



English Unlimited

Special Edition



B1 Coursebook with e-Portfolio

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



CAMBRIDGE
UNIVERSITY PRESS

Acknowledgements

The authors would like to thank all the team at CUP for their ideas, support and commitment to *English Unlimited*, in particular their editors Karen Moberg, Greg Sibley 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 and remarkably detailed feedback; and Dave Willis, Jane Willis, Alison Sharpe and Sue Ullstein for their ideas and inspiration in the early days of this project. Thanks are also due to Michael Stuart Clark, Dariusz Klimkowicz, Monica Koorrich and Li Mills for particular ideas and contributions.

Alex Tilbury would like to dedicate his work on *English Unlimited* to Geoffrey William Tilbury, Carol Tilbury and Stawek Smolczar, 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 her four long-time students and friends in Japan: Junko Terajima, Eiko Kanai, Akiko Suzuki and Akiko Ohno. With much appreciation for all the wonderful time we spent together.

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 all matters TEFL over the years.

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

Colleen Wackrow (Saudi Arabia); Peter Lutzan (UAE); Howard Smith, Merryn Grimley (UK); Maria de los Angeles Velazquez Guzman (Mexico); Justyna Kubica (Poland); Gill Hamilton (Spain); Martin Goossy (Korea); Catherine Land (Czech Republic); Iris Grallert, Andrea Liersch (Germany); Rachel Connabeer (Italy); Mirela Nader (Japan); Amanda Gamble (Turkey); and the various members of the Cambridge Adult Panel.

The authors and publishers are also grateful to the following contributors:

Design and page make-up: Stephanie White at Kamae Design; Ken Vail Graphic Design

Picture research: Hilary Luckcock; Hilary Fletcher

Photography: Gareth Boden

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

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.

Just thanks to the Ruben Gonzalez, www.OlympicMotivation.com, for the text on p13; Judith Bavan for the text on p27; Tammeew.com for the text on p44 adapted from Ayash Al-Qurneh; A talent breeders' Man's Monopoly on Copyright; Tammeew.com. Reproduced with permission; Mark Glaser for the text on p110 taken from: <http://www.pbs.org/mediashift/2006/03/open-source-reporting-telling-your-life-online086.html>. Copyright PBS 2006; Content copyright © Dr. Nandita Iyer for the text on p116; *The Metro* for the article 'The Cycle Washer' by Sarah Hills on p124, *© The Metro*; Microcredit Summit Campaign for the extracts on pp124, 130. Reproduced by permission of Microcredit Summit Campaign.

The publisher has used its best endeavours to ensure that the URLs for external websites referred to in this book are correct and active at the time of going to press. However, the publisher has no responsibility for the websites and can make no guarantee that a site will remain live or that the content is or will remain appropriate.

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]: Alamy/Jupiterimages/Comstock; 7 [TC]: Alamy/John Sylvestre; 7 [TR]: Alamy/OJO Images Ltd; 7 [BL]: Alamy/Blend Images; 7 [BCL]: CUP/Gareth Boden; 7 [BCR]: Punchstock/Valeline; 7 [BRI]: Corbis/Dann Forer/Beatworks; 8 [TL]: Alamy/OJO Images Ltd; 8 [TR]: Corbis/LWA-Dann Tardif; 8 [BL]: Alamy/ Hero Images Inc.; 9 [7]: Getty Images/Bloomberg; 10 [TL]: Corbis/Reuters/© FAHAD SHAHEED; 10 [BL]: © PAPA; 12 [TL]: Ruben Gonzalez; 12 [TR]: Getty Images/AFF/DIVER LANG; 12 [BL]: Corbis/AMA/© Catherine Ivill; 12 [BRI]: Getty Images/Laurence Griffiths; 14 [L]: Shutterstock/Auremar; 14 [R]: Shutterstock/maradonna 8888; 16 [L]: CUP/Gareth Boden; 17: Thinkstock/Monkey Business Images; 18 [TL, TC]: Alamy/Radiu Images; 18 [TR]: Photolibrary/OJO Images Ltd; 18 [BL]: Alamy/Jenny Matthews; 18 [BCI]: Getty Images/Image Bank/Yellow Dog Productions; 18 [BR]: Alamy/Alex Segre; 20 [TL]: Alamy/OJO Images Ltd; 20 [BL]: Alamy/Radiu Images; 21: SuperStock/gulimages; 22: CUP/Gareth Boden; 23: Ruben Gonzalez; 24 [TL]: CUP/Gareth Boden; 24 [BL]: Getty Images/Photolibrary; 24 [L]: Alamy/Dave Penman; 24 [C]: Getty Images/Tim Graham; 26 [R]: Alamy/Matt Griggs; 27 [TL]: Alamy/Graham Corney; 27 [LTC]: Alamy/Itani Images; 27 [LBC]: Alamy/Mira; 27 [BL]: Rex Features; 27 [R]: www.judybavan.com; 28 [TL]: Shutterstock/Boris Ryapov; 28 [TC]: Shutterstock/Pop Joe; 28 [TR]: Shutterstock/fphoto; 30 [L]: Shutterstock/PT Images; 30 [C]: Shutterstock/Valely 121283; 30 [R]: Getty Images/E+Juanmonino; 31 [TL]: Getty Images/Aras/© Rich-Joseph Facun; 31 [BL]: Alamy/Blend Images; 31 [BRI]: Shutterstock/© Bystromag; 32 [TR, CR, BR, BL]: Stock Food UK; 32 [al]: Shutterstock/Sm/t; 32 [bl]: Shutterstock/spe; 32 [cl]: Shutterstock/Sandra Caldwell; 32 [le]: Photolibrary/Robert Lawson; 32 [li]: Shutterstock/HP_photo; 32 [lg]: DK Images/Howard Shooter; 32 [li]: Alamy/Steve Teague; 33: Rex Features/Geoff Robinson; 35: Alamy/LOOK Die Bildagentur der Fotografen GmbH; 36 [L]: Alamy/Mark Dunn; 36 [R]: Getty Images/Flickr OpenJoy Sale; 38 [TL]: Shutterstock/MQ_SES; 38 [BL]: Shutterstock/Goodurl; 38 [BRI]:

