

Think Level 4

Common European Framework of Reference for Languages (CEFR)

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Part 1 The CEFR level of *Think 4*

Think 4 covers level B2 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 and follow fairly complex lines of argument provided the topic is familiar; understand TV news and current affairs programmes, and the majority of films in standard dialect.
Reading	<ul style="list-style-type: none"> read articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints; understand contemporary literary prose.
Speaking	<ul style="list-style-type: none"> interact with a degree of fluency and spontaneity; take an active part in discussion in familiar contexts, accounting for and sustaining their views; present clear, detailed descriptions on a wide range of subjects related to their field of interest; explain a viewpoint on a topical issue.
Writing	<ul style="list-style-type: none"> write letters highlighting the personal significance of events and experiences; write clear detailed text on a wide range of subjects related to their interests; write an essay or report, passing on information or giving reasons in support of or against a point of view.
Communicative language competence	<ul style="list-style-type: none"> give clear descriptions and express viewpoints on most topics without much searching for words; show a relatively high degree of grammatical control; speak with a clear, natural pronunciation and intonation; express themselves confidently, clearly and politely in a formal or informal register appropriate to the context.
Communication strategies	<ul style="list-style-type: none"> intervene appropriately in discussion, and initiate, maintain and end discourse appropriately with effective turntaking; use a variety of strategies to achieve comprehension, including listening for the main points and using contextual clues; ask follow-up questions to check they have understood; give feedback and help the development of a discussion.

Part 2 How the goals of the CEFR are realised in *Think 4*

LISTENING

- At B2, learners are expected to be able to understand most standard speech normally encountered in personal, social, academic or vocational life, but may struggle with idiomatic usage.

OVERALL LISTENING COMPREHENSION

Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics, including technical discussions in their field of specialisation.

Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.

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	68	77	87	95	105	113
18–19			44–45			72–73			98–99		
			46						100		

Welcome: 8, 10

UNDERSTANDING INTERACTION

Can keep up with an animated conversation but may find it difficult to participate effectively in a discussion with several expert speakers who do not modify their language in any way.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
18–19			41	51		72–73	77		95		
			44–45						98–99		
									100		

Welcome: 8, 10

LISTENING TO MEDIA AND RECORDINGS

Can understand recordings likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.

Can understand most TV and radio programmes, including news and current affairs, documentaries, live interviews, talk shows, plays and the majority of films.

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	46		59	68		87		105	113

READING

- At B2, learners can read and understand most texts, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. They have a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.

READING CORRESPONDENCE

Can read correspondence relating to their field of interest and readily grasp the essential 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
	24	30–31	42		56	66–67	78			106	
						70					

Welcome: 11

READING FOR ORIENTATION

Can scan quickly through long and complex texts, locating relevant details.

Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics.

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	52	56		74–75	88	92–93	102–103	110–111
16–17	24	34		54	60		78	90	96	106	114
	26–27	36–37			62–63		80	91		108	116–117
					64		81			109	117

Welcome: 4, 5, 6, 9, 11

READING FOR INFORMATION AND ARGUMENT

Can obtain information, ideas and opinions from highly specialised sources within their field.

Can understand specialised articles outside their field, provided they can use a dictionary occasionally.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
		34	42	48–49	60	66–67		84–85			
				55		70					

SPEAKING

OVERALL SPOKEN INTERACTION

At B2, learners can:

- use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics;
- communicate spontaneously and fluently without much sign of having to restrict what they want to say;
- catch much of what is said around them in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.

CONVERSATION

Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.
Can convey degrees of emotion and highlight the personal significance of events and experiences.

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	31	40	48	56	66	77	86	93	104	110
	25	32	45	50	57	71	78	89	94		
		37		51		73	79		99		
				53							
				54							

Welcome: 5, 7, 9, 10

INFORMAL DISCUSSION (WITH FRIENDS)

Can express their ideas and opinions with precision.

Can evaluate alternative proposals.

Can present and respond to complex lines of argument convincingly.

Can account for and sustain their opinions by providing relevant explanations, arguments and comments.

