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Adrian Doff Johanna Stirling and Sarah Ackroyd
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English Unlimited

C1 **Advanced A & B** **Teacher's Pack**

Adrian Doff, Johanna Stirling & Sarah Ackroyd



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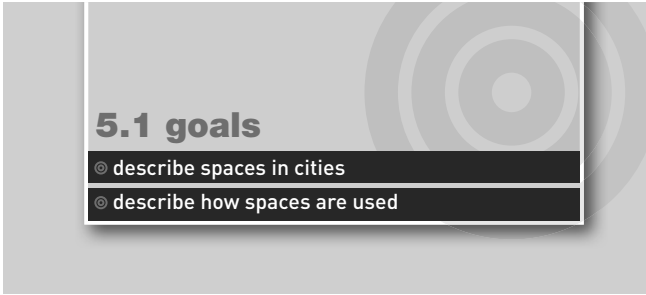
The thinking behind *English Unlimited*

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

- 1 a **practical** course
- 2 an **authentic** course
- 3 an **international** course
- 4 a **flexible** course

1 A practical course

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



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

Where exactly do the goals come from?

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

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

What is the CEFR?

The CEFR 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 CEFR goals which describe learners’ speaking abilities at the end of Advanced:

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

4 Introduction

The CEFR 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 CEFR is divided into 6 main **levels**, sometimes with ‘plus’ levels in between. This table shows the CEFR levels and how they relate to the Cambridge ESOL exams:

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

2 An authentic course

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

What is the CIC?

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

How has it been used in the course?

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

The CIC has also been used in checking **collocations**, which form an important part of the language taught at Advanced level. For example, Unit 5 introduces common collocations used when describing cities and urban spaces (*urban planning, living space, public spaces, city dwellers*) – these have been carefully matched with examples in the CIC.

The CIC has also been used in the preparation of **grammar** sections, both to select structures to be taught and to identify realistic contexts for presentation. For example, subject–object inversion (Unit 10) is introduced through common expressions where we want to give emphasis (*No way would I want to live there*), while the present progressive active and passive (Unit 11) are reviewed in the context of describing gradual changes (*Climate change is being felt all over the world*).

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

How else is English Unlimited an authentic course?

In addition to being informed by the CIC, *English Unlimited* contains a large amount of **unscripted audio and video material**, recorded using non-actors, both native and non-native speakers. Listening texts are also taken from authentic sources such as radio news items and web-based interviews.

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

Listening to spontaneous, unscripted speech is the best way for learners to experience English as it is spoken in the real world and become accustomed to the natural rhythm and intonation of English speech. We also find that authentic recordings are more motivating and engaging for learners in general.

3 An international course

In what ways is English Unlimited ‘international’?

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

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

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

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

Listening sections use recordings of **speakers with a range of accents** in order to familiarise learners with the experience of hearing both native and non-native speakers from a wide variety of places. These include international varieties of English, such as Canadian English, West African English and Indian English, as well as non-native speakers from a range of different language backgrounds. Regardless of accents, care has been taken to ensure that recordings are of appropriate speed and clarity and that they are error-free. All non-native speakers are competent users of English and should provide learners with strong and motivating role models to help them progress and achieve greater confidence in English.

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

4 A flexible course

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

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

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

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

In the rest of this introduction you’ll find:

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

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

Adrian Doff
 Ben Goldstein