

FIFTH EDITION

Focus on Grammar

Alignment with the Global Scale of English and Common European Framework of Reference

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Focus on Grammar



Focus on Grammar is a five-level grammar series that integrates grammar into all skills areas, presents natural language and contextualized material, and moves from controlled practice to authentic communication. It uses a unique four-step approach that takes students from comprehension to communication within a clear and consistent structure. Centred on thematic instruction, it combines comprehensive grammar coverage with abundant practice, critical thinking skills, four skills practice, opportunities for creative and meaningful communication, and ongoing assessment in a complete program.

- Complete **integration** of grammar into all skill areas as students read, write, listen, and speak. This integration allows students to learn grammar holistically, which in turn prepares them to understand and use English more effectively.
- **Contextualized** unit themes introduce grammar in realistic contexts.
- **Communicative** activities move beyond controlled practice to authentic communication.
- **Corpus-informed** grammar presentations reflect real and natural language usage.

Focus on Grammar follows a unique, four-step approach, taking students from comprehension to communication within a clear and consistent structure.

Step 1: Grammar in Context presents grammar in natural contexts such as articles, stories, interviews, and blog posts. Students engage with the unit reading and theme and get exposure to grammar as it is used in real life. The vocabulary practice helps students acquire the vocabulary they need to understand the unit readings and to express their own ideas.

Step 2: Grammar Presentation presents the structures in clear and accessible grammar charts and notes with multiple examples of form and meaning. Corpus-informed explanations and examples reflect natural usage of the target forms, differentiate between written and conversational registers whenever appropriate, and highlight common errors to help students avoid typical pitfalls in both speaking and writing.

Step 3: Focused Practice provides numerous and varied contextualized exercises for both the form and meaning of the new structures. Controlled practice ensures students' understanding of the target grammar and leads to mastery of form, meaning, and use.

Step 4: Communication Practice provides practice with the structures in listening exercises as well as in communicative, open-ended speaking activities. These engaging activities provide ample opportunities for personalization and build students' confidence in using English. Students also develop their critical thinking skills through problem-solving activities and discussions.

The new **From Grammar to Writing** section at the end of each unit helps students learn about common errors in writing and how to recognize them in their own work. Engaging and motivating writing activities encourage students to apply grammar in writing through structured tasks from pre-writing to editing.

COURSE COMPONENTS

- Student Book with Essential Online Resources
- Student Book with MyEnglishLab
- Student Book split editions with Essential Online Resources
- Workbook
- MyEnglishLab
- Focus on Grammar website: www.pearsonELT.com/fog5e

The Global Scale of English and The Common European Framework of Reference

The Global Scale of English is a standardized, granular scale from 10 to 90 which measures English language proficiency. It is aligned with the Common European Framework of Reference (CEFR). Unlike the CEFR, which describes proficiency in terms of broad levels, the Global Scale of English identifies what a learner can do at each point on a more granular scale—and within a CEFR level. The scale is designed to motivate learners by demonstrating incremental progress in their language ability. The Global Scale of English forms the backbone for Pearson English course material and assessment.

CEFR and the Global Scale of English both comprise a number of Can Do statements, or “learning objectives,” for each of the four language skills, describing what learners should be able to do at different levels of proficiency. The learning objectives are written to reflect what a student ‘Can Do’ with language without regard to the context in which a language skill may surface. The GSE Learning Objectives have been aligned to the CEFR, and many additional statements created, rated for difficulty, and calibrated to the scale.

This document provides an overview of the learning objectives that are covered in each unit of the course. As the learning objectives focus specifically on language skills, some learning objectives will be repeated multiple times, a reflection of the fact that skills are built through practice in multiple contexts.

In order for a learner to successfully learn and internalize a skill (with the goal of achieving mastery in the second or foreign language), it is important to encounter the skill in a variety of contexts. The content of the Summit course is designed to provide multiple touch points from which a learner can explore the possibilities of use of any given language skill. From conversations in the home to communication in a store, learners will have a variety of opportunities to improve their agility and fluency with the various skills.

