



# English Unlimited

## **B2** Upper Intermediate Coursebook with e-Portfolio

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# Contents

	Goals	Language	Skills	Explore
<b>1</b> pages 6–13	<p><b>Talented</b></p> <ul style="list-style-type: none"> <li>talk about people's success</li> <li>discuss and evaluate ideas</li> <li>talk about things you're good at</li> <li>describe and evaluate skills</li> <li>give advice about an interest or occupation</li> </ul> <p><b>Target activity</b> Give advice about an interest or occupation</p>	<p><b>Grammar</b> Present perfect simple and progressive p8</p> <p><b>Vocabulary</b> Routes to success p6 Reacting to ideas p7 Skills p9 Giving advice p10</p> <p><b>Pronunciation</b> Stress p9</p>	<p><b>Reading</b> A Star Is Made p7</p> <p><b>Listening</b> Derek and Jennifer discuss A Star is Made p7 Three people describe their abilities p8 Harry Ravenswood, video game designer p10</p> <p><b>Speaking</b> What it takes to succeed p6 React to science news stories p7 Things you're good at p9 Transferable skills p9</p>	<p><b>Keyword</b> <i>think</i></p> <p><b>EXPLORE Speaking</b></p> <ul style="list-style-type: none"> <li>use vague expressions to describe categories of things</li> <li>use vague expressions when you can't remember a word</li> </ul> <p><b>Look again</b> 🔄 Spelling and sounds /dʒ/</p>
<b>2</b> pages 14–21	<p><b>Misunderstandings</b></p> <ul style="list-style-type: none"> <li>describe events in detail</li> <li>deal with misunderstandings</li> <li>describe experiences of things going wrong</li> <li>tell a story from your country</li> <li>explain why you're not satisfied with a service</li> </ul> <p><b>Target activity</b> Make a complaint</p>	<p><b>Grammar</b> Past simple and past perfect simple p15 Past progressive and past perfect progressive p17</p> <p><b>Vocabulary</b> Dealing with misunderstandings p14 Adverbs for describing actions p16 Explaining a complaint p18 Generalising and talking about differences p19</p> <p><b>Pronunciation</b> Contrastive stress p14</p>	<p><b>Listening</b> Rainer's difficult day p14 Sen no Rikyū p16 Ian calls a dissatisfied customer p18 David talks about Portuguese culture p19</p> <p><b>Speaking</b> Three misunderstandings p15 Misunderstandings in your life p15 Tell the story of Sen no Rikyū p16 A story from your country p17 A talk for visitors to your country p19</p>	<p><b>Across cultures</b> Aspects of culture</p> <p><b>EXPLORE Writing</b></p> <ul style="list-style-type: none"> <li>write a dramatic story</li> </ul> <p><b>Look again</b> 🔄 Spelling and sounds /n/</p>
<b>3</b> pages 22–29	<p><b>Learners and teachers</b></p> <ul style="list-style-type: none"> <li>express views about different options</li> <li>talk about education and training</li> <li>talk about experiences of education and training</li> <li>describe habits and tendencies in the past and present</li> <li>describe important mentors in your life</li> </ul> <p><b>Target activity</b> Decide who to nominate for an award</p>	<p><b>Grammar</b> Habits and tendencies – past and present p25</p> <p><b>Vocabulary</b> Discussing options p22 