

OXFORD

5th edition

Headway

Advanced Language Portfolio



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Introduction

What is a Language Portfolio?

The *Headway* 5th 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 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 *Headway* 5th edition Language Portfolio

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

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

Updating your Portfolio

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

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

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

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

Language Passport

How to use your Language Passport

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

Keep this section up-to-date.

Personal details

Name: _____

Nationality: _____

First language: _____

Other languages: _____

Your exams and certificates

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

Exam	Authority	Date	Grade
e.g. KET	Cambridge ESOL	November 2018	Pass with merit

Your language and cultural experiences

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

Where	Experience	When and how long?
School		
School holidays		
Higher education		
English courses		
Work		
Travel		
Contact with English speakers		
Study in English		
Free time activities (e.g. books you have read in English)		
Stays abroad		
Other		

Profile of language skills

Read the Self-assessment grids on pages 8–10 and look at the example below. Complete your own language skills profile for your English level. You can complete a profile for any additional languages.

Language: English

Skill	A1	A2	B1	B2	C1	C2
Listening						
Reading						
Spoken interaction						
Spoken production						
Writing						

Language: _____

Skill	A1	A2	B1	B2	C1	C2
Listening						
Reading						
Spoken interaction						
Spoken production						
Writing						

Language: _____

Skill	A1	A2	B1	B2	C1	C2
Listening						
Reading						
Spoken interaction						
Spoken production						
Writing						

Language: _____

Skill	A1	A2	B1	B2	C1	C2
Listening						
Reading						
Spoken interaction						
Spoken production						
Writing						

Self-assessment grids

Use the following grids to help you complete your Profile of language skills.

Common reference levels A1 and A2

	CEFR level A1	CEFR 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

	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.

Common reference 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 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.

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
<i>e.g. to travel abroad on holiday</i>	<i>6 months</i>	Listening <i>B1</i> Reading <i>A2</i> Speaking (interaction) <i>B1</i> Speaking (production) <i>A2</i> Writing <i>A1</i>
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 ____
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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 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: C1

Can do statements	I can do this				Headway 5 th edition Advanced Unit 1
	with difficulty	easily			
	1	2	3	4	
Listening					Page
I can listen to a conversation between native speakers and understand the content.	1	2	3	4	9, 13
I can listen to a recording of various speakers and identify the situation and who is speaking.	1	2	3	4	13, 16
I can follow recorded conversations between two or more speakers and answer questions about them.	1	2	3	4	9, 13, 14, 16
I can listen to a literary extract with sufficient understanding even though some words may be unfamiliar.	1	2	3	4	14
Reading					
I can read and understand lengthy, complex texts and answer questions about them.	1	2	3	4	10, 11, 14, 15, 109
I can recognize a range of idiomatic expressions and colloquialisms.	1	2	3	4	16
I can read and compare similar sentences and identify the differences between them.	1	2	3	4	12, 13, 109
I can read sentences containing deliberate grammatical errors and correct them.	1	2	3	4	13
I can read and understand extracts from academic or literary texts.	1	2	3	4	14, 15
Spoken interaction					
I can take part in a complex discussion about life experiences, with a partner or in a group.	1	2	3	4	9, 14
I can work with a partner to construct statements from prompts in a text.	1	2	3	4	10, 13
I can explain how language is used to express emotions.	1	2	3	4	16
I can express my ideas effectively to a partner, or to the whole group.	1	2	3	4	9, 10, 16
Spoken production					
I can answer questions about points of detail in a text.	1	2	3	4	14, 15
I can vary my intonation in order to convey emotions.	1	2	3	4	16
I can express myself fluently in conversation without the need for frequent pauses.	1	2	3	4	9, 10, 14
I can give a clear and well-structured presentation about my experiences and achievements.	1	2	3	4	109
Strategies					
I can use verbal clues in a text to guess at what will come next.	1	2	3	4	10
I can match words in a text with their synonyms.	1	2	3	4	10
I can distinguish between simple and continuous verb tenses.	1	2	3	4	10, 148
I can use past, present and future forms of verbs correctly, as well as passive and reflexive forms.	1	2	3	4	10, 12, 148, 149
I can identify reflexive pronouns and explain when and how they are used.	1	2	3	4	13
I can use the context of a text to guess the meanings of words I have not encountered before.	1	2	3	4	14, 16
I can use photographs and other images to help me understand a text.	1	2	3	4	10, 11, 12, 13, 14, 15, 16
Writing					
I can complete missing sections in a text to make a cohesive whole.	1	2	3	4	10
I can complete a grammar chart by adding the correct tenses of verbs.	1	2	3	4	12

I can identify incorrect forms of verbs in sentences and correct them.	1	2	3	4	13
I can write a personal profile based on points in a plan.	1	2	3	4	109

