

OXFORD

fourth  
edition

# English File

Intermediate

LANGUAGE PORTFOLIO



# Contents

<b>Introduction</b>	2
What is a Language Portfolio?	2
How to use your <i>English File</i> fourth edition Language Portfolio	2
Updating your Portfolio	2
<b>Language Passport</b>	3
How to use your Language Passport	3
Personal details	3
Your exams and certificates	3
<b>Your language and cultural experiences</b>	4
<b>Profile of language skills</b>	5
<b>Self-assessment grids</b>	6
A1–A2	6
B1–B2	7
C1–C2	8
<b>Language Biography</b>	9
How to use your Language Biography	9
Your aims and objectives	9
<b>Your language learning history</b>	10
Your language and cultural experiences	11
How to become a more effective learner	11
Can do statements Level B1 and B2	12
<b>Dossier</b>	38
How to use the Dossier	38
<b>Dossier chart</b>	39

# 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
e.g. KET	Cambridge ESOL	November 2016	Pass with merit

# 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.

<b>Where</b>	<b>Experience</b>	<b>When and how long?</b>
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

	<b>CEF level A1</b>	<b>CEF level A2</b>
<b>Listening</b>	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.
<b>Reading</b>	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.
<b>Spoken interaction</b>	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.
<b>Spoken production</b>	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.
<b>Writing</b>	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

	<b>CEF level B1</b>	<b>CEF level B2</b>
<b>Listening</b>	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.
<b>Reading</b>	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.
<b>Spoken interaction</b>	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.
<b>Spoken production</b>	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.
<b>Writing</b>	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

	<b>CEF level C1</b>	<b>CEF level C2</b>
<b>Listening</b>	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.
<b>Reading</b>	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.
<b>Spoken interaction</b>	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.
<b>Spoken production</b>	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.
<b>Writing</b>	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 <b>B1</b> Reading <b>A2</b> Speaking (interaction) <b>B1</b> Speaking (production) <b>A2</b> Writing <b>A1</b>
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.

<b>Where I started learning English</b>	
<b>Why I started learning English</b>	

<b>When</b>	<b>Experience</b>	<b>How successful?</b>

# 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.	

## File 1

### Framework level: B1

Can do statements	I can do this				ENGLISH FILE INTERMEDIATE FOURTH EDITION FILE: 1
	WITH DIFFICULTY 1	2	3	EASILY 4	
<b>LISTENING</b>					<b>Page</b>
I can recognize different sounds associated with particular letter combinations.	1	2	3	4	6
I can understand common adjectives, verbs, and nouns used in descriptions and use them.	1	2	3	4	6, 8, 9, 13, 15
I can understand the main points of clear standard speech in conversations about topics with which I am familiar.	1	2	3	4	8, 9, 11, 13, 14, 15
I can listen to a conversation between two or more people, identify the different speakers, and answer questions about what they are saying or identify questions they are answering.	1	2	3	4	8, 9, 11, 13, 14, 15
I can understand simple idiomatic speech.	1	2	3	4	8, 9, 11, 13, 14, 15
I can listen to a conversation between two or more people expressing different opinions and explain which I agree with.	1	2	3	4	8, 13
I can understand a spoken narrative that contains simple statistics.	1	2	3	4	10
<b>READING</b>					
I can understand simple written instructions.	1	2	3	4	6, 7, 8, 9, 10, 11, 12, 13, 14, 15
I can answer simple written questions or read a simple text and answer questions about it.	1	2	3	4	6, 7, 8, 9, 10, 11, 12, 13, 14, 15
I can read a simple narrative text and extract information from it.	1	2	3	4	7, 12
I can read and understand a list of alternative choices and put them in order of preference.	1	2	3	4	6
I can match words to pictures.	1	2	3	4	152
<b>SPOKEN INTERACTION</b>					
I can work with a partner to ask and answer simple questions.	1	2	3	4	6, 7, 8, 9, 10, 11, 12, 13, 14, 15
I can work with a partner to discuss a narrative text that I have heard or read.	1	2	3	4	7, 12, 13
I can hold a conversation about experiences that I have had.	1	2	3	4	6, 8, 10, 11, 12, 13

I can take part in a discussion with a partner or a group.	1	2	3	4	7, 8, 9, 10, 11, 12
<b>SPOKEN PRODUCTION</b>					
I can make sentences to describe simple activities such as what I do during a day.	1	2	3	4	6, 7, 8, 9, 11, 12, 13
I can recognize and say the sounds associated with different letter groups, using the correct stress and intonation.	1	2	3	4	6, 11
I can use my own words to describe something I have read or heard about.	1	2	3	4	7, 8, 10, 12, 13
<b>STRATEGIES</b>					
I can understand the present simple and present continuous tenses and future forms, and practise them.	1	2	3	4	8, 9, 11, 15, 132, 133
I can understand simple words, idioms or sayings from the context in which they are used and use simple common phrases or expressions in conversation.	1	2	3	4	7, 8, 12
I can understand statistical information presented in spoken or written form.	1	2	3	4	10
I can understand and use common adjectives, verbs, and nouns.	1	2	3	4	6, 8, 9, 13, 14, 15
I can match adjectives from a list to their meaning. I can add the appropriate prefix to an adjective to change the meaning, and decide whether the characteristics are positive, negative or neutral.	1	2	3	4	153
<b>WRITING</b>					
I can listen to a conversation and make notes about what is being said.	1	2	3	4	6
I can listen to short sentences and write them down accurately.	1	2	3	4	11
I can fill in missing words in a list or a text.	1	2	3	4	13, 14, 15, 132, 152, 153
I can write a description of someone I know well.	1	2	3	4	115
I can write a poem.	1	2	3	4	13

