

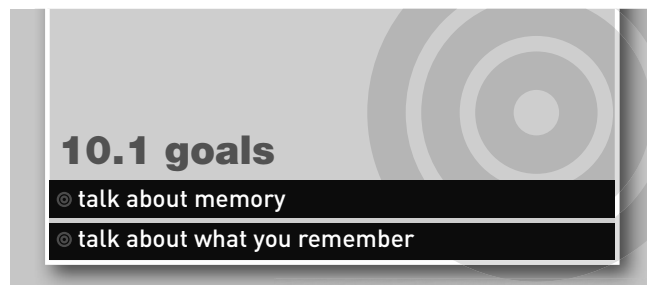
# The thinking behind *English Unlimited*

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 10:



All the goals are of a practical ‘can do’ nature, chosen to enable 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 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 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 Intermediate:

- ⊗ Can explain why something is a problem, discuss what to do next, compare and contrast alternatives
- ⊗ Can give brief comments on the views of others
- ⊗ Can invite others to give their views on how to proceed

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:

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 Intermediate* is based on ‘Can Do’ statements at the B1 and B1+ levels of the Common European Framework. It completes B1+ and prepares learners for the B2 level of competence.

## 2 An authentic course

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

*What is the CIC?*

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

*How has it been used in the course?*

The CIC has been used throughout *English Unlimited* to ensure that, as far as possible given the level of the course, learners are taught **the most frequent and useful words and expressions** for meeting their communicative goals. For example, the course includes a focus on *It’s* + adjectives in Unit 2 because the CIC suggests that this is a common way to give opinions (*It’s better to talk to people face to face*).

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 CIC suggests that a common use of verb + *-ing* (Unit 6) is to ‘give advice’ (*Have you considered getting a new one?*).

A further use of the CIC is in the **Keyword pages** which appear in odd-numbered units. Each Keyword page focuses on one or two 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 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** 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.

### 4 A flexible course

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

As you'll see, the first five pages are connected to each other and make up the 'core' of the unit. After that, there is the **Explore** section, two pages of activities which have a topical or linguistic link to the unit, but which can be used separately. On the last page of each unit is the **Look again** page, 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** pages, would give a course length of 80 or 90 hours.

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

In the rest of this introduction you'll find:

- ▣ a plan showing how a unit is organised *pages 6 to 10*
- ▣ more detailed notes on the different sections of the units *pages 11 to 15*
- ▣ information about the other components of the course *pages 16 to 21*
- ▣ more detailed information about the CEF *page 22*

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

Theresa Clementson  
David Rea  
Alex Tilbury  
Leslie Anne Hendra

# How a unit is organised

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

## 3

### Success

**3.1 goals**

- talk about a business idea
- talk about hopes, dreams and ambitions

**Great ideas**

**READING**

1 You're going to read about an inventor. Which of these facts do you think are about the inventor of:

- karaoke?      • the iPod?


a He never became rich from his invention.  
b He's shy and doesn't usually do interviews.  
c He made people listen to music in a different way.  
d He used his invention to celebrate his 59th birthday.  
e He was a drummer in a band.  
f He has also designed computers.

2 Work in A/B pairs. A, read the article below and B, read the article on p119 to check your ideas.

### Mr Song and Dance Man

1 Karaoke is a \$10 billion-a-year industry, but the man who invented it has made almost no money out of it. Inoue Daisuke came up with the idea in 1971. He could have become one of the richest men in Japan, but he didn't patent his idea and doesn't seem worried about the lost opportunity. 'I took a car stereo, a coin box and a small amplifier to make the karaoke,' says the 65-year-old in his small office in Osaka. 'Who would consider patenting something like that?'

2 In the early 1970s, Inoue was a drummer in a bar band with six colleagues, playing in local clubs in Kobe. They played for middle-aged businessmen who wanted to sing traditional Japanese songs. Inoue says, 'Out of 108 club musicians in Kobe, I was the worst! And the clients in my club were the worst singers!'



3 One day, one of his clients asked Inoue to play for him on an overnight trip. Inoue, unable to leave his job, gave him a tape of the barking music instead. That night, the businessman gave an emotional performance and karaoke (meaning 'empty orchestra') was born.

4 Inspired by this success, Inoue made 11 boxes with tapes and amplifiers, and began renting them to bars in Kobe in 1971. His plan was to make a bit of money but he never thought the idea would be so popular. In fact, karaoke was soon picked up by larger companies and through the 1980s and 1990s, it swept across Asia, the US and Europe. Then in 1999, *Time Magazine* called Inoue one of the 20th century's most influential people, saying he had completely changed nightlife. 'Nobody was as surprised as me,' he says.

5 Inoue himself only used a karaoke machine for the first time to celebrate his 59th birthday. These days, he makes a living selling a cockroach repellent for the machines. 'Cockroaches get inside the machines, build nests and eat the wires,' he says. He's very excited about his next venture. 'My dream,' he says, 'is to train Japanese pet-owners to take better care of their pets.' Friends say he is the ideas man, while his wife, who works in the same Osaka office, helps bring the ideas to life.

3 a A, complete the summary of this article; B, complete the summary on p119

- 1 Inoue Daisuke invented karaoke, but he didn't ...
- 2 He was a drummer in a band which ...
- 3 The idea for karaoke started when Inoue gave ...
- 4 Over the next twenty years karaoke became ... Inoue was surprised when ...
- 5 Now, Inoue ... In the future, he ...

b Tell each other about your articles. How are the two men similar or different?

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.

3.1

**VOCABULARY**

Talking about a business idea

4 Look at the sentences from the articles. Match 1–3 with topics a–c.

- a a description of the product
- b the financial success of an idea
- c the start of a project or invention

- 1 Inoue Daisuke came up with the idea in 1971. He didn't patent his idea.
- 2 You can use it to store thousands of songs. Critics said it looked fantastic and was easy to use.
- 3 The man ... has made almost no money out of it. He makes a living selling a cockroach repellent.

5 Complete the questions with verbs from the highlighted expressions in 4 in the correct form.

- 1 How did Inoue Daisuke \_\_\_\_\_ up with his idea?
- 2 Why didn't he \_\_\_\_\_ his invention?
- 3 Do you think Jonathan live \_\_\_\_\_ a lot of money out of the iPod?
- 4 What do you think is the easiest way to \_\_\_\_\_ a living?
- 5 Is it more important that a gadget is easy to use or \_\_\_\_\_ fantastic?

