

FIFTH EDITION

Focus on Grammar

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

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FIFTH EDITION

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

Council of Europe (2001) Common European Framework of Reference for Languages: Learning, teaching, assessment. Cambridge: Cambridge University Press.

North, B. (2000) The Development of a Common Framework Scale of Language Proficiency. New York: Peter Lang.

Schneider, Guenther and Brian North (1999) ‘In anderen Sprachen kann ich’ . . . Skalen zur Beschreibung, Beurteilung und Selbsteinschätzung der fremdsprachlichen Kommunikationsfähigkeit. Berne, Project Report, National Research Programme 33, Swiss National Science Research Council.

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National Science Research Council. Schneider, G., North, B. (2000) Fremdsprachen können – was heißt das? Chur / Zürich: Rüegger

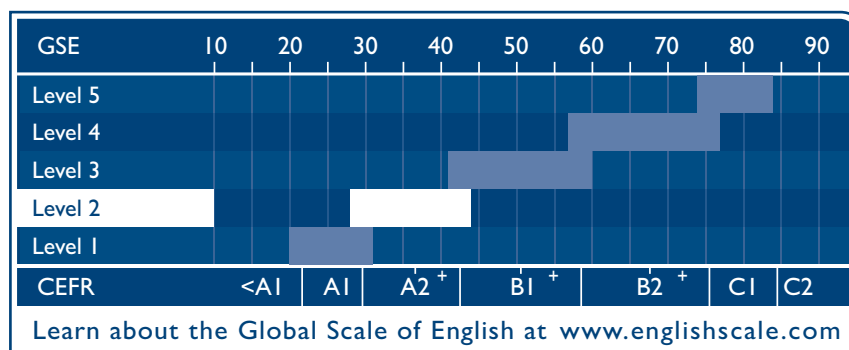
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Focus on Grammar



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 of Be: Statements

THEME: Sports

Grammar: Can use the verb *be* in simple present affirmative and negative statements. Can use contractions in speaking and writing

Vocabulary: athlete, fan (n), in the middle, only, popular, the rest of.

Skill	Learning Objectives & copyright combined	GSE	CEFR	Page
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	11
Reading	Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (CA)	34	A2 (30–35)	5
Speaking	Can communicate in routine tasks requiring simple, direct exchanges of information. (CA)	36	A2+ (36–42)	11–12
Speaking	Can say what they like and dislike. (C)	34	A2 (30–35)	12
Speaking	Can tell a story or describe something in a simple list of points. (C)	40	A2+ (36–42)	12
Writing	Can give personal details in written form in a limited way. (CA)	31	A2 (30–35)	12
Writing	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36–42)	13

Present of Be: Questions

THEME: School

Grammar: Can ask a range of *yes/no* and *wh-* questions with *be* in the simple present. Can construct short answers to questions in the simple present

Vocabulary: excuse me, office, on time, right (adj), room (n)

Skill	Learning Objectives & copyright combined	GSE	CEFR	Page
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	24
Reading	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)	16
Speaking	Can use a limited range of fixed expressions to describe objects, possessions, or products. (P)	35	A2 (30–35)	24–25
Speaking	Can use brief, everyday expressions to ask for and give personal details. (CA)	32	A2 (30–35)	25

Past of Be

THEME: A First Day

Grammar: Can make simple past statements with *be*. Can ask simple past *yes/no* and *wh-* questions with *be*. Can use a range of common time markers for the past

Vocabulary: afraid (of), difficult, nervous, principal (n), surprise (n).