## File 2

### Framework level: B1

Can do statements	I can do this				ENGLISH FILE INTERMEDIATE FOURTH EDITION FILE: 2
	WITH DIFFICULTY 1	2	3	EASILY 4	
<b>LISTENING</b>					<b>Page</b>
I can listen to a recording, such as a song or a telephone call, with missing words or phrases and understand it well enough to fill the gaps from a given list.	1	2	3	4	19, 21, 23
I can listen to a conversation or interview between two or more people, identify the different speakers, and use the information to answer questions or correct errors in statements about it.	1	2	3	4	20
I can listen to recorded speech, recognize stress and intonation and repeat them, copying the rhythm.	1	2	3	4	21
I can listen to a recorded conversation or narrative account to find or check information or determine facts about the speakers.	1	2	3	4	19, 20 23
<b>READING</b>					
I can read a simple narrative text or newspaper article, extract information from it, and use the information to answer questions or describe the order of events.	1	2	3	4	17, 19, 22, 23
I can read and understand a set of questions or a questionnaire and choose appropriate answers.	1	2	3	4	16, 18, 19
I can read a conversation or a narrative text and insert missing words from a list of words provided or insert the necessary verbs in present perfect or past simple tense.	1	2	3	4	18, 23
I can read a set of statements or questions with missing words and complete them, using prompts supplied.	1	2	3	4	18, 19
I can understand a written description of a person.	1	2	3	4	115
<b>SPOKEN INTERACTION</b>					
I can interview someone else on a given theme or topic and can ask and answer, with a partner, questions about my experiences and preferences.	1	2	3	4	18, 23

I can practise or role-play, with a partner, supplied dialogues containing strong adjectives.	1	2	3	4	23, 106, 111
I can compare my opinions, ideas or responses to questions with those of a partner, agreeing or explaining why I disagree.	1	2	3	4	17, 18, 19, 20, 21
<b>SPOKEN PRODUCTION</b>					
I can read, say, and compose sentences with a broad range of everyday words.	1	2	3	4	16, 17, 18, 19, 20, 21, 22, 23
I can repeat words or complete sentences, copying the rhythm, stress and intonation.	1	2	3	4	16, 21, 23
I can present a reasoned argument fairly confidently, explaining my reasons for my opinions and ideas.	1	2	3	4	16, 17, 20, 21, 23
I can take part in a conversation about something I have read or experienced and explain my emotions or feelings.	1	2	3	4	16, 18, 19, 20, 21, 22, 23
<b>STRATEGIES</b>					
I can understand when to use the present perfect or past simple tenses and use verbs, verb phrases, strong adjectives or prepositions to complete sentences with missing words.	1	2	3	4	18, 21, 23, 134, 135
I can categorize words according to their sounds, identify words with a different sound or the odd one out.	1	2	3	4	16
I can complete or correct sentences, using the present perfect or present continuous form of a verb and an adverb from a supplied list.	1	2	3	4	134, 135
I can respond with appropriate answers to written questions about my everyday life or experience.	1	2	3	4	18, 19
I can find appropriate words to match a definition.	1	2	3	4	154
I can read a summary of the topics in a written narrative or an email and match them to the correct paragraph.	1	2	3	4	16, 23
<b>WRITING</b>					
I can write ideas, prompted by simple illustrations and captions.	1	2	3	4	21
I can write an informal email to say thanks to someone I know, and check for my mistakes.	1	2	3	4	116
I can complete a tabulated or informal list according to a given criterion.	1	2	3	4	16, 21



## File 3

### Framework level: B1

Can do statements	I can do this				ENGLISH FILE INTERMEDIATE FOURTH EDITION FILE: 3
	WITH DIFFICULTY 1	2	3	EASILY 4	
<b>LISTENING</b>					<b>Page</b>
I can listen to a recording and compare what is said with opinions I have already formed, or determine what is true or false.	1	2	3	4	29, 32
I can listen to a native speaker and identify the difference between words that sound alike but have different meanings, with or without reference to context.	1	2	3	4	26, 31
I can listen to a recording and read a transcript, then insert the words missing from the transcript or answer questions about it.	1	2	3	4	31, 32, 33, 34, 35
I can listen to an audio recording and recognize and understand sounds, spoken or mechanical that I hear.	1	2	3	4	27
<b>READING</b>					
I can read and understand a descriptive text that includes idiomatic terms and expressions.	1	2	3	4	26, 27, 30, 31
I can read and understand a descriptive text and answer questions about it.	1	2	3	4	26, 27, 28, 30, 31, 117
I can read sentences and decide from the context the meaning of highlighted text.	1	2	3	4	27, 28
I can read sentences and indicate whether or not I agree with the opinion expressed.	1	2	3	4	29
<b>SPOKEN INTERACTION</b>					
I can discuss, with a partner or in a group, questions about myself, or transport methods and, if appropriate, express an opinion.	1	2	3	4	26, 27, 29, 30, 106, 155
I can work in a group to discuss the content or validity of a text I have read or a recording I have heard.	1	2	3	4	29, 30, 31, 32, 33, 35
I can work with a partner or in a group to discuss or research the answers to questions.	1	2	3	4	27, 28, 29, 30, 31, 33
I can role-play a conversation with someone who needs or who can offer help, such as a tourist and a resident in a large city.	1	2	3	4	106, 111

