



**Correlation of**

***Imagine 6,***

**by Katherine Stannett/ Mary Charrington, © 2022,**

**ISBN: 9780357544396**

**to**

**Common European Framework of Reference for Languages**

**Level A2**

# Correlation to the Common European Framework of Reference for Languages; Level A2

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National Geographic Learning | Cengage

Standards	TB 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>Listen:</i> 8a, 16a, 28a, 36a, 48a, 56a, 68a, 76a; <i>Video:</i> 24a, 25a, 64a, 65a
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>Discuss:</i> 7a, 15a, 27a, 35a, 47a, 55a, 67a, 75a; <i>Listen:</i> 8a, 16a, 28a, 36a, 48a, 56a, 68a, 76a; <i>Video:</i> 24a, 25a, 64a, 65a
<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>Discuss:</i> 7a, 15a, 27a, 35a, 47a, 55a, 67a, 75a; <i>Groups:</i> 10a, 19a, 27a, 45a, 46a, 55a, 63a, 71a, 74a, 77a; <i>Agree/Disagree:</i> 11a, 18a, 78a
Can follow in outline short, simple social exchanges, conducted very slowly and clearly.	<i>Discuss:</i> 7a, 15a, 27a, 35a, 47a, 55a, 67a, 75a; <i>Groups:</i> 10a, 19a, 27a, 45a, 46a, 55a, 63a, 69a, 71a, 74a, 77a; <i>Pairs:</i> 15a, 18a, 51a, 57a, 59a
<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>Listen and Read:</i> 10a, 18a, 30a, 38a, 44a, 45a, 50a, 58a, 70a, 78a, 84a, 85a; <i>Video:</i> 24a, 25a, 64a, 65a; <i>Project:</i> 25a, 65a
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>Listen and Read:</i> 10a, 18a, 30a, 38a, 44a, 45a, 50a, 58a, 70a, 78a, 84a, 85a; <i>Video:</i> 24a, 25a, 64a, 65a; <i>Project:</i> 25a, 65a

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Standards	TB Where Addressed
<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.	<i>How-To:</i> 36a
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.	<i>How-To:</i> 36a
<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.	<i>Video:</i> 24a, 25a, 64a, 65a
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.	<i>Listen and Read:</i> 10a, 18a, 30a, 38a, 44a, 45a, 50a, 58a, 70a, 78a, 84a, 85a; <i>Video:</i> 24a, 25a, 64a, 65a
<b>Written Reception</b>	
<b>OVERALL READING COMPREHENSION</b>	
<b>A2</b>	
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> 10a, 18a, 30a, 38a, 44a, 45a, 50a, 58a, 70a, 78a, 84a, 85a
Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	<i>Reading:</i> 10a, 18a, 30a, 38a, 44a, 45a, 50a, 58a, 70a, 78a, 84a, 85a

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Standards	TB Where Addressed
<b>READING CORRESPONDENCE</b>	
<b>A2</b>	
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.	These descriptors are not directly addressed at this level of <i>Imagine</i> .
Can understand short simple personal letters. Can understand very simple formal emails and letters (e.g. confirmation of a booking or on-line purchase).	These descriptors are not directly addressed at this level of <i>Imagine</i> .
<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.).	<i>Travel Brochure: 80a</i>
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.	<i>Travel Brochure: 80a</i>
<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: 10a, 18a, 30a, 38a, 44a, 45a, 50a, 58a, 70a, 78a, 84a, 85a</i>

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Standards	TB Where Addressed
<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> 10a, 18a, 30a, 38a, 44a, 45a, 50a, 58a, 70a, 78a, 84a, 85a</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>How-To:</i> 36a</p>
<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><i>How-To:</i> 36a</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>Narrative:</i> 12a</p>

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Standards	TB Where Addressed
<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>Narrative:</i> 12a;  <i>Reading:</i> 10a, 18a, 30a, 38a, 44a, 45a, 50a, 58a, 70a, 78a, 84a, 85a</p>
<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 these descriptors exists. For example, see:  <i>Video:</i> 24a, 25a, 64a, 65a</p>
<p>Can follow changes of topic of factual TV news items, and form an idea of the main content.</p>	<p>The opportunity to address this descriptor exists. For example, see:  <i>Video:</i> 24a, 25a, 64a, 65a</p>
<b>Reception Strategies</b>	
<b>IDENTIFYING CUES AND INFERRING (SPOKEN &amp; WRITTEN)</b>	
<b>A2</b>	
<p>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.</p> <p>Can exploit his/her recognition of known words to deduce the meaning of unfamiliar words in short expressions used in routine everyday contexts.</p>	<p><i>Reading Strategy:</i> 38a;  <i>Context:</i> 20a, 58a</p>
<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><i>Reading Strategy:</i> 38a;  <i>Context:</i> 20a, 58a</p>

