

# Think Starter

Common European Framework of Reference for Languages (CEFR)

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## Part 1 The CEFR level of *Think Starter*

*Think Starter* covers level A1 of the CEFR. This table describes the general degree of skill achieved by learners at this level.

Skill	Learners will be able to:
<b>Listening</b>	<ul style="list-style-type: none"> <li>recognise familiar words and very basic phrases concerning themselves, their families, and their immediate concrete surroundings, when people speak slowly and clearly.</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>understand familiar names, words and very simple sentences, for example on notices and posters.</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>interact in a simple way provided the other person is prepared to repeat or rephrase;</li> <li>ask and answer simple questions in areas of immediate need or on very familiar topics;</li> <li>use simple sentences to describe where they live and people they know.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>write short simple postcards or emails;</li> <li>fill in forms with personal details;</li> <li>write simple isolated phrases and sentences.</li> </ul>
<b>Communicative language competence</b>	<ul style="list-style-type: none"> <li>use a basic repertoire of words and phrases related to personal details and particular concrete situations;</li> <li>show limited control of a few simple grammatical structures and sentence patterns in a learned repertoire;</li> <li>pronounce learned words and phrases in a way that can be understood by many expert speakers;</li> <li>establish basic social contact by using simple everyday polite language.</li> </ul>

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

### LISTENING

At A1, learners are expected to be able to understand speech that is very simple.

OVERALL LISTENING COMPREHENSION											
Can follow speech that is very slow and carefully articulated, with long pauses to assimilate 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
15	23	33	41	51	59	69	77	87	95	105	113
18–19		36–37		54–55		72–73		90–91		108–109	

Welcome: 8, 9, 10

LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS											
Can understand instructions addressed carefully and slowly to them and can follow short, simple directions.											
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
			41								

### READING

At A1, learners can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.

READING CORRESPONDENCE											
Can understand short, simple messages on postcards, emails, etc.											
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
	20–21						74–75				
	27						81				

READING FOR ORIENTATION											
Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.											
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
								88			

READING FOR INFORMATION AND ARGUMENT											
Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.											
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	24	30–31	38–39	48–49	56–57	66–67	78	84–85	92–93	102–103	110–111
16	26–27	34	42	52	60	70	80–81	88	96	106	114
			44–45		62–63				98–99		116–117
			45		63				99		117

## SPEAKING

### OVERALL SPOKEN INTERACTION

At A1, learners can:

- interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair
- ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics addressed carefully and slowly to them.

#### CONVERSATION

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.

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	21	31	38	55	57	67	75	84	93	103	111
19	25	37	39		63	69		85	97	107	
	27					73		86			
								91			

Welcome: 11

#### GOAL-ORIENTED COOPERATION (e.g. repairing a car, discussing a document, organising an event)

Can understand questions and instructions addressed carefully and slowly to them and follow short, simple directions.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
13			41						96		
			43								

#### TRANSACTIONS TO OBTAIN GOODS AND SERVICES

Can ask people for things and give people things.

Can handle numbers, quantities, cost, and time.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
			43					89			113

#### INFORMATION EXCHANGE

Can follow short, simple directions.

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*.

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	51	58	68	79	86	94	105	112
14	22	32	40	52	59	69		89	95		113
15	23	33	41		61	70					115
19		35				71					

Welcome: 4, 5, 8, 11

## SPEAKING

### INTERVIEWING AND BEING INTERVIEWED

Can reply in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
13	23			52	61	68	79				115
14											

### OVERALL SPOKEN PRODUCTION

At A1, learners can produce simple, mainly isolated, phrases about people and places.

### SUSTAINED MONOLOGUE: Describing Experience

Can describe themselves, what they do and where they live.

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		35	39	49	56	68	75	85	94	104	110
				50	60	71	77	87		107	115
				51	61		81	89			
				53							

## WRITING

### OVERALL WRITTEN PRODUCTION AND INTERACTION

At A1, learners can:

- use isolated phrases and sentences
- ask for or pass on personal details in written form.

#### OVERALL WRITTEN PRODUCTION

Can write simple isolated words and phrases.

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	27	35	45	53	63	71	81	89	99	109	117

Welcome: 10

#### CORRESPONDENCE

Can write a short simple postcard, email, etc.

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						81				

#### CREATIVE WRITING

Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.

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		35	45	53	63	71			99	109	117

#### COHERENCE

Can link words or groups of words with very basic linear connectors like *and* or *then*.

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

## COMMUNICATIVE LANGUAGE COMPETENCE

### VOCABULARY RANGE

Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.

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
14	22	32	40	50	58	68	79	86	94	104	112
16	25	35	41	53	60	69	81	89	97	107	113
17	27	37	42	55	61	71		91	99	109	115
19			43		63	73					117
			45								

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

### GRAMMATICAL ACCURACY

Shows limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.

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	23	33	41	51	59	71	78	87	95	105	115
	25	34		52				89	97	107	

Welcome: 6, 8

### PHONOLOGICAL CONTROL

Pronunciation of learned words and phrases can be understood by expert speakers used to dealing with speakers of their language group.

