

Elementary Level

Unit 1: Finding a home

Reading focus: Reading for information

Text type: Advertisements for homes

Overview: Learners watch a video introduction, work on key vocabulary, and read four advertisements for homes. They tackle two kinds of comprehension activity: identifying facilities in each home; and matching people with the most suitable home. Learners then listen to a conversation between two home seekers and fill in a website form. Finally, they go online to find their dream home.

Unit 2: Taking a course

Reading focus: Understanding why you are reading

Text type: Website posts for part-time courses

Overview: Learners watch a video introduction, read an authentic advertisement for a course and work on key vocabulary for enrolling on a course. They then look at a more detailed advertisement for the course and answer comprehension questions. Next, learners listen to a telephone conversation where someone signs up for a course, and fill in a form. Finally, they match course details with a brief description of what they will learn.

Unit 3: Reading a story

Reading focus: Reading for pleasure

Text type: Graded readers, a fable

Overview: Learners watch a video introduction on the benefits of extensive reading, and go on to read a story and answer comprehension questions. The next activity is to match contrasting vocabulary with different characters in the story. Finally, learners look at different genres of graded readers, and visit websites to find graded readers.

Unit 4: Look it up!

Reading focus: Dictionary skills

Text type: Posts to a web forum; a recipe

Overview: Learners watch a video introduction and read a student's comments about dictionaries. They then read posts from an Internet forum on the topic of dictionaries and answer questions. Learners arrange words in alphabetical order; and reflect on which words they can guess and which they should look up. They look up words in a recipe, and, finally, visit dictionary sites.

Note: For CEFR levels, see the final page.

Unit 5: Making a journey

Reading focus: Learning vocabulary in topics

Text type: Spoken instructions; note from a friend

Overview: Learners watch a video introduction and work on key vocabulary. They then look at different ways of learning vocabulary: by matching words and pictures; by seeing words in a text; by saying words out loud; by using the target words in a writing activity. Finally, they visit three airline websites to find information, and reflect on the new vocabulary they have seen on the websites.

Unit 6: Finding a job

Reading focus: Understanding prefixes and suffixes

Text type: Job advertisements

Overview: Learners read four job advertisements with gaps, and complete them by dragging key vocabulary items. They then match job seekers with the jobs advertised. Next comes an introduction to prefixes and suffixes, and a practice exercise where they work on affixes in questions and answers from job interviews. Finally, learners develop their own affix charts and finish by revising vocabulary.

Unit 7: Reading a newspaper

Reading focus: Understanding a newspaper story

Text type: Newspaper articles

Overview: Learners watch a video and visit online newspaper websites; they look at how headings can help them predict content. The focus of the unit is an authentic newspaper article: learners predict the content, and work on comprehension and vocabulary activities. Finally, they reflect on what they have learned and read two more articles.

Unit 8: Making friends

Reading focus: Reading for information

Text type: Posts from penfriend websites

Overview: Learners watch a video and work on key vocabulary items. They read four penfriend posts and answer questions before reading the 'appearance' section of the posts. Here, they match descriptions with photos. Finally, they write a description of themselves and visit a penfriend website.

Unit 9: Reading an email

Reading focus: Reading words in groups

Text type: Emails, reports, notices from school

Overview: Learners read two emails and reflect on how they read them; a teacher then gives an introduction to good and bad ways of reading, and the concept of 'chunking'. Learners read the emails again and answer questions. They go on to read a series of other 'school documents', including reports and notes from the principal. There is also an activity on learning vocabulary in 'chunks'.

Unit 10: Finding information

Reading focus: Scanning

Text type: Email inbox; food label; bank statement

Overview: Learners watch a video on how to scan. They go on to complete a listening task and reflect on why scanning is an important skill. In the practice exercises that follow, learners scan an email inbox, a food packet and a bank statement. Finally, they think about the other items they scan in their daily life.

