

OXFORD

5th edition

# Headway

**Pre-intermediate** Language Portfolio

irlanguage





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# Introduction

## What is a Language Portfolio?

The *Headway* 5<sup>th</sup> 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 *Headway* 5<sup>th</sup> edition Language Portfolio

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

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

## Updating your Portfolio

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

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

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

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

# Language Passport

## How to use your Language Passport

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

Keep this section up-to-date.

### Personal details

Name: \_\_\_\_\_

Nationality: \_\_\_\_\_

First language: \_\_\_\_\_

Other languages: \_\_\_\_\_

### Your exams and certificates

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

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

# Your language and cultural experiences

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

<b>Where</b>	<b>Experience</b>	<b>When and how long?</b>
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

	<b>CEF level A1</b>	<b>CEF level A2</b>
<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>8 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, 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 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 a CD ROM to learn and revise.	
Buy a grammar practice book.	
Use an English-English dictionary.	
If possible, take a holiday in an English-speaking country.	
Share your tips on how to study effectively with other people.	

## Framework level: A2

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Pre-intermediate  Unit: 1
	with difficulty	easily			
	1	2	3	4	
<b>Listening</b>					<b>Page</b>
I can understand simple personal information.	1	2	3	4	10, 11, 12
I can understand descriptions of friendships.	1	2	3	4	13
I can understand a description of meeting someone for the first time.	1	2	3	4	14
I can understand basic social expressions.	1	2	3	4	17
<b>Reading</b>					
I can understand simple personal information.	1	2	3	4	10, 12,
I can read and understand a magazine article.	1	2	3	4	14, 15
I can understand a form.	1	2	3	4	18
<b>Spoken interaction</b>					
I can talk about where I live and what I do.	1	2	3	4	10, 11
I can ask and answer questions about free time activities and interests.	1	2	3	4	12
I can discuss friendships and relationships.	1	2	3	4	13, 14
I can use basic social expressions.	1	2	3	4	17
<b>Spoken production</b>					
I can give information about myself and describe where I live.	1	2	3	4	10, 11
I can present information to the class.	1	2	3	4	10
I can describe my friends.	1	2	3	4	13
<b>Strategies</b>					
I can form questions in the past, present and future.	1	2	3	4	10, 11
I can use <i>who's</i> and <i>whose</i> .	1	2	3	4	12
I can identify specific information in simpler written material	1	2	3	4	14
I can use polite greetings and expressions.	1	2	3	4	17
I can spell basic words including my name and address.	1	2	3	4	18
<b>Writing</b>					
I can write a series of simple phrases and sentences about my family, living conditions, educational background, and job.	1	2	3	4	11
I can write my name address, phone number, etc.	1	2	3	4	18
I can fill in a form.	1	2	3	4	18

## Framework level: A2

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Pre-intermediate  Unit: 2
	with difficulty	easily			
	1	2	3	4	
<b>Listening</b>					<b>Page</b>
I can understand basic personal and family information provided speech is clearly and slowly articulated.	1	2	3	4	20, 21
I can understand a conversation between two neighbours.	1	2	3	4	26
I can understand everyday conversations between teachers and students.	1	2	3	4	27
<b>Reading</b>					
I can understand descriptions of someone's life that are written in simple words.	1	2	3	4	20, 21
I can read and complete a magazine quiz.	1	2	3	4	24, 25
I can understand personal emails.	1	2	3	4	28
<b>Spoken interaction</b>					
I can ask and answer questions about people.	1	2	3	4	20, 22
I can discuss my opinion on being twins and on being independent.	1	2	3	4	21, 25
I can establish social contact: greetings and farewells; introductions; giving thanks.	1	2	3	4	26, 27
I can participate in short conversations in routine contexts on topics of interest.	1	2	3	4	26, 27
<b>Spoken production</b>					
I can describe a perfect day in my life.	1	2	3	4	23
I can give a simple description or presentation of people, living or working conditions, and daily routines.	1	2	3	4	23
I can say what I am good and bad at.	1	2	3	4	24
<b>Strategies</b>					
I can exchange opinions and agree and disagree with others.	1	2	3	4	21
I can use present tenses to refer to now or all the time.	1	2	3	4	21
I can work out the meaning of words in context.	1	2	3	4	24
I can keep a conversation going.	1	2	3	4	27
I can use linking words to make sentences.	1	2	3	4	28
<b>Writing</b>					
I can write a series of simple phrases and sentences about my free time activities.	1	2	3	4	23
I can join sentences in an email with linking words.	1	2	3	4	28
I can write a personal email.	1	2	3	4	28

