



Correlation of

Pathways: Listening, Speaking, and Critical Thinking,
Level 1, 2/E,
by Becky Tarver Chase, © 2018,
ISBN: 9781337407717

to

Common European Framework of Reference for Languages
Levels A2-B1

CORRELATION TO THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES; A2-B1
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NATIONAL GEOGRAPHIC LEARNING

STANDARDS	SE PAGE CITATIONS	TE PAGE CITATIONS
2.1 Communicative Activities		
Reception Spoken		
OVERALL LISTENING COMPREHENSION		
A2		
Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.	Each Unit of <i>Pathways Listening, Speaking, and Critical Thinking</i> contains two listening sections containing <i>Before, While, and After</i> listening activities. The language is controlled for level and students may listen to each passage more than once. 6-7, 16-17, 26-27, 36-37, 46-47, 56-57, 66-67, 76-77, 86-87, 96-97, 106-107, 116-117, 126-127, 136-137, 146-147, 156-157, 166-167, 176-177, 186-187, 196-197	3-4, 8, 13, 17, 21-22, 27, 31, 35-36, 39-40, 44, 49, 54, 58, 64, 68, 73, 82, 88, 93
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.	9-10, 13, 15, 39, 45, 87, 95, 109, 159	5, 7, 18, 21, 39-40, 44, 51, 75
B1		
Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	9-10, 13, 15, 36-37, 106-107, 196-197	5, 7, 18, 17, 49, 93
Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.	6-7, 16-17, 26-27, 36-37, 46-47, 56-57, 66-67, 76-77, 86-87, 96-97, 106-107, 116-117, 126-127, 136-137, 146-147, 156-157, 166-167, 176-177, 186-187, 196-197	3-4, 8, 13, 17, 21-22, 27, 31, 35-36, 39-40, 44, 49, 54, 58, 64, 68, 73, 82, 88, 93

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STANDARDS	SE PAGE CITATIONS	TE PAGE CITATIONS
UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS		
A2		
Can generally identify the topic of discussion around her that is conducted slowly and clearly.	8-11, 18-20, 28-31, 38-40, 48-50, 58-60, 68-71, 78-80, 88-91, 98-100, 108-111, 118-120, 128-131, 138-140, 148-151, 158-160, 168-171, 178-180, 188-191, 198-200	5, 9, 13, 18, 22, 27, 32, 37, 41, 45, 50, 55, 60, 65, 70, 74, 79, 83, 90, 94
B1		
Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.	8-11, 18-20, 28-31, 38-40, 48-50, 58-60, 68-71, 78-80, 88-91, 98-100, 108-111, 118-120, 128-131, 138-140, 148-151, 158-160, 168-171, 178-180, 188-191, 198-200	5, 9, 13, 18, 22, 27, 32, 37, 41, 45, 50, 55, 60, 65, 70, 74, 79, 83, 90, 94
LISTENING AS A MEMBER OF A LIVE AUDIENCE		
A2		
No Descriptor Available		
B1		
Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.	6-7, 16-17, 26-27, 36-37, 46-47, 56-57, 66-67, 76-77, 86-87, 96-97, 106-107, 116-117, 126-127, 136-137, 146-147, 156-157, 166-167, 176-177, 186-187, 196-197	4, 8, 13, 17, 21-22, 27, 31, 35-36, 39-40, 44, 49, 54, 58, 64, 68, 73, 82, 88, 93
Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.	6-7, 16-17, 26-27, 36-37, 46-47, 56-57, 66-67, 76-77, 86-87, 96-97, 106-107, 116-117, 126-127, 136-137, 146-147, 156-157, 166-167, 176-177, 186-187, 196-197	4, 8, 13, 17, 21-22, 27, 31, 35-36, 39-40, 44, 49, 54, 58, 64, 68, 73, 82, 88, 93

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STANDARDS	SE PAGE CITATIONS	TE PAGE CITATIONS
LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS		
A2		
Can catch the main point in short, clear, simple messages and announcement. Can understand simple directions relating to how to get from X to Y, by foot or public transport.	<i>Listening Skills</i> found in the Listening section contain short recordings and offer explicit instruction in listening skills. 6, 26, 47, 66, 87, 106, 127, 146, 167, 186	3, 12-13, 22, 30, 40, 49, 59, 68, 78, 88
B1		
Can understand simple technical information, such as operating instructions for everyday equipment. Can follow detailed directions.		This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
LISTENING TO AUDIO MEDIA AND RECORDINGS		
A2		
Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.	6-7, 16-17, 26-27, 36-37, 46-47, 56-57, 66-67, 76-77, 86-87, 96-97, 106-107, 116-117, 126-127, 136-137, 146-147, 156-157, 166-167, 176-177, 186-187, 196-197	4, 8, 13, 17, 21-22, 27, 31, 35-36, 39-40, 44, 49, 54, 58, 64, 68, 73, 82, 88, 93
B1		
Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.	6-7, 16-17, 26-27, 36-37, 46-47, 56-57, 66-67, 76-77, 86-87, 96-97, 106-107, 116-117, 126-127, 136-137, 146-147, 156-157, 166-167, 176-177, 186-187, 196-197	4, 8, 13, 17, 21-22, 27, 31, 35-36, 39-40, 44, 49, 54, 58, 64, 68, 73, 82, 88, 93
Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	86-87	39-40

