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Adrian Doff, Johanna Stirling and 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 (CEF)**, and adapted and supplemented according to our research into the needs of Advanced 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 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.

The CEF originated in Europe but is used increasingly widely around the world as a guide for curriculum design and assessment. It can be used with learners of any nationality or first language.

What's the level of the course?

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

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

English Unlimited 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.

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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 CEF *page 22*

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

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Ben Goldstein

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How a unit is organised

The course consists of 12 units, each of which has 10 pages.

Each unit covers a general **unifying topic** or **theme**. **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*

5

5.1 goals
- describe spaces in cities
- describe how spaces are used

Concepts of space

Post-it city

READING

1 a The photos are from an exhibition called 'Post-it city'. Which cities do you think they are? Why?
• Hanoi, Vietnam • Barcelona, Spain • Warsaw, Poland • Cairo, Egypt

b What does each photo show? What do they seem to have in common?

2 Read the captions and check. Which photos do they match with?

1 Once held around the edge of an abandoned football stadium, Jarmark used to be Europe's biggest open-air market. For many years, it brought a sense of community to traders and shoppers from different nationalities who otherwise would have been on the streets. It was closed in 2010, to be replaced by a new National Stadium, one of the venues for the Euro 2012 football tournament.

2 Every day in Hanoi, more than 2,000 women take to the streets selling a kind of noodle soup – *Phở Bò*, a mixture of soy, noodles, vegetables, pork or beef in a hot broth. Each of these soup-sellers carries a pole balanced across her shoulders: hanging from one side is a soup pot with chopsticks, plates and whatever else you might need for eating; on the other side, stacked in order, are tiny, co stools. This complex arrangement quickly becomes an improvised outdoor restaurant for up to ten people.

3 In an overcrowded city, living anywhere will do – even a cemetery could be called home. Described by politicians as a refuge for criminals, chosen by filmmakers and novelists as locations for stories of marginalisation, or declared as areas in need of protection by UNESCO, these makeshift homes remain a sign of real poverty.

4 Reclaimed as provisional allotments, these no-m lands found along rivers and railway lines now se a real purpose. Here, retired citizens build preca sheds from waste and grow fruit and vegetables they can. Making use of waste ground in an origi the project gives these elderly people a function i

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5.1

3 Read the captions again. Which place:
1 has now disappeared?
2 is viewed differently by different people?
3 gives a part of the population something to do?
4 is the result of a desperate situation?
5 is viewed the most positively?
6 brought different kinds of people together?
7 has to be set up again every morning?

LANGUAGE FOCUS
Describing spaces

4 a Find adjectives in the captions that mean:

a	full of people.	d	existing outside.
b	left empty.	e	unstable.
c	improvised.	f	used for a limited time.

b Do the adjectives have a negative or neutral connotation in the captions? How does this affect the way we read them?

5 a Which of these adjectives can describe: spaces in cities? buildings? both?

claustrophobic quaint restful run-down glitzy desolate imposing bustling vibrant futuristic picturesque stylish soulless seedy ramshackle

b Which do you think have a positive or a negative connotation?

c Work with a partner. Choose a place or building in your town. Think how to describe it using one or more of the adjectives.

d Describe your place to the class. Can other people guess what it is?

LISTENING

6 a Match these words to make as many collocations as possible describing spaces and places.

property	organism
urban	developers
public	dwellers
city	needs
basic	planning
living	space

b 2.1 Listen to a lecture about 'Post-it city'.
1 Which collocations do you hear?
2 What is the speaker's main point about: public spaces in general? 'alternative' urban spaces?
3 In what way are 'alternative' urban spaces like Post-it notes?
4 What is the lecturer's attitude to urban planning? What does he say that makes you think this?

c Which adjectives did the speaker use to describe the way people use urban spaces? Are any the same as in the captions?

d 2.1 Listen again to check.

SPEAKING

7 Talk about spaces in the area where you live.
1 Make a list of spaces which have been reclaimed or transformed, or areas which now serve an alternative purpose. Think about:
• squatters. • teenagers. • tourism.
• markets. • music events. • festivals.
• social groups. • green spaces. • building developments.
2 Do you agree with the changes? Listen to each other's opinions and ask questions to find out more.

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Lessons include a **language focus**, which deals with important words, expressions and collocations, as well as **reading**, **listening**, **speaking** and **writing** activities. Lessons always finish with a communicative speaking task, often involving role play or discussion. *See pp11–12 for details of language and skills sections.*

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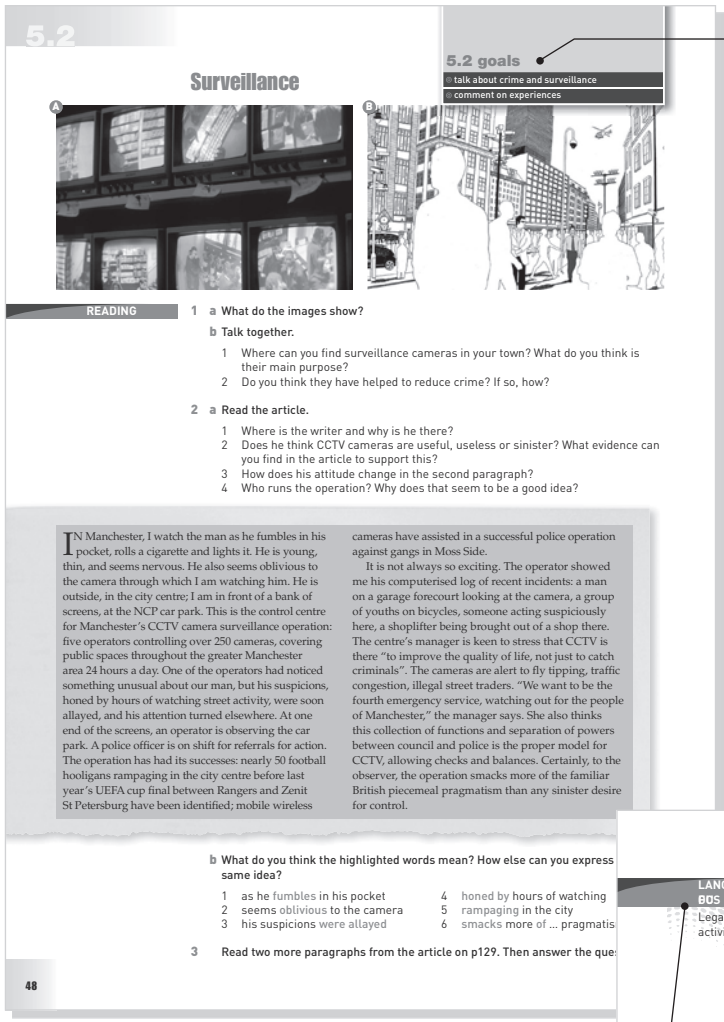

5.2

Surveillance

5.2 goals
- talk about crime and surveillance
- comment on experiences

READING

1 a What do the images show?

b Talk together.

1 Where can you find surveillance cameras in your town? What do you think is their main purpose?
2 Do you think they have helped to reduce crime? If so, how?

2 a Read the article.

1 Where is the writer and why is he there?
2 Does he think CCTV cameras are useful, useless or sinister? What evidence can you find in the article to support this?
3 How does his attitude change in the second paragraph?
4 Who runs the operation? Why does that seem to be a good idea?

IN Manchester, I watch the man as he fumbles in his pocket, rolls a cigarette and lights it. He is young, thin, and seems nervous. He also seems oblivious to the camera through which I am watching him. He is outside, in the city centre; I am in front of a bank of screens, at the NCP car park. This is the control centre for Manchester's CCTV camera surveillance operation: five operators controlling over 250 cameras, covering public spaces throughout the greater Manchester area 24 hours a day. One of the operators had noticed something unusual about our man, but his suspicions, honed by hours of watching street activity, were soon allayed, and his attention turned elsewhere. At one end of the screens, an operator is observing the car park. A police officer is on shift for referrals for action. The operation has had its successes: nearly 50 football hooligans rampaging in the city centre before last year's UEFA cup final between Rangers and Zenit St Petersburg have been identified; mobile wireless cameras have assisted in a successful police operation against gangs in Moss Side.

