

CUTTING EDGE

THIRD EDITION

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

ELEMENTARY

CUTTING EDGE

THIRD EDITION

ELEMENTARY

Cutting Edge Third Edition is a communicative course with a task-based approach that helps students to achieve their goals. The contextualised practice of grammar and vocabulary makes the learning process more memorable and engaging. A wide range of contemporary topics and video materials helps students discover English in the context of the modern world. Engaging texts, new video content and a comprehensive digital package are just some of the features that make this fully revised edition even more effective.

KEEP STUDENTS MOTIVATED

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

HELP STUDENTS IMPROVE FASTER

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

REDUCE PREPARATION TIME

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

Course Components

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

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

The Global Scale of English is a standardised, granular scale from 10 to 90 which measures English language proficiency. It is aligned with the Common European Framework of Reference (CEFR). Unlike the CEFR, which describes proficiency in terms of broad levels, the Global Scale of English identifies what a learner can do at each point on a more granular scale—and within a CEFR level. The scale is designed to motivate learners by demonstrating incremental progress in their language ability. The Global Scale of English forms the backbone for Pearson English course material and assessment.

CEFR and the Global Scale of English both comprise a number of Can Do statements, or “learning objectives,” for each of the four language skills, describing what learners should be able to do at different levels of proficiency. The learning objectives are written to reflect what a student ‘Can Do’ with language without regard to the context in which a language skill may surface. The GSE Learning Objectives have been aligned to the CEFR, and many additional statements created, rated for difficulty, and calibrated to the scale.

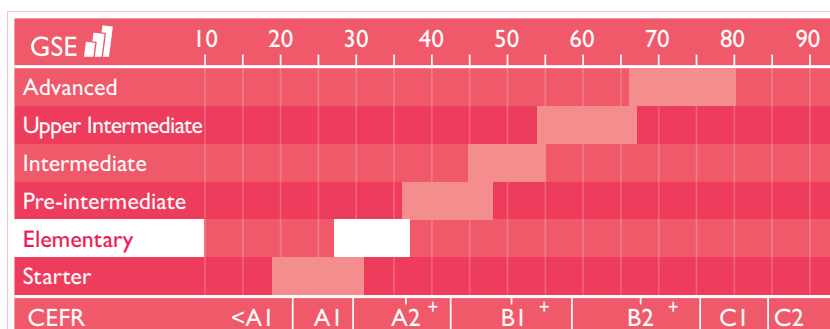
This document provides an overview of the learning objectives that are covered in each unit of the course. As the learning objectives focus specifically on language skills, some learning objectives will be repeated multiple times, a reflection of the fact that skills are built through practice in multiple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

For each learning objective we indicate whether a statement is from the original CEFR or newly created by Pearson English:

(C)	Common European Framework descriptor, verbatim, © Council of Europe
(C _A)	Common European Framework descriptor, adapted or edited, © Council of Europe
(N2000)	North (2000) descriptor, verbatim
(C _J)	CEFR-J descriptor, adapted or edited
(E _A)	Eiken descriptor, adapted or edited © Eiken Foundation of Japan
(N2000 _A)	North (2000) descriptor, 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.]

Cutting Edge Third Edition is aligned with the Global Scale of English and the Common European Framework of Reference. It takes learners from CEF <A1 to C1 (19-80 on the Global Scale of English). Each lesson guides students to a ‘Can Do’ goal in line with the Global Scale of English and the Common European Framework ‘Can Do’ statements.



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

UNIT 1 People and places

Grammar: *be*: positive forms; *be*: positive and negative short forms; Articles with jobs; *be*: personal questions

Vocabulary: Countries and nationalities; Jobs

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can recognise simple informal greetings. (P)	10	< A1 (10-21)	6
	Can understand basic factual statements. (E _A)	26	A1 (22-29)	8
	Can recognise phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	31	A2 (30-35)	12, 14
Reading	Can understand simple questions in questionnaires on familiar topics. (P)	31	A2 (30-35)	8
	Can read a simple text and extract factual details. (P)	35	A2 (30-35)	12
Speaking	Can introduce themselves in a basic way, giving some information about where they live, their family etc. (E _A)	22	A1 (22-29)	6
	Can exchange personal details (e.g. where they live, things they have). (C _A)	28	A1 (22-29)	7, 13
	Can say what they do (e.g. name of their job, student). (P)	19	< A1 (10-21)	10
	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (C _A)	25	A1 (22-29)	11
Writing	Can write simple sentences about someone's life and routines. (P)	28	A1 (22-29)	9
	Can write simple sentences about what they and other people do. (C _A)	30	A2 (30-35)	11
	Can complete simple forms with basic personal details. (C _A)	23	A1 (22-29)	13
	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36-42)	15

