

OXFORD

5th edition

# Headway



**Upper Intermediate** 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 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* 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

	<b>CEFR level A1</b>	<b>CEFR 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>CEFR level B1</b>	<b>CEFR 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>CEFR level C1</b>	<b>CEFR 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 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 <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: B2

Can do statements	I can do this				Headway 5th edition Upper Intermediate
	with difficulty	easily			
	1	2	3	4	Unit: 1
Listening					Page
I can understand standard spoken language on both familiar and unfamiliar topics.	1	2	3	4	13, 16
I can follow and understand informal speech, including the use of missing words.	1	2	3	4	13, 18
I can keep up with an animated conversation between speakers of the target language.	1	2	3	4	13, 16
I can follow conversations and identify moods, emotions and opinions.	1	2	3	4	13, 16
I can follow conversations between speakers and identify the topics discussed.	1	2	3	4	16–8
Reading					
I can recognize formal and informal texts.	1	2	3	4	10–2
I can scan a text and identify and summarize the important details.	1	2	3	4	10–2
I can read and understand informal texts such as emails and tweets and answer questions about the content.	1	2	3	4	10–2
I can scan quickly through long and complex texts and locate relevant details.	1	2	3	4	14–5
Spoken interaction					
I can take part in a discussion or a conversation with a partner about a range of topics.	1	2	3	4	9, 13–4
I can tell a partner about myself and my experiences and listen to others as they talk about themselves.	1	2	3	4	10, 13, 16
I can discuss, with a partner or in a group, what I have heard or read and explain the content and context.	1	2	3	4	10–3
I can ask and answer questions, taking turns and listening.	1	2	3	4	11, 13
I can interact in everyday conversations.	1	2	3	4	18
Spoken production					
I can retell an account or story.	1	2	3	4	10, 13
I can present information to the class.	1	2	3	4	10, 13
I can present advantages and disadvantages.	1	2	3	4	16
I can present information about places I would like to live in.	1	2	3	4	16
Strategies					
I can identify tenses and correct tense errors.	1	2	3	4	12
I can use compound words.	1	2	3	4	17
I can express advantages and disadvantages.	1	2	3	4	16
I can use informal language in an everyday conversation.	1	2	3	4	13, 18
Writing					
I can complete sentences with the correct tense.	1	2	3	4	10–2
I can write an email or tweet about my life, family and experiences.	1	2	3	4	130
I can correct mistakes in informal writing.	1	2	3	4	130

## Framework level: B2

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Upper Intermediate
	with difficulty	easily			
	1	2	3	4	Unit: 2
Listening					Page
I can listen to a narrative account or conversation and extract or check important information from it.	1	2	3	4	20, 26
I can listen to a recording to check my answers and responses.	1	2	3	4	20–1, 27
I can listen to a discussion or conversation between up to four people and follow what each of them says, noting their preferences, views and opinions and answering questions about them.	1	2	3	4	26
I can listen to people talking and recognize the topic.	1	2	3	4	28
Reading					
I can read a factual text and draw conclusions, based on the content and context.	1	2	3	4	20–1
I can read an informative text and explain or rephrase the content in my own words.	1	2	3	4	23–5
I can recognize factual information in a text.	1	2	3	4	23–5
I can scan an article and find key information.	1	2	3	4	24, 28
I can give my personal response to information in a reading text.	1	2	3	4	25
Spoken interaction					
I can take part in a discussion or a conversation with a partner about a range of topics.	1	2	3	4	19, 23
I can discuss, with a partner or in a group, what I have heard or read and explain the content and context.	1	2	3	4	21, 23
I can ask and answer questions to find missing information.	1	2	3	4	21, 23
I can debate an issue.	1	2	3	4	25
I can use fillers when interacting in everyday conversations.	1	2	3	4	26
Spoken production					
I can retell an account or story.	1	2	3	4	20
I can present information to the class.	1	2	3	4	25
I can talk about a series of actions.	1	2	3	4	25
I can present information about what I would like to do in the future.	1	2	3	4	26
I can describe location.	1	2	3	4	28
Strategies					
I can read intensively to work out where missing sentences go.	1	2	3	4	20
I can use present perfect forms.	1	2	3	4	20–1
I can use <i>make</i> and <i>do</i> and phrasal verbs.	1	2	3	4	27
I can add emphasis in written and spoken English.	1	2	3	4	28
Writing					
I can complete sentences with the correct words.	1	2	3	4	21, 28
I can write a formal email of complaint.	1	2	3	4	131
I can correct mistakes in formal writing.	1	2	3	4	131

