

## Share with Friends

*Share with Friends* is a seven-level primary series in American English. By creating opportunities for sharing experiences and exchanging information, *Share with Friends* helps young learners really understand and use English in class. Real-world content motivates students to engage with authentic topics and provides genuine reasons to use the language learned. *Share with Friends* provides teachers with all the tools they need to create a positive classroom environment where empathy abounds and everyone's progress is valued. Through a focus on values and ongoing self-assessment, the course nurtures a growth mindset in students that enables them to achieve more in their learning. Each student has a Sharebook of carefully scaffolded speaking activities, making it simple for teachers to manage their classes. In the Teacher's Edition, helpful Teacher Tips in every lesson and a practical Teacher Reflection Plan guide teachers to identify, develop, and share effective techniques that lead to better learning.

## 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 2018 and now includes an expanded list of descriptors to describe language ability at different levels. The CEFR mapping for *Share with Friends* was carried out using the latest set of descriptors published in 2020, 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/16809ea0d4>

## How to use the Share with Friends CEFR maps

The CEFR maps for *Share with Friends* Level 6 are organized unit by unit, which allows you to browse the course learning outcomes chronologically. These are mapped to the relevant CEFR descriptor(s). The Scale column indicates which of the scales the descriptor is taken from.

Only relevant CEFR scales and descriptors have been included. All descriptors included are at or within one band of the target level of the course.

CEFR and Cambridge English Qualifications mapping

S	1	2	3	4	5	6
PRE A1			A1		A2	
STARTERS			MOVERS		FLYERS	

## Welcome Unit

SECTION	PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	SCALE
Our Classroom	6	I can follow classroom rules.	A2	<ul style="list-style-type: none"> <li>Can understand texts describing people, places, everyday life and culture, etc., provided they use simple language.</li> </ul>	Reading for Information and Argument
Nationalities and Languages	7	I can name nationalities and languages.	A2	<ul style="list-style-type: none"> <li>Can ask for and provide personal information.</li> </ul>	Information Exchange

## Unit 1 We're All Different!

SECTION	PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	SCALE
Lesson 1 Vocabulary	10-11	I use name words to describe appearance.	A2+	<ul style="list-style-type: none"> <li>Can understand enough to be able to meet needs of a concrete type provided people articulate clearly and slowly.</li> </ul>	Overall Oral Comprehension
Lesson 2 Grammar	12-13	I can talk about people's appearance.	A2	<ul style="list-style-type: none"> <li>Can communicate in simple and routine tasks requiring a simple and direct exchange of information.</li> </ul>	Information Exchange
Lesson 3 Reading	14	I can read and understand a questionnaire about appearance.	A2+	<ul style="list-style-type: none"> <li>Can find specific information in practical, concrete, predictable texts (e.g. travel guidebooks, recipes), provided they are produced in simple language.</li> </ul>	Reading for Orientation
Lesson 4 Writing	15	I can write a descriptive paragraph.	A2	<ul style="list-style-type: none"> <li>Can produce a series of simple phrases and sentences linked with simple connectors like "and," "but," and "because."</li> </ul>	Overall Written Production
Lesson 5 Vocabulary	16	I can name accessories.	A2+	<ul style="list-style-type: none"> <li>Can understand enough to be able to meet needs of a concrete type provided people articulate clearly and slowly.</li> </ul>	Overall Oral Comprehension
Lesson 6 Grammar	17	I can join two sentences using <i>who</i> and <i>that</i> .	A2	<ul style="list-style-type: none"> <li>Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of their own accord.</li> </ul>	Overall Oral Interaction
Lesson 7 Natural Science	18	I can read and understand a text about genes.	A2	<ul style="list-style-type: none"> <li>Can understand texts describing people, places, everyday life and culture, etc., provided they use simple language.</li> </ul>	Reading for Information and Argument
Lesson 7 Natural Science	19	I can talk about and graph inherited characteristics.	A2	<ul style="list-style-type: none"> <li>Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.</li> </ul>	Overall Oral Production
Lesson 8 Word Study Prefixes <i>un-</i> and <i>re-</i>	20	I can pronounce words with prefixes.	A2	<ul style="list-style-type: none"> <li>Can use the prosodic features of everyday words and phrases intelligibly, in spite of a strong influence on stress, intonation, and/or rhythm from the other language(s) they speak. Prosodic features (e.g. word stress) are adequate for familiar, everyday words and simple utterances.</li> </ul>	Prosodic Features
Progress Tracker	21	I can use the language in Unit 1.	A2	<ul style="list-style-type: none"> <li>Can describe people, places, and possessions in simple terms.</li> </ul>	Sustained Monologue: Describing Experience

