

fourth  
edition

# English File

## Beginner

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
e.g. KET	Cambridge ESOL	November 2018	Pass with merit

# 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
<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.

# 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 <b>B1</b> Reading <b>A2</b> Speaking (interaction) <b>B1</b> Speaking (production) <b>A2</b> Writing <b>A1</b>
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.

<b>Where I started learning English</b>	
<b>Why I started learning English</b>	

<b>When</b>	<b>Experience</b>	<b>How successful?</b>

# 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: A1

Can do statements	I can do this				ENGLISH FILE BEGINNER FOURTH EDITION FILE: 1
	WITH DIFFICULTY 1	2	3	EASILY 4	
<b>LISTENING</b>					<b>Page</b>
I can understand a simple passage.	1	2	3	4	6, 7, 8, 9, 10, 11
I can listen to and repeat stress, intonation, and rhythm in sentences.	1	2	3	4	6, 7, 8, 9, 10, 11, 92, 116, 117, 118
I can understand simple words and phrases.	1	2	3	4	6, 7, 8, 9, 10, 11
I can recognize different sounds associated with particular letter combinations.	1	2	3	4	7, 8, 9, 10, 11
I can understand and follow instructions.	1	2	3	4	10
I can understand short films.	1	2	3	4	11
<b>READING</b>					
I can read and understand simple texts.	1	2	3	4	6, 8, 9, 10, 11
I can read and understand numbers.	1	2	3	4	7, 116
I can identify English first names and surnames.	1	2	3	4	11
<b>SPOKEN INTERACTION</b>					
I can ask and answer simple questions, take part in simple conversations, and describe my opinions or feelings.	1	2	3	4	9
I can practise asking and answering simple questions with a partner.	1	2	3	4	6, 7, 8, 9, 10, 11
I can practise asking for or giving help in a large city with a partner.	1	2	3	4	11
<b>SPOKEN PRODUCTION</b>					
I can listen to and repeat words, phrases and sentences using the correct stress, intonation, and rhythm.	1	2	3	4	6, 7, 8, 9, 10, 92, 116, 117, 118
I can use contractions.	1	2	3	4	6, 7, 8, 9, 10, 11, 78, 82, 92
I can listen to and repeat letter sounds and words using the correct pronunciation.	1	2	3	4	6, 7, 8, 9, 10, 11, 92
I can use simple social English phrases.	1	2	3	4	6, 7, 8, 9, 10, 11
I can spell simple words.	1	2	3	4	6, 7, 8, 9, 10, 11
I can pronounce numbers.	1	2	3	4	7, 116
<b>STRATEGIES</b>					
I can use adjectives, verbs, pronouns, and nouns.	1	2	3	4	6, 7, 8, 9, 10, 11, 93, 116, 117, 118
I can use different verb forms.	1	2	3	4	8, 93
I can understand simple words, idioms, or sayings in context and use common phrases in conversation.	1	2	3	4	6, 7, 8, 9, 10, 11
I can look at photographs or illustrations and give an opinion of what I see.	1	2	3	4	9

<b>WRITING</b>					
I can complete a list or a text.	1	2	3	4	7, 8, 9, 10, 11
I can complete a simple chart.	1	2	3	4	8

## Framework level: A1

Can do statements	I can do this				ENGLISH FILE BEGINNER FOURTH EDITION FILE: 2
	WITH DIFFICULTY 1	2	3	EASILY 4	
LISTENING					Page
I can understand a simple passage.	1	2	3	4	12, 13, 14
I can listen to and repeat stress, intonation, and rhythm in sentences.	1	2	3	4	12, 15, 94, 116, 117
I can understand simple words and phrases	1	2	3	4	15
I can recognize different sounds associated with particular letter combinations.	1	2	3	4	12, 15
I can understand short films.	1	2	3	4	15
I can listen to a recording and complete missing information or use the information to answer questions with the help of a transcript.	1	2	3	4	13,14
I can understand a simple conversation and answer questions about the speakers.	1	2	3	4	13,14
I can identify the difference between words that sound alike but have different meanings.	1	2	3	4	15
READING					
I can read and understand simple texts.	1	2	3	4	12, 13, 14
I can read and understand numbers.	1	2	3	4	15
SPOKEN INTERACTION					
I can ask and answer simple questions, take part in simple conversations, and describe my opinions or feelings.	1	2	3	4	13, 14, 15, 79, 83
I can practise asking and answering simple questions with a partner.	1	2	3	4	13, 14, 15, 79, 83
I can interview and be interviewed.	1	2	3	4	15, 79, 83
SPOKEN PRODUCTION					
I can listen to and repeat words, phrases and sentences using the correct stress, intonation, and rhythm.	1	2	3	4	12, 14, 15, 94, 116, 117
I can use contractions.	1	2	3	4	12
I can listen to and repeat letter sounds and words using the correct pronunciation.	1	2	3	4	12
I can use simple social English phrases.	1	2	3	4	13, 14, 15
I can pronounce numbers.	1	2	3	4	15, 116
STRATEGIES					
I can use adjectives, verbs, pronouns, and nouns.	1	2	3	4	12, 13, 14, 15, 95, 116, 117
I can use different verb forms.	1	2	3	4	12, 95