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STANDARDS	SE PAGE CITATIONS	TE PAGE CITATIONS
Reception Audio/Visual		
WATCHING TV AND FILM		
A2		
Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary.		This descriptor is not directlyl addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
Can follow changes of topic of factual TV news items, and form an idea of the main content.		This descriptor is not directlyl addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
B1		
Can understand a large part of many TV programmes on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.		This descriptor is not directlyl addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
Can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language. Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.		This descriptor is not directlyl addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
Reception Written		
OVERALL READING COMPREHENSION		
A2		
Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language	4, 14, 24, 34, 44, 54, 64, 74, 84, 124, 134, 194	2, 7, 12, 16, 21, 26, 30, 35, 39, 58. 63, 92
Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	4, 14, 24, 34, 44, 54, 64, 74, 84, 124, 134, 194	2, 7, 12, 16, 21, 26, 30, 35, 39, 58. 63, 92

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B1		
Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.		This descriptor is not directlyl addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
READING CORRESPONDENCE		
A2		
Can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation etc.) on familiar topics		This descriptor is not directlyl addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
Can understand short simple personal letters.		This descriptor is not directlyl addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
B1		
Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.		This descriptor is not directlyl addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
READING FOR ORIENTATION		
A2		
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: in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings.		This descriptor is not directlyl addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.

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B1		
Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.		This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.		This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
READING FOR INFORMATION & ARGUMENT		
A2		
Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.	14-15, 55, 84	7, 26, 39
B1		
Can identify the main conclusions in clearly signalled argumentative texts. Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.		This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
Can recognise significant points in straightforward newspaper articles on familiar subjects.		This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
READING INSTRUCTIONS		
A2		
Can understand regulations, for example safety, when expressed in simple language.		This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.

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Can understand simple instructions on equipment encountered in everyday life - such as a public telephone.		This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
B1		
Can understand clearly written, straightforward instructions for a piece of equipment		This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
Interaction Spoken		
OVERALL SPOKEN INTERACTION		
A2		
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.	8-11, 18-20, 28-31, 38-40, 48-50, 58-60, 68-71, 78-80, 88-91, 98-100, 108-111, 118-120, 128-131, 138-140, 148-151, 158-160, 168-171, 178-180, 188-191, 198-200	5, 9, 13, 18, 22, 27, 32, 37, 41, 45, 50, 55, 60, 65, 70, 74, 79, 83, 90, 94
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.	8-11, 18-20, 28-31, 38-40, 48-50, 58-60, 68-71, 78-80, 88-91, 98-100, 108-111, 118-120, 128-131, 138-140, 148-151, 158-160, 168-171, 178-180, 188-191, 198-200	5, 9, 13, 18, 22, 27, 32, 37, 41, 45, 50, 55, 60, 65, 70, 74, 79, 83, 90, 94
B1		
Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music etc.	8-11, 18-20, 28-31, 38-40, 48-50, 58-60, 68-71, 78-80, 88-91, 98-100, 108-111, 118-120, 128-131, 138-140, 148-151, 158-160, 168-171, 178-180, 188-191, 198-200	5, 9, 13, 18, 22, 27, 32, 37, 41, 45, 50, 55, 60, 65, 70, 74, 79, 83, 90, 94
Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	8-11, 18-20, 28-31, 38-40, 48-50, 58-60, 68-71, 78-80, 88-91, 98-100, 108-111, 118-120, 128-131, 138-140, 148-151, 158-160, 168-171, 178-180, 188-191, 198-200	5, 9, 13, 18, 22, 27, 32, 37, 41, 45, 50, 55, 60, 65, 70, 74, 79, 83, 90, 94

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STANDARDS	SE PAGE CITATIONS	TE PAGE CITATIONS
UNDERSTANDING A NATIVE SPEAKER INTERLOCUTOR		
A2		
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.	8-11, 18-20, 28-31, 38-40, 48-50, 58-60, 68-71, 78-80, 88-91, 98-100, 108-111, 118-120, 128-131, 138-140, 148-151, 158-160, 168-171, 178-180, 188-191, 198-200	5, 9, 13, 18, 22, 27, 32, 37, 41, 45, 50, 55, 60, 65, 70, 74, 79, 83, 90, 94
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.	8-11, 18-20, 28-31, 38-40, 48-50, 58-60, 68-71, 78-80, 88-91, 98-100, 108-111, 118-120, 128-131, 138-140, 148-151, 158-160, 168-171, 178-180, 188-191, 198-200	5, 9, 13, 18, 22, 27, 32, 37, 41, 45, 50, 55, 60, 65, 70, 74, 79, 83, 90, 94
B1		
Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.	18, 29, 48	9, 13, 22
CONVERSATION		
A2		
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.	17, 29, 39, 77, 91, 159, 177	8, 14, 18, 36, 42, 75, 83
Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble. Can use simple everyday polite forms of greeting and address Can make and respond to invitations, invitations and apologies. Can say what he/she likes and dislikes.	39, 78, 91, 159	18, 37, 42, 75

