

Fourth edition

New
Headway

**Pre-Intermediate
Language Portfolio**



OXFORD





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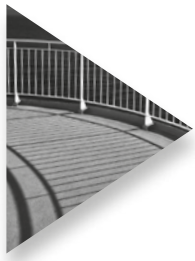
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Introduction

What is a Language Portfolio?

The *New Headway* 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 CEFR 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 *New Headway* 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.

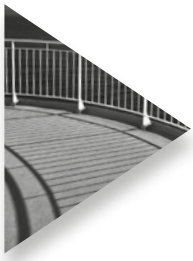
Updating your Portfolio

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	June 2012	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.

CEFR levels A1 and A2

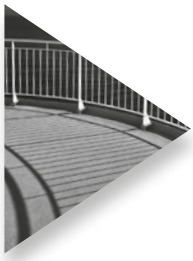
	CEFR level A1	CEFR level A2
Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal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

CEFR levels B1 and B2

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

CEFR levels C1 and C2

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



Language Biography

How to use your Language Biography

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

Your aims and objectives

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

Reasons	Time scale	English level required
e.g. to travel abroad on holiday	6 months	Listening <u> </u> B1 Reading <u> </u> A2 Speaking (interaction) <u> </u> B1 Speaking (production) <u> </u> A2 Writing <u> </u> A1
1		Listening <u> </u> Reading <u> </u> Speaking (interaction) <u> </u> Speaking (production) <u> </u> Writing <u> </u>
2		Listening <u> </u> Reading <u> </u> Speaking (interaction) <u> </u> Speaking (production) <u> </u> Writing <u> </u>
3		Listening <u> </u> Reading <u> </u> Speaking (interaction) <u> </u> Speaking (production) <u> </u> Writing <u> </u>
4		Listening <u> </u> Reading <u> </u> Speaking (interaction) <u> </u> Speaking (production) <u> </u> Writing <u> </u>
5		Listening <u> </u> Reading <u> </u> Speaking (interaction) <u> </u> Speaking (production) <u> </u> Writing <u> </u>

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: A2

Can do statements	I can do this				New Headway Pre-Intermediate Unit 1
	with difficulty		easily		
	1	2	3	4	
Listening					Page
I can understand what is said clearly, slowly, and directly in simple everyday conversation.	1	2	3	4	6, 7, 9, 10, 11, 13
I can listen to a short narrative and supply missing words in a text about the content.	1	2	3	4	6, 7
I can catch the main point in short, clear, simple narratives.	1	2	3	4	6, 10, 11
I can understand the essential information in short recorded passages that are spoken slowly and clearly.	1	2	3	4	6, 7, 9, 10, 13
I can listen to a narrative account and answer questions about the content.	1	2	3	4	6, 7, 9
I can recognize present, past and future tenses in a recorded interview.	1	2	3	4	8
I can tell the difference between words that sound alike but have different meanings.	1	2	3	4	8
I can listen to a conversation between three people and understand well enough to answer questions about what was said.	1	2	3	4	9
Reading					
I can understand simple written instructions.	1	2	3	4	6, 7, 8, 9, 10, 11, 12, 13
I can understand simple written texts and pick out important details.	1	2	3	4	10, 11
I can identify important information in short articles about personal characteristics and preferences.	1	2	3	4	10, 11
I can read a simple table of personal information.	1	2	3	4	10
I can understand short narratives and answer questions about the content.	1	2	3	4	10, 11
I can read a short text and identify mistakes in it.	1	2	3	4	104
Spoken interaction					
I can work with a partner to make sentences based on a written text and read them out loud.	1	2	3	4	6, 8
I can ask and answer questions about a written text.	1	2	3	4	6, 7, 8
I can hold a simple conversation.	1	2	3	4	6, 7, 8, 9, 10, 11, 12, 13
I can ask and answer questions about other people who are not taking part in the conversation.	1	2	3	4	6, 7, 8, 9, 10
I can take part in a roleplay, with a partner.	1	2	3	4	8, 13
I can discuss information that I have written or read with a partner and in a group.	1	2	3	4	10
I can work with a partner to identify mistakes in a written text and discuss ways of putting them right.	1	2	3	4	104
Spoken production					
I have a sufficient vocabulary for coping with simple everyday situations.	1	2	3	4	6, 7, 8, 9, 10, 11, 12
I can describe someone who has been described to me.	1	2	3	4	6, 7
I can read aloud descriptive sentences that I have written.	1	2	3	4	6
I can give short, basic descriptions of people and events.	1	2	3	4	6, 7, 8, 9
I can read aloud a short description that I have written about my best friend.	1	2	3	4	104
Strategies					
I can use some simple structures correctly.	1	2	3	4	6, 7, 8, 9, 10, 11, 12
I can build questions, using the correct starter words, and ask and answer questions with a partner.	1	2	3	4	7, 8
I can match simple greetings and questions with appropriate answers.	1	2	3	4	6, 13
I can choose between words that have similar meanings and put them in appropriate contexts.	1	2	3	4	12
I can recognize information from a visual source.	1	2	3	4	7, 9, 13
I can ask and answer questions in an interview or discussion.	1	2	3	4	6, 7, 8, 9
Writing					
I can listen to a short narrative and supply missing words in a text about the content.	1	2	3	4	6
I can complete simple sentences by inserting appropriate verbs, prepositions, and pronouns.	1	2	3	4	6, 7, 8, 12
I can write simple sentences, using past, present, and future tenses and memorized phrases and expressions.	1	2	3	4	6
I can write names in a list.	1	2	3	4	9
I can complete a simple table to match information and statistics.	1	2	3	4	10
I can make notes based on a conversation that I am listening to.	1	2	3	4	9
I can write short descriptive texts describing people I know.	1	2	3	4	9
I can read a list of words in random order and write a sentence from them.	1	2	3	4	9
I can use symbols to indicate mistakes in written texts.	1	2	3	4	104
I can write a short description of a friend.	1	2	3	4	104

