

# English **Result**

Elementary Portfolio Practice Book

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**OXFORD**

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# INTRODUCTION

## What is a Language Portfolio?

A Language Portfolio is a set of documents. It is a record of your work and your intercultural experiences. You can see how you are making progress using the **Common European Framework of Reference (CEFR)** for language: A1–C2. You can see how you learn and what you can do.

The **English Result Elementary Portfolio Practice Book** is based on Council of Europe publications. You can use it to help you complete an 'official' Language Portfolio for English.

There are 3 parts to the Language Portfolio:

## The Language Passport

This is where you keep a résumé of your learning and record your language level, intercultural experiences, examinations, and qualifications. You can show this to people who want to know about your level and your learning.

Write your personal details at the beginning of the course, and complete your **Language Passport** at the end. To help you write a summary of your experiences and progress after you have studied **English Result Elementary**, you can use your **Language Biography** and **Dossier**.

## The Language Biography

The **Language Biography** helps you to keep a record of your language learning and intercultural experiences. It helps you reflect on your progress, and think about the best ways to learn.

You can use the **Language Biography** throughout the course. There are activities for you to do at the end of each **English Result Elementary** unit. Tick what you can do, and think about what you need to do. Reflect on your progress. Make notes about what you want to learn and how you learn. Complete some activities about your language learning and intercultural experiences. You can use these to help you fill in your **Language Passport** at the end of the course and to create your **Dossier** during the course.

## The Dossier

As you study **English Result Elementary**, you can make a **Dossier**. Your **Dossier** is a file of your study notes and work. You can use this with your **Language Passport** to show people examples of your work. It is a personal and flexible record of your learning.

Organize your material and add to, or change, the contents of your **Dossier** whenever you want.

# THE LANGUAGE PASSPORT

## What is a Language Passport?

A **Language Passport** is a résumé of your learning progress in English. It contains:

- your **Linguistic Profile**. This is a record of your personal details, self-assessment, examinations and certificates. >>> Passport p.5
- your **Study Experiences**. This is a summary of your language learning history. It shows where and when you have learnt English. >>> Passport p.6
- your **Intercultural Experiences**. This is a summary of your contact with the culture of people who speak English. It shows what experiences you have had in your own country and places where people speak English. >>> Passport p.7

## How do I use it?

At the beginning of the course, write your personal details in the **Linguistic Profile**. At the end of the course, complete the **Linguistic Profile**, **Study Experiences**, and **Intercultural Experiences**.

## Self-assessment

To assess your level at the beginning (and end) of the course, complete the grid to show what you can do in listening, reading, spoken interaction, spoken production, and writing. Use the **Common European Framework of Reference** levels >>> Passport p.8 to help you, and the **Biography Progress Profile** >>> Biography p.10.

Example:

	A1	A2	B1	B2	C1	C2
Listening						
Reading						
Spoken Interaction						
Spoken Production						
Writing						

Sign the bottom of the page and ask a second person, for example your teacher, to sign to show they agree.

## Study and intercultural experiences

As you study **English Result Elementary**, make notes on the **Biography Learning Profile**. >>> Biography p.11. You can use these to help you complete information in your **Language Passport**. You can write your notes in your own language if you want to.

Now you can start your Portfolio.

# Linguistic Profile

## Personal details

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

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

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

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

Place of study: \_\_\_\_\_

## Self-assessment grid

CEFR Levels >>> p.8

	A1	A2	B1	B2	C1	C2
Listening						
Reading						
Spoken Interaction						
Spoken production						
Writing						

Last updated: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

## Exams and certificates

Name of exam	Level: A1 – C2	Grade	Where I took the exam	Date

Signed \_\_\_\_\_

Date \_\_\_\_\_

Counter-signed \_\_\_\_\_

Date \_\_\_\_\_

## Study Experiences

At the end of your course, write a résumé of your study experiences at home and in places where English is spoken. Use your notes in your Language Biography to help you. >> Biography p.11

### At home

Where and when have you studied English in your country?  
For how long?

	3 months	6 months	9 months	1 year +	3 years +
Primary / secondary education					
Higher education					
At work					
At a language academy					
With English speakers you know					
In your free time?					
Other ...					

### In places where English is spoken

Where and when have you studied English where the language is spoken?  
For how long?

	3 months	6 months	9 months	1 year +	3 years +
On holiday					
On a summer course					
On a work visit					
At a language academy					
On an exchange programme					
With English speakers you know					
Other ...					

## Intercultural Experiences

At the end of your course, write a résumé of your intercultural experiences at home and in places where English is spoken. Use your notes in your **Language Biography** to help you. >> Biography p.11

### At home

Where and when have you had intercultural experiences in your country? What did you do? Tick (✓) the experiences you've had.

Meet people at school, at work, with friends?	
Meet tourists?	
Go to an English-speaking festival or event?	
Find information on the internet?	
Write emails?	

Read books?	
Listen to music?	
Go to the theatre?	
Watch international events on TV?	
Other ...	

What did you enjoy? What did you learn? What did you find interesting?

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### In places where English is spoken

Where and when have you had intercultural experiences where the language is spoken? What did you do? Tick (✓) the experiences you've had.

Go to a festival or event?	
Stay with people?	
Meet people on holiday?	
Go shopping?	

Go to a bank?	
Order a meal?	
Ask for directions?	
Other ...	

