

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 2 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. | Pre-A1 | <ul style="list-style-type: none"> Can understand the simplest informational material such as a fast-food restaurant menu illustrated with photos or an illustrated story formulated in very simple everyday words/signs. | Reading for Information and Argument |
| Days of the Week | 7 | I can name the days of the week. | Pre-A1 | <ul style="list-style-type: none"> Can recognize numbers, prices, dates, and days of the week, provided they are delivered slowly and clearly in a defined, familiar everyday context. | Overall Oral Comprehension |
| Numbers 20-100 | 8 | I can count to 100. | Pre-A1 | <ul style="list-style-type: none"> Can recognize numbers, prices, dates, and days of the week, provided they are delivered slowly and clearly in a defined, familiar everyday context. | Overall Oral Comprehension |

| Unit 1 On the Farm | | | | | |
|--------------------------|-------|--|--------|---|---|
| SECTION | PAGE | LEARNING OUTCOME | LEVEL | CEFR DESCRIPTOR | SCALE |
| Lesson 1 Vocabulary | 10-11 | I can name farm animals. | Pre-A1 | <ul style="list-style-type: none"> Can recognize everyday, familiar words/signs, provided they are delivered clearly and slowly in a clearly defined, familiar everyday context. | Overall Oral Comprehension |
| Lesson 2 Grammar | 12-13 | I can talk about farm animals. | A1 | <ul style="list-style-type: none"> Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. | Information Exchange |
| Lesson 3 Story | 14-15 | I can be kind to animals. | Pre-A1 | <ul style="list-style-type: none"> Can understand the simplest informational material such as a fast-food restaurant menu illustrated with photos or an illustrated story formulated in very simple everyday words/signs. | Reading for Information and Argument |
| Lesson 4 Vocabulary | 16 | I can name insects. | Pre-A1 | <ul style="list-style-type: none"> Can recognize everyday, familiar words/signs, provided they are delivered clearly and slowly in a clearly defined, familiar everyday context. | Overall Oral Comprehension |
| Lesson 5 Grammar | 17 | I can ask and answer about insects. | A1 | <ul style="list-style-type: none"> Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. | Information Exchange |
| Lesson 6 Natural Science | 18 | I can talk about butterflies. | A1 | <ul style="list-style-type: none"> Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support. | Reading for Information and Argument |
| Lesson 7 Natural Science | 19 | I can help butterflies. | A1 | <ul style="list-style-type: none"> Can name an object and indicate its shape and color while showing it to others using basic words/signs, phrases, and formulaic expressions, provided they can prepare in advance. | Sustained Monologue: Giving Information |
| Lesson 8 Phonics Short a | 20 | I can read, write, and say words with the short a sound. | A1 | <ul style="list-style-type: none"> Can reproduce sounds in the target language if carefully guided. | Sound Articulation |
| Progress Tracker | 21 | I can use the language in Unit 1. | A1 | <ul style="list-style-type: none"> Can interact in a simple way but communication is totally dependent on repetition at a slower rate, rephrasing, and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. | Overall Oral Interaction |

Unit 2 My Things

| SECTION | PAGE | LEARNING OUTCOME | LEVEL | CEFR DESCRIPTOR | SCALE |
|---------------------------------|-------|---|--------|---|---|
| Lesson 1 Vocabulary | 24-25 | I can name toys and things. | Pre-A1 | <ul style="list-style-type: none"> Can recognize everyday, familiar words/signs, provided they are delivered clearly and slowly in a clearly defined, familiar everyday context. | Overall Oral Comprehension |
| Lesson 2 Grammar | 26-27 | I can talk about people's toys and things. | A1 | <ul style="list-style-type: none"> Can take part in a simple conversation of a basic factual nature on a predictable topic (e.g. their home country, family, school). | Conversation |
| Lesson 3 Story | 28-29 | I can get along. | Pre-A1 | <ul style="list-style-type: none"> Can understand the simplest informational material such as a fast-food restaurant menu illustrated with photos or an illustrated story formulated in very simple everyday words/signs. | Reading for Information and Argument |
| Lesson 4 Vocabulary | 30 | I can name school things. | Pre-A1 | <ul style="list-style-type: none"> Can recognize everyday, familiar words/signs, provided they are delivered clearly and slowly in a clearly defined, familiar everyday context. | Overall Oral Comprehension |
| Lesson 5 Grammar | 31 | I can ask and answer about school things. | A1 | <ul style="list-style-type: none"> Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. | Information Exchange |
| Lesson 6 Natural Science | 32 | I can talk about animals working together. | A1 | <ul style="list-style-type: none"> Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support. | Reading for Information and Argument |
| Lesson 7 Natural Science | 33 | I can work together to make a paper flower. | A1 | <ul style="list-style-type: none"> Can name an object and indicate its shape and color while showing it to others using basic words/signs, phrases, and formulaic expressions, provided they can prepare in advance. | Sustained Monologue: Giving Information |
| Lesson 8 Phonics Short <i>i</i> | 34 | I can read, write, and say words with the short <i>i</i> sound. | A1 | <ul style="list-style-type: none"> Can reproduce sounds in the target language if carefully guided. | Sound Articulation |
| Progress Tracker | 35 | I can use the language in Unit 2. | A1 | <ul style="list-style-type: none"> Can interact in a simple way but communication is totally dependent on repetition at a slower rate, rephrasing, and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. | Overall Oral Interaction |

