

OXFORD

5th edition

# Headway

**Elementary** Language Portfolio



# Contents

## Introduction

What is a Language Portfolio?	2
How to use your <i>Headway</i> 5 <sup>th</sup> edition Language Portfolio	2
Updating your Portfolio	2

## Language Passport

How to use your Language Passport	3
Personal details	3
Your exams and certificates	3
Your language and cultural experiences	4
Profile of language skills	5
Self-assessment grids	6
A1–A2	6
B1–B2	7
C1–C2	8

## Biography

How to use your Language Biography	9
Your aims and objectives	9
Your language learning history	10
Your language and cultural experiences	11
How to become a more effective learner	11
Can do statements Level A1/A2	12

## Dossier

How to use the Dossier	24
Dossier chart	25

# Introduction

## What is a Language Portfolio?

The *Headway* 5<sup>th</sup> edition Language Portfolio is a document to help you learn languages more effectively. It helps you to think about how you learn, and provides a record to show other people your language abilities and progress.

It has three sections:

- the Passport
- the Biography
- the Dossier

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

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

**The Biography** is a summary of your language learning history, including the languages you've grown up with, your language learning experiences at school, and how you use your languages now. There are also suggestions on how to become a more effective learner. This section also contains a 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* 5<sup>th</sup> edition Language Portfolio

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

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

## Updating your Portfolio

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

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

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

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

# Language Passport

## How to use your Language Passport

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

Keep this section up-to-date.

## Personal details

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

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

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

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

## Your exams and certificates

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

Exam	Authority	Date	Grade
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

	CEF level A1	CEF level A2
<b>Listening</b>	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.
<b>Reading</b>	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables, and I can understand short, simple personal letters.
<b>Spoken interaction</b>	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
<b>Spoken production</b>	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.
<b>Writing</b>	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.

## Common reference levels B1 and B2

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



## Common reference levels C1 and C2

	<b>CEF level C1</b>	<b>CEF level C2</b>
<b>Listening</b>	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand TV programmes and films without much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
<b>Reading</b>	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
<b>Spoken interaction</b>	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contributions skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
<b>Spoken production</b>	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smooth-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
<b>Writing</b>	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or report, underlining what I consider to be salient issues. I can select a style that is appropriate to the reader I have in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

# Language Biography

## How to use your Language Biography

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

## Your aims and objectives

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

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

# Your language learning history

Think about all the experiences that have helped you to learn English (e.g. lessons in school, language courses, travel to English-speaking countries, etc.)

How successful were they?

Complete the first section, then write about your experiences chronologically.

<b>Where I started learning English</b>	
<b>Why I started learning English</b>	

<b>When</b>	<b>Experience</b>	<b>How successful?</b>

# Your language and cultural experiences

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

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

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

Experiences	Reason
1	
2	
3	

## How to become a more effective learner

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

Ways of studying	
Ask your teacher questions when you don't understand.	
Keep a vocabulary notebook and write example sentences, phonetics and translations in it.	
Write new words on a flash-card – English on one side, your language on the other. Learn three every day.	
Put lists of English words on your bedroom wall – use headings, e.g. 'jobs', 'food'.	
Regularly ask yourself 'How would I say that in English?'	
Regularly review your vocabulary notebook and grammar notes.	
Review the grammar from the last lesson before the next lesson.	
Watch films and TV programmes in English.	
Listen to songs / music in English.	
Read English graded readers.	
Read websites/magazines/newspapers in English.	
Practise English with other people via 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 online practice sites 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: A1

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Elementary Unit 1
	with difficulty 1	2	3	easily 4	
<b>Listening</b>					<b>Page</b>
I can understand greetings and introductions.	1	2	3	4	10, 17
I can understand personal information.	1	2	3	4	12, 14
I can understand a description of a place.	1	2	3	4	14
I can understand descriptions of family relationships.	1	2	3	4	16
I can understand conversations.	1	2	3	4	17
<b>Reading</b>					
I can understand personal information.	1	2	3	4	11, 12,
I can read and understand a personal blog.	1	2	3	4	14, 15
I can understand a description of a place.	1	2	3	4	14, 15
<b>Spoken interaction</b>					
I can use greetings and introductions.	1	2	3	4	10, 17
I can ask and answer questions about people's personal information.	1	2	3	4	12, 14
I can ask and answer questions about people in my family.	1	2	3	4	16
I can take part in conversations.	1	2	3	4	17
<b>Spoken production</b>					
I can give information about myself and describe where I live.	1	2	3	4	12, 13
I can give information about people and places.	1	2	3	4	12, 14
I can present information to the class.	1	2	3	4	13
I can describe my family.	1	2	3	4	16
<b>Strategies</b>					
I can use polite greetings and expressions.	1	2	3	4	10, 17
I can spell basic words including my name and email address.	1	2	3	4	13
I can help my vocabulary by learning words with opposite meanings together.	1	2	3	4	15
<b>Writing</b>					
I can write about my life.	1	2	3	4	12, 13
I can write people's names and email addresses.	1	2	3	4	13
I can make notes to complete a chart	1	2	3	4	15
I can write a blog.	1	2	3	4	18

