



GREAT WRITING



Correlation of
**Great Writing 1: Great Sentences
for Great Paragraphs, 5/ E,**
by Keith S. Folse/
April Muchmore-Vokoun, © 2020,
ISBN: 9780357020821

to

**Common European Framework
of Reference for Languages
Levels A2-B1**

Correlation to the Common European Framework of Reference for Languages; A2-B1

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Standards	SE Where Addressed	TN Where Addressed
Communicative language activities and strategies		
Reception Activities		
Spoken Reception		
OVERALL LISTENING COMPREHENSION		
A2		
Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.	<i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	<i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44
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 speech is clearly and slowly articulated.	<i>Partner:</i> 10, 26, 89, 109, 157	<i>Discuss:</i> 17; <i>Partner:</i> 27, 28, 40
B1		
Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	<i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	<i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44
Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.	<i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	<i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44
UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS		
A2		
Can generally identify the topic of discussion around him/her that is conducted slowly and clearly. Can recognise when speakers agree and disagree in a conversation conducted slowly and clearly.	<i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	<i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44
Can follow in outline short, simple social exchanges, conducted very slowly and clearly.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44

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Standards	SE Where Addressed	TN Where Addressed
B1		
Can follow much of everyday conversation and discussion, provided it takes place in standard speech and is clearly articulated in a familiar accent.	<i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	<i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44
Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard speech.	<i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	<i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44
LISTENING AS A MEMBER OF A LIVE AUDIENCE		
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).		This standard is not directly addressed in this edition of Great Writing 1.
Can follow a very simple, well-structured presentation or demonstration, provided that it is illustrated with slides, concrete examples or diagrams, it is delivered slowly and clearly with repetition and the topic is familiar. Can understand the outline of simple information given in a predictable situation, such as on a guided tour, e.g. 'This is where the President lives.'		This standard is not directly addressed in this edition of Great Writing 1.
B1		
Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured. Can distinguish between main ideas and supporting details in standard lectures on familiar subjects, provided these are delivered in clearly articulated standard speech.		This standard is not directly addressed in this edition of Great Writing 1.
Can follow in outline straightforward short talks on familiar topics, provided these are delivered in clearly articulated standard speech. Can follow a straightforward conference presentation or demonstration with visual support (e.g. slides, handouts) on a topic or product within his/her field, understanding explanations given. Can understand the main points of what is said in a straightforward monologue like a guided tour, provided the delivery is clear and relatively slow.		This standard is not directly addressed in this edition of Great Writing 1.

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Standards	SE Where Addressed	TN Where Addressed
LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS		
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. Can understand straightforward announcements (e.g. a telephone recording or radio announcement of a cinema programme or sports event, an announcement that a train has been delayed, or messages announced by loudspeaker in a supermarket), provided the delivery is slow and clear.		This standard is not directly addressed in this edition of Great Writing 1.
Can catch the main point in short, clear, simple messages and announcements. Can understand simple directions relating to how to get from X to Y, by foot or public transport. Can understand basic instructions on times, dates and numbers etc., and on routine tasks and assignments to be carried out.		This standard is not directly addressed in this edition of Great Writing 1.
B1		
Can understand simple technical information, such as operating instructions for everyday equipment. Can follow detailed directions. Can understand public announcements at airports, stations and on planes, buses and trains, provided these are clearly articulated in standard speech with minimum interference from background noise.		This standard is not directly addressed in this edition of Great Writing 1.
LISTENING TO AUDIO MEDIA AND RECORDINGS		
A2		
Can understand the most important information contained in short radio commercials concerning goods and services of interest (e.g. CDs, video games, travel, etc.). Can understand in a radio interview what people say they do in their free time, what they particularly like doing and what they do not like doing, provided that they speak slowly and clearly.		This standard is not directly addressed in this edition of Great Writing 1.

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Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. Can extract important information from short radio broadcasts, such as the weather forecast, concert announcements or sports results, provided that people talk clearly. Can understand the important points of a story and manage to follow the plot, provided the story is told slowly and clearly.		This standard is not directly addressed in this edition of Great Writing 1.
B1		
Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.		This standard is not directly addressed in this edition of Great Writing 1.
Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. Can understand the main points and important details in stories and other narratives (e.g. a description of a holiday), provided the speaker speaks slowly and clearly.		This standard is not directly addressed in this edition of Great Writing 1.
Written Reception		
OVERALL READING COMPREHENSION		
A2		
Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	Paragraphs for reading are found throughout text, for examples see: 8, 34, 64, 86, 107, 132, 153, 168	2, 7, 35, 40, 41
Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	Paragraphs for reading are found throughout text, for examples see: 8, 34, 64, 86, 107, 132, 153, 168	2, 7, 35, 40, 41
B1		
Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.	Paragraphs for reading are found throughout text, for examples see: 8, 34, 64, 86, 107, 132, 153, 168	2, 7, 35, 40, 41

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Standards	SE Where Addressed	TN Where Addressed
READING CORRESPONDENCE		
A2		
Can understand a simple personal letter, email or post in which the person writing is talking about familiar subjects (such as friends or family) or asking questions on these subjects. Can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation etc.) on familiar topics.		This standard is not directly addressed in this edition of Great Writing 1.
Can understand short simple personal letters. Can understand very simple formal emails and letters (e.g. confirmation of a booking or on-line purchase).		This standard is not directly addressed in this edition of Great Writing 1.
B1		
Can understand formal correspondence on less familiar subjects well enough to redirect it to someone else.		This standard is not directly addressed in this edition of Great Writing 1.
Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend. Can understand straightforward personal letters, emails or postings giving a relatively detailed account of events and experiences. Can understand standard formal correspondence and online postings in his/her area of professional interest.		This standard is not directly addressed in this edition of Great Writing 1.
READING FOR ORIENTATION		
A2		
Can find specific information in practical, concrete, predictable texts (e.g. travel guidebooks, recipes), provided they are written in simple language. Can understand the main information in short and simple descriptions of goods in brochures and websites (e.g. portable digital devices, cameras, etc.).		This standard is not directly addressed in this edition of Great Writing 1.
Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables. Can locate specific information in lists and isolate the information required (e.g. use the 'Yellow Pages' to find a service or tradesman). Can understand everyday signs and notices etc. in public places, such as streets, restaurants, railway stations, in workplaces, such as directions, instructions, hazard warnings.		This standard is not directly addressed in this edition of Great Writing 1.
Standards	SE Where Addressed	TN Where Addressed

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<p>B1</p> <p>Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.</p> <p>Can scan through straightforward, factual texts in magazines, brochures or in the web, identify what they are about and decide whether they contain information that might be of practical use.</p>	<p>The opportunity to address this standard exists.</p> <p>For example, see: Paragraphs for reading are found throughout text, for examples see: 8, 34, 64, 86, 107, 132, 153, 168</p>	<p>The opportunity to address this standard exists.</p> <p>For example, see: 2, 7, 35, 40, 41</p>
<p>Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.</p> <p>Can pick out important information about preparation and usage on the labels on foodstuffs and medicine.</p> <p>Can assess whether an article, report or review is on the required topic.</p> <p>Can understand the important information in simple, clearly drafted adverts in newspapers or magazines, provided that there are not too many abbreviations.</p>	<p>The opportunity to address this standard exists.</p> <p>For example, see: Paragraphs for reading are found throughout text, for examples see: 8, 34, 64, 86, 107, 132, 153, 168</p>	<p>The opportunity to address this standard exists.</p> <p>For example, see: 2, 7, 35, 40, 41</p>
<p>READING FOR INFORMATION AND ARGUMENT</p>		
<p>A2</p>		
<p>Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. Can follow the general outline of a news report on a familiar type of event, provided that the contents are familiar and predictable.</p> <p>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.</p> <p>Can understand the main points of short texts dealing with everyday topics (e.g. lifestyle, hobbies, sports, weather).</p>	<p>Paragraphs for reading are found throughout text, for examples see: 13, 30, 154, 155, 168</p>	<p>2, 7, 40, 44</p>
<p>Can understand texts describing people, places, everyday life, and culture, etc., provided that they are written in simple language.</p> <p>Can understand information given in illustrated brochures and maps, e.g. the principal attractions of a city or area.</p> <p>Can understand the main points in short news items on subjects of personal interest (e.g. sport, celebrities).</p> <p>Can understand a short factual description or report within his/her own field, provided that it is written in simple language and does not contain unpredictable detail.</p> <p>Can understand most of what people say about themselves in a personal ad or post and what they say they like in other people.</p>	<p>The opportunity to address this standard exists.</p> <p>For example, see: Paragraphs for reading are found throughout text, for examples see: 13, 30, 154, 155, 168</p>	<p>The opportunity to address this standard exists.</p> <p>For example, see: 2, 7, 40, 44</p>

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Standards	SE Where Addressed	TN Where Addressed
B1		
Can understand straightforward, factual texts on subjects relating to his/her interests or studies. Can understand short texts on subjects that are familiar or of current interest, in which people give their points of view (e.g. critical contributions to an online discussion forum or readers' letters to the editor). Can identify the main conclusions in clearly signalled argumentative texts. Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	Paragraphs for reading are found throughout text, for examples see: 13, 30, 154, 155, 168	2, 7, 40, 44
Can recognise significant points in straightforward newspaper articles on familiar subjects. Can understand most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for re-reading. Can understand the main points in descriptive notes such as those on museum exhibits and explanatory boards in exhibitions.	Paragraphs for reading are found throughout text, for examples see: 13, 30, 154, 155, 168	2, 7, 40, 44
READING INSTRUCTIONS		
A2		
Can understand regulations, for example safety, when expressed in simple language. Can understand short written instructions illustrated step by step (e.g. for installing new technology).		This standard is not directly addressed in this edition of Great Writing 1.
Can understand simple instructions on equipment encountered in everyday life - such as a public telephone. Can understand simple, brief instructions provided that they are illustrated and not written in continuous text. Can understand instructions on medicine labels expressed as a simple command e.g. 'Take before meals' or 'Do not take if driving.' Can follow a simple recipe, especially if there are pictures to illustrate the most important steps.		This standard is not directly addressed in this edition of Great Writing 1.
B1		
Can understand instructions and procedures in the form of a continuous text, for example in a manual, provided that he/she is familiar with the type of process or product concerned.		This standard is not directly addressed in this edition of Great Writing 1.

