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The thinking behind English Unlimited

The aim of English Unlimited is to enable adult learners to communicate effectively in English in real-life situations. To achieve this, English Unlimited is:

1. A practical course
2. An authentic course
3. An international course
4. A flexible course

1 A practical course

Each unit of English Unlimited is designed to help learners achieve specific communicative goals. These goals are listed at relevant points throughout the Coursebook. For example, you and your learners will see these goals at the top of the first lesson in unit 5:

- change money
- understand instructions on a cash machine
- pay for things in different places

All the goals are of a practical ‘can-do’ nature, chosen to enable Pre-intermediate level learners to deal with a wide range of situations in English. Of course, a substantial amount of each unit is dedicated to learning vocabulary and grammar – but the goals come first. We’ve identified goals which we think will be useful for Pre-intermediate level learners to work on, and then selected vocabulary and grammar to help them do this.

Where exactly do the goals come from?
The goals for the course have been taken from the Common European Framework of Reference for Languages (CEF), and adapted and supplemented according to our research into the needs of Pre-intermediate level learners.

The goals in the Coursebook are based on the CEF goals but they have been reworded to make them less ‘technical’ and more motivating and accessible for learners and teachers.

What is the CEF?
The CEF uses ‘can-do’ statements to describe the abilities of learners of English (or any other language) at different levels. The focus is on how to do things in the language, rather than on abstract knowledge of the language itself. For example, here are some CEF goals which describe learners’ speaking abilities at the end of Pre-intermediate:

- can deal with common aspects of everyday living such as travel, lodgings, eating and shopping
- can get all the information needed from a tourist office, as long as it is of a straightforward, non-specialised nature

The CEF originated in Europe but is used increasingly widely around the world as a guide for curriculum design and assessment. It can be used with learners of any nationality or first language.

What’s the level of the course?
The CEF is divided into 6 main levels, sometimes with ‘plus’ levels in between. This table shows the CEF levels and how they relate to the Cambridge ESOL exams:

<table>
<thead>
<tr>
<th>CEF levels</th>
<th>Cambridge exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2 ‘Mastery’</td>
<td>CPE</td>
</tr>
<tr>
<td>C1 ‘Operational proficiency’</td>
<td>CAE</td>
</tr>
<tr>
<td>B2+</td>
<td></td>
</tr>
<tr>
<td>B2 ‘Vantage’</td>
<td>FCE</td>
</tr>
<tr>
<td>B1 ‘Threshold’</td>
<td>PET</td>
</tr>
<tr>
<td>A2+</td>
<td></td>
</tr>
<tr>
<td>A2 ‘Waystage’</td>
<td>KET</td>
</tr>
<tr>
<td>A1 ‘Breakthrough’</td>
<td></td>
</tr>
</tbody>
</table>

English Unlimited Pre-intermediate is based on can-do statements at both the A2+ and B1 levels of the Common European Framework. It takes learners beyond A2+ and well into the B1 or ‘Threshold’ level of competence.

2 An authentic course

Because it is based on practical goals, English Unlimited teaches authentic language – that is, the kind of language which is really used by native speakers and proficient non-native speakers of English in everyday situations. An important tool for identifying useful language to include in the course has been the Cambridge International Corpus (CIC).

What is the CIC?
The CIC is an electronic collection of more than a billion words of real text, both spoken and written, which can be searched by computer to discover the most common words, expressions and structures of the language, and the kinds of situations in which they are used.

How has it been used in the course?
The CIC has been used throughout English Unlimited to ensure that, as far as possible given the level of the course, learners are taught the most frequent and useful words and expressions for meeting their communicative goals.

The CIC has also been used in the preparation of grammar sections, both to select structures to be taught and to identify realistic contexts for presentation. For example, the course includes focuses on prepositional phrases (unit 3) and habitual would alongside used to (unit 13) because corpus research suggests that prepositional phrases are an extremely common means of adding descriptive detail to nouns, while would is actually employed more frequently than used to in the description of past habits.
A further use of the CIC is in the **Keyword sections** which appear in every unit. Each Keyword section focuses on one or more of the most frequently used words in English and teaches its most common meanings, as well as useful expressions based around it.

*How else is English Unlimited an authentic course?*

In addition to being informed by the CIC, **English Unlimited** contains a large amount of **unscripted audio and video material**, recorded using non-actors, both native and non-native speakers. Many other listening texts have been scripted from recordings of real conversations.

**What are the benefits for learners of using ‘authentic’ listening material?**

Listening to spontaneous, unscripted speech is the best way to prepare learners for the experience of understanding and communicating in English in the real world. Our observations have shown not only that Pre-intermediate level learners are capable of following spontaneous speech, but that authentic recordings are more motivating and engaging for learners in general.

**3 An international course**

In what ways is English Unlimited ‘international’?

Firstly, **English Unlimited** is an **inclusive** course, catering to learners of different backgrounds from all around the world. We have taken care to select topics, texts and tasks which will appeal to a broad range of learners. We’ve tried to avoid topics which learners may find uncomfortable, or simply uninteresting, and we don’t assume a knowledge of a celebrity culture, but focus instead on more universal themes, accessible to all.

**English is most often used nowadays between non-native speakers from different places. How does the course take this into account?**

A second strand to the ‘internationalism’ of the course is that it includes features which will help learners become more effective communicators in international contexts.