## Framework level: A2

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Elementary Unit 2
	with difficulty	1	2	easily 3 4	
<b>Listening</b>					<b>Page</b>
I can understand descriptions of jobs.	1	2	3	4	20, 26
I can understand conversations about work, university and hobbies.	1	2	3	4	23
I can ask and answer questions about time.	1	2	3	4	27
<b>Reading</b>					
I can understand descriptions of jobs.	1	2	3	4	20
I can recognize information in fact files about people	1	2	3	4	22
I can understand descriptions of people from other cultures.	1	2	3	4	24–25
I can read a short description of a famous person.	1	2	3	4	28
<b>Spoken interaction</b>					
I can ask and answer questions about a person's job and free time.	1	2	3	4	21–23
I can talk about family and friends.	1	2	3	4	23, 25, 26
I can ask and answer questions about time.	1	2	3	4	27
<b>Spoken production</b>					
I can describe a person's job and lifestyle.	1	2	3	4	20, 21, 22, 23, 24, 25, 26
I can describe my family life.	1	2	3	4	25
I can describe jobs.	1	2	3	4	26
I can say the time.	1	2	3	4	27
<b>Strategies</b>					
I can find information in texts and use it to answer questions.	1	2	3	4	24–25
I can use pronouns to improve my writing.	1	2	3	4	28
I can use the correct present tense form of verbs.	1	2	3	4	20–21, 23
I can pronounce the third person present tense form of verbs correctly.	1	2	3	4	20, 21
<b>Writing</b>					
I can spell the names of jobs.	1	2	3	4	26
I can write a description of a person using pronouns accurately.	1	2	3	4	28

## Framework level: A2

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Elementary Unit 3
	with difficulty 1	2	3	easily 4	
<b>Listening</b>					<b>Page</b>
I can understand people talking about free-time activities.	1	2	3	4	33
I can understand an interview about work-life balance.	1	2	3	4	36
I can understand social expressions in conversations.	1	2	3	4	37
<b>Reading</b>					
I can understand information about people's lifestyles and free-time activities.	1	2	3	4	34–35
I can read information in a questionnaire.	1	2	3	4	36
I can recognize information in a form.	1	2	3	4	38
<b>Spoken interaction</b>					
I can ask and answer questions about lifestyle and free-time activities.	1	2	3	4	30, 31, 32, 33, 34, 36
I can discuss what people like or don't like doing.	1	2	3	4	33
I can ask and answer questions to complete a questionnaire.	1	2	3	4	36
I can have every day social conversations.	1	2	3	4	37
<b>Spoken production</b>					
I can say the days of the week, the months and the seasons.	1	2	3	4	30, 32
I can describe routines and free-time activities.	1	2	3	4	32
I can talk about when people do different activities.	1	2	3	4	32
I can talk about what I like and don't like doing, and what others like and don't like doing.	1	2	3	4	33, 34
<b>Strategies</b>					
I can take part in roleplays.	1	2	3	4	31
I can respond naturally and ask follow-up questions in a conversation.	1	2	3	4	33, 37
I can ask questions to complete a questionnaire about other people.	1	2	3	4	36
I can use social expressions in conversations.	1	2	3	4	37
<b>Writing</b>					
I can write sentences about my lifestyle and free-time activities.	1	2	3	4	32, 34
I can write sentences about my likes and dislikes.	1	2	3	4	34
I can complete a form.	1	2	3	4	38

