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Grammar reference: Answer key 127
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 3:

```
3.1 goals
- express views about different options
- talk about education and training
```

All the goals are of a practical ‘can do’ nature, chosen to enable Upper Intermediate learners to deal with a wide range of situations and topics 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 Upper Intermediate 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 Upper Intermediate 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 Upper Intermediate:

- Can understand detailed instructions reliably
- Can help along the progress of the work by inviting others to join in, say what they think, etc.
- Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches

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 six main levels, sometimes with ‘plus’ levels in between. This table shows the CEF levels and how they relate to the Cambridge ESOL exams:

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*English Unlimited Upper Intermediate* is based on ‘Can Do’ statements at the B2 level of the Common European Framework. It takes learners to the C1 or ‘Operational proficiency’ 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 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, 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 past perfect simple (Unit 2) is presented in expressions with ‘saying’ and ‘thinking’ verbs (*I thought you’d cancelled the meeting*), while the structure will be + -ing (Unit 13) is placed in the context of informative talks and presentations (*I’ll be talking about three topics*).
A further use of the CIC is in the **Keyword pages** which appear in odd-numbered units. Each Keyword page 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. 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 for 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 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 even-numbered unit there is an **Across cultures** page which focuses on a particular topic of cultural interest. 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. 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.
The course consists of 14 units, each of which has eight 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

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.

Every unit has a focus on pronunciation. See p12 for details.
Umm Kulthum was probably the most famous singer of the Arab world in the 20th century. Even today, more than three decades after her death, she is known as the 'Voice of the Arab World' and the 'Star of the East', and her music can often be heard on radio and television.

Umm Kulthum was born in a village in northern Egypt in around 1904 and started an extraordinary singing career when she was very young. When she was 12 years old, she started performing in a small group directed by her father. Four years later, she was noticed by Zakariyya Ahmad, a famous musician, who invited her to Cairo. There, she was introduced to the Arab-French actor, who went on to create the film '12 Songs' for her. When she had her first real success with her first performance at the Arabic Theatre Palace, she was already an extraordinary singing talent, performing in concerts as far afield as Damascus, Baghdad, Beirut, and Jeddah. Her radio appearances were held on the last Thursday of every month, and songs released for the benefit of some charities were used to raise money for the poor.

Umm Kulthum's songs are about the universal themes of love and loss. A typical concert would consist of two or three songs performed over a period of up to six hours. The duration of her songs varied from concert to concert and was based on the audience's desire to hear a story, whether short or long. Her music was heard not only in Egypt and the Arab world but also in Europe and the Americas.

By 1932, Umm Kulthum had become so popular that she began a long tour of the Middle East, performing in cities all over the Arab world. She became famous in Egypt and the Arab world, she is remembered throughout the Arab-speaking world.

Umm Kulthum gave her last concert in 1973. She died in Cairo on February 3, 1975. Her funeral was attended by the heads of three states and was considered one of the largest gatherings in history – over four million people. In Egypt and the Arab world, she is remembered as one of the greatest singers and musicians who ever lived. Since her death, it is estimated that about one million copies of her records have been sold every year.

Umm Kulthum was probably the most famous singer of the Arab world in the 20th century. Even today, more than three decades after her death, she is known as 'the Voice of Egypt' and 'the Star of the East', and her music can often be heard on radio and television.
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 activity

**Describe well-known sights to a visitor**

#### 4.3 goals

- Talk about landmarks where you live
- Talk about well-known people where you live
- Give information about interesting or important sights

#### TASK LISTENING

1. **If you were visiting Beijing or another part of China, what would you like to see?**

   - **Talk together.**
   - **The Bird's Nest**
   - **The Forbidden City**
   - **The Great Wall**
   - **The Summer Palace**
   - **The Temple of Heaven**

2. **Conor is visiting his friend Mei in Beijing. Mei is describing some things to see in the Beijing area. Listen to their conversation. Which one of these sights don't they talk about?**

   - **The 'Bird's Nest'**
   - **The Forbidden City**
   - **The Great Wall**
   - **The Summer Palace**
   - **The Temple of Heaven**

