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New ENGLISH FILE

**Upper-
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	16
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.

Common reference levels B1 and B2

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

Common reference levels C1 and C2

	CEF level C1	CEF level C2
Listening	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand TV programmes and films without much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
Reading	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand 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 Upper-intermediate File: 1
	with difficulty			easily	
	1	2	3	4	
Listening					
I can understand a radio programme about personal relationships.	1	2	3	4	page 7
I can understand a song.	1	2	3	4	page 9
I can understand someone describing a personal experience.	1	2	3	4	page 10
I can understand people talking about problems.	1	2	3	4	page 13
I can listen to a short narrative and form hypotheses.	1	2	3	4	page 16
I can follow the main points of an extended discussion, if the speech is clearly articulated in a standard dialect.	1	2	3	4	page 16
Reading					
I can understand a short newspaper article about famous personalities.	1	2	3	4	pages 4, 5
I can understand a short newspaper article about personal relationships.	1	2	3	4	page 6
I can identify or guess the meaning of words and expressions in context.	1	2	3	4	pages 6, 8, 12
I can understand a factual extract from a book.	1	2	3	4	page 8
I can understand a short extract from a magazine	1	2	3	4	page 10
I can understand a short text giving instructions and advice.	1	2	3	4	page 12
I can understand a short text describing problems.	1	2	3	4	page 13
I can understand a newspaper article about health issues.	1	2	3	4	page 15
Spoken Interaction					
I can ask and answer personal information questions.	1	2	3	4	pages 5, 7
I can describe different personalities.	1	2	3	4	page 9
I can ask for and check personal information.	1	2	3	4	page 11
I can ask about illness / health habits and offer advice.	1	2	3	4	pages 12–14
Spoken Production					
I can ask for and give personal opinions on a topic of interest.	1	2	3	4	pages 7, 9, 10, 15
I can describe personal experiences.	1	2	3	4	page 10
I can express my ideas and opinions on astrology	1	2	3	4	page 16
Strategies					
I can identify when to use polite personal questions.	1	2	3	4	page 5
I can explain what I mean in different ways (paraphrasing).	1	2	3	4	pages 9, 13
I can use a glossary to clarify meaning and provide context.	1	2	3	4	page 16
I can work out the meaning of occasional unknown words or phrases from context.	1	2	3	4	page 16
I can work out sentence meaning provided the topic is familiar.	1	2	3	4	page 16
Writing					
I can write an informal letter / email.	1	2	3	4	page 17
I can use informal language and expressions.	1	2	3	4	page 17
I can plan and organize what I need to write.	1	2	3	4	page 17

Can do statements	I can do this ...				New English File Upper-intermediate File: 2
	with difficulty			easily	
	1	2	3	4	
Listening					
I can understand people talking about national stereotypes.	1	2	3	4	page 20
I can identify the meaning of words and expressions in context.	1	2	3	4	page 20
I can understand a song.	1	2	3	4	page 23
I can understand a short interview about air travel.	1	2	3	4	page 27
I can understand short stories / anecdotes.	1	2	3	4	page 31
I can listen to a short narrative and form hypotheses.	1	2	3	4	page 32
I can follow the main points of an extended discussion, if the speech is clearly articulated in a standard dialect.	1	2	3	4	page 32
I can understand a short interview and match speakers with opinions.	1	2	3	4	page 32
Reading					
I can understand a newspaper article about national stereotypes.	1	2	3	4	page 21
I can understand a short article about cultural issues and summarize the main points.	1	2	3	4	page 22
I can identify or guess the meaning of words and expressions in context.	1	2	3	4	page 22
I can understand a short extract from a book.	1	2	3	4	page 24
I can understand a short newspaper story.	1	2	3	4	page 26
I can understand short stories / anecdotes.	1	2	3	4	pages 28–31, 33
Spoken Interaction					
I can ask for and give personal opinions on a topic of interest.	1	2	3	4	pages 20, 23, 31
I can agree or disagree about a topic of interest.	1	2	3	4	page 21
Spoken Production					
I can give personal opinions on a topic of interest.	1	2	3	4	pages 21, 22, 24, 27
I can describe something.	1	2	3	4	page 23
I can tell a short story.	1	2	3	4	page 27
Strategies					
I can say how I feel about a situation.	1	2	3	4	page 27
I can plan what I want to say.	1	2	3	4	page 27
I can use a glossary to clarify meaning and provide context.	1	2	3	4	page 32
I can work out the meaning of occasional unknown words or phrases from context.	1	2	3	4	page 32
I can work out sentence meaning provided the topic is familiar.	1	2	3	4	page 32
Writing					
I can write a short description.	1	2	3	4	page 23
I can write a short story / anecdote.	1	2	3	4	pages 29, 33
I can plan and organize what I need to write.	1	2	3	4	page 33

