Paragraph 1 | Lines _____ |
| 2 Paragraph 3 | Lines _____ |
| 3 Paragraph 4 | Lines _____ |
| 4 Paragraph 5 | Lines _____ |
| 5 Paragraph 6 | Lines _____ |

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

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?
- What type of jobs are best suited to telecommuting? What jobs can't be done through telecommuting?
- You want to persuade your boss to let you telecommute. How many arguments in favor can you think of?

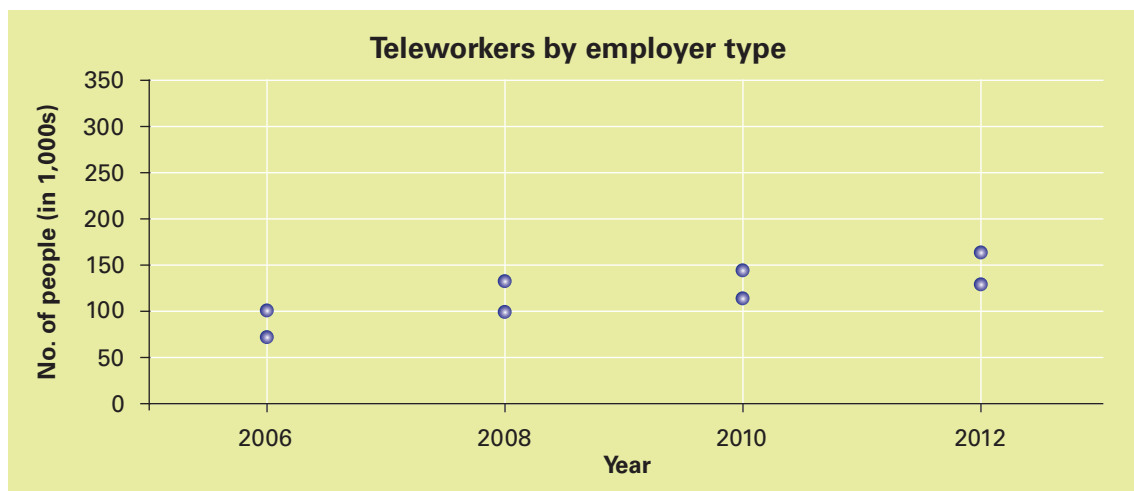
4 Researching a topic

A Information gathering

The chart below shows the number of telecommuters in the United States from 2006 to 2012. Work with a partner. One is Student A; one is Student B. Student A: use the chart below. Student B: use the chart on page 102. Ask your partner for the missing information and complete your chart. Then use the data to complete the graph. Connect the dots and identify the four types of teleworker shown.

Number of telecommuters in the United States					
Teleworkers by employer type (in 1,000s)	2006	2008	2010	2012	Total workforce (2012)
For-profit employer	1,710	2,160	2,280	2,500	2.6%
Non-profit employer					
Local government employer	80	100	110	120	1.2%
Federal government employer					
State government employer	100	130	150	160	3.3%
Total employee teleworkers	2,290	2,820	3,020	3,270	2.6%

Source: GlobalWorkplaceAnalytics.com



Source: GlobalWorkplaceAnalytics.com

B Interpreting and reporting results

1 Work in small groups. Discuss the questions below.

- Which type of employer hires the largest numbers of telecommuters?
- Which type of employer has seen the largest growth rates?
- What trends do you notice?
- If you were an employer, would you invest in equipment and training to support telecommuters?
- What information would you like to have about employees in order to learn more about teleworking in the United States?

2 Share your group's ideas with the class.

There seems to be weak/moderate/healthy growth for . . .

The weak growth / decline of . . . suggests that . . .

If we were an employer, we would probably (not) invest in . . . because . . .

5 Critical thinking

A Cause and effect

- 1 Work in small groups. Look back at the text on page 84 and identify causes and effects relating to telecommuting and traditional commuting. Then decide in each case if the effect is a benefit or problem. Think about the effects on employers as well as employees. Write in the chart below.

Cause	Effect	Benefit or problem
Traditional commuting		
Telecommuting		

- 2 In your groups, discuss what strategies could promote the benefits and reduce any problems associated with telecommuting.
- 3 Join another group and share your ideas.

B Judging reasons

At ABC English School, teachers work from home and interact with students through online video.

Work with a partner. Read ABC's advertisement and discuss the questions below.

- 1 What claims is the school making?
- 2 Which do you think are believable? Which are probably not? Why?
- 3 What additional questions could you ask ABC to decide if its claims are true or not?

ABC English School

- Learn one-to-one with your own personal native English teacher!
- Join today for special introductory prices!
- The lowest rates you will find!
- Study in the comfort of your own home!
- Fast progress and satisfaction guaranteed!

C Writing

Write a paragraph about telecommuting. Structure it around the questions below.

- 1 How common is telecommuting?
- 2 What are its main advantages and disadvantages?
- 3 Which style of work would you prefer? Why?

