

OXFORD

fourth
edition

English File

Upper-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 2016</i>	<i>Pass with merit</i>

Your language and cultural experiences

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

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

Profile of language skills

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

Language: English

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

Language:

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

Language:

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

Language:

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

Self-assessment grids

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

Common reference levels A1 and A2

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

Common reference levels B1 and B2

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

Common reference levels C1 and C2

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

Language Biography

How to use your Language Biography

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

Your aims and objectives

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

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

Your language learning history

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

How successful were they?

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

Where I started learning English	
Why I started learning English	

When	Experience	How successful?

Your language and cultural experiences

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

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

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

Experiences	Reason
1	
2	
3	

How to become a more effective learner

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

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

File 1

Framework level: B2

Can do statements	I can do this				ENGLISH FILE UPPER-INTERMEDIATE FOURTH EDITION FILE: 1
	WITH DIFFICULTY 1	2	3	EASILY 4	
LISTENING					Page
I can understand standard spoken language on both familiar and unfamiliar topics.	1	2	3	4	9
I can follow and understand speakers talking about interview questions.	1	2	3	4	9
I can keep up with an animated conversation between speakers of the target language.	1	2	3	4	9, 15
I can follow a narrative story and pick out key details.	1	2	3	4	11
I can listen to instructions and explanations and make notes.	1	2	3	4	12
READING					
I can scan a text and identify and summarize the important details.	1	2	3	4	6
I can understand articles concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	1	2	3	4	6, 9
I can respond personally to the content of articles.	1	2	3	4	6, 9, 11
I can follow a narrative in detail and retell the story.	1	2	3	4	10, 11
SPOKEN INTERACTION					
I can take part in a discussion or a conversation with a partner about a range of topics.	1	2	3	4	6, 7, 9, 12
I can ask and answer personal questions and react to what people say.	1	2	3	4	7, 9
I can interview people in a formal setting (e.g. a job interview).	1	2	3	4	9
I can ask and answer questions, taking turns and listening.	1	2	3	4	9, 12
SPOKEN PRODUCTION					
I can communicate detailed information reliably.	1	2	3	4	9
I can present information to the class.	1	2	3	4	13
I can describe the personality of people I know.	1	2	3	4	13

STRATEGIES					
I can use a Grammar Bank appropriately to study auxiliary verbs and question formation.	1	2	3	4	132, 133
I can ask and answer direct and indirect questions, and politely refuse to answer.	1	2	3	4	6, 7
I can use phrases with the correct intonation to show interest in a conversation.	1	2	3	4	7
I can work out meaning from context.	1	2	3	4	8, 10
I can ask and answer tough questions in an interview.	1	2	3	4	9
I can highlight auxiliary verbs to create the correct intonation and sentence rhythm.	1	2	3	4	11
WRITING					
I can use comparative forms in a written description.	1	2	3	4	13
I can correct mistakes in informal writing.	1	2	3	4	13

File 2

Framework level: B2

Can do statements	I can do this				ENGLISH FILE UPPER-INTERMEDIATE FOURTH EDITION FILE: 2
	WITH DIFFICULTY 1	2	3	EASILY 4	
LISTENING					Page
I can understand standard spoken language on both familiar and unfamiliar topics.	1	2	3	4	17
I can follow the anecdotes of native speakers and note down key words.	1	2	3	4	17
I can keep up with an animated conversation between speakers of the target language.	1	2	3	4	17, 23
I can follow a radio discussion and recognize key information and the speaker's argument.	1	2	3	4	23
READING					
I can read and do a quiz.	1	2	3	4	16
I can read a magazine article and recognize its tone and purpose.	1	2	3	4	18
I can read a magazine article in detail for information and argument.	1	2	3	4	19, 21
I can read and respond personally to the content of articles.	1	2	3	4	19, 21
SPOKEN INTERACTION					
I can take part in a discussion or a conversation with a partner about a range of topics.	1	2	3	4	16, 17, 19, 21
I can describe personal experiences in a conversation.	1	2	3	4	17, 19
I can ask and answer questions, taking turns and listening.	1	2	3	4	17, 19, 21, 23
I can express opinions and give examples in informal discussions.	1	2	3	4	19, 21, 23
I can manage an informal discussion, politely disagree and sum up what was said.	1	2	3	4	23
SPOKEN PRODUCTION					
I can describe my illnesses and injuries.	1	2	3	4	16, 17
I can present information to the class.	1	2	3	4	16, 17, 21, 23
I can describe a person I know.	1	2	3	4	20, 21
I can express my view in detail in a debate or discussion.	1	2	3	4	23
STRATEGIES					
I can use a Vocabulary Bank to talk about illnesses and injuries, and clothes and fashion.	1	2	3	4	152, 153

