

GSE LEARNING OBJECTIVES

| UNIT | READING | LISTENING | SPEAKING | WRITING | GRAMMAR | VOCABULARY |
|------------------|--|---|---|--|---|---|
| Lead-In | | | | | | |
| | | | | | 60 Can correctly use defining (restrictive) and non-defining (non-restrictive) relative clauses 47 Can distinguish between present perfect simple and continuous. 65 Can use the future perfect with reference to actions to be completed by a specific time in the future. | 59–75 Can use language related to the health of a business. 59–75 Can use language related to everyday activities. 59–75 Can use language related to career progression and position. |
| 1 | | | | | | |
| Lesson 1A | | 64 Can understand main points and check comprehension by using contextual clues. | 59 Can describe people's personality and emotions in some detail. 64 Can plan what is to be said and the means to say it, considering the effect on the recipient. | 59 Can support ideas with relevant examples. 59 Can write detailed descriptions of real or imaginary people. | 47 Can distinguish between present perfect simple and continuous. 65 Can correctly switch between the present perfect and present perfect continuous when describing past actions with present reference. | 59–75 Can use language related to personality, abilities and traits. 49 Can form adjectives from verbs and nouns with common suffixes. |
| Lesson 1B | 63 Can scan a long text or a set of related texts in order to find specific information. | | 59 Can tell a short story about something funny or interesting that has happened, including detail to maintain the listener's interest. | | 49 Can distinguish between 'to' + infinitive and -ing after certain verbs with a change of meaning. 59 Can use verb phrases with 'to' + infinitive as subject and complement. 66 Can express purpose using 'so as to' with infinitive clauses. | 59–75 Can use language related to remembering, forgetting, and reminding. |
| Lesson 1C | | | 62 Can use a range of language to express degrees of enthusiasm. 65 Can use a range of language to express degrees of reluctance. 59 Can discuss options and possible actions. | | | 59–75 Can use language related to expressing emotions. 59–75 Can use language related to expressing pleasure or happiness. 59–75 Can use language related to expressing likes or preference. |
| Lesson 1D | | 60 Can distinguish between relevant and irrelevant content in extended informal speech. | 60 Can paraphrase in simpler terms what someone else has said. 59 Can describe people's personality and emotions in some detail. | 61 Can clearly signal the difference between fact and opinion in structured text. 59 Can demonstrate understanding of formality and conventions in standard letters. | 60 Can use 'while', 'whereas' and 'whilst' (Br Eng) to contrast and compare actions and situations. | 59–75 Can use language related to personality, abilities and traits. |
| Mediation | | | 64 Can help define goals for teamwork and compare options for how to achieve them. 62 Can ask questions to stimulate discussion on how to organise collaborative work. | | | |
| 2 | | | | | | |
| Lesson 2A | 61 Can distinguish supporting details from the main points in a text. | | 66 Can speculate about a future event using a range of linguistic devices. 61 Can engage in extended conversation in a clearly participatory fashion on most general topics. 62 Can construct a chain of reasoned argument. | | 59 Can refer to certainty and probability using 'certain/likely/duo to' with verb phrases. | 59–75 Can use language related to scientific work. 49 Can form adjectives from verbs and nouns with common suffixes. 46 Can form a range of nouns from adjectives and verbs with common suffixes. |
| Lesson 2B | | 65 Can understand most of a radio programme aimed at a general audience. | 61 Can refocus a discussion by suggesting what to consider next, and how to proceed. 60 Can give the advantages and disadvantages of various options on a topical issue. | 66 Can show the relationship between an opinion and a counter-argument in a discursive text. 66 Can compare and evaluate ideas in a structured and logical text. 62 Can write a structured text clearly signalling main points and supporting details. | 52 Can correctly use 'little/a little' and 'few/a few' to refer to quantities with mass and count nouns respectively. | 59–75 Can use language related to landscape features. 76–90 Can use language related to landscape features. |

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| Lesson 2C | | | 64 Can speculate about causes, consequences or hypothetical situations. 60 Can express an inference or assumption about a person's mood or emotional state. 65 Can use intonation to indicate various degrees of certainty during a discussion. | | | 59–75 Can use language related to describing something's quality. |
| Lesson 2D | | 61 Can understand scripted speech delivered quickly, if the accent is familiar. | 61 Can use a limited number of cohesive devices with some 'jumpiness' in a long contribution. | 66 Can write engaging headlines or titles to capture a reader's attention. | | 59–75 Can use language related to describing something's quality. |