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 establish basic social contact by using the simplest everyday polite forms of greetings and farewells, introductions, saying *please, thank you, sorry, etc.*

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		37		55		73		91			
19											

Welcome: 7, 11

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

### WELCOME UNIT

Skill	Goal	Pages
Listening	OVERALL LISTENING COMPREHENSION	8
		9
		10
Speaking	CONVERSATION	7
	INFORMATION EXCHANGE	11
		4
		5
Communicative language competence	VOCABULARY RANGE	8
		11
		4
		5
		6
		7
	GRAMMATICAL ACCURACY	8
		6
	SOCIOLINGUISTIC APPROPRIATENESS	7
		11



## UNIT 1

Skill	Goal	Pages
Listening	OVERALL LISTENING COMPREHENSION	15
		18–19
Reading	READING FOR INFORMATION AND ARGUMENT	12–13
		16
Speaking	CONVERSATION	16 19
	GOAL-ORIENTED COOPERATION (e.g. Repairing a car, discussing a document, organising an event)	13
	INFORMATION EXCHANGE	12 14 15 19
	INTERVIEWING AND BEING INTERVIEWED	13 14 19
	SUSTAINED MONOLOGUE: Describing Experience	15
Writing	OVERALL WRITTEN PRODUCTION	17
	CREATIVE WRITING	17
Communicative language competence	VOCABULARY RANGE	12 14 16 17 19
	GRAMMATICAL ACCURACY	14 15
	PHONOLOGICAL CONTROL	120
	SOCIOLINGUISTIC APPROPRIATENESS	16 19

## UNIT 2

Skill	Goal	Pages
<b>Listening</b>	OVERALL LISTENING COMPREHENSION	23
<b>Reading</b>	READING CORRESPONDENCE	20–21 27
	READING FOR INFORMATION AND ARGUMENT	24 26–27
<b>Speaking</b>	CONVERSATION	21 25 27
	GOAL-ORIENTED COOPERATION (e.g. Repairing a car, discussing a document, organising an event)	22
	INFORMATION EXCHANGE	20 22 23
	INTERVIEWING AND BEING INTERVIEWED	23
<b>Writing</b>	OVERALL WRITTEN PRODUCTION	27
	CORRESPONDENCE	27
<b>Communicative language competence</b>	VOCABULARY RANGE	20 22 25 27
	GRAMMATICAL ACCURACY	22 23 25
	PHONOLOGICAL CONTROL	120

## UNIT 3

Skill	Goal	Pages
Listening	OVERALL LISTENING COMPREHENSION	33
		36–37
Reading	READING FOR INFORMATION AND ARGUMENT	30–31
		34
Speaking	CONVERSATION	31
		37
	INFORMATION EXCHANGE	30
		32
33		
	35	
	SUSTAINED MONOLOGUE: Describing Experience	35
Writing	OVERALL WRITTEN PRODUCTION	35
	CREATIVE WRITING	35
Communicative language competence	VOCABULARY RANGE	30
		32
		35
		37
	GRAMMATICAL ACCURACY	32
		33
		34
	PHONOLOGICAL CONTROL	120
SOCIOLINGUISTIC APPROPRIATENESS	37	

## UNIT 4

Skill	Goal	Pages
Listening	OVERALL LISTENING COMPREHENSION	41
	LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS	41
Reading	READING FOR INFORMATION AND ARGUMENT	38–39 42 44–45 45
	CONVERSATION	38 39
	GOAL-ORIENTED COOPERATION (e.g. repairing a car, discussing a document, organising an event)	41 43
	INFORMATION EXCHANGE	38 40 41
Writing	SUSTAINED MONOLOGUE: Describing Experience	39
	OVERALL WRITTEN PRODUCTION	45
Communicative language competence	CREATIVE WRITING	45
	VOCABULARY RANGE	38 40 41 42 43 45
	GRAMMATICAL ACCURACY	40 41
	PHONOLOGICAL CONTROL	120

## UNIT 5

Skill	Goal	Pages
Listening	OVERALL LISTENING COMPREHENSION	51
		54–55
Reading	READING FOR INFORMATION AND ARGUMENT	48–49
		52
Speaking	CONVERSATION	55
	INFORMATION EXCHANGE	51 52
	INTERVIEWING AND BEING INTERVIEWED	52
	SUSTAINED MONOLOGUE: Describing Experience	49 50 51 53
Writing	OVERALL WRITTEN PRODUCTION	53
	CREATIVE WRITING	53
Communicative language competence	VOCABULARY RANGE	48
		50
		53
		55
Communicative language competence	GRAMMATICAL ACCURACY	50
		51
		52
Communicative language competence	PHONOLOGICAL CONTROL	120
Communicative language competence	SOCIOLINGUISTIC APPROPRIATENESS	55

