



# Give Me Five! 2

### Give Me Five!

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

### The CEFR

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

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

### How to use the Give Me Five! CEFR maps

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

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

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

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

### VERSION 1: ORGANISED BY CEFR SCALES AND DESCRIPTORS

#### COMMUNICATIVE LANGUAGE ACTIVITIES: SPOKEN RECEPTION

##### Understanding conversation between other speakers

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
<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.	I can listen to and understand a simple conversation about sports people do.	1 (p9)
		I can listen to and understand a simple conversation about animals.	3 (p29)
		I can listen to and understand a simple conversation about what someone is doing.	4 (p41)
		I can listen to and understand a simple conversation about what someone is doing.	5 (p51)
		I can listen to and understand a simple conversation about seasonal activities.	6 (p61)
		I can listen to, read and understand a simple illustrated story.	7 (pp74–75)
		I can listen to and understand a simple conversation about places in a town.	8 (p83)
		I can listen to and understand a simple conversation about where people were in the past.	9 (p93)
	Can understand words and short sentences when listening to a simple conversation (e.g. between a customer and a salesperson in a shop), provided that people talk very slowly and very clearly.	I can listen to and understand a simple conversation in a shop.	2 (p19)

##### Listening as a member of a live audience

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
<b>A1</b>	Can understand in outline very simple information being explained in a predictable situation like a guided tour, provided that speech is very slow and clear and that there are long pauses from time to time.	I can understand a short simple video about Sports Day.	1 (p17)
		I can understand a short simple video about recipes.	2 (p27)
		I can understand a short simple video about animals.	3 (p37)
		I can understand a short simple video about the environment.	4 (p49)
		I can understand a short simple video about making snowmen.	5 (p59)
		I can understand a short simple video about seasons.	6 (p69)
		I can understand a short simple video about unusual houses.	7 (p81)
		I can understand a short simple video about important places in a town.	8 (p91)
		I can understand a short simple video about weekend activities.	9 (p101)

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Listening to announcements and instructions			
CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
<b>A1</b>	Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions.	I can politely ask for and give directions in simple language.	8 (p87)
Listening to the radio and audio recordings			
CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
<b>Pre-A1</b>	Can recognise words, names and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly.	I can identify and name sports.	1 (p8)
		I can understand and say some words to describe actions.	1 (p12)
		I can identify and name food items.	2 (p18)
		I can understand and say numbers 10-50.	2 (p22)
		I can identify and name wild animals.	3 (p28)
		I can identify and name animal body parts.	3 (p32)
		I can identify and name features of a nature trail.	4 (p40)
		I can understand and say words to describe directions and movement.	4 (p44)
		I can understand and say words to describe actions.	5 (p50)
		I can understand and say words to describe appearance.	5 (p54)
		I can understand and name seasonal activities.	6 (p60)
		I can understand and say ordinal numbers and dates.	6 (p64)
		I can identify and name rooms in the house.	7 (p72)
		I can identify and name everyday objects.	7 (p76)
		I can identify and name places in a town.	8 (p82)
I can understand and say simple expressions to give directions.	8 (p86)		
I can identify and name holiday places.	9 (p92)		
I can understand someone identifying people in a family photo.	9 (p96)		

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<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.	I can listen to, read and understand a simple illustrated story.	1 (pp10–11); 2 (pp20–21) 3 (pp30–31); 4 (pp42–43) 5 (pp52–53); 6 (pp62–63) 7 (pp74–75); 8 (pp84–85) 9 (pp94–95)
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## COMMUNICATIVE LANGUAGE ACTIVITIES: WRITTEN RECEPTION

### Reading correspondence

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
<b>Pre-A1</b>	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.	I can read and understand a party invitation with directions.	8 (p89)