Unit 2 My Things

| SECTION | PAGE | LEARNING OUTCOME | LEVEL | CEFR DESCRIPTOR | SCALE |
|------------------|-------|--|-------|---|--|
| Our Shared World | 38-39 | I can read an encyclopedia entry. | A1 | <ul style="list-style-type: none"> Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support. | Reading for Information and Argument |
| Our Shared World | 39 | I can talk about games around the world. | A1 | <ul style="list-style-type: none"> Can describe simple aspects of their everyday life in a series of simple sentences, using simple words/signs and basic phrases, provided they can prepare in advance. | Sustained Monologue: Describing Experience |

Unit 3 At the Zoo

| SECTION | PAGE | LEARNING OUTCOME | LEVEL | CEFR DESCRIPTOR | SCALE |
|--------------------------|-------|--|--------|---|---|
| Lesson 1 Vocabulary | 40-41 | I can name zoo animals. | Pre-A1 | <ul style="list-style-type: none"> Can recognize everyday, familiar words/signs, provided they are delivered clearly and slowly in a clearly defined, familiar everyday context. | Overall Oral Comprehension |
| Lesson 2 Grammar | 42-43 | I can talk about zoo animals. | A1 | <ul style="list-style-type: none"> Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. | Information Exchange |
| Lesson 3 Story | 44-45 | I can follow the rules. | Pre-A1 | <ul style="list-style-type: none"> Can understand the simplest informational material such as a fast-food restaurant menu illustrated with photos or an illustrated story formulated in very simple everyday words/signs. | Reading for Information and Argument |
| Lesson 4 Vocabulary | 46 | I can name places. | Pre-A1 | <ul style="list-style-type: none"> Can recognize everyday, familiar words/signs, provided they are delivered clearly and slowly in a clearly defined, familiar everyday context. | Overall Oral Comprehension |
| Lesson 5 Grammar | 47 | I can ask and answer about places. | A1 | <ul style="list-style-type: none"> Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. | Information Exchange |
| Lesson 6 Natural Science | 48 | I can talk about mammals. | A1 | <ul style="list-style-type: none"> Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support. | Reading for Information and Argument |
| Lesson 7 Natural Science | 49 | I can talk about looking after mammals. | A1 | <ul style="list-style-type: none"> Can name an object and indicate its shape and color while showing it to others using basic words/signs, phrases, and formulaic expressions, provided they can prepare in advance. | Sustained Monologue: Giving Information |
| Lesson 8 Phonics Short o | 50 | I can read, write, and say words with the short o sound. | A1 | <ul style="list-style-type: none"> Can reproduce sounds in the target language if carefully guided. | Sound Articulation |
| Progress Tracker | 51 | I can use the language in Unit 3. | A1 | <ul style="list-style-type: none"> Can interact in a simple way but communication is totally dependent on repetition at a slower rate, rephrasing, and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. | Overall Oral Interaction |

Unit 4 Yummy Food!

