

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:

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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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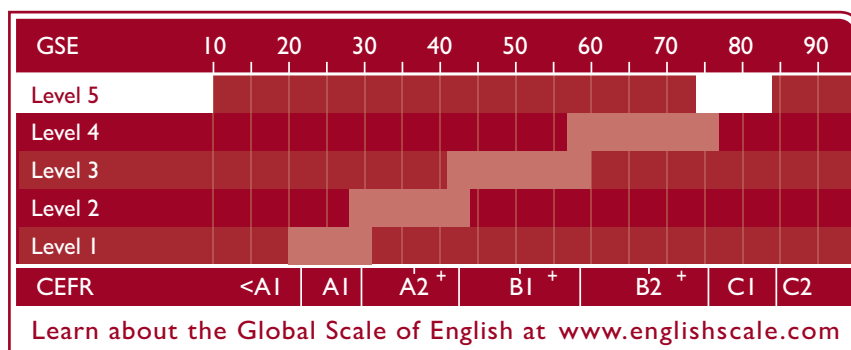
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Focus on Grammar



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 Time

THEME: The Digital World

Grammar: Can use the simple present for habitual actions and the present progressive for actions in progress. Can use the present perfect and the perfect progressive to connect the past with the present. Can correctly use action verbs to describe actions and non-action verbs to describe states. Can use adverbs with action words and adjectives with non-action verbs

Vocabulary: access, associate, (with) do without, downside, exposure, origin, put things in perspective, undeniably.

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can follow a group discussion on complex, unfamiliar topics. (CA)	76	C1 (76–84)	13
Reading	Can infer the author's attitude in a linguistically complex academic text. (P)	76	C1 (76–84)	6
Reading	Can follow abstract argumentation, for example the balancing of alternatives and the drawing of a conclusion. (CA)	77	C1 (76–84)	15
Speaking	Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)	79	C1 (76–84)	13–15
Writing	Can write a detailed description of an object, device or product. (P)	59	B2 (59–66)	14
Writing	Can write a linguistically complex discursive essay. (P)	81	C1 (76–84)	16

Past Time

THEME: Intercultural Marriage

Grammar: Can use the simple past, the past progressive, the present perfect, and the past perfect to refer to past events. Can describe past habits and situations using *would* and *used to*

Vocabulary: acknowledge, ethnic, eventually, furthermore, priority, rely, sustain, unique.

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can follow a group discussion on complex, unfamiliar topics. (CA)	76	C1 (76–84)	30
Reading	Can infer the author's attitude in a linguistically complex academic text. (P)	76	C1 (76–84)	20
Speaking	Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)	79	C1 (76–84)	30–32
Speaking	Can summarise clearly and precisely the arguments and event descriptions from a complex text. (N2007A)	78	C1 (76–84)	31
Writing	Can write a linguistically complex discursive essay. (P)	81	C1 (76–84)	33

Future Time

THEME: Travel

Grammar: Can use *be going to* and *will* to refer to future events. Can use the simple present for scheduled events, and *be going to* and the present progressive to describe future plans. Can use the future progressive, the future perfect, and the future perfect progressive to describe future actions or states.

Vocabulary: acquire, chart your own course, excruciatingly, hectic, inevitable, maximize, minimize, out of whack.

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can follow a fast-paced conversation between fluent speakers well enough to be able to contribute. (CA)	76	C1 (76–84)	44
Reading	Can infer the author's attitude in a linguistically complex academic text. (P)	76	C1 (76–84)	37
Speaking	Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)	79	C1 (76–84)	44–47
Speaking	Can effectively discuss the meaning and implications of research data. (P)	78	C1 (76–84)	47
Writing	Can write a linguistically complex discursive essay. (P)	81	C1 (76–84)	48

Modals to Express Degrees of Necessity

THEME: Cultural Differences

Grammar: Can use *must*, *have to*, and *have got to* to show strong necessity. Can use *must not* and *don't have to* to show prohibition. Can use *had better* for warnings. Can use *should* and *ought to* to offer advice, and use *be supposed to* and *be to* to show expectations. Can make suggestions using *could* and *might (have)*