Pre-Intermediate Level

Unit 1: A penfriend in Taiwan / A pen pal in Canada

Reading focus: Guessing words you don't know

Text type: Penfriend letters / emails

Overview: Learners watch a video introduction to guessing unknown words. They then work on this skill before reading a penfriend letter, working on vocabulary and answering questions. They complete another letter / email, visit a website and write a letter themselves.

Unit 2: Cooking chicken

Reading focus: Scanning for specific information

Text type: Recipes

Overview: Learners watch a video, write down some cooking words, and match words with pictures. They read four chicken recipes, answer questions, and complete two scanning activities. Finally, they go online and research two more recipes.

Unit 3: The doctor says...

Reading focus: Using headings to help reading

Text type: Newsletter

Overview: Learners watch a video introduction about using headings to help them read. They predict content from headlines, and then match those headlines with the real content. The next stage is to look at headings from a newsletter and predict the content. After this, they read the newsletter and answer questions. Learners then apply the same skill to newspaper pictures. Finally, they read a second newsletter article and research the topic of headaches.

Unit 4: Choosing a holiday

Reading focus: Understanding fact and opinion

Text type: Travel brochure

Overview: Learners watch a video and predict the words they will see in a travel brochure. They match different words to different text types (a brochure, a recipe and a grammar book), and read a brochure on the Thai island of Phuket. They then work on vocabulary and answer questions. Finally, they think about how the words chosen by the writer reflect on the reliability and accuracy of the text.

Unit 5: Travel advice

Reading focus: Reading aloud

Text type: Travel 'postcards' sent to a magazine

Overview: Learners watch a video introduction and think about when they read aloud. They read a series of travel 'postcards', answer questions and listen to them being read. They reconstruct one of the texts, and read the 'postcards' aloud. Finally, they write their own travel postcards.

Unit 6: Struck by lightning

Reading focus: Understanding suffixes

Text type: Newspaper article

Overview: Learners watch a video introduction and complete a short pre-reading quiz about lightning. They then read an article on lightning and answer questions. Following an introduction to affixes, they focus on suffixes in the text. They then build words using four different suffixes. Finally learners go online to research the weather.

Unit 7: Health matters: food

Reading focus: Signpost words: *and, but, so*

Text type: Information pamphlet

Overview: Learners watch a video introduction to 'signpost' words. Then they read a leaflet about veganism, looking at vocabulary and answering questions. The next stage is to focus on the use of *and, but* and *so* in extracts from vegan websites. Finally, they complete an exercise using these words, and finish the unit by writing a short essay.

Unit 8: Health matters: yoga

Reading focus: Choosing which words to learn

Text type: Interview

Overview: Learners watch a video introduction and, in a pre-reading activity, write sentences about yoga. They then read and listen to an interview on the subject, work on vocabulary and answer questions. Finally, they think about how they learn vocabulary, and which words they choose to learn.

Unit 9: Rent-a-Pet

Reading focus: Matching nouns and pronouns

Text type: Article; email

Overview: In this unit, learners focus on pronouns and possessive adjectives and relate them to the nouns they refer to. Following a video introduction, they read an article about a woman who rents out pets. They answer questions, and complete two activities on pronouns and possessive adjectives. Finally, they read an email with the pronouns and possessive adjectives and the nouns they refer to highlighted.

Unit 10: Please help me!

Reading focus: Functional language: giving advice

Text type: Magazine advice column

Overview: This unit focuses on problems and advice in the context of a newspaper advice column. Learners watch a video, pre-learn vocabulary, and read three problems for which they suggest advice. They then read the advice given by a columnist, answer questions, and look at functional language for giving advice. Finally, they write advice for three more problems.

Intermediate Level

Unit 1: My wedding day

Reading focus: Reading for information

Text type: Website posts

Overview: Learners watch a video introduction, work on vocabulary for weddings and do a pre-reading activity on mishaps at weddings. They then read three posts from an Internet forum on wedding disasters, and answer questions. Finally, learners read about wedding traditions from around the world, and finish with a web quest on the movie *Father of the Bride*.

