



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) |
|---|---|---|--------------|
| A1 | Can understand some words and expressions when people are talking about him/herself, family, school, hobbies or surroundings, provided they are talking slowly and clearly. | I can listen to and understand a simple conversation about school. | 1 (p9) |
| | | I can listen to and understand a simple conversation about household chores. | 2 (p19) |
| | | I can listen to and understand a simple audio recording about everyday activities. | 2 (p23) |
| | | I can listen to and understand a simple conversation about feeling unwell. | 3 (p29) |
| | | I can listen to and understand a simple conversation about food. | 4 (p41) |
| | | I can listen to and understand a conversation about food preferences. | 4 (p45) |
| | | I can listen to and understand a simple conversation about sea animals. | 5 (p51) |
| | | I can listen to and understand a simple audio recording about animals. | 5 (p55) |
| | | I can listen to and understand a simple conversation about future plans. | 6 (p61) |
| | | I can listen to and understand a simple conversation about sports activities. | 6 (p65) |
| | | I can listen to and understand a simple conversation about where people were in the past. | 7 (p73) |
| | | I can listen to and understand a simple conversation about a past activity. | 8 (p83) |
| | | I can listen to and understand a simple audio recording about past activities. | 8 (p87) |
| | | I can listen to and understand a simple conversation about past activities. | 9 (p93) |
| | I can listen to and understand a simple audio recording about past activities. | 9 (p97) | |
| 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 at the doctor's. | 3 (p33) | |



| Listening as a member of a live audience | | | |
|---|---|--|--------------|
| CEFR | CEFR Descriptor | Learning Outcome(s) | Unit (Pages) |
| A2 | Can understand the outline of simple information given in a predictable situation, such as on a guided tour, e.g. 'This is where the President lives.' | I can understand a simple video about after-school activities. | 1 (p17) |
| | | I can understand a simple video about helping at home. | 2 (p27) |
| | | I can understand a simple video about being healthy. | 3 (p37) |
| | | I can understand a simple video about being creative with fruit. | 4 (p49) |
| | | I can understand a simple video about sea animals. | 5 (p59) |
| | | I can understand a simple video about extreme sports. | 6 (p69) |
| | | I can understand a simple video about houses. | 7 (p81) |
| | | I can understand a simple video about television. | 8 (p91) |
| | | I can understand a simple video about a school fete. | 9 (p101) |
| Listening to announcements and instructions | | | |
| CEFR | CEFR Descriptor | Learning Outcome(s) | Unit (Pages) |
| A1 | Can understand figures, prices and times given slowly and clearly in an announcement by loudspeaker, e.g. at a railway station or in a shop. | I can identify and tell the time. | 9 (p96) |
| A2 | Can understand basic instructions on times, dates and numbers etc., and on routine tasks and assignments to be carried out. | I can understand and say simple rules and instructions about keeping healthy. | 3 (p32) |
| Listening to the radio and audio recordings | | | |
| CEFR | CEFR Descriptor | Learning Outcome(s) | Unit (Pages) |
| A1 | Can pick out concrete information (e.g. places and times) from short audio recordings on familiar everyday topics, provided they are delivered very slowly and clearly. | I can identify and name places in a school. | 1 (p8) |
| | | I can identify and name school subjects. | 1 (p12) |
| | | I can listen to and understand a simple conversation about a school timetable. | 1 (p13) |
| | | I can identify and name household chores. | 2 (p18) |
| | | I can identify and name free-time activities. | 2 (p22) |
| | | I can listen to and understand a simple audio recording about everyday activities. | 2 (p23) |



| | | |
|--|--|---------|
| A1 | I can identify and name health problems. | 3 (p28) |
| | I can identify and name healthy and unhealthy activities. | 3 (p32) |
| | I can listen to and understand a simple conversation at the doctor's. | 3 (p33) |
| | I can identify and name food items. | 4 (p40) |
| | I can identify and say words to describe food. | 4 (p44) |
| | I can listen to and understand a conversation about food preferences. | 4 (p45) |
| | I can identify and name sea animals. | 5 (p50) |
| | I can identify and say words to describe animals and people. | 5 (p54) |
| | I can listen to and understand a simple audio recording about animals. | 5 (p55) |
| | I can identify and name water sports equipment. | 6 (p60) |
| | I can identify and say words to describe how people do different activities. | 6 (p64) |
| | I can listen to and understand a simple conversation about sports activities. | 6 (p65) |
| | I can identify and name household objects. | 7 (p72) |
| | I can identify and name personal belongings. | 7 (p76) |
| | I can listen to and understand a simple exchange of information about personal belongings. | 7 (p77) |
| | I can identify and name different types of TV programmes. | 8 (p82) |
| | I can identify and name free-time activities. | 8 (p86) |
| | I can listen to and understand a simple audio recording about past activities. | 8 (p87) |
| | I can identify and name attractions at festivals. | 9 (p92) |
| | I can identify and tell the time. | 9 (p96) |
| I can listen to and understand a simple audio recording about past activities. | 9 (p97) | |

COMMUNICATIVE LANGUAGE ACTIVITIES: WRITTEN RECEPTION

Reading correspondence

| CEFR | CEFR Descriptor | Learning Outcome(s) | Unit (Pages) |
|------------|--|--|--------------|
| A2+ | Can understand a simple personal letter, email or post in which the person writing is talking about familiar subjects (such as friends or family) or asking questions on these subjects. | I can read and understand a short informal letter. | 6 (p66) |
| | | I can read and understand an informal email. | 9 (p98) |



| Reading for orientation | | | |
|--------------------------------------|---|---|--------------|
| CEFR | CEFR Descriptor | Learning Outcome(s) | Unit (Pages) |
| A1 | Can find and understand simple, important information in advertisements, in programmes for special events, in leaflets and brochures (e.g. what is proposed, costs, the date and place of the event, departure times etc.). | I can read and understand a simple poster. | 1 (p14) |
| Reading for information and argument | | | |
| CEFR | CEFR Descriptor | Learning Outcome(s) | Unit (Pages) |
| A1 | Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel, or stories etc.) written with simple words and supported by illustrations and pictures. | I can read and understand a simple illustrated text about after-school activities in Ireland. | 1 (p16) |
| | | I can read and understand a simple illustrated text about life on a Scottish island. | 2 (p26) |
| | | I can read and understand a simple illustrated text about sea animal rescue in Malta. | 3 (p36) |
| | | I can read and understand a simple illustrated text about food in India. | 4 (p48) |
| | | I can read and understand a simple illustrated text about family activities in Hawaii. | 5 (p58) |
| | | I can read and understand a simple illustrated text about extreme sports in New Zealand. | 6 (p68) |
| | | I can read and understand a simple illustrated text about living in an underground town in Australia. | 7 (p80) |
| | | I can read and understand a simple illustrated text about Hollywood. | 8 (p90) |
| A2 | Can understand a short factual description or report within his/her own field, provided that it is written in simple language and does not contain unpredictable detail. | I can read and understand a short illustrated magazine article about animals. | 5 (p56) |
| | | I can read and understand children's reviews of TV programmes. | 8 (p88) |
| | Can understand texts describing people, places, everyday life, and culture, etc., provided that they are written in simple language. | I can read and understand a simple quiz about healthy activities. | 3 (p34) |



| Reading instructions | | | |
|----------------------|--|--|--------------|
| CEFR | CEFR Descriptor | Learning Outcome(s) | Unit (Pages) |
| A2+ | Can understand regulations, for example safety, when expressed in simple language. | I can understand simple instructions related to sports safety. | 6 (p69) |

| Reading as a leisure activity | | | |
|-------------------------------|---|---|---|
| CEFR | CEFR Descriptor | Learning Outcome(s) | Unit (Pages) |
| A2 | Can understand short narratives and descriptions of someone's life that are written in simple words. | I can read and understand a simple illustrated fable. | 2 (p24) |
| | | I can read and understand simple shape poems. | 4 (p46) |
| | | I can read and understand the script of a scene in a children's play. | 7 (p78) |
| A2 | Can understand what is happening in a photo story (e.g. in a lifestyle magazine) and form an impression of what the characters are like. | 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 magazine article about animals. | 5 (p56) |
| A2+ | Can understand the main points made in short magazine reports or guide entries that deal with concrete everyday topics (e.g. hobbies, sports, leisure activities, animals). | I can read and understand children's reviews of TV programmes. | 8 (p88) |

COMMUNICATIVE LANGUAGE ACTIVITIES: AUDIO-VISUAL RECEPTION

| Watching TV, film and video | | | |
|-----------------------------|---|--|--------------|
| CEFR | CEFR Descriptor | Learning Outcome(s) | Unit (Pages) |
| A2 | Can follow changes of topic of factual TV news items, and form an idea of the main content. | I can understand a simple video about after-school activities. | 1 (p17) |
| | | I can understand a simple video about helping at home. | 2 (p27) |
| | | I can understand a simple video about being healthy. | 3 (p37) |
| | | I can understand a simple video about being creative with fruit. | 4 (p49) |
| | | I can understand a simple video about sea animals. | 5 (p59) |
| | | I can understand a simple video about extreme sports. | 6 (p69) |
| | | I can understand a simple video about houses. | 7 (p81) |
| | | I can understand a simple video about television. | 8 (p91) |
| | | I can understand a simple video about a school fete. | 9 (p101) |



