

OXFORD

5th edition  
**Headway** 

**Intermediate** Language Portfolio



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# Introduction

## What is a Language Portfolio?

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

It has three sections:

- the Passport
- the Biography
- the Dossier

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

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

**The Biography** is a summary of your language learning history, including the languages you've grown up with, your language learning experiences at school, and how you use your languages now. There are also suggestions on how to become a more effective learner. This section also contains a CEF checklist of 'Can do' statements.

This section helps you to plan your learning, think about how you learn, and improve the way you learn.

**The Dossier** is the section where you collect examples of your work. This helps you to record your progress.

## How to use your *Headway* 5<sup>th</sup> edition Language Portfolio

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

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

## Updating your Portfolio

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

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

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

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

# Language Passport

## How to use your Language Passport

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

Keep this section up-to-date.

## Personal details

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

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

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

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

## Your exams and certificates

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

Exam	Authority	Date	Grade
<i>e.g. KET</i>	<i>Cambridge ESOL</i>	<i>November 2016</i>	<i>Pass with merit</i>

# Your language and cultural experiences

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

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

# Profile of language skills

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

## Language: English

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

## Language:

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

## Language:

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

## Language:

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

# Self-assessment grids

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

## Common reference levels A1 and A2

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

## Common reference levels B1 and B2

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

## Common reference levels C1 and C2

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

# Language Biography

## How to use your Language Biography

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

## Your aims and objectives

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

Reasons	Time Scale	English Level Required
<i>e.g. to travel abroad on holiday</i>	<i>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 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: B1

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Intermediate Unit 1
	with difficulty	easily			
	1	2	3	4	
<b>Listening</b>					
I can understand short, simple questions and answers.	1	2	3	4	page 10
I can understand a description of someone's personality.	1	2	3	4	page 13
I can follow someone talking about family relationships.	1	2	3	4	page 16
I can follow a conversation about personal news.	1	2	3	4	page 17
<b>Reading</b>					
I can understand a short description of personal information.	1	2	3	4	page 10
I can understand a short advertisement.	1	2	3	4	page 12
I can understand a text about an unusual family.	1	2	3	4	page 14–15
I can understand a writer's opinion.	1	2	3	4	page 18
<b>Spoken interaction</b>					
I can ask and answer questions about people's personality and appearance.	1	2	3	4	page 10
I can talk about where I live.	1	2	3	4	page 11
I can describe an object.	1	2	3	4	page 11–12
I can discuss ideas about family relationships.	1	2	3	4	page 16
I can talk about personal news.	1	2	3	4	page 17
<b>Spoken production</b>					
I can give my opinion on a text about an unusual family.	1	2	3	4	page 14
I can express thoughts and feelings about my family.	1	2	3	4	page 16
I can use stress and intonation to express different emotions.	1	2	3	4	page 17
<b>Strategies</b>					
I can understand new expressions from their context.	1	2	3	4	page 16
I can add emphasis to what I say by using word order.	1	2	3	4	page 16
I can respond politely and appropriately to others' news.	1	2	3	4	page 17
I can tell the difference between fact and opinion.	1	2	3	4	page 18
I can use adverbs to alter the meaning of adjectives.	1	2	3	4	page 18
<b>Writing</b>					
I can write short, simple sentences about someone in my family.	1	2	3	4	page 18
I can write a longer description of someone in my family.	1	2	3	4	page 18

