

Think Level 1

Common European Framework of Reference for Languages (CEFR)

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Part 1 The level of *Think 1*

Think 1 covers level A2 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 phrases and very high frequency vocabulary related to areas of the most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography, employment); catch the main point in short, clear, simple, messages and announcements.
Reading	<ul style="list-style-type: none"> read short simple texts, including short, simple personal letters and emails; find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables.
Speaking	<ul style="list-style-type: none"> communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities; handle very short social exchanges; use a series of phrases and sentences to describe in simple terms their family and other people, living conditions, their educational background, and their present or most recent job.
Writing	<ul style="list-style-type: none"> write short simple notes, messages, and emails relating to matters in areas of immediate need; write a simple personal letter, for example thanking someone for something.
Communicative language competence	<ul style="list-style-type: none"> use basic sentence patterns and phrases, groups of a few words and formulae in order to communicate limited information in everyday situations; use some simple grammatical structures correctly; speak with a clear enough pronunciation to be understood; perform and respond to basic language functions such as information exchange, requests, and invitations, and can express opinions and attitudes in a simple way; socialise simply but effectively using common expressions and using everyday polite forms of greeting and address.
Communication strategies	<ul style="list-style-type: none"> initiate, maintain and close simple conversations, guessing some unknown words from the context (in simple, short texts and utterances) and asking for clarification or repetition; indicate that they are following the conversation.

Part 2 How the goals of the CEFR are realised in *Think 1*

LISTENING

At A2, learners are expected to be able to understand speech that is:

- clearly and slowly articulated
- concerns predictable everyday matters.

OVERALL LISTENING COMPREHENSION

Can understand phrases and expressions related to very familiar topics, e.g. very basic personal and family information, shopping, local geography, employment.

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		107	
										108–109	

UNDERSTANDING INTERACTION

Can generally identify the topic of discussion around them that is conducted slowly and clearly.

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		107	
										108–109	

LISTENING TO MEDIA AND RECORDINGS

Can understand and extract the essential information from short recorded passages.

Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary.

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		107	
										108–109	

READING

At A2, learners can understand short, simple texts on familiar topics which use high frequency vocabulary.

READING CORRESPONDENCE

Can understand basic types of standard routine letters, emails, short simple personal letters 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		45		63				96		
									99		

READING FOR ORIENTATION

Can find specific, predictable information in simple everyday material such as advertisements, websites, prospectuses, menus, reference lists and timetables.

Can understand everyday signs and notices in public places.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
		33									

READING FOR INFORMATION AND ARGUMENT

Can identify specific information in simple written material such as letters, brochures and short newspaper or online articles.

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	20–21	30–31	38–39	48–49	56–57	66–67	74–75	84–85	92–93	102–103	110–111
16	24	34	40	52	60	70	78	88	96	106	114
	26–27		42		62–63		80–81		98		116–117
	27		44–45		63		81		99		117
			45								

SPEAKING

OVERALL SPOKEN INTERACTION

At A2, learners can manage simple, routine exchanges fairly easily, but would struggle with an extended conversation and often need help with understanding. They can:

- ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations
- handle very short social exchanges and simple transactions
- mostly understand speech in a standard accent directed at them which is delivered slowly and clearly, provided they can ask for repetition or reformulation from time to time.

CONVERSATION

Can use simple everyday polite forms of greeting, address, farewells, introductions, giving thanks.

Can participate in short conversations in routine contexts on topics of interest.

Can express how they feel in simple terms.

Can make and respond to invitations, suggestions and apologies.

Can say what they like and dislike.

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	39	48	56	66	74	84	92	102	110
13	21	31	41	49	57	67	75	85	93	103	111
14	22	32	42	50	59	68	77	86	94	104	112
15	24	33	43	51	61	69	78	87	95	105	113
17		35	45	53	62	70	80	88	97	106	114
19		37		55	63	71		89		107	115
						73		91		109	117

Welcome: 4, 8, 9, 10

INFORMAL DISCUSSION (WITH FRIENDS)

Can participate in a discussion about everyday practical issues in a simple way.