## Framework level: A2

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Elementary Unit 4
	with difficulty	1	2	easily 3 4	
<b>Listening</b>					<b>Page</b>
I can understand information about people's homes.	1	2	3	4	40–42
I can understand information about things a person has in their bag.	1	2	3	4	43
I can listen to and repeat intonation in sentences.	1	2	3	4	46
I can understand descriptions of places and things using adjectives for <i>good</i> or <i>bad</i> .	1	2	3	4	46
I can understand numbers and prices in different currencies.	1	2	3	4	47
<b>Reading</b>					
I can read and understand things in a list.	1	2	3	4	42
I can read and understand a description of a famous building.	1	2	3	4	44–45
I can read and understand numbers.	1	2	3	4	47
I can read amounts of money in different currencies.	1	2	3	4	47
<b>Spoken interaction</b>					
I can have a conversation about a place to live.	1	2	3	4	41
I can ask and answer questions about what's in my bag.	1	2	3	4	43
I can ask and answer questions about a text.	1	2	3	4	44
I can continue conversations.	1	2	3	4	46
I can have a conversation in a shop.	1	2	3	4	47
<b>Spoken production</b>					
I can describe rooms, furniture and objects in a house or flat.	1	2	3	4	41, 42
I can research a famous building and tell other people about it.	1	2	3	4	45
I can use intonation when I speak.	1	2	3	4	46
I can talk about numbers and amounts of money.	1	2	3	4	47
<b>Strategies</b>					
I can work out what numbers refer to in a text.	1	2	3	4	44
I can make verb + noun collocations	1	2	3	4	45
I can use a variety of adjectives for <i>good</i> and <i>bad</i> .	1	2	3	4	46
I can use intonation to add expression when I speak.	1	2	3	4	46
I can use linking words when I write.	1	2	3	4	48
<b>Writing</b>					
I can describe a famous building.	1	2	3	4	45
I can make notes to help me write.	1	2	3	4	45
I can write a description of my home.	1	2	3	4	48



## Framework level: A2

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Elementary Unit 5
	with difficulty 1	2	3	easily 4	
<b>Listening</b>					<b>Page</b>
I can understand what people can and can't do.	1	2	3	4	50, 51
I can understand conversations about present and past activities.	1	2	3	4	52
I can understand information about talented people.	1	2	3	4	53,54
I can listen to a conversation and write down the nouns and verbs that I hear.	1	2	3	4	56
I can understand polite requests.	1	2	3	4	57
<b>Reading</b>					
I can understand what people can and can't do.	1	2	3	4	52, 53, 54
I can understand conversations about present and past activities.	1	2	3	4	52
I can understand a short text about talented people.	1	2	3	4	54-55
I can read job advertisements.	1	2	3	4	58
<b>Spoken interaction</b>					
I can ask and talk about what people can and can't do.	1	2	3	4	51
I can ask and talk about past activities and abilities.	1	2	3	4	52-53
I can ask and answer questions about the lives and abilities of people.	1	2	3	4	53
I can understand and take part in discussions about texts.	1	2	3	4	54
I can make and respond to polite requests.	1	2	3	4	57
<b>Spoken production</b>					
I can talk about what I can and can't do and what others can and can't do.	1	2	3	4	51
I can present information about myself and a partner to a group.	1	2	3	4	51
I can talk about the present and the past.	1	2	3	4	52-53
I can say who famous people were and what they could do.	1	2	3	4	53
I can make polite requests.	1	2	3	4	57
<b>Strategies</b>					
I can use weak forms when speaking.	1	2	3	4	51
I can practise conversations with a partner.	1	2	3	4	53
I can guess the meaning of words in context.	1	2	3	4	54
I can match words to make phrases.	1	2	3	4	56
I can make polite requests.	1	2	3	4	57
<b>Writing</b>					
I can use formal language in emails.	1	2	3	4	59
I can write an email to apply for a job.	1	2	3	4	58