| Mediation | | | | 62 Can summarise in writing the main content of complex texts on subjects related to his/her fields of interest and specialisation. 66 Can take accurate notes in meetings and seminars on most matters likely to arise within his/her field of interest. | | |
| 3 | | | | | | |
| Lesson 3A | 66 Can summarise, comment on and discuss a wide range of factual and imaginative texts. | | 62 Can encourage discussion by inviting others to join in, say what they think, etc. | 66 Can adopt a level of formality appropriate to the circumstances. | 59 Can omit the relative pronoun in defining (restrictive) relative clauses. 60 Can correctly use defining (restrictive) and non-defining (non-restrictive) relative clauses. | 59–75 Can use language related to theatre, dance, and public performance. 59–75 Can use language related to environmental issues. |
| Lesson 3B | | 64 Can recognise the use of hyperbole (e.g. 'It's going to take me years to finish this'). | 66 Can give clear, detailed descriptions on a wide range of familiar subjects. 59 Can exchange information on a wide range of topics within their field with some confidence. | | 59 Can use clauses with 'It' + 'be' ... to emphasise the topic or main point. 59 Can use clauses with 'What ...' to emphasise the topic or main point. | 59–75 Can use language related to starting and stopping. 59–75 Can use language related to success or failure. 59–75 Can use language related to manner of doing something. |
| Lesson 3C | | | 64 Can fluently substitute an equivalent term for a word they can't recall. 66 Can give a detailed summary of a film including information about the plot, characters and setting. | | | 59–75 Can use language related to films and film-making. 59–75 Can use language related to TV, radio and broadcasting. |
| Lesson 3D | | 65 Can understand the speaker's point of view on most topics delivered at natural speed and in standard language. | 61 Can give detailed answers to questions in a face-to-face survey. | 62 Can participate actively in an online discussion, stating and responding to opinions on topics of interest at some length, provided contributors avoid unusual or complex language and allow time for responses. 64 Can write personal emails/letters about abstract or cultural topics (e.g. music, films). | 61 Can emphasise a statement by adding 'do' or 'did'. | 59–75 Can use language related to music. |
| Mediation | | | | 66 Can compare two works, considering themes, characters and scenes, exploring similarities and contrasts and explaining the relevance of the connections between them. 66 Can give a reasoned opinion of a work, showing awareness of the thematic, structural and formal features and referring to the opinions and arguments of others. | | |
| 4 | | | | | | |
| Lesson 4A | 63 Can make inferences about the attitudes and feelings of characters based on evidence in the text. | | 65 Can describe goals using a range of expressions. 60 Can describe future plans and intentions in detail, giving degrees of probability. | | 60 Can use the future continuous with reference to actions in progress at a specific time in the future. 65 Can use the future perfect with reference to actions to be completed by a specific time in the future. | 59–75 Can use language related to wellness and illness. 59–75 Can use language related to diet and nutrition. |

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| Lesson 4B | | 65 Can understand most of a radio programme aimed at a general audience. | 60 Can bring relevant personal experiences into a conversation to illustrate a point. 60 Can justify and sustain views clearly by providing relevant explanations and arguments. | 62 Can present additional ideas using a range of linking words and phrases. 62 Can signal additional information in a formal structured text with a range of language. | 59 Can describe beliefs and opinions using verbs of judgement and evaluation in the passive. 61 Can describe past beliefs and opinions using 'it was' + passive forms of verbs of judgement and evaluation. 64 Can use the past perfect passive. | 59–75 Can use language related to everyday activities. |
| Lesson 4C | | 64 Can understand the advantages and disadvantages of different options during a discussion. | 61 Can show degrees of agreement using a range of language. 63 Can develop an argument giving reasons in support of or against a particular point of view. 61 Can express their opinions in discussions on contemporary social issues and current affairs. | | | 59–75 Can use language related to fitness and training. |
| Lesson 4D | | 61 Can follow changes of topic in factual TV news items and form an idea of the main content. 59 Can identify the main reasons for and against an argument or idea in a discussion delivered in clear standard speech. | 64 Can compare and contrast situations in some detail and speculate about the reasons for the current situation. 61 Can make statements about appearance using 'seem/appear' (+ 'like/that') with complement clauses. | 60 Can clearly signal cause and effect relationships in a structured text. | | 59–75 Can use language related to duration. |
