



NATIONAL
GEOGRAPHIC
LEARNING

GREAT WRITING



Correlation of
**Great Writing 3: From Great Paragraphs
to Great Essays, 5/ E**
by Keith S. Folse/ David Clabeaux, © 2020,
ISBN: 9780357020845

to
**Common European Framework of
Reference for Languages Levels
Levels B2**

Correlation to the Common European Framework of Reference for Languages; B2
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Standards	SE Where Addressed	TN Where Addressed
Communicative language activities and strategies		
Reception Activities		
Spoken Reception		
OVERALL LISTENING COMPREHENSION		
B2		
Can understand standard spoken language, live or broadcast on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	<i>Discuss: 34, 99, 119, 122</i>	<i>Discuss: 6, 17, 21</i>
Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in standard speech, including technical discussions in his/her field of specialisation. Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.	<i>Discuss: 34, 99, 119, 122</i>	<i>Discuss: 6, 17, 21</i>
UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS		
B2		
Can keep up with an animated conversation between speakers of the target language.	<i>Discuss: 34, 99, 119, 122</i>	<i>Discuss: 6, 17, 21</i>
Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several speakers of the target language who do not modify their speech in any way. Can identify the main reasons for and against an argument or idea in a discussion conducted in clear standard speech. Can follow chronological sequence in extended informal speech, e.g. in a story or anecdote.	<i>Discuss: 34, 99, 119, 122</i>	<i>Discuss: 6, 17, 21</i>
LISTENING AS A MEMBER OF A LIVE AUDIENCE		

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B2		
Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex. Can understand the speaker's point of view on topics that are of current interest or that relate to his/her specialised field, provided that the talk is delivered in standard spoken language.		This standard is not directly addressed in this edition of Great Writing 2.

Standards	SE Where Addressed	TN Where Addressed
Can follow complex lines of argument in a clearly articulated lecture provided the topic is reasonably familiar. Can distinguish main themes from asides, provided that the lecture or talk is delivered in standard spoken language. Can recognise the speaker's point of view and distinguish this from facts that he/she is reporting.		This standard is not directly addressed in this edition of Great Writing 2.
LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS		
B2		
Can understand announcements and messages on concrete and abstract topics spoken in standard speech at normal speed. Can understand detailed instructions well enough to be able to follow them successfully.		This standard is not directly addressed in this edition of Great Writing 2.
LISTENING TO AUDIO MEDIA AND RECORDINGS		
B2		
Can understand recordings in the standard form of the language likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.		This standard is not directly addressed in this edition of Great Writing 2.
Can understand most radio documentaries and most other recorded or broadcast audio material delivered in the standard form of the language and can identify the speaker's mood, tone etc.		This standard is not directly addressed in this edition of Great Writing 2.
Written Reception		
OVERALL READING COMPREHENSION		
B2		

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<p>Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.</p>	<p><i>Reading:</i> 6-7, 22-23, 35, 41, 60-61, 65-66, 71-72, 85, 88-89, 94-95, 122-125, 139-140, 162-164, 168-170</p>	<p><i>Reading:</i> 1, 2, 6, 11, 12, 16, 21, 25, 29</p>
READING CORRESPONDENCE		
B2		
<p>Can read correspondence relating to his/her field of interest and readily grasp the essential meaning. Can understand what is said in a personal email or posting even where some colloquial language is used.</p>		<p>This standard is not directly addressed in this edition of Great Writing 2.</p>

Standards	SE Where Addressed	TN Where Addressed
READING FOR ORIENTATION		
B2		
<p>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.</p>	<p>The opportunity to address this standard exists. For example, see: <i>Reading:</i> 6-7, 22-23, 35, 41, 60-61, 65-66, 71-72, 85, 88-89, 94-95, 122-125, 139-140, 162-164, 168-170</p>	<p>The opportunity to address this standard exists. For example, see: <i>Reading:</i> 1, 2, 6, 11, 12, 16, 21, 25, 29</p>
<p>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.</p>	<p>The opportunity to address this standard exists. For example, see: <i>Reading:</i> 6-7, 22-23, 35, 41, 60-61, 65-66, 71-72, 85, 88-89, 94-95, 122-125, 139-140, 162-164, 168-170</p>	<p>The opportunity to address this standard exists. For example, see: <i>Reading:</i> 1, 2, 6, 11, 12, 16, 21, 25, 29</p>
READING FOR INFORMATION AND ARGUMENT		

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B2		
Can obtain information, ideas and opinions from highly specialised sources within his/her field. Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.	<i>Reading:</i> 6-7, 22-23, 35, 41, 60-61, 65-66, 71-72, 85, 88-89, 94-95, 122-125, 139-140, 162-164, 168-170	<i>Reading:</i> 1, 2, 6, 11, 12, 16, 21, 25, 29
Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. Can recognise when a text provides factual information and when it seeks to convince readers of something. Can recognise different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships.	<i>Reading:</i> 6-7, 22-23, 35, 41, 60-61, 65-66, 71-72, 85, 88-89, 94-95, 122-125, 139-140, 162-164, 168-170	<i>Reading:</i> 1, 2, 6, 11, 12, 16, 21, 25, 29
READING INSTRUCTIONS		
B2		
Can understand lengthy, complex instructions in his/her field, including details on conditions and warnings, provided he/she can reread difficult sections.		This standard is not directly addressed in this edition of Great Writing 2.

