



**third
edition**

ENGLISH FILE

Advanced

Language Portfolio



OXFORD

Introduction

What is a Language Portfolio?

The *English File third 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 CEFR 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 CEFR 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 third 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

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 5–6 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.

CEFR LEVELS A1 AND A2

	CEFR LEVEL A1	CEFR 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, e.g. 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, e.g. sending holiday greetings. I can fill in forms with personal details, e.g. 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, e.g. thanking someone for something.

CEFR LEVELS B1 AND B2

	CEFR LEVEL B1	CEFR 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.

CEFR LEVELS C1 AND C2

	CEFR LEVEL C1	CEFR 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 a 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 CEFR levels in your Language Passport to assist you.

REASONS	TIME SCALE	ENGLISH LEVEL REQUIRED
e.g. to travel abroad on holiday	6 months	Listening <u> B1 </u> Reading <u> A2 </u> Speaking (interaction) <u> B1 </u> Speaking (production) <u> A2 </u> Writing <u> A1 </u>
1		Listening _____ Reading _____ Speaking (interaction) _____ Speaking (production) _____ Writing _____
2		Listening _____ Reading _____ Speaking (interaction) _____ Speaking (production) _____ Writing _____
3		Listening _____ Reading _____ Speaking (interaction) _____ Speaking (production) _____ Writing _____
4		Listening _____ Reading _____ Speaking (interaction) _____ Speaking (production) _____ Writing _____
5		Listening _____ Reading _____ Speaking (interaction) _____ Speaking (production) _____ Writing _____

Your language and cultural experiences

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

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

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

EXPERIENCES	REASON
1	
2	
3	

How to become a more effective learner

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

WAYS OF STUDYING	
Ask your teacher questions when you don't understand.	
Keep a vocabulary notebook and write example sentences, phonetics, and translations in it.	
Write new words on a flash card – English on one side; your language on the other. Learn three every day.	
Put lists of English words on your bedroom wall – use headings, e.g. 'jobs', 'food'.	
Regularly ask yourself 'How would I say that in English?'	
Regularly review your vocabulary notebook and grammar notes.	
Review the grammar from the last lesson before the next lesson.	
Watch films and TV programmes in English.	
Listen to the radio / music in English.	
Read English graded readers.	
Read websites / magazines / newspapers in English.	
Practise English with other people via email or the internet.	
Keep a journal in English.	
Write something in English everyday – e.g. your response to a newspaper article, or blog entry.	
Talk to other students in English outside of class.	
Use your iTutor with iChecker 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: C1

Can do statements	I can do this				ENGLISH FILE THIRD EDITION ADVANCED FILE: 1
	WITH DIFFICULTY 1	2	3	EASILY 4	
LISTENING					PAGE
I can understand extended speech on a complex topic beyond my own field, and extract key information.	1	2	3	4	4
I can follow a lecture on an audio guide with relative ease, answer questions based on it and check my responses.	1	2	3	4	4
I can understand recorded audio material and identify finer points of detail, including attitudes which are only implied.	1	2	3	4	4, 11
I can listen to a song and discuss what it is about.	1	2	3	4	11
I can follow an interview between native speakers and answer questions based on it.	1	2	3	4	11
READING					
I can read a quiz or questionnaire in detail and select appropriate responses.	1	2	3	4	6, 7
I can read articles and identify finer points of detail, including attitudes and implied as well as stated opinions.	1	2	3	4	8, 9
SPOKEN INTERACTION					
I can express myself fluently and spontaneously when giving an opinion about a painting.	1	2	3	4	4, 6, 10
I can express myself fluently and spontaneously when predicting, speculating, or sharing knowledge in pair or group discussions.	1	2	3	4	8
I can easily follow and contribute to informal discussions in which I express opinions and agree or disagree with opinions.	1	2	3	4	4, 5, 10
SPOKEN PRODUCTION					
I can give elaborate descriptions of subjects relating to my personal experience, such as a description of my family.	1	2	3	4	4, 5
I can use adjectives of personality to describe myself and others.	1	2	3	4	6
I can pronounce a wide range of words with the correct stress.	1	2	3	4	6
I can give a short account of jobs people I know do and what they like and dislike about their jobs.	1	2	3	4	8
I can listen to recorded sentences and copy the rhythm of spoken English.	1	2	3	4	11
STRATEGIES					
I can recognize whether a verb is an auxiliary or a main verb.	1	2	3	4	5
I can use a dictionary to check the stress and pronunciation of words.	1	2	3	4	6
I can use a dictionary to check the meaning and form of phrasal verbs and idioms.	1	2	3	4	6
I can work out the meaning of words in context.	1	2	3	4	8, 11
I can recognize and interpret reference in a text.	1	2	3	4	11
I can recognize and stress content words in sentences in order to produce sentences with a natural rhythm.	1	2	3	4	11
WRITING					
I can use linkers to produce complex, accurate sentences.	1	2	3	4	11
I can express myself with clarity and precision in a covering email when applying for a job.	1	2	3	4	11

