

***English Unlimited Advanced* and the Common European Framework of Reference for Languages (CEF)**

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Part 1

The level of *English Unlimited Advanced*

This table shows the six 'criterion' levels of the CEF (A1, A2, B1, B2, C1, C2) and the three 'plus' levels (A2+, B1+, B2+).

English Unlimited Advanced reviews areas of B2 and completes C1.

ALTE level	Cambridge exams	IELTS exams	CEF levels	<i>English Unlimited</i>
5	Certificate of Proficiency in English CPE	7.5	C2 Mastery	
4	Certificate in Advanced English CAE	6.5	C1 Operational Proficiency	<i>English Unlimited Advanced</i>
			B2+	
3	First Certificate in English FCE	5.5	B2 Vantage	
			B1+	
2	Preliminary English Test PET	4	B1 Threshold	
			A2+	
1	Key English Test KET	3	A2 Waystage	
			A1 Breakthrough	
Breakthrough				

Part 2

Selection of scales from the CEF

English Unlimited Advanced aims to enable learners to achieve goals from the following scales of the CEF. For convenience, the scales are organised under four headings: speaking, writing, listening and reading.

SPEAKING	<ul style="list-style-type: none">• Describing experience• Putting a case• Addressing audiences• Conversation• Informal discussion• Formal discussion and meetings• Information exchange• Interviewing and being interviewed• Compensating• Monitoring and repair• Turntaking
WRITING	<ul style="list-style-type: none">• Creative writing• Reports and essays• Correspondence
LISTENING	<ul style="list-style-type: none">• Overall listening comprehension• Understanding conversation• Listening to audio media and recordings
READING	<ul style="list-style-type: none">• Overall reading comprehension• Reading correspondence• Reading for orientation• Reading for information and argument

Part 3

Map A: how the goals of the CEF are realised in *English Unlimited Advanced*

Key

- 1.1 – Unit 1, lesson 1
- 1.2 – Unit 1, lesson 2
- 1.T – Unit 1, Target activity
- 1.S – Unit 1, Explore speaking page
- 2.W – Unit 2, Explore writing page

SPEAKING

CEF goals at C1	<i>English Unlimited Advanced</i> goals
Describing experience	
can give clear, detailed descriptions of complex subjects	2.1 talk about identity 4.1 interpret maps and facts 4.1, 4.T make comparisons and talk about changes 4.T discuss changing trends 4.T talk about result 7.2 describe a process or experiment 11.1 describe inventions and how they work 11.2 describe an ongoing process
can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion	1.T talk about a personal memory 1.T evoke the feelings and moods of a past event 1.S tell an anecdote effectively 1.S keep people interested in a story 2.2 say how you met someone 3.1 describe a book 3.1 give a personal response 3.S use strategies for communicating effectively 5.2 comment on experiences 5.T describe spaces in cities 6.1, 6.T describe appearance and changes to appearance 6.T describe someone's life, achievements and attitudes 7.1 describe and comment on an exhibition or a show 8.2 describe an advert
Putting a case	
can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail	5.T outline problems 5.T discuss and suggest solutions 10.T prepare a campaign 10.T persuade others to take action 12.T explain an idea 12.T deliver a positive message

Addressing audiences	
can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples	<ul style="list-style-type: none"> 5.T outline problems 5.T discuss and suggest solutions 5.S give a presentation with images 10.T persuade others to take action 12.T explain an idea 12.T deliver a positive message
Conversation	
can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage	<ul style="list-style-type: none"> 1.S tell an anecdote effectively 1.S keep people interested in a story 2.T use effective introduction strategies 2.T promote yourself 3.S use strategies for communicating effectively 9.1 interpret and respond to a story 9.S give criticism 9.S respond to criticism 10.2 give opinions emphatically
Informal discussion	
can easily follow and contribute to complex interactions in group discussion even on abstract, complex unfamiliar topics	<ul style="list-style-type: none"> 1.1 talk about adapting to different cultures 1.2 talk about memory 2.1 talk about personality traits 3.2, 3.T talk about languages and ways to learn them 3.2, 3.T describe experiences of language learning 3.T discuss plans and priorities 4.2 talk about diet and nutrition 4.2 discuss changing trends 5.1 describe spaces in cities 5.1 describe how spaces are used 5.2 talk about crime and surveillance 6.1 discuss photos and images 6.1 talk about aim and intention 6.2 talk about fakes and forgery 6.2 convince people and express doubt 7.1 talk about health problems and treatment 7.2 discuss implications and significance 7.S give opinions in an extended conversation 8.1 discuss brands 8.1 describe effects and influences 8.1 talk about the image and qualities of products 8.2 talk about advertising and marketing 9.1 speculate about images and objects 9.1 interpret and respond to a story 9.2 discuss icons 10.1 describe groups and membership 10.1 describe feelings about belonging 11.1 talk about climate change 11.S report a point of view 11.S react to a point of view 12.1 talk about knowledge and technology 12.1 discuss how to access information 12.2 describe technological advances 12.2 talk about how things develop

