

fourth
edition

English File

Pre-intermediate

LANGUAGE PORTFOLIO

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Introduction

What is a Language Portfolio?

The *English File* fourth edition Language Portfolio is a document to help you learn languages more effectively. It helps you to think about how you learn, and provides a record to show other people your language abilities and progress.

It has three sections:

- the Passport
- the Biography
- the Dossier

The Passport is a summary of your language learning experiences, including time spent abroad, courses attended, certificates gained, and books you've used. There is a self-assessment grid for each language skill area (graded from CEF levels A1–C2), to help you decide on your current language level.

You show this section to other people when changing schools, or applying for a job.

The Biography is a summary of your language learning history, including the languages you've grown up with, your language learning experiences at school, and how you use your languages now. There are also suggestions on how to become a more effective learner. This section also contains a CEF checklist of 'Can do' statements.

This section helps you to plan your learning, think about how you learn, and improve the way you learn.

The Dossier is the section where you collect examples of your work. This helps you to record your progress.

How to use your *English File* fourth edition Language Portfolio

The main aim of the Portfolio is to present language qualifications and learning experiences in a clear and comparable way. This means that when students move around Europe, for study, business or travel, they can take their Portfolio with them as proof of learning.

This means that it is important to keep the information in your Portfolio up-to-date.

Updating your Portfolio

Language Passport: Complete this section soon. Update it every three months.

Language Biography: Update this more regularly, e.g. at the end of each unit.

Dossier: Add new pieces of work to the Dossier as frequently as you want – for example if you write a letter in class, or a review for homework.

Portfolio sections	Date (when you last updated your Portfolio)
Language Passport	
Language Biography	
Dossier	

Language Passport

How to use your Language Passport

Your Language Passport is a record of your language qualifications and experiences. It is also where you assess your overall language level. As the Language Passport is proof of your language abilities, you can show it to potential employers, when you apply for a language course, or when you change schools.

Keep this section up-to-date.

Personal details

Name: _____

Nationality: _____

First language: _____

Other languages: _____

Your exams and certificates

What language qualifications do you have in English? What exams have you taken in English?

Exam	Authority	Date	Grade
<i>e.g. KET</i>	<i>Cambridge ESOL</i>	<i>November 2018</i>	<i>Pass with merit</i>

Your language and cultural experiences

Your experiences with other languages and cultures are also important. Think about your experiences of the English language or English-speaking cultures and write about them below.

Where	Experience	When and how long?
School		
School holidays		
Higher education		
English courses		
Work		
Travel		
Contact with English speakers		
Study in English		
Free time activities (e.g. books you have read in English)		
Stays abroad		
Other		

Profile of language skills

Read the Self-assessment grids on pages 8–10 and look at the example below. Complete your own language skills profile for your English level. You can complete a profile for any additional languages.

Language: English

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

Language:

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

Language:

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

Language:

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

Self-assessment grids

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

Common reference levels A1 and A2

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

Common reference levels B1 and B2

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

Common reference levels C1 and C2

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

Language Biography

How to use your Language Biography

Your Language Biography is a tool to help you think about why you are learning English and the best way for you to learn. The Language Biography can help you to become a more effective learner by helping you focus on your objectives, and a learning style that suits your needs.

Your aims and objectives

Think about why you are learning English (for work, travel, etc.) and what level of English you will need to achieve those objectives – you can refer to the CEF levels in your Language Passport to assist you.

Reasons	Time Scale	English Level Required
<i>e.g. to travel abroad on holiday</i>	<i>6 months</i>	Listening B1 Reading A2 Speaking (interaction) B1 Speaking (production) A2 Writing A1
1		Listening Reading Speaking (interaction) Speaking (production) Writing
2		Listening Reading Speaking (interaction) Speaking (production) Writing
3		Listening Reading Speaking (interaction) Speaking (production) Writing
4		Listening Reading Speaking (interaction) Speaking (production) Writing
5		Listening Reading Speaking (interaction) Speaking (production) Writing

Your language learning history

Think about all the experiences that have helped you to learn English (e.g. lessons in school, language courses, travel to English-speaking countries, etc.)

How successful were they?

Complete the first section, and then write about your experiences chronologically.

Where I started learning English	
Why I started learning English	

When	Experience	How successful?

Your language and cultural experiences

Tick the boxes for the approaches which best describe the learning style you feel most comfortable with.