## Framework level: B2

Can do statements	I can do this				Headway 5 <sup>th</sup> edition
	with difficulty	easily			Upper Intermediate
	1	2	3	4	Unit: 3
<b>Listening</b>					<b>Page</b>
I can understand standard spoken language on both familiar and unfamiliar topics.	1	2	3	4	32, 37
I can follow a conversation in which people give and react to news.	1	2	3	4	32, 38
I can keep up with an animated conversation between speakers of the target language.	1	2	3	4	32
I can follow conversations and identify moods, emotions and opinions.	1	2	3	4	32, 38
I can follow a story.	1	2	3	4	34–5
I can follow an interview and notice key information.	1	2	3	4	37
<b>Reading</b>					
I can predict content and read to confirm predictions.	1	2	3	4	30–3
I can scan a text and identify and summarize the important details.	1	2	3	4	30–1
I can read factual texts and find key information.	1	2	3	4	30–3, 37
I can read and summarize a fictional story.	1	2	3	4	34–5
I can interpret the thoughts, feelings and motives of characters in a story.	1	2	3	4	34–5
<b>Spoken interaction</b>					
I can take part in a discussion or a conversation with a partner about a range of topics.	1	2	3	4	29, 37
I can talk about news stories I have heard in a conversation.	1	2	3	4	32
I can discuss, with a partner or in a group, what I have heard or read.	1	2	3	4	33–5
I can talk about films, plays or books.	1	2	3	4	36
I can ask and answer questions, taking turns and listening.	1	2	3	4	33, 36
I can interact in everyday conversations.	1	2	3	4	36, 38
<b>Spoken production</b>					
I can present information to the class.	1	2	3	4	36–7
I can describe a film, play or books.	1	2	3	4	36
I can retell a story from a person's life in my own words.	1	2	3	4	37
<b>Strategies</b>					
I can use strategies to predict the content of a text.	1	2	3	4	30–2
I can exchange information with a partner to gain an understanding of texts.	1	2	3	4	30–1, 35
I can use narrative tenses in stories.	1	2	3	4	31–2
I can react to news and express surprise in conversations	1	2	3	4	32, 38
I can use informal language in an everyday conversation.	1	2	3	4	38
<b>Writing</b>					
I can complete sentences with the correct tense.	1	2	3	4	32
I can write a story.	1	2	3	4	132
I can use adverbs in narratives.	1	2	3	4	132



## Framework level: B2

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Upper Intermediate  Unit: 4
	with difficulty	easily			
	1	2	3	4	
<b>Listening</b>					<b>Page</b>
I can understand standard spoken language on both familiar and unfamiliar topics.	1	2	3	4	40, 42
I can follow and understand informal speech, including the use of intonation to show surprise.	1	2	3	4	41
I can keep up with an animated conversation between speakers of the target language.	1	2	3	4	43
I can follow conversations and identify moods, emotions and opinions.	1	2	3	4	43
I can follow conversations between speakers of the target language and recognize politeness.	1	2	3	4	48
<b>Reading</b>					
I can scan a text and identify and summarize the important details.	1	2	3	4	44
I can read magazine articles and answer detailed questions about the content.	1	2	3	4	44–6
I can scan quickly through long and complex texts and locate relevant details.	1	2	3	4	44–6
I can respond to information in a text and give my opinion.	1	2	3	4	44–6
<b>Spoken interaction</b>					
I can take part in a discussion or a conversation with a partner about a range of topics.	1	2	3	4	39–40, 43–5
I can describe myself, giving true and false information.	1	2	3	4	41
I can discuss, with a partner or in a group, what I have heard or read and explain the content and context.	1	2	3	4	40, 44–5
I can ask and answer questions, taking turns and listening.	1	2	3	4	40, 42
I can interact in everyday conversations.	1	2	3	4	42, 47–8
<b>Spoken production</b>					
I can present information to the class.	1	2	3	4	40
I can tell lies about myself.	1	2	3	4	40–1
I can retell news stories.	1	2	3	4	45
<b>Strategies</b>					
I can form questions accurately.	1	2	3	4	41–2
I can use short questions to ask for more information.	1	2	3	4	42
I can listen and read intensively and ‘between the lines’.	1	2	3	4	43
I can form antonyms.	1	2	3	4	47
I can be polite in conversations.	1	2	3	4	48
<b>Writing</b>					
I can order sentences to make questions.	1	2	3	4	41
I can write a biography of a famous person.	1	2	3	4	133
I can use conjunctions in a biography.	1	2	3	4	133