Unit 2: Different cultures

Reading focus: Inference: words and meaning

Text type: Newspaper article; parody

Overview: In this unit, learners focus on different cultures. After a video introduction, they read an article about travel in Roman times and compare it with travel today in a comprehension activity. They go on to read a spoof account of a visit to the South Pacific, and compare the 'customs' described to modern life. Finally, they visit a website and read about the Romans and their customs.

Unit 3: Dangerous sports

Reading focus: Learning vocabulary in topics

Text type: Text on the history of bungee jumping

Overview: Learners watch a video introduction and work on vocabulary for sports; they research how relatively dangerous different sports are. They then read about bungee jumping and answer questions before listening to an interview on parachute jumping. Finally, learners note vocabulary for bungee jumping and parachuting, and finish by writing about another sport.

Unit 4: Digital English

Reading focus: Email and SMS abbreviations

Text type: Exchange of emails, SMS messages; article

Overview: Learners watch a video introduction to SMS language. They pre-learn vocabulary, and read an exchange of emails and text messages on booking a trip. They then focus on SMS abbreviations and read an article about research into the use of emojis by British adults. Finally, learners download a worksheet on email style.

Unit 5: Vincent van Gogh

Reading focus: Understanding topic sentences

Text type: Encyclopedia entry

Overview: This unit focuses on topic sentences. Learners watch a video introduction and then complete a listening exercise about topic sentences. They look at four topic sentences, and predict the content of the paragraphs, before matching sentences from the paragraphs with the correct topic sentences. They read an encyclopedia entry on van Gogh and answer questions before going online and researching other artists.

Unit 6: I love my dictionary!

Reading focus: Dictionary skills (1)

Text type: Article from a student blog

Overview: In this unit, learners look at different dictionary skills: alphabetical order, looking up meanings, spelling, pronunciation, and example sentences. They read an article from a student newsletter, answer comprehension questions, and complete an activity on looking up words you hear. Finally, learners find their own example sentences in newspapers.

Unit 7: Using a dictionary

Reading focus: Dictionary skills (2)

Text type: Extracts from dictionaries

Overview: In this second unit on dictionaries, learners watch a video introduction and look at different types of dictionary. They look at how grammar is explained in a dictionary, and try a dictionary quiz. The second part of the unit looks at homophones, and British vs North American English. Finally, learners visit websites for paper and online dictionaries.

Unit 8: We're losing the pilot...

Reading focus: Learning vocabulary in topics

Text type: Magazine feature article

Overview: Learners start by watching an introductory video and working on the vocabulary of flying. They read an interview about a flight that went wrong and answer questions. They then look at how words can be grouped (by topic, cause and effect, collocation and so on). Finally, learners apply this in two activities based around a listening text, the story of another flight disaster.

Unit 9: Buried Treasure

Reading focus: Learning how to proofread

Text type: Stories about pirates and buried treasure

Overview: This unit introduces learners to the fundamentals of proofreading. Following a video introduction, they proofread an initial text. They then focus on the kind of errors they found and apply this to a second text. There is a presentation of proofreading techniques, which learners try out on a third and final text.

Unit 10: Saving the world?

Reading focus: Reading critically

Text type: Article written by a pressure group

Overview: This unit helps learners to think about the importance of reading critically. Vocabulary of the environment is pre-taught, and they read an article about measures that can be taken to 'save the world'. They then look at the article again and think about which assertions are true and which may not be true, before applying the same critical approach to posts on an environmental website. The unit finishes with a short essay on the environment, and a website where learners can research the essay.

Upper Intermediate Level

Unit 1: Why are you reading?

Reading focus: Reading strategies; dictionaries

Text type: Article from a student newsletter

Overview: This unit focuses on the different ways in which we read: skimming, scanning, reading for pleasure, reading for recognition and so on. There is a video introduction followed by an article on reading from a student newsletter. Learners then look at different texts and decide how they should read them. They make a chart, listing everything they read on two separate days, and noting how they read these texts. Finally, there is an introduction to dictionaries, followed by a dictionary quiz.

