

Correlation of

***World English, Intro:
Real People, Real Places, Real Language, 3/E,***
by John Hughes/ Martin Milner, © 2020,
ISBN: 9780357113660

to

**Common European Framework of Reference for Languages
Level A1**

CORRELATION TO THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES; A1

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NATIONAL GEOGRAPHIC LEARNING**

STANDARDS	World English, Intro Level CITATIONS
2.1 Communicative Activities	
Reception Spoken	
OVERALL LISTENING COMPREHENSION	
A1	
Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning	4, 6, 7, 34, 48
UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS	
A1	
No Descriptor Available	
LISTENING AS A MEMBER OF A LIVE AUDIENCE	
A1	
No Descriptor Available	
A2	
No Descriptor Available	
LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS	
A1	
Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions.	69, 75
LISTENING TO AUDIO MEDIA AND RECORDINGS	
A1	
No Descriptor Available	
Reception Audio/Visual	
WATCHING TV AND FILM	
A1	
No Descriptor Available	
Reception Written	
OVERALL READING COMPREHENSION	
A1	
Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	41, 55, 75, 94
READING CORRESPONDENCE	

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STANDARDS	World English, Intro Level CITATIONS
A1	
Can understand short, simple messages on postcards.	The opportunity to address this standard exists. For example, see: 152
READING FOR ORIENTATION	
A1	
Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.	75
READING FOR INFORMATION & ARGUMENT	
A1	
Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.	11, 24-25, 39, 52, 67, 81, 95
READING INSTRUCTIONS	
A1	
Can follow short, simple written directions (e.g., to go from X to Y)	23, 75, 110
Interaction Spoken	
OVERALL SPOKEN INTERACTION	
A1	
Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	14, 19, 23, 61, 65, 159
UNDERSTANDING A NATIVE SPEAKER INTERLOCUTOR	
A1	
Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker. Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.	14, 19, 23, 61, 65, 69, 75, 159
CONVERSATION	
A1	
Can make an introduction and use basic greeting and leave-taking expressions.	4, 5, 6, 7, 8, 119, 132

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STANDARDS	World English, Intro Level CITATIONS
Can ask how people are and react to news. Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.	
INFORMAL DISCUSSION (WITH FRIENDS)	
A1	
No Descriptor Available	
FORMAL DISCUSSION (MEETINGS)	
A1	
No Descriptor Available	
GOAL-ORIENTED CO-OPERATION (e.g. Repairing a car, discussing a document, organising an event)	
A1	
Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask people for things, and give people things.	14, 19, 23, 61, 65, 69, 75, 147
TRANSACTIONS TO OBTAIN GOODS & SERVICES	
A1	
Can ask people for things and give people things. Can handle numbers, quantities, cost and time.	78, 79
INFORMATION EXCHANGE	
A1	
Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have. Can indicate time by such phrases as next week, last Friday, in November, three o'clock.	14, 19, 23, 60, 61, 63, 65, 69, 75, 159
INTERVIEWING AND BEING INTERVIEWED	

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STANDARDS	World English, Intro Level CITATIONS
A1	
Can reply in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details.	92, 93, 97, 161
Interaction Written	
OVERALL WRITTEN INTERACTION	
A1	
Can ask for or pass on personal details in written form	13, 27
CORRESPONDENCE	
A1	
Can write a short simple postcard	The opportunity to address this standard exists. For example, see: 55, 83, 153
NOTES, MESSAGES & FORMS	
A1	
Can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country etc. such as on a hotel registration form.	13, 27, 97
Production Spoken	
OVERALL SPOKEN PRODUCTION	
A1	
Can produce simple mainly isolated phrases about people and places.	4, 6, 7, 34, 48
SUSTAINED MONOLOGUE: Describing Experience	
A1	
Can describe him/herself, what he/she does and where he/she lives.	4, 19, 21, 23, 27
SUSTAINED MONOLOGUE: Putting a Case (e.g. in a Debate)	
A1	
No Descriptor Available	
A2	
No Descriptor Available	
PUBLIC ANNOUNCEMENTS	
A1	
No Descriptor Available	
A2	

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STANDARDS	World English, Intro Level CITATIONS
Can deliver very short, rehearsed announcements of predictable, learnt content which are intelligible to listeners who are prepared to concentrate.	The opportunity to address this standard exists. For example, see: 10, 49, 66
ADDRESSING AUDIENCES	
A1	
Can read a very short, rehearsed statement - e.g. to introduce a speaker, propose a toast.	The opportunity to address this standard exists. For example, see: 10, 49, 66, 69, 71, 80, 85
Production Written	
OVERALL WRITTEN PRODUCTION	
A1	
Can write simple isolated phrases and sentences.	13, 27, 69
CREATIVE WRITING	
A1	
Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.	27, 41, 83, 152
REPORTS AND ESSAYS	
A1	
No Descriptor Available	
A2	
No Descriptor Available	
2.2 Communication Strategies	
Reception	
IDENTIFYING CUES AND INFERRING (Spoken & Written)	
A1	
No Descriptor Available	
Interaction	
TAKING THE FLOOR (TURNTAKING)	
A1	
No Descriptor Available	
CO-OPERATING	
A1	

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STANDARDS	World English, Intro Level CITATIONS
No Descriptor Available	
ASKING FOR CLARIFICATION	
A1	
No Descriptor Available	
PLANNING	
A1	
No Descriptor Available	
COMPENSATING	
A1	
No Descriptor Available	
MONITORING AND REPAIR	
A1	
No Descriptor Available	
A2	
No Descriptor Available	
2.3 Working with Text	
NOTE-TAKING (LECTURES, SEMINARS, ETC.)	
A1	
No Descriptor Available	
A2	
No Descriptor Available	
PROCESSING TEXT	
A1	
Can copy out single words and short texts presented in standard printed format	13, 27, 68, 83
2.4 Communicative Language Competence	
Linguistic Range	
GENERAL LINGUISTIC RANGE	
A1	
Has a very basic range of simple expressions about personal details and needs of a concrete type.	4, 5, 7, 9, 23, 79, 90, 91, 159

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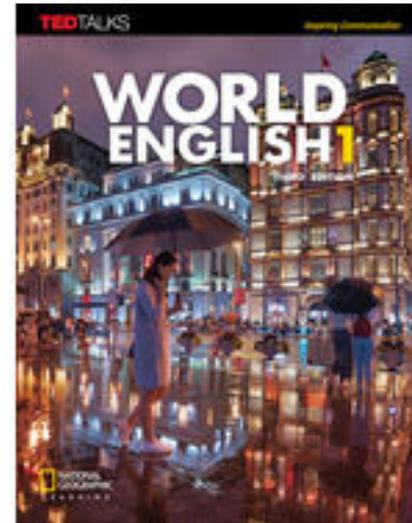
STANDARDS	World English, Intro Level CITATIONS
VOCABULARY RANGE	
A1	
Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	4, 18, 32, 46, 60, 74, 88, 102
Control	
GRAMMATICAL ACCURACY	
A1	
Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	5, 23, 47, 61, 75, 92, 116, 149, 162
VOCABULARY CONTROL	
A1	
No Descriptor Available	
A2	
Can control a narrow repertoire dealing with concrete everyday needs.	104, 116, 118, 130, 132, 144, 146, 158
PHONOLOGICAL CONTROL	
A1	
Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	7, 21, 35, 49, 63, 77, 90, 105, 119, 133, 147, 160
ORTHOGRAPHIC CONTROL	
A1	
Can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. Can spell his/her address, nationality and other personal details.	6, 10, 13, 27, 68, 83
Sociolinguistic	
SOCIOLINGUISTIC APPROPRIATENESS	
A1	
Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry etc	4, 5, 55, 75, 117
Pragmatic	
FLEXIBILITY	

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STANDARDS	World English, Intro Level CITATIONS
A1	
No Descriptor Available	
TURNTAKING	
A1	
No Descriptor Available	
THEMATIC DEVELOPMENT	
A1	
No Descriptor Available	
COHERENCE AND COHESION	
A1	
Can link words or groups of words with very basic linear connectors like 'and' or 'then'.	83
SPOKEN FLUENCY	
A1	
Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	<i>Speaking Strategies</i> : 9, 23, 37, 79, 93, 121, 135, 149, 163
PROPOSITIONAL PRECISION	
A1	
No Descriptor Available	

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NATIONAL GEOGRAPHIC LEARNING