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Standards	SE Where Addressed	TN Where Addressed
<p>Can understand clearly written, straightforward instructions for a piece of equipment.</p> <p>Can follow simple instructions given on packaging, e.g. cooking instructions. Can understand most short safety instructions, (e.g. on public transport or in manuals for the use of electrical equipment).</p>		This standard is not directly addressed in this edition of Great Writing 1.
READING AS A LEISURE ACTIVITY		
A2		
<p>Can understand enough to read short, simple stories and comic strips involving familiar, concrete situations written in high frequency everyday language.</p> <p>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).</p>	Paragraphs for reading are found throughout text, for examples see: 13, 30, 154, 155, 168	2, 7, 40, 44
<p>Can understand short narratives and descriptions of someone’s life that are written in simple words.</p> <p>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.</p> <p>Can understand much of the information provided in a short description of a person (e.g. a celebrity).</p> <p>Can understand the main point of a short article reporting an event that follows a predictable pattern (e.g. the Oscars), provided it is clearly written in simple language.</p>	Paragraphs for reading are found throughout text, for examples see: 13, 30, 154, 155, 168	2, 7, 40, 44
B1		
<p>Can read newspaper / magazine accounts of films, books, concerts etc. written for a wider audience and understand the main points.</p> <p>Can understand simple poems and song lyrics written in straightforward language and style.</p>	<p>The opportunity to address this standard exists.</p> <p>For example, see: Paragraphs for reading are found throughout text, for examples see: 13, 30, 154, 155, 168</p>	<p>The opportunity to address this standard exists.</p> <p>For example, see: 2, 7, 40, 44</p>

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<p>Can understand the description of places, events, explicitly expressed feelings and perspectives in narratives, guides and magazine articles that are written in high frequency, everyday language.</p> <p>Can understand a travel diary mainly describing the events of a journey and the experiences and discoveries the person made.</p> <p>Can follow the plot of stories, simple novels and comics with a clear linear storyline and high frequency everyday language, given regular use of a dictionary.</p>	<p>Paragraphs for reading are found throughout text, for examples see: 13, 30, 154, 155, 168</p>	<p>2, 7, 40, 44</p>
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Standards	SE Where Addressed	TN Where Addressed
Audio-Visual Reception		
WATCHING TV, FILM AND VIDEO		
A2		
<p>Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary.</p> <p>Can follow a TV commercial or a trailer for or scene from a film, understanding what the actors are talking about, provided that the images are a great help in understanding and the delivery is clear and relatively slow.</p>		This standard is not directly addressed in this edition of Great Writing 1.
<p>Can follow changes of topic of factual TV news items, and form an idea of the main content.</p>		This standard is not directly addressed in this edition of Great Writing 1.
B1		
<p>Can understand a large part of many TV programmes on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.</p>		This standard is not directly addressed in this edition of Great Writing 1.
<p>Can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language.</p> <p>Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.</p>		This standard is not directly addressed in this edition of Great Writing 1.
Reception Strategies		
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)		
A2		

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<p>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.</p> <p>Can exploit his/her recognition of known words to deduce the meaning of unfamiliar words in short expressions used in routine everyday contexts.</p>	<p>Paragraphs for reading are found throughout text, for examples see: 13, 30, 154, 155, 168;</p> <p><i>Building Better Vocabulary:</i> 19-21, 5254, 76-78, 98-100, 122-124, 142-144, 158-160, 173-175</p>	<p>2, 7, 40, 44;</p> <p><i>Building Better Vocabulary:</i> 3, 9, 16, 23, 30, 35, 41, 45</p>
<p>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.</p> <p>Can exploit numbers, dates, names, proper nouns etc.to identify the topic of a text.</p> <p>Can deduce the meaning and function of unknown formulaic expressions from their position in a written text (e.g. at the beginning or end of a letter).</p>	<p>This standard is not directly addressed in this edition of Great Writing 1.</p>	<p>This standard is not directly addressed in this edition of Great Writing 1.</p>

Standards	SE Where Addressed	TN Where Addressed
B1		
<p>Can exploit different types of connectors (numerical, temporal, logical) and the role of key paragraphs in the overall organisation, in order to better understand the argumentation in a text.</p> <p>Can extrapolate the meaning of a section of a text by taking into account the text as a whole.</p> <p>Can identify unfamiliar words from the context on topics related to his/her field and interests.</p> <p>Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.</p>	<p>Paragraphs for reading are found throughout text, for examples see: 13, 30, 154, 155, 168;</p> <p><i>Building Better Vocabulary:</i> 19-21, 5254, 76-78, 98-100, 122-124, 142-144, 158-160, 173-175</p>	<p>2, 7, 40, 44</p> <p><i>Building Better Vocabulary:</i> 3, 9, 16, 23, 30, 35, 41, 45</p>

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Can make basic inferences or predictions about text content from headings, titles or headlines. Can listen to a short narrative and predict what will happen next. Can follow a line of argument or the sequence of events in a story, by focusing on common logical connectors (e.g. however, because) and temporal connectors (e.g. after that, beforehand). Can deduce the probable meaning of unknown words in a written text by identifying their constituent part (e.g. identifying word roots, lexical elements, suffixes and prefixes).		This standard is not directly addressed in this edition of Great Writing 1.
Production		
Spoken Production		
OVERALL SPOKEN PRODUCTION		
A2		
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.		This standard is not directly addressed in this edition of Great Writing 1.
B1		
Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.		This standard is not directly addressed in this edition of Great Writing 1.

Standards	SE Where Addressed	TN Where Addressed
Spoken Production		
SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE		
A2		

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<p>Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. Can give short, basic descriptions of events and activities. Can describe plans and arrangements, habits and routines, past activities and personal experiences. Can use simple descriptive language to make brief statements about and compare objects and possessions. Can explain what he/she likes or dislikes about something.</p>	<p><i>Activity 6: 10</i></p>	<p><i>Building Better Vocabulary: 45</i></p>
<p>Can describe his/her family, living conditions, educational background, present or most recent job. Can describe people, places and possessions in simple terms. Can say what he/she is good at and not so good at (e.g. sports, games, skills, subjects). Can briefly talk about what he/she plans to do at the weekend or during the holidays.</p>	<p><i>Activity 6: 10</i></p>	<p><i>Building Better Vocabulary: 45</i></p>
<p>B1</p>		
<p>Can clearly express feelings about something experienced and give reasons to explain those feelings.</p>	<p>157</p>	<p>40</p>
<p>Can give straightforward descriptions on a variety of familiar subjects within his field of interest. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions. Can relate details of unpredictable occurrences, e.g. an accident. Can relate the plot of a book or film and describe his/her reactions. Can describe dreams, hopes and ambitions. Can describe events, real or imagined. Can narrate a story.</p>	<p><i>Activity 6: 10</i></p>	<p><i>Building Better Vocabulary: 45</i></p>

Standards	SE Where Addressed	TN Where Addressed
SUSTAINED MONOLOGUE: GIVING INFORMATION		

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A2		
Can give simple directions from place to place, using basic expressions such as 'turn right' and 'go straight' along with sequential connectors such as 'first,' 'then,' and 'next.'		This standard is not directly addressed in this edition of Great Writing 1.
B1		
Can explain the main points in an idea or problem with reasonable precision. Can describe how to do something, giving detailed instructions.		This standard is not directly addressed in this edition of Great Writing 1.
Can report straightforward factual information on a familiar topic, for example to indicate the nature of a problem or to give detailed directions, provided he/she can prepare beforehand.		This standard is not directly addressed in this edition of Great Writing 1.
SUSTAINED MONOLOGUE: PUTTING A CASE (E.G. IN A DEBATE)		
A2		
Can explain what she likes or dislikes about something, why he/she prefers one thing to another, making simple, direct comparisons.	157	40
Can present his/her opinion in simple terms, provided listeners are patient.	157	40
B1		
Can develop an argument well enough to be followed without difficulty most of the time. Can give simple reasons to justify a viewpoint on a familiar topic.	157	40
Can express opinions on subjects relating to everyday life, using simple expressions. Can briefly give reasons and explanations for opinions, plans and actions. Can say whether or not he/she approves of what someone has done and give reasons to justify this opinion.	157	40
PUBLIC ANNOUNCEMENTS		
A2		
Can deliver very short, rehearsed announcements of predictable, learnt content which are intelligible to listeners who are prepared to concentrate.		This standard is not directly addressed in this edition of Great Writing 1.
B1		

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Can deliver short, rehearsed announcements on a topic pertinent to everyday occurrences in his/her field which, despite possibly very foreign stress and intonation, are nevertheless clearly intelligible.		This standard is not directly addressed in this edition of Great Writing 1.
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Standards	SE Where Addressed	TN Where Addressed
ADDRESSING AUDIENCES		
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. Can cope with a limited number of straightforward follow up questions.		This standard is not directly addressed in this edition of Great Writing 1.
Can give a short, rehearsed, basic presentation on a familiar subject. Can answer straightforward follow up questions if he/she can ask for repetition and if some help with the formulation of his/her reply is possible.		This standard is not directly addressed in this edition of Great Writing 1.
B1		
Can give a prepared presentation on a familiar topic within his/her field, outlining similarities and differences (e.g. between products, countries/regions, plans).		This standard is not directly addressed in this edition of Great Writing 1.
Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. Can take follow up questions, but may have to ask for repetition if the speech was rapid.		This standard is not directly addressed in this edition of Great Writing 1.
Written Production		
OVERALL WRITTEN PRODUCTION		
A2		
Can write a series of simple phrases and sentences linked with simple connectors like 'and,' 'but' and 'because'.	71, 97, 115, 118, 125	16, 23, 28, 29, 30
B1		
Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence.	71, 97, 115, 118, 125	16, 23, 28, 29, 30
CREATIVE WRITING		
A2		

Correlation to the Common European Framework of Reference for Languages; A2-B1

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<p>Can write about everyday aspects of his/her environment e.g. people, places, a job or study experience in linked sentences.</p> <p>Can write very short, basic descriptions of events, past activities and personal experiences.</p> <p>Can tell a simple story (e.g. about events on a holiday or about life in the distant future).</p>	<p>9-10, 16, 42;</p> <p><i>Freewrite:</i> 3, 29, 59, 83, 105, 129, 149, 165</p>	<p>2, 8</p>
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Standards	SE Where Addressed	TN Where Addressed
<p>Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.</p> <p>Can write short, simple imaginary biographies and simple poems about people.</p> <p>Can write 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'. Can write an introduction to a story or continue a story, provided he/she can consult a dictionary and references (e.g. tables of verb tenses in a course book).</p>	<p>24, 56, 80</p>	<p>3, 10, 17</p>
B1		
<p>Can clearly signal chronological sequence in narrative text.</p> <p>Can write a simple review of a film, book or TV programme using a limited range of language.</p>	<p>126</p>	
<p>Can write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest.</p> <p>Can write accounts of experiences, describing feelings and reactions in simple connected text.</p> <p>Can write a description of an event, a recent trip - real or imagined. Can narrate a story.</p>	<p>80, 102, 140</p>	<p>17, 23, 35</p>
WRITTEN REPORTS AND ESSAYS		
A2		
<p>Can write simple texts on familiar subjects of interest, linking sentences with connectors like 'and,' 'because,' or 'then.'</p> <p>Can give his/her impressions and opinions in writing about topics of personal interest (e.g. lifestyles and culture, stories), using basic everyday vocabulary and expressions.</p>	<p>102, 146, 162, 176</p>	<p>23, 36, 41, 45</p>

Correlation to the Common European Framework of Reference for Languages; A2-B1

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B1		
Can write short, simple essays on topics of interest. Can write a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, give and justify his/her opinion. Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.	126, 146, 162, 176	30, 36, 41, 45

Standards	SE Where Addressed	TN Where Addressed
Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions. Can present a topic in a short report or poster, using photographs and short blocks of text.	162	41
Production Strategies		
PLANNING		
A2		
Can recall and rehearse an appropriate set of phrases from his/her repertoire.		This standard is not directly addressed in this edition of Great Writing 1.
B1		
Can rehearse and try out new combinations and expressions, inviting feedback.		This standard is not directly addressed in this edition of Great Writing 1.
Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.		This standard is not directly addressed in this edition of Great Writing 1.
COMPENSATING		
A2		
Can use an inadequate word from his/her repertoire and use gesture to clarify what he/she wants to say.		This standard is not directly addressed in this edition of Great Writing 1.