Framework level: A2

Can do statements	I can do this				New Headway Pre-Intermediate Unit 2 Page
	with difficulty		easily		
	1	2	3	4	
Listening					
I can listen to an audio recording and understand it well enough to answer questions about it.	1	2	3	4	14, 15, 16, 17, 20
I can listen to a song and understand the words well enough to answer questions about it.	1	2	3	4	18
I can listen to two people describing a situation and identify differences in the two accounts.	1	2	3	4	20, 21
I can understand phrases, words and expressions used to describe a visual resource such as a photograph.	1	2	3	4	16
I can listen to short, audio recordings and recall what I have heard and use this to complete sentences with missing words.	1	2	3	4	15
I can understand some common colloquial words and expressions in everyday speech.	1	2	3	4	15, 16, 17, 18, 20, 21
I can identify how someone feels about an event by listening to the language they use.	1	2	3	4	14, 15, 20, 21
Reading					
I can identify important information from a short, simple written text.	1	2	3	4	15
I can pick out information from a chart and a visual source.	1	2	3	4	16, 151
I can understand simple written accounts that are accompanied by a photograph and can answer questions about them.	1	2	3	4	14, 15, 16, 18, 20, 21
I can understand short narratives about everyday things dealing with topics that are familiar to me if the text is written in simple language.	1	2	3	4	14, 15, 16, 18, 20, 21
I can read a postcard and replace words used in it, without changing the meaning.	1	2	3	4	105
I can match questions and answers from given lists.	1	2	3	4	21
Spoken interaction					
I can take part in a conversation describing and discussing what is important to me and what I like to do.	1	2	3	4	14, 17
I can take part in a discussion about getting on with people, for example 'my neighbours and what it takes to be a good neighbour'.	1	2	3	4	17, 20
I can discuss with a partner the use of specific forms of words in an audio recording.	1	2	3	4	15, 16, 17, 18, 20, 21
I can take part in a conversation with a partner about people described in an audio recording.	1	2	3	4	15, 16, 17, 18, 20, 21
I can take part in a conversation with a partner about people described in a written text.	1	2	3	4	16
I can ask and answer questions about everyday things.	1	2	3	4	16
I can take part in a discussion and can understand two different sides of an argument.	1	2	3	4	20, 21
I can listen to an audio recording and take part in a roleplay based on what I have heard.	1	2	3	4	20, 21
Spoken production					
I can make myself understood using memorized phrases and single expressions.	1	2	3	4	14, 15, 16, 17, 18, 19, 20, 21
I can use the correct parts of speech in simple sentences, including verbs, adjectives, connectives and descriptive language.	1	2	3	4	14, 15, 16, 17, 18, 19, 20, 21
I have a sufficient vocabulary to cope with simple everyday situations.	1	2	3	4	14, 15, 16, 17, 18, 19, 20, 21
I can describe to a partner or a group what I understand to be the meaning of unfamiliar terms.	1	2	3	4	15,
I can give short, basic descriptions of events.	1	2	3	4	14, 15, 16, 17, 18, 19, 20, 21
I can give a short spoken report about fame and fortune.	1	2	3	4	18
I can cooperate with a partner to roleplay a situation from an audio source.	1	2	3	4	16, 20, 21
Strategies					
I can identify people's activities and feelings from a visual source such as a photograph.	1	2	3	4	14, 15, 16, 18, 19, 20, 21
I can pick out information from a chart and a visual source.	1	2	3	4	16, 151
I can match verbs and phrases from given lists, to make simple statements or sentences.	1	2	3	4	16, 17
I can identify appropriate words or phrases from an audio source or a given list to complete sentences that have words or phrases missing.	1	2	3	4	15, 16, 17
I can match questions and answers from given lists.	1	2	3	4	21
I can read a postcard and replace words used in it, without changing the meaning.	1	2	3	4	105
Writing					
I can make simple notes about something that interests me.	1	2	3	4	17
I can read sentences in which some words are omitted, and write the missing phrases from a given source.	1	2	3	4	15
I can write appropriate headings in a chart.	1	2	3	4	18, 19
I can write a short report about fame and fortune.	1	2	3	4	18
I can complete a simple tick chart, quiz or questionnaire.	1	2	3	4	16, 18, 19
I can write a postcard to an English friend about a holiday I took.	1	2	3	4	105

Framework level: B1

Can do statements	I can do this				New Headway Pre-Intermediate Unit 3
	with difficulty		easily		
	1	2	3	4	Page
Listening					
I can listen to someone giving an account of an event, identify parts of speech such as verbs used in it, and use what I have heard to complete questions with missing words.	1	2	3	4	22, 23, 25
I can listen to statements that include a time reference and make judgements about them, such as whether they are true or false.	1	2	3	4	24
I can listen to sentences and repeat them.	1	2	3	4	24
I can listen to recorded speech and copy the pronunciation, tone and stress.	1	2	3	4	24
I can understand the main points of a radio news report and summarize its subject from a checklist.	1	2	3	4	25
I can listen to how Americans say dates and relate them to the form used in the UK.	1	2	3	4	29
Reading					
I can choose the correct tense of verbs from the context.	1	2	3	4	23
I can read short texts (for example news summaries) and find relevant facts and information (for example who has done what and where).	1	2	3	4	22, 23, 24, 26
I can use the Internet to research events in which I am interested.	1	2	3	4	23, 25
I can read accounts, such as a news story, and make judgements about them, such as whether they are true or false.	1	2	3	4	24, 26, 155
I can understand the plot of a clearly structured story and identify the most important episodes and events.	1	2	3	4	106, 107
Spoken interaction					
I can start, maintain and close simple face-to-face conversations.	1	2	3	4	22, 23, 24, 29
I can tell a story to a group, based on a text I have read, and answer questions from the group.	1	2	3	4	24
I can narrate a story I have researched and written to a class and answer questions about it.	1	2	3	4	25
I can discuss a simple text in a group, expressing my opinion and identifying points of agreement and disagreement.	1	2	3	4	26, 27
I can work in a group and answer questions about times and events.	1	2	3	4	29
Spoken production					
I can read a news story and, without referring to notes, retell it in my own words, to a group and answer questions about it.	1	2	3	4	24, 25, 26, 155
I can complete spoken sentences with the correct forms of verbs, and use adverbs where appropriate.	1	2	3	4	22, 23, 24, 28, 29
I can listen to sentences and repeat them, using the correct pronunciation of difficult words such as 'was' and 'were'.	1	2	3	4	23, 24
I can make statements that may or may not be true and invite a partner to tell the difference.	1	2	3	4	24
I can give detailed accounts of experiences, describing feelings and reactions.	1	2	3	4	26
Strategies					
I can recognize regular and irregular verbs and the different forms they take for different tenses.	1	2	3	4	22, 23, 24, 28
I can research a news story that interests me, illustrate it with pictures, narrate the story to a class and answer questions.	1	2	3	4	25
I can add the correct question word to phrases and sentences with missing words.	1	2	3	4	25
I can read short texts (for example, news summaries), understand the stories and express opinions about them.	1	2	3	4	26
I can choose the correct adverb in phrases with missing words, and match verbs with appropriate adverbs.	1	2	3	4	28
I can correct the word order in simple sentences.	1	2	3	4	28
I can answer simple questions about times and events.	1	2	3	4	29
I understand the difference between how the date is expressed in the US and UK and can use both forms.	1	2	3	4	29
I can use the correct prepositions in expressions relating to times and dates.	1	2	3	4	29
Writing					
I can work with a partner to write questions from verbal clues.	1	2	3	4	22
I can write the past tense of verbs in columns in a table.	1	2	3	4	24
I can use vocabulary that I know to complete sentences with missing words.	1	2	3	4	25
I can listen to a story, read at dictation speed, and write the exact words of the story while it is being dictated.	1	2	3	4	25
I can, as a member of a group, write an account of a story illustrated in pictures.	1	2	3	4	26, 107
I can read simple account of an event and build a narrative account or a story from it.	1	2	3	4	57
I can listen to dates and write them down correctly.	1	2	3	4	29
I can insert appropriate words, such as adverbs and adjectives, from a given list into a text to improve it.	1	2	3	4	106

