English Unlimited

Advanced
Teacher’s Pack

C1

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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:

5.1 goals
- describe spaces in cities
- describe how spaces are used

All the goals are of a practical ‘can do’ nature, chosen to enable Advanced learners to deal with a wide range of concepts, styles and topics in English. Of course, a substantial amount of each unit is dedicated to learning lexical phrases, collocations and grammar – but the goals come first. We’ve identified goals which we think will be useful for Advanced learners to work on, and then selected topics and areas of grammar and vocabulary 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 Advanced 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 Advanced:

- Can give clear, detailed descriptions of complex subjects.
- Can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
- Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples.
- Can handle interjections well, responding spontaneously.

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</td>
<td>‘Mastery’</td>
</tr>
<tr>
<td>C1</td>
<td>‘Operational proficiency’</td>
</tr>
<tr>
<td>B2+</td>
<td>‘Vantage’</td>
</tr>
<tr>
<td>B1+</td>
<td>‘Threshold’</td>
</tr>
<tr>
<td>A2+</td>
<td>‘Waystage’</td>
</tr>
<tr>
<td>A1</td>
<td>‘Breakthrough’</td>
</tr>
</tbody>
</table>

English Unlimited Advanced is based on ‘Can Do’ statements at the C1 level of the Common European Framework.

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 and when talking about abstract topics. 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 situation in which they are used.

How has it been used in the course?
The CIC has been used throughout English Unlimited to ensure that learners are taught the most useful and appropriate words and expressions for meeting their communicative goals. For example, Unit 1 introduces a range of expressions (fit in, be accepted, make an effort, be an outsider) which the CIC shows are often used for talking about adapting to a new culture.

The CIC has also been used in checking collocations, which form an important part of the language taught at Advanced level. For example, Unit 5 introduces common collocations used when describing cities and urban spaces (urban planning, living space, public spaces, city dwellers) – these have been carefully matched with examples in the CIC.
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, subject–object inversion (Unit 10) is introduced through common expressions where we want to give emphasis (No way would I want to live there), while the present progressive active and passive (Unit 11) are reviewed in the context of describing gradual changes (Climate change is being felt all over the world).

A further use of the CIC is in the Keywords pages which appear in every unit. At Advanced level, each Keywords page focuses on a ‘family’ of important words used to express a particular meaning, as well as on useful expressions based around those words (for example, Unit 6 Keywords teaches ways of expressing aim and purpose: aim to, aim for; with the aim of, for the purpose of).

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. Listening texts are also taken from authentic sources such as radio news items and web-based interviews.

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

Listening to spontaneous, unscripted speech is the best way for learners to experience English as it is spoken in the real world and become accustomed to the natural rhythm and intonation of English speech. We also find 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. In particular, we include topics which relate to learners’ own lives and which touch on learners’ own attitudes and feelings.

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 unit there is an Across cultures page which focuses on a particular topic of cultural interest or an issue which is of international importance. The aim of these pages is to increase learners’ awareness of how the values and assumptions of people they communicate with in English might differ from – or be similar to – 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. These include international varieties of English, such as Canadian English, West African English and Indian English, as well as non-native speakers from a range of different language backgrounds. Regardless of accents, care has been taken to ensure that recordings are of appropriate speed and clarity 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 Advanced is organised.

As you’ll see, the first four pages are connected to each other and make up the ‘core’ of the unit, leading up to a Target activity which reflects the main goals of the unit. After that, there is the Explore section, three pages of activities which have a topical or linguistic link to the unit, but which can be used separately. These include an Across cultures section, which deals with a topic of international or intercultural interest related to the theme of the unit. On the last two pages of each unit is the Look again section, which focuses more closely on particular areas of grammar and vocabulary which arise from the unit.

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 pages, 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 pages at the back of the Coursebook, the Teacher’s DVD-ROM containing three extra activities for each unit of the Coursebook, 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 21
- more detailed information about the CEF page 22

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

Adrian Doff
Ben Goldstein
In an overcrowded city, living anywhere will do – even a makeshift outdoor restaurant for up to ten people. This complex arrangement quickly becomes an improvised outdoor restaurant for up to ten people.

