



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.



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)
A2+	Can generally identify the topic of discussion around him/her that is conducted slowly and clearly.	I can listen to and understand a short conversation of people talking about their favourite item of clothing.	1 (p16)
		I can listen to and understand a short conversation of people talking about their favourite places to visit.	2 (p26)
		I can listen to and understand a short conversation of people talking about their favourite places in town.	3 (p36)
		I can listen to and understand a short audio recording of people discussing computer games.	4 (p45)
		I can listen to and understand a short conversation of people talking about their favourite objects.	4 (p48)
		I can listen to and understand a short audio recording of people describing animals.	5 (p55)
		I can listen to and understand a short conversation of people talking about pets.	5 (p58)
		I can listen to and understand a short conversation of people talking about their favourite kinds of entertainment.	6 (p68)
		I can listen to and understand a short conversation of people talking about different activities to raise money.	7 (p80)
		I can listen to and understand a short conversation of people talking about activities to protect the environment.	8 (p90)
		I can listen to and understand a short conversation of people planning a trip.	9 (p100)
A2+	Can recognise when speakers agree and disagree in a conversation conducted slowly and clearly.	I can listen to and understand a short audio recording of people discussing a camping trip.	2 (p23)



Listening as a member of a live audience			
CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
A2+	Can follow the general outline of a demonstration or presentation on a familiar or predictable topic, where the message is expressed slowly and clearly in simple language and there is visual support (e.g. slides, handouts).	I can understand a simple video about fashion.	1 (p17)
		I can understand a simple video about adventurous sports.	2 (p27)
		I can understand a simple video about other people's favourite cities.	3 (p37)
		I can understand a simple video about new technology.	4 (p49)
		I can understand a simple video about animals that are in danger.	5 (p59)
		I can understand a simple video about art.	6 (p69)
		I can understand a simple video about volunteering.	7 (p81)
		I can understand a simple video about recycling.	8 (p91)
		I can understand a simple video about different places where people live.	9 (p101)
Listening to the radio and audio recordings			
CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
A2	Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.	I can listen to and understand a short audio recording about clothes people wear.	1 (p13)
		I can listen to and understand a short audio recording about past activities.	3 (p33)
		I can listen to and understand a short audio recording about making entertainment.	6 (p65)
		I can listen to and understand a short audio recording about accidents people had.	7 (p77)
		I can listen to and understand a short audio recording about people's plans for a trip.	9 (p97)
B1	Can understand the main points and important details in stories and other narratives (e.g. a description of a holiday), provided the speaker speaks slowly and clearly.	I can listen to, read and understand a story with a cultural focus.	1 (p11); 2 (p21); 3 (p31) 4 (p43); 5 (p53); 6 (p63) 7 (p75); 8 (p85); 9 (p95)



COMMUNICATIVE LANGUAGE ACTIVITIES: WRITTEN RECEPTION

Reading correspondence

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
B1	Can understand straightforward personal letters, emails or postings giving a relatively detailed account of events and experiences.	I can read and understand a simple travel blog post and say which part of it I liked most.	2 (p24)

Reading for orientation

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
B1	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	I can read and understand a simple leaflet about volunteering.	7 (p78)
		I can read and understand a simple website describing tourist attractions and say which of the places I would most and least like to visit.	9 (p98)

Reading for information and argument

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
A2+	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.	I can read and understand a simple leaflet about volunteering.	7 (p78)
		I can read and understand a simple website describing tourist attractions and say which of the places I would most and least like to visit.	9 (p98)
	Can pick out the main information in short newspaper reports or simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text.	I can read and understand a simple magazine article.	1 (p14)
		I can read and understand simple website reviews.	4 (p46)
	I can read and understand a simple newspaper report and say what I find interesting about it.	5 (p56)	
Can understand the main points of short texts dealing with everyday topics (e.g. lifestyle, hobbies, sports, weather).	I can read and understand a simple travel blog post and say which part of it I liked most.	2 (p24)	
B1	Can understand most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for re-reading.	I can read and understand a set of instructions for making a plastic bottle greenhouse.	8 (p88)



Reading instructions

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
B1	Can understand clearly written, straightforward instructions for a piece of equipment.	I can read and understand a set of instructions for making a plastic bottle greenhouse.	8 (p88)

Reading as a leisure activity

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
A2+	Can understand enough to read short, simple stories and comic strips involving familiar, concrete situations written in high frequency everyday language.	I can listen to, read and understand a story with a cultural focus.	1 (p11); 2 (p21); 3 (p31) 4 (p43); 5 (p53); 6 (p63) 7 (p75); 8 (p85); 9 (p95)
		I can read and understand story openers in different genres and say which one I like most.	3 (p34)
		I can read and understand a simple poem.	6 (p66)
	Can understand the main points made in short magazine reports or guide entries that deal with concrete everyday topics (e.g. hobbies, sports, leisure activities, animals).	I can read and understand a simple newspaper report and say what I find interesting about it.	5 (p56)

COMMUNICATIVE LANGUAGE ACTIVITIES: AUDIO-VISUAL RECEPTION

Watching TV, film and video

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
B1	Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.	I can understand a simple video about fashion.	1 (p17)
		I can understand a simple video about adventurous sports.	2 (p27)
		I can understand a simple video about other people's favourite cities.	3 (p37)
		I can understand a simple video about new technology.	4 (p49)
		I can understand a simple video about animals that are in danger.	5 (p59)
		I can understand a simple video about art.	6 (p69)
		I can understand a simple video about volunteering.	7 (p81)
		I can understand a simple video about recycling.	8 (p91)
		I can understand a simple video about different places where people live.	9 (101)



COMMUNICATIVE LANGUAGE ACTIVITIES: SPOKEN PRODUCTION

Sustained monologue: describing experience

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
A2+	Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience.	I can identify and name objects and places in the city.	3 (pp28–29)
		I can identify and say words associated with technology.	4 (pp40–41)
		I can identify and name parts of an animal's body.	5 (pp50–51)
		I can identify and say words associated with different forms of entertainment.	6 (pp60–61)
		I can identify and say the names of objects and materials we can recycle.	8 (pp82–83)
		I can ask and answer questions about things that are grow and produced in different countries.	8 (p86)
		I can identify and name natural places.	9 (pp92–93)
		I can describe the results of actions.	9 (p96)
	Can describe plans and arrangements, habits and routines, past activities and personal experiences.	I can ask and answer questions about my last summer holiday.	2 (p22)
		I can describe what people were doing at a certain time in the past.	3 (p32)
		I can describe things that have just happened.	7 (p76)
		I can have a conversation about natural places I have been to.	9 (pp92–93)
	Can explain what he/she likes or dislikes about something.	I can have a conversation about activities I prefer doing at an arts festival.	6 (pp60–61)
	Can give short, basic descriptions of events and activities.	I can identify and say words associated with preparing for a party.	7 (pp72–73)
		I can have a conversation about recycling.	8 (pp82–83)
	Can use simple descriptive language to make brief statements about and compare objects and possessions.	I can identify and name items of clothing.	1 (pp8–9)
		I can describe clothes people wear and how they fit.	1 (p12)
		I can identify and name outdoor activities and equipment.	2 (pp18–19)
		I can describe the functions of a machine.	4 (p44)
		I can understand and say sentences to describe and compare Australian wild animals.	5 (pp50–51)
I can ask and answer questions about objects and sensations.		5 (p54)	



