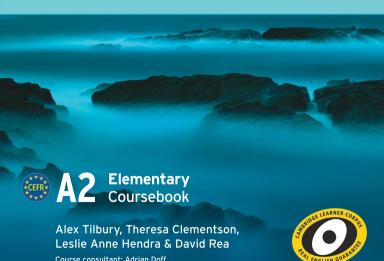
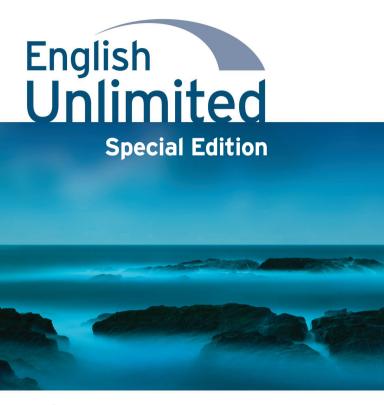
# English Unlimited

**Special Edition** 





**A2** Coursebook with e-Portfolio

Alex Tilbury, Theresa Clementson, Leslie Anne Hendra & David Rea Course consultant: Adrian Doff



#### **Acknowledgements**

The authors would like to thank all the team at Cambridge University Press for their ideas, support and commitment to English Unlimited, in particular their editors Karen Momber and Keith Sands, and David Lawton for his work on the cover and page design. They'd also like to thank Adrian Doff for his consistently encouraging nd remarkably detailed feedback: and Dave Willis, Jane Willis, Alison Sharne and Sue Ullstein for their ideas and inspiration in the early days of this project Thanks are also due to Michael Stuart Clark, Ralph Clementson, Dagmara

Gumkowska, Monica Koorichh, Margot Richardson and Stawomir Smolorz for particular ideas and contributions

Alex Tilbury would like to dedicate his work on English Unlimited to Geoffrey William Tilbury, Carol Tilbury and Slawek Smolorz, with love and thanks

David Rea would like to thank the students, teachers, trainers and staff at IH Kraków, IH Heliopolis, IH Buenos Aires, IH Paris and IH London for all the support development and fun over the years. He'd also like to thank Emma McLachlan: the most beautiful woman in the world.

Leslie Anne Hendra would like to thank Michael Clark for his patience, support and humour. Thanks also to the teachers and staff at International House London for being such great colleagues and sharing their knowledge, time and energy so generously while I was teaching there

Theresa Clementson would like to thank Anthony, Sam and Megan for their ideas support and unwavering confidence, and Cristina Rimini for her help and advice on

#### The authors and publishers would like to thank the following teachers for invaluable feedback they provided when reviewing draft material:

ward Smith, Rosie Ganne, Chris Cavey, Stephanie Dimond-Bayir (UK); Sarah Moss, Isidro Almenadrez (Spain); Maggie Baigent, Chris Rose, Kathryn Britton (Italy); Justyna Kubica (Poland); Tim Marchand (Japan); Wayne Trotman (Turkey); Colin Mackenzie (Francel: Kirsteen Donaghy (Malaysia): Alison Ramage Patterson, Kassim Mastan, Steve Broadbent [Saudi Arabia]; Marilisa Shimazumi [Brazil]; Jason Han [Korea]; Catherine Morley [Mexico]; Helen Paul [Germany]; Olga Rojas (Colombia); and the various members of the Cambridge Adult Courses Advisory Panel.

#### We are also grateful to the following contributors:

Text design and page make-up by Stephanie White at Kamae Design;

Ken Vail Graphic Design

all matters TEFL over the years

Picture research: Hilary Luckcock; Hilary Fletcher Photography: Gareth Boden

Audio recordings: John Green at Audio Workshop and id-Audio, London: Hart McLeod Publishing Services

#### The authors and publishers would like to thank all of those who took part in the authentic recording sessions, especially:

Amina Al-Yassin, Andrew Reid, Angharad Monnier, Anna Barnard, Anri Iwasaki, Astrid Gonzales-Rabade, Chie Obata, Claudia Payer, Dorien van der Poll, Greg Sibley, Khalid Gafar, Onvinve Nwulu, Paula Porroni, Ruth Cox and Seung-wan Yang

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

Charlie Hicks for the adapted text on p. 52 'Weind fruit and veg', from 'Yes we have no pitahayas', The Guardian 3 May 2006, Reproduced by permission of Charlie Hicks: Forward Ltd for the adapted text on p. 76 'One-Wheeled Wonder' from the AA Magazine February 2004. Reproduced by permission of Forward Ltd: Telegraph Media Group Limited for the recording script on p.159, adapted from "Barry C shelf stacker to Chinese Crooner', The Telegraph 6 December 2007. Copyright © Telegraph Media Group Limited: Barry Cox for further biographical information in the recording script on p.159. Reproduced by kind permission of Barry Cox, www. barry-cox.con

