



Correlation of
Great Writing 2: Great Paragraphs, 5/ E
by Keith S. Folse, © 2020,
ISBN: 9780357020838
to
**Common European Framework of
Reference for Languages Levels
Levels B1-B2**

Correlation to the Common European Framework of Reference for Languages; B1-B2
Great Writing 2: Great Paragraphs, 5/E,
 by Keith S. Folse/ April Muchmore-Vokoun/ Elena Vestri Solomon, © 2020, ISBN: 9780357020838
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| Standards | SE Where Addressed | TN Where Addressed |
|--|---|-------------------------------------|
| Communicative language activities and strategies | | |
| Reception Activities | | |
| Spoken Reception | | |
| OVERALL LISTENING COMPREHENSION | | |
| B1 | | |
| Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. | <i>Discuss:</i> 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | <i>Discuss:</i> 2, 3, 4, 19, 30, 38 |
| Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives. | <i>Discuss:</i> 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 16 | <i>Discuss:</i> 2, 3, 4, 19, 30, 38 |
| 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:</i> 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | <i>Discuss:</i> 2, 3, 4, 19, 30, 38 |
| 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. | <i>Discuss:</i> 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | <i>Discuss:</i> 2, 3, 4, 19, 30, 38 |
| 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. | | |
| UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS | | |
| B1 | | |
| Can follow much of everyday conversation and discussion, provided it takes place in standard speech and is clearly articulated in a familiar accent. | <i>Discuss:</i> 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | <i>Discuss:</i> 2, 3, 4, 19, 30, 38 |
| Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard speech. | <i>Discuss:</i> 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | <i>Discuss:</i> 2, 3, 4, 19, 30, 38 |
| B2 | | |

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| Can keep up with an animated conversation between speakers of the target language. | <i>Discuss:</i> 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | <i>Discuss:</i> 2, 3, 4, 19, 30, 38 |
|--|---|-------------------------------------|

| Standards | SE Where Addressed | TN Where Addressed |
|--|--|---|
| 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:</i> 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163; <i>Argument:</i> 138 | <i>Discuss:</i> 2, 3, 4, 19, 30, 38; <i>Argument:</i> 30 |
| LISTENING AS A MEMBER OF A LIVE AUDIENCE | | |
| B1 | | |
| Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured. Can distinguish between main ideas and supporting details in standard lectures on familiar subjects, provided these are delivered in clearly articulated standard speech. | | This standard is not directly addressed in this edition of Great Writing 2. |
| Can follow in outline straightforward short talks on familiar topics, provided these are delivered in clearly articulated standard speech. Can follow a straightforward conference presentation or demonstration with visual support (e.g. slides, handouts) on a topic or product within his/her field, understanding explanations given. Can understand the main points of what is said in a straightforward monologue like a guided tour, provided the delivery is clear and relatively slow. | | This standard is not directly addressed in this edition of Great Writing 2. |
| 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. |

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| <p>Can follow complex lines of argument in a clearly articulated lecture provided the topic is reasonably familiar.</p> <p>Can distinguish main themes from asides, provided that the lecture or talk is delivered in standard spoken language.</p> <p>Can recognise the speaker's point of view and distinguish this from facts that he/she is reporting.</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 |
|--|--------------------|--|
| LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS | | |
| B1 | | |
| <p>Can understand simple technical information, such as operating instructions for everyday equipment.</p> <p>Can follow detailed directions.</p> <p>Can understand public announcements at airports, stations and on planes, buses and trains, provided these are clearly articulated in standard speech with minimum interference from background noise.</p> | | <p>This standard is not directly addressed in this edition of Great Writing 2.</p> |
| B2 | | |
| <p>Can understand announcements and messages on concrete and abstract topics spoken in standard speech at normal speed.</p> <p>Can understand detailed instructions well enough to be able to follow them successfully.</p> | | <p>This standard is not directly addressed in this edition of Great Writing 2.</p> |
| LISTENING TO AUDIO MEDIA AND RECORDINGS | | |
| B1 | | |
| <p>Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.</p> | | <p>This standard is not directly addressed in this edition of Great Writing 2.</p> |
| <p>Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.</p> <p>Can understand the main points and important details in stories and other narratives (e.g. a description of a holiday), provided the speaker speaks slowly and clearly.</p> | | <p>This standard is not directly addressed in this edition of Great Writing 2.</p> |
| B2 | | |
| <p>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.</p> | | <p>This standard is not directly addressed in this edition of Great Writing 2.</p> |

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|---|---|---|
| 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 | | |
| B1 | | |
| Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension. | Paragraphs for reading are found throughout text, for examples see: 9, 35, 55, 70, 92, 113, 128, 141, 161, 180 | 1, 7, 11, 14, 19, 24, 27, 30, 34, 38 |

| Standards | SE Where Addressed | TN Where Addressed |
|--|--|---|
| B2 | | |
| 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. | Paragraphs for reading are found throughout text, for examples see: 9, 35, 55, 70, 92, 113, 128, 141, 161, 180; <i>Words to Know:</i> 4, 30, 46, 65, 86, 104, 123, 139, 160, 175 | 1, 7, 11, 14, 19, 24, 27, 30, 34, 38; <i>Words to Know:</i> 2, 7, 11, 15, 19, 24, 27, 31, 35, 39 |
| READING CORRESPONDENCE | | |
| B1 | | |
| Can understand formal correspondence on less familiar subjects well enough to redirect it to someone else. | | This standard is not directly addressed in this edition of Great Writing 2. |
| Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend. Can understand straightforward personal letters, emails or postings giving a relatively detailed account of events and experiences. Can understand standard formal correspondence and online postings in his/her area of professional interest. | | This standard is not directly addressed in this edition of Great Writing 2. |
| B2 | | |

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| | | |
|---|--|---|
| 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. | | This standard is not directly addressed in this edition of Great Writing 2. |
| READING FOR ORIENTATION | | |
| B1 | | |
| Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. Can scan through straightforward, factual texts in magazines, brochures or in the web, identify what they are about and decide whether they contain information that might be of practical use. | The opportunity to address this standard exists. For example, see: Paragraphs for reading are found throughout text, for examples see: 9, 35, 55, 70, 92, 113, 128, 141, 161, 180 | The opportunity to address this standard exists. For example, see: 1, 7, 11, 14, 19, 24, 27, 30, 34, 38 |

| Standards | SE Where Addressed | TN Where Addressed |
|---|--|---|
| Can find and understand relevant information in everyday material, such as letters, brochures and short official documents. Can pick out important information about preparation and usage on the labels on foodstuffs and medicine. Can assess whether an article, report or review is on the required topic. Can understand the important information in simple, clearly drafted adverts in newspapers or magazines, provided that there are not too many abbreviations. | The opportunity to address this standard exists. For example, see: Paragraphs for reading are found throughout text, for examples see: 9, 35, 55, 70, 92, 113, 128, 141, 161, 180 | The opportunity to address this standard exists. For example, see: 1, 7, 11, 14, 19, 24, 27, 30, 34, 38 |
| B2 | | |
| Can scan quickly through several sources (articles, reports, websites, books etc.) in parallel, in both his/her own field and in related fields, and can identify the relevance and usefulness of particular sections for the task at hand. | The opportunity to address this standard exists. For example, see: Paragraphs for reading are found throughout text, for examples see: 9, 35, 55, 70, 92, 113, 128, 141, 161, 180 | The opportunity to address this standard exists. For example, see: 1, 7, 11, 14, 19, 24, 27, 30, 34, 38 |
| Can scan quickly through long and complex texts, locating relevant details. Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile. | The opportunity to address this standard exists. For example, see: Paragraphs for reading are found throughout text, for examples see: 9, 35, 55, 70, 92, 113, 128, 141, 161, 180 | The opportunity to address this standard exists. For example, see: 1, 7, 11, 14, 19, 24, 27, 30, 34, 38 |

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| READING FOR INFORMATION AND ARGUMENT | | |
|---|--|------------------------------|
| A2 | | |
| B1 | | |
| <p>Can understand straightforward, factual texts on subjects relating to his/her interests or studies.</p> <p>Can understand short texts on subjects that are familiar or of current interest, in which people give their points of view (e.g. critical contributions to an online discussion forum or readers' letters to the editor).</p> <p>Can identify the main conclusions in clearly signalled argumentative texts.</p> <p>Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.</p> | 5, 12, 47, 104-105, 106, 123, 124-125, 128, 160, 161-162, 181, 185 | 1, 2, 10, 23, 27, 34, 38, 39 |

| Standards | SE Where Addressed | TN Where Addressed |
|---|--|------------------------------|
| <p>Can recognise significant points in straightforward newspaper articles on familiar subjects.</p> <p>Can understand most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for re-reading.</p> <p>Can understand the main points in descriptive notes such as those on museum exhibits and explanatory boards in exhibitions.</p> | 5, 12, 47, 104-105, 106, 123, 124-125, 128, 160, 161-162, 181, 185 | 1, 2, 10, 23, 27, 34, 38, 39 |
| B2 | | |
| <p>Can obtain information, ideas and opinions from highly specialised sources within his/her field.</p> <p>Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.</p> | 5, 12, 47, 104-105, 106, 123, 124-125, 128, 160, 161-162, 181, 185 | 1, 2, 10, 23, 27, 34, 38, 39 |
| <p>Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.</p> <p>Can recognise when a text provides factual information and when it seeks to convince readers of something.</p> <p>Can recognise different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships.</p> | 5, 12, 47, 104-105, 106, 123, 124-125, 128, 160, 161-162, 181, 185 | 1, 2, 10, 23, 27, 34, 38, 39 |
| READING INSTRUCTIONS | | |
| B1 | | |