<input type="checkbox"/> I prefer to learn practical examples first and become aware of grammatical rules through using these.	<input type="checkbox"/> I prefer to study the grammar first and build my own sentences until I feel I have a practical repertoire.
<input type="checkbox"/> I prefer to be given the linguistic facts and then to work on these by myself until I feel confident that I can communicate with little risk of error.	<input type="checkbox"/> I prefer an interactive approach to mastering new language, 'taking risks' in putting over meaning and learning from any resulting errors.

Choose three experiences which have helped you the most to learn English.

Experiences	Reason
1	
2	
3	

How to become a more effective learner

Look at these ways of studying and learning. Tick ✓ the methods you currently use. Put an asterisk * next to methods you'd like to use in the future.

Ways of studying	
Ask your teacher questions when you don't understand.	
Keep a vocabulary notebook and write example sentences, phonetics and translations in it.	
Write new words on a flash-card – English on one side, your language on the other. Learn three every day.	
Put lists of English words on your bedroom wall – use headings, e.g. 'jobs', 'food'.	
Regularly ask yourself 'How would I say that in English?'	
Regularly review your vocabulary notebook and grammar notes.	
Review the grammar from the last lesson before the next lesson.	
Watch films and TV programmes in English.	
Listen to songs / music in English.	
Read English graded readers.	
Read websites/magazines/newspapers in English.	
Practise English with other people via the Internet.	
Keep a journal in English.	
Write something in English everyday – e.g. your response to a newspaper article, or web-story.	
Talk to other students in English outside of class.	
Use online practice sites to learn and revise.	
Buy a grammar practice book.	
Use an English-English dictionary.	
If possible, take a holiday in an English-speaking country.	
Share your tips on how to study effectively with other people.	

Framework level: A2

Can do statements	I can do this				ENGLISH FILE PRE-INTERMEDIATE FOURTH EDITION FILE: 1
	WITH DIFFICULTY 1	2	3	EASILY 4	
LISTENING					Page
I can understand a spoken description of someone.	1	2	3	4	8
I can understand someone talking about what happened in the past.	1	2	3	4	9, 12
I can listen to an audio guide and answer questions about it.	1	2	3	4	11
I can listen to someone talking about themselves and answer questions about what I hear.	1	2	3	4	12
I can listen to a conversation and answer questions about it.	1	2	3	4	13
READING					
I can understand simple written instructions.	1	2	3	4	6, 7, 8, 9, 10, 11
I can understand simple written texts and pick out important details.	1	2	3	4	8
I can identify important information in short articles about personal characteristics and preferences.	1	2	3	4	8
I can understand short texts about everyday things.	1	2	3	4	8
I can read a simple table of personal information.	1	2	3	4	102, 108
I can read an email and identify mistakes in spelling, grammar, and punctuation.	1	2	3	4	113
I can read an email and answer questions about it.	1	2	3	4	113
SPOKEN INTERACTION					
I can ask and answer questions about likes and dislikes.	1	2	3	4	6, 7, 10
I can take part in a discussion, in a small group.	1	2	3	4	6, 7, 10
I can say what I like and dislike.	1	2	3	4	6, 7, 11
I can ask and answer questions about other people.	1	2	3	4	9, 102, 108, 150
I can roleplay a hotel dialogue.	1	2	3	4	13
I can describe a picture or drawing to a partner.	1	2	3	4	102, 108
SPOKEN PRODUCTION					
I can describe where I live.	1	2	3	4	6
I can talk about my education and my job.	1	2	3	4	6
I can describe past activities and personal experiences (e.g. last weekend, my last holiday).	1	2	3	4	6
I can describe my hobbies and interests.	1	2	3	4	6, 7
I can describe myself, my family, and other people.	1	2	3	4	6, 9, 12
I can give short, basic descriptions of events.	1	2	3	4	6, 9, 10, 11
STRATEGIES					
I can take part in a conversation, asking and answering questions.	1	2	3	4	6, 7, 9
I can ask somebody to repeat what they said.	1	2	3	4	6, 7, 9
I can take turns speaking and listening, in a small group.	1	2	3	4	6, 7, 9, 11
I can use the correct word order in questions.	1	2	3	4	7, 124, 125
I can tell somebody about a problem, e.g. in a hotel.	1	2	3	4	11
I can offer to do something.	1	2	3	4	11
I can greet a friend who I haven't seen for a long time.	1	2	3	4	11
I can ask people for personal information and ask them to spell any difficult words, such as names.	1	2	3	4	102, 108

WRITING					
I can complete a form.	1	2	3	4	7
I can complete a simple table with information about someone.	1	2	3	4	102, 108
I can write a simple email to describe myself and check it for errors in spelling, punctuation, and grammar.	1	2	3	4	113

