

# Global Stage

## CEFR Mapping 1

Common European Framework of Reference for Languages

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### Global Stage

*Global Stage* is a six-level language and literacy course offering a child-centered approach for children to build the skills they need to become self-directed, inquisitive learners. A unique, dual student book approach brings together a rigorously benchmarked language program with a diverse and engaging literacy program, both of which span the Common European Framework of Reference for Languages (CEFR) from levels Pre-A1 to B1+. *Global Stage* nurtures children to become competent speakers and writers of English, who learn cooperatively and can confidently engage with subject areas across the curriculum. Children are supported in becoming caring, responsible citizens in the 21st century and are empowered to succeed on the global stage.

### 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 *Global Stage* was carried out using the 2017 extended set of descriptors, a copy of which is available on the Council of Europe website.

### How to use the *Global Stage* CEFR maps

The CEFR maps for *Global Stage* Level 1 are organized unit by unit for both books, which allows you to browse the learning outcomes chronologically. These are mapped to the relevant CEFR descriptor(s). The CEFR Reference column indicates which of the scales the descriptor is taken from—a table summarizing the CEFR scales and their references is provided on pp. 3–4.

Only relevant CEFR scales and descriptors have been included. For some *Global Stage* learning outcomes, no suitable CEFR descriptor was identified. All descriptors included are at or within one band of the target level of the course.

	Pre-A1	A1	A2	A2+	B1	B1+	B2
Global Stage 1							
Global Stage 2							
Global Stage 3							
Global Stage 4							
Global Stage 5							
Global Stage 6							

## Key for CEFR Reference Codes

**Communicative Language Activities:** Spoken Reception, Understanding conversation between other speakers = SpRecep-UndrstConv

**Communicative Language Strategies and Competences:** Reception, Identifying cues and inferring (spoken and written) = Recep-IdentCues

CEFR SCALE			CEFR REFERENCE
Communicative Language Activities	Spoken Reception	Understanding conversation between other speakers	SpRecep-UndrstConv
		Listening as a member of a live audience	SpRecep-LisLiveAud
		Listening to audio media and recordings	SpRecep-LisAudRec
	Written Reception	Reading correspondence	WrRecep-ReadCorresp
		Reading for orientation	WrRecep-ReadOrient
		Reading for information/argument	WrRecep-ReadInfoArg
		Reading instructions	WrRecep-ReadInstr
		Reading as a leisure activity	WrRecep-ReadLeisure
	Audio-visual Reception	Watching TV and films/movies	AudVisRecep-Watch
	Spoken Production	Sustained monologue: Describing experience	SpProd-MonoDescrExp
		Sustained monologue: Giving information	SpProd-MonoGivInfo
		Addressing audiences	SpProd-AddrAud
	Written Production	Creative writing	WrProd-CreaWrit
	Spoken Interaction	Conversation	SpInt-Conv
		Informal discussion (with friends)	SpInt-InfDisc
		Goal-oriented co-operation	SpInt-GoalCo-op
		Obtaining goods and services	SpInt-ObtGdsServ
		Information exchange	SpInt-InfoExch
	Written Interaction	Correspondence	WrInt-Corresp

Communicative Language Activities (cont.)	Mediation	Mediating a text	
		Expressing a personal response to creative texts (incl. literature)	Medi-ExprPersResp
		Analysis and criticism of creative texts (incl. literature)	Medi-AnlysCritCreaTxt
		Mediating concepts	
		Collaborating to construct meaning	Medi-CollabConstrMng
		Mediating communication	
Communicative Language Strategies and Competences	Reception	Identifying cues and inferring (spoken and written)	Recep-IdentCues
	Linguistic	Phonological control: Sound articulation	Ling-PhContrSound
		Orthographic control	Ling-OrthContr
	Pragmatic	Coherence and cohesion	Pragm-Coh

## UNIT 1

### LANGUAGE BOOK

Pages	Learning Outcome	Level	CEFR Descriptor	CEFR Reference
10–11	I can understand, say, and write family vocabulary.	<b>Pre-A1</b>	• Can recognize words, names, and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly.	SpRecep-LisAudRec
			• Can deduce the meaning of a word from an accompanying picture or icon.	Recep-IdentCues
	I can listen to, understand, and sing a song about family.	<b>Pre-A1</b>	• Can recognize words, names, and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly.	SpRecep-LisAudRec
		<b>A1</b>	• Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	Recep-IdentCues
12–13	I can listen to, read, and understand a simple conversation about family and pets.	<b>A1</b>	• Can understand some words and expressions when people are talking about him/herself, family, school, hobbies, or surroundings, provided they are talking slowly and clearly.	SpRecep-UndrstConv
	I can say simple sentences to describe family.	<b>Pre-A1</b>	• Can describe him/herself (e.g. name, age, family), using simple words and formulaic expressions, provided he/she can prepare in advance.	SpProd-MonoDescrExp
14–15	I can listen to and understand people describing their family in simple terms.	<b>Pre-A1</b>	• Can deduce the meaning of a word from an accompanying picture or icon.	Recep-IdentCues
		<b>A1</b>	• Can pick out concrete information (e.g. places and times) from short audio recordings on familiar everyday topics, provided they are delivered very slowly and clearly.	SpRecep-LisAudRec
	I can have a simple discussion about my family and how families help each other.	<b>A1</b>	• Can facilitate an intercultural exchange by showing welcome and interest with simple words and non-verbal signals, by inviting others to speak and by indicating whether he/she understands when addressed directly.	Medi-FactItPluricSp

16–17	I can listen to, read, and understand a simple conversation about a new pet.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can understand some words and expressions when people are talking about him/herself, family, school, hobbies, or surroundings, provided they are talking slowly and clearly.</li> </ul>	SpRecep-UndrstConv
	I can ask and answer simple questions about what people and animals are like.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can take part in a simple conversation of a basic factual nature on a predictable topic, e.g. his/her home country, family, school.</li> </ul>	SpInt-Conv
			<ul style="list-style-type: none"> <li>Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow, and repeated speech by a sympathetic speaker.</li> </ul>	SpInt-Conv
18–19	I can watch and understand a short video of someone describing their family.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can recognize familiar words and phrases and identify the topics in headline news summaries and many of the products in advertisements, by exploiting visual information and general knowledge.</li> </ul>	AudVisRecep-Watch
			<ul style="list-style-type: none"> <li>Can understand in outline very simple information being explained in a predictable situation like a guided tour, provided that speech is very slow and clear and that there are long pauses from time to time.</li> </ul>	SpRecep-LisLiveAud
	I can prepare and give a simple presentation about myself and my family.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can read a very short, rehearsed statement—e.g. to introduce a speaker, propose a toast.</li> </ul>	SpProd-AddrAud
			<ul style="list-style-type: none"> <li>Can describe simple aspects of his/her everyday life in a series of simple sentences, using simple words and basic phrases, provided he/she can prepare in advance.</li> </ul>	SpProd-MonoDescrExp
20	I can read and understand a simple poster about a person.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.</li> </ul>	WrRecep-ReadInfoArg
	I can create a simple poster about a special person.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can write simple phrases and sentences about themselves and imaginary people, where they live, and what they do.</li> </ul>	WrProd-CreaWrit
			<ul style="list-style-type: none"> <li>Can use basic punctuation (e.g. full stops/periods, question marks).</li> </ul>	Ling-OrthContr
			<ul style="list-style-type: none"> <li>Can copy familiar words and short phrases, e.g. simple signs or instructions, names of everyday objects, names of shops/stores, and set phrases used regularly.</li> </ul>	Ling-OrthContr