6 Ask and answer the questions together.

**Hopes, dreams and ambitions**

1 What's Inoue Daisuke's dream for the future? What do you think of his idea?

2 **▶▶▶▶▶** Listen to Aminata, Eduardo and Elisa talking about their hopes, dreams and ambitions. Match each speaker to one of the pictures A–C.

3 **▶▶▶▶▶** Listen again. Complete sentences 1–8 with a–h. **▶▶▶▶▶**

<b>Aminata</b>	<ol style="list-style-type: none"> <li>1 One day, I'd like to</li> <li>2 At some point, I'd absolutely love to</li> <li>3 I'm thinking of</li> </ol>	<ol style="list-style-type: none"> <li>a taking some lessons.</li> <li>b be comfortable in the water.</li> <li>c learn to swim.</li> </ol>
<b>Eduardo</b>	<ol style="list-style-type: none"> <li>4 I'm considering</li> <li>5 My dream is to</li> </ol>	<ol style="list-style-type: none"> <li>d be a guitar player.</li> <li>e doing a degree in music.</li> </ol>
<b>Elisa</b>	<ol style="list-style-type: none"> <li>6 My aim is to</li> <li>7 My ambition is to</li> <li>8 I've always wanted to</li> </ol>	<ol style="list-style-type: none"> <li>f live in Tokyo for a year.</li> <li>g train at the JKA dojo.</li> <li>h go there next year.</li> </ol>

4 Choose five of the highlighted expressions from 3. Write sentences about your hopes, dreams and ambitions.

*One day, I'd like to travel around the world.*

5 a **▶▶▶▶▶** Listen to sentence 1 above. What kinds of word are usually stressed? What kinds of word often have a schwa?

One day, I'd like to learn to swim.

b Mark the stressed syllables and schwa sounds in sentences 2–8 above.

c **▶▶▶▶▶** Listen and read the script on p148 to check. Practise saying the sentences.

6 Talk to your partner about your hopes, dreams and ambitions. Do you think you can both achieve your ambitions?

7 Tell the class something interesting your partner wants to do in the future.

23

Your abilities

3.2 goals

- talk about abilities
- talk about achievements

READING

- What's an IQ test? Have you ever taken one?
  - Read the article from an educational magazine. Which intelligence types might help with these activities?
    - doing your accounts
    - playing tennis
    - writing a poem
    - designing a building
    - staying happy
    - learning a song
    - resolving an argument

What is intelligence?

→ Not just a high IQ

The theory of multiple intelligences was proposed by Howard Gardner in 1983. He believed that the traditional intelligence test (known as an IQ test) didn't acknowledge the wide variety of abilities that people have. Here is a summary of the main types of intelligence that he identified:

**1 Bodily-kinesthetic** People who have bodily-kinesthetic intelligence learn best by doing something physically. They are good at building and making things. They may enjoy acting or performing and are generally good at physical activities such as sports or dance.

**2 Interpersonal** People who have a high interpersonal intelligence learn best by working with others and often enjoy discussion and debate. They are able to co-operate in order to work as part of a group. They communicate effectively and empathise easily with others.

**3 Intrapersonal** Those who are strong in this intelligence are typically introverts and prefer to work alone. They are capable of understanding their own

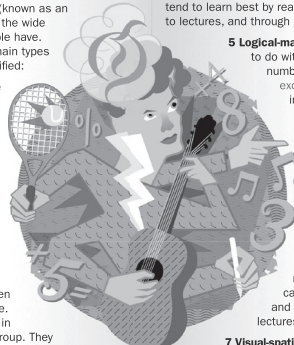
emotions, goals and motivations and learn best when concentrating on a subject by themselves.

**4 Verbal-linguistic** People with high verbal-linguistic intelligence have a facility with words and languages. They are typically good at reading, writing, telling stories and memorising words along with dates. They tend to learn best by reading, taking notes, listening to lectures, and through discussion and debate.

**5 Logical-mathematical** This area has to do with logic, reasoning and numbers. People with this ability excel at scientific thinking and investigation, and have the ability to perform complex calculations. Traditional concepts of intelligence, or IQ, reflect ability in this area.

**6 Musical** This area has to do with rhythm, music and hearing. Those who have a high level of musical intelligence are able to sing and play musical instruments. They can also often compose music and may learn best by listening to lectures.

**7 Visual-spatial** People with strong visual-spatial intelligence are typically very good at visualising and mentally manipulating objects. They have a good visual memory and are often artistically inclined. They also generally have a good sense of direction and may have good hand-eye co-ordination.



A lawyer probably needs interpersonal and verbal-linguistic intelligences.

- Read the article again. Which intelligences do you think are important for these jobs? Why?
  - lawyer
  - politician
  - poet
  - engineer
  - doctor
  - singer
  - DJ
  - social worker

VOCABULARY

Abilities

- Look at the highlighted expressions in 1-7 in the article. Which can be followed by an infinitive? b an -ing form? c a noun? d an -ing form of a verb?
- Which intelligences do you think you have? What about people you know well? Write five sentences. Explain your ideas and give examples.
 

*I think I have musical intelligence because I'm able to learn tunes very quickly.*
- Talk about your sentences together. What intelligences do most people have?

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

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

Grammar reference and practice, p136

SPEAKING

Have you won a competition recently?  
Actually, I've never won a competition.

Your achievements

LISTENING

- Listen to interviews with Aminata, Margot and Charlie about their achievements. What are they most proud of?



- Can you answer the questions about each person? Listen again to check.

- |                |                                    |                                   |
|----------------|------------------------------------|-----------------------------------|
| <b>Aminata</b> | 1 What did she want to learn? Why? | 2 When did she start learning?    |
| <b>Margot</b>  | 3 What's her book about?           | 4 What's she doing at the moment? |
| <b>Charlie</b> | 5 What did he join?                | 6 What do they do together?       |

- Do you think each of them found it easy to do these things? Why?

GRAMMAR

Present perfect and time expressions

- Match the sentences from the listening with functions a or b.
  - I've had the bike for about a year now.
  - I've just written a cookery book.
  - I've learned to ride a bike recently.
  - I've always wanted to write.

