THIRD EDITION

SUMMIT 2

English for Today's World

JOAN SASLOW
ALLEN ASCHER

Alignment with the Global Scale of English and Common European Framework of Reference

PUBLISHED JANUARY 2017

THIRD EDITION

SUMMIT 2

SUMMIT is a comprehensive communicative English course that prepares adults and young adults to interact confidently with both native and non-native speakers of English. *Summit* makes English unforgettable through the rich input of language, intensive practice, and systematic recycling.

Revised and aligned to the **Global Scale of English**, this edition has striking new visuals, inspirational tools, and extra grammar activities and exercises.

COURSE COMPONENTS

· Student's Book

· Workbook

· Teacher's Edition and Lesson Planner

· ActiveTeach

· MyEnglishLab

· Classroom Audio Program

· Full-Course Placement Tests

· *Summit Go* (mobile app)

www.pearsonelt.com/summit3e

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

(N2007a) North (2007) expanded set of C1 and C2 descriptors, adapted or edited

(P) New Pearson descriptor

(CJa) CEFR-J descriptor, adapted or edited

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.

North, B. (2000) The Development of a Common Framework Scale of Language Proficiency. New York: Peter Lang.

Schneider, Guenther and Brian North (1999) 'In anderen Sprachen kann ich' . . . Skalen zur Beschreibung, Beurteilung und Selbsteinschätzung der fremdsprachlichen Kommunikationmsfähigkeit. Berne, Project Report, National Research Programme 33, Swiss National Science Research Council.
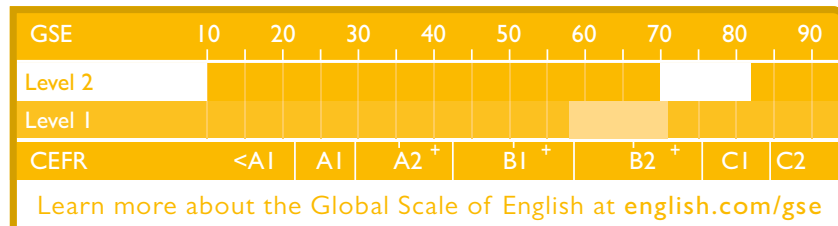
Schneider, G., North, B. (2000) Fremdsprachen können – was heißt das? Chur / Zürich: Rüegger

THIRD EDITION

SUMMIT 2

Summit Third Edition is aligned with the Global Scale of English and the Common European Framework of Reference. It takes learners from CEF B2 to C1 (58–82) 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.

GSE	10	20	30	40	50	60	70	80	90
Level 2									
Level 1									
CEFR	<A1	A1	A2 +	B1 +	B2 +	C1	C2		

Learn more about the Global Scale of English at **english.com/gse**

UNIT 1 Dreams and Goals

PREVIEW
Vocabulary   Job applications

LESSON 1   **Ask about someone's background**
Grammar   Simultaneous and sequential past actions: review and expansion

LESSON 2   **Discuss career and study plans**
Vocabulary   Collocations for career and study plans
Grammar   Completed and uncompleted past actions closely related to the present
Pronunciation   Sentence stress and intonation: review

LESSON 3   **Compare your dreams and goals in life**
Vocabulary   Describing dreams and goals

LESSON 4   **Describe job qualifications**
Vocabulary   Collocations with *have* and *get* for qualifications

SKILLS	LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Listening	Can follow an animated conversation between two fluent speakers. (Ca)	74	B2+	5, 6
	Can follow the main points in a linguistically complex presentation or lecture, if provided with written supporting material. (P)	67	B2+	8
	Can distinguish between main ideas and supporting details in a linguistically complex presentation or lecture. (P)	69	B2+	9
	Can infer attitude and mood in discussions by using contextual, grammatical, and lexical cues. (Ca)	71	B2+	13
Reading	Can evaluate information in an academic text using specific criteria. (P)	70	B2+	10
	Can use a synopsis to identify where specific information can be located in a long text. (P)	69	B2+	10
	Can identify specific information in a linguistically complex factual text. (P)	73	B2+	11
	Can take effective notes on a linguistically complex and unfamiliar text. (P)	74	B2+	11
Speaking	Can speculate about the causes of an issue or problem. (Ca)	67	B2+	3, 11
	Can compare the advantages and disadvantages of possible approaches and solutions to an issue or problem. (Ca)	70	B2+	3
	Can express opinions on topics, using linguistically complex language. (P)	74	B2+	4, 9
	Can carry out an effective, fluent interview spontaneously following up on interesting replies. (Ca)	72	B2+	5, 11
	Can suggest pros and cons when discussing a topic, using linguistically complex language. (P)	74	B2+	7
	Can contribute to group discussions even when speech is fast and colloquial. (Ca)	76	C1	11
Writing	Can take notes while researching an unfamiliar topic. (P)	68	B2+	2, 9
	Can convey information and ideas on abstract and concrete topics. (Ca)	70	B2+	5
	Can write a detailed summary of work-related information. (P)	73	B2+	11
	Can express themselves fluently in writing, adapting the level of formality to the context. (P)	77	C1	12