COMMUNICATIVE LANGUAGE ACTIVITIES: SPOKEN PRODUCTION

Sustained monologue: describing experience

| CEFR | CEFR Descriptor | Learning Outcome(s) | Unit (Pages) |
|------------|---|--|--------------|
| A2 | Can briefly talk about what he/she plans to do at the weekend or during the holidays. | I can understand and say simple sentences about future plans. | 6 (p61) |
| | Can describe people, places and possessions in simple terms. | I can understand and say simple sentences to describe how people do different activities. | 6 (p64) |
| | Can say what he/she is good at and not so good at (e.g. sports, games, skills, subjects). | I can understand and say simple sentences about school subjects I am good at and not very good at. | 1 (p12) |
| | | I can understand and say simple sentences to describe how people do different activities. | 6 (p64) |
| A2+ | Can describe plans and arrangements, habits and routines, past activities and personal experiences. | I can understand and say simple sentences about where I was in the past. | 7 (p73) |
| | | I can understand and say sentences about past activities. | 8 (p86) |
| | Can use simple descriptive language to make brief statements about and compare objects and possessions. | I can describe and compare sea animals. | 5 (p51) |
| | | I can understand and say simple sentences to describe and compare animals. | 5 (p54) |

Sustained monologue: giving information

| CEFR | CEFR Descriptor | Learning Outcome(s) | Unit (Pages) |
|-----------|--|---|--------------|
| A1 | 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 describe a picture in simple sentences. | 5 (p50) |

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

| CEFR | CEFR Descriptor | Learning Outcome(s) | Unit (Pages) |
|-----------|--|--|--------------|
| A2 | Can present his/her opinion in simple terms, provided listeners are patient. | I can participate in a simple discussion about a story I have read and about helping new pupils at school. | 1 (pp10–11) |
| | | I can participate in a simple discussion about helping at home. | 2 (pp20–21) |
| | | I can participate in a simple discussion about dealing with problems. | 3 (pp30–31) |
| | | I can participate in a simple discussion about trying new food. | 4 (pp42–43) |



| | | |
|-----------|---|-------------|
| A2 | I can participate in a simple discussion about protecting sea animals. | 5 (pp52–53) |
| | I can participate in a simple discussion about listening to other people's ideas. | 6 (pp62–63) |
| | I can participate in a simple discussion about looking after personal belongings. | 7 (pp74–75) |
| | I can participate in a simple discussion about working together. | 8 (pp84–85) |
| | I can participate in a simple discussion about doing nice things for others. | 9 (pp94–95) |

COMMUNICATIVE LANGUAGE ACTIVITIES: WRITTEN PRODUCTION

Creative writing

| CEFR | CEFR Descriptor | Learning Outcome(s) | Unit (Pages) |
|-----------|--|--|--------------|
| A2 | Can write an introduction to a story or continue a story, provided he/she can consult a dictionary and references (e.g. tables of verb tenses in a course book). | I can prepare and write an ending for a short fable. | 2 (p25) |
| | | I can prepare and write a script for a scene in a children's play. | 7 (p79) |
| | Can write short, simple imaginary biographies and simple poems about people. | I can prepare and write a simple shape poem. | 4 (p47) |

Written reports and essays

| CEFR | CEFR Descriptor | Learning Outcome(s) | Unit (Pages) |
|-----------|--|---|--------------|
| A2 | Can write simple texts on familiar subjects of interest, linking sentences with connectors like 'and,' 'because,' or 'then.' | I can prepare and write a simple poster. | 1 (p15) |
| | | I can prepare and write a simple quiz about healthy eating. | 3 (p35) |
| | | I can prepare and write a short magazine article. | 5 (p57) |

COMMUNICATIVE LANGUAGE ACTIVITIES: SPOKEN INTERACTION

Understanding an interlocutor

| CEFR | CEFR Descriptor | Learning Outcome(s) | Unit (Pages) |
|-----------|--|--|--------------|
| A2 | Can understand what is said clearly, slowly and directly to him/her in simple everyday conversation; can be made to understand, if the speaker can take the trouble. | I can ask and answer simple questions about my school. | 1 (p9) |
| | | I can understand and say simple sentences about school subjects I am good at and not very good at. | 1 (p12) |
| | | I can ask and answer simple questions about household chores that I do. | 2 (p18) |
| | | I can investigate and discuss the basic features of a fable. | 2 (p25) |
| | | I can understand and say simple rules and instructions about keeping healthy. | 3 (p32) |



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|-----------|--|---------|
| A2 | I can investigate and discuss the basic features of a quiz. | 3 (p35) |
| | I can understand and make simple requests related to food. | 4 (p41) |
| | I can ask and answer simple questions about food preferences. | 4 (p44) |
| | I can investigate and discuss the basic features of a magazine article. | 5 (p57) |
| | I can investigate and discuss the basic features of an informal letter. | 6 (p67) |
| | I can understand and say simple sentences about where I was in the past. | 7 (p73) |
| | I can investigate and discuss the basic features of a script. | 7 (p79) |
| | I can ask and answer simple questions about past activities. | 8 (p83) |
| | I can investigate and discuss the basic features of reviews. | 8 (p89) |
| | I can ask and answer simple questions about a festival I attended. | 9 (p93) |
| | I can investigate and discuss the basic features of an informal email. | 9 (p99) |

Conversation

| CEFR | CEFR Descriptor | Learning Outcome(s) | Unit (Pages) |
|-----------|--|---|--------------|
| A2 | Can chat in simple language with peers, colleagues or members of a host family, asking questions and understanding the answers relating to most routine matters. | I can participate in a simple conversation about household chores that people do. | 2 (p19) |
| | | I can ask and answer simple questions about free-time activities people do. | 2 (p22) |
| | Can express how he/she is feeling using very basic stock expressions. | I can ask and answer simple questions about how I am feeling, indicating health problems. | 3 (p28) |
| | | I can ask and answer simple questions about how I am feeling, indicating health problems. | 3 (p29) |

Informal discussion (with friends)

| CEFR | CEFR Descriptor | Learning Outcome(s) | Unit (Pages) |
|-----------|--|---|--------------|
| A1 | Can exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly and directly. | I can ask and answer simple questions about food preferences. | 4 (p40) |
| | | I can ask and answer questions to find out about people's food preferences. | 4 (p45) |
| | | I can ask and answer simple questions about preferences for TV programmes. | 8 (p82) |



Give Me Five! 3

| | | | |
|--|--|--|-------------|
| A2 | Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. | I can investigate and discuss the basic features of a poster. | 1 (p15) |
| | | I can participate in a simple discussion about helping at home. | 2 (pp20–21) |
| | | I can investigate and discuss the basic features of a quiz. | 3 (p35) |
| | | I can participate in a simple discussion about trying new food. | 4 (pp42–43) |
| | | I can participate in a simple discussion about protecting sea animals. | 5 (pp52–53) |
| | | I can participate in a simple discussion about listening to other people's ideas. | 6 (pp62–63) |
| | | I can participate in a simple discussion about looking after personal belongings. | 7 (pp74–75) |
| | | I can participate in a simple discussion about working together. | 8 (pp84–85) |
| | | I can participate in a simple discussion about doing nice things for others. | 9 (pp94–95) |
| | Can express opinions in a limited way. | I can participate in a simple discussion about a story I have read and about helping new pupils at school. | 1 (pp10–11) |
| | | I can investigate and discuss the basic features of a fable. | 2 (p25) |
| | | I can participate in a simple discussion about dealing with problems. | 3 (pp30–31) |
| | | I can investigate and discuss the basic features of shape poems. | 4 (p47) |
| | | I can investigate and discuss the basic features of a magazine article. | 5 (p57) |
| | | I can investigate and discuss the basic features of an informal letter. | 6 (p67) |
| | | I can investigate and discuss the basic features of a script. | 7 (p79) |
| | | I can investigate and discuss the basic features of reviews. | 8 (p89) |
| I can investigate and discuss the basic features of an informal email. | 9 (p99) | | |

Goal-oriented cooperation

| CEFR | CEFR Descriptor | Learning Outcome(s) | Unit (Pages) |
|-----------|---|---|--------------|
| A2 | Can communicate in simple and routine tasks using simple phrases to ask for and provide things, to get simple information and to discuss what to do next. | I can ask and answer questions to complete a school timetable. | 1 (p13) |
| | | I can ask and answer questions to complete a questionnaire about everyday activities and summarise what I find out. | 2 (p23) |
| | | I can ask and answer questions to do a quiz about animals. | 5 (p55) |
| | | I can ask and answer questions to complete a questionnaire about everyday activities and summarise what I find out. | 6 (p65) |
| | | I can exchange information about personal belongings to complete a picture together with my partner. | 7 (p77) |



