

Global Stage

CEFR Mapping 5

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 5 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. 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 REF
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 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
		Sustained monologue: Putting a case (e.g. in debate)	SpProd-MonoPutCase
		Addressing audiences	SpProd-AddrAud
	Written Production	Creative writing	WrProd-CreaWrit
		Written reports and essays	WrProd-ReportsEssays
		Informal discussion (with friends)	SpInt-InformalDisc
		Information exchange	SpInt-InfoExch
		Interviewing and being interviewed	SpInt-Interv
	Written Interaction	Correspondence	WrInt-Corresp

Communicative Language Activities (cont.)	Mediation	Mediating a text	
		Relaying specific information in writing	Medi-RelaySpecInfoWrit
		Expressing a personal response to creative texts (incl. literature)	Medi-ExprPersResp
		Analysis and criticism of creative texts (incl. literature)	Medi-AnlysCritCreaTxt
		Mediating concepts	
		Facilitating collaborative interaction with peers	Medi-FacItCollabInt
		Collaborating to construct meaning	Medi-CollabConstrMean
		Mediating communication	
Communicative Language Strategies and Competences	Reception Strategies	Identifying cues and inferring (spoken and written)	Recep-IdentCues
	Interaction Strategies	Cooperating	Int-Coop
		Asking for clarification	Int-AskClar
	Linguistic Competences	Phonological control: Prosodic features	Ling-PhContrProsFeatures
	Pragmatic Competences	Thematic development	Pragm-ThemDevt
		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 vocabulary related to sports and equipment.	B1	<ul style="list-style-type: none"> Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. 	SpRecep-LisAudRec
	I can listen to, understand, and say a beatnik rap about sports activities.	B1	<ul style="list-style-type: none"> Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. Can convey his/her message in an intelligible way in spite of a strong influence on stress, intonation, and/or rhythm from other language(s) he/she speaks. 	SpRecep-LisAudRec Ling-PhContrProsFeatures
12–13	I can listen to, read, and understand a simple conversation about trying a new sport activity.	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. 	SpRecep-UndrstConv
	I can ask and answer simple questions about past, present, and future activities.	A2+	<ul style="list-style-type: none"> Can ask and answer questions about habits and routines. Can ask and answer questions about pastimes and past activities. Can ask and answer questions about plans and intentions. 	SpInt-InfoExch SpInt-InfoExch SpInt-InfoExch
14–15	I can listen to and understand people talking about fundraising through sports.	B1	<ul style="list-style-type: none"> Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. 	SpRecep-LisAudRec
	I can have a simple discussion about how we can use sport to help others and why people set themselves challenges.	B1	<ul style="list-style-type: none"> Can help to develop a shared communication culture, by exchanging information in a simple way about values and attitudes to language and culture. 	Medi-FactLPluricSp

16–17	I can listen to, read, and understand a simple conversation at a fun run.	B I	<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. 	SpRecep-UndrstConv
	I can make simple sentences on everyday topics using indefinite pronouns such as <i>everyone</i> , <i>nowhere</i> , etc.	A2+	<ul style="list-style-type: none"> Can describe everyday aspects of his/her environment, e.g. people, places, a job, or a study experience. 	SpProd-MonoDescrExp
			<ul style="list-style-type: none"> Can give short, basic descriptions of events and activities. 	SpProd-MonoDescrExp
18–19	I can read and understand a simple instructional flyer.	B I	<ul style="list-style-type: none"> Can find and understand relevant information in everyday material, such as letters, brochures, and short official documents. 	WrRecep-ReadOrient
	I can prepare a simple instructional flyer, using different features to organize the information effectively.	B I	<ul style="list-style-type: none"> Can present a topic in a short report or poster, using photographs and short blocks of text. 	WrProd-ReportsEssays
			<ul style="list-style-type: none"> Shows awareness of the conventional structure of the text type concerned, when communicating his/her ideas. 	Pragm-ThemDev
20	I can watch and understand a short video of people discussing the idea of starting a new sport.	B I	<ul style="list-style-type: none"> Can catch the main points in TV programs on familiar topics when the delivery is relatively slow and clear. 	AudVisRecep-Watch
			<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. 	SpRecep-UndrstConv
	I can make and respond to suggestions in an everyday discussion.	A2+	<ul style="list-style-type: none"> Can make and respond to suggestions. 	SpInt-InformalDisc
		B I	<ul style="list-style-type: none"> Can give or seek personal views and opinions in discussing topics of interest. 	SpInt-InformalDisc

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.	B I	• Can give or seek personal views and opinions in discussing topics of interest.	SpInt-InfomalDisc
		B I+	• Can use questions, comments, and simple reformulations to maintain the focus of a discussion.	Medi-CollabConstrMean
10–15	I can read and understand a simple illustrated play (fiction) and make predictions about the meaning of new words and expressions in it.	B I	• 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.	WrRecep-ReadLeisure
		B I+	• Can identify unfamiliar words from the context on topics related to his/her field and interests.	Recep-IdentCues
16	I can answer simple questions about the events and characters in a play I have read.	A2+	• Can understand the main points of short texts dealing with everyday topics (e.g. lifestyle, hobbies, sports, weather).	WrRecep-ReadInfoArg
		B I	• Can describe the personality of a character.	Medi-ExprPersResp
			• 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.	Medi-AnlysCritCareaTxt
17	I can skim and scan a text to identify the topic and to find specific details in it.	A2+	• Can find specific information in practical, concrete, predictable texts (e.g. travel guidebooks, recipes), provided they are written in simple language.	WrRecep-ReadOrient
		B I	• Can assess whether an article, report, or review is on the required topic.	WrRecep-ReadOrient
			• Can make basic inferences or predictions about text content from headings, titles, or headlines.	Recep-IdentCues
18–21	I can read and understand a simple illustrated instructional text and make predictions about the meaning of new words and expressions in it.	B I	• 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.	WrRecep-ReadLeisure
		B I+	• Can identify unfamiliar words from the context on topics related to his/her field and interests.	Recep-IdentCues

22	I can answer simple questions about an instructional text I have read and reflect on the content.	B1	• Can understand most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for re-reading.	WrRecep-ReadInfoArg
			• Can explain briefly the feelings and opinions that a work provoked in him/her.	Medi-ExprPersResp