For each learning objective we indicate whether a statement is from the original CEFR or newly created by Pearson English:

(C) Common European Framework descriptor, verbatim, © Council of Europe

(Ca) Common European Framework descriptor, adapted or edited, © Council of Europe (N2000) North (2000) descriptor, verbatim

(N2000a) North (2000) descriptor, adapted or edited

(P) New Pearson English descriptor

[Note: If a value is in parentheses, it indicates the learning objective is still undergoing research and validation, and therefore the value is a provisional estimate.]

Visit English.com/gse to learn more about the Global Scale of English.

References

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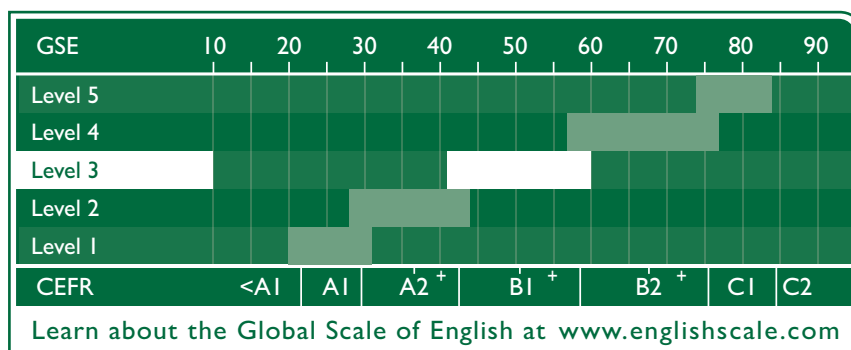
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FIFTH EDITION

Focus on Grammar

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Focus on Grammar is aligned with the Global Scale of English and the Common European Framework of Reference. It takes learners from CEF A2 to C1 (32–78 on the Global Scale of English). Each lesson guides students to a ‘Can Do’ goal in line with the Global Scale of English and the Common European Framework ‘Can Do’ statements.



Present Progressive and Simple Present

THEME: Different Cultures

Grammar: Can tell when to use the present progressive and the simple present to distinguish actions that are ongoing and actions that are habitual, Can use non-action verbs to describe states and situations

Pronunciation: What do you and what are you

Vocabulary: abroad, culture, distance (n), event, misunderstanding, native (adj)

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (CA)	47	B1 (43–50)	13–14
Reading	Can generally understand straightforward factual texts on familiar topics. (CA)	46	B1 (43–50)	5
Speaking	Can convey simple information of immediate relevance and emphasise the main point. (CA)	45	B1 (43–50)	14
Speaking	Can express belief, opinion, agreement and disagreement politely. (C)	45	B1 (43–50)	15
Speaking	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	15
Writing	Can write a basic description of experiences, feelings and reactions, given a model. (P)	44	B1 (43–50)	16

Simple past

THEME: Poets**Grammar:** Can refer to past actions, states, or situations using regular and irregular past forms**Vocabulary:** admirer, emotion, journey (n) restless, topic

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (CA)	47	B1 (43–50)	28
Reading	Can generally understand straightforward factual texts on familiar topics. (CA)	46	B1 (43–50)	19, 26
Reading	Can follow chronological sequence in a formal structured text. (P)	52	B1+ (51–58)	23
Speaking	Can convey simple relevant information emphasising the most important point. (CA)	45	B1 (43–50)	15, 28–30
Writing	Can write a basic description of experiences, feelings and reactions, given a model. (P)	44	B1 (43–50)	31

Past Progressive and Simple past

THEME: Reporting Events

Grammar: Can use the past progressive to focus on the duration of a past action. Can use the past progressive with the simple past to describe an action interrupted by another action

Vocabulary: alarmed, area, calm (adj), disaster, sink (v), survivor

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (CA)	47	B1 (43–50)	42
Reading	Can follow chronological sequence in a formal structured text. (P)	52	B1+ (51–58)	34
Speaking	Can convey simple information of immediate relevance and emphasise the main point. (CA)	45	B1 (43–50)	43–44
Writing	Can write descriptions of past events, activities, or personal experiences. (P)	47	B1 (43–50)	43
Writing	Can write an everyday connected text using a set of short elements or facts and building them into a sequence. (CA)	47	B1 (43–50)	45

