

# CUTTING EDGE

THIRD EDITION

ALIGNMENT WITH THE GLOBAL SCALE OF ENGLISH  
AND THE COMMON EUROPEAN FRAMEWORK OF REFERENCE

## ADVANCED

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**Cutting Edge Third Edition** is a communicative course with a task-based approach that helps students to achieve their goals.

The contextualised practice of grammar and vocabulary makes the learning process more memorable and engaging. A wide range of contemporary topics and video materials helps students discover English in the context of the modern world.

Engaging texts, new video content and a comprehensive digital package are just some of the features that make this fully revised edition even more effective.

### KEEP STUDENTS MOTIVATED

- New World Culture DVD lessons encourage the discussion of contemporary global issues and provide greater authenticity and a more international perspective.
- New writing lessons help students with emails, letters, reports, etc.
- The ActiveTeach with interactive whiteboard tools, videos, audio, transcripts, dictionary and additional resources aid heads up learning.

### HELP STUDENTS IMPROVE FASTER

- The new Study, Practice, Remember section at the back of the book provides integrated language summaries and practice exercises.
- The Student DVD with audio and video plus transcripts allows learners to review the lessons and catch up if they miss a class.
- The feedback functionality and exercises in MyEnglishLab give students greater control of their learning.

### REDUCE PREPARATION TIME

- Clear aims and objectives in each spread help you plan lessons more effectively.
- Clearer sign posting and cross-referencing to other components helps you make full use of the course.
- Detailed, user-friendly content maps help you plan lessons quickly.

### COURSE COMPONENTS

- Students' Book with DVD
- Students' Book with DVD & MyEnglishLab
- Workbook with Key & online audio
- Workbook without Key & online audio
- Teacher's Book with Resource Disc
- ActiveTeach
- Class audio CDs
- Website: [pearsonELT.com/cuttingedge](http://pearsonELT.com/cuttingedge)

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

The Global Scale of English is a standardised, 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.

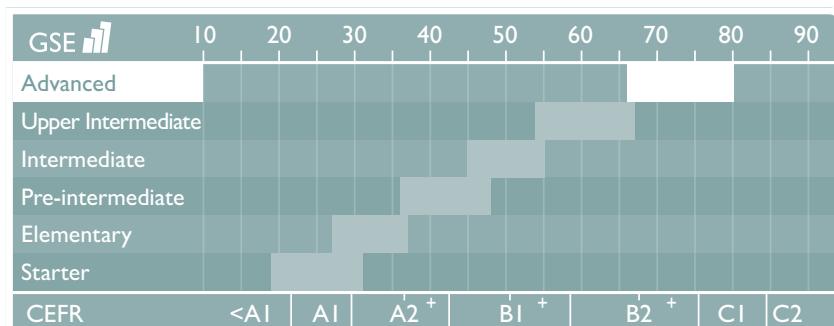
This document provides an overview of the learning objectives that are covered in each unit of the course. As the learning objectives focus specifically on language skills, some learning objectives will be repeated multiple times, a reflection of the fact that skills are built through practice in multiple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

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
- (CJA) CEFR-J descriptor, adapted or edited
- (EA) Eiken descriptor, adapted or edited © Eiken Foundation of Japan
- (N2000A) North (2000) descriptor, adapted or edited
- (P) New Pearson English descriptor
- (WA) WIDA ELD Standards (2012), adapted or edited

*[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.]*

Cutting Edge is aligned with the Global Scale of English and the Common European Framework of Reference. It takes learners from CEF <A1 to C1 (19-80 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.



Learn more about the Global Scale of English at [english.com/gse](http://english.com/gse)