## Unit 2 People We Know

SECTION	PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	SCALE
Lesson 1 Vocabulary	24-25	I can name words to describe personality.	A2+	<ul style="list-style-type: none"> <li>Can understand enough to be able to meet needs of a concrete type provided people articulate clearly and slowly.</li> </ul>	Overall Oral Comprehension
Lesson 2 Grammar	26-27	I can talk about people's personalities.	A2	<ul style="list-style-type: none"> <li>Can communicate in simple and routine tasks requiring a simple and direct exchange of information.</li> </ul>	Information Exchange
Lesson 3 Reading	28	I use key words to understand a text.	A2+	<ul style="list-style-type: none"> <li>Can understand the main points of short texts dealing with everyday topics (e.g. lifestyle, hobbies, sports, weather).</li> </ul>	Reading for Information and Argument
Lesson 4 Writing	29	I can write a personal profile.	A2	<ul style="list-style-type: none"> <li>Can create diary entries that describe activities (e.g. daily routine, outings, sports, hobbies), people, and places, using basic, concrete vocabulary and simple phrases and sentences with simple connectives like "and," "but," and "because."</li> </ul>	Creative Writing
Lesson 5 Vocabulary	30	I can name words to describe how people do things.	A2+	<ul style="list-style-type: none"> <li>Can understand enough to be able to meet needs of a concrete type provided people articulate clearly and slowly.</li> </ul>	Overall Oral Comprehension
Lesson 6 Grammar	31	I can talk about what people are good at.	A2	<ul style="list-style-type: none"> <li>Can communicate in simple and routine tasks requiring a simple and direct exchange of information.</li> </ul>	Information Exchange
Lesson 7 Social Studies	32	I can read and understand a text about role models.	A2+	<ul style="list-style-type: none"> <li>Can understand the main points of short texts dealing with everyday topics (e.g. lifestyle, hobbies, sports, weather).</li> </ul>	Reading for Information and Argument
Lesson 7 Social Studies	33	I can talk about role models and why they're important.	A2	<ul style="list-style-type: none"> <li>Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.</li> </ul>	Overall Oral Production

## Unit 2 People We Know

SECTION	PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	SCALE
Lesson 8 Word Study Suffixes <i>-ful</i> and <i>-ly</i>	34	I can use suffixes and pronounce different sounds.	A2	<ul style="list-style-type: none"> <li>Can use the prosodic features of everyday words and phrases intelligibly, in spite of a strong influence on stress, intonation, and/or rhythm from the other language(s) they speak. Prosodic features (e.g. word stress) are adequate for familiar, everyday words and simple utterances.</li> </ul>	Prosodic Features
Progress Tracker	35	I can use the language in Unit 2.	A2	<ul style="list-style-type: none"> <li>Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.</li> </ul>	Overall Oral Production

## Unit 2 People We Know

SECTION	PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	SCALE
Our Shared World	38-39	I can read a folk tale.	A2+	<ul style="list-style-type: none"> <li>Can understand enough to read short, simple stories and comic strips involving familiar, concrete situations described in high frequency everyday language.</li> </ul>	Reading as a Leisure Activity
Our Shared World	39	I can distinguish stereotypes from a description.	A2+	<ul style="list-style-type: none"> <li>Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.</li> </ul>	Overall Oral Interaction