In every odd-numbered unit there is an **Across cultures** section which focuses on a particular topic of cultural interest. The aim of these sections is to increase learners’ awareness of how the values and assumptions of people they communicate with in English might differ from their own. Learners who have this awareness are likely to be more sensitive and effective communicators in international environments.

Listening sections use recordings of **speakers with a range of accents** in order to familiarise learners with the experience of hearing both native and non-native speakers from a wide variety of places. Regardless of accents, care has been taken to ensure that recordings are of appropriate speed and clarity for learners at this level, and that they are error-free. All non-native speakers are competent users of English and should provide learners with strong and motivating role models to help them progress and achieve greater confidence in English.

For the purposes of language production, taught grammar, vocabulary and pronunciation follow a British English model, but by exposing learners to a wide range of accents and models, we are helping to enhance their ability to use English in real international contexts.

**4 A flexible course**

The next five pages show how a typical unit of **English Unlimited** is organised.

As you’ll see, the first five pages are connected to each other and make up the ‘core’ of the unit. After that, there is the **Explore** section, two pages of activities which have a topical or linguistic link to the unit, but which can be used separately. On the last page of each unit is the **Look again** section, comprising review and extension activities, which can be done by learners either in the classroom or for homework.

This means that **English Unlimited** can be adapted not only for lessons of different lengths, but also for shorter and longer courses. For example, just using the ‘core’ of each unit would be suitable for a course of about 50 hours, while using all the material, including the **Explore** and **Look again** sections, would give a course length of 80 or 90 hours.

The flexibility of **English Unlimited** is further enhanced by an extensive range of supplementary materials. These include **grammar reference and extra practice** at the back of the Coursebook, the **Teacher’s DVD-ROM** containing three extra activities for each unit of the coursebook, ‘**Writing Essentials’** literacy activities, **Achievement and Progress tests**, and the **Self-study pack**, which offers more than 50 hours of additional language and skills practice material in the Workbook and on the Self-study DVD-ROM.

In the rest of this introduction you’ll find:
- a plan showing how a unit is organised  **pages 6 to 10**
- more detailed notes on the different sections of the units  **pages 11 to 15**
- information about the other components of the course  **pages 16 to 19**
- more detailed information about the CEF  **page 20**

We hope that you and your learners will enjoy using **English Unlimited**.

Alex Tilbury
David Rea
Leslie Anne Hendra
Theresa Clementson
How a unit is organised

The course consists of a shorter ‘Intro’ unit and 14 main units. Each main unit has 8 pages.

The first two pages are a single lesson with goals based on the CEF. You can of course spread the material over more than one lesson if you want.

About 90 minutes

Introduction

How a unit is organised

Lessons include vocabulary and/or grammar, as well as practice in reading, listening and speaking. Lessons always finish with a communicative speaking task. See pp11–13 for details of language and skills sections.
The next two pages are another lesson with goals based on the CEF. (about 90 minutes)

3.2 goals

Talk together:
1. How often do you go to cafes or restaurants?
2. Are there any good places to eat near your home?
3. What international cuisines do you enjoy?
4. Where do you go to celebrate special occasions?

Read the information from a guide to eating out in Melbourne, Australia.

What restaurants:
1. Is owned by a family?
2. Open on Sundays?
3. Have salads on the menu?
4. Sometimes has live music?

Which of these restaurants would you like to go to? Why?
The fifth page is the heart of the unit, the **Target activity**. Learners prepare for and carry out an extended task which is designed to combine and activate language taught in earlier lessons in the unit. See p13 for details.

Target activities **review goals** from the earlier lessons of the unit.

Model recordings are used to demonstrate the task.

Task Vocabulary sections provide learners with useful language for the task.

Learners are encouraged to **take time to prepare** ideas and language.

Target activities have a **clear outcome**.
The Explore section is made up of activities which extend and broaden the topics, language, and skills taught in the core part of each unit. On the first page is the Keyword, then Across cultures or Independent learning in alternate units. On the second page is either Explore writing or Explore speaking.

Each Keyword section focuses on a common English word, teaching and practising the main meanings and useful expressions. See p13 for details.

Odd-numbered units have Across cultures sections which give learners the chance to think about and discuss how cultures differ around the world, and to reflect on their own culture. See p13 for details.

Odd-numbered units have Explore writing pages which enable learners to write a range of different text types. See p14 for details.

Even-numbered units have Independent learning pages which develop learners’ independent study skills. See p14 for details.

Even-numbered units have Explore speaking pages dedicated to developing learners’ speaking skills and strategies. See p14 for details.
The last page of each unit, **Look again**, is a series of short classroom activities for reviewing and extending the language from the unit. See p15 for details.

Review activities include **vocabulary** and **grammar** from the unit.

**Spelling and sounds** activities help learners make connections between English spellings and how to pronounce them.

**Notice** activities draw out further useful language from the unit’s reading or listening texts.

At the end of each unit is a **Self-assessment** for learners to complete.