Framework level: C1

Can do statements	I can do this				Headway 5 th edition Advanced Unit 2
	with difficulty			easily	
	1	2	3	4	Page
Listening					
I can listen to an extract from a play and answer questions about it.	1	2	3	4	18, 19, 20
I can listen to and understand a wide range of recorded material that includes non-standard language.	1	2	3	4	18, 19
I can follow dialogue from a play and deduce the attitudes of different characters.	1	2	3	4	18, 19
I can understand idioms and colloquialisms in recordings I hear.	1	2	3	4	18, 19
I can listen to a conversation and identify the context.	1	2	3	4	21
Reading					
I can read and understand extended passages of text.	1	2	3	4	17, 18, 19, 21, 22, 110
I can extract information from lengthy and complex texts and identify attitudes and opinions.	1	2	3	4	17, 18, 19, 21, 22, 110
I can identify different literary genres from a range of extracts.	1	2	3	4	17, 18, 19, 21, 110
I can read an extract from a play and answer questions about it.	1	2	3	4	18, 19
I can read and understand an entry in a dictionary.	1	2	3	4	22
Spoken interaction					
I can take part in an informal discussion with a partner or in a group.	1	2	3	4	17, 19, 21, 23, 24, 110, 172
I can use language flexibly and effectively in social interaction.	1	2	3	4	19, 21
I can ask and respond to questions.	1	2	3	4	19, 20, 21
I can use stress and intonation to express different shades of meaning.	1	2	3	4	23
I can explain and justify my own ideas.					23, 24, 110, 111
Spoken production					
I can express myself fluently without the need to search for what to say.	1	2	3	4	17, 19, 21, 23, 24, 110, 172
I can use coherent, flowing speech including links and connectors.	1	2	3	4	19, 21
I can select the right formulation from a broad range of available language.	1	2	3	4	19, 21, 21
I can tell a story to the group, developing points and rounding off effectively.	1	2	3	4	23
I can answer questions about a story I have told.	1	2	3	4	23
I can make use of a wide range of vocabulary.	1	2	3	4	20, 21, 22, 111
Strategies					
I can use cues in a text to guess at what will come next.	1	2	3	4	17, 18, 19, 110, 172
I can use correct grammar in speech and writing, making few errors.	1	2	3	4	19, 21, 21, 22, 24, 111, 148, 149, 165, 166
I can plan and give a spoken presentation, including examples and explanations and an effective conclusion.	1	2	3	4	23
I can work with a partner to complete a task in spoken or written English.	1	2	3	4	17, 19, 21, 23, 24, 110, 111
I can use phrasal verbs and adverb collocations.	1	2	3	4	19, 21, 111, 149, 165, 166

Writing					
I can rewrite sentences or passages of text in correct English.	1	2	3	4	19, 22, 24
I can use accurate spelling and punctuation in writing.	1	2	3	4	19, 22, 24, 111
I can express my own ideas effectively in writing, using a wide range of vocabulary.	1	2	3	4	23, 111
I can write sentences to demonstrate the correct order for adjectives.	1	2	3	4	21
I can give a clear, detailed description of an experience or event.	1	2	3	4	23, 111
I can take notes and record information accurately so that it will be useful to others.	1	2	3	4	23, 111
I can write a story that has a plot, characters, and a conclusion.	1	2	3	4	23, 111

