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Frontmatter

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English Unlimited

Special Edition

A1

Starter Teacher's Pack

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With Rachel Thake, Cathy Brabben & Mark Lloyd



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Contents

Introduction

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

Teaching notes

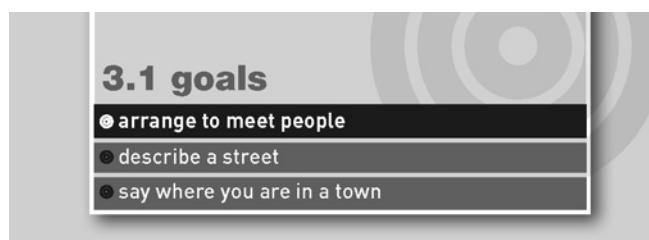
Unit 1	24
Unit 2	32
Unit 3	39
Unit 4	47
Unit 5	54
Unit 6	62
Unit 7	70
Unit 8	77
Unit 9	83
Unit 10	90

The thinking behind *English Unlimited Special Edition*

1 A practical course

Each unit of *English Unlimited Special Edition* is designed to help Arabic-speaking learners achieve specific **communicative goals**. These goals are listed at relevant points throughout the Coursebook. For example, in Unit 3, learners focus on how to arrange to meet people: this is the **unit goal**. Arranging to meet people involves saying where places are in a town, talking about days and times and saying when you are free: these are the **specific goals** of each of the main lessons.

So for example, at the top of the first lesson in Unit 3 you and your learners will see these goals:



All the goals describe what learners will learn to **do**, rather than listing, for example, vocabulary sets or grammar points. Of course, learners will learn both vocabulary and grammar in each unit – but the goals come first. We've chosen goals which we think will be useful for A1 learners to work on and then selected vocabulary and grammar to help them do this.

Where exactly do the goals come from?

The goals for the course have been taken from the **Common European Framework of Reference for Languages (CEFR)**, and adapted and supplemented according to our research into the needs of A1 learners.

The goals in this Coursebook are based on CEFR goals but have been reworded to make them less 'technical' and more motivating and accessible for you and your learners.

What is the CEFR?

The CEFR uses 'can-do' statements to describe the abilities of learners of English (or any other language) at different levels. The focus is on **how to do things in the language**, rather than on abstract knowledge of the language itself. For example, here are some CEFR goals which describe learners' speaking abilities at the end of Starter:

- Can describe him/herself, what he/she does and where he/she lives.
- Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.
- Can discuss what to do, where to go and make arrangements to meet.

The CEFR is used around the world as a guide for curriculum design and assessment. It can be used with learners of any nationality or first language.

What's the level of the course?

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

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

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

2 A Corpus-informed course

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

How did you decide what to focus on?

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

How has this information been used?

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

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

How else is the Corpus used?

Because it is based on practical goals, *English Unlimited Special Edition* teaches authentic language – that is, the kind of language which is really used by native speakers and proficient non-native speakers of English in everyday situations. An important tool for identifying useful

language to include in the course has been the **Cambridge English Corpus (CEC)**.

What is the CEC?

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

How has it been used in the course?

The CEC has been used throughout *English Unlimited Special Edition* to ensure that, as far as possible given the level of the course, learners are taught the most frequent and useful **words and expressions** for meeting their communicative goals.

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

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

3 An international course

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

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

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

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

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

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

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

4 A flexible course

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

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

This means that *English Unlimited Special Edition* can be adapted not only for lessons of different lengths, but also for shorter and longer courses. For example, just using the ‘core’ of each unit would be suitable for a course of about 40 hours, while using all the material, including the **Explore** and **Look again** sections, would give a course length of 50–60 hours.

The flexibility of *English Unlimited Special Edition* is further enhanced by an extensive range of supplementary materials. These include **extra conversation practice** at the back of the Coursebook, the **Teacher’s DVD-ROM** containing four printable worksheets for each unit of the Coursebook, **Achievement and Progress tests**, and the **Self-study Pack**, which offers more than 40 hours of additional language and skills practice material in the Workbook and on the Self-study DVD-ROM.

In the rest of this introduction you’ll find:

- a plan showing how a typical unit is organised *pages 6 to 10*
- more detailed notes on the different sections of the units *pages 11 to 14*
- information about the other components of the course *pages 15 to 18*
- more detailed information about the CEFR *page 19*
- a summary of the *Writing Essentials* literacy worksheets for non-Roman alphabet learners *pages 20 to 23*

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

Adrian Doff

How a unit is organised

The course consists of 10 units. Each unit has 8 pages.