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	49	56	66	74	84	92	102	110
13	22	31	39	51	60	67	75	85	95	103	113
16	23	33	41	52	63	68	77	87	96	104	114
17	25	34	42	55		69	79	88	97	105	117
	27	37	43			70	81	89		106	118
							82	91		107	
										109	

Welcome: 6, 7, 8, 9, 11

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

Can understand detailed instructions reliably.

Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
					61				97	105	118

INFORMATION EXCHANGE

Can understand and exchange complex and detailed information and advice on the full range of matters related to their occupational role.

Can give a clear, detailed description of how to carry out a procedure.

Can synthesise and report information and arguments from a number of sources.

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	37		53					95		112
	27										

Welcome: 6

INTERVIEWING AND BEING INTERVIEWED

Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
									95		

SPEAKING

OVERALL SPOKEN PRODUCTION

At B2, learners can give clear, detailed descriptions and presentations on a wide range of subjects related to their field of interest, expanding and supporting ideas with subsidiary points and relevant examples.

SUSTAINED MONOLOGUE: Describing Experience

Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
					59		82				113
					61						

WRITING

At B2, learners can express news and views effectively in writing, and relate to those of others.

OVERALL WRITTEN PRODUCTION

Can write clear detailed texts on a variety of subjects related to their field of interest, synthesising and evaluating information and arguments from a number of sources.

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	37	45	53	63	71	81	91	95	109	115
	28		46	55					100		117

CORRESPONDENCE

Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.

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		46								

CREATIVE WRITING

Can write clear, detailed descriptions of real or imaginary events and experiences in clear connected text, following established conventions of the genre concerned.

Can write a review of a film, book or play.

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		45	53		71			95		115
									100		117

COHERENCE

Can use a variety of linking words and cohesive devices efficiently.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
				55	61		81			107	
					63					109	

COMMUNICATIVE LANGUAGE COMPETENCE

VOCABULARY RANGE

Has a good range of vocabulary for matters connected to his/her field and most general topics.

Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.

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	22	32	38	50	56	68	76	86	94	104	112
14	23	35	40	51	58	71	79	87	97	105	113
16	24–25	37	43	55	59	73	81	89	99	107	115
19	27		45		63		82	91		109	117
	28										

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

GRAMMATICAL ACCURACY

Shows a relatively high degree of grammatical control.

Does not make mistakes which lead to misunderstanding, and can make some corrections in retrospect.

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	51	61	69	77	89	95	107	115
	28			53			82				

Welcome: 4, 5, 7, 10, 11

PHONOLOGICAL CONTROL

Has a clear, natural, pronunciation and intonation.

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 express him- or herself confidently, clearly and politely, adopting a level of formality appropriate to the circumstances.

Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker.

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	45			71		89	99	104	110
						73					113

COMMUNICATION STRATEGIES

IDENTIFYING CUES AND INFERRING

Can use a variety of strategies to achieve comprehension, including listening for main points and using contextual clues.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
18–19	23	33	41	55	59	72–73	77	87	95	109	110
	27	37	44–45		63		81	91	98–99		113
											117

Welcome: 8

Part 3 How each unit of *Think 4* relates to the CEFR

WELCOME UNIT

Skill	Goal	Pages
Listening	OVERALL LISTENING COMPREHENSION	8 10
	UNDERSTANDING INTERACTION	8 10
Reading	READING CORRESPONDENCE	11
	READING FOR ORIENTATION	4 5 6 9 11
Speaking	CONVERSATION	5 7 9 10
	INFORMAL DISCUSSION (WITH FRIENDS)	6 7 8 9 11
	INFORMATION EXCHANGE	6
Communicative language competence	VOCABULARY RANGE	4 5 6 7 9 10 11
	GRAMMATICAL ACCURACY	4 5 7 8 9 10 11
Communication strategies	IDENTIFYING CUES AND INFERRING	8

