



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)
B1	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard speech.	I can listen to and understand a short conversation of people talking about travel.	1 (p16)
		I can listen to and understand a short conversation of people talking about sports.	2 (p26)
		I can listen to and understand a short audio recording about keeping fit.	3 (p33)
		I can listen to and understand a short conversation of people talking about keeping healthy.	3 (p36)
		I can listen to and understand a short conversation of people talking about creative activities.	4 (p48)
		I can listen to and understand a short radio interview with an actor.	5 (p55)
		I can listen to and understand a short conversation of people talking about meeting a famous person.	5 (p58)
		I can listen to and understand a short audio recording about other people's future plans and predictions.	6 (p65)
		I can listen to and understand a short conversation of young people talking about what they want to be.	6 (p68)
		I can listen to and understand a short audio recording of a conversation at a camping shop.	7 (p77)
		I can listen to and understand a short conversation of people talking about spending money.	7 (p80)
		I can listen to and understand a short audio recording of people discussing unreal or unlikely situations.	8 (p87)
		I can listen to and understand a short conversation of people talking about time travel.	8 (p90)
		I can listen to and understand a short conversation of people talking about school and education.	9 (p100)



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 transport.	1 (p17)
		I can understand a simple video about hobbies.	2 (p27)
		I can understand a simple video about running to keep fit.	3 (p37)
		I can understand a simple video about creativity and technology.	4 (p49)
		I can understand a simple video about languages.	5 (p59)
		I can understand a simple video about technology in the future.	6 (p69)
		I can understand a simple video about food and where it comes from.	7 (p81)
		I can understand a simple video about survival on a desert island.	8 (p91)
		I can understand a simple video about secondary school.	9 (101)
Listening to the radio and audio recordings			
CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
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)
		I can listen to and understand a short audio recording about a travel incident.	1 (p13)
		I can listen to and understand a short audio recording about hobbies.	2 (p23)
		I can listen to and understand a short audio recording about keeping fit.	3 (p33)
		I can listen to and understand a short audio recording about creative works of art.	4 (p45)
		I can listen to and understand a short radio interview with an actor.	5 (p55)
		I can listen to and understand a short audio recording about other people's future plans and predictions.	6 (p65)
		I can listen to and understand a short audio recording of a conversation at a camping shop.	7 (p77)
		I can listen to and understand a short audio recording of people discussing unreal or unlikely situations.	9 (p87)
		I can listen to and understand a short audio recording about starting secondary school.	9 (p97)



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 an informal letter.	6 (p66)

Reading for orientation

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
B1	Can understand the important information in simple, clearly drafted adverts in newspapers or magazines, provided that there are not too many abbreviations.	I can read and understand an advert and express my opinions about it.	7 (p78)

Reading for information and argument

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
B1	Can recognise significant points in straightforward newspaper articles on familiar subjects.	I can read and understand an eye witness report and express my opinions about it.	1 (p14)
		I can read and understand a magazine article and express my opinions about it.	2 (p24)
		I can read and understand a newspaper article and express my opinions about it.	5 (p56)
B1+	Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	I can identify and discuss the features of an argumentative text.	3 (p35)
		I can read and understand an advice column and express my opinions about it.	9 (p98)
		I can identify and discuss the features of an advice column.	9 (p99)
	Can understand short texts on subjects that are familiar or of current interest, in which people give their points of view (e.g. critical contributions to an online discussion forum or readers' letters to the editor).	I can read and understand an argumentative text and express my opinions about it.	3 (p34)
		I can read and understand an informal letter.	6 (p66)



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 read and understand a comic strip and express my opinions about it.	4 (p46)
B1	Can understand a travel diary mainly describing the events of a journey and the experiences and discoveries the person made. Can understand the description of places, events, explicitly expressed feelings and perspectives in narratives, guides and magazine articles that are written in high frequency, everyday language.	I can read and understand a diary extract and express my opinions about it.	8 (p88)
		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 an eye witness report and express my opinions about it.	1 (p14)
		I can read and understand a magazine article and express my opinions about it.	2 (p24)
		I can read and understand a newspaper article and express my opinions about it.	5 (p56)
		I can read and understand an advert and express my opinions about it.	7 (p78)
		I can read and understand an advice column and express my opinions about it.	9 (p98)

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 transport.	1 (p17)
		I can understand a simple video about hobbies.	2 (p27)
		I can understand a simple video about running to keep fit.	3 (p37)
		I can understand a simple video about creativity and technology.	4 (p49)
		I can understand a simple video about languages.	5 (p59)
		I can understand a simple video about technology in the future.	6 (p69)
		I can understand a simple video about food and where it comes from.	7 (p81)
		I can understand a simple video about survival on a desert island.	8 (p91)
		I can understand a simple video about secondary school.	9 (p101)



