



Correlation of

Imagine 4,
by Daniel Barber, © 2022,
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to

Common European Framework of Reference for Languages
Level A1

Correlation to the Common European Framework of Reference for Languages; Level A1

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National Geographic Learning | Cengage

Standards	TB Where Addressed
Communicative language activities and strategies	
Reception Activities	
Spoken Reception	
OVERALL LISTENING COMPREHENSION	
A1	
Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. Can recognise concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.	<i>Listen and Read:</i> 9a, 11a, 17a, 19a, 29a, 31a, 37a, 39a, 49a, 51a, 57a, 59a, 69a, 71a, 77a, 79a; <i>Listen and Chant:</i> 9a, 17a, 29a, 37a, 49a, 57a, 69a, 77a
UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS	
A1	
Can understand some words and expressions when people are talking about him/herself, family, school, hobbies or surroundings, provided they are talking slowly and clearly. Can understand words and short sentences when listening to a simple conversation (e.g. between a customer and a salesperson in a shop), provided that people talk very slowly and very clearly.	<i>Discuss:</i> 7a, 15a, 27a, 35a, 47a, 55a, 67a, 75a; <i>Draw and Ask:</i> 9a; <i>Ask and Answer:</i> 11a, 16a, 17a, 36a, 37a, 49a, 51a, 71a, 79a; <i>Listen and Repeat:</i> 8a, 16a, 28a, 36a, 48a, 56a, 68a, 76a
LISTENING AS A MEMBER OF A LIVE AUDIENCE	
A1	
Can understand in outline very simple information being explained in a predictable situation like a guided tour, provided that speech is very slow and clear and that there are long pauses from time to time.	<i>Listen and Read:</i> 9a, 11a, 17a, 19a, 29a, 31a, 37a, 39a, 49a, 51a, 57a, 59a, 69a, 71a, 77a, 79a; <i>Video:</i> 24a, 25a, 64a, 65a
LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS	
A1	
Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions. Can understand when someone tells him/her slowly and clearly where something is, provided the object is in the immediate environment. Can understand figures, prices and times given slowly and clearly in an announcement by loudspeaker, e.g. at a railway station or in a shop.	<i>Warm Up:</i> 36a; <i>Yoga Instructions:</i> 38a; <i>Task Guidance Notes:</i> 46a

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LISTENING TO AUDIO MEDIA AND RECORDINGS	
A1	
Can pick out concrete information (e.g. places and times) from short audio recordings on familiar everyday topics, provided they are delivered very slowly and clearly.	<i>Listen and Read:</i> 9a, 11a, 17a, 19a, 29a, 31a, 37a, 39a, 49a, 51a, 57a, 59a, 69a, 71a, 77a, 79a; <i>Listen and Chant:</i> 9a, 17a, 29a, 37a, 49a, 57a, 69a, 77a <i>Video:</i> 24a, 25a, 64a, 65a
Written Reception	
OVERALL READING COMPREHENSION	
A1	
Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	<i>Reading:</i> 10a, 18a, 30a, 38a, 44a, 45a, 50a, 58a, 70a, 78a, 84a, 85a
READING CORRESPONDENCE	
A1	
Can understand short, simple messages on postcards. Can understand short, simple messages sent via social media or email (e.g. proposing what to do, when and where to meet).	These descriptors are not directly addressed at this level of <i>Imagine</i> .
READING FOR ORIENTATION	
A1	
Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations. Can understand store guides (information on which floors departments are on) and directions (e.g. to where to find lifts). Can understand basic hotel information, e.g. times when meals are served. Can find and understand simple, important information in advertisements, in programmes for special events, in leaflets and brochures (e.g. what is proposed, costs, the date and place of the event, departure times etc.).	<i>Listen and Read:</i> 78a
READING FOR INFORMATION AND ARGUMENT	
A1	
Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel, or stories etc.) written with simple words and supported by illustrations and pictures.	<i>Reading:</i> 10a, 18a, 30a, 38a, 44a, 45a, 50a, 58a, 70a, 78a, 84a, 85a

