Adrian Doff would like to thank Karen Momber and Keith Sands at Cambridge University Press for overseeing the project and for their invaluable help and support throughout the development of this course. He would also like to thank his editor, Andrew Reid, for his commitment and hard work and help in bringing the book into its final form.

He would like to thank Dr Astrid Krake and Donna Liersch at the Volkshochschule München for giving him an opportunity to teach there and try out new ideas. He would also like to thank Gabriella Zaharias for consistently supporting and encouraging him during the writing of this book.

Johanna Stirling would like to thank her colleagues and students for all their help and inspiration. She also acknowledges the contribution of those in her online social network who often rallied to the cry of help. Thanks to Andrew Reid for simplifying the over-complicated. Above all, she would like to thank Daryl for his unfailing support and for doing more than his fair share of the washing-up.

Rachel Thake and Cathy Brabben would like to thank their colleagues and students in the ESOL department at Thames Valley University, Reading Campus, for their help and support with Writing Essentials. Special thanks go to Mary Langshaw, Angela Buckingham, Sue Laker and Sue Allan.

Mark Lloyd would like to thank the teachers and staff of IH Bath/WELS Bath for their suggestions and ever-constructive criticism, as well as all those students who have, knowingly or otherwise, acted as enthusiastic guinea pigs. Above all, however, he would like to thank Rosa – for her patience and for doing far more than her fair share of the parental duties – and Gabriela, for her smiles and giggles!

Sabina Ostrowska would like to thank Liam Guyton and Frances Amrani for their helpful comments and suggestions. She would also like to thank her husband, Robert Ryan, for his continuous support.

The authors and publishers are grateful to:
Text design and page make-up: Stephanie White at Kamae Design; Ken Vail Graphic Design
Video content: all the team at Phaebus Media Group
Video scripts: Nick Robinson
Illustrations by: Mark Duffin, Clare Elsom, Paul Moran and Kathy Baxendale.

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting.

# Contents

## Introduction
- The thinking behind *English Unlimited Special Edition* 4
- How a unit is organised 6
- A detailed look at the features of *English Unlimited Special Edition* 11
- The Self-study Pack 15
- The Teacher's Pack 16
- Assessing your learners with *English Unlimited Special Edition* 17
- The Common European Framework of Reference for Languages (CEFR) 19
- Writing Essentials 20

## Teaching notes
- Unit 1 24
- Unit 2 32
- Unit 3 39
- Unit 4 47
- Unit 5 54
- Unit 6 62
- Unit 7 70
- Unit 8 77
- Unit 9 83
- Unit 10 90
4 Introduction

What’s the level of the course?
The CEFR is divided into six main levels, sometimes with ‘plus’ levels in between. This table shows the CEFR levels and how they relate to the Cambridge English exams:

<table>
<thead>
<tr>
<th>CEFR levels</th>
<th>Cambridge exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2</td>
<td>‘Mastery’</td>
</tr>
<tr>
<td>C1</td>
<td>‘Operational proficiency’</td>
</tr>
<tr>
<td>B2+</td>
<td>‘Vantage’</td>
</tr>
<tr>
<td>B1</td>
<td>‘Threshold’</td>
</tr>
<tr>
<td>A2+</td>
<td>‘Waystage’</td>
</tr>
<tr>
<td>A1</td>
<td>‘Breakthrough’</td>
</tr>
</tbody>
</table>

English Unlimited Special Edition Starter completes A1, and moves into A2.

2 A Corpus-informed course

In order to meet the learning needs of Arabic-speaking learners, there is a Get it right! lesson in every even-numbered unit focusing on those language areas which Arabic speakers have the most difficulty with.

How did you decide what to focus on?
To make sure that the Get it right! lessons focus on the most important language areas for Arabic-speaking learners, the authors used the Cambridge Learner Corpus (CLC). The CLC is an electronic collection of exam candidate writing papers from IELTS and the Cambridge English exams. Each candidate’s paper has been error coded, which means we can search the collection to identify the mistakes particular groups of learners make most often.

How has this information been used?
As well as suggesting language areas to focus on, CLC data also tells us which specific errors learners make most often. For example, looking at sentence boundaries and punctuation, we can see that Arabic-speaking learners at A1 often fail to start a new sentence when necessary. This problem is addressed in Unit 2: Get it right! Sentences and punctuation.

For spelling, the CLC tells us which words are most commonly misspelt, and the most common incorrect spellings of each word. It also shows us which pairs of words learners tend to confuse. See Unit 6, Get it right! Common spelling problems.

How else is the Corpus used?
Because it is based on practical goals, English Unlimited Special Edition 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 English Corpus (CEC).

What is the CEC?

