

Karen Ludlow

New ENGLISH FILE

Pre-intermediate

Language Portfolio



OXFORD

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What is a Language Portfolio?

The *New English File* 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 New English File 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	

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						

EXAMPLE

Language: _____

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

Language: _____

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

Language: _____

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

Self-assessment grids

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

Common reference levels A1 and A2

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

Common reference levels B1 and B2

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

Common reference levels C1 and C2

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

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
e.g. to travel abroad on holiday	6 months	Listening <u> </u> B1 Reading <u> </u> A2 Speaking (interaction) <u> </u> B1 Speaking (production) <u> </u> A2 Writing <u> </u> 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 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 the radio / music in English.	
Read English graded readers.	
Read websites / magazines / newspapers in English.	
Practise English with other people via email or 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 your MultiROM 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.	

Can do statements

This section will help you to identify your language abilities, and show you where you need more help.

Circle the most suitable statement after completing a unit in class.

Framework level: A2

Can do statements	I can do this ...				New English File Pre-intermediate File: 1
	with difficulty		easily		
	1	2	3	4	
Listening					
I can understand days, dates, numbers and the time.	1	2	3	4	page 5
I can understand a simple description of people.	1	2	3	4	pages 7, 8
I can identify people from a short description.	1	2	3	4	page 8
I can understand a simple TV game show.	1	2	3	4	page 11
I can understand personal information and information about the past.	1	2	3	4	page 12
I can identify places and understand times.	1	2	3	4	page 12
Reading					
I can understand a short article about family and friends.	1	2	3	4	page 6
I can understand a short, factual text.	1	2	3	4	page 10
I can understand personal information in an email.	1	2	3	4	page 13
Spoken interaction					
I can ask for and give personal information.	1	2	3	4	pages 4, 7
I can ask and talk about days, dates, numbers and the time.	1	2	3	4	page 5
I can ask and talk about things happening now.	1	2	3	4	page 8
I can ask and talk about likes and dislikes.	1	2	3	4	page 9
I can ask for and give personal information.	1	2	3	4	page 12
Spoken production					
I can introduce myself.	1	2	3	4	page 4
I can describe people and places.	1	2	3	4	pages 7-9
I can say where things are.	1	2	3	4	page 9
I can define people, places and things.	1	2	3	4	pages 10, 11
Strategies					
I can use English in the classroom.	1	2	3	4	page 5
I can ask for help when I don't understand.	1	2	3	4	page 5
I can use a dictionary.	1	2	3	4	page 11
I can use polite expressions.	1	2	3	4	page 12
Writing					
I can describe myself and give personal information.	1	2	3	4	page 13

Key Language
Word order in questions: Where are you from? What did you do last night?
Present simple: I work in a bank. I don't like cooking.
Present continuous: The girls are sitting in café.
Defining relative clauses: It's a country where they eat a lot of pasta.
Verb phrases: go to university, do sport
Classroom language: Work in pairs, How do you spell it?
The alphabet: A, B, C
Family: mother, sister
Personality adjectives: attractive, friendly
The body: eyes, arms
Prepositions of place: next to, opposite
Paraphrasing: for example, like

Writing strategy
Informal email Hi Marta / Dear Danny I'm going to tell you about myself. Please write soon Best wishes Sandra
Spelling Photo -foto
Punctuation I go to French classes.
Grammar I am 20 years old. +have 20 years old.