Shutterstock/Nicku; 39: Alamy/Drive Images; 40 [L]: Alamy/Jan Wlodarczyk; 40 [R]: Alamy/Jeff Greenberg; 42 [C]: Alamy/©L.A. Heusinkveld; 42 [L, R]: CUP/Gareth Boden; 44: CUP/Gareth Boden; 44: ©Tammeew.com; 44 [TL]: Getty Images/Photodisc; James Baigrie; 44 [TR]: Alamy/JTB Photo; 44 [BL]: Alamy/©Westend61 GmbH; 44 [BRI]: Getty Images/imageworks; 47 [B]: Getty Images/E+mediaphotos; 48 [TL]: Alamy/imagebroker; 50 [L]: Getty Images/Timothy A Clary/AFP; 52 [B/T]: Alamy/A T Willett; 52 [al]: Shutterstock/Margo; 52 [bl]: Panchstock/Corbis; 52 [le]: Shutterstock/BM; 52 [li]: Alamy/ul nusk; 52 [lg]: Alamy/imagebroker; 52 [C]: iStockphoto; 52 [C]: iStockphoto; 52 [BRI]: iStockphoto/Arkady Chubyn; 54: Alamy/©Alex Segre; 55 [TR]: Shutterstock/Kruglov_Orda; 55 [BL]: Getty Images/E+Ladislav Pavliha; 56 [TL]: Alamy/©Roberto Herrett; 56 [TR]: Corbis/The Irish Image Collection; 56 [BRI]: CUP/Gareth Boden; 58 [TL]: Alamy/©Caro; 58 [TR]: SuperStock/Mauritius/Reale; 58 [BRI]: Shutterstock/Carsten Reisinger; 60 [TL]: Alamy/Sunny Celeste/©Bildagentur-online; 60 [C]: Alamy/©Danita Delmont Creative; 60 [BL]: Shutterstock/Vladimir Melnik; 62 [TL]: Alamy/©Danita Delmont; 62 [TR]: Getty Images/AWL Images/Malcolm MacGregor; 62 [BRI]: Alamy/©Neil McAllister; 63: Alamy/OJOsey Images; 64 [TL]: Alamy/Andre Jenny; 64 [BRI]: Shutterstock/sunsigner; 64 [TL]: Getty Images/Paul Quayle; 64 [TR]: Getty Images/PNC; 66 [BL]: Photolibrary/PhotoDisc; 66 [BRI]: Getty Images/Alan Becker; 67 [BL]: Alamy/Mark Dyball; 68 [al]: Beinecke Rare Book & Manuscript Library, Yale University; 68 [bl]: Topfoto/Forster; 68 [C]: Egyptian Museum, Cairo; 69 [TR]: Alamy/INTERFOTO Pressebildagentur; 70 [BL]: Alamy/©Sabena Jane Blackbird; 70 [al]: Shutterstock/Vana Raucki; 70 [BRI]: Alamy/IN-3D Photography; 70 [BRI]: Shutterstock/graym; 70 [C remote]: Shutterstock/Tootles; 70 [ld]: Shutterstock/Sergey Titov; 70 [BL]: Alamy/OJ268.com; 70 [BCL, BR, C]: © Cambridge University Press; 70 [BRI]: Getty Images/Stephan Hoec; 71: Getty Images/AFF; 73: Egyptian Museum, Cairo; 74 [al]: Alamy/ImageState; 74 [bl]: Photolibrary/Image100; 74 [C]: Shutterstock/enciknait; 74 [ld]: Corbis/Corbis Super RF; 74 [le]: Getty Images/E+Juanmonino; 75: Getty Images/Vetta/Monkey Business Images; 78: CUP/Gareth Boden; 79 [TL]: Alamy/Gary Cook; 79 [BRI]: Alamy/SundayPhotoEurope a.s.; 80: Alamy/©dpa picture alliance; 81: Alamy/©Gallo Images; 82 [TL]: Photolibrary/Jon Arnold RF; 82 [BL]: Alamy/View Stock; 83: Photolibrary/OJO Images; 84 [TL]: Alamy/Lasterstern; 84 [BRI]: Alamy/©Szelei wong; 85 [L]: Alamy/Roussel Bernard; 85 [BRI]: Corbis/arabianEye/©Celia Peterson; 86: Alamy/©Simon Ritter; 87: Alamy/©Arco Images GmbH; 90 [al]: Shutterstock/epstock; 90 [bl]: Emporis GmbH; 90 [C]: Getty Images/Warwick Kent; 91: Alamy/©Alex Hinds; 92 [L]: Corbis/©Walter Bildwerk; 92 [R]: Shutterstock/Sophie James; 93: Alamy/©Urbanmyth; 94 [L]: Alamy/©ONOKY - Photostopnet; 94 [C]: Alamy/©Ron Chapple Stock; 94 [BRI]: Alamy/©David Wall; 95: SuperStock/View; 96: Getty Images/E+gabyalbert; 97: Corbis/©David Salas; 99 [TL]: Alamy/Ashley Cooper; 99 [BRI]: Getty Images/The Image Bank/Murat Tamer; 100 [L]: Getty Images/Aurora; 100 [R]: Getty Images/Dennis Poroy/AFP; 102 [L]: Getty Images/Aurora; 102 [R]: Corbis/©Rob Howard; 103: Getty Images/AFF; 106 [TL]: © Cambridge University Press; 106 [TR]: Shutterstock/Aubod Dulac; 106 [BL]: Shutterstock/ZouZou; 106 [BRI]: Getty Images/Taxi/Compassionate Eye Foundation/Katie Husman; 109: Photolibrary/fancy; 111 [TL]: Alamy/©Jon Arnold Images Ltd; 111 [BL, BRI]: © Cambridge University Press; 112 [TL]: Shutterstock/Maria Dryhout; 112 [TR]: Shutterstock/VLX; 112 [CRI]: Alamy/©Cinacmarstock; 112 [BL]: Shutterstock/Sergio Stakhnyk; 112 [BRI]: Rex Features/Sky Magazine; 114 [TL]: Getty Images/Mike Powell; 115: Alamy/©Tetra Images; 116: Dr Nandita Iyer; 118 [L]: Alamy/Elmtree Images; 118 [C]: Alamy/Roy Lawe; 118 [R]: Alamy/Hornbl Images; 119: Alamy/©Juniors Bildarchiv GmbH; 120: Alamy/Digital Vision; 124: Shutterstock/Ajay Shaskan; 130: Thinkstock/Stockphoto/Siddigata Viswakumar; 131 [basil]: Shutterstock/Ultimatehub; 131 [cheese]: Alamy/imagebroker; 131 [chicken]: Shutterstock/vincius Tupinamba; 131 [cream]: Alamy/Andrew Twort; 131 [curry]: Shutterstock/Joe Gough; 131 [fruits]: Shutterstock/Jan Hoggoed; 131 [herb]: Shutterstock/Valda; 131 [lasagne]: Shutterstock/Joe Gough; 131 [sausages]: Shutterstock/Luchsen; 131 [salad]: Alamy/foodfoto; 131 [salmon]: Alamy/Jeffrey Blackler; 131 [spices]: Alamy/Andre Jenny; 131 [strawberries]: Shutterstock/Stoupa; 131 [vegetables]: Alamy/medialitimages/©LTD; 131 [broccoli]: Shutterstock/Vasylyev Alexander; 131 [cake]: Shutterstock/ZTS; 131 [cucumber]: Shutterstock/ZTS; 131 [ice cream]: Shutterstock/Ingrid Prats; 131 [oil]: Shutterstock/Olga Lyubkina; 131 [olives]: Shutterstock/onn18; 131 [pastal]: Shutterstock/Juha-Pekka Kervinen; 131 [a pearl]: Shutterstock/Anton Gvozdkov; 131 [potatoes]: Shutterstock/Robert Redelowski; 131 [prawms]: Shutterstock/Kentoh; 131 [rice]: Shutterstock/Tobik; 131 [salmon]; Shutterstock/Stuart Monk; 131 [soup]: Shutterstock/Chin Kit Sen; 131 [steak]: Shutterstock/Joe Gough; 131 [tomatoes]: Shutterstock/Robyn Mackenzie; 131 [chopl]: Shutterstock/Elke Dennis; 131 [cui]: Shutterstock/3445128471; 131 [pou]: Shutterstock/ker cankilip; 131 [spaghetti]: DK Images & Y Photography; 131 [shake]: DK Images/Dave king; 131 [stril]: Alamy/Bages; 131 [bake]: Alamy/foodfoto; 131 [boil]: Alamy/Ed Westmacott; 131 [fry]: Alamy/Red Fred; 131 [grill]: Corbis/Studio Eye; 131 [roast]: Alamy/foodfoto; 131 [toast]: Punchstock/Comstock.