### 3 Look again

#### Review

**VOCABULARY (Donegal)**
1. Put the words in order to make sentences.
   - a lot > better than > break > times > vegetables > I think
2. Eight days a week should open shops? I don’t think so.
3. Should buy everywhere or ask me, local food?
5. Ready-made meals are very good for you? I don’t think so.
6. **Talk about the opinions. Do you agree with them?**

**VOCABULARY (Donegal - Reading)**
2. As a class make a café menu. Suggest your favourite dishes. Include:
   - Starters
   - main dishes
   - desserts
   - drinks
   - Then think about what you still like to order.
3. Work in groups of three, one waiter, two customers. Order a meal. Take turns to be the waiter.
   - a: Yes, I'd like the brushetta, please.
   - b: Can you remember?
   - a: We remember.

**CAN YOU REMEMBER? Unit 2 - Shopping, Working conditions**

3. Work in two teams, A and B.
   a. How many expressions about shopping can you remember?
      - A list. How, if anything, does a customer give?
      - A list. How many expressions about working conditions can you remember?
      - A list. Pay, working hours...
   b. Look back at unit 3 to check.
   c. Follow the instructions for the quiz:
      1. Choose five expressions to pick the other teams.
      2. Choose two sentences with gaps.
      3. Take turns to read your sentences to the other teams.
   d. Success: The winner gets a point for each correct word, and a bonus point if you can spell it.

   "I still go ____________" (an activity)
   "That’s right. How do you spell it?"

#### Extension

**SPELLING AND SOUNDS:**
4. a. **Read** the gap and try to fill in the gaps in the same way. And:
   - Listen, then say the words.
   - e.g. Is your employee noisy? bad
   - Complete the table with -n or -en.
   - 1. Try usually write _______ before a capital letter.
   - 2. We usually write _______ before a vowel or at the end of a word.
   - 3. E.g. Spelt, check. Listen to eight words and write them down.
   - 4. Look at the script on p46 to check your spelling.

**NOTICE: Making sentences stronger / weaker**
5. a. Look at these sentences from Unit 3. Rewrite each one in a stronger way. Then look back at the article on p27 to check.
   - I saw Bill. He was in my local supermarket.
   - I saw Bill. He has been in my local supermarket.
   - He has been there for 24 hours.
   - He has been there since 8 o’clock.
   - The food was not good.
   - The food was delicious.
   - He ordered a lot of food.
   - The shopkeepers were not friendly.
   - And at the time, I said it was expensive.
   - He had to pay much more.
   b. Cover the highlighted words. Can you remember the complete sentences 1-7?

### Self-assessment

**Can you these things in English?** A number of questions put together, 7, 1-7 on p33.

- Can you read and spell?
- Can you understand instructions?
- Can you give instructions?
- Can you complete your own instructions?

Use yourself, friends, and family members to test your work, as a further.

Even more questions that may, 1, 2, 3, 9 on p33.
Vocabulary

*English Unlimited* provides learners with a **wide variety of vocabulary**, chosen to meet each unit’s communicative goals. In most units, there are three or four vocabulary sections in the first two lessons and Target activity, and vocabulary is also presented and practised in Keyword sections, on Explore writing pages, and on Explore speaking pages.

Vocabulary includes:
- **words** like relaxing, old-fashioned.
- **collocations** like have an appointment, have breakfast.
- **stems** like Why don’t we ...?
- **fixed expressions** like I agree.

The focus on longer items as well as single words will enable learners to express themselves more fluently, naturally and effectively.

The course provides a balance of:
- **very frequent vocabulary**, selected and checked using the Cambridge International Corpus (CIC).
- **topical and functional items** which learners need in order to achieve particular goals. For example, food and drink words are not especially frequent statistically, but are obviously necessary for the fulfilment of goals such as ‘talk about food and eating’ and ‘order a meal in a restaurant’.

Taught vocabulary is generally drawn from texts which learners have already read or listened to as part of a skills section of a lesson. In other words, vocabulary is **placed in clear contexts** which help learners work out what it means, and how it’s used.

Grammar

Each unit of the course teaches the grammar essential to achieving the **communicative goals**.

The points of the grammar syllabus have been selected and placed in particular units to help learners meet these goals. For example, prepositional phrases are focused on in unit 3 because they’re often used to describe food and meals: soup of the day or chocolate cake with ice cream. Similarly, different kinds of conditional sentences are taught in units 7 and 14 as they are very useful for making recommendations and exchanging opinions about practical issues: If you’re interested in art, you’ll love this museum; If everyone thought like that, we wouldn’t change anything.

Before focusing on grammar explicitly, learners are first exposed to grammar in **context** through reading and listening texts. Then meaning and form are highlighted using a ‘**guided discovery**’ approach which actively involves learners in finding out about the grammar for themselves while also providing plentiful support and opportunities for you to monitor and assist.

**Thorough controlled practice** is provided to check learners’ understanding of the language and provide initial practice, while maintaining and developing the topic of the lesson:

Lesson end with a speaking task (or, occasionally, a writing task) which gives learners the chance to use the language of the lesson, including the grammar, in **freer practice**.

Grammar reference

In each grammar section, you’ll see a label like this ...

... which directs learners to a **Grammar reference section** at the end of the book, accompanied by **extra practice exercises**.

Each Grammar reference section sets out the meaning, form and pronunciation of the point in question, using simple language and a range of examples:

The extra practice exercises can either be done in class as the need arises, or set as homework.
Pronunciation

There is one pronunciation section in each unit. These sections have both **receptive and productive aims:**

- to help learners understand natural spoken English.
- to build confidence by isolating and practising specific, manageable features of spoken English.
- to help learners speak more intelligibly.

