



Correlation of
Great Writing: Foundations, 5/ E,
by Keith S. Folse, © 2020,
ISBN: 9780357020814
to
**Common European Framework of
Reference for Languages Levels
A1-A2**

Correlation to the Common European Framework of Reference for Languages; A1-A2
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| Standards | SE Where Addressed | TN Where Addressed |
|--|--|--|
| Communicative language activities and strategies | | |
| Reception Activities | | |
| Spoken Reception | | |
| OVERALL LISTENING COMPREHENSION | | |
| A1 | | |
| Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. Can recognise concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech. | The opportunity to address this standard exists. For example, see: 20, 164, 166, 218 | The opportunity to address this standard exists. For example, see: 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| A2 | | |
| Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. | The opportunity to address this standard exists. For example, see: 20, 164, 166, 218 | The opportunity to address this standard exists. For example, see: 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided speech is clearly and slowly articulated. | The opportunity to address this standard exists. For example, see: 20, 164, 166, 218 | The opportunity to address this standard exists. For example, see: 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS | | |
| A1 | | |
| Can understand some words and expressions when people are talking about him/herself, family, school, hobbies or surroundings, provided they are talking slowly and clearly. Can understand words and short sentences when listening to a simple conversation (e.g. between a customer and a salesperson in a shop), provided that people talk very slowly and very clearly. | The opportunity to address this standard exists. For example, see: 20, 164, 166, 218 | The opportunity to address this standard exists. For example, see: 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |

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|---|--|--|
| A2 | | |
| Can generally identify the topic of discussion around him/her that is conducted slowly and clearly. Can recognise when speakers agree and disagree in a conversation conducted slowly and clearly. | The opportunity to address this standard exists. For example, see: 20, 164, 166, 218 | The opportunity to address this standard exists. For example, see: 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| Can follow in outline short, simple social exchanges, conducted very slowly and clearly. | The opportunity to address this standard exists. For example, see: 20, 164, 166, 218 | The opportunity to address this standard exists. For example, see: 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| LISTENING AS A MEMBER OF A LIVE AUDIENCE | | |
| A1 | | |
| Can understand in outline very simple information being explained in a predictable situation like a guided tour, provided that speech is very slow and clear and that there are long pauses from time to time. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| A2 | | |
| Can follow the general outline of a demonstration or presentation on a familiar or predictable topic, where the message is expressed slowly and clearly in simple language and there is visual support (e.g. slides, handouts). | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| Can follow a very simple, well-structured presentation or demonstration, provided that it is illustrated with slides, concrete examples or diagrams, it is delivered slowly and clearly with repetition and the topic is familiar. Can understand the outline of simple information given in a predictable situation, such as on a guided tour, e.g. 'This is where the President lives.' | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS | | |
| A1 | | |
| Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions. Can understand when someone tells him/her slowly and clearly where something is, provided the object is in the immediate environment. Can understand figures, prices and times given slowly and clearly in an announcement by loudspeaker, e.g. at a railway station or in a shop. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |

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| A2 | | |
| Can understand and follow a series of instructions for familiar, everyday activities such as sports, cooking, etc. provided they are delivered slowly and clearly. Can understand straightforward announcements (e.g. a telephone recording or radio announcement of a cinema programme or sports event, an announcement that a train has been delayed, or messages announced by loudspeaker in a supermarket), provided the delivery is slow and clear. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| Can catch the main point in short, clear, simple messages and announcements. Can understand simple directions relating to how to get from X to Y, by foot or public transport. Can understand basic instructions on times, dates and numbers etc., and on routine tasks and assignments to be carried out. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| LISTENING TO AUDIO MEDIA AND RECORDINGS | | |
| A1 | | |
| Can pick out concrete information (e.g. places and times) from short audio recordings on familiar everyday topics, provided they are delivered very slowly and clearly. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| A2 | | |
| Can understand the most important information contained in short radio commercials concerning goods and services of interest (e.g. CDs, video games, travel, etc.). Can understand in a radio interview what people say they do in their free time, what they particularly like doing and what they do not like doing, provided that they speak slowly and clearly. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. Can extract important information from short radio broadcasts, such as the weather forecast, concert announcements or sports results, provided that people talk clearly. Can understand the important points of a story and manage to follow the plot, provided the story is told slowly and clearly. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |

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| Written Reception | | |
| OVERALL READING COMPREHENSION | | |
| A1 | | |
| Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| A2 | | |
| Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| READING CORRESPONDENCE | | |
| A1 | | |
| Can understand short, simple messages on postcards. Can understand short, simple messages sent via social media or email (e.g. proposing what to do, when and where to meet). | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| A2 | | |
| Can understand a simple personal letter, email or post in which the person writing is talking about familiar subjects (such as friends or family) or asking questions on these subjects. Can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation etc.) on familiar topics. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| Can understand short simple personal letters. Can understand very simple formal emails and letters (e.g. confirmation of a booking or on-line purchase). | | This standard is not directly addressed in this edition of Great Writing: Foundations. |

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| READING FOR ORIENTATION | | |
| A1 | | |
| <p>Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.</p> <p>Can understand store guides (information on which floors departments are on) and directions (e.g. to where to find lifts).</p> <p>Can understand basic hotel information, e.g. times when meals are served.</p> <p>Can find and understand simple, important information in advertisements, in programmes for special events, in leaflets and brochures (e.g. what is proposed, costs, the date and place of the event, departure times etc.).</p> | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| A2 | | |
| <p>Can find specific information in practical, concrete, predictable texts (e.g. travel guidebooks, recipes), provided they are written in simple language.</p> <p>Can understand the main information in short and simple descriptions of goods in brochures and websites (e.g. portable digital devices, cameras, etc.).</p> | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| <p>Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.</p> <p>Can locate specific information in lists and isolate the information required (e.g. use the 'Yellow Pages' to find a service or tradesman).</p> <p>Can understand everyday signs and notices etc. in public places, such as streets, restaurants, railway stations, in workplaces, such as directions, instructions, hazard warnings.</p> | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| READING FOR INFORMATION AND ARGUMENT | | |
| A1 | | |
| <p>Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.</p> <p>Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel, or stories etc.) written with simple words and supported by illustrations and pictures.</p> | | This standard is not directly addressed in this edition of Great Writing: Foundations. |

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| A2 | | |
| <p>Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. Can follow the general outline of a news report on a familiar type of event, provided that the contents are familiar and predictable.</p> <p>Can pick out the main information in short newspaper reports or simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text.</p> <p>Can understand the main points of short texts dealing with everyday topics (e.g. lifestyle, hobbies, sports, weather).</p> | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| <p>Can understand texts describing people, places, everyday life, and culture, etc., provided that they are written in simple language.</p> <p>Can understand information given in illustrated brochures and maps, e.g. the principal attractions of a city or area.</p> <p>Can understand the main points in short news items on subjects of personal interest (e.g. sport, celebrities).</p> <p>Can understand a short factual description or report within his/her own field, provided that it is written in simple language and does not contain unpredictable detail.</p> <p>Can understand most of what people say about themselves in a personal ad or post and what they say they like in other people.</p> | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| READING INSTRUCTIONS | | |
| A1 | | |
| <p>Can follow short, simple written directions (e.g. to go from X to Y).</p> | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| A2 | | |
| <p>Can understand regulations, for example safety, when expressed in simple language.</p> <p>Can understand short written instructions illustrated step by step (e.g. for installing new technology).</p> | | This standard is not directly addressed in this edition of Great Writing: Foundations. |