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Standards	TB Where Addressed
<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.	<i>Groups: 10a, 19a, 27a, 45a, 46a, 55a, 63a, 71a, 74a, 77a</i>
<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.	<i>Extension: 9a, 28a; Story: 13a; Discuss: 7a, 15a, 27a, 35a, 47a, 55a, 67a, 75a</i>
Can describe his/her family, living conditions, educational background, present or most recent job. Can describe people, places and possessions in simple terms. Can say what he/she is good at and not so good at (e.g. sports, games, skills, subjects). Can briefly talk about what he/she plans to do at the weekend or during the holidays.	<i>Extension: 9a, 28a; Story: 13a; Discuss: 7a, 15a, 27a, 35a, 47a, 55a, 67a, 75a</i>
<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 descriptor is not directly addressed at this level of <i>Imagine</i> .

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Standards	TB Where Addressed
<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>Likes/Dislike:</i> 15a, 27a, 55a, 67a
Can present his/her opinion in simple terms, provided listeners are patient.	<i>Opinion:</i> 24a, 40a, 49a
<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 descriptor is not directly addressed at this level of <i>Imagine</i> .
<b>ADDRESSING AUDIENCES</b>	
<b>A2</b>	
Can give a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans and actions. Can cope with a limited number of straightforward follow up questions.	<i>Project:</i> 25a, 65a
Can give a short, rehearsed, basic presentation on a familiar subject. Can answer straightforward follow up questions if he/she can ask for repetition and if some help with the formulation of his/her reply is possible.	<i>Project:</i> 25a, 65a
<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'.	<i>Teacher Tip:</i> 60a
<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).	<i>Writing:</i> 12a, 13a, 32a, 33a, 40a, 41a, 60a, 61a, 72a, 73a



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Standards	TB Where Addressed
<p>Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.</p> <p>Can write short, simple imaginary biographies and simple poems about people.</p> <p>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'.</p> <p>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).</p>	<p><i>Writing:</i> 12a, 13a, 32a, 33a, 40a, 41a, 73a, 73a;  <i>Teacher Tip:</i> 60a</p>
<b>WRITTEN REPORTS AND ESSAYS</b>	
<b>A2</b>	
<p>Can write simple texts on familiar subjects of interest, linking sentences with connectors like 'and,' 'because,' or 'then.'</p> <p>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.</p>	<p><i>Writing:</i> 20a, 21a, 72a, 73a;  <i>Teacher Tip:</i> 60a</p>
<b>Production Strategies</b>	
<b>PLANNING</b>	
<b>A2</b>	
<p>Can recall and rehearse an appropriate set of phrases from his/her repertoire.</p>	<p><i>Let's Talk:</i> 23a, 43a, 63a, 83a</p>
<b>COMPENSATING</b>	
<b>A2</b>	
<p>Can use an inadequate word from his/her repertoire and use gesture to clarify what he/she wants to say.</p>	<p><i>Gesture:</i> 27a</p>
<p>Can identify what he/she means by pointing to it (e.g. 'I'd like this, please').</p>	<p><i>Warm Up:</i> 9a</p>
<b>MONITORING AND REPAIR</b>	
<b>A2</b>	
<i>No descriptors available</i>	