LITERACY BOOK				
Pages	Learning Outcome	Level	CEFR Descriptor	CEFR Reference
8–9	I can ask and answer questions about a picture and discuss my thoughts about topics related to it.	A1	• Can take part in a simple conversation of a basic factual nature on a predictable topic, e.g. his/her home country, family, school.	Splnt-Conv
			• Can express an idea with very simple words and ask what others think.	Medi-CollabConstrMng
10–15	I can read and understand a simple illustrated story (fiction) and make predictions about the meaning of new words in it.	A1	• Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content.	WrRecep-ReadLeisure
			• Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	Recep-IdentCues
16	I can answer simple questions about a story I have read, the characters in it, and how they feel.	A1	• Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel, or stories, etc.) written with simple words and supported by illustrations and pictures.	WrRecep-ReadInfoArg
		A2	• Can describe a character's feelings and explain the reasons for them.	Medi-ExprPersResp
	I can identify and say the "long o" sound in words.	A1	• Can reproduce sounds in the target language if carefully guided.	Ling-PhContrSound
17	I can make predictions about the content of a story based on the accompanying pictures.	Pre-A1	• Can understand the simplest informational material that consists of familiar words and pictures, such as a fast-food restaurant menu illustrated with photos or an illustrated story formulated in very simple, everyday words.	WrRecep-ReadInfoArg
			• Can deduce the meaning of a word from an accompanying picture or icon.	Recep-IdentCues
18–21	I can read and understand a simple illustrated story (creative nonfiction) and make predictions about the meaning of new words in it.	A1	• Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content.	WrRecep-ReadLeisure
			• Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	Recep-IdentCues
22	I can answer simple questions about a story I have read.	A1	• Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel, or stories, etc.) written with simple words and supported by illustrations and pictures.	WrRecep-ReadInfoArg



## UNIT 2

### LANGUAGE BOOK

Pages	Learning Outcome	Level	CEFR Descriptor	CEFR Reference
22–23	I can understand, say, and write food vocabulary.	<b>Pre-A1</b>	• Can recognize words, names, and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly.	SpRecep-LisAudRec
			• Can deduce the meaning of a word from an accompanying picture or icon.	Recep-IdentCues
	I can listen to, understand, and sing a song about healthy eating.	<b>Pre-A1</b>	• Can recognize words, names, and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly.	SpRecep-LisAudRec
		<b>A1</b>	• Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	Recep-IdentCues
24–25	I can listen to, read, and understand a simple conversation about food.	<b>A1</b>	• Can understand some words and expressions when people are talking about him/herself, family, school, hobbies, or surroundings, provided they are talking slowly and clearly.	SpRecep-UndrstConv
	I can ask and answer simple questions about food I like.	<b>A1</b>	• Can exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly, and directly.	SpInt-InfDisc
26–27	I can listen to and understand people talking about food in simple terms.	<b>Pre-A1</b>	• Can deduce the meaning of a word from an accompanying picture or icon.	Recep-IdentCues
		<b>A1</b>	• Can pick out concrete information (e.g. places and times) from short audio recordings on familiar everyday topics, provided they are delivered very slowly and clearly.	SpRecep-LisAudRec
	I can have a simple discussion about food in my country and why food is different in different countries.	<b>A1</b>	• Can facilitate an intercultural exchange by showing welcome and interest with simple words and non-verbal signals, by inviting others to speak and by indicating whether he/she understands when addressed directly.	Medi-FactPluricSp

28–29	I can listen to, read, and understand a simple conversation at the dinner table.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can understand some words and expressions when people are talking about him/herself, family, school, hobbies, or surroundings, provided they are talking slowly and clearly.</li> </ul>	SpRecep-UndrstConv
	I can ask and answer simple questions about what food I want.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can ask for food and drink using basic expressions.</li> </ul>	SpInt-ObtGdsServ
30–31	I can watch and understand a short video of people talking about their favourite ice cream flavours.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can recognize familiar words and phrases and identify the topics in headline news summaries and many of the products in advertisements, by exploiting visual information and general knowledge.</li> </ul>	AudVisRecep-Watch
			<ul style="list-style-type: none"> <li>Can understand some words and expressions when people are talking about him/herself, family, school, hobbies, or surroundings, provided they are talking slowly and clearly.</li> </ul>	SpRecep-UndrstConv
	I can take part in a simple everyday conversation about preferences, expressing agreement and disagreement in simple terms.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can express an idea with very simple words and ask what others think.</li> </ul>	Medi-CollabConstrMng
		<b>A2</b>	<ul style="list-style-type: none"> <li>Can take part in a simple conversation of a basic factual nature on a predictable topic, e.g. his/her home country, family, school.</li> </ul>	SpInt-Conv
32	I can read and understand a simple survey about food.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can make and respond to invitations, suggestions, and apologies.</li> </ul>	SpInt-Conv
	I can write a simple survey about food.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel, or stories, etc.) written with simple words and supported by illustrations and pictures.</li> </ul>	WvRecep-ReadInfoArg
			<ul style="list-style-type: none"> <li>Can write simple phrases and sentences about themselves and imaginary people, where they live, and what they do.</li> </ul>	WvProd-CreaWrit
			<ul style="list-style-type: none"> <li>Can use basic punctuation (e.g. full stops/periods, question marks).</li> </ul>	Ling-OrthContr
			<ul style="list-style-type: none"> <li>Can copy familiar words and short phrases, e.g. simple signs or instructions, names of everyday objects, names of shops/stores, and set phrases used regularly.</li> </ul>	Ling-OrthContr

LITERACY BOOK				
Pages	Learning Outcome	Level	CEFR Descriptor	CEFR Reference
24–25	I can ask and answer questions about a picture and discuss my thoughts about topics related to it.	<b>A1</b>	• Can take part in a simple conversation of a basic factual nature on a predictable topic, e.g. his/her home country, family, school.	SplInt-Conv
			• Can express an idea with very simple words and ask what others think.	Medi-CollabConstrMng
26–31	I can read and understand a simple illustrated story (creative nonfiction) and make predictions about the meaning of new words in it.	<b>A1</b>	• Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content.	WrRecep-ReadLeisure
			• Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	Recep-IdentCues
32	I can answer simple questions about a story I have read.	<b>A1</b>	• Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel, or stories, etc.) written with simple words and supported by illustrations and pictures.	WrRecep-ReadInfoArg
	I can identify and say the “long e” sound in words.	<b>A1</b>	• Can reproduce sounds in the target language if carefully guided.	Ling-PhContrSound
33	I can make and discuss predictions about the content of a story based on the accompanying pictures and understand the concepts of setting and characters.	<b>Pre-A1</b>	• Can understand the simplest informational material that consists of familiar words and pictures, such as a fast-food restaurant menu illustrated with photos or an illustrated story formulated in very simple, everyday words.	WrRecep-ReadInfoArg
			• Can deduce the meaning of a word from an accompanying picture or icon.	Recep-IdentCues
34–37	I can read and understand a simple illustrated play (fiction) and make predictions about the meaning of new words in it.	<b>A1</b>	• Can understand short, illustrated narratives about everyday activities that are written in simple words.	WrRecep-ReadLeisure
			• Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	Recep-IdentCues
38	I can answer simple questions about an illustrated play I have read and the feelings of characters in it.	<b>A1</b>	• Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel, or stories, etc.) written with simple words and supported by illustrations and pictures.	WrRecep-ReadInfoArg
		<b>A2</b>	• Can describe a character’s feelings and explain the reasons for them.	Medi-ExprPersResp

