



Correlation of

Pathways: Listening, Speaking, and Critical Thinking,
Level 2, 2/E,
by Becky Tarver Chase, © 2018,
ISBN 13: 9781337407724

to

Common European Framework of Reference for Languages
Levels B1-B2

CORRELATION TO THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES; B1-B2
PATHWAYS: LISTENING, SPEAKING, AND CRITICAL THINKING, LEVEL 2, 2/E,
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ISBN 13: 9781337407724
NATIONAL GEOGRAPHIC LEARNING

STANDARDS	SE PAGE CITATIONS	TE PAGE CITATIONS
2.1 Communicative Activities		
Reception Spoken		
OVERALL LISTENING COMPREHENSION		
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.	6-7, 16-17, 86-87	2-3, 7-8, 38
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	2-3, 7- 8, 11-12, 15, 20, 24, 29, 34, 38, 42, 46, 51, 56, 60, 65, 69, 73, 79, 83, 87
B2		
Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	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	2-3, 7- 8, 11-12, 15, 20, 24, 29, 34, 38, 42, 46, 51, 56, 60, 65, 69, 73, 79, 83, 87
Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation. Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.	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	2-3, 7- 8, 11-12, 15, 20, 24, 29, 34, 38, 42, 46, 51, 56, 60, 65, 69, 73, 79, 83, 87
UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS		
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	4-5, 8-9, 12-13, 16-17, 21-22, 25-26, 30-31, 35-36, 43-44, 47-48, 52-53, 57-58, 61-62, 66-67, 70-71, 75-76, 79-80, 84-85, 88-89

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STANDARDS	SE PAGE CITATIONS	TE PAGE CITATIONS
B2		
Can keep up with an animated conversation between native speakers.	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	4-5, 8-9, 12-13, 16-17, 21-22, 25-26, 30-31, 35-36, 43-44, 47-48, 52-53, 57-58, 61-62, 66-67, 70-71, 75-76, 79-80, 84-85, 88-89
Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.	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	4-5, 8-9, 12-13, 16-17, 21-22, 25-26, 30-31, 35-36, 43-44, 47-48, 52-53, 57-58, 61-62, 66-67, 70-71, 75-76, 79-80, 84-85, 88-89
LISTENING AS A MEMBER OF A LIVE AUDIENCE		
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	2-3, 7- 8, 11-12, 15, 20, 24, 29, 34, 38, 42, 46, 51, 56, 60, 65, 69, 73, 79, 83, 87
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	2-3, 7- 8, 11-12, 15, 20, 24, 29, 34, 38, 42, 46, 51, 56, 60, 65, 69, 73, 79, 83, 87
B2		
Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex.	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	2-3, 7- 8, 11-12, 15, 20, 24, 29, 34, 38, 42, 46, 51, 56, 60, 65, 69, 73, 79, 83, 87

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STANDARDS	SE PAGE CITATIONS	TE PAGE CITATIONS
LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS		
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.
B2		
Can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed.		This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
LISTENING TO AUDIO MEDIA AND RECORDINGS		
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	2-3, 7- 8, 11-12, 15, 20, 24, 29, 34, 38, 42, 46, 51, 56, 60, 65, 69, 73, 79, 83, 87
Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively 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	2-3, 7- 8, 11-12, 15, 20, 24, 29, 34, 38, 42, 46, 51, 56, 60, 65, 69, 73, 79, 83, 87
B2		
Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.	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	2-3, 7- 8, 11-12, 15, 20, 24, 29, 34, 38, 42, 46, 51, 56, 60, 65, 69, 73, 79, 83, 87

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Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone etc.	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	2-3, 7- 8, 11-12, 15, 20, 24, 29, 34, 38, 42, 46, 51, 56, 60, 65, 69, 73, 79, 83, 87
Reception Audio/Visual		
WATCHING TV AND FILM		
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 directly 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 directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
B2		
Can understand most TV news and current affairs programmes. Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.		This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
Reception Written		
OVERALL READING COMPREHENSION		
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 directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.