Standards	SE Where Addressed	TN Where Addressed
READING AS A LEISURE ACTIVITY		
B2		
Can read for pleasure with a large degree of independence, adapting style and speed of reading to different texts (e.g. magazines, more straightforward novels, history books, biographies, travelogues, guides, lyrics, poems), using appropriate reference sources selectively. Can read novels that have a strong, narrative plot and that are written in straightforward, unelaborated language, provided that he/she can take his/her time and use a dictionary.		This standard is not directly addressed in this edition of Great Writing 2.
Audio-Visual Reception		
WATCHING TV, FILM AND VIDEO		
B2		

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Can extract the main points from the arguments and discussion in news and current affairs programmes.		This standard is not directly addressed in this edition of Great Writing 2.
Can understand most TV news and current affairs programmes. Can understand documentaries, live interviews, talk shows, plays and the majority of films in the standard form of the language.		This standard is not directly addressed in this edition of Great Writing 2.
Reception Strategies		
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)		
B2		
Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	<i>Reading:</i> 6-7, 22-23, 35, 41, 60-61, 65-66, 71-72, 85, 88-89, 94-95, 122-125, 139-140, 162-164, 168-170	<i>Reading:</i> 1, 2, 6, 11, 12, 16, 21, 25, 29
Production		
Spoken Production		
OVERALL SPOKEN PRODUCTION		
B2		
Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.		This standard is not directly addressed in this edition of Great Writing 2.
Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.		This standard is not directly addressed in this edition of Great Writing 2.

Standards	SE Where Addressed	TN Where Addressed
Spoken Production		
SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE		
B2		
Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest. Can describe the personal significance of events and experiences in detail.		This standard is not directly addressed in this edition of Great Writing 2.
SUSTAINED MONOLOGUE: GIVING INFORMATION		
B2		

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Can communicate complex information and advice on the full range of matters related to his/her occupational role.	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 34, 99, 119, 122	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 6, 17, 21
Can communicate detailed information reliably. Can give a clear, detailed description of how to carry out a procedure.	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 34, 99, 119, 122	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 6, 17, 21
SUSTAINED MONOLOGUE: PUTTING A CASE (E.G. IN A DEBATE)		
B2		
Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.		This standard is not directly addressed in this edition of Great Writing 2.
Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. Can construct a chain of reasoned argument. Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.		This standard is not directly addressed in this edition of Great Writing 2.
PUBLIC ANNOUNCEMENTS		
B2		
Can deliver announcements on most general topics with a degree of clarity, fluency and spontaneity which causes no strain or inconvenience to the listener.		This standard is not directly addressed in this edition of Great Writing 2.
ADDRESSING AUDIENCES		
B2		
Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression.		This standard is not directly addressed in this edition of Great Writing 2.
Standards	SE Where Addressed	TN Where Addressed

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Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options. Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.		This standard is not directly addressed in this edition of Great Writing 2.
Written Production		
OVERALL WRITTEN PRODUCTION		
B2		
Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesising and evaluating information and arguments from a number of sources.	<i>Writing: 29, 56, 79, 104, 129, 154, 176 Additional Topics for Writing: 30, 57, 81, 107, 131, 155, 177</i>	<i>Writing: 3, 8, 12, 17, 22, 26, 30</i>
CREATIVE WRITING		
B2		
Can write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned.	<i>Additional Topics for Writing: 81, 177</i>	12, 30
Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest. Can write a review of a film, book or play.	<i>Additional Topics for Writing: 81, 177</i>	12, 30
WRITTEN REPORTS AND ESSAYS		
B2		
Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. Can write a detailed description of a complex process. Can evaluate different ideas or solutions to a problem.	<i>Writing: 104-106, 129-131, 154, 176-177 Additional Topics for Writing:, 107, 131, 155, 177</i>	17, 22, 26, 30
Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. Can synthesise information and arguments from a number of sources.		This standard is not directly addressed in this edition of Great Writing 2.
Production Strategies		
PLANNING		

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B2		
Can, in preparing for a potentially complicated or awkward situation, plan what to say in the event of different reactions, reflecting on what expression would be appropriate.		This standard is not directly addressed in this edition of Great Writing 2.

Standards	SE Where Addressed	TN Where Addressed
Can plan what is to be said and the means to say it, considering the effect on the recipient(s).		This standard is not directly addressed in this edition of Great Writing 2.
COMPENSATING		
B2		
Can use circumlocution and paraphrase to cover gaps in vocabulary and structure.		This standard is not directly addressed in this edition of Great Writing 2.
Can address most communication problems by using circumlocutions, or by avoiding difficult expressions.		This standard is not directly addressed in this edition of Great Writing 2.
MONITORING AND REPAIR		
B2		
Can often retrospectively self-correct his/her occasional 'slips' or non-systematic errors and minor flaws in sentence structure.		This standard is not directly addressed in this edition of Great Writing 2.
Can correct slips and errors if he/she becomes conscious of them or if they have led to misunderstandings. Can make a note of 'favourite mistakes' and consciously monitor speech for it/them.		This standard is not directly addressed in this edition of Great Writing 2.
Interaction Activities		
Spoken Interaction		
OVERALL SPOKEN INTERACTION		

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B2		
Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	<i>Discuss: 34, 99, 119, 122</i>	<i>Discuss: 6, 17, 21</i>
Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the target language quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.	<i>Discuss: 34, 99, 119, 122</i>	<i>Discuss: 6, 17, 21</i>
UNDERSTANDING AN INTERLOCUTOR		
B2		
Can understand in detail what is said to him/her in the standard spoken language even in a noisy environment.	<i>Discuss: 34, 99, 119, 122</i>	<i>Discuss: 6, 17, 21</i>

Standards	SE Where Addressed	TN Where Addressed
CONVERSATION		
B2		
Can establish a relationship with interlocutors through sympathetic questioning and expressions of agreement, plus, if appropriate, comments about third parties or shared conditions. Can indicate reservations and reluctance, state conditions when agreeing to requests or granting permission, and ask for understanding of his/her own position.	<i>Discuss: 34, 99, 119, 122</i>	<i>Discuss: 6, 17, 21</i>
Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. Can sustain relationships with speakers of the target language without unintentionally amusing or irritating them or requiring them to behave other than they would with another proficient speaker. Can convey degrees of emotion and highlight the personal significance of events and experiences.	<i>Discuss: 34, 99, 119, 122</i>	<i>Discuss: 6, 17, 21</i>
INFORMAL DISCUSSION (WITH FRIENDS)		

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B2		
Can keep up with an animated discussion between speakers of the target language. Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.	<i>Discuss: 34, 99, 119, 122</i>	<i>Discuss: 6, 17, 21</i>
Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several speakers of the target language who do not modify their speech in any way. Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	<i>Discuss: 34, 99, 119, 122</i>	<i>Discuss: 6, 17, 21</i>