Used to and Would

THEME: Changes

Grammar: Can use *used to* and *would* to refer to past habits and actions that are no longer happening and to convey contrast with the present

Vocabulary: destination, major (adj), popular, revenue, traditional, transformation

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (CA)	47	B1 (43–50)	56
Reading	Can generally understand straightforward factual texts on familiar topics. (CA)	46	B1 (43–50)	48
Speaking	Can express belief, opinion, agreement and disagreement politely. (C)	45	B1 (43–50)	56
Speaking	Can convey simple information of immediate relevance and emphasise the main point. (CA)	45	B1 (43–50)	57–58
Writing	Can write descriptions of past events, activities, or personal experiences. (P)	47	B1 (43–50)	59

Wh- Questions

THEME: In Court

Grammar: Can ask wh- questions about the past

Vocabulary: defendant, frightened, in a hurry, indicate, record (n)

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can identify the main point of TV news items reporting events, accidents, etc. where the visual supports the commentary. (C)	49	B1 (43–50)	68
Reading	Can scan an interview transcript for key information. (P)	56	B1+ (51–58)	62
Speaking	Can carry out a prepared structured interview with some spontaneous follow-up questions. (CA)	45	B1 (43–50)	68–69
Speaking	Can describe people's everyday lives using a short series of simple phrases and sentences. (CA)	34	A2 (30–35)	69
Speaking	Can take some initiative in an interview, but is generally very dependent on interviewer. (CA)	50	B1 (43–50)	69
Writing	Can write descriptions of past events, activities, or personal experiences. (P)	47	B1 (43–50)	70

THEME: Space Travel

Grammar: Can use *be going to* and *will* to refer to future facts or predictions. Can use *be going to* and the present progressive to describe future plans. Can use *will* to express quick decisions, offers, and promises. Can use the simple present for scheduled events

Pronunciation: Going to or gonna

Vocabulary: edge (n), experience (v), incredible, purchase (v), sold out, take-off (n)

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can listen to a short narrative and predict what will happen next. (N2000)	43	B1 (43–50)	87
Listening	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (CA)	47	B1 (43–50)	87
Reading	Can scan an interview transcript for key information. (P)	56	B1+ (51–58)	75
Speaking	Can describe future plans and intentions using fixed expressions. (P)	43	B1 (43–50)	88
Writing	Can write a description of a future event or activity. (P)	46	B1 (43–50)	89

Future Time Clauses

THEME: Setting Goals

Grammar: Can use a time clause to show the order between two future events. Can use time words such as when and before with the simple present to refer to future events

Vocabulary: achieve, catalogue (n), goal, interview (n), path

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can follow chronological sequences in extended informal speech at natural speed. (P)	65	B2 (59–66)	98
Listening	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (CA)	47	B1 (43–50)	98
Reading	Can follow chronological sequence in a formal structured text. (P)	52	B1+ (51–58)	92
Speaking	Can describe future plans and intentions using fixed expressions. (P)	43	B1 (43–50)	99
Writing	Can write a description of a future event or activity. (P)	46	B1 (43–50)	100

Present Perfect: Since and For

THEME: Careers

Grammar: Can use the present perfect with *since* or *for* to show that something began in the past and continues into the present

Vocabulary: consider oneself, dramatically, opportunity, positive, residence, support oneself.

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (CA)	47	B1 (43–50)	113
Reading	Can generally understand straightforward factual texts on familiar topics. (CA)	46	B1 (43–50)	105
Speaking	Can convey simple relevant information emphasising the most important point. (CA)	45	B1 (43–50)	114
Speaking	Can carry out a prepared structured interview with some spontaneous follow-up questions. (CA)	45	B1 (43–50)	114–115
Writing	Can give personal details in written form in a limited way. (CA)	31	A2 (30–35)	115
Writing	Can write short, simple biographies about real or imaginary people. (CA)	51	B1+ (51–58)	116

