

Impact ISSUES 1

PRESENTING YOUR IDEAS IN ENGLISH

THIRD EDITION

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



Impact Issues, a three-book series, is a complete course in oral communication for students at an elementary to intermediate level of English proficiency (CEFR B1-B1+; GSE 35-50). The course is based on a collection of 20 highly engaging topics that spark critical thinking and meaningful discussion. Each unit has step-by-step support and language practice that deepens students' understanding of topics, and helps them express personal points of view, have animated interactions, and give meaningful presentations.

LEARNING PHILOSOPHY



The *Impact Issues* series has developed a unique “deep learning” approach to language acquisition. Often, communicative activities disappoint both students and teachers because of the focus on *obvious* ideas and *superficial* information exchange. The *Impact* series uses carefully chosen topics that engage students more deeply. The topics provoke reflection about life goals, ethics, careers, family, relationships, and more. Socially meaningful themes include education, equal rights, globalization, conflict and peace, nationalism, and environmental concerns. The focus on personally meaningful and socially relevant themes produces a highly engaging form of learning. The *Impact Issues* instructional process centers on four key areas: deep learning, community, engagement, and presentations.

DEEP LEARNING



Simply knowing the meaning of words and sentences does not automatically produce deeper understanding. That requires active language processing and *personal engagement with content*. The *Impact* series nurtures this deeper form of understanding through infusion of “high impact” situational content; step-by-step support in engaging with the content; critical reflection on the situation; interaction with classmates to understand the issues and to present one's own perspective. Students gain familiarity with the issues, get to know the characters involved, reflect on a variety of opinions, and develop a personal connection to the issues. Deep learning is meaningful learning.

COMMUNITY



Language learning is both personal and communal. Students are asked to explore their personal reasons and styles for language learning. They are encouraged to invite exposure to the life experiences of others in their learning community—the characters in the book and the other students in their own class. The *Impact* series is designed to nurture a positive classroom culture of sharing and diversity. This attitude will enhance the positive experience of contact with the new language. This is what we call “linguaculture learning.” Learners gain a sense of participating in the larger community of English speakers as it exists around the world, and a sense of solidarity with other learners, turning language learning into an intercultural experience.

ENGAGEMENT



Learning a foreign language is challenging. We must engage with others using limited tools of understanding and self-expression. We must think and act in ways that feel foreign. These learning demands can easily produce resistance. Some textbooks might try to deal with this resistance by providing familiar topics and easy practice tasks, in the hope that students will *eventually* become ready to deal with deeper topics and real communication. Such an approach, however, typically leads to minimal engagement and less memorable learning. The *Impact* series introduces a range of stimulating topics that fully engage students from the outset. At the same time, each unit offers structured support to provide security. This approach reduces resistance, increases engagement, and leads to deep learning.

PRESENTATIONS



“Presenting your ideas in English” is an essential part of the *Impact Issues* approach. The final section of each unit provides an opportunity for each student to share his or her unique point of view about the unit theme. Presentations are not focused on surface performance—memorized scripts or practiced gestures. Presentations can be done in pairs and small groups—the key is for the students to focus on their personal content and connection to their audience, regardless of its size. To inspire students to share their own ideas, learners are first provided with a video model of a typical student sharing their thoughts on the unit theme. Following this, the students engage in simple exercises to plan their own presentations and the opportunity to express their ideas to others. Students build both proficiency and confidence as they develop their own “voice.”

Course Components

Student Book

Online Student Resources

www.english.com/activate

- Audio: All situations dramatically performed, recorded interaction models
- Video: Sample presentations
- Vocabulary: Online flashcards

Teacher Resources

- Teacher’s Manual
- Test Banks

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.

