

**Karen Ludlow**

# **New ENGLISH FILE**

**Elementary**

**Language Portfolio**



**OXFORD**



## **Introduction**

---

|  |          |
|--|----------|
| <b>What is a Language Portfolio?</b>                       | <b>4</b> |
| <b>How to use your New English File Language Portfolio</b> | <b>4</b> |
| <b>Updating your Portfolio</b>                             | <b>4</b> |

## **Language Passport**

---

|   |           |
|---|-----------|
| <b>How to use your Language Passport</b>      | <b>5</b>  |
| <b>Personal details</b>                       | <b>5</b>  |
| <b>Your exams and certificates</b>            | <b>5</b>  |
| <b>Your language and cultural experiences</b> | <b>6</b>  |
| <b>Profile of language skills</b>             | <b>7</b>  |
| <b>Self-assessment grids</b>                  | <b>8</b>  |
| <b>A1–A2</b>                                  | <b>8</b>  |
| <b>B1–B2</b>                                  | <b>9</b>  |
| <b>C1–C2</b>                                  | <b>10</b> |

## **Biography**

---

|   |           |
|---|-----------|
| <b>How to use your Language Biography</b>     | <b>11</b> |
| <b>Your aims and objectives</b>               | <b>11</b> |
| <b>Your language learning history</b>         | <b>12</b> |
| <b>Your language and cultural experiences</b> | <b>13</b> |
| <b>How to become a more effective learner</b> | <b>13</b> |
| <b>Can do statements Level A1</b>             | <b>14</b> |
| <b>Can do statements Level A2</b>             | <b>17</b> |

## **Dossier**

---

|                               |           |
|-------------------------------|-----------|
| <b>How to use the Dossier</b> | <b>23</b> |
| <b>Dossier chart</b>          | <b>24</b> |

## 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.

| <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            |    |    |    |    |    |    |

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

|                           | <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).<br>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.                                    |

## 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<br>Reading <u>        </u> A2<br>Speaking (interaction) <u>        </u> B1<br>Speaking (production) <u>        </u> A2<br>Writing <u>        </u> A1 |
| 1                                |            | Listening _____<br>Reading _____<br>Speaking (interaction) _____<br>Speaking (production) _____<br>Writing _____  |
| 2                                |            | Listening _____<br>Reading _____<br>Speaking (interaction) _____<br>Speaking (production) _____<br>Writing _____  |
| 3                                |            | Listening _____<br>Reading _____<br>Speaking (interaction) _____<br>Speaking (production) _____<br>Writing _____  |
| 4                                |            | Listening _____<br>Reading _____<br>Speaking (interaction) _____<br>Speaking (production) _____<br>Writing _____  |
| 5                                |            | Listening _____<br>Reading _____<br>Speaking (interaction) _____<br>Speaking (production) _____<br>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: A1**

| Can do statements                                     | I can do this ... |   |        |   | New English File Elementary<br>File: 1 |
|---|-------------------|---|--------|---|--|
|   | with difficulty   |   | easily |   |  |
|   | 1                 | 2 | 3      | 4 |  |
| <b>Listening</b>                                      |                   |   |        |   |  |
| I can understand simple greetings and introductions.  | 1                 | 2 | 3      | 4 | pages 4, 12                            |
| I can understand numbers.                             | 1                 | 2 | 3      | 4 | pages 5, 7                             |
| I can understand country names and nationalities.     | 1                 | 2 | 3      | 4 | pages 6, 7, 12                         |
| I can understand personal information.                | 1                 | 2 | 3      | 4 | pages 8, 12                            |
| I can understand English in the classroom.            | 1                 | 2 | 3      | 4 | page 11                                |
| I can understand a song.                              | 1                 | 2 | 3      | 4 | page 11                                |
| <b>Reading</b>  |                   |   |        |   |  |
| I can understand simple greetings and introductions.  | 1                 | 2 | 3      | 4 | page 4                                 |
| I can understand numbers and facts.                   | 1                 | 2 | 3      | 4 | page 8                                 |
| <b>Spoken interaction</b>                             |                   |   |        |   |  |
| I can say hello and ask people's names.               | 1                 | 2 | 3      | 4 | pages 4, 9                             |
| I can ask and talk about countries and nationalities. | 1                 | 2 | 3      | 4 | pages 6-8                              |
| I can ask for and give personal information.          | 1                 | 2 | 3      | 4 | page 9                                 |
| I can ask and talk about objects.                     | 1                 | 2 | 3      | 4 | page 10                                |
| <b>Spoken production</b>                              |                   |   |        |   |  |
| I can say hello and goodbye.                          | 1                 | 2 | 3      | 4 | pages 4, 5                             |
| I can say the days of the week.                       | 1                 | 2 | 3      | 4 | page 5                                 |
| I can say phone numbers and basic numbers.            | 1                 | 2 | 3      | 4 | pages 5, 7                             |
| I can spell.  | 1                 | 2 | 3      | 4 | page 8                                 |
| <b>Strategies</b>                                     |                   |   |        |   |  |
| I can use English in the classroom.                   | 1                 | 2 | 3      | 4 | page 11                                |
| <b>Writing</b>  |                   |   |        |   |  |
| I can complete a form with personal information.      | 1                 | 2 | 3      | 4 | pages 8, 9, 13                         |
| I can write about me.                                 | 1                 | 2 | 3      | 4 | page 13                                |