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| Can understand simple instructions on equipment encountered in everyday life – such as a public telephone. Can understand simple, brief instructions provided that they are illustrated and not written in continuous text. Can understand instructions on medicine labels expressed as a simple command e.g. ‘Take before meals’ or ‘Do not take if driving.’ Can follow a simple recipe, especially if there are pictures to illustrate the most important steps. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| READING AS A LEISURE ACTIVITY | | |
| A1 | | |
| Can understand short, illustrated narratives about everyday activities that are written in simple words. Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| A2 | | |
| Can understand enough to read short, simple stories and comic strips involving familiar, concrete situations written in high frequency everyday language. Can understand the main points made in short magazine reports or guide entries that deal with concrete everyday topics (e.g. hobbies, sports, leisure activities, animals). | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| Can understand short narratives and descriptions of someone’s life that are written in simple words. Can understand what is happening in a photo story (e.g. in a lifestyle magazine) and form an impression of what the characters are like. Can understand much of the information provided in a short description of a person (e.g. a celebrity). Can understand the main point of a short article reporting an event that follows a predictable pattern (e.g. the Oscars), provided it is clearly written in simple language. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| Audio-Visual Reception | | |
| WATCHING TV, FILM AND VIDEO | | |
| A1 | | |
| Can recognise familiar words and phrases and identify the topics in headline news summaries and many of the products in advertisements, by exploiting visual information and general knowledge. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |

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| A2 | | |
| Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary. Can follow a TV commercial or a trailer for or scene from a film, understanding what the actors are talking about, provided that the images are a great help in understanding and the delivery is clear and relatively slow. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| Can follow changes of topic of factual TV news items, and form an idea of the main content. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| Reception Strategies | | |
| IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN) | | |
| A1 | | |
| Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject. | | <i>Activity 2: 1</i> |
| A2 | | |
| Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. Can exploit his/her recognition of known words to deduce the meaning of unfamiliar words in short expressions used in routine everyday contexts. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| Can exploit format, appearance and typographic features in order to identify the type of text: news story, promotional text, article, textbook, chat or forum etc. Can exploit numbers, dates, names, proper nouns etc.to identify the topic of a text. Can deduce the meaning and function of unknown formulaic expressions from their position in a written text (e.g. at the beginning or end of a letter). | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| Production | | |
| Spoken Production | | |
| OVERALL SPOKEN PRODUCTION | | |
| A1 | | |
| Can produce simple mainly isolated phrases about people and places. | The opportunity to address this standard exists. For example, see: 20, 164, 166, 218 | The opportunity to address this standard exists. For example, see: 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |

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| A2 | | |
| Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list. | <i>Activity 5: 166</i> | The opportunity to address this standard exists. For example, see: 1; <i>Expansion: 5, 10, 13, 18, 22, 37, 47, 52, 63</i> |
| Spoken Production | | |
| SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE | | |
| A1 | | |
| Can describe him/herself, what he/she does and where he/she lives. Can describe simple aspects of his/her everyday life in a series of simple sentences, using simple words and basic phrases, provided he/she can prepare in advance. | <i>Activity 5: 166</i> | <i>Activity 4: 1</i> |
| A2 | | |
| Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. Can give short, basic descriptions of events and activities. Can describe plans and arrangements, habits and routines, past activities and personal experiences. Can use simple descriptive language to make brief statements about and compare objects and possessions. Can explain what he/she likes or dislikes about something. | <i>Activity 5: 166</i> | <i>Activity 4: 1</i> |
| Can describe his/her family, living conditions, educational background, present or most recent job. Can describe people, places and possessions in simple terms. Can say what he/she is good at and not so good at (e.g. sports, games, skills, subjects). Can briefly talk about what he/she plans to do at the weekend or during the holidays. | The opportunity to address this standard exists. For example, see: 20, 164, 166, 218 | The opportunity to address this standard exists. For example, see: <i>Activity 4: 1</i> |
| SUSTAINED MONOLOGUE: GIVING INFORMATION | | |
| A1 | | |
| Can give a simple description of an object or picture while showing it to others using basic words, phrases and formulaic expressions, provided he/she can prepare in advance. | | <i>Activity 4: 1</i> |

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| A2 | | |
| Can give simple directions from place to place, using basic expressions such as 'turn right' and 'go straight' along with sequential connectors such as 'first,' 'then,' and 'next.' | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| SUSTAINED MONOLOGUE: PUTTING A CASE (E.G. IN A DEBATE) | | |
| A1 | | |
| <i>No descriptors available</i> | | |
| A2 | | |
| Can explain what she likes or dislikes about something, why he/she prefers one thing to another, making simple, direct comparisons. | | Activity 4: 1 |
| Can present his/her opinion in simple terms, provided listeners are patient. | | Activity 4: 1 |
| PUBLIC ANNOUNCEMENTS | | |
| A1 | | |
| <i>No descriptors available</i> | | |
| A2 | | |
| Can deliver very short, rehearsed announcements of predictable, learnt content which are intelligible to listeners who are prepared to concentrate. | | Activity 4: 1 |
| ADDRESSING AUDIENCES | | |
| A1 | | |
| Can read a very short, rehearsed statement – e.g. to introduce a speaker, propose a toast. | | Activity 4: 1 |
| A2 | | |
| Can give a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans and actions. Can cope with a limited number of straightforward follow up questions. | | Activity 4: 1 |
| Can give a short, rehearsed, basic presentation on a familiar subject. Can answer straightforward follow up questions if he/she can ask for repetition and if some help with the formulation of his/her reply is possible. | | Activity 4: 1 |
| Written Production | | |
| OVERALL WRITTEN PRODUCTION | | |
| A1 | | |
| Can give information in writing about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words and basic expressions. Can write simple isolated phrases and sentences. | 7, 13, 46, 58, 149, 175, 203 | 1, 2, 10, 14, 41, 47, 58 |

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| A2 | | |
| Can write a series of simple phrases and sentences linked with simple connectors like 'and,' 'but' and 'because'. | 95, 96-98, 148, 149 | 26, 27, 41 |
| CREATIVE WRITING | | |
| A1 | | |
| Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do. Can describe in very simple language what a room looks like. Can use simple words and phrases to describe certain everyday objects (e.g. the colour of a car, whether it is big or small). | 7, 13, 19, 20, 38, 66, 71, 113, 130, 157, 164, 175, 203, 218 | 1, 2, 5, 9, 17, 18, 30, 36, 42, 46, 47, 58, 62 |
| A2 | | |
| Can write about everyday aspects of his/her environment e.g. people, places, a job or study experience in linked sentences. Can write very short, basic descriptions of events, past activities and personal experiences. Can tell a simple story (e.g. about events on a holiday or about life in the distant future). | 15, 29, 47, 61, 73, 91, 107, 125, 143, 159, 177, 195, 211, 225; <i>Freewrite:</i> 3, 17, 31, 49, 63, 75, 93, 109, 127, 145, 161, 179, 197, 213 | 2, 6, 10, 14, 18, 23, 27, 32, 38, 42, 47, 52, 58, 63 |
| Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. Can write short, simple imaginary biographies and simple poems about people. Can write diary entries that describe activities (e.g. daily routine, outings, sports, hobbies), people and places, using basic, concrete vocabulary and simple phrases and sentences with simple connectives like 'and,' 'but' and 'because'. Can write an introduction to a story or continue a story, provided he/she can consult a dictionary and references (e.g. tables of verb tenses in a course book). | 15, 29, 47, 61, 73, 91, 107, 125, 143, 159, 177, 195, 211, 225, 29, 47, 61, 73; <i>Freewrite:</i> 3, 17, 31, 49, 63, 75, 93, 109, 127, 145, 161, 179, 197, 213 | 2, 6, 10, 14, 18, 23, 27, 32, 38, 42, 47, 52, 58, 63 |
| WRITTEN REPORTS AND ESSAYS | | |
| A1 | | |
| <i>No descriptors available</i> | | |
| A2 | | |
| Can write simple texts on familiar subjects of interest, linking sentences with connectors like 'and,' 'because,' or 'then.' Can give his/her impressions and opinions in writing about topics of personal interest (e.g. lifestyles and culture, stories), using basic everyday vocabulary and expressions. | 107 | 27 |