STANDARDS	World English, Level 1 CITATIONS CITATIONS
2.1 Communicative Activities	
Reception Spoken	
OVERALL LISTENING COMPREHENSION	
A1	
Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning	<i>Listening: 6, 20, 34</i>
A2	
Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.	<i>Listening: 34, 48, 62</i>
Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	<i>Listening: 6, 20, 34, 48, 62, 76, 90, 118, 146 Communication: 35, 40</i>
UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS	
A1	
No Descriptor Available	
A2	
Can generally identify the topic of discussion around her that is conducted slowly and clearly.	<i>Listening: 6 Conversation: 9, 23, 33, 37 Communication: 26, 35</i>
LISTENING AS A MEMBER OF A LIVE AUDIENCE	
A1	
No Descriptor Available	
A2	
No Descriptor Available	
LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS	
A1	
Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions.	<i>Conversation: 159</i>
A2	
Can catch the main point in short, clear, simple messages and announcement.	<i>Conversation: 159</i>

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NATIONAL GEOGRAPHIC LEARNING

STANDARDS	World English, Level 1 CITATIONS CITATIONS
Can understand simple directions relating to how to get from X to Y, by foot or public transport.	
LISTENING TO AUDIO MEDIA AND RECORDINGS	
A1	
No Descriptor Available	
A2	
Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.	<i>Listening:</i> 6, 20, 34, 48, 62, 76, 90, 104, 118, 132, 146
Reception Audio/Visual	
WATCHING TV AND FILM	
A1	
No Descriptor Available	
A2	
Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary.	This standard is not directly addressed in this edition of World English.
Can follow changes of topic of factual TV news items, and form an idea of the main content.	This standard is not directly addressed in this edition of World English.
Reception Written	
OVERALL READING COMPREHENSION	
A1	
Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	<i>Reading:</i> 11, 25, 39, 53, 67, 80, 94, 108, 122, 136, 150, 164-165
A2	
Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language	<i>Reading:</i> 11, 25, 39, 53, 67, 80, 94, 108, 122, 136, 150, 164-165
Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	<i>Reading:</i> 11, 25, 39, 53, 67, 80, 94, 108, 122, 136, 150, 164-165
READING CORRESPONDENCE	
A1	
Can understand short, simple messages on postcards.	The opportunity to address this standard exists. For example, see:

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STANDARDS	World English, Level 1 CITATIONS CITATIONS
	60, 167
A2	
Can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation etc.) on familiar topics	The opportunity to address this standard exists. For example, see: 167
Can understand short simple personal letters.	The opportunity to address this standard exists. For example, see: 167
READING FOR ORIENTATION	
A1	
Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.	12
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.	12, 54, 146
READING FOR INFORMATION & ARGUMENT	
A1	
Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.	<i>Reading:</i> 11, 25, 39, 53, 67, 80, 94, 108, 122, 136, 150, 164-165
A2	
Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.	The opportunity to address this standard exists. For example, see: <i>Reading:</i> 11, 25, 39, 53, 67, 80, 94, 108, 122, 136, 150, 164-165
READING INSTRUCTIONS	
A1	
Can follow short, simple written directions (e.g., to go from X to Y)	<i>Goal Check:</i> 55, 161
A2	
Can understand regulations, for example safety, when expressed in simple language.	This standard is not directly addressed in this edition of World English.

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NATIONAL GEOGRAPHIC LEARNING

STANDARDS	World English, Level 1 CITATIONS CITATIONS
Can understand simple instructions on equipment encountered in everyday life - such as a public telephone.	<i>Goal Check: 55</i>
Interaction Spoken	
OVERALL SPOKEN INTERACTION	
A1	
Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	<i>Speaking Strategy: 9, 23, 37, 51, 65, 79, 93, 107, 119, 121, 135, 147</i>
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.	<i>Conversation: 9, 23, 33, 37, 65, 79, 93, 107, 121, 131, 135, 149</i>
Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.	<i>Conversation: 33, 37, 65, 79, 93, 107, 121, 131, 135, 149, 159, 163,</i>
UNDERSTANDING A NATIVE SPEAKER INTERLOCUTOR	
A1	
Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker. Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.	<i>Speaking Strategy: 37, 51, 65, 79, 93, 107, 119, 121, 135, 147, 149, 163</i>
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.	<i>Conversation: 9, 23, 33, 37, 65, 79, 93, 107, 121, 131, 135, 149</i>
Can understand what is said clearly, slowly and directly to him/her in simple	<i>Conversation: 33, 37, 65, 79, 93, 107, 121, 131, 135, 149, 159, 163,</i>

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STANDARDS	World English, Level 1 CITATIONS CITATIONS
everyday conversation; can be made to understand, if the speaker can take the trouble.	
CONVERSATION	
A1	
Can make an introduction and use basic greeting and leave-taking expressions. Can ask how people are and react to news. Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.	<i>Conversation:</i> 9, 23, 51, 79, 135, 149, 159
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.	<i>Conversation:</i> 9, 23, 33, 37, 65, 79, 93, 107, 121, 131, 135, 149
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.	<i>Conversation:</i> 9, 51, 65, 93, 149, 159
INFORMAL DISCUSSION (WITH FRIENDS)	
A1	
No Descriptor Available	
A2	
Can generally identify the topic of discussion around her which is conducted slowly and clearly. Can discuss what to do in the evening, at the weekend. Can make and respond to suggestions. Can agree and disagree with others.	<i>Conversation:</i> 23, 37, 79, 121, 131, 163
Can discuss everyday practical issues in a simple way when addressed clearly,	<i>Conversation:</i> 23, 37, 131

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STANDARDS	World English, Level 1 CITATIONS CITATIONS
slowly and directly. Can discuss what to do, where to go and make arrangements to meet.	
FORMAL DISCUSSION (MEETINGS)	
A1	
No Descriptor Available	
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.	<i>Goal Check: 147</i>
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.	<i>Speaking Strategy: 147</i>
GOAL-ORIENTED CO-OPERATION (e.g. Repairing a car, discussing a document, organising an event)	
A1	
Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask people for things, and give people things.	<i>Speaking Strategy: 37, 51, 65, 79, 93, 107, 119, 121, 135, 147, 149, 163</i>
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.	<i>Speaking Strategy: 37, 93, 107, 121, 131, 163</i>
Can indicate when he/she is following and can be made to understand what is necessary, if the speaker takes the trouble. Can communicate in simple and routine tasks using simple phrases to ask for and provide things, to get simple information and to discuss what to do next.	<i>Conversation: 23, 121</i>
TRANSACTIONS TO OBTAIN GOODS & SERVICES	
A1	
Can ask people for things and give people things.	33, 49, 117, 119

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STANDARDS	World English, Level 1 CITATIONS CITATIONS
Can handle numbers, quantities, cost and time.	
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.	33, 159, 117, 163
Can ask for and provide everyday goods and services. Can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets. Can ask about things and make simple transactions in shops, post offices or banks. Can give and receive information about quantities, numbers, prices etc. Can make simple purchases by stating what is wanted and asking the price. Can order a meal.	49, 117, 119
INFORMATION EXCHANGE	
A1	
Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have. Can indicate time by such phrases as next week, last Friday, in November, three o'clock.	<i>Conversation:</i> 9, 23, 33, 37, 65, 79, 93, 107, 121, 131, 135, 149, 159, 163
A2	
Can understand enough to manage simple, routine exchanges without undue effort. Can deal with practical everyday demands: finding out and passing on straightforward factual information. Can ask and answer questions about habits and routines. Can ask and answer questions about pastimes and past activities. Can give and follow simple directions and instructions e.g. explain how to get	<i>Conversation:</i> 9, 23, 33, 37, 65, 79, 93, 107, 121, 131, 135, 149, 159, 163