Education and training p23 Work and commitment p25 Describing a mentor p26</p> <p><b>Pronunciation</b> Fluent speech 1 – leaving out /t/ p22</p>	<p><b>Reading and listening</b> Markham College evening courses p22</p> <p><b>Reading</b> Hello, class, I'm the 16-year-old head p24</p> <p><b>Listening</b> Bill, my mentor p26</p> <p><b>Speaking</b> Choose an evening course p23 Opinions on education and training p23 Courses, skills, activities p25 School days p25</p>	<p><b>Keyword</b> <i>use</i></p> <p><b>EXPLORE Speaking</b></p> <ul style="list-style-type: none"> <li>show different attitudes and feelings</li> </ul> <p><b>Look again</b> 🔄 Spelling and sounds /ʃ/</p>
<b>4</b> pages 30–37	<p><b>Local knowledge</b></p> <ul style="list-style-type: none"> <li>describe landmarks</li> <li>talk about landmarks where you live</li> <li>talk about well-known people where you live</li> <li>describe someone's life and work</li> <li>give information about interesting or important sights</li> </ul> <p><b>Target activity</b> Describe well-known sites to a visitor</p>	<p><b>Grammar</b> Using the passive p33</p> <p><b>Vocabulary</b> Describing landmarks p30 History of a landmark p31 Talking about well-known people p32 Recalling details p34 Describing a special occasion p35</p> <p><b>Pronunciation</b> Weak forms p31</p>	<p><b>Listening</b> Famous landmarks in three countries p30 Things to see in and around Beijing p34 Bonfire night, Polish weddings p35</p> <p><b>Reading</b> Umm Kulthum, Bohumil Hrabal p32, p119</p> <p><b>Speaking</b> Landmarks in your region or country p31 Famous people from your part of the world p32 Special occasions where you live p35</p> <p><b>Writing and speaking</b> Profile of a person for a website p33</p>	<p><b>Across cultures</b> Special occasions</p> <p><b>EXPLORE Writing</b></p> <ul style="list-style-type: none"> <li>write an email or letter recommending places to see</li> </ul> <p><b>Look again</b> 🔄 Spelling and sounds /m/</p>
<b>5</b> pages 38–45	<p><b>Images</b></p> <ul style="list-style-type: none"> <li>describe and give opinions about images</li> <li>choose something for a room</li> <li>discuss what makes a good design</li> <li>describe designs and designed objects</li> <li>participate in a decision-making discussion</li> </ul> <p><b>Target activity</b> Choose a logo</p>	<p><b>Grammar</b> Describing objects – past participle clauses p41</p> <p><b>Vocabulary</b> Describing an image p39 Choosing something for a room p39 Discussing design p40 Getting a consensus p42</p> <p><b>Pronunciation</b> Groups of words 1 p41</p>	<p><b>Listening</b> Art gallery audio guide p38 James and Paloma choose posters p39 A logo for Forever Flowers p42</p> <p><b>Reading</b> Classics of everyday design No. 3 – the paperclip p40</p> <p><b>Speaking</b> Describe a picture p39 Choose a picture for your classroom p39 Design classics p41</p>	<p><b>Keyword</b> <i>as</i></p> <p><b>EXPLORE Speaking</b></p> <ul style="list-style-type: none"> <li>express disagreement in different situations</li> <li>make concessions and counter-arguments</li> </ul> <p><b>Look again</b> 🔄 Spelling and sounds /g/</p>