3. **Listen again. According to Mei, which of the sights: were built by the Emperor Yongle?**

   - 1. **List one**
   - 2. **List two**
   - 3. **List three**

4. **Listen again. According to Mei, which of the sights: have been restored?**

   - 1. **List one**
   - 2. **List two**
   - 3. **List three**

5. **Listen again. According to Mei, which of the sights: took fourteen years to build?**

   - 1. **List one**
   - 2. **List two**
   - 3. **List three**

6. **Listen again. According to Mei, which of the sights: is outside Beijing?**

   - 1. **List one**
   - 2. **List two**
   - 3. **List three**

7. **Listen again. According to Mei, which of the sights: is made entirely of wood?**

   - 1. **List one**
   - 2. **List two**
   - 3. **List three**

---

### TASK VOCABULARY

- **Using the words in the box, complete the sentences 1–6.**

   1. **As far as I can remember, it was in the fifteenth century.**
   2. **They say it took a million workers fourteen years to complete.**
   3. **I think I'm right in saying that you can rent an audio tour.**
   4. **I heard somewhere that it's made completely of wood.**
   5. **I've heard that they have English-speaking guides there.**
   6. **If I'm right, it's a two- or three-hour trip by bus.**

- **Read the script on p146 to check.**

### Task

8. **A friend from abroad is visiting you for a few days. Make a list of interesting things they could see or do during their stay. Think about things: in your home town • in the countryside • in towns and cities nearby.**

   - If the people in your class are from the same place, make a list of things to describe to a friend who's planning to visit another region or country you know about.

   - **Plan what to say about the things on your list.**

   - **Work in A/B pairs.**

   - **A** – tell your friend B about the things on your list.
   - **B** – you're the visitor. Listen to A and ask questions to find out more. Then change roles and have another conversation.

### 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 Across cultures or Keyword in alternate units. On the second page is either Explore writing or Explore speaking.

### Explore Writing

1. Read Sarah's email to a friend. Where are he and his family going? What are they interested in?

   - Sarah: Just got to Tokyo as planned. Hope you can still make it to the Kabuki Theatre. Really looking forward to visiting the famous Kabuki-za. The theatre is even more impressive from the outside. We'll be seeing a traditional play called "Rakugo". I can't wait to see the actors' facial expressions and body movements.

2. Make Sarah's email more interesting by adding your own ideas for her. Write two more sentences about the play or the city of Tokyo.

   - Sarah: I think the play will be a lot of fun. However, I'm also interested in learning more about the history of Kabuki Theatre. Can't wait to explore the city further!

### Explore Speaking

1. What are they interested in?

   - Sarah: I love Japanese culture and history. I'm especially interested in Kabuki theatre and its rich history.

2. How much do you know about Kabuki Theatre?

   - Sarah: I know it is one of the oldest forms of Japanese theatre. It has a long history and has developed into a unique art form.

3. Find and complete these expressions of recommendation:

   - Sarah: a) Great! b) Definitely! c) Check... d) ...Thanks e) ...you shouldn't do f) ...sooner g) ...before h) ...soon i) ...worth

4. Find and complete these expressions of information:

   - Sarah: a) I'm sure of b) Definitely not c) ...who d) ...alone e) ...people f) ...you g) ...or h) ...you.

5. Find adjectives in the text to match these meanings, paragraph 2:

   - Sarah: a) extrememly large b) pleasant, attractive c) very crowded d) extremely interesting e) having a lot of goods

6. Find expressions in the text to match these meanings, paragraph 3:

   - Sarah: a) seeing you in b) very old c) important in history d) giving you new energy e) following the customs of long ago

7. Exchange emails or letters with your partner. Ask questions about any places that interest you.

   - Sarah: What places are you interested in visiting? I'd be happy to tell you about my trip to Tokyo!
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.

Can you remember? activities review a language point from the previous unit.
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 on Keyword, Across cultures, Explore writing and Explore speaking pages.

Vocabulary includes:
- **words** like delighted, mortified, intrigued
- **collocations** like set goals, get feedback
- **stems** like I’m in two minds about ...
- **fixed expressions** like It’s tried and tested.