Formal discussion and meetings	
can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately	5.T outline problems 5.T discuss and suggest solutions 7.T discuss implications and significance 7.T discuss an issue 7.S give opinions in an extended conversation 8.T talk about the image and qualities of products 8.T talk about advertising and marketing 8.T pass on detailed information 9.T discuss icons 9.T talk about what something represents 9.T present arguments and counter-arguments 10.2 give opinions emphatically 11.1 discuss proposals 11.T talk about climate change 11.T describe an ongoing process 11.T say if actions are justified 11.T conduct a debate
Information exchange	
can understand and exchange complex information and advice on the full range of matters related to his/her occupational role	3.T discuss plans and priorities 8.T pass on detailed information 11.S report a point of view
Interviewing and being interviewed	
can participate fully in an interview, expanding and developing the point being discussed fluently and handling interjections well	2.T use effective introduction strategies 2.T promote yourself 6.T conduct a personal interview
Compensating	
can use circumlocution and paraphrase to cover gaps in vocabulary and structure	2.T use effective introduction strategies 3.S develop strategies for communicating effectively
Monitoring and repair	
can backtrack when he/she encounters a difficulty and reformulate what he/she wants to say without fully interrupting the flow of speech	2.T use effective introduction strategies
Turntaking	
can select a suitable phrase to preface his/her remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking	2.T use effective introduction strategies 3.S use strategies for communicating effectively 7.S take turns in a discussion

WRITING

CEF goals at C1	<i>English Unlimited Advanced goals</i>
Creative writing	
can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind	4.W write captions 4.W write economically 6.W use written and spoken styles appropriately 6.W appreciate written and spoken genres 8.W use advertising language 10.T prepare a campaign 10.T persuade others to take action 10.W describe an organisation 10.W present something in the best possible light 12.W give written advice 12.W write steps in a process 12.W describe how to do something Workbook 1 Explore writing
Reports and essays	
can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues	Workbook 1 Explore writing Workbook 5 Explore writing Workbook 7 Explore writing Workbook 9 Explore writing Workbook 11 Explore writing
can expand and support points of view at some length with subsidiary points, reasons and relevant examples	10.2 give opinions emphatically Workbook 11 Explore writing
Correspondence	
can express him/herself with clarity and precision in personal correspondence, using language flexibly and effectively, including emotional, allusive and joking usage	2.W write a cover letter 2.W describe experience and ability Workbook 3 Explore writing

LISTENING

CEF goals at C1	<i>English Unlimited Advanced</i> listening materials
Overall listening comprehension	
<p>can understand enough to follow extended speech on abstract and complex topics beyond his/her own field</p>	<ul style="list-style-type: none"> 1.2 Memory 1.T Describe a childhood memory 2.1 What defines you? 2.T Promote yourself 3.1 Life-changing books 3.2 Language learning 3.T A plan to improve your English 4.T Events and changes in Britain 5.1 Post-it city 5.2 Security 5.T Plan a city square 6.1 The camera never lies? 6.2 John Myatt, the master forger 7.1 Audio guide 7.2 Mind over matter 7.T Global issues 8.1 Brands 8.2 A viral video 9.1 Interpreting a painting 9.T Icons for today 10.1 A sense of belonging 10.1 Joining a group 11.1 Richard Branson 11.2 Commenting on a poem 11.T The Doomsday debate 12.1 The role of technology in obtaining information 12.2 The Hole in the Wall project
Understanding conversation	
<p>can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics</p>	<ul style="list-style-type: none"> 2.T Promote yourself 3.1 Life-changing books 3.2 Language learning 3.T A plan to improve your English 6.2 John Myatt, the master forger 7.2 A caffeine experiment 9.1 Interpreting a painting 9.T Icons for today 10.1 Groups 11.T The Doomsday debate

