

CEF student checklists

Unit 1

Complete the checklist.

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

When you have done this compare your answers to the suggested targets for this level.

| 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 |

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Unit 2

Complete the checklist.

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

When you have done this compare your answers to the suggested targets for this level.

| 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

Unit 3

Complete the checklist.

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

When you have done this compare your answers to the suggested targets for this level.

| 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 |

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Unit 4

Complete the checklist.

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

When you have done this compare your answers to the suggested targets for this level.

| 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 | 1 | 2 | 3 | 4 | 5 |
| 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

Unit 5

Complete the checklist.

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

When you have done this compare your answers to the suggested targets for this level.

| 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 |

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Unit 6

Complete the checklist.

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

When you have done this compare your answers to the suggested targets for this level.

| 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 |

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Unit 7

Complete the checklist.

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

When you have done this compare your answers to the suggested targets for this level.

| 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

Unit 8

Complete the checklist.

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

When you have done this compare your answers to the suggested targets for this level.

| 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

Unit 9

Complete the checklist.

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

When you have done this compare your answers to the suggested targets for this level.

| 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

Unit 10

Complete the checklist.

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

When you have done this compare your answers to the suggested targets for this level.

| 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 |