

Correlation of  
**Reading Explorer 1, 3/ E,**  
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to  
**Common European Framework of  
Reference for Languages  
Levels A2-B1**

Standards	SE Where Addressed	TG Where Addressed
<b>Communicative language activities and strategies</b>		
<b>Reception Activities</b>		
<b>Spoken Reception</b>		
<b>OVERALL LISTENING COMPREHENSION</b>		
<b>A2</b>		
Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.	<i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;  <i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172	<i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;  <i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80
Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided speech is clearly and slowly articulated.	<i>Critical Thinking:</i> 45, 68, 127;  <i>While You Watch/Critical Thinking:</i> 20	<i>Critical Thinking:</i> 25, 35, 61;  <i>While You Watch/Critical Thinking:</i> 14
<b>B1</b>		
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>Critical Thinking:</i> 40, 45, 68, 127;  <i>While You Watch/Critical Thinking:</i> 20, 130	<i>Critical Thinking:</i> 23, 25, 35, 61;  <i>While You Watch/Critical Thinking:</i> 14, 62
Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.	<i>Critical Thinking:</i> 40, 45, 108, 127;  <i>While You Watch/Critical Thinking:</i> 34, 76, 130	<i>Critical Thinking:</i> 23, 25, 53, 61;  <i>While You Watch/Critical Thinking:</i> 20, 38, 62
<b>UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS</b>		

<b>A2</b>		
Can generally identify the topic of discussion around him/her that is conducted slowly and clearly. Can recognise when speakers agree and disagree in a conversation conducted slowly and clearly.	<i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;  <i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172	<i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;  <i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80

Standards	SE Where Addressed	TG Where Addressed
Can follow in outline short, simple social exchanges, conducted very slowly and clearly.	<i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;  <i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172 <i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157	<i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;  <i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80 <i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54
<b>B1</b>		
Can follow much of everyday conversation and discussion, provided it takes place in standard speech and is clearly articulated in a familiar accent.	<i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157	<i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54
Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard speech.	<i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157	<i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54
<b>LISTENING AS A MEMBER OF A LIVE AUDIENCE</b>		
<b>A2</b>		
Can follow the general outline of a demonstration or presentation on a familiar or predictable topic, where the message is expressed slowly and clearly in simple language and there is visual support (e.g. slides, handouts).	<i>Video:</i> 19-20, 33-34, 47-48, 61-62, 7576, 89-90, 103-104, 115-116, 129-130, 143-144, 157-158, 171-172	<i>Video:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80

Can follow a very simple, well-structured presentation or demonstration, provided that it is illustrated with slides, concrete examples or diagrams, it is delivered slowly and clearly with repetition and the topic is familiar. Can understand the outline of simple information given in a predictable situation, such as on a guided tour, e.g. 'This is where the President lives.'	<i>Video:</i> 19-20, 33-34, 47-48, 61-62, 7576, 89-90, 103-104, 115-116, 129-130, 143-144, 157-158, 171-172	<i>Video:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80
<b>B1</b>		
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.	<i>Video:</i> 19-20, 33-34, 47-48, 61-62, 7576, 89-90, 103-104, 115-116, 129-130, 143-144, 157-158, 171-172	<i>Video:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80

Standards	SE Where Addressed	TG Where Addressed
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.	<i>Video:</i> 19-20, 33-34, 47-48, 61-62, 7576, 89-90, 103-104, 115-116, 129-130, 143-144, 157-158, 171-172	<i>Video:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80
<b>LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS</b>		
<b>A2</b>		
Can understand and follow a series of instructions for familiar, everyday activities such as sports, cooking, etc. provided they are delivered slowly and clearly. Can understand straightforward announcements (e.g. a telephone recording or radio announcement of a cinema programme or sports event, an announcement that a train has been delayed, or messages announced by loudspeaker in a supermarket), provided the delivery is slow and clear.	The opportunity to address this standard exists. For example, see: <i>Video:</i> 19-20, 33-34, 47-48, 61-62, 7576, 89-90, 103-104, 115-116, 129-130, 143-144, 157-158, 171-172	The opportunity to address this standard exists. For example, see: <i>Video:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80
Can catch the main point in short, clear, simple messages and announcements. Can understand simple directions relating to how to get from X to Y, by foot or public transport. Can understand basic instructions on times, dates and numbers etc., and on routine tasks and assignments to be carried out.	The opportunity to address this standard exists. For example, see: <i>Video:</i> 19-20, 33-34, 47-48, 61-62, 7576, 89-90, 103-104, 115-116, 129-130, 143-144, 157-158, 171-172	The opportunity to address this standard exists. For example, see: <i>Video:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80
<b>B1</b>		

Can understand simple technical information, such as operating instructions for everyday equipment. Can follow detailed directions. Can understand public announcements at airports, stations and on planes, buses and trains, provided these are clearly articulated in standard speech with minimum interference from background noise.	The opportunity to address this standard exists. For example, see: <i>Video:</i> 19-20, 33-34, 47-48, 61-62, 7576, 89-90, 103-104, 115-116, 129-130, 143-144, 157-158, 171-172	The opportunity to address this standard exists. For example, see: <i>Video:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80
<b>LISTENING TO AUDIO MEDIA AND RECORDINGS</b>		
<b>A2</b>		
Can understand the most important information contained in short radio commercials concerning goods and services of interest (e.g. CDs, video games, travel, etc.). Can understand in a radio interview what people say they do in their free time, what they particularly like doing and what they do not like doing, provided that they speak slowly and clearly.	The opportunity to address this standard exists. For example, see: <i>Video:</i> 19-20, 33-34, 47-48, 61-62, 7576, 89-90, 103-104, 115-116, 129-130, 143-144, 157-158, 171-172	The opportunity to address this standard exists. For example, see: <i>Video:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80

Standards	SE Where Addressed	TG Where Addressed
Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. Can extract important information from short radio broadcasts, such as the weather forecast, concert announcements or sports results, provided that people talk clearly. Can understand the important points of a story and manage to follow the plot, provided the story is told slowly and clearly.	The opportunity to address this standard exists. For example, see: <i>Video:</i> 19-20, 33-34, 47-48, 61-62, 7576, 89-90, 103-104, 115-116, 129-130, 143-144, 157-158, 171-172	The opportunity to address this standard exists. For example, see: <i>Video:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80
<b>B1</b>		
Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.	<i>Video:</i> 19-20, 33-34, 47-48, 61-62, 7576, 89-90, 103-104, 115-116, 129-130, 143-144, 157-158, 171-172	<i>Video:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80
Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. Can understand the main points and important details in stories and other narratives (e.g. a description of a holiday), provided the speaker speaks slowly and clearly.	The opportunity to address this standard exists. For example, see: <i>Video:</i> 19-20, 33-34, 47-48, 61-62, 7576, 89-90, 103-104, 115-116, 129-130, 143-144, 157-158, 171-172	The opportunity to address this standard exists. For example, see: <i>Video:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80
<b>Written Reception</b>		

OVERALL READING COMPREHENSION		
A2		
Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	<i>Reading:</i> 9, 14-15, 23-24, 29, 37-38, 43, 51-52, 57, 65-66, 71, 79-80, 85, 93-94, 99, 106, 111, 119-120, 125, 133-134, 139, 147-148, 153, 161-162, 167	<i>Reading:</i> 10, 12, 16, 18, 22, 24, 28, 30, 34, 36, 40, 42, 46, 48, 52, 54, 58, 60, 64, 66, 70, 72, 76, 78
Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	<i>Reading:</i> 9, 14-15, 23-24, 29, 37-38, 43, 51-52, 57, 65-66, 71, 79-80, 85, 93-94, 99, 106, 111, 119-120, 125, 133-134, 139, 147-148, 153, 161-162, 167;  <i>Vocabulary Practice:</i> 12, 18, 27, 32, 41, 46, 55, 60, 69, 74, 83, 88, 97, 102, 109, 114, 123, 128, 137, 142, 151, 156, 165, 170	<i>Reading:</i> 10, 12, 16, 18, 22, 24, 28, 30, 34, 36, 40, 42, 46, 48, 52, 54, 58, 60, 64, 66, 70, 72, 76, 78;  <i>Vocabulary Practice:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79

Standards	SE Where Addressed	TG Where Addressed
B1		
Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.	<i>Reading:</i> 9-10, 14-16, 23-25, 29-30, 37-39, 43-44, 51-53, 57-58, 65-67, 71-72, 79-81, 85-86, 93-95, 99-100, 106-107, 111-112, 119-121, 125-126, 133-135, 139-140, 147-149, 153-154, 161-163, 167-168	<i>Reading:</i> 10, 12, 16, 18, 22, 24, 28, 30, 34, 36, 40, 42, 46, 48, 52, 54, 58, 60, 64, 66, 71, 72, 76, 78
READING CORRESPONDENCE		
A2		
Can understand a simple personal letter, email or post in which the person writing is talking about familiar subjects (such as friends or family) or asking questions on these subjects. Can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation etc.) on familiar topics.		This standard is not directly addressed in this edition of Reading Explorer 1.

Can understand short simple personal letters. Can understand very simple formal emails and letters (e.g. confirmation of a booking or on-line purchase).		This standard is not directly addressed in this edition of Reading Explorer 1.
<b>B1</b>		
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 Reading Explorer 1.
Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend. Can understand straightforward personal letters, emails or postings giving a relatively detailed account of events and experiences. Can understand standard formal correspondence and online postings in his/her area of professional interest.		This standard is not directly addressed in this edition of Reading Explorer 1.
<b>READING FOR ORIENTATION</b>		
<b>A2</b>		
Can find specific information in practical, concrete, predictable texts (e.g. travel guidebooks, recipes), provided they are written in simple language. Can understand the main information in short and simple descriptions of goods in brochures and websites (e.g. portable digital devices, cameras, etc.).		This standard is not directly addressed in this edition of Reading Explorer 1.

Standards	SE Where Addressed	TG Where Addressed
Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables. Can locate specific information in lists and isolate the information required (e.g. use the 'Yellow Pages' to find a service or tradesman). Can understand everyday signs and notices etc. in public places, such as streets, restaurants, railway stations, in workplaces, such as directions, instructions, hazard warnings.		This standard is not directly addressed in this edition of Reading Explorer 1.
<b>B1</b>		

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.	<i>Scanning:</i> 22, 31, 101, 150, 155, 166	<i>Scanning:</i> 16, 19, 49, 70, 73, 78
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.	<i>Scanning:</i> 22, 31, 101, 150, 155, 166	<i>Scanning:</i> 16, 19, 49, 70, 73, 78
<b>READING FOR INFORMATION AND ARGUMENT</b>		
<b>A2</b>		
Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. Can follow the general outline of a news report on a familiar type of event, provided that the contents are familiar and predictable. Can pick out the main information in short newspaper reports or simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text. Can understand the main points of short texts dealing with everyday topics (e.g. lifestyle, hobbies, sports, weather).	<i>Reading:</i> 9, 14-15, 23-24, 29, 37-38, 43, 51-52, 57, 65-66, 71, 79-80, 85, 93-94, 99, 106, 111, 119-120, 125, 133-134, 139, 147-148, 153, 161-162, 167;  <i>Vocabulary Practice:</i> 12, 18, 27, 32, 41, 46, 55, 60, 69, 74, 83, 88, 97, 102, 109, 114, 123, 128, 137, 142, 151, 156, 165, 170	<i>Reading:</i> 10, 12, 16, 18, 22, 24, 28, 30, 34, 36, 40, 42, 46, 48, 52, 54, 58, 60, 64, 66, 70, 72, 76, 78;  <i>Vocabulary Practice:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79

Standards	SE Where Addressed	TG Where Addressed
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<p>Can understand texts describing people, places, everyday life, and culture, etc., provided that they are written in simple language.</p> <p>Can understand information given in illustrated brochures and maps, e.g. the principal attractions of a city or area.</p> <p>Can understand the main points in short news items on subjects of personal interest (e.g. sport, celebrities).</p> <p>Can understand a short factual description or report within his/her own field, provided that it is written in simple language and does not contain unpredictable detail.</p> <p>Can understand most of what people say about themselves in a personal ad or post and what they say they like in other people.</p>	<p><i>Reading:</i> 9, 14-15, 23-24, 29, 37-38, 43, 51-52, 57, 65-66, 71, 79-80, 85, 93-94, 99, 106, 111, 119-120, 125,133-134, 139, 147-148, 153, 161-162, 167;</p> <p><i>Vocabulary Practice:</i> 12, 18, 27, 32, 41, 46, 55, 60, 69, 74, 83, 88, 97, 102, 109, 114, 123, 128, 137, 142, 151, 156, 165, 170</p>	<p><i>Reading:</i> 10, 12, 16, 18, 22, 24, 28, 30, 34, 36, 40, 42, 46, 48, 52, 54, 58, 60, 64, 66, 70, 72, 76, 78;</p> <p><i>Vocabulary Practice:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79</p>
<b>B1</b>		
<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>	<p><i>Reading:</i> 9, 14-15, 23-24, 29, 37-38, 43, 51-52, 57, 65-66, 71, 79-80, 85, 93-94, 99, 106, 111, 119-120, 125,133-134, 139, 147-148, 153, 161-162, 167;</p> <p><i>Vocabulary Practice:</i> 12, 18, 27, 32, 41, 46, 55, 60, 69, 74, 83, 88, 97, 102, 109, 114, 123, 128, 137, 142, 151, 156, 165, 170</p>	<p><i>Reading:</i> 10, 12, 16, 18, 22, 24, 28, 30, 34, 36, 40, 42, 46, 48, 52, 54, 58, 60, 64, 66, 70, 72, 76, 78;</p> <p><i>Vocabulary Practice:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79</p>
<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>	<p><i>Reading:</i> 9, 14-15, 23-24, 29, 37-38, 43, 51-52, 57, 65-66, 71, 79-80, 85, 93-94, 99, 106, 111, 119-120, 125,133-134, 139, 147-148, 153, 161-162, 167;</p> <p><i>Vocabulary Practice:</i> 12, 18, 27, 32, 41, 46, 55, 60, 69, 74, 83, 88, 97, 102, 109, 114, 123, 128, 137, 142, 151, 156, 165, 170</p>	<p><i>Reading:</i> 10, 12, 16, 18, 22, 24, 28, 30, 34, 36, 40, 42, 46, 48, 52, 54, 58, 60, 64, 66, 70, 72, 76, 78;</p> <p><i>Vocabulary Practice:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79</p>
<b>READING INSTRUCTIONS</b>		
<b>A2</b>		
<p>Can understand regulations, for example safety, when expressed in simple language.</p> <p>Can understand short written instructions illustrated step by step (e.g. for installing new technology).</p>	<p><i>Reading Skill:</i> 87</p>	<p><i>Reading Skill:</i> 43</p>