## UNIT 3

### LANGUAGE BOOK

Pages	Learning Outcome	Level	CEFR Descriptor	CEFR Reference
36–37	I can understand, say, and write toy vocabulary.	<b>Pre-A1</b>	<ul style="list-style-type: none"> <li>Can recognize words, names, and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly.</li> <li>Can deduce the meaning of a word from an accompanying picture or icon.</li> </ul>	SpRecep-LisAudRec  Recep-IdentCues
	I can listen to, understand, and sing a song about toys.	<b>Pre-A1</b>	<ul style="list-style-type: none"> <li>Can recognize words, names, and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly.</li> </ul>	SpRecep-LisAudRec
		<b>A1</b>	<ul style="list-style-type: none"> <li>Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.</li> </ul>	Recep-IdentCues
38–39	I can listen to, read, and understand a simple conversation about choosing a toy in a shop/store.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can understand words and short sentences when listening to a simple conversation (e.g. between a customer and a salesperson in a shop/store), provided that people talk very slowly and very clearly.</li> </ul>	SpRecep-UndrstConv
	I can ask and answer simple questions about things nearby and far away.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</li> </ul>	SpInt-InfoExch
			<ul style="list-style-type: none"> <li>Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.</li> </ul>	SpInt-InfoExch
40–41	I can listen to and understand people talking about their toys in simple terms.	<b>Pre-A1</b>	<ul style="list-style-type: none"> <li>Can recognize words, names, and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly.</li> <li>Can deduce the meaning of a word from an accompanying picture or icon.</li> </ul>	SpRecep-LisAudRec  Recep-IdentCues
	I can have a simple discussion about playing with children from different countries and playing without toys.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can facilitate an intercultural exchange by showing welcome and interest with simple words and non-verbal signals, by inviting others to speak and by indicating whether he/she understands when addressed directly.</li> </ul>	Medi-FacItPluricSp

42–43	I can listen to, read, and understand a simple conversation about playing basketball.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can understand some words and expressions when people are talking about him/herself, family, school, hobbies, or surroundings, provided they are talking slowly and clearly.</li> </ul>	SpRecep-UndrstConv
	I can say simple sentences about things my friends can and can't do.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can describe simple aspects of his/her everyday life in a series of simple sentences, using simple words and basic phrases, provided he/she can prepare in advance.</li> </ul>	SpProd-MonoDescrExp
44–45	I can watch and understand a short video of people discussing what game to play.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can recognize familiar words and phrases and identify the topics in headline news summaries and many of the products in advertisements, by exploiting visual information and general knowledge.</li> </ul>	AudVisRecep-Watch
			<ul style="list-style-type: none"> <li>Can understand some words and expressions when people are talking about him/herself, family, school, hobbies, or surroundings, provided they are talking slowly and clearly.</li> </ul>	SpRecep-UndrstConv
	I can take part in a simple everyday conversation, making and responding to suggestions in simple terms.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can express an idea with very simple words and ask what others think.</li> </ul>	Medi-CollabConstrMng
		<b>A2</b>	<ul style="list-style-type: none"> <li>Can take part in a simple conversation of a basic factual nature on a predictable topic, e.g. his/her home country, family, school.</li> <li>Can make and respond to invitations, suggestions, and apologies.</li> </ul>	Splnt-Conv
46	I can read and understand simple advertisements for toys.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can find and understand simple, important information in advertisements, in programs for special events, in leaflets, and brochures (e.g. what is proposed, costs, the date and place of the event, departure times, etc.).</li> </ul>	WrRecep-ReadOrient
	I can write simple advertisements for toys.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can use simple words and phrases to describe certain everyday objects (e.g. the colour of a car, whether it is big or small).</li> </ul>	WrProd-CreaWrit
			<ul style="list-style-type: none"> <li>Can copy familiar words and short phrases, e.g. simple signs or instructions, names of everyday objects, names of shops/stores, and set phrases used regularly.</li> </ul>	Ling-OrthContr

LITERACY BOOK				
Pages	Learning Outcome	Level	CEFR Descriptor	CEFR Reference
40–41	I can ask and answer questions about a picture and discuss my thoughts about topics related to it.	<b>A1</b>	• Can take part in a simple conversation of a basic factual nature on a predictable topic, e.g. his/her home country, family, school.	Splnt-Conv
			• Can express an idea with very simple words and ask what others think.	Medi-CollabConstrMng
42–45	I can read and understand a simple illustrated biography (nonfiction) and make predictions about the meaning of new words in it.	<b>A1</b>	• Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content.	WrRecep-ReadLeisure
			• Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	Recep-IdentCues
46	I can answer simple questions about a biography I have read.	<b>A1</b>	• Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel, or stories, etc.) written with simple words and supported by illustrations and pictures.	WrRecep-ReadInfoArg
47	I can make and discuss predictions about the content of a story based on the title.	<b>Pre-A1</b>	• Can understand the simplest informational material that consists of familiar words and pictures, such as a fast-food restaurant menu illustrated with photos or an illustrated story formulated in very simple, everyday words.	WrRecep-ReadInfoArg
		<b>A2</b>	• Can exploit numbers, dates, names, proper nouns, etc. to identify the topic of a text.	Recep-IdentCues
48–53	I can read and understand a simple illustrated story (fiction) and make predictions about the meaning of new words in it.	<b>A1</b>	• Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content.	WrRecep-ReadLeisure
			• Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	Recep-IdentCues

54	I can answer simple questions about a story I have read and reflect on how the title summarizes the story.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel, or stories, etc.) written with simple words and supported by illustrations and pictures.</li> </ul>	WrRecep-ReadInfoArg
		<b>A2</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>	Medi-AnlysCritCreaTxt
	I can identify and say the “long a” sound in words.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can reproduce sounds in the target language if carefully guided.</li> </ul>	Ling-PhContrSound