	Goals	Language	Skills	Explore
<b>6</b> pages 46–53	<b>Virtual worlds</b> <ul style="list-style-type: none"> <li>talk about crimes and justice</li> <li>justify your point of view</li> <li>talk about media and the Internet</li> <li>report different points of view</li> <li>describe possible consequences of actions</li> <li>suggest changes to a plan or document</li> </ul> <b>Target activity</b> Design a site map	<b>Grammar</b> Conditional clauses – present and future p49 <b>Vocabulary</b> Crimes and justice p47 Justifying your point of view p47 Reporting points of view p48 Describing changes p50 Habits and customs p51 <b>Pronunciation</b> Groups of words 2 p49	<b>Reading</b> It was a virtual murder ... but the sentence is real p46 <b>Listening</b> File sharing p48 Photography shop's site map p50 Hugo and Liesbeth talk about communicating p51 <b>Speaking</b> Crimes p47 Is it a crime? p47 Opinions on file sharing p48 Media and the Internet p49 How people communicate where you live p51	<b>Across cultures</b> Ways of communicating <b>EXPLORE Writing</b> <ul style="list-style-type: none"> <li>put forward an argument in a web posting</li> </ul> <b>Look again</b> 🔄 Spelling and sounds /ʌ/
<b>7</b> pages 54–61	<b>Inspiration</b> <ul style="list-style-type: none"> <li>talk about how you deal with problems</li> <li>describe experiences of problem solving</li> <li>talk about where you get ideas</li> <li>describe a scene</li> <li>participate in a problem-solving discussion</li> </ul> <b>Target activity</b> Come up with solutions	<b>Grammar</b> Describing scenes – present and past participle clauses p57 <b>Vocabulary</b> Problems and solutions p54 Problem-solving experiences p55 Inspiration p56 Discussing possible solutions p58 <b>Pronunciation</b> Fluent speech 2 – the with linking /j/ p56	<b>Reading</b> Distracted genius p54 <b>Listening</b> <i>Polyglossia</i> magazine p55 Inspiration from dreams p56 A case study in problem solving p58 <b>Speaking</b> How you solve problems p55 Problem-solving experiences p55 Ideas and inspiration p57 Describe scenes p57	<b>Keyword</b> <i>come</i> <b>EXPLORE Speaking</b> <ul style="list-style-type: none"> <li>speak tactfully in different situations</li> </ul> <b>Look again</b> 🔄 Spelling and sounds /ɒ/
<b>8</b> pages 62–69	<b>Critical incidents</b> <ul style="list-style-type: none"> <li>make deductions about the past</li> <li>describe strong feelings</li> <li>say how you feel about past events in your life</li> <li>speculate about consequences of past actions</li> <li>disagree with speculations about the past</li> </ul> <b>Target activity</b> Work out what happened	<b>Grammar</b> Making deductions about the past p62 Conditionals – past and present p65 <b>Vocabulary</b> Describing strong feelings p63 Reflecting on the past p64 Disagreeing with past speculations p66 Languages p67 <b>Pronunciation</b> Prominent words 1 p65	<b>Listening</b> Cross-cultural incidents p62 Three people's turning points p64 Jo and Angela's mystery p66 Languages in India and the Netherlands p67 <b>Reading</b> Postings about cross-cultural misunderstandings p63 <b>Speaking</b> Speculate about three cross-cultural incidents p63 Past misunderstandings p63 Reflect on past actions p64 Turning points in your life p65 Languages across the world p67 Languages where you live p67	<b>Across cultures</b> Languages <b>EXPLORE Writing</b> <ul style="list-style-type: none"> <li>write a complaint about a service</li> </ul> <b>Look again</b> 🔄 Spelling and sounds /e/
<b>9</b> pages 70–77	<b>How it's done</b> <ul style="list-style-type: none"> <li>explain how something is made</li> <li>organise a description</li> <li>describe responsibilities and roles in different situations</li> <li>explain how a team or organisation works</li> <li>give a detailed presentation on a familiar topic</li> </ul> <b>Target activity</b> Give a factual talk	<b>Grammar</b> Verbs with adverbs and prepositions 1 p71 <b>Vocabulary</b> Organising a description p71 Describing responsibilities p73 Describing roles p73 Organising a talk p74 <b>Pronunciation</b> Stress in verbs with adverbs and prepositions p71	<b>Listening</b> Tour of a printing press p70 Josette's life roles p73 Freelance travel writer p74 <b>Reading</b> Life on Set. The Camera Crew p72 <b>Speaking</b> Explain the book-making process p71 Making Maldon salt and glass bottles p71 Team responsibilities p73 Roles in your life p73	<b>Keyword</b> <i>way</i> <b>EXPLORE Speaking</b> <ul style="list-style-type: none"> <li>check that people understand</li> <li>add more detail</li> <li>ask people to clarify or repeat things</li> </ul> <b>Look again</b> 🔄 Spelling and sounds /u/