Standards	SE Where Addressed	TG Where Addressed
<p>Can understand simple instructions on equipment encountered in everyday life – such as a public telephone.</p> <p>Can understand simple, brief instructions provided that they are illustrated and not written in continuous text.</p> <p>Can understand instructions on medicine labels expressed as a simple command e.g. ‘Take before meals’ or ‘Do not take if driving.’</p> <p>Can follow a simple recipe, especially if there are pictures to illustrate the most important steps.</p>	<p>The opportunity to address this standard exists. For example, see: <i>Reading Skill: 87</i></p>	<p>The opportunity to address this standard exists. For example, see: <i>Reading Skill: 43</i></p>
<b>B1</b>		
<p>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.</p>	<p><i>Reading Skill: 87</i></p>	<p><i>Reading Skill: 43</i></p>
<p>Can understand clearly written, straightforward instructions for a piece of equipment.</p> <p>Can follow simple instructions given on packaging, e.g. cooking instructions. Can understand most short safety instructions, (e.g. on public transport or in manuals for the use of electrical equipment).</p>	<p>The opportunity to address this standard exists. For example, see: <i>Reading Skill: 87</i></p>	<p>The opportunity to address this standard exists. For example, see: <i>Reading Skill: 43</i></p>
<b>READING AS A LEISURE ACTIVITY</b>		
<b>A2</b>		
<p>Can understand enough to read short, simple stories and comic strips involving familiar, concrete situations written in high frequency everyday language.</p> <p>Can understand the main points made in short magazine reports or guide entries that deal with concrete everyday topics (e.g. hobbies, sports, leisure activities, animals).</p>	<p><i>Reading: 9-10, 14-16, 23-25, 29-30, 37-39, 43-44, 51-53, 57-58, 65-67, 71-72, 79-81, 85-86, 93-95, 99-100, 106-107, 111-112, 119-121, 125-126, 133-135, 139-140, 147-149, 153-154, 161-163, 167-168</i></p>	<p><i>Reading: 10, 12, 16, 18, 22, 24, 28, 30, 34, 36, 40, 42, 46, 48, 52, 54, 58, 60, 64, 66, 71, 72, 76, 78</i></p>

<p>Can understand short narratives and descriptions of someone's life that are written in simple words.</p> <p>Can understand what is happening in a photo story (e.g. in a lifestyle magazine) and form an impression of what the characters are like.</p> <p>Can understand much of the information provided in a short description of a person (e.g. a celebrity).</p> <p>Can understand the main point of a short article reporting an event that follows a predictable pattern (e.g. the Oscars), provided it is clearly written in simple language.</p>	<p><i>Reading:</i> 9-10, 14-16, 23-25, 29-30, 37-39, 43-44, 51-53, 57-58, 65-67, 71-72, 79-81, 85-86, 93-95, 99-100, 106-107, 111-112, 119-121, 125-126, 133-135, 139-140, 147-149, 153-154, 161-163, 167-168</p>	<p><i>Reading:</i> 10, 12, 16, 18, 22, 24, 28, 30, 34, 36, 40, 42, 46, 48, 52, 54, 58, 60, 64, 66, 71, 72, 76, 78</p>
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Standards	SE Where Addressed	TG Where Addressed
<b>B1</b>		
<p>Can read newspaper / magazine accounts of films, books, concerts etc. written for a wider audience and understand the main points.</p> <p>Can understand simple poems and song lyrics written in straightforward language and style.</p>		This standard is not directly addressed in this edition of Reading Explorer 1.
<p>Can understand the description of places, events, explicitly expressed feelings and perspectives in narratives, guides and magazine articles that are written in high frequency, everyday language.</p> <p>Can understand a travel diary mainly describing the events of a journey and the experiences and discoveries the person made.</p> <p>Can follow the plot of stories, simple novels and comics with a clear linear storyline and high frequency everyday language, given regular use of a dictionary.</p>		This standard is not directly addressed in this edition of Reading Explorer 1.
<b>Audio-Visual Reception</b>		
<b>WATCHING TV, FILM AND VIDEO</b>		
<b>A2</b>		
<p>Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary.</p> <p>Can follow a TV commercial or a trailer for or scene from a film, understanding what the actors are talking about, provided that the images are a great help in understanding and the delivery is clear and relatively slow.</p>	<p>The opportunity to address this standard exists. For example, see:  <i>Video:</i> 19-20, 33-34, 47-48, 61-62, 7576, 89-90, 103-104, 115-116, 129-130, 143-144, 157-158, 171-172</p>	<p>The opportunity to address this standard exists. For example, see:  <i>Video:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80</p>

Can follow changes of topic of factual TV news items, and form an idea of the main content.	The opportunity to address this standard exists. For example, see: <i>Video:</i> 19-20, 33-34, 47-48, 61-62, 7576, 89-90, 103-104, 115-116, 129-130, 143-144, 157-158, 171-172	The opportunity to address this standard exists. For example, see: <i>Video:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80
<b>B1</b>		
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.	The opportunity to address this standard exists. For example, see: <i>Video:</i> 19-20, 33-34, 47-48, 61-62, 7576, 89-90, 103-104, 115-116, 129-130, 143-144, 157-158, 171-172	The opportunity to address this standard exists. For example, see: <i>Video:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80

Standards	SE Where Addressed	TG Where Addressed
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.	The opportunity to address this standard exists. For example, see: <i>Video:</i> 19-20, 33-34, 47-48, 61-62, 7576, 89-90, 103-104, 115-116, 129-130, 143-144, 157-158, 171-172	The opportunity to address this standard exists. For example, see: <i>Video:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80
<b>Reception Strategies</b>		
<b>IDENTIFYING CUES AND INFERRING (SPOKEN &amp; WRITTEN)</b>		
<b>A2</b>		
Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. Can exploit his/her recognition of known words to deduce the meaning of unfamiliar words in short expressions used in routine everyday contexts.	<i>Vocabulary Practice:</i> 12, 18, 27, 32, 41, 46, 55, 60, 69, 74, 83, 88, 97, 102, 109, 114, 123, 128, 137, 142, 151, 156, 165, 170	<i>Vocabulary Practice:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79

<p>Can exploit format, appearance and typographic features in order to identify the type of text: news story, promotional text, article, textbook, chat or forum etc.</p> <p>Can exploit numbers, dates, names, proper nouns etc.to identify the topic of a text.</p> <p>Can deduce the meaning and function of unknown formulaic expressions from their position in a written text (e.g. at the beginning or end of a letter).</p>	<p>The opportunity to address this standard exists.          For example, see:  <i>Before You Read:</i> 8, 13, 22, 28, 36, 42, 50, 56, 64, 70, 78, 84, 92, 98, 106, 110, 118, 124, 132, 138, 146, 152, 160, 166</p>	<p>The opportunity to address this standard exists.          For example, see:  <i>Before You Read:</i> 10, 12, 16, 18, 22, 24, 28, 30, 34, 36, 40, 42, 46, 48, 52, 54, 58, 60, 64, 66, 70, 72, 76, 78</p>
<b>B1</b>		
<p>Can exploit different types of connectors (numerical, temporal, logical) and the role of key paragraphs in the overall organisation, in order to better understand the argumentation in a text.</p> <p>Can extrapolate the meaning of a section of a text by taking into account the text as a whole.</p> <p>Can identify unfamiliar words from the context on topics related to his/her field and interests.</p> <p>Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.</p>	<p><i>Words in Context:</i> 18, 27, 46, 55, 60, 69, 74, 83, 88, 102, 109, 114, 123, 128, 137, 151, 155, 165, 170</p>	<p><i>Words in Context:</i> 17, 25, 29, 31, 35, 37, 41, 43, 49, 55, 59, 61, 65, 71, 73, 77, 79</p>

Standards	SE Where Addressed	TG Where Addressed
<p>Can make basic inferences or predictions about text content from headings, titles or headlines.</p> <p>Can listen to a short narrative and predict what will happen next.</p> <p>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).</p> <p>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).</p>	<p><i>Infer:</i> 8, 16, 25, 39, 67, 72, 81, 86, 95, 100, 112, 126, 135, 140, 149, 163, 168</p>	<p><i>Infer:</i> 10, 12, 43, 58</p>
<b>Production</b>		
<b>Spoken Production</b>		
<b>OVERALL SPOKEN PRODUCTION</b>		
<b>A2</b>		

Can give a simple description or presentation of people, living or working conditions, daily routines. likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.	Warm Up: 49;  While You Watch/Critical Thinking: 87, 90, 158	Warm Up: 27;  While You Watch/Critical Thinking: 43, 44, 74
<b>B1</b>		
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.	While You Watch/Critical Thinking: 87, 90, 158	While You Watch/Critical Thinking: 43, 44, 74
<b>Spoken Production</b>		
<b>SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE</b>		
<b>A2</b>		
Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. Can give short, basic descriptions of events and activities. Can describe plans and arrangements, habits and routines, past activities and personal experiences. Can use simple descriptive language to make brief statements about and compare objects and possessions. Can explain what he/she likes or dislikes about something.	Critical Thinking: 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;  While You Watch/Critical Thinking: 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172	Critical Thinking: 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;  While You Watch/Critical Thinking: 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80

Standards	SE Where Addressed	TG Where Addressed
Can describe his/her family, living conditions, educational background, present or most recent job. Can describe people, places and possessions in simple terms. Can say what he/she is good at and not so good at (e.g. sports, games, skills, subjects). Can briefly talk about what he/she plans to do at the weekend or during the holidays.	Critical Thinking: 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;  While You Watch/Critical Thinking: 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172	Critical Thinking: 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;  While You Watch/Critical Thinking: 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80
<b>B1</b>		

Can clearly express feelings about something experienced and give reasons to explain those feelings.		This standard is not directly addressed in this edition of Reading Explorer 1.
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.	<i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;  <i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172	<i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;  <i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80
<b>SUSTAINED MONOLOGUE: GIVING INFORMATION</b>		
<b>A2</b>		
Can give simple directions from place to place, using basic expressions such as 'turn right' and 'go straight' along with sequential connectors such as 'first,' 'then,' and 'next.'		This standard is not directly addressed in this edition of Reading Explorer 1.
<b>B1</b>		
Can explain the main points in an idea or problem with reasonable precision. Can describe how to do something, giving detailed instructions.		This standard is not directly addressed in this edition of Reading Explorer 1.

Standards	SE Where Addressed	TG Where Addressed
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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.	The opportunity to address this standard exists. For example, see: <i>Critical Thinking</i> : 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;  <i>While You Watch/Critical Thinking</i> : 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172	The opportunity to address this standard exists. For example, see: <i>Critical Thinking</i> : 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;  <i>While You Watch/Critical Thinking</i> : 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80
<b>SUSTAINED MONOLOGUE: PUTTING A CASE (E.G. IN A DEBATE)</b>		
<b>A2</b>		
Can explain what she likes or dislikes about something, why he/she prefers one thing to another, making simple, direct comparisons.	<i>Critical Thinking</i> : 40	<i>Critical Thinking</i> : 23
Can present his/her opinion in simple terms, provided listeners are patient.	<i>Critical Thinking</i> : 59, 122;  <i>While You Watch/Critical Thinking</i> : 144	<i>Critical Thinking</i> : 31, 59;  <i>While You Watch/Critical Thinking</i> : 68
<b>B1</b>		
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.	<i>Critical Thinking</i> : 122;  <i>While You Watch/Critical Thinking</i> : 144	<i>Critical Thinking</i> : 59;  <i>While You Watch/Critical Thinking</i> : 68
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.	<i>Critical Thinking</i> : 59, 122;  <i>While You Watch/Critical Thinking</i> : 144	<i>Critical Thinking</i> : 31, 59;  <i>While You Watch/Critical Thinking</i> : 68
<b>PUBLIC ANNOUNCEMENTS</b>		
<b>A2</b>		
Can deliver very short, rehearsed announcements of predictable, learnt content which are intelligible to listeners who are prepared to concentrate.		This standard is not directly addressed in this edition of Reading Explorer 1.
<b>B1</b>		
Can deliver short, rehearsed announcements on a topic pertinent to everyday occurrences in his/her field which, despite possibly very foreign stress and intonation, are nevertheless clearly intelligible.		This standard is not directly addressed in this edition of Reading Explorer 1.

Standards	SE Where Addressed	TG Where Addressed
<b>ADDRESSING AUDIENCES</b>		
<b>A2</b>		
<p>Can give a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans and actions.</p> <p>Can cope with a limited number of straightforward follow up questions.</p>	<p>The opportunity to address this standard exists.            For example, see:  <i>Critical Thinking</i>: 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking</i>: 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172</p>	<p>The opportunity to address this standard exists.            For example, see:  <i>Critical Thinking</i>: 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking</i>: 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80</p>
<p>Can give a short, rehearsed, basic presentation on a familiar subject.</p> <p>Can answer straightforward follow up questions if he/she can ask for repetition and if some help with the formulation of his/her reply is possible.</p>	<p>The opportunity to address this standard exists.            For example, see:  <i>Critical Thinking</i>: 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking</i>: 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172</p>	<p>The opportunity to address this standard exists.            For example, see:  <i>Critical Thinking</i>: 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking</i>: 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80</p>
<b>B1</b>		

Can give a prepared presentation on a familiar topic within his/her field, outlining similarities and differences (e.g. between products, countries/regions, plans).	<p>The opportunity to address this standard exists.          For example, see:  <i>Critical Thinking</i>: 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking</i>: 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172</p>	<p>The opportunity to address this standard exists.          For example, see:  <i>Critical Thinking</i>: 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking</i>: 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80</p>
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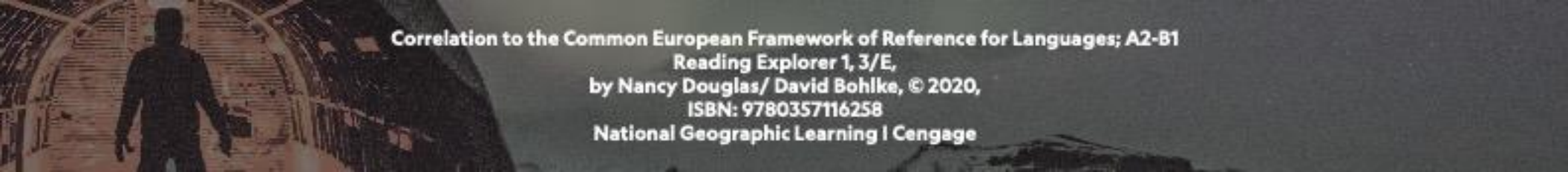
Standards	SE Where Addressed	TG Where Addressed
Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. Can take follow up questions, but may have to ask for repetition if the speech was rapid.	<p>The opportunity to address this standard exists.          For example, see:  <i>Critical Thinking</i>: 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking</i>: 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172</p>	<p>The opportunity to address this standard exists.          For example, see:  <i>Critical Thinking</i>: 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking</i>: 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80</p>
<b>Written Production</b>		
<b>OVERALL WRITTEN PRODUCTION</b>		
<b>A2</b>		
Can write a series of simple phrases and sentences linked with simple connectors like 'and,' 'but' and 'because'.		This standard is not directly addressed in this edition of Reading Explorer 1.
<b>B1</b>		
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.		This standard is not directly addressed in this edition of Reading Explorer 1.
<b>CREATIVE WRITING</b>		
<b>A2</b>		

Can write about everyday aspects of his/her environment e.g. people, places, a job or study experience in linked sentences. Can write very short, basic descriptions of events, past activities and personal experiences. Can tell a simple story (e.g. about events on a holiday or about life in the distant future).		This standard is not directly addressed in this edition of Reading Explorer 1.
Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. Can write short, simple imaginary biographies and simple poems about people. Can write diary entries that describe activities (e.g. daily routine, outings, sports, hobbies), people and places, using basic, concrete vocabulary and simple phrases and sentences with simple connectives like 'and,' 'but' and 'because'. Can write an introduction to a story or continue a story, provided he/she can consult a dictionary and references (e.g. tables of verb tenses in a course book).		This standard is not directly addressed in this edition of Reading Explorer 1.

