

## GSE LEARNING OBJECTIVES

UNIT	READING	LISTENING	SPEAKING	WRITING	GRAMMAR	VOCABULARY
<b>1 people</b>						
<b>Lesson A</b>		45 Can follow familiar topics if the speaker is clear and avoids idiomatic usage.	47 Can give straightforward descriptions on a variety of familiar subjects. 39 Can use simple language to describe people's personality and emotions.	43 Can write a short online profile.	29 Can tell when to use the present simple and when to use the present continuous.	43–58 Can use language related to family members and relationships. 43–58 Can use language related to friends and friendships. 43–58 Can use language related to personality, abilities and traits.
<b>Lesson B</b>	44 Can scan short texts to locate specific information. 46 Can derive the probable meaning of simple unknown words from short, familiar contexts.		45 Can narrate a story.		47 Can form and use phrases with prepositions + verbs (+ '-ing'). 47 can use a range of verbs taking 'to' + infinitive. 43 Can use verb + '-ing' forms as the subject of a sentence.	43–58 Can use language related to jobs.
<b>Lesson C</b>	47 Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech.		44 Can use fixed expressions to keep a conversation going (e.g. 'I see.', 'right'). 47 Can enter unprepared into conversation on familiar topics (e.g. family, hobbies, work). 46 Can initiate, maintain and close simple, face-to-face conversations on familiar topics.			43–58 Can use language related to discussion and conversation.
<b>Lesson D</b>			50 Can carry out a simple informal interview.	44 Can write about personal experiences in a diary or online posting, given a model. 46 Can write a paragraph giving information about a job or interest.	49 Can use 'quite' and 'quite a(n)' as adverbials with adjectives and noun phrases.	
<b>Mediation</b>			47 Can invite other people in a group to contribute their views.			
<b>2 tale tellers</b>						
<b>Lesson A</b>		43 Can identify a simple chronological sequence in a recorded narrative or dialogue. 50 Can recognise a speaker's feelings or attitudes.	49 Can give detailed accounts of experiences, describing feelings and reactions.	45 Can write a story with a simple linear sequence.	40 Can distinguish between the past simple and past continuous. 54 Can use the past perfect in a range of common situations.	43–58 Can use language related to expressing emotions.
<b>Lesson B</b>	49 Can identify the main topic and related ideas in a structured text. 46 Can generally understand straightforward factual texts on familiar topics.		46 Can initiate, maintain and close simple face-to-face conversations on simple topics. 45 Can carry out a prepared structured interview with some spontaneous follow-up questions. 46 Can give or seek personal views and opinions in discussion topics of interest.		44 Can tell when to use the past simple and when to use the present perfect (BrE).	43–58 Can use language related to films and film-making.
<b>Lesson C</b>		58 Can understand problem and solution relationships in informal conversation.	45 Can make an apology with brief excuses or reasons. 38 Can talk about an event in the past using fixed expressions, given a model.			<i>Can use collocations with common verbs, e.g. 'get' and 'make'.</i>
<b>Lesson D</b>		43 Can identify a simple chronological sequence in a recorded narrative or dialogue.	47 Can give straightforward descriptions on a variety of familiar subjects. 49 Can summarise the main points or events in TV programmes and video clips.	46 Can write a short review of a restaurant, movie, etc. using simple language.	44 Can use a range of prepositions of time, such as 'before', 'during', 'since', 'till/ until'.	
<b>Mediation</b>			44 Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.			

