

FIFTH EDITION

Focus on Grammar

4

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:

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(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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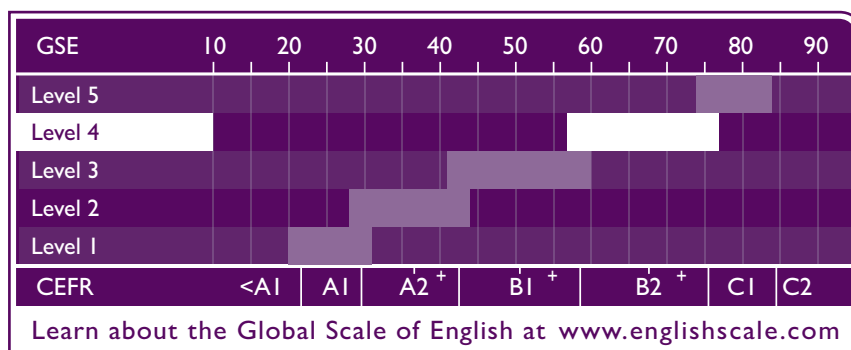
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FIFTH EDITION

Focus on Grammar



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.



Simple Present and Present Progressive

THEME: Names

Grammar: Can use the simple present to describe habitual actions or unchanging facts. Can use the present progressive to describe actions happening now. Can use non-action verbs to describe states or situations.

Vocabulary: adjustment, consist of, convince, identity, in style, provide

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can recognise generalisations and their supporting ideas. (P)	59	B2 (59–66)	13
Reading	Can scan a long text or a set of related texts in order to find specific information. (CA)	63	B2 (59–66)	5
Speaking	Can contribute to a conversation fluently and naturally, provided the topic is not too abstract or complex. (P)	66	B2 (59–66)	13–14
	Can initiate, maintain and end discourse naturally with effective turn-taking. (CA)	68	B2+ (67–75)	14
	Can engage in extended conversation in a clearly participatory fashion on most general topics. (CA)	61	B2 (59–66)	14–15
Writing	Can write detailed descriptions of real or imaginary people. (P)	59	B2 (59–66)	16

Simple Present and Present Progressive

THEME: First Meetings

Grammar: Can use the simple past to show that an action happened and was completed in the past. Can use the past progressive to show that an action was in progress at a specific time in the past. Can use the past progressive with the simple past to show an action interrupted by another action. Can use the past progressive with *while* or *when* to show that two actions were in progress at the same time in the past.

Vocabulary: accomplish, cover (v) influential, pursue, recover, research (n)

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can critically evaluate the effectiveness of slides or other visual materials that accompany a simple presentation. (P)	59	B2 (59–66)	28
Reading	Can scan a long text or a set of related texts in order to find specific information. (CA)	63	B2 (59–66)	19
Speaking	Can contribute to a conversation fluently and naturally, provided the topic is not too abstract or complex. (P)	66	B2 (59–66)	29
	Can engage in extended conversation in a clearly participatory fashion on most general topics. (CA)	61	B2 (59–66)	29
	Can narrate a story. (C)	45	B1 (43–50)	30
Writing	Can structure longer texts in clear, logical paragraphs. (P)	65	B2 (59–66)	31

Simple Past, Present Perfect, and Present Perfect Progressive

THEME: Hobbies and Interests

Grammar: Can recognize when to use the simple past, the present perfect, or the present perfect progressive. Can use the present perfect (progressive) with *for/since* and time expressions to show that something was not completed in the past. Can use the present perfect with adverbs of time to show that something happened at an indefinite time in the past.