## Framework level: B2

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Upper Intermediate Unit: 5
	with difficulty	easily			
	1	2	3	4	
<b>Listening</b>					<b>Page</b>
I can follow and understand people talking about themselves, their lives and their plans.	1	2	3	4	50
I can listen to an audio recording and answer questions and draw conclusions from what I hear.	1	2	3	4	51
I can keep up with an animated conversation between speakers of the target language.	1	2	3	4	51
I can follow conversations and identify moods, emotions and opinions.	1	2	3	4	51
I can follow everyday phone conversations involving small talk.	1	2	3	4	58
<b>Reading</b>					
I can work out the meaning of words from a reading context.	1	2	3	4	54–5
I can scan a text and identify and summarize the important details.	1	2	3	4	54–5
I can read and summarize information from long texts or a variety of texts.	1	2	3	4	54–5
I can read and order a phone conversation.	1	2	3	4	58
<b>Spoken interaction</b>					
I can take part in a discussion or a conversation with a partner about a range of topics.	1	2	3	4	49, 53–4
I can discuss, with a partner or in a group, what I have heard or read and explain the content and context.	1	2	3	4	50, 54
I can ask and answer questions, taking turns and listening.	1	2	3	4	50, 52
I can interact in everyday conversations about my future.	1	2	3	4	52
I can take part in a discussion, giving my opinion, and responding to the opinions of others.	1	2	3	4	56
I can ask and answer questions in a class survey.	1	2	3	4	56
I can start and end a phone conversation, and make small talk.	1	2	3	4	58
<b>Spoken production</b>					
I can express my plans, hopes, opinions and intentions.	1	2	3	4	52
I can present information to the class.	1	2	3	4	56
I can set out my opinions in a class discussion.	1	2	3	4	56
I can recount information that I have heard or read in my own words.	1	2	3	4	56
<b>Strategies</b>					
I can use expressions to state my plans, hopes, opinions and intentions.	1	2	3	4	50–2
I can read and summarize information from texts and share with a partner.	1	2	3	4	54–5
I can use take and put to form expressions.	1	2	3	4	57
I can use informal language in an everyday phone conversation.	1	2	3	4	58
<b>Writing</b>					
I can complete sentences with the correct tense.	1	2	3	4	51
I can write a job application CV and covering letter.	1	2	3	4	134
I can use set expressions in formal writing.	1	2	3	4	134

## Framework level: B2

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Upper Intermediate  Unit: 6
	with difficulty	easily			
	1	2	3	4	
<b>Listening</b>					<b>Page</b>
I can listen intensively and pick out key words in a spoken text.	1	2	3	4	61, 63
I can understand standard spoken language on both familiar and unfamiliar topics.	1	2	3	4	67
I can follow radio advertisements and identify their aim.	1	2	3	4	67
I can follow conversations between speakers and identify business expressions and numbers.	1	2	3	4	68
<b>Reading</b>					
I can scan a text and identify and summarize the important details.	1	2	3	4	60–1
I can read factual texts and answer questions about the content.	1	2	3	4	60–1, 64–5
I can understand the content of an informative text that includes numbers and business details.	1	2	3	4	64–5
I can summarize and pass on the important details in an informative text.	1	2	3	4	64–5
I can scan a text for key information.	1	2	3	4	64–5
<b>Spoken interaction</b>					
I can take part in a discussion or a conversation with a partner about a range of topics.	1	2	3	4	59, 64
I can discuss, with a partner or in a group, what I have heard or read and explain the content and context.	1	2	3	4	60, 64–5
I can ask and answer questions in a lifestyle survey.	1	2	3	4	63
I can ask and answer questions, taking turns and listening.	1	2	3	4	63
I can discuss business strategies.	1	2	3	4	66
I can interact in everyday business conversations.	1	2	3	4	68
<b>Spoken production</b>					
I can present information to the class.	1	2	3	4	66
I can make a business presentation.	1	2	3	4	66
I can act out a radio or TV advert I have prepared.	1	2	3	4	67
<b>Strategies</b>					
I can use context to work out the meaning of unknown words.	1	2	3	4	64–5
I can use expressions of quantity.	1	2	3	4	60, 61–2
I can use stress to change the meaning of words.	1	2	3	4	66
I can express large numbers correctly.	1	2	3	4	68
<b>Writing</b>					
I can complete sentences with the correct expression of quantity.	1	2	3	4	60, 62
I can complete charts and tables and record the results of a survey.	1	2	3	4	63
I can write an advert.					67
I can write a report.	1	2	3	4	136
I can use fixed expressions in a report.	1	2	3	4	136