Listening to audio media and recordings

can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers

- 1.2 Memory
- 1.T Describe a childhood memory
- 2.1 What defines you?
- 4.T Events and changes in Britain
- 5.1 Post-it city
- 5.2 Security
- 5.T Plan a city square
- 6.1 The camera never lies?
- 7.1 Audio guide
- 7.T Global issues
- 8.1 Brands
- 8.2 A viral video
- 10.1 Joining a group
- 11.1 Five ways to save the world
- 11.2 Commenting on a poem
- 12.1 The role of technology in obtaining information
- 12.2 The Hole in the Wall project

READING

CEF goals at C1	<i>English Unlimited Advanced reading materials</i>
Overall reading comprehension	
<p>can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections</p>	<p>1.1 Born everywhere, raised in Britain 1.2 Childhood memories are fairytales 2.1 Your online self 2.2 Dating agencies (goal: understand promotional language) 3.1 Life-changing books 3.2 Learning a language 4.1 Maps of the world 4.2 Nutrition transition 5.1 Post-it city 5.2 Surveillance 5.T Plan a city square 6.1 Thin, pretty and airbrushed 6.2 The master forger 6.T Paolo Coelho 7.1 Cradle to grave 7.2 Beware witch doctors 8.2 Viral ads 8.T The air-powered car 9.1 Family story 9.2 Iconic: the overused adjective (goal: identify critical language in a text) 10.2 Football (goal: explore strategies for analysing authentic texts) 11.1 Five ways to save the world 11.2 The Sermilik fjord 11.2 2084 (goal: understand imagery in a poem) 12.1 The end of general knowledge? 12.2 The Hole in the Wall project Workbook 2 Explore reading Workbook 4 Explore reading Workbook 6 Explore reading Workbook 8 Explore reading Workbook 10 Explore reading Workbook 12 Explore reading</p>
Reading correspondence	
<p>can understand any correspondence given the occasional use of a dictionary</p>	<p>Explore writing page: 2.W a cover letter Workbook 3 Explore writing Workbook 12 Explore reading</p>
Reading for orientation	
<p>can scan quickly through long and complex texts, locating relevant details</p>	<p>2.1 Your online self 2.2 Dating agencies (goal: understand promotional language) 3.1 Life-changing books 3.2 Learning a language 5.1 Post-it city 5.T Plan a city square 8.T The air-powered car Workbook 2 Explore reading Workbook 4 Explore reading Workbook 6 Explore reading Workbook 10 Explore reading</p>

<p>can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics</p>	<p>1.2 Childhood memories are fairytales 2.1 Your online self 7.2 Beware witch doctors 10.2 Football 11.1 Five ways to save the world 11.2 The Sermilik fjord 12.1 The end of general knowledge? 12.2 The Hole in the Wall project Workbook 4 Explore reading Workbook 6 Explore reading Workbook 8 Explore reading</p>
<p>Reading for information and argument</p>	
<p>can understand in detail a wide range of lengthy, complex texts, identifying finer points of detail including attitudes and implied as well as stated opinions</p>	<p>1.1 Born everywhere, raised in Britain 1.2 Childhood memories are fairytales 4.1 Maps of the world 4.2 Nutrition transition 5.2 Surveillance 6.1 Thin, pretty and airbrushed 6.2 The master forger 6.T Paolo Coelho 7.1 Cradle to grave 7.2 Beware witch doctors 8.2 Viral ads 9.1 Family story 9.2 Iconic: the overused adjective (goal: identify critical language in a text) 10.2 Football 11.2 The Sermilik fjord 11.2 2084 (goal: understand imagery in a poem) 12.1 The end of general knowledge? Workbook 2 Explore reading Workbook 4 Explore reading Workbook 6 Explore reading Workbook 8 Explore reading</p>

Part 4

Map B: how each unit of *English Unlimited Advanced* relates to the CEF

Key

- 1.1 – Unit 1, lesson 1
- 1.2 – Unit 1, lesson 2
- 1.T – Unit 1, Target activity
- 1.S – Unit 1, Explore speaking page
- 2.W – Unit 2, Explore writing page

