

OXFORD

fourth
edition

English File

Elementary

LANGUAGE PORTFOLIO



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Introduction

What is a Language Portfolio?

The *English File* fourth edition Language Portfolio is a document to help you learn languages more effectively. It helps you to think about how you learn, and provides a record to show other people your language abilities and progress.

It has three sections:

- the Passport
- the Biography
- the Dossier

The Passport is a summary of your language learning experiences, including time spent abroad, courses attended, certificates gained, and books you've used. There is a self-assessment grid for each language skill area (graded from CEF levels A1–C2), to help you decide on your current language level.

You show this section to other people when changing schools, or applying for a job.

The Biography is a summary of your language learning history, including the languages you've grown up with, your language learning experiences at school, and how you use your languages now. There are also suggestions on how to become a more effective learner. This section also contains a CEF checklist of 'Can do' statements.

This section helps you to plan your learning, think about how you learn, and improve the way you learn.

The Dossier is the section where you collect examples of your work. This helps you to record your progress.

How to use your *English File* fourth edition Language Portfolio

The main aim of the Portfolio is to present language qualifications and learning experiences in a clear and comparable way. This means that when students move around Europe, for study, business or travel, they can take their Portfolio with them as proof of learning.

This means that it is important to keep the information in your Portfolio up-to-date.

Updating your Portfolio

Language Passport: Complete this section soon. Update it every three months.

Language Biography: Update this more regularly, e.g. at the end of each unit.

Dossier: Add new pieces of work to the Dossier as frequently as you want – for example if you write a letter in class, or a review for homework.

Portfolio sections	Date (when you last updated your Portfolio)
Language Passport	
Language Biography	
Dossier	

Language Passport

How to use your Language Passport

Your Language Passport is a record of your language qualifications and experiences. It is also where you assess your overall language level. As the Language Passport is proof of your language abilities, you can show it to potential employers, when you apply for a language course, or when you change schools.

Keep this section up-to-date.

Personal details

Name: _____

Nationality: _____

First language: _____

Other languages: _____

Your exams and certificates

What language qualifications do you have in English? What exams have you taken in English?

Exam	Authority	Date	Grade
<i>e.g. KET</i>	<i>Cambridge ESOL</i>	<i>November 2018</i>	<i>Pass with merit</i>

Your language and cultural experiences

Your experiences with other languages and cultures are also important. Think about your experiences of the English language or English-speaking cultures and write about them below.

Where	Experience	When and how long?
School		
School holidays		
Higher education		
English courses		
Work		
Travel		
Contact with English speakers		
Study in English		
Free time activities (e.g. books you have read in English)		
Stays abroad		
Other		

Profile of language skills

Read the Self-assessment grids on pages 8–10 and look at the example below. Complete your own language skills profile for your English level. You can complete a profile for any additional languages.

Language: English

Skill	A1	A2	B1	B2	C1	C2
Listening						
Reading						
Spoken interaction						
Spoken production						
Writing						

Language:

Skill	A1	A2	B1	B2	C1	C2
Listening						
Reading						
Spoken interaction						
Spoken production						
Writing						

Language:

Skill	A1	A2	B1	B2	C1	C2
Listening						
Reading						
Spoken interaction						
Spoken production						
Writing						

Language:

Skill	A1	A2	B1	B2	C1	C2
Listening						
Reading						
Spoken interaction						
Spoken production						
Writing						

Self-assessment grids

Use the following grids to help you complete your Profile of language skills.

Common reference levels A1 and A2

	CEF level A1	CEF level A2
Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.
Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables, and I can understand short, simple personal letters.
Spoken interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
Spoken production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.
Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.

Common reference levels B1 and B2

	CEF level B1	CEF level B2
Listening	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal and professional interest when the delivery is slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.
Reading	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.
Spoken interaction	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversations on topics that are familiar, of personal interest or on everyday life (family, hobbies, work, travel, current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.
Spoken production	I can connect phrases in a simple way to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
Writing	I can write simple connected text on topics which are familiar or of a personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.

Common reference levels C1 and C2

	CEF level C1	CEF level C2
Listening	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand TV programmes and films without much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
Reading	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
Spoken interaction	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contributions skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
Spoken production	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smooth-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
Writing	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or report, underlining what I consider to be salient issues. I can select a style that is appropriate to the reader I have in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

Language Biography

How to use your Language Biography

Your Language Biography is a tool to help you think about why you are learning English and the best way for you to learn. The Language Biography can help you to become a more effective learner by helping you focus on your objectives, and a learning style that suits your needs.