UNIT 2 Character and Responsibility

PREVIEW
Vocabulary   Taking or avoiding responsibility

LESSON 1   **Describe the consequences of lying**
Grammar   Adjective clauses: review and expansion

LESSON 2   **Express regret and take responsibility**
Grammar   "Comment" clauses
Pronunciation   Emphatic stress and pitch to express emotion

LESSON 3   **Explore where values come from**
Vocabulary   Personal values

LESSON 4   **Discuss how best to help others**
Vocabulary   Philanthropic work

SKILLS	LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Listening	Can infer opinions in a linguistically complex presentation or lecture. (P)	77	C1	18
	Can follow the main points in a linguistically complex presentation or lecture, if provided with written supporting material. (P)	67	B2+	22
	Can distinguish between main ideas and supporting details in a linguistically complex presentation or lecture. (P)	69	B2+	23
	Can recognize paraphrasing and repetition in a linguistically complex presentation or lecture. (P)	69	B2+	23
	Can identify a speaker's point of view in a linguistically complex presentation or lecture in their field of specialization. (P)	76	C1	23
	Can take effective notes while listening to a linguistically complex presentation or lecture on an unfamiliar topic. (P)	80	C1	23
Reading	Can evaluate information in an academic text using specific criteria. (P)	70	B2+	20
	Can identify specific information in a linguistically complex factual text. (P)	73	B2+	20
	Can guess the meaning of an unfamiliar word from context in a linguistically complex academic text. (P)	72	B2+	21
Speaking	Can exchange complex information on a wide range of matters related to their work. (Ca)	74	B2+	14
	Can present their ideas with precision and respond to complex lines of argument convincingly. (Ca)	70	B2+	14, 15, 16, 17
	Can narrate a story in detail, giving relevant information about feelings and reactions. (P)	67	B2+	15, 16, 19, 21
	Can negotiate a solution to a dispute (e.g. an undeserved traffic ticket, blame for an accident). (Ca)	73	B2+	19
	Can answer questions about abstract topics clearly and in detail. (Ca)	76	C1	21
	Can express opinions on topics, using linguistically complex language. (P)	74	B2+	23
	Can describe the details of problem-solution relationships using a range of linguistic devices. (P)	76	C1	23
Writing	Can take notes while researching an unfamiliar topic. (P)	68	B2+	17, 19, 23
	Can confidently argue a case in writing, specifying needs and objectives precisely and justifying them as necessary. (N2007a)	81	C1	23
	Can write a linguistically complex discursive essay. (P)	81	C1	24
	Can use linguistically complex vocabulary and structures to enhance the impact in academic reports and essays. (Ca)	82	C1	24

UNIT 3 Fears, Hardships, and Heroism

PREVIEW

Vocabulary   Scary situations

LESSON 1   **Express frustration, empathy, and encouragement**

Vocabulary   Expressing frustration, empathy, and encouragement
Grammar   Clauses with *no matter*
Pronunciation   Vowel reduction to /ə/

LESSON 2   **Describe how fear affects you physically**

Grammar   Using *so . . . (that)* or *such . . . (that)* to explain results
Vocabulary   Physical effects of fear