What did you enjoy? What did you learn? What did you find interesting?

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## Common European Framework of Reference Levels

	UNDERSTANDING	SPEAKING	WRITING
<b>Listening</b>	<b>A1</b> I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	<b>A2</b> 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>B1</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 or professional interest when the delivery is relatively slow and clear.
<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.	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 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.	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 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.	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 contribution skilfully to those of other speakers.
<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 needs. I can write a very simple personal letter, for example thanking someone for something.	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 a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.
	<b>C1</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 television programmes and films without too much effort.	<b>B2</b> 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>C2</b> 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.
			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.
			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.
			I can present a clear, smoothly-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.
			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.



# THE LANGUAGE BIOGRAPHY

## What is a Language Biography?

The information in your **Language Biography** helps you 'see' your learning and think about how to be a better language learner. It gives you information to use in your **Language Passport** and **Dossier**. With the **Language Biography** you can:

- see what you have learnt and how.
- plan your learning needs, priorities, and objectives.
- reflect on your language learning and intercultural experiences.
- evaluate your progress using **Common European Framework of Reference Levels**.

In the **Language Biography**, you will find:

- a **Biography Progress Profile**.
- a **Biography Learning Profile**.
- an *I can* Checklist for every unit.
- **Reflect and Record** activities.
- **Assessment records**.

## How do I use it?

- **Biography Progress Profile**. Mark your progress when you finish Unit 1 and after Units 4, 8, and 12. Put a tick in the boxes for the levels when you think you can do the activities. Use the information to help you complete the self-assessment grid in the **Language Passport** at the end of the course. Think about your aims as you mark your progress through the course.
- **Biography Learning Profile**. Write some notes about your language learning history, how you learn best, and your intercultural experiences. **Reflect and Record** activities tell you when to write notes in your **Biography Progress Profile**.
- **I can Checklists**. When you have done each Student's Book unit, use the **I can Checklists** to think about your progress. Read the statements and find the pages in your Student's Book. If you are happy with your work, tick 'yes' and write the date. If you want to do more work, decide what to do and when you are going to do it. Make a note and assess your progress again.

### Example:

LISTENING				
I can understand some ...	Student's Book	Are you happy with what you can do?	More practice? What? When?	Now are you happy with what you can do?
phrases for saying hello and goodbye.	p.7	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Date: 7.09	Workbook, page 4, ex. 1	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Date: 9.09

- **Reflect and Record**. Do the activities at the end of each unit. They will give you ideas to help you become a better learner. File your work in the **Dossier**.
- **Assessment records**. Write in your marks and complete some sentences about your work. Use your marks to help you complete the **Biography Progress Profile**. File your work in your **Dossier** with your unit tests.



## Biography Learning Profile

As you do the **Reflect and Record** activities, make some notes in your **Biography Learning Profile**. At the end of the course, you can use these notes to complete the résumé in your **Language Passport**. »» Passport pp.6-7

### Language learning and intercultural experiences at home

Language learning: »» Reflect and Record pp.13, 15, 17, 19, 27, 31.

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Intercultural experiences: »» Reflect and Record pp.13, 17, 21, 23, 29, 33.

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### Language learning and intercultural experiences where English is spoken

Language learning: »» Reflect and Record pp.17, 19, 27, 31.

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Intercultural experiences: »» Reflect and Record pp.13, 17, 21, 23, 29, 31, 33.

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# 1

## Personal identification

### I can Checklist

<b>More practice?</b>
<b>Workbook pp.4–9, 76</b>
<b>MultiROM</b>
<b>Website <a href="http://www.oup.com/elt/result">www.oup.com/elt/result</a></b>
<b>My ideas</b>

<b>LISTENING</b>				
<b>I can understand some ...</b>	<b>Student's Book</b>	<b>Are you happy with what you can do?</b>	<b>More practice? What?</b>	<b>Now are you happy with what you can do?</b>
phrases for saying hello and goodbye.	p.7	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
letters and numbers in a short interview about personal information.	p.9	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
key words in a conversation about personal information.	p.13	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
<b>READING</b>				
<b>I can understand some ...</b>	<b>Student's Book</b>	<b>Are you happy with what you can do?</b>	<b>More practice? What?</b>	<b>Now are you happy with what you can do?</b>
words and phrases in signs and labels.	p.10	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
words and phrases in a dialogue about personal information.	p.12	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
words and phrases on a form.	p.14	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
<b>SPOKEN INTERACTION</b>				
<b>I can ...</b>	<b>Student's Book</b>	<b>Are you happy with what you can do?</b>	<b>More practice? What?</b>	<b>Now are you happy with what you can do?</b>
say hello.	p.7	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
ask people's names.	p.7	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
give phone numbers and email addresses.	p.9	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
give my name and address.	p.11	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
start a conversation when I meet somebody the first time.	p.13	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
use polite words.	p.13	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
<b>INTERACTION STRATEGIES</b>				
<b>I can ...</b>	<b>Student's Book</b>	<b>Are you happy with what you can do?</b>	<b>More practice? What?</b>	<b>Now are you happy with what you can do?</b>
use <i>Sorry?</i> to ask for repetition.	p.7	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
ask for and give spelling to help me understand.	p.8	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
ask for language help.	p.14	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
ask questions for clarification.	p.15	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
<b>WRITING</b>				
<b>I can ...</b>	<b>Student's Book</b>	<b>Are you happy with what you can do?</b>	<b>More practice? What?</b>	<b>Now are you happy with what you can do?</b>
write personal details on a form.	p.14	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:

## Reflect and Record

### Learning: making plans

- 1 What can you do now? >>> Biography p.10
- 2 Why are you learning English? Put a tick (✓) next to the reasons. You can tick more than one.  
**Reasons:** holiday  work  exams  fun  other
- 3 What do you need to do? Put the skills in order of importance for you. Number them 1–5.  
 Listening  Reading  Spoken Interaction  Spoken Production  Writing

### Language: phrases for saying hello and goodbye

- 1 Copy the table. Look at Unit 1. Add some phrases you want to remember and find them in the audio script. Write a short conversation and a translation for each one.

Saying hello and goodbye		
Phrase	My language	Example conversation
What's your name?		A. Hi, my name's ... What's your name?
B. My name's ...		

- 2 Review your notes before you meet people who speak English. >>> Dossier p.37

### Assessment record >>> Dossier p.42

**Writing:** Copy the title of your work and your mark. Complete the sentences.

<b>Title:</b> _____ <b>Mark</b> _____
I completed _____ (all / some) sections.
Capital letters _____ (are / aren't) correct.
Writing is _____ (easy / difficult) to read.

### Tests: Marks

Grammar		Writing	
Vocabulary		Listening	
Pronunciation		Speaking	
Reading			
Study priorities:			

# 2 Personal relations

## I can Checklist

**More practice?**  
**Workbook pp.10–15, 77**  
**MultiROM**  
**Website [www.oup.com/elt/result](http://www.oup.com/elt/result)**  
**My ideas**

<b>LISTENING</b>				
<b>I can understand some ...</b>	<b>Student's Book</b>	<b>Are you happy with what you can do?</b>	<b>More practice? What? When?</b>	<b>Now are you happy with what you can do?</b>
words and phrases in a greeting conversation.	p.17	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
key words in short introductions.	p.19	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
key words in a list of numbers.	p.23	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
<b>READING</b>				
<b>I can understand some ...</b>	<b>Student's Book</b>	<b>Are you happy with what you can do?</b>	<b>More practice? What? When?</b>	<b>Now are you happy with what you can do?</b>
key information in a timetable.	p.17	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
detail in short descriptions.	p.20	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
key words and phrases, and find specific information in a dialogue about the time.	p.22	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
key words in a short message of introduction.	p.24	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
<b>SPOKEN INTERACTION</b>				
<b>I can ...</b>	<b>Student's Book</b>	<b>Are you happy with what you can do?</b>	<b>More practice? What? When?</b>	<b>Now are you happy with what you can do?</b>
use English in the classroom.	p.17	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
introduce my family.	p.19	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
talk about the time.	p.23	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
<b>SPOKEN PRODUCTION</b>				
<b>I can ...</b>	<b>Student's Book</b>	<b>Are you happy with what you can do?</b>	<b>More practice? What? When?</b>	<b>Now are you happy with what you can do?</b>
describe people.	p.21	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
<b>INTERACTION STRATEGIES</b>				
<b>I can ...</b>	<b>Student's Book</b>	<b>Are you happy with what you can do?</b>	<b>More practice? What? When?</b>	<b>Now are you happy with what you can do?</b>
ask questions about English.	p.17	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
ask questions to show interest.	p.19	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
<b>WRITING</b>				
<b>I can ...</b>	<b>Student's Book</b>	<b>Are you happy with what you can do?</b>	<b>More practice? What? When?</b>	<b>Now are you happy with what you can do?</b>
write a message of introduction.	p.24	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:

## Reflect and Record

### Learning: English around me

1 Think about where you live. Put a tick (✓) next to the things where you see or hear English. Add some more examples.

**Example:**  in the classroom

on television  on the radio  in films  in the street  on a restaurant menu

others:  \_\_\_\_\_  \_\_\_\_\_  \_\_\_\_\_  \_\_\_\_\_  \_\_\_\_\_

2 Choose one day next week and look for two more examples of English where you live. Add them to the list in Exercise 1.

3 Copy the table *Asking for help* below. Look at the example and add some phrases you want to use.

Asking for help	
Questions	My language
What's that in English?	

4 Add more phrases and read them again before you go to class. >>> Dossier p.37

### Language: prepositions, days, and times

1 Think about your learning. What are you going to do? Copy the table and look at the example. Write some more plans. Tick (✓) when you do them.

Prepositions, days and times				
Learning plan	at + time	on + day	no preposition	By date
Example: Go to class	at 16.00	On Wednesday		4.09 ✓
Read ...				
Listen to ...				

2 Look at your plans every week. Write some new plans. >>> Dossier p.37

### Assessment record >>> Dossier p.42

**Writing:** Copy the title of your work and your mark. Complete the sentences

Title : _____	Mark _____
This is my _____ (first / second) draft.	
I _____ (used / didn't use) a dictionary.	
There are _____ (some / no) mistakes with the apostrophe.	