Telecommuting

D Role play and debate

Should our college reduce class time and introduce e-learning?

Like telecommuting with the workplace, e-learning and tele-teaching are becoming more common in colleges. Your college plans to introduce them. Here are the details.

- Class time will be reduced by 50 percent
- Assignments and assessments will all be done online.
- 25 percent of teaching staff will remain in classrooms.
- 35 percent will be offered jobs as tele-teachers.
- 30 percent will lose their jobs.
- Tele-teachers must accept a big cut in pay.

The following people are taking part in a debate over the plan.

Mimi Jarvis: Mimi is a vice president of the college and the developer of the new plan. She believes the plan will be popular among existing students and also attract new ones. She also believes that some teachers will find the new plan attractive.

Luis Ramirez: Luis is the academic director of the college. He believes the plan will lead to poor results both in student achievement and student assessment of the program. He also worries about teacher supervision and common standards.

Katie Reeves: Katie has been a teacher at the college for more than 10 years. She has been offered the chance to work from home as a tele-teacher. However, if she accepts, her pay will be cut by 50 percent. She also worries about losing contact with other teachers on a daily basis.

Jason Kim: Jason is a student at the college. He likes the idea of reduced class time but wonders if tele-teachers can be effective teachers.

1 Work in small groups, ideally of four. Your teacher will ask you to be one of the characters. Debate the issues in your groups. Before you begin, think about your character and consider the points below. Refer back to the information in this unit as necessary.

- Support your argument with examples.
- Refer to common sense.
- Use facts and examples, statistics, expert opinion.
- Listen carefully and be prepared to respond to the arguments of others.

2 Share your ideas with the class. Take a vote. Does the class decide to introduce e-learning?

I'm sure it's obvious to everyone that . . .

I'll give you an example of why I believe . . .

A recent report about online learning suggests . . .

Stressing key words



In a debate or presentation, you can make your point more effectively by stressing key words and saying them more slowly than the other words. Here are some examples.

I'm CERTAIN that everyone agrees with this.

We are all against this proposal, and I'll give you THREE reasons.

This is one REALLY MAJOR benefit.

Quotable Quotes

Final thoughts . . .

And 39 percent said they'd take a pay cut if they were allowed to telecommute. Even if they had to take that pay cut, . . . our telecommuters might come out ahead, since several also told us that telecommuting has reduced their costs for gas, auto maintenance, parking, tolls, and even clothing.

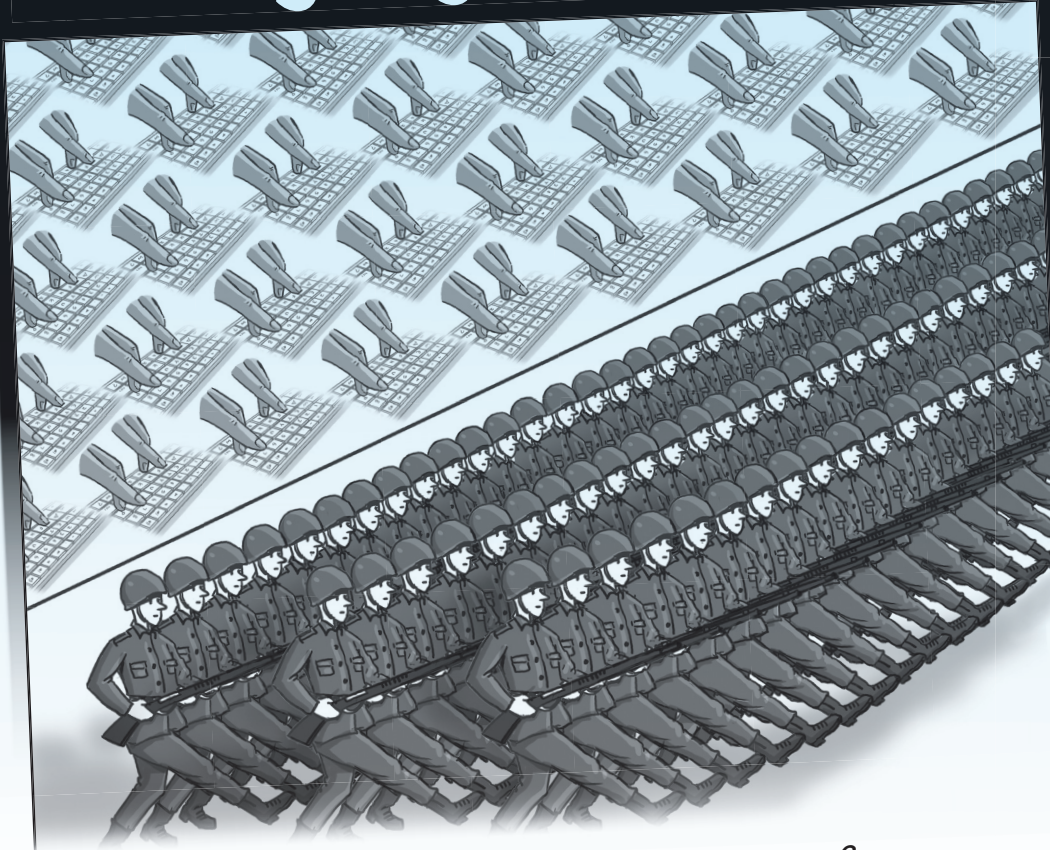
Cynthia Morgan
technology trends expert

- 1 What job benefits or work conditions would you accept a pay cut for?
- 2 What are the most important factors for you in job satisfaction? Why?
- 3 How important to you is your work-life balance?