Give Me Five! 3

| | | | |
|---|--|--|---------------------|
| A2 | | I can ask and answer questions to complete a chart about people's past activities. | 8 (p87) |
| | | I can ask and answer questions to complete a table about people's past activities. | 9 (p97) |
| | | I can participate in a simple group discussion to organise a school fete. | 9 (p101) |
| Information exchange | | | |
| CEFR | CEFR Descriptor | Learning Outcome(s) | Unit (Pages) |
| A1 | Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. | I can have a simple exchange of information about water sports and equipment. | 6 (p60) |
| A2 | Can communicate in simple and routine tasks requiring a simple and direct exchange of information. | I can exchange information about personal belongings to complete a picture together with my partner. | 7 (p77) |
| | Can exchange limited information on familiar and routine operational matters. | I can ask and answer simple questions about my school. | 1 (p9) |
| | | I can ask and answer questions to complete a school timetable. | 1 (p13) |
| | | I can ask and answer simple questions about household chores that I do. | 2 (p18) |
| | | I can participate in a simple conversation about household chores that people do. | 2 (p19) |
| | | I can understand and say simple rules and instructions about keeping healthy. | 3 (p32) |
| | | I can ask and answer questions to find out about people's food preferences. | 4 (p45) |
| | | I can ask and answer questions to do a quiz about animals. | 5 (p55) |
| | | I can understand and say simple sentences about future plans. | 6 (p61) |
| | | I can ask and answer simple questions about household objects. | 7 (p72) |
| I can ask and answer simple questions about activities at a festival. | 9 (p92) | | |
| A2+ | Can ask and answer questions about pastimes and past activities. | I can ask and answer simple questions about past activities. | 8 (p83) |
| | | I can ask and answer questions to complete a chart about people's past activities. | 8 (p87) |
| | | I can ask and answer simple questions about a festival I attended. | 9 (p93) |
| | | I can ask and answer questions about what I did yesterday. | 9 (p96) |



| Interviewing and being interviewed | | | |
|------------------------------------|--|---|--------------|
| CEFR | CEFR Descriptor | Learning Outcome(s) | Unit (Pages) |
| A1 | Can state in simple language the nature of a problem to a health professional and answer simple questions such as 'Does that hurt?' even though he/she has to rely on gestures and body language to reinforce the message. | I can ask and answer simple questions about how I am feeling, indicating health problems. | 3 (p28) |
| | | I can ask and answer simple questions about how I am feeling, indicating health problems. | 3 (p29) |
| A2 | Can indicate in simple language the nature of a problem to a health professional, perhaps using gestures and body language. | I can indicate a health problem and understand and give advice related to it. | 3 (p33) |

COMMUNICATIVE LANGUAGE ACTIVITIES: WRITTEN INTERACTION

Correspondence

| CEFR | CEFR Descriptor | Learning Outcome(s) | Unit (Pages) |
|------|--|---|--------------|
| A2 | Can convey personal information of a routine nature, for example in a short email or letter introducing him/herself. | I can prepare and write an informal letter. | 6 (p67) |
| | | I can prepare and write an informal email. | 9 (p99) |
| A2+ | Can exchange information by text message, e-mail or in short letters, responding to questions the other person had (e.g. about a new product or activity). | I can prepare and write an informal email. | 9 (p99) |

COMMUNICATIVE LANGUAGE ACTIVITIES: MEDIATION

Processing text in writing

| CEFR | CEFR Descriptor | Learning Outcome(s) | Unit (Pages) |
|------|---|---|--------------|
| A2 | Can copy out short texts in printed or clearly hand-written format. | I can do simple guided online research about Ireland. | 1 (p16) |
| | | I can do simple guided online research about Scotland. | 2 (p26) |
| | | I can do simple guided online research about Malta. | 3 (p36) |
| | | I can do simple guided online research about India. | 4 (p48) |
| | | I can do simple guided online research about Hawaii. | 5 (p58) |
| | | I can do simple guided online research about New Zealand. | 6 (p68) |



| | | |
|-----------|---|----------|
| A2 | I can do simple guided online research about Australia. | 7 (p80) |
| | I can do simple guided online research about the USA. | 8 (p90) |
| | I can do simple guided online research about Canada. | 9 (p100) |

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

| CEFR | CEFR Descriptor | Learning Outcome(s) | Unit (Pages) |
|-----------|---|--|--------------|
| A2 | Can describe a character's feelings and explain the reasons for them. | I can participate in a simple discussion about a story I have read and about helping new pupils at school. | 1 (pp10–11) |
| | | I can participate in a simple discussion about doing nice things for others. | 9 (pp94–95) |
| | Can express his/her reactions to a work, reporting his/her feelings and ideas in simple language. | I can prepare and write a short review. | 8 (p89) |
| | | I can prepare and write a short review. | 8 (p89) |

Collaborating to construct meaning

| CEFR | CEFR Descriptor | Learning Outcome(s) | Unit (Pages) |
|-----------|---|---|--------------|
| A2 | Can make suggestions in a simple way in order to move the discussion forward. | I can participate in a simple group discussion to organise a school fete. | 9 (p101) |

COMMUNICATIVE LANGUAGE STRATEGIES: RECEPTION

Identifying cues and inferring

| CEFR | CEFR Descriptor | Learning Outcome(s) | Unit (Pages) |
|-----------|--|---|---|
| A1 | Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject. | 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 poster. | 1 (p14) |
| | | I can read and understand a simple illustrated fable. | 2 (p24) |
| | | I can read and understand a simple quiz about healthy activities. | 3 (p34) |
| | | I can read and understand simple shape poems. | 4 (p46) |



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| | | | |
|---|--|---|---------|
| A2 | Can exploit format, appearance and typographic features in order to identify the type of text: news story, promotional text, article, textbook, chat or forum etc. | I can read and understand a simple illustrated text about after-school activities in Ireland. | 1 (p16) |
| | | I can read and understand a simple illustrated text about life on a Scottish island. | 2 (p26) |
| | | I can read and understand a simple illustrated text about sea animal rescue in Malta. | 3 (p36) |
| | | I can read and understand a simple illustrated text about food in India. | 4 (p48) |
| | | I can read and understand a short illustrated magazine article about animals. | 5 (p56) |
| | | I can read and understand a simple illustrated text about family activities in Hawaii. | 5 (p58) |
| | | I can read and understand a short informal letter. | 6 (p66) |
| | | I can read and understand a simple illustrated text about extreme sports in New Zealand. | 6 (p68) |
| | | I can read and understand the script of a scene in a children's play. | 7 (p78) |
| | | I can read and understand a simple illustrated text about living in an underground town in Australia. | 7 (p80) |
| | | I can read and understand children's reviews of TV programmes. | 8 (p88) |
| | | I can read and understand a simple illustrated text about Hollywood. | 8 (p90) |
| | | I can read and understand an informal email. | 9 (p98) |
| I can read and understand a simple illustrated text about Canada Day. | 9 (p100) | | |

COMMUNICATIVE LANGUAGE COMPETENCES: SOCIOLINGUISTIC

Sociolinguistic appropriateness

| CEFR | CEFR Descriptor | Learning Outcome(s) | Unit (Pages) |
|------------|--|---|--------------|
| A2+ | Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. | I can participate in a simple discussion about trying new things. | 1 (p17) |
| | | I can participate in a simple discussion about helping others. | 2 (p27) |
| | | I can participate in a simple discussion about being fit and healthy. | 3 (p37) |
| | | I can participate in a simple discussion about using my imagination and being creative. | 4 (p49) |
| | | I can participate in a simple discussion about finding information online. | 5 (p59) |
| | | I can participate in a simple discussion about listening to other people's ideas. | 6 (pp62–63) |
| | | I can participate in a simple discussion about looking after personal belongings. | 7 (pp74–75) |



| | | |
|-----|---|----------|
| A2+ | I can participate in a simple discussion about jobs related to making a video and television. | 8 (p91) |
| | I can participate in a simple group discussion to organise a school fete. | 9 (p101) |

COMMUNICATIVE LANGUAGE COMPETENCES: PRAGMATIC

Thematic development

| CEFR | CEFR Descriptor | Learning Outcome(s) | Unit (Pages) |
|------|--|--|--------------|
| A2+ | Can tell a story or describe something in a simple list of points. | I can prepare and write a simple poster. | 1 (p15) |
| | | I can prepare and write an ending for a short fable. | 2 (p25) |
| | | I can prepare and write a short magazine article. | 5 (p57) |
| | | I can prepare and write an informal letter. | 6 (p67) |
| | | I can prepare and write a script for a scene in a children's play. | 7 (p79) |
| | | I can prepare and write a short review. | 8 (p89) |
| | | I can prepare and write an informal email. | 9 (p99) |

Coherence and cohesion

| CEFR | CEFR Descriptor | Learning Outcome(s) | Unit (Pages) |
|------|--|--|--------------|
| A2 | Can link groups of words with simple connectors like 'and', 'but' and 'because'. | I can prepare and write a simple poster. | 1 (p15) |
| | | I can prepare and write an ending for a short fable. | 2 (p25) |
| | | I can prepare and write a simple quiz about healthy eating. | 3 (p35) |
| | | I can prepare and write a simple shape poem. | 4 (p47) |
| | | I can prepare and write a short magazine article. | 5 (p57) |
| | | I can prepare and write a script for a scene in a children's play. | 7 (p79) |
| | | I can prepare and write a short review. | 8 (p89) |
| A2+ | Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points. | I can prepare and write an informal letter. | 6 (p67) |
| | | I can prepare and write an informal email. | 9 (p99) |