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STANDARDS	World English, Level 1 CITATIONS CITATIONS
<p>somewhere.</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><i>Conversation: 9, 79, 131, 135, 149</i></p>
INTERVIEWING AND BEING INTERVIEWED	
A1	
<p>Can reply in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details.</p>	<p><i>Communication: 21</i> <i>Goal Check: 135, 147, 149</i></p>
A2	
<p>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.</p>	<p><i>Communication: 21</i> <i>Goal Check: 135, 147, 149</i></p>
<p>Can answer simple questions and respond to simple statements in an interview.</p>	<p><i>Communication: 21</i> <i>Goal Check: 135, 147, 149</i></p>
Interaction Written	
OVERALL WRITTEN INTERACTION	
A1	
<p>Can ask for or pass on personal details in written form</p>	<p><i>Goal: 12, 74</i> <i>Goal Check: 13, 19, 91</i></p>
A2	
<p>Can write short, simple formulaic notes relating to matters in areas of immediate need.</p>	<p><i>Goal Check: 27, 103, 105, 122, 139</i></p>
CORRESPONDENCE	
A1	
<p>Can write a short simple postcard</p>	<p>The opportunity to address this standard exists. For example, see: <i>27, 97</i></p>
A2	
<p>Can write very simple personal letters expressing thanks and apology.</p>	<p>The opportunity to address this standard exists. For example, see:</p>

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NATIONAL GEOGRAPHIC LEARNING

STANDARDS	World English, Level 1 CITATIONS CITATIONS
	27, 97
NOTES, MESSAGES & FORMS	
A1	
Can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country etc. such as on a hotel registration form.	91, 153
A2	
Can take a short, simple message provided he/she can ask for repetition and reformulation.	The opportunity to address this standard exists. For example, see: 104, 141, 146
Can write short, simple notes and messages relating to matters in areas of immediate need.	<i>Goal Check:</i> 27, 103, 105, 122, 139
Production Spoken	
OVERALL SPOKEN PRODUCTION	
A1	
Can produce simple mainly isolated phrases about people and places.	8, 9, 40, 41
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.	8, 9
SUSTAINED MONOLOGUE: Describing Experience	
A1	
Can describe him/herself, what he/she does and where he/she lives.	9, 22, 23
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.	9, 21, 22, 23, 26, 60, 61, 75, 124

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NATIONAL GEOGRAPHIC LEARNING

STANDARDS	World English, Level 1 CITATIONS CITATIONS
Can describe his/her family, living conditions, educational background, present or most recent job. Can describe people, places and possessions in simple terms.	9, 21, 22, 23, 40, 41, 46, 47, 80, 92, 93, 124
SUSTAINED MONOLOGUE: Putting a Case (e.g. in a Debate)	
A1	
No Descriptor Available	
A2	
No Descriptor Available	
PUBLIC ANNOUNCEMENTS	
A1	
No Descriptor Available	
A2	
Can deliver very short, rehearsed announcements of predictable, learnt content which are intelligible to listeners who are prepared to concentrate.	The opportunity to address this standard exists. For example, see: 14, 26, 38, 52, 105, 136, 164
ADDRESSING AUDIENCES	
A1	
Can read a very short, rehearsed statement - e.g. to introduce a speaker, propose a toast.	The opportunity to address this standard exists. For example, see: 14, 26, 38, 52, 105, 136, 164
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.	14, 26, 38, 52, 105, 136, 164
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.	14, 26, 38, 52, 105, 136, 164
Production Written	
OVERALL WRITTEN PRODUCTION	
A1	
Can write simple isolated phrases and sentences.	13, 21, 63
A2	

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NATIONAL GEOGRAPHIC LEARNING

STANDARDS	World English, Level 1 CITATIONS CITATIONS
Can write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.	13, 41, 108, 167
CREATIVE WRITING	
A1	
Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.	13, 23, 63, 83, 139
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.	41, 63, 83
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.	13, 23, 63
REPORTS AND ESSAYS	
A1	
No Descriptor Available	
A2	
No Descriptor Available	
2.2 Communication Strategies	
Reception	
IDENTIFYING CUES AND INFERRING (Spoken & Written)	
A1	
No Descriptor Available	
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.	The opportunity to address this standard exists. For example, see: 130, 158
Interaction	
TAKING THE FLOOR (TURNTAKING)	
A1	

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STANDARDS	World English, Level 1 CITATIONS CITATIONS
No Descriptor Available	
A2	
Can use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain and close simple, face-to-face conversation.	<i>Speaking Strategy</i> : 9, 23, 37, 51, 65, 79, 93, 107, 119, 121, 135, 147, 149, 163
Can ask for attention.	The opportunity to address this standard exists. For example, see: 33, 159
CO-OPERATING	
A1	
No Descriptor Available	
A2	
Can indicate when he/she is following.	This standard is not directly addressed in this edition of World English.
ASKING FOR CLARIFICATION	
A1	
No Descriptor Available	
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.	This standard is not directly addressed in this edition of World English.
Can say he/she didn't follow.	This standard is not directly addressed in this edition of World English.
PLANNING	
A1	
No Descriptor Available	
A2	
Can recall and rehearse an appropriate set of phrases from his repertoire.	14, 119
COMPENSATING	
A1	
No Descriptor Available	
A2	
Can use an inadequate word from his repertoire and use gesture to clarify what he/she wants to say.	This standard is not directly addressed in this edition of World English.

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NATIONAL GEOGRAPHIC LEARNING

STANDARDS	World English, Level 1 CITATIONS CITATIONS
Can identify what he/she means by pointing to it (e.g. "I'd like this, please).	This standard is not directly addressed in this edition of World English.
MONITORING AND REPAIR	
A1	
No Descriptor Available	
A2	
No Descriptor Available	
2.3 Working with Text	
NOTE-TAKING (LECTURES, SEMINARS, ETC.)	
A1	
No Descriptor Available	
A2	
No Descriptor Available	
PROCESSING TEXT	
A1	
Can copy out single words and short texts presented in standard printed format	4, 18, 60, 74, 88, 102, 116, 131, 144, 158
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	60, 131, 158
Can copy out short texts in printed or clearly hand-written format.	The opportunity to address this standard exists. For example, see: 97, 125, 139
2.4 Communicative Language Competence	
Linguistic Range	
GENERAL LINGUISTIC RANGE	
A1	
Has a very basic range of simple expressions about personal details and needs of a concrete type.	<i>Speaking Strategy:</i> 9, 65, 93, 149
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.	<i>Conversation:</i> 9, 23, 33, 37, 65, 79, 93, 107, 121, 131, 135, 149, 159, 163 <i>Speaking Strategy:</i> 9, 23, 37, 51, 65, 79, 93, 107, 119, 121, 135, 147, 149, 163
Can produce brief everyday expressions in order to satisfy simple needs of a	<i>Conversation:</i> 9, 23, 33, 37, 65, 79, 93, 107, 121, 131, 135, 149, 159, 163

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NATIONAL GEOGRAPHIC LEARNING

STANDARDS	World English, Level 1 CITATIONS CITATIONS
concrete type: personal details, daily routines, wants and needs, requests for information. Can use basic sentence patterns and communicate with memorised phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc.. Has a limited repertoire of short memorised phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.	<i>Speaking Strategy:</i> 9, 23, 37, 51, 65, 79, 93, 107, 119, 121, 135, 147, 149, 163
VOCABULARY RANGE	
A1	
Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	<i>Vocabulary:</i> 4, 6, 18, 32, 46, 60, 74, 88, 102, 116, 130, 144, 158
A2	
Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	<i>Vocabulary:</i> 4, 6, 18, 32, 46, 60, 74, 88, 102, 116, 130, 144, 158
Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	<i>Vocabulary:</i> 4, 6, 18, 32, 46, 60, 74, 88, 102, 116, 130, 144, 158
Control	
GRAMMATICAL ACCURACY	
A1	
Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	<i>Grammar:</i> 5, 19, 36, 51, 65, 78, 92, 107, 121, 135, 148, 162
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.	<i>Grammar:</i> 5, 19, 36, 51, 65, 78, 92, 107, 121, 135, 148, 162
VOCABULARY CONTROL	
A1	
No Descriptor Available	
A2	
Can control a narrow repertoire dealing with concrete everyday needs.	<i>Vocabulary:</i> 18, 32, 46, 102, 116, 130, 144, 158

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STANDARDS	World English, Level 1 CITATIONS CITATIONS
PHONOLOGICAL CONTROL	
A1	
Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	<i>Pronunciation:</i> 5, 20, 34, 48, 63, 76, 90, 105, 118, 132, 147, 161
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.	<i>Pronunciation:</i> 5, 20, 34, 48, 63, 76, 90, 105, 118, 132, 147, 161
ORTHOGRAPHIC CONTROL	
A1	
Can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. Can spell his/her address, nationality and other personal details.	4, 18, 60, 74, 88, 102, 116, 131, 144, 158
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.	60, 131, 158
Sociolinguistic	
SOCIOLINGUISTIC APPROPRIATENESS	
A1	
Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry etc	<i>Real Language:</i> 5 <i>Conversation:</i> 9 <i>Goal Check:</i> 7 <i>Speaking Strategy:</i> 9
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	<i>Real Language:</i> 4, 33, 35, 47, 51, 103, 125 <i>Conversation:</i> 37, 47, 65, 93, 121