Sustained monologue: putting a case (e.g. in a debate)			
CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
A2+	Can explain what she likes or dislikes about something, why he/she prefers one thing to another, making simple, direct comparisons.	I can make detailed comparisons.	3 (p37)
B1	Can briefly give reasons and explanations for opinions, plans and actions. Can express opinions on subjects relating to everyday life, using simple expressions.	I can participate in a simple discussion about the importance of looking after old things.	2 (p21)
		I can participate in a simple discussion about a story I have read and about persevering with difficult tasks.	1 (p11)
		I can participate in a discussion about designing a sports kit, developing ideas with others.	1 (p17)
		I can participate in a simple discussion about the importance of looking after old things.	2 (p21)
		I can participate in a discussion about researching a topic online.	2 (p27)
		I can participate in a simple discussion about a story I have read and about what to do in an emergency at school.	3 (p31)
		I can participate in a simple discussion about a story I have read and about the importance of acting quickly in an emergency.	4 (p43)
		I can participate in a discussion about how technology can help us.	4 (p49)
		I can participate in a simple discussion about a story I have read and about dealing with fears.	5 (p53)
		I can participate in a discussion about protecting animals in danger.	5 (p59)
		I can participate in a simple discussion about a story I have read and about the importance of music in bringing the world together.	6 (p63)
		I can participate in a discussion about creative and original ideas for a school talent day.	6 (p69)
		I can participate in a simple discussion about the importance of being optimistic.	7 (p75)
I can participate in a discussion about being a leader and organising a volunteering activity.	7 (p81)		
I can participate in a simple discussion about protecting the oceans and sea animals.	8 (p85)		



B1	I can participate in a discussion about using a digital poster to persuade people to recycle.	8 (p91)
	I can participate in a simple discussion about stories and legends and the importance of sharing them.	9 (p95)

COMMUNICATIVE LANGUAGE ACTIVITIES: WRITTEN PRODUCTION

Creative writing

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
A2+	Can write about everyday aspects of his/ her environment e.g. people, places, a job or study experience in linked sentences.	I can plan and write a magazine article.	1 (p15)
		I can plan and write haikus.	6 (p67)
		I can plan and write a leaflet.	7 (p79)
		I can plan and write instructions for making a decoration.	8 (p89)
	Can write very short, basic descriptions of events, past activities and personal experiences.	I can plan and write haikus.	6 (p67)
B1	Can narrate a story.	I can plan and write a story opener.	3 (p35)
	Can write a description of an event, a recent trip – real or imagined.	I can plan and write a travel blog post.	2 (p25)
		I can plan and write a simple newspaper report.	5 (p57)
Can write accounts of experiences, describing feelings and reactions in simple connected text.	I can plan and write a review.	4 (p47)	

Written reports and essays

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
B1	Can present a topic in a short report or poster, using photographs and short blocks of text.	I can plan and write a travel itinerary.	9 (p99)



COMMUNICATIVE LANGUAGE ACTIVITIES: SPOKEN INTERACTION

Understanding an interlocutor

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
A2+	Can understand enough to manage simple, routine exchanges without undue effort.	I can ask and answer questions about things I usually do and things I am doing now.	1 (p10)
		I can ask and answer questions about things I did last weekend.	2 (p20)
		I can ask and answer questions about things I was doing yesterday.	3 (p30)
		I can ask and answer questions about things I have to do.	4 (p42)
		I can understand and say sentences to describe and compare Australian wild animals.	5 (pp50–51)
		I can understand and make deductions about animals.	5 (p52)
		I can ask and answer questions about my past experiences.	6 (p62)
		I can understand and say sentences about things people have and have not done.	7 (p74)
		I can understand and say sentences about things that are grown and produced in my country.	8 (p84)
		I can understand and say sentences about future plans.	9 (p94)

Conversation

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
B1	Can enter unprepared into conversations on familiar topics.	I can participate in a discussion about designing a sports kit, developing ideas with others.	1 (p17)
		I can participate in a discussion about researching a topic online.	2 (p27)
		I can participate in a discussion about how technology can help us.	4 (p49)
		I can participate in a discussion about using a digital poster to persuade people to recycle.	8 (p91)
	Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	I can participate in a simple discussion about a story I have read and about dealing with fears.	5 (p53)



B1	Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.	I can participate in a simple discussion about a story I have read and about the importance of music in bringing the world together.	6 (p63)
		I can participate in a simple discussion about the importance of being optimistic.	7 (p75)
		I can have a conversation about the clothes I wear.	1 (pp8–9)
		I can have a conversation about my favourite item of clothing.	1 (p16)
		I can have a conversation about an adventure holiday.	2 (p18–19)
		I can have a conversation about my favourite place to visit.	2 (p26)
		I can have a conversation about a planned city tour.	3 (pp28–29)
		I can have a conversation about my favourite place in town.	3 (p36)
		I can have a conversation about my family's computer rules.	4 (pp40–41)
		I can have a conversation about my favourite object.	4 (p48)
		I can have a conversation about pets.	5 (p58)
		I can have a conversation about activities I prefer doing at an arts festival.	6 (pp60–61)
		I can have a conversation about my favourite kind of entertainment.	6 (68)
		I can participate in a conversation about preparing for a party.	7 (pp72–72)
		I can have a conversation about an activity to raise money.	7 (p80)
		I can have a conversation about recycling.	8 (pp82–83)
		I can have a conversation about activities to protect the environment.	8 (p90)
I can have a conversation about natural places I have been to.	9 (pp92–93)		
I can have a conversation about planning a trip.	9 (p100)		
Informal discussion (with friends)			
CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
A2+	Can exchange opinions and compare things and people using simple language.	I can have a conversation about the clothes I wear.	1 (p8–9)
		I can ask and answer questions to identify differences between two pictures.	1 (p13)
		I can identify and discuss the features of a magazine article.	1 (p15)
		I can have a conversation about an adventure holiday.	2 (pp18–19)
		I can identify and discuss the features of a travel blog.	2 (p25)



A2+		I can identify and discuss the features of a good story opener.	3 (p35)
		I can identify and discuss the features of a review.	4 (p47)
		I can identify and discuss the features of a newspaper report.	5 (p57)
		I can identify and discuss the features of a poem.	6 (p67)
		I can identify and discuss the features of a publicity leaflet.	7 (p79)
		I can identify and discuss the features of a set of instructions.	8 (p89)
		I can identify and discuss the features of a travel itinerary.	9 (p99)
Goal-oriented cooperation			
CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
A2+	Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand.	I can identify and discuss the features of a magazine article.	1 (p15)
		I can identify and discuss the features of a travel blog.	2 (p25)
		I can identify and discuss the features of a good story opener.	3 (p35)
		I can identify and discuss the features of a review.	4 (p47)
		I can identify and discuss the features of a newspaper report.	5 (p57)
		I can identify and discuss the features of a poem.	6 (p67)
		I can identify and discuss the features of a publicity leaflet.	7 (p79)
		I can identify and discuss the features of a set of instructions.	8 (p89)
B1	Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.	I can participate in a conversation about preparing for a party.	7 (pp72–73)
		I can ask and answer questions to complete an information chart about two weekend trips and discuss which trip to go on.	9 (p97)
Information exchange			
CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
A2+	Can ask and answer questions about habits and routines.	I can have a conversation about my family's computer rules.	4 (pp40–41)
		I can have a conversation about recycling.	8 (pp82–83)



