

The thinking behind *English Unlimited*

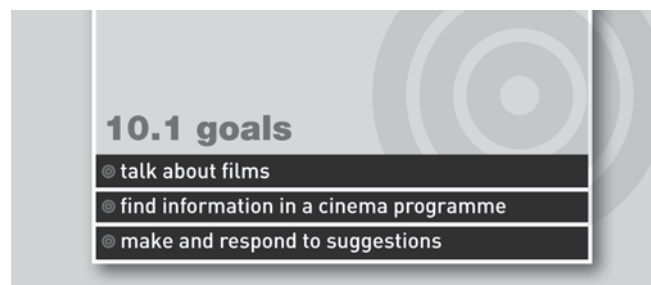
The aim of *English Unlimited*

The aim of *English Unlimited* is to enable adult learners to communicate effectively in English in real 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 10:



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

Where exactly do the goals come from?

The goals for the course have been taken from the **Common European Framework of Reference for Languages (CEF)**, and adapted and supplemented according to our research into the needs of Elementary level learners.

The goals in the Coursebook are based on the CEF goals but 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 Elementary:

- Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble.
- Can use simple, everyday polite forms of greeting and address.
- Can make and respond to invitations, suggestions and apologies.
- Can say what he/she likes and dislikes.

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:

CEF levels		Cambridge exams
C2	‘Mastery’	CPE
C1	‘Operational proficiency’	CAE
B2+		
B2	‘Vantage’	FCE
B1+		
B1	‘Threshold’	PET
A2+		
A2	‘Waystage’	KET
A1	‘Breakthrough’	

English Unlimited Elementary reviews elements of A1 (Starter level), **completes A2**, and moves well into A2+.

2 An authentic course

Because it is based on practical goals, *English Unlimited* teaches authentic language – that is, the kind of language which is really used by native speakers and proficient non-native speakers of English in everyday situations.

An important tool for identifying useful language to include in the course has been the **Cambridge International Corpus (CIC)**.

What is the CIC?

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

How has it been used in the course?

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

The CIC has also been used in the preparation of **grammar** sections to identify realistic contexts for presenting particular structures. For example, corpus research suggests that a common use of the past simple is ‘checking something was done’ (unit 4), while the present progressive is often used for the function of ‘saying you’re busy’ (unit 7).

A further use of the CIC is in the **Keyword sections** which appear in every unit. Each Keyword section focuses on one or more of the most frequently-used words in English, and teaches its most common meanings, as well as useful expressions based around it.

How else is English Unlimited an authentic course?

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

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

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

3 An international course

In what ways is English Unlimited 'international'?

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

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

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

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

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

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

4 A flexible course

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

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

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

The flexibility of *English Unlimited* is further enhanced by an extensive range of supplementary materials. These include **extra grammar practice** at the back of the coursebook, the **Teacher's DVD-ROM** containing four printable worksheets 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 19*
- more detailed information about the CEF *page 20*

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

Alex Tilbury
David Rea
Leslie Anne Hendra
Theresa Clementson

How a unit is organised

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

The first two pages are a single lesson with goals based on the CEF. You can of course spread the material over more than one lesson if you want.
⌚ about 90 minutes

13

Experiences

13.1 goals

- talk about experiences
- say what you've never done and always wanted to do

I've never ...

SPEAKING 1 Talk in pairs. When was the last time you:

- 1 used a mobile phone?
- 2 went to a gym?
- 3 worked after eleven at night?
- 4 read a book you didn't like?
- 5 saw a horror film?
- 6 smoked a cigarette?
- 7 played a new game or sport?
- 8 ate a hamburger?

READING 2 a Read the web postings.
Are any of them true for you?



Happy to say, I've never ...

Do you ever feel you're a little bit different from the crowd? What things are you happy you've never done? To post your comment, click [here](#).

I've never had a mobile phone. Why do people these days make phone calls while driving their cars or shopping in the supermarket? When I leave my house, I'm happy to get away from my phone for a few hours!
Frances

I've never read a Harry Potter book or seen any of the films.
Jilli

I've never played golf. Why pay money to hit a ball around a large area of land that was once beautiful countryside?
Simon

I've never liked The Beatles. I don't understand people who do.
Maxim

I've never worked for a company with good management. I've never believed managers when they say "people are the most important thing in our company".
Shilpa

I've never smoked, or eaten a McDonald's hamburger.
Marina

I've never wanted to stop smoking.
Thorsten

I've never been to a gym. I've never understood people who climb mountains or do extreme sports!
Denise

I've never said "never!"
Pamela

b Compare your answers.

13.1

GRAMMAR Present perfect verbs

3 In the article, Frances says *I've never had a mobile phone*. Is she talking about:
1 the past? 2 the present? 3 her whole life up to now?

4 Complete the sentences with 've (have) or 's (has). **CEFR** Listen to check. **B**

present perfect (have/has + past participle)

1 I _____ never played golf.
2 You _____ never been to my flat.
3 He _____ never eaten a hamburger.
4 We _____ never had a garden.
5 They _____ never worked in an office before.