# UNIT 1 Global living

**Grammar:** Continuous verb forms; Introducing points in an argument

**Vocabulary:** Globalisation; Urbanisation

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand the speaker's point of view on most topics delivered at natural speed and in standard language. (C <sub>A</sub> )	65	B2 (59-66)	11
	Can take effective notes while listening to a linguistically complex presentation or lecture on an unfamiliar topic. (P)	80	C1 (76-84)	12
	Can understand in detail discussions on abstract and complex topics among speakers with a variety of accents and dialects. (C <sub>A</sub> )	88	C2 (85-90)	15
Reading	Can identify specific information in a linguistically complex factual text. (P)	73	B2+ (67-75)	8
	Can use a monolingual dictionary to check the meaning of words without needing to refer to a bilingual dictionary. (P)	59	B2 (59-66)	9
Speaking	Can summarise, comment on and discuss a wide range of factual and imaginative texts. (C <sub>A</sub> )	66	B2 (59-66)	12
	Can describe the personal significance of events and experiences in detail. (C <sub>A</sub> )	63	B2 (59-66)	6
	Can ask detailed questions in discussions on contemporary social issues and current affairs. (E <sub>A</sub> )	70	B2+ (67-75)	7
	Can present factual information in an objective way in extended spoken discourse. (W <sub>A</sub> )	71	B2+ (67-75)	9
	Can summarise clearly and precisely the arguments and event descriptions from a complex text. (N2007 <sub>A</sub> )	78	C1 (76-84)	10
Writing	Can clarify points they are trying to make in an academic discussion, using linguistically complex language. (W <sub>A</sub> )	82	C1 (76-84)	10
	Can carry out an effective, fluent interview, spontaneously following up on interesting replies. (C <sub>A</sub> )	72	B2+ (67-75)	11
	Can put forward a smoothly flowing and logical structured argument, highlighting significant points. (P)	73	B2+ (67-75)	11
Speaking	Can give advice on a wide range of subjects. (P)	66	B2 (59-66)	12-13
	Can summarise and give opinions on issues and stories and answer questions in detail. (C <sub>A</sub> )	56	B1+ (51-58)	12-13
	Can write essays and reports synthesising information from a number of sources. (P)	76	C1 (76-84)	14-15

## UNIT 2 Strong emotion

**Grammar:** Perfect verb forms; Cleft sentences

**Vocabulary:** Feelings; Advertising and emotions; Wordspot: Idioms with *laugh, cry and tears*

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand most of a radio programme aimed at a general audience. (P)	65	B2 (59-66)	20
	Can follow a wide range of factual and creative texts and summarise themes and opinions. (C <sub>A</sub> )	70	B2+ (67-75)	22
	Can understand most TV news and current affairs programmes. (C)	72	B2+ (67-75)	24
Reading	Can identify specific information in a linguistically complex factual text. (P)	73	B2+ (67-75)	19
	Can guess the meaning of an unfamiliar word from context in a linguistically complex academic text. (P)	72	B2+ (67-75)	19
	Can distinguish between fact and opinion in complex formal contexts. (P)	71	B2+ (67-75)	20
	Can research a topic by reading linguistically complex academic texts. (P)	79	C1 (76-84)	25
Speaking	Can express feelings (e.g. sympathy, surprise, interest) with confidence, using a range of expressions. (P)	61	B2 (59-66)	16-17, 21
	Can contribute to group discussions even when speech is fast and colloquial. (C <sub>A</sub> )	76	C1 (76-84)	19, 20, 22
	Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)	79	C1 (76-84)	18-19, 20, 22-23
	Can use a range of cohesive devices to structure an academic presentation. (P)	77	C1 (76-84)	25
Writing	Can write a concise summary of the main ideas of a longer structured text. (P)	64	B2 (59-66)	23

## UNIT 3 In the money

**Grammar:** Time and tense; Inversion with negative adverbials

**Vocabulary:** Money and enterprise; Wordspot: *worth*

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can follow chronological sequences in extended informal speech at natural speed. (P)	65	B2 (59-66)	30
	Can follow a fast-paced conversation between fluent speakers well enough to be able to contribute. (C <sub>A</sub> )	76	C1 (76-84)	30
	Can identify key information in linguistically complex conversations at natural speed. (P)	71	B2+ (67-75)	31
Reading	Can understand complex arguments in newspaper articles. (P)	79	C1 (76-84)	28-29
	Can extract information, ideas and opinions from highly specialised sources within their field. (C <sub>A</sub> )	78	C1 (76-84)	28-29
	Can synthesise information from different sources in order to give a written or oral summary. (P)	69	B2+ (67-75)	32-33
Speaking	Can make a clear strong argument during a formal discussion. (C <sub>A</sub> )	74	B2+ (67-75)	27
	Can effectively participate in a debate on complex or abstract topics using linguistically complex language. (P)	85	C2 (85-90)	29
	Can contribute to a group discussion using linguistically complex language. (P)	79	C1 (76-84)	29
	Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)	79	C1 (76-84)	30
Writing	Can use persuasive language to convince others to agree with their recommended course of action during a discussion. (P)	74	B2+ (67-75)	33
	Can write linguistically complex and logically structured reports and articles. (C <sub>A</sub> )	85	C1 (76-84)	35