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Can identify what he/she means by pointing to it (e.g. 'I'd like this, please').		This standard is not directly addressed in this edition of Great Writing 1.
B1		
Can define the features of something concrete for which he/she can't remember the word. Can convey meaning by qualifying a word meaning something similar (e.g. a truck for people = bus).		This standard is not directly addressed in this edition of Great Writing 1.
Can use a simple word meaning something similar to the concept he/she wants to convey and invites 'correction'. Can foreignise a mother tongue word and ask for confirmation.		This standard is not directly addressed in this edition of Great Writing 1.
MONITORING AND REPAIR		
A2		
<i>No descriptors available</i>		

Standards	SE Where Addressed	TN Where Addressed
B1		
Can correct mix-ups with tenses or expressions which lead to misunderstandings provided the interlocutor indicates there is a problem.	22	3
Can ask for confirmation that a form used is correct. Can start again using a different tactic when communication breaks down.		This standard is not directly addressed in this edition of Great Writing 1.
Interaction Activities		
Spoken Interaction		
OVERALL SPOKEN INTERACTION		
A2		

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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.	<i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	<i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44
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 his/her own accord.	<i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	<i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44
B1		
Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music etc.	<i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	<i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44
Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	<i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	<i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44

Standards	SE Where Addressed	TN Where Addressed
UNDERSTANDING AN INTERLOCUTOR		
A2		
Can understand enough to manage simple, routine exchanges without undue effort. Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time.	<i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	<i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44

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<p>Can understand what is said clearly, slowly and directly to him/her in simple everyday conversation; can be made to understand, if the speaker can take the trouble.</p>	<p><i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177</p>	<p><i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44</p>
B1		
<p>Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.</p>	<p><i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177</p>	<p><i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44</p>
CONVERSATION		
A2		
<p>Can establish social contact: greetings and farewells; introductions; giving thanks. Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time. Can participate in short conversations in routine contexts on topics of interest. Can express how he/she feels in simple terms, and express thanks. Can ask for a favour (e.g. to lend something), can offer a favour and can respond if someone asks him/her to do a favour for them.</p>	<p><i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177</p>	<p><i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44</p>
Standards	SE Where Addressed	TN Where Addressed

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<p>Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble.</p> <p>Can use simple everyday polite forms of greeting and address.</p> <p>Can chat in simple language with peers, colleagues or members of a host family, asking questions and understanding the answers relating to most routine matters.</p> <p>Can make and respond to invitations, suggestions and apologies.</p> <p>Can express how he/she is feeling using very basic stock expressions.</p> <p>Can say what he/she likes and dislikes.</p>	<p><i>Discuss:</i> 33, 49;</p> <p><i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177</p>	<p><i>Discuss:</i> 16, 17, 29, 35;</p> <p><i>Partner:</i> 9, 16, 21, 23, 40, 41, 44</p>
B1		
<p>Can start up a conversation and help it to keep going by asking people relatively spontaneous questions about a special experience or event, expressing reactions and opinion on familiar subjects.</p> <p>Can have relatively long conversations on subjects of common interest, provided that the interlocutor makes an effort to support understanding.</p>	<p><i>Discuss:</i> 33, 49;</p> <p><i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177</p>	<p><i>Discuss:</i> 16, 17, 29, 35;</p> <p><i>Partner:</i> 9, 16, 21, 23, 40, 41, 44</p>
<p>Can enter unprepared into conversations on familiar topics.</p> <p>Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.</p> <p>Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.</p> <p>Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.</p>	<p><i>Discuss:</i> 33, 49;</p> <p><i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177</p>	<p><i>Discuss:</i> 16, 17, 29, 35;</p> <p><i>Partner:</i> 9, 16, 21, 23, 40, 41, 44</p>
INFORMAL DISCUSSION (WITH FRIENDS)		
A2		
<p>Can generally identify the topic of discussion around him/her which is conducted slowly and clearly.</p> <p>Can exchange opinions and compare things and people using simple language.</p> <p>Can discuss what to do in the evening, at the weekend.</p> <p>Can make and respond to suggestions.</p> <p>Can agree and disagree with others.</p>	<p><i>Discuss:</i> 33, 49;</p> <p><i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177</p>	<p><i>Discuss:</i> 16, 17, 29, 35;</p> <p><i>Partner:</i> 9, 16, 21, 23, 40, 41, 44</p>

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Standards	SE Where Addressed	TN Where Addressed
<p>Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly.</p> <p>Can discuss what to do, where to go and make arrangements to meet.</p> <p>Can express opinions in a limited way.</p>	<p><i>Discuss:</i> 33, 49;</p> <p><i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177</p>	<p><i>Discuss:</i> 16, 17, 29, 35;</p> <p><i>Partner:</i> 9, 16, 21, 23, 40, 41, 44</p>
B1		
<p>Can follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly.</p> <p>Can express his/her thoughts about abstract or cultural topics such as music, films.</p> <p>Can explain why something is a problem.</p> <p>Can give brief comments on the views of others.</p>	<p><i>Discuss:</i> 33, 49;</p> <p><i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177</p>	<p><i>Discuss:</i> 16, 17, 29, 35;</p> <p><i>Partner:</i> 9, 16, 21, 23, 40, 41, 44</p>
<p>Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc.</p> <p>Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard language.</p> <p>Can give or seek personal views and opinions in discussing topics of interest. Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing).</p> <p>Can express belief, opinion, agreement and disagreement politely.</p>	<p><i>Discuss:</i> 33, 49;</p> <p><i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177</p>	<p><i>Discuss:</i> 16, 17, 29, 35;</p> <p><i>Partner:</i> 9, 16, 21, 23, 40, 41, 44</p>
FORMAL DISCUSSION (MEETINGS)		
A2		
<p>Can generally follow changes of topic in formal discussion related to his/her field which is conducted slowly and clearly.</p> <p>Can exchange relevant information and give his/her opinion on practical problems when asked directly, provided he/she receives some help with formulation and can ask for repetition of key points if necessary.</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49;</p> <p><i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35;</p> <p><i>Partner:</i> 9, 16, 21, 23, 40, 41, 44</p>
<p>Can say what he/she thinks about things when addressed directly in a formal meeting, provided he/she can ask for repetition of key points if necessary.</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49;</p> <p><i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35;</p> <p><i>Partner:</i> 9, 16, 21, 23, 40, 41, 44</p>

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Standards	SE Where Addressed	TN Where Addressed
B1		
Can follow much of what is said that is related to his/her field, provided interlocutors avoid very idiomatic usage and articulate clearly. Can put over a point of view clearly, but has difficulty engaging in debate.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44
Can take part in routine formal discussion of familiar subjects which is conducted in clearly articulated speech in the standard form of the language and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems. Can follow argumentation and discussion on a familiar or predictable topic, provided the points are made in relatively simple language and/or repeated, and opportunity is given for clarification.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44
GOAL-ORIENTED CO-OPERATION (E.G. ASSEMBLING A FURNITURE KIT, DISCUSSING A DOCUMENT, ORGANISING AN EVENT ETC.)		
A2		
Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand. Can discuss what to do next, making and responding to suggestions, asking for and giving directions.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44

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<p>Can indicate when he/she is following and can be made to understand what is necessary, if the speaker takes the trouble.</p> <p>Can communicate in simple and routine tasks using simple phrases to ask for and provide things, to get simple information and to discuss what to do next.</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49;</p> <p><i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35;</p> <p><i>Partner:</i> 9, 16, 21, 23, 40, 41, 44</p>
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Standards	SE Where Addressed	TN Where Addressed
B1		
<p>Can follow what is said, though he/she may occasionally have to ask for repetition or clarification if the other people's talk is rapid or extended.</p> <p>Can explain why something is a problem, discuss what to do next, compare and contrast alternatives.</p> <p>Can give brief comments on the views of others.</p>	<p><i>Discuss:</i> 33, 49;</p> <p><i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177</p>	<p><i>Discuss:</i> 16, 17, 29, 35;</p> <p><i>Partner:</i> 9, 16, 21, 23, 40, 41, 44</p>
<p>Can generally follow what is said and, when necessary, can repeat back part of what someone has said to confirm mutual understanding.</p> <p>Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.</p> <p>Can invite others to give their views on how to proceed.</p>	<p><i>Discuss:</i> 33, 49;</p> <p><i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177</p>	<p><i>Discuss:</i> 16, 17, 29, 35;</p> <p><i>Partner:</i> 9, 16, 21, 23, 40, 41, 44</p>
OBTAINING GOODS AND SERVICES		
A2		
<p>Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping.</p> <p>Can interact in predictable everyday situations (e.g. a post office, a station, a shop), using a wide range of simple words and expressions.</p> <p>Can get all the information needed from a tourist office, as long as it is of a straightforward, non-specialised nature.</p>		<p>This standard is not directly addressed in this edition of Great Writing 1.</p>

