

How a unit works

All units in *In Focus* are eight pages long and follow a similar format. An audio icon indicates a listening activity and also reminds students they have the option of listening to the reading texts (available free from the website).

Unit organization

	Objective	Section
Page 1	Warm up Schema building Real-world connections	1 Critical cartoons Warm up Media link
Pages 2–3	Vocabulary development Reading Speaking	2 Core vocabulary Skimming and scanning Words in context Vocabulary in use
Page 4	Speaking	3 Interaction Pair work, group work, whole class work
Page 5	Listening skills Speaking Critical thinking	4 Listening Listen Discussion dictation Thinking Critically About Learning
Page 6	Reading Reading skills	5 Reading skills Pre-reading Reading
Pages 7–8	Critical thinking skills Speaking	6 Critical thinking Observation Analysis Interpretation; Inferencing Presentation; Role play Quotable Quotes

Unit sections

1 Critical cartoons

This is a short speaking activity centered on a cartoon related to the topic of the unit. All cartoons are authentic cartoons, and each was carefully chosen to represent the unit topic. Questions help activate schema and develop critical thinking skills.

2 Core vocabulary

Each unit teaches 10 important words from the New General Service List (NGSL). The section begins with a short reading passage (approximately 200 words) on an aspect of the unit topic that contextualizes the 10 keywords. A series of learning activities focuses on developing knowledge of word forms and word meanings. 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. A speaking activity rounds off this section.

3 Interaction

Through pair and group work activities, students practice using the target vocabulary and key language points in meaningful communication. Activities in this section include information gap tasks, guided discussions, and *Find someone who* activities that help students develop their speaking fluency while reinforcing the unit's theme.

4 Listening

Students engage with listening materials (usually a dialog) related to the unit topic. Listening activities activate relevant vocabulary and background knowledge, and post-listening tasks check comprehension and encourage discussion of the main ideas. The audio materials provide exposure to different speaking styles.

5 Reading skills

Students work with a slightly longer text (approximately 250 words) that focuses on a different aspect of the unit topic. This exposure to multiple aspects of a topic helps develop skills in critical thinking. All 10 keywords appear in the second reading as well, providing additional in-context information about how the words are used. The reading is followed by questions to aid comprehension and often a short discussion.

6 Critical thinking

The final part of each unit contains a sequential approach to critical thinking. It consists of the following sections: Observation, Analysis, Interpretation, and Inferencing. This is followed by a presentation or role play in pairs or small groups. It concludes with an activity that introduces a quote by a famous person on the topic of the unit. Several thought-provoking but accessible questions on the quote end the unit. This final section can be done in class as a short discussion activity or as a basic writing assignment outside the class.

Thinking Critically About Learning

In each unit, students engage in guided reflection about their learning process and progress. Through structured activities, they consider what they have learned, how they learned it, and how they can apply new knowledge and skills.