Standards	SE Where Addressed	TG Where Addressed
<b>B1</b>		
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.		This standard is not directly addressed in this edition of Reading Explorer 1.
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.		This standard is not directly addressed in this edition of Reading Explorer 1.
<b>WRITTEN REPORTS AND ESSAYS</b>		
<b>A2</b>		

Can write simple texts on familiar subjects of interest, linking sentences with connectors like 'and,' 'because,' or 'then.'		This standard is not directly addressed in this edition of Reading Explorer 1.
Can give his/her impressions and opinions in writing about topics of personal interest (e.g. lifestyles and culture, stories), using basic everyday vocabulary and expressions.		
<b>B1</b>		
Can write short, simple essays on topics of interest.		This standard is not directly addressed in this edition of Reading Explorer 1.
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.		
Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.		This standard is not directly addressed in this edition of Reading Explorer 1.
Can present a topic in a short report or poster, using photographs and short blocks of text.		

Standards	SE Where Addressed	TG Where Addressed
<b>Production Strategies</b>		
<b>PLANNING</b>		
<b>A2</b>		



Can recall and rehearse an appropriate set of phrases from his/her repertoire.	<p>The opportunity to address this standard exists. For example, see:</p> <p><i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p>The opportunity to address this standard exists. For example, see:</p> <p><i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>
<b>B1</b>		
Can rehearse and try out new combinations and expressions, inviting feedback.	<p>The opportunity to address this standard exists. For example, see:</p> <p><i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p>The opportunity to address this standard exists. For example, see:</p> <p><i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>

Standards	SE Where Addressed	TG Where Addressed
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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.	The opportunity to address this standard exists. For example, see: <i>Critical Thinking</i> : 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;  <i>While You Watch/Critical Thinking</i> : 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;  <i>Discussion</i> : 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157	The opportunity to address this standard exists. For example, see: <i>Critical Thinking</i> : 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;  <i>While You Watch/Critical Thinking</i> : 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;  <i>Discussion</i> : 16, 18, 22, 24, 34, 52, 54
<b>COMPENSATING</b>		
<b>A2</b>		
Can use an inadequate word from his/her repertoire and use gesture to clarify what he/she wants to say.		This standard is not directly addressed in this edition of Reading Explorer 1.
Can identify what he/she means by pointing to it (e.g. 'I'd like this, please').		This standard is not directly addressed in this edition of Reading Explorer 1.
<b>B1</b>		
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 Reading Explorer 1.
Can use a simple word meaning something similar to the concept he/she wants to convey and invites 'correction'. Can foreignise a mother tongue word and ask for confirmation.		This standard is not directly addressed in this edition of Reading Explorer 1.
<b>MONITORING AND REPAIR</b>		
<b>A2</b>		
<i>No descriptors available</i>		
<b>B1</b>		
Can correct mix-ups with tenses or expressions which lead to misunderstandings provided the interlocutor indicates there is a problem.	The opportunity to address this standard exists. For example, see: <i>Word Usage</i> : 27, 114	The opportunity to address this standard exists. For example, see: <i>Word Usage</i> : 17, 55

Standards	SE Where Addressed	TG Where Addressed
Can ask for confirmation that a form used is correct. Can start again using a different tactic when communication breaks down.	The opportunity to address this standard exists. For example, see: <i>Word Usage: 27, 114</i>	The opportunity to address this standard exists. For example, see: <i>Word Usage: 17, 55</i>
<b>Interaction Activities</b>		
<b>Spoken Interaction</b>		
<b>OVERALL SPOKEN INTERACTION</b>		
<b>A2</b>		
Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	<i>Discussion: 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</i>	<i>Discussion: 16, 18, 22, 24, 34, 52, 54</i>
Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.	<i>Discussion: 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</i>	<i>Discussion: 16, 18, 22, 24, 34, 52, 54</i>
<b>B1</b>		
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>Discussion: 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</i>	<i>Discussion: 16, 18, 22, 24, 34, 52, 54</i>
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>Discussion: 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</i>	<i>Discussion: 16, 18, 22, 24, 34, 52, 54</i>
<b>UNDERSTANDING AN INTERLOCUTOR</b>		
<b>A2</b>		
Can understand enough to manage simple, routine exchanges without undue effort. Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time.	<i>Discussion: 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</i>	<i>Discussion: 16, 18, 22, 24, 34, 52, 54</i>

Standards	SE Where Addressed	TG Where Addressed
Can understand what is said clearly, slowly and directly to him/her in simple everyday conversation; can be made to understand, if the speaker can take the trouble.	<i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157	<i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54
<b>B1</b>		
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>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157	<i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54
<b>CONVERSATION</b>		
<b>A2</b>		
Can establish social contact: greetings and farewells; introductions; giving thanks. Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time. Can participate in short conversations in routine contexts on topics of interest. Can express how he/she feels in simple terms, and express thanks. Can ask for a favour (e.g. to lend something), can offer a favour and can respond if someone asks him/her to do a favour for them.	<i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157	<i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54
Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble. Can use simple everyday polite forms of greeting and address. Can chat in simple language with peers, colleagues or members of a host family, asking questions and understanding the answers relating to most routine matters. Can make and respond to invitations, suggestions and apologies. Can express how he/she is feeling using very basic stock expressions. Can say what he/she likes and dislikes.	<i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157	<i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54
<b>B1</b>		

<p>Can start up a conversation and help it to keep going by asking people relatively spontaneous questions about a special experience or event, expressing reactions and opinion on familiar subjects.</p> <p>Can have relatively long conversations on subjects of common interest, provided that the interlocutor makes an effort to support understanding.</p>	<p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>
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Standards	SE Where Addressed	TG Where Addressed
<p>Can enter unprepared into conversations on familiar topics.</p> <p>Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.</p> <p>Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.</p> <p>Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.</p>	<p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>
<b>INFORMAL DISCUSSION (WITH FRIENDS)</b>		
<b>A2</b>		
<p>Can generally identify the topic of discussion around him/her which is conducted slowly and clearly.</p> <p>Can exchange opinions and compare things and people using simple language.</p> <p>Can discuss what to do in the evening, at the weekend.</p> <p>Can make and respond to suggestions.</p> <p>Can agree and disagree with others.</p>	<p>The opportunity to address this standard exists. For example, see:  <i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p>The opportunity to address this standard exists. For example, see:  <i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>

<p>Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly.</p> <p>Can discuss what to do, where to go and make arrangements to meet.</p> <p>Can express opinions in a limited way.</p>	<p>The opportunity to address this standard exists. For example, see:  <i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157;</p> <p><i>Critical Thinking:</i> 59, 122;</p> <p><i>While You Watch/Critical Thinking:</i> 144</p>	<p>The opportunity to address this standard exists. For example, see:  <i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54;</p> <p><i>Critical Thinking:</i> 31, 59;</p> <p><i>While You Watch/Critical Thinking:</i> 68</p>
<b>B1</b>		
<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>The opportunity to address this standard exists. For example, see:  <i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p>The opportunity to address this standard exists. For example, see:  <i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>

Standards	SE Where Addressed	TG Where Addressed
<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>The opportunity to address this standard exists. For example, see:  <i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157;</p> <p><i>Critical Thinking:</i> 59, 122;</p> <p><i>While You Watch/Critical Thinking:</i> 144</p>	<p>The opportunity to address this standard exists. For example, see:  <i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54;</p> <p><i>Critical Thinking:</i> 31, 59;</p> <p><i>While You Watch/Critical Thinking:</i> 68</p>
<b>FORMAL DISCUSSION (MEETINGS)</b>		
<b>A2</b>		

Can generally follow changes of topic in formal discussion related to his/her field which is conducted slowly and clearly. Can exchange relevant information and give his/her opinion on practical problems when asked directly, provided he/she receives some help with formulation and can ask for repetition of key points if necessary.	<i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157	<i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54
Can say what he/she thinks about things when addressed directly in a formal meeting, provided he/she can ask for repetition of key points if necessary.	<i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157	<i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54
<b>B1</b>		
Can follow much of what is said that is related to his/her field, provided interlocutors avoid very idiomatic usage and articulate clearly. Can put over a point of view clearly, but has difficulty engaging in debate.	<i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;  <i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;  <i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157	<i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;  <i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;  <i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54

Standards	SE Where Addressed	TG Where Addressed
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<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><i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p><i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>
<p><b>GOAL-ORIENTED CO-OPERATION</b>  <b>(E.G. ASSEMBLING A FURNITURE KIT, DISCUSSING A DOCUMENT, ORGANISING AN EVENT ETC.)</b></p>		
<p><b>A2</b></p>		
<p>Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand.</p> <p>Can discuss what to do next, making and responding to suggestions, asking for and giving directions.</p>	<p>The opportunity to address this standard exists. For example, see:</p> <p><i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p>The opportunity to address this standard exists. For example, see:</p> <p><i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>
<p>Can indicate when he/she is following and can be made to understand what is necessary, if the speaker takes the trouble.</p> <p>Can communicate in simple and routine tasks using simple phrases to ask for and provide things, to get simple information and to discuss what to do next.</p>	<p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>

Standards	SE Where Addressed	TG Where Addressed
<b>B1</b>		
<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>The opportunity to address this standard exists.            For example, see:  <i>Critical Thinking</i>: 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking</i>: 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion</i>: 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p>The opportunity to address this standard exists.            For example, see:  <i>Critical Thinking</i>: 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking</i>: 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion</i>: 16, 18, 22, 24, 34, 52, 54</p>
<p>Can generally follow what is said and, when necessary, can repeat back part of what someone has said to confirm mutual understanding.</p> <p>Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.</p> <p>Can invite others to give their views on how to proceed.</p>	<p>The opportunity to address this standard exists.            For example, see:  <i>Critical Thinking</i>: 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking</i>: 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion</i>: 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p>The opportunity to address this standard exists.            For example, see:  <i>Critical Thinking</i>: 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking</i>: 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion</i>: 16, 18, 22, 24, 34, 52, 54</p>
<b>OBTAINING GOODS AND SERVICES</b>		
<b>A2</b>		
<p>Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping.</p> <p>Can interact in predictable everyday situations (e.g. a post office, a station, a shop), using a wide range of simple words and expressions.</p> <p>Can get all the information needed from a tourist office, as long as it is of a straightforward, non-specialised nature.</p>		<p>This standard is not directly addressed in this edition of Reading Explorer 1.</p>

Standards	SE Where Addressed	TG Where Addressed
<p>Can ask for and provide everyday goods and services.</p> <p>Can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets.</p> <p>Can ask about things and make simple transactions in shops, post offices or banks.</p> <p>Can give and receive information about quantities, numbers, prices etc.</p> <p>Can make simple purchases by stating what is wanted and asking the price. Can order a meal.</p> <p>Can say when something is wrong, e.g. 'The food is cold' or 'There is no light in my room.'</p> <p>Can ask (face-to-face) for a medical appointment and understand the reply. Can indicate the nature of a problem to a health professional, perhaps using gestures and body language.</p>		<p>This standard is not directly addressed in this edition of Reading Explorer 1.</p>
<b>B1</b>		
<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>		<p>This standard is not directly addressed in this edition of Reading Explorer 1.</p>

Standards	SE Where Addressed	TG Where Addressed
<b>INFORMATION EXCHANGE</b>		
<b>A2</b>		
<p>Can understand enough to manage simple, routine exchanges without undue effort.</p> <p>Can deal with practical everyday demands: finding out and passing on straightforward factual information.</p> <p>Can ask and answer questions about habits and routines.</p> <p>Can ask and answer questions about pastimes and past activities.</p> <p>Can ask and answer questions about plans and intentions.</p> <p>Can give and follow simple directions and instructions e.g. explain how to get somewhere.</p>	<p><i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p><i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>
<p>Can communicate in simple and routine tasks requiring a simple and direct exchange of information.</p> <p>Can exchange limited information on familiar and routine operational matters.</p> <p>Can ask and answer questions about what they do at work and in free time.</p> <p>Can ask for and give directions referring to a map or plan.</p> <p>Can ask for and provide personal information.</p> <p>Can ask and answer simple questions about an event, e.g. ask where and when it took place, who was there and what it was like.</p>	<p><i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p><i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>
<b>B1</b>		

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.	<i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;  <i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;  <i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157	<i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;  <i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;  <i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54
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Standards	SE Where Addressed	TG Where Addressed
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.	<i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;  <i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;  <i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157	<i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;  <i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;  <i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54
<b>INTERVIEWING AND BEING INTERVIEWED</b>		
<b>A2</b>		
Can make him/herself understood in an interview and communicate ideas and information on familiar topics, provided he/she can ask for clarification occasionally, and is given some help to express what he/she wants to. Can describe to a doctor very basic symptoms and ailments such as cold and flu.		This standard is not directly addressed in this edition of Reading Explorer 1.
Can answer simple questions and respond to simple statements in an interview. Can indicate in simple language the nature of a problem to a health professional, perhaps using gestures and body language.		This standard is not directly addressed in this edition of Reading Explorer 1.
<b>B1</b>		

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 Reading Explorer 1.
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 Reading Explorer 1.

