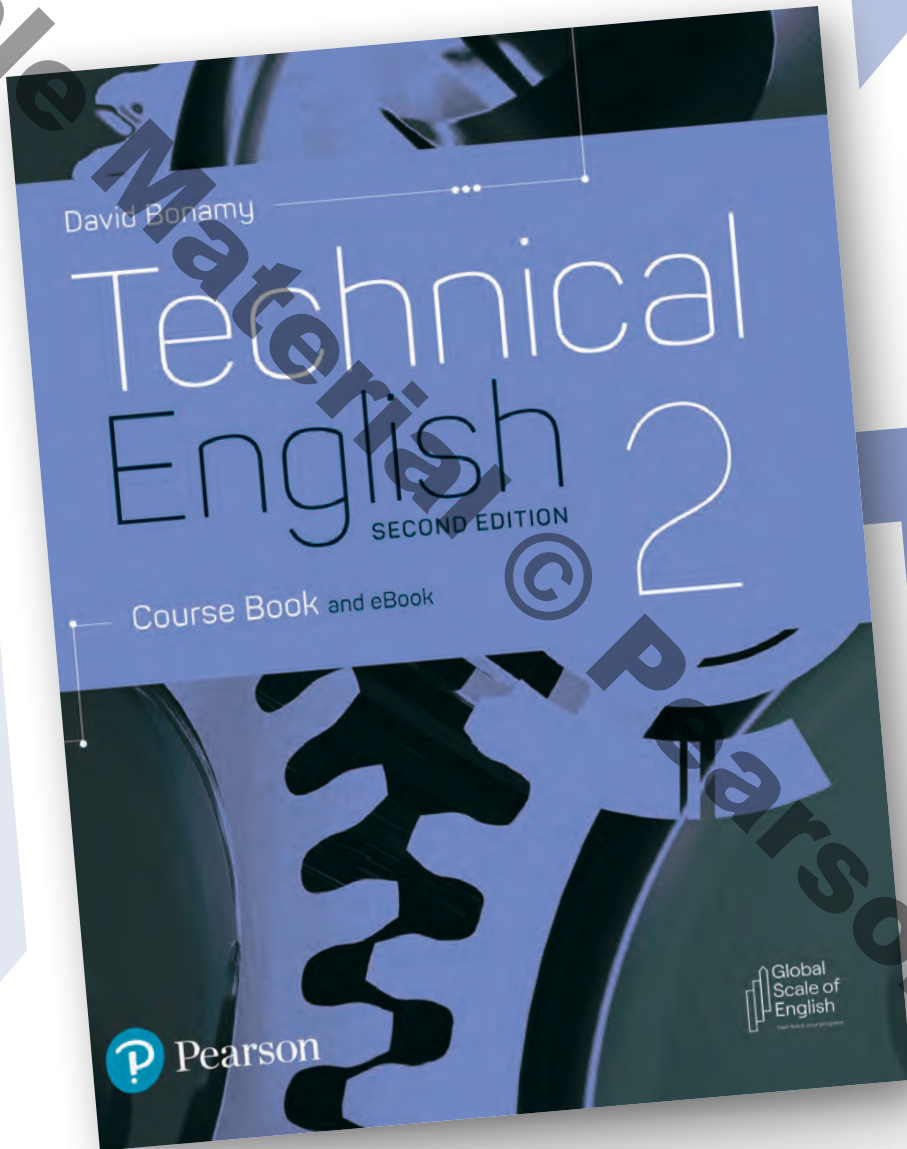




# GSE MAPPING BOOKLET

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



GSE, Technical English 2 – Published 2022

# Technical English

## About the Course

**Technical English 2<sup>nd</sup> Edition** is a four-level course for students in technical or vocational education, and for company employees in training at work. It covers the core language and skills that students need to communicate successfully in all technical and industrial specialisations.

- Technical concepts are clearly presented using motivating texts and clear illustrations.
- Topics reflect the latest developments in technology and are relevant to student's professional needs.
- The course uses core language common to a range of specialisations.
- Grammar is regularly practised and there is a comprehensive grammar summary section.

