

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.

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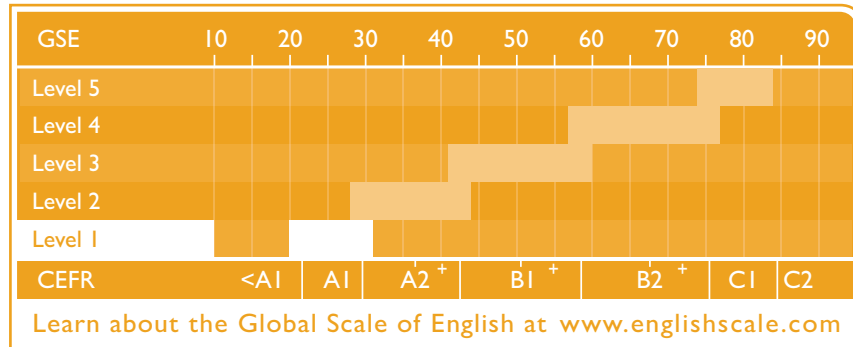
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FIFTH EDITION

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.



This is /these are; Subject Pronouns

THEME: Family

Grammar: Can use *this is* and *these are* to introduce people and things nearby, Can use *is this* and *are these* to ask about people and things nearby. Can use subject pronouns.

Pronunciation: *This* and *These*

Vocabulary: brother, mother, children parents, daughter, sister, family, son, father, wife, husband.

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can follow speech which is very slow and carefully articulated, with long pauses. (CA)	25	A1 (22–29)	11
Reading	Can understand short written notices, signs and instructions with visual support. (P)	27	A1 (22–29)	5
Speaking	Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help. (CA)	34	A2 (30–35)	11
Speaking	Can greet people using a few basic fixed expressions. (P)	12	Below A1 (10–21)	12
Speaking	Can ask and answer basic questions about family and friends in a limited way. (P)	22	A1 (22–29)	12
Writing	Can write simple sentences about their family and where they live. (CA)	27	A1 (22–29)	13

Singular and Plural Nouns; Proper Nouns; A and An

THEME: At Home and at School

Grammar: Can use singular nouns, plural nouns, and proper nouns, Can use *a/an* with singular nouns.

Vocabulary: fork, glass, knife, oven, spoon.

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can follow speech which is very slow and carefully articulated, with long pauses. (CA)	25	A1 (22–29)	22
Reading	Can understand short written notices, signs and instructions with visual support. (P)	27	A1 (22–29)	16
Speaking	Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help. (CA)	34	A2 (30–35)	22
Speaking	Can ask and answer basic requests for information with What's this/that? (P)	16	Below A1 (10–21)	22
Speaking	Can ask for and give very basic information about the home. (P)	25	A1 (22–29)	23
Speaking	Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help. (CA)	34	A2 (30–35)	23
Writing	Can write simple sentences about things that they and other people have. (P)	25	A1 (22–29)	24

Present of Be: Statements

THEME: I'm Not from Around Here

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

Vocabulary: boring, clean (adj), dirty, far, fun, near

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can follow speech which is very slow and carefully articulated, with long pauses. (CA)	25	A1 (22–29)	35
Reading	Can understand short written notices, signs and instructions with visual support. (P)	27	A1 (22–29)	29
Speaking	Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help. (CA)	34	A2 (30–35)	35
Speaking	Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help. (CA)	34	A2 (30–35)	35
Speaking	Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help. (CA)	34	A2 (30–35)	36
Speaking	Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help. (CA)	34	A2 (30–35)	36
Writing	Can write simple sentences about familiar things, given prompts or a model. (P)	32	A2 (30–35)	37

That is / those are; Possessive Adjectives

THEME: Fun Places

Grammar: Can use *that is* and *those are* to introduce people or things farther away. Can use possessive adjectives

Pronunciation: Same Pronunciation, Different Meaning

Vocabulary: museum, sports stadium, university, zoo

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can follow speech which is very slow and carefully articulated, with long pauses. (CA)	25	A1 (22–29)	45
Reading	Can understand short written notices, signs and instructions with visual support. (P)	27	A1 (22–29)	41
Speaking	Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help. (CA)	34	A2 (30–35)	45
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)	25	A1 (22–29)	45
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)	25	A1 (22–29)	46
Writing	Can write simple sentences about familiar things, given prompts or a model. (P)	32	A2 (30–35)	47

Present of Be: Yes / No Questions; Questions with Who and What

THEME: Jobs

Grammar: Can ask and answer *yes/no* questions with the verb *be* in the simple present. Can ask and answer simple present questions with *who* or *what* and the verb *be*.

