Give Me Five!

Give Me Five! is a six-level primary course spanning the Common European Framework of Reference for Languages (CEFR) from levels Pre-A1 to B1+. With a fully integrated digital offering, Give Me Five! provides integrated exam practice for success in the Trinity and Cambridge exams as well as hands-on projects to help build life skills. Co-operative learning in Give Me Five! encourages participation and helps develop social competences, while literacy lessons build lifelong reading and writing skills through varied, authentic texts.

The CEFR

The CEFR is an international standard which aims to provide a transparent, coherent and comprehensive means of describing language ability. It describes what language learners can do in different skills across six broad levels, from A1 to C2, with some of these levels being further broken down into sub-levels (e.g. A2 can be subdivided into A2 and A2+). It consists of a set of scales containing descriptors indicating what a learner can do in that context.

Originally published in 2001, the CEFR was extended in 2017 and now includes an expanded list of descriptors to describe language ability at different levels. The CEFR mapping for Give Me Five! was carried out using the 2017 extended set of descriptors, a copy of which is freely available on the Council of Europe website: https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/168074a4e2

How to use the Give Me Five! CEFR maps

There are two versions of CEFR maps in this document. Both versions contain the same mapping information in different formats – it is up to you which version you want to use.

Version 1 is organised by the CEFR scales and descriptors, which allows you to browse the mapping document from a CEFR point of view. So, for example, you first identify the relevant scale and descriptor you are interested in and then can see which course learning outcomes map to that descriptor, as well as their location in the book.

Version 2 is organised unit by unit, which allows you to browse the course learning outcomes chronologically. These are mapped to the relevant CEFR descriptor(s), and the CEFR Ref column indicates which of the scales the descriptor is taken from – a table summarising the CEFR scales and their references is provided at the start of Version 2.

For both versions, it is important to note that only relevant CEFR scales and descriptors have been included. On some occasions, no suitable CEFR descriptor was identified for a particular learning outcome. All descriptors included are at or within one band of the target level of the book.

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VERSION 1: ORGANISED BY CEFR SCALES AND DESCRIPTORS

COMMUNICATIVE LANGUAGE ACTIVITIES: SPOKEN RECEPTION

Understanding conversation between other speakers

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
A1	Can understand some words and expressions when people are talking about him/herself, family, school, hobbies or surroundings, provided they are talking slowly and clearly.	I can listen to and understand a simple conversation about the location of objects.	1 (p9)
		I can listen to and understand a simple conversation about toys.	2 (p19)
		I can listen to and understand simple sentences about body parts.	3 (p29)
		I can listen to and understand simple sentences about food preferences.	4 (p41)
		I can listen to and understand a simple conversation about animals.	5 (p51)
		I can listen to and understand a simple conversation about where people are.	6 (p61)
		I can listen to and understand a simple conversation about places in a town.	7 (p73)
		I can listen to and understand a simple conversation about what people are wearing.	8 (p83)
		I can listen to and understand a simple conversation about daily routines.	9 (p93)

Listening as a member of a live audience

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
A1	Can understand in outline very simple information being explained in a predictable situation like a guided tour, provided that speech is very slow and clear and that there are long pauses from time to time.	I can understand a short simple video about school in Britain.	1 (p17)
		I can understand a short simple video about favourite toys.	2 (p27)
		I can understand a short simple video about the circus.	3 (p37)
		I can understand a short simple video about school lunches.	4 (p49)
		I can understand a short simple video about farm animals.	5 (p59)
		I can understand a short simple video about playgrounds.	6 (p69)
		I can understand a short simple video about transport.	7 (p81)
		I can understand a short simple video about camp activities.	8 (p91)
		I can understand a short simple video about teeth.	9 (p101)

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Listening to announcements and instructions

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
Pre-A1	Can understand short, simple instructions for actions such as 'Stop,' 'Close the door,' etc., provided they are delivered slowly face-to-face, accompanied by pictures or manual gestures and repeated if necessary.	I can give and follow basic instructions related to classroom objects.	1 (p12)
A1	Can understand when someone tells him/her slowly and clearly where something is, provided the object is in the immediate environment.	I can ask and answer questions about where things are in the classroom.	1 (p13)