UNIT 2

LANGUAGE BOOK

Pages	Learning Outcome	Level	CEFR Descriptor	CEFR Reference
22–23	I can understand, say, and write vocabulary related to animals and their life cycles.	B I	<ul style="list-style-type: none"> Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. 	SpRecep-LisAudRec
	I can listen to, understand, and say a poem about an animal's habitat.	B I	<ul style="list-style-type: none"> Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. Can convey his/her message in an intelligible way in spite of a strong influence on stress, intonation, and/or rhythm from other language(s) he/she speaks. 	SpRecep-LisAudRec Ling-PhContrProsFeatures
24–25	I can listen to, read, and understand a simple conversation at a bird sanctuary.	B I	<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. 	SpRecep-UndrstConv
	I can ask and answer simple questions about recent experiences and activities.	A2+	<ul style="list-style-type: none"> Can ask and answer questions about pastimes and past activities. 	SpInt-InfoExch
26–27	I can listen to and understand people talking about controlling nature and how activities of humans affect animal habitats.	B I	<ul style="list-style-type: none"> Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. 	SpRecep-LisAudRec
	I can have a simple discussion about how we can protect nature and the importance of doing so.	B I	<ul style="list-style-type: none"> Can help to develop a shared communication culture, by exchanging information in a simple way about values and attitudes to language and culture. 	Medi-FactlPluricSp

28–29	I can listen to, read, and understand a simple conversation about an article on toads and frogs.	B I	<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. 	SpRecep-UndrstConv
	I can ask and answer simple questions about habits, recent experiences, and activities.	A2+	<ul style="list-style-type: none"> Can ask and answer questions about habits and routines. Can ask and answer questions about pastimes and past activities. 	SpInt-InfoExch SpInt-InfoExch
30–31	I can read and understand a simple infographic.	B I	<ul style="list-style-type: none"> Can understand the main points in descriptive notes such as those on museum exhibits and explanatory boards in exhibitions. 	WrRecep-ReadInfoArg
	I can prepare a simple infographic, using different conjunctions to make the information clear for the reader.	B I	<ul style="list-style-type: none"> Can present a topic in a short report or poster, using photographs and short blocks of text. Can link a series of shorter, discrete, simple elements into a connected, linear sequence of points. 	WrProd-ReportsEssays Pragm-Coh
32	I can watch and understand a short video of two people giving a joint presentation about helping bees.	B I	<ul style="list-style-type: none"> Can catch the main points in TV programs on familiar topics when the delivery is relatively slow and clear. Can follow in outline straightforward short talks on familiar topics, provided these are delivered in clearly articulated standard speech. 	AudVisRecep-Watch SpRecep-LisLiveAud
	I can prepare and give a simple presentation about protecting the sea, using rhetorical questions to create interest.	B I	<ul style="list-style-type: none"> Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. 	SpProd-AddrAuda
			<ul style="list-style-type: none"> Can briefly give reasons and explanations for opinions, plans, and actions. 	SpProd-MonoPutCase

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 I	<ul style="list-style-type: none"> Can give or seek personal views and opinions in discussing topics of interest. 	SpInt-InfomDisc
		B I+	<ul style="list-style-type: none"> Can use questions, comments, and simple reformulations to maintain the focus of a discussion. 	Medi-CollabConstrMean
26–31	I can read and understand a simple illustrated story (fantasy) and make predictions about the meaning of new words and expressions in it.	B I	<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. 	WrRecep-ReadLeisure
		B I+	<ul style="list-style-type: none"> Can identify unfamiliar words from the context on topics related to his/her field and interests. 	Recep-IdentCues
32	I can answer simple questions about the events in a story I have read, describe the characters in it, and relate my experiences to theirs.	B I	<ul style="list-style-type: none"> Can recognize significant points in straightforward newspaper articles on familiar subjects. 	WrRecep-ReadInfoArg
			<ul style="list-style-type: none"> Can relate the emotions experienced by a character in a work to emotions he/she has experienced. 	Medi-ExprPersResp
			<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. 	Medi-AnlysCritCreaTxt
33	I can understand the concept of and identify sequence of events in a story or other text.	B I	<ul style="list-style-type: none"> Can recognize significant points in straightforward newspaper articles on familiar subjects. 	WrRecep-ReadInfoArg
			<ul style="list-style-type: none"> Can follow a line of argument or the sequence of events in a story, by focusing on common logical connectors (e.g. <i>however, because</i>) and temporal connectors (e.g. <i>after that, beforehand</i>). 	Recep-IdentCues
34–37	I can read and understand a simple illustrated persuasive text (nonfiction) and make predictions about the meaning of new words and expressions in it.	B I	<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. 	WrRecep-ReadLeisure
		B I+	<ul style="list-style-type: none"> Can identify unfamiliar words from the context on topics related to his/her field and interests. 	Recep-IdentCues

38	I can summarize the content of a persuasive text I have read and identify the author's opinion.	B1	<ul style="list-style-type: none"> Can relay in writing (in Language B) specific, relevant information contained in straightforward informational texts (written in Language A) on familiar subjects. 	Medi-RelaySpecInfoWrit
		B1+	<ul style="list-style-type: none"> Can identify the main conclusions in clearly signaled argumentative texts. 	WrRecep-ReadInfoArg

UNIT 3

LANGUAGE BOOK

Pages	Learning Outcome	Level	CEFR Descriptor	CEFR Reference
36–37	I can understand, say, and write vocabulary related to investigating crimes.	B I	<ul style="list-style-type: none"> Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. 	SpRecep-LisAudRec
	I can listen to, understand, and say a rap about being a detective.	B I	<ul style="list-style-type: none"> Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. Can convey his/her message in an intelligible way in spite of a strong influence on stress, intonation, and/or rhythm from other language(s) he/she speaks. 	SpRecep-LisAudRec Ling-PhContrProsFeatures
38–39	I can listen to, read, and understand a simple conversation about a theft.	B I	<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. 	SpRecep-UndrstConv
	I can report on my findings from interviewing people about everyday topics.	B I	<ul style="list-style-type: none"> Can report straightforward factual information on a familiar topic, for example to indicate the nature of a problem or to give detailed directions, provided he/she can prepare beforehand. 	SpProd-MonoGivInfo
40–41	I can listen to and understand people talking about committing and preventing crime.	B I	<ul style="list-style-type: none"> Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. 	SpRecep-LisAudRec
	I can have a simple discussion about what we can do to prevent crime.	B I	<ul style="list-style-type: none"> Can help to develop a shared communication culture, by exchanging information in a simple way about values and attitudes to language and culture. 	Medi-FactlPluricSp
42–43	I can listen to, read, and understand a simple conversation about solving a crime.	B I	<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. 	SpRecep-UndrstConv
	I can report on everyday requests and commands given to me.	B I	<ul style="list-style-type: none"> Can report straightforward factual information on a familiar topic, for example to indicate the nature of a problem or to give detailed directions, provided he/she can prepare beforehand. 	SpProd-MonoGivInfo