I can collaborate with people from other backgrounds.	1	2	3	4	16, 17
I can work out the meaning of unknown words from context.	1	2	3	4	16, 18, 21
I can recognize and pronounce consonant sounds (/j/, /dʒ/, /tʃ/, and /k/) and vowel sounds.	1	2	3	4	17, 22
I can use a Grammar Bank to study and use present perfect forms and adjectives.	1	2	3	4	134, 135
I can speculate and hypothesize in informal discussions and conversations.	1	2	3	4	17, 19, 23
WRITING					
I can write an informal email explaining how I feel and what I have been doing.	1	2	3	4	115
I can follow the conventions of an informal email.	1	2	3	4	115
I can check and edit informal writing.	1	2	3	4	115, 23
I can write a simple advert to sell a product on eBay	1	2	3	4	23

File 3

Framework level: B2

Can do statements	I can do this				ENGLISH FILE UPPER-INTERMEDIATE FOURTH EDITION FILE: 3
	WITH DIFFICULTY			EASILY	
	1	2	3	4	
LISTENING					Page
I can pick out key information in an announcement.	1	2	3	4	26
I can predict content in a listening text from situation and personal general knowledge.	1	2	3	4	28
I can follow an interview on a radio programme and note down key words and information.	1	2	3	4	28
I can listen to a story for pleasure.	1	2	3	4	33
I can listen and pick out functional phrases from a dialogue.	1	2	3	4	35
READING					
I can read a text closely and pick out key information.	1	2	3	4	26
I can read and respond personally to the content of articles.	1	2	3	4	27, 33
I can read a text closely and work out the use of words or verb forms.	1	2	3	4	27, 28
I can read a story for pleasure, recognizing setting, characters and events.	1	2	3	4	32, 33
SPOKEN INTERACTION					
I can take part in a discussion in groups about every day topics.	1	2	3	4	26, 27, 28, 32, 35
I can describe personal experiences in everyday conversations.	1	2	3	4	27
I can take turns telling and responding to stories.	1	2	3	4	29
I can discuss and compare reading habits.	1	2	3	4	32, 108
SPOKEN PRODUCTION					
I can tell an anecdote.	1	2	3	4	29
I can plan and organize a story, setting the scene and organizing main events.	1	2	3	4	29
I can talk about my reading habits.	1	2	3	4	32, 108
STRATEGIES					
I can use a Vocabulary Bank to describe air travel	1	2	3	4	154
I can work out the meaning of grammar in context, and use a Grammar Bank to study narrative tenses and adverbs.	1	2	3	4	27, 136, 137

I can use the correct rhythm when telling an anecdote.	1	2	3	4	29
I can show interest and encouragement when listening to someone telling me a story.	1	2	3	4	29
I can read for pleasure.	1	2	3	4	32, 33
I can use social English phrases in a variety of everyday situations.	1	2	3	4	35
WRITING					
I can plan, write and edit a fifty word story.	1	2	3	4	31
I can plan and write a short story.	1	2	3	4	116
I can use descriptive language such as adjectives and adverbs when writing.	1	2	3	4	116
I can incorporate dialogue into a short story.	1	2	3	4	116
I can check and edit informal writing.	1	2	3	4	116