Your aims and objectives

Think about why you are learning English (for work, travel, etc.) and what level of English you will need to achieve those objectives – you can refer to the CEF levels in your Language Passport to assist you.

Reasons	Time Scale	English Level Required
<i>e.g. to travel abroad on holiday</i>	<i>6 months</i>	Listening B1 Reading A2 Speaking (interaction) B1 Speaking (production) A2 Writing A1
1		Listening Reading Speaking (interaction) Speaking (production) Writing
2		Listening Reading Speaking (interaction) Speaking (production) Writing
3		Listening Reading Speaking (interaction) Speaking (production) Writing
4		Listening Reading Speaking (interaction) Speaking (production) Writing
5		Listening Reading Speaking (interaction) Speaking (production) Writing

Your language learning history

Think about all the experiences that have helped you to learn English (e.g. lessons in school, language courses, travel to English-speaking countries, etc.)

How successful were they?

Complete the first section, and then write about your experiences chronologically.

Where I started learning English	
Why I started learning English	

When	Experience	How successful?

Your language and cultural experiences

Tick the boxes for the approaches which best describe the learning style you feel most comfortable with.

<input type="checkbox"/> I prefer to learn practical examples first and become aware of grammatical rules through using these.	<input type="checkbox"/> I prefer to study the grammar first and build my own sentences until I feel I have a practical repertoire.
<input type="checkbox"/> I prefer to be given the linguistic facts and then to work on these by myself until I feel confident that I can communicate with little risk of error.	<input type="checkbox"/> I prefer an interactive approach to mastering new language, 'taking risks' in putting over meaning and learning from any resulting errors.

Choose three experiences which have helped you the most to learn English.

Experiences	Reason
1	
2	
3	

How to become a more effective learner

Look at these ways of studying and learning. Tick ✓ the methods you currently use. Put an asterisk * next to methods you'd like to use in the future.

Ways of studying	
Ask your teacher questions when you don't understand.	
Keep a vocabulary notebook and write example sentences, phonetics and translations in it.	
Write new words on a flash-card – English on one side, your language on the other. Learn three every day.	
Put lists of English words on your bedroom wall – use headings, e.g. 'jobs', 'food'.	
Regularly ask yourself 'How would I say that in English?'	
Regularly review your vocabulary notebook and grammar notes.	
Review the grammar from the last lesson before the next lesson.	
Watch films and TV programmes in English.	
Listen to songs / music in English.	
Read English graded readers.	
Read websites/magazines/newspapers in English.	
Practise English with other people via the Internet.	
Keep a journal in English.	
Write something in English everyday – e.g. your response to a newspaper article, or web-story.	
Talk to other students in English outside of class.	
Use online practice sites to learn and revise.	
Buy a grammar practice book.	
Use an English-English dictionary.	
If possible, take a holiday in an English-speaking country.	
Share your tips on how to study effectively with other people.	

Framework level: A1

Can do statements	I can do this				ENGLISH FILE ELEMENTARY FOURTH EDITION FILE: 1
	WITH DIFFICULTY		EASILY		
	1	2	3	4	
LISTENING					Page
I can understand simple greetings and names.	1	2	3	4	6
I can understand simple personal information.	1	2	3	4	6, 12
I can understand numbers in simple contexts.	1	2	3	4	6, 7, 9, 12, 13
I can recognize the names of days of the week.	1	2	3	4	6, 7
I can understand the names of countries, nationalities and cities.	1	2	3	4	8, 9
I can understand simple words and phrases.	1	2	3	4	10, 12, 13
I can identify wrong information.	1	2	3	4	12, 13
READING					
I can understand simple words and phrases.	1	2	3	4	10
SPOKEN INTERACTION					
I can introduce myself and other people.	1	2	3	4	6
I can use social English phrases.	1	2	3	4	6, 7, 9, 11, 13
I can say simple words and phrases.	1	2	3	4	10
I can ask and answer simple questions.	1	2	3	4	9, 11, 13
SPOKEN PRODUCTION					
I can use pronouns and contractions.	1	2	3	4	6, 7
I can listen to and repeat words using the correct stress.	1	2	3	4	7, 9, 10
STRATEGIES					
I can choose the correct form of the verb <i>to be</i> .	1	2	3	4	7, 9
I can use contractions correctly.	1	2	3	4	9
I can play a simple number game.	1	2	3	4	9
I can use possessive adjectives correctly.	1	2	3	4	11
WRITING					
I can complete simple charts.	1	2	3	4	7, 9
I can write sentences using contractions and pronouns.	1	2	3	4	7
I can write numbers up to 100.	1	2	3	4	9
I can complete a simple form.	1	2	3	4	11
I can write a short description of myself	1	2	3	4	11