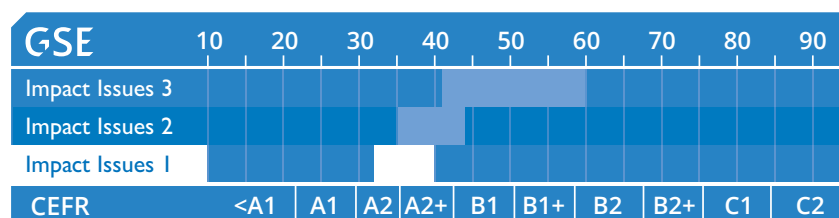
This document provides an overview of the learning objectives that are covered in each unit of the course. As the learning objectives focus specifically on language skills, some learning objectives will be repeated multiple times, a reflection of the fact that skills are built through practice in multiple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

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
- (C_A) Common European Framework descriptor, adapted or edited, © Council of Europe
- (C_J_A) CEFR-J descriptor, adapted or edited (N2000) North (2000) descriptor, verbatim
- (E_A) Eiken descriptor, adapted or edited © Eiken Foundation of Japan
- (N2000_A) North (2000) descriptor, adapted or edited
- (N2007_A) North (2007) expanded set of C1 and C2 descriptors, adapted or edited
- (P) New Pearson English descriptor
- (W_A) 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.]

Impact Issues, Third Edition is aligned with the Global Scale of English and the Common European Framework of Reference. It takes learners from CEF A1 to B1+ (32-60 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

UNIT 1 The Guy with Green Hair

Vocabulary: be against (something) • fit in • candidate • professional
• unacceptable

Group discussion task: What fashions are acceptable to you?

Presentation: What's important in your fashion?

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly. (P)	33	A2 (30-35)	10
	Can make basic inferences in simple conversations on familiar everyday topics. (P)	38	A2+ (36-42)	11
	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36-42)	11
	Can recognize when speakers disagree in a conversation conducted slowly and clearly. (P)	36	A2+ (36-42)	11
	Can follow a simple conversation or narrative about familiar, everyday activities. (P)	37	A2+ (36-42)	13
	Can identify key words and phrases in descriptions of someone's appearance and clothes. (P)	32	A2 (30-35)	13
Reading	Can understand basic opinions expressed in simple language in short texts. (P)	37	A2+ (36-42)	10, 11, 12
Speaking	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30-35)	11, 12
	Can express agreement using simple fixed expressions. (P)	33	A2 (30-35)	11
	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36-42)	13
	Can give simple reasons to explain preferences, given a model. (P)	38	A2+ (36-42)	13
	Can give a short talk about a familiar topic, with visual support. (P)	44	B1 (43-50)	13
Writing	Can write short texts about their likes and dislikes using basic fixed expressions. (P)	34	A2 (30-35)	13

UNIT 2 The Shoplifter

Vocabulary: shoplifting • get in trouble • lately • not exactly • security
• take it back

Group discussion task: What is a big problem in a friendship?

Presentation: Maintaining a good friendship.

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand excuses if expressed in simple language. (P)	30	A2 (30-35)	14
	Can make basic inferences in simple conversations on familiar everyday topics. (P)	38	A2+ (36-42)	15
	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36-42)	15
	Can follow a simple conversation or narrative about familiar, everyday activities. (P)	37	A2+ (36-42)	17
Reading	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36-42)	14
	Can understand basic opinions expressed in simple language in short texts. (P)	37	A2+ (36-42)	15, 16
Speaking	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30-35)	15
	Can express agreement using simple fixed expressions. (P)	33	A2 (30-35)	15
	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36-42)	16
	Can give a short talk about a familiar topic, with visual support. (P)	44	B1 (43-50)	17
	Can give simple reasons to explain preferences, given a model. (P)	38	A2+ (36-42)	17
Writing	Can write short texts about their likes and dislikes using basic fixed expressions. (P)	34	A2 (30-35)	16

UNIT 3 I'm not addicted!

Vocabulary: addicted • text • gambling • for fun • ruin

Group discussion task: What things do you really like?

Presentation: I can't live without it!