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Standards	TB Where Addressed
<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>Discuss:</i> 7a, 15a, 27a, 35a, 47a, 55a, 67a, 75a; <i>Groups:</i> 10a, 19a, 27a, 45a, 46a, 55a, 63a, 69a, 71a, 74a, 77a; <i>Pairs:</i> 15a, 18a, 51a, 57a, 59a; <i>Ask and Answer:</i> 6a, 17a, 19a, 29a, 39a, 69a
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>Discuss:</i> 7a, 15a, 27a, 35a, 47a, 55a, 67a, 75a; <i>Groups:</i> 10a, 19a, 27a, 45a, 46a, 55a, 63a, 69a, 71a, 74a, 77a; <i>Pairs:</i> 15a, 18a, 51a, 57a, 59a; <i>Ask and Answer:</i> 6a, 17a, 19a, 29a, 39a, 69a
<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>Discuss:</i> 7a, 15a, 27a, 35a, 47a, 55a, 67a, 75a; <i>Groups:</i> 10a, 19a, 27a, 45a, 46a, 55a, 63a, 69a, 71a, 74a, 77a; <i>Pairs:</i> 15a, 18a, 51a, 57a, 59a; <i>Ask and Answer:</i> 6a, 17a, 19a, 29a, 39a, 69a
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>Discuss:</i> 7a, 15a, 27a, 35a, 47a, 55a, 67a, 75a; <i>Groups:</i> 10a, 19a, 27a, 45a, 46a, 55a, 63a, 69a, 71a, 74a, 77a; <i>Pairs:</i> 15a, 18a, 51a, 57a, 59a; <i>Ask and Answer:</i> 6a, 17a, 19a, 29a, 39a, 69a
<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>Discuss:</i> 7a, 15a, 27a, 35a, 47a, 55a, 67a, 75a; <i>Groups:</i> 10a, 19a, 27a, 45a, 46a, 55a, 63a, 69a, 71a, 74a, 77a; <i>Pairs:</i> 15a, 18a, 51a, 57a, 59a; <i>Social Contact:</i> 83a, 85a

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Standards	TB Where Addressed
<p>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.</p> <p>Can use simple everyday polite forms of greeting and address.</p> <p>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.</p> <p>Can make and respond to invitations, suggestions and apologies.</p> <p>Can express how he/she is feeling using very basic stock expressions.</p> <p>Can say what he/she likes and dislikes.</p>	<p><i>Discuss:</i> 7a, 15a, 27a, 35a, 47a, 55a, 67a, 75a</p> <p><i>Groups:</i> 10a, 19a, 27a, 45a, 46a, 55a, 63a, 69a, 71a, 74a, 77a;</p> <p><i>Pairs:</i> 15a, 18a, 51a, 57a, 59a;</p> <p><i>Social Contact:</i> 83a, 85a;</p> <p><i>Likes/Dislike:</i> 15a, 27a, 55a, 67a;</p> <p><i>Suggestions:</i> 18a, 23a, 57a, 63a</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><i>Discuss:</i> 7a, 15a, 27a, 35a, 47a, 55a, 67a, 75a;</p> <p><i>Groups:</i> 10a, 19a, 27a, 45a, 46a, 55a, 63a, 71a, 74a, 77a;</p> <p><i>Opinion:</i> 24a, 40a, 49a;</p> <p><i>Suggestions:</i> 18a, 23a, 57a, 63a;</p> <p><i>Agree/Disagree:</i> 11a, 18a, 78a</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><i>Discuss:</i> 7a, 15a, 27a, 35a, 47a, 55a, 67a, 75a;</p> <p><i>Groups:</i> 10a, 19a, 27a, 45a, 46a, 55a, 63a, 71a, 74a, 77a;</p> <p><i>Opinion:</i> 24a, 40a, 49a</p>
<b>FORMAL DISCUSSION (MEETINGS)</b>	
<b>A2</b>	
<p>Can generally follow changes of topic in formal discussion related to his/her field which is conducted slowly and clearly.</p> <p>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.</p>	<p><i>Discuss:</i> 7a, 15a, 27a, 35a, 47a, 55a, 67a, 75a;</p> <p><i>Groups:</i> 10a, 19a, 27a, 45a, 46a, 55a, 63a, 71a, 74a, 77a;</p> <p><i>Opinion:</i> 24a, 40a, 49a</p>
<p>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.</p>	<p><i>Discuss:</i> 7a, 15a, 27a, 35a, 47a, 55a, 67a, 75a;</p> <p><i>Groups:</i> 10a, 19a, 27a, 45a, 46a, 55a, 63a, 71a, 74a, 77a;</p> <p><i>Opinion:</i> 24a, 40a, 49a</p>