Vocabulary: bus driver, doctor, nurse, server, writer

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can follow speech which is very slow and carefully articulated, with long pauses. (CA)	25	A1 (22–29)	55
Reading	Can understand short written notices, signs and instructions with visual support. (P)	27	A1 (22–29)	51
Speaking	Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help. (CA)	34	A2 (30–35)	55
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)	25	A1 (22–29)	55
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)	25	A1 (22–29)	56

Present of Be: Questions with Where; Prepositions of Place

THEME: Places in the Neighbourhood

Grammar: Can ask and answer simple present questions about location, using *where* and the verb *be*. Can use prepositions of place to describe locations and addresses.

Vocabulary: bank (n), drugstore, gas station, gym, hospital, supermarket

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can follow speech which is very slow and carefully articulated, with long pauses. (CA)	25	A1 (22–29)	65
Reading	Can understand short written notices, signs and instructions with visual support. (P)	27	A1 (22–29)	60
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)	25	A1 (22–29)	65
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)	25	A1 (22–29)	66
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)	25	A1 (22–29)	67
Writing	Can write short, simple descriptive texts on familiar topics, given prompts or a model. (P)	35	A2 (25–30)	68

Past of Be: Statements and Yes / No Questions

THEM: Out and About

Grammar: Can make affirmative and negative statements with the verb *be* in the simple past. Can ask and answer *yes/no* questions with the verb *be* in the simple past.

Vocabulary: alone, asleep, at home, at the movies, awake.

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can follow speech which is very slow and carefully articulated, with long pauses. (CA)	25	A1 (22–29)	78
Reading	Can understand short written notices, signs and instructions with visual support. (P)	27	A1 (22–29)	73
Speaking	Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help. (CA)	34	A2 (30–35)	78
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)	25	A1 (22–29)	78
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)	25	A1 (22–29)	79
Writing	Can write short, simple descriptive texts on familiar topics, given prompts or a model. (P)	35	A2 (25–30)	80

Past of Be: Wh- Questions

THEME: Vacations

Grammar: Can ask and answer *wh* questions with the verb *be* in the simple past

Vocabulary: at the beach, cold (weather), hot (weather) in the mountains.

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can follow speech which is very slow and carefully articulated, with long pauses. (CA)	25	A1 (22–29)	88
Reading	Can understand short written notices, signs and instructions with visual support. (P)	27	A1 (22–29)	83
Speaking	Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help. (CA)	34	A2 (30–35)	88
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)	25	A1 (22–29)	88
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)	25	A1 (22–29)	89
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)	25	A1 (22–29)	89
Writing	Can write short, simple notes, emails and postings to friends. (N2000A)	28	A1 (22–29)	90

Imperatives

THEME: Giving Directions

Grammar: Can use affirmative and negative forms of the imperative for directions, instructions, requests, and suggestions.

Vocabulary: drive (v), park (v), take the bus, turn left, turn right, walk (v)

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can follow speech which is very slow and carefully articulated, with long pauses. (CA)	25	A1 (22–29)	100
Reading	Can understand short written notices, signs and instructions with visual support. (P)	27	A1 (22–29)	95
Speaking	Can give simple directions from X to Y on foot or by public transport. (P)	34	A2 (30–35)	100
Speaking	Can make requests related to immediate needs using basic fixed expressions. (P) (P)	30	A2 (30–35)	100
Speaking	Can give simple directions from X to Y on foot or by public transport. (P)	34	A2 (30–35)	101
Writing	Can write short, simple notes, emails and postings to friends. (N2000A)	28	A1 (22–29)	102

UNIT
10

Simple Present: Statements

THEME: Likes and Dislikes

Grammar: Can use the simple present to talk about facts and things that happen again and again. Can use the various simple present forms of *be* and *have*.