44–45	I can read and understand an extract from a crime story.	A2+	<ul style="list-style-type: none"> Can identify specific information in simpler written material he/she encounters such as letters, brochures, and short newspaper articles describing events. 	WrRecep-ReadInfoArg
	I can write a short crime story, organizing the elements clearly and using adjectives and adverbs for atmosphere.	B1	<ul style="list-style-type: none"> Can narrate a story. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. 	WrProd-CreaWrit Pragm-ThemDevt
46	I can watch and understand a short video of people discussing different ways of engaging with their neighborhood.	B1	<ul style="list-style-type: none"> Can catch the main points in TV programs on familiar topics when the delivery is relatively slow and clear. Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard speech. 	AudVisRecep-Watch SpRecep-UndrstConv
	I can show interest and respond to what I hear in an everyday discussion.	B1	<ul style="list-style-type: none"> Can give or seek personal views and opinions in discussing topics of interest. Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course. 	Splnt-InfomlDisc Medi-CollabConstrMean
		B1+	<ul style="list-style-type: none"> Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going. 	Int-Coop

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 I	<ul style="list-style-type: none"> Can give or seek personal views and opinions in discussing topics of interest. 	SpInt-InfomDisc
		B I+	<ul style="list-style-type: none"> Can use questions, comments, and simple reformulations to maintain the focus of a discussion. 	Medi-CollabConstrMean
42–45	I can read and understand a simple illustrated informational text (nonfiction) and make predictions about the meaning of new words and expressions in it.	B I	<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. 	WrRecep-ReadLeisure
		B I+	<ul style="list-style-type: none"> Can identify unfamiliar words from the context on topics related to his/her field and interests. 	Recep-IdentCues
46	I can answer simple questions about an informational text I have read.	B I	<ul style="list-style-type: none"> Can understand most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for re-reading. 	WrRecep-ReadInfoArg
47	I can read and understand a short article and draw conclusions from it by using clues, evidence, and my inferences from the text.	B I	<ul style="list-style-type: none"> Can recognize significant points in straightforward newspaper articles on familiar subjects. 	WrRecep-ReadInfoArg
			<ul style="list-style-type: none"> Can make basic inferences or predictions about text content from headings, titles, or headlines. 	Recep-IdentCues
48–53	I can read and understand a simple illustrated story (fiction) and make predictions about the meaning of new words and expressions in it.	B I	<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. 	WrRecep-ReadLeisure
		B I+	<ul style="list-style-type: none"> Can identify unfamiliar words from the context on topics related to his/her field and interests. 	Recep-IdentCues
54	I can identify clues and conclusions in a story and reflect on the actions and skills of the main character.	B I	<ul style="list-style-type: none"> Can recognize significant points in straightforward newspaper articles on familiar subjects. 	WrRecep-ReadInfoArg
			<ul style="list-style-type: none"> Can describe the personality of a character. 	Medi-ExprPersResp
			<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. 	Medi-AnlysCritCreaTxt

UNIT 4

LANGUAGE BOOK

Pages	Learning Outcome	Level	CEFR Descriptor	CEFR Reference
48–49	I can understand, say, and write vocabulary related to jobs and qualifications.	B I	<ul style="list-style-type: none"> Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. 	SpRecep-LisAudRec
	I can listen to, understand, and say a poem about jobs.	B I	<ul style="list-style-type: none"> Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. Can convey his/her message in an intelligible way in spite of a strong influence on stress, intonation, and/or rhythm from other language(s) he/she speaks. 	SpRecep-LisAudRec Ling-PhContrProsFeatures
50–51	I can listen to, read, and understand a short audio recording of someone describing their job.	B I	<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/vacation), provided the speaker speaks slowly and clearly. 	SpRecep-LisAudRec
	I can make simple sentences about everyday activities and their purpose.	B I	<ul style="list-style-type: none"> Can report straightforward factual information on a familiar topic, for example to indicate the nature of a problem or to give detailed directions, provided he/she can prepare beforehand. 	SpProd-MonoGivInfo
52–53	I can listen to and understand people talking about the work and skills needed to start a business and be an entrepreneur.	B I	<ul style="list-style-type: none"> Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. 	SpRecep-LisAudRec
	I can have a simple discussion about being a good boss and whether small or big businesses are more useful to society.	B I	<ul style="list-style-type: none"> Can help to develop a shared communication culture, by exchanging information in a simple way about values and attitudes to language and culture. 	Medi-FactLPluricSp

54–55	I can listen to, read, and understand a simple conversation about the job of an underwater photographer.	B I	<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. 	SpRecep-UndrstConv
	I can ask and answer simple questions about everyday topics to check what I know about my friends.	A2+	<ul style="list-style-type: none"> Can ask and answer questions about habits and routines. 	SpInt-InfoExch
		B I	<ul style="list-style-type: none"> Can ask and answer questions about pastimes and past activities. Can find out and pass on straightforward factual information. 	SpInt-InfoExch
56–57	I can read and understand a simple biography.	B I	<ul style="list-style-type: none"> Can understand most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for re-reading. 	WrRecep-ReadInfoArg
	I can write a simple biography, supporting the information presented with facts and details.	B I	<ul style="list-style-type: none"> Can write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest. 	WrProd-CreaWrit
			<ul style="list-style-type: none"> Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. 	Pragm-ThemDevt
58	I can watch and understand a short video of a job interview.	B I	<ul style="list-style-type: none"> Can catch the main points in TV programs on familiar topics when the delivery is relatively slow and clear. 	AudVisRecep-Watch
			<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. 	SpRecep-UndrstConv
	I can ask for clarification and use fillers to buy time to think in a simple interview.	A2+	<ul style="list-style-type: none"> Can make him/herself understood in an interview and communicate ideas and information on familiar topics, provided he/she can ask for clarification occasionally, and is given some help to express what he/she wants to. 	SpInt-Interv
		B I	<ul style="list-style-type: none"> Can ask someone to clarify or elaborate what he or she has just said. 	Int-AskClar
		B I+	<ul style="list-style-type: none"> Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going. 	Int-Coop