Framework level: A2

Can do statements	I can do this ...				New English File Pre-intermediate File: 2
	with difficulty		easily		
	1	2	3	4	
Listening					
I can understand a simple story in the past.	1	2	3	4	pages 17, 19, 23
I can understand a song.	1	2	3	4	page 21
I can understand names, numbers, times and places.	1	2	3	4	page 24
Reading					
I can understand a short magazine article about holidays.	1	2	3	4	pages 16, 17
I can understand a short article about important events.	1	2	3	4	pages 18, 19
I can identify important information in a short newspaper article.	1	2	3	4	page 21
I can understand a short story in the past.	1	2	3	4	page 22
I can understand a description of people and places.	1	2	3	4	page 25
Spoken interaction					
I can ask and talk about the past.	1	2	3	4	pages 17, 19
I can ask and talk about likes and dislikes.	1	2	3	4	pages 19, 20
I can do a simple quiz.	1	2	3	4	pages 20, 21
I can ask for and offer help.	1	2	3	4	page 24
I can offer and order food and drink.	1	2	3	4	page 24
Spoken production					
I can talk about what was happening and what happened.	1	2	3	4	pages 18, 19
I can describe people and places.	1	2	3	4	pages 18, 19
I can understand and tell a story in the past.	1	2	3	4	page 23
Strategies					
I can introduce people.	1	2	3	4	page 24
I can ask about plans.	1	2	3	4	page 24
I can use polite expressions.	1	2	3	4	page 24
Writing					
I can connect simple sentences with <i>so, because, but</i> and <i>although</i> .	1	2	3	4	page 22
I can describe a photo.	1	2	3	4	page 25

Key Language
<p>Past simple: regular and irregular verbs: want > wanted, take > took</p> <p>Past continuous: I was taking photos in Paris when I saw them.</p> <p>Questions with and without auxiliaries: When did Bill Clinton become President? Who directed <i>The Godfather</i>?</p> <p>So, because, but, although: He was driving too fast so he had an accident. Although she tried to stop, she still hit the man. We wanted to go out but we didn't have much money. I'm studying English because I want to work abroad.</p> <p>Holidays: travel agent, sunbathe</p> <p>Prepositions of time and place: in August, at 9 o'clock, on Tuesdays</p> <p>Question words: Who, How many, Why</p> <p>Verb phrases: play a song, invite somebody to dinner</p>

Writing strategy
<p>Prepositions In the summer, Africa On holiday, Friday At the airport, the weekend</p> <p>Look at: I like looking at holiday photos.</p>

Framework level: A2

Can do statements	I can do this ...				New English File Pre-intermediate File: 3
	with difficulty		easily		
	1	2	3	4	
Listening					
I can understand personal information and future plans.	1	2	3	4	page 29
I can understand a short radio programme.	1	2	3	4	page 31
I can understand a simple interview.	1	2	3	4	page 34
I can understand interpretations of dreams.	1	2	3	4	page 35
I can understand how to order in a restaurant.	1	2	3	4	page 36
Reading					
I can understand a short magazine article about airports.	1	2	3	4	pages 28, 29
I can understand a short article about promises.	1	2	3	4	page 32
I can understand an informal letter.	1	2	3	4	page 37
Spoken interaction					
I can ask and talk about plans or arrangements.	1	2	3	4	page 29
I can explain a problem.	1	2	3	4	page 36
I can say sorry.	1	2	3	4	page 36
Spoken production					
I can talk about plans.	1	2	3	4	page 28
I can make predictions.	1	2	3	4	pages 30, 31
I can make promises, offers and decisions.	1	2	3	4	page 33
I can tell a story.	1	2	3	4	page 35
I can interpret situations in dreams.	1	2	3	4	page 35
I can ask for and make suggestions.	1	2	3	4	page 36
Strategies					
I can give an opinion.	1	2	3	4	pages 31, 34
I can use polite expressions.	1	2	3	4	page 31
Writing					
I can write a formal letter about personal information and plans.	1	2	3	4	page 37

Key Language

Going to, present continuous for future plans / arrangements:

We're going to have a big party next month.
I'm leaving at 6.30.

Will / won't (predictions):

You'll pass the exam.
We won't arrive on time.

Will / won't (promises, offers and decisions):

They'll call you when they arrive.
Shall I help you with the shopping?
I'll have a steak and salad.

Review of tenses: present, past and future.