Note that although native-speaker voices are used to model features of pronunciation, the primary goal of these sections is **intelligibility** and not (necessarily) achieving a native-like accent.

Pronunciation sections address areas which will be useful for all pre-intermediate level learners to work on, regardless of their first language: **word and sentence stress, the schwa sound, consonant–vowel linking, intonation** and dividing speech into **groups of words.**

Each pronunciation section is based on a **short extract** drawn from a listening sequence. Learners are encouraged to **notice** a language feature and then **practise** it:

Key pronunciation areas may be touched upon **two or three times** during the course rather than being ‘one-offs’, thereby building learners’ familiarity and confidence.

Interest is maintained by slightly increasing the level of challenge on each occasion. For example, the activity above from unit 11 asks learners to notice and **practise** groups of words in a small set of expressions for describing pros and cons, while the activity below, from unit 13, deals with **phoning** expressions:

In addition to each pronunciation section, you’ll often see the **symbol** in vocabulary and grammar sections. This symbol indicates points in the lesson when it would be useful to use the audio CD to **drill** the pronunciation of new language.

The **Spelling and sounds** activity in the **Look again** section of each unit helps learners to pronounce words in English by recognising spelling patterns. This feature is described in more detail on p15.

Learners can also practise the **individual sounds** they have problems with, using the phonemic chart on the Self-study DVD-ROM. In addition, on the e-Portfolio **Word list,** learners can check their pronunciation of words and expressions against British and American English recordings.

Listening

There is at least one major listening section in the first two lessons of each unit, and other listening activities occur frequently in sections such as **Target activity, Across cultures, Independent learning** and **Explore writing.**

A wide range of **recordings,** both **authentic** and **scripted,** is used, including monologues, topical conversations between friends and colleagues, conversations in service situations, phone calls and interviews.

**Authentic recordings** are unscripted and feature both native and non-native speakers from a variety of backgrounds. These provide exposure to a range of accents and to features of real spoken English, such as vague language and hesitation devices.

**Scripted recordings** are based on real-world recordings and corpus data to guarantee the inclusion of natural expressions and features of English. They are often used to contextualise functional language, such as expressions for taking a taxi or getting information in a tourist office.

Texts are exploited using a **range of tasks** designed to develop specific listening skills, build confidence and prepare learners for less graded authentic texts. For example, this sequence includes:

- **gist listening** (2).
- **listening for specific information** (3).
- **an opportunity for learners to respond to the recording in a natural way** (4).

Reading

Each unit has at least one major reading section in the first two lessons. Smaller reading texts are used in some **Target activities** and can be found in **Across cultures** and **Explore writing** sections.

A wide range of **text types** is used, both **printed and electronic:** newspaper, magazine and online articles, web postings, advertisements, blogs, travel guides and personal correspondence.

Reading texts:

- are drawn from sources around the world in order to appeal to as many learners as possible.
- are authentic, or based on authentic texts, ensuring that learners are exposed to natural language and preparing them for the experience of reading outside the classroom.
- recycle known language in order to build learners’ confidence in reading.
- are slightly above learners’ productive language level, so that learners have opportunities to notice new language.
- provide a context for vocabulary and grammar which is to be taught.
In the **Task** section, learners are given the chance to think about the ideas and the language they want to use before they begin, meaning that they will be able to focus on accuracy as well as fluency when they do the task itself.

**You can support your learners during task preparation by encouraging them to look back at the relevant vocabulary and grammar sections from the preceding lessons.**

### **Keyword**

The **most frequent words** in English tend to have a number of different meanings and to occur in a range of patterns and expressions. Each unit of the course has a self-contained **Keyword section** which focuses on one of these words, clarifies its **key meanings** and **useful expressions** as identified by corpus research, and practices them.

The meanings and expressions of the keyword are often illustrated using examples from the current unit and previous units:

This is followed by controlled and freer practice:

**Across cultures**

More and more people around the world are learning English in order to live, work, study and travel in other countries. The increasingly global nature of business, travel, education and personal relations in today’s world means that **intercultural awareness** is an area of growing interest and need for learners everywhere. The Common European Framework of Reference for Languages (CEF) identifies intercultural awareness as a key sociolinguistic competence (chapter 5.1.1–3). Learners who are interculturally competent are more sensitive and effective communicators in international situations.

To this end, the **Across cultures** sections are intended to help learners to:

- communicate better with people from a range of cultural backgrounds.
- be more aware of the kinds of differences and similarities that can exist both between and within cultures.
- reflect on aspects of their own and other cultures in an objective, non-judgmental way.
- contribute to an exchange of ideas about cultures by drawing on their own observations and experiences.
The course has seven Across cultures sections in odd-numbered units (alternating with Independent learning). Each looks at a particular topic from an intercultural perspective:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Culture shock</td>
</tr>
<tr>
<td>3</td>
<td>Mealtimes</td>
</tr>
<tr>
<td>5</td>
<td>Money</td>
</tr>
<tr>
<td>7</td>
<td>Tourism</td>
</tr>
<tr>
<td>9</td>
<td>Gestures</td>
</tr>
<tr>
<td>11</td>
<td>Neighbours</td>
</tr>
<tr>
<td>13</td>
<td>Time</td>
</tr>
</tbody>
</table>

Across cultures sections are structured like a mini-lesson. They typically include a brief lead-in, a listening or reading text for further skills development, and some language input to support learners in a final speaking stage where they talk about their own and other cultures.