VERSION 2: ORGANISED UNIT BY UNIT

| CEFR SCALE | | CEFR REF | |
|--|-------------------------------|---|-------------|
| Communicative Language Activities | Spoken Reception | Understanding conversation between other speakers | CLA-SR-UC |
| | | Listening as a member of a live audience | CLA-SR-LMLA |
| | | Listening to 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 orientation | CLA-WR-RO |
| | | Reading for information and argument | CLA-WR-RIA |
| | | Reading instructions | CLA-WR-RI |
| | | Reading as a leisure activity | CLA-WR-RLA |
| | Audio-visual Reception | Watching TV, film and video | CLA-AR-TVFV |
| | Spoken Production | Sustained monologue: describing experience | CLA-SP-SMDE |
| | | Sustained monologue: giving information | CLA-SP-SMGI |
| | | Sustained monologue: putting a case (e.g. in a debate) | CLA-SP-SMPC |
| | Written Production | Creative writing | CLA-WP-CW |
| | | Written reports and essays | CLA-WP-WRE |
| | Spoken Interaction | Understanding an interlocutor | CLA-SI-UI |
| | | Conversation | CLA-SI-C |
| | | Informal discussion (with friends) | CLA-SI-ID |
| | | Goal-oriented cooperation | CLA-SI-GC |
| | | Information exchange | CLA-SI-IE |
| | | Interviewing and being interviewed | CLA-SI-IBI |
| | Written Interaction | Correspondence | CLA-WI-C |
| | Mediation | Processing text in writing | CLA-M-PTW |
| | | Expressing a personal response to creative texts (incl. literature) | CLA-M-EPR |
| | | Collaborating to construct meaning | CLA-M-CCM |



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

| UNIT 1 | | | | |
|----------------|--|--------------|---|---------------------------------------|
| PAGE(S) | LEARNING OUTCOME | LEVEL | CEFR DESCRIPTOR | CEFR REF |
| 8 | I can identify and name places in a school. | A1 | <ul style="list-style-type: none"> 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. | CLA-SR-LRA |
| 9 | I can listen to and understand a simple conversation about school. | A1 | <ul style="list-style-type: none"> 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. | CLA-SR-UC |
| 9 | I can ask and answer simple questions about my school. | A2 | <ul style="list-style-type: none"> Can understand what is said clearly, slowly and directly to him/her in simple everyday conversation; can be made to understand, if the speaker can take the trouble. Can exchange limited information on familiar and routine operational matters. | CLA-SI-UI CLA-SI-IE |
| 10–11 | I can listen to, read and understand a simple illustrated story. | A1 | <ul style="list-style-type: none"> 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. | CLS-R-ICI |
| | | A2 | <ul style="list-style-type: none"> Can understand what is happening in a photo story (e.g. in a lifestyle magazine) and form an impression of what the characters are like. | CLA-WR-RLA |
| 10–11 | I can participate in a simple discussion about a story I have read and about helping new pupils at school. | A2 | <ul style="list-style-type: none"> Can describe a character's feelings and explain the reasons for them. Can express opinions in a limited way. Can present his/her opinion in simple terms, provided listeners are patient. | CLA-M-EPR CLA-SI-ID CLA-SP-SMPC |
| 12 | I can identify and name school subjects. | A1 | <ul style="list-style-type: none"> 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. | CLA-SR-LRA |
| 12 | I can understand and say simple sentences about school subjects I am good at and not very good at. | A2 | <ul style="list-style-type: none"> Can understand what is said clearly, slowly and directly to him/her in simple everyday conversation; can be made to understand, if the speaker can take the trouble. Can say what he/she is good at and not so good at (e.g. sports, games, skills, subjects). | CLA-SI-UI CLA-SP-SMDE |



Give Me Five! 3

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|----|---|------------|---|----------------------------|
| 13 | I can listen to and understand a simple conversation about a school timetable. | A1 | <ul style="list-style-type: none"> 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. | CLA-SR-LRA |
| 13 | I can ask and answer questions to complete a school timetable. | A2 | <ul style="list-style-type: none"> Can exchange limited information on familiar and routine operational matters. Can communicate in simple and routine tasks using simple phrases to ask for and provide things, to get simple information and to discuss what to do next. | CLA-SI-IE CLA-SI-GC |
| 14 | I can read and understand a simple poster. | A1 | <ul style="list-style-type: none"> Can find and understand simple, important information in advertisements, in programmes for special events, in leaflets and brochures (e.g. what is proposed, costs, the date and place of the event, departure times etc.). 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. | CLA-WR-RO CLS-R-ICI |
| 15 | I can investigate and discuss the basic features of a poster. | A2 | <ul style="list-style-type: none"> Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. | CLA-SI-ID |
| 15 | I can prepare and write a simple poster. | A2 | <ul style="list-style-type: none"> Can write simple texts on familiar subjects of interest, linking sentences with connectors like 'and,' 'because,' or 'then.' Can link groups of words with simple connectors like 'and,' 'but' and 'because'. | CLA-WP-WRE CLC-P-TD |
| | | A2+ | <ul style="list-style-type: none"> Can tell a story or describe something in a simple list of points. | CLC-P-CC |
| 16 | I can read and understand a simple illustrated text about after-school activities in Ireland. | A1 | <ul style="list-style-type: none"> Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel, or stories etc.) written with simple words and supported by illustrations and pictures. | CLA-WR-RIA |
| | | A2 | <ul style="list-style-type: none"> Can exploit format, appearance and typographic features in order to identify the type of text: news story, promotional text, article, textbook, chat or forum etc. | CLS-R-ICI |
| 17 | I can understand a simple video about after-school activities. | A2 | <ul style="list-style-type: none"> Can follow changes of topic of factual TV news items, and form an idea of the main content. | CLA-AR-TVFV |
| | | | <ul style="list-style-type: none"> Can understand the outline of simple information given in a predictable situation, such as on a guided tour, e.g. 'This is where the President lives.' | CLA-SR-LMLA |
| 17 | I can participate in a simple discussion about trying new things. | A2+ | <ul style="list-style-type: none"> Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. | CLC-S-SA |



| UNIT 2 | | | | |
|---------|--|-----------|--|--------------------------|
| PAGE(S) | LEARNING OUTCOME | LEVEL | CEFR DESCRIPTOR | CEFR REF |
| 18 | I can identify and name household chores. | A1 | <ul style="list-style-type: none"> 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. | CLA-SR-LRA |
| 18 | I can ask and answer simple questions about household chores that I do. | A2 | <ul style="list-style-type: none"> Can understand what is said clearly, slowly and directly to him/her in simple everyday conversation; can be made to understand, if the speaker can take the trouble. Can exchange limited information on familiar and routine operational matters. | CLA-SI-UI CLA-SI-IE |
| 19 | I can listen to and understand a simple conversation about household chores. | A1 | <ul style="list-style-type: none"> 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. | CLA-SR-UC |
| 19 | I can participate in a simple conversation about household chores that people do. | A2 | <ul style="list-style-type: none"> Can chat in simple language with peers, colleagues or members of a host family, asking questions and understanding the answers relating to most routine matters. Can exchange limited information on familiar and routine operational matters. | CLA-SI-C CLA-SI-IE |
| 20–21 | I can listen to, read and understand a simple illustrated story. | A1 | <ul style="list-style-type: none"> 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. | CLS-R-ICI |
| | | A2 | <ul style="list-style-type: none"> Can understand what is happening in a photo story (e.g. in a lifestyle magazine) and form an impression of what the characters are like. | CLA-WR-RLA |
| 20–21 | I can participate in a simple discussion about helping at home. | A2 | <ul style="list-style-type: none"> Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. Can present his/her opinion in simple terms, provided listeners are patient. | CLA-SI-ID CLA-SP-SMPC |
| 22 | I can identify and name free-time activities. | A1 | <ul style="list-style-type: none"> 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. | CLA-SR-LRA |
| 22 | I can ask and answer simple questions about free-time activities people do. | A2 | <ul style="list-style-type: none"> Can chat in simple language with peers, colleagues or members of a host family, asking questions and understanding the answers relating to most routine matters. | CLA-SI-C |
| 23 | I can listen to and understand a simple audio recording about everyday activities. | A1 | <ul style="list-style-type: none"> 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. 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. | CLA-SR-LRA CLA-SR-UC |