A2+	Can ask and answer questions about pastimes and past activities.	I can ask and answer questions about my past experiences.	6 (p64)
		I can ask and answer questions about making entertainment to complete a chart about my friends.	6 (p65)
		I can ask and answer questions about accidents to complete doctor's notes.	7 (p77)
	Can understand enough to manage simple, routine exchanges without undue effort.	I can have a conversation about a planned city tour.	3 (pp28–29)
I can ask and answer questions about computer games.		4 (p45)	
B1	Can find out and pass on straightforward factual information.	I can ask and answer questions to complete a chart about trips people have taken.	2 (p23)
		I can ask and answer questions to complete a table about people's past activities.	3 (p33)
		I can ask and answer questions to describe and identify animals.	5 (p55)
		I can ask and answer questions to complete an information chart about two weekend trips and discuss which trip to go on.	9 (p97)

COMMUNICATIVE LANGUAGE ACTIVITIES: MEDIATION

Processing text in speech

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
A2+	Can report in simple sentences [...] the information contained in clearly structured, short, simple texts [...] that have illustrations or tables.	I can read and understand a simple magazine article.	1 (p14)

Expressing a personal response to creative texts (incl. literature)

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
A2	Can describe a character's feelings and explain the reasons for them.	I can participate in a simple discussion about a story I have read and about persevering with difficult tasks.	1 (p11)
		I can participate in a simple discussion about a story I have read and about what to do in an emergency at school.	3 (p31)
		I can participate in a simple discussion about a story I have read and about the importance of acting quickly in an emergency.	4 (p43)
		I can participate in a simple discussion about a story I have read and about dealing with fears.	5 (p53)



A2		I can participate in a simple discussion about a story I have read and about the importance of music in bringing the world together.	6 (p63)
B1	Can relate events in a story, film or play to similar events he/she has experienced or heard about.	I can participate in a simple discussion about stories and legends and the importance of sharing them.	9 (p95)

Analysis and criticism of creative texts (incl. literature)

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
A2	Can identify and briefly describe, in basic formulaic language, the key themes and characters in short, simple narratives involving familiar situations that are written in high frequency everyday language.	I can read and understand story openers in different genres and say which one I like most.	3 (p34)

Facilitating collaborative interaction

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
A2	Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided he/she can ask for repetition or reformulation from time to time.	I can participate in a discussion about being a leader and organising a volunteering activity.	7 (p81)

Collaborating to construct meaning

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
B1	Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course.	I can participate in a discussion about designing a sports kit, developing ideas with others.	1 (p17)
		I can participate in a discussion about researching a topic online.	2 (p27)
		I can participate in a discussion about how technology can help us.	4 (p49)
		I can participate in a discussion about protecting animals in danger.	5 (p59)
		I can participate in a discussion about using a digital poster to persuade people to recycle.	8 (p91)
		I can discuss what questions to ask to find out about how other people live.	9 (p101)



COMMUNICATIVE LANGUAGE STRATEGIES: RECEPTION

Identifying cues and inferring

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
A2+	Can exploit his/her recognition of known words to deduce the meaning of unfamiliar words in short expressions used in routine everyday contexts.	I can read and understand a simple magazine article.	1 (p14)
		I can read and understand a simple travel blog post and say which part of it I liked most.	2 (p24)
		I can read and understand story openers in different genres and say which one I like most.	3 (p34)
		I can read and understand simple website reviews.	4 (p46)
		I can read and understand a simple newspaper report and say what I find interesting about it.	5 (p56)
		I can read and understand a simple poem.	6 (p66)
		I can read and understand a simple leaflet about volunteering.	7 (p78)
		I can read and understand a set of instructions for making a plastic bottle greenhouse.	8 (p88)
B1	Can make basic inferences or predictions about text content from headings, titles or headlines.	I can read and understand a simple website describing tourist attractions and say which of the places I would most and least like to visit.	9 (p98)

COMMUNICATIVE LANGUAGE COMPETENCES: SOCIOLINGUISTIC

Sociolinguistic appropriateness

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
A2+	Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way.	I can have a conversation about an adventure holiday.	2 (pp18–19)
		I can have a conversation about a planned city tour.	3 (pp28–29)
		I can have a conversation about activities I prefer doing at an arts festival.	6 (pp60–61)
		I can participate in a conversation about preparing for a party.	7 (pp72–73)
B1	Is aware of the salient politeness conventions and acts appropriately.	I can have a conversation about my favourite item of clothing.	1 (p16)
		I can have a conversation about my favourite place to visit.	2 (p26)
		I can have a conversation about my favourite place in town.	3 (p36)



B1	I can have a conversation about my favourite object.	4 (p48)
	I can have a conversation about pets.	5 (p58)
	I can have a conversation about my favourite kind of entertainment.	6 (p68)
	I can have a conversation about an activity to raise money.	7 (p80)
	I can have a conversation about activities to protect the environment.	8 (p90)
	I can have a conversation about planning a trip.	9 (p100)

COMMUNICATIVE LANGUAGE COMPETENCES: PRAGMATIC

Thematic development

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
B1	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	I can plan and write a magazine article.	1 (p15)
		I can plan and write a travel blog post.	2 (p25)
		I can plan and write a story opener.	3 (p35)
		I can plan and write a review.	4 (p47)
		I can plan and write a simple newspaper report.	5 (p57)
		I can plan and write a leaflet.	7 (p79)
		I can plan and write instructions for making a decoration.	8 (p89)
		I can plan and write a travel itinerary.	9 (p99)

Coherence and cohesion

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
B1	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	I can plan and write a magazine article.	1 (p15)
		I can plan and write a travel blog post.	2 (p25)
		I can plan and write a story opener.	3 (p35)
		I can plan and write a travel itinerary.	9 (p99)
	Can make simple, logical paragraph breaks in a longer text.	I can plan and write a review.	4 (p47)
		I can plan and write a simple newspaper report.	5 (p57)
		I can plan and write a leaflet.	7 (p79)
		I can plan and write instructions for making a decoration.	8 (p89)



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 the radio and audio recordings	CLA-SR-LRA
	Written Reception	Reading correspondence	CLA-WR-RC
		Reading for orientation	CLA-WR-RO
		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: putting a case (e.g. in a debate)	CLA-SP-SMPC
	Written Production	Creative writing	CLA-WP-CW
		Written reports and essays	CLA-WP-WRE
	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
	Mediation	Processing text in speech	CLA-M-PTS
		Expressing a personal response to creative texts (incl. literature)	CLA-M-EPR
		Analysis and criticism of creative texts (incl. literature)	CLA-M-ACCT
		Facilitating collaborative interaction	CLA-M-FCI
		Collaborating to construct meaning	CLA-M-CCM