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STANDARDS	SE PAGE CITATIONS	TE PAGE CITATIONS
B2		
Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.		This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
READING CORRESPONDENCE		
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 directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
B2		
Can read correspondence relating to his/her field of interest and readily grasp the essential meaning.		This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
READING FOR ORIENTATION		
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.
B2		
Can scan quickly through long and complex texts, locating relevant details. Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.		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
READING FOR INFORMATION & ARGUMENT		
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.
B2		
Can obtain information, ideas and opinions from highly specialised sources within his/her field. Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.		This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.		This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
READING INSTRUCTIONS		
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.
B2		
Can understand lengthy, complex instructions in his field, including details on conditions and warnings, provided he/she can reread difficult sections.		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
Interaction Spoken		
OVERALL SPOKEN INTERACTION		
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	4-5, 8-9, 12-13, 16-17, 21-22, 25-26, 30-31, 35-36, 43-44, 47-48, 52-53, 57-58, 61-62, 66-67, 70-71, 75-76, 79-80, 84-85, 88-89
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	4-5, 8-9, 12-13, 16-17, 21-22, 25-26, 30-31, 35-36, 43-44, 47-48, 52-53, 57-58, 61-62, 66-67, 70-71, 75-76, 79-80, 84-85, 88-89
B2		
Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	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	4-5, 8-9, 12-13, 16-17, 21-22, 25-26, 30-31, 35-36, 43-44, 47-48, 52-53, 57-58, 61-62, 66-67, 70-71, 75-76, 79-80, 84-85, 88-89
Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.	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	4-5, 8-9, 12-13, 16-17, 21-22, 25-26, 30-31, 35-36, 43-44, 47-48, 52-53, 57-58, 61-62, 66-67, 70-71, 75-76, 79-80, 84-85, 88-89
UNDERSTANDING A NATIVE SPEAKER INTERLOCUTOR		
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.	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	4-5, 8-9, 12-13, 16-17, 21-22, 25-26, 30-31, 35-36, 43-44, 47-48, 52-53, 57-58, 61-62, 66-67, 70-71, 75-76, 79-80, 84-85, 88-89

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B2		
Can understand in detail what is said to him/her in the standard spoken language even in a noisy environment.	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	4-5, 8-9, 12-13, 16-17, 21-22, 25-26, 30-31, 35-36, 43-44, 47-48, 52-53, 57-58, 61-62, 66-67, 70-71, 75-76, 79-80, 84-85, 88-89
CONVERSATION		
B1		
Can enter unprepared into conversations on familiar topics. 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. Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	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	4-5, 8-9, 12-13, 16-17, 21-22, 25-26, 30-31, 35-36, 43-44, 47-48, 52-53, 57-58, 61-62, 66-67, 70-71, 75-76, 79-80, 84-85, 88-89
B2		
Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker. Can convey degrees of emotion and highlight the personal significance of events and experiences.	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	4-5, 8-9, 12-13, 16-17, 21-22, 25-26, 30-31, 35-36, 43-44, 47-48, 52-53, 57-58, 61-62, 66-67, 70-71, 75-76, 79-80, 84-85, 88-89
INFORMAL DISCUSSION (WITH FRIENDS)		
B1		
Can follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly. Can express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem. Can give brief comments on the views of others. Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc.	47, 59, 77, 99	20, 25, 34, 44

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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.	39, 75, 78, 87, 111, 187	16, 33, 35, 38, 49, 83
B2		
Can keep up with an animated discussion between native speakers Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.	39, 75, 78, 111, 187	16, 33, 35, 49, 83
Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	39, 75, 78, 99, 111, 187	16, 33, 35, 44, 49, 83
FORMAL DISCUSSION (MEETINGS)		
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	4-5, 8-9, 12-13, 16-17, 21-22, 25-26, 30-31, 35-36, 43-44, 47-48, 52-53, 57-58, 61-62, 66-67, 70-71, 75-76, 79-80, 84-85, 88-89
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	4-5, 8-9, 12-13, 16-17, 21-22, 25-26, 30-31, 35-36, 43-44, 47-48, 52-53, 57-58, 61-62, 66-67, 70-71, 75-76, 79-80, 84-85, 88-89