Every day in Hanoi, more than 3,000 women take to the streets selling a kind of noodle soup – Pho Bo, a mixture of soy, noodles, vegetables, pork or beef in a hot broth. Each of these scavengers carries a pole balanced across her shoulders, hanging from one side to the other, with shopaholics, plates and whatever else you might need for eating. On the other side, which is the result of a desperate situation?

Reclaimed as provisional allotments, these no-man's lands found along rivers and railway lines now serve an alternative purpose. Here, retired citizens build precarious sheds from waste and grow fruit and vegetables where they can. Making use of waste ground in an original way, the project gives these elderly people a function in life.

Read the captions again. Which place:
- gives a part of the population something to do?
- is viewed differently by different people?
- is viewed the most positively?
- is the result of a desperate situation?
- is viewed positively by different people?
- is viewed negatively by different people?
- has now disappeared?
- has 10 pages.

Each unit covers a general unifying topic or theme. 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. Each unit has about 90 minutes.

**Lesson 1:**
1. Which collocations can describe spaces in cities? buildings? both?
2. Which of these adjectives can describe spaces in cities? buildings? both?
3. Find adjectives in the captions that mean:
   - full of people.
   - left empty.
   - unstable.
   - existing outside.
4. Find adjectives in the captions that mean:
   - unifying.
   - soulless.
   - seedy.
   - ramshackle.
5. Which of these adjectives can describe spaces in cities? buildings? both?
6. Classify each space in Hanoi.
7. Talk about spaces in the area where you live.
   - Which adjectives did the speaker use to describe the way people use urban spaces?
   - Are any of the same as in the captions?
   - Work with a partner. Choose a place or building in your town. Think how to describe it using one or more of the adjectives.
   - Describe your place to the class. Can other people guess what it is?

**Lesson 2:**
1. Which do you think have a positive or a negative connotation?
2. Which adjectives did the speaker use to describe urban spaces? Are any the same as in the captions?
3. Which adjectives did the speaker use to describe the way people use urban spaces? Are any the same as in the captions?
4. What adjectives did the speaker use to describe the way people use urban spaces?
5. Describe your place to the class. Can other people guess what it is?
6. Listen again to check.

**Lesson 3:**
1. Do you agree with the changes? Listen to each other's opinions and ask questions to find out more.
2. Match these words to make as many collocations as possible describing spaces and places.
   - property
   - urban
   - developers
   - public
   - needs
   - living
   - space
3. Listen to a lecture about 'Post-it city'.
4. Listen again to check.

**Lesson 4:**
1. Find adjectives in the captions that mean:
   - full of people.
   - left empty.
   - unstable.
   - existing outside.
2. Find adjectives in the captions that mean:
   - unifying.
   - soulless.
   - seedy.
   - ramshackle.
3. Which of these adjectives can describe spaces in cities? buildings? both?
4. Which adjectives did the speaker use to describe urban spaces? Are any the same as in the captions?
5. Which adjectives did the speaker use to describe the way people use urban spaces? Are any the same as in the captions?
6. Listen again to check.
7. Talk about spaces in the area where you live.
   - Which adjectives did the speaker use to describe the way people use urban spaces? Are any the same as in the captions?
   - Which adjectives did the speaker use to describe the way people use urban spaces? Are any the same as in the captions?
   - Work with a partner. Choose a place or building in your town. Think how to describe it using one or more of the adjectives.
   - Describe your place to the class. Can other people guess what it is?

**Lesson 5:**
1. Which do you think have a positive or a negative connotation?
2. Which adjectives did the speaker use to describe urban spaces? Are any the same as in the captions?
3. Which adjectives did the speaker use to describe the way people use urban spaces? Are any the same as in the captions?
4. Describe your place to the class. Can other people guess what it is?
St Petersburg have been identified; mobile wireless year’s UEFA cup final between Rangers and Zenit.