Social Media: Changing Our Lives

Unit 12



New social media: democracy's best weapon?

1 Critical cartoons

A Building knowledge

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

- 1 Do you use any social networking sites, like Facebook? Which ones?
- 2 What do you like about them? How often do you use them?
- 3 Do you ever worry about privacy when you use these sites?
- 4 What is the message of the cartoon?



Media link

The Social Network is a movie that traces the true story of Harvard undergraduate and computer programmer Mark Zuckerberg, who created Facebook and became the youngest billionaire in history.

For online resources and videos, 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

communicative	demonstrator	facilitate	globalization	interrupt
media	onset	prejudice	productivity	regime



The Arab Spring and Social Media

The invention of the computer has led to the development of many new technologies. Though some of the effects of these technologies are known, many remain

to be seen. Computers allow humans to work much faster and do a lot more, so a change such as the increase in productivity for businesses is not surprising. But other changes are less obvious. At the onset of the computer age, few would have predicted that these calculating machines

would allow people to increase their circles of friends. And who would have thought that computers would help revolutionary forces bring about regime changes? However, that is exactly what they did.

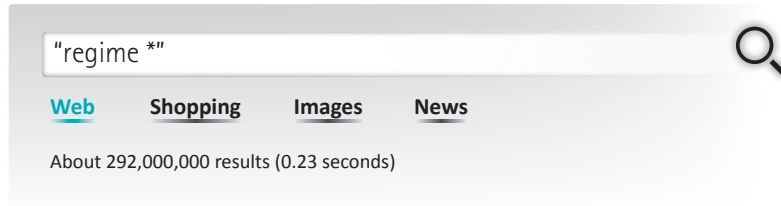
In 2010, the Arab world was rocked by waves of demonstrators, demanding either change from their rulers or a change in rulers. What role did modern technology have in facilitating the Arab Spring? Young Arabs knew and wanted all the communicative benefits of the Internet and its free flow of information. Traditional forms of media, such as newspapers, radio, and television, can be controlled by the government. Even in democratic countries, the media often reflect the opinions and prejudices of a few dominant groups, usually the people that own them. However, social media sites, running on computers all over the world, allow people to access news that is not reported by government-controlled media. For example, the government of Tunisia tried to suppress the messages of the demonstrators, but it could not interrupt Internet transmissions, so the messages spread around the world. Usually, when we think of globalization, we think of the spread of international companies, but in this case, the globalization of media allowed the spread of messages to other Arab countries, such as Egypt and Libya. It is now more difficult for rulers everywhere to control what their people read, watch, and hear.

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

- A The Internet has had many unexpected consequences.
- B Revolution has helped spread new social media around the world.
- C The Internet and social media played a part in the Arab Spring.



B Words in context: collocations



1 We can use search engines, such as Google or Bing, to find different collocations. To do this, we can put an asterisk (*) before or after a word, all in quotation marks. Use a search engine to find examples of collocations with these three keywords.

Collocation	Examples
1 regime *	_____
2 communicative *	_____
3 onset of *	_____

2 Use the collocations above to make sentences of your own. Use each keyword.

- 1 _____
- 2 _____
- 3 _____

C Vocabulary building: phrasal verbs Example: *bring about*

Phrasal verbs with *bring*

bring about bring down bring out bring up

1 Read the sentence in the text with the phrasal verb *bring about* (line 15) and the sentences below. Guess the meaning of each phrasal verb. Then compare them with a partner.

- 1 We need to bring out better products if we want this company to survive.
- 2 This scandal is so serious, it may well bring down the entire government.
- 3 It's never a good idea to bring up the topic of money at the start of a job interview.

2 Use the phrasal verbs in the box to complete the sentences below. Change the word forms as necessary.

- 1 The president was _____ by months of protest.
- 2 The Internet is _____ big changes in society.
- 3 It is very hard to _____ that topic because he is so sensitive.
- 4 In the last few years, many high-tech products have been _____ .

3 Use the phrasal verbs to make your own sentences. Then compare them with a partner.

D Discussion dictation



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

- 1 _____
- 2 _____
- 3 _____

2 Form new groups and compare your answers.

3 Reading skills



A Pre-reading questions

- 1 The invention of the printing press is one technology that has made it easier to spread information. What are some others?
- 2 What is one example of social media affecting the political process?