UNIT 1

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

UNIT 2

Skill	Goal	Pages
Listening	OVERALL LISTENING COMPREHENSION	23
	LISTENING TO MEDIA AND RECORDINGS	23
Reading	READING CORRESPONDENCE	24
	READING FOR ORIENTATION	20–21 24 26–27
Speaking	CONVERSATION	23 25
	INFORMAL DISCUSSION (WITH FRIENDS)	20 22 23 25 27
	INFORMATION EXCHANGE	23 27
Writing	OVERALL WRITTEN PRODUCTION	27 28
	CORRESPONDENCE	27
	CREATIVE WRITING	27
Communicative language competence	VOCABULARY RANGE	22 23 24–25 27 28
	GRAMMATICAL ACCURACY	22 25 28
	PHONOLOGICAL CONTROL	120
	SOCIOLINGUISTIC APPROPRIATENESS	23
Communication strategies	IDENTIFYING CUES AND INFERRING	23 27

UNIT 3

Skill	Goal	Pages
Listening	OVERALL LISTENING COMPREHENSION	33
	LISTENING TO MEDIA AND RECORDINGS	33
Reading	READING CORRESPONDENCE	30–31
	READING FOR ORIENTATION	30–31 34 36–37
	READING FOR INFORMATION AND ARGUMENT	34
Speaking	CONVERSATION	31 32 37
	INFORMAL DISCUSSION (WITH FRIENDS)	30 31 33 34 37
	INFORMATION EXCHANGE	32 37
Writing	OVERALL WRITTEN PRODUCTION	37
Communicative language competence	VOCABULARY RANGE	32 35 37
	GRAMMATICAL ACCURACY	32 35
	PHONOLOGICAL CONTROL	120
	SOCIOLINGUISTIC APPROPRIATENESS	37
Communication strategies	IDENTIFYING CUES AND INFERRING	33 37

UNIT 4

Skill	Goal	Pages
Listening	OVERALL LISTENING COMPREHENSION	41 44–45 46
	UNDERSTANDING INTERACTION	41 44–45
	LISTENING TO MEDIA AND RECORDINGS	46
Reading	READING CORRESPONDENCE	42
	READING FOR ORIENTATION	38–39
	READING FOR INFORMATION AND ARGUMENT	42
Speaking	CONVERSATION	40 45
	INFORMAL DISCUSSION (WITH FRIENDS)	38 39 41 42 43
Writing	OVERALL WRITTEN PRODUCTION	45 46
	CORRESPONDENCE	46
	CREATIVE WRITING	45
Communicative language competence	VOCABULARY RANGE	38 40 43 45
	GRAMMATICAL ACCURACY	40 43
	PHONOLOGICAL CONTROL	120
	SOCIOLINGUISTIC APPROPRIATENESS	45
Communication strategies	IDENTIFYING CUES AND INFERRING	41 44–45

UNIT 5

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

UNIT 6

Skill	Goal	Pages
Listening	OVERALL LISTENING COMPREHENSION	59
	LISTENING TO MEDIA AND RECORDINGS	59
Reading	READING CORRESPONDENCE	56–57
	READING FOR ORIENTATION	56–57 60 62–63 64
	READING FOR INFORMATION AND ARGUMENT	60
Speaking	CONVERSATION	56 57
	INFORMAL DISCUSSION (WITH FRIENDS)	56 60 63
	GOAL-ORIENTED COOPERATION (e.g. repairing a car, discussing a document, organising an event)	61
	SUSTAINED MONOLOGUE: Describing experience	59 61
Writing	OVERALL WRITTEN PRODUCTION	63
	COHERENCE	61 63
Communicative language competence	VOCABULARY RANGE	56 58 59 63
	GRAMMATICAL ACCURACY	58 61
	PHONOLOGICAL CONTROL	120
Communication strategies	IDENTIFYING CUES AND INFERRING	59 63

UNIT 7

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

UNIT 8

Skill	Goal	Pages
Listening	OVERALL LISTENING COMPREHENSION	77
	UNDERSTANDING INTERACTION	77
Reading	READING FOR INFORMATION AND ARGUMENT	78
	READING FOR ORIENTATION	74–75 78 80 81
Speaking	CONVERSATION	77 78 79
	INFORMAL DISCUSSION (WITH FRIENDS)	74 75 77 79 81 82
	SUSTAINED MONOLOGUE: Describing Experience	82
Writing	OVERALL WRITTEN PRODUCTION	91
Communicative language competence	VOCABULARY RANGE	86 87 89 91
	GRAMMATICAL ACCURACY	86 89
	PHONOLOGICAL CONTROL	121
Communication strategies	IDENTIFYING CUES AND INFERRING	77 81