LESSON 3   **Discuss overcoming handicaps and hardships**

Vocabulary   Some types of hardships

LESSON 4   **Examine the nature of heroism**

Vocabulary   Using parts of speech

SKILLS	LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Listening	Can infer attitude and mood in discussions by using contextual, grammatical, and lexical cues. (Ca)	71	B2+	28
	Can recognize repetition of ideas through substitution, paraphrasing, etc. in complex arguments. (P)	71	B2+	28
	Can understand most TV news and current affairs programs. (C)	72	B2+	34
Reading	Can evaluate information in an academic text using specific criteria. (P)	70	B2+	32, 35
	Can identify specific information in a linguistically complex factual text. (P)	73	B2+	33
	Can synthesize information from different sources in order to give a written or oral summary. (P)	69	B2+	33
Speaking	Can exchange complex information on a wide range of matters related to their work. (Ca)	74	B2+	26, 33
	Can speculate about the causes of an issue or problem. (Ca)	67	B2+	27
	Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)	79	C1	29
	Can narrate a story in detail, giving relevant information about feelings and reactions. (P)	67	B2+	30, 31
	Can express opinions on topics, using linguistically complex language. (P)	74	B2+	33, 35
	Can refer to reference sources from written academic texts to support a position in a discussion. (P)	74	B2+	35
Writing	Can take notes while researching an unfamiliar topic. (P)	68	B2+	29, 31, 33, 35
	Can describe the sequence in a process when writing a linguistically complex text, using common discourse markers. (P)	70	B2+	31
	Can take notes on a linguistically complex academic text. (P)	74	B2+	33
	Can write a clear summary of a complex factual text, maintaining its original tone and message. (P)	76	C1	35
	Can clarify a concept in a narrative text using adverbial clauses, phrases, and modifiers. (P)	70	B2+	36

UNIT 4 Getting Along with Others

PREVIEW

Vocabulary   Shortcomings

LESSON 1   **Discuss how to overcome shortcomings**

Grammar   Adverb clauses of condition

Pronunciation   Shifting emphatic stress

LESSON 2   **Acknowledge inconsiderate behavior**

Grammar   Cleft sentences: review and expansion

LESSON 3   **Explain how you handle anger**

Vocabulary   Expressing and controlling anger

LESSON 4   **Explore the qualities of friendship**

Vocabulary   Describing friendship

SKILLS	LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Listening	Can follow a discussion in which speakers use some idiomatic language. (Ca)	68	B2+	42
	Can follow a wide range of factual and creative texts and summarize themes and opinions. (Ca)	70	B2+	44
	Can infer opinions in a linguistically complex presentation or lecture. (P)	77	C1	44
	Can understand the main points of complex and abstract presentations in their field. (Ca)	71	B2+	49
Reading	Can evaluate information in an academic text using specific criteria. (P)	70	B2+	46
	Can recognize the repetition of ideas expressed by substitution, paraphrasing, etc. (P)	67	B2+	46
	Can infer meaning in a linguistically complex academic text. (P)	78	C1	46
Speaking	Can exchange complex information on a wide range of matters related to their work. (Ca)	74	B2+	38, 39, 41, 47
	Can contribute to a group discussion even when the speech is fast and colloquial. (P)	75	B2+	38, 47
	Can speculate about the causes of an issue or problem. (Ca)	67	B2+	39
	Can express opinions on topics, using linguistically complex language. (P)	74	B2+	40, 47
	Can express attitudes using linguistically complex language. (P)	75	B2+	43, 45
	Can narrate a story in detail, giving relevant information about feelings and reactions. (P)	67	B2+	44, 47
Writing	Can take notes while researching an unfamiliar topic. (P)	68	B2+	40
	Can write about feelings and the personal significance of experiences in detail. (Ca)	67	B2+	45
	Can write effective and appropriate paragraphs in a range of genres. (P)	67	B2+	48
	Can structure longer complex texts using a range of cohesive devices. (P)	74	B2+	48