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 different kinds of food.	3 (pp28–29)
		I can have a conversation about different food in recipes.	3 (pp28–29)
		I can describe rules and recommendations related to school life.	3 (p32)
		I can identify and name different kinds of messages and communication.	5 (pp50–51)
		I can identify and say words associated with jobs.	6 (pp60–61)
		I can have a conversation about and describe jobs.	6 (pp60–61)
		I can identify and say words associated with money and shopping.	7 (pp72–73)
		I can understand and describe superstitions.	7 (p76)
	Can give short, basic descriptions of events and activities.	I can have a conversation about ideas presented in posters.	2 (pp18–19)
		I can identify and say words associated with creative activities.	4 (pp40–41)
		I can have a conversation about creative activities.	4 (pp40–41)
	Can use simple descriptive language to make brief statements about and compare objects and possessions.	I can identify and name things associated with air travel.	1 (pp8–9)
		I can identify and name sports and equipment.	2 (pp18–19)
		I can describe food in a shop and say what there is too much and not enough of.	3 (p30)
		I can describe different forms of art and who they were created by.	4 (p42)
		I can describe and compare objects and people.	7 (p74)
		I can identify and name things to see and do on a tropical island.	8 (pp82–83)
		I can identify and name past and present school equipment.	9 (pp92–93)

Sustained monologue: putting a case (e.g. in a debate)

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
B1	Can briefly give reasons and explanations for opinions, plans and actions.	I can identify and discuss the features of an eyewitness account.	1 (p15)
		I can read and understand a magazine article and express my opinions about it.	2 (p25)
		I can identify and discuss the features of an argumentative text.	3 (p35)
		I can identify and discuss the features of a comic strip.	4 (p47)



B1		I can identify and discuss the features of a newspaper article.	5 (p57)
		I can identify and discuss the features of an informal letter.	6 (p67)
		I can identify and discuss the features of an advert.	7 (p79)
		I can identify and discuss the features of a diary extract.	8 (p89)
		I can identify and discuss the features of an advice column.	9 (p99)
	Can express opinions on subjects relating to everyday life, using simple expressions.	I can participate in a discussion about transport.	1 (p17)
		I can participate in a discussion about things I find difficult and the importance of keeping going.	2 (p27)
		I can participate in a discussion about having a routine to do exercise.	3 (p37)
		I can participate in a discussion about creative activities I have done.	4 (p49)
		I can participate in a discussion about researching and presenting information digitally.	5 (p59)
		I can participate in a discussion about new and original ideas.	6 (p69)
		I can participate in a discussion about buying and selling.	7 (p81)
		I can participate in a discussion about working in a group.	8 (p91)
		I can participate in a discussion about different ways of coping with strong feelings.	9 (p101)

COMMUNICATIVE LANGUAGE ACTIVITIES: WRITTEN PRODUCTION

Creative writing

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
B1	Can write a description of an event, a recent trip – real or imagined.	I can plan and write a diary extract.	8 (p89)
	Can write accounts of experiences, describing feelings and reactions in simple connected text.	I can plan and write an eyewitness report.	1 (p15); 4 (p47)
		I can plan and write an informal letter.	6 (p67)
		I can plan and write an advert.	7 (p79)
		I can plan and write some advice for an advice column.	9 (p99)
	Can write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest.	I can plan and write a magazine article.	2 (p25)
		I can plan and write a newspaper article.	5 (p57)



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 magazine article.	2 (p25)
		I can plan and write a newspaper article.	5 (p57)
		I can plan and write an advert.	7 (p79)
B1+	Can write a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, give and justify his/her opinion.	I can plan and write an argumentative text.	3 (p35)
		I can plan and write some advice for an advice column.	9 (p99)

COMMUNICATIVE LANGUAGE ACTIVITIES: SPOKEN INTERACTION

Understanding an interlocutor			
CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
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 ask and answer questions about past activities that were interrupted.	1 (p10)
		I can ask and answer questions about past events and activities.	1 (p13)
		I can ask and answer questions about sports activities I have done.	2 (p20)
		I can ask and answer questions about a healthy lifestyle.	3 (p33)
		I can ask and answer questions to make predictions about the future.	6 (p62)
		I can make predictions about other people’s future plans and intentions and ask questions to check them.	6 (p65)
		I can ask and answer questions about damaged goods to complete a chart.	7 (p77)
		I can discuss things I would do if I lived on a tropical island.	8 (p84)
		I can understand and say sentences about habits in the past.	9 (p94)
		I can ask and answer questions about my school plans.	9 (p97)
Conversation			
CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
A2+	Can participate in short conversations in routine contexts on topics of interest.	I can ask and answer questions about my favourite things.	4 (p44)
		I can ask and answer questions about things I would do if I visited Australia.	8 (p86)



B1	Can enter unprepared into conversations on familiar topics.	I can ask and answer questions about my present and past activities.	2 (p22)
	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 have a conversation about ideas presented in posters.	1 (pp8–9)
		I can have a conversation about ideas presented in posters.	2 (pp18–19)
		I can have a conversation about different food in recipes.	3 (pp28–29)
		I can have a conversation about creative activities.	4 (pp40–41)
		I can have a conversation about language.	5 (pp50–51)
		I can have a conversation about and describe jobs.	6 (pp60–61)
		I can have a conversation about an ‘almost-new’ sale.	7 (pp72–73)
		I can have a conversation about attractions.	8 (pp82–83)
I can have a conversation about school.	9 (pp92–93)		
Informal discussion (with friends)			
CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
B1	Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc.	I can have a conversation about ideas presented in posters.	1 (p8–9)
		I can have a conversation about attractions.	8 (pp82–83)
	Can express his/her thoughts about abstract or cultural topics such as music, films.	I can participate in a discussion about a story I have read and about the importance of saving the planet’s energy.	1 (p11)
		I can participate in a discussion about a story I have read and about the importance of self-control.	2 (p21)
		I can participate in a discussion about why eating together is an important way of enjoying time with others.	3 (p31)
		I can participate in a discussion about the importance of respecting other people’s tastes.	4 (p43)
		I can participate in a discussion about the importance of learning about civilisations.	5 (p53)
		I can participate in a discussion about a story I have read and about the importance of being positive when there is a challenge.	6 (p63)
		I can participate in a discussion about a story I have read and about the importance of showing initiative.	7 (p75)