Can do statements	I can do this ...				New English File Upper-intermediate File: 3
	with difficulty		easily		
	1	2	3	4	
Listening					
I can understand a radio interview about crime.	1	2	3	4	page 36
I can understand someone narrating a series of events.	1	2	3	4	page 41
I can understand a song.	1	2	3	4	page 41
I can understand a news story about changes and lifestyles.	1	2	3	4	page 43
I can understand an expert talking about risks.	1	2	3	4	page 45
I can understand a short interview and identify the speaker’s opinions.	1	2	3	4	page 47
I can understand the main ideas of complex speech delivered in a standard dialect.	1	2	3	4	page 48
Reading					
I can understand short stories about crime and identify the difference between facts and opinions.	1	2	3	4	page 38
I can understand a newspaper article about crime.	1	2	3	4	page 39
I can understand short extracts from blogs.	1	2	3	4	page 40
I can identify the meaning of words and expressions in context.	1	2	3	4	page 40
I can understand short tips and instructions.	1	2	3	4	page 43
I can understand an article about risk.	1	2	3	4	pages 44, 45
I can understand a short text about safety in schools.	1	2	3	4	page 47
I can understand a short composition and identify the writer’s opinion.	1	2	3	4	page 49
Spoken Interaction					
I can do a short quiz.	1	2	3	4	page 36
I can agree or disagree about a topic of interest and give reasons why.	1	2	3	4	pages 36, 47
I can ask and answer about a contemporary topic or problem and give my opinion on the subject.	1	2	3	4	pages 37, 39, 43, 45, 47
I can ask and talk about extreme weather conditions.	1	2	3	4	pages 40,41
I can talk about the future, discuss alternatives and give reasons for my ideas.	1	2	3	4	page 43
I can complete a simple questionnaire.	1	2	3	4	page 45
Spoken Production					
I can talk about personal experiences.	1	2	3	4	page 37
I can talk about the weather and climate change.	1	2	3	4	pages 40, 42
Strategies					
I can say how I felt about a situation.	1	2	3	4	pages 41, 42, 44, 45
I can use a glossary to clarify meaning and provide context.	1	2	3	4	page 48
I can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	1	2	3	4	page 48
Writing					
I can write a short blog.	1	2	3	4	page 41
I can write a composition on a contemporary topic and give my opinion.	1	2	3	4	page 49
I can plan and organize what I need to write.	1	2	3	4	page 49
I can use appropriate expressions to give opinions.	1	2	3	4	page 49

Can do statements	I can do this ... with difficulty easily				New English File Upper-intermediate File: 4
	1	2	3	4	
Listening					
I can understand a documentary which narrates a story.	1	2	3	4	page 55
I can understand a song.	1	2	3	4	page 55
I can understand people discussing problems.	1	2	3	4	page 56
I can understand a talk by a psychologist.	1	2	3	4	page 58
I can understand a radio quiz programme.	1	2	3	4	page 61
I can understand the main ideas of complex speech delivered in a standard dialect.	1	2	3	4	page 64
Reading					
I can understand short newspaper articles about difficult situations.	1	2	3	4	pages 52, 53
I can identify a writer's arguments and reasons for them in short texts.	1	2	3	4	pages 52, 53
I can identify or guess the meaning of words and expressions in context.	1	2	3	4	pages 52, 53, 57, 63
I can understand a short text about an adventure.	1	2	3	4	page 54
I can understand a newspaper article about irritating habits.	1	2	3	4	page 57
I can predict the main points in a newspaper article.	1	2	3	4	page 57
I can understand an article about body language.	1	2	3	4	page 63
I can understand a short article about problems.	1	2	3	4	page 65
Spoken Interaction					
I can discuss alternatives and make choices.	1	2	3	4	pages 55, 58
I can make predictions about events.	1	2	3	4	page 55
I can discuss problems and offer solutions.	1	2	3	4	page 58
I can ask and talk about everyday topics or problems and give my opinions.	1	2	3	4	pages 57, 59
I can describe people and objects and guess who / what they are.	1	2	3	4	page 61
I can do a short quiz.	1	2	3	4	page 62
Spoken Production					
I can give my opinion about a contemporary topic.	1	2	3	4	page 52
I can describe feelings and emotions.	1	2	3	4	pages 53, 54
I can talk about alternatives and make choices.	1	2	3	4	pages 54, 65
I can describe people's feelings and emotions.	1	2	3	4	page 60
I can describe a picture.	1	2	3	4	page 60
Strategies					
I can use a glossary to clarify meaning and provide context.	1	2	3	4	page 64
I can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	1	2	3	4	page 64
Writing					
I can write an article, giving advice and reasons for this.	1	2	3	4	page 65
I can plan and organize what I need to write.	1	2	3	4	page 65