### Reading for information and argument

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
<b>A1</b>	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.	I can read and understand a short illustrated text about Sports Day in Britain.	1 (p14)
		I can read and understand a short illustrated text about Pancake Day in Britain.	2 (p24)
		I can read and understand a simple illustrated recipe.	2 (p25)
		I can read and understand a short illustrated text about garden wildlife in Britain.	3 (p34)
		I can read and understand simple fact files about animals.	3 (p35)
		I can read and understand a short illustrated text about forest schools in Britain.	4 (p46)
		I can read and understand a short illustrated text about winter activities in Britain.	5 (p56)
		I can read and understand a short illustrated text about seasonal festivals in Britain.	6 (p66)
		I can read and understand a short illustrated text about bedrooms in Britain.	7 (p78)
		I can read and understand a short illustrated text about the emergency services in Britain.	8 (p88)
I can read and understand a short illustrated text about summer holidays in Britain.	9 (p98)		

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Reading instructions			
CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
<b>Pre-A1</b>	Can understand very short, simple, instructions used in familiar, everyday contexts such as 'No parking,' 'No food or drink,' etc., especially if there are illustrations.	I can read and understand simple illustrated instructions.	4 (p49); 8 (p91)
<b>A1</b>	Can follow a simple recipe, especially if there are pictures to illustrate the most important steps.	I can read and understand a simple illustrated recipe.	2 (p25)
	Can follow short, simple written directions (e.g. to go from X to Y).	I can read and understand a party invitation with directions.	8 (p89)
Reading as a leisure activity			
CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
<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.	I can listen to, read and understand a simple illustrated story.	1 (pp10–11); 2 (pp20–21) 3 (pp30–31); 4 (pp42–43) 5 (pp52–53); 6 (pp62–63) 7 (pp74–75); 8 (pp84–85) 9 (pp94–95)
		I can read and understand a simple poem.	1 (p15)
		I can read and understand a simple illustrated adventure story.	4 (p47)
		I can read and understand a traditional rhyme.	6 (p67)
		I can read and understand a simple illustrated play script.	7 (p79)
	Can understand short, illustrated narratives about everyday activities that are written in simple words.	I can read and understand a simple illustrated fable.	5 (p57)
		I can read and understand an illustrated diary entry.	9 (p99)

### COMMUNICATIVE LANGUAGE ACTIVITIES: AUDIO-VISUAL RECEPTION

#### Watching TV, film and video

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
<b>A1</b>	Can recognise familiar words and phrases and identify the topics in headline news summaries and many of the products in advertisements, by exploiting visual information and general knowledge.	I can understand a short simple video about Sports Day.	1 (p17)
		I can understand a short simple video about recipes.	2 (p27)
		I can understand a short simple video about animals.	3 (p37)
		I can understand a short simple video about the environment.	4 (p49)
		I can understand a short simple video about making snowmen.	5 (p59)
		I can understand a short simple video about seasons.	6 (p69)
		I can understand a short simple video about unusual houses.	7 (p81)
		I can understand a short simple video about important places in a town.	8 (p91)
		I can understand a short simple video about weekend activities.	9 (p101)

### COMMUNICATIVE LANGUAGE ACTIVITIES: SPOKEN PRODUCTION

#### Sustained monologue: describing experience

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
<b>A1</b>	Can describe simple aspects of his/her everyday life in a series of simple sentences, using simple words and basic phrases, provided he/she can prepare in advance.	I can ask and answer simple questions about where I was last weekend.	9 (p97)

#### Sustained monologue: giving information

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
<b>A1</b>	Can give a simple description of an object or picture while showing it to others using basic words, phrases and formulaic expressions, provided he/she can prepare in advance.	I can understand and say simple sentences about sports people do.	1 (p13)
		I can understand and give a simple description of animals.	3 (p33)
		I can ask and answer questions about what people in a picture are doing.	4 (p45)
		I can understand and give a simple description of people's appearance.	5 (p54)
		I can understand and say simple sentences about what people are doing.	5 (p55)
		I can understand and say simple sentences about everyday objects and rooms in a house.	7 (p77)

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<b>A2</b>	Can give simple directions from place to place, using basic expressions such as 'turn right' and 'go straight' along with sequential connectors such as 'first,' 'then,' and 'next.'	I can politely ask for and give directions in simple language.	8 (p87)
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## COMMUNICATIVE LANGUAGE ACTIVITIES: SPOKEN INTERACTION