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NATIONAL GEOGRAPHIC LEARNING

STANDARDS	World English, Level 1 CITATIONS CITATIONS
Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, invitations, apologies etc.	<i>Real Language: 5</i> <i>Conversation: 9, 23, 33</i>
Pragmatic	
FLEXIBILITY	
A1	
No Descriptor Available	
A2	
Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution.	The opportunity to address this standard exists. For example, see: <i>Conversation: 9, 23, 33, 37, 65, 79, 93, 107, 121, 131, 135, 149, 159, 163</i>
Can expand learned phrases through simple recombinations of their elements.	The opportunity to address this standard exists. For example, see: <i>Conversation: 9, 23, 33, 37, 65, 79, 93, 107, 121, 131, 135, 149, 159, 163</i>
TURNTAKING	
A1	
No Descriptor Available	
A2	
Can use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain and close simple, face-to-face conversation.	<i>Conversation: 9, 23, 33, 37, 65, 79, 93, 107, 121, 131, 135, 149, 159, 163</i>
Can ask for attention.	The opportunity to address this standard exists. For example, see: 33, 159
THEMATIC DEVELOPMENT	
A1	
No Descriptor Available	
A2	
Can tell a story or describe something in a simple list of points.	55
COHERENCE AND COHESION	
A1	
Can link words or groups of words with very basic linear connectors like 'and' or 'then'.	13, 41, 108, 167
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.	13, 41, 108, 167

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STANDARDS	World English, Level 1 CITATIONS CITATIONS
Can link groups of words with simple connectors like "and," "but" and "because".	13, 41, 108, 167
SPOKEN FLUENCY	
A1	
Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	<i>Conversation:</i> 9, 23, 33, 37, 65, 79, 93, 107, 121, 131, 135, 149, 159, 163 <i>Speaking Strategy:</i> 9, 23, 37, 51, 65, 79, 93, 107, 119, 121, 135, 147, 149, 163
A2	
Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.	<i>Conversation:</i> 9, 23, 33, 37, 65, 79, 93, 107, 121, 131, 135, 149, 159, 163 <i>Speaking Strategy:</i> 9, 23, 37, 51, 65, 79, 93, 107, 119, 121, 135, 147, 149, 163
Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.	<i>Conversation:</i> 9, 23, 33, 37, 65, 79, 93, 107, 121, 131, 135, 149, 159, 163 <i>Speaking Strategy:</i> 9, 23, 37, 51, 65, 79, 93, 107, 119, 121, 135, 147, 149, 163
PROPOSITIONAL PRECISION	
A1	
No Descriptor Available	
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.	<i>Conversation:</i> 9, 23, 33, 37, 65, 79, 93, 107, 121, 131, 135, 149, 159, 163

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to

Common European Framework of Reference for Languages
Levels A2-B1

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NATIONAL GEOGRAPHIC LEARNING

STANDARDS	World English, Level 2 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.	<i>Listening: 6, 20, 34, 48, 62, 76, 90, 104, 118, 132, 146, 160</i>
Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	<i>Listening: 6, 20, 34, 48, 76, 90, 104, 146, 160</i>
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.	<i>Listening: 6, 20, 34, 48, 62, 76, 90, 132, 146</i>
Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.	<i>Listening: 6, 20, 34, 48, 62, 76, 90, 104, 118, 132, 146, 160</i>
UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS	
A2	
Can generally identify the topic of discussion around her that is conducted slowly and clearly.	<i>Conversation: 9, 22, 35, 51, 65, 77</i> <i>Goal Check: 23, 93, 107, 121</i>
B1	
Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.	<i>Conversation: 9, 22, 35, 51, 65, 77</i> <i>Goal Check: 23, 93, 107, 121</i>
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.	The opportunity to address this standard exists. For example, see: <i>Goal Check: 75, 108, 154</i>
Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.	The opportunity to address this standard exists. For example, see: <i>Goal Check: 75, 108, 154</i>
LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS	

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NATIONAL GEOGRAPHIC LEARNING

STANDARDS	World English, Level 2 CITATIONS
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.	The opportunity to address this standard exists. For example, see: <i>Listening:</i> 6, 20, 34, 48, 62, 76, 90, 104, 118, 132, 146, 160
B1	
Can understand simple technical information, such as operating instructions for everyday equipment. Can follow detailed directions.	The opportunity to address this standard exists. For example, see: <i>Listening:</i> 6, 20, 34, 48, 62, 76, 90, 104, 118, 132, 146, 160
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.	<i>Listening:</i> 6, 20, 34, 48, 62, 76, 90, 104, 118, 132, 146, 160
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.	<i>Listening:</i> 6, 20, 34, 48, 62, 76, 90, 104, 118, 132, 146, 160
Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	<i>Listening:</i> 6, 20, 34, 48, 62, 76, 90, 104, 118, 132, 146, 160
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 standard is not directly addressed in this edition of World English.
Can follow changes of topic of factual TV news items, and form an idea of the main content.	This standard is not directly addressed in this edition of World English.
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 standard is not directly addressed in this edition of World English.
Can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language.	The opportunity to address this standard exists. For example, see: <i>Video:</i> 15, 29, 42, 57, 71, 85, 98, 112, 127, 140, 154, 169

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STANDARDS	World English, Level 2 CITATIONS
Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.	
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	<i>Reading:</i> 10, 24, 38, 52, 66, 80, 94, 108, 122, 136, 150, 164
Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	<i>Reading:</i> 10, 24, 38, 52, 66, 80, 94, 108, 122, 136, 150, 164
B1	
Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	<i>Reading:</i> 10, 24, 38, 52, 66, 80, 94, 108, 122, 136, 150, 164
READING CORRESPONDENCE	
A2	
Can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation etc.) on familiar topics	This standard is not directly addressed in this edition of World English.
Can understand short simple personal letters.	This standard is not directly addressed in this edition of World English.
B1	
Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.	This standard is not directly addressed in this edition of World English.
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 standard is not directly addressed in this edition of World English.
B1	

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NATIONAL GEOGRAPHIC LEARNING

STANDARDS	World English, Level 2 CITATIONS
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.	<i>Reading:</i> 10, 24, 38, 52, 66, 80, 94, 108, 122, 136, 150, 164
Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	This standard is not directly addressed in this edition of World English.
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.	<i>Reading:</i> 10, 24, 38, 52, 66, 80, 94, 108, 122, 136, 150, 164
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.	The opportunity to address this standard exists. For example, see: 108-109
Can recognise significant points in straightforward newspaper articles on familiar subjects.	<i>Reading:</i> 10, 24, 38, 52, 66, 80, 94, 108, 122, 136, 150, 164
READING INSTRUCTIONS	
A2	
Can understand regulations, for example safety, when expressed in simple language.	This standard is not directly addressed in this edition of World English.
Can understand simple instructions on equipment encountered in everyday life - such as a public telephone.	This standard is not directly addressed in this edition of World English.
B1	
Can understand clearly written, straightforward instructions for a piece of equipment	This standard is not directly addressed in this edition of World English.
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.	<i>Conversation:</i> 9, 23, 35, 37, 65, 77, 93, 107, 121, 131, 135, 149

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NATIONAL GEOGRAPHIC LEARNING

STANDARDS	World English, Level 2 CITATIONS
Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.	<i>Conversation:</i> 9, 23, 35, 37, 65, 77, 93, 107, 121, 131, 135, 149
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.	<i>Conversation:</i> 9, 23, 35, 37, 65, 77, 93, 107, 121, 131, 135, 149
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).	<i>Conversation:</i> 9, 23, 35, 37, 65, 77, 93, 107, 121, 131, 135, 149
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.	<i>Conversation:</i> 9, 23, 35, 37, 65, 77, 93, 107, 121, 131, 135, 149 <i>Speaking Strategy:</i> 23, 65, 79, 93, 107, 121, 135, 149, 163
Can understand what is said clearly, slowly and directly to him/her in simple everyday conversation; can be made to understand, if the speaker can take the trouble.	<i>Conversation:</i> 9, 23, 35, 37, 65, 77, 93, 107, 121, 131, 135, 149
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.	<i>Conversation:</i> 9, 23, 35, 37, 65, 77, 93, 107, 121, 131, 135, 149 <i>Speaking Strategy:</i> 23, 65, 79, 93, 107, 121, 135, 149, 163
CONVERSATION	
A2	
Can establish social contact: greetings and farewells; introductions; giving thanks. Can generally understand clear, standard speech on familiar matters directed at	<i>Word Focus:</i> 162 <i>Language Expression:</i> 161

