



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 what people were like when they were young.	2 (p19)
		I can listen to and understand a simple conversation about a recipe.	1 (p9)
		I can listen to and understand a simple conversation about life in prehistoric times.	3 (p29)
		I can listen to and understand a simple conversation about the planets.	4 (p41)
A2	Can follow in outline short, simple social exchanges, conducted very slowly and clearly.	I can listen to, read and understand a simple illustrated story.	1 (pp10–11); 2 (pp20–21) 3 (pp30–31); 4 (pp42–43) 5 (pp52–53); 6 (pp62–63) 7 (pp74–75); 8 (pp84–85) 9 (pp94–95)
		I can listen to and understand a simple audio recording about past activities.	2 (p23)
		I can listen to and understand a simple conversation about future plans.	5 (p51)
		I can listen to and understand a simple audio recording about preferences for free-time activities.	5 (p55)
		I can listen to and understand a simple conversation about household appliances.	6 (p61)
		I can listen to and understand a simple conversation about life in the future.	7 (p73)
		I can listen to and understand a simple conversation about jobs.	8 (p83)
		I can listen to and understand a simple conversation about visiting other countries.	9 (p93)



Listening as a member of a live audience			
CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
A2+	Can follow the general outline of a demonstration or presentation on a familiar or predictable topic, where the message is expressed slowly and clearly in simple language and there is visual support (e.g. slides, handouts).	I can understand a simple video about street food.	1 (p17)
		I can understand a simple video about heroes.	2 (p27)
		I can understand a simple video about museums.	3 (p37)
		I can understand a simple video about space.	4 (p49)
		I can understand a simple video about free-time activities.	5 (p59)
		I can understand a simple video about adverts.	6 (p69)
		I can understand a simple video about technology in the future.	7 (p81)
		I can understand a simple video about jobs.	8 (p91)
		I can understand a simple video about Morocco.	9 (p101)
Listening to announcements and instructions			
CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
A2	Can understand basic instructions on times, dates and numbers etc., and on routine tasks and assignments to be carried out.	I can ask and answer simple questions about cooking instructions.	1 (p12)
A2+	Can understand and follow a series of instructions for familiar, everyday activities such as sports, cooking, etc. provided they are delivered slowly and clearly.	I can listen to, read and understand a simple recipe.	1 (p13)
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 ingredients.	1 (p8)
		I can identify and say cooking instructions.	1 (p12)
		I can identify and say words to describe people's character.	2 (p18)
		I can identify and say past activities.	2 (p22)
		I can identify and say prehistoric times vocabulary.	3 (p28)
		I can identify and name animals from the past.	3 (p32)



Give Me Five! 4

A1		I can identify and name objects in space.	4 (p40)
		I can identify and say words to describe objects.	4 (p44)
		I can identify and name free-time activities.	5 (p50)
		I can identify and name musical instruments.	5 (p54)
		I can identify and name household appliances.	6 (p60)
		I can identify and name materials.	6 (p64)
		I can identify and name places in a city.	7 (p72)
		I can identify and name means of transport.	7 (p76)
		I can identify and name jobs.	8 (p82)
		I can identify and name places of work.	8 (p86)
		I can identify and say countries.	9 (p92)
		I can listen to and understand a simple conversation about visiting other countries.	9 (p93)
		I can identify and name holiday activities.	9 (p96)
A2	Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.	I can listen to and understand a simple conversation about a recipe.	1 (p9)
		I can listen to and understand a simple conversation about what people were like when they were young.	2 (p19)
		I can listen to and understand a simple conversation about life in prehistoric times.	3 (p29)
		I can listen to and understand a simple audio recording about animals in the past.	3 (p33)
		I can listen to and understand a simple conversation about the planets.	4 (p41)
		I can listen to and understand a simple audio recording about rockets.	4 (p45)
		I can listen to and understand a simple conversation about future plans.	5 (p51)
		I can listen to and understand a simple conversation about household appliances.	6 (p61)
		I can listen to and understand a simple audio recording describing various objects.	6 (p65)
		I can listen to and understand a simple conversation about life in the future.	7 (p73)
		I can listen to and understand a simple audio recording about transport in the future.	7 (p77)
		I can listen to and understand a simple conversation about jobs.	8 (p83)



A2	I can listen to and understand a simple audio recording about places of work.	8 (p86)
	I can listen to and understand a simple audio recording about experiences related to holiday activities.	9 (p97)

COMMUNICATIVE LANGUAGE ACTIVITIES: WRITTEN RECEPTION

Reading for orientation

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
A2+	Can find specific information in practical, concrete, predictable texts (e.g. travel guidebooks, recipes), provided they are written in simple language.	I can read and understand a simple recipe.	1 (p14)
		I can read and understand a text to persuade (a travel brochure).	9 (p98)
	Can understand the main information in short and simple descriptions of goods in brochures and websites (e.g. portable digital devices, cameras, etc.).	I can read and understand a text to persuade (an advert).	6 (p66)

Reading for information and argument

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
A2+	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.	I can read and understand a text to persuade (an advert).	6 (p66)
		I can read and understand a text to persuade (a travel brochure).	9 (p98)
		I can read and understand a text to persuade (a travel brochure).	9 (p99)
	Can pick out the main information in short newspaper reports or simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text.	I can do simple guided online research about New York City.	1 (p16)
		I can read and understand a chronological account (a biography).	2 (p24)
		I can do simple guided online research about Hawaii.	2 (p26)
		I can read and understand an information text (an encyclopaedia entry about dinosaurs).	3 (p34)
		I can do simple guided online research about Canada.	3 (p36)
		I can read and understand an information text (a fact file about gas giants).	4 (p46)
		I can do simple guided online research about Australia.	4 (p48)
		I can do simple guided online research about New Zealand.	5 (p58)
I can do simple guided online research about the USA.	6 (p68)		



Give Me Five! 4

A2+		I can do simple guided online research about Hong Kong.	7 (p80)	
		I can read and understand a non-chronological report (a newspaper article).	8 (p88)	
		I can do simple guided online research about Tasmania.	8 (p90)	
		I can do simple guided online research about England.	9 (p100)	
		I can get information from different (online) sources.	9 (p101)	
B1	Can understand the main points in descriptive notes such as those on museum exhibits and explanatory boards in exhibitions.	I can do online research to explore virtual museums.	3 (p37)	
Reading instructions				
CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)	
A2	Can follow a simple recipe, especially if there are pictures to illustrate the most important steps.	I can listen to, read and understand a simple recipe.	1 (p13)	
		I can read and understand a simple recipe.	1 (p14)	
Reading as a leisure activity				
CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)	
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)	
		Can understand short narratives and descriptions of someone's life that are written in simple words.	I can read and understand a chronological account (a biography).	2 (p24)
			I can read and understand a simple poem.	7 (p78)
A2+	Can understand enough to read short, simple stories and comic strips involving familiar, concrete situations written in high frequency everyday language.	I can read and understand a text to entertain (about a myth).	5 (p56)	
		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 an information text (an encyclopaedia entry about dinosaurs).	3 (p34)
	I can read and understand an information text (a fact file about gas giants).		4 (p46)	
	I can read and understand a non-chronological report (a newspaper article).		8 (p88)	