Listening to the radio and audio recordings

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
Pre-A1	Can recognise words, names and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly.	I can identify and name classroom objects.	1 (p8)
		I can identify and name toys.	2 (p18)
		I can understand and say some words to describe toys.	2 (p22)
		I can identify and name body parts.	3 (p28)
		I can understand and say some words to describe hair.	3 (p32)
		I can identify and name food.	4 (p40)
		I can identify and name fruit.	4 (p44)
		I can identify and name farm animals.	5 (p50)
		I can understand and say some words to describe actions.	5 (p54)
		I can identify and name park objects.	6 (p60)
		I can understand and say some words to describe where things are.	6 (p64)
		I can identify and name places in a town.	7 (p72)
		I can identify and name means of transport.	7 (p76)
		I can identify and name items of clothing.	8 (p82)
		I can identify and name outdoor activities.	8 (p86)
		I can identify and say daily routines.	9 (p92)
		I can identify and say meal times.	9 (p96)

| A1 | Can pick out concrete information (e.g. places and times) from short audio recordings on familiar everyday topics, provided they are delivered very slowly and clearly. | I can listen to, read and understand a simple illustrated story. | 1 (pp10–11); 2 (pp20–21) 3 (pp30–31); 4 (pp42–43) 5 (pp52–53); 6 (pp62–63) 7 (pp74–75); 8 (pp84–85) 9 (pp94–95) |

COMMUNICATIVE LANGUAGE ACTIVITIES: WRITTEN RECEPTION

Reading correspondence

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
Pre-A1	Can recognise times and places in very simple notes and text messages from friends or colleagues, for example 'Back at 4 o'clock' or 'In the meeting room,' provided there are no abbreviations.	I can read and understand a birthday card.	2 (p25)
A1	Can understand short, simple messages on postcards.	I can read and understand a simple postcard.	8 (p89)

Reading for information and argument

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
Pre-A1	Can understand the simplest informational material that consists of familiar words and pictures, such as a fast-food restaurant menu illustrated with photos or an illustrated story formulated in very simple, everyday words.	I can read and understand a simple classroom poster about rules.	1 (p15)
		I can read and understand a simple illustrated lunch menu.	4 (p47)
		I can read and understand simple animal riddles.	5 (p57)
A1	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.	I can read and understand a short illustrated text about school assemblies in Britain.	1 (p14)
		I can read and understand a short illustrated text about birthday parties in Britain.	2 (p24)
		I can read and understand a short illustrated text about Circus Day in British schools.	3 (p34)
		I can read and understand a short illustrated text about a traditional English breakfast.	4 (p46)
		I can read and understand a short illustrated text about urban farms in Britain.	5 (p56)
		I can read and understand a short illustrated text about parks in Britain.	6 (p66)
		I can read and understand a short illustrated text about cycling in Britain.	7 (p78)
		I can read and understand a short illustrated text about camping in Britain.	8 (p88)
		I can read and understand a short illustrated text about the Tooth Fairy in Britain.	9 (p98)

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Reading instructions

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
Pre-A1	Can understand very short, simple, instructions used in familiar, everyday contexts such as 'No parking,' 'No food or drink,' etc., especially if there are illustrations.	I can read and understand a simple classroom poster about rules.	1 (p15)
A1	Can understand simple, brief instructions provided that they are illustrated and not written in continuous text.	I can read and understand simple illustrated instructions for growing flowers.	6 (p67)

Reading as a leisure activity

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
A1	Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content.	I can listen to, read and understand a simple illustrated story.	1 (pp10–11); 2 (pp20–21) 3 (pp30–31); 4 (pp42–43) 5 (pp52–53); 6 (pp62–63) 7 (pp74–75); 8 (pp84–85) 9 (pp94–95)
		I can read and understand a simple action rhyme.	3 (p35)
		I can read and understand a simple illustrated fable.	7 (p79)
		I can read and understand a simple poem.	9 (p99)

COMMUNICATIVE LANGUAGE ACTIVITIES: AUDIO-VISUAL RECEPTION

Watching TV, film and video

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
A1	Can recognise familiar words and phrases and identify the topics in headline news summaries and many of the products in advertisements, by exploiting visual information and general knowledge.	I can understand a short simple video about school in Britain.	1 (p17)
		I can understand a short simple video about favourite toys.	2 (p27)
		I can understand a short simple video about the circus.	3 (p37)
		I can understand a short simple video about school lunches.	4 (p49)
		I can understand a short simple video about farm animals.	5 (p59)
		I can understand a short simple video about playgrounds.	6 (p69)
		I can understand a short simple video about transport.	7 (p81)

| A1 | | I can understand a short simple video about camp activities. | 8 (p91) |
| | | I can understand a short simple video about teeth. | 9 (p101) |