Framework level: C1

Can do statements	I can do this				Headway 5 th edition Advanced Unit 3
	with difficulty	easily			
	1	2	3	4	
Listening					Page
I can follow lectures, short presentations, discussions, and debates.	1	2	3	4	25, 26, 28, 30, 32
I can listen to a radio discussion and judge what approach each speaker will adopt.	1	2	3	4	26, 32
I can identify and understand 'buzzwords' in conversations that I hear.	1	2	3	4	32
I can listen to a radio discussion that contains some false statements and correct them.	1	2	3	4	26
I can plot entries on a graph based on an audio recording.	1	2	3	4	30
Reading					
I can read and understand extended passages of text.	1	2	3	4	28, 29
I can extract information from lengthy and complex texts and identify attitudes and opinions.	1	2	3	4	28, 29
I can say whether statements about a text I have read are true or false.	1	2	3	4	28, 29
I can read a passage of text and identify the main topics.	1	2	3	4	28, 29
Spoken interaction					
I can work with a partner to find the answers to a quiz.	1	2	3	4	25, 30
I can share my knowledge and ideas with a partner or in a group.	1	2	3	4	25, 26, 28, 31
I can take turns with a partner in discussing current affairs.	1	2	3	4	26, 30, 31
I can take part in an informal discussion with a partner or in a group.	1	2	3	4	25, 26, 28, 31, 32
I can use language flexibly and effectively in social interaction.	1	2	3	4	28, 31, 32
Spoken production					
I can express my views effectively in my own words.	1	2	3	4	26, 30
I can use organizational patterns, connectors and cohesive devices effectively.	1	2	3	4	27, 31, 32
I can understand and use colloquialisms, informal language, and workplace jargon.	1	2	3	4	27, 28, 31, 32
I can use particles in phrasal verbs correctly.	1	2	3	4	31, 162
I can use language confidently and flexibly to convey my meaning.	1	2	3	4	25, 26, 27, 28, 30, 31, 32
Strategies					
I can understand graphs and charts and say what information they contain.	1	2	3	4	30
I can draw a simple graph based on information provided.	1	2	3	4	30
I can plan and present a short talk to a partner.	1	2	3	4	30, 32
I can use the correct forms of verbs, including infinitives, in spoken and written communication.	1	2	3	4	27
I can understand the vocabulary used in newspaper headlines.	1	2	3	4	30
I can match contemporary expressions with their meanings.	1	2	3	4	32
Writing					
I can fill in missing words to complete coherent, correctly structured sentences.	1	2	3	4	27, 31, 112, 113
I can express my own ideas effectively in writing, using a wide range of vocabulary.	1	2	3	4	27, 113
I can complete sentences using the correct forms of verbs, and compare my answers with a partner.	1	2	3	4	27, 31

I can use verbs flexibly in writing to change the meanings of sentences.	1	2	3	4	27, 31
I can write a report based on a graph, using discourse markers effectively.	1	2	3	4	113

Framework level: C1

Can do statements	I can do this				Headway 5 th edition Advanced Unit 4
	with difficulty	easily			
	1	2	3	4	
Listening					Page
I can listen to a recording and answer questions about it.	1	2	3	4	35, 36, 40, 41
I can listen to a clip from a radio show and memorize the order in which certain items are mentioned.	1	2	3	4	41
I can identify polite and impolite ways of speaking.	1	2	3	4	42
I can follow extended speech on complex topics that may be outside my own field.	1	2	3	4	34, 35, 36, 40, 41
I can listen to and understand a discussion between several different speakers.	1	2	3	4	41
I can follow extended conversations even when the relationships between the speakers are not made explicit.	1	2	3	4	40, 41, 42
I can keep up with a conversation between several native speakers.	1	2	3	4	41
Reading					
I can understand nuances in written language such as irritation and frustration.	1	2	3	4	37
I can read descriptions of characters and answer questions about them.	1	2	3	4	38, 39
I can read and understand lengthy, complex texts, whether or not the subject is within my personal experience.	1	2	3	4	38, 39, 41
I can read texts containing unfamiliar vocabulary and deduce the meaning from the context.	1	2	3	4	38, 39
Spoken interaction					
I can take part in an informal discussion with a partner or in a group.	1	2	3	4	32, 38, 39, 40
I can take turns with a partner to give a fictional witness statement.	1	2	3	4	35
I can take turns with a partner to recite a conversation using appropriate stress and rhythm.	1	2	3	4	37, 42
I can take part in a formal discussion about the reasons for the use of particular verb forms.	1	2	3	4	36, 37
I can identify and use polite expressions for making requests, asking permission, and making suggestions.	1	2	3	4	42
Spoken production					
I can express my personal views effectively, and justify them.	1	2	3	4	33, 36, 39, 40
I can prepare a short lecture and present it to a partner.	1	2	3	4	41
I can take turns to recite a conversation with appropriate stress and rhythm.	1	2	3	4	37, 42
I can work with a partner or in a group to discuss my understanding of a text I have read.	1	2	3	4	38
I can work in a pair to act out a conversation using polite language.	1	2	3	4	42
I can give a clear, detailed description of a complex event.	1	2	3	4	35
Strategies					
I can use modal verbs to express likelihood, probability, and other meanings.	1	2	3	4	34, 35, 36, 37
I can use cues in a conversation to infer what the speakers' situation or location might be.	1	2	3	4	37, 42
I can look at photographs and make guesses about the people and situations in them.	1	2	3	4	33, 34, 35, 38, 42
I can use a dictionary to check the meanings of new words, and explain them to a partner.	1	2	3	4	39, 40
I can match words in a list with other words of similar meaning.	1	2	3	4	40

I can match adjectives and nouns to make collocations.	1	2	3	4	40, 41
I can use certain idiomatic collocations in context.	1	2	3	4	41
Writing					
I can complete sentences by inserting the correct forms of verbs.	1	2	3	4	35, 37
I can reorganize words in jumbled sentences so that they make coherent sense.	1	2	3	4	114
I can write a formal email.	1	2	3	4	114
I can write conversations in polite and impolite language using my own words.	1	2	3	4	42