Standards	SE Where Addressed	TG Where Addressed
<b>USING TELECOMMUNICATIONS</b>		
<b>A2</b>		
Can use telecommunications with his/her friends to exchange simple news, make plans, and arrange to meet.		This standard is not directly addressed in this edition of Reading Explorer 1.
Can, given repetition and clarifications, participate in a short, simple phone conversation with a known person on a predictable topic, e.g. arrival times, arrangements to meet. Can understand a simple phone message (e.g. 'My flight is late. I will arrive at ten o'clock. '), confirm details of the message and pass it on by phone to other people concerned.		This standard is not directly addressed in this edition of Reading Explorer 1.
<b>B1</b>		
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 Reading Explorer 1.
Can use telecommunications to have relatively simple but extended conversations with people he/she knows personally. Can use telecommunications for routine messages (e.g. arrangements for a meeting) and to obtain basic services (e.g. book a hotel room or make a medical appointment).		This standard is not directly addressed in this edition of Reading Explorer 1.
<b>Written Interaction</b>		
<b>OVERALL WRITTEN INTERACTION</b>		

<b>A2</b>		
Can write short, simple formulaic notes relating to matters in areas of immediate need.	The opportunity to address this standard exists. For example, see: <i>Critical Thinking</i> : 17, 26, 31, 54, 73, 113, 146;  <i>While You Watch/Critical Thinking</i> : 34, 75, 90, 116	The opportunity to address this standard exists. For example, see: <i>Critical Thinking</i> : 29, 53, 59, 65, 71;  <i>While You Watch/Critical Thinking</i> : 80
<b>B1</b>		
Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.		This standard is not directly addressed in this edition of Reading Explorer 1.
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 Reading Explorer 1.

Standards	SE Where Addressed	TG Where Addressed
<b>CORRESPONDENCE</b>		
<b>A2</b>		
Can exchange information by text message, e-mail or in short letters, responding to questions the other person had (e.g. about a new product or activity).		This standard is not directly addressed in this edition of Reading Explorer 1.
Can convey personal information of a routine nature, for example in a short email or letter introducing him/herself. Can write very simple personal letters expressing thanks and apology. Can write short, simple notes, emails and text messages (e.g. to send or reply to an invitation, to confirm or change an arrangement). Can write a short text in a greetings card (e.g. for someone's birthday or to wish them a Happy New Year).		This standard is not directly addressed in this edition of Reading Explorer 1.
<b>B1</b>		

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 Reading Explorer 1.
Can write personal letters describing experiences, feelings and events in some detail. Can write basic emails/letters of a factual nature, for example to request information or to ask for and give confirmation. Can write a basic letter of application with limited supporting details.		This standard is not directly addressed in this edition of Reading Explorer 1.
<b>NOTES, MESSAGES &amp; FORMS</b>		
<b>A2</b>		
Can take a short, simple message provided he/she can ask for repetition and reformulation.		This standard is not directly addressed in this edition of Reading Explorer 1.

Standards	SE Where Addressed	TG Where Addressed
Can write short, simple notes and messages relating to matters in areas of immediate need. Can fill in personal and other details on most everyday forms, e.g. to request a visa or visa waiver, to open a bank account, to send a letter recorded delivery, etc.	The opportunity to address this standard exists. For example, see: <i>Critical Thinking</i> : 17, 26, 31, 54, 73, 113, 146;  <i>While You Watch/Critical Thinking</i> : 34, 75, 90, 116	The opportunity to address this standard exists. For example, see: <i>Critical Thinking</i> : 29, 53, 59, 65, 71;  <i>While You Watch/Critical Thinking</i> : 80
<b>B1</b>		

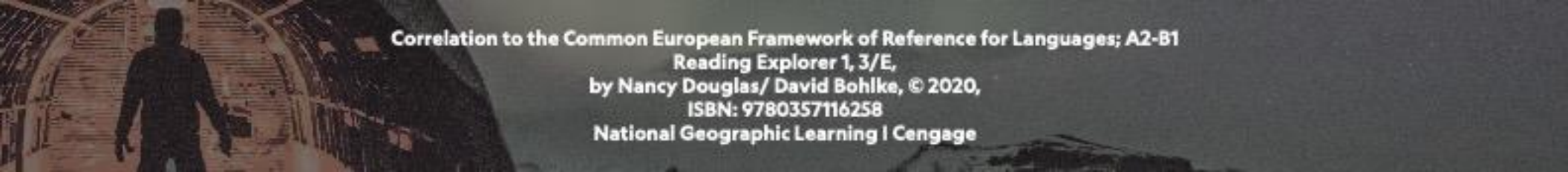
Can take routine messages that are likely to occur in a personal, professional or academic context. Can take messages communicating enquiries, explaining problems.		This standard is not directly addressed in this edition of Reading Explorer 1.
Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important. Can take messages over the phone containing several points, provided that the caller dictates these clearly and sympathetically.		This standard is not directly addressed in this edition of Reading Explorer 1.
<b>Online Interaction</b>		
<b>ONLINE CONVERSATION AND DISCUSSION</b>		
<b>A2</b>		
Can introduce him/herself and manage simple exchanges online, asking and answering questions and exchanging ideas on predictable everyday topics, provided enough time is allowed to formulate responses, and that he/she interacts with one interlocutor at a time. Can make short descriptive online postings about everyday matters, social activities and feelings, with simple key details. Can comment on other people's online postings, provided that they are written in simple language, reacting to embedded media by expressing feelings of surprise, interest and indifference in a simple way.		This standard is not directly addressed in this edition of Reading Explorer 1.
Can engage in basic social communication online (e.g. writing a simple message on a virtual card for a special occasion, sharing news and making/confirming arrangements to meet). Can make brief positive or negative comments online about embedded links and media using a repertoire of basic language, though he/she will generally have to refer to an online translation tool and other resources.		This standard is not directly addressed in this edition of Reading Explorer 1.

Standards	SE Where Addressed	TG Where Addressed
<b>B1</b>		
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 Reading Explorer 1.

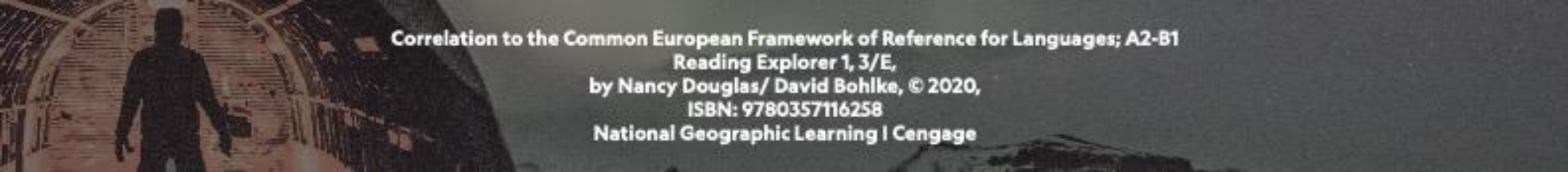
Can post a comprehensible contribution in an online discussion on a familiar topic of interest, provided that he/she can prepare the text beforehand and use online tools to fill gaps in language and check accuracy. Can make personal online postings about experiences, feelings and events and respond individually 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 Reading Explorer 1.
<b>GOAL-ORIENTED ONLINE TRANSACTIONS AND COLLABORATION</b>		
<b>A2</b>		
Can use formulaic language to respond to routine problems arising in online transactions (e.g. concerning availability of models and special offers, delivery dates, addresses, etc.). Can interact online with a supportive partner in a simple collaborative task, responding to basic instructions and seeking clarification, provided there are some visual aids such as images, statistics, or graphs to clarify the concepts involved.		This standard is not directly addressed in this edition of Reading Explorer 1.
Can make simple online transactions (such as ordering goods or enrolling on a course) by filling in an online form or questionnaire, providing personal details and confirming acceptance of terms and conditions, declining extra services, etc. Can ask basic questions about the availability of a product or feature. Can respond to simple instructions and ask simple questions in order to accomplish a shared task online with the help of a supportive interlocutor.		This standard is not directly addressed in this edition of Reading Explorer 1.
<b>B1</b>		
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 Reading Explorer 1.

Standards	SE Where Addressed	TG Where Addressed
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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 Reading Explorer 1.
<b>Interaction Strategies</b>		
<b>TAKING THE FLOOR (TURNTAKING)</b>		
<b>A2</b>		
Can use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain and close simple, face-to-face conversation.	The opportunity to address this standard exists. For example, see: <i>Critical Thinking</i> : 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;  <i>While You Watch/Critical Thinking</i> : 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;  <i>Discussion</i> : 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157	The opportunity to address this standard exists. For example, see: <i>Critical Thinking</i> : 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;  <i>While You Watch/Critical Thinking</i> : 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;  <i>Discussion</i> : 16, 18, 22, 24, 34, 52, 54
Can ask for attention.		This standard is not directly addressed in this edition of Reading Explorer 1.

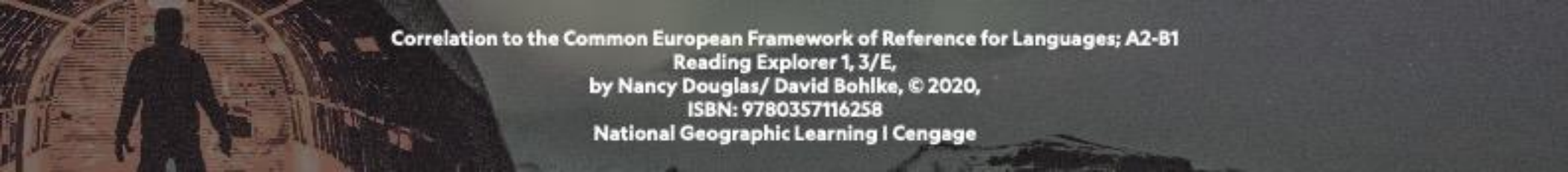


Standards	SE Where Addressed	TG Where Addressed
<b>B1</b>		
Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.	<p>The opportunity to address this standard exists. For example, see:</p> <p><i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p>The opportunity to address this standard exists. For example, see:</p> <p><i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>



Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.	<p>The opportunity to address this standard exists. For example, see:</p> <p><i>Critical Thinking</i>: 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking</i>: 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion</i>: 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p>The opportunity to address this standard exists. For example, see:</p> <p><i>Critical Thinking</i>: 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking</i>: 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion</i>: 16, 18, 22, 24, 34, 52, 54</p>
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Standards	SE Where Addressed	TG Where Addressed
<b>COOPERATING</b> <b>Note:</b> This scale is developed further in the scales for <i>Facilitating collaborative interaction with peers and Collaborating to construct meaning</i> .		
A2		



Can indicate when he/she is following.	<p>The opportunity to address this standard exists. For example, see:</p> <p><i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p>The opportunity to address this standard exists. For example, see:</p> <p><i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>
<b>B1</b>		
<p>Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going.</p> <p>Can summarise the point reached in a discussion and so help focus the talk.</p>	<p>The opportunity to address this standard exists. For example, see:</p> <p><i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p>The opportunity to address this standard exists. For example, see:</p> <p><i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>

Standards	SE Where Addressed	TG Where Addressed

Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course. Can invite others into the discussion.	The opportunity to address this standard exists. For example, see: <i>Critical Thinking</i> : 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;  <i>While You Watch/Critical Thinking</i> : 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;  <i>Discussion</i> : 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157	The opportunity to address this standard exists. For example, see: <i>Critical Thinking</i> : 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;  <i>While You Watch/Critical Thinking</i> : 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;  <i>Discussion</i> : 16, 18, 22, 24, 34, 52, 54
<b>ASKING FOR CLARIFICATION</b>		
<b>A2</b>		
Can ask very simply for repetition when he/she does not understand. Can ask for clarification about key words or phrases not understood using stock phrases.	The opportunity to address this standard exists. For example, see: <i>Critical Thinking</i> : 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;  <i>While You Watch/Critical Thinking</i> : 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;  <i>Discussion</i> : 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157	The opportunity to address this standard exists. For example, see: <i>Critical Thinking</i> : 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;  <i>While You Watch/Critical Thinking</i> : 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;  <i>Discussion</i> : 16, 18, 22, 24, 34, 52, 54

Standards	SE Where Addressed	TG Where Addressed
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<p>Can say he/she didn't follow.          Can signal non-understanding and ask for a word to be spelt out.</p>	<p>The opportunity to address this standard exists. For example, see:  <i>Critical Thinking</i>: 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;   <i>While You Watch/Critical Thinking</i>: 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;   <i>Discussion</i>: 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p>The opportunity to address this standard exists. For example, see:  <i>Critical Thinking</i>: 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;   <i>While You Watch/Critical Thinking</i>: 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;   <i>Discussion</i>: 16, 18, 22, 24, 34, 52, 54</p>
<b>B1</b>		
<p>Can ask for further details and clarifications from other group members in order to move a discussion forward.</p>	<p>The opportunity to address this standard exists. For example, see:  <i>Critical Thinking</i>: 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;   <i>While You Watch/Critical Thinking</i>: 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;   <i>Discussion</i>: 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p>The opportunity to address this standard exists. For example, see:  <i>Critical Thinking</i>: 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;   <i>While You Watch/Critical Thinking</i>: 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;   <i>Discussion</i>: 16, 18, 22, 24, 34, 52, 54</p>

Standards	SE Where Addressed	TG Where Addressed
Can ask someone to clarify or elaborate what he or she has just said.	<p>The opportunity to address this standard exists. For example, see:</p> <p><i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p>The opportunity to address this standard exists. For example, see:</p> <p><i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>
<b>Mediation Activities</b>		
<b>OVERALL MEDIATION</b>		
<b>A2</b>		
<p>Can play a supportive role in interaction, provided that other participants speak slowly and that one or more of them helps him/her to contribute and to express his/her suggestions.</p> <p>Can convey relevant information contained in clearly structured, short, simple, informational texts, provided that the texts concern concrete, familiar subjects and are formulated in simple everyday language.</p>	<p><i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p><i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>

Can use simple words to ask someone to explain something. Can recognise when difficulties occur and indicate in simple language the apparent nature of a problem. Can convey the main point(s) involved in short, simple conversations or texts on everyday subjects of immediate interest provided these are expressed clearly in simple language.	<p><i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p><i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>
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Standards	SE Where Addressed	TG Where Addressed
<b>B1</b>		
Can collaborate with people from other backgrounds, showing interest and empathy by asking and answering simple questions, formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches. Can convey the main points made in long texts expressed in uncomplicated language on topics of personal interest, provided that he/she can check the meaning of certain expressions.	<p><i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p><i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>
Can introduce people from different backgrounds, showing awareness that some questions may be perceived differently, and invite other people to contribute their expertise and experience, their views. Can convey information given in clear, well-structured informational texts on subjects that are familiar or of personal or current interest, although his/her lexical limitations cause difficulty with formulation at times.	<p><i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p><i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>
<b>RELAYING SPECIFIC INFORMATION IN SPEECH</b>		
<b>A2</b>		

Can relay (in Language B) the point made in a clear, spoken announcement (made in Language A) concerning familiar everyday subjects, though he/she may have to simplify the message and search for words. Can relay (in Language B) specific, relevant information contained in short, simple texts, labels and notices (written in Language A) on familiar subjects.	The opportunity to address this standard exists. For example, see: <i>Reading:</i> 9-10, 14-16, 23-25, 29-30, 37-39, 43-44, 51-53, 57-58, 65-67, 71-72, 79-81, 85-86, 93-95, 99-100, 106-107, 111-112, 119-121, 125-126, 133-135, 139-140, 147-149, 153-154, 161-163, 167-168	The opportunity to address this standard exists. For example, see: <i>Reading:</i> 10, 12, 16, 18, 22, 24, 28, 30, 34, 36, 40, 42, 46, 48, 52, 54, 58, 60, 64, 66, 71, 72, 76, 78
Can relay (in Language B) the point made in short, clear, simple messages, instructions and announcements, provided these are expressed slowly and clearly in simple language (in Language A). Can relay (in Language B) in a simple way a series of short, simple instructions provided the original speech (in Language A) is clearly and slowly articulated.		This standard is not directly addressed in this edition of Reading Explorer 1.