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| Production Strategies | | |
| PLANNING | | |
| A1 | | |
| <i>No descriptors available</i> | | |
| A2 | | |
| Can recall and rehearse an appropriate set of phrases from his/her repertoire. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| COMPENSATING | | |
| A1 | | |
| Can use gesture to support simple words in expressing a need. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| A2 | | |
| Can use an inadequate word from his/her repertoire and use gesture to clarify what he/she wants to say. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| Can identify what he/she means by pointing to it (e.g. 'I'd like this, please'). | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| MONITORING AND REPAIR | | |
| A1 | | |
| <i>No descriptors available</i> | | |
| A2 | | |
| <i>No descriptors available</i> | | |
| Interaction Activities | | |
| Spoken Interaction | | |
| OVERALL SPOKEN INTERACTION | | |
| A1 | | |
| Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. | The opportunity to address this standard exists. For example, see: 20, 164, 166, 218 | The opportunity to address this standard exists. For example, see: 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |

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| A2 | | |
| Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. | 20, 164, 166, 218 | 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord. | 20, 164, 166, 218 | 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| UNDERSTANDING AN INTERLOCUTOR | | |
| A1 | | |
| Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker. Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. | 20, 164, 166, 218 | 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| A2 | | |
| Can understand enough to manage simple, routine exchanges without undue effort. Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time. | 20, 164, 166, 218 | 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| Can understand what is said clearly, slowly and directly to him/her in simple everyday conversation; can be made to understand, if the speaker can take the trouble. | 20, 164, 166, 218 | 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| CONVERSATION | | |
| A1 | | |
| Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker. Can take part in a simple conversation of a basic factual nature on a predictable topic, e.g. his/her home country, family, school. Can make an introduction and use basic greeting and leave-taking expressions. Can ask how people are and react to news. | 20, 164, 166, 218 | 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |

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|--|--|---|
| A2 | | |
| Can establish social contact: greetings and farewells; introductions; giving thanks. Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time. Can participate in short conversations in routine contexts on topics of interest. Can express how he/she feels in simple terms, and express thanks. Can ask for a favour (e.g. to lend something), can offer a favour and can respond if someone asks him/her to do a favour for them. | 20, 164, 166, 218 | 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble. Can use simple everyday polite forms of greeting and address. Can chat in simple language with peers, colleagues or members of a host family, asking questions and understanding the answers relating to most routine matters. Can make and respond to invitations, suggestions and apologies. Can express how he/she is feeling using very basic stock expressions. Can say what he/she likes and dislikes. | 20, 164, 166, 218 | 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| INFORMAL DISCUSSION (WITH FRIENDS) | | |
| A1 | | |
| Can exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly and directly. | The opportunity to address this standard exists. For example, see: 7 | <i>Activity 4:</i> 1 |
| A2 | | |
| Can generally identify the topic of discussion around him/her which is conducted slowly and clearly. Can exchange opinions and compare things and people using simple language. Can discuss what to do in the evening, at the weekend. Can make and respond to suggestions. Can agree and disagree with others. | 20, 164, 166, 218 | 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. Can discuss what to do, where to go and make arrangements to meet. Can express opinions in a limited way. | 20, 164, 166, 218 | 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |

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| Standards | SE Where Addressed | TN Where Addressed |
|--|--|--|
| FORMAL DISCUSSION (MEETINGS) | | |
| A1 | | |
| <i>No descriptors available</i> | | |
| A2 | | |
| Can generally follow changes of topic in formal discussion related to his/her field which is conducted slowly and clearly. Can exchange relevant information and give his/her opinion on practical problems when asked directly, provided he/she receives some help with formulation and can ask for repetition of key points if necessary. | The opportunity to address this standard exists. For example, see: 20, 164, 166, 218 | The opportunity to address this standard exists. For example, see: 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| Can say what he/she thinks about things when addressed directly in a formal meeting, provided he/she can ask for repetition of key points if necessary. | The opportunity to address this standard exists. For example, see: 20, 164, 166, 218 | The opportunity to address this standard exists. For example, see: 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| GOAL-ORIENTED CO-OPERATION (E.G. ASSEMBLING A FURNITURE KIT, DISCUSSING A DOCUMENT, ORGANISING AN EVENT ETC.) | | |
| A1 | | |
| Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can act on basic instructions that involve times, locations, numbers etc. Can ask people for things, and give people things. | 20, 164, 166, 218 | 1 <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| A2 | | |
| Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand. Can discuss what to do next, making and responding to suggestions, asking for and giving directions. | The opportunity to address this standard exists. For example, see: 20, 164, 166, 218 | The opportunity to address this standard exists. For example, see: 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |

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| Standards | SE Where Addressed | TN Where Addressed |
|--|--|--|
| Can indicate when he/she is following and can be made to understand what is necessary, if the speaker takes the trouble. Can communicate in simple and routine tasks using simple phrases to ask for and provide things, to get simple information and to discuss what to do next. | The opportunity to address this standard exists. For example, see: 20, 164, 166, 218 | The opportunity to address this standard exists. For example, see: 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| OBTAINING GOODS AND SERVICES | | |
| A1 | | |
| Can ask people for things and give people things. Can ask for food and drink using basic expressions. Can handle numbers, quantities, cost and time. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| A2 | | |
| Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping. Can interact in predictable everyday situations (e.g. a post office, a station, a shop), using a wide range of simple words and expressions. Can get all the information needed from a tourist office, as long as it is of a straightforward, non-specialised nature. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| Can ask for and provide everyday goods and services. Can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets. Can ask about things and make simple transactions in shops, post offices or banks. Can give and receive information about quantities, numbers, prices etc. Can make simple purchases by stating what is wanted and asking the price. Can order a meal. Can say when something is wrong, e.g. 'The food is cold' or 'There is no light in my room.' Can ask (face-to-face) for a medical appointment and understand the reply. Can indicate the nature of a problem to a health professional, perhaps using gestures and body language. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |