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand excuses if expressed in simple language. (P)	30	A2 (30-35)	18
	Can make basic inferences in simple conversations on familiar everyday topics. (P)	38	A2+ (36-42)	19
	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36-42)	19
	Can follow a simple conversation or narrative about familiar, everyday activities. (P)	37	A2+ (36-42)	21
Reading	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36-42)	18
	Can understand basic opinions expressed in simple language in short texts. (P)	37	A2+ (36-42)	19
Speaking	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30-35)	19, 20
	Can express agreement using simple fixed expressions. (P)	33	A2 (30-35)	19
	Can express their likes and dislikes in relation to familiar topics using simple language. (P)	31	A2 (30-35)	20
	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36-42)	20
	Can give a short talk about a familiar topic, with visual support. (P)	44	B1 (43-50)	21
	Can give simple reasons to explain preferences, given a model. (P)	38	A2+ (36-42)	21
Writing	Can write short texts about their likes and dislikes using basic fixed expressions. (P)	34	A2 (30-35)	20

UNIT 4 Social Media Star

Vocabulary: barely • take off • make a living • yuck! • entrepreneur

Group discussion task: What is important to succeed in life?

Presentation: An accomplishment I am proud of.

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can recognize when speakers disagree in a conversation conducted slowly and clearly. (P)	36	A2+ (36-42)	22
	Can make basic inferences in simple conversations on familiar everyday topics. (P)	38	A2+ (36-42)	23
	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36-42)	23
	Can follow a simple conversation or narrative about familiar, everyday activities. (P)	37	A2+ (36-42)	25
Reading	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36-42)	22
	Can understand basic opinions expressed in simple language in short texts. (P)	37	A2+ (36-42)	23
Speaking	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30-35)	23
	Can express agreement using simple fixed expressions. (P)	33	A2 (30-35)	23
	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36-42)	24
	Can ask simple questions to find out about a subject. (P)	31	A2 (30-35)	24
	Can give a short talk about a familiar topic, with visual support. (P)	44	B1 (43-50)	25
	Can tell a story or describe something in a simple list of points. (C)	40	A2+ (36-42)	25

UNIT 5 Who pays?

Vocabulary: ask someone out • bill • equal • Are you crazy? • offer

Group discussion task: What are your opinions on dating?

Presentation: Going out.

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can make basic inferences in simple conversations on familiar everyday topics. (P)	38	A2+ (36-42)	27
	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36-42)	27
	Can follow a simple conversation or narrative about familiar, everyday activities. (P)	37	A2+ (36-42)	29
Reading	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36-42)	26
	Can understand a simple text about a past event. (P)	38	A2+ (36-42)	26
	Can understand basic opinions expressed in simple language in short texts. (P)	37	A2+ (36-42)	27
	Can understand simple questions in questionnaires on familiar topics. (P)	31	A2 (30-35)	28
Speaking	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30-35)	27
	Can express agreement using simple fixed expressions. (P)	33	A2 (30-35)	27
	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36-42)	28
	Can give a short talk about a familiar topic, with visual support. (P)	44	B1 (43-50)	29
	Can explain what they like or dislike about something. (C)	40	A2+ (36-42)	29
Writing	Can write short texts about their likes and dislikes using basic fixed expressions. (P)	34	A2 (30-35)	28

UNIT 6 Saying “I love you.”

Vocabulary: affectionate • embarrassing • try my best • dedicated • wonder

Group discussion task: What are some ways couples can show love?

Presentation: Meeting someone special.

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can make basic inferences in simple conversations on familiar everyday topics. (P)	38	A2+ (36-42)	31
	Can derive the probable meaning of simple, unknown words from short, familiar contexts. (P)	41	A2+ (36-42)	31
	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36-42)	31
	Can follow a simple conversation or narrative about familiar, everyday activities. (P)	37	A2+ (36-42)	33
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36-42)	33
Reading	Can understand short, simple narratives and biographies. (CJA)	39	A2+ (36-42)	30
	Can understand basic opinions expressed in simple language in short texts. (P)	37	A2+ (36-42)	31, 32
Speaking	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30-35)	31
	Can express agreement using simple fixed expressions. (P)	33	A2 (30-35)	31
	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36-42)	32
	Can give a short talk about a familiar topic, with visual support. (P)	44	B1 (43-50)	33
	Can tell a story or describe something in a simple list of points. (C)	40	A2+ (36-42)	33
Writing	Can write simple texts giving key information about their culture (e.g. food, national holidays, festivals). (CSE _A)	42	A2+ (36-42)	32

UNIT 7 Family Values

Vocabulary: overprotective • adventurous • take chances • put pressure on someone • cautious

Group discussion task: What are the most important lessons you learned from your family?