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.	B I	<ul style="list-style-type: none"> Can give or seek personal views and opinions in discussing topics of interest. 	SplInt-InfomalDisc
		B I+	<ul style="list-style-type: none"> Can use questions, comments, and simple reformulations to maintain the focus of a discussion. 	Medi-CollabConstrMean
58–59	I can read and understand a simple illustrated biography (nonfiction) and make predictions about the meaning of new words and expressions in it.	B I	<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. 	WvRecep-ReadLeisure
		B I+	<ul style="list-style-type: none"> Can identify unfamiliar words from the context on topics related to his/her field and interests. 	Recep-IdentCues
60	I can answer simple questions about a biography I have read and complete a biographical summary.	B I	<ul style="list-style-type: none"> Can understand most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for re-reading. 	WvRecep-ReadInfoArg
			<ul style="list-style-type: none"> Can relay in writing (in Language B) specific, relevant information contained in straightforward informational texts (written in Language A) on familiar subjects. 	Medi-RelaySpecInfoWrit
61	I can understand the concepts of and identify different points of view and types of narrator in a text.	B I	<ul style="list-style-type: none"> Can understand most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for re-reading. 	WvRecep-ReadInfoArg
62–69	I can read and understand a simple illustrated story (fiction) and make predictions about the meaning of new words and expressions in it.	B I	<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. 	WvRecep-ReadLeisure
		B I+	<ul style="list-style-type: none"> Can identify unfamiliar words from the context on topics related to his/her field and interests. 	Recep-IdentCues

70	I can answer simple questions about a story I have read from the main character's point of view and describe their personality.	B1	• Can recognize significant points in straightforward newspaper articles on familiar subjects.	WrRecep-ReadInfoArg
			• Can describe the personality of a character.	Medi-ExprPersResp
			• Can describe the key themes and characters in short narratives involving familiar situations that are written in high frequency everyday language.	Medi-AnlysCritCreaTxt

UNIT 5

LANGUAGE BOOK

Pages	Learning Outcome	Level	CEFR Descriptor	CEFR Reference
62–63	I can understand, say, and write vocabulary related to emotions.	B I	<ul style="list-style-type: none"> Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. 	SpRecep-LisAudRec
	I can listen to, understand, and say a blues poem about emotions during an expedition.	B I	<ul style="list-style-type: none"> Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. Can convey his/her message in an intelligible way in spite of a strong influence on stress, intonation, and/or rhythm from other language(s) he/she speaks. 	SpRecep-LisAudRec Ling-PhContrProsFeatures
64–65	I can listen to, read, and understand a short simple conversation during a trip in the forest.	A2+	<ul style="list-style-type: none"> Can generally identify the topic of discussion around him/her that is conducted slowly and clearly. 	SpRecep-UndrstConv
	I can make deductions about a picture using simple language.	B I	<ul style="list-style-type: none"> Can report straightforward factual information on a familiar topic, for example to indicate the nature of a problem or to give detailed directions, provided he/she can prepare beforehand. 	SpProd-MonoGivInfo
66–67	I can listen to and understand people talking about positive and negative emotions and their possible effects.	B I	<ul style="list-style-type: none"> Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. 	SpRecep-LisAudRec
	I can have a simple discussion about dealing with frustration and the importance of understanding how we learn.	B I	<ul style="list-style-type: none"> Can help to develop a shared communication culture, by exchanging information in a simple way about values and attitudes to language and culture. 	Medi-FactlPluricSp

68–69	I can listen to, read, and understand a simple conversation at a farewell party.	B I	<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. 	SpRecep-UndrstConv
	I can ask and answer questions about future plans and activities, expressing different degrees of probability.	A2+	<ul style="list-style-type: none"> Can ask and answer questions about plans and intentions. 	SpInt-InfoExch
70–71	I can read and understand short acrostic poems.	A2+	<ul style="list-style-type: none"> Can identify specific information in simpler written material he/she encounters such as letters, brochures, and short newspaper articles describing events. 	WrRecep-ReadInfoArg
	I can write a simple acrostic poem, using similes and metaphors.	B I	<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. 	WrProd-CreaWrit Pragm-ThemDev
72	I can watch and understand a short video of someone giving a presentation about dealing with nerves.	B I	<ul style="list-style-type: none"> Can catch the main points in TV programs on familiar topics when the delivery is relatively slow and clear. 	AudVisRecep-Watch
			<ul style="list-style-type: none"> Can follow in outline straightforward short talks on familiar topics, provided these are delivered in clearly articulated standard speech. 	SpRecep-LisLiveAud
	I can prepare and give a simple presentation about dealing with nerves in an everyday situation, offering advice and encouragement.	B I	<ul style="list-style-type: none"> Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. 	SpProd-AddrAud
			<ul style="list-style-type: none"> Can give detailed accounts of experiences, describing feelings and reactions. Can briefly give reasons and explanations for opinions, plans, and actions. 	SpProd-MonoDescrExp SpProd-MonoPutCase

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.	B I	• Can give or seek personal views and opinions in discussing topics of interest.	SpInt-InfomDisc
		B I+	• Can use questions, comments, and simple reformulations to maintain the focus of a discussion.	Medi-CollabConstrMean
74–77	I can read and understand a simple illustrated instructional text (nonfiction) and make predictions about the meaning of new words and expressions in it.	B I	• 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.	WrRecep-ReadLeisure
		B I+	• Can identify unfamiliar words from the context on topics related to his/her field and interests.	Recep-IdentCues
78	I can summarize the main ideas and details in an instructional text I have read.	B I	• Can understand most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for re-reading.	WrRecep-ReadInfoArg
			• Can relay in writing (in Language B) specific, relevant information contained in straightforward informational texts (written in Language A) on familiar subjects.	Medi-RelaySpecInfoWrit
79	I can understand the concept of using sensory details in a text and identify some examples of it in a poem.	A2+	• Can understand the main points of short texts dealing with everyday topics (e.g. lifestyle, hobbies, sports, weather).	WrRecep-ReadInfoArg
80–85	I can read and understand simple illustrated poems (fiction) and make predictions about the meaning of new words and expressions in it.	B I+	• Can understand simple poems and song lyrics written in straightforward language and style.	WrRecep-ReadLeisure
			• Can identify unfamiliar words from the context on topics related to his/her field and interests.	Recep-IdentCues
86	I can answer simple questions about the characters' feelings in poems I have read and discuss how the poems made me feel.	A2+	• Can understand the main points of short texts dealing with everyday topics (e.g. lifestyle, hobbies, sports, weather).	WrRecep-ReadInfoArg
		B I	• Can describe the personality of a character.	Medi-ExprPersResp
			• Can explain briefly the feelings and opinions that a work provoked in him/her.	Medi-ExprPersResp