FRAMEWORK LEVEL: C1

Can do statements	I can do this				ENGLISH FILE THIRD EDITION ADVANCED FILE: 2
	WITH DIFFICULTY 1	2	3	EASILY 4	
LISTENING					PAGE
I can listen to a poem and understand its message.	1	2	3	4	14
I can recognize native and non-native speaker accents.	1	2	3	4	17
I can understand recorded audio material and identify finer points of detail, including implicit attitudes.	1	2	3	4	17, 21
I can follow an interview with a non-native speaker and answer questions based on it.	1	2	3	4	17
I can listen to speakers describing personal experiences and recognize specific details.	1	2	3	4	21
I can follow extended speech on abstract and complex topics beyond my own field.	1	2	3	4	21
I can listen to a song and discuss what it is about.	1	2	3	4	21
READING					
I can extract information, ideas, and opinions from an article and summarize them.	1	2	3	4	14, 15
I can listen to speakers talking about their childhood and recognize different time expressions.	1	2	3	4	19
I can read a narrative account, such as from an autobiography, and evaluate the content, drawing my own conclusions about the information in it.	1	2	3	4	18, 19
I can read articles and identify finer points of detail, including attitudes and implied as well as stated opinions.	1	2	3	4	18, 19
SPOKEN INTERACTION					
I can work in a pair to discuss the possible pronunciation of difficult words.	1	2	3	4	14
I can take part in group conversations asking and answering questions on abstract subjects such as the importance of spelling.	1	2	3	4	14
I can provide examples from my own experience in pair or group discussions.	1	2	3	4	17, 21
I can contribute to informal discussions in which I express opinions and agree or disagree with opinions.	1	2	3	4	14, 17
I can work in a pair to compile answers and to discuss and check responses to exercises and activities.	1	2	3	4	18
SPOKEN PRODUCTION					
I can give elaborate descriptions of subjects relating to my personal experience, such as descriptions of events in my childhood, my memories, and my feelings.	1	2	3	4	18, 19, 21
I can narrate events from my own experience at length and clearly and accurately.	1	2	3	4	18, 19, 21
STRATEGIES					
I can recognize and correct spelling mistakes.	1	2	3	4	14
I can work out what a writer is saying from the surrounding context.	1	2	3	4	14
I can learn sound and spelling rules in order to pronounce words correctly.	1	2	3	4	15
I can use pronouns correctly.	1	2	3	4	15
I can recognize and use collocations, phrasal verbs, and idioms used to talk about language learning.	1	2	3	4	16
I can recognize dramatic language in a narrative context.	1	2	3	4	18
I can use a variety of verb forms to accurately describe habitual events in the past and specific incidents.	1	2	3	4	19
I can accurately use suffixes to form abstract nouns.	1	2	3	4	20
WRITING					
I can write an article about how life has changed.	1	2	3	4	19