Standards	SE Where Addressed	TN Where Addressed
FORMAL DISCUSSION (MEETINGS)		
B2		
Can keep up with an animated discussion, identifying accurately arguments supporting and opposing points of view. Can use appropriate technical terminology, when discussing his/her area of specialisation with other specialists. Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.	The opportunity to address this standard exists. For example, see: <i>Discuss: 34, 99, 119, 122</i>	The opportunity to address this standard exists. For example, see: <i>Discuss: 6, 17, 21</i>

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Can participate actively in routine and non-routine formal discussion. Can follow the discussion on matters related to his/her field; understand in detail the points given prominence by the speaker. Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 34, 99, 119, 122	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 6, 17, 21
GOAL-ORIENTED CO-OPERATION (E.G. ASSEMBLING A FURNITURE KIT, DISCUSSING A DOCUMENT, ORGANISING AN EVENT ETC.)		
B2		
Can understand detailed instructions reliably. Can help along the progress of the work by inviting others to join in, say what they think etc. Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.		This standard is not directly addressed in this edition of Great Writing 2.
OBTAINING GOODS AND SERVICES		
B2		
Can cope linguistically to negotiate a solution to a dispute like an undeserved traffic ticket, financial responsibility for damage in a flat, for blame regarding an accident. Can outline a case for compensation, using persuasive language to demand satisfaction and state clearly the limits to any concession he/she is prepared to make.		This standard is not directly addressed in this edition of Great Writing 2.
Can state requirements and ask detailed questions regarding more complex services, e.g. rental agreements. Can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession.		This standard is not directly addressed in this edition of Great Writing 2.

Standards	SE Where Addressed	TN Where Addressed
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 2.

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Can pass on detailed information reliably.	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 34, 99, 119, 122	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 6, 17, 21
INTERVIEWING AND BEING INTERVIEWED		
B2		
Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.		This standard is not directly addressed in this edition of Great Writing 2.
Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.		This standard is not directly addressed in this edition of Great Writing 2.
USING TELECOMMUNICATIONS		
B2		
Can use telecommunications for a variety of personal and professional purposes, provided he/she can ask for clarification if the accent or terminology is unfamiliar. Can participate in extended casual conversation over the phone with a known person on a variety of topics.		This standard is not directly addressed in this edition of Great Writing 2.
Written Interaction		
OVERALL WRITTEN INTERACTION		
B2		
Can express news and views effectively in writing, and relate to those of others.	<i>Writing</i> : 29, 56, 79, 104, 129, 154, 176 <i>Additional Topics for Writing</i> : 30, 57, 81, 107, 131, 155, 177	<i>Writing</i> : 3, 8, 12, 17, 22, 26, 30

Standards	SE Where Addressed	TN Where Addressed
CORRESPONDENCE		
B2		

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<p>Can maintain a relationship through personal correspondence using the language fluently and effectively to give detailed descriptions of experiences, pose sympathetic questions and follow up issues of mutual interest.</p> <p>Can in most cases understand idiomatic expressions and colloquialisms in correspondence and other written communications and use the most common ones him/herself as appropriate to the situation.</p> <p>Can write formal correspondence such as letters of enquiry, request, application and complaint with appropriate register, structure and conventions.</p> <p>Can write a forceful but polite letter of complaint, including supporting details and a statement of the desired outcome.</p>		<p>This standard is not directly addressed in this edition of Great Writing 2.</p>
<p>Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.</p> <p>Can use formality and conventions appropriate to the context when writing personal and professional letters and emails.</p> <p>Can write formal emails/letters of invitation, thanks or apology with appropriate register and conventions.</p> <p>Can write non-routine professional letters, using appropriate structure and conventions, provided these are restricted to matters of fact.</p> <p>Can obtain, by letter or e-mail, information required for a particular purpose, collate it and forward it by mail to other people.</p>		<p>This standard is not directly addressed in this edition of Great Writing 2.</p>
<p>NOTES, MESSAGES & FORMS</p>		
<p>B2</p>		
<p>Can take or leave complex personal or professional messages, provided he/she can ask clarification or elaboration if necessary.</p>		<p>This standard is not directly addressed in this edition of Great Writing 2.</p>
<p>Online Interaction</p>		
<p>ONLINE CONVERSATION AND DISCUSSION</p>		
<p>B2</p>		
<p>Can engage in online exchanges, linking his/her contributions to previous ones in the thread, understanding cultural implications and reacting appropriately.</p>		<p>This standard is not directly addressed in this edition of Great Writing 2.</p>

Standards	SE Where Addressed	TN Where Addressed
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<p>Can participate actively in an online discussion, stating and responding to opinions on topics of interest at some length, provided contributors avoid unusual or complex language and allow time for responses.</p> <p>Can engage in online exchanges between several participants, effectively linking his/her contributions to previous ones in the thread, provided a moderator helps manage the discussion.</p> <p>Can recognise misunderstandings and disagreements that arise in an online interaction and can deal with them, provided that the interlocutor(s) are willing to cooperate.</p>		<p>This standard is not directly addressed in this edition of Great Writing 2.</p>
<p>GOAL-ORIENTED ONLINE TRANSACTIONS AND COLLABORATION</p>		
<p>B2</p>		
<p>Can take a lead role in online collaborative work within his/her area(s) of expertise, keeping the group on task by reminding them of roles, responsibilities and deadlines in order to achieve established goals.</p> <p>Can engage in online collaborative or transactional exchanges within his/her area(s) of expertise that require negotiation of conditions and explanation of complicated details and special requirements.</p> <p>Can deal with misunderstandings and unexpected problems that arise in online collaborative or transactional exchanges by responding politely and appropriately in order to help resolve the issue.</p>		<p>This standard is not directly addressed in this edition of Great Writing 2.</p>
<p>Can collaborate online with a group that is working on a project, justifying proposals, seeking clarification and playing a supportive role in order to accomplish shared tasks.</p>		<p>This standard is not directly addressed in this edition of Great Writing 2.</p>
<p>Interaction Strategies</p>		
<p>TAKING THE FLOOR (TURNTAKING)</p>		
<p>B2</p>		
<p>Can intervene appropriately in discussion, exploiting appropriate language to do so.</p> <p>Can initiate, maintain and end discourse appropriately with effective turn taking. Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can use stock phrases (e.g. 'That's a difficult question to answer') to gain time and keep the turn whilst formulating what to say.</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss</i>: 34, 99, 119, 122</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss</i>: 6, 17, 21</p>