File 4

Framework level: B2

Can do statements	I can do this				ENGLISH FILE UPPER-INTERMEDIATE FOURTH EDITION FILE: 4
	WITH DIFFICULTY			EASILY	
	1	2	3	4	
LISTENING					Page
I can keep up with a talk by an expert and predict its content.	1	2	3	4	39
I can follow a talk and note the examples given.	1	2	3	4	39
I can follow native speakers and recognize the topic they are talking about.	1	2	3	4	40, 43
I can recognize the views and opinions expressed by different speakers.	1	2	3	4	40, 43
READING					
I can read and complete a standard questionnaire.	1	2	3	4	36
I can recognize the main message of an article.	1	2	3	4	38, 42
I can use maps and photos to help me understand a text.	1	2	3	4	38
I can respond personally to interpret and reflect on information in an article.	1	2	3	4	38, 42
I can find key information, such as names and numbers, in a text.	1	2	3	4	42
SPOKEN INTERACTION					
I can take part in a discussion in groups about every day topics.	1	2	3	4	36, 42, 43
I can discuss personal experiences.	1	2	3	4	38, 42
I can ask and answer questions, taking turns and listening.	1	2	3	4	39, 40
I can interview a partner about weather events and experiences.	1	2	3	4	39
I can interview a partner about risk-taking experiences.	1	2	3	4	40
SPOKEN PRODUCTION					
I can talk about predictions for the future.	1	2	3	4	37
I can describe weather events and experiences.	1	2	3	4	39
I can communicate spontaneously in longer complex stretches of speech.	1	2	3	4	39
STRATEGIES					
I can use a Grammar Bank to study and use future forms and conditionals.	1	2	3	4	138, 139
I can use a Vocabulary Bank to talk about the weather.	1	2	3	4	156

I can recognize and produce vowel sounds.	1	2	3	4	38
I can find key information in a text.	1	2	3	4	42
I can work out the meaning and use of words in context.	1	2	3	4	43
WRITING					
I can plan and write a blog post giving reasons for and against a popular topic.	1	2	3	4	117
I can use linking expressions to list advantages and disadvantages.	1	2	3	4	117
I can introduce examples, add points, make contrasting points, give reasons and introduce conclusions when organizing my post.	1	2	3	4	117
I can check and edit a blog post for grammar, punctuation or spelling mistakes.	1	2	3	4	117

File 5

Framework level: B2

Can do statements	I can do this				ENGLISH FILE UPPER-INTERMEDIATE FOURTH EDITION FILE: 5
	WITH DIFFICULTY			EASILY	
	1	2	3	4	
LISTENING					Page
I can listen to an interview with a celebrity and make notes on the key things she says.	1	2	3	4	46, 47
I can listen for general and specific detail.	1	2	3	4	46, 47
I can keep up with an animated conversation between speakers of the target language.	1	2	3	4	46, 47
I can follow a story on a radio documentary and note key information.	1	2	3	4	48, 49
I can follow and understand a poem about regrets.	1	2	3	4	53
I can follow an animated discussion between native speakers and pick out key points and arguments.	1	2	3	4	55
READING					
I can respond personally to interpret and reflect on information in an article.	1	2	3	4	46, 47
I can read closely and match missing words to sentences.	1	2	3	4	46, 48
I can read a text closely and answer open questions.	1	2	3	4	48, 53
I can read a text for the main idea.	1	2	3	4	52
SPOKEN INTERACTION					
I can take part in a discussion in groups about every day topics.	1	2	3	4	46, 47, 48, 49, 52, 55
I can agree or disagree and give opinions in every day conversations.	1	2	3	4	48, 49
I can take turns to tell stories and respond and encourage appropriately in a lively conversation.	1	2	3	4	51
SPOKEN PRODUCTION					
I can talk about how I would feel and act in difficult situations.	1	2	3	4	46, 47, 48, 49
I can express annoyance and regret when talking about everyday situations.	1	2	3	4	50, 51
I can talk about things that I feel strongly about (e.g. embarrassing mistakes or things that make me depressed)	1	2	3	4	51
I can talk about regrets in my life.	1	2	3	4	53
I can communicate spontaneously in longer complex stretches of speech.	1	2	3	4	51, 53