The operation has had its successes: nearly 50 football end of the screens, an operator is observing the car allayed, and his attention turned elsewhere. At one something unusual about our man, but his suspicions, one of the operators had noticed five operators controlling over 250 cameras, covering area 24 hours a day. One of the operators had noticed for Manchester’s CCTV camera surveillance operation: screens, at the NCP car park. This is the control centre outside, in the city centre; I am in front of a bank of thin, and seems nervous. He also seems oblivious to N Manchester, I watch the man as he fumbles in his pocket, rolls a cigarette and lights it. He is young, rampaging honed by court and police is the proper model for...
Each unit has an Across cultures page which gives learners the chance to explore topics which touch on learners’ own lives but also reflect differences—and similarities—between cultures. See p13 for details.

Across cultures sections usually contain a strong visual element to stimulate discussion.
5 EXPLORE

Keyverb need

1. Look at this example from the unit: What words could go in the gaps?

The traffic needs to be completely reorganised. The square needs to be completely reorganised.

b. a) Listen to check.
b) Notice how you can use need as a verb or a noun.

Mean

Verb

- The traffic needs to be completely reorganised.
- We need more dimension before we can even attempt a decision.
- We need some help with the understanding.

Noun

- There’s an urgent need for more qualified staff.
- It’s OK – there’s no need to panic.
- There are people in the area and it’s desperate need of financial support.

1. What words and phrases follow need?
2. What adjectives/adverbs come before need? Can you think of any others?
3. Could you say each sentence differently, using verb or another expression?

a. a complete overhaul
b. a break

c. an upgrade

- a complete overhaul
- a break
- an upgrade

b. Talk about these photos using expressions in 2a.

c. a) Listen to four new items. Which expressions from 2a do you hear? What is each item about?
2 a. How could 1–6 continue? Add sentences with need (as a verb or noun).

1. The windows are rotting away. They really need replacing.
2. Don’t worry about the loan.
3. Thousands of families have nowhere to live.
4. At the moment, the square doesn’t fulfil its function.
5. The anti-smoking laws aren’t very satisfying.
6. Something there is an urgent need for.

b. Read out one of your answers. Can other people guess what the first sentence was?

6. a) Work alone. Write down:

* a building that’s badly in need of repair or renovation.
* something that needs reorganising or improving.
* a group of people who you think need more help.
* something there is an urgent need for.

b) Compare your ideas with other people.

Exercises focus not only on individual words but on phrases and collocations.

Odd-numbered units have Explore speaking pages dedicated to developing learners’ speaking skills and strategies. See p14 for details.

5 EXPLORESpeaking

1. a) These photos are from a slideshow presentation.
   - What do you think it’s about and who is it for?

   b) Listen to Len Griffiths giving the presentation. At every ‘beep’ he shows a new slide. Is what order do you think he shows the slides?

2. a) What do we know from the presentation about:
   1. Grenada
   2. the hotel?
   3. the food?

   2. Think about the way Len:
   1. introduces the presentation.
   2. moves from one topic to the next.
   3. finishes the presentation.

   Try to compare the gaps.

   Introduction
   Good afternoon. My name’s Len Griffiths. I’m the manager of Petit Bacaye, and I think you may know a thing or two about Grenada.

   a) Open line: Ok, so…
   b) Close line:…

   c) What other words could be used instead of the highlighted words?

   d) a) Note that, really.
   b) Wouldn’t it be like.
   c) Did you know.
   d) It’s like.

   b) Listen to check.

   3. a) Look at the ways of presenting visual information. What other words could be used instead of the highlighted words?

   b) Choose one of the slides. Which expression could you use to talk about it?

   c) Look at the script on p151. Did the speaker say the same as you?

   1. Imagine you spent some time at the Petit Bacaye hotel. Prepare to talk about your holiday using the photos on this page.
   2. Think of other details you would like to explain.
   3. Give your presentation to other students.

Even-numbered units have Explore writing pages which enable learners to write a range of different text types. See p14 for details.
The last two pages of each unit, Look again, are a series of short classroom activities which focus on key grammar and vocabulary points which arise from the unit. See p15 for details.

Vocabulary activities pick up on important vocabulary areas from the unit and focus on words, expressions and collocations in more detail. See p15 for details.

