



Correlation of

Imagine 1,

by Katherine Bilborough/ Steve Bilborough, © 2022,

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to

Common European Framework of Reference for Languages

Level Pre-A1

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Standards	TB Where Addressed
Communicative language activities and strategies	
Reception Activities	
Spoken Reception	
OVERALL LISTENING COMPREHENSION	
Pre-A1	
Can understand short, very simple questions and statements provided that they are delivered slowly and clearly and accompanied by visuals or manual gestures to support understanding and repeated if necessary. Can recognise everyday, familiar words, provided they are delivered clearly and slowly in a clearly defined, familiar, everyday context. Can recognise numbers, prices, dates and days of the week, provided they are delivered slowly and clearly in a defined, familiar, everyday context.	<i>Listen and Chant:</i> 5a, 6a, 9a, 17a, 29a, 37a, 49a, 57a, 69a, 77a; <i>Point, Ask, and Answer:</i> 6a, 8a, 11a, 19a, 43a; <i>Vocabulary:</i> 8a, 16a, 28a, 36a, 48a, 56a, 68a, 76a; <i>Numbers:</i> 4a, 54a
UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS	
Pre-A1	
<i>No Descriptor Available</i>	
LISTENING AS A MEMBER OF A LIVE AUDIENCE	
Pre-A1	
<i>No Descriptor Available</i>	
LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS	
Pre-A1	
Can understand short, simple instructions for actions such as 'Stop,' 'Close the door,' etc., provided they are delivered slowly face-to-face, accompanied by pictures or manual gestures and repeated if necessary.	23a
LISTENING TO AUDIO MEDIA AND RECORDINGS	
Pre-A1	
Can recognise words, names and numbers that he/she already knows in simple, short recordings, provided that they are delivered very slowly and clearly	<i>Listen and Chant:</i> 5a, 6a, 9a, 17a, 29a, 49a, 57a, 69a, 77a; <i>Video:</i> 25a, 44a, 45a, 64a, 65a, 84a, 85 ^a
Written Reception	
OVERALL READING COMPREHENSION	
Pre-A1	
Can recognise familiar words accompanied by pictures, such as a fast-food restaurant menu illustrated with photos or a picture book using familiar vocabulary.	<i>Reading:</i> 10a, 18a, 30a, 38a, 50a, 58a, 70a, 78a

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Standards	TB Where Addressed
READING CORRESPONDENCE	
Pre-A1	
Can understand from a letter, card or email the event to which he/she is being invited and the information given about day, time and location. Can recognise times and places in very simple notes and text messages from friends or colleagues, for example 'Back at 4 o'clock' or 'In the meeting room,' provided there are no abbreviations.	These descriptors are not directly addressed at this level of <i>Imagine</i> .
READING FOR ORIENTATION	
Pre-A1	
Can understand simple everyday signs such as 'Parking,' 'Station,' 'Dining room,' 'No smoking,' etc. Can find information about places, times and prices on posters, flyers and notices.	These descriptors are not directly addressed at this level of <i>Imagine</i> .
READING FOR INFORMATION AND ARGUMENT	
Pre-A1	
Can understand the simplest informational material that consists of familiar words and pictures, such as a fast-food restaurant menu illustrated with photos or an illustrated story formulated in very simple, everyday words	<i>Reading:</i> 10a, 18a, 30a, 38a, 50a, 58a, 70a, 78a
READING INSTRUCTIONS	
Pre-A1	
Can understand very short, simple, instructions used in familiar, everyday contexts such as 'No parking,' 'No food or drink,' etc., especially if there are illustrations.	23a
READING AS A LEISURE ACTIVITY	
Pre-A1	
<i>No descriptors available</i>	
Audio-Visual Reception	
WATCHING TV, FILM AND VIDEO	
Pre-A1	
<i>No descriptors available</i>	
Reception Strategies	
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)	
Pre-A1	
Can deduce the meaning of a word from an accompanying picture or icon.	<i>Vocabulary:</i> 8a, 16a, 28a, 36a, 48a, 56a, 68a, 76a