<b>SPOKEN PRODUCTION</b>					
I understand when to run words together, copying the rhythm, and understand linking of certain words and when to use alternative pronunciations, for example, of 'the'.	1	2	3	4	28, 31
I can speak clearly on a range of topics using the correct stress, inflection and intonation.	1	2	3	4	26, 28, 29, 30, 31, 33, 35
I can sustain a short talk for up to two minutes with or without prompts, using generalizations if appropriate.	1	2	3	4	28, 29, 30, 31, 33
<b>STRATEGIES</b>					
I can read or listen to a narrative text and draw conclusions that are not expressed explicitly in the content.	1	2	3	4	26, 27, 28, 30, 31, 32, 33, 34, 35
I can cooperate with a partner to extract information from a written text or spoken recording.	1	2	3	4	27, 28, 30, 32, 33
I can correctly apply grammatical techniques, such as using adjectives, appropriate comparatives or superlatives and insert the correct preposition or article, create compound nouns and insert missing 'social English phrases' into sentences.	1	2	3	4	28, 31, 33, 117, 136, 137, 155, 156
I can learn vocabulary in collocations, not just single words.	1	2	3	4	33
<b>WRITING</b>					
I can write sentences with appropriate comparatives or superlatives.	1	2	3	4	117
I can write a magazine article about transport in my own town or city.	1	2	3	4	117
I can listen and write down what I hear.	1	2	3	4	26

## File 4

### Framework level: B1

Can do statements	I can do this				ENGLISH FILE INTERMEDIATE FOURTH EDITION FILE: 4
	WITH DIFFICULTY 1	2	3	EASILY 4	
<b>LISTENING</b>					<b>Page</b>
I can understand a simple, clear audio recording of a native speaker using standard dialect.	1	2	3	4	36, 39, 41, 43
I can listen to an audio recording and use it to answer questions about the content or complete sentences with missing words.	1	2	3	4	37, 39, 43
I can listen to a native speaker using standard dialect and compose sentences, based on what I have heard.	1	2	3	4	36, 39, 41, 43,
I can listen to a native speaker using standard dialect and copy the stress, intonation and rhythm.	1	2	3	4	36, 37, 39, 41, 42, 43
I can listen to an audio recording and recognize and understand sounds, spoken or mechanical that I hear.	1	2	3	4	36, 39
<b>READING</b>					
I can read an article and fill in missing words from a list provided, or match highlighted words or phrases to sentences or definitions provided, using the context.	1	2	3	4	37, 38, 40
I can read an article and answer questions about it.	1	2	3	4	36, 37, 38, 40, 42
I can read a text and form an opinion about the content.	1	2	3	4	36, 37, 38, 39, 40, 42, 43
<b>SPOKEN INTERACTION</b>					
I can work with a partner or in a group and discuss my opinions about topics in a written or spoken text, selected from a list, or given in a questionnaire.	1	2	3	4	36, 37, 38, 39, 41, 42, 43
I can work with a partner to take part in an interview on various topics, including grammatical structures and narrative texts.	1	2	3	4	38, 42
I can work with a partner or in a group to evaluate or comment on a written or spoken text, drawing on my own experience, opinion, and vocabulary.	1	2	3	4	36, 37, 41, 42, 43

<b>SPOKEN PRODUCTION</b>					
I can repeat sentences I have heard and identify and copy the stress, intonation and rhythm when addressing colleagues.	1	2	3	4	36, 37, 41, 42
I can compose simple sentences to answer questions, take part in discussions or describe my opinions or feelings, generally using appropriate vocabulary drawn from what I know.	1	2	3	4	41, 42, 43, 138, 139
I can use my own experience to describe things with which I am familiar.	1	2	3	4	41, 42, 43, 138, 139
I can often identify difficult words such as those that are pronounced differently from the way they appear, for example, those with silent consonants or linking.	1	2	3	4	37, 43
<b>STRATEGIES</b>					
I can understand humour and other emotions in a written or spoken text and respond to it.	1	2	3	4	38, 40, 41, 43
I can recognize and use grammatical conventions such as tenses, nouns, adjectives formed from verbs (-ed and -ing), 'be able to', 'have to' and 'don't have to / mustn't', and insert a reflexive pronoun, preposition, noun, compound noun, adjective or verb into incomplete sentences.	1	2	3	4	41, 42, 43, 138, 139
I can identify and correctly say words that are spelled the same but pronounced differently, or have silent consonants or stressed syllables.	1	2	3	4	37, 42
I can usually find an alternative word or phrase in my vocabulary to substitute for a word that I do not know.	1	2	3	4	36, 38, 41, 43
<b>WRITING</b>					
I can complete sentences with the correct spelling of '-ed' and '-ing' adjectives.	1	2	3	4	42
I can write notes to summarize what I hear.	1	2	3	4	39
I can listen and write down what I hear.	1	2	3	4	40