STRATEGIES					
I can use a Vocabulary Bank to talk about feelings.	1	2	3	4	157
I can use a Grammar Bank to learn and use unreal conditionals and wishes.	1	2	3	4	140, 141
I can collaborate with others to explain what to do in certain situations.					46, 108, 112, 114
I can use word stress appropriately.	1	2	3	4	47
I can read a text for general understanding and orientation.	1	2	3	4	52
I can work out the meaning and use of words from context.	1	2	3	4	53
WRITING					
I can plan and write a health and safety blog post giving advice and reasons.	1	2	3	4	118
I can check and edit a blog post for grammar, punctuation or spelling mistakes.	1	2	3	4	118
I can write a story chain using conditional forms.	1	2	3	4	49
I can write a poem using the language of regret.	1	2	3	4	53

File 6

Framework level: B2

Can do statements	I can do this				ENGLISH FILE UPPER-INTERMEDIATE FOURTH EDITION FILE: 6
	WITH DIFFICULTY			EASILY	
	1	2	3	4	
LISTENING					Page
I can follow a podcast or talk and note key information.	1	2	3	4	59, 60
I can follow a podcast and summarize and explain a speaker's reasons.	1	2	3	4	59
I can follow a podcast or talk and complete notes with key words.	1	2	3	4	60
I can follow a video documentary and note answers to multiple choice questions.	1	2	3	4	63
READING					
I can read an article for a general understanding.	1	2	3	4	57, 62
I can read an article closely and answer open questions.	1	2	3	4	57, 62
I can read and respond personally to the content of articles.	1	2	3	4	57, 62
I can read an article for overall understanding and choose the best summary.	1	2	3	4	62
SPOKEN INTERACTION					
I can take part in a discussion in groups about every day topics.	1	2	3	4	56, 57, 62, 63
I can interview my partner about personal experiences and react to what my partner says.	1	2	3	4	59
I can express opinions, agree and disagree, in a debate about music.	1	2	3	4	63
SPOKEN PRODUCTION					
I can talk about personal experiences.	1	2	3	4	56, 61
I can present information to the class.	1	2	3	4	56
I can explain why I would choose certain music in certain situations.	1	2	3	4	60
STRATEGIES					
I can use a Grammar Bank to study and use used to and be used to, and gerunds and infinitives.	1	2	3	4	142, 143
I can differentiate between /s/ and /z/ sounds.	1	2	3	4	56
I can work out the meaning of words in context.	1	2	3	4	58
I can listen for key words (names and numbers).	1	2	3	4	59

I can listen to a talk and make detailed notes.	1	2	3	4	60
I can recognize views and arguments in a written text.	1	2	3	4	62
WRITING					
I can plan and write a playlist.	1	2	3	4	62

File 7

Framework level: B2

Can do statements	I can do this				ENGLISH FILE UPPER-INTERMEDIATE FOURTH EDITION FILE: 7
	WITH DIFFICULTY			EASILY	
	1	2	3	4	
LISTENING					Page
I can understand and follow a talk and pick out general points made.	1	2	3	4	68, 71
I can follow a talk and note specific, detailed points.	1	2	3	4	68
I can follow a talk and complete detailed instructions.	1	2	3	4	71
I can listen closely to a conversation and complete missing phrases.	1	2	3	4	75
READING					
I can read an article for a general understanding.	1	2	3	4	67, 69, 71, 72
I can read an article and complete it with missing information and sentences.	1	2	3	4	67, 72
I can read an article closely and complete a true or false exercise.	1	2	3	4	72
I can read and respond personally to the content of articles.	1	2	3	4	69, 72
SPOKEN INTERACTION					
I can take part in a discussion in groups about every day topics.	1	2	3	4	66, 67, 72, 75
I can practice conversations in which I react to news appropriately.	1	2	3	4	66
I can roleplay an argument with a flat mate.	1	2	3	4	68
I can discuss and express preferences.	1	2	3	4	68
I can ask and answer questions, taking turns and listening.	1	2	3	4	68, 69, 71, 72
I can ask and answer questions while paying attention to body language and verbal clues.	1	2	3	4	72
SPOKEN PRODUCTION					
I can describe objects in detail.	1	2	3	4	71
I can describe my personal experience of acting.	1	2	3	4	71
I can present information to the class.	1	2	3	4	71
STRATEGIES					
I can use a Grammar Bank to learn about and use past modals, and verbs of the senses.	1	2	3	4	144, 145