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Standards	TB Where Addressed
Production	
Spoken Production	
OVERALL SPOKEN PRODUCTION	
Pre-A1	
Can produce short phrases about themselves, giving basic personal information (e.g. name, address, family, nationality).	Say: 5a, 17a, 19a, 29a, 37a, 57a, 69a
Spoken Production	
SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	
Pre-A1	
Can describe him/herself (e.g. name, age, family), using simple words and formulaic expressions, provided he/she can prepare in advance. Can say how he/she is feeling using simple words like 'happy', 'tired', accompanied by body language.	Say: 5a, 17a, 19a, 29a, 37a, 57a, 69a, 71a
SUSTAINED MONOLOGUE: GIVING INFORMATION	
Pre-A1	
<i>No descriptors available</i>	
SUSTAINED MONOLOGUE: PUTTING A CASE (E.G. IN A DEBATE)	
Pre-A1	
<i>No descriptors available</i>	
PUBLIC ANNOUNCEMENTS	
Pre-A1	
<i>No descriptors available</i>	
ADDRESSING AUDIENCES	
Pre-A1	
<i>No descriptors available</i>	
Written Production	
OVERALL WRITTEN PRODUCTION	
Pre-A1	
Can give basic personal information in writing (e.g. name, address, nationality), perhaps with the use of a dictionary.	This descriptor is not directly addressed at this level of <i>Imagine</i> .
CREATIVE WRITING	
Pre-A1	
<i>No descriptors available</i>	

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Standards	TB Where Addressed
WRITTEN REPORTS AND ESSAYS	
Pre-A1	
<i>No descriptors available</i>	
Production Strategies	
PLANNING	
Pre-A1	
<i>No descriptors available</i>	
COMPENSATING	
Pre-A1	
Can point to something and ask what it is.	<i>Point, Ask, and Answer:</i> 6a, 8a, 11a, 19a, 43a
MONITORING AND REPAIR	
Pre-A1	
<i>No descriptors available</i>	
Interaction Activities	
Spoken Interaction	
OVERALL SPOKEN INTERACTION	
Pre-A1	
Can ask and answer questions about him/herself and daily routines, using short, formulaic expressions and relying on gestures to reinforce the information.	<i>Say:</i> 5a, 9a, 29a, 57a; <i>Point, Ask, and Answer:</i> 11a, 19a; <i>Ask and Answer:</i> 71a
UNDERSTANDING AN INTERLOCUTOR	
Pre-A1	
Can understand simple questions which directly concern him/her, for example about name, age and address or similar things, if the person is asking slowly and clearly. Can understand simple personal information (e.g. name, age, place of residence, origin) when other people introduce themselves, provided that they speak slowly and clearly directly to him/her, and can understand questions on this theme addressed to him/her, though the questions may need to be repeated. Can understand a number of familiar words and greetings and recognise key information such as numbers, prices, dates and days of the week, provided speech is delivered very slowly, with repetition if necessary.	<i>Say:</i> 5a, 9a, 29a, 57a; <i>Point, Ask, and Answer:</i> 11a, 19a; <i>Ask and Answer:</i> 71a; <i>Vocabulary:</i> 8a, 16a, 28a, 36a, 48a, 56a, 68a, 76a

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Standards	TB Where Addressed
CONVERSATION	
Pre-A1	
Can understand and use some basic, formulaic expressions such as 'Yes,' 'No,' 'Excuse me,' 'Please,' 'Thank you,' 'No thank you,' 'Sorry.'	<i>Say: 5a, 49a, 57a;</i>
Can recognise simple greetings.	<i>Point, Ask, and Answer: 11a, 51a;</i>
Can greet people, say his/her name and take leave of them.	<i>Ask and Answer: 31a, 71a</i>
INFORMAL DISCUSSION (WITH FRIENDS)	
Pre-A1	
<i>No descriptors available</i>	
FORMAL DISCUSSION (MEETINGS)	
Pre-A1	
<i>No descriptors available</i>	
GOAL-ORIENTED CO-OPERATION (E.G. ASSEMBLING A FURNITURE KIT, DISCUSSING A DOCUMENT, ORGANISING AN EVENT ETC.)	
Pre-A1	
<i>No descriptors available</i>	
OBTAINING GOODS AND SERVICES	
Pre-A1	
Can make simple purchases and/or order food or drink when pointing or other gesture can support the verbal reference.	This descriptor is not directly addressed at this level of <i>Imagine</i> .
INFORMATION EXCHANGE	
Pre-A1	
Can tell people his/her name and ask other people their name.	<i>Say: 5a, 17a, 19a, 29a, 37a, 57a, 69a</i>
Can use and understand simple numbers in everyday conversations.	
Can ask and tell day, time of day and date.	
Can ask for and give a date of birth.	
Can ask for and give a phone number.	
Can say and ask people about their age.	
Can ask very simple questions for information, such as 'What is this?' and understand 1- or 2-word answers.	
INTERVIEWING AND BEING INTERVIEWED	
Pre-A1	
<i>No descriptors available</i>	