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<p>Can ask for and provide everyday goods and services. Can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets. Can ask about things and make simple transactions in shops, post offices or banks. Can give and receive information about quantities, numbers, prices etc. Can make simple purchases by stating what is wanted and asking the price. Can order a meal. Can say when something is wrong, e.g. 'The food is cold' or 'There is no light in my room.' Can ask (face-to-face) for a medical appointment and understand the reply. Can indicate the nature of a problem to a health professional, perhaps using gestures and body language.</p>		<p>This standard is not directly addressed in this edition of Great Writing 1.</p>
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Standards	SE Where Addressed	TN Where Addressed
B1		
<p>Can deal with most transactions likely to arise whilst travelling, arranging travel or accommodation, or dealing with authorities during a foreign visit. Can ask in a shop for an explanation of the difference between two or more products serving the same purpose, in order to make a decision, posing follow up questions as necessary. Can cope with less routine situations in shops, post office, bank, e.g. returning an unsatisfactory purchase. Can make a complaint. Can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling, e.g. asking passenger where to get off for unfamiliar destination.</p>		<p>This standard is not directly addressed in this edition of Great Writing 1.</p>
INFORMATION EXCHANGE		
A2		

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<p>Can understand enough to manage simple, routine exchanges without undue effort. Can deal with practical everyday demands: finding out and passing on straightforward factual information. Can ask and answer questions about habits and routines. Can ask and answer questions about pastimes and past activities. Can ask and answer questions about plans and intentions. Can give and follow simple directions and instructions e.g. explain how to get somewhere.</p>	<p><i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177</p>	<p><i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44</p>
<p>Can communicate in simple and routine tasks requiring a simple and direct exchange of information. Can exchange limited information on familiar and routine operational matters. Can ask and answer questions about what they do at work and in free time. Can ask for and give directions referring to a map or plan. Can ask for and provide personal information. Can ask and answer simple questions about an event, e.g. ask where and when it took place, who was there and what it was like.</p>	<p><i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177</p>	<p><i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44</p>

Standards	SE Where Addressed	TN Where Addressed
B1		
<p>Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence. Can summarise and give his or her opinion about a short story, article, talk, discussion interview, or documentary and answer further questions of detail.</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44</p>

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<p>Can find out and pass on straightforward factual information. Can ask for and follow detailed directions. Can obtain more detailed information. Can offer advice on simple matters within his/her field of experience.</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44</p>
INTERVIEWING AND BEING INTERVIEWED		
A2		
<p>Can make him/herself understood in an interview and communicate ideas and information on familiar topics, provided he/she can ask for clarification occasionally, and is given some help to express what he/she wants to. Can describe to a doctor very basic symptoms and ailments such as cold and flu.</p>		<p>This standard is not directly addressed in this edition of Great Writing 1.</p>
<p>Can answer simple questions and respond to simple statements in an interview. Can indicate in simple language the nature of a problem to a health professional, perhaps using gestures and body language.</p>		<p>This standard is not directly addressed in this edition of Great Writing 1.</p>
B1		
<p>Can provide concrete information required in an interview/consultation (e.g. describe symptoms to a doctor) but does so with limited precision. Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended.</p>		<p>This standard is not directly addressed in this edition of Great Writing 1.</p>

Standards	SE Where Addressed	TN Where Addressed
<p>Can take some initiatives in an interview/consultation (e.g. to bring up a new subject) but is very dependent on interviewer in the interaction. Can describe symptoms in a simple way and ask for advice when using health services; can understand the answer, provided this is given clearly in everyday language. Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.</p>		<p>This standard is not directly addressed in this edition of Great Writing 1.</p>
USING TELECOMMUNICATIONS		

Correlation to the Common European Framework of Reference for Languages; A2-B1

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A2		
Can use telecommunications with his/her friends to exchange simple news, make plans, and arrange to meet.		This standard is not directly addressed in this edition of Great Writing 1.
Can, given repetition and clarifications, participate in a short, simple phone conversation with a known person on a predictable topic, e.g. arrival times, arrangements to meet. Can understand a simple phone message (e.g. 'My flight is late. I will arrive at ten o'clock. '), confirm details of the message and pass it on by phone to other people concerned.		This standard is not directly addressed in this edition of Great Writing 1.
B1		
Can use telecommunications for everyday personal or professional purposes, provided he/she can ask for clarification from time to time. Can give important details over the phone concerning an unexpected incident (e.g. a problem in a hotel, with travel arrangements, with a hire car).		This standard is not directly addressed in this edition of Great Writing 1.
Can use telecommunications to have relatively simple but extended conversations with people he/she knows personally. Can use telecommunications for routine messages (e.g. arrangements for a meeting) and to obtain basic services (e.g. book a hotel room or make a medical appointment).		This standard is not directly addressed in this edition of Great Writing 1.
Written Interaction		
OVERALL WRITTEN INTERACTION		
A2		
Can write short, simple formulaic notes relating to matters in areas of immediate need.	<i>Tip: 27</i>	<i>Test Prep Tip: 27</i>

Standards	SE Where Addressed	TN Where Addressed
B1		
Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.	24, 56, 80, 102, 126, 140, 142, 146, 162, 176	3, 10, 17, 23, 35, 36, 41, 45

Correlation to the Common European Framework of Reference for Languages; A2-B1

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Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.		This standard is not directly addressed in this edition of Great Writing 1.
CORRESPONDENCE		
A2		
Can exchange information by text message, e-mail or in short letters, responding to questions the other person had (e.g. about a new product or activity).		This standard is not directly addressed in this edition of Great Writing 1.
Can convey personal information of a routine nature, for example in a short email or letter introducing him/herself. Can write very simple personal letters expressing thanks and apology. Can write short, simple notes, emails and text messages (e.g. to send or reply to an invitation, to confirm or change an arrangement). Can write a short text in a greetings card (e.g. for someone’s birthday or to wish them a Happy New Year).		This standard is not directly addressed in this edition of Great Writing 1.
B1		
Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, films. Can write letters expressing different opinions and giving detailed accounts of personal feelings and experiences. Can reply to an advertisement in writing and ask for further information on items which interest him/her. Can write basic formal emails/letters, for example to make a complaint and request action.		This standard is not directly addressed in this edition of Great Writing 1.
Can write personal letters describing experiences, feelings and events in some detail. Can write basic emails/letters of a factual nature, for example to request information or to ask for and give confirmation. Can write a basic letter of application with limited supporting details.		This standard is not directly addressed in this edition of Great Writing 1.

Standards	SE Where Addressed	TN Where Addressed
NOTES, MESSAGES & FORMS		
A2		

Correlation to the Common European Framework of Reference for Languages; A2-B1

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Can take a short, simple message provided he/she can ask for repetition and reformulation.		This standard is not directly addressed in this edition of Great Writing 1.
Can write short, simple notes and messages relating to matters in areas of immediate need. Can fill in personal and other details on most everyday forms, e.g. to request a visa or visa waiver, to open a bank account, to send a letter recorded delivery, etc.		This standard is not directly addressed in this edition of Great Writing 1.
B1		
Can take routine messages that are likely to occur in a personal, professional or academic context. Can take messages communicating enquiries, explaining problems.		This standard is not directly addressed in this edition of Great Writing 1.
Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important. Can take messages over the phone containing several points, provided that the caller dictates these clearly and sympathetically.		This standard is not directly addressed in this edition of Great Writing 1.
Online Interaction		
ONLINE CONVERSATION AND DISCUSSION		
A2		
Can introduce him/herself and manage simple exchanges online, asking and answering questions and exchanging ideas on predictable everyday topics, provided enough time is allowed to formulate responses, and that he/she interacts with one interlocutor at a time. Can make short descriptive online postings about everyday matters, social activities and feelings, with simple key details. Can comment on other people's online postings, provided that they are written in simple language, reacting to embedded media by expressing feelings of surprise, interest and indifference in a simple way.		This standard is not directly addressed in this edition of Great Writing 1.

Standards	SE Where Addressed	TN Where Addressed
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Correlation to the Common European Framework of Reference for Languages; A2-B1

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<p>Can engage in basic social communication online (e.g. writing a simple message on a virtual card for a special occasion, sharing news and making/confirming arrangements to meet). Can make brief positive or negative comments online about embedded links and media using a repertoire of basic language, though he/she will generally have to refer to an online translation tool and other resources.</p>		<p>This standard is not directly addressed in this edition of Great Writing 1.</p>
B1		
<p>Can engage in real-time online exchanges with more than one participant, recognising the communicative intentions of each contributor, but may not understand details or implications without further explanation. Can post online accounts of social events, experiences and activities referring to embedded links and media and sharing personal feelings.</p>		<p>This standard is not directly addressed in this edition of Great Writing 1.</p>
<p>Can post a comprehensible contribution in an online discussion on a familiar topic of interest, provided that he/she can prepare the text beforehand and use online tools to fill gaps in language and check accuracy. Can make personal online postings about experiences, feelings and events and respond individually to the comments of others in some detail, though lexical limitations sometimes cause repetition and inappropriate formulation.</p>		<p>This standard is not directly addressed in this edition of Great Writing 1.</p>
GOAL-ORIENTED ONLINE TRANSACTIONS AND COLLABORATION		
A2		
<p>Can use formulaic language to respond to routine problems arising in online transactions (e.g. concerning availability of models and special offers, delivery dates, addresses, etc.). Can interact online with a supportive partner in a simple collaborative task, responding to basic instructions and seeking clarification, provided there are some visual aids such as images, statistics, or graphs to clarify the concepts involved.</p>		<p>This standard is not directly addressed in this edition of Great Writing 1.</p>
<p>Can make simple online transactions (such as ordering goods or enrolling on a course) by filling in an online form or questionnaire, providing personal details and confirming acceptance of terms and conditions, declining extra services, etc. Can ask basic questions about the availability of a product or feature. Can respond to simple instructions and ask simple questions in order to accomplish a shared task online with the help of a supportive interlocutor.</p>		<p>This standard is not directly addressed in this edition of Great Writing 1.</p>

Correlation to the Common European Framework of Reference for Languages; A2-B1

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Standards	SE Where Addressed	TN Where Addressed
B1		
<p>Can engage in online transactions that require an extended exchange of information, provided the interlocutor(s) avoid complex language and are willing to repeat and reformulate when necessary.</p> <p>Can interact online with a group that is working on a project, following straightforward instructions, seeking clarification and helping to accomplish the shared tasks.</p>		This standard is not directly addressed in this edition of Great Writing 1.
<p>Can engage in online collaborative or transactional exchanges that require simple clarification or explanation of relevant details, such as registering for a course, tour, event or applying for membership.</p> <p>Can interact online with a partner or small group working on a project, provided there are visual aids such as images, statistics and graphs to clarify more complex concepts.</p> <p>Can respond to instructions and ask questions or request clarifications in order to accomplish a shared task online.</p>		This standard is not directly addressed in this edition of Great Writing 1.
Interaction Strategies		
TAKING THE FLOOR (TURNTAKING)		
A2		
<p>Can use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain and close simple, face-to-face conversation.</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49;</p> <p><i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35;</p> <p><i>Partner:</i> 9, 16, 21, 23, 40, 41, 44</p>
<p>Can ask for attention.</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49;</p> <p><i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35;</p> <p><i>Partner:</i> 9, 16, 21, 23, 40, 41, 44</p>