COMMUNICATIVE LANGUAGE ACTIVITIES: AUDIO-VISUAL RECEPTION

Watching TV, film and video

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
A2+	Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary.	I can understand a simple video about street food.	1 (p17)
		I can understand a simple video about heroes.	2 (p27)
		I can understand a simple video about museums.	3 (p37)
		I can understand a simple video about space.	4 (p49)
		I can understand a simple video about free-time activities.	5 (p59)
		I can understand a simple video about adverts.	6 (p69)
		I can understand a simple video about technology in the future.	7 (p81)
		I can understand a simple video about jobs.	8 (p91)
		I can understand a simple video about Morocco.	9 (p101)

COMMUNICATIVE LANGUAGE ACTIVITIES: SPOKEN PRODUCTION

Sustained monologue: describing experience

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
A2	Can describe people, places and possessions in simple terms.	I can ask and answer simple questions about my own and other people's character.	2 (p18)
		I can ask and answer simple questions about objects used in prehistoric times.	3 (p28)
		I can ask and answer simple questions about the solar system.	4 (p40)
		I can describe and compare the planets.	4 (p41)
		I can ask and answer simple questions about what materials things are made of.	6 (p64)
		I can ask and answer questions about various objects.	6 (p65)
		I can describe jobs in simple sentences.	8 (p82)
A2+	Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience.	I can describe jobs in simple sentences.	8 (p82)
		I can understand and say sentences about places of work.	8 (p86)



Give Me Five! 4

A2+	Can describe plans and arrangements, habits and routines, past activities and personal experiences.	I can understand and say simple sentences about my own and other people's character in the past.	2 (p19)
		I can say simple sentences about my past activities.	2 (p22)
		I can ask and answer simple questions about objects used in prehistoric times.	3 (p28)
		I can ask and answer simple questions about life in prehistoric times.	3 (p29)
		I can ask and answer simple questions about life in the future.	7 (p73)
		I can make simple predictions about life in the future.	7 (p76)
		I can make predictions about the future based on my existing knowledge.	7 (p81)
	Can give short, basic descriptions of events and activities.	I can say simple sentences about my past activities.	2 (p22)
	Can use simple descriptive language to make brief statements about and compare objects and possessions.	I can understand and say simple sentences to describe animals in the past.	3 (p32)
		I can describe and compare the planets.	4 (p41)
		I can understand and make simple comparisons about objects.	4 (p44)
		I can understand, discuss and use a cline to grade things.	4 (p49)
		I can understand and say simple sentences about what household appliances are used for.	6 (p61)
	I can understand and say simple sentences about places of work and jobs.	8 (p87)	
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 team discussion about ingredients for recipes.	1 (p17)
		I can make simple sentences about options for future free-time activities.	5 (p51)
		I can participate in a simple discussion about making my own fun.	5 (p59)
		I can participate in a simple discussion about creating adverts.	6 (p69)
		I can make simple predictions about life in the future.	7 (p76)
		I can make predictions about the future based on my existing knowledge.	7 (p81)
		I can participate in a simple discussion about health and safety at the workplace.	8 (p91)
A2+	Can explain what she likes or dislikes about something, why he/she prefers one thing to another, making simple, direct comparisons.	I can ask and answer simple questions about my preferences for musical instruments.	5 (p54)



Addressing audiences			
CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
A2+	Can give a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans and actions.	I can research information and plan a presentation.	2 (p27)
COMMUNICATIVE LANGUAGE ACTIVITIES: WRITTEN PRODUCTION			
Creative writing			
CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
A2	Can write short, simple imaginary biographies and simple poems about people.	I can prepare and write an acrostic poem.	7 (p79)
A2+	Can write very short, basic descriptions of events, past activities and personal experiences. Can write about everyday aspects of his/her environment e.g. people, places, a job or study experience in linked sentences.	I can prepare and write my autobiography.	2 (p25)
		I can prepare and write an advert.	6 (p67)
		I can prepare and write a non-chronological report.	8 (p89)
		I can prepare and write a travel brochure.	9 (p99)
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 recipe.	1 (p15)
		I can prepare and write an encyclopaedia entry.	3 (p35)
		I can prepare and write a fact file.	4 (p47)
		I can prepare and write a text about a mythical creature.	5 (p57)
		I can prepare and write a non-chronological report.	8 (p89)
		I can prepare and write a travel brochure.	9 (p99)



COMMUNICATIVE LANGUAGE ACTIVITIES: SPOKEN INTERACTION

Understanding an interlocutor

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
A2+	Can understand enough to manage simple, routine exchanges without undue effort.	I can ask and answer simple questions about a picture.	1 (p8)
		I can ask and answer simple questions about my own and other people's character.	2 (p18)
		I can ask and answer simple questions about objects used in prehistoric times.	3 (p28)
		I can understand and say simple sentences to describe animals in the past.	3 (p32)
		I can ask and answer simple questions about the solar system.	4 (p40)
		I can understand and make simple comparisons about objects.	4 (p44)
		I can ask and answer questions about free-time activities.	5 (p50)
		I can ask and answer simple questions about household appliances I use.	6 (p60)
		I can ask and answer simple questions about places I visit in a city.	7 (p72)
		I can exchange opinions about what transport will be like in the future to complete a chart.	7 (p77)
		I can understand and say sentences about places of work.	8 (p86)
I can ask and answer simple questions about different countries around the world.	9 (p92)		

Conversation

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
A2+	Can participate in short conversations in routine contexts on topics of interest.	I can ask and answer questions about free-time activities.	5 (p50)
		I can ask and answer questions to complete a questionnaire about preferences for free-time activities and summarise what I find out.	5 (p55)
		I can ask and answer simple questions about household appliances I use.	6 (p60)
		I can ask and answer simple questions about places I visit in a city.	7 (p72)
		I can exchange opinions about what transport will be like in the future to complete a chart.	7 (p77)
		I can ask and answer simple questions about jobs.	8 (p83)
		I can ask and answer simple questions about different countries around the world.	9 (p92)
		I can ask and answer questions about experiences related to holiday activities.	9 (p96)



Informal discussion (with friends)			
CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
A2	Can express opinions in a limited way.	I can ask and answer simple questions about different countries around the world.	9 (p92)
A2+	Can exchange opinions and compare things and people using simple language.	I can ask and answer simple questions about my own and other people's character.	2 (p18)
		I can understand and say simple sentences about my own and other people's character in the past.	2 (p19)
		I can ask and answer questions to complete a questionnaire about past activities and find similarities.	2 (p23)
		I can ask and answer questions to compare rockets.	4 (p45)
		I can ask and answer simple questions about my preferences for musical instruments.	5 (p54)
		I can investigate and discuss the basic features of an advert.	6 (p67)
Goal-oriented cooperation			
CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
A2+	Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand.	I can investigate and discuss the basic features of a recipe.	1 (p15)
		I can investigate and discuss the basic features of a biography / autobiography.	2 (p25)
		I can investigate and discuss the basic features of an encyclopaedia entry.	3 (p35)
		I can investigate and discuss the basic characteristics of a fact file.	4 (p47)
		I can investigate and discuss the basic features of a text describing a myth / a mythical creature.	5 (p57)
		I can investigate and discuss the basic features of an advert.	6 (p67)
		I can investigate and discuss the basic features of an acrostic poem.	7 (p79)
		I can investigate and discuss the basic features of a newspaper article / an interview.	8 (p89)
Obtaining goods and services			
CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
A2	Can give and receive information about quantities, numbers, prices etc.	I can ask and answer simple questions about a recipe.	1 (p9)