5 a Find the past participles of these verbs in the article.

Regular (-ed)	Irregular	
1 play <i>played</i>	7 go <i>been</i>	11 eat _____
2 like _____	8 have _____	12 understand _____
3 work _____	9 read _____	13 do _____
4 believe _____	10 see _____	14 say _____
5 smoke _____		
6 want _____		


b What are the past participles of these verbs? Look at *Irregular verbs* on p160 to check.
ride take drink fly drive meet be

6 Make sentences with the present perfect.


1 I / never / do / any extreme sports.	5 My parents / never / go / to the USA.
2 I / never / understand / maths.	6 I / never / be / interested in football.
3 We / never / have / a TV at home.	7 My mother / never / like / cooking.
4 My brother / never / smoke.	8 Jo / never / work / in an office before.

WRITING 7 a Write six sentences with *never* about yourself or people you know, three true and three false.
b Listen to each other's sentences. Which do you think are true? Which are false?

I've always wanted to ...



"I've always wanted to swim with dolphins."



"I've always wanted to go to Egypt."

LISTENING 1 **CEFR** Listen to Andrei and Anne talk about things they've always wanted to do. Match the speakers to the pictures.

2 a **CEFR** Listen again. Why do they want to do these things?
b Read the script on p157 to check.

SPEAKING 3 a Think of some things you've always wanted to do.
b Tell each other about the things. Ask questions to find out more.

"I've always wanted to ride an elephant. Why?"

Lessons include **vocabulary** and/or **grammar**, as well as practice in **reading**, **listening**, **speaking** and **writing**. Lessons always finish with a communicative speaking (or occasionally writing) task. See pp11–13 for details of language and skills sections.

13.2

Great places

13.2 goals
 talk about experiences
 talk about places you've been to

VOCABULARY
Sights

Vocabulary reference
Sights, p147

The Winter Palace in St Petersburg is very famous.

READING

1 Which of these things can you see in the town or city where you are now?
 a castle city walls a fountain a museum a palace ruins a sculpture
 a statue a tomb a waterfall caves gardens a skyscraper

2 Talk in groups.
 1 Can you think of famous examples of the sights in 1?
 2 What kind of sights do you like going to see?

3 What do you know about these places? Have you been to any of them?

Salto Angel, Venezuela **Park Güell, Barcelona** **Taj Mahal, Agra**

4 a Work in groups of three. A, read about Salto Angel below. B, read about Güell Park on p123. C, read about the Taj Mahal on p127. Find out what these numbers mean.
 • Salto Angel: 979, 1933, 1937
 • Güell Park: 60, 1900-1914, 1923
 • Taj Mahal: 1631, 20,000, 25 million

The people behind the places

Salto Angel At 979 metres high, Salto Angel in Venezuela is the highest waterfall in the world. The local Pemon people have always known about the falls and call them Parekupa-Meru (meaning 'waterfall of the deepest place'), but it was a pilot from the USA, Jimmie Angel, who made them famous around the world. He flew over the falls in 1933 and then landed his plane on Aiyan-tepui, the mountain at the top of the falls, in 1937. Later, the falls took his name: Salto Angel in Spanish, Angel Falls in English. They're very difficult to get to, but you can see them from the air or from a boat on the Churun river.

Jimmie Angel

b Tell each other about the people and places.

LISTENING

5 Listen to Monica and Prema talking about the places in the article. Who's been to Güell Park? the Taj Mahal? Angel Falls?

6 a Listen again. Are these sentences true or false?
 1 Monica grew up in Barcelona.
 2 She thinks Güell Park is beautiful.
 3 Prema would like to visit the Taj Mahal.
 4 She had a two-week holiday in Venezuela.
 5 She saw Angel Falls from a boat.
 6 Monica doesn't like flying.

b Read the script on p157-158 to check.

7 Which of the places sounds the most interesting? Why?

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The next two pages are another lesson with goals based on the CEF.
 about 90 minutes

An illustrated Vocabulary reference is provided at the back of the Coursebook to give extra support for key groups of words.

There is also a Grammar reference and extra grammar practice for every unit at the back of the Coursebook.

Every unit has a focus on pronunciation. See p12 for details.

13.2

Have you ever ... ?

GRAMMAR
Present perfect

1 a You can use the present perfect to talk about your life up to now. Complete the sentences with been, seen and heard.

present perfect has / have + past participle	
1 Have you been to Güell Park?	Yes, I have.
2 Have you ever _____ the Taj Mahal?	No, I haven't.
3 I've _____ to Angel Falls.	
4 I've _____ it on television.	
5 I haven't _____ there.	
6 I've never _____ of it.	

ever = at any time (in your life)

b Listen to check.

2 a Complete the conversations with verbs in the present perfect.