- Match the highlighted words in 1-8 with categories a-e.

- I've always wanted to write.
- I've just written a cookery book.
- I've never been able to go with them.
- I've already written a novel actually.
- I've learned to ride a bike recently.
- It hasn't come out yet.
- I've had the bike for about a year now.
- I haven't written anything since the cookery book.

- a the whole of your life until now **always** / \_\_\_\_\_
- b part of your life until now \_\_\_\_\_ / \_\_\_\_\_
- c something you expect to happen \_\_\_\_\_
- d a short time ago \_\_\_\_\_ / \_\_\_\_\_
- e something that happened sooner than expected \_\_\_\_\_

- Notice the position of the highlighted time expressions. Then add them to the sentences in the quiz.

Find someone who:

recently

- has won a competition. What was it? recently
- has passed a test or an exam. just
- has learned to drive. Why not? never
- has done well in interviews. always
- has achieved something today. What was it? already
- has been married over ten years. for
- hasn't taken a test or an exam they left school. since
- hasn't done what they needed to do today. yet

- Ask questions to find who the statements in 1-8 are true for. Find out more about each situation.

- In pairs, tell each other what you found out.

⌚ 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.

**3.3 Target activity**  
**Sell an idea**

**3.3 goals**  
talk about a business idea  
talk about hopes, dreams and ambitions  
talk about achievements  
take part in an interview

**TASK LISTENING** 1 Read the advert. Why do people join *Connections*?

**Connections**  
*My business idea*   *What's new?*   *Connect online*   *Contact us*  
Do you have a great business idea? Do you want to make money out of it? *Connections* can help you. We specialise in bringing together entrepreneurs with suitable investors. We match you with the best investor for you and organise an interview with them. Interested? Then click on the link below to join our database ... > [Click here](#) to join *Connections*.

**2 a** Listen to the first part of Olga's interview with an investor she met through *Connections*. Label the picture with these words:  
strap   handle   wheels   buggy   bag   top pocket   side pocket  
How does the bag work?

**b** Listen to the rest of the interview.  
1 What does Olga want from the interview?  
2 How does she feel about the product?  
Listen again or check in the script on p148.

**3 a** Discuss the questions.  
1 Do you think the product will work? Why?  
2 Do you think the investor will support Olga's idea? Why?

**b** Listen to a phone call between the investor and Olga. Were you right?

**4 a** Who says sentences 1-8, the interviewer or Olga?  
1 Can you give us a bit more information about your background?  
2 We'd like to ask you some questions about international sales.  
3 I'm really excited about the product.  
4 I'm very keen to hear your thoughts about the business plan.  
5 It's good to see someone so passionate about their product!  
6 We have some doubts about a few things in the business plan.  
7 What I'm more concerned about is the marketing.  
8 I feel very optimistic about its chances of success.

**b** Which highlighted expressions are: adjective + about? noun + about?

**5** You're going to have an interview with an investor at *Connections*.  
1 A, look on p119. B, look on p128. Complete the section about you.  
2 Think about the language you can use to describe your product, your experience and your hopes for the future.

**6** Work in A/B pairs. A, you're the investor. Ask B questions and decide if you want to invest in his/her idea. B, you've got a great idea. Explain your idea and answer any questions.

**7** Now change roles. Have another interview.

**8** Talk in groups. Which idea do you think will be the most successful?

**TASK VOCABULARY**  
Facts and feelings

**TASK**  
I've worked in design since ...  
My aim is to ...  
I'm concerned about the distribution costs ...

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**.

### 3 EXPLORE

#### Across cultures Attitudes to success

**LISTENING**



Mariama from Britain

**1** **▶▶▶▶** Listen to Mariama and Remco talking about attitudes to success.

- How does Mariama feel about talking about her achievements?
- What two examples does Remco give to explain his attitude to success?

**2** **▶▶▶▶** Listen again. Are sentences 1–4 true or false?

**Mariama**

- She says her American friends are happy to talk about what they've achieved.
- She thinks British attitudes are similar to those of Americans she knows.

**Remco**

- He says that he always plays sports to win.
- He has a similar attitude at work.

 Remco from the Netherlands

**VOCABULARY**

Attitudes to success

**3 a** Who says sentences 1–7 from the listening: Mariama, Remco or the interviewer?

- Would you say you're a competitive person?
- I'm not at all comfortable.
- They're much more confident about coming forward.
- You don't want to seem arrogant.
- I want to win at all costs.
- I don't try and bend the rules as much as I do in sports.
- So you play by the rules at work?

**b** Look at the highlighted expressions in sentences 1–7 and answer the questions.

- What's the difference between being confident and being arrogant?
- What does it mean if you want to 'win at all costs'?
- What's the difference between bending and playing by the rules?

**SPEAKING**

**4 a** Work alone. Read the quiz questions about attitudes to success and think about your answers.

**Odd-numbered units have Across cultures pages which give learners the chance to think about and discuss how cultures differ – or are similar – around the world. See p13 for details.**

### All about winning?

- Are you a competitive person?
- Do you think it's ever OK to bend the rules to win something?
- Do people you know think being competitive is a good thing?
- Are you comfortable talking about your achievements?
- Do you put non-professional achievements on your CV?
- If an employer asked about your strengths in a job interview, what would you say?
- Are people in your country generally happy to talk about their achievements?

**b** Now answer the quiz questions in groups.

- Do you have the same or different attitudes to success?
- Do you think people in different countries have the same or different attitudes to success?

Even-numbered units have **Keyword** pages. Each one focuses on one or two common English words, teaching and practising the main meanings and useful expressions. See p14 for details.

### 12 EXPLORE

#### Keywords other, another

Uses of other and another

Linking expressions

**▶▶▶▶** Listen to Juan Carlos and Kana talk about whether presentation skills should be taught in schools. Who thinks it's a good idea? Who doesn't?

**b** Complete the sentences from the conversation with expressions a–e.

- To put it another way.
- Another point is...
- Another thing is that...
- on the other hand...
- in other words...