COMMUNICATIVE LANGUAGE ACTIVITIES: SPOKEN PRODUCTION

Sustained monologue: describing experience

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
Pre-A1	Can say how he/she is feeling using simple words like 'happy', 'tired', accompanied by body language.	I can say how I am feeling in a simple way.	3 (p35)
A1	Can describe simple aspects of his/her everyday life in a series of simple sentences, using simple words and basic phrases, provided he/she can prepare in advance.	I can understand and say simple sentences about daily routines.	9 (p97)

Sustained monologue: giving information

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
A1	Can give a simple description of an object or picture while showing it to others using basic words, phrases and formulaic expressions, provided he/she can prepare in advance.	I can give a basic description of my favourite toy.	2 (p22)
		I can give a basic description of people's appearance.	3 (p33)
		I can say simple sentences about what animals can and cannot do.	5 (p55)
		I can ask and answer questions about where people are.	6 (p65)
		I can understand and say simple sentences about vehicles.	7 (p77)
		I can ask and answer questions about what people are doing.	8 (p87)

COMMUNICATIVE LANGUAGE ACTIVITIES: SPOKEN INTERACTION

Understanding an interlocutor

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
A1	Can understand a number of familiar words and greetings and recognise key information such as numbers, prices, dates and days of the week, provided speech is delivered very slowly, with repetition if necessary.	I can understand and say some words to describe hair.	3 (p32)

A1	Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.	I can understand and say simple sentences about vehicles.	7 (p77)
		I can understand and say simple sentences about daily routines.	9 (p97)
	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.	I can give and follow basic instructions related to classroom objects.	1 (p12)
		I can exchange likes and dislikes for fruit in a simple way.	4 (p44)
		I can exchange likes and dislikes for food in a simple way.	4 (p45)
		I can ask and answer questions about what people are doing.	8 (p87)

Conversation

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
Pre-A1	Can understand and use some basic, formulaic expressions such as 'Yes,' 'No,' 'Excuse me,' 'Please,' 'Thank you,' 'No thank you,' 'Sorry.'	I can use basic polite expressions such as 'please' and 'thank you.'	2 (pp20–21)
A1	Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.	I can give and follow basic instructions related to classroom objects.	1 (p12)
		I can ask and answer questions about where things are in the classroom.	1 (p13)

Informal discussion (with friends)

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
A1	Can exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly and directly.	I can exchange likes and dislikes for fruit in a simple way.	4 (p44)
		I can exchange likes and dislikes for food in a simple way.	4 (p45)

Goal-oriented cooperation

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
A1	Can act on basic instructions that involve times, locations, numbers etc.	I can give and follow basic instructions related to classroom objects.	1 (p12)

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Information exchange

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
Pre-A1	Can ask very simple questions for information, such as 'What is this?' and understand 1- or 2-word answers.	I can ask and answer questions about where things are in the classroom.	1 (p13)
		I can ask and answer simple questions about toys.	2 (p23)
		I can ask and answer questions using numbers 11–20.	7 (p76)
	Can use and understand simple numbers in everyday conversations.	I can ask and answer questions using numbers 11–20.	7 (p76)
A1	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.	I can ask and answer simple questions about toys.	2 (p23)
		I can ask and answer questions about where people are.	6 (p65)
	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	I can ask and answer questions about where people are.	6 (p65)
		I can ask and answer questions about what people are doing.	8 (p87)

COMMUNICATIVE LANGUAGE STRATEGIES: RECEPTION

Identifying cues and inferring

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
Pre-A1	Can deduce the meaning of a word from an accompanying picture or icon.	I can understand and say some words to describe toys.	2 (p22)
		I can understand and say some words to describe hair.	3 (p32)
		I can identify and name fruit.	4 (p44)
		I can understand and say some words to describe actions.	5 (p54)
		I can understand and say some words to describe where things are.	6 (p64)
		I can identify and name means of transport.	7 (p76)
		I can identify and name outdoor activities.	8 (p86)
		I can identify and say meal times.	9 (p96)

