

OXFORD

fourth
edition

English File

Intermediate Plus

LANGUAGE PORTFOLIO



Contents

Introduction	2
What is a Language Portfolio?	2
How to use your <i>English File</i> fourth edition Language Portfolio	2
Updating your Portfolio	2
Language Passport	3
How to use your Language Passport	3
Personal details	3
Your exams and certificates	3
Your language and cultural experiences	4
Profile of language skills	5
Self-assessment grids	6
A1–A2	6
B1–B2	7
C1–C2	8
Language Biography	9
How to use your Language Biography	9
Your aims and objectives	9
Your language learning history	10
Your language and cultural experiences	11
How to become a more effective learner	11
Can do statements Level B1 and B2	12
Dossier	39
How to use the Dossier	39
Dossier chart	40

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 2016</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 recognize 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 specialized 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, specialized 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.	

File 1

Framework level: B1

Can do statements	I can do this				ENGLISH FILE INTERMEDIATE PLUS FOURTH EDITION FILE: 1
	WITH DIFFICULTY			EASILY	
	1	2	3	4	
LISTENING					Page
I can understand standard spoken language on both familiar and unfamiliar topics.	1	2	3	4	8
I can follow a radio programme about brand names.	1	2	3	4	8
I can understand straightforward factual information about common everyday topics.	1	2	3	4	10, 11
I can identify both general messages and specific details.	1	2	3	4	10, 11
READING					
I can read straightforward factual texts.	1	2	3	4	7
I can recognize significant points in straightforward newspaper articles on familiar subjects.	1	2	3	4	7, 13
I can read and understand long magazine articles.	1	2	3	4	7, 13
I can scan quickly through long and complex texts, and locate relevant details.	1	2	3	4	6, 7, 13
SPOKEN INTERACTION					
I can enter unprepared into conversations on familiar topics.	1	2	3	4	6
I can tell a partner about my name.	1	2	3	4	7
I can give or seek personal views and opinions	1	2	3	4	6, 7
I can find out and pass on straightforward factual information.	1	2	3	4	6, 7
I can talk about colours.	1	2	3	4	11
SPOKEN PRODUCTION					
I can describe and name a product as a linear sequence of points.	1	2	3	4	9
I can present information to the class.	1	2	3	4	10, 13
STRATEGIES					
I can make and accept suggestions.	1	2	3	4	9
I can recognize vowel sounds.	1	2	3	4	6
I can use the Grammar Bank to learn about pronouns and adjectives.	1	2	3	4	132, 133

WRITING					
I can complete sentences with the correct tense.	1	2	3	4	115
I can use prepositions of place in a descriptive text.	1	2	3	4	115
I can correct mistakes in informal writing.	1	2	3	4	115

Framework level: B2

Can do statements	I can do this				ENGLISH FILE INTERMEDIATE PLUS FOURTH EDITION FILE: 1
	WITH DIFFICULTY 1	2	3	EASILY 4	
LISTENING					Page
I can understand standard spoken language on both familiar and unfamiliar topics.	1	2	3	4	11
I can follow and understand a podcast about colours.	1	2	3	4	11
I can keep up with an animated conversation between speakers of the target language.	1	2	3	4	7
I can follow conversations between speakers and identify the topics discussed.	1	2	3	4	15
READING					
I can scan a text and identify and summarize the important details.	1	2	3	4	12, 13
I can read and interpret the content of magazine articles.	1	2	3	4	12, 13
SPOKEN INTERACTION					
I can take part in a discussion or a conversation with a partner about a range of topics.	1	2	3	4	6, 7, 11, 13
I can ask and answer questions to describe my room in detail.	1	2	3	4	13
I can ask about missing luggage.	1	2	3	4	15
I can ask and answer questions, taking turns and listening.	1	2	3	4	13
SPOKEN PRODUCTION					
I can communicate detailed information reliably.	1	2	3	4	9, 13
I can present information to the class.	1	2	3	4	13
I can describe my luggage.	1	2	3	4	15
STRATEGIES					
I can use a Vocabulary Bank to learn about adjective suffixes.	1	2	3	4	152
I can collaborate with people from other backgrounds.	1	2	3	4	6, 7, 8

I can initiate, maintain, and end discourse appropriately with effective turn taking.	1	2	3	4	7
WRITING					
I can use adjective suffixes in a written description.	1	2	3	4	115
I can write a description of a room.	1	2	3	4	115
I can correct mistakes in informal writing.	1	2	3	4	115