UNIT 6

LANGUAGE BOOK

Pages	Learning Outcome	Level	CEFR Descriptor	CEFR Reference
74–75	I can understand, say, and write vocabulary related to eco-tourism.	B I	<ul style="list-style-type: none"> Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. 	SpRecep-LisAudRec
	I can listen to, understand, and say a chant about eco-tourism.	B I	<ul style="list-style-type: none"> Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. 	SpRecep-LisAudRec
			<ul style="list-style-type: none"> Can convey his/her message in an intelligible way in spite of a strong influence on stress, intonation, and/or rhythm from other language(s) he/she speaks. 	Ling-PhContrProsFeatures
76–77	I can listen to, read, and understand a simple conversation about protecting turtles' nests.	B I	<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. 	SpRecep-UndrstConv
	I can describe possible future actions and predictions related to them in simple language.	A2+	<ul style="list-style-type: none"> Can describe plans and arrangements, habits and routines, past activities, and personal experiences. 	SpProd-MonoDescrExp
		B I	<ul style="list-style-type: none"> Can describe dreams, hopes, and ambitions. 	SpProd-MonoDescrExp
78–79	I can listen to and understand people talking about environmental problems and sustainable living.	B I	<ul style="list-style-type: none"> Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. 	SpRecep-LisAudRec
	I can have a simple discussion about the importance of looking after the environment and ways to reduce our impact on it.	B I	<ul style="list-style-type: none"> Can help to develop a shared communication culture, by exchanging information in a simple way about values and attitudes to language and culture. 	Medi-FactlPluricSp

80–81	I can listen to, read, and understand a simple conversation between people doing a quiz on sustainable living.	B I	<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. 	SpRecep-UndrstConv
	I can make simple sentences about a picture from memory.	A2+	<ul style="list-style-type: none"> Can tell a story or describe something in a simple list of points. 	SpProd-MonoDescrExp
82–83	I can read and understand a short persuasive essay.	B I+	<ul style="list-style-type: none"> Can identify the main conclusions in clearly signaled argumentative texts. 	WrRecep-ReadInfoArg
	I can write a short persuasive essay, organizing and presenting information to argue a case.	B I+	<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. 	WrProd-ReportsEssays
			<ul style="list-style-type: none"> Can develop an argument well enough to be followed without difficulty most of the time. 	Pragm-ThemDevt
84	I can watch and understand a short video of two people giving a joint presentation to appeal for help to protect the environment.	B I	<ul style="list-style-type: none"> Can catch the main points in TV programs on familiar topics when the delivery is relatively slow and clear. 	AudVisRecep-Watch
			<ul style="list-style-type: none"> Can follow in outline straightforward short talks on familiar topics, provided these are delivered in clearly articulated standard speech. 	SpRecep-LisLiveAud
	I can prepare and give a simple presentation to appeal for help to protect the environment.	B I	<ul style="list-style-type: none"> Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. 	SpProd-AddrAud
			<ul style="list-style-type: none"> Can express opinions on subjects relating to everyday life, using simple expressions. 	SpProd-MonoPutCase
			<ul style="list-style-type: none"> Can briefly give reasons and explanations for opinions, plans, and actions. 	SpProd-MonoPutCase

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 I	<ul style="list-style-type: none"> Can give or seek personal views and opinions in discussing topics of interest. 	SpInt-InfomDisc
		B I+	<ul style="list-style-type: none"> Can use questions, comments, and simple reformulations to maintain the focus of a discussion. 	Medi-CollabConstrMean
90–93	I can read and understand a simple illustrated persuasive text (nonfiction) and make predictions about the meaning of new words and expressions in it.	B I	<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. 	WrRecep-ReadLeisure
		B I+	<ul style="list-style-type: none"> Can identify unfamiliar words from the context on topics related to his/her field and interests. 	Recep-IdentCues
94	I can answer simple questions about a persuasive text I have read and summarize its content in a graphic organizer.	B I	<ul style="list-style-type: none"> Can relay in writing (in Language B) specific, relevant information contained in straightforward informational texts (written in Language A) on familiar subjects. 	Medi-RelaySpecInfoWrit
		B I+	<ul style="list-style-type: none"> Can identify the main conclusions in clearly signaled argumentative texts. 	WrRecep-ReadInfoArg
95	I can understand the concept of and identify the author's purpose in short texts.	B I+	<ul style="list-style-type: none"> Can identify the main conclusions in clearly signaled argumentative texts. 	WrRecep-ReadInfoArg
96–101	I can read and understand a simple illustrated poem (fiction) and make predictions about the meaning of new words and expressions in it.	B I+	<ul style="list-style-type: none"> Can understand simple poems and song lyrics written in straightforward language and style. 	WrRecep-ReadLeisure
			<ul style="list-style-type: none"> Can identify unfamiliar words from the context on topics related to his/her field and interests. 	Recep-IdentCues
102	I can answer simple questions about the events and characters in a poem I have read and summarize its content in a table.	A2+	<ul style="list-style-type: none"> Can understand the main points of short texts dealing with everyday topics (e.g. lifestyle, hobbies, sports, weather). 	WrRecep-ReadInfoArg
		B I	<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. 	Medi-AnlysCritCreaTxt
			<ul style="list-style-type: none"> Can relay in writing (in Language B) specific, relevant information contained in straightforward informational texts (written in Language A) on familiar subjects. 	Medi-RelaySpecInfoWrit