Standards	SE Where Addressed	TG Where Addressed
<b>B1</b>		
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 Reading Explorer 1.
<b>RELAYING SPECIFIC INFORMATION IN WRITING</b>		
<b>A2</b>		
Can relay in writing (in Language B) specific information contained in short simple informational texts (written in Language A), provided the texts concern concrete, familiar subjects and are written in simple everyday language.	The opportunity to address this standard exists. For example, see: <i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169	The opportunity to address this standard exists. For example, see: <i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79

Can list (in Language B) the main points of short, clear, simple messages and announcements (given in Language A) provided that speech is clearly and slowly articulated. Can list (in Language B) specific information contained in simple texts (written in Language A) on everyday subjects of immediate interest or need.	The opportunity to address this standard exists. For example, see: <i>Critical Thinking</i> : 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169	The opportunity to address this standard exists. For example, see: <i>Critical Thinking</i> : 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79
<b>B1</b>		
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: <i>Critical Thinking</i> : 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169	The opportunity to address this standard exists. For example, see: <i>Critical Thinking</i> : 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79

Standards	SE Where Addressed	TG Where Addressed
<b>EXPLAINING DATA IN SPEECH (E.G. IN GRAPHS, DIAGRAMS, CHARTS ETC.)</b>		
<b>A2</b>		
<i>No descriptors available</i>		
Can interpret and describe (in Language B) simple visuals on familiar topics (e.g. a weather map, a basic flow chart) (with text in Language A), even though pauses, false starts and reformulation may be very evident in speech.	The opportunity to address this standard exists. For example, see: 22, 26	The opportunity to address this standard exists. For example, see: 16, 17
<b>B1</b>		
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.	The opportunity to address this standard exists. For example, see: 42	The opportunity to address this standard exists. For example, see: 24

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.	The opportunity to address this standard exists. For example, see: 42, 68, 146	The opportunity to address this standard exists. For example, see: 24, 35, 70
<b>EXPLAINING DATA IN WRITING (E.G. IN GRAPHS, DIAGRAMS, CHARTS ETC.)</b>		
<b>A2</b>		
<i>No descriptors available</i>		
<b>B1</b>		
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.	The opportunity to address this standard exists. For example, see: 42, 68, 146	The opportunity to address this standard exists. For example, see: 24, 35, 70
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).	The opportunity to address this standard exists. For example, see: 42, 68, 146	The opportunity to address this standard exists. For example, see: 24, 35, 70

Standards	SE Where Addressed	TG Where Addressed
<b>PROCESSING TEXT IN SPEECH</b>		
<b>A2</b>		
Can report (in Language B) the main points made in simple TV or radio news items (in Language A) reporting events, sports, accidents, etc., provided that the topics concerned are familiar and the delivery is slow and clear. Can report in simple sentences (in Language B) the information contained in clearly structured, short, simple texts (written in Language A) that have illustrations or tables. Can summarise (in Language B) the main point(s) in simple, short informational texts (in Language A) on familiar topics.	The opportunity to address this standard exists. For example, see: <i>Reading:</i> 9-10, 14-16, 23-25, 29-30, 37-39, 43-44, 51-53, 57-58, 65-67, 71-72, 79-81, 85-86, 93-95, 99-100, 106-107, 111-112, 119-121, 125-126, 133-135, 139-140, 147-149, 153-154, 161-163, 167-168	The opportunity to address this standard exists. For example, see: <i>Reading:</i> 10, 12, 16, 18, 22, 24, 28, 30, 34, 36, 40, 42, 46, 48, 52, 54, 58, 60, 64, 66, 71, 72, 76, 78

Can convey (in Language B) the main point(s) contained in clearly structured, short, simple spoken and written texts (in Language A), supplementing his/her limited repertoire with other means (e.g. gestures, drawings, words from other languages) in order to do so.	The opportunity to address this standard exists. For example, see: <i>Reading:</i> 9-10, 14-16, 23-25, 29-30, 37-39, 43-44, 51-53, 57-58, 65-67, 71-72, 79-81, 85-86, 93-95, 99-100, 106-107, 111-112, 119-121, 125-126, 133-135, 139-140, 147-149, 153-154, 161-163, 167-168	The opportunity to address this standard exists. For example, see: <i>Reading:</i> 10, 12, 16, 18, 22, 24, 28, 30, 34, 36, 40, 42, 46, 48, 52, 54, 58, 60, 64, 66, 71, 72, 76, 78
<b>B1</b>		
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>Reading:</i> 9-10, 14-16, 23-25, 29-30, 37-39, 43-44, 51-53, 57-58, 65-67, 71-72, 79-81, 85-86, 93-95, 99-100, 106-107, 111-112, 119-121, 125-126, 133-135, 139-140, 147-149, 153-154, 161-163, 167-168	The opportunity to address this standard exists. For example, see: <i>Reading:</i> 10, 12, 16, 18, 22, 24, 28, 30, 34, 36, 40, 42, 46, 48, 52, 54, 58, 60, 64, 66, 71, 72, 76, 78

Standards	SE Where Addressed	TG 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.          For example, see:  <i>Reading:</i> 9-10, 14-16, 23-25, 29-30, 37-39, 43-44, 51-53, 57-58, 65-67, 71-72, 79-81, 85-86, 93-95, 99-100, 106-107, 111-112, 119-121, 125-126, 133-135, 139-140, 147-149, 153-154, 161-163, 167-168</p>	<p>The opportunity to address this standard exists.          For example, see:  <i>Reading:</i> 10, 12, 16, 18, 22, 24, 28, 30, 34, 36, 40, 42, 46, 48, 52, 54, 58, 60, 64, 66, 71, 72, 76, 78</p>
<b>PROCESSING TEXT IN WRITING</b>		
<b>A2</b>		
<p>Can list as a series of bullet points (in Language B) the relevant information contained in short simple texts (in Language A), provided that the texts concern concrete, familiar subjects and are written in simple everyday language.</p> <p>Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.</p>	<p>The opportunity to address this standard exists.          For example, see:  <i>Reading:</i> 9-10, 14-16, 23-25, 29-30, 37-39, 43-44, 51-53, 57-58, 65-67, 71-72, 79-81, 85-86, 93-95, 99-100, 106-107, 111-112, 119-121, 125-126, 133-135, 139-140, 147-149, 153-154, 161-163, 167-168</p>	<p>The opportunity to address this standard exists.          For example, see:  <i>Reading:</i> 10, 12, 16, 18, 22, 24, 28, 30, 34, 36, 40, 42, 46, 48, 52, 54, 58, 60, 64, 66, 71, 72, 76, 78</p>
<p>Can use simple language to render in (Language B) very short texts written in (Language A) on familiar and everyday themes that contain the highest frequency vocabulary; despite errors, the text remains comprehensible.</p> <p>Can copy out short texts in printed or clearly hand-written format.</p>	<p>The opportunity to address this standard exists.          For example, see:  <i>Reading:</i> 9-10, 14-16, 23-25, 29-30, 37-39, 43-44, 51-53, 57-58, 65-67, 71-72, 79-81, 85-86, 93-95, 99-100, 106-107, 111-112, 119-121, 125-126, 133-135, 139-140, 147-149, 153-154, 161-163, 167-168</p>	<p>The opportunity to address this standard exists.          For example, see:  <i>Reading:</i> 10, 12, 16, 18, 22, 24, 28, 30, 34, 36, 40, 42, 46, 48, 52, 54, 58, 60, 64, 66, 71, 72, 76, 78</p>

Standards	SE Where Addressed	TG Where Addressed
<b>B1</b>		
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: <i>Reading:</i> 9-10, 14-16, 23-25, 29-30, 37-39, 43-44, 51-53, 57-58, 65-67, 71-72, 79-81, 85-86, 93-95, 99-100, 106-107, 111-112, 119-121, 125-126, 133-135, 139-140, 147-149, 153-154, 161-163, 167-168	The opportunity to address this standard exists. For example, see: <i>Reading:</i> 10, 12, 16, 18, 22, 24, 28, 30, 34, 36, 40, 42, 46, 48, 52, 54, 58, 60, 64, 66, 71, 72, 76, 78
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: <i>Reading:</i> 9-10, 14-16, 23-25, 29-30, 37-39, 43-44, 51-53, 57-58, 65-67, 71-72, 79-81, 85-86, 93-95, 99-100, 106-107, 111-112, 119-121, 125-126, 133-135, 139-140, 147-149, 153-154, 161-163, 167-168	The opportunity to address this standard exists. For example, see: <i>Reading:</i> 10, 12, 16, 18, 22, 24, 28, 30, 34, 36, 40, 42, 46, 48, 52, 54, 58, 60, 64, 66, 71, 72, 76, 78
<b>TRANSLATING A WRITTEN TEXT IN SPEECH</b>		
<b>A2</b>		
Can provide an approximate spoken translation into (Language B) of short, simple everyday texts (e.g. brochure entries, notices, instructions, letters or emails) written in (Language A).	The opportunity to address this standard exists. For example, see: <i>Reading:</i> 9-10, 14-16, 23-25, 29-30, 37-39, 43-44, 51-53, 57-58, 65-67, 71-72, 79-81, 85-86, 93-95, 99-100, 106-107, 111-112, 119-121, 125-126, 133-135, 139-140, 147-149, 153-154, 161-163, 167-168	The opportunity to address this standard exists. For example, see: <i>Reading:</i> 10, 12, 16, 18, 22, 24, 28, 30, 34, 36, 40, 42, 46, 48, 52, 54, 58, 60, 64, 66, 71, 72, 76, 78
Can provide a simple, rough, spoken translation into (Language B) of short, simple texts (e.g. notices on familiar subjects) written in (Language A), capturing the most essential point. Can provide a simple, rough spoken translation into (Language B) of routine information on familiar everyday subjects that is written in simple sentences in (Language A) (e.g. personal news, short narratives, directions, notices or instructions).	The opportunity to address this standard exists. For example, see: <i>Reading:</i> 9-10, 14-16, 23-25, 29-30, 37-39, 43-44, 51-53, 57-58, 65-67, 71-72, 79-81, 85-86, 93-95, 99-100, 106-107, 111-112, 119-121, 125-126, 133-135, 139-140, 147-149, 153-154, 161-163, 167-168	The opportunity to address this standard exists. For example, see: <i>Reading:</i> 10, 12, 16, 18, 22, 24, 28, 30, 34, 36, 40, 42, 46, 48, 52, 54, 58, 60, 64, 66, 71, 72, 76, 78

Standards	SE Where Addressed	TG Where Addressed
<b>B1</b>		
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: <i>Reading:</i> 9-10, 14-16, 23-25, 29-30, 37-39, 43-44, 51-53, 57-58, 65-67, 71-72, 79-81, 85-86, 93-95, 99-100, 106-107, 111-112, 119-121, 125-126, 133-135, 139-140, 147-149, 153-154, 161-163, 167-168	The opportunity to address this standard exists. For example, see: <i>Reading:</i> 10, 12, 16, 18, 22, 24, 28, 30, 34, 36, 40, 42, 46, 48, 52, 54, 58, 60, 64, 66, 71, 72, 76, 78
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: <i>Reading:</i> 9-10, 14-16, 23-25, 29-30, 37-39, 43-44, 51-53, 57-58, 65-67, 71-72, 79-81, 85-86, 93-95, 99-100, 106-107, 111-112, 119-121, 125-126, 133-135, 139-140, 147-149, 153-154, 161-163, 167-168	The opportunity to address this standard exists. For example, see: <i>Reading:</i> 10, 12, 16, 18, 22, 24, 28, 30, 34, 36, 40, 42, 46, 48, 52, 54, 58, 60, 64, 66, 71, 72, 76, 78
<b>TRANSLATING A WRITTEN TEXT IN WRITING</b>		
<b>A2</b>		
Can use simple language to provide an approximate translation from (Language A) into (Language B) of very short texts on familiar and everyday themes that contain the highest frequency vocabulary; despite errors, the translation remains comprehensible.	The opportunity to address this standard exists. For example, see: <i>Reading:</i> 9-10, 14-16, 23-25, 29-30, 37-39, 43-44, 51-53, 57-58, 65-67, 71-72, 79-81, 85-86, 93-95, 99-100, 106-107, 111-112, 119-121, 125-126, 133-135, 139-140, 147-149, 153-154, 161-163, 167-168	The opportunity to address this standard exists. For example, see: <i>Reading:</i> 10, 12, 16, 18, 22, 24, 28, 30, 34, 36, 40, 42, 46, 48, 52, 54, 58, 60, 64, 66, 71, 72, 76, 78
<b>B1</b>		