## UNIT 4 Self-help

**Grammar:** Patterns with comparatives and superlatives; Adjectives

**Vocabulary:** Self-improvement; Fitness; Wordspot: Body idioms

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify key information in linguistically complex conversations at natural speed. (P)	71	B2+ (67-75)	38, 42
	Can understand most TV news and current affairs programmes. (C)	72	B2+ (67-75)	44
Reading	Can research a topic by reading linguistically complex academic texts. (P)	79	C1 (76-84)	45
	Can understand the author's purpose and intended audience. (P)	62	B2 (59-66)	40-41
Speaking	Can express attitudes using linguistically complex language. (P)	75	B2+ (67-75)	37
	Can describe the personal significance of events and experiences in detail. (C <sub>A</sub> )	63	B2 (59-66)	38
	Can contribute to a group discussion using linguistically complex language. (P)	79	C1 (76-84)	38
	Can make a clear strong argument during a formal discussion. (C <sub>A</sub> )	74	B2+ (67-75)	42
	Can make a detailed, formal, evidence-based argument in a presentation or discussion. (P)	76	C1 (76-84)	45
	Can talk about hypothetical events and actions, and their possible consequences. (P)	70	B2+ (67-75)	40-41
Writing	Can write linguistically complex and logically structured reports and articles. (C <sub>A</sub> )	85	C1 (76-84)	43
	Can give advice, including reasons. (P)	61	B2 (59-66)	40-41

## UNIT 5 How you come across

**Grammar:** Modals and related verbs; Patterns with abstract nouns and relative clauses

**Vocabulary:** Polite social behaviour; Image; Communication

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand most of a radio programme aimed at a general audience. (P)	65	B2 (59-66)	51
Reading	Can quickly scan long, complex texts for key information. (P)	69	B2+ (67-75)	48
	Can identify specific information in a linguistically complex factual text. (P)	73	B2+ (67-75)	48
	Can summarise, comment on and discuss a wide range of factual and imaginative texts. (C <sub>A</sub> )	66	B2 (59-66)	52
Speaking	Can negotiate different cultural perspectives in discussion. (W <sub>A</sub> )	73	B2+ (67-75)	46
	Can contribute to group discussions even when speech is fast and colloquial. (C <sub>A</sub> )	76	C1 (76-84)	47, 49, 50
	Can make a clear strong argument during a formal discussion. (C <sub>A</sub> )	74	B2+ (67-75)	47
	Can give advice on a wide range of subjects. (P)	66	B2 (59-66)	52
	Can describe the details of problem-solution relationships using a range of linguistic devices. (P)	76	C1 (76-84)	55
Writing	Can write about feelings and the personal significance of experiences in detail. (C <sub>A</sub> )	67	B2+ (67-75)	51
	Can give advice, including reasons. (P)	61	B2 (59-66)	53
	Can express themselves fluently in writing, adapting the level of formality to the context. (P)	77	C1 (76-84)	54

## UNIT 6 Live and learn

**Grammar:** Use and non-use of the passive; Particles which modify meaning

**Vocabulary:** Education; Learning

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can take effective notes while listening to a linguistically complex presentation or lecture on an unfamiliar topic. (P)	80	C1 (76-84)	60
	Can follow chronological sequences in extended informal speech at natural speed. (P)	65	B2 (59-66)	62
	Can understand most TV news and current affairs programmes. (C)	72	B2+ (67-75)	64
Reading	Can research a topic by reading linguistically complex academic texts. (P)	79	C1 (76-84)	65
	Can understand complex arguments in newspaper articles. (P)	79	C1 (76-84)	58-59
Speaking	Can contribute to group discussions even when speech is fast and colloquial. (C <sub>A</sub> )	76	C1 (76-84)	57, 60, 64
	Can talk about hypothetical events and actions, and their possible consequences. (P)	70	B2+ (67-75)	60
	Can describe how to do something, giving detailed instructions. (C)	62	B2 (59-66)	63
	Can make a detailed, formal, evidence-based argument in a presentation or discussion. (P)	76	C1 (76-84)	65
Writing	Can write instructions on how to use a device or product. (P)	56	B1+ (51-58)	63

## UNIT 7 Taste

**Grammar:** Adding emphasis with auxiliaries and inversion; Adverbs

**Vocabulary:** Descriptive adjectives; Fashion; Wordspot: *look, sound and feel*

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can follow a wide range of factual and creative texts and summarise themes and opinions. (C <sub>A</sub> )	70	B2+ (67-75)	66, 72
	Can follow presentations on abstract and complex topics outside their field of interest. (P)	79	C1 (76-84)	68
	Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. (N2000)	83	C1 (76-84)	72
Reading	Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. (P)	60	B2 (59-66)	71
	Can identify specific information in a linguistically complex factual text. (P)	73	B2+ (67-75)	71
Speaking	Can contribute to group discussions even when speech is fast and colloquial. (C <sub>A</sub> )	76	C1 (76-84)	67, 69, 70-71, 72-73
	Can summarise clearly and precisely the arguments and event descriptions from a complex text. (N2007 <sub>A</sub> )	78	C1 (76-84)	71
	Can reformulate what they want to say during a conversation or discussion using linguistically complex language. (N2000 <sub>A</sub> )	80	C1 (76-84)	75
Writing	Can write a detailed critical review of cultural events (e.g. plays, films, concerts) or literary works. (P)	77	C1 (76-84)	74