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

### 6 EXPLORE Speaking

Goals

▶▶▶▶ You don't understand  
▶▶▶▶ Ask for help  
▶▶▶▶ Repeat something

- Can you think of examples of these different kinds of games? Which have you played?
  - card games
  - board games
  - outdoor games
  - puzzles
- Look at the photos of a Chinese game called Mahjong. Match A–D in the photos with the rules explaining the game in 1–4.
  - Each player takes turns to pick up a tile.
  - The aim is to collect tiles of the same kind.
  - You throw away the tiles you don't want in the middle.
  - At the end of the game you count your score. You get more points for particular tiles, the ones and fives.
- ▶▶▶▶ Listen to Liu Ying and Jen playing Mahjong.
  - Do they both know how to play?
  - How do you win the game?
- Look at the highlighted expressions 1–7 in the conversation. Which ones:
  - say you don't understand? [a]
  - say you partly understand? [x-1]

### 3 EXPLORE Writing

Goal

▶▶▶▶ take notes

- Talk together.
  - When do you take notes?
    - taking a phone message
    - in an interview
    - in a lecture
    - listening to the radio
    - getting directions
    - in a meeting
  - Do you use any specific note-taking techniques?
- ▶▶▶▶ Listen to part of a job interview. Answer the questions about Olga.
  - What kind of job is the interview for?
  - What experience has Olga got?
  - What product is she most proud of?
- ▶▶▶▶ Look at note-taking tips a–f. Which do you follow when you take notes?
  - use section headings and subheadings
  - list points under each subheading
  - don't try to write every word
  - use abbreviations where possible, not full words
  - revise your notes as soon as possible
  - don't worry about correct spelling and grammar
- ▶▶▶▶ Look at the interviewer's unfinished notes about Olga. Match 1–4 with tips a–d above.
 

Interview for product development manager: Olga Petrova.

1. Experience:

  - 12 yrs exp. in
  - ICB:
  - developed West range

2. Strengths:

3.
- ▶▶▶▶ In pairs, say what you think these abbreviations mean.
 

1 yrs	3 8.00	5 pm	7 C21st	9 vs.	11 pw
2 75 g	4 no.	6 w/	8 etc.	10 approx.	12 PTO
- ▶▶▶▶ Listen to check.
- ▶▶▶▶ Now listen to the first part of the interview again. Complete the interviewer's notes about Olga.
 

Interviewee 1

Name: \_\_\_\_\_

Experience: \_\_\_\_\_
- ▶▶▶▶ Listen to the next two questions the interviewer asks Olga. Make notes about her answers.
  - Compare your notes with a partner. Did you write down the same details? Then check your notes in script 1.30 on p149.
- ▶▶▶▶ Work in A/B pairs. A, you're going to take notes in an interview for the post of student representative in a big international college. B, look at these five questions for the interview and think about your answers.
  - How long have you been at the college?
  - What experience have you got of dealing with people?
  - What are your strengths and weaknesses?
  - How much time can you give to the job?
  - What can you bring to the job?
- ▶▶▶▶ Take turns to interview each other for the post and take notes about each other.
  - Get into separate groups. As and Bs. Tell each other about the person you interviewed, using your notes to help you.
  - Decide who's best qualified in your group to get the post.

The last page of each unit, **Look again**, is a series of short classroom activities for reviewing and extending the language from the unit. *See p15 for details.*

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

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

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

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

**3 Look again**

**Review**

**GRAMMAR Present perfect and time expressions**

1 a Complete the sentences with the best time expression. Which are true for you?

*never*

- I've / had a garden. I'd love to grow things.
- I've lived in the same house / I was born.
- I've / loved being alone. I'm not very sociable!
- I've changed my job / I'm much happier now.
- We've / started a family. We've got two small children.
- I haven't achieved my ambition /.
- I've known my best friend / ten years.
- We've / moved home. We haven't unpacked yet.

b In pairs, make sentences about:

- your interests • travel • friends and family

I've just ... I've ... for ...  
 I've always ... I've ... since ...  
 I've never ... I've ... recently  
 I haven't ... yet I've already ...

**VOCABULARY Hopes, dreams and ambitions**

2 a Put the words in order and make sentences about your hobbies, interests, hopes and dreams.

- to / dream / My / is ...
- absolutely / to / love / I'd ...
- considering / point / At / I'm / some ...
- wanted / always / I've / to ...
- thinking / I'm / of ...
- like / One / to / I'd / day ...

*My dream is to have my own photography business.*

b Talk in groups. Does anyone have the same hopes, dreams and ambitions as you?

**CAN YOU REMEMBER? Unit 2 – will, could, may, might; Expressing probability**

3 a Look at sentences a–f about Olga's plans for the evening. Put them in order from the most likely (1) to the least likely (6).

- I may go out for a meal tonight.
- I'm very unlikely to go to bed early.
- I'll definitely have a shower later.
- I might not watch television.
- I won't call my family.
- I may well see my friends.

b Write five sentences about your evening using the highlighted expressions in 3a.

c Talk together about your evenings. Who knows exactly what they're going to do? Who isn't sure?

**Extension**

**SPELLING AND SOUNDS /s/**

4 a Listen and underline the letters in these words which make a /s/ sound.

celebrate city cycle address across essay  
 story skin supermarket price chance  
 advice answer ask describe close increase

b Find words in 4a to match spelling patterns 1–4. /s/ is spelled:

- s in most words and always before a consonant.
- c sometimes before e, i or y.
- ss after a short vowel.
- se or ce at the end of words, after long vowels and usually ce after n.

c Spellcheck. In pairs, take turns to choose ten words and test your partner's spelling.

**NOTICE One of the ...**

5 a Complete the sentences from texts in the unit with these expressions.

richest most successful most important

- He could have become one of the \_\_\_\_\_ men in Japan. p22
- He may be one of the \_\_\_\_\_ industrial designers of our time. p119
- ICB is one of the \_\_\_\_\_ firms internationally.

b Check your answers. What kind of adjective is one of the often followed by?

c Write a brief description of one of your favourite things.

*My parents gave me a pearl necklace. It's one of the most valuable things I own.*

d Listen to each other's descriptions. Ask questions to find out more information.