FRAMEWORK LEVEL: C1

Can do statements	I can do this				ENGLISH FILE THIRD EDITION ADVANCED FILE: 3
	WITH DIFFICULTY 1	2	3	EASILY 4	
LISTENING					PAGE
I can listen to a radio programme about blind dates, recognize specific details and answer questions based on it.	1	2	3	4	26
I can pick out individual words in continuous speech and work out meaning from context.	1	2	3	4	26
I can listen to a song and discuss what it is about.	1	2	3	4	25
I can follow an interview with a native speaker and answer questions on the detail of what was said.	1	2	3	4	30, 31
I can understand recorded audio material and identify finer points of detail including implicit attitudes.	1	2	3	4	30
READING					
I can read a complex text and answer questions about it.	1	2	3	4	24, 28, 29
I can read articles and interpret the motivation of individuals in the article.	1	2	3	4	24
I can recognize missing words in an article from context.	1	2	3	4	24
I can read a critical review and evaluate the content, drawing my own conclusions about the information in it.	1	2	3	4	28, 30
I can read articles and identify finer points of detail, including attitudes and implied as well as stated opinions.	1	2	3	4	28, 30
SPOKEN INTERACTION					
I can provide examples from my own experience in pair or group discussions.	1	2	3	4	26, 27, 29, 30, 31
I can contribute to informal discussions in which I express and justify opinions.	1	2	3	4	24, 26, 30, 31
I can predict and speculate based on visual or written information.	1	2	3	4	26, 30
I can work in a pair to compile answers and to discuss and check responses to exercises and activities.	1	2	3	4	24, 25, 27, 29, 30, 31
I can interview and be interviewed, and expand on my answers, providing personal details.	1	2	3	4	27
SPOKEN PRODUCTION					
I can give elaborate descriptions of subjects relating to my personal experience, such as a description of a film or TV series.	1	2	3	4	29
I can give a clear, well-structured presentation.	1	2	3	4	29
STRATEGIES					
I can recognize words and phrases in English of French origin and pronounce them correctly.	1	2	3	4	25
I can work out the meaning of words, phrases, and phrasal verbs from context.	1	2	3	4	26, 29
I can use context to work out the meaning and uses of <i>get</i> in collocations and idioms.	1	2	3	4	25, 27
I can recognize changing stress in word families and vary my stress accordingly.	1	2	3	4	29
I can use discourse markers, adverbs, and adverbial expressions accurately.	1	2	3	4	31
WRITING					
I can write a detailed description of a film or TV series I have seen.	1	2	3	4	29

FRAMEWORK LEVEL: C1

Can do statements	I can do this				ENGLISH FILE THIRD EDITION ADVANCED FILE: 4
	WITH DIFFICULTY 1	2	3	EASILY 4	
LISTENING					PAGE
I can listen to speakers describing personal experiences and recognize specific details.	1	2	3	4	35
I can follow an interview and take notes on the most important information.	1	2	3	4	36
I can listen to speakers describing personal experiences, recognize specific details and answer questions based on it.	1	2	3	4	37
I can follow extended speech on abstract and complex topics beyond my own field such as translation.	1	2	3	4	41
I can follow an interview and extract detailed information.	1	2	3	4	41
I can follow an interview and identify finer points of detail, including implicit attitudes.	1	2	3	4	41
I can listen to a song and discuss what it is about.	1	2	3	4	41
READING					
I can read an article and summarize the information or recognize the best summary.	1	2	3	4	34, 35
I can read an article about a personal experience, and evaluate the content, drawing my own conclusions about the information in it.	1	2	3	4	34, 35
I can read opinions online, in blogs, and in articles and recognize people's points of view and feelings.	1	2	3	4	37, 38, 40
I can read an article or blog and extract specific information.	1	2	3	4	38, 40
I can interpret what the writer is intending to say in a text.	1	2	3	4	40
SPOKEN INTERACTION					
I can make speculations about how, for example, someone's life may be affected by a phobia.	1	2	3	4	34, 35
I can contribute to informal discussions in which I express opinions.	1	2	3	4	34, 35, 37, 39, 41
I can describe personal experiences or those of people I know.	1	2	3	4	34, 35, 36, 38
I can work in a pair to compile answers and to discuss and check responses to exercises and activities.	1	2	3	4	34, 35, 37, 41
I can explain and justify my preferences.	1	2	3	4	40
SPOKEN PRODUCTION					
I can give elaborate descriptions of subjects relating to my personal experience, such as books and films that I have read and seen.	1	2	3	4	39
I can describe books that I have read clearly and accurately.	1	2	3	4	39
I can reflect on and describe what I have learnt from reading a text.	1	2	3	4	41
STRATEGIES					
I can pronounce words with consonant clusters.	1	2	3	4	34
I can work out the meaning of language in context.	1	2	3	4	34
I can use the language of past speculation accurately.	1	2	3	4	36
I can apply good note-taking strategies when listening.	1	2	3	4	36
I can use appropriate phrases to express opinions.	1	2	3	4	37
I can use inversion to add emphasis when narrating a story.	1	2	3	4	39
I can understand synonyms in context.	1	2	3	4	41
WRITING					
I can write an imaginative story based on sounds.	1	2	3	4	34
I can use descriptive adjectives to write comments about books or films.	1	2	3	4	39
I can write a review of a book.	1	2	3	4	39