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| Can understand instructions and procedures in the form of a continuous text, for example in a manual, provided that he/she is familiar with the type of process or product concerned. | 126 | 27 |
| Can understand clearly written, straightforward instructions for a piece of equipment. Can follow simple instructions given on packaging, e.g. cooking instructions. Can understand most short safety instructions, (e.g. on public transport or in manuals for the use of electrical equipment). | 126 | 27 |
| B2 | | |
| Can understand lengthy, complex instructions in his/her field, including details on conditions and warnings, provided he/she can reread difficult sections. | 126 | 27 |

| Standards | SE Where Addressed | TN Where Addressed |
|--|--|--|
| READING AS A LEISURE ACTIVITY | | |
| B1 | | |
| Can read newspaper / magazine accounts of films, books, concerts etc. written for a wider audience and understand the main points. Can understand simple poems and song lyrics written in straightforward language and style. | The opportunity to address this standard exists. For example, see: 5, 12, 47, 104-105, 106, 123, 124-125, 128, 160, 161-162, 181, 185 | The opportunity to address this standard exists. For example, see: 1, 2, 10, 23, 27, 34, 38, 39 |
| Can understand the description of places, events, explicitly expressed feelings and perspectives in narratives, guides and magazine articles that are written in high frequency, everyday language. Can understand a travel diary mainly describing the events of a journey and the experiences and discoveries the person made. Can follow the plot of stories, simple novels and comics with a clear linear storyline and high frequency everyday language, given regular use of a dictionary. | 5, 12, 47, 104-105, 106, 123, 124-125, 128, 160, 161-162, 181, 185 | 1, 2, 10, 23, 27, 34, 38, 39 |
| B2 | | |

| | | |
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| 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 | | |
| B1 | | |
| Can understand a large part of many TV programmes on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear. | | This standard is not directly addressed in this edition of Great Writing 2. |
| Can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language. Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear. | | This standard is not directly addressed in this edition of Great Writing 2. |
| B2 | | |
| 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. |

| Standards | SE Where Addressed | TN Where Addressed |
|---|--------------------|---|
| 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) | | |
| B1 | | |

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| Can exploit different types of connectors (numerical, temporal, logical) and the role of key paragraphs in the overall organisation, in order to better understand the argumentation in a text. Can extrapolate the meaning of a section of a text by taking into account the text as a whole. Can identify unfamiliar words from the context on topics related to his/her field and interests. Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar. | 5, 12, 47, 104-105, 106, 123, 124-125, 128, 160, 161-162, 181, 185; <i>Building Better Vocabulary:</i> 17-19, 3840, 56-58, 78-80, 95-98, 114-116, 130132, 150-152, 166-168, 186-189 | 1, 2, 10, 23, 27, 34, 38, 39; <i>Building Better Vocabulary:</i> 2, 7, 11, 15, 19, 24, 27, 31, 35, 39 |
| Can make basic inferences or predictions about text content from headings, titles or headlines. Can listen to a short narrative and predict what will happen next. Can follow a line of argument or the sequence of events in a story, by focusing on common logical connectors (e.g. however, because) and temporal connectors (e.g. after that, beforehand). Can deduce the probable meaning of unknown words in a written text by identifying their constituent part (e.g. identifying word roots, lexical elements, suffixes and prefixes). | 65, 139 | 14, 30 |
| B2 | | |
| Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues. | 5, 12, 47, 104-105, 106, 123, 124-125, 128, 160, 161-162, 181, 185 | 1, 2, 10, 23, 27, 34, 38, 39 |
| Production | | |
| Spoken Production | | |
| OVERALL SPOKEN PRODUCTION | | |
| B1 | | |
| Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points. | 127, 163 | 27, 34 |

| Standards | SE Where Addressed | TN Where Addressed |
|---|--------------------|--------------------|
| B2 | | |
| Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail. | 127, 163 | 27, 34 |

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|---|----------|---|
| 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. | 127, 163 | 27, 34 |
| Spoken Production | | |
| SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE | | |
| B1 | | |
| Can clearly express feelings about something experienced and give reasons to explain those feelings. | | This standard is not directly addressed in this edition of Great Writing 2. |
| Can give straightforward descriptions on a variety of familiar subjects within his field of interest. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions. Can relate details of unpredictable occurrences, e.g. an accident. Can relate the plot of a book or film and describe his/her reactions. Can describe dreams, hopes and ambitions. Can describe events, real or imagined. Can narrate a story. | 127, 163 | 27, 34 |
| 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. | 127, 163 | 27, 34 |
| SUSTAINED MONOLOGUE: GIVING INFORMATION | | |
| B1 | | |
| Can explain the main points in an idea or problem with reasonable precision. Can describe how to do something, giving detailed instructions. | 127, 163 | 27, 34 |
| Can report straightforward factual information on a familiar topic, for example to indicate the nature of a problem or to give detailed directions, provided he/she can prepare beforehand. | 127 | 27 |

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| Standards | SE Where Addressed | TN Where Addressed |
|---|---|--|
| B2 | | |
| 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> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |
| Can communicate detailed information reliably. Can give a clear, detailed description of how to carry out a procedure. | 127 | 27 |
| SUSTAINED MONOLOGUE: PUTTING A CASE (E.G. IN A DEBATE) | | |
| B1 | | |
| Can develop an argument well enough to be followed without difficulty most of the time. Can give simple reasons to justify a viewpoint on a familiar topic. | 138 | 30 |
| Can express opinions on subjects relating to everyday life, using simple expressions. Can briefly give reasons and explanations for opinions, plans and actions. Can say whether or not he/she approves of what someone has done and give reasons to justify this opinion. | 138, 140, 148 | 30 |
| B2 | | |
| Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail. | 138 | 30 |
| 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. | 138, 140, 148 | 30 |
| PUBLIC ANNOUNCEMENTS | | |
| B1 | | |
| Can deliver short, rehearsed announcements on a topic pertinent to everyday occurrences in his/her field which, despite possibly very foreign stress and intonation, are nevertheless clearly intelligible. | 27 | 6 |

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| 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. | 27 | 6 |
| | | |
| Standards | SE Where Addressed | TN Where Addressed |
| ADDRESSING AUDIENCES | | |
| B1 | | |
| Can give a prepared presentation on a familiar topic within his/her field, outlining similarities and differences (e.g. between products, countries/regions, plans). | 27 | 6 |
| Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. Can take follow up questions, but may have to ask for repetition if the speech was rapid. | 27 | 6 |
| 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. | 27 | 6 |
| 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. | 27 | 6 |
| Written Production | | |
| OVERALL WRITTEN PRODUCTION | | |
| B1 | | |
| Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence. | 21, 42, 60, 82, 100, 118, 134, 154; <i>Additional Topics for Writing:</i> 22, 43, 61, 83, 101, 119, 135, 155, 171 | 3, 7, 11, 15, 20, 24, 28, 31 |
| B2 | | |

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| 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. | 21, 42, 60, 82, 100, 118, 134, 154; <i>Additional Topics for Writing:</i> 22, 43, 61, 83, 101, 119, 135, 155, 171 | 3, 7, 11, 15, 20, 24, 28, 31 |
|--|--|------------------------------|

| Standards | SE Where Addressed | TN Where Addressed |
|--|---|--------------------|
| CREATIVE WRITING | | |
| B1 | | |
| Can clearly signal chronological sequence in narrative text. Can write a simple review of a film, book or TV programme using a limited range of language. | 170; <i>Additional Topics for Writing:</i> 171 | 35 |
| Can write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest. Can write accounts of experiences, describing feelings and reactions in simple connected text. Can write a description of an event, a recent trip -real or imagined. Can narrate a story. | 170; <i>Additional Topics for Writing:</i> 171 | 35 |
| 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. | 170; <i>Additional Topics for Writing:</i> 171 | 35 |
| 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. | 170; <i>Additional Topics for Writing:</i> 171 | 35 |
| WRITTEN REPORTS AND ESSAYS | | |
| B1 | | |