The following photographs were taken on commission by Gareth Boden for CUP: 7[BCL, 16, 22, 24L], 28[BIL, 42L, R], 43, 54[C], 78

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

Fitzwilliam Museum, Cambridge; Greens Health & Fitness, Cambridge; Greg Sibley, Legal Moves, Hertford, Linda Matthews; Stephen Perse 6th Form College, Cambridge; The Hertford, Hertford; Thomas Cook, Cambridge.

Illustrations by Doris Bacon, Kathy Baxendale, Tam Croft, Mark Duffin, Kamae Design, Julian Mosedale, Mark Preston, Nigel Sanderson, Sean Simms. The map on p61 was kindly created by Giorgos Paparoditis.

	Goals	Language	Skills	Explore
Intro pages 7–9	Me and my life - introduce and talk about yourself - talk about needs, wants and reasons	Vocabulary Your life p7 Needs, wants and reasons p8	Listening Kate talks about her life p7 Learning a language p8 Speaking Talk about your life p7 Give reasons p9	
1 pages 10–17	Play - describe cultural events - discuss what to do in your free time - talk about past events and present activities - talk about sport and exercise - describe your interests and how they started Target activity Describe an interest	Vocabulary Events p11 Discussing what to do p11 Sports and exercise p13 Describing interests p14 Grammar Present simple, past simple, present progressive p12 Pronunciation Word stress p13	Listening Attending a festival in Saudi Arabia p11 Joshua talks about motorbikes p14 Reading Janadriyah Festival p10 Interview with Ruben Gonzalez p12 Speaking Choose an event to attend p11 Sarah Attar, Ali Al-Habsi p12 Sports and exercise p13	Keyword so Across cultures Culture shock EXPLORE Writing write messages of request and invitation to different people Look again  Spelling and sounds or, wor-
2 pages 18–25	Work and studies - talk about personal experience - talk about your studies - talk about your work Target activity Have an interview	Vocabulary Studying p18 Working conditions p21 Presenting yourself p22 Grammar Present perfect 1 – for experience p19 Present perfect 2 – with <i>for</i> and <i>since</i> p21 Pronunciation Sentence stress p19	Listening Lifelong learning p18 Interview at a job agency p22 Reading The Workplace > chat p20 Speaking Past and present studies p19 Educational experiences p19 The work quiz p20 Life experiences p21	Keyword for Get it right!  Past simple and present perfect EXPLORE Speaking - ask people to repeat, spell things and slow down - show you understand - take a phone message Look again  Spelling and sounds Words with -er, -or, -ar, -our
3 pages 26–33	How's your food? - give opinions - talk about food and eating - order a meal in a restaurant - make suggestions Target activity Plan a meal	Vocabulary Giving opinions p26 Food and meals p27 Ordering a meal p29 Making suggestions p30 Grammar Nouns with prepositional phrases p29 Pronunciation Schwa /ə/ sound p29	Listening Planning a meal p30 Reading In defence of supermarkets p27 Reading and listening Eating out p28 Speaking Where you buy food p26 Food and food shopping p27 Order a meal p29	Keyword with Across cultures Mealtimes EXPLORE Writing give and understand written instructions Look again  Spelling and sounds oi, oy
4 pages 34–41	Encounters - use a taxi - describe past events - tell a story - tell a travel anecdote Target activity Tell stories about memorable meetings	Vocabulary Taxis p34 Getting a taxi p35 Linking a story p37 Starting a story p38 Grammar Past progressive p37 Pronunciation Sentence stress and schwa /ə/ p35	Listening Two journeys by taxi p35 Memorable meetings p38 Reading Pink taxis: a taxi driver's blog p36 Speaking Taxis p34 Get a taxi p35 Tell a story: the ten-dollar bill p37	Keyword back Get it right!  Spelling difficult words EXPLORE Speaking - show interest in a conversation - develop a conversation by asking questions and giving longer answers Look again  Spelling and sounds gh

5 pages 42–49	Goals Money - change money - understand instructions on a cash machine - pay for things in different places - talk about rules and obligations - give advice Target activity Give advice to a visitor	Language Vocabulary Money p42 Paying for things p43 Giving advice p46 Grammar have to, can p45 Pronunciation Linking consonants and vowels 1 p43	Skills Listening At a bureau de change p42 Thiago in Scotland p43 Advice for visitors p46 Reading Cash machine p42 A new kind of banking? p44 Speaking Change money p42 Buy things p43 Microcredit p44 Laws in your country p45	Explore Keyword <i>it</i> Across cultures Money EXPLORE Writing write an email or letter giving advice to a visitor Look again Spelling and sounds -tion, -ssion, -cian
6 pages 50–57	Energy - talk about present habits - talk about weather - make comparisons - express preferences Target activity Do a survey	Vocabulary Household chores p50 Talking about habits p51 Weather p52 Expressing preferences p54 Grammar Comparing things p53 Pronunciation Words with -er and -est p53	Listening Weather: Moscow, Kolkata p52 Supermarket survey p54 Reading The treadmill, The cycle washer p51, p124 Speaking Who does the chores? p50 Your habits p51 Comparing regions p53	Keyword <i>do</i> Get it right! Prepositions EXPLORE Speaking speak more politely by being less direct Look again Spelling and sounds -able and -ible
7 pages 58–65	City life - make guesses and predictions - make recommendations - give directions - get information from a hotel receptionist Target activity Get tourist information	Vocabulary The environment p59 Giving directions p61 Getting tourist information p62 Grammar will, might, may p59 Real conditionals p60 Pronunciation Linking consonants and vowels 2 p61	Listening How can I get there? p61 What should I see? p62 Reading The urban world in 2050 p58 Salalah Travel Guide p60 Speaking Life in 2050 p59 Recommendations p60 Give directions p61	Keyword <i>will</i> Across cultures Tourism EXPLORE Writing write a description of a place Look again Spelling and sounds ui, uy
8 pages 66–73	Things - ask about and buy things - describe objects - talk about possessions Target activity Talk about a favourite possession	Vocabulary Buying things p66 Describing objects p69 Talking about a possession p70 Grammar some, any p67 Passives p69 Pronunciation Contrastive stress p67	Listening At Portobello Market p66 Favourite possessions p70 Reading Unusual objects p68 Speaking At a market stall p67 Classroom objects p69 Mysterious objects p69	Keyword <i>by</i> Get it right! be EXPLORE Speaking explain words you don't know Look again Spelling and sounds ow
9 pages 74–81	Feelings - say how you feel - give and respond to different kinds of news - thank people and apologise - ask for news Target activity Catch up with friends	Vocabulary yawn, laugh ... p74 Extreme adjectives p75 Reacting to news, thanking, apologising p76 Asking for news p78 Grammar Present perfect 3 – giving news p77 Pronunciation Intonation – speaking with emotion p76	Listening That's great! p76 Two friends catch up p78 Reading Why do people laugh? yawn? cry? p125, p126, p130 Speaking How did you feel? p75 Role play: Hussain and Jean- Paul p76 What's happened? p77	Keyword <i>just</i> Across cultures Gestures EXPLORE Writing write an email or note of apology Look again Spelling and sounds -ge, -dge, -age

