

Think Level 5

Common European Framework of Reference for Languages (CEFR)

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Part 1 The CEFR level of *Think 5*

Think 5 covers level C1 of the CEFR. This table describes the general degree of skill achieved by learners at this level.

Skill	Learners will be able to:
Listening	<ul style="list-style-type: none"> understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly; understand television programmes and films without too much effort.
Reading	<ul style="list-style-type: none"> understand long and complex factual and literary texts, appreciating distinctions of style; understand specialised articles and longer technical instructions, even when they do not relate to their field.
Speaking	<ul style="list-style-type: none"> express themselves fluently and spontaneously without much obvious searching for expressions; use language flexibly and effectively for social and professional purposes; formulate ideas and opinions with precision and relate their contribution skilfully to those of other speakers; present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
Writing	<ul style="list-style-type: none"> express themselves in correspondence with clarity and precision, relating to the addressee flexibly and effectively in an assured, personal style; express themselves in clear, well-structured text, expressing points of view at some length; write detailed expositions of complex subjects in an essay or a report, underlining what they consider to be the salient issues; write different kinds of text in a style appropriate to the reader in mind.
Communicative language competence	<ul style="list-style-type: none"> select a formulation which expresses what they want to say clearly and in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what they want to say; consistently maintain a high degree of grammatical accuracy; errors are hard to spot and generally corrected when they do occur; express themselves fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language; recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts; use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.
Communication strategies	<ul style="list-style-type: none"> select a suitable phrase from a range of discourse functions in order to get the floor, or gain time and keep the floor whilst thinking; use contextual, grammatical and lexical cues skilfully to infer attitude, mood and intentions, and anticipate what will come next; relate their own contribution skilfully to those of other speakers.

Part 2 How the goals of the CEFR are realised in *Think 5*

LISTENING

At C1, learners are expected to be able to understand speech that

- concerns subjects outside their own field, including abstract and complex topics;
- includes colloquial language;
- is not clearly structured.

OVERALL LISTENING COMPREHENSION

Can understand enough to follow extended speech on abstract and complex topics beyond their own field, though they may need to confirm occasional details, especially if the accent is unfamiliar.

Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
15	23	33	41	51	59	69	77	87	95	105	113
		36–37			62–63			90–91			116–117

Welcome: 6, 8

UNDERSTANDING INTERACTION

Can easily follow complex interactions between third parties in group discussion and debate.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
15	23	33			62–63			87		105	116–117
		36–37						90–91			

Welcome: 6, 8

LISTENING TO MEDIA AND RECORDINGS

Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.

Can follow films employing a considerable degree of slang and idiomatic usage.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
15	23	36–37			59	69	77	87		105	113
					62–63			90–91			116–117

READING

At C1, learners can read and understand in detail lengthy, complex texts, whether or not they relate to their own area of speciality, provided they can reread difficult sections.

READING CORRESPONDENCE

Can understand any correspondence given the occasional use of a dictionary.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
19						70		88	92–93	106	
						73				109	

READING FOR INFORMATION AND ARGUMENT

Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
12–13	20	30–31	38–39	48–49	56–57	66–67	74–75	84–85	92–93	102–103	110–111
16	20–21	34	42	52	60	70	78	88	96	106	114
18	24		44	54–55		72–73	80		98	108–109	
19	26		45	55		73	81		99	109	
	27										

Welcome: 5, 7, 9, 11

SPEAKING

OVERALL SPOKEN INTERACTION

At C1, learners can express themselves fluently and spontaneously, almost effortlessly. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.

CONVERSATION

Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
16	23	37	41	53	63	66		91	97	104	117

Welcome: 8, 10

INFORMAL DISCUSSION (WITH FRIENDS)

Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
12	20	30	38	48	56	66	74	84	92	102	110
13	21	31	39	49	59	69	76	87	93	104	112
15	22	32	40	51	60	70	77	88	94	105	113
16	23	33	41	52	61	71	78	89	95	106	114
17	24	34	42	53	63	73	79	91	97	107	115
19	25	35	45	55			81		99	109	117
	27	37									

Welcome: 4, 5, 6, 7, 8, 9, 10, 11

OVERALL SPOKEN PRODUCTION

At C1, learners can give clear, detailed descriptions and presentations on complex subjects.

SUSTAINED MONOLOGUE: Describing Experience

Can give elaborate descriptions and narratives on complex subjects, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
17	22	30	38				76	84	92	102	112
	25	32	40						94	104	
		33	41						96		
		34	45								

Welcome: 4, 7, 8, 11

WRITING

At C1 learners can express themselves with clarity and precision.