**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 a business idea	1	2	3	4	5
talk about hopes, dreams and ambitions	1	2	3	4	5
talk about abilities	1	2	3	4	5
talk about achievements	1	2	3	4	5
take part in an interview	1	2	3	4	5
take notes	1	2	3	4	5

• For Wordcards, reference and saving your work → e-Portfolio  
 • For more practice → Self-study Pack, Unit 3

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

# A more 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 on **Keyword, Across cultures, Explore writing** and **Explore speaking** pages.

Vocabulary includes:

- **words** like *dented, torn*
- **collocations** like *have a word, have a feeling*
- **stems** like *It's no use ...*
- **fixed expressions** like *so far, such as*.

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, natural events words (e.g. *a flood, a hurricane*) are not especially frequent statistically, but are obviously necessary for the fulfilment of the goal 'talk about natural phenomena'.

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, real and unreal conditionals are focused on in Unit 9 because they are useful for making suggestions and discussing consequences.

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:

**GRAMMAR** 3 a Look at these extracts from the conversation. In which sentences a–e does the speaker feel a situation:

1 is realistic and possible? 2 is unrealistic or impossible?

a **Simon** If we open a terrace, we'll be able to serve a lot more people.  
**Lidia** But it's too expensive. And if we did that, it would take a lot longer to serve people outside.

c **Lidia** Hm, that's a problem for me. I mean, if I didn't have three children, I'd do it, no problem.

d **Yelena** Well, I suppose this is impossible, but if we employed another person, we wouldn't have to do so many hours.  
**Lidia** That's not a bad idea. But if we employ another person, we'll take home less money.

b Complete the patterns for real and unreal conditionals.

1 Real conditional if + \_\_\_\_\_ + infinitive  
 2 Unreal conditional if + \_\_\_\_\_ + infinitive

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:

**SPEAKING** 5 a You're going to discuss different ideas.

1 Add a suggestion for your life and for your country, then complete the notes.  
 2 Think about which conditionals to use. Which ideas are realistic and possible for you? Which are unrealistic or impossible?

	Suggestions	Positive consequences	Negative consequences
Your life:	have your own business move abroad	choose your own hours	
Your country:	reduce the driving age to 15 host the Olympic Games		

b Discuss the suggestions together. Do you agree about the consequences?

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 ...

**Grammar reference and practice, p140**

... 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**

Use the past simple to talk about things that are in the past and finished.  
*I dropped your camera. I'm sorry.*  
*I met my husband in 1989.*

Use the past progressive to talk about an action that was in progress at a time in the past.  
*I was working in Spain in 1989.*

You often use the past progressive to explain the background to another past event or action.  
*I was teaching in a primary school when I met my husband.*

**FORM**

	Past simple	Past progressive	Past perfect
❓	Where did you go last night?	What were you doing?	Where had you been?
➡	I went to a party.	I was driving to work.	I'd been in a café.
⚡	I didn't enjoy it.	I wasn't going fast.	I hadn't realised how late it was.
❓	Did you stay long?	Were you using a mobile?	Had you tried to ring?
✔	Yes, I did.	Yes, I was.	Yes, I had.
❌	No, I didn't.	No, I wasn't.	No, I hadn't.

**PRONUNCIATION**

You usually stress question words and main verbs.  
*Where did you go? What were you doing? Where had you been?*  
*I went to a party. I was driving to work. I'd been in a café.*

But in negative sentences and short answers, you usually stress did, was, were and had.  
*I didn't enjoy it. I wasn't going fast. I hadn't realised.*  
*Yes, I did. No, I didn't. Yes, I was. No, I wasn't.*  
*Yes, I had. No, I hadn't.*

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.

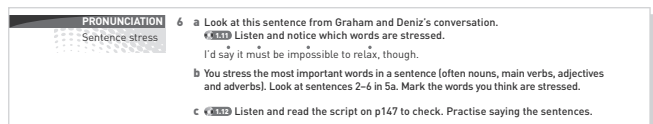
These sections have both **receptive and productive aims**:

- 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.

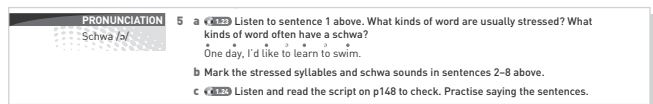
Note that although native-speaker voices are used to model features of pronunciation, the primary goal of these sections is **intelligibility** and not (necessarily) achieving a native-like accent.

Pronunciation sections address areas which will be useful for all Intermediate learners to work on, regardless of their first language: **the schwa sound, sentence stress** (including **contrastive stress and emphatic stress**), **intonation, groups of words** (or tone units) and **linking** (including **consonant-vowel linking and common pairs of words**).


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



Key pronunciation areas may be touched upon **two or three times** during the course rather than being 'one-offs', thereby building learners' familiarity and confidence. Interest is maintained by slightly increasing the level of challenge on each occasion. For example, the focus on sentence stress above is from Unit 2, while the sequence shown below is from Unit 3 and deals with the schwa sound, with a review of sentence stress:



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.

In addition to the dedicated pronunciation sections, you'll often see the symbol  in Vocabulary and Grammar sections. This symbol indicates points in the lesson at which it would be useful to do some **drilling** of new language.

## 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**.

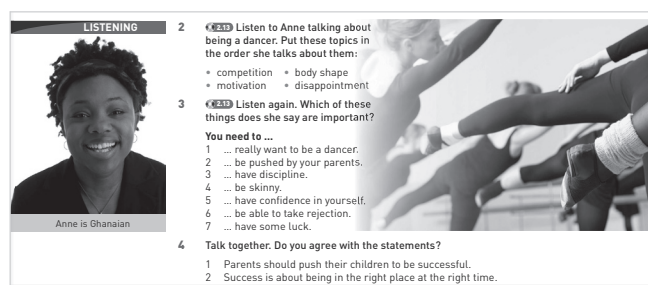
A **wide range of recordings**, both **authentic** and **scripted**, is used, including monologues (for instance, on radio shows and in presentations), conversations between friends and colleagues, conversations in service situations and phone calls.

**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 making a complaint or resolving a dispute.

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:

- listening for gist (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 and blogs, interviews, advertisements, reviews 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 (1);
- reading for gist (2);

**READING**

1 You're going to read about an inventor. Which of these facts do you think are about the inventor of:

- karaoke? • the iPod?


- He never became rich from his invention.
- He's shy and doesn't usually do interviews.
- He made people listen to music in a different way.
- He used his invention to celebrate his 59th birthday.
- He was a drummer in a band.
- He has also designed computers.