## UNIT 8 Live and let live

**Grammar:** Describing typical habits; Infinitives and *-ing* forms; Compound phrases

**Vocabulary:** Characteristics and behaviour; Wordspot: *just*

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. (N2000)	83	C1 (76-84)	77
	Can understand the details of extended and linguistically complex talks on a range of political, environmental, and social issues. (P)	83	C1 (76-84)	78
	Can understand most TV news and current affairs programmes. (C)	72	B2+ (67-75)	84
Reading	Can extract information, ideas and opinions from highly specialised sources within their field. (C <sub>A</sub> )	78	C1 (76-84)	83
	Can research a topic by reading linguistically complex academic texts. (P)	79	C1 (76-84)	85
	Can understand complex arguments in newspaper articles. (P)	79	C1 (76-84)	80-81
	Can identify specific information in a linguistically complex factual text. (P)	73	B2+ (67-75)	82-83
Speaking	Can contribute to group discussions even when speech is fast and colloquial. (C <sub>A</sub> )	76	C1 (76-84)	76-77, 78, 83
	Can express an attitude, opinion or idea using idiomatic language. (P)	69	B2+ (67-75)	83
	Can give a presentation on an academic topic in their field of specialisation, using linguistically complex language. (P)	79	C1 (76-84)	85
Writing	Can summarise clearly and precisely the arguments and event descriptions from a complex text. (N2007 <sub>A</sub> )	78	C1 (76-84)	82-83
	Can write detailed notes from a face-to-face conversation. (P)	64	B2 (59-66)	78
	Can prepare a simple outline to organise ideas and information. (P)	48	B1 (43-50)	85

## UNIT 9 Things to come

**Grammar:** Future forms; Describing current trends

**Vocabulary:** Describing future developments; Wordspot: *way*

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand most TV news and current affairs programmes. (C)	72	B2+ (67-75)	88
	Can recognise coherence devices and follow complex arguments on unfamiliar topics. (P)	77	C1 (76-84)	92
Reading	Can understand complex arguments in newspaper articles. (P)	79	C1 (76-84)	90
Speaking	Can talk about hypothetical events and actions, and their possible consequences. (P)	70	B2+ (67-75)	87
	Can summarise clearly and precisely the arguments and event descriptions from a complex text. (N2007 <sub>A</sub> )	78	C1 (76-84)	89
	Can contribute to group discussions even when speech is fast and colloquial. (C <sub>A</sub> )	76	C1 (76-84)	89, 90
	Can make a detailed, formal, evidence-based argument in a presentation or discussion. (P)	76	C1 (76-84)	93
Writing	Can describe the details of problem-solution relationships using a range of linguistic devices. (P)	76	C1 (76-84)	94
	Can present factual information in an objective way in extended written discourse. (W <sub>A</sub> )	72	B2+ (67-75)	89
	Can write a forceful but polite letter of complaint, including supporting details and a statement of the desired outcome. (P)	67	B2+ (67-75)	94-95

## UNIT 10 Truth and lies

**Grammar:** Phrases with *as ... as* + verb; Ellipsis and substitution

**Vocabulary:** Truth and lies; Wordspot: *well*

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand the details of extended and linguistically complex talks on a range of political, environmental, and social issues. (P)	83	C1 (76-84)	98
	Can understand most TV news and current affairs programmes. (C)	72	B2+ (67-75)	104
	Can identify key information in linguistically complex conversations at natural speed. (P)	71	B2+ (67-75)	102-103
Reading	Can extract information, ideas and opinions from highly specialised sources within their field. (C <sub>A</sub> )	78	C1 (76-84)	101
	Can research a topic by reading linguistically complex academic texts. (P)	79	C1 (76-84)	105
	Can critically evaluate a writer's choice of words to express nuances of meaning in an argumentative text. (W <sub>A</sub> )	82	C1 (76-84)	96-97
Speaking	Can contribute to group discussions even when speech is fast and colloquial. (C <sub>A</sub> )	76	C1 (76-84)	96, 98, 100-101
	Can express attitudes using linguistically complex language. (P)	75	B2+ (67-75)	97
	Can give a presentation on an academic topic in their field of specialisation, using linguistically complex language. (P)	79	C1 (76-84)	105
Writing	Can prepare a simple outline to organise ideas and information. (P)	48	B1 (43-50)	105

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