Framework level: B1

Can do statements	I can do this				New Headway Pre-Intermediate Unit 4 Page
	with difficulty		easily		
	1	2	3	4	
Listening					
I can take part in a group discussion, listen to what other people say and make judgements about the content.	1	2	3	4	30, 31
I can listen to an audio recording and answer questions about the content.	1	2	3	4	31, 32, 34, 36
I can listen to up to six conversations and identify the speaker.	1	2	3	4	36
I can listen to up to six conversations that take place in different locations and identify the locations from clues in the conversations.	1	2	3	4	36, 37
I can listen to a recorded conversation and answer questions about what I have heard.	1	2	3	4	36
I can listen to an audio recording of a conversation and repeat what I have heard to the class.	1	2	3	4	36
I can listen to a recorded conversation, understand it and suggest how the conversation might continue.	1	2	3	4	37
I can compare recorded requests and answers with those I have practised with a partner.	1	2	3	4	37
Reading					
I can read short texts (for example, news summaries) and find relevant facts and information.	1	2	3	4	30, 32, 34, 108
I can read sentences with missing words and complete them, using a list of suggested words.	1	2	3	4	32, 33, 37
I can read sentences and identify single mistakes.	1	2	3	4	33
I can read up to three short texts and identify unusual features in them.	1	2	3	4	34, 35
I can read a text such as an email and answer questions about it.	1	2	3	4	36, 108
I can read two lists, one of polite requests and the other of possible responses, and match them appropriately.	1	2	3	4	37
Spoken interaction					
I can give or seek personal information, views and opinions in an informal discussion with friends.	1	2	3	4	30, 31, 32, 33
I can interview and be interviewed about recent events, and recognize when the interviewee might be inventing answers.	1	2	3	4	31
I can take part in a group discussion and summarize the opinions or ideas expressed.	1	2	3	4	30, 31
I can discuss a simple text with a partner and identify points of agreement and disagreement.	1	2	3	4	31
I can work with a partner to insert missing words such as nouns, articles or 'quantity words' into incomplete sentences.	1	2	3	4	31, 32, 33
I can work with a partner to read sentences and insert the appropriate missing articles, 'the' and 'an'.	1	2	3	4	33
I can work as part of a group to read and discuss a specified written account, and then, with partners from other groups, compare and contrast the accounts we have read.	1	2	3	4	34
I can work in a small group to match up descriptive words for amounts with appropriate nouns.	1	2	3	4	36
I can take part in a polite conversation, either initiating requests or providing appropriate answers to those requests.	1	2	3	4	37
I can make requests more polite by adding 'Would you mind...' and can practise requests in a group.	1	2	3	4	37
Spoken production					
I can read sentences, including questions and answers, aloud, discussing them with a partner and inserting the appropriate missing words such as suitable nouns or appropriate articles, 'the', 'a' and 'an'.	1	2	3	4	31, 32, 33
I can learn and repeat a conversation with a partner or teacher.	1	2	3	4	36, 37
I can work in a group, identify words missing from a sentence, call out the missing word and say the sentence.	1	2	3	4	32
I can complete requests with the correct form of 'can/could I' or 'can/could you'.	1	2	3	4	37
Strategies					
I can answer questions relating to a text I have read.	1	2	3	4	30
I can complete sentences, for example, about food, using nouns from a list provided.	1	2	3	4	31
I can, alone or in a group, differentiate between countable and uncountable nouns and determine which expressions of quantity go with countable and uncountable nouns.	1	2	3	4	31, 36
I can work with a partner to complete sentences with the correct expressions of quantity.	1	2	3	4	32
I can work with a partner to complete sentences with the pronouns 'something', 'someone' and 'somewhere'.	1	2	3	4	32
I can read a text and find examples of the definite and indefinite article.	1	2	3	4	33
I can express my opinion and answer questions on topics about which I have been reading and listening.	1	2	3	4	34
I can identify lines from recorded conversations and relate them to the correct participant.	1	2	3	4	36
I can learn a recorded conversation, then repeat or roleplay it to the class.	1	2	3	4	36
I can look at images of everyday activities and describe what is happening.	1	2	3	4	37
I can match questions on common subjects to answers from a list.	1	2	3	4	37
Writing					
I can write sentences using the definite, indefinite or no article.	1	2	3	4	30, 31, 32, 33, 36
I can make lists and notes to summarize my ideas, for example, listing foods and drinks that I like or summarizing events in my life.	1	2	3	4	30, 36, 108
I can label nouns and expressions of quantities as 'countable' or 'uncountable' and use appropriate terms such as 'some', 'any' and 'a few' to complete sentences.	1	2	3	4	31, 32
I can answer questions about important information from a text that I have read.	1	2	3	4	32
I can make notes about myself and use them to complete an email to an old friend with whom I have lost touch.	1	2	3	4	108
I can insert missing words, from a given list, to complete an email.	1	2	3	4	108
I can use related conjunctions, such as 'but', 'although', 'however', 'so' and 'because' in the correct context to join short, related statements to make a longer sentence.	1	2	3	4	108