	Goals	Language	Skills	Explore
10 pages 82–89	Getting organised - book a room and check into a hotel - talk about plans and arrangements - make and change arrangements Target activity Arrange to meet up	Vocabulary Hotel facilities p82 Staying in a hotel p83 Arranging to meet up p86 Grammar Future plans and arrangements p85 Pronunciation Intonation in questions p85	Listening A room in Kuala Lumpur p83 Leonardo and Bujang's plans p85 A change of plan p86 Reading Remember me? p84 Speaking Book a room, check in p83 Plans and arrangements p85	Keyword <i>make</i> Get it right! Word order with time expressions EXPLORE Speaking use questions to preface invitations and requests Look again Spelling and sounds <i>au, aw</i>
11 pages 90–97	Spaces - talk about homes and housing - describe imaginary situations - discuss pros and cons - talk about ways to solve problems Target activity Talk about a problem	Vocabulary Describing homes p90 Talk about pros and cons p93 Solving problems p94 Grammar <i>would</i> p91 Pronunciation Groups of words 1 p93	Listening Moving home p91 Eva's problem p94 Reading Love it or hate it, Dubai keeps growing p92 Speaking Describe your home p91 Your ideal home p91 Your area: pros and cons p93	Keyword <i>there</i> Across cultures Neighbours EXPLORE Writing write a letter or email of complaint Look again Spelling and sounds <i>ck, k, ch, qu</i>
12 pages 98–105	People and places - say where places are - describe countries - talk about people's lives and achievements Target activity Talk about people and places in your country	Vocabulary Location p98 Describing a country p99 Life and achievements p100 Expressions with <i>know</i> p102 Grammar Infinitives and gerunds p101 Pronunciation Stress in verbs p101	Listening Akebono, sumo wrestler p100 Prince Al Waleed bin Talal, Riyadh p102 Reading Qatar, Tuvalu p99, p127 Speaking Describe where places are p98 Three small countries p99 Talk about your life p100 Hopes and plans p101	Keyword <i>to</i> Get it right! <i>who, which</i> EXPLORE Speaking use vague language Look again Spelling and sounds <i>-ent, -ant</i>
13 pages 106–113	Now and then - talk about electronic gadgets you use - use the phone in different situations - talk about past habits and states Target activity Talk about technology and change	Vocabulary How I feel about gadgets p106 Telephone expressions p107 Comparing past and present p110 Grammar <i>used to, would</i> p109 Pronunciation Groups of words 2 p107	Listening Electronic gadgets p106 Christine's phone calls p107 Reading childhoodbeliefs.com p108 Living your life online p110 Speaking Gadgets you use p106 Role play: phone calls p107 Childhood memories p109	Keyword <i>time</i> Across cultures Time EXPLORE Writing write a report about changes Look again Spelling and sounds <i>ei, ey</i>
14 pages 114–121	A matter of opinion - express and respond to opinions - have a discussion - discuss imaginary situations - take part in a meeting Target activity Have a debate	Vocabulary Expressing opinions p115 Responding to opinions p115 Grammar Real and unreal conditionals p117 Pronunciation Groups of words 3 p117	Listening Argument about boxing p114 Reading Ways to reduce your kitchen's carbon footprint p116 A new airport p118 Speaking Give opinions p115 Agree and disagree p115 Nandita's blog p116	Keyword <i>would</i> Get it right! infinitives with or without <i>to</i> EXPLORE Speaking use expressions to soften opinions and disagreements Look again Spelling and sounds <i>-le, -el, -al, -ul</i>

How to use this coursebook

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

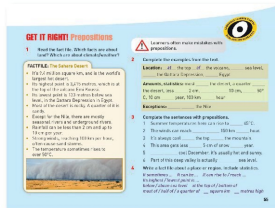


The first four pages of the unit help you build your language skills and knowledge. These pages include speaking, listening, reading, writing, grammar, vocabulary and pronunciation activities. They are followed by a **Target activity** which will help you put together what you have learned.

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 an **Independent learning** 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.



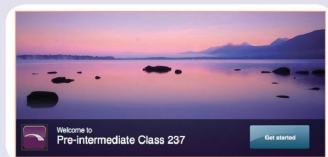
In even units, the **Get it right!** lessons focus on language which **Cambridge Learner Corpus** research shows learners often have difficulties with. There are sections on **Capital letters**, **Countable and uncountable nouns**, **Subject and verb agreement**, **Subject pronouns**, **Giving reasons**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

Intro

Me and my life

Intro goals

- introduce and talk about yourself
- talk about needs, wants and reasons

I'm from Ottawa

- 1 Introduce yourself to your group.

Hi, my name's Kate Mori.
I'm from Ottawa in Canada.

the Rideau Canal, Ottawa

Kate Mori

LISTENING

- 2 a Look at the pictures from Kate's life. What can you guess about her:

1 family? 2 work? 3 free time?

- b 1.1 Listen to check your ideas.

VOCABULARY

Your life

- 3 Complete Kate's sentences. 1.1 Listen again to check.

- 1 I live with *my husband, Masao.* 4 I'm studying _____
2 I'm a _____ 5 I'm interested in _____
3 I speak _____ 6 I play _____

- 4 Complete the table with other words you know.

family members	jobs	languages	study subjects	sports and hobbies
<i>husband</i>	<i>teacher</i>	<i>English</i>	<i>art history</i>	<i>tennis</i>

SPEAKING

- 5 a Think of five things to tell other students about yourself.

- b Talk to each other in groups.

I'm from Saudi Arabia. I speak Arabic
and English. I'm interested in ...

I really want to ...

Kate from Canada



Kate, Kemal and Sun-Hi are all learning languages.