UNIT 7

LANGUAGE BOOK

Pages	Learning Outcome	Level	CEFR Descriptor	CEFR Reference
88–89	I can understand, say, and write vocabulary related to injuries and first aid.	B I	<ul style="list-style-type: none"> Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. 	SpRecep-LisAudRec
	I can listen to, understand, and say a rap about first aid.	B I	<ul style="list-style-type: none"> Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. Can convey his/her message in an intelligible way in spite of a strong influence on stress, intonation, and/or rhythm from other language(s) he/she speaks. 	SpRecep-LisAudRec Ling-PhContrProsFeatures
90–91	I can listen to, read, and understand a simple conversation at a pool party.	B I	<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. 	SpRecep-UndrstConv
	I can describe some rules for a class camping trip.	B I	<ul style="list-style-type: none"> Can report straightforward factual information on a familiar topic, for example to indicate the nature of a problem or to give detailed directions, provided he/she can prepare beforehand. 	SpProd-MonoGivInfo
92–93	I can listen to and understand people talking about preparing for an emergency and the origins of the first aid kit.	B I	<ul style="list-style-type: none"> Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. 	SpRecep-LisAudRec
	I can have a simple discussion about ways to help others and how local solutions can affect global problems.	A2+	<ul style="list-style-type: none"> Can ensure that the person he/she is talking to understands what he/she means by asking appropriate questions. 	Medi-CollabConstrMean

94–95	I can listen to, read, and understand a simple conversation between friends discussing recent activities.	B I	<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. 	SpRecep-UndrstConv
	I can make simple sentences on everyday topics using reflexive pronouns.	A2+	<ul style="list-style-type: none"> Can describe everyday aspects of his/her environment, e.g. people, places, a job, or a study experience. Can give short, basic descriptions of events and activities. 	SpProd-MonoDescrExp SpProd-MonoDescrExp
96–97	I can read and understand a simple informational flyer.	B I	<ul style="list-style-type: none"> Can find and understand relevant information in everyday material, such as letters, brochures, and short official documents. 	WrRecep-ReadOrient
	I can prepare a simple informational flyer, organizing and presenting the information clearly.	B I	<ul style="list-style-type: none"> 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. 	WrProd-ReportsEssays Pragm-ThemDevt
98	I can watch and understand a short video of someone presenting the story of an accident they have had.	B I	<ul style="list-style-type: none"> Can catch the main points in TV programs on familiar topics when the delivery is relatively slow and clear. 	AudVisRecep-Watch
			<ul style="list-style-type: none"> Can follow in outline straightforward short talks on familiar topics, provided these are delivered in clearly articulated standard speech. 	SpRecep-LisLiveAud
	I can present the story of an accident I have had, adding details to build suspense.	B I	<ul style="list-style-type: none"> Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. 	SpProd-AddrAud
			<ul style="list-style-type: none"> Can relate details of unpredictable occurrences, e.g. an accident. Can give detailed accounts of experiences, describing feelings and reactions. 	SpProd-MonoDescrExp SpProd-MonoDescrExp

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.	B I	• Can give or seek personal views and opinions in discussing topics of interest.	SpInt-InfomDisc
		B I+	• Can use questions, comments, and simple reformulations to maintain the focus of a discussion.	Medi-CollabConstrMean
106–111	I can read and understand a simple illustrated story (fiction) and make predictions about the meaning of new words and expressions in it.	B I	• 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.	WrRecep-ReadLeisure
		B I+	• Can identify unfamiliar words from the context on topics related to his/her field and interests.	Recep-IdentCues
112	I can sequence the events in a story I have read and complete a table about the causes and effects in it.	B I	• Can recognize significant points in straightforward newspaper articles on familiar subjects.	WrRecep-ReadInfoArg
			• 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.	Medi-AnlysCritCreaTxt
			• Can relay in writing (in Language B) specific, relevant information contained in straightforward informational texts (written in Language A) on familiar subjects.	Medi-RelaySpecInfoWrit
113	I can understand the concepts of and identify the topic sentence, main idea, and supporting details in a text.	B I+	• Can recognize the line of argument in the treatment of the issue presented, though not necessarily in detail.	WrRecep-ReadInfoArg
			• Can exploit different types of connectors (numerical, temporal, logical) and the role of key paragraphs in the overall organization, in order to better understand the argumentation in a text.	Recep-IdentCues
114–117	I can read and understand a simple illustrated instructional text (nonfiction) and make predictions about the meaning of new words and expressions in it.	B I	• 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.	WrRecep-ReadLeisure
		B I+	• Can identify unfamiliar words from the context on topics related to his/her field and interests.	Recep-IdentCues

I 18	I can answer simple questions about an instructional text I have read and summarize the main ideas and details in a table.	B1	• Can understand most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for re-reading.	WrRecep-ReadInfoArg
			• Can relay in writing (in Language B) specific, relevant information contained in straightforward informational texts (written in Language A) on familiar subjects.	Medi-RelaySpecInfoWrit

UNIT 8

LANGUAGE BOOK

Pages	Learning Outcome	Level	CEFR Descriptor	CEFR Reference
100–101	I can understand, say, and write vocabulary related to discoveries and inventions.	B I	<ul style="list-style-type: none"> Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. 	SpRecep-LisAudRec
	I can listen to, understand, and say a poem about famous inventions.	B I	<ul style="list-style-type: none"> Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. Can convey his/her message in an intelligible way in spite of a strong influence on stress, intonation, and/or rhythm from other language(s) he/she speaks. 	SpRecep-LisAudRec Ling-PhContrProsFeatures
102–103	I can listen to, read, and understand a simple conversation about an ancient civilization.	B I	<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. 	SpRecep-UndrstConv
	I can make simple sentences about past obligations.	A2+	<ul style="list-style-type: none"> Can describe plans and arrangements, habits and routines, past activities, and personal experiences. 	SpProd-MonoDescrExp
104–105	I can listen to and understand people talking about developing knowledge and ideas.	B I	<ul style="list-style-type: none"> Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. 	SpRecep-LisAudRec
	I can have a simple discussion about which past civilization has taught us the most and whether we are more intelligent today than people in the past.	B I	<ul style="list-style-type: none"> Can help to develop a shared communication culture, by exchanging information in a simple way about values and attitudes to language and culture. 	Medi-FacItPluricSp