## Components

- Course Book and eBook
- Course eBook
- Workbook
- Teacher's Portal Access Code

## The Global Scale of English

The GSE is a numerical scale, which measures English language proficiency. It is also a framework of Learning Objectives that describes what a student can do at every level of proficiency on the scale for each of the four skills: listening, reading, speaking and writing. GSE enables teachers and learners to answer the following questions accurately:

- How good is my English?
- What progress have I made towards my learning goal?
- What do I need to do next to improve?

It is fully aligned to the Common European Framework of Reference for Languages (CEFR), but the numerical scale enables proficiency to be measured more accurately, more regularly and within a CEFR level. This keeps learners motivated as they see regular evidence of progress.

GSE helps teachers find the right course materials for the exact level and learning goals of their students. The chart below shows the range of objectives that are covered within the content. Knowing this helps you select course materials with the right level of support and challenge for your learners to help them make progress.

*Technical English* has been created using the GSE Learning Objectives for Adult Learners. These have been used to ensure that the content and activities are at the correct level and have informed the lesson goals given at the start of each unit.

*Technical English* is aligned with the Global Scale of English and the Common European Framework of reference. It takes learners from CEFR A1 to C1 (20-80 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.

GSE	10	20	30	40	50	60	70	80	90	
Level 4										
Level 3										
Level 2										
Level 1										
CEFR	<A1	A1	A2	A2+	B1	B1+	B2	B2+	C1	C2

Learn more about the Global Scale of English at [english.com/gse](https://www.english.com/gse)

Visit [English.com/gse](https://www.english.com/gse) to learn more about the Global Scale of English.

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 <sub>A</sub> )	Common European Framework descriptor, adapted or edited, © Council of Europe
(N2000)	North (2000) descriptor, verbatim
(C2018 <sub>A</sub> )	CEFR – Companion Volume descriptor adapted or edited © Council of Europe
(C <sub>J</sub> )	CEFR-J descriptor, adapted or edited
(CSE <sub>A</sub> )	Eiken descriptor, adapted or edited
(E <sub>A</sub> )	Eiken descriptor, adapted or edited © Eiken Foundation of Japan
(N2000 <sub>A</sub> )	North (2000) descriptor, adapted or edited
(P)	New Pearson English descriptor
(W <sub>A</sub> )	WIDA ELD Standards (2012), adapted or edited

### Pearson English International Certificate

Your students may also want to take a test that gives them a proficiency certificate. For this level of Technical English 2, we recommend Pearson English International Certificate Level 1 (A2).

Find out more about our assessments at: <https://qualifications.pearson.com/en/qualifications/international-certificate/international-certificate.html>

### Using the information in this teacher booklet

The GSE teacher booklet lists the key Learning Objectives for listening, reading, speaking and writing covered in *Technical English*, unit by unit. There are several ways in which this information can be used:

- This list of Learning Objectives is more complete than the list of learning goals given in the unit opener. On the way to mastering those learning goals, students will practice a number of subskills, which may not be the main focus of the lesson. They will also revisit previous skills that, again, will not necessarily be the main focus of the lesson. The teacher booklet list gives you a more complete picture of what is being studied
- The list can be used to support any reporting that you have to do (e.g., for students or for admin purposes)
- It also allows you to navigate a pathway through the course content for those classes where you do not want to (or do not have the time to) cover everything. The learning objectives enable you to see quickly the language functions that are most relevant to your students

### The GSE Teacher Toolkit

This is a free online database that gives you easy access to all the GSE Learning Objectives, GSE Grammar, GSE Vocabulary and the GSE Text Analyzer (to estimate the GSE level of a written text). Access the database at <https://www.english.com/gse/teacher-toolkit/user/lo>.

The GSE Teacher Toolkit is a searchable database that will save you time when planning lessons:

- Explore GSE Learning Objectives that are at the same level as your coursebook – to make lessons relevant to your particular students or to provide additional practice at the appropriate level of proficiency
- Search the GSE Grammar database to find lesson plans and worksheets that supplement the grammar in your coursebook – as additional or remedial practice
- Examine the GSE Vocabulary database by topic to find additional vocabulary items and phrases
- Cut and paste a reading text into the GSE Text Analyzer to check that it is at the right level of challenge for your students

## Technical English and the Global Scale of English

The following tables provide an overview of the GSE learning objectives that underpin each unit. Where GSE values are shown in *italics* it indicates the GSE values are currently in draft form.