It is not always so exciting. The operator showed me his computerised log of recent incidents: a man on a garage forecourt looking at the camera, a group of youths on bicycles, someone acting suspiciously here, a shoplifter being brought out of a shop there. The centre's manager is keen to stress that CCTV is there "to improve the quality of life, not just to catch criminals". The cameras are alert to fly tipping, traffic congestion, illegal street traders. "We want to be the fourth emergency service, watching out for the people of Manchester," the manager says. She also thinks this collection of functions and separation of powers between council and police is the proper model for CCTV, allowing checks and balances. Certainly, to the observer, the operation smacks more of the familiar British piecemeal pragmatism than any sinister desire for control.

b What do you think the highlighted words mean? How else can you express same idea?

1 as he fumbles in his pocket
2 seems oblivious to the camera
3 his suspicions were allayed
4 honed by hours of watching
5 rampaging in the city
6 smacks more of ... pragmatis

3 Read two more paragraphs from the article on p129. Then answer the que

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5.2

LANGUAGE BOS
Legal and illegal activities

4 a These words are used to describe things people do in streets or in buildings. Explain what they mean.

mugging	burglary	vandalism	riots	pick-pocketing	squatting	writing graffiti
busking	robbery	protest marches	shoplifting	street trading		
hooliganism	begging	demonstrations	sleeping rough	gang warfare		

b Which words have a different verb form? Is there a noun for the people who do these activities?

mugging → mug → mugger
writing graffiti → graffiti artist

c Choose *five* of the activities you find interesting.

1 In your country, which are legal, which are illegal, and which can be either?
2 Which do you think should be legal / illegal? Why?
3 Do you think any could (or should) be controlled by surveillance cameras?
4 Are any a particular problem where you live?

Security

LISTENING

1 Look at the photos. What forms of security do they show? What is their purpose?

2 2.2 Listen to Jane, Uri, Patrick and Tina talking about security measures.

1 What security measure do they talk about?
2 Are they in favour of them, against them, or do they have mixed feelings?

LANGUAGE BOS
Commenting on experiences

3 a The speakers comment on things that happened to them. Try to complete the gaps.

1 JANE I did think it was _____, as, you know, I wasn't really doing anything that dangerous.
2 JANE _____ any schoolchildren were actually crossing the road.
3 URI I think they serve _____.
4 URI Then they speed up again – it's _____.
5 PATRICK I think _____, but sometimes I think it's just a bit _____.
6 PATRICK But at no point did they actually ask to see my passport – it was _____. _____ getting priorities wrong!
7 TINA I do think they're _____, I mean, if you think about it, it does make it safer to buy things.
8 TINA There was a huge queue of people standing behind me – it was _____.

b 2.2 Listen again to check.

SPEAKING

4 a What do you think are the pros and cons of the four security measures?

b Comment on an experience you have had.

1 Think about an experience you have had with security measures.
- What happened?
- How do you feel about the experience?
- What comments would you like to make about it?

2 Talk about your experiences and how you feel about them. Listen to each other and ask questions to find out more.

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The next two pages are another lesson related to the topic of the unit, with goals based on the CEF.
about 90 minutes

Language focus sections expand **vocabulary** and focus on **functional expressions** used in reading or listening.

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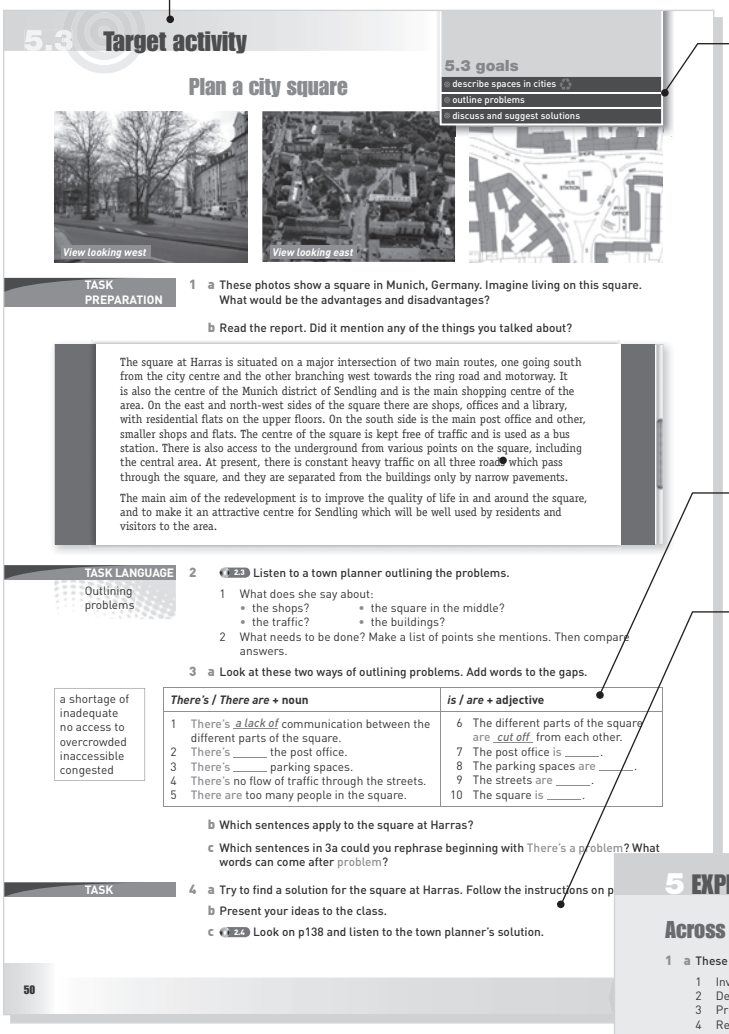
The fifth page is the heart of the unit, the **Target activity**. Learners prepare for and carry out an **extended task** which draws on language taught in earlier lessons in the unit. *See p13 for details.*

The Target Activity and the next five pages will take about 45 minutes each.



5.3 Target activity

Plan a city square

5.3 goals
- describe spaces in cities
- outline problems
- discuss and suggest solutions

View looking west

View looking east

TASK PREPARATION

1 a These photos show a square in Munich, Germany. Imagine living on this square. What would be the advantages and disadvantages?

b Read the report. Did it mention any of the things you talked about?

The square at Harras is situated on a major intersection of two main routes, one going south from the city centre and the other branching west towards the ring road and motorway. It is also the centre of the Munich district of Sendling and is the main shopping centre of the area. On the east and north-west sides of the square there are shops, offices and a library, with residential flats on the upper floors. On the south side is the main post office and other, smaller shops and flats. The centre of the square is kept free of traffic and is used as a bus station. There is also access to the underground from various points on the square, including the central area. At present, there is constant heavy traffic on all three roads which pass through the square, and they are separated from the buildings only by narrow pavements.

The main aim of the redevelopment is to improve the quality of life in and around the square, and to make it an attractive centre for Sendling which will be well used by residents and visitors to the area.

TASK LANGUAGE Outlining problems

2 2.3 Listen to a town planner outlining the problems.

1 What does she say about:
- the shops?
- the traffic?
- the square in the middle?
- the buildings?

2 What needs to be done? Make a list of points she mentions. Then compare answers.

3 a Look at these two ways of outlining problems. Add words to the gaps.

a shortage of
inadequate
no access to
overcrowded
inaccessible
congested

There's / There are + noun	*is / are* + adjective
1 There's *a lack of* communication between the different parts of the square.	6 The different parts of the square are *cut off* from each other.
2 There's _____ the post office.	7 The post office is _____.
3 There's _____ parking spaces.	8 The parking spaces are _____.
4 There's no flow of traffic through the streets.	9 The streets are _____.
5 There are too many people in the square.	10 The square is _____.

b Which sentences apply to the square at Harras?

c Which sentences in 3a could you rephrase beginning with There's a problem? What words can come after problem?

TASK

4 a Try to find a solution for the square at Harras. Follow the instructions on p

b Present your ideas to the class.

c 2.4 Look on p138 and listen to the town planner's solution.

