

# *Impact* **ISSUES 2**

**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](http://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.

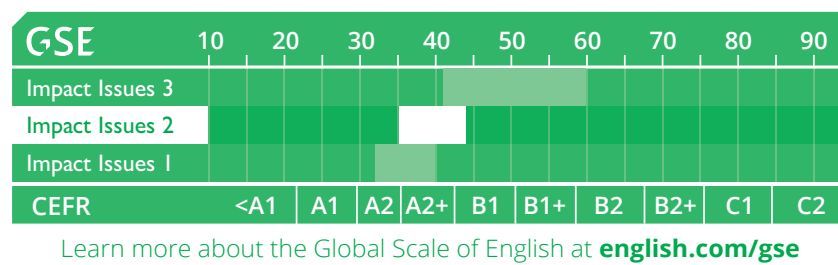
This document provides an overview of the learning objectives that are covered in each unit of the course. As the learning objectives focus specifically on language skills, some learning objectives will be repeated multiple times, a reflection of the fact that skills are built through practice in multiple 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<sub>A</sub>) Common European Framework descriptor, adapted or edited, © Council of Europe
- (C<sub>J</sub><sub>A</sub>) CEFR-J descriptor, adapted or edited (N2000) North (2000) descriptor, verbatim
- (N2000) North (2000) descriptor, verbatim
- (E<sub>A</sub>) Eiken descriptor, adapted or edited © Eiken Foundation of Japan
- (N2000<sub>A</sub>) North (2000) descriptor, adapted or edited
- (N2007<sub>A</sub>) North (2007) expanded set of C1 and C2 descriptors, adapted or edited
- (P) New Pearson English descriptor
- (W<sub>A</sub>) 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.



## UNIT 1 First Impressions

**Vocabulary:** revealing • attractive • flirt • major • talent

**Group discussion task:** Features you look for when you meet someone.

**Presentation:** What I look for in a person.

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 follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36-42)	11
	Can follow a simple conversation or narrative about familiar, everyday activities. (P)	37	A2+ (36-42)	13
Reading	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36-42)	10
	Can understand basic opinions expressed in simple language in short texts. (P)	37	A2+ (36-42)	10, 11
Speaking	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30-35)	11, 12, 13
	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 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 Big or small?

**Vocabulary:** you look down • downside • selective • dwell on • treat you

**Group discussion task:** Ideas about living in a big city or a small town.

**Presentation:** What I like about where I live.

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)	14, 15
	Can recognize simple expressions of agreement and disagreement in short discussions, if conducted slowly and clearly. (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
Speaking	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30-35)	15
	Can give simple reasons to explain preferences, given a model. (P)	38	A2+ (36-42)	15, 16
	Can give the reasons for a choice, using simple language. (P)	40	A2+ (36-42)	16
	Can give a short talk about a familiar topic, with visual support. (P)	44	B1 (43-50)	17
Writing	Can write simple lists as part of a work-related task. (P)	40	A2+ (36-42)	16
	Can write a simple outline for a piece of writing, given a model. (P)	42	A2+ (36-42)	17

## UNIT 3 The Good Language Learner

**Vocabulary:** care to join me? • admire • motivated • miss out • expand

**Group discussion task:** Pros and cons of living in another country.

**Presentation:** An international adventure.

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)	18
	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 understand basic opinions expressed in simple language in short texts. (P)	37	A2+ (36-42)	18
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36-42)	18
	Can identify specific information in a simple factual text. (P)	39	A2+ (36-42)	19
Speaking	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30-35)	19, 20, 21
	Can give simple reasons to explain preferences, given a model. (P)	38	A2+ (36-42)	19
	Can answer basic questions about information presented in graphs and charts. (P)	47	B1 (43-50)	19
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43-50)	20
	Can give a short talk about a familiar topic, with visual support. (P)	44	B1 (43-50)	21
Writing	Can write simple lists as part of a work-related task. (P)	40	A2+ (36-42)	20