| Key Language  |
|---|
| <b>Verb be + - ?</b><br><b>Pronouns:</b> <i>I, you, he/she</i><br><b>Possessive adjectives:</b> <i>my, your, his/her, our, their</i><br><b>a/an and plurals:</b> <i>a watch, an umbrella, a match &gt; matches</i><br><b>this/that/these/those</b><br><b>Numbers:</b> 1-20 and 20-1,000<br><b>Days of the week:</b> <i>Monday, Tuesday</i><br><b>Countries/Nationalities:</b> <i>France &gt; French</i><br><b>Alphabet:</b> A, B, C<br><b>Classroom and basic objects:</b> <i>table, board, mobile phone</i><br><b>Drinks:</b> <i>tea, milk</i> |

| Writing strategy   |
|--|
| <b>CAPITAL LETTERS</b><br><b>Germany, Julia Roberts, Oxford, Saturday</b><br><b>He's Brazilian and I'm Japanese.</b> |

Framework level: A1

| Can do statements  | I can do this ... |   |        |   | New English File Elementary<br>File: 2 |
|--|-------------------|---|--------|---|--|
|  | with difficulty   |   | easily |   |  |
|  | 1                 | 2 | 3      | 4 |  |
| <b>Listening</b>   |                   |   |        |   |  |
| I can understand personal information, likes and dislikes. | 1                 | 2 | 3      | 4 | pages 19, 24                           |
| I can identify jobs.                                       | 1                 | 2 | 3      | 4 | page 21                                |
| I can identify family members.                             | 1                 | 2 | 3      | 4 | page 23                                |
| <b>Reading</b>   |                   |   |        |   |  |
| I can understand information about British habits.         | 1                 | 2 | 3      | 4 | page 16                                |
| I can understand personal information in an email.         | 1                 | 2 | 3      | 4 | pages 18, 25                           |
| I can understand information about jobs and routines.      | 1                 | 2 | 3      | 4 | page 20                                |
| <b>Spoken interaction</b>                                  |                   |   |        |   |  |
| I can ask for and give personal information.               | 1                 | 2 | 3      | 4 | page 19                                |
| I can ask and talk about likes and dislikes.               | 1                 | 2 | 3      | 4 | page 19                                |
| I can ask and talk about jobs.                             | 1                 | 2 | 3      | 4 | pages 20, 21                           |
| I can ask and talk about family.                           | 1                 | 2 | 3      | 4 | pages 22, 23                           |
| I can check in at a hotel.                                 | 1                 | 2 | 3      | 4 | page 24                                |
| <b>Spoken production</b>                                   |                   |   |        |   |  |
| I can describe habits.                                     | 1                 | 2 | 3      | 4 | page 16                                |
| I can describe families in my country.                     | 1                 | 2 | 3      | 4 | page 17                                |
| I can talk about possessions.                              | 1                 | 2 | 3      | 4 | page 22                                |
| <b>Strategies</b>  |                   |   |        |   |  |
| I can ask opinions and make offers.                        | 1                 | 2 | 3      | 4 | page 24                                |
| <b>Writing</b>   |                   |   |        |   |  |
| I can write about families in my country.                  | 1                 | 2 | 3      | 4 | page 17                                |
| I can write an email with personal information.            | 1                 | 2 | 3      | 4 | page 25                                |

| Key Language   |
|--|
| <p><b>Present simple + - ?</b><br/> <b>a/an:</b> an actor, a teacher<br/> <b>Possessive s:</b> My girlfriend's brother<br/> <b>Common verb phrases:</b> go to the cinema, read a book<br/> <b>Jobs:</b> journalist, nurse<br/> <b>Family:</b> mother, father<br/> <b>Hotel words:</b> reception, a single room</p> |

| Writing strategy  |
|---|
| <p><b>Informal email</b></p> <p style="text-align: right;">-24 Lyndhurst Road-<br/>           -Brighton-<br/>           -10th September-</p> <p>Hi Steve<br/>           My name's Fabio and I'm from Brazil.<br/>           Please write soon<br/>           Best wishes<br/>           Fabio</p> |