2 Work in A/B pairs. A, read the article below and B, read the article on p119 to check your ideas.

**Mr Song and Dance Man**

1 Karaoke is a \$10 billion-a-year industry, but the man who invented it

3 One day, one of his clients asked Inoue to play for him on an overnight



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

3 a A, complete the summary of this article; B, complete the summary on p119.

- Inoue Daisuke invented karaoke, but he didn't ...
- He was a drummer in a band which ...
- The idea for karaoke started when Inoue gave ...
- Over the next twenty years karaoke became ... Inoue was surprised when ...
- Now, Inoue ... In the future, he ...

b Tell each other about your articles. How are the two men similar or different?

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, 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 learners do later on, they provide a context for the vocabulary which is presented afterwards, and they provide further receptive skills development:

**Talk about people who have influenced you**

describe personality  
say how a person has influenced you


**TASK LISTENING**

1 Discuss the questions.

- Can you remember the name of your first:
  - teacher? • friend? • colleague? • boss?
- What kind of person were they? What do you remember about them?
- Which kinds of people tend to be role models for young people in your country?

2 a Listen to Tara talking about two people who have influenced her. Who are they?

b Listen again. How did each person influence Tara? Make notes. Then read the script on pp153-4 to check.



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

**TASK VOCABULARY**


Describing someone's influence

3 a Can you remember who Tara is talking about in each sentence?

- Her confidence made a huge impression on me.
- She really got me interested in the subject.
- She really helped me to be myself, I suppose.
- She made me much more confident.
- She encouraged me to go on to university.
- She really had faith in me.
- She inspired me to do better.

b Which highlighted expressions above are followed by:

- a verb? • a noun? • a comparative adjective?



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:

**TASK**

4 a You're going to talk about two or three people who have influenced you. They can be:

- a teacher
- a friend
- a colleague
- a boyfriend/girlfriend
- a family member
- someone famous

**Influences in your life**

your first teacher

?

?

?

?

b Think about how to talk about:

- their personality He was a great character. She was the sort of person that ...
- how they changed you He made me much more ... He got me interested in ...

5 a Talk about your people in groups. Ask questions to find out more.

My mum encouraged me to learn a musical instrument.

Really? Is she a musician then?

b Who has had the biggest influence on each of your lives?

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 intercultural 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-judgmental 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 **odd-numbered units** (alternating with Keyword). Each looks at a particular topic from an intercultural perspective:

Unit	Topic
1	Intercultural experiences
3	Attitudes to success
5	Saying no
7	Roles in life
9	Dealing with conflict
11	Attitudes to family
13	Rules and risk

**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 even-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:

Meanings of see


1 Match the uses of see in the sentences with meanings A-D.

1 Anyone who saw the incident is asked to call Crime Stoppers. <sup>104</sup>	A understand
2 You can see if somebody is lying by looking at their body language. <sup>105</sup>	B find out / check
3 I can see why you're upset, but I don't think you appreciate how lucky you've been. <sup>106</sup>	C notice with your eyes
4 The last time I saw you, you were going to study finance. <sup>107</sup>	D meet up with



They are often contextualised in listening or reading texts:

3 a How do you feel about adverts on TV?

b  Listen to Meninda and Richard talking about TV adverts. Who likes them? Who doesn't? What reasons do they give?

This is followed by meaning checks and freer practice:

4 a Look at the sentences from the conversation. In which pattern can see mean:

a understand, check or notice with your eyes? b check? c notice with your eyes?

A see someone do something	B see + if	C see + wh- word
I saw her drive past here the other day.	If you give me the remote I'll see if I can find it.	I'll see when it's on. I see what you mean.
I saw her come out of the supermarket yesterday.	I'll just see if it's on another channel.	You can see what new stuff to buy.

b Discuss the questions.

- 1 What would you do if you were in the supermarket and you saw someone steal something?
- 2 When you watch TV, do you look at the guide to see what's on first?
- 3 When you're shopping, do you ever see if you can find things you've seen in adverts?

## Explore writing

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

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

Specifically, Explore writing pages will help learners to:

- **write a range of text types** appropriate to the level, e.g. an email giving information or making offers and promises, a web posting explaining an argument, a book review for a website;
- **understand genre-specific conventions**, e.g. appropriate language for a factual report or a book review and referring back in letters or emails;
- **develop micro-skills** such as taking notes, writing summaries and writing cohesively using 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. 'referring back in emails or letters'), meaning that the language is appropriate for either format. 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 **even-numbered units** (alternating with Explore writing).

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

- ask for clarification and clarify what you're saying;
- say you don't understand, ask for help and explain something;
- describe objects you don't know the name of;
- use vague language to describe things;
- refer to an earlier topic or conversation.

Other pages help learners to be more confident and take interaction further, for instance:

- add comments to say how you feel;
- give yourself time to think;
- manage a discussion;
- interrupt politely.

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;

2

PAT So, how was your day? I thought you'd be back earlier. Did you get your essay in on time?

MARIAH Yeah, just. I decided to drive to the university, <sup>4</sup>which was unfortunate.

PAT Why? Was the traffic bad?

MARIAH Yeah, it was awful. It took hours to get in. I was so stressed ...

PAT <sup>5</sup>Which isn't good in the car.

MARIAH No, I had to listen to the radio to calm myself down.

PAT So much for the long weekend together.

MARIAH Yes, sorry. Did you have a nice day?

PAT Yes, I didn't do much, <sup>6</sup>which actually was very relaxing. I even fell asleep after lunch.

MARIAH Well, we've still got the rest of the weekend free, <sup>7</sup>which is great.

PAT Er, yeah, did I tell you my parents rang? They've invited us for lunch on Sunday, so I said yes.

MARIAH Yes, of course. That'll be nice. Ah well, we've still got tomorrow.

- 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 Intermediate learners is to help them spell words when they hear them. It looks at spelling patterns for different consonant and vowel sounds, such as /f/, /s/, /k/, /ɔ:/, /u:/ and /ɔɪ/.

Spelling and sounds will help learners 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. expressions with *off* and *on*, the use of synonyms in texts and expressions with *and*, such as *on and on* or *over and over*.