Expressions with look: look after, look forward to

Opposite verbs: lose > find, pass > fail

Verbs + back: come back, take something back

Verbs and prepositions: agree with, speak to

Writing strategy

Informal letter

13 West Street
Tonbridge TN2 5GD

12th May 2006

Dear Jean

Thank you for your letter.

Looking forward to hearing from you.

Best wishes

Mandy Wilson

Framework level: B1

Can do statements	I can do this ...				New English File Pre-intermediate File: 4
	with difficulty		easily		
	1	2	3	4	
Listening					
I can understand the main points of a short interview.	1	2	3	4	page 41
I can understand a song.	1	2	3	4	page 41
I can understand what has/hasn't happened.	1	2	3	4	pages 42, 43
I can identify different types of activity.	1	2	3	4	page 45
I can understand simple descriptions of people and places.	1	2	3	4	page 47
I can understand simple directions.	1	2	3	4	page 48
I can understand simple, natural conversation.	1	2	3	4	page 48
Reading					
I can identify the main points of a short article about a shop.	1	2	3	4	page 40
I can understand what has/hasn't happened.	1	2	3	4	page 42
I can identify the main points of a short article about family conflict.	1	2	3	4	pages 42, 43
I can guess the meaning of words and phrases.	1	2	3	4	pages 43, 45
I can use a dictionary.	1	2	3	4	page 43
I can identify the main points of a short article about lifestyles.	1	2	3	4	page 45
I can identify the main points of a short article about cities.	1	2	3	4	page 46
I can understand a description of a place.	1	2	3	4	page 49
Spoken interaction					
I can ask and talk about clothes and places to shop.	1	2	3	4	pages 40, 41
I can ask and answer about experiences and past events.	1	2	3	4	page 41
I can ask and answer about problems.	1	2	3	4	page 42
I can ask and answer questions from a simple questionnaire.	1	2	3	4	page 45
I can ask about and compare places and people.	1	2	3	4	page 47
I can ask for and give simple directions.	1	2	3	4	page 48
Spoken production					
I can talk about clothes and shops.	1	2	3	4	page 40
I can explain the main points of a short, factual article.	1	2	3	4	pages 44, 45
Strategies					
I can use polite expressions.	1	2	3	4	page 48
I can plan my writing following a model.	1	2	3	4	page 49
Writing					
I can write a description of a place.	1	2	3	4	page 49

Key Language

Present perfect (experience)+ ever, never, present perfect or past simple:

Have you ever tried Indian food? / I've never met someone famous. / Have you ever been to China? / Yes, I have. I went there on holiday last year.

Present perfect simple+ yet, just, already:

They haven't finished yet. / I've already read that book. / He's just arrived.

Comparatives – as...as, less...than:

She's not as old as the rest of the class. / He earns less money than me.

Superlatives (+ ever + present perfect):

It's the most exciting film I've ever seen.

Clothes: suit, shirt

Verb phrases: make the bed, do the washing up

Time expressions: spend time, waste time

Opposite adjectives: dangerous > safe, noisy > quiet

Writing strategy

Description of a place

It's a city **on** the coast/**in** the centre of the country.

It's **the biggest** city in the country.

There are a lot of museums.

The **winters** are warm.

It's famous for its main square.

It isn't **as** polluted **as** some big cities.

The people are **the friendliest I've ever met**.