## Unit 3 Around Town

SECTION	PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	SCALE
Lesson 1 Vocabulary	40-41	I can name places in town.	A2	<ul style="list-style-type: none"> <li>Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided people articulate clearly and slowly.</li> </ul>	Overall Oral Comprehension
Lesson 2 Grammar	42-43	I can ask and answer about where things are in town.	A2	<ul style="list-style-type: none"> <li>Can ask for and give directions referring to a map or plan.</li> </ul>	Information Exchange
Lesson 3 Reading	44	I can read and understand a travel brochure.	A2	<ul style="list-style-type: none"> <li>Can understand information given in illustrated brochures and maps (e.g. the principal attractions of a city).</li> </ul>	Reading for Information and Argument
Lesson 4 Writing	45	I can write a travel brochure.	A2	<ul style="list-style-type: none"> <li>Can produce a series of simple phrases and sentences linked with simple connectors like "and," "but," and "because."</li> </ul>	Overall Written Production
Lesson 5 Vocabulary	46	I can name directions on a map.	A2+	<ul style="list-style-type: none"> <li>Can understand enough to be able to meet needs of a concrete type provided people articulate clearly and slowly.</li> </ul>	Overall Oral Comprehension
Lesson 6 Grammar	47	I can ask and give directions around town.	A2	<ul style="list-style-type: none"> <li>Can give simple directions on how to get from X to Y, using basic expressions such as "turn right" and "go straight," along with sequential connectors such as "first," "then," and "next."</li> </ul>	Sustained Monologue: Giving Information
Lesson 7 History	48	I can read and understand a text about a historical city.	A2+	<ul style="list-style-type: none"> <li>Can understand the main points of short texts dealing with everyday topics (e.g. lifestyle, hobbies, sports, weather).</li> </ul>	Reading for Information and Argument
Lesson 7 History	49	I can talk about ancient cities and cultures.	A2	<ul style="list-style-type: none"> <li>Can give simple directions on how to get from X to Y, using basic expressions such as "turn right" and "go straight," along with sequential connectors such as "first," "then," and "next."</li> </ul>	Sustained Monologue: Giving Information
Lesson 8 Word Study Compound Words	50	I can pronounce compound words.	A2	<ul style="list-style-type: none"> <li>Can use the prosodic features of everyday words and phrases intelligibly, in spite of a strong influence on stress, intonation, and/or rhythm from the other language(s) they speak. Prosodic features (e.g. word stress) are adequate for familiar, everyday words and simple utterances.</li> </ul>	Prosodic Features
Progress Tracker	51	I can use the language in Unit 3.	A2	<ul style="list-style-type: none"> <li>Can give simple directions on how to get from X to Y, using basic expressions such as "turn right" and "go straight," along with sequential connectors such as "first," "then," and "next."</li> </ul>	Sustained Monologue: Giving Information

## Unit 4 Be Creative!

SECTION	PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	SCALE
Lesson 1 Vocabulary	54-55	I can name materials.	A2+	<ul style="list-style-type: none"> <li>Can understand enough to be able to meet needs of a concrete type provided people articulate clearly and slowly.</li> </ul>	Overall Oral Comprehension
Lesson 2 Grammar	56-57	I can talk about what things are made of.	A2	<ul style="list-style-type: none"> <li>Can communicate in simple and routine tasks requiring a simple and direct exchange of information.</li> </ul>	Information Exchange
Lesson 3 Reading	58	I can read and understand a leaflet for a festival.	A2+	<ul style="list-style-type: none"> <li>Can find specific information in practical, concrete, predictable texts (e.g. travel guidebooks, recipes), provided they are produced in simple language.</li> </ul>	Reading for Orientation
Lesson 4 Writing	59	I can write a descriptive paragraph.	A2+	<ul style="list-style-type: none"> <li>Can describe everyday aspects of their environment, e.g. people, places, a job, or study experience in linked sentences.</li> </ul>	Creative Writing
Lesson 5 Vocabulary	60	I can name more describing words.	A2	<ul style="list-style-type: none"> <li>Can understand enough to be able to meet needs of a concrete type provided people articulate clearly and slowly.</li> </ul>	Overall Oral Comprehension
Lesson 6 Grammar	61	I can talk about what things feel, smell, and taste like.	A2	<ul style="list-style-type: none"> <li>Can communicate in simple and routine tasks requiring a simple and direct exchange of information.</li> </ul>	Information Exchange
Lesson 7 Art	62	I can read and understand a text about sustainable fashion.	A2+	<ul style="list-style-type: none"> <li>Can understand the main points of short texts dealing with everyday topics (e.g. lifestyle, hobbies, sports, weather).</li> </ul>	Reading for Information and Argument
Lesson 7 Art	63	I can create sustainable fashion.	A2	<ul style="list-style-type: none"> <li>Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.</li> </ul>	Overall Oral Production
Lesson 8 Word Study Comparatives and Superlatives	64	I can make comparisons and pronounce the initial s sound.	A2	<ul style="list-style-type: none"> <li>Can use the prosodic features of everyday words and phrases intelligibly, in spite of a strong influence on stress, intonation, and/or rhythm from the other language(s) they speak. Prosodic features (e.g. word stress) are adequate for familiar, everyday words and simple utterances.</li> </ul>	Prosodic Features
Progress Tracker	65	I can use the language in Unit 4.	A2	<ul style="list-style-type: none"> <li>Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.</li> </ul>	Overall Oral Production