## Framework level: B2

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Upper Intermediate
	with difficulty	easily			
	1	2	3	4	Unit: 7
Listening					Page
I can understand standard spoken language on both familiar and unfamiliar topics.	1	2	3	4	70
I can follow conversations and identify topic and mood.	1	2	3	4	70–1, 73
I can keep up with an animated conversation between speakers of the target language.	1	2	3	4	73
I can follow conversations between speakers and identify the relationship between speakers.	1	2	3	4	71, 73
I can understand recorded radio programmes and identify speaker viewpoints and attitudes as well as the information content.	1	2	3	4	76
I can recognize exaggeration and understatement in conversations.	1	2	3	4	78
Reading					
I can read a story and recognize the points of view of different characters.	1	2	3	4	74–5
I can scan quickly through long and complex texts, and locate dates and relevant details.	1	2	3	4	74–5
I can read a story and retell it in my own words.	1	2	3	4	74–5
I can read and match phrases from a dialogue.	1	2	3	4	78
Spoken interaction					
I can take part in a discussion or a conversation with a partner about a range of topics.	1	2	3	4	69, 74, 76–8
I can take part in a phone conversation using echo questions.	1	2	3	4	73
I can discuss, with a partner or in a group, what I have heard or read and explain the content and context.	1	2	3	4	70–1, 74, 76
I can ask and answer questions, taking turns and listening.	1	2	3	4	74
I can talk about personal experiences and relationships.	1	2	3	4	77
I can interact in everyday conversations.	1	2	3	4	73, 78
Spoken production					
I can say what signs mean in spoken English.	1	2	3	4	72
I can present information to the class.	1	2	3	4	72, 74
Strategies					
I can predict the context of texts from headings and visuals.	1	2	3	4	74
I can use modal verbs.	1	2	3	4	70–2
I can use echo questions to keep a conversation going.	1	2	3	4	73
I can match appropriate responses to given sentences.	1	2	3	4	78
Writing					
I can complete sentences with the correct modal verbs.	1	2	3	4	70–2
I can write a for and against essay.	1	2	3	4	137
I can use appropriate expressions to state advantages and disadvantages.	1	2	3	4	137

## Framework level: B2

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Upper Intermediate
	with difficulty	easily			
	1	2	3	4	Unit: 8
Listening					Page
I can follow conversations and identify feelings.	1	2	3	4	83
I can understand standard spoken language on both familiar and unfamiliar topics.	1	2	3	4	86
I can follow and understand a detailed narrative story and answer questions on it.	1	2	3	4	86
I can follow conversations between speakers in which they use exclamations.	1	2	3	4	88
Reading					
I can read a text quickly for a general understanding.	1	2	3	4	80–1
I can match key phrases or clauses to gaps in a text.	1	2	3	4	80–1
I can read a factual text and answer questions about the content.	1	2	3	4	80–1
I can predict content and themes from the introduction and conclusion of an article.	1	2	3	4	84–5
I can scan quickly through long and complex texts and locate relevant details.	1	2	3	4	84–5
Spoken interaction					
I can take part in a discussion or a conversation with a partner about a range of topics.	1	2	3	4	79, 81, 85
I can express opinions and give reasons in a discussion.	1	2	3	4	85
I can discuss, with a partner or in a group, what I have heard or read and explain the content and context.	1	2	3	4	85
I can ask and answer questions in an interview.	1	2	3	4	85
I can interact in everyday conversations using exclamations.	1	2	3	4	88
Spoken production					
I can talk about my experiences of places and weather extremes.	1	2	3	4	86
I can present information to the class.	1	2	3	4	86
I can make a speech using extreme adjectives.	1	2	3	4	87
Strategies					
I can work out the meaning of key words in a text from context.	1	2	3	4	84–5
I can predict the content of texts from key words.	1	2	3	4	86
I can recognize how stress and intonation affects meaning.	1	2	3	4	87
I can use adverb collocations.	1	2	3	4	87
I can use exclamations in an everyday conversation.	1	2	3	4	88
Writing					
I can complete sentences with the correct relative clauses.	1	2	3	4	81–2
I can write a description of a place.	1	2	3	4	138
I can use descriptive adjectives when describing a place.	1	2	3	4	138