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Standards	TB Where Addressed
<b>GOAL-ORIENTED CO-OPERATION (E.G. ASSEMBLING A FURNITURE KIT, DISCUSSING A DOCUMENT, ORGANISING AN EVENT ETC.)</b>	
<b>A2</b>	
Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand. Can discuss what to do next, making and responding to suggestions, asking for and giving directions.	<i>Discuss:</i> 7a, 15a, 27a, 35a, 47a, 55a, 67a, 75a; <i>Groups:</i> 10a, 19a, 27a, 45a, 46a, 55a, 63a, 71a, 74a, 77a; <i>Suggestions:</i> 18a, 23a, 57a, 63a
Can indicate when he/she is following and can be made to understand what is necessary, if the speaker takes the trouble. Can communicate in simple and routine tasks using simple phrases to ask for and provide things, to get simple information and to discuss what to do next.	<i>Discuss:</i> 7a, 15a, 27a, 35a, 47a, 55a, 67a, 75a; <i>Groups:</i> 10a, 19a, 27a, 45a, 46a, 55a, 63a, 71a, 74a, 77a
<b>OBTAINING GOODS AND SERVICES</b>	
<b>A2</b>	
Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping. Can interact in predictable everyday situations (e.g. a post office, a station, a shop), using a wide range of simple words and expressions. Can get all the information needed from a tourist office, as long as it is of a straightforward, non-specialised nature.	23a
Can ask for and provide everyday goods and services. Can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets. Can ask about things and make simple transactions in shops, post offices or banks. Can give and receive information about quantities, numbers, prices etc. Can make simple purchases by stating what is wanted and asking the price. Can order a meal. Can say when something is wrong, e.g. 'The food is cold' or 'There is no light in my room.' Can ask (face-to-face) for a medical appointment and understand the reply. Can indicate the nature of a problem to a health professional, perhaps using gestures and body language.	23a

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Standards	TB Where Addressed
<b>INFORMATION EXCHANGE</b>	
<b>A2</b>	
Can understand enough to manage simple, routine exchanges without undue effort. Can deal with practical everyday demands: finding out and passing on straightforward factual information. Can ask and answer questions about habits and routines. Can ask and answer questions about pastimes and past activities. Can ask and answer questions about plans and intentions. Can give and follow simple directions and instructions e.g. explain how to get somewhere.	<i>Discuss:</i> 7a, 15a, 27a, 35a, 47a, 55a, 67a, 75a; <i>Groups:</i> 10a, 19a, 27a, 45a, 46a, 55a, 63a, 69a, 71a, 74a, 77a; <i>Pairs:</i> 15a, 18a, 51a, 57a, 59a; <i>Ask and Answer:</i> 6a, 17a, 19a, 29a, 39a, 69a
Can communicate in simple and routine tasks requiring a simple and direct exchange of information. Can exchange limited information on familiar and routine operational matters. Can ask and answer questions about what they do at work and in free time. Can ask for and give directions referring to a map or plan. Can ask for and provide personal information. 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.	<i>Discuss:</i> 7a, 15a, 27a, 35a, 47a, 55a, 67a, 75a; <i>Groups:</i> 10a, 19a, 27a, 45a, 46a, 55a, 63a, 69a, 71a, 74a, 77a; <i>Pairs:</i> 15a, 18a, 51a, 57a, 59a; <i>Ask and Answer:</i> 6a, 17a, 19a, 29a, 39a, 69a
<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.	<i>Extension:</i> 51a, 60a; <i>Extra Challenge:</i> 52a
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.	<i>Extension:</i> 51a, 60a; <i>Extra Challenge:</i> 52a
<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 descriptor is not directly addressed at this level of <i>Imagine</i> .

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Standards	TB Where Addressed
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.	These descriptors are not directly addressed at this level of <i>Imagine</i> .
<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.	<i>Teacher Tip:</i> 60a, 72a; <i>Notes:</i> 75a; <i>Extra Support:</i> 44a, 84a
<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 descriptor is not directly addressed at this level of <i>Imagine</i> .
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).	These descriptors are not directly addressed at this level of <i>Imagine</i> .
<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 descriptor is not directly addressed at this level of <i>Imagine</i> .
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.	<i>Teacher Tip:</i> 60a, 72a; <i>Notes:</i> 75a; <i>Extra Support:</i> 44a, 84a