File 2

Framework level: B1

Can do statements	I can do this				ENGLISH FILE INTERMEDIATE PLUS FOURTH EDITION FILE: 2
	WITH DIFFICULTY 1	2	3	EASILY 4	
LISTENING					Page
I can recognize who made which point in a conversation.	1	2	3	4	21
I can identify both general messages and specific details.	1	2	3	4	21
I can follow a video documentary and note key words and numbers.	1	2	3	4	23
READING					
I can read straightforward factual texts.	1	2	3	4	18, 22
I can read straightforward newspaper articles on familiar subjects for detail and answer multiple choice questions.	1	2	3	4	22
I can read and understand long magazine articles.	1	2	3	4	22
I can scan quickly through long and complex texts, and locate relevant details.	1	2	3	4	18, 22
SPOKEN INTERACTION					
I can exchange personal information in conversations on familiar topics.	1	2	3	4	17, 18
I can ask and answer questions about holidays and free time.	1	2	3	4	17, 18
I can give or seek personal views and opinions	1	2	3	4	22
SPOKEN PRODUCTION					
I can talk about the clothes I wear and what I take on holiday.	1	2	3	4	25
I can present information to the class.	1	2	3	4	25
STRATEGIES					
I can interview a partner and react to their information.	1	2	3	4	21, 22
I can differentiate between /s/, /z/, and /ɪz/ sounds.	1	2	3	4	16
I can use <i>r</i> and final <i>-r</i> appropriately.					20
I can use the Grammar Bank to learn about present tenses and possessives.	1	2	3	4	134, 135
WRITING					
I can write holiday messages.	1	2	3	4	116
I can correct mistakes in informal writing.	1	2	3	4	116

Framework level: B2

Can do statements	I can do this				ENGLISH FILE INTERMEDIATE PLUS FOURTH EDITION FILE: 2
	WITH DIFFICULTY 1	2	3	EASILY 4	
LISTENING					Page
I can understand standard spoken language on both familiar and unfamiliar topics.	1	2	3	4	21
I can follow a conversation and note down key words.	1	2	3	4	21
I can keep up with an animated conversation between speakers of the target language.	1	2	3	4	21
READING					
I can read a text closely and match missing sentences.	1	2	3	4	17
I can work out the meaning of highlighted words in a text.	1	2	3	4	22
I can read and respond personally to the content of articles.	1	2	3	4	22
SPOKEN INTERACTION					
I can take part in a discussion or a conversation with a partner about a range of topics.	1	2	3	4	16, 18, 22
I can express preferences in everyday conversations.	1	2	3	4	19
I can compare ideas with a partner.	1	2	3	4	16
I can ask and answer questions, taking turns and listening.	1	2	3	4	17, 22
SPOKEN PRODUCTION					
I can narrate stories from my personal experience.	1	2	3	4	21
I can present information to the class.	1	2	3	4	21
I can describe advantages and disadvantages of shopping online.	1	2	3	4	25
STRATEGIES					
I can use a Vocabulary Bank to describe shops and services.	1	2	3	4	154
I can collaborate with people from other backgrounds.	1	2	3	4	21
I can show interest and keep a conversation going.	1	2	3	4	21
I can work out the meaning of unknown words from context.	1	2	3	4	19

WRITING					
I can convey information and ideas on abstract as well as concrete topics in written messages.	1	2	3	4	116
I can miss out unnecessary words when writing messages.	1	2	3	4	116
I can check and edit informal writing.	1	2	3	4	116

File 3

Framework level: B1

Can do statements	I can do this				ENGLISH FILE INTERMEDIATE PLUS FOURTH EDITION FILE: 3
	WITH DIFFICULTY 1	2	3	EASILY 4	
LISTENING					Page
I can follow key information in a news report.	1	2	3	4	27
I can follow a talk and order information.	1	2	3	4	31
I can follow a detailed description of different photographs.	1	2	3	4	32
I can follow a video documentary and note key information.	1	2	3	4	34
READING					
I can read straightforward factual texts.	1	2	3	4	27
I can read and interpret information in an article.	1	2	3	4	27
I can read a magazine article and recognize key information.	1	2	3	4	33
I can scan quickly through texts, and locate relevant details.	1	2	3	4	30, 33
SPOKEN INTERACTION					
I can exchange personal information in conversations on familiar topics.	1	2	3	4	27
I can ask and answer questions about personal life experiences.	1	2	3	4	27
I can describe pictures and find the differences.	1	2	3	4	30
I can give or seek personal views and opinions	1	2	3	4	31
SPOKEN PRODUCTION					
I can talk about people at different stages of life.	1	2	3	4	26
I can present information to the class.	1	2	3	4	28
I can talk about experiences and incidents from my own life.	1	2	3	4	29
STRATEGIES					
I can work out the meaning of words in a text.	1	2	3	4	33
I can use <i>-ed</i> endings and the correct sentence rhythm when using past forms.	1	2	3	4	28
I can interview a partner and react to their information.	1	2	3	4	29
I can use the Grammar Bank to learn about past forms and prepositions.	1	2	3	4	136, 137