Framework level: C1

Can do statements	I can do this				Headway 5 th edition Advanced Unit 5
	with difficulty	easily			
	1	2	3	4	
Listening					
I can listen to a radio programme and answer questions about it.	1	2	3	4	48, 49
I can extract accurate information from an audio recording.	1	2	3	4	43, 44, 48, 49
I can listen to an audio recording and retell what I hear in my own words.	1	2	3	4	48
I can identify the differences in pronunciation between British and American English.	1	2	3	4	50
I can listen to a recorded conversation and compare forms of expression.	1	2	3	4	46, 47
Reading					
I can read an extended article and understand it in detail.	1	2	3	4	44, 45, 48, 115
I can read an article and comment on it from my own knowledge.	1	2	3	4	44, 45, 48
I can read and understand a conversation in American English.	1	2	3	4	50
I can read a journalistic article and identify the writer’s attitude and implied opinions.	1	2	3	4	44, 45, 48
Spoken interaction					
I can listen to a conversation and practise it with a partner.	1	2	3	4	43, 46
I can converse with a partner about what I have found out through reading an article.	1	2	3	4	44, 45
I can express myself confidently in conversation without the need to search for words.	1	2	3	4	43, 44, 47, 48, 49
I can use auxiliary verbs correctly in conversation to avoid repetition.	1	2	3	4	46, 152
I can ask and answer questions with a partner to find out information about them.	1	2	3	4	47
I can work in a group to create descriptions of national stereotypes and discuss them.	1	2	3	4	49
Spoken production					
I can take turns with a partner to give responses to statements making use of reduced infinitives.	1	2	3	4	46
I can use notes I have made about a partner to report back to the class about the other person.	1	2	3	4	47
I can give a spoken account based on information I have heard in a recording.					48
I can convert American English expressions into British English.					50
Strategies					
I can guess the meanings of a range of international road signs.	1	2	3	4	43
I can gather information from a map.	1	2	3	4	44
I can work out the meanings of unfamiliar words from the context.	1	2	3	4	44
I can use auxiliary and modal verbs to fill in gaps in sentences.	1	2	3	4	46
I can read an entry in a thesaurus.	1	2	3	4	47
I can find synonyms for given words.	1	2	3	4	47
I can find the British English equivalents of American English words by using a dictionary.	1	2	3	4	50
I can use a quiz to help me assess my language and vocabulary skills.					48

Writing					
I can assess whether statements about an article I have read are true or false, and correct the false ones.	1	2	3	4	44
I can use a range of techniques to avoid repeating words or phrases.	1	2	3	4	46, 47, 154
I can use a wide range of vocabulary to replace one word with another of similar meaning.	1	2	3	4	47
I can work with a partner to make notes on a given topic.	1	2	3	4	47, 115
I can write sentences containing synonyms to illustrate their differences in meaning.	1	2	3	4	47
I can complete sentences about other countries that illustrate their similarities and differences.	1	2	3	4	115
I can write a well-structured essay comparing people of different nationalities.	1	2	3	4	115
I can complete a chart with words that apply to different nationalities, using a dictionary when required.	1	2	3	4	49
I can write an essay comparing my own country with another.	1	2	3	4	115

Framework level: C1

Can do statements	I can do this				Headway 5 th edition Advanced Unit 6
	with difficulty	easily			
	1	2	3	4	
Listening					Page
I can gather factual information from listening to a recording.	1	2	3	4	51, 116
I can listen to an extract from a play and deduce information about the characters.	1	2	3	4	56
I can state ways in which the speakers in a recording add emphasis to their conversation.	1	2	3	4	54
I can follow a conversation or argument between two or more speakers.	1	2	3	4	56, 58
Reading	1	2	3	4	
I can read long or complex texts and deduce the attitudes and opinions of the speakers.	1	2	3	4	51, 52, 53, 58, 116, 117
I can read long, complex texts and answer questions about the content.	1	2	3	4	51, 52, 53, 58, 116, 117
I can read and compare two similar texts and identify the differences between them.	1	2	3	4	56
I can scan a text quickly to summarize the main points.	1	2	3	4	58
I can read about historical events and share information from my own knowledge.	1	2	3	4	52, 54, 56, 116, 117
Spoken interaction	1	2	3	4	
I can take part in a formal discussion about serious contemporary issues.	1	2	3	4	51, 52, 116
I can express my views confidently, giving reasons and supporting arguments.	1	2	3	4	51, 52, 116
I can tell a story to a partner based on a series of prompts.	1	2	3	4	56
I can act out a conversation with a partner.	1	2	3	4	58
Spoken production	1	2	3	4	
I can use a wide range of vocabulary accurately and effectively.	1	2	3	4	52, 55
I can practise conversations with a partner or in a group using appropriate stress and intonation.	1	2	3	4	54, 55
I can adapt my pronunciation to stress different words in sentences and thus alter the meaning.	1	2	3	4	155
I can present a talk I have written and deal competently with questions.	1	2	3	4	116
I can relate my contributions effectively to those of others in a group.	1	2	3	4	51, 54, 55, 57, 58
Strategies	1	2	3	4	
I can say or write sentences in different ways in order to add emphasis.	1	2	3	4	54, 55, 154, 155
I can use cues in an extract from a play to guess what will happen next.	1	2	3	4	56
I can research a topic to present to the class, giving reasons for my choice of topic, and illustrating it with examples.	1	2	3	4	116
I can use active and passive verbs correctly.	1	2	3	4	56
I can insert compound nouns into sentences.	1	2	3	4	57
Writing	1	2	3	4	
I can make notes on a text and use them in a group discussion.	1	2	3	4	52, 116
I can write a summary using the correct forms and tenses of verbs.	1	2	3	4	56
I can write a talk to present to the class, including an introduction, coherent progression of sections, and a conclusion.	1	2	3	4	116
I can use a dictionary to help me write definitions of words.	1	2	3	4	57
I can compose sentences with gaps to test other students on their lexical ability.	1	2	3	4	57