A1	Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	I can listen to, read and understand a simple illustrated story.	1 (pp10–11); 2 (pp20–21) 3 (pp30–31); 4 (pp42–43) 5 (pp52–53); 6 (pp62–63) 7 (pp74–75); 8 (pp84–85) 9 (pp94–95)
		I can read and understand a short illustrated text about school assemblies in Britain.	1 (p14)
		I can read and understand a simple classroom poster about rules.	1 (p15)
		I can read and understand a short illustrated text about birthday parties in Britain.	2 (p24)
		I can read and understand a short illustrated text about Circus Day in British schools.	3 (p34)
		I can read and understand a simple action rhyme.	3 (p35)
		I can read and understand a short illustrated text about a traditional English breakfast.	4 (p46)
		I can read and understand a short illustrated text about urban farms in Britain.	5 (p56)
		I can read and understand a short illustrated text about parks in Britain.	6 (p66)
		I can read and understand simple illustrated instructions for growing flowers.	6 (p67)
		I can read and understand a short illustrated text about cycling in Britain.	7 (p78)
		I can read and understand a simple illustrated fable.	7 (p79)
		I can read and understand a short illustrated text about camping in Britain.	8 (p88)
		I can read and understand a simple postcard.	8 (p89)
		I can read and understand a short illustrated text about the Tooth Fairy in Britain.	9 (p98)
		I can read and understand a simple poem.	9 (p99)

COMMUNICATIVE LANGUAGE COMPETENCES: SOCIOLINGUISTIC

Sociolinguistic appropriateness

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
A1	Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry etc.	I can use basic polite expressions such as 'please' and 'thank you.'	2 (pp20–21)

VERSION 2: ORGANISED UNIT BY UNIT

CEFR SCALE			CEFR REF
Communicative Language Activities	Spoken Reception	Understanding conversation between other speakers	CLA-SR-UC
		Listening as a member of a live audience	CLA-SR-LMLA
		Listening to announcements and instructions	CLA-SR-LAI
		Listening to the radio and audio recordings	CLA-SR-LRA
	Written Reception	Reading correspondence	CLA-WR-RC
		Reading for information and argument	CLA-WR-RIA
		Reading instructions	CLA-WR-RI
		Reading as a leisure activity	CLA-WR-RLA
	Audio-visual Reception	Watching TV, film and video	CLA-AR-TVFV
	Spoken Production	Sustained monologue: describing experience	CLA-SP-SMDE
		Sustained monologue: giving information	CLA-SP-SMGI
	Spoken Interaction	Understanding an interlocutor	CLA-SI-UI
		Conversation	CLA-SI-C
		Informal discussion (with friends)	CLA-SI-ID
		Goal-oriented cooperation	CLA-SI-GC
		Information exchange	CLA-SI-IE
Communicative Language Strategies	Reception	Identifying cues and inferring	CLS-R-ICI
Communicative Language Competences	Sociolinguistic	Sociolinguistic appropriateness	CLC-S-SA

UNIT 1				
PAGE(S)	**LEARNING OUTCOME**	**LEVEL**	**CEFR DESCRIPTOR**	**CEFR REF**
8	I can identify and name classroom objects.	**Pre-A1**	• Can recognise words, names and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly.	CLA-SR-LRA
9	I can listen to and understand a simple conversation about the location of objects.	**A1**	• Can understand some words and expressions when people are talking about him/herself, family, school, hobbies or surroundings, provided they are talking slowly and clearly.	CLA-SR-UC
10–11	I can listen to, read and understand a simple illustrated story.	**A1**	• Can pick out concrete information (e.g. places and times) from short audio recordings on familiar everyday topics, provided they are delivered very slowly and clearly.	CLA-SR-LRA
			• Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content.	CLA-WR-RLA
			• Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	CLS-R-ICI
12	I can give and follow basic instructions related to classroom objects.	**Pre-A1**	• Can understand short, simple instructions for actions such as 'Stop,' 'Close the door,' etc., provided they are delivered slowly face-to- face, accompanied by pictures or manual gestures and repeated if necessary.	CLA-SR-LAI
		A1	• Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.	CLA-SI-C
			• Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.	CLA-SI-UI
			• Can act on basic instructions that involve times, locations, numbers etc.	CLA-SI-GC
13	I can ask and answer questions about where things are in the classroom.	**Pre-A1**	• Can ask very simple questions for information, such as 'What is this?' and understand 1- or 2-word answers.	CLA-SI-IE
		A1	• Can understand when someone tells him/her slowly and clearly where something is, provided the object is in the immediate environment.	CLA-SR-LAI
			• Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.	CLA-SI-C