1 A Have you seen [you see] the Forbidden City in Beijing?
 B No, but I _____ [hear] of it.

2 A _____ [you hear] of Petra in Jordan?
 B Yes, I _____. Everyone says it's beautiful.

3 A _____ [you eat] sushi?
 B No, I _____. What's it like?

4 A _____ [you read] Anna Karenina?
 B I _____ [not read] it, but I _____ [see] a film of it.

5 A _____ [you play] golf?
 B No, I _____ [see] it on TV, but I _____ [never try] it.

b Ask the questions in pairs and answer with your own ideas.

3 a Mark the words that link. Remember that consonants at the ends of words link to vowels at the start of words.

1 It's a very unusual place.
 2 I've been there lots of times.
 3 I've never heard of it. [x2]
 4 I've seen it on television. [x2]
 5 What's it like?

b Look at the script on p158 and listen to check. Practise saying 1-5.

4 a Make a list of:
 1 five famous cities around the world. Shanghai, New York, ...
 2 five cities in the country where you are now. Riyadh, Jeddah, ...
 3 five places in the town or city where you are now. the castle, the Arts Theatre, ...

b In groups, find out who's been to the places on the list. Then use follow-up questions to find out more.

Have you been to ...?
 Have you seen ...?
 Have you heard of ...?

What's it like?
 Is it ...?
 Does it have ...?

Would you like to ...?

SPEAKING

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⌚ The last four pages of a unit will take about 45 minutes each.

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.

13.3 Target activity

Get information and recommendations

TASK LISTENING

1 You want to take a visitor to a nice restaurant. How do you choose the restaurant? Do you:

- go to a restaurant you know?
- try a new place you've heard about?
- look for places on the internet?
- ask friends about places they know?
- look in a local guide?
- do something else?

2 **▶▶▶** Listen to Kieran asking three colleagues about restaurants.

1 Why does he want to go to a restaurant?
2 Does he choose the Italian, Indian or American restaurant?

TASK VOCABULARY

Getting information

3 a Can you remember what they said? Match 1-7 with a-g.

1 Have you been to that new Italian restaurant, Sicilia?	a OK, I'll think about it. Thanks.
2 You could ask Prema.	b No, I haven't, sorry.
3 Have you tried Sicilia, the Italian place?	c OK, I'll try it.
4 What was it like?	d OK, I'll ask her. Thanks.
5 It's really nice.	e Akash? I've never heard of it.
6 Take her to Akash.	f Yes, we went there two, three weeks ago.
7 You'll love it. Really.	g It was OK, but quite expensive.

b **▶▶▶** Listen again to check.

4 In pairs, take turns to say sentences 1-7 and remember the answers.

5 a Choose one situation and think of things to ask about.

You're taking a visitor out for a meal. Think of some restaurants and cafés to ask other students about.

You're thinking about going on holiday somewhere different. Think of some places you've never been to.

You want to do a new sport or activity. Think of some sports and activities you've never tried.

You'd like to do an evening class and learn a new skill. Think of some things you'd like to try.

You'd like to take some interesting books on holiday with you. Think of some books you've heard of, but haven't read.

b Ask other people for information and recommendations.

6 Choose one of the recommendations. Explain why you chose it.

Have you been to that new Thai restaurant?
No, but have you tried ...?

Have you read *One Hundred Years of Solitude*?

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

Model recordings are used to demonstrate the task.

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

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

Target activities have a **clear outcome**.

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

13 EXPLORE

Keyword thing

1 a Complete the sentences with thing or things.

- 1 What _____ are you happy you've never done? *mus 11*
- 2 You don't always have time to do all the tourist _____ . *mus 11*
- 3 This is the best _____ . *paracetamol*. *mus 11*
- 4 The first _____ I saw was a huge spider on the wall. *mus 11*
- 5 Where are the plates and _____ ? *mus 5*

b In which sentences does thing(s) mean object(s)? In which sentences does it mean activities?

2 a Match 1-6 with a-f.

- | | |
|--|--|
| 1 What's that over there? | a Yes. I need to finish a few things before I go home. |
| 2 Are you working late tonight, Chris? | b Yes, I guess we like similar things. |
| 3 Let's go. The next train's at 5.20. | c That thing? It's a unicycle. |
| 4 You and your sister really get along well. | d Not much. Watch TV, read a book, things like that. |
| 5 So, what are we doing today? | e Well, the first thing is, I need to get some money. |
| 6 What do you do on Saturdays? | f OK, I'll just get my things and we can go. |

b Cover a-f. Test each other. Take turns to say 1-6 and remember a-f.

3 Find someone in the class who:

- | | |
|--|---|
| 1 always has a lot of things in their pockets. | 4 likes cycling and running and things like that. |
| 2 has lots of things to do this weekend. | 5 has a lot of things to do at work this month. |
| 3 likes doing similar things to you. | 6 needs to buy a few things on the way home. |

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

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

Across cultures Your experiences

1 a Listen to Jessica, David and Hyun talking about their experiences of other cultures. Match each person with a country and a topic.

Egypt Brazil Spain food people music

b Talk together. What did they say about each topic? Listen again to check.