Present Perfect: Already, Yet, and Still

THEME: Party Planning

Grammar: Can use the present perfect with *already*, *yet*, or *still* to refer to things that happened or did not happen at some time in the past

Vocabulary: available, organized (adj), professional (adj), specific, successful

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (CA)	47	B1 (43–50)	125
Reading	Can generally understand straightforward factual texts on familiar topics. (CA)	46	B1 (43–50)	119
Speaking	Can convey simple information of immediate relevance and emphasise the main point. (CA)	45	B1 (43–50)	125–126
Speaking	Can discuss illustrations in an academic text, using simple language. (P)	53	B1+ (51–58)	126
Writing	Can write a simple essay in response to a specific question. (P)	54	B1+ (51–58)	127

UNIT 10

Present Perfect: Indefinite Past

THEME: Adventure Travel

Grammar: Can use the present perfect to show that something happened at an indefinite time in the past.
Can use the present perfect with adverbs of time and time expressions

Vocabulary: adventure, affordable, ancient, annual, survey (n), transportation

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (CA)	47	B1 (43–50)	139
Reading	Can generally understand straightforward factual texts on familiar topics. (CA)	46	B1 (43–50)	131
Speaking	Can briefly give reasons and explanations for opinions, plans and actions. (C)	51	B1+ (51–58)	139–140
Speaking	Can carry out a prepared interview, checking and confirming information as necessary. (CA)	57	B1+ (51–58)	141
Writing	Can write a simple essay in response to a specific question. (P)	54	B1+ (51–58)	142

UNIT 11

Present Perfect and Simple Past

THEME: Failure and Success

Grammar: Can recognize when to use the present perfect and the simple past.

Vocabulary: attitude, award (n), create, discouraged (adj), failure, reject (v)

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can understand TV documentaries, interviews, plays and most films in standard speech. (CA)	64	B2 (59–66)	152
Reading	Can generally understand straightforward factual texts on familiar topics. (CA)	46	B1 (43–50)	145
Speaking	Can briefly give reasons and explanations for opinions, plans and actions. (C)	51	B1+ (51–58)	152
Speaking	Can carry out a prepared interview, checking and confirming information as necessary. (CA)	57	B1+ (51–58)	152
Speaking	Can use a basic repertoire of conversation strategies to maintain a discussion. (CA)	53	B1+ (51–58)	153–154
Speaking	Can briefly give reasons and explanations for opinions, plans and actions. (C)	51	B1+ (51–58)	153
Writing	Can write a simple essay in response to a specific question. (P)	54	B1+ (51–58)	155

UNIT 12

Present Perfect Progressive and Present Perfect

THEME: Climate Change

Grammar: Can use the present perfect progressive with *since/for* and time expressions. Can recognize the difference between the present perfect and the present perfect progressive

Vocabulary: climate, design (v), develop, energy, expert, trend

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (CA)	47	B1 (43–50)	167
Reading	Can generally understand straightforward factual texts on familiar topics. (CA)	46	B1 (43–50)	158
Speaking	Can briefly give reasons and explanations for opinions, plans and actions. (C)	51	B1+ (51–58)	168–169
Speaking	Can use a basic repertoire of conversation strategies to maintain a discussion. (CA)	53	B1+ (51–58)	168
Speaking	Can express opinions and attitudes using a range of basic expressions and sentences. (CA)	52	B1+ (51–58)	169
Writing	Can write emails/letters exchanging information, emphasising the most important point. (CA)	53	B1+ (51–58)	170

UNIT 13

Ability and Possibility: Can, Could, Be able to

THEME: Multilingualism

Grammar: Can express ability and possibility in the present, future, and past with *can*, *could*, and *be able to*