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B1		
<p>Can enter unprepared into conversations on familiar topics.</p> <p>Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.</p> <p>Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.</p> <p>Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.</p>	8-11, 18-20, 28-31, 38-40, 48-50, 58-60, 68-71, 78-80, 88-91, 98-100, 108-111, 118-120, 128-131, 138-140, 148-151, 158-160, 168-171, 178-180, 188-191, 198-200	5, 9, 13, 18, 22, 27, 32, 37, 41, 45, 50, 55, 60, 65, 70, 74, 79, 83, 90, 94
INFORMAL DISCUSSION (WITH FRIENDS)		
A2		
<p>Can generally identify the topic of discussion around her which is conducted slowly and clearly.</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>	17, 109, 111, 139, 159	8, 51, 52, 65, 74
<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>	139, 159	65, 74
B1		
<p>Can follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly.</p> <p>Can express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem.</p> <p>Can give brief comments on the views of others.</p> <p>Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc.</p>	77, 139, 157, 159	26, 65, 73, 74

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Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing). Can express belief, opinion, agreement and disagreement politely.	17, 91, 109, 111, 167	8, 42, 51, 52, 78
FORMAL DISCUSSION (MEETINGS)		
A2		
Can generally follow changes of topic in formal discussion related to his/her field which is conducted slowly and clearly. Can exchange relevant information and give his/her opinion on practical problems when asked directly, provided he/she receives some help with formulation and can ask for repetition of key points if necessary.	8-11, 18-20, 28-31, 38-40, 48-50, 58-60, 68-71, 78-80, 88-91, 98-100, 108-111, 118-120, 128-131, 138-140, 148-151, 158-160, 168-171, 178-180, 188-191, 198-200	5, 9, 13, 18, 22, 27, 32, 37, 41, 45, 50, 55, 60, 65, 70, 74, 79, 83, 90, 94
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.	49	23
B1		
Can follow much of what is said that is related to his/her field, provided interlocutors avoid very idiomatic usage and articulate clearly. Can put over a point of view clearly, but has difficulty engaging in debate.	8-11, 18-20, 28-31, 38-40, 48-50, 58-60, 68-71, 78-80, 88-91, 98-100, 108-111, 118-120, 128-131, 138-140, 148-151, 158-160, 168-171, 178-180, 188-191, 198-200	5, 9, 13, 18, 22, 27, 32, 37, 41, 45, 50, 55, 60, 65, 70, 74, 79, 83, 90, 94
Can take part in routine formal discussion of familiar subjects which is conducted in clearly articulated speech in the standard dialect and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems.	8-11, 18-20, 28-31, 38-40, 48-50, 58-60, 68-71, 78-80, 88-91, 98-100, 108-111, 118-120, 128-131, 138-140, 148-151, 158-160, 168-171, 178-180, 188-191, 198-200	5, 9, 13, 18, 22, 27, 32, 37, 41, 45, 50, 55, 60, 65, 70, 74, 79, 83, 90, 94

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GOAL-ORIENTED CO-OPERATION (e.g. Repairing a car, discussing a document, organising an event)		
A2		
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.	18, 29, 48	9, 13, 22
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.	8-11, 18-20, 28-31, 38-40, 48-50, 58-60, 68-71, 78-80, 88-91, 98-100, 108-111, 118-120, 128-131, 138-140, 148-151, 158-160, 168-171, 178-180, 188-191, 198-200	5, 9, 13, 18, 22, 27, 32, 37, 41, 45, 50, 55, 60, 65, 70, 74, 79, 83, 90, 94
B1		
Can follow what is said, though he/she may occasionally has to ask for repetition or clarification if the other people's talk is rapid or extended. Can explain why something is a problem, discuss what to do next, compare and contrast alternatives. Can give brief comments on the views of others.	18, 29, 48	9, 13, 22
Can generally follow what is said and, when necessary, can repeat back part of what someone has said to confirm mutual understanding. Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations. Can invite others to give their views on how to proceed.	17, 91, 109, 111, 167	8, 42, 51, 52, 78
TRANSACTIONS TO OBTAIN GOODS & SERVICES		
A2		
Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping. Can get all the information needed from a tourist office, as long as it is of a straightforward, non-specialised nature.		This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.