2 Match 1-7 with a-g.

- | | |
|-------------------------------------|-------------------------------|
| 1 I was surprised that | a because of the music. |
| 2 It's something people do in Spain | b food. |
| 3 It's more than just | c I've read a lot about it. |
| 4 I remember walking | d on special occasions. |
| 5 I couldn't believe how | e I really enjoyed the food. |
| 6 I got interested in Brazil | f friendly people were. |
| 7 I've never been there, but | g to work for the first time. |

b Read the script on p158 to check.

3 a Think of your experiences of other cultures. For example:

- listening to music or eating food from other countries
- meeting people from other countries
- reading books or watching films from other countries
- going to language classes
- seeing art or cultural exhibitions from other countries
- travelling to another country

b Talk about your experiences with another student.



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

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

Independent learning Reading the phonemic script 1: consonants

- 1 a You can use the Sounds of English chart on p16 to help you with the pronunciation of new words. Match the symbols 1-8 with the words in these words.

short	outgoing	children	usually	brother
jewellery	thanks!!	yellow		
- 2 Complete the pronunciation of these words. Use the consonant symbols.

bag / b, /	listen / l, s, n, /	travel / t, r, v, l, /	colleague / k, l, e, i, j, /
kitchen / k, ʃ, n, /	reading / r, e, d, ɪ, ŋ, /	passport / p, a, s, p, o, r, t, /	maths / m, a, θ, s, /
- 3 a Can you read these words from units 8-8? How do you say them?
ʃæləʊəl ʔɪkəl ʔɪkəl ʔɪkəl ʔɪkəl
- 4 Find out how to say these words from unit 8. Use a dictionary, or check on p16.

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

8 EXPLORE Writing

1 How many people in the class are:

- 1 first-born children?
- 2 middle children?
- 3 last-born children?
- 4 only children?



2 Read the website article. According to Michael Gross, which children are usually:

- a artistic and creative?
- b ambitious and serious?
- c confident?
- d relaxed and outgoing?

Researcher
First borns 'are more ambitious'
 First born children are more ambitious than their brothers and sisters, says parenting expert Michael Gross in his new book *Why First Borns are the Smartest* and last borns want to change it. First borns are serious and hard-working and many become lawyers or doctors. He says only children are similar to first borns. They are confident but need to learn to share with other people. Middle children are relaxed and outgoing, have more friends and are good at meeting new people. Last born children are often artists and creative but need to learn to take responsibility. He believes a child's position in the family is connected to personality, behaviour, learning and work.

3 Read four web postings about the article. Who agrees with Michael Gross? Who disagrees?

13 EXPLORE Speaking

Goal

start and finish conversations in different situations

1 a Listen to three conversations. Match them with pictures A-C.

b Read conversations 1-3 to check.

2 Put the highlighted expressions from the conversations into the right groups.

Starting a conversation	Finishing a conversation
How are things?	I'll talk to you later.

b Listen to check.

3 a How can you reply to the expressions in 2a? In groups, think of ideas.

- | | |
|-----------------|-----------------------|
| How are things? | Fine, thanks. |
| | I'm great, thanks ... |

b Compare with the responses in the conversations.

4 a Cover the conversations. Make sentences with these words.

- 1 Can / talk?
- 2 Are / doing / anything now?
- 3 Excuse / got / moment?
- 4 haven't / seen / long time?
- 5 Have / got / time / a cup of tea?
- 6 I'll talk / later
- 7 See / party
- 8 It / nice talking / you
- 9 I'll call / time
- 10 Thanks / help

b In pairs, take turns to say sentences 1-10 and reply.

5 Read the two situations.

- 1 It's Monday. You phone a friend to talk about your weekend.
 - 1 Say hello and check your friend has time to talk.
 - 2 Ask about your friend's weekend. Talk about your weekend.
 - 3 Finish your conversation.
- 2 You work for a computer software company. You need to arrange a meeting with your colleague to plan next month's sales conference. Think about when you are free this week.
 - 1 Say hello and check your colleague has time to talk.
 - 2 Agree a day and time for the meeting.
 - 3 Finish your conversation.



1
 SU-MIN Hello.
 KURT Hello, Su-Min. This is Kurt.
 SU-MIN Oh, hi, Kurt. How are things?
 KURT Fine, thanks. Listen, can you talk now?
 SU-MIN Well, actually, I'm going out in ten minutes. Is it important?
 KURT Erm, no, not really. Can I call you back later?
 SU-MIN Yeah, any time after eight is fine. I'll talk to you later, OK?
 KURT OK, thanks. Bye.

2
 JULIA Abdul ... Excuse me, have you got a moment?
 ABDUL Yes, of course.
 JULIA Thanks. I wanted to ask you about the Maxwell account ...
 JULIA ... well, I shouldn't keep you, Abdul. Thanks for your help.
 ABDUL Any time.
 JULIA Thanks. See you at the meeting.
 ABDUL Yes, see you.

