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New ENGLISH FILE

Intermediate

Language Portfolio



OXFORD

Introduction

What is a Language Portfolio?	4
How to use your New English File Language Portfolio	4
Updating your Portfolio	4

Language Passport

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

Biography

How to use your Language Biography	11
Your aims and objectives	11
Your language learning history	12
Your language and cultural experiences	13
How to become a more effective learner	13
Can do statements Level B1	14
Can do statements Level B2	17
Revision section	21

Dossier

How to use the Dossier	25
Dossier chart	26

What is a Language Portfolio?

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

It has three sections:

- the Passport
- the Biography
- the Dossier

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

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

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

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

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

How to use your New English File Language Portfolio

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

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

Updating your Portfolio

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

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

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

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



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

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.

	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.

	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.

How to use your Language Biography

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

Your aims and objectives

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

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

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, 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 the radio / music in English.	
Read English graded readers.	
Read websites / magazines / newspapers in English.	
Practise English with other people via email or the Internet.	
Keep a journal in English.	
Write something in English everyday – e.g. your response to a newspaper article, or web-story.	
Talk to other students in English outside of class.	
Use your MultiROM to learn and revise.	
Buy a grammar practice book.	
Use an English-English dictionary.	
If possible, take a holiday in an English-speaking country.	
Share your tips on how to study effectively with other people.	

Can do statements

This section will help you to identify your language abilities, and show you where you need more help.

Circle the most suitable statement after completing a unit in class.

Framework level: B1

Can do statements	I can do this ...				New English File Intermediate File: 1
	with difficulty			easily	
	1	2	3	4	
Listening					
I can understand a short interview about eating habits.	1	2	3	4	page 5
I can identify the main points in an interview about food.	1	2	3	4	page 7
I can understand a short interview about professional sport.	1	2	3	4	page 9
I can understand simple, natural conversation.	1	2	3	4	page 13
I can understand the main points in a radio interview about families and personality.	1	2	3	4	page 15
I can understand a song.	1	2	3	4	page 15
I can understand personal information: names, nationalities, jobs.	1	2	3	4	page 16
I can understand polite introductions.	1	2	3	4	page 16
I can understand how people feel.	1	2	3	4	page 16
Reading					
I can identify the main points in a newspaper article about food.	1	2	3	4	pages 4, 5
I can guess the meaning of words and phrases from context.	1	2	3	4	pages 5, 11, 13, 14
I can understand a short newspaper article about sports.	1	2	3	4	page 8
I can understand an article about sports personalities.	1	2	3	4	page 11
I can understand an article about families.	1	2	3	4	pages 12, 14
I can make predictions.	1	2	3	4	page 14
I can understand short emails.	1	2	3	4	page 17
Spoken interaction					
I can ask and talk about food.	1	2	3	4	page 5
I can ask and talk about eating habits.	1	2	3	4	page 5
I can ask for and give an opinion.	1	2	3	4	pages 7, 13, 14, 15
I can agree and disagree.	1	2	3	4	pages 7, 9
I can do a quiz about sports.	1	2	3	4	page 10
I can ask and talk about sports in my town/country.	1	2	3	4	page 10
I can complete a questionnaire about sports.	1	2	3	4	page 10
I can make predictions.	1	2	3	4	page 13
I can ask and talk about future plans.	1	2	3	4	page 13
I can introduce myself and others.	1	2	3	4	page 16
Spoken production					
I can talk about food from different countries.	1	2	3	4	page 4
I can talk about sports and sports personalities.	1	2	3	4	pages 8, 11
I can tell a story in the past.	1	2	3	4	page 9
I can tell a personal anecdote.	1	2	3	4	page 9
I can use polite phrases.	1	2	3	4	page 16
Strategies					
I can use a dictionary.	1	2	3	4	page 6
I can ask for help.	1	2	3	4	page 9
Writing					
I can write an email describing a friend.	1	2	3	4	page 17