Framework level: C1

Can do statements	I can do this				Headway 5 th edition Advanced Unit 7
	with difficulty	easily			
	1	2	3	4	
Listening					
I can listen to a conversation between several native speakers and understand it with ease.	1	2	3	4	60, 64
I can follow a complex radio programme on an unfamiliar topic and answer questions about it.	1	2	3	4	64, 118
I can listen to questions and reply using phrasal verbs.	1	2	3	4	65, 165
I can listen to a conversation and find the missing words to complete sentences.	1	2	3	4	66
Reading					
I can scan a text quickly to identify the main points.	1	2	3	4	60, 61
I can read long, complex texts and answer questions about the content.	1	2	3	4	60, 61, 64
I can read captions in pictures and use them to guess the content that follows.	1	2	3	4	60, 61
I can use a series of prompts to summarize a text I have read.	1	2	3	4	60
Spoken interaction					
I can use humorous and colloquial language in social interaction.	1	2	3	4	59
I can explain my personal views, giving reasons and explanations.	1	2	3	4	60, 118
I can use appropriate wording to produce reassuring replies to bad news.	1	2	3	4	66
I can produce well-structured speech that shows competent understanding of organizational patterns and cohesive devices.	1	2	3	4	60, 62, 63, 64, 65, 66
Spoken production					
I can practise a conversation with a partner, using short forms and contractions where necessary.	1	2	3	4	63
I can work with a partner to summarize a radio programme.	1	2	3	4	64
I can compare expressions in spoken English with my own native language.	1	2	3	4	66
I can read out a dialogue that I have written with a partner using appropriate rhythm, stress, and emphasis.	1	2	3	4	66
I can produce idiomatic speech that demonstrates the use of verbs followed by ‘on’ or ‘off’.	1	2	3	4	65
Strategies					
I can make use of an extended vocabulary to identify the meanings of words in a text.	1	2	3	4	60, 61, 64, 65
I can understand the use of the conditional tense.	1	2	3	4	62, 155, 156
I can identify sentences that contain incorrect verb forms, or missing verbs, and correct them.	1	2	3	4	62, 63
I can understand the use of ‘would’ to represent the past.	1	2	3	4	63, 157
I can look at photographs of people or artworks and give reasons for my reactions to them.	1	2	3	4	59, 64
I can find informal equivalents for formal expressions.	1	2	3	4	118
Writing					
I can write an informal letter using my own ideas and experiences.	1	2	3	4	118
I can use correct spelling, punctuation and layout in writing.	1	2	3	4	118
I can use auxiliary and phrasal verbs in sentences.	1	2	3	4	63, 65, 165
I can make notes based on my own experience and use them to give a short talk to a partner.	1	2	3	4	66
I can work with a partner to write a dialogue incorporating given phrases.	1	2	3	4	66