I can understand simple words, idioms, or sayings in context and use common phrases in conversation.	1	2	3	4	13, 14, 15
I can reorder words and use <i>what, where, who, which, when, why</i> , and <i>how</i> to make questions.	1	2	3	4	14, 95
I can use and expand on a range of simple vocabulary used in day-to-day interactions.	1	2	3	4	12
I can look at photographs or illustrations and give an opinion of what I see.	1	2	3	4	12
<b>WRITING</b>					
I can complete a list or a text.	1	2	3	4	12, 13, 14, 15
I can complete a simple chart.	1	2	3	4	12
I can write simple sentences.	1	2	3	4	13
I can write numbers.	1	2	3	4	15
I can complete a simple form.	1	2	3	4	86
I can write sentences using contractions.	1	2	3	4	13



## Framework level: A1

Can do statements	I can do this				ENGLISH FILE BEGINNER FOURTH EDITION FILE: 3
	WITH DIFFICULTY 1	2	3	EASILY 4	
<b>LISTENING</b>					<b>Page</b>
I can understand a simple passage.	1	2	3	4	19, 21, 22, 23
I can listen to and repeat stress, intonation, and rhythm in sentences.	1	2	3	4	18, 20, 21, 22, 23, 96, 119
I can recognize different sounds associated with particular letter combinations.	1	2	3	4	18, 21, 22
I can understand and follow instructions.	1	2	3	4	18
I can understand short films.	1	2	3	4	23
I can listen to a recording and complete missing information or use the information to answer questions with the help of a transcript.	1	2	3	4	18, 19, 21, 22, 23
I can understand a simple conversation and answer questions about the speakers.	1	2	3	4	23
I can identify specific words or phrases in a video or audio recording.	1	2	3	4	18, 19, 21, 22, 23
<b>READING</b>					
I can read and understand simple texts.	1	2	3	4	18, 19, 21, 22, 23
I can read a text and answer questions about it.	1	2	3	4	18
I can read and understand numbers.	1	2	3	4	22
<b>SPOKEN INTERACTION</b>					
I can ask and answer simple questions, take part in simple conversations, and describe my opinions or feelings.	1	2	3	4	18, 19, 20, 21, 22, 23, 79, 81, 83
I can practise asking and answering simple questions with a partner.	1	2	3	4	18, 19, 20, 21, 22, 23, 79, 81, 83
<b>SPOKEN PRODUCTION</b>					
I can listen to and repeat words, phrases and sentences using the correct stress, intonation, and rhythm.	1	2	3	4	18, 19, 20, 21, 22, 23, 96, 119
I can listen to and repeat letter sounds and words using the correct pronunciation.	1	2	3	4	18, 21, 22
I can use simple social English phrases.	1	2	3	4	23, 79, 81, 83
I can pronounce numbers.	1	2	3	4	22, 23
<b>STRATEGIES</b>					
I can use adjectives, verbs, pronouns, and nouns.	1	2	3	4	18, 20, 21, 97, 119
I can understand simple words, idioms, or sayings in context and use common phrases in conversation.	1	2	3	4	18, 23
I can use and expand on a range of simple vocabulary used in day-to-day interactions.	1	2	3	4	18, 20, 21, 119

I can look at photographs or illustrations and give an opinion of what I see.	1	2	3	4	18, 19,20
I can ask for assistance in finding a word that I do not know, or I can find an alternative word in my vocabulary.	1	2	3	4	19
<b>WRITING</b>					
I can complete a list or a text.	1	2	3	4	18, 21, 23
I can complete a simple chart.	1	2	3	4	23
I can write simple sentences.	1	2	3	4	21
I can write numbers.	1	2	3	4	21