#### The publishers are grateful to the following for permission to reproduce copyright photographs and material:

#### Key: T = Top, C = Centre, B = Below, L = Left, R = Right, B/G = background

. 7 (TL): Photolibrary/PhotoDisc; p. 7 (TC): Corbis/Helen King; p. 7 (TR): Shutterstock/ Stephen Coburn; p. 7 [CR]: Thinkstock/iStock; p. 7 (BL): Alamy/Elvele Images Ltd; p. 7 [BR]: Punchstock/Dex Image; p. 8 (TL): Photolibrary/Botanica; p. 8 (TR): Punchstock/ Digital Vision: p. 8 IBI: Photolibrary/PhotoDisc: p. 9: Punchstock/Digital Vision: p. 10: Alamy/@MBI; p. 11: Shutterstock/prodakszyn; p. 12 (L): Photolibrary/PhotoDisc; p. 12 ICLJ: Getty Images/The Image Bank/Kathrin Ziegler; p. 12 (TR): Getty Images/Steve Niedorf Photography; p 12 [R]: CUP/Gareth Boden; p. 13: Shutterstock/MNStudio; p. 14 ITLI: Photolibrary/.IBID; p. 14 [TR]: Punchstock/Blend Images; p. 14 (BL): Getty Images/ Cultura/Simon Potter; p. 14 [BR]: Thinkstock/Fuse; p. 16: Corbis/arabianEye/©Celia Peterson; p. 17: Alamy/©Rafael Ben-Ari; p. 18 [TL]: Punchstock/Valueline; p. 18 [TCL]: Punchstock/Digital Vision; p. 18 [TCR]: Alamy/Bon Appetit; p. 18 [TR]: Alamy/Amana Images Inc; p. 18 (C): Punchstock/Valuetine; p. 18 (BL): Getty Images/Lonely Planet Images/Tim Barker; p. 18 (BC): Alamy/Jeff Morgan Education; p. 18 (BR): Punchstock/ Digital Vision; p. 20 (L): Alamy/Blend Images; p. 20 [R]: Getty Images/Image Source RF/ dney Bourne; p. 21: Punchstock/Stockbyte; p. 22 (T): Punchstock/Glowimages; p. 22 [Erkan]: Alamy/Vehbi Koca; p. 22 (Akira): Punchstock/DAJ; p. 22 (Koji): Punchstock/ DAJ; p. 23 (L): Alamy/Solbimages; p. 23 (C): Thinkstock/5tock; p. 23 (R): Alamy/Solmon Reddy; p. 26 (TL): Alamy/Solfi Brow Arabis; p. 26 (TR): Getty/Photonica; p. 26 [BL]: Shutterstock/Patrick Poendl; p. 26 [BR]: Getty Images/Asia Images; p. 27 [Moira]: Corbis/Image 100; p. 27 [Sam]: Alamy/BlueMoon Stock; p. 28 [TL]: Hak-Ju Kim, Gangneung City Hall; p. 28 [TR]: Shutterstock/Bikeworldtravel; p. 28 [BL]: Punchstock/ line; p. 28 (BR): Rex Features/Goffredo; p. 30 (TR): Alamy/photothek images UG/©Ute Grabowsky; p. 30 (CR): Punchstock/Image Source; p. 30 (picnic): Alamy/©Greg Balfour Evans; p. 30 (shopping mall exterior): Shutterstock/Philip Lange; p. 30 (restaurant): Shutterstock/Eighan McNally; p. 31 (Ruth): Supplied by editors/Ruth Cox; p. 31 (Amina): Getty Images/