### Unit 1 Action

#### Lexis / Technology

- 1.1:** Maintenance: *adjust, lower, raise, tighten ...* • Equipment: *flap, hose, jack, nozzle ...*  
**1.2:** Phrasal verbs: *pump in, switch off ...*  
**1.3:** Activation devices: *cord, lever, screen, sensor ...*

#### Grammar / Discourse

- 1.1:** Revision of present simple and imperative  
**1.2:** Revision of present continuous and present perfect • Word order of phrasal verb: *take off the tyres/ take them off*  
**1.3:** Method: *by + gerund* • Method: *by/using • by using/by means of + noun*

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36–42)	6
	Can understand simple requests or instructions to carry out concrete work-related tasks. (P)	34	A2 (30–35)	6
Speaking	Can talk about everyday things (e.g. people, places, job, study) in a basic way. (CA)	31	A2 (30–35)	4
	Can communicate in routine tasks requiring simple, direct exchanges of information. (CA)	36	A2+ (36–42)	6, 7
	Can talk about their working day using simple language. (P)	36	A2+ (36–42)	7
	Can take part in a very simple conversation on a familiar topic if the other speaker repeats questions and answers as necessary and speaks slowly and clearly. (P)	34	A2 (30–35)	8
	Can ask simple questions to find out about a subject. (P)	31	A2 (30–35)	8, 9
	Can take part in a very simple conversation on a familiar topic if the other speaker repeats questions and answers as necessary and speaks slowly and clearly. (P)	34	A2 (30–35)	8
Reading	Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets). (P)	31	A2 (30–35)	4
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	9
Writing	Can write basic instructions with a simple list of points. (P)	39	A2+ (36–42)	5, 7, 9

## Unit 2 Work

### Lexis / Technology

**2.1:** Line management: *report to, supervise ...* • Job titles: *Assistant, Crew, Operator, Supervisor*

**2.2:** Work tasks: *hold (a meeting), inspect, meet, run (a fire drill)*

**2.3:** Headings on a CV: *experience, qualification, training ...* • Syllable stress: *engineer, engine, engineering*

### Grammar / Discourse

**2.1:** Use of present simple: job descriptions and routines • Use of present continuous: current actions and future plans

**2.2:** Future: present continuous • *going to* • Intentions: */plan/want/intend/hope + to* • Formulae in emails

**2.3:** Revision of past simple

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can understand specific information in a short, simple phone call. (P)	36	A2+ (36–42)	10, 12
	Can extract key factual information such as prices, times and dates from a recorded phone message. (P)	35	A2 (30–35)	10
	Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. (CA)	47	B1 (43–50)	11
	Can understand simple information about work activities. (P)	34	A2 (30–35)	14
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	14
Speaking	Can talk about their working day using simple language. (P)	36	A2+ (36–42)	10
	Can talk about everyday things (e.g. people, places, job, study) in a basic way. (CA)	31	A2 (30–35)	10, 14
	Can describe a job in a basic way, given a model. (P)	34	A2 (30–35)	11, 12
	Can describe a work routine using simple language. (P)	37	A2+ (36–42)	11
	Can talk about plans for the near future in a simple way. (P)	39	A2+ (36–42)	12
	Can ask and answer questions about basic plans and intentions. (P)	38	A2+ (36–42)	12
	Can answer simple questions and respond to simple statements in an interview. (C)	37	A2+ (36–42)	15
Reading	Can scan a simple text, identifying the main topic(s). (P)	40	A2+ (36–42)	14
	Can scan a resume/CV for key information. (P)	45	B1 (43–50)	14, 15

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Writing	Can write simple sentences about a work routine. (P)	36	A2+ (36–42)	11
	Can write simple plans and arrangements on a calendar or in a diary. (CSE <sub>A</sub> )	31	A2 (30–35)	13
	Can write a simple email, giving details of work-related events or plans. (P)	47	B1 (43–50)	13
	Can write a simple work-related email/letter to someone outside their company. (P)	45	B1 (43–50)	13
	Can give personal details in written form in a limited way. (CA)	31	A2 (30–35)	15

