

UNIT	READING	LISTENING	SPEAKING	WRITING	GRAMMAR	VOCABULARY
1						
Lesson 1A		71 Can understand when something is being said ironically in a casual conversation. 72 Can understand the role of irony to emphasise a speaker's meaning. 68 Can follow a discussion in which speakers use some idiomatic language.	72 Can talk about personal experiences in detail using linguistically complex language. 61 Can show degrees of agreement using a range of language.		70 Can use a range of tenses and structures to refer to past and present habits and routines.	59–75 Can use language related to family members and relationships.
Lesson 1B	74 Can get the gist of specialised articles and technical texts outside their field. 75 Can compare and critically evaluate a summary against the original text.		72 Can describe places in detail using linguistically complex language. 70 Can compare and evaluate different ideas using a range of linguistic devices.	67 Can write relevant subheadings to structure longer more complex texts.	56 Can construct 'reduced' defining (restrictive) relative clauses with verb + -ing. 68 Can use 'reduced' defining (restrictive) relative clauses with verb + -ed.	76–90 Can use language related to public buildings and places. 76–90 Can use language related to places of work.
Lesson 1C			74 Can answer questions in a survey using linguistically complex language. 67 Can encourage members of a group to describe and elaborate on their thinking.		66 Can express regrets and preferences with 'would rather/it's time' with past tense clauses.	76–90 Can use language related to hobbies and interests. 59–75 Can use language related to expressing likes or preference.
Lesson 1D		71 Can identify key information in linguistically complex conversations at natural speed.	70 Can politely bring a discussion back to the main point when the participants have gone off topic.	67 Can write about feelings and the personal significance of experiences in detail.		59–75 Can use language related to the taste and appeal of food.
Mediation				70 Can simplify a source text by excluding non-relevant or repetitive information and taking into consideration the intended audience.		
2						
Lesson 2A	76 Can understand correspondence containing idiomatic or non-standard language. 71 Can understand complex questions in questionnaires designed to elicit opinions.	71 Can identify key information in linguistically complex conversations at natural speed.	67 Can encourage members of a group to describe and elaborate on their thinking. 72 Can talk about personal experiences in detail using linguistically complex language.		59 Can use clauses with 'what ...' to emphasise the topic or main point. 71 Can use a range of cleft sentences in the present, past and future.	59–75 Can use language related to fair or unfair.
Lesson 2B	70 Can guess the meaning of an unfamiliar word from context in a linguistically complex text. 74 Can guess the meaning of unfamiliar idiomatic expressions from context.		69 Can precisely express the potential consequences of actions or events.	74 Can structure longer complex texts using a range of cohesive devices.	69 Can correctly omit and substitute words in a range of sentence structures.	59–75 Can use language related to industry.
Lesson 2C		66 Can distinguish between fact and opinion in informal discussion at natural speed.	70 Can compare and evaluate different ideas using a range of linguistic devices.			59–75 Can use language related to business. 59–75 Can use language related to work activities.
Lesson 2D			69 Can precisely express the potential consequences of actions or events. 60 Can express an inference or assumption about a person's mood or emotional state. 73 Can evaluate arguments in a debate or discussion and justify the evaluation.	67 Can write about feelings and the personal significance of experiences in detail.		59–75 Can use language related to winning, losing, ability and performance.
Mediation			72 Can evaluate problems, challenges and proposals in a collaborative discussion in order to decide on the way forward.			