B1		I can participate in a discussion about a story I have read and about the importance of encouraging my friends.	8 (p85)
		I can participate in a discussion about a story I have read and about the importance of children’s rights.	9 (p95)
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 ask and answer questions about other people’s hobbies to complete a chart.	2 (p23)
		I can ask and answer questions about creative works of art to complete a quiz.	4 (p45)
Information exchange			
CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
A2+	Can ask and answer questions about pastimes and past activities.	I can ask and answer questions about my past activities.	1 (p12)
		I can ask and answer questions about my present and past activities.	2 (p22)
		I can have a conversation about creative activities.	4 (pp40–41)
	Can ask and answer questions about plans and intentions.	I can ask and answer questions about things I will or may do in the future.	6 (p64)
		I can ask and answer questions about my future plans and arrangements.	9 (p96)
	Can understand enough to manage simple, routine exchanges without undue effort.	I can have a conversation about and describe jobs.	6 (pp60–61)
B1	Can find out and pass on straightforward factual information.	I can have a conversation about language.	5 (pp50–51)
		I can relay what other people have said.	5 (p52)
		I can find out and report back on things that other people can do and think.	5 (p54)
Interviewing and being interviewed			
CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
B1	Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.	I can ask and answer questions to complete a chart about a film star.	5 (p55)
		I can ask and answer questions in a questionnaire about unreal or unlikely experiences.	8 (p87)



COMMUNICATIVE LANGUAGE ACTIVITIES: WRITTEN INTERACTION

Correspondence

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
B1	Can write personal letters describing experiences, feelings and events in some detail.	I can plan and write an informal letter.	6 (p67)

COMMUNICATIVE LANGUAGE ACTIVITIES: MEDIATION

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

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
B1	Can explain briefly the feelings and opinions that a work provoked in him/her.	I can participate in a discussion about a story I have read and about the importance of saving the planet's energy.	1 (p11)
		I can participate in a discussion about a story I have read and about the importance of self-control.	2 (p21)
		I can participate in a discussion about a story I have read and about the importance of being positive when there is a challenge.	6 (p63)
		I can participate in a discussion about a story I have read and about the importance of showing initiative.	7 (p75)
		I can participate in a discussion about a story I have read and about the importance of encouraging my friends.	8 (p85)
		I can participate in a discussion about a story I have read and about the importance of children's rights.	9 (p95)

Analysis and criticism of creative texts (incl. literature)

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
B1	Can point out the most important episodes and events in a clearly structured narrative in everyday language and explain the significance of events and the connection between them.	I can identify and discuss the features of an eyewitness account.	1 (p15)
		I can identify and discuss the features of a magazine article.	2 (p25)
		I can identify and discuss the features of a comic strip.	4 (p47)
		I can identify and discuss the features of a newspaper article.	5 (p57)
		I can identify and discuss the features of a diary extract.	8 (p89)



COMMUNICATIVE LANGUAGE STRATEGIES: RECEPTION

Identifying cues and inferring

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
B1+	Can exploit different types of connectors (numerical, temporal, logical) and the role of key paragraphs in the overall organisation, in order to better understand the argumentation in a text.	I can read and understand an argumentative text and express my opinions about it.	3 (p34)
	Can identify unfamiliar words from the context on topics related to his/her field and interests.	I can read and understand an eye witness report and express my opinions about it.	1 (p14)
		I can read and understand a magazine article and express my opinions about it.	2 (p24)
		I can read and understand an argumentative text and express my opinions about it.	3 (p34)
		I can read and understand a comic strip and express my opinions about it.	4 (p46)
		I can read and understand a newspaper article and express my opinions about it.	5 (p56)
		I can read and understand an informal letter.	6 (p66)
		I can read and understand an advert and express my opinions about it.	7 (p78)
		I can read and understand a diary extract and express my opinions about it.	8 (p88)
		I can read and understand an advice column and express my opinions about it.	9 (p98)

COMMUNICATIVE LANGUAGE COMPETENCES: SOCIOLINGUISTIC

Sociolinguistic appropriateness

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
B1	Is aware of the salient politeness conventions and acts appropriately.	I can participate in a discussion about transport.	1 (p17)
		I can participate in a discussion about things I find difficult and the importance of keeping going.	2 (p27)
		I can participate in a discussion about having a routine to do exercise.	3 (p37)
		I can participate in a discussion about creative activities I have done.	4 (p49)