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STANDARDS	World English, Level 2 CITATIONS
<p>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.</p>	<p><i>Conversation: 135</i></p>
<p>Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble. 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.</p>	<p><i>Word Focus: 162</i> <i>Language Expression: 161</i> <i>Conversation: 35</i></p>
B1	
<p>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.</p>	<p><i>Conversation: 9, 23, 35, 37, 51, 65, 77, 93, 107, 121, 131, 149</i> <i>Speaking Strategy: 23, 65, 79, 93, 107, 121, 149, 163</i></p>
INFORMAL DISCUSSION (WITH FRIENDS)	
A2	
<p>Can generally identify the topic of discussion around her which is conducted slowly and clearly. Can discuss what to do in the evening, at the weekend. Can make and respond to suggestions. Can agree and disagree with others.</p>	<p><i>Conversation: 9, 23, 35, 37, 51, 65, 77, 93, 121, 131, 135, 149</i> <i>Speaking Strategy: 23, 65, 79, 93, 121, 135, 149, 163</i></p>
<p>Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. Can discuss what to do, where to go and make arrangements to meet.</p>	<p><i>Conversation: 65, 149, 163</i></p>
B1	
<p>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,</p>	<p><i>Conversation: 9, 23, 35, 37, 51, 65, 77, 93, 121, 131, 135, 149</i> <i>Speaking Strategy: 23, 65, 79, 93, 121, 135, 149, 163</i></p>

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<p>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.</p>	
<p>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.</p>	<p><i>Conversation:</i> 9, 23, 35, 37, 51, 65, 77, 93, 121, 131, 135, 149 <i>Speaking Strategy:</i> 23, 65, 79, 93, 121, 135, 149, 163</p>
FORMAL DISCUSSION (MEETINGS)	
A2	
<p>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.</p>	<p><i>Goal Check:</i> 33, 37, 49, 77, 103, 145, 147, 149</p>
<p>Can say what he/she thinks about things when addressed directly in a formal meeting, provided he/she can ask for repetition of key points if necessary.</p>	<p><i>Goal Check:</i> 33, 37, 49, 77, 103, 145, 147, 149</p>
B1	
<p>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.</p>	<p><i>Goal Check:</i> 145, 147, 149</p>
<p>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.</p>	<p><i>Goal Check:</i> 33, 37, 49, 77, 103, 145, 147, 149</p>
GOAL-ORIENTED CO-OPERATION (e.g. Repairing a car, discussing a document, organising an event)	
A2	
<p>Can understand enough to manage simple, routine tasks without undue effort,</p>	<p><i>Goal Check:</i> 47, 49, 51, 61, 105</p>

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asking very simply for repetition when he/she does not understand. Can discuss what to do next, making and responding to suggestions, asking for and giving directions.	<i>Speaking Strategy:</i> 163
Can indicate when he/she is following and can be made to understand what is necessary, if the speaker takes the trouble. Can communicate in simple and routine tasks using simple phrases to ask for and provide things, to get simple information and to discuss what to do next.	<i>Conversation:</i> 9, 23, 35, 37, 51, 65, 77, 93, 121, 131, 135, 149 <i>Goal Check:</i> 33, 37, 49, 77, 103, 145, 147, 149 <i>Speaking Strategy:</i> 23, 121, 135
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.	<i>Conversation:</i> 35, 37, 51 <i>Goal Check:</i> 47, 49, 51, 61, 105 <i>Speaking Strategy:</i> 163
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.	<i>Conversation:</i> 9, 23, 35, 37, 51, 65, 77, 93, 121, 131, 135, 149 <i>Speaking Strategy:</i> 23, 65, 79, 93, 121, 135, 149, 163
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.	<i>Travel:</i> 131, 133, 135, 136 <i>Eating:</i> 7, 8, 13
Can ask for and provide everyday goods and services. Can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets. Can ask about things and make simple transactions in shops, post offices or banks. Can give and receive information about quantities, numbers, prices etc. Can make simple purchases by stating what is wanted and asking the price.	<i>Goal:</i> 36 <i>Goal Check:</i> 131

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STANDARDS	World English, Level 2 CITATIONS
Can order a meal.	
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.	<i>Goal Check:</i> 131, 133, 135, 136
INFORMATION EXCHANGE	
A2	
Can understand enough to manage simple, routine exchanges without undue effort. Can deal with practical everyday demands: finding out and passing on straightforward factual information. Can ask and answer questions about habits and routines. Can ask and answer questions about pastimes and past activities. Can give and follow simple directions and instructions e.g. explain how to get somewhere.	<i>Conversation:</i> 9, 23, 35, 37, 51, 65, 77, 93, 121, 135, 149
Can communicate in simple and routine tasks requiring a simple and direct exchange of information. Can exchange limited information on familiar and routine operational matters Can ask and answer questions about what they do at work and in free time Can ask for and give directions referring to a map or plan. Can ask for and provide personal information.	<i>Conversation:</i> 9, 23, 35, 37, 51, 65, 77, 93, 121, 135, 149
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.	<i>Conversation:</i> 77, 93, 149 <i>Goal:</i> 166
Can find out and pass on straightforward factual information.	<i>Conversation:</i> 9, 23, 35, 37, 51, 65, 77, 93, 121, 135, 149

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STANDARDS	World English, Level 2 CITATIONS
Can ask for and follow detailed directions Can obtain more detailed information.	<i>Goal Check:</i> 9
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.	19, 49, 75
Can answer simple questions and respond to simple statements in an interview.	19, 49, 75
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.	19, 49, 75
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.	19, 49, 75
Interaction Written	
OVERALL WRITTEN INTERACTION	
A2	
Can write short, simple formulaic notes relating to matters in areas of immediate need.	<i>Goal Check:</i> 7, 63, 103, 105, 136, 145, 149, 152 <i>Goal:</i> 124
B1	
Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.	<i>Writing:</i> 26-27, 40-41, 54-55, 68-69, 82-83, 97, 111, 124-125, 139, 153, 166-167
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	The opportunity to address this standard exists. For example, see: 139
CORRESPONDENCE	
A2	
Can write very simple personal letters expressing thanks and apology.	

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STANDARDS	World English, Level 2 CITATIONS
B1	
Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, films.	The opportunity to address this standard exists. For example, see: 139
Can write personal letters describing experiences, feelings and events in some detail.	The opportunity to address this standard exists. For example, see: 139
NOTES, MESSAGES & FORMS	
A2	
Can take a short, simple message provided he/she can ask for repetition and reformulation.	This standard is not directly addressed in this edition of World English.
Can write short, simple notes and messages relating to matters in areas of immediate need.	<i>Goal Check:</i> 7, 63, 103, 105, 136, 145, 149, 152 <i>Goal:</i> 124
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.	75, 108, 154
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.	75, 108, 154
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.	<i>Goal:</i> 6, 7, 8, 9, 12, 62, 68, 69, 82, 83, 106, 116, 122, 124, 138, 158

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STANDARDS	World English, Level 2 CITATIONS
Can explain what he/she likes or dislikes about something.	
Can describe his/her family, living conditions, educational background, present or most recent job. Can describe people, places and possessions in simple terms.	<i>Goal:</i> 62, 82, 83, 106, 122
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.	<i>Goal:</i> 6, 7, 12, 52, 62, 68, 82, 83, 138, 158
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.	This standard is not directly addressed in this edition of World English.
Can briefly give reasons and explanations for opinions, plans and actions.	<i>Goal Check:</i> 167
PUBLIC ANNOUNCEMENTS	
A2	
Can deliver very short, rehearsed announcements of predictable, learnt content which are intelligible to listeners who are prepared to concentrate.	The opportunity to address this standard exists. For example, see: 75, 108, 154
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.	The opportunity to address this standard exists. For example, see: 75, 108, 154

