



**Correlation of**  
***Imagine 3,***  
**by Rachel Wilson/ Daniel Barber, © 2022,**  
**ISBN: 9780357544365**

**to**

**Common European Framework of Reference for Languages  
Levels Pre-A1 to A1**

**Correlation to the Common European Framework of Reference for Languages; Levels Pre-A1 to A1**  
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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>Pre-A1</b>	
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, 9a, 12a, 17a, 20a, 29a, 32a, 37a, 40a, 49a, 57a, 69a, 77a; <i>Listen and Point:</i> 4a, 8a, 16a, 28a, 36a, 40a, 48a, 56a, 68a, 76a; <i>Vocabulary:</i> 8a, 16a, 28a, 36a, 48a, 56a, 68a, 76a; <i>Numbers:</i> 6a, 31a, 63a; <i>Days of Week:</i> 69a
<b>A1</b>	
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 Chant:</i> 5a, 9a, 12a, 17a, 20a, 29a, 32a, 37a, 40a, 49a, 57a, 69a, 77a; <i>Listen and Read:</i> 11a, 17a, 19a, 29a, 30a, 38a, 39a, 49a, 50a, 51a, 57a, 58a, 59a, 69a, 70a, 71a, 77a, 78a, 79a
<b>UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS</b>	
<b>Pre-A1</b>	
<i>No Descriptor Available</i>	
<b>A1</b>	
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>Say:</i> 5a, 9a, 16a, 28a, 29a, 36a, 37a, 49a, 51a, 56a, 57a, 68a, 69a, 71a, 76a, 77a, 79a
<b>LISTENING AS A MEMBER OF A LIVE AUDIENCE</b>	
<b>Pre-A1</b>	
<i>No Descriptor Available</i>	
<b>A1</b>	
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>Video:</i> 24a, 25a, 64a, 65a; <i>Listen and Read:</i> 11a, 17a, 19a, 29a, 30a, 38a, 39a, 49a, 50a, 51a, 57a, 58a, 59a, 69a, 70a, 71a, 77a, 78a, 79a

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Standards	TB Where Addressed
<b>LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS</b>	
<b>Pre-A1</b>	
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.	68a
<b>A1</b>	
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.	68a
<b>LISTENING TO AUDIO MEDIA AND RECORDINGS</b>	
<b>Pre-A1</b>	
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, 9a, 12a, 17a, 20a, 29a, 32a, 37a, 40a, 49a, 57a, 69a, 77a; <i>Listen and Read:</i> 11a, 17a, 19a, 29a, 30a, 38a, 39a, 49a, 50a, 51a, 57a, 58a, 59a, 69a, 70a, 71a, 77a, 78a, 79a <i>Video:</i> 24a, 25a, 64a, 65a
<b>A1</b>	
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 Chant:</i> 5a, 9a, 12a, 17a, 20a, 29a, 32a, 37a, 40a, 49a, 57a, 69a, 77a; <i>Listen and Read:</i> 11a, 17a, 19a, 29a, 30a, 38a, 39a, 49a, 50a, 51a, 57a, 58a, 59a, 69a, 70a, 71a, 77a, 78a, 79a <i>Video:</i> 24a, 25a, 64a, 65a
<b>Written Reception</b>	
<b>OVERALL READING COMPREHENSION</b>	
<b>Pre-A1</b>	
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, 44a, 45a, 50a, 58a, 70a, 78a, 84a, 85a
<b>A1</b>	
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

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<b>READING CORRESPONDENCE</b>	
<b>Pre-A1</b>	
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> .
<b>A1</b>	
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> .
<b>READING FOR ORIENTATION</b>	
<b>Pre-A1</b>	
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.	<i>Extension: 62a</i>
<b>A1</b>	
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.).	These descriptors are not directly addressed at this level of <i>Imagine</i> .
<b>READING FOR INFORMATION AND ARGUMENT</b>	
<b>Pre-A1</b>	
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: 10a, 18a, 30a, 38a, 44a, 45a, 50a, 58a, 70a, 78a, 84a, 85a</i>