3
 ANDREI Pete! How are you? I haven't seen you for a long time.
 PETE I'm great, thanks.
 ANDREI Hey, are you doing anything now?
 PETE No, not really.
 ANDREI Have you got time for a coffee and a chat?
 PETE Sure, great idea ...
 ANDREI ... well, it was good talking to you, Pete.
 PETE Yeah, really nice.
 ANDREI Anyway ... I'll text you some time.
 PETE Yeah, that would be nice. Take care.
 ANDREI You too. Bye.

6 Have two conversations in A/B pairs. A, start conversation 1. Then, B, start conversation 2.

Hi, Masha, how are you?
 Have you got time for a chat?

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.


13 Look again

Review

VOCABULARY Sights

1 a Complete these words with vowels (a,e,i,o,u).

c_sll_
c_ty_w_lls
f_nt_n
m_s_m
p_ll_c
r_ns
sc_lpt_r
st_t_
t_mb
w_tr_ll



b Can you see these things in your country? Where? Are any of them famous sights?
c Do you recommend visiting them? Talk together.

GRAMMAR Present perfect

2 a Complete the questions with the past participles of these verbs.

buy do eat go meet play read see

1 Who's the most interesting person you've ever _____?
2 What's the worst film you've ever _____?
3 What the most expensive thing you've ever _____?
4 What's the most boring game you've ever _____?
5 What's the most exciting book you've ever _____?
6 What's the most difficult thing you've ever _____?
7 What's the most beautiful place you've ever _____ to?
8 What's the sweetest food you've ever _____?

b Ask and answer the questions together.

CAN YOU REMEMBER? Unit 12 – Health and advice

3 a Complete the conversation with these words.

got hear home I'm I've not should to you you

RUDO Are _____ all right?
SALLY No, _____ really _____ a headache.
RUDO Oh, _____ sorry _____ that. Maybe _____ go _____.

b Listen to check.
c Think of more expressions for health problems. a stomach ache, a problem with my knee, ...
d Practise the conversation with different problems and advice. Take turns to start.

Extension

SPELLING AND SOUNDS wh-

4 a Listen. How do we say wh in each word? Circle /w/ or /h/.

1 what /w/ /h/ 6 white /w/ /h/
2 who /w/ /h/ 7 wheel /w/ /h/
3 when /w/ /h/ 8 whole /w/ /h/
4 which /w/ /h/ 9 whisper /w/ /h/
5 why /w/ /h/ 10 whose /w/ /h/

b Complete the rule. Then practise saying the words.
Say wh- as /h/ when it is before the letter _____.
c Spellcheck. Close your book. Listen to ten words and write them down.
d Check your spelling on p158.

NOTICE both, neither

5 a Read part of Kieran's conversation with Monica. Which highlighted word means *Sicilia and Browne's*? Which word means *not Sicilia and not Browne's*?

KIERAN Have you been to Sicilia or Browne's?
MONICA Yes, I have. Both of them.
KIERAN Which one should we go to?
MONICA Neither.

b Complete the conversations with both or neither.

1 MONICA So were you on the river or on the mountain?
PREMA _____ We were in a plane.
2 HYUN Most of my CDs are samba and Brazilian jazz. I love _____ kinds of music.

c Ask and answer questions about pairs of things. Try to use both or neither in your replies.

Have you tried ... ?
Do you like ... ?
Do you use ... ?

Neither.
I prefer tea.
I prefer tea.

Self-assessment

Can you do these things in English? Circle a number on each line. 1 = I can't do this, 5 = I can do this well.

talk about experiences	1	2	3	4	5
say what you've never done and always wanted to do	1	2	3	4	5
talk about places you've been to	1	2	3	4	5
find out information about things	1	2	3	4	5
start and finish conversations in different situations	1	2	3	4	5

* For Wordcards, reference and saving your work → e-Portfolio
* For more practice → Self-study Pack, Unit 13

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Can you remember? activities review a language point from the previous unit.

A detailed look at the features of *English Unlimited*

Vocabulary

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

Vocabulary includes:

- **words** like *passport, engineer*.
- **collocations** like *full-time job, fresh air*.
- **stems** like *I'm in the middle of ...*
- **fixed expressions** like *I don't know exactly*.

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

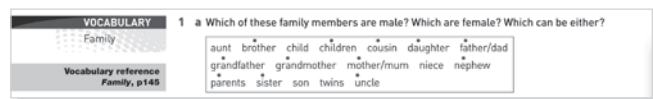
The course provides a balance of:

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

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.

Vocabulary reference

At the back of the Coursebook is an illustrated Vocabulary reference which lists larger sets of words on key topics like places (*airport, bank, bridge, etc.*), food (*chicken, rice, broccoli, etc.*) and jobs (*accountant, architect, builder, etc.*). Learners are encouraged to make active use of the Vocabulary reference at relevant points in lessons to acquire key language for extension and personalisation activities:



Grammar

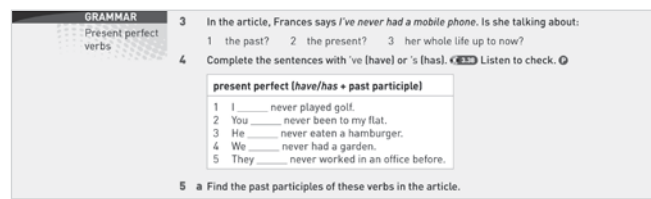
Each unit of the course teaches the grammar essential to achieving the **communicative goals**.