UNIT 1

<i>English Unlimited Advanced</i> goals and materials	CEF goals at C1
1.1 <ul style="list-style-type: none"> • talk about adapting to different cultures • Reading: Born everywhere, raised in Britain 	<ul style="list-style-type: none"> • can easily follow and contribute to complex interactions in group discussion even on abstract, complex unfamiliar topics (Informal discussion) • can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections (Overall reading comprehension) • can understand in detail a wide range of lengthy, complex texts, identifying finer points of detail including attitudes and implied as well as stated opinions (Reading for information and argument)
1.2 <ul style="list-style-type: none"> • talk about memory • Listening: Memory • Reading: Childhood memories are fairytales 	<ul style="list-style-type: none"> • can easily follow and contribute to complex interactions in group discussion even on abstract, complex unfamiliar topics (Informal discussion) • can understand enough to follow extended speech on abstract and complex topics beyond his/her own field (Overall listening comprehension) • can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers (Listening to audio media and recordings) • can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections (Overall reading comprehension) • can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics (Reading for orientation) • can understand in detail a wide range of lengthy, complex texts, identifying finer points of detail including attitudes and implied as well as stated opinions (Reading for information and argument)

1.T	<ul style="list-style-type: none"> • talk about a personal memory • evoke the feelings and moods of a past event • Listening: Describe a childhood memory 	<ul style="list-style-type: none"> • can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion (Describing experience) • can understand enough to follow extended speech on abstract and complex topics beyond his/her own field (Overall listening comprehension) • can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers (Listening to audio media and recordings)
1.S	<ul style="list-style-type: none"> • tell an anecdote effectively • keep people interested in a story 	<ul style="list-style-type: none"> • can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion (Describing experience) • can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage (Conversation)

UNIT 2

English Unlimited Advanced goals and materials	CEF goals at C1
2.1 <ul style="list-style-type: none"> • talk about personality traits • talk about identity • Reading: Your online self • Listening: What defines you? 	<ul style="list-style-type: none"> • can easily follow and contribute to complex interactions in group discussion even on abstract, complex unfamiliar topics (Informal discussion) • can give clear, detailed descriptions of complex subjects (Conversation) • can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections (Overall reading comprehension) • can scan quickly through long and complex texts, locating relevant details (Reading for orientation) • can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics (Reading for orientation) • can understand enough to follow extended speech on abstract and complex topics beyond his/her own field (Overall listening comprehension) • can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers (Listening to audio media and recordings)
2.2 <ul style="list-style-type: none"> • understand promotional language • say how you met someone • Reading: Dating agencies 	<ul style="list-style-type: none"> • can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion (Describing experience) • can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections (Overall reading comprehension) • can scan quickly through long and complex texts, locating relevant details (Reading for orientation)
2.T <ul style="list-style-type: none"> • use effective introduction strategies • promote yourself • Listening: Promote yourself 	<ul style="list-style-type: none"> • can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage (Conversation) • can participate fully in an interview, expanding and developing the point being discussed fluently and handling interjections well (Interviewing and being interviewed) • can use circumlocution and paraphrase to cover gaps in vocabulary and structure (Compensating) • can backtrack when he/she encounters a difficulty and reformulate what he/she wants to say without fully interrupting the flow of speech (Monitoring and repair) • can select a suitable phrase to preface his/her remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking (Turntaking) • can understand enough to follow extended speech on abstract and complex topics beyond his/her own field (Overall listening comprehension) • can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics (Understanding conversation)

2.W <ul style="list-style-type: none">• write a cover letter• describe experience and ability	<ul style="list-style-type: none">• can express him/herself with clarity and precision in personal correspondence, using language flexibly and effectively, including emotional, allusive and joking usage (Correspondence)• can understand any correspondence given the occasional use of a dictionary (Reading correspondence)
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UNIT 3