Presentation: Someone who changed you.

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can recognize when speakers disagree in a conversation conducted slowly and clearly. (P)	36	A2+ (36-42)	34
	Can make basic inferences in simple conversations on familiar everyday topics. (P)	38	A2+ (36-42)	35
	Can derive the probable meaning of simple, unknown words from short, familiar contexts. (P)	41	A2+ (36-42)	35
	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36-42)	35
	Can follow a simple conversation or narrative about familiar, everyday activities. (P)	37	A2+ (36-42)	37
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36-42)	37
Reading	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36-42)	34
	Can understand basic opinions expressed in simple language in short texts. (P)	37	A2+ (36-42)	35
Speaking	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30-35)	35, 37
	Can express agreement using simple fixed expressions. (P)	33	A2 (30-35)	35
	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36-42)	36
	Can ask simple questions to find out about a subject. (P)	31	A2 (30-35)	36
	Can give a short talk about a familiar topic, with visual support. (P)	44	B1 (43-50)	37
Writing	Can write simple lists as part of a work-related task. (P)	40	A2+ (36-42)	36

UNIT 8 Cyber Love

Vocabulary: face-to-face • you're not my type • intuition • break this off • give me a chance

Group discussion task: What's important in a relationship?

Presentation: What's important in a relationship?

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand excuses if expressed in simple language. (P)	30	A2 (30-35)	38
	Can make basic inferences in simple conversations on familiar everyday topics. (P)	38	A2+ (36-42)	39
	Can derive the probable meaning of simple, unknown words from short, familiar contexts. (P)	41	A2+ (36-42)	39
	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36-42)	39
	Can follow a simple conversation or narrative about familiar, everyday activities. (P)	37	A2+ (36-42)	41
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36-42)	41
Reading	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36-42)	38
	Can understand basic opinions expressed in simple language in short texts. (P)	37	A2+ (36-42)	39, 40
Speaking	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30-35)	39, 41
	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36-42)	40
	Can give a short talk about a familiar topic, with visual support. (P)	44	B1 (43-50)	41
Writing	Can write very short, simple sentences about their feelings. (P)	32	A2 (30-35)	39
	Can write short texts about their likes and dislikes using basic fixed expressions. (P)	34	A2 (30-35)	40

UNIT 9 A Visit to Grandma

Vocabulary: choked up • connected • stay in touch • realize • handwritten

Group discussion task: What is a good way to communicate with family and friends?

Presentation: How to keep in touch with family.

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36-42)	43
	Can follow a simple conversation or narrative about familiar, everyday activities. (P)	37	A2+ (36-42)	45
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36-42)	45
Reading	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36-42)	42
	Can understand short, simple narratives and biographies. (CJA)	39	A2+ (36-42)	43
	Can read a simple text and extract factual details. (P)	35	A2 (30-35)	43
Speaking	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30-35)	43
	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36-42)	44
	Can give a short talk about a familiar topic, with visual support. (P)	44	B1 (43-50)	45
	Can give simple reasons to explain preferences, given a model. (P)	38	A2+ (36-42)	45
Writing	Can write very short, simple sentences about their feelings. (P)	32	A2 (30-35)	43

UNIT 10 Fan Worship

Vocabulary: fan convention • cosplay • cram • I don't get it • dues

Group discussion task: What do fans of musical groups do?

Presentation: What are you a fan of?