### Understanding an interlocutor

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
<b>Pre-A1</b>	Can understand a number of familiar words and greetings and recognise key information such as numbers, prices, dates and days of the week, provided speech is delivered very slowly, with repetition if necessary.	I can ask and answer simple questions about prices.	2 (p22)
		I can understand and say ordinal numbers and dates.	6 (p64)
		I can ask and answer questions about birthdays.	6 (p65)
<b>A1</b>	Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.	I can understand and say simple sentences about sports people do.	1 (p13)
		I can shop for basic food items using simple language.	2 (p23)
		I can understand and give a simple description of animals.	3 (p33)
		I can understand and give a simple description of people's appearance.	5 (p54)
		I can understand and say simple sentences about what people are doing.	5 (p55)
		I can understand and say simple sentences about everyday objects and rooms in a house.	7 (p77)

### Conversation

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
<b>Pre-A1</b>	Can understand and use some basic, formulaic expressions such as 'Yes,' 'No,' 'Excuse me,' 'Please,' 'Thank you,' 'No thank you,' 'Sorry.'	I can use basic polite expressions such as 'please' and 'thank you.'	2 (pp20-21)
		I can shop for basic food items using simple language.	2 (p23)

### Obtaining goods and services

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
<b>Pre-A1</b>	Can make simple purchases and/or order food or drink when pointing or other gesture can support the verbal reference.	I can shop for basic food items using simple language.	2 (p23)

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<b>A1</b>	Can handle numbers, quantities, cost and time.	I can ask and answer simple questions about prices.	2 (p23)
		I can shop for basic food items using simple language.	2 (p23)

## Information exchange

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
<b>Pre-A1</b>	Can use and understand simple numbers in everyday conversations.	I can understand and say numbers 10–50.	2 (p22)
		I can ask and answer simple questions about prices.	2 (p22)
	Can ask for and give a date of birth.	I can understand and say ordinal numbers and dates.	6 (p64)
		I can ask and answer questions about birthdays.	6 (p65)
Can ask and tell day, time of day and date.	I can understand and say ordinal numbers and dates.	6 (p64)	
<b>A1</b>	Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	I can ask and answer simple questions about possessions.	7 (p76)
	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	I can ask and answer questions about what people in a picture are doing.	4 (p45)
		I can ask and answer simple questions about possessions.	7 (p76)
		I can ask and answer simple questions about where I was last weekend.	9 (p97)
	Can express numbers, quantities and cost in a limited way.	I can ask and answer simple questions about prices.	2 (p22)
Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.	I can ask and answer questions about what people in a picture are doing.	4 (p45)	
	I can politely ask for and give directions in simple language.	8 (p87)	
<b>A2</b>	Can ask for and give directions referring to a map or plan.	I can politely ask for and give directions in simple language.	8 (p87)

## COMMUNICATIVE LANGUAGE ACTIVITIES: MEDIATION

### Relaying specific information in writing

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
<b>Pre-A1</b>	Can list [...] names, numbers, prices and very simple information from texts [...] that are of immediate interest, that are written in very simple language and contain illustrations.	I can sort information in simple lists.	3 (p37)