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READING INSTRUCTIONS	
A1	
Can follow short, simple written directions (e.g. to go from X to Y).	This standard is not covered in this edition of <i>Imagine</i> .
READING AS A LEISURE ACTIVITY	
A1	
Can understand short, illustrated narratives about everyday activities that are written in simple words. Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content.	<i>Reading:</i> 10a, 18a, 30a, 38a, 44a, 45a, 50a, 58a, 70a, 78a, 84a, 85a
Audio-Visual Reception	
WATCHING TV, FILM AND VIDEO	
A1	
Can recognise familiar words and phrases and identify the topics in headline news summaries and many of the products in advertisements, by exploiting visual information and general knowledge.	<i>Video:</i> 24a, 25a, 64a, 65a
Reception Strategies	
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)	
A1	
Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	<i>Vocabulary:</i> 8a, 16a, 28a, 36a, 48a, 56a, 68a, 76a
Production	
Spoken Production	
OVERALL SPOKEN PRODUCTION	
A1	
Can produce simple mainly isolated phrases about people and places.	<i>Discuss:</i> 7a, 27a, 35a, 47a, 55a, 67a, 75a; <i>Act and Say:</i> 17a, 37a, 49a; <i>Act and Guess:</i> 29a; <i>Say:</i> 57a; <i>Remember and Say:</i> 69a

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Spoken Production	
SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	
A1	
Can describe him/herself, what he/she does and where he/she lives. Can describe simple aspects of his/her everyday life in a series of simple sentences, using simple words and basic phrases, provided he/she can prepare in advance.	9a, 28a, 36a, 37a, 69a
SUSTAINED MONOLOGUE: GIVING INFORMATION	
A1	
Can give a simple description of an object or picture while showing it to others using basic words, phrases and formulaic expressions, provided he/she can prepare in advance.	<i>Extension: 6a;</i> <i>Project: 25a;</i> <i>Describe: 28a</i>
SUSTAINED MONOLOGUE: PUTTING A CASE (E.G. IN A DEBATE)	
A1	
<i>No descriptors available</i>	
PUBLIC ANNOUNCEMENTS	
A1	
<i>No descriptors available</i>	
ADDRESSING AUDIENCES	
A1	
Can read a very short, rehearsed statement – e.g. to introduce a speaker, propose a toast.	This standard is not covered in this edition of <i>Imagine</i> .
Written Production	
OVERALL WRITTEN PRODUCTION	
A1	
Can give information in writing about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words and basic expressions. Can write simple isolated phrases and sentences.	The opportunity to address these descriptors exists. For example, see: <i>Listen, Read, and Write: 14a, 22a, 34a, 42a, 54a, 62a, 74a, 82a</i>

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Standards	TB Where Addressed
CREATIVE WRITING	
A1	
Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do. Can describe in very simple language what a room looks like. Can use simple words and phrases to describe certain everyday objects (e.g. the colour of a car, whether it is big or small).	<i>Listen, Read, and Write:</i> 14a, 22a, 34a, 42a, 54a, 62a, 74a, 82a
WRITTEN REPORTS AND ESSAYS	
A1	
<i>No descriptors available</i>	
Production Strategies	
PLANNING	
A1	
<i>No descriptors available</i>	
COMPENSATING	
A1	
Can use gesture to support simple words in expressing a need.	<i>Extra Challenge:</i> 37a
MONITORING AND REPAIR	
A1	
<i>No descriptors available</i>	
Interaction Activities	
Spoken Interaction	
OVERALL SPOKEN INTERACTION	
A1	
Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	<i>Discuss:</i> 7a, 15a, 27a, 35a, 39a, 47a, 55a, 67a, 75a; <i>Draw and Ask:</i> 9a; <i>Ask and Answer:</i> 11a, 16a, 17a, 36a, 37a, 49a, 51a, 71a, 79a; <i>Listen and Repeat:</i> 8a, 16a, 28a, 36a, 48a, 56a, 68a, 76a