Framework level: C1

Can do statements	I can do this				Headway 5 th edition Advanced Unit 8
	with difficulty	easily			
	1	2	3	4	
Listening					Page
I can listen to a conversation between native speakers and infer attitudes and relationships.	1	2	3	4	67, 72
I can listen to an extended conversation and identify which of a series of statements about it are true and which false.	1	2	3	4	72
I can listen to and complete a text.	1	2	3	4	72
I can listen to sentences containing homographs and identify differences in pronunciation.	1	2	3	4	73
Reading					
I can read an introduction to a story and guess what happens next from clues in the text.	1	2	3	4	68, 119
I can read long, complex texts and answer questions about the content.	1	2	3	4	68, 69, 72, 119
I can read and understand extended texts even if much of the vocabulary may be new to me.	1	2	3	4	68, 69, 119
I can find the moral of a story I have read.					119
Spoken interaction					
I can explain my own ideas about a topic, for example, gender traits, giving reasons for my views and comparing them with those of others.	1	2	3	4	67, 68
I can participate in a discussion with a partner about subtle differences in meaning between sentences.	1	2	3	4	70
I can take part in an informal discussion in a pair or in a group.	1	2	3	4	68, 72
I can ask and answer questions with another member of the group to increase my understanding of a text.	1	2	3	4	68
Spoken production					
I can read out sentences, making pauses where appropriate for commas.	1	2	3	4	70, 158
I can retell a story to a partner.	1	2	3	4	119
I can pronounce homonyms and homographs to illustrate differences in meaning.	1	2	3	4	73
I can act out short conversations that contain clichés, and identify clichés in my own language.	1	2	3	4	74
Strategies					
I can look at photographs and state what they imply about the roles and attitudes of the subjects.	1	2	3	4	67
I can find new words in an extended text and add them to my vocabulary.	1	2	3	4	68
I can identify relative clauses in sentences.	1	2	3	4	70, 157, 158
I can understand how style and choice of words can make a story more interesting.	1	2	3	4	119
I can find synonyms for words in a text.	1	2	3	4	119
I can understand the various uses of the word ‘just’.	1	2	3	4	72
I can understand the use of homonyms, homophones, and homographs.	1	2	3	4	73
Writing					
I can write additional entries for a quiz and read them to the class.	1	2	3	4	67
I can complete sentences using relative clauses.	1	2	3	4	70
I can use present and past participles correctly in sentences.	1	2	3	4	71, 119, 158, 159
I can amend sentences in which participles have been used incorrectly, and make them less ambiguous.	1	2	3	4	71

I can work with a partner to write an outline for a story, using interesting vocabulary and imaginative style.	1	2	3	4	119
I can write sentences to illustrate the meaning of homonyms and homographs.	1	2	3	4	73

Framework level: C1

Can do statements	I can do this				Headway 5 th edition Advanced Unit 9
	with difficulty	easily			
	1	2	3	4	
Listening					Page
I can listen to a piece of music and describe the scene it brings to mind.	1	2	3	4	75
I can listen to a radio programme and answer questions to demonstrate my understanding.	1	2	3	4	76, 77
I can listen to a recording of a song and say what it conveys to me.	1	2	3	4	78
I can listen to and repeat sentences using stress for key words.	1	2	3	4	82
Reading					
I can read an amended transcript of a radio programme and identify how it differs from the original.	1	2	3	4	77
I can read summary descriptions of characters and extract information about them.	1	2	3	4	78
I can read and understand an extended text, even when much of the vocabulary is unfamiliar to me.	1	2	3	4	80, 81
I can read a transcript of a telephone call and underline the key words.	1	2	3	4	82
Spoken interaction					
I can participate fluently in an informal discussion about my favourite music.	1	2	3	4	76
I can work in a group to suggest words to fit into gaps in a song.	1	2	3	4	75
I can interact with others, making use of a broad lexical repertoire and with little need to search for words or expressions.	1	2	3	4	78, 82
I can work with a partner to devise suitable lyrics to add to a song.	1	2	3	4	82
Spoken production					
I can converse with a partner about specific topics in a radio programme using notes I have made.	1	2	3	4	76
I can make a short presentation to the whole group about an imaginary film scene.	1	2	3	4	75
I can practise a conversation with a partner, paying particular attention to stress and intonation.	1	2	3	4	78, 82
I can repeat sentences, placing the main stress on key words.	1	2	3	4	82
Strategies					
I can use emotive or colourful language appropriately.	1	2	3	4	120, 159
I can look at images from films and discuss what music would be appropriate for the soundtrack of each.	1	2	3	4	75
I can look at photographs of a person and deduce information about their life and work.	1	2	3	4	80, 81
I can determine the correct adverbs to insert in sentences.	1	2	3	4	77
I can use a dictionary to check which words in a group rhyme with each other.	1	2	3	4	79
I can identify rhyming expressions that are frequently used in English.	1	2	3	4	79
I can explain and support my own ideas.	1	2	3	4	76, 79, 80, 120
Writing					
I can write comments in an informal style suitable for an online forum.	1	2	3	4	120
I can use linkers and discourse markers in written work.	1	2	3	4	77, 78, 120, 159
I can make notes on specific topics while listening to a radio programme.	1	2	3	4	76
I can write appropriate informal phrases to insert in a conversation.	1	2	3	4	78