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| Standards | SE Where Addressed | TN Where Addressed |
|--|--------------------|---|
| INFORMATION EXCHANGE | | |
| A1 | | |
| <p>Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.</p> <p>Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</p> <p>Can ask and answer questions about themselves and other people, where they live, people they know, things they have.</p> <p>Can indicate time by such phrases as next week, last Friday, in November, three o'clock.</p> <p>Can express numbers, quantities and cost in a limited way.</p> <p>Can name the colour of clothes or other familiar objects and can ask the colour of such objects.</p> | 20, 164, 166, 218 | 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| A2 | | |
| <p>Can understand enough to manage simple, routine exchanges without undue effort.</p> <p>Can deal with practical everyday demands: finding out and passing on straightforward factual information.</p> <p>Can ask and answer questions about habits and routines.</p> <p>Can ask and answer questions about pastimes and past activities.</p> <p>Can ask and answer questions about plans and intentions.</p> <p>Can give and follow simple directions and instructions e.g. explain how to get somewhere.</p> | 20, 164, 166, 218 | 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| <p>Can communicate in simple and routine tasks requiring a simple and direct exchange of information.</p> <p>Can exchange limited information on familiar and routine operational matters.</p> <p>Can ask and answer questions about what they do at work and in free time.</p> <p>Can ask for and give directions referring to a map or plan.</p> <p>Can ask for and provide personal information.</p> <p>Can ask and answer simple questions about an event, e.g. ask where and when it took place, who was there and what it was like.</p> | 20, 164, 166, 218 | 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |

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| Standards | SE Where Addressed | TN Where Addressed |
|--|------------------------------|--|
| INTERVIEWING AND BEING INTERVIEWED | | |
| A1 | | |
| Can reply in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details. Can state in simple language the nature of a problem to a health professional and answer simple questions such as 'Does that hurt?' even though he/she has to rely on gestures and body language to reinforce the message. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| A2 | | |
| Can make him/herself understood in an interview and communicate ideas and information on familiar topics, provided he/she can ask for clarification occasionally, and is given some help to express what he/she wants to. Can describe to a doctor very basic symptoms and ailments such as cold and flu. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| Can answer simple questions and respond to simple statements in an interview. Can indicate in simple language the nature of a problem to a health professional, perhaps using gestures and body language. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| USING TELECOMMUNICATIONS | | |
| A1 | | |
| <i>No descriptors available</i> | | |
| A2 | | |
| Can use telecommunications with his/her friends to exchange simple news, make plans, and arrange to meet. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| Can, given repetition and clarifications, participate in a short, simple phone conversation with a known person on a predictable topic, e.g. arrival times, arrangements to meet. Can understand a simple phone message (e.g. 'My flight is late. I will arrive at ten o'clock. '), confirm details of the message and pass it on by phone to other people concerned. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| Written Interaction | | |
| OVERALL WRITTEN INTERACTION | | |
| A1 | | |
| Can ask for or pass on personal details in written form. | 7, 13, 46, 58, 149, 175, 203 | 1, 2, 10, 14, 41, 47, 58 |

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| Standards | SE Where Addressed | TN Where Addressed |
|---|--------------------|--|
| A2 | | |
| Can write short, simple formulaic notes relating to matters in areas of immediate need. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| CORRESPONDENCE | | |
| A1 | | |
| Can write messages and online postings as a series of very short sentences about hobbies and likes/dislikes, using simple words and formulaic expressions, with reference to a dictionary. Can write a short, simple postcard. Can write a short, very simple message (e.g. a text message) to friends to give them a piece of information or to ask them a question. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| A2 | | |
| Can exchange information by text message, e-mail or in short letters, responding to questions the other person had (e.g. about a new product or activity). | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| Can convey personal information of a routine nature, for example in a short email or letter introducing him/herself. Can write very simple personal letters expressing thanks and apology. Can write short, simple notes, emails and text messages (e.g. to send or reply to an invitation, to confirm or change an arrangement). Can write a short text in a greetings card (e.g. for someone's birthday or to wish them a Happy New Year). | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| NOTES, MESSAGES & FORMS | | |
| A1 | | |
| Can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country etc. such as on a hotel registration form. Can leave a simple message giving information on e.g. where he/she has gone, what time he/she will be back. (e.g. 'Shopping: back at 5 p.m.'). | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| A2 | | |
| Can take a short, simple message provided he/she can ask for repetition and reformulation. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |

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| Standards | SE Where Addressed | TN Where Addressed |
|--|--------------------|--|
| Can write short, simple notes and messages relating to matters in areas of immediate need. Can fill in personal and other details on most everyday forms, e.g. to request a visa or visa waiver, to open a bank account, to send a letter recorded delivery, etc. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| Online Interaction | | |
| ONLINE CONVERSATION AND DISCUSSION | | |
| A1 | | |
| Can write very simple messages and personal online postings as a series of very short sentences about hobbies, likes/dislikes, etc., relying on the aid of a translation tool. Can use formulaic expressions and combinations of simple words to post short positive and negative reactions to simple online postings and their embedded links and media, and can respond to further comments with standard expressions of thanks and apology. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| A2 | | |
| Can introduce him/herself and manage simple exchanges online, asking and answering questions and exchanging ideas on predictable everyday topics, provided enough time is allowed to formulate responses, and that he/she interacts with one interlocutor at a time. Can make short descriptive online postings about everyday matters, social activities and feelings, with simple key details. Can comment on other people's online postings, provided that they are written in simple language, reacting to embedded media by expressing feelings of surprise, interest and indifference in a simple way. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| Can engage in basic social communication online (e.g. writing a simple message on a virtual card for a special occasion, sharing news and making/confirming arrangements to meet). Can make brief positive or negative comments online about embedded links and media using a repertoire of basic language, though he/she will generally have to refer to an online translation tool and other resources. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| GOAL-ORIENTED ONLINE TRANSACTIONS AND COLLABORATION | | |
| A1 | | |
| Can complete a very simple online purchase or application, providing basic personal information (such as name, e-mail address or telephone number). | | This standard is not directly addressed in this edition of Great Writing: Foundations. |

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| Standards | SE Where Addressed | TN Where Addressed |
|---|--|--|
| A2 | | |
| Can use formulaic language to respond to routine problems arising in online transactions (e.g. concerning availability of models and special offers, delivery dates, addresses, etc.). Can interact online with a supportive partner in a simple collaborative task, responding to basic instructions and seeking clarification, provided there are some visual aids such as images, statistics, or graphs to clarify the concepts involved. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| Can make simple online transactions (such as ordering goods or enrolling on a course) by filling in an online form or questionnaire, providing personal details and confirming acceptance of terms and conditions, declining extra services, etc. Can ask basic questions about the availability of a product or feature. Can respond to simple instructions and ask simple questions in order to accomplish a shared task online with the help of a supportive interlocutor. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| Interaction Strategies | | |
| TAKING THE FLOOR (TURN-TAKING) | | |
| A1 | | |
| <i>No descriptors available</i> | | |
| A2 | | |
| Can use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain and close simple, face-to-face conversation. | The opportunity to address this standard exists. For example, see: 20, 164, 166, 218 | The opportunity to address this standard exists. For example, see: 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| Can ask for attention. | The opportunity to address this standard exists. For example, see: 20, 164, 166, 218 | The opportunity to address this standard exists. For example, see: 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |

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|---|--|--|
| COOPERATING Note: This scale is developed further in the scales for <i>Facilitating collaborative interaction with peers and Collaborating to construct meaning.</i> | | |
| A1 <i>No descriptors available</i> | | |
| A2 Can indicate when he/she is following. | The opportunity to address this standard exists. For example, see: 20, 164, 166, 218 | The opportunity to address this standard exists. For example, see: 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| ASKING FOR CLARIFICATION | | |
| A1 Can indicate with words, intonation and gestures that he/she does not understand. Can express in a simple way that he/she does not understand. | The opportunity to address this standard exists. For example, see: 20, 164, 166, 218 | The opportunity to address this standard exists. For example, see: 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| A2 Can ask very simply for repetition when he/she does not understand. Can ask for clarification about key words or phrases not understood using stock phrases. | The opportunity to address this standard exists. For example, see: 20, 164, 166, 218 | The opportunity to address this standard exists. For example, see: 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| Can say he/she didn't follow. Can signal non-understanding and ask for a word to be spelt out. | The opportunity to address this standard exists. For example, see: 20, 164, 166, 218 | The opportunity to address this standard exists. For example, see: 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |

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| Standards | SE Where Addressed | TN Where Addressed |
|--|--|--|
| Mediation Activities | | |
| OVERALL MEDIATION | | |
| A1 | | |
| Can use simple words and non-verbal signals to show interest in an idea. Can convey simple, predictable information of immediate interest given in short, simple signs and notices, posters and programmes. | 20, 164, 166, 218 | 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| A2 | | |
| Can play a supportive role in interaction, provided that other participants speak slowly and that one or more of them helps him/her to contribute and to express his/her suggestions. Can convey relevant information contained in clearly structured, short, simple, informational texts, provided that the texts concern concrete, familiar subjects and are formulated in simple everyday language. | 20, 164, 166, 218 | 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| Can use simple words to ask someone to explain something. Can recognise when difficulties occur and indicate in simple language the apparent nature of a problem. Can convey the main point(s) involved in short, simple conversations or texts on everyday subjects of immediate interest provided these are expressed clearly in simple language. | 20, 164, 166, 218 | 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| RELAYING SPECIFIC INFORMATION IN SPEECH | | |
| A1 | | |
| Can relay (in Language B) simple, predictable information about times and places given in short, simple statements (spoken in Language A). | The opportunity to address this standard exists. For example, see: 20, 164, 166, 218 | The opportunity to address this standard exists. For example, see: 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| A2 | | |
| Can relay (in Language B) the point made in a clear, spoken announcement (made in Language A) concerning familiar everyday subjects, though he/she may have to simplify the message and search for words. Can relay (in Language B) specific, relevant information contained in short, simple texts, labels and notices (written in Language A) on familiar subjects. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |

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| Standards | SE Where Addressed | TN Where Addressed |
|--|--|--|
| Can relay (in Language B) the point made in short, clear, simple messages, instructions and announcements, provided these are expressed slowly and clearly in simple language (in Language A). Can relay (in Language B) in a simple way a series of short, simple instructions provided the original speech (in Language A) is clearly and slowly articulated. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| RELAYING SPECIFIC INFORMATION IN WRITING | | |
| A1 | | |
| Can list (in Language B) names, numbers, prices and very simple information of immediate interest (given in Language A), provided that the speaker articulates very slowly and clearly, with repetition. | The opportunity to address this standard exists. For example, see: 20, 164, 166, 218 | The opportunity to address this standard exists. For example, see: 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| A2 | | |
| Can relay in writing (in Language B) specific information contained in short simple informational texts (written in Language A), provided the texts concern concrete, familiar subjects and are written in simple everyday language. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| Can list (in Language B) the main points of short, clear, simple messages and announcements (given in Language A) provided that speech is clearly and slowly articulated. Can list (in Language B) specific information contained in simple texts (written in Language A) on everyday subjects of immediate interest or need. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| EXPLAINING DATA IN SPEECH (E.G. IN GRAPHS, DIAGRAMS, CHARTS ETC.) | | |
| A1 | | |
| <i>No descriptors available</i> | | |
| A2 | | |
| <i>No descriptors available</i> | | |
| Can interpret and describe (in Language B) simple visuals on familiar topics (e.g. a weather map, a basic flow chart) (with text in Language A), even though pauses, false starts and reformulation may be very evident in speech. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |

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| Standards | SE Where Addressed | TN Where Addressed |
|---|--|--|
| EXPLAINING DATA IN WRITING (E.G. IN GRAPHS, DIAGRAMS, CHARTS ETC.) | | |
| A1 | | |
| <i>No descriptors available</i> | | |
| A2 | | |
| <i>No descriptors available</i> | | |
| PROCESSING TEXT IN SPEECH | | |
| A1 | | |
| Can convey (in Language B) simple, predictable information given in short, very simple signs and notices, posters and programmes (written in Language A). | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| A2 | | |
| Can report (in Language B) the main points made in simple TV or radio news items (in Language A) reporting events, sports, accidents, etc., provided that the topics concerned are familiar and the delivery is slow and clear. Can report in simple sentences (in Language B) the information contained in clearly structured, short, simple texts (written in Language A) that have illustrations or tables. Can summarise (in Language B) the main point(s) in simple, short informational texts (in Language A) on familiar topics. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| Can convey (in Language B) the main point(s) contained in clearly structured, short, simple spoken and written texts (in Language A), supplementing his/her limited repertoire with other means (e.g. gestures, drawings, words from other languages) in order to do so. | The opportunity to address this standard exists. For example, see: 20, 164, 166, 218 | The opportunity to address this standard exists. For example, see: 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| PROCESSING TEXT IN WRITING | | |
| A1 | | |
| Can, with the help of a dictionary, render in (Language B) simple phrases written in (Language A), but may not always select the appropriate meaning. Can copy out single words and short texts presented in standard printed format. | 9, 22, 40, 54, 67, 84, 100, 118, 136, 151, 169, 188, 204, 219 | 9, 63 |

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| Standards | SE Where Addressed | TN Where Addressed |
|---|--|---|
| A2 | | |
| Can list as a series of bullet points (in Language B) the relevant information contained in short simple texts (in Language A), provided that the texts concern concrete, familiar subjects and are written in simple everyday language. Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| Can use simple language to render in (Language B) very short texts written in (Language A) on familiar and everyday themes that contain the highest frequency vocabulary; despite errors, the text remains comprehensible. Can copy out short texts in printed or clearly hand-written format. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| TRANSLATING A WRITTEN TEXT IN SPEECH | | |
| A1 | | |
| Can provide a simple, rough spoken translation into (Language B) of simple, everyday words and phrases written in (Language A) that are encountered on signs and notices, posters, programmes, leaflets etc. | <i>Building Better Vocabulary and Spelling:</i> 9, 22, 40, 54, 67, 84, 100, 118, 136, 151, 169, 188, 204, 219 | <i>Building Better Vocabulary and Spelling:</i> 2, 5, 10, 13, 18, 22, 26, 31, 37, 42, 47, 52, 58, 62 |
| A2 | | |
| Can provide an approximate spoken translation into (Language B) of short, simple everyday texts (e.g. brochure entries, notices, instructions, letters or emails) written in (Language A). | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| Can provide a simple, rough, spoken translation into (Language B) of short, simple texts (e.g. notices on familiar subjects) written in (Language A), capturing the most essential point. Can provide a simple, rough spoken translation into (Language B) of routine information on familiar everyday subjects that is written in simple sentences in (Language A) (e.g. personal news, short narratives, directions, notices or instructions). | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| TRANSLATING A WRITTEN TEXT IN WRITING | | |
| A1 | | |
| Can, with the help of a dictionary, translate simple words and phrases from (Language A) into (Language B), but may not always select the appropriate meaning. | 9, 22, 40, 54, 67, 84, 100, 118, 136, 151, 169, 188, 204, 219 | 9, 63 |