Give Me Five! 3

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|----|---|------------|--|----------------------|
| 23 | I can ask and answer questions to complete a questionnaire about everyday activities and summarise what I find out. | A2 | <ul style="list-style-type: none"> • Can communicate in simple and routine tasks using simple phrases to ask for and provide things, to get simple information and to discuss what to do next. | CLA-SI-GC |
| 24 | I can read and understand a simple illustrated fable. | A1 | <ul style="list-style-type: none"> • 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. | CLS-R-ICI |
| | | A2 | <ul style="list-style-type: none"> • Can understand short narratives and descriptions of someone's life that are written in simple words. | CLA-WR-RLA |
| 25 | I can investigate and discuss the basic features of a fable. | A2 | <ul style="list-style-type: none"> • Can understand what is said clearly, slowly and directly to him/her in simple everyday conversation; can be made to understand, if the speaker can take the trouble. | CLA-SI-UI |
| | | | <ul style="list-style-type: none"> • Can express opinions in a limited way. | CLA-SI-ID |
| 25 | I can prepare and write an ending for a short fable. | A2 | <ul style="list-style-type: none"> • Can write an introduction to a story or continue a story, provided he/she can consult a dictionary and references (e.g. tables of verb tenses in a course book). • Can link groups of words with simple connectors like 'and', 'but' and 'because'. | CLA-WP-CW |
| | | A2+ | <ul style="list-style-type: none"> • Can tell a story or describe something in a simple list of points. | CLC-P-TD CLC-P-CC |
| 26 | I can read and understand a simple illustrated text about life on a Scottish island. | A1 | <ul style="list-style-type: none"> • Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel, or stories etc.) written with simple words and supported by illustrations and pictures. | CLA-WR-RIA |
| | | A2 | <ul style="list-style-type: none"> • Can exploit format, appearance and typographic features in order to identify the type of text: news story, promotional text, article, textbook, chat or forum etc. | CLS-R-ICI |
| 26 | I can do simple guided online research about Scotland. | A2 | <ul style="list-style-type: none"> • Can copy out short texts in printed or clearly hand-written format. | CLA-M-PTW |
| 27 | I can understand a simple video about helping at home. | A2 | <ul style="list-style-type: none"> • Can follow changes of topic of factual TV news items, and form an idea of the main content. | CLA-AR-TVFV |
| | | | <ul style="list-style-type: none"> • Can understand the outline of simple information given in a predictable situation, such as on a guided tour, e.g. 'This is where the President lives.' | CLA-SR-LMLA |
| 27 | I can participate in a simple discussion about helping others. | A2+ | <ul style="list-style-type: none"> • Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. | CLC-S-SA |



Give Me Five! 3

| UNIT 3 | | | | |
|---------|---|-----------|--|--------------------------|
| PAGE(S) | LEARNING OUTCOME | LEVEL | CEFR DESCRIPTOR | CEFR REF |
| 28 | I can identify and name health problems. | A1 | <ul style="list-style-type: none"> 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. | CLA-SR-LRA |
| 28 | I can ask and answer simple questions about how I am feeling, indicating health problems. | A1 | <ul style="list-style-type: none"> Can state in simple language the nature of a problem to a health professional and answer simple questions such as 'Does that hurt?' even though he/she has to rely on gestures and body language to reinforce the message. | CLA-SI-IBI |
| | | A2 | <ul style="list-style-type: none"> Can express how he/she is feeling using very basic stock expressions. | CLA-SI-C |
| 29 | I can listen to and understand a simple conversation about feeling unwell. | A1 | <ul style="list-style-type: none"> 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. | CLA-SR-UC |
| 29 | I can ask and answer simple questions about how I am feeling, indicating health problems. | A1 | <ul style="list-style-type: none"> Can state in simple language the nature of a problem to a health professional and answer simple questions such as 'Does that hurt?' even though he/she has to rely on gestures and body language to reinforce the message. | CLA-SI-IBI |
| | | A2 | <ul style="list-style-type: none"> Can express how he/she is feeling using very basic stock expressions. | CLA-SI-C |
| 30–31 | I can listen to, read and understand a simple illustrated story. | A1 | <ul style="list-style-type: none"> 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. | CLS-R-ICI |
| | | A2 | <ul style="list-style-type: none"> Can understand what is happening in a photo story (e.g. in a lifestyle magazine) and form an impression of what the characters are like. | CLA-WR-RLA |
| 30–31 | I can participate in a simple discussion about dealing with problems. | A2 | <ul style="list-style-type: none"> Can express opinions in a limited way. Can present his/her opinion in simple terms, provided listeners are patient. | CLA-SI-ID CLA-SP-SMPC |
| 32 | I can identify and name healthy and unhealthy activities. | A1 | <ul style="list-style-type: none"> 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. | CLA-SR-LRA |
| 32 | I can understand and say simple rules and instructions about keeping healthy. | A2 | <ul style="list-style-type: none"> Can understand what is said clearly, slowly and directly to him/her in simple everyday conversation; can be made to understand, if the speaker can take the trouble. | CLA-SI-UI |
| | | | <ul style="list-style-type: none"> Can understand basic instructions on times, dates and numbers etc., and on routine tasks and assignments to be carried out. | CLA-SR-LAI |
| | | | <ul style="list-style-type: none"> Can exchange limited information on familiar and routine operational matters. | CLA-SI-IE |



Give Me Five! 3

| | | | | |
|----|---|------------|--|----------------------------|
| 33 | I can listen to and understand a simple conversation at the doctor's. | A1 | <ul style="list-style-type: none"> 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. 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. | CLA-SR-LRA CLA-SR-UC |
| 33 | I can indicate a health problem and understand and give advice related to it. | A2 | <ul style="list-style-type: none"> Can indicate in simple language the nature of a problem to a health professional, perhaps using gestures and body language. | CLA-SI-IBI |
| 34 | I can read and understand a simple quiz about healthy activities. | A1 | <ul style="list-style-type: none"> 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. | CLS-R-ICI |
| | | A2 | <ul style="list-style-type: none"> Can understand texts describing people, places, everyday life, and culture, etc., provided that they are written in simple language. | CLA-WR-RIA |
| 35 | I can investigate and discuss the basic features of a quiz. | A2 | <ul style="list-style-type: none"> Can understand what is said clearly, slowly and directly to him/her in simple everyday conversation; can be made to understand, if the speaker can take the trouble. Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. | CLA-SI-UI CLA-SI-ID |
| 35 | I can prepare and write a simple quiz about healthy eating. | A2 | <ul style="list-style-type: none"> Can write simple texts on familiar subjects of interest, linking sentences with connectors like 'and,' 'because,' or 'then.' Can link groups of words with simple connectors like 'and,' 'but' and 'because'. | CLA-WP-WRE CLC-P-CC |
| 36 | I can read and understand a simple illustrated text about sea animal rescue in Malta. | A1 | <ul style="list-style-type: none"> Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel, or stories etc.) written with simple words and supported by illustrations and pictures. | CLA-WR-RIA |
| | | A2 | <ul style="list-style-type: none"> Can exploit format, appearance and typographic features in order to identify the type of text: news story, promotional text, article, textbook, chat or forum etc. | CLS-R-ICI |
| 36 | I can do simple guided online research about Malta. | A2 | <ul style="list-style-type: none"> Can copy out short texts in printed or clearly hand-written format. | CLA-M-PTW |
| 37 | I can understand a simple video about being healthy. | A2 | <ul style="list-style-type: none"> Can follow changes of topic of factual TV news items, and form an idea of the main content. Can understand the outline of simple information given in a predictable situation, such as on a guided tour, e.g. 'This is where the President lives.' | CLA-AR-TVFV CLA-SR-LMLA |
| 37 | I can participate in a simple discussion about being fit and healthy. | A2+ | <ul style="list-style-type: none"> Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. | CLC-S-SA |



| UNIT 4 | | | | |
|---------|---|-----------|--|--------------------------|
| PAGE(S) | LEARNING OUTCOME | LEVEL | CEFR DESCRIPTOR | CEFR REF |
| 40 | I can identify and name food items. | A1 | <ul style="list-style-type: none"> 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. | CLA-SR-LRA |
| 40 | I can ask and answer simple questions about food preferences. | A1 | <ul style="list-style-type: none"> Can exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly and directly. | CLA-SI-ID |
| 41 | I can listen to and understand a simple conversation about food. | A1 | <ul style="list-style-type: none"> 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. | CLA-SR-UC |
| 41 | I can understand and make simple requests related to food. | A2 | <ul style="list-style-type: none"> Can understand what is said clearly, slowly and directly to him/her in simple everyday conversation; can be made to understand, if the speaker can take the trouble. | CLA-SI-UI |
| 42–43 | I can listen to, read and understand a simple illustrated story. | A1 | <ul style="list-style-type: none"> 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. | CLS-R-ICI |
| | | A2 | <ul style="list-style-type: none"> Can understand what is happening in a photo story (e.g. in a lifestyle magazine) and form an impression of what the characters are like. | CLA-WR-RLA |
| 42–43 | I can participate in a simple discussion about trying new food. | A2 | <ul style="list-style-type: none"> Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. Can present his/her opinion in simple terms, provided listeners are patient. | CLA-SI-ID CLA-SP-SMPC |
| 44 | I can identify and say words to describe food. | A1 | <ul style="list-style-type: none"> 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. | CLA-SR-LRA |
| 44 | I can ask and answer simple questions about food preferences. | A2 | <ul style="list-style-type: none"> Can understand what is said clearly, slowly and directly to him/her in simple everyday conversation; can be made to understand, if the speaker can take the trouble. | CLA-SI-UI |
| 45 | I can listen to and understand a conversation about food preferences. | A1 | <ul style="list-style-type: none"> 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. | CLA-SR-LRA |
| | | | <ul style="list-style-type: none"> 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. | CLA-SR-UC |