## File 5

### Framework level: B1

Can do statements	I can do this				ENGLISH FILE INTERMEDIATE FOURTH EDITION FILE: 5
	WITH DIFFICULTY 1	2	3	EASILY 4	
<b>LISTENING</b>					<b>Page</b>
I can understand a simple, clear audio recording of a native speaker using standard dialect, spoken or singing.	1	2	3	4	48, 49, 51, 52, 53, 54, 55
I can listen to a recording and write or complete related sentences or answer questions.	1	2	3	4	46, 48, 51, 52, 53, 54, 55
I can listen to a simple, clear audio recording of a native speaker and check my own written or spoken responses.	1	2	3	4	46, 52, 53
I can listen to a recording of a native speaker using standard dialect and repeat what I hear, copying stress, intonation and rhythm.	1	2	3	4	46, 55
<b>READING</b>					
I can read an article and complete it using words or phrases from a list provided.	1	2	3	4	49, 118
I can read an article and make comments or answer related questions.	1	2	3	4	47, 48, 50, 107, 112, 118
I can read an article and answer questions about it, identifying the meaning of highlighted words and phrases by matching them to a provided list.	1	2	3	4	48, 51
I can read incomplete sentences and supply missing words, identifying the correct verb and tense to be used or make a correction if necessary.	1	2	3	4	49, 140, 141
I can read an article and then make decisions about its content, for example, assessing comments made about it or assigning the correct order to the events described.	1	2	3	4	47, 48, 51
<b>SPOKEN INTERACTION</b>					
I can work with a partner, for example, to share experiences, check responses or conduct a conversation.	1	2	3	4	46, 47, 48, 49, 50, 51, 52, 53
I can work with a partner to discuss topics chosen from a list, using appropriate vocabulary such as 'used to'.	1	2	3	4	51

<b>SPOKEN PRODUCTION</b>					
I can listen to and repeat sentences, copying linking or sentence rhythm.	1	2	3	4	51, 55
I can work on my own or with a partner to practice pronunciation of difficult words and grammatical constructions, sometimes in a given context.	1	2	3	4	46, 51, 107, 112
<b>STRATEGIES</b>					
I can work in a group to complete an activity such as a quiz or a discussion.	1	2	3	4	46, 53
I can choose the appropriate tense in sentences, depending on the meaning I want to convey.	1	2	3	4	46, 49, 50, 51, 52, 53
I can match words and phrases to a list of suggested meanings, explain the difference between words or phrases with related meanings, and identify verbs or verb phrases from a list.	1	2	3	4	52, 157, 158
I can use some social English phrases.	1	2	3	4	54, 55
<b>WRITING</b>					
I can sort and write words in different columns in a table, depending on pronunciation.	1	2	3	4	46, 51
I can plan and write a story.	1	2	3	4	53, 118
I can listen to a recording of a native speaker and take notes.	1	2	3	4	53

## Framework level: B2

<b>Can do statements</b>	<b>I can do this</b>				<b>ENGLISH FILE INTERMEDIATE FOURTH EDITION FILE: 5</b>
	<b>WITH DIFFICULTY</b>			<b>EASILY</b>	
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>LISTENING</b>					<b>Page</b>
I can listen to a recording and understand it sufficiently well to answer a variety of questions and form an opinion about its accuracy.	1	2	3	4	48, 50, 52, 53, 54, 55
I can listen to a recording and comment on its content, and assess whether statements made about it are true or false.	1	2	3	4	54

<b>READING</b>					
I can read a narrative text and extract underlying information from it.	1	2	3	4	47, 48, 49, 50, 51, 118
I can read a written text and understand it well, using the context to infer the meaning of unfamiliar words or phrases.	1	2	3	4	47, 48, 49, 50, 51, 118
<b>SPOKEN INTERACTION</b>					
I can conduct an interview based on a questionnaire or list of suggested topics.	1	2	3	4	46, 49, 51, 52
I can take part in a conversation or discussion, taking turns to speak and to listen.	1	2	3	4	46, 49, 51, 52, 53, 55
<b>SPOKEN PRODUCTION</b>					
I can give an explanation or tell an anecdote, based on my own experience, fluently and without hesitation.	1	2	3	4	49, 51, 52, 53
I can conduct an interview based on a questionnaire or list of suggested topics.	1	2	3	4	46, 49, 51, 52
<b>STRATEGIES</b>					
I can take part in a conversation or watch a video, understand what is being said and recognize how people are responding from their tone of voice and their facial expressions and gestures.	1	2	3	4	48, 49, 50, 51, 53, 54, 55
<b>WRITING</b>					
I can write a story or account based on my own experiences, using a wide variety of vocabulary.	1	2	3	4	118
I can summarise my opinions and reasons in note form to help me plan and deliver a presentation.	1	2	3	4	46

## File 6

### Framework level: B1

Can do statements	I can do this				ENGLISH FILE INTERMEDIATE FOURTH EDITION FILE: 6
	WITH DIFFICULTY			EASILY	
	1	2	3	4	
<b>LISTENING</b>					<b>Page</b>
I can understand an audio recording of a native speaker using standard dialect in UK or US English and can tell the difference.	1	2	3	4	58, 59
I can listen to an audio recording of a native speaker using standard dialect, for example, describing a famous person or an event, and answer questions about the content.	1	2	3	4	62, 63
I can listen to an interview and use it to confirm or modify opinions I had formed from photographs.	1	2	3	4	58, 59, 62, 63
I can watch and enjoy a film, generally understanding the dialogue.	1	2	3	4	63
<b>READING</b>					
I can read an article and answer related questions	1	2	3	4	56, 57, 58, 60, 63
I can read a text and identify the use of various grammatical devices, such as different tenses.	1	2	3	4	56, 57, 119
I can read a text and answer questions or identify suitable subheadings or the most appropriate comments about it from a list.	1	2	3	4	56, 57, 58, 60, 63
I can read an article and, alone or with a partner, work out the meaning of highlighted phrases from the context.	1	2	3	4	58, 61
<b>SPOKEN INTERACTION</b>					
I can work with a partner to compile and compare answers to questions and activities.	1	2	3	4	58, 59, 60, 63
I can interview and be interviewed by a partner to establish whether we have similar or dissimilar opinions and tastes.	1	2	3	4	58, 59, 60, 63
<b>SPOKEN PRODUCTION</b>					
I can give a short explanation, tell an anecdote or describe an event in a few sentences.	1	2	3	4	57, 59, 60, 61, 62, 63
I can generally make myself understood in conversation, using a good range of vocabulary.	1	2	3	4	57, 59, 60, 62, 63