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand excuses if expressed in simple language. (P)	30	A2 (30-35)	46
	Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly. (P)	33	A2 (30-35)	47
	Can derive the probable meaning of simple, unknown words from short, familiar contexts. (P)	41	A2+ (36-42)	47
	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36-42)	47
	Can follow a simple conversation or narrative about familiar, everyday activities. (P)	37	A2+ (36-42)	49
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36-42)	49
Reading	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36-42)	46
	Can understand basic opinions expressed in simple language in short texts. (P)	37	A2+ (36-42)	47
Speaking	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30-35)	47
	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36-42)	48
	Can give a short talk about a familiar topic, with visual support. (P)	44	B1 (43-50)	49
	Can explain what they like or dislike about something. (C)	40	A2+ (36-42)	49
Writing	Can write very short, simple sentences about their feelings. (P)	32	A2 (30-35)	47
	Can write short texts about their likes and dislikes using basic fixed expressions. (P)	34	A2 (30-35)	48
Listening	Can understand excuses if expressed in simple language. (P)	30	A2 (30-35)	46

UNIT 11 Pet Peeve

Vocabulary: pet peeve • give someone dirty looks • tap • apologize • rude

Group discussion task: What bothers you?

Presentation: My pet peeve.

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can recognize when speakers agree in a conversation conducted slowly and clearly. (P)	36	A2+ (36-42)	50
	Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly. (P)	33	A2 (30-35)	51
	Can derive the probable meaning of simple, unknown words from short, familiar contexts. (P)	41	A2+ (36-42)	51
	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36-42)	51
	Can follow a simple conversation or narrative about familiar, everyday activities. (P)	37	A2+ (36-42)	53
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36-42)	53
Reading	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36-42)	50
	Can understand basic opinions expressed in simple language in short texts. (P)	37	A2+ (36-42)	51
Speaking	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30-35)	51
	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36-42)	52
	Can give a short talk about a familiar topic, with visual support. (P)	44	B1 (43-50)	53
	Can explain what they like or dislike about something. (C)	40	A2+ (36-42)	53
Writing	Can write very short, simple sentences about their feelings. (P)	32	A2 (30-35)	51
	Can write short texts about their likes and dislikes using basic fixed expressions. (P)	34	A2 (30-35)	52

UNIT 12 Close your eyes and see

Vocabulary: feel sorry for • disability • approach • blind • deaf

Group discussion task: How do you feel about disability issues?

Presentation: How can we improve life for people with disabilities?

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly. (P)	33	A2 (30-35)	54, 55
	Can derive the probable meaning of simple, unknown words from short, familiar contexts. (P)	41	A2+ (36-42)	55
	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36-42)	55
	Can follow a simple conversation or narrative about familiar, everyday activities. (P)	37	A2+ (36-42)	57
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36-42)	57
Reading	Can understand short, simple narratives and biographies. (C/A)	39	A2+ (36-42)	54
	Can understand basic opinions expressed in simple language in short texts. (P)	37	A2+ (36-42)	55, 56
Speaking	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30-35)	55
	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36-42)	56
	Can give a short talk about a familiar topic, with visual support. (P)	44	B1 (43-50)	57
	Can give brief reasons and explanations, using simple language. (P)	45	B1 (43-50)	57
Writing	Can write very short, simple sentences about their feelings. (P)	32	A2 (30-35)	55
	Can write short texts about their likes and dislikes using basic fixed expressions. (P)	34	A2 (30-35)	56

UNIT 13 Protecting our Environment

Vocabulary: pushy • pollution • crisis • energy • resource

Group discussion task: What will you change to help the environment?

Presentation: What I will do for the environment.

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can recognize when speakers disagree in a conversation conducted slowly and clearly. (P)	36	A2+ (36-42)	58
	Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly. (P)	33	A2 (30-35)	59
	Can derive the probable meaning of simple, unknown words from short, familiar contexts. (P)	41	A2+ (36-42)	59
	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36-42)	59
	Can follow a simple conversation or narrative about familiar, everyday activities. (P)	37	A2+ (36-42)	61
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36-42)	61
Reading	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36-42)	58
	Can understand basic opinions expressed in simple language in short texts. (P)	37	A2+ (36-42)	59
Speaking	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30-35)	59, 61
	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36-42)	60
	Can give a short talk about a familiar topic, with visual support. (P)	44	B1 (43-50)	61
Writing	Can write very short, simple sentences about their feelings. (P)	32	A2 (30-35)	59
	Can make basic informal suggestions in writing. (P)	42	A2+ (36-42)	60

UNIT 14 Get a job!