Sport/Mike Enerton: p. 33 (TR): Thinkstock/Fuse: p. 33 (R) I: Shutterstock/ IdeaStepConceptStock; p. 33 [BR]: Getty Images/Axiom Photographic Agency/Jenny Acheson: p. 34 ITLI: Rex Features/Masatoshi Okauchi: p. 34 ITRI: Motorola Collective: p. 34 (CL): Shutterstock/blinkblink: p. 34 (CR): @Science Museum / Science & Spciety Picture Library; p. 34 (BL): Alamy/D Hurst; p. 34 (BR): Disclaimer (from Wikipedia); p. 35 (L): NASA Johnson Space Center; p. 35 (R): Shutterstock/ZouZou; p. 36 (4): Superstock/SuperFusion/James Steidl; p. 36 (R): Shutterstock/ZouZou; p. 36 (q): Superstock/SuperFusion/James Steidl; p. 36 [RR]: Shutterstock/ZouZou; p. 37: Alamy/©PAF: p. 38 [TL]: Getty Images: p. 38 [TC]: Alamy/JupiterImages/Polks Dot: p. 38 ITR): Getty Images/AFP: p. 38 IBRI: Alamy/David. R Frazier Photolibrary Inc: p. 40: Thinkstock/iStock; p. 42 (TL): Alamy/Juncal; p. 42 (TC): Alamy/Yadid Levy; p. 42 (TR) Superstock/Tips Images; p. 42 [BR]: Corbis/arabianEye/@Ali Al Mubarak; p. 46: Geth Images/Jason Hawkes; p. 48 [T]: Punchstock/Digital Vision; p. 48 [B]: Shutterstock/ PhotoShutter: p. 49 (TL): Shutterstock/lakov Kalinin: p. 49 (TR): Shutterstock/Brykavlo Yuriy; p. 49 [BL]: Shutterstock/Attila; p. 49 [BR]: Shutterstock/Dr. Morley Read: p. 50 [B/G]: Chatswood Chase, Sydney; p. 50 (map P): Shutterstock.com/valeriya sh; p. 51 [T]: Punchstock/Digital Vision; p. 51 (B): Alamy/©Jeff Morgan 01; p. 52 (C): Getty s/Michael Edwards; p. 52 lal; Alamy/Bon Appetit; p. 52 (b); Alamy/Food Features; 52 (cl: Rex/SIPA Press; p. 52 (d): Alamy/Oleksiy Maksymenko; p. 52 (el: Punchstock/ Brand X Pictures; p. 52 (f): Rex Features; p. 52 (g): Alamy/Arco Images GmbH; p. 52 (h): Shutterstock/Sasha Davas; p. 53 [TL]: Shutterstock/Gregory Gerber; p. 53 [TC] Shutterstock.com/Seregam; p. 53 (TR): Thinkstock/iStockphoto; p. 53 (BL): Getty Images/PhotoDisc: p. 53 (BRI: PhotoLibrary/Sprint: p. 54 (TL): Corbis/@Jon Hicks: p. 54 : iStockphoto; p. 55: Alamy/@Jochen Tack; p. 56 (TL, BL, TCL): CUP/Gareth Bode p. 56 (TR, TCR): Thinkstock/iStock; p. 57 (2): Thinkstock/iStock; p. 57 (R): Thinkstock/ Stockbyte; p. 59 (R): Getty Images/Mark A Leman; p. 59 (L): Alamy/Randolph Images p. 60 (L, R): CUP/Gareth Boden; p. 61 (TLL): Shutterstock/Monkey Business Images; p. 61 (R): Punchstock/Dex Image; p. 61 (BR): Shutterstock/Zsolt Nyulaszi; p. 62 (TL): Corbis/ Pierre Vauthey/Corbis Sygma; p. 62 [TCl: Shutterstock/Santiago Cornejo; p. 62 [TR]: Alamy/Laurence Torao Konishi; p. 62 [BL]: Alamy/Blend Images; p. 63 [BL]: Alamy/@Digifoto Alpha; p. 63 (BR): Thinkstock/iStock; p. 64: Corbis/Helen King; p. 66 Alamy/David R Frazier Photolibrary Inc; p. 67 [T]: Alamy/©Art Directors & TRIP; IBI: Shutterstock/wavebreakmedia; p. 68 ITI: Getty Images/Roger Viollet; p. 68 IBLI: Mary Evans Picture Library; p. 68 [BR]: Corbis/Martin Harvey; p. 69: iStockphoto/Robyn Mackenzie; p. 70 (1): Shutterstock/PathDoc; p. 70 (2): Shutterstock/tokyoimagegro p. 70 (3): Shutterstock/Lavland Masuda; p. 70 (4): Shutterstock/szefei; p. 70 (5): Shutterstock/JPC-PROD: p. 70 (B): Alamy/Dave Penman: p. 71 (T): Alamy/QJ Marshall - Tribaleye Images; p. 71 (B): Corbis/© Austrian Archives; p. 72; iStockphoto/ Juanmonino; p. 73 (TL, BL): Thinkstock/iStock; p. 73 (BC): Shutterstock/vssabii; p. 73 [BR]: Shutterstock/Baloncici; p. 74 [T]: Alamy/Radius Images; p. 75 [TL]: Shutterstock/ Salamanderman; p. 75 (TC): Seth Lazar; p. 74 (TR): Punchstock/Photosindia; p. 76: Rex Features/Alisdair Macdonald; p. 77: Corbis/Jim Criagmyle; p. 78: Alamy/Anglia Images; p. 79 (T): iStockphoto/Amanda Rohde; p. 79 (C): Alamy/Ben Ramos; p. 79 (B): Punchstock/Digital Vision; p. 80 (L): Alamy/Radius Images; p. 80 (R): Shutterstock/ Maxim Safronov; p. 82 (T): Alamy/@AF archive/RATATOUILLE DIRECTED BY BRAD BIRD, DISNEY 28 June 2007; p. 82 [BL]: Rex/c.20thC.Fox/Everett; p. 82 [BR] Alamy/OAF archive/THE WORLD'S FASTEST INDIAN DIRECTED BY ROGER DONALDSON, NEW ZEALAND FILM 10 September 2005; p. 84 (T): Shutterstock.com/ Creativa; p. 84 (C): Thinkstock/iStockphoto; p. 84 (mobile phones): Thinkstock/iStock; p. 86 (T): Thinkstock/iStockphoto; p. 86 (T): Thinkstock/iStockphoto; p. 87 (TL): Getty Images/Popperfoto; p. 87 (TR): Corbis/Gianni Dagli Orti; p. 87 (B): Alamy/©Barry Iverson; p. 88: Alamy/@Denkou Images; p. 92 (a): Alamy/blickwinkel; p. 92 (b, B/G): Alamy/Arcolmages GmbH; p. 92 (c): Shutterstock/Konstantin Kikvidze; p. 92 (d): Alamy/ Eureka; p. 92 (e): Alamy/David Cattanach; p. 92 (f): Shutterstock/Philip Date; p. 96 (T): Shutterstock/luminaimages; p. 96 IB: Shutterstock/StockkIE; p. 99: Alamy/
Jupiterimages/Thinkstock; p. 101: Getty Images/DK; p. 102 (T): Punchstock/Digital Vision; p. 102 (BL): Shutterstock/Tyler Olson; p. 102 | BR): iStockphoto/Oleg Brikhodko; p. 103: Shutterstock/marilyn barbone; p. 104 (TL): Alarmy/6Milke Long; p. 104 (TR): Shutterstock/Monkey Business Images; p. 104 (B): CUP/Gareth Boden; p. 106 (TL); Alamy/Rubberball; p. 106 [TR]: Alamy/JupiterImages/Bananastock; p. 106 [B]: Getty Images/E+/Mark Bowden; p. 107 (L): Alamy/Stephen Frink Collection; p. 107 (R): Shutterstock/Sculpies; p. 108 (TL): Alamy/Jacques Jangoux; p. 108(TC): Corbis/Dave G Houser; p. 108 (TR): Punchstock/Photographers Choice; p. 108 (B): Eversole Research Collection: p. 109 [T]: Corbis/©Ocean: p. 109 [B]: Alamy/Image State: p. 110 [L]: Photolibrary/Index Stock Imagery; p. 110 (R): CUP/Gareth Boden; p. 111 [T]: Getty Images/FIFA via Getty Images/Alex Livesey - FIFA; p. 111 [C]: Corbis/A Muriot/ Photocuisine; p. 111 (B): Getty Images; p. 111 (C): Corbis/A Muriot/Photocuisine; p. 112 IL): Getty Images/Photolibrary/Mohamad Itani; p. 112 (C): Shutterstock/elwynn; p. 112 |R|: Photolibrary/PhotoDisc; p. 114: CUP/Gareth Boden; p. 115: Shutterstock/Sofia Andreevna; p. 116 [T]: Getty Images/AFP; p. 116 (B): Getty Images/Bertrand Gardel; p. 118 (a): iStockphoto/Myron Unrau; p. 118 (b): Photolibrary/PhotoDisc; p. 118 (c) iStockphoto/Cory Johnson; p. 118 [d]: Photolibrary/Oxford Scientific [OSF]; p. 119 [T] Corbis/arabianEye/@Siddharth Siva; p. 119 [B]: Getty Images/arabianEye; p. 120 (TL): Shutterstock/Monkey Business Images; p. 120 [TCL]: Shutterstock/Andresr; p. 120 [TCL]: Shutterstock/Andresr; p. 120 [TCL]: Shutterstock/el lobo; p. 120 [TR]: Alamy/ØAurora Photos; p. 120 [B]: Alamy/ØStern Images; p. 121: Shutterstock/Zurijeta; p. 123: Alamy/ØTetorial Press Ltd; p. 125; Getty Images/E+/Juanmonino; p. 126 (L.): Getty Images/Hulton Archive; p. 126 ITCLI: Mary Evans Picture Library: p. 126 (TCR): Art Directors/Juliet Highet: p. 126 IBCL]: Alamy/©Hi Brow Arabia; p. 126 (R): Getty Images/Koki lino; p. 127: Brids Art Library/Private Collection.