## Framework level: A1

Can do statements	I can do this				ENGLISH FILE BEGINNER FOURTH EDITION FILE: 4
	WITH DIFFICULTY 1	2	3	EASILY 4	
<b>LISTENING</b>					<b>Page</b>
I can understand a simple passage.	1	2	3	4	24, 25, 26, 27
I can listen to and repeat stress, intonation, and rhythm in sentences.	1	2	3	4	24, 26, 27, 98, 120, 121
I can understand simple words and phrases.	1	2	3	4	24, 25, 26, 27
I can recognize different sounds associated with particular letter combinations.	1	2	3	4	24, 27
I can understand short films.	1	2	3	4	27
I can understand a simple conversation and answer questions about the speakers.	1	2	3	4	24, 25, 26
I can identify specific words or phrases in a video or audio recording.	1	2	3	4	24, 25, 26, 27
<b>READING</b>					
I can read and understand simple texts.	1	2	3	4	24, 25, 26
I can read a text and answer questions about it.	1	2	3	4	24, 25, 26
I can identify English first names and surnames.	1	2	3	4	24, 25
<b>SPOKEN INTERACTION</b>					
I can ask and answer simple questions, take part in simple conversations, and describe my opinions or feelings.	1	2	3	4	24, 25, 26, 27
I can practise asking and answering simple questions with a partner.	1	2	3	4	24, 25
I can discuss questions about my daily life and express an opinion.	1	2	3	4	26, 27
<b>SPOKEN PRODUCTION</b>					
I can listen to and repeat words, phrases and sentences using the correct stress, intonation, and rhythm.	1	2	3	4	24, 25, 26, 27, 98, 120, 121
I can use contractions.	1	2	3	4	24, 26
I can listen to and repeat letter sounds and words using the correct pronunciation.	1	2	3	4	24, 25, 26, 27
I can use simple social English phrases.	1	2	3	4	27
<b>STRATEGIES</b>					
I can use adjectives, adverbs, verbs, pronouns, and nouns.	1	2	3	4	24, 27, 99, 120, 121
I can understand simple words, idioms, or sayings in context and use common phrases in conversation.	1	2	3	4	24, 25, 26
I can use and expand on a range of simple vocabulary used in day-to-day interactions.	1	2	3	4	24, 27

I can look at photographs or illustrations and give an opinion of what I see.	1	2	3	4	24, 25, 26, 27
I can complete or correct sentences.	1	2	3	4	25, 27
<b>WRITING</b>					
I can complete a list or a text.	1	2	3	4	25
I can complete a simple chart.	1	2	3	4	24
I can write simple sentences.	1	2	3	4	25, 86
I can write sentences about my daily life, home, family, work, hobbies, etc.	1	2	3	4	86

## Framework level: A1

Can do statements	I can do this				ENGLISH FILE BEGINNER FOURTH EDITION FILE: 5
	WITH DIFFICULTY 1	2	3	EASILY 4	
<b>LISTENING</b>					<b>Page</b>
I can understand a simple passage.	1	2	3	4	31, 32, 33, 34, 35
I can listen to and repeat stress, intonation, and rhythm in sentences.	1	2	3	4	31, 33, 34, 35, 100, 122, 123
I can understand simple words and phrases.	1	2	3	4	32
I can recognize different sounds associated with particular letter combinations.	1	2	3	4	31, 33, 35,
I can understand short films.	1	2	3	4	35
I can listen to a recording and complete missing information or use the information to answer questions with the help of a transcript.	1	2	3	4	30,32
I can understand a simple conversation and answer questions about the speakers.	1	2	3	4	32, 33, 34, 35
I can identify specific words or phrases in a video or audio recording.	1	2	3	4	31, 32, 33, 34, 35
<b>READING</b>					
I can read and understand simple texts.	1	2	3	4	30, 32, 34, 35
I can read a text and answer questions about it.	1	2	3	4	30
I can read and understand numbers.	1	2	3	4	34
<b>SPOKEN INTERACTION</b>					
I can ask and answer simple questions, take part in simple conversations, and describe my opinions or feelings.	1	2	3	4	30, 31, 33, 34, 79, 83
I can practise asking and answering simple questions with a partner.					33, 34, 35, 79, 83
I can discuss questions about my daily life and express an opinion.	1	2	3	4	30
<b>SPOKEN PRODUCTION</b>					
I can listen to and repeat words, phrases and sentences using the correct stress, intonation, and rhythm.	1	2	3	4	31, 33, 34, 35, 100, 122, 123
I can use contractions.	1	2	3	4	31, 33, 34, 35
I can listen to and repeat letter sounds and words using the correct pronunciation.	1	2	3	4	31, 33
I can use simple social English phrases.	1	2	3	4	33, 34, 35
I can pronounce numbers.	1	2	3	4	34, 35, 79, 83
<b>STRATEGIES</b>					
I can use adjectives, adverbs, verbs, pronouns, and nouns.	1	2	3	4	31, 33, 101, 122, 123
I can use different verb forms.	1	2	3	4	31, 33, 101