PAGE(S)	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
14	I can read and understand a short illustrated text about school assemblies in Britain.	A1	• Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. • Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	CLA-WR-RIA CLS-R-ICI
15	I can read and understand a simple classroom poster about rules.	Pre-A1	• Can understand the simplest informational material that consists of familiar words and pictures, such as a fast-food restaurant menu illustrated with photos or an illustrated story formulated in very simple, everyday words. • Can understand very short, simple, instructions used in familiar, everyday contexts such as 'No parking,' 'No food or drink,' etc., especially if there are illustrations.	CLA-WR-RIA CLA-WR-RI
		A1	• Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	CLS-R-ICI
17	I can understand a short simple video about school in Britain.	A1	• Can recognise familiar words and phrases and identify the topics in headline news summaries and many of the products in advertisements, by exploiting visual information and general knowledge. • Can understand in outline very simple information being explained in a predictable situation like a guided tour, provided that speech is very slow and clear and that there are long pauses from time to time.	CLA-AR-TVFV CLA-SR-LMLA

UNIT 2

PAGE(S)	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
18	I can identify and name toys.	Pre-A1	• Can recognise words, names and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly.	CLA-SR-LRA
19	I can listen to and understand a simple conversation about toys.	A1	• Can understand some words and expressions when people are talking about him/herself, family, school, hobbies or surroundings, provided they are talking slowly and clearly.	CLA-SR-UC
20–21	I can listen to, read and understand a simple illustrated story.	A1	• Can pick out concrete information (e.g. places and times) from short audio recordings on familiar everyday topics, provided they are delivered very slowly and clearly. • Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content. • Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	CLA-SR-LRA CLA-WR-RLA CLS-R-ICI

20–21	I can use basic polite expressions such as 'please' and 'thank you.'	Pre-A1	• Can understand and use some basic, formulaic expressions such as 'Yes,' 'No,' 'Excuse me,' 'Please,' 'Thank you,' 'No thank you,' 'Sorry.'	CLA-SI-C
		A1	• Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry etc.	CLC-S-SA
22	I can understand and say some words to describe toys.	Pre-A1	• Can recognise words, names and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly. • Can deduce the meaning of a word from an accompanying picture or icon.	CLA-SR-LRA CLS-R-ICI
22	I can give a basic description of my favourite toy.	A1	• Can give a simple description of an object or picture while showing it to others using basic words, phrases and formulaic expressions, provided he/she can prepare in advance.	CLA-SP-SMGI
23	I can ask and answer simple questions about toys.	Pre-A1	• Can ask very simple questions for information, such as 'What is this?' and understand 1- or 2-word answers.	CLA-SI-IE
		A1	• Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.	CLA-SI-IE
24	I can read and understand a short illustrated text about birthday parties in Britain.	A1	• Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. • Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	CLA-WR-RIA CLS-R-ICI
25	I can read and understand a birthday card.	Pre-A1	• Can recognise times and places in very simple notes and text messages from friends or colleagues, for example 'Back at 4 o'clock' or 'In the meeting room,' provided there are no abbreviations.	CLA-WR-RC
27	I can understand a short simple video about favourite toys.	A1	• Can recognise familiar words and phrases and identify the topics in headline news summaries and many of the products in advertisements, by exploiting visual information and general knowledge. • Can understand in outline very simple information being explained in a predictable situation like a guided tour, provided that speech is very slow and clear and that there are long pauses from time to time.	CLA-AR-TVFV CLA-SR-LMLA

