

# CEF student checklists with suggested targets

## Unit 1

The circled number shows an appropriate target at this stage.

1 = I can do this with a lot of help from my teacher

2 = I can do this with a little help

3 = I can do this fairly well

4 = I can do this really well

5 = I can do this almost perfectly

Level	Unit 1 – Individual & Society	Page	Your Score				
A2	I can understand phrases, words and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local area, employment).	10	1	2	③	4	5
A2	I can catch the main point in short, clear, simple messages and announcements.	8	1	②	3	4	5
A2	I can identify important information in news summaries or simple newspaper articles in which numbers and names play an important role and which are clearly structured and illustrated.	12	1	2	3	④	5
A2	I can ask how people are and react to news.	14, 17	1	2	③	4	5
A2	I can ask people questions about what they do at work and in free time, and answer such questions addressed to me.	7, 9, 126, 128	1	2	③	4	5
A2	I can describe myself, my family and other people.	8, 9	1	2	3	④	5
A2	I can describe where I live.	7	1	2	3	④	5
A2	I can describe my educational background, my present or most recent job.	7	1	②	3	4	5
A2	I can write about aspects of my everyday life in simple phrases and sentences (people, places, job, school, family,	16	1	2	③	4	5
A2	I can briefly introduce myself in a letter with simple phrases and sentences (family, school, job, hobbies).	16	1	2	③	4	5
A2	I can write simple sentences, connecting them with words such as “and”, “but”, “because”.	16	1	2	③	4	5
B1	I can generally follow the main points of extended discussion around me, provided speech is clearly articulated in standard dialect.	8	1	②	3	4	5

# CEF student checklists with suggested targets

## Unit 2

The circled number shows an appropriate target at this stage.

1 = I can do this with a lot of help from my teacher

2 = I can do this with a little help

3 = I can do this fairly well

4 = I can do this really well

5 = I can do this almost perfectly

Level	Unit 2 – Eating & Drinking	Page	Your Score				
A2	I can skim small advertisements in newspapers, locate the heading or column I want and identify the most important	20	1	2	③	4	5
A2	I can understand short narratives about everyday things dealing with topics which are familiar to me if the text is written in simple language.	19, 20	1	2	③	4	5
A2	I can order something to eat or drink.	22, 26, 130	1	2	③	4	5
A2	I can say what I like and dislike.	19, 27	1	2	③	4	5
B1	I can give or seek personal views and opinions in an informal discussion with friends.	18	1	②	3	4	5
B1	I can give detailed accounts of experiences, describing feelings and reactions.	19	1	②	3	4	5
B1	I can skim short texts (for example news summaries) and find relevant facts and information (for example who has done what and where).	22, 23	1	②	3	4	5

# CEF student checklists with suggested targets

## Unit 3

The circled number shows an appropriate target at this stage.

1 = I can do this with a lot of help from my teacher

2 = I can do this with a little help

3 = I can do this fairly well

4 = I can do this really well

5 = I can do this almost perfectly

Level	Unit 3 – Art & Music	Page	Your Score				
A2	I can understand simple user's instructions for equipment (for example, a public telephone).	34	1	②	3	4	5
A2	I can understand short narratives about everyday things dealing with topics which are familiar to me if the text is written in simple language.	30, 31	1	2	③	4	5
A2	I can say what I like and dislike.	30	1	2	③	4	5
A2	I can discuss with other people what to do, where to go and make arrangements to meet.	41	1	2	③	4	5
A2	I can write a short letter using simple expressions for greeting, addressing, asking or thanking somebody.	40	1	②	3	4	5
A2	I can describe an event in simple sentences and report what happened when and where (for example a party or an accident).	40	1	2	3	④	5
B1	I can write personal letters to friends or acquaintances asking for or giving them news and narrating events.	40	1	2	③	4	5
B1	I can skim short texts (for example news summaries) and find relevant facts and information (for example who has done what and where).	40	1	②	3	4	5
B1	I can listen to a short narrative and form hypotheses about what will happen next.	33	1	2	③	4	5
B1	I can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	36, 37	1	②	3	4	5
B1	I can give or seek personal views and opinions in an informal discussion with friends.	30	1	②	3	4	5
B1	I can agree and disagree politely.	38	1	2	③	4	5
B1	I can narrate a story.	30	1	②	3	4	5

# CEF student checklists with suggested targets

## Unit 4

The circled number shows an appropriate target at this stage.