Sun-Hi from South Korea



Kemal from Turkey

LISTENING

- 1 **a** **1.2** Can you remember what language Kate is learning? Why do you think she's learning it? Listen to check.
- b** **1.2** Listen again. Does Kate learn at home or go to a class? Why?
- 2 **a** **1.3** Now listen to Kemal and Sun-Hi.
- 1 What languages are they learning?
 - 2 Who's learning for work? Who's learning for fun?
- b** **1.3** Listen again. What exactly does each person want to do in the language?

VOCABULARY

Needs, wants and reasons

- 3 Who says these things: Kate, Kemal or Sun-Hi?
- 1 I need English for my work. *Sun-Hi*
 - 2 I sometimes need English for my studies.
 - 3 I don't need English for travel.
 - 4 I need to practise my writing.
 - 5 One day I want to watch Spanish films.
 - 6 I really want to talk with my husband's family.
 - 7 I'd like to have a real conversation with them.
 - 8 I'd really like to go to Spain.

4 Complete these sentences with **because** or **so**.

- I'm learning Japanese because I want to talk with my husband's family.
- I didn't want to stop studying, _____ I started going to classes.
- I'm learning Spanish _____ I like it.
- I have a job with an international company, _____ I need English for my work.

5 Why are you learning English? Talk together.

I need English for work
because I travel a lot.

I'd like to watch American movies,
so I need to improve my listening.

SPEAKING

6 a Read 1–8. Write questions.

Find someone who:

- wants to move to another city or town.
- would like to change jobs.
- always needs a coffee first thing in the morning.
- likes cooking.
- wants to run in a marathon.
- would like to have more free time.
- is interested in motorbikes.
- goes to night school.

Do you want to move to another city or town?

b Write two more questions for the people in your class.

7 a Talk to different people. Ask each other the questions in 6. Use **because** or **so** to give reasons.

Do you want to move
to another city?

No, I want to stay
here in Doha.

Why?

Because most of my family
and friends are here.

b In pairs, tell each other what you learned about the people in your class.

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 and talk about yourself | 1 | 2 | 3 | 4 | 5 |
| talk about needs, wants and reasons | 1 | 2 | 3 | 4 | 5 |



- describe cultural events
- discuss what to do in your free time

A big event

The Janadriyah Heritage and Cultural Festival



The Janadriyah Festival is one of the most popular cultural events in the Kingdom of Saudi Arabia. The first festival, in 1985, was planned to last for just five days – but it was so successful that it stayed open for another week! Nowadays the Janadriyah Festival runs for two weeks every year and receives over a million visitors. It is held in February or March and it takes place 45 kilometres from the capital city of Riyadh.

Traditional camel racing is one of the most important and popular parts of the festival programme. The festival begins with a 19-kilometre race with as many as 2,000 camels. After that, there are one or two races every day. Between 20,000 and 30,000 people watch every race.

But if you're not interested in the racing, there are lots of other incredible things to see and do. You can:

- listen to traditional music from different parts of the Kingdom
- see national dances, including the famous *Ardha*
- go to readings of Arabic literature and poetry
- go to lectures about Arab culture
- visit shops and see craftsmen working with traditional tools and techniques
- look at objects from other countries

The Janadriyah Festival is a great way for anybody, local or visitor, to learn about Saudi culture.



READING

1 Look at the pictures. Talk together.

- Have you ever been to the Janadriyah Festival?
- What do you know about it?
- Do you know of any similar festivals?

2 Read the article. What does it say about these numbers?

1 or 2 2 5 19 45 2,000 20,000–30,000 1,000,000

1 or 2 – camel races every day

VOCABULARY

Events

3 Complete the sentences about the Janadriyah Festival.

- 1 It runs for _____ every year.
- 2 It receives _____ a _____ visitors.
- 3 It is held in _____ or _____.
- 4 It takes place near _____.

4 a Make four lists of activities. Use ideas from the article.

- 1 You can go to lectures ...
- 2 You can listen to ...
- 3 You can see ...
- 4 You can visit ...

b What else can you do at events and festivals? Add one more idea to each list, e.g. see different types of flowers, visit food stalls.

WRITING

5 Write a paragraph about another cultural event, for example:

- at your school or college • in your town or city
- in your country • in another country you know

Use expressions from 3 and 4.

My university has an International Food Weekend every year. It's held in December. It's very popular and it receives a lot of visitors. You can see people cooking ...

Do you want to go?

LISTENING

1  1.4 Listen to two colleagues in Saudi Arabia, Cameron and John, talking about the Janadriyah Festival. Answer the questions.

- 1 Which activities from the article do they talk about?
- 2 Which activities do they both want to see?

VOCABULARY

Discussing what to do

2  1.4 Listen again. Match the suggestions and responses.

- | | |
|--|---|
| 1 Do you want to go? | a Good idea. |
| 2 Why don't we have a look online? | b I'm not really into literature. |
| 3 The camel racing looks interesting. | c OK, we can do that. |
| 4 What do you think about this?
A poetry reading? | d Sure. Do you know if we need tickets? |
| 5 Do you want me to see if we need tickets? | e Yeah, that's a lovely idea. |
| 6 Maybe we could get a group together. | f Yes, that does sound amazing. |

3 Practise in pairs. Take turns to say the suggestions and respond.

SPEAKING

4 a Work alone. Think about the activities at the Janadriyah Festival. Choose:

- 1 two things which are interesting for you
- 2 two things which aren't so interesting

b In groups, plan a day at the festival. Agree on three things to do.

What do you think about music?

I'm not really into traditional music. But the national dancing looks interesting.