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<p>Can ask for and provide everyday goods and services.</p> <p>Can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets.</p> <p>Can ask about things and make simple transactions in shops, post offices or banks.</p> <p>Can give and receive information about quantities, numbers, prices etc.</p> <p>Can make simple purchases by stating what is wanted and asking the price.</p> <p>Can order a meal.</p>		<p>This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.</p>
B1		
<p>Can deal with most transactions likely to arise whilst travelling, arranging travel or accommodation, or dealing with authorities during a foreign visit.</p> <p>Can cope with less routine situations in shops, post office, bank, e.g. returning an unsatisfactory purchase. Can make a complaint.</p> <p>Can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling, e.g., asking passenger where to get off for unfamiliar destination.</p>		<p>This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.</p>
INFORMATION EXCHANGE		
A2		
<p>Can understand enough to manage simple, routine exchanges without undue effort.</p> <p>Can deal with practical everyday demands: finding out and passing on straightforward factual information.</p> <p>Can ask and answer questions about habits and routines.</p> <p>Can ask and answer questions about pastimes and past activities.</p> <p>Can give and follow simple directions and instructions e.g. explain how to get somewhere.</p>	<p>8-11, 18-20, 28-31, 38-40, 48-50, 58-60, 68-71, 78-80, 88-91, 98-100, 108-111, 118-120, 128-131, 138-140, 148-151, 158-160, 168-171, 178-180, 188-191, 198-200</p>	<p>5, 9, 13, 18, 22, 27, 32, 37, 41, 45, 50, 55, 60, 65, 70, 74, 79, 83, 90, 94</p>
<p>Can communicate in simple and routine tasks requiring a simple and direct exchange of information.</p> <p>Can exchange limited information on familiar and routine operational matters</p> <p>Can ask and answer questions about what they do at work and in free time</p> <p>Can ask for and give directions referring to a map or plan.</p> <p>Can ask for and provide personal information.</p>	<p>8-11, 18-20, 28-31, 38-40, 48-50, 58-60, 68-71, 78-80, 88-91, 98-100, 108-111, 118-120, 128-131, 138-140, 148-151, 158-160, 168-171, 178-180, 188-191, 198-200</p>	<p>5, 9, 13, 18, 22, 27, 32, 37, 41, 45, 50, 55, 60, 65, 70, 74, 79, 83, 90, 94</p>

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STANDARDS	SE PAGE CITATIONS	TE PAGE CITATIONS
B1		
Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his field with some confidence. Can describe how to do something, giving detailed instructions. Can summarise and give his or her opinion about a short story, article, talk, discussion interview, or documentary and answer further questions of detail.	8-11, 18-20, 28-31, 38-40, 48-50, 58-60, 68-71, 78-80, 88-91, 98-100, 108-111, 118-120, 128-131, 138-140, 148-151, 158-160, 168-171, 178-180, 188-191, 198-200	5, 9, 13, 18, 22, 27, 32, 37, 41, 45, 50, 55, 60, 65, 70, 74, 79, 83, 90, 94
Can find out and pass on straightforward factual information. Can ask for and follow detailed directions Can obtain more detailed information.	8-11, 18-20, 28-31, 38-40, 48-50, 58-60, 68-71, 78-80, 88-91, 98-100, 108-111, 118-120, 128-131, 138-140, 148-151, 158-160, 168-171, 178-180, 188-191, 198-200	5, 9, 13, 18, 22, 27, 32, 37, 41, 45, 50, 55, 60, 65, 70, 74, 79, 83, 90, 94
INTERVIEWING AND BEING INTERVIEWED		
A2		
Can make him/herself understood in an interview and communicating 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.	11, 15	6, 7
Can answer simple questions and respond to simple statements in an interview.	11, 15	6, 7
B1		
Can provide concrete information required in an interview/consultation (e.g. describe symptoms to a doctor) but does so with limited precision. Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended.	11, 15	6, 7
Can take some initiatives in an interview/consultation (e.g. to bring up a new subject) but is very dependent on interviewer in the interaction. Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.	11, 15	6, 7
Interaction Written		
OVERALL WRITTEN INTERACTION		
A2		
Can write short, simple formulaic notes relating to matters in areas of immediate need.	7, 36, 37, 46, 76, 79, 96, 107, 126, 146, 167, 197	4, 17, 18, 21, 36, 37, 44, 49, 58, 68, 78, 93

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B1		
Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.		This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important		This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
CORRESPONDENCE		
A2		
Can write very simple personal letters expressing thanks and apology.		This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
B1		
Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, films.		This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
Can write personal letters describing experiences, feelings and events in some detail.		This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
NOTES, MESSAGES & FORMS		
A2		
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 Pathways: Listening, Speaking, and Critical Thinking.

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STANDARDS	SE PAGE CITATIONS	TE PAGE CITATIONS
Can write short, simple notes and messages relating to matters in areas of immediate need.	7, 36, 37, 46, 76, 79, 96, 107, 126, 146, 167, 197	4, 17, 18, 21, 36, 37, 44, 49, 58, 68, 78, 93
Production Spoken		
OVERALL SPOKEN PRODUCTION		
A2		
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.	9, 10, 11, 31, 71, 91, 111	5, 6, 15, 33, 42, 52
B1		
Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.	9, 19, 31, 40, 131	5, 9, 15, 19, 61
SUSTAINED MONOLOGUE: Describing Experience		
A2		
Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his 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.	30, 31, 40, 51, 88, 91, 110, 131, 151, 168, 171, 190	15, 19, 24, 41, 42, 51, 61, 71, 79, 80, 90
Can describe his/her family, living conditions, educational background, present or most recent job. Can describe people, places and possessions in simple terms.	9, 89, 111, 170	5, 14, 52