Listening stages often use authentic recordings of people talking about their own countries and cultures. These are intended to engage learners’ interest and promote discussion, rather than representing the only ‘truth’ about a given culture. Indeed, learners with experience of the same culture are encouraged to agree, disagree and add further information.

Independent learning

The seven Independent learning sections are in even-numbered units (alternating with Across cultures):

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Noticing and recording collocations</td>
</tr>
<tr>
<td>4</td>
<td>English outside the classroom</td>
</tr>
<tr>
<td>6</td>
<td>Reading the phonemic script</td>
</tr>
<tr>
<td>8</td>
<td>Ways of reading</td>
</tr>
<tr>
<td>10</td>
<td>Improve your listening</td>
</tr>
<tr>
<td>12</td>
<td>Guessing what words mean</td>
</tr>
<tr>
<td>14</td>
<td>Improve your speaking</td>
</tr>
</tbody>
</table>

The aim of these sections is to help learners to become more independent in their learning of English, both inside and outside the classroom, by:

- making them aware of a variety of course and self-study materials.
- enabling them to make better use of these materials.
- learning ways in which they can extend the learning process outside the classroom.

Explore speaking

Explore speaking sections occur in even-numbered units (alternating with Explore writing).

Explore speaking is a complete, free-standing page which aims to equip learners with skills and strategies for improving their spoken interaction in a wide range of situations. It addresses real-life, immediate needs of pre-intermediate learners, such as:

- preparing people for invitations and requests
- using vague language
- softening opinions and disagreements

Each Explore speaking page includes:

- a listening text containing the target language. The listening, which generally links to the topic of the unit as a whole, provides a clear context for the target language.
- the listening script on the same page. This enables learners to see and study the target language right away without having to flick to the back of the book.

Explore writing

Explore writing pages occur in odd-numbered units (alternating with Explore speaking).

This page is dedicated to improving learners’ writing skills through a sequence of activities which build towards a practical, purposeful writing task. As with Explore speaking, the page will have a topical link with the rest of the unit.

Specifi cally, Explore writing pages will help learners to:

- write a range of short text types appropriate to the level, e.g. an email giving advice, a letter of complaint, instructions, descriptions of places and events.
- understand genre-specific conventions, e.g. opening and closing expressions in correspondence, language for advising and complaining, use of paragraphing.
- develop confidence in writing by planning and discussing ideas with peers, talking about and improving texts together, and building from shorter to longer texts.

Each page contains one or more models of the text type learners will produce at the end of the lesson. The sequence of exercises will usually require learners to:

- read the model texts for meaning.
- notice specific language features in the texts.
- practise using the new language in writing.
- plan a piece of writing, e.g. learners may be asked to generate ideas in pairs or groups, then organise their ideas into paragraphs.
• write their own texts.
• read each other’s texts and respond where possible (either orally or in writing).
• work to improve their own or each other’s texts.

You can, of course, set some of the later stages of the writing process as homework if you prefer.

In many cases the goals for these pages refer to both traditional and electronic media (e.g. ‘write a letter or email of complaint’), meaning you can choose to ask your learners to write either on paper or on computer if the facilities are available.

Self-assessment

Each unit concludes with a Self-assessment box for learners to complete either in class or at home. Many learners find it useful and motivating to reflect on their progress at regular intervals during a course of study.

For teachers, the Self-assessment will be a valuable means of gauging learners’ perceptions of how much progress they’ve made, and of areas they need to work on further. Self-assessments can also be useful preparation for one-to-one tutorials in which the learner’s and teacher’s perceptions of progress are compared and discussed.

Look again
The Look again page is divided into two columns, Review and Extension. Although some sections can be set as homework, the page is intended as a series of communicative activities for learners to do in class. The Look again page also includes a final Self-assessment for the unit.

Review
The three Review activities will help learners to recycle language from both the current and previous unit:

1 Vocabulary – provides further communicative practice of a key area of functional or topical language from the unit.
2 Grammar – provides further communicative practice of the key grammar point in the unit.
3 Can you remember? – recycles a key language focus from the preceding unit to help learners reactivate and better retain the language.

Extension
The two Extension activities focus on useful aspects of language, extending learners’ knowledge beyond what is taught in the main body of the text.

4 Spelling and sounds – this section is intended to meet the need of learners and teachers for a systematic approach to English spelling.

It takes a ‘spelling to sounds’ approach in the belief that the most useful guide for pre-intermediate learners is to help them to recognise and say words that they see written down. It looks at such areas as common consonant patterns (gh), vowel patterns (ui) and word endings (-le, -el, -al, -ul).

Spelling and sounds will help learners to:
• become aware of spelling/sound correlations, helping to improve both spelling and pronunciation.
• learn general rules for spelling in manageable amounts.
• develop accuracy in spelling and therefore confidence in writing.
• revise words encountered in the current and previous units.