Give Me Five! 4

Information exchange				
CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)	
A2	Can exchange limited information on familiar and routine operational matters.	I can ask and answer simple questions about a picture.	1 (p8)	
		I can ask and answer simple questions about a recipe.	1 (p9)	
		I can ask and answer questions to complete a recipe.	1 (p13)	
		I can ask and answer simple questions about objects used in prehistoric times.	3 (p28)	
		I can ask and answer simple questions about life in prehistoric times.	3 (p29)	
		I can ask and answer simple questions about the solar system.	4 (p40)	
		I can ask and answer simple questions about what materials things are made of.	6 (p64)	
		I can ask and answer simple questions about life in the future.	7 (p73)	
		I can ask and answer simple questions about jobs.	8 (p83)	
		I can ask and answer simple questions about different countries around the world.	9 (p92)	
	Can communicate in simple and routine tasks requiring a simple and direct exchange of information.	I can ask and answer simple questions about cooking instructions.	1 (p12)	
A2+	Can ask and answer questions about habits and routines.	I can ask and answer questions about free-time activities.	5 (p50)	
		I can ask and answer simple questions about household appliances I use.	6 (p60)	
		I can ask and answer simple questions about places I visit in a city.	7 (p72)	
	Can ask and answer questions about pastimes and past activities.	I can ask and answer questions to complete a chart about animals in the past.	3 (p33)	
		I can ask and answer simple questions about countries someone has visited.	9 (p93)	
		I can ask and answer questions about experiences related to holiday activities.	9 (p96)	
		I can ask and answer questions to complete a chart about experiences related to holiday activities.	9 (p97)	
	Can deal with practical everyday demands: finding out and passing on straightforward factual information.		I can ask and answer questions about various objects.	6 (p65)



COMMUNICATIVE LANGUAGE ACTIVITIES: MEDIATION

Explaining data in speech

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
A2+	Can interpret and describe [...] simple visuals on familiar topics (e.g. a weather map, a basic flow chart) [...], even though pauses, false starts and reformulation may be very evident in speech.	I can understand, discuss and use a cline to grade things.	4 (p49)

Processing text in speech

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
A2+	Can report in simple sentences [...] the information contained in clearly structured, short, simple texts [...] that have illustrations or tables.	I can read and understand a simple illustrated text about street food in New York City.	1 (p16)
		I can read and understand a simple illustrated text about famous Hawaiian people.	2 (p26)
		I can investigate and discuss the basic features of an encyclopaedia entry.	3 (p35)
		I can read and understand a simple illustrated text about dinosaur fossils in Canada.	3 (p36)
		I can do online research to explore virtual museums.	3 (p37)
		I can read and understand a simple illustrated text about an observatory in Australia.	4 (p48)
		I can read and understand a simple illustrated text about WOMAD in New Zealand.	5 (p58)
		I can read and understand a simple illustrated text about a robot competition in the USA.	6 (p68)
		I can read and understand a simple illustrated text about transport in Hong Kong.	7 (p80)
		I can read and understand a simple illustrated text about lighthouse keepers in Tasmania.	8 (p90)
		I can read and understand a text to persuade (a travel brochure).	9 (p99)
		I can read and understand a simple illustrated text about culture in England.	9 (p100)



Processing text in writing			
CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
A2+	Can list as a series of bullet points [...] the relevant information contained in short simple texts [...], provided that the texts concern concrete, familiar subjects and are written in simple everyday language.	I can do simple guided online research about New York City.	1 (p16)
		I can do simple guided online research about Hawaii.	2 (p26)
		I can research information and plan a presentation.	2 (p27)
		I can do simple guided online research about Canada.	3 (p36)
		I can do simple guided online research about Australia.	4 (p48)
		I can do simple guided online research about New Zealand.	5 (p58)
		I can do simple guided online research about the USA.	6 (p68)
		I can do simple guided online research about Hong Kong.	7 (p80)
		I can do simple guided online research about Tasmania.	8 (p90)
		I can do simple guided online research about England.	9 (p100)
		I can get information from different (online) sources.	9 (p101)
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 paying attention.	1 (pp10–11)
		I can participate in a simple discussion about a story I have read and about considering other people's feelings.	2 (pp20–21)
		I can participate in a simple discussion about a story I have read and about dropping litter.	3 (pp30–31)
		I can participate in a simple discussion about a story I have read and about being creative with my time.	5 (pp52–53)
COMMUNICATIVE LANGUAGE STRATEGIES: RECEPTION			
Identifying cues and inferring			
CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
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 text to persuade (an advert).	6 (p66)
		I can read and understand a simple poem.	7 (p78)



Give Me Five! 4

A2		I can investigate and discuss the basic features of an acrostic poem.	7 (p79)
		I can read and understand a non-chronological report (a newspaper article).	8 (p88)
		I can read and understand a text to persuade (a travel brochure).	9 (p98)
A2+	Can exploit his/her recognition of known words to deduce the meaning of unfamiliar words in short expressions used in routine everyday contexts.	I can read and understand a simple illustrated text about street food in New York City.	1 (p16)
		I can read and understand a simple illustrated text about famous Hawaiian people.	2 (p26)
		I can read and understand a simple illustrated text about dinosaur fossils in Canada.	3 (p36)
		I can read and understand a simple illustrated text about an observatory in Australia.	4 (p48)
		I can read and understand a simple illustrated text about WOMAD in New Zealand.	5 (p58)
		I can read and understand a simple illustrated text about a robot competition in the USA.	6 (p68)
		I can read and understand a simple illustrated text about transport in Hong Kong.	7 (p80)
		I can read and understand a simple illustrated text about lighthouse keepers in Tasmania.	8 (p90)
		I can read and understand a simple illustrated text about culture in England.	9 (p100)
	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.	I can read and understand a simple recipe.	1 (p14)
		I can read and understand a chronological account (a biography).	2 (p24)
		I can investigate and discuss the basic characteristics of a fact file.	4 (p47)
		I can read and understand a text to persuade (an advert).	6 (p66)
		I can investigate and discuss the basic features of an advert.	6 (p67)
		I can read and understand a non-chronological report (a newspaper article).	8 (p88)
		I can read and understand a text to persuade (a travel brochure).	9 (p98)
		I can read and understand a text to persuade (a travel brochure).	9 (p99)

COMMUNICATIVE LANGUAGE STRATEGIES: INTERACTION

Cooperating

CEFR	CEFR Descriptor	Learning Outcome(s)	Unit (Pages)
A2	Can indicate when he/she is following.	I can participate in a simple team discussion about ingredients for recipes.	1 (p17)



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 team discussion about ingredients for recipes.	1 (p17)
		I can participate in a simple discussion about making my own fun.	5 (p59)
		I can participate in a simple discussion about creating adverts.	6 (p69)
		I can participate in a simple discussion about health and safety at the workplace.	8 (p91)