WRITING					
I can write an article.	1	2	3	4	117
I can express possibilities when offering advice.	1	2	3	4	117
I can correct mistakes in informal writing.	1	2	3	4	117

Framework level: B2

Can do statements	I can do this				ENGLISH FILE INTERMEDIATE PLUS FOURTH EDITION FILE: 3
	WITH DIFFICULTY 1	2	3	EASILY 4	
LISTENING					Page
I can understand differing viewpoints expressed in a news report.	1	2	3	4	27
I can follow a talk and note down key words and information.	1	2	3	4	31
I can keep up with an animated conversation between speakers of the target language.	1	2	3	4	32
I can listen and pick out functional phrases from a dialogue.	1	2	3	4	34
READING					
I can read a text closely and express the information in my own words.	1	2	3	4	27
I can read and respond personally to the content of articles.	1	2	3	4	27, 33
SPOKEN INTERACTION					
I can take part in a discussion in groups about everyday topics.	1	2	3	4	27
I can express preferences in everyday conversations.	1	2	3	4	31
I can ask and answer questions, taking turns and listening.	1	2	3	4	31
I can use appropriate language to rent a car from a rental agency.	1	2	3	4	34, 35
SPOKEN PRODUCTION					
I can describe a photograph.	1	2	3	4	32
I can present information to the class.	1	2	3	4	32
STRATEGIES					
I can use a Vocabulary Bank to describe photography.	1	2	3	4	155
I can collaborate with people from other backgrounds.	1	2	3	4	31
I can use social English phrases in a variety of everyday situations.	1	2	3	4	35

WRITING					
I can plan and organize a written article.	1	2	3	4	117
I can use imperatives when writing tips.	1	2	3	4	117
I can check and edit informal writing.	1	2	3	4	117

File 4

Framework level: B1

Can do statements	I can do this				ENGLISH FILE INTERMEDIATE PLUS FOURTH EDITION FILE: 4
	WITH DIFFICULTY 1	2	3	EASILY 4	
LISTENING					Page
I can listen to an interview and hear key words.	1	2	3	4	37
I can listen to an interview for specific detail.	1	2	3	4	37
I can follow a talk and note key information.	1	2	3	4	41
READING					
I can read straightforward factual texts.	1	2	3	4	38, 39
I can read a magazine article and recognize key information.	1	2	3	4	42
I can read and interpret information in an article.	1	2	3	4	42
I can scan quickly through texts, and locate relevant details.	1	2	3	4	38, 39, 42
I can recognize significant points in straightforward newspaper articles on familiar subjects.	1	2	3	4	42
SPOKEN INTERACTION					
I can exchange everyday information in conversations on familiar topics.	1	2	3	4	37, 38
I can give or seek personal views and opinions	1	2	3	4	37, 43
I can ask and answer questions about job experiences.	1	2	3	4	43
SPOKEN PRODUCTION					
I can talk about my job experiences in detail.	1	2	3	4	43
I can present information to the class.	1	2	3	4	43
STRATEGIES					
I can work out the meaning of words in a text.	1	2	3	4	36, 38, 42
I can differentiate between /ai/ and /ei/.	1	2	3	4	36
I can make notes when listening.	1	2	3	4	41
I can use the Grammar Bank to learn about future and conditional forms.	1	2	3	4	138, 139
WRITING					
I can use key fixed phrases when writing a profile.	1	2	3	4	118
I can correct mistakes in informal writing.	1	2	3	4	118