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PAGE(S)	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
UNIT 3				
28	I can identify and name body parts.	**Pre-A1**	• Can recognise words, names and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly.	CLA-SR-LRA
29	I can listen to and understand simple sentences about body parts.	**A1**	• Can understand some words and expressions when people are talking about him/herself, family, school, hobbies or surroundings, provided they are talking slowly and clearly.	CLA-SR-UC
30–31	I can listen to, read and understand a simple illustrated story.	**A1**	• Can pick out concrete information (e.g. places and times) from short audio recordings on familiar everyday topics, provided they are delivered very slowly and clearly. • Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content. • Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	CLA-SR-LRA CLA-WR-RLA CLS-R-ICI
32	I can understand and say some words to describe hair.	**Pre-A1**	• Can recognise words, names and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly. • Can understand a number of familiar words and greetings and recognise key information such as numbers, prices, dates and days of the week, provided speech is delivered very slowly, with repetition if necessary. • Can deduce the meaning of a word from an accompanying picture or icon.	CLA-SR-LRA CLA-SI-UI CLS-R-ICI
33	I can give a basic description of people's appearance.	**A1**	• Can give a simple description of an object or picture while showing it to others using basic words, phrases and formulaic expressions, provided he/she can prepare in advance.	CLA-SP-SMGI
34	I can read and understand a short illustrated text about Circus Day in British schools.	**A1**	• Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. • Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	CLA-WR-RIA CLS-R-ICI
35	I can say how I am feeling in a simple way.	**Pre-A1**	• Can say how he/she is feeling using simple words like 'happy', 'tired', accompanied by body language.	CLA-SP-SMDE

PAGE(S)	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
35	I can read and understand a simple action rhyme.	A1	• Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content. • Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	CLA-WR-RLA CLS-R-ICI
37	I can understand a short simple video about the circus.	A1	• Can recognise familiar words and phrases and identify the topics in headline news summaries and many of the products in advertisements, by exploiting visual information and general knowledge. • Can understand in outline very simple information being explained in a predictable situation like a guided tour, provided that speech is very slow and clear and that there are long pauses from time to time.	CLA-AR-TVFV CLA-SR-LMLA

UNIT 4

PAGE(S)	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
40	I can identify and name food.	Pre-A1	• Can recognise words, names and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly.	CLA-SR-LRA
41	I can listen to and understand simple sentences about food preferences.	A1	• Can understand some words and expressions when people are talking about him/herself, family, school, hobbies or surroundings, provided they are talking slowly and clearly.	CLA-SR-UC
42–43	I can listen to, read and understand a simple illustrated story.	A1	• Can pick out concrete information (e.g. places and times) from short audio recordings on familiar everyday topics, provided they are delivered very slowly and clearly. • Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content. • Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	CLA-SR-LRA CLA-WR-RLA CLS-R-ICI
44	I can identify and name fruit.	Pre-A1	• Can recognise words, names and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly. • Can deduce the meaning of a word from an accompanying picture or icon.	CLA-SR-LRA CLS-R-ICI
44	I can exchange likes and dislikes for fruit in a simple way.	A1	• Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. • Can exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly and directly.	CLA-SI-UI CLA-SI-ID

PAGE(S)	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
45	I can exchange likes and dislikes for food in a simple way.	A1	• Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. • Can exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly and directly.	CLA-SI-UI CLA-SI-ID
46	I can read and understand a short illustrated text about a traditional English breakfast.	A1	• Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. • Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	CLA-WR-RIA CLS-R-ICI
47	I can read and understand a simple illustrated lunch menu.	Pre-A1	• Can understand the simplest informational material that consists of familiar words and pictures, such as a fast-food restaurant menu illustrated with photos or an illustrated story formulated in very simple, everyday words.	CLA-WR-RIA
49	I can understand a short simple video about school lunches.	A1	• Can recognise familiar words and phrases and identify the topics in headline news summaries and many of the products in advertisements, by exploiting visual information and general knowledge. • Can understand in outline very simple information being explained in a predictable situation like a guided tour, provided that speech is very slow and clear and that there are long pauses from time to time.	CLA-SR-TVFV CLA-SR-LMLA

UNIT 5

PAGE(S)	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
50	I can identify and name farm animals.	Pre-A1	• Can recognise words, names and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly.	CLA-SR-LRA
51	I can listen to and understand a simple conversation about animals.	A1	• Can understand some words and expressions when people are talking about him/herself, family, school, hobbies or surroundings, provided they are talking slowly and clearly.	CLA-SR-UC
52–53	I can listen to, read and understand a simple illustrated story.	A1	• Can pick out concrete information (e.g. places and times) from short audio recordings on familiar everyday topics, provided they are delivered very slowly and clearly. • Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content. • Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	CLA-SR-LRA CLA-WR-RLA CLS-R-ICI