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 recipe.	1 (p15)
		I can prepare and write my autobiography.	2 (p25)
		I can research information and plan a presentation.	2 (p27)
		I can prepare and write an encyclopaedia entry.	3 (p35)
		I can prepare and write a fact file.	4 (p47)
		I can prepare and write a text about a mythical creature.	5 (p57)
		I can prepare and write an advert.	6 (p67)
		I can prepare and write an acrostic poem.	7 (p79)
		I can prepare and write a non-chronological report.	8 (p89)
I can prepare and write a travel brochure.	9 (p99)		

Coherence and cohesion

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 a simple recipe.	1 (p15)
		I can prepare and write my autobiography.	2 (p25)
		I can prepare and write an encyclopaedia entry.	3 (p35)
		I can prepare and write a fact file.	4 (p47)
		I can prepare and write a text about a mythical creature.	5 (p57)
		I can prepare and write a non-chronological report.	8 (p89)
		I can prepare and write a travel brochure.	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 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: putting a case (e.g. in a debate)	CLA-SP-SMPC
		Addressing audiences	CLA-SP-AA
	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
		Obtaining goods and services	CLA-SI-OGS
		Information exchange	CLA-SI-IE
Mediation	Explaining data in speech	CLA-M-EDS	
	Processing text in speech	CLA-M-PTS	
	Processing text in writing	CLA-M-PTW	
	Expressing a personal response to creative texts (incl. literature)	CLA-M-EPR	
Communicative Language Strategies	Reception	Identifying cues and inferring	CLS-R-ICI
	Interaction	Cooperating	CLS-I-C



Give Me Five! 4

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 ingredients.	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
8	I can ask and answer simple questions about a picture.	A2	<ul style="list-style-type: none"> Can exchange limited information on familiar and routine operational matters. 	CLA-SI-IE
		A2+	<ul style="list-style-type: none"> Can understand enough to manage simple, routine exchanges without undue effort. 	CLA-SI-UI
9	I can listen to and understand a simple conversation about a recipe.	A1	<ul style="list-style-type: none"> 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-UC
		A2	<ul style="list-style-type: none"> Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. 	CLA-SR-LRA
9	I can ask and answer simple questions about a recipe.	A2	<ul style="list-style-type: none"> Can exchange limited information on familiar and routine operational matters. Can give and receive information about quantities, numbers, prices etc. 	CLA-SI-IE CLA-SI-OGS
10–11	I can listen to, read and understand a simple illustrated story.	A2	<ul style="list-style-type: none"> Can follow in outline short, simple social exchanges, conducted very slowly and clearly. 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-SR-UC CLA-WR-RLA
10–11	I can participate in a simple discussion about a story I have read and about paying attention.	A2	<ul style="list-style-type: none"> Can describe a character's feelings and explain the reasons for them. 	CLA-M-EPR
12	I can identify and say cooking instructions.	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



Give Me Five! 4

12	I can ask and answer simple questions about cooking instructions.	A2	<ul style="list-style-type: none"> • Can communicate in simple and routine tasks requiring a simple and direct exchange of information. • Can understand basic instructions on times, dates and numbers etc., and on routine tasks and assignments to be carried out. 	CLA-SI-IE CLA-SR-LAI
13	I can listen to, read and understand a simple recipe.	A2	<ul style="list-style-type: none"> • Can follow a simple recipe, especially if there are pictures to illustrate the most important steps. 	CLA-WR-RI
		A2+	<ul style="list-style-type: none"> • Can understand and follow a series of instructions for familiar, everyday activities such as sports, cooking, etc. provided they are delivered slowly and clearly. 	CLA-SR-LAI
13	I can ask and answer questions to complete a recipe.	A2	<ul style="list-style-type: none"> • Can exchange limited information on familiar and routine operational matters. 	CLA-SI-IE
14	I can read and understand a simple recipe.	A2	<ul style="list-style-type: none"> • Can follow a simple recipe, especially if there are pictures to illustrate the most important steps. 	CLA-WR-RI
		A2+	<ul style="list-style-type: none"> • Can find specific information in practical, concrete, predictable texts (e.g. travel guidebooks, recipes), provided they are written in simple language. • Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. 	CLA-WR-RO CLS-R-ICI
15	I can investigate and discuss the basic features of a recipe.	A2+	<ul style="list-style-type: none"> • Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand. 	CLA-SI-GC
15	I can prepare and write a simple recipe.	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.' 	CLA-WP-WRE
		A2+	<ul style="list-style-type: none"> • Can tell a story or describe something in a simple list of points. • 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-TD CLC-P-CC
16	I can read and understand a simple illustrated text about street food in New York City.	A2+	<ul style="list-style-type: none"> • Can report in simple sentences [...] the information contained in clearly structured, short, simple texts [...] that have illustrations or tables. • Can exploit his/her recognition of known words to deduce the meaning of unfamiliar words in short expressions used in routine everyday contexts. 	CLA-M-PTW CLS-R-ICI



Give Me Five! 4

16	I can do simple guided online research about New York City.	A2+	<ul style="list-style-type: none"> Can pick out the main information in short newspaper reports or simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text. Can list as a series of bullet points [...] the relevant information contained in short simple texts [...], provided that the texts concern concrete, familiar subjects and are written in simple everyday language. 	CLA-WR-RIA CLA-M-PTW
17	I can understand a simple video about street food.	A2+	<ul style="list-style-type: none"> Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary. Can follow the general outline of a demonstration or presentation on a familiar or predictable topic, where the message is expressed slowly and clearly in simple language and there is visual support (e.g. slides, handouts). 	CLA-AR-TVFV CLA-SR-LMLA
17	I can participate in a simple team discussion about ingredients for recipes.	A2	<ul style="list-style-type: none"> Can present his/her opinion in simple terms, provided listeners are patient. Can indicate when he/she is following. 	CLA-SP-SMPC CLS-I-C
		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 say words to describe people's character.	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 my own and other people's character.	A2	<ul style="list-style-type: none"> Can describe people, places and possessions in simple terms. 	CLA-SP-SMDE
		A2+	<ul style="list-style-type: none"> Can understand enough to manage simple, routine exchanges without undue effort. Can exchange opinions and compare things and people using simple language. 	CLA-SI-UI CLA-SI-ID
19	I can listen to and understand a simple conversation about what people were like when they were young.	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
		A2	<ul style="list-style-type: none"> Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. 	CLA-SR-LRA



Give Me Five! 4

19	I can understand and say simple sentences about my own and other people's character in the past.	A2+	<ul style="list-style-type: none"> • Can exchange opinions and compare things and people using simple language. • Can describe plans and arrangements, habits and routines, past activities and personal experiences. 	CLA-SI-ID CLA-SP-SMDE
20–21	I can listen to, read and understand a simple illustrated story.	A2	<ul style="list-style-type: none"> • Can follow in outline short, simple social exchanges, conducted very slowly and clearly. • 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-SR-UC CLA-WR-RLA
20–21	I can participate in a simple discussion about a story I have read and about considering other people's feelings.	A2	<ul style="list-style-type: none"> • Can describe a character's feelings and explain the reasons for them. 	CLA-M-EPR
22	I can identify and say 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
22	I can say simple sentences about my past activities.	A2+	<ul style="list-style-type: none"> • Can give short, basic descriptions of events and activities. • Can describe plans and arrangements, habits and routines, past activities and personal experiences. 	CLA-SP-SMDE CLA-SP-SMDE
23	I can listen to and understand a simple audio recording about past activities.	A2	<ul style="list-style-type: none"> • Can follow in outline short, simple social exchanges, conducted very slowly and clearly. 	CLA-SR-UC
23	I can ask and answer questions to complete a questionnaire about past activities and find similarities.	A2+	<ul style="list-style-type: none"> • Can exchange opinions and compare things and people using simple language. 	CLA-SI-ID
24	I can read and understand a chronological account (a biography).	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
		A2+	<ul style="list-style-type: none"> • Can pick out the main information in short newspaper reports or simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text. • Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. 	CLA-WR-RIA CLS-R-ICI