## Framework level: B2

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Upper Intermediate Unit: 9
	with difficulty	easily			
	1	2	3	4	
<b>Listening</b>					<b>Page</b>
I can understand standard spoken language on both familiar and unfamiliar topics.	1	2	3	4	93, 96
I can follow and understand informal speech.	1	2	3	4	93
I can listen to detailed descriptions and recognize the phrases used.	1	2	3	4	93, 96
I can follow a description of a person and answer detailed questions.	1	2	3	4	96
I can listen to and understand jokes.	1	2	3	4	96–7
I can follow conversations in which people complain.	1	2	3	4	98
<b>Reading</b>					
I can recognize formal and informal texts.	1	2	3	4	90
I can read an email quickly and pick out general information.	1	2	3	4	90
I can read and understand informal texts such as emails and answer questions about the content.	1	2	3	4	90
I can read a text, summarize the important details, and report them to a partner or group.	1	2	3	4	94–5
I can carry out research, using a range of resources, for a presentation.	1	2	3	4	94
<b>Spoken interaction</b>					
I can take part in a discussion or a conversation with a partner about a range of topics.	1	2	3	4	89, 94, 96
I can tell a partner about myself, my family and my relationships.	1	2	3	4	90, 93
I can discuss, with a partner or in a group, what I have heard or read and explain the content and context.	1	2	3	4	90–3
I can compare answers and discuss differences.	1	2	3	4	97
<b>Spoken production</b>					
I can make a class presentation about past times.	1	2	3	4	94
I can present information to the class.	1	2	3	4	94
I can tell a joke.	1	2	3	4	97
I can complain about typical things in my life.	1	2	3	4	98
I can read out a prepared talk, using pauses and stressing the right words.	1	2	3	4	139
<b>Strategies</b>					
I can express past habit.	1	2	3	4	92
I can work out the meaning of key words in context.	1	2	3	4	94
I can use homonyms and homophones.	1	2	3	4	97
<b>Writing</b>					
I can complete sentences with the correct tense.	1	2	3	4	90–2
I can write a talk about an early memory.	1	2	3	4	139
I can make detailed notes in preparation for talk.	1	2	3	4	139

## Framework level: B2

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Upper Intermediate Unit: 10
	with difficulty	easily			
	1	2	3	4	
<b>Listening</b>					<b>Page</b>
I can follow a conversation or narrative account and retell it in my own words.	1	2	3	4	100
I can follow and understand informal speech in a phone conversation.	1	2	3	4	103
I can keep up with an animated conversation between speakers of the target language.	1	2	3	4	103
I can follow conversations and identify moods, emotions and opinions.	1	2	3	4	103
I can listen to and understand a poem and understand its content.	1	2	3	4	106
<b>Reading</b>					
I can scan a text and identify and summarize the important details.	1	2	3	4	102, 104–5
I can read and understand a factual text and answer questions about the content.	1	2	3	4	102
I can scan quickly through long and complex texts and locate relevant details.	1	2	3	4	104–5
I can read a poem and recognize which words should go in it.	1	2	3	4	106
<b>Spoken interaction</b>					
I can take part in a discussion or a conversation with a partner about a range of topics.	1	2	3	4	99, 101, 104
I can tell a partner about myself and my experiences and listen to others as they talk about themselves.	1	2	3	4	103
I can discuss, with a partner or in a group, what I have heard or read and explain the content and context.	1	2	3	4	100, 106
I can offer advice, sympathy and criticism in a conversation.	1	2	3	4	103
I can agree and disagree in everyday conversations.	1	2	3	4	108
<b>Spoken production</b>					
I can tell a story from my own life experience.	1	2	3	4	103
I can retell an account or story.	1	2	3	4	104
I can present information to the class.	1	2	3	4	103, 104
I can read out a poem.	1	2	3	4	106
<b>Strategies</b>					
I can speculate about situations using modals.	1	2	3	4	101–3
I can work out the meaning of words from context.	1	2	3	4	104
I can use metaphors and idioms based on the body.	1	2	3	4	107
I can use shifting stress in sentences.	1	2	3	4	108
<b>Writing</b>					
I can write a poem.	1	2	3	4	106
I can write a text about a famous person’s life.	1	2	3	4	140
I can make sentences emphatic in a factual text.	1	2	3	4	140

