



Correlation of
**Great Writing 5: From Great Essays
to Research, 5/ E**

by Keith S. Folse/ Tison Pugh,
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to

**Common European Framework of
Reference for Languages Levels
Levels C1-C2**

Correlation to the Common European Framework of Reference for Languages; C1-C2
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Standards	SE Where Addressed	TN Where Addressed
Communicative language activities and strategies		
Reception Activities		
Spoken Reception		
OVERALL LISTENING COMPREHENSION		
C1		
Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	<i>Discuss:</i> 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181	<i>Discuss:</i> 1, 11, 12, 16, 26, 31
C2		
Can understand with ease virtually any kind of spoken language, whether live or broadcast, delivered at fast natural speed.	<i>Discuss:</i> 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181	<i>Discuss:</i> 1, 11, 12, 16, 26, 31
UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS		
C1		
Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics. Can identify the attitude of each speaker in an animated discussion characterised by overlapping turns, digressions and colloquialisms that is delivered at a natural speed in accents that are familiar to the listener.	<i>Discuss:</i> 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181	<i>Discuss:</i> 1, 11, 12, 16, 26, 31
C2		
Can identify the sociocultural implications of most of the language used in colloquial discussions that take place at a natural speed.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 1, 11, 12, 16, 26, 31
LISTENING AS A MEMBER OF A LIVE AUDIENCE		
C1		

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Can follow most lectures, discussions and debates with relative ease.	<i>Discuss:</i> 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181	<i>Discuss:</i> 1, 11, 12, 16, 26, 31
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Standards	SE Where Addressed	TN Where Addressed
C2		
Can follow specialised lectures and presentations employing colloquialism, regional usage or unfamiliar terminology. Can make appropriate inferences when links or implications are not made explicit. Can get the point of jokes or allusions in a presentation.		This standard is not directly addressed in this edition of Great Writing 5.
LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS		
C1		
Can extract specific information from poor quality, audibly distorted public announcements e.g. in a station, sports stadium etc. Can understand complex technical information, such as operating instructions, specifications for familiar products and services.		This standard is not directly addressed in this edition of Great Writing 5.
C2		
<i>No descriptors available; see C1</i>		
LISTENING TO AUDIO MEDIA AND RECORDINGS		
C1		
Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.		This standard is not directly addressed in this edition of Great Writing 5.
C2		
<i>No descriptors available; see C1</i>		
Written Reception		
OVERALL READING COMPREHENSION		
C1		
Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections. Can understand a wide variety of texts including literary writings, newspaper or magazine articles, and specialised academic or professional publications, provided that there are opportunities for re-reading and he/she has access to reference tools.	<i>Reading Essays:</i> 6-7, 78-81, 103-105, 126-128, 149-151, 156-158, 182-184	<i>Reading Essays:</i> 1, 16, 21, 26, 31, 38

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C2		
Can understand virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	<i>Reading Essays:</i> 6-7, 78-81, 103-105, 126-128, 149-151, 156-158, 182-184	<i>Reading Essays:</i> 1, 16, 21, 26, 31, 38

Standards	SE Where Addressed	TN Where Addressed
READING CORRESPONDENCE		
C1		
Can understand any correspondence given the occasional use of a dictionary. Can understand implicit as well as explicit attitudes, emotions and opinions expressed in emails, discussion forums, blogs etc., provided that there are opportunities for re-reading and he/she has access to reference tools. Can understand slang, idiomatic expressions and jokes in private correspondence.		This standard is not directly addressed in this edition of Great Writing 5.
C2		
Can understand specialised, formal correspondence on a complex topic.		This standard is not directly addressed in this edition of Great Writing 5.
READING FOR ORIENTATION		
B2		
Can scan quickly through several sources (articles, reports, websites, books etc.) in parallel, in both his/her own field and in related fields, and can identify the relevance and usefulness of particular sections for the task at hand.		<i>Expansion:</i> 38
Can scan quickly through long and complex texts, locating relevant details. Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.		<i>Expansion:</i> 38
C1		
<i>No descriptors available; see B2</i>		
C2		
<i>No descriptors available; see B2</i>		
READING FOR INFORMATION AND ARGUMENT		
C1		

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Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions. Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	<i>Reading Essays:</i> 6-7, 78-81, 103-105, 126-128, 149-151, 156-158, 182-184	<i>Reading Essays:</i> 1, 16, 21, 26, 31, 38
C2		
Can understand the finer points and implications of a complex report or article even outside his/her area of specialisation.	<i>Reading Essays:</i> 6-7, 78-81, 103-105, 126-128, 149-151, 156-158, 182-184	<i>Reading Essays:</i> 1, 16, 21, 26, 31, 38

Standards	SE Where Addressed	TN Where Addressed
READING INSTRUCTIONS		
C1		
Can understand in detail lengthy, complex instructions on a new machine or a new procedure, whether or not the instructions relate to his/her own area of speciality, provided he/she can reread difficult sections.		This standard is not directly addressed in this edition of Great Writing 5.
C2		
<i>No descriptors available; see C1</i>		
READING AS A LEISURE ACTIVITY		
C1		
Can read and appreciate a variety of literary texts, provided that he/she can reread certain sections and that he/she can access reference tools if he/she wishes. Can read contemporary literary texts and non-fiction written in the standard form of the language with little difficulty and with appreciation of implicit meanings and ideas.		This standard is not directly addressed in this edition of Great Writing 5.
C2		
Can read virtually all forms of the written language including classical or colloquial literary and non-literary writings in different genres, appreciating subtle distinctions of style and implicit as well as explicit meaning.	<i>Reading Essays:</i> 6-7, 78-81, 103-105, 126-128, 149-151, 156-158, 182-184	<i>Reading Essays:</i> 1, 16, 21, 26, 31, 38
Audio-Visual Reception		
WATCHING TV, FILM AND VIDEO		
C1		

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Can follow films employing a considerable degree of slang and idiomatic usage. Can understand in detail the arguments presented in demanding television broadcasts such as current affairs programmes, interviews, discussion programmes and chat shows. Can understand nuances and implied meaning in most films, plays and TV programmes, provided these are delivered in the standard language.		This standard is not directly addressed in this edition of Great Writing 5.
C2		
<i>No descriptors available; see C1</i>		
Reception Strategies		
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)		
C1		
Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.		This standard is not directly addressed in this edition of Great Writing 5.