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Standards	TB Where Addressed
<b>Online Interaction</b>	
<b>ONLINE CONVERSATION AND DISCUSSION</b>	
<b>A2</b>	
<p>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.</p> <p>Can make short descriptive online postings about everyday matters, social activities and feelings, with simple key details.</p> <p>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.</p>	These descriptors are not directly addressed at this level of <i>Imagine</i> .
<p>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).</p> <p>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.</p>	These descriptors are not directly addressed at this level of <i>Imagine</i> .
<b>GOAL-ORIENTED ONLINE TRANSACTIONS AND COLLABORATION</b>	
<b>A2</b>	
<p>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.).</p> <p>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.</p>	These descriptors are not directly addressed at this level of <i>Imagine</i> .
<p>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.</p> <p>Can ask basic questions about the availability of a product or feature.</p> <p>Can respond to simple instructions and ask simple questions in order to accomplish a shared task online with the help of a supportive interlocutor.</p>	These descriptors are not directly addressed at this level of <i>Imagine</i> .

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Standards	TB Where Addressed
<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.	<i>Discuss:</i> 7a, 15a, 27a, 35a, 47a, 55a, 67a, 75a; <i>Groups:</i> 10a, 19a, 27a, 45a, 46a, 55a, 63a, 69a, 71a, 74a, 77a; <i>Pairs:</i> 15a, 18a, 51a, 57a, 59a; <i>Social Contact:</i> 83a, 85a
Can ask for attention.	This descriptor is not directly addressed at this level of <i>Imagine</i> .
<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> .	
<b>A2</b>	
Can indicate when he/she is following.	This descriptor is not directly addressed at this level of <i>Imagine</i> .
<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.	These descriptors are not directly addressed at this level of <i>Imagine</i> .
Can say he/she didn't follow. Can signal non-understanding and ask for a word to be spelt out.	These descriptors are not directly addressed at this level of <i>Imagine</i> .
<b>Mediation Activities</b>	
<b>OVERALL MEDIATION</b>	
<b>A2</b>	
Can play a supportive role in interaction, provided that other participants speak slowly and that one or more of them helps him/her to contribute and to express his/her suggestions. Can convey relevant information contained in clearly structured, short, simple, informational texts, provided that the texts concern concrete, familiar subjects and are formulated in simple everyday language.	<i>Discuss:</i> 7a, 15a, 27a, 35a, 47a, 55a, 67a, 75a; <i>Reading:</i> 10a, 18a, 30a, 38a, 44a, 45a, 50a, 58a, 70a, 78a, 84a, 85a



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Standards	TB Where Addressed
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.	<i>Reading:</i> 10a, 18a, 30a, 38a, 44a, 45a, 50a, 58a, 70a, 78a, 84a, 85a
<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.	These descriptors are not directly addressed at this level of <i>Imagine</i> .
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.	These descriptors are not directly addressed at this level of <i>Imagine</i> .
<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.	This descriptor is not directly addressed at this level of <i>Imagine</i> .
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.	These descriptors are not directly addressed at this level of <i>Imagine</i> .
<b>EXPLAINING DATA IN SPEECH (E.G. IN GRAPHS, DIAGRAMS, CHARTS ETC.)</b>	
<b>A2</b>	
Can interpret and describe (in Language B) simple visuals on familiar topics (e.g. a weather map, a basic flow chart) (with text in Language A), even though pauses, false starts and reformulation may be very evident in speech.	This descriptor is not directly addressed at this level of <i>Imagine</i> .

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Standards	TB Where Addressed
<b>EXPLAINING DATA IN WRITING (E.G. IN GRAPHS, DIAGRAMS, CHARTS ETC.)</b>	
<b>A2</b>	
<i>No descriptors available</i>	
<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.	These descriptors are not directly addressed at this level of <i>Imagine</i> .
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.	This descriptor is not directly addressed at this level of <i>Imagine</i> .
<b>PROCESSING TEXT IN WRITING</b>	
<b>A2</b>	
Can list as a series of bullet points (in Language B) the relevant information contained in short simple texts (in Language A), provided that the texts concern concrete, familiar subjects and are written in simple everyday language. Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.	These descriptors are not directly addressed at this level of <i>Imagine</i> .
Can use simple language to render in (Language B) very short texts written in (Language A) on familiar and everyday themes that contain the highest frequency vocabulary; despite errors, the text remains comprehensible. Can copy out short texts in printed or clearly hand-written format.	These descriptors are not directly addressed at this level of <i>Imagine</i> .
<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).	This descriptor is not directly addressed at this level of <i>Imagine</i> .