<b>STRATEGIES</b>					
I can look at photographs and give an opinion of what I see.	1	2	3	4	56, 57, 58, 59, 60, 61, 62, 63
I can identify and use various grammatical devices, such as modal verbs, different tenses, appropriate nouns, or descriptive nouns, and explain the similarities and differences between pairs of related words or phrases.	1	2	3	4	57, 58, 62, 119, 142, 143, 159, 160
<b>WRITING</b>					
I can listen and make notes using the key words.	1	2	3	4	59
I can write a film review.	1	2	3	4	119
I can write words containing diphthongs into columns defined by sounds.	1	2	3	4	62

### Framework level: B2

Can do statements	I can do this				ENGLISH FILE INTERMEDIATE FOURTH EDITION FILE: 6
	WITH DIFFICULTY 1	2	3	EASILY 4	
<b>LISTENING</b>					<b>Page</b>
I can listen to an interview or narrative account and answer detailed questions about their content.	1	2	3	4	58, 59, 62, 63
I can follow a discussion or narrative account spoken in standard dialect, using a wide range of vocabulary, and work out the meaning of unfamiliar words from the context.	1	2	3	4	58, 59, 62, 63
<b>READING</b>					
I can read an interview or narrative text and reproduce or comment on the content in a variety of ways.	1	2	3	4	56, 57, 58, 60, 63
I can read an article and recognize and identify different forms of verb tenses and other grammatical features.	1	2	3	4	56, 57, 60, 63
<b>SPOKEN INTERACTION</b>					
I can take an active part in conversations and discussions with a good degree of fluency, using descriptive language.	1	2	3	4	58, 59, 60, 61, 62, 63

I can take part in an interview with a partner, giving informative answers and asking probing questions, rephrasing my questions when I do not understand the responses.	1	2	3	4	59, 62
<b>SPOKEN PRODUCTION</b>					
I can speak confidently with a good range of vocabulary and using the correct stress and intonation in my speech.	1	2	3	4	57, 59, 60, 61, 62, 63
I can present a short description or explanation in a few clear sentences.	1	2	3	4	57, 59, 60, 61, 62, 63
<b>STRATEGIES</b>					
I can construct sentences using the appropriate verb forms, nouns and other grammatical features.	1	2	3	4	56, 57, 58, 59, 60, 61, 62, 63, 142, 143, 159, 160
I can work out the meaning of unfamiliar words or phrases and grammatical structures by looking at the context in which they are used.	1	2	3	4	57, 58, 61, 63
<b>WRITING</b>					
I can listen to a recording, making written notes about the content, and later use these notes to answer questions with a partner.	1	2	3	4	59

## File 7

### Framework level: B2

Can do statements	I can do this				ENGLISH FILE INTERMEDIATE FOURTH EDITION FILE: 7
	WITH DIFFICULTY			EASILY	
	1	2	3	4	
<b>LISTENING</b>					<b>Page</b>
I can listen to a documentary broadcast or similar and answer questions about the content, including identifying 'true' or 'false' statements about it.	1	2	3	4	67, 73, 74
I can listen to an audio recording and compare it to a written list or report that relates to it.	1	2	3	4	66, 67
I can understand a conversation between two or more people using standard dialect, UK or US, copy or respond to it, following it for stress and intonation, and make notes or answer questions about the content.	1	2	3	4	68, 74, 75
I can use a spoken recording such as an audio guide to check information.	1	2	3	4	66, 72, 73, 74
I can listen to a conversation and recall words missing from a written account of it.	1	2	3	4	68, 75
I can listen to and understand an argument or point of view presented in an interview or discussion, an audio recording or by a group of my peers, comment on it and respond to their views.	1	2	3	4	66, 67, 73
<b>READING</b>					
I can read articles and narrative texts, such as short biographies or current topical affairs, and answer questions about them.	1	2	3	4	67, 68, 69, 70, 71, 72, 73, 120
I can read narrative texts and understand the meaning of missing or unfamiliar words and phrases from the context in which they occur.	1	2	3	4	67, 68, 69, 70, 71, 72, 73, 161
I can follow the meaning of narrative texts sufficiently well to add, at the appropriate places, the correct words from a supplied list.	1	2	3	4	70, 71
I can identify the main points of a narrative account that I have read and put them in order.	1	2	3	4	68, 69
I can read responses to a written text and evaluate them against the content of the text.	1	2	3	4	68, 69
I can read a written text and answer questions that require me to draw conclusions or express an opinion about the content.	1	2	3	4	67, 68, 69, 70, 71, 72, 73