**Tests:** Marks

Grammar		Writing	
Vocabulary		Listening	
Pronunciation		Speaking	
Reading			
Study priorities:			

# 3

## Countries and places

### I can Checklist

<b>More practice?</b>
<b>Workbook pp.16–21, 78</b>
<b>MultiROM</b>
<b>Website <a href="http://www.oup.com/elt/result">www.oup.com/elt/result</a></b>
<b>My ideas</b>

LISTENING				
I can understand some ...	Student's Book	Are you happy with what you can do?	More practice? What? When?	Now are you happy with what you can do?
detail in short conversations about directions.	p.27	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
detail in short quiz questions about countries.	p.29	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
detail in short descriptions of where people are in town.	p.31	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
key words and phrases in an interview about language skills.	p.33	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
READING				
I can understand some ...	Student's Book	Are you happy with what you can do?	More practice? What? When?	Now are you happy with what you can do?
key words in signs and symbols on a map.	p.26	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
key words and find specific information in a short personal introduction.	p.28	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
key words and find specific information in a dialogue about languages.	p.33	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
detail in a personal description paragraph.	p.34	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
SPOKEN INTERACTION				
I can ...	Student's Book	Are you happy with what you can do?	More practice? What? When?	Now are you happy with what you can do?
ask for information about places.	p.27	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
say where I am in town.	p.31	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
talk about my language skills.	p.33	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
SPOKEN PRODUCTION				
I can ...	Student's Book	Are you happy with what you can do?	More practice? What? When?	Now are you happy with what you can do?
talk about countries.	p.29	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
INTERACTION STRATEGIES				
I can ...	Student's Book	Are you happy with what you can do?	More practice? What? When?	Now are you happy with what you can do?
use <i>Excuse me</i> to attract attention.	p.27	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
use <i>Really</i> to show interest.	p.33	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
WRITING				
I can ...	Student's Book	Are you happy with what you can do?	More practice? What? When?	Now are you happy with what you can do?
write about my country and languages.	p.34	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
join some sentences with <i>and</i> and <i>but</i> .	p.34	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:



## Reflect and Record

### Learning: when I use English

- 1 Think about when you use English. Put a tick (✓) next to the things you do. Add some more examples.

In class, I ...	At home, I ...
<input type="checkbox"/> listen to my teacher speaking English.	<input type="checkbox"/> look at my class work again.
<input type="checkbox"/> listen to other students speaking English.	<input type="checkbox"/> look at the pictures in my course book again.
<input type="checkbox"/> ask my teacher for help if I don't understand.	<input type="checkbox"/> test my vocabulary.
<input type="checkbox"/> answer questions.	<input type="checkbox"/> look at the audio scripts again.
<input type="checkbox"/> use my dictionary.	<input type="checkbox"/> listen to songs in English.
<input type="checkbox"/> other ...	<input type="checkbox"/> other ...

- 2 Choose one thing you don't do. Try it next class, or when you have time at home.

Complete this sentence: I tried \_\_\_\_\_. This is a \_\_\_\_\_ (good / bad) idea for me.

### Language: nationality

- 1 Copy the table and look at the examples. Add other nationalities you know and choose more words you want to remember in Unit 3. Use a dictionary and underline the strong syllable. Which words end with the same letters?

Nationality				
Country	Nationality	Language	Currency	Notes
England	<u>English</u>	English	Pound	Capital letters!
Portugal	<u>Portuguese</u>	Portuguese	Euro	

- 2 Add more words when you meet or hear about people from different countries. >>> Dossier p.37

### Assessment record >>> Dossier p.42

**Writing:** Copy the title of your work and your mark. Complete the sentences.

Title : _____ Mark _____
Spelling _____ (is / isn't) good.
included _____ (all / some) information.
I _____ (reviewed / didn't review) my writing.

### Tests: Marks

Grammar		Writing	
Vocabulary		Listening	
Pronunciation		Speaking	
Reading			
Study priorities:			

# 4 Everyday life

## I can Checklist

**More practice?**  
**Workbook pp.22–27, 79**  
**MultiROM**  
**Website [www.oup.com/elt/result](http://www.oup.com/elt/result)**  
**My ideas**

LISTENING				
I can understand some ...	Student's Book	Are you happy with what you can do?	More practice? What? When?	Now are you happy with what you can do?
detail in short conversations about news.	p.37	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
key words and detail in an interview about everyday habits.	p.41	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
key words and main points in a description of a typical day.	p.43	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
READING				
I can understand some ...	Student's Book	Are you happy with what you can do?	More practice? What? When?	Now are you happy with what you can do?
key words and phrases in signs and notices.	p.36	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
key words and phrases in titles and notes.	p.38	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
detail in short puzzles.	p.39	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
detail in quiz questions and answers.	p.40	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
SPOKEN INTERACTION				
I can ...	Student's Book	Are you happy with what you can do?	More practice? What? When?	Now are you happy with what you can do?
respond to good and bad news.	p.37	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
describe morning habits.	p.41	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
SPOKEN PRODUCTION				
I can ...	Student's Book	Are you happy with what you can do?	More practice? What? When?	Now are you happy with what you can do?
say dates.	p.39	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
describe a day.	p. 43	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
INTERACTION STRATEGIES				
I can ...	Student's Book	Are you happy with what you can do?	More practice? What? When?	Now are you happy with what you can do?
give informative answers.	p.41	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
use intonation to respond to news.	p.37	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
WRITING				
I can ...	Student's Book	Are you happy with what you can do?	More practice? What? When?	Now are you happy with what you can do?
write a paragraph about everyday life in my country.	p.44	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:

## Reflect and Record

### Learning: think about listening

1 Think about listening. Put a tick (✓) next to the things you do. Add some more examples.

In class, I ...	At home, I ...
<input type="checkbox"/> listen to my teacher speaking English.	<input type="checkbox"/> listen for English words on television.
<input type="checkbox"/> listen to other students speaking English.	<input type="checkbox"/> practise conversations in English with a student.
<input type="checkbox"/> think about the topic before I listen.	<input type="checkbox"/> listen to English on the Internet or radio.
<input type="checkbox"/> listen for key words and phrases.	<input type="checkbox"/> listen to songs in English.
<input type="checkbox"/> guess words I don't know.	<input type="checkbox"/> listen to tourists.
<input type="checkbox"/> other ...	<input type="checkbox"/> other ...

2 Choose one thing you don't do. Try it next class, or when you have time at home.

Complete this sentence: I tried \_\_\_\_\_ . This is a \_\_\_\_\_ (good / bad) idea for me.

3 Update the **Biography Progress Profile** >>> Biography p.10. Read the information about listening. Use the **CEFR Levels** to help you. Look at the **I can Checklists** for listening notes for Unit 1–4. What can you do? Tick (✓) the boxes.

4 Do the same for the other skills.

### Language: habits and routines

1 Copy the table and look at the example. Think about your habits and routines for this week. Choose words for habits and routines in Unit 4.

Habits and routines				
What?	Time in the week.	Time at the weekend	A different day?	Notes
Get up	Monday to Friday at 7.30	On Saturday and Sunday at 9.30	On September 14th - at 8.30!	

2 Add more habits and routine words as you study English. >>> Dossier p.37

### Assessment record >>> Dossier p.42

**Writing:** Copy the title of your work and your mark. Complete the sentences.

Title : _____ Mark _____
I _____ (reviewed / didn't review) my writing.
I _____ (used / didn't use) a dictionary.
There are _____ (no / some) mistakes in prepositions.

**Tests:** Marks

Grammar		Writing	
Vocabulary		Listening	
Pronunciation		Speaking	
Reading			
Study priorities:			

# 5

## Relations with others

### I can Checklist

<b>More practice?</b>
<b>Workbook pp.28–33, 80</b>
<b>MultiROM</b>
<b>Website <a href="http://www.oup.com/elt/result">www.oup.com/elt/result</a></b>
<b>My ideas</b>

<b>LISTENING</b>				
<b>I can understand some ...</b>	<b>Student's Book</b>	<b>Are you happy with what you can do?</b>	<b>More practice? What? When?</b>	<b>Now are you happy with what you can do?</b>
detail in short phrases describing people and objects.	p.49	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
main points in a short description of people.	p.49	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
main points in shopping conversations.	p.51	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
detail in a conversation about people's interests.	p.53	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
<b>READING</b>				
<b>I can understand some ...</b>	<b>Student's Book</b>	<b>Are you happy with what you can do?</b>	<b>More practice? What? When?</b>	<b>Now are you happy with what you can do?</b>
detail in short descriptions about people.	p.47	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
key words and phrases in a shopping dialogue.	p.51	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
new words in a shopping catalogue.	p.53	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
key words and find specific information in a poem.	p.54	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
<b>SPOKEN INTERACTION</b>				
<b>I can ...</b>	<b>Student's Book</b>	<b>Are you happy with what you can do?</b>	<b>More practice? What? When?</b>	<b>Now are you happy with what you can do?</b>
introduce people.	p.47	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
ask for things in shops.	p.51	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
ask about people's interests.	p.53	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
<b>SPOKEN PRODUCTION</b>				
<b>I can ...</b>	<b>Student's Book</b>	<b>Are you happy with what you can do?</b>	<b>More practice? What? When?</b>	<b>Now are you happy with what you can do?</b>
describe people and objects.	p.49	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
<b>INTERACTION STRATEGIES</b>				
<b>I can ...</b>	<b>Student's Book</b>	<b>Are you happy with what you can do?</b>	<b>More practice? What? When?</b>	<b>Now are you happy with what you can do?</b>
ask questions for clarification.	p.49	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
<b>WRITING</b>				
<b>I can ...</b>	<b>Student's Book</b>	<b>Are you happy with what you can do?</b>	<b>More practice? What? When?</b>	<b>Now are you happy with what you can do?</b>
write a self-portrait.	p.54	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
join sentences with <i>and</i> and <i>but</i> .	p.54	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:

## Reflect and Record

### Culture: polite expressions

- 1 Copy the table and the example. Look at Units 1–5 and the audio scripts. Find more polite words and phrases you want to remember. Make some notes. Add more phrases you know. Do you do the same in your language?

Polite expressions		
Words and phrases	Example conversation	Notes
Excuse me! (to attract attention)	A Excuse me! Are you Eddy Martínez? B Yes, that's right.	To attract attention in my language, we ...

- 2 Review your notes before you meet people who speak English. >>> Dossier p.37

### Language: Adjectives

- 1 Copy the table. Write more phrases with adjectives you want to remember from Unit 5.

Adjectives		
Phrases	My language	Notes
a green bag		Adjective (always singular) + noun
new green bags		Colour adjectives after other adjectives
an old French film		Capital letters for nationality ...