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: <i>Reading:</i> 9-10, 14-16, 23-25, 29-30, 37-39, 43-44, 51-53, 57-58, 65-67, 71-72, 79-81, 85-86, 93-95, 99-100, 106-107, 111-112, 119-121, 125-126, 133-135, 139-140, 147-149, 153-154, 161-163, 167-168	The opportunity to address this standard exists. For example, see: <i>Reading:</i> 10, 12, 16, 18, 22, 24, 28, 30, 34, 36, 40, 42, 46, 48, 52, 54, 58, 60, 64, 66, 71, 72, 76, 78
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Standards	SE Where Addressed	TG Where Addressed
Can produce approximate translations from (Language A) into (Language B) of information contained in short, factual texts written in uncomplicated, standard language; despite errors, the translation remains comprehensible.	The opportunity to address this standard exists. For example, see: <i>Reading:</i> 9-10, 14-16, 23-25, 29-30, 37-39, 43-44, 51-53, 57-58, 65-67, 71-72, 79-81, 85-86, 93-95, 99-100, 106-107, 111-112, 119-121, 125-126, 133-135, 139-140, 147-149, 153-154, 161-163, 167-168	The opportunity to address this standard exists. For example, see: <i>Reading:</i> 10, 12, 16, 18, 22, 24, 28, 30, 34, 36, 40, 42, 46, 48, 52, 54, 58, 60, 64, 66, 71, 72, 76, 78
<b>NOTE-TAKING (LECTURES, SEMINARS, MEETINGS ETC.)</b>		
<b>A2</b>		
Can make simple notes at a presentation/demonstration where the subject matter is familiar and predictable and the presenter allows for clarification and note-taking.	<i>While You Watch/Critical Thinking:</i> 34, 75, 90, 116	<i>While You Watch/Critical Thinking:</i> 80
<b>B1</b>		
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.	<i>While You Watch/Critical Thinking:</i> 34, 75, 90, 116	<i>While You Watch/Critical Thinking:</i> 80
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.	<i>While You Watch/Critical Thinking:</i> 34, 75, 90, 116	<i>While You Watch/Critical Thinking:</i> 80
<b>EXPRESSING A PERSONAL RESPONSE TO CREATIVE TEXTS (INCLUDING LITERATURE)</b>		

A2		
<p>Can express his/her reactions to a work, reporting his/her feelings and ideas in simple language.</p> <p>Can describe a character's feelings and explain the reasons for them. Can say in simple language which aspects of a work especially interested him/her.</p> <p>Can say whether he/she liked a work or not and explain why in simple language.</p> <p>Can select simple passages he/she particularly likes from work of literature to use as quotes.</p>		<p>This standard is not directly addressed in this edition of Reading Explorer 1.</p>

Standards	SE Where Addressed	TG Where Addressed
B1		
<p>Can explain why certain parts or aspects of a work especially interested him/her.</p> <p>Can explain in some detail which character he/she most identified with and why.</p> <p>Can relate events in a story, film or play to similar events he/she has experienced or heard about.</p> <p>Can relate the emotions experienced by a character in a work to emotions he/she has experienced.</p> <p>Can describe the emotions he/she experienced at a certain point in a story, e.g. the point(s) in a story when he/she became anxious for a character, and explain why.</p> <p>Can explain briefly the feelings and opinions that a work provoked in him/her.</p> <p>Can describe the personality of a character.</p>		<p>This standard is not directly addressed in this edition of Reading Explorer 1.</p>
ANALYSIS AND CRITICISM OF CREATIVE TEXTS (INCLUDING LITERATURE)		
A2		

Can identify and briefly describe, in basic formulaic language, the key themes and characters in short, simple narratives involving familiar situations that are written in high frequency everyday language.		This standard is not directly addressed in this edition of Reading Explorer 1.
<b>B1</b>		
Can point out the most important episodes and events in a clearly structured narrative in everyday language and explain the significance of events and the connection between them. Can describe the key themes and characters in short narratives involving familiar situations that are written in high frequency everyday language.		This standard is not directly addressed in this edition of Reading Explorer 1.

Standards	SE Where Addressed	TG Where Addressed
<b>Mediating Concepts</b>		
<b>COLLABORATING IN A GROUP</b>		
<b>FACILITATING COLLABORATIVE INTERACTION WITH PEERS</b>		
<b>A2</b>		
Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.	<p><i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p><i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>

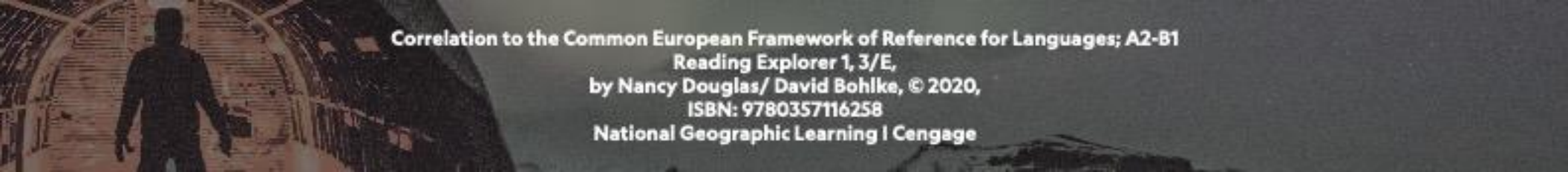
Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided he/she can ask for repetition or reformulation from time to time.	<p><i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p><i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>
<b>B1</b>		
<p>Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.</p> <p>Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.</p> <p>Can define the task in basic terms in a discussion and ask others to contribute their expertise and experience.</p>	<p><i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p><i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>

Standards	SE Where Addressed	TG Where Addressed
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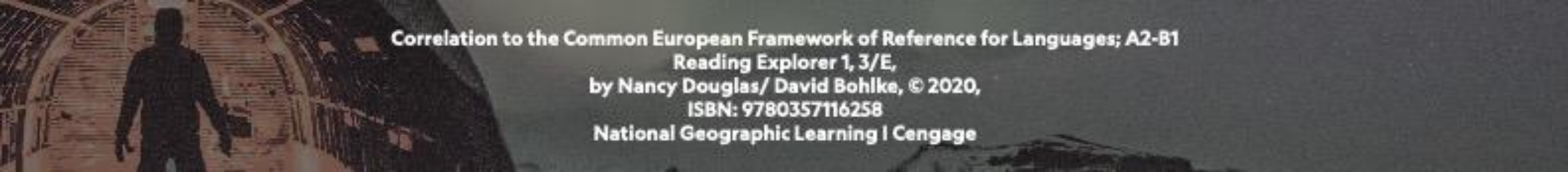
Can invite other people in a group to speak.	<p>The opportunity to address this standard exists. For example, see:</p> <p><i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p>The opportunity to address this standard exists. For example, see:</p> <p><i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>
<b>COLLABORATING TO CONSTRUCT MEANING</b>		
<b>A2</b>		
Can ensure that the person he/she is talking to understands what he/she means by asking appropriate questions.	<p><i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p><i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>
<p>Can make simple remarks and pose occasional questions to indicate that he/she is following.</p> <p>Can make suggestions in a simple way in order to move the discussion forward.</p>	<p><i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p><i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>

Standards	SE Where Addressed	TG Where Addressed
<b>B1</b>		
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.	<p><i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p><i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>
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.	<p><i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p><i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>
<b>LEADING GROUP WORK</b>		
<b>MANAGING INTERACTION</b>		
<b>A2</b>		



Can give very simple instructions to a cooperative group who help with formulation when necessary.		This standard is not directly addressed in this edition of Reading Explorer 1.
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Standards	SE Where Addressed	TG Where Addressed
<b>B1</b>		
Can allocate the turn in a discussion, inviting a participant to say something.	<p>The opportunity to address this standard exists. For example, see: <i>Critical Thinking</i>: 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking</i>: 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion</i>: 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p>The opportunity to address this standard exists. For example, see: <i>Critical Thinking</i>: 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking</i>: 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion</i>: 16, 18, 22, 24, 34, 52, 54</p>



Can give simple, clear instructions to organise an activity.		This standard is not directly addressed in this edition of Reading Explorer 1.
<b>ENCOURAGING CONCEPTUAL TALK</b>		
<b>A2</b>		
Can ask what somebody thinks of a certain idea.	<p>The opportunity to address this standard exists. For example, see:</p> <p><i>Critical Thinking</i>: 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking</i>: 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion</i>: 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p>The opportunity to address this standard exists. For example, see:</p> <p><i>Critical Thinking</i>: 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking</i>: 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion</i>: 16, 18, 22, 24, 34, 52, 54</p>

Standards	SE Where Addressed	TG Where Addressed
<b>B1</b>		



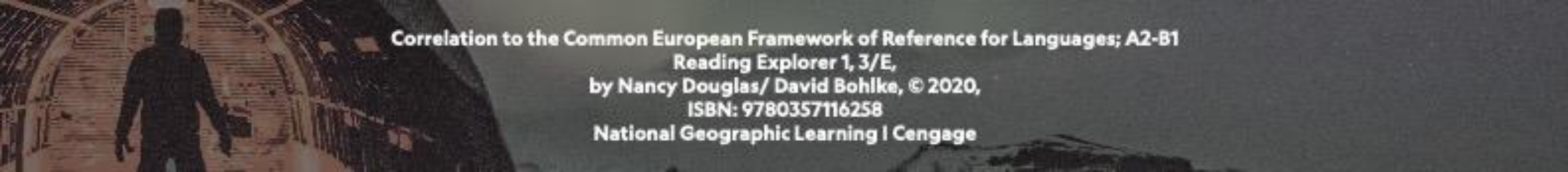
<p>Can ask people to elaborate on specific points they made in their initial explanation.</p> <p>Can ask appropriate questions to check understanding of concepts that have been explained.</p> <p>Can ask questions to invite people to clarify their reasoning.</p>	<p>The opportunity to address this standard exists. For example, see:</p> <p><i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p>The opportunity to address this standard exists. For example, see:</p> <p><i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>
<p>Can ask why someone thinks something, or how they think something would work.</p>	<p>The opportunity to address this standard exists. For example, see:</p> <p><i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p>The opportunity to address this standard exists. For example, see:</p> <p><i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>



Standards	SE Where Addressed	TG Where Addressed
<b>Mediating Communication</b>		
<b>FACILITATING PLURICULTURAL SPACE</b>		
<b>A2</b>		
Can contribute to an intercultural exchange, using simple words to ask people to explain things and to get clarification of what they say, whilst exploiting his/her limited repertoire to express agreement, to invite, to thank etc.	<p>The opportunity to address this standard exists.            For example, see:  <i>Critical Thinking</i>: 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking</i>: 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion</i>: 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p>The opportunity to address this standard exists.            For example, see:  <i>Critical Thinking</i>: 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking</i>: 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion</i>: 16, 18, 22, 24, 34, 52, 54</p>
<b>B1</b>		

<p>Can support communication across cultures by initiating conversation, showing interest and empathy by asking and answering simple questions, and expressing agreement and understanding.</p> <p>Can act in a supportive manner in intercultural encounters, recognising the feelings and different world views of other members of the group.</p>	<p>The opportunity to address this standard exists. For example, see:</p> <p><i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p>The opportunity to address this standard exists. For example, see:</p> <p><i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>
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Standards	SE Where Addressed	TG Where Addressed
<p>Can support an intercultural exchange using a limited repertoire to introduce people from different cultural backgrounds and to ask and answer questions, showing awareness that some questions may be perceived differently in the cultures concerned.</p> <p>Can help to develop a shared communication culture, by exchanging information in a simple way about values and attitudes to language and culture.</p>	<p>The opportunity to address this standard exists. For example, see:</p> <p><i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p>The opportunity to address this standard exists. For example, see:</p> <p><i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>
<b>ACTING AS INTERMEDIARY IN INFORMAL SITUATIONS (WITH FRIENDS AND COLLEAGUES)</b>		
<b>A2</b>		



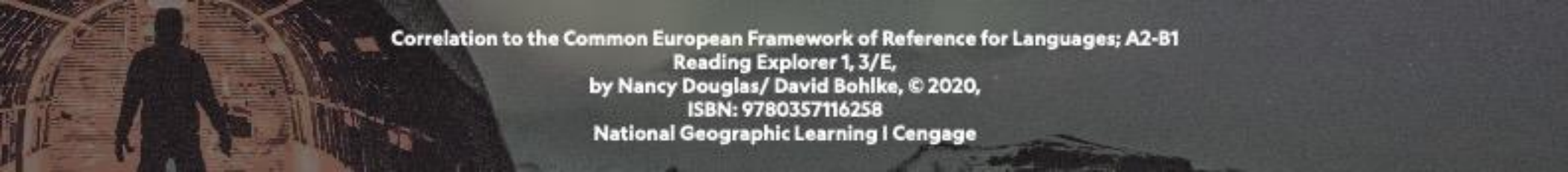
Can communicate in (Language B) the overall sense of what is said in (Language A) in everyday situations, following basic cultural conventions and conveying the essential information, provided that the speakers articulate clearly in standard language and that he/she can ask for repetition and clarification.	The opportunity to address this standard exists. For example, see: <i>Critical Thinking</i> : 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;  <i>While You Watch/Critical Thinking</i> : 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;  <i>Discussion</i> : 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157	The opportunity to address this standard exists. For example, see: <i>Critical Thinking</i> : 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;  <i>While You Watch/Critical Thinking</i> : 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;  <i>Discussion</i> : 16, 18, 22, 24, 34, 52, 54
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Standards	SE Where Addressed	TG Where Addressed
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<p>Can communicate in (Language B) the main point of what is said in (Language A) in predictable, everyday situations, conveying back and forth information about personal wants and needs, provided that the speakers help with formulation.</p>	<p>The opportunity to address this standard exists. For example, see:  <i>Critical Thinking</i>: 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;   <i>While You Watch/Critical Thinking</i>: 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;   <i>Discussion</i>: 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p>The opportunity to address this standard exists. For example, see:  <i>Critical Thinking</i>: 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;   <i>While You Watch/Critical Thinking</i>: 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;   <i>Discussion</i>: 16, 18, 22, 24, 34, 52, 54</p>
<p><b>B1</b></p>		
<p>Can communicate in (Language B) the main sense of what is said in (Language A) on subjects within his/her fields of interest, conveying straightforward factual information and explicit cultural references, provided that he/she can prepare beforehand and that the speakers articulate clearly in everyday language.</p>	<p>The opportunity to address this standard exists. For example, see:  <i>Critical Thinking</i>: 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;   <i>While You Watch/Critical Thinking</i>: 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;   <i>Discussion</i>: 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p>The opportunity to address this standard exists. For example, see:  <i>Critical Thinking</i>: 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;   <i>While You Watch/Critical Thinking</i>: 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;   <i>Discussion</i>: 16, 18, 22, 24, 34, 52, 54</p>