Framework level: A1

| Can do statements   | I can do this ... |   |        |   | New English File Elementary<br>File: 3 |
|---|-------------------|---|--------|---|--|
|   | with difficulty   |   | easily |   |  |
|   | 1                 | 2 | 3      | 4 |  |
| <b>Listening</b>  |                   |   |        |   |  |
| I can understand habits and routines.   | 1                 | 2 | 3      | 4 | page 31                                |
| I can understand times, dates, months, and seasons.   | 1                 | 2 | 3      | 4 | page 35                                |
| I can understand a song.  | 1                 | 2 | 3      | 4 | page 29                                |
| I can understand how people feel.   | 1                 | 2 | 3      | 4 | page 36                                |
| <b>Reading</b>  |                   |   |        |   |  |
| I can identify people, places, and objects.   | 1                 | 2 | 3      | 4 | pages 28, 29                           |
| I can understand habits and routines.   | 1                 | 2 | 3      | 4 | pages 30-33                            |
| I can understand information about festivals.   | 1                 | 2 | 3      | 4 | page 34                                |
| I can understand times, dates, months, and seasons.   | 1                 | 2 | 3      | 4 | page 35                                |
| <b>Spoken interaction</b>   |                   |   |        |   |  |
| I can ask and talk about a typical morning.   | 1                 | 2 | 3      | 4 | page 30                                |
| I can ask and talk about a typical day.   | 1                 | 2 | 3      | 4 | page 31                                |
| I can ask and talk about routines and habits.   | 1                 | 2 | 3      | 4 | pages 33, 35                           |
| I can ask and talk about times, dates, months, and seasons.                                 | 1                 | 2 | 3      | 4 | page 35                                |
| I can offer and order food and drinks in a café.  | 1                 | 2 | 3      | 4 | page 36                                |
| <b>Spoken production</b>  |                   |   |        |   |  |
| I can describe people.  | 1                 | 2 | 3      | 4 | page 29                                |
| I can tell the time.  | 1                 | 2 | 3      | 4 | page 30                                |
| I can say times, dates, months, and seasons.  | 1                 | 2 | 3      | 4 | pages 33-35                            |
| I can ask about prices.   | 1                 | 2 | 3      | 4 | page 36                                |
| <b>Strategies</b>   |                   |   |        |   |  |
| I can say how I feel.   | 1                 | 2 | 3      | 4 | page 29                                |
| I can say thank you and sorry.  | 1                 | 2 | 3      | 4 | page 36                                |
| <b>Writing</b>  |                   |   |        |   |  |
| I can describe people.  | 1                 | 2 | 3      | 4 | page 29                                |
| I can write about a favourite day.  | 1                 | 2 | 3      | 4 | page 37                                |
| I can connect sentences with <i>and, or, but, then, before / after</i> and <i>because</i> . | 1                 | 2 | 3      | 4 | page 37                                |

**Key Language**

**Adjectives:** a fast car a car-fast  
**The time:** It's ten o'clock, it's half past two  
**Present simple.**  
**Adverbs of frequency:** always, never  
**Prepositions of time:** at 1 a.m. in June  
**Adjectives:** expensive, cheap, happy, sad  
**Quite/very:** It's quite old, He's very tall  
**Verb phrases:** routines: have breakfast, go to work  
**Time words:** every day, once a month, twenty four hours  
**Dates:** 1<sup>st</sup> May > the first of May, May the first  
**Months:** January, February  
**Seasons:** spring, summer  
**Café snacks:** coffee, cookies

**Writing strategy**

**Connectors**  
 I like coffee **and** toast.  
 I like coffee **but** I don't like tea.  
 They don't speak Spanish **or** French.  
 She gets up at 7 a.m. **Then**, she has a shower.  
 We never have dinner **before** 8 p.m.  
**After** dinner I often watch TV.