English Unlimited Advanced goals and materials	CEF goals at C1
3.1 <ul style="list-style-type: none"> • describe a book • give a personal response • Reading: Life-changing books • Listening: Life-changing books 	<ul style="list-style-type: none"> • can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion (Describing experience) • can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections (Overall reading comprehension) • can scan quickly through long and complex texts, locating relevant details (Reading for orientation) • can understand enough to follow extended speech on abstract and complex topics beyond his/her own field (Overall listening comprehension) • can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics (Understanding conversation)
3.2 <ul style="list-style-type: none"> • talk about languages and ways to learn them • describe experiences of language learning • Listening: Language learning • Reading: Language learning 	<ul style="list-style-type: none"> • can easily follow and contribute to complex interactions in group discussion even on abstract, complex unfamiliar topics (Informal discussion) • can understand enough to follow extended speech on abstract and complex topics beyond his/her own field (Overall listening comprehension) • can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics (Understanding conversation) • can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections (Overall reading comprehension) • can scan quickly through long and complex texts, locating relevant details (Reading for orientation)
3.T <ul style="list-style-type: none"> • talk about languages and ways to learn them • describe experiences of language learning • discuss plans and priorities • Listening: A plan to improve your English 	<ul style="list-style-type: none"> • can easily follow and contribute to complex interactions in group discussion even on abstract, complex unfamiliar topics (Informal discussion) • can understand and exchange complex information and advice on the full range of matters related to his/her occupational role (Information exchange) • can understand enough to follow extended speech on abstract and complex topics beyond his/her own field (Overall listening comprehension) • can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics (Understanding conversation)

3.S	<ul style="list-style-type: none">• develop strategies for communicating effectively• can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion (Describing experience)• can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage (Conversation)• can use circumlocution and paraphrase to cover gaps in vocabulary and structure (Compensating)• can select a suitable phrase to preface his/her remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking (Turntaking)
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UNIT 4

English Unlimited Advanced goals and materials	CEF goals at C1
4.1 <ul style="list-style-type: none"> • interpret maps and facts • make comparisons and talk about changes • Reading: Maps of the world 	<ul style="list-style-type: none"> • can give clear, detailed descriptions of complex subjects (Describing experience) • can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections (Overall reading comprehension) • can understand in detail a wide range of lengthy, complex texts, identifying finer points of detail including attitudes and implied as well as stated opinions (Reading for information and argument)
4.2 <ul style="list-style-type: none"> • talk about diet and nutrition • discuss changing trends • Reading: Nutrition transition 	<ul style="list-style-type: none"> • can easily follow and contribute to complex interactions in group discussion even on abstract, complex unfamiliar topics (Informal discussion) • can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections (Overall reading comprehension) • can understand in detail a wide range of lengthy, complex texts, identifying finer points of detail including attitudes and implied as well as stated opinions (Reading for information and argument)
4.T <ul style="list-style-type: none"> • make comparisons and talk about changes • discuss changing trends • talk about result • Listening: Say how a town or country has changed 	<ul style="list-style-type: none"> • can give clear, detailed descriptions of complex subjects (Describing experience) • can understand enough to follow extended speech on abstract and complex topics beyond his/her own field (Overall listening comprehension) • can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers (Listening to audio media and recordings)
4.W <ul style="list-style-type: none"> • write captions • write economically 	<ul style="list-style-type: none"> • can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind (Creative writing)

UNIT 5

English Unlimited Advanced goals and materials	CEF goals at C1
<p>5.1</p> <ul style="list-style-type: none"> • describe spaces in cities • describe how spaces are used • Reading: Post-it city • Listening: Post-it city 	<ul style="list-style-type: none"> • can easily follow and contribute to complex interactions in group discussion even on abstract, complex unfamiliar topics (Informal discussion) • can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections (Overall reading comprehension) • can scan quickly through long and complex texts, locating relevant details (Reading for orientation) • can understand enough to follow extended speech on abstract and complex topics beyond his/her own field (Overall listening comprehension) • can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers (Listening to audio media and recordings)
<p>5.2</p> <ul style="list-style-type: none"> • talk about crime and surveillance • comment on experiences • Reading: Surveillance • Listening: Security 	<ul style="list-style-type: none"> • can easily follow and contribute to complex interactions in group discussion even on abstract, complex unfamiliar topics (Informal discussion) • can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion (Describing experience) • can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections (Overall reading comprehension) • can understand in detail a wide range of lengthy, complex texts, identifying finer points of detail including attitudes and implied as well as stated opinions (Reading for information and argument) • can understand enough to follow extended speech on abstract and complex topics beyond his/her own field (Overall listening comprehension) • can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers (Listening to audio media and recordings)