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Standards	TB Where Addressed
<b>A1</b>	
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
<b>READING INSTRUCTIONS</b>	
<b>Pre-A1</b>	
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.	<i>Extension:</i> 62a
<b>A1</b>	
Can follow short, simple written directions (e.g. to go from X to Y).	62a
<b>READING AS A LEISURE ACTIVITY</b>	
<b>Pre-A1</b>	
<i>No descriptors available</i>	
<b>A1</b>	
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
<b>Audio-Visual Reception</b>	
<b>WATCHING TV, FILM AND VIDEO</b>	
<b>Pre-A1</b>	
<i>No descriptors available</i>	
<b>A1</b>	
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
<b>Reception Strategies</b>	
<b>IDENTIFYING CUES AND INFERRING (SPOKEN &amp; WRITTEN)</b>	
<b>Pre-A1</b>	
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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<b>A1</b>	
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
<b>Production</b>	
<b>Spoken Production</b>	
<b>OVERALL SPOKEN PRODUCTION</b>	
<b>Pre-A1</b>	
Can produce short phrases about themselves, giving basic personal information (e.g. name, address, family, nationality).	<i>Say:</i> 29a, 37a, 49a, 51a, 68a, 76a, 77a
<b>A1</b>	
Can produce simple mainly isolated phrases about people and places.	<i>Say:</i> 5a, 9a, 16a, 28a, 29a, 36a, 37a, 49a, 51a, 56a, 57a, 68a, 69a, 71a, 76a, 77a, 79a
<b>Spoken Production</b>	
<b>SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE</b>	
<b>Pre-A1</b>	
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.	<i>Say:</i> 29a, 37a, 49a, 51a, 68a, 76a, 77a
<b>A1</b>	
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.	<i>Say:</i> 29a, 37a, 49a, 51a, 68a, 76a, 77a
<b>SUSTAINED MONOLOGUE: GIVING INFORMATION</b>	
<b>Pre-A1</b>	
<i>No descriptors available</i>	
<b>A1</b>	
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>Draw and Color:</i> 7a, 27a, 35a <i>Extension:</i> 28a, 45a
<b>SUSTAINED MONOLOGUE: PUTTING A CASE (E.G. IN A DEBATE)</b>	
<b>Pre-A1</b>	
<i>No descriptors available</i>	

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<b>A1</b>	
<i>No descriptors available</i>	
<b>PUBLIC ANNOUNCEMENTS</b>	
<b>Pre-A1</b>	
<i>No descriptors available</i>	
<b>A1</b>	
<i>No descriptors available</i>	
<b>ADDRESSING AUDIENCES</b>	
<b>Pre-A1</b>	
<i>No descriptors available</i>	
<b>A1</b>	
Can read a very short, rehearsed statement – e.g. to introduce a speaker, propose a toast.	This descriptor is not directly addressed at this level of <i>Imagine</i> .
<b>Written Production</b>	
<b>OVERALL WRITTEN PRODUCTION</b>	
<b>Pre-A1</b>	
Can give basic personal information in writing (e.g. name, address, nationality), perhaps with the use of a dictionary.	The opportunity to address this descriptor exists. For example, see: <i>Listen, Read, and Write</i> : 14a, 22a, 34a, 42a, 54a, 62a, 74a, 82a
<b>A1</b>	
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</i> : 14a, 22a, 34a, 42a, 54a, 62a, 74a, 82a
<b>CREATIVE WRITING</b>	
<b>Pre-A1</b>	
<i>No descriptors available</i>	
<b>A1</b>	
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