Framework level: B2

Can do statements	I can do this				ENGLISH FILE INTERMEDIATE PLUS FOURTH EDITION FILE: 4
	WITH DIFFICULTY			EASILY	
	1	2	3	4	
LISTENING					Page
I can keep up with an animated conversation between speakers of the target language.	1	2	3	4	37
I can understand good sides and bad sides of issues expressed in a talk.	1	2	3	4	41
I can follow a talk and make notes.	1	2	3	4	41
READING					
I can read a text closely and summarize information.	1	2	3	4	38, 39
I can recognize the main message of an article.	1	2	3	4	38, 39
I can respond personally to interpret and reflect on information in an article.	1	2	3	4	38, 39, 42
SPOKEN INTERACTION					
I can take part in a discussion in groups about everyday topics.	1	2	3	4	40
I can agree or disagree and give opinions in everyday conversations.	1	2	3	4	40
I can ask and answer questions, taking turns and listening.	1	2	3	4	43
SPOKEN PRODUCTION					
I can deliver a talk on personal choices (such as reducing waste) or personal experiences (such as my job).	1	2	3	4	43, 45
I can ask follow up questions to check understanding.	1	2	3	4	43
I can communicate spontaneously in longer complex stretches of speech.	1	2	3	4	43
STRATEGIES					
I can use a Vocabulary Bank to talk about rubbish and recycling.	1	2	3	4	157
I can use a Vocabulary Bank to talk about study and work.	1	2	3	4	157
I can collaborate with people from other backgrounds.	1	2	3	4	40
I can use appropriate phrases to agree, disagree, and give opinions in a discussion.	1	2	3	4	40

WRITING					
I can plan and write a profile.	1	2	3	4	118
I can use capital letters correctly in a profile.	1	2	3	4	118
I can check and edit a profile for spelling mistakes.	1	2	3	4	118

File 5

Framework level: B1

Can do statements	I can do this				ENGLISH FILE INTERMEDIATE PLUS FOURTH EDITION FILE: 5
	WITH DIFFICULTY 1	2	3	EASILY 4	
LISTENING					Page
I can listen to extracts from TV programmes and recognize the programme type.	1	2	3	4	46, 47
I can listen to an interview for specific detail.	1	2	3	4	47
I can follow a talk and note key information.	1	2	3	4	51, 52
READING					
I can read straightforward factual texts.	1	2	3	4	48, 50
I can read a magazine article and match headings to paragraphs.	1	2	3	4	48
I can read and interpret information in an article.	1	2	3	4	48
I can recognize significant points in straightforward newspaper articles on familiar subjects.	1	2	3	4	50
SPOKEN INTERACTION					
I can exchange everyday information in conversations on familiar topics.	1	2	3	4	47, 50
I can ask and answer questions about TV watching habits.	1	2	3	4	47, 49
I can give or seek personal views and opinions	1	2	3	4	50, 52
I can ask and answer questions about life in the city or country.	1	2	3	4	50, 52
SPOKEN PRODUCTION					
I can describe a photograph in detail.	1	2	3	4	46
I can present information to the class.	1	2	3	4	46, 49
I can order and give a talk about the place where I live.	1	2	3	4	52
STRATEGIES					
I can work out the meaning of words in a text.	1	2	3	4	47
I can differentiate between /w/, /v/, and /b/.	1	2	3	4	46
I can use sentence rhythm to sound natural when speaking.	1	2	3	4	53
I can use the Grammar Bank to learn about present perfect forms.	1	2	3	4	140, 141

WRITING					
I can use key fixed phrases when writing an informal email.	1	2	3	4	119
I can use the appropriate format for an informal email.	1	2	3	4	119
I can plan the stages of an informal email giving news.	1	2	3	4	119

Framework level: B2

Can do statements	I can do this				ENGLISH FILE INTERMEDIATE PLUS FOURTH EDITION FILE: 5
	WITH DIFFICULTY 1	2	3	EASILY 4	
LISTENING					Page
I can listen to a description of life in the country and note key words.	1	2	3	4	51, 52
I can listen for general and specific detail.	1	2	3	4	51, 52
I can keep up with an animated conversation between speakers of the target language.	1	2	3	4	52
READING					
I can read a text closely and answer multiple choice questions.	1	2	3	4	48
I can respond personally to interpret and reflect on information in an article.	1	2	3	4	49, 50
I can read closely and match missing information to sentences in an article.	1	2	3	4	50
SPOKEN INTERACTION					
I can take part in a discussion in groups about everyday topics.	1	2	3	4	49
I can agree or disagree and give opinions in everyday conversations.	1	2	3	4	50
I can ask and answer questions about a TV programme, taking turns and listening.	1	2	3	4	48, 49
SPOKEN PRODUCTION					
I can describe favourite TV programmes.	1	2	3	4	47, 48
I can express enthusiasm when describing favourite TV programmes.	1	2	3	4	49
I can communicate spontaneously in longer complex stretches of speech.	1	2	3	4	49
STRATEGIES					
I can use a Vocabulary Bank to talk about television.	1	2	3	4	158
I can use a Vocabulary Bank to talk about the country.	1	2	3	4	159