Framework level: A1

Can do statements	I can do this				ENGLISH FILE ELEMENTARY FOURTH EDITION FILE: 2
	WITH DIFFICULTY	EASILY			
	1	2	3	4	
LISTENING					Page
I can understand simple words and phrases.	1	2	3	4	15, 18
I can understand simple descriptions.	1	2	3	4	18
I can understand simple information.	1	2	3	4	18
READING					
I can understand simple words and phrases.	1	2	3	4	15, 19, 20, 21
I can recognize the names of colours.	1	2	3	4	16
I can read simple information from a short passage.	1	2	3	4	17, 19, 21
SPOKEN INTERACTION					
I can take part in simple conversations.	1	2	3	4	15, 18, 19
I can say simple words and phrases.	1	2	3	4	15, 16, 17
I can ask and answer simple questions.	1	2	3	4	16
I can use social English phrases.	1	2	3	4	19
I can count up to 100.	1	2	3	4	21
I can name the days of the week.	1	2	3	4	21
I can give simple personal information.	1	2	3	4	21
I can introduce myself and other people.	1	2	3	4	21
SPOKEN PRODUCTION					
I can say the names of objects in a picture.	1	2	3	4	15
I can describe things using adjectives and colours.	1	2	3	4	17
I can use correct pronunciation.	1	2	3	4	15, 17, 20
I can give information about myself.	1	2	3	4	18
I can say simple words and phrases.	1	2	3	4	18, 19
STRATEGIES					
I can use plurals.	1	2	3	4	15
I can use adjectives.	1	2	3	4	16, 17
I can follow simple instructions, verbally and in writing.	1	2	3	4	18, 19
I can use imperatives and <i>let's</i> .	1	2	3	4	18
WRITING					
I can complete simple charts.	1	2	3	4	15
I can complete simple sentences.	1	2	3	4	15, 20
I can recognize the names of colours.	1	2	3	4	16
I can write simple sentences.	1	2	3	4	19

Framework level: A1

Can do statements	I can do this				ENGLISH FILE ELEMENTARY FOURTH EDITION FILE: 3
	WITH DIFFICULTY		EASILY		
	1	2	3	4	
LISTENING					Page
I can understand simple information from a short passage.	1	2	3	4	22
I can understand simple personal information.	1	2	3	4	25, 28, 29
I can understand social English phrases.	1	2	3	4	29
READING					
I can read simple information from a short passage.	1	2	3	4	22, 23, 24
I can understand simple words and phrases.	1	2	3	4	22, 23, 24
I can understand simple personal information.	1	2	3	4	24, 26
I can understand the names of jobs people do.	1	2	3	4	24
I can read information from simple tables and charts.	1	2	3	4	28
SPOKEN INTERACTION					
I can give simple personal information.	1	2	3	4	23, 25, 27
I can ask and answer simple questions.	1	2	3	4	25, 27, 28
I can use social English phrases.	1	2	3	4	29
I can take part in simple conversations.	1	2	3	4	29
SPOKEN PRODUCTION					
I can use correct pronunciation.	1	2	3	4	22, 25, 27, 29
I can give information about where I live.	1	2	3	4	23
I can play a simple word game about jobs.	1	2	3	4	25
I can listen to and repeat words using the correct stress.	1	2	3	4	27
I can say what time it is.	1	2	3	4	28, 29
STRATEGIES					
I can use verb forms.	1	2	3	4	22, 24
I can use polite greetings and expressions.	1	2	3	4	26, 29
I can re-order words to make a question.	1	2	3	4	27
I can complete simple questions.	1	2	3	4	27
WRITING					
I can complete simple sentences.	1	2	3	4	23, 25, 26, 27
I can write a personal profile about myself	1	2	3	4	27