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<b>WRITTEN REPORTS AND ESSAYS</b>	
<b>Pre-A1</b>	
<i>No descriptors available</i>	
<b>A1</b>	
<i>No descriptors available</i>	
<b>Production Strategies</b>	
<b>PLANNING</b>	
<b>Pre-A1</b>	
<i>No descriptors available</i>	
<b>A1</b>	
<i>No descriptors available</i>	
<b>COMPENSATING</b>	
<b>Pre-A1</b>	
Can point to something and ask what it is.	This descriptor is not directly addressed at this level of <i>Imagine</i> .
<b>A1</b>	
Can use gesture to support simple words in expressing a need.	This descriptor is not directly addressed at this level of <i>Imagine</i> .
<b>MONITORING AND REPAIR</b>	
<b>Pre-A1</b>	
<i>No descriptors available</i>	
<b>A1</b>	
<i>No descriptors available</i>	
<b>Interaction Activities</b>	
<b>Spoken Interaction</b>	
<b>OVERALL SPOKEN INTERACTION</b>	
<b>Pre-A1</b>	
Can ask and answer questions about him/herself and daily routines, using short, formulaic expressions and relying on gestures to reinforce the information.	Say: 29a, 37a, 49a, 51a, 68a, 76a
<b>A1</b>	
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.	Say: 5a, 9a, 16a, 28a, 36a, 49a, 56a, 57a, 69a, 71a, 79a



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<b>UNDERSTANDING AN INTERLOCUTOR</b>	
<b>Pre-A1</b>	
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.	Say: 5a, 9a, 16a, 28a, 36a, 49a, 56a, 57a, 69a, 71a, 79a; Vocabulary: 8a, 16a, 28a, 36a, 48a, 56a, 68a, 76a
<b>A1</b>	
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.	Say: 5a, 9a, 16a, 28a, 29a, 36a, 37a, 49a, 51a, 56a, 57a, 68a, 69a, 71a, 76a, 77a, 79a
<b>CONVERSATION</b>	
<b>Pre-A1</b>	
Can understand and use some basic, formulaic expressions such as 'Yes,' 'No,' 'Excuse me,' 'Please,' 'Thank you,' 'No thank you,' 'Sorry.' Can recognise simple greetings. Can greet people, say his/her name and take leave of them.	Say: 5a, 9a, 16a, 28a, 36a, 49a, 56a, 57a, 69a, 71a, 79a
<b>A1</b>	
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.	Say: 5a, 9a, 16a, 28a, 29a, 36a, 37a, 49a, 51a, 56a, 57a, 68a, 69a, 71a, 76a, 77a, 79a
<b>INFORMAL DISCUSSION (WITH FRIENDS)</b>	
<b>Pre-A1</b>	
No descriptors available	

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<b>A1</b>	
Can exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly and directly.	<i>Find and Say: 77a;</i> <i>Warm Up: 78a;</i> <i>Say: 85a</i>
<b>FORMAL DISCUSSION (MEETINGS)</b>	
<b>Pre-A1</b>	
<i>No descriptors available</i>	
<b>A1</b>	
<i>No descriptors available</i>	
<b>GOAL-ORIENTED CO-OPERATION (E.G. ASSEMBLING A FURNITURE KIT, DISCUSSING A DOCUMENT, ORGANISING AN EVENT ETC.)</b>	
<b>Pre-A1</b>	
<i>No descriptors available</i>	
<b>A1</b>	
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>Say: 5a, 9a, 16a, 28a, 36a, 49a, 56a, 57a, 69a, 71a, 79a;</i> <i>Directions: 62a</i>
<b>OBTAINING GOODS AND SERVICES</b>	
<b>Pre-A1</b>	
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> .
<b>A1</b>	
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> .

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<b>INFORMATION EXCHANGE</b>	
<b>Pre-A1</b>	
Can tell people his/her name and ask other people their name. 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.	<i>Play:</i> 49a; <i>Say:</i> 51a; <i>Numbers:</i> 6a, 31a, 63a; <i>Days of Week:</i> 69a; <i>Birthday:</i> 63a
<b>A1</b>	
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>Say:</i> 5a, 9a, 16a, 28a, 36a, 49a, 56a, 57a, 69a, 71a, 79a; <i>Directions:</i> 62a; <i>Numbers:</i> 6a, 31a, 63a; <i>Time Phrases:</i> 37a; <i>Colors:</i> 18a
<b>INTERVIEWING AND BEING INTERVIEWED</b>	
<b>Pre-A1</b>	
<i>No descriptors available</i>	
<b>A1</b>	
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>Wrap Up:</i> 54a, 79a; <i>Extra Challenge:</i> 57a; <i>Extension:</i> 70a, 77a
<b>USING TELECOMMUNICATIONS</b>	
<b>Pre-A1</b>	
<i>No descriptors available</i>	