Pronunciation: Reducing Modals and Modal-like Auxiliaries

Vocabulary: albeit, colleague, etiquette, gracious, occur, odd, overall, reciprocate

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can follow a fast-paced conversation between fluent speakers well enough to be able to contribute. (CA)	76	C1 (76–84)	64
Reading	Can infer the author's attitude in a linguistically complex academic text. (P)	76	C1 (76–84)	54
Speaking	Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)	79	C1 (76–84)	64–65
Speaking	Can discuss illustrations in an academic text, using linguistically complex language. (P)	76	C1 (76–84)	66
Writing	Can write a linguistically complex discursive essay. (P)	81	C1 (76–84)	67

Modals to Express Degrees of Certainty

THEME: Mysteries

Grammar: Can use *may*, *might*, *could*, and *may not* or *might not* + base form of the verb to convey the degree of certainty in the present. Can use *may have*, *might have*, *could have*, *must have*, and *may not* or *might not* + past participle to convey the degree of certainty in the past. Can use *should* and *ought to* + base form of the verb and *may*, *might*, and *could* + base form of the verb to convey the degree of certainty in the future

Vocabulary: cohort, debris, hypothesize, nonetheless, potential, specification, stem from, theory.

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can follow a group discussion on complex, unfamiliar topics. (CA)	76	C1 (76–84)	79
Reading	Can infer the author's attitude in a linguistically complex academic text. (P)	76	C1 (76–84)	71
Speaking	Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)	79	C1 (76–84)	80
Speaking	Can clarify points they are trying to make in an academic discussion, using linguistically complex language. (P)	81	C1 (76–84)	80
Speaking	Can effectively discuss the meaning and implications of research data. (P)	78	C1 (76–84)	81
Writing	Can write a linguistically complex discursive essay. (P)	81	C1 (76–84)	82

Passives: Part I

THEME: Crime

Grammar: Can use the passive with the past, present, and future tenses and modals. Can use the passive causative to talk about services or activities that people arrange for someone else to do

Vocabulary: diminish, equip (with), inadvertently, notwithstanding, presumably, proceed (to), recover, reveal.

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can follow a fast-paced conversation between fluent speakers well enough to be able to contribute. (CA)	76	C1 (76–84)	100
Reading	Can recognise that ideas are parallel in a linguistically complex academic text. (P)	76	C1 (76–84)	88
Speaking	Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)	79	C1 (76–84)	100
Speaking	Can summarise and reformulate ideas from members of a panel discussion to clarify a point. (P)	76	C1 (76–84)	101–102
Writing	Can write a linguistically complex discursive essay. (P)	81	C1 (76–84)	103

Passives: Part 2

THEME: Legends and Myths

Grammar: Can use stative passives to describe situations or states. Can use regular passives to report ideas, opinions, and beliefs

Vocabulary: devote (to), focal, obtain, participation, practitioner, predominate, repulsive, ritual.

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can understand most TV news and current affairs programs. (CA)	72	B2+ (67–75)	116
Reading	Can distinguish between literal and allegorical meaning in a literary text. (P)	77	C1 (76–84)	107
Speaking	Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)	79	C1 (76–84)	116
Speaking	Can summarise clearly and precisely the arguments and event descriptions from a complex text. (N2007A)	78	C1 (76–84)	118
Speaking	Can effectively discuss the meaning and implications of research data. (P)	78	C1 (76–84)	119
Writing	Can write a linguistically complex discursive essay. (P)	81	C1 (76–84)	120

Gerunds

THEME: Friendship

Grammar: Can use gerunds and gerund phrases in place of nouns, and as the subjects and objects of sentences. Can use a possessive noun or pronoun before a gerund to demonstrate possession

Vocabulary: abandon, coincide, compatible, context, likewise, naïve, seek vulnerable.