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 by Keith S. Folse/ April Muchmore-Vokoun/ Elena Vestri Solomon, © 2020, ISBN: 9780357020838
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| | | |
|---|-----|----|
| Can write short, simple essays on topics of interest. Can write a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, give and justify his/her opinion. Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence. | 191 | 39 |
| Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions. Can present a topic in a short report or poster, using photographs and short blocks of text. | 191 | 39 |
| 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. | 191 | 39 |

| Standards | SE Where Addressed | TN Where Addressed |
|---|--------------------|---|
| 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. | 191 | 39 |
| Production Strategies | | |
| PLANNING | | |
| B1 | | |
| Can rehearse and try out new combinations and expressions, inviting feedback. | | This standard is not directly addressed in this edition of Great Writing 2. |
| Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express. | | This standard is not directly addressed in this edition of Great Writing 2. |
| 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. |

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| | | |
|---|--|---|
| 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 | | |
| B1 | | |
| Can define the features of something concrete for which he/she can't remember the word. Can convey meaning by qualifying a word meaning something similar (e.g. a truck for people = bus). | | This standard is not directly addressed in this edition of Great Writing 2. |
| Can use a simple word meaning something similar to the concept he/she wants to convey and invites 'correction'. Can foreignise a mother tongue word and ask for confirmation. | | This standard is not directly addressed in this edition of Great Writing 2. |
| 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 | | |
| B1 | | |
| Can correct mix-ups with tenses or expressions which lead to misunderstandings provided the interlocutor indicates there is a problem. | | This standard is not directly addressed in this edition of Great Writing 2. |

| Standards | SE Where Addressed | TN Where Addressed |
|---|--------------------|---|
| Can ask for confirmation that a form used is correct. Can start again using a different tactic when communication breaks down. | | This standard is not directly addressed in this edition of Great Writing 2. |
| 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. |

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| Interaction Activities | | |
|--|---|-------------------------------------|
| Spoken Interaction | | |
| OVERALL SPOKEN INTERACTION | | |
| B1 | | |
| Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music etc. | <i>Discuss:</i> 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | <i>Discuss:</i> 2, 3, 4, 19, 30, 38 |
| Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events). | <i>Discuss:</i> 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | <i>Discuss:</i> 2, 3, 4, 19, 30, 38 |
| 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:</i> 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | <i>Discuss:</i> 2, 3, 4, 19, 30, 38 |
| 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:</i> 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | <i>Discuss:</i> 2, 3, 4, 19, 30, 38 |

| Standards | SE Where Addressed | TN Where Addressed |
|---|---|-------------------------------------|
| UNDERSTANDING AN INTERLOCUTOR | | |
| B1 | | |
| Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. | <i>Discuss:</i> 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | <i>Discuss:</i> 2, 3, 4, 19, 30, 38 |

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| | | |
|--|---|-------------------------------------|
| B2 | | |
| Can understand in detail what is said to him/her in the standard spoken language even in a noisy environment. | <i>Discuss:</i> 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | <i>Discuss:</i> 2, 3, 4, 19, 30, 38 |
| CONVERSATION | | |
| B1 | | |
| Can start up a conversation and help it to keep going by asking people relatively spontaneous questions about a special experience or event, expressing reactions and opinion on familiar subjects. Can have relatively long conversations on subjects of common interest, provided that the interlocutor makes an effort to support understanding. | <i>Discuss:</i> 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | <i>Discuss:</i> 2, 3, 4, 19, 30, 38 |
| Can enter unprepared into conversations on familiar topics. Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference. | <i>Discuss:</i> 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | <i>Discuss:</i> 2, 3, 4, 19, 30, 38 |
| 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:</i> 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | <i>Discuss:</i> 2, 3, 4, 19, 30, 38 |

| Standards | SE Where Addressed | TN Where Addressed |
|-----------|--------------------|--------------------|
|-----------|--------------------|--------------------|

| | | |
|--|--|--|
| <p>Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.</p> <p>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.</p> <p>Can convey degrees of emotion and highlight the personal significance of events and experiences.</p> | <p><i>Discuss:</i> 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163</p> | <p><i>Discuss:</i> 2, 3, 4, 19, 30, 38</p> |
| INFORMAL DISCUSSION (WITH FRIENDS) | | |
| B1 | | |
| <p>Can follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly.</p> <p>Can express his/her thoughts about abstract or cultural topics such as music, films.</p> <p>Can explain why something is a problem.</p> <p>Can give brief comments on the views of others.</p> | <p><i>Discuss:</i> 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163</p> | <p><i>Discuss:</i> 2, 3, 4, 19, 30, 38</p> |
| <p>Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc.</p> <p>Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard language.</p> <p>Can give or seek personal views and opinions in discussing topics of interest. Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing).</p> <p>Can express belief, opinion, agreement and disagreement politely.</p> | <p><i>Discuss:</i> 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163</p> | <p><i>Discuss:</i> 2, 3, 4, 19, 30, 38</p> |
| B2 | | |
| <p>Can keep up with an animated discussion between speakers of the target language.</p> <p>Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.</p> | <p><i>Discuss:</i> 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163</p> | <p><i>Discuss:</i> 2, 3, 4, 19, 30, 38</p> |

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| Standards | SE Where Addressed | TN Where Addressed |
|--|---|---|
| <p>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.</p> <p>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.</p> <p>Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.</p> | <p><i>Discuss:</i> 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163</p> | <p><i>Discuss:</i> 2, 3, 4, 19, 30, 38</p> |
| FORMAL DISCUSSION (MEETINGS) | | |
| B1 | | |
| <p>Can follow much of what is said that is related to his/her field, provided interlocutors avoid very idiomatic usage and articulate clearly.</p> <p>Can put over a point of view clearly, but has difficulty engaging in debate.</p> | <p>The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163</p> | <p>The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 2, 3, 4, 19, 30, 38</p> |
| <p>Can take part in routine formal discussion of familiar subjects which is conducted in clearly articulated speech in the standard form of the language and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems.</p> <p>Can follow argumentation and discussion on a familiar or predictable topic, provided the points are made in relatively simple language and/or repeated, and opportunity is given for clarification.</p> | <p>The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163</p> | <p>The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 2, 3, 4, 19, 30, 38</p> |
| B2 | | |

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| | | |
|--|---|--|
| <p>Can keep up with an animated discussion, identifying accurately arguments supporting and opposing points of view.</p> <p>Can use appropriate technical terminology, when discussing his/her area of specialisation with other specialists.</p> <p>Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.</p> | <p>The opportunity to address this standard exists.</p> <p>For example, see:</p> <p><i>Discuss:</i> 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163</p> | <p>The opportunity to address this standard exists.</p> <p>For example, see: <i>Discuss:</i> 2, 3, 4, 19, 30, 38</p> |
| <p>Can participate actively in routine and non-routine formal discussion.</p> <p>Can follow the discussion on matters related to his/her field; understand in detail the points given prominence by the speaker.</p> <p>Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.</p> | <p>The opportunity to address this standard exists.</p> <p>For example, see:</p> <p><i>Discuss:</i> 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163</p> | <p>The opportunity to address this standard exists.</p> <p>For example, see: <i>Discuss:</i> 2, 3, 4, 19, 30, 38</p> |

| Standards | SE Where Addressed | TN Where Addressed |
|---|--|--|
| GOAL-ORIENTED CO-OPERATION (E.G. ASSEMBLING A FURNITURE KIT, DISCUSSING A DOCUMENT, ORGANISING AN EVENT ETC.) | | |
| B1 | | |
| <p>Can follow what is said, though he/she may occasionally have to ask for repetition or clarification if the other people's talk is rapid or extended.</p> <p>Can explain why something is a problem, discuss what to do next, compare and contrast alternatives.</p> <p>Can give brief comments on the views of others.</p> | <p><i>Discuss:</i> 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163</p> | <p><i>Discuss:</i> 2, 3, 4, 19, 30, 38</p> |
| <p>Can generally follow what is said and, when necessary, can repeat back part of what someone has said to confirm mutual understanding.</p> <p>Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.</p> | <p><i>Discuss:</i> 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163</p> | <p><i>Discuss:</i> 2, 3, 4, 19, 30, 38</p> |

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| | | |
|---|-----|---|
| Can invite others to give their views on how to proceed. | | |
| B2 | | |
| <p>Can understand detailed instructions reliably.</p> <p>Can help along the progress of the work by inviting others to join in, say what they think etc.</p> <p>Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.</p> | 128 | 27 |
| OBTAINING GOODS AND SERVICES | | |
| B1 | | |
| <p>Can deal with most transactions likely to arise whilst travelling, arranging travel or accommodation, or dealing with authorities during a foreign visit.</p> <p>Can ask in a shop for an explanation of the difference between two or more products serving the same purpose, in order to make a decision, posing follow up questions as necessary.</p> <p>Can cope with less routine situations in shops, post office, bank, e.g. returning an unsatisfactory purchase.</p> <p>Can make a complaint.</p> <p>Can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling, e.g. asking passenger where to get off for unfamiliar destination.</p> | | This standard is not directly addressed in this edition of Great Writing 2. |

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| Standards | SE Where Addressed | TN Where Addressed |
|---|---|--|
| 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. |
| INFORMATION EXCHANGE | | |
| B1 | | |
| Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence. Can summarise and give his or her opinion about a short story, article, talk, discussion interview, or documentary and answer further questions of detail. | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |
| Can find out and pass on straightforward factual information. Can ask for and follow detailed directions. Can obtain more detailed information. Can offer advice on simple matters within his/her field of experience. | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |
| 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. | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |

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|--|---|--|
| Can pass on detailed information reliably. | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |
|--|---|--|

| Standards | SE Where Addressed | TN Where Addressed |
|--|--------------------|---|
| INTERVIEWING AND BEING INTERVIEWED | | |
| B1 | | |
| Can provide concrete information required in an interview/consultation (e.g. describe symptoms to a doctor) but does so with limited precision. Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended. | | This standard is not directly addressed in this edition of Great Writing 2. |
| Can take some initiatives in an interview/consultation (e.g. to bring up a new subject) but is very dependent on interviewer in the interaction. Can describe symptoms in a simple way and ask for advice when using health services; can understand the answer, provided this is given clearly in everyday language. Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions. | | This standard is not directly addressed in this edition of Great Writing 2. |
| 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 | | |
| B1 | | |
| Can use telecommunications for everyday personal or professional purposes, provided he/she can ask for clarification from time to time. Can give important details over the phone concerning an unexpected incident (e.g. a problem in a hotel, with travel arrangements, with a hire car). | | This standard is not directly addressed in this edition of Great Writing 2. |

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|--|--|---|
| Can use telecommunications to have relatively simple but extended conversations with people he/she knows personally. Can use telecommunications for routine messages (e.g. arrangements for a meeting) and to obtain basic services (e.g. book a hotel room or make a medical appointment). | | This standard is not directly addressed in this edition of Great Writing 2. |
| 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. |

| Standards | SE Where Addressed | TN Where Addressed |
|--|---|---|
| Written Interaction | | |
| OVERALL WRITTEN INTERACTION | | |
| B1 | | |
| Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision. | 21, 42, 60, 82, 100, 118, 134, 154 <i>Additional Topics for Writing</i> : 22, 43, 61, 83, 101, 119, 135, 155, 171 | 3, 7, 11, 15, 20, 24, 28, 31 |
| Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important. | | This standard is not directly addressed in this edition of Great Writing 2. |
| B2 | | |
| Can express news and views effectively in writing, and relate to those of others. | 21, 42, 60, 82, 100, 118, 134, 154; <i>Additional Topics for Writing</i> : 22, 43, 61, 83, 101, 119, 135, 155, 171 | 3, 7, 11, 15, 20, 24, 28, 31 |
| CORRESPONDENCE | | |
| B1 | | |

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| | | |
|---|--|---|
| Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, films. Can write letters expressing different opinions and giving detailed accounts of personal feelings and experiences. Can reply to an advertisement in writing and ask for further information on items which interest him/her. Can write basic formal emails/letters, for example to make a complaint and request action. | | This standard is not directly addressed in this edition of Great Writing 2. |
| Can write personal letters describing experiences, feelings and events in some detail. Can write basic emails/letters of a factual nature, for example to request information or to ask for and give confirmation. Can write a basic letter of application with limited supporting details. | | This standard is not directly addressed in this edition of Great Writing 2. |

| Standards | SE Where Addressed | TN Where Addressed |
|-----------|--------------------|--------------------|
| B2 | | |

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| | | |
|--|--|---|
| 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. 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. Can write formal correspondence such as letters of enquiry, request, application and complaint with appropriate register, structure and conventions. Can write a forceful but polite letter of complaint, including supporting details and a statement of the desired outcome. | | This standard is not directly addressed in this edition of Great Writing 2. |
| 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. Can use formality and conventions appropriate to the context when writing personal and professional letters and emails. Can write formal emails/letters of invitation, thanks or apology with appropriate register and conventions. Can write non-routine professional letters, using appropriate structure and conventions, provided these are restricted to matters of fact. Can obtain, by letter or e-mail, information required for a particular purpose, collate it and forward it by mail to other people. | | This standard is not directly addressed in this edition of Great Writing 2. |
| NOTES, MESSAGES & FORMS | | |
| B1 | | |
| Can take routine messages that are likely to occur in a personal, professional or academic context. Can take messages communicating enquiries, explaining problems. | | This standard is not directly addressed in this edition of Great Writing 2. |
| Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important. Can take messages over the phone containing several points, provided that the caller dictates these clearly and sympathetically. | | This standard is not directly addressed in this edition of Great Writing 2. |
| B2 | | |
| Can take or leave complex personal or professional messages, provided he/she can ask clarification or elaboration if necessary. | | This standard is not directly addressed in this edition of Great Writing 2. |

| Standards | SE Where Addressed | TN Where Addressed |
|---------------------------|--------------------|--------------------|
| Online Interaction | | |

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| ONLINE CONVERSATION AND DISCUSSION | | |
|---|--|---|
| B1 | | |
| Can engage in real-time online exchanges with more than one participant, recognising the communicative intentions of each contributor, but may not understand details or implications without further explanation. Can post online accounts of social events, experiences and activities referring to embedded links and media and sharing personal feelings. | | This standard is not directly addressed in this edition of Great Writing 2. |
| Can post a comprehensible contribution in an online discussion on a familiar topic of interest, provided that he/she can prepare the text beforehand and use online tools to fill gaps in language and check accuracy. Can make personal online postings about experiences, feelings and events and respond individually to the comments of others in some detail, though lexical limitations sometimes cause repetition and inappropriate formulation. | | This standard is not directly addressed in this edition of Great Writing 2. |
| B2 | | |
| Can engage in online exchanges, linking his/her contributions to previous ones in the thread, understanding cultural implications and reacting appropriately. | | This standard is not directly addressed in this edition of Great Writing 2. |
| 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. 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. 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. | | This standard is not directly addressed in this edition of Great Writing 2. |
| GOAL-ORIENTED ONLINE TRANSACTIONS AND COLLABORATION | | |
| B1 | | |
| Can engage in online transactions that require an extended exchange of information, provided the interlocutor(s) avoid complex language and are willing to repeat and reformulate when necessary. Can interact online with a group that is working on a project, following straightforward instructions, seeking clarification and helping to accomplish the shared tasks. | | This standard is not directly addressed in this edition of Great Writing 2. |

Correlation to the Common European Framework of Reference for Languages; B1-B2
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| Standards | SE Where Addressed | TN Where Addressed |
|---|---|--|
| Can engage in online collaborative or transactional exchanges that require simple clarification or explanation of relevant details, such as registering for a course, tour, event or applying for membership. Can interact online with a partner or small group working on a project, provided there are visual aids such as images, statistics and graphs to clarify more complex concepts. Can respond to instructions and ask questions or request clarifications in order to accomplish a shared task online. | | This standard is not directly addressed in this edition of Great Writing 2. |
| B2 | | |
| 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. 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. 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. | | This standard is not directly addressed in this edition of Great Writing 2. |
| 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. | | This standard is not directly addressed in this edition of Great Writing 2. |
| Interaction Strategies | | |
| TAKING THE FLOOR (TURN TAKING) | | |
| B1 | | |
| Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor. | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |

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| | | |
|--|---|--|
| Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |
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| Standards | SE Where Addressed | TN Where Addressed |
|--|---|--|
| 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> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |
| COOPERATING Note: This scale is developed further in the scales for <i>Facilitating collaborative interaction with peers and Collaborating to construct meaning</i> . | | |
| B1 | | |
| Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going. Can summarise the point reached in a discussion and so help focus the talk. | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |
| Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course. Can invite others into the discussion. | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |
| B2 | | |

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| | | |
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| 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: 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163</i> | The opportunity to address this standard exists. For example, see: <i>Discuss: 2, 3, 4, 19, 30, 38</i> |
| 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: 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163</i> | The opportunity to address this standard exists. For example, see: <i>Discuss: 2, 3, 4, 19, 30, 38</i> |

| Standards | SE Where Addressed | TN Where Addressed |
|--|--|---|
| ASKING FOR CLARIFICATION | | |
| B1 | | |
| Can ask for further details and clarifications from other group members in order to move a discussion forward. | The opportunity to address this standard exists. For example, see: <i>Discuss: 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163</i> | The opportunity to address this standard exists. For example, see: <i>Discuss: 2, 3, 4, 19, 30, 38</i> |
| Can ask someone to clarify or elaborate what he or she has just said. | The opportunity to address this standard exists. For example, see: <i>Discuss: 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163</i> | The opportunity to address this standard exists. For example, see: <i>Discuss: 2, 3, 4, 19, 30, 38</i> |
| 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: 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163</i> | The opportunity to address this standard exists. For example, see: <i>Discuss: 2, 3, 4, 19, 30, 38</i> |

| | | |
|---|---|--|
| 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> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |
| Mediation Activities | | |
| OVERALL MEDIATION | | |
| B1 | | |
| Can collaborate with people from other backgrounds, showing interest and empathy by asking and answering simple questions, formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches. Can convey the main points made in long texts expressed in uncomplicated language on topics of personal interest, provided that he/she can check the meaning of certain expressions. | <i>Discuss</i> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |

| Standards | SE Where Addressed | TN Where Addressed |
|--|--|--------------------------------------|
| Can introduce people from different backgrounds, showing awareness that some questions may be perceived differently, and invite other people to contribute their expertise and experience, their views. Can convey information given in clear, well-structured informational texts on subjects that are familiar or of personal or current interest, although his/her lexical limitations cause difficulty with formulation at times. | <i>Discuss</i> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |
| B2 | | |
| 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. | <i>Discuss</i> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |

Correlation to the Common European Framework of Reference for Languages; B1-B2

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| | | |
|--|---|---|
| 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. | <i>Discuss:</i> 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | <i>Discuss:</i> 2, 3, 4, 19, 30, 38 |
| RELAYING SPECIFIC INFORMATION IN SPEECH | | |
| B1 | | |
| Can relay (in Language B) the content of public announcements and messages spoken in clear, standard (Language A) at normal speed. Can relay (in Language B) the contents of detailed instructions or directions, provided these are clearly articulated (in Language A). Can relay (in Language B) specific information given in straightforward informational texts (such as leaflets, brochure entries, notices and letters or emails) (written in Language A). | | This standard is not directly addressed in this edition of Great Writing 2. |
| B2 | | |
| 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. | | This standard is not directly addressed in this edition of Great Writing 2. |

| Standards | SE Where Addressed | TN Where Addressed |
|---|---|--|
| 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). | | This standard is not directly addressed in this edition of Great Writing 2. |
| RELAYING SPECIFIC INFORMATION IN WRITING | | |
| B1 | | |
| Can relay in writing (in Language B) specific information points contained in texts (spoken in Language A) on familiar subjects (e.g. telephone calls, announcements, and instructions). Can relay in writing (in Language B) specific, relevant information contained in straightforward informational texts (written in Language A) on familiar subjects. Can relay in writing (in Language B) specific information given in a straightforward recorded message (left in Language A), provided that the topics concerned are familiar and the delivery is slow and clear. | The opportunity to address this standard exists. For example, see: 5, 12, 47, 104-105, 106, 123, 124-125, 128, 160, 161-162, 181, 185 | The opportunity to address this standard exists. For example, see: 1, 2, 10, 23, 27, 34, 38, 39 |

Correlation to the Common European Framework of Reference for Languages; B1-B2

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| B2 | | |
| 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. | The opportunity to address this standard exists. For example, see: 5, 12, 47, 104-105, 106, 123, 124-125, 128, 160, 161-162, 181, 185 | The opportunity to address this standard exists. For example, see: 1, 2, 10, 23, 27, 34, 38, 39 |
| 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.) | | |
| B1 | | |
| Can interpret and describe (in Language B) detailed information in diagrams in his/her fields of interest (with text in Language A), even though lexical gaps may cause hesitation or imprecise formulation. | | This standard is not directly addressed in this edition of Great Writing 2. |
| Can interpret and describe (in Language B) overall trends shown in simple diagrams (e.g. graphs, bar charts) (with text in Language A), even though lexical limitations cause difficulty with formulation at times. | | This standard is not directly addressed in this edition of Great Writing 2. |

| Standards | SE Where Addressed | TN Where Addressed |
|--|--------------------|---|
| 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. |
| EXPLAINING DATA IN WRITING (E.G. IN GRAPHS, DIAGRAMS, CHARTS ETC.) | | |

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| | | |
|---|---|--|
| B1 | | |
| Can interpret and present in writing (in Language B) the overall trends shown in simple diagrams (e.g. graphs, bar charts) (with text in Language A), explaining the important points in more detail, given the help of a dictionary or other reference materials. | | This standard is not directly addressed in this edition of Great Writing 2. |
| Can describe in simple sentences (in Language B) the main facts shown in visuals on familiar topics (e.g. a weather map, a basic flow chart) (with text in Language A). | | This standard is not directly addressed in this edition of Great Writing 2. |
| 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 | | |
| B1 | | |
| Can summarise (in Language B) the main points made in long spoken texts (in Language A) on topics in his/her fields of interest, provided that standard language is used and that he/she can check the meaning of certain expressions. Can summarise (in Language B) a short narrative or article, a talk, discussion, interview or documentary (in Language A) and answer further questions about details. Can collate short pieces of information from several sources (in Language A) and summarise them (in Language B) for somebody else. | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |

| Standards | SE Where Addressed | TN Where Addressed |
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| | | |
|---|---|--|
| <p>Can summarise (in Language B) the main points made in clear, well-structured spoken and written texts (in Language A) on subjects that are familiar or of personal interest, although his/her lexical limitations cause difficulty with formulation at times.</p> <p>Can summarise simply (in Language B) the main information content of straightforward texts (in Language A) on familiar subjects (e.g. a short written interview or magazine article, a travel brochure).</p> <p>Can summarise (in Language B) the main points made during a conversation (in Language A) on a subject of personal or current interest, provided that the speakers articulated clearly in standard language.</p> <p>Can summarise (in Language B) the main points made in long texts (delivered orally in Language A) on topics in his/her fields of interest, provided that standard language is used and that he/she can listen several times.</p> <p>Can summarise (in Language B) the main points or events in TV programmes and video clips (in Language A), provided he/she can view them several times.</p> | <p>The opportunity to address this standard exists.</p> <p>For example, see:</p> <p><i>Discuss:</i> 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163</p> | <p>The opportunity to address this standard exists.</p> <p>For example, see: <i>Discuss:</i> 2, 3, 4, 19, 30, 38</p> |
| <p>B2</p> | | |
| <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.</p> <p>For example, see:</p> <p><i>Discuss:</i> 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163</p> | <p>The opportunity to address this standard exists.</p> <p>For example, see: <i>Discuss:</i> 2, 3, 4, 19, 30, 38</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.</p> <p>For example, see:</p> <p><i>Discuss:</i> 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163</p> | <p>The opportunity to address this standard exists.</p> <p>For example, see: <i>Discuss:</i> 2, 3, 4, 19, 30, 38</p> |

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| Standards | SE Where Addressed | TN Where Addressed |
|--|--|--|
| PROCESSING TEXT IN WRITING | | |
| B1 | | |
| Can summarise in writing (in Language B) the information and arguments contained in texts (in Language A) on subjects of general or personal interest. | The opportunity to address this standard exists. For example, see: 5, 12, 47, 104-105, 106, 123, 124-125, 128, 160, 161-162, 181, 185 | The opportunity to address this standard exists. For example, see: 1, 2, 10, 23, 27, 34, 38, 39 |
| Can summarise in writing (in Language B) the main points made in straightforward informational spoken and written texts (in Language A) on subjects that are of personal or current interest, provided spoken texts are delivered in clearly articulated standard speech. Can paraphrase short written passages in a simple fashion, using the original text wording and ordering. | The opportunity to address this standard exists. For example, see: 5, 12, 47, 104-105, 106, 123, 124-125, 128, 160, 161-162, 181, 185 | The opportunity to address this standard exists. For example, see: 1, 2, 10, 23, 27, 34, 38, 39 |
| B2 | | |
| 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. 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. | The opportunity to address this standard exists. For example, see: 5, 12, 47, 104-105, 106, 123, 124-125, 128, 160, 161-162, 181, 185 | The opportunity to address this standard exists. For example, see: 1, 2, 10, 23, 27, 34, 38, 39 |
| 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. | The opportunity to address this standard exists. For example, see: 5, 12, 47, 104-105, 106, 123, 124-125, 128, 160, 161-162, 181, 185 | The opportunity to address this standard exists. For example, see: 1, 2, 10, 23, 27, 34, 38, 39 |
| TRANSLATING A WRITTEN TEXT IN SPEECH | | |
| B1 | | |
| Can provide spoken translation into (Language B) of texts written in (Language A) containing information and arguments on subjects within his/her fields of professional, academic and personal interest, provided that they are written in uncomplicated, standard language. | The opportunity to address this standard exists. For example, see: 5, 12, 47, 104-105, 106, 123, 124-125, 128, 160, 161-162, 181, 185 | The opportunity to address this standard exists. For example, see: 1, 2, 10, 23, 27, 34, 38, 39 |