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| Standards | SE Where Addressed | TN Where Addressed |
|--|--------------------|--|
| A2 | | |
| Can use simple language to provide an approximate translation from (Language A) into (Language B) of very short texts on familiar and everyday themes that contain the highest frequency vocabulary; despite errors, the translation remains comprehensible. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| NOTE-TAKING (LECTURES, SEMINARS, MEETINGS ETC.) | | |
| A1 | | |
| <i>No descriptors available</i> | | |
| A2 | | |
| Can make simple notes at a presentation/demonstration where the subject matter is familiar and predictable and the presenter allows for clarification and note-taking. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| EXPRESSING A PERSONAL RESPONSE TO CREATIVE TEXTS (INCLUDING LITERATURE) | | |
| A1 | | |
| Can use simple words and phrases to say how a work made him/her feel. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| A2 | | |
| Can express his/her reactions to a work, reporting his/her feelings and ideas in simple language. Can describe a character's feelings and explain the reasons for them. Can say in simple language which aspects of a work especially interested him/her. Can say whether he/she liked a work or not and explain why in simple language. Can select simple passages he/she particularly likes from work of literature to use as quotes. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| ANALYSIS AND CRITICISM OF CREATIVE TEXTS (INCLUDING LITERATURE) | | |
| A1 | | |
| <i>No descriptors available</i> | | |
| A2 | | |
| Can identify and briefly describe, in basic formulaic language, the key themes and characters in short, simple narratives involving familiar situations that are written in high frequency everyday language. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |

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| Standards | SE Where Addressed | TN Where Addressed |
|--|--|--|
| Mediating Concepts | | |
| COLLABORATING IN A GROUP | | |
| FACILITATING COLLABORATIVE INTERACTION WITH PEERS | | |
| A1 | | |
| Can invite others' contributions to very simple tasks using short, simple phrases. Can indicate that he/she understands and ask whether others understand. | 20, 164, 166, 218 | 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| A2 | | |
| Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions. | 20, 164, 166, 218 | 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided he/she can ask for repetition or reformulation from time to time. | 20, 164, 166, 218 | 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| COLLABORATING TO CONSTRUCT MEANING | | |
| A1 | | |
| Can express an idea with very simple words and ask what others think. | 20, 164, 166, 218 | 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| A2 | | |
| Can ensure that the person he/she is talking to understands what he/she means by asking appropriate questions. | The opportunity to address this standard exists. For example, see: 20, 164, 166, 218 | The opportunity to address this standard exists. For example, see: 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |

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| Standards | SE Where Addressed | TN Where Addressed |
|--|--|--|
| Can make simple remarks and pose occasional questions to indicate that he/she is following. Can make suggestions in a simple way in order to move the discussion forward. | The opportunity to address this standard exists. For example, see: 20, 164, 166, 218 | The opportunity to address this standard exists. For example, see: 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| LEADING GROUP WORK | | |
| MANAGING INTERACTION | | |
| A1 | | |
| <i>No descriptors available</i> | | |
| A2 | | |
| Can give very simple instructions to a cooperative group who help with formulation when necessary. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| ENCOURAGING CONCEPTUAL TALK | | |
| A1 | | |
| Can use simple isolated words and non-verbal signals to show interest in an idea. | The opportunity to address this standard exists. For example, see: 20, 164, 166, 218 | The opportunity to address this standard exists. For example, see: 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| A2 | | |
| Can ask what somebody thinks of a certain idea. | The opportunity to address this standard exists. For example, see: 20, 164, 166, 218 | The opportunity to address this standard exists. For example, see: 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |

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| Standards | SE Where Addressed | TN Where Addressed |
|--|--|--|
| Mediating Communication | | |
| FACILITATING PLURICULTURAL SPACE | | |
| A1 | | |
| Can facilitate an intercultural exchange by showing welcome and interest with simple words and non-verbal signals, by inviting others to speak and by indicating whether he/she understands when addressed directly. | The opportunity to address this standard exists. For example, see: 20, 164, 166, 218 | The opportunity to address this standard exists. For example, see: 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| A2 | | |
| Can contribute to an intercultural exchange, using simple words to ask people to explain things and to get clarification of what they say, whilst exploiting his/her limited repertoire to express agreement, to invite, to thank etc. | The opportunity to address this standard exists. For example, see: 20, 164, 166, 218 | The opportunity to address this standard exists. For example, see: 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| ACTING AS INTERMEDIARY IN INFORMAL SITUATIONS (WITH FRIENDS AND COLLEAGUES) | | |
| A1 | | |
| Can communicate (in Language B) other people's personal details and very simple, predictable information available (in Language A), provided other people help with formulation. | The opportunity to address this standard exists. For example, see: 20, 164, 166, 218 | The opportunity to address this standard exists. For example, see: 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| A2 | | |
| Can communicate in (Language B) the overall sense of what is said in (Language A) in everyday situations, following basic cultural conventions and conveying the essential information, provided that the speakers articulate clearly in standard language and that he/she can ask for repetition and clarification. | The opportunity to address this standard exists. For example, see: 20, 164, 166, 218 | The opportunity to address this standard exists. For example, see: 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |

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| Standards | SE Where Addressed | TN Where Addressed |
|--|--|--|
| Can communicate in (Language B) the main point of what is said in (Language A) in predictable, everyday situations, conveying back and forth information about personal wants and needs, provided that the speakers help with formulation. | The opportunity to address this standard exists. For example, see: 20, 164, 166, 218 | The opportunity to address this standard exists. For example, see: 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| FACILITATING COMMUNICATION IN DELICATE SITUATIONS AND DISAGREEMENTS | | |
| A1 | | |
| Can recognise when speakers disagree or when someone has a problem and can use memorised simple words and phrases (e.g. “I understand” “Are you okay?” to indicate sympathy. | The opportunity to address this standard exists. For example, see: 20, 164, 166, 218 | The opportunity to address this standard exists. For example, see: 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| A2 | | |
| Can recognise when speakers disagree or when difficulties occur in interaction and adapt memorised simple phrases to seek compromise and agreement. | The opportunity to address this standard exists. For example, see: 20, 164, 166, 218 | The opportunity to address this standard exists. For example, see: 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| Mediation Strategies | | |
| STRATEGIES TO EXPLAIN A NEW CONCEPT | | |
| LINKING TO PREVIOUS KNOWLEDGE | | |
| A1 | | |
| <i>No descriptors available</i> | | |
| A2 | | |
| <i>No descriptors available</i> | | |

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| Standards | SE Where Addressed | TN Where Addressed |
|---|--|--|
| ADAPTING LANGUAGE | | |
| A1 | | |
| <i>No descriptors available</i> | | |
| A2 | | |
| Can repeat the main point of a simple message on an everyday subject, using different words to help someone else understand it. | The opportunity to address this standard exists. For example, see: 20, 164, 166, 218 | The opportunity to address this standard exists. For example, see: 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| BREAKING DOWN COMPLICATED INFORMATION | | |
| A1 | | |
| <i>No descriptors available</i> | | |
| A2 | | |
| <i>No descriptors available</i> | | |
| STRATEGIES TO SIMPLIFY A TEXT | | |
| AMPLIFYING A DENSE TEXT | | |
| A1 | | |
| <i>No descriptors available</i> | | |
| A2 | | |
| <i>No descriptors available</i> | | |
| STREAMLINING A TEXT | | |
| A1 | | |
| <i>No descriptors available</i> | | |
| A2 | | |
| Can identify and mark (e.g. underline, highlight etc.) the key sentences in a short, everyday text. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |

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| Standards | SE Where Addressed | TN Where Addressed |
|---|--|---|
| Communicative Language Competence | | |
| General Linguistic Range | | |
| GENERAL LINGUISTIC RANGE | | |
| A1 | | |
| Has a very basic range of simple expressions about personal details and needs of a concrete type. Can use some basic structures in one-clause sentences with some omission or reduction of elements. | 20, 164, 166, 218 | 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| A2 | | |
| Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words. | 20, 164, 166, 218 | 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information. Can use basic sentence patterns and communicate with memorised phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc. Has a limited repertoire of short memorised phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in nonroutine situations. | 20, 164, 166, 218 | 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| VOCABULARY RANGE | | |
| A1 | | |
| Has a basic vocabulary repertoire of words and phrases related to particular concrete situations. | <i>Building Better Vocabulary and Spelling:</i> 9, 22, 40, 54, 67, 84, 100, 118, 136, 151, 169, 188, 204, 219 | <i>Building Better Vocabulary and Spelling:</i> 2, 5, 10, 13, 18, 22, 26, 31, 37, 42, 47, 52, 58, 62; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |

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| Standards | SE Where Addressed | TN Where Addressed |
|---|---|---|
| A2 | | |
| Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. | <i>Building Better Vocabulary and Spelling:</i> 9, 22, 40, 54, 67, 84, 100, 118, 136, 151, 169, 188, 204, 219 | <i>Building Better Vocabulary and Spelling:</i> 2, 5, 10, 13, 18, 22, 26, 31, 37, 42, 47, 52, 58, 62; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs. | <i>Building Better Vocabulary and Spelling:</i> 9, 22, 40, 54, 67, 84, 100, 118, 136, 151, 169, 188, 204, 219 | <i>Building Better Vocabulary and Spelling:</i> 2, 5, 10, 13, 18, 22, 26, 31, 37, 42, 47, 52, 58, 62; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| GRAMMATICAL ACCURACY | | |
| A1 | | |
| Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. | <i>Grammar for Writing:</i> 4, 18, 32, 50, 64, 76, 94, 110, 128, 146, 162, 180, 198, 214 | <i>Grammar for Writing:</i> 1, 5, 9, 13, 17, 21, 26, 30, 36, 41, 46, 51, 57, 62 |
| A2 | | |
| Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. | <i>Grammar for Writing:</i> 4, 18, 32, 50, 64, 76, 94, 110, 128, 146, 162, 180, 198, 214 | <i>Grammar for Writing:</i> 1, 5, 9, 13, 17, 21, 26, 30, 36, 41, 46, 51, 57, 62 |
| VOCABULARY CONTROL | | |
| A1 | | |
| <i>No descriptors available</i> | | |
| A2 | | |
| Can control a narrow repertoire dealing with concrete everyday needs. | <i>Building Better Vocabulary and Spelling:</i> 9, 22, 40, 54, 67, 84, 100, 118, 136, 151, 169, 188, 204, 219 | <i>Building Better Vocabulary and Spelling:</i> 2, 5, 10, 13, 18, 22, 26, 31, 37, 42, 47, 52, 58, 62; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |

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|---|---|--|
| PHONOLOGICAL CONTROL | | |
| OVERALL PHONOLOGICAL CONTROL | | |
| A1 | | |
| Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned. Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases. | <p><i>Building Better Vocabulary and Spelling:</i> 9, 22, 40, 54, 67, 84, 100, 118, 136, 151, 169, 188, 204, 219;</p> <p>Also, the opportunity to address this standard exists. For example, see: 20, 164, 166, 218</p> | <p><i>Building Better Vocabulary and Spelling:</i> 2, 5, 10, 13, 18, 22, 26, 31, 37, 42, 47, 52, 58, 62;</p> <p>Also, the opportunity to address this standard exists. For example, see: 1;</p> <p><i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63</p> |
| A2 | | |
| Pronunciation is generally clear enough to be understood, but conversational partners will need to ask for repetition from time to time. A strong influence from other language(s) he/she speaks on stress, rhythm and intonation may affect intelligibility, requiring collaboration from interlocutors. Nevertheless, pronunciation of familiar words is clear. | <p><i>Building Better Vocabulary and Spelling:</i> 9, 22, 40, 54, 67, 84, 100, 118, 136, 151, 169, 188, 204, 219;</p> <p>Also, the opportunity to address this standard exists. For example, see: 20, 164, 166, 218</p> | <p><i>Building Better Vocabulary and Spelling:</i> 2, 5, 10, 13, 18, 22, 26, 31, 37, 42, 47, 52, 58, 62;</p> <p>Also, the opportunity to address this standard exists. For example, see: 1;</p> <p><i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63</p> |
| SOUND ARTICULATION | | |
| A1 | | |
| Can reproduce sounds in the target language if carefully guided. Can articulate a limited number of sounds, so that speech is only intelligible if the interlocutor provides support (e.g. by repeating correctly and by eliciting repetition of new sounds). | <p><i>Building Better Vocabulary and Spelling:</i> 9, 22, 40, 54, 67, 84, 100, 118, 136, 151, 169, 188, 204, 219</p> | <p><i>Building Better Vocabulary and Spelling:</i> 2, 5, 10, 13, 18, 22, 26, 31, 37, 42, 47, 52, 58, 62</p> |

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|--|--|---|
| A2 | | |
| Pronunciation is generally intelligible when communicating in simple everyday situations, provided the interlocutor makes an effort to understand specific sounds. Systematic mispronunciation of phonemes does not hinder intelligibility, provided the interlocutor makes an effort to recognise and adjust to the influence of the speaker's language background on pronunciation. | <i>Building Better Vocabulary and Spelling:</i> 9, 22, 40, 54, 67, 84, 100, 118, 136, 151, 169, 188, 204, 219; Also, the opportunity to address this standard exists. For example, see: 20, 164, 166, 218 | <i>Building Better Vocabulary and Spelling:</i> 2, 5, 10, 13, 18, 22, 26, 31, 37, 42, 47, 52, 58, 62; Also, the opportunity to address this standard exists. For example, see: 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| PROSODIC FEATURES | | |
| A1 | | |
| Can use the prosodic features of a limited repertoire of simple words and phrases intelligibly, in spite of a very strong influence on stress, rhythm, and/or intonation from other language(s) he/she speaks; his/her interlocutor needs to be collaborative. | <i>Building Better Vocabulary and Spelling:</i> 9, 22, 40, 54, 67, 84, 100, 118, 136, 151, 169, 188, 204, 219 | <i>Building Better Vocabulary and Spelling:</i> 2, 5, 10, 13, 18, 22, 26, 31, 37, 42, 47, 52, 58, 62; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| A2 | | |
| Can use the prosodic features of everyday words and phrases intelligibly, in spite of a strong influence on stress, intonation and/or rhythm from other language(s) he/she speaks. Prosodic features (e.g. word stress) are adequate for familiar, everyday words and simple utterances. | <i>Building Better Vocabulary and Spelling:</i> 9, 22, 40, 54, 67, 84, 100, 118, 136, 151, 169, 188, 204, 219 | <i>Building Better Vocabulary and Spelling:</i> 2, 5, 10, 13, 18, 22, 26, 31, 37, 42, 47, 52, 58, 62; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| ORTHOGRAPHIC CONTROL | | |
| A1 | | |
| Can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. Can spell his/her address, nationality and other personal details. Can use basic punctuation (e.g. full stops, question marks). | 10, 23, 41, 55, 68, 85, 101, 119, 137, 152, 170, 190, 205, 220 | 1, 41, 57 |