Can make and respond to suggestions.

Can agree and disagree with others.

Can discuss what to do, where to go and make arrangements to meet.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
	21	30	41	53	59	66	74	85	92	102	110
	24	33	42	55	62	68	75	87	93	103	111
						69	77	89	95	105	114
						71	78		97	109	115
						73	80		99		117

SPEAKING

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

Can manage simple, routine tasks, e.g.:

- asking for and providing things
- getting simple information
- discussing what to do next
- making and responding to suggestions
- asking for and giving 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
14			41	55	59	73	77	89	94	107	110
17			43		61				95		115
									97		
									99		

TRANSACTIONS TO OBTAIN GOODS AND SERVICES

Can deal with common aspects of everyday living such as travel – tourist information, public transport and accommodation, and shopping, buying tickets, 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.

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	33									
	23										

Welcome: 11

INFORMATION EXCHANGE

Can ask for and provide personal information, e.g. about habits, routines, pastimes and past activities.

Can give and follow simple directions and instructions, e.g. explain how to get somewhere.

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.

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	21	30	39	48	56	66	74	84	92	102	110
15	22	32	40	49	59	67	75	85	93	104	112
17	24	35	43	50	61	68	77	86	94	107	113
19	25	37		51	62	71	78	88		109	114
	27			53	63	73	80				115
				55							117

Welcome unit: 4, 6, 8, 9, 10

INTERVIEWING AND BEING INTERVIEWED

Can answer simple questions and respond to simple statements in an interview.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
	21	32			61				94	107	113
											114
											115

SPEAKING

OVERALL SPOKEN PRODUCTION

At A2, learners can give simple descriptions or presentations about everyday things as a short series of simple phrases and sentences linked into a list.

SUSTAINED MONOLOGUE: Describing Experience

Can tell a story as a simple list of points.

Can give short, basic descriptions of:

- events and activities
- plans and arrangements, habits and routines, past activities and personal experiences
- their family, living conditions, educational background, present or most recent job
- people, places and possessions.

Can use simple descriptive language to make brief statements about and compare objects and possessions.

Can explain what they like or dislike about something.

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	22	30	38	48	56	66	74	84	92	103	110
	24	31	39	50	59	68	75	85	94	104	111
	25	33	40	51	60	69	78	86	97	106	112
	27			53		70		87	99	109	113
						71		88			114
											115

Welcome: 9, 10

WRITING

OVERALL WRITTEN PRODUCTION AND INTERACTION

At A2, learners can write a series of simple phrases and sentences linked with simple connectors like *and*, *but* and *because*.

OVERALL WRITTEN PRODUCTION

Can write short, simple formulaic notes relating to matters in areas of immediate need.

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	24	37	42	51	63	73		91		107	112
19			45	55						109	

Welcome: 5, 9

CORRESPONDENCE

Can write very simple personal letters or 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
	27		45		63			88	99		

CREATIVE WRITING

Can write very short, basic descriptions of events, past activities and personal experiences.

Can write a series of simple phrases and sentences about everyday/personal matters, e.g. family, people, places, a job or study experience, living conditions, educational background, present or most recent job.

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		34	41	51	58	71	81	89		103	112
		37		52							117
				53							

COHERENCE

Can use the most frequently occurring connectors to link simple sentences and phrases in order to tell a story or describe something as a simple list of points.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
							79			107	

COMMUNICATIVE LANGUAGE COMPETENCE

VOCABULARY RANGE

Can understand high frequency everyday or job-related language.

Has sufficient vocabulary to conduct routine, everyday transactions and express basic communicative and survival needs.

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	76–77	86	94	104	115
19	23	33	41	53	61	71	79	89	95	105	117
	24	35	43	55	63	73	81	91	97	107	
	27	37	45						99	109	

Welcome: 4, 4–5, 5, 6, 8, 9, 10, 11

GRAMMATICAL ACCURACY

Can use some simple structures correctly, but still systematically make basic mistakes, e.g. tends to mix up tenses and forget to mark agreement.