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STANDARDS	World English, Level 2 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.	75, 108, 154
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.	75, 108, 154
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.	75, 108, 154
Production Written	
OVERALL WRITTEN PRODUCTION	
A2	
Can write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.	111
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.	<i>Writing:</i> 26-27, 40-41, 54-55, 68-69, 82-83, 97, 111, 124-125, 139, 153, 166-167
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.	<i>Writing:</i> 26-27, 40-41, 54-55, 68-69, 82-83, 97, 124-125, 139, 153
Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.	<i>Writing:</i> 26-27, 68-69, 97, 153

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STANDARDS	World English, Level 2 CITATIONS
Can write short, simple imaginary biographies and simple poems about people.	
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.	<i>Writing:</i> 26-27, 40-41, 54-55, 68-69, 82-83, 97, 111, 124-125, 139, 153, 166-167
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.	<i>Writing:</i> 167
Can write very brief, reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.	This standard is not directly addressed in this edition of World English.
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.	The opportunity to address this standard exists. For example, see: <i>Vocabulary:</i> 4, 18, 32, 60, 74, 88, 102, 116, 130, 158
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.	The opportunity to address this standard exists. For example, see: <i>Vocabulary:</i> 4, 18, 32, 60, 74, 88, 102, 116, 130, 158
Interaction	

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STANDARDS	World English, Level 2 CITATIONS
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.	<i>Speaking Strategy:</i> 23, 65, 79, 93, 107, 149, 163 <i>Goal Check:</i> 23
Can ask for attention.	The opportunity to address this standard exists. For example, see: 23
B1	
Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.	This standard is not directly addressed in this edition of World English.
Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.	<i>Conversation:</i> 9, 23, 35, 37, 65, 77, 93, 107, 121, 131, 135, 149
CO-OPERATING	
A2	
Can indicate when he/she is following.	<i>Speaking Strategy:</i> 121
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.	<i>Speaking Strategy:</i> 23, 65, 79, 93, 107, 149, 163 <i>Goal Check:</i> 23
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.	<i>Speaking Strategy:</i> 135
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.	<i>Speaking Strategy:</i> 121, 135
Can say he/she didn't follow.	The opportunity to address this standard exists. For example, see: <i>Speaking Strategy:</i> 121
B1	
Can ask someone to clarify or elaborate what he or she has just said.	<i>Speaking Strategy:</i> 121, 135 <i>Goal Check:</i> 79

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STANDARDS	World English, Level 2 CITATIONS
PLANNING	
A2	
Can recall and rehearse an appropriate set of phrases from his repertoire.	The opportunity to address this standard exists. For example, see: <i>Goal Check: 75, 108, 154</i>
B1	
Can rehearse and try out new combinations and expressions, inviting feedback.	The opportunity to address this standard exists. For example, see: <i>Goal Check: 75, 108, 154</i>
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.	The opportunity to address this standard exists. For example, see: <i>Goal Check: 75, 108, 154</i>
COMPENSATING	
A2	
Can use an inadequate word from his repertoire and use gesture to clarify what he/she wants to say.	This standard is not directly addressed in this edition of World English.
Can identify what he/she means by pointing to it (e.g. "I'd like this, please).	This standard is not directly addressed in this edition of World English.
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).	The opportunity to address this standard exists. For example, see: <i>Word Focus: 32, 60, 62, 76, 96, 105, 159</i>
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.	The opportunity to address this standard exists. For example, see: <i>Word Focus: 32, 60, 62, 76, 96, 105, 159</i>
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.	The opportunity to address this standard exists. For example, see: <i>Word Focus: 32, 60, 62, 76, 96, 105, 159</i>
Can ask for confirmation that a form used is correct. Can start again using a different tactic when communication breaks down.	The opportunity to address this standard exists. For example, see: <i>Word Focus: 32, 60, 62, 76, 96, 105, 159</i>

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STANDARDS	World English, Level 2 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.	15, 144
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.	15, 144
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	<i>Vocabulary</i> : 4, 32, 60, 74, 88, 102, 116, 130, 158
Can copy out short texts in printed or clearly hand-written format.	The opportunity to address this standard exists. For examples, see: 68, 124, 167
B1	
Can collate short pieces of information from several sources and summarise them for somebody else.	The opportunity to address this standard exists. For example, see: 112
Can paraphrase short written passages in a simple fashion, using the original text wording and ordering.	This standard is not directly addressed in this edition of World English.
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.	<i>Conversation</i> : 9, 22, 23, 35, 37, 51, 65, 77, 93, 107, 121, 135, 149, 163 <i>Speaking Strategy</i> : 23, 65, 79, 93, 107, 121, 135, 149, 163
Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for	<i>Conversation</i> : 9, 22, 23, 35, 37, 51, 65, 77, 93, 107, 121, 135, 149, 163 <i>Speaking Strategy</i> : 23, 65, 79, 93, 107, 121, 135, 149, 163

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<p>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.</p>	
B1	
<p>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.</p>	<p><i>Conversation:</i> 9, 22, 23, 35, 37, 51, 65, 77, 93, 107, 121, 135, 149, 163 <i>Speaking Strategy:</i> 23, 65, 79, 93, 107, 121, 135, 149, 163</p>
<p>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.</p>	<p><i>Conversation:</i> 9, 22, 23, 35, 37, 51, 65, 77, 93, 107, 121, 135, 149, 163 <i>Speaking Strategy:</i> 23, 65, 79, 93, 107, 121, 135, 149, 163</p>
VOCABULARY RANGE	
A2	
<p>Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.</p>	<p><i>Vocabulary:</i> 4, 18, 32, 46, 60, 74, 88, 102, 116, 130, 144, 158</p>
<p>Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.</p>	<p><i>Vocabulary:</i> 4, 18, 32, 46, 60, 74, 88, 102, 116, 130, 144, 158</p>
B1	
<p>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.</p>	<p><i>Vocabulary:</i> 4, 18, 32, 46, 60, 74, 88, 102, 116, 130, 144, 158</p>
Control	
GRAMMATICAL ACCURACY	
A2	
<p>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.</p>	<p><i>Grammar:</i> 5, 19, 36, 51, 64, 78, 92, 107, 120, 134, 148, 163</p>
B1	

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

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NATIONAL GEOGRAPHIC LEARNING

STANDARDS	World English, Level 2 CITATIONS
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.	<i>Grammar:</i> 5, 19, 36, 51, 64, 78, 92, 107, 120, 134, 148, 163
Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	<i>Grammar:</i> 5, 19, 36, 51, 64, 78, 92, 107, 120, 134, 148, 163
VOCABULARY CONTROL	
A2	
Can control a narrow repertoire dealing with concrete everyday needs.	<i>Vocabulary:</i> 4, 18, 32, 46, 60, 74, 88, 102, 116, 130, 144, 158
B1	
Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	<i>Vocabulary:</i> 4, 18, 32, 46, 60, 74, 88, 102, 116, 130, 144, 158
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.	<i>Pronunciation:</i> 7, 20, 34, 49, 63, 76, 90, 105, 119, 133, 147, 161
B1	
Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	<i>Pronunciation:</i> 7, 20, 34, 49, 63, 76, 90, 105, 119, 133, 147, 161
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.	<i>Vocabulary:</i> 4, 32, 60, 74, 88, 102, 116, 130, 158
B1	
Can produce continuous writing, which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time.	<i>Writing:</i> 12, 26, 40, 54, 68, 82, 97, 111, 124, 139, 153, 166
Sociolinguistic	
SOCIOLINGUISTIC APPROPRIATENESS	

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 NATIONAL GEOGRAPHIC LEARNING

STANDARDS	World English, Level 2 CITATIONS
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	<i>Speaking Strategy:</i> 23, 65, 79, 93, 107, 149, 163 <i>Real Language:</i> 9, 51, 77
Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, invitations, apologies etc.	<i>Goal:</i> 162
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.	<i>Speaking Strategy:</i> 23, 65, 79, 93, 107, 149, 163 <i>Real Language:</i> 9, 51, 77
Pragmatic	
FLEXIBILITY	
A2	
Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution.	<i>Speaking Strategy:</i> 23, 65, 79, 93, 107, 149, 163 <i>Real Language:</i> 9, 51, 77 See also: The opportunity to address this standard exists. For example, see: <i>Conversation:</i> 9, 23, 35, 37, 65, 77, 93, 107, 121, 131, 135, 149
Can expand learned phrases through simple recombinations of their elements.	<i>Speaking Strategy:</i> 23, 65, 79, 93, 107, 149, 163 <i>Real Language:</i> 9, 51, 77 See also: The opportunity to address this standard exists. For example, see: <i>Conversation:</i> 9, 23, 35, 37, 65, 77, 93, 107, 121, 131, 135, 149
B1	
Can adapt his expression to deal with less routine, even difficult, situations.	<i>Speaking Strategy:</i> 23, 65, 79, 93, 107, 149, 163