Framework level: A2

Can do statements	I can do this				ENGLISH FILE ELEMENTARY FOURTH EDITION FILE: 4
	WITH DIFFICULTY	EASILY			
	1	2	3	4	
LISTENING					Page
I can understand information about other people.	1	2	3	4	31, 37
I can understand time expressions.	1	2	3	4	34
I can identify the wrong information.	1	2	3	4	35
READING					
I can understand the names of family relations.	1	2	3	4	30
I can understand simple personal information.	1	2	3	4	30, 31
I can understand information about people's jobs, interests, and lifestyles.	1	2	3	4	32, 33, 34, 37
I can find information and use it to answer questions.	1	2	3	4	33
I can understand a text about people's lives.	1	2	3	4	35
SPOKEN INTERACTION					
I can ask and answer questions about family relations.	1	2	3	4	31
I can ask questions to find out information about other people.	1	2	3	4	31, 37
I can ask and answer questions about jobs, routines, and lifestyles.	1	2	3	4	33
I can interview and be interviewed.	1	2	3	4	33
SPOKEN PRODUCTION					
I can use correct pronunciation.	1	2	3	4	31, 34, 36
I can present information about myself to a partner.	1	2	3	4	32, 34
I can use intonation when I speak.	1	2	3	4	32
I can give my own opinion.	1	2	3	4	33, 35
I can talk about where I live and everyday activities.	1	2	3	4	37
STRATEGIES					
I can use possessives and 's correctly.	1	2	3	4	30
I can ask questions with Whose.	1	2	3	4	30
I can use prepositions of time and place.	1	2	3	4	33
I can use adverbs of frequency.	1	2	3	4	34
I can use expressions of frequency.	1	2	3	4	34
I can make a mind map about people described in a text.	1	2	3	4	35
WRITING					
I can complete simple charts.	1	2	3	4	31
I can write down simple personal information.	1	2	3	4	31
I can write simple sentences based on what I have heard.	1	2	3	4	32
I can complete sentences with missing words.	1	2	3	4	33, 36
I can write an article about my favourite day.	1	2	3	4	33

Framework level: A2

Can do statements	I can do this				ENGLISH FILE ELEMENTARY FOURTH EDITION FILE: 5
	WITH DIFFICULTY	EASILY			
	1	2	3	4	
LISTENING					Page
I can listen to and understand people giving their opinions about singing.	1	2	3	4	38
I can listen to and identify differences in intonation.	1	2	3	4	39
I can listen to and repeat intonation in sentences.	1	2	3	4	39, 45
I can understand someone giving their personal opinion.	1	2	3	4	41
I can listen and complete missing information.	1	2	3	4	41, 44, 45
I can listen and decide whether statements about what I have heard are true or false.	1	2	3	4	42, 45
I can understand people talking about places.	1	2	3	4	43
I can listen to and repeat words using the correct stress.	1	2	3	4	43
I can understand simple conversations.	1	2	3	4	44, 45
READING					
I can find information and use it to answer questions.	1	2	3	4	38, 39
I can ask questions to find out information about other people.	1	2	3	4	39
I can understand a simple survey.	1	2	3	4	39
I can understand simple sentences.	1	2	3	4	40
I can read a travel guide and answer questions about it.	1	2	3	4	43
SPOKEN INTERACTION					
I can ask and answer questions about neighbours.	1	2	3	4	40, 41
I can ask and answer questions about a photo.	1	2	3	4	41
I can ask for and give personal information.	1	2	3	4	43
I can use social English phrases.	1	2	3	4	44, 45
I can ask for things I need in a shop.	1	2	3	4	45
SPOKEN PRODUCTION					
I can present information about someone to a partner.	1	2	3	4	39
I can give my own opinion.	1	2	3	4	42, 43
I can use correct pronunciation.	1	2	3	4	41
I can describe the weather where I live.	1	2	3	4	42
STRATEGIES					
I can match words to form verb phrases.	1	2	3	4	38
I can listen to a story and answer questions about it.	1	2	3	4	38
I can choose correct verbs.	1	2	3	4	41
I can match sentences with the same meaning.	1	2	3	4	39
I can use can and can't.	1	2	3	4	39
I can ask questions to complete a survey about other people.	1	2	3	4	39
I can use the present continuous.	1	2	3	4	41, 42
I can use verb forms.	1	2	3	4	41, 42
I can use the present simple.	1	2	3	4	42
I can match words and photos.	1	2	3	4	44
WRITING					
I can write a post on social media about being on holiday.	1	2	3	4	43