B1	I can participate in a discussion about researching and presenting information digitally.	5 (p59)
	I can participate in a discussion about new and original ideas.	6 (p69)
	I can participate in a discussion about buying and selling.	7 (p81)
	I can participate in a discussion about working in a group.	8 (p91)
	I can participate in a discussion about different ways of coping with strong feelings.	9 (p101)

COMMUNICATIVE LANGUAGE COMPETENCES: PRAGMATIC

Thematic development

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
B1	Shows awareness of the conventional structure of the text type concerned, when communicating his/her ideas.	I can plan and write an eyewitness report.	1 (p15)
		I can plan and write an eyewitness report.	4 (p47)
		I can plan and write a newspaper article.	5 (p57)
		I can plan and write a diary extract.	8 (p89)
		I can plan and write some advice for an advice column.	9 (p99)
	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	I can plan and write a magazine article.	2 (p25)
		I can plan and write an informal letter.	6 (p67)
		I can plan and write an advert.	7 (p79)
B1+	Can develop an argument well enough to be followed without difficulty most of the time.	I can plan and write an argumentative text.	3 (p35)

Coherence and cohesion

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
B1	Can form longer sentences and link them together using a limited number of cohesive devices, e.g. in a story.	I can plan and write a newspaper article.	5 (p57)
		I can plan and write a diary extract.	8 (p89)
	Can introduce a counter-argument in a simple discursive text (e.g. with 'however').	I can plan and write an argumentative text.	3 (p35)



B1	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	I can plan and write an eyewitness report.	4 (p47)
		I can plan and write an informal letter.	6 (p67)
		I can plan and write an advert.	7 (p79)
	Can make simple, logical paragraph breaks in a longer text.	I can plan and write an eyewitness report.	1 (p15)
		I can plan and write a magazine article.	2 (p25)
		I can plan and write some advice for an advice column.	9 (p99)
B1+	Can introduce a counter-argument in a simple discursive text (e.g. with 'however').	I can plan and write an argumentative text.	4 (p47)



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 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
		Interviewing and being interviewed	CLA-SI-IBI
	Written interaction	Correspondence	CLA-WI-C
	Mediation	Expressing a personal response to creative texts (incl. literature)	CLA-M-EPR
		Analysis and criticism of creative texts (incl. literature)	CLA-M-ACCT
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 things associated with air travel.	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 ideas presented in posters.	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"> Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc. 	CLA-SI-ID
10	I can ask and answer questions about past activities that were interrupted.	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-UI
11	I can listen to, read and understand a story with a cultural focus.	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
			<ul style="list-style-type: none"> Can understand the description of places, events, explicitly expressed feelings and perspectives in narratives, guides and magazine articles that are written in high frequency, everyday language. 	CLA-WR-RLA
11	I can participate in a discussion about a story I have read and about the importance of saving the planet's energy.	B1	<ul style="list-style-type: none"> Can explain briefly the feelings and opinions that a work provoked in him/her. 	CLA-M-EPR
		B1+	<ul style="list-style-type: none"> Can express his/her thoughts about abstract or cultural topics such as music, films. 	CLA-SI-ID
12	I can ask and answer questions about my past activities.	A2+	<ul style="list-style-type: none"> Can ask and answer questions about pastimes and past activities. 	CLA-SI-IE
13	I can listen to and understand a short audio recording about a travel incident.	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-AR-LRA
13	I can ask and answer questions about past events and activities.	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-UI



14	I can read and understand an eye witness report and express my opinions about it.	B1	<ul style="list-style-type: none"> Can understand the description of places, events, explicitly expressed feelings and perspectives in narratives, guides and magazine articles that are written in high frequency, everyday language. Can recognise significant points in straightforward newspaper articles on familiar subjects. 	CLA-WR-RLA CLA-WR-RIA
		B1+	<ul style="list-style-type: none"> Can identify unfamiliar words from the context on topics related to his/her field and interests. 	CLS-R-ICI
15	I can identify and discuss the features of an eyewitness account.	B1	<ul style="list-style-type: none"> Can point out the most important episodes and events in a clearly structured narrative in everyday language and explain the significance of events and the connection between them. Can briefly give reasons and explanations for opinions, plans and actions. 	CLA-M-ACCT CLA-SP-SMPC
15	I can plan and write an eyewitness report.	B1	<ul style="list-style-type: none"> Can write accounts of experiences, describing feelings and reactions in simple connected text. 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. 	CLA-WP-CW CLC-P-TD CLC-P-CC
16	I can listen to and understand a short conversation of people talking about travel.	B1	<ul style="list-style-type: none"> Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard speech. 	CLA-SR-UC
17	I can understand a simple video about transport.	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 transport.	B1	<ul style="list-style-type: none"> Can express opinions on subjects relating to everyday life, using simple expressions. Is aware of the salient politeness conventions and acts appropriately. 	CLA-SP-SMPC CLC-S-SA