Give Me Five! 4

25	I can investigate and discuss the basic features of a biography / autobiography.	A2+	<ul style="list-style-type: none"> Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand. 	CLA-SI-GC
25	I can prepare and write my autobiography.	A2+	<ul style="list-style-type: none"> Can write very short, basic descriptions of events, past activities and personal experiences. Can tell a story or describe something in a simple list of points. 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. 	CLA-WP-CW CLC-P-TD CLC-P-CC
26	I can read and understand a simple illustrated text about famous Hawaiian people.	A2+	<ul style="list-style-type: none"> Can report in simple sentences [...] the information contained in clearly structured, short, simple texts [...] that have illustrations or tables. Can exploit his/her recognition of known words to deduce the meaning of unfamiliar words in short expressions used in routine everyday contexts. 	CLA-M-PTW CLS-R-ICI
26	I can do simple guided online research about Hawaii.		<ul style="list-style-type: none"> Can pick out the main information in short newspaper reports or simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text. Can list as a series of bullet points [...] the relevant information contained in short simple texts [...], provided that the texts concern concrete, familiar subjects and are written in simple everyday language. 	CLA-WR-RIA CLA-M-PTW
27	I can understand a simple video about heroes.	A2+	<ul style="list-style-type: none"> Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary. Can follow the general outline of a demonstration or presentation on a familiar or predictable topic, where the message is expressed slowly and clearly in simple language and there is visual support (e.g. slides, handouts). 	CLA-AR-TVFV CLA-SR-LMLA
27	I can research information and plan a presentation.	A2+	<ul style="list-style-type: none"> Can list as a series of bullet points [...] the relevant information contained in short simple texts [...], provided that the texts concern concrete, familiar subjects and are written in simple everyday language. Can tell a story or describe something in a simple list of points. Can give a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans and actions. 	CLA-M-PTW CLC-P-TD CLC-SP-AA

UNIT 3

PAGE(S)	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
28	I can identify and say prehistoric times vocabulary.	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



Give Me Five! 4

28	I can ask and answer simple questions about objects used in prehistoric times.	A2	<ul style="list-style-type: none"> • Can exchange limited information on familiar and routine operational matters. • Can describe people, places and possessions in simple terms. 	CLA-SI-IE CLA-SP-SMDE
		A2+	<ul style="list-style-type: none"> • Can understand enough to manage simple, routine exchanges without undue effort. • Can describe plans and arrangements, habits and routines, past activities and personal experiences. 	CLA-SI-UI CLA-SP-SMDE
29	I can listen to and understand a simple conversation about life in prehistoric times.	A1	<ul style="list-style-type: none"> • 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-UC
		A2	<ul style="list-style-type: none"> • Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. 	CLA-SR-LRA
29	I can ask and answer simple questions about life in prehistoric times.	A2	<ul style="list-style-type: none"> • Can exchange limited information on familiar and routine operational matters. 	CLA-SI-IE
		A2+	<ul style="list-style-type: none"> • Can describe plans and arrangements, habits and routines, past activities and personal experiences. 	CLA-SP-SMDE
30–31	I can listen to, read and understand a simple illustrated story.	A2	<ul style="list-style-type: none"> • Can follow in outline short, simple social exchanges, conducted very slowly and clearly. • 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-SR-UC CLA-WR-RLA
30–31	I can participate in a simple discussion about a story I have read and about dropping litter.	A2	<ul style="list-style-type: none"> • Can describe a character's feelings and explain the reasons for them. 	CLA-M-EPR
32	I can identify and name animals from the past.	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 sentences to describe animals in the past.	A2+	<ul style="list-style-type: none"> • Can understand enough to manage simple, routine exchanges without undue effort. • Can use simple descriptive language to make brief statements about and compare objects and possessions. 	CLA-SI-UI CLA-SP-SMDE
33	I can listen to and understand a simple audio recording about animals in the past.	A2	<ul style="list-style-type: none"> • Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. 	CLA-SR-LRA



Give Me Five! 4

33	I can ask and answer questions to complete a chart about animals in the past.	A2+	<ul style="list-style-type: none"> Can ask and answer questions about pastimes and past activities. 	CLA-SI-IE
34	I can read and understand an information text (an encyclopaedia entry about dinosaurs).	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). Can pick out the main information in short newspaper reports or simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text. 	CLA-WR-RLA CLA-WR-RIA
35	I can investigate and discuss the basic features of an encyclopaedia entry.	A2+	<ul style="list-style-type: none"> Can report in simple sentences [...] the information contained in clearly structured, short, simple texts [...] that have illustrations or tables. Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand. 	CLA-M-PTS CLA-SI-GC
35	I can prepare and write an encyclopaedia entry.	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.' 	CLA-WP-WRE
		A2+	<ul style="list-style-type: none"> Can tell a story or describe something in a simple list of points. 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-TD CLC-P-CC
36	I can read and understand a simple illustrated text about dinosaur fossils in Canada.	A2+	<ul style="list-style-type: none"> Can report in simple sentences [...] the information contained in clearly structured, short, simple texts [...] that have illustrations or tables. Can exploit his/her recognition of known words to deduce the meaning of unfamiliar words in short expressions used in routine everyday contexts. 	CLA-M-PTS CLS-R-ICI
36	I can do simple guided online research about Canada.	A2+	<ul style="list-style-type: none"> Can pick out the main information in short newspaper reports or simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text. 	CLA-WR-RIA
			<ul style="list-style-type: none"> Can list as a series of bullet points [...] the relevant information contained in short simple texts [...], provided that the texts concern concrete, familiar subjects and are written in simple everyday language. 	CLA-M-PTW
37	I can understand a simple video about museums.	A2+	<ul style="list-style-type: none"> Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary. Can follow the general outline of a demonstration or presentation on a familiar or predictable topic, where the message is expressed slowly and clearly in simple language and there is visual support (e.g. slides, handouts). 	CLA-AR-TVFV CLA-SR-LMLA



Give Me Five! 4

37	I can do online research to explore virtual museums.	A2+	<ul style="list-style-type: none"> Can report in simple sentences [...] the information contained in clearly structured, short, simple texts [...] that have illustrations or tables. 	CLA-M-PTW
		B1	<ul style="list-style-type: none"> Can understand the main points in descriptive notes such as those on museum exhibits and explanatory boards in exhibitions. 	CLA-WR-RIA