Standards	SE Where Addressed	TN Where Addressed
C2		
<i>No descriptors available; see C1</i>		
Production		
Spoken Production		
OVERALL SPOKEN PRODUCTION		
C1		
Can give clear, detailed descriptions and presentations on complex subjects, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.		This standard is not directly addressed in this edition of Great Writing 5.
C2		
Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.		This standard is not directly addressed in this edition of Great Writing 5.
Spoken Production		
SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE		
C1		

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Can give clear, detailed descriptions of complex subjects. Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 1, 11, 12, 16, 26, 31
C2		
Can give clear, smoothly flowing, elaborate and often memorable descriptions.	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 1, 11, 12, 16, 26, 31
SUSTAINED MONOLOGUE: GIVING INFORMATION		
C1		
Can communicate clearly detailed distinctions between ideas, concepts and things that closely resemble one other. Can give instructions on carrying out a series of complex professional or academic procedures.	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 1, 11, 12, 16, 26, 31

Standards	SE Where Addressed	TN Where Addressed
C2		
<i>No descriptors available; see C1</i>		
SUSTAINED MONOLOGUE: PUTTING A CASE (E.G. IN A DEBATE)		
C1		
Can argue a case on a complex issue, formulating points precisely and employing emphasis effectively. Can develop an argument systematically in well-structured speech, taking into account the interlocutor’s perspective, highlighting significant points with supporting examples and concluding appropriately.		This standard is not directly addressed in this edition of Great Writing 5.
C2		
<i>No descriptors available; see C1</i>		
PUBLIC ANNOUNCEMENTS		
C1		

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Can deliver announcements fluently, almost effortlessly, using stress and intonation to convey finer shades of meaning precisely.		This standard is not directly addressed in this edition of Great Writing 5.
C2		
<i>No descriptors available; see C1</i>		
ADDRESSING AUDIENCES		
C1		
Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples. Can structure a longer presentation appropriately in order to help the audience follow the sequence of ideas and understand the overall argumentation. Can speculate or hypothesise in presenting a complex subject, comparing and evaluating alternative proposals and arguments. Can handle interjections well, responding spontaneously and almost effortlessly.		This standard is not directly addressed in this edition of Great Writing 5.
C2		
Can present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs. Can handle difficult and even hostile questioning.		This standard is not directly addressed in this edition of Great Writing 5.

Standards	SE Where Addressed	TN Where Addressed
Written Production		
OVERALL WRITTEN PRODUCTION		
C1		
Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion. Can employ the structure and conventions of a variety of written genres, varying the tone, style and register according to addressee, text type and theme.	<i>Writing:</i> 46-47, 69-70, 94, 117-118, 139140, 168-169, 190-193; <i>Additional Topics for Writing:</i> 47, 71, 95, 119, 141, 169, 193	<i>Writing:</i> 8, 13, 18, 23, 28, 33, 39
C2		

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Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.	<i>Writing:</i> 46-47, 69-70, 94, 117-118, 139140, 168-169, 190-193; <i>Additional Topics for Writing:</i> 47, 71, 95, 119, 141, 169, 193	<i>Writing:</i> 8, 13, 18, 23, 28, 33, 39
CREATIVE WRITING		
C1		
Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind. Can incorporate idiom and humour, though use of the latter is not always appropriate. Can write a detailed critical review of cultural events (e.g. plays, films, concerts) or literary works.	<i>Additional Topics for Writing:</i> 47	<i>Additional Topics for Writing:</i> 8
C2		
Can write clear, smoothly flowing and engaging stories and descriptions of experience in a style appropriate to the genre adopted. Can exploit idiom and humour appropriately to enhance the impact of the text.	<i>Additional Topics for Writing:</i> 47	<i>Additional Topics for Writing:</i> 8

Standards	SE Where Addressed	TN Where Addressed
WRITTEN REPORTS AND ESSAYS		
C1		
Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. Can expand and support points of view at some length with subsidiary points, reasons and relevant examples. Can write a suitable introduction and conclusion to a longer report, article or dissertation on a complex academic or professional topic provided that the topic is within his/her field of interest and there are opportunities for redrafting and revision.	<i>Writing:</i> 46-47, 69-70, 94, 117-118, 139140, 168-169, 190-193; <i>Additional Topics for Writing:</i> 47, 71, 95, 119, 141, 169, 193	<i>Writing:</i> 8, 13, 18, 23, 28, 33, 39

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C2		
Can produce clear, smoothly flowing, complex reports, articles or essays which present a case, or give critical appreciation of proposals or literary works. Can provide an appropriate and effective logical structure which helps the reader to find significant points. Can set out multiple perspectives on complex academic or professional topics, clearly distinguishing his/her own ideas and opinions from those in the sources.	<i>Writing:</i> 46-47, 69-70, 94, 117-118, 139140, 168-169, 190-193; <i>Additional Topics for Writing:</i> 47, 71, 95, 119, 141, 169, 193	<i>Writing:</i> 8, 13, 18, 23, 28, 33, 39
Production Strategies		
PLANNING		
C1		
Can, when preparing a more formal spoken or written text, consciously adopt the conventions linked to the particular type of text concerned (structure, level of formality and other conventions).	<i>Writing:</i> 46-47, 69-70, 94, 117-118, 139140, 168-169, 190-193; <i>Additional Topics for Writing:</i> 47, 71, 95, 119, 141, 169, 193	<i>Writing:</i> 8, 13, 18, 23, 28, 33, 39
C2		
<i>No descriptors available; see C1</i>		
COMPENSATING		
C1		
Can exploit his/her range of vocabulary options creatively so as to readily and effectively use circumlocution in almost all situations.		This standard is not directly addressed in this edition of Great Writing 5.
C2		
Can substitute an equivalent term for a word he/she can't recall so smoothly that it is scarcely noticeable.		This standard is not directly addressed in this edition of Great Writing 5.

Standards	SE Where Addressed	TN Where Addressed
MONITORING AND REPAIR		
C1		
Can backtrack when he/she encounters a difficulty and reformulate what he/she wants to say without fully interrupting the flow of speech. Can self-correct with a high degree of effectiveness.		This standard is not directly addressed in this edition of Great Writing 5.
C2		

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Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.		This standard is not directly addressed in this edition of Great Writing 5.
Interaction Activities		
Spoken Interaction		
OVERALL SPOKEN INTERACTION		
C1		
Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	<i>Discuss:</i> 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181	<i>Discuss:</i> 1, 11, 12, 16, 26, 31
C2		
Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 1, 11, 12, 16, 26, 31
UNDERSTANDING AN INTERLOCUTOR		
C1		
Can understand in detail speech on abstract and complex topics of a specialist nature beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 1, 11, 12, 16, 26, 31
C2		
Can understand any interlocutor, even on abstract and complex topics of a specialist nature beyond his/her own field, given an opportunity to adjust to a less familiar accent.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 1, 11, 12, 16, 26, 31

Standards	SE Where Addressed	TN Where Addressed
CONVERSATION		
C1		

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Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.	<i>Discuss:</i> 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181	<i>Discuss:</i> 1, 11, 12, 16, 26, 31
C2		
Can converse comfortably and appropriately, unhampered by any linguistic limitations in conducting a full social and personal life.	<i>Discuss:</i> 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181	<i>Discuss:</i> 1, 11, 12, 16, 26, 31
INFORMAL DISCUSSION (WITH FRIENDS)		
C1		
Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	<i>Discuss:</i> 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181	<i>Discuss:</i> 1, 11, 12, 16, 26, 31
C2		
Can advise on or talk about sensitive issues without awkwardness, understanding colloquial references and dealing diplomatically with disagreement and criticism.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 1, 11, 12, 16, 26, 31
FORMAL DISCUSSION (MEETINGS)		
C1		
Can easily keep up with the debate, even on abstract, complex unfamiliar topics. Can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately. Can restate, evaluate and challenge contributions from other participants about matters within his/her academic or professional competence. Can make critical remarks or express disagreement diplomatically. Can follow up questions by probing for more detail and can reformulate questions if these are misunderstood.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 1, 11, 12, 16, 26, 31