5 Notice – this section further exploits reading and listening texts from the unit by briefly looking at and practising a useful and regularly occurring language feature, e.g. common written abbreviations, meanings of words like work and find, noun + infinitive patterns.
The Self-study Pack

About the Self-study Pack
*English Unlimited Pre-intermediate Self-study Pack* has been designed to offer flexibility and depth to your English teaching, whatever the specific needs of your learners. The Workbook and Self-study DVD-ROM provide a wide range of language and skills practice activities to accompany each unit of the Coursebook, so you can:

- set homework tasks based on the Coursebook lessons
- supplement your lessons with further language and skills practice
- use authentic video activities in class, or get learners to watch at home.

Your learners can:
- consolidate their knowledge of language and skills taught in class
- practise and check their pronunciation
- learn and practise essential speaking skills
- create tests on specific language areas quickly and easily
- check their progress and get feedback on their level of English and any specific areas of difficulty
- record and listen to themselves speaking in everyday dialogues, with animated video and audio materials.

In the Workbook
*English Unlimited Pre-intermediate Workbook* contains:
- activities which practise and extend the vocabulary and grammar taught in the Coursebook units;
- further reading, writing and listening skills practice; and
- numerous opportunities in each unit for learners to personalise what they are learning to their own interests and situations.

The first two pages of each unit consist of further vocabulary and grammar practice activities which can either be used in class or set for homework. **Over to you** activities suggest ways for learners to personalise the language and skills they have learnt.

The last page of each unit, **DVD-ROM Extra**, links up with the authentic video on the Self-study DVD-ROM. Learners have the chance to watch and listen to real people from around the world, talking about topics connected to the unit. These can be used in class or by learners on their own at home or in the school multi-media room.

On the Self-study DVD-ROM
The *English Unlimited Pre-intermediate Self-study DVD-ROM* offers your learners over 300 interactive activities which they can use to practise and consolidate what they’ve learned in class, while providing a number of easy ways to check their progress at every step of the course.

Just click on the icon for each unit and the learners will find fun and easy-to-use activities, from picture matching and drag-and-drop category exercises to opportunities for learners to record themselves and play back the result to check against an audio recording.

Each unit’s activities practise and extend the vocabulary, grammar, pronunciation and Keyword areas focused on in the Coursebook. Learners can also generate tests quickly and easily, using the Quick Check question bank. They can choose which units they want to test and how many questions they want the test to consist of, and Quick Check will randomly select from the 700 questions in the bank.

Learners can also keep track of their progress as they work through the course. The Progress page shows them which scored exercises they have attempted and how they’ve done. Learners can see which language areas they need to do more work on and can go back and try again.

In addition to language practice, each unit of the Self-study DVD-ROM also contains either Explore speaking or Explore listening activities. Explore speaking trains learners to notice key speaking skills such as using vague language or showing that you’re surprised, and then incorporate these techniques into their own spoken English. Explore listening exposes learners to useful everyday listening texts, such as public address announcements or a city tour.

In most language courses, it is rare for learners to get the chance to listen to themselves in conversation, but if there is a microphone available, this can be done easily using the animated video clips on the DVD-ROM. Learners watch and listen to the clips, take a closer look at the language used, and then have the opportunity to record themselves in the conversations and play it back to hear how they sound.

On the Self-study DVD-ROM, you will also find the DVD-ROM Extra video, described above, which can be used in or outside class, using the last page of each unit of the Workbook, or just watching them to get extra exposure to real language.
The Teacher’s Pack

We understand that no two teachers or classes are alike, and that the role of a Teacher’s pack accompanying a language course is to cater for as diverse a range of pedagogical needs as possible. The materials in this Teacher’s Pack serve to enhance the flexibility of English Unlimited to meet the needs of teachers who:

- are teaching courses of different lengths
- want to supplement the Coursebook materials
- have different class sizes and types
- are teaching in different parts of the world
- are addressing different assessment needs
- want to use DVD materials in the classroom

English Unlimited Pre-intermediate Teacher’s Pack offers a step-by-step guide to teaching from the Coursebook, more than 60 photocopiable activity worksheets to extend and enrich your lessons and a complete testing suite. The Teacher’s Pack consists of the Teacher’s Book and the Teacher’s DVD-ROM.

In the Teacher’s Book

Teacher’s notes

In the Teacher’s Book, there are more than 100 pages of teacher’s notes (pp21–122) to accompany the Coursebook material. These notes are a comprehensive and easy-to-follow guide to using the English Unlimited Pre-intermediate Coursebook, and have been written with a broad range of class types and teaching styles in mind. Each unit’s notes take you smoothly through the different stages of the Coursebook lessons. Answers are clearly highlighted, and the Individual, Pair and Group work symbols show at a glance what interaction is suggested for each stage.

On every page, there are instructions for alternative activities, clearly boxed, to offer greater variety and interest. There are also suggestions throughout for adapting activities to stronger and weaker classes, multilingual and monolingual classes, younger learners, and to large and small class sizes.

On the Teacher’s DVD-ROM

Photocopiable activities

There are 45 photocopiable activity worksheets on the Teacher’s DVD-ROM (three for each unit) ready to print out and use straight away. These offer extra vocabulary, grammar and pronunciation practice, extra reading and writing work, role plays and games which further activate the language that learners have been introduced to in the Coursebook, and build their fluency, confidence and communication skills.

Each activity is accompanied by a page of clear, step-by-step instructions, with answer keys and extra teaching ideas. At the end of each unit of the Teacher’s notes there is a page to help you find the activities you need.