## Framework level: B1

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Pre-intermediate Unit: 3
	with difficulty	easily			
	1	2	3	4	
<b>Listening</b>					<b>Page</b>
I can understand straightforward factual information about common everyday topics, identifying both general messages and specific details.	1	2	3	4	32
I can understand and follow a story.	1	2	3	4	32, 34
I can understand dates.	1	2	3	4	37
<b>Reading</b>					
I can read and understand news stories.	1	2	3	4	30, 31, 33
I can recognise significant points in straightforward newspaper articles on familiar subjects.	1	2	3	4	33
I can understand the description of places, events, explicitly expressed feelings and perspectives in narratives.	1	2	3	4	34, 35, 38
<b>Spoken interaction</b>					
I can talk about where I was at different times.	1	2	3	4	32
I can ask and answer questions about information in an article.	1	2	3	4	30, 33
I can discuss a narrative story or poem.	1	2	3	4	35, 36
I can talk about recent past events and experiences.	1	2	3	4	37
<b>Spoken production</b>					
I can tell a new story.	1	2	3	4	32, 33
I can present information to the class.	1	2	3	4	33
I can say dates and times.	1	2	3	4	37
<b>Strategies</b>					
I can predict the content of a text from visual clues	1	2	3	4	30
I can use narrative tense forms.	1	2	3	4	31, 32, 33
I can identify specific information in simpler written material	1	2	3	4	31, 34
I can clearly signal chronological sequence in narrative text.	1	2	3	4	38
<b>Writing</b>					
I can use adjectives, adverbs and sequencers when writing a poem or story.	1	2	3	4	36, 38
I can write a series of simple phrases and sentences about dates and times.	1	2	3	4	37
I can write a narrative story.	1	2	3	4	38



## Framework level: B1

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Pre-intermediate Unit: 4
	with difficulty	easily			
	1	2	3	4	
<b>Listening</b>					<b>Page</b>
I can understand straightforward factual information about common everyday topics, identifying both general messages and specific details.	1	2	3	4	46
I can understand and follow everyday conversations in shops and cafés.	1	2	3	4	46
I can understand offers and requests in everyday conversations.	1	2	3	4	47
<b>Reading</b>					
I can read and understand an article about food tasters.	1	2	3	4	40
I can recognise significant points in straightforward newspaper articles on familiar subjects.	1	2	3	4	40, 44
I can understand factual information on familiar subjects of interest.	1	2	3	4	44
I can understand straightforward postcards giving a relatively detailed account of events and experiences.	1	2	3	4	48
<b>Spoken interaction</b>					
I can discuss types of food.	1	2	3	4	39, 40, 41
I can ask and answer questions about information in an article.	1	2	3	4	41, 44, 45
I can cope with routine conversations in shops.	1	2	3	4	46
I can make requests.	1	2	3	4	47
<b>Spoken production</b>					
I can describe what I eat and drink.	1	2	3	4	40, 41
I can present information to the class.	1	2	3	4	45
I can describe personal experiences related to cooking.	1	2	3	4	45
<b>Strategies</b>					
I can use expressions of quantity.	1	2	3	4	40, 41, 42
I can identify specific information in simpler written material	1	2	3	4	40, 41, 44
I can plan what to say.	1	2	3	4	41
I can read aloud.	1	2	3	4	43
I can use a range of descriptive vocabulary when writing.	1	2	3	4	48
<b>Writing</b>					
Can write straightforward connected texts by linking a series of shorter discrete elements into a linear sequence.	1	2	3	4	48
I can use adjectives when writing a postcard.	1	2	3	4	48
I can write a postcard.	1	2	3	4	48

## Framework level: B1

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Pre-intermediate Unit: 5 Page
	with difficulty	easily			
	1	2	3	4	
<b>Listening</b>					
I can understand straightforward factual information about common everyday topics, identifying both general messages and specific details.	1	2	3	4	50
I can understand people talking about hopes and plans.	1	2	3	4	50, 53
I can understand people making plans in everyday conversations.	1	2	3	4	52, 53
I can understand people expressing doubt and certainty in conversations.	1	2	3	4	57
<b>Reading</b>					
I can read and understand an article about future careers.	1	2	3	4	54, 55
I can recognise significant points in straightforward newspaper articles on familiar subjects.	1	2	3	4	54, 55
I can understand factual information on familiar subjects of interest.	1	2	3	4	54, 55
I can understand a written speech about dreams for the future.	1	2	3	4	58
<b>Spoken interaction</b>					
I can talk about hopes and plans.	1	2	3	4	50
I can ask and answer questions about plans.	1	2	3	4	51, 52
I can interview people about their hopes and dreams.	1	2	3	4	57
I can express doubt and certainty in conversations.	1	2	3	4	47
<b>Spoken production</b>					
I can describe my plans.	1	2	3	4	50, 51
I can present information to the class.	1	2	3	4	58
I can give a speech.	1	2	3	4	58
<b>Strategies</b>					
I can use verb patterns and future tenses to talk about hopes, plans and dreams.	1	2	3	4	50, 52
I can identify specific information in simpler written material	1	2	3	4	54
I can convey the main points made in long texts expressed in uncomplicated language on topics of personal interest.	1	2	3	4	54
I can use pauses and stress to make an effective talk.	1	2	3	4	58
<b>Writing</b>					
Can write straightforward connected texts by linking a series of shorter discrete elements into a linear sequence.	1	2	3	4	58
I can write a talk.	1	2	3	4	58