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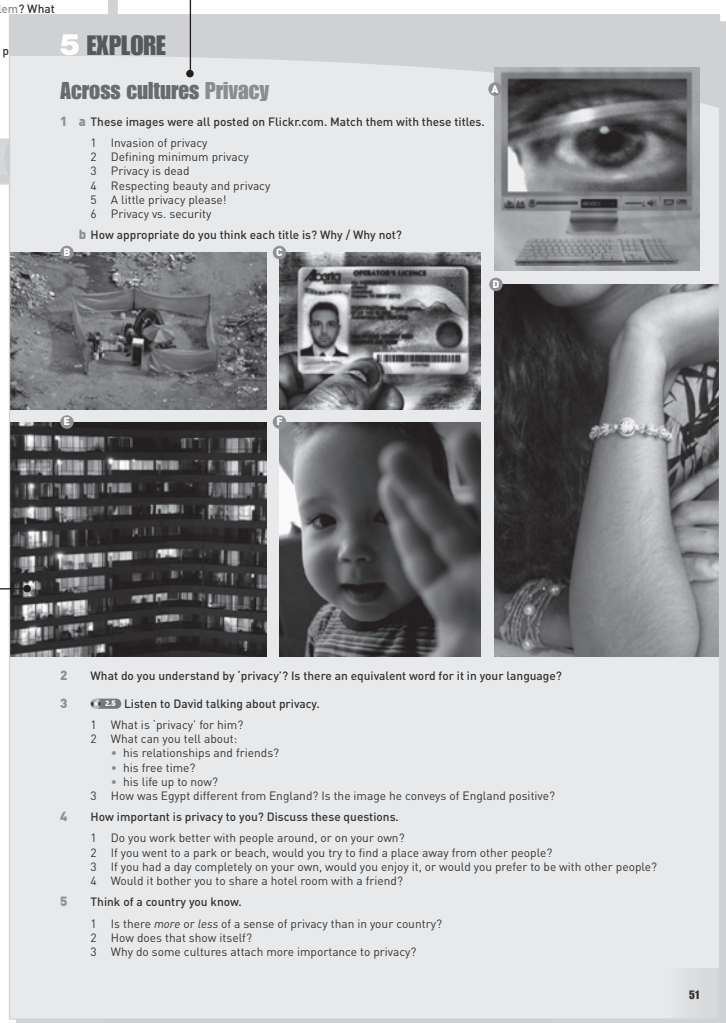
Target activities **recycle goals** from the earlier lessons of the unit.

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

Target activities include a **preparation stage** and have a **clear outcome**.

Each unit has an **Across cultures** page which gives learners the chance to explore topics which touch on learners' own lives but also reflect differences – and similarities – between cultures. *See p13 for details.*



5 EXPLORE

Across cultures Privacy

1 a These images were all posted on Flickr.com. Match them with these titles.

1 Invasion of privacy
2 Defining minimum privacy
3 Privacy is dead
4 Respecting beauty and privacy
5 A little privacy please!
6 Privacy vs. security

b How appropriate do you think each title is? Why / Why not?

A

B

C

D

E

F

2 What do you understand by 'privacy'? Is there an equivalent word for it in your language?

3 2.5 Listen to David talking about privacy.

1 What is 'privacy' for him?
2 What can you tell about:
- his relationships and friends?
- his free time?
- his life up to now?

3 How was Egypt different from England? Is the image he conveys of England positive?

4 How important is privacy to you? Discuss these questions.

1 Do you work better with people around, or on your own?
2 If you went to a park or beach, would you try to find a place away from other people?
3 If you had a day completely on your own, would you enjoy it, or would you prefer to be with other people?
4 Would it bother you to share a hotel room with a friend?

5 Think of a country you know.

1 Is there *more* or *less* of a sense of privacy than in your country?
2 How does that show itself?
3 Why do some cultures attach more importance to privacy?

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The Explore section is made up of activities which extend and broaden the language and skills taught in the core part of each unit. On the first page is the **Across cultures** section. This is followed by the **Keywords** section. On the third page is either **Explore writing** or **Explore speaking**.

Across cultures sections usually contain a strong **visual** element to stimulate discussion.

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All units have a **Keywords** page. Each one focuses on a commonly used English word, or a collection of words used to express a similar meaning. *See p14 for details.*

5 EXPLORE

Keyword *need*

1 a Look at this example from the unit. What words could go in the gaps?

> In order to turn this square into an urban space of high quality it needs [1]_____, and it needs [2]_____ for the whole layout of the square. First of all, the road, the spaces taken up by the road need [3]_____, but enabling the flow of traffic for the same amount of vehicles and without causing traffic jams.

b 2.6 Listen to check.

c Notice how you can use need as a verb or a noun.

Verb	Noun
a The traffic needs to be completely re-organised.	d There's an urgent need for more qualified staff.
b We need more discussion before we can reach a decision.	e It's OK – there's no need to panic.
c The whole building urgently needs redecorating.	f Many people in the area are in desperate need of financial support.

1 What words and patterns follow need?
2 What adjectives / adverbs come before need? Can you think of any others?
3 Could you say each sentence differently, using need or another expression?

2 a These words / expressions often follow in need of. Which could be about: people? a building? a system?

a complete overhaul	medical treatment	a change
repair	a break	assistance
renovation	food and shelter	an upgrade

b Talk about these photos using expressions in 2a.

c 2.7 Listen to four news items. Which expressions from 2a do you hear? What is each item about?

3 a How could 1–6 continue? Add sentences with need (as a verb or noun).

1 The windows are rotting away. *They urgently need replacing.*
2 Don't worry about the loan.
3 Thousands of families have nowhere to live.
4 At the moment, the square doesn't fulfil its function.
5 The anti-smoking laws aren't very satisfactory.
6 I can hear you very clearly.

b Read out one of your answers. Can other people guess what the first sentence was?

4 a Work alone. Write down:

- a building that's badly in need of repair or renovation.
- something that needs reorganising or improving.
- a group of people who you think need more help.
- something there is an urgent need for.

b Compare your ideas with other people.

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Exercises focus not only on individual words but on **phrases and collocations**.

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

5 EXPLORESpeaking

Goal
- give a presentation with images

1 a These photos are from a slideshow presentation. What do you think it is about and who is it for?

b 2.8 Listen to Len Griffiths giving the presentation. At every 'beep' he shows a new slide. In what order do you think he shows the slides?

c What do we know from the presentation about:

1 Grenada? 3 the beach?
2 the hotel? 4 the food?

2 a Think about the way Len:

1 introduces the presentation.
2 moves from one topic to the next.
3 finishes the presentation.

Try to complete the gaps.

> **Introduction**
> Well, good afternoon. My name's Len Griffiths, I'm the manager of Petit Bacaye, and [1]_____ thank you very much for coming this afternoon.

> **Opening description**
> So, [2]_____ an idea what the hotel is like and what it's like to stay there. [3]_____ in a minute. But [4]_____ a general idea about where we are ...

> **Transition**
> OK, so [5]_____ Petit Bacaye itself, the hotel.

> **Conclusion**
> So, that's it, really. I [6]_____ what the hotel is like. [7]_____ any questions, [8]_____ answer them.

b 2.9 Listen to check.

3 a Look at these ways of presenting visual information. What other words could be used instead of the highlighted words?

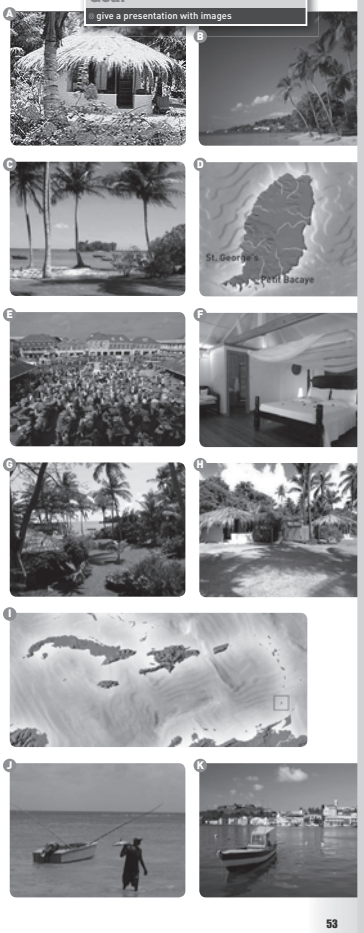
Showing a view	Referring to a slide
This shows you ...	As you can see from this photo ...
Here's a view of ...	... which you can see here.
Here's a closer view ...	You can see that ...
Let's just zoom in on ...	

b Choose one of the slides. Which expressions could you use to talk about it?

c Look at the script on p151. Did the speaker say the same as you?