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STANDARDS	World English, Level 2 CITATIONS
	<i>Real Language: 9, 51, 77</i> See also: The opportunity to address this standard exists. For example, see: <i>Conversation: 9, 23, 35, 37, 65, 77, 93, 107, 121, 131, 135, 149</i>
Can exploit a wide range of simple language flexibly to express much of what he/she wants.	<i>Speaking Strategy: 23, 65, 79, 93, 107, 149, 163</i> <i>Real Language: 9, 51, 77</i> See also: The opportunity to address this standard exists. For example, see: <i>Conversation: 9, 23, 35, 37, 65, 77, 93, 107, 121, 131, 135, 149</i>
TURNTAKING	
A2	
Can use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain and close simple, face-to-face conversation.	<i>Speaking Strategy: 23, 65, 79, 93, 107, 149, 163</i> <i>Goal Check: 23</i>
Can ask for attention.	The opportunity to address this standard exists. For example, see: 23
B1	
Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.	This standard is not directly addressed in this edition of World English.
Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.	<i>Conversation: 9, 23, 35, 37, 65, 77, 93, 107, 121, 131, 135, 149</i>
THEMATIC DEVELOPMENT	
A2	
Can tell a story or describe something in a simple list of points.	75, 108, 154
B1	
Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	75, 108, 154
COHERENCE AND COHESION	
A2	
Can use the most frequently occurring connectors to link simple sentences in	111

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NATIONAL GEOGRAPHIC LEARNING

STANDARDS	World English, Level 2 CITATIONS
order to tell a story or describe something as a simple list of points.	
Can link groups of words with simple connectors like "and," "but" and "because".	111
B1	
Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	111
SPOKEN FLUENCY	
A2	
Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.	<i>Conversation:</i> 9, 22, 23, 35, 37, 51, 65, 77, 93, 107, 121, 135, 149, 163 <i>Speaking Strategy:</i> 23, 65, 79, 93, 107, 121, 135, 149, 163
Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.	<i>Conversation:</i> 9, 22, 23, 35, 37, 51, 65, 77, 93, 107, 121, 135, 149, 163 <i>Speaking Strategy:</i> 23, 65, 79, 93, 107, 121, 135, 149, 163
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.	<i>Conversation:</i> 9, 22, 23, 35, 37, 51, 65, 77, 93, 107, 121, 135, 149, 163 <i>Speaking Strategy:</i> 23, 65, 79, 93, 107, 121, 135, 149, 163
Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	<i>Conversation:</i> 9, 22, 23, 35, 37, 51, 65, 77, 93, 107, 121, 135, 149, 163 <i>Speaking Strategy:</i> 23, 65, 79, 93, 107, 121, 135, 149, 163
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.	<i>Conversation:</i> 9, 22, 23, 35, 37, 51, 65, 77, 93, 107, 121, 135, 149, 163
B1	
Can explain the main points in an idea or problem with reasonable precision.	<i>Conversation:</i> 9, 22, 23, 35, 37, 51, 65, 77, 93, 107, 121, 135, 149, 163
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.	<i>Conversation:</i> 9, 22, 23, 35, 37, 51, 65, 77, 93, 107, 121, 135, 149, 163

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to

**Common European Framework of Reference for Languages
Level B1**

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NATIONAL GEOGRAPHIC LEARNING

STANDARDS	
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.	<i>Listening: 6, 20, 34, 48, 62, 76, 90, 104, 118, 132, 146, 160</i>
Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.	<i>Listening: 6, 20, 34, 48, 62, 76, 90, 104, 118, 132, 146, 160</i>
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.	<i>Conversation: 37, 50, 65, 79, 92, 135, 149, 163</i> <i>Goal Check: 5, 21, 35, 49, 51, 66, 77, 91</i>
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.	The opportunity to address this standard exists. For example, see: <i>Goal Check: 27, 41, 77, 89, 94, 121, 125, 139, 149, 163</i>
Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.	The opportunity to address this standard exists. For example, see: <i>Goal Check: 27, 41, 77, 89, 94, 121, 125, 139, 149, 163</i>
LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS	
B1	
Can understand simple technical information, such as operating instructions for everyday equipment. Can follow detailed directions.	The opportunity to address this standard exists. For example, see: <i>Listening: 6, 20, 34, 48, 62, 76, 90, 104, 118, 132, 146, 160</i>
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.	<i>Listening: 6, 20, 34, 48, 62, 76, 90, 104, 118, 132, 146, 160</i>
Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	<i>Listening: 6, 20, 34, 48, 62, 76, 90, 104, 118, 132, 146, 160</i>
Reception Audio/Visual	

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NATIONAL GEOGRAPHIC LEARNING

STANDARDS	
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 standard is not directly addressed in this edition of World English.
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.	The opportunity to address this standard exists. For example, see: <i>Video: 15, 29, 42, 57, 71, 84, 98, 112, 127, 141, 155, 169</i>
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.	<i>Reading: 10, 24, 38, 52, 66, 80, 94, 108, 122, 136, 150, 164</i>
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 standard is not directly addressed in this edition of World English.
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.	<i>Reading: 10, 24, 38, 52, 66, 80, 94, 108, 122, 136, 150, 164</i>
Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	This standard is not directly addressed in this edition of World English.
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.	The opportunity to address this standard exists. For example, see: 39

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STANDARDS	
Can recognise significant points in straightforward newspaper articles on familiar subjects.	<i>Reading: 10, 24, 38, 52, 66, 80, 94, 108, 122, 136, 150, 164</i>
READING INSTRUCTIONS	
B1	
Can understand clearly written, straightforward instructions for a piece of equipment	125
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.	<i>Conversation: 37, 50, 65, 79, 92, 120, 135, 149, 152, 163</i>
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).	<i>Conversation: 37, 50, 65, 79, 92, 120, 135, 149, 152, 163</i>
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.	<i>Conversation: 37, 50, 65, 79, 92, 120, 135, 149, 152, 163</i> <i>Speaking Strategy: 8, 23, 35, 37, 50, 79, 92, 106, 120, 135, 149, 163</i>
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.	<i>Conversation: 37, 50, 65, 79, 92, 120, 135, 149, 152, 163</i> <i>Speaking Strategy: 8, 23, 35, 37, 50, 79, 92, 106, 120, 135, 149, 163</i>

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NATIONAL GEOGRAPHIC LEARNING

STANDARDS	
Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	
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.	<i>Conversation:</i> 37, 50, 65, 79, 92, 120, 135, 149, 152, 163 <i>Speaking Strategy:</i> 8, 23, 35, 37, 50, 79, 92, 106, 120, 135, 149, 163
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.	<i>Conversation:</i> 37, 50, 65, 79, 92, 120, 135, 149, 152, 163 <i>Speaking Strategy:</i> 8, 23, 35, 37, 50, 79, 92, 106, 120, 135, 149, 163
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.	<i>Goal Check:</i> 52, 119
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.	<i>Goal Check:</i> 33, 37, 51, 69, 149, 153
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.	<i>Conversation:</i> 65, 149 <i>Goal Check:</i> 33, 37, 51, 69, 149, 153

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STANDARDS	
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.	
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.	<i>Conversation: 37, 50, 65, 79, 92, 120, 135, 149, 152, 163</i> <i>Speaking Strategy: 8, 23, 35, 37, 50, 79, 92, 106, 120, 135, 149, 163</i>
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.	92, 93
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.	<i>Goal: 40</i> <i>Video Journal: 113, 169</i> <i>Goal Check: 19, 77, 79</i>
Can find out and pass on straightforward factual information. Can ask for and follow detailed directions Can obtain more detailed information.	<i>Conversation: 37</i> <i>Goal Check: 93</i>
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.	9, 12, 19, 26, 35, 61, 75, 91, 93, 103,

