

Straightforward Advanced CEF Checklists

Choose from 0–5 for each statement to express how well you can carry out the following skills practised in *Straightforward Advanced*.

0 = I can't do this at all.

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

2 = I can do this a little.

3 = I can do this fairly well.

4 = I can do this really well.

5 = I can do this almost perfectly.

Unit 1	
Listening	
• I can extract useful information from a radio interview. (1B, p8)	0 1 2 3 4 5
• I can understand and summarize the ideas in extended speech. (1D, p12)	0 1 2 3 4 5
Reading	
• I can understand detailed information in an article. (1A, p6)	0 1 2 3 4 5
• I can understand unfamiliar words from the context. (1A, p7)	0 1 2 3 4 5
• I can understand implicit meanings and ideas. (1C, p10)	0 1 2 3 4 5
Spoken interaction	
• I can describe how a person might feel in different difficult situations. (1B, p8)	0 1 2 3 4 5
• I can discuss the advantages and disadvantages of being different ages. (1C, p10)	0 1 2 3 4 5
• I can clarify and uphold my opinions in a discussion. (1D, p13)	0 1 2 3 4 5
Spoken production	
• I can use vocabulary in a flexible and precise way. (1A, p7)	0 1 2 3 4 5
• I can understand and use approximation when talking. (1B, p8)	0 1 2 3 4 5
Language quality	
• I can distinguish between and use simple and continuous verb forms. (1B, p9)	0 1 2 3 4 5
• I can use reference words to refer back to previously stated ideas. (1C, p11)	0 1 2 3 4 5
• I can use substitution words to avoid repetition. (1C, p11)	0 1 2 3 4 5
Writing	
• I can write an autobiographical text. (p127)	0 1 2 3 4 5
• I can use time expressions in an autobiographical text. (Workbook, p78)	0 1 2 3 4 5
Unit 2	
Listening	
• I can extract numbers and statistics from an interview. (2B, p19)	0 1 2 3 4 5
• I can verify information from a listening. (2B, p19)	0 1 2 3 4 5
• I can understand details in a conversation. (2D, p22)	0 1 2 3 4 5
Reading	
• I can verify facts in a text. (2A, p16)	0 1 2 3 4 5
• I can understand the main ideas in a text. (2B, p20)	0 1 2 3 4 5
Spoken interaction	
• I can explain my choices and justify my opinions. (2C, p20)	0 1 2 3 4 5
• I can clarify and uphold my opinions in a formal meeting. (2D, p23)	0 1 2 3 4 5
Spoken production	
• I can give a detailed description of a method or procedure. (2B, p19)	0 1 2 3 4 5
• I can use chunking to improve the coherence of my speech. (2B, p19)	0 1 2 3 4 5
• I can use a set of phrases and idioms containing the word <i>way</i> . (2C, p21)	0 1 2 3 4 5
• I can present a proposal at a formal meeting. (2D, p23)	0 1 2 3 4 5
Language quality	
• I can use different gerund and infinitive structures with accuracy. (2A, p17)	0 1 2 3 4 5
• I can use comparative structures and modified comparatives. (2D, p22)	0 1 2 3 4 5
Writing	
• I can write an article for a website. (p129)	0 1 2 3 4 5
• I can write a biography. (Workbook, p79)	0 1 2 3 4 5

Unit 3	
Listening	
• I can verify information from a listening. (3B, p28)	0 1 2 3 4 5
• I can distinguish between different sections of a radio programme. (3D, p32)	0 1 2 3 4 5
Reading	
• I can understand cohesion and coherence in a text. (3A, p26)	0 1 2 3 4 5
• I can verify information in a text. (3C, p30)	0 1 2 3 4 5
• I can understand unfamiliar words from the context. (3C, p31)	0 1 2 3 4 5
Spoken interaction	
• I can discuss attitudes to money and debt. (3A, p26)	0 1 2 3 4 5
• I can take part in an extended conversation about a current issue. (3B, p29)	0 1 2 3 4 5
• I can discuss the positive and negative aspects of a given situation. (3D, p32)	0 1 2 3 4 5
Spoken production	
• I can put to use new collocations I have learnt. (3A, p26)	0 1 2 3 4 5
• I can prepare questions for and carry out an interview. (3C, p30)	0 1 2 3 4 5
• I can understand and use a set of words beginning with the prefix <i>over-</i> . (3C, p31)	0 1 2 3 4 5
Language quality	
• I can use auxiliary verbs to add emphasis or show contrast/contradiction. (3A, p27)	0 1 2 3 4 5
• I can understand the subtle differences between words of a similar meaning. (3B, p28)	0 1 2 3 4 5
• I can add emphasis to my speech by using fronting. (3B, p29)	0 1 2 3 4 5
• I can add emphasis to my speech by using cleft sentences. (3D, p32)	0 1 2 3 4 5
Writing	
• I can write a website article. (p129)	0 1 2 3 4 5
• I can describe cause and effect. (Workbook, p80)	0 1 2 3 4 5