The points of the grammar syllabus have been selected and placed in particular units to help learners meet these particular goals. For example, the present progressive is focused on in unit 7 because it is often used to make excuses, such as: *I'm sorry, I'm not feeling well* or *I'm just making dinner*. Similarly, conditional sentences are taught in unit 12 as they are very useful for giving advice: *If you've got a very bad cold, don't go to work*.

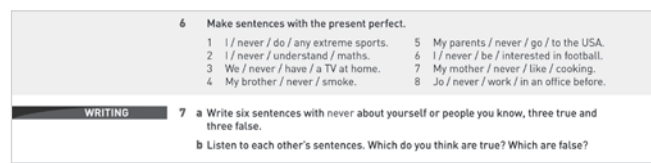
Grammar points have been corpus-checked to find the **most frequent and natural forms** for each function and context. For example, in unit 4, the past simple is taught in

the context of a business trip. We found that a very frequent function of the past simple is 'checking progress / checking things have been done', and this is the way in which the past simple is introduced on p37.

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 intervene and assist:



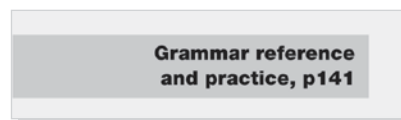
Thorough **controlled practice** is provided to check learners' understanding of the language and provide initial practice, while maintaining and developing the topic of the lesson:



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**.

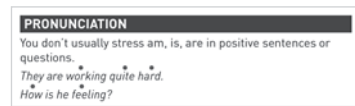
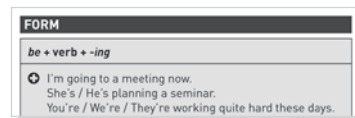
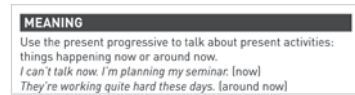
Grammar reference

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:



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

Pronunciation

There is one pronunciation section in each unit.

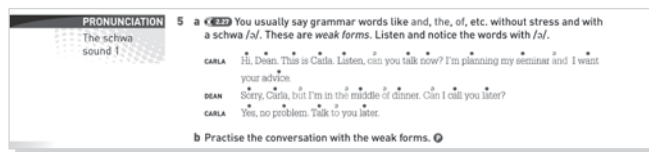
These sections have both **receptive and productive aims**:

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

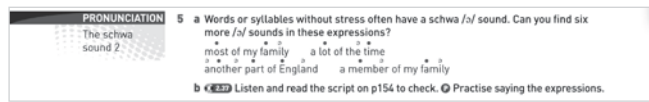
Note that, although native-speaker voices are used to model features of pronunciation, the primary goal of these sections is **intelligibility** and not (necessarily) achieving a native-like accent.


Pronunciation sections address areas which will be useful for all Elementary level learners to work on, regardless of their first language: **syllables, word stress, sentence stress, the schwa sound and basic consonant–vowel linking**.

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



Key pronunciation areas are 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 7 asks learners to notice words with schwa /ə/ sounds in a conversation and practise producing them, while the activity below, from unit 8, requires learners to identify which words contain the schwa sound:



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

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

Learners can also practise the **individual sounds** they have problems with, using the Self-study DVD-ROM. The same material can be found on the Teacher’s DVD-ROM, so you can offer guidance to learners who need help with particular sounds.

Listening

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

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

- gist listening (5)



- listening for specific information (6a)
- use of the recording script for learners to check answers for themselves (6b)
- an opportunity for learners to respond to the recording in a natural way (7).

Reading

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

A **wide range of text-types** is used, both **printed and electronic**: newspaper, magazine and online articles, web postings, advertisements, brochures, programmes 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:

- a prediction task (1a) followed by reading for gist (1b)

READING 1 a Listen to some sounds from Pete's and Dagmara's lives. Can you guess:
 1 what kind of work they do? 2 what they do in their free time?
 b In A/B pairs, read to check your ideas. A, read about Pete. B, read about Dagmara on p125.

SO WHAT DO YOU DO ALL DAY?

Pete Chappell, 19, catering assistant, North Sea oil platform
 ☉ Work 12 hours
 I work 12 hours on, 12 hours off. Every day, I help prepare three meals – breakfast, lunch and dinner.

My evenings 3 hours
 There's always a film to see in the platform's 'cinema'. This is in a small room, so only about 30 people can see a film. I go maybe twice a week. Everyone knows everyone else and it's good fun. We also spend a lot of time talking and some of the guys tell amazing stories. I'm learning a lot about life out here!

2 a B, read Dagmara's article again and answer the questions on p125.
 A, read Pete's article again. What does he do:
 1 every day? 3 before going to sleep?
 2 twice a week? 4 every two weeks?
 b Tell each other about Pete and Dagmara.