I can show interest in a conversation by using appropriate expression and rhythm.	1	2	3	4	53
WRITING					
I can plan and write an informal email.	1	2	3	4	119
I can check and edit an informal email.	1	2	3	4	119

File 6

Framework level: B1

Can do statements	I can do this				ENGLISH FILE INTERMEDIATE PLUS FOURTH EDITION FILE: 6
	WITH DIFFICULTY 1	2	3	EASILY 4	
LISTENING					Page
I can listen for general and specific detail.	1	2	3	4	59
I can follow an interview and complete information with a number.	1	2	3	4	59
I can follow speakers describing problems and processes.	1	2	3	4	63
I can follow a video documentary and note key information.	1	2	3	4	63
READING					
I can read straightforward factual texts.	1	2	3	4	56, 57, 60
I can read closely and match headings to paragraphs in a text.	1	2	3	4	56, 57
I can read a magazine article and recognize key information.	1	2	3	4	56, 57
I can scan quickly through texts, and locate relevant details.	1	2	3	4	60
SPOKEN INTERACTION					
I can exchange personal information in conversations on familiar topics.	1	2	3	4	56, 60
I can speculate about the uses of things with a partner.	1	2	3	4	60
SPOKEN PRODUCTION					
I can talk about tipping in my country.	1	2	3	4	59
I can present information to the class.	1	2	3	4	59
I can talk about experiences and incidents from my own life.	1	2	3	4	59
I can describe a process.	1	2	3	4	63
STRATEGIES					
I can work out the meaning of words in a text.	1	2	3	4	56, 60
I can pronounce the abbreviated version of <i>and</i> in word pairs.	1	2	3	4	56
I can recognize British and American English.	1	2	3	4	59
I can use the Grammar Bank to learn about obligation, necessity, prohibition, advice, and ability.	1	2	3	4	142, 143
I can say consonant clusters appropriately.	1	2	3	4	62

WRITING					
I can write a restaurant review.	1	2	3	4	120
I can use a range of adjectives and phrases to express my view when writing a review.	1	2	3	4	120
I can correct mistakes in writing a review.	1	2	3	4	120

Framework level: B2

Can do statements	I can do this				ENGLISH FILE INTERMEDIATE PLUS FOURTH EDITION FILE: 6
	WITH DIFFICULTY 1	2	3	EASILY 4	
LISTENING					Page
I can understand differing viewpoints expressed in an interview.	1	2	3	4	59
I can keep up with an animated conversation between speakers of the target language.	1	2	3	4	59
I can follow a video documentary and note answers to multiple choice questions.	1	2	3	4	63
READING					
I can read and interpret the writer's point of view in an article.	1	2	3	4	56, 57
I can read and respond personally to the content of articles.	1	2	3	4	56
I can read an article for overall understanding and choose the best title.	1	2	3	4	65
SPOKEN INTERACTION					
I can take part in a discussion in groups about everyday topics.	1	2	3	4	61
I can discuss solutions to problems.	1	2	3	4	61
I can explain and describe things I want to buy.	1	2	3	4	62
SPOKEN PRODUCTION					
I can describe solutions to problems.	1	2	3	4	61, 63
I can present information about problems and solutions in my personal experience.					63
STRATEGIES					
I can use a Vocabulary Bank to learn 'at a restaurant' phrases.	1	2	3	4	56
I can collaborate with people from other backgrounds.	1	2	3	4	61
I can make suggestions and respond to suggestions.	1	2	3	4	61
I can use a Vocabulary Bank to talk about DIY and repairs.	1	2	3	4	161

WRITING					
I can plan and organize a restaurant review.	1	2	3	4	120
I can write a review in an appropriate style.	1	2	3	4	120
I can express pros and cons in a review.	1	2	3	4	120