Vocabulary: lie around • a fortune • hobby • slave • lifestyle

Group discussion task: What do you value in life?

Presentation: Your life goals.

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can recognize when speakers disagree in a conversation conducted slowly and clearly. (P)	36	A2+ (36-42)	62
	Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly. (P)	33	A2 (30-35)	63
	Can derive the probable meaning of simple, unknown words from short, familiar contexts. (P)	41	A2+ (36-42)	63
	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36-42)	63
	Can follow a simple conversation or narrative about familiar, everyday activities. (P)	37	A2+ (36-42)	65
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36-42)	65
Reading	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36-42)	62
	Can understand basic opinions expressed in simple language in short texts. (P)	37	A2+ (36-42)	63
Speaking	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30-35)	63
	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36-42)	64
	Can give a short talk about a familiar topic, with visual support. (P)	44	B1 (43-50)	65
	Can describe future plans and intentions using fixed expressions. (P)	43	B1 (43-50)	65
Writing	Can write very short, simple sentences about their feelings. (P)	32	A2 (30-35)	63
	Can write short texts about their likes and dislikes using basic fixed expressions. (P)	34	A2 (30-35)	64

UNIT 15 To tell or not to tell

Vocabulary: receipt • frankly • cheat • coworker • expense

Group discussion task: What are some reasons not to tell the truth?

Presentation: What is courage?

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can recognize when speakers disagree in a conversation conducted slowly and clearly. (P)	36	A2+ (36-42)	66
	Can understand simple informal advice on a work-related situation. (P)	39	A2+ (36-42)	66
	Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly. (P)	33	A2 (30-35)	67
	Can derive the probable meaning of simple, unknown words from short, familiar contexts. (P)	41	A2+ (36-42)	67
	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36-42)	67
	Can follow the sequence of events in a short, simple dialogue or narrative. (P)	37	A2+ (36-42)	69
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36-42)	69
Reading	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36-42)	66
	Can understand basic opinions expressed in simple language in short texts. (P)	37	A2+ (36-42)	67, 68
Speaking	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30-35)	67, 69
	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36-42)	68
	Can give a short talk about a familiar topic, with visual support. (P)	44	B1 (43-50)	69
Writing	Can write very short, simple sentences about their feelings. (P)	32	A2 (30-35)	67
	Can write short texts about their likes and dislikes using basic fixed expressions. (P)	34	A2 (30-35)	68

UNIT 16 Flight 77

Vocabulary: worried sick • a funny feeling • freak out • turn in • serious

Group discussion task: What should you do if you hear a voice in your head?

Presentation: A dream I remember.

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can follow the sequence of events in a short, simple dialogue or narrative. (P)	37	A2+ (36-42)	70
	Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly. (P)	33	A2 (30-35)	71
	Can derive the probable meaning of simple, unknown words from short, familiar contexts. (P)	41	A2+ (36-42)	71
	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36-42)	71
	Can follow a simple conversation or narrative about familiar, everyday activities. (P)	37	A2+ (36-42)	73
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36-42)	73
Reading	Can understand basic opinions expressed in simple language in short texts. (P)	37	A2+ (36-42)	71, 72
Speaking	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30-35)	71, 73
	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36-42)	72
	Can give a short talk about a familiar topic, with visual support. (P)	44	B1 (43-50)	73
Writing	Can write very short, simple sentences about their feelings. (P)	32	A2 (30-35)	71
	Can write short texts about their likes and dislikes using basic fixed expressions. (P)	34	A2 (30-35)	72

UNIT 17 To have or not to have

Vocabulary: look forward to • lifestyle • tied down • change your mind • think about yourself

Group discussion task: What are reasons to have or not have children?

Presentation: What will your future family be like?