Framework level: B1

Can do statements	I can do this ...				New English File Pre-intermediate File: 5
	with difficulty		easily		
	1	2	3	4	
Listening					
I can understand polite and impolite conversation.	1	2	3	4	page 53
I can identify the main points in a short interview about singing.	1	2	3	4	page 55
I can understand a short monologue in the past.	1	2	3	4	page 57
I can understand a song.	1	2	3	4	page 59
I can understand a simple conversation in a shop.	1	2	3	4	page 60
I can understand people giving opinions.	1	2	3	4	page 60
Reading					
I can understand a short article which gives advice.	1	2	3	4	pages 52, 53
I can identify people's preferences.	1	2	3	4	page 54
I can understand simple messages on signs.	1	2	3	4	page 56
I can identify the main points of a short article about learning languages.	1	2	3	4	page 57
I can understand simple rules and instructions.	1	2	3	4	page 58
I can identify the main points of a short article about sport.	1	2	3	4	page 59
I can understand a formal email.	1	2	3	4	page 61
I can understand short adverts.	1	2	3	4	page 61
Spoken interaction					
I can ask and talk about social events.	1	2	3	4	page 52
I can ask and talk about personal experiences and give opinions.	1	2	3	4	page 53
I can ask and talk about likes/dislikes and interests.	1	2	3	4	page 55
I can ask and talk about experiences.	1	2	3	4	page 57
I can ask and talk about sports.	1	2	3	4	pages 58, 59
I can offer help and ask for things in a shop.	1	2	3	4	page 60
Spoken production					
I can say where things are.	1	2	3	4	page 58
I can give simple instructions.	1	2	3	4	page 59
Strategies					
I can give an opinion.	1	2	3	4	pages 56, 57
I can ask for opinions and suggestions.	1	2	3	4	page 60
Writing					
I can write simple rules.	1	2	3	4	page 56
I can write a formal email.	1	2	3	4	page 61

Key Language

Uses of the infinitive with to: I want to go to the party.

Verb + ing: I love getting out of the city.

Have to, don't have to, must, mustn't:

We have to get up early

They don't have to go to class on Saturday.

You mustn't bring your mobile phone to class.

I must finish this report.

Expressing movement (sport): hit the ball, go round the track

Verbs and infinitive: I need to buy some clothes, It's important not to be late.

Verbs followed by ing: love, like, thinking of, good at

Modifiers: a bit, really, quite

Prepositions of movement (sport): hit into, go through

Go, Play, Do (sport): go running, do karate, play basketball

Writing strategy

Formal email

Dear Sir/Madam

I am writing to ask for information...

I'm writing

I would like to stay...

-I'd like

Could you please send me information about...?

I look forward to hearing from you

Yours faithfully

Michael Davis

Can do statements	I can do this ...				New English File Pre-intermediate File: 6
	with difficulty		easily		
	1	2	3	4	
Listening					
I can understand a short story/anecdote.	1	2	3	4	page 64
I can understand someone giving advice.	1	2	3	4	page 66
I can understand a song.	1	2	3	4	page 67
I can understand a short dialogue.	1	2	3	4	page 68
I can understand a short radio programme about problems.	1	2	3	4	page 70
I can understand a simple conversation in a shop.	1	2	3	4	page 72
I can understand simple, natural conversation.	1	2	3	4	page 72
Reading					
I can understand a short story/anecdote.	1	2	3	4	page 64
I can understand a short article about possible situations.	1	2	3	4	page 64
I can understand a simple quiz.	1	2	3	4	page 66
I can identify the main points in a short, factual article about animals.	1	2	3	4	page 67
I can understand a short dialogue.	1	2	3	4	page 68
I can understand a short text which gives advice.	1	2	3	4	page 69
I can understand a short radio guide.	1	2	3	4	page 70
I can understand short emails or notes giving advice.	1	2	3	4	pages 70, 71
I can understand a short email asking for advice.	1	2	3	4	page 73
Spoken interaction					
I can imagine possible situations.	1	2	3	4	page 65
I can ask and talk about animals.	1	2	3	4	page 67
I can ask and talk about unreal situations.	1	2	3	4	page 67
I can complete a short questionnaire.	1	2	3	4	page 68
I can ask about decisions and give advice.	1	2	3	4	page 69
I can ask for and give personal and general information.	1	2	3	4	page 69
I can ask for and offer help in a shop.	1	2	3	4	page 72
Spoken production					
I can talk about possible situations.	1	2	3	4	page 65
Strategies					
I can give an opinion.	1	2	3	4	pages 69-71
I can apologize and make suggestions.	1	2	3	4	page 72
Writing					
I can write a short note giving advice.	1	2	3	4	page 71
I can write a short email giving advice.	1	2	3	4	page 61