Vocabulary: adult, advantage, field (n), majority, research (n), retired

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can understand TV documentaries, interviews, plays and most films in standard speech. (CA)	64	B2 (59–66)	185
Reading	Can generally understand straightforward factual texts on familiar topics. (CA)	46	B1 (43–50)	175
Speaking	Can briefly give reasons and explanations for opinions, plans and actions. (C)	51	B1+ (51–58)	185
Speaking	Can use a basic repertoire of conversation strategies to maintain a discussion. (CA)	53	B1+ (51–58)	185
Speaking	Can compare and contrast alternatives about what to do, where to go, etc. (CA)	53	B1+ (51–58)	186
Speaking	Can effectively participate in a classroom discussion about an academic topic. (P)	54	B1+ (51–58)	186
Writing	Can write a simple essay in response to a specific question. (P)	54	B1+ (51–58)	187

UNIT 14

Permission: Can, Could, May, Do you mind if

THEME: Roommates

Grammar: Can ask for, give, or deny permission with *can*, *could*, *may*, and *do you mind if*

Vocabulary: annoyed, assume, establish, gain (v), guidelines, presentation

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (CA)	47	B1 (43–50)	198
Reading	Can skim a simple text to identify key concepts. (P)	45	B1 (43–50)	190
Speaking	Can convey simple information of immediate relevance and emphasise the main point. (CA)	45	B1 (43–50)	198–199
Writing	Can write emails/letters exchanging information, emphasising the most important point. (CA)	53	B1+ (51–58)	200

UNIT 15

Requests: Can, Could, Will, Would, Would you mind

THEME: Messages

Grammar: Can use *can*, *could*, *will*, *would*, and *would you mind* to make requests

Pronunciation: Could you, Would you, Will you, Can you

Vocabulary: appreciate, deliver, distribute, request, respond, urgent

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (CA)	47	B1 (43–50)	210
Reading	Can skim a simple text to identify key concepts. (P)	45	B1 (43–50)	203
Speaking	Can briefly give reasons and explanations for opinions, plans and actions. (C)	51	B1+ (51–58)	210
Speaking	Can use a basic repertoire of conversation strategies to maintain a discussion. (CA)	53	B1+ (51–58)	211
Writing	Can write emails/letters exchanging information, emphasising the most important point. (CA)	53	B1+ (51–58)	212

UNIT 16

Advice: Should, Ought to, Had better

THEME: Internet Rules

Grammar: Can use *should*, *ought to*, and *had better*, to offer or ask for advice or suggestions

Pronunciation: Ought to and Had better

Vocabulary: avoid, behaviour, communication, identity, normal, protect

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can follow the main points in TV programmes on familiar topics if delivered in clear standard speech. (CA)	51	B1+ (51–58)	224
Reading	Can skim a simple text to identify key concepts. (P)	45	B1 (43–50)	215
Speaking	Can express opinions as regards possible solutions, giving brief reasons and explanations. (CA)	51	B1+ (51–58)	224–225
Writing	Can write a basic email/letter of complaint requesting action. (P)	51	B1+ (51–58)	226

UNIT 17

Nouns and Quantifiers

THEME: Time Capsules

Grammar: Can use proper nouns and common nouns, count nouns and non-count nouns. Can use a range of basic quantifiers in affirmative and negative statements

Vocabulary: civilization, impressed, intentional, interpret, occasion (n), purpose

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (CA)	47	B1 (43–50)	239
Reading	Can generally understand straightforward factual texts on familiar topics. (CA)	46	B1 (43–50)	231
Speaking	Can convey simple relevant information emphasising the most important point. (CA)	45	B1 (43–50)	239
Speaking	Can explain the main points in an idea or problem with reasonable precision. (C)	55	B1+ (51–58)	240
Writing	Can write personal emails/letters giving some details of events, experiences and feelings. (CA)	48	B1 (43–50)	241

UNIT 18

Articles: Indefinite and Definite

THEME: Stories

Grammar: Can use indefinite and definite articles to describe nouns. Can distinguish when to use definite articles, indefinite articles, or no article when describing nouns.