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<b>A1</b>	
<i>No descriptors available</i>	
<b>Written Interaction</b>	
<b>OVERALL WRITTEN INTERACTION</b>	
<b>Pre-A1</b>	
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.	The opportunity to address this descriptor exists. For example, see: <i>Listen, Read, and Write</i> : 14a, 22a, 34a, 42a, 54a, 62a, 74a, 82a
<b>A1</b>	
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
<b>CORRESPONDENCE</b>	
<b>Pre-A1</b>	
Can write short phrases and sentences giving basic personal information with reference to a dictionary.	The opportunity to address this descriptor exists. For example, see: <i>Listen, Read, and Write</i> : 14a, 22a, 34a, 42a, 54a, 62a, 74a, 82a
<b>A1</b>	
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.	These descriptors are not directly addressed at this level of <i>Imagine</i> .
<b>NOTES, MESSAGES &amp; FORMS</b>	
<b>Pre-A1</b>	
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> .
<b>A1</b>	
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> .

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Standards	TB Where Addressed
<b>Online Interaction</b>	
<b>ONLINE CONVERSATION AND DISCUSSION</b>	
<b>Pre-A1</b>	
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> .
<b>A1</b>	
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> .
<b>GOAL-ORIENTED ONLINE TRANSACTIONS AND COLLABORATION</b>	
<b>Pre-A1</b>	
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> .
<b>A1</b>	
Can complete a very simple online purchase or application, providing basic personal information (such as name, e-mail address or telephone number).	This descriptor is not directly addressed at this level of <i>Imagine</i> .
<b>Interaction Strategies</b>	
<b>TAKING THE FLOOR (TURNTAKING)</b>	
<b>Pre-A1</b>	
<i>No descriptors available</i>	
<b>A1</b>	
<i>No descriptors available</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>Pre-A1</b>	
<i>No descriptors available</i>	

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Standards	TB Where Addressed
<b>A1</b>	
<i>No descriptors available</i>	
<b>ASKING FOR CLARIFICATION</b>	
<b>Pre-A1</b>	
<i>No descriptors available</i>	
<b>A1</b>	
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.	<i>Warm Up: 59a;</i> <i>Wrap Up: 83a</i>
<b>Mediation Activities</b>	
<b>OVERALL MEDIATION</b>	
<b>Pre-A1</b>	
<i>No descriptors available</i>	
<b>A1</b>	
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: 4a, 8a, 16a, 28a, 36a, 40a, 48a, 56a, 68a, 76a;</i> <i>Say: 5a, 9a, 16a, 28a, 29a, 36a, 37a, 49a, 51a, 56a, 57a, 68a, 69a, 71a, 76a, 77a, 79a</i>
<b>RELAYING SPECIFIC INFORMATION IN SPEECH</b>	
<b>Pre-A1</b>	
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> .
<b>A1</b>	
Can relay (in Language B) simple, predictable information about times and places given in short, simple statements (spoken in Language A).	This descriptor is not directly addressed at this level of <i>Imagine</i> .
<b>RELAYING SPECIFIC INFORMATION IN WRITING</b>	
<b>Pre-A1</b>	
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> .