UNIT 5   Humor

PREVIEW

Vocabulary   Sense of humor / Sensitivity to jokes

LESSON 1   **Discuss the health benefits of laughter**

Grammar   Indirect speech: backshifts in tense and time expressions

LESSON 2   **Respond to something funny**

Vocabulary   Ways to respond to jokes and other funny things

Grammar   Questions in indirect speech

Pronunciation   Intonation of sarcasm

LESSON 3   **Analyze what makes us laugh**

Vocabulary   Common types of jokes

LESSON 4   **Explore the limits of humor**

Vocabulary   Practical jokes

SKILLS	LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Listening	Can infer attitude and mood in discussions by using contextual, grammatical, and lexical cues. (Ca)	71	B2+	54
	Can understand the intended double meaning of a word used in a joke. (P)	78	C1	57, 61
	Can understand the use of irony to emphasize a speaker's meaning. (P)	72	B2+	58
	Can follow a wide range of factual and creative texts and summarize themes and opinions. (Ca)	70	B2+	58
	Can take effective notes while listening to a linguistically complex presentation or lecture on an unfamiliar topic. (P)	80	C1	58
Reading	Can identify different types of supporting details in an academic text. (P)	68	B2+	56
	Can synthesize information from different sources in order to give a written or oral summary. (P)	69	B2+	56
	Can distinguish between different viewpoints in a linguistically complex academic text. (P)	74	B2+	56
Speaking	Can discuss illustrations in an academic text, using linguistically complex language. (P)	76	C1	50
	Can express opinions on topics, using linguistically complex language. (P)	74	B2+	51, 52, 53, 58
	Can respond appropriately to complex and controversial questions. (P)	73	B2+	51, 54, 59
	Can narrate a story in detail, giving relevant information about feelings and reactions. (P)	67	B2+	54
	Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)	79	C1	55
	Can answer questions about abstract topics clearly and in detail. (Ca)	76	C1	57
	Can express an attitude, opinion, or idea using idiomatic language. (P)	69	B2+	59
Writing	Can write an effective and informative summary. (P)	67	B2+	53
	Can synthesize and evaluate familiar information and arguments from a number of sources. (Ca)	67	B2+	57
	Can check and correct spelling, punctuation, and grammar mistakes in long written texts. (P)	72	B2+	60
	Can embed quotations and paraphrases in written academic work, if provided with a model. (P)	68	B2+	60

UNIT 6 Troubles While Traveling

PREVIEW
Vocabulary   Travel nouns

LESSON 1   **Describe some causes of travel hassles**
Grammar   Unreal conditional sentences: continuous forms

LESSON 2   **Express gratitude for a favor while traveling**
Grammar   Unreal conditional statements with *if it weren't for . . . / if it hadn't been for . . .*

LESSON 3   **Discuss staying safe on the Internet**
Vocabulary   Internet safety

LESSON 4   **Talk about lost, stolen, or damaged property**
Vocabulary   Past participles as noun modifiers
Pronunciation   Regular past participle endings / Reduction in perfect modals

SKILLS	LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Listening	Can infer attitude and mood in discussions by using contextual, grammatical, and lexical cues. (Ca)	71	B2+	66
	Can understand most TV news and current affairs programs. (C)	72	B2+	70
	Can follow the main points in a linguistically complex presentation or lecture, if provided with written supporting material. (P)	67	B2+	70
	Can identify specific information in a linguistically complex presentation or lecture. (P)	72	B2+	71
	Can follow a wide range of factual and creative texts and summarize themes and opinions. (Ca)	70	B2+	73
Reading	Can recognize common discourse markers that convey emphasis in a linguistically complex text. (P)	68	B2+	64
	Can extract information, ideas, and opinions from highly specialized sources within their field. (Ca)	78	C1	68
	Can identify specific information in a linguistically complex factual text. (P)	73	B2+	68
Speaking	Can contribute to a group discussion even when the speech is fast and colloquial. (P)	75	B2+	62, 69
	Can speculate about the causes of an issue or problem. (Ca)	67	B2+	63
	Can narrate a story in detail, giving relevant information about feelings and reactions. (P)	67	B2+	63
	Can suggest alternatives to hypothetical proposals in a general discussion. (P)	73	B2+	65
	Can participate in a fast-paced conversation with fluent speakers. (Ca)	80	C1	67
	Can make a clear strong argument during a formal discussion. (Ca)	74	B2+	71
	Can contribute to a group discussion using linguistically complex language. (P)	79	C1	71
Writing	Can convey information and ideas on abstract and concrete topics. (Ca)	70	B2+	65
	Can express the same idea with a different level of formality appropriate to the audience. (P)	70	B2+	69
	Can write an accurate summary of a complex, discursive text. (P)	77	C1	71
	Can structure longer complex texts using a range of cohesive devices. (P)	74	B2+	72

UNIT 7 Mind Over Matter

PREVIEW
Vocabulary   Describe an illusion

LESSON 1   **Suggest that someone is being gullible**
Grammar   Nouns: indefinite, definite, unique, and generic meaning (review and expansion)
Vocabulary   Ways to express disbelief

LESSON 2   **Examine superstitions for believability**
Grammar   Indirect speech: *it* + a passive reporting verb
Pronunciation   Linking sounds

LESSON 3   **Talk about the power of suggestion**
Vocabulary   Power of suggestion