## UNIT 4 Getting Ahead

**Vocabulary:** cram school • incredible • exaggerate • get ahead in life  
• every day matters

**Group discussion task:** Different ways parents show their children love.

**Presentation:** How my family shows their love for me.

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)	22
	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36-42)	23, 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)	22
	Can identify specific information in a simple factual text. (P)	39	A2+ (36-42)	23
Speaking	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30-35)	23, 24
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43-50)	23
	Can give a short talk about a familiar topic, with visual support. (P)	44	B1 (43-50)	24, 25
Writing	Can write a simple list of points to include in a piece of writing. (P)	42	A2+ (36-42)	25



## UNIT 5 Forever Single

**Vocabulary:** tie the knot • don't get me wrong • ruin • divorce rate • expect

**Group discussion task:** Advantages of getting married or staying single.

**Presentation:** My future life.

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)	27
	Can follow a simple conversation or narrative about familiar, everyday activities. (P)	37	A2+ (36-42)	29
	Can follow the main points in a simple audio recording aimed at a general audience. (P)	43	B1 (43-50)	26
Reading	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36-42)	26
	Can identify specific information in a simple factual text. (P)	39	A2+ (36-42)	27
Speaking	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30-35)	27, 28, 29
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43-50)	27
	Can give a short talk about a familiar topic, with visual support. (P)	44	B1 (43-50)	29
Writing	Can write a simple outline for a piece of writing, given a model. (P)	42	A2+ (36-42)	29

## UNIT 6 What are friends for?

**Vocabulary:** loner • hit it off • all kinds of stuff • the same old things • handle

**Group discussion task:** Things close friends do for each other.

**Presentation:** A friend I really 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)	30
	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
Reading	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36-42)	30
	Can understand basic opinions expressed in simple language in short texts. (P)	37	A2+ (36-42)	30
	Can identify specific information in a simple factual text. (P)	39	A2+ (36-42)	31
Speaking	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30-35)	31, 32, 33
	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36-42)	32
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43-50)	31
	Can give a short talk about a familiar topic, with visual support. (P)	44	B1 (43-50)	33
Writing	Can write a simple outline for a piece of writing, given a model. (P)	42	A2+ (36-42)	33

## UNIT 7 What's for lunch?

**Vocabulary:** vegetarian • the environment • export • protein • cheap

**Group discussion task:** Deciding which foods are healthy.

**Presentation:** What I eat.

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)	34
	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
Reading	Can understand basic opinions expressed in simple language in short texts. (P)	37	A2+ (36-42)	34
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36-42)	34
	Can identify specific information in a simple factual text. (P)	39	A2+ (36-42)	35
Speaking	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30-35)	35, 36, 37
	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36-42)	36
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43-50)	35
	Can give a short talk about a familiar topic, with visual support. (P)	44	B1 (43-50)	37
Writing	Can write short texts about their likes and dislikes using basic fixed expressions. (P)	34	A2 (30-35)	36

## UNIT 8 Your Online Past

**Vocabulary:** water under the bridge • offended • discipline • kick someone out • embarrassed

**Group discussion task:** Your digital literacy skills.

**Presentation:** My digital life.

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)	38
	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36-42)	39
Reading	Can understand basic opinions expressed in simple language in short texts. (P)	37	A2+ (36-42)	38
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36-42)	38
	Can identify specific information in a simple factual text. (P)	39	A2+ (36-42)	39
Speaking	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30-35)	39, 40, 41
	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36-42)	40
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43-50)	39
	Can give a short talk about a familiar topic, with visual support. (P)	44	B1 (43-50)	41
Writing				