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B1		
Can give straightforward descriptions on a variety of familiar subjects within his field of interest. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions. Can relate details of unpredictable occurrences, e.g., an accident. Can relate the plot of a book or film and describe his/her reactions. Can describe dreams, hopes and ambitions. Can describe events, real or imagined. Can narrate a story.	9, 19, 40, 88	5, 9, 15, 19, 41
SUSTAINED MONOLOGUE: Putting a Case (e.g. in a Debate)		
A2		
No Descriptor Available		
B1		
Can develop an argument well enough to be followed without difficulty most of the time.	59-60, 79-80, 99-100, 159-160	28, 37, 45-46, 75
Can briefly give reasons and explanations for opinions, plans and actions.	59-60, 79-80, 99-100, 139-140, 159-160	28, 37, 45-46, 65, 75
PUBLIC ANNOUNCEMENTS		
A2		
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 Pathways: Listening, Speaking, and Critical Thinking.
B1		
Can deliver short, rehearsed announcements on a topic pertinent to everyday occurrences in his/her field which, despite possibly very foreign stress and intonation, are nevertheless clearly intelligible.		This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.

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STANDARDS	SE PAGE CITATIONS	TE PAGE CITATIONS
ADDRESSING AUDIENCES		
A2		
Can give a short, rehearsed presentation on a topic pertinent to his everyday life, briefly give reasons and explanations for opinions, plans and actions. Can cope with a limited number of straightforward follow up questions.	40, 200	19, 95
Can give a short, rehearsed, basic presentation on a familiar subject. Can answer straightforward follow up questions if he/she can as for repetition and if some help with the formulation of his reply is possible.	40, 200	19, 95
B1		
Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. Can take follow up questions, but may have to ask for repetition if the speech was rapid.	40, 200	19, 95
Production Written		
OVERALL WRITTEN PRODUCTION		
A2		
Can write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.	108	50
B1		
Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.		This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
CREATIVE WRITING		
A2		
Can write about everyday aspects of his 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.		This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.

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Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. Can write short, simple imaginary biographies and simple poems about people.		This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
B1		
Can write straightforward, detailed descriptions on a range of familiar subjects within his field of interest. Can write accounts of experiences, describing feelings and reactions in simple connected text. Can write a description of an event, a recent trip - real or imagined. Can narrate a story.		This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
REPORTS AND ESSAYS		
A2		
No Descriptor Available		
B1		
Can write short, simple essays on topics of interest. Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his field with some confidence.		This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
Can write very brief, reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.		This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
2.2 Communication Strategies		
Reception		
IDENTIFYING CUES AND INFERRING (Spoken & Written)		
A2		
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.	4, 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 115, 124, 134, 145, 154, 165, 174, 184, 194	2, 7, 12, 16, 21, 26, 30, 35, 39, 44, 48, 54, 58, 63, 68, 72, 77, 82, 87, 92

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B1		
Can identify unfamiliar words from the context on topics related to his/her field and interests. Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	4, 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 115, 124, 134, 145, 154, 165, 174, 184, 194	2, 7, 12, 16, 21, 26, 30, 35, 39, 44, 48, 54, 58, 63, 68, 72, 77, 82, 87, 92
Interaction		
TAKING THE FLOOR (TURNTAKING)		
A2		
Can use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain and close simple, face-to-face conversation.	17, 39, 111, 159, 177-178	8, 18, 52, 74, 83
Can ask for attention.		This descriptor is not directlyl addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
B1		
Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.		This descriptor is not directlyl addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.	17, 39, 111, 159, 177-178	8, 18, 52, 74, 83
CO-OPERATING		
A2		
Can indicate when he/she is following.		This descriptor is not directlyl addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.

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B1		
Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going. Can summarise the point reached in a discussion and so help focus the talk.	77, 111, 136	36, 52, 64
Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course. Can invite others into the discussion.	48	22
ASKING FOR CLARIFICATION		
A2		
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.	18, 29, 48	9, 13, 22
Can say he/she didn't follow.		This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
B1		
Can ask someone to clarify or elaborate what he or she has just said.	18, 29, 48	9, 13, 22
PLANNING		
A2		
Can recall and rehearse an appropriate set of phrases from his repertoire.	17, 29, 39, 77, 91, 111, 136, 159, 177	8, 13, 18, 36, 42, 52, 64, 74, 83
B1		
Can rehearse and try out new combinations and expressions, inviting feedback.	60	28
Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	20, 40, 59-60, 79-80, 99-100, 139-140, 159-160, 179-180, 200	10, 19, 28, 37, 45-46, 65, 75, 84, 95

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COMPENSATING		
A2		
Can use an inadequate word from his repertoire and use gesture to clarify what he/she wants to say.	196-197	93
Can identify what he/she means by pointing to it (e.g. "I'd like this, please).		This descriptor is not directlyl addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
B1		
Can define the features of something concrete for which he/she can't remember the word. Can convey meaning by qualifying a word meaning something similar (e.g. a truck for people = bus).		This descriptor is not directlyl addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
Can use a simple word meaning something similar to the concept he/she wants to convey and invites "correction". Can foreignise a mother tongue word and ask for confirmation.		This descriptor is not directlyl addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
MONITORING AND REPAIR		
A2		
No Descriptor Available		
B1		
Can correct mix-ups with tenses or expressions which lead to misunderstandings provided the interlocutor indicates there is a problem.		This descriptor is not directlyl addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
Can ask for confirmation that a form used is correct. Can start again using a different tactic when communication breaks down.		This descriptor is not directlyl addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.