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Standards	TB Where Addressed
<b>A1</b>	
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 descriptor is not directly addressed at this level of <i>Imagine</i> .
<b>EXPLAINING DATA IN SPEECH (E.G. IN GRAPHS, DIAGRAMS, CHARTS ETC.)</b>	
<b>Pre-A1</b>	
<i>No descriptors available</i>	
<b>A1</b>	
<i>No descriptors available</i>	
<b>EXPLAINING DATA IN WRITING (E.G. IN GRAPHS, DIAGRAMS, CHARTS ETC.)</b>	
<b>Pre-A1</b>	
<i>No descriptors available</i>	
<b>A1</b>	
<i>No descriptors available</i>	
<b>PROCESSING TEXT IN SPEECH</b>	
<b>Pre-A1</b>	
<i>No descriptors available</i>	
<b>A1</b>	
Can convey (in Language B) simple, predictable information given in short, very simple signs and notices, posters and programmes (written in Language A).	This descriptor is not directly addressed at this level of <i>Imagine</i> .
<b>PROCESSING TEXT IN WRITING</b>	
<b>Pre-A1</b>	
<i>No descriptors available</i>	
<b>A1</b>	
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> .
<b>TRANSLATING A WRITTEN TEXT IN SPEECH</b>	
<b>Pre-A1</b>	
<i>No descriptors available</i>	

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Standards	TB Where Addressed
<b>A1</b>	
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 descriptor is not directly addressed at this level of <i>Imagine</i> .
<b>TRANSLATING A WRITTEN TEXT IN WRITING</b>	
<b>Pre-A1</b>	
<i>No descriptors available</i>	
<b>A1</b>	
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 descriptor is not directly addressed at this level of <i>Imagine</i> .
<b>NOTE-TAKING (LECTURES, SEMINARS, MEETINGS ETC.)</b>	
<b>Pre-A1</b>	
<i>No descriptors available</i>	
<b>A1</b>	
<i>No descriptors available</i>	
<b>EXPRESSING A PERSONAL RESPONSE TO CREATIVE TEXTS (INCLUDING LITERATURE)</b>	
<b>Pre-A1</b>	
<i>No descriptors available</i>	
<b>A1</b>	
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
<b>ANALYSIS AND CRITICISM OF CREATIVE TEXTS (INCLUDING LITERATURE)</b>	
<b>Pre-A1</b>	
<i>No descriptors available</i>	
<b>A1</b>	
<i>No descriptors available</i>	
<b>Mediating Concepts</b>	
<b>COLLABORATING IN A GROUP</b>	
<b>FACILITATING COLLABORATIVE INTERACTION WITH PEERS</b>	
<b>Pre-A1</b>	
<i>No descriptors available</i>	



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Standards	TB Where Addressed
<b>A1</b>	
Can invite others' contributions to very simple tasks using short, simple phrases. Can indicate that he/she understands and ask whether others understand.	<i>Wrap Up:</i> 22a, 34a, 42a, 54a, 62a, 74a
<b>COLLABORATING TO CONSTRUCT MEANING</b>	
<b>Pre-A1</b>	
<i>No descriptors available</i>	
<b>A1</b>	
Can express an idea with very simple words and ask what others think.	<i>Say:</i> 5a, 9a, 16a, 28a, 36a, 49a, 56a, 67a, 69a, 71a, 79a
<b>LEADING GROUP WORK</b>	
<b>MANAGING INTERACTION</b>	
<b>Pre-A1</b>	
<i>No descriptors available</i>	
<b>A1</b>	
<i>No descriptors available</i>	
<b>ENCOURAGING CONCEPTUAL TALK</b>	
<b>Pre-A1</b>	
<i>No descriptors available</i>	
<b>A1</b>	
Can use simple isolated words and non-verbal signals to show interest in an idea.	<i>Say:</i> 5a, 9a, 16a, 28a, 36a, 49a, 56a, 67a, 69a, 71a, 79a
<b>Mediating Communication</b>	
<b>FACILITATING PLURICULTURAL SPACE</b>	
<b>Pre-A1</b>	
<i>No descriptors available</i>	
<b>A1</b>	
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:</i> 22a, 34a, 42a, 54a, 62a, 74a; <i>Extension:</i> 8a, 16a, 25a, 45a, 49a, 54a, 82a, 84a
<b>ACTING AS INTERMEDIARY IN INFORMAL SITUATIONS (WITH FRIENDS AND COLLEAGUES)</b>	
<b>Pre-A1</b>	
<i>No descriptors available</i>	