Unit 4	
Listening	
• I can extract general and specific information from a radio programme. (4B, p38)	0 1 2 3 4 5
• I can understand a lecture on a familiar topic. (4D, p42)	0 1 2 3 4 5
• I can process information whilst listening to a series of talks. (4D, p42)	0 1 2 3 4 5
Reading	
• I can distinguish between information from different sources. (4A, p36)	0 1 2 3 4 5
• I can verify information in a text. (4C, p40)	0 1 2 3 4 5
Spoken interaction	
• I can put forward and uphold my opinions on a familiar topic. (4C, p40)	0 1 2 3 4 5
Spoken production	
• I can tell an anecdote based on an event in my own life. (4A, p36)	0 1 2 3 4 5
• I can express irritation about issues that annoy me. (4A, p36)	0 1 2 3 4 5
• I can imitate different intonations and ways of speaking. (4A, p37)	0 1 2 3 4 5
• I can give anecdotal examples to confirm information about myself. (4C, p40)	0 1 2 3 4 5
Language quality	
• I can use a variety of verbs and structures to report direct speech. (4B, p39)	0 1 2 3 4 5
• I can distinguish between voiced and unvoiced sounds. (4B, p39)	0 1 2 3 4 5
• I can use modal verbs in a number of different speech acts. (4D, p43)	0 1 2 3 4 5
Writing	
• I can write a narrative about someone. (p133)	0 1 2 3 4 5
• I can write a blog. (Workbook, p81)	0 1 2 3 4 5

Unit 5	
Listening	
• I can make notes whilst listening to a recording. (5A, p46)	0 1 2 3 4 5
• I can verify information from a listening. (5B, p48)	0 1 2 3 4 5

• I can understand and summarize a speaker's main argument. (5D, p53)	0 1 2 3 4 5
Reading	
• I can understand coherence and cohesion in a text. (5A, p46)	0 1 2 3 4 5
• I can understand unfamiliar words from the context. (5A, p46)	0 1 2 3 4 5
• I can check a text for relevant information. (5C, p50)	0 1 2 3 4 5
Spoken interaction	
• I can argue for and against an opinion in order to come to a decision as a group. (5C, p50)	0 1 2 3 4 5
Spoken production	
• I can use a set of words related to setting up in business. (5B, p48)	0 1 2 3 4 5
• I can present a product to potential investors. (5B, p49)	0 1 2 3 4 5
• I can put forward and uphold my opinions on a familiar topic. (5D, p52)	0 1 2 3 4 5
Language quality	
• I can use defining and non-defining relative clauses to show the relevance of extra information. (5A, p47)	0 1 2 3 4 5
• I can use different intonation patterns in question tags to check or question information. (5B, p49)	0 1 2 3 4 5
• I can use intensifying adverbs to emphasize certain adjectives. (5C, p51)	0 1 2 3 4 5
• I can use conditional sentences and <i>wish</i> to hypothesize about the past. (5D, p53)	0 1 2 3 4 5
Writing	
• I can write emails for work. (p131)	0 1 2 3 4 5
• I can use the appropriate style (formal, neutral or informal). (Workbook, p82)	0 1 2 3 4 5

Unit 6	
Listening	
• I can verify information in an interview programme. (6B, p58)	0 1 2 3 4 5
• I can listen and identify examples of intrusive sounds. (6B, p59)	0 1 2 3 4 5
• I can understand details in a description of a company. (6D, p62)	0 1 2 3 4 5
Reading	
• I can understand details in a text. (6A, p56)	0 1 2 3 4 5
• I can check facts and ideas in a text. (6C, p60)	0 1 2 3 4 5
Spoken interaction	
• I can present and support my opinions in a conversation. (6A, p56 / 6D, p62)	0 1 2 3 4 5
• I can discuss the pros and cons of adoption. (6C, p60)	0 1 2 3 4 5
• I can discuss the potential problems of adapting to life in another country. (6C, p60)	0 1 2 3 4 5
Spoken production	
• I can use a set of collocations related to the body. (6B, p58)	0 1 2 3 4 5
• I can use a set of phrases and idioms containing the word <i>care</i> . (6C, p60)	0 1 2 3 4 5
• I can give detailed information about my country with regard to a familiar topic. (6D, p63)	0 1 2 3 4 5
Language quality	
• I can form nouns from phrasal verbs. (6A, p57)	0 1 2 3 4 5
• I can use the passive tense dependent on context. (6B, p59)	0 1 2 3 4 5
• I can understand and use complex passive constructions. (6D, p63)	0 1 2 3 4 5
Writing	
• I can write an essay expressing an opinion. (p137)	0 1 2 3 4 5
• I can write an email to a friend. (Workbook, p83)	0 1 2 3 4 5