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can follow a fast-paced conversation between fluent speakers well enough to be able to contribute. (CA)	76	C1 (76–84)	136
Reading	Can infer the author's attitude in a linguistically complex academic text. (P)	76	C1 (76–84)	126
Speaking	Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)	79	C1 (76–84)	136–137
Speaking	Can contribute to group discussions even when speech is fast and colloquial. (CA)	76	C1 (76–84)	136–137
Writing	Can write a linguistically complex discursive essay. (P)	81	C1 (76–84)	138

Infinitives

THEME: Procrastination

Grammar: Can use infinitives as subjects and objects in the simple, past, and passive forms. Can use verbs with infinitives and/or gerunds. Can use an adjective or noun followed by an infinitive

Vocabulary: connotation, illustrate, motivate, neutral, scenario, straightforward, syndrome, widespread.

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can understand most TV news and current affairs programs. (CA)	72	B2+ (67–75)	153
Reading	Can understand complex arguments in newspaper articles. (P)	79	C1 (76–84)	142
Speaking	Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)	79	C1 (76–84)	153–155
Speaking	Can contribute to a group discussion using linguistically complex language. (P)	79	C1 (76–84)	154
Writing	Can write a linguistically complex discursive essay. (P)	81	C1 (76–84)	156

UNIT 10

Count and Non-Count Nouns

THEME: Health

Grammar: Can use common nouns, proper nouns, regular and irregular count and non-count nouns, and nouns that are only plural. Can make certain non-count nouns countable by adding a phrase that gives them a form, a limit, or a container.

Vocabulary: advocate (v), authority, category, deviate, hence, imperative (adj), in moderation, offset.

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can follow a fast-paced conversation between fluent speakers well enough to be able to contribute. (CA)	76	C1 (76–84)	172
Reading	Can infer the interviewee's opinion on a subject from a long and linguistically complex interview transcript. (P)	80	C1 (76–84)	162
Reading	Can scan a simple academic text to find specific information. (P)	49	B1 (43–50)	173
Speaking	Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)	79	C1 (76–84)	172
Speaking	Can contribute to a group discussion using linguistically complex language. (P)	79	C1 (76–84)	173–175
Speaking	Can orally information from different spoken sources, reconstructing arguments to present the overall result. (CA)	76	C1 (76–84)	174
Writing	Can write a linguistically complex discursive essay. (P)	81	C1 (76–84)	176

UNIT 11

Definite and Indefinite Articles

THEME: Disappearing Species

Grammar: Can use indefinite nouns to describe things that are nonspecific or general. Can use definite nouns to describe a particular person, place, or thing. Can use indefinite and definite articles in a variety of different situations. Can use no article with names of people, the names of most countries, and habitual locations.

Vocabulary: considerable, crucial, diversity, institute (v), nevertheless, restrict, strategy, vanish.

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can follow a fast-paced conversation between fluent speakers well enough to be able to contribute. (CA)	76	C1 (76–84)	188
Reading	Can follow abstract argumentation, for example the balancing of alternatives and the drawing of a conclusion. (CA)	77	C1 (76–84)	180
Speaking	Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)	79	C1 (76–84)	188–191
Speaking	Can contribute to a group discussion using linguistically complex language. (P)	79	C1 (76–84)	190–191
Writing	Can write a linguistically complex discursive essay. (P)	81	C1 (76–84)	192

UNIT 12

Quantifiers

THEME: Study Skills

Grammar: Can use a variety of different quantifiers with count and non-count nouns. Can use *some*, *a few*, and *a little* with affirmative statements, and *any*, *few*, and *little* with negative statements

Pronunciation: Reducing *of* in Quantifiers

Vocabulary: allocate, approximate (adj), aspect, despair (v) orientation, precise, refine, ultimately

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can follow a fast-paced conversation between fluent speakers well enough to be able to contribute. (CA)	76	C1 (76–84)	206
Reading	Can infer the author's attitude in a linguistically complex academic text. (P)	76	C1 (76–84)	196
Reading	Can research a topic by reading linguistically complex academic texts. (P)	79	C1 (76–84)	207
Speaking	Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)	79	C1 (76–84)	206–208
Speaking	Can effectively discuss the meaning and implications of research data. (P)	78	C1 (76–84)	207
Speaking	Can summarise and reformulate ideas from members of a panel discussion to clarify a point. (P)	76	C1 (76–84)	207
Writing	Can write a linguistically complex discursive essay. (P)	81	C1 (76–84)	209