Communicative Language Strategies	Reception	Identifying cues and inferring	CLS-R-ICI
Communicative Language Competences	Sociolinguistic	Sociolinguistic appropriateness	CLC-S-SA
	Pragmatic	Thematic development	CLC-P-TD
		Coherence and cohesion	CLC-P-CC

UNIT 1				
PAGE(S)	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
8–9	I can identify and name items of clothing.	A2+	<ul style="list-style-type: none"> Can use simple descriptive language to make brief statements about and compare objects and possessions. 	CLA-SP-SMDE
8–9	I can have a conversation about the clothes I wear.	A2+	<ul style="list-style-type: none"> Can exchange opinions and compare things and people using simple language. 	CLA-SI-ID
		B1	<ul style="list-style-type: none"> Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. 	CLA-SI-C
10	I can ask and answer questions about things I usually do and things I am doing now.	A2+	<ul style="list-style-type: none"> Can understand enough to manage simple, routine exchanges without undue effort. 	CLA-SI-UI
11	I can listen to, read and understand a story with a cultural focus.	A2+	<ul style="list-style-type: none"> Can understand enough to read short, simple stories and comic strips involving familiar, concrete situations written in high frequency everyday language. 	CLA-WR-RLA
		B1	<ul style="list-style-type: none"> Can understand the main points and important details in stories and other narratives (e.g. a description of a holiday), provided the speaker speaks slowly and clearly. 	CLA-SR-LRA
11	I can participate in a simple discussion about a story I have read and about persevering with difficult tasks.	A2	<ul style="list-style-type: none"> Can describe a character's feelings and explain the reasons for them. 	CLA-M-EPR
		B1	<ul style="list-style-type: none"> Can express opinions on subjects relating to everyday life, using simple expressions. 	CLA-SP-SMPC
12	I can describe clothes people wear and how they fit.	A2+	<ul style="list-style-type: none"> Can use simple descriptive language to make brief statements about and compare objects and possessions. 	CLA-SP-SMPC
13	I can listen to and understand a short audio recording about clothes people wear.	A2	<ul style="list-style-type: none"> Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. 	CLA-SR-LRA



13	I can ask and answer questions to identify differences between two pictures.	A2+	<ul style="list-style-type: none"> Can exchange opinions and compare things and people using simple language. 	CLA-SI-ID
14	I can read and understand a simple magazine article.	A2+	<ul style="list-style-type: none"> Can pick out the main information in short newspaper reports or simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text. Can report in simple sentences [...] the information contained in clearly structured, short, simple texts [...] that have illustrations or tables. Can exploit his/her recognition of known words to deduce the meaning of unfamiliar words in short expressions used in routine everyday contexts. 	CLA-WR-RIA CLA-M-PTS CLS-R-ICI
15	I can identify and discuss the features of a magazine article.	A2+	<ul style="list-style-type: none"> Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand. Can exchange opinions and compare things and people using simple language. 	CLA-SI-GC CLA-SI-ID
15	I can plan and write a magazine article.	A2+	<ul style="list-style-type: none"> Can write about everyday aspects of his/her environment e.g. people, places, a job or study experience in linked sentences. 	CLA-WP-CW
		B1	<ul style="list-style-type: none"> Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can link a series of shorter, discrete simple elements into a connected, linear sequence of points. 	CLC-P-TD CLC-P-CC
16	I can listen to and understand a short conversation of people talking about their favourite item of clothing.	A2+	<ul style="list-style-type: none"> Can generally identify the topic of discussion around him/her that is conducted slowly and clearly. 	CLA-SR-UC
16	I can have a conversation about my favourite item of clothing.	B1	<ul style="list-style-type: none"> Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. 	CLA-SI-C
			<ul style="list-style-type: none"> Is aware of the salient politeness conventions and acts appropriately. 	CLC-S-SA
17	I can understand a simple video about fashion.	A2+	<ul style="list-style-type: none"> Can follow the general outline of a demonstration or presentation on a familiar or predictable topic, where the message is expressed slowly and clearly in simple language and there is visual support (e.g. slides, handouts). 	CLA-SR-LMLA
		B1	<ul style="list-style-type: none"> Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear. 	CLA-AR-TVFV



17	I can participate in a discussion about designing a sports kit, developing ideas with others.	B1	<ul style="list-style-type: none"> • Can enter unprepared into conversations on familiar topics. • Can express opinions on subjects relating to everyday life, using simple expressions. • Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course. 	CLA-SI-C CLA-SP-SMPC CLA-M-CCM
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UNIT 2

PAGE(S)	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
18–19	I can identify and name outdoor activities and equipment.	A2+	<ul style="list-style-type: none"> • Can use simple descriptive language to make brief statements about and compare objects and possessions. 	CLA-SP-SMDE
18–19	I can have a conversation about an adventure holiday.	A2+	<ul style="list-style-type: none"> • Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. • Can exchange opinions and compare things and people using simple language. 	CLC-S-SA CLA-SI-ID
		B1	<ul style="list-style-type: none"> • Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. 	CLA-SI-C
20	I can ask and answer questions about things I did last weekend.	A2+	<ul style="list-style-type: none"> • Can understand enough to manage simple, routine exchanges without undue effort. 	CLA-SI-UI
21	I can listen to, read and understand a story with a cultural focus.	A2+	<ul style="list-style-type: none"> • Can understand enough to read short, simple stories and comic strips involving familiar, concrete situations written in high frequency everyday language. 	CLA-WR-RLA
		B1	<ul style="list-style-type: none"> • Can understand the main points and important details in stories and other narratives (e.g. a description of a holiday), provided the speaker speaks slowly and clearly. 	CLA-SR-LRA
21	I can participate in a simple discussion about the importance of looking after old things.	B1	<ul style="list-style-type: none"> • Can express opinions on subjects relating to everyday life, using simple expressions. • Can briefly give reasons and explanations for opinions, plans and actions. 	CLA-SP-SMPC CLA-SP-SMPC
22	I can ask and answer questions about my last summer holiday.	A2+	<ul style="list-style-type: none"> • Can describe plans and arrangements, habits and routines, past activities and personal experiences. 	CLA-SP-SMDE
23	I can listen to and understand a short audio recording of people discussing a camping trip.	A2+	<ul style="list-style-type: none"> • Can recognise when speakers agree and disagree in a conversation conducted slowly and clearly. 	CLA-SR-UC
23	I can ask and answer questions to complete a chart about trips people have taken.	B1	<ul style="list-style-type: none"> • Can find out and pass on straightforward factual information. 	CLA-SI-IE