Vocabulary: alternative (n), experiment (v), motivation, passion, survive, trend (n)

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can recognise generalisations and their supporting ideas. (P)	59	B2 (59–66)	43
Reading	Can scan a long text or a set of related texts in order to find specific information. (CA)	63	B2 (59–66)	34
Speaking	Can contribute to a conversation fluently and naturally, provided the topic is not too abstract or complex. (P)	66	B2 (59–66)	43–44
	Can engage in extended conversation in a clearly participatory fashion on most general topics. (CA)	61	B2 (59–66)	43–45
	Can initiate, maintain and end discourse naturally with effective turn-taking. (CA)	68	B2+ (67–75)	45
Writing	Can structure longer texts in clear, logical paragraphs. (P)	65	B2 (59–66)	46

Past Perfect and Past Perfect Progressive

THEME: Musicians

Grammar: Can use the past perfect to show that something happened before a specific time in the past. Can use the past perfect progressive to show that something was in progress before a specific time in the past. Can use the past perfect (progressive) with the simple past to show the time order between two past events. Can use adverbs such as *already*, *yet*, and *never* to emphasize the first event, and expressions with *by* to refer to the second event.

Vocabulary: conduct (v), contract (n), ethnic, inspire, participate, transform

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can understand most of a radio programme about a familiar topic. (CA)	60	B2 (59–66)	61
Reading	Can scan a long text or a set of related texts in order to find specific information. (CA)	63	B2 (59–66)	49
Speaking	Can contribute to a conversation fluently and naturally, provided the topic is not too abstract or complex. (P)	66	B2 (59–66)	61–63
	Can engage in extended conversation in a clearly participatory fashion on most general topics. (CA)	61	B2 (59–66)	61
Writing	Can structure longer texts in clear, logical paragraphs. (P)	65	B2 (59–66)	64

Future and Future Progressive

THEME: Life in the Future

Grammar: Can use *will* or *be going* to discuss future facts and predictions. Can use *will* when making quick decisions, offers, and promises, and *be going to* or the present progressive when making plans. Can use the simple present to discuss future scheduled events. Can use the future progressive to describe an action that will be in progress at a specific time in the future. Can use the simple present or the present progressive in future time clauses.

Vocabulary: challenge (n), individual (n), innovative, technology, vehicle, vertical (adj)

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can follow a natural group discussion, but may find it difficult to participate effectively. (CA)	62	B2 (59–66)	81
Reading	Can scan a long text or a set of related texts in order to find specific information. (CA)	63	B2 (59–66)	70
Speaking	Can contribute to a conversation fluently and naturally, provided the topic is not too abstract or complex. (P)	66	B2 (59–66)	81–83
Writing	Can structure longer texts in clear, logical paragraphs. (P)	65	B2 (59–66)	84

Future Perfect and Future Perfect Progressive

THEME: Goals

Grammar: Can use the future perfect to show that something will happen before a specific time in the future. Can use the future perfect progressive to show that something will be in progress until a specific time in the future. Can use the future perfect (progressive) with the simple present to show the time order between two future events. Can use adverbs such as *already* and *yet* to emphasize the first event, and expressions with *by* to refer to the second event.

Vocabulary: affordable, convert (v), corporate (adj), initiative, meanwhile, status

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can recognise generalisations and their supporting ideas. (P)	59	B2 (59–66)	96
Reading	Can scan a long text or a set of related texts in order to find specific information. (CA)	63	B2 (59–66)	87
Speaking	Can contribute to a conversation fluently and naturally, provided the topic is not too abstract or complex. (P)	66	B2 (59–66)	96–97
	Can engage in extended conversation in a clearly participatory fashion on most general topics. (CA)	61	B2 (59–66)	96–97
Writing	Can structure longer texts in clear, logical paragraphs. (P)	65	B2 (59–66)	98

Negative Yes / No Questions and Tag Questions

THEME: Places to Live

Grammar: Can use a range of negative *yes/no* questions and tag questions to check information or comment on a situation. Can answer negative *yes/no* questions and tag questions.

Pronunciation: Intonation of tag questions.