106–107	I can listen to, read, and understand a simple conversation about learning Latin.	B I	<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. 	SpRecep-UndrstConv
	I can make simple sentences about life in the ancient world.	A2+	<ul style="list-style-type: none"> Can describe plans and arrangements, habits and routines, past activities, and personal experiences. 	SpProd-MonoDescrExp
		B I	<ul style="list-style-type: none"> Can report straightforward factual information on a familiar topic, for example to indicate the nature of a problem or to give detailed directions, provided he/she can prepare beforehand. 	SpProd-MonoGivInfo
108–109	I can read and understand a short informative article, identifying causes and effects presented.	B I	<ul style="list-style-type: none"> Can recognize significant points in straightforward newspaper articles on familiar subjects. 	WrRecep-ReadInfoArg
	I can write a short informative article, using various phrases to link cause and effect.	B I	<ul style="list-style-type: none"> Can link a series of shorter, discrete, simple elements into a connected, linear sequence of points. 	Pragm-Coh
		B I+	<ul style="list-style-type: none"> Can summarize, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence. 	WrProd-ReportsEssays
110	I can watch and understand a short video of someone giving a presentation about the past.	B I	<ul style="list-style-type: none"> Can catch the main points in TV programs on familiar topics when the delivery is relatively slow and clear. 	AudVisRecep-Watch
			<ul style="list-style-type: none"> Can follow in outline straightforward short talks on familiar topics, provided these are delivered in clearly articulated standard speech. 	SpRecep-LisLiveAud
	I can give a short presentation about life today, using various phrases to structure my talk clearly.	B I	<ul style="list-style-type: none"> Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. 	SpProd-AddrAud
			<ul style="list-style-type: none"> Can give straightforward descriptions on a variety of familiar subjects within his field of interest. 	SpProd-MonoDescrExp

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.	B I	• Can give or seek personal views and opinions in discussing topics of interest.	SpInt-InfomDisc
		B I+	• Can use questions, comments, and simple reformulations to maintain the focus of a discussion.	Medi-CollabConstrMean
122–127	I can read and understand a simple illustrated fable (fiction) and make predictions about the meaning of new words and expressions in it.	B I	• 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.	WrRecep-ReadLeisure
		B I+	• Can identify unfamiliar words from the context on topics related to his/her field and interests.	Recep-IdentCues
128	I can answer simple questions about the events in a fable I have read and describe the different characters in it.	B I	• Can recognize significant points in straightforward newspaper articles on familiar subjects.	WrRecep-ReadInfoArg
			• Can describe the key themes and characters in short narratives involving familiar situations that are written in high frequency everyday language.	Medi-AnlysCritCreaTxt
			• Can describe the personality of a character.	Medi-ExprPersResp
129	I can understand the concept of and identify different genres of texts.	B I+	• Can understand straightforward, factual texts on subjects relating to his/her interests or studies.	WrRecep-ReadInfoArg
130–133	I can read and understand a simple illustrated informational text (nonfiction) and make predictions about the meaning of new words and expressions in it.	B I	• 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.	WrRecep-ReadLeisure
		B I+	• Can identify unfamiliar words from the context on topics related to his/her field and interests.	Recep-IdentCues
134	I can answer simple questions about an informational text I have read and discuss my hypotheses about the topics in it.	B I	• Can understand most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for re-reading.	WrRecep-ReadInfoArg
			• Can explain briefly the feelings and opinions that a work provoked in him/her.	Medi-ExprPersResp

UNIT 9

LANGUAGE BOOK

Pages	Learning Outcome	Level	CEFR Descriptor	CEFR Reference
114–115	I can understand, say, and write vocabulary related to storytelling.	B1	<ul style="list-style-type: none"> Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. 	SpRecep-LisAudRec
	I can listen to, understand, and say a poem about storytelling.	B1	<ul style="list-style-type: none"> Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. Can convey his/her message in an intelligible way in spite of a strong influence on stress, intonation, and/or rhythm from other language(s) he/she speaks. 	SpRecep-LisAudRec Ling-PhContrProsFeatures
116–117	I can listen to, read, and understand a simple conversation at a storytelling session.	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. 	SpRecep-UndrstConv
	I can make simple sentences about imaginary situations, actions and their consequences.	B1	<ul style="list-style-type: none"> Can describe events, real or imagined. 	SpProd-MonoDescrExp
118–119	I can listen to and understand people talking about sharing and passing on stories.	B1	<ul style="list-style-type: none"> Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. 	SpRecep-LisAudRec
	I can have a simple discussion about being a good listener and why sharing and passing on stories is important.	B1	<ul style="list-style-type: none"> Can help to develop a shared communication culture, by exchanging information in a simple way about values and attitudes to language and culture. 	Medi-FactlPluricSp

120–121	I can listen to, read, and understand a simple conversation at a storytelling session.	B I	<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. 	SpRecep-UndrstConv
	I can have a simple discussion about imaginary situations, actions and their consequences.	B I	<ul style="list-style-type: none"> Can give or seek personal views and opinions in discussing topics of interest. 	SpInt-InformalDisc
122–123	I can read and understand the opening of a simple story.	A2+	<ul style="list-style-type: none"> Can identify specific information in simpler written material he/she encounters such as letters, brochures, and short newspaper articles describing events. 	WrRecep-ReadInfoArg
	I can write the opening of a simple adventure story, creating a narrative voice.	B I	<ul style="list-style-type: none"> Can narrate a story. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. 	WrProd-CreaWrit Pragm-ThemDev
124	I can watch and understand a short video of people discussing a film/movie they have seen.	B I	<ul style="list-style-type: none"> Can catch the main points in TV programs on familiar topics when the delivery is relatively slow and clear. Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard speech. 	AudVisRecep-Watch SpRecep-UndrstConv
	I can offer opinions, agree, and disagree in an everyday discussion, ensuring that my partner and I have equal opportunities to speak.	B I	<ul style="list-style-type: none"> Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement, and disagreement politely. 	SpInt-InformalDisc SpInt-InformalDisc
		B I+	<ul style="list-style-type: none"> Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going. 	Int-Coop