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	32–33	40	50	58	68	76	86	94	104	112
17	23	35	43	51	59	69	79	87	95	106–107	113
	25			53	61	70		88–89	97	107	115

Welcome: 5, 6, 7, 10, 11

PHONOLOGICAL CONTROL

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.

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 handle very short social exchanges, using everyday polite forms of greeting and address.

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	23	37	41	55		73	77	91	95	109	113

Welcome: 4, 6, 8, 10

COMMUNICATION STRATEGIES

IDENTIFYING CUES AND INFERRING

Can use an idea of the overall meaning of short texts on everyday topics to guess the probable meaning of unknown words.

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		63		81		99		117

TAKING THE FLOOR (TURNTAKING), COOPERATING, ASKING FOR CLARIFICATION, COMPENSATING, MONITORING AND REPAIR

Can use simple techniques to start, maintain, or end a short conversation.

Can initiate, maintain and close simple, face-to-face conversation.

Can ask very simply for repetition when they do not understand.

Can ask for clarification about key words or phrases not understood using stock phrases.

Can indicate whether they are following or not.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
	23			55		73					

Welcome: 6

Part 3 How each unit of *Think 1* relates to the CEFR

WELCOME UNIT

Skill	Goal	Pages
Speaking	CONVERSATION	4 6 8 9 10
	TRANSACTIONS TO OBTAIN GOODS AND SERVICES	11
	INFORMATION EXCHANGE	4 8 9 10
	SUSTAINED MONOLOGUE: Describing Experience	9 10
Communicative language competence	VOCABULARY RANGE	4 4-5 5 6 8 9 10 11
	GRAMMATICAL ACCURACY	5 6 7 10 11
	SOCIOLINGUISTIC APPROPRIATENESS	4 6
Communication strategies	TAKING THE FLOOR (TURNTAKING), COOPERATING, ASKING FOR CLARIFICATION, COMPENSATING, MONITORING AND REPAIR	6

UNIT 1

Skill	Goal	Pages
Listening	OVERALL LISTENING COMPREHENSION	15 18–19
	UNDERSTANDING INTERACTION	15 18–19
	LISTENING TO MEDIA AND RECORDINGS	15 18–19
Reading	READING FOR INFORMATION AND ARGUMENT	12–13 16
Speaking	CONVERSATION	12 13 14 15 17 19
	INFORMATION EXCHANGE	14 15 17 19
	SUSTAINED MONOLOGUE: Describing Experience	15
Writing	CREATIVE WRITING	17
Communicative language competence	VOCABULARY RANGE	12 14 19
	GRAMMATICAL ACCURACY	14 17
	PHONOLOGICAL CONTROL	120
	SOCIOLINGUISTIC APPROPRIATENESS	19

UNIT 2

Skill	Goal	Pages
Listening	OVERALL LISTENING COMPREHENSION	23
	UNDERSTANDING INTERACTION	23
	LISTENING TO MEDIA AND RECORDINGS	23
Reading	READING CORRESPONDENCE	27
	READING FOR INFORMATION AND ARGUMENT	20–21 24 26–27 27
Speaking	CONVERSATION	20 21 22 23 24
	TRANSACTIONS TO OBTAIN GOODS AND SERVICES	20 23
	INFORMATION EXCHANGE	21 22 24 25 27
	SUSTAINED MONOLOGUE: Describing Experience	25 27
Writing	CORRESPONDENCE	27
Communicative language competence	VOCABULARY RANGE	20 22 23 24 27
	GRAMMATICAL ACCURACY	22 23 25
	PHONOLOGICAL CONTROL	120
	SOCIOLINGUISTIC APPROPRIATENESS	27
Communication strategies	IDENTIFYING CUES AND INFERRING	27