## UNIT 4

### LANGUAGE BOOK

Pages	Learning Outcome	Level	CEFR Descriptor	CEFR Reference
48–49	I can understand, say, and write wild animals vocabulary.	<b>Pre-A1</b>	<ul style="list-style-type: none"> <li>Can recognize words, names, and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly.</li> <li>Can deduce the meaning of a word from an accompanying picture or icon.</li> </ul>	SpRecep-LisAudRec  Recep-IdentCues
	I can listen to, understand, and sing a song about different animals.	<b>Pre-A1</b>	<ul style="list-style-type: none"> <li>Can recognize words, names, and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly.</li> </ul>	SpRecep-LisAudRec
		<b>A1</b>	<ul style="list-style-type: none"> <li>Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.</li> </ul>	Recep-IdentCues
50–51	I can listen to, read, and understand a simple conversation about animals' actions.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can understand some words and expressions when people are talking about him/herself, family, school, hobbies, or surroundings, provided they are talking slowly and clearly.</li> </ul>	SpRecep-UndrstConv
	I can say simple sentences about what animals in a picture are doing.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can give a simple description of an object or picture while showing it to others using basic words, phrases and formulaic expressions, provided he/she can prepare in advance.</li> </ul>	SpProd-MonoGivInfo
52–53	I can listen to and understand a description of penguins and other animals.	<b>Pre-A1</b>	<ul style="list-style-type: none"> <li>Can deduce the meaning of a word from an accompanying picture or icon.</li> </ul>	Recep-IdentCues
		<b>A1</b>	<ul style="list-style-type: none"> <li>Can pick out concrete information (e.g. places and times) from short audio recordings on familiar everyday topics, provided they are delivered very slowly and clearly.</li> </ul>	SpRecep-LisAudRec
	I can have a simple discussion about animals in my country and ways in which they are the same or different.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can facilitate an intercultural exchange by showing welcome and interest with simple words and non-verbal signals, by inviting others to speak and by indicating whether he/she understands when addressed directly.</li> </ul>	Medi-FactPluricSp



54–55	I can listen to, read, and understand a simple conversation between people watching animals.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can understand some words and expressions when people are talking about him/herself, family, school, hobbies, or surroundings, provided they are talking slowly and clearly.</li> </ul>	SpRecep-UndrstConv
	I can ask and answer simple questions about what people and animals in a picture are doing.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</li> <li>Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.</li> </ul>	Splnt-InfoExch Splnt-InfoExch
56–57	I can watch and understand a short video of someone describing their favourite animal.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can recognize familiar words and phrases and identify the topics in headline news summaries and many of the products in advertisements, by exploiting visual information and general knowledge.</li> <li>Can understand in outline very simple information being explained in a predictable situation like a guided tour, provided that speech is very slow and clear and that there are long pauses from time to time.</li> </ul>	AudVisRecep-Watch SpRecep-LisLiveAud
	I can prepare and give a simple presentation about my favourite animal.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can read a very short, rehearsed statement—e.g. to introduce a speaker, propose a toast.</li> <li>Can give a simple description of an object or picture while showing it to others using basic words, phrases and formulaic expressions, provided he/she can prepare in advance.</li> </ul>	SpProd-AddrAud SpProd-MonoGivInfo
	I can read and understand a simple fact file about animals.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.</li> </ul>	WrRecep-ReadInfoArg
58	I can write a simple fact file about animals.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can use simple words and phrases to describe certain everyday objects (e.g. the colour of a car, whether it is big or small).</li> <li>Can copy familiar words and short phrases, e.g. simple signs or instructions, names of everyday objects, names of shops/stores, and set phrases used regularly.</li> </ul>	WrProd-CreaWrit Ling-OrthContr

LITERACY BOOK				
Pages	Learning Outcome	Level	CEFR Descriptor	CEFR Reference
56–57	I can ask and answer questions about a picture and discuss my thoughts about topics related to it.	A1	• Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	Splnt-InfoExch
			• Can express an idea with very simple words and ask what others think.	Medi-CollabConstrMng
58–61	I can read and understand a simple illustrated poem (nonfiction) and make predictions about the meaning of new words in it.	A1	• Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content.	WrRecep-ReadLeisure
			• Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	Recep-IdentCues
62	I can answer simple questions about a poem I have read.	A1	• Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel, or stories, etc.) written with simple words and supported by illustrations and pictures.	WrRecep-ReadInfoArg
63	I can read and understand instructions to compare and contrast things.	A1	• Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	Recep-IdentCues
		A2	• Can understand simple, brief instructions provided that they are illustrated and not written in continuous text.	WrRecep-ReadInstr
64–69	I can read and understand a simple illustrated fable (fiction) and make predictions about the meaning of new words in it.	A1	• Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content.	WrRecep-ReadLeisure
			• Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	Recep-IdentCues
70	I can answer simple questions about a fable I have read.	A1	• Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel, or stories, etc.) written with simple words and supported by illustrations and pictures.	WrRecep-ReadInfoArg
		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.	Medi-AnlysCritCreaTxt
	I can identify and say the “long i” sound in words.	A1	• Can reproduce sounds in the target language if carefully guided.	Ling-PhContrSound

## UNIT 5

### LANGUAGE BOOK

Pages	Learning Outcome	Level	CEFR Descriptor	CEFR Reference
62–63	I can understand, say, and write clothes vocabulary.	Pre-A1	• Can recognize words, names, and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly.	SpRecep-LisAudRec
			• Can deduce the meaning of a word from an accompanying picture or icon.	Recep-IdentCues
	I can listen to, understand, and sing a song about clothes.	Pre-A1	• Can recognize words, names, and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly.	SpRecep-LisAudRec
		A1	• Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	Recep-IdentCues
64–65	I can listen to, read, and understand a simple conversation about personal belongings (clothes).	A1	• Can understand some words and expressions when people are talking about him/herself, family, school, hobbies, or surroundings, provided they are talking slowly and clearly.	SpRecep-UndrstConv
	I can ask and answer simple questions about personal belongings.	A1	• Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	Splnt-InfoExch
			• Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.	Splnt-InfoExch
66–67	I can listen to and understand people describing their bedrooms.	Pre-A1	• Can deduce the meaning of a word from an accompanying picture or icon.	Recep-IdentCues
		A1	• Can pick out concrete information (e.g. places and times) from short audio recordings on familiar everyday topics, provided they are delivered very slowly and clearly.	SpRecep-LisAudRec
	I can have a simple discussion about how bedrooms in different countries are similar to or different from mine.	A1	• Can facilitate an intercultural exchange by showing welcome and interest with simple words and non-verbal signals, by inviting others to speak and by indicating whether he/she understands when addressed directly.	Medi-FactPluricSp

68–69	I can listen to, read, and understand a simple conversation about things in a room.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can understand some words and expressions when people are talking about him/herself, family, school, hobbies, or surroundings, provided they are talking slowly and clearly.</li> </ul>	SpRecep-UndrstConv
	I can say simple sentences about things in a room.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can give a simple description of an object or picture while showing it to others using basic words, phrases and formulaic expressions, provided he/she can prepare in advance.</li> </ul>	SpProd-MonoGivInfo
70–71	I can watch and understand a short video of someone describing their bedroom.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can recognize familiar words and phrases and identify the topics in headline news summaries and many of the products in advertisements, by exploiting visual information and general knowledge.</li> </ul>	AudVisRecep-Watch
			<ul style="list-style-type: none"> <li>Can understand in outline very simple information being explained in a predictable situation like a guided tour, provided that speech is very slow and clear and that there are long pauses from time to time.</li> </ul>	SpRecep-LisLiveAud
	I can prepare and give a simple presentation about my bedroom.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can read a very short, rehearsed statement—e.g. to introduce a speaker, propose a toast.</li> <li>Can describe him/herself, what he/she does and where he/she lives.</li> </ul>	SpProd-AddrAud SpProd-MonoDescrExp
72	I can read and understand a simple description of a room.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.</li> </ul>	WvRecep-ReadInfoArg
	I can write a simple description of a room.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can describe in very simple language what a room looks like.</li> <li>Can copy familiar words and short phrases, e.g. simple signs or instructions, names of everyday objects, names of shops/stores, and set phrases used regularly.</li> </ul>	WvProd-CreaWrit Ling-OrthContr