24	I can read and understand a simple travel blog post and say which part of it I liked most.	A2+	<ul style="list-style-type: none"> • Can understand the main points of short texts dealing with everyday topics (e.g. lifestyle, hobbies, sports, weather). • Can exploit his/her recognition of known words to deduce the meaning of unfamiliar words in short expressions used in routine everyday contexts. 	CLA-WR-RIA CLS-R-ICI
		B1	<ul style="list-style-type: none"> • Can understand straightforward personal letters, emails or postings giving a relatively detailed account of events and experiences. 	CLA-WR-RC
25	I can identify and discuss the features of a travel blog.	A2+	<ul style="list-style-type: none"> • Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand. • Can exchange opinions and compare things and people using simple language. 	CLA-SI-GC CLA-SI-ID
25	I can plan and write a travel blog post.	B1	<ul style="list-style-type: none"> • Can write a description of an event, a recent trip – real or imagined. • Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. • Can link a series of shorter, discrete simple elements into a connected, linear sequence of points. 	CLA-WP-CW CLC-P-TD CLC-P-CC
26	I can listen to and understand a short conversation of people talking about their favourite places to visit.	A2+	<ul style="list-style-type: none"> • Can generally identify the topic of discussion around him/her that is conducted slowly and clearly. 	CLA-SR-UC
26	I can have a conversation about my favourite place to visit.	B1	<ul style="list-style-type: none"> • Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. 	CLA-SI-C
			<ul style="list-style-type: none"> • Is aware of the salient politeness conventions and acts appropriately. 	CLC-S-SA
27	I can understand a simple video about adventurous sports.	A2+	<ul style="list-style-type: none"> • Can follow the general outline of a demonstration or presentation on a familiar or predictable topic, where the message is expressed slowly and clearly in simple language and there is visual support (e.g. slides, handouts). 	CLA-SR-LMLA
		B1	<ul style="list-style-type: none"> • Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear. 	CLA-AR-TVFV
27	I can participate in a discussion about researching a topic online.	B1	<ul style="list-style-type: none"> • Can enter unprepared into conversations on familiar topics. • Can express opinions on subjects relating to everyday life, using simple expressions. • Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course. 	CLA-SI-C CLA-SP-SMPC CLA-M-CCM



UNIT 3				
PAGE(S)	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
28–29	I can identify and name objects and places in the city.	A2+	<ul style="list-style-type: none"> Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. 	CLA-SP-SMDE
28–29	I can have a conversation about a planned city tour.	A2+	<ul style="list-style-type: none"> Can understand enough to manage simple, routine exchanges without undue effort. Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. 	CLA-SI-IE CLC-S-SA
		B1	<ul style="list-style-type: none"> Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. 	CLA-SI-C
30	I can ask and answer questions about things I was doing yesterday.	A2+	<ul style="list-style-type: none"> Can understand enough to manage simple, routine exchanges without undue effort. 	CLA-SI-UI
31	I can listen to, read and understand a story with a cultural focus.	A2+	<ul style="list-style-type: none"> Can understand enough to read short, simple stories and comic strips involving familiar, concrete situations written in high frequency everyday language. 	CLA-WR-RLA
		B1	<ul style="list-style-type: none"> Can understand the main points and important details in stories and other narratives (e.g. a description of a holiday), provided the speaker speaks slowly and clearly. 	CLA-SR-LRA
31	I can participate in a simple discussion about a story I have read and about what to do in an emergency at school.	A2	<ul style="list-style-type: none"> Can describe a character's feelings and explain the reasons for them. 	CLA-M-EPR
		B1	<ul style="list-style-type: none"> Can express opinions on subjects relating to everyday life, using simple expressions. 	CLA-SP-SMPC
32	I can describe what people were doing at a certain time in the past.	A2+	<ul style="list-style-type: none"> Can describe plans and arrangements, habits and routines, past activities and personal experiences. 	CLA-SP-SMDE
33	I can listen to and understand a short audio recording about past activities.	A2	<ul style="list-style-type: none"> Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. 	CLA-SR-LRA
33	I can ask and answer questions to complete a table about people's past activities.	B1	<ul style="list-style-type: none"> Can find out and pass on straightforward factual information. 	CLA-SI-IE



34	I can read and understand story openers in different genres and say which one I like most.	A2	<ul style="list-style-type: none"> Can identify and briefly describe, in basic formulaic language, the key themes and characters in short, simple narratives involving familiar situations that are written in high frequency everyday language. 	CLA-M-ACCM
		A2+	<ul style="list-style-type: none"> Can understand enough to read short, simple stories and comic strips involving familiar, concrete situations written in high frequency everyday language. Can exploit his/her recognition of known words to deduce the meaning of unfamiliar words in short expressions used in routine everyday contexts. 	CLA-WR-RLA CLS-R-ICI
35	I can identify and discuss the features of a good story opener.	A2+	<ul style="list-style-type: none"> Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand. Can exchange opinions and compare things and people using simple language. 	CLA-SI-GC CLA-SI-ID
35	I can plan and write a story opener.	B1	<ul style="list-style-type: none"> Can narrate a story. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can link a series of shorter, discrete simple elements into a connected, linear sequence of points. 	CLA-WP-CW CLC-P-TD CLC-P-CC
36	I can listen to and understand a short conversation of people talking about their favourite places in town.	A2+	<ul style="list-style-type: none"> Can generally identify the topic of discussion around him/her that is conducted slowly and clearly. 	CLA-SR-UC
36	I can have a conversation about my favourite place in town.	B1	<ul style="list-style-type: none"> Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. Is aware of the salient politeness conventions and acts appropriately. 	CLA-SI-C CLC-S-SA
37	I can understand a simple video about other people's favourite cities.	A2+	<ul style="list-style-type: none"> Can follow the general outline of a demonstration or presentation on a familiar or predictable topic, where the message is expressed slowly and clearly in simple language and there is visual support (e.g. slides, handouts). 	CLA-SR-LMLA
		B1	<ul style="list-style-type: none"> Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear. 	CLA-AR-TVFV
37	I can make detailed comparisons.	A2+	<ul style="list-style-type: none"> Can explain what she likes or dislikes about something, why he/she prefers one thing to another, making simple, direct comparisons. 	CLA-SP-SMPC

UNIT 4

PAGE(S)	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
40–41	I can identify and say words associated with technology.	A2+	<ul style="list-style-type: none"> Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. 	CLA-SP-SMDE



40–41	I can have a conversation about my family's computer rules.	A2+	• Can ask and answer questions about habits and routines.	CLA-SI-IE
		B1	• Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.	CLA-SI-C
42	I can ask and answer questions about things I have to do.	A2+	• Can understand enough to manage simple, routine exchanges without undue effort.	CLA-SI-UI
43	I can listen to, read and understand a story with a cultural focus.	A2+	• Can understand enough to read short, simple stories and comic strips involving familiar, concrete situations written in high frequency everyday language.	CLA-WR-RLA
		B1	• Can understand the main points and important details in stories and other narratives (e.g. a description of a holiday), provided the speaker speaks slowly and clearly.	CLA-SR-LRA
43	I can participate in a simple discussion about a story I have read and about the importance of acting quickly in an emergency.	A2	• Can describe a character's feelings and explain the reasons for them.	CLA-M-EPR
		B1	• Can express opinions on subjects relating to everyday life, using simple expressions.	CLA-SP-SMPC
44	I can describe the functions of a machine.	A2+	• Can use simple descriptive language to make brief statements about and compare objects and possessions.	CLA-SP-SMDE
45	I can listen to and understand a short audio recording of people discussing computer games.	A2+	• Can generally identify the topic of discussion around him/her that is conducted slowly and clearly.	CLA-SR-UC
45	I can ask and answer questions about computer games.	A2+	• Can understand enough to manage simple, routine exchanges without undue effort.	CLA-SI-IE
46	I can read and understand simple website reviews.	A2+	• Can pick out the main information in short newspaper reports or simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text.	CLA-WR-RIA
			• Can exploit his/her recognition of known words to deduce the meaning of unfamiliar words in short expressions used in routine everyday contexts.	CLS-R-ICI
47	I can identify and discuss the features of a review.	A2+	• Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand.	CLA-SI-GC
			• Can exchange opinions and compare things and people using simple language.	CLA-SI-ID