Unit 2: Let's love sharks!

Reading focus: Skimming; gathering information

Text type: Encyclopedia entry

Overview: In this unit, learners gather information from different sources and write an essay. They watch a video introduction, skim a text about sharks, and then read it in detail and answer questions. They listen to a lecture (which they can also read), work on vocabulary, and bring the relevant information together in an essay.

Unit 3: How to lose weight

Reading focus: Identifying the main idea

Text type: Advertisements for diets

Overview: Learners watch a video introduction and consider polite and impolite ways of describing a person's weight. They read about four diets and identify the theory behind each diet before answering comprehension questions. They then listen to a dietician discussing fad diets before going on to make up their own fad diet.

Unit 4: Vaping

Reading focus: Focusing on key arguments

Text type: Posts from a web forum

Overview: Learners watch a video introduction and social media posts about vaping. They work on vocabulary, answer questions and identify the main argument of each post. The next step is to identify the language used in making these arguments. Learners complete the unit by writing a "for or against" essay on vaping.

Unit 5: A short story competition

Reading focus: Tackling idioms

Text type: Email from a friend; advertisement for a competition

Overview: The unit starts with a video introduction and an email about a writing competition. Learners guess the meanings of the idioms in the email by looking at the context, and apply this skill in a second exercise. They then read the advertisement for the competition, answer comprehension questions, and finally, 'enter' the competition by writing a story.

Unit 6: It's magic!

Reading focus: Understanding synonyms

Text type: Feature article

Overview: The unit starts with a video introduction and a pre-reading task in which learners write about magic tricks they have seen. They then read an article about magic and answer questions. The next stage is to focus on synonyms and near-synonyms in the article. There is a presentation on how learners can use synonyms to guess unknown words, and this technique is applied in a text on Houdini. Finally, learners listen to a magician talking about giving a magic show, and they try two tricks themselves.

Unit 7: Animals learn to speak

Reading focus: Using headings to help reading

Text type: Magazine article

Overview: Learners watch a video introduction on how headings can help reading. They look at headings from a text and predict the content of each section before matching the correct heading to each paragraph. They answer questions on an initial article about human-animal communication, and then match headings to a second article. Finally, they listen to a story, and answer comprehension questions.

Unit 8: Gaming addiction

Reading focus: Understanding Textspeak

Text type: Posts on a web forum

Overview: The focus of this unit is Textspeak. Learners watch a video introduction and move on to a series of posts on gaming addiction, with comprehension activities. In two further exercises, they focus on identifying the emojis and abbreviations in the posts.

Unit 9: Death of the newspaper

Reading focus: Understanding signpost words

Text type: Newspaper articles

Overview: Learners watch a video introduction and complete an exercise on the vocabulary of newspapers. They then read an article on the decline of print media, answer questions, and focus on signpost words and phrases (*despite, in other words, as, while*). Using these words and phrases, they then complete a second article on the rise of online media. Finally, they find further examples of how these are used in newspapers.

Unit 10: A paper plane

Reading focus: Reading instructions

Text type: Instructions

Overview: This unit focuses on instructions, for which readers need to know the exact meanings of words. Following a video introduction and vocabulary work, learners follow three separate sets of instructions: to make a paper plane, to make a police report, and to tie a knot.

Pre-Advanced Level

Unit 1: Fat for a Day

Reading focus: Understanding time in a text

Text type: Feature articles

Overview: Learners watch a video introduction on how writers use time indicators to help readers navigate through a text. They read a 'day in the life...' article and improve it. They then select time indicators to improve a second article, before answering comprehension questions.