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B2		
Can keep up with an animated discussion, identifying accurately arguments supporting and opposing points of view. Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.	39, 75, 78, 111, 187	16, 33, 35, 44, 83
Can participate actively in routine and non routine formal discussion. Can follow the discussion on matters related to his/her field, understand in detail the points given prominence by the speaker. Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.	39, 75, 78, 99, 111, 187	16, 33, 35, 44, 83
GOAL-ORIENTED CO-OPERATION (e.g. Repairing a car, discussing a document, organising an event)		
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.	48, 77, 99	21, 34, 44
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.	39, 29, 75, 78, 111, 187	16, 13, 33, 35, 49, 83
B2		
Can understand detailed instructions reliably. Can help along the progress of the work by inviting others to join in, say what they think etc. Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.	169-170	75

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TRANSACTIONS TO OBTAIN GOODS & SERVICES		
B1		
Can deal with most transactions likely to arise whilst travelling, arranging travel or accommodation, or dealing with authorities during a foreign visit. Can cope with less routine situations in shops, post office, bank, e.g. returning an unsatisfactory purchase. Can make a complaint. 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.		This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
B2		
Can cope linguistically to negotiate a solution to a dispute like an undeserved traffic ticket, financial responsibility for damage in a flat, for blame regarding an accident. Can outline a case for compensation, using persuasive language to demand satisfaction and state clearly the limits to any concession he/she is prepared to make.		This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
Can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession.		This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
INFORMATION EXCHANGE		
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	4-5, 8-9, 12-13, 16-17, 21-22, 25-26, 30-31, 35-36, 43-44, 47-48, 52-53, 57-58, 61-62, 66-67, 70-71, 75-76, 79-80, 84-85, 88-89
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	4-5, 8-9, 12-13, 16-17, 21-22, 25-26, 30-31, 35-36, 43-44, 47-48, 52-53, 57-58, 61-62, 66-67, 70-71, 75-76, 79-80, 84-85, 88-89

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STANDARDS	SE PAGE CITATIONS	TE PAGE CITATIONS
B2		
Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role.	187, 189, 191	83, 84, 85
Can pass on detailed information reliably. Can give a clear, detailed description of how to carry out a procedure. Can synthesise and report information and arguments from a number of sources.	37	15
INTERVIEWING AND BEING INTERVIEWED		
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.	130-131	58
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.	130-131	58
B2		
Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.	130-131	58
Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.	130-131	58
Interaction Written		
OVERALL WRITTEN INTERACTION		
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		15, 79
B2		
Can express news and views effectively in writing, and relate to those of others.		79

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STANDARDS	SE PAGE CITATIONS	TE PAGE CITATIONS
CORRESPONDENCE		
B1		
Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, films.		79
Can write personal letters describing experiences, feelings and events in some detail.		79
B2		
Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.		15, 79
NOTES, MESSAGES & FORMS		
B1		
Can take messages communicating enquiries, explaining problems.		This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important.		This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
B2		
As B1		
Production Spoken		
OVERALL SPOKEN PRODUCTION		
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.	11, 40, 60, 71, 100, 120, 140, 160, 180, 200	5, 17, 26, 31, 44, 53, 61, 71, 80, 89
B2		
Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	11, 40, 60, 71, 100, 120, 140, 160, 180, 200	5, 17, 26, 31, 44, 53, 61, 71, 80, 89

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STANDARDS	SE PAGE CITATIONS	TE PAGE CITATIONS
Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	11, 40, 60, 71, 100, 120, 140, 160, 180, 200	5, 17, 26, 31, 44, 53, 61, 71, 80, 89
SUSTAINED MONOLOGUE: Describing Experience		
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.	70-71, 99-100, 119-120, 139-140,	31, 44, 53, 61
B2		
Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.	11, 39-40, 60, 70-71, 99-100, 119-120, 139-140, 159-160, 179-180, 199-200	5, 17, 26, 31, 44, 53, 61, 71, 80, 89
SUSTAINED MONOLOGUE: Putting a Case (e.g. in a Debate)		
B1		
Can develop an argument well enough to be followed without difficulty most of the time.	39-40	17
Can briefly give reasons and explanations for opinions, plans and actions.	39-40	17
B2		
Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.	39-40	17
Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. Can construct a chain of reasoned argument: Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	39-40	17