Can do statements	I can do this ...				New English File Intermediate File: 2
	with difficulty			easily	
	1	2	3	4	
Listening					
I can understand a song.	1	2	3	4	page 20
I can understand a short conversation about money.	1	2	3	4	page 21
I can understand numbers, percentages, decimals and fractions.	1	2	3	4	page 23
I can understand important information in a radio news programme.	1	2	3	4	page 23
I can understand a short interview about working abroad.	1	2	3	4	page 24
I can understand a short story about travelling.	1	2	3	4	page 29
I can identify numbers, times and prices.	1	2	3	4	page 29
I can understand a short interview about driving.	1	2	3	4	page 31
I can understand people asking for things.	1	2	3	4	page 32
I can understand social conversation in an office.	1	2	3	4	page 32
Reading					
I can guess the meaning of words and phrases.	1	2	3	4	pages 20, 22, 26
I can understand a song.	1	2	3	4	page 20
I can understand the main points in an article about money.	1	2	3	4	page 22
I can understand a short newspaper article about holidays.	1	2	3	4	page 26
I can identify the main points in an article about transport.	1	2	3	4	pages 28,29
I can understand a short story about travelling.	1	2	3	4	page 33
Spoken interaction					
I can ask and talk about experiences and recent activities.	1	2	3	4	page 21
I can ask for and give an opinion.	1	2	3	4	pages 22, 24, 26, 31
I can make predictions.	1	2	3	4	page 24
I can ask and talk about unfinished actions.	1	2	3	4	page 25
I can ask and talk about past and present actions.	1	2	3	4	page 26
I can ask about and say how I feel and how things are / were.	1	2	3	4	page 27
I can ask about and say how I feel and describe recent actions.	1	2	3	4	page 27
I can ask and talk about transport and travel.	1	2	3	4	page 28
I can compare different ways of travelling.	1	2	3	4	page 30
I can ask and talk about transport in my town / city.	1	2	3	4	page 30
I can agree / disagree and give reasons.	1	2	3	4	page 31
I can ask for and offer to do things in a polite way.	1	2	3	4	page 32
Spoken production					
I can talk about money.	1	2	3	4	page 22
I can say numbers, percentages, decimals and fractions.	1	2	3	4	page 23
I can describe people and places.	1	2	3	4	page 24
I can compare transport in my town / city.	1	2	3	4	page 29
I can use polite phrases.	1	2	3	4	page 32
Strategies					
I can ask for help.	1	2	3	4	page 32
Writing					
I can connect simple sentences (<i>after, although, because, but, in the end, so, when</i>).	1	2	3	4	page 33
I can write a story about a difficult journey.	1	2	3	4	page 33

Can do statements	I can do this ...				New English File Intermediate File: 3
	with difficulty			easily	
	1	2	3	4	
Listening					
I can identify simple technical information.	1	2	3	4	page 36
I can understand people's opinions about mobile phones.	1	2	3	4	page 37
I can understand people's opinions about customs.	1	2	3	4	page 39
I can identify people from a description.	1	2	3	4	page 41
I can understand a short interview about personal information and identity.	1	2	3	4	page 43
I can understand a short interview about learning new things.	1	2	3	4	page 46
I can understand a song.	1	2	3	4	page 47
I can understand simple directions.	1	2	3	4	page 48
I can understand people talking about a flat.	1	2	3	4	page 48
Reading					
I can understand a simple postcard.	1	2	3	4	page 38
I can understand the main points in a newspaper article about customs.	1	2	3	4	page 38
I can I can guess the meaning of words and phrases.	1	2	3	4	pages 38, 40, 42
I can understand a short newspaper article about identity.	1	2	3	4	page 40
I can identify how people feel.	1	2	3	4	pages 40, 42
I can understand short descriptions of people.	1	2	3	4	page 42
I can understand a short article about abilities.	1	2	3	4	page 44
I can understand a newspaper article about success stories.	1	2	3	4	page 47
I can understand an informal letter.	1	2	3	4	page 49
Spoken interaction					
I can complete a questionnaire about mobile phones.	1	2	3	4	page 36
I can talk about obligation and give advice.	1	2	3	4	page 37
I can ask for and give an opinion.	1	2	3	4	pages 40, 42-44, 48
I can ask and talk about feelings.	1	2	3	4	page 46
I can ask and talk about photos and identity.	1	2	3	4	pages 40, 42
I can ask and talk about abilities.	1	2	3	4	page 45
I can compare people.	1	2	3	4	page 47
I can ask for and give simple directions.	1	2	3	4	page 48
Spoken production					
I can say how I feel.	1	2	3	4	page 37
I can tell a story.	1	2	3	4	page 47
Strategies					
I can incorporate 'useful phrases' into my spoken English to build fluency.	1	2	3	4	page 48
Writing					
I can write an informal letter.	1	2	3	4	page 49