Skill	Learning Objectives & copyright combined	GSE	CEFR	Page
Listening	Can extract key factual information such as prices, times and dates from a recorded phone message. (P)	35	A2 (30–35)	36
Reading	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)	29
Speaking	Can communicate in routine tasks requiring simple, direct exchanges of information. (CA)	36	A2+ (36–42)	37–38
Writing	Can give personal details in written form in a limited way. (CA)	31	A2 (30–35)	38

Count Nouns and Proper Nouns

THEME: Photographs and Photographers

Grammar: Can use *a/an* with singular count nouns. Can use common regular and irregular nouns in the plural form. Can identify and use proper nouns

Pronunciation: Plural Noun Endings

Vocabulary: all over, occasion, public (n), striking (adj), to be born

Skill	Learning Objectives & copyright combined	GSE	CEFR	Page
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	50
Reading	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)	43
Speaking	Can communicate in routine tasks requiring simple, direct exchanges of information. (CA)	36	A2+ (36–42)	51
Writing	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36–42)	52

Descriptive Adjectives

THEME: Interesting and Unusual Places

Grammar: Can place adjectives in the correct position before nouns. Can use the appropriate articles with adjectives that come before count nouns.

Vocabulary: climate, comfortable, dry, safe (adj), unusual

Skill	Learning Objectives & copyright combined	GSE	CEFR	Page
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	59
Reading	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)	57
Speaking	Can communicate in routine tasks requiring simple, direct exchanges of information. (CA)	36	A2+ (36–42)	60
Writing	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36–42)	61

Prepositions of Place

THEME: Locations

Grammar: Can use a range of prepositions of place. Can use *on*, *at*, and *in* for specific addresses and locations

Vocabulary: app, dinosaur, huge, interested, locate, tour (n).

Skill	Learning Objectives & copyright combined	GSE	CEFR	Page
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	70
Reading	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)	64
Speaking	Can communicate in routine tasks requiring simple, direct exchanges of information. (CA)	36	A2+ (36–42)	70–71
Writing	Can write short, simple notes, emails and messages relating to everyday matters. (CA)	38	A2+ (36–42)	72

Imperatives; Suggestions with Let's, Why don't we . . . ?

THEME: Long Life

Grammar: Can use verbs in the imperative. Can make offers and suggestions with *why not/why don't you/we . . . ?* Can make suggestions with *let's* and *let's not*

Vocabulary: advice, dead, island, nap (n), pray, secret.

Skill	Learning Objectives & copyright combined	GSE	CEFR	Page
Listening	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36–42)	82
Reading	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)	77
Speaking	Can discuss what to do and where to go, and make arrangements to meet. (C)	36	A2+ (36–42)	83
Speaking	Can give basic advice using simple language. (P)	39	A2+ (36–42)	83
Writing	Can write a simple description of a room, house or apartment. (P)	31	A2 (30–35)	84

Simple Present: Affirmative and Negative Statements

THEME: Holidays

Grammar: Can use the simple present in a range of situations. Can use adverbs of frequency in the correct position in a sentence. Can use expressions of frequency as time markers.

Pronunciation: Third-Person Singular Verbs

Vocabulary: at the stroke of, culture, eve, get together, look ahead, tradition

Skill	Learning Objectives & copyright combined	GSE	CEFR	Page
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	94
Reading	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)	87
Speaking	Can communicate in routine tasks requiring simple, direct exchanges of information. (CA)	36	A2+ (36–42)	94–95
Speaking	Can describe habits and routines. (CA)	34	A2 (30–35)	95
Writing	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36–42)	96

Simple Present: Yes/No Questions and Short Answers

THEME: Roommates

Grammar: Can ask *yes/no* questions in the simple present. Can construct short answers to *yes/no* questions in the simple present

Vocabulary: bother (v), easygoing, messy, outgoing, private (adj), stay up

Skill	Learning Objectives & copyright combined	GSE	CEFR	Page
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	104
Reading	Can understand simple questions in questionnaires on familiar topics. (P)	31	A2 (30–35)	99
Speaking	Can ask simple questions in a face-to-face survey. (P)	34	A2 (30–35)	105–106
Speaking	Can use a limited range of fixed expressions to describe objects, possessions, or products. (P)	35	A2 (30–35)	106
Writing	Can write short, simple notes, emails and messages relating to everyday matters. (CA)	38	A2+ (36–42)	107

UNIT 10

Simple Present: Wh- Questions

THEME: Dreams

Grammar: Can ask *wh-* questions in the simple present. Can use *who* and *whom* to ask about the subject or the object of a sentence