Vocabulary: attracted (adj), constant (adj), extremely, originally, structure (n), supply (v)

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can recognise generalisations and their supporting ideas. (P)	59	B2 (59–66)	114
Reading	Can scan an interview transcript for key information. (P)	56	B1+ (51–58)	104
Speaking	Can contribute to a conversation fluently and naturally, provided the topic is not too abstract or complex. (P)	66	B2 (59–66)	114–115
Writing	Can write a transcript of a simple interview. (P)	54	B1+ (51–58)	116

Additions and Responses: So, Too, Neither, Not either, and But

THEME: Similarities and Differences

Grammar: Can use additions with *so*, *too*, *neither*, or *not either* to express similarity. Can use additions with *but* to express difference. Can use short responses with *so*, *too*, *neither*, or *not either* to express agreement. Can use short responses with *but* to express disagreement.

Vocabulary: complex (adj), factor (n), identical, image, investigate, reserved (adj)

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can recognise generalisations and their supporting ideas. (P)	59	B2 (59–66)	129
Reading	Can scan a long text or a set of related texts in order to find specific information. (CA)	63	B2 (59–66)	120
Speaking	Can contribute to a conversation fluently and naturally, provided the topic is not too abstract or complex. (P)	66	B2 (59–66)	129–130
	Can engage in extended conversation in a clearly participatory fashion on most general topics. (CA)	61	B2 (59–66)	130–131
Writing	Can structure longer texts in clear, logical paragraphs. (P)	65	B2 (59–66)	132

Gerunds and Infinitives: Review and Expansion

THEME: Fast Food

Grammar: Can use a gerund as the subject or the object of a verb. Can use a range of verbs followed by a gerund or an infinitive. Can use a gerund after a preposition or a phrasal verb, and an infinitive after certain adjectives or nouns. Can use infinitives to express purpose. Can use gerunds and infinitives to make general statements.

Vocabulary: appealing (adj), consequence, convenience, globe, objection, reliability

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can recognise generalisations and their supporting ideas. (P)	59	B2 (59–66)	148
Reading	Can scan a long text or a set of related texts in order to find specific information. (CA)	63	B2 (59–66)	138
Speaking	Can contribute to a conversation fluently and naturally, provided the topic is not too abstract or complex. (P)	66	B2 (59–66)	148–149
	Can engage in extended conversation in a clearly participatory fashion on most general topics. (CA)	61	B2 (59–66)	149
	Can initiate, maintain and end discourse naturally with effective turn-taking. (CA)	68	B2+ (67–75)	149
Writing	Can write personal emails/letters giving and commenting on news in detail. (CA)	60	B2 (59–66)	150

UNIT 10

Make, Have, Let, Help, and Get

THEME: Zoos and Marine, Theme Parks

Grammar: Can use *make*, *have*, *get*, or *let* to show how someone causes or allows another person/animal to do something. Can use *help* to show that someone makes things easier for another person/animal.

Vocabulary: cruel, former, humane, physical, rebel (v), reinforcement

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can recognise generalisations and their supporting ideas. (P)	59	B2 (59–66)	161
Reading	Can scan a long text or a set of related texts in order to find specific information. (CA)	63	B2 (59–66)	154
Speaking	Can contribute to a conversation fluently and naturally, provided the topic is not too abstract or complex. (P)	66	B2 (59–66)	161–162
	Can engage in extended conversation in a clearly participatory fashion on most general topics. (CA)	61	B2 (59–66)	162
Writing	Can show the relationship between an opinion and a counter argument in a discursive text. (P)	66	B2 (59–66)	163

UNIT 11

Phrasal Verbs: Review and Expansion

THEME: Telemarketing

Grammar: Can use a range of phrasal verbs. Can use transitive phrasal verbs with or without separated objects. Can use intransitive phrasal verbs. Can use phrasal verbs with preposition combinations.