Sample Material © Pearson 2023

## Unit 3 Comparison

### Lexis / Technology

- 3.1:** Specifications: *diameter, height, length ...*  
**3.2:** Customer service: *cancel, catalogue, order ...*  
**3.3:** Engine descriptions: *cheap, expensive, noisy ...*

### Grammar / Discourse

- 3.1:** Revision of dimension: *It's 5 m wide/It has a width of • 2 by 3 metres • Comparative adjectives • too • enough*  
**3.2:** Modals and contractions: *could, would, shall, I'd • Gerund: would you mind ... ing? • Pronouns one/ ones: Which one? The red one with the cover.*  
**3.3:** Superlative adjectives: *the -est of • the most/least (adj) of*

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. (P)	33	A2 (30–35)	20
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	22
	Can understand the main information in a simple work-related phone message. (P)	37	A2+ (36–42)	22
Speaking	Can give simple reasons to explain preferences, given a model. (P)	39	A2+ (36–42)	21
	Can talk about everyday things (e.g. people, places, job, study) in a basic way. (CA)	31	A2 (30–35)	22
	Can answer simple work-related questions on the phone using fixed expressions. (P)	40	A2+ (36–42)	22
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	24, 25
	Can use simple expressions to explain a basic technical problem. (P)	44	B1 (43–50)	25
	Can understand simple details in simple informational texts (blogs, websites, catalogues, etc.). (P)	39	A2+ (36–42)	20
Reading	Can understand the main information from simple diagrams (e.g. graphs, bar charts). (P)	42	A2+ (36–42)	23
	Can understand short, simple emails on work-related topics. (P)	32	A2 (30–35)	24
	Can scan a simple text, identifying the main topic(s). (P)	40	A2+ (36–42)	24
	Can write a simple email/letter in response to a request for information. (P)	39	A2+ (36–42)	21
Writing	Can take simple notes on key points made during a meeting on a familiar work-related topic. (P)	47	B1 (43–50)	25



## Unit 4 Processes

### Lexis / Technology

**4.1:** Stages in a process: *casting, cooling, cutting ...* • Mechanical: *chute, conveyor belt, cylinder ...*

**4.2:** Car assembly: *axle, body, chassis ...* • Sequence: *finally, first, next ...* • Simultaneity: *meanwhile, simultaneously*

**4.3:** Telecoms: *dish, frequency, satellite ...* • Synonyms: *convert/change, receive/get ...* • Hyphens: *high-frequency, 13-amp ...*

### Grammar / Discourse

**4.1:** Present simple passive: *formation and use* • Passive *with/without by + agent*

**4.2:** Purpose clause: *to + verb* • Passive + *to: The car body is painted to protect it from rust.*

**4.3:** Relative clauses (non-defining): *which, who*

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36–42)	26
Speaking	Can describe a simple work-related process. (P)	43	B1 (43–50)	27, 31
	Can ask simple questions to find out about a subject. (P)	31	A2 (30–35)	29
	Can describe a job in a basic way, given a model. (P)	34	A2 (30–35)	29
Reading	Can understand simple factual titles and headlines relating to common events. (P)	39	A2+ (36–42)	26
	Can follow a basic sequence of events in a simple text on a familiar topic. (P)	36	A2+ (36–42)	26
	Can understand the main information from simple diagrams (e.g. graphs, bar charts). (P)	42	A2+ (36–42)	28
	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	29
	Can identify specific information in a simple factual text. (P)	39	A2+ (36–42)	29
	Can scan a simple text, identifying the main topic(s). (P)	40	A2+ (36–42)	30
Writing	Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets). (P)	31	A2 (30–35)	30
	Can write basic instructions with a simple list of points. (P)	39	A2+ (36–42)	27, 31
	Can write a description of a simple everyday process. (P)	38	A2+ (36–42)	28

## Unit 5 Descriptions

### Lexis / Technology

**5.1:** Agent nouns in -er/-or: *stabiliser, transmitter, conductor, generator ...*

**5.2:** Shapes and syllable stress: *cylinder/cylindrical ...* • Letter shapes: *A-frame, E-clip, U-bend ...*

**5.3:** 'Type' nouns: *device, instrument, system ...*

### Grammar / Discourse

**5.1:** Gerund: (used) *for* + verb + -ing • Infinitive: (designed) *to* + infinitive • Act as + noun: *it acts as a propeller*