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Standards	SE Where Addressed	TN Where Addressed
COOPERATING		
Note: This scale is developed further in the scales for <i>Facilitating collaborative interaction with peers and Collaborating to construct meaning.</i>		
B2		
Can give feedback on and follow up statements and inferences and so help the development of the discussion. Can summarise and evaluate the main points of discussion on matters within his/her academic or professional competence.	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 34, 99, 119, 122	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 6, 17, 21
Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc. Can summarise the point reached at a particular stage in a discussion and propose the next steps.	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 34, 99, 119, 122	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 6, 17, 21
ASKING FOR CLARIFICATION		
B2		
Can ask follow up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points.	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 34, 99, 119, 122	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 6, 17, 21
Can, in informal conversation (with friends), ask for explanation or clarification to ensure he/she understands complex, abstract ideas. Can formulate follow-up questions to a member of a group to clarify an issue that is implicit or poorly articulated.	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 34, 99, 119, 122	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 6, 17, 21
Mediation Activities		
OVERALL MEDIATION		
B2		

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<p>Can establish a supportive environment for sharing ideas and facilitate discussion of delicate issues, showing appreciation of different perspectives, encouraging people to explore issues and adjusting sensitively the way he/she expresses things. Can build upon other's ideas, making suggestions for ways forward. Can convey the main content of well-structured but long and propositionally complex texts on subjects within his/her fields of professional, academic and personal interest, clarifying the opinions and purposes of speakers.</p>	<p><i>Discuss:</i> 34, 99, 119, 122</p>	<p><i>Discuss:</i> 6, 17, 21</p>
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Standards	SE Where Addressed	TN Where Addressed
<p>Can work collaboratively with people from different backgrounds, creating a positive atmosphere by giving support, asking questions to identify common goals, comparing options for how to achieve them and explaining suggestions for what to do next. Can further develop other people's ideas, pose questions that invite reactions from different perspectives and propose a solution or next steps. Can convey detailed information and arguments reliably, e.g. the significant point(s) contained in complex but well-structured texts within his/her fields of professional, academic and personal interest.</p>	<p><i>Discuss:</i> 34, 99, 119, 122</p>	<p><i>Discuss:</i> 6, 17, 21</p>
<p>RELAYING SPECIFIC INFORMATION IN SPEECH</p>		
<p>B2</p>		
<p>Can relay (in Language B) which presentations given in (Language A) at a conference, which articles in a book (written in Language A) are particularly relevant for a specific purpose.</p>		<p>This standard is not directly addressed in this edition of Great Writing 2.</p>
<p>Can relay (in Language B) the main point(s) contained in formal correspondence and/or reports on general subjects and on subjects related to his/her fields of interest (written in Language A).</p>		<p>This standard is not directly addressed in this edition of Great Writing 2.</p>
<p>RELAYING SPECIFIC INFORMATION IN WRITING</p>		
<p>B2</p>		
<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. 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. 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:</i> 6-7, 22-23, 35, 41, 60-61, 65-66, 71-72, 85, 88-89, 94-95, 122-125, 139-140, 162-164, 168-170</p>	<p>The opportunity to address this standard exists. For example, see: <i>Reading:</i> 1, 2, 6, 11, 12, 16, 21, 25, 29</p>

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Can relay in a written report (in Language B) relevant decisions that were taken in a meeting (in Language A). Can relay in writing the significant point(s) contained in formal correspondence (in Language A).		This standard is not directly addressed in this edition of Great Writing 2.
EXPLAINING DATA IN SPEECH (E.G. IN GRAPHS, DIAGRAMS, CHARTS ETC.)		
B2		
Can interpret and describe reliably (in Language B) detailed information contained in complex diagrams, charts and other visually organised information (with text in Language A) on topics in his/her fields of interest.		This standard is not directly addressed in this edition of Great Writing 2.

Standards	SE Where Addressed	TN Where Addressed
EXPLAINING DATA IN WRITING (E.G. IN GRAPHS, DIAGRAMS, CHARTS ETC.)		
B2		
Can interpret and present reliably in writing (in Language B) detailed information from diagrams and visually organised data in his fields of interest (with text in Language A).		This standard is not directly addressed in this edition of Great Writing 2.
PROCESSING TEXT IN SPEECH		
B2		

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<p>Can summarise (in Language B) the important points made in longer, complex, live spoken texts (in Language A) on subjects of current interest, including his/her fields of special interest.</p> <p>Can summarise (in Language B) the main points of complex discussions (in Language A), weighing up the different points of view presented.</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss</i>: 34, 99, 119, 122</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss</i>: 6, 17, 21</p>
<p>Can synthesise and report (in Language B) information and arguments from a number of spoken and/or written sources (in Language A).</p> <p>Can summarise (in Language B) a wide range of factual and imaginative texts (in Language A), commenting on and discussing contrasting points of view and the main themes.</p> <p>Can summarise (in Language B) the important points made in longer, spoken and written complex texts (in Language A) on subjects of current interest, including his/her fields of special interest.</p> <p>Can recognise the intended audience of a spoken or written text (in Language A) on a topic of interest and explain (in Language B) the purpose, attitudes and opinion of the author.</p> <p>Can summarise (in Language B) extracts from news items, interviews or documentaries containing opinions, argument and discussion sources (in Language A).</p> <p>Can summarise and comment (in Language B) on the plot and sequence of events in a film or play (in Language A).</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss</i>: 34, 99, 119, 122</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss</i>: 6, 17, 21</p>