UNIT 13

Modification of Nouns

THEME: Expectations

Grammar: Can use participial adjectives, noun modifiers, and compound, modifiers to modify nouns. Can put multiple modifiers in a fixed order

Pronunciation: Pausing with Modifiers of Nouns

Vocabulary: contrary, emerge, ensure, intense, outcome, persist, rave (about) thereby.

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can follow a fast-paced conversation between fluent speakers well enough to be able to contribute. (CA)	76	C1 (76–84)	221
Reading	Can infer the author's attitude in a linguistically complex academic text. (P)	76	C1 (76–84)	213
Speaking	Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)	79	C1 (76–84)	221–222
Speaking	Can contribute to a group discussion using linguistically complex language. (P)	79	C1 (76–84)	222–223
Speaking	Can discuss illustrations in an academic text, using linguistically complex language. (P)	76	C1 (76–84)	223
Writing	Can write a linguistically complex discursive essay. (P)	81	C1 (76–84)	224

UNIT 14

Adjective Clauses: Introduction

THEME: Personality,

Grammar: Can use *who*, *which*, *that*, *whose*, *where*, and *when* with adjective clauses to modify nouns. Can use adjective clauses as subjects or objects of sentences. Can distinguish between identifying and non-identifying, adjective clauses, using commas with non-identifying adjective clauses.

Pronunciation: Pausing in Identifying and Non identifying Adjective Clauses

Vocabulary: conflict (n), data, discount (v), enable, gravitate, insight, moreover, secure (adj)

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can follow a fast-paced conversation between fluent speakers well enough to be able to contribute. (CA)	76	C1 (76–84)	241
Reading	Can recognise multiple purposes in a linguistically complex academic text. (P)	81	C1 (76–84)	230
Reading	Can research a topic by reading linguistically complex academic texts. (P)	79	C1 (76–84)	244
Speaking	Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)	79	C1 (76–84)	241, 243
Speaking	Can discuss illustrations in an academic text, using linguistically complex language. (P)	76	C1 (76–84)	242
Speaking	Can effectively discuss the meaning and implications of research data. (P)	78	C1 (76–84)	244
Writing	Can summarise research methodology and findings appropriately in a report. (P)	79	C1 (76–84)	244
Writing	Can write a linguistically complex discursive essay. (P)	81	C1 (76–84)	245

UNIT 15

Adjective Clauses and Phrases

THEME: Culture Shock

Grammar: Can use adjective clauses with prepositions. Can use the pattern quantifier + *of* + relative pronoun to refer to people or things, and noun + *of which* to refer to things only. Can reduce or change adjective clauses to adjective phrases

Vocabulary: adjustment, attain, convert (v), disorientation, dwarf (v) flexible, maturity, whereas.

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can follow a fast-paced conversation between fluent speakers well enough to be able to contribute. (CA)	76	C1 (76–84)	258
Reading	Can recognise organisational patterns within a linguistically complex academic text. (P)	74	B2+ (67–75)	249
Speaking	Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)	79	C1 (76–84)	258
Speaking	Can contribute to a group discussion using linguistically complex language. (P)	79	C1 (76–84)	259–260
Speaking	Can summarise and reformulate ideas from members of a panel discussion to clarify a point. (P)	76	C1 (76–84)	260
Speaking	Can discuss illustrations in an academic text, using linguistically complex language. (P)	76	C1 (76–84)	261
Writing	Can write a linguistically complex discursive essay. (P)	81	C1 (76–84)	262

UNIT 16

Adverbs: Sentence, Focus, and Negative

THEME: Controversial Issues

Grammar: Can use sentence adverbs to modify the meaning of entire sentences. Can use focus adverbs before verbs to emphasize a word or phrase. Can use negative adverbs at the beginning of sentences to emphasize negative meaning. Can force inversion with *here*, *there*, *neither*, and *so*

Pronunciation: Stressing Words after Focus Adverbs

Vocabulary: compulsory, controversial, fundamentally, inherent, interfere (with), promote, stereotype (n), voluntary.