47	I can plan and write a review.	B1	<ul style="list-style-type: none"> • Can write accounts of experiences, describing feelings and reactions in simple connected text. • Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. • Can make simple, logical paragraph breaks in a longer text. 	CLA-WP-CW CLC-P-TD CLC-P-CC
48	I can listen to and understand a short conversation of people talking about their favourite objects.	A2+	<ul style="list-style-type: none"> • Can generally identify the topic of discussion around him/her that is conducted slowly and clearly. 	CLA-SR-UC
48	I can have a conversation about my favourite object.	B1	<ul style="list-style-type: none"> • Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. • Is aware of the salient politeness conventions and acts appropriately. 	CLA-SI-C CLC-S-SA
49	I can understand a simple video about new technology.	A2+	<ul style="list-style-type: none"> • Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear. 	CLA-SR-LMLA
		B1	<ul style="list-style-type: none"> • Can follow the general outline of a demonstration or presentation on a familiar or predictable topic, where the message is expressed slowly and clearly in simple language and there is visual support (e.g. slides, handouts). 	CLA-AR-TVFV
49	I can participate in a discussion about how technology can help us.	B1	<ul style="list-style-type: none"> • Can enter unprepared into conversations on familiar topics. • Can express opinions on subjects relating to everyday life, using simple expressions. • Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course. 	CLA-SI-C CLA-SP-SMPC CLA-M-CCM

UNIT 5

PAGE(S)	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
50–51	I can identify and name parts of an animal's body.	A2+	<ul style="list-style-type: none"> • Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. 	CLA-SP-SMDE
50–51	I can understand and say sentences to describe and compare Australian wild animals.	A2+	<ul style="list-style-type: none"> • Can understand enough to manage simple, routine exchanges without undue effort. • Can use simple descriptive language to make brief statements about and compare objects and possessions. 	CLA-SI-UI CLA-SP-SMDE
52	I can understand and make deductions about animals.	A2+	<ul style="list-style-type: none"> • Can understand enough to manage simple, routine exchanges without undue effort. 	CLA-SI-UI



53	I can listen to, read and understand a story with a cultural focus.	A2+	<ul style="list-style-type: none"> Can understand enough to read short, simple stories and comic strips involving familiar, concrete situations written in high frequency everyday language. 	CLA-SR-LRA
		B1	<ul style="list-style-type: none"> Can understand the main points and important details in stories and other narratives (e.g. a description of a holiday), provided the speaker speaks slowly and clearly. 	CLA-WR-RLA
53	I can participate in a simple discussion about a story I have read and about dealing with fears.	A2	<ul style="list-style-type: none"> Can describe a character's feelings and explain the reasons for them. 	CLA-M-EPR
		B1	<ul style="list-style-type: none"> Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference. Can express opinions on subjects relating to everyday life, using simple expressions. 	CLA-SI-C CLA-SP-SMPC
54	I can ask and answer questions about objects and sensations.	A2+	<ul style="list-style-type: none"> Can use simple descriptive language to make brief statements about and compare objects and possessions. 	CLA-SP-SMDE
55	I can listen to and understand a short audio recording of people describing animals.	A2+	<ul style="list-style-type: none"> Can generally identify the topic of discussion around him/her that is conducted slowly and clearly. 	CLA-SR-UC
55	I can ask and answer questions to describe and identify animals.	B1	<ul style="list-style-type: none"> Can find out and pass on straightforward factual information. 	CLA-SI-IE
56	I can read and understand a simple newspaper report and say what I find interesting about it.	A2+	<ul style="list-style-type: none"> Can understand the main points made in short magazine reports or guide entries that deal with concrete everyday topics (e.g. hobbies, sports, leisure activities, animals). 	CLA-WR-RLA
			<ul style="list-style-type: none"> Can pick out the main information in short newspaper reports or simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text. 	CLA-WR-RIA
			<ul style="list-style-type: none"> Can exploit his/her recognition of known words to deduce the meaning of unfamiliar words in short expressions used in routine everyday contexts. 	CLS-R-ICI
57	I can identify and discuss the features of a newspaper report.	A2+	<ul style="list-style-type: none"> Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand. 	CLA-SI-GC
			<ul style="list-style-type: none"> Can exchange opinions and compare things and people using simple language. 	CLA-SI-ID
57	I can plan and write a simple newspaper report.	B1	<ul style="list-style-type: none"> Can write a description of an event, a recent trip – real or imagined. 	CLA-WP-CW
			<ul style="list-style-type: none"> Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. 	CLC-P-TD
			<ul style="list-style-type: none"> Can make simple, logical paragraph breaks in a longer text. 	CLC-P-CC



58	I can listen to and understand a short conversation of people talking about pets.	A2+	<ul style="list-style-type: none"> Can generally identify the topic of discussion around him/her that is conducted slowly and clearly. 	CLA-SR-UC
58	I can have a conversation about pets.	B1	<ul style="list-style-type: none"> Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. Is aware of the salient politeness conventions and acts appropriately. 	CLA-SI-C CLC-S-SA
59	I can understand a simple video about animals that are in danger.	A2+	<ul style="list-style-type: none"> Can follow the general outline of a demonstration or presentation on a familiar or predictable topic, where the message is expressed slowly and clearly in simple language and there is visual support (e.g. slides, handouts). 	CLA-SR-LMLA
		B1	<ul style="list-style-type: none"> Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear. 	CLA-AR-TVFV
59	I can participate in a discussion about protecting animals in danger.	B1	<ul style="list-style-type: none"> Can express opinions on subjects relating to everyday life, using simple expressions. Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course. 	CLA-SP-SMPC CLA-M-CCM

UNIT 6

PAGE(S)	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
60–61	I can identify and say words associated with different forms of entertainment.	A2+	<ul style="list-style-type: none"> Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. 	CLA-SP-SMDE
60–61	I can have a conversation about activities I prefer doing at an arts festival.	A2+	<ul style="list-style-type: none"> Can explain what he/she likes or dislikes about something. Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. 	CLA-SP-SMDE CLC-S-SA
		B1	<ul style="list-style-type: none"> Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. 	CLA-SI-C
62	I can ask and answer questions about my past experiences.	A2+	<ul style="list-style-type: none"> Can understand enough to manage simple, routine exchanges without undue effort. 	CLA-SI-UI