Framework level: A2

Can do statements	I can do this				ENGLISH FILE ELEMENTARY FOURTH EDITION FILE: 6
	WITH DIFFICULTY		EASILY		
	1	2	3	4	
LISTENING					Page
I can listen to and identify differences in intonation.	1	2	3	4	47
I can listen to and repeat intonation in sentences.	1	2	3	4	47, 48
I can listen to and understand a story.	1	2	3	4	46, 47
I can listen and complete missing information.	1	2	3	4	48
I can understand information about music and musicians.	1	2	3	4	48
I can listen and decide whether statements about what I have heard are true or false.	1	2	3	4	51
I can understand information about other people.	1	2	3	4	53
READING					
I can find information and use it to answer questions or complete sentences.	1	2	3	4	46, 47, 53
I can read and complete short texts about everyday activities.	1	2	3	4	48, 49
SPOKEN INTERACTION					
I can ask for and give personal information.	1	2	3	4	53
I can ask and answer questions about everyday activities.	1	2	3	4	49
I can interview and be interviewed.	1	2	3	4	49, 51
I can discuss music and musicians.	1	2	3	4	51
I can ask questions to complete a questionnaire about music.	1	2	3	4	51
SPOKEN PRODUCTION					
I can retell a story.	1	2	3	4	47
I can talk about my preferences.	1	2	3	4	51
I can talk about what I can and can't do.	1	2	3	4	53
I can talk about what I like to read.	1	2	3	4	53
STRATEGIES					
I can match words and photos.	1	2	3	4	46
I can identify parts of speech.	1	2	3	4	47
I can use pronouns.	1	2	3	4	46, 47
I can use correct pronunciation.	1	2	3	4	47, 48, 51, 52
I can talk about dates and months.	1	2	3	4	48, 49
I can use verb forms.	1	2	3	4	49
I can use like + (verb + <i>-ing</i>).	1	2	3	4	49
I can choose the correct verbs.	1	2	3	4	52
I can choose the correct forms of <i>be</i> and <i>do</i> .	1	2	3	4	50
I can make questions from statements.	1	2	3	4	50
I can use prepositions.	1	2	3	4	52
WRITING					
I can write forum comments describing my preferences.	1	2	3	4	49
I can write an informal email.	1	2	3	4	51
I can choose the correct word or phrase to complete a sentence.	1	2	3	4	52

Framework level: A2

Can do statements	I can do this				ENGLISH FILE ELEMENTARY FOURTH EDITION FILE: 7
	WITH DIFFICULTY		EASILY		
	1	2	3	4	
LISTENING					Page
I can understand simple conversations.	1	2	3	4	54
I can listen to and repeat intonation in sentences.	1	2	3	4	54
I can understand information about a famous person.	1	2	3	4	54
I can listen to and repeat words and phrases using the correct stress.	1	2	3	4	54, 57, 58, 59, 61
I can listen to and understand a story.	1	2	3	4	56, 59
I can understand a conversation about the future.	1	2	3	4	60
I can listen and complete missing information.	1	2	3	4	60, 61
I can understand simple directions to a place of interest.	1	2	3	4	60, 61
READING					
I can understand information and use it order events.	1	2	3	4	54, 55, 56
I can find information and use it to answer questions.	1	2	3	4	58, 59
I can read and understand a story.	1	2	3	4	56
I can find things on a simple map.	1	2	3	4	60
I can understand a short text about past activities.	1	2	3	4	58, 59
SPOKEN INTERACTION					
I can ask and answer questions about famous people's professions.	1	2	3	4	55
I can ask and answer questions about selfies.	1	2	3	4	55
I can ask and answer questions about the past.	1	2	3	4	57
I can interview someone about events in the past.	1	2	3	4	59
I can ask for and give simple directions using a map.	1	2	3	4	61
SPOKEN PRODUCTION					
I can give my own opinion.	1	2	3	4	56
I can talk about things I did in the past.	1	2	3	4	57
STRATEGIES					
I can use verb forms.	1	2	3	4	54, 57, 58
I can use <i>was</i> and <i>were</i> .	1	2	3	4	54
I can use the past simple tense.	1	2	3	4	57, 58
I can use correct pronunciation.	1	2	3	4	57
I can understand past time expressions.	1	2	3	4	57
I can use <i>go</i> , <i>have</i> , and <i>get</i> .	1	2	3	4	59
I can use and identify social English phrases.	1	2	3	4	61
I can ask and answer questions politely.	1	2	3	4	61
WRITING					
I can complete a chart.	1	2	3	4	54, 57
I can use the names for people's professions.	1	2	3	4	55
I can write notes about events in the past.	1	2	3	4	59
I can write about events in the past.	1	2	3	4	59