| Mediation | | | 66 Can, by asking questions, identify areas of common ground and invite each side to highlight possible solutions. 65 Can outline the main points in a disagreement with reasonable precision and explain the positions of the parties involved. 66 Can intervene when necessary to set a group back on task with new instructions or to encourage more even participation. 66 Can summarise the statements made by the two sides, highlighting areas of agreement and obstacles to agreement. | | | |
| 5 | | | | | | |
| Lesson 5A | 60 Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines. 63 Can scan a long text or set of related texts in order to find specific information. | | 67 Can narrate a story in detail, giving relevant information about feelings and reactions. 61 Can express feelings (e.g. sympathy, surprise, interest) with confidence, using a range of expressions. | | 62 Can use the past perfect continuous in a range of common situations. 63 Can use the past perfect with adverbial clauses of time. | 59–75 Can use language related to point or period of time. |
| Lesson 5B | | 64 Can understand unscripted speech delivered quickly, if the accent is familiar. 65 Can extract the main points from news items, etc. with opinions, arguments and discussion. 65 Can understand most of a radio programme aimed at a general audience. | 62 Can justify the reasons for a particular decision or course of action. | 61 Can write a brief standard report conveying factual information, stating reasons for actions. 65 Can give a structured written explanation of a problem. 65 Can structure longer texts in clear, logical paragraphs. | 60 Can talk about past plans and intentions using '(not) meant/supposed to' + infinitive. 61 Can express past intentions and plans with 'thinking of' and verbs in the gerund. | 59–75 Can use language related to work activities. 59–75 Can use language related to jobs. |
| Lesson 5C | | 61 Can follow the stages of a complex process described using non-technical language. | 60 Can suggest solutions to problems and explain why they would work. 63 Can accurately describe a problem with a product or piece of equipment. | | | 59–75 Can use language related to telephoning and making calls. |

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| Lesson 5D | | 65 Can understand cause and effect relationships in informal conversation at natural speed. | 66 Can develop an argument well enough to be followed without difficulty most of the time. 60 Can justify a viewpoint on a topical issue by discussing pros and cons of various options. | 59 Can write a formal email/letter of thanks or apology with appropriate conventions. | 66 Can use adverbial phrases to make comments. 61 Can use non-defining (non-restrictive) relative clauses to make a comment. | |
| Mediation | | | 66 Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions. 60 Can justify a viewpoint on a topical issue by discussing pros and cons of various options. 64 Can formulate questions and give feedback to encourage people to make connections to previous knowledge and experiences. | | | |
| 6 | | | | | | |
| Lesson 6A | 67 Can recognise the repetition of ideas expressed by substitution, paraphrasing, etc. | | 61 Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives. 61 Can show degrees of agreement using a range of language. | 64 Can edit notes or bullet points to make them more concise. | 59 Can use 'need' with the passive infinitive to express necessity. 63 Can use 'need' with verbs in the gerund to express necessity. 60 Can express prohibition in the present or future with 'forbid' and '(not) allow'. | 48 Can negate adjectives with the correct negative prefix. |
| Lesson 6B | | 66 Can distinguish between fact and opinion in informal discussion at natural speed. | 61 Can describe what they would do and how they would react to situations in a text. | | 60 Can report orders, requests and advice with infinitive clauses. | 59–75 Can use language related to reporting. |
| Lesson 6C | | 65 Can understand the speaker's point of view on most topics if delivered at natural speed and in standard language. | 66 Can give advice on a wide range of subjects. 62 Can recommend a course of action, giving reasons. | | 62 Can use 'ought(n't) to' to offer or ask for advice or suggestions. | 59–75 Can use language related to asking for help. 59–75 Can use language related to offering help. 59–75 Can use language related to asking for an opinion. |
| Lesson 6D | | 62 Can follow a natural group discussion, but may find it difficult to participate effectively. | 64 Can use stock phrases to gain time and keep the turn whilst formulating what to say. 61 Can respond to clearly expressed questions on a presentation they have given. | 60 Can write personal emails/letters giving and commenting on news in detail. 65 Can express news and views effectively in writing and relate to those of others. | | 64 Can use stock phrases to gain time and keep the turn whilst formulating what to say. |