Key Language
<p>Conditional tenses If + present simple, will + infinitive If you run away, I'll find you. If + past simple, would + infinitive. If I saw a crocodile, I wouldn't move. May/might: possibility We might go to the party but we're not sure. He may leave home but he can't decide. Should/shouldn't: advice I think you should talk to your girlfriend. You shouldn't ring him.</p>
<p>Confusing verbs: borrow/ lend Animals: bear, bull Noun formation: confuse > confusion, decide > decision, imagine > imagination Get: get home, get on with someone Illnesses: headache, cough</p>

Writing strategy
<p>Informal email Hi Lucy! Thanks for your email. It was great to hear from you again. I'm really happy that you want to come. I think you should come in June. If I were you, I'd travel by train. I'm looking forward to seeing you soon. Best wishes Cathy</p>

Can do statements	I can do this ...				New English File Pre-intermediate File: 7
	with difficulty		easily		
	1	2	3	4	
Listening					
I can understand a short interview about phobias.	1	2	3	4	page 77
I can understand a short biography.	1	2	3	4	page 79
I can understand a short interview about school days.	1	2	3	4	page 81
I can understand a song.	1	2	3	4	page 81
I can identify the main points in a radio programme about inventions.	1	2	3	4	page 82
I can understand a simple conversation about travel / transport.	1	2	3	4	page 84
I can understand a simple conversation about places.	1	2	3	4	page 84
Reading					
I can understand a short article about phobias.	1	2	3	4	page 76
I can identify biographical data in a short article.	1	2	3	4	page 78
I can understand a short newspaper article about a famous person.	1	2	3	4	page 80
I can guess the meaning of words and phrases.	1	2	3	4	page 80
I can understand a short, factual article about inventions.	1	2	3	4	page 83
I can understand a description of a building.	1	2	3	4	page 85
Spoken interaction					
I can ask and talk about phobias.	1	2	3	4	page 76
I can ask and talk about past and present experiences.	1	2	3	4	page 77
I can ask and talk about films.	1	2	3	4	page 78
I can ask and talk about the past and present.	1	2	3	4	page 79
I can ask and talk about past habits and likes / dislikes.	1	2	3	4	page 81
I can do a short quiz.	1	2	3	4	page 83
I can ask for and give information about transport.	1	2	3	4	page 84
Spoken production					
I can give biographical information.	1	2	3	4	page 78
I can talk about past likes / dislikes.	1	2	3	4	page 81
Strategies					
I can agree / disagree.	1	2	3	4	page 78
I can ask for and give an opinion.	1	2	3	4	pages 79, 82-84
I can use polite expressions.	1	2	3	4	page 84
Writing					
I can write a description of a building.	1	2	3	4	page 85

Key Language

Present perfect simple + for / since:

I've lived here for ten years. / She's known him since she was a child.

Present perfect simple or past simple?

I worked there two years ago. / I've worked here for two years.

Used to:

We used to hate school. / She didn't use to wear glasses.

Passive:

Internet is used by millions of people. / Penicillin was discovered by Fleming.

Words related to fear: phobia, snakes, heights

Biographies: She was born in (London), He was famous for...

School subjects: history, maths

Verbs: invent, discover, create

Buildings: cathedral, spires, statues, steps

Writing strategy

Describing a building

The most beautiful building in my city is...

It's **in the centre of** town.

It **was built in** (1900) **by**...

On **the top of** the building **there is / are**...

Inside / outside it is quite (dark).

One of the best things is....

The view is (fantastic).

It costs (\$10) to go in.