3 Who do you think has the best 'work-life balance', Pete or Dagmara? Why?

- a task which requires learners to read for details (2a)
- a jigsaw reading task which provides an information gap (2a) and motivates learners to speak (2b)
- an opportunity for a natural, personal response to the text (3).

For further reading practice, the Self-study Pack contains seven **Explore Reading** sections, 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 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 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 1 a Listen to Michel talk about Roberto. How do they know each other?
 b Now listen to Donna talk about Adam. How do they know each other?

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

TASK VOCABULARY
 How you know people

3 a Replace the highlighted words in 1–5 with these words to make new sentences.
 classmates neighbours office teacher university

1 We were friends at school. We were classmates at school.
 2 We were at college together.
 3 We were in the same class.
 4 We were colleagues in Melbourne.
 5 She was my boss.

b Listen to check. ☉

In the **Task** section, students 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:

TASK 4 a Prepare to talk about a person you know well. Think about what to say:
 the person: name, nationality, age
 past: how you know him or her, past occupations
 present: occupation now, relationship now
 b Tell each other about the people.

OK, this is about my colleague, Krishnan ...

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

Keyword

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

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

1 a Add these highlighted expressions with in to the table.

1 I'm from Canada but I live and work in Japan. live & work
 2 I live in a small house with my brother. live in
 3 My mother lives in the same street. live in
 4 We were neighbours in Melbourne. live in
 5 We were in the same office. live in
 6 When I was at university in 2007 ... live in
 7 Can you do these things in English? live in

4 Japanese
 平福和文
 in the morning

This is followed by controlled and freer practice:

1 My birthday is in October. 5 I live a flat with my wife and children.
 2 I work a small shop. 6 My friend and I were in Spain together 1989.
 3 I was Athens in the summer of 2009. 7 I can say 'I love you' Korean.
 4 People often visit my country the winter. 8 I work the morning.

b Change the sentences so they're true for you.
 My birthday is in October? March.

c Compare your sentences.

Across cultures

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

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

- communicate better with people from a range of cultural backgrounds.
- be more aware of the kinds of differences and similarities that can exist both between and within cultures.
- reflect on aspects of their own and other cultures in an objective, non-judgmental way.
- contribute to an exchange of ideas about cultures by drawing on their own observations and experiences.

The course has seven **Across cultures** sections in **odd-numbered units** (alternating with Independent learning). Each looks at a particular topic from an intercultural perspective:

Unit	Topic
1	Greetings
3	Conversation 'dos and don'ts'
5	Personal space
7	Workplaces
9	Transport culture
11	Saying sorry
13	Your experiences

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

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

Independent learning

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

Unit	
2	Finding information
4	Self-study
6	Using a dictionary
8	Reading the phonemic script 1: consonants
10	Reading the phonemic script 2: vowels
12	Learning collocations
14	How do you learn languages?

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

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

Explore speaking

Explore speaking sections occur in **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 Elementary learners, such as:

- asking people to repeat
- checking information
- taking a phone message
- starting and finishing conversations
- showing interest in a conversation
- developing a conversation
- changing topics

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.

ROCIO	Hello, it's Rocio. Can I talk to Blake, please?
PAUL	Sorry, he isn't here at the moment.
ROCIO	Oh, I see.
PAUL	Can I take a message?
ROCIO	Oh, yes please. It's Rocio Gilberto, and ...
PAUL	Sorry, can you say that again?
ROCIO	Rocio Gilberto. G-I-L-B-E-R-T-O.
PAUL	G-I-L-B-E-R-T-O. OK. And what's the message?

- 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 will have a topical link with the rest of the unit.

Specifically, Explore writing pages will help learners to:

- **write a range of short text-types** appropriate to the level, e.g. an email giving news, an invitation, an email of apology, a note requesting something.
- **understand genre-specific conventions**, e.g. email greetings, language for invitations and thank you notes, short requests and reminders.
- **develop micro-skills** for writing coherent sentences and short paragraphs, through work on areas such as punctuation and a range of linkers.
- **develop confidence** in writing by planning and discussing ideas with peers, talking about and improving texts together, and building from shorter to longer texts.

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

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

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

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

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 students reactivate and better retain the language.

Extension

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

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

It takes a 'spelling to sounds' approach in the belief that the most useful guide for Elementary learners is to help them to recognise and say words that they see written down. It looks at such areas as consonant and vowel recognition; how to say common consonants and vowel patterns; the effect of final 'e' on the pronunciation of vowels; silent letters; and consonant doubling before endings.

Spelling and sounds will help students to:

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

5 Notice – further exploits reading and listening texts from the unit by briefly looking at and practising a useful and regularly-occurring language feature, e.g. a set of time expressions, the use of *to* for giving reasons, uses of gerunds.

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 learners' and teacher's perceptions of progress are compared and discussed.

The Self-study Pack

About the Self-study Pack

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

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

Your learners can:

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

In the Workbook

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

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

VOCABULARY 7 Talking about a journey	Over to you Talk about a journey you went on. Use some expressions from Exercise 7.
--	---

Cross out the words or expressions that are not correct.