- 2 Add more phrases to describe your personal possessions. >>> Dossier p.37

### Assessment record >>> Dossier p.42

**Writing:** Copy the title of your work and your mark. Complete the sentences.

Title : _____	Mark _____
This is a _____ (first / second) draft.	
Adjectives are _____ (sometimes / always) correct.	
I included _____ (some / a lot of) information.	

### Tests: Marks

Grammar		Writing	
Vocabulary		Listening	
Pronunciation		Speaking	
Reading			
Study priorities:			

# 6 Food and drink

## I can Checklist

**More practice?**  
**Workbook pp.34–39, 81**  
**MultiROM**  
**Website** [www.oup.com/elt/result](http://www.oup.com/elt/result)  
**My ideas**

LISTENING				
I can understand some ...	Student's Book	Are you happy with what you can do?	More practice? What? When?	Now are you happy with what you can do?
prices.	p.57	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
main points in a shopping situation.	p.57	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
detail in a shopping situation.	p.59	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
main points in a song.	p.59	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
key words in quiz questions.	p.61	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
key words in a conversation about breakfast.	p.63	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
READING				
I can understand some ...	Student's Book	Are you happy with what you can do?	More practice? What? When?	Now are you happy with what you can do?
detail and the general idea in short web-page explanations.	p.56	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
key words and phrases on a menu.	p.58	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
detail in the rules of a game.	p.60	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
detail and the general idea in a dialogue when people offer things.	p.62	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
detail in a description for visitors to another place.	p.64	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
SPOKEN INTERACTION				
I can ...	Student's Book	Are you happy with what you can do?	More practice? What? When?	Now are you happy with what you can do?
ask about prices.	p.57	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
order food in a café.	p.59	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
talk about food.	p.61	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
offer people things to eat and drink.	p.63	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
INTERACTION STRATEGIES				
I can ...	Student's Book	Are you happy with what you can do?	More practice? What? When?	Now are you happy with what you can do?
use polite words and phrases for offers.	p.63	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
WRITING				
I can ...	Student's Book	Are you happy with what you can do?	More practice? What? When?	Now are you happy with what you can do?
write about food in my country.	p.64	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
write phrases using <i>or</i> and <i>with</i> .	p.64	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:

## Reflect and Record

### Culture: food and drink in different countries

- 1 Copy the table and the example. Write food and drink words using *and* or *with*. Add information about other countries you know or have visited.

Food and drink			
What?	When?		Comment
Coffee with milk	My country Breakfast at 9.00.	Another country England: at 11.00 in the morning.	I like this!
Chips or rice			

- 2 Add more examples when you travel to different places. >>> Dossier p.37

### Language: count and non-count nouns

- 1 Copy the table. Write more phrases with food and drink words you want to remember from Unit 6 and a sentence for each one. Write a translation in your language.

Count and non-count food words		
Food and drink words	Example sentence	My language
Carrots - Countable	I haven't got any carrots.	

- 2 Add more food and drink words as you study English. >>> Dossier p.37

### Assessment record >>> Dossier p.42

**Writing:** Copy the title of your work and your mark. Complete the sentences.

Title : _____	Mark _____
I _____ (used / didn't use) a dictionary.	
I wrote _____ (some / a lot of) detail.	
The spelling _____ (is / isn't) good.	

**Tests:** Marks

Grammar		Writing	
Vocabulary		Listening	
Pronunciation		Speaking	
Reading			
Study priorities:			

# 7

## Leisure and entertainment

### I can Checklist

<b>More practice?</b>
<b>Workbook pp.40–45, 82</b>
<b>MultiROM</b>
<b>Website <a href="http://www.oup.com/elt/result">www.oup.com/elt/result</a></b>
<b>My ideas</b>

LISTENING				
I can understand some ...	Student's Book	Are you happy with what you can do?	More practice? What? When?	Now are you happy with what you can do?
detail in the description of leisure activities.	p.67	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
key words in a description of a painting.	p.69	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
main points in an interview about hobbies.	p.73	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
key words in a conversation about hobbies.	p.73	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
READING				
I can understand some ...	Student's Book	Are you happy with what you can do?	More practice? What? When?	Now are you happy with what you can do?
key facts and find specific information in a magazine article about leisure activities.	p.66	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
detail in a poem about abilities.	p.70	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
detail in a dialogue about likes and dislikes.	p.72	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
key facts and find specific information in a description of an average day.	p.74	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
SPOKEN INTERACTION				
I can ...	Student's Book	Are you happy with what you can do?	More practice? What? When?	Now are you happy with what you can do?
talk about free-time activities.	p.67	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
talk about the weather.	p.69	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
talk about abilities.	p.71	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
talk about likes and dislikes.	p.73	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
INTERACTION STRATEGIES				
I can ...	Student's Book	Are you happy with what you can do?	More practice? What? When?	Now are you happy with what you can do?
ask questions to keep a conversation going.	p.67	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
return questions to keep a conversation going.	p.73	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
WRITING				
I can ...	Student's Book	Are you happy with what you can do?	More practice? What? When?	Now are you happy with what you can do?
write about my average day.	p.74	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
connect information in sentences using <i>also</i> .	p.74	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:



## Reflect and Record

### Learning: think about text-types

- 1 Which skill is more important for you, reading or listening?
- 2 Look at the *I can Checklists* for units 1–7. Underline the text-types you have read or listened to. Draw a table and make a list.