I can read a description and match it to an image.	1	2	3	4	162
<b>SPOKEN INTERACTION</b>					
I can take part in a discussion or debate, or an interview based on a questionnaire, presenting my opinions and views clearly.	1	2	3	4	66, 67, 68, 69, 70, 71, 72, 73, 75
I can work in a pair to compile answers and to discuss and check each other's responses to exercises and activities.	1	2	3	4	66, 68, 70, 71, 75, 108, 113
I can work alone, with a partner, or in a group, to practice pronunciation, sentence construction, stress, and intonation in speech.	1	2	3	4	66, 75, 108, 113
I can interview or be interviewed by a partner on a topic about which I know.	1	2	3	4	66, 68, 71
<b>SPOKEN PRODUCTION</b>					
I can present an argument or my own point of view, or explain my own ideas or comments on something I have heard or read clearly to a group of my peers.	1	2	3	4	66, 67, 68, 69, 71, 73, 75
I can form complete sentences that have two or more clauses, for example, 'If it rains at the weekend I shall cancel my camping trip.'	1	2	3	4	68, 71
I can listen and copy the pronunciation, rhythm, stress, and intonation.	1	2	3	4	66, 71, 75
I can present a short narrative or descriptive talk to a partner or a group of my peers, giving information about something that I know well or feel strongly about.	1	2	3	4	67, 68, 70, 71, 72, 73, 75
<b>STRATEGIES</b>					
I can identify and use different tenses and verb phrases, and the appropriate tenses, in complex sentences and in spoken and written narratives.	1	2	3	4	66, 67, 68, 69, 70, 71, 73, 75, 108, 112 144, 145
I can listen to an argument or point of view presented in a group of my peers, comment on it, and indicate whether I agree or disagree, including by vote.	1	2	3	4	67, 69, 71, 75
I can listen to or read an account, identify ideas from it, and discuss their application in another context.	1	2	3	4	67, 68, 69, 70, 72, 73, 74, 75
I can form complete sentences that have two or more clauses, for example, 'If it rains at the weekend I shall cancel my camping trip.'	1	2	3	4	68, 71
I can use the vocabulary that I know to look at a picture or photograph, describe what I see or match it to a written description. I can describe the differences between two	1	2	3	4	68, 70, 71, 72

similar words or phrases and I can make comparisons between two images.					
I can match words from a list to images.	1	2	3	4	162
<b>WRITING</b>					
I can write a clear, descriptive text about something I have heard or read about, or with which I am familiar.	1	2	3	4	120
I can write words in a table, sorting them by a criterion such as pronunciation or meaning.	1	2	3	4	66, 72
I can extract information from something I have heard or read and use it to complete a chart.	1	2	3	4	67
I can write down clear explanations to support a reasoned argument.	1	2	3	4	69
I can make detailed notes as I listen to an audio recording or as I plan a descriptive written text.	1	2	3	4	120
I can complete sentences, filling in missing words or expressions (prepositions, verb forms, conditional / time, etc.) from a given list or examples.	1	2	3	4	144, 145, 162

## File 8

### Framework level: B2

Can do statements	I can do this				ENGLISH FILE INTERMEDIATE FOURTH EDITION FILE: 8
	WITH DIFFICULTY 1	2	3	EASILY 4	
<b>LISTENING</b>					<b>Page</b>
I can listen to and clearly understand a documentary broadcast or similar, answer questions about it and draw conclusions from it.	1	2	3	4	79, 83
I can listen to and generally understand people speaking in standard dialect and can answer questions about what they are saying, identifying the underlying information in a spoken narrative.	1	2	3	4	79, 83
I can listen to and generally understand people speaking in standard dialect, make notes, and report what they said or did, using indirect or reported speech.	1	2	3	4	76, 78, 79, 83
I can listen to and generally understand people speaking in standard dialect, identify different voices, and identify what each is saying.	1	2	3	4	79, 83
I can take part in a conversation with a partner or in a group and respond fully.	1	2	3	4	76, 77, 79, 81, 82, 83
I can listen to and generally understand people speaking in standard dialect, recognizing and copying patterns of pronunciation, stress and intonation.	1	2	3	4	76, 82
I can use a recorded answer guide to check my responses to an activity.	1	2	3	4	76, 82, 83
<b>READING</b>					
I can read a factual or narrative text, answer questions about it and draw conclusions from it, identifying the underlying information in the account.	1	2	3	4	78, 82
I can understand humour and irony in a written text.	1	2	3	4	80, 81
I can read an article and match the correct sections to a summarized list.	1	2	3	4	82
I can identify the meaning of unfamiliar words in a written article from their context.	1	2	3	4	78, 82