## Framework level: B1

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Pre-intermediate Unit: 6 Page
	with difficulty	easily			
	1	2	3	4	
<b>Listening</b>					
I can understand straightforward factual information about common everyday topics, identifying both general messages and specific details.	1	2	3	4	66
I can understand a talk about family history.	1	2	3	4	66
I can understand a conversation between two people about their family.	1	2	3	4	66
I can understand agreement and disagreement in conversations.	1	2	3	4	67
<b>Reading</b>					
I can read and understand short biographies.	1	2	3	4	60, 61, 68
I can read and understand an interview with an archaeologist.	1	2	3	4	62
I can understand factual information on familiar subjects of interest.	1	2	3	4	64, 65
<b>Spoken interaction</b>					
I can talk about people's lives.	1	2	3	4	60, 62
I can ask and answer questions about information in an article.	1	2	3	4	60, 62
I can answer questions about my life and ask questions about other people's lives.	1	2	3	4	61, 63
I can agree and disagree in conversations.	1	2	3	4	67
<b>Spoken production</b>					
I can talk about people's lives.	1	2	3	4	62, 66
I can talk about what we have learned from history.	1	2	3	4	65
I can present information to the class.	1	2	3	4	65
<b>Strategies</b>					
I can use the present perfect to describe life experiences.	1	2	3	4	62, 63
I can work out the meaning of words in context.	1	2	3	4	64
I can use tag questions to agree and disagree in conversations.	1	2	3	4	67
I can select information to complete a text.	1	2	3	4	68
<b>Writing</b>					
I can write straightforward connected texts by linking a series of shorter discrete elements into a linear sequence.	1	2	3	4	68
I can order paragraphs to write a text.	1	2	3	4	68
I can write a biography from notes.	1	2	3	4	68



## Framework level: B1

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Pre-intermediate Unit: 7 Page
	with difficulty	easily			
	1	2	3	4	
<b>Listening</b>					
I can understand a talk about favourite things.	1	2	3	4	70
I can understand straightforward factual information about common everyday topics, identifying both general messages and specific details.	1	2	3	4	73
I can understand people talking about the best things in their lives.	1	2	3	4	73
I can understand conversations in which people make suggestions.	1	2	3	4	77
<b>Reading</b>					
I can read and understand profiles and HR summaries of interview candidates.	1	2	3	4	72, 73
I can read and understand a description of a picture	1	2	3	4	74, 75
I can understand factual information on familiar subjects of interest.	1	2	3	4	74, 75
I can read what's on listings.	1	2	3	4	77
I can read and understand a description of a place.	1	2	3	4	78
<b>Spoken interaction</b>					
I can ask and answer questions about my city.	1	2	3	4	71
I can compare and discuss candidates at a job interview.	1	2	3	4	73
I can make suggestions about what to do or where to go in conversations.	1	2	3	4	77
<b>Spoken production</b>					
I can talk about my favourite things.	1	2	3	4	70
I can describe my city and other cities.	1	2	3	4	71
I can talk about the best things in life that are free.	1	2	3	4	73
I can present information to the class.	1	2	3	4	73, 74
I can describe my favourite photo.	1	2	3	4	74
<b>Strategies</b>					
I can use comparative and superlative forms to compare.	1	2	3	4	71, 72
I can use visual clues to work out the general meaning of listening texts.	1	2	3	4	73
I can work out the meaning of words in context.	1	2	3	4	74
I can make suggestions in conversations.	1	2	3	4	77
<b>Writing</b>					
I can write straightforward connected texts by linking a series of shorter discrete elements into a linear sequence.	1	2	3	4	78
I can join sentences with relative pronouns.	1	2	3	4	78
I can write a description of my hometown.	1	2	3	4	78