### COMMUNICATIVE LANGUAGE STRATEGIES: RECEPTION

#### Identifying cues and inferring

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
<b>Pre-A1</b>	Can deduce the meaning of a word from an accompanying picture or icon.	I can understand and say some words to describe actions.	1 (p12)
		I can identify and name animal body parts.	3 (p32)
		I can understand and say words to describe directions and movement.	4 (p44)
		I can understand and say words to describe appearance.	5 (p54)
		I can understand and say ordinal numbers and dates.	6 (p64)
		I can listen to, read and understand a simple illustrated story.	7 (p76)
		I can understand and say simple expressions to give directions.	8 (p86)
		I can understand someone identifying people in a family photo.	9 (p96)
<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.	I can listen to, read and understand a simple illustrated story.	1 (pp10–11); 2 (pp20–21) 3 (pp30–31); 4 (pp42–43) 5 (pp52–53); 6 (pp62–63) 7 (pp74–75); 8 (pp84–85) 9 (pp94–95)
		I can read and understand a short illustrated text about Sports Day in Britain.	1 (p14)
		I can read and understand a short illustrated text about Pancake Day in Britain.	2 (p24)
		I can read and understand a short illustrated text about garden wildlife in Britain.	3 (p34)
		I can read and understand a short illustrated text about forest schools in Britain.	4 (p46)
		I can read and understand a short illustrated text about winter activities in Britain.	5 (p56)
		I can read and understand a short illustrated text about seasonal festivals in Britain.	6 (p66)
		I can read and understand a short illustrated text about bedrooms in Britain.	7 (p78)
		I can read and understand a short illustrated text about the emergency services in Britain.	8 (p88)
		I can read and understand a short illustrated text about summer holidays in Britain.	9 (p98)



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## COMMUNICATIVE LANGUAGE COMPETENCES: SOCIOLINGUISTIC

### Sociolinguistic appropriateness

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
<b>A1</b>	Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry etc.	I can use basic polite expressions such as 'please' and 'thank you.'	2 (pp20–21)
		I can shop for basic food items using simple language.	2 (p23)

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## VERSION 2: ORGANISED UNIT BY UNIT

CEFR SCALE			CEFR REF
<b>Communicative Language Activities</b>	Spoken Reception	Understanding conversation between other speakers	CLA-SR-UC
		Listening as a member of a live audience	CLA-SR-LMLA
		Listening to announcements and instructions	CLA-SR-LAI
		Listening to the radio and audio recordings	CLA-SR-LRA
	Written Reception	Reading correspondence	CLA-WR-RC
		Reading for information and argument	CLA-WR-RIA
		Reading instructions	CLA-WR-RI
		Reading as a leisure activity	CLA-WR-RLA
	Audio-visual Reception	Watching TV, film and video	CLA-AR-TVFV
	Spoken Production	Sustained monologue: describing experience	CLA-SP-SMDE
		Sustained monologue: giving information	CLA-SP-SMGI
	Spoken Interaction	Understanding an interlocutor	CLA-SI-UI
		Conversation	CLA-SI-C
		Obtaining goods and services	CLA-SI-OGS
Information exchange		CLA-SI-IE	
Mediation	Relaying specific information in writing	CLA-M-RSIW	
<b>Communicative Language Strategies</b>	Reception	Identifying cues and inferring	CLS-R-ICI
<b>Communicative Language Competences</b>	Sociolinguistic	Sociolinguistic appropriateness	CLC-S-SA

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UNIT 1				
PAGE(S)	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
8	I can identify and name sports.	<b>Pre-A1</b>	<ul style="list-style-type: none"> <li>Can recognise words, names and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly.</li> </ul>	CLA-SR-LRA
9	I can listen to and understand a simple conversation about sports people do.	<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>	CLA-SR-UC
10–11	I can listen to, read and understand a simple illustrated story.	<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> <li>Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content.</li> <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>	CLA-SR-LRA CLA-WR-RLA CLS-R-ICI
12	I can understand and say some words to describe actions.	<b>Pre-A1</b>	<ul style="list-style-type: none"> <li>Can recognise 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>	CLA-SR-LRA CLS-R-ICI
13	I can understand and say simple sentences about sports people do.	<b>A1</b>	<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> <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>	CLA-SI-UI CLA-SP-SMGI
14	I can read and understand a short illustrated text about Sports Day in Britain.	<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> <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>	CLA-WR-RIA CLS-R-ICI
15	I can read and understand a simple poem.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content.</li> </ul>	CLA-WR-RLA

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17	I can understand a short simple video about Sports Day.	<b>A1</b>	<ul style="list-style-type: none"> <li>• Can recognise familiar words and phrases and identify the topics in headline news summaries and many of the products in advertisements, by exploiting visual information and general knowledge.</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>	<p>CLA-AR-TVFV</p> <p>CLA-SR-LMLA</p>
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## UNIT 2