UNIT 2

PAGE(S)	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
18–19	I can identify and name sports 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 ideas presented in posters.	A2+	• Can give short, basic descriptions of events and activities.	CLA-SP-SMDE
		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
20	I can ask and answer questions about sports activities I have done.	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-UI
21	I can listen to, read and understand a story with a cultural focus.	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
			• Can understand the description of places, events, explicitly expressed feelings and perspectives in narratives, guides and magazine articles that are written in high frequency, everyday language.	CLA-WR-RLA
21	I can participate in a discussion about a story I have read and about the importance of self-control.	B1	• Can explain briefly the feelings and opinions that a work provoked in him/her.	CLA-M-EPR
		B1+	• Can express his/her thoughts about abstract or cultural topics such as music, films.	CLA-SI-ID
22	I can ask and answer questions about my present and past activities.	A2+	• Can ask and answer questions about pastimes and past activities.	CLA-SI-IE
		B1	• Can enter unprepared into conversations on familiar topics.	CLA-SI-C
23	I can listen to and understand a short audio recording about hobbies.	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
24	I can ask and answer questions about other people's hobbies to complete a chart.	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
24	I can read and understand a magazine article and express my opinions about it.	B1	• Can understand the description of places, events, explicitly expressed feelings and perspectives in narratives, guides and magazine articles that are written in high frequency, everyday language. • Can recognise significant points in straightforward newspaper articles on familiar subjects.	CLA-WR-RLA CLA-WR-RIA
		B1+	• Can identify unfamiliar words from the context on topics related to his/her field and interests.	CLS-R-ICI



25	I can identify and discuss the features of a magazine article.	B1	<ul style="list-style-type: none"> Can point out the most important episodes and events in a clearly structured narrative in everyday language and explain the significance of events and the connection between them. Can briefly give reasons and explanations for opinions, plans and actions. 	CLA-M-ACCT CLA-SP-SMPC
25	I can plan and write a magazine article.	B1	<ul style="list-style-type: none"> Can write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest. 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 make simple, logical paragraph breaks in a longer text. 	CLA-WP-CW CLA-WP-WRE CLC-P-TD CLC-P-CC
26	I can listen to and understand a short conversation of people talking about sports.	B1	<ul style="list-style-type: none"> Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard speech. 	CLA-SR-UC
27	I can understand a simple video about hobbies.	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 things I find difficult and the importance of keeping going.	B1	<ul style="list-style-type: none"> Can express opinions on subjects relating to everyday life, using simple expressions. Is aware of the salient politeness conventions and acts appropriately. 	CLA-SP-SMPC CLC-S-SA

UNIT 3

PAGE(S)	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
28–29	I can identify and name different kinds of food.	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 different food in recipes.	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
		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 describe food in a shop and say what there is too much and not enough of.	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
31	I can listen to, read and understand a story with a cultural focus.	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. Can understand the description of places, events, explicitly expressed feelings and perspectives in narratives, guides and magazine articles that are written in high frequency, everyday language. 	CLA-SR-LRA CLA-WR-RLA
31	I can participate in a discussion about why eating together is an important way of enjoying time with others.	B1+	<ul style="list-style-type: none"> Can express his/her thoughts about abstract or cultural topics such as music, films. 	CLA-SI-ID
32	I can describe rules and recommendations related to school life.	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
33	I can listen to and understand a short audio recording about keeping fit.	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. Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard speech. 	CLA-SR-LRA CLA-SR-UC
33	I can ask and answer questions about a healthy lifestyle.	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-UI
34	I can read and understand an argumentative text and express my opinions about it.	B1+	<ul style="list-style-type: none"> Can understand short texts on subjects that are familiar or of current interest, in which people give their points of view (e.g. critical contributions to an online discussion forum or readers' letters to the editor). Can identify unfamiliar words from the context on topics related to his/her field and interests. Can exploit different types of connectors (numerical, temporal, logical) and the role of key paragraphs in the overall organisation, in order to better understand the argumentation in a text. 	CLA-WR-RIA CLS-R-ICI CLS-R-ICI



35	I can identify and discuss the features of an argumentative text.	B1	• Can briefly give reasons and explanations for opinions, plans and actions.	CLA-SP-SMPC
		B1+	• Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	CLA-WR-RIA
35	I can plan and write an argumentative text.	B1+	<ul style="list-style-type: none"> • Can write a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, give and justify his/her opinion. • Can develop an argument well enough to be followed without difficulty most of the time. • Can introduce a counter-argument in a simple discursive text (e.g. with 'however'). 	CLA-WP-WRE CLC-P-TD CLC-P-CC
36	I can listen to and understand a short conversation of people talking about keeping healthy.	B1	• Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard speech.	CLA-SR-UC
37	I can understand a simple video about running to keep fit.	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).	CLA-SR-LMLA
		B1	• 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 participate in a discussion about having a routine to do exercise.	B1	<ul style="list-style-type: none"> • Can express opinions on subjects relating to everyday life, using simple expressions. • Is aware of the salient politeness conventions and acts appropriately. 	CLA-SP-SMPC CLC-S-SA

UNIT 4

PAGE(S)	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
40–41	I can identify and say words associated with creative activities.	A2+	• Can give short, basic descriptions of events and activities.	CLA-SP-SMDE
40–41	I can have a conversation about creative activities.	A2+	<ul style="list-style-type: none"> • Can give short, basic descriptions of events and activities. • Can ask and answer questions about pastimes and past activities. 	CLA-SP-SMDE 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 describe different forms of art and who they were created by.	A2+	• Can use simple descriptive language to make brief statements about and compare objects and possessions.	CLA-SP-SMDE