Framework level: A2

| Can do statements                            | I can do this ... |   |        |   | New English File Elementary<br>File: 4 |
|--|-------------------|---|--------|---|--|
|  | with difficulty   |   | easily |   |  |
|  | 1                 | 2 | 3      | 4 |  |
| <b>Listening</b>                             |                   |   |        |   |  |
| I can identify things people can/can't do.   | 1                 | 2 | 3      | 4 | page 40                                |
| I can understand likes and dislikes.         | 1                 | 2 | 3      | 4 | page 42                                |
| I can identify types of music.               | 1                 | 2 | 3      | 4 | page 46                                |
| I can understand a song.                     | 1                 | 2 | 3      | 4 | page 47                                |
| I can understand people making arrangements. | 1                 | 2 | 3      | 4 | page 48                                |
| <b>Reading</b>                               |                   |   |        |   |  |
| I can understand a short newspaper article.  | 1                 | 2 | 3      | 4 | page 43                                |
| I can understand a description of a film.    | 1                 | 2 | 3      | 4 | pages 44, 45                           |
| I can understand a description of a person.  | 1                 | 2 | 3      | 4 | page 49                                |
| <b>Spoken interaction</b>                    |                   |   |        |   |  |
| I can ask and talk about abilities.          | 1                 | 2 | 3      | 4 | page 41                                |
| I can ask and talk about likes and dislikes. | 1                 | 2 | 3      | 4 | pages 42, 43, 46                       |
| I can ask for and give an opinion.           | 1                 | 2 | 3      | 4 | page 44                                |
| I can offer and ask for things in a shop.    | 1                 | 2 | 3      | 4 | page 48                                |
| I can ask about prices.                      | 1                 | 2 | 3      | 4 | page 48                                |
| <b>Spoken production</b>                     |                   |   |        |   |  |
| I can talk about likes and dislikes.         | 1                 | 2 | 3      | 4 | page 42                                |
| I can talk about songs.                      | 1                 | 2 | 3      | 4 | page 47                                |
| <b>Strategies</b>                            |                   |   |        |   |  |
| I can invite and make suggestions.           | 1                 | 2 | 3      | 4 | page 48                                |
| <b>Writing</b>                               |                   |   |        |   |  |
| I can ask for help/information.              | 1                 | 2 | 3      | 4 | page 41                                |
| I can write a description of a person.       | 1                 | 2 | 3      | 4 | page 49                                |

| Key Language  |
|---|
| <p><b>Can/Can't:</b><br/>I can sing but I can't play the piano.<br/>Can you help me, please?</p> <p><b>Verb phrases:</b> play football, take photos</p> <p><b>Like + verb + ing:</b> They like shopping for clothes.</p> <p><b>Object pronouns:</b> <i>me, you, him/her</i></p> <p><b>Possessive pronouns:</b> <i>mine, yours, his/hers</i></p> <p><b>Shopping:</b> go shopping, supermarket, buy, try on (clothes)</p> <p><b>Relationships:</b> fall in love, get married</p> <p><b>Music:</b> classical, rock, download music</p> <p><b>Clothes:</b> jeans, shoes</p> |

| Writing strategy  |
|---|
| <p><b>Spelling</b></p> <p>Friend      freind</p> <p>Studies      -studys</p> <p>Intelligent      intelligent</p> <p>Writing      writting</p> |