<b>SPOKEN INTERACTION</b>					
I can role-play with a partner a conversation in which I make or receive a complaint about goods or services.	1	2	3	4	109, 113
I can role-play with a partner an interview on a given topic or based on a questionnaire, drawing on my own experience or imagination.	1	2	3	4	81
I can hold a discussion with a partner to establish, for example, the meaning of an unfamiliar word or expression, or the underlying information in a spoken or written narrative.	1	2	3	4	78, 79, 80, 83
I can take part in a discussion or interview with a partner or in a group and can ask and answer questions about anything that is difficult to understand or that needs further clarification.	1	2	3	4	76, 77, 78, 79, 80, 83
<b>SPOKEN PRODUCTION</b>					
I can say a wide range of words, including those that use the same letter groups but sound different, with the correct stress and intonation.	1	2	3	4	76, 78, 79, 82, 83
I can describe a real or fictitious event based on a recording I have heard or a text I have read, and drawing on my own experiences.	1	2	3	4	76, 77, 78, 79, 83
I can recount to a partner in detail events that have happened in my life or in the life of someone I know well.	1	2	3	4	76, 77, 78, 79, 83
I can tell from memory a story based on a sequence of events I have heard or seen.	1	2	3	4	76, 78
I can work with a partner to prepare and present a talk, for example, a pitch to describe fully a product that we have made to put on the market and for which we are seeking financial backing.	1	2	3	4	79
<b>STRATEGIES</b>					
I can hear or read an account that includes indirect or reported speech and change it to direct speech, and vice versa.	1	2	3	4	80, 83, 147
I can make nouns from verbs and use gerunds and infinitives in written text and in speech.	1	2	3	4	77, 146
I can select a topic to discuss or complete a questionnaire in which I have to choose from several options to make a decision.	1	2	3	4	77, 79, 109, 113

I can form and present an opinion based on what I have heard or read in a video or audio recording or in a written account.	1	2	3	4	78, 79, 82, 83
I can make a noun from a verb or vice versa, and if required, assign the noun to an appropriate category or use it to complete a sentence.	1	2	3	4	83, 163, 164
With a partner, or working alone, I can establish, for example, the meaning of an unfamiliar word or expression, or the underlying information in a spoken or written narrative.	1	2	3	4	78, 79, 82, 83
I can complete verb phrases using words supplied from a list.	1	2	3	4	163
I can match adjectives from a list with definitions supplied.	1	2	3	4	163
I can complete sentences using the correct prepositions.	1	2	3	4	163
I can make nouns to name people that do particular jobs.	1	2	3	4	163
<b>WRITING</b>					
I can make notes or write sentences based on an audio or visual recording.	1	2	3	4	79
I can tick off or complete a checklist, write in missing words in sentences and fill in a table based on given criteria.	1	2	3	4	76, 77, 79, 82, 83
I can write a letter of complaint, making my points clearly and politely.	1	2	3	4	121
I can write a covering letter or email to accompany something or other and check it for grammar, vocabulary, punctuation and spelling.	1	2	3	4	122



## File 9

### Framework level: B2

Can do statements	I can do this				ENGLISH FILE INTERMEDIATE FOURTH EDITION FILE: 9
	WITH DIFFICULTY 1	2	3	EASILY 4	
<b>LISTENING</b>					<b>Page</b>
I can listen to an informal recording, such as a radio breakfast show, follow the conversation, identify the speakers, and answer questions about the content.	1	2	3	4	91, 94, 95
I can listen to and understand people speaking in standard dialect and can answer questions about what they are saying, picking out the important facts and identifying the underlying information.	1	2	3	4	86, 91, 94, 95
I can listen to an audio recording of a person using difficult linked pronunciations or a grammatical technique such as third conditional or indirect questions, recognize the style, and make up similar sentences or questions of my own.	1	2	3	4	87, 90, 148
I can use an audio recording to check my responses to a question or my understanding of a written text.	1	2	3	4	86, 90, 92
I can listen to someone reading a short text aloud and follow it, deciding whether what they say is exactly the same as what I am reading.	1	2	3	4	91, 109, 113
<b>READING</b>					
I can read quite complex written instructions and follow them easily.	1	2	3	4	86, 87, 88, 89, 90, 91. 92. 93, 94, 95
I can read factual and narrative text and identify and understand the writer's viewpoint.	1	2	3	4	86, 88, 89, 91
I can understand contemporary literary prose.	1	2	3	4	86
I can recognize errors in grammar, vocabulary, punctuation and spelling in written text.	1	2	3	4	123
I can identify the main points and arguments, such as advantages and disadvantages, from a written text and form an opinion as to the writer's intention.	1	2	3	4	123
I can read a narrative text about a familiar situation and predict what will happen next.	1	2	3	4	86

<b>SPOKEN INTERACTION</b>					
I can take part in a discussion with a partner or a game about an abstract idea, such as luck, friendship or patience.	1	2	3	4	88, 89, 91
I can take part in a dialogue or group discussion, sharing ideas and opinions and justifying my ideas.	1	2	3	4	88, 90, 91, 92
I can ask politely for opinions, instructions or advice.	1	2	3	4	88, 90, 92
I can recognize and use the third conditional and indirect questions in spoken conversation, and use the correct stress and intonation in applying them.	1	2	3	4	87, 109, 110, 113, 114
<b>SPOKEN PRODUCTION</b>					
I can describe in some detail, to a partner or a group, experiences from my life.	1	2	3	4	88, 90, 91, 92, 93
I can, with a partner or a group, evaluate statements or questions as they relate to myself and explain why I agree or disagree, giving reasons.	1	2	3	4	90, 91, 92, 93
I can speak clearly and fluently on a range of topics, using a range of grammatical and vocal techniques including stress, intonation, third conditional, phrasal verbs, indirect questions, quantifiers and social English phrases.	1	2	3	4	87, 90, 109, 110, 113, 114
I have a good range of vocabulary and can express myself clearly, using alternative forms of words and synonymous phrases when I need to.	1	2	3	4	86, 87, 88, 89, 90, 91, 92, 93, 94, 95
<b>STRATEGIES</b>					
I can identify a range of electrical appliances, describe them, and explain their function.	1	2	3	4	90
I can read or listen to a narrative account and predict what will happen next.	1	2	3	4	86
I can read or listen to a narrative account and retell it in my own words.	1	2	3	4	86, 87
I can answer questions based on a recorded or written text from memory.	1	2	3	4	123
I can insert appropriate verbs and verb phrases into sentences with missing words.	1	2	3	4	109, 110, 113, 114
I can recognize and use the third conditional, indirect questions and quantifiers in spoken conversation, and use the correct stress and intonation in applying them.	1	2	3	4	87, 94, 95, 148, 149