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly. (P)	33	A2 (30-35)	75
	Can derive the probable meaning of simple, unknown words from short, familiar contexts. (P)	41	A2+ (36-42)	75
	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36-42)	75
	Can follow a simple conversation or narrative about familiar, everyday activities. (P)	37	A2+ (36-42)	77
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36-42)	77
Reading	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36-42)	74
	Can understand basic opinions expressed in simple language in short texts. (P)	37	A2+ (36-42)	75, 76
Speaking	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30-35)	75
	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36-42)	76
	Can give a short talk about a familiar topic, with visual support. (P)	44	B1 (43-50)	77
	Can describe future plans and intentions using fixed expressions. (P)	43	B1 (43-50)	77
Writing	Can write very short, simple sentences about their feelings. (P)	32	A2 (30-35)	75
	Can write short texts about their likes and dislikes using basic fixed expressions. (P)	34	A2 (30-35)	76

UNIT 18 Are humans smart?

Vocabulary: input • garbage • bury • diverse • greed

Group discussion task: What do you think makes humans intelligent?

Presentation: Are humans smart?

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can recognize when speakers disagree in a conversation conducted slowly and clearly. (P)	36	A2+ (36-42)	78
	Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly. (P)	33	A2 (30-35)	79
	Can derive the probable meaning of simple, unknown words from short, familiar contexts. (P)	41	A2+ (36-42)	79
	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36-42)	79
	Can follow a simple conversation or narrative about familiar, everyday activities. (P)	37	A2+ (36-42)	81
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36-42)	81
Reading	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36-42)	78
	Can understand basic opinions expressed in simple language in short texts. (P)	37	A2+ (36-42)	79, 80
Speaking	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30-35)	79, 81
	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36-42)	80
	Can give a short talk about a familiar topic, with visual support. (P)	44	B1 (43-50)	81
Writing	Can write very short, simple sentences about their feelings. (P)	32	A2 (30-35)	79
	Can write short texts about their likes and dislikes using basic fixed expressions. (P)	34	A2 (30-35)	80

UNIT 19 Cloning Cyndi

Vocabulary: cloning • soulmate • adopt • exactly • identical

Group discussion task: What technology is acceptable or unacceptable to you?

Presentation: What new technology do you like or dislike?

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand simple informal advice on a work-related situation. (P)	39	A2+ (36-42)	82
	Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly. (P)	33	A2 (30-35)	83
	Can derive the probable meaning of simple, unknown words from short, familiar contexts. (P)	41	A2+ (36-42)	83
	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36-42)	83
	Can follow a simple conversation or narrative about familiar, everyday activities. (P)	37	A2+ (36-42)	85
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36-42)	85
Reading	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36-42)	82
	Can understand basic opinions expressed in simple language in short texts. (P)	37	A2+ (36-42)	83
Speaking	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30-35)	83
	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36-42)	84
	Can give a short talk about a familiar topic, with visual support. (P)	44	B1 (43-50)	85
	Can give simple reasons to explain preferences, given a model. (P)	38	A2+ (36-42)	85
Writing	Can write very short, simple sentences about their feelings. (P)	32	A2 (30-35)	83
	Can write short texts about their likes and dislikes using basic fixed expressions. (P)	34	A2 (30-35)	84

UNIT 20 Why learn English?

Vocabulary: you look down • terrible • torture • hang out • waste of time

Group discussion task: What are good ways to learn English?

Presentation: The story of my English learning.

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can recognize when speakers disagree in a conversation conducted slowly and clearly. (P)	36	A2+ (36-42)	86
	Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly. (P)	33	A2 (30-35)	87
	Can derive the probable meaning of simple, unknown words from short, familiar contexts. (P)	41	A2+ (36-42)	87
	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36-42)	87
	Can follow a simple conversation or narrative about familiar, everyday activities. (P)	37	A2+ (36-42)	88
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36-42)	89
Reading	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36-42)	86
	Can understand basic opinions expressed in simple language in short texts. (P)	37	A2+ (36-42)	87
Speaking	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30-35)	87
	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36-42)	88
	Can make and respond to suggestions. (C)	41	A2+ (36-42)	88
	Can give a short talk about a familiar topic, with visual support. (P)	44	B1 (43-50)	89
	Can explain what they like or dislike about something. (C)	40	A2+ (36-42)	89
Writing	Can write very short, simple sentences about their feelings. (P)	32	A2 (30-35)	87
	Can write short texts about their likes and dislikes using basic fixed expressions. (P)	34	A2 (30-35)	88

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