Framework level: A2

Can do statements	I can do this				ENGLISH FILE PRE-INTERMEDIATE FOURTH EDITION FILE: 2
	WITH DIFFICULTY 1	2	EASILY 3	4	
LISTENING					Page
I can listen to a conversation and answer questions about it.	1	2	3	4	15
I can listen to an audio recording and describe what is happening from the sounds I hear.	1	2	3	4	17
I can understand a description of a photograph and answer questions about it.	1	2	3	4	17
I can identify how someone feels about an event by listening to the language they use.	1	2	3	4	17
I can listen to and understand a story.	1	2	3	4	19
READING					
I can read a short text and identify important information.	1	2	3	4	14, 16, 18
I can understand short texts about everyday things.	1	2	3	4	14, 16
I can understand a text and answer questions about it.	1	2	3	4	16, 17, 18
I can use words and phrases to complete a text.	1	2	3	4	18, 114
I can read an article and match a list of questions with the correct paragraph.	1	2	3	4	114
SPOKEN INTERACTION					
I can say what I like and dislike.	1	2	3	4	15
I can take part in a conversation describing and discussing everyday activities.	1	2	3	4	15
I can discuss with a partner events that I have or have not enjoyed, such as a holiday that went well or one that went badly.	1	2	3	4	15, 152
I can take part in a conversation describing and discussing photographs of myself and other people.	1	2	3	4	17
I can ask about people's opinions and feelings and react to their answers.	1	2	3	4	16
I can ask and answer questions about work and free time activities.	1	2	3	4	17
I can ask and answer questions using prepositions.	1	2	3	4	103 - 109
SPOKEN PRODUCTION					
I can describe past activities and personal experiences (e.g. last weekend, my last holiday).	1	2	3	4	14, 15
I can give short descriptions of events.	1	2	3	4	15, 19
I can work with a partner to describe a sequence of events shown in pictures.	1	2	3	4	19
STRATEGIES					
I can take part in a conversation, asking questions to find out the information I need.	1	2	3	4	14, 15
I can take turns speaking and listening, in a pair or a small group.	1	2	3	4	14, 15, 17, 19
I can complete sentences using the correct words or phrases.	1	2	3	4	17, 18
I can use time sequencers and connectors to describe when or in what order things happen.	1	2	3	4	18, 26, 127
I can take part in a class debate and vote to express my opinion.	1	2	3	4	19

WRITING					
I can write short, simple notes and messages.	1	2	3	4	15, 17
I can write a description of something that is important to me, such as a favourite photograph, and check it for errors in spelling, punctuation, and grammar.	1	2	3	4	114
I can use time sequencers and connectors to describe when or in what order things happen.	1	2	3	4	126, 127

Framework level: A2

Can do statements	I can do this				ENGLISH FILE PRE-INTERMEDIATE FOURTH EDITION FILE: 3
	WITH DIFFICULTY 1	2	3	EASILY 4	
LISTENING					Page
I can listen to people talking about their travel plans.	1	2	3	4	23
I can understand when people talk about their flight details.	1	2	3	4	23
I can understand simple messages and announcements.	1	2	3	4	22
I can listen to a conversation and answer questions about it.	1	2	3	4	23, 24, 25, 28, 29
I can understand a TV game show.	1	2	3	4	26
READING					
I can find important information in an article.	1	2	3	4	23
I can find important information in a simple text, e.g. a written message.	1	2	3	4	24
I can look at a text and find the meanings of new words.	1	2	3	4	23,27
I can read messages and put them in the right order.	1	2	3	4	24
I can complete a text with words or phrases from a list.	1	2	3	4	23, 115
I can read a letter or email and answer questions about it.	1	2	3	4	115
SPOKEN INTERACTION					
I can discuss with other people what to do, where to go, and make arrangements to meet.	1	2	3	4	23, 25
I can ask and answer questions about someone else's plans.	1	2	3	4	25
I can say what I like and dislike.	1	2	3	4	25
I can ask and answer questions about restaurants.	1	2	3	4	28
I can roleplay a restaurant dialogue.	1	2	3	4	29
I can ask and answer questions about my plans.	1	2	3	4	103, 109
SPOKEN PRODUCTION					
I can use the correct sentence stress.	1	2	3	4	25
I can say where I am and what I am going to do.	1	2	3	4	25
I can say dates and times.	1	2	3	4	25
I can use friendly language when taking part in conversations.	1	2	3	4	25
I can talk about when I am free and when I am busy, and make arrangements.	1	2	3	4	25
I can answer questions describing future plans, using the correct form of the verb to go.	1	2	3	4	103, 109
STRATEGIES					
I can find the meaning of new words in a text or by listening to someone speak.	1	2	3	4	22, 23, 27
I can use the correct sentence stress and understand fast speech.	1	2	3	4	25
I can tell the difference between plans and predictions.	1	2	3	4	23, 128, 129
I can complete sentences and definitions using the correct word.	1	2	3	4	27
I can define a word by explaining its meaning.	1	2	3	4	27, 103, 109, 128, 129
I can order food in a restaurant.	1	2	3	4	29
I can explain there is a problem with my food, the bill, etc.	1	2	3	4	29
I can ask what somebody is going to do today.	1	2	3	4	29