54	I can understand and say some words to describe actions.	Pre-A1	• Can recognise words, names and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly. • Can deduce the meaning of a word from an accompanying picture or icon.	CLA-SR-LRA CLS-R-ICI
55	I can say simple sentences about what animals can and cannot do.	A1	• Can give a simple description of an object or picture while showing it to others using basic words, phrases and formulaic expressions, provided he/she can prepare in advance.	CLA-SP-SMGI
56	I can read and understand a short illustrated text about urban farms in Britain.	A1	• Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. • Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	CLA-WR-RIA CLS-R-ICI
57	I can read and understand simple animal riddles.	Pre-A1	• Can understand the simplest informational material that consists of familiar words and pictures, such as a fast-food restaurant menu illustrated with photos or an illustrated story formulated in very simple, everyday words.	CLA-WR-RIA
59	I can understand a short simple video about farm animals.	A1	• Can recognise familiar words and phrases and identify the topics in headline news summaries and many of the products in advertisements, by exploiting visual information and general knowledge. • Can understand in outline very simple information being explained in a predictable situation like a guided tour, provided that speech is very slow and clear and that there are long pauses from time to time.	CLA-AR-TVFV CLA-SR-LMLA

UNIT 6				
PAGE(S)	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
60	I can identify and name park objects.	Pre-A1	• Can recognise words, names and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly.	CLA-SR-LRA
61	I can listen to and understand a simple conversation about where people are.	A1	• Can understand some words and expressions when people are talking about him/herself, family, school, hobbies or surroundings, provided they are talking slowly and clearly.	CLA-SR-UC

62–63	I can listen to, read and understand a simple illustrated story.	A1	• Can pick out concrete information (e.g. places and times) from short audio recordings on familiar everyday topics, provided they are delivered very slowly and clearly. • Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content. • Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	CLA-SR-LRA CLA-WR-RLA CLS-R-ICI
64	I can understand and say some words to describe where things are.	Pre-A1	• Can recognise words, names and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly. • Can deduce the meaning of a word from an accompanying picture or icon.	CLA-SR-LRA CLS-R-ICI
65	I can ask and answer questions about where people are.	A1	• Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. • Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. • Can give a simple description of an object or picture while showing it to others using basic words, phrases and formulaic expressions, provided he/she can prepare in advance.	CLA-SI-IE CLA-SI-IE CLA-SP-SMGI
66	I can read and understand a short illustrated text about parks in Britain.	A1	• Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. • Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	CLA-WR-RIA CLS-R-ICI
67	I can read and understand simple illustrated instructions for growing flowers.	A1	• Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	CLA-R-ICI
		A2	• Can understand simple, brief instructions provided that they are illustrated and not written in continuous text.	CLA-WR-RI
69	I can understand a short simple video about playgrounds.	A1	• Can recognise familiar words and phrases and identify the topics in headline news summaries and many of the products in advertisements, by exploiting visual information and general knowledge. • Can understand in outline very simple information being explained in a predictable situation like a guided tour, provided that speech is very slow and clear and that there are long pauses from time to time.	CLA-AR-TVFV CLA-SR-LMLA

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UNIT 7

PAGE(S)	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
72	I can identify and name places in a town.	Pre-A1	• Can recognise words, names and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly.	CLA-SR-LRA
73	I can listen to and understand a simple conversation about places in a town.	A1	• Can understand some words and expressions when people are talking about him/herself, family, school, hobbies or surroundings, provided they are talking slowly and clearly.	CLA-SR-UC
74–75	I can listen to, read and understand a simple illustrated story.	A1	• Can pick out concrete information (e.g. places and times) from short audio recordings on familiar everyday topics, provided they are delivered very slowly and clearly. • Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content. • Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	CLA-SR-LRA CLA-WR-RLA CLS-R-ICI
76	I can identify and name means of transport.	Pre-A1	• Can recognise words, names and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly. • Can deduce the meaning of a word from an accompanying picture or icon.	CLA-SR-LRA CLS-R-ICI
76	I can ask and answer questions using numbers 11–20.	Pre-A1	• Can ask very simple questions for information, such as 'What is this?' and understand 1- or 2-word answers. • Can use and understand simple numbers in everyday conversations.	CLA-SI-IE CLA-SI-IE
77	I can understand and say simple sentences about vehicles.	A1	• Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker. • Can give a simple description of an object or picture while showing it to others using basic words, phrases and formulaic expressions, provided he/she can prepare in advance.	CLA-SI-UI CLA-SP-SMGI
78	I can read and understand a short illustrated text about cycling in Britain.	A1	• Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. • Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	CLA-WR-RIA CLS-R-ICI

| 79 | I can read and understand a simple illustrated fable. | **A1** | • Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content.
• Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject. | CLA-WR-RLA