Correlation to the Common European Framework of Reference for Languages; A2-B1

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Standards	SE Where Addressed	TN Where Addressed
B1		
Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44
Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44
COOPERATING Note: This scale is developed further in the scales for <i>Facilitating collaborative interaction with peers and Collaborating to construct meaning.</i>		
A2		
Can indicate when he/she is following.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44
B1		

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Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going. Can summarise the point reached in a discussion and so help focus the talk.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44
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Standards	SE Where Addressed	TN Where Addressed
Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course. Can invite others into the discussion.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44
ASKING FOR CLARIFICATION		
A2		
Can ask very simply for repetition when he/she does not understand. Can ask for clarification about key words or phrases not understood using stock phrases.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44
Can say he/she didn't follow. Can signal non-understanding and ask for a word to be spelt out.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44
B1		

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Can ask for further details and clarifications from other group members in order to move a discussion forward.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44
Can ask someone to clarify or elaborate what he or she has just said.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44

Standards	SE Where Addressed	TN Where Addressed
Mediation Activities		
OVERALL MEDIATION		
A2		
Can play a supportive role in interaction, provided that other participants speak slowly and that one or more of them helps him/her to contribute and to express his/her suggestions. Can convey relevant information contained in clearly structured, short, simple, informational texts, provided that the texts concern concrete, familiar subjects and are formulated in simple everyday language.	<i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	<i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44
Can use simple words to ask someone to explain something. Can recognise when difficulties occur and indicate in simple language the apparent nature of a problem. Can convey the main point(s) involved in short, simple conversations or texts on everyday subjects of immediate interest provided these are expressed clearly in simple language.	<i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	<i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44
B1		

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<p>Can collaborate with people from other backgrounds, showing interest and empathy by asking and answering simple questions, formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches. Can convey the main points made in long texts expressed in uncomplicated language on topics of personal interest, provided that he/she can check the meaning of certain expressions.</p>	<p><i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177</p>	<p><i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44</p>
<p>Can introduce people from different backgrounds, showing awareness that some questions may be perceived differently, and invite other people to contribute their expertise and experience, their views. Can convey information given in clear, well-structured informational texts on subjects that are familiar or of personal or current interest, although his/her lexical limitations cause difficulty with formulation at times.</p>	<p><i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177</p>	<p><i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44</p>
RELAYING SPECIFIC INFORMATION IN SPEECH		
A2		
<p>Can relay (in Language B) the point made in a clear, spoken announcement (made in Language A) concerning familiar everyday subjects, though he/she may have to simplify the message and search for words. Can relay (in Language B) specific, relevant information contained in short, simple texts, labels and notices (written in Language A) on familiar subjects.</p>		<p>This standard is not directly addressed in this edition of Great Writing 1.</p>

Standards	SE Where Addressed	TN Where Addressed
<p>Can relay (in Language B) the point made in short, clear, simple messages, instructions and announcements, provided these are expressed slowly and clearly in simple language (in Language A). Can relay (in Language B) in a simple way a series of short, simple instructions provided the original speech (in Language A) is clearly and slowly articulated.</p>		<p>This standard is not directly addressed in this edition of Great Writing 1.</p>
B1		

Correlation to the Common European Framework of Reference for Languages; A2-B1

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<p>Can relay (in Language B) the content of public announcements and messages spoken in clear, standard (Language A) at normal speed.</p> <p>Can relay (in Language B) the contents of detailed instructions or directions, provided these are clearly articulated (in Language A).</p> <p>Can relay (in Language B) specific information given in straightforward informational texts (such as leaflets, brochure entries, notices and letters or emails) (written in Language A).</p>		<p>This standard is not directly addressed in this edition of Great Writing 1.</p>
RELAYING SPECIFIC INFORMATION IN WRITING		
A2		
<p>Can relay in writing (in Language B) specific information contained in short simple informational texts (written in Language A), provided the texts concern concrete, familiar subjects and are written in simple everyday language.</p>	<p>The opportunity to address this standard exists. For example, see: Paragraphs for reading are found throughout text, for examples see: 13, 30, 154, 155, 168</p>	<p>The opportunity to address this standard exists. For example, see: 2, 7, 40, 44</p>
<p>Can list (in Language B) the main points of short, clear, simple messages and announcements (given in Language A) provided that speech is clearly and slowly articulated.</p> <p>Can list (in Language B) specific information contained in simple texts (written in Language A) on everyday subjects of immediate interest or need.</p>	<p>The opportunity to address this standard exists. For example, see: Paragraphs for reading are found throughout text, for examples see: 13, 30, 154, 155, 168</p>	<p>The opportunity to address this standard exists. For example, see: 2, 7, 40, 44</p>

Standards	SE Where Addressed	TN Where Addressed
B1		

Correlation to the Common European Framework of Reference for Languages; A2-B1

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<p>Can relay in writing (in Language B) specific information points contained in texts (spoken in Language A) on familiar subjects (e.g. telephone calls, announcements, and instructions).</p> <p>Can relay in writing (in Language B) specific, relevant information contained in straightforward informational texts (written in Language A) on familiar subjects.</p> <p>Can relay in writing (in Language B) specific information given in a straightforward recorded message (left in Language A), provided that the topics concerned are familiar and the delivery is slow and clear.</p>	<p>The opportunity to address this standard exists. For example, see: Paragraphs for reading are found throughout text, for examples see: 13, 30, 154, 155, 168</p>	<p>The opportunity to address this standard exists. For example, see: 2, 7, 40, 44</p>
EXPLAINING DATA IN SPEECH (E.G. IN GRAPHS, DIAGRAMS, CHARTS ETC.)		
A2		
<i>No descriptors available</i>		
<p>Can interpret and describe (in Language B) simple visuals on familiar topics (e.g. a weather map, a basic flow chart) (with text in Language A), even though pauses, false starts and reformulation may be very evident in speech.</p>		<p>This standard is not directly addressed in this edition of Great Writing 1.</p>
B1		
<p>Can interpret and describe (in Language B) detailed information in diagrams in his/her fields of interest (with text in Language A), even though lexical gaps may cause hesitation or imprecise formulation.</p>		<p>This standard is not directly addressed in this edition of Great Writing 1.</p>
<p>Can interpret and describe (in Language B) overall trends shown in simple diagrams (e.g. graphs, bar charts) (with text in Language A), even though lexical limitations cause difficulty with formulation at times.</p>		<p>This standard is not directly addressed in this edition of Great Writing 1.</p>
EXPLAINING DATA IN WRITING (E.G. IN GRAPHS, DIAGRAMS, CHARTS ETC.)		
A2		
<i>No descriptors available</i>		
B1		
<p>Can interpret and present in writing (in Language B) the overall trends shown in simple diagrams (e.g. graphs, bar charts) (with text in Language A), explaining the important points in more detail, given the help of a dictionary or other reference materials.</p>		<p>This standard is not directly addressed in this edition of Great Writing 1.</p>
<p>Can describe in simple sentences (in Language B) the main facts shown in visuals on familiar topics (e.g. a weather map, a basic flow chart) (with text in Language A).</p>		<p>This standard is not directly addressed in this edition of Great Writing 1.</p>

Standards	SE Where Addressed	TN Where Addressed
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Correlation to the Common European Framework of Reference for Languages; A2-B1

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PROCESSING TEXT IN SPEECH		
A2		
<p>Can report (in Language B) the main points made in simple TV or radio news items (in Language A) reporting events, sports, accidents, etc., provided that the topics concerned are familiar and the delivery is slow and clear.</p> <p>Can report in simple sentences (in Language B) the information contained in clearly structured, short, simple texts (written in Language A) that have illustrations or tables.</p> <p>Can summarise (in Language B) the main point(s) in simple, short informational texts (in Language A) on familiar topics.</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49;</p> <p><i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35 <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44</p>
<p>Can convey (in Language B) the main point(s) contained in clearly structured, short, simple spoken and written texts (in Language A), supplementing his/her limited repertoire with other means (e.g. gestures, drawings, words from other languages) in order to do so.</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49;</p> <p><i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35 <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44</p>
B1		
<p>Can summarise (in Language B) the main points made in long spoken texts (in Language A) on topics in his/her fields of interest, provided that standard language is used and that he/she can check the meaning of certain expressions. Can summarise (in Language B) a short narrative or article, a talk, discussion, interview or documentary (in Language A) and answer further questions about details.</p> <p>Can collate short pieces of information from several sources (in Language A) and summarise them (in Language B) for somebody else.</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49;</p> <p><i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35 <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44</p>

Correlation to the Common European Framework of Reference for Languages; A2-B1

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Standards	SE Where Addressed	TN Where Addressed
<p>Can summarise (in Language B) the main points made in clear, well-structured spoken and written texts (in Language A) on subjects that are familiar or of personal interest, although his/her lexical limitations cause difficulty with formulation at times.</p> <p>Can summarise simply (in Language B) the main information content of straightforward texts (in Language A) on familiar subjects (e.g. a short written interview or magazine article, a travel brochure).</p> <p>Can summarise (in Language B) the main points made during a conversation (in Language A) on a subject of personal or current interest, provided that the speakers articulated clearly in standard language.</p> <p>Can summarise (in Language B) the main points made in long texts (delivered orally in Language A) on topics in his/her fields of interest, provided that standard language is used and that he/she can listen several times.</p> <p>Can summarise (in Language B) the main points or events in TV programmes and video clips (in Language A), provided he/she can view them several times.</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss</i>: 33, 49; <i>Partner</i>: 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss</i>: 16, 17, 29, 35 <i>Partner</i>: 9, 16, 21, 23, 40, 41, 44</p>
PROCESSING TEXT IN WRITING		
A2		
<p>Can list as a series of bullet points (in Language B) the relevant information contained in short simple texts (in Language A), provided that the texts concern concrete, familiar subjects and are written in simple everyday language.</p> <p>Can pick out and reproduce key words and phrases or short sentences from a short text within the learner’s limited competence and experience.</p>	<p>The opportunity to address this standard exists. For example, see: 13, 30, 154, 155, 168</p>	<p>The opportunity to address this standard exists. For example, see: 2, 7, 40, 44</p>
<p>Can use simple language to render in (Language B) very short texts written in (Language A) on familiar and everyday themes that contain the highest frequency vocabulary; despite errors, the text remains comprehensible.</p> <p>Can copy out short texts in printed or clearly hand-written format.</p>	<p><i>Copy</i>: 56, 136</p>	<p><i>Copy</i>: 10, 35</p>
B1		
<p>Can summarise in writing (in Language B) the information and arguments contained in texts (in Language A) on subjects of general or personal interest.</p>		<p>This standard is not directly addressed in this edition of Great Writing 1.</p>
<p>Can summarise in writing (in Language B) the main points made in straightforward informational spoken and written texts (in Language A) on subjects that are of personal or current interest, provided spoken texts are delivered in clearly articulated standard speech.</p> <p>Can paraphrase short written passages in a simple fashion, using the original text wording and ordering.</p>	<p>The opportunity to address this standard exists. For example, see: Paragraphs for reading are found throughout text, for examples see: 13, 30, 154, 155, 168</p>	<p>The opportunity to address this standard exists. For example, see: 2, 7, 40, 44</p>