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Standards	TB Where Addressed
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).	These descriptors are not directly addressed at this level of <i>Imagine</i> .
<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.	This descriptor is not directly addressed at this level of <i>Imagine</i> .
<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>Teacher Tip:</i> 60a, 72a; <i>Notes:</i> 75a; <i>Extra Support:</i> 44a, 84a
<b>EXPRESSING A PERSONAL RESPONSE TO CREATIVE TEXTS (INCLUDING LITERATURE)</b>	
<b>A2</b>	
Can express his/her reactions to a work, reporting his/her feelings and ideas in simple language. Can describe a character's feelings and explain the reasons for them. Can say in simple language which aspects of a work especially interested him/her. Can say whether he/she liked a work or not and explain why in simple language. Can select simple passages he/she particularly likes from work of literature to use as quotes.	<i>Extension 1:</i> 78a
<b>ANALYSIS AND CRITICISM OF CREATIVE TEXTS (INCLUDING LITERATURE)</b>	
<b>A2</b>	
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 descriptor is not directly addressed at this level of <i>Imagine</i> .

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Standards	TB 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.	<i>Discuss:</i> 7a, 15a, 27a, 35a, 47a, 55a, 67a, 75a; <i>Groups:</i> 10a, 19a, 27a, 45a, 46a, 55a, 63a, 69a, 71a, 74a, 77a; <i>Pairs:</i> 15a, 18a, 51a, 57a, 59a; <i>Ask and Answer:</i> 6a, 17a, 19a, 29a, 39a, 69a
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.	<i>Discuss:</i> 7a, 15a, 27a, 35a, 47a, 55a, 67a, 75a; <i>Groups:</i> 10a, 19a, 27a, 45a, 46a, 55a, 63a, 69a, 71a, 74a, 77a; <i>Pairs:</i> 15a, 18a, 51a, 57a, 59a; <i>Ask and Answer:</i> 6a, 17a, 19a, 29a, 39a, 69a
<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.	<i>Discuss:</i> 7a, 15a, 27a, 35a, 47a, 55a, 67a, 75a; <i>Groups:</i> 10a, 19a, 27a, 45a, 46a, 55a, 63a, 69a, 71a, 74a, 77a; <i>Pairs:</i> 15a, 18a, 51a, 57a, 59a; <i>Ask and Answer:</i> 6a, 17a, 19a, 29a, 39a, 69a; <i>Project:</i> 25a, 65a
Can make simple remarks and pose occasional questions to indicate that he/she is following. Can make suggestions in a simple way in order to move the discussion forward.	<i>Discuss:</i> 7a, 15a, 27a, 35a, 47a, 55a, 67a, 75a; <i>Groups:</i> 10a, 19a, 27a, 45a, 46a, 55a, 63a, 69a, 71a, 74a, 77a; <i>Pairs:</i> 15a, 18a, 51a, 57a, 59a; <i>Ask and Answer:</i> 6a, 17a, 19a, 29a, 39a, 69a; <i>Project:</i> 25a, 65a
<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 descriptor is not directly addressed at this level of <i>Imagine</i> .
<b>ENCOURAGING CONCEPTUAL TALK</b>	
<b>A2</b>	
Can ask what somebody thinks of a certain idea.	<i>Discuss:</i> 7a, 15a, 27a, 35a, 47a, 55a, 67a, 75a; <i>Ask and Answer:</i> 6a, 17a, 19a, 29a, 39a, 69a

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Standards	TB 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.	<i>Discuss:</i> 7a, 15a, 27a, 35a, 47a, 55a, 67a, 75a; <i>Groups:</i> 10a, 19a, 27a, 45a, 46a, 55a, 63a, 69a, 71a, 74a, 77a; <i>Pairs:</i> 15a, 18a, 51a, 57a, 59a; <i>Project:</i> 25a, 65a
<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.	This descriptor is not directly addressed at this level of <i>Imagine</i> .
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.	This descriptor is not directly addressed at this level of <i>Imagine</i> .
<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.	<i>Agree/Disagree:</i> 11a, 18a, 78a
<b>Mediation Strategies</b>	
<b>STRATEGIES TO EXPLAIN A NEW CONCEPT</b>	
<b>LINKING TO PREVIOUS KNOWLEDGE</b>	
<b>A2</b>	
<i>No descriptors available</i>	
<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.	This descriptor is not directly addressed at this level of <i>Imagine</i> .
<b>BREAKING DOWN COMPLICATED INFORMATION</b>	
<b>A2</b>	
<i>No descriptors available</i>	