UNIT 3

Skill	Goal	Pages
Listening	OVERALL LISTENING COMPREHENSION	33 36–37
	UNDERSTANDING INTERACTION	36–37
	LISTENING TO MEDIA AND RECORDINGS	33 36–37
Reading	READING FOR ORIENTATION	33
	READING FOR INFORMATION AND ARGUMENT	30–31 34
Speaking	CONVERSATION	30 31 32 33 35 37
	TRANSACTIONS TO OBTAIN GOODS AND SERVICES	33
	INFORMATION EXCHANGE	30 32
	SUSTAINED MONOLOGUE: Describing Experience	30
Writing	CREATIVE WRITING	34
Communicative language competence	VOCABULARY RANGE	30 32 33 35 37
	GRAMMATICAL ACCURACY	32–33 35
	PHONOLOGICAL CONTROL	120
	SOCIOLINGUISTIC APPROPRIATENESS	37

UNIT 4

Skill	Goal	Pages
Listening	OVERALL LISTENING COMPREHENSION	41
	UNDERSTANDING INTERACTION	41
	LISTENING TO MEDIA AND RECORDINGS	41
Reading	READING CORRESPONDENCE	45
	READING FOR INFORMATION AND ARGUMENT	38–39 42 44–45 45
Speaking	CONVERSATION	39 41 43 45
	INFORMAL DISCUSSION (WITH FRIENDS)	41
	GOAL-ORIENTED COOPERATION (e.g. repairing a car, discussing a document, organising an event)	41
	INFORMATION EXCHANGE	40 43
	SUSTAINED MONOLOGUE: Describing Experience	38 39 40
Writing	OVERALL WRITTEN PRODUCTION	45
	CORRESPONDENCE	45
Communicative language competence	VOCABULARY RANGE	38 40 41 43
	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 54–55
	UNDERSTANDING INTERACTION	41
	LISTENING TO MEDIA AND RECORDINGS	41
Reading	READING FOR INFORMATION AND ARGUMENT	48–49 52
Speaking	CONVERSATION	48 49 50 51 52 53 55
	INFORMAL DISCUSSION (WITH FRIENDS)	55
	GOAL-ORIENTED COOPERATION (e.g. repairing a car, discussing a document, organising an event)	55
	INFORMATION EXCHANGE	49 50 51 52
	SUSTAINED MONOLOGUE: Describing Experience	48 50 51 52 53
Writing	CREATIVE WRITING	51 52 53
Communicative language competence	VOCABULARY RANGE	48 50 52 55
	GRAMMATICAL ACCURACY	50 51 53
	PHONOLOGICAL CONTROL	120
	SOCIOLINGUISTIC APPROPRIATENESS	55

UNIT 6

Skill	Goal	Pages
Listening	OVERALL LISTENING COMPREHENSION	59
	UNDERSTANDING INTERACTION	59
	LISTENING TO MEDIA AND RECORDINGS	59
Reading	READING CORRESPONDENCE	63
	READING FOR INFORMATION AND ARGUMENT	56–57 60 62–63 63
Speaking	CONVERSATION	56 57 59 61 62 63
	INFORMAL DISCUSSION (WITH FRIENDS)	59
	GOAL-ORIENTED COOPERATION (e.g. repairing a car, discussing a document, organising an event)	59
	INFORMATION EXCHANGE	56 61
	SUSTAINED MONOLOGUE: Describing Experience	56 59 60
Writing	OVERALL WRITTEN PRODUCTION	63
	CORRESPONDENCE	63
Communicative language competence	VOCABULARY RANGE	56 58 61
	GRAMMATICAL ACCURACY	58 59 61
	PHONOLOGICAL CONTROL	120
Communication strategies	IDENTIFYING CUES AND INFERRING	63