File 7

Framework level: B1

Can do statements	I can do this				ENGLISH FILE INTERMEDIATE PLUS FOURTH EDITION FILE: 7
	WITH DIFFICULTY 1	2	3	EASILY 4	
LISTENING					Page
I can follow key information in news stories.	1	2	3	4	67
I can follow a detailed description of different events.	1	2	3	4	71
READING					
I can read straightforward factual texts.	1	2	3	4	66, 69, 72, 73
I can read and find specific information in an article.	1	2	3	4	66, 69
I can scan quickly through texts, and locate relevant details.	1	2	3	4	69, 72, 73
I can read a text in detail and say what phrases mean from the context.	1	2	3	4	72, 73
SPOKEN INTERACTION					
I can exchange personal information in conversations on familiar topics.	1	2	3	4	68, 69
I can ask and answer questions about personal life experiences.	1	2	3	4	71
I can give or seek personal views and opinions	1	2	3	4	71
SPOKEN PRODUCTION					
I can talk about what I would do in hypothetical situations.	1	2	3	4	68, 69
I can give examples and details of situations that have happened to me.	1	2	3	4	68
I can talk about experiences and incidents from my own life.	1	2	3	4	68, 71, 73
I can describe an event I have attended in detail.	1	2	3	4	71
STRATEGIES					
I can work out the meaning of words in a text.	1	2	3	4	66
I can use linking in everyday speech.	1	2	3	4	68
I can recognize and use homographs.	1	2	3	4	70, 71
I can use the Grammar Bank to learn about the use of phrasal verbs and verb patterns.	1	2	3	4	144, 145
WRITING					
I can write a description of an event I have attended.	1	2	3	4	71

Framework level: B2

Can do statements	I can do this				ENGLISH FILE INTERMEDIATE PLUS FOURTH EDITION FILE: 7
	WITH DIFFICULTY 1	2	3	EASILY 4	
LISTENING					Page
I can understand and follow the chronological sequence of a news story.	1	2	3	4	67
I can follow personal anecdotes with a narrative sequence.	1	2	3	4	71
I can keep up with an animated conversation between speakers of the target language.	1	2	3	4	71
I can listen and recognize key details.	1	2	3	4	71
READING					
I can understand the information on a cash machine screen.	1	2	3	4	66, 67
I can read a text and complete it with missing information.	1	2	3	4	69
I can read and respond personally to the content of articles.	1	2	3	4	69, 72
SPOKEN INTERACTION					
I can take part in a discussion in groups about everyday topics.	1	2	3	4	67
I can discuss what I like doing in my free time.	1	2	3	4	73
I can ask and answer questions, taking turns and listening.	1	2	3	4	73
SPOKEN PRODUCTION					
I can describe personal experiences.	1	2	3	4	67, 71, 73
I can give solutions to personal dilemmas.	1	2	3	4	67
I can present information to the class.	1	2	3	4	67, 71
STRATEGIES					
I can use a Vocabulary Bank to learn phrasal verbs.	1	2	3	4	162
I can collaborate with people from other backgrounds.	1	2	3	4	71
WRITING					
I can plan and organize a description of an event	1	2	3	4	71
I can use key phrases when writing a description.	1	2	3	4	71

File 8

Framework level: B1

Can do statements	I can do this				ENGLISH FILE INTERMEDIATE PLUS FOURTH EDITION FILE: 8
	WITH DIFFICULTY 1	2	3	EASILY 4	
LISTENING					Page
I can listen for specific detail.	1	2	3	4	77
I can follow an interview and complete information with key words.	1	2	3	4	77, 78
I can follow a tour guide describing a route around a building.	1	2	3	4	82
I can follow a video documentary and note key information.	1	2	3	4	83
READING					
I can read straightforward factual texts.	1	2	3	4	78, 79
I can read a text for a general understanding.	1	2	3	4	78, 79
I can read a magazine article and recognize key information.	1	2	3	4	78, 79
I can scan quickly through texts, and locate relevant details.	1	2	3	4	85
SPOKEN INTERACTION					
I can exchange personal information in conversations on familiar topics.	1	2	3	4	76, 77
I can express opinions and experiences around the subject of hairstyles and beauty treatments.	1	2	3	4	77, 78, 79
SPOKEN PRODUCTION					
I can speculate about choices regarding health and beauty.	1	2	3	4	78, 79
I can present information to the class.	1	2	3	4	79
I can talk about ways of looking after yourself.	1	2	3	4	79
I can describe a famous building and its history.	1	2	3	4	83
STRATEGIES					
I can work out the meaning of words in a text.	1	2	3	4	81, 82, 83
I can use the Grammar Bank to express passive forms.	1	2	3	4	146, 147
I can use sentence stress appropriately.	1	2	3	4	76
WRITING					
I can use defining and non-defining relative clauses when writing.	1	2	3	4	121
I can correct mistakes in descriptive writing.	1	2	3	4	121