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43	I can listen to, read and understand a story with a cultural focus.	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. Can understand the description of places, events, explicitly expressed feelings and perspectives in narratives, guides and magazine articles that are written in high frequency, everyday language. 	CLA-SR-LRA CLA-WR-RLA
43	I can participate in a discussion about the importance of respecting other people's tastes.	B1+	<ul style="list-style-type: none"> Can express his/her thoughts about abstract or cultural topics such as music, films. 	CLA-SI-ID
44	I can ask and answer questions about my favourite things.	A2+	<ul style="list-style-type: none"> Can participate in short conversations in routine contexts on topics of interest. 	CLA-SI-C
45	I can listen to and understand a short audio recording about creative works of art.	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
45	I can ask and answer questions about creative works of art to complete a quiz.	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
46	I can read and understand a comic strip and express my opinions about it.	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 identify unfamiliar words from the context on topics related to his/her field and interests. 	CLS-R-ICI
47	I can identify and discuss the features of a comic strip.	B1	<ul style="list-style-type: none"> Can point out the most important episodes and events in a clearly structured narrative in everyday language and explain the significance of events and the connection between them. Can briefly give reasons and explanations for opinions, plans and actions. 	CLA-M-ACCT CLA-SP-SMPC
47	I can plan and write an eyewitness report.	B1	<ul style="list-style-type: none"> Can write accounts of experiences, describing feelings and reactions in simple connected text. Shows awareness of the conventional structure of the text type concerned, when communicating his/her ideas. 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



48	I can listen to and understand a short conversation of people talking about creative activities.	B1	<ul style="list-style-type: none"> Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard speech. 	CLA-SR-UC
49	I can understand a simple video about creativity and technology.	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
49	I can participate in a discussion about creative activities I have done.	B1	<ul style="list-style-type: none"> Can express opinions on subjects relating to everyday life, using simple expressions. Is aware of the salient politeness conventions and acts appropriately. 	CLA-SP-SMPC CLC-S-SA

UNIT 5

PAGE(S)	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
50–51	I can identify and name different kinds of messages and communication.	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	Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience.	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 find out and pass on straightforward factual information. 	CLA-SI-C CLA-SI-IE
52	I can relay what other people have said.	B1	<ul style="list-style-type: none"> Can find out and pass on straightforward factual information. 	CLA-SI-IE
53	I can listen to, read and understand a story with a cultural focus.	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. Can understand the description of places, events, explicitly expressed feelings and perspectives in narratives, guides and magazine articles that are written in high frequency, everyday language. 	CLA-SR-LRA CLA-WR-RLA
53	I can participate in a discussion about the importance of learning about civilisations.	B1+	<ul style="list-style-type: none"> Can express his/her thoughts about abstract or cultural topics such as music, films. 	CLA-SI-ID



54	I can find out and report back on things that other people can do and think.	B1	<ul style="list-style-type: none"> Can find out and pass on straightforward factual information. 	CLA-SI-IE
55	I can listen to and understand a short radio interview with an actor.	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. Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard speech. 	CLA-SR-LRA CLA-SR-UC
55	I can ask and answer questions to complete a chart about a film star.	B1	<ul style="list-style-type: none"> Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions. 	CLA-SI-IBI
56	I can read and understand a newspaper article and express my opinions about it.	B1	<ul style="list-style-type: none"> Can understand the description of places, events, explicitly expressed feelings and perspectives in narratives, guides and magazine articles that are written in high frequency, everyday language. Can recognise significant points in straightforward newspaper articles on familiar subjects. 	CLA-WR-RLA CLA-WR-RIA
		B1+	<ul style="list-style-type: none"> Can identify unfamiliar words from the context on topics related to his/her field and interests. 	CLS-R-ICI
57	I can identify and discuss the features of a newspaper article.	B1	<ul style="list-style-type: none"> Can point out the most important episodes and events in a clearly structured narrative in everyday language and explain the significance of events and the connection between them. Can briefly give reasons and explanations for opinions, plans and actions. 	CLA-M-ACCT CLA-SP-SMPC
57	I can plan and write a newspaper article.	B1	<ul style="list-style-type: none"> Can write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest. Can present a topic in a short report or poster, using photographs and short blocks of text. Shows awareness of the conventional structure of the text type concerned, when communicating his/her ideas. Can form longer sentences and link them together using a limited number of cohesive devices, e.g. in a story. 	CLA-WP-CW CLA-WP-WRE CLC-P-TD CLC-P-CC
58	I can listen to and understand a short conversation of people talking about meeting a famous person.	B1	<ul style="list-style-type: none"> Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard speech. 	CLA-SR-UC



59	I can understand a simple video about languages.	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 researching and presenting information digitally.	B1	<ul style="list-style-type: none"> Can express opinions on subjects relating to everyday life, using simple expressions. Is aware of the salient politeness conventions and acts appropriately. 	CLA-SP-SMPC CLC-S-SA