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can follow a fast-paced conversation between fluent speakers well enough to be able to contribute. (CA)	76	C1 (76–84)	278
Reading	Can follow abstract argumentation, for example the balancing of alternatives and the drawing of a conclusion. (CA)	77	C1 (76–84)	268
Speaking	Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)	79	C1 (76–84)	278
Speaking	Can contribute to a group discussion using linguistically complex language. (P)	79	C1 (76–84)	278
Speaking	Can summarise and reformulate ideas from members of a panel discussion to clarify a point. (P)	76	C1 (76–84)	279
Writing	Can write a linguistically complex discursive essay. (P)	81	C1 (76–84)	280

UNIT 17

Adverb Clauses

THEME: Sports

Grammar: Can use a variety of adverb clauses to indicate when, where, why, or under what condition something happens. Can use adverb clauses of contrast such as *whereas*, *even though*, and *while* to establish contrast with ideas expressed in independent clauses

Vocabulary: awry, derive, factor (n), infer, lurk, parallel, prevalence, shift (v)

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can follow a fast-paced conversation between fluent speakers well enough to be able to contribute. (CA)	76	C1 (76–84)	293
Reading	Can follow abstract argumentation, for example the balancing of alternatives and the drawing of a conclusion. (CA)	77	C1 (76–84)	284
Speaking	Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)	79	C1 (76–84)	293–295
Speaking	Can contribute to a group discussion using linguistically complex language. (P)	79	C1 (76–84)	294–295
Speaking	Can summarise and reformulate ideas from members of a panel discussion to clarify a point. (P)	76	C1 (76–84)	295
Writing	Can write a linguistically complex discursive essay. (P)	81	C1 (76–84)	296

UNIT 18

Adverb and Adverbial Phrases

THEME: Compassion

Grammar: Can change adverb clauses of time and reason to adverb and adverbial phrases. Can change an adverb clause with the simple past or the past perfect to an adverb phrase by changing the verb to *having* + past participle.

Vocabulary: civility, confrontation, dawn (on), decrepit, elude, media, ooze (v), status.

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can infer opinions in a linguistically complex presentation or lecture. (P)	77	C1 (76–84)	310
Reading	Can recognise multiple purposes in a linguistically complex academic text. (P)	81	C1 (76–84)	300
Speaking	Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)	79	C1 (76–84)	310, 312
Speaking	Can contribute to a group discussion using linguistically complex language. (P)	79	C1 (76–84)	311–312
Speaking	Can summarise and reformulate ideas from members of a panel discussion to clarify a point. (P)	76	C1 (76–84)	311
Writing	Can write a linguistically complex discursive essay. (P)	81	C1 (76–84)	313

UNIT 19

Connectors

THEME: Memory

Grammar: Can use a range of common transition words to sequence events. Can use both coordinating and subordinating conjunctions to connect ideas within and between sentences. Can use a variety of transitions to connect sentences with independent clauses and blocks of text

Vocabulary: core, deteriorate enhance, highlight, induce, mitigate, recollect, vivid

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can identify a speaker's point of view in a linguistically complex presentation or lecture in their field of specialisation. (P)	76	C1 (76–84)	327
Reading	Can follow abstract argumentation, for example the balancing of alternatives and the drawing of a conclusion. (CA)	77	C1 (76–84)	317
Speaking	Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)	79	C1 (76–84)	328–329
Speaking	Can contribute to a group discussion using linguistically complex language. (P)	79	C1 (76–84)	328
Writing	Can write a linguistically complex discursive essay. (P)	81	C1 (76–84)	330

UNIT 20

Noun Clauses: Subjects, Objects, and Complements

THEME: Birth Order

Grammar: Can form and use noun clauses as subjects, objects, and complements. Can form and use embedded questions. Can form and use noun clauses with *that*, *the fact that*, *if*, and *whether*. Can add *-ever* to the end of *wh-* words to produce words that introduce noun clauses

Vocabulary: compelling (adj), configuration, conscientious, enterprise, innovator, niche (n), sole (adj), temperament.