WRITING					
I can complete a diary to record future plans.	1	2	3	4	25
I can use the correct preposition to complete a sentence.	1	2	3	4	24, 153
I can write an informal email and check it for errors in spelling, grammar, and punctuation.	1	2	3	4	115

Framework level: B1

Can do statements	I can do this				ENGLISH FILE PRE-INTERMEDIATE FOURTH EDITION FILE: 4
	WITH DIFFICULTY 1	2	EASILY 3	4	
LISTENING					Page
I can understand what people are arguing about.	1	2	3	4	31
I can understand a simple video blog.	1	2	3	4	31
I can listen to an audio recording and answer questions about it.	1	2	3	4	31, 32
I can understand people talking about clothing that they have bought.	1	2	3	4	32
READING					
I can look at a text and find the meanings of new words and phrases.	1	2	3	4	30, 33
I can read a short article and answer questions about it.	1	2	3	4	30, 33, 34
I can read a magazine interview and answer questions about it.	1	2	3	4	33
I can complete a text with sentences or words from a list.	1	2	3	4	33, 155
SPOKEN INTERACTION					
I can talk about a simple text with a partner and decide whether I agree or disagree.	1	2	3	4	30
I can work with a partner to decide the meaning of new words.	1	2	3	4	30, 33
I can ask and answer questions about shopping.	1	2	3	4	32
I can ask and answer questions using the present perfect and past simple structures.	1	2	3	4	33
I can work with a partner to find the right answer to questions about an article I have read.	1	2	3	4	34
I can ask and answer questions about past events.	1	2	3	4	35
I can ask and answer questions using the correct adjectives.	1	2	3	4	35
SPOKEN PRODUCTION					
I can say what has and hasn't been done.	1	2	3	4	31, 101
I can answer questions using the correct pronunciation.	1	2	3	4	35
I can talk about housework using the correct verb phrases with make or do.	1	2	3	4	154
STRATEGIES					
I can find the meaning of new words in a text or by listening to someone speak.	1	2	3	4	30, 33, 34
I can complete a simple survey of a group of people, to find information that I need.	1	2	3	4	33
I can use something, anything, and nothing correctly.	1	2	3	4	35, 130, 131
I can read a short text quickly and find the best summary.	1	2	3	4	34
I can look at pictures of everyday activities and choose the correct verb, make or do.	1	2	3	4	154
WRITING					
I can write answers to questions about what I did last weekend.	1	2	3	4	35
I can write sentences about what has or hasn't been done.	1	2	3	4	104

Framework level: B1

Can do statements	I can do this				ENGLISH FILE PRE-INTERMEDIATE FOURTH EDITION FILE: 5
	WITH DIFFICULTY 1	2	3	EASILY 4	
LISTENING					Page
I can listen to spoken sentences and repeat them, using the correct pronunciation, stress, and rhythm.	1	2	3	4	39, 41
I can listen to someone talking and answer questions about what they say.	1	2	3	4	39, 41
I can listen to an interview and answer questions about it.	1	2	3	4	42
I can listen to a conversation and answer questions about it.	1	2	3	4	44, 45
READING					
I can skim short texts to find information.	1	2	3	4	38, 40, 41, 43
I can look at a text and find the meanings of new words.	1	2	3	4	38, 43
I can read an article and answer questions about it.	1	2	3	4	38
SPOKEN INTERACTION					
I can ask and answer questions about living faster.	1	2	3	4	38
I can ask and answer questions about how my life has changed.	1	2	3	4	39
I can ask and answer questions using superlatives.	1	2	3	4	40, 41
I can work with a partner to compare two towns or cities.	1	2	3	4	40, 41
I can work with a partner or in a small group to make a decision.	1	2	3	4	41, 43
I can ask and answer questions about my diet and lifestyle.	1	2	3	4	42, 43
I can make suggestions and respond to my partner's suggestions.	1	2	3	4	44
I can ask and answer questions about shopping.	1	2	3	4	44
I can roleplay a shopping dialogue.	1	2	3	4	45
SPOKEN PRODUCTION					
I can say whether or not I agree with the results of a questionnaire.	1	2	3	4	38, 109
I can listen to spoken sentences and repeat them, copying the pronunciation, stress, and rhythm.	1	2	3	4	39, 41
I can use comparatives, superlatives, and quantifiers correctly in speech.	1	2	3	4	39, 40, 41, 42, 43
I can describe the town or city where I live.	1	2	3	4	41
I can use my own words to tell my partners about a short text I have read.	1	2	3	4	41
I can talk about my lifestyle habits.	1	2	3	4	42
STRATEGIES					
I can use comparatives, superlatives, and quantifiers correctly.	1	2	3	4	39, 40, 41, 42, 43, 132, 133
I can describe a town or city.	1	2	3	4	41, 156
I can make suggestions to do something.	1	2	3	4	44
I can take something I have bought back to the shop.	1	2	3	4	45
I can arrange a time to meet somebody.	1	2	3	4	45