## Framework level: B1

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Pre-intermediate Unit: 8
	with difficulty	easily			
	1	2	3	4	
<b>Listening</b>					<b>Page</b>
I can understand straightforward factual information about common everyday topics, identifying both general messages and specific details.	1	2	3	4	80
I can follow an interview with a surfer.	1	2	3	4	80
I can understand a health guide.	1	2	3	4	83
I can understand conversations at the doctor's.	1	2	3	4	87
<b>Reading</b>					
I can read and understand an advice column.	1	2	3	4	82
I can read and do a health quiz.	1	2	3	4	83
I can understand factual information on familiar subjects of interest.	1	2	3	4	84, 85
I can read and understand a newspaper article about stuntwomen.	1	2	3	4	84, 85
I can read and understand a formal email.	1	2	3	4	88
<b>Spoken interaction</b>					
I can ask and answer questions about sport.	1	2	3	4	81
I can give advice to people with problems.	1	2	3	4	83
I can discuss my lifestyle choices.	1	2	3	4	83
I can discuss the sort of clothes I choose to wear.	1	2	3	4	86
I can take part in conversations at the doctor's.	1	2	3	4	87
<b>Spoken production</b>					
I can talk about dangerous activities.	1	2	3	4	80
I can talk about sports that I do.	1	2	3	4	81
I can present information to the class.	1	2	3	4	81
<b>Strategies</b>					
I can use have to and should to express obligation and advice.	1	2	3	4	81, 82
I can summarize and share information about a text I have read.	1	2	3	4	85
<b>Writing</b>					
I can use set phrases in formal and informal emails.	1	2	3	4	88
I can write a formal and informal email.	1	2	3	4	88

## Framework level: B1

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Pre-intermediate Unit: 9
	with difficulty	easily			
	1	2	3	4	
<b>Listening</b>					<b>Page</b>
I can understand an interview about book publishing.	1	2	3	4	93
I can understand straightforward factual information about common everyday topics, identifying both general messages and specific details.	1	2	3	4	93
I can understand a story.	1	2	3	4	95
<b>Reading</b>					
I can read a folk tale.	1	2	3	4	90
I can understand the description of places, events, explicitly expressed feelings and perspectives in narratives.	1	2	3	4	90, 94
I can read and follow a narrative using conjunctions.	1	2	3	4	92
I can read a short story extract.	1	2	3	4	94
I can read a review of a film.	1	2	3	4	98
<b>Spoken interaction</b>					
I can ask and answer questions about stories.	1	2	3	4	91, 92, 95
I can compare and discuss books.	1	2	3	4	93
I can discuss feelings with other people.	1	2	3	4	96
I can have everyday conversations about demanding situations.	1	2	3	4	97
<b>Spoken production</b>					
I can tell a story.	1	2	3	4	92
I can describe how I feel.	1	2	3	4	96
I can talk about books and films.	1	2	3	4	98
I can present information to the class.	1	2	3	4	98
<b>Strategies</b>					
I can use conjunctions to write or tell stories.	1	2	3	4	93
I can use exclamations to respond to what people say.	1	2	3	4	97
I can work out what pronouns refer to in a text and use them in a review.	1	2	3	4	98
<b>Writing</b>					
I can write straightforward connected texts by linking a series of shorter discrete elements into a linear sequence.	1	2	3	4	98
I can use pronoun reference in a review.	1	2	3	4	98
I can write a review of a book or film.	1	2	3	4	98

## Framework level: B1

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Pre-intermediate Unit: 10
	with difficulty	easily			
	1	2	3	4	
<b>Listening</b>					<b>Page</b>
I can understand a radio programme about chewing gum.	1	2	3	4	106
I can understand straightforward factual information about common everyday topics, identifying both general messages and specific details.	1	2	3	4	106
I can understand people making everyday phone conversations.	1	2	3	4	107
I can understand conversations in which people use large numbers.	1	2	3	4	107
<b>Reading</b>					
I can read about the history of a video game.	1	2	3	4	100, 101
I can understand factual information on familiar subjects of interest.	1	2	3	4	100, 101, 104
I can read and understand an article about a football team.	1	2	3	4	104
I can read and answer questions about specific information in an article.	1	2	3	4	104
I can read and understand a pros and cons essay.	1	2	3	4	108
<b>Spoken interaction</b>					
I can discuss the importance of invitations.	1	2	3	4	102
I can ask and answer questions about my use of technology.	1	2	3	4	103
I can discuss what I like and dislike about sport.	1	2	3	4	104
I can make everyday phone calls.	1	2	3	4	107
<b>Spoken production</b>					
I can talk about inventions.	1	2	3	4	102
I can talk about my use of social media sites.	1	2	3	4	108
<b>Strategies</b>					
I can use passive forms.	1	2	3	4	101, 102
I can form compound nouns and adjectives.	1	2	3	4	103
I can use fixed expressions in phone conversations.	1	2	3	4	107
I can express advantages and disadvantages in formal written language.	1	2	3	4	108
<b>Writing</b>					
I can write straightforward connected texts by linking a series of shorter discrete elements into a linear sequence.	1	2	3	4	108
I can join sentences to present two sides of an argument.	1	2	3	4	108
I can write a pros and cons essay.	1	2	3	4	108