| Mediation | | | | 64 Can engage in online exchanges between several participants, effectively linking his/her contributions to previous ones in the thread, provided a moderator helps manage the discussion. | | |
| 7 | | | | | | |
| Lesson 7A | 62 Can recognise the use of cohesive devices to link ideas within and between paragraphs in a written text. | | 60 Can talk about possibilities in the past with precision. 66 Can contribute to a conversation fluently and naturally, provided the topic is not too abstract or complex. | | 52 Can use 'may'/'might (+not) have ...' to talk about past possibilities. | 50 Can form a range of hyphenated compound adjectives. 59–75 Can use language related to deliberate or accidental. |
| Lesson 7B | 61 Can follow the exchanges on the discussion board of a website. | 65 Can follow chronological sequences in extended informal speech at natural speed. | 63 Can describe the personal significance of events and experiences in detail. | 65 Can develop a clear written description or narrative with relevant supporting detail and examples. | 62 Can use 'I wish/if only ...' to express regrets and wishes about the past. | 69 Can express an attitude, opinion or idea using idiomatic language. |

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| Lesson 7C | | 61 Can follow the stages of a complex process described using non-technical language. 62 Can understand detailed instructions well enough to be able to follow them without making mistakes. | 62 Can describe how to do something, giving detailed instructions. 64 Can make a complicated process easier to understand by breaking it down into a series of smaller steps. 60 Can describe the degree of necessity of various actions. 63 Can give a clear, detailed spoken description of how to carry out a procedure. | | | 59–75 Can use language related to exemplifying and explaining. |
| Lesson 7D | | 59 Can identify the main reasons for and against an argument or idea in a discussion delivered in clear standard speech. | 66 Can build on people's ideas and link them into coherent lines of thinking. 64 Can further develop other people's ideas and opinions. 66 Can give advice on a wide range of subjects. | 61 Can end a discursive argument with a clear conclusion and opinion. | 61 Can use adverbials such as 'however', 'on the other hand', and 'though' to express concession. | |
| Mediation | | | 66 Can make concepts on subjects in his/her fields of interest more accessible by giving concrete examples, recapitulating step by step and repeating the main points. 60 Can make new information more accessible by using repetition and adding illustrations. 66 Can explain a new concept or procedure by comparing and contrasting it to one that people are already familiar with. | | | |
| 8 | | | | | | |
| Lesson 8A | 68 Can recognise contrasting arguments in structured, discursive text. 59 Can identify the main conclusions in a text that presents and contrasts arguments in a clearly signalled way. | | 67 Can encourage members of a group to describe and elaborate on their thinking. 61 Can express their opinions in discussions on contemporary social issues and current affairs. | 65 Can write a letter of application with appropriate register, conventions and supporting detail. | 71 Can order a sequence of events using an appended clause with present participle or 'having' + past participle. | 59–75 Can use language related to differences and similarities. 59–75 Can use language related to describing homes and living conditions. |
| Lesson 8B | | 63 Can recognise the speaker's point of view in a structured presentation. 59 Can relate information in a presentation to the same information given in graphs, charts and tables. 61 Can recognise when examples are being given in a structured presentation on an unfamiliar topic. | 64 Can express views clearly and evaluate hypothetical proposals in informal discussions. | | 64 Can use a range of complex conjunctions in conditional statements (all three types). | 59–75 Can use language related to social issues. |
| Lesson 8C | | | 66 Can develop a clear argument with supporting subsidiary points and relevant examples. 60 Can take part in routine formal discussions conducted in clear standard speech in which factual information is exchanged. | | | 59–75 Can use language related to emphasizing. 59–75 Can use language related to expressing vagueness or approximation. 59–75 Can use language related to cause, purpose, and effect. |
| Lesson 8D | | 64 Can understand TV documentaries, interviews, plays and most films in standard speech. | 66 Can outline an issue or problem clearly. | 62 Can clearly signal problem and solution relationships in structured text. | | 59–75 Can use language related to get or give. |
| Mediation | | | | 66 Can synthesise and report information and arguments from a number of sources. | | |