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Standards	TB Where Addressed
<b>STRATEGIES TO SIMPLIFY A TEXT</b>	
<b>AMPLIFYING A DENSE TEXT</b>	
<b>A2</b>	
<i>No descriptors available</i>	
<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.	13a, 16a, 21a, 33a, 45a, 53a, 73a
<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.	<i>Discuss:</i> 7a, 15a, 27a, 35a, 47a, 55a, 67a, 75a; <i>Ask and Answer:</i> 6a, 17a, 19a, 29a, 39a, 69a; <i>Grammar:</i> 9a, 11a, 17a, 19a, 29a, 31a, 37a, 39a, 49a, 51a, 57a, 59a, 69a, 71a, 77a, 79a
Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information. Can use basic sentence patterns and communicate with memorised phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc. Has a limited repertoire of short memorised phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.	<i>Discuss:</i> 7a, 15a, 27a, 35a, 47a, 55a, 67a, 75a; <i>Ask and Answer:</i> 6a, 17a, 19a, 29a, 39a, 69a; <i>Grammar:</i> 9a, 11a, 17a, 19a, 29a, 31a, 37a, 39a, 49a, 51a, 57a, 59a, 69a, 71a, 77a, 79a; <i>Let's Talk:</i> 23a, 43a, 63a, 83a
<b>VOCABULARY RANGE</b>	
<b>A2</b>	
Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	<i>Vocabulary:</i> 8a, 16a, 28a, 36a, 48a, 56a, 68a, 76a
Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	<i>Vocabulary:</i> 8a, 16a, 28a, 36a, 48a, 56a, 68a, 76a

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Standards	TB 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>Grammar:</i> 9a, 11a, 17a, 19a, 29a, 31a, 37a, 39a, 49a, 51a, 57a, 59a, 69a, 71a, 77a, 79a
<b>VOCABULARY CONTROL</b>	
<b>A2</b>	
Can control a narrow repertoire dealing with concrete everyday needs.	<i>Grammar:</i> 9a, 11a, 17a, 19a, 29a, 31a, 37a, 39a, 49a, 51a, 57a, 59a, 69a, 71a, 77a, 79a; <i>Vocabulary:</i> 8a, 16a, 28a, 36a, 48a, 56a, 68a, 76a; <i>Let's Talk:</i> 23a, 43a, 63a, 83a
<b>PHONOLOGICAL CONTROL</b>	
<b>OVERALL PHONOLOGICAL CONTROL</b>	
<b>A2</b>	
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.	<i>Let's Talk:</i> 83a
<b>SOUND ARTICULATION</b>	
<b>A2</b>	
Pronunciation is generally intelligible when communicating in simple everyday situations, provided the interlocutor makes an effort to understand specific sounds. Systematic mispronunciation of phonemes does not hinder intelligibility, provided the interlocutor makes an effort to recognise and adjust to the influence of the speaker's language background on pronunciation.	<i>Let's Talk:</i> 83a
<b>PROSODIC FEATURES</b>	
<b>A2</b>	
Can use the prosodic features of everyday words and phrases intelligibly, in spite of a strong influence on stress, intonation and/or rhythm from other language(s) he/she speaks. Prosodic features (e.g. word stress) are adequate for familiar, everyday words and simple utterances.	<i>Let's Talk:</i> 83a

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Standards	TB Where Addressed
<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.	<i>Complete the Text:</i> 8a, 16a, 28a, 66a
<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.	<i>Discuss:</i> 7a, 15a, 27a, 35a, 47a, 55a, 67a, 75a; <i>Groups:</i> 10a, 19a, 27a, 45a, 46a, 55a, 63a, 71a, 74a, 77a; <i>Opinion:</i> 24a, 40a, 49a; <i>Ask and Answer:</i> 6a, 17a, 19a, 29a, 39a, 69a
Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, suggestions, apologies etc.	<i>Social Contact:</i> 83a, 85a
<b>Pragmatic</b>	
<b>FLEXIBILITY</b>	
<b>A2</b>	
Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. Can expand learned phrases through simple recombinations of their elements.	<i>Social Contact:</i> 83a, 85a; <i>Let's Talk:</i> 23a, 43a, 63a, 83a
<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>Discuss:</i> 7a, 15a, 27a, 35a, 47a, 55a, 67a, 75a; <i>Groups:</i> 10a, 19a, 27a, 45a, 46a, 55a, 63a, 69a, 71a, 74a, 77a; <i>Pairs:</i> 15a, 18a, 51a, 57a, 59a; <i>Social Contact:</i> 83a, 85a
Can ask for attention.	This descriptor is not directly addressed at this level of <i>Imagine</i> .