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STANDARDS	SE PAGE CITATIONS	TE PAGE CITATIONS
2.3 Working with Text		
NOTE-TAKING (LECTURES, SEMINARS, ETC.)		
A2		
No Descriptor Available		
B1		
Can take notes during a lecture, which are precise enough for his/her own use at a later date, provided the topic is within his/her field of interest and the talk is clear and well structured.	7, 36, 37, 46, 76, 79, 96, 107, 126, 146, 167, 197	4, 17, 18, 21, 36, 37, 44, 49, 58, 68, 78, 93
Can take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the talk is both formulated in simple language and delivered in clearly articulated standard speech.	7, 36, 37, 46, 76, 79, 96, 107, 126, 146, 167, 197	4, 17, 18, 21, 36, 37, 44, 49, 58, 68, 78, 93
PROCESSING TEXT		
A2		
Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience		This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
Can copy out short texts in printed or clearly hand-written format.		This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
B1		
Can collate short pieces of information from several sources and summarise them for somebody else.	147	69
Can paraphrase short written passages in a simple fashion, using the original text wording and ordering.		This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.

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2.4 Communicative Language Competence		
Linguistic Range		
GENERAL LINGUISTIC RANGE		
A2		
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.	The Speaking section in sections in <i>Pathways Listening, Speaking, and Critical Thinking</i> contains an <i>Everyday Language</i> box that provides tips and expressions to help students develop the language they need for their day-to-day exchanges. 17, 29, 39, 77, 91, 111, 136, 159, 177	8, 13, 18, 36, 42, 52, 64, 74, 83
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.	8-11, 18-20, 28-31, 38-40, 48-50, 58-60, 68-71, 78-80, 88-91, 98-100, 108-111, 118-120, 128-131, 138-140, 148-151, 158-160, 168-171, 178-180, 188-191, 198-200	5, 9, 13, 18, 22, 27, 32, 37, 41, 45, 50, 55, 60, 65, 70, 74, 79, 83, 90, 94
B1		
Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films.	8-11, 18-20, 28-31, 38-40, 48-50, 58-60, 68-71, 78-80, 88-91, 98-100, 108-111, 118-120, 128-131, 138-140, 148-151, 158-160, 168-171, 178-180, 188-191, 198-200	5, 9, 13, 18, 22, 27, 32, 37, 41, 45, 50, 55, 60, 65, 70, 74, 79, 83, 90, 94
Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.	8-11, 18-20, 28-31, 38-40, 48-50, 58-60, 68-71, 78-80, 88-91, 98-100, 108-111, 118-120, 128-131, 138-140, 148-151, 158-160, 168-171, 178-180, 188-191, 198-200	5, 9, 13, 18, 22, 27, 32, 37, 41, 45, 50, 55, 60, 65, 70, 74, 79, 83, 90, 94

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VOCABULARY RANGE		
A2		
Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	8-11, 18-20, 28-31, 38-40, 48-50, 58-60, 68-71, 78-80, 88-91, 98-100, 108-111, 118-120, 128-131, 138-140, 148-151, 158-160, 168-171, 178-180, 188-191, 198-200	5, 9, 13, 18, 22, 27, 32, 37, 41, 45, 50, 55, 60, 65, 70, 74, 79, 83, 90, 94
Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	8-11, 18-20, 28-31, 38-40, 48-50, 58-60, 68-71, 78-80, 88-91, 98-100, 108-111, 118-120, 128-131, 138-140, 148-151, 158-160, 168-171, 178-180, 188-191, 198-200	5, 9, 13, 18, 22, 27, 32, 37, 41, 45, 50, 55, 60, 65, 70, 74, 79, 83, 90, 94
B1		
Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	8-11, 18-20, 28-31, 38-40, 48-50, 58-60, 68-71, 78-80, 88-91, 98-100, 108-111, 118-120, 128-131, 138-140, 148-151, 158-160, 168-171, 178-180, 188-191, 198-200	5, 9, 13, 18, 22, 27, 32, 37, 41, 45, 50, 55, 60, 65, 70, 74, 79, 83, 90, 94
Control		
GRAMMATICAL ACCURACY		
A2		
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.	Speaking sections in <i>Pathways Listening, Speaking, and Critical Thinking</i> contain clear and succinct <i>Grammar Boxes</i> to give students a single language structure to concentrate on. 8, 28, 50, 68, 89, 108, 128, 157, 168, 188	5, 13, 23, 32, 41, 50, 60, 73, 79, 90