LITERACY BOOK				
Pages	Learning Outcome	Level	CEFR Descriptor	CEFR Reference
72–73	I can ask and answer questions about a picture and discuss my thoughts about topics related to it.	A1	• Can take part in a simple conversation of a basic factual nature on a predictable topic, e.g. his/her home country, family, school.	SplInt-Conv
			• Can express an idea with very simple words and ask what others think.	Medi-CollabConstrMng
74–79	I can read and understand a simple illustrated play (fiction) and make predictions about the meaning of new words in it.	A1	• Can understand short, illustrated narratives about everyday activities that are written in simple words.	WrRecep-ReadLeisure
			• Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	Recep-IdentCues
80	I can answer simple questions about a play I have read.	A1	• Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel, or stories, etc.) written with simple words and supported by illustrations and pictures.	WrRecep-ReadInfoArg
		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.	Medi-AnlysCritCreaTxt
	I can identify and say the “long u” sound in words.	A1	• Can reproduce sounds in the target language if carefully guided.	Ling-PhContrSound
81	I can identify the different parts (beginning, middle, end) of a story.	A1	• Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel, or stories, etc.) written with simple words and supported by illustrations and pictures.	WrRecep-ReadInfoArg
82–85	I can read and understand a simple illustrated story (creative nonfiction) and make predictions about the meaning of new words in it.	A1	• Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content.	WrRecep-ReadLeisure
			• Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	Recep-IdentCues
86	I can answer simple questions about a story I have read and express my opinion about the ideas in it in simple terms.	A1	• Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel, or stories, etc.) written with simple words and supported by illustrations and pictures.	WrRecep-ReadInfoArg
		A2	• Can express his/her reactions to a work, reporting his/her feelings and ideas in simple language.	Medi-ExprPersResp

## UNIT 6

### LANGUAGE BOOK

Pages	Learning Outcome	Level	CEFR Descriptor	CEFR Reference
74–75	I can understand, say, and write activity verbs.	<b>Pre-A1</b>	• Can recognize words, names, and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly.	SpRecep-LisAudRec
			• Can deduce the meaning of a word from an accompanying picture or icon.	Recep-IdentCues
	I can listen to, understand, and sing a song about activities.	<b>Pre-A1</b>	• Can recognize words, names, and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly.	SpRecep-LisAudRec
		<b>A1</b>	• Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	Recep-IdentCues
76–77	I can listen to, read, and understand a simple conversation about after-school activities.	<b>A1</b>	• Can understand some words and expressions when people are talking about him/herself, family, school, hobbies, or surroundings, provided they are talking slowly and clearly.	SpRecep-UndrstConv
	I can ask and answer simple questions about after-school activities.	<b>A1</b>	• Can take part in a simple conversation of a basic factual nature on a predictable topic, e.g. his/her home country, family, school.	Splnt-Conv
			• Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.	Splnt-Conv
78–79	I can listen to and understand people talking about sports.	<b>Pre-A1</b>	• Can deduce the meaning of a word from an accompanying picture or icon.	Recep-IdentCues
		<b>A1</b>	• Can pick out concrete information (e.g. places and times) from short audio recordings on familiar everyday topics, provided they are delivered very slowly and clearly.	SpRecep-LisAudRec
	I can have a simple discussion about sports people play in my country and why people play sports.	<b>A1</b>	• Can facilitate an intercultural exchange by showing welcome and interest with simple words and non-verbal signals, by inviting others to speak and by indicating whether he/she understands when addressed directly.	Medi-FactPluricSp

80–81	I can listen to, read, and understand a simple conversation about playing sports.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can understand some words and expressions when people are talking about him/herself, family, school, hobbies, or surroundings, provided they are talking slowly and clearly.</li> </ul>	SpRecep-UndrstConv
	I can ask and answer simple questions about sports activities.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can ask and answer questions about themselves and other people, where they live, people they know, things they have.</li> </ul>	Splnt-InfoExch
			<ul style="list-style-type: none"> <li>Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.</li> </ul>	Splnt-InfoExch
82–83	I can watch and understand a short video of people discussing an activity to do together.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can recognize familiar words and phrases and identify the topics in headline news summaries and many of the products in advertisements, by exploiting visual information and general knowledge.</li> </ul>	AudVisRecep-Watch
			<ul style="list-style-type: none"> <li>Can understand words and short sentences when listening to a simple conversation (e.g. between a customer and a salesperson in a shop/store), provided that people talk very slowly and very clearly.</li> </ul>	SpRecep-UndrstConv
	I can take part in a simple everyday conversation to arrange an activity, making and responding to suggestions in simple terms.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can express an idea with very simple words and ask what others think.</li> </ul>	Medi-CollabConstrMng
			<ul style="list-style-type: none"> <li>Can take part in a simple conversation of a basic factual nature on a predictable topic, e.g. his/her home country, family, school.</li> </ul>	Splnt-Conv
		<b>A2</b>	<ul style="list-style-type: none"> <li>Can make and respond to invitations, suggestions, and apologies.</li> </ul>	Splnt-Conv
84	I can read and understand a simple description of a weekly calendar.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.</li> </ul>	WrRecep-ReadInfoArg
	I can write a simple description of a weekly calendar.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can write simple phrases and sentences about themselves and imaginary people, where they live, and what they do.</li> </ul>	WrProd-CreaWrit
			<ul style="list-style-type: none"> <li>Can copy familiar words and short phrases, e.g. simple signs or instructions, names of everyday objects, names of shops/stores, and set phrases used regularly.</li> </ul>	Ling-OrthContr

LITERACY BOOK				
Pages	Learning Outcome	Level	CEFR Descriptor	CEFR Reference
88–89	I can ask and answer questions about a picture and discuss my thoughts about topics related to it.	<b>A1</b>	• Can take part in a simple conversation of a basic factual nature on a predictable topic, e.g. his/her home country, family, school.	Splnt-Conv
			• Can express an idea with very simple words and ask what others think.	Medi-CollabConstrMng
90–93	I can read and understand a simple illustrated instructional text (nonfiction) and make predictions about the meaning of new words in it.	<b>A1</b>	• Can understand short, illustrated narratives about everyday activities that are written in simple words.	WrRecep-ReadLeisure
			• Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	Recep-IdentCues
94	I can answer simple questions about an instructional text I have read and express my opinion about its content in simple terms.	<b>A2</b>	• Can understand simple, brief instructions provided that they are illustrated and not written in continuous text.	WrRecep-ReadInstr
			• Can express his/her reactions to a work, reporting his/her feelings and ideas in simple language.	Medi-ExprPersResp
95	I can understand the concept of events in a story, and I can identify and order them.	<b>Pre-A1</b>	• Can deduce the meaning of a word from an accompanying picture or icon.	Recep-IdentCues
		<b>A1</b>	• Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel, or stories, etc.) written with simple words and supported by illustrations and pictures.	WrRecep-ReadInfoArg
96–101	I can read and understand a simple illustrated story (fiction) and make predictions about the meaning of new words in it.	<b>A1</b>	• Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content.	WrRecep-ReadLeisure
			• Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	Recep-IdentCues