UNIT 6

English Unlimited Advanced goals and materials	CEF goals at C1
<p>6.1</p> <ul style="list-style-type: none"> • describe appearance and changes to appearance • discuss photos and images • talk about aim and intention <p>• Listening: The camera never lies?</p> <p>• Reading: Thin, pretty and airbrushed</p>	<ul style="list-style-type: none"> • can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion (Describing experience) • can easily follow and contribute to complex interactions in group discussion even on abstract, complex unfamiliar topics (Informal discussion) • can understand enough to follow extended speech on abstract and complex topics beyond his/her own field (Overall listening comprehension) • can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers (Listening to audio media and recordings) • can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections (Overall reading comprehension) • can understand in detail a wide range of lengthy, complex texts, identifying finer points of detail including attitudes and implied as well as stated opinions (Reading for information and argument)
<p>6.2</p> <ul style="list-style-type: none"> • talk about fakes and forgery • convince people and express doubt <p>• Reading: The master forger</p> <p>• Listening: Genuine fakes</p>	<ul style="list-style-type: none"> • can easily follow and contribute to complex interactions in group discussion even on abstract, complex unfamiliar topics (Informal discussion) • can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections (Overall reading comprehension) • can understand in detail a wide range of lengthy, complex texts, identifying finer points of detail including attitudes and implied as well as stated opinions (Reading for information and argument) • can understand enough to follow extended speech on abstract and complex topics beyond his/her own field (Overall listening comprehension) • can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics (Understanding conversation)

<p>6.T</p> <ul style="list-style-type: none"> • describe appearance • conduct a personal interview • describe someone’s life, achievements and attitudes <ul style="list-style-type: none"> • Reading: Paolo Coelho 	<ul style="list-style-type: none"> • can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion (Describing experience) • can participate fully in an interview, expanding and developing the point being discussed fluently and handling interjections well (Interviewing and being interviewed) • can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections (Overall reading comprehension) • can understand in detail a wide range of lengthy, complex texts, identifying finer points of detail including attitudes and implied as well as stated opinions (Reading for information and argument)
<p>6.W</p> <ul style="list-style-type: none"> • use written and spoken styles appropriately • appreciate written and spoken genres 	<ul style="list-style-type: none"> • can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind (Creative writing)

UNIT 7

English Unlimited Advanced goals and materials	CEF goals at C1
<p>7.1</p> <ul style="list-style-type: none"> • talk about health problems and treatment • describe and comment on an exhibition or a show <ul style="list-style-type: none"> • Reading: Cradle to grave <ul style="list-style-type: none"> • Listening: Audio guide 	<ul style="list-style-type: none"> • can easily follow and contribute to complex interactions in group discussion even on abstract, complex unfamiliar topics (Informal discussion) • can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion (Describing experience) <ul style="list-style-type: none"> • can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections (Overall reading comprehension) • can understand in detail a wide range of lengthy, complex texts, identifying finer points of detail including attitudes and implied as well as stated opinions (Reading for information and argument) • can understand enough to follow extended speech on abstract and complex topics beyond his/her own field (Overall listening comprehension) • can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers (Listening to audio media and recordings)
<p>7.2</p> <ul style="list-style-type: none"> • describe a process or experiment • discuss implications and significance <ul style="list-style-type: none"> • Listening: Mind over matter <ul style="list-style-type: none"> • Reading: Beware witch doctors 	<ul style="list-style-type: none"> • can give clear, detailed descriptions of complex subjects (Describing experience) • can easily follow and contribute to complex interactions in group discussion even on abstract, complex unfamiliar topics (Informal discussion) • can understand enough to follow extended speech on abstract and complex topics beyond his/her own field (Overall listening comprehension) • can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics (Understanding conversation) • can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections (Overall reading comprehension) • can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics (Reading for orientation) • can understand in detail a wide range of lengthy, complex texts, identifying finer points of detail including attitudes and implied as well as stated opinions (Reading for information and argument)

<p>7.T</p> <ul style="list-style-type: none"> • discuss implications and significance • discuss an issue <ul style="list-style-type: none"> • Listening: Global issues 	<ul style="list-style-type: none"> • can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately (Formal discussion and meetings) • can understand enough to follow extended speech on abstract and complex topics beyond his/her own field (Overall listening comprehension) • can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers (Listening to audio media and recordings)
<p>7.S</p> <ul style="list-style-type: none"> • take turns in a discussion • give opinions in an extended conversation 	<ul style="list-style-type: none"> • can select a suitable phrase to preface his/her remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking (Turntaking) • can easily follow and contribute to complex interactions in group discussion even on abstract, complex unfamiliar topics (Informal discussion) • can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately (Formal discussion and meetings)