Can do statements	I can do this ...				New English File Intermediate File: 4
	with difficulty			easily	
	1	2	3	4	
Listening					
I can understand a short interview about exam results.	1	2	3	4	page 54
I can understand an interview about a TV programme.	1	2	3	4	page 55
I can understand people describing houses.	1	2	3	4	page 58
I can understand a song.	1	2	3	4	page 58
I can understand short anecdotes about friends.	1	2	3	4	page 61
I can understand a speaker's point of view and opinion.	1	2	3	4	page 63
I can understand a conversation about problems and suggestions.	1	2	3	4	page 64
I can understand a conversation in a restaurant.	1	2	3	4	page 64
Reading					
I can understand a short diary extract about school.	1	2	3	4	page 53
I can guess the meaning of words and phrases.	1	2	3	4	pages 53, 59
I can understand a short questionnaire about preferences.	1	2	3	4	pages 56, 57
I can understand a description of a house.	1	2	3	4	pages 58, 59
I can understand a short description of a person.	1	2	3	4	page 60
I can understand a short article about a website.	1	2	3	4	pages 60, 61
I can understand the main points in an article about friends.	1	2	3	4	page 62
I can understand a description of a house / flat.	1	2	3	4	page 64
Spoken interaction					
I can ask and answer general knowledge questions.	1	2	3	4	page 52
I can ask and answer about education.	1	2	3	4	pages 52, 54
I can compare things.	1	2	3	4	page 53
I can ask for and give an opinion.	1	2	3	4	pages 55, 57, 58, 63
I can give reasons.	1	2	3	4	pages 55, 63
I can agree / disagree.	1	2	3	4	pages 55, 62, 63
I can ask and talk about unreal situations.	1	2	3	4	page 57
I ask and talk about where I live.	1	2	3	4	page 58
I can ask and talk about friends and family.	1	2	3	4	pages 60, 62, 63
I can ask for and make suggestions.	1	2	3	4	page 64
Spoken production					
I can make predictions / talk about the future.	1	2	3	4	page 54
I can describe people.	1	2	3	4	page 57
I can talk about unreal situations.	1	2	3	4	page 57
I can describe objects in a room.	1	2	3	4	page 58
I can describe my dream house.	1	2	3	4	page 58
I can talk about people and houses.	1	2	3	4	page 58
I can describe past habits or states.	1	2	3	4	page 61
Strategies					
I can work out meaning from context.	1	2	3	4	page 53
I can ask for help.	1	2	3	4	page 53
Writing					
I can write a description of my house / flat.	1	2	3	4	page 65

Can do statements	I can do this ...				New English File Intermediate File: 5
	with difficulty		easily		
	1	2	3	4	
Listening					
I can understand advice in a short interview about lifestyles.	1	2	3	4	page 69
I can understand the speaker's opinion about a product or service.	1	2	3	4	page 74
I can guess the meaning of words and phrases.	1	2	3	4	page 74
I can understand a song.	1	2	3	4	page 75
I can understand a short description of a job experience.	1	2	3	4	page 79
I can understand a speaker's point of view and opinion.	1	2	3	4	page 80
I can understand people asking for and giving opinions.	1	2	3	4	page 80
Reading					
I can understand a short article about lifestyles.	1	2	3	4	pages 68, 69
I can understand a short leaflet.	1	2	3	4	page 70
I can understand short texts about men and women.	1	2	3	4	page 72
I can understand the main points in a newspaper article about lifestyles.	1	2	3	4	pages 70, 71
I can understand a short newspaper article about stereotypes.	1	2	3	4	page 73
I can understand a short introduction to a newspaper article.	1	2	3	4	page 74
I can understand a short questionnaire about personality and jobs.	1	2	3	4	page 77
I can understand a short article about a TV programme.	1	2	3	4	page 78
I can guess the meaning of words and phrases.	1	2	3	4	page 78
I can understand a CV, a job advert and a letter of application.	1	2	3	4	page 81
Spoken interaction					
I can ask and talk about everyday activities	1	2	3	4	page 68
I can ask and answer about work and free time activities.	1	2	3	4	page 68
I can compare things.	1	2	3	4	page 53
I can ask for and give an opinion.	1	2	3	4	pages 69-80
I can give reasons.	1	2	3	4	pages 71, 75
I can agree / disagree.	1	2	3	4	pages 71, 72, 75, 77, 80
I can ask and talk about personal experiences.	1	2	3	4	page 74
I ask and talk about personal issues and say how I feel.	1	2	3	4	page 75
I can ask and talk about work and jobs.	1	2	3	4	pages 76, 79
I can ask and talk about present habits and past or future activities.	1	2	3	4	page 77
I can ask and answer questions about a TV programme.	1	2	3	4	page 78
Spoken production					
I can describe lifestyles.	1	2	3	4	page 70
I can talk about interests.	1	2	3	4	page 73
I can tell a story.	1	2	3	4	page 76
Strategies					
I can incorporate 'useful phrases' into my spoken English to build fluency.	1	2	3	4	page 80
Writing					
I can write a CV and formal letter of application.	1	2	3	4	page 81