UNIT 4

PAGE(S)	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
40	I can identify and name objects in space.	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 the solar system.	A2	<ul style="list-style-type: none"> Can exchange limited information on familiar and routine operational matters. Can describe people, places and possessions in simple terms. 	CLA-SI-IE CLA-SP-SMDE
		A2+	<ul style="list-style-type: none"> Can understand enough to manage simple, routine exchanges without undue effort. 	CLA-SI-UI
41	I can listen to and understand a simple conversation about the planets.	A1	<ul style="list-style-type: none"> 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-UC
		A2	<ul style="list-style-type: none"> Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. 	CLA-SR-LRA
41	I can describe and compare the planets.	A2	<ul style="list-style-type: none"> Can describe people, places and possessions in simple terms. 	CLA-SP-SMDE
		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
42–43	I can listen to, read and understand a simple illustrated story.	A2	<ul style="list-style-type: none"> Can follow in outline short, simple social exchanges, conducted very slowly and clearly. 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-SR-UC CLA-WR-RLA
44	I can identify and say words to describe 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
44	I can understand and make simple comparisons about objects.	A2+	<ul style="list-style-type: none"> Can understand enough to manage simple, routine exchanges without undue effort. Can use simple descriptive language to make brief statements about and compare objects and possessions. 	CLA-SI-UI CLA-SP-SMDE



Give Me Five! 4

45	I can listen to and understand a simple audio recording about rockets.	A2	<ul style="list-style-type: none"> Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. 	CLA-SR-LRA
45	I can ask and answer questions to compare rockets.	A2+	<ul style="list-style-type: none"> Can exchange opinions and compare things and people using simple language. 	CLA-SI-ID
46	I can read and understand an information text (a fact file about gas giants).	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). Can pick out the main information in short newspaper reports or simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text. 	CLA-WR-RLA CLA-WR-RIA
47	I can investigate and discuss the basic characteristics of a fact file.	A2+	<ul style="list-style-type: none"> Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand. 	CLS-R-ICI CLA-SI-GC
47	I can prepare and write a fact file.	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.' 	CLA-WP-WRE
		A2+	<ul style="list-style-type: none"> Can tell a story or describe something in a simple list of points. 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-TD CLC-P-CC
48	I can read and understand a simple illustrated text about an observatory in Australia.	A2+	<ul style="list-style-type: none"> Can report in simple sentences [...] the information contained in clearly structured, short, simple texts [...] that have illustrations or tables. Can exploit his/her recognition of known words to deduce the meaning of unfamiliar words in short expressions used in routine everyday contexts. 	CLA-M-PTS CLS-R-ICI
48	I can do simple guided online research about Australia.	A2+	<ul style="list-style-type: none"> Can pick out the main information in short newspaper reports or simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text. Can list as a series of bullet points [...] the relevant information contained in short simple texts [...], provided that the texts concern concrete, familiar subjects and are written in simple everyday language. 	CLA-WR-RIA CLA-M-PTW



Give Me Five! 4

49	I can understand a simple video about space.	A2+	<ul style="list-style-type: none"> • Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary. • Can follow the general outline of a demonstration or presentation on a familiar or predictable topic, where the message is expressed slowly and clearly in simple language and there is visual support (e.g. slides, handouts). 	CLA-AR-TVFV CLA-SR-LMLA
49	I can understand, discuss and use a cline to grade things.	A2+	<ul style="list-style-type: none"> • Can interpret and describe [...] simple visuals on familiar topics (e.g. a weather map, a basic flow chart) [...] even though pauses, false starts and reformulation may be very evident in speech. • Can use simple descriptive language to make brief statements about and compare objects and possessions. 	CLA-M-EDS CLA-SP-SMDE

UNIT 5

PAGE(S)	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
50	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
50	I can ask and answer questions about free-time activities.	A2+	<ul style="list-style-type: none"> • Can understand enough to manage simple, routine exchanges without undue effort. • Can ask and answer questions about habits and routines. • Can participate in short conversations in routine contexts on topics of interest. 	CLA-SI-UI CLA-SI-IE CLA-SI-C
51	I can listen to and understand a simple conversation about future plans.	A2	<ul style="list-style-type: none"> • Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. • Can follow in outline short, simple social exchanges, conducted very slowly and clearly. 	CLA-SR-LRA CLA-SR-UC
52	I can make simple sentences about options for future free-time activities.	A2	<ul style="list-style-type: none"> • Can present his/her opinion in simple terms, provided listeners are patient. 	CLA-SP-SMPC
52–53	I can listen to, read and understand a simple illustrated story.	A2	<ul style="list-style-type: none"> • Can follow in outline short, simple social exchanges, conducted very slowly and clearly. • 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-SR-UC CLA-WR-RLA
52–53	I can participate in a simple discussion about a story I have read and about being creative with my time.	A2	<ul style="list-style-type: none"> • Can describe a character's feelings and explain the reasons for them. 	CLA-M-EPR



Give Me Five! 4

54	I can identify and name musical instruments.	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 ask and answer simple questions about my preferences for musical instruments.	A2+	<ul style="list-style-type: none"> Can exchange opinions and compare things and people using simple language. Can explain what she likes or dislikes about something, why he/she prefers one thing to another, making simple, direct comparisons. 	CLA-SI-ID CLA-SP-SMPC
55	I can listen to and understand a simple audio recording about preferences for free-time activities.	A2	<ul style="list-style-type: none"> Can follow in outline short, simple social exchanges, conducted very slowly and clearly. 	CLA-SR-UC
55	I can ask and answer questions to complete a questionnaire about preferences for free-time activities and summarise what I find out.	A2+	<ul style="list-style-type: none"> Can participate in short conversations in routine contexts on topics of interest. 	CLA-SI-C
56	I can read and understand a text to entertain (about a myth).	A2+	<ul style="list-style-type: none"> Can understand enough to read short, simple stories and comic strips involving familiar, concrete situations written in high frequency everyday language. 	CLA-WR-RLA
57	I can investigate and discuss the basic features of a text describing a myth / a mythical creature.	A2+	<ul style="list-style-type: none"> Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand. 	CLA-SI-GC
57	I can prepare and write a text about a mythical creature.	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.' 	CLA-WP-WRE
		A2+	<ul style="list-style-type: none"> Can tell a story or describe something in a simple list of points. 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-TD CLC-P-CC
58	I can read and understand a simple illustrated text about WOMAD in New Zealand.	A2+	<ul style="list-style-type: none"> Can report in simple sentences [...] the information contained in clearly structured, short, simple texts [...] that have illustrations or tables. Can exploit his/her recognition of known words to deduce the meaning of unfamiliar words in short expressions used in routine everyday contexts. 	CLA-M-PTS CLS-R-ICI
58	I can do simple guided online research about New Zealand.	A2+	<ul style="list-style-type: none"> Can pick out the main information in short newspaper reports or simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text. Can list as a series of bullet points [...] the relevant information contained in short simple texts [...], provided that the texts concern concrete, familiar subjects and are written in simple everyday language. 	CLA-WR-RIA CLA-M-PTW



Give Me Five! 4

59	I can understand a simple video about free-time activities.	A2+	<ul style="list-style-type: none"> • Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary. • Can follow the general outline of a demonstration or presentation on a familiar or predictable topic, where the message is expressed slowly and clearly in simple language and there is visual support (e.g. slides, handouts). 	CLA-AR-TVFV CLA-SR-LMLA
59	I can participate in a simple discussion about making my own fun.	A2	<ul style="list-style-type: none"> • Can present his/her opinion in simple terms, provided listeners are patient. 	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