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Standards	TB Where Addressed
<b>THEMATIC DEVELOPMENT</b>	
*These three original descriptors also appear on the scale for Sustained monologue: putting a case.	
<b>A2</b>	
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.'	<i>Story:</i> 13a; <i>Discuss:</i> 7a, 15a, 27a, 35a, 47a, 55a, 67a, 75a
<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.	<i>Teacher Tip:</i> 60a
Can link groups of words with simple connectors like 'and', 'but' and 'because'.	<i>Teacher Tip:</i> 60a
<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.	<i>Discuss:</i> 7a, 15a, 27a, 35a, 47a, 55a, 67a, 75a; <i>Groups:</i> 10a, 19a, 27a, 45a, 46a, 55a, 63a, 71a, 74a, 77a; <i>Pairs:</i> 15a, 18a, 51a, 57a, 59a; <i>Ask and Answer:</i> 6a, 17a, 19a, 29a, 39a, 69a
<b>SPOKEN FLUENCY</b>	
<b>A2</b>	
Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.	<i>Discuss:</i> 7a, 15a, 27a, 35a, 47a, 55a, 67a, 75a; <i>Groups:</i> 10a, 19a, 27a, 45a, 46a, 55a, 63a, 71a, 74a, 77a; <i>Pairs:</i> 15a, 18a, 51a, 57a, 59a; <i>Ask and Answer:</i> 6a, 17a, 19a, 29a, 39a, 69a
Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.	<i>Discuss:</i> 7a, 15a, 27a, 35a, 47a, 55a, 67a, 75a; <i>Groups:</i> 10a, 19a, 27a, 45a, 46a, 55a, 63a, 71a, 74a, 77a; <i>Pairs:</i> 15a, 18a, 51a, 57a, 59a; <i>Ask and Answer:</i> 6a, 17a, 19a, 29a, 39a, 69a; <i>Let's Talk:</i> 23a, 43a, 63a, 83a

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Standards	TB Where Addressed
<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>	
<p>Can recognise and apply basic cultural conventions associated with everyday social exchanges (for example different greetings rituals).</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p><i>Social Contact:</i> 83a, 85a; <i>Let's Talk:</i> 23a, 43a, 63a, 83a</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)</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>	
<b>A2</b>	
<p>Can understand short, clearly articulated spoken announcements by piecing together what he/she understands from the available versions in <u>different languages</u>.</p> <p>Can understand short, clearly written messages and instructions by piecing together what he/she understands from the versions in <u>different languages</u>.</p> <p>Can use simple warnings, instructions and product information given in parallel <u>in different languages</u> to find relevant information.</p>	<p>These descriptors are not directly addressed at this level of <i>Imagine</i>.</p>

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Standards	TB 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 style="padding-left: 40px;"><i>Can make use of <u>different languages in his/her plurilingual repertoire</u> during collaborative interaction, in order to clarify the nature of a task, the main steps, the decisions to be taken, the outcomes expected.</i></p> <p>might be presented as:</p> <p style="padding-left: 40px;"><i>Can make use of English, Spanish and French during collaborative interaction, in order to clarify the nature of a task, the main steps, the decisions to be taken, the outcomes expected.</i></p> <p>Descriptors marked with asterisk (**) represent a high level for B2. They may also be suitable for the C levels.</p>	
<p><b>A2</b></p> <p>Can mobilise his/her limited repertoire in <u>different languages</u> in order to explain a problem or to ask for help or clarification.</p> <p>Can use words and phrases from <u>different languages in his/her plurilingual repertoire</u> to conduct a simple, practical transaction or information exchange.</p> <p>Can use a word from <u>another language in his/her plurilingual repertoire</u> to make him/herself understood in a routine everyday situation, when he/she cannot think of an adequate expression in the language being spoken.</p>	<p>These descriptors are not directly addressed at this level of <i>Imagine</i>.</p>

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