UNIT 9

Skill	Goal	Pages
Listening	OVERALL LISTENING COMPREHENSION	87
	LISTENING TO MEDIA AND RECORDINGS	87
Reading	READING FOR ORIENTATION	88 90 91
	READING FOR INFORMATION AND ARGUMENT	84–85
Speaking	CONVERSATION	86 89
	INFORMAL DISCUSSION (WITH FRIENDS)	84 85 87 88 89 91
Writing	OVERALL WRITTEN PRODUCTION	91
Communicative language competence	VOCABULARY RANGE	86 87 89 91
	GRAMMATICAL ACCURACY	86 89
	PHONOLOGICAL CONTROL	121
	SOCIOLINGUISTIC APPROPRIATENESS	89
Communication strategies	IDENTIFYING CUES AND INFERRING	87 91

UNIT 10

Skill	Goal	Pages
Listening	OVERALL LISTENING COMPREHENSION	95 98–99 100
	UNDERSTANDING INTERACTION	95 98–99 100
Reading	READING FOR ORIENTATION	92–93 96
Speaking	CONVERSATION	92 94 99
	INFORMAL DISCUSSION (WITH FRIENDS)	92 95 96 97
	GOAL-ORIENTED COOPERATION (e.g. repairing a car, discussing a document, organising an event)	97
	INFORMATION EXCHANGE	95
	INTERVIEWING AND BEING INTERVIEWED	95
Writing	OVERALL WRITTEN PRODUCTION	95 100
	CREATIVE WRITING	95 100
Communicative language competence	VOCABULARY RANGE	94 97 99
	GRAMMATICAL ACCURACY	94 95
	PHONOLOGICAL CONTROL	121
	SOCIOLINGUISTIC APPROPRIATENESS	99
Communication strategies	IDENTIFYING CUES AND INFERRING	95 98–99

UNIT 11

Skill	Goal	Pages
Listening	OVERALL LISTENING COMPREHENSION	105
	LISTENING TO MEDIA AND RECORDINGS	105
Reading	READING CORRESPONDENCE	106
	READING FOR ORIENTATION	102–103 106 108 109
Speaking	CONVERSATION	104
	INFORMAL DISCUSSION (WITH FRIENDS)	102 103 104 105 106 107 109
	GOAL-ORIENTED COOPERATION (e.g. repairing a car, discussing a document, organising an event)	105
Writing	OVERALL WRITTEN PRODUCTION	109
	COHERENCE	107 109
Communicative language competence	VOCABULARY RANGE	104 105 107 109
	GRAMMATICAL ACCURACY	104 107
	PHONOLOGICAL CONTROL	121
	SOCIOLINGUISTIC APPROPRIATENESS	104
Communication strategies	IDENTIFYING CUES AND INFERRING	105 109

UNIT 12

Skill	Goal	Pages
Listening	OVERALL LISTENING COMPREHENSION	113
	LISTENING TO MEDIA AND RECORDINGS	113
Reading	READING FOR ORIENTATION	110–111 114 116–117 117
Speaking	CONVERSATION	110
	INFORMAL DISCUSSION (WITH FRIENDS)	110 113 114 117 118
	GOAL-ORIENTED COOPERATION (e.g. repairing a car, discussing a document, organising an event)	118
	INFORMATION EXCHANGE	112
	SUSTAINED MONOLOGUE: Describing experience	113
Writing	OVERALL WRITTEN PRODUCTION	115 117
	CREATIVE WRITING	115 117
Communicative language competence	VOCABULARY RANGE	112 113 115 117
	GRAMMATICAL ACCURACY	112 115
	PHONOLOGICAL CONTROL	121
	SOCIOLINGUISTIC APPROPRIATENESS	110 113
Communication strategies	IDENTIFYING CUES AND INFERRING	110 113 117