# Contents

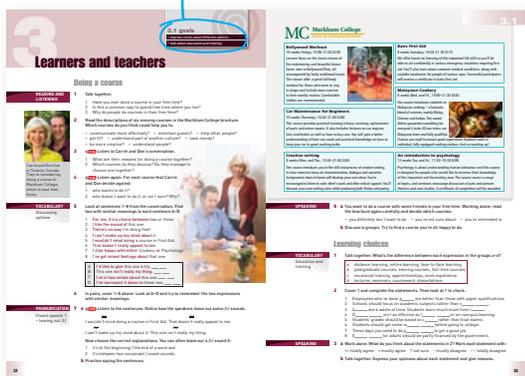
	Goals	Language	Skills	Explore
<b>10</b> pages 78–85	<b>Discovery</b> <ul style="list-style-type: none"> <li>talk about exploration and discovery</li> <li>explain the benefits of something</li> <li>describe important issues and priorities</li> <li>talk about dedicated people and their achievements</li> <li>summarise information from different sources</li> </ul> <b>Target activity</b> Choose a subject for a documentary	<b>Grammar</b> Using the <i>-ing</i> form p81 <b>Vocabulary</b> Exploration and discovery p78 Describing benefits p79 Achievements p81 Giving and comparing sources p82 Rights and obligations p83 <b>Pronunciation</b> Stress in compounds p79	<b>Reading</b> Forget space travel. The ocean is our final frontier p78 Dr Lu Zhi – saving pandas p80 <b>Listening</b> The explorer Leif Eriksson p82 Rights and obligations in three countries p83 <b>Speaking</b> Choose important areas for research p79 Discuss issues and priorities p81 Describe someone's achievements p81 Rights and obligations where you live p83	<b>Across cultures</b> Rights and obligations <b>EXPLORE Writing</b> write a summary of a text <b>Look again</b> 🔄 Spelling and sounds /eɪ/
<b>11</b> pages 86–93	<b>Questions, questions</b> <ul style="list-style-type: none"> <li>describe people skills</li> <li>carry out an interview</li> <li>report what people say</li> <li>give statistics</li> </ul> <b>Target activity</b> Carry out a survey	<b>Grammar</b> Patterns after verbs p89 <b>Vocabulary</b> Expressions with <i>people</i> p86 Interviewing p87 Reporting verbs p89 Giving statistics p90 <b>Pronunciation</b> Prominent words 2 p87	<b>Listening</b> Interview with an interviewer p86 Vicki's bakery survey p90 <b>Reading</b> The job interview: things not to say and do p88 <b>Speaking</b> Jobs that require good people skills p86 Interview and be interviewed p87 Interview experiences p88 Report memorable experiences p89	<b>Keyword</b> <i>up and down</i> <b>EXPLORE Speaking</b> give emphasis to different kinds of information <b>Look again</b> 🔄 Spelling and sounds Stressed /ɪ/
<b>12</b> pages 94–101	<b>Alternatives</b> <ul style="list-style-type: none"> <li>talk about health treatments</li> <li>express belief and scepticism</li> <li>persuade someone of your point of view</li> <li>tell people what to expect</li> <li>support an argument</li> <li>make and justify recommendations</li> </ul> <b>Target activity</b> Present a proposal	<b>Grammar</b> <i>will be -ing</i> p96 <b>Vocabulary</b> Health and treatments p94 Belief and scepticism p95 Supporting an argument p97 Recommending and justifying p98 Healthcare p99 <b>Pronunciation</b> Fluent speech 3 – <i>It's</i> and <i>'s</i> p95	<b>Reading</b> Homeopathy – does it work? p94, p129 <b>Listening</b> Southglens school p96 A proposal for team-building p98 Health and healthcare p99 <b>Speaking</b> Express views about what people do to feel better p95 Outline a tour p97 Present and explain your opinion p97 Health and healthcare where you live p99	<b>Across cultures</b> Health and healthcare <b>EXPLORE Writing</b> write a proposal <b>Look again</b> 🔄 Spelling and sounds /eə/
<b>13</b> pages 102–109	<b>Compromise</b> <ul style="list-style-type: none"> <li>describe disagreements and compromises</li> <li>make your case in a disagreement</li> <li>talk about dealing with conflict</li> <li>negotiate a formal agreement</li> </ul> <b>Target activity</b> Negotiate an agreement	<b>Grammar</b> Verbs with adverbs and prepositions 2 p105 <b>Vocabulary</b> Disagreement and compromise p102 Making your case p103 Negotiating an agreement p106 <b>Pronunciation</b> Prominent words 3 p103	<b>Listening</b> A neighbourhood disagreement p102 Yousef requests his own office p103 Caitlin negotiates for compensation p106 <b>Reading</b> Real professionals: The mediator p104 <b>Speaking</b> Handle disagreements p102 Find compromises in two situations p103 Mediators and mediation p105 Conflict management styles quiz p105	<b>Keyword</b> <i>put</i> <b>EXPLORE Speaking</b> use different ways of adding emphasis <b>Look again</b> 🔄 Spelling and sounds /əʊ/
<b>14</b> pages 110–117	<b>Changes</b> <ul style="list-style-type: none"> <li>talk about the future</li> <li>make predictions about the world</li> <li>describe personal hopes and expectations</li> <li>take part in a job interview</li> </ul> <b>Target activity</b> Choose the right candidate	<b>Grammar</b> Future progressive and future perfect p113 <b>Vocabulary</b> Predicting the future p111 Future time expressions p111 Interview questions p114 Recruitment p115 <b>Pronunciation</b> Fluent speech 4 – double contractions p113	<b>Reading</b> Predictions for an inventive future p110 Extract from <i>Yes Man</i> p112 Human Resources Assistant p114 Preparing for a job interview abroad p115 <b>Listening</b> Eamonn and Liliya's lives p113 Recruitment in different countries p115 <b>Speaking</b> Discuss Ian Pearson's predictions p111 Predict the future p111 Make a big life change p112 Predict your life p113 Recruitment in your field p115	<b>Across cultures</b> Recruitment <b>EXPLORE Writing</b> write a formal letter or email of refusal <b>Look again</b> 🔄 Spelling and sounds /ɪə/