Vocabulary: enormous, famous, honest, immediately, wonderful

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (CA)	47	B1 (43–50)	253
Reading	Can skim a simple text to identify key concepts. (P)	45	B1 (43–50)	244
Speaking	Can explain the main points in an idea or problem with reasonable precision. (C)	55	B1+ (51–58)	253
Speaking	Can summarise and give opinions on issues and stories and answer questions in detail. (CA)	56	B1+ (51–58)	254
Speaking	Can convey simple information of immediate relevance and emphasise the main point. (CA)	45	B1 (43–50)	255
Writing	Can write a simple essay in response to a specific question. (P)	54	B1+ (51–58)	256

UNIT 19

Adjectives and Adverbs

THEME: Home

Grammar: Can form basic adverbs by adding *-ly* to adjectives. Can use adverbs of manner, adverbs of degree, and one or several adjectives. Can form and use participial adjectives.

Vocabulary: absolutely, convenient, ideal, located in, peaceful, satisfied

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (CA)	47	B1 (43–50)	270
Speaking	Can briefly give reasons and explanations for opinions, plans and actions. (C)	51	B1+ (51–58)	271–272
Speaking	Can compare and contrast alternatives about what to do, where to go, etc. (CA)	53	B1+ (51–58)	272
Speaking	Can use a basic repertoire of conversation strategies to maintain a discussion. (CA)	53	B1+ (51–58)	273
Writing	Can write a simple essay in response to a specific question. (P)	54	B1+ (51–58)	274

UNIT 20

Adjectives: Comparisons with As . . . as and Then

THEME: Food

Grammar: Can use as . . . as with adjectives to express similarity. Can form comparative adjectives and use them with than to express difference. Can use two comparative adjectives to show an increase or decrease, or to show cause and effect

Vocabulary: crowded, delicious, evident, relaxed, varied

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (CA)	47	B1 (43–50)	286
Reading	Can recognise significant points and arguments in straightforward newspaper articles on familiar topics. (CA)	56	B1+ (51–58)	277
Speaking	Can briefly give reasons and explanations for opinions, plans and actions. (C)	51	B1+ (51–58)	286
Speaking	Can make simple, direct comparisons between two people or things using common adjectives. (P)	37	A2+ (36–42)	286
Speaking	Can summarise and give opinions on issues and stories and answer questions in detail. (CA)	56	B1+ (51–58)	287
Writing	Can write a simple essay in response to a specific question. (P)	54	B1+ (51–58)	288

UNIT 21

Adjectives: Superlatives

THEME: Cities

Grammar: Can form the superlative with *-est*. Can form the superlative of longer regular adjectives with *most*

Vocabulary: continent (n), dynamic, feature (n), financial, multicultural, public (adj)

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (CA)	47	B1 (43–50)	298
Reading	Can generally understand straightforward factual texts on familiar topics. (CA)	46	B1 (43–50)	292
Speaking	Can summarise and give opinions on issues and stories and answer questions in detail. (CA)	56	B1+ (51–58)	298–299
Writing	Can write a simple essay in response to a specific question. (P)	54	B1+ (51–58)	300

UNIT 22

Adverbs: As . . . as, Comparatives, Superlatives

THEME: Sports

Grammar: Can use as . . . as with adverbs to express similarity. Can form comparative adverbs and use them with than to express difference. Can form the superlative with *-est* or *most*. Can use two comparative adverbs to show an increase or decrease, or to show cause and effect

Vocabulary: compete, debate (n), insult (n), require, source (n), value (n)

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (CA)	47	B1 (43–50)	311
Reading	Can recognise significant points and arguments in straightforward newspaper articles on familiar topics. (CA)	56	B1+ (51–58)	303
Speaking	Can summarise and give opinions on issues and stories and answer questions in detail. (CA)	56	B1+ (51–58)	311–313
Writing	Can write a simple essay in response to a specific question. (P)	54	B1+ (51–58)	314

UNIT 23

Gerunds: Subject and Object

THEME: Health Issues

Grammar: Can use a range of common verbs followed by a gerund. Can use a gerund as the subject or the object of a verb

Vocabulary: approve of, ban (v), illegal, in favor of, permit (v), prohibit

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (CA)	47	B1 (43–50)	326
Reading	Can recognise significant points and arguments in straightforward newspaper articles on familiar topics. (CA)	56	B1+ (51–58)	319
Speaking	Can summarise and give opinions on issues and stories and answer questions in detail. (CA)	56	B1+ (51–58)	326
Speaking	Can briefly give reasons and explanations for opinions, plans and actions. (C)	51	B1+ (51–58)	326–327
Speaking	Can carry out a prepared structured interview with some spontaneous follow-up questions. (CA)	45	B1 (43–50)	327
Writing	Can write a simple essay in response to a specific question. (P)	54	B1+ (51–58)	328