Standards	SE Where Addressed	TN Where Addressed
PROCESSING TEXT IN WRITING		
B2		

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<p>Can summarise in writing (in Language B) the main content of well-structured but propositionally complex spoken and written texts (in Language A) on subjects within his/her fields of professional, academic and personal interest. Can compare, contrast and synthesise in writing (in Language B) the information and viewpoints contained in academic and professional publications (in Language A) in his/her fields of special interest.</p> <p>Can explain in writing (in Language B) the viewpoint articulated in a complex text (in Language A), supporting inferences he/she makes with reference to specific information in the original.</p>	<p>The opportunity to address this standard exists. For example, see: <i>Reading:</i> 6-7, 22-23, 35, 41, 60-61, 65-66, 71-72, 85, 88-89, 94-95, 122-125, 139-140, 162-164, 168-170</p>	<p>The opportunity to address this standard exists. For example, see: <i>Reading:</i> 1, 2, 6, 11, 12, 16, 21, 25, 29</p>
<p>Can summarise in writing (in Language B) the main content of complex spoken and written texts (in Language A) on subjects related to his/her fields of interest and specialisation.</p>	<p>The opportunity to address this standard exists. For example, see: <i>Reading:</i> 6-7, 22-23, 35, 41, 60-61, 65-66, 71-72, 85, 88-89, 94-95, 122-125, 139-140, 162-164, 168-170</p>	<p>The opportunity to address this standard exists. For example, see: <i>Reading:</i> 1, 2, 6, 11, 12, 16, 21, 25, 29</p>
<p>TRANSLATING A WRITTEN TEXT IN SPEECH</p>		
<p>B2</p>		
<p>Can provide spoken translation into (Language B) of complex texts written in (Language A) containing information and arguments on subjects within his/her fields of professional, academic and personal interest.</p>	<p>The opportunity to address this standard exists. For example, see: <i>Reading:</i> 6-7, 22-23, 35, 41, 60-61, 65-66, 71-72, 85, 88-89, 94-95, 122-125, 139-140, 162-164, 168-170</p>	<p>The opportunity to address this standard exists. For example, see: <i>Reading:</i> 1, 2, 6, 11, 12, 16, 21, 25, 29</p>
<p>TRANSLATING A WRITTEN TEXT IN WRITING</p>		
<p>B2</p>		
<p>Can produce clearly organised translations from (Language A) into (Language B) that reflect normal language usage but may be over-influenced by the order, paragraphing, punctuation and particular formulations of the original.</p>	<p>The opportunity to address this standard exists. For example, see: <i>Reading:</i> 6-7, 22-23, 35, 41, 60-61, 65-66, 71-72, 85, 88-89, 94-95, 122-125, 139-140, 162-164, 168-170</p>	<p>The opportunity to address this standard exists. For example, see: <i>Reading:</i> 1, 2, 6, 11, 12, 16, 21, 25, 29</p>
<p>Can produce translations into (Language B, which closely follow the sentence and paragraph structure of the original text in (Language A), conveying the main points of the source text accurately, though the translation may read awkwardly.</p>	<p>The opportunity to address this standard exists. For example, see: <i>Reading:</i> 6-7, 22-23, 35, 41, 60-61, 65-66, 71-72, 85, 88-89, 94-95, 122-125, 139-140, 162-164, 168-170</p>	<p>The opportunity to address this standard exists. For example, see: <i>Reading:</i> 1, 2, 6, 11, 12, 16, 21, 25, 29</p>

Standards	SE Where Addressed	TN Where Addressed
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NOTE-TAKING (LECTURES, SEMINARS, MEETINGS ETC.)		
B2		
Can understand a clearly structured lecture on a familiar subject, and can take notes on points which strike him/her as important, even though he/she tends to concentrate on the words themselves and therefore to miss some information. Can make accurate notes in meetings and seminars on most matters likely to arise within his/her field of interest.		This standard is not directly addressed in this edition of Great Writing 2.
EXPRESSING A PERSONAL RESPONSE TO CREATIVE TEXTS (INCLUDING LITERATURE)		
B2		
Can give a clear presentation of his/her reactions to a work, developing his/her ideas and supporting them with examples and arguments. Can describe his/her emotional response to a work and elaborate on the way in which it has evoked this response. Can express in some detail his/her reactions to the form of expression, style and content of a work, explaining what he/she appreciated and why.		This standard is not directly addressed in this edition of Great Writing 2.
ANALYSIS AND CRITICISM OF CREATIVE TEXTS (INCLUDING LITERATURE)		
B2		

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<p>Can compare two works, considering themes, characters and scenes, exploring similarities and contrasts and explaining the relevance of the connections between them.</p> <p>Can give a reasoned opinion about a work, showing awareness of the thematic, structural and formal features and referring to the opinions and arguments of others.</p> <p>Can evaluate the way the work encourages identification with characters, giving examples.</p> <p>Can describe the way in which different works differ in their treatment of the same theme.</p>		<p>This standard is not directly addressed in this edition of Great Writing 2.</p>
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Standards	SE Where Addressed	TN Where Addressed
Mediating Concepts		
COLLABORATING IN A GROUP		
FACILITATING COLLABORATIVE INTERACTION WITH PEERS		
B2		
<p>Can, based on people’s reactions, adjust the way he/she formulates questions and/or intervenes in a group interaction.</p> <p>Can act as rapporteur in a group discussion, noting ideas and decisions, discussing these with the group and later giving a summary of the group’s view(s) in a plenary.</p>	<p>The opportunity to address this standard exists.</p> <p>For example, see: <i>Discuss</i>: 34, 99, 119, 122</p>	<p>The opportunity to address this standard exists.</p> <p>For example, see: <i>Discuss</i>: 6, 17, 21</p>
<p>Can ask questions to stimulate discussion on how to organise collaborative work.</p> <p>Can help to define goals for teamwork and compare options for how to achieve them.</p> <p>Can refocus a discussion by suggesting what to consider next, and how to proceed.</p>	<p>The opportunity to address this standard exists.</p> <p>For example, see: <i>Discuss</i>: 34, 99, 119, 122</p>	<p>The opportunity to address this standard exists.</p> <p>For example, see: <i>Discuss</i>: 6, 17, 21</p>
COLLABORATING TO CONSTRUCT MEANING		
B2		