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|----|---|------------|---|----------------------------|
| 45 | I can ask and answer questions to find out about people's food preferences. | A1 | <ul style="list-style-type: none"> Can exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly and directly. | CLA-SI-ID |
| | | A2 | <ul style="list-style-type: none"> Can exchange limited information on familiar and routine operational matters. | CLA-SI-IE |
| 46 | I can read and understand simple shape poems. | A1 | <ul style="list-style-type: none"> 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. | CLS-R-ICI |
| | | A2 | <ul style="list-style-type: none"> Can understand short narratives and descriptions of someone's life that are written in simple words. | CLA-WR-RLA |
| 47 | I can investigate and discuss the basic features of shape poems. | A2 | <ul style="list-style-type: none"> Can express opinions in a limited way. | CLA-SI-ID |
| 47 | I can prepare and write a simple shape poem. | A2 | <ul style="list-style-type: none"> Can write short, simple imaginary biographies and simple poems about people. Can link groups of words with simple connectors like 'and', 'but' and 'because'. | CLA-WP-CW CLC-P-CC |
| 48 | I can read and understand a simple illustrated text about food in India. | A1 | <ul style="list-style-type: none"> Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel, or stories etc.) written with simple words and supported by illustrations and pictures. | CLA-WR-RIA |
| | | A2 | <ul style="list-style-type: none"> Can exploit format, appearance and typographic features in order to identify the type of text: news story, promotional text, article, textbook, chat or forum etc. | CLS-R-ICI |
| 48 | I can do simple guided online research about India. | A2 | <ul style="list-style-type: none"> Can copy out short texts in printed or clearly hand-written format. | CLA-M-PTW |
| 49 | I can understand a simple video about being creative with fruit. | A2 | <ul style="list-style-type: none"> Can follow changes of topic of factual TV news items, and form an idea of the main content. Can understand the outline of simple information given in a predictable situation, such as on a guided tour, e.g. 'This is where the President lives.' | CLA-AR-TVFV CLA-SR-LMLA |
| 49 | I can participate in a simple discussion about using my imagination and being creative. | A2+ | <ul style="list-style-type: none"> Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. | CLC-S-SA |

UNIT 5

| PAGE(S) | LEARNING OUTCOME | LEVEL | CEFR DESCRIPTOR | CEFR REF |
|---------|--------------------------------------|-----------|---|------------|
| 50 | I can identify and name sea animals. | A1 | <ul style="list-style-type: none"> 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. | CLA-SR-LRA |



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| 50 | I can describe a picture in simple sentences. | A1 | <ul style="list-style-type: none"> 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. | CLA-SP-SMGI |
| 51 | I can listen to and understand a simple conversation about sea animals. | A1 | <ul style="list-style-type: none"> 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. | CLA-SR-UC |
| 51 | I can describe and compare sea animals. | A2+ | <ul style="list-style-type: none"> Can use simple descriptive language to make brief statements about and compare objects and possessions. | CLA-SP-SMDE |
| 52–53 | I can listen to, read and understand a simple illustrated story. | A1 | <ul style="list-style-type: none"> 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. | CLS-R-ICI |
| | | A2 | <ul style="list-style-type: none"> Can understand what is happening in a photo story (e.g. in a lifestyle magazine) and form an impression of what the characters are like. | CLA-WR-RLA |
| 52–53 | I can participate in a simple discussion about protecting sea animals. | A2 | <ul style="list-style-type: none"> Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. | CLA-SI-ID |
| | | | <ul style="list-style-type: none"> Can present his/her opinion in simple terms, provided listeners are patient. | CLA-SP-SMPC |
| 54 | I can identify and say words to describe animals and people. | A1 | <ul style="list-style-type: none"> 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. | CLA-SR-LRA |
| 54 | I can understand and say simple sentences to describe and compare animals. | A2+ | <ul style="list-style-type: none"> Can use simple descriptive language to make brief statements about and compare objects and possessions. | CLA-SP-SMDE |
| 55 | I can listen to and understand a simple audio recording about animals. | A1 | <ul style="list-style-type: none"> 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. | CLA-SR-LRA |
| | | | <ul style="list-style-type: none"> 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. | CLA-SR-UC |
| 55 | I can ask and answer questions to do a quiz about animals. | A2 | <ul style="list-style-type: none"> Can exchange limited information on familiar and routine operational matters. Can communicate in simple and routine tasks using simple phrases to ask for and provide things, to get simple information and to discuss what to do next. | CLA-SI-IE CLA-SI-GC |



Give Me Five! 3

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| 56 | I can read and understand a short illustrated magazine article about animals. | A2 | <ul style="list-style-type: none"> • Can understand a short factual description or report within his/her own field, provided that it is written in simple language and does not contain unpredictable detail. • Can exploit format, appearance and typographic features in order to identify the type of text: news story, promotional text, article, textbook, chat or forum etc. | CLA-WR-RIA CLS-R-ICI |
| | | A2+ | <ul style="list-style-type: none"> • Can understand the main points made in short magazine reports or guide entries that deal with concrete everyday topics (e.g. hobbies, sports, leisure activities, animals). | CLA-WR-RLA |
| 57 | I can investigate and discuss the basic features of a magazine article. | A2 | <ul style="list-style-type: none"> • Can understand what is said clearly, slowly and directly to him/her in simple everyday conversation; can be made to understand, if the speaker can take the trouble. • Can express opinions in a limited way. | CLA-SI-UI CLA-SI-ID |
| 57 | I can prepare and write a short magazine article. | A2 | <ul style="list-style-type: none"> • Can write simple texts on familiar subjects of interest, linking sentences with connectors like 'and,' 'because,' or 'then.' • Can link groups of words with simple connectors like 'and,' 'but' and 'because'. | CLA-WP-WRE CLC-P-CC |
| | | A2+ | <ul style="list-style-type: none"> • Can tell a story or describe something in a simple list of points. | CLC-P-TD |
| 58 | I can read and understand a simple illustrated text about family activities in Hawaii. | A1 | <ul style="list-style-type: none"> • Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel, or stories etc.) written with simple words and supported by illustrations and pictures. | CLA-WR-RIA |
| | | A2 | <ul style="list-style-type: none"> • Can exploit format, appearance and typographic features in order to identify the type of text: news story, promotional text, article, textbook, chat or forum etc. | CLS-R-ICI |
| 58 | I can do simple guided online research about Hawaii. | A2 | <ul style="list-style-type: none"> • Can copy out short texts in printed or clearly hand-written format. | CLA-M-PTW |
| 59 | I can understand a simple video about sea animals. | A2 | <ul style="list-style-type: none"> • Can follow changes of topic of factual TV news items, and form an idea of the main content. • Can understand the outline of simple information given in a predictable situation, such as on a guided tour, e.g. 'This is where the President lives.' | CLA-AR-TVFV CLA-SR-LMLA |
| 59 | I can participate in a simple discussion about finding information online. | A2+ | <ul style="list-style-type: none"> • Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. | CLC-S-SA |



| UNIT 6 | | | | |
|---------|---|------------|--|----------------------------|
| PAGE(S) | LEARNING OUTCOME | LEVEL | CEFR DESCRIPTOR | CEFR REF |
| 60 | I can identify and name water sports equipment. | A1 | <ul style="list-style-type: none"> 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. | CLA-SR-LRA |
| 60 | I can have a simple exchange of information about water sports and equipment. | A1 | <ul style="list-style-type: none"> Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. | CLA-SI-IE |
| 61 | I can listen to and understand a simple conversation about future plans. | A1 | <ul style="list-style-type: none"> 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. | CLA-SR-UC |
| 61 | I can understand and say simple sentences about future plans. | A2 | <ul style="list-style-type: none"> Can exchange limited information on familiar and routine operational matters. Can briefly talk about what he/she plans to do at the weekend or during the holidays. | CLA-SI-IE CLA-SP-SMDE |
| 62–63 | I can listen to, read and understand a simple illustrated story. | A1 | <ul style="list-style-type: none"> 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. | CLS-R-ICI |
| | | A2 | <ul style="list-style-type: none"> Can understand what is happening in a photo story (e.g. in a lifestyle magazine) and form an impression of what the characters are like. | CLA-WR-RLA |
| 62–63 | I can participate in a simple discussion about listening to other people's ideas. | A2 | <ul style="list-style-type: none"> Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. Can present his/her opinion in simple terms, provided listeners are patient. | CLA-SI-ID CLA-SP-SMPC |
| | | A2+ | <ul style="list-style-type: none"> Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. | CLC-S-SA |
| 64 | I can identify and say words to describe how people do different activities. | A1 | <ul style="list-style-type: none"> 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. | CLA-SR-LRA |
| 64 | I can understand and say simple sentences to describe how people do different activities. | A2 | <ul style="list-style-type: none"> Can say what he/she is good at and not so good at (e.g. sports, games, skills, subjects). Can describe people, places and possessions in simple terms. | CLA-SP-SMDE CLA-SP-SMDE |