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Lesson 3A	67 Can identify different styles, genres and registers in written discourse.		67 Can narrate a story in detail, giving relevant information about feelings and reactions. 62 Can justify the reasons for a particular decision or course of action.	69 Can write a structured review of a film, book or play with some references and examples.	71 Can use 'as if/as though' with the past simple to refer to hypothetical or counterfactual circumstances. 71 Can use 'as if/as though' with the past perfect to refer to hypothetical (counterfactual) circumstances in the past.	59–75 Can use language related to giving an opinion.
Lesson 3B		70 Can follow a wide range of factual and creative texts and summarise themes and opinions.	69 Can express an attitude, opinion or idea using idiomatic language.	71 Can demonstrate understanding of structure and conventions of different written genres.	68 Can use initial 'No matter' with relative pronouns for emphatic statements about the present and near future.	59–75 Can use language related to expressing emotions.
Lesson 3C		65 Can understand the speaker's point of view on most topics delivered at natural speed and in standard language.	73 Can relate their own contribution skilfully to those of other speakers. 69 Can comment tactfully on other people's contributions to a discussion.			76–90 Can use language related to persuading and motivating.
Lesson 3D			69 Can present factual information in an objective way in extended spoken discourse. 63 Can describe the personal significance of events and experiences in detail.	74 Can structure longer complex texts using a range of cohesive devices. 72 Can check and correct spelling, punctuation and grammar mistakes in long written texts.		59–75 Can use language related to personality, abilities and traits.
Mediation			67 Can encourage members of a group to describe and elaborate on their thinking.			
4						
Lesson 4A	68 Can understand the positive and negative connotations of words that have similar meanings.	65 Can understand most of a radio programme aimed at a general audience.	72 Can evaluate problems, challenges and proposals in a collaborative classroom. 69 Can precisely express the potential consequences of actions or events. 74 Can suggest pros and cons when discussing a topic, using linguistically complex language.		70 Can use 'should' in hypothetical statements about the present and near future with inversion and omission of 'if'. 68 Can use 'should' to express a range of different meanings (e.g. to give advice, make recommendations, say what is likely to happen).	59–75 Can use language related to photography.
Lesson 4B		71 Can recognise the use of rhetorical questions to reveal unstated assumptions. 70 Can follow a wide range of factual and creative texts and summarise themes and opinions.	69 Can present factual information in an objective way in spoken discourse.	67 Can synthesise and evaluate familiar information and arguments from a number of sources.	68 Can use a range of continuous verb forms to refer to actions in progress or temporary actions in the past, present and future.	59–75 Can use language related to advertising and branding. 59–75 Can use language related to aptitude, ability, knowledge and skills. 76–90 Can use language related to permitting or prohibiting
Lesson 4C			72 Can politely guide a conversation towards a particular topic. 70 Can lead a discussion in an interview, expanding and developing ideas with little help from the interviewer. 67 Can give detailed feedback about someone's performance on a familiar task or project.			59–75 Can use language related to aptitude, ability, knowledge and skills.
Lesson 4D			68 Can give a presentation about a product or service offered by a company or institution.	70 Can write promotional materials using descriptive language to advertise a product or service.		59–75 Can use language related to advertising and branding.
Mediation				73 Can relay in writing the relevant point(s) contained in an article from an academic or professional journal.		

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Lesson 5A	73 Can recognise the author's use of irony in a text.		73 Can talk in detail about choices that have been significant or life changing using linguistically complex language.	68 Can write clear and precise emails intended to create rapport and put the addressee at ease. 67 Can write about feelings and the personal significance of experiences in detail.	67 Can describe hypothetical current results of a past action or situation using 'would...' with the third conditional. 69 Can describe hypothetical results of a hypothetical present or past situation using mixed conditionals.	59–75 Can use language related to decision or indecision.
Lesson 5B		69 Can understand summaries of data or research used to support extended argument. 65 Can understand most of a radio programme aimed at a general audience.	73 Can put forward a smoothly flowing and logical structured argument, highlighting significant points. 69 Can lead a discussion so that the group is able to make a decision.	68 Can take notes on a panel discussion in their field of specialisation.	70 Can use a range of perfect verb forms to refer to completed actions in the past, present and future.	59–75 Can use language related to animals.
Lesson 5C			69 Can paraphrase an idea using a range of linguistic devices. 69 Can make a verbal summary to confirm their understanding of a linguistically complex discourse.			59–75 Can use language related to social issues. 59–75 Can use language related to environmental issues.
Lesson 5D			69 Can express an attitude, opinion or idea using idiomatic language. 74 Can suggest pros and cons when discussing a topic, using linguistically complex language.	70 Can convey information and ideas on abstract and concrete topics.		59–75 Can use language related to personality, abilities and traits.
Mediation			72 Can make a complicated issue easier to understand by presenting the components of the argument separately.			
6						
Lesson 6A	67 Can understand differences and similarities between points of view in extended texts.		74 Can give a detailed response to a counter-argument presented by someone else during a discussion. 70 Can ask detailed questions in discussions on contemporary social issues and current affairs. 70 Can present their ideas with precision and respond to complex lines of argument convincingly.		74 Can invert subject and verb after initial complex adverbials.	59–75 Can use language related to machines and technology.
Lesson 6B		71 Can infer attitude and mood in discussions by using contextual, grammatical and lexical cues.	72 Can shift between formal and informal registers as and when required. 69 Can precisely express the potential consequences of actions or events. 81 Can tell a detailed anecdote using linguistically complex language.	67 Can write a forceful but polite letter of complaint, including supporting details and a statement of the desired outcome.	75 Can correctly use passive infinitives, passive -ing verbs, perfect infinitives and perfect -ing verbs, in a range of contexts. 59 Can use a range of modals with passive infinitives referring to the present or future. 64 Can use gerunds in the passive form as complement. 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 correct, true or incorrect, untrue. 76–90 Can use language related to blaming or accepting responsibility.
Lesson 6C		59 Can identify the main reasons for and against an argument or idea in a discussion delivered in clear standard speech.	73 Can negotiate a solution to a dispute (e.g. an undeserved traffic ticket, blame for an accident).			59–75 Can use language related to homes and living conditions. 76–90 Can use language related to fights and disputes.
Lesson 6D		73 Can follow a work-related discussion between fluent speakers.	67 Can highlight the main issue that needs to be resolved in a complex task and the important aspects that need to be taken into account. 70 Can compare the advantages and disadvantages of possible approaches and solutions to an issue or problem."	70 Can convey information and ideas on abstract and concrete topics. 61 Can write instructions on how to repair an object, device or product.		59–75 Can use language related to machines and technology.

