

**Karen Ludlow**

# **New ENGLISH FILE**

**Pre-intermediate**

**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 A2</b>	<b>14</b>
<b>Can do statements Level B1</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). 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 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	
<b>Listening</b>					
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
<b>Reading</b>					
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
<b>Spoken interaction</b>					
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
<b>Spoken production</b>					
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
<b>Strategies</b>					
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
<b>Writing</b>					
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	
<b>Listening</b>					
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
<b>Reading</b>					
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
<b>Spoken interaction</b>					
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
<b>Spoken production</b>					
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
<b>Strategies</b>					
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
<b>Writing</b>					
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><b>Past simple:</b> regular and irregular verbs: want &gt; wanted, take &gt; took</p> <p><b>Past continuous:</b> I was taking photos in Paris when I saw them.</p> <p><b>Questions with and without auxiliaries:</b> When did Bill Clinton become President? Who directed <i>The Godfather</i>?</p> <p><b>So, because, but, although:</b> 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><b>Holidays:</b> travel agent, sunbathe</p> <p><b>Prepositions of time and place:</b> in August, at 9 o'clock, on Tuesdays</p> <p><b>Question words:</b> Who, How many, Why</p> <p><b>Verb phrases:</b> play a song, invite somebody to dinner</p>

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

**Framework level: A2**

<b>Can do statements</b>	<b>I can do this ...</b>				<b>New English File Pre-intermediate File: 3</b>
	<b>with difficulty</b>		<b>easily</b>		
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>Listening</b>					
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
<b>Reading</b>					
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
<b>Spoken interaction</b>					
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
<b>Spoken production</b>					
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
<b>Strategies</b>					
I can give an opinion.	1	2	3	4	pages 31, 34
I can use polite expressions.	1	2	3	4	page 31
<b>Writing</b>					
I can write an informal letter about personal information and plans.	1	2	3	4	page 37

<b>Key Language</b>
<p><b>Going to, present continuous for future plans / arrangements:</b> We're going to have a big party next month. I'm leaving at 6.30.</p> <p><b>Will / won't ( predictions):</b> You'll pass the exam. We won't arrive on time.</p> <p><b>Will / won't ( promises, offers and decisions):</b> They'll call you when they arrive. Shall I help you with the shopping? I'll have a steak and salad.</p> <p><b>Review of tenses:</b> present, past and future.</p> <p><b>Expressions with look:</b> look after, look forward to</p> <p><b>Opposite verbs:</b> lose &gt; find, pass &gt; fail</p> <p><b>Verbs + back:</b> come back, take something back</p> <p><b>Verbs and prepositions:</b> agree with, speak to</p>

<b>Writing strategy</b>
<p><b>Informal letter</b></p> <p>13 West Street Tonbridge TN2 5GD</p> <p>12<sup>th</sup> May 2006</p> <p>Dear Jean</p> <p>Thank you for your letter.</p> <p>Looking forward to hearing from you.</p> <p>Best wishes</p> <p>Mandy Wilson</p>

Framework level: B1

Can do statements	I can do this ...				New English File Pre-intermediate  File: 4
	with difficulty		easily		
	1	2	3	4	
<b>Listening</b>					
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
<b>Reading</b>					
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
<b>Spoken interaction</b>					
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
<b>Spoken production</b>					
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
<b>Strategies</b>					
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
<b>Writing</b>					
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	
<b>Listening</b>					
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
<b>Reading</b>					
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
<b>Spoken interaction</b>					
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
<b>Spoken production</b>					
I can say where things are.	1	2	3	4	page 58
I can give simple instructions.	1	2	3	4	page 59
<b>Strategies</b>					
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
<b>Writing</b>					
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	
<b>Listening</b>					
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
<b>Reading</b>					
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
<b>Spoken interaction</b>					
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
<b>Spoken production</b>					
I can talk about possible situations.	1	2	3	4	page 65
I can give an opinion.	1	2	3	4	page 71
<b>Strategies</b>					
I can apologize and make suggestions.	1	2	3	4	page 72
<b>Writing</b>					
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 73

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

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

Framework level: B1

Can do statements	I can do this ...				New English File Pre-intermediate  File: 7
	with difficulty		easily		
	1	2	3	4	
<b>Listening</b>					
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
<b>Reading</b>					
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
<b>Spoken interaction</b>					
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
<b>Spoken production</b>					
I can give biographical information.	1	2	3	4	page 78
I can talk about past likes / dislikes.	1	2	3	4	page 81
<b>Strategies</b>					
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
<b>Writing</b>					
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	
<b>Listening</b>					
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 a simple conversation on the telephone.	1	2	3	4	page 96
I can understand how people feel.	1	2	3	4	page 96
<b>Reading</b>					
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
<b>Spoken interaction</b>					
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
<b>Spoken production</b>					
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
<b>Strategies</b>					
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
<b>Writing</b>					
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**

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

<b>Key Language</b>
<p><b>Past perfect simple:</b> She had left the house before I arrived.</p> <p><b>Reported speech:</b> I live in a flat.&gt; She said she lived in a flat. Shut the window!&gt; He told me to shut the window. Are you from Greece? He asked me if I was from Greece.</p> <p><b>Adverbs:</b> suddenly, immediately</p> <p><b>Say, tell or ask.</b></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

A000339

**OXFORD**

UNIVERSITY PRESS

A000339

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