4 Give a short presentation.

1 Imagine you spent some time at the Petit Bacaye hotel. Prepare to talk about your holiday using the photos on this page.
2 Think of other details you would like to explain.
3 Give your presentation to other students.



53

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

4 EXPLOREWriting

Goals
- write captions
- write economically

1 Read the website about Mumbai, India. Look at the photo and the descriptions.

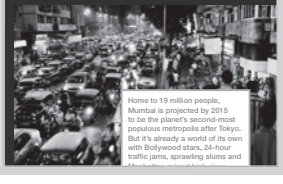
1 What do they tell you about the city and the way people live?
2 Why are transformed and elephant good words to describe the changes taking place in India?
3 Why do you think people are bewildered?
4 What does the word sprawling suggest about the slums?

2 a Compare the caption with this more extended description. How are they different? Compare the number of:

- sentences.
- adjectives and two-word expressions.
- verbs.

> 19 million people live in Mumbai, and it is projected by 2015 to be the metropolis with the second-highest population in the world, after Tokyo. But it is already a world of its own. It has a film industry, 'Bollywood', with its own film stars. There are traffic jams 24 hours a day. It has slums which spread everywhere and also new apartment blocks which cost as much as

> India, the second most populous nation in the world, is being transformed. We have heard about the rise of Asian tigers and the Chinese dragon – now here comes the elephant. India's economy is growing more than 9% a year, and the country is modernising so fast that old friends are bewildered by the changes. India is now the world's fourth largest economy. At the same time, more than a quarter of India's 1.1 billion people still live in slums and on less than $1 a day. Welcome to new India.



Home to 19 million people, Mumbai is projected by 2015 to be the planet's second-most populous metropolis after Tokyo. But it's already a world of its own with Bollywood stars, 24-hour traffic jams, sprawling slums and

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The last two pages of each unit, **Look again**, are a series of short classroom activities which focus on key grammar and vocabulary points which arise from the unit. *See p15 for details.*

5 Look again ♻

Grammar

Passive reporting verbs

1 a Look at these examples from the unit.

a CCTV is reckoned to operate in around 500 British towns and cities, as against 50 in Italy, 11 in Austria, and one in Norway.
b During the 1990s, roughly 75% of the Home Office crime-prevention budget is said to have been spent on installing CCTV.
c It has also been shown that improving street lighting "is a rather more effective form of prevention".

1 The examples show two ways of using impersonal reporting verbs. What other verbs can be used in the same way? Make a list.

***it* + passive verb + *that* ...**
It is reckoned that ...
It is said that ...
It has been shown that ...
passive verb + *to* + infinitive
... is reckoned to ...
... is said to ...
... has been shown to ...

2 Which examples refer to:
- the present?
- the past?

How is this reflected in the grammatical structures used?

3 The expressions are typical of news reports or academic writing. How could you say them in a more conversational style?

b Rewrite these sentences. Use a suitable passive reporting verb.

1 People say that CCTV cameras in shops don't actually deter criminals.
2 People calculate that there are over 4 million CCTV cameras in the UK.
3 Many experts believe that the use of CCTV hasn't had a significant effect on crime.
4 They say that speed cameras have reduced road accidents.
5 Reports show that most security checks at airports are inefficient.
6 Many people feel that security checks at airports are reassuring.

c How are these impersonal constructions expressed in your language?

2 a Choose a photo and imagine a news item to go with it. Write one or two sentences using reporting verbs.

Milan are reported to have signed a new mid-fielder. It is believed to be the highest-paid transfer in the history of the club.

b Read out your sentences. Can other people guess the photo?

Grammar reference, p142

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Grammar activities review and expand important areas of grammar. *See p15 for details.*

There is a **Grammar reference section** for each unit at the end of the book.

Vocabulary activities pick up on important vocabulary areas from the unit and focus on words, expressions and collocations in more detail. *See p15 for details.*

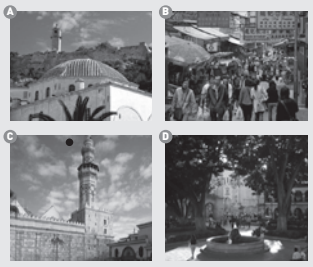
Vocabulary

Describing places

3 Look at this example from the unit. What two ways does the town planner use to describe the square? What other shapes could a town square be?

The square itself is a very unusual shape. It is a triangular shape, and it is surrounded by some very fine buildings.

4 a What do the highlighted expressions mean? Which sentences best describe the photos?



1 The square is surrounded by fine old buildings, dating from the turn of the century.
2 The central mosque, dating from the 12th century, is the focal point of the city.
3 The road is bordered by shopping centres and retail outlets.
4 The main street is lined with restaurants.
5 The town is dominated by a citadel.
6 The neighbourhood is bounded by 35th Street and 7th Avenue.
7 There are rooms overlooking the square for about $10 a night.
8 Several small cafés look out over the river.
9 You can find good food at Viktor's, just off the main square.

b What do you imagine the other places to be like? Try to form a 'mental picture' and describe it to your partner.

5 a Think of a square, street or neighbourhood where you are now. Write a few sentences describing it.

b Read out your sentences. Can other students guess which place it is?

6 Think of a place which you think doesn't fulfil its function well and could be improved. Discuss:

1 what is wrong with it.
2 how it might be improved.

Solutions to problems

7 a 2.10 Listen to these extracts from presentations. Which person is talking about:

- a war?
- immigration?
- redesigning a city square?
- an industrial dispute?

b All these adjectives collocate with solution. Which speaker uses each expression?

diplomatic global practical long-term
partial proposed interim mutually agreeable

c Which expression in 7b means:

1 they don't fully solve the problem *partial solutions*
2 it involves the whole world
3 we still need to find a better solution
4 it works
5 it avoids fighting
6 it's what we suggest
7 it will solve the problem for a long time
8 both sides agree to it

d What verbs collocate with solution?

come up with a solution

e 2.10 Listen again. What verbs did they use?

8 Discuss a problem.

1 Think of a world problem, a political issue or a problem in your area.
2 Prepare to talk about it. Make a few brief notes and try to use expressions from 7b.
3 Tell other students about the problem. Discuss possible solutions.

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.

describe spaces in cities	1	2	3	4	5
describe how spaces are used	1	2	3	4	5
talk about crime and surveillance	1	2	3	4	5
comment on experiences	1	2	3	4	5
outline problems	1	2	3	4	5
discuss and suggest solutions	1	2	3	4	5
give a presentation with images	1	2	3	4	5

- For Wordcards, reference and saving your work → e-Portfolio
- For more practice → Self-study Pack, Unit 5

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

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A more detailed look at the features of *English Unlimited*

Lexical areas

Each unit of *English Unlimited Advanced* focuses on important **lexical areas** which correspond to the topics and communicative goals of the unit. In most units, at least one lexical area is introduced in each of the main lessons and in the Target activity, and further lexical areas are introduced in the **Keywords**, **Across cultures**, **Explore writing** and **Explore speaking** sections, as well as on the Vocabulary page of the **Look again** section.