Framework level: B1

Can do statements	I can do this				New Headway Pre-Intermediate Unit 5 Page
	with difficulty		easily		
	1	2	3	4	
Listening					
I can listen to a short narrative about people and identify the person who speaks a particular line, chosen from a list.	1	2	3	4	38
I can listen to someone describing his/her hopes, ambitions and dreams and identify the main points from the account.	1	2	3	4	39, 109
I can listen to short narratives about people and answer related questions.	1	2	3	4	40, 41
I can use recorded material as a prompt to ask and answer personal questions.	1	2	3	4	44
I can understand simple recorded material on common topics and match phrases used against a list of alternatives.	1	2	3	4	45
I can listen to recorded material and use it to check responses in a previous spoken exercise.	1	2	3	4	45
Reading					
I can understand the main points in short articles about people and answer questions about them.	1	2	3	4	38, 41
I can read a short account of someone describing his/her hopes, ambitions and dreams and identify and underline the main points from the account.	1	2	3	4	109
I can read entries written in a diary.	1	2	3	4	41, 151, 153
I can read different statements made by various people and identify the speaker, in each case, from a list of annotated visual images or prompts.	1	2	3	4	38
Spoken interaction					
I can complete sentences about my hopes and intentions, then tell the class about them.	1	2	3	4	38
I can practise the continuation of sentences with a partner, based on material we have listened to.	1	2	3	4	39
I can ask and answer personal questions, including plans, with a partner.	1	2	3	4	39, 40, 41, 44
I can work with a partner to describe someone I know.	1	2	3	4	41
I can arrange a meeting with a partner, based around other appointments listed as diary entries.	1	2	3	4	41, 151, 153
I can work in a group to think of questions to be used in a roleplay, and then take part in a roleplay, answering previously prepared questions	1	2	3	4	42
I can work in a group to ask and answer questions from a given list.	1	2	3	4	45
Spoken production					
I can practise reading aloud a report I have written, and present it to a group and answer questions about it.	1	2	3	4	109
I can listen to a conversation and, with a partner, roleplay how it may continue.	1	2	3	4	39, 40, 41
I can read a narrative text and, with a partner, develop a roleplay or conversation based on it.	1	2	3	4	40, 42
I can read aloud sentences with phrasal verbs, that I have constructed.	1	2	3	4	44
I can listen to simple recorded conversations and repeat what I have heard with the correct stress and intonation.	1	2	3	4	45
Strategies					
I can complete sentences based on recorded material to which I have listened.	1	2	3	4	38
I can make and complete sentences using the correct form of verbs, for example 'to work' and 'working', and phrasal verbs.	1	2	3	4	39, 44
I can match questions to a list of answers from two different respondents.	1	2	3	4	40
I can work with a partner to use the correct verb form from 'I'll' and 'I'm going to' in a range of sentences.	1	2	3	4	40
I can express my opinion, based on a series of written questions.	1	2	3	4	41, 42
I can make and match sentences, using 'I think' and 'will'.	1	2	3	4	41
I can use mime to demonstrate a simple activity to a partner.	1	2	3	4	44
Writing					
I can write questions containing a given set of words on a subject provided.	1	2	3	4	39
I can write notes about my hopes and plans for the future.	1	2	3	4	39, 109
I can read an account of someone describing his/her hopes, ambitions and dreams and rewrite it, so it applies to myself.	1	2	3	4	109
I can fill in entries in a diary.	1	2	3	4	41, 151, 153
I can complete conversations, using words or phrases from a list provided.	1	2	3	4	45

Framework level: B1

Can do statements	I can do this				New Headway Pre-Intermediate Unit 6 Page
	with difficulty		easily		
	1	2	3	4	
Listening					
I can listen to conversations about a person and identify the topic, such as health or appearance.	1	2	3	4	46
I can use recorded material to check my responses to an exercise.	1	2	3	4	46, 47, 52
I can listen to an audio recording and add the missing words, such as comparatives and superlatives, to sentences based on the recording.	1	2	3	4	47, 48, 49, 53
I can listen to an audio recording and copy the pronunciation.	1	2	3	4	48
I can listen to people talking about their families and use the information to answer questions and complete related sentences.	1	2	3	4	49
I can listen to recorded conversations and complete missing words in related questions and answers.	1	2	3	4	53
I can listen to recorded conversations and practise the conversations with a partner.	1	2	3	4	53
Reading					
I can read the text of a conversation with missing words and supply the words from my own vocabulary.	1	2	3	4	47
I can read illustrated texts about people and answer questions about them, completing sentences with words drawn from the text.	1	2	3	4	48, 49
I can read an illustrated text, look at the pictures with it, and answer questions about it.	1	2	3	4	48, 50, 110
I can read short narrative or informative texts, extract the main points from them and answer questions about them.	1	2	3	4	48, 50
I can read and understand descriptions of social and cultural aspects of a country.	1	2	3	4	50
I can read and understand entertainment listings and answer questions about the content.	1	2	3	4	53
Spoken interaction					
I can take part in a paired or group discussion, such as about people described in pen-portraits or the country where I live.	1	2	3	4	47, 48, 49, 50, 52
I can start, maintain and close simple face-to-face conversation on given topics.	1	2	3	4	47, 50
I can take part in a conversation or roleplay with a partner or in a group based on a conversation I have heard or read.	1	2	3	4	47, 48, 52, 53
I can take part in a conversation to compare the lifestyles of people profiled in an exercise.	1	2	3	4	48
I can take part in a paired or group discussion based on a written text that everyone has read.	1	2	3	4	50, 53
I can ask suitable questions to find information that I need, for example, to complete a questionnaire and present the responses to other students.	1	2	3	4	50
I can work in a group to find synonyms to modify sentences.	1	2	3	4	52
I can work with a partner, using available information, to plan an outing.	1	2	3	4	53
Spoken production					
I can look at a photograph of someone and give a spoken description.	1	2	3	4	46
I can recite or roleplay, with a partner, conversations based on what I have heard or read.	1	2	3	4	47, 48, 50, 52, 53
I can listen to conversations about a person and develop various alternative conversations with different views.	1	2	3	4	46
I can interview a partner who comes from a country other than my own and can use the information to tell a group about what I have learned.	1	2	3	4	50
I can work in a group to give and listen to reports about home towns and countries and compare them.	1	2	3	4	110
I can discuss, with a partner or in a group, alternative ways of completing sentences, to convey similar meanings.	1	2	3	4	50, 110
Strategies					
I can match written questions to a list of written answers.	1	2	3	4	46
I can read personal profiles or pen-portraits and use the information to answer questions about the people profiled and complete or create sentences comparing them.	1	2	3	4	46, 48, 50
I can choose the correct comparative and superlative forms of a list of adjectives (including irregular adjectives).	1	2	3	4	47
I can complete sentences in the form of questions, based on the context of previous questions and answers.	1	2	3	4	47
I can listen to sentences or conversations and repeat them, using different adjectives and with the correct stress and intonation.	1	2	3	4	48
I can decide which of a list of adjectives applies to my personality and to other people.	1	2	3	4	49
I can use relative pronouns to join two short sentences to form one longer sentence.	1	2	3	4	110
I can decide which words from a written text are synonyms and which are antonyms.	1	2	3	4	52
I can find synonyms or antonyms to replace adjectives from a list.	1	2	3	4	52
I can insert or replace words in sentences by using antonyms and synonyms.	1	2	3	4	52
I can listen to recorded conversations and practise or roleplay the conversations with a partner.	1	2	3	4	53
Writing					
I can complete a simple chart or checklist.	1	2	3	4	48, 49
I can write notes and prepare a short descriptive text, based on an interview I have carried out.	1	2	3	4	50
I can write a simple description of my home country or town including where it is, its history and what it is like now, and giving personal opinions about it.	1	2	3	4	50, 110
I can write sentences using adjectives from a list.	1	2	3	4	52
I can plan a day out, referring to information from leaflets, and prepare an itinerary.	1	2	3	4	52