B Reading



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

 A graphic showing a hand pointing at a globe with several circular icons representing people connected by lines, symbolizing a networked world.

A Networked World

Historically, there have been four mass media revolutions, which have facilitated the spread of information in different forms and to progressively wider audiences. The first revolution was the development of the printing press and oil-based inks in the fifteenth century, which allowed the mass printing of books. Before this time, books had been copied by hand. Extremely expensive and limited in subject matter at first, books became progressively cheaper and wider in scope over the following centuries.

The second technology to affect mass communication was image recording, beginning with photography in the 1830s and followed by film in the late nineteenth century. The telegraph (1844) and telephone (1876) came next, and the onset of radio and television brought about a fourth revolution in the first half of the twentieth century.

All these forms of communication that existed before the Internet can be considered traditional media. And with these media, there has over time been an increase in efficiency in terms of the number of consumers of information that can be reached per unit cost. This efficiency reached a peak with television. Over 3.9 billion people watched the television broadcasts of the 2004 Summer Olympics; in 2008 this number was 4.7 billion, and by the Summer Olympics in London in 2012, it had increased to 4.8 billion. However, all forms of traditional media share the fact that the communication is top-down and one-way, and in this respect, they can be contrasted with social media which appeared in the 1990s, where the direction of communication is virtually unlimited.

The term “social media” refers to the collection of Internet-based communicative technologies that allow the spread of information among individuals and groups. Examples are email, blogs, podcasts, wikis, and sites such as Twitter, Facebook, YouTube, and Wikipedia. For the first time ever, large numbers of individuals have access to mass audiences.

These technologies are young – Facebook began in 2004 and Twitter in 2006 – but already they are a dominant force in spreading democracy and freedom around the world in what is in effect a fifth revolution.

The first time that social media had a significant effect on the democratic process was in the United States 2008 presidential election. The Democratic Party candidate, Barack Obama, used a fusion of social media to organize supporters and raise funds. His campaign was able to raise a record \$650 million and, crucially, much of this money came from small individual donations rather than corporations. This election also saw people using smartphones and YouTube to monitor voting and ensure that voting rights were not compromised. More recently, demonstrators in North Africa were able to coordinate the protests that led to the fall of regimes in countries such as Tunisia and Libya.

Some people argue that undemocratic countries will always seek to control the Internet and social media to prevent the spread of information that is critical of the government. Over the long term, this is unlikely to be successful because the technologies that are used in social media are the same as those needed by corporations to operate efficiently. There is a direct link between the existence of web-based technologies and economic productivity and development. With increasing globalization, corporations are much more likely to invest in countries in which these technologies are unrestricted and avoid countries where access to communication is restricted or interrupted. Countries therefore have an economic incentive to enable free, unrestricted access to information. This will encourage the spread of freedom and democracy around the world and lead to a decrease in conflict and prejudice among peoples of the world.

C Understanding the text

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

- GIST** What is this text mainly about?
 - The print revolution
 - The spread of democracy
 - The impact of social media
- MAIN IDEA** What is the main idea?
 - Social media will lead to democracy and prosperity.
 - The US Democratic Party used social media to win an election.
 - The print revolution made books available to all.
- DETAILS** Before modern social media, what kind of media was able to reach the most people?
 - Radio
 - Television
 - Film
- DETAILS** Why will it be difficult for undemocratic regimes to completely restrict access to information?
 - Because corporations need free access to information
 - Because the Internet changes quickly
 - Because the economy will grow

D Paraphrasing

The sentences below paraphrase parts of the text. In each case, find and underline the part of the text that is paraphrased.

- | | Lines |
|---|--------------|
| 1 The Democratic Party used a mix of different social media to get people together and raise money. | _____ |
| 2 It has been suggested that some nations that are not democratic will try to restrict social media in order to prevent anti-government messages spreading. | _____ |
| 3 The more Internet-based networks exist, the more economic growth there will be. | _____ |

E Prediction: concluding statements

Circle the statement that best fits the end of the final paragraph. Then compare your answer with a partner. Give reasons for your choice.

- Social media sites promote friendship around the world.
- Social media are much more than a tool for communication: they are the prime force in spreading social justice.
- Although social media may cause many problems, on the whole they are beneficial to society.

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 describes the positive impact of social media. What are some of the negative aspects? Some factors to consider are privacy, crime, and state control.
- Overall, do you think there are more advantages or disadvantages to new social media? Why?