Can do statements	I can do this ...				New English File Intermediate File: 6
	with difficulty			easily	
	1	2	3	4	
Listening					
I can understand the main points in a radio programme about consumer issues.	1	2	3	4	page 87
I can understand a short interview and identify the speaker's point of view.	1	2	3	4	page 91
I can understand a radio quiz programme.	1	2	3	4	page 94
I can understand a song.	1	2	3	4	page 95
I can understand news and a speaker's reaction to it.	1	2	3	4	page 96
I can understand a conversation about past events.	1	2	3	4	page 96
Reading					
I can understand a short narrative and the speaker's intentions.	1	2	3	4	page 84
I can understand a short newspaper article about making a complaint in a shop.	1	2	3	4	page 86
I can guess the meaning of words and phrases.	1	2	3	4	pages 86, 90
I can understand the main points in a description of a film.	1	2	3	4	page 88
I can understand a short, factual article about a film.	1	2	3	4	page 93
I can understand short descriptions of famous personalities.	1	2	3	4	page 94
I can understand a short film review and identify the writer's opinion.	1	2	3	4	page 97
Spoken interaction					
I can ask and talk about types of shops.	1	2	3	4	page 85
I can complete a short questionnaire about shopping habits.	1	2	3	4	page 85
I can ask and talk about problems and making complaints.	1	2	3	4	pages 86, 87
I can make a complaint in a shop or restaurant.	1	2	3	4	page 87
I can ask for and give an opinion.	1	2	3	4	pages 86, 91, 94
I can ask and talk about films and their locations.	1	2	3	4	pages 88, 89
I can complete a short questionnaire about films.	1	2	3	4	page 90
I can ask and talk about preferences and personal experiences.	1	2	3	4	page 90
I can do a short quiz which contains factual information.	1	2	3	4	page 92
I can ask about and define people, places and objects.	1	2	3	4	page 94
I can ask about and invent news, expressing surprise and interest.	1	2	3	4	page 96
Spoken production					
I can re-tell a story in the past.	1	2	3	4	page 84
I can comment on and give an opinion about photos.	1	2	3	4	page 92
I can talk about people I admire and give reasons why.	1	2	3	4	page 95
I can use polite expressions and phrases.	1	2	3	4	page 96
Strategies					
I can use standard phrases to gain time when I'm speaking.	1	2	3	4	page 87
Writing					
I can write a film review and give my personal opinion.	1	2	3	4	page 97

Can do statements	I can do this ...				New English File Intermediate File: 7
	with difficulty		easily		
	1	2	3	4	
Listening					
I can understand a short narrative in the past.	1	2	3	4	page 101
I can understand a song.	1	2	3	4	page 103
I can understand a radio interview with an expert on murder mysteries.	1	2	3	4	page 104
I can understand a conversation where the speakers apologize and respond politely.	1	2	3	4	page 112
I can understand a short conversation and identify how the speakers feel.	1	2	3	4	page 112
Reading					
I can understand a short narrative in the past.	1	2	3	4	page 100
I can understand a short questionnaire about luck.	1	2	3	4	page 101
I can understand the main points in an article about luck.	1	2	3	4	pages 102, 103
I can remember the meaning of words and phrases.	1	2	3	4	page 103
I can understand a mystery story.	1	2	3	4	page 104
I can understand a short extract from a detective novel.	1	2	3	4	page 106
I can use a dictionary.	1	2	3	4	page 108
I can understand short texts about the media and TV.	1	2	3	4	page 109
I can understand a short text about the good and bad points of TV.	1	2	3	4	page 113
Spoken interaction					
I can ask about and compare answers to a questionnaire.	1	2	3	4	page 101
I can ask for and give an opinion.	1	2	3	4	page 103
I can ask for and give personal information in an interview.	1	2	3	4	page 105
I can ask and answer general knowledge questions.	1	2	3	4	page 107
I can complete a short questionnaire about TV habits.	1	2	3	4	page 108
I can apologize, make an excuse and respond politely.	1	2	3	4	page 112
Spoken production					
I can talk about hypothetical situations in the past.	1	2	3	4	page 101
I can confirm that information is correct.	1	2	3	4	page 105
I can ask personal questions in a polite way.	1	2	3	4	page 107
I can use polite expressions and phrases.	1	2	3	4	page 112
Strategies					
I can plan what I want to say.	1	2	3	4	page 113
Writing					
I can write about the good and bad points of mobile phones.	1	2	3	4	page 113
I can connect sentences (<i>firstly, on the one / other hand, for example, to sum up</i>).	1	2	3	4	page 113