## Framework level: A2

Can do statements	I can do this with difficulty easily				Headway 5 <sup>th</sup> edition Elementary Unit 6
	1	2	3	4	
<b>Listening</b>					<b>Page</b>
I can understand a description of a famous person and a famous place	1	2	3	4	60–61
I can understand a conversation about past events.	1	2	3	4	63
I can listen to personal information and retell it to others.	1	2	3	4	63
I can understand a conversation about different ways of living.	1	2	3	4	64
<b>Reading</b>					
I can understand a text about a famous person and a famous place.	1	2	3	4	60–61
I can understand and answer questions about a text.	1	2	3	4	60–61
I can understand a text about different ways of living.	1	2	3	4	64–65
I can understand dates written in two or more different ways.	1	2	3	4	67
<b>Spoken interaction</b>					
I can ask and answer questions about the past.	1	2	3	4	62, 63
I can ask and answer questions about recent past events in my life.	1	2	3	4	63
I can express my opinion in a discussion.	1	2	3	4	64
I can use adjectives to complete conversations.	1	2	3	4	66
I can ask and answer questions about dates.	1	2	3	4	67
<b>Spoken production</b>					
I can describe a person's life story.	1	2	3	4	61, 62
I can describe past events.	1	2	3	4	62, 63
I can talk about recent past events in my life.	1	2	3	4	63
I can tell the class information I have learned about a partner.	1	2	3	4	63
I can describe feelings.	1	2	3	4	66
I can talk about days, months, years, and dates.	1	2	3	4	67
<b>Strategies</b>					
I can recognize and say past verb form endings.	1	2	3	4	62
I can match verbs and nouns to make common phrases.	1	2	3	4	64
I can recognize and say <i>-ed</i> and <i>-ing</i> adjective endings.	1	2	3	4	66
I can recognize and say dates.	1	2	3	4	67
I can use linking words in sentences.	1	2	3	4	68
<b>Writing</b>					
I can write the date.	1	2	3	4	67
I can make notes about another person.	1	2	3	4	68
I can write a biography about a successful person.	1	2	3	4	68
I can use linking words when I write about past events.	1	2	3	4	68

## Framework level: A2

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Elementary Unit 7
	with difficulty	1	2	easily 3 4	
<b>Listening</b>					<b>Page</b>
I can recognize answers to a quiz.	1	2	3	4	70
I can follow a conversation about life in the past.	1	2	3	4	71
I can understand an interview about a person's life.	1	2	3	4	73
I can understand a story.	1	2	3	4	76
I can understand conversations about special occasions.	1	2	3	4	77
<b>Reading</b>					
I can understand a quiz.	1	2	3	4	70
I can read the life stories of famous people.	1	2	3	4	74–75, 78
I can link time expressions to past events in a text.	1	2	3	4	78
<b>Spoken interaction</b>					
I can ask and answer quiz questions.	1	2	3	4	70
I can ask and answer questions about a person's life.	1	2	3	4	72
I can answer questions about my life.	1	2	3	4	72, 73
I can give my opinion in a discussion.	1	2	3	4	74
I can make polite conversation about everyday events and special occasions.	1	2	3	4	77
<b>Spoken production</b>					
I can describe my day.	1	2	3	4	72
I can tell my life story.	1	2	3	4	73
I can describe the life of a famous person.	1	2	3	4	74
I can retell a story.	1	2	3	4	76, 78
I can talk about special occasions.	1	2	3	4	77
<b>Strategies</b>					
I can use different prepositions with time expressions.	1	2	3	4	72
I can exchange information with a partner.	1	2	3	4	74
I can match verbs and nouns to make common phrases.	1	2	3	4	74
I can use adverbs to retell a story.	1	2	3	4	76
I can use appropriate phrases on special occasions.	1	2	3	4	77
I can research and make notes to write a description.	1	2	3	4	78
<b>Writing</b>					
I can make notes about my life story.	1	2	3	4	73
I can complete sentences using my own ideas	1	2	3	4	76
I can research and write about a famous person from my country's history.	1	2	3	4	78

## Framework level: A2

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Elementary Unit 8
	with difficulty	1	2	easily 3 4	
<b>Listening</b>					<b>Page</b>
I can follow a conversation about past eating habits.	1	2	3	4	81
I can follow a conversation in a restaurant.	1	2	3	4	81
I can follow a conversation about a recipe.	1	2	3	4	83
I can understand a description of the history of a product.	1	2	3	4	84–85
I can understand a description of a memorable meal.	1	2	3	4	85
I can understand people asking for everyday items in shops.	1	2	3	4	87
<b>Reading</b>					
I can understand a recipe.	1	2	3	4	82
I can understand a text about the history of a product.	1	2	3	4	84–85
I can read and understand a thank-you email.	1	2	3	4	88
<b>Spoken interaction</b>					
I can tell someone about food I like and don't like.	1	2	3	4	80
I can order food and drink in a restaurant.	1	2	3	4	81
I can have a conversation about a recipe.	1	2	3	4	83
I can ask and answer questions about when I last did things.	1	2	3	4	86
I can buy things in a shop.	1	2	3	4	87
<b>Spoken production</b>					
I can order a meal politely.	1	2	3	4	81
I can talk about a recipe and quantities.	1	2	3	4	82, 83
I can describe the history of a product in my own words.	1	2	3	4	84
I can talk about a memorable meal.	1	2	3	4	85
I can say longer words with the correct stress.	1	2	3	4	86
<b>Strategies</b>					
I can recognize and use countable and uncountable nouns	1	2	3	4	80, 82–83
I can find specific dates in a text and work out what they refer to.	1	2	3	4	84
I can identify the shops that sell everyday items.	1	2	3	4	86
I can sound polite in shops and restaurants.	1	2	3	4	87
I can recognize formality in emails.	1	2	3	4	88
<b>Writing</b>					
I can write a shopping list.	1	2	3	4	83
I can use appropriate language in formal and informal emails.	1	2	3	4	88
I can write a 'thank you' email.	1	2	3	4	88