Grammar activities review and expand important areas of grammar. See p15 for details.

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

Introduction
Lexical areas

Each unit of English Unlimited Advanced focuses on important **lexical areas** which correspond to the topics and communicative goals of the unit. In most units, at least one lexical area is introduced in each of the main lessons and in the Target activity, and further lexical areas are introduced in the Keywords, Across cultures, Explore writing and Explore speaking sections, as well as on the Vocabulary page of the Look again section.

These lexical areas include:

- **important vocabulary** such as words and expressions for describing Internet crime (piracy, hacking, copyright) or for talking about nutrition (processed food, wholemeal, cereals)
- **expressions and phrases** such as ways of talking about membership (sign up for, become a member of, team up with)
- **collocations** such as adverb/adjective combinations (hideously ugly, blissfully happy), words that go together in describing an experiment (conduct an experiment, devise a test, assess performance) or words that collocate with ‘effect’ (a calming effect, a detrimental effect, a far-reaching effect)
- **word families** such as ways of using suppose (suppose, supposedly, supposing) or adjectives and nouns that begin with self- (self-sufficient, self-contained, self-esteem, self-confidence)
- **frames** which can be used to express language functions at an advanced level, such as ways of talking about aims and priorities (My main aim is …, I need to concentrate on …) or ways of softening criticism (It seems to me that …, Perhaps it would have been better to …)

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

The Advanced level of English Unlimited also goes beneath the surface of words and explores **connotations** and **implied meaning**, such as the way just and only affect the meaning of a sentence, how adjectives which describe a town (soulless, quaint, bustling) have a positive or a negative connotation, and what effect is achieved by descriptive words such as snooze, pristine and grimy.

Attention is also given to common **language strategies** that are important for speaking and writing, for example how to backtrack and reformulate successfully, how to capture the listener’s attention, how to make a brief written description concise and vivid.

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

Grammar

At the Advanced level of English Unlimited, we assume that learners will have already covered the main grammar of English, so the course does not set out to teach grammar as if for the first time. Grammar is dealt with in two main ways through the course.

- **Grammar points** are focused on as they arise as part of the main lessons, often through noticing activities. For example, in Unit 2, learners read the story of how someone met her partner, they complete a text with correct verb forms and discuss what tenses are used. In Unit 10, learners read texts about football and notice how inversion is used as a way of being emphatic.

  - **Key areas** of grammar that arise in each unit are focused on in the Grammar part of the Look again pages. These provide a chance for **review** of grammar: for example, Unit 2 covers tenses used in narration, and Unit 11 deals with the present progressive active and passive. They also focus on grammar that may be new to learners or which they haven’t covered in depth before: for example, Unit 4 focuses on comparisons involving different verbs and tenses, and Unit 5 deals with passive reporting verbs.

    Both in the main lessons and in the Look again sections, the grammar is based on what is naturally used in the unit (in reading and listening texts and in speaking and writing activities), so it is closely linked to the unit goals.

**Grammar reference**

In each Look Again section, you’ll see a label like this …

… which directs learners to a Grammar reference section at the end of the book.

Each Grammar reference section gives a summary of the grammar area in question, using simple language and a range of examples.
Pronunciation

Pronunciation is focused on wherever this is an important part of expressing meaning or communicating effectively, and special attention is paid to rhythm, stress and intonation patterns of remarks. For example, in Unit 10 Look again, learners mark the stressed words used in sentence inversion; in Unit 12 Target activity, they decide where to place the stress in a remark in order to sound positive and self-confident.

Listening

There is at least one major listening section in each of the main lessons, and other listening activities occur frequently in the Across cultures and Explore speaking sections.

A wide range of recordings, both authentic and scripted, is used, including monologues, topical conversations between friends and colleagues, interviews and excerpts from web-based programmes.

Authentic recordings are unscripted and feature both native and non-native speakers from a variety of backgrounds, usually talking at natural speed. These provide exposure to a range of accents and to the rhythm of natural spoken English, as well as to features of the spoken language such as vague language, rephrasing 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 in contexts which would naturally be scripted, for example a radio feature or interview, and also to exemplify specific language points.