Pronunciation: Simple Present, Verb Endings,

Vocabulary: live (v), need (v), speak, want

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can follow speech which is very slow and carefully articulated, with long pauses. (CA)	25	A1 (22–29)	112
Reading	Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (CA)	34	A2 (30–35)	105
Speaking	Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help. (CA)	34	A2 (30–35)	112
Speaking	Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help. (CA)	34	A2 (30–35)	113
Speaking	Can describe a person's likes and dislikes using simple language. (P)	28	A1 (22–29)	113
Writing	Can write short, simple descriptive texts on familiar topics, given prompts or a model. (P)	35	A2 (25–30)	114

Simple Present: Yes / No Questions

THEME: Friends

Grammar: Can ask and answer *yes/no* questions in the simple present.

Vocabulary: go shopping, have a party, stay home, work out.

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can follow speech which is very slow and carefully articulated, with long pauses. (CA)	25	A1 (22–29)	122
Reading	Can understand simple questions in questionnaires on familiar topics. (P)	31	A2 (30–35)	118
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)	25	A1 (22–29)	122
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)	25	A1 (22–29)	122
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)	25	A1 (22–29)	123
Speaking	Can describe a person's hobbies and activities using simple language. (P)	30	A2 (30–35)	123
Writing	Can write simple sentences about someone's life and routines. (P)	28	A1 (22–29)	124

UNIT
12

Simple Present: Wh- Questions

THEME: Celebrations

Grammar: Can ask and answer simple present *wh-* questions to obtain information. Can ask and answer simple present *wh-* questions about the subject. Can use *at* and *on* to answer questions about time.

Vocabulary: eat a huge meal, play board games, see fireworks, send cards, watch a parade.

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can follow speech which is very slow and carefully articulated, with long pauses. (CA)	25	A1 (22–29)	133
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)	25	A1 (22–29)	133
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)	25	A1 (22–29)	133
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)	25	A1 (22–29)	134
Writing	Can write simple sentences about familiar things, given prompts or a model. (P)	32	A2 (30–35)	135

UNIT
13

Simple Present with Adverbs of Frequency

THEME: Habits

Grammar: Can use adverbs of frequency to say how often something happens. Can use *ever* with *yes/no* questions and questions with *how often* to ask about frequency.

Vocabulary: eat fast food, get up early, go to bed, sleep late, stay up late, take a shower.

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can follow speech which is very slow and carefully articulated, with long pauses. (CA)	25	A1 (22–29)	144
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)	25	A1 (22–29)	144
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)	25	A1 (22–29)	144
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)	25	A1 (22–29)	145
Speaking	Can describe a person's hobbies and activities using simple language. (P)	30	A2 (30–35)	145
Writing	Can write short, simple notes, emails and postings to friends. (N2000A)	28	A1 (22–29)	146

Adjectives

THEME: Describing People

Grammar: Can use adjectives to describe nouns. Can use nouns to modify or describe other nouns. Can use the verbs *be* and *have* in the simple present with adjectives.

Vocabulary: average height, average weight, blond hair, dark hair, heavy, long hair, short hair, tall, thin.

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can follow speech which is very slow and carefully articulated, with long pauses. (CA)	25	A1 (22–29)	157
Speaking	Can describe someone’s physical appearance in a basic way, if guided by questions or prompts. (P)	29	A1 (22–29)	157
Speaking	Can describe someone’s physical appearance in a basic way, if guided by questions or prompts. (P)	29	A1 (22–29)	158
Speaking	Can describe someone’s physical appearance in a basic way, if guided by questions or prompts. (P)	29	A1 (22–29)	159
Writing	Can write short, simple descriptive texts on familiar topics, given prompts or a model. (P)	35	A2 (25–30)	160

UNIT
15

Comparative Adjectives

THEME: Entertainment

Grammar: Can form comparatives with short and long regular adjectives. Can form comparatives with irregular adjectives like *good*, *bad*, and *fun*. Can use *which* to ask about a comparison of things or places, and *who* to ask about a comparison of people.