Unit 7	
Listening	
• I can differentiate between different opinions on a given topic. (7A, p66)	0 1 2 3 4 5
• I can understand a fast-paced discussion between three native speakers. (7B, p68)	0 1 2 3 4 5
• I can understand radio news reports. (7D, p72)	0 1 2 3 4 5

Reading	
• I can understand coherence in a text. (7A, p66)	0 1 2 3 4 5
• I can understand unfamiliar words from the context. (7A, p66)	0 1 2 3 4 5
• I can read and summarize an extract from a novel. (7C, p70)	0 1 2 3 4 5
Spoken interaction	
• I can present and support my opinions in a conversation. (7A, p66)	0 1 2 3 4 5
• I can take part in a conversation about current issues. (7B, p68)	0 1 2 3 4 5
• I can choose from a set of options and give reasons for my choice. (7B, p69)	0 1 2 3 4 5
• I can present and support my opinions in a conversation about current affairs. (7D, p73)	0 1 2 3 4 5
Spoken production	
• I can understand a set of words related to manners and rudeness. (7B, p68)	0 1 2 3 4 5
• I can understand and use words for different literary genres. (7C, p70)	0 1 2 3 4 5
• I can summarize the plot and discuss a text I have just read. (7C, p70)	0 1 2 3 4 5
• I can give detailed information about my country's policies with regard to a familiar topic. (7D, p73)	0 1 2 3 4 5
Language quality	
• I can use ellipsis in speech and writing to avoid unnecessary repetition. (7A, p67 / 7B, p69)	0 1 2 3 4 5
• I can use participle clauses as an alternative to relative clauses. (p71, 7C)	0 1 2 3 4 5
• I can use participle clauses in place of conjunctions and to describe the cause or result of something. (p71, 7C)	0 1 2 3 4 5
Writing	
• I can write a narrative. (p133)	0 1 2 3 4 5
• I can use narrative tenses and linking words to tell a story. (Workbook, p84)	0 1 2 3 4 5

Unit 8	
Listening	
• I can understand a fast-paced discussion between three native speaker friends. (8B, p78)	0 1 2 3 4 5
• I can differentiate between different opinions on a given topic. (8D, p82)	0 1 2 3 4 5
Reading	
• I can understand details in extracts from two different novels. (8A, p77)	0 1 2 3 4 5
• I can understand unfamiliar words from the context. (8A, p78)	0 1 2 3 4 5
• I can verify details and ideas in a text. (8C, p80)	0 1 2 3 4 5
Spoken interaction	
• I can present and support my opinions in a conceptual discussion. (8B, p78)	0 1 2 3 4 5
• I can present and support my opinions in a discussion about relationships. (8C, p80)	0 1 2 3 4 5
Spoken production	
• I can describe people using complex adjectives. (8A, p76 & p77)	0 1 2 3 4 5
• I can recognize and use discourse markers to structure my speech. (8D, p82)	0 1 2 3 4 5
Language quality	
• I can use noun phrases in descriptions. (8A, p77)	0 1 2 3 4 5
• I can use word stress accurately in nouns and verbs with the same spelling. (8B, p79)	0 1 2 3 4 5
• I can use adverbs and adverbial phrases to express my attitude. (8C, p80)	0 1 2 3 4 5
• I can understand and use adverbs with two forms. (8D, p83)	0 1 2 3 4 5
Writing	
• I can write a description. (Workbook, p85)	0 1 2 3 4 5

Unit 9	
Listening	
• I can understand opinions expressed in a radio programme on a current issue. (9B, p89)	0 1 2 3 4 5
• I can differentiate between different opinions on a given topic. (9D, p92)	0 1 2 3 4 5