Framework level: A2

| Can do statements   | I can do this ... |   |        |   | New English File<br>Elementary<br><br>File: 5 |
|---|-------------------|---|--------|---|---|
|   | with difficulty   |   | easily |   |   |
|   | 1                 | 2 | 3      | 4 |   |
| <b>Listening</b>  |                   |   |        |   |   |
| I can understand a short description of a place.          | 1                 | 2 | 3      | 4 | page 52                                       |
| I can understand numbers and dates.                       | 1                 | 2 | 3      | 4 | page 52                                       |
| I can understand a short story in the past.               | 1                 | 2 | 3      | 4 | pages 54, 59                                  |
| I can understand a description of past activities.        | 1                 | 2 | 3      | 4 | page 57                                       |
| I can understand a song.                                  | 1                 | 2 | 3      | 4 | page 57                                       |
| I can understand a short interview in the past.           | 1                 | 2 | 3      | 4 | page 59                                       |
| I can understand common social phrases.                   | 1                 | 2 | 3      | 4 | page 59                                       |
| <b>Reading</b>  |                   |   |        |   |   |
| I can understand short descriptions of people and places. | 1                 | 2 | 3      | 4 | page 53                                       |
| I can understand a short story in the past.               | 1                 | 2 | 3      | 4 | pages 54, 58, 59                              |
| I can understand a description of past activities.        | 1                 | 2 | 3      | 4 | pages 56, 57                                  |
| I can understand a simple questionnaire.                  | 1                 | 2 | 3      | 4 | page 61                                       |
| <b>Spoken interaction</b>                                 |                   |   |        |   |   |
| I can ask and give information about famous people.       | 1                 | 2 | 3      | 4 | page 52                                       |
| I can ask for and talk about biographical data.           | 1                 | 2 | 3      | 4 | page 52                                       |
| I can ask for and give information about past activities. | 1                 | 2 | 3      | 4 | pages 55, 57, 59                              |
| I can offer and ask for things in a shop.                 | 1                 | 2 | 3      | 4 | page 60                                       |
| <b>Spoken production</b>                                  |                   |   |        |   |   |
| I can describe people.                                    | 1                 | 2 | 3      | 4 | page 53                                       |
| I can tell a short story in the past.                     | 1                 | 2 | 3      | 4 | page 55                                       |
| I can ask about prices.                                   | 1                 | 2 | 3      | 4 | page 60                                       |
| <b>Strategies</b>   |                   |   |        |   |   |
| I can give an opinion.                                    | 1                 | 2 | 3      | 4 | page 59                                       |
| I can use polite phrases.                                 | 1                 | 2 | 3      | 4 | page 60                                       |
| <b>Writing</b>  |                   |   |        |   |   |
| I can write about a famous person in my town / city.      | 1                 | 2 | 3      | 4 | page 53                                       |
| I can write a simple report in the past.                  | 1                 | 2 | 3      | 4 | page 61                                       |

**Key Language**

**Past simple of be:** *was/were*  
**Regular and irregular forms:** want > wanted, buy > bought.  
**Verb > person:** paint > painter  
**Noun > person:** music > musician  
**Past time:** yesterday, last year, a month ago  
**Go, have, get:** go home, have dinner, get a taxi  
**Shopping:** postcard, mug

**Writing strategy**

**Spelling. CAPITAL LETTERS, full stops, grammar**  
 The hotel was cheap cheap.  
**We** stayed in **Venice**.  
 Last year we go **went** to Germany.

Framework level: A2

| Can do statements  | I can do this ... |   |        |   | New English File Elementary<br>File: 6 |
|--|-------------------|---|--------|---|--|
|  | with difficulty   |   | easily |   |  |
|  | 1                 | 2 | 3      | 4 |  |
| <b>Listening</b>   |                   |   |        |   |  |
| I can understand a short description of a house.             | 1                 | 2 | 3      | 4 | page 64                                |
| I can understand a short conversation about the past.        | 1                 | 2 | 3      | 4 | page 65                                |
| I can understand a short story in the past.                  | 1                 | 2 | 3      | 4 | page 67                                |
| I can identify important information from a short interview. | 1                 | 2 | 3      | 4 | page 67                                |
| I can identify things happening now.                         | 1                 | 2 | 3      | 4 | page 68                                |
| I can identify places.                                       | 1                 | 2 | 3      | 4 | page 68                                |
| I can understand a song.                                     | 1                 | 2 | 3      | 4 | page 71                                |
| I can understand simple directions.                          | 1                 | 2 | 3      | 4 | page 72                                |
| <b>Reading</b>   |                   |   |        |   |  |
| I can understand a simple advert.                            | 1                 | 2 | 3      | 4 | page 64                                |
| I can understand a short description of a place.             | 1                 | 2 | 3      | 4 | page 66                                |
| I can understand a short story in the past.                  | 1                 | 2 | 3      | 4 | page 67                                |
| I can understand a short, factual article.                   | 1                 | 2 | 3      | 4 | page 68                                |
| I can understand a description from a guidebook.             | 1                 | 2 | 3      | 4 | page 71                                |
| I can understand a postcard.                                 | 1                 | 2 | 3      | 4 | page 73                                |
| <b>Spoken interaction</b>                                    |                   |   |        |   |  |
| I can ask and talk about my house or flat.                   | 1                 | 2 | 3      | 4 | page 65                                |
| I can ask about and say where things are.                    | 1                 | 2 | 3      | 4 | page 66                                |
| I can ask about and describe a room.                         | 1                 | 2 | 3      | 4 | page 67                                |
| I can ask and answer questions from a survey.                | 1                 | 2 | 3      | 4 | page 68                                |
| I can ask and talk about things happening now.               | 1                 | 2 | 3      | 4 | page 69                                |
| I can ask and talk about my town/city.                       | 1                 | 2 | 3      | 4 | page 71                                |
| <b>Spoken production</b>                                     |                   |   |        |   |  |
| I can describe a room in my house/flat.                      | 1                 | 2 | 3      | 4 | page 65                                |
| I can describe people, places, and things happening now.     | 1                 | 2 | 3      | 4 | page 69                                |
| I can talk about places in my town/city.                     | 1                 | 2 | 3      | 4 | page 71                                |
| I can ask for and give simple directions.                    | 1                 | 2 | 3      | 4 | page 72                                |
| <b>Strategies</b>  |                   |   |        |   |  |
| I can give an opinion.                                       | 1                 | 2 | 3      | 4 | pages 66, 67, 70, 71                   |
| I can ask for help.  | 1                 | 2 | 3      | 4 | page 72                                |
| <b>Writing</b>   |                   |   |        |   |  |
| I can write about things happening now.                      | 1                 | 2 | 3      | 4 | page 69                                |
| I can write a simple holiday postcard.                       | 1                 | 2 | 3      | 4 | page 73                                |