FRAMEWORK LEVEL: C1

Can do statements	I can do this				ENGLISH FILE THIRD EDITION ADVANCED FILE: 5
	WITH DIFFICULTY 1	2	3	EASILY 4	
LISTENING					PAGE
I can follow a talk in step-by-step detail and act upon the instructions in it.	1	2	3	4	45
I can understand recorded audio material and identify the main message.	1	2	3	4	45
I can listen to speakers talking about personal experiences and recognize the general situation they are describing.	1	2	3	4	46
I can listen to speakers describing personal experiences and recognize specific details.	1	2	3	4	46, 50
I can follow extended speech on abstract and complex topics beyond my own field.	1	2	3	4	45, 50
I can listen to a song and discuss what it is about.	1	2	3	4	49
I can listen to a talk and pick out key words.	1	2	3	4	50
I can listen to a talk and take detailed notes.	1	2	3	4	50, 51
READING					
I can understand the gist of extracts from different sources and match them to headings and text types.	1	2	3	4	44, 45
I can read extracts and articles and answer questions about the specific information in them.	1	2	3	4	44, 45, 48, 49
I can read articles and identify finer points of detail, including attitudes and implied as well as stated opinions.	1	2	3	4	48, 49
I can read biographical information of various people and identify links between them.	1	2	3	4	50
SPOKEN INTERACTION					
I can provide examples from my own experience in pair or group discussions.	1	2	3	4	44, 46, 47, 49, 51
I can contribute to informal discussions in which I express opinions and agree or disagree with opinions.	1	2	3	4	44, 48, 49, 51
I can rank or categorize information and explain my choices and decisions.	1	2	3	4	44, 48
I can work in a pair to compile answers and to discuss and check responses to exercises and activities.	1	2	3	4	44, 46, 48, 50
I can express the advantages and disadvantages of a life choice (e.g. marrying for money or not).	1	2	3	4	49
I can express wishes and regrets in pair or group discussions.	1	2	3	4	49
SPOKEN PRODUCTION					
I can give elaborate descriptions of subjects relating to my personal experience, such as descriptions of my multitasking abilities, my ability to be 'mindful', and people I know.	1	2	3	4	44, 45
I can reflect on my working or studying habits and my ability to multitask, giving examples.	1	2	3	4	44, 45
I can recognize and say three-word phrases, linking the words appropriately in speech.	1	2	3	4	47
I can present my opinion clearly on complex subjects beyond my own field such as the benefits of microfinance.	1	2	3	4	51
STRATEGIES					
I can recognize and use dependent prepositions.	1	2	3	4	44
I can use expressions accurately to distance myself from what is being said.	1	2	3	4	45
I can recognize and use expressions with time.	1	2	3	4	46
I can recognize linking between sounds.	1	2	3	4	47
I can understand and use metaphors and idioms.	1	2	3	4	49, 50
I can recognize unreal uses of past tense forms.	1	2	3	4	49
I can differentiate between UK and US accents.	1	2	3	4	51
WRITING					
I can write short newspaper articles using distancing language appropriately and accurately.	1	2	3	4	45