Vocabulary: authorities, eliminate, equivalent, feature (n), firmly, tactic

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can recognise generalisations and their supporting ideas. (P)	59	B2 (59–66)	176
Reading	Can scan a long text or a set of related texts in order to find specific information. (CA)	63	B2 (59–66)	166
Speaking	Can justify and sustain views clearly by providing relevant explanations and arguments. (CA)	60	B2 (59–66)	176
	Can engage in extended conversation in a clearly participatory fashion on most general topics. (CA)	61	B2 (59–66)	177
Writing	Can structure longer texts in clear, logical paragraphs. (P)	65	B2 (59–66)	178

UNIT 12

Adjective Clauses with Subject Relative Pronouns

THEME: Personality Types and Friends

Grammar: Can use sentences with adjective clauses beginning with subject relative pronouns such as *who*, *that*, *which*, or *whose* to identify or give additional information about nouns. Can use identifying and non-adjective clauses.

Pronunciation: Identifying and non-identifying adjective clauses.

Vocabulary: contradict, require, sensitive, tendency, trait, unique

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can recognise generalisations and their supporting ideas. (P)	59	B2 (59–66)	194
Reading	Can scan a long text or a set of related texts in order to find specific information. (CA)	63	B2 (59–66)	184
Speaking	Can contribute to a conversation fluently and naturally, provided the topic is not too abstract or complex. (P)	66	B2 (59–66)	194–195
	Can engage in extended conversation in a clearly participatory fashion on most general topics. (CA)	61	B2 (59–66)	195
	Can initiate, maintain and end discourse naturally with effective turn-taking. (CA)	68	B2+ (67–75)	196
Writing	Can structure longer texts in clear, logical paragraphs. (P)	65	B2 (59–66)	197

UNIT 13

Adjective Clauses with Object Relative Pronouns

THEME: The Immigrant Experience

Grammar: Can use adjective clauses beginning with object relative pronouns such as *who(m)*, *that*, *which*, or *whose* to identify or give additional information about nouns. Can use adjective clauses beginning with *where* or *when*. Can use identifying and non-identifying adjective clauses. Can use adjective clauses as objects of verbs and prepositions.

Vocabulary: compelling (adj), encounter (v), generation, issue (n), poverty, struggle (v)

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can recognise generalisations and their supporting ideas. (P)	59	B2 (59–66)	213
Reading	Can scan a long text or a set of related texts in order to find specific information. (CA)	63	B2 (59–66)	201
Speaking	Can contribute to a conversation fluently and naturally, provided the topic is not too abstract or complex. (P)	66	B2 (59–66)	213–214
	Can engage in extended conversation in a clearly participatory fashion on most general topics. (CA)	61	B2 (59–66)	214–215
	Can initiate, maintain and end discourse naturally with effective turn-taking. (CA)	68	B2+ (67–75)	214
Writing	Can structure longer texts in clear, logical paragraphs. (P)	65	B2 (59–66)	216

UNIT 14

Modals and Similar Expressions: Review

THEME: Social Networking

Grammar: Can use a range of modals and similar expressions to express ability, possibility, advice, necessity, prohibition, or conclusions. Can use *may*, *might*, or *could* to express future possibility.

Vocabulary: content (n), involved (adj), limit (v), network (v), resource, respond

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can recognise generalisations and their supporting ideas. (P)	59	B2 (59–66)	232
Reading	Can scan a long text or a set of related texts in order to find specific information. (CA)	63	B2 (59–66)	221
Speaking	Can contribute to a conversation fluently and naturally, provided the topic is not too abstract or complex. (P)	66	B2 (59–66)	232–233
	Can engage in extended conversation in a clearly participatory fashion on most general topics. (CA)	61	B2 (59–66)	234–235
Writing	Can structure longer texts in clear, logical paragraphs. (P)	65	B2 (59–66)	236

UNIT 15

Advisability in the Past

THEME: Regrets

Grammar: Can use a range of past modals to express past advisability, regret, or criticism.