## Framework level: B1

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Intermediate Unit 2
	with difficulty	easily			
	1	2	3	4	
<b>Listening</b>					
I can check my answers to a quiz.	1	2	3	4	page 20
I can follow an informal conversation between friends.	1	2	3	4	page 22, 27
I can understand information about different nationalities in one family.	1	2	3	4	page 26
<b>Reading</b>					
I can do a quiz about languages.	1	2	3	4	page 20–21
I can compare information in different texts and answer questions.	1	2	3	4	Page 24
I can correct mistakes and understand key information in an email.	1	2	3	4	page 28
<b>Spoken interaction</b>					
I can express my thoughts about interesting facts and learning languages.	1	2	3	4	page 20, 25
I can talk about routines and experiences.	1	2	3	4	page 21
I can respond politely and appropriately in an informal conversation.	1	2	3	4	page 22, 27
I can carry out a class survey.	1	2	3	4	page 23
<b>Spoken production</b>					
I can tell others about a partner.	1	2	3	4	page 20, 23
I can give survey results to my class.	1	2	3	4	page 23
I can talk about language learning.	1	2	3	4	page 25
<b>Strategies</b>					
I can work in a group.	1	2	3	4	page 20
I can use stress and intonation to correct information.	1	2	3	4	page 21, 27
I can recognize the difference between is or has in short forms.	1	2	3	4	page 21
I can understand how tense errors can be funny.	1	2	3	4	page 21
I can correct common grammar mistakes.	1	2	3	4	page 23
I can exchange information.	1	2	3	4	page 24
I can identify the pros and cons.	1	2	3	4	page 26
I can identify meaning from context.	1	2	3	4	page 26
I can tell the difference between vowel sounds.	1	2	3	4	page 26
I can use effective strategies for keeping vocabulary records.	1	2	3	4	page 27
I can identify common collocations.	1	2	3	4	page 27
<b>Writing</b>					
I can write a quiz.	1	2	3	4	page 20
I can make notes from a fact file.	1	2	3	4	page 24
I can write an informal email about staying in a new town.	1	2	3	4	page 28

## Framework level: B1

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Intermediate Unit 3
	with difficulty	easily			
	1	2	3	4	
<b>Listening</b>					
I can understand a song	1	2	3	4	page 30
I can understand people talking about stress at work.	1	2	3	4	page 30, 36
I can follow a description of a picture.	1	2	3	4	page 32
I can identify information about peoples' personality.	1	2	3	4	page 32
I can understand a description of a job.	1	2	3	4	page 33
I can understand and continue a 'small talk' conversation.	1	2	3	4	page 37
<b>Reading</b>					
I can understand a text about balancing work and home life.	1	2	3	4	page 31
I can understand a text about jobs and money.	1	2	3	4	page 33, 34–35
I can follow and complete a 'small talk' conversation.	1	2	3	4	page 37
I can understand a job advert.	1	2	3	4	page 38
I can identify the aim of each paragraph in a formal letter.	1	2	3	4	page 38
<b>Spoken interaction</b>					
I can talk about different jobs and salaries.	1	2	3	4	page 30, 33
I can ask and answer questions about a text.	1	2	3	4	page 31, 34
I can talk about job roles.	1	2	3	4	page 32
I can interview someone about their job.	1	2	3	4	page 33
I can talk about my own work-life balance.	1	2	3	4	page 36
<b>Spoken production</b>					
I can describe a picture.	1	2	3	4	page 30, 32
I can talk about my morning routine.	1	2	3	4	page 30
I can talk about routines, habits and pastimes.	1	2	3	4	page 31, 36
I can give a description of someone's job.	1	2	3	4	page 33
<b>Strategies</b>					
I can correct grammatical errors.	1	2	3	4	page 32
I can express my opinion.	1	2	3	4	page 30, 33, 35
I can understand different present tenses.	1	2	3	4	page 32–33
I can agree and disagree.	1	2	3	4	page 33, 35
I can use pictures and headings to help predict the content of an article.	1	2	3	4	page 34–35
I can make and use collocations.	1	2	3	4	page 35–36
<b>Writing</b>					
I can tell the difference between formal and informal beginnings and endings of letters/emails.	1	2	3	4	page 38
I can write a covering mail/letter for a job application.	1	2	3	4	page 38

## Framework level: B1

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Intermediate Unit 4
	with difficulty	easily			
	1	2	3	4	
<b>Listening</b>					
I can listen for specific information.	1	2	3	4	page 40, 42
I can follow someone talking about what they did last night.	1	2	3	4	page 42
I can understand a description of a childhood story.	1	2	3	4	page 46
I can follow an everyday conversation where people give their opinions.	1	2	3	4	page 47
<b>Reading</b>					
I can interpret meaning from a text.	1	2	3	4	page 40–41, 42, 48
I can find factual information in a short biography.	1	2	3	4	page 44
I can answer questions about a short story.	1	2	3	4	page 44, 48
I can understand and use linking words.	1	2	3	4	page 48
<b>Spoken interaction</b>					
I can discuss grammar with a partner.	1	2	3	4	page 41
I can exchange information.	1	2	3	4	page 42
I can talk about a favourite childhood story.	1	2	3	4	page 46
<b>Spoken production</b>					
I can narrate a story.	1	2	3	4	page 42, 44
I can pronounce words correctly.	1	2	3	4	page 43
I can recite a poem.	1	2	3	4	page 43
<b>Strategies</b>					
I can put past actions in order to explain what happened.	1	2	3	4	page 42
I can tell the difference between different vowel sounds.	1	2	3	4	page 43
I can understand the phonemic script.	1	2	3	4	page 43
I know different homophones.	1	2	3	4	page 43
I can use pictures and background knowledge to predict what happens in a story.	1	2	3	4	page 44, 48
I can express my opinion.	1	2	3	4	page 44, 47
I can plan what to say.	1	2	3	4	page 46–47
<b>Writing</b>					
I can link a text to make it sound natural.	1	2	3	4	page 48
I can use adjectives to make a story more interesting.	1	2	3	4	page 48