Correlation to the Common European Framework of Reference for Languages; A2-B1

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Standards	SE Where Addressed	TN Where Addressed
TRANSLATING A WRITTEN TEXT IN SPEECH		
A2		
Can provide an approximate spoken translation into (Language B) of short, simple everyday texts (e.g. brochure entries, notices, instructions, letters or emails) written in (Language A).	The opportunity to address this standard exists. For example, see: 8, 34, 64, 86, 107, 132, 153, 168	The opportunity to address this standard exists. For example, see: 2, 7, 35, 40, 41
Can provide a simple, rough, spoken translation into (Language B) of short, simple texts (e.g. notices on familiar subjects) written in (Language A), capturing the most essential point. Can provide a simple, rough spoken translation into (Language B) of routine information on familiar everyday subjects that is written in simple sentences in (Language A) (e.g. personal news, short narratives, directions, notices or instructions).	The opportunity to address this standard exists. For example, see: 8, 34, 64, 86, 107, 132, 153, 168	The opportunity to address this standard exists. For example, see: 2, 7, 35, 40, 41
B1		
Can provide spoken translation into (Language B) of texts written in (Language A) containing information and arguments on subjects within his/her fields of professional, academic and personal interest, provided that they are written in uncomplicated, standard language.	The opportunity to address this standard exists. For example, see: 8, 34, 64, 86, 107, 132, 153, 168	The opportunity to address this standard exists. For example, see: 2, 7, 35, 40, 41
Can provide an approximate spoken translation into (Language B) of clear, wellstructured informational texts written in (Language A) on subjects that are familiar or of personal interest, although his/her lexical limitations cause difficulty with formulation at times.	The opportunity to address this standard exists. For example, see: 8, 34, 64, 86, 107, 132, 153, 168	The opportunity to address this standard exists. For example, see: 2, 7, 35, 40, 41
TRANSLATING A WRITTEN TEXT IN WRITING		
A2		
Can use simple language to provide an approximate translation from (Language A) into (Language B) of very short texts on familiar and everyday themes that contain the highest frequency vocabulary; despite errors, the translation remains comprehensible.	The opportunity to address this standard exists. For example, see: 8, 34, 64, 86, 107, 132, 153, 168	The opportunity to address this standard exists. For example, see: 2, 7, 35, 40, 41
B1		

Correlation to the Common European Framework of Reference for Languages; A2-B1

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Can produce approximate translations from (Language A) into (Language B) of straightforward, factual texts that are written in uncomplicated, standard language, closely following the structure of the original; although linguistic errors may occur, the translation remains comprehensible.	The opportunity to address this standard exists. For example, see: 8, 34, 64, 86, 107, 132, 153, 168	The opportunity to address this standard exists. For example, see: 2, 7, 35, 40, 41
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Standards	SE Where Addressed	TN Where Addressed
Can produce approximate translations from (Language A) into (Language B) of information contained in short, factual texts written in uncomplicated, standard language; despite errors, the translation remains comprehensible.	The opportunity to address this standard exists. For example, see: 8, 34, 64, 86, 107, 132, 153, 168	The opportunity to address this standard exists. For example, see: 2, 7, 35, 40, 41
NOTE-TAKING (LECTURES, SEMINARS, MEETINGS ETC.)		
A2		
Can make simple notes at a presentation/demonstration where the subject matter is familiar and predictable and the presenter allows for clarification and note-taking.		This standard is not directly addressed in this edition of Great Writing 1.
B1		
Can take notes during a lecture, which are precise enough for his/her own use at a later date, provided the topic is within his/her field of interest and the talk is clear and well structured.		This standard is not directly addressed in this edition of Great Writing 1.
Can take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the talk is both formulated in simple language and delivered in clearly articulated standard speech. Can note down routine instructions in a meeting on a familiar subject, provided they are formulated in simple language and he/she is given sufficient time to do so.		This standard is not directly addressed in this edition of Great Writing 1.
EXPRESSING A PERSONAL RESPONSE TO CREATIVE TEXTS (INCLUDING LITERATURE)		
A2		

Correlation to the Common European Framework of Reference for Languages; A2-B1

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<p>Can express his/her reactions to a work, reporting his/her feelings and ideas in simple language.</p> <p>Can describe a character’s feelings and explain the reasons for them. Can say in simple language which aspects of a work especially interested him/her.</p> <p>Can say whether he/she liked a work or not and explain why in simple language.</p> <p>Can select simple passages he/she particularly likes from work of literature to use as quotes.</p>		<p>This standard is not directly addressed in this edition of Great Writing 1.</p>
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Standards	SE Where Addressed	TN Where Addressed
B1		
<p>Can explain why certain parts or aspects of a work especially interested him/her.</p> <p>Can explain in some detail which character he/she most identified with and why.</p> <p>Can relate events in a story, film or play to similar events he/she has experienced or heard about.</p> <p>Can relate the emotions experienced by a character in a work to emotions he/she has experienced.</p> <p>Can describe the emotions he/she experienced at a certain point in a story, e.g. the point(s) in a story when he/she became anxious for a character, and explain why.</p> <p>Can explain briefly the feelings and opinions that a work provoked in him/her.</p> <p>Can describe the personality of a character.</p>	<p><i>Tip: 163</i></p>	<p>41</p>
ANALYSIS AND CRITICISM OF CREATIVE TEXTS (INCLUDING LITERATURE)		
A2		
<p>Can identify and briefly describe, in basic formulaic language, the key themes and characters in short, simple narratives involving familiar situations that are written in high frequency everyday language.</p>		<p>This standard is not directly addressed in this edition of Great Writing 1.</p>

Correlation to the Common European Framework of Reference for Languages; A2-B1

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B1		
Can point out the most important episodes and events in a clearly structured narrative in everyday language and explain the significance of events and the connection between them. Can describe the key themes and characters in short narratives involving familiar situations that are written in high frequency everyday language.		This standard is not directly addressed in this edition of Great Writing 1.

Standards	SE Where Addressed	TN Where Addressed
Mediating Concepts		
COLLABORATING IN A GROUP		
FACILITATING COLLABORATIVE INTERACTION WITH PEERS		
A2		
Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.	<i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	<i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44
Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided he/she can ask for repetition or reformulation from time to time.	<i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	<i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44
B1		
Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches. Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions. Can define the task in basic terms in a discussion and ask others to contribute their expertise and experience.	<i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	<i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44

Correlation to the Common European Framework of Reference for Languages; A2-B1

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Can invite other people in a group to speak.	<i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	<i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44
COLLABORATING TO CONSTRUCT MEANING		
A2		
Can ensure that the person he/she is talking to understands what he/she means by asking appropriate questions.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44

Standards	SE Where Addressed	TN Where Addressed
Can make simple remarks and pose occasional questions to indicate that he/she is following. Can make suggestions in a simple way in order to move the discussion forward.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44
B1		
Can organise the work in a straightforward collaborative task by stating the aim and explaining in a simple manner the main issue that needs to be resolved. Can use questions, comments and simple reformulations to maintain the focus of a discussion.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44

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Can ask a group member to give the reason(s) for their views. Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44
LEADING GROUP WORK		
MANAGING INTERACTION		
A2		
Can give very simple instructions to a cooperative group who help with formulation when necessary.		This standard is not directly addressed in this edition of Great Writing 1.
B1		
Can allocate the turn in a discussion, inviting a participant to say something.		This standard is not directly addressed in this edition of Great Writing 1.
Can give simple, clear instructions to organise an activity.		This standard is not directly addressed in this edition of Great Writing 1.

Standards	SE Where Addressed	TN Where Addressed
ENCOURAGING CONCEPTUAL TALK		
A2		
Can ask what somebody thinks of a certain idea.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44
B1		

Correlation to the Common European Framework of Reference for Languages; A2-B1

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Can ask people to elaborate on specific points they made in their initial explanation. Can ask appropriate questions to check understanding of concepts that have been explained. Can ask questions to invite people to clarify their reasoning.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44
Can ask why someone thinks something, or how they think something would work.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44
Mediating Communication		
FACILITATING PLURICULTURAL SPACE		
A2		
Can contribute to an intercultural exchange, using simple words to ask people to explain things and to get clarification of what they say, whilst exploiting his/her limited repertoire to express agreement, to invite, to thank etc.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44

Standards	SE Where Addressed	TN Where Addressed
B1		
Can support communication across cultures by initiating conversation, showing interest and empathy by asking and answering simple questions, and expressing agreement and understanding. Can act in a supportive manner in intercultural encounters, recognising the feelings and different world views of other members of the group.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44

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<p>Can support an intercultural exchange using a limited repertoire to introduce people from different cultural backgrounds and to ask and answer questions, showing awareness that some questions may be perceived differently in the cultures concerned. Can help to develop a shared communication culture, by exchanging information in a simple way about values and attitudes to language and culture.</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44</p>
<p>ACTING AS INTERMEDIARY IN INFORMAL SITUATIONS (WITH FRIENDS AND COLLEAGUES)</p>		
<p>A2</p>		
<p>Can communicate in (Language B) the overall sense of what is said in (Language A) in everyday situations, following basic cultural conventions and conveying the essential information, provided that the speakers articulate clearly in standard language and that he/she can ask for repetition and clarification.</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44</p>
<p>Can communicate in (Language B) the main point of what is said in (Language A) in predictable, everyday situations, conveying back and forth information about personal wants and needs, provided that the speakers help with formulation.</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44</p>

Standards	SE Where Addressed	TN Where Addressed
<p>B1</p>		
<p>Can communicate in (Language B) the main sense of what is said in (Language A) on subjects within his/her fields of interest, conveying straightforward factual information and explicit cultural references, provided that he/she can prepare beforehand and that the speakers articulate clearly in everyday language.</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44</p>