These lexical areas include:

- important **vocabulary** such as words and expressions for describing Internet crime (*piracy, hacking, copyright*) or for talking about nutrition (*processed food, wholemeal, cereals*)
- **expressions and phrases** such as ways of talking about membership *(sign up for, become a member of, team up with)*
- **collocations** such as adverb/adjective combinations (*hideously ugly, blissfully happy*), words that go together in describing an experiment (*conduct an experiment, devise a test, assess performance*) or words that collocate with 'effect' (*a calming effect, a detrimental effect, a far-reaching effect*)
- **word families** such as ways of using *suppose* (*suppose, supposedly, supposing*) or adjectives and nouns that begin with *self-* (*self-sufficient, self-contained, self-esteem, self-confidence*)
- **frames** which can be used to express language functions at an advanced level, such as ways of talking about aims and priorities (*My main aim is …*, *I need to concentrate on …*) or ways of softening criticism (*It seems to me that …*, *Perhaps it would have been better to …*)

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

The Advanced level of *English Unlimited* also goes beneath the surface of words and explores **connotations** and **implied meaning**, such as the way *just* and *only* affect the meaning of a sentence, how adjectives which describe a town (*soulless*, *quaint*, *bustling*) have a positive or a negative connotation, and what effect is achieved by descriptive words such as *snooze*, *pristine* and *grimy*.

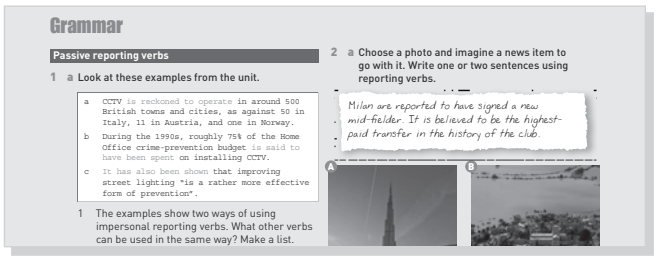
Attention is also given to common **language strategies** that are important for speaking and writing, for example how to backtrack and reformulate successfully, how to capture the listener's attention, how to make a brief written description concise and vivid.

The lexical areas focused on are generally drawn from texts which learners have already read or listened to as part of a skills section of a lesson. In other words, lexis is placed in **clear contexts** which help learners work out what it means and how it's used.

Grammar

At the Advanced level of *English Unlimited*, we assume that learners will have already covered the main grammar of English, so the course does not set out to teach grammar as if for the first time. Grammar is dealt with in two main ways through the course.

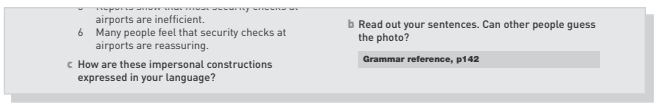
- Grammar points are focused on as they arise **as part of the main lessons**, often through **noticing activities**. For example, in Unit 2, learners read the story of how someone met her partner; they complete a text with correct verb forms and discuss what tenses are used. In Unit 10, learners read texts about football and notice how inversion is used as a way of being emphatic.



- **Key areas** of grammar that arise in each unit are focused on in the Grammar part of the **Look again pages**. These provide a chance for **review** of grammar: for example, Unit 2 covers tenses used in narration, and Unit 11 deals with the present progressive active and passive. They also focus on grammar that may be **new** to learners or which they haven't covered in depth before: for example, Unit 4 focuses on comparisons involving different verbs and tenses, and Unit 5 deals with passive reporting verbs. Both in the main lessons and in the Look again sections, the grammar is based on what is naturally used in the unit (in reading and listening texts and in speaking and writing activities), so it is closely linked to the unit goals.

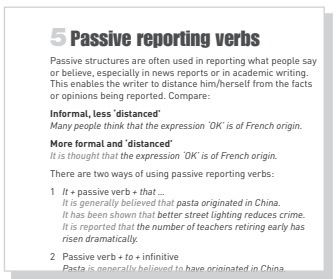
Grammar reference

In each Look Again section, you'll see a label like this ...



… which directs learners to a **Grammar reference section** at the end of the book.

Each Grammar reference section gives a summary of the grammar area in question, using simple language and a range of examples.



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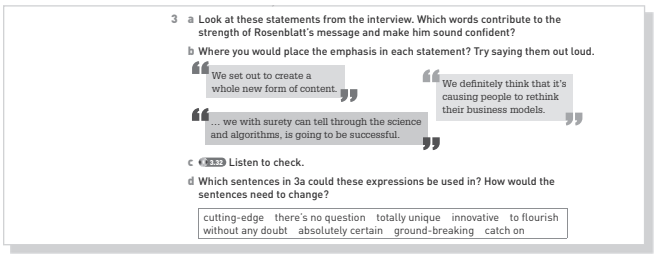
Pronunciation

Pronunciation is focused on wherever this is an important part of **expressing meaning** or **communicating effectively**, and special attention is paid to **rhythm, stress and intonation patterns** of remarks. For example, in Unit 10 Look again, learners mark the stressed words used in sentence inversion; in Unit 12 Target activity, they decide where to place the stress in a remark in order to sound positive and self-confident.



3 a Look at these statements from the interview. Which words contribute to the strength of Rosenblatt's message and make him sound confident?

b Where you would place the emphasis in each statement? Try saying them out loud.

"We set out to create a whole new form of content."

"We definitely think that it's causing people to rethink their business models."

"... we with surety can tell through the science and algorithms, is going to be successful."

c 2.32 Listen to check.

d Which sentences in 3a could these expressions be used in? How would the sentences need to change?

cutting-edge there's no question totally unique innovative to flourish without any doubt absolutely certain ground-breaking catch on

Listening

There is at least one major listening section in each of the main lessons, and other listening activities occur frequently in the **Across cultures** and **Explore speaking** sections.

A wide range of recordings, both **authentic** and **scripted**, is used, including monologues, topical conversations between friends and colleagues, interviews and excerpts from web-based programmes.

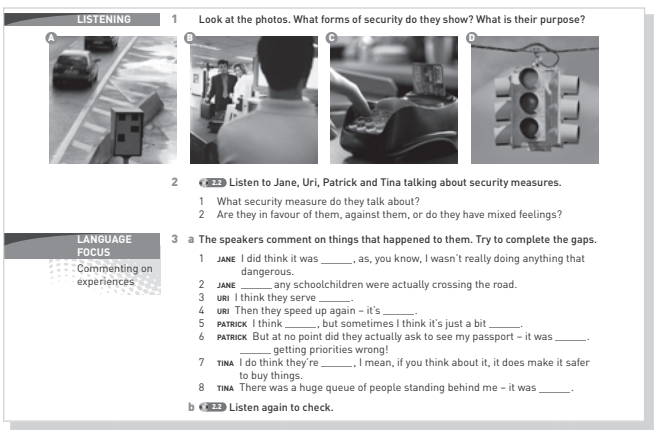
Authentic recordings are unscripted and feature both native and non-native speakers from a variety of backgrounds, usually talking at natural speed. These provide exposure to a range of accents and to the rhythm of natural spoken English, as well as to features of the spoken language such as vague language, rephrasing 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 in contexts which would naturally be scripted, for example a radio feature or interview, and also to exemplify specific language points.

Texts are exploited using **a range of tasks** designed to develop specific listening skills and help learners to focus on the main points of what they hear, and also to use what they hear as a source of language they can use themselves. Listening activities are usually preceded by a **pre-listening task** to raise interest and help learners predict what they will hear, often using **visual images**.

For example, this listening task from Unit 5 includes:

- pre-listening activity (1).
- listening for gist (2).
- interpreting speaker's attitude (2).
- focus on language used (3a, b).



LISTENING

1 Look at the photos. What forms of security do they show? What is their purpose?

A B C D

2 2.22 Listen to Jane, Uri, Patrick and Tina talking about security measures.

1 What security measure do they talk about?
2 Are they in favour of them, against them, or do they have mixed feelings?

LANGUAGE FOCUS
Commenting on experiences

3 a The speakers comment on things that happened to them. Try to complete the gaps.

1 JANE I did think it was _____, as, you know, I wasn't really doing anything that dangerous.
2 JANE _____ any schoolchildren were actually crossing the road.
3 URI I think they serve _____.
4 URI Then they speed up again – it's _____.
5 PATRICK I think _____, but sometimes I think it's just a bit _____.
6 PATRICK But at no point did they actually ask to see my passport – it was _____. _____ getting priorities wrong!
7 TINA I do think they're _____, I mean, if you think about it, it does make it safer to buy things.
8 TINA There was a huge queue of people standing behind me – it was _____.

b 2.22 Listen again to check.