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<p>Can highlight the main issue that needs to be resolved in a complex task and the important aspects that need to be taken into account.</p> <p>Can contribute to collaborative decision-making and problem-solving, expressing and co-developing ideas, explaining details and making suggestions for future action.</p> <p>Can help organise the discussion in a group by reporting what others have said, summarising, elaborating and weighing up different points of view.</p>	<p>The opportunity to address this standard exists.</p> <p>For example, see: <i>Discuss</i>: 34, 99, 119, 122</p>	<p>The opportunity to address this standard exists.</p> <p>For example, see: <i>Discuss</i>: 6, 17, 21</p>
<p>Can further develop other people’s ideas and opinions.</p> <p>Can present his/her ideas in a group and pose questions that invite reactions from other group members’ perspectives.</p> <p>Can consider two different sides of an issue, giving arguments for and against, and propose a solution or compromise.</p>	<p>The opportunity to address this standard exists.</p> <p>For example, see: <i>Discuss</i>: 34, 99, 119, 122</p>	<p>The opportunity to address this standard exists.</p> <p>For example, see: <i>Discuss</i>: 6, 17, 21</p>
<p>LEADING GROUP WORK</p>		
<p>MANAGING INTERACTION</p>		
<p>B2</p>		
<p>Can organise and manage collaborative group work efficiently.</p> <p>Can monitor individual and group work non-intrusively, intervening to set a group back on task or to ensure even participation.</p> <p>Can intervene supportively in order to focus people’s attention on aspects of the task by asking targeted questions and inviting suggestions.</p>		<p>This standard is not directly addressed in this edition of Great Writing 2.</p>

Standards	SE Where Addressed	TN Where Addressed
<p>Can explain the different roles of participants in the collaborative process, giving clear instructions for group work.</p> <p>Can explain ground rules in collaborative discussion in small groups that involves problem solving or the evaluation of alternative proposals. Can intervene when necessary to set a group back on task with new instructions or to encourage more even participation.</p>		<p>This standard is not directly addressed in this edition of Great Writing 2.</p>
<p>ENCOURAGING CONCEPTUAL TALK</p>		
<p>B2</p>		

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Can encourage members of a group to describe and elaborate on their thinking. Can encourage members of a group to build upon one another's information and ideas to come up with a concept or solution.	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 34, 99, 119, 122	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 6, 17, 21
Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions. Can build on people's ideas and link them into coherent lines of thinking. Can ask people to explain how an idea fits with the main topic under discussion.	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 34, 99, 119, 122	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 6, 17, 21
Mediating Communication		
FACILITATING PLURICULTURAL SPACE		
B2		
Can exploit knowledge of socio-cultural conventions in order to establish a consensus on how to proceed in a particular situation unfamiliar to everyone involved. Can, in intercultural encounters, demonstrate appreciation of perspectives other than his/her own normal worldview, and express him/herself in a way appropriate to the context. Can clarify misunderstandings and misinterpretations during intercultural encounters, suggesting how things were actually meant in order to clear the air and move the discussion forward.	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 34, 99, 119, 122	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 6, 17, 21
Can encourage a shared communication culture by expressing understanding and appreciation of different ideas, feelings and viewpoints, and inviting participants to contribute and react to each other's ideas. Can work collaboratively with people who have different cultural orientations, discussing similarities and differences in views and perspectives. Can, when collaborating with people from other cultures, adapt the way he/she works in order to create shared procedures.	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 34, 99, 119, 122	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 6, 17, 21

Standards	SE Where Addressed	TN Where Addressed
ACTING AS INTERMEDIARY IN INFORMAL SITUATIONS (WITH FRIENDS AND COLLEAGUES)		

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B2		
Can mediate (between Language A and Language B), conveying detailed information, drawing the attention of both sides to background information and sociocultural cues, and posing clarification and follow-up questions or statements as necessary.	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 34, 99, 119, 122	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 6, 17, 21
Can communicate in (Language B) the sense of what is said in a welcome address, anecdote or presentation in his/her field given in (Language A), interpreting cultural cues appropriately and giving additional explanations when necessary, provided that the speaker stops frequently in order to allow time for him/her to do so. Can communicate in (Language B) the sense of what is said in (Language A) on subjects within his/her fields of interest, conveying and when necessary explaining the significance of important statements and viewpoints, provided speakers give clarifications if needed.	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 34, 99, 119, 122	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 6, 17, 21
FACILITATING COMMUNICATION IN DELICATE SITUATIONS AND DISAGREEMENTS		
B2		
Can elicit possible solutions from parties in disagreement in order to help them to reach consensus, formulating open-ended, neutral questions to minimise embarrassment or offense. Can help the parties in a disagreement better understand each other by restating and reframing their positions more clearly and by prioritising needs and goals. Can formulate a clear and accurate summary of what has been agreed and what is expected from each of the parties.	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 34, 99, 119, 122	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 6, 17, 21
Can, by asking questions, identify areas of common ground and invite each side to highlight possible solutions. Can outline the main points in a disagreement with reasonable precision and explain the positions of the parties involved. Can summarise the statements made by the two sides, highlighting areas of agreement and obstacles to agreement.	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 34, 99, 119, 122	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 6, 17, 21