1 = I can do this with a lot of help from my teacher

2 = I can do this with a little help

3 = I can do this fairly well

4 = I can do this really well

5 = I can do this almost perfectly

Level	Unit 4 – Hopes & Fears	Page	Your Score				
A2	I can catch the main point in short, clear, simple messages and announcements.	48	1	2	③	4	5
A2	I can understand short narratives about everyday things dealing with topics which are familiar to me if the text is written in simple language.	46	1	2	③	4	5
A2	I can use public transport : buses, trains, and taxis, ask for basic information and buy tickets.	50	1	2	③	4	5
A2	I can get simple information about travel.	50	1	2	3	④	5
A2	I can make and respond to invitations.	50	1	②	3	4	5
A2	I can ask people questions about what they do at work and in free time, and answer such questions addressed to me.	47, 48	1	2	③	4	5
A2	I can write a short letter using simple expressions for greeting, addressing, asking or thanking somebody.	52					
A2	I can very simply ask somebody to repeat what they said.	50	1	2	3	④	5
B1	I can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.	44	1	②	3	4	5
B1	I can describe dreams, hopes and ambitions.	46, 49, 53	1	2	3	④	5
B1	In a letter I can express feelings such as grief, happiness, interest, regret and sympathy.	52	1	②	3	4	5

# CEF student checklists with suggested targets

## Unit 5

The circled number shows an appropriate target at this stage.

1 = I can do this with a lot of help from my teacher

2 = I can do this with a little help

3 = I can do this fairly well

4 = I can do this really well

5 = I can do this almost perfectly

Level	Unit 5 – Work & Leisure	Page	Your Score				
A2	I can understand the essential information in short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly.	10	1	2	③	4	5
A2	I can describe my educational background, my present or most recent job.	54	1	2	③	4	5
A2	I can ask for attention.	62	1	2	③	4	5
A2	I can indicate when I am following.	62	1	2	③	4	5
A2	I can say what I like and dislike.	59	1	2	③	4	5
B1	I can understand the main points of radio news bulletins and simpler recorded material on topics of personal interest delivered relatively slowly and clearly.	58, 59	1	2	③	4	5
B1	I can understand the main points in short newspaper articles about current and familiar topics.	55	1	②	3	4	5
B1	I can read columns or interviews in newspapers and magazines in which someone takes a stand on a current topic or event and understand the overall meaning of the text.	55	1	②	3	4	5
B1	I can guess the meaning of single unknown words from the context thus deducing the meaning of expressions if the topic is familiar.	61	1	②	3	4	5
B1	I can ask someone to clarify or elaborate what they have just said.	62	1	2	③	4	5
B1	I can write simple connected texts on a range of topics within my field of interest and can express personal views and	59	1	2	③	4	5
B1	I can write my CV in summary form.	64	1	2	3	④	5

# CEF student checklists with suggested targets

## Unit 6

The circled number shows an appropriate target at this stage.

1 = I can do this with a lot of help from my teacher

2 = I can do this with a little help

3 = I can do this fairly well

4 = I can do this really well

5 = I can do this almost perfectly

Level	Unit 6 – Science & Technology	Page	Your Score				
A2	I can understand phrases, words and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local area, employment).	68	1	2	3	④	5
A2	I can identify important information in news summaries or simple newspaper articles in which numbers and names play an important role and which are clearly structured and illustrated.	71	1	2	3	④	5
A2	I can understand feedback messages or simple help indications in computer programmes.	72	1	2	③	4	5
A2	I can describe myself, my family and other people.	74	1	2	3	④	5
A2	I can describe where I live.	74	1	2	3	④	5
A2	I can describe my hobbies and interests in a simple way.	74	1	2	3	④	5
A2	I can link groups of words with simple connectors like “and”, “but” and “because”.	75	1	2	3	④	5
B1	I can understand the main points in short newspaper articles about current and familiar topics.	66	1	2	③	4	5
B1	I can understand the most important information in short simple everyday information brochures.	76	1	②	3	4	5
B1	I can describe dreams, hopes and ambitions.	74	1	2	③	4	5
B1	I can explain and give reasons for my plans, intentions and actions.	75	1	2	③	4	5
B1	I can keep a conversation going comprehensibly, but have to pause to plan and correct what I am saying – especially when I talk freely for longer periods.	75	1	2	③	4	5
B1	I can convey simple information of immediate relevance, getting across which point I feel is most important.	74, 77	1	②	3	4	5
B1	I have a sufficient vocabulary to express myself with some circumlocutions on most topics pertinent to my everyday life such as family, hobbies and interests, work, travel, and current events.	68	1	②	3	4	5
B1	I can express myself reasonably accurately in familiar, predictable situations.	68, 74	1	②	3	4	5
B1	I can write simple connected texts on a range of topics within my field of interest and can express personal views and opinions.	75, 76	1	2	③	4	5

# CEF student checklists with suggested targets

## Unit 7

The circled number shows an appropriate target at this stage.