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| 65 | I can listen to and understand a simple conversation about sports activities. | A1 | <ul style="list-style-type: none"> 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. 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. | CLA-SR-LRA CLA-SR-UC |
| 65 | I can ask and answer questions to complete a questionnaire about everyday activities and summarise what I find out. | A2 | <ul style="list-style-type: none"> Can communicate in simple and routine tasks using simple phrases to ask for and provide things, to get simple information and to discuss what to do next. | CLA-SI-GC |
| 66 | I can read and understand a short informal letter. | A2 | <ul style="list-style-type: none"> Can exploit format, appearance and typographic features in order to identify the type of text: news story, promotional text, article, textbook, chat or forum etc. | CLS-R-ICI |
| | | A2+ | <ul style="list-style-type: none"> Can understand a simple personal letter, email or post in which the person writing is talking about familiar subjects (such as friends or family) or asking questions on these subjects. | CLA-WR-RC |
| 67 | I can investigate and discuss the basic features of an informal letter. | A2 | <ul style="list-style-type: none"> Can understand what is said clearly, slowly and directly to him/her in simple everyday conversation; can be made to understand, if the speaker can take the trouble. | CLA-SI-UI |
| | | | <ul style="list-style-type: none"> Can express opinions in a limited way. | CLA-SI-ID |
| 67 | I can prepare and write an informal letter. | A2 | <ul style="list-style-type: none"> Can convey personal information of a routine nature, for example in a short email or letter introducing him/herself. | CLA-WI-C |
| | | A2+ | <ul style="list-style-type: none"> Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points. Can tell a story or describe something in a simple list of points. | CLC-P-CC CLC-P-TD |
| 68 | I can read and understand a simple illustrated text about extreme sports in New Zealand. | A1 | <ul style="list-style-type: none"> Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel, or stories etc.) written with simple words and supported by illustrations and pictures. | CLA-WR-RIA |
| | | A2 | <ul style="list-style-type: none"> Can exploit format, appearance and typographic features in order to identify the type of text: news story, promotional text, article, textbook, chat or forum etc. | CLS-R-ICI |
| 68 | I can do simple guided online research about New Zealand. | A2 | <ul style="list-style-type: none"> Can copy out short texts in printed or clearly hand-written format. | CLA-M-PTW |



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|----|--|------------|---|----------------------------|
| 69 | I can understand a simple video about extreme sports. | A2 | <ul style="list-style-type: none"> • Can follow changes of topic of factual TV news items, and form an idea of the main content. • Can understand the outline of simple information given in a predictable situation, such as on a guided tour, e.g. 'This is where the President lives.' | CLA-AR-TVFV CLA-SR-LMLA |
| 69 | I can understand simple instructions related to sports safety. | A2+ | <ul style="list-style-type: none"> • Can understand regulations, for example safety, when expressed in simple language. | CLA-WR-RI |

UNIT 7

| PAGE(S) | LEARNING OUTCOME | LEVEL | CEFR DESCRIPTOR | CEFR REF |
|---------|---|------------|--|--------------------------|
| 72 | I can identify and name household objects. | A1 | <ul style="list-style-type: none"> • 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. | CLA-SR-LRA |
| 72 | I can ask and answer simple questions about household objects. | A2 | <ul style="list-style-type: none"> • Can exchange limited information on familiar and routine operational matters. | CLA-SI-IE |
| 73 | I can listen to and understand a simple conversation about where people were in the past. | A1 | <ul style="list-style-type: none"> • 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. | CLA-SR-UC |
| 73 | I can understand and say simple sentences about where I was in the past. | A2 | <ul style="list-style-type: none"> • Can understand what is said clearly, slowly and directly to him/her in simple everyday conversation; can be made to understand, if the speaker can take the trouble. | CLA-SI-UI |
| | | A2+ | <ul style="list-style-type: none"> • Can describe plans and arrangements, habits and routines, past activities and personal experiences. | CLA-SP-SMDE |
| 74–75 | I can listen to, read and understand a simple illustrated story. | A1 | <ul style="list-style-type: none"> • 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. | CLS-R-ICI |
| | | A2 | <ul style="list-style-type: none"> • Can understand what is happening in a photo story (e.g. in a lifestyle magazine) and form an impression of what the characters are like. | CLA-WR-RLA |
| 74–75 | I can participate in a simple discussion about looking after personal belongings. | A2 | <ul style="list-style-type: none"> • Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. • Can present his/her opinion in simple terms, provided listeners are patient. | CLA-SI-ID CLA-SP-SMPC |
| | | A2+ | <ul style="list-style-type: none"> • Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. | CLC-S-SA |



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|----|---|------------|--|-------------------------|
| 76 | I can identify and name personal belongings. | A1 | <ul style="list-style-type: none"> 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. | CLA-SR-LRA |
| 77 | I can listen to and understand a simple exchange of information about personal belongings. | A1 | <ul style="list-style-type: none"> 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. | CLA-SR-LRA |
| 77 | I can exchange information about personal belongings to complete a picture together with my partner. | A2 | <ul style="list-style-type: none"> Can communicate in simple and routine tasks requiring a simple and direct exchange of information. Can communicate in simple and routine tasks using simple phrases to ask for and provide things, to get simple information and to discuss what to do next. | CLA-SI-IE CLA-SI-GC |
| 78 | I can read and understand the script of a scene in a children's play. | A2 | <ul style="list-style-type: none"> Can understand short narratives and descriptions of someone's life that are written in simple words. Can exploit format, appearance and typographic features in order to identify the type of text: news story, promotional text, article, textbook, chat or forum etc. | CLA-WR-RLA CLS-R-ICI |
| 79 | I can investigate and discuss the basic features of a script. | A2 | <ul style="list-style-type: none"> Can understand what is said clearly, slowly and directly to him/her in simple everyday conversation; can be made to understand, if the speaker can take the trouble. Can express opinions in a limited way. | CLA-SI-UI CLA-SI-ID |
| 79 | I can prepare and write a script for a scene in a children's play. | A2 | <ul style="list-style-type: none"> Can write an introduction to a story or continue a story, provided he/she can consult a dictionary and references (e.g. tables of verb tenses in a course book). Can link groups of words with simple connectors like 'and', 'but' and 'because'. | CLA-WP-CW CLC-P-CC |
| | | A2+ | <ul style="list-style-type: none"> Can tell a story or describe something in a simple list of points. | CLC-P-TD |
| 80 | I can read and understand a simple illustrated text about living in an underground town in Australia. | A1 | <ul style="list-style-type: none"> Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel, or stories etc.) written with simple words and supported by illustrations and pictures. | CLA-WR-RIA |
| | | A2 | <ul style="list-style-type: none"> Can exploit format, appearance and typographic features in order to identify the type of text: news story, promotional text, article, textbook, chat or forum etc. | CLS-R-ICI |
| 80 | I can do simple guided online research about Australia. | A2 | <ul style="list-style-type: none"> Can copy out short texts in printed or clearly hand-written format. | CLA-M-PTW |
| 81 | I can understand a simple video about houses. | A2 | <ul style="list-style-type: none"> Can follow changes of topic of factual TV news items, and form an idea of the main content. | CLA-AR-TVFV |
| | | | <ul style="list-style-type: none"> Can understand the outline of simple information given in a predictable situation, such as on a guided tour, e.g. 'This is where the President lives.' | CLA-SR-LMLA |



| UNIT 8 | | | | |
|---------|---|------------|---|-------------|
| PAGE(S) | LEARNING OUTCOME | LEVEL | CEFR DESCRIPTOR | CEFR REF |
| 82 | I can identify and name different types of TV programmes. | A1 | <ul style="list-style-type: none"> 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. | CLA-SR-LRA |
| 82 | I can ask and answer simple questions about preferences for TV programmes. | A1 | <ul style="list-style-type: none"> Can exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly and directly. | CLA-SI-ID |
| 83 | I can listen to and understand a simple conversation about a past activity. | A1 | <ul style="list-style-type: none"> 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. | CLA-SR-UC |
| 83 | I can ask and answer simple questions about past activities. | A2 | <ul style="list-style-type: none"> Can understand what is said clearly, slowly and directly to him/her in simple everyday conversation; can be made to understand, if the speaker can take the trouble. | CLA-SI-UI |
| | | A2+ | <ul style="list-style-type: none"> Can ask and answer questions about pastimes and past activities. | CLA-SI-IE |
| 84–85 | I can listen to, read and understand a simple illustrated story. | A1 | <ul style="list-style-type: none"> 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. | CLA-WR-RLA |
| | | A2 | <ul style="list-style-type: none"> Can understand what is happening in a photo story (e.g. in a lifestyle magazine) and form an impression of what the characters are like. | CLS-R-ICI |
| 84–85 | I can participate in a simple discussion about working together. | A2 | <ul style="list-style-type: none"> Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. | CLA-SI-ID |
| | | | <ul style="list-style-type: none"> Can present his/her opinion in simple terms, provided listeners are patient. | CLA-SP-SMDE |
| 86 | I can identify and name free-time activities. | A1 | <ul style="list-style-type: none"> 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. | CLA-SR-LRA |
| 86 | I can understand and say sentences about past activities. | A2+ | <ul style="list-style-type: none"> Can describe plans and arrangements, habits and routines, past activities and personal experiences. | CLA-SP-SMDE |