Texts are exploited using a range of tasks designed to develop specific listening skills and help learners to focus on the main points of what they hear, and also to use what they hear as a source of language they can use themselves. Listening activities are usually preceded by a pre-listening task to raise interest and help learners predict what they will hear, often using visual images.

For example, this listening task from Unit 5 includes:
- pre-listening activity (1).
- listening for gist (2).
- interpreting speaker’s attitude (2).
- focus on language used (3a, b).

Reading

Each main lesson of the unit has at least one major reading section. Smaller reading texts are used in Target activities and can be found in Across cultures and Explore writing pages.

A wide range of text types is used, both printed and electronic: newspaper, magazine and online articles, web postings, brochures, adverts, interviews 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.
- are slightly above learners’ productive language level, so that learners have opportunities to notice new language.
- provide a context for the main lexical areas to be focused on.

Our response to the reading needs of advanced learners has not simply been to make texts longer. We have:
- included more demanding texts and text types, often featuring specialist or colloquial language and dealing with abstract topics.
- included tasks which encourage learners to read the text in more depth and explore implied meaning and stylistic features.
- used the texts as a rich source of authentic language for learners to notice and make use of themselves.

For example, a text about childhood memories in Unit 1 has the following tasks:
- prediction task (3a).
- reading for gist (3b).
- focus on style and the writer’s intention (3c).
- in-depth reading of the text (3d).
- language focus (4a).

For further reading practice, the Self-study Pack contains six Explore reading pages, each of which focuses on a different real-life reading scenario, sometimes with longer texts to practise extended reading skills.
Target activity

The target activity is an extended speaking task, which draws on goals, vocabulary and grammar from the previous two lessons. It is the conclusion of the first five, topically linked pages of the unit. As part of the task preparation, the Target activity also provides further listening or reading skills development, and further language input. Target activity pages have three sections.

Task listening or Task reading sections have three objectives: they introduce the topic of the Target activity, they provide a context for the language which will be focused on and needed for the Task, and they provide further receptive skills development.

The Task language is drawn from the listening or reading above, and focuses on useful language for the task to follow:

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.

Intercultural awareness

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.

Intercultural awareness is developed at the Advanced level of English Unlimited in three main ways:

• through the choice of topics throughout the course which have an international perspective and explore intercultural issues. For example, Unit 1 looks at the experience of children growing up in a different culture; Unit 3 contains extracts from novels which describe contact with different cultures; Unit 4 deals with nutrition in different countries of the world and how this is changing; Unit 10 discusses football as a uniting factor between different parts of the world.

• through the choice of topics which are global in their significance rather than being limited to any particular culture or country. For example, Unit 8 discusses the marketing of international brands; Unit 9 looks at ‘icons’ of global significance which are representative of our age; Unit 12 deals with the international impact of technology on learning styles.

• through the Across cultures sections which appear in each unit.

Across cultures

The Across cultures pages are intended to help learners to:

• be able to view topics and issues from an international perspective.

• 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.

Each Across cultures section looks at a particular topic which is of intercultural interest or which involves cross-cultural issues. They are structured like an ordinary lesson, and are concerned with developing fluency rather than specific language input. They typically include a brief lead-in, a listening or reading text for further skills development, and a speaking stage where learners talk about their own and other cultures.
Keywords

The Keywords sections in each unit focus on a group of high-frequency words which are used to express a particular area of meaning in English. Examples are ways to describe skill and ability (Unit 2), using the word need (Unit 3), using the words effect and affect (Unit 8), and describing similarities and differences (Unit 11). As in other sections in the course, attention is paid not just to the words themselves but how they are used in expressions and collocations.

In each unit, the Keywords section revisits words that have occurred and been significant in the unit, and are often illustrated using examples from the current or previous units:

This is followed by a practice stage which focuses on contexts and collocations.

Explore speaking

Explore speaking pages occur in odd-numbered units (alternating with Explore writing), and link to and develop the topic of the unit.