## Framework level: B1

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Intermediate Unit 5
	with difficulty	easily			
	1	2	3	4	
<b>Listening</b>					
I can understand people asking for and giving advice.	1	2	3	4	page 50–51
I can understand people talking about rules.	1	2	3	4	page 52–53
I can understand part of a lecture.	1	2	3	4	page 54
I can follow short polite conversations.	1	2	3	4	page 57
I can understand instructions on how to repair a wet phone.	1	2	3	4	page 58
<b>Reading</b>					
I can match advice to a dilemma.	1	2	3	4	page 50
I can understand the main points of a text.	1	2	3	4	page 52, 54–55, 58
I can summarize a text.	1	2	3	4	page 54
I can identify meaning of words from context.	1	2	3	4	page 55, 56
I can follow instructions.	1	2	3	4	page 58
<b>Spoken interaction</b>					
I can discuss rules and manners.	1	2	3	4	page 52, 53
I can take turns in a conversation.	1	2	3	4	page 55–57
I can use common phrasal verbs to talk about myself.	1	2	3	4	page 56
I can ask for things in a restaurant.	1	2	3	4	page 57
I can ask for things in a clothes shop.	1	2	3	4	page 57
I can talk about plans for a party.	1	2	3	4	page 57
I can talk about my mobile phone.	1	2	3	4	page 58
<b>Spoken production</b>					
I can keep going in a discussion.	1	2	3	4	page 52, 55
I can express myself clearly.	1	2	3	4	page 52–57
<b>Strategies</b>					
I can give and justify my opinion.	1	2	3	4	page 50, 52, 53, 55
I can give advice.	1	2	3	4	page 50, 51
I can talk about laws and customs in my country.	1	2	3	4	page 52
I can agree and disagree.	1	2	3	4	page 52, 55
I can recall information from a text.	1	2	3	4	page 54
I can use a dictionary effectively.	1	2	3	4	page 56
I can be polite in everyday situations.	1	2	3	4	page 57
<b>Writing</b>					
I can make notes.	1	2	3	4	page 54, 58
I can write instructions.	1	2	3	4	page 58

## Framework level: B1

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Intermediate Unit 6
	with difficulty	easily			
	1	2	3	4	
<b>Listening</b>					
I can check my answers.	1	2	3	4	page 62, 67
I can understand a radio interview.	1	2	3	4	page 66
I can identify what numbers refer to.	1	2	3	4	page 67
<b>Reading</b>					
I can find specific information in a text.	1	2	3	4	page 60, 64, 66, 68
I can make predictions about a text from pictures and an introduction.	1	2	3	4	page 64, 66
I can correct statements about a text.	1	2	3	4	page 64
<b>Spoken interaction</b>					
I can talk about things I have never done.	1	2	3	4	page 60
I can talk about my life experiences.	1	2	3	4	page 63
I can discuss statistical information.	1	2	3	4	page 67
I can talk about numbers that are important to me.	1	2	3	4	page 67
<b>Spoken production</b>					
I can give basic information about a film and a famous actor.	1	2	3	4	page 60
I can describe something in my imagination.	1	2	3	4	page 64
I can describe how a text makes me feel.	1	2	3	4	page 64
I can talk about environmental problems.	1	2	3	4	page 65
I can say small and large numbers.	1	2	3	4	page 67
<b>Strategies</b>					
I can understand how English talks about actions that happened before now.	1	2	3	4	page 61, 62–63
I can match verbs and adverbs to make collocations.	1	2	3	4	page 63
I can put adverbs in the correct place in a sentence.	1	2	3	4	page 63, 68
I can guess the meanings of words from their context.	1	2	3	4	page 65
I can give my opinion.	1	2	3	4	page 65–66
I am aware of different points of view.	1	2	3	4	page 65–66
I can recall information about a text.	1	2	3	4	page 68
<b>Writing</b>					
I can write about someone's life story.	1	2	3	4	page 68
I can make notes from different sources.	1	2	3	4	page 68