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Standards	TB Where Addressed
UNDERSTANDING AN INTERLOCUTOR	
A1	
Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker. Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.	<i>Discuss:</i> 7a, 15a, 27a, 35a, 47a, 55a, 67a, 75a; <i>Draw and Ask:</i> 9a; <i>Ask and Answer:</i> 11a, 16a, 17a, 36a, 37a, 49a, 51a, 71a, 79a; <i>Listen and Repeat:</i> 8a, 16a, 28a, 36a, 48a, 56a, 68a, 76a; <i>Ask and Say:</i> 16a, 17a, 36a, 37a, 49a, 51a, 71a
CONVERSATION	
A1	
Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker. Can take part in a simple conversation of a basic factual nature on a predictable topic, e.g. his/her home country, family, school. Can make an introduction and use basic greeting and leave-taking expressions. Can ask how people are and react to news.	<i>Discuss:</i> 7a, 15a, 27a, 35a, 47a, 55a, 67a, 75a; <i>Draw and Ask:</i> 9a; <i>Ask and Answer:</i> 11a, 16a, 17a, 36a, 37a, 49a, 51a, 71a, 79a; <i>Listen and Repeat:</i> 8a, 16a, 28a, 36a, 48a, 56a, 68a, 76a
INFORMAL DISCUSSION (WITH FRIENDS)	
A1	
Can exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly and directly.	6a, 7a, 38a
Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. Can discuss what to do, where to go and make arrangements to meet. Can express opinions in a limited way.	<i>Discuss:</i> 7a, 15a, 27a, 35a, 47a, 55a, 67a, 75a; <i>Opinions:</i> 6a, 7a, 10a, 38a, 47a, 70a, 84a
FORMAL DISCUSSION (MEETINGS)	
A1	
<i>No descriptors available</i>	

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Standards	TB Where Addressed
GOAL-ORIENTED CO-OPERATION (E.G. ASSEMBLING A FURNITURE KIT, DISCUSSING A DOCUMENT, ORGANISING AN EVENT ETC.)	
A1	
Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can act on basic instructions that involve times, locations, numbers etc. Can ask people for things, and give people things.	<i>Discuss:</i> 7a, 15a, 27a, 35a, 47a, 55a, 67a, 75a; <i>Draw and Ask:</i> 9a; <i>Ask and Answer:</i> 11a, 16a, 17a, 36a, 37a, 49a, 51a, 71a, 79a
OBTAINING GOODS AND SERVICES	
A1	
Can ask people for things and give people things. Can ask for food and drink using basic expressions. Can handle numbers, quantities, cost and time.	These descriptors are not directly addressed at this level of <i>Imagine</i> .
INFORMATION EXCHANGE	
A1	
Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have. Can indicate time by such phrases as next week, last Friday, in November, three o'clock. Can express numbers, quantities and cost in a limited way. Can name the colour of clothes or other familiar objects and can ask the colour of such objects.	<i>Discuss:</i> 7a, 15a, 27a, 35a, 47a, 55a, 67a, 75a; <i>Draw and Ask:</i> 9a; <i>Ask and Answer:</i> 11a, 16a, 17a, 36a, 37a, 49a, 51a, 71a, 79a
INTERVIEWING AND BEING INTERVIEWED	
A1	
Can reply in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details. Can state in simple language the nature of a problem to a health professional and answer simple questions such as 'Does that hurt?' even though he/she has to rely on gestures and body language to reinforce the message.	<i>Extension:</i> 70a

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Standards	TB Where Addressed
USING TELECOMMUNICATIONS	
A1	
<i>No descriptors available</i>	
Written Interaction	
OVERALL WRITTEN INTERACTION	
A1	
Can ask for or pass on personal details in written form.	The opportunity to address this descriptor exists. For example, see: <i>Listen, Read, and Write:</i> 14a, 22a, 34a, 42a, 54a, 62a, 74a, 82a
CORRESPONDENCE	
A1	
Can write messages and online postings as a series of very short sentences about hobbies and likes/dislikes, using simple words and formulaic expressions, with reference to a dictionary. Can write a short, simple postcard. Can write a short, very simple message (e.g. a text message) to friends to give them a piece of information or to ask them a question.	65a
NOTES, MESSAGES & FORMS	
A1	
Can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country etc. such as on a hotel registration form. Can leave a simple message giving information on e.g. where he/she has gone, what time he/she will be back. (e.g. 'Shopping: back at 5 p.m.').	These descriptors are not directly addressed at this level of <i>Imagine</i> .
Online Interaction	
ONLINE CONVERSATION AND DISCUSSION	
A1	
Can write very simple messages and personal online postings as a series of very short sentences about hobbies, likes/dislikes, etc., relying on the aid of a translation tool. Can use formulaic expressions and combinations of simple words to post short positive and negative reactions to simple online postings and their embedded links and media, and can respond to further comments with standard expressions of thanks and apology.	These descriptors are not directly addressed at this level of <i>Imagine</i> .