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<b>A1</b>	
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 descriptor is not directly addressed at this level of <i>Imagine</i> .
<b>FACILITATING COMMUNICATION IN DELICATE SITUATIONS AND DISAGREEMENTS</b>	
<b>Pre-A1</b>	
<i>No descriptors available</i>	
<b>A1</b>	
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>Warm Up: 16a</i>
<b>Mediation Strategies</b>	
<b>STRATEGIES TO EXPLAIN A NEW CONCEPT</b>	
<b>LINKING TO PREVIOUS KNOWLEDGE</b>	
<b>Pre-A1</b>	
<i>No descriptors available</i>	
<b>A1</b>	
<i>No descriptors available</i>	
<b>ADAPTING LANGUAGE</b>	
<b>Pre-A1</b>	
<i>No descriptors available</i>	
<b>A1</b>	
<i>No descriptors available</i>	
<b>BREAKING DOWN COMPLICATED INFORMATION</b>	
<b>Pre-A1</b>	
<i>No descriptors available</i>	
<b>A1</b>	
<i>No descriptors available</i>	
<b>STRATEGIES TO SIMPLIFY A TEXT</b>	
<b>AMPLIFYING A DENSE TEXT</b>	
<b>Pre-A1</b>	
<i>No descriptors available</i>	

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Standards	TB Where Addressed
<b>A1</b>	
<i>No descriptors available</i>	
<b>STREAMLINING A TEXT</b>	
<b>Pre-A1</b>	
<i>No descriptors available</i>	
<b>A1</b>	
<i>No descriptors available</i>	
<b>Communicative Language Competence</b>	
<b>General Linguistic Range</b>	
<b>GENERAL LINGUISTIC RANGE</b>	
<b>Pre-A1</b>	
Can use isolated words and basic expressions in order to give simple information about him/herself.	Say: 29a, 37a, 49a, 51a, 68a, 76a
<b>A1</b>	
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.	Say: 5a, 9a, 16a, 28a, 36a, 49a, 56a, 67a, 69a, 71a, 79a; Wrap Up/Pairs: 22a, 34a, 42a, 54a, 62a, 74a; Extension/Pairs: 8a, 16a, 25a, 45a, 49a, 54a, 82a, 84a
<b>VOCABULARY RANGE</b>	
<b>Pre-A1</b>	
<i>No descriptors available</i>	
<b>A1</b>	
Has a basic vocabulary repertoire of words and phrases related to particular concrete situations.	Vocabulary: 8a, 16a, 28a, 36a, 48a, 56a, 68a, 76a
<b>GRAMMATICAL ACCURACY</b>	
<b>Pre-A1</b>	
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, 79a
<b>A1</b>	
Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	Grammar: 9a, 11a, 17a, 19a, 29a, 31a, 37a, 39a, 49a, 51a, 57a, 59a, 69a, 71a, 77a, 79a
<b>VOCABULARY CONTROL</b>	
<b>Pre-A1</b>	
<i>No descriptors available</i>	

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Standards	TB Where Addressed
<b>A1</b>	
<i>No descriptors available</i>	
<b>PHONOLOGICAL CONTROL</b>	
<b>OVERALL PHONOLOGICAL CONTROL</b>	
<b>A1</b>	
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>Extension: 12b; Warm Up: 40a, 50a; Extra Support: 60a, 72a, 80a</i>
<b>SOUND ARTICULATION</b>	
<b>A1</b>	
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: 12a, 20a, 32a, 40a, 52a, 60a, 72a, 80a</i>
<b>PROSODIC FEATURES</b>	
<b>A1</b>	
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>Extension: 12b; Warm Up: 40a, 50a; Extra Support: 60a, 72a, 80a</i>
<b>ORTHOGRAPHIC CONTROL</b>	
<b>Pre-A1</b>	
<i>No descriptors available</i>	
<b>A1</b>	
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: 14a, 22a, 34a, 42a, 54a, 62a, 74a, 82a</i>
<b>Sociolinguistic</b>	
<b>SOCIOLINGUISTIC APPROPRIATENESS</b>	
<b>Pre-A1</b>	
<i>No descriptors available</i>	