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can follow a fast-paced conversation between fluent speakers well enough to be able to contribute. (CA)	76	C1 (76–84)	347
Reading	Can infer the author's attitude in a linguistically complex academic text. (P)	76	C1 (76–84)	336
Speaking	Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)	79	C1 (76–84)	347–348
Speaking	Can contribute to a group discussion using linguistically complex language. (P)	79	C1 (76–84)	349
Speaking	Can summarise and reformulate ideas from members of a panel discussion to clarify a point. (P)	76	C1 (76–84)	349
Writing	Can write a linguistically complex discursive essay. (P)	81	C1 (76–84)	350

UNIT 21

Direct and Indirect Speech

THEME: Communication and Misunderstanding

Grammar: Can report what someone said using direct and indirect speech in both question and sentence form. Can make the necessary changes to verb tenses, modals, possessive adjectives, and pronouns when using reported speech

Vocabulary: address (v), arbitrary, distressed (adj), duration, inhibit, rancour, rigid, self-righteous

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can identify a speaker's point of view in a linguistically complex presentation or lecture in their field of specialisation. (P)	76	C1 (76–84)	367
Reading	Can extract information, ideas and opinions from highly specialised sources within their field. (CA)	78	C1 (76–84)	354
Speaking	Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)	79	C1 (76–84)	367, 369
Speaking	Can contribute to a group discussion using linguistically complex language. (P)	79	C1 (76–84)	368
Speaking	Can discuss illustrations in an academic text, using linguistically complex language. (P)	76	C1 (76–84)	368
Writing	Can write a linguistically complex discursive essay. (P)	81	C1 (76–84)	370

UNIT 22

Conditionals; Other Ways to Express Unreality

THEME: Achievements and Inventions

Grammar: Can use real conditionals to refer to general truths, facts, habits, and repeated events. Can use present and past unreal conditionals to refer to hypothetical (counterfactual) past results of a previous action or situation. Can use *wish* and *if only* to express sadness or a desire for a different situation.

Vocabulary: attribute (to), e.g., evolve, formulate, i.e. mutually, ubiquitous, utilize

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can follow a fast-paced conversation between fluent speakers well enough to be able to contribute. (CA)	76	C1 (76–84)	387
Reading	Can extract information, ideas and opinions from highly specialised sources within their field. (CA)	78	C1 (76–84)	376
Speaking	Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)	79	C1 (76–84)	387, 389
Speaking	Can contribute to a group discussion using linguistically complex language. (P)	79	C1 (76–84)	388
Writing	Can write a linguistically complex discursive essay. (P)	81	C1 (76–84)	390

UNIT 23

More Conditions; The Subjunctive

THEME: Advice

Grammar: Can use implied and inverted conditions. Can use the subjunctive as a verb form to express unreal conditions, wishes, and possibilities. Can use the subjunctive with the base form of the verb in noun clauses following verbs and adjectives of advice, necessity, and urgency

Vocabulary: capable, manipulate, mediate, overbearing, resistant, semblance, slob, violate

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can follow a fast-paced conversation between fluent speakers well enough to be able to contribute. (CA)	76	C1 (76–84)	405
Reading	Can extract information, ideas and opinions from highly specialised sources within their field. (CA)	78	C1 (76–84)	394
Speaking	Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)	79	C1 (76–84)	405–407
Speaking	Can contribute to a group discussion using linguistically complex language. (P)	79	C1 (76–84)	406–407
Speaking	Can effectively discuss the meaning and implications of research data. (P)	78	C1 (76–84)	406
Writing	Can write a linguistically complex discursive essay. (P)	81	C1 (76–84)	408