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Standards	SE Where Addressed	TN Where Addressed
C2		
Can hold his/her own in formal discussion of complex issues, putting an articulate and persuasive argument, at no disadvantage to other speakers. Can advise on/handle complex, delicate or contentious issues, provided he/she has the necessary specialised knowledge. Can deal with hostile questioning confidently, hold on to his/her turn to speak and diplomatically rebut counter-arguments.	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 1, 11, 12, 16, 26, 31
GOAL-ORIENTED CO-OPERATION (E.G. ASSEMBLING A FURNITURE KIT, DISCUSSING A DOCUMENT, ORGANISING AN EVENT ETC.)		
C1		
Can frame a discussion to decide a course of action with a partner or group, reporting on what others have said, summarising, elaborating and weighing up multiple points of view.	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 1, 11, 12, 16, 26, 31
C2		
<i>No descriptors available; see C1</i>		
OBTAINING GOODS AND SERVICES		
C1		
Can negotiate complex or sensitive transactions in public, professional or academic life.		This standard is not directly addressed in this edition of Great Writing 5.
C2		
<i>No descriptors available; see C1</i>		
INFORMATION EXCHANGE		
B2		
Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role. Can use appropriate technical terminology, when exchanging information or discussing his/her area of specialisation with other specialists.		This standard is not directly addressed in this edition of Great Writing 5.

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Can pass on detailed information reliably.		This standard is not directly addressed in this edition of Great Writing 5.
C1		
<i>No descriptors available; see B2</i>		

Standards	SE Where Addressed	TN Where Addressed
C2		
<i>No descriptors available; see B2</i>		
INTERVIEWING AND BEING INTERVIEWED		
C1		
Can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well.		This standard is not directly addressed in this edition of Great Writing 5.
C2		
Can keep up his/her side of the dialogue extremely well, structuring the talk and interacting authoritatively with effortless fluency as interviewer or interviewee, at no disadvantage to other speakers.		This standard is not directly addressed in this edition of Great Writing 5.
USING TELECOMMUNICATIONS		
C1		
Can use telecommunications effectively for most professional or personal purposes.		This standard is not directly addressed in this edition of Great Writing 5.
C2		
Can use telecommunications confidently and effectively for both personal and professional purposes, even if there is some interference or the caller has a less familiar accent.		This standard is not directly addressed in this edition of Great Writing 5.
Written Interaction		
C1		
Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively.	<i>Writing:</i> 46-47, 69-70, 94, 117-118, 139-140, 168-169, 190-193; <i>Additional Topics for Writing:</i> 47, 71, 95, 119, 141, 169, 193	<i>Writing:</i> 8, 13, 18, 23, 28, 33, 39

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C2		
Can express him/herself in an appropriate tone and style in virtually any type of formal and informal written interaction.	<i>Writing:</i> 46-47, 69-70, 94, 117-118, 139140, 168-169, 190-193; <i>Additional Topics for Writing:</i> 47, 71, 95, 119, 141, 169, 193	<i>Writing:</i> 8, 13, 18, 23, 28, 33, 39

Standards	SE Where Addressed	TN Where Addressed
CORRESPONDENCE		
C1		
Can express him/herself with clarity and precision in personal correspondence, using language flexibly and effectively, including emotional, allusive and joking usage. Can, with good expression and accuracy, write formal correspondence such as letters of clarification, application, recommendation, reference, complaint, sympathy and condolence.		This standard is not directly addressed in this edition of Great Writing 5.
C2		
Can write virtually any type of correspondence necessary in the course of his/her professional life in an appropriate tone and style.		This standard is not directly addressed in this edition of Great Writing 5.
NOTES, MESSAGES & FORMS		
B2		
Can take or leave complex personal or professional messages, provided he/she can ask clarification or elaboration if necessary.		This standard is not directly addressed in this edition of Great Writing 5.
C1		
<i>No descriptors available; see B2</i>		
C2		
<i>No descriptors available; see B2</i>		
Online Interaction		
ONLINE CONVERSATION AND DISCUSSION		
C1		

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<p>Can engage in real-time online exchanges with several participants, understanding the communicative intentions and cultural implications of the various contributions.</p> <p>Can participate effectively in live, online professional or academic discussion, asking for and giving further clarification of complex, abstract issues as necessary.</p> <p>Can adapt his/her register according to the context of online interaction, moving from one register to the other within the same exchange if necessary. Can evaluate, re-state and challenge arguments in professional or academic live online chat and discussion.</p>		<p>This standard is not directly addressed in this edition of Great Writing 5.</p>
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Standards	SE Where Addressed	TN Where Addressed
C2		
<p>Can express him/herself with clarity and precision in real-time online discussion, adjusting language flexibly and sensitively to context, including emotional, allusive and joking usage.</p> <p>Can anticipate and deal effectively with possible misunderstandings (including cultural ones), communication issues and emotional reactions occurring in an online discussion.</p> <p>Can easily and quickly adapt his/her register and style to suit different online environments, communication purposes and speech acts.</p>		<p>This standard is not directly addressed in this edition of Great Writing 5.</p>
GOAL-ORIENTED ONLINE TRANSACTIONS AND COLLABORATION		
C1		
<p>Can coordinate a group who are working on a project online, formulating and revising detailed instructions, evaluating proposals from team members and providing clarifications in order to accomplish the shared tasks.</p> <p>Can deal with complex online transactions in a service role (e.g. applications with complicated requirements), adjusting language flexibly to manage the discussion and negotiation.</p> <p>Can participate in complex projects requiring collaborative writing and redrafting as well as other forms of online collaboration, following and relaying instructions with precision in order to reach the goal.</p> <p>Can deal effectively with communication problems and cultural issues that arise in an online collaborative or transactional exchange by reformulating, clarifying and exemplifying through media (visual, audio, graphic).</p>		<p>This standard is not directly addressed in this edition of Great Writing 5.</p>
C2		

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Can resolve misunderstandings and deal effectively with frictions that arise during the collaborative process. Can provide guidance and add precision to the work of a group at the redrafting and editing stages of collaborative work		This standard is not directly addressed in this edition of Great Writing 5.
Interaction Strategies		
TAKING THE FLOOR (TURNTAKING)		
C1		
Can select a suitable phrase from a readily available range of discourse functions to preface his/her remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking.	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 1, 11, 12, 16, 26, 31

Standards	SE Where Addressed	TN Where Addressed
C2		
<i>No descriptors available; see C1</i>		
COOPERATING Note: This scale is developed further in the scales for <i>Facilitating collaborative interaction with peers and Collaborating to construct meaning.</i>		
C1		
Can relate own contribution skilfully to those of other speakers.	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 1, 11, 12, 16, 26, 31
C2		

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Can link contributions skilfully to those of other speakers, widen the scope of the interaction and help steer it towards an outcome.	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 1, 11, 12, 16, 26, 31
ASKING FOR CLARIFICATION		
C1		
Can ask for explanation or clarification to ensure he/she understands complex, abstract ideas in professional or academic contexts, live or online.	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 1, 11, 12, 16, 26, 31
C2		
<i>No descriptors available; see C1</i>		