102	I can answer simple questions about a story I have read and retell it with the help of pictures.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel, or stories, etc.) written with simple words and supported by illustrations and pictures.</li> </ul>	WrRecep-ReadInfoArg
		<b>A2</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>	Medi-AnlysCritCreaTxt
	I can identify and say initial blends with “pr-” and “pl-”	<b>A1</b>	<ul style="list-style-type: none"> <li>Can reproduce sounds in the target language if carefully guided.</li> </ul>	Ling-PhContrSound

## UNIT 7

### LANGUAGE BOOK

Pages	Learning Outcome	Level	CEFR Descriptor	CEFR Reference
88–89	I can understand, say, and write places in a town.	Pre-A1	• Can recognize words, names, and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly.	SpRecep-LisAudRec
			• Can deduce the meaning of a word from an accompanying picture or icon.	Recep-IdentCues
	I can listen to, understand, and sing a song about going to town.	Pre-A1	• Can recognize words, names, and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly.	SpRecep-LisAudRec
		A1	• Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	Recep-IdentCues
90–91	I can listen to, read, and understand a simple phone conversation about what people are doing.	A1	• Can understand some words and expressions when people are talking about him/herself, family, school, hobbies, or surroundings, provided they are talking slowly and clearly.	SpRecep-UndrstConv
	I can ask and answer simple questions about what people are doing at different places.	A1	• Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	Splnt-InfoExch
			• Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.	Splnt-InfoExch
92–93	I can listen to and understand people talking about nature.	Pre-A1	• Can deduce the meaning of a word from an accompanying picture or icon.	Recep-IdentCues
		A1	• Can pick out concrete information (e.g. places and times) from short audio recordings on familiar everyday topics, provided they are delivered very slowly and clearly.	SpRecep-LisAudRec
	I can have a simple discussion about the towns and countryside in my country and the importance of trees and flowers.	A1	• Can facilitate an intercultural exchange by showing welcome and interest with simple words and non-verbal signals, by inviting others to speak and by indicating whether he/she understands when addressed directly.	Medi-FactlPluricSp

94–95	I can listen to, read, and understand a simple conversation between people asking for and giving directions.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can understand words and short sentences when listening to a simple conversation (e.g. between a customer and a salesperson in a shop/store), provided that people talk very slowly and very clearly.</li> </ul>	SpRecep-UndrstConv
	I can ask for and give directions using simple language.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.</li> <li>Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</li> </ul>	SpInt-InfoExch SpInt-InfoExch
96–97	I can watch and understand a short video of someone describing their town.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can recognize familiar words and phrases and identify the topics in headline news summaries and many of the products in advertisements, by exploiting visual information and general knowledge.</li> <li>Can understand in outline very simple information being explained in a predictable situation like a guided tour, provided that speech is very slow and clear and that there are long pauses from time to time.</li> </ul>	AudVisRecep-Watch SpRecep-LisLiveAud
	I can prepare and give a simple presentation about my town.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can read a very short, rehearsed statement—e.g. to introduce a speaker, propose a toast.</li> <li>Can describe him/herself, what he/she does, and where he/she lives.</li> </ul>	SpProd-AddrAud SpProd-MonoDescrExp
	I can read and understand a simple description of a town.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.</li> </ul>	WrRecep-ReadInfoArg
98	I can write a simple description of a town.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can write simple phrases and sentences about themselves and imaginary people, where they live, and what they do.</li> <li>Can use basic punctuation (e.g. full stops/periods, question marks).</li> <li>Can copy familiar words and short phrases, e.g. simple signs or instructions, names of everyday objects, names of shops/stores, and set phrases used regularly.</li> </ul>	WrProd-CreaWrit Ling-OrthContr Ling-OrthContr

LITERACY BOOK				
Pages	Learning Outcome	Level	CEFR Descriptor	CEFR Reference
104–105	I can ask and answer questions about a picture and discuss my thoughts about topics related to it.	A1	• Can take part in a simple conversation of a basic factual nature on a predictable topic, e.g. his/her home country, family, school.	Splnt-Conv
			• Can express an idea with very simple words and ask what others think.	Medi-CollabConstrMng
106–109	I can read and understand a simple illustrated riddle (nonfiction) and make predictions about the meaning of new words in it.	A1	• Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content.	WrRecep-ReadLeisure
			• Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	Recep-IdentCues
110	I can answer simple questions about riddles I have read.	A1	• Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel, or stories, etc.) written with simple words and supported by illustrations and pictures.	WrRecep-ReadInfoArg
111	I can make predictions about the ending of a story based on its beginning and middle.	A1	• Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel, or stories, etc.) written with simple words and supported by illustrations and pictures.	WrRecep-ReadInfoArg
112–117	I can read and understand a simple illustrated story (fantasy) and make predictions about the meaning of new words in it.	A1	• Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content.	WrRecep-ReadLeisure
			• Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	Recep-IdentCues
118	I can answer simple questions about a story I have read.	A1	• Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel, or stories, etc.) written with simple words and supported by illustrations and pictures.	WrRecep-ReadInfoArg
	I can identify and say initial blends with “fl-” and “fr-.”	A1	• Can reproduce sounds in the target language if carefully guided.	Ling-PhContrSound

## UNIT 8

### LANGUAGE BOOK

Pages	Learning Outcome	Level	CEFR Descriptor	CEFR Reference
100–101	I can understand, say, and write rooms and furniture vocabulary.	<b>Pre-A1</b>	• Can recognize words, names, and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly.	SpRecep-LisAudRec
			• Can deduce the meaning of a word from an accompanying picture or icon.	Recep-IdentCues
	I can listen to, understand, and sing a song about places in a house.	<b>Pre-A1</b>	• Can recognize words, names, and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly.	SpRecep-LisAudRec
		<b>A1</b>	• Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	Recep-IdentCues
102–103	I can listen to, read, and understand a simple conversation of people looking for something.	<b>A1</b>	• Can understand some words and expressions when people are talking about him/herself, family, school, hobbies, or surroundings, provided they are talking slowly and clearly.	SpRecep-UndrstConv
	I can ask and answer simple questions about the location of rooms in a house.	<b>A1</b>	• Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	Splnt-InfoExch
			• Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.	Splnt-InfoExch
104–105	I can listen to and understand people talking about their daily routines.	<b>Pre-A1</b>	• Can deduce the meaning of a word from an accompanying picture or icon.	Recep-IdentCues
		<b>A1</b>	• Can pick out concrete information (e.g. places and times) from short audio recordings on familiar everyday topics, provided they are delivered very slowly and clearly.	SpRecep-LisAudRec
	I can have a simple discussion comparing my daily routine to that of children in other countries and about why daily routines are different around the world.	<b>A1</b>	• Can facilitate an intercultural exchange by showing welcome and interest with simple words and non-verbal signals, by inviting others to speak and by indicating whether he/she understands when addressed directly.	Medi-FactlPluricSp