FRAMEWORK LEVEL: C1

Can do statements	I can do this				ENGLISH FILE THIRD EDITION ADVANCED FILE: 6
	WITH DIFFICULTY 1	2	3	EASILY 4	
LISTENING					PAGE
I can follow a talk and recognize the key stages of the talk.	1	2	3	4	56
I can understand recorded audio material and identify implicit attitudes.	1	2	3	4	56
I can follow a talk and answer questions on the detail of what was said.	1	2	3	4	56, 61
I can follow extended speech on abstract and complex topics beyond my own field.	1	2	3	4	56, 61
I can listen to a song and discuss what it is about.	1	2	3	4	61
READING					
I can extract information, ideas, and opinions from an article and summarize them in my own words.	1	2	3	4	54, 55
I can read a narrative account and evaluate the content, recognizing key details.	1	2	3	4	58, 59
I can read an article and complete it with missing sentences, showing my comprehension and understanding of lexis, reference, and context.	1	2	3	4	58, 59
SPOKEN INTERACTION					
I can provide examples from my own experience in pair or group discussions.	1	2	3	4	54, 55, 58, 59, 60, 61
I can discuss problems and say where and how I would seek advice in different situations.	1	2	3	4	54
I can contribute to informal discussions in which I express opinions and agree or disagree with opinions.	1	2	3	4	54, 59, 60
I can offer advice in different situations.	1	2	3	4	55
I can discuss my personal experience of phones and technology.	1	2	3	4	58, 59
I can discuss aspects of life and culture in my country.	1	2	3	4	60
SPOKEN PRODUCTION					
I can give elaborate descriptions of subjects relating to my personal experience, such as personal challenges and people I know.	1	2	3	4	57, 61
I can prepare and give a presentation about a challenge.	1	2	3	4	57
I can deal with questions when addressing audiences.	1	2	3	4	57
STRATEGIES					
I can work out the meaning of words, idioms, and phrasal verbs in context.	1	2	3	4	54, 59, 61
I can use the form verb + object + infinitive or gerund accurately.	1	2	3	4	55
I can combine words to make compound adjectives.	1	2	3	4	57
I can use compound adjectives accurately.	1	2	3	4	57
I can recognize main and secondary stress in compounds.	1	2	3	4	57
I can differentiate between /æ/ and /ʌ/ when pronouncing words.	1	2	3	4	58
I can use conditional sentences accurately.	1	2	3	4	59
I can accurately use adjectives + prepositions.	1	2	3	4	60
WRITING					
I can write a post on wikiHow giving advice.	1	2	3	4	55
I can write a discursive essay about online shopping or ready meals.	1	2	3	4	61

FRAMEWORK LEVEL: C1

Can do statements	I can do this				ENGLISH FILE THIRD EDITION ADVANCED FILE: 7
	WITH DIFFICULTY 1	2	3	EASILY 4	
LISTENING					PAGE
I can follow a talk or interview and answer questions based on it.	1	2	3	4	64, 68, 72
I can follow extended speech on complex topics such as the education system and make or complete notes about the content.	1	2	3	4	64, 68
I can understand recorded audio material and identify finer points of detail, including implicit attitudes.	1	2	3	4	68
I can follow a talk and get a general understanding of what it is about.	1	2	3	4	72
I can listen to a song and discuss what it is about.	1	2	3	4	71
READING					
I can read articles and extract specific information.	1	2	3	4	66, 70
I can read a book review and answer questions about the specific details of it.	1	2	3	4	66
I can read articles and identify finer points of detail including attitudes and implied as well as stated opinions.	1	2	3	4	66, 70
SPOKEN INTERACTION					
I can do a quiz with a partner and discuss and explain answers.	1	2	3	4	64
I can contribute to informal discussions in which I express opinions and agree or disagree with opinions.	1	2	3	4	64, 67, 68, 70, 71
I can work in a pair to compile answers and to discuss and check responses to exercises and activities.	1	2	3	4	64, 71
I can discuss personal preferences.	1	2	3	4	68, 69, 70
I can discuss and define the meaning of words.	1	2	3	4	69
I can provide examples from my own experience in pair or group discussions.	1	2	3	4	69, 71
SPOKEN PRODUCTION					
I can give elaborate descriptions of subjects relating to my personal experience, such as descriptions of my experiences at school or my opinion about rules.	1	2	3	4	64, 67
I can make suggestions about how to improve learning in schools.	1	2	3	4	64
I can talk about rules.	1	2	3	4	67
I can prepare and make a convincing argument in support of new rules.	1	2	3	4	67
STRATEGIES					
I can use intonation and linking in exclamations accurately.	1	2	3	4	65
I can work out the meaning of words in context.	1	2	3	4	67
I can use prefixes correctly.	1	2	3	4	65
I can express permission, obligation, and necessity accurately.	1	2	3	4	67
I can use verbs of the senses accurately.	1	2	3	4	69
I can pronounce words ending in <i>-ure</i> correctly.	1	2	3	4	69
I can recognize time expressions in context.	1	2	3	4	71
I can use colour idioms correctly.	1	2	3	4	71
WRITING					
I can write a report about a language school.	1	2	3	4	67