**5.2:** *It looks like a dome.* • *It is shaped like a dome/dome-shaped.* • *It is in the shape of an L/L-shaped.*

**5.3:** Defining relative clauses: *who, which, that* • Definition: *A solar panel is a device that converts sunlight into electricity.*

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can recognise some basic fixed expressions to describe products or services, given help with vocabulary. (P)	34	A2 (30–35)	36, 40
Speaking	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	36, 37, 40, 41
	Can ask simple questions to find out about a subject. (P)	31	A2 (30–35)	37, 39
	Can describe what something is used for, using basic fixed expressions. (P)	37	A2+ (36–42)	37
	Can use a limited range of fixed expressions to describe objects, possessions, or products. (P)	35	A2 (30–35)	38, 41
	Can ask basic questions about objects (e.g. colour, size). (P)	26	A1 (22–29)	39
	Can describe an object using simple language. (P)	29	A1 (22–29)	39
Reading	Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (CA)	34	A2 (30–35)	36, 38, 41
	Can identify specific information in simple letters, brochures and short articles. (CA)	37	A2+ (36–42)	40
Writing	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36–42)	36
	Can write short, simple notes, emails and messages relating to everyday matters. (CA)	38	A2+ (36–42)	37

## Unit 6 Procedures

### Lexis / Technology

**6.1:** Warehouse: *aisle, fork, pallet, ramp ...* • Warning labels: *fragile, keep frozen, keep upright ...*

**6.2:** Scuba diving: *buoy, buoyant, surface ...* • Rescue/first aid: *artificial respiration, casualty, treatment ...*

**6.3:** Landmarks: *gantry, roundabout, slip road ...* • Direction phrases: *turn left, straight ahead ...*

### Grammar / Discourse

**6.1:** Modals: *must/should/have to/need to* • Modal + passive: *helmets must be worn/have to be worn/should be worn*

**6.2:** Revision of zero conditional • Necessity: *must/have to/need to* • Recommendation: *should*

**6.3:** Revision of (a) *there is/are* • (b) *if* • (c) *will* • (d) present continuous

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can follow the sequence of events in a short, simple dialogue or narrative. (P)	37	A2+ (36–42)	44
	Can understand simple directions, if spoken slowly and clearly. (P)	28	A1 (22–29)	47
Speaking	Can make and respond to suggestions. (C)	41	A2+ (36–42)	45
	Can give simple directions using a map or plan. (P)	32	A2 (30–35)	47
Reading	Can understand rules and regulations (e.g. safety) if expressed in simple language. (C)	37	A2+ (36–42)	42
	Can follow the sequence of actions or events in a text on a familiar everyday topic. (P)	41	A2+ (36–42)	43
	Can understand short, simple emails on work-related topics. (P)	32	A2 (30–35)	45, 47
	Can follow short, simple written directions (e.g. to go from X to Y). (C)	26	A1 (22–29)	46
Writing	Can write simple lists as part of a work-related task. (P)	40	A2+ (36–42)	42
	Can write a simple email/letter in response to a request for information. (P)	39	A2+ (36–42)	45

## Unit 7 Services

### Lexis / Technology

**7.1:** Computers: *access, click on, connect, log into ...*

**7.2:** Buildings: *beam, fire-resistant, structural ...*

**7.3:** Damage: *burnt, crushed, twisted ...* • Compensation: *refund, replacement ...*

### Grammar / Discourse

**7.1:** Certainty/possibility: *must/may/might + be/present continuous/present perfect: I must have done it. • Try doing ... • Why don't you ...? You could ....*

**7.2:** Past simple passive: *CCTV cameras were installed on all floors.* • Revision: expressing purpose

**7.3:** Formulae in letters: *I am/was sorry to hear that ... / I am pleased to inform you that ... , I look forward to -ing*