Standards	SE Where Addressed	TN Where Addressed
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Mediation Activities		
OVERALL MEDIATION		
C1		
Can act effectively as a mediator, helping to maintain positive interaction by interpreting different perspectives, managing ambiguity, anticipating misunderstandings and intervening diplomatically in order to redirect talk. Can build on different contributions to a discussion, stimulating reasoning with a series of questions. Can convey clearly and fluently in well-structured language the significant ideas in long, complex texts, whether or not they relate to his/her own fields of interest, including evaluative aspects and most nuances.	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 1, 11, 12, 16, 26, 31
C2		
Can mediate effectively and naturally, taking on different roles according to the needs of the people and situation involved, identifying nuances and undercurrents and guiding a sensitive or delicate discussion. Can explain in clear, fluent, well-structured language the way facts and arguments are presented, conveying evaluative aspects and most nuances precisely, and pointing out sociocultural implications (e.g. use of register, understatement, irony and sarcasm).	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 1, 11, 12, 16, 26, 31
RELAYING SPECIFIC INFORMATION IN SPEECH		
C1		
Can explain (in Language B) the relevance of specific information found in a particular section of a long, complex text (written in Language A).	The opportunity to address this standard exists. For example, see: <i>Reading Essays</i> : 6-7, 78-81, 103-105, 126-128, 149-151, 156-158, 182-184	The opportunity to address this standard exists. For example, see: <i>Reading Essays</i> : 1, 16, 21, 26, 31, 38
C2		
<i>No descriptors available; see C1</i>		

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Standards	SE Where Addressed	TN Where Addressed
RELAYING SPECIFIC INFORMATION IN WRITING		
B2		
<p>Can relay in writing (in Language B) which presentations at a conference (given in Language A) were relevant, pointing out which would be worth detailed consideration.</p> <p>Can relay in writing (in Language B) the relevant point(s) contained in propositionally complex but well-structured texts (written Language A) within his/her fields of professional, academic and personal interest.</p> <p>Can relay in writing (in Language B) the relevant point(s) contained in an article (written in Language A) from an academic or professional journal.</p>	<p>The opportunity to address this standard exists. For example, see: <i>Reading Essays:</i> 6-7, 78-81, 103-105, 126-128, 149-151, 156-158, 182-184</p>	<p>The opportunity to address this standard exists. For example, see: <i>Reading Essays:</i> 1, 16, 21, 26, 31, 38</p>
<p>Can relay in a written report (in Language B) relevant decisions that were taken in a meeting (in Language A).</p> <p>Can relay in writing the significant point(s) contained in formal correspondence (in Language A).</p>		<p>This standard is not directly addressed in this edition of Great Writing 5.</p>
C1		
<i>No descriptors available; see B2</i>		
C2		
<i>No descriptors available; see B2</i>		
EXPLAINING DATA IN SPEECH (E.G. IN GRAPHS, DIAGRAMS, CHARTS ETC.)		
C1		
<p>Can interpret and describe clearly and reliably (in Language B) the salient points and details contained in complex diagrams and other visually organised information (with text in Language A) on complex academic or professional topics.</p>	124-125	26
C2		

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Can interpret and describe clearly and reliably (in Language B) various forms of empirical data and visually organised information (with text in Language A) from conceptually complex research concerning academic or professional topics.	124-125	26
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Standards	SE Where Addressed	TN Where Addressed
EXPLAINING DATA IN WRITING (E.G. IN GRAPHS, DIAGRAMS, CHARTS ETC.)		
C1		
Can interpret and present clearly and reliably in writing (in Language B) the salient, relevant points contained in complex diagrams and other visually organised data (with text in Language A) on complex academic or professional topics.	124-125	26
C2		
Can interpret and present in writing (in Language B) various forms of empirical data (with text in Language A) from conceptually complex research concerning academic or professional topics.	124-125	26
PROCESSING TEXT IN SPEECH		
C1		

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<p>Can summarise in (Language B) long, demanding texts (in Language A). Can summarise (in Language B) discussion (in Language A) on matters within his/her academic or professional competence, elaborating and weighing up different points of view and identifying the most significant points.</p> <p>Can summarise clearly in well-structured speech (in Language B) the main points made in complex spoken and written texts (in Language A) in fields of specialisation other than his/her own, although he/she may occasionally check particular technical concepts.</p> <p>Can explain (in Language B) subtle distinctions in the presentation of facts and arguments (in Language A).</p> <p>Can exploit information and arguments from a complex spoken or written text (in Language A) to talk about a topic (in Language B), glossing with evaluative comments, adding his/her opinion, etc.</p> <p>Can explain (in Language B) the attitude or opinion expressed in a spoken or written text (in Language A) on a specialised topic, supporting inferences he/she makes with reference to specific passages in the original.</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss</i>: 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss</i>: 1, 11, 12, 16, 26, 31</p>
<p>C2</p>		
<p>Can explain (in Language B) inferences when links or implications are not made explicit (in Language A), and point out sociocultural implications of the speaker/writer's form of expression (e.g. understatement, irony, sarcasm).</p>		<p>This standard is not directly addressed in this edition of Great Writing 5.</p>

Standards	SE Where Addressed	TN Where Addressed
<p>PROCESSING TEXT IN WRITING</p>		
<p>C1</p>		
<p>Can summarise in writing (in Language B) long, complex texts (written in Language A), interpreting the content appropriately, provided that he/she can occasionally check the precise meaning of unusual, technical terms.</p> <p>Can summarise in writing a long and complex text (in Language A) (e.g. academic or political analysis article, novel extract, editorial, literary review, report, or extract from a scientific book) for a specific audience, respecting the style and register of the original.</p>	<p>The opportunity to address this standard exists. For example, see: <i>Reading Essays</i>: 6-7, 78-81, 103-105, 126-128, 149-151, 156-158, 182-184</p>	<p>The opportunity to address this standard exists. For example, see: <i>Reading Essays</i>: 1, 16, 21, 26, 31, 38</p>
<p>C2</p>		

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Can explain in writing (in Language B) the way facts and arguments are presented in a text (in Language A), particularly when someone else’s position is being reported, drawing attention to the writer’s use of understatement, veiled criticism, irony, and sarcasm. Can summarise information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result.	The opportunity to address this standard exists. For example, see: <i>Reading Essays:</i> 6-7, 78-81, 103-105, 126-128, 149-151, 156-158, 182-184	The opportunity to address this standard exists. For example, see: <i>Reading Essays:</i> 1, 16, 21, 26, 31, 38
TRANSLATING A WRITTEN TEXT IN SPEECH		
C1		
Can provide fluent spoken translation into (Language B) of complex written texts written in (Language A) on a wide range of general and specialised topics, capturing most nuances.	The opportunity to address this standard exists. For example, see: <i>Reading Essays:</i> 6-7, 78-81, 103-105, 126-128, 149-151, 156-158, 182-184	The opportunity to address this standard exists. For example, see: <i>Reading Essays:</i> 1, 16, 21, 26, 31, 38
C2		
Can provide fluent spoken translation into (Language B) of abstract texts written in (Language A) on a wide range of subjects of personal, academic and professional interest, successfully conveying evaluative aspects and arguments, including the nuances and implications associated with them.	The opportunity to address this standard exists. For example, see: <i>Reading Essays:</i> 6-7, 78-81, 103-105, 126-128, 149-151, 156-158, 182-184	The opportunity to address this standard exists. For example, see: <i>Reading Essays:</i> 1, 16, 21, 26, 31, 38
TRANSLATING A WRITTEN TEXT IN WRITING		
C1		
Can translate into (Language B) abstract texts on social, academic and professional subjects in his/her field written in (Language A), successfully conveying evaluative aspects and arguments, including many of the implications associated with them, though some expression may be overinfluenced by the original.	The opportunity to address this standard exists. For example, see: <i>Reading Essays:</i> 6-7, 78-81, 103-105, 126-128, 149-151, 156-158, 182-184	The opportunity to address this standard exists. For example, see: <i>Reading Essays:</i> 1, 16, 21, 26, 31, 38

Standards	SE Where Addressed	TN Where Addressed
C2		
Can translate into (Language B) technical material outside his/her field of specialisation written in (Language A), provided subject matter accuracy is checked by a specialist in the field concerned.	The opportunity to address this standard exists. For example, see: <i>Reading Essays:</i> 6-7, 78-81, 103-105, 126-128, 149-151, 156-158, 182-184	The opportunity to address this standard exists. For example, see: <i>Reading Essays:</i> 1, 16, 21, 26, 31, 38
NOTE-TAKING (LECTURES, SEMINARS, MEETINGS ETC.)		