5 Tell the class what you decided. Which are the most popular activities?

An Olympic athlete

1.2 goals

- talk about past events and present activities
- talk about sport and exercise

READING

- 1 Read the introduction to an interview.
Which sport did Ruben do?

An interview with Ruben Gonzalez

At school, Argentina's Ruben Gonzalez was not a natural athlete. However, at the age of 21, he started doing the Olympic sport of luge and, four years later, he represented Argentina at the Calgary Winter Olympics. How did he do it?



LUGE FACT FILE

- Luge is a winter sport with a sledge
- Competitors lie down, feet first, on the sledges and travel down tracks at 75–90 mph
- Luge was included in the Winter Olympic Games in 1964

- 2 Read the interview with Ruben on p13 and answer the questions.

- 1 Why did Ruben decide to become an Olympic athlete?
- 2 How many Winter Olympics was he in?
- 3 What's his job now?

- 3 Read the interview again. Why is luge a difficult sport?

GRAMMAR

Present simple,
past simple,
present
progressive

- 4 Complete 1–3 in the table with the correct time expression from the box.

at the moment ~~sometimes~~ in 1988

- 5 Now complete 4–9 with are, do, didn't, don't, 'm not, did.

	present simple	past simple	present progressive
+	I still practise on the luge ' <u>sometimes</u> '.	I went to the Olympics 2 _____.	I'm making a movie 3 _____.
?	How often 4 _____ you practise?	When 5 _____ you go to the Olympics?	What 6 _____ you doing at the moment?
-	I 7 _____ practise at weekends.	I 8 _____ go in 1998.	I 9 _____ doing anything.

- 6 a Complete the questions with the correct form of the verb in (brackets).

- 1 What sport did Ruben play at school? (play)
- 2 Why _____ he _____ the luge? (choose)
- 3 When _____ luge athletes usually _____ training? (start)
- 4 How fast _____ a luge _____? (go)
- 5 What _____ he _____ these days? (do)

- b Write two more questions about Ruben. Then ask and answer all the questions.

Grammar reference
and practice, p132

SPEAKING AND WRITING

- 7 a Look at the photos. What can you guess about the people?

- b Work in A/B pairs. A, read about Sarah on p122.
B, read about Ali on p128. Follow the instructions.

- c Tell each other about Sarah and Ali.

- d Who is your favourite sports person? Write five sentences.
Use the ideas about Sarah and Ali to help you.



Interviewer So, Ruben, how did you get into the luge?

Ruben Well, at school, I couldn't jump high or run fast. I played football but I wasn't very good. It was really sad! But when I was ten, I saw the Olympics on TV for the first time and I loved it. And later, when I was 21, I saw Scott Hamilton win an Olympic medal in figure skating. Scott's about 155 cm tall and weighs about 50 kilos, and he gave me hope. I thought: if that little guy can do it, I can do it too. So I decided to be an Olympic champion – but I had to find a sport. It's true, I'm not a great athlete, but I never give up. I try again and again. So I chose the luge because people get hurt a lot, people often break bones – ninety per cent of them give up. And I thought, well, I don't give up, so I have a chance.

Interviewer Most Olympic luge athletes start training at 12. You started at 21, but you've competed in three Olympics.

Ruben Yes, I started in 1984. I went to the

Winter Olympics in Calgary in 1988 and in Albertville in 1992. Then, nearly ten years later, my old coach phoned me up and said "Argentina needs you!" So at age 39, I competed in the 2002 Salt Lake City Winter Olympics.

Interviewer What's it like to luge down a mountain at 90 miles an hour?

Ruben Well, at that speed, you don't have time to think. The luge is very sensitive. If you hiccup, you can crash. And when you finish, you have to sit up and stop the luge by putting your feet on the ice. It takes a couple of hundred metres to stop because you finish the run at about 80 miles an hour. I still practise on the luge sometimes and I'm frightened on every run.

Interviewer And what do you do these days?

Ruben I'm a motivational speaker. I talk about my experiences and how to be successful. I'm making a movie about success at the moment. We're interviewing a lot of business people, philosophers, athletes, Hollywood people. It's very interesting.

Physical activities



VOCABULARY

Sports and exercise

- 1 a Match the activities with the pictures A–H.

aerobics hockey karate running skiing swimming tennis volleyball

- b Match the activities with the verbs 1–3.

1 I play	2 I do	3 I go
hockey		

- c Can you think of more activities for verbs 1–3?

PRONUNCIATION

Word stress

- 2 How many syllables are there in the words in 1a? Where's the stress? Complete the tables. 1.5 Then listen to check.

2 syllables	3 syllables	Oo	Ooo	oOo
hockey		hockey		

SPEAKING

- 3 In groups, ask and answer the questions. Find out more.

- What sports do you watch?
- Do you do sports? What do you do? What would you like to do?

I like to watch volleyball on TV.

How often do you watch it?

1.3 Target activity

Describe an interest

1.3 goals

- talk about past events and present activities
- describe your interests and how they started



Joshua from England



LISTENING

- Which of these things are you interested in? Why? Talk together.
fashion books motorbikes cars sports computers cooking travel
art history photography science TV shopping
- 1.6** Listen to Joshua talking about his interest in motorbikes. Where does he like riding his motorbike?
- a Can you remember what Joshua says about:
 - when he was a child and a teenager?
 - why he decided to start riding a motorbike?
 - his motorbike lessons?
 - what he likes about being on a motorbike?
- b **1.6** Listen again to check.

VOCABULARY

Describing
interests

- Make six sentences from the interview with Joshua. Which are about the past? Which are about now?