Unit 2: Far from the Madding Crowd

Reading focus: Developing prediction skills

Text type: Extracts from a novel

Overview: The focus of this unit is prediction. Learners watch a video introduction and read background information to a scene from *Far from the Madding Crowd*. They predict what will come next before reading the extract. Learners then answer comprehension questions before predicting what will happen in later scenes, and finding out whether their predictions were correct. Finally, they visit two websites that highlight classic and popular novels.

Unit 3: What's in a newspaper?

Reading focus: Organization in newspapers

Text type: Extracts from newspapers

Overview: Learners watch a video introduction on the benefits of reading newspapers in English. They identify different sections in a newspaper and their contents, before matching extracts from articles to the correct sections. Learners go on to read three articles from the health section and answer comprehension questions. Finally, they complete a questionnaire about their own reading habits.

Unit 4: My week

Reading focus: Reading for detail

Text type: 'A day in the life...' article

Overview: The focus of this article is an account of a typical week for the CEO of a cosmetics company. Learners watch an introduction and predict what the CEO will do. They then read his 'diary', work on vocabulary and answer questions. In the next activity, they categorize his activities (e.g. team building, planning and so on). Finally, they research different jobs on the Internet.

Unit 5: Dangerous fashions

Reading focus: Headings and topic sentences

Text type: Encyclopedia entries

Overview: Learners watch a video introduction explaining how headings can help reading. They start by matching headings to four different fashion topics; they identify key vocabulary and answer comprehension questions. They then apply the same skill to matching headings and contents in an encyclopedia entry on tattoos. Finally, they write about modern fashions, and visit two websites.

Unit 6: Dolphins

Reading focus: Learning vocabulary in topics

Text type: Feature article; encyclopedia entry

Overview: In this unit, learners read an article, identify key vocabulary in a topic, and then use that vocabulary in a second text and in an essay. The unit starts with a video introduction, moves on to a feature article on dolphins and an encyclopedia entry on the same subject. It concludes with an essay task for which learners research the topic of dolphin therapy.

Unit 7: Hello, I'm your burglar!

Reading focus: Understanding suffixes

Text type: Feature article from a careers magazine

Overview: Learners watch a video introduction and complete a pre-reading task. They read an article about restorative justice, answer questions, and focus on suffixes used in the text. They then look at how suffixes can help expand their vocabulary, and use the suffixes they have learned in a second text. Finally, they reflect on how suffixes are used, and write a short essay.

Unit 8: The Final Descent

Reading focus: Guessing unknown words

Text type: Talk by a teacher

Overview: The focus of this unit is guessing vocabulary from context. Following a video introduction, learners guess the meanings of words from websites by looking at the words around them. They read an article about a skiing accident and answer comprehension questions. The next activity focuses on different ways of guessing vocabulary (from cognates, from context, from affixes). Learners fill the gaps in a second text with the approximate meanings, using contexts as clues, and finish by visiting a movie website.

Unit 9: Mysteries

Reading focus: Understanding contrast in a text

Text type: Biographies

Overview: Learners watch a video introduction explaining how writers express contrast. They read a text about the life of Antoine de Saint-Exupéry, identify key vocabulary and answer questions. There is a presentation on how writers use *but*, *however*, *despite*, *although* and *nevertheless*, and learners look at how these words are used in the text. Finally, they complete a text on the life of Amelia Earhart, using the same words.

Unit 10: Reading for pleasure

Reading focus: Enjoying your reading

Text type: Poem; newspaper article; extract from a novel

Overview: This unit is all about reading for pleasure. Readers watch a video introduction and complete two activities on how they can use (a) blurbs and (b) websites to find appealing texts. Then they read an authentic newspaper article, a poem and the first chapter of a novel.

Advanced Level**Unit 1: The Jaipur Limb**

Reading focus: Guessing unknown words

Text type: Interview

Overview: Learners watch a video introduction to the skill of guessing unknown words. They read an interview and guess the meanings of words by looking at the context, before going on to answer questions. They work on the skill again in a separate but related text, and, finally, they write an essay on development, the topic of the unit.