Framework level: B1

Can do statements	I can do this				New Headway Pre-Intermediate Unit 7 Page
	with difficulty		easily		
	1	2	3	4	
Listening					
I can listen to a narrative and extract information, ask and answer questions and write sentences if required, and recall what I have heard to complete sentences with missing words.	1	2	3	4	54, 55, 56, 57, 60, 61
I can listen to audio recordings and pick out important information, summarizing and making comparisons.	1	2	3	4	54, 55, 56, 57, 60
I can listen to words and sentences and repeat them, copying them for stress, intonation and pronunciation.	1	2	3	4	57, 61
I can listen to a narrative and pick out what is important, answering questions and putting the different points in order.	1	2	3	4	60
I can listen to a short conversation and practise it with a partner.	1	2	3	4	55, 57, 61
Reading					
I can understand the main points in a short narrative article and answer questions about it.	1	2	3	4	54, 55, 56, 58, 59, 61
I can skim a text to find answers to questions.	1	2	3	4	54, 55, 56, 58, 59
I can read simple written statements and identify basic rules of grammar that are used in the statements.	1	2	3	4	56, 57
I can read and interpret numbers written in numerals.	1	2	3	4	55, 58
I can read narrative texts with different emphases and make comparisons.	1	2	3	4	54, 55
I can research information about a famous person, make notes and write a biography.	1	2	3	4	111
Spoken interaction					
I can ask a group of people simple questions and respond to their answers.	1	2	3	4	57
I can work with a partner to answer questions about a narrative, written or spoken.	1	2	3	4	54, 55, 56, 57, 58, 60, 61
I can interview and be interviewed about things that I or the interviewees have done.	1	2	3	4	57
I can take part in a conversation with a partner, using a list of written prompts.	1	2	3	4	55, 56, 57, 60, 61
I can cooperate with a partner or a group to produce a short spoken or written summary.	1	2	3	4	55, 56, 60
Spoken production					
I can convey simple information of immediate relevance, getting across points that I think are most important.	1	2	3	4	55, 56, 57, 60, 61
I can listen to words and repeat them, applying the correct stress and intonation.	1	2	3	4	57
I can apply question tags to sentences, to develop a discussion.	1	2	3	4	156
I can roleplay a conversation, with a partner, based on a scenario set up with a list of statements.	1	2	3	4	156
I can describe to a partner or a group events that I, my family, friends or someone I have heard or read about have experienced.	1	2	3	4	55, 57, 58, 60
I can read a descriptive text that I have written to the rest of my class.	1	2	3	4	110
Strategies					
I can construct and use sentences that include tenses such as the present perfect, with the appropriate lead-in word.	1	2	3	4	54, 55, 57, 58, 60, 61
I have a good understanding of the rules of grammar, including the use of tenses, pronouns and question tags.	1	2	3	4	55, 56, 60, 61
I can use question tags to change sentences, in order to develop a conversation.	1	2	3	4	156
I can add the correct suffixes to nouns to give the names of professions or jobs associated with the nouns.	1	2	3	4	57
I can work in a group to discuss and develop a narrative text, such as a family history.	1	2	3	4	60
I can use joining words such as 'who', 'which' and 'that' to join two short sentences to make a longer sentence.	1	2	3	4	110
Writing					
I can make notes or write sentences to help me prepare for conversations or discussions.	1	2	3	4	54, 55, 56, 57, 58, 59, 60, 61
I can insert appropriate questions into a list of answers about a topic that I know about.	1	2	3	4	56
I can complete a simple chart to show suffixes that can be applied to different parts of speech.	1	2	3	4	57
I can complete sentences with words I have heard and understood from an audio recording.	1	2	3	4	57
I can write questions (on the board) to help me to interrogate a written article.	1	2	3	4	58
I can use joining words such as 'who', 'which' and 'that' to rewrite two short sentences as one longer sentence.	1	2	3	4	110
I can write notes about my home town, where it is, its history and how I feel about it, and use them to write a descriptive account.	1	2	3	4	110
I can make notes and use them to write a biography, based on information that I have researched or have been given.	1	2	3	4	111