106–107	I can listen to, read, and understand a simple conversation about daily routines at home.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can understand some words and expressions when people are talking about him/herself, family, school, hobbies, or surroundings, provided they are talking slowly and clearly.</li> </ul>	SpRecep-UndrstConv
	I can ask and answer simple questions about daily routines.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can take part in a simple conversation of a basic factual nature on a predictable topic, e.g. his/her home country, family, school.</li> </ul>	SpInt-Conv
			<ul style="list-style-type: none"> <li>Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.</li> </ul>	SpInt-Conv
108–109	I can watch and understand a short video of someone describing their perfect day.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can recognize familiar words and phrases and identify the topics in headline news summaries and many of the products in advertisements, by exploiting visual information and general knowledge.</li> </ul>	AudVisRecep-Watch
			<ul style="list-style-type: none"> <li>Can understand in outline very simple information being explained in a predictable situation like a guided tour, provided that speech is very slow and clear and that there are long pauses from time to time.</li> </ul>	SpRecep-LisLiveAud
	I can prepare and give a simple presentation about someone's perfect day.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can read a very short, rehearsed statement—e.g. to introduce a speaker, propose a toast.</li> </ul>	SpProd-AddrAud
			<ul style="list-style-type: none"> <li>Can describe simple aspects of his/her everyday life in a series of simple sentences, using simple words and basic phrases, provided he/she can prepare in advance.</li> </ul>	SpProd-MonoDescrExp
110	I can read and understand a simple description of a house.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.</li> </ul>	WrRecep-ReadInfoArg
	I can write a simple description of a house.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can write simple phrases and sentences about themselves and imaginary people, where they live, and what they do.</li> </ul>	WrProd-CreaWrit
			<ul style="list-style-type: none"> <li>Can link words or groups of words with very basic linear connectors like “and” or “then.”</li> </ul>	Pragm-Coh

LITERACY BOOK				
Pages	Learning Outcome	Level	CEFR Descriptor	CEFR Reference
120–121	I can ask and answer questions about a picture and discuss my thoughts about topics related to it.	A1	• Can take part in a simple conversation of a basic factual nature on a predictable topic, e.g. his/her home country, family, school.	Splnt-Conv
			• Can express an idea with very simple words and ask what others think.	Medi-CollabConstrMng
122–125	I can read and understand a simple illustrated poem (fiction) and make predictions about the meaning of new words in it.	A1	• Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content.	WrRecep-ReadLeisure
			• Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	Recep-IdentCues
126	I can answer simple questions about a poem I have read.	A1	• Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel, or stories, etc.) written with simple words and supported by illustrations and pictures.	WrRecep-ReadInfoArg
	I can identify and say initial blends with “sl-” and “st-.”	A1	• Can reproduce sounds in the target language if carefully guided.	Ling-PhContrSound
127	I can make predictions about the content of a story based on its title and the accompanying pictures.	A1	• Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.	WrRecep-ReadInfoArg
128–133	I can read and understand a simple informational text (nonfiction) and make predictions about the meaning of new words in it.	A1	• Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content.	WrRecep-ReadLeisure
			• Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	Recep-IdentCues
134	I can answer simple questions about an informational text I have read.	A1	• Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel, or stories, etc.) written with simple words and supported by illustrations and pictures.	WrRecep-ReadInfoArg

## UNIT 9

### LANGUAGE BOOK

Pages	Learning Outcome	Level	CEFR Descriptor	CEFR Reference
114–115	I can understand, say, and write jobs vocabulary.	Pre-A1	• Can recognize words, names, and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly.	SpRecep-LisAudRec
			• Can deduce the meaning of a word from an accompanying picture or icon.	Recep-IdentCues
	I can listen to, understand, and sing a song about jobs.	Pre-A1	• Can recognize words, names, and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly.	SpRecep-LisAudRec
		A1	• Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	Recep-IdentCues
116–117	I can listen to, read, and understand a simple conversation about jobs that people do.	A1	• Can understand some words and expressions when people are talking about him/herself, family, school, hobbies, or surroundings, provided they are talking slowly and clearly.	SpRecep-UndrstConv
	I can ask and answer simple questions about jobs that people in my family do.	A1	• Can take part in a simple conversation of a basic factual nature on a predictable topic, e.g. his/her home country, family, school.	Splnt-Conv
			• Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.	Splnt-Conv
118–119	I can listen to and understand people describing their jobs.	Pre-A1	• Can deduce the meaning of a word from an accompanying picture or icon.	Recep-IdentCues
		A1	• Can pick out concrete information (e.g. places and times) from short audio recordings on familiar everyday topics, provided they are delivered very slowly and clearly.	SpRecep-LisAudRec
	I can have a simple discussion about jobs I like and about why people have jobs.	A1	• Can facilitate an intercultural exchange by showing welcome and interest with simple words and non-verbal signals, by inviting others to speak and by indicating whether he/she understands when addressed directly.	Medi-FactlPluricSp



120–121	I can listen to, read, and understand a simple conversation about what children want to be when they grow up and why.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can understand some words and expressions when people are talking about him/herself, family, school, hobbies, or surroundings, provided they are talking slowly and clearly.</li> </ul>	SpRecep-UndrstConv
	I can ask and answer simple questions about what I want to be when I grow up and why.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can ask and answer questions about themselves and other people, where they live, people they know, things they have.</li> <li>Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.</li> </ul>	Splnt-InfoExch Splnt-InfoExch
122–123	I can watch and understand a short video of people discussing their jobs.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can recognize familiar words and phrases and identify the topics in headline news summaries and many of the products in advertisements, by exploiting visual information and general knowledge.</li> <li>Can understand some words and expressions when people are talking about him/herself, family, school, hobbies, or surroundings, provided they are talking slowly and clearly.</li> </ul>	AudVisRecep-Watch SpRecep-UndrstConv
	I can take part in a simple everyday conversation about jobs, asking for and giving more information, and showing interest.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can take part in a simple conversation of a basic factual nature on a predictable topic, e.g. his/her home country, family, school.</li> <li>Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</li> </ul>	Splnt-Conv Splnt-InfoExch
		<b>A2</b>	<ul style="list-style-type: none"> <li>Can ask and answer questions about what they do at work and in free time.</li> </ul>	Splnt-InfoExch
	I can read and understand a simple poster about jobs.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.</li> </ul>	WvRecep-ReadInfoArg
124	I can create a simple job poster.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can write simple phrases and sentences about themselves and imaginary people, where they live, and what they do.</li> <li>Can copy familiar words and short phrases, e.g. simple signs or instructions, names of everyday objects, names of shops/stores, and set phrases used regularly.</li> </ul>	WrProd-CreaWrit Ling-OrthContr