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STANDARDS	SE PAGE CITATIONS	TE PAGE CITATIONS
PUBLIC ANNOUNCEMENTS		
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.
B2		
Can deliver announcements on most general topics with a degree of clarity, fluency and spontaneity which causes no strain or inconvenience to the listener.		This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
ADDRESSING AUDIENCES		
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.	11, 39-40, 60, 70-71, 99-100, 119-120, 139-140, 159-160, 179-180, 199-200	5, 17, 26, 31, 44, 53, 61, 71, 80, 89
B2		
Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression.	11, 39-40, 60, 70-71, 99-100, 119-120, 139-140, 159-160, 179-180, 199-200	5, 17, 26, 31, 44, 53, 61, 71, 80, 89
Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options. Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.	60, 160	26, 71

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STANDARDS	SE PAGE CITATIONS	TE PAGE CITATIONS
Production Written		
OVERALL WRITTEN PRODUCTION		
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.
B2		
Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.		This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
CREATIVE WRITING		
B1		
This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.		This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
B2		
Can write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned.		This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest. Can write a review of a film, book or play.		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
REPORTS AND ESSAYS		
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.
B2		
Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. Can evaluate different ideas or solutions to a problem.		This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. Can synthesise information and arguments from a number of sources.	37	15
2.2 Communication Strategies		
Reception		
IDENTIFYING CUES AND INFERRING (Spoken & Written)		
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.	15, 34, 44, 54, 64, 74, 84, 94, 104, 114, 125, 134, 144, 154, 164, 174, 184	7, 15, 19, 23, 28, 33, 37, 41, 46, 50, 55, 59, 64, 68, 74, 78, 82, 87
B2		
Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	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	2-3, 7- 8, 11-12, 15, 20, 24, 29, 34, 38, 42, 46, 51, 56, 60, 65, 69, 73, 79, 83, 87

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Interaction		
TAKING THE FLOOR (TURNTAKING)		
B1		
Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.	109, 111-112, 119	47, 49, 52
Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.	119, 128, 179	47, 49, 52
B2		
Can intervene appropriately in discussion, exploiting appropriate language to do so. Can initiate, maintain and end discourse appropriately with effective turntaking. Can initiate discourse, take his turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can use stock phrases (e.g. "That's a difficult question to answer") to gain time and keep the turn whilst formulating what to say.	18, 38, 48-49, 58, 78, 109, 111-112, 119, 128-129, 158-159, 179, 190	8, 16, 21, 25, 35, 47, 49, 52, 57, 70, 79, 84
CO-OPERATING		
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.	18, 20, 158, 189	8, 9, 70, 84
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.	58, 190	25, 84
B2		
Can give feedback on and follow up statements and inferences and so help the development of the discussion.	18	5, 8, 17, 37, 44, 89
Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	58-59, 119	25, 49, 52
ASKING FOR CLARIFICATION		
B1		
Can ask someone to clarify or elaborate what he or she has just said.	48, 58-59, 190	21, 25, 84

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B2		
Can ask follow up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points.	48, 58-59, 190	21, 25, 84
PLANNING		
B1		
Can rehearse and try out new combinations and expressions, inviting feedback.	18, 38, 58, 75, 99, 119, 139, 151, 179, 199	8, 16, 25, 33, 44, 53, 61, 67, 79, 89
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.	11, 39, 60, 71, 99, 119, 139-140, 150-151, 159-160, 171, 179-180, 199-200	5, 17, 26, 31, 44, 53, 61, 67, 71, 75, 79, 89
B2		
Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	11, 39, 60, 71, 99, 119, 139-140, 150-151, 159-160, 171, 179-180, 199-200	5, 17, 26, 31, 44, 53, 61, 67, 71, 75, 79, 89
COMPENSATING		
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 directly 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 directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
B2		
Can use circumlocution and paraphrase to cover gaps in vocabulary and structure.		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
MONITORING AND REPAIR		
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 directly 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 directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
B2		
Can correct slips and errors if he/she becomes conscious of them or if they have led to misunderstandings. Can make a note of "favourite mistakes" and consciously monitor speech for it/them.		This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
2.3 Working with Text		
NOTE-TAKING (LECTURES, SEMINARS, ETC.)		
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.	16, 27, 47, 67, 77, 116, 127, 157, 167, 197	7, 12, 20, 29, 34, 51, 56, 69, 73, 87
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.	47, 67, 77, 116, 127, 157, 167, 197	20, 29, 34, 51, 56, 69, 73, 87
B2		
Can understand a clearly structured lecture on a familiar subject, and can take notes on points which strike him/her as important, even though he/she tends to concentrate on the words themselves and therefore to miss some information.	16, 27, 47, 67, 77, 116, 127, 157, 167, 197	7, 12, 20, 29, 34, 51, 56, 69, 73, 87
PROCESSING TEXT		
B1		
Can collate short pieces of information from several sources and summarise them for somebody else.	37	15