I can understand simple words, idioms, or sayings in context and use common phrases in conversation.	1	2	3	4	35
I can use and expand on a range of simple vocabulary used in day-to-day interactions.	1	2	3	4	30, 33, 34, 35, 122, 123
I can complete or correct sentences.	1	2	3	4	30, 31, 32, 33, 35
I can identify silent consonants.	1	2	3	4	35
<b>WRITING</b>					
I can complete a list or a text.	1	2	3	4	30, 31, 32, 35
I can complete a simple chart.	1	2	3	4	31
I can write simple sentences.	1	2	3	4	30, 31, 33, 34, 35, 86
I can write sentences about my daily life, home, family, work, hobbies, etc.	1	2	3	4	31, 33, 86

## Framework level: A1

Can do statements	I can do this				ENGLISH FILE <b>BEGINNER</b> FOURTH EDITION <b>FILE: 6</b>
	WITH DIFFICULTY 1	2	3	EASILY 4	
<b>LISTENING</b>					<b>Page</b>
I can understand a simple passage.	1	2	3	4	36, 37, 38, 39
I can listen to and repeat stress, intonation, and rhythm in sentences.	1	2	3	4	37, 38, 39, 102, 124,125
I can recognize different sounds associated with particular letter combinations.	1	2	3	4	37, 39
I can understand short films.	1	2	3	4	39
I can listen to a recording and complete missing information or use the information to answer questions with the help of a transcript.	1	2	3	4	36, 37, 39
I can understand a simple conversation and answer questions about the speakers.	1	2	3	4	36
I can identify specific words or phrases in a video or audio recording.	1	2	3	4	36, 37, 38, 39
<b>READING</b>					
I can read and understand simple texts.	1	2	3	4	36, 37, 38
I can read a text and answer questions about it.	1	2	3	4	36, 37
I can read and understand numbers.	1	2	3	4	38,39
<b>SPOKEN INTERACTION</b>					
I can ask and answer simple questions, take part in simple conversations, and describe my opinions or feelings.	1	2	3	4	36, 38, 39
I can practise asking and answering simple questions with a partner.	1	2	3	4	38, 39
I can discuss questions about my daily life and express an opinion.	1	2	3	4	36, 37
<b>SPOKEN PRODUCTION</b>					
I can listen to and repeat words, phrases and sentences using the correct stress, intonation, and rhythm.	1	2	3	4	37, 38, 39, 102, 124,125
I can use contractions.	1	2	3	4	36
I can listen to and repeat letter sounds and words using the correct pronunciation.	1	2	3	4	37, 39
<b>STRATEGIES</b>					
I can use adjectives, adverbs, verbs, pronouns, and nouns.	1	2	3	4	36, 38, 103, 124,125
I can use different verb forms.	1	2	3	4	36, 37, 38, 103, 124,125

I can understand simple words, idioms, or sayings in context and use common phrases in conversation.	1	2	3	4	38
I can reorder words and use <i>what, where, who, which, when, why</i> , and <i>how</i> to make questions.	1	2	3	4	37
I can use and expand on a range of simple vocabulary used in day-to-day interactions.	1	2	3	4	36, 38
I can look at photographs or illustrations and give an opinion of what I see.	1	2	3	4	36, 38, 39
I can ask for assistance in finding a word that I do not know, or I can find an alternative word in my vocabulary.	1	2	3	4	36, 38
I can complete or correct sentences.	1	2	3	4	36, 37, 39
<b>WRITING</b>					
I can complete a list or a text.	1	2	3	4	36, 37, 39
I can complete a simple chart.	1	2	3	4	36
I can write simple sentences.	1	2	3	4	37, 39
I can write sentences about my daily life, home, family, work, hobbies, etc.	1	2	3	4	37, 39
I can write about ideas, prompted by simple illustrations and captions.	1	2	3	4	37, 39
I can express an opinion in simple terms.	1	2	3	4	37