Framework level: B1

Can do statements	I can do this				New Headway Pre-Intermediate Unit 8 Page
	with difficulty		easily		
	1	2	3	4	
Listening					
I can listen to a recorded interview or personal account and answer questions about it.	1	2	3	4	62, 63, 65, 66, 69
I can listen to a recorded conversation between a native and a non-native speaker and answer questions about it.	1	2	3	4	69
I can listen to a number of sentences containing the same word and recognize and copy differences in pronunciation.	1	2	3	4	63
I can listen to an interview and use it to hold a similar conversation with a partner, using alternative language.	1	2	3	4	63, 65, 69
I can generally follow a narrative account, presented by up to three people, and can answer questions about the content.	1	2	3	4	66
I can listen to someone describing a situation, such as problem or difficulty, and offer advice or state opinions.	1	2	3	4	64, 65, 66
Reading					
I can understand the main points in an online advertisement and answer questions about it.	1	2	3	4	112
I can compare a formal letter with an informal email about the same topic and can recognize the different forms of expression appropriate to each.	1	2	3	4	112, 113
I can read a newspaper article, such as a problem page, and match to each problem a suggested response, from a list of options.	1	2	3	4	64
I can read and understand numbers written in numerals and identify different types of sports from small ideograms and match them to their written descriptions.	1	2	3	4	65
I can read a narrative text and ask and answer questions about it.	1	2	3	4	64, 66
Spoken interaction					
I can devise questions requiring the answer 'yes' or 'no', to ask a partner, to enable me to identify a 'secret' subject, such as a sport, and can swap roles, answering questions with 'yes' or 'no'.	1	2	3	4	63
I can use words that I know to identify terms to describe specialist categories, such as hobbies, jobs, feelings, clothing, illnesses and sports.	1	2	3	4	62, 63, 64, 65, 66, 68, 69
I can discuss with a partner or in a group a topic such as advice offered in a newspaper to solve personal problems and suggest alternative ideas.	1	2	3	4	64, 65
I can understand and use appropriate language to talk about personal problems to do with wellbeing or health, for example, when discussing personal problems or visiting a doctor.	1	2	3	4	64, 65, 69
I can take part in a group discussion about a topic with which I am familiar.	1	2	3	4	62, 65, 66
I can hold a conversation with a partner, using modals, 'have to' and the infinitive form of verbs.	1	2	3	4	63, 64
Spoken production					
I can describe a favourite pastime or hobby to a partner.	1	2	3	4	63
I can take part in a class survey.	1	2	3	4	66
I can express myself reasonably accurately in familiar, predictable situations.	1	2	3	4	62, 63, 64, 65, 66, 68, 69
I can work in a group to prepare a description of a successful person, and present it to the class.	1	2	3	4	65
I can work in a group to read written information and, together, answer questions about it.	1	2	3	4	66
I can discuss with a partner two varying accounts of the same event, each having read and summarized a different account.	1	2	3	4	66
Strategies					
I can listen to a recorded interview and use what I have heard to complete sentences with missing words.	1	2	3	4	63
I can recognize and use modal verbs and the infinitive form of other verbs, for example, with 'must', 'should' and 'have to'.	1	2	3	4	63, 64, 65
I can match descriptions of characteristics, activities or illnesses to images such as pictures or ideograms.	1	2	3	4	62, 63, 65, 68, 69
I can suggest advice to people with a range of problems, based on what I have read in a newspaper problem page.	1	2	3	4	64, 65
I can roleplay a dialogue based on a scenario such as a visit to the doctor.	1	2	3	4	69
I can choose words and phrases, from a given list or otherwise, to express an opinion.	1	2	3	4	63, 65
Writing					
I can complete a written sentence, list or dialogue, or a formal letter, supplying missing words from a given list of alternatives.	1	2	3	4	63, 64, 69, 112
I can combine suggested short pieces of text to write full sentences.	1	2	3	4	65
I can label an outline of a human body with the names of items of clothing, to show where they are worn.	1	2	3	4	68
I can match appropriate beginnings and endings to written communications.	1	2	3	4	112
I can write a simple formal letter about myself.	1	2	3	4	113

Framework level: B1

Can do statements	I can do this				New Headway Pre-Intermediate Unit 9
	with difficulty		easily		
	1	2	3	4	
Listening					Page
I can listen to a recorded narrative text, answer questions about it and draw conclusions from it, such as whether I agree with the content.	1	2	3	4	70, 71, 72, 73, 74
I can listen to a list of suggested answers to questions I have been asked, and check whether I was correct.	1	2	3	4	71, 76, 77
I can listen to an audio recording and copy it for stress and intonation.	1	2	3	4	71, 76, 77
I can listen to an audio extract and pick out important facts from it.	1	2	3	4	72, 73, 74, 77
Reading					
I can read a short narrative account or story, answer questions about it, and draw conclusions from it.	1	2	3	4	70, 71, 72, 74
I can read a short review of a book or a film and answer questions about it.	1	2	3	4	114
I can read a story with a hidden meaning or a moral, answer questions about it and understand what the writer is saying.	1	2	3	4	70, 72, 74
I can read short descriptive sentences and identify the most suitable places where they could be added into a text to provide more interest or detail.	1	2	3	4	71
I can match appropriate beginnings and endings for sentences.	1	2	3	4	71, 76, 77
I can read a short narrative text or story and retell it in my own words, using verbal or visual prompts.	1	2	3	4	72, 74
Spoken interaction					
I can discuss with a partner our answers to questions we have been asked.	1	2	3	4	71, 72, 73, 76
I can practise conversations with a partner, based on a suggested scenario.	1	2	3	4	71, 72, 73, 76, 77
I can tell a story with which I am familiar to a partner or a group.	1	2	3	4	74
I can take part in a discussion, with a partner or in a group, on a subject I know about, such as a book or film.	1	2	3	4	114
I can take part in a conversation or group discussion, describing my opinions, feelings or experiences.	1	2	3	4	71, 72, 73, 74, 76, 77
Spoken production					
I can ask and answer questions, in a pair or small group, including some exclamations in appropriate contexts.	1	2	3	4	77
I can cooperate with a partner to answer questions about a given text.	1	2	3	4	71, 72, 73, 74
I can tell or retell a story, with or without a partner, based on one I have read, or one that is presented in pictures.	1	2	3	4	72, 73, 74
I can explain strong emotions, such as those associated with anxiety, failure, success, loneliness, fear and excitement, and give reassurance or reasons why someone might feel like this.	1	2	3	4	76, 77
I can retell a story with which I am familiar, with or without visual or written prompts.	1	2	3	4	72, 73, 74
Strategies					
I can read a short narrative account and identify what pronouns used in the text refer to.	1	2	3	4	114
I can look at pictures that illustrate a short story and identify the characters portrayed and important features emphasized by the illustrations.	1	2	3	4	70, 72, 74
I can identify and use the past perfect, past continuous and past simple tenses in written and spoken sources, changing from one to another when asked to do so.	1	2	3	4	71, 73
In a group, I can look at pictures of well-known characters from English literature and identify them, and summarize the stories they are from.	1	2	3	4	70, 74, 114
I can identify positive and negative language and words, such as adjectives.	1	2	3	4	77
I can look at pictures of people in various situations and identify and describe how they are feeling.	1	2	3	4	70, 71, 72, 74, 76, 77
I can understand and use simple contractions in everyday speech.	1	2	3	4	71, 76, 77
I can choose and use appropriate conjunctions to join phrases or short sentences to make a longer sentence.	1	2	3	4	71, 72, 73
I can imagine myself in some real or fictional situations and describe my feelings.	1	2	3	4	73, 77
I can say the names of familiar fictional and non-fictional characters and answer simple questions about them.	1	2	3	4	73, 74
I can use words that I already know to construct questions and responses about a story I have read or heard.	1	2	3	4	70, 71, 72, 73, 74, 77
I have a sufficient vocabulary to express myself with some circumlocutions on most topics pertinent to my everyday life such as films, novels, emotions and current events.	1	2	3	4	70, 71, 72, 73, 74, 77
Writing					
I can listen to a short narrative and list important details in a table, and recognize and correct wrong information already in the table.	1	2	3	4	73
I can complete sentences to describe popular films that I have seen.	1	2	3	4	114
I can complete sentences and answer questions, using appropriate conjunctions.	1	2	3	4	72, 73, 74, 76
I can make notes about a film I have seen, using a given list of headings, and use my notes to write a review.	1	2	3	4	114