UNIT 2 People and things

Grammar: *this/that, these/those*; Possessive 's; *have got*

Vocabulary: Everyday objects; Family

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can recognise phrases and content words related to basic personal and family information. (C _A)	30	A2 (30-35)	20
Reading	Can understand familiar phrases in a simple text. (P)	29	A1 (22-29)	19
	Can read a simple text and extract factual details. (P)	35	A2 (30-35)	19
Speaking	Can use a limited range of fixed expressions to describe objects, possessions, or products. (P)	35	A2 (30-35)	16, 18
	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (C _A)	25	A1 (22-29)	17
	Can describe their family, living conditions, education and present or most recent job. (C)	33	A2 (30-35)	19
	Can describe people's everyday lives using a short series of simple phrases and sentences. (C _A)	34	A2 (30-35)	21
	Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help. (C _A)	34	A2 (30-35)	23
Writing	Can complete simple forms with basic personal details. (C _A)	23	A1 (22-29)	22

UNIT 3 Your life

Grammar: Present simple: positive and negative (*I, you, we, they*); Present simple: questions and short answers (*I, you, we, they*)

Vocabulary: Common verbs; Telling the time; Places in a town

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can recognise phrases and content words related to basic personal and family information. (CA)	30	A2 (30-35)	26
	Can recognise phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	31	A2 (30-35)	29, 30
	Can extract key factual information such as prices, times and dates from a recorded phone message. (P)	35	A2 (30-35)	32
Reading	Can understand familiar phrases in a simple text. (P)	29	A1 (22-29)	24
	Can read a simple text and extract factual details. (P)	35	A2 (30-35)	24, 28
Speaking	Can tell the time of day to within five minutes. (P)	22	A1 (22-29)	27
	Can describe their home town or city using simple language. (P)	33	A2 (30-35)	31
Writing	Can write simple sentences about what they and other people do. (CA)	30	A2 (30-35)	25
	Can write times using both digits and words. (P)	29	A1 (22-29)	27
	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36-42)	33

UNIT 4 Likes and dislikes

Grammar: Present simple: positive and negative (*he/she/it*); Present simple: questions and short answers (*he/she/it*)

Vocabulary: Activities; Phrases for time and frequency

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can recognise phrases and content words related to basic personal and family information. (C _A)	30	A2 (30-35)	35
	Can understand basic questions about people's likes and dislikes. (P)	24	A1 (22-29)	39
Reading	Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (C _A)	34	A2 (30-35)	36
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36-42)	38
Speaking	Can say what they like and dislike. (C)	34	A2 (30-35)	34, 36
	Can describe people's everyday lives using a short series of simple phrases and sentences. (C _A)	34	A2 (30-35)	35
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30-35)	39
	Can introduce themselves in a basic way, giving some information about where they live, their family etc. (E _A)	22	A1 (22-29)	40
Writing	Can write short texts about their likes and dislikes using basic fixed expressions. (P)	34	A2 (30-35)	35

UNIT 5 From A to B

Grammar: *can/can't*: possibility and ability; Articles: *a/an, the* and (\emptyset) no article

Vocabulary: Transport; Travelling

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can recognise phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	31	A2 (30-35)	48
	Can understand simple language related to prices and quantities. (P)	20	Below A1 (10-21)	50
Reading	Can read a simple text and extract factual details. (P)	35	A2 (30-35)	46, 48
Speaking	Can describe their home town or city using simple language. (P)	33	A2 (30-35)	43
	Can describe a travel experience with a few very basic stock phrases. (P)	35	A2 (30-35)	44
	Can express ability or lack of ability with regard to basic activities using 'can' or 'can't'. (P)	27	A1 (22-29)	45
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30-35)	48
	Can answer simple questions in a face-to-face survey. (P)	34	A2 (30-35)	49
	Can ask simple questions in a face-to-face survey. (P)	34	A2 (30-35)	49
Writing	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36-42)	51

UNIT 6 Food and drink

Grammar: *there is* and *there are*; *some* and *any*; *how much* and *how many*

Vocabulary: Food: countable and uncountable nouns; Food pairs

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can identify objects, places or people from short spoken descriptions. (W _A)	(32)	A2 (30-35)	56
Reading	Can read a simple text and extract factual details. (P)	35	A2 (30-35)	54
Speaking	Can compare quantities in a basic way. (P)	32	A2 (30-35)	53
	Can express preferences about food and drink using basic fixed expressions. (P)	28	A1 (22-29)	54
	Can describe people's everyday lives using a short series of simple phrases and sentences. (C _A)	34	A2 (30-35)	55
	Can express general preferences using basic fixed expressions. (P)	34	A2 (30-35)	57
	Can use simple phrases to order a meal. (C _A)	31	A2 (30-35)	59
Writing	Can write a simple description of a room, house or apartment. (P)	31	A2 (30-35)	58

UNIT 7 Life stories

Grammar: Past simple: *was/were*; Past simple: regular and irregular verbs

Vocabulary: Life events; Past time phrases

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can read a simple text and extract factual details. (P)	35	A2 (30-35)	62
Speaking	Can make simple references to the past using 'was/were'. (P)	33	A2 (30-35)	61
	Can introduce themselves, their hobbies and interests in a basic way. (CJA)	26	A1 (22-29)	62
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30-35)	69
	Can describe a person's hobbies and activities using simple language. (P)	30	A2 (30-35)	66-67

UNIT 8 Fact or fiction?