Framework level: A2

Can do statements	I can do this				ENGLISH FILE ELEMENTARY FOURTH EDITION FILE: 8
	WITH DIFFICULTY		EASILY		
	1	2	3	4	
LISTENING					Page
I can listen and decide whether statements about what I have heard are true or false.	1	2	3	4	62
I can listen to information and use it to answer questions.	1	2	3	4	63, 64, 65, 66, 69
I can listen to and repeat words and phrases using the correct intonation.	1	2	3	4	64, 67
I can understand information about other people.	1	2	3	4	69
READING					
I can read and understand a story or short text.	1	2	3	4	62, 66, 69
I can understand a short text with pictures.	1	2	3	4	64, 65
I can find information and use it to answer questions.	1	2	3	4	66
I can read and decide whether statements about what I have read are true or false.	1	2	3	4	69
SPOKEN INTERACTION					
I can ask and answer questions about a text.	1	2	3	4	62
I can interview and be interviewed.	1	2	3	4	63, 65
I can ask and answer questions about the past.	1	2	3	4	63, 69
I can talk about the contents of rooms.	1	2	3	4	64, 65
I can practise a dialogue with partners.	1	2	3	4	65
I can ask and answer questions about a photo.	1	2	3	4	67
SPOKEN PRODUCTION					
I can give my own opinion.	1	2	3	4	63, 64, 65
I can describe a room in a house.	1	2	3	4	65
I can talk about a famous person from my country.	1	2	3	4	69
I can talk about events in the past.	1	2	3	4	69
I can say where and when I was born.	1	2	3	4	69
STRATEGIES					
I can use verb forms.	1	2	3	4	62, 63, 65, 67
I can use correct pronunciation.	1	2	3	4	62, 67
I can use the past simple tense.	1	2	3	4	63
I can use <i>there is / there are</i> .	1	2	3	4	65
I can use prepositions of place and movement.	1	2	3	4	67, 68
I can use <i>there was / there were</i> .	1	2	3	4	67
I can choose the correct words to use in phrases or sentences.	1	2	3	4	68
WRITING					
I can complete a chart.	1	2	3	4	63
I can write a description of my home.	1	2	3	4	65

Framework level: A2

Can do statements	I can do this				ENGLISH FILE ELEMENTARY FOURTH EDITION FILE: 9
	WITH DIFFICULTY	EASILY			
	1	2	3	4	
LISTENING					Page
I can listen to information and use it to answer questions.	1	2	3	4	71, 74, 77
I can listen to information and label photos.	1	2	3	4	71
I can listen to a conversation and write a shopping list.	1	2	3	4	71, 72
I can listen and decide whether statements about what I have heard are true or false.	1	2	3	4	76
I can understand a dialogue about ordering food in a restaurant.	1	2	3	4	77
READING					
I can understand a short text about food.	1	2	3	4	70, 73
I can find information and use it to answer questions.	1	2	3	4	70, 75
I can understand a simple questionnaire.	1	2	3	4	73
I can understand quiz questions and give the correct answers.	1	2	3	4	75
SPOKEN INTERACTION					
I can interview and be interviewed.	1	2	3	4	73
I can ask questions to find out information about another person.	1	2	3	4	73
I can practise a restaurant dialogue with partners.	1	2	3	4	77
I can use social English phrases.	1	2	3	4	76, 77
SPOKEN PRODUCTION					
I can give my own opinion.	1	2	3	4	70, 71
I can talk about the food I had yesterday.	1	2	3	4	71
I can pronounce numbers and distances correctly.	1	2	3	4	74
I can pronounce comparative adjectives correctly.	1	2	3	4	75
I can understand and pronounce words from a restaurant menu.	1	2	3	4	76
STRATEGIES					
I can use countable and uncountable nouns.	1	2	3	4	70, 71
I can use correct pronunciation.	1	2	3	4	71, 72
I can match words and phrases to pictures.	1	2	3	4	72
I can use quantifiers.	1	2	3	4	72
I can complete sentences using nouns or verbs.	1	2	3	4	72, 73
I can recognize new words and phrases.	1	2	3	4	73
I can recognize mistakes in the spelling of numbers and correct them.	1	2	3	4	74
I can answer questions about the population of my country, town, or city and about its location.	1	2	3	4	74
I can understand how to use some comparative adjectives.	1	2	3	4	75
I can guess the meaning of unknown words in a text.	1	2	3	4	75
I can complete missing text from a restaurant menu.	1	2	3	4	76
I can recognize social English phrases and relate them to my own language.	1	2	3	4	77
WRITING					
I can make a diary about the food I had yesterday.	1	2	3	4	71
I can complete a simple questionnaire.	1	2	3	4	73