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:
- more 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, words like **state** and **monument** are not especially frequent statistically, but are obviously necessary for the fulfillment of goals such as ‘describe landmarks’ and ‘talk about landmarks where you live’.

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, the passive is focused on in Unit 4 because it’s particularly useful as a way of controlling the topic of short, biographical texts about people’s lives and work. Similarly, past and present participles are taught in Units 5 and 7 as they are very useful for describing physical objects and scenes.

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:

Lessons 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:

**MEANING**

1. Fact about the past: ( didn’t marry Juli.)
   - Fact about the past: ( didn’t have kids.)
   - Fact about the past: ( didn’t care for kids.)

   This sentence links on imaginary action in the past with an imaginary result, the past. This kind of sentence is sometimes called a third conditional.

2. Fact about the past: ( went to China.)
   - Fact about the present: ( is married.)
   - Fact about the present: ( might not be married.)

   This sentence links on imaginary action in the past with an imaginary result in the present. This kind of sentence is sometimes called a mixed conditional.

**FORM**

1. If past perfect, modal verb = have + past participle
   - If past perfect, modal verb = have + past participle

   1. If past perfect, modal verb= had + past participle
   - If past perfect, modal verb = had + past participle

   If my company hadn’t decided to move, I’d probably still be doing the same job.

**PRONUNCIATION**

You usually put a conditional sentence with at least two speech ends (‘...’)
‘If I hadn’t gone to China, I might not be married.’

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

Introduction 11
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 Upper Intermediate learners to work on, regardless of their first language: unmarked and contrastive stress, weak forms, elision, intrusion, dividing speech into groups of words, and the use of prominence.

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 8 asks learners simply to notice and repeat groups of words and prominence, while the activity below, from Unit 11, asks learners to make their own choices about dividing expressions into word groups and assigning prominence:

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 usually at least one major listening section in the first two lessons of each unit, and other listening activities occur frequently on pages such as Target activity, Across cultures and Explore speaking.

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 discussing solutions or signposting a talk.

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:
- prediction (1a);
- listening for gist (1b, 2);
- listening for specific information (3);
- an opportunity for learners to respond to the recording in a natural way (4).

Reading

Units usually have 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 pages.

A wide range of text types is used, both printed and electronic: newspaper, magazine and online articles, web postings, brochures, 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;
- 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.
Texts are exploited using a range of tasks appropriate for the level and text type. For example, this sequence includes:

- personal orientation to the topic of the text (1);
- reading for gist (2);
- reading in detail (3);
- an opportunity for a natural, personal response to the text (4).

For further reading practice, the Self-study Pack contains seven Explore reading pages, each of which focuses on a different real-life reading scenario.

**Target activity**

The target activity is an extended speaking task, which recycles some or all of the goals, vocabulary and grammar of the previous two lessons. It is the conclusion of the first five, topic-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 and Task reading sections have three objectives: they provide a model for the task which students do later on, they provide a context for the vocabulary which is presented afterwards, and they provide further receptive skills development:

- Task listening: learners read a short text and discuss it in pairs or small groups.
- Task reading: learners work alone and then compare their answers with others.

**The Task vocabulary** 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.

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.

**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** pages 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-judgemental way;
- contribute to an exchange of ideas about cultures by drawing on their own observations and experiences.

The course has seven **Across cultures** pages in even-numbered units (alternating with Keyword). Each looks at a particular topic from an intercultural perspective:

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Across cultures pages are structured like an ordinary 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 usually 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.
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 odd-numbered unit of the course has a self-contained Keyword page which focuses on one of these words, clarifies its key meanings and useful expressions as identified by corpus research, and practises them.

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

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 formal letter or email of refusal), meaning you can choose to ask your learners to write either on paper or on computer if the facilities are available.

Explore speaking

Explore speaking pages occur in odd-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 Upper Intermediate learners, such as:

- using vague expressions to describe categories of things;
- showing different attitudes and feelings;
- making concessions and counter-arguments;
- speaking tactfully in different situations;
- giving emphasis to different kinds of information;
- checking that people understand.

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;
- 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.
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 unit.