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.	B I	• Can give or seek personal views and opinions in discussing topics of interest.	SpInt-InfomDisc
		B I+	• Can use questions, comments, and simple reformulations to maintain the focus of a discussion.	Medi-CollabConstrMean
138–141	I can read and understand a simple illustrated informational text (nonfiction) and make predictions about the meaning of new words and expressions in it.	B I	• 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.	WrRecep-ReadLeisure
		B I+	• Can identify unfamiliar words from the context on topics related to his/her field and interests.	Recep-IdentCues
142	I can summarize the content of an informational text I have read in a simple table.	B I	• Can understand most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for re-reading.	WrRecep-ReadInfoArg
			• Can relay in writing (in Language B) specific, relevant information contained in straightforward informational texts (written in Language A) on familiar subjects.	Medi-RelaySpecInfoWrit
143	I can understand the concept of characterization and identify clues in texts to describe characters.	B I	• Can understand most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for re-reading.	WrRecep-ReadInfoArg
144–149	I can read and understand a simple illustrated folk tale (fiction) and make predictions about the meaning of new words and expressions in it.	B I	• 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.	WrRecep-ReadLeisure
		B I+	• Can identify unfamiliar words from the context on topics related to his/her field and interests.	Recep-IdentCues
150	I can describe the different characters in a folk tale I have read.	B I	• Can recognize significant points in straightforward newspaper articles on familiar subjects.	WrRecep-ReadInfoArg
			• Can describe the personality of a character.	Medi-ExprPersResp
			• Can describe the key themes and characters in short narratives involving familiar situations that are written in high frequency everyday language.	Medi-AnlysCritCreaTxt

UNIT 10

LANGUAGE BOOK

Pages	Learning Outcome	Level	CEFR Descriptor	CEFR Reference
126–127	I can understand, say, and write vocabulary related to design.	B1	<ul style="list-style-type: none"> Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. 	SpRecep-LisAudRec
	I can listen to, understand, and say a rap about design.	B1	<ul style="list-style-type: none"> Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. 	SpRecep-LisAudRec
			<ul style="list-style-type: none"> Can convey his/her message in an intelligible way in spite of a strong influence on stress, intonation, and/or rhythm from other language(s) he/she speaks. 	Ling-PhContrProsFeatures
128–129	I can listen to, read, and understand a simple conversation about a smartwatch.	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. 	SpRecep-UndrstConv
	I can report on everyday questions I have asked someone.	B1	<ul style="list-style-type: none"> Can report straightforward factual information on a familiar topic, for example to indicate the nature of a problem or to give detailed directions, provided he/she can prepare beforehand. 	SpProd-MonoGivInfo
130–131	I can listen to and understand people talking about using design to solve problems.	B1	<ul style="list-style-type: none"> Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. 	SpRecep-LisAudRec
	I can have a simple discussion about designs that help me in my life and how bad design can affect people.	B1	<ul style="list-style-type: none"> Can help to develop a shared communication culture, by exchanging information in a simple way about values and attitudes to language and culture. 	Medi-FactlPluricSp

132–133	I can listen to, read, and understand a simple conversation at a design competition.	B I	<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. 	SpRecep-UndrstConv
	I can ask and answer questions about everyday topics to find things I have in common with my friends.	A2+	<ul style="list-style-type: none"> Can understand enough to manage simple, routine exchanges without undue effort. 	SpInt-InfoExch
			<ul style="list-style-type: none"> Can agree and disagree with others. 	SpInt-InformalDisc
134–135	I can read and understand a simple letter of complaint.	B I	<ul style="list-style-type: none"> Can understand standard formal correspondence and online postings in his/her area of professional interest. 	WrRecep-ReadCorresp
	I can write a letter of complaint using formal language.	B I	<ul style="list-style-type: none"> Shows awareness of the conventional structure of the text type concerned, when communicating his/her ideas. 	Pragm-ThemDevt
		B I+	<ul style="list-style-type: none"> Can write basic formal emails/letters, for example, to make a complaint and request action. 	WrInt-Corresp
136	I can watch and understand a short video of people discussing what choice to make.	B I	<ul style="list-style-type: none"> Can catch the main points in TV programs on familiar topics when the delivery is relatively slow and clear. 	AudVisRecep-Watch
		B I+	<ul style="list-style-type: none"> Can follow much of everyday conversation and discussion, provided it takes place in standard speech and is clearly articulated in a familiar accent. 	SpRecep-UndrstConv
	I can explore options and reach an agreement in an everyday group discussion.	B I	<ul style="list-style-type: none"> Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc. 	SpInt-InformalDisc
			<ul style="list-style-type: none"> Can express belief, opinion, agreement, and disagreement politely. 	SpInt-InformalDisc
		B I+	<ul style="list-style-type: none"> Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches. 	Medi-FactlCollabInt

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.	B I	<ul style="list-style-type: none"> Can give or seek personal views and opinions in discussing topics of interest. 	SpInt-InfomDisc
		B I+	<ul style="list-style-type: none"> Can use questions, comments, and simple reformulations to maintain the focus of a discussion. 	Medi-CollabConstrMean
154–157	I can read and understand a simple illustrated informational text (nonfiction) and make predictions about the meaning of new words and expressions in it.	B I	<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. 	WrRecep-ReadLeisure
		B I+	<ul style="list-style-type: none"> Can identify unfamiliar words from the context on topics related to his/her field and interests. 	Recep-IdentCues
158	I can summarize the content of an informational text I have read in a simple table.	B I	<ul style="list-style-type: none"> Can recognize significant points in straightforward newspaper articles on familiar subjects. 	WrRecep-ReadInfoArg
			<ul style="list-style-type: none"> Can relay in writing (in Language B) specific, relevant information contained in straightforward informational texts (written in Language A) on familiar subjects. 	Medi-RelaySpecInfoWrit
159	I can understand the concept of and make inferences from a text using the title, content, and accompanying pictures.	B I	<ul style="list-style-type: none"> Can recognize significant points in straightforward newspaper articles on familiar subjects. 	WrRecep-ReadInfoArg
			<ul style="list-style-type: none"> Can make basic inferences or predictions about text content from headings, titles, or headlines. 	Recep-IdentCues
160–165	I can read and understand a simple illustrated story (science fiction) and make predictions about the meaning of new words and expressions in it.	B I	<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. 	WrRecep-ReadLeisure
		B I+	<ul style="list-style-type: none"> Can identify unfamiliar words from the context on topics related to his/her field and interests. 	Recep-IdentCues
166	I can answer simple questions about the events and characters in a science fiction story I have read and make inferences from the text.	B I	<ul style="list-style-type: none"> Can recognize significant points in straightforward newspaper articles on familiar subjects. 	WrRecep-ReadInfoArg
			<ul style="list-style-type: none"> Can explain briefly the feelings and opinions that a work provoked in him/her. 	Medi-ExprPersResp
			<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. 	Medi-AnlysCritCreaTxt