Framework level: A2

Can do statements	I can do this				ENGLISH FILE ELEMENTARY FOURTH EDITION FILE: 10
	WITH DIFFICULTY		EASILY		
	1	2	3	4	
LISTENING					Page
I can listen to and understand superlatives.	1	2	3	4	78
I can listen to and understand a short travel programme.	1	2	3	4	81
I can listen to and understand a short conversation.	1	2	3	4	81
I can listen to and repeat words and phrases.	1	2	3	4	81
I can listen to and repeat words and phrases using the correct stress.	1	2	3	4	81
I can listen to information and use it to answer questions.	1	2	3	4	81, 82, 83
I can listen and complete missing information.	1	2	3	4	82
I can listen to and repeat words using the correct pronunciation.	1	2	3	4	82
READING					
I can read information in a text and give an opinion.	1	2	3	4	79, 81
I can read and understand a short text.	1	2	3	4	79, 81, 85
I can find information and use it to answer questions.	1	2	3	4	81, 82, 85
SPOKEN INTERACTION					
I can ask and answer questions about a text I have read.	1	2	3	4	79
I can ask and answer questions about the town I live in.	1	2	3	4	79
I can ask and answer questions using superlatives.	1	2	3	4	79
I can ask and answer questions about future plans and events.	1	2	3	4	81, 85
I can make predictions and ask and answer questions about them.	1	2	3	4	83
SPOKEN PRODUCTION					
I can pronounce superlatives.	1	2	3	4	79
I can express an opinion.	1	2	3	4	80, 81, 82
I can talk about future plans and events.	1	2	3	4	81
I can say what I usually eat.	1	2	3	4	85
I can compare my country with the UK.	1	2	3	4	85
STRATEGIES					
I can match words and phrases to photos.	1	2	3	4	78
I can use superlatives.	1	2	3	4	78, 79
I can use the correct verb.	1	2	3	4	80, 81, 84
I can understand future time expressions.	1	2	3	4	80
I can use be going to.	1	2	3	4	80, 83
I can match verb phrases to pictures.	1	2	3	4	82
I can understand the difference between a plan and a prediction.	1	2	3	4	83
I can choose the correct words to use in phrases or sentences.	1	2	3	4	85
I can use correct pronunciation.	1	2	3	4	84, 85
WRITING					
I can complete a simple chart.	1	2	3	4	78
I can write an advert about my city.	1	2	3	4	79
I can write an advert using superlatives.	1	2	3	4	79
I can write a formal email.	1	2	3	4	81
I can write about plans and predictions.	1	2	3	4	83