1 = I can do this with a lot of help from my teacher

2 = I can do this with a little help

3 = I can do this fairly well

4 = I can do this really well

5 = I can do this almost perfectly

Level	Unit 7 – Time & Money	Page	Your Score				
A2	I can understand short narratives about everyday things dealing with topics which are familiar to me if the text is written in simple language.	84	1	2	③	4	5
A2	I can make simple transactions in shops, post offices or banks.	86	1	2	③	4	5
A2	I can make simple purchases by stating what I want and asking the price.	86	1	2	3	④	5
A2	I can ask people questions about what they do at work and in free time, and answer such questions addressed to me.	126	1	2	③	4	5
A2	I can discuss with other people what to do, where to go and make arrangements to meet.	81	1	2	3	④	5
A2	I can describe past activities and personal experiences (e.g. the last weekend, my last holiday).	89	1	2	3	④	5
B1	I can generally follow the main points of extended discussion around me, provided speech is clearly articulated in standard dialect.	80	1	2	③	4	5
B1	I can understand the most important information in short simple everyday information brochures.	79	1	2	③	4	5
B1	In private letters I can understand those parts dealing with events, feelings and wishes well enough to correspond regularly with a pen friend.	88	1	2	③	4	5
B1	I can give or seek personal views and opinions in an informal discussion with friends.	81	1	②	3	4	5
B1	I can explain and give reasons for my plans, intentions and actions.	85	1	2	③	4	5
B1	In a letter I can express feelings such as grief, happiness, interest, regret and sympathy.	88	1	2	③	4	5

# CEF student checklists with suggested targets

## Unit 8

The circled number shows an appropriate target at this stage.

1 = I can do this with a lot of help from my teacher

2 = I can do this with a little help

3 = I can do this fairly well

4 = I can do this really well

5 = I can do this almost perfectly

Level	Unit 8 – Home & Away	Page	Your Score				
A2	I can describe past activities and personal experiences (e.g. the last weekend, my last holiday).	92, 95	1	2	③	4	5
A2	I have a sufficient vocabulary for coping with simple everyday situations.	98	1	2	3	④	5
A2	I can understand the essential information in short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly.	99	1	2	3	④	5
A2	I can understand short narratives about everyday things dealing with topics which are familiar to me if the text is written in simple language.	91	1	2	3	④	5
B1	I can understand the main points of radio news bulletins and simpler recorded material on topics of personal interest delivered relatively slowly and clearly.	90	1	2	③	4	5
B1	I can skim short texts (for example news summaries) and find relevant facts and information (for example who has done what and where).		1	2	3	④	5
B1	I can give or seek personal views and opinions in an informal discussion with friends.	101	1	2	③	4	5
B1	I can relate the plot of a book or film and describe my reactions.	95	1	2	③	4	5
B1	I can paraphrase short written passages orally in a simple fashion, using the original text wording and ordering.	93	1	2	③	4	5
B1	I can write simple connected texts on a range of topics within my field of interest and can express personal views and opinions.	99	1	2	3	④	5



# CEF student checklists with suggested targets

## Unit 9

The circled number shows an appropriate target at this stage.

1 = I can do this with a lot of help from my teacher

2 = I can do this with a little help

3 = I can do this fairly well

4 = I can do this really well

5 = I can do this almost perfectly

Level	Unit 9 – Health & Fitness	Page	Your Score				
A2	I can understand the essential information in short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly.	102	1	2	③	4	5
A2	I can identify important information in news summaries or simple newspaper articles in which numbers and names play an important role and which are clearly structured and illustrated.	102	1	2	③	4	5
A2	I can ask people questions about what they do at work and in free time, and answer such questions addressed to me.	107	1	2	3	④	5
A2	I have a sufficient vocabulary for coping with simple everyday situations.	108, 109	1	2	③	4	5
B1	I can generally follow the main points of extended discussion around me, provided speech is clearly articulated in standard dialect.	102	1	2	③	4	5
B1	I can read columns or interviews in newspapers and magazines in which someone takes a stand on a current topic or event and understand the overall meaning of the text.	112	1	②	3	4	5
B1	I can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.	113	1	2	③	4	5
B1	I can narrate a story.	109	1	2	③	4	5
B1	I can write simple connected texts on a range of topics within my field of interest and can express personal views and opinions.	112	1	2	③	4	5

# CEF student checklists with suggested targets

## Unit 10

The circled number shows an appropriate target at this stage.

1 = I can do this with a lot of help from my teacher

2 = I can do this with a little help

3 = I can do this fairly well

4 = I can do this really well

5 = I can do this almost perfectly

Level	Unit 10 – New & Old	Page	Your Score				
A2	I can indicate when I am following.	122	1	2	③	4	5
A2	I can describe past activities and personal experiences (e.g. the last weekend, my last holiday).	118	1	2	3	④	5
B1	I can follow clearly articulated speech directed at me in everyday conversation, though I sometimes have to ask for repetition of particular words and phrases.	119, 122	1	2	③	4	5
B1	I can generally follow the main points of extended discussion around me, provided speech is clearly articulated in standard dialect.	114	1	2	③	4	5
B1	I can ask for and follow detailed directions.	121, 131	1	2	③	4	5
B1	I can understand the main points of radio news bulletins and simpler recorded material on topics of personal interest delivered relatively slowly and clearly.	114	1	②	3	4	5
B1	I can guess the meaning of single unknown words from the context thus deducing the meaning of expressions if the topic is familiar.	115	1	②	3	4	5
B1	I can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.	119, 122	1	2	③	4	5
B1	I can convey simple information of immediate relevance, getting across which point I feel is most important.	123	1	2	③	4	5
B1	I can write simple texts about experiences or events, for example about a trip, for a school newspaper or a club newsletter.	124	1	2	③	4	5