## Framework level: A2

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Elementary Unit 9
	with difficulty 1	2	3	easily 4	
<b>Listening</b>					<b>Page</b>
I can understand people talking about life in a city.	1	2	3	4	90, 91, 92
I can understand words used to compare two or more things.	1	2	3	4	90, 91
I can recognise superlative adjectives.	1	2	3	4	93
I can understand and follow directions.	1	2	3	4	97
<b>Reading</b>					
I can understand a conversation from a written script.	1	2	3	4	90
I can understand a description of a place.	1	2	3	4	93
I can understand a text about living in skyscrapers.	1	2	3	4	94–95
I can read a map.	1	2	3	4	97
I can understand a description of a large city.	1	2	3	4	98
<b>Spoken interaction</b>					
I can compare two places.	1	2	3	4	90, 91, 92
I can ask and answer questions about a text.	1	2	3	4	94
I can take part in a discussion.	1	2	3	4	94
I can ask for and give directions using a map.	1	2	3	4	97
<b>Spoken production</b>					
I can describe the location of a city in my country.	1	2	3	4	90
I can present a description of a city to other people.	1	2	3	4	91
I can describe special houses, buildings and places.	1	2	3	4	92, 94
I can describe the place where I live.	1	2	3	4	94, 96
I can describe what you can do at different places in a city.	1	2	3	4	96
I can give directions to a place that I know.	1	2	3	4	97
<b>Strategies</b>					
I can compare things and people.	1	2	3	4	90, 91, 92
I can use the correct intonation when comparing.	1	2	3	4	91
I can read a text and exchange information about it.	1	2	3	4	94
I can give my opinion.	1	2	3	4	94
I can be polite when asking for directions.	1	2	3	4	97
<b>Writing</b>					
I can use comparative and superlative forms in sentences.	1	2	3	4	91, 93
I can link ideas with <i>which</i> , <i>who</i> and <i>where</i> when I write.	1	2	3	4	98
I can write a description of a city.	1	2	3	4	98

## Framework level: A2

Can do statements	I can do this with difficulty easily				Headway 5 <sup>th</sup> edition Elementary Unit 10
	1	2	3	4	
<b>Listening</b>					<b>Page</b>
I can understand and complete conversations.	1	2	3	4	100, 101, 102, 103
I can understand short descriptions of people.	1	2	3	4	102
I can catch extra information in a talk.	1	2	3	4	104
I can understand a description of a person.	1	2	3	4	106
I can understand different everyday conversations.	1	2	3	4	107
<b>Reading</b>					
I can complete sentences and conversations.	1	2	3	4	100, 101, 102, 103
I can read and complete a quiz.	1	2	3	4	104–105
I can understand different social conversations.	1	2	3	4	107
I can match replies to questions and statements, using pictures to help me.	1	2	3	4	107
I can understand a description of twin brothers.	1	2	3	4	108
<b>Spoken interaction</b>					
I can ask and answer questions about what's happening now.	1	2	3	4	100, 101, 102
I can ask and answer questions about belongings.	1	2	3	4	103
I can take part in a discussion.	1	2	3	4	104
I can use <i>Yes/No</i> questions to identify someone from a group.	1	2	3	4	106
I can have a polite conversation using everyday English.	1	2	3	4	107
<b>Spoken production</b>					
I can describe what's happening now.	1	2	3	4	100, 101, 104
I can say what is and isn't happening.	1	2	3	4	101
I can give my opinion to others.	1	2	3	4	104
I can describe a well-known person of people.	1	2	3	4	106
I can practice a conversation with a partner.	1	2	3	4	107
<b>Strategies</b>					
I can use the correct prepositions with different places	1	2	3	4	100
I can find the differences between a spoken conversation and a picture.	1	2	3	4	101
I can talk about possession accurately and quickly when I speak.	1	2	3	4	103
I can use <i>Yes/No</i> questions to find out more information.	1	2	3	4	106
I can use social expressions.	1	2	3	4	107
I can compare people.	1	2	3	4	108
<b>Writing</b>					
I can complete sentences with the present continuous.	1	2	3	4	100, 101, 102
I can write sentences about what is and isn't happening now.	1	2	3	4	101
I can compare and contrast ideas using <i>but</i> , <i>however</i> and <i>although</i> when I write.	1	2	3	4	108
I can write a comparison of two people.	1	2	3	4	108