## Framework level: A1

Can do statements	I can do this				ENGLISH FILE BEGINNER FOURTH EDITION FILE: 7
	WITH DIFFICULTY 1	2	3	EASILY 4	
<b>LISTENING</b>					<b>Page</b>
I can understand a simple passage.	1	2	3	4	42, 46
I can listen to and repeat stress, intonation, and rhythm in sentences.	1	2	3	4	43, 45, 104, 126, 127
I can understand simple words and phrases.	1	2	3	4	42, 43, 45, 46, 47
I can recognize different sounds associated with particular letter combinations.	1	2	3	4	43, 45, 46
I can understand short films.	1	2	3	4	47
I can listen to a recording and complete missing information or use the information to answer questions with the help of a transcript.	1	2	3	4	42, 44
I can understand a simple conversation and answer questions about the speakers.	1	2	3	4	44, 47
I can identify specific words or phrases in a video or audio recording.	1	2	3	4	42, 44, 45, 47
<b>READING</b>					
I can read and understand simple texts.	1	2	3	4	42, 44
I can read a text and answer questions about it.	1	2	3	4	42
<b>SPOKEN INTERACTION</b>					
I can ask and answer simple questions, take part in simple conversations, and describe my opinions or feelings.	1	2	3	4	43, 45
I can practise asking and answering simple questions with a partner.	1	2	3	4	43, 47
I can interview and be interviewed.	1	2	3	4	43
I can discuss questions about my daily life and express an opinion.	1	2	3	4	43
I can role-play a dialogue with a partner or in a group, following a script.	1	2	3	4	44
<b>SPOKEN PRODUCTION</b>					
I can listen to and repeat words, phrases and sentences using the correct stress, intonation, and rhythm.	1	2	3	4	43, 45, 104, 126, 127
I can use contractions.	1	2	3	4	43, 45
I can listen to and repeat letter sounds and words using the correct pronunciation.	1	2	3	4	43, 45
I can use simple social English phrases.	1	2	3	4	45
I can pronounce numbers.	1	2	3	4	46, 126, 127
<b>STRATEGIES</b>					
I can use adjectives, adverbs, verbs, pronouns, and nouns.	1	2	3	4	42, 43, 44, 45, 105, 126, 127

I can understand simple words, idioms, or sayings in context and use common phrases in conversation.	1	2	3	4	43
I can reorder words and use <i>what, where, who, which, when, why</i> , and <i>how</i> to make questions.	1	2	3	4	43, 105
I can use and expand on a range of simple vocabulary used in day-to-day interactions.	1	2	3	4	42, 43, 45, 46, 47
I can look at photographs or illustrations and give an opinion of what I see.	1	2	3	4	45
I can complete or correct sentences.	1	2	3	4	42, 43, 44, 47
I can work with a partner or in a group to discuss or research the answers to questions.	1	2	3	4	43, 46, 47
<b>WRITING</b>					
I can complete a list or a text.	1	2	3	4	42, 43, 44, 47
I can complete a simple chart.	1	2	3	4	43, 45
I can write simple sentences.	1	2	3	4	43

## Framework level: A1

Can do statements	I can do this				ENGLISH FILE <b>BEGINNER</b> FOURTH EDITION <b>FILE: 8</b>
	WITH DIFFICULTY 1	2	3	EASILY 4	
<b>LISTENING</b>					<b>Page</b>
I can understand a simple passage.	1	2	3	4	48, 49, 51
I can listen to and repeat stress, intonation, and rhythm in sentences.	1	2	3	4	48, 49, 51, 106, 128
I can understand simple words and phrases.	1	2	3	4	48, 49
I can recognize different sounds associated with particular letter combinations.	1	2	3	4	49, 51
I can understand short films.	1	2	3	4	51
I can listen to a recording and complete missing information or use the information to answer questions with the help of a transcript.	1	2	3	4	48, 51
I can understand a simple conversation and answer questions about the speakers.	1	2	3	4	48, 49, 51
I can identify the difference between words that sound alike but have different meanings.	1	2	3	4	49
<b>READING</b>					
I can read and understand simple texts.	1	2	3	4	48, 49, 50, 51
I can read a text and answer questions about it.	1	2	3	4	48, 51
<b>SPOKEN INTERACTION</b>					
I can ask and answer simple questions, take part in simple conversations, and describe my opinions or feelings.	1	2	3	4	48, 51, 80, 84
I can practise asking and answering simple questions with a partner.	1	2	3	4	51, 80, 84
I can discuss questions about my daily life and express an opinion.	1	2	3	4	48, 51
I can role-play a dialogue with a partner or in a group, following a script.	1	2	3	4	51, 80, 84
<b>SPOKEN PRODUCTION</b>					
I can listen to and repeat words, phrases and sentences using the correct stress, intonation, and rhythm.	1	2	3	4	49, 51, 106, 128
I can use contractions.	1	2	3	4	49
I can listen to and repeat letter sounds and words using the correct pronunciation.	1	2	3	4	49, 51
I can use simple social English phrases.	1	2	3	4	51, 80, 84
<b>STRATEGIES</b>					
I can use adjectives, adverbs, verbs, pronouns, and nouns.	1	2	3	4	49, 50, 107, 128
I can use different verb forms.	1	2	3	4	49, 50, 107