Can do statements	I can do this ...				New English File Upper-intermediate File: 5
	with difficulty			easily	
	1	2	3	4	
Listening					
I can understand and take notes on a lecture about music.	1	2	3	4	page 68
I can understand a song.	1	2	3	4	page 75
I can understand a radio news programme.	1	2	3	4	page 75
I can understand people talking about the positive and negative points of a job.	1	2	3	4	page 78
I can understand the main ideas of complex speech delivered in a standard dialect.	1	2	3	4	page 80
Reading					
I can understand an article about music and how it affects personality.	1	2	3	4	page 71
I can understand a short news story.	1	2	3	4	page 75
I can understand an article about sleep habits.	1	2	3	4	page 73
I can understand short newspaper stories and decide if the content is true or not.	1	2	3	4	page 76
I can understand a short article about the positive and negative aspects of a job.	1	2	3	4	pages 78, 79
Spoken Interaction					
I can ask and talk about music and musical tastes.	1	2	3	4	pages 69, 70
I can ask and talk about everyday topics and give my opinions.	1	2	3	4	pages 71, 73, 79
I can do a short questionnaire.	1	2	3	4	page 72
I can ask and answer about present and past experience.	1	2	3	4	page 72
I can agree or disagree about a topic of interest and give reasons for my ideas.	1	2	3	4	page 73
I can ask and talk about personal experiences.	1	2	3	4	page 74
I can discuss and give my opinion about the media.	1	2	3	4	page 78
I can participate in a debate about a contemporary topic, arguing for or against it.	1	2	3	4	page 79
I can give provide reasons or examples supporting my ideas in a debate.	1	2	3	4	page 79
Spoken Production					
I can talk about personal experiences.	1	2	3	4	page 69
Strategies					
I can summarize the main points of an argument.	1	2	3	4	pages 68, 73
I can use a glossary to clarify meaning and provide context.	1	2	3	4	page 80
I can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	1	2	3	4	page 80
Writing					
I can write a formal letter of complaint.	1	2	3	4	page 81
I can plan and organize what I need to write.	1	2	3	4	page 81

Can do statements	I can do this ...				New English File Upper-intermediate File: 6
	with difficulty			easily	
	1	2	3	4	
Listening					
I can understand short, public speeches.	1	2	3	4	page 85
I can understand a song.	1	2	3	4	page 85
I can understand people describing a difficult situation and identify the speaker's feelings.	1	2	3	4	page 86
I can understand a radio programme about a city and identify how the speaker feels.	1	2	3	4	page 90
I can identify or guess the meaning of words and expressions in context.	1	2	3	4	page 90
I can understand a radio programme about creative thinking.	1	2	3	4	page 92
I can understand the main ideas of complex speech delivered in a standard dialect.	1	2	3	4	page 96
Reading					
I can understand a newspaper article about an important event.	1	2	3	4	page 84
I can identify or guess the meaning of words and expressions in context.	1	2	3	4	pages 84, 89, 94
I can understand a short article about presentations.	1	2	3	4	page 86
I can understand a short review of a TV programme.	1	2	3	4	page 88
I can understand a short article about creative thinking.	1	2	3	4	page 92
I can read and do a short test about creative thinking.	1	2	3	4	page 93
I can understand short descriptions about scientists and discoveries.	1	2	3	4	page 94
I can understand a short report and identify recommendations.	1	2	3	4	page 97
Spoken Interaction					
I can ask and talk about everyday issues and give my opinion.	1	2	3	4	page 88
I can ask and talk about everyday experiences and give my opinion.	1	2	3	4	page 86
I can do a short quiz about science.	1	2	3	4	page 93
I can ask and talk about a contemporary topic and give my opinion.	1	2	3	4	page 95
Spoken Production					
I can give my opinion on a contemporary topic.	1	2	3	4	page 85
I can talk about experiences and describe feelings.	1	2	3	4	page 85
I can give a short presentation on a familiar topic.	1	2	3	4	page 87
I can plan what I want to say.	1	2	3	4	page 87
I can talk briefly about an everyday topic.	1	2	3	4	page 89
I can talk about a city and describe my feelings about it.	1	2	3	4	page 90
Strategies					
I can plan what I want to say.	1	2	3	4	page 87
I can use a glossary to clarify meaning and provide context.	1	2	3	4	page 96
I can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	1	2	3	4	page 96
Writing					
I can write a report for a magazine, including useful information.	1	2	3	4	page 97
I can plan and organize what I need to write.	1	2	3	4	page 97