FRAMEWORK LEVEL: C1

Can do statements	I can do this				ENGLISH FILE THIRD EDITION ADVANCED FILE: 8
	WITH DIFFICULTY 1	2	3	EASILY 4	
LISTENING					PAGE
I can listen to speakers describing personal experiences of alternative medicine or travel experiences and recognize specific details.	1	2	3	4	75, 80
I can understand recorded audio material and identify finer points of detail including implicit attitudes.	1	2	3	4	75, 77
I can follow an interview on a radio programme and make detailed notes on the content.	1	2	3	4	77
I can follow extended speech on abstract and complex topics beyond my own field.	1	2	3	4	77
I can follow an extended narrative story by a native speaker.	1	2	3	4	80
I can listen to a song and discuss what it is about.	1	2	3	4	81
READING					
I can extract information, ideas, and opinions from an article and interpret or draw conclusions from that information.	1	2	3	4	74, 75
I can read an article and match it to a summary of its message.	1	2	3	4	78, 79
I can read articles and identify finer points of detail, including attitudes and implied as well as stated opinions.	1	2	3	4	79
SPOKEN INTERACTION					
I can discuss appropriate responses in a quiz with a partner.	1	2	3	4	74, 78
I can provide examples from my own experience in pair or group discussions.	1	2	3	4	75, 77, 79, 80
I can contribute to informal discussions in which I express opinions and agree or disagree with opinions.	1	2	3	4	74, 76, 77, 78, 79
I can make and discuss comparisons (e.g. of tourists and travellers) in a pair or group discussion.	1	2	3	4	78, 79
I can work in a pair to compile answers and to discuss and check responses to exercises and activities.	1	2	3	4	74, 76, 77, 80
I can discuss plans and arrangements with a partner.	1	2	3	4	80
I can predict and speculate about problems (e.g. when making travel plans or when travelling).	1	2	3	4	80
SPOKEN PRODUCTION					
I can give detailed descriptions and definitions (e.g. of alternative medical procedures).	1	2	3	4	75, 76
I can give elaborate descriptions of subjects relating to my personal experience, such as descriptions of a bad journey.	1	2	3	4	81
I can narrate events from my own experience at length and clearly and accurately.	1	2	3	4	75, 81
STRATEGIES					
I can use a wide range of medical vocabulary with correct stress and pronunciation.	1	2	3	4	74
I can work out the meaning of words and phrases in context.	1	2	3	4	74, 77, 79, 80
I can use gerunds and infinitives accurately.	1	2	3	4	76
I can use similes to make comparisons.	1	2	3	4	77
I can recognize and use /ə/ appropriately to sound more natural and fluent.	1	2	3	4	77
I can express future plans and arrangements accurately.	1	2	3	4	80
I can recognize and use homophones.	1	2	3	4	81
WRITING					
I can write a discursive essay about road charging or healthy lifestyles.	1	2	3	4	79