Writing essentials

The Writing essentials activities (described in more detail on pp124–127) consist of 10 sets of photocopiable activity worksheets specially designed for non-Roman alphabet learners of English. Each activity teaches a vital writing or reading skill, such as tricks for learning spellings or improving punctuation, and supports learners in the process of reading and writing in a new script. These activities can be used alongside the Coursebook and other material, or as part of a separate course for non-Roman alphabet learners.

Progress and Achievement tests

The English Unlimited testing suite consists of 14 unit-by-unit Progress tests and 3 skills-based Achievement tests to motivate your learners and give you and them a clear idea of the progress that they are making. These and other methods of assessment are discussed in detail on pp18–19.

Videos

Two DVD-ROM videos per unit from the Self-study Pack are also included on the Teacher’s DVD-ROM, as they are easily adaptable for use in class.
Assessing your learners with English Unlimited

There are many ways of assessing learner progress through a language course. For this reason English Unlimited offers a range of testing and assessment options, including progress tests, skill-based achievement tests, assessment using the e-Portfolio, self-assessment and continuous assessment.

Tests on the Teacher’s DVD-ROM

There are two types of test available as PDFs on the Teacher’s DVD-ROM: progress and achievement tests.

Progress tests

There is one progress test for each of the 14 units of the course. These assess the learners’ acquisition of language items taught in the main Coursebook material. Each test carries 40 marks and includes questions assessing grammar and vocabulary items taught in the unit. These are not intended to be ‘high stakes’ tests but rather quick checks that will help the teacher and learner judge which language points have been successfully acquired and understood, and which areas individual learners or the whole class may need to study again.

We suggest that each test should take no more than 30 minutes in the classroom. Tests can be copied and distributed to each learner and taken in class time. The tests are designed for quick marking with the provided Answer Key. Teachers may choose to mark tests, or, alternatively, learners can mark each other’s work. A mark can be given out of 40. If particular problem areas are identified, learners can be directed to do extra work from the Self-study pack.

Achievement tests

There are three Achievement tests, designed to form the basis of formal learner assessment.

- **Achievement test 1** can be taken after unit 4.
- **Achievement test 2** can be taken after unit 9.
- **Achievement test 3** can be taken after unit 14.

These tests are based on the four skills: Reading, Listening, Writing and Speaking.

Reading tests

Each test is based on a short text and we advise allowing no more than 15 minutes for each test. As with the Coursebook texts and Listening tests, there may be a few unfamiliar items in the text but the tasks are graded so unknown items should not hinder the learners’ ability to answer the five questions. The teacher may mark the tests or it may be acceptable for learners to mark each other’s work.

Listening tests

The audio tracks for these are found at the end of the three Class Audio CDs. Achievement test 1 is track 42 on CD1; Achievement test 2 is track 53 on CD2; Achievement test 3 is track 56 on CD3.

We suggest carrying out tests under controlled conditions with the recording played twice. Each test should take no longer than ten minutes. As with the Coursebook audio, there may be a few unfamiliar language items in the listening text, but tasks are graded to the level of the learner, so unknown items should not hinder the learners’ ability to answer the five questions. The tests are simple and quick to mark. They can be marked by the teacher or it may be acceptable for learners to mark each other’s work.

Writing tests

Learners are set a writing task based on themes from the Coursebook and the teacher assesses work using the analytical marking scales provided. Tasks are designed to simulate purposeful, real-life, communicative pieces of writing. The teacher should endeavour to identify the band the work falls in for each category. This marking scheme can give learners a profile of the strong and weak points of their written work, helping them improve their writing skills over the length of the course.

If the tests are to be used under timed conditions in class, forty minutes should be allowed for the learners to produce their texts – planning and redrafting may be encouraged by the teacher at the outset.

Another way is to set the tasks as assessed writing assignments to be done as homework. In these cases, the teacher should interpret the band scales according to the time available and the availability of dictionaries and other reference materials.

The option chosen will depend on your learning environment. A timed test may help you assess learners under equal conditions, but can be a rather artificial, pressured environment. Written homework assignments are less controlled, but could be a better way of encouraging learners to work at their writing and feel satisfied with a polished piece of written work. The Explore Writing tasks in the Coursebook and Self-study Pack may also be used as assessed assignments and marked using the writing assessment scales.

Speaking tests

These are designed to be carried out by an assessor, who may be the learners’ regular teacher, or another teacher in the institution. Learners do the tests in pairs. The ideal environment is for the test to take place in a separate room from the rest of the class, who can be engaged in self-study work while the testing is taking place. It is best if seating is set up as a ‘round table’ if possible, rather than the teacher facing both learners across a desk, so as not to suggest an interrogation! Each test takes ten minutes.

The assessor should be familiar with the speaking assessment scales for the speaking tests before the test and have a copy of the Mark Sheet for each learner with their names already filled in. Screen the Mark Sheets from the learners.
The assessor will need the Teacher’s Notes, which provide a script of prompts for the test. Each test is in two parts. In the first part (six minutes), the assessor puts the learners at ease with warm-up questions, before asking the learners in turn a selection of questions from the Notes, based on themes from the Coursebook. The assessor may depart from the script to elicit further responses, maintaining a friendly, encouraging manner. The assessor may begin to note down some marks based on the scales for each learner.