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C1		
Can take detailed notes during a lecture on topics in his/her field of interest, recording the information so accurately and so close to the original that the notes could also be used by other people. Can make decisions about what to note down and what to omit as the lecture or seminar proceeds, even on unfamiliar matters. Can select relevant, detailed information and arguments on complex, abstract topics from multiple spoken sources (e.g. lectures, podcasts, formal discussions and debates, interviews etc.), provided that standard language is delivered at normal speed in one of the range of accents familiar to the listener.		This standard is not directly addressed in this edition of Great Writing 5.
C2		
Can, whilst continuing to participate in a meeting or seminar, create reliable notes (or minutes) for people who are not present, even when the subject matter is complex and/or unfamiliar. Is aware of the implications and allusions of what is said and can make notes on them as well as on the actual words used by the speaker. Can make notes selectively, paraphrasing and abbreviating successfully to capture abstract concepts and relationships between ideas.		This standard is not directly addressed in this edition of Great Writing 5.
EXPRESSING A PERSONAL RESPONSE TO CREATIVE TEXTS (INCLUDING LITERATURE)		
C1		
Can describe in detail his/her personal interpretation of a work, outlining his/her reactions to certain features and explaining their significance. Can outline his/her interpretation of a character in a work: their psychological/emotional state, the motives for their actions and the consequences of these actions. Can give his/her personal interpretation of the development of a plot, the characters and the themes in a story, novel, film or play.	<i>Additional Topics for Writing: 141</i>	<i>Additional Topics for Writing: 28</i>

Standards	SE Where Addressed	TN Where Addressed
C2		
<i>No descriptors available</i>		
ANALYSIS AND CRITICISM OF CREATIVE TEXTS (INCLUDING LITERATURE)		
C1		

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Can critically appraise a wide variety of texts including literary works of different periods and genres. Can evaluate the extent to which a work meets the conventions of its genre. Can describe and comment on ways in which the work engages the audience (e.g. by building up and subverting expectations).	<i>Additional Topics for Writing: 141</i>	<i>Additional Topics for Writing: 28</i>
C2		
Can give a critical appraisal of work of different periods and genres (novels, poems, and plays), appreciating subtle distinctions of style and implicit as well as explicit meaning. Can recognise the finer subtleties of nuanced language, rhetorical effect, and stylistic language use (e.g. metaphors, abnormal syntax, ambiguity), interpreting and ‘unpacking’ meanings and connotations. Can critically evaluate the way in which structure, language and rhetorical devices are exploited in a work for a particular purpose and give a reasoned argument on their appropriateness and effectiveness. Can give a critical appreciation of the deliberate breach of linguistic conventions in a piece of writing.		This standard is not directly addressed in this edition of Great Writing 5.
Mediating Concepts		
COLLABORATING IN A GROUP		
FACILITATING COLLABORATIVE INTERACTION WITH PEERS		
C1		
Can show sensitivity to different perspectives within a group, acknowledging contributions and formulating any reservations, disagreements or criticisms in such a way as to avoid or minimize any offence. Can develop the interaction and tactfully help steer it towards a conclusion.	The opportunity to address this standard exists. For example, see: <i>Discuss: 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181</i>	The opportunity to address this standard exists. For example, see: <i>Discuss: 1, 11, 12, 16, 26, 31</i>
C2		
<i>No descriptors available</i>		

Standards	SE Where Addressed	TN Where Addressed
COLLABORATING TO CONSTRUCT MEANING		
C1		

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<p>Can frame a discussion to decide a course of action with a partner or group, reporting on what others have said, summarising, elaborating and weighing up multiple points of view.</p> <p>Can evaluate problems, challenges, and proposals in a collaborative discussion in order to decide the way forward.</p> <p>Can highlight inconsistencies in thinking, and challenge others' ideas in the process of trying to reach a consensus.</p>	<p>The opportunity to address this standard exists.</p> <p>For example, see: <i>Discuss:</i> 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 1, 11, 12, 16, 26, 31</p>
C2		
<p>Can summarize, evaluate and link the various contributions in order to facilitate agreement for a solution or way forward.</p>	<p>The opportunity to address this standard exists.</p> <p>For example, see: <i>Discuss:</i> 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 1, 11, 12, 16, 26, 31</p>
LEADING GROUP WORK		
MANAGING INTERACTION		
C1		
<p>Can organise a varied and balanced sequence of plenary, group and individual work, ensuring smooth transitions between the phases.</p> <p>Can intervene diplomatically in order to redirect talk, prevent one person dominating or to confront disruptive behaviour.</p>	<p>The opportunity to address this standard exists.</p> <p>For example, see: <i>Discuss:</i> 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 1, 11, 12, 16, 26, 31</p>
C2		
<p>Can take on different roles according to the needs of the participants and requirements of the activity (resource person, mediator, supervisor, etc.) and provide appropriate individualised support.</p> <p>Can recognise undercurrents in interaction and take appropriate steps accordingly to guide the direction of the talk.</p>	<p>The opportunity to address this standard exists.</p> <p>For example, see: <i>Discuss:</i> 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 1, 11, 12, 16, 26, 31</p>
ENCOURAGING CONCEPTUAL TALK		
C1		
<p>Can ask a series of open questions that build on different contributions in order to stimulate logical reasoning (e.g. hypothesising, inferring, analysing, justifying, and predicting).</p>	<p>The opportunity to address this standard exists.</p> <p>For example, see: <i>Discuss:</i> 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 1, 11, 12, 16, 26, 31</p>

Standards	SE Where Addressed	TN Where Addressed
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C2		
Can effectively lead the development of ideas in a discussion of complex abstract topics, guiding the direction of the talk by targeting questions and encouraging others to elaborate on their reasoning.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 1, 11, 12, 16, 26, 31
Mediating Communication		
FACILITATING PLURICULTURAL SPACE		
C1		
Can act as mediator in intercultural encounters, contributing to a shared communication culture by managing ambiguity offering advice and support, and heading off misunderstandings. Can anticipate how people might misunderstand what has been said or written and help to maintain positive interaction by commenting on and interpreting different cultural perspectives on the issue concerned.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 1, 11, 12, 16, 26, 31
C2		
Can mediate effectively and naturally between members of his/her own and other communities, taking account of sociocultural and sociolinguistic differences. Can guide a sensitive discussion effectively, identifying nuances and undercurrents.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 1, 11, 12, 16, 26, 31
ACTING AS INTERMEDIARY IN INFORMAL SITUATIONS (WITH FRIENDS AND COLLEAGUES)		
C1		
Can communicate fluently in (Language B) the sense of what is said in (Language A) on a wide range of subjects of personal, academic and professional interest, conveying significant information clearly and concisely as well as explaining cultural references.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 1, 11, 12, 16, 26, 31
C2		
Can communicate in clear, fluent, well-structured (Language B) the sense of what is said in (Language A) on a wide range of general and specialised topics, maintaining appropriate style and register, conveying finer shades of meaning and elaborating on sociocultural implications.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 1, 11, 12, 16, 26, 31