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Can communicate in (Language B) the main sense of what is said in (Language A) on subjects of personal interest, whilst following important politeness conventions, provided that the speakers articulate clearly in standard language and that he/she can ask for clarification and pause to plan how to express things.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44
FACILITATING COMMUNICATION IN DELICATE SITUATIONS AND DISAGREEMENTS		
A2		
Can recognise when speakers disagree or when difficulties occur in interaction and adapt memorised simple phrases to seek compromise and agreement.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44
B1		
Can ask parties in a disagreement to explain their point of view, and can respond briefly to their explanations, provided the topic is familiar to him/her and the parties speak clearly.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44
Can demonstrate his/her understanding of the key issues in a disagreement on a topic familiar to him/her and make simple requests for confirmation and/or clarification.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44

Standards	SE Where Addressed	TN Where Addressed
Mediation Strategies		
STRATEGIES TO EXPLAIN A NEW CONCEPT		
LINKING TO PREVIOUS KNOWLEDGE		
A2		
<i>No descriptors available</i>		

Correlation to the Common European Framework of Reference for Languages; A2-B1

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B1		
Can explain how something works by providing examples which draw upon people’s everyday experiences.		This standard is not directly addressed in this edition of Great Writing 1.
Can show how new information is related to what people are familiar with by asking simple questions.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44
ADAPTING LANGUAGE		
A2		
Can repeat the main point of a simple message on an everyday subject, using different words to help someone else understand it.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44
B1		
Can paraphrase more simply the main points made in short, straightforward spoken or written texts on familiar subjects (e.g. short magazine articles, interviews) to make the contents accessible for others.	The opportunity to address this standard exists. For example, see: 13, 30, 154, 155, 168	The opportunity to address this standard exists. For example, see: 2, 7, 40, 44
Can paraphrase short written passages in a simple fashion, using the original order of the text.	The opportunity to address this standard exists. For example, see: 13, 30, 154, 155, 168	The opportunity to address this standard exists. For example, see: 2, 7, 40, 44
BREAKING DOWN COMPLICATED INFORMATION		
A2		
<i>No descriptors available</i>		

Standards	SE Where Addressed	TN Where Addressed
B1		
Can make a short instructional or informational text easier to understand by presenting it as a list of separate points.		This standard is not directly addressed in this edition of Great Writing 1.

Correlation to the Common European Framework of Reference for Languages; A2-B1

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Can make a set of instructions easier to understand by saying them slowly, a few words at a time, employing verbal and non-verbal emphasis to facilitate understanding.		This standard is not directly addressed in this edition of Great Writing 1.
STRATEGIES TO SIMPLIFY A TEXT		
AMPLIFYING A DENSE TEXT		
A2		
<i>No descriptors available</i>		
B1		
Can make an aspect of an everyday topic clearer and more explicit by conveying the main information in another way.		This standard is not directly addressed in this edition of Great Writing 1.
Can make an aspect of an everyday topic clearer by providing simple examples.		This standard is not directly addressed in this edition of Great Writing 1.
STREAMLINING A TEXT		
A2		
Can identify and mark (e.g. underline, highlight etc.) the key sentences in a short, everyday text.		This standard is not directly addressed in this edition of Great Writing 1.
B1		
Can identify and mark (e.g. underline, highlight etc.) the essential information in a straightforward, informational text, in order to pass this information on to someone else.		This standard is not directly addressed in this edition of Great Writing 1.
Communicative Language Competence		
General Linguistic Range		
GENERAL LINGUISTIC RANGE		
A2		
Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.	<i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	<i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44

Standards	SE Where Addressed	TN Where Addressed
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Correlation to the Common European Framework of Reference for Languages; A2-B1

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<p>Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information.</p> <p>Can use basic sentence patterns and communicate with memorised phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc.</p> <p>Has a limited repertoire of short memorised phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in nonroutine situations.</p>	<p><i>Discuss:</i> 33, 49;</p> <p><i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177</p>	<p><i>Discuss:</i> 16, 17, 29, 35;</p> <p><i>Partner:</i> 9, 16, 21, 23, 40, 41, 44</p>
B1		
<p>Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films.</p>	<p><i>Discuss:</i> 33, 49;</p> <p><i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177</p>	<p><i>Discuss:</i> 16, 17, 29, 35;</p> <p><i>Partner:</i> 9, 16, 21, 23, 40, 41, 44</p>
<p>Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.</p>	<p><i>Discuss:</i> 33, 49;</p> <p><i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177</p>	<p><i>Discuss:</i> 16, 17, 29, 35;</p> <p><i>Partner:</i> 9, 16, 21, 23, 40, 41, 44</p>
VOCABULARY RANGE		
A2		
<p>Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.</p>	<p><i>Building Better Vocabulary:</i> 19-21, 5254, 76-78, 98-100, 122-124, 142-144, 158-160, 173-175</p>	<p><i>Building Better Vocabulary:</i> 3, 9, 16, 23, 30, 35, 41, 45</p>
<p>Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.</p>	<p><i>Building Better Vocabulary:</i> 19-21, 5254, 76-78, 98-100, 122-124, 142-144, 158-160, 173-175</p>	<p><i>Building Better Vocabulary:</i> 3, 9, 16, 23, 30, 35, 41, 45</p>
B1		
<p>Has a good range of vocabulary related to familiar topics and everyday situations.</p> <p>Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.</p>	<p><i>Building Better Vocabulary:</i> 19-21, 5254, 76-78, 98-100, 122-124, 142-144, 158-160, 173-175</p>	<p><i>Building Better Vocabulary:</i> 3, 9, 16, 23, 30, 35, 41, 45</p>

Correlation to the Common European Framework of Reference for Languages; A2-B1

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Standards	SE Where Addressed	TN Where Addressed
GRAMMATICAL ACCURACY		
A2		
Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	<i>Grammar:</i> 10, 12, 39, 41, 61, 67, 69, 73, 74, 85, 88, 89, 93, 95, 106, 110, 112, 113, 116, 117, 131, 132, 133, 138, 154	<i>Grammar:</i> 2, 8, 9, 14, 15, 16, 21, 22, 23, 27, 28, 29, 34, 35, 40
B1		
Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	<i>Grammar:</i> 10, 12, 39, 41, 61, 67, 69, 73, 74, 85, 88, 89, 93, 95, 106, 110, 112, 113, 116, 117, 131, 132, 133, 138, 154	<i>Grammar:</i> 2, 8, 9, 14, 15, 16, 21, 22, 23, 27, 28, 29, 34, 35, 40
Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	<i>Grammar:</i> 10, 12, 39, 41, 61, 67, 69, 73, 74, 85, 88, 89, 93, 95, 106, 110, 112, 113, 116, 117, 131, 132, 133, 138, 154	<i>Grammar:</i> 2, 8, 9, 14, 15, 16, 21, 22, 23, 27, 28, 29, 34, 35, 40
VOCABULARY CONTROL		
A2		
Can control a narrow repertoire dealing with concrete everyday needs.	<i>Building Better Vocabulary:</i> 19-21, 5254, 76-78, 98-100, 122-124, 142-144, 158-160, 173-175	<i>Building Better Vocabulary:</i> 3, 9, 16, 23, 30, 35, 41, 45
B1		
Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. Uses a wide range of simple vocabulary appropriately when talking about familiar topics.	<i>Building Better Vocabulary:</i> 19-21, 5254, 76-78, 98-100, 122-124, 142-144, 158-160, 173-175	<i>Building Better Vocabulary:</i> 3, 9, 16, 23, 30, 35, 41, 45
PHONOLOGICAL CONTROL		
OVERALL PHONOLOGICAL CONTROL		
A2		

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<p>Pronunciation is generally clear enough to be understood, but conversational partners will need to ask for repetition from time to time. A strong influence from other language(s) he/she speaks on stress, rhythm and intonation may affect intelligibility, requiring collaboration from interlocutors. Nevertheless, pronunciation of familiar words is clear.</p>	<p><i>Building Better Vocabulary:</i> 19-21, 5254, 76-78, 98-100, 122-124, 142-144, 158-160, 173-175</p> <p>Also, the opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49;</p> <p><i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177</p>	<p><i>Building Better Vocabulary:</i> 3, 9, 16, 23, 30, 35, 41, 45</p> <p>Also, the opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35;</p> <p><i>Partner:</i> 9, 16, 21, 23, 40, 41, 44</p>
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Standards	SE Where Addressed	TN Where Addressed
B1		
<p>Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he/she speaks.</p>	<p><i>Building Better Vocabulary:</i> 19-21, 5254, 76-78, 98-100, 122-124, 142-144, 158-160, 173-175</p> <p>Also, the opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49;</p> <p><i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177</p>	<p><i>Building Better Vocabulary:</i> 3, 9, 16, 23, 30, 35, 41, 45</p> <p>Also, the opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35;</p> <p><i>Partner:</i> 9, 16, 21, 23, 40, 41, 44</p>
SOUND ARTICULATION		
A2		
<p>Pronunciation is generally intelligible when communicating in simple everyday situations, provided the interlocutor makes an effort to understand specific sounds. Systematic mispronunciation of phonemes does not hinder intelligibility, provided the interlocutor makes an effort to recognise and adjust to the influence of the speaker's language background on pronunciation.</p>	<p><i>Building Better Vocabulary:</i> 19-21, 5254, 76-78, 98-100, 122-124, 142-144, 158-160, 173-175</p> <p>Also, the opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49;</p> <p><i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177</p>	<p><i>Building Better Vocabulary:</i> 3, 9, 16, 23, 30, 35, 41, 45</p> <p>Also, the opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35;</p> <p><i>Partner:</i> 9, 16, 21, 23, 40, 41, 44</p>

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B1		
Is generally intelligible throughout, despite regular mispronunciation of individual sounds and words he/she is less familiar with.	<p><i>Building Better Vocabulary:</i> 19-21, 5254, 76-78, 98-100, 122-124, 142-144, 158-160, 173-175</p> <p>Also, the opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49;</p> <p><i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177</p>	<p><i>Building Better Vocabulary:</i> 3, 9, 16, 23, 30, 35, 41, 45</p> <p>Also, the opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35;</p> <p><i>Partner:</i> 9, 16, 21, 23, 40, 41, 44</p>

Standards	SE Where Addressed	TN Where Addressed
PROSODIC FEATURES		
A2		
Can use the prosodic features of everyday words and phrases intelligibly, in spite of a strong influence on stress, intonation and/or rhythm from other language(s) he/she speaks. Prosodic features (e.g. word stress) are adequate for familiar, everyday words and simple utterances.	<p><i>Building Better Vocabulary:</i> 19-21, 5254, 76-78, 98-100, 122-124, 142-144, 158-160, 173-175</p> <p>Also, the opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49;</p> <p><i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177</p>	<p><i>Building Better Vocabulary:</i> 3, 9, 16, 23, 30, 35, 41, 45</p> <p>Also, the opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35;</p> <p><i>Partner:</i> 9, 16, 21, 23, 40, 41, 44</p>
B1		