Framework level: C1

Can do statements	I can do this				Headway 5 th edition Advanced Unit 10
	with difficulty	easily			
	1	2	3	4	
Listening					Page
I can listen to a factual recording that includes statistics, and gather information from it.	1	2	3	4	83
I can listen to a radio broadcast and number events in the order in which they happened.	1	2	3	4	88
I can listen to a recorded interview and answer questions about it.	1	2	3	4	88
I can use information I have heard in a recording to infer aspects of the subject’s character.	1	2	3	4	88
I can listen to questions that end with tags and say how they add to the meaning.	1	2	3	4	90, 160, 161
I can understand extended conversations, even when the language does not conform to formal structure.	1	2	3	4	90
Reading					
I can read an extended text and answer questions about the content.	1	2	3	4	84, 85
I can skim quickly through a lengthy text to find specific information.	1	2	3	4	84, 85
I can read an introduction to an article and complete it in my own words, making use of techniques to distance the facts.	1	2	3	4	87
I can read a post from a Facebook page and deduce what happened next.	1	2	3	4	88
I can read an article debating a topical issue and identify the arguments ‘for’ and ‘against’.	1	2	3	4	121
Spoken interaction					
I can work in a group to identify correct facts from a range of options.	1	2	3	4	83
I can take part in an informal discussion with other members of the group.	1	2	3	4	84, 87
I can cooperate effectively with others in the class to devise a running order for a TV or radio news item.	1	2	3	4	87
I can use question tags in different ways to make idiomatic responses to statements.	1	2	3	4	90, 160, 161
Spoken production					
I can present an imaginary news report, using appropriate style and intonation.	1	2	3	4	87
I can act out an interview between a journalist and another person, creating fluent and realistic dialogue.	1	2	3	4	88
I can use rising intonation in questions.	1	2	3	4	88, 160, 161
I can recite sentences ending in tags using appropriate intonation.	1	2	3	4	90
Strategies					
I can match words in a list to make compound nouns.	1	2	3	4	84
I can explain my own views, giving reasons.	1	2	3	4	84, 87, 121
I can identify the right words for parts of the body by matching words in a vocabulary list to numbers on an illustration.	1	2	3	4	89
I can use mime to act out verbs for a partner to guess.	1	2	3	4	89
I can understand the use of the passive in reported speech.	1	2	3	4	86, 160
I can state the different meanings and uses of the word ‘quite’.	1	2	3	4	88, 160
I can pair words in a list with words that have the opposite meaning.	1	2	3	4	121
I can use short answers to avoid repeating the wording of a question, and use reply questions to indicate interest.	1	2	3	4	90, 161

Writing					
I can write sentences using passive constructions.	1	2	3	4	86
I can rewrite sentences, changing the order of words and forms of verbs, but retaining the meaning.	1	2	3	4	86
I can complete a table by filling in details I have heard in a radio broadcast.	1	2	3	4	88
I can complete sentences by selecting words from a list.	1	2	3	4	89
I can write sentences using 'seem' and 'appear' to convey tentative information.	1	2	3	4	86, 87, 160
I can use linkers to connect ideas in writing.	1	2	3	4	121
I can write an article taking one side in a debate.	1	2	3	4	121

Framework level: C1

Can do statements	I can do this				Headway 5 th edition Advanced Unit 11
	with difficulty	easily			
	1	2	3	4	
Listening					
I can listen to a recording and gather clues about the speaker’s personality.	1	2	3	4	91
I can follow recorded speech on unfamiliar and technical topics, including casual and colloquial style.	1	2	3	4	91
I can listen to a radio programme and find out specific, detailed information.	1	2	3	4	92
I can listen to a recorded conversation and comment on it from my own experience and knowledge.	1	2	3	4	98
I can listen to recorded conversations and compare them to my own versions based on the same situations.	1	2	3	4	93
Reading					
I can skim a lengthy article and answer questions about it.	1	2	3	4	94, 95, 122
can understand informal and humorous usage in texts that I have read.	1	2	3	4	94, 95, 122
I can read an extended text and find synonyms for given words.	1	2	3	4	96
I can read predictions written in the past and comment on them in the light of later events.	1	2	3	4	98
I can read an extract from a diary and deduce additional information about it.	1	2	3	4	98
I can state which comments are positive or negative in an online review.	1	2	3	4	122
Spoken interaction					
I can work in a small group to discuss answers to a list of questions.	1	2	3	4	91, 94
I can take turns to ask and answer questions with a partner.	1	2	3	4	92
I can practise informal conversations with a partner.	1	2	3	4	93
I can respond fluently and appropriately to comments from others in group discussions.	1	2	3	4	91, 94, 98
Spoken production					
I can practise using future forms of verbs in conversation.	1	2	3	4	93
I can use my knowledge of contemporary issues to take an active part in a group discussion.	1	2	3	4	98
I can participate in a formal discussion, keeping up with the debate and relating my own contribution effectively to those of other speakers.	1	2	3	4	91, 94, 98
Strategies					
I can express my own views with clarity and precision, giving reasons and examples.	1	2	3	4	92, 94
I can identify and use future forms of verbs in English.	1	2	3	4	92, 93
I can explain subtle differences in meaning in vocabulary that refers to the future.	1	2	3	4	93
I can use my knowledge of vocabulary to match nouns to their synonyms or antonyms.	1	2	3	4	97
I can understand the meaning of the word ‘stuff’ in different contexts.	1	2	3	4	92
Writing					
I can write questions based on an extended text I have read, and take turns to ask and answer them with a partner.	1	2	3	4	92
I can use the past continuous correctly in sentences.	1	2	3	4	93, 162
I can write an online review of a product.	1	2	3	4	122