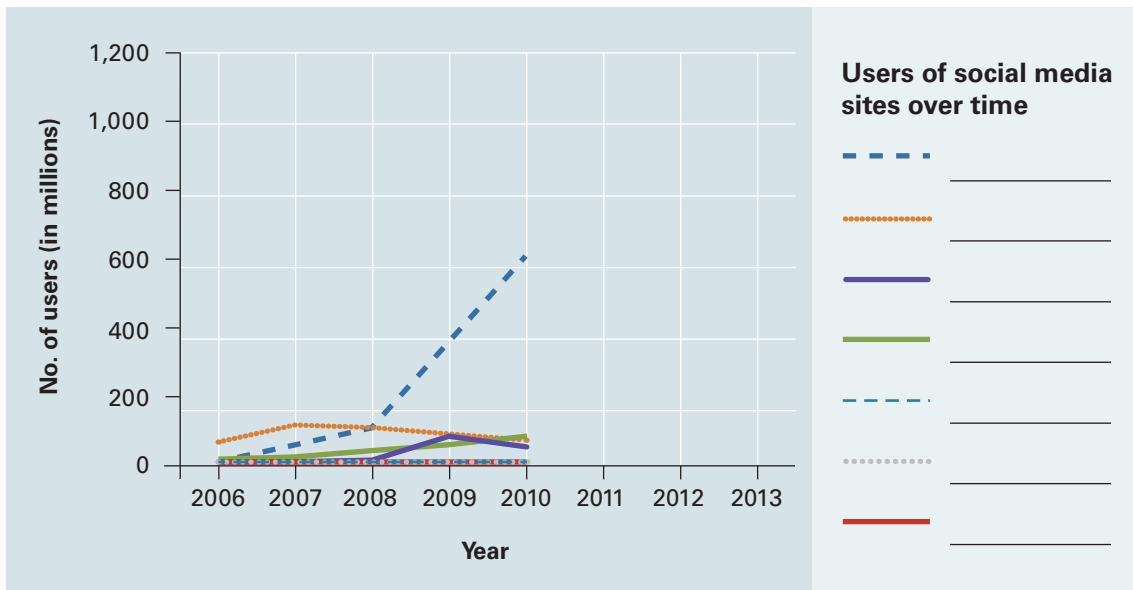
4 Researching a topic

A Information gathering

1 The chart below shows the number of users of popular social media sites over time. Work with a partner. Student A: use the chart below. Student B: use the chart on page 103. Ask your partner for the missing information and complete the chart.

	Users of social media sites (in millions)							
	2006	2007	2008	2009	2010	2011	2012	2013
Facebook	2	50	100	350	600	800	1,000	1,200
Instagram	0	0	0	0	1	15		150
Line	0	0	0	0	0	10	100	300
LinkedIn	8	15	33	50	75			
Myspace	62	110	100	80	60	20	10	36
Pinterest	0	0	0	0	0			
Twitter	0	1	5	75	45			

2 Use the information in your chart to complete the graph of the number of social media site users over time and match the lines to the sites. Compare your graph with those of other pairs.



B Interpreting and reporting results

1 Work in small groups. Discuss the questions below.

- How many of these sites do you know? What are their similarities and differences?
- Which social media site has the largest numbers of users?
- What trends do you notice? What is surprising?

What explanations can you give for the data?

2 Share your group's ideas with the class.

We were surprised that the number of users rose from . . . to . . .

The most rapid increase/decrease can be seen with . . .

We think that a key factor in a site's popularity is . . .

5 Critical thinking

A Decision-making

Two situations are described below, each with three possible decisions. Match the decisions with the reasons and choose which decision is best in each case. Then compare your ideas with a partner. Explain your choices.

- 1** You are the supervisor of 50 employees in an insurance company. Your information technology (IT) manager hands you a report that shows on average, employees are spending 58 minutes a day accessing social media sites.

Decision	Reason
1 Block access to the Internet	to prevent employees from accessing them.
2 Block social media sites	so that employees know that they are being tracked.
3 Publish the report	because employees can access new social media sites.

- 2** You are a parent of a 14-year-old girl who is a victim of cyberbullying. She has received messages from former friends and classmates calling her bad names. Some have even suggested that she commit suicide.

1 Ask your daughter for the password	to persuade them to tell their children to stop.
2 Call the parents of the bullies	because you think a crime has been committed.
3 Contact the police	so you can delete her social media account.

B Judging reasons

You are a friend of the parent in situation 2 above. You do some online research about cyberbullying and find the following sites. Which sites would you recommend? Compare them with a partner. Give reasons for your choice.

Cyberbullying bullyingisbad.gov
www.bullyingisbad.gov/cyberbullying/

Find out why **cyberbullying** is different from traditional bullying, what you can do to prevent it, and how you can report it when it happens.

Cyberbullying - Wikipedia, the free encyclopedia
en.wikipedia.org/wiki/Cyberbullying

Cyberbullying is the use of the Internet and related technologies to harm or harass other people, in a deliberate, repeated, and hostile manner.

Cyberbullying | Lawyers against bullying
www.labullying.com/

Don't be afraid of cyberbullies. Fight back with the law. Our legal professionals can turn your misery into cash.