OVERALL WRITTEN PRODUCTION

Can write clear, well-structured texts on complex subjects, underlining the salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and examples, and rounding off with an appropriate conclusion.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
19	25	35	45	55	61	71	81	87	99	109	113
	27					73					117

CORRESPONDENCE

Can relate to the addressee with clarity and precision, using language flexibly and effectively, including emotional, allusive and joking usage.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
19						71				109	
						73					

CREATIVE WRITING

Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
	25	35		55		71					113
											117

COHERENCE

Can produce clear, smoothly flowing, well-structured discourse, showing controlled use of organisational patterns, connectors and cohesive devices.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
19	25	35	45	55	61	71	81	87	99	109	113
	27					73					117

REPORTS AND ESSAYS

Can write clear, well-structured texts about complex subjects, underlining the relevant salient issues.

Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
	27		45		61		81	87	99		

COMMUNICATIVE LANGUAGE COMPETENCE

VOCABULARY RANGE

Has a good command of a broad lexical repertoire including idiomatic expressions and colloquialisms.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
14	22	32	40	48	58	68	76	86	94–95	102	112
15	23	33	41	51	61	71	77	89	95	104	113
17	25	37	43	53	63	72	79	91	97	107	117
19	26		45	55			81		99	109	

Welcome: 4, 5, 6, 7, 8, 9, 10, 11

GRAMMATICAL ACCURACY

Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
14	22	32	40	50	58	68	76	86	94	104	112
15	25	35	43	53	61	69	77	89	97	105	115
17										107	

Welcome: 6

PHONOLOGICAL CONTROL

Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
120	120	120	120	120	120	121	121	121	121	121	121

SOCIOLINGUISTIC APPROPRIATENESS

Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.

Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
15	23	37	41	53	63	66	77	91	97	104	117
						71					

Welcome: 8, 10

COMMUNICATION STRATEGIES

IDENTIFYING CUES AND INFERRING

Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
19	22		45	55		72	81		99	109	
	26										

Part 3 How each unit of *Think 5* relates to the CEFR

WELCOME UNIT

Skill	Goal	Pages
Listening	OVERALL LISTENING COMPREHENSION	7 8 10
	UNDERSTANDING INTERACTION	7 8 10
Reading	READING FOR INFORMATION AND ARGUMENT	5 7 9 11
Speaking	CONVERSATION	8 11
	INFORMAL DISCUSSION (WITH FRIENDS)	4 5 7 8 10 11
	SUSTAINED MONOLOGUE: Describing Experience	4 8 11
Communicative language competence	VOCABULARY RANGE	4 5 6 7 8 9 10 11
	GRAMMATICAL ACCURACY	6
	SOCIOLINGUISTIC APPROPRIATENESS	8 10

UNIT 1

Skill	Goal	Pages
Listening	OVERALL LISTENING COMPREHENSION	15
	UNDERSTANDING INTERACTION	15
	LISTENING TO MEDIA AND RECORDINGS	15
Reading	READING CORRESPONDENCE	19
	READING FOR INFORMATION AND ARGUMENT	12–13 16 18 19
Speaking	CONVERSATION	16
	INFORMAL DISCUSSION (WITH FRIENDS)	12 13 15 16 17 19
	SUSTAINED MONOLOGUE: Describing Experience	17
Writing	OVERALL WRITTEN PRODUCTION	19
	CORRESPONDENCE	19
	COHERENCE	19
Communicative language competence	VOCABULARY RANGE	14 15 17 19
	GRAMMATICAL ACCURACY	14 15 17
	PHONOLOGICAL CONTROL	120
	SOCIOLINGUISTIC APPROPRIATENESS	15
Communication strategies	IDENTIFYING CUES AND INFERRING	19

UNIT 2

Skill	Goal	Pages
Listening	OVERALL LISTENING COMPREHENSION	23
	UNDERSTANDING INTERACTION	23
	LISTENING TO MEDIA AND RECORDINGS	23
Reading	READING FOR INFORMATION AND ARGUMENT	20 20–21 24 26 27
Speaking	CONVERSATION	23
	INFORMAL DISCUSSION (WITH FRIENDS)	20 21 22 23 24 25 26
	SUSTAINED MONOLOGUE: Describing Experience	22 25
Writing	OVERALL WRITTEN PRODUCTION	25 27
	CREATIVE WRITING	25
	COHERENCE	25 27
	REPORTS AND ESSAYS	27
Communicative language competence	VOCABULARY RANGE	22 23 25 26
	GRAMMATICAL ACCURACY	22 25
	PHONOLOGICAL CONTROL	120
	SOCIOLINGUISTIC APPROPRIATENESS	23
Communication strategies	IDENTIFYING CUES AND INFERRING	22 26