Reading

Each main lesson of the unit has at least one major reading section. Smaller reading texts are used in **Target activities** and can be found in **Across cultures** and **Explore writing** pages.

A wide range of text types is used, both **printed and electronic**: newspaper, magazine and online articles, web postings, brochures, adverts, interviews and personal correspondence.

Reading texts:

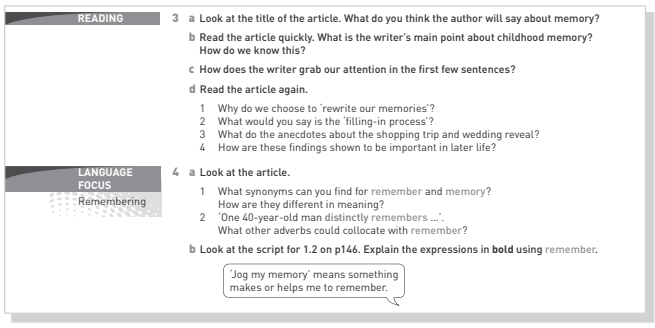
- are drawn from sources around the world in order to appeal to as many learners as possible.
- are authentic, or based on authentic texts, ensuring that learners are exposed to natural language and preparing them for the experience of reading outside the classroom.
- are slightly above learners' productive language level, so that learners have opportunities to notice new language.
- provide a context for the main lexical areas to be focused on.

Our response to the reading needs of advanced learners has not simply been to make texts longer. We have:

- included **more demanding texts** and text types, often featuring specialist or colloquial language and dealing with abstract topics.
- included tasks which encourage learners to read the text in more **depth** and explore implied meaning and stylistic features.
- used the texts as a rich source of **authentic language** for learners to notice and make use of themselves.

For example, a text about childhood memories in Unit 1 has the following tasks:

- prediction task (3a).
- reading for gist (3b).
- focus on style and the writer's intention (3c).
- in-depth reading of the text (3d).
- language focus (4a).



READING

3 a Look at the title of the article. What do you think the author will say about memory?

b Read the article quickly. What is the writer's main point about childhood memory? How do we know this?

c How does the writer grab our attention in the first few sentences?

d Read the article again.

1 Why do we choose to 'rewrite our memories'?
2 What would you say is the 'filling-in process'?
3 What do the anecdotes about the shopping trip and wedding reveal?
4 How are these findings shown to be important in later life?

LANGUAGE FOCUS
Remembering

4 a Look at the article.

1 What synonyms can you find for remember and memory? How are they different in meaning?
2 'One 60-year-old man distinctly remembers ...'. What other adverbs could collocate with remember?

b Look at the script for 1.2 on p146. Explain the expressions in **bold** using remember.

'Jog my memory' means something makes or helps me to remember.

For further reading practice, the Self-study Pack contains six **Explore reading** pages, each of which focuses on a different real-life reading scenario, sometimes with longer texts to practise extended reading skills.

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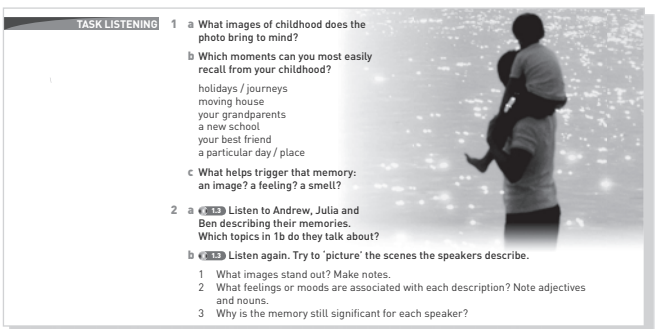
Target activity

The target activity is **an extended speaking task**, which **draws on goals, vocabulary and grammar from 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 or **Task reading** sections have three objectives: they introduce the topic of the Target activity, they provide a context for the language which will be focused on and needed for the Task, and they provide further receptive skills development.


TASK LISTENING

1 a What images of childhood does the photo bring to mind?

b Which moments can you most easily recall from your childhood?

holidays / journeys
moving house
your grandparents
a new school
your best friend
a particular day / place

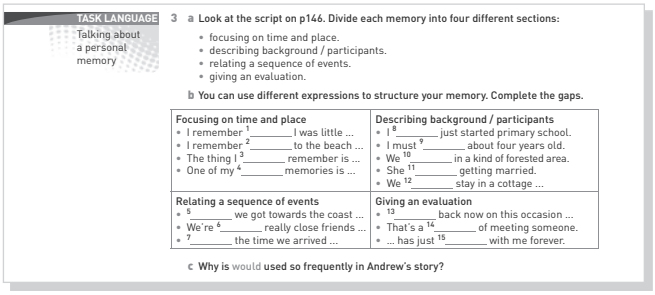
c What helps trigger that memory: an image? a feeling? a smell?

2 a 1.13 Listen to Andrew, Julia and Ben describing their memories. Which topics in 1b do they talk about?

b 1.13 Listen again. Try to 'picture' the scenes the speakers describe.

1 What images stand out? Make notes.
2 What feelings or moods are associated with each description? Note adjectives and nouns.
3 Why is the memory still significant for each speaker?

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


TASK LANGUAGE

Talking about a personal memory

3 a Look at the script on p146. Divide each memory into four different sections:

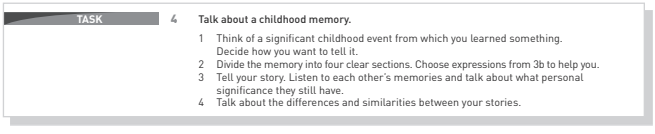
- focusing on time and place.
- describing background / participants.
- relating a sequence of events.
- giving an evaluation.

b You can use different expressions to structure your memory. Complete the gaps.

Focusing on time and place	Describing background / participants
• I remember [1]_____ I was little ...	• I [8]_____ just started primary school.
• I remember [2]_____ to the beach ...	• I must [9]_____ about four years old.
• The thing I [3]_____ remember is ...	• We [10]_____ in a kind of forested area.
• One of my [4]_____ memories is ...	• She [11]_____ getting married.
	• We [12]_____ stay in a cottage ...
Relating a sequence of events	**Giving an evaluation**
• [5]_____ we got towards the coast ...	• [13]_____ back now on this occasion ...
• We're [6]_____ really close friends ...	• That's a [14]_____ of meeting someone.
• [7]_____ the time we arrived ...	• ... has just [15]_____ with me forever.

c Why is would used so frequently in Andrew's story?

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 Talk about a childhood memory.

1 Think of a significant childhood event from which you learned something. Decide how you want to tell it.
2 Divide the memory into four clear sections. Choose expressions from 3b to help you.
3 Tell your story. Listen to each other's memories and talk about what personal significance they still have.
4 Talk about the differences and similarities between your stories.

Intercultural awareness

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

Intercultural awareness is developed at the Advanced level of *English Unlimited* in three main ways:

- through the choice of topics throughout the course which have **an international perspective** and explore **intercultural issues**. For example, Unit 1 looks at the experience of children growing up in a different culture; Unit 3 contains extracts from novels which describe contact with different cultures; Unit 4 deals with nutrition in different countries of the world and how this is changing; Unit 10 discusses football as a uniting factor between different parts of the world.
- through the choice of topics which are **global in their significance** rather than being limited to any particular culture or country. For example, Unit 8 discusses the marketing of international brands; Unit 9 looks at 'icons' of global significance which are representative of our age; Unit 12 deals with the international impact of technology on learning styles.
- through the **Across cultures** sections which appear in each unit.

Across cultures

The **Across cultures** pages are intended to help learners to:

- be able to view topics and issues from an international perspective.
- 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.

Each Across cultures section looks at a particular topic which is of intercultural interest or which involves cross-cultural issues. They are structured like an ordinary lesson, and are concerned with developing fluency rather than specific language input. They typically include a brief lead-in, a listening or reading text for further skills development, and a speaking stage where learners talk about their own and other cultures.