PAGE(S)	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
18	I can identify and name food items.	<b>Pre-A1</b>	<ul style="list-style-type: none"> <li>• Can recognise words, names and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly.</li> </ul>	CLA-SR-LRA
19	I can listen to and understand a simple conversation in a shop.	<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), provided that people talk very slowly and very clearly.</li> </ul>	CLA-SR-UC
20–21	I can listen to, read and understand a simple illustrated story.	<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> <li>• Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content.</li> <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>	<p>CLA-SR-LRA</p> <p>CLA-WR-RLA</p> <p>CLS-R-ICI</p>
20–21	I can use basic polite expressions such as 'please' and 'thank you.'	<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>	CLA-SI-C
		<b>A1</b>	<ul style="list-style-type: none"> <li>• Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry etc.</li> </ul>	CLC-S-SA
22	I can understand and say numbers 10–50.	<b>Pre-A1</b>	<ul style="list-style-type: none"> <li>• Can recognise 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 use and understand simple numbers in everyday conversations.</li> </ul>	<p>CLA-SR-LRA</p> <p>CLA-SI-IE</p>

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22	I can ask and answer simple questions about prices.	<b>Pre-A1</b>	<ul style="list-style-type: none"> <li>• Can understand a number of familiar words and greetings and recognise key information such as numbers, prices, dates and days of the week, provided speech is delivered very slowly, with repetition if necessary.</li> <li>• Can use and understand simple numbers in everyday conversations.</li> </ul>	CLA-SI-UI CLA-SI-IE
		<b>A1</b>	<ul style="list-style-type: none"> <li>• Can handle numbers, quantities, cost and time.</li> <li>• Can express numbers, quantities and cost in a limited way.</li> </ul>	CLA-SI-OGS CLA-SI-IE
23	I can shop for basic food items using simple language.	<b>Pre-A1</b>	<ul style="list-style-type: none"> <li>• Can make simple purchases and/or order food or drink when pointing or other gesture can support the verbal reference.</li> <li>• Can understand and use some basic, formulaic expressions such as 'Yes,' 'No,' 'Excuse me,' 'Please,' 'Thank you,' 'No thank you,' 'Sorry.'</li> </ul>	CLA-SI-OGS CLA-SI-C
		<b>A1</b>	<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> <li>• Can handle numbers, quantities, cost and time.</li> <li>• Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry etc.</li> </ul>	CLA-SI-UI CLA-SI-OGS CLC-S-SA
24	I can read and understand a short illustrated text about Pancake Day in Britain.	<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> <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>	CLA-WR-RIA CLS-R-ICI
25	I can read and understand a simple illustrated recipe.	<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>	CLA-WR-RIA
		<b>A2</b>	<ul style="list-style-type: none"> <li>• Can follow a simple recipe, especially if there are pictures to illustrate the most important steps.</li> </ul>	CLA-WR-RI
27	I can understand a short simple video about recipes.	<b>A1</b>	<ul style="list-style-type: none"> <li>• Can recognise familiar words and phrases and identify the topics in headline news summaries and many of the products in advertisements, by exploiting visual information and general knowledge.</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>	CLA-AR-TVFV CLA-SR-LMLA

### UNIT 3

PAGE(S)	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
28	I can identify and name wild animals.	<b>Pre-A1</b>	<ul style="list-style-type: none"> <li>Can recognise words, names and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly.</li> </ul>	CLA-SR-LRA
29	I can listen to and understand a simple conversation about 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>	CLA-SR-UC
30–31	I can listen to, read and understand a simple illustrated story.	<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> <li>Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content.</li> <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>	CLA-SR-LRA CLA-WR-RLA CLS-R-ICI
32	I can identify and name animal body parts.	<b>Pre-A1</b>	<ul style="list-style-type: none"> <li>Can recognise 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>	CLA-SR-LRA CLS-R-ICI
33	I can understand and give a simple description of animals.	<b>A1</b>	<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> <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>	CLA-SI-UI CLA-SP-SMGI
34	I can read and understand a short illustrated text about garden wildlife in Britain.	<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> <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>	CLA-WR-RIA CLS-R-ICI
35	I can read and understand simple fact files 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>	CLA-WR-RIA