UNIT 3

Skill	Goal	Pages
Listening	OVERALL LISTENING COMPREHENSION	33 36–37
	UNDERSTANDING INTERACTION	33 36–37
	LISTENING TO MEDIA AND RECORDINGS	36–37
Reading	READING FOR INFORMATION AND ARGUMENT	30–31 34
Speaking	CONVERSATION	37
	INFORMAL DISCUSSION (WITH FRIENDS)	30 31 32 33 34 35
	SUSTAINED MONOLOGUE: Describing Experience	30 32 33 34
Writing	OVERALL WRITTEN PRODUCTION	35
	CREATIVE WRITING	35
	COHERENCE	35
Communicative language competence	VOCABULARY RANGE	32 33 37
	GRAMMATICAL ACCURACY	32 35
	PHONOLOGICAL CONTROL	120
	SOCIOLINGUISTIC APPROPRIATENESS	37

UNIT 4

Skill	Goal	Pages
Listening	OVERALL LISTENING COMPREHENSION	41
Reading	READING FOR INFORMATION AND ARGUMENT	38–39 42 44 45
Speaking	CONVERSATION	41
	INFORMAL DISCUSSION (WITH FRIENDS)	38 40 41 42 45
	SUSTAINED MONOLOGUE: Describing Experience	38 40 41 45
Writing	OVERALL WRITTEN PRODUCTION	45
	COHERENCE	45
	REPORTS AND ESSAYS	45
Communicative language competence	VOCABULARY RANGE	40 41 43 45
	GRAMMATICAL ACCURACY	40 43
	PHONOLOGICAL CONTROL	120
	SOCIOLINGUISTIC APPROPRIATENESS	41
Communication strategies	IDENTIFYING CUES AND INFERRING	45

UNIT 5

Skill	Goal	Pages
Listening	OVERALL LISTENING COMPREHENSION	51
Reading	READING FOR INFORMATION AND ARGUMENT	48–49 52 54–55 55
Speaking	CONVERSATION	53
	INFORMAL DISCUSSION (WITH FRIENDS)	48 49 51 52 53 54 55
Writing	OVERALL WRITTEN PRODUCTION	55
	CREATIVE WRITING	55
	COHERENCE	55
Communicative language competence	VOCABULARY RANGE	48 51 53 55
	GRAMMATICAL ACCURACY	50 53
	PHONOLOGICAL CONTROL	120
	SOCIOLINGUISTIC APPROPRIATENESS	63
Communication strategies	IDENTIFYING CUES AND INFERRING	55

UNIT 6

Skill	Goal	Pages
Listening	OVERALL LISTENING COMPREHENSION	59 62–63
	UNDERSTANDING INTERACTION	62–63
	LISTENING TO MEDIA AND RECORDINGS	59 62–63
Reading	READING FOR INFORMATION AND ARGUMENT	56–57 60
Speaking	CONVERSATION	63
	INFORMAL DISCUSSION (WITH FRIENDS)	56 59 60 61 63
Writing	OVERALL WRITTEN PRODUCTION	61
	COHERENCE	61
	REPORTS AND ESSAYS	61
Communicative language competence	VOCABULARY RANGE	58 61 63
	GRAMMATICAL ACCURACY	58 61
	PHONOLOGICAL CONTROL	120
	SOCIOLINGUISTIC APPROPRIATENESS	63

UNIT 7

Skill	Goal	Pages
Listening	OVERALL LISTENING COMPREHENSION	69
	LISTENING TO MEDIA AND RECORDINGS	69
Reading	READING CORRESPONDENCE	70 73
	READING FOR INFORMATION AND ARGUMENT	66–67 70 72–73 73
Speaking	CONVERSATION	66
	INFORMAL DISCUSSION (WITH FRIENDS)	66 69 70 71 73
Writing	OVERALL WRITTEN PRODUCTION	71 73
	CORRESPONDENCE	71 73
	CREATIVE WRITING	71
	COHERENCE	71 73
Communicative language competence	VOCABULARY RANGE	68 71 72
	GRAMMATICAL ACCURACY	68 69
	PHONOLOGICAL CONTROL	121
	SOCIOLINGUISTIC APPROPRIATENESS	66 71
Communication strategies	IDENTIFYING CUES AND INFERRING	72