## UNIT 9 Taking Care of Father

**Vocabulary:** hint about • lease • discrimination • legal action  
• scour the listings

**Group discussion task:** Living with an older parent.

**Presentation:** An older person I admire.

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)	42
	Can recognize simple expressions of agreement and disagreement in short discussions, if conducted slowly and clearly. (P)	37	A2+ (36-42)	43
	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36-42)	45
Reading	Can understand basic opinions expressed in simple language in short texts. (P)	37	A2+ (36-42)	42
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36-42)	42
	Can identify specific information in a simple factual text. (P)	39	A2+ (36-42)	43
Speaking	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30-35)	43, 44, 45
	Can give simple reasons to explain preferences, given a model. (P)	38	A2+ (36-42)	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
Writing	Can write simple lists as part of a work-related task. (P)	40	A2+ (36-42)	44

## UNIT 10 My Student Life

**Vocabulary:** minimum • credit • profit • competitive • complain

**Group discussion task:** Important reasons to go to university.

**Presentation:** How to be a happy student.

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)	46
	Can recognize simple expressions of agreement and disagreement in short discussions, if conducted slowly and clearly. (P)	37	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)	49
Reading	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36-42)	46
	Can identify specific information in a simple factual text. (P)	39	A2+ (36-42)	47
Speaking	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30-35)	47, 48
	Can give simple reasons to explain preferences, given a model. (P)	38	A2+ (36-42)	47
	Can give the reasons for a choice, using simple language. (P)	40	A2+ (36-42)	48
	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
Writing	Can write simple lists as part of a work-related task. (P)	40	A2+ (36-42)	48
	Can write a simple outline for a piece of writing, given a model. (P)	42	A2+ (36-42)	49

## UNIT 11 International Relationships

**Vocabulary:** income • land on my feet • old-fashioned • love is blind  
• support

**Group discussion task:** Good and bad things about international relationships.

**Presentation:** Why I want or don't want an international marriage.

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand standard speech on familiar matters, with some repetition or reformulation. (CA)	38	A2+ (36-42)	50
	Can recognize simple expressions of agreement and disagreement in short discussions, if conducted slowly and clearly. (P)	37	A2+ (36-42)	51
	Can identify a speaker's point of view in a simple presentation or lecture aimed at a general audience. (P)	48	B1 (43-50)	53
	Can follow the main points of extended discussion around them if in standard speech. (CA)	46	B1 (43-50)	53
Reading	Can read a simple text and extract factual details. (P)	35	A2 (30-35)	51
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36-42)	50
Speaking	Can take part in a very simple conversation on a familiar topic if the other speaker repeats questions and answers as necessary and speaks slowly and clearly. (P)	34	A2 (30-35)	51
	Can express agreement using simple fixed expressions. (P)	33	A2 (30-35)	51
	Can compare their own and others' possessions using simple language. (C)	37	A2+ (36-42)	53
	Can express belief, opinion, agreement and disagreement politely. (C)	45	B1 (43-50)	51
	Can express opinions using simple language. (P)	45	B1 (43-50)	52
Writing	Can write basic instructions with a simple list of points. (P)	39	A2+ (36-42)	52
	Can write a simple list of points to include in a piece of writing. (P)	42	A2+ (36-42)	53
	Can write a simple outline for a piece of writing, given a model. (P)	42	A2+ (36-42)	53

## UNIT 12 Create another future

**Vocabulary:** carbon-based energy • possessions • the Arctic • food shortage  
• inconvenience

**Group discussion task:** Ways to save the environment.

**Presentation:** Ways to save the environment.

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can get the gist of short, simple stories if told slowly and clearly. (P)	37	A2+ (36-42)	54
	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36-42)	57
	Can follow familiar topics if the speaker is clear and avoids idiomatic usage. (CA)	45	B1 (43-50)	57
Reading	Can get the gist of short, simple narratives, with visual support. (P)	32	A2 (30-35)	54
	Can read a simple text and extract factual details. (P)	35	A2 (30-35)	55
	Can understand simple questions in questionnaires on familiar topics. (P)	31	A2 (30-35)	56
	Can understand basic opinions expressed in simple language in short texts. (P)	37	A2+ (36-42)	55
	Can scan short texts to locate specific information. (P)	44	B1 (43-50)	55
Speaking	Can express how they feel in simple terms. (CA)	38	A2+ (36-42)	55
	Can narrate a story. (C)	45	B1 (43-50)	55
	Can use fixed expressions to keep a conversation going (e.g. 'I see.', 'right'). (CSEA)	44	B1 (43-50)	55
	Can express opinions using simple language. (P)	45	B1 (43-50)	56
	Can give a short talk about a familiar topic, with visual support. (P)	44	B1 (43-50)	57
Writing	Can write a simple list of points to include in a piece of writing. (P)	42	A2+ (36-42)	57
	Can prepare a simple outline to organize ideas and information. (P)	48	B1 (43-50)	57