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37	I can understand a short simple video about animals.	<b>A1</b>	<ul style="list-style-type: none"> <li>• Can recognise familiar words and phrases and identify the topics in headline news summaries and many of the products in advertisements, by exploiting visual information and general knowledge.</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>	CLA-AR-TVfV CLA-SR-LMLA
37	I can sort information in simple lists.	<b>Pre-A1</b>	<ul style="list-style-type: none"> <li>• Can list [...] names, numbers, prices and very simple information from texts [...] that are of immediate interest, that are written in very simple language and contain illustrations.</li> </ul>	CLA-M-RSIW

## UNIT 4

PAGE(S)	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
40	I can identify and name features of a nature trail.	<b>Pre-A1</b>	<ul style="list-style-type: none"> <li>• Can recognise words, names and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly.</li> </ul>	CLA-SR-LRA
41	I can listen to and understand a simple conversation about what someone is doing.	<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>	CLA-SR-UC
42–43	I can listen to, read and understand a simple illustrated story.	<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> <li>• Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content.</li> <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>	CLA-SR-LRA CLA-WR-RLA CLS-R-ICI
44	I can understand and say words to describe directions and movement.	<b>Pre-A1</b>	<ul style="list-style-type: none"> <li>• Can recognise 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>	CLA-SR-LRA CLS-R-ICI
45	I can ask and answer questions about what people in a picture are doing.	<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> <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>	CLA-SI-IE CLA-SI-IE CLA-SP-SMGI

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46	I can read and understand a short illustrated text about forest schools in Britain.	<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> <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>	CLA-WR-RIA CLS-R-ICI
47	I can read and understand a simple illustrated adventure story.	<b>A1</b>	<ul style="list-style-type: none"> <li>• Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content.</li> </ul>	CLA-WR-RLA
49	I can understand a short simple video about the environment.	<b>A1</b>	<ul style="list-style-type: none"> <li>• Can recognise familiar words and phrases and identify the topics in headline news summaries and many of the products in advertisements, by exploiting visual information and general knowledge.</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>	CLA-AR-TVfV CLA-SR-LMLA
49	I can read and understand simple illustrated instructions.	<b>Pre-A1</b>	<ul style="list-style-type: none"> <li>• Can understand very short, simple, instructions used in familiar, everyday contexts such as 'No parking,' 'No food or drink,' etc., especially if there are illustrations.</li> </ul>	CLA-WR-RI

## UNIT 5

PAGE(S)	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
50	I can understand and say words to describe actions.	<b>Pre-A1</b>	<ul style="list-style-type: none"> <li>• Can recognise words, names and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly.</li> </ul>	CLA-SR-LRA
51	I can listen to and understand a simple conversation about what someone is doing.	<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>	CLA-SR-UC
52–53	I can listen to, read and understand a simple illustrated story.	<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> <li>• Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content.</li> <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>	CLA-SR-LRA CLA-WR-RLA CLS-R-ICI
54	I can understand and say words to describe appearance.	<b>Pre-A1</b>	<ul style="list-style-type: none"> <li>• Can recognise 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>	CLA-SR-LRA CLS-R-ICI

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54	I can understand and give a simple description of people's appearance.	<b>A1</b>	<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> <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>	CLA-SI-UI CLA-SP-SMGI
55	I can understand and say simple sentences about what people are doing.	<b>A1</b>	<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> <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>	CLA-SI-UI CLA-SP-SMGI
56	I can read and understand a short illustrated text about winter activities in Britain.	<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> <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>	CLA-WR-RIA CLS-R-ICI
57	I can read and understand a simple illustrated fable.	<b>A1</b>	<ul style="list-style-type: none"> <li>• Can understand short, illustrated narratives about everyday activities that are written in simple words.</li> </ul>	CLA-WR-RLA
59	I can understand a short simple video about making snowmen.	<b>A1</b>	<ul style="list-style-type: none"> <li>• Can recognise familiar words and phrases and identify the topics in headline news summaries and many of the products in advertisements, by exploiting visual information and general knowledge.</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>	CLA-AR-TVFV CLA-SR-LMLA