63	I can listen to, read and understand a story with a cultural focus.	A2+	<ul style="list-style-type: none"> Can understand enough to read short, simple stories and comic strips involving familiar, concrete situations written in high frequency everyday language. 	CLA-WR-RLA
		B1	<ul style="list-style-type: none"> Can understand the main points and important details in stories and other narratives (e.g. a description of a holiday), provided the speaker speaks slowly and clearly. 	CLA-SR-LRA
63	I can participate in a simple discussion about a story I have read and about the importance of music in bringing the world together.	A2	<ul style="list-style-type: none"> Can describe a character's feelings and explain the reasons for them. 	CLA-M-EPR
		B1	<ul style="list-style-type: none"> Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference. Can express opinions on subjects relating to everyday life, using simple expressions. 	CLA-SI-C CLA-SP-SMPC
64	I can ask and answer questions about my past experiences.	A2+	<ul style="list-style-type: none"> Can ask and answer questions about pastimes and past activities. 	CLA-SI-IE
65	I can listen to and understand a short audio recording about making entertainment.	A2	<ul style="list-style-type: none"> Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. 	CLA-SR-LRA
65	I can ask and answer questions about making entertainment to complete a chart about my friends.	A2+	<ul style="list-style-type: none"> Can ask and answer questions about pastimes and past activities. 	CLA-SI-IE
66	I can read and understand a simple poem.	A2+	<ul style="list-style-type: none"> Can understand enough to read short, simple stories and comic strips involving familiar, concrete situations written in high frequency everyday language. 	CLA-WR-RLA
			<ul style="list-style-type: none"> Can exploit his/her recognition of known words to deduce the meaning of unfamiliar words in short expressions used in routine everyday contexts. 	CLS-R-ICI
67	I can identify and discuss the features of a poem.	A2+	<ul style="list-style-type: none"> Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand. 	CLA-SI-GC
			<ul style="list-style-type: none"> Can exchange opinions and compare things and people using simple language. 	CLA-SI-ID
67	I can plan and write haikus.	A2+	<ul style="list-style-type: none"> Can write about everyday aspects of his/her environment e.g. people, places, a job or study experience in linked sentences. 	CLA-WP-CW
			<ul style="list-style-type: none"> Can write very short, basic descriptions of events, past activities and personal experiences. 	CLA-WP-CW
68	I can listen to and understand a short conversation of people talking about their favourite kinds of entertainment.	A2+	<ul style="list-style-type: none"> Can generally identify the topic of discussion around him/her that is conducted slowly and clearly. 	CLA-SR-UC



68	I can have a conversation about my favourite kind of entertainment.	B1	<ul style="list-style-type: none"> Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. Is aware of the salient politeness conventions and acts appropriately. 	CLA-SI-C CLC-S-SA
69	I can understand a simple video about art.	A2+	<ul style="list-style-type: none"> Can follow the general outline of a demonstration or presentation on a familiar or predictable topic, where the message is expressed slowly and clearly in simple language and there is visual support (e.g. slides, handouts). 	CLA-SR-LMLA
		B1	<ul style="list-style-type: none"> Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear. 	CLA-AR-TVFV
69	I can participate in a discussion about creative and original ideas for a school talent day.	B1	<ul style="list-style-type: none"> Can express opinions on subjects relating to everyday life, using simple expressions. 	CLA-SP-SMPC

UNIT 7

PAGE(S)	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
72-73	I can identify and say words associated with preparing for a party.	A2+	<ul style="list-style-type: none"> Can give short, basic descriptions of events and activities. 	CLA-SP-SMDE
72-73	I can participate in a conversation about preparing for a party.	A2+	<ul style="list-style-type: none"> Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. 	CLC-S-SA
		B1	<ul style="list-style-type: none"> Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations. 	CLA-SI-C CLA-SI-GC
74	I can understand and say sentences about things people have and have not done.	A2+	<ul style="list-style-type: none"> Can understand enough to manage simple, routine exchanges without undue effort. 	CLA-SI-UI
75	I can listen to, read and understand a story with a cultural focus.	A2+	<ul style="list-style-type: none"> Can understand enough to read short, simple stories and comic strips involving familiar, concrete situations written in high frequency everyday language. 	CLA-WR-RLA
		B1	<ul style="list-style-type: none"> Can understand the main points and important details in stories and other narratives (e.g. a description of a holiday), provided the speaker speaks slowly and clearly. 	CLA-SR-LRA



75	I can participate in a simple discussion about the importance of being optimistic.	B1	<ul style="list-style-type: none"> • Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference. • Can express opinions on subjects relating to everyday life, using simple expressions. 	CLA-SI-C CLA-SP-SMPC
76	I can describe things that have just happened.	A2+	<ul style="list-style-type: none"> • Can describe plans and arrangements, habits and routines, past activities and personal experiences. 	CLA-SP-SMDE
77	I can listen to and understand a short audio recording about accidents people had.	A2	<ul style="list-style-type: none"> • Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. 	CLA-SR-LRA
77	I can ask and answer questions about accidents to complete doctor's notes.	A2+	<ul style="list-style-type: none"> • Can ask and answer questions about pastimes and past activities. 	CLA-SI-IE
78	I can read and understand a simple leaflet about volunteering.	A2+	<ul style="list-style-type: none"> • Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. • Can exploit his/her recognition of known words to deduce the meaning of unfamiliar words in short expressions used in routine everyday contexts. 	CLA-WR-RIA CLS-R-ICI
		B1	<ul style="list-style-type: none"> • Can find and understand relevant information in everyday material, such as letters, brochures and short official documents. 	CLA-WR-RO
79	I can identify and discuss the features of a publicity leaflet.	A2+	<ul style="list-style-type: none"> • Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand. • Can exchange opinions and compare things and people using simple language. 	CLA-SI-GC CLA-SI-ID
79	I can plan and write a leaflet.	A2+	<ul style="list-style-type: none"> • Can write about everyday aspects of his/her environment e.g. people, places, a job or study experience in linked sentences. 	CLA-WP-CW
		B1	<ul style="list-style-type: none"> • Shows awareness of the conventional structure of the text type concerned, when communicating his/her ideas. • Can make simple, logical paragraph breaks in a longer text. 	CLC-P-TD CLC-P-CC
80	I can listen to and understand a short conversation of people talking about different activities to raise money.	A2+	<ul style="list-style-type: none"> • Can generally identify the topic of discussion around him/her that is conducted slowly and clearly. 	CLA-SR-UC



80	I can have a conversation about an activity to raise money.	B1	<ul style="list-style-type: none"> Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. Is aware of the salient politeness conventions and acts appropriately. 	CLA-SI-C CLC-S-SA
81	I can understand a simple video about volunteering.	A2+	<ul style="list-style-type: none"> Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear. 	CLA-SR-LMLA
		B1	<ul style="list-style-type: none"> Can follow the general outline of a demonstration or presentation on a familiar or predictable topic, where the message is expressed slowly and clearly in simple language and there is visual support (e.g. slides, handouts). 	CLA-AR-TVFV
81	I can participate in a discussion about being a leader and organising a volunteering activity.	A2	<ul style="list-style-type: none"> Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided he/she can ask for repetition or reformulation from time to time. 	CLA-M-FCI
		B1	<ul style="list-style-type: none"> Can express opinions on subjects relating to everyday life, using simple expressions. 	CLA-SP-SMPC