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can understand simple informal advice on a work-related situation. (P)	39	A2+ (36–42)	52
	Can understand the main information in a simple work-related phone message. (P)	37	A2+ (36–42)	53, 56
	Can identify key details in a simple recorded dialogue or narrative. (P)	39	A2+ (36–42)	56
Speaking	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	52, 54
	Can take part in a very simple conversation on a familiar topic if the other speaker repeats questions and answers as necessary and speaks slowly and clearly. (P)	34	A2 (30–35)	54, 55, 56
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	54
	Can make and respond to suggestions. (C)	41	A2+ (36–42)	54
	Can ask simple questions to find out about a subject. (P)	31	A2 (30–35)	55
	Can use a limited range of fixed expressions to describe objects, possessions, or products. (P)	35	A2 (30–35)	57
	Can understand short, simple emails on work-related topics. (P)	32	A2 (30–35)	57
Reading	Can read a simple text and extract factual details. (P)	35	A2 (30–35)	52
	Can identify specific information in simple letters, brochures and short articles. (C <sub>A</sub> )	37	A2+ (36–42)	55
	Can understand a simple work schedule. (P)	30	A2 (30–35)	55
	Can understand short, simple emails on work-related topics. (P)	32	A2 (30–35)	57
Writing	Can write simple lists as part of a work-related task. (P)	40	A2+ (36–42)	56
	Can write a simple email/letter in response to a request for information. (P)	39	A2+ (36–42)	57

## Unit 8 Energy

### Lexis / Technology

**8.1:** Movement: *clockwise, linear, oscillating, reciprocating, rotary*

**8.2:** Engine parts: *cam, camshaft, exhaust valve ...*

**8.3:** Verb/agent noun/concept noun families: *compress/compression/compressor • Refrigeration: coil, evaporator, valve ...*

### Grammar / Discourse

**8.1:** Revision of a range of forms

**8.2:** Time clauses: *when • as •* Adverbials: *after this • at the same time •* Cohesion: *this/which* referring to a whole clause

**8.3:** Revision of a range of forms

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can identify the main points in short talks on work-related topics, if delivered slowly and clearly. (P)	41	A2+ (36–42)	59
	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36–42)	59
Speaking	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	58
	Can use a limited range of fixed expressions to describe objects, possessions, or products. (P)	35	A2 (30–35)	59
	Can initiate and respond to simple statements on very familiar topics. (CA)	30	A2 (30–35)	59
	Can check that someone has understood information, using simple language. (P)	35	A2 (30–35)	59
	Can show understanding using a limited range of fixed expressions. (P)	34	A2 (30–35)	59, 60, 63
	Can give simple descriptions of objects, people, or places. (P)	35	A2 (30–35)	59
Reading	Can follow the sequence of actions or events in a text on a familiar everyday topic. (P)	41	A2+ (36–42)	60
	Can identify specific information in a simple factual text. (P)	39	A2+ (36–42)	61, 62
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)	61, 63
Writing	Can write a description of a simple everyday process. (P)	38	A2+ (36–42)	59, 61, 63
	Can write simple lists as part of a work-related task. (P)	40	A2+ (36–42)	62

## Unit 9 Measurement

### Lexis / Technology

**9.1:** Approximation: *just under/over ...* • Instruments: *altimeter, barometer ...*

**9.2:** Forces: *compression, shear, tension ...*

**9.3:** Measurement: *altitude, depth, location ...* • Operators: *equals, multiply by, times ...*

### Grammar / Discourse

**9.1:** Noun clause: *check/make sure that ...* • Frequency: *every 3000 km/at 3000-km intervals* • *whichever is the sooner*

**9.2:** Noun modifiers: *vehicle crash test dummy*

**9.3:** Discourse: *for example, in other words, in addition, however* • Indirect *Wh-* question: *find out how deep it is*

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can recognise simple expressions of agreement and disagreement in short discussions, if conducted slowly and clearly.	37	A2+ (36–42)	73
Speaking	Can answer basic questions about information presented in graphs and charts. (P)	47	B1 (43–50)	69
	Can ask simple questions to find out about a subject. (P)	31	A2 (30–35)	69
	Can answer simple questions about quantities and amounts, given help with vocabulary. (P)	33	A2 (30–35)	69
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	71
	Can use a limited range of fixed expressions to describe objects, possessions, or products. (P)	35	A2 (30–35)	71
	Can initiate and respond to simple statements on very familiar topics. (CA)	30	A2 (30–35)	71
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	73
	Can describe what something is used for, using basic fixed expressions. (P)	37	A2+ (36–42)	73