This section will help you to identify the key areas of *New English File Intermediate* to review and revise. Use it to prepare for tests, or to organise your study notes.

File 1

Key Language	Writing strategy
<p>Present simple and continuous – action and non action verbs: What do you normally eat in a typical day? People's diets are getting worse. I'm cooking rice for dinner. (action) I don't like rice! (non action)</p> <p>Food and restaurants: fruit, vegetables, home-made, takeaway</p> <p>Past tenses – simple, continuous, perfect: Argentina were playing England when Maradona scored a goal. The camera showed he had scored with his hand!</p> <p>Sport: referee, spectator, team, match, track</p> <p>Future forms: <i>going to</i>, present continuous, <i>will / shall</i> He's going to work abroad next year. She's having dinner with her family tonight. Do you think we will win the match? I'll call you when I get there. Shall I help you with those bags?</p> <p>Family: couple, only child, single-parent family, relative</p> <p>Personality: reliable, charming, jealous, spoilt</p>	<p>Describing a person Sarah is very / quite / really / incredibly friendly. Mike is a bit untidy. She loves / likes/ doesn't mind driving. He's good at cooking / sports.</p> <p>Informal email Dear Mark Thanks for your email. I hope you're well Send my regards to your family. Let me know if you need any more information. I hope to hear from you soon. Best wishes / love Helen PS I attach a photo of us.</p> <p>Grammar, spelling, punctuation I <u>pass</u> all my exams last year> I passed all my exams last year. He's very <u>responsable</u>> He's very responsible. <u>shes</u> from <u>poland</u>> She's from Poland.</p>

File 2

Key Language	Writing strategy
<p>Present perfect and past simple: I've just bought a new car. The gas bill arrived this morning.</p> <p>Money: afford, be broke, mortgage</p> <p>Present perfect continuous: How long have you been working here? I've been working here for five years / since 2001. You look tired. What have you been doing? I've been studying all night for my exams.</p> <p>Strong adjectives: starving, exhausted, filthy</p> <p>Comparatives and superlatives: The train was quicker than the car. Flying was more expensive than going by train. The plane was the most comfortable.</p> <p>Transport and travel: platform, rush hour, take off, land</p>	<p>Telling a story Connectors It was last month when I was travelling to Germany. We took a lot of money but everything was so expensive. After several hours delay, the plane finally took off. We didn't visit the museums because we didn't have time. She lost her camera so we went to the police. We liked the hotel, although the food wasn't very good. In the end, we decided to come home early.</p>

Key Language
<p><i>Must, have to, should</i> - obligation: I must study harder. You mustn't use your mobile phone in here. We have to finish by six o'clock. You don't have to come to the party. She should say she's sorry. You shouldn't tell anyone.</p> <p>Phones: leave a message, call back, hang up</p> <p><i>Must, may, might, can't</i> - deduction: She must be French. They may / might be millionaires. He can't be the managing director.</p> <p>Describing people: light brown hair, overweight, in her twenties</p> <p><i>Can, could, be able to</i> - ability and possibility: We can speak Japanese He could sing when he was younger. I've never been able to dance. She could be his sister.</p> <p><i>ed/ ing</i> adjectives: The film was really disappointing. I was disappointed with my exam results.</p>

Writing strategy
<p>Informal letter Dear Paul / Hi Paul Thank you so much for your last letter. It was great to hear from you. Sorry I haven't written before but... That's all for now. Hope to hear from you soon. / Looking forward to hearing from you soon. Give my regards / love to (Helen). Best wishes / love Andrew PS I enclose a photo I took in (Budapest)</p>