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<b>3 questions</b>						
<b>Lesson A</b>		45 Can follow familiar topics if the speaker is clear and avoids idiomatic usage. 49 Can generally follow changes of topic in discussions related to their field if conducted slowly and clearly.	45 Can carry out a prepared structured interview with some spontaneous follow-up questions. 45 Can give brief reasons and explanations, using simple language.	46 Can write a basic formal email/letter requesting information.	47 Can form questions with prepositional verbs and final prepositions. 38 Can ask <i>wh-</i> questions about the subject.	43–58 Can use language related to knowledge or lack of knowledge. 46 Can form a range of nouns from adjectives and verbs with common suffixes.
<b>Lesson B</b>	43 Can make basic inferences or predictions about text content from headings, titles or headlines. 45 Can skim a short text to identify its main purpose.		43 Can describe future plans and intentions using fixed expressions.	44 Can write a basic description of experiences, feelings and reactions, given a model.	41 Can distinguish between the most common ways of expressing the future. 42 Can use the present continuous with future reference. 38 Can use 'll+ infinitive for spontaneous decisions and offers.	43–58 Can use language related to decision or indecision.
<b>Lesson C</b>	39 Can understand simple details in simple informational texts (blogs, websites, catalogues, etc.).	47 Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear, standard speech.	45 Can convey simple information of immediate relevance and emphasise the main point. <i>Can make polite inquiries.</i>		50 Can ask indirect questions using 'would like to know' with 'if/whether'.	43–58 Can use language related to buildings and rooms in education. 43–58 Can use language related to public buildings and places.
<b>Lesson D</b>		49 Can generally follow changes of topic in discussions related to their field if conducted slowly and clearly.	47 Can enter unprepared into conversation on familiar topics (e.g. family, hobbies, work).	47 Can write about personal interests in some detail.	48 Can correctly use a range of common phrasal (separable) and prepositional (inseparable phrasal) verbs.	
<b>Mediation</b>				49 Can post a comprehensible contribution in an online discussion on a familiar topic of interest, provided he/she can prepare the text beforehand and use online tools to fill gaps in language and check accuracy.		
<b>4 winners</b>						
<b>Lesson A</b>		48 Can understand the main points of a simple podcast. 46 Can recognise simple expressions of agreement and disagreement in extended discussions, if conducted in clear standard speech.	46 Can give or seek personal views and opinions in discussing topics of interest. 47 Can ask a group member to give the reason(s) for their views.	50 Can write personal emails/letters giving advice.	43 Can use 'needn't' and 'don't/doesn't have to' to express absence of obligation in the present and future. 44 Can use 'need' in affirmative statements and questions relating to the present and near future. 46 Can use 'mustn't' to express prohibition in the present and near future. 36 Can use 'should(n't)' to offer or ask for advice or suggestions.	43–58 Can use language related to winning, losing, ability and performance.
<b>Lesson B</b>	44 Can scan short texts to locate specific information. 46 Can generally understand straightforward factual texts on familiar topics.		45 Can express opinions using simple language. 45 Can give brief reasons and explanations, using simple language.		46 Can identify which article (including no article) to use with a range of nouns and noun phrases.	43–58 Can use language related to computers and the internet. 43–58 Can use language related to telephoning and making calls. 46 Can form a range of nouns from adjectives and verbs with common suffixes.
<b>Lesson C</b>		45 Can follow familiar topics if the speaker is clear and avoids idiomatic usage.	45 Can explain the rules of a familiar game or sport using simple language. 46 Can give or seek personal views and opinions in discussing topics of interest.			43–58 Can use language related to sports.
<b>Lesson D</b>		43 Can identify a simple chronological sequence in a recorded narrative or dialogue.	49 Can give detailed accounts of experiences, describing feelings and reactions. 49 Can summarise the main points or events in TV programmes and video clips.	45 Can write a story with a simple linear sequence.	49 Can use the present perfect with the superlative forms of adjectives.	
<b>Mediation</b>			46 Can summarise the main points made in clear, well-structured texts on subjects that are familiar or of personal interest, although his/her lexical limitations cause difficulty with formulation at times.			

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<b>5 news</b>						
<b>Lesson A</b>	46 Can generally understand straightforward factual texts on familiar topics.		44 Can summarise short written passages using the original wording and ordering.		48 Can use 'who/that/which' in basic defining (restrictive) relative clauses. 48 Can use 'when' and 'where' in relative clauses. 48 Can use a wide range of subject and object relative pronouns, including zero (omission of pronoun).	43–58 Can use language related to the news and news reporting.
<b>Lesson B</b>		45 Can follow the main points of short talks on familiar topics if delivered in clear standard speech. 48 Can understand the main points of a simple podcast.	45 Can make simple recommendations for a course of action in familiar everyday situations. 44 Can give a short talk about a familiar topic, with visual support. 45 Can give brief reasons and explanations, using simple language.	46 Can show a basic direct relationship between a simple problem and a solution. 43 Can give a simple reason for an action in an informational text, given a model.	56 Can make tense changes (present to past) in reported speech.	43–58 Can use vocabulary related to social issues. 43–58 Can use language related to environmental issues.
<b>Lesson C</b>		45 Can follow familiar topics if the speaker is clear and avoids idiomatic usage.	44 Can use expressions to introduce good and bad news. 44 Can react appropriately to good and bad news using fixed expressions.			43–58 Can use language related to events and occasions.
<b>Lesson D</b>		51 Can infer speakers' opinions in conversations on everyday topics.	44 Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.	46 Can write a description of a future event or activity. 46 Can write a notice that clearly conveys information.	42 Can make simple predictions about the future.	
<b>Mediation</b>			50 Can demonstrate his/her understanding of the key issues in a disagreement on a topic familiar to him/her and make simple requests for confirmation and/or clarification.			
<b>6 creators</b>						
<b>Lesson A</b>	49 Can identify the main topic and related ideas in a structured text. 46 Can generally understand straightforward factual texts on familiar topics.		47 Can describe events, real or imagined. 50 Can ask someone to clarify or elaborate what they have just said.		45 Can use 'used to' to refer to past habits and routines.	43–58 Can use language related to arts. 43–58 Can use language related to visual arts and artists.
<b>Lesson B</b>		45 Can follow familiar topics if the speaker is clear and avoids idiomatic usage.	50 Can give simple reasons to justify a viewpoint on a familiar topic.	46 Can write a short review of a restaurant, movie, etc. using simple language.	44 Can make comparisons with regular shorter adverbs + '-er'. 47 Can make comparisons with 'more' + longer adverbs. 44 Can make comparisons using '(not) as ... as' with adjectives and adverbs.	43–58 Can use language related to aptitude, ability, knowledge, and skills.
<b>Lesson C</b>		46 Can recognise simple expressions of agreement and disagreement in extended discussions, if conducted in clear, standard speech.	47 Can ask a group member to give the reason(s) for their views. 50 Can give simple reasons to justify a viewpoint on a familiar topic.		43 - 58 Can use language related to giving an opinion.	43–58 Can use language related to emphasizing. 43–58 Can use language related to describing something's quality.
<b>Lesson D</b>		43 Can identify a simple chronological sequence in a recorded narrative or dialogue.	45 Can give brief reasons and explanations, using simple language. 50 Can give simple reasons to justify a viewpoint on a familiar topic. 49 Can summarise the main points or events in TV programmes and video clips.	48 Can write an email making a recommendation, given a model.	44 Can correctly use 'since' and 'for' in time expressions. 44 Can use the present perfect with 'yet' and 'still'.	
<b>Mediation</b>			50 Can explain why certain parts or aspects of a work especially interested him/her.			