## Self-assessment

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

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

# The Self-study Pack

## About the Self-study Pack

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




**Over to you**  
Write about some things you regret in your work or education.

1 I'm a civil engineer, and in my first job I was asked to work in Saudi Arabia for two years. I refused because my wife was expecting our first child. I \_\_\_\_\_ (accept) the job; I \_\_\_\_\_ (earn) a lot of money to support my family, and I would have been promoted by now, too, with that extra experience.

2 When I left university, I \_\_\_\_\_ (join) my uncle in his business, but I wanted to get some experience first. I came to work for this multinational corporation, but I'm unhappy and stressed in my job. I \_\_\_\_\_ (go) to work with my uncle, but I missed the opportunity, and he's taken on someone else now.

*Ruth, England*



*Manoel, Brazil*


**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.

### MYEnglish

10 Read what Andrey says.

- 1 What is his problem?
- 2 How does he try to help himself?

In Russian there's no 'present perfect'. We just have a present tense and a past tense, so I find it very difficult to use the present perfect naturally in English. I say things like *I still didn't finish it* and *I'm here since two o'clock*. When I have time to think and remember the rules, I know I should say *I still haven't finished it* and *I've been here since two o'clock* but when I'm speaking to someone, I forget. I think people mostly understand me OK, but I feel quite dissatisfied with myself. I like music, and I try to remember words of songs to remind me how to say things correctly – I know *I still haven't found what I'm looking for* and *We've only just begun*, for example. It doesn't always help me at the right moment, but sometimes it works!



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

**Explore reading**, in odd-numbered units, offers practice in reading, understanding and responding to a range of everyday texts, such as journalistic articles, leaflets, web pages, reviews and instruction manuals.

### EXPLOREReading

10 Read the introduction to a book about personality. Please understand me II by American psychologist, David Keirsey. Say whether the people (1–9) below believe ...

a people's behaviour depends on their inborn natural preferences  
b people's behaviour depends on other factors.

1 Hippocrates	<input type="checkbox"/>	4 Freud	<input type="checkbox"/>	7 Myers	<input type="checkbox"/>
2 Galen	<input type="checkbox"/>	5 Watson	<input type="checkbox"/>	8 Briggs	<input type="checkbox"/>
3 Pavlov	<input type="checkbox"/>	6 Jung	<input type="checkbox"/>	9 the author of the book	<input type="checkbox"/>

The idea that people are born with very different innate temperaments or tendencies is very old. It was first

He said that we have a natural, innate inclination to either 'extraversion' or 'introversion', combined with an

**Explore writing**, in even-numbered units, gives learners key pointers on structure and language, to enable them to produce a wide range of written texts, such as emails, reviews, letters and adverts. Taken alongside the Explore writing pages in odd-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.

### 1 Interview Different ways of life

- 1 Before you watch, think about these questions. Have you ever been to another place where the ways of behaving were different from your own culture? What kinds of things did you notice?
- 2 Watch Inmaculada talking about Seville and Alex talking about Marrakesh. Which city do these ways of behaving refer to? Write S or M.
 

1 people go to each other's houses	<input type="checkbox"/>
2 people don't pay the full price for things	<input type="checkbox"/>
3 people say hello to each other in the street	<input type="checkbox"/>
4 people exchange stories with each other	<input type="checkbox"/>
5 people invite you for tea	<input type="checkbox"/>
- 3 Watch Inmaculada again (0:11–1:50). Are these statements true or false?
 

1 She thinks her neighbours in Seville are more important than family.	TRUE / FALSE
2 She is not currently living in Seville.	TRUE / FALSE
3 She has a good relationship with her neighbours at the moment.	TRUE / FALSE
4 She doesn't like the fact that, in Seville, your neighbours know what you're doing.	TRUE / FALSE

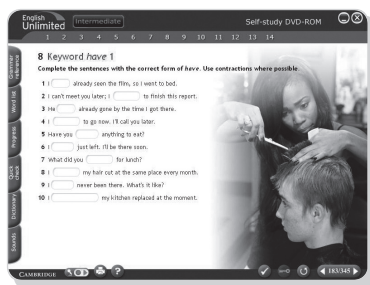



## On the Self-study DVD-ROM

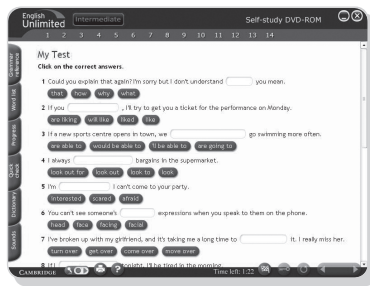
The *English Unlimited Intermediate Self-study DVD-ROM* offers your learners over 300 interactive activities which they can use to practise and consolidate what they have learned in class, while providing a number of easy ways to check their progress at every step of the course.



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.



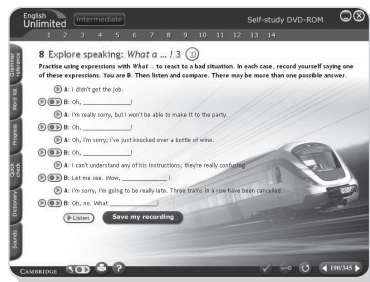
Each unit's activities practise and extend the vocabulary, grammar, pronunciation and Keyword areas focused on in the Coursebook. Learners can also generate tests quickly and easily, using the Quick check test question bank. They can choose which units they want to test and how many questions they want 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 Explore listening activities. Explore speaking trains learners to notice key speaking skills, such as reacting when people say sorry or using *I suppose* to agree tentatively, and then incorporate these techniques into their own spoken English. Explore listening activities expose learners to useful

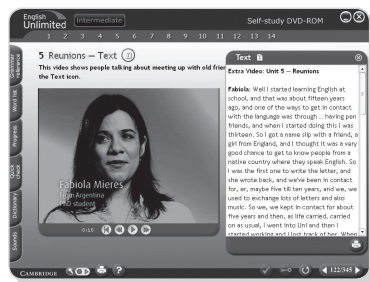
everyday listening texts, such as a podcast, a sales pitch or a news broadcast.



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.