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Standards	SE Where Addressed	TN Where Addressed
FACILITATING COMMUNICATION IN DELICATE SITUATIONS AND DISAGREEMENTS		
C1		
Can demonstrate sensitivity to different viewpoints, using repetition and paraphrase to demonstrate detailed understanding of each party's requirements for an agreement. Can formulate a diplomatic request to each side in a disagreement to determine what is central to their position, and what they may be willing to give up under certain circumstances. Can use persuasive language to suggest that parties in disagreement shift towards a new position.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 1, 11, 12, 16, 26, 31
C2		
Can deal tactfully with a disruptive participant, framing any remarks diplomatically in relation to the situation and cultural perceptions. Can confidently take a firm but diplomatic stance over an issue of principle, while showing respect for the viewpoint of others.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 1, 11, 12, 16, 26, 31
Mediation Strategies		
STRATEGIES TO EXPLAIN A NEW CONCEPT		
LINKING TO PREVIOUS KNOWLEDGE		
C1		
Can spontaneously pose a series of questions to encourage people to think about their prior knowledge of an abstract issue and to help them establish a link to what is going to be explained.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 1, 11, 12, 16, 26, 31
C2		

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Can introduce complex concepts (e.g. scientific notions) by providing extended definitions and explanations which draw upon assumed previous knowledge.		This standard is not directly addressed in this edition of Great Writing 5.
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Standards	SE Where Addressed	TN Where Addressed
ADAPTING LANGUAGE		
C1		
Can explain technical terminology and difficult concepts when communicating with non-experts about matters within his/her field of specialisation. Can adapt his/her language (e.g. syntax, idiomaticity, jargon) in order to make a complex specialist topic accessible to recipients who are not familiar with it. Can paraphrase and interpret complex, technical texts, using suitably nontechnical language for a listener who does not have specialist knowledge.		This standard is not directly addressed in this edition of Great Writing 5.
C2		
Can adapt the language of a very wide range of texts in order to present the main content in a register and degree of sophistication and detail appropriate to the audience concerned.	The opportunity to address this standard exists. For example, see: <i>Reading Essays:</i> 6-7, 78-81, 103-105, 126-128, 149-151, 156-158, 182-184	The opportunity to address this standard exists. For example, see: <i>Reading Essays:</i> 1, 16, 21, 26, 31, 38
BREAKING DOWN COMPLICATED INFORMATION		
C1		
Can facilitate understanding of a complex issue by highlighting and categorising the main points, presenting them in a logically connected pattern and reinforcing the message by repeating the key aspects in different ways.	<i>Writing:</i> 46-47, 69-70, 94, 117-118, 139140, 168-169, 190-193	<i>Writing:</i> 8, 13, 18, 23, 28, 33, 39
C2		
Can facilitate understanding of a complex issue by explaining the relationship of parts to the whole and encourage different ways of approaching it.	<i>Writing:</i> 46-47, 69-70, 94, 117-118, 139140, 168-169, 190-193	<i>Writing:</i> 8, 13, 18, 23, 28, 33, 39
STRATEGIES TO SIMPLIFY A TEXT		
AMPLIFYING A DENSE TEXT		
C1		

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Can make complex, challenging content more accessible by explaining difficult aspects more explicitly and adding helpful detail. Can make the main points contained in a complex text more accessible to the target audience by adding redundancy, explaining and modifying style and register.	<i>Writing:</i> 46-47, 69-70, 94, 117-118, 139140, 168-169, 190-193	<i>Writing:</i> 8, 13, 18, 23, 28, 33, 39
C2		
Can elucidate the information given in texts on complex academic or professional topics by elaborating and exemplifying.	<i>Writing:</i> 46-47, 69-70, 94, 117-118, 139140, 168-169, 190-193	<i>Writing:</i> 8, 13, 18, 23, 28, 33, 39

Standards	SE Where Addressed	TN Where Addressed
STREAMLINING A TEXT		
C1		
Can reorganise a complex source text in order to focus on the points of most relevance to target audience.	The opportunity to address this standard exists. For example, see: <i>Peer Editing:</i> 34, 46, 70, 95, 118, 140, 168	The opportunity to address this standard exists. For example, see: <i>Peer Editing:</i> 6
C2		
Can redraft a complex source text, improving coherence, cohesion and the flow of an argument, whilst removing sections unnecessary for its purpose	The opportunity to address this standard exists. For example, see: <i>Peer Editing:</i> 34, 46, 70, 95, 118, 140, 168	The opportunity to address this standard exists. For example, see: <i>Peer Editing:</i> 6
Communicative Language Competence		
General Linguistic Range		
GENERAL LINGUISTIC RANGE		
C1		
Can use a broad range of complex grammatical structures appropriately and with considerable flexibility. Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say.	<i>Discuss:</i> 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181; <i>Grammar:</i> 19, 40, 86, 87, 111, 112, 130, 158, 160	<i>Discuss:</i> 1, 11, 12, 16, 26, 31; <i>Grammar:</i> 2, 7, 17, 22, 32, 38
C2		

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Can exploit a comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity. No signs of having to restrict what he/she wants to say.	<i>Discuss:</i> 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181	<i>Discuss:</i> 1, 11, 12, 16, 26, 31
VOCABULARY RANGE		
C1		
Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Can select from several vocabulary options in almost all situations by exploiting synonyms of even less common words. Has a good command of common idiomatic expressions and colloquialisms; can play with words fairly well. Can understand and use appropriately the range of technical vocabulary and idiomatic expressions common to his/ her area of specialisation.	<i>Building Better Vocabulary:</i> 20-22, 42-44, 64-66, 88-90, 113-115, 133-135, 162-164	<i>Building Better Vocabulary:</i> 2, 7, 13, 17, 23, 27, 33, 39

Standards	SE Where Addressed	TN Where Addressed
C2		
Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	<i>Building Better Vocabulary:</i> 20-22, 42-44, 64-66, 88-90, 113-115, 133-135, 162-164	<i>Building Better Vocabulary:</i> 2, 7, 13, 17, 23, 27, 33, 39
GRAMMATICAL ACCURACY		
C1		
Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	<i>Grammar:</i> 19, 40, 86, 87, 111, 112, 130, 158, 160	<i>Grammar:</i> 2, 7, 17, 22, 32, 38
C2		
Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	<i>Grammar:</i> 19, 40, 86, 87, 111, 112, 130, 158, 160	<i>Grammar:</i> 2, 7, 17, 22, 32, 38
VOCABULARY CONTROL		
C1		
Uses less common vocabulary idiomatically and appropriately. Occasional minor slips, but no significant vocabulary errors.	<i>Building Better Vocabulary:</i> 20-22, 42-44, 64-66, 88-90, 113-115, 133-135, 162-164	<i>Building Better Vocabulary:</i> 2, 7, 13, 17, 23, 27, 33, 39
C2		