I can understand simple words, idioms, or sayings in context and use common phrases in conversation.	1	2	3	4	49
I can reorder words and use <i>what, where, who, which, when, why</i> , and <i>how</i> to make questions.	1	2	3	4	49, 51, 80, 84
I can use and expand on a range of simple vocabulary used in day-to-day interactions.	1	2	3	4	48, 49, 50
I can look at photographs or illustrations and give an opinion of what I see.	1	2	3	4	49, 50
I can complete or correct sentences.	1	2	3	4	48, 49, 50, 51
I can work with a partner or in a group to discuss or research the answers to questions.	1	2	3	4	48, 49, 80, 84
<b>WRITING</b>					
I can complete a list or a text.	1	2	3	4	48, 49, 50
I can complete a simple chart.	1	2	3	4	49
I can write simple sentences.	1	2	3	4	49, 51
I can write sentences about my daily life, home, family, work, hobbies, etc.	1	2	3	4	49, 51
I can express an opinion in simple terms.	1	2	3	4	49

## Framework level: A1

Can do statements	I can do this				ENGLISH FILE <b>BEGINNER</b> FOURTH EDITION FILE: 9
	WITH DIFFICULTY 1	2	3	EASILY 4	
<b>LISTENING</b>					<b>Page</b>
I can understand a simple passage.	1	2	3	4	54, 55, 56, 57, 58, 59
I can listen to and repeat stress, intonation, and rhythm in sentences.	1	2	3	4	108, 126, 129
I can understand simple words and phrases.	1	2	3	4	55, 58, 59
I can recognize different sounds associated with particular letter combinations.	1	2	3	4	55, 57
I can understand short films.	1	2	3	4	58, 59
I can listen to a recording and complete missing information or use the information to answer questions with the help of a transcript.	1	2	3	4	55, 58
I can understand a simple conversation and answer questions about the speakers.	1	2	3	4	54, 55, 57, 58, 59
I can identify specific words or phrases in a video or audio recording.	1	2	3	4	54, 55, 58
<b>READING</b>					
I can read and understand simple texts.	1	2	3	4	54, 56
I can read a text and answer questions about it.	1	2	3	4	56
I can identify specific words and phrases in a text.	1	2	3	4	54
<b>SPOKEN INTERACTION</b>					
I can ask and answer simple questions, take part in simple conversations, and describe my opinions or feelings.	1	2	3	4	56, 80, 84
I can practise asking and answering simple questions with a partner.	1	2	3	4	55, 80, 84
I can discuss questions about my daily life and express an opinion.	1	2	3	4	54, 57
I can role-play a dialogue with a partner or in a group, following a script.	1	2	3	4	55, 59, 80, 84
<b>SPOKEN PRODUCTION</b>					
I can listen to and repeat words, phrases and sentences using the correct stress, intonation, and rhythm.	1	2	3	4	55, 57, 59, 108, 126, 129
I can use contractions.	1	2	3	4	55, 58
I can listen to and repeat letter sounds and words using the correct pronunciation.	1	2	3	4	
I can use simple social English phrases	1	2	3	4	59
I can pronounce numbers.	1	2	3	4	59

<b>STRATEGIES</b>					
I can use adjectives, adverbs, verbs, pronouns, and nouns.	1	2	3	4	54, 55, 56, 57, 109, 126, 129
I can use different verb forms.	1	2	3	4	54, 57
I can understand simple words, idioms, or sayings in context and use common phrases in conversation.	1	2	3	4	55, 57
I can use and expand on a range of simple vocabulary used in day-to-day interactions.	1	2	3	4	55, 57
I can look at photographs or illustrations and give an opinion of what I see.	1	2	3	4	55, 56, 57, 58, 59
I can ask for assistance in finding a word that I do not know, or I can find an alternative word in my vocabulary.	1	2	3	4	59
I can complete or correct sentences.	1	2	3	4	55, 57, 58
<b>WRITING</b>					
I can complete a list or a text.	1	2	3	4	55, 57, 58
I can write sentences using contractions.	1	2	3	4	87
I can express an opinion in simple terms.	1	2	3	4	87
I can write a simple email or message.	1	2	3	4	87