arabianEve/JD Dallet: n. 32: Thinkstock/iStock: n. 33 (TLI: Press Association/EMPICS

The following photographs were taken on commission by Gareth Boden for CUP: 12[TR), 56[TL,BL,TR), 60[L,R], 104[B], 110[TR), 114.

#### We are grateful to the following for their help with the commissioned photography:

Alison & Chris Price, Claire Butler, Frank Lee Leisure Centre, Addenbrooke's Hospital, Cambridge, Vicky & Philip Green

Illustrations by Derek Bacon, Kathy Baxendale, Thomas Croft, Mark Duffin, Kamae Design, Julian Mosedale, Nigel Sanderson, Sean Sims and Dan Taylor

	Goals	Language	Skills	Explore
es	About you  introduce yourself  ask for and give personal information  fill in a form  say what you can do	Grammar Subject pronouns, possessive adjectives p9 can for ability p9 Vocabulary Countries and languages p7 Introducing yourself p7 Letters, numbers, addresses p8 Personal information p9	Listening Agata enrols on a course p8 Speaking Enrol on a course p9	
jes 17	People in your life  introduce people say who people are late to say how you know people say how you know people Talk about someone you know well	Grammar be present: am, is, are p11 be past: was, were p13 Vocabulary Family p10 Introductions p11 Talking about jobs p12 How you know people p14 Pronunciation Syltables p10	Listening Nadia's family p10 An introduction p11 Michel's and Donna's friends p12 Reading Life's work p12 Speaking Introductions p11 Talk about relationships p11 Talk about jobs p13	Keyword ox  EXPLORESpeaking  9 ask people to repeat  9 ask questions to chec information  Across cultures  Greetings  Look again 5  Spelling and sounds: Vowels and consonants
jes 25	Away from home  make and respond to requests  make and respond to offers  say what your interests are  say what you want to do  Target activity  Take care of a quest	a, an, some p19 Present simple: positive sentences p21  Vocabulary Offers and requests p19 Interests and wants p21 Taking care of a quest p22	Listening What do you miss? p18 Carly asks for things p18 Reading Smallworld.com p20 Reading and Listening Erkan's quest p22	Keyword in  EXPLOREWriting  write a letter or email requesting something  Get it right!  Capital letters
	iake care or a guest	Pronunciation Word stress 1 p19	Speaking Ask for something p19 Writing Profile for a website p21	Look again Spelling and sounds: Two consonants together
jes 33	Vour time  say what you do in your free time say what you like and dislike tak about habits and customs make and respond to invitations Target activity Invite someone out	Grammar Subject and object processing pictors	Reading Happiness is p26 Listening Min's and Paul's New Year p28 Invitations p30 Speaking Your free time p27 Your feet shad p29 Special occasions p29 Writing For me, happiness is p27	Keyword go EXPLORESpeaking  • take a phone message • ask people to repeat a speak more slowly • show you understand ACross cultures Conversation 'dos and don ts' Look again C Look again G , tch and sh
ges -41	Changes  • talk about past events • talk about first times • talk about trips • talk about trips • talk about important events in your tile • Target activity  Talk about an important event	Grammar Singular, plural p34 Past simple verbs p35 Past simple p37 Vocabulary Past time expressions p35 Things for a trip p36 Good and bad experiences p38 Pronunciation	Reading Three small things that changed the world p34 Listening Sayed's business trip p36 From Nigeria to Scotland p38 Speaking Did you have a good time? p37 Writing You'r technology firsts p35	Keyword have  EXPLOREWriting  • write a personal lette email giving news  Punctuation  Get it right Countable and uncountanouns