I can form sentences from two lists of 'fronts' and 'backs', make adjectives and adverbs from nouns and other adjectives, identify words and phrases that have the same meaning, and supply words missing from sentences.	1	2	3	4	87, 89, 92, 94, 95, 109, 110, 113, 114
I can make adjectives and adverbs from nouns supplied and if required, use them to complete sentences.	1	2	3	4	164
<b>WRITING</b>					
I can write a persuasive text, based on a supplied framework, presenting both sides of an argument, on a topic that I understand.	1	2	3	4	123
I can tabulate two differing aspects, such as advantages and disadvantages, of a common device such as a smartphone, and put them in order of importance.	1	2	3	4	123
I can check my written work for errors in grammar, vocabulary, punctuation and spelling in written text.	1	2	3	4	123
I can write sentences to satisfy given conditions, such as a set number of words to illustrate a particular word, or specific grammatical forms such as third conditional or indirect questions	1	2	3	4	87, 92
I can make lists of words sorted by criteria such as letter sounds.	1	2	3	4	92

## File 10

### Framework level: B2

Can do statements	I can do this				ENGLISH FILE INTERMEDIATE FOURTH EDITION FILE: 10
	WITH DIFFICULTY 1	2	3	EASILY 4	
<b>LISTENING</b>					<b>Page</b>
I can listen to an audio recording and answer questions based on it, making inferences when the information is not stated explicitly.	1	2	3	4	98, 101, 102, 103
I can listen to an audio recording and identify compound nouns.	1	2	3	4	99
I can use an audio recording to check responses to activities such as identifying words from their definitions, listening and copying them for stress and intonation.	1	2	3	4	99, 100, 101, 103
I can listen to an audio recording, analyzing its content, drawing opinions and conclusions, and assessing the accuracy of comments made about it.	1	2	3	4	101, 102, 103
<b>READING</b>					
I can read a descriptive text written for a particular purpose, evaluate its content with respect to the viewpoint of the writer, and answer questions about it.	1	2	3	4	96, 97, 100, 102, 103
I can understand narrative texts written in different styles, such as descriptive accounts, fictional stories, and biographical anecdotes.	1	2	3	4	96, 97, 100, 102, 103
I can identify and supply words missing from a narrative account or a sentence, basing my choice on the context.	1	2	3	4	100, 102, 103
I can read a narrative account, such as a murder story, and draw my own conclusions about facts such as the identity of the murderer.	1	2	3	4	100, 102, 103
<b>SPOKEN INTERACTION</b>					
I can work with a partner to identify and use different grammatical features such as relative pronouns, relative clauses, and compound nouns.	1	2	3	4	97, 99
I can take part fully in a group discussion, for example, about famous people, icons or landmarks, explaining my reasons for liking or disliking them and asking other people about their views.	1	2	3	4	99

I can role-play a police interview with a partner, using question tags to reflect their responses, and with the correct rhythm and intonation.	1	2	3	4	101, 110, 114
I can cooperate with a partner to answer questions that involve evaluation and opinions.	1	2	3	4	96, 97, 99, 102, 103
<b>SPOKEN PRODUCTION</b>					
I can describe design icons in my own country, or famous people, and explain clearly what I think their good features and bad features are.	1	2	3	4	98, 99
I can talk clearly about aspects of my own country, such as unsolved crimes or favourite detective TV series, describing what they are about and what I like or dislike about them.	1	2	3	4	101
I can present a balanced assessment, offering both sides of an argument, on a range of topics.	1	2	3	4	98, 99, 101, 103
<b>STRATEGIES</b>					
I can use relative clauses in statements and questions to give extra information about someone or something in a sentence.	1	2	3	4	97, 110, 114, 150
I can remember a partner's answer to questions and then use question tags to reinforce the previous questions.	1	2	3	4	110, 114
I can use question tags to change statements into questions.	1	2	3	4	110, 114, 151
I can recognize when to use 'who', 'which', 'when' or 'whose, when to use 'that' instead of 'who' or 'which' and use the appropriate word in sentences, adding commas when required.	1	2	3	4	97, 150
I can complete a multiple choice test and check my answers.	1	2	3	4	96, 110
I can match visual clues to written information.	1	2	3	4	96, 97
I can recognize and state compound nouns from written clues and say them aloud, with the correct stress and rhythm.	1	2	3	4	99
<b>WRITING</b>					
I can write a descriptive text, such as a biography, based on text I am given or about someone I know about.	1	2	3	4	124
I can make notes from written information.	1	2	3	4	124

I can compile a quiz for a partner to answer.	1	2	3	4	110, 114
I can make notes in a chart or table about details while I listen.	1	2	3	4	101, 103

# 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

## Dossier chart

Type of work	Date	Description	Why I chose this



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Type of work	Date	Description	Why I chose this

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