| SECTION | PAGE | LEARNING OUTCOME | LEVEL | CEFR DESCRIPTOR | SCALE |
|--------------------------|-------|--|--------|---|---|
| Lesson 1 Vocabulary | 54-55 | I can name fruit. | Pre-A1 | <ul style="list-style-type: none"> Can recognize everyday, familiar words/signs, provided they are delivered clearly and slowly in a clearly defined, familiar everyday context. | Overall Oral Comprehension |
| Lesson 2 Grammar | 56-57 | I can ask and answer about likes. | A1 | <ul style="list-style-type: none"> Can exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly, and directly. | Informal Discussion (with friends) |
| Lesson 3 Story | 58-59 | I can try new things. | Pre-A1 | <ul style="list-style-type: none"> Can understand the simplest informational material such as a fast-food restaurant menu illustrated with photos or an illustrated story formulated in very simple everyday words/signs. | Reading for Information and Argument |
| Lesson 4 Vocabulary | 60 | I can name more food. | Pre-A1 | <ul style="list-style-type: none"> Can recognize everyday, familiar words/signs, provided they are delivered clearly and slowly in a clearly defined, familiar everyday context. | Overall Oral Comprehension |
| Lesson 5 Grammar | 61 | I can ask and answer about food. | A1 | <ul style="list-style-type: none"> Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. | Information Exchange |
| Lesson 6 Art | 62 | I can talk about what fruits and vegetables I want to try. | A1 | <ul style="list-style-type: none"> Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support. | Reading for Information and Argument |
| Lesson 7 Art | 63 | I can make a healthy food color wheel. | A1 | <ul style="list-style-type: none"> Can name an object and indicate its shape and color while showing it to others using basic words/signs, phrases, and formulaic expressions, provided they can prepare in advance. | Sustained Monologue: Giving Information |
| Lesson 8 Phonics Short e | 64 | I can read, write, and say words with the short e sound. | A1 | <ul style="list-style-type: none"> Can reproduce sounds in the target language if carefully guided. | Sound Articulation |
| Progress Tracker | 65 | I can use the language in Unit 4. | A1 | <ul style="list-style-type: none"> Can interact in a simple way but communication is totally dependent on repetition at a slower rate, rephrasing, and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. | Overall Oral Interaction |

Unit 4 Yummy Food!

| SECTION | PAGE | LEARNING OUTCOME | LEVEL | CEFR DESCRIPTOR | SCALE |
|------------------|-------|---------------------------------------|-------|---|--|
| Our Shared World | 68-69 | I can read a story. | A1 | <ul style="list-style-type: none"> Can understand very short, simple texts a single phrase at a time, picking up familiar names, words, and basic phrases and rereading as required. | Overall Reading Comprehension |
| Our Shared World | 69 | I can say what foods are good for me. | A1 | <ul style="list-style-type: none"> Can describe simple aspects of their everyday life in a series of simple sentences, using simple words/signs and basic phrases, provided they can prepare in advance. | Sustained Monologue: Describing Experience |

Unit 5 I Can Do It!

| SECTION | PAGE | LEARNING OUTCOME | LEVEL | CEFR DESCRIPTOR | SCALE |
|--------------------------|-------|--|--------|---|---|
| Lesson 1 Vocabulary | 70-71 | I can name actions. | Pre-A1 | <ul style="list-style-type: none"> Can recognize everyday, familiar words/signs, provided they are delivered clearly and slowly in a clearly defined, familiar everyday context. | Overall Oral Comprehension |
| Lesson 2 Grammar | 72-73 | I can talk about abilities. | A1 | <ul style="list-style-type: none"> Can produce simple, mainly isolated phrases about people and places. | Overall Oral Production |
| Lesson 3 Story | 74-75 | I can encourage others. | Pre-A1 | <ul style="list-style-type: none"> Can understand the simplest informational material such as a fast-food restaurant menu illustrated with photos or an illustrated story formulated in very simple everyday words/signs. | Reading for Information and Argument |
| Lesson 4 Vocabulary | 76 | I can name activities. | Pre-A1 | <ul style="list-style-type: none"> Can recognize everyday, familiar words/signs, provided they are delivered clearly and slowly in a clearly defined, familiar everyday context. | Overall Oral Comprehension |
| Lesson 5 Grammar | 77 | I can ask and answer about a friend's abilities. | A1 | <ul style="list-style-type: none"> Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. | Information Exchange |
| Lesson 6 P.E. | 78 | I can talk about skills and rules in sports. | A1 | <ul style="list-style-type: none"> Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support. | Reading for Information and Argument |
| Lesson 7 P.E. | 79 | I can talk about skills in sports and encourage others. | A1 | <ul style="list-style-type: none"> Can name an object and indicate its shape and color while showing it to others using basic words/signs, phrases, and formulaic expressions, provided they can prepare in advance. | Sustained Monologue: Giving Information |
| Lesson 8 Phonics Short u | 80 | I can read, write, and say words with the short u sound. | A1 | <ul style="list-style-type: none"> Can reproduce sounds in the target language if carefully guided. | Sound Articulation |
| Progress Tracker | 81 | I can use the language in Unit 5. | A1 | <ul style="list-style-type: none"> Can interact in a simple way but communication is totally dependent on repetition at a slower rate, rephrasing, and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. | Overall Oral Interaction |