**Activities** pages 118–130, **Grammar reference and practice** pages 131–140, **Scripts** pages 141–158

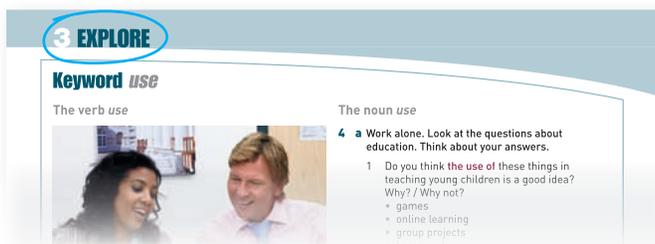
# How to use this coursebook



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.



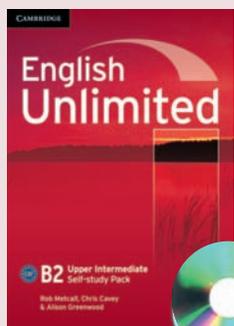
The **Explore** section of the unit begins with either a **Keyword** page, which looks at one or two of the most common and useful words in English or an **Across cultures** page, and then an **Explore speaking** or **Explore writing** page. The Explore section gives you extra language and skills work, all aiming to help you become a better and more culturally aware communicator in English.



The **Look again** section takes another look at the target language for the unit, helping you to review and extend your learning. Sometimes you will also find this recycling symbol with the goals, to show when a particular goal is not new but is recycling language that you have met before.



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 **Self-study Pack**, which includes a workbook and interactive DVD-ROM.



The DVD-ROM contains video and over 300 interactive activities.