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|----|--|------------|--|------------------------------------|
| 87 | I can listen to and understand a simple audio recording about past activities. | A1 | <ul style="list-style-type: none"> • 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. • 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. | CLA-SR-LRA CLA-SR-UC |
| 87 | I can ask and answer questions to complete a chart about people's past activities. | A2 | <ul style="list-style-type: none"> • Can communicate in simple and routine tasks using simple phrases to ask for and provide things, to get simple information and to discuss what to do next. | CLA-SI-GC |
| | | A2+ | <ul style="list-style-type: none"> • Can ask and answer questions about pastimes and past activities. | CLA-SI-IE |
| 88 | I can read and understand children's reviews of TV programmes. | A2 | <ul style="list-style-type: none"> • Can understand a short factual description or report within his/her own field, provided that it is written in simple language and does not contain unpredictable detail. • Can exploit format, appearance and typographic features in order to identify the type of text: news story, promotional text, article, textbook, chat or forum etc. | CLA-WR-RIA CLS-R-ICI |
| | | A2+ | <ul style="list-style-type: none"> • Can understand the main points made in short magazine reports or guide entries that deal with concrete everyday topics (e.g. hobbies, sports, leisure activities, animals). | CLA-WR-RLA |
| 89 | I can investigate and discuss the basic features of reviews. | A2 | <ul style="list-style-type: none"> • Can understand what is said clearly, slowly and directly to him/her in simple everyday conversation; can be made to understand, if the speaker can take the trouble. • Can express opinions in a limited way. | CLA-SI-UI CLA-SI-ID |
| 89 | I can prepare and write a short review. | A2 | <ul style="list-style-type: none"> • Can express his/her reactions to a work, reporting his/her feelings and ideas in simple language. • Can say whether he/she liked a work or not and explain why in simple language. • Can link groups of words with simple connectors like 'and', 'but' and 'because'. | CLA-M-EPR CLA-M-EPR CLC-P-CC |
| | | A2+ | <ul style="list-style-type: none"> • Can tell a story or describe something in a simple list of points. | CLC-P-TD |
| 90 | I can read and understand a simple illustrated text about Hollywood. | A1 | <ul style="list-style-type: none"> • Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel, or stories etc.) written with simple words and supported by illustrations and pictures. | CLA-WR-RIA |
| | | A2 | <ul style="list-style-type: none"> • Can exploit format, appearance and typographic features in order to identify the type of text: news story, promotional text, article, textbook, chat or forum etc. | CLS-R-ICI |



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| 90 | I can do simple guided online research about the USA. | A2 | <ul style="list-style-type: none"> Can copy out short texts in printed or clearly hand-written format. | CLA-M-PTW |
| 91 | I can understand a simple video about television. | A2 | <ul style="list-style-type: none"> Can follow changes of topic of factual TV news items, and form an idea of the main content. Can understand the outline of simple information given in a predictable situation, such as on a guided tour, e.g. 'This is where the President lives.' | CLA-AR-TVFV CLA-SR-LMLA |
| 91 | I can participate in a simple discussion about jobs related to making a video and television. | A2+ | <ul style="list-style-type: none"> Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. | CLC-S-SA |

UNIT 9

| PAGE(S) | LEARNING OUTCOME | LEVEL | CEFR DESCRIPTOR | CEFR REF |
|---------|--|------------|---|---------------------------------------|
| 92 | I can identify and name attractions at festivals. | A1 | <ul style="list-style-type: none"> 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. | CLA-SR-LRA |
| 92 | I can ask and answer simple questions about activities at a festival. | A2 | <ul style="list-style-type: none"> Can exchange limited information on familiar and routine operational matters. | CLA-SI-IE |
| 93 | I can listen to and understand a simple conversation about past activities. | A1 | <ul style="list-style-type: none"> 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. | CLA-SR-UC |
| 93 | I can ask and answer simple questions about a festival I attended. | A2 | <ul style="list-style-type: none"> Can understand what is said clearly, slowly and directly to him/her in simple everyday conversation; can be made to understand, if the speaker can take the trouble. | CLA-SI-UI |
| | | A2+ | <ul style="list-style-type: none"> Can ask and answer questions about pastimes and past activities. | CLA-SI-IE |
| 94–95 | I can listen to, read and understand a simple illustrated story. | A1 | <ul style="list-style-type: none"> 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. | CLS-R-ICI |
| | | A2 | <ul style="list-style-type: none"> Can understand what is happening in a photo story (e.g. in a lifestyle magazine) and form an impression of what the characters are like. | CLA-WR-RLA |
| 94–95 | I can participate in a simple discussion about doing nice things for others. | A2 | <ul style="list-style-type: none"> Can describe a character's feelings and explain the reasons for them. Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. Can present his/her opinion in simple terms, provided listeners are patient. | CLA-M-EPR CLA-SI-ID CLA-SP-SMPC |



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| 96 | I can identify and tell the time. | A1 | <ul style="list-style-type: none"> 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. | CLA-SR-LRA | |
| | | | <ul style="list-style-type: none"> Can understand figures, prices and times given slowly and clearly in an announcement by loudspeaker, e.g. at a railway station or in a shop. | CLA-SR-LAI | |
| 96 | I can ask and answer questions about what I did yesterday. | A2+ | <ul style="list-style-type: none"> Can ask and answer questions about pastimes and past activities. | CLA-SI-IE | |
| 97 | I can listen to and understand a simple audio recording about past activities. | A1 | <ul style="list-style-type: none"> 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. | CLA-SR-LRA | |
| | | | <ul style="list-style-type: none"> 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. | CLA-SR-UC | |
| 97 | I can ask and answer questions to complete a table about people's past activities. | A2 | <ul style="list-style-type: none"> Can communicate in simple and routine tasks using simple phrases to ask for and provide things, to get simple information and to discuss what to do next. | CLA-SI-GC | |
| 98 | I can read and understand an informal email. | A2 | <ul style="list-style-type: none"> Can exploit format, appearance and typographic features in order to identify the type of text: news story, promotional text, article, textbook, chat or forum etc. | CLA-WR-RC | |
| | | A2+ | <ul style="list-style-type: none"> Can understand a simple personal letter, email or post in which the person writing is talking about familiar subjects (such as friends or family) or asking questions on these subjects. | CLS-R-ICI | |
| 99 | I can investigate and discuss the basic features of an informal email. | A2 | <ul style="list-style-type: none"> Can understand what is said clearly, slowly and directly to him/her in simple everyday conversation; can be made to understand, if the speaker can take the trouble. | CLA-SI-UI | |
| | | | <ul style="list-style-type: none"> Can express opinions in a limited way. | CLA-SI-ID | |
| 99 | I can prepare and write an informal email. | A2 | <ul style="list-style-type: none"> Can convey personal information of a routine nature, for example in a short email or letter introducing him/herself. | CLA-WI-C | |
| | | | A2+ | <ul style="list-style-type: none"> Can exchange information by text message, e-mail or in short letters, responding to questions the other person had (e.g. about a new product or activity). | CLA-WI-C |
| | | | | <ul style="list-style-type: none"> Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points. | CLC-P-CC |
| | | | <ul style="list-style-type: none"> Can tell a story or describe something in a simple list of points. | CLC-P-TD | |



Give Me Five! 3

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|-----|---|------------|---|------------------------|
| 100 | I can read and understand a simple illustrated text about Canada Day. | A1 | <ul style="list-style-type: none">• Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel, or stories etc.) written with simple words and supported by illustrations and pictures. | CLA-WR-RIA |
| | | A2 | <ul style="list-style-type: none">• Can exploit format, appearance and typographic features in order to identify the type of text: news story, promotional text, article, textbook, chat or forum etc. | CLS-R-ICI |
| 100 | I can do simple guided online research about Canada. | A2 | <ul style="list-style-type: none">• Can copy out short texts in printed or clearly hand-written format. | CLA-M-PTW |
| 101 | I can understand a simple video about a school fete. | A2 | <ul style="list-style-type: none">• Can follow changes of topic of factual TV news items, and form an idea of the main content. | CLA-AR-TVFV |
| | | | <ul style="list-style-type: none">• Can understand the outline of simple information given in a predictable situation, such as on a guided tour, e.g. 'This is where the President lives.' | CLA-SR-LMLA |
| 101 | I can participate in a simple group discussion to organise a school fete. | A2 | <ul style="list-style-type: none">• Can communicate in simple and routine tasks using simple phrases to ask for and provide things, to get simple information and to discuss what to do next.• Can make suggestions in a simple way in order to move the discussion forward. | CLA-SI-GC CLA-M-CCM |
| | | A2+ | <ul style="list-style-type: none">• Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. | CLC-S-SA |