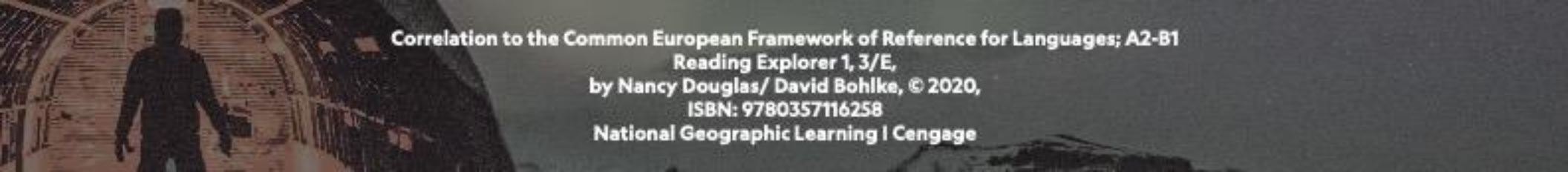
Standards	SE Where Addressed	TG Where Addressed
Can communicate in (Language B) the main sense of what is said in (Language A) on subjects of personal interest, whilst following important politeness conventions, provided that the speakers articulate clearly in standard language and that he/she can ask for clarification and pause to plan how to express things.	<p>The opportunity to address this standard exists. For example, see:</p> <p><i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p>The opportunity to address this standard exists. For example, see:</p> <p><i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>
<b>FACILITATING COMMUNICATION IN DELICATE SITUATIONS AND DISAGREEMENTS</b>		
<b>A2</b>		
Can recognise when speakers disagree or when difficulties occur in interaction and adapt memorised simple phrases to seek compromise and agreement.	<p>The opportunity to address this standard exists. For example, see:</p> <p><i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p>The opportunity to address this standard exists. For example, see:</p> <p><i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>

Standards	SE Where Addressed	TG Where Addressed
<b>B1</b>		
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.	<p>The opportunity to address this standard exists.            For example, see:  <i>Critical Thinking</i>: 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking</i>: 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion</i>: 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p>The opportunity to address this standard exists.            For example, see:  <i>Critical Thinking</i>: 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking</i>: 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion</i>: 16, 18, 22, 24, 34, 52, 54</p>
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.	<p>The opportunity to address this standard exists.            For example, see:  <i>Critical Thinking</i>: 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking</i>: 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion</i>: 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p>The opportunity to address this standard exists.            For example, see:  <i>Critical Thinking</i>: 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking</i>: 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion</i>: 16, 18, 22, 24, 34, 52, 54</p>
<b>Mediation Strategies</b>		
<b>STRATEGIES TO EXPLAIN A NEW CONCEPT</b>		
<b>LINKING TO PREVIOUS KNOWLEDGE</b>		
<b>A2</b>		



No descriptors available		
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Standards	SE Where Addressed	TG Where Addressed
<b>B1</b>		
Can explain how something works by providing examples which draw upon people's everyday experiences.	<p>The opportunity to address this standard exists. For example, see:</p> <p><i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p>The opportunity to address this standard exists. For example, see:</p> <p><i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>



Can show how new information is related to what people are familiar with by asking simple questions.	<p>The opportunity to address this standard exists.          For example, see:  <i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p>The opportunity to address this standard exists.          For example, see:  <i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>
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Standards	SE Where Addressed	TG Where Addressed
<b>ADAPTING LANGUAGE</b>		
<b>A2</b>		
Can repeat the main point of a simple message on an everyday subject, using different words to help someone else understand it.	<p>The opportunity to address this standard exists.          For example, see:  <i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p>The opportunity to address this standard exists.          For example, see:  <i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>
<b>B1</b>		

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.	<i>Reading Comprehension: 25, 58, 112, 121</i>	<i>Reading Comprehension: 17, 31, 54, 58</i>
Can paraphrase short written passages in a simple fashion, using the original order of the text.	<i>Reading Comprehension: 25, 58, 112, 121</i>	<i>Reading Comprehension: 17, 31, 54, 58</i>
<b>BREAKING DOWN COMPLICATED INFORMATION</b>		
<b>A2</b>		
<i>No descriptors available</i>		
<b>B1</b>		
Can make a short instructional or informational text easier to understand by presenting it as a list of separate points.		This standard is not directly addressed in this edition of Reading Explorer 1.
Can make a set of instructions easier to understand by saying them slowly, a few words at a time, employing verbal and non-verbal emphasis to facilitate understanding.		This standard is not directly addressed in this edition of Reading Explorer 1.
<b>STRATEGIES TO SIMPLIFY A TEXT</b>		
<b>AMPLIFYING A DENSE TEXT</b>		
<b>A2</b>		
<i>No descriptors available</i>		

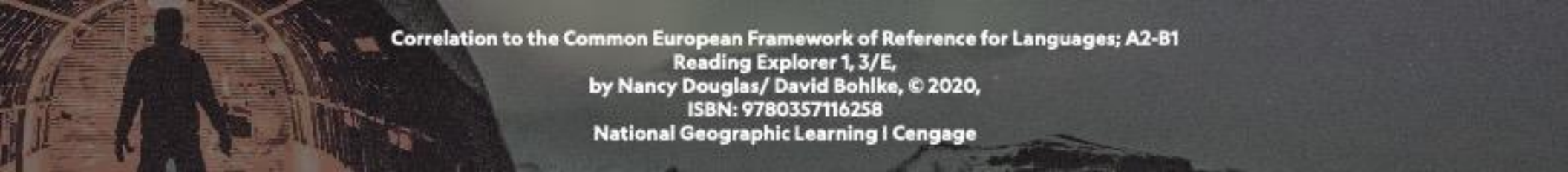
Standards	SE Where Addressed	TG Where Addressed
<b>B1</b>		
Can make an aspect of an everyday topic clearer and more explicit by conveying the main information in another way.	<p>The opportunity to address this standard exists.            For example, see:  <i>Critical Thinking: 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</i></p> <p><i>While You Watch/Critical Thinking: 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</i></p> <p><i>Discussion: 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</i></p>	<p>The opportunity to address this standard exists.            For example, see:  <i>Critical Thinking: 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</i></p> <p><i>While You Watch/Critical Thinking: 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</i></p> <p><i>Discussion: 16, 18, 22, 24, 34, 52, 54</i></p>

Can make an aspect of an everyday topic clearer by providing simple examples.	<p>The opportunity to address this standard exists.          For example, see:  <i>Critical Thinking</i>: 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking</i>: 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion</i>: 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p>The opportunity to address this standard exists.          For example, see:  <i>Critical Thinking</i>: 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking</i>: 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion</i>: 16, 18, 22, 24, 34, 52, 54</p>
<b>STREAMLINING A TEXT</b>		
<b>A2</b>		
Can identify and mark (e.g. underline, highlight etc.) the key sentences in a short, everyday text.	<i>Reading Skill</i> : 108, 127, 141	<i>Reading Skill</i> : 53, 59, 61
<b>B1</b>		
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.	<i>Reading Skill</i> : 108, 127, 141	<i>Reading Skill</i> : 53, 59, 61

Standards	SE Where Addressed	TG Where Addressed
<b>Communicative Language Competence</b>		
<b>General Linguistic Range</b>		
<b>GENERAL LINGUISTIC RANGE</b>		
<b>A2</b>		

Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.	<p><i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p><i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>
<p>Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information.</p> <p>Can use basic sentence patterns and communicate with memorised phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc.</p> <p>Has a limited repertoire of short memorised phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in nonroutine situations.</p>	<p><i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p><i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>
<b>B1</b>		
Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films.	<p><i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p><i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>

Standards	SE Where Addressed	TG Where Addressed
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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>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;  <i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;  <i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157	<i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;  <i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;  <i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54
VOCABULARY RANGE		
A2		



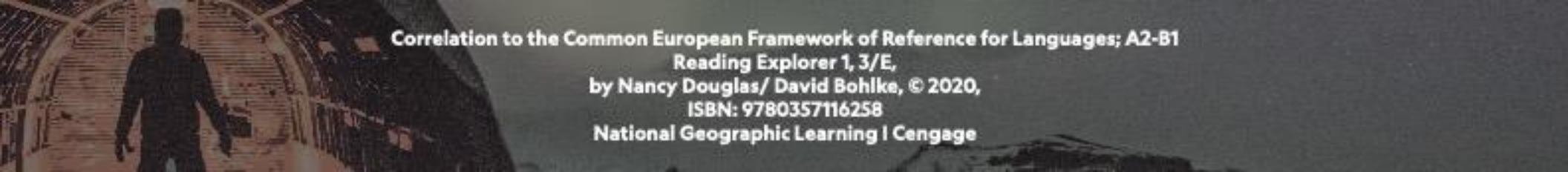
<p>Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.</p>	<p><i>Vocabulary Practice:</i> 12, 18, 27, 32, 41, 46, 55, 60, 69, 74, 83, 88, 97, 102, 109, 114, 123, 128, 137, 142, 151, 156, 165, 170;</p> <p>Also the opportunity to address this standard exists. For example, see:  <i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p><i>Vocabulary Practice:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79 ;</p> <p>Also the opportunity to address this standard exists. For example, see:  <i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>
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Standards	SE Where Addressed	TG Where Addressed
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<p>Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.</p>	<p><i>Vocabulary Practice:</i> 12, 18, 27, 32, 41, 46, 55, 60, 69, 74, 83, 88, 97, 102, 109, 114, 123, 128, 137, 142, 151, 156, 165, 170;</p> <p>Also the opportunity to address this standard exists. For example, see:  <i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p><i>Vocabulary Practice:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p>Also the opportunity to address this standard exists. For example, see:  <i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>
<p><b>B1</b></p>		
<p>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.</p>	<p><i>Vocabulary Practice:</i> 12, 18, 27, 32, 41, 46, 55, 60, 69, 74, 83, 88, 97, 102, 109, 114, 123, 128, 137, 142, 151, 156, 165, 170;</p> <p>Also the opportunity to address this standard exists. For example, see:  <i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p><i>Vocabulary Practice:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79 ;</p> <p>Also the opportunity to address this standard exists. For example, see:  <i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>

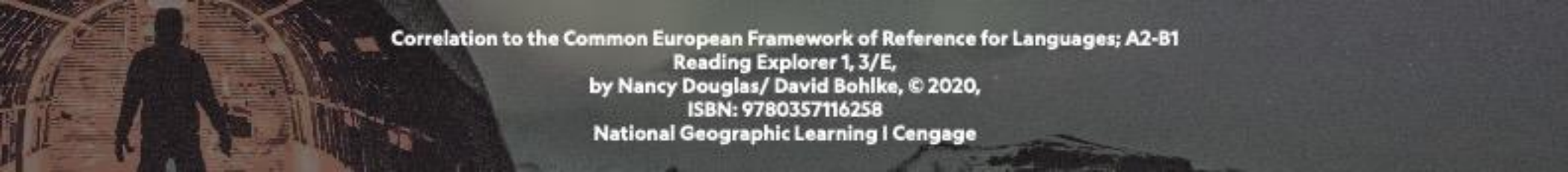
Standards	SE Where Addressed	TG Where Addressed
<b>GRAMMATICAL ACCURACY</b>		
<b>A2</b>		
Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	<i>Word Usage:</i> 27, 114	<i>Word Usage:</i> 17, 55
<b>B1</b>		
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>Word Usage:</i> 27, 114	<i>Word Usage:</i> 17, 55
Uses reasonably accurately a repertoire of frequently used ‘routines’ and patterns associated with more predictable situations.	<i>Word Usage:</i> 27, 114	<i>Word Usage:</i> 17, 55
<b>VOCABULARY CONTROL</b>		
<b>A2</b>		
Can control a narrow repertoire dealing with concrete everyday needs.	<p><i>Vocabulary Practice:</i> 12, 18, 27, 32, 41, 46, 55, 60, 69, 74, 83, 88, 97, 102, 109, 114, 123, 128, 137, 142, 151, 156, 165, 170;</p> <p>Also the opportunity to address this standard exists. For example, see:  <i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p><i>Vocabulary Practice:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p>Also the opportunity to address this standard exists. For example, see:  <i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>



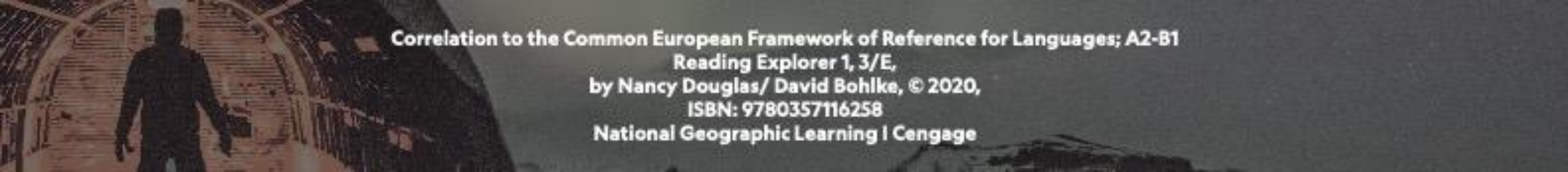
**Correlation to the Common European Framework of Reference for Languages; A2-B1**  
**Reading Explorer 1, 3/E,**  
**by Nancy Douglas/ David Bohlke, © 2020,**  
**ISBN: 9780357116258**  
**National Geographic Learning | Cengage**

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Standards	SE Where Addressed	TG Where Addressed
B1		



<p>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.</p>	<p><i>Vocabulary Practice:</i> 12, 18, 27, 32, 41, 46, 55, 60, 69, 74, 83, 88, 97, 102, 109, 114, 123, 128, 137, 142, 151, 156, 165, 170;</p> <p>Also the opportunity to address this standard exists. For example, see:  <i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p><i>Vocabulary Practice:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79 ;</p> <p>Also the opportunity to address this standard exists. For example, see:  <i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>
PHONOLOGICAL CONTROL		
OVERALL PHONOLOGICAL CONTROL		
A2		



<p>Pronunciation is generally clear enough to be understood, but conversational partners will need to ask for repetition from time to time. A strong influence from other language(s) he/she speaks on stress, rhythm and intonation may affect intelligibility, requiring collaboration from interlocutors. Nevertheless, pronunciation of familiar words is clear.</p>	<p><i>Word Usage:</i> 27, 114;</p> <p>Also the opportunity to address this standard exists. For example, see:  <i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p><i>Word Usage:</i> 17, 55;</p> <p>Also the opportunity to address this standard exists. For example, see:  <i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>
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Standards	SE Where Addressed	TG Where Addressed
<b>B1</b>		