Vocabulary: author (n), guest, nightmare, remember, unfortunately

Skill	Learning Objectives & copyright combined	GSE	CEFR	Page
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	116
Reading	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)	110
Speaking	Can ask simple questions in a face-to-face survey. (P)	34	A2 (30–35)	116
Speaking	Can use brief, everyday expressions to ask for and give personal details. (CA)	32	A2 (30–35)	117
Writing	Can ask for personal details in written form in a limited way. (CA)	36	A2+ (36–42)	118

UNIT 11

There is/There are

THEME: Places to Shop

Grammar: Can use *there is* and *there are* to introduce people or things into a conversation, or to talk about a location or time of an event. Can ask *yes/no* questions with *there + be*

Vocabulary: aquarium, including (prep), indoor, join, luxury, parking space.

Skill	Learning Objectives & copyright combined	GSE	CEFR	Page
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	130
Reading	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)	123
Speaking	Can communicate in routine tasks requiring simple, direct exchanges of information. (CA)	36	A2+ (36–42)	130–132
Speaking	Can ask simple questions in a face-to-face survey. (P)	34	A2 (30–35)	132
Writing	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36–42)	133

UNIT 12

Possessive Nouns and Adjectives; Pronouns; Questions with Whose

THEME: Possessions

Grammar: Can use possessive adjectives, nouns, and pronouns. Can use an apostrophe to show possession with a variety of nouns. Can form questions with *whose* to ask about possessions

Vocabulary: back (prep), composition, excellent, grade (n), recognize.

Skill	Learning Objectives & copyright combined	GSE	CEFR	Page
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	144
Reading	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)	136
Speaking	Can communicate in routine tasks requiring simple, direct exchanges of information. (CA)	36	A2+ (36–42)	144–145
Writing	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36–42)	146

UNIT 13

Ability: Can or Could

THEME: Animals and Their Abilities

Grammar: Can use *can* and *can't* to refer to present ability or lack of ability and possibility. Can express ability or lack of ability in the past using *could* and *couldn't*.

Pronunciation: Stress on *Can* and *Can't*

Vocabulary: genius, intelligent, invent, professor, surprised.

Skill	Learning Objectives & copyright combined	GSE	CEFR	Page
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	156
Reading	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)	151
Speaking	Can communicate in routine tasks requiring simple, direct exchanges of information. (CA)	36	A2+ (36–42)	156–157
Writing	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36–42)	158

UNIT 14

Permission: Can or May

THEME: Special Diets

Grammar: Can give, deny, or ask about permission with *can* and *may*. Can use *Can I* or *May I* to ask for permission

Vocabulary: dairy, in common, nutritious, recipe, substitute

Skill	Learning Objectives & copyright combined	GSE	CEFR	Page
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	166
Reading	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)	161
Speaking	Can communicate in routine tasks requiring simple, direct exchanges of information. (CA)	36	A2+ (36–42)	166–167
Writing	Can write a basic email/letter accepting or declining an invitation. (P)	41	A2+ (36–42)	168

UNIT 15

Present Progressive: Affirmative and Negative Statements

THEME: People Watching

Grammar: Can use the present progressive to refer to situations happening now or in the extended present.
Can use common time expressions with the present progressive

Vocabulary: bored, departure, detective, psychologist, suit.

Skill	Learning Objectives & copyright combined	GSE	CEFR	Page
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	178
Reading	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)	173
Speaking	Can communicate in routine tasks requiring simple, direct exchanges of information. (CA)	36	A2+ (36–42)	179
Speaking	Can make simple, direct comparisons between two people or things using common adjectives. (P)	37	A2+ (36–42)	180
Writing	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36–42)	181

UNIT 16

Present Progressive: Yes/No and Wh- Questions

THEME: Movies

Grammar: Can use *yes/no* and *wh-* questions in the present progressive to ask for information about something happening now or in the extended present

Vocabulary: catch a cold, cough, fever, scene, still (adv)

Skill	Learning Objectives & copyright combined	GSE	CEFR	Page
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	190
Reading	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)	184
Speaking	Can describe basic activities or events that are happening at the time of speaking. (P)	33	A2 (30–35)	191
Writing	Can write simple sentences about familiar things, given prompts or a model. (P)	32	A2 (30–35)	192