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Standards	TB Where Addressed
GOAL-ORIENTED ONLINE TRANSACTIONS AND COLLABORATION	
A1	
Can complete a very simple online purchase or application, providing basic personal information (such as name, e-mail address or telephone number).	This standard is not covered in this edition of <i>Imagine</i> .
Interaction Strategies	
TAKING THE FLOOR (TURNTAKING)	
A1	
<i>No descriptors available</i>	
COOPERATING	
Note: This scale is developed further in the scales for <i>Facilitating collaborative interaction with peers</i> and <i>Collaborating to construct meaning</i> .	
A1	
<i>No descriptors available</i>	
ASKING FOR CLARIFICATION	
A1	
Can indicate with words, intonation and gestures that he/she does not understand. Can express in a simple way that he/she does not understand.	This standard is not covered in this edition of <i>Imagine</i> .
Mediation Activities	
OVERALL MEDIATION	
A1	
Can use simple words and non-verbal signals to show interest in an idea. Can convey simple, predictable information of immediate interest given in short, simple signs and notices, posters and programmes.	<i>Listen and Point:</i> 4a, 8a, 16a, 28a, 36a, 40a, 48a, 56a, 68a, 76a; <i>Discuss:</i> 7a, 15a, 27a, 35a, 47a, 55a, 67a, 75a
RELAYING SPECIFIC INFORMATION IN SPEECH	
A1	
Can relay (in Language B) simple, predictable information about times and places given in short, simple statements (spoken in Language A).	This standard is not covered in this edition of <i>Imagine</i> .
RELAYING SPECIFIC INFORMATION IN WRITING	
A1	
Can list (in Language B) names, numbers, prices and very simple information of immediate interest (given in Language A), provided that the speaker articulates very slowly and clearly, with repetition.	This standard is not covered in this edition of <i>Imagine</i> .

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Standards	TB Where Addressed
EXPLAINING DATA IN SPEECH (E.G. IN GRAPHS, DIAGRAMS, CHARTS ETC.)	
A1	
<i>No descriptors available</i>	
EXPLAINING DATA IN WRITING (E.G. IN GRAPHS, DIAGRAMS, CHARTS ETC.)	
A1	
<i>No descriptors available</i>	
PROCESSING TEXT IN SPEECH	
A1	
Can convey (in Language B) simple, predictable information given in short, very simple signs and notices, posters and programmes (written in Language A).	This standard is not covered in this edition of <i>Imagine</i> .
PROCESSING TEXT IN WRITING	
A1	
Can, with the help of a dictionary, render in (Language B) simple phrases written in (Language A), but may not always select the appropriate meaning. Can copy out single words and short texts presented in standard printed format.	These descriptors are not directly addressed at this level of <i>Imagine</i> .
TRANSLATING A WRITTEN TEXT IN SPEECH	
A1	
Can provide a simple, rough spoken translation into (Language B) of simple, everyday words and phrases written in (Language A) that are encountered on signs and notices, posters, programmes, leaflets etc.	This standard is not covered in this edition of <i>Imagine</i> .
TRANSLATING A WRITTEN TEXT IN WRITING	
A1	
Can, with the help of a dictionary, translate simple words and phrases from (Language A) into (Language B), but may not always select the appropriate meaning.	This standard is not covered in this edition of <i>Imagine</i> .
NOTE-TAKING (LECTURES, SEMINARS, MEETINGS ETC.)	
A1	
<i>No descriptors available</i>	

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Standards	TB Where Addressed
EXPRESSING A PERSONAL RESPONSE TO CREATIVE TEXTS (INCLUDING LITERATURE)	
A1	
Can use simple words and phrases to say how a work made him/her feel.	The opportunity to address this descriptor exists. For example, see: <i>Reading:</i> 10a, 18a, 30a, 38a, 44a, 45a, 50a, 58a, 70a, 78a, 84a, 85a
ANALYSIS AND CRITICISM OF CREATIVE TEXTS (INCLUDING LITERATURE)	
A1	
<i>No descriptors available</i>	
Mediating Concepts	
COLLABORATING IN A GROUP	
FACILITATING COLLABORATIVE INTERACTION WITH PEERS	
A1	
Can invite others' contributions to very simple tasks using short, simple phrases. Can indicate that he/she understands and ask whether others understand.	<i>Extension/Pairs:</i> 13a, 61a, 72a, 79a; <i>Warm Up:</i> 86a
COLLABORATING TO CONSTRUCT MEANING	
A1	
Can express an idea with very simple words and ask what others think.	<i>Discuss:</i> 7a, 15a, 27a, 35a, 47a, 55a, 67a, 75a; <i>Ask and Answer:</i> 11a, 16a, 17a, 36a, 37a, 49a, 51a, 71a, 79a
LEADING GROUP WORK	
MANAGING INTERACTION	
A1	
<i>No descriptors available</i>	
ENCOURAGING CONCEPTUAL TALK	
A1	
Can use simple isolated words and non-verbal signals to show interest in an idea.	<i>Discuss:</i> 7a, 15a, 27a, 35a, 47a, 55a, 67a, 75a; <i>Ask and Answer:</i> 11a, 16a, 17a, 36a, 37a, 49a, 51a, 71a, 79a
Mediating Communication	
FACILITATING PLURICULTURAL SPACE	
A1	
Can facilitate an intercultural exchange by showing welcome and interest with simple words and non-verbal signals, by inviting others to speak and by indicating whether he/she understands when addressed directly.	<i>Wrap Up/Groups:</i> 17a; <i>Extension/Groups:</i> 17a, 21a, 23a, 33a, 41a, 48a, 56a, 68a, 77a