Framework level: B2

Can do statements	I can do this				ENGLISH FILE INTERMEDIATE PLUS FOURTH EDITION FILE: 8
	WITH DIFFICULTY			EASILY	
	1	2	3	4	
LISTENING					Page
I can understand differing viewpoints expressed in an interview.	1	2	3	4	79
I can keep up with an animated conversation between speakers of the target language.	1	2	3	4	79
I can listen closely to an interview and complete a chart with information.	1	2	3	4	79
I can listen to a tour guide and make detailed notes.	1	2	3	4	83
READING					
I can read an article to confirm predictions.	1	2	3	4	80, 81
I can read and order information chronologically.	1	2	3	4	81
I can read and respond personally to the content of articles.	1	2	3	4	81
SPOKEN INTERACTION					
I can take part in a discussion in groups about everyday topics.	1	2	3	4	79, 81
I can ask and answer questions about historical events.	1	2	3	4	81
SPOKEN PRODUCTION					
I can order and present proposals and suggestions.	1	2	3	4	79
I can present a campaign to the class.	1	2	3	4	79
I can present information about historical events in my country.	1	2	3	4	81
STRATEGIES					
I can use a Vocabulary Bank to learn 'looking after yourself' phrases.	1	2	3	4	163
I can brainstorm and categorize vocabulary.	1	2	3	4	79
I can use my own general knowledge to prepare things to say.	1	2	3	4	81
WRITING					
I can plan and organize a description of a building.	1	2	3	4	121
I can use key phrases when writing a description.	1	2	3	4	121
I can check and edit my writing.	1	2	3	4	121

File 9

Framework level: B1

Can do statements	I can do this				ENGLISH FILE INTERMEDIATE PLUS FOURTH EDITION FILE: 9
	WITH DIFFICULTY 1	2	3	EASILY 4	
LISTENING					Page
I can listen to a radio programme for specific details.	1	2	3	4	88
I can listen to a story and explain the importance of events in the story.	1	2	3	4	92
I can follow a story and note key information.	1	2	3	4	92
READING					
I can read straightforward factual texts.	1	2	3	4	86, 87
I can read a text to confirm predictions.	1	2	3	4	86, 87
I can read and interpret information in a narrative.	1	2	3	4	90, 91
SPOKEN INTERACTION					
I can exchange everyday information in conversations on familiar topics.	1	2	3	4	86
I can compare answers with a partner.	1	2	3	4	86
I can give or seek personal views and opinions	1	2	3	4	93
I can agree and disagree with arguments in a discussion.	1	2	3	4	93
SPOKEN PRODUCTION					
I can report what people have told me.	1	2	3	4	87
I can present information to the class.	1	2	3	4	88, 89
I can describe recent events in detail.	1	2	3	4	88
STRATEGIES					
I can give examples when speaking.	1	2	3	4	86
I can work out the meaning of words in a text.	1	2	3	4	91
I can use sentence stress to sound natural when speaking.	1	2	3	4	91
I can use the Grammar Bank to express conditional forms.	1	2	3	4	149
WRITING					
I can use key sentence adverbs when writing a story.	1	2	3	4	122
I can use past forms appropriately in a story.	1	2	3	4	122
I can plan the events and order of a story.	1	2	3	4	122

Framework level: B2

Can do statements	I can do this				ENGLISH FILE INTERMEDIATE PLUS FOURTH EDITION FILE: 9
	WITH DIFFICULTY 1	2	3	EASILY 4	
LISTENING					Page
I can listen to a radio programme and make detailed notes.	1	2	3	4	88
I can listen for general and specific detail.	1	2	3	4	88
I can keep up with an animated conversation between speakers of the target language.	1	2	3	4	88, 92
READING					
I can read a text closely and complete paragraphs with missing phrases.	1	2	3	4	86, 87, 93
I can respond personally to interpret and reflect on information in an article or story.	1	2	3	4	86, 87, 91
I can read novels that have a strong, narrative plot and that are written in straightforward, unelaborated language.	1	2	3	4	90, 91
SPOKEN INTERACTION					
I can take part in a discussion about memory.	1	2	3	4	86
I can agree or disagree and give opinions in everyday conversations.	1	2	3	4	88, 92, 93
I can ask and answer questions about what happens at weddings.	1	2	3	4	92
SPOKEN PRODUCTION					
I can describe personal memories and memorable experiences.	1	2	3	4	89
I can retell stories I have heard.	1	2	3	4	89
I can communicate spontaneously in longer complex stretches of speech.	1	2	3	4	89
STRATEGIES					
I can use strategies to do word building.	1	2	3	4	89
I can recognize and use correct word stress.	1	2	3	4	89
I can work out the part of speech of missing words in a text.	1	2	3	4	92, 93
I can use the language of agreeing and disagreeing.	1	2	3	4	93
WRITING					
I can plan and write a story.	1	2	3	4	122
I can check and edit a story.	1	2	3	4	122