## Framework level: A1

Can do statements	I can do this				ENGLISH FILE BEGINNER FOURTH EDITION FILE: 10
	WITH DIFFICULTY 1	2	3	EASILY 4	
<b>LISTENING</b>					<b>Page</b>
I can understand a simple passage.	1	2	3	4	60, 61, 62, 63
I can listen to and repeat stress, intonation, and rhythm in sentences.	1	2	3	4	60, 61, 110, 130
I can understand simple words and phrases.	1	2	3	4	60, 61, 62
I can recognize different sounds associated with particular letter combinations.	1	2	3	4	61
I can understand short films.	1	2	3	4	63
I can listen to a recording and complete missing information or use the information to answer questions with the help of a transcript.	1	2	3	4	62, 63
I can understand a simple conversation and answer questions about the speakers.	1	2	3	4	60, 61
I can identify specific words or phrases in a video or audio recording.	1	2	3	4	60, 61, 62, 63
<b>READING</b>					
I can read and understand simple texts.	1	2	3	4	60
I can read a text and answer questions about it.	1	2	3	4	60
I can read and understand numbers.	1	2	3	4	62, 63
I can identify specific words and phrases in a text.	1	2	3	4	60, 61
<b>SPOKEN INTERACTION</b>					
I can ask and answer simple questions, take part in simple conversations, and describe my opinions or feelings.	1	2	3	4	60, 80, 84
I can practise asking and answering simple questions with a partner.	1	2	3	4	63
I can discuss questions about my daily life and express an opinion.	1	2	3	4	60
I can role-play a dialogue with a partner or in a group, following a script.	1	2	3	4	60
<b>SPOKEN PRODUCTION</b>					
I can listen to and repeat words, phrases and sentences using the correct stress, intonation, and rhythm.	1	2	3	4	61, 63, 110, 130
I can listen to and repeat letter sounds and words using the correct pronunciation.	1	2	3	4	61
I can pronounce numbers.	1	2	3	4	63
<b>STRATEGIES</b>					
I can use adjectives, adverbs, verbs, pronouns, and nouns.	1	2	3	4	60, 110, 130

I can use different verb forms.	1	2	3	4	60
I can understand simple words, idioms, or sayings in context and use common phrases in conversation.	1	2	3	4	61, 62
I can use and expand on a range of simple vocabulary used in day-to-day interactions.	1	2	3	4	61, 62
I can look at photographs or illustrations and give an opinion of what I see.	1	2	3	4	62
I can ask for assistance in finding a word that I do not know, or I can find an alternative word in my vocabulary.	1	2	3	4	60
I can complete or correct sentences.	1	2	3	4	62, 63
I can work with a partner or in a group to discuss or research the answers to questions.	1	2	3	4	60, 63
<b>WRITING</b>					
I can complete a list or a text.	1	2	3	4	62, 63
I can complete a simple chart.	1	2	3	4	62



## Framework level: A1

Can do statements	I can do this				ENGLISH FILE BEGINNER FOURTH EDITION FILE: 11
	WITH DIFFICULTY 1	2	3	EASILY 4	
<b>LISTENING</b>					<b>Page</b>
I can understand a simple passage.	1	2	3	4	66, 67, 68, 69, 70, 71
I can listen to and repeat stress, intonation, and rhythm in sentences.	1	2	3	4	67, 68, 69, 70, 112
I can understand simple words and phrases.	1	2	3	4	68
I can recognize different sounds associated with particular letter combinations.	1	2	3	4	67
I can understand and follow instructions.	1	2	3	4	70, 71
I can understand short films.	1	2	3	4	71
I can listen to a recording and complete missing information or use the information to answer questions with the help of a transcript.	1	2	3	4	66, 67, 68, 69, 70, 71
I can understand a simple conversation and answer questions about the speakers.	1	2	3	4	68, 70, 71
I can identify specific words or phrases in a video or audio recording.	1	2	3	4	66, 67, 68, 69, 70, 71
<b>READING</b>					
I can read and understand simple texts.	1	2	3	4	66, 67, 69
I can read a text and answer questions about it.	1	2	3	4	66, 67, 68, 69
I can identify specific words and phrases in a text.	1	2	3	4	66, 67, 68, 69
<b>SPOKEN INTERACTION</b>					
I can ask and answer simple questions, take part in simple conversations, and describe my opinions or feelings.	1	2	3	4	67, 68, 81, 85
I can practise asking and answering simple questions with a partner.	1	2	3	4	66, 67, 70
I can interview and be interviewed.	1	2	3	4	81, 85
I can discuss questions about my daily life and express an opinion.	1	2	3	4	
I can role-play a dialogue with a partner or in a group, following a script.	1	2	3	4	69, 70, 71
<b>SPOKEN PRODUCTION</b>					
I can listen to and repeat words, phrases and sentences using the correct stress, intonation, and rhythm.	1	2	3	4	67, 69, 70, 71, 112
I can listen to and repeat letter sounds and words using the correct pronunciation.	1	2	3	4	67
I can use simple social English phrases.	1	2	3	4	70, 71