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Standards	TB Where Addressed
ACTING AS INTERMEDIARY IN INFORMAL SITUATIONS (WITH FRIENDS AND COLLEAGUES)	
A1	
Can communicate (in Language B) other people's personal details and very simple, predictable information available (in Language A), provided other people help with formulation.	This standard is not covered in this edition of <i>Imagine</i> .
FACILITATING COMMUNICATION IN DELICATE SITUATIONS AND DISAGREEMENTS	
A1	
Can recognise when speakers disagree or when someone has a problem and can use memorised simple words and phrases (e.g. "I understand" "Are you okay?" to indicate sympathy.	<i>Listen and Repeat: 68a</i>
Mediation Strategies	
STRATEGIES TO EXPLAIN A NEW CONCEPT	
LINKING TO PREVIOUS KNOWLEDGE	
A1	
<i>No descriptors available</i>	
ADAPTING LANGUAGE	
A1	
<i>No descriptors available</i>	
BREAKING DOWN COMPLICATED INFORMATION	
A1	
<i>No descriptors available</i>	
STRATEGIES TO SIMPLIFY A TEXT	
AMPLIFYING A DENSE TEXT	
A1	
<i>No descriptors available</i>	
STREAMLINING A TEXT	
A1	
<i>No descriptors available</i>	

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Standards	TB Where Addressed
Communicative Language Competence	
General Linguistic Range	
GENERAL LINGUISTIC RANGE	
A1	
Has a very basic range of simple expressions about personal details and needs of a concrete type. Can use some basic structures in one-clause sentences with some omission or reduction of elements.	<i>Discuss:</i> 7a, 15a, 27a, 35a, 47a, 55a, 67a, 75a; <i>Ask and Answer:</i> 11a, 16a, 17a, 36a, 37a, 49a, 51a, 71a, 79a; <i>Grammar:</i> 9a, 11a, 17a, 19a, 29a, 31a, 37a, 39a, 49a, 51a, 57a, 59a, 69a, 71a, 77a, 79a
VOCABULARY RANGE	
A1	
Has a basic vocabulary repertoire of words and phrases related to particular concrete situations.	<i>Vocabulary:</i> 8a, 16a, 28a, 36a, 48a, 56a, 68a, 76a
GRAMMATICAL ACCURACY	
A1	
Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	<i>Grammar:</i> 9a, 11a, 17a, 19a, 29a, 31a, 37a, 39a, 49a, 51a, 57a, 59a, 69a, 71a, 77a, 79a
VOCABULARY CONTROL	
A1	
<i>No descriptors available</i>	
PHONOLOGICAL CONTROL	
OVERALL PHONOLOGICAL CONTROL	
A1	
Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned. Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	<i>Extra Support:</i> 12a, 32a, 40a, 52a
SOUND ARTICULATION	
A1	
Can reproduce sounds in the target language if carefully guided. Can articulate a limited number of sounds, so that speech is only intelligible if the interlocutor provides support (e.g. by repeating correctly and by eliciting repetition of new sounds).	<i>Phonics:</i> 12a, 20a, 32a, 40a, 52a, 60a, 72a, 80a