LESSON 4   **Discuss phobias**
Vocabulary   Expressions with *mind*
Vocabulary   Noun and adjective forms

SKILLS	LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Listening	Can understand the details of extended and linguistically complex talks on a range of political, environmental, and social issues. (P)	83	C1	82
	Can recognize rhetorical questions in a linguistically complex presentation or lecture. (P)	75	B2+	82
	Can recognize cause and effect relationships in a linguistically complex presentation or lecture when signalled by discourse marker. (P)	68	B2+	83
	Can follow an animated conversation between two fluent speakers. (Ca)	74	B2+	85
Reading	Can identify the main line of argument in a linguistically complex academic text. (P)	75	B2+	80
	Can infer meaning in a linguistically complex academic text. (P)	78	C1	80
	Can follow abstract argumentation, for example the balancing of alternatives and the drawing of a conclusion. (Ca)	77	C1	81
Speaking	Can suggest alternatives to hypothetical proposals in a general discussion. (P)	73	B2+	74
	Can express opinions on topics, using linguistically complex language. (P)	74	B2+	75, 78, 81
	Can exchange complex information on a wide range of matters related to their work. (Ca)	74	B2+	75, 83
	Can emphasize a point in a conversation using rhetorical questions. (P)	68	B2+	77
	Can contribute to a group discussion using linguistically complex language. (P)	79	C1	79, 83
	Can suggest pros and cons when discussing a topic, using linguistically complex language. (P)	74	B2+	81
Writing	Can develop an argument with appropriate highlighting of significant points and relevant supporting detail. (Ca)	75	B2+	81
	Can check and correct spelling, punctuation, and grammar mistakes in long written texts. (P)	72	B2+	84
	Can proofread their own academic work and make corrections. (P)	76	C1	84
	Can start an essay with a strong thesis statement. (P)	70	B2+	84

UNIT 8 Performing at Your Best

SKILLS	LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Listening	Can understand the main points of complex academic/professional presentations. (Ca)	72	B2+	94, 97
	Can recognize that a speaker is clarifying points they have made in a linguistically complex presentation or lecture. (P)	70	B2+	94
	Can infer opinions in a linguistically complex presentation or lecture. (P)	77	C1	94
	Can identify details supporting a point of view in a linguistically complex presentation or lecture in their field of specialization. (P)	77	C1	94
Reading	Can understand complex questions in questionnaires designed to elicit opinions. (P)	71	B2+	86
	Can understand the writer's purpose in a linguistically complex academic text. (P)	74	B2+	92
	Can recognize that ideas are parallel in a linguistically complex academic text. (P)	76	C1	93
Speaking	Can exchange complex information on a wide range of matters related to their work. (Ca)	74	B2+	86
	Can contribute to group discussions even when speech is fast and colloquial. (Ca)	76	C1	86, 90
	Can summarize clearly and precisely the arguments and event descriptions from a complex text. (N2007a)	78	C1	87
	Can compare and evaluate different ideas using a range of linguistic devices. (P)	70	B2+	89, 91, 93
	Can compare the advantages and disadvantages of possible approaches and solutions to an issue or problem. (Ca)	70	B2+	93
	Can give a detailed account of a complex subject, ending with a clear conclusion. (CJa)	78	C1	95
Writing	Can use information from academic texts to support a thesis. (P)	75	B2+	95
	Can structure longer complex texts using a range of cohesive devices. (P)	74	B2+	96
	Can write effective and appropriate essays in a range of genres. (P)	78	C1	96
	Can use linguistically complex vocabulary and structures to enhance the impact in academic reports and essays. (Ca)	82	C1	96

UNIT 9 What Lies Ahead?

PREVIEW
Vocabulary   Predictions

LESSON 1   **Discuss the feasibility of future technologies**
Pronunciation   Reading aloud
Grammar   The passive voice: the future, the future as seen from the past, and the future perfect

LESSON 2   **Evaluate applications of innovative technologies**
Vocabulary   Innovative technologies / Ways to express a concern about consequences
Grammar   The passive voice in unreal conditional sentences

LESSON 3   **Discuss how to protect our future environment**
Vocabulary   Environmental protection

LESSON 4   **Examine future social and demographic trends**
Vocabulary   Describing social and demographic trends