I can make collocations with synonyms and antonyms.	1	2	3	4	97
I can fill in missing words in sentences using antonyms.	1	2	3	4	97

Framework level: C1

Can do statements	I can do this				Headway 5 th edition Advanced Unit 12
	with difficulty	easily			
	1	2	3	4	
Listening					Page
I can listen to a radio broadcast and say whether statements about the content are true or false.	1	2	3	4	100
I can listen to an eyewitness account given by a native speaker and understand it even though the structure may be disjointed.	1	2	3	4	99
I can understand a radio broadcast even if the sound is distorted, and find the right words to fill in gaps in a transcript.	1	2	3	4	100
I can listen to recorded speech that includes examples of sounds that link to previous sounds, and practise saying them.	1	2	3	4	107
I can listen to similar sounding sentences and identify various options for what is being said.	1	2	3	4	107
I can listen to a recorded conversation and identify metaphors used as an alternative to other phrases.	1	2	3	4	101
Reading					
I can read conversations that contain metaphors and discuss their meaning with a partner.	1	2	3	4	101
I can read and understand an extended text where much of the vocabulary is unfamiliar, or specific to the subject.	1	2	3	4	103, 104, 105, 106, 107
I can read long, complex accounts of experiences and comment on the writers' attitudes and opinions.	1	2	3	4	105, 106
Spoken interaction					
I can take turns with a partner to find out information by asking and answering questions	1	2	3	4	104
I can practise spelling names with a partner, using appropriate speed and rhythm.	1	2	3	4	107
I can work with a partner to establish whether statements are true or false.	1	2	3	4	123
I can express myself fluently using a wide range of vocabulary to convey my meaning to a listener.	1	2	3	4	99, 100, 101, 104, 107
Spoken production					
I can practise using metaphors in conversation with a partner.	1	2	3	4	101
I can give clear, detailed responses to complex questions based on my own experience.	1	2	3	4	106, 107
I can work in a group to compare ideas about a story I have read, making use of idioms and colloquialisms from the text.	1	2	3	4	104, 105, 106
I can retell a story, making use of notes I have made and including vocabulary from the text.					104
Strategies					
I can put a series of events into chronological order.	1	2	3	4	99
I can identify mistakes that can occur when words or phrases are pronounced similarly, but have different meanings.	1	2	3	4	107
I can express my own views with clarity and precision, giving reasons and examples.	1	2	3	4	99, 100, 104
I can understand the use of the verb 'do' added to verbs to add emphasis.	1	2	3	4	104
I can distinguish between various words and phrases used to express reason or purpose.	1	2	3	4	162, 163
Writing					
I can use linkers to express the timing of a series of events, or to make conditional statements.	1	2	3	4	102, 103, 164
I can use a range of linking devices to express contrasting ideas within a sentence.	1	2	3	4	102, 163, 164

I can complete sentences in my own words, using correct style, spelling, and punctuation.	1	2	3	4	103
I can make notes on a story I have read to help when answering questions about it.	1	2	3	4	104
I can rewrite a text using appropriate linkers to combine several short sentences into one longer sentence.	1	2	3	4	123, 164

Dossier

How to use the Dossier

The dossier section of your **Headway 5th edition** Language Portfolio allows you to keep any evidence you have of your ability to use English. It is a collection of your work. Choose examples of your work from class, or work that you've done elsewhere.

Examples of evidence you might wish to include are:

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

Dossier chart

Type of work	Date	Description	Why I chose this

Dossier chart

Type of work	Date	Description	Why I chose this

Dossier chart

Type of work	Date	Description	Why I chose this

Dossier chart

Type of work	Date	Description	Why I chose this

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