UNIT 24

Infinitives After Certain Verb

THEME: Happiness

Grammar: Can use a wide range of verbs followed by an infinitive

Pronunciation: Want to or Wanna

Vocabulary: appropriate (adj), focus (v), interact, participate in, significant (adj), tend to

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (CA)	47	B1 (43–50)	338
Reading	Can recognise significant points and arguments in straightforward newspaper articles on familiar topics. (CA)	56	B1+ (51–58)	331
Speaking	Can briefly give reasons and explanations for opinions, plans and actions. (C)	51	B1+ (51–58)	338
Speaking	Can summarise and give opinions on issues and stories and answer questions in detail. (CA)	56	B1+ (51–58)	338–339
Writing	Can write a simple essay in response to a specific question. (P)	54	B1+ (51–58)	340

UNIT 25

More Uses of Infinitives

THEME: Smart Devices

Grammar: Can use an infinitive with to or in order to express purpose and intention. Can make statements with the verb be plus an adjective/adverb followed by an infinitive. Can say something is possible or not possible, using too or enough with adjectives and adverbs

Vocabulary: benefit (n), combine (v), device, function (n), multipurpose, old-fashioned

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can use language related to TV, radio, and broadcasting (P)	43–58	B1 (43–50) B1+ (51–58)	350
Reading	Can recognise significant points and arguments in straightforward newspaper articles on familiar topics. (CA)	56	B1+ (51–58)	343
Speaking	Can summarise and give opinions on issues and stories and answer questions in detail. (CA)	56	B1+ (51–58)	350–352
Speaking	Can express and comment on ideas and suggestions in informal discussions. (CA)	56	B1+ (51–58)	352
Writing	Can write a simple essay in response to a specific question. (P)	54	B1+ (51–58)	353

UNIT 26

Gerunds and Infinitives

THEME: Procrastination

Grammar: Can use a range of common verbs followed by a gerund. Can use a range of common verbs followed by an infinitive. Can use a range of common verbs followed by a gerund or an infinitive

Vocabulary: anxious, discouraging (adj), project (n), tactic, task, universal

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can understand TV documentaries, interviews, plays and most films in standard speech. (CA)	64	B2 (59–66)	363
Reading	Can recognise significant points and arguments in straightforward newspaper articles on familiar topics. (CA)	56	B1+ (51–58)	356
Speaking	Can summarise and give opinions on issues and stories and answer questions in detail. (CA)	56	B1+ (51–58)	363–364
Speaking	Can express and comment on ideas and suggestions in informal discussions. (CA)	56	B1+ (51–58)	363–364
Speaking	Can carry out a prepared interview, checking and confirming information as necessary. (CA)	57	B1+ (51–58)	365
Writing	Can write a simple essay in response to a specific question. (P)	54	B1+ (51–58)	366

UNIT 27

Reflexive and Reciprocal Pronouns

THEME: Self-Talk

Grammar: Can use each other and one another, and reflexive pronouns

Vocabulary: fault (n), impact (v), maintain, reaction, realize, temporary

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (CA)	47	B1 (43–50)	378
Reading	Can recognise significant points and arguments in straightforward newspaper articles on familiar topics. (CA)	56	B1+ (51–58)	371
Speaking	Can summarise and give opinions on issues and stories and answer questions in detail. (CA)	56	B1+ (51–58)	379
Speaking	Can discuss illustrations in an academic text, using simple language. (P)	53	B1+ (51–58)	380–381
Speaking	Can express and comment on ideas and suggestions in informal discussions. (CA)	56	B1+ (51–58)	381
Writing	Can write personal emails/letters giving advice. (P)	50	B1 (43–50)	382