## UNIT 13 Ben and Mike

**Vocabulary:** rumor • gay • behind the times • it ticks me off • discriminate

**Group discussion task:** How to deal with rumors.

**Presentation:** It's not fair!

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand basic opinions expressed in simple language in short texts. (P)	37	A2+ (36-42)	58
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36-42)	61
	Can understand standard speech on familiar matters, with some repetition or reformulation. (CA)	38	A2+ (36-42)	61
Reading	Can read a simple text and extract factual details. (P)	35	A2 (30-35)	59
	Can identify specific information in a simple factual text. (P)	39	A2+ (36-42)	59
	Can understand basic opinions expressed in simple language in short texts. (P)	37	A2+ (36-42)	59
	Can understand simple informal written advice on a work-related situation. (P)	43	B1 (43-50)	60
Speaking	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	25	A1 (22-29)	58
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30-35)	59
	Can express how they feel in simple terms. (CA)	38	A2+ (36-42)	59
	Can make and respond to suggestions. (C)	41	A2+ (36-42)	60
	Can ask for clarification about key words not understood, using fixed expressions. (CA)	40	A2+ (36-42)	61
	Can give a short talk about a familiar topic, with visual support. (P)	44	B1 (43-50)	61
Writing	Can write a simple list of points to include in a piece of writing. (P)	42	A2+ (36-42)	61

## UNIT 14 Government Control

**Vocabulary:** birth rate • maternity leave • crisis • impose something on somebody • encourage

**Group discussion task:** How much control do you want in your life?

**Presentation:** Decisions in my life.

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 infer opinions in a simple presentation or lecture, if guided by questions. (P)	49	B1 (43-50)	63, 65
	Can follow the main points of short talks on familiar topics if delivered in clear standard speech. (CA)	45	B1 (43-50)	65
Reading	Can understand simple questions in questionnaires on familiar topics. (P)	31	A2 (30-35)	64
	Can understand basic opinions expressed in simple language in short texts. (P)	37	A2+ (36-42)	63
	Can distinguish between fact and opinion presented in simple texts on familiar topics. (P)	47	B1 (43-50)	62
Speaking	Can read out a short, rehearsed statement (e.g. introduce a speaker, propose a toast). (CA)	38	A2+ (36-42)	63
	Can begin to use a repertoire of common idiomatic phrases in routine situations. (CA)	47	B1 (43-50)	63
	Can express opinions using simple language. (P)	45	B1 (43-50)	63
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43-50)	63,, 64
	Can give a short talk about a familiar topic, with visual support. (P)	44	B1 (43-50)	65
	Can ask for more information after a simple lecture or presentation aimed at a general audience, using basic follow-up questions. (P)	48	B1 (43-50)	65
Writing	Can write a simple list of points to include in a piece of writing. (P)	42	A2+ (36-42)	65
	Can prepare a simple outline to organize ideas and information. (P)	48	B1 (43-50)	65