UNIT 6

PAGE(S)	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
60	I can identify and name household appliances.	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 ask and answer simple questions about household appliances I use.	A2+	<ul style="list-style-type: none"> • Can understand enough to manage simple, routine exchanges without undue effort. • Can ask and answer questions about habits and routines. • Can participate in short conversations in routine contexts on topics of interest. 	CLA-SI-UI CLA-SI-IE CLA-SI-C
61	I can listen to and understand a simple conversation about household appliances.	A2	<ul style="list-style-type: none"> • Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. • Can follow in outline short, simple social exchanges, conducted very slowly and clearly. 	CLA-SR-LRA CLA-SR-UC
61	I can understand and say simple sentences about what household appliances are used for.	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
62–63	I can listen to, read and understand a simple illustrated story.	A2	<ul style="list-style-type: none"> • Can follow in outline short, simple social exchanges, conducted very slowly and clearly. • 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-SR-UC CLA-WR-RLA
64	I can identify and name materials.	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



Give Me Five! 4

64	I can ask and answer simple questions about what materials things are made of.	A2	<ul style="list-style-type: none"> • Can exchange limited information on familiar and routine operational matters. • Can describe people, places and possessions in simple terms. 	CLA-SI-IE CLA-SP-SMDE
65	I can listen to and understand a simple audio recording describing various objects.	A2	<ul style="list-style-type: none"> • Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. 	CLA-SR-LRA
65	I can ask and answer questions about various objects.	A2	<ul style="list-style-type: none"> • Can describe people, places and possessions in simple terms. 	CLA-SP-SMDE
		A2+	<ul style="list-style-type: none"> • Can deal with practical everyday demands: finding out and passing on straightforward factual information. 	CLA-SI-IE
66	I can read and understand a text to persuade (an advert).	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 the main information in short and simple descriptions of goods in brochures and websites (e.g. portable digital devices, cameras, etc.). • Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. • Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. 	CLA-WR-RO CLA-WR-RIA CLS-R-ICI
67	I can investigate and discuss the basic features of an advert.	A2+	<ul style="list-style-type: none"> • Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. 	CLS-R-ICI
			<ul style="list-style-type: none"> • Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand. 	CLA-SI-GC
			<ul style="list-style-type: none"> • Can exchange opinions and compare things and people using simple language. 	CLA-SI-ID
67	I can prepare and write an advert.	A2+	<ul style="list-style-type: none"> • Can write about everyday aspects of his/her environment e.g. people, places, a job or study experience in linked sentences. • Can tell a story or describe something in a simple list of points. 	CLA-WP-CW CLC-P-TD
68	I can read and understand a simple illustrated text about a robot competition in the USA.	A2+	<ul style="list-style-type: none"> • Can report in simple sentences [...] the information contained in clearly structured, short, simple texts [...] that have illustrations or tables. • Can exploit his/her recognition of known words to deduce the meaning of unfamiliar words in short expressions used in routine everyday contexts. 	CLA-M-PTS CLS-R-ICI



Give Me Five! 4

68	I can do simple guided online research about the USA.	A2+	<ul style="list-style-type: none"> Can pick out the main information in short newspaper reports or simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text. Can list as a series of bullet points [...] the relevant information contained in short simple texts [...], provided that the texts concern concrete, familiar subjects and are written in simple everyday language. 	CLA-WR-RIA CLA-M-PTW
69	I can understand a simple video about adverts.	A2+	<ul style="list-style-type: none"> Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary. Can follow the general outline of a demonstration or presentation on a familiar or predictable topic, where the message is expressed slowly and clearly in simple language and there is visual support (e.g. slides, handouts). 	CLA-AR-TVFV CLA-SR-LMLA
69	I can participate in a simple discussion about creating adverts.	A2	<ul style="list-style-type: none"> Can present his/her opinion in simple terms, provided listeners are patient. 	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

UNIT 7

PAGE(S)	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
72	I can identify and name places in a city.	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 places I visit in a city.	A2+	<ul style="list-style-type: none"> Can understand enough to manage simple, routine exchanges without undue effort. Can ask and answer questions about habits and routines. Can participate in short conversations in routine contexts on topics of interest. 	CLA-SI-UI CLA-SI-IE CLA-SI-C
73	I can listen to and understand a simple conversation about life in the future.	A2	<ul style="list-style-type: none"> Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. Can follow in outline short, simple social exchanges, conducted very slowly and clearly. 	CLA-SR-LRA CLA-SR-UC
73	I can ask and answer simple questions about life in the future.	A2	<ul style="list-style-type: none"> Can exchange limited information on familiar and routine operational matters. 	CLA-SI-IE
		A2+	<ul style="list-style-type: none"> Can describe plans and arrangements, habits and routines, past activities and personal experiences. 	CLA-SP-SMDE



Give Me Five! 4

74–75	I can listen to, read and understand a simple illustrated story.	A2	<ul style="list-style-type: none"> • Can follow in outline short, simple social exchanges, conducted very slowly and clearly. • 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-SR-UC CLA-WR-RLA
76	I can identify and name means of transport.	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
76	I can make simple predictions about life in the future.	A2	<ul style="list-style-type: none"> • Can present his/her opinion in simple terms, provided listeners are patient. 	CLA-SP-SMPC
		A2+	<ul style="list-style-type: none"> • Can describe plans and arrangements, habits and routines, past activities and personal experiences. 	CLA-SP-SMDE
77	I can listen to and understand a simple audio recording about transport in the future.	A2	<ul style="list-style-type: none"> • Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. 	CLA-SR-LRA
77	I can exchange opinions about what transport will be like in the future to complete a chart.	A2+	<ul style="list-style-type: none"> • Can understand enough to manage simple, routine exchanges without undue effort. 	CLA-SI-UI
			<ul style="list-style-type: none"> • Can participate in short conversations in routine contexts on topics of interest. 	CLA-SI-C
78	I can read and understand a simple poem.	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
			<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
79	I can investigate and discuss the basic features of an acrostic poem.	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 enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand. 	CLA-SI-GC
79	I can prepare and write an acrostic poem.	A2	<ul style="list-style-type: none"> • Can write short, simple imaginary biographies and simple poems about people. 	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
80	I can read and understand a simple illustrated text about transport in Hong Kong.	A2+	<ul style="list-style-type: none"> • Can report in simple sentences [...] the information contained in clearly structured, short, simple texts [...] that have illustrations or tables. 	CLA-M-PTS
			<ul style="list-style-type: none"> • Can exploit his/her recognition of known words to deduce the meaning of unfamiliar words in short expressions used in routine everyday contexts. 	CLS-R-ICI



Give Me Five! 4

80	I can do simple guided online research about Hong Kong.	A2+	<ul style="list-style-type: none"> Can pick out the main information in short newspaper reports or simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text. Can list as a series of bullet points [...] the relevant information contained in short simple texts [...], provided that the texts concern concrete, familiar subjects and are written in simple everyday language. 	CLA-WR-RIA CLA-M-PTW
81	Can describe plans and arrangements, habits and routines, past activities and personal experiences.	A2+	<ul style="list-style-type: none"> Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary. Can follow the general outline of a demonstration or presentation on a familiar or predictable topic, where the message is expressed slowly and clearly in simple language and there is visual support (e.g. slides, handouts). 	CLA-AR-TVFV CLA-SR-LMLA
81	I can make predictions about the future based on my existing knowledge.	A2	<ul style="list-style-type: none"> Can present his/her opinion in simple terms, provided listeners are patient. 	CLA-SP-SMPC
		A2+	<ul style="list-style-type: none"> Can describe plans and arrangements, habits and routines, past activities and personal experiences. 	CLA-SP-SMDE

