

## 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 5 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
Numbers	7	I can name large numbers.	A2	<ul style="list-style-type: none"> <li>Can exchange limited information on familiar and routine operational matters.</li> </ul>	Information Exchange

Unit 1 Adventure Camp					
SECTION	PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	SCALE
Lesson 1 Vocabulary	10-11	I can name adventure camp activities.	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	12-13	I can make sentences in the simple past tense.	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	14	I can use headings and pictures to understand a text.	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 review and give a rating.	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 rainy day activities.	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 6 Grammar	17	I can ask and answer questions in the simple past tense.	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	18	I can understand a text about preparing for an emergency.	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	19	I can create and talk about preparing an emergency kit.	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 1 Adventure Camp					
SECTION	PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	SCALE
Lesson 8 Word Study -ed endings	20	I can say words with -ed endings.	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 give short, basic descriptions of events and activities.</li> </ul>	Sustained Monologue: Describing Experience

## Unit 2 Happy Memories

SECTION	PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	SCALE
Lesson 1 Vocabulary	24-25	I can name activity verbs.	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	26-27	I can talk about what people were doing 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	28	I can understand a text by predicting.	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	29	I can write a description of a picture.	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	30	I can name entertainment activities.	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 6 Grammar	31	I can ask what people were doing 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 7 Health	32	I can understand a text about mental health.	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 Health	33	I can create and talk about a lifestyle journal.	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 Happy Memories

SECTION	PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	SCALE
Lesson 8 Word Study /ar/ versus /er/	34	I can say words with /ar/ and /er/.	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 describe plans and arrangements, habits and routines, past activities, and personal experiences.</li> </ul>	Sustained Monologue: Describing Experience

Unit 2 Happy Memories					
SECTION	PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	SCALE
Our Shared World	38-39	I can read a fact file.	A2	<ul style="list-style-type: none"> <li>Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.</li> </ul>	Overall Reading Comprehension
Our Shared World	39	I can understand how to enjoy a park responsibly.	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 Daily Life					
SECTION	PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	SCALE
Lesson 1 Vocabulary	40-41	I can name eight everyday activities.	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 talk about what happened in the past with <i>when</i> .	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	44	I can understand a news story.	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
Lesson 4 Writing	45	I can write a news story.	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	46	I can name communication activities.	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 6 Grammar	47	I can ask questions about the past using <i>when</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 History	48	I can understand a text about the history of the internet.	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
Lesson 7 History	49	I can create and describe a timeline.	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 3 Daily Life					
SECTION	PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	SCALE
Lesson 8 Word Study /or/, /ar/, and /er/	50	I can say words with /or/, /ar/, and /er/ 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	51	I can use the language in Unit 3.	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 4 Stay Healthy!

SECTION	PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	SCALE
Lesson 1 Vocabulary	54-55	I can name health conditions.	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	56-57	I can talk about illnesses.	A2+	<ul style="list-style-type: none"> <li>Can express how they feel in simple terms, and express thanks.</li> </ul>	Conversation
Lesson 3 Reading	58	I can understand informal text messages.	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	59	I can write a formal 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	60	I can name words about colds and the flu.	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 6 Grammar	61	I can talk about health problems and give advice.	A2+	<ul style="list-style-type: none"> <li>Can deal with practical everyday demands: finding out and passing on straightforward factual information.</li> </ul>	Information Exchange
Lesson 7 Natural Science	62	I can understand a text about viruses and bacteria.	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	63	I can create and present a poster about how to stay healthy.	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 Stay Healthy!					
SECTION	PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	SCALE
Lesson 8 Word Study Syllables	64	I can count and say syllables in 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	65	I can use the language in Unit 4.	A2+	<ul style="list-style-type: none"> <li>Can describe everyday aspects of their environment, e.g. people, places, a job, or study experience.</li> </ul>	Sustained Monologue: Describing Experience

Unit 4 Stay Healthy!					
SECTION	PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	SCALE
Our Shared World	68-69	I can read a personal narrative.	A2	<ul style="list-style-type: none"> <li>Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.</li> </ul>	Overall Reading Comprehension
Our Shared World	69	I can read and understand a story about different school days.	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 Cook Well, Eat Well!