## UNIT 15 Ask Annie

**Vocabulary:** get complicated • permission • financial • persuade someone to do something • wonderful

**Group discussion task:** What decisions do you need your parents' approval for?

**Presentation:** Getting support for a big decision.

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly. (P)	35	A2 (30-35)	69
	Can understand simple informal advice on a work-related situation. (P)	39	A2+ (36-42)	66
	Can make basic inferences in simple conversations on familiar everyday topics. (P)	38	A2+ (36-42)	69
Reading	Can identify specific information in a simple factual text. (P)	39	A2+ (36-42)	67
	Can understand basic opinions expressed in simple language in short texts. (P)	37	A2+ (36-42)	67
	Can understand a simple form asking for medical information (P)	42	A2+ (36-42)	68
	Can understand basic types of standard letters and emails on familiar topics (e.g. enquiries, complaints). (CA)	46	B1 (43-50)	66
Speaking	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30-35)	67
	Can give a short, basic description of events and activities. (C)	42	A2+ (36-42)	69
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43-50)	67
	Can express opinions using simple language. (P)	45	B1 (43-50)	67
	Can ask someone to clarify or elaborate what they have just said. (C)	50	B1 (43-50)	69
	Can report the opinions of others, using simple language. (P)	51	B1+ (51-58)	68
Writing	Can write a simple outline for a piece of writing, given a model. (P)	42	A2+ (36-42)	69
	Can use simple headings to organize written work. (P)	43	B1 (43-50)	69

## UNIT 16 What makes you happy?

**Vocabulary:** designer clothes • ironic • embrace the challenge • regret  
• go through something

**Group discussion task:** What makes a person happy?

**Presentation:** My ideas for happiness.

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 make basic inferences in simple conversations on familiar everyday topics. (P)	38	A2+ (36-42)	73
	Can follow a simple conversation or narrative about familiar, everyday activities. (P)	37	A2+ (36-42)	73
Reading	Can read a simple text and extract factual details. (P)	35	A2 (30-35)	71
	Can understand short, simple narratives and biographies. (CJA)	39	A2+ (36-42)	70
	Can follow a basic sequence of events in a simple text on a familiar topic. (P)	36	A2+ (36-42)	71
	Can understand basic opinions expressed in simple language in short texts. (P)	37	A2+ (36-42)	71
Speaking	Can express general preferences using basic fixed expressions. (P)	34	A2 (30-35)	72
	Can give simple reasons to explain preferences, given a model. (P)	38	A2+ (36-42)	73
	Can express opinions using simple language. (P)	45	B1 (43-50)	71
	Can ask for more information after a simple lecture or presentation aimed at a general audience, using basic follow-up questions. (P)	48	B1 (43-50)	73
Writing	Can write simple lists as part of a work-related task. (P)	40	A2+ (36-42)	72

## UNIT 17 Who will help them?

**Vocabulary:** migrant • in the long run • violence • naïve • refugee

**Group discussion task:** What are the world's biggest problems?

**Presentation:** Who needs help in your country, city or neighborhood?

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can get the gist of short, simple stories if told slowly and clearly. (P)	37	A2+ (36-42)	74
	Can infer opinions in a simple presentation or lecture, if guided by questions. (P)	49	B1 (43-50)	77
Reading	Can understand simple questions in questionnaires on familiar topics. (P)	31	A2 (30-35)	76
	Can understand basic opinions expressed in simple language in short texts. (P)	37	A2+ (36-42)	74, 75
	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36-42)	75
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36-42)	75
Speaking	Can read out a short, rehearsed statement (e.g. introduce a speaker, propose a toast). (CA)	38	A2+ (36-42)	75
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43-50)	75, 76
	Can give a short talk about a familiar topic, with visual support. (P)	44	B1 (43-50)	77
	Can ask someone to clarify or elaborate what they have just said. (C)	50	B1 (43-50)	77
Writing	Can write a simple list of points to include in a piece of writing. (P)	42	A2+ (36-42)	77
	Can use simple headings to organize written work. (P)	43	B1 (43-50)	77