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B1		
Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	Speaking sections in <i>Pathways Listening, Speaking, and Critical Thinking</i> contain clear and succinct <i>Grammar Boxes</i> to give students a single language structure to concentrate on. 8, 28, 50, 68, 89, 108, 128, 157, 168, 188	5, 13, 23, 32, 41, 50, 60, 73, 79, 90
Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	Speaking sections in <i>Pathways Listening, Speaking, and Critical Thinking</i> contain clear and succinct <i>Grammar Boxes</i> to give students a single language structure to concentrate on. 8, 28, 50, 68, 89, 108, 128, 157, 168, 188	5, 13, 23, 32, 41, 50, 60, 73, 79, 90
VOCABULARY CONTROL		
A2		
Can control a narrow repertoire dealing with concrete everyday needs.	4-5, 14-15, 24-25, 34-35, 44-45, 54-55, 64-65, 74-75, 84-85, 94-95, 104-104, 114-115, 124-125, 134-135, 144-145, 154-155, 164-165, 174-175, 184-185, 194-195	2, 7, 12, 16, 21, 26, 30, 35, 39, 44, 48, 54, 58, 63, 68, 72, 77, 82, 87, 92
B1		
Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	4-5, 14-15, 24-25, 34-35, 44-45, 54-55, 64-65, 74-75, 84-85, 94-95, 104-104, 114-115, 124-125, 134-135, 144-145, 154-155, 164-165, 174-175, 184-185, 194-195	2, 7, 12, 16, 21, 26, 30, 35, 39, 44, 48, 54, 58, 63, 68, 72, 77, 82, 87, 92

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PHONOLOGICAL CONTROL		
A2		
Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	16, 30, 56, 67, 90, 117, 128, 148, 177, 186	8, 14, 27, 31, 41, 55, 60, 70, 83, 88
B1		
Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	16, 30, 56, 67, 90, 117, 128, 148, 177, 186	8, 14, 27, 31, 41, 55, 60, 70, 83, 88
ORTHOGRAPHIC CONTROL		
A2		
Can copy short sentences on everyday subjects - e.g. directions how to get somewhere Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary.		This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
B1		
Can produce continuous writing, which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time.		This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
Sociolinguistic		
SOCIOLINGUISTIC APPROPRIATENESS		
A2		
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	8-11, 18-20, 28-31, 38-40, 48-50, 58-60, 68-71, 78-80, 88-91, 98-100, 108-111, 118-120, 128-131, 138-140, 148-151, 158-160, 168-171, 178-180, 188-191, 198-200	5, 9, 13, 18, 22, 27, 32, 37, 41, 45, 50, 55, 60, 65, 70, 74, 79, 83, 90, 94
Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, invitations, apologies etc.	39, 159	18, 75

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STANDARDS	SE PAGE CITATIONS	TE PAGE CITATIONS
B1		
Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register Is aware of the salient politeness conventions and acts appropriately Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own.	The Speaking section in sections in <i>Pathways Listening, Speaking, and Critical Thinking</i> contains an <i>Everyday Language</i> box that provides tips and expressions to help students develop the language they need for their day-to-day exchanges. 17, 29, 39, 77, 91, 111, 136, 159, 177	8, 13, 18, 36, 42, 52, 64, 74, 83
Pragmatic		
FLEXIBILITY		
A2		
Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution.	The Speaking section in sections in <i>Pathways Listening, Speaking, and Critical Thinking</i> contains an <i>Everyday Language</i> box that provides tips and expressions to help students develop the language they need for their day-to-day exchanges. 17, 29, 39, 77, 91, 111, 136, 159, 177	8, 13, 18, 36, 42, 52, 64, 74, 83
Can expand learned phrases through simple recombinations of their elements.	The Speaking section in sections in <i>Pathways Listening, Speaking, and Critical Thinking</i> contains an <i>Everyday Language</i> box that provides tips and expressions to help students develop the language they need for their day-to-day exchanges. 17, 29, 39, 77, 91, 111, 136, 159, 177	8, 13, 18, 36, 42, 52, 64, 74, 83

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B1		
Can adapt his expression to deal with less routine, even difficult, situations.	The Speaking section in sections in <i>Pathways Listening, Speaking, and Critical Thinking</i> contains an <i>Everyday Language</i> box that provides tips and expressions to help students develop the language they need for their day-to-day exchanges. 17, 29, 39, 77, 91, 111, 136, 159, 177	8, 13, 18, 36, 42, 52, 64, 74, 83
Can exploit a wide range of simple language flexibly to express much of what he/she wants.	The Speaking section in sections in <i>Pathways Listening, Speaking, and Critical Thinking</i> contains an <i>Everyday Language</i> box that provides tips and expressions to help students develop the language they need for their day-to-day exchanges. 17, 29, 39, 77, 91, 111, 136, 159, 177	8, 13, 18, 36, 42, 52, 64, 74, 83
TURNTAKING		
A2		
Can use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain and close simple, face-to-face conversation.	17, 39, 111, 159, 177-178	8, 18, 52, 74, 83
Can ask for attention.		This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
B1		
Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.		This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.