| Unit 6 My Day | | | | | |
|-------------------------------|-------|---|--------|---|---|
| SECTION | PAGE | LEARNING OUTCOME | LEVEL | CEFR DESCRIPTOR | SCALE |
| Lesson 1 Vocabulary | 84–85 | I can name my daily routine. | Pre-A1 | <ul style="list-style-type: none"> Can recognize everyday, familiar words/signs, provided they are delivered clearly and slowly in a clearly defined, familiar everyday context. | Overall Oral Comprehension |
| Lesson 2 Grammar | 86–87 | I can ask and answer about daily routines. | A1 | <ul style="list-style-type: none"> Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. | Information Exchange |
| Lesson 3 Story | 88–89 | I can be on time. | Pre-A1 | <ul style="list-style-type: none"> Can understand the simplest informational material such as a fast-food restaurant menu illustrated with photos or an illustrated story formulated in very simple everyday words/signs. | Reading for Information and Argument |
| Lesson 4 Vocabulary | 90 | I can say the time. | Pre-A1 | <ul style="list-style-type: none"> Can recognize everyday, familiar words/signs, provided they are delivered clearly and slowly in a clearly defined, familiar everyday context. | Overall Oral Comprehension |
| Lesson 5 Grammar | 91 | I can ask and answer about the time. | A1 | <ul style="list-style-type: none"> Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. | Information Exchange |
| Lesson 6 Math | 92 | I can tell the time with different clocks. | A1 | <ul style="list-style-type: none"> Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support. | Reading for Information and Argument |
| Lesson 7 Math | 93 | I can talk about routines and being on time. | A1 | <ul style="list-style-type: none"> Can name an object and indicate its shape and color while showing it to others using basic words/signs, phrases, and formulaic expressions, provided they can prepare in advance. | Sustained Monologue: Giving Information |
| Lesson 8 Phonics Short Vowels | 94 | I can read, write, and say words with short vowel sounds. | A1 | <ul style="list-style-type: none"> Can reproduce sounds in the target language if carefully guided. | Sound Articulation |
| Progress Tracker | 95 | I can use the language in Unit 6. | A1 | <ul style="list-style-type: none"> Can interact in a simple way but communication is totally dependent on repetition at a slower rate, rephrasing, and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. | Overall Oral Interaction |

| Unit 6 My Day | | | | | |
|------------------|-------|---|-------|---|--|
| SECTION | PAGE | LEARNING OUTCOME | LEVEL | CEFR DESCRIPTOR | SCALE |
| Our Shared World | 98-99 | I can read a blog post. | A1 | <ul style="list-style-type: none"> Can understand very short, simple texts a single phrase at a time, picking up familiar names, words, and basic phrases and rereading as required. | Overall Reading Comprehension |
| Our Shared World | 99 | I can talk about activities in other schools. | A1 | <ul style="list-style-type: none"> Can describe simple aspects of their everyday life in a series of simple sentences, using simple words/signs and basic phrases, provided they can prepare in advance. | Sustained Monologue: Describing Experience |

Unit 7 Playtime!