UNIT 28

Phrasal Verbs

THEME: Science

Grammar: Can use a range of phrasal verbs. Can use phrasal verbs with separated objects

Vocabulary: get by, go on, grow up, pick out, pick up, take off

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (CA)	47	B1 (43–50)	392
Reading	Can recognise significant points and arguments in straightforward newspaper articles on familiar topics. (CA)	56	B1+ (51–58)	385
Speaking	Can summarise and give opinions on issues and stories and answer questions in detail. (CA)	56	B1+ (51–58)	392
Speaking	Can express and comment on ideas and suggestions in informal discussions. (CA)	56	B1+ (51–58)	392
Speaking	Can discuss illustrations in an academic text, using simple language. (P)	53	B1+ (51–58)	393
Speaking	Can convey simple information of immediate relevance and emphasise the main point. (CA)	45	B1 (43–50)	393
Writing	Can write a simple essay in response to a specific question. (P)	54	B1+ (51–58)	394

UNIT 29

Necessity: Have (got) to, Must, Can't

THEME: Rules and Regulations

Grammar: Can use *have to*, *have got to*, and *must* to refer to or ask about necessity or obligation. Can use *don't/doesn't have to* to express absence of obligation and *must not* and *can't* to express prohibition

Pronunciation: Have to or Hafta, Got to or Gotta

Vocabulary: equipment, hassle (n), inspect, regulation, strict, valid

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (CA)	47	B1 (43–50)	409
Reading	Can recognise significant points and arguments in straightforward newspaper articles on familiar topics. (CA)	56	B1+ (51–58)	399
Speaking	Can discuss illustrations in an academic text, using simple language. (P)	53	B1+ (51–58)	409–410
Speaking	Can describe future plans and intentions using fixed expressions. (P)	43	B1 (43–50)	411
Writing	Can write a simple essay in response to a specific question. (P)	54	B1+ (51–58)	412

UNIT 30

Expectations: Be supposed to

THEME: Manners

Grammar: Can talk about expectations and obligations using *supposed to* and *not supposed to*

Vocabulary: definite, familiar, issue (n), norm, rude, sense (v)

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (CA)	47	B1 (43–50)	422
Reading	Can recognise significant points and arguments in straightforward newspaper articles on familiar topics. (CA)	56	B1+ (51–58)	415
Speaking	Can convey simple information of immediate relevance and emphasise the main point. (CA)	45	B1 (43–50)	423–424
Speaking	Can discuss illustrations in an academic text, using simple language. (P)	53	B1+ (51–58)	423
Writing	Can write a simple essay in response to a specific question. (P)	54	B1+ (51–58)	425

UNIT 31

Future Possibility: May, Might, Could

THEME: Weather

Grammar: Can use *may*, *might*, and *could* to express likelihood in the present and near future

Vocabulary: affect (v), exceed, forecast (n), local (adj), region

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (CA)	47	B1 (43–50)	434
Reading	Can scan an interview transcript for key information. (P)	56	B1+ (51–58)	428
Speaking	Can convey simple information of immediate relevance and emphasise the main point. (CA)	45	B1 (43–50)	434
Speaking	Can give a short, rehearsed talk or presentation on a familiar topic. (CA)	53	B1+ (51–58)	434
Speaking	Can describe future plans and intentions in detail, giving degrees of probability. (P)	60	B2 (59–66)	435
Writing	Can write emails/letters exchanging information, emphasising the most important point. (CA)	53	B1+ (51–58)	436

UNIT 32

Present Conclusions: Must, Have (got) to, May, Might, Could, Can't

THEME: Mysteries

Grammar: Can come to conclusions about present situations using *must*, *have (got) to*, *may*, *might*, *could*, and *can't*

Vocabulary: advertisement, amazed, method, position (n) salary

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (CA)	47	B1 (43–50)	448
Reading	Can skim a simple text to identify key concepts. (P)	45	B1 (43–50)	439
Speaking	Can summarise and give opinions on issues and stories and answer questions in detail. (CA)	56	B1+ (51–58)	450
Writing	Can write a simple essay in response to a specific question. (P)	54	B1+ (51–58)	450