UNIT 6

PAGE(S)	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
60–61	I can identify and say words associated with jobs.	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 and describe jobs.	A2+	<ul style="list-style-type: none"> Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. Can understand enough to manage simple, routine exchanges without undue effort. 	CLA-SP-SMDE CLA-SI-IE
		B1	<ul style="list-style-type: none"> Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. 	CLA-SI-C
62	I can ask and answer questions to make predictions about the future.	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-UI
63	I can listen to, read and understand a story with a cultural focus.	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. Can understand the description of places, events, explicitly expressed feelings and perspectives in narratives, guides and magazine articles that are written in high frequency, everyday language. 	CLA-SR-LRA CLA-WR-RLA
63	I can participate in a discussion about a story I have read and about the importance of being positive when there is a challenge.	B1	<ul style="list-style-type: none"> Can explain briefly the feelings and opinions that a work provoked in him/her. 	CLA-M-EPR
		B1+	<ul style="list-style-type: none"> Can express his/her thoughts about abstract or cultural topics such as music, films. 	CLA-SI-ID



64	I can ask and answer questions about things I will or may do in the future.	A2+	<ul style="list-style-type: none"> Can ask and answer questions about plans and intentions. 	CLA-SI-IE
65	I can listen to and understand a short audio recording about other people's future plans and predictions.	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. Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard speech. 	CLA-SR-LRA CLA-SR-UC
65	I can make predictions about other people's future plans and intentions and ask questions to check them.	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-UI
66	I can read and understand an informal letter.	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
		B1+	<ul style="list-style-type: none"> Can understand short texts on subjects that are familiar or of current interest, in which people give their points of view (e.g. critical contributions to an online discussion forum or readers' letters to the editor). Can identify unfamiliar words from the context on topics related to his/her field and interests. 	CLA-WR-RIA CLS-R-ICI
67	I can identify and discuss the features of an informal letter.	B1	<ul style="list-style-type: none"> Can briefly give reasons and explanations for opinions, plans and actions. 	CLA-SP-SMPC
67	I can plan and write an informal letter.	B1	<ul style="list-style-type: none"> Can write personal letters describing experiences, feelings and events in some detail. 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 link a series of shorter, discrete simple elements into a connected, linear sequence of points. 	CLA-WI-C CLA-WP-CW CLC-P-TD CLC-P-CC
68	I can listen to and understand a short conversation of young people talking about what they want to be.	B1	<ul style="list-style-type: none"> Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard speech. 	CLA-SR-UC



69	I can understand a simple video about technology in the future.	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 new and original ideas.	B1	<ul style="list-style-type: none"> Can express opinions on subjects relating to everyday life, using simple expressions. Is aware of the salient politeness conventions and acts appropriately. 	CLA-SP-SMPC CLC-S-SA

UNIT 7

PAGE(S)	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
72–73	I can identify and say words associated with money and shopping.	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
72–73	I can have a conversation about an 'almost-new' sale.	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
74	I can describe and compare objects and people.	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
75	I can listen to, read and understand a story with a cultural focus.	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. Can understand the description of places, events, explicitly expressed feelings and perspectives in narratives, guides and magazine articles that are written in high frequency, everyday language. 	CLA-SR-LRA CLA-WR-RLA
75	I can participate in a discussion about a story I have read and about the importance of showing initiative.	B1	<ul style="list-style-type: none"> Can explain briefly the feelings and opinions that a work provoked in him/her. 	CLA-M-EPR
		B1+	<ul style="list-style-type: none"> Can express his/her thoughts about abstract or cultural topics such as music, films. 	CLA-SI-ID
76	I can understand and describe superstitions.	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



77	I can listen to and understand a short audio recording of a conversation at a camping shop.	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. Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard speech. 	CLA-SR-LRA CLA-SR-UC
77	I can ask and answer questions about damaged goods to complete a chart.	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-UI
78	I can read and understand an advert and express my opinions about it.	B1	<ul style="list-style-type: none"> Can understand the important information in simple, clearly drafted adverts in newspapers or magazines, provided that there are not too many abbreviations. Can understand the description of places, events, explicitly expressed feelings and perspectives in narratives, guides and magazine articles that are written in high frequency, everyday language. 	CLA-WR-RO CLA-WR-RLA
		B1+	<ul style="list-style-type: none"> Can identify unfamiliar words from the context on topics related to his/her field and interests. 	CLS-R-ICI
79	I can identify and discuss the features of an advert.	B1	<ul style="list-style-type: none"> Can briefly give reasons and explanations for opinions, plans and actions. 	CLA-SP-SMPC
79	I can plan and write an advert.	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 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 link a series of shorter, discrete simple elements into a connected, linear sequence of points. 	CLA-WP-WRE CLA-WP-CW CLA-P-TD CLA-P-CC
80	I can listen to and understand a short conversation of people talking about spending money.	B1	<ul style="list-style-type: none"> Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard speech. 	CLA-SR-UC



81	I can understand a simple video about food and where it comes from.	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
81	I can participate in a discussion about buying and selling.	B1	<ul style="list-style-type: none"> Can express opinions on subjects relating to everyday life, using simple expressions. Is aware of the salient politeness conventions and acts appropriately. 	CLA-SP-SMPC CLC-S-SA