The first two pages are a single lesson with goals based on the CEFR. You can of course spread the material over more than one lesson if you want.
 ⌚ about 90 minutes

2.1 goals

- talk about people you know
- ask and say how old people are
- talk about families

People

Numbers 11–20

VOCABULARY 1 Listen to the numbers. Then match them with the words.

Numbers 11–20

three → thirteen
five → fifteen

nineteen eighteen thirteen fifteen twenty
sixteen twelve eleven 11 seventeen fourteen

Vocabulary reference, p101 2 Look at the pictures. Then listen to the sentences. Are they the same?

A B C D E F

Age

GRAMMAR 1 a Read about Walid and Sherin. Which photos are they?

He's ..., She's ...

1 Walid is from Qatar. He's a student at Doha University. He's nineteen.

2 Sherin is fifteen. She's from Beni Suef, in Egypt. She's at school there.

b Listen.

Walid is 19. He's 19.
Sherin is 15. She's 15.

2 Read about Rahman and Najwa. Add words from the boxes.

1 Rahman is fourteen. He's from Yemen. _____ at school. _____ Sana'a.

2 Najwa is _____ Amman. _____ Jordan. _____ eight and _____ at school.

WRITING 3 Write about Ahmed. Use these words:

Ahmed twelve Gaza school Gaza City

Family

VOCABULARY 1 a Listen to Omar and Emma. Match the words with the people in the photos.

mother / father / daughter / son / sister / wife / husband / brother

b Write the missing words in the table. Then listen to check.

father	mother
brother	daughter
	wife

Vocabulary reference, p105

GRAMMAR 2 a Listen again to Omar and add words in the gaps.

my is I'm my is my

1 In this photo _____ about eight or nine.
 2 This _____ mother and _____ father.
 3 This _____ sister.

b Read and listen to the sentences.

I, he, she	my, his, her
I'm six.	This is my family.
He's six.	His name is Omar.
She's married.	This is her husband.

c Read the sentences. Circle the correct word: his or her.

Picture A: This is Omar and his/her family.
 Picture B: This is Emma and his/her family.

d Look at the photos again. Ask and answer questions.

Who's this?
His sister.

Who's this?
Her son.

SPEAKING 3 a Match the photos with the sentences.

1 They're father and daughter.
 2 They're husband and wife.
 3 They're brother and sister.
 4 They're friends.

b Listen and repeat the sentences in the box.

Full form
They are friends.
 Short form
They're friends.

4 Work in A/B pairs. Look on p87.

Lessons include **vocabulary** and/or **grammar**, as well as practice in **reading**, **listening**, **speaking** and **writing**. Lessons always finish with a communicative speaking or writing task. See pp11–12 for details of language and skills sections.


2.2

Work

VOCABULARY
work in, work for

1 a (audio) Listen. Match photos A–C with sentences 1–3.

1 I'm a student. I'm at university in Hong Kong.
 2 I work in a restaurant. I'm a waiter.
 3 I work for Dell. It's a computer company.



b Practise saying the sentences.

I'm ... I'm a student.	I work ... I work in a restaurant.	I work for ... I work for Dell.
---------------------------	---------------------------------------	------------------------------------

c Write correct sentences.

1 I student. I'm a student.	4 I waiter.
2 I work restaurant.	5 I university Hong Kong.
3 I work Dell.	6 It computer company.

LISTENING

2 a (audio) Listen to two conversations. Then order the questions.

1 your / What's / job / ?
 2 do / what / So / do / you / ?

b Imagine you are the people in the photos above. Have conversations.

What's your job?
 I'm a student.


Places

VOCABULARY
Places of work

a shop an office
 a shop an office
 a hotel a hotel

1 a Match the words with photos A–F.

shop office hotel school hospital café



Vocabulary reference, p 106

b (audio) Listen. What extra information do you hear about the places?

WRITING

2 Write sentences. Use I'm, I work in, I work for.

1 a teacher	5 Microsoft
2 a hospital	6 a student
3 Hitachi	7 a doctor
4 a big hotel	8 a big company in New York

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

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

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

2.2

He works, she works ...

GRAMMAR
He / She works

1 a Complete the sentences. Use words from the box.

a manager a hospital IKEA a doctor


1 She's _____.
 2 He's _____.
 3 She works in _____.
 4 He works for _____.

b Look at the sentences. How are A and B different?

A I work in a hospital. I work for IKEA.
B She works in a hospital. He works for IKEA.

c Look at the people in photos A–F. Make sentences.

a restaurant a school a marketing company a doctor
 a supermarket an office a hotel a hospital a teacher a waiter



WRITING

2 a Think of two people you know. Write two sentences about their jobs.
 Ali works for Abu Dhabi University. He's a teacher.
 b Tell other students about the two people.

2.3

Donna's family

2.3 goals
 talk about people you know
 say where people live and work

My parents live in Halifax. They have a house there.