CLS-R-ICI |
| 81 | I can understand a short simple video about transport. | **A1** | • Can recognise familiar words and phrases and identify the topics in headline news summaries and many of the products in advertisements, by exploiting visual information and general knowledge.
• Can understand in outline very simple information being explained in a predictable situation like a guided tour, provided that speech is very slow and clear and that there are long pauses from time to time. | CLA-AR-TVFV

CLA-SR-LMLA |

UNIT 8

PAGE(S)	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
82	I can identify and name items of clothing.	**Pre-A1**	• Can recognise words, names and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly.	CLA-SR-LRA
83	I can listen to and understand a simple conversation about what people are wearing.	**A1**	• Can understand some words and expressions when people are talking about him/herself, family, school, hobbies or surroundings, provided they are talking slowly and clearly.	CLA-SR-UC
84–85	I can listen to, read and understand a simple illustrated story.	**A1**	• Can pick out concrete information (e.g. places and times) from short audio recordings on familiar everyday topics, provided they are delivered very slowly and clearly. • Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content. • Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	CLA-SR-LRA CLA-WR-RLA CLS-R-ICI
86	I can identify and name outdoor activities.	**Pre-A1**	• Can recognise words, names and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly. • Can deduce the meaning of a word from an accompanying picture or icon.	CLA-SR-LRA CLS-R-ICI

PAGE(S)	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
87	I can ask and answer questions about what people are doing.	A1	• Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. • Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. • Can give a simple description of an object or picture while showing it to others using basic words, phrases and formulaic expressions, provided he/she can prepare in advance.	CLA-SI-UI CLA-SI-IE CLA-SP-SMGI
88	I can read and understand a short illustrated text about camping in Britain.	A1	• Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. • Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	CLA-WR-RIA CLS-R-ICI
89	I can read and understand a simple postcard.	A1	• Can understand short, simple messages on postcards. • Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	CLA-WR-RC CLS-R-ICI
91	I can understand a short simple video about camp activities.	A1	• Can recognise familiar words and phrases and identify the topics in headline news summaries and many of the products in advertisements, by exploiting visual information and general knowledge. • Can understand in outline very simple information being explained in a predictable situation like a guided tour, provided that speech is very slow and clear and that there are long pauses from time to time.	CLA-AR-TVFV CLA-SR-LMLA

UNIT 9

PAGE(S)	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
92	I can identify and say daily routines.	Pre-A1	• Can recognise words, names and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly.	CLA-SR-LRA
93	I can listen to and understand a simple conversation about daily routines.	A1	• Can understand some words and expressions when people are talking about him/herself, family, school, hobbies or surroundings, provided they are talking slowly and clearly.	CLA-SR-UC

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94–95	I can listen to, read and understand a simple illustrated story.	A1	• Can pick out concrete information (e.g. places and times) from short audio recordings on familiar everyday topics, provided they are delivered very slowly and clearly. • Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content. • Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	CLA-SR-LRA CLA-WR-RLA CLS-R-ICI
96	I can identify and say meal times.	Pre-A1	• Can recognise words, names and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly. • Can deduce the meaning of a word from an accompanying picture or icon.	CLA-SR-LRA CLS-R-ICI
97	I can understand and say simple sentences about daily routines.	A1	• Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker. • Can describe simple aspects of his/her everyday life in a series of simple sentences, using simple words and basic phrases, provided he/she can prepare in advance.	CLA-SI-UI CLA-SP-SMDE
98	I can read and understand a short illustrated text about the Tooth Fairy in Britain.	A1	• Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. • Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	CLA-WR-RIA CLS-R-ICI
99	I can read and understand a simple poem.	A1	• Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content. • Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	CLA-WR-RLA CLS-R-ICI
101	I can understand a short simple video about teeth.	A1	• Can recognise familiar words and phrases and identify the topics in headline news summaries and many of the products in advertisements, by exploiting visual information and general knowledge. • Can understand in outline very simple information being explained in a predictable situation like a guided tour, provided that speech is very slow and clear and that there are long pauses from time to time.	CLA-AR-TVFV CLA-SR-LMLA