Explore speaking is a complete, free-standing page which aims to equip learners with skills and strategies for improving their spoken interaction at an advanced level. It addresses real-life, immediate needs of Advanced learners, such as:

- telling an anecdote effectively.
- using repetition, paraphrasing and fillers to get points across.
- giving an effective presentation using images.
- taking turns in a discussion and interrupting politely.
- ‘softening’ criticism and responding appropriately.
- reporting and reacting to an opinion.

Each Explore speaking page includes:

- **listening** to an example of the interaction (for example, a discussion, a presentation, a conversation) containing the language and strategies that will be focused on. This enables learners to hear the target language in an authentic context.
- **the listening script** on the same page. This enables learners to see and study the target language straight away without having to flick to the back of the book.

- activities in which learners **notice the target language** in different ways, such as categorising expressions according to their function.
- **controlled practice exercises** which build familiarity and confidence with the target language.
- a **freer practice task**, such as a role play, which gives learners the chance to use the target language in a real-life situation.

**Explore writing**

Explore writing pages occur in even-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 is linked to and develops the topic of the unit.

Specifically, Explore writing pages will help learners to:

- **write a range of text types** appropriate to the level, e.g. a cover letter to apply for a job, a caption accompanying a webpage image, a description of an organisation.
- **understand genre-specific conventions and strategies**, e.g. presenting yourself in a positive light, writing economically, using persuasive language.
- **extend their abilities** in writing by planning and discussing ideas with peers, talking about and improving texts together, and building from shorter to longer texts.

Each Explore writing 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 and strategies employed by the writer.
- **practise** applying the new language and strategies.
- **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**, or use the text as a basis for a speaking activity.

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

The Look again pages are divided into two main sections, Grammar and Vocabulary. Both sections pick up and focus more closely on key language areas that have arisen in the main part of the unit.

The Grammar section picks up on key grammar areas, and gives a chance to review and practise them. So, for example, the first lesson of Unit 4 includes a text predicting the world’s population in 2050. In Look again, this is focused on and used as the basis to review and explore ways of expressing future time.

The Vocabulary section picks up on key areas of vocabulary that have appeared in the unit, and gives a chance to expand on them and explore collocations, synonyms and word families. So, for example, the first lesson of Unit 10 is about groups and group membership. Look again reviews this and introduces a range of words used to describe groups (e.g. horde, mob, clique), and explores meaning differences and common collocations.

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.
The Self-study Pack

About the Self-study Pack

English Unlimited Advanced Self-study Pack offers a wealth of activities for learners to reinforce what they have learned in class. It 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 in their own time.

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, which allows learners to focus on either grammar-based or vocabulary-based questions or both from any unit or combination of units.
- 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 conversations, using the audio materials.

In the Workbook

English Unlimited Advanced Workbook contains:

- activities which practise and extend the vocabulary and grammar taught in the Coursebook units.
- further reading and writing skills practice.
- numerous opportunities in each unit for learners to personalise what they are learning to their own interests and situations.

The first three pages of each unit consist of vocabulary and grammar practice activities to consolidate and reinforce what has been taught in the Coursebook which can either be used in class or set for homework. Over to you activities suggest ways for learners to practise and personalise the language and skills they have learned in a more open way.

Explore reading. in even-numbered units, offers practice in reading, understanding and responding to a range of everyday texts, such as news stories, personal texts, blogs and emails. As Advanced learners are expected to be able to deal with longer and in-depth reading tasks, each Explore reading section is two pages long. This allows for an extended reading task, with detailed comprehension, language and exploitation work.

Explore writing. in odd-numbered units, gives learners key pointers on structure and language, to enable them to produce a wide range of written texts, focusing on such areas as reports, summaries and tributes. Taken alongside the Explore writing pages in even-numbered units of the Coursebook, this means that there is a dedicated writing lesson for every unit of the course.