Can do statements	I can do this ...				New English File Upper-intermediate File: 7
	with difficulty		easily		
	1	2	3	4	
Listening					
I can understand short conversations and identify what annoys people.	1	2	3	4	page 100
I can understand people talking about past regrets.	1	2	3	4	page 103
I can understand a song.	1	2	3	4	page 103
I can understand an interview with an economist discussing ethical issues.	1	2	3	4	page 104
I can understand an expert talking about definitions of words and summarize the content.	1	2	3	4	page 111
I can understand the main ideas of complex speech delivered in a standard dialect.	1	2	3	4	page 112
Reading					
I can understand a short text about annoying habits.	1	2	3	4	pages 100, 101
I can understand a newspaper article about a person expressing regrets.	1	2	3	4	page 102
I can identify or guess the meaning of words and expressions in context.	1	2	3	4	page 102
I can understand an article about work and ethical issues.	1	2	3	4	page 104
I can understand an article about the influence of advertising.	1	2	3	4	pages 106, 107
I can understand a short text about invented words and languages.	1	2	3	4	pages 108, 109
I can understand an article about the origin of English words.	1	2	3	4	page 110
I can identify or guess the meaning of words and expressions in context.	1	2	3	4	page 110
I can understand a short composition on a contemporary topic.	1	2	3	4	page 113
Spoken Interaction					
I can ask and talk about things that annoy me.	1	2	3	4	page 100
I can ask and talk about everyday topics and express my feelings.	1	2	3	4	page 101
I can ask and talk about wishes and regrets.	1	2	3	4	page 103
I can ask and talk about everyday topics and experiences.	1	2	3	4	page 103
I can ask about and give my opinion on ethical issues.	1	2	3	4	page 105
I can do a short quiz about work and business.	1	2	3	4	page 105
I can discuss the positive and negative effects of advertising.	1	2	3	4	page 107
I can give my opinion on the effects of advertising and support these with arguments.	1	2	3	4	page 107
I can define and guess the meaning of words.	1	2	3	4	page 108
I can discuss issues related to language and different cultures.	1	2	3	4	page 108
I can ask and talk about everyday topics and give my opinion.	1	2	3	4	page 111
Spoken Production					
I can summarize and give advice.	1	2	3	4	page 102
I can discuss advice and give an opinion on what is best.	1	2	3	4	page 102
I can talk about wishes and regrets.	1	2	3	4	page 102
Strategies					
I can use a glossary to clarify meaning and provide context.	1	2	3	4	page 112
I can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	1	2	3	4	page 112
Writing					
I can write a short advertisement.	1	2	3	4	page 107
I can write a composition on a contemporary topic and explain the advantages and disadvantages.	1	2	3	4	page 113
I can use appropriate expressions to link ideas.	1	2	3	4	page 113
I can plan and organize what I need to write.	1	2	3	4	page 113

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

File 1

Key Language

Question forms:

What kind of music do you like?
How long have you been learning English?

Auxiliary verbs:

You're from Japan, aren't you?

the...the... + comparatives:

The more you study the more you learn.

present perfect simple and continuous:

Have you ever had an accident?
Has he finished his homework yet?
I've been living here for 10 years.

Describing personality:

He's very helpful.
They're unambitious.

Describing illness and health:

I've broken my arm.
Her blood pressure is too high.

Writing strategy

An informal letter

Hi Sarah,
Thanks for your last email.
Sorry to hear about... (your bad news).
Well, that's all for now.
Take care,
John

File 2

Key Language

Using adjectives and nouns; adjective order:

The rich are always meaner than the poor.
He's got long, black, hair.

Narrative tenses, past continuous; so / such...that:

The journey was so long that I got bored.
It was such a great holiday; we really enjoyed it.
We stayed in Ibiza.
The flight had been fine until the storm started.
I was looking for my luggage when suddenly I saw Bill.
We'd been waiting for more than 3 hours when they finally announced our flight.

Adverbs and adverbial phrases:

The film was very interesting.
He ate his meal slowly.
We must leave immediately.

Writing strategy

A short story

As soon as they arrived, they went to have dinner.
One day in December, I decided to leave home.
Tim got to the station just in time.
At that moment, we realised we'd made a mistake.
Five minutes later, she fell asleep.