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Standards	TB Where Addressed
USING TELECOMMUNICATIONS	
Pre-A1	
<i>No descriptors available</i>	
Written Interaction	
OVERALL WRITTEN INTERACTION	
Pre-A1	
Can write short phrases to give basic information (e.g. name, address, family) on a form or in a note, with the use of a dictionary.	This descriptor is not directly addressed at this level of <i>Imagine</i> .
CORRESPONDENCE	
Pre-A1	
Can write short phrases and sentences giving basic personal information with reference to a dictionary.	This descriptor is not directly addressed at this level of <i>Imagine</i> .
NOTES, MESSAGES & FORMS	
Pre-A1	
Can fill in very simple registration forms with basic personal details: name, address, nationality, marital status.	This descriptor is not directly addressed at this level of <i>Imagine</i> .
Online Interaction	
ONLINE CONVERSATION AND DISCUSSION	
Pre-A1	
Can post simple online greetings, using basic formulaic expressions and emoticons. Can post online short simple statements about him/herself (e.g. relationship status, nationality, occupation), provided he/she can select them from a menu and/or refer to an online translation tool.	These descriptors are not directly addressed at this level of <i>Imagine</i> .
GOAL-ORIENTED ONLINE TRANSACTIONS AND COLLABORATION	
Pre-A1	
Can make selections (e.g. choosing a product, size, colour) in a simple online purchase or application form, provided there is visual support.	This descriptor is not directly addressed at this level of <i>Imagine</i> .
Interaction Strategies	
TAKING THE FLOOR (TURNTAKING)	
Pre-A1	
<i>No descriptors available</i>	

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Standards	TB Where Addressed
COOPERATING	
Note: This scale is developed further in the scales for <i>Facilitating collaborative interaction with peers and Collaborating to construct meaning.</i>	
Pre-A1	
<i>No descriptors available</i>	
ASKING FOR CLARIFICATION	
Pre-A1	
<i>No descriptors available</i>	
Mediation Activities	
OVERALL MEDIATION	
Pre-A1	
<i>No descriptors available</i>	
RELAYING SPECIFIC INFORMATION IN SPEECH	
Pre-A1	
Can relay (in Language B) simple instructions about places and times (given in Language A), provided these are repeated very slowly and clearly. Can relay (in Language B) very basic information (e.g. numbers and prices) from short, simple, illustrated texts (written in Language A).	These descriptors are not directly addressed at this level of <i>Imagine</i> .
RELAYING SPECIFIC INFORMATION IN WRITING	
Pre-A1	
Can list (in Language B) names, numbers, prices and very simple information from texts (written Language A) that are of immediate interest, that are written in very simple language and contain illustrations.	This descriptor is not directly addressed at this level of <i>Imagine</i> .
EXPLAINING DATA IN SPEECH (E.G. IN GRAPHS, DIAGRAMS, CHARTS ETC.)	
Pre-A1	
<i>No descriptors available</i>	
EXPLAINING DATA IN WRITING (E.G. IN GRAPHS, DIAGRAMS, CHARTS ETC.)	
Pre-A1	
<i>No descriptors available</i>	
PROCESSING TEXT IN SPEECH	
Pre-A1	
<i>No descriptors available</i>	

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Standards	TB Where Addressed
PROCESSING TEXT IN WRITING	
Pre-A1	
<i>No descriptors available</i>	
TRANSLATING A WRITTEN TEXT IN SPEECH	
Pre-A1	
<i>No descriptors available</i>	
TRANSLATING A WRITTEN TEXT IN WRITING	
Pre-A1	
<i>No descriptors available</i>	
NOTE-TAKING (LECTURES, SEMINARS, MEETINGS ETC.)	
Pre-A1	
<i>No descriptors available</i>	
EXPRESSING A PERSONAL RESPONSE TO CREATIVE TEXTS (INCLUDING LITERATURE)	
Pre-A1	
<i>No descriptors available</i>	
ANALYSIS AND CRITICISM OF CREATIVE TEXTS (INCLUDING LITERATURE)	
Pre-A1	
<i>No descriptors available</i>	
Mediating Concepts	
COLLABORATING IN A GROUP	
FACILITATING COLLABORATIVE INTERACTION WITH PEERS	
Pre-A1	
<i>No descriptors available</i>	
COLLABORATING TO CONSTRUCT MEANING	
Pre-A1	
<i>No descriptors available</i>	
LEADING GROUP WORK	
MANAGING INTERACTION	
Pre-A1	
<i>No descriptors available</i>	