**Key Language**

**There is/There are; There was/There were**  
**Present continuous:**  
 What are you doing? / I'm watching a film on TV.  
**Present simple or present continuous:**  
 My friend is staying with us at the moment.  
 I usually go out with my friend on Saturday night.  
**Houses and furniture:** kitchen, living room, cupboard, armchair  
**Prepositions of place:** in, on, under  
**Verb phrases:** have a party, argue with someone  
**Places in a city:** museum, market, square  
**Directions:** turn left/right, go past ( the bank)

**Writing strategy**

**Postcard**  
**Dear** Gerry  
 Hope you're ok/well.  
**I'm having** a great holiday!  
**I arrived** last week.  
**At the moment I'm sitting** on the beach.  
 I usually **go out** for dinner every evening.  
**See you** next Friday!  
**Love**  
 Sarah  
**PS** Phil sends his love.

Framework level: A2

| Can do statements   | I can do this ... |   |        |   | New English File Elementary<br>File: 7 |
|---|-------------------|---|--------|---|--|
|   | with difficulty   |   | easily |   |  |
|   | 1                 | 2 | 3      | 4 |  |
| <b>Listening</b>  |                   |   |        |   |  |
| I can understand simple information about food.               | 1                 | 2 | 3      | 4 | page 77                                |
| I can understand a short phone conversation about plans.      | 1                 | 2 | 3      | 4 | page 80                                |
| I can understand how people feel.                             | 1                 | 2 | 3      | 4 | page 81                                |
| I can understand opinions about holidays.                     | 1                 | 2 | 3      | 4 | page 81                                |
| I can understand a song.                                      | 1                 | 2 | 3      | 4 | page 81                                |
| I can understand a short story about the future.              | 1                 | 2 | 3      | 4 | pages 82, 83                           |
| I can understand how to order food and drink in a restaurant. | 1                 | 2 | 3      | 4 | page 84                                |
| <b>Reading</b>  |                   |   |        |   |  |
| I can understand a short factual article.                     | 1                 | 2 | 3      | 4 | page 79                                |
| I can understand a simple TV guide.                           | 1                 | 2 | 3      | 4 | page 80                                |
| I can understand a short extract from a diary.                | 1                 | 2 | 3      | 4 | page 81                                |
| I can understand a short story about the future.              | 1                 | 2 | 3      | 4 | pages 82, 83                           |
| I can understand a menu.                                      | 1                 | 2 | 3      | 4 | page 85                                |
| I can understand simple instructions.                         | 1                 | 2 | 3      | 4 | page 85                                |
| <b>Spoken interaction</b>                                     |                   |   |        |   |  |
| I can ask and talk about healthy habits.                      | 1                 | 2 | 3      | 4 | pages 78, 79                           |
| I can ask and talk about future plans.                        | 1                 | 2 | 3      | 4 | page 80                                |
| I can ask and talk about holiday plans.                       | 1                 | 2 | 3      | 4 | page 81                                |
| I can ask and say how I feel.                                 | 1                 | 2 | 3      | 4 | page 81                                |
| I can ask for and offer food and drinks.                      | 1                 | 2 | 3      | 4 | page 84                                |
| <b>Spoken production</b>                                      |                   |   |        |   |  |
| I can talk about food and health.                             | 1                 | 2 | 3      | 4 | pages 76, 77                           |
| I can describe food from my country.                          | 1                 | 2 | 3      | 4 | page 77                                |
| I can offer food and drinks.                                  | 1                 | 2 | 3      | 4 | page 78                                |
| I can make predictions about the future.                      | 1                 | 2 | 3      | 4 | page 83                                |
| <b>Strategies</b>   | 1                 | 2 | 3      | 4 |  |
| I can give an opinion.  | 1                 | 2 | 3      | 4 | pages 79, 83                           |
| <b>Writing</b>  |                   |   |        |   |  |
| I can write about holiday plans.                              | 1                 | 2 | 3      | 4 | page 81                                |
| I can write simple instructions.                              | 1                 | 2 | 3      | 4 | page 85                                |