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| Can provide an approximate spoken translation into (Language B) of clear, wellstructured informational texts written in (Language A) on subjects that are familiar or of personal interest, although his/her lexical limitations cause difficulty with formulation at times. | The opportunity to address this standard exists. For example, see: 5, 12, 47, 104-105, 106, 123, 124-125, 128, 160, 161-162, 181, 185 | The opportunity to address this standard exists. For example, see: 1, 2, 10, 23, 27, 34, 38, 39 |
|--|--|--|

| Standards | SE Where Addressed | TN Where Addressed |
|---|--|--|
| B2 | | |
| 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. | The opportunity to address this standard exists. For example, see: 5, 12, 47, 104-105, 106, 123, 124-125, 128, 160, 161-162, 181, 185 | The opportunity to address this standard exists. For example, see: 1, 2, 10, 23, 27, 34, 38, 39 |
| TRANSLATING A WRITTEN TEXT IN WRITING | | |
| B1 | | |
| Can produce approximate translations from (Language A) into (Language B) of straightforward, factual texts that are written in uncomplicated, standard language, closely following the structure of the original; although linguistic errors may occur, the translation remains comprehensible. | The opportunity to address this standard exists. For example, see: 5, 12, 47, 104-105, 106, 123, 124-125, 128, 160, 161-162, 181, 185 | The opportunity to address this standard exists. For example, see: 1, 2, 10, 23, 27, 34, 38, 39 |
| Can produce approximate translations from (Language A) into (Language B) of information contained in short, factual texts written in uncomplicated, standard language; despite errors, the translation remains comprehensible. | The opportunity to address this standard exists. For example, see: 5, 12, 47, 104-105, 106, 123, 124-125, 128, 160, 161-162, 181, 185 | The opportunity to address this standard exists. For example, see: 1, 2, 10, 23, 27, 34, 38, 39 |
| B2 | | |
| 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. | The opportunity to address this standard exists. For example, see: 5, 12, 47, 104-105, 106, 123, 124-125, 128, 160, 161-162, 181, 185 | The opportunity to address this standard exists. For example, see: 1, 2, 10, 23, 27, 34, 38, 39 |
| 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. | The opportunity to address this standard exists. For example, see: 5, 12, 47, 104-105, 106, 123, 124-125, 128, 160, 161-162, 181, 185 | The opportunity to address this standard exists. For example, see: 1, 2, 10, 23, 27, 34, 38, 39 |
| NOTE-TAKING (LECTURES, SEMINARS, MEETINGS ETC.) | | |
| B1 | | |
| Can take notes during a lecture, which are precise enough for his/her own use at a later date, provided the topic is within his/her field of interest and the talk is clear and well structured. | | This standard is not directly addressed in this edition of Great Writing 2. |

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| | | |
|---|--|---|
| Can take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the talk is both formulated in simple language and delivered in clearly articulated standard speech. Can note down routine instructions in a meeting on a familiar subject, provided they are formulated in simple language and he/she is given sufficient time to do so. | | This standard is not directly addressed in this edition of Great Writing 2. |
|---|--|---|

| Standards | SE Where Addressed | TN Where Addressed |
|--|--------------------|---|
| 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) | | |
| B1 | | |
| Can explain why certain parts or aspects of a work especially interested him/her. Can explain in some detail which character he/she most identified with and why. Can relate events in a story, film or play to similar events he/she has experienced or heard about. Can relate the emotions experienced by a character in a work to emotions he/she has experienced. Can describe the emotions he/she experienced at a certain point in a story, e.g. the point(s) in a story when he/she became anxious for a character, and explain why. Can explain briefly the feelings and opinions that a work provoked in him/her. Can describe the personality of a character. | | This standard is not directly addressed in this edition of Great Writing 2. |
| 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. |

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| ANALYSIS AND CRITICISM OF CREATIVE TEXTS (INCLUDING LITERATURE) | | |
|---|---------------|----|
| B1 | | |
| Can point out the most important episodes and events in a clearly structured narrative in everyday language and explain the significance of events and the connection between them. Can describe the key themes and characters in short narratives involving familiar situations that are written in high frequency everyday language. | 160, 161, 162 | 34 |

| Standards | SE Where Addressed | TN Where Addressed |
|---|---|---|
| B2 | | |
| Can compare two works, considering themes, characters and scenes, exploring similarities and contrasts and explaining the relevance of the connections between them. 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. Can evaluate the way the work encourages identification with characters, giving examples. Can describe the way in which different works differ in their treatment of the same theme. | | This standard is not directly addressed in this edition of Great Writing 2. |
| Mediating Concepts | | |
| COLLABORATING IN A GROUP | | |
| FACILITATING COLLABORATIVE INTERACTION WITH PEERS | | |
| B1 | | |
| Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches. Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions. Can define the task in basic terms in a discussion and ask others to contribute their expertise and experience. | <i>Discuss:</i> 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | <i>Discuss:</i> 2, 3, 4, 19, 30, 38 |
| Can invite other people in a group to speak. | <i>Discuss:</i> 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | <i>Discuss:</i> 2, 3, 4, 19, 30, 38 |
| B2 | | |

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| | | |
|--|---|--|
| Can, based on people's reactions, adjust the way he/she formulates questions and/or intervenes in a group interaction. 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. | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |
| Can ask questions to stimulate discussion on how to organise collaborative work. Can help to define goals for teamwork and compare options for how to achieve them. Can refocus a discussion by suggesting what to consider next, and how to proceed. | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |

| Standards | SE Where Addressed | TN Where Addressed |
|---|---|--|
| COLLABORATING TO CONSTRUCT MEANING | | |
| B1 | | |
| Can organise the work in a straightforward collaborative task by stating the aim and explaining in a simple manner the main issue that needs to be resolved. Can use questions, comments and simple reformulations to maintain the focus of a discussion. | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |
| Can ask a group member to give the reason(s) for their views. Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course. | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |
| B2 | | |
| 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. Can contribute to collaborative decision-making and problem-solving, expressing and co-developing ideas, explaining details and making suggestions for future action. Can help organise the discussion in a group by reporting what others have said, summarising, elaborating and weighing up different points of view. | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |

| | | |
|--|---|--|
| Can further develop other people's ideas and opinions. Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives. Can consider two different sides of an issue, giving arguments for and against, and propose a solution or compromise. | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |
| LEADING GROUP WORK | | |
| MANAGING INTERACTION | | |
| B1 | | |
| Can allocate the turn in a discussion, inviting a participant to say something. | | This standard is not directly addressed in this edition of Great Writing 2. |
| Can give simple, clear instructions to organise an activity. | | This standard is not directly addressed in this edition of Great Writing 2. |

| Standards | SE Where Addressed | TN Where Addressed |
|---|---|--|
| B2 | | |
| Can organise and manage collaborative group work efficiently. Can monitor individual and group work non-intrusively, intervening to set a group back on task or to ensure even participation. Can intervene supportively in order to focus people's attention on aspects of the task by asking targeted questions and inviting suggestions. | | This standard is not directly addressed in this edition of Great Writing 2. |
| Can explain the different roles of participants in the collaborative process, giving clear instructions for group work. 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. | | This standard is not directly addressed in this edition of Great Writing 2. |
| ENCOURAGING CONCEPTUAL TALK | | |
| B1 | | |
| Can ask people to elaborate on specific points they made in their initial explanation. Can ask appropriate questions to check understanding of concepts that have been explained. Can ask questions to invite people to clarify their reasoning. | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |

| | | |
|--|---|--|
| Can ask why someone thinks something, or how they think something would work. | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |
| B2 | | |
| 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> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |
| 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> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |

| Standards | SE Where Addressed | TN Where Addressed |
|---|---|--|
| Mediating Communication | | |
| FACILITATING PLURICULTURAL SPACE | | |
| B1 | | |
| Can support communication across cultures by initiating conversation, showing interest and empathy by asking and answering simple questions, and expressing agreement and understanding. Can act in a supportive manner in intercultural encounters, recognising the feelings and different world views of other members of the group. | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |

Correlation to the Common European Framework of Reference for Languages; B1-B2

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| | | |
|--|---|--|
| Can support an intercultural exchange using a limited repertoire to introduce people from different cultural backgrounds and to ask and answer questions, showing awareness that some questions may be perceived differently in the cultures concerned. Can help to develop a shared communication culture, by exchanging information in a simple way about values and attitudes to language and culture. | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |
| 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> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |
| 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> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |

| Standards | SE Where Addressed | TN Where Addressed |
|--|--------------------|--------------------|
| ACTING AS INTERMEDIARY IN INFORMAL SITUATIONS (WITH FRIENDS AND COLLEAGUES) | | |
| B1 | | |

Correlation to the Common European Framework of Reference for Languages; B1-B2

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| | | |
|--|---|--|
| Can communicate in (Language B) the main sense of what is said in (Language A) on subjects within his/her fields of interest, conveying straightforward factual information and explicit cultural references, provided that he/she can prepare beforehand and that the speakers articulate clearly in everyday language. | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |
| Can communicate in (Language B) the main sense of what is said in (Language A) on subjects of personal interest, whilst following important politeness conventions, provided that the speakers articulate clearly in standard language and that he/she can ask for clarification and pause to plan how to express things. | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |
| 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> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |
| 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> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |
| FACILITATING COMMUNICATION IN DELICATE SITUATIONS AND DISAGREEMENTS | | |
| B1 | | |
| Can ask parties in a disagreement to explain their point of view, and can respond briefly to their explanations, provided the topic is familiar to him/her and the parties speak clearly. | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |

| Standards | SE Where Addressed | TN Where Addressed |
|-----------|--------------------|--------------------|
|-----------|--------------------|--------------------|