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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.
B2		
Can summarise a wide range of factual and imaginative texts, commenting on and discussing contrasting points of view and the main themes. Can summarise extracts from news items, interviews or documentaries containing opinions, argument and discussion. Can summarise the plot and sequence of events in a film or play.		This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
2.4 Communicative Language Competence		
Linguistic Range		
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	4-5, 8-9, 12-13, 16-17, 21-22, 25-26, 30-31, 35-36, 43-44, 47-48, 52-53, 57-58, 61-62, 66-67, 70-71, 75-76, 79-80, 84-85, 88-89
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	4-5, 8-9, 12-13, 16-17, 21-22, 25-26, 30-31, 35-36, 43-44, 47-48, 52-53, 57-58, 61-62, 66-67, 70-71, 75-76, 79-80, 84-85, 88-89
B2		
Can express him/herself clearly and without much sign of having to restrict what he/she wants to say.	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	4-5, 8-9, 12-13, 16-17, 21-22, 25-26, 30-31, 35-36, 43-44, 47-48, 52-53, 57-58, 61-62, 66-67, 70-71, 75-76, 79-80, 84-85, 88-89

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Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so.	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	4-5, 8-9, 12-13, 16-17, 21-22, 25-26, 30-31, 35-36, 43-44, 47-48, 52-53, 57-58, 61-62, 66-67, 70-71, 75-76, 79-80, 84-85, 88-89
VOCABULARY RANGE		
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	4-5, 8-9, 12-13, 16-17, 21-22, 25-26, 30-31, 35-36, 43-44, 47-48, 52-53, 57-58, 61-62, 66-67, 70-71, 75-76, 79-80, 84-85, 88-89
B2		
Has a good range of vocabulary for matters connected to his field and most general topics? Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	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	4-5, 8-9, 12-13, 16-17, 21-22, 25-26, 30-31, 35-36, 43-44, 47-48, 52-53, 57-58, 61-62, 66-67, 70-71, 75-76, 79-80, 84-85, 88-89
Control		
GRAMMATICAL ACCURACY		
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, 49, 68, 88, 108, 129, 149, 178, 198	4, 12, 21, 30, 38, 47, 57, 66, 79, 88

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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, 49, 68, 88, 108, 129, 149, 178, 198	4, 12, 21, 30, 38, 47, 57, 66, 79, 88
B2		
Good grammatical control. Occasional "slips" or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.	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, 49, 68, 88, 108, 129, 149, 178, 198	4, 12, 21, 30, 38, 47, 57, 66, 79, 88
Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	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, 49, 68, 88, 108, 129, 149, 178, 198	4, 12, 21, 30, 38, 47, 57, 66, 79, 88

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VOCABULARY CONTROL		
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, 11, 15, 19, 23, 28, 33, 37, 41, 46, 50, 55, 59, 64, 68, 73, 78, 82, 87, 92
B2		
Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	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, 11, 15, 19, 23, 28, 33, 37, 41, 46, 50, 55, 59, 64, 68, 73, 78, 82, 87, 92
PHONOLOGICAL CONTROL		
B1		
Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	8, 39, 59, 69, 89, 110, 138, 148, 168, 189	4, 16, 25, 30, 39, 48, 61, 66, 75, 84
B2		
Has a clear, natural, pronunciation and intonation.	8, 39, 59, 69, 89, 110, 138, 148, 168, 189	4, 16, 25, 30, 39, 48, 61, 66, 75, 84
ORTHOGRAPHIC CONTROL		
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.