<b>STRATEGIES</b>					
I can use adjectives, adverbs, verbs, pronouns, and nouns.	1	2	3	4	66, 68, 113
I can use different verb forms.	1	2	3	4	66, 68, 113
I can understand simple words, idioms, or sayings in context and use common phrases in conversation.	1	2	3	4	68
I can use and expand on a range of simple vocabulary used in day-to-day interactions.	1	2	3	4	68, 70
I can look at photographs or illustrations and give an opinion of what I see.	1	2	3	4	66, 69
I can complete or correct sentences.	1	2	3	4	66, 68, 69, 71
I can work with a partner or in a group to discuss or research the answers to questions.	1	2	3	4	67, 68
I can use different verb forms to describe past and present actions or events.	1	2	3	4	68
<b>WRITING</b>					
I can complete a list or a text.	1	2	3	4	66, 68, 69, 71
I can complete a simple chart.	1	2	3	4	66, 68
I can express an opinion in simple terms.	1	2	3	4	87
I can write a simple email or message, or a blog post.	1	2	3	4	87

## Framework level: A1

Can do statements	I can do this				ENGLISH FILE BEGINNER FOURTH EDITION FILE: 12
	WITH DIFFICULTY 1	2	3	EASILY 4	
<b>LISTENING</b>					<b>Page</b>
I can understand a simple passage.	1	2	3	4	72, 73
I can listen to and repeat stress, intonation, and rhythm in sentences.	1	2	3	4	72, 114
I can understand short films.	1	2	3	4	73
I can listen to a recording and complete missing information or use the information to answer questions with the help of a transcript.	1	2	3	4	73
I can understand a simple conversation and answer questions about the speakers.	1	2	3	4	73
I can identify specific words or phrases in a video or audio recording.	1	2	3	4	73
<b>READING</b>					
I can read and understand simple texts.	1	2	3	4	72, 73
I can read a text and answer questions about it.	1	2	3	4	72, 73
I can identify specific words and phrases in a text.	1	2	3	4	72, 73
<b>SPOKEN INTERACTION</b>					
I can practise asking and answering simple questions with a partner.	1	2	3	4	73
I can ask and answer simple questions, take part in simple conversations, and describe my opinions or feelings.	1	2	3	4	73
I can role-play a dialogue with a partner or in a group, following a script.	1	2	3	4	73
<b>SPOKEN PRODUCTION</b>					
I can listen to and repeat words, phrases and sentences using the correct stress, intonation, and rhythm.	1	2	3	4	72, 114
I can use contractions.	1	2	3	4	72, 73, 74
<b>STRATEGIES</b>					
I can use adjectives, adverbs, verbs, pronouns, and nouns.	1	2	3	4	115
I can use different verb forms.	1	2	3	4	72, 73, 74, 75
I can understand simple words, idioms, or sayings in context and use common phrases in conversation.	1	2	3	4	73, 74, 75
I can use and expand on a range of simple vocabulary used in day-to-day interactions.	1	2	3	4	74, 75
I can ask for assistance in finding a word that I do not know, or I can find an	1	2	3	4	74, 75

alternative word in my vocabulary.					
I can complete or correct sentences.	1	2	3	4	73
I can use different verb forms to describe past and present actions or events.	1	2	3	4	72, 74, 75
<b>WRITING</b>					
I can complete a list or a text.	1	2	3	4	72, 74, 75

# 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

# Dossier chart

Type of work	Date	Description	Why I chose this

## Dossier chart

Type of work	Date	Description	Why I chose this

# Dossier chart

Type of work	Date	Description	Why I chose this



# Dossier chart

Type of work	Date	Description	Why I chose this

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