WRITING					
I can write a description of a town or city.	1	2	3	4	40, 156
I can write a description of the place where I live and check it for errors in spelling, grammar, and punctuation.	1	2	3	4	116

Framework level: B1

Can do statements	I can do this				ENGLISH FILE PRE-INTERMEDIATE FOURTH EDITION FILE: 6
	WITH DIFFICULTY		EASILY		
	1	2	3	4	
LISTENING					Page
I can understand contractions, such as I'll, you'll, they'll.	1	2	3	4	46
I can listen to a radio programme and write down important information.	1	2	3	4	46
I can listen to a news programme and answer questions about it.	1	2	3	4	48
I can understand a conversation between an expert and a patient.	1	2	3	4	50
I can listen to a conversation and make predictions.	1	2	3	4	50
READING					
I can read an article and answer questions about it.	1	2	3	4	47, 48
I can skim short texts to find information.	1	2	3	4	47, 48
I can read a dialogue and complete it using verbs in the correct form.	1	2	3	4	50
I can read and understand a revision questionnaire.	1	2	3	4	104, 111
SPOKEN INTERACTION					
I can respond to what my partner says with a prediction.	1	2	3	4	46, 47
I can ask and answer questions with a partner to find out who is more optimistic.	1	2	3	4	47
I can make promises, offers, and decisions.	1	2	3	4	48
I can work with a partner to talk about when people make promises.	1	2	3	4	49
I can ask and answer questions using verb + back.	1	2	3	4	49
I can interview a partner with a questionnaire and ask for more information.	1	2	3	4	104, 111
SPOKEN PRODUCTION					
I can make positive predictions.	1	2	3	4	46
I can use contractions, such as I'll, you'll, and they'll.	1	2	3	4	46
I can talk about dreams and what they mean.	1	2	3	4	50, 51
STRATEGIES					
I can use will / won't correctly for predictions, decisions, offers, and promises.	1	2	3	4	46, 48, 134, 135
I can use the correct stress in two-syllable verbs.	1	2	3	4	48
I can use adjectives with prepositions correctly.	1	2	3	4	51
I can use the correct verb form.	1	2	3	4	51, 134, 135
WRITING					
I can understand and write the opposites of some verbs.	1	2	3	4	46, 157
I can write sentences making predictions, offers, promises, and decisions.	1	2	3	4	46, 48
I can write down information that I hear in a radio programme.	1	2	3	4	46