Vocabulary: barbecue (n), rap music, video games.

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can follow speech which is very slow and carefully articulated, with long pauses. (CA)	25	A1 (22–29)	170
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)	25	A1 (22–29)	170
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)	25	A1 (22–29)	171
Writing	Can write short, simple descriptive texts on familiar topics, given prompts or a model. (P)	35	A2 (25–30)	172

UNIT
16

Present Progressive: Statements

THEME: Friends from Long Ago

Grammar: Can use the present progressive to refer to events that are happening now. Can make affirmative and negative statements in the present progressive.

Vocabulary: look at, look for, lose, wait for, win

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can follow speech which is very slow and carefully articulated, with long pauses. (CA)	25	A1 (22–29)	185
Reading	Can understand short, simple messages on postcards, emails and social networks. (CA)	31	A2 (30–35)	179
Speaking	Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help. (CA)	34	A2 (30–35)	185
Speaking	Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help. (CA)	34	A2 (30–35)	185
Speaking	Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help. (CA)	34	A2 (30–35)	186
Writing	Can write simple sentences about familiar topics, given prompts or a model. (P)	32	A2 (30–35)	187

Present Progressive: Yes / No Questions

THEME: Are You Babysitting?

Grammar: Can ask and answer *yes/no* questions in the present progressive.

Vocabulary: babysit, clean, do laundry, get a haircut.

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can follow speech which is very slow and carefully articulated, with long pauses. (CA)	25	A1 (22–29)	195
Reading	Can understand short, simple messages on postcards, emails and social networks. (CA)	31	A2 (30–35)	191
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)	25	A1 (22–29)	195
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)	25	A1 (22–29)	195
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)	25	A1 (22–29)	196
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)	25	A1 (22–29)	196
Writing	Can write simple sentences about familiar topics, given prompts or a model. (P)	32	A2 (30–35)	197

UNIT
18

Present Progressive: Wh- Questions

THEME: Getting Around

Grammar: Can ask and answer *wh* questions in the present progressive.

Vocabulary: fly, ride a bike, take the subway, take the metro, take a train.

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can follow speech which is very slow and carefully articulated, with long pauses. (CA)	25	A1 (22–29)	206
Reading	Can understand short, simple messages on postcards, emails and social networks. (CA)	31	A2 (30–35)	201
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)	25	A1 (22–29)	206
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)	25	A1 (22–29)	206
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics.	25	A1 (22–29)	207
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics.	25	A1 (22–29)	207
Writing	Can write simple sentences about familiar topics, given prompts or a model. (P)	32	A2 (30–35)	208

UNIT
19

Can and Can't

THEME: Abilities

Grammar: Can use *can* to refer to ability and possibility in the present. Can make affirmative and negative statements with *can* and *can't*. Can ask and answer *yes/no* and *wh-* questions with *can*

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

Vocabulary: dance, give a presentation, play an instrument, play the guitar, play the piano, sing.

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	217
Reading	Can understand short, simple messages on postcards, emails and social networks. (CA)	31	A2 (30–35)	212
Speaking	Can express ability or lack of ability with regard to basic activities using <i>can</i> or <i>can't</i> . (P)	27	A1 (22–29)	217
Speaking	Can express ability or lack of ability with regard to basic activities using <i>can</i> or <i>can't</i> . (P)	27	A1 (22–29)	218
Speaking	Can express ability or lack of ability with regard to basic activities using <i>can</i> or <i>can't</i> . (P)	27	A1 (22–29)	219
Speaking	Can express ability or lack of ability with regard to basic activities using <i>can</i> or <i>can't</i> . (P)	27	A1 (22–29)	219
Writing	Can write simple sentences about what they and other people do. (CA)	30	A2 (30–35)	220

UNIT
20

Possessive Nouns; This, That, These, and Those

THEME: Clothing

Grammar: Can use possessive nouns to show belonging. Can use *this*, *that*, *these*, and *those* as pronouns or adjectives

Pronunciation: Possessive Noun Endings

Vocabulary: dress (n) sneakers, earrings, sports jacket, handbag, suit (n), high heels, sweatshirt, jeans tie, (n), ring, T-shirt, shoes.