File 10

Framework level: B1

Can do statements	I can do this				ENGLISH FILE INTERMEDIATE PLUS FOURTH EDITION FILE: 10
	WITH DIFFICULTY 1	2	3	EASILY 4	
LISTENING					Page
I can listen and correct false statements.	1	2	3	4	96
I can listen for general and specific detail.	1	2	3	4	97, 101
I can listen to speakers and recognize whether they are being positive or negative.	1	2	3	4	97
I can recognize British and American speakers.	1	2	3	4	98
I can follow what speakers say and note key information.	1	2	3	4	101
READING					
I can read straightforward blogs.	1	2	3	4	98, 99
I can read closely and match headings to paragraphs in blogs.	1	2	3	4	98, 99
I can read a newspaper article and recognize key information.	1	2	3	4	102, 103
I can scan quickly through texts, and locate relevant details.	1	2	3	4	102, 103
SPOKEN INTERACTION					
I can exchange information about the USA.	1	2	3	4	96
I can speculate about the nature of Americanization and American culture.	1	2	3	4	97
I can provide and discuss examples from my own experience.	1	2	3	4	97
SPOKEN PRODUCTION					
I can talk about my country and its influence in the world.	1	2	3	4	97
I can present information to the class.	1	2	3	4	97
I can talk about experiences and incidents from my own life.	1	2	3	4	101
STRATEGIES					
I can stress <i>be</i> , <i>do</i> , and <i>have</i> correctly.	1	2	3	4	96
I can recognize British and American English.	1	2	3	4	98
I can use the Grammar Bank to learn about auxiliary and main verbs and revise verb forms.	1	2	3	4	150, 151
I can work out the meaning of words in a text.	1	2	3	4	98, 99

WRITING					
I can write an exam-style essay.	1	2	3	4	123
I can give opinions, summarize, and express conclusions in an essay.	1	2	3	4	123
I can correct mistakes when writing.	1	2	3	4	123

Framework level: B2

Can do statements	I can do this				ENGLISH FILE INTERMEDIATE PLUS FOURTH EDITION FILE: 10
	WITH DIFFICULTY 1	2	3	EASILY 4	
LISTENING					Page
I can understand differing viewpoints expressed in an interview.	1	2	3	4	97
I can keep up with an animated conversation between speakers of the target language.	1	2	3	4	97
I can respond personally to interpret and comment on information I hear in a talk or interview.	1	2	3	4	97
I can follow individual speakers and note answers to multiple choice questions.	1	2	3	4	101
I can listen to a video listening and note key words.	1	2	3	4	103
READING					
I can read an article to answer true and false questions.	1	2	3	4	102, 103
I can read and respond personally to the content of articles.	1	2	3	4	102, 103
SPOKEN INTERACTION					
I can describe a photo and say what is happening.	1	2	3	4	100
I can speculate about how people are feeling in a photo.	1	2	3	4	100
I can talk about my experiences of exams.	1	2	3	4	101
I can discuss my opinions about exams.	1	2	3	4	101
SPOKEN PRODUCTION					
I can describe personal feelings in stressful situations.	1	2	3	4	101
I can present information to the class.	1	2	3	4	101
STRATEGIES					
I can answer multiple choice questions when listening.	1	2	3	4	101
I can answer true or false questions when reading.	1	2	3	4	102, 103

I can collaborate with people from other backgrounds.	1	2	3	4	103
I can use tips to discuss a picture appropriately in an exam.	1	2	3	4	103
WRITING					
I can plan and organize an exam essay.	1	2	3	4	123
I can write an essay using connecting words.	1	2	3	4	123
I can use contrasting opinions in an essay.	1	2	3	4	123

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

Dossier chart

Type of work	Date	Description	Why I chose this

Dossier chart

Type of work	Date	Description	Why I chose this

Dossier chart

Type of work	Date	Description	Why I chose this

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