Correlation to the Common European Framework of Reference for Languages; B1-B2

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| | | |
|---|---|--|
| Can demonstrate his/her understanding of the key issues in a disagreement on a topic familiar to him/her and make simple requests for confirmation and/or clarification. | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |
| 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> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |
| 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> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |
| Mediation Strategies | | |
| STRATEGIES TO EXPLAIN A NEW CONCEPT | | |
| LINKING TO PREVIOUS KNOWLEDGE | | |
| B1 | | |
| Can explain how something works by providing examples which draw upon people's everyday experiences. | 126-128 | 27 |
| Can show how new information is related to what people are familiar with by asking simple questions. | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |
| 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> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |

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| Standards | SE Where Addressed | TN Where Addressed |
|--|---|--|
| 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> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |
| ADAPTING LANGUAGE | | |
| B1 | | |
| Can paraphrase more simply the main points made in short, straightforward spoken or written texts on familiar subjects (e.g. short magazine articles, interviews) to make the contents accessible for others. | The opportunity to address this standard exists. For example, see: 9, 11, 12 | The opportunity to address this standard exists. For example, see: 2 |
| Can paraphrase short written passages in a simple fashion, using the original order of the text. | The opportunity to address this standard exists. For example, see: 9, 11, 12 | The opportunity to address this standard exists. For example, see: 2 |
| 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. | The opportunity to address this standard exists. For example, see: 9, 11, 12 | The opportunity to address this standard exists. For example, see: 2 |
| 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. | The opportunity to address this standard exists. For example, see: 9, 11, 12 | The opportunity to address this standard exists. For example, see: 2 |
| BREAKING DOWN COMPLICATED INFORMATION | | |
| B1 | | |
| Can make a short instructional or informational text easier to understand by presenting it as a list of separate points. | 126-128 | 27 |
| Can make a set of instructions easier to understand by saying them slowly, a few words at a time, employing verbal and non-verbal emphasis to facilitate understanding. | 126-128 | 27 |
| B2 | | |

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| | | |
|--|---------|---|
| 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. | 126-128 | 27 |

| Standards | SE Where Addressed | TN Where Addressed |
|---|--------------------|---|
| STRATEGIES TO SIMPLIFY A TEXT | | |
| AMPLIFYING A DENSE TEXT | | |
| B1 | | |
| Can make an aspect of an everyday topic clearer and more explicit by conveying the main information in another way. | | This standard is not directly addressed in this edition of Great Writing 2. |
| Can make an aspect of an everyday topic clearer by providing simple examples. | | This standard is not directly addressed in this edition of Great Writing 2. |
| 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. | 126-128 | 27 |
| 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. | 126-128 | 27 |
| STREAMLINING A TEXT | | |
| B1 | | |
| Can identify and mark (e.g. underline, highlight etc.) the essential information in a straightforward, informational text, in order to pass this information on to someone else. | | This standard is not directly addressed in this edition of Great Writing 2. |
| B2 | | |

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| | | |
|---|--|---|
| 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. |

| Standards | SE Where Addressed | TN Where Addressed |
|--|---|-------------------------------------|
| Communicative Language Competence | | |
| General Linguistic Range | | |
| GENERAL LINGUISTIC RANGE | | |
| B1 | | |
| Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films. | <i>Discuss:</i> 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | <i>Discuss:</i> 2, 3, 4, 19, 30, 38 |
| Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times. | <i>Discuss:</i> 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | <i>Discuss:</i> 2, 3, 4, 19, 30, 38 |
| B2 | | |
| Can express him/herself clearly and without much sign of having to restrict what he/she wants to say. | <i>Discuss:</i> 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | <i>Discuss:</i> 2, 3, 4, 19, 30, 38 |
| 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:</i> 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | <i>Discuss:</i> 2, 3, 4, 19, 30, 38 |
| VOCABULARY RANGE | | |
| B1 | | |

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| | | |
|---|---|---|
| Has a good range of vocabulary related to familiar topics and everyday situations. Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. | <i>Building Better Vocabulary:</i> 17-19, 3840, 56-58, 78-80, 95-98, 114-116, 130132, 150-152, 166-168, 186-189 | <i>Building Better Vocabulary:</i> 2, 7, 11, 15, 19, 24, 27, 31, 35, 39 |
| 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:</i> 17-19, 3840, 56-58, 78-80, 95-98, 114-116, 130132, 150-152, 166-168, 186-189 | <i>Building Better Vocabulary:</i> 2, 7, 11, 15, 19, 24, 27, 31, 35, 39 |

| Standards | SE Where Addressed | TN Where Addressed |
|---|---|---|
| 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. Can produce the appropriate collocations of many words in most contexts fairly systematically. Can understand and use much of the specialist vocabulary of his/her field but has problems with specialist terminology outside of it. | <i>Building Better Vocabulary:</i> 17-19, 3840, 56-58, 78-80, 95-98, 114-116, 130132, 150-152, 166-168, 186-189 | <i>Building Better Vocabulary:</i> 2, 7, 11, 15, 19, 24, 27, 31, 35, 39 |
| GRAMMATICAL ACCURACY | | |
| B1 | | |
| Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. | <i>Grammar:</i> 6, 14, 29, 34, 52, 73, 74, 94, 108, 112, 129, 146, 164 | <i>Grammar:</i> 1, 2, 7, 10, 14, 15, 19, 23, 24, 27, 30, 34 |
| Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations. | <i>Grammar:</i> 6, 14, 29, 34, 52, 73, 74, 94, 108, 112, 129, 146, 164 | <i>Grammar:</i> 1, 2, 7, 10, 14, 15, 19, 23, 24, 27, 30, 34 |
| 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:</i> 6, 14, 29, 34, 52, 73, 74, 94, 108, 112, 129, 146, 164 | <i>Grammar:</i> 1, 2, 7, 10, 14, 15, 19, 23, 24, 27, 30, 34 |

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| | | |
|---|---|---|
| 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:</i> 6, 14, 29, 34, 52, 73, 74, 94, 108, 112, 129, 146, 164 | <i>Grammar:</i> 1, 2, 7, 10, 14, 15, 19, 23, 24, 27, 30, 34 |
| VOCABULARY CONTROL | | |
| B1 | | |
| Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. Uses a wide range of simple vocabulary appropriately when talking about familiar topics. | <i>Building Better Vocabulary:</i> 17-19, 3840, 56-58, 78-80, 95-98, 114-116, 130132, 150-152, 166-168, 186-189 | <i>Building Better Vocabulary:</i> 2, 7, 11, 15, 19, 24, 27, 31, 35, 39 |
| B2 | | |
| Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication. | <i>Building Better Vocabulary:</i> 17-19, 3840, 56-58, 78-80, 95-98, 114-116, 130132, 150-152, 166-168, 186-189 | <i>Building Better Vocabulary:</i> 2, 7, 11, 15, 19, 24, 27, 31, 35, 39 |

| Standards | SE Where Addressed | TN Where Addressed |
|---|---|---|
| PHONOLOGICAL CONTROL | | |
| OVERALL PHONOLOGICAL CONTROL | | |
| B1 | | |
| Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he/she speaks. | <i>Building Better Vocabulary:</i> 17-19, 3840, 56-58, 78-80, 95-98, 114-116, 130132, 150-152, 166-168, 186-189; Also, the opportunity to address this standard exists. For example, see: <i>Discuss:</i> 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | <i>Building Better Vocabulary:</i> 2, 7, 11, 15, 19, 24, 27, 31, 35, 39; Also, the opportunity to address this standard exists. For example, see: <i>Discuss:</i> 2, 3, 4, 19, 30, 38 |
| 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> 17-19, 3840, 56-58, 78-80, 95-98, 114-116, 130132, 150-152, 166-168, 186-189; Also, the opportunity to address this standard exists. For example, see: <i>Discuss:</i> 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | <i>Building Better Vocabulary:</i> 2, 7, 11, 15, 19, 24, 27, 31, 35, 39; Also, the opportunity to address this standard exists. For example, see: <i>Discuss:</i> 2, 3, 4, 19, 30, 38 |
| SOUND ARTICULATION | | |
| B1 | | |
| Is generally intelligible throughout, despite regular mispronunciation of individual sounds and words he/she is less familiar with. | <i>Building Better Vocabulary:</i> 17-19, 3840, 56-58, 78-80, 95-98, 114-116, 130132, 150-152, 166-168, 186-189; Also, the opportunity to address this standard exists. For example, see: <i>Discuss:</i> 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | <i>Building Better Vocabulary:</i> 2, 7, 11, 15, 19, 24, 27, 31, 35, 39; Also, the opportunity to address this standard exists. For example, see: <i>Discuss:</i> 2, 3, 4, 19, 30, 38 |

| Standards | SE Where Addressed | TN Where Addressed |
|--|---|---|
| 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> 17-19, 3840, 56-58, 78-80, 95-98, 114-116, 130132, 150-152, 166-168, 186-189; Also, the opportunity to address this standard exists. For example, see: <i>Discuss:</i> 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | <i>Building Better Vocabulary:</i> 2, 7, 11, 15, 19, 24, 27, 31, 35, 39; Also, the opportunity to address this standard exists. For example, see: <i>Discuss:</i> 2, 3, 4, 19, 30, 38 |