Cyberbullying | Online Bodyguard
www.bullyguard.com/beatbullies/

We hack your bully's computer and bring it crashing to the ground. Anonymous and cheap!

C Writing

Choose one of the situations in A above. In situation 1, write an email to the IT manager making a recommendation. In situation 2, as a parent of the girl, write a letter to a friend about what you intend to do.

D Presentation

1 Work in small groups. You have been asked to make a presentation to junior high school students on cyberbullying and other anti-social behavior on the Internet, their effects, and how to prevent such behavior. Read the questions below and discuss them in your groups.

- 1 What is cyberbullying?
- 2 What technology is used by cyberbullies (email, cell phones, instant messaging, etc.)?
- 3 Why do people become cyberbullies?
- 4 Who are the victims?
- 5 Who can the victims get in touch with for help?
- 6 What is the best response?
- 7 What are some other types of anti-social behavior carried out on the Internet?



2 Prepare a short presentation to the class around your answers. If you can, include real cases that you have researched on the Internet. Refer to the presentation tips on pages 16, 40, 72, and below. Discuss and choose

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

3 Give your presentation to another group or to the class. Students who are listening should ask follow-up questions.

Closers

I'd like to finish with the words of . . . :

Although a lot of work is still to be done, I believe things are improving and . . .

So next time you hear about this issue, please try to . . .

I hope that I'll be strong enough to help people who . . .

Closers



The way you end a presentation is very important. Along with the opening, it is the part your audience will remember best. It is your chance to summarize the key points and leave your audience with an interesting, memorable thought. Here are some ways you can do this:

- Give a personal message about the topic
- Give a recommendation or call for action
- Show a visual that connects to your message
- Give a quotation
- Express a hope for the future

Quotable Quotes

Final thoughts . . .

Social media has infected the world with a sickening virus called vanity.

Kellie Elmore
author and blogger

- 1 How much of an influence on our culture has social media had? Why do you think so?
- 2 In what way might vanity be connected with social media? Do you agree this is a sickness?
- 3 A recent study suggests that social media make people unhappy. Why do you think using social media might make people unhappy?



Activities

Unit 4, page 30, Researching a topic

A Information gathering

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

Global Population, Production, and Trade

Year	Global population (in billions)	Gross world product (\$US trillion)	International trade (% of GWP)
1960	3.0	11	18
1965	3.4	14	18
1970	3.7	18	21
1975	4.5	22	29
1980	4.4	27	36
1985	4.9	32	31
1990		38	
1995		43	35
2000		52	
2005		62	47
2010		74	

Sources: US Census Bureau; World Bank

Unit 5, page 38, Researching a topic

A Information gathering

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

Online Shoppers by Country (in millions)

	2011	2012	2013	2014	2015	2016
Brazil	19	24	27	30	32	34
China						
Germany	38	41	43	44.5	45	46
Japan	70	73	75	77	78	79
South Korea	22	23	24	25	26	27
USA	143	150	156	163	169	175

Source: eMarketeer

Unit 1, page 6, Researching a topic

A Information gathering

Student B: use the chart below. Ask your partner for the missing information and complete the chart.

Global Gender Gap Index (total of 136 countries)					
Rank	Country	Score	Rank	Country	Score
	Argentina		3	Norway	0.84
62	Brazil	0.69		Pakistan	0.55
22	Canada	0.74	5	Philippines	0.78
69		0.69		Saudi Arabia	
2	Finland		58	Singapore	0.70
1	Iceland	0.87	111		0.64
101	India	0.66		Sweden	
98		0.66	66	Tanzania	0.69
	Ireland		65	Thailand	0.69
105	Japan	0.65	120	Turkey	0.61
16	Lesotho	0.75	109	United Arab Emirates	0.64
102		0.65	18	United Kingdom	0.74
68	Mexico	0.69	23		0.74
121	Nepal	0.61	136	Yemen	0.51

Source: World Economic Forum

Unit 2, page 14, Researching a topic

A Information gathering

Student B: use the chart below. Ask your partner for the missing information and complete the chart.

Country	Total water resources per person per year (cubic meters)	Total consumption per person per year (cubic meters)
Canada	87,260	2,330
China		1,070
Ireland	11,720	1,300
Israel	250	2,300
Japan	3,380	1,380
Lebanon		2,110
Namibia		1,680
Portugal	6,430	2,510
Saudi Arabia		1,850
South Africa	1,010	1,260
South Korea	1,450	
Spain		2,460
Syria	790	2,110
UK	2,390	
United Arab Emirates	30	3,140
USA	9,850	

Sources: Food and Agriculture Organization of the United Nations, UNESCO

Unit 3, page 22, Researching a topic

A Information gathering

Student B: use the chart below. Ask your partner for the missing information and complete the chart.