UNIT 8

PAGE(S)	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
82	I can identify and name jobs.	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 describe jobs in simple sentences.	A2	<ul style="list-style-type: none"> Can describe people, places and possessions in simple terms. 	CLA-SP-SMDE
		A2+	<ul style="list-style-type: none"> Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. 	CLA-SP-SMDE
83	I can listen to and understand a simple conversation about jobs.	A2	<ul style="list-style-type: none"> Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. 	CLA-SR-LRA
			<ul style="list-style-type: none"> Can follow in outline short, simple social exchanges, conducted very slowly and clearly. 	CLA-SR-UC
83	I can ask and answer simple questions about jobs.	A2	<ul style="list-style-type: none"> Can exchange limited information on familiar and routine operational matters. 	CLA-SI-IE
		A2+	<ul style="list-style-type: none"> Can participate in short conversations in routine contexts on topics of interest. 	CLA-SI-C
84–85	I can listen to, read and understand a simple illustrated story.	A2	<ul style="list-style-type: none"> Can follow in outline short, simple social exchanges, conducted very slowly and clearly. 	CLA-SR-UC
			<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



Give Me Five! 4

86	I can identify and name places of work.	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 places of work.	A2+	<ul style="list-style-type: none"> Can understand enough to manage simple, routine exchanges without undue effort. Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. 	CLA-SI-UI CLA-SP-SMDE
86	I can listen to and understand a simple audio recording about places of work.	A2	<ul style="list-style-type: none"> Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. 	CLA-SR-LRA
87	I can understand and say simple sentences about places of work and jobs.	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
88	I can read and understand a non-chronological report (a newspaper article).	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 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
			<ul style="list-style-type: none"> Can pick out the main information in short newspaper reports or simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text. Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. 	CLA-WR-RIA CLS-R-ICI
89	I can investigate and discuss the basic features of a newspaper article / an interview.	A2+	<ul style="list-style-type: none"> Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand. 	CLA-SI-GC
89	I can prepare and write a non-chronological report.	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.' 	CLA-WP-WRE
		A2+	<ul style="list-style-type: none"> Can write about everyday aspects of his/her environment e.g. people, places, a job or study experience in linked sentences. Can tell a story or describe something in a simple list of points. 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. 	CLA-WP-CW CLC-P-TD CLC-P-CC



Give Me Five! 4

90	I can read and understand a simple illustrated text about lighthouse keepers in Tasmania.	A2+	<ul style="list-style-type: none"> Can report in simple sentences [...] the information contained in clearly structured, short, simple texts [...] that have illustrations or tables. Can exploit his/her recognition of known words to deduce the meaning of unfamiliar words in short expressions used in routine everyday contexts. 	CLA-M-PTS CLS-R-ICI
90	I can do simple guided online research about Tasmania.	A2+	<ul style="list-style-type: none"> Can pick out the main information in short newspaper reports or simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text. Can list as a series of bullet points [...] the relevant information contained in short simple texts [...], provided that the texts concern concrete, familiar subjects and are written in simple everyday language. 	CLA-WR-RIA CLA-M-PTW
91	I can understand a simple video about jobs.	A2+	<ul style="list-style-type: none"> Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary. Can follow the general outline of a demonstration or presentation on a familiar or predictable topic, where the message is expressed slowly and clearly in simple language and there is visual support (e.g. slides, handouts). 	CLA-AR-TVFV CLA-SR-LMLA
91	I can participate in a simple discussion about health and safety at the workplace.	A2	<ul style="list-style-type: none"> Can present his/her opinion in simple terms, provided listeners are patient. 	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

UNIT 9

PAGE(S)	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
92	I can identify and say countries.	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 different countries around the world.	A2	<ul style="list-style-type: none"> Can exchange limited information on familiar and routine operational matters. Can express opinions in a limited way. 	CLA-SI-IE CLA-SI-ID
		A2+	<ul style="list-style-type: none"> Can understand enough to manage simple, routine exchanges without undue effort. Can participate in short conversations in routine contexts on topics of interest. 	CLA-SI-UI CLA-SI-C
93	I can listen to and understand a simple conversation about visiting other countries.	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
		A2	<ul style="list-style-type: none"> Can follow in outline short, simple social exchanges, conducted very slowly and clearly. 	CLA-SR-UC



Give Me Five! 4

93	I can ask and answer simple questions about countries someone has visited.	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.	A2	<ul style="list-style-type: none"> Can follow in outline short, simple social exchanges, conducted very slowly and clearly. 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-SR-UC CLA-WR-RLA
96	I can identify and name holiday 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
96	I can ask and answer questions about experiences related to holiday activities.	A2+	<ul style="list-style-type: none"> Can ask and answer questions about pastimes and past activities. Can participate in short conversations in routine contexts on topics of interest. 	CLA-SI-IE CLA-SI-C
97	I can listen to and understand a simple audio recording about experiences related to holiday activities.	A2	<ul style="list-style-type: none"> Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. 	CLA-SR-LRA
97	I can ask and answer questions to complete a chart about experiences related to holiday activities.	A2+	<ul style="list-style-type: none"> Can ask and answer questions about pastimes and past activities. 	CLA-SI-IE
98	I can read and understand a text to persuade (a travel brochure).	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 find specific information in practical, concrete, predictable texts (e.g. travel guidebooks, recipes), provided they are written in simple language. Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. 	CLA-WR-RO CLA-WR-RIA CLS-R-ICI



Give Me Five! 4

99	I can prepare and write a travel brochure.	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.' 	CLA-WP-WRE
		A2+	<ul style="list-style-type: none"> • Can write about everyday aspects of his/her environment e.g. people, places, a job or study experience in linked sentences. • Can tell a story or describe something in a simple list of points. • 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. 	CLA-WP-CW CLC-P-TD CLC-P-CC
100	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.	A2+	<ul style="list-style-type: none"> • Can report in simple sentences [...] the information contained in clearly structured, short, simple texts [...] that have illustrations or tables. • Can exploit his/her recognition of known words to deduce the meaning of unfamiliar words in short expressions used in routine everyday contexts. 	CLA-M-PTS CLS-R-ICI
100	I can do simple guided online research about England.	A2+	<ul style="list-style-type: none"> • Can pick out the main information in short newspaper reports or simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text. • Can list as a series of bullet points [...] the relevant information contained in short simple texts [...], provided that the texts concern concrete, familiar subjects and are written in simple everyday language. 	CLA-WR-RIA CLA-M-PTW
101	I can understand a simple video about Morocco.	A2+	<ul style="list-style-type: none"> • Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary. • Can follow the general outline of a demonstration or presentation on a familiar or predictable topic, where the message is expressed slowly and clearly in simple language and there is visual support (e.g. slides, handouts). 	CLA-AR-TVFV CLA-SR-LMLA
101	I can get information from different (online) sources.	A2+	<ul style="list-style-type: none"> • Can pick out the main information in short newspaper reports or simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text. • Can list as a series of bullet points [...] the relevant information contained in short simple texts [...], provided that the texts concern concrete, familiar subjects and are written in simple everyday language. 	CLA-WR-RIA CLA-M-PTW