I live in London and work for a company in London.

My sister lives in Tokyo and works for Sony Corporation.

My brother lives in Australia. He has an Australian wife and three children.

Donna, from Canada

READING AND LISTENING

1 **1.22** Donna talks about her family. Who are the people in photos A-C?

2 Read about Donna's family again. Complete the table.

I / We / They	He / She
live	_____
work	_____
have	_____

GRAMMAR
 lives, works, has

3 **1.23** Circle the correct verb.

- I have / has two children.
- My sister live / lives in Australia.
- My friend Carlos have / has a flat in Buenos Aires.
- Her parents live / lives in Berlin.
- We have / has a house in Florida.
- She work / works for Microsoft.

4 Cover what Donna says. Can you remember? Write sentences.

- 1 - London I live in London.
- 2 company - London
- 3 my parents - Halifax
- 4 house
- 5 my brother - Australia
- 6 wife - three children
- 7 my sister - Tokyo
- 8 Sony Corporation

18

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

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

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

An illustrated conversation reference and practice section is provided at the back of the Coursebook to give more practice in basic functional language.

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

Target activity 2.3

Talk about people you know

WRITING

1 Choose three people you know. Write two or three sentences about them.

My sister has a house in Lima, in Peru. She's married and she has four children.

I have a friend in London. Her name is Paula. She's 20 and she's a student.

My mother and father live near Moscow. My father works for Gazprom.

They have a son, Abdullah, and a daughter, Salwa. Abdullah is ten and Salwa is eight. They have a flat in Cairo.

ASK ABOUT AGE, p115

TASK

2 Tell other students about the three people.

Keyword have (1)

1 **1.24** Match the words with the pictures. Then listen to check.

children a TV a computer a camera a mobile phone
 a house an MP3 player a flat a car a bicycle

2 a What do you have? Write three sentences.
 I have a computer.

b Tell other students. Do you have the same things?

3 a **1.25** Listen to students playing a game. What do they say?

STUDENT 1 My brother has _____

STUDENT 2 My brother has _____ and _____

STUDENT 3 My brother has _____ and _____

b Work in groups of four. Play the game.

19

The seventh page of the unit has two sections: **Explore speaking** or **Explore writing** and **Across cultures** or **Get it right!**.

The last two pages of the unit will take about 45 minutes each.

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

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

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

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

The last page of each unit, **Look again**, is a series of short activities for reviewing the language from the unit. See p14 for details.

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

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

Look again 2.4

VOCABULARY

1 a Find pairs of words.

sister	twenty
boy	wife
husband	brother
ten	girl
shop	supermarket
read	her
doctor	teacher
his	write

b Write five true sentences. Use words from the box.
My brother works in a supermarket.

2 Write the numbers as words.

- He's nearly sixteen. (16)
- Look at page . (20)
- My brother's . (18)
- The hotel has only rooms. (12)

3 Add three more words to each list.

- People
doctor, student,
- Places
supermarket, café,
- Family
sister, husband,
- Possessions
computer, car,

GRAMMAR

be present: am, is, are

Full form	Short form
I am	I'm
you are	you're
we are	we're
they are	they're
he is	he's
she is	she's
it is	it's

Grammar reference, p95

Present simple – positive

I	live	he	lives
you	work	she	works
we	have		has
they			

Grammar reference, p97

Pronouns and possessive adjectives

I	my car
you	your car
he	his car
she	her car
we	our car
they	their car

Grammar reference, p96

5 Choose the correct word.

- My parents live / lives in New York.
- My sister have / has two children.
- They / They're work in Paris.
- This is my mother in his / her kitchen.
- I have a son. His / He's 18.

6 Change the verbs to short forms.

- They are from Japan. *They're from Japan.*
- What is your name?
- I am not married.
- Where is Amman?
- Who is this?

SPELLING

4 Each word has one letter missing. Write it correctly.

- forteen
- daugter
- frend
- hopital
- scool
- ofice
- peple
- eighten
- maried
- contry

Self-assessment

Can you say things like this in English?
 Circle a number on each line.
 1 = This is difficult. 3 = I can say this – no problem.

<input type="checkbox"/> He's 17.	1	2	3
<input type="checkbox"/> This is my son.	1	2	3
<input type="checkbox"/> I'm a student.	1	2	3
<input type="checkbox"/> He works in a shop.	1	2	3
<input type="checkbox"/> My father lives near Paris.	1	2	3
<input type="checkbox"/> He has three children.	1	2	3
<input type="checkbox"/> A, B, C, D, E...	1	2	3

• For Words and reference and saving your work → e Portfolio
 • For more practice → Self-study Pack, Unit 2

21

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

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