Framework level: B1

Can do statements	I can do this ...				New English File Pre-intermediate File: 8
	with difficulty		easily		
	1	2	3	4	
Listening					
I can understand a short news story in the past.	1	2	3	4	page 89
I can understand a short interview about lifestyle and habits.	1	2	3	4	pages 93, 94
I can understand a song.	1	2	3	4	page 93
I can understand a simple conversation in a hotel.	1	2	3	4	page 96
I can understand simple conversation on the telephone.	1	2	3	4	page 96
I can understand how people feel.	1	2	3	4	page 96
Reading					
I can understand a short article about weekend activities.	1	2	3	4	page 88
I can understand a short article about lifestyle and habits.	1	2	3	4	page 90
I can understand a short newspaper article with scientific facts.	1	2	3	4	page 93
I can understand a short interview about lifestyle and habits.	1	2	3	4	page 94
I can understand a short article about personality and lifestyle.	1	2	3	4	page 95
I can understand opinions in a short article about the weekend.	1	2	3	4	page 97
Spoken interaction					
I can ask and talk about weekend activities in the present, past and future.	1	2	3	4	page 89
I can complete a questionnaire about lifestyle and habits.	1	2	3	4	page 91
I can ask and talk about morning habits.	1	2	3	4	page 92
I can ask and talk about lifestyle and habits.	1	2	3	4	page 93
I can talk about myself and identify things in common with people.	1	2	3	4	page 95
I can ask for and give simple information on the telephone.	1	2	3	4	page 96
Spoken production					
I can tell a story in the past.	1	2	3	4	page 89
I can describe people.	1	2	3	4	page 94
I can talk about myself and my family.	1	2	3	4	page 95
Strategies					
I can give an opinion.	1	2	3	4	page 88
I can give advice.	1	2	3	4	pages 90, 91
I can compare people.	1	2	3	4	page 95
I can use polite expressions.	1	2	3	4	page 96
Writing					
I can write about myself and my family.	1	2	3	4	page 95
I can connect simple sentences and ideas using <i>above all</i> , <i>although</i> , <i>another</i> , and <i>but</i> .	1	2	3	4	page 97
I can give my opinion about the weekend.	1	2	3	4	page 97

Key Language

Something, anything, nothing, etc:

We need something to drink. / I haven't done anything this morning. / She has nothing to say.

Quantifiers – too, not enough:

I work too hard. / She doesn't eat enough vegetables.

Word order of phrasal verbs:

Turn off the TV. / Turn the TV off. / Turn it off.

Similarities: the same as, look like, similar to

Phone language: Can I speak to...?, I'll put you through

Writing strategy

Giving opinions / connecting ideas

For me **the best thing about** the weekend is...

I like my job **but** I spend a lot of hours in the office.

I'm a person **who** loves to relax.

However, there are some bad points about the weekend.

Firstly, I have to do the cleaning. **Secondly**, I have to go shopping.

Although I like shopping, it takes a long time.

We watch a lot of TV in the evenings, **which I think** is boring.

In general, I enjoy Saturdays more than Sundays.

Framework level: B1

Can do statements	I can do this ...				New English File Pre-intermediate File: 9
	with difficulty		easily		
	1	2	3	4	
Listening					
I can understand a song.	1	2	3	4	page 102
Reading					
I can understand short stories in the past.	1	2	3	4	pages 100, 101
Spoken interaction					
I can ask for and give personal information.	1	2	3	4	page 103
Spoken production					
I can report/explain what a person said.	1	2	3	4	page 103
Writing					
I can report/explain what a person said.	1	2	3	4	page 103

Key Language

Past perfect simple:

She had left the house before I arrived.

Reported speech:

I live in a flat. > She said she lived in a flat.

Shut the window! > He told me to shut the window.

Are you from Greece? He asked me if I was from Greece.

Adverbs: suddenly, immediately

Say, tell or ask.

How to use the Dossier

The dossier section of your *New English File* 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

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