UNIT 8

Skill	Goal	Pages
Listening	OVERALL LISTENING COMPREHENSION	77
	LISTENING TO MEDIA AND RECORDINGS	77
Reading	READING FOR INFORMATION AND ARGUMENT	74–75 78 80 81
Speaking	INFORMAL DISCUSSION (WITH FRIENDS)	74 76 77 78 79 81
	SUSTAINED MONOLOGUE: Describing Experience	76
Writing	OVERALL WRITTEN PRODUCTION	81
	COHERENCE	81
	REPORTS AND ESSAYS	81
Communicative language competence	VOCABULARY RANGE	76 77 79 81
	GRAMMATICAL ACCURACY	76 77
	PHONOLOGICAL CONTROL	121
	SOCIOLINGUISTIC APPROPRIATENESS	77
Communication strategies	IDENTIFYING CUES AND INFERRING	81

UNIT 9

Skill	Goal	Pages
Listening	OVERALL LISTENING COMPREHENSION	87 90–91
	UNDERSTANDING INTERACTION	87 90–91
	LISTENING TO MEDIA AND RECORDINGS	87 90–91
Reading	READING CORRESPONDENCE	88
	READING FOR INFORMATION AND ARGUMENT	84–85 88
Speaking	CONVERSATION	91
	INFORMAL DISCUSSION (WITH FRIENDS)	84 87 88 89 91
	SUSTAINED MONOLOGUE: Describing Experience	84
Writing	OVERALL WRITTEN PRODUCTION	87
	COHERENCE	87
	REPORTS AND ESSAYS	87
Communicative language competence	VOCABULARY RANGE	86 89 91
	GRAMMATICAL ACCURACY	86 89
	PHONOLOGICAL CONTROL	121
	SOCIOLINGUISTIC APPROPRIATENESS	91

UNIT 10

Skill	Goal	Pages
Listening	OVERALL LISTENING COMPREHENSION	95
Reading	READING CORRESPONDENCE	92–93
	READING FOR INFORMATION AND ARGUMENT	92–93 96 98 99
Speaking	CONVERSATION	97
	INFORMAL DISCUSSION (WITH FRIENDS)	92 93 94 95 99
	SUSTAINED MONOLOGUE: Describing Experience	92 94 96
Writing	OVERALL WRITTEN PRODUCTION	99
	COHERENCE	99
	REPORTS AND ESSAYS	99
Communicative language competence	VOCABULARY RANGE	94–95 95 97 99
	GRAMMATICAL ACCURACY	94 97
	PHONOLOGICAL CONTROL	121
	SOCIOLINGUISTIC APPROPRIATENESS	97
Communication strategies	IDENTIFYING CUES AND INFERRING	99

UNIT 11

Skill	Goal	Pages
Listening	OVERALL LISTENING COMPREHENSION	105
	UNDERSTANDING INTERACTION	105
	LISTENING TO MEDIA AND RECORDINGS	105
Reading	READING CORRESPONDENCE	106 109
	READING FOR INFORMATION AND ARGUMENT	102–103 106 108–109 109
Speaking	CONVERSATION	104
	INFORMAL DISCUSSION (WITH FRIENDS)	102 104 105 106 107 109
	SUSTAINED MONOLOGUE: Describing Experience	102 104
Writing	OVERALL WRITTEN PRODUCTION	109
	CORRESPONDENCE	109
	COHERENCE	109
Communicative language competence	VOCABULARY RANGE	102 104 107 109
	GRAMMATICAL ACCURACY	104 105 107
	PHONOLOGICAL CONTROL	121
	SOCIOLINGUISTIC APPROPRIATENESS	104
Communication strategies	IDENTIFYING CUES AND INFERRING	109

UNIT 12

Skill	Goal	Pages
Listening	OVERALL LISTENING COMPREHENSION	113 116–117
	UNDERSTANDING INTERACTION	116–117
	LISTENING TO MEDIA AND RECORDINGS	113 116–117
Reading	READING FOR INFORMATION AND ARGUMENT	110–111 114
Speaking	CONVERSATION	117
	INFORMAL DISCUSSION (WITH FRIENDS)	110 112 113 114 115 117
	SUSTAINED MONOLOGUE: Describing Experience	112
Writing	OVERALL WRITTEN PRODUCTION	113 117
	CREATIVE WRITING	113 117
	COHERENCE	113 117
Communicative language competence	VOCABULARY RANGE	112 113 117
	GRAMMATICAL ACCURACY	112 115
	PHONOLOGICAL CONTROL	121
	SOCIOLINGUISTIC APPROPRIATENESS	117