Spelling and sounds: th

	Goals	Language	Skills	Explore
	Your space  talk about cities and neighbourhoods talk about homes find information in adverts for rooms  Target activity Rent a room	Grammar There is, there are p45 Vocabulary Places p42 Describing places p43 Prepositions of place p43 Things in the home p44 Adverts for rooms p46 Pronunciation Sentence stress 2 p45	Reading I live here but I work 800 kilometres away p42 DublinCapitalRentals.com p46 Listening House-sitting p45 Alice looks for a room p46 Speaking Describe places you know p43 Where you live p43	Keyword on  EXPLORES peaking  show interest in a conversation  Across cultures  Personal space
			Writing Your favourite room p44	Look again Spelling and sounds: Final e
7	what would you by things in shops talk about shopping and food talk about preferences and give reasons order a meal Target activity Order a meal	Grammar Countable and uncountable nouns p53 Vocabulary Shops and shopping p50 Buying things p51 Food p52 Preferences and reasons p53 Ordering food p54	Listening Jon in the shopping centre p51 At an airport café p54 Reading Weird fruit and veg p52 Speaking Buy things in shops p51 Writing Food and you p53	Keyword this, that, the those EXPLOREWriting  write short practical requests and remindand, but  Get it right! Subjects and verbs
		Pronunciation Sentence stress 3 p51		Look again O Spelling and sounds: or
es 55	Work—life balance  • talk about work and studies  • describe present activities  • say why you can't do things  Target activity  Explain what you do	Grammar Present progressive p61 Vocabulary Work and studies 1 p58 spend p59 Saying you're busy p60 Work and studies 2 p62 Pronunciation The schwa sound 1 p60	Reading So what do you do all day? p59, p125 Listening Dean on the phone p60 What do you do? p62 Speaking Say you're busy p61 What you're doing p60	Keyword of  EXPLORESpeaking  say you're not sure a facts and numbers  Across cultures In class
			Writing Your work and studies p58 Your work-life balance p59	Look again 👶 Spelling and sounds: c
es 73	what's she like?  • talk about your family describe people's personality • describe people's appearance • describe relationships  • Target activity  Describe someone you admire	Grammar have got p69  Vocabulary Family p66 Personality p67 Appearance p69 Relationships p70  Pronunciation The schwa sound 2 p66	Listening Onyinye's family p66 Someone I admire p70 Reading How we met p67, p126 Changing image p68 Speaking Your family p66 People in your life p67 Fashion and image p68	Keyword like  EXPLOREWriting  • write a web posting giving an opinion  Get it right!  Subject pronouns
			Describe people p69  Writing Describe a famous person p69	Look again  Spelling and sounds: e ea, ie
es 81	Getting around  get information in places you visit	Grammar Comparatives and superlatives p76 Vocabulary	Listening Vijay visits Lucknow p75 Vijay buys a ticket p78 Reading	Keyword get  EXPLORES peaking  correct yourself and

 buy a travel ticket Target activity

Buy a ticket

Using transport p74 Getting information p75 Prepositions of movement p77 Buying a ticket p78

Pronunciation Sentence stress and /a/ p75 Speaking Ask for information p75

Getting around p74 A journey you like p77

check and summarise information

Across cultures Transport culture

Look again 🗯 Spelling and sounds: Double consonants



Gnals

#### **Getting together**

- talk about movies find information in a TV echadule make and respond to
- suggestions make arrangements to meet
- Arrange a movie night

Target activity

#### Language Grammar

Present progressive for future arrangements

#### Vocabulary Movies n82

Suggestions p83 Talking about movies p86

#### Pronunciation Compound nouns p85

Grammai

Articles p92

International Movie Week p82 Mia and Kayla's messages p84 Lietonina

Skills

Panding

Jon and Mia choose a movie p83 Mia and Kayla's phone call p84 A movie night p86

#### Speaking

Choose a movie to see p83

# Arrange to meet p85

write and reply to an

Explore

#### **EXPLOREWriting** invitation write a thank-you note

Keyword about

Get it right! Giving reasons





**Journeys** 

#### check in and hoard a flight tell a story

- Describe a journey
- Vocabulary Airnorts p90 talk about a journey Target activity

## Storytelling expressions p93

Talking about a journey p94 Pronunciation Polite intonation p91

#### Listening Belinda at the airport p91 Sam's journey p94

#### Heln! A traveller's tale n92

Speaking

#### At an airport n91 Tell a story p93

Writing An interesting journey p94

#### Keyword -**EXPLORES peaking**

- ask questions to develop
- a conversation change the topic of a conversation

#### Across cultures

Saving sorry Look again 🛟 Spelling and sounds: na



#### Are you OK?

- a talk about health buy things in a pharmacy
- understand instructions on medicines
- nive advice

Target activity Give advice

#### Grammar

Vocabulary The body and health n98 Giving advice p101 Giving reasons for advice

#### n102 Pronunciation

Linking consonants and vowels 1 p99

#### Listening and reading iving advice with if p101 Marc at the pharmacy p99

Reading Home remedies p100

#### Stay healthy in the workplace

Speaking Role play: At a pharmacy p99 Remedies for a cold p101

#### Keyword take

**EXPLOREWriting** write an email or note apologising

et it right! 🕢 Prepositions

## Look again 😷

Spelling and sounds: ay, ai



## **Experiences**

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

- talk about places you've been to find out information about things
- Target activity Get information and recommendations

## Grammar

Present perfect verbs p107 Present perfect p109

#### Vocabulary Sights p108

Getting information p110 Pronunciation Linking consonants and vowels 2 p109

#### Reading Happy to say, I've never... p106

The people behind the places p108, p123, p127

#### Listenina

I've always wanted to ... p107 Have you been to ...? p108 Advice about restaurants p110