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Reading	Can understand simple details in simple informational texts (blogs, websites, catalogues, etc.). (P)	39	A2+ (36–42)	68
	Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets). (P)	31	A2 (30–35)	69
	Can identify specific information in a simple factual text. (P)	39	A2+ (36–42)	69, 71, 72
	Can extract key information from a simple academic text, if guided by questions. (P)	38	A2+ (36–42)	71
	Can make basic inferences from simple information in a short text. (P)	38	A2+ (36–42)	71
Writing	Can write a description of a simple everyday process. (P)	38	A2+ (36–42)	73
	Can write basic instructions with a simple list of points. (P)	39	A2+ (36–42)	73

## Unit 10 Forces

### Lexis / Technology

**10.1:** Property nouns: *plasticity, rigidity* ... • Property adjectives: *plastic, rigid* ...

**10.2:** Property suffixes: *-able/-ible, -proof, -resistant* ... • Construction: *beam, brace, column* ...

**10.3:** Electrical: *earthed, live, neutral, shock* ... • Causative verbs: *loosen, strengthen, widen* ...

### Grammar – / Discourse

**10.1:** Indirect Yes/No question: *if/whether* • *The aim/objective of the test is to find out if the plastic bends.*

**10.2:** Modal + passive: *It can't be stretched.* • Formulae: *I'd like to begin by/that brings me to/as you can see ...*

**10.3:** Result markers: *(and) so, as, because, since, (and) as a result, (and) therefore*

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can follow the main points in a simple audio recording, if provided with written supporting material. (P)	37	A2+ (36–42)	76
	Can understand basic questions about objects in pictures or in their immediate surroundings. (P)	24	A1 (22–29)	76
Speaking	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	75
	Can describe what something is used for, using basic fixed expressions. (P)	37	A2+ (36–42)	78
	Can describe familiar activities, given visual support. (P)	33	A2 (30–35)	78
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	78, 79
	Can use a limited range of fixed expressions to describe objects, possessions, or products. (P)	35	A2 (30–35)	79
Reading	Can scan a simple text, identifying the main topic(s). (P)	40	A2+ (36–42)	74
	Can identify specific information in a simple factual text. (P)	39	A2+ (36–42)	74, 77, 78
Writing	Can write simple sentences about a work routine. (P)	36	A2+ (36–42)	75
	Can write simple lists as part of a work-related task. (P)	40	A2+ (36–42)	75
	Can write a description of a simple everyday process. (P)	38	A2+ (36–42)	75
	Can write about everyday things (e.g. people, places, job, study) in linked sentences. (CA)	41	A2+ (36–42)	77, 79
	Can write a basic paragraph containing a topic sentence and related details, if provided with a model. (P)	45	B1 (43–50)	79



## Unit 11 Design

### Lexis / Technology

**11.1:** Robotics: *joystick, robot, voice-activated ...* • Construction: *girder, scaffolding ...*

**11.2:** Aeronautics: *drag, lift, thrust ...* • Plane parts: *fuselage, wingtip ...*

**11.3:** Marine: *cargo, mast, sail, supertanker ...*

### Grammar / Discourse

**11.1:** Noun clause: *the main strength of ... is that it can ...* • *I suggest that ...*

**11.2:** Revision of a range of forms

**11.3:** Formulae and questions: *I'd like to start by asking a question: Why do we need a traction kite?*

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can understand the main points of a short, informal interview on a familiar topic. (P)	41	A2+ (36–42)	84
	Can recognise some basic fixed expressions to describe products or services, given help with vocabulary. (P)	34	A2 (30–35)	84
	Can extract key factual information such as dates, numbers and quantities from a presentation. (P)	45	B1 (43–50)	87
	Can recognise a few key words or phrases in a simple presentation. (P)	29	A1 (22–29)	87, 88
	Can follow the sequence of events in a short, simple dialogue or narrative. (P)	37	A2+ (36–42)	88
	Can understand simple, factual information in a work-related video. (P)	40	A2+ (36–42)	88
Speaking	Can answer questions in a work-related survey. (P)	47	B1 (43–50)	85
	Can ask questions in a work-related survey. (P)	48	B1 (43–50)	85
	Can use a limited range of fixed expressions to describe objects, possessions, or products. (P)	35	A2 (30–35)	85, 89
	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	87
	Can start or end a short conversation using basic fixed expressions. (CA)	32	A2 (30–35)	89
	Can describe what something is used for, using basic fixed expressions. (P)	37	A2+ (36–42)	89