Reading	
• I can find detailed information in a text. (9A, p86)	0 1 2 3 4 5
• I can understand unfamiliar words from the context. (9C, p90)	0 1 2 3 4 5
Spoken interaction	
• I can present and support my opinions in a meeting. (9A, p86)	0 1 2 3 4 5
• I can express and respond to doubts. (9B, p88)	0 1 2 3 4 5
• I can explain my choices to others and come to a decision as a group. (9C, p90)	0 1 2 3 4 5
Spoken production	
• I can describe living arrangements in both a positive and negative way. (9B, p88)	0 1 2 3 4 5
• I can talk about an issue in current affairs with regard to my own country. (9B, p89)	0 1 2 3 4 5
• I can express preferences and give reasons for my choices. (9D, p92)	0 1 2 3 4 5
Language quality	
• I can use modal verbs to clarify the intention behind a statement or question. (9A, p87)	0 1 2 3 4 5
• I can use inversion to add emphasis and complain. (9C, p91)	0 1 2 3 4 5
• I can use vague language when I feel unsure or can't remember something. (9D, p93)	0 1 2 3 4 5
• I can form adjectives using particles. (9D, p93)	0 1 2 3 4 5
Writing	
• I can write a letter of complaint. (p135)	0 1 2 3 4 5
• I can explain the results of problems. (Workbook, p86)	0 1 2 3 4 5

Unit 10	
Listening	
• I can differentiate between different opinions on a given topic. (10B, p98)	0 1 2 3 4 5
• I can understand a complex sequence of events in a narrative. (10D, p102)	0 1 2 3 4 5
Reading	
• I can understand the main ideas in a text. (10A, p96)	0 1 2 3 4 5
• I can verify information in a text. (10C, p101)	0 1 2 3 4 5
Spoken interaction	
• I can relate information on a current issue to my own country. (10C, p101)	0 1 2 3 4 5
Spoken production	
• I can explain a list of choices to others. (10A, p96)	0 1 2 3 4 5
• I can tell an anecdote. (10A, p96)	0 1 2 3 4 5
• I can give hypothetical opinions. (10C, p100)	0 1 2 3 4 5
• I can narrate a complex sequence of events. (10D, p102)	0 1 2 3 4 5
Language quality	
• I can understand and use different aspects of the future tense. (10B, p98)	0 1 2 3 4 5
• I can use contrastive stress to correct previous information or disagree. (10B, p99)	0 1 2 3 4 5
• I can use modal verbs to clarify the intention behind a statement or a question. (10D, p103)	0 1 2 3 4 5
Writing	
• I can write a letter of thanks. (Workbook, p87)	0 1 2 3 4 5

Unit 11	
Listening	
• I can understand details in a television/radio interview. (11B, p108)	0 1 2 3 4 5
• I can extract information from different speakers and put it into order. (11D, p112)	0 1 2 3 4 5
Reading	
• I can understand an English poem with some vocabulary help. (11A, p106)	0 1 2 3 4 5
• I can understand cohesion in a text. (11C, p110)	0 1 2 3 4 5

Spoken interaction	
• I can discuss questions relating to art and culture. (11A, p107)	0 1 2 3 4 5
• I can present and support my opinions in a formal discussion (11B, p108)	0 1 2 3 4 5
Spoken production	
• I can make a speech which is partially improvised. (11C, p110)	0 1 2 3 4 5
• I can describe the sound that something makes. (11C, p111)	0 1 2 3 4 5
• I can describe how something works. (11D, p113)	0 1 2 3 4 5
Language quality	
• I can use determiners and quantifiers for referring and quantifying. (11B, p109)	0 1 2 3 4 5
• I can use conditional structures to hypothesize about the present and the future. (11D, p113)	0 1 2 3 4 5
• I can use dislocation to announce a topic or clarify a meaning. (11D, p113)	0 1 2 3 4 5
Writing	
• I can write an essay expressing an opinion. (p137)	0 1 2 3 4 5
• I can express a viewpoint. (Workbook, p88)	0 1 2 3 4 5

Unit 12	
Listening	
• I can listen and make notes. (12A, p116)	0 1 2 3 4 5
• I can understand opinions in a television/radio discussion programme. (12C, p120)	0 1 2 3 4 5
Reading	
• I can synthesize information from a text. (12B, p118)	0 1 2 3 4 5
Spoken interaction	
• I can discuss a project in a group. (12B, p119 / 12D, p123)	0 1 2 3 4 5
• I can take part in a debate. (12C, p121)	0 1 2 3 4 5
• I can talk about my own language learning development. (12D, p123)	0 1 2 3 4 5
Spoken production	
• I can discuss conceptual issues. (12A, p116)	0 1 2 3 4 5
• I can talk about a topical issue, comparing the UK with my own country. (12A, p117)	0 1 2 3 4 5
• I can present a group decision in a presentation. (12B, p119)	0 1 2 3 4 5
Language quality	
• I can give the plural form of nouns and compound nouns. (12A, p117)	0 1 2 3 4 5
• I can understand and use compound adjectives. (12B, p118)	0 1 2 3 4 5
• I can understand and reproduce intonation used to express feelings. (12C, p121)	0 1 2 3 4 5
Writing	
• I can write a for and against essay. (Workbook, p89)	0 1 2 3 4 5