Framework level: B1

Can do statements	I can do this				ENGLISH FILE PRE-INTERMEDIATE FOURTH EDITION FILE: 7
	WITH DIFFICULTY 1	2	3	EASILY 4	
LISTENING					Page
I can listen to a conversation and answer questions about it.	1	2	3	4	55, 59, 60, 61
I can listen to sentences with linking words and repeat them correctly.	1	2	3	4	55
I can listen to an interview and answer questions about it.	1	2	3	4	57
READING					
I can skim short texts to find information.	1	2	3	4	54
I can complete a text with words or phrases from a list.	1	2	3	4	54
I can read a text and give my opinion on it.	1	2	3	4	54, 56
I can read a short article then talk about it using my own words.	1	2	3	4	54, 104, 105, 110
I can read texts that other students have written and say whether I agree or disagree.	1	2	3	4	54
I can read an article and answer questions about it.	1	2	3	4	58
I can read a formal email and say how the language used is different to the language in an informal email.	1	2	3	4	117
I can read an advertisement and ask questions about it.	1	2	3	4	117
SPOKEN INTERACTION					
I can ask and answer questions, pronouncing linking words correctly.	1	2	3	4	55
I can work with a partner to write a 'How to...' article.	1	2	3	4	55
I can discuss different tips with a partner and decide which tip is the best.	1	2	3	4	54, 104, 105, 110
I can listen to what my partner says and ask for more information.	1	2	3	4	57
I can ask and answer questions about using English.	1	2	3	4	58, 59
I can roleplay a dialogue with a pharmacist.	1	2	3	4	61
I can ask and answer questions about possessions.	1	2	3	4	61
SPOKEN PRODUCTION					
I can give advice to somebody.	1	2	3	4	54
I can talk about an article I have read using my own words.	1	2	3	4	54, 104, 105, 110
I can say whether or not I agree with short texts written by other students.	1	2	3	4	56
I can talk about things I like or don't like doing.	1	2	3	4	57
I can talk about how well I think I could do something.	1	2	3	4	59
STRATEGIES					
I can use the infinitive with to correctly.	1	2	3	4	55, 136, 137, 158
I can use gerunds correctly.	1	2	3	4	55, 56, 136, 137, 158
I can pronounce the letter o correctly	1	2	3	4	57
I can use have to, don't have to, must, and mustn't correctly.	1	2	3	4	59, 136, 137
I can describe symptoms when I feel ill.	1	2	3	4	60
I can get medicine at a pharmacy.	1	2	3	4	61
I can talk about possessions with have got.	1	2	3	4	61

WRITING					
I can work with a partner to write a 'How to...' article.	1	2	3	4	55
I can write my own definition of happiness.	1	2	3	4	56
I can work with a partner to write sentences using have to, don't have to, must, and mustn't.	1	2	3	4	59
I can write a formal email and check it for errors in spelling, grammar, and punctuation.	1	2	3	4	117

Framework level: B1

Can do statements	I can do this				ENGLISH FILE PRE-INTERMEDIATE FOURTH EDITION FILE: 8
	WITH DIFFICULTY 1	2	EASILY 3	4	
LISTENING					Page
I can listen to sentences and repeat them with the correct rhythm and sound linking.	1	2	3	4	63
I can listen to a radio programme and answer questions about it.	1	2	3	4	63
I can listen to someone talking about their holiday and answer questions about it.	1	2	3	4	65
I can listen to a short story and answer questions about it.	1	2	3	4	66, 67
READING					
I can read a text and match advice with problems.	1	2	3	4	62
I can look at a text and find the meanings of new words and phrases.	1	2	3	4	63, 64
I can read problems and respond by giving advice.	1	2	3	4	63
I can skim a short text to find information.	1	2	3	4	64
I can complete a text with sentence halves from a list.	1	2	3	4	64
I can read a short story and answer questions about it.	1	2	3	4	66
SPOKEN INTERACTION					
I can respond to advice I have been given to say whether it is good or bad.	1	2	3	4	63
I can compare notes with a partner and decide what advice to give someone.	1	2	3	4	63
I can ask and answer questions using get.	1	2	3	4	63
I can compare written advice in a small group and decide which advice is the best.	1	2	3	4	63
I can work with a partner to complete sentences.	1	2	3	4	64
I can compare sentences in a small group and say whether or not they are the same.	1	2	3	4	64
SPOKEN PRODUCTION					
I can talk about problems and advice.	1	2	3	4	62
I can give my opinion on advice I have read and make suggestions.	1	2	3	4	62
I can give advice.	1	2	3	4	63
I can read a text and say how much of it I can remember.	1	2	3	4	64
STRATEGIES					
I can use should and get correctly.	1	2	3	4	62, 63, 138, 139, 159
I can use the first conditional correctly.	1	2	3	4	64, 138, 139
I can use sound linking correctly.	1	2	3	4	65
I can understand the differences between some confusing verbs.	1	2	3	4	65, 160
I can act out a dialogue.	1	2	3	4	67
I can use possessive pronouns correctly.	1	2	3	4	67, 138, 139
I can use adverbs correctly.	1	2	3	4	67

WRITING					
I can write advice for someone who has a problem.	1	2	3	4	63
I can complete sentences using the first conditional.	1	2	3	4	64
I can use adverbs correctly in writing.	1	2	3	4	67
I can write a dialogue between two people using adverbs of manner.	1	2	3	4	67