1 It started when	a learn something new.
2 I really got into	b going fast.
3 I really wanted to	c I was a kid.
4 The great thing about it is,	d motorbikes when I was a teenager.
5 I'm not interested in	e it doesn't take very long to learn.
6 For me,	f speed isn't important.

TASK

- a Choose something you're really interested in. Think about these questions.
 - When and how did your interest start?
 - How did you feel about it when you started?
 - How do you feel about it now? Why do you like it?
 - How much time does it take? When do you do it? Where?
- b Write about your interest. Answer the questions 1-4. Use expressions from 4.
I really got into cars when I was a teenager. My Dad took me to see the Bahrain Grand Prix
- 6 Read or listen to each other's interests. Ask questions to find out more.

Keyword **so**

- 1 We use **so** before a result, like this:

My best friend had a really nice bike, **so** we went riding in the countryside a lot. **Unit 1**

Add **so** to the correct place in each sentence.

- I thought, well, I don't give up ^{so} I have a chance. **Unit 1**
- I have a job with a large international company I need English for my work. **Intro unit**
- Masao's interested in art too we usually go to galleries together. **Intro unit**

- 2 a What important decisions have you made in the last five years? Write three sentences with **so**.

I wanted a better job, so I started studying at the local college.

What did you study?

- b Listen to each other's sentences. Ask questions to find out more.

- 3 Make four conversations and then practise in pairs.

- | | |
|---|---|
| 1 Do you need to work late tonight? | a Yes, I think so , but Casablanca's much bigger. |
| 2 Do you think it'll rain tomorrow? | b I'm really tired but yes, I suppose so / I guess so . |
| 3 What's the capital of Morocco? Is it Rabat? | c I hope so . This weather's too hot for me. |
| 4 Do you think the bank's open now? | d No, I don't think so . They usually close at four. |

- 4 a Write three questions for a partner about these topics.

Use: **Do you think ... ?**

- food and drink • sport • movies • the weather • free time

Do you think chocolate is good for you?

I hope so. I eat lots of it!

- b Ask and answer the questions. Try to use the expressions in 3.

Across cultures **Culture shock**

- 1 a What happens when someone moves to a new country or culture? Match 1–3 with a–c.

- | | |
|-----------------------------|---|
| 1 At first | a life is difficult and you miss your home. |
| 2 After a few days or weeks | b you start living normally. |
| 3 After a while | c you think everything is great. |

- b Read the article to check. Do you agree with the ideas?



Article

Discussion

Log in/create account

Culture Shock

When people move to a foreign country, they often get *culture shock*. This has three different stages, though not everyone is in the new culture long enough to go through all three.

- Stage 1** At first, people **often feel that** the differences between the old and new culture are interesting and exciting. They may **fall in love with** the new foods, the lifestyle, people's habits, the buildings, and so on.
- Stage 2** After a few days, weeks or months, many people start to have problems. They may **think a lot about** their old culture, and **find it difficult to** communicate with people. They **miss** the food from their own country, they feel that the lifestyle is too fast or too slow, they **get angry at** people's habits, and so on.
- Stage 3** After a while, the new culture starts to feel 'normal' and not 'new'. People **understand that** it has good and bad things to offer. They start thinking about day-to-day living, as they did in their original culture.

- 2 With a partner, talk about the questions. Use the article to help you.

- Have you ever had culture shock? What happened?
- What things do visitors like in your country? What things are difficult for them?
- Would you like to live, work or study in a new place? Why? / Why not?

EXPLORE Writing

Goal

write messages of request and invitation to different people

- Look at the photo. What's wrong with Luke?
- Read the emails.
 - What will Luke do for the next few days? Why?
 - What are the names of: his friends? his client?
 - What does he arrange to do next week?

b Which emails are more formal? Which are less formal?

- What expressions do Luke, Marc and Alex use to begin and end their emails? Make two lists.

Beginning	Ending
<i>Dear Marc</i>	<i>Regards, Luke Clarke</i>

b Which expressions from 3a would you use when writing to these people? Compare your ideas.

- someone in your family
- a friend
- a client
- your manager
- someone you don't know

- Cover the emails. Can you complete the sentences with these expressions?

~~Any time~~ drop by changing our appointment
give me a call take a few days off
If so over lunch

Requests

- Would you mind _____ to Monday or Tuesday next week? *Any time* is fine.
- When you see John, *could you* tell him to _____?
- Is it all right if I _____ tomorrow, or would you prefer to be alone?

Invitations

- Would you like to join me at Chez Michel at one o'clock? We could talk about the project _____.
- Do you want to meet up this evening – barbecue maybe? _____, let me know.
- I have to _____.
How about dinner next week?

b Look at the emails to check.

- Write short emails for these situations.

- Invite a friend to meet you somewhere. Give the date, time and place.
- Change the time of an appointment with a client. Give the reason and suggest a new time.



Dear Marc,
I'm very sorry but I have to cancel our appointment for today. I'm not well. Would you mind changing our appointment to Monday or Tuesday next week? Any time is fine.
Regards,
Luke Clarke

Hello Luke,
I'm sorry to hear you're not feeling well. Tuesday next week is fine with me. Would you like to join me at Chez Michel at one o'clock? We could talk about the project over lunch. Get well soon.
Best wishes,
Marc

Hi Luke,
Do you want to meet up this evening – barbecue maybe? If so, let me know. John and Thomas are coming too.
See you, Alex

Alex,
Really sorry but I woke up this morning with a cold and feel terrible. I have to take a few days off. How about dinner next week?
Luke.

PS When you see John, could you tell him to give me a call?

You poor thing! Yes, next week will be good. Is it all right if I drop by tomorrow, or would you prefer to be alone? Take care, A :-)