LITERACY BOOK				
Pages	Learning Outcome	Level	CEFR Descriptor	CEFR Reference
136–137	I can ask and answer questions about a picture and discuss my thoughts about topics related to it.	A1	• Can take part in a simple conversation of a basic factual nature on a predictable topic, e.g. his/her home country, family, school.	SplInt-Conv
			• Can express an idea with very simple words and ask what others think.	Medi-CollabConstrMng
138–141	I can read and understand a simple illustrated informational text (nonfiction) and make predictions about the meaning of new words in it.	A1	• Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content.	WrRecep-ReadLeisure
			• Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	Recep-IdentCues
142	I can answer simple questions about an informational text I have read.	A1	• Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel, or stories, etc.) written with simple words and supported by illustrations and pictures.	WrRecep-ReadInfoArg
143	I can understand the concepts of and identify main ideas and details in a story.	A1	• Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel, or stories, etc.) written with simple words and supported by illustrations and pictures.	WrRecep-ReadInfoArg
144–149	I can read and understand a simple illustrated story (fiction) and make predictions about the meaning of new words in it.	A1	• Can understand short, illustrated narratives about everyday activities that are written in simple words.	WrRecep-ReadLeisure
			• Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	Recep-IdentCues
150	I can answer simple questions about a story I have read and retell it with the help of pictures.	A1	• Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel, or stories, etc.) written with simple words and supported by illustrations and pictures.	WrRecep-ReadInfoArg
		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.	Medi-AnlysCritCreaTxt
	I can identify and say initial and final digraphs “sh” and “ch.”	A1	• Can reproduce sounds in the target language if carefully guided.	Ling-PhContrSound

## UNIT 10

### LANGUAGE BOOK

Pages	Learning Outcome	Level	CEFR Descriptor	CEFR Reference
126–127	I can understand, say, and write celebrations vocabulary.	<b>Pre-A1</b>	<ul style="list-style-type: none"> <li>Can recognize words, names, and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly.</li> <li>Can deduce the meaning of a word from an accompanying picture or icon.</li> </ul>	SpRecep-LisAudRec  Recep-IdentCues
	I can listen to, understand, and sing a song about celebrations.	<b>Pre-A1</b>	<ul style="list-style-type: none"> <li>Can recognize words, names, and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly.</li> </ul>	SpRecep-LisAudRec
		<b>A1</b>	<ul style="list-style-type: none"> <li>Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.</li> </ul>	Recep-IdentCues
128–129	I can listen to, read, and understand a simple conversation of people preparing for a celebration.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can understand words and short sentences when listening to a simple conversation (e.g. between a customer and a salesperson in a shop/store), provided that people talk very slowly and very clearly.</li> </ul>	SpRecep-UndrstConv
	I can ask and answer simple questions to prepare for a party.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can ask people for things and give people things.</li> </ul>	Splnt-GoalCo-op
			<ul style="list-style-type: none"> <li>Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.</li> </ul>	Splnt-GoalCo-op
130–131	I can listen to and understand people talking about celebrations.	<b>Pre-A1</b>	<ul style="list-style-type: none"> <li>Can deduce the meaning of a word from an accompanying picture or icon.</li> </ul>	Recep-IdentCues
		<b>A1</b>	<ul style="list-style-type: none"> <li>Can pick out concrete information (e.g. places and times) from short audio recordings on familiar everyday topics, provided they are delivered very slowly and clearly.</li> </ul>	SpRecep-LisAudRec
	I can have a simple discussion about celebrations in different countries and why people celebrate together.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can facilitate an intercultural exchange by showing welcome and interest with simple words and non-verbal signals, by inviting others to speak and by indicating whether he/she understands when addressed directly.</li> </ul>	Medi-FactPluricSp

132–133	I can listen to, read, and understand a simple conversation about possessions.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can understand some words and expressions when people are talking about him/herself, family, school, hobbies, or surroundings, provided they are talking slowly and clearly.</li> </ul>	SpRecep-UndrstConv
	I can ask and answer simple questions about possessions.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can ask and answer questions about themselves and other people, where they live, people they know, things they have.</li> </ul>	Splnt-InfoExch
			<ul style="list-style-type: none"> <li>Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.</li> </ul>	Splnt-InfoExch
134–135	I can watch and understand a short video of people having a conversation at a party.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can recognize familiar words and phrases and identify the topics in headline news summaries and many of the products in advertisements, by exploiting visual information and general knowledge.</li> </ul>	AudVisRecep-Watch
			<ul style="list-style-type: none"> <li>Can understand words and short sentences when listening to a simple conversation (e.g. between a customer and a salesperson in a shop/store), provided that people talk very slowly and very clearly.</li> </ul>	SpRecep-UndrstConv
	I can take part in a simple everyday conversation at a party, making and responding to requests.	<b>Pre-A1</b>	<ul style="list-style-type: none"> <li>Can understand and use some basic, formulaic expressions such as “Yes,” “No,” “Excuse me,” “Please,” “Thank you,” “No, thank you,” “Sorry.”</li> </ul>	Splnt-Conv
		<b>A1</b>	<ul style="list-style-type: none"> <li>Can take part in a simple conversation of a basic factual nature on a predictable topic, e.g. his/her home country, family, school.</li> </ul>	Splnt-Conv
			<ul style="list-style-type: none"> <li>Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.</li> </ul>	Splnt-Conv
136	I can read and understand simple party invitations.	<b>Pre-A1</b>	<ul style="list-style-type: none"> <li>Can understand from a letter, card, or email the event to which he/she is being invited and the information given about day, time, and location.</li> </ul>	WvRecep-ReadCorresp
	I can write a simple party invitation.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can write a short, very simple message (e.g. a text message) to friends to give them a piece of information or to ask them a question.</li> </ul>	WvInt-Corresp
			<ul style="list-style-type: none"> <li>Can use basic punctuation (e.g. full stops/periods, question marks).</li> </ul>	Ling-OrthContr

LITERACY BOOK				
Pages	Learning Outcome	Level	CEFR Descriptor	CEFR Reference
152–153	I can ask and answer questions about a picture and discuss my thoughts about topics related to it.	A1	• Can take part in a simple conversation of a basic factual nature on a predictable topic, e.g. his/her home country, family, school.	Splnt-Conv
			• Can express an idea with very simple words and ask what others think.	Medi-CollabConstrMng
154–157	I can read and understand a simple illustrated informational text (nonfiction) and make predictions about the meaning of new words in it.	A1	• Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content.	WrRecep-ReadLeisure
			• Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	Recep-IdentCues
158	I can answer simple questions about an informational text I have read.	A1	• Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.	WrRecep-ReadInfoArg
159	I can make predictions about the content and ending of a story based on the title and accompanying pictures.	A1	• Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.	WrRecep-ReadInfoArg
160–165	I can read and understand a simple illustrated folk tale (fiction) and make predictions about the meaning of new words in it.	A1	• Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content.	WrRecep-ReadLeisure
			• Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	Recep-IdentCues
166	I can identify the different parts (beginning, middle, end) of a story I have read and reflect on my predictions about its content.	A1	• Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel, or stories, etc.) written with simple words and supported by illustrations and pictures.	WrRecep-ReadInfoArg
		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.	Medi-AnlysCritCreaTxt
	I can identify and say the voiced and unvoiced digraph “th.”	A1	• Can reproduce sounds in the target language if carefully guided.	Ling-PhContrSound