UNIT 8

PAGE(S)	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
82–83	I can identify and name things to see and do on a tropical island.	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
82–83	I can have a conversation about attractions.	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"> Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc. 	CLA-SI-ID
84	I can discuss things I would do if I lived on a tropical island.	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-UI
85	I can listen to, read and understand a story with a cultural focus.	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
			<ul style="list-style-type: none"> Can understand the description of places, events, explicitly expressed feelings and perspectives in narratives, guides and magazine articles that are written in high frequency, everyday language. 	CLA-WR-RLA
85	I can participate in a discussion about a story I have read and about the importance of encouraging my friends.	B1	<ul style="list-style-type: none"> Can explain briefly the feelings and opinions that a work provoked in him/her. 	CLA-M-EPR
		B1+	<ul style="list-style-type: none"> Can express his/her thoughts about abstract or cultural topics such as music, films. 	CLA-SI-ID



86	I can ask and answer questions about things I would do if I visited Australia.	A2+	<ul style="list-style-type: none"> Can participate in short conversations in routine contexts on topics of interest. 	CLA-SI-C
87	I can listen to and understand a short audio recording of people discussing unreal or unlikely situations.	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. Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard speech. 	CLA-SR-LRA CLA-SR-UC
87	I can ask and answer questions in a questionnaire about unreal or unlikely experiences.	B1	<ul style="list-style-type: none"> Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions. 	CLA-SI-IBI
88	I can read and understand a diary extract and express my opinions about it.	B1	<ul style="list-style-type: none"> Can understand a travel diary mainly describing the events of a journey and the experiences and discoveries the person made. 	CLA-WR-RLA
		B1+	<ul style="list-style-type: none"> Can identify unfamiliar words from the context on topics related to his/her field and interests. 	CLS-R-ICI
89	I can identify and discuss the features of a diary extract.	B1	<ul style="list-style-type: none"> Can point out the most important episodes and events in a clearly structured narrative in everyday language and explain the significance of events and the connection between them. 	CLA-M-ACCT
			<ul style="list-style-type: none"> Can briefly give reasons and explanations for opinions, plans and actions. 	CLA-SP-SMPC
89	I can plan and write a diary extract.	B1	<ul style="list-style-type: none"> Can write a description of an event, a recent trip – real or imagined. Shows awareness of the conventional structure of the text type concerned, when communicating his/her ideas. Can form longer sentences and link them together using a limited number of cohesive devices, e.g. in a story. 	CLA-WP-CW CLC-P-TD CLC-P-CC
90	I can listen to and understand a short conversation of people talking about time travel.	B1	<ul style="list-style-type: none"> Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard speech. 	CLA-SR-UC
91	I can understand a simple video about survival on a desert island.	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 working in a group.	B1	<ul style="list-style-type: none"> Can express opinions on subjects relating to everyday life, using simple expressions. Is aware of the salient politeness conventions and acts appropriately. 	CLA-SP-SMPC CLC-S-SA



UNIT 9				
PAGE(S)	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
92–93	I can identify and name past and present school 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
92–93	I can have a conversation about school.	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 habits in the past.	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-UI
95	I can listen to, read and understand a story with a cultural focus.	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
			<ul style="list-style-type: none"> Can understand the description of places, events, explicitly expressed feelings and perspectives in narratives, guides and magazine articles that are written in high frequency, everyday language. 	CLA-WR-RLA
95	I can participate in a discussion about a story I have read and about the importance of children's rights.	B1	<ul style="list-style-type: none"> Can explain briefly the feelings and opinions that a work provoked in him/her. 	CLA-M-EPR
		B1+	<ul style="list-style-type: none"> Can express his/her thoughts about abstract or cultural topics such as music, films. 	CLA-SI-ID
96	I can ask and answer questions about my future plans and arrangements.	A2+	<ul style="list-style-type: none"> Can ask and answer questions about plans and intentions. 	CLA-SI-IE
97	I can listen to and understand a short audio recording about starting secondary school.	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
97	I can ask and answer questions about my school plans.	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-UI



98	I can read and understand an advice column and express my opinions about it.	B1	<ul style="list-style-type: none"> Can understand the description of places, events, explicitly expressed feelings and perspectives in narratives, guides and magazine articles that are written in high frequency, everyday language. 	CLA-WR-RLA
		B1+	<ul style="list-style-type: none"> Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail. Can identify unfamiliar words from the context on topics related to his/her field and interests. 	CLA-WR-RIA CLS-R-ICI
99	I can identify and discuss the features of an advice column.	B1	<ul style="list-style-type: none"> Can briefly give reasons and explanations for opinions, plans and actions. 	CLA-SP-SMPC
		B1+	<ul style="list-style-type: none"> Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail. 	CLA-WR-RIA
99	I can plan and write some advice for an advice column.	B1	<ul style="list-style-type: none"> Can write accounts of experiences, describing feelings and reactions in simple connected text. 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. 	CLA-WP-CW CLC-P-TD CLC-P-CC
		B1+	<ul style="list-style-type: none"> Can write a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, give and justify his/her opinion. 	CLA-WP-WRE
100	I can listen to and understand a short conversation of people talking about school and education.	B1	<ul style="list-style-type: none"> Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard speech. 	CLA-SR-UC
101	I can understand a simple video about secondary school.	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
101	I can participate in a discussion about different ways of coping with strong feelings.	B1	<ul style="list-style-type: none"> Can express opinions on subjects relating to everyday life, using simple expressions. Is aware of the salient politeness conventions and acts appropriately. 	CLA-SP-SMPC CLC-S-SA