Where GSE values are shown in italics it indicates the GSE values are currently in draft form

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Mediation				70 Can formulate a clear and accurate summary of what has been agreed and what is expected from each of the parties.		
7						
Lesson 7A		72 Can understand the main points of complex academic/professional presentations.	73 Can evaluate arguments in a debate or discussion and justify the evaluation. 69 Can express an attitude, opinion or idea using idiomatic language.	68 Can respond in writing to other people's arguments in an appropriate style.	66 Can use adverbial phrases to make comments.	59–75 Can use language related to explaining or elaborating meaning.
Lesson 7B	69 Can synthesise information from different sources in order to give a written or oral summary. 75 Can compare and critically evaluate a summary against the original text.		69 Can talk about trends in detail. 74 Can summarise information from a linguistically complex academic text.		75 Can use a range of words and phrases to place a reason or cause at the start of a sentence (e.g. because, since, as a result of, -ed participle clauses). 72 Can use 'since...' to talk about reasons, causes and explanations.	59–75 Can use language related to changing or staying the same. 59–75 Can use language related to food and drink.
Lesson 7C		64 Can recognise the use of hyperbole (e.g. It's going to take me years to finish this).	69 Can use hyperbole to emphasize a point e.g. It's going to take me years to do this.			59–75 Can use language related to shops and shopping experience.
Lesson 7D		64 Can understand TV documentaries, interviews, plays and most films in standard speech.	76 Can answer questions about abstract topics clearly and in detail.	67 Can write about feelings and the personal significance of experiences in detail.		59–75 Can use language related to knowledge or lack of knowledge. 59–75 Can use language related to asking about feelings. 59–75 Can use language related to remembering, forgetting, and reminding.
Mediation				72 Can compare, contrast and synthesise in writing the information and viewpoints contained in academic and professional publications in his/her fields of special interest.		
8						
Lesson 8A	70 Can understand inferred meaning in narratives.		69 Can express an attitude, opinion or idea using idiomatic language. 73 Can evaluate arguments in a debate or discussion and justify the evaluation.		69 Can use a range of adverbials to introduce a concession (e.g. although, while, admittedly, at the same time). 79 Can use a wide range of structures to introduce a concession (e.g. even if/though + clause, while/whereas + clause).	59–75 Can use language related to social issues.
Lesson 8B		72 Can understand most TV news and current affairs programmes.	70 Can compare and evaluate different ideas using a range of linguistic devices.	72 Can write a detailed, reasoned argument for or against a case.	67 Can use the future perfect passive. 67 Can use a range of structures for predictions and future plans.	59–75 Can use language related to machines and technology.
Lesson 8C			67 Can use a suitable phrase to intervene in a discussion on a familiar topic. 68 Can initiate, maintain and end discourse naturally with effective turn-taking. 70 Can compare and evaluate different ideas using a range of linguistic devices.			59–75 Can use language related to money.
Lesson 8D			66 Can give a detailed summary of a film including information about the plot, characters and setting.	71 Can demonstrate understanding of structure and conventions of different written genres.		59–75 Can use language related to machines and technology.
Mediation			73 Can contribute to collaborative decision making and problem solving, expressing and co-developing ideas, explaining details and making suggestions for future action.			