Pronunciation: *Should have, Could have, Might have, and Ought to have.*

Vocabulary: examine, exhausted (adj), paralyzed (adj), perceive, strategy, unrealistic

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can recognise generalisations and their supporting ideas. (P)	59	B2 (59–66)	246
Reading	Can scan a long text or a set of related texts in order to find specific information. (CA)	63	B2 (59–66)	239
Speaking	Can contribute to a conversation fluently and naturally, provided the topic is not too abstract or complex. (P)	66	B2 (59–66)	246–248
	Can engage in extended conversation in a clearly participatory fashion on most general topics. (CA)	61	B2 (59–66)	249
Writing	Can structure longer texts in clear, logical paragraphs. (P)	65	B2 (59–66)	250

UNIT 16

Speculations About the Past

THEME: Unsolved Mysteries

Grammar: Can use a range of past modals to speculate about past events and draw possible or probable conclusions based on facts.

Pronunciation: *Could(n't) have, May have, and Might have.*

Vocabulary: assume, decade, indicate, preserve (v), speculation, victim

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can recognise generalisations and their supporting ideas. (P)	59	B2 (59–66)	263
Reading	Can scan a long text or a set of related texts in order to find specific information. (CA)	63	B2 (59–66)	254
Speaking	Can contribute to a conversation fluently and naturally, provided the topic is not too abstract or complex. (P)	66	B2 (59–66)	263–264
	Can engage in extended conversation in a clearly participatory fashion on most general topics. (CA)	61	B2 (59–66)	264–265
Writing	Can structure longer texts in clear, logical paragraphs. (P)	65	B2 (59–66)	266

UNIT 17

The Passive: Overview

THEME: Geography

Grammar: Can differentiate between active and passive sentences. Can use the passive with the simple present, the simple past, or the present perfect of transitive verbs. Can determine when to mention the agent or not. Can use the passive with *by* + agent when it is important to mention the agent.

Vocabulary: edition, explorer, inhabitant, mission, publication, respect (n)

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can recognise generalisations and their supporting ideas. (P)	59	B2 (59–66)	281
Reading	Can scan a long text or a set of related texts in order to find specific information. (CA)	63	B2 (59–66)	271
Speaking	Can contribute to a conversation fluently and naturally, provided the topic is not too abstract or complex. (P)	66	B2 (59–66)	281–282
	Can engage in extended conversation in a clearly participatory fashion on most general topics. (CA)	61	B2 (59–66)	283–284
Writing	Can structure longer texts in clear, logical paragraphs. (P)	65	B2 (59–66)	285

UNIT 18

The Passive with Modals and Similar Expressions

THEME: International Cooperation

Grammar: Can use the passive with a range of modals and similar expressions to express certainty in the future, ability or possibility, future possibility or impossibility, advice or necessity.

Vocabulary: assemble, benefit (v), concern (n), cooperate, perspective, undertaking

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can recognise generalisations and their supporting ideas. (P)	59	B2 (59–66)	297
Reading	Can scan a long text or a set of related texts in order to find specific information. (CA)	63	B2 (59–66)	289
Speaking	Can contribute to a conversation fluently and naturally, provided the topic is not too abstract or complex. (P)	66	B2 (59–66)	297
	Can engage in extended conversation in a clearly participatory fashion on most general topics. (CA)	61	B2 (59–66)	298
Writing	Can structure longer texts in clear, logical paragraphs. (P)	65	B2 (59–66)	299

UNIT 19

The Passive Causative

THEME: Personal Services

Grammar: Can use the passive causative to describe services people arrange for someone to do for them. Can use the passive causative with *by* + agent when the agent is new or important information.

Vocabulary: caution (n), expand, option, permanent (adj), risk (n), temporary (adj)

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can recognise generalisations and their supporting ideas. (P)	59	B2 (59–66)	310
Reading	Can scan a long text or a set of related texts in order to find specific information. (CA)	63	B2 (59–66)	303
Speaking	Can contribute to a conversation fluently and naturally, provided the topic is not too abstract or complex. (P)	66	B2 (59–66)	310
	Can engage in extended conversation in a clearly participatory fashion on most general topics. (CA)	61	B2 (59–66)	311
Writing	Can structure longer texts in clear, logical paragraphs. (P)	65	B2 (59–66)	312

UNIT 20

Present Real Conditional Sentences

THEME: Shopping

Grammar: Can use present real conditional sentences with *if/when* to describe real conditions and results that are certain, such as general truths and habits. Can use modals or similar expressions in the result clause to express possibility, advice, or necessity. Can use an imperative in the result clause to express.