**Key Language**

**a / an, some / any:** a tomato, an apple  
 There is some cheese. / There are some biscuits. / There isn't any fruit. / There aren't any potatoes.

**How much / many?**  
 How much water do you drink? / How many cups of coffee do you have in the morning?

**Quantifiers:** a lot, not much etc  
 We eat a lot of vegetables. / We don't eat much meat.

**Be going to (plans and predictions):**  
 We're going to travel by plane. / You're going to be very happy in the future.

**Food:** tomato / tomatoes, biscuit / biscuits, rice / rices

**Drinks:** water, coffee

**Holidays:** hotel, see the sights

**Verb phrases:** be lucky, move house

**Writing strategy**

**Instructions**  
**Cut** the cheese  
**Put** some salmon on the bread  
**Sequence**  
 First, Then, Now, Finally

**Framework level: A2**

| Can do statements  | I can do this   |   |        |   | New English File Elementary<br>File: 8 |
|--|-----------------|---|--------|---|--|
|  | with difficulty |   | easily |   |  |
|  | 1               | 2 | 3      | 4 |  |
| <b>Listening</b>   |                 |   |        |   |  |
| I can understand a short television programme.                           | 1               | 2 | 3      | 4 | pages 88, 89                           |
| I can understand a song.   | 1               | 2 | 3      | 4 | page 91                                |
| I can understand a short story in the past.                              | 1               | 2 | 3      | 4 | page 93                                |
| I can understand how people feel.  | 1               | 2 | 3      | 4 | page 93                                |
| I can understand information about transport (types, places, and times). | 1               | 2 | 3      | 4 | page 96                                |
| <b>Reading</b>   |                 |   |        |   |  |
| I can understand simple facts about people, things, and places.          | 1               | 2 | 3      | 4 | page 88                                |
| I can understand a simple article about places.                          | 1               | 2 | 3      | 4 | pages 90, 94                           |
| I can understand short adverts.  | 1               | 2 | 3      | 4 | page 92                                |
| I can understand a short description of a hotel.                         | 1               | 2 | 3      | 4 | page 97                                |
| I can understand an email.   | 1               | 2 | 3      | 4 | page 97                                |
| <b>Spoken interaction</b>  |                 |   |        |   |  |
| I can do a simple quiz.  | 1               | 2 | 3      | 4 | pages 89, 91                           |
| I can ask and talk about my country.                                     | 1               | 2 | 3      | 4 | pages 91, 95                           |
| I can compare places and things.   | 1               | 2 | 3      | 4 | pages 88-91, 94                        |
| I can ask and talk about what people want to do.                         |                 |   |        |   | page 93                                |
| I can check out of a hotel.  | 1               | 2 | 3      | 4 | page 96                                |
| <b>Spoken production</b>   |                 |   |        |   |  |
| I can say numbers (money).   | 1               | 2 | 3      | 4 | page 89                                |
| I can describe people and objects.                                       | 1               | 2 | 3      | 4 | pages 89, 95                           |
| I can talk about the weather.  | 1               | 2 | 3      | 4 | page 91                                |
| I can describe different actions.  | 1               | 2 | 3      | 4 | page 95                                |
| <b>Strategies</b>  |                 |   |        |   |  |
| I can give an opinion.   | 1               | 2 | 3      | 4 | pages 92, 93, 95, 96                   |
| I can make arrangements.   | 1               | 2 | 3      | 4 | page 96                                |
| <b>Writing</b>   |                 |   |        |   |  |
| I can write a formal email.  | 1               | 2 | 3      | 4 | page 97                                |