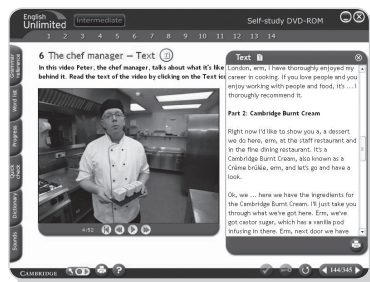
In every unit of the Self-study DVD-ROM, you will also find video, which can be used with the whole class or by the learners themselves outside class, using the last page (or two) of each unit of the Workbook, or just watching them to get extra exposure to real language. At Intermediate level, there are two types of authentic video:

- 11 sets of **Interviews** including topics such as: *A proud moment*, *Reunions* and *Making presentations*.



- three short **Documentaries**, each starring one or two experts in their field discussing engaging topics. The three documentary subjects are:

- *The chef manager*
- *The hairdressing entrepreneurs*
- *The runner*



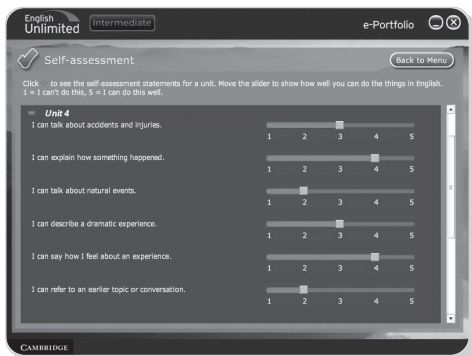
These videos on the Self-study DVD-ROM are available in full-screen version with optional subtitles, or inset alongside an onscreen transcription. In the full-screen version, subtitles can be easily toggled on and off, so learners can find extra support for any part of the video if they need it.

# The e-Portfolio

The *English Unlimited 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

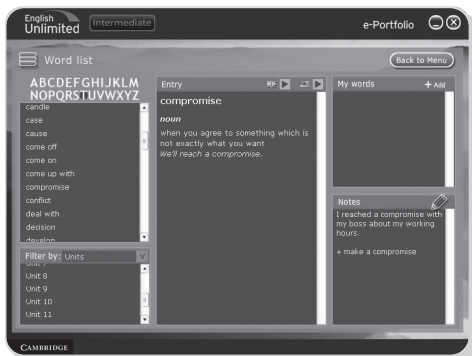
The **Self-assessment** feature allows learners to reflect on their own progress through the course. They do this by choosing a number between one and five to assess how well they feel they can complete each communicative goal from the Coursebook units. This encourages learners to take responsibility 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

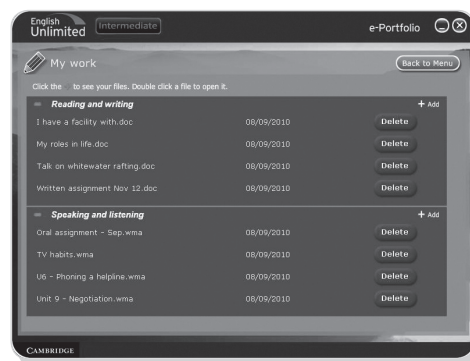
The **Word list** feature gives learners a comprehensive reference tool for checking the spelling, meaning and pronunciation of the words and expressions presented in the Coursebook. Learners can search by Coursebook unit or by topic group. Clear definitions show how each word or expression is used in 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 Intermediate Teacher's Pack* offers a **step-by-step guide to teaching** from the Coursebook, **three sets of photocopiable activity worksheets per unit** to extend and enrich your lessons and a **complete testing suite**. The Teacher's Pack consists of the **Teacher's Book** and the **Teacher's DVD-ROM**.

## In the Teacher's Book

### Teacher's notes

In the Teacher's Book, there are more than 100 pages of teacher's notes (pp23–124) to accompany the Coursebook material. These notes are a comprehensive and easy-to-follow guide to using the *English Unlimited Intermediate Coursebook*, and have been written with a broad range of class types and teaching styles in mind.

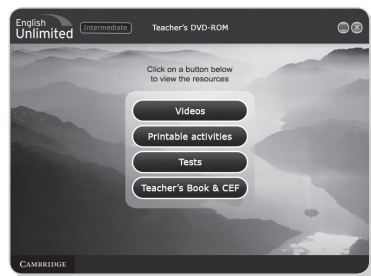
Each unit's notes take you smoothly through the different stages of the Coursebook lessons. Answers are clearly highlighted, and the Individual, Pair and Group work symbols show at a glance what interaction is suggested for each stage.

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, multi-lingual and monolingual classes, and to different class sizes and environments.

## On the Teacher's DVD-ROM

### A teacher-friendly resource

*English Unlimited 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 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 Intermediate* completes CEF levels B1 and B1+ by mapping the relevant 'can do' statements from the CEF to specific pages and tasks in the Coursebook.



# Assessing your learners with *English Unlimited*

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

## Tests on the Teacher's DVD-ROM

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

### Progress tests

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

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

### Achievement tests

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

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

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

### Reading tests

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

### Listening tests

The audio tracks for these are found at the end of the three Class Audio CDs. Achievement test 1 is track 54 on CD1; Achievement test 2 is track 48 on CD2; Achievement test 3 is track 40 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 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, helping them improve their writing skills over the length of 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 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 assessor should withdraw eye contact, making it clear that the learners should talk to each other, listen closely and revise the marks from Part 1, gradually completing the grid.

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

### Filling in the Mark Sheets

Once all four papers of the Achievement tests have been carried out, the teacher can provide marks for each learner. This includes analytical marks for the Speaking and Writing tests, and an average mark out of five for each one; and marks out of 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 Language Learning.
- 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 Coursebook. The satisfaction of producing a polished *spoken* text is a rare one in a language course, but if the learner or the centre has access to a microphone, it is relatively easy to do.

Written texts and audio in a learner's e-Portfolio may be assessed using the same analytical scales as the Writing and Speaking Achievement tests. You can find more information about the e-Portfolio on p18.

### Continuous assessment

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

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

### A final word

Testing and assessment can be a vital tool for teachers and learners in assessing strengths and weaknesses, building awareness and encouraging improvement. But it can be frustrating for a learner to feel that they are being assessed too often, at the expense of actually learning, and 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 Intermediate level. These are:

### *Speaking*

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

### *Writing*

- Creative writing
- Reports and essays
- Correspondence
- Note-taking
- 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

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.