## UNIT 6

Skill	Goal	Pages
Listening	OVERALL LISTENING COMPREHENSION	59
Reading	READING FOR INFORMATION AND ARGUMENT	56–57 60 62–63 63
Speaking	CONVERSATION	57 63
	INFORMATION EXCHANGE	58 59 61
	SUSTAINED MONOLOGUE: Describing Experience	56 60 61
Writing	OVERALL WRITTEN PRODUCTION	63
	CREATIVE WRITING	63
Communicative language competence	VOCABULARY RANGE	56 58 60 61 63
	GRAMMATICAL ACCURACY	58 59
	PHONOLOGICAL CONTROL	120

## UNIT 7

Skill	Goal	Pages
Listening	OVERALL LISTENING COMPREHENSION	69
		72–73
Reading	READING FOR INFORMATION AND ARGUMENT	66–67
		70
Speaking	CONVERSATION	67
		69
		73
	INFORMATION EXCHANGE	68
		69
		70
		71
	INTERVIEWING AND BEING INTERVIEWED	68
	SUSTAINED MONOLOGUE: Describing Experience	68
		71
Writing	OVERALL WRITTEN PRODUCTION	71
	CREATIVE WRITING	71
Communicative language competence	VOCABULARY RANGE	66
		68
		69
		71
		73
	GRAMMATICAL ACCURACY	68
		71
	PHONOLOGICAL CONTROL	121
SOCIOLINGUISTIC APPROPRIATENESS	73	

## UNIT 8

Skill	Goal	Pages
<b>Listening</b>	OVERALL LISTENING COMPREHENSION	77
<b>Reading</b>	READING CORRESPONDENCE	74–75 81
	READING FOR INFORMATION AND ARGUMENT	78 80–81
<b>Speaking</b>	CONVERSATION	75
	INFORMATION EXCHANGE	79 86
	INTERVIEWING AND BEING INTERVIEWED	79
	SUSTAINED MONOLOGUE: Describing Experience	75 77 81
<b>Writing</b>	OVERALL WRITTEN PRODUCTION	81
	CORRESPONDENCE	81
<b>Communicative language competence</b>	VOCABULARY RANGE	74 78 79
	GRAMMATICAL ACCURACY	76 78
	PHONOLOGICAL CONTROL	121



## UNIT 9

Skill	Goal	Pages
Listening	OVERALL LISTENING COMPREHENSION	87 90–91
	READING FOR ORIENTATION	88
Reading	READING FOR INFORMATION AND ARGUMENT	84–85 88
	CONVERSATION	84 85 86 91
Speaking	TRANSACTIONS TO OBTAIN GOODS AND SERVICES	89
	SUSTAINED MONOLOGUE: Describing Experience	85 87 89
	OVERALL WRITTEN PRODUCTION	89
Writing	OVERALL WRITTEN PRODUCTION	89
Communicative language competence	VOCABULARY RANGE	84 86 89 91
	GRAMMATICAL ACCURACY	86 87 89
	PHONOLOGICAL CONTROL	121
	SOCIOLINGUISTIC APPROPRIATENESS	91

## UNIT 10

Skill	Goal	Pages
Listening	OVERALL LISTENING COMPREHENSION	95
Reading	READING FOR INFORMATION AND ARGUMENT	92–93 96 98–99 99
Speaking	CONVERSATION	93 97
	GOAL-ORIENTED COOPERATION (e.g. repairing a car, discussing a document, organising an event)	96
	INFORMATION EXCHANGE	94 95
	SUSTAINED MONOLOGUE: Describing Experience	94
Writing	OVERALL WRITTEN PRODUCTION	99
	CREATIVE WRITING	99
Communicative language competence	VOCABULARY RANGE	92 94 97 99
	GRAMMATICAL ACCURACY	94 95 97
	PHONOLOGICAL CONTROL	121

## UNIT 11

Skill	Goal	Pages	
Listening	OVERALL LISTENING COMPREHENSION	105	
		108–109	
Reading	READING FOR INFORMATION AND ARGUMENT	102–103	
		106	
Speaking	CONVERSATION	103 107	
	INFORMATION EXCHANGE	105	
	SUSTAINED MONOLOGUE: Describing Experience	104 107	
Writing	OVERALL WRITTEN PRODUCTION	109	
	CREATIVE WRITING	109	
	COHERENCE	109	
Communicative language competence	VOCABULARY RANGE	102 104 107 109	
		GRAMMATICAL ACCURACY	104 105 107
		PHONOLOGICAL CONTROL	121

## UNIT 12

Skill	Goal	Pages
Listening	OVERALL LISTENING COMPREHENSION	113
Reading	READING FOR INFORMATION AND ARGUMENT	110–111 114 116–117 117
Speaking	CONVERSATION	111
	TRANSACTIONS TO OBTAIN GOODS AND SERVICES	113
	INFORMATION EXCHANGE	112 113 115
	SUSTAINED MONOLOGUE: Describing Experience	110 115
Writing	OVERALL WRITTEN PRODUCTION	117
	CREATIVE WRITING	117
Communicative language competence	VOCABULARY RANGE	110 112 113 115 117
	GRAMMATICAL ACCURACY	112 115
	PHONOLOGICAL CONTROL	121