<p>Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he/she speaks.</p>	<p><i>Word Usage:</i> 27, 114;</p> <p>Also the opportunity to address this standard exists. For example, see:  <i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p><i>Word Usage:</i> 17, 55;</p> <p>Also the opportunity to address this standard exists. For example, see:  <i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>
<p><b>SOUND ARTICULATION</b></p>		
<p><b>A2</b></p>		
<p>Pronunciation is generally intelligible when communicating in simple everyday situations, provided the interlocutor makes an effort to understand specific sounds.</p> <p>Systematic mispronunciation of phonemes does not hinder intelligibility, provided the interlocutor makes an effort to recognise and adjust to the influence of the speaker's language background on pronunciation.</p>	<p><i>Word Usage:</i> 27, 114;</p> <p>Also the opportunity to address this standard exists. For example, see:  <i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p><i>Word Usage:</i> 17, 55;</p> <p>Also the opportunity to address this standard exists. For example, see:  <i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>

Standards	SE Where Addressed	TG Where Addressed
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<p><b>B1</b></p> <p>Is generally intelligible throughout, despite regular mispronunciation of individual sounds and words he/she is less familiar with.</p>	<p><i>Word Usage:</i> 27, 114;</p> <p>Also the opportunity to address this standard exists. For example, see:  <i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p><i>Word Usage:</i> 17, 55;</p> <p>Also the opportunity to address this standard exists. For example, see:  <i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>
<p><b>PROSODIC FEATURES</b></p>		
<p><b>A2</b></p> <p>Can use the prosodic features of everyday words and phrases intelligibly, in spite of a strong influence on stress, intonation and/or rhythm from other language(s) he/she speaks.          Prosodic features (e.g. word stress) are adequate for familiar, everyday words and simple utterances.</p>	<p><i>Word Usage:</i> 27, 114;</p> <p>Also the opportunity to address this standard exists. For example, see:  <i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p><i>Word Usage:</i> 17, 55;</p> <p>Also the opportunity to address this standard exists. For example, see:  <i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>

Standards	SE Where Addressed	TG Where Addressed
<b>B1</b>		
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.	<p><i>Word Usage:</i> 27, 114;</p> <p>Also the opportunity to address this standard exists. For example, see:  <i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p><i>Word Usage:</i> 17, 55;</p> <p>Also the opportunity to address this standard exists. For example, see:  <i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>
<b>ORTHOGRAPHIC CONTROL</b>		
<b>A2</b>		
Can copy short sentences on everyday subjects – e.g. directions how to get somewhere. Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary.		This standard is not directly addressed in this edition of Reading Explorer 1.
<b>B1</b>		
Can produce continuous writing which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time.		This standard is not directly addressed in this edition of Reading Explorer 1.

Standards	SE Where Addressed	TG Where Addressed
<b>Sociolinguistic</b>		
<b>SOCIOLINGUISTIC APPROPRIATENESS</b>		
<b>A2</b>		
Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. Can socialise simply but effectively using the simplest common expressions and following basic routines.	<p><i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p><i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>
Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, suggestions, apologies etc.	<p><i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p><i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>
<b>B1</b>		

<p>Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.</p> <p>Is aware of the salient politeness conventions and acts appropriately.</p> <p>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.</p>	<p><i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p><i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>
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Standards	SE Where Addressed	TG Where Addressed
<b>Pragmatic</b>		
<b>FLEXIBILITY</b>		
<b>A2</b>		
<p>Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution.</p> <p>Can expand learned phrases through simple recombinations of their elements.</p>	<p><i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p><i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>
<b>B1</b>		

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.	<i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;  <i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;  <i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157	<i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;  <i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;  <i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54
<b>TURNTAKING</b>		
<b>A2</b>		
Can use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain and close simple, face-to-face conversation.	<i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157	<i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54
Can ask for attention.		This standard is not directly addressed in this edition of Reading Explorer 1.
<b>B1</b>		
Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.		This standard is not directly addressed in this edition of Reading Explorer 1.
Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.	<i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157	<i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54

Standards	SE Where Addressed	TG Where Addressed
<b>THEMATIC DEVELOPMENT</b> *These three original descriptors also appear on the scale for Sustained monologue: putting a case.		
<b>A2</b>		
<i>No descriptors available</i>		
Can tell a story or describe something in a simple list of points. Can give an example of something in a very simple text using 'like' or 'for example.'		This standard is not directly addressed in this edition of Reading Explorer 1.
<b>B1</b>		

Can clearly signal chronological sequence in narrative text. Can develop an argument well enough to be followed without difficulty most of the time*.		This standard is not directly addressed in this edition of Reading Explorer 1.
Shows awareness of the conventional structure of the text type concerned, when communicating his/her ideas. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.		This standard is not directly addressed in this edition of Reading Explorer 1.
<b>COHERENCE AND COHESION</b>		
<b>A2</b>		
Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points.		This standard is not directly addressed in this edition of Reading Explorer 1.
Can link groups of words with simple connectors like 'and', 'but' and 'because'.		This standard is not directly addressed in this edition of Reading Explorer 1.
<b>B1</b>		
Can introduce a counter-argument in a simple discursive text (e.g. with 'however').		This standard is not directly addressed in this edition of Reading Explorer 1.
Can link a series of shorter, discrete simple elements into a connected, linear sequence of points. Can form longer sentences and link them together using a limited number of cohesive devices, e.g. in a story. Can make simple, logical paragraph breaks in a longer text.		This standard is not directly addressed in this edition of Reading Explorer 1.

Standards	SE Where Addressed	TG Where Addressed
<b>PROPOSITIONAL PRECISION</b>		
<b>A2</b>		

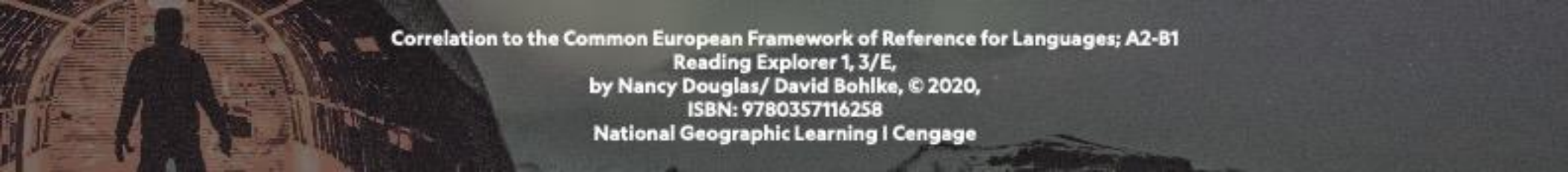
Can communicate what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations he/she generally has to compromise the message.	<p><i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p><i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>
<b>B1</b>		
Can explain the main points in an idea or problem with reasonable precision.	<p><i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p><i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>
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.	<p><i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p><i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>

Standards	SE Where Addressed	TG Where Addressed
<b>SPOKEN FLUENCY</b>		

A2		
Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.	<p><i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p><i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>
Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.	<p><i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p><i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>
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.	<p><i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p><i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>

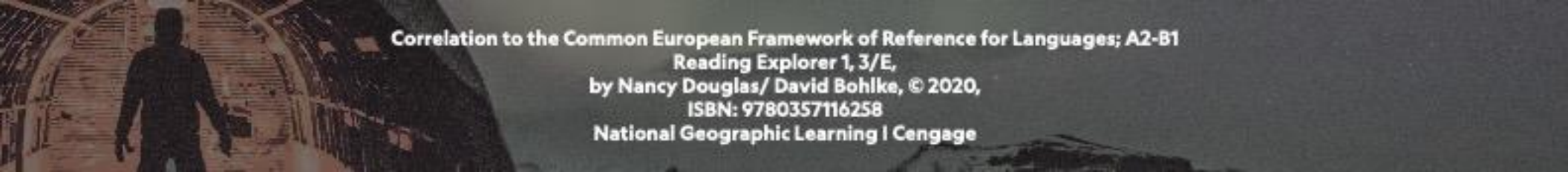
Standards	SE Where Addressed	TG Where Addressed
Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	<p><i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p><i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>
<b>Plurilingual and Pluricultural Competence</b>		
<b>BUILDING ON PLURICULTURAL REPERTOIRE</b> <b>Note:</b> Descriptors marked with asterisk (**) represent a high level for B2. They may also be suitable for the C levels.		
<b>A2</b>		
Can recognise and apply basic cultural conventions associated with everyday social exchanges (for example different greetings rituals). Can act appropriately in everyday greetings, farewells, and expressions of thanks and apology, although he/she has difficulty coping with any departure from the routine. Can recognise that his/her behaviour in an everyday transaction may convey a message different to the one he/she intends, and can try to explain this simply. Can recognise when difficulties occur in interaction with members of other cultures, even though he/she may well not be sure how to behave in the situation.		This standard is not directly addressed in this edition of Reading Explorer 1.

Standards	SE Where Addressed	TG Where Addressed
<b>B1</b>		
<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>This standard is not directly addressed in this edition of Reading Explorer 1.</p>
<p><b>PLURILINGUAL COMPREHENSION</b></p> <p><b>Note:</b> What is calibrated in this scale is the practical functional ability to exploit plurilingualism for comprehension. In any particular context, when specific languages are concerned, users may wish to complete the descriptor by specifying those languages, replacing the expressions underlined and in italic in the descriptor.</p> <p>For example the B1 descriptor</p> <p><i>Can deduce the message of a text by exploiting what he/she has understood from texts on the same theme written in different <u>languages</u> (e.g. news in brief, museum brochure, online reviews) might be</i></p> <p>presented as:</p> <p><i>Can deduce the message of a text in <u>German</u> by exploiting what he/she has understood from texts on the same theme written in <u>French and English</u> (e.g. news in brief, museum brochure, online reviews).</i></p>		
<b>A2</b>		



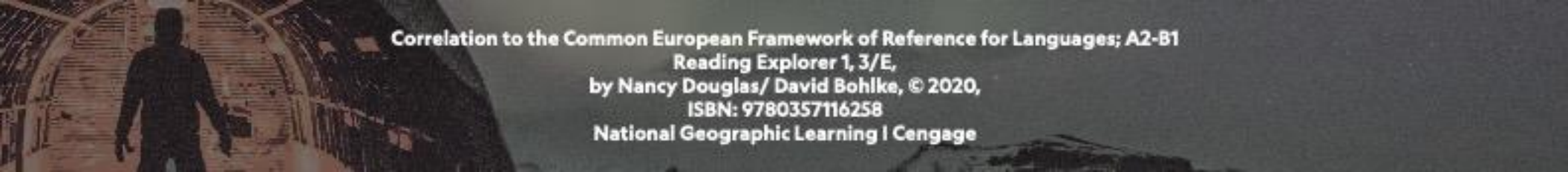
Can understand short, clearly articulated spoken announcements by piecing together what he/she understands from the available versions in <i>different languages</i> . Can understand short, clearly written messages and instructions by piecing together what he/she understands from the versions in <i>different languages</i> . Can use simple warnings, instructions and product information given in parallel <i>in different languages</i> to find relevant information.		This standard is not directly addressed in this edition of Reading Explorer 1.
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Standards	SE Where Addressed	TG Where Addressed
B1		



<p>Can use what he/she has understood in one language to understand the topic and main message of a text in <i>another language</i> (e.g. when reading short newspaper articles on the same theme written in different languages).</p> <p>Can use parallel translations of texts (e.g. magazine articles, stories, passages from novels) to develop comprehension in <i>different languages</i>.</p> <p>Can deduce the message of a text by exploiting what he/she has understood from texts on the same theme written in <i>different languages</i> (e.g. news in brief, museum brochure, online reviews).</p> <p>Can extract information from documents written in <i>different languages</i> in his/her field, e.g. to include in a presentation.</p> <p>Can recognise similarities and contrasts between the way concepts are expressed in <i>different languages</i>, in order to distinguish between identical uses of the same word root and ‘false friends’.</p> <p>Can use his/her knowledge of contrasting grammatical structures and functional expressions of <i>languages in his/her plurilingual repertoire</i> in order to support comprehension.</p>	<p>The opportunity to address this standard exists. For example, see:</p> <p><i>Critical Thinking</i>: 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking</i>: 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion</i>: 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p>The opportunity to address this standard exists. For example, see:</p> <p><i>Critical Thinking</i>: 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking</i>: 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion</i>: 16, 18, 22, 24, 34, 52, 54</p>
Standards	SE Where Addressed	TG Where Addressed

<p><b>BUILDING ON PLURILINGUAL REPERTOIRE</b></p> <p><b>Note:</b> What is calibrated in this scale is the practical functional ability to exploit plurilingualism. In any particular context, when specific languages are concerned, users may wish to complete the descriptor by specifying those languages, replacing the expressions underlined and in italic in the descriptor.</p> <p>For example the B2 descriptor</p> <p><i>Can make use of <u>different languages in his/her plurilingual repertoire</u> during collaborative interaction, in order to clarify the nature of a task, the main steps, the decisions to be taken, the outcomes expected.</i></p> <p>might be presented as:</p> <p><i>Can make use of English, Spanish and French during collaborative interaction, in order to clarify the nature of a task, the main steps, the decisions to be taken, the outcomes expected.</i></p> <p>Descriptors marked with asterisk (**) represent a high level for B2. They may also be suitable for the C levels.</p>		
<p><b>A2</b></p>		
<p>Can mobilise his/her limited repertoire in <i>different languages</i> in order to explain a problem or to ask for help or clarification.</p> <p>Can use words and phrases from <i>different languages in his/her plurilingual repertoire</i> to conduct a simple, practical transaction or information exchange. Can use a word from <i>another language in his/her plurilingual repertoire</i> to make him/herself understood in a routine everyday situation, when he/she cannot think of an adequate expression in the language being spoken.</p>	<p>The opportunity to address this standard exists.</p> <p>For example, see:</p> <p><i>Critical Thinking:</i> 11, 17, 26, 31, 40, 45, 54, 59, 68, 73, 79, 82, 87, 96, 108, 113, 122, 127, 136, 141, 150, 155, 164, 169;</p> <p><i>While You Watch/Critical Thinking:</i> 20, 34, 48, 62, 76, 90, 104, 116, 130, 144, 158, 172;</p> <p><i>Discussion:</i> 22, 28, 36, 42, 64, 84, 89, 92, 106, 110, 118, 152, 157</p>	<p>The opportunity to address this standard exists.</p> <p>For example, see:</p> <p><i>Critical Thinking:</i> 11, 13, 17, 19, 23, 25, 29, 31, 35, 37, 41, 43, 47, 49, 53, 55, 59, 61, 65, 67, 71, 73, 77, 79;</p> <p><i>While You Watch/Critical Thinking:</i> 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80;</p> <p><i>Discussion:</i> 16, 18, 22, 24, 34, 52, 54</p>
<p><b>B1</b></p>		



Can exploit creatively his limited repertoire in *different languages in his/her plurilingual repertoire* for everyday contexts, in order to cope with an unexpected situation.

This standard is not directly addressed in this edition of Reading Explorer 1.

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