SKILLS	LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Listening	Can follow a fast-paced conversation between fluent speakers well enough to be able to contribute. (Ca)	76	C1	102
	Can distinguish between fact and opinion in a linguistically complex presentation or lecture. (P)	71	B2+	106
	Can understand the details of extended and linguistically complex talks on a range of political, environmental, and social issues. (P)	83	C1	106
	Can follow lines of argument in a linguistically complex presentation or lecture. (P)	75	B2+	107
	Can infer opinions in a linguistically complex presentation or lecture. (P)	77	C1	109
Reading	Can distinguish between active and passive voice in a linguistically complex academic text. (P)	68	B2+	104
	Can understand complex arguments in newspaper articles. (P)	79	C1	104
	Can extract information, ideas, and opinions from highly specialized sources within their field. (Ca)	78	C1	105
	Can follow abstract argumentation, for example the balancing of alternatives and the drawing of a conclusion. (Ca)	77	C1	105
Speaking	Can present their ideas with precision and respond to complex lines of argument convincingly. (Ca)	70	B2+	98, 99, 100
	Can suggest pros and cons when discussing a topic, using linguistically complex language. (P)	74	B2+	101
	Can make a clear strong argument during a formal discussion. (Ca)	74	B2+	101
	Can talk about hypothetical events and actions, and their possible consequences. (P)	70	B2+	103
	Can refer to reference sources from written academic texts to support a position in a discussion. (P)	74	B2+	105
	Can provide a detailed elaboration on a point they have made in an academic discussion. (P)	79	C1	105
	Can answer questions about the content of a presentation or lecture in their field of specialization, using linguistically complex language. (P)	79	C1	107
Writing	Can write effective and appropriate essays in a range of genres. (P)	78	C1	107
	Can start an essay with a strong thesis statement. (P)	70	B2+	108
	Can write effective conclusions to a range of academic essays. (P)	78	C1	108

UNIT 10 An Interconnected World

PREVIEW
Vocabulary   English in today's world

LESSON 1   **React to news about global issues**
Vocabulary   Phrasal verbs to discuss issues and problems
Pronunciation   Intonation of tag questions

LESSON 2   **Describe the impact of foreign imports**
Grammar   Separability of transitive phrasal verbs

LESSON 3   **Discuss the pros and cons of globalization**
Vocabulary   Effects of globalization

LESSON 4   **Suggest ways to avoid culture shock**
Vocabulary   Culture shock

SKILLS	LEARNING OBJECTIVES	GSE	CEFR	PAGE(S)
Listening	Can follow an animated conversation between two fluent speakers. (Ca)	74	B2+	112
	Can take effective notes while listening to a linguistically complex presentation or lecture on an unfamiliar topic. (P)	80	C1	118
	Can identify details supporting a point of view in a linguistically complex presentation or lecture in their field of specialization. (P)	77	C1	118
	Can understand implied meaning in a linguistically complex presentation or lecture. (P)	79	C1	119
	Can understand the details of extended and linguistically complex talks on a range of political, environmental, and social issues. (P)	83	C1	121
Reading	Can infer the author's attitude in a linguistically complex academic text. (P)	76	C1	116
	Can infer meaning in a linguistically complex academic text. (P)	78	C1	117
	Can critically evaluate the effectiveness of a linguistically complex problem-solution essay. (P)	79	C1	117
	Can extract key details from quantitative data in complex business documents. (P)	74	B2+	117
Speaking	Can exchange complex information on a wide range of matters related to their work. (Ca)	74	B2+	110, 111
	Can compare and evaluate different ideas using a range of linguistic devices. (P)	70	B2+	111
	Can contribute to a group discussion using linguistically complex language. (P)	79	C1	111, 115
	Can paraphrase information taken from several linguistically complex academic texts. (P)	82	C1	113
	Can suggest alternatives to hypothetical proposals in a discussion in their field of specialization. (P)	76	C1	114
	Can contribute fluently and naturally to a conversation about a complex or abstract topic. (P)	79	C1	115, 119
	Can give a detailed account of a complex subject, ending with a clear conclusion. (CJa)	78	C1	117
Writing	Can write effective and appropriate essays in a range of genres. (P)	78	C1	119
	Can use persuasive techniques appropriately in academic writing. (P)	78	C1	120
	Can confidently argue a case in writing, specifying needs and objectives precisely and justifying them as necessary. (N2007a)	81	C1	120
	Can use linguistically complex vocabulary and structures to enhance the impact in academic reports and essays. (P)	82	C1	120