## UNIT 18 Finding the Right One

**Vocabulary:** responsible • thoughtful • agree to disagree • romance  
• comfortable

**Group discussion task:** What is important in finding “the right one”?

**Presentation:** My ideal partner.

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand standard speech on familiar matters, with some repetition or reformulation. (CA)	38	A2+ (36-42)	78
	Can infer opinions in a simple presentation or lecture, if guided by questions. (P)	49	B1 (43-50)	81
Reading	Can read a simple text and extract factual details. (P)	35	A2 (30-35)	79
	Can understand simple questions in questionnaires on familiar topics. (P)	31	A2 (30-35)	80
	Can understand basic opinions expressed in simple language in short texts. (P)	37	A2+ (36-42)	78, 79
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36-42)	79
Speaking	Can take part in a very simple conversation on a familiar topic if the other speaker repeats questions and answers as necessary and speaks slowly and clearly. (P)	34	A2 (30-35)	79
	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36-42)	79
	Can make a short rehearsed announcement on a familiar topic. (CA)	40	A2+ (36-42)	81
	Can express opinions using simple language. (P)	45	B1 (43-50)	79, 80
	Can ask someone to clarify or elaborate what they have just said. (C)	50	B1 (43-50)	81
Writing	Can write a simple list of points to include in a piece of writing. (P)	42	A2+ (36-42)	81
	Can use simple headings to organize written work. (P)	43	B1 (43-50)	81

## UNIT 19 Dress for Success

**Vocabulary:** fit in • appropriate • casual • formal • student evaluations

**Group discussion task:** What makes someone a good teacher?

**Presentation:** A teacher in my life.

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)	85
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36-42)	82
	Can follow familiar topics if the speaker is clear and avoids idiomatic usage. (CA)	45	B1 (43-50)	83
Reading	Can identify specific information in a simple factual text. (P)	39	A2+ (36-42)	82
	Can understand basic opinions expressed in simple language in short texts. (P)	37	A2+ (36-42)	83
	Can distinguish between fact and opinion in relation to common topics. (P)	51	B1+ (51-58)	83
Speaking	Can take part in a very simple conversation on a familiar topic if the other speaker repeats questions and answers as necessary and speaks slowly and clearly. (P)	34	A2 (30-35)	83
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30-35)	83
	Can express belief, opinion, agreement and disagreement politely. (C)	45	B1 (43-50)	84
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43-50)	85
	Can ask for more information after a simple lecture or presentation aimed at a general audience, using basic follow-up questions. (P)	48	B1 (43-50)	85
Writing	Can write a simple list of points to include in a piece of writing. (P)	42	A2+ (36-42)	84, 85
	Can use simple headings to organize written work. (P)	43	B1 (43-50)	85

## UNIT 20 A Mother's Story

**Vocabulary:** monster • capital punishment • threaten • plead • the death penalty

**Group discussion task:** What punishment would you give in these situations?

**Presentation:** Is capital punishment the right punishment?

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)	86
	Can identify a speaker's point of view in a simple presentation or lecture aimed at a general audience. (P)	48	B1 (43-50)	89
	Can identify details that support a point of view in a simple presentation or lecture aimed at a general audience. (P)	51	B1+ (51-58)	89
Reading	Can read a simple text and extract factual details. (P)	35	A2 (30-35)	87
	Can follow the sequence of actions or events in a text on a familiar everyday topic. (P)	41	A2+ (36-42)	86
	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36-42)	87
Speaking	Can take part in a very simple conversation on a familiar topic if the other speaker repeats questions and answers as necessary, and speaks slowly and clearly. (P)	34	A2 (30-35)	87
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30-35)	87
	Can express belief, opinion, agreement and disagreement politely. (C)	45	B1 (43-50)	87
	Can ask questions in a work-related survey. (P)	48	B1 (43-50)	88
	Can ask questions about the content of a presentation or lecture aimed at a general audience, using simple language. (P)	50	B1 (43-50)	89
	Can develop an argument using common fixed expressions. (P)	53	B1+ (51-58)	89
Writing	Can write a simple list of points to include in a piece of writing. (P)	42	A2+ (36-42)	88, 89
	Can use simple headings to organize written work. (P)	43	B1 (43-50)	89



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