Standards	SE Where Addressed	TN Where Addressed
Mediation Strategies		

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STRATEGIES TO EXPLAIN A NEW CONCEPT		
LINKING TO PREVIOUS KNOWLEDGE		
B2		
Can clearly explain the connections between the goals of the session and the personal or professional interests and experiences of the participant(s).	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 34, 99, 119, 122	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 6, 17, 21
Can formulate questions and give feedback to encourage people to make connections to previous knowledge and experiences. Can explain a new concept or procedure by comparing and contrasting it to one that people are already familiar with.	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 34, 99, 119, 122	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 6, 17, 21
ADAPTING LANGUAGE		
B2		
Can explain technical topics within his/her field, using suitably non-technical language for a listener who does not have specialist knowledge. Can make a specific, complex piece of information in his/her field clearer and more explicit for others by paraphrasing it in simpler language.	34-35	6
Can make accessible for others the main contents of a spoken or written text on a subject of interest (e.g. an essay, a forum discussion, a presentation) by paraphrasing in simpler language.		This standard is not directly addressed in this edition of Great Writing 2.
BREAKING DOWN COMPLICATED INFORMATION		
B2		
Can make a complicated issue easier to understand by presenting the components of the argument separately.		This standard is not directly addressed in this edition of Great Writing 2.
Can make a complicated process easier to understand by breaking it down into a series of smaller steps.		This standard is not directly addressed in this edition of Great Writing 2.
STRATEGIES TO SIMPLIFY A TEXT		
AMPLIFYING A DENSE TEXT		
B2		
Can make the content of a text on a subject in his/her fields of interest more accessible to a target audience by adding examples, reasoning and explanatory comments.	34-35	6

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Standards	SE Where Addressed	TN Where Addressed
Can make concepts on subjects in his/her fields of interest more accessible by giving concrete examples, recapitulating step by step and repeating the main points. Can make new information more accessible by using repetition and adding illustrations.		This standard is not directly addressed in this edition of Great Writing 2.
STREAMLINING A TEXT		
B2		
Can simplify a source text by excluding non-relevant or repetitive information and taking into consideration the intended audience.		This standard is not directly addressed in this edition of Great Writing 2.
Can edit a source text by deleting the parts that do not add new information that is relevant for a given audience in order to make the significant content more accessible for them. Can identify related or repeated information in different parts of a text and merge it in order to make the essential message clearer.		This standard is not directly addressed in this edition of Great Writing 2.
Communicative Language Competence		
General Linguistic Range		
GENERAL LINGUISTIC RANGE		
B2		
Can express him/herself clearly and without much sign of having to restrict what he/she wants to say.	<i>Discuss: 34, 99, 119, 122</i>	<i>Discuss: 6, 17, 21</i>
Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so.	<i>Discuss: 34, 99, 119, 122</i>	<i>Discuss: 6, 17, 21</i>
VOCABULARY RANGE		
B2		
Can understand and use the main technical terminology of his/her field, when discussing his/her area of specialisation with other specialists.	<i>Building Better Vocabulary: 25-27, 5153, 73-76, 100-102, 126-128, 149-151, 172-174</i>	<i>Building Better Vocabulary: 3, 7, 12, 17, 21, 26, 30</i>

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<p>Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.</p> <p>Can produce the appropriate collocations of many words in most contexts fairly systematically.</p> <p>Can understand and use much of the specialist vocabulary of his/her field but has problems with specialist terminology outside of it.</p>	<p><i>Building Better Vocabulary: 25-27, 5153, 73-76, 100-102, 126-128, 149-151, 172-174</i></p>	<p><i>Building Better Vocabulary: 3, 7, 12, 17, 21, 26, 30</i></p>
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Standards	SE Where Addressed	TN Where Addressed
GRAMMATICAL ACCURACY		
B2		
Good grammatical control. Occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.	<i>Grammar: 17, 18, 42, 44, 60, 67, 69, 92, 118, 119, 143, 144, 160, 166</i>	<i>Grammar: 2, 7, 11, 12, 16, 21, 25, 26, 29</i>
Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. Has a good command of simple language structures and some complex grammatical forms, although he/she tends to use complex structures rigidly with some inaccuracy.	<i>Grammar: 17, 18, 42, 44, 60, 67, 69, 92, 118, 119, 143, 144, 160, 166</i>	<i>Grammar: 2, 7, 11, 12, 16, 21, 25, 26, 29</i>
VOCABULARY CONTROL		
B2		
Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	<i>Building Better Vocabulary: 25-27, 5153, 73-76, 100-102, 126-128, 149-151, 172-174</i>	<i>Building Better Vocabulary: 3, 7, 12, 17, 21, 26, 30</i>
PHONOLOGICAL CONTROL		
OVERALL PHONOLOGICAL CONTROL		
B2		

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Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by other language(s) he/she speaks, but has little or no effect on intelligibility.	<i>Building Better Vocabulary:</i> 25-27, 5153, 73-76, 100-102, 126-128, 149-151, 172-174; Also, the opportunity to address this standard exists. For example, see: <i>Discuss:</i> 34, 99, 119, 122	<i>Building Better Vocabulary:</i> 3, 7, 12, 17, 21, 26, 30; Also, the opportunity to address this standard exists. For example, see: <i>Discuss:</i> 6, 17, 21
SOUND ARTICULATION		
B2		
Can articulate a high proportion of the sounds in the target language clearly in extended stretches of production; is intelligible throughout, despite a few systematic mispronunciations. Can generalise from his/her repertoire to predict the phonological features of most unfamiliar words (e.g. word stress) with reasonable accuracy (e.g. whilst reading).	<i>Building Better Vocabulary:</i> 25-27, 5153, 73-76, 100-102, 126-128, 149-151, 172-174; Also, the opportunity to address this standard exists. For example, see: <i>Discuss:</i> 34, 99, 119, 122	<i>Building Better Vocabulary:</i> 3, 7, 12, 17, 21, 26, 30; Also, the opportunity to address this standard exists. For example, see: <i>Discuss:</i> 6, 17, 21

Standards	SE Where Addressed	TN Where Addressed
PROSODIC FEATURES		
B2		
Can employ prosodic features (e.g. stress, intonation, rhythm) to support the message he/she intends to convey, though with some influence from other languages he/she speaks.	<i>Building Better Vocabulary:</i> 25-27, 5153, 73-76, 100-102, 126-128, 149-151, 172-174; Also, the opportunity to address this standard exists. For example, see: <i>Discuss:</i> 34, 99, 119, 122	<i>Building Better Vocabulary:</i> 3, 7, 12, 17, 21, 26, 30; Also, the opportunity to address this standard exists. For example, see: <i>Discuss:</i> 6, 17, 21
ORTHOGRAPHIC CONTROL		
B2		