## UNIT 6

PAGE(S)	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
60	I can understand and name seasonal activities.	<b>Pre-A1</b>	<ul style="list-style-type: none"> <li>• Can recognise words, names and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly.</li> </ul>	CLA-SR-LRA
61	I can listen to and understand a simple conversation about seasonal activities.	<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>	CLA-SR-UC

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62–63	I can listen to, read and understand a simple illustrated story.	<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> <li>• Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content.</li> <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>	CLA-SR-LRA CLA-WR-RLA CLS-R-ICI
64	I can understand and say ordinal numbers and dates.	<b>Pre-A1</b>	<ul style="list-style-type: none"> <li>• Can recognise 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 understand a number of familiar words and greetings and recognise key information such as numbers, prices, dates and days of the week, provided speech is delivered very slowly, with repetition if necessary.</li> <li>• Can deduce the meaning of a word from an accompanying picture or icon.</li> <li>• Can ask and tell day, time of day and date.</li> <li>• Can ask for and give a date of birth.</li> </ul>	CLA-SR-LRA CLA-SI-UI CLS-R-ICI CLA-SI-IE CLA-SI-IE
65	I can ask and answer questions about birthdays.	<b>Pre-A1</b>	<ul style="list-style-type: none"> <li>• Can understand a number of familiar words and greetings and recognise key information such as numbers, prices, dates and days of the week, provided speech is delivered very slowly, with repetition if necessary.</li> <li>• Can ask for and give a date of birth.</li> </ul>	CLA-SI-UI CLA-SI-IE
66	I can read and understand a short illustrated text about seasonal festivals in Britain.	<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> <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>	CLA-WR-RIA CLS-R-ICI
67	I can read and understand a traditional rhyme.	<b>A1</b>	<ul style="list-style-type: none"> <li>• Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content.</li> </ul>	CLA-WR-RLA
69	I can understand a short simple video about seasons.	<b>A1</b>	<ul style="list-style-type: none"> <li>• Can recognise familiar words and phrases and identify the topics in headline news summaries and many of the products in advertisements, by exploiting visual information and general knowledge.</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>	CLA-AR-TVFV CLA-SR-LMLA

# Give Me Five! 2

## UNIT 7

PAGE(S)	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
72	I can identify and name rooms in the house.	<b>Pre-A1</b>	<ul style="list-style-type: none"> <li>Can recognise words, names and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly.</li> </ul>	CLA-SR-LRA
73	I can listen to and understand someone describing their house in simple language.	<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>	CLA-SR-LRA
74–75	I can listen to, read and understand a simple illustrated story.	<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> <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> <li>Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content.</li> </ul>	CLA-SR-LRA CLA-SR-UC CLA-WR-RLA
74–75	I can listen to, read and understand a simple illustrated story.	<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>	CLS-R-ICI
76	I can identify and name everyday objects.	<b>Pre-A1</b>	<ul style="list-style-type: none"> <li>Can recognise 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>	CLA-SR-LRA CLS-R-ICI
76	I can ask and answer simple questions about possessions.	<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 ask and answer questions about themselves and other people, where they live, people they know, things they have.</li> </ul>	CLA-SI-IE CLA-SI-IE
77	I can understand and say simple sentences about everyday objects and rooms in a house.	<b>A1</b>	<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> <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>	CLA-SI-UI CLA-SP-SMGI

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78	I can read and understand a short illustrated text about bedrooms in Britain.	<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> <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>	CLA-WR-RIA CLS-R-ICI
79	I can read and understand a simple illustrated play script.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content.</li> </ul>	CLA-WR-RLA
81	I can understand a short simple video about unusual houses.	<b>A1</b>	<ul style="list-style-type: none"> <li>Can recognise familiar words and phrases and identify the topics in headline news summaries and many of the products in advertisements, by exploiting visual information and general knowledge.</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>	CLA-AR-TVfV CLA-SR-LMLA