The last page of each odd-numbered unit has a set of activities that link up directly with the authentic video on the Self-study DVD-ROM. Learners have the chance to watch authentic documentaries on topics connected to the unit.
On the Self-study DVD-ROM

The English Unlimited Advanced Self-study DVD-ROM offers your learners over 300 interactive activities which they can use to practise and consolidate what they have 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 a wide range of engaging and easy-to-use activities, from picture matching and drag-and-drop categorisation to cloze exercises. Learners are also able to record themselves, practising pronunciation or taking part in conversations, and compare their recordings with the original audio. If learners have used their e-Portfolio from the Coursebook, they are able to save their conversation recordings direct to their e-Portfolio.

Each unit’s activities practise and extend the vocabulary, grammar and Keyword areas focused on in the Coursebook, as well as providing further pronunciation practice. Learners can also generate tests quickly and easily, using the Quick check test 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 with the Progress page, which shows which exercises they have attempted and their scores. Learners can therefore quickly see the language areas where they need to do more work and can retry the relevant exercises.

In addition to language practice, each unit of the Self-study DVD-ROM also contains Explore Speaking and Explore Listening activities. Explore speaking trains learners to notice key speaking skills, such as involving the listener, or reformulating what you say, and then incorporate these techniques into their own spoken English. Listening activities expose learners to useful everyday listening texts, often extended, such as lectures, a radio phone-in show and personal conversations.

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 recorded dialogues on the DVD-ROM. Learners listen to the dialogues, take a closer look at the language used, and then have the opportunity to record themselves and play back to hear how they sound in the conversations. If they have installed the e-Portfolio from their Coursebook, they can save this conversation directly to the My work section. Learners can also record and listen to themselves during any exercise, for example, to practise pronunciation.

In every odd-numbered unit of the Self-study DVD-ROM, you will also find video, which can be used by the teacher with the whole class or by the learners outside class, using the last page (or two) of each unit of the Workbook, or just watching them to get extra exposure to real language. At Advanced level, there are six authentic videos on interesting contemporary topics from leading documentary and short-film makers and animators:

- short documentaries: Iconic buildings; Health Food Junkies; Dead Icons and Garbage Warrior.
- a short film and an animation: Baghdad Express; Forgetfulness.

These videos on the Self-study DVD-ROM are available in full-screen version with optional subtitles, or inset alongside an onscreen transcription. In the full-screen version, subtitles can be easily toggled on and off, so learners can find extra support for any part of the video if they need it.
The e-Portfolio

The English Unlimited Advanced e-Portfolio is an interactive DVD-ROM which learners can use as a progress check, a reference tool and a store of written and spoken texts. It contains useful features to help reinforce learning and record and encourage progress. Learners click on one of the four icons on the start-up menu to start using these features.

Self-assessment

The Self-assessment feature allows learners to reflect on their own progress through the course. They do this by choosing a number between one and five to assess how well they feel they can complete each communicative goal from the Coursebook units. This encourages learners to take responsibility for their own progress and also motivates them by giving a visual record of the goals which they feel they are able to achieve. These rankings are recorded and can be revised when learners feel they have made improvements.

Word list

The Word list feature gives learners a comprehensive reference tool for checking the spelling, meaning and pronunciation of the words and expressions presented in the Coursebook. Learners can search by Coursebook unit or by topic group. Clear definitions show how each word or expression is used in the Coursebook, and both British and North American pronunciation guides allow learners to listen and compare with their own pronunciation.

The Word list also allows learners to enter and save new information about each word or expression. They can make notes on a word or expression, or add an example sentence which they have heard or read. New words that learners discover for themselves can also easily be added to the list, giving learners the chance to extend and personalise the Word list.

My work

The My work feature gives learners a convenient repository in which they can build a portfolio of their work as they progress through the course. Divided into Reading and writing and Speaking and listening folders, My work allows learners to import recorded examples of speaking and written work directly from the Self-study Pack or to import documents and files directly from their computer.

Word cards

The Word cards feature encourages the review of words and expressions from the Coursebook. A series of words and expressions can be generated randomly by unit or topic, with the number of ‘cards’ set by the learner. Cards are then dragged and dropped into categories based on how well the learner can recall the word. A learner can check the meaning of the word by turning over the card. There is also the option for learners to include new words which they have added in the Word list. This is a fun and easy-to-use way of reinforcing vocabulary acquisition.