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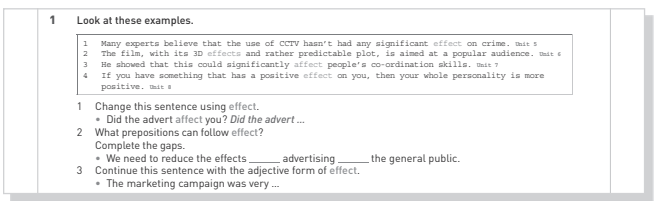
Keywords

The Keywords sections in each unit focus on a group of **high-frequency words** which are used to express a particular **area of meaning** in English. Examples are ways to describe skill and ability (Unit 2), using the word *need* (Unit 5), using the words *effect* and *affect* (Unit 8), and describing similarities and differences (Unit 11). As in other sections in the course, attention is paid not just to the words themselves but how they are used in **expressions and collocations**.

In each unit, the Keywords section revisits words that have occurred and been significant in the unit, and are often illustrated using examples from the current or previous units:

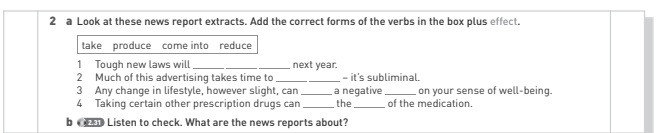


1 Look at these examples.

1 Many experts believe that the use of CCTV hasn't had any significant effect on crime. Unit 5
2 The film, with its 3D effects and rather predictable plot, is aimed at a popular audience. Unit 6
3 He showed that this could significantly affect people's co-ordination skills. Unit 7
4 If you have something that has a positive effect on you, then your whole personality is more positive. Unit 8

1 Change this sentence using effect.
• Did the advert affect you? *Did the advert ...*
2 What prepositions can follow effect?
Complete the gaps.
• We need to reduce the effects _____ advertising _____ the general public.
3 Continue this sentence with the adjective form of effect.
• The marketing campaign was very ...

This is followed by a practice stage which focuses on contexts and collocations.



2 a Look at these news report extracts. Add the correct forms of the verbs in the box plus effect.

take produce come into reduce

1 Tough new laws will _____ _____ _____ next year.
2 Much of this advertising takes time to _____ _____ – it's subliminal.
3 Any change in lifestyle, however slight, can _____ a negative _____ on your sense of well-being.
4 Taking certain other prescription drugs can _____ the _____ of the medication.

b 2.51 Listen to check. What are the news reports about?

Explore speaking

Explore speaking pages occur in **odd-numbered units** (alternating with Explore writing), and link to and develop the topic of the unit.

Explore speaking is a complete, free-standing page which aims to equip learners with **skills and strategies for improving their spoken interaction** at an advanced level. It addresses real-life, immediate needs of Advanced learners, such as:

- telling an anecdote effectively.
- using repetition, paraphrasing and fillers to get points across.
- giving an effective presentation using images.
- taking turns in a discussion and interrupting politely.
- 'softening' criticism and responding appropriately.
- reporting and reacting to an opinion.

Each Explore speaking page includes:

- **listening** to an example of the interaction (for example, a discussion, a presentation, a conversation) containing the language and strategies that will be focused on. This enables learners to hear the target language in an authentic context.
- **the listening script** on the same page. This enables learners to see and study the target language straight away without having to flick to the back of the book.

1 a How do you think the magazine cover:

1 attracts the reader's attention?
2 illustrates the idea of a 'weak' currency?

b 2.54 Read and listen to this conversation about the cover image. Who do you think the people are and what are they discussing in particular?

A So what do you think of the design?
B I like the basic idea, but in general I don't think you quite capture the seriousness of the topic.
A What do you mean?
B Well, I think this image is a bit too light and cartoony, it doesn't really convey what the article's about.
A Well, I beg to differ. I think it is clear, you know, it shows the dollar going down in flames. I didn't want to make it too boring. It seems to me that we need to grab people's attention, so to speak, you know, make them realise it's important.
B I'm not sure ... I just think we need something that's a bit more serious, that's all. But let's see what the others think.

c Identify expressions used to give criticism and respond to criticism.

d Find examples of how the criticism is softened and then followed by an explanation.

- activities in which learners **notice the target language** in different ways, such as categorising expressions according to their function.
- **controlled practice exercises** which build familiarity and confidence with the target language.
- **a freer practice task**, such as a role play, which gives learners the chance to use the target language in a real-life situation.

Explore writing

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

This page is dedicated to improving learners' writing skills through a sequence of activities which build towards a practical, purposeful writing task. As with Explore speaking, the page is linked to and develops the topic of the unit.

Specifically, Explore writing pages will help learners to:

- **write a range of text types** appropriate to the level, e.g. a cover letter to apply for a job, a caption accompanying a webpage image, a description of an organisation.
- **understand genre-specific conventions and strategies**, e.g. presenting yourself in a positive light, writing economically, using persuasive language.
- **extend their abilities** in writing by planning and discussing ideas with peers, talking about and improving texts together, and building from shorter to longer texts.

Each Explore writing 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 and strategies employed by the writer.
- **practise** applying the new language and strategies.
- **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**, or **use** the text as a basis for a speaking activity.

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

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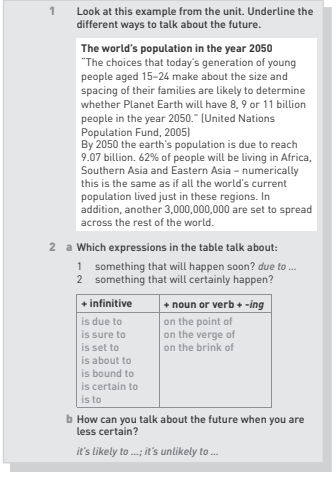
Look again

The Look again pages are divided into two main sections, **Grammar** and **Vocabulary**. Both sections pick up and focus more closely on key language areas that have arisen in the main part of the unit.

The Grammar section picks up on key grammar areas, and gives a chance to review and practise them. So, for example, the first lesson of Unit 4 includes a text predicting the world's population in 2050. In Look again, this is focused on and used as the basis to review and explore ways of expressing future time.



1 **Look at this example from the unit. Underline the different ways to talk about the future.**

The world's population in the year 2050
"The choices that today's generation of young people aged 15–24 make about the size and spacing of their families are likely to determine whether Planet Earth will have 8, 9 or 11 billion people in the year 2050." (United Nations Population Fund, 2005)
By 2050 the earth's population is due to reach 9.07 billion. 62% of people will be living in Africa, Southern Asia and Eastern Asia – numerically this is the same as if all the world's current population lived just in these regions. In addition, another 3,000,000,000 are set to spread across the rest of the world.

2 a **Which expressions in the table talk about:**

1 something that will happen soon? *due to ...*
2 something that will certainly happen?

+ infinitive	+ noun or verb + *-ing*
is due to is sure to is set to is about to is bound to is certain to is to	on the point of on the verge of on the brink of

b **How can you talk about the future when you are less certain?**

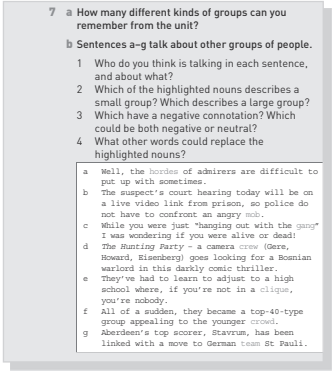
it's likely to ...; it's unlikely to ...

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 Vocabulary section picks up on key areas of vocabulary that have appeared in the unit, and gives a chance to expand on them and explore collocations, synonyms and word families. So, for example, the first lesson of Unit 10 is about groups and group membership. Look again reviews this and introduces a range of words used to describe groups (e.g. *horde*, *mob*, *clique*), and explores meaning differences and common collocations.



7 a **How many different kinds of groups can you remember from the unit?**

b **Sentences a–g talk about other groups of people.**

1 Who do you think is talking in each sentence, and about what?
2 Which of the highlighted nouns describes a small group? Which describes a large group?
3 Which have a negative connotation? Which could be both negative or neutral?
4 What other words could replace the highlighted nouns?

a Well, the hordes of admirers are difficult to put up with sometimes.
b The suspect's court hearing today will be on a live video link from prison, so police do not have to confront an angry mob.
c While you were just "hanging out with the gang" I was wondering if you were alive or dead!
d *The Hunting Party* – a camera crew (Gere, Howard, Eisenberg) goes looking for a Bosnian warlord in this darkly comic thriller.
e They've had to learn to adjust to a high school where, if you're not in a clique, you're nobody.
f All of a sudden, they became a top-40-type group appealing to the younger crowd.
g Aberdeen's top scorer, Stavrum, has been linked with a move to German team St Pauli.