The CEC is an electronic collection of more than a billion words of real text, both spoken and written. Like the CLC, this 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 CEC has been used throughout English Unlimited Special Edition to ensure that, as far as possible given the level of the course, learners are taught the most frequent and useful words and expressions for meeting their communicative goals.

The CEC has also been used in the preparation of grammar sections to identify realistic contexts for presenting particular structures. For example, corpus research suggests that a common use of the past simple is ‘talking about a place you visited’ (Unit 8), while the present progressive is often used for the function of ‘saying you’re busy’ (Unit 9).

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

3 An international course

In what ways is English Unlimited Special Edition ‘international’?

English Unlimited Special Edition has been designed with Arabic speakers in mind. In addition to addressing the specific language needs of Arabic-speaking learners of English, the authors have also chosen topics and texts to appeal to learners from the Arabic-speaking world. Learners and teachers have told us that they would like to see topics close to their interests focused on more prominently in English-teaching materials, but are also interested in learning about the world more generally. The choice of topics and texts in English Unlimited Special Edition reflects this feedback.

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.

Every odd-numbered unit features a section called Across cultures, which focuses on a particular topic of cultural or international interest. The aim of these sections is to encourage interest in other cultures, and also to heighten learners’ awareness of how the values and background of the people who they talk to in English might differ from their own. These sections also provide an opportunity to read more extended texts and include language which goes slightly beyond what has been introduced in the unit.

Listening sections use recordings of speakers using different varieties of English. These include both native speakers (British, US, Canadian) and also speakers whose own language is not English. The aim of this is to familiarise learners with the experience of hearing both native and non-native speakers from a wide variety of places, reflecting the fact that English is increasingly used as an international language.

Care has been taken to ensure that recordings are of appropriate speed and clarity for learners at this level, and that all the speakers are competent users of English who can provide a good, accurate model of the spoken language.

4 A flexible course

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

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

This means that English Unlimited Special Edition 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 40 hours, while using all the material, including the Explore and Look again sections, would give a course length of 50–60 hours.

The flexibility of English Unlimited Special Edition is further enhanced by an extensive range of supplementary materials. These include extra conversation practice at the back of the Coursebook, the Teacher’s DVD-ROM containing four printable worksheets for each unit of the Coursebook, Achievement and Progress tests, and the Self-study Pack, which offers more than 40 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 typical unit is organised pages 6 to 10
- more detailed notes on the different sections of the units pages 11 to 14
- information about the other components of the course pages 15 to 18
- more detailed information about the CEFR page 19
- a summary of the Writing Essentials literacy worksheets for non-Roman alphabet learners pages 20 to 23

I hope that you and your learners will enjoy using English Unlimited Special Edition!

Adrian Doff
Lessons include vocabulary and/or grammar, as well as practice in reading, listening, speaking and writing. Lessons always finish with a communicative speaking or writing task. See pp11–12 for details of language and skills sections.
The next two pages are another lesson with goals based on the CEFR. 📚 about 90 minutes

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

Each unit offers regular writing practice, so learners quickly progress beyond the basics.
8 Introduction

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

On the fifth page there is a third lesson, which leads into the Target activity.

The Target activity is the culmination of the unit, in which learners prepare for and do an extended task which reflects the main goal of the unit. This activity draws on a range of language from the earlier lessons in the unit. See p13 for details.

This page also features a separate Keyword section. Each Keyword section focuses on a common English word (or group of words) which has appeared in the unit, and practises using the word in a range of contexts. See p13 for details.

An illustrated conversation reference and practice section is provided at the back of the Coursebook to give more practice in basic functional language.
The seventh page of the unit has two sections: Explore speaking or Explore writing and Across cultures or Get it right!.

Odd-numbered units have an Explore speaking section which focuses on simple speaking skills and strategies. See p13 for details.

Even-numbered units have an Explore writing section which focuses on basic writing skills. See p13 for details.

Even-numbered units have a Get it right! section, which focuses on a language area which Cambridge Learner Corpus research shows Arabic-speaking learners tend to have difficulty with. Each Get it right! lesson includes reading, language focus and writing tasks. See p14 for details.

In odd-numbered units, Across cultures gives learners a chance to read and discuss aspects of different cultures and countries around the world. See p14 for details.

The last two pages of the unit will take about 45 minutes each.
The last page of each unit, **Look again**, is a series of short activities for reviewing the language from the unit. See p14 for details.

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

There are tables summarising the main **grammar points** from the unit, followed by a short practice exercise. There is also a **Grammar reference** at the back of the book. See pp11–12 for details.

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

**Spelling** activities encourage learners to review vocabulary from the unit, and practise the spelling of difficult words.