UNIT 8

English Unlimited Advanced goals and materials	CEF goals at C1
8.1 <ul style="list-style-type: none"> • discuss brands • describe effects and influences • talk about the image and qualities of products • Listening: Brands 	<ul style="list-style-type: none"> • can easily follow and contribute to complex interactions in group discussion even on abstract, complex unfamiliar topics (Informal discussion) • can understand enough to follow extended speech on abstract and complex topics beyond his/her own field (Overall listening comprehension) • can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers (Listening to audio media and recordings)
8.2 <ul style="list-style-type: none"> • talk about advertising and marketing • describe an advert • Reading: Viral ads • Listening: A viral video 	<ul style="list-style-type: none"> • can easily follow and contribute to complex interactions in group discussion even on abstract, complex unfamiliar topics (Informal discussion) • can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion (Describing experience) • can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections (Overall reading comprehension) • can understand in detail a wide range of lengthy, complex texts, identifying finer points of detail including attitudes and implied as well as stated opinions (Reading for information and argument) • can understand enough to follow extended speech on abstract and complex topics beyond his/her own field (Overall listening comprehension) • can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers (Listening to audio media and recordings)
8.T <ul style="list-style-type: none"> • talk about the image and qualities of products • talk about advertising and marketing • pass on detailed information • Reading: The air-powered car 	<ul style="list-style-type: none"> • can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately (Formal discussion and meetings) • can understand and exchange complex information and advice on the full range of matters related to his/her occupational role (Information exchange) • can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections (Overall reading comprehension) • can scan quickly through long and complex texts, locating relevant details (Reading for orientation)
8.W <ul style="list-style-type: none"> • use advertising language 	<ul style="list-style-type: none"> • can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind (Creative writing)

UNIT 9

English Unlimited Advanced goals and materials	CEF goals at C1
9.1 <ul style="list-style-type: none"> • speculate about images and objects • interpret and respond to a story • Listening: Interpreting a painting • Reading: Family story 	<ul style="list-style-type: none"> • can easily follow and contribute to complex interactions in group discussion even on abstract, complex unfamiliar topics (Informal discussion) • can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage (Conversation) • can understand enough to follow extended speech on abstract and complex topics beyond his/her own field (Overall listening comprehension) • can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics (Understanding conversation) • can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections (Overall reading comprehension) • can understand in detail a wide range of lengthy, complex texts, identifying finer points of detail including attitudes and implied as well as stated opinions (Reading for information and argument)
9.2 <ul style="list-style-type: none"> • discuss icons • identify critical language in a text • Reading: Iconic: the overused adjective 	<ul style="list-style-type: none"> • can easily follow and contribute to complex interactions in group discussion even on abstract, complex unfamiliar topics (Informal discussion) • can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections (Overall reading comprehension) • can understand in detail a wide range of lengthy, complex texts, identifying finer points of detail including attitudes and implied as well as stated opinions (Reading for information and argument)
9.T <ul style="list-style-type: none"> • discuss icons • talk about what something represents • present arguments and counter-arguments • Listening: Icons for today 	<ul style="list-style-type: none"> • can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately (Formal discussion and meetings) • can understand enough to follow extended speech on abstract and complex topics beyond his/her own field (Overall listening comprehension) • can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics (Understanding conversation)
9.S <ul style="list-style-type: none"> • give criticism • respond to criticism 	<ul style="list-style-type: none"> • can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage (Conversation)

UNIT 10

English Unlimited Advanced goals and materials	CEF goals at C1
10.1 <ul style="list-style-type: none"> • describe groups and membership • describe feelings about belonging • Listening: Belonging to a group • Listening: Joining a group 	<ul style="list-style-type: none"> • can easily follow and contribute to complex interactions in group discussion even on abstract, complex unfamiliar topics (Informal discussion) • can understand enough to follow extended speech on abstract and complex topics beyond his/her own field (Overall listening comprehension) • can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics (Understanding conversation) • can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers (Listening to audio media and recordings)
10.2 <ul style="list-style-type: none"> • give opinions emphatically • explore strategies for analysing authentic texts • Reading: Football 	<ul style="list-style-type: none"> • can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately (Formal discussion and meetings) • can expand and support points of view at some length with subsidiary points, reasons and relevant examples (Reports and essays) • can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections (Overall reading comprehension) • can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics (Reading for orientation) • can understand in detail a wide range of lengthy, complex texts, identifying finer points of detail including attitudes and implied as well as stated opinions (Reading for information and argument)
10.T <ul style="list-style-type: none"> • persuade others to take action 	<ul style="list-style-type: none"> • can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples (Addressing audiences) • can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail (Putting a case) • can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind (Creative writing)
10.W <ul style="list-style-type: none"> • describe an organisation • present something in the best possible light 	<ul style="list-style-type: none"> • can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind (Creative writing)