Reading		
Texts I have worked with	Student's Book Unit / page	Comments
Signs	Unit 1 page 10	
Labels	Unit 1 page 10	

- 3 Add more text-types to the list as you continue the course. >>> Dossier p.37

### Language: adjectives from nouns

- 1 Copy the table. Write more weather words you want to remember from Unit 7 and a sentence for each one. Write a translation in your language.

Adjectives from nouns			
Nouns	Adjectives	Example sentences	My language
Wind	windy	The wind is cold. It's windy today.	

- 2 Add more adjectives from nouns as you study English. >>> Dossier p.37

### Assessment record >>> Dossier p.42

**Writing:** Copy the title of your work and your mark. Complete the sentences.

Title : _____ Mark _____
This is my _____ (first / second) draft.
The grammar is _____ (accurate / inaccurate).
I _____ (used / didn't use) also.

### Tests: Marks

Grammar		Writing	
Vocabulary		Listening	
Pronunciation		Speaking	
Reading			
Study priorities:			

# 8 Going out

## I can Checklist

**More practice?**  
**Workbook pp.46–51, 83**  
**MultiROM**  
**Website** [www.oup.com/elt/result](http://www.oup.com/elt/result)  
**My ideas**

<b>LISTENING</b>				
<b>I can understand some ...</b>	<b>Student's Book</b>	<b>Are you happy with what you can do?</b>	<b>More practice? What? When?</b>	<b>Now are you happy with what you can do?</b>
key words in a conversation about clothes.	p.79	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
main points and the general idea in a radio news report.	p.81	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
key words in a description about daily routines.	p.83	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
<b>READING</b>				
<b>I can understand some ...</b>	<b>Student's Book</b>	<b>Are you happy with what you can do?</b>	<b>More practice? What? When?</b>	<b>Now are you happy with what you can do?</b>
key words and phrases in a magazine quiz.	p.76	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
detail in a short description about daily routines.	p.77	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
headings in a film review.	p.82	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
key facts and find specific information in a film review.	p.82	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
detail and the general idea in short poems.	p.84	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
<b>SPOKEN INTERACTION</b>				
<b>I can ...</b>	<b>Student's Book</b>	<b>Are you happy with what you can do?</b>	<b>More practice? What? When?</b>	<b>Now are you happy with what you can do?</b>
invite and reply.	p.78	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
say what to wear.	p.80	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
say what's happening.	p.82	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
<b>SPOKEN PRODUCTION</b>				
<b>I can ...</b>	<b>Student's Book</b>	<b>Are you happy with what you can do?</b>	<b>More practice? What? When?</b>	<b>Now are you happy with what you can do?</b>
describe actions.	p.84	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
<b>INTERACTION STRATEGIES</b>				
<b>I can ...</b>	<b>Student's Book</b>	<b>Are you happy with what you can do?</b>	<b>More practice? What? When?</b>	<b>Now are you happy with what you can do?</b>
ask for clarification and repetition.	p.84	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
<b>WRITING</b>				
<b>I can ...</b>	<b>Student's Book</b>	<b>Are you happy with what you can do?</b>	<b>More practice? What? When?</b>	<b>Now are you happy with what you can do?</b>
write a short poem.	p.84	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:

## Reflect and Record

### Learning: think about reading

1 Put a tick (✓) next to the things you do. Add some more examples.

In class, I ...	At home, I ...
<input type="checkbox"/> think about the topic before I read.	<input type="checkbox"/> look for words in English where I live.
<input type="checkbox"/> use pictures and titles to help me.	<input type="checkbox"/> read magazines or newspapers in English.
<input type="checkbox"/> think about the main points before the detail.	<input type="checkbox"/> read English on the Internet.
<input type="checkbox"/> think about key words and phrases.	<input type="checkbox"/> read information about films and books in English.
<input type="checkbox"/> guess words I don't know.	<input type="checkbox"/> look for English words in shops.
<input type="checkbox"/> other ...	<input type="checkbox"/> other ...

2 Choose one thing you don't do. Try it next class, or when you have time at home.

Complete this sentence: I tried \_\_\_\_\_. This is a \_\_\_\_\_ (good / bad) idea for me.

3 Update the **Biography Progress Profile** >> Biography p.10. Read the information about reading, and use the **CEFR Levels** to help you. Look at the **I can Checklists** for reading notes for Unit 5–8. What can you do? Tick (✓) the boxes.

4 Do the same for the other skills.

### Language: activity phrases with *go, have, and play*

1 Copy the table. Write more activity phrases you want to remember from Units 4–8 and a sentence for each one. Write a translation in your language.

Activity phrases with <i>go, have, and play</i>		
Phrases	Example sentences	My language
<i>go for a walk</i>	<i>I'm going for a walk.</i>	
<i>go swimming</i>	<i>George Clooney goes swimming every day.</i>	

2 Add more activity phrases as you study English. >> Dossier p.37

### Assessment record >> Dossier p.42

**Writing:** Copy the title of your work and your mark. Complete the sentences.

Title: _____	Mark _____
I _____ (used / didn't use) a dictionary.	
There are _____ (some / no) mistake with the verb to be.	
My handwriting is _____ (easy / difficult) to read.	