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The Self-study Pack

About the Self-study Pack

English Unlimited Advanced 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:

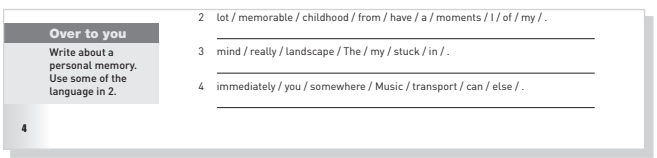
- consolidate their knowledge of language and skills taught in class.
- practise and check their pronunciation.
- learn and practise essential speaking skills.
- create tests on specific language areas quickly and easily, which allows learners to focus on either grammar-based or vocabulary-based questions 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 Advanced Workbook contains:

- activities which practise and extend the vocabulary and grammar taught in the Coursebook units.
- further reading and writing skills practice.
- numerous opportunities in each unit for learners to personalise what they are learning to their own interests and situations.

The first three pages of each unit consist of **vocabulary and grammar practice activities** to consolidate and reinforce what has been taught in the Coursebook which can 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 a personal memory. Use some of the language in 2.

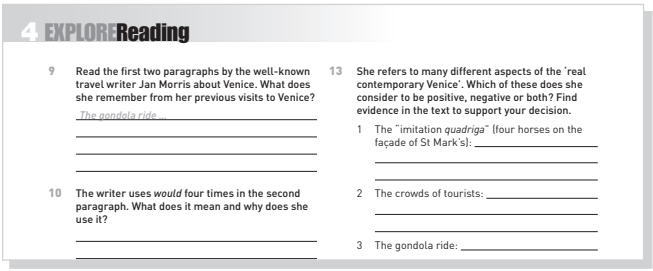
2 lot / memorable / childhood / from / have / a / moments / I / of / my / .

3 mind / really / landscape / The / my / stuck / in / .

4 immediately / you / somewhere / Music / transport / can / else / .

4

Explore reading, in even-numbered units, offers practice in reading, understanding and responding to a range of everyday texts, such as news stories, personal texts, blogs and emails. As Advanced learners are expected to be able to deal with longer and in-depth reading tasks, each Explore reading section is two pages long. This allows for an extended reading task, with detailed comprehension, language and exploitation work.



4 EXPLORE Reading

9 Read the first two paragraphs by the well-known travel writer Jan Morris about Venice. What does she remember from her previous visits to Venice?

The gondola ride ...

10 The writer uses *would* four times in the second paragraph. What does it mean and why does she use it?

13 She refers to many different aspects of the 'real contemporary Venice'. Which of these does she consider to be positive, negative or both? Find evidence in the text to support your decision.

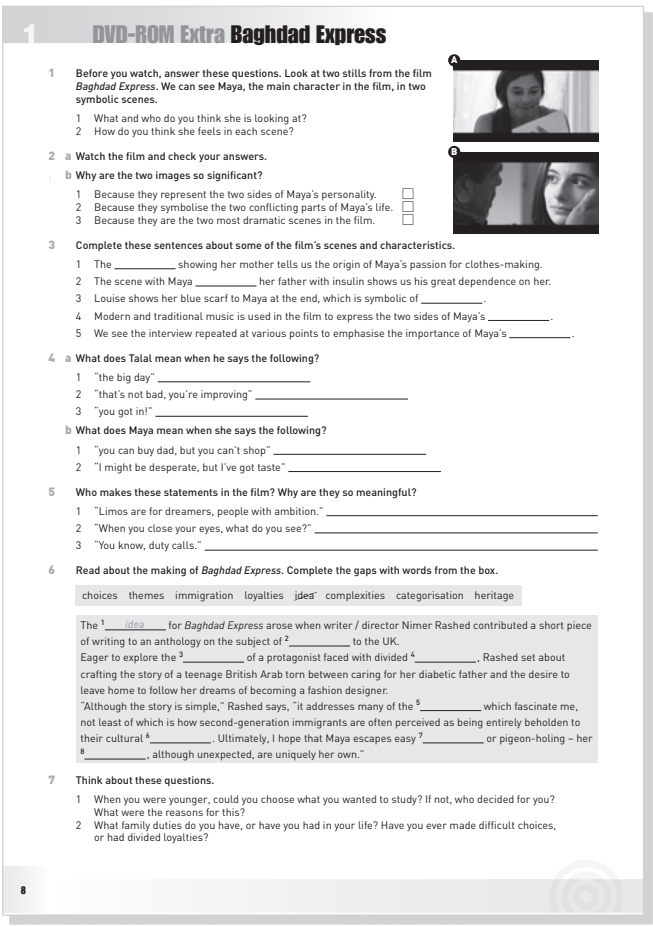
1 The "imitation *quadriga*" (four horses on the façade of St Mark's):

2 The crowds of tourists:

3 The gondola ride:

Explore writing, in odd-numbered units, gives learners key pointers on structure and language, to enable them to produce a wide range of written texts, focusing on such areas as reports, summaries and tributes. Taken alongside the Explore writing pages in even-numbered units of the Coursebook, this means that there is a dedicated writing lesson for every unit of the course.

The last page of each odd-numbered 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 authentic documentaries on topics connected to the unit.



1 DVD-ROM Extra **Baghdad Express**

1 Before you watch, answer these questions. Look at two stills from the film *Baghdad Express*. We can see Maya, the main character in the film, in two symbolic scenes.
1 What and who do you think she is looking at?
2 How do you think she feels in each scene?

2 a Watch the film and check your answers.
b Why are the two images so significant?
1 Because they represent the two sides of Maya's personality. ☐
2 Because they symbolise the two conflicting parts of Maya's life. ☐
3 Because they are the two most dramatic scenes in the film. ☐

3 Complete these sentences about some of the film's scenes and characteristics.
1 The _____ showing her mother tells us the origin of Maya's passion for clothes-making.
2 The scene with Maya _____ her father with insulin shows us his great dependence on her.
3 Louise shows her blue scarf to Maya at the end, which is symbolic of _____.
4 Modern and traditional music is used in the film to express the two sides of Maya's _____.
5 We see the interview repeated at various points to emphasise the importance of Maya's _____.

4 a What does Talal mean when he says the following?
1 "the big day" _____
2 "that's not bad, you're improving" _____
3 "you got in!" _____
b What does Maya mean when she says the following?
1 "you can buy dad, but you can't shop" _____
2 "I might be desperate, but I've got taste" _____

5 Who makes these statements in the film? Why are they so meaningful?
1 "Limos are for dreamers, people with ambition." _____
2 "When you close your eyes, what do you see?" _____
3 "You know, duty calls." _____

6 Read about the making of *Baghdad Express*. Complete the gaps with words from the box.

choices themes immigration loyalties ~~idea~~ complexities categorisation heritage

The [1] *idea* for *Baghdad Express* arose when writer / director Nimer Rashed contributed a short piece of writing to an anthology on the subject of [2] _____ to the UK.
Eager to explore the [3] _____ of a protagonist faced with divided [4] _____, Rashed set about crafting the story of a teenage British Arab torn between caring for her diabetic father and the desire to leave home to follow her dreams of becoming a fashion designer.
"Although the story is simple," Rashed says, "it addresses many of the [5] _____ which fascinate me, not least of which is how second-generation immigrants are often perceived as being entirely beholden to their cultural [6] _____. Ultimately, I hope that Maya escapes easy [7] _____ or pigeon-holing – her [8] _____, although unexpected, are uniquely her own."

7 Think about these questions.
1 When you were younger, could you choose what you wanted to study? If not, who decided for you? What were the reasons for this?
2 What family duties do you have, or have you had in your life? Have you ever made difficult choices, or had divided loyalties?

8

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