## Framework level: B1

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Intermediate Unit 7
	with difficulty	easily			
	1	2	3	4	
<b>Listening</b>					
I can understand people talking about exams.	1	2	3	4	page 70
I can understand people talking about friends.	1	2	3	4	page 73
I can understand short conversations expressing sympathy.	1	2	3	4	page 77
<b>Reading</b>					
I can answer questions about a text describing experience.	1	2	3	4	page 70–71
I can predict the content of a text from pictures and an introduction.	1	2	3	4	page 74
I can exchange information about a text.	1	2	3	4	page 74
I can understand the purpose of a paragraph.	1	2	3	4	page 78
<b>Spoken interaction</b>					
I can talk about school subjects and exams.	1	2	3	4	page 70
I can discuss my teenage years.	1	2	3	4	page 73
I can use the reduced infinitive in conversation.	1	2	3	4	page 73
I can talk about friends.	1	2	3	4	page 73
I can talk about actions connected with parts of the body.	1	2	3	4	page 76
I can be sympathetic.	1	2	3	4	Page 77
<b>Spoken production</b>					
I can talk about personal experiences.	1	2	3	4	page 73
I can talk about schools and education.	1	2	3	4	page 74
I can express my views about the pros and cons.	1	2	3	4	page 78
<b>Strategies</b>					
I can tell the difference in meaning between different verb patterns.	1	2	3	4	page 71
I can take turns in a discussion.	1	2	3	4	page 73, 78
I can work as part of a team.	1	2	3	4	page 74
I can use idioms.	1	2	3	4	page 76
I can use a dictionary.	1	2	3	4	page 76
<b>Writing</b>					
I can make notes in a chart.	1	2	3	4	page 73
I can use linkers to write an essay about the pros and cons.	1	2	3	4	page 78

## Framework level: B1

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Intermediate Unit 8
	with difficulty	easily			
	1	2	3	4	
<b>Listening</b>					
I can understand a report about AI.	1	2	3	4	page 80
I can understand people talking about jobs and career plans.	1	2	3	4	page 82
I can understand a radio programme about energy technology.	1	2	3	4	page 83
I can follow a conversation between two people about weekend plans.	1	2	3	4	page 87
I can follow a talk about how video games affect people.	1	2	3	4	page 88
<b>Reading</b>					
I can do a quiz about energy.	1	2	3	4	page 83
I can find paraphrase in a text.	1	2	3	4	page 84
I can understand detail in a text about a contemporary issue.	1	2	3	4	page 88
<b>Spoken interaction</b>					
I can talk about future predictions.	1	2	3	4	page 81, 82
I can talk about my short-term future plans.	1	2	3	4	page 82
I can express my views about a text.	1	2	3	4	page 84
I can make plans with others for the weekend.	1	2	3	4	page 87
<b>Spoken production</b>					
I can use stress and intonation appropriately.	1	2	3	4	page 81, 86, 87
I can talk about my job and career plans.	1	2	3	4	page 82
I can talk about how robots and AI may affect peoples' jobs.	1	2	3	4	page 82
I can talk about people's personality and character.	1	2	3	4	page 84
I can talk about news stories.	1	2	3	4	page 88
<b>Strategies</b>					
I can give my opinion.	1	2	3	4	page 83, 84
I can use the adverb pretty.	1	2	3	4	page 83
I can predict the content of a text through pictures and headings.	1	2	3	4	page 84
I can match and use synonyms and antonyms.	1	2	3	4	page 84
I can use prefixes and suffixes effectively.	1	2	3	4	page 86
I can plan a talk.	1	2	3	4	page 88
<b>Writing</b>					
I can fill in a table about weekend plans.	1	2	3	4	page 87
I can write a talk about a contemporary issue.	1	2	3	4	page 88