FRAMEWORK LEVEL: C1

Can do statements	I can do this				ENGLISH FILE THIRD EDITION ADVANCED FILE: 9
	WITH DIFFICULTY		EASILY		
	1	2	3	4	
LISTENING					PAGE
I can follow a radio debate and answer questions on the detail of what was said.	1	2	3	4	86
I can listen to a radio debate and write detailed notes to summarize arguments.	1	2	3	4	86
I can listen to a song and discuss what it is about.	1	2	3	4	87
I can follow a speaker on recorded audio material and identify key words and the main points.	1	2	3	4	89
I can understand recorded audio material and identify finer points of detail including implicit attitudes.	1	2	3	4	89
READING					
I can read articles and recognize the topic or message of each paragraph.	1	2	3	4	84
I can read articles and identify finer points of detail, including attitudes and implied as well as stated opinions.	1	2	3	4	84
I can read an article and complete it with missing sentences, showing my comprehension and understanding of lexis, reference, and context.	1	2	3	4	90, 91
SPOKEN INTERACTION					
I can provide examples from my own experience in pair or group discussions.	1	2	3	4	84, 85, 86, 87, 89, 91
I can contribute to informal discussions in which I express opinions and agree or disagree with opinions.	1	2	3	4	84, 85, 86, 87, 89
I can express my attitudes and feelings (e.g. towards animals as pets or towards vegetarianism or comfort food).	1	2	3	4	85, 86, 87, 91
I can work in a pair to compile answers and to discuss and check responses to exercises and activities.	1	2	3	4	88, 89, 91
I can make predictions or speculate about what people might say.	1	2	3	4	86, 89
I can make recommendations (e.g. about where to eat out).	1	2	3	4	89
SPOKEN PRODUCTION					
I can define words accurately and in detail.	1	2	3	4	85, 90
I can describe people I know at length and clearly and accurately.	1	2	3	4	85, 86
I can give elaborate descriptions of subjects relating to my personal experience, such as descriptions of people I know and their relationships with animals.	1	2	3	4	85, 86
STRATEGIES					
I can work out the meaning of words and phrases in context.	1	2	3	4	84, 85, 89, 91
I can use animal idioms.	1	2	3	4	85
I can use ellipsis accurately in reduced sentences.	1	2	3	4	86
I can recognize when and how to stress auxiliary verbs.	1	2	3	4	86
I can recognize and use common adverb collocations when debating.	1	2	3	4	87
I can order food from a menu, showing a good understanding of food vocabulary.	1	2	3	4	88
I can recognize silent syllables in words.	1	2	3	4	88
I can accurately use possessive forms with compound nouns.	1	2	3	4	90
I can form and use food adjectives + -y	1	2	3	4	91
WRITING					
I can write an email of complaint to a hotel.	1	2	3	4	89

FRAMEWORK LEVEL: C1

Can do statements	I can do this				ENGLISH FILE THIRD EDITION ADVANCED FILE: 10
	WITH DIFFICULTY 1	2	3	EASILY 4	
LISTENING					PAGE
I can follow an interview and identify the main points.	1	2	3	4	94
I can follow an interview and answer questions on the detail of what was said.	1	2	3	4	94
I can listen to an interview and make detailed notes.	1	2	3	4	94
I can listen to a song and discuss what it is about.	1	2	3	4	97
I can listen to a speaker making an argument and recognize his opinions.	1	2	3	4	101
I can listen to a speaker and summarize his opinions.	1	2	3	4	101
I can follow extended speech on abstract and complex topics beyond my own field.	1	2	3	4	101
READING					
I can read an article and recognize how the writer feels at different stages of his / her narrative.	1	2	3	4	96
I can read articles and identify finer points of detail, including attitudes and implied as well as stated opinions.	1	2	3	4	96, 98
I can scan an article and find key information.	1	2	3	4	98
SPOKEN INTERACTION					
I can give reasons why I or other people choose to do things such as living abroad.	1	2	3	4	94, 95
I can provide examples from my own experience in pair or group discussions.	1	2	3	4	95, 96, 99
I can contribute to informal discussions in which I express opinions and agree or disagree with opinions.	1	2	3	4	95, 96, 100, 101
I can work in a pair to compile answers and to discuss and check responses to exercises and activities.	1	2	3	4	95, 97
I can make points in a discussion.	1	2	3	4	100
SPOKEN PRODUCTION					
I can give elaborate descriptions of subjects relating to my personal experience, such as descriptions of living abroad or a sport I know.	1	2	3	4	95, 99
I can define words accurately and in detail.	1	2	3	4	100
STRATEGIES					
I can work out the meaning of words, idioms, and phrasal verbs in context.	1	2	3	4	95, 97, 99
I can form, use and accurately pronounce the intonation of cleft sentences to add emphasis to what I am saying.	1	2	3	4	95
I can use words that are often confused such as <i>stranger</i> / <i>foreigner</i> correctly.	1	2	3	4	97
I can use word-building skills to form nouns and verbs from adjectives.	1	2	3	4	99
I can recognize and use homographs.	1	2	3	4	100
I can form and use defining relative clauses accurately.	1	2	3	4	100
WRITING					
I can write a summary of a speaker's opinions.	1	2	3	4	101

How to use the Dossier

The dossier section of your *English File third 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