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Consistently correct and appropriate use of vocabulary.	<i>Building Better Vocabulary:</i> 20-22, 42-44, 64-66, 88-90, 113-115, 133-135, 162-164	<i>Building Better Vocabulary:</i> 2, 7, 13, 17, 23, 27, 33, 39
PHONOLOGICAL CONTROL		
OVERALL PHONOLOGICAL CONTROL		
C1		
Can employ the full range of phonological features in the target language with sufficient control to ensure intelligibility throughout. Can articulate virtually all the sounds of the target language; some features of accent retained from other language(s) may be noticeable, but they do not affect intelligibility.	<i>Building Better Vocabulary:</i> 20-22, 42-44, 64-66, 88-90, 113-115, 133-135, 162-164; Also, the opportunity to address this standard exists. For example, see: <i>Discuss:</i> 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181	<i>Building Better Vocabulary:</i> 2, 7, 13, 17, 23, 27, 33, 39; Also, the opportunity to address this standard exists. For example, see: <i>Discuss:</i> 1, 11, 12, 16, 26, 31

Standards	SE Where Addressed	TN Where Addressed
C2		
Can employ the full range of phonological features in the target language with a high level of control -including prosodic features such as word and sentence stress, rhythm and intonation -so that the finer points of his/her message are clear and precise. Intelligibility and effective conveyance of and enhancement of meaning are not affected in any way by features of accent that may be retained from other language(s).	<i>Building Better Vocabulary:</i> 20-22, 42-44, 64-66, 88-90, 113-115, 133-135, 162-164; Also, the opportunity to address this standard exists. For example, see: <i>Discuss:</i> 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181	<i>Building Better Vocabulary:</i> 2, 7, 13, 17, 23, 27, 33, 39; Also, the opportunity to address this standard exists. For example, see: <i>Discuss:</i> 1, 11, 12, 16, 26, 31

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SOUND ARTICULATION		
C1		
Can articulate virtually all of the sounds of the target language with a high degree of control. He/she can usually self-correct if he/she noticeably mispronounces a sound.	<p><i>Building Better Vocabulary:</i> 20-22, 42-44, 64-66, 88-90, 113-115, 133-135, 162-164;</p> <p>Also, the opportunity to address this standard exists. For example, see: <i>Discuss:</i> 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181</p>	<p><i>Building Better Vocabulary:</i> 2, 7, 13, 17, 23, 27, 33, 39;</p> <p>Also, the opportunity to address this standard exists. For example, see: <i>Discuss:</i> 1, 11, 12, 16, 26, 31</p>
C2		
Can articulate virtually all the sounds of the target language with clarity and precision.	<p><i>Building Better Vocabulary:</i> 20-22, 42-44, 64-66, 88-90, 113-115, 133-135, 162-164;</p> <p>Also, the opportunity to address this standard exists. For example, see: <i>Discuss:</i> 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181</p>	<p><i>Building Better Vocabulary:</i> 2, 7, 13, 17, 23, 27, 33, 39;</p> <p>Also, the opportunity to address this standard exists. For example, see: <i>Discuss:</i> 1, 11, 12, 16, 26, 31</p>

Standards	SE Where Addressed	TN Where Addressed
PROSODIC FEATURES		
C1		

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<p>Can produce smooth, intelligible spoken discourse with only occasional lapses in control of stress, rhythm and/or intonation, which do not affect intelligibility or effectiveness. Can vary intonation and place stress correctly in order to express precisely what he/she means to say.</p>	<p><i>Building Better Vocabulary:</i> 20-22, 42-44, 64-66, 88-90, 113-115, 133-135, 162-164;</p> <p>Also, the opportunity to address this standard exists. For example, see: <i>Discuss:</i> 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181</p>	<p><i>Building Better Vocabulary:</i> 2, 7, 13, 17, 23, 27, 33, 39;</p> <p>Also, the opportunity to address this standard exists. For example, see: <i>Discuss:</i> 1, 11, 12, 16, 26, 31</p>
C2		
<p>Can exploit prosodic features (e.g. stress, rhythm and intonation) appropriately and effectively in order to convey finer shades of meaning (e.g. to differentiate and emphasise).</p>	<p><i>Building Better Vocabulary:</i> 20-22, 42-44, 64-66, 88-90, 113-115, 133-135, 162-164;</p> <p>Also, the opportunity to address this standard exists. For example, see: <i>Discuss:</i> 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181</p>	<p><i>Building Better Vocabulary:</i> 2, 7, 13, 17, 23, 27, 33, 39;</p> <p>Also, the opportunity to address this standard exists. For example, see: <i>Discuss:</i> 1, 11, 12, 16, 26, 31</p>
ORTHOGRAPHIC CONTROL		
C1		
<p>Layout, paragraphing and punctuation are consistent and helpful. Spelling is accurate, apart from occasional slips of the pen.</p>	<p><i>Writing:</i> 46-47, 69-70, 94, 117-118, 139140, 168-169, 190-193;</p> <p><i>Additional Topics for Writing:</i> 47, 71, 95, 119, 141, 169, 193</p>	<p><i>Writing:</i> 8, 13, 18, 23, 28, 33, 39</p>
C2		
<p>Writing is orthographically free of error.</p>	<p>The opportunity to address this standard exists. For example, see: <i>Writing:</i> 46-47, 69-70, 94, 117-118, 139140, 168-169, 190-193;</p> <p><i>Additional Topics for Writing:</i> 47, 71, 95, 119, 141, 169, 193</p>	<p>The opportunity to address this standard exists. For example, see: <i>Writing:</i> 8, 13, 18, 23, 28, 33, 39</p>

Standards	SE Where Addressed	TN Where Addressed
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Sociolinguistic		
SOCIOLINGUISTIC APPROPRIATENESS		
C1		
<p>Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts; may, however, need to confirm occasional details, especially if the accent is unfamiliar.</p> <p>Can understand humour, irony and implicit cultural references and pick up nuances of meaning.</p> <p>Can follow films employing a considerable degree of slang and idiomatic usage.</p> <p>Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.</p> <p>Can adjust his/her level of formality (register and style) to suit the social context: formal, informal or colloquial as appropriate and maintain a consistent spoken register.</p> <p>Can frame critical remarks or express strong disagreement diplomatically.</p>	<p><i>Discuss:</i> 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181</p>	<p><i>Discuss:</i> 1, 11, 12, 16, 26, 31</p>
C2		
<p>Can mediate effectively and naturally between speakers of the target language and of his/her own community, taking account of sociocultural and sociolinguistic differences.</p> <p>Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning.</p> <p>Appreciates virtually all the sociolinguistic and sociocultural implications of language used by proficient speakers of the target language and can react accordingly.</p> <p>Can effectively employ, both orally and in writing, a wide variety of sophisticated language to command, argue, persuade, dissuade, negotiate and counsel.</p>	<p><i>Discuss:</i> 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181</p>	<p><i>Discuss:</i> 1, 11, 12, 16, 26, 31</p>
Pragmatic		
FLEXIBILITY		
C1		
<p>Can make a positive impact on an intended audience by effectively varying style of expression and sentence length, use of advanced vocabulary and word order. Can modify his/her expression to express degrees of commitment or hesitancy, confidence or uncertainty.</p>	<p><i>Discuss:</i> 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181</p>	<p><i>Discuss:</i> 1, 11, 12, 16, 26, 31</p>