## Unit 4 Be Creative!

SECTION	PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	SCALE
Our Shared World	68-69	I can read an article about microplastics.	A2+	<ul style="list-style-type: none"> <li>Can identify specific information in simpler material they encounter such as letters, brochures, and short news articles describing events.</li> </ul>	Reading for Information and Argument
Our Shared World	69	I can read, understand, and talk about microplastics.	A2+	<ul style="list-style-type: none"> <li>Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.</li> </ul>	Overall Oral Interaction

## Unit 5 Awesome Experiences

SECTION	PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	SCALE
Lesson 1 Vocabulary	70-71	I can name awesome experiences.	A2	<ul style="list-style-type: none"> <li>Can understand enough to be able to meet needs of a concrete type provided people articulate clearly and slowly.</li> </ul>	Overall Oral Comprehension
Lesson 2 Grammar	72-73	I can ask and answer about what I've done in the past.	A2+	<ul style="list-style-type: none"> <li>Can ask and answer questions about pastimes and past activities.</li> </ul>	Information Exchange
Lesson 3 Reading	74	I can read and understand an online advertisement.	A2	<ul style="list-style-type: none"> <li>Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists, and timetables.</li> </ul>	Reading for Orientation
Lesson 4 Writing	75	I can write an advertisement.	A2+	<ul style="list-style-type: none"> <li>Can give very short, basic descriptions of events, past activities, and personal experiences.</li> </ul>	Creative Writing
Lesson 5 Vocabulary	76	I can name animals from around the world.	A2	<ul style="list-style-type: none"> <li>Can understand enough to be able to meet needs of a concrete type provided people articulate clearly and slowly.</li> </ul>	Overall Oral Comprehension
Lesson 6 Grammar	77	I can say what I've never done.	A2+	<ul style="list-style-type: none"> <li>Can ask and answer questions about pastimes and past activities.</li> </ul>	Information Exchange
Lesson 7 Natural Science	78	I can understand a text about climbing volcanoes.	A2	<ul style="list-style-type: none"> <li>Can understand texts describing people, places, everyday life and culture, etc., provided they use simple language.</li> </ul>	Reading for Information and Argument
Lesson 7 Natural Science	79	I can talk about funny things I've done.	A2	<ul style="list-style-type: none"> <li>Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.</li> </ul>	Overall Oral Production
Lesson 8 Word Study Endings -s and -es	80	I can pronounce plural words that end in -s and -es.	A2	<ul style="list-style-type: none"> <li>Can use the prosodic features of everyday words and phrases intelligibly, in spite of a strong influence on stress, intonation, and/or rhythm from the other language(s) they speak. Prosodic features (e.g. word stress) are adequate for familiar, everyday words and simple utterances.</li> </ul>	Prosodic Features
Progress Tracker	81	I can use the language in Unit 5.	A2+	<ul style="list-style-type: none"> <li>Can describe plans and arrangements, habits and routines, past activities, and personal experiences.</li> </ul>	Sustained Monologue: Describing Experience