SECTION	PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	SCALE
Lesson 1 Vocabulary	70-71	I can name food words.	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	72-73	I can talk about quantities of food.	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	74	I can understand a food diary.	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	75	I can write a food diary.	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 items to use in the kitchen.	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 6 Grammar	77	I can ask about food for a recipe.	A2	<ul style="list-style-type: none"> <li>Can exchange limited information on familiar and routine operational matters.</li> </ul>	Information Exchange
Lesson 7 Math	78	I can understand a text about measuring ingredients.	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 Math	79	I can measure ingredients and make a simple dish.	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 Syllables and Word Stress	80	I can say words with the correct stress.	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 everyday aspects of their environment, e.g. people, places, a job, or study experience.</li> </ul>	Sustained Monologue: Describing Experience

Unit 6 Outer Space					
SECTION	PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	SCALE
Lesson 1 Vocabulary	84–85	I can name words about space.	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	86–87	I can compare two things using <i>(not) as ... as</i> .	A2+	<ul style="list-style-type: none"> <li>Can exchange opinions and compare things and people using simple language.</li> </ul>	Informal Discussion (with friends)
Lesson 3 Reading	88	I can skim an email and understand who the people are.	A2+	<ul style="list-style-type: none"> <li>Can understand a simple personal letter, e-mail, 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 informal 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 descriptive words.	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 6 Grammar	91	I can ask how long/far/big something is.	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	92	I can understand a text about space photography.	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	93	I can create and deliver a fact file about a planet.	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 6 Outer Space					
SECTION	PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	SCALE
Lesson 8 Word Study Long and Short /oo/	94	I can pronounce words with long and short /oo/.	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 use simple descriptive language to make brief statements about and compare objects and possessions.</li> </ul>	Sustained Monologue: Describing Experience

Unit 6 Outer Space					
SECTION	PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	SCALE
Our Shared World	98-99	I can read a blog post.	A2	<ul style="list-style-type: none"> <li>Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.</li> </ul>	Overall Reading Comprehension
Our Shared World	99	I can understand a blog and share ideas about sustainable eating.	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 High-Tech Future					
SECTION	PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	SCALE
Lesson 1 Vocabulary	100-101	I can name high-tech inventions.	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	102-103	I can talk about the future using <i>will</i> and <i>won't</i> .	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	104	I can use headings to understand a user guide.	A2+	<ul style="list-style-type: none"> <li>Can understand short instructions illustrated step by step (e.g. for installing new technology).</li> </ul>	Reading Instructions
Lesson 4 Writing	105	I can write a user guide.	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	106	I can describe life in the future.	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 6 Grammar	107	I can ask yes / no questions about the future.	A2+	<ul style="list-style-type: none"> <li>Can ask and answer questions about plans and intentions.</li> </ul>	Information Exchange
Lesson 7 Technology	108	I can read and understand an article about sustainable building.	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 Technology	109	I can design and present a sustainable building.	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 /ô/ sound	110	I can say words with /ô/.	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 ask and answer questions about plans and intentions.</li> </ul>	Information Exchange

Unit 8 Changing Planet					
SECTION	PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	SCALE
Lesson 1 Vocabulary	114-115	I can name ocean words.	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	116-117	I can ask questions about the future.	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 understand an interview and how to answer questions.	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	119	I can write a short interview dialogue.	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	120	I can name words and phrases about saving the planet.	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 6 Grammar	121	I can use <i>when</i> to talk about the future.	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	122	I can understand an infographic about my carbon footprint.	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	123	I can create an infographic about reducing my carbon footprint.	A2+	<ul style="list-style-type: none"> <li>Can give a short, rehearsed presentation on a topic pertinent to their everyday life, and briefly give reasons and explanations for opinions, plans, and actions.</li> </ul>	Addressing Audiences

## Unit 8 Changing Planet

SECTION	PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	SCALE
Lesson 8 Word Study /ear/ sounds	124	I can pronounce words with -ear.	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 ask and answer questions about plans and intentions.</li> </ul>	Information Exchange

Unit 8 Changing Planet					
SECTION	PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	SCALE
Our Shared World	128-129	I can read a comic.	A2	<ul style="list-style-type: none"> <li>Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.</li> </ul>	Overall Reading Comprehension
Our Shared World	129	I can understand and talk about a graphic novel.	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