Chernobyl and Fukushima Nuclear Accidents	Chernobyl	Fukushima
Number of deaths		2
Number of years plant was in operation before accident		40
Amount of nuclear fuel in plant (tonnes)		1,600
Number of people relocated		300,000
Highest level of radiation detected (mSv/hour)		73,000

Notes

- The radiation limit for nuclear power workers in the United States is 50 mSv/year.
- Approximately 50 percent of people exposed to 4,000 to 5,000 mSv over a short period will die within one month.
- The wind in Japan was blowing from west to east at the time of the accident. This was normal for the time of the year.

Unit 4, page 30, Researching a topic

A Information gathering

Student B: use the chart below. Ask your partner for the missing information and complete the chart.

Global Population, Production, and Trade

Year	Global population (in billions)	Gross world product (\$US trillion)	International trade (% of GWP)
1960	3.0	11	18
1965	3.4	14	18
1970	3.7	18	21
1975	4.5	22	29
1980	4.4	27	36
1985	4.9	32	31
1990	5.3		32
1995	5.7		
2000	6.1		41
2005	6.5		
2010	6.9		49

Sources: US Census Bureau; World Bank

Unit 5, page 38, Researching a topic

A Information gathering

Student B: use the chart below. Ask your partner for the missing information and complete the chart.

Online Shoppers by Country (in millions)






	2011	2012	2013	2014	2015	2016
Brazil	19	24	27	30	32	34
China	180	220	270	325	375	425
Germany	38	41	43	44.5	45	46
Japan	70	73	75	77	78	79
South Korea	22	23	24	25	26	27
USA						

Source: eMarketeer

Unit 7, page 54, Researching a topic

A Information gathering

Student B: use the chart below. Ask your partner for the missing information and complete the chart.






Marriage and divorce rates around the world			
Country	Marriage rate (per 1,000)	Divorce rate (per 1,000)	Marriages ending in divorce
 Brazil	4.7		30%
 China		2.0	28%
 Egypt	7.2		26%
 Iran	11.0	1.7	
 Italy	4.2		21%
 Japan		2.0	35%
 Russia	8.9	4.7	
 South Korea		2.3	33%
 Turkey		1.6	19%
 United States	7.2	3.6	

Source: United Nations

Unit 8, page 62, Researching a topic

A Information gathering

Student B: use the chart below. Ask your partner for the missing information and complete the chart.

Fish facts					
Species	 Atlantic cod	 Atlantic halibut	 Haddock	 Sole	 Bluefin tuna
Comments			Appears to be recovering	Has a very high risk of being sourced from unsustainable fisheries	Population down nearly 90 percent since 1970s
FAO status*	Depleted	Depleted		Over-exploited	
Tonnes of fish caught per year (1,000)					
1950			343	369	26
2000	940	4		261	
2010	952	6			49

Source: United Nations Food and Agriculture Organization (FAO)

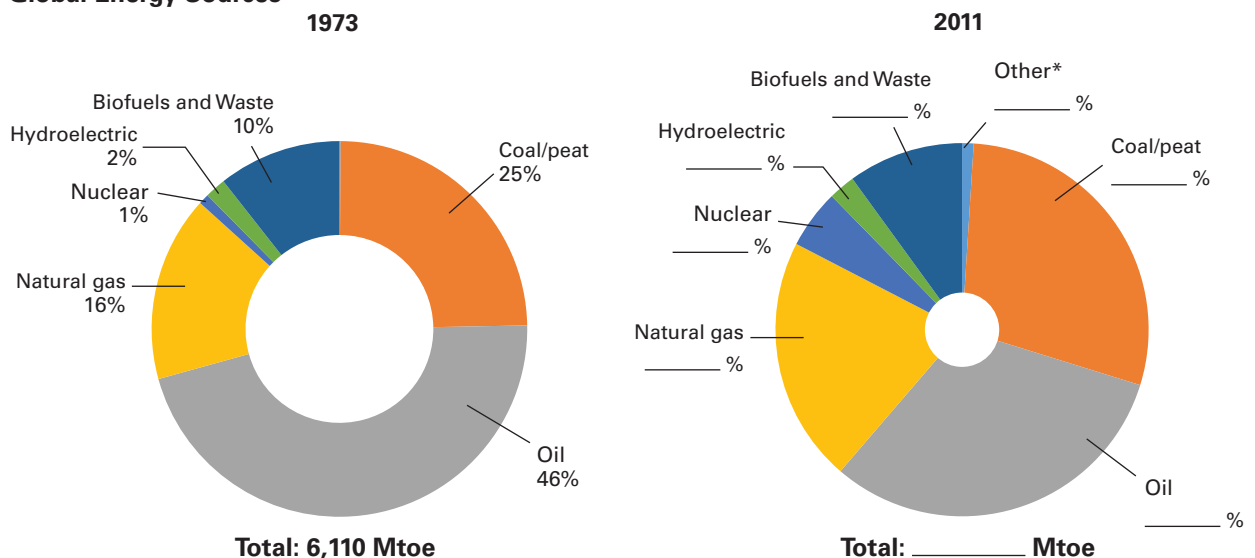
*FAO status: under-exploited, moderately exploited, fully exploited, over-exploited, depleted (= shrinking population)

Unit 9, page 70, Researching a topic

A Information gathering

Student B: use the charts below. Ask your partner for the missing information and complete the chart for 2011.