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Standards	TB Where Addressed
ENCOURAGING CONCEPTUAL TALK	
Pre-A1	
<i>No descriptors available</i>	
Mediating Communication	
FACILITATING PLURICULTURAL SPACE	
Pre-A1	
<i>No descriptors available</i>	
ACTING AS INTERMEDIARY IN INFORMAL SITUATIONS (WITH FRIENDS AND COLLEAGUES)	
Pre-A1	
<i>No descriptors available</i>	
FACILITATING COMMUNICATION IN DELICATE SITUATIONS AND DISAGREEMENTS	
Pre-A1	
<i>No descriptors available</i>	
Mediation Strategies	
STRATEGIES TO EXPLAIN A NEW CONCEPT	
LINKING TO PREVIOUS KNOWLEDGE	
Pre-A1	
<i>No descriptors available</i>	
ADAPTING LANGUAGE	
Pre-A1	
<i>No descriptors available</i>	
BREAKING DOWN COMPLICATED INFORMATION	
Pre-A1	
<i>No descriptors available</i>	
STRATEGIES TO SIMPLIFY A TEXT	
AMPLIFYING A DENSE TEXT	
Pre-A1	
<i>No descriptors available</i>	
STREAMLINING A TEXT	
Pre-A1	
<i>No descriptors available</i>	

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Standards	TB Where Addressed
Communicative Language Competence	
General Linguistic Range	
GENERAL LINGUISTIC RANGE	
Pre-A1	
Can use isolated words and basic expressions in order to give simple information about him/herself.	Say: 5a, 17a, 19a, 29a, 37a, 57a, 69a
VOCABULARY RANGE	
Pre-A1	
<i>No descriptors available</i>	
GRAMMATICAL ACCURACY	
Pre-A1	
Can employ very simple principles of word order in short statements.	Grammar: 9a, 11a, 17a, 19a, 29a, 31a, 37a, 39a, 49a, 51a, 57a, 59a, 69a, 71a, 77a
VOCABULARY CONTROL	
Pre-A1	
<i>No descriptors available</i>	
PHONOLOGICAL CONTROL	
Pre-A1	
<i>No descriptors available</i>	
ORTHOGRAPHIC CONTROL	
Pre-A1	
<i>No descriptors available</i>	
Sociolinguistic	
SOCIOLINGUISTIC APPROPRIATENESS	
Pre-A1	
<i>No descriptors available</i>	
Pragmatic	
FLEXIBILITY	
Pre-A1	
<i>No descriptors available</i>	
TURNTAKING	
Pre-A1	
<i>No descriptors available</i>	

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Standards	TB Where Addressed
THEMATIC DEVELOPMENT	
*These three original descriptors also appear on the scale for Sustained monologue: putting a case.	
Pre-A1	
<i>No descriptors available</i>	
COHERENCE AND COHESION	
Pre-A1	
<i>No descriptors available</i>	
PROPOSITIONAL PRECISION	
Pre-A1	
Can communicate very basic information about personal details in a simple way.	Say: 5a, 17a, 19a, 29a, 37a, 57a, 69a
SPOKEN FLUENCY	
Pre-A1	
Can manage very short, isolated, rehearsed, utterances using gesture and signalled requests for help when necessary.	<i>Point, Ask, and Answer:</i> 6a, 8a, 11a, 19a, 43a; <i>Listen, Point, and repeat/Chant:</i> 12a, 13a, 20a, 21a, 29a, 32a, 33a, 40a, 52a, 60a, 72a, 80a

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Standards	TB Where Addressed
Plurilingual and Pluricultural Competence	
BUILDING ON PLURICULTURAL REPERTOIRE Note: Descriptors marked with asterisk (**) represent a high level for B2. They may also be suitable for the C levels.	
Pre-A1 <i>No descriptors available</i>	
PLURILINGUAL COMPREHENSION Note: What is calibrated in this scale is the practical functional ability to exploit plurilingualism for comprehension. In any particular context, when specific languages are concerned, users may wish to complete the descriptor by specifying those languages, replacing the expressions underlined and in italic in the descriptor. For example the B1 descriptor <i>Can deduce the message of a text by exploiting what he/she has understood from texts on the same theme written in different <u>languages</u> (e.g. news in brief, museum brochure, online reviews)</i> might be presented as: <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>	
Pre-A1 <i>No descriptors available</i>	

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Standards	TB Where Addressed
BUILDING ON PLURILINGUAL REPERTOIRE Note: What is calibrated in this scale is the practical functional ability to exploit plurilingualism. In any particular context, when specific languages are concerned, users may wish to complete the descriptor by specifying those languages, replacing the expressions underlined and in italic in the descriptor. For example the B2 descriptor <i>Can make use of <u>different languages</u> in his/her plurilingual repertoire during collaborative interaction, in order to clarify the nature of a task, the main steps, the decisions to be taken, the outcomes expected.</i> might be presented as: <i>Can make use of English, Spanish and French during collaborative interaction, in order to clarify the nature of a task, the main steps, the decisions to be taken, the outcomes expected.</i> Descriptors marked with asterisk (**) represent a high level for B2. They may also be suitable for the C levels.	
Pre-A1	
<i>No descriptors available</i>	

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