UNIT 17

Simple Present and Present Progressive; Non-Action Verbs

THEME: Smartphones

Grammar: Can determine when to use the simple present and when to use the present progressive. Can use a variety of non-action verbs to describe emotions, experiences, thoughts, and preferences

Vocabulary: connect, constantly, feature (n), improve, waterproof

Skill	Learning Objectives & copyright combined	GSE	CEFR	Page
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	201
Reading	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)	195
Speaking	Can communicate in routine tasks requiring simple, direct exchanges of information. (CA)	36	A2+ (36–42)	201–202
Speaking	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	203
Speaking	Can say what they like and dislike. (C)	34	A2 (30–35)	203
Writing	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36–42)	204

UNIT 18

Simple Past: Statements with Regular Verbs

THEME: Travel

Grammar: Can refer to past events using common regular past simple forms. Can use common time markers such as *ago* and *yesterday* to denote the past

Pronunciation: Regular Past Tense Endings

Vocabulary: cancel, freeze, land (v), miss (v), pick up

Skill	Learning Objectives & copyright combined	GSE	CEFR	Page
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	216
Reading	Can understand short, simple personal emails and letters. (CA)	37	A2+ (36–42)	209
Speaking	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000A)	38	A2+ (36–42)	217
Writing	Can write short, simple notes, emails and messages relating to everyday matters. (CA)	38	A2+ (36–42)	218

UNIT 19

Simple Past: Statements with Irregular Verbs

THEME: You Never Know

Grammar: Can refer to past events using common irregular verbs in the simple past. Can use *was* or *were* + *born* to tell when or where people were born

Vocabulary: appear, border (v), fight (v), ride (v), run away, unlucky.

Skill	Learning Objectives & copyright combined	GSE	CEFR	Page
Listening	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36–42)	227
Reading	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)	221
Speaking	Can tell a story or describe something in a simple list of points. (C)	40	A2+ (36–42)	227–228
Writing	Can write a simple story or description of an event using basic time expressions. (P)	40	A2+ (36–42)	229

UNIT 20

Simple Past: Questions

THEME: Writers

Grammar: Can form *yes/no* and *wh-* questions with the simple past

Vocabulary: exact, jealousy, mystery (n), play (n), pride (n).

Skill	Learning Objectives & copyright combined	GSE	CEFR	Page
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	238
Reading	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)	232
Speaking	Can communicate in routine tasks requiring simple, direct exchanges of information. (CA)	36	A2+ (36–42)	238–239
Speaking	Can tell a story or describe something in a simple list of points. (C)	40	A2+ (36–42)	239

UNIT 21

Simple Past: Review

THEME: Biographies

Grammar: Can use both regular and irregular verbs in the simple past. Can form *yes/no* questions, *wh-* questions, and negative statements with the simple past

Vocabulary: admire, base on, notice, routine, statue.

Skill	Learning Objectives & copyright combined	GSE	CEFR	Page
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	251
Reading	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)	243
Speaking	Can communicate in routine tasks requiring simple, direct exchanges of information. (CA)	36	A2+ (36–42)	251–253
Writing	Can write a simple story or description of an event using basic time expressions. (P) (P)	40	A2+ (36–42)	254

UNIT 22

Be going to for the Future

THEME: City and Campus Planning

Grammar: Can use *be going to* to state facts about the future, make predictions, and discuss future plans. Can use the present progressive to talk about future plans. Can use *be going to* with common future time markers.

Pronunciation: *Going to* and *Gonna*

Vocabulary: against, announce, gain, increase, in my opinion, tuition

Skill	Learning Objectives & copyright combined	GSE	CEFR	Page
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	268
Reading	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)	260
Speaking	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	269
Speaking	Can describe future plans and intentions using fixed expressions. (P)	43	B1 (43–50)	269
Writing	Can write personal emails/letters giving some details of events, experiences and feelings. (CA)	48	B1 (43–50)	270

UNIT 23

Will for the Future

THEME: The Future

Grammar: Can use *will* to talk about future facts, to make predictions and promises, and to ask for or refuse to do something

Vocabulary: disappear, majority, memory, robot, spend time.