Framework level: B1

Can do statements	I can do this				ENGLISH FILE PRE-INTERMEDIATE FOURTH EDITION FILE: 9
	WITH DIFFICULTY 1	2	3	EASILY 4	
LISTENING					Page
I can name animals from the sounds they make.	1	2	3	4	70
I can listen to people talking about phobias and answer questions about what they say.	1	2	3	4	73
I can listen to a radio programme and make notes about what I hear.	1	2	3	4	75
I can listen to a conversation and answer questions about it.	1	2	3	4	76, 77
I can listen to someone giving directions and mark the route on a map.	1	2	3	4	76
READING					
I can read and complete quiz questions.	1	2	3	4	71
I can look at a text and find the meanings of new words and phrases.	1	2	3	4	70, 72
I can answer quiz questions.	1	2	3	4	71
I can read about the correct answers to a quiz and explain why the answers are right.	1	2	3	4	71, 105, 107
I can read about phobias and match each phobia with the correct definition.	1	2	3	4	72
I can read a text and answer questions about it.	1	2	3	4	72
I can read a list of facts and decide who each fact is about.	1	2	3	4	74
I can read a list of facts and talk about each fact using my own words.	1	2	3	4	74
I can read a biography of a famous person and remember facts that I have read.	1	2	3	4	118
I can complete a text with verbs in the correct form.	1	2	3	4	118
SPOKEN INTERACTION					
I can compare sentences in the second conditional with a partner.	1	2	3	4	71
I can ask and answer questions about animals.	1	2	3	4	70
I can ask and answer questions about phobias.	1	2	3	4	72
I can ask and answer questions using the present perfect.	1	2	3	4	73
I can interview my partner about a person he or she knows well.	1	2	3	4	75
I can roleplay a dialogue giving and receiving directions.	1	2	3	4	77
SPOKEN PRODUCTION					
I can explain why an answer to a quiz is correct.	1	2	3	4	71, 105, 107
I can talk about a dangerous situation I have been in.	1	2	3	4	71
I can talk about what I would do in an imaginary situation.	1	2	3	4	71
I can talk about a phobia that I have, or that someone I know has.	1	2	3	4	72
I can tell my partner about a list of facts I have read.	1	2	3	4	74
I can tell my partner about a person I know well.	1	2	3	4	75
STRATEGIES					
I can use the second conditional correctly.	1	2	3	4	71, 140, 141
I can identify different animals in English.	1	2	3	4	70, 161

I can pronounce animal words correctly.	1	2	3	4	70
I can use the present perfect with for or since correctly.	1	2	3	4	73, 140, 141
I can decide when to use the past simple and when to use the present perfect.	1	2	3	4	75, 140, 141
I can give and understand directions in the street.	1	2	3	4	76, 77
I can give and understand directions for using public transport.	1	2	3	4	76, 77
I can apologize.	1	2	3	4	77
WRITING					
I can complete sentences using the second conditional.	1	2	3	4	71
I can make notes about what I hear in a radio programme.	1	2	3	4	75
I can write a biography of someone I know, or a famous person, and check it for grammar, punctuation, and spelling.	1	2	3	4	118

Framework level: B1

Can do statements	I can do this				ENGLISH FILE PRE-INTERMEDIATE FOURTH EDITION FILE: 10
	WITH DIFFICULTY 1	2	3	EASILY 4	
LISTENING					Page
I can listen to a radio programme and answer questions about it.	1	2	3	4	78
READING					
I can skim a text to find information.	1	2	3	4	79, 83
I can read a text and answer questions about it.	1	2	3	4	79, 83
I can read a text and give my opinion on it.	1	2	3	4	79
I can complete a text with words or phrases from a list.	1	2	3	4	119
I can read a text and give my opinion on it.	1	2	3	4	119
I can discuss sport with a partner.	1	2	3	4	78
I can listen to my partner's answers to a quiz and say if they are right or wrong.	1	2	3	4	105, 111
I can discuss different inventions with a partner.	1	2	3	4	83
I can work with a partner to decide whether or not I agree with a statement.	1	2	3	4	119
SPOKEN PRODUCTION					
I can give my opinion on sports.	1	2	3	4	78, 79
I can tell my partner about my answers to a quiz.	1	2	3	4	105, 111
I can give my opinion on different inventions.	1	2	3	4	83
I can talk about movement using the correct verbs, adverbs, and prepositions.	1	2	3	4	162
I can give my opinion on articles that other students have written.	1	2	3	4	119
STRATEGIES					
I can use the passive structure correctly.	1	2	3	4	82, 142, 143
I can pronounce verbs in the passive form correctly.	1	2	3	4	83
I can use prepositions, verbs, and adverbs expressing movement correctly.	1	2	3	4	162
I can use phrasal verbs with the correct pronunciation.	1	2	3	4	163
WRITING					
I can write an opinion essay and check it for grammar, punctuation, and spelling.	1	2	3	4	119