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 ‘sounds to spelling’ approach in the belief that the most useful guide for Upper Intermediate learners is to help them spell words when they hear them. It looks at different spellings of consonants such as /dʒ/, /m/ and /g/ (including silent letters and consonant doubling), vowels such as /e/, /æ/ and /u/, and vowel digraphs such as /eɪ/, /eə/ and /əʊ/.

   Spelling and sounds will help students to:
   - become aware of sound / spelling 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. nouns linked with **and** and **or** (binomials), the uses of **very** and **the very**, verbs with **off**, a set of expressions about planning and spontaneity.

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.
Interview Hidden talents

About the Self-study Pack

English Unlimited Upper Intermediate 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 Upper Intermediate 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 be either 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 and popular science articles, information websites and emails. As Upper Intermediate learners are expected to be able to deal with quite long and in-depth reading tasks, each Explore reading section is two pages long. This allows for an extended reading task, followed by 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, such as a web posting, a letter to a newspaper or a statistical report. 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 (or sometimes two pages) of each 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 and listen to real people from around the world, talking about topics connected to the unit.

Explore writing

What a way to go

How will it all end? Below, four scientists talk about their greatest fears and explain how society could be affected. After each one, we estimate the chance of the threat occurring in our lifetime (over the next 80 years on average). The dangers associated with such a large impactor include around 1.5km wide or larger. We expect an event of this type every million years on average. The dangers associated with such a large impactor include

Threat

- Meteorite impact
- Viral pandemic
- Take-over by robots
- Climate change
- Human war
- Extinction of human species

1 Which one do you think is most likely to occur during our lifetime?
2 Which one do you think would have the biggest impact on life on our planet?

Quick read the article, in which scientists talk about the major threats to life on our planet. Which two threats in Exercise 6 are not mentioned?

Quick read the article, in which scientists talk about the major threats to life on our planet. Which two threats in Exercise 6 are not mentioned?

What a way to go

About the Self-study Pack

The Self-study Pack

In the Workbook

Explore reading

Explore writing

What a way to go
On the Self-study DVD-ROM

The English Unlimited Upper Intermediate 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, pronunciation and Keyword areas focused on in the Coursebook. 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 Listening activities. Explore speaking trains learners to notice key speaking skills, such as using stress to show disbelief or expressions such as whatever, anyway and right as discourse markers, and then incorporate these techniques into their own spoken English. Listening activities expose learners to useful everyday listening texts, such as a lecture, a radio phone-in show and a job interview.

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 unit of the Self-study DVD-ROM, you will also find video, which can be used with the whole class or by the learners themselves 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 Upper Intermediate level, there are two types of authentic video:

- 11 sets of Interviews including topics such as: A holiday to forget, Virtual world and How not to get the job.
- three short Documentaries, each starring one or two experts in their field discussing engaging topics. The three documentary subjects are:
  - The sculptors
  - The human rights lawyer
  - The Antarctic researcher

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 Upper Intermediate 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.

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.

### 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.
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 Upper Intermediate Teacher’s Pack offers a step-by-step guide to teaching from the Coursebook, more than 50 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 (pp23–126) to accompany the Coursebook material. These notes are a comprehensive and easy-to-follow guide to using the English Unlimited Upper 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 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 Upper Intermediate 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 42 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, 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 14 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 video from each unit of the Self-study Pack is 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 11 Interviews and three Documentaries are each linked topically to the 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, spontaneous 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 Upper Intermediate 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 Upper Intermediate completes CEF level B2 by mapping the relevant ‘can do’ statements from the CEF to specific pages and tasks in the Coursebook.

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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 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 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 29 on CD2; Achievement test 3 is track 37 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 Common European Framework of Reference for Languages (CEF)

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 Upper Intermediate level. These are:

**Speaking**
- Describing experience
- Putting a case
- Addressing audiences
- Conversation
- Informal discussion
- Formal discussion and meetings
- Goal-oriented co-operation
- Transactions to obtain goods and services
- Information exchange
- Interviewing and being interviewed
- Planning
- Compensating
- Monitoring and repair
- Turntaking
- Co-operating
- Asking for clarification

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

**Listening**
- Overall listening comprehension
- Understanding conversation
- 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

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