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<b>7 travel</b>						
<b>Lesson A</b>	43 Can make basic inferences or predictions about text content from headings, titles or headlines.		45 Can make simple recommendations for a course of action in familiar everyday situations. 47 Can describe events, real or imagined.		46 Can describe possible future outcomes of a present action or situation using the first conditional. 48 Can describe hypothetical (counterfactual) results of a current action or situation using the second conditional.	43–58 Can use language related to travel. 43–58 Can use language related to cultures, customs, traditions and celebrations.
<b>Lesson B</b>		48 Can get the gist of explanations of unfamiliar cultural practices and customs, if delivered slowly and clearly. 50 Can recognise a speaker’s feelings or attitudes.	49 Can give detailed accounts of experiences, describing feelings and reactions.	44 Can write a basic description of experiences, feelings and reactions, given a model.	43 Can use a wide range of quantifiers with countable (count) and uncountable (non-count) nouns. 46 Can describe quantities using ‘hardly/not’ + ‘any/much/many’. 46 Can correctly use ‘a bit/a little’ and ‘a few’ to refer to quantities with mass and count nouns respectively.	43–58 Can use language related to perceptions and impressions. 43–58 Can use language related to expressing lack of surprise. 43–58 Can use language related to finding out. 43–58 Can use language related to normal or strange. 43–58 Can use language related to natural or built features and structures.
<b>Lesson C</b>	45 Can identify key subject vocabulary in written descriptions.		45 Can respond to an offer or suggestion, expressing enthusiasm. 45 Can make simple recommendations for a course of action in familiar everyday situations.			43–58 Can use language related to areas, districts and neighbourhoods.
<b>Lesson D</b>			45 Can give brief reasons and explanations, using simple language.	46 Can write short, simple essays with basic structure on familiar topics.	44 Can use reflexive pronouns as objects or complements.	
<b>Mediation</b>				50 Can summarise in writing the main points made in straightforward informational texts on subjects that are of personal or current interest, provided spoken/signed texts are clearly articulated.		
<b>8 know-how</b>						
<b>Lesson A</b>		45 Can follow the main points of short talks on familiar topics if delivered in clear standard speech. 47 Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech.	50 Can carry out a simple informal interview.	47 Can write descriptions of past events, activities or personal experiences. 47 Can write an everyday connected text using a set of short elements or facts and building them into a sequence.	41 Can refer to impossibility and inability in the past using ‘couldn’t’.	43–58 Can use language related to maintenance, services and DIY. 43–58 Can use language related to capacity or ability to do something. 43–58 Can use language related to practical skills.
<b>Lesson B</b>	43 Can make basic inferences or predictions about text content from headings, titles or headlines. 49 Can identify the main topic and related ideas in a structured text. 46 Can generally understand straightforward factual texts on familiar topics.		44 Can give a short talk about a familiar topic, with visual support.		48 Can use the present simple passive. 48 Can use the past simple passive. 46 Can use transitive verbs in the passive with the object as the grammatical subject.	43–58 Can use language related to machines and technology.
<b>Lesson C</b>			45 Can make simple recommendations for a course of action in familiar everyday situations. 49 Can discuss everyday, practical issues when the conversation is conducted slowly and clearly.			43–58 Can use language related to computers and the internet. 43–58 Can use language related to asking for or providing help. 43–58 Can use language related to machines and technology.

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<b>8 know-how (continued)</b>						
<b>Lesson D</b>		45 Can extract key factual information such as dates, numbers and quantities from a presentation.	60 Can bring relevant personal experiences into a conversation to illustrate a point. 49 Can summarise the main points or events in TV programmes and video clips.	46 Can write simple informal emails/ letters and online postings giving news or opinions.	51 Can use a range of common verb + verb combinations using the <i>-ing</i> form.	
<b>Mediation</b>				46 Can summarise simply the main information content of straightforward texts on familiar subjects (e.g. a short written/signed interview, magazine article, travel brochure).		