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STANDARDS	
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.	
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.	9, 12, 19, 26, 35, 61, 75, 91, 93, 103,
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.	<i>Writing:</i> 27, 40, 55, 69, 83, 97, 110-111, 125, 139, 153, 166-167
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	The opportunity to address this standard exists. For example, see: 153
CORRESPONDENCE	
B1	
Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, films.	The opportunity to address this standard exists. For example, see: 153
Can write personal letters describing experiences, feelings and events in some detail.	The opportunity to address this standard exists. For example, see: 153
NOTES, MESSAGES & FORMS	
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.	94, 139, 153, 167
SUSTAINED MONOLOGUE: Describing Experience	
B1	
Can give straightforward descriptions on a variety of familiar subjects within his field of interest.	<i>Goal:</i> 12, 22, 26, 162

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NATIONAL GEOGRAPHIC LEARNING

STANDARDS	
<p>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.</p> <p>Can relate details of unpredictable occurrences, e.g., an accident.</p> <p>Can relate the plot of a book or film and describe his/her reactions.</p> <p>Can describe dreams, hopes and ambitions.</p> <p>Can describe events, real or imagined.</p> <p>Can narrate a story.</p>	<i>Goal Check:</i> 13, 21, 23, 136, 139, 153
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.	<i>Goal Check:</i> 77
Can briefly give reasons and explanations for opinions, plans and actions.	<i>Goal Check:</i> 77
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.	The opportunity to address this standard exists. For example, see: 94, 125, 139, 153, 167
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.	94, 125, 139, 153, 167
Can take follow up questions, but may have to ask for repetition if the speech was rapid.	
Production Written	
OVERALL WRITTEN PRODUCTION	
B1	

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STANDARDS	
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.	<i>Writing: 27, 40, 55, 69, 83, 97, 110-111, 125, 139, 153, 166-167</i>
CREATIVE WRITING	
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.	<i>Writing: 27, 40, 55, 69, 83, 97, 110-111, 125, 139, 153, 166-167</i>
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.	<i>Writing: 40</i>
Can write very brief, reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.	This standard is not directly addressed in this edition of World English.
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.	The opportunity to address this standard exists. For example, see: <i>Vocabulary: 4, 18, 32, 46, 60, 74, 88, 102, 116, 130, 144, 158</i>
Interaction	
TAKING THE FLOOR (TURNTAKING)	
B1	
Can intervene in a discussion on a familiar topic, using a suitable phrase to get	<i>Speaking Strategy: 92</i>

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NATIONAL GEOGRAPHIC LEARNING

STANDARDS	
the floor.	
Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.	<i>Conversation: 37, 50, 65, 79, 92, 120, 135, 149, 152, 163</i>
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.	<i>Speaking Strategy: 8, 23, 35, 37, 50, 79, 92, 106, 120, 135, 149, 163</i> <i>Goal Check: 41</i>
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.	<i>Speaking Strategy: 65</i>
ASKING FOR CLARIFICATION	
B1	
Can ask someone to clarify or elaborate what he or she has just said.	<i>Speaking Strategy: 37, 163</i>
PLANNING	
B1	
Can rehearse and try out new combinations and expressions, inviting feedback.	The opportunity to address this standard exists. For example, see: <i>Goal Check: 94, 121, 125, 139, 153, 167</i>
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.	The opportunity to address this standard exists. For example, see: <i>Goal Check: 94, 121, 125, 139, 153, 167</i>
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).	The opportunity to address this standard exists. For example, see: <i>Word Focus: 22, 32, 46, 51, 54, 64, 71, 76, 85, 90, 106</i>
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.	The opportunity to address this standard exists. For example, see: <i>Word Focus: 22, 32, 46, 51, 54, 64, 71, 76, 85, 90, 106</i>

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MONITORING AND REPAIR	
B1	
Can correct mix-ups with tenses or expressions which lead to misunderstandings provided the interlocutor indicates there is a problem.	The opportunity to address this standard exists. For example, see: <i>Word Focus: 54, 65, 106, 135</i>
Can ask for confirmation that a form used is correct. Can start again using a different tactic when communication breaks down.	The opportunity to address this standard exists. For example, see: <i>Word Focus: 54, 65, 106, 135</i>
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.	57, 62
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.	57, 62
PROCESSING TEXT	
B1	
Can collate short pieces of information from several sources and summarise them for somebody else.	The opportunity to address this standard exists. For example, see: 40, 41
Can paraphrase short written passages in a simple fashion, using the original text wording and ordering.	This standard is not directly addressed in this edition of World English.
2.4 Communicative Language Competence	
Linguistic Range	
GENERAL 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.	<i>Conversation: 37, 50, 65, 79, 92, 120, 135, 149, 152, 163</i> <i>Speaking Strategy: 8, 23, 35, 37, 50, 79, 92, 106, 120, 135, 149, 163</i>
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	<i>Conversation: 37, 50, 65, 79, 92, 120, 135, 149, 152, 163</i> <i>Speaking Strategy: 8, 23, 35, 37, 50, 79, 92, 106, 120, 135, 149, 163</i>

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and even difficulty with formulation at times.	
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.	<i>Vocabulary:</i> 4, 18, 32, 46, 60, 74, 88, 102, 116, 130, 144, 158
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.	<i>Grammar:</i> 9, 19, 33, 47, 61, 75, 89, 107, 131, 145, 162
Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	<i>Grammar:</i> 9, 19, 33, 47, 61, 75, 89, 107, 131, 145, 162
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.	<i>Vocabulary:</i> 4, 18, 32, 46, 60, 74, 88, 102, 116, 130, 144, 158
PHONOLOGICAL CONTROL	
B1	
Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	<i>Pronunciation:</i> 6, 21, 35, 49, 63, 77, 91, 105, 119, 132, 147, 160
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.	<i>Writing:</i> 27, 40, 55, 69, 83, 97, 110-111, 125, 139, 153, 166-167
Sociolinguistic	
SOCIOLINGUISTIC APPROPRIATENESS	
B1	

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STANDARDS	
<p>Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register</p> <p>Is aware of the salient politeness conventions and acts appropriately</p> <p>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.</p>	<p><i>Speaking Strategy:</i> 8, 23, 35, 37, 50, 79, 92, 106, 120, 135, 149, 163</p> <p><i>Real Language:</i> 120</p>
Pragmatic	<i>Speaking Strategy:</i> 8, 23, 35, 37, 50, 79, 92, 106, 120, 135, 149, 163
FLEXIBILITY	
B1	
<p>Can adapt his expression to deal with less routine, even difficult, situations.</p>	<p><i>Speaking Strategy:</i> 8, 23, 35, 37, 50, 79, 92, 106, 120, 135, 149, 163</p> <p><i>Real Language:</i> 120</p> <p>See also:</p> <p>The opportunity to address this standard exists. For example, see: <i>Conversation:</i> 37, 50, 65, 79, 92, 120, 135, 149, 152, 163</p>
<p>Can exploit a wide range of simple language flexibly to express much of what he/she wants.</p>	<p><i>Speaking Strategy:</i> 8, 23, 35, 37, 50, 79, 92, 106, 120, 135, 149, 163</p> <p><i>Real Language:</i> 120</p> <p>See also:</p> <p>The opportunity to address this standard exists. For example, see: <i>Conversation:</i> 37, 50, 65, 79, 92, 120, 135, 149, 152, 163</p>
TURNTAKING	
B1	
<p>Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.</p>	<i>Speaking Strategy:</i> 92
<p>Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.</p>	<i>Conversation:</i> 37, 50, 65, 79, 92, 120, 135, 149, 152, 163
THEMATIC DEVELOPMENT	
B1	
<p>Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.</p>	94, 139, 153, 167

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STANDARDS	
COHERENCE AND COHESION	
B1	
Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	125
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.	<i>Conversation:</i> 37, 50, 65, 79, 92, 120, 135, 149, 152, 163 <i>Speaking Strategy:</i> 8, 23, 35, 37, 50, 79, 92, 106, 120, 135, 149, 163
Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	<i>Conversation:</i> 37, 50, 65, 79, 92, 120, 135, 149, 152, 163 <i>Speaking Strategy:</i> 8, 23, 35, 37, 50, 79, 92, 106, 120, 135, 149, 163
PROPOSITIONAL PRECISION	
B1	
Can explain the main points in an idea or problem with reasonable precision.	<i>Conversation:</i> 37, 50, 65, 79, 92, 120, 135, 149, 152, 163
Can convey simple, straightforward information of immediate relevance, getting across which point he/she feels is most important.	<i>Conversation:</i> 37, 50, 65, 79, 92, 120, 135, 149, 152, 163
Can express the main point he/she wants to make comprehensibly.	

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