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Can convey his/her message in an intelligible way in spite of a strong influence on stress, intonation and/or rhythm from other language(s) he/she speaks.	<i>Building Better Vocabulary:</i> 19-21, 5254, 76-78, 98-100, 122-124, 142-144, 158-160, 173-175 Also, the opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	<i>Building Better Vocabulary:</i> 3, 9, 16, 23, 30, 35, 41, 45 Also, the opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44
ORTHOGRAPHIC CONTROL		
A2		
Can copy short sentences on everyday subjects - e.g. directions how to get somewhere. Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary.	<i>Copy:</i> 56, 136	<i>Copy:</i> 10, 35
B1		
Can produce continuous writing which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time.	24, 56, 80, 102, 126, 140, 142, 146, 162, 176	3, 10, 17, 23, 35, 36, 41, 45

Standards	SE Where Addressed	TN Where Addressed
Sociolinguistic		

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SOCIOLINGUISTIC APPROPRIATENESS		
A2		
Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. Can socialise simply but effectively using the simplest common expressions and following basic routines.	<i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	<i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44
Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, suggestions, apologies etc.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44
B1		
Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register. Is aware of the salient politeness conventions and acts appropriately. Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own community.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44
Pragmatic		
FLEXIBILITY		
A2		
Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. Can expand learned phrases through simple recombinations of their elements.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44

Standards	SE Where Addressed	TN Where Addressed
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B1		
Can adapt his/her expression to deal with less routine, even difficult, situations. Can exploit a wide range of simple language flexibly to express much of what he/she wants.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44
TURNTAKING		
A2		
Can use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain and close simple, face-to-face conversation.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44
Can ask for attention.		This standard is not directly addressed in this edition of Great Writing 1.
B1		
Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44
Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44

Standards	SE Where Addressed	TN Where Addressed
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THEMATIC DEVELOPMENT		
*These three original descriptors also appear on the scale for Sustained monologue: putting a case.		
A2		
<i>No descriptors available</i>		
Can tell a story or describe something in a simple list of points. Can give an example of something in a very simple text using 'like' or 'for example.'		This standard is not directly addressed in this edition of Great Writing 1.
B1		
Can clearly signal chronological sequence in narrative text. Can develop an argument well enough to be followed without difficulty most of the time*.		This standard is not directly addressed in this edition of Great Writing 1.
Shows awareness of the conventional structure of the text type concerned, when communicating his/her ideas. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.		This standard is not directly addressed in this edition of Great Writing 1.
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.	71, 97, 115, 118, 125	16, 23, 28, 29, 30
Can link groups of words with simple connectors like 'and', 'but' and 'because'.	71, 97, 115, 118, 125	16, 23, 28, 29, 30
B1		
Can introduce a counter-argument in a simple discursive text (e.g. with 'however').	<i>Writer's Handbook:</i> 194	This standard is not directly addressed in this edition of Great Writing 1.
Can link a series of shorter, discrete simple elements into a connected, linear sequence of points. Can form longer sentences and link them together using a limited number of cohesive devices, e.g. in a story. Can make simple, logical paragraph breaks in a longer text.	71, 97, 115, 118, 125	16, 23, 28, 29, 30
PROPOSITIONAL PRECISION		
A2		
Can communicate what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations he/she generally has to compromise the message.	<i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	<i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44

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B1		
Can explain the main points in an idea or problem with reasonable precision.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44
Can convey simple, straightforward information of immediate relevance, getting across which point he/she feels is most important. Can express the main point he/she wants to make comprehensibly.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44
SPOKEN FLUENCY		
A2		
Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.	<i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	<i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44
Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.	<i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	<i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44
B1		
Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and ‘cul-de-sacs’, he/she is able to keep going effectively without help.	<i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	<i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44
Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	<i>Discuss:</i> 33, 49; <i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177	<i>Discuss:</i> 16, 17, 29, 35; <i>Partner:</i> 9, 16, 21, 23, 40, 41, 44

Standards	SE Where Addressed	TN Where Addressed
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Plurilingual and Pluricultural Competence		
BUILDING ON PLURICULTURAL REPERTOIRE		
Note: Descriptors marked with asterisk (**) represent a high level for B2. They may also be suitable for the C levels.		
A2		
<p>Can recognise and apply basic cultural conventions associated with everyday social exchanges (for example different greetings rituals).</p> <p>Can act appropriately in everyday greetings, farewells, and expressions of thanks and apology, although he/she has difficulty coping with any departure from the routine.</p> <p>Can recognise that his/her behaviour in an everyday transaction may convey a message different to the one he/she intends, and can try to explain this simply. Can recognise when difficulties occur in interaction with members of other cultures, even though he/she may well not be sure how to behave in the situation.</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49;</p> <p><i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35;</p> <p><i>Partner:</i> 9, 16, 21, 23, 40, 41, 44</p>
B1		
<p>Can generally act according to conventions regarding posture, eye contact, and distance from others.</p> <p>Can generally respond appropriately to the most commonly used cultural cues. Can explain features of his/her own culture to members of another culture or explain features of the other culture to members of his/her own culture. Can explain in simple terms how his/her own values and behaviours influence his/her views of other people's values and behaviours.</p> <p>Can discuss in simple terms the way in which things that may look 'strange' to him/her in another sociocultural context may well be 'normal' for the other people concerned.</p> <p>Can discuss in simple terms the way his/her own culturally-determined actions may be perceived differently by people from other cultures.</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 33, 49;</p> <p><i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 16, 17, 29, 35;</p> <p><i>Partner:</i> 9, 16, 21, 23, 40, 41, 44</p>

Standards	SE Where Addressed	TN Where Addressed
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<p>PLURILINGUAL COMPREHENSION</p> <p>Note: What is calibrated in this scale is the practical functional ability to exploit plurilingualism for comprehension. In any particular context, when specific languages are concerned, users may wish to complete the descriptor by specifying those languages, replacing the expressions underlined and in italic in the descriptor.</p> <p>For example the B1 descriptor</p> <p><i>Can deduce the message of a text by exploiting what he/she has understood from texts on the same theme written in different <u>languages</u></i> <i>(e.g. news in brief, museum brochure, online reviews)</i> might be presented as:</p> <p><i>Can deduce the message of a text in <u>German</u> by exploiting what he/she has understood from texts on the same theme written in <u>French and English</u> (e.g. news in brief, museum brochure, online reviews).</i></p>		
<p>A2</p> <p>Can understand short, clearly articulated spoken announcements by piecing together what he/she understands from the available versions in <i>different languages</i>.</p> <p>Can understand short, clearly written messages and instructions by piecing together what he/she understands from the versions in <i>different languages</i>.</p> <p>Can use simple warnings, instructions and product information given in parallel <i>in different languages</i> to find relevant information.</p>		<p>This standard is not directly addressed in this edition of Great Writing 1.</p>

Correlation to the Common European Framework of Reference for Languages; A2-B1

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Standards	SE Where Addressed	TN Where Addressed
B1		
<p>Can use what he/she has understood in one language to understand the topic and main message of a text in <i>another language</i> (e.g. when reading short newspaper articles on the same theme written in different languages).</p> <p>Can use parallel translations of texts (e.g. magazine articles, stories, passages from novels) to develop comprehension in <i>different languages</i>.</p> <p>Can deduce the message of a text by exploiting what he/she has understood from texts on the same theme written in <i>different languages</i> (e.g. news in brief, museum brochure, online reviews).</p> <p>Can extract information from documents written in <i>different languages</i> in his/her field, e.g. to include in a presentation.</p> <p>Can recognise similarities and contrasts between the way concepts are expressed in <i>different languages</i>, in order to distinguish between identical uses of the same word root and ‘false friends’.</p> <p>Can use his/her knowledge of contrasting grammatical structures and functional expressions of <i>languages in his/her plurilingual repertoire</i> in order to support comprehension.</p>	<p>The opportunity to address this standard exists. For example, see: 8, 34, 64, 6, 107, 132, 153, 168</p>	<p>The opportunity to address this standard exists. For example, see: 2, 7, 35, 40, 41</p>
Standards	SE Where Addressed	TN Where Addressed

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<p>BUILDING ON PLURILINGUAL REPERTOIRE</p> <p>Note: What is calibrated in this scale is the practical functional ability to exploit plurilingualism. In any particular context, when specific languages are concerned, users may wish to complete the descriptor by specifying those languages, replacing the expressions underlined and in italic in the descriptor.</p> <p>For example the B2 descriptor</p> <p><i>Can make use of <u>different languages in his/her plurilingual repertoire</u> during collaborative interaction, in order to clarify the nature of a task, the main steps, the decisions to be taken, the outcomes expected.</i></p> <p>might be presented as:</p> <p><i>Can make use of English, Spanish and French during collaborative interaction, in order to clarify the nature of a task, the main steps, the decisions to be taken, the outcomes expected.</i></p> <p>Descriptors marked with asterisk (**) represent a high level for B2. They may also be suitable for the C levels.</p>		
<p>A2</p> <p>Can mobilise his/her limited repertoire in <i>different languages</i> in order to explain a problem or to ask for help or clarification.</p> <p>Can use words and phrases from <i>different languages in his/her plurilingual repertoire</i> to conduct a simple, practical transaction or information exchange. Can use a word from <i>another language in his/her plurilingual repertoire</i> to make him/herself understood in a routine everyday situation, when he/she cannot think of an adequate expression in the language being spoken.</p>	<p>The opportunity to address this standard exists.</p> <p>For example, see:</p> <p><i>Discuss:</i> 33, 49;</p> <p><i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177</p>	<p>The opportunity to address this standard exists.</p> <p>For example, see:</p> <p><i>Discuss:</i> 16, 17, 29, 35;</p> <p><i>Partner:</i> 9, 16, 21, 23, 40, 41, 44</p>
<p>B1</p> <p>Can exploit creatively his limited repertoire in <i>different languages in his/her plurilingual repertoire</i> for everyday contexts, in order to cope with an unexpected situation.</p>	<p>The opportunity to address this standard exists.</p> <p>For example, see:</p> <p><i>Discuss:</i> 33, 49;</p> <p><i>Partner:</i> 10, 26, 27, 57, 68, 80, 89, 102, 109, 127, 146, 157, 163, 170, 172, 177</p>	<p>The opportunity to address this standard exists.</p> <p>For example, see:</p> <p><i>Discuss:</i> 16, 17, 29, 35;</p> <p><i>Partner:</i> 9, 16, 21, 23, 40, 41, 44</p>

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