How a unit works

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

Unit organization

	Objective	**Section**
Page 1	Warm up Schema building Real world connections	**1 Critical cartoons** Warm up Media link
Pages 2–3	Vocabulary development Reading Speaking	**2 Core vocabulary** Skimming and scanning Words in context: collocations Word parts Discussion dictation
Pages 4–5	Reading Reading skills Speaking	**3 Reading skills** Pre-reading Reading Checking details; Making inferences; Identifying opinions/purpose/reasons; Cause and effect; Reference words; Pronouns Discuss it
Page 6	Gathering, comparing, and analyzing information Speaking	**4 Researching a topic** Information gathering Interpreting and reporting results
Pages 7–8	Critical thinking skills Writing Discussion	**5 Critical thinking** Fact or opinion? Categorizing Writing Discussion; Presentation Quotable Quotes

Unit sections

1 Critical cartoons

This is a short speaking activity centered on a cartoon related to the topic of the unit. 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 250 words) on an aspect of the unit topic that contextualizes the 10 keywords. A series of learning activities focuses on developing knowledge of collocations and analyzing and understanding word parts. This gives students practice using the words introduced in the unit. It also develops vocabulary learning skills and strategies that will be useful when encountering new words not introduced in the unit. A speaking activity rounds off this section.

3 Reading skills

Students work with a longer text (approximately 500 words) that gives a different or expanded point of view on the topic of the unit. This exposure to multiple points of view is a key aspect of developing skills in critical thinking. All 10 keywords appear in the second reading as well, providing additional in-context information about how the words are used. This is followed by a series of carefully structured activities including pre-reading, comprehension, making inferences, and identifying opinions. The section culminates in a short discussion.

4 Researching a topic

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

5 Critical thinking

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

6 Quotable quotes

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