#### Speaking When was the last time ... ? p106

I've always wanted to ... p107 Places vou've been p109

Things you've never done p107

#### Keyword thing

#### **FXPIORES**neaking start and finish

conversations in different situations

#### **Across cultures**

Your experiences

#### Look again 🛟

Spelling and sounds: wh-



## Choices

nive oninions atalk about hopes and plans make decisions

- Target activity Plan a weekend break

#### be going to, be hoping to, would like to p117

- too much, enough, not enough p115 Life changes p116
- Planning p118 Pronunciation Review p115

#### Reading Keep your brain in top

condition p114

#### Barry Cox p116

Weekend in La Mauricie p118 Speaking

Your lifestyle p115 Game: Hopes and plans p117

#### Keyword really

**EXPLOREWriting** describe the results of a

Get it right! Spelling difficult words

# Look again 😷

Spelling and sounds: Silent consonants

Activities pages 122-130 Grammar reference and practice pages 131-142 Vocabulary reference pages 143-147 Scripts pages 148-159

# How to use this coursebook

Every unit of this book is divided into sections, with clear, practical **qoals** for learning.





The first four pages of the unit help you build your language skills and knowledge. These pages include speaking, listening, reading, writing, grammar, vocabulary and pronunciation activities. They are followed by a Target activity which will help you put together what you have learned.

The Explore section of the unit begins with a Keyword, which looks at one of the most common and useful words in English. It also includes either an Across cultures or a Get it right! section, and then an Explore speaking or Explore writing task. The Explore section gives you extra language and skills work, all aiming to help you become a better communicator in English and a more effective learner.



In even units, the **Get it right!** lessons focus on language which **Cambridge Learner Corpus** research shows learners often have difficulties with. There are sections on **Capital** letters, Countable and uncountable nouns, Subject and verb agreement, Subject pronouns, Giving reasons and Spelling difficult words.





The **Look again** section takes another look at the target language for the unit, helping you to review and extend your learning.



The e-Portfolio DVD-ROM contains useful reference material for all the units, as well as self-assessment to help you test your own learning, and Wordcards to help you test your vocabulary learning.



You can do more practice by yourself using the Online Workbook, which includes video, audio and hundreds of interactive activities. Go to www.cambridge.org/elt/englishunlimitedowb to find out more.

# About you

Intro goals

introduce yourself

ask for and give personal information

® fill in a form

say what you can do

## Hi. mv name's Anna

Hi, my name's Anna. I'm from the United States, from San Francisco, and I speak French and Arabic.

Hello, my name's Andrew and I'm from Wales and I can speak some French, some Japanese and some Hungarian.

My name is Sameh and I am from Egypt. My home town is Cairo and I speak Arabic and English. Hello, I'm Astrid. I'm from Mexico. I speak Spanish, English, French and a little German.

> Hi, my name is Anri. I'm from Japan. I speak English and Japanese.

Hi, my name is Abdullah. I'm from Saudi Arabia. My home town is Jeddah. I speak Arabic of course, a bit of French, Russian and English.



#### VOCABULARY

Countries and languages 1 a (11) Listen to the introductions. Number them in the order you hear them.

I speak a little / a bit of ...

b Find and underline:

My home town is ...

1 six countries. The United States, ...

2 eight languages. French, ...

c MI2 Listen to check. Then repeat the words.

## VOCABULARY

Introducing yourself

Hello, I'm Martin.

Hi, I'm Farid. I'm from Saudi Arabia. a Write sentences to introduce yourself.

I'm ... / My name's ... I speak ... and ... I'm from ... I speak some ...

Talk in groups. Introduce yourselves.

Talk in groups. Introduce yourselves.

Hi, my name's Fatima. I speak Arabic and a bit of English.

Hello, I'm Liz. I'm from England and I speak English.

## What's your email address?

1 a 113 Listen to Agata's phone call about a yoga course. Complete the form.





Allendale C	ommunity Colle	ege	
Courses	About us	Adult & community	International
Course enrolment form	1		
Course title / code	Yoga for beginners Y11		
Title	Mr Mrs Miss	Ms ✓	
First name(s)	Agata		
Surname	2		
Address	3Bentley	Road, Manchester	
Postcode	4		
Telephone – home	0161 22 5	_	
Telephone – mobile			
Email	6@kmail	.com	
Nationality	Polish		
Language(s)	English, Polish, 7		

#### VOCABULARY

Letters, numbers, addresses b Look at the script on p148 to check.

How do you say these letters? Test each other.

Vhat's	this?	) (	Н
$\sqrt{}$			٦.

Aa	Bb	Сс	Dd	Ee	Ff	Gg	Hh	li	Jj	Kk	LI	Mm
Nn	Oo	Pp	Qq	Rr	Ss	Tt	Uu	Vv	Ww	Xx	Y	, Zz

- 3 (\$1.4) Listen to the addresses and numbers. Practise saying them.
  - 1 these addresses? 25 Gore Street 113 Station Road 84 First Avenue
  - 2 these postcodes? M1 3AQ T5S 3X2 CA 90501 3 these phone numbers? 0161 264 4600 780 452 1111 022 258 6491
- 4 How do you say these email and website addresses? 1515 Listen to check.
  - 1 www.hhc.co.uk
  - 2 robsilva@airnet.br
  - 3 msuzuki@spaceblue.jp
  - 4 sport.indiatimes.com
  - 5 www.cambridge.org

Mohammed Abdul Al-Wadhi. M-O-H-A ...