| SECTION | PAGE | LEARNING OUTCOME | LEVEL | CEFR DESCRIPTOR | SCALE |
|-------------------------------|---------|---|--------|---|---|
| Lesson 1 Vocabulary | 100-101 | I can name free-time activities. | Pre-A1 | <ul style="list-style-type: none"> Can recognize everyday, familiar words/signs, provided they are delivered clearly and slowly in a clearly defined, familiar everyday context. | Overall Oral Comprehension |
| Lesson 2 Grammar | 102-103 | I can talk about free-time activities. | A1 | <ul style="list-style-type: none"> Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. | Information Exchange |
| Lesson 3 Story | 104-105 | I can have fun in different ways. | Pre-A1 | <ul style="list-style-type: none"> Can understand the simplest informational material such as a fast-food restaurant menu illustrated with photos or an illustrated story formulated in very simple everyday words/signs. | Reading for Information and Argument |
| Lesson 4 Vocabulary | 106 | I can name favorite activities. | Pre-A1 | <ul style="list-style-type: none"> Can recognize everyday, familiar words/signs, provided they are delivered clearly and slowly in a clearly defined, familiar everyday context. | Overall Oral Comprehension |
| Lesson 5 Grammar | 107 | I can ask and answer about favorite activities. | A1 | <ul style="list-style-type: none"> Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. | Information Exchange |
| Lesson 6 Health | 108 | I can talk about getting active and playing together. | A1 | <ul style="list-style-type: none"> Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support. | Reading for Information and Argument |
| Lesson 7 Health | 109 | I can talk about getting active with others. | A1 | <ul style="list-style-type: none"> Can name an object and indicate its shape and color while showing it to others using basic words/signs, phrases, and formulaic expressions, provided they can prepare in advance. | Sustained Monologue: Giving Information |
| Lesson 8 Phonics Short Vowels | 110 | I can read, write, and say words with short vowel sounds. | A1 | <ul style="list-style-type: none"> Can reproduce sounds in the target language if carefully guided. | Sound Articulation |
| Progress Tracker | 111 | I can use the language in Unit 7. | A1 | <ul style="list-style-type: none"> Can interact in a simple way but communication is totally dependent on repetition at a slower rate, rephrasing, and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. | Overall Oral Interaction |

Unit 8 Cool Clothes

| SECTION | PAGE | LEARNING OUTCOME | LEVEL | CEFR DESCRIPTOR | SCALE |
|-------------------------------|---------|---|--------|---|---|
| Lesson 1 Vocabulary | 114-115 | I can name clothes. | Pre-A1 | <ul style="list-style-type: none"> Can recognize everyday, familiar words/signs, provided they are delivered clearly and slowly in a clearly defined, familiar everyday context. | Overall Oral Comprehension |
| Lesson 2 Grammar | 116-117 | I can ask and answer about clothes. | A1 | <ul style="list-style-type: none"> Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. | Information Exchange |
| Lesson 3 Story | 118-119 | I can take care of my things. | Pre-A1 | <ul style="list-style-type: none"> Can understand the simplest informational material such as a fast-food restaurant menu illustrated with photos or an illustrated story formulated in very simple everyday words/signs. | Reading for Information and Argument |
| Lesson 4 Vocabulary | 120 | I can name more clothes. | Pre-A1 | <ul style="list-style-type: none"> Can recognize everyday, familiar words/signs, provided they are delivered clearly and slowly in a clearly defined, familiar everyday context. | Overall Oral Comprehension |
| Lesson 5 Grammar | 121 | I can ask and answer about people's clothes. | A1 | <ul style="list-style-type: none"> Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. | Information Exchange |
| Lesson 6 Art | 122 | I can talk about recycling things to make clothes. | A1 | <ul style="list-style-type: none"> Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support. | Reading for Information and Argument |
| Lesson 7 Art | 123 | I can talk about recycling materials. | A1 | <ul style="list-style-type: none"> Can name an object and indicate its shape and color while showing it to others using basic words/signs, phrases, and formulaic expressions, provided they can prepare in advance. | Sustained Monologue: Giving Information |
| Lesson 8 Phonics Short Vowels | 124 | I can read, write, and say words with short vowel sounds. | A1 | <ul style="list-style-type: none"> Can reproduce sounds in the target language if carefully guided. | Sound Articulation |
| Progress Tracker | 125 | I can use the language in Unit 8. | A1 | <ul style="list-style-type: none"> Can interact in a simple way but communication is totally dependent on repetition at a slower rate, rephrasing, and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. | Overall Oral Interaction |

Unit 8 Cool Clothes

| SECTION | PAGE | LEARNING OUTCOME | LEVEL | CEFR DESCRIPTOR | SCALE |
|------------------|---------|--|-------|---|------------------------------------|
| Our Shared World | 128-129 | I can read a story. | A1 | <ul style="list-style-type: none"> Can understand very short, simple texts a single phrase at a time, picking up familiar names, words, and basic phrases and rereading as required. | Overall Reading Comprehension |
| Our Shared World | 129 | I can say what I like about cooking or baking. | A1 | <ul style="list-style-type: none"> Can exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly and directly. | Informal Discussion (with Friends) |