Unit 2: Ecotourism

Reading focus: Observation and inference

Text type: Letter from a tourist

Overview: In this unit learners learn to differentiate between observation and inference. They start with a short text in which they try to infer meaning; and they go on to do the same with a photograph. They apply the skill of inference to a letter, and then use their inference skills to guess the origins of six texts. Finally, learners listen to an interview, visit two websites, and write an essay.

Unit 3: Fashion

Reading focus: Understanding reference words

Text type: Feature article on fashion

Overview: In this unit, learners look at how writers use reference words to make a text cohesive. They watch a video introduction, read a text about Swatch watches and answer comprehension questions. They then revisit the text and explore the concept of cohesion – the devices which make a text hang together. In the next activity learners look at a text on Tag Heuer watches, and rewrite it to make it more cohesive. They also look at how other writers use cohesive devices (in newspapers, for example). Finally, they create their own advertisement for a watch.

Unit 4: Mythical beasts

Reading focus: Ignoring unknown words

Text type: Newspaper article; 'postcards' from enthusiasts

Overview: Learners watch a video introduction to the skill of ignoring unknown words, and read texts with several words omitted. They then answer questions on these texts. This is followed by a teacher giving a short talk on when to look up unknown words. Learners apply this to the texts they have read. Finally, they research and write about mythical beasts.

Unit 5: A tragic legacy

Reading focus: Understanding topic sentences

Text type: Feature article; website extract; press release

Overview: Learners watch a video introduction and listen to a teacher talking about topic sentences. They look at four topic sentences and predict the content of the paragraphs, before matching content from the paragraphs with the correct topic sentences. Next, they read an article about land mines in Cambodia and answer questions. They then read another text on land mine clearance with the topic sentences removed. Learners write their own topic sentences and compare them with the originals. Finally, they read a government press release on land mines.

Unit 6: Laughter

Reading focus: Comedy in a text

Text type: Newspaper article

Overview: Learners watch a video introduction, read an article about the use of laughter as therapy and answer comprehension questions. The next stage is for learners to listen to a comedian talking about jokes, to identify different kinds of jokes, and to complete a text on the do's and don'ts of telling jokes. Finally, they try telling jokes, and read five jokes from different countries.

Unit 7: The War Poets (1)

Reading focus: Reading and interpreting a poem

Text type: Poem

Overview: Learners watch a video introduction to the poem they will read, *The Soldier* by Rupert Brooke. They learn some vocabulary. They read and listen to the poem, and answer comprehension questions. Then learners listen to an account of the life of Rupert Brooke, and put ten events in his life in order. They go back to the poem and recite it. Finally, they research the life of another War Poet, Wilfred Owen.

Unit 8: The War Poets (2)

Reading focus: Contrasting two poems

Text type: Poems

Overview: In this unit, learners read another war poem, *Dulce et Decorum est* by Wilfred Owen. They start by contrasting the vocabulary in this poem with that in *The Soldier*, which they read in the previous unit. Then they read and listen to the poem, and answer comprehension questions. Next, learners contrast the central ideas of the two poems, and write a short essay. Finally, learners read, and listen to, another war poem: *Do not Stand at my Grave and Weep*.

Unit 9: Organizing information

Reading focus: Organization and structure of a text

Text type: Textbook extract; incident report

Overview: This unit focuses on the ways different texts are organized: dictionaries, encyclopedias, reports and websites. Learners think about the organization and structure of different texts and then look at three in detail: a grammar book, an incident report and an index.

Unit 10: Find it – FAST!

Reading focus: Scanning for specific information

Text type: Price list; feature article; science articles

Overview: Learners watch an introductory video and reflect on (a) why scanning is an important skill, and (b) how to scan effectively. In the practice exercises that follow, learners scan a price list, an article about the Oscars and the science page of a magazine. They also listen to a teacher talking about when it is useful to scan, and they complete an exercise.

CEFR level and IELTS band score reference for ClarityEnglish programs