Framework level: A2

Can do statements	I can do this				ENGLISH FILE ELEMENTARY FOURTH EDITION FILE: 11
	WITH DIFFICULTY		EASILY		
	1	2	3	4	
LISTENING					Page
I can listen to and repeat words and phrases using the correct stress.	1	2	3	4	87, 89, 91, 93
I can listen to and understand a short passage.	1	2	3	4	87
I can listen and complete missing information.	1	2	3	4	87, 93
I can listen and decide whether statements about what I have heard are true or false.	1	2	3	4	92
I can listen to information and use it to answer questions.	1	2	3	4	90, 93
READING					
I can read and understand posts on a forum.	1	2	3	4	86
I can find information and use it to answer questions.	1	2	3	4	86
I can read and understand a short text.	1	2	3	4	88, 90, 91
SPOKEN INTERACTION					
I can ask and answer questions about people in my country.	1	2	3	4	87
I can ask and answer questions about people and things in another country or region.	1	2	3	4	87
I can have a polite conversation.	1	2	3	4	89
I can speak about what I do on my phone.	1	2	3	4	90
I can have conversations about everyday subjects.	1	2	3	4	91
I can ask and answer questions about travel arrangements.	1	2	3	4	93
SPOKEN PRODUCTION					
I can give an opinion.	1	2	3	4	87, 88, 89
I can talk about different types of public transport.	1	2	3	4	92
STRATEGIES					
I can use adverbs.	1	2	3	4	87
I can pronounce adverbs and adjectives.	1	2	3	4	87
I can use the correct verb.	1	2	3	4	88
I can use the infinitives of verbs.	1	2	3	4	88, 89
I can use correct pronunciation.	1	2	3	4	89
I can match use the correct verbs to complete sentences.	1	2	3	4	89
I can use articles.	1	2	3	4	91
I can match words to their definitions.	1	2	3	4	92
I can match words and photos.	1	2	3	4	92
I can recognize social English phrases and relate them to my own language.	1	2	3	4	93
WRITING					
I can write about my country or a country I have visited.	1	2	3	4	87
I can write my bucket list.	1	2	3	4	89

Framework level: A2

Can do statements	I can do this				ENGLISH FILE ELEMENTARY FOURTH EDITION FILE: 12
	WITH DIFFICULTY	EASILY			
	1	2	3	4	
LISTENING					Page
I can understand people talking about past experiences.	1	2	3	4	94, 95
I can listen to and repeat words and phrases using the correct stress.	1	2	3	4	95
I can listen to and understand a conversation.	1	2	3	4	94, 95
I can listen and complete missing information.	1	2	3	4	94
I can listen to information and use it to answer questions.	1	2	3	4	96, 101
READING					
I can read and understand a short text.	1	2	3	4	98, 99, 101
I can read a text and complete missing headings.	1	2	3	4	98
I can decide whether statements about what I have read are true or false.	1	2	3	4	98
SPOKEN INTERACTION					
I can have a conversation about films I have seen or books I have read.	1	2	3	4	95
I can ask and answer questions about films and books.	1	2	3	4	95
I can ask and answer questions about events in the past.	1	2	3	4	94, 95, 97
I can ask and answer questions about places I have been to.	1	2	3	4	96, 97
I can ask and answer questions to complete a questionnaire.	1	2	3	4	98, 99
SPOKEN PRODUCTION					
I can answer questions about my country and myself.	1	2	3	4	101
STRATEGIES					
I can use the present perfect tense.	1	2	3	4	94, 95, 96, 97
I can use the past forms of regular and irregular verbs.	1	2	3	4	94, 95
I can understand the different past tenses of a verb.	1	2	3	4	96
I can use the past simple tense.	1	2	3	4	96
I can use correct pronunciation.	1	2	3	4	97, 100
I can play a past participle game.	1	2	3	4	97
I can give an opinion.	1	2	3	4	98
I can order events.	1	2	3	4	99
I can recall information I have read.	1	2	3	4	98
I can choose the correct words to use in phrases or sentences.	1	2	3	4	100
I can use adjectives and adverbs.	1	2	3	4	100
I can write the past participles of some verbs.	1	2	3	4	100
WRITING					
I can complete a chart.	1	2	3	4	94, 95, 96

Dossier

How to use the Dossier

The dossier section of your *English File fourth edition Language Portfolio* allows you to keep any evidence you have of your ability to use English. It is a collection of your work. Choose examples of your work from class, or work that you've done elsewhere.

Examples of evidence you might wish to include are:

- Certificates, or copies of these, relating to qualifications you have listed in the 'passport' section
- Tests
- Reports
- Corrected texts from class
- Reviews of books you have read
- Letters
- Emails
- Stories
- Journal entries
- Articles you have read
- Web pages you have browsed
- Audio/Video recordings of you using English