#### 5 a Think of people and places in your life. Write:

- a name
   a phone number
   an address
   an email address
   a website address
- b Work in A/B pairs. A, say the names, numbers and addresses in 5a. B, write them down. Then change.

#### VOCABULARY

Personal information

subject	possessive adjective
1	my
you	your
he	his
she	her
it	its
we	our
they	their

**Grammar reference** and practice, p131

SPEAKING

Match Tom's questions with Agata's answers.

- What's your name? -
- 2 How do you spell that?
- 3 What's your address?
- 4 What's your phone number?
- 5 Do you have an email address?

  - What languages do you speak?
  - Where are you from?
- Poland d It's K-A-R-0-L-A-K. ۵

С

- It's Agata Karolak. Yes. it's ak97@kmail.com.
- Mv home number? It's 0161 228 3434.

152 Bentley Road, Manchester,

b English, Polish and a bit of German.

- 7 Complete the sentences with the words in brackets.
  - How do you spell your surname? (you, your)
  - email address?" "Sorry. aren't on the internet." [they, their]
  - from?" "He's English but father's from the USA." (he. his)
  - name?" "It's Karen. "What's Jon's sister," (she, her)

Look at the form on p122. Ask guestions in pairs and complete the form for your partner.





## Can vou ...?

## GRAMMAR

can for ability

Can you speak two languages?

No. I can't.

Yes I can I can speak Arabic and French.

Grammar reference and practice, p131

- a What can you remember about Agata and Tom? Circle the correct word.
  - Tom can /(can't)spell Agata's surname.
  - Agata can / can't remember her mobile number.
  - She can / can't remember her email address.
  - She can / can't speak three languages.
  - b 1.6 Listen to check.
- a Ask and answer the questions.
  - Can you speak two languages?
    - 2 Can you ask for someone's phone number in English?
    - 3 Can you spell your teacher's name?
    - 4 Can you remember the names of five people in the class?
    - 5 Can you count from 1 to 20 in English?

      - Can you understand sign language?
  - b Now complete the self-assessment.

Can you count from 1 to 20 in English?

Yes, I can, One,

two, er, three .

No. I can't.

#### 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.

⊚ introduce yourself	1	2	3	4	5
ask for and give personal information	1	2	3	4	5
⊚ fill in a form	1	2	3	4	5
⊚ say what you can do	1	2	3	4	5

asay who people are

# **People in your life**

## My favourite photo



VOCABULARY Family

Possessive 's Grammar reference and practice, p132 Look at the photo of Nadia's family. Can you guess who the people are? Use the words in the box.

father husband son brother grandfather mother wife daughter sister grandmother I think Ahmad is Nadia's brother.

> I think Seif is Nadia's son.

- 2 (17) Listen to Nadia and complete the sentences.
  - 1 Yousef is Nadia's
  - 2 Mariam is her \_\_\_\_\_\_.
  - 3 Ahmad is her \_\_\_\_\_.
    4 Amira is Ahmad's \_\_\_\_.
  - 5 Seif is Nadia's

PRONUNCIATION
Syllables

SPEAKING

3 a Which words in 1 have one syllable (wife)? Which words have two syllables (hus-band)? Which have three syllables (grand-fa-ther)?

b (13) Listen to check. Practise saying the words.

Work in pairs. How many new sentences can you make about Nadia's family?

Nadia is Yousef's daughter.



## Nice to meet you



1 Listen and complete the conversation. Use words from the box.



- Work in groups of three. Practise the conversation.
- 3 Cover the conversation and practise again. Use different names and relationships.



#### GRAMMAR

am. is. are

4 Complete the sentences with 'm, 's, 're, 'm not, isn't, aren't. €1.10 Listen to check.

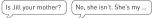
0	•
1 Hello, I James.	6 I Ryan's brother. I'm his
2 You Alex.	friend.
3 This is Ryan. He my brother.	7 Alex Ryan's brother.
4 We Ryan's friends.	8 Alex and Ryan brothers.
5 They Ryan's friends.	
'm = am 's = is 're = are	isn't = is not aren't = are not

Complete the questions with Is, Are. 1111 Listen to check.

0		0	3
1	you Ryan's brother?	Yes, I am.	No, I'm not.
2	James your friend?	Yes, he is.	No, he isn't.
3	they your friends?	Yes, they are.	No, they aren't.

#### SPEAKING

- 6 a Write the names of five people from your family and friends.
  - **b** Work in pairs. Look at your partner's names and write five questions about the people with Is and Are.
    - Is Jill your mother? Are you Simon's friend? Are Amina and Jana sisters?
- 7 Ask and answer your questions.



## What was your first job?

1.2 goal

talk about present and past jobs

READING

Match pictures A-D with these jobs.

a journalist 🔘 an office manager 🗌 a shop assistant 🗀 a cook 🗍









- a These are all jobs from Rob's life. Which job do you think was his first job? Which was his best? Which was his worst?
  - b Read the newspaper interview with Rob. Check your answers to 2a.

## LIFE'S WORK

Business journalist Rob Lewis talks about his jobs: the first, the best and the worst.

#### What was your first job?

When I was fifteen, I was a shop assistant in a bakery at the weekend. I was at work by 6.00 am every Saturday and Sunday. That was really difficult. I'm not an early morning person!

#### What was your best job?

My job now. I'm a journalist. It's well paid and it's different every day. I'm often on planes or trains and in hotels and offices around the world and I meet lots of interesting people. It's a great job, really.