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	231
Reading	Can understand short, simple messages on postcards, emails and social networks. (CA)	31	A2 (30–35)	226
Speaking	Can initiate and respond to simple statements on very familiar topics. (CA)	30	A2 (30–35)	231
Speaking	Can describe what someone is wearing using a limited range of expressions. (P)	31	A2 (30–35)	232
Speaking	Can describe what someone is wearing using a limited range of expressions. (P)	31	A2 (30–35)	232
Writing	Can write short descriptive texts (4-6 sentences) on familiar personal topics (e.g. family, animals, possessions), given a model.	35	A2 (30–35)	233

Count and Non-Count Nouns; Some and Any

THEME: Food

Grammar: Can use singular and plural count and non-count nouns. Can use *a/an* with singular count nouns. Can use *some, any*, and other quantifiers with count and non-count nouns

Pronunciation: Plural Noun Endings

Vocabulary: breakfast, rice, cereal salad, coffee, sandwich, dinner, soup, eggs, steak, fruit, tea, juice toast, lunch, vegetables, milk, yogurt, pasta.

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	243
Reading	Can understand short, simple messages on postcards, emails and social networks. (CA)	31	A2 (30–35)	236
Speaking	Can ask and answer simple questions about people they know in a limited way. (CA)	28	A1 (22–29)	243
Speaking	Can understand basic questions about people's likes and dislikes. (P)	24	A1 (22–29)	244
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)	25	A1 (22–29)	244
Writing	Can write short descriptive texts (4-6 sentences) on familiar personal topics (e.g. family, animals, possessions), given a model.	35	A2 (30–35)	245

A, an, and the; One and Ones

THEME: Shopping

Grammar: Can use the indefinite articles *a* and *an* to talk about a person or thing for the first time, or when it is not clear which person or thing is being referred to. Can use the definite article *the*, to refer to a specific person or thing. Can use *one* to replace a singular noun and *ones* to replace a plural noun

Pronunciation: *A* and *An* Before Singular Count Nouns

Vocabulary: order online, pay for, return, try on.

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	255
Reading	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)	249
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)	25	A1 (22–29)	255
Speaking	Can express opinions using simple language	34	A2 (30–35)	255
Speaking	Can describe an object using simple language. (P) (P)	29	A1 (22–29)	256
Writing	Can write simple sentences about familiar topics, given prompts or a model. (P)	32	A2 (30–35)	257

UNIT
23

Subject and Object Pronouns

THEME: Gifts and Favors

Grammar: Can use subject and object pronouns.

Vocabulary: box of chocolates, flowers, gift card, tickets.

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	266
Reading	Can understand short, simple messages on postcards, emails and social networks. (CA)	31	A2 (30–35)	261
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)	25	A1 (22–29)	267
Speaking	Can participate in short conversations in routine contexts on topics of interest (C)	41	A2+ (36–42)	267
Speaking	Can start or end a short conversation using basic fixed expressions (CA)	32	A2 (30–35)	267
Writing	Can write short, simple structured paragraphs on familiar topics, given a model (P)	43	B1 (43–50)	268

Simple Past Statements: Regular Verbs

THEME: Success Stories

Grammar: Can use the simple past to talk about past events. Can make affirmative and negative statements in the simple past using common regular verbs. Can use past time expressions

Pronunciation: Simple past Verb Endings.

Vocabulary: graduate, hire, move.

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	279
Reading	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)	274
Speaking	Can participate in short conversations in routine contexts on topics of interest (C)	41	A2+ (36–42)	279
Speaking	Can participate in short conversations in routine contexts on topics of interest (CA)	32	A2 (30–35)	279
Speaking	Can participate in short conversations in routine contexts on topics of interest (C)	41	A2+ (36–42)	280
Writing	Can write short, simple structured paragraphs on familiar topics, given a model (P)	43	B1 (43–50)	281

UNIT
25

Simple Past: Irregular Verbs; Yes / No Questions

THEME: Helping Others

Grammar: Can make simple past statements using common regular and irregular verbs. Can ask and answer *yes/no* questions in the simple past.