| Key Language   |
|--|
| <p><b>Comparative adjectives:</b> safe&gt; safer, happy&gt; happier, careful&gt; more careful<br/>carefuller, generous&gt; more generous.</p> <p><b>Superlative adjectives:</b> cold&gt; the coldest, crowded&gt; the most crowded,<br/>beautiful&gt; the most beautiful.</p> <p><b>Would like to / like:</b> I'd like to learn to dance, I don't like dancing.</p> <p><b>Adverbs:</b> slowly, politely, dangerously</p> <p><b>Personality adjectives:</b> friendly, serious</p> <p><b>The weather:</b> sunny, cold, raining</p> <p><b>Adventures:</b> fly a plane, parachute</p> <p><b>Verb phrases:</b> check out of a hotel, pay by credit card</p> |

| Writing strategy   |
|--|
| <p><b>Formal email</b><br/>Dear <u>Sir/ Madam</u><br/><u>I would like</u> to make a reservation.<br/>I'd like<br/><u>Could you</u> send me some<br/>information?<br/>Yours<br/>Rebecca Jones</p> |

**Framework level: A2**

| Can do statements   | I can do this   |        |   |   | New English File<br>Elementary<br>File: 9 |
|---|-----------------|--------|---|---|---|
|   | with difficulty | easily |   |   |   |
|   | 1               | 2      | 3 | 4 |   |
| <b>Listening</b>  |                 |        |   |   |   |
| I can understand a short conversation about travelling.         | 1               | 2      | 3 | 4 | pages 100, 101                            |
| I can understand how people feel.                               | 1               | 2      | 3 | 4 | pages 100, 101                            |
| I can understand a short radio programme about books and films. | 1               | 2      | 3 | 4 | page 103                                  |
| <b>Reading</b>  |                 |        |   |   |   |
| I can understand a short conversation about traveling.          | 1               | 2      | 3 | 4 | page 100                                  |
| <b>Spoken interaction</b>                                       |                 |        |   |   |   |
| I can ask and talk about how I feel.                            | 1               | 2      | 3 | 4 | page 100                                  |
| I can ask and talk about personal experiences.                  | 1               | 2      | 3 | 4 | pages 101, 103                            |
| I can ask and talk about books and films.                       | 1               | 2      | 3 | 4 | pages 102, 103                            |
| <b>Strategies</b>   |                 |        |   |   |   |
| I can give an opinion.  | 1               | 2      | 3 | 4 | page 103                                  |

|  |
|--|
| <b>Key Language</b>  |
| <p><b>Present perfect</b><br/> <b>Present perfect or past simple?</b><br/>         I've read that book. I read it two months ago.<br/> <b>Film and cinema:</b> soundtrack, actor</p> |

## 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



















**OXFORD**

UNIVERSITY PRESS

Great Clarendon Street, Oxford OX2 6DP

Oxford University Press is a department of the University of Oxford.  
It furthers the University's objective of excellence in research, scholarship,  
and education by publishing worldwide in

Oxford New York

Auckland Cape Town Dar es Salaam Hong Kong Karachi  
Kuala Lumpur Madrid Melbourne Mexico City Nairobi  
New Delhi Shanghai Taipei Toronto

With offices in

Argentina Austria Brazil Chile Czech Republic France Greece  
Guatemala Hungary Italy Japan Poland Portugal Singapore  
South Korea Switzerland Thailand Turkey Ukraine Vietnam

OXFORD and OXFORD ENGLISH are registered trade marks of  
Oxford University Press in the UK and in certain other countries

© Oxford University Press 2006

The moral rights of the author have been asserted

Database right Oxford University Press (maker)

First published 2006

2010 2009 2008 2007 2006

10 9 8 7 6 5 4 3 2 1

**No unauthorized photocopying**

All rights reserved. No part of this publication may be reproduced,  
stored in a retrieval system, or transmitted, in any form or by any means,  
without the prior permission in writing of Oxford University Press,  
or as expressly permitted by law, or under terms agreed with the appropriate  
reprographics rights organization. Enquiries concerning reproduction  
outside the scope of the above should be sent to the ELT Rights Department,  
Oxford University Press, at the address above

You must not circulate this book in any other binding or cover  
and you must impose this same condition on any acquirer

Any websites referred to in this publication are in the public domain and  
their addresses are provided by Oxford University Press for information only.  
Oxford University Press disclaims any responsibility for the content

A000338

**OXFORD**

UNIVERSITY PRESS

[www.oup.com/elt](http://www.oup.com/elt)

A000338