UNIT 11

English Unlimited Advanced goals and materials	CEF goals at C1
<p>11.1</p> <ul style="list-style-type: none"> • talk about climate change • describe inventions and how they work • discuss proposals <p>• Listening: Five ways to save the world</p> <p>• Reading: Five ways to save the world</p>	<ul style="list-style-type: none"> • can easily follow and contribute to complex interactions in group discussion even on abstract, complex unfamiliar topics (Informal discussion) • can give clear, detailed descriptions of complex subjects (Describing experience) • can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately (Formal discussion and meetings) • can understand enough to follow extended speech on abstract and complex topics beyond his/her own field (Overall listening comprehension) • can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers (Listening to audio media and recordings) • can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections (Overall reading comprehension) • can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics (Reading for orientation)
<p>11.2</p> <ul style="list-style-type: none"> • describe an ongoing process • understand imagery in a poem • Reading: The Sermilik fjord • Reading: 2084 <p>• Listening: Commenting on a poem</p>	<ul style="list-style-type: none"> • can give clear, detailed descriptions of complex subjects (Describing experience) • can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections (Overall reading comprehension) • can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics (Reading for orientation) • can understand in detail a wide range of lengthy, complex texts, identifying finer points of detail including attitudes and implied as well as stated opinions (Reading for information and argument) • can understand enough to follow extended speech on abstract and complex topics beyond his/her own field (Overall listening comprehension) • can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers (Listening to audio media and recordings)

<p>11.T</p> <ul style="list-style-type: none"> • talk about climate change • describe an ongoing process • say if actions are justified • conduct a debate • Listening: The Domsday debate 	<ul style="list-style-type: none"> • can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately (Formal discussion and meetings) • can understand enough to follow extended speech on abstract and complex topics beyond his/her own field (Overall listening comprehension) • can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics (Understanding conversation)
<p>11.S</p> <ul style="list-style-type: none"> • report a point of view • react to a point of view 	<ul style="list-style-type: none"> • can easily follow and contribute to complex interactions in group discussion even on abstract, complex unfamiliar topics (Informal discussion) • can understand and exchange complex information and advice on the full range of matters related to his/her occupational role (Information exchange)

UNIT 12

English Unlimited Advanced goals and materials	CEF goals at C1
<p>12.1</p> <ul style="list-style-type: none"> • talk about knowledge and technology • discuss how to access information <p>• Reading: The end of general knowledge?</p> <p>• Listening: The role of technology in obtaining information</p>	<ul style="list-style-type: none"> • can easily follow and contribute to complex interactions in group discussion even on abstract, complex unfamiliar topics (Informal discussion) • can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections (Overall reading comprehension) • can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics (Reading for orientation) • can understand in detail a wide range of lengthy, complex texts, identifying finer points of detail including attitudes and implied as well as stated opinions (Reading for information and argument) • can understand enough to follow extended speech on abstract and complex topics beyond his/her own field (Overall listening comprehension) • can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers (Listening to audio media and recordings)
<p>12.2</p> <ul style="list-style-type: none"> • describe technological advances • talk about how things develop <p>• Listening: The Hole in the Wall project</p> <p>• Reading: The Hole in the Wall project</p>	<ul style="list-style-type: none"> • can easily follow and contribute to complex interactions in group discussion even on abstract, complex unfamiliar topics (Informal discussion) • can understand enough to follow extended speech on abstract and complex topics beyond his/her own field (Overall listening comprehension) • can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers (Listening to audio media and recordings) • can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections (Overall reading comprehension) • can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics (Reading for orientation)
<p>12.T</p> <ul style="list-style-type: none"> • explain an idea • deliver a positive message 	<ul style="list-style-type: none"> • can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples (Addressing audiences) • can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail (Putting a case)
<p>12.W</p> <ul style="list-style-type: none"> • give written advice • write steps in a process • describe how to do something 	<ul style="list-style-type: none"> • can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind (Creative writing)