Framework level: B1

Can do statements	I can do this				ENGLISH FILE PRE-INTERMEDIATE FOURTH EDITION FILE: 11
	WITH DIFFICULTY 1	2	3	EASILY 4	
LISTENING					Page
I can listen to different people talking about their school days and answer questions about what they said.	1	2	3	4	86, 87
I can listen to a dialogue, complete it, and give my opinion on it.	1	2	3	4	90
I can listen to a news story and answer questions about it.	1	2	3	4	90
I can listen to a conversation and answer questions about it.	1	2	3	4	92, 93
READING					
I can read a text and answer questions about it.	1	2	3	4	90
SPOKEN INTERACTION					
I can ask and answer questions using might.	1	2	3	4	88
I can interview my partner using a questionnaire and ask for more information.	1	2	3	4	88
I can work with a partner to complete a chart.	1	2	3	4	89
I can work with a partner to answer questions about a dialogue I have listened to.	1	2	3	4	91
I can respond to sentences in a class survey using so, neither, and auxiliaries.	1	2	3	4	91
I can roleplay a telephone conversation.	1	2	3	4	93
SPOKEN PRODUCTION					
I can talk about school subjects I studied and say whether I was bad or good at each one.	1	2	3	4	86
I can talk about my school days.	1	2	3	4	87
I can give my opinion on a text I have read.	1	2	3	4	86
I can give my opinion on a dialogue I have listened to.	1	2	3	4	90
STRATEGIES					
I can use used to with the correct pronunciation.	1	2	3	4	87
I can use might correctly.	1	2	3	4	88
I can pronounce words containing diphthongs correctly.	1	2	3	4	88
I can use prepositions, verbs, and adverbs expressing movement correctly.	1	2	3	4	144, 145
I can use phrasal verbs with the correct pronunciation.	1	2	3	4	144, 145
I can use so, neither, and auxiliaries with the correct pronunciation.	1	2	3	4	91, 144, 145
I can phone somebody to say who I am and who I want to talk to.	1	2	3	4	92, 93
I can leave a message for somebody.	1	2	3	4	92, 93
I can respond to news.	1	2	3	4	93
WRITING					
I can complete a chart on noun formation.	1	2	3	4	89

Framework level: B1

Can do statements	I can do this				ENGLISH FILE PRE-INTERMEDIATE FOURTH EDITION FILE: 12
	WITH DIFFICULTY 1	2	3	EASILY 4	
LISTENING					Page
I can listen to a conversation and answer questions about it.	1	2	3	4	96
I can listen to sentences in direct speech and respond to them in reported speech.	1	2	3	4	96
READING					
I can read a news story and number the events in the correct order.	1	2	3	4	95
I can read a text and answer questions about it.	1	2	3	4	97
I can read a text and give my opinion on it.	1	2	3	4	97
I can read a quiz and answer the questions.	1	2	3	4	98
SPOKEN INTERACTION					
I can compare sentences with a partner and say if they are the same or different.	1	2	3	4	95
I can listen to sentences in the past perfect and say if they are right or not.	1	2	3	4	106, 107
I can ask and answer questions about gossiping.	1	2	3	4	97
I can ask and answer quiz questions.	1	2	3	4	98, 99, 107, 112
I can work with a partner to write a quiz.	1	2	3	4	99
SPOKEN PRODUCTION					
I can use reported speech to respond to sentences in direct speech.	1	2	3	4	96
I can tell a story, true or invented, about myself.	1	2	3	4	97
I can report what somebody said and say whether or not I think they were telling the truth.	1	2	3	4	97
STRATEGIES					
I can use the past perfect with the correct pronunciation.	1	2	3	4	95, 146, 147
I can use reported speech correctly, using the right form of say or tell.	1	2	3	4	96, 146, 147
I can use questions without auxiliaries correctly.	1	2	3	4	96, 146, 147
WRITING					
I can complete sentences in my own words, using the past perfect.	1	2	3	4	95
I can take notes about what my partner says.	1	2	3	4	97
I can work with a partner to write a quiz.	1	2	3	4	99

Dossier

How to use the Dossier

The dossier section of your **English File fourth edition** Language Portfolio allows you to keep any evidence you have of your ability to use English. It is a collection of your work. Choose examples of your work from class, or work that you've done elsewhere.

Examples of evidence you might wish to include are:

- Certificates, or copies of these, relating to qualifications you have listed in the 'passport' section
- Tests
- Reports
- Corrected texts from class
- Reviews of books you have read
- Letters
- Emails
- Stories
- Journal entries
- Articles you have read
- Web pages you have browsed
- Audio/Video recordings of you using English