Skill	Learning Objectives & copyright combined	GSE	CEFR	Page
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	280
Reading	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)	273
Speaking	Can describe future plans and intentions using fixed expressions. (P)	43	B1 (43–50)	280–281
Speaking	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	281–282
Writing	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36–42)	283

UNIT 24

May or Might for Possibility

THEME: The Weather

Grammar: Can use *might* and *may* to express likelihood in the present and the immediate future. Can use *will* and *won't* to express what is certain and what is impossible. Can use *be going to* to ask questions about future possibility.

Vocabulary: commute (n), flood (v), highway, mild, predict (v), storm (n)

Skill	Learning Objectives & copyright combined	GSE	CEFR	Page
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	291
Reading	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)	286
Speaking	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	291–292
Speaking	Can describe future plans and intentions using fixed expressions. (P)	43	B1 (43–50)	292
Writing	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36–42)	293

UNIT 25

Gerunds and Infinitives

THEME: Careers

Grammar: Can use gerunds and infinitives after certain verbs

Vocabulary: career, chef, compete, deadline, lawyer, salary.

Skill	Learning Objectives & copyright combined	GSE	CEFR	Page
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	302
Reading	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)	296
Speaking	Can communicate in routine tasks requiring simple, direct exchanges of information. (CA)	36	A2+ (36–42)	302
Speaking	Can describe people's everyday lives using a short series of simple phrases and sentences. (CA)	34	A2 (30–35)	303
Speaking	Can say what they like and dislike. (C)	34	A2 (30–35)	303

UNIT 26

Articles with Count and Non-Count Nouns; Some/Any

THEME: Restaurants and Food

Grammar: Can use indefinite articles to refer to general subjects and definite articles to refer to specific subjects. Can use *some* and *any* as quantifiers with count and non-count nouns

Pronunciation: Indefinite Articles

Vocabulary: atmosphere, delicious, main course, menu, reservation, service (n).

Skill	Learning Objectives & copyright combined	GSE	CEFR	Page
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	318
Reading	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)	309
Speaking	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	318–319
Speaking	Can use simple phrases to order a meal. (CA)	31	A2 (30–35)	319

UNIT 27

How much and How many; Quantifiers

THEME: Desserts

Grammar: Can ask for information about quantity with *how much/many*. Can use *a lot*, *a few*, and *a little* to refer to quantities with nouns. Can describe quantities using *(not) any*, *a lot*, *much*, or *many*

Vocabulary: ingredient, in season, neighbourhood, prepare, pretty good, taste.

Skill	Learning Objectives & copyright combined	GSE	CEFR	Page
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	330
Reading	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)	323
Speaking	Can communicate in routine tasks requiring simple, direct exchanges of information. (CA)	36	A2+ (36–42)	330–332
Speaking	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	330
Writing	Can write simple sentences about familiar things, given prompts or a model. (P)	32	A2 (30–35)	333

UNIT 28

Too many and Too much; Enough + Noun

THEME: The Right Place to Live

Grammar: Can express sufficiency and insufficiency with *enough* and *too*. Can use *too many* and *too few* with plural count nouns and *too much* and *too little* with non-count nouns

Vocabulary: cosmopolitan, crime, pollution, transportation, unemployment, weather

Skill	Learning Objectives & copyright combined	GSE	CEFR	Page
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	342
Reading	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)	336
Speaking	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	343
Writing	Can write short, simple notes, emails and messages relating to everyday matters. (CA)	38	A2+ (36–42)	344

UNIT 29

Advice: Should and Had better

THEME: Dos and Don'ts of the Business World

Grammar: Can use *should*, *shouldn't*, or *ought to* offer or ask for advice and suggestions. Can give strong advice with *had better* (*not*)

Vocabulary: confusion, head for, insult (v), reception, timing (n).