## Framework level: B1

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Intermediate Unit 9
	with difficulty	easily			
	1	2	3	4	
<b>Listening</b>					
I can understand a report about an experiment into selfishness.	1	2	3	4	page 90–91
I can match a picture to a short conversation in a clothes shop, bank or restaurant.	1	2	3	4	Page 97
<b>Reading</b>					
I can match a statement to a picture.	1	2	3	4	page 90
I can use information provided to help me decide on missing statistics.	1	2	3	4	page 91
I can understand texts about karma.	1	2	3	4	page 92
I can gather information from an introduction to a text to help me get the gist.	1	2	3	4	page 94
I can exchange information about a text on the sharing economy.	1	2	3	4	page 94
I can understand a text about an Airbnb.	1	2	3	4	page 98
<b>Spoken interaction</b>					
I can talk about being kind and selfish.	1	2	3	4	page 90
I can respond to news about irresponsible behavior.	1	2	3	4	page 92
I can talk about the sharing economy.	1	2	3	4	page 94
I can discuss money matters in a small group.	1	2	3	4	page 97
I can give key information about my house/flat.	1	2	3	4	page 98
<b>Spoken production</b>					
I can feed back to my class after a discussion.	1	2	3	4	page 90
I can tell others about something I regret doing.	1	2	3	4	page 92
I can express my views about acts of kindness.	1	2	3	4	page 93
I can present ideas about a sharing company to my class.	1	2	3	4	page 94
<b>Strategies</b>					
I can talk about hypothetical situations.	1	2	3	4	page 90
I can pronounce contractions correctly.	1	2	3	4	page 91
I can make predictions using just pictures.	1	2	3	4	page 93
I can use just in different ways.	1	2	3	4	page 93
I can identify words with similar meanings .	1	2	3	4	page 96
I can understand how vocabulary mistakes can make something funny.	1	2	3	4	page 96
I can make collocations.	1	2	3	4	page 96
<b>Writing</b>					
I can make notes about problems and how they were solved.	1	2	3	4	page 93
I can describe an act of kindness.	1	2	3	4	page 93
I can link sentences with relative clauses.	1	2	3	4	page 98
I can write an Airbnb listing for my house/flat.	1	2	3	4	page 98

## Framework level: B1

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Intermediate Unit 10
	with difficulty	easily			
	1	2	3	4	
<b>Listening</b>					
I can understand a description of a picture.	1	2	3	4	page 100
I can understand factual information on general knowledge topics.	1	2	3	4	page 101
I can guess what people are talking about from the context.	1	2	3	4	page 101–102
I can understand a conversation where something went wrong.	1	2	3	4	page 102
I can understand people talking about solo weddings.	1	2	3	4	page 104, 107
I can understand a story about a man who posted himself to a foreign country.	1	2	3	4	page 106
<b>Reading</b>					
I can understand key information from an advert about solo weddings.	1	2	3	4	page 104
I can identify meaning from context.	1	2	3	4	page 104, 106
I can locate detailed information in a text about solo weddings.	1	2	3	4	page 104
I can understand a text about something unusual that someone did.	1	2	3	4	page 106
I can compare two texts on the same topic and decide which is more interesting.	1	2	3	4	page 108
<b>Spoken interaction</b>					
I can make guesses about an optical illusion.	1	2	3	4	page 100
I can tell the story of the Titanic with a partner.	1	2	3	4	page 108
<b>Spoken production</b>					
I can present my ideas to the class.	1	2	3	4	page 102
I can pronounce contractions correctly.	1	2	3	4	page 103
I can use stress and intonation to add emphasis.	1	2	3	4	page 103
<b>Strategies</b>					
I can make deductions based on evidence and my general knowledge.	1	2	3	4	page 101–102, 104, 106
I can react to a story about something unusual someone did.	1	2	3	4	page 106
I can use a dictionary.	1	2	3	4	page 106
I can use phrasal verbs.	1	2	3	4	page 106–107
I can use adverbs to start sentences.	1	2	3	4	page 107
I can see how adjectives and adverbs can make a story more interesting.	1	2	3	4	page 108
<b>Writing</b>					
I can plan how to write a story based on pictures.	1	2	3	4	page 108