Framework level: B1

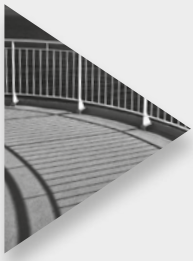
Can do statements	I can do this				New Headway Pre- Intermediate Unit 10
	with difficulty			easily	
	1	2	3	4	
Listening					Page
I can listen to an audio recording and use it to check responses in a previous exercise.	1	2	3	4	79, 80, 81, 85
I can listen to an audio recording and use it to answer questions or complete activities based on it.	1	2	3	4	80, 82, 84, 85
I can listen to words or phrases, such as compound nouns, identify different intonation and stress patterns and practise them.	1	2	3	4	81
I can listen to people discussing topics such as 'Internet firsts' and identify what they are talking about.	1	2	3	4	82
I can understand the main points of a telephone conversation and paraphrase what I have heard.	1	2	3	4	84, 85
I can listen to telephone numbers, practise saying them and write them down.	1	2	3	4	85
I can listen to a telephone conversation, learn it by heart and roleplay it with a partner.	1	2	3	4	85
Reading					
I can understand the main points in a short text about current or familiar topics and answer questions about the content.	1	2	3	4	78, 82, 115
I can understand public notices and know where they might be found.	1	2	3	4	78
I can read a simple text such as a fact file for sense and identify deliberate errors or misinformation from the context.	1	2	3	4	78
I can read a simple text, identify the use of passive verb forms and match them to active verb forms in a list of sentences.	1	2	3	4	79
I can read a list of incomplete statements and insert the missing words by modifying the form of the supplied verb.	1	2	3	4	80
I can match short summaries with longer texts to which they refer.	1	2	3	4	82
I can read a list of pros and cons relating to a social networking site and identify where I agree and where I disagree, putting points in order of importance.	1	2	3	4	82, 115
Spoken interaction					
I can use the passive form of verbs to complete sentences.	1	2	3	4	79, 80
I can talk about mobile phones and discuss their use in the future.	1	2	3	4	79, 80, 85
I can formulate questions about a text I have read and ask and answer them with a partner.	1	2	3	4	80, 82
I can assign an order to a list of inventions and discuss my ideas with the other students.	1	2	3	4	80
I can give or seek personal details and opinions in a discussion with a partner.	1	2	3	4	81
I can discuss the meaning of technical terms associated with the Internet.	1	2	3	4	82
I can roleplay, on my own or with a partner, a memorized or imaginary talk or conversation, for example, about my day.	1	2	3	4	84, 85
I can express my views to the class on things that annoy me and also those that might annoy people from different social groups.	1	2	3	4	84
I can listen to things that annoy members of my group and identify who suggested them.	1	2	3	4	84
I can take part in telephone calls to a partner on various topics.	1	2	3	4	85, 152, 154
Spoken production					
I can recognize and use parts of speech such as participles, nouns and the passive form of verbs.	1	2	3	4	79, 80, 81
I can listen to an audio recording, for example, that includes compound nouns, and list them out loud.	1	2	3	4	81
I can report to a group about topics such as how important events in the Internet's history have affected me.	1	2	3	4	82
I can describe, in words or as a roleplay, to a partner or a group, experiences that I have found annoying or stressful.	1	2	3	4	84
I can listen to a telephone conversation, learn it by heart and roleplay it with a partner, to each other or to the class.	1	2	3	4	85
Strategies					
I can take part in conversations, with a partner or in a group, using words that I know, and make myself understood.	1	2	3	4	78, 79, 80, 81, 82, 84, 85
I can work with lists of words, using given criteria to identify vocabulary, parts of speech or words with other special characteristics.	1	2	3	4	80, 81, 82, 84, 85
I can match a list of inventions with their dates of invention.	1	2	3	4	80
I can identify nouns that do not belong with the others, from a list.	1	2	3	4	81
I can choose a noun and a verb from a group, use them to write a sentence and read the sentence to the class.	1	2	3	4	81
I can make compound nouns from lists of nouns.	1	2	3	4	81
I can complete sentences with adjectives that can be qualified by 'well' or 'badly'.	1	2	3	4	81
I can list personal and other telephone numbers that I know by heart, including those for emergency and other services.	1	2	3	4	85
I can supply missing expressions in a simple telephone call transcription, after listening to the original call.	1	2	3	4	85
Writing					
I can identify different forms of verbs and write them in a chart.	1	2	3	4	79
I can expand questions using information from a previous exercise and ask and answer them with a partner.	1	2	3	4	80
I can write simple sentences to use the appropriate form of a given verb with a given noun.	1	2	3	4	81
I can write an imaginary conversation about the problems I have experienced during my day.	1	2	3	4	84
I can listen to telephone numbers and write them down.	1	2	3	4	85
I can write a list, for example, of uses of the Internet or my likes and dislikes about social networking sites	1	2	3	4	82, 84, 115
I can rewrite a text about social networking sites on the Internet, using linking words from a given list.	1	2	3	4	115
I can make notes about advantages and disadvantages of a given technological resource and use my notes to write a short narrative account.	1	2	3	4	82, 115