Pronunciation: Simple Past, Questions with *Did*.

Vocabulary: act, protect, take care of.

Skill	Learning Objective	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)	285
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)	25	A1 (22–29)	291
Speaking	Can start or end a short conversation using basic fixed expressions (CA)	32	A2 (30–35)	292
Speaking	Can start or end a short conversation using basic fixed expressions (C)	41	A2+ (36–42)	293
Writing	Can write short, simple structured paragraphs on familiar topics, given a model (P)	43	B1 (43–50)	294

UNIT
26

Simple Past: Wh- Questions

THEME: An Accident

Grammar: Can ask and answers *wh* questions in the simple past.

Vocabulary: broken headlight, bumper, car accident, dent (n), headlight, scratch (n), tire

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	304
Reading	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)	298
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)	25	A1 (22–29)	304
Speaking	Can initiate, maintain and close simple, restricted face-to-face conversations. (N2000)	39	A2+ (36–42)	304
Speaking	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	305
Writing	Can write simple sentences about familiar topics, given prompts or a model. (P)	32	A2 (30–35)	306

UNIT
27

How many and How much; Quantity Expressions

THEME: A Trip

Grammar: Can use *how many* and *how much* to ask for information about the quantity of something. Can use the quantity expressions *a lot of*, *a few*, *a little*, *not many*, and *not much* to answer questions with *how much* and *how many*

Vocabulary: animal, flight, island, plant

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	318
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)	25	A1 (22–29)	318
Speaking	Can start or end a short conversation using basic fixed expressions. (CA)	32	A2 (30–35)	318
Speaking	Can express opinions using simple language (P)	45	B1 (43–50)	319
Writing	Can write simple sentences about familiar topics, given prompts or a model. (P)	32	A2 (30–35)	320

UNIT
28

There is, There are, There was, and There were

THEME: Nature

Grammar: Can use *there* + simple present and past forms of *be* to state facts about people and things.
Can ask and answer *yes/no* questions with *there* + *be*

Pronunciation: *There are* and *They're*

Vocabulary: desert, rain forest, volcano, waterfall

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	331
Reading	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)	324
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)	25	A1 (22–29)	331
Speaking	Can start or end a short conversation using basic fixed expressions. (CA)	32	A2 (30–35)	332
Writing	Can write short, simple descriptive texts on familiar topics, given prompts or a model. (P)	43	B1 (43–50)	334

UNIT
29

Future with Be going to: Statements

THEME: Sports

Grammar: Can use *be going to* to talk about the future. Can make affirmative and negative statements with *be going to*. Can use future time expressions, such as *in* + period of time, with *be going to*

Pronunciation: *Going to* and *Gonna*

Vocabulary: baseball, basketball, football, soccer.

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	345
Reading	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)	340
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)	25	A1 (22–29)	345
Speaking	Can participate in short conversations in routine contexts on topics of interest. (C)	41	A2+ (36–42)	346
Speaking	Can give or seek personal views and opinions in discussing topics of interest (C)	46	B1 (43–50)	346
Writing	Can write short, simple structured paragraphs on familiar topics, given prompts or a model. (P)	43	B1 (43–50)	347

UNIT
30

Future with Be going to: Questions

THEME: Career Plans and Goals

Grammar: Can ask and answer *yes/no* and *wh-* questions with *be going to*

Vocabulary: a business trip, a promotion, the news

Skill	Learning Objective	GSE	CEFR	Page
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (CA)	33	A2 (30–35)	358
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CA)	25	A1 (22–29)	358
Speaking	Can describe future plans and intentions using fixed expressions. (P)	43	B1 (43–50)	358
Speaking	Can describe basic activities or events that are happening at the time of speaking. (P)	33	A2 (30–35)	359
Writing	Can write short, simple notes, emails and messages relating to everyday matters. (CA)	38	A2+ (36–42)	360