UNIT 8

PAGE(S)	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
82–83	I can identify and say the names of objects and materials we can recycle.	A2+	<ul style="list-style-type: none"> Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. 	CLA-SP-SMDE
82–83	I can have a conversation about recycling.	A2+	<ul style="list-style-type: none"> Can give short, basic descriptions of events and activities. Can ask and answer questions about habits and routines. 	CLA-SP-SMDE CLA-SI-IE
		B1	<ul style="list-style-type: none"> Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. 	CLA-SI-C
84	I can understand and say sentences about things that are grown and produced in my country.	A2+	<ul style="list-style-type: none"> Can understand enough to manage simple, routine exchanges without undue effort. 	CLA-SI-UI
85	I can listen to, read and understand a story with a cultural focus.	A2+	<ul style="list-style-type: none"> Can understand enough to read short, simple stories and comic strips involving familiar, concrete situations written in high frequency everyday language. 	CLA-WR-RLA
		B1	<ul style="list-style-type: none"> Can understand the main points and important details in stories and other narratives (e.g. a description of a holiday), provided the speaker speaks slowly and clearly. 	CLA-SR-LRA



85	I can participate in a simple discussion about protecting the oceans and sea animals.	B1	<ul style="list-style-type: none"> Can express opinions on subjects relating to everyday life, using simple expressions. 	CLA-SP-SMPC
86	I can ask and answer questions about things that are grow and produced in different countries.	A2+	<ul style="list-style-type: none"> Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. 	CLA-SP-SMDE
87	I can listen to and understand a short audio recording of someone describing the process for recycling paper.	B1	<ul style="list-style-type: none"> Can understand the main points of what is said in a straightforward monologue like a guided tour, provided the delivery is clear and relatively slow. 	CLA-SR-LMLA
88	I can read and understand a set of instructions for making a plastic bottle greenhouse.	A2+	<ul style="list-style-type: none"> Can exploit his/her recognition of known words to deduce the meaning of unfamiliar words in short expressions used in routine everyday contexts. 	CLS-R-ICI
		B1	<ul style="list-style-type: none"> Can understand clearly written, straightforward instructions for a piece of equipment. Can understand most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for re-reading. 	CLA-WR-RI CLA-WR-RIA
89	I can identify and discuss the features of a set of instructions.	A2+	<ul style="list-style-type: none"> Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand. Can exchange opinions and compare things and people using simple language. 	CLA-SI-GC CLA-SI-ID
89	I can plan and write instructions for making a decoration.	A2+	<ul style="list-style-type: none"> Can write about everyday aspects of his/her environment e.g. people, places, a job or study experience in linked sentences. 	CLA-WP-CW
		B1	<ul style="list-style-type: none"> Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can make simple, logical paragraph breaks in a longer text. 	CLC-P-TD CLC-P-CC
90	I can listen to and understand a short conversation of people talking about activities to protect the environment.	A2+	<ul style="list-style-type: none"> Can generally identify the topic of discussion around him/her that is conducted slowly and clearly. 	CLA-SR-UC
90	I can have a conversation about activities to protect the environment.	B1	<ul style="list-style-type: none"> Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. Is aware of the salient politeness conventions and acts appropriately. 	CLA-SI-C CLC-S-SA



91	I can understand a simple video about recycling.	A2+	<ul style="list-style-type: none"> Can follow the general outline of a demonstration or presentation on a familiar or predictable topic, where the message is expressed slowly and clearly in simple language and there is visual support (e.g. slides, handouts). 	CLA-SR-LMLA
		B1	<ul style="list-style-type: none"> Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear. 	CLA-AR-TVFV
91	I can participate in a discussion about using a digital poster to persuade people to recycle.	B1	<ul style="list-style-type: none"> Can enter unprepared into conversations on familiar topics. Can express opinions on subjects relating to everyday life, using simple expressions. Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course. 	CLA-SI-C CLA-SP-SMPC CLA-M-CCM

UNIT 9

PAGE(S)	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
92–93	I can identify and name natural places.	A2+	<ul style="list-style-type: none"> Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. 	CLA-SP-SMDE
92–93	I can have a conversation about natural places I have been to.	A2+	<ul style="list-style-type: none"> Can describe plans and arrangements, habits and routines, past activities and personal experiences. 	CLA-SP-SMDE
		B1	<ul style="list-style-type: none"> Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. 	CLA-SI-C
94	I can understand and say sentences about future plans.	A2+	<ul style="list-style-type: none"> Can understand enough to manage simple, routine exchanges without undue effort. 	CLA-SI-UI
95	I can listen to, read and understand a story with a cultural focus.	A2+	<ul style="list-style-type: none"> Can understand enough to read short, simple stories and comic strips involving familiar, concrete situations written in high frequency everyday language. 	CLA-WR-RLA
		B1	<ul style="list-style-type: none"> Can understand the main points and important details in stories and other narratives (e.g. a description of a holiday), provided the speaker speaks slowly and clearly. 	CLA-SR-LRA
95	I can participate in a simple discussion about stories and legends and the importance of sharing them.	B1	<ul style="list-style-type: none"> Can express opinions on subjects relating to everyday life, using simple expressions. Can relate events in a story, film or play to similar events he/she has experienced or heard about. 	CLA-SP-SMPC CLA-M-EPR



96	I can describe the results of actions.	A2+	<ul style="list-style-type: none"> Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. 	CLA-SP-SMDE
97	I can listen to and understand a short audio recording about people's plans for a trip.	A2	<ul style="list-style-type: none"> Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. 	CLA-SR-LRA
97	I can ask and answer questions to complete an information chart about two weekend trips and discuss which trip to go on.	B1	<ul style="list-style-type: none"> Can find out and pass on straightforward factual information. Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations. 	CLA-SI-IE CLA-SI-GC
98	I can read and understand a simple website describing tourist attractions and say which of the places I would most and least like to visit.	A2+	<ul style="list-style-type: none"> Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. 	CLA-WR-RIA
		B1	<ul style="list-style-type: none"> Can find and understand relevant information in everyday material, such as letters, brochures and short official documents. Can make basic inferences or predictions about text content from headings, titles or headlines. 	CLA-WR-RO CLS-R-ICI
99	I can identify and discuss the features of a travel itinerary.	A2+	<ul style="list-style-type: none"> Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand. Can exchange opinions and compare things and people using simple language. 	CLA-SI-GC CLA-SI-ID
99	I can plan and write a travel itinerary.	B1	<ul style="list-style-type: none"> Can present a topic in a short report or poster, using photographs and short blocks of text. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can link a series of shorter, discrete simple elements into a connected, linear sequence of points. 	CLA-WP-WRE CLC-P-TD CLC-P-CC
100	I can listen to and understand a short conversation of people planning a trip.	A2+	<ul style="list-style-type: none"> Can generally identify the topic of discussion around him/her that is conducted slowly and clearly. 	CLA-SR-UC
100	I can have a conversation about planning a trip.	B1	<ul style="list-style-type: none"> Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. Is aware of the salient politeness conventions and acts appropriately. 	CLA-SI-C CLC-S-SA



101	I can understand a simple video about different places where people live.	A2+	<ul style="list-style-type: none"> Can follow the general outline of a demonstration or presentation on a familiar or predictable topic, where the message is expressed slowly and clearly in simple language and there is visual support (e.g. slides, handouts). 	CLA-SR-LMLA
		B1	<ul style="list-style-type: none"> Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear. 	CLA-SR-TVFV
101	I can discuss what questions to ask to find out about how other people live.	B1	<ul style="list-style-type: none"> Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course. 	CLA-M-CCM