## Unit 6 Party Time!

SECTION	PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	SCALE
Lesson 1 Vocabulary	84–85	I can name party preparation activities.	A2	<ul style="list-style-type: none"> <li>Can understand enough to be able to meet needs of a concrete type provided people articulate clearly and slowly.</li> </ul>	Overall Oral Comprehension
Lesson 2 Grammar	86–87	I can ask and answer questions using <i>yet</i> and <i>already</i> .	A2+	<ul style="list-style-type: none"> <li>Can ask and answer questions about pastimes and past activities.</li> </ul>	Information Exchange
Lesson 3 Reading	88	I can read and understand an email invitation.	A2+	<ul style="list-style-type: none"> <li>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.</li> </ul>	Reading Correspondence
Lesson 4 Writing	89	I can write an invitation email.	A2	<ul style="list-style-type: none"> <li>Can produce a series of simple phrases and sentences linked with simple connectors like “and,” “but,” and “because.”</li> </ul>	Overall Written Production
Lesson 5 Vocabulary	90	I can name activities to help people in the neighborhood.	A2	<ul style="list-style-type: none"> <li>Can understand enough to be able to meet needs of a concrete type provided people articulate clearly and slowly.</li> </ul>	Overall Oral Comprehension
Lesson 6 Grammar	91	I can ask and answer about the past with <i>for</i> and <i>since</i> .	A2+	<ul style="list-style-type: none"> <li>Can ask and answer questions about pastimes and past activities.</li> </ul>	Information Exchange
Lesson 7 Social Studies	92	I can read and understand a text about celebrations.	A2	<ul style="list-style-type: none"> <li>Can understand texts describing people, places, everyday life and culture, etc., provided they use simple language.</li> </ul>	Reading for Information and Argument
Lesson 7 Social Studies	93	I can read and understand a text about celebrations.	A2	<ul style="list-style-type: none"> <li>Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.</li> </ul>	Overall Oral Production
Lesson 8 Word Study Prefixes <i>pre-</i> and <i>mid-</i>	94	I can pronounce words with the prefixes <i>pre-</i> and <i>mid-</i> .	A2	<ul style="list-style-type: none"> <li>Can use the prosodic features of everyday words and phrases intelligibly, in spite of a strong influence on stress, intonation, and/or rhythm from the other language(s) they speak. Prosodic features (e.g. word stress) are adequate for familiar, everyday words and simple utterances.</li> </ul>	Prosodic Features
Progress Tracker	95	I can use the language in Unit 6.	A2+	<ul style="list-style-type: none"> <li>Can give short, basic descriptions of events and activities.</li> </ul>	Sustained Monologue: Describing Experience

## Unit 6 Party Time!

SECTION	PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	SCALE
Our Shared World	98-99	I can read an email about a summer trip.	A2+	<ul style="list-style-type: none"> <li>Can identify specific information in simpler material they encounter such as letters, brochures, and short news articles describing events.</li> </ul>	Reading for Information and Argument
Our Shared World	99	I can read, understand, and talk about having fun in other cultures.	A2+	<ul style="list-style-type: none"> <li>Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.</li> </ul>	Overall Oral Interaction

## Unit 7 At the Movies!

SECTION	PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	SCALE
Lesson 1 Vocabulary	100-101	I can name different kinds of movies.	A2	<ul style="list-style-type: none"> <li>Can understand enough to be able to meet needs of a concrete type provided people articulate clearly and slowly.</li> </ul>	Overall Oral Comprehension
Lesson 2 Grammar	102-103	I can talk about what people said.	A2+	<ul style="list-style-type: none"> <li>Can ask and answer questions about pastimes and past activities.</li> </ul>	Information Exchange
Lesson 3 Reading	104	I can read and understand a report of an interview.	A2	<ul style="list-style-type: none"> <li>Can understand a short factual description or report within their own field, provided simple language is used and that does not contain unpredictable detail.</li> </ul>	Reading for Information and Argument
Lesson 4 Writing	105	I can write a report of an interview.	A2	<ul style="list-style-type: none"> <li>Can produce simple texts on familiar subjects of interest, linking sentences with connectors like "and," "because," or "then."</li> </ul>	Reports and Essays
Lesson 5 Vocabulary	106	I can name more words to describe movies and books.	A2	<ul style="list-style-type: none"> <li>Can understand enough to be able to meet needs of a concrete type provided people articulate clearly and slowly.</li> </ul>	Overall Oral Comprehension
Lesson 6 Grammar	107	I can make sentences with told.	A2+	<ul style="list-style-type: none"> <li>Can ask and answer questions about pastimes and past activities.</li> </ul>	Information Exchange
Lesson 7 Art	108	I can read and understand a text about making movies.	A2	<ul style="list-style-type: none"> <li>Can understand texts describing people, places, everyday life and culture, etc., provided they use simple language.</li> </ul>	Reading for Information and Argument
Lesson 7 Art	109	I can design, create, and share a stop-motion movie.	A2	<ul style="list-style-type: none"> <li>Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.</li> </ul>	Overall Oral Production
Lesson 8 Word Study Suffixes -y and -less	110	I can pronounce words with the suffixes -y and -less.	A2	<ul style="list-style-type: none"> <li>Can use the prosodic features of everyday words and phrases intelligibly, in spite of a strong influence on stress, intonation, and/or rhythm from the other language(s) they speak. Prosodic features (e.g. word stress) are adequate for familiar, everyday words and simple utterances.</li> </ul>	Prosodic Features
Progress Tracker	111	I can use the language in Unit 7.	A2	<ul style="list-style-type: none"> <li>Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.</li> </ul>	Overall Oral Production