Skill	Learning Objectives & copyright combined	GSE	CEFR	Page
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	357
Reading	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)	349
Speaking	Can communicate in routine tasks requiring simple, direct exchanges of information. (CA)	36	A2+ (36–42)	357
Speaking	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	358
Writing	Can write personal emails/letters giving advice. (P)	50	B1 (43–50)	359

UNIT 30

Necessity: Have to and Must

THEME: Rules at School

Grammar: Can express obligation and necessity in the present with *have to* and *must* and in the past with *had to*. Can express a lack of necessity with *(not) have to*. Can deny permission in the present with *must not*.

Vocabulary: average (n), due (adj), fail, midterm, outline (n), pass (v).

Skill	Learning Objectives & copyright combined	GSE	CEFR	Page
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	370
Reading	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)	362
Speaking	Can ask and answer questions about basic plans and intentions. (P)	38	A2+ (36–42)	370
Speaking	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	370
Speaking	Can give an extended description of everyday topics (e.g. people, places, experiences). (N2000A)	38	A2+ (36–42)	371
Writing	Can write simple sentences about familiar things, given prompts or a model. (P)	35	A2 (30–35)	372

UNIT 31

The Comparative

THEME: Cities

Grammar: Can make comparisons with regular, shorter adjectives + *-er*. Can make comparisons with *more* + longer adjectives. Can use the irregular comparative forms of common adjectives like *good* and *bad*

Vocabulary: coast (n), diverse, personality, population, wonder (v).

Skill	Learning Objectives & copyright combined	GSE	CEFR	Page
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	386
Reading	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)	377
Speaking	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	386–388
Speaking	Can communicate in routine tasks requiring simple, direct exchanges of information. (CA)	36	A2+ (36–42)	387
Writing	Can make simple comparisons between people, places or things. (P)	36	A2+ (36–42)	389

UNIT 32

Adverbs of Manner

THEME: Public Speaking

Grammar: Can form basic adverbs by adding *-ly* to certain adjectives. Can use a variety of linking verbs to connect a subject and an adjective. Can use *well* as an adverb and an adjective

Vocabulary: applause, appreciate, audience, fact, joke (n), serious.

Skill	Learning Objectives & copyright combined	GSE	CEFR	Page
Listening	Can generally identify the topic of discussion around them when conducted slowly and clearly. (C)	39	A2+ (36–42)	397
Reading	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)	392
Speaking	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	397
Speaking	Can express enthusiasm and excitement in a limited way. (P)	40	A2+ (36–42)	398
Speaking	Can tell a story or describe something in a simple list of points. (C)	40	A2+ (36–42)	398
Writing	Can write basic instructions with a simple list of points. (P)	39	A2+ (36–42)	399

UNIT 33

Adjective + Enough; Too and Very; As + Adjective + As

THEME: Complaints

Grammar: Can use *too* and *very* to strengthen adjectives. Can use *too* to mean *more than necessary*. Can use *enough* to mean the right amount of something. Can compare nouns with *as . . . as*

Vocabulary: according to, in her eyes, point of view, point out, sincerely, solution.

Skill	Learning Objectives & copyright combined	GSE	CEFR	Page
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	410
Reading	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)	402
Speaking	Can communicate in routine tasks requiring simple, direct exchanges of information. (CA)	36	A2+ (36–42)	410
Speaking	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	411–412
Writing	Can write short basic descriptions of past events and activities. (P)	39	A2+ (36–42)	413

UNIT 34

The Superlative

THEME: Animals around the World

Grammar: Can form the superlative of regular adjectives with *-est*. Can form the superlative with *most* + longer adjectives. Can form irregular superlatives of adjectives and adverbs such as *best* and *worst*

Vocabulary: centimetre, extinct, inch, kilogram, pound (n), species

Skill	Learning Objectives & copyright combined	GSE	CEFR	Page
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	423
Reading	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)	417
Speaking	Can communicate in routine tasks requiring simple, direct exchanges of information. (CA)	36	A2+ (36–42)	423
Speaking	Can ask simple questions in a face-to-face survey. (P)	34	A2 (30–35)	424
Speaking	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	425
Writing	Can write short basic descriptions of past events and activities. (P)	39	A2+ (36–42)	426