File 3

Key Language
<p>passive (all forms); it is said that...He is thought to...,etc: They are being interrogated (by the police). It is said that she is guilty. It is thought that he is an expert criminal investigator.</p> <p>future perfect and continuous: By the year 2010, the level of the seas will have risen all over the world. What time will they be arriving?</p> <p>conditional and future time clauses; likely and probably: I won't call you unless I have time. If they earn more money, they'll buy house. We'll stay at home until it stops raining. It isn't likely they'll win the election. We probably won't go to the wedding.</p> <p>Crime and punishment: Burglar, mugger, shoplifter...</p> <p>Extreme weather: Fog, floods, smog...</p> <p>Expressions with take: Take advantage of, take risks, take seriously...</p>

Writing strategy
<p>Expressing an opinion Personally, I think / believe... In my opinion... In addition... To sum up... There are several places to go, for example / for instance / such as... Another thing we can do is... We could also...</p>

File 4

Key Language
<p>unreal conditionals: If our school caught on fire, we'd call the fire brigade. What would you do if someone robbed your house?</p> <p>past modals: must have, may / might have, should have, etc; would rather, had better: I must have left my keys at home. They might have missed the bus. She should have arrived by now. He can't have spent all his money in one day. I'd rather have chicken than fish. You'd better finish this exercise quickly.</p> <p>Verbs of the senses: He looks as if he's had some bad news. It feels soft. It smells disgusting!</p> <p>Feelings: Amazed, homesick, terrified... Verbs often confused: Argue / discuss, remember / remind, expect / hope</p> <p>The body: Ankle, elbow, forehead...</p>

Writing strategy
<p>An article Don't forget to... Make sure you... Never... ...in case... ...so that... ...because it might</p>

File 5

Key Language	Writing strategy
<p>Gerunds and infinitives: Listening to music is relaxing. It's difficult to concentrate with loud music on.</p> <p>used to, be used to, get used to: I used to live in a village but now I live in a city. He usually sleeps 7 hours a night. We're used to getting up early; it's not a problem. She's getting used to working for a big company.</p> <p>Reporting verbs: They apologised for arriving late. I remembered to feed the dog this morning. He offered to help her.</p> <p>as: As I was tired, I went to bed early. My dad works as a pilot. As they arrived, the train left the station.</p> <p>Music: Classical, composer, lyrics... Sleep: Oversleep, nap, snore...</p> <p>The media: Headlines, newsreader, broadcast...</p>	<p>A formal letter Dear Sir / Madam, Dear Mr Harris, I am writing to complain about... I look forward to hearing from you Yours faithfully (Sir / Madam) Yours sincerely (Mr Harris)</p>

File 6

Key Language	Writing strategy
<p>articles: Neil Armstrong was the first man to set foot on the moon. Before becoming an astronaut, he worked for the US navy. He loved the books and music.</p> <p>uncountable and plural nouns: There is terrible traffic in this city. That's an interesting piece of news.</p> <p>quantifiers; all, both, every, neither, etc: All of the class passed the exam. Both houses have a large garden. They visit France every year. He has neither time nor money to travel.</p> <p>collocations: word pairs: Peace and quiet, bed and breakfast, thunder and lightning...</p> <p>Towns and cities: Neighbourhood, skyscraper, provincial...</p> <p>Science: Geologist, physicist, chemist...</p>	<p>A report Most / the majority of... ...are usually / normally... In general / Generally speaking... ...almost always / tend to be...</p>

Key Language**wish + past simple, would, and past perfect:**

I wish you would be quiet!

He wishes he had studied harder.

clauses of contrast and purpose; whatever, whenever, etc.

You can say whatever you like.

Come and stay whenever you want to.

Even though he's rich, he never spends much money.

We increased the price in order to make more profit.

relative clauses:

It's a machine which can help you with the housework.

She's a person who likes to be on time.

-ed / -ing adjectives:

This exercise is very boring.

I'm bored of this conversation.

Phrases with go:

Go for it, go without, go off sth / sb...

Business:

Employee, colleague, make sb. redundant...

prefixes:

Overpaid, pre-cooked, bilingual...

Writing strategy**For and against**

One advantage is...

Another advantage is...

In addition,...

Furthermore,...

For instance,...

For example,...

However,...

In spite of the fact that...

Because (of this)...

because (the city is)...

In conclusion...

To sum up...

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

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

[illegible]

Dossier chart

[illegible]

Dossier chart

Type of work	Date	Description	Why I chose this

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