UNIT 7

Skill	Goal	Pages
Listening	OVERALL LISTENING COMPREHENSION	69 72–73
	UNDERSTANDING INTERACTION	69 72–73
	LISTENING TO MEDIA AND RECORDINGS	69 72–73
Reading	READING FOR INFORMATION AND ARGUMENT	66–67 70
Speaking	CONVERSATION	66 67 68 69 71 73
	INFORMAL DISCUSSION (WITH FRIENDS)	73
	GOAL-ORIENTED COOPERATION (e.g. repairing a car, discussing a document, organising an event)	73
	INFORMATION EXCHANGE	66 68 71
	SUSTAINED MONOLOGUE: Describing Experience	66 68 69 70 71
Writing	CREATIVE WRITING	71
Communicative language competence	VOCABULARY RANGE	66 68 71 73
	GRAMMATICAL ACCURACY	68 69 70
	PHONOLOGICAL CONTROL	121
	SOCIOLINGUISTIC APPROPRIATENESS	73
Communication strategies	TAKING THE FLOOR (TURNTAKING), COOPERATING, ASKING FOR CLARIFICATION, COMPENSATING, MONITORING AND REPAIR	73

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 81
Speaking	CONVERSATION	74 75 77 78 80
	INFORMATION EXCHANGE	74 77
	SUSTAINED MONOLOGUE: Describing Experience	74
Writing	CREATIVE WRITING	81
	COHERENCE	79
Communicative language competence	VOCABULARY RANGE	74 76–77 79
	GRAMMATICAL ACCURACY	76 79
	PHONOLOGICAL CONTROL	121
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 FOR INFORMATION AND ARGUMENT	84–85 88
Speaking	CONVERSATION	84 85 87 88 91
	INFORMAL DISCUSSION (WITH FRIENDS)	89
	GOAL-ORIENTED COOPERATION (e.g. repairing a car, discussing a document, organising an event)	89
	INFORMATION EXCHANGE	84 86
	SUSTAINED MONOLOGUE: Describing Experience	84–86
Writing	CORRESPONDENCE	88
Communicative language competence	VOCABULARY RANGE	84 86 89 91
	GRAMMATICAL ACCURACY	86 87 88–89
	PHONOLOGICAL CONTROL	121
	SOCIOLINGUISTIC APPROPRIATENESS	91

UNIT 10

Skill	Goal	Pages
Listening	OVERALL LISTENING COMPREHENSION	95
	UNDERSTANDING INTERACTION	95
	LISTENING TO MEDIA AND RECORDINGS	95
Reading	READING CORRESPONDENCE	96 99
	READING FOR INFORMATION AND ARGUMENT	92–93 96 98 99
Speaking	CONVERSATION	92 93 94 95 97
	INFORMAL DISCUSSION (WITH FRIENDS)	95 97 99
	GOAL-ORIENTED COOPERATION (e.g. repairing a car, discussing a document, organising an event)	95 97 99
	INFORMATION EXCHANGE	94
	SUSTAINED MONOLOGUE: Describing Experience	94 99
Writing	CORRESPONDENCE	99
Communicative language competence	VOCABULARY RANGE	92 94 95 97
	GRAMMATICAL ACCURACY	94 95 97
	PHONOLOGICAL CONTROL	121
	SOCIOLINGUISTIC APPROPRIATENESS	95
Communication strategies	IDENTIFYING CUES AND INFERRING	99

UNIT 11

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

UNIT 12

Skill	Goal	Pages
Listening	OVERALL LISTENING COMPREHENSION	113
	UNDERSTANDING INTERACTION	113
	LISTENING TO MEDIA AND RECORDINGS	113
Reading	READING FOR INFORMATION AND ARGUMENT	110–111 114 116–117 117
Speaking	CONVERSATION	110 111 113 114 115 117
	INFORMATION EXCHANGE	110 112 113 114 115
	INTERVIEWING AND BEING INTERVIEWED	113 114
	SUSTAINED MONOLOGUE: Describing Experience	110 112 113 114 115
Writing	CREATIVE WRITING	112 117
Communicative language competence	VOCABULARY RANGE	110 115
	GRAMMATICAL ACCURACY	112 113 115
	PHONOLOGICAL CONTROL	121
Communication strategies	IDENTIFYING CUES AND INFERRING	117