**Tests:** Marks

Grammar		Writing	
Vocabulary		Listening	
Pronunciation		Speaking	
Reading			
Study priorities:			

# 9

## Places, transport, and travel

### I can Checklist

<b>More practice?</b>
<b>Workbook pp.52–57, 84</b>
<b>MultiROM</b>
<b>Website <a href="http://www.oup.com/elt/result">www.oup.com/elt/result</a></b>
<b>My ideas</b>

LISTENING				
I can understand some ...	Student's Book	Are you happy with what you can do?	More practice? What?	Now are you happy with what you can do?
detail in directions.	p.87	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
main points in directions.	p.89	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
main points in a conversation about a holiday.	p.91	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
main points and the general idea in a story about a past event.	p.93	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
main points in a interview about favourite holiday places.	p.94	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
READING				
I can understand some ...	Student's Book	Are you happy with what you can do?	More practice? What?	Now are you happy with what you can do?
key words and phrases on a map.	p.86	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
detail in directions.	p.87	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
detail in a personality quiz about holidays.	p.90	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
key facts and find specific information in an email about holidays.	p.90	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
key facts and find specific information in song lyrics.	p.92	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
detail in a postcard.	p.95	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
SPOKEN INTERACTION				
I can ...	Student's Book	Are you happy with what you can do?	More practice? What?	Now are you happy with what you can do?
ask for transport information.	p.87	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
give and follow directions.	p.89	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
ask about and describe a holiday.	p.91	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
SPOKEN PRODUCTION				
I can ...	Student's Book	Are you happy with what you can do?	More practice? What?	Now are you happy with what you can do?
tell a story.	p.93	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
INTERACTION STRATEGIES				
I can ...	Student's Book	Are you happy with what you can do?	More practice? What?	Now are you happy with what you can do?
echo to check I understand.	p.87	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
use intonation to sound polite.	p.87	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
WRITING				
I can ...	Student's Book	Are you happy with what you can do?	More practice? What?	Now are you happy with what you can do?
write a postcard.	p.94	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:

## Reflect and Record

### Culture: social events in different countries

- 1 Copy the table and the example. Look at Units 3–9 and find examples of social events. Compare what you do or wear in your country. Is it the same or different?

Social events			
What?	My country	Another country	Comment
Christmas		England: People give presents on 25th December.	We do the same / different things.
Weddings			We wear the same / different things.

- 2 Add more examples when you travel to different places. >>> Dossier p.37

### Language: linking in phrases for directions

- 1 Copy the table. Look at the example. Add some phrases you want to remember from Unit 9. Use this symbol  $\_$  to remind yourself how words are linked together.

Linking words in phrases: asking and giving directions		
Phrases	My language	Notes
Excuse me. How can $\_$ I get to the train station, please?		
Turn right $\_$ at the lights		
Walk $\_$ across the road.		

- 2 Review your notes before you travel to an English-speaking country or meet people who speak English. >>> Dossier p.37

### Assessment record >>> Dossier p.42

**Writing:** Copy the title of your work and your mark. Complete the sentences.

Title: _____	Mark _____
I _____ (used / didn't use) a dictionary.	
This _____ (is / isn't) useful for me.	
There are _____ (some / no) mistakes with the past tense.	

### Tests: Marks

Grammar		Writing	
Vocabulary		Listening	
Pronunciation		Speaking	
Reading			
Study priorities:			

# 10

## Personal histories

### I can Checklist

<b>More practice?</b>
<b>Workbook pp.58–63, 85</b>
<b>MultiROM</b>
<b>Website <a href="http://www.oup.com/elt/result">www.oup.com/elt/result</a></b>
<b>My ideas</b>

<b>LISTENING</b>				
<b>I can understand some ...</b>	<b>Student's Book</b>	<b>Are you happy with what you can do?</b>	<b>More practice? What?</b>	<b>Now are you happy with what you can do?</b>
main points in a conversation about a murder story.	p.101	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
main points in descriptions of people's lives.	p.103	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
<b>READING</b>				
<b>I can understand some ...</b>	<b>Student's Book</b>	<b>Are you happy with what you can do?</b>	<b>More practice? What?</b>	<b>Now are you happy with what you can do?</b>
specific information in receipts and tickets.	p.96	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
key words and find specific information in a dialogue about jobs.	p.98	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
key phrases and find specific information in short murder story.	p.100	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
key information about famous people when I use what I already know.	p.102	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
detail in a biography.	p.104	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
<b>SPOKEN INTERACTION</b>				
<b>I can ...</b>	<b>Student's Book</b>	<b>Are you happy with what you can do?</b>	<b>More practice? What?</b>	<b>Now are you happy with what you can do?</b>
talk about when to meet.	p.97	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
talk about a career.	p.99	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
talk about life stories.	p.103	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
<b>SPOKEN PRODUCTION</b>				
<b>I can ...</b>	<b>Student's Book</b>	<b>Are you happy with what you can do?</b>	<b>More practice? What?</b>	<b>Now are you happy with what you can do?</b>
talk about what happened.	p.101	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
<b>INTERACTION STRATEGIES</b>				
<b>I can ...</b>	<b>Student's Book</b>	<b>Are you happy with what you can do?</b>	<b>More practice? What?</b>	<b>Now are you happy with what you can do?</b>
give informative answers to keep a conversation going.	p.97	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
<b>WRITING</