Global Energy Sources



* includes solar, geothermal, wind

Source: International Energy Agency

Unit 10, page 78, Researching a topic

A Information gathering

Student B: use the chart below. Ask your partner for the missing information and complete the chart.

Inequality in the world			
Country	Gini index	Gini rank	National income earned by top 1%
Argentina	46	101	
Australia	30		9%
China	48		6%
Colombia		128	20%
India	37	59	
Indonesia	37		8%
Japan		60	10%
South Africa	63	135	
South Korea		28	17%
Sweden	23	1	
UK		76	14%
USA	45		19%

Sources: CIA World Factbook; World Top Incomes Database

Unit 11, page 86, Researching a topic

A Information gathering

Student B: use the chart below. Ask your partner for the missing information and complete the chart.

Number of telecommuters in the United States					
Teleworkers by employer type (in 1,000s)	2006	2008	2010	2012	Total workforce (2012)
For-profit employer	1,710	2,160	2,280	2,500	2.6%
Non-profit employer	240	270	310	330	2.9%
Local government employer					
Federal government employer	160	160	170	160	2.4%
State government employer					
Total employee teleworkers	2,290	2,820	3,020	3,270	2.6%

Source: GlobalWorkplaceAnalytics.com

Unit 12, page 94, Researching a topic

A Information gathering

Student B: use the chart below. Ask your partner for the missing information and complete the chart.

	Users of social media sites (in millions)							
	2006	2007	2008	2009	2010	2011	2012	2013
Facebook	2	50	100	350	600			
Instagram	0	0	0	0	1	15	90	
Line	0	0	0	0	0			
LinkedIn	8	15	33	50	75	130	200	260
Myspace	62	110	100	80	60			
Pinterest	0	0	0	0	0	11	25	70
Twitter	0	1	5	75	45	300	500	1,000

Core vocabulary: keywords

Unit-by-unit list

Unit 1

authority
discrimination
distribution
dominant
ethical
justification
motive
scenario
traditionally
unstable

Unit 2

consciousness
consumption
emergence
evident
minimal
namely
norm
prevalence
publish
ridiculous

Unit 3

accumulation
consensus
contrary
controversy
empirical
impact
neutral
rejection
statistically
transmission

Unit 4

aspect
capitalist
implicit
likelihood
locally
migration
minimize
overhead
sustainable
undermine

Unit 5

behavioral
candidate
disadvantage
mall
revolutionary
simultaneously
specialty
strategic
susceptible
utility

Unit 6

allocate
epidemic
exponential
fatigue
inferior
intensive
interact
interfere
manipulate
realistic

Unit 7

breakdown
compensate
elimination
formally
genetic(s)
goods
historically
legitimate
punishment
viable

Unit 8

ancestor
biodiversity
biologist
continent
degrade
rational
shallow
stabilize
treaty
widespread

Unit 9

bulk
exploit
finite
infinite
likewise
obtain
reliability
solar
transformation
utilize

Unit 10

bundle
censor
illusion
liable
multinational
portrayal
recipe
sensible
trauma
unemployed

Unit 11

bonus
converge
fraction
incidence
leisure
skip
slash
socialize
swap
tremendous

Unit 12

communicative
demonstrator
facilitate
globalization
interrupt
media
onset
prejudice
productivity
regime

Alphabetical list

A

accumulation
allocate
ancestor
aspect
authority

B

behavioral
biodiversity
biologist
bonus
breakdown
bulk
bundle

C

candidate
capitalist
censor
communicative
compensate
consciousness
consensus
consumption
continent
contrary
controversy
converge

D

degrade
demonstrator
disadvantage
discrimination
distribution
dominant

E

elimination
emergence
empirical

epidemic
ethical
evident
exploit
exponential

F

facilitate
fatigue
finite
formally
fraction

G

genetic(s)
globalization
goods

H

historically

I

illusion
impact
implicit
incidence
inferior
infinite
intensive
interact
interfere
interrupt

J

justification

L

legitimate
leisure
liable
likelihood

likewise
locally

M

mall
manipulate
media
migration
minimal
minimize
motive
multinational

N

namely
neutral
norm

O

obtain
onset
overhead

P

portrayal
prejudice
prevalence
productivity
publish
punishment

R

rational
realistic
recipe
regime
rejection
reliability
revolutionary
ridiculous

S

scenario
sensible
shallow
simultaneously
skip
slash
socialize
solar
specialty
stabilize
statistically
strategic
susceptible
sustainable
swap

T

traditionally
transformation
transmission
trauma
treaty
tremendous

U

undermine
unemployed
unstable
utility
utilize

V

viable

W

widespread

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