Key Language
<p>First conditional and future time clauses + <i>when, until</i>: If I pass my exams, I'll go to university. When he finishes school, he'll have more free time. You won't get the results until you finish all the exams.</p> <p>Education: homework, subjects, pupils, strict Subjects: chemistry, literature</p> <p>Second conditional: If I could change one part of my body, it would be my nose. If he had more time, he'd travel abroad.</p> <p>Houses, rooms and furniture: dining room, entrance, upstairs, sofa, cupboard</p> <p><i>Usually</i> and <i>used to</i>: We usually see our friends on Friday night. I used to live in a small town but now I live in a big city.</p> <p>Friendship: best friend, have a lot in common, get on with, get to know</p>

Writing strategy
<p>Describing a house or flat It's a spacious flat with three bedrooms. It's perfectly situated near the centre of town. It's in walking distance from the underground. It's a short drive from the shopping centre. It has a large balcony. The neighbourhood is friendly. It's a beautiful area. It's perfect for a small family.</p> <p>Adjectives: nice Breathtaking views Ideal / perfect location Magnificent garden Spacious rooms Superb neighbourhood</p>

Key Language	Writing strategy
<p>Quantifiers: How much time do you spend (at the office)? 45 hours a week.</p> <p>Noun formation: government, organization, reaction, survival, happiness, similarity</p> <p>Articles - a / an, the, no article: A present An evening out The Cup Final I don't like chocolate / presents.</p> <p>Verbs and adjectives + preposition: talk about, think of, good at</p> <p>Gerunds and infinitives: I'm good at listening to people. I'd like to work as part of a team.</p> <p>Work: salary, to be sacked, do overtime</p>	<p>Formal letters and a CV</p> <p>CV</p> <p>Personal information: address, date of birth, nationality... Career history: 2005: Assistant marketing director... Education: 1998-2001: Degree in marketing, Juan Carlos III University, Madrid... Languages: Cambridge First Certificate of English (CEF level B2)... Computer skills: Windows XP... Additional information: Full, driving license...</p> <p>Formal letter</p> <p style="text-align: right;">21 Cobden Road Sevenoaks SN 503 F9L Kent 4.11.06</p> <p>Dear Sir / Madam> yours faithfully Dear Mr Franklin> yours sincerely</p> <p>I am writing with reference to the job advert for a personal assistant... I'm writing</p> <p>I enclose my CV as requested.</p> <p>I look forward to hearing from you.</p> <p>(signature) Linda Jackson.</p>

Key Language	Writing strategy
<p>Reported speech: statements, questions and commands: 'I'm a student'> She said she was a student. 'Can you help me, please?' He asked me if I could help him. 'Shut the door!' She told me to shut the door.</p> <p>Shopping: shopping centre, bargain, refund, till</p> <p>Passive: be + past participle. The film is set in Africa. The film was directed by Scorsese. The film is being shot in a jungle. It will be released later this month. It has already been seen by hundreds of people.</p> <p>Cinema: plot, soundtrack, film set</p> <p>Relative clauses - defining and non-defining: Gael Garcia Bernal is the actor who played Che Guevara. Rosario is the town where Che was born. Jorge Drexler, who wrote the theme song, won an Oscar.</p> <p>What people do: conduct> conductor, football > footballer, politics> politician, physics> physicist.</p>	<p>A film review</p> <p>It was directed / written by... It was set in... It is based on the book... It's about... It stars... My favourite scene is.... I would / wouldn't recommend it because....</p>

Key Language	Writing strategy
<p>Third conditional: We wouldn't have met if we hadn't been on the same plane. He would have come if he'd had enough money.</p> <p>Adjectives and adverbs: comfort> comfortable> uncomfortable> comfortably> uncomfortably.</p> <p>Question tags, indirect questions: It's incredible, isn't it? She was at the party, wasn't she? Could you tell me what your name is? Could you tell me if he lives here?</p> <p>Compound nouns: murder mystery, police station.</p> <p>Phrasal verbs: I'm looking forward to seeing you. Can you turn off the TV? Can you turn the TV off? Can you turn it off?</p> <p>Television: chat show, documentary, channel, cable TV</p>	<p>An article for a magazine - advantages and disadvantages Almost everyone has a mobile phone / television. But is it a great invention? I think there are both advantages and disadvantages.</p> <p>Firstly / First; Secondly; Thirdly</p> <p>On the one hand, there are several advantages. For example.... Also....</p> <p>On the other hand, there are also disadvantages.</p> <p>In conclusion / To sum up, I think...</p>

How to use the Dossier

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

Examples of evidence you might wish to include are:

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

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

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Dossier chart

Type of work	Date	Description	Why I chose this

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