## Framework level: A2

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Elementary Unit 11
	with difficulty 1	2	3	easily 4	
<b>Listening</b>					<b>Page</b>
I can understand people talking about future plans.	1	2	3	4	111, 113
I can understand a conversation about a manager's diary.	1	2	3	4	113
I can understand a weather forecast.	1	2	3	4	116
I can understand people talking about the weather.	1	2	3	4	116
I can understand people making plans and suggestions.	1	2	3	4	117
<b>Reading</b>					
I can understand a text about a famous tradition.	1	2	3	4	114-115
I can understand a holiday email.	1	2	3	4	118
<b>Spoken interaction</b>					
I can ask about and describe future plans.	1	2	3	4	111, 113
I can give my opinion in a discussion.	1	2	3	4	114
I can ask and answer questions in an interview.	1	2	3	4	114
I can ask and answer questions about the weather.	1	2	3	4	116
I can make suggestions in a conversation.	1	2	3	4	117
<b>Spoken production</b>					
I can talk about future plans.	1	2	3	4	110, 111
I can make predictions about what's going to happen.	1	2	3	4	112
I can talk about past activities and future plans.	1	2	3	4	113
I can present a weather forecast.	1	2	3	4	116
<b>Strategies</b>					
I can research and present information about traditions.	1	2	3	4	114
I can give my opinion.	1	2	3	4	116
I can make suggestions.	1	2	3	4	117
<b>Writing</b>					
I can correct sentences about future plans.	1	2	3	4	111
I can research and make notes about a tradition in my country.	1	2	3	4	114
I can write a weather forecast.	1	2	3	4	116
I can write a holiday email to friends.	1	2	3	4	118

## Framework level: A2

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Elementary Unit 12
	with difficulty	1	2	easily 3 4	
<b>Listening</b>					<b>Page</b>
I can understand a conversation about countries and places.	1	2	3	4	120, 121
I can understand a conversation about preparing for a trip.	1	2	3	4	122
I can recognize famous people from a description of what they did.	1	2	3	4	124
I can understand everyday conversations.	1	2	3	4	126
I can understand travel announcements.	1	2	3	4	127
I can understand a poem.	1	2	3	4	128
<b>Reading</b>					
I can understand and complete a text about preparing to travel.	1	2	3	4	123
I can understand a text about what people have done in their lives.	1	2	3	4	124–125
I can understand a poem.	1	2	3	4	128
<b>Spoken interaction</b>					
I can ask and answer questions about personal experiences.	1	2	3	4	121
I can take part in a conversation about preparing for a trip.	1	2	3	4	122
I can ask and answer questions about recent actions.	1	2	3	4	123
I can make guesses and say when I'm not sure.	1	2	3	4	124
I can give my opinion about what I have read.	1	2	3	4	124
I can ask and talk about travel.	1	2	3	4	127
<b>Spoken production</b>					
I can say the names of capital cities.	1	2	3	4	120
I can talk about personal experiences.	1	2	3	4	121
I can describe and present other people's experiences.	1	2	3	4	121
I can deal with different situations and use polite language when travelling.	1	2	3	4	127
I can read out a poem.	1	2	3	4	128
<b>Strategies</b>					
I can complete a text about personal experiences, past events, and future plans.	1	2	3	4	123
I can read a text and exchange information about it.	1	2	3	4	124–125
I can give my opinion.	1	2	3	4	124
I can use common phrases with <i>take</i> and <i>get</i> .	1	2	3	4	126
<b>Writing</b>					
I can complete sentences about experiences.	1	2	3	4	121, 123
I can spell infinitives correctly.	1	2	3	4	121
I can write verses for a poem.	1	2	3	4	128



# Dossier

## How to use the Dossier

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

Examples of evidence you might wish to include are:

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

# Dossier chart

Type of work	Date	Description	Why I chose this

## Dossier chart

Type of work	Date	Description	Why I chose this

# Dossier chart

Type of work	Date	Description	Why I chose this

# Dossier chart

Type of work	Date	Description	Why I chose this

D000662