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|---|--|--|
| A2 | | |
| Can copy short sentences on everyday subjects – e.g. directions how to get somewhere. Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. | 13, 14, 28, 34, 46, 51, 59, 72, 90, 105, 123, 141, 157, 175, 194, 210, 224 | 1 |
| Sociolinguistic | | |
| SOCIOLINGUISTIC APPROPRIATENESS | | |
| A1 | | |
| Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry etc. | The opportunity to address this standard exists. For example, see: 20, 164, 166, 218 | The opportunity to address this standard exists. For example, see: 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| A2 | | |
| Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. Can socialise simply but effectively using the simplest common expressions and following basic routines. | 20, 164, 166, 218 | 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, suggestions, apologies etc. | The opportunity to address this standard exists. For example, see: 20, 164, 166, 218 | The opportunity to address this standard exists. For example, see: 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |

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|--|--|--|
| Pragmatic | | |
| FLEXIBILITY | | |
| A1 | | |
| <i>No descriptors available</i> | | |
| A2 | | |
| Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. Can expand learned phrases through simple recombinations of their elements. | The opportunity to address this standard exists. For example, see: 20, 164, 166, 218 | The opportunity to address this standard exists. For example, see: 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| TURNTAKING | | |
| A1 | | |
| <i>No descriptors available</i> | | |
| A2 | | |
| Can use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain and close simple, face-to-face conversation. | The opportunity to address this standard exists. For example, see: 20, 164, 166, 218 | The opportunity to address this standard exists. For example, see: 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| Can ask for attention. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| THEMATIC DEVELOPMENT *These three original descriptors also appear on the scale for Sustained monologue: putting a case. | | |
| A1 | | |
| <i>No descriptors available</i> | | |
| A2 | | |
| <i>No descriptors available</i> | | |
| Can tell a story or describe something in a simple list of points. Can give an example of something in a very simple text using 'like' or 'for example.' | | This standard is not directly addressed in this edition of Great Writing: Foundations. |

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| Standards | SE Where Addressed | TN Where Addressed |
|--|---------------------|---|
| COHERENCE AND COHESION | | |
| A1 | | |
| Can link words or groups of words with very basic linear connectors like 'and' or 'then'. | 95, 96-98, 148, 149 | 26, 27, 41 |
| A2 | | |
| Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points. | 95, 96-98, 148, 149 | 26, 27, 41 |
| Can link groups of words with simple connectors like 'and', 'but' and 'because'. | 95, 96-98, 148, 149 | 26, 27, 41 |
| PROPOSITIONAL PRECISION | | |
| A1 | | |
| Can communicate basic information about personal details and needs of a concrete type in a simple way. | 20, 164, 166, 218 | 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| A2 | | |
| Can communicate what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations he/she generally has to compromise the message. | 20, 164, 166, 218 | 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| SPOKEN FLUENCY | | |
| A1 | | |
| Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication. | 20, 164, 166, 218 | 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| A2 | | |
| Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident. | 20, 164, 166, 218 | 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |

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|--|--|--|
| Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts. | 20, 164, 166, 218 | 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |
| Plurilingual and Pluricultural Competence | | |
| BUILDING ON PLURICULTURAL REPERTOIRE Note: Descriptors marked with asterisk (**) represent a high level for B2. They may also be suitable for the C levels. | | |
| A1 | | |
| Can recognise differing ways of numbering, measuring distance, telling the time, etc. even though he/she may have difficulty applying this in even simple everyday transactions of a concrete type. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| A2 | | |
| Can recognise and apply basic cultural conventions associated with everyday social exchanges (for example different greetings rituals). Can act appropriately in everyday greetings, farewells, and expressions of thanks and apology, although he/she has difficulty coping with any departure from the routine. Can recognise that his/her behaviour in an everyday transaction may convey a message different to the one he/she intends, and can try to explain this simply. Can recognise when difficulties occur in interaction with members of other cultures, even though he/she may well not be sure how to behave in the situation. | The opportunity to address this standard exists. For example, see: 20, 164, 166, 218 | The opportunity to address this standard exists. For example, see: 1; <i>Expansion:</i> 5, 10, 13, 18, 22, 37, 47, 52, 63 |

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|---|---------------------------|--|
| PLURILINGUAL COMPREHENSION 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. For example the B1 descriptor <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> <i>(e.g. news in brief, museum brochure, online reviews)</i> might be presented as: <i>Can deduce the message of a text in German by exploiting what he/she has understood from texts on the same theme written in French and English (e.g. news in brief, museum brochure, online reviews).</i> | | |
| A1 | | |
| Can recognise internationalisms and words common to <i>different languages</i> (e.g. Haus/hus/house) to: <ul style="list-style-type: none"> - deduce the meaning of simple signs and notices; - identify the probable message of a short, simple, written text; - follow in outline short, simple social exchanges conducted very slowly and clearly in his/her presence; - deduce what people are trying to say directly to him/her, provided they speak very slowly and clearly, with repetition if necessary. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| A2 | | |
| Can understand short, clearly articulated spoken announcements by piecing together what he/she understands from the available versions in <i>different languages</i> . Can understand short, clearly written messages and instructions by piecing together what he/she understands from the versions in <i>different languages</i> . Can use simple warnings, instructions and product information given in parallel <i>in different languages</i> to find relevant information. | | This standard is not directly addressed in this edition of Great Writing: Foundations. |
| Standards | SE Where Addressed | TN Where Addressed |

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| <p>BUILDING ON PLURILINGUAL REPERTOIRE</p> <p>Note: What is calibrated in this scale is the practical functional ability to exploit plurilingualism. In any particular context, when specific languages are concerned, users may wish to complete the descriptor by specifying those languages, replacing the expressions underlined and in italic in the descriptor.</p> <p>For example the B2 descriptor</p> <p 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> | | |
| <p>A1</p> | | |
| <p>Can use a very limited repertoire in <u>different languages</u> to conduct a very basic, concrete, everyday transaction with a collaborative interlocutor.</p> | | <p>This standard is not directly addressed in this edition of Great Writing: Foundations.</p> |
| <p>A2</p> | | |
| <p>Can mobilise his/her limited repertoire in <u>different languages</u> in order to explain a problem or to ask for help or clarification.</p> <p>Can use words and phrases from <u>different languages in his/her plurilingual repertoire</u> to conduct a simple, practical transaction or information exchange. Can use a word from <u>another language in his/her plurilingual repertoire</u> to make him/herself understood in a routine everyday situation, when he/she cannot think of an adequate expression in the language being spoken.</p> | | <p>This standard is not directly addressed in this edition of Great Writing: Foundations.</p> |

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