Vocabulary: consumer, dispute (v), policy, precaution, secure (adj), site (n)

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can recognise generalisations and their supporting ideas. (P)	59	B2 (59–66)	326
Reading	Can scan a long text or a set of related texts in order to find specific information. (CA)	63	B2 (59–66)	318
Speaking	Can contribute to a conversation fluently and naturally, provided the topic is not too abstract or complex. (P)	66	B2 (59–66)	326–328
	Can engage in extended conversation in a clearly participatory fashion on most general topics. (CA)	61	B2 (59–66)	328
Writing	Can structure longer texts in clear, logical paragraphs. (P)	65	B2 (59–66)	329

UNIT 21

Future Real Conditional Sentences

THEME: Cause and Effect

Grammar: Can use future real conditional sentences with *if/unless* to describe real conditions and results that are certain. Can use modals or similar expressions in the result clause to express possibility, advice, or necessity.

Vocabulary: anticipate, attitude, confident, insight, percent, widespread

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can follow an animated conversation between two fluent speakers. (CA)	74	B2+ (67–75)	340
Reading	Can scan a long text or a set of related texts in order to find specific information. (CA)	63	B2 (59–66)	333
Speaking	Can contribute to a conversation fluently and naturally, provided the topic is not too abstract or complex. (P)	66	B2 (59–66)	340–341
	Can engage in extended conversation in a clearly participatory fashion on most general topics. (CA)	61	B2 (59–66)	341
Writing	Can write effective and appropriate paragraphs in a range of genres. (P)	67	B2+ (67–75)	342

UNIT 22

Present and Future Unreal Conditional Sentences

THEME: Wishes

Grammar: Can use present and future unreal conditional sentences to describe unreal conditions and results that are untrue, imagined, or impossible. Can use *might* or *could* in the result clause to express possibility. Can give advice using *If I were you*. Can use wish to express wishes related to the present or future.

Vocabulary: consent (v), embarrassed (adj), enchanted (adj), furious, grant (v), regular (adj)

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can follow a wide range of factual and creative texts and summarise themes and opinions. (CA)	70	B2+ (67–75)	355
Reading	Can scan a long text or a set of related texts in order to find specific information. (CA)	63	B2 (59–66)	347
Speaking	Can speculate about causes, consequences, hypothetical situations. (N2000)	64	B2 (59–66)	355–356
Writing	Can write effective and appropriate paragraphs in a range of genres. (P)	67	B2+ (67–75)	357

UNIT 23

Past Unreal Conditional Sentences

THEME: Alternate Histories

Grammar: Can use past unreal conditional sentences to describe past unreal conditions and results that are untrue, imagined, or impossible. Can use *might have* or *could have* in the result clause to express possibility. Can use *wish* + past perfect to express regret or sadness.

Vocabulary: alternate (adj), dominate, occur, outcome, parallel (adj), version

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can understand scripted speech delivered quickly, if the accent is familiar. (CA)	61	B2 (59–66)	370
Reading	Can scan a long text or a set of related texts in order to find specific information. (CA)	63	B2 (59–66)	361
Speaking	Can speculate about causes, consequences, hypothetical situations. (N2000)	64	B2 (59–66)	370–371
Writing	Can write effective and appropriate paragraphs in a range of genres. (P)	67	B2+ (67–75)	372

UNIT 24

Direct and Indirect Speech

THEME: Truth and Lies

Grammar: Can report what others said using direct and indirect speech. Can use a range of common reporting verbs in both direct and indirect speech. Can correctly punctuate statements in direct speech. Can make tense and pronoun changes in indirect speech.