#### What was your worst job?

When I was eighteen, I was a cook in a fast food restaurant for a few months. The managers weren't very nice and the job was boring and badly paid. It was very hot in there, too. Terrible!

#### Is a job for life a good thing?

Not for me. After university, I was a marketing assistant for four years. It was OK but it wasn't very interesting. Then I was an office manager. That was good, but it was always the same. I think change is good for you.

A journalist.

Well, it's well paid,

it's interesting.

- Read the interview again. Put Rob's jobs in the correct order, from the past to now.
  - He was an office manager.
  - b He was a shop assistant. 1
  - c He's a journalist.
  - d He was a cook.
- He was a marketing assistant.

#### VOCABULARY Talking about

iobs

- a Look at the expressions for talking about jobs. Match the opposites.
  - easv\_ a terrible
  - b badly paid interesting c difficult
  - 3 well paid different every day
    - great the same every day
  - b (1112) Listen to check.
- Look at more jobs on p145 in pairs.

Choose five and say what you think about them.

#### When I was fifteen ...

GRAMMAR was, were

WRITING

1 Complete the table with was, were, wasn't, weren't. 113 Listen to check.

I was a shop assistant. You were in the office. He an office manager. We were at school. They at home.	I wasn't at school She at the They in the  n't = not wasn't = was not	shop.
it interesting?	Yes, it Yes, they were.	No, it wasn't. No, they

2 Sandy talks about his first job. Complete the gaps with was, were, wasn't and weren't.

When I <sup>3</sup> was / were at university in 2007, I <sup>2</sup> was / were an assistant in a clothes shop. The shop <sup>3</sup> was / were near the university so a lot of our customers <sup>4</sup> was / were students. One of the other assistants <sup>5</sup> was / were a student too, but the others <sup>8</sup> were / weren't. The job was OK, but it <sup>7</sup> was / wasn't well paid. It was a good first job but it <sup>8</sup> wasn't / weren't a job for life for me.

3 Complete the questions with was or were.

1	What	your first	hest	/worst	inh?

2 How old \_\_\_\_\_\_ you?

3 Where \_\_\_\_\_\_you?

4 \_\_\_\_\_ it easy or difficult?

5 it well paid?

- It was para.

6 What \_\_\_\_\_\_your boss like?
7 What \_\_\_\_\_your colleagues like?

8 \_\_\_\_\_ you happy with your job?

a Work in A/B pairs. A, read about your best job on p122. B, read about your worst job on p127.

**b** Ask each other about your jobs. Use the questions in 3.

b Ask each other about your jobs. Ose the questions in

Write a paragraph about your partner's job.

d Show your paragraph to your partner. Is all the information correct?

What was your best job?

I was a teacher.

How old were you?



LISTENING

## **Target activity**

## Talk about someone vou know well

1.3 goals say who people are

talk about present and past jobs say how you know people

1 a MILLA Listen to Michel talk about Roberto. How do they know each other? b Now listen to Donna talk about Adiba. How do they know each other?

2 a Complete the profiles with these words. best friends at school Kuwaiti teacher Brazilian good friends media colleagues television

Name: Roberto Nationality: 1 Age: about 55 How you know the person: We were 2\_ Relationship now: 3 Past occupation: director of a shipping company

Present occupation: mathematics 4





Name: Adiba Nationality: 5

Age: 26

How you know the person: We were & best friends at school

Past occupation: 7 student

Present occupation: 8\_\_\_\_\_ presenter

Michel and Donna talk about people they know.

VOCABULARY

How you know

people

b (114) Listen again to check.

3 a Replace the highlighted words in 1-5 with these words to make new sentences.

classmates neighbours office teacher university

- We were friends at school. We were classmates at school.
- We were at college together.
- 3 We were in the same class.
- 4 We were colleagues in Melbourne.
- 5 She was my boss.
- b (1115) Listen to check.

a Prepare to write about a person you know well. Think about:

the person: name, nationality, age past: how you know him or her, past occupations present: occupation now, relationship now

Write a 50-100 word text about the person.

Ali is an old friend from school. We were in the same English class ...

**TASK** 

## Keyword OK

#### 1 a Match the conversations to pictures A-D.

- A Can Luse your mobile phone?
- B OK. Here it is.
- 2 A I'm sorry I'm late.
- B That's OK, Take a seat.
- 3 A My name's Lesley with a 'v'. B L-E-S-L-E-Y. OK.
- 4 A Hi. How are you?
  - B I'm OK, thanks, And you?

#### b What does OK mean in each conversation?

OK = Lunderstand OK = all right / good OK = no problem OK = ves. vou can

Practise the conversations in pairs.



- How was your weekend?
  - Can I use your computer?
- 3 How's Michael?









Sorry, I can't remember your name.

- My address is 143, not 134!
- 6 Can I open the window, please?

**b** Compare your ideas with another pair. Then practise 1-6 and your answers.

How was your weekend? It was OK, thanks. What about you? Can I use your computer? OK. Here it is

## **Across cultures Greetings**



kiss exchange cards hug shake hands say hello / hi 2 a 👀 Seung-wan talks about how people greet each other in South Korea. What does he say?

Two male friends usually ...

Two female friends usually ...

Male and female friends usually ...

b (\$1.17) Akram talks about greetings in Saudi Arabia. What does he say?

Two male friends usually ... Two female friends usually ... Good female friends ...

Colleagues at work usually say hello.

- What do you do when you meet people? What do people usually do in your country? Talk about:
  - · two male friends at a party · a young and an old person
- · two strangers at a friend's home · two colleagues at work
- two business people meeting