## Framework level: B1

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Intermediate Unit 11
	with difficulty	easily			
	1	2	3	4	
<b>Listening</b>					
I can understand short questions about my everyday life.	1	2	3	4	page 111
I can understand people talking about their preferences.	1	2	3	4	page 113
I can identify stress in compound nouns.	1	2	3	4	page 116
I can understand a description of a simple object.	1	2	3	4	page 117
<b>Reading</b>					
I can read a text critically and agree/disagree with the writer's stance.	1	2	3	4	page 110
I can understand key information in a text about Amazon.	1	2	3	4	page 110
I can react to statistics about digital facts.	1	2	3	4	page 111
I can research facts about the digital world.	1	2	3	4	page 111
I can understand a text about how a music video was made.	1	2	3	4	page 114
I can understand the main message in an informal email.	1	2	3	4	page 118
I can identify an informal style in an email.	1	2	3	4	page 118
<b>Spoken interaction</b>					
I can talk about how I prefer to find out about news.	1	2	3	4	page 113
I can talk about whether I like to do things physically or digitally.	1	2	3	4	page 113
I can give my opinion and support it with examples.	1	2	3	4	page 114
I can improvise short exchanges using compound nouns.	1	2	3	4	page 116
I can create and act out a conversation in a shop.	1	2	3	4	page 117
<b>Spoken production</b>					
I can respond to short questions about my everyday life.	1	2	3	4	page 111
I can talk about special effects in films.	1	2	3	4	page 114
I can use word stress correctly.	1	2	3	4	page 116
I can describe a simple object.	1	2	3	4	page 117
<b>Strategies</b>					
I can identify parts of speech in a sentence.	1	2	3	4	page 110
I can use a/an/the/one correctly.	1	2	3	4	page 111
I can tell the difference between possessive adjectives and possessive pronouns.	1	2	3	4	page 112
I can understand the grammatical difference between common homophones.	1	2	3	4	page 112
I can understand the difference between reflexive pronouns and each other.	1	2	3	4	page 112
I can use also, too and as well effectively.	1	2	3	4	page 113
I can understand the phonemic script.	1	2	3	4	page 116
I can use a dictionary.	1	2	3	4	page 116
I can form compound nouns.	1	2	3	4	page 116
<b>Writing</b>					
I can spell words correctly.	1	2	3	4	page 118
I can write a reply to an informal email.	1	2	3	4	page 118
I can write a message on social media.	1	2	3	4	page 118

## Framework level: B1

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Intermediate Unit 12
	with difficulty	easily			
	1	2	3	4	
<b>Listening</b>					
I can understand a joke.	1	2	3	4	page 120
I can identify missing words from a joke.	1	2	3	4	page 120
I can understand a radio interview with a gondolier.	1	2	3	4	page 123
I can understand the topic of short conversations.	1	2	3	4	page 126
<b>Reading</b>					
I can understand a text about someone who stopped going to work.	1	2	3	4	page 120
I can locate specific information in a text.	1	2	3	4	page 121
I can understand a biography about a famous person.	1	2	3	4	page 122
I can make predictions about a text based on a short introduction.	1	2	3	4	page 124
I can select key information from a text about someone who changed other people's lives.	1	2	3	4	page 124
I can match a statement with an appropriate cliché.	1	2	3	4	page 127
<b>Spoken interaction</b>					
I can ask and answer questions about a famous person.	1	2	3	4	page 122
I can exchange information from a text about someone who changed other people's lives.	1	2	3	4	page 124
I can discuss my thoughts on space exploration and charity work.	1	2	3	4	page 124
I can role play a conversation which uses clichés.	1	2	3	4	page 127
<b>Spoken production</b>					
I can talk about my dream job.	1	2	3	4	page 123
I can use visual cues to talk about someone's job.	1	2	3	4	page 123
I can express my feelings about doing a difficult job.	1	2	3	4	page 123
I can describe the way people are talking to each other in a short conversation.	1	2	3	4	page 126
I can say what I know about the life of Mother Teresa.	1	2	3	4	page 128
<b>Strategies</b>					
I can understand reported speech.	1	2	3	4	page 121
I can form direct and indirect questions.	1	2	3	4	page 122
I can identify when 'd means had or would.	1	2	3	4	page 121
I can use different verbs to describe ways of speaking.	1	2	3	4	page 126
I can identify the correct preposition to use after verbs.	1	2	3	4	page 126
I can understand how a cliché can end a conversation effectively.	1	2	3	4	page 127
I can take turns in class discussion.	1	2	3	4	page 128
<b>Writing</b>					
I can write sentences using reported speech.	1	2	3	4	page 121
I can write a short biography about a famous person using more complex sentences.	1	2	3	4	page 128
I can form paragraphs and use punctuation effectively.	1	2	3	4	page 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









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First published in 2018

2022 2021 2020 2019 2018

10 9 8 7 6 5 4 3 2 1

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