## Framework level: B1

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Pre-intermediate Unit: 11
	with difficulty	easily			
	1	2	3	4	
<b>Listening</b>					<b>Page</b>
I can understand people talking about things they love.	1	2	3	4	113
I can understand straightforward factual information about common everyday topics, identifying both general messages and specific details.	1	2	3	4	113
I can listen and take notes.	1	2	3	4	113
I can understand people telling their life stories.	1	2	3	4	116
I can follow conversation in which people express thanks, congratulations, etc. in every day conversations.	1	2	3	4	117
<b>Reading</b>					
I can read and understand a life chart showing biographical details.	1	2	3	4	111
I can read and understand a biography	1	2	3	4	112
I can understand short articles about collectors.	1	2	3	4	114, 115
I can understand factual information on familiar subjects of interest.	1	2	3	4	114, 115
I can read and follow notes from a talk	1	2	3	4	118
<b>Spoken interaction</b>					
I can ask and answer questions about how long people have been doing things.	1	2	3	4	111
I can ask and answer questions about people's life stories.	1	2	3	4	112
I can discuss the content of texts I read.	1	2	3	4	113
I can discuss the pros and cons of collecting.	1	2	3	4	115
I can express thanks, congratulations, etc. in every day conversations.	1	2	3	4	117
<b>Spoken production</b>					
I can talk about what I collect.	1	2	3	4	114
I can talk about my life and tell my life story.	1	2	3	4	116
<b>Strategies</b>					
I can use a range of past and present tenses.	1	2	3	4	110, 111, 112
I can summarize and present information in text.	1	2	3	4	114
I can work out the meaning of words in context.	1	2	3	4	114, 116
I can organize written notes from a talk.	1	2	3	4	118
<b>Writing</b>					
I can write straightforward connected texts by linking a series of shorter discrete elements into a linear sequence.	1	2	3	4	118
I can write notes from a talk.	1	2	3	4	118
I can use notes to write a short summary of a talk.	1	2	3	4	118



## Framework level: B1

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Pre-intermediate  Unit: 12
	with difficulty	easily			
	1	2	3	4	
<b>Listening</b>					<b>Page</b>
I can understand straightforward factual information about common everyday topics, identifying both general messages and specific details.	1	2	3	4	120, 123
I can understand a conversation about weekend plans.	1	2	3	4	120
I can understand people talking about making decisions.	1	2	3	4	123
I can follow conversation in which people offer thanks and take leave.	1	2	3	4	127
<b>Reading</b>					
I can read an article about chance.	1	2	3	4	124
I can work out what numbers refer to in a text.	1	2	3	4	124
I can understand factual information on familiar subjects of interest.	1	2	3	4	124
I can read a description of a best friend.	1	2	3	4	128
<b>Spoken interaction</b>					
I can discuss plans for the weekend.	1	2	3	4	120
I can give advice, warnings and threats in every day conversation.	1	2	3	4	121, 123
I can talk about coincidences.	1	2	3	4	125
I can offer thanks and take leave in conversations.	1	2	3	4	127
<b>Spoken production</b>					
I can talk about my plans.	1	2	3	4	120
I can talk about my dreams.	1	2	3	4	122
I can present information to the class.	1	2	3	4	122
<b>Strategies</b>					
I can use conditional forms.	1	2	3	4	120, 121, 122
I can work out the meaning of words in context.	1	2	3	4	125
I can use collocation with common verbs.	1	2	3	4	126
I can correct errors in a written text.	1	2	3	4	128
<b>Writing</b>					
I can write straightforward connected texts by linking a series of shorter discrete elements into a linear sequence.	1	2	3	4	128
I can correct errors I make in my writing.	1	2	3	4	128
I can write a description of a friend.	1	2	3	4	128



# Dossier

## How to use the Dossier

The dossier section of your **Headway 5<sup>th</sup> 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

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Type of work	Date	Description	Why I chose this



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