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Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.	17, 39, 111, 159, 177-178	8, 18, 52, 74, 83
THEMATIC DEVELOPMENT		
A2		
Can tell a story or describe something in a simple list of points.	88	41
B1		
Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	9, 19, 40, 88	5, 9, 15, 19, 41
COHERENCE AND COHESION		
A2		
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.	108	50
Can link groups of words with simple connectors like "and," "but" and "because".	108	50
B1		
Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	108	50
SPOKEN FLUENCY		
A2		
Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.	Every section of <i>Pathways Listening, Speaking, and Critical Thinking</i> provides opportunities for classroom speaking and discussion, often in pairs or in small groups. Speaking activities progress from controlled and guided activities to more open and communicative activities.	Every section of <i>Pathways Listening, Speaking, and Critical Thinking</i> provides opportunities for classroom speaking and discussion, often in pairs or in small groups. Speaking activities progress from controlled and guided activities to more open and communicative activities.

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Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.	Every section of <i>Pathways Listening, Speaking, and Critical Thinking</i> provides opportunities for classroom speaking and discussion, often in pairs or in small groups. Speaking activities progress from controlled and guided activities to more open and communicative activities.	Every section of <i>Pathways Listening, Speaking, and Critical Thinking</i> provides opportunities for classroom speaking and discussion, often in pairs or in small groups. Speaking activities progress from controlled and guided activities to more open and communicative activities.
B1		
Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and "cul-de-sacs", he/she is able to keep going effectively without help.	Every section of <i>Pathways Listening, Speaking, and Critical Thinking</i> provides opportunities for classroom speaking and discussion, often in pairs or in small groups. Speaking activities progress from controlled and guided activities to more open and communicative activities.	Every section of <i>Pathways Listening, Speaking, and Critical Thinking</i> provides opportunities for classroom speaking and discussion, often in pairs or in small groups. Speaking activities progress from controlled and guided activities to more open and communicative activities.
Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Every section of <i>Pathways Listening, Speaking, and Critical Thinking</i> provides opportunities for classroom speaking and discussion, often in pairs or in small groups. Speaking activities progress from controlled and guided activities to more open and communicative activities.	Every section of <i>Pathways Listening, Speaking, and Critical Thinking</i> provides opportunities for classroom speaking and discussion, often in pairs or in small groups. Speaking activities progress from controlled and guided activities to more open and communicative activities.

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PROPOSITIONAL PRECISION		
A2		
Can communicate what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations he/she generally has to compromise the message.	<p>Every section of <i>Pathways Listening, Speaking, and Critical Thinking</i> provides opportunities for classroom speaking and discussion, often in pairs or in small groups. Speaking activities progress from controlled and guided activities to more open and communicative activities.</p> <p>8-11, 18-20, 28-31, 38-40, 48-50, 58-60, 68-71, 78-80, 88-91, 98-100, 108-111, 118-120, 128-131, 138-140, 148-151, 158-160, 168-171, 178-180, 188-191, 198-200</p>	<p>Every section of <i>Pathways Listening, Speaking, and Critical Thinking</i> provides opportunities for classroom speaking and discussion, often in pairs or in small groups. Speaking activities progress from controlled and guided activities to more open and communicative activities.</p> <p>5, 9, 13, 18, 22, 27, 32, 37, 41, 45, 50, 55, 60, 65, 70, 74, 79, 83, 90, 94</p>
B1		
Can explain the main points in an idea or problem with reasonable precision.	<p>Every section of <i>Pathways Listening, Speaking, and Critical Thinking</i> provides opportunities for classroom speaking and discussion, often in pairs or in small groups. Speaking activities progress from controlled and guided activities to more open and communicative activities.</p> <p>8-11, 18-20, 28-31, 38-40, 48-50, 58-60, 68-71, 78-80, 88-91, 98-100, 108-111, 118-120, 128-131, 138-140, 148-151, 158-160, 168-171, 178-180, 188-191, 198-200</p>	<p>Every section of <i>Pathways Listening, Speaking, and Critical Thinking</i> provides opportunities for classroom speaking and discussion, often in pairs or in small groups. Speaking activities progress from controlled and guided activities to more open and communicative activities.</p> <p>5, 9, 13, 18, 22, 27, 32, 37, 41, 45, 50, 55, 60, 65, 70, 74, 79, 83, 90, 94</p>

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Can convey simple, straightforward information of immediate relevance, getting across which point he/she feels is most important. Can express the main point he/she wants to make comprehensibly.	Every section of <i>Pathways Listening, Speaking, and Critical Thinking</i> provides opportunities for classroom speaking and discussion, often in pairs or in small groups. Speaking activities progress from controlled and guided activities to more open and communicative activities. 8-11, 18-20, 28-31, 38-40, 48-50, 58-60, 68-71, 78-80, 88-91, 98-100, 108-111, 118-120, 128-131, 138-140, 148-151, 158-160, 168-171, 178-180, 188-191, 198-200	Every section of <i>Pathways Listening, Speaking, and Critical Thinking</i> provides opportunities for classroom speaking and discussion, often in pairs or in small groups. Speaking activities progress from controlled and guided activities to more open and communicative activities. 5, 9, 13, 18, 22, 27, 32, 37, 41, 45, 50, 55, 60, 65, 70, 74, 79, 83, 90, 94

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