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Reading	Can scan a simple text, identifying the main topic(s). (P)	40	A2+ (36–42)	84
	Can identify key information in short, simple factual texts from the headings and pictures. (P)	35	A2 (30–35)	86
	Can identify specific information in a simple factual text. (P)	39	A2+ (36–42)	86
	Can follow a simple series of written instructions to carry out a task. (P)	35	A2 (30–35)	87
Writing	Can write a basic paragraph containing a topic sentence and related details, if provided with a model. (P)	45	B1 (43–50)	85
	Can write short, basic descriptions of places, people or things. (P)	38	A2+ (36–42)	87

Sample Material © Pearson 2023

## Unit 12 Innovation

### Lexis / Technology

**12.1:** Environmental: *emission, fossil fuel, greenhouse gas ...* • Automotive: *acceleration, braking, cruising ...* • Electrical: *anode, capacitor, cathode ...*

**12.2:** Simple machines: *belt and pulley, rack and pinion ...* • Oil drilling: *drill bit, drill string, derrick ...* • Lasers: *lens, fibre-optics ...*

**12.3:** Car safety systems: *cruise control, impact protection ...*

### Grammar / Discourse

**12.1:** Revision of a range of forms • Reduced relative clause: *the energy (which is) released during braking*

**12.2:** Revision of past simple passive • Revision of present simple passive

**12.3:** Revision of a range of forms

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can understand the main points of a short, informal interview on a familiar topic. (P)	41	A2+ (36–42)	94
Speaking	Can give simple opinions using basic fixed expressions. (P)	34	A2 (30–35)	90
	Can describe what something is used for, using basic fixed expressions. (P)	37	A2+ (36–42)	90
	Can give or seek personal views and opinions in discussing topics of interest. (C)	46	B1 (43–50)	90, 92
	Can use a limited range of fixed expressions to describe objects, possessions, or products. (P)	35	A2 (30–35)	90, 93, 95
	Can take part in a very simple conversation on a familiar topic if the other speaker repeats questions and answers as necessary and speaks slowly and clearly. (P)	34	A2 (30–35)	91
	Can initiate and respond to simple statements on very familiar topics. (CA)	30	A2 (30–35)	91
	Can give simple reasons to explain preferences, given a model. (P)	39	A2+ (36–42)	92
	Can make simple references to the past using 'was/were'. (P)	33	A2 (30–35)	93
	Can ask and answer questions about basic plans and intentions. (P)	38	A2+ (36–42)	95
	Can ask and answer questions about past times and past activities. (C)	40	A2+ (36–42)	95
	Reading	Can identify specific information in a simple factual text. (P)	39	A2+ (36–42)
Can identify basic personal details about someone on website profiles, business cards etc. (P)		32	A2 (30–35)	94

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Writing	Can write simple lists as part of a work-related task. (P)	40	A2+ (36–42)	90
	Can write short, simple notes, emails and messages relating to everyday matters. (CA)	38	A2+ (36–42)	90
	Can rewrite a simple text to correct mistakes. (P)	42	A2+ (36–42)	91
	Can write short basic descriptions of past events and activities. (P)	39	A2+ (36–42)	93
	Can write a basic paragraph containing a topic sentence and related details, if provided with a model. (P)	45	B1 (43–50)	95

Sample Material © Pearson 2023

## 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.

Board of Regents of the University of Wisconsin System (2012), Amplification of The English Language Development Standards KINDERGARTEN–GRADE 12 (“WIDA ELD Standards”). Retrieved 27.11.2017 from <https://wida.wisc.edu/resources>

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.

Sample Material © Pearson 2023