I can use a Vocabulary Bank to learn verbs often confused.	1	2	3	4	158
I can recognize and use the weak pronunciations of have and of, and the use of silent consonants.	1	2	3	4	66, 72
I can collaborate with people from other backgrounds.	1	2	3	4	66, 67
I can complete a text with gapped sentences using close reading skills.	1	2	3	4	67, 72
WRITING					
I can write arguments for and against a statement.	1	2	3	4	69
I can plan and write a description of a photo.	1	2	3	4	119
I can use key phrases when writing a description (e.g. in the foreground; it looks as if).	1	2	3	4	119
I can check and edit my writing.	1	2	3	4	119

File 8

Framework level: B2

Can do statements	I can do this				ENGLISH FILE UPPER-INTERMEDIATE FOURTH EDITION FILE: 8
	WITH DIFFICULTY 1	2	3	EASILY 4	
LISTENING					Page
I can listen to podcast for a general understanding to complete headings.	1	2	3	4	76
I can listen to podcast and answer specific information questions.	1	2	3	4	76
I can follow a story and understand general content.	1	2	3	4	80
I can listen closely to a story and complete sentences with specific information.	1	2	3	4	80
I can follow a TV documentary on the news.	1	2	3	4	83
READING					
I can read an article and answer general and specific questions.	1	2	3	4	78, 79, 82, 83
I can understand articles concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	1	2	3	4	78, 79
I can recognize when a text provides factual information and when it seeks to convince readers of something.	1	2	3	4	78, 79, 82
I can read and respond personally to the content of articles.	1	2	3	4	79
I can read an article and recognize whether it is serious or not.	1	2	3	4	82
SPOKEN INTERACTION					
I can take part in a discussion in groups about every day topics.	1	2	3	4	76, 77, 78, 79, 82
I can exchange detailed information with a partner.	1	2	3	4	77
I can express opinions, explain why and reach conclusions in a discussion.	1	2	3	4	79, 82
SPOKEN PRODUCTION					
I can describe personal experiences of crime.	1	2	3	4	77
I can present information to the class.	1	2	3	4	77, 79
I can relate a news story.	1	2	3	4	80
I can describe my personal experiences of news websites, magazines and newspapers.	1	2	3	4	83
STRATEGIES					
I can use a Vocabulary Bank to learn about crime and punishment and the media.	1	2	3	4	160, 161

I can use a Grammar Bank to study and use passive forms.	1	2	3	4	146
I can work out the meaning of words in context.	1	2	3	4	77, 78
I can recognize and use the different pronunciations of the letter u.	1	2	3	4	77
I can use linking in general speech.	1	2	3	4	81
WRITING					
I can express my opinion in an article on a website forum.	1	2	3	4	120
I can use key phrases when giving my opinion, giving examples or sequencing.	1	2	3	4	120
I can check and edit my writing.	1	2	3	4	120