Grammar: Past simple: negative form; Past simple: question form

Vocabulary: Adjectives to describe stories; Entertainment

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand basic factual statements. (E _A)	26	A1 (22-29)	72
Reading	Can read a simple text and extract factual details. (P)	35	A2 (30-35)	72
Speaking	Can make simple references to the past using 'was/were'. (P)	33	A2 (30-35)	71
	Can say what they like and dislike. (C)	34	A2 (30-35)	72
	Can ask someone about their hobbies and activities using simple language. (P)	31	A2 (30-35)	72
	Can describe familiar activities, given visual support. (P)	33	A2 (30-35)	74
	Can discuss what to do and where to go, and make arrangements to meet. (C)	36	A2+ (36-42)	76

UNIT 9 Buy and sell

Grammar: Comparative adjectives; Superlative adjectives

Vocabulary: Describing objects; Shops and services

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Speaking	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30-35)	80, 83, 85
Writing	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36-42)	87

UNIT 10 Look good

Grammar: Present continuous; Present simple or continuous?

Vocabulary: Clothes; Describing personality

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Reading	Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (CA)	34	A2 (30-35)	88
	Can read a simple text and extract factual details. (P)	35	A2 (30-35)	92-93
Speaking	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30-35)	90
	Can describe basic activities or events that are happening at the time of speaking. (P)	33	A2 (30-35)	90
	Can ask and answer simple questions about people they know in a limited way. (CA)	28	A1 (22-29)	91
	Can ask for and provide everyday goods and services. (C)	35	A2 (30-35)	94
	Can ask basic questions about colour, size, price etc. when shopping. (EA)	30	A2 (30-35)	94

UNIT 11 Nature

Grammar: Question words; Quantifiers: *a lot of, a little, a few, not any, not much, not many*

Vocabulary: Animals and natural features; Big numbers

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)	98
	Can identify objects, places or people from short spoken descriptions. (W _A)	(32)	A2 (30-35)	98
	Can understand cardinal numbers from 101 to 1000. (P)	25	A1 (22-29)	100
Reading	Can read a simple text and extract factual details. (P)	35	A2 (30-35)	97
	Can understand simple questions in questionnaires on familiar topics. (P)	31	A2 (30-35)	102
Speaking	Can compare quantities in a basic way. (P)	32	A2 (30-35)	101
	Can ask simple questions to find out about a subject. (P)	31	A2 (30-35)	102-03
	Can answer simple questions about the location of people or things in a limited way. (P)	28	A1 (22-29)	102-03
Writing	Can write short descriptive texts (4-6 sentences) on familiar personal topics (e.g. family, animals, possessions), given a model. (P)	35	A2 (30-35)	105

UNIT 12 Good times

Grammar: *going to* for future intentions; *would like to* and *want to* for future wishes

Vocabulary: Celebrations and parties; Weather and seasons

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can recognise phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	31	A2 (30-35)	102
Reading	Can read a simple text and extract factual details. (P)	35	A2 (30-35)	108, 110
Speaking	Can ask and answer questions about basic plans and intentions. (P)	38	A2+ (36-42)	107, 109, 110-11

UNIT 13 Live and learn

Grammar: *have to* and *don't have to*; *might* and *will*

Vocabulary: School and university subjects; Education and training

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can understand simple, everyday conversations if conducted slowly and clearly. (C _A)	33	A2 (30-35)	117
	Can identify objects, places or people from short spoken descriptions. (W _A)	(32)	A2 (30-35)	117
Reading	Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (C _A)	34	A2 (30-35)	118
	Can understand simple questions in questionnaires on familiar topics. (P)	31	A2 (30-35)	120
Writing	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36-42)	123

UNIT 14 Keep in touch

Grammar: Present perfect (unfinished time); Present perfect (with *ever*)

Vocabulary: Ways of communicating; Technology

SKILL	LEARNING OBJECTIVE	GSE	CEFR	PAGE(S)
Listening	Can recognise phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	31	A2 (30-35)	128-29
Reading	Can read a simple text and extract factual details. (P)	35	A2 (30-35)	126
Speaking	Can talk about everyday things (e.g. people, places, job, study) in a basic way. (C _A)	31	A2 (30-35)	129
	Can answer simple questions on the phone using fixed expressions. (P)	34	A2 (30-35)	130
Writing	Can write short, simple notes, emails and messages relating to everyday matters. (C _A)	38	A2+ (36-42)	131

References

- Board of Regents of the University of Wisconsin System (2012), Amplification of The English Language Development Standards KINDERGARTEN–GRADE 12 (“WIDA ELD Standards”). Retrieved from www.wida.us
- 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, G., North, B. (1999) „*In anderen Sprachen kann ich . . .*“ *Skalen zur Beschreibung, Beurteilung und Selbsteinschätzung der fremdsprachlichen Kommunikationsfähigkeit*. 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.
- Tokyo University of Foreign Studies Tonolab. (2012). CEFR-J Version 1. Retrieved from www.tufs.ac.jp/ts/personal/tonolab/cefr-j/english/index-e.html