## UNIT 8

PAGE(S)	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
82	I can identify and name places in a town.	<b>Pre-A1</b>	<ul style="list-style-type: none"> <li>Can recognise words, names and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly.</li> </ul>	CLA-SR-LRA
83	I can listen to and understand a simple conversation about places in a town.	<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>	CLA-SR-UC
84–85	I can listen to, read and understand a simple illustrated story.	<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> <li>Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content.</li> <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> <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>	CLA-SR-LRA CLA-WR-RLA CLS-R-ICI CLA-SR-LRA
86	I can understand and say simple expressions to give directions.	<b>Pre-A1</b>	<ul style="list-style-type: none"> <li>Can recognise 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>	CLA-SR-LRA CLS-R-ICI

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87	I can politely ask for and give directions in simple language.	<b>A1</b>	<ul style="list-style-type: none"> <li>• Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions.</li> <li>• Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.</li> </ul>	CLA-SR-LAI CLA-SI-IE
		<b>A2</b>	<ul style="list-style-type: none"> <li>• Can ask for and give directions referring to a map or plan.</li> <li>• Can give simple directions from place to place, using basic expressions such as 'turn right' and 'go straight' along with sequential connectors such as 'first,' 'then,' and 'next.'</li> </ul>	CLA-SI-IE CLA-SP-SMGI
88	I can read and understand a short illustrated text about the emergency services in Britain.	<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> <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>	CLA-WR-RIA CLS-R-ICI
89	I can read and understand a party invitation with directions.	<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>	CLA-WR-RC
		<b>A1</b>	<ul style="list-style-type: none"> <li>• Can follow short, simple written directions (e.g. to go from X to Y).</li> </ul>	CLA-WR-RI
91	I can understand a short simple video about important places in a town.	<b>A1</b>	<ul style="list-style-type: none"> <li>• Can recognise familiar words and phrases and identify the topics in headline news summaries and many of the products in advertisements, by exploiting visual information and general knowledge.</li> </ul>	CLA-AR-TVfV
			<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>	CLA-SR-LMLA
91	I can read and understand simple illustrated instructions.	<b>Pre-A1</b>	<ul style="list-style-type: none"> <li>• Can understand very short, simple, instructions used in familiar, everyday contexts such as 'No parking,' 'No food or drink,' etc., especially if there are illustrations.</li> </ul>	CLA-WR-RI

## UNIT 9

PAGE(S)	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
92	I can identify and name holiday places.	<b>Pre-A1</b>	<ul style="list-style-type: none"> <li>• Can recognise words, names and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly.</li> </ul>	CLA-SR-LRA
93	I can listen to and understand a simple conversation about where people were in the past.	<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>	CLA-SR-UC

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94–95	I can listen to, read and understand a simple illustrated story.	<b>A1</b>	<ul style="list-style-type: none"> <li>• Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content.</li> <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>	CLA-WR-RLA CLS-R-ICI
96	I can understand someone identifying people in a family photo.	<b>Pre-A1</b>	<ul style="list-style-type: none"> <li>• Can recognise 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>	CLA-SR-LRA CLS-R-ICI
97	I can ask and answer simple questions about where I was last weekend.	<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 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>	CLA-SI-IE CLA-SP-SMDE
98	I can read and understand a short illustrated text about summer holidays in Britain.	<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> <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>	CLA-WR-RIA CLS-R-ICI
99	I can read and understand an illustrated diary entry.	<b>A1</b>	<ul style="list-style-type: none"> <li>• Can understand short, illustrated narratives about everyday activities that are written in simple words.</li> </ul>	CLA-WR-RLA
101	I can understand a short simple video about weekend activities.	<b>A1</b>	<ul style="list-style-type: none"> <li>• Can recognise familiar words and phrases and identify the topics in headline news summaries and many of the products in advertisements, by exploiting visual information and general knowledge.</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>	CLA-AR-TVFV CLA-SR-LMLA