File 9

Framework level: B2

Can do statements	I can do this				ENGLISH FILE UPPER-INTERMEDIATE FOURTH EDITION FILE: 9
	WITH DIFFICULTY			EASILY	
	1	2	3	4	
LISTENING					Page
I can follow a talk by a marketing expert and complete gaps with missing words.	1	2	3	4	87
I can follow the anecdotes of native speakers talking about places they have visited.	1	2	3	4	90
I can keep up with an animated conversation between speakers of the target language.	1	2	3	4	90
I can follow native speakers and recognize key information and the speaker's argument.	1	2	3	4	90, 91
READING					
I can read a magazine article and recognize its tone and purpose.	1	2	3	4	88, 89
I can read a magazine article in detail for information and argument.	1	2	3	4	88, 89, 92
I can read and respond personally to the content of articles.	1	2	3	4	89, 92
I can read an article for specific information.	1	2	3	4	90, 92
SPOKEN INTERACTION					
I can take part in a discussion or a conversation with a partner about a range of topics.	1	2	3	4	86, 87
I can predict and discuss problems with advertisements.	1	2	3	4	86, 87
I can describe personal experiences in a conversation.	1	2	3	4	87, 92
I can work collaboratively to make a list of things that make cities attractive.	1	2	3	4	90
I can ask and answer questions, taking turns and listening.	1	2	3	4	92
I can express opinions and give examples in informal discussions.	1	2	3	4	92
I can express preferences when talking about places I like.	1	2	3	4	92
SPOKEN PRODUCTION					
I can talk for a minute on an everyday subject.	1	2	3	4	91
I can present information to the class.	1	2	3	4	91
I can describe clothes I wear.	1	2	3	4	91

I can describe places I've been to or know well.	1	2	3	4	91, 93
STRATEGIES					
I can use a Vocabulary Bank to talk about business.	1	2	3	4	162
I can use a Grammar Bank to study and use clauses of contrast and purpose and uncountable and plural nouns.	1	2	3	4	148, 149
I can collaborate with people from other backgrounds.	1	2	3	4	86
I can work out the meaning of unknown words from context.	1	2	3	4	86, 92
I can predict content from visuals and general knowledge.	1	2	3	4	90, 91
I can use prefixes and suffixes with the correct word stress.	1	2	3	4	93
WRITING					
I can write a report about the features of a city.	1	2	3	4	121
I can introduce the topic, emphasize and generalize.	1	2	3	4	121
I can check and edit formal writing.	1	2	3	4	121

File 10

Framework level: B2

Can do statements	I can do this WITH DIFFICULTY EASILY				ENGLISH FILE UPPER-INTERMEDIATE FOURTH EDITION FILE: 10
	1	2	3	4	
LISTENING					Page
I can follow a scientific talk and understand information and explanations.	1	2	3	4	96
I can respond personally to and interpret information I hear in a talk.	1	2	3	4	96
I can follow advice on a radio programme and make detailed notes.	1	2	3	4	102
I can listen to a video listening and note key words.	1	2	3	4	103
READING					
I can read and note key information in a long article.	1	2	3	4	98
I can scan quickly through long and complex texts, locating relevant details.	1	2	3	4	98, 99, 100, 101
I can quickly identify the content and relevance of news articles and reports.	1	2	3	4	98, 99
I can read and respond personally to the content of articles.	1	2	3	4	99, 101
I can match information to different parts of an article.	1	2	3	4	100, 101
SPOKEN INTERACTION					
I can engage in discussions on everyday topics.	1	2	3	4	96, 97, 98, 99, 100
I can interview a partner, take turns and respond to what people are saying.	1	2	3	4	97
I can discuss personal experiences of films, TV and books.	1	2	3	4	98
I can discuss future possibilities.	1	2	3	4	99
SPOKEN PRODUCTION					
I can talk about my personal experiences.	1	2	3	4	97, 102
I can give opinions on a wide range of subjects.	1	2	3	4	97
I can talk about my personal experiences of films, TV and books.	1	2	3	4	98
I can plan and give a three-minute presentation on a personal subject.	1	2	3	4	103
I can present information to the class.	1	2	3	4	103

STRATEGIES					
I can use a Grammar Bank to study and use quantifiers and articles	1	2	3	4	150, 151
I can work out the meaning of unknown words in context.	1	2	3	4	96, 97, 103
I can recognize and use stress correctly in word families.	1	2	3	4	97
I can use pausing and stress when giving a talk.	1	2	3	4	101
WRITING					
I can write accurate sentences using quantifiers or articles.	1	2	3	4	99, 100

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