In part 2 (four minutes) learners are provided with prompts for a communicative task, which they carry out between themselves. Learners may need some encouragement, or to have the instructions explained more than once. During this section the teacher should withdraw eye contact, making it clear that the learners should talk to each other, listen closely and revise the marks from part 1, gradually completing the grid.

The assessor should not correct learners at any point during the test.

**Filling in the Mark Sheets**

Once all four papers of the Achievement tests have been carried out, the teacher can provide marks for each learner. This includes marks for the Speaking and Writing tests, and an average mark out of five for each one; and marks out of five for the Reading and Listening tests. This gives the learners a snapshot of their performance in the four skills. The learners should be encouraged to reflect on what they found easy or difficult, and given strategies to improve performance in different skills. The marks can be used as the basis for course reports or formal assessment.

**Self-assessment**

Assessment is not just about tests. Self-assessment encourages more reflective and focused learning. *English Unlimited* offers a number of tools for learner self-assessment:

- Each unit of the Coursebook ends with a self-assessment grid in which learners are encouraged to measure their own progress against the unit goals, which in turn are based on the can-do statements of the Common European Framework of Reference for Languages.
- Progress with the activities on the Self-study DVD-ROM can be analysed in detail on the Progress screen.
- The Self-study DVD-ROM also contains Quick Check tests, using a bank of 700 multiple-choice questions. Learners select which units they want to be tested on and how long they want the test to be — new tests will be randomly generated each time.

**Using the e-Portfolio**

Portfolio-based assessment is a useful tool for both self-assessment and formal assessment, particularly for teachers seeking an alternative to traditional timed writing tests. The e-Portfolio allows learners to:

- Assess their progress against can-do statements and revise their assessments later in the course depending on progress made.
- Build up a personal e-Portfolio of written work associated with the course. The learner may then select their best work, as an alternative to tests, or at the end of the course, to be provided as a Portfolio. This may include word-processed documents, project work and even audio files. Some of the Explore writing tasks may lend themselves well to portfolio work, and in some classrooms learners may be asked to record personal audio files based around speaking tasks in the book. The satisfaction of producing a polished spoken text is a rare one in a language course, but if the learner or the centre has access to a microphone, it is relatively easy to do.

Written texts and audio in a learner’s e-Portfolio may be assessed using the same analytical scales as the Writing and Speaking Achievement tests.

**Continuous assessment**

Finally, some teachers and institutions may prefer to dispense with tests and adopt a form of continuous assessment. This can be demanding on teachers’ time but perhaps no more so than the marking load created by frequent formal tests. The important thing is to explain the system to learners early in the course, and regularly show them their mark sheets to indicate how they are getting on. How actual assessment is carried out may differ between institutions, but here are some guidelines and ideas:

- It is possible to assess learners using the Speaking assessment scales regularly through the course. The Target Activities, where learners are involved in more extended discourse, offer an opportunity for this.
- Tell learners when their speaking is being assessed and the teacher can monitor particular groups.
- Learners should be assessed several times during the course or they may rightly feel they were let down by a single bad performance, even if the assessment is not ‘high stakes’.
- An atmosphere of gentle encouragement and striving for improvement should always accompany this kind of assessment. Some learners can get competitive about this, which can have a negative effect on class atmosphere and demotivate less confident learners.
- The Explore writing tasks can be used for continuous written assessment, using the marking scales for writing.

**A final word**

Testing and assessment can be a vital tool for the teachers and learners in assessing strengths and weaknesses, building awareness and encouraging improvement. But it can be frustrating for a learner to feel that they are being assessed too often, at the expense of actually learning, and whilst there are certainly learners who like being tested, there are many others who certainly don’t!

*English Unlimited* aims to help learners communicate in real-life situations, and the testing and assessment tools provided should be used with that purpose in mind. Testing and assessment should never take precedence over learning, but serve as useful checks on the way to increasing confidence, competence and fluency.
A goals-based course

*English Unlimited* is a practical, goals-based course for adult learners of English. The course goals are taken and adapted from the language-learning goals stated in the Common European Framework of Reference for Languages (CEF).

The goals of the CEF are divided into a number of scales which describe abilities in different kinds of communication. We’ve chosen the scales which we felt to be the most useful for adult general English learners at Pre-intermediate level. These are:

**Speaking**
- Describing experience
- Conversation
- Informal discussion
- Goal-oriented cooperation
- Transactions to obtain goods and services
- Information exchange
- Turntaking
- Co-operating
- Asking for clarification

**Writing**
- Creative writing
- Correspondence
- Notes, messages and forms

**Listening**
- Overall listening comprehension
- Understanding conversation between native speakers
- Listening to announcements and instructions
- Listening to audio media and recordings

**Reading**
- Overall reading comprehension
- Reading correspondence
- Reading for orientation
- Reading for information and argument
- Reading instructions

Where the goals are met

As you’ll see in the example unit on pp6–10, goals are given for the two lessons at the start of each unit, for the Target activity, and on the Explore speaking and Explore writing pages. They are also listed in the Self-assessment, which learners do at the end of the Look again page.

Listening and reading goals are not usually given on the page as they are addressed repeatedly throughout the course. The CEF tables on the Teacher’s Pack DVD-ROM show which parts of the course deal with the listening and reading goals.

Find out more about the CEF