CORRELATION TO THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES; B1-B2
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NATIONAL GEOGRAPHIC LEARNING

STANDARDS	SE PAGE CITATIONS	TE PAGE CITATIONS
B2		
Can produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions. Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.		This descriptor is not directly addressed at this level of Pathways: Listening, Speaking, and Critical Thinking.
Sociolinguistic		
SOCIOLINGUISTIC APPROPRIATENESS		
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. 18, 38, 58, 75, 99, 119, 139, 151, 179, 199	8, 16, 25, 33, 44, 53, 61, 67, 79, 89
B2		
Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	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	4-5, 8-9, 12-13, 16-17, 21-22, 25-26, 30-31, 35-36, 43-44, 47-48, 52-53, 57-58, 61-62, 66-67, 70-71, 75-76, 79-80, 84-85, 88-89
Can with some effort keep up with and contribute to group discussions even when speech is fast and colloquial. Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker. Can express him or herself appropriately in situations and avoid crass errors of formulation.	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	4-5, 8-9, 12-13, 16-17, 21-22, 25-26, 30-31, 35-36, 43-44, 47-48, 52-53, 57-58, 61-62, 66-67, 70-71, 75-76, 79-80, 84-85, 88-89

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STANDARDS	SE PAGE CITATIONS	TE PAGE CITATIONS
Pragmatic		
FLEXIBILITY		
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. 18, 38, 58, 75, 99, 119, 139, 151, 179, 199	8, 16, 25, 33, 44, 53, 61, 67, 79, 89
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. 18, 38, 58, 75, 99, 119, 139, 151, 179, 199	8, 16, 25, 33, 44, 53, 61, 67, 79, 89
B2		
Can adjust what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances.	190	84
Can adjust to the changes of direction, style and emphasis normally found in conversation. Can vary formulation of what he/she wants to say.	190	84

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STANDARDS	SE PAGE CITATIONS	TE PAGE CITATIONS
TURNTAKING		
B1		
Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.	109, 111-112, 119	47, 49, 52
Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.	119, 128, 179	47, 49, 52
B2		
Can intervene appropriately in discussion, exploiting appropriate language to do so. Can initiate, maintain and end discourse appropriately with effective turntaking. Can initiate discourse, take his turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can use stock phrases (e.g. "That's a difficult question to answer") to gain time and keep the turn whilst formulating what to say.	18, 38, 48-49, 58, 78, 109, 111-112, 119, 128-129, 158-159, 179, 190	8, 16, 21, 25, 35, 47, 49, 52, 57, 70, 79, 84
THEMATIC DEVELOPMENT		
B1		
Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	11, 39-40, 60, 70-71, 99-100, 119-120, 139-140, 159-160, 179-180, 199-200	5, 17, 26, 31, 44, 53, 61, 71, 80, 89
B2		
Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples.	11, 39-40, 60, 70-71, 99-100, 119-120, 139-140, 159-160, 179-180, 199-200	5, 17, 26, 31, 44, 53, 61, 71, 80, 89
COHERENCE AND COHESION		
B1		
Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	137, 169	60, 75
B2		
Can use a variety of linking words efficiently to mark clearly the relationships between ideas.	137, 169	60, 75

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STANDARDS	SE PAGE CITATIONS	TE PAGE CITATIONS
Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.	137, 169	60, 75
SPOKEN FLUENCY		
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.
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.
B2		
Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.		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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<p>Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses.</p> <p>Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.</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>
PROPOSITIONAL PRECISION		
B1		
<p>Can explain the main points in an idea or problem with reasonable precision.</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>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>4-5, 8-9, 12-13, 16-17, 21-22, 25-26, 30-31, 35-36, 43-44, 47-48, 52-53, 57-58, 61-62, 66-67, 70-71, 75-76, 79-80, 84-85, 88-89</p>

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STANDARDS	SE PAGE CITATIONS	TE PAGE CITATIONS
<p>Can convey simple, straightforward information of immediate relevance, getting across which point he/she feels is most important.</p> <p>Can express the main point he/she wants to make comprehensibly.</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>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>4-5, 8-9, 12-13, 16-17, 21-22, 25-26, 30-31, 35-36, 43-44, 47-48, 52-53, 57-58, 61-62, 66-67, 70-71, 75-76, 79-80, 84-85, 88-89</p>
B2		
<p>Can pass on detailed information reliably</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>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>4-5, 8-9, 12-13, 16-17, 21-22, 25-26, 30-31, 35-36, 43-44, 47-48, 52-53, 57-58, 61-62, 66-67, 70-71, 75-76, 79-80, 84-85, 88-89</p>

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