- 1 We booked / went / found seats on a flight to New York.
- 2 We drove / went / waited to the airport.
- 3 We showed our passport / shopping / ticket at check-in.
- 4 The flight was on time / delayed / checked.
- 5 We cancelled / caught / missed our connection in Amsterdam.
- 6 We spent / waited / wanted six hours in the airport.
- 7 The airport was very comfortable / uncomfortable / delayed.
- 8 The flight left / started / took off at 11.30 at night.
- 9 The plane checked / landed / arrived in New York the next afternoon.
- 10 We stayed / were / delayed in a three-star hotel on Broadway.

Time out, in even-numbered units, offers a fun way for learners to practise and remember vocabulary sets.

My English, in odd-numbered units, profiles learners from around the world, offering your learners a different perspective on learning English and encouraging them to reflect on their own learning.

Explore reading, in even-numbered units, offers practice in reading, understanding and responding to a range of everyday texts, such as newspaper and magazine articles, leaflets, programmes and web pages.

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 emails, blogs, letters and detailed instructions.

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



On the Self-study DVD-ROM

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

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

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

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

In addition to language practice, each unit of the Self-study DVD-ROM also contains several **Explore speaking** activities. These allow learners to listen to everyday conversations, noticing **key speaking skills** such as using conversation fillers or showing interest, and then incorporate these techniques into their own spoken English.

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

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

The Teacher's Pack

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

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

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

In the Teacher's Book

Teacher's notes

In the Teacher's Book, there are more than 100 pages of teacher's notes (pp21–123) to accompany the Coursebook material. These notes are a comprehensive and easy-to-follow guide to using the *English Unlimited Elementary* Coursebook, and have been written with a broad range of class-types and teaching styles in mind.

Each unit's notes take you smoothly through the different stages of the Coursebook lessons. Answers are clearly highlighted, and the Individual, Pair and Group work symbols show at a glance what interaction is suggested for each stage.

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

On the Teacher's DVD-ROM

Photocopiable activities

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

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

Writing essentials

The Writing essentials activities (described in more detail on pp125–128) consist of 12 sets of photocopiable activity worksheets specially designed for non-Roman alphabet learners of English. Each activity teaches a vital writing or reading skill, such as letter formation or recognition of common words, and supports learners in the process of reading and writing in a new script. These activities can be used alongside the Coursebook and other material, or as part of a separate course for non-Roman alphabet learners.

Progress and Achievement tests

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

Videos

Two DVD-ROM videos per unit from the Self-study Pack are also included on the Teacher's DVD-ROM, as they are easily adaptable for use in class.

Assessing your learners with *English Unlimited*

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

Tests on the Teacher's DVD-ROM

There are two types of test available as PDFs on the Teacher's DVD-ROM: Progress and Achievement tests.

Progress tests

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

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

Achievement tests

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

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

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

Reading tests

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

Listening tests

The audio tracks for these are found at the end of the three Class Audio CDs. Achievement test 1 is track 57 on CD1; Achievement Test 2 is track 57 on CD2; Achievement Test 3 is track 62 on CD3.

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

Writing tests

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

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

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

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

Speaking tests

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

The assessor should be familiar with the Speaking assessment scales for the speaking tests before the test and have a copy of the Mark Sheet for each learner with their names already filled in. Screen the mark sheets from the learners.

The assessor will need the Teacher's Notes, which provide a script of prompts for the test. Each test is in two parts. In the first part (six minutes), the assessor puts the learners at ease with warm-up questions, before asking the learners in turn a selection of questions from the Notes, based on themes from the Coursebook. The assessor may depart from the script to elicit further responses, maintaining a friendly, encouraging manner. The assessor may begin to note down some marks based on the scales for each learner.

In part 2 (four minutes) learners are provided with prompts for a communicative task, which they carry out between themselves. Learners may need some encouragement, or to have the instructions explained more than once.

During this section the teacher should withdraw eye contact, making it clear that the learners should talk to each other, listen closely and revise the marks from part 1, gradually completing the grid.

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

Filling in the mark sheets

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

Self-assessment

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

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

Using the e-Portfolio

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

- Assess their progress against can-do statements and revise their assessments later in the course depending on progress made.

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

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

Continuous assessment

Finally, some teachers and institutions may prefer to dispense with tests and adopt a form of continuous assessment. This can be demanding on 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 marksheets to indicate how they are getting on. How actual assessment is carried out may differ between institutions, but here are some guidelines and ideas:

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

A final word

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

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

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 Elementary level. These are:

Speaking

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

Writing

- Creative writing
- Correspondence
- Notes, messages and forms

Listening

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

Reading

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

Where the goals are met

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

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

Find out more about the CEF

You can read about the CEF in detail in *Common European Framework of Reference for Languages: Learning, teaching, assessment* (2001), Council of Europe Modern Languages Division, Strasbourg, Cambridge University Press, ISBN 9780521005319.