Vocabulary: aware, justify, majority, nevertheless, reveal (v), survey (n)

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can follow an animated conversation between two fluent speakers. (CA)	74	B2+ (67–75)	386
Reading	Can scan a long text or a set of related texts in order to find specific information. (CA)	63	B2 (59–66)	378
Speaking	Can contribute to a conversation fluently and naturally, provided the topic is not too abstract or complex. (P)	66	B2 (59–66)	386–387
	Can engage in extended conversation in a clearly participatory fashion on most general topics. (CA)	61	B2 (59–66)	388–389
Writing	Can embed quotations and paraphrases in written academic work, if provided with a model. (P)	68	B2+ (67–75)	390

UNIT 25

Tense Changes in Indirect Speech

THEME: Extreme Weather

Grammar: Can report other people's statements using indirect speech, making tense and time-word changes. Can use modals in indirect speech. Can recognize verbs that do not change in indirect speech. Can use appropriate time words in indirect speech.

Vocabulary: devastation, exceed, extreme, inevitable, shelter (n), whereas

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can follow an animated conversation between two fluent speakers. (CA)	74	B2+ (67–75)	404
Reading	Can scan a long text or a set of related texts in order to find specific information. (CA)	63	B2 (59–66)	394
Speaking	Can contribute to a conversation fluently and naturally, provided the topic is not too abstract or complex. (P)	66	B2 (59–66)	404
	Can relate their own contribution skilfully to those of other speakers. (C)	61	B2 (59–66)	404–405
Writing	Can embed quotations and paraphrases in written academic work, if provided with a model. (P)	68	B2+ (67–75)	406

UNIT 26

Indirect Instructions, Commands, Advice, Requests, Invitations

THEME: Health Issues

Grammar: Can report other people's instructions, commands, advice, requests, and invitations, using indirect speech with infinitives.

Vocabulary: astonishing, fatigue (n), interfere, monitor (v), persist, remedy (n)

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can follow an animated conversation between two fluent speakers. (CA)	74	B2+ (67–75)	416
Reading	Can scan a long text or a set of related texts in order to find specific information. (CA)	63	B2 (59–66)	410
Speaking	Can relate their own contribution skilfully to those of other speakers. (C)	66	B2 (59–66)	416–417
Writing	Can support a line of argument in an academic text using indirect quotes. (P)	71	B2+ (67–75)	418

UNIT 27

Indirect Questions

THEME: Job Interviews

Grammar: Can report other people's questions, using indirect speech. Can use *if*, *whether*, or a *wh*- word to begin indirect questions. Can use proper verb tense and word order in indirect questions.

Vocabulary: appropriate (adj), candidate, evaluation, handle (v), potential (adj), pressure

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can follow an animated conversation between two fluent speakers. (CA)	74	B2+ (67–75)	431
Reading	Can scan a long text or a set of related texts in order to find specific information. (CA)	63	B2 (59–66)	422
Speaking	Can relate their own contribution skilfully to those of other speakers. (C)	66	B2 (59–66)	431–434
Writing	Can write effective and appropriate paragraphs in a range of genres. (P)	67	B2+ (67–75)	435

UNIT 28

Embedded Questions

THEME: Tipping Around the World

Grammar: Can use sentences with embedded questions to ask for information or express something one doesn't know. Can use *if*, *whether*, or a *wh*- word to begin embedded questions. Can use statement word order in embedded questions.

Vocabulary: clarify, custom, depend on, logical, ordinary, ultimate

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can understand most TV news and current affairs programmes. (C)	72	B2+ (67–75)	448
Reading	Can scan a long text or a set of related texts in order to find specific information. (CA)	63	B2 (59–66)	439
Speaking	Can relate their own contribution skilfully to those of other speakers. (C)	66	B2 (59–66)	448–449
Writing	Can write effective and appropriate paragraphs in a range of genres. (P)	67	B2+ (67–75)	450