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Standards	SE Where Addressed	TN Where Addressed
C2		
Shows great flexibility reformulating ideas in differing linguistic forms to give emphasis, to differentiate according to the situation, interlocutor etc. and to eliminate ambiguity.	<i>Discuss:</i> 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181	<i>Discuss:</i> 1, 11, 12, 16, 26, 31
TURNTAKING		
C1		
Can select a suitable phrase from a readily available range of discourse functions to preface his/her remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking.	<i>Discuss:</i> 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181	<i>Discuss:</i> 1, 11, 12, 16, 26, 31
C2		
<i>No descriptors available; see C1</i>		
THEMATIC DEVELOPMENT *These three original descriptors also appear on the scale for Sustained monologue: putting a case.		
Pre-A1		
C1		
Can use the conventions of the type of text concerned to hold the target reader's attention and communicate complex ideas. Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion. Can write a suitable introduction and conclusion to a long, complex text. Can expand and support main points at some length with subsidiary points, reasons and relevant examples.	<i>Writing:</i> 46-47, 69-70, 94, 117-118, 139140, 168-169, 190-193; <i>Additional Topics for Writing:</i> 47, 71, 95, 119, 141, 169, 193	<i>Writing:</i> 8, 13, 18, 23, 28, 33, 39
C2		
Can use the conventions of the type of text concerned with sufficient flexibility to communicate complex ideas in an effective way, holding the target reader's attention with ease and fulfilling all communicative purposes.	<i>Writing:</i> 46-47, 69-70, 94, 117-118, 139140, 168-169, 190-193; <i>Additional Topics for Writing:</i> 47, 71, 95, 119, 141, 169, 193	<i>Writing:</i> 8, 13, 18, 23, 28, 33, 39
COHERENCE AND COHESION		
C1		

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<p>Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.</p> <p>Can produce well-organised, coherent text, using a variety of cohesive devices and organisational patterns.</p>	<p><i>Writing:</i> 46-47, 69-70, 94, 117-118, 139140, 168-169, 190-193;</p> <p><i>Additional Topics for Writing:</i> 47, 71, 95, 119, 141, 169, 193</p>	<p><i>Writing:</i> 8, 13, 18, 23, 28, 33, 39</p>
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Standards	SE Where Addressed	TN Where Addressed
C2		
<p>Can create coherent and cohesive text making full and appropriate use of a variety of organisational patterns and a wide range of cohesive devices.</p>	<p><i>Writing:</i> 46-47, 69-70, 94, 117-118, 139140, 168-169, 190-193;</p> <p><i>Additional Topics for Writing:</i> 47, 71, 95, 119, 141, 169, 193</p>	<p><i>Writing:</i> 8, 13, 18, 23, 28, 33, 39</p>
PROPOSITIONAL PRECISION		
C1		
<p>Can qualify opinions and statements precisely in relation to degrees of, for example, certainty/ uncertainty, belief/doubt, likelihood etc.</p> <p>Can make effective use of linguistic modality to signal the strength of a claim, an argument or a position.</p>	<p><i>Discuss:</i> 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181</p>	<p><i>Discuss:</i> 1, 11, 12, 16, 26, 31</p>
C2		

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Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of qualifying devices (e.g. adverbs expressing degree, clauses expressing limitations). Can give emphasis, differentiate and eliminate ambiguity.	160-161	32
SPOKEN FLUENCY		
C1		
Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	<i>Discuss:</i> 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181	<i>Discuss:</i> 1, 11, 12, 16, 26, 31
C2		
Can express him/herself at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right words to express his/her thoughts or to find an appropriate example or explanation.	<i>Discuss:</i> 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181	<i>Discuss:</i> 1, 11, 12, 16, 26, 31

Standards	SE Where Addressed	TN Where Addressed
Plurilingual and Pluricultural Competence		
BUILDING ON PLURICULTURAL REPERTOIRE		
Note: <i>Descriptors marked with asterisk (**) represent a high level for B2. They may also be suitable for the C levels.</i>		
C1		

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<p>Can identify differences in socio-linguistic/-pragmatic conventions, critically reflect on them, and adjust his/her communication accordingly.</p> <p>Can sensitively explain the background to, interpret and discuss aspects of cultural values and practices drawing on intercultural encounters, reading, film, etc.</p> <p>Can explain his/her interpretation of the cultural assumptions, preconceptions, stereotypes, and prejudices of his/her own community and of other communities that he/she is familiar with.</p> <p>Can deal with ambiguity in cross-cultural communication and express his/her reactions constructively and culturally appropriately in order to bring clarity.</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss</i>: 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss</i>: 1, 11, 12, 16, 26, 31</p>
C2		
<p>Can initiate and control his/her actions and forms of expression according to context, showing awareness of cultural differences and making subtle adjustments in order to prevent and/or repair misunderstandings and cultural incidents.</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss</i>: 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss</i>: 1, 11, 12, 16, 26, 31</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> (e.g. news in brief, museum brochure, online reviews) might be presented as:</i></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>B2</p> <p>Can use his/her knowledge of contrasting genre conventions and textual pattern in <i>languages in his/her plurilingual repertoire</i> in order to support comprehension.</p>		<p>This standard is not directly addressed in this edition of Great Writing 5.</p>
<p>C1</p> <p>No descriptors available, see B2</p>		
<p>C2</p> <p>No descriptors available, see B2</p>		

Standards	SE Where Addressed	TN Where Addressed
<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 style="padding-left: 40px;"><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 style="padding-left: 40px;"><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>		
C1		

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<p>Can alternate between languages flexibly to facilitate communication in a multilingual context, summarising and glossing in <i>different languages in his/her plurilingual repertoire</i> contributions to the discussion and texts referred to. Can participate effectively in a conversation in two or more <i>languages in his/her plurilingual repertoire</i>, adjusting to the changes of language and catering to the needs and linguistic skills of the interlocutors. Can use and explain specialised terminology from another <i>languages in his/her plurilingual repertoire</i> more familiar to the interlocutor(s), in order to improve understanding in a discussion of abstract and specialised topics. Can respond spontaneously and flexibly in the appropriate language when someone else changes to another language in <i>his/her plurilingual repertoire</i>. Can support comprehension and discussion of a text spoken or written in <i>one language</i> by explaining, summarising, clarifying and expanding it in <i>(an) other language(s) in his/her plurilingual repertoire</i>.</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss</i>: 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss</i>: 1, 11, 12, 16, 26, 31</p>
Standards	SE Where Addressed	TN Where Addressed
C2		
<p>Can interact in a multilingual context on abstract and specialised topics by alternating flexibly between <i>languages in his/her plurilingual repertoire</i> and if necessary explaining the different contributions made. Can explore similarities and differences between metaphors and other figures of speech in the <i>languages in his/her plurilingual repertoire</i>, either for rhetoric effect or for fun.</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss</i>: 9, 13, 16, 59, 76, 77, 78, 81, 102, 109, 126, 130, 148, 156, 173, 174, 181</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss</i>: 1, 11, 12, 16, 26, 31</p>

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