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Standards	TB Where Addressed
<b>A1</b>	
Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry etc.	23a
<b>Pragmatic</b>	
<b>FLEXIBILITY</b>	
<b>Pre-A1</b>	
<i>No descriptors available</i>	
<b>A1</b>	
<i>No descriptors available</i>	
<b>TURNTAKING</b>	
<b>Pre-A1</b>	
<i>No descriptors available</i>	
<b>A1</b>	
<i>No descriptors available</i>	
<b>THEMATIC DEVELOPMENT</b> *These three original descriptors also appear on the scale for Sustained monologue: putting a case.	
<b>Pre-A1</b>	
<i>No descriptors available</i>	
<b>A1</b>	
<i>No descriptors available</i>	
<b>COHERENCE AND COHESION</b>	
<b>Pre-A1</b>	
<i>No descriptors available</i>	
<b>A1</b>	
Can link words or groups of words with very basic linear connectors like 'and' or 'then'.	This descriptor is not directly addressed at this level of <i>Imagine</i> .
<b>PROPOSITIONAL PRECISION</b>	
<b>Pre-A1</b>	
Can communicate very basic information about personal details in a simple way.	Say: 29a, 37a, 49a, 51a, 68a, 76a, 77a
<b>A1</b>	
Can communicate basic information about personal details and needs of a concrete type in a simple way.	Say: 29a, 37a, 49a, 51a, 68a, 76a, 77a

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Standards	TB Where Addressed
<b>SPOKEN FLUENCY</b>	
<b>Pre-A1</b>	
Can manage very short, isolated, rehearsed, utterances using gesture and signalled requests for help when necessary.	<i>Listen and Chant:</i> 5a, 9a, 12a, 17a, 20a, 29a, 32a, 37a, 40a, 49a, 57a, 69a, 77a; <i>Say:</i> 5a, 9a, 16a, 28a, 29a, 36a, 37a, 49a, 51a, 56a, 57a, 68a, 69a, 71a, 76a, 77a, 79a
<b>A1</b>	
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:</i> 5a, 9a, 12a, 17a, 20a, 29a, 32a, 37a, 40a, 49a, 57a, 69a, 77a; <i>Say:</i> 5a, 9a, 16a, 28a, 29a, 36a, 37a, 49a, 51a, 56a, 57a, 68a, 69a, 71a, 76a, 77a, 79a
<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>Pre-A1</b>	
<i>No descriptors available</i>	
<b>A1</b>	
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>Numbers:</i> 6a, 31a, 63a; <i>Days of Week:</i> 69a
<b>PLURILINGUAL COMPREHENSION</b> <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. 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>	
<b>Pre-A1</b>	
<i>No descriptors available</i>	

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Standards	TB Where Addressed
<b>A1</b>	
Can recognise internationalisms and words common to <i>different languages</i> (e.g. Haus/hus/house) to: <ul style="list-style-type: none"> <li>- deduce the meaning of simple signs and notices;</li> <li>- identify the probable message of a short, simple, written text;</li> <li>- follow in outline short, simple social exchanges conducted very slowly and clearly in his/her presence;</li> <li>- deduce what people are trying to say directly to him/her, provided they speak very slowly and clearly, with repetition if necessary.</li> </ul>	This descriptor is not directly addressed at this level of <i>Imagine</i> .
<b>BUILDING ON PLURILINGUAL REPERTOIRE</b> <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. For example the B2 descriptor <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> 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.	
<b>Pre-A1</b>	
<i>No descriptors available</i>	
<b>A1</b>	
Can use a very limited repertoire in <i>different languages</i> to conduct a very basic, concrete, everyday transaction with a collaborative interlocutor.	This descriptor is not directly addressed at this level of <i>Imagine</i> .

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