## Unit 8 School's Out!

SECTION	PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	SCALE
Lesson 1 Vocabulary	114-115	I can name end-of-year activities.	A2	<ul style="list-style-type: none"> <li>Can understand enough to be able to meet needs of a concrete type provided people articulate clearly and slowly.</li> </ul>	Overall Oral Comprehension
Lesson 2 Grammar	116-117	I can make predictions in the future with <i>if</i> and <i>will</i> .	A2+	<ul style="list-style-type: none"> <li>Can ask and answer questions about plans and intentions.</li> </ul>	Information Exchange
Lesson 3 Reading	118	I can read and understand a yearbook entry.	A2	<ul style="list-style-type: none"> <li>Can understand texts describing people, places, everyday life and culture, etc., provided they use simple language.</li> </ul>	Reading for Information and Argument
Lesson 4 Writing	119	I can write a yearbook entry.	A2+	<ul style="list-style-type: none"> <li>Can give very short, basic descriptions of events, past activities, and personal experiences.</li> </ul>	Creative Writing
Lesson 5 Vocabulary	120	I can name words to describe how people feel.	A2	<ul style="list-style-type: none"> <li>Can understand enough to be able to meet needs of a concrete type provided people articulate clearly and slowly.</li> </ul>	Overall Oral Comprehension
Lesson 6 Grammar	121	I can ask and answer questions with <i>Wh-</i> words and <i>if</i> .	A2+	<ul style="list-style-type: none"> <li>Can ask and answer questions about plans and intentions.</li> </ul>	Information Exchange
Lesson 7 Health	122	I can read and understand a text about reaching goals.	A2	<ul style="list-style-type: none"> <li>Can understand texts describing people, places, everyday life and culture, etc., provided they use simple language.</li> </ul>	Reading for Information and Argument
Lesson 7 Health	123	I can create a vision board to meet my goals.	A2	<ul style="list-style-type: none"> <li>Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.</li> </ul>	Overall Oral Production
Lesson 8 Word Study Contractions	124	I can pronounce contractions.	A2	<ul style="list-style-type: none"> <li>Can use the prosodic features of everyday words and phrases intelligibly, in spite of a strong influence on stress, intonation, and/or rhythm from the other language(s) they speak. Prosodic features (e.g. word stress) are adequate for familiar, everyday words and simple utterances.</li> </ul>	Prosodic Features
Progress Tracker	125	I can use the language in Unit 8.	A2+	<ul style="list-style-type: none"> <li>Can describe plans and arrangements, habits and routines, past activities, and personal experiences.</li> </ul>	Sustained Monologue: Describing Experience

## Unit 8 School's Out!

SECTION	PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	SCALE
Our Shared World	128-129	I can read a story about a talent show.	A2+	<ul style="list-style-type: none"> <li>Can understand enough to read short, simple stories and comic strips involving familiar, concrete situations described in high frequency everyday language.</li> </ul>	Reading as a Leisure Activity
Our Shared World	129	I can read and understand a graphic novel about a talent show.	A2+	<ul style="list-style-type: none"> <li>Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.</li> </ul>	Overall Oral Interaction