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| PROSODIC FEATURES | | |
|--|---|---|
| B1 | | |
| Can convey his/her message in an intelligible way in spite of a strong influence on stress, intonation and/or rhythm from other language(s) he/she speaks. | <i>Building Better Vocabulary:</i> 17-19, 3840, 56-58, 78-80, 95-98, 114-116, 130132, 150-152, 166-168, 186-189; Also, the opportunity to address this standard exists. For example, see: <i>Discuss:</i> 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | <i>Building Better Vocabulary:</i> 2, 7, 11, 15, 19, 24, 27, 31, 35, 39; Also, the opportunity to address this standard exists. For example, see: <i>Discuss:</i> 2, 3, 4, 19, 30, 38 |
| 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> 17-19, 3840, 56-58, 78-80, 95-98, 114-116, 130132, 150-152, 166-168, 186-189; Also, the opportunity to address this standard exists. For example, see: <i>Discuss:</i> 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | <i>Building Better Vocabulary:</i> 2, 7, 11, 15, 19, 24, 27, 31, 35, 39; Also, the opportunity to address this standard exists. For example, see: <i>Discuss:</i> 2, 3, 4, 19, 30, 38 |

| Standards | SE Where Addressed | TN Where Addressed |
|--|--|--------------------------------------|
| ORTHOGRAPHIC CONTROL | | |
| B1 | | |
| Can produce continuous writing which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time. | 21, 42, 60, 82, 100, 118, 134, 154, 170, 191; <i>Additional Topics for Writing:</i> 22, 43, 61, 83, 101, 119, 135, 155, 171 | 3, 7, 11, 15, 20, 24, 28, 31, 35, 39 |
| 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. | 21, 42, 60, 82, 100, 118, 134, 154, 170, 191; <i>Additional Topics for Writing:</i> 22, 43, 61, 83, 101, 119, 135, 155, 171 | 3, 7, 11, 15, 20, 24, 28, 31, 35, 39 |
| Sociolinguistic | | |
| SOCIOLINGUISTIC APPROPRIATENESS | | |
| B1 | | |
| Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register. Is aware of the salient politeness conventions and acts appropriately. Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own community. | The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 2, 3, 4, 19, 30, 38 |
| 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> 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 2, 3, 4, 19, 30, 38 |

| Standards | SE Where Addressed | TN Where Addressed |
|-----------|--------------------|--------------------|
|-----------|--------------------|--------------------|

| | | |
|--|---|--|
| 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> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |
| Pragmatic | | |
| FLEXIBILITY | | |
| B1 | | |
| Can adapt his/her expression to deal with less routine, even difficult, situations. Can exploit a wide range of simple language flexibly to express much of what he/she wants. | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |
| 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> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |
| 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> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |
| TURNTAKING | | |
| B1 | | |
| Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor. | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |

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| Standards | SE Where Addressed | TN Where Addressed |
|---|---|--|
| Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |
| 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> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |
| THEMATIC DEVELOPMENT *These three original descriptors also appear on the scale for Sustained monologue: putting a case. | | |
| B1 | | |
| Can clearly signal chronological sequence in narrative text. Can develop an argument well enough to be followed without difficulty most of the time*. | 170; <i>Additional Topics for Writing</i> : 171 | 35 |
| Shows awareness of the conventional structure of the text type concerned, when communicating his/her ideas. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. | 170; <i>Additional Topics for Writing</i> : 171 | 35 |
| 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. | 154 | 31 |

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| | | |
|---|-----|----|
| 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. | 154 | 31 |
|---|-----|----|

| Standards | SE Where Addressed | TN Where Addressed |
|--|---|--|
| COHERENCE AND COHESION | | |
| B1 | | |
| Can introduce a counter-argument in a simple discursive text (e.g. with 'however'). | <i>Writer's Handbook</i> : 195 | |
| Can link a series of shorter, discrete simple elements into a connected, linear sequence of points. Can form longer sentences and link them together using a limited number of cohesive devices, e.g. in a story. Can make simple, logical paragraph breaks in a longer text. | 5, 73, 112 | 1, 14, 24 |
| B2 | | |
| Can use a variety of linking words efficiently to mark clearly the relationships between ideas. | 5 | 1 |
| 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. | 5 | 1 |
| PROPOSITIONAL PRECISION | | |
| B1 | | |
| Can explain the main points in an idea or problem with reasonable precision. | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |

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| | | |
|--|---|--|
| Can convey simple, straightforward information of immediate relevance, getting across which point he/she feels is most important. Can express the main point he/she wants to make comprehensibly. | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |
| 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> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | The opportunity to address this standard exists. For example, see: <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |

| Standards | SE Where Addressed | TN Where Addressed |
|---|--|--------------------------------------|
| SPOKEN FLUENCY | | |
| B1 | | |
| Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and ‘cul-de-sacs’, he/she is able to keep going effectively without help. | <i>Discuss</i> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |
| Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production. | <i>Discuss</i> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |
| B2 | | |
| Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech. | <i>Discuss</i> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |
| 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> : 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | <i>Discuss</i> : 2, 3, 4, 19, 30, 38 |
| 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. | | |

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| B1 | | |
|---|---|--|
| <p>Can generally act according to conventions regarding posture, eye contact, and distance from others.</p> <p>Can generally respond appropriately to the most commonly used cultural cues. Can explain features of his/her own culture to members of another culture or explain features of the other culture to members of his/her own culture. Can explain in simple terms how his/her own values and behaviours influence his/her views of other people's values and behaviours.</p> <p>Can discuss in simple terms the way in which things that may look 'strange' to him/her in another sociocultural context may well be 'normal' for the other people concerned.</p> <p>Can discuss in simple terms the way his/her own culturally-determined actions may be perceived differently by people from other cultures.</p> | <p>The opportunity to address this standard exists.</p> <p>For example, see:</p> <p><i>Discuss:</i> 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163</p> | <p>The opportunity to address this standard exists.</p> <p>For example, see: <i>Discuss:</i> 2, 3, 4, 19, 30, 38</p> |

| Standards | SE Where Addressed | TN Where Addressed |
|-----------|--------------------|--------------------|
| B2 | | |

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| | | |
|--|---|--|
| <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.</p> <p>For example, see:</p> <p><i>Discuss:</i> 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163</p> | <p>The opportunity to address this standard exists.</p> <p>For example, see: <i>Discuss:</i> 2, 3, 4, 19, 30, 38</p> |
|--|---|--|

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| Standards | SE Where Addressed | TN Where Addressed |
|---|---|--|
| 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> | | |
| B1 | | |
| Can use what he/she has understood in one language to understand the topic and main message of a text in <i>another language</i> (e.g. when reading short newspaper articles on the same theme written in different languages). Can use parallel translations of texts (e.g. magazine articles, stories, passages from novels) to develop comprehension in <i>different languages</i> . Can deduce the message of a text by exploiting what he/she has understood from texts on the same theme written in <i>different languages</i> (e.g. news in brief, museum brochure, online reviews). Can extract information from documents written in <i>different languages</i> in his/her field, e.g. to include in a presentation. Can recognise similarities and contrasts between the way concepts are expressed in <i>different languages</i> , in order to distinguish between identical uses of the same word root and 'false friends'. Can use his/her knowledge of contrasting grammatical structures and functional expressions of <i>languages in his/her plurilingual repertoire</i> in order to support comprehension. | The opportunity to address this standard exists. For example, see: 5, 12, 47, 104-105, 106, 123, 124-125, 128, 160, 161-162, 181, 185 | The opportunity to address this standard exists. For example, see: 1, 2, 10, 23, 27, 34, 38, 39 |
| B2 | | |

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| | | |
|--|--|---|
| 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. | | This standard is not directly addressed in this edition of Great Writing 2. |
|--|--|---|

| Standards | SE Where Addressed | TN Where Addressed |
|--|---|--|
| BUILDING ON PLURILINGUAL REPERTOIRE 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. For example the B2 descriptor <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> might be presented as: <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> Descriptors marked with asterisk (**) represent a high level for B2. They may also be suitable for the C levels. | | |
| B1 | | |
| Can exploit creatively his limited repertoire in <i>different languages in his/her plurilingual repertoire</i> for everyday contexts, in order to cope with an unexpected situation. | The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163 | The opportunity to address this standard exists. For example, see: <i>Discuss:</i> 2, 3, 4, 19, 30, 38 |
| Standards | SE Where Addressed | TN Where Addressed |
| B2 | | |

Correlation to the Common European Framework of Reference for Languages; B1-B2
Great Writing 2: Great Paragraphs, 5/E,
 by Keith S. Folse/ April Muchmore-Vokoun/ Elena Vestri Solomon, © 2020, ISBN: 9780357020838
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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>: 4, 28, 32, 46, 47, 65, 73, 74, 75, 81, 105, 123, 124, 127, 138, 140, 141, 149, 162, 163</p> | <p>The opportunity to address this standard exists. For example, see: <i>Discuss</i>: 2, 3, 4, 19, 30, 38</p> |
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