Framework level: B1

Can do statements	I can do this				New Headway Pre-Intermediate Unit 11 Page
	with difficulty		easily		
	1	2	3	4	
Listening					
I can listen to recorded material and use it to check responses in a previous exercise.	1	2	3	4	86, 87, 88, 89, 93
I can understand questions based on labelled pictures and answer questions about them.	1	2	3	4	88, 89, 90, 92, 93
I can understand a recorded conversation and can decide whether statements from a list, relating to the conversation are true or false.	1	2	3	4	89
I can listen to a short narrative and answer questions about the story it tells.	1	2	3	4	92
Reading					
I can understand the main points in short articles and answer related questions.	1	2	3	4	88, 89, 90
I can understand career or life-story details when presented in a table or short text and answer related questions.	1	2	3	4	86, 88, 89, 90, 92, 93
I can match questions to the correct answers from a list, based on a table of information.	1	2	3	4	86
I can work with a partner to read different texts and ask and answer related questions.	1	2	3	4	88
I can follow instructions to complete a simple form giving personal information.	1	2	3	4	116
I can read a short text and can decide whether related sentences are true or false.	1	2	3	4	90
I can understand a written source made up of incomplete sentences, with illustrations, and differentiate between good news and bad news, and choose appropriate words to complete the sentences.	1	2	3	4	93
Spoken interaction					
I can work with a partner, asking and answering set questions based on information we have been given.	1	2	3	4	86, 87, 88, 89, 90, 92, 93
I can work with a partner, using information from written or spoken sources, to make and answer questions.	1	2	3	4	88, 89, 90, 93
I can work with a partner, each of us having a different descriptive text about the same subject, and use questions and answers to build up a fuller descriptive text about the subject.	1	2	3	4	88, 89, 152, 154
I can start, maintain and close simple face-to-face conversations on topics that are related to given sources.	1	2	3	4	89
I can answer questions about people who live in my country and describe their way of life.	1	2	3	4	90
I can ask and answer questions about learning English, with a partner or teacher.	1	2	3	4	86
I can talk with a partner about friends I had when I was small.	1	2	3	4	89
I can work with a partner to read texts and ask and answer related questions.	1	2	3	4	88, 90
I can take part in a class discussion about a person or family about who I have read.	1	2	3	4	90
I can practise ready-made conversations with a partner and roleplay the conversations.	1	2	3	4	93
Spoken production					
I can work with a partner to compose questions beginning 'How long' in response to questions from a list.	1	2	3	4	87
I can devise questions based on a written or audio source, to ask a partner or a group.	1	2	3	4	87, 88, 89
I can choose the correct tense, from present perfect simple or present perfect continuous, to ask and answer questions.	1	2	3	4	87, 88, 89, 92, 93
I can research a topic that interests me and present my results as a talk to a group.	1	2	3	4	90
I can complete a conversation, based on incomplete sentences and a visual source, and roleplay it to the class.	1	2	3	4	93
Strategies					
I can conduct a class survey, for example, about singing ability.	1	2	3	4	86
I can understand forms of verbs, such as the present perfect simple and the present perfect continuous, and can use them to complete sentences with missing words.	1	2	3	4	86, 87, 88
I can work with a partner to ask 'why' questions and answer with 'because' and a reason, based on a series of pictures.	1	2	3	4	88
I can read messages on a social networking site and answer questions about the content.	1	2	3	4	89
I can match short headings from forms with questions to describe what is required.	1	2	3	4	116
I can research the history of a famous family and tell the story to the class.	1	2	3	4	90
I can express my views on narratives I have read.	1	2	3	4	90
I can put a series of sentences into the correct order to make a meaningful narrative.	1	2	3	4	92
I can insert words from a list into sentences, based on a series of pictures.	1	2	3	4	92
I can insert the correct words from a list into sentences.	1	2	3	4	92
Writing					
I can use the correct tense when writing a sentence.	1	2	3	4	86, 87, 88, 89, 90, 92, 93
I can write a list, for example, of the friends I had when I was small or events in a life-story.	1	2	3	4	89, 90
I can complete a series of questions when the answers are provided.	1	2	3	4	89
I can follow instructions to complete a simple form giving personal information.	1	2	3	4	116

Framework level: B1

Can do statements	I can do this				New Headway Pre-Intermediate Unit 12 Page
	with difficulty		easily		
	1	2	3	4	
Listening					
I can understand and describe the local weather forecast.	1	2	3	4	94
I can listen to a conversation and understand the difference between 'will' and 'might'.	1	2	3	4	94, 95
I can listen to an audio recording and use it to check responses in a previous exercise.	1	2	3	4	94, 95, 97, 100, 101
I can listen to and understand a short conversation, discuss it with a partner and answer questions about the subject or the events.	1	2	3	4	95, 96, 97
I can listen to and repeat or roleplay a short conversation, with correct pronunciation, intonation and stress.	1	2	3	4	96, 101
I can listen to an audio recording, take notes and check notes taken by someone else.	1	2	3	4	97, 98, 117
Reading					
I can read and listen to a short extract and answer questions.	1	2	3	4	94, 96
I can read a list of incomplete statements accompanied by a visual prompt and fill in the missing words.	1	2	3	4	95, 101
I can read notes taken by someone else and compare them with my own or, if written by two people, with each other.	1	2	3	4	97, 157
I can read and understand a short text and answer questions.	1	2	3	4	98
I can read a list of statements and correct errors in them.	1	2	3	4	100
Spoken interaction					
I can practise a conversation with a partner, using appropriate verbs such as 'will', 'might' and 'would'.	1	2	3	4	94, 95, 96
I can work with a partner to learn a ready-made conversation and act it to the class.	1	2	3	4	101
I can discuss and compare notes I have taken, based on an audio recording, with those taken by a partner, or compare notes taken by two other people, in two different ways.	1	2	3	4	98, 117
I can discuss with a partner various dilemmas and how we would deal with them.	1	2	3	4	98, 117
Spoken production					
I can work with a partner to make conversations about wishes or future possibilities.	1	2	3	4	95, 96
I can think about various topics, such as the wonders of the Universe and dilemmas that people experience, and construct responses and arguments to use in a class discussion.	1	2	3	4	97, 98, 157
I can learn a conversation from a written or audio source and, with a partner, recite or roleplay it to the class.	1	2	3	4	101
I can complete conversations using words from a table and visual clues.	1	2	3	4	101
Strategies					
I can hold a conversation, for example about plans, or dreams and wishes, using prepositions and conditional language and verbs such as 'will' and 'might' appropriately.	1	2	3	4	94, 96, 97, 100
I can understand the second conditional forms of verbs, in sentences about unlikely or improbable events.	1	2	3	4	96
I can work with a partner to create conditional sentences from words provided in a table.	1	2	3	4	97
I can give personal views, alone or in a group, based on a recording or text.	1	2	3	4	97, 98
I can understand and complete a short quiz.	1	2	3	4	98
I can choose the appropriate prepositions and adjectives to put with nouns, and prepositions to put with verbs, to make sentences or to fill gaps in incomplete phrases or sentences.	1	2	3	4	100
I can correct sentences that contain the wrong prepositions.	1	2	3	4	100
Writing					
I can write simple sentences expressing my three wishes and what I would do if they came true.	1	2	3	4	96
I can complete sentences using the first or second conditional verb forms.	1	2	3	4	97
I can write complete sentences from optional components listed in a chart.	1	2	3	4	97
I can take notes from an audio recording of a conversation.	1	2	3	4	97
I can write or complete sentences using the correct verb and preposition combinations and the correct noun and preposition combinations.	1	2	3	4	100
I can write down three important facts from an audio recording.	1	2	3	4	117
I can compare two methods of note-taking and choose which form I prefer.	1	2	3	4	117
I can use notes I have taken to write a summary of an audio recording.	1	2	3	4	117



Dossier

How to use the Dossier

The dossier section of your *New Headway* 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 Language 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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