Developing a bank of their own written and spoken work provides another opportunity for review over a longer term and can be exceptionally motivating for learners. My work also offers a simple solution for English courses in which the production of coursework counts towards a learner’s end-of-course grade.
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 video materials in the classroom.

*English Unlimited Advanced Teacher’s Pack* offers a step-by-step guide to teaching from the Coursebook, three sets of photocopiable activity worksheets per unit 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 (pp23–125) to accompany the Coursebook material. These notes are a comprehensive and easy-to-follow guide to using the *English Unlimited Advanced 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 most pages, 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, and to different class sizes and environments.

On the Teacher’s DVD-ROM

A teacher-friendly resource

*English Unlimited Advanced Teacher’s DVD-ROM* offers a large suite of language and skills practice, assessment and video materials in an easy-to-use package. It also contains unit-by-unit PDF files of the Teacher’s Book.

It is designed to offer flexibility to teachers who may want to use materials in digital and paper format. So you can:

- display activity worksheets and tests on a screen or whiteboard as well as distributing paper copies to learners. This is useful if you want to: demonstrate an activity; go through answers with the whole class; zoom in on an area of a worksheet; display Progress or Achievement tests as learners attempt them, or when you go through the answers; display answers to Progress tests, so that learners can mark their own papers; print out just the unit of the Teacher’s Book that you are using, rather than carrying the book around; display answer keys to Coursebook exercises from the Teacher’s Book; watch videos with your learners.

Photocopiable activities

There are 36 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 and grammar 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, and there are also boxes in the unit notes which suggest when particular activities might be used.

Progress and Achievement tests

The *English Unlimited* testing suite consists of 12 unit-by-unit Progress tests and three 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 pp20–21.

Videos

The videos from each odd-numbered unit of the Self-study Pack are also included on the Teacher’s DVD-ROM, as this is easily adaptable for use in class, either using the video exercises from the Workbook, or just for extra listening practice and class discussion. The six documentaries and short films are each linked topically to their corresponding unit, and so they offer extension and consolidation of the work done in the Coursebook, as well as giving learners the chance to listen to authentic and engaging speech from a range of native and non-native English speakers. The subtitles toggle on and off, so you can easily show any sections of text which learners find difficult to understand.

The book on the disk

*English Unlimited Advanced Teacher’s DVD-ROM* also contains the whole Teacher’s Book in PDF format, so that you can print out the unit or section that you want, instead of carrying the book around with you.

There are also CEF tables, which show how *English Unlimited Advanced* completes CEF level C1 by mapping the relevant ‘can do’ statements from the CEF to specific pages and tasks in the Coursebook.
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 12 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 language 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 8.
- Achievement test 3 can be taken after Unit 12.

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 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 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 31 on CD1; Achievement test 2 is track 34 on CD2; Achievement test 3 is track 36 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 eight 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 Writing assessment 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, creating a virtuous circle of improvement through the course.

If the tests are to be used under timed conditions in class, 40 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 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 assessor facing both learners across a desk, so as not to suggest an interrogation! Each test takes 14 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
Part 1 (three minutes), the assessor asks 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 (six 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 assessor 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.

In Part 3 (five minutes) the assessor asks learners questions related to the task in Part 2. The assessor may now make any final necessary adjustments to the learners’ marks. 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 analytical marks for the Speaking and Writing tests, and an average mark out of five for each one; and marks out of eight 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:

- 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 Coursebook. 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. You can find more information about the e-Portfolio on p18.

**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 teacher’s 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 Writing assessment scales.

**A final word**

Testing and assessment can be a vital tool for 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 while 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 Advanced level. These are:

**Speaking**
- Describing experience
- Putting a case
- Addressing audiences
- Conversation
- Informal discussion
- Formal discussion and meetings
- Information exchange
- Interviewing and being interviewed
- Compensating
- Monitoring and repair
- Turntaking

**Writing**
- Creative writing
- Reports and essays
- Correspondence

**Listening**
- Overall listening comprehension
- Understanding conversation
- Listening to audio media and recordings

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

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