## Framework level: B2

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Upper Intermediate Unit: 11
	with difficulty	easily			
	1	2	3	4	
<b>Listening</b>					<b>Page</b>
I can understand standard spoken language on both familiar and unfamiliar topics.	1	2	3	4	110
I can follow and understand informal and animated speech, using clues in the content to match the speakers to photographs.	1	2	3	4	110
I can keep up with an animated conversation between speakers of the target language.	1	2	3	4	110
I can understand recordings in the standard form of the language and identify speaker viewpoints and attitudes as well as the information content.	1	2	3	4	116
I can follow a radio programme and identify the topics and themes discussed.	1	2	3	4	116
<b>Reading</b>					
I can scan a text and identify and summarize the important details.	1	2	3	4	112
I can scan quickly through long and complex texts, and locate relevant details.	1	2	3	4	114–5
I can read intensively and work out where missing sentences go in a text.	1	2	3	4	114–5
I can read and understand informal texts and answer questions about the content.	1	2	3	4	114–5
I can read informal conversations and work out how best to use adverbs to link ideas.	1	2	3	4	118
<b>Spoken interaction</b>					
I can take part in a discussion or a conversation with a partner about a range of topics.	1	2	3	4	109, 114, 116
I can talk about my wishes and regrets with others.	1	2	3	4	110–2
I can discuss, with a partner or in a group, what I have heard or read and explain the content and context.	1	2	3	4	114
I can ask and answer questions, taking turns and listening.	1	2	3	4	114
I can interact in everyday conversations using linking adverbs.	1	2	3	4	118
<b>Spoken production</b>					
I can describe wishes and regrets.	1	2	3	4	110–2
I can describe my dreams and response to dreams.	1	2	3	4	116
I can present information to the class.	1	2	3	4	116
<b>Strategies</b>					
I can use hypothetical language structures.	1	2	3	4	110–1
I can work out the meaning of key words from the context.	1	2	3	4	114–5
I can use word pairs.	1	2	3	4	117
I can use adverbs to link and comment in an everyday conversation.	1	2	3	4	118
<b>Writing</b>					
I can complete sentences with the correct hypothetical form.	1	2	3	4	110–2
I can write a story about a lifetime dream.	1	2	3	4	141
I can use linking words and expressions in story.	1	2	3	4	141



## Framework level: B2

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Upper Intermediate  Unit: 12
	with difficulty	easily			
	1	2	3	4	
Listening					Page
I can understand standard spoken language on both familiar and unfamiliar topics.	1	2	3	4	120, 126
I can follow a story and notice the use of articles and determiners.	1	2	3	4	120–2
I can follow speakers and identify emotions and opinions.	1	2	3	4	126, 128
I can understand speakers talking about life stories and identify specific information.	1	2	3	4	126
I can keep up with an animated conversation between speakers of the target language.	1	2	3	4	127–8
I can listen to speakers in a business conversation and recognize points of view.	1	2	3	4	128
Reading					
I can read and do a lifestyle quiz.	1	2	3	4	120–1
I can scan a text and identify and summarize the important details.	1	2	3	4	124–5
I can read informative texts and make detailed notes.	1	2	3	4	124–5
I can scan quickly through long and complex texts and locate relevant details.	1	2	3	4	124–5
I can read, understand and respond to the content of a poem.	1	2	3	4	127
Spoken interaction					
I can take part in a discussion or a conversation with a partner about a range of topics.	1	2	3	4	119, 124, 126–7
I can discuss the answers to a quiz with a partner.	1	2	3	4	120
I can discuss, with a partner or in a group, what I have heard or read and explain the content and context.	1	2	3	4	121–3
I can ask and answer questions, taking turns and listening.	1	2	3	4	123–4
I can discuss different stages of life with a group of people.	1	2	3	4	126–7
I can interact in everyday business conversations.	1	2	3	4	128
I can take part in a formal debate.	1	2	3	4	128
Spoken production					
I can talk about my everyday life using determiners.	1	2	3	4	123
I can present information to the class.	1	2	3	4	123
I can describe my daily routine and how it follows my body clock.	1	2	3	4	124
I can present information in a formal debate.	1	2	3	4	128
Strategies					
I can work out the meaning of words from context.	1	2	3	4	120, 126
I can find new language structures in a text and work out their use.	1	2	3	4	122
I can use determiners in informal language.	1	2	3	4	123
I can prepare for and against arguments.	1	2	3	4	128
Writing					
I can complete sentences with the correct article or determiner.	1	2	3	4	120–2
I can write a poem about time.	1	2	3	4	127
I can write a cohesive and interesting text about a building or architect.	1	2	3	4	142
I can join sentences when writing using conjunctions of time, contrast and purpose and participle clauses.	1	2	3	4	142

# 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

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