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Standards	TB Where Addressed
PROSODIC FEATURES	
A1	
Can use the prosodic features of a limited repertoire of simple words and phrases intelligibly, in spite of a very strong influence on stress, rhythm, and/or intonation from other language(s) he/she speaks; his/her interlocutor needs to be collaborative.	<i>Extra Support:</i> 12a, 28a, 32a, 40a, 52a; <i>Warm Up:</i> 11a, 63a
ORTHOGRAPHIC CONTROL	
A1	
Can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. Can spell his/her address, nationality and other personal details. Can use basic punctuation (e.g. full stops, question marks).	<i>Listen, Read, and Write:</i> 14a, 22a, 34a, 42a, 54a, 62a, 74a, 82a; <i>Write the Word:</i> 26a, 66a
Sociolinguistic	
SOCIOLINGUISTIC APPROPRIATENESS	
A1	
Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry etc.	<i>Warm Up:</i> 4a, 11a; <i>Sing and Rate:</i> 14a; <i>Listen and Read:</i> 11a
Pragmatic	
FLEXIBILITY	
A1	
<i>No descriptors available</i>	
TURNTAKING	
A1	
<i>No descriptors available</i>	
THEMATIC DEVELOPMENT	
*These three original descriptors also appear on the scale for Sustained monologue: putting a case.	
A1	
<i>No descriptors available</i>	
COHERENCE AND COHESION	
A1	
Can link words or groups of words with very basic linear connectors like 'and' or 'then'.	This standard is not covered in this edition of <i>Imagine</i> .

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Standards	TB Where Addressed
PROPOSITIONAL PRECISION	
A1	
Can communicate basic information about personal details and needs of a concrete type in a simple way.	<i>Draw and Ask: 9a;</i> <i>Describe: 28a;</i> <i>Act and Say: 36a, 37a;</i> <i>Remember and Say: 69a</i>
SPOKEN FLUENCY	
A1	
Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	<i>Listen and Chant: 9a, 17a, 29a, 37a, 49a, 57a, 69a, 77a;</i> <i>Discuss: 7a, 15a, 27a, 35a, 47a, 55a, 67a, 75a;</i> <i>Draw and Ask: 9a;</i> <i>Ask and Answer: 11a, 16a, 17a, 36a, 37a, 49a, 51a, 71a, 79a;</i> <i>Listen and Repeat: 8a, 16a, 28a, 36a, 48a, 56a, 68a, 76a</i>
Plurilingual and Pluricultural Competence	
BUILDING ON PLURICULTURAL REPERTOIRE	
Note: Descriptors marked with asterisk (**) represent a high level for B2. They may also be suitable for the C levels.	
A1	
Can recognise differing ways of numbering, measuring distance, telling the time, etc. even though he/she may have difficulty applying this in even simple everyday transactions of a concrete type.	<i>Warm Up: 30a, 51a</i>

Correlation to the Common European Framework of Reference for Languages; Level A1

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Standards	TB Where Addressed
<p>PLURILINGUAL COMPREHENSION</p> <p>Note: What is calibrated in this scale is the practical functional ability to exploit plurilingualism for comprehension. In any particular context, when specific languages are concerned, users may wish to complete the descriptor by specifying those languages, replacing the expressions underlined and in italic in the descriptor.</p> <p>For example the B1 descriptor</p> <p><i>Can deduce the message of a text by exploiting what he/she has understood from texts on the same theme written in different <u>languages</u> (e.g. news in brief, museum brochure, online reviews)</i></p> <p>might be presented as:</p> <p><i>Can deduce the message of a text in <u>German</u> by exploiting what he/she has understood from texts on the same theme written in <u>French and English</u> (e.g. news in brief, museum brochure, online reviews).</i></p>	
<p>A1</p> <p>Can recognise internationalisms and words common to <u>different languages</u> (e.g. Haus/hus/house) to:</p> <ul style="list-style-type: none"> - deduce the meaning of simple signs and notices; - identify the probable message of a short, simple, written text; - follow in outline short, simple social exchanges conducted very slowly and clearly in his/her presence; - deduce what people are trying to say directly to him/her, provided they speak very slowly and clearly, with repetition if necessary. 	<p>This standard is not covered in this edition of <i>Imagine</i>.</p>

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Standards	TB Where Addressed
<p>BUILDING ON PLURILINGUAL REPERTOIRE</p> <p>Note: What is calibrated in this scale is the practical functional ability to exploit plurilingualism. In any particular context, when specific languages are concerned, users may wish to complete the descriptor by specifying those languages, replacing the expressions underlined and in italic in the descriptor.</p> <p>For example the B2 descriptor</p> <p><i>Can make use of <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></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>	
A1	
Can use a very limited repertoire in <u>different languages</u> to conduct a very basic, concrete, everyday transaction with a collaborative interlocutor.	This standard is not covered in this edition of <i>Imagine</i> .

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