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Can produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions. Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.	<i>Writing:</i> 29, 56, 79, 104, 129, 154, 176; <i>Additional Topics for Writing:</i> 30, 57, 81, 107, 131, 155, 177	<i>Writing:</i> 3, 8, 12, 17, 22, 26, 30
Sociolinguistic		
SOCIOLINGUISTIC APPROPRIATENESS		
B2		
Can with some effort keep up with and contribute to group discussions even when speech is fast and colloquial. Can recognise and interpret sociocultural/sociolinguistic cues and consciously modify his/her linguistic forms of expression in order to express him/herself appropriately in the situation. Can express him/herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 34, 99, 119, 122	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 6, 17, 21
Can adjust his/her expression to make some distinction between formal and informal registers but may not always do so appropriately. Can express him/herself appropriately in situations and avoid crass errors of formulation. Can sustain relationships with speakers of the target language without unintentionally amusing or irritating them or requiring them to behave other than they would with another proficient speaker.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 34, 99, 119, 122	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 6, 17, 21

Standards	SE Where Addressed	TN Where Addressed
Pragmatic		
FLEXIBILITY		
B2		
Can adjust what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 34, 99, 119, 122	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 6, 17, 21
Can adjust to the changes of direction, style and emphasis normally found in conversation. Can vary formulation of what he/she wants to say. Can reformulate an idea to emphasise or explain a point.	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 34, 99, 119, 122	The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 6, 17, 21

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TURNTAKING		
B2		
Can intervene appropriately in discussion, exploiting appropriate language to do so. Can initiate, maintain and end discourse appropriately with effective turn taking. Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can use stock phrases (e.g. 'That's a difficult question to answer') to gain time and keep the turn whilst formulating what to say.	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 34, 99, 119, 122	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 6, 17, 21
THEMATIC DEVELOPMENT *These three original descriptors also appear on the scale for Sustained monologue: putting a case.		
B2		
Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail*. Can present and respond to complex lines of argument convincingly.		This standard is not directly addressed in this edition of Great Writing 2.
Can follow the conventional structure of the communicative task concerned, when communicating his/her ideas. Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples. Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples*. Can evaluate the advantages and disadvantages of various options. Can clearly signal the difference between fact and opinion.		This standard is not directly addressed in this edition of Great Writing 2.

Standards	SE Where Addressed	TN Where Addressed
COHERENCE AND COHESION		
B2		

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Can use a variety of linking words efficiently to mark clearly the relationships between ideas.	118, 142	20, 25
Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse. Though there may be some 'jumpiness' in a long contribution. Can produce text that is generally well-organised and coherent, using a range of linking words and cohesive devices. Can structure longer texts in clear, logical paragraphs.	118, 142	20, 25
PROPOSITIONAL PRECISION		
B2		
Can pass on detailed information reliably. Can communicate the essential points even in more demanding situations, though his/her language lacks expressive power and idiomaticity.	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 34, 99, 119, 122	The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 6, 17, 21
SPOKEN FLUENCY		
B2		
Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	<i>Discuss</i> : 34, 99, 119, 122	<i>Discuss</i> : 6, 17, 21
Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with speakers of the target language quite possible without imposing strain on either party.	<i>Discuss</i> : 34, 99, 119, 122	<i>Discuss</i> : 6, 17, 21

Standards	SE Where Addressed	TN Where Addressed
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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>		
B2		
<p>**Can describe and evaluate the viewpoints and practices of his/her own and other social groups, showing awareness of the implicit values on which judgments and prejudices are frequently based.</p> <p>**Can interpret and explain a document or event from another culture and relate it to documents or events from his/her own culture(s)/ and/or from cultures he/she is familiar document or event from another culture with.</p> <p>Can discuss the objectivity and balance of information and opinions expressed in the media about his/her own and other communities.</p> <p>Can identify and reflect on similarities and differences in culturally-determined behaviour patterns (e.g. gestures and speech volume) and discuss their significance in order to negotiate mutual understanding.</p> <p>Can, in an intercultural encounter, recognise that what one normally takes for granted in a particular situation is not necessarily shared by others, and can react and express him/herself appropriately.</p> <p>Can generally interpret cultural cues appropriately in the culture concerned. Can reflect on and explain particular ways of communicating in his/her own and other cultures, and the risks of misunderstanding they generate.</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss</i>: 34, 99, 119, 122</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss</i>: 6, 17, 21</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 languages</i> (e.g. news in brief, museum brochure, online reviews) 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>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 2.</p>
<p style="text-align: center;">Standards</p>	<p style="text-align: center;">SE Where Addressed</p>	<p style="text-align: center;">TN Where Addressed</p>
<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 different languages in his/her plurilingual repertoire 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>B2</p>		

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<p>**Can recognise the extent to which it is appropriate to make flexible use of <i>different languages in his/her plurilingual repertoire</i> in a specific situation, in order to increase the efficiency of communication.</p> <p>**Can alternate efficiently between <i>languages in his/her plurilingual repertoire</i> in order to facilitate comprehension with and between third parties who lack a common language.</p> <p>**Can introduce into an utterance an expression from <i>another language in his/her plurilingual repertoire</i> that is particularly apt for the situation/concept being discussed, explaining it for the interlocutor when necessary.</p> <p>Can alternate between <i>languages in his/her plurilingual repertoire</i> in order to communicate specialised information and issues on a subject in his field of interest to different interlocutors.</p> <p>Can make use of <i>different languages in his/her plurilingual repertoire</i> during collaborative interaction, in order to clarify the nature of a task, the main steps, the decisions to be taken, the outcomes expected.</p> <p>Can make use of different languages in his/her plurilingual repertoire to encourage other people to use the language in which they feel more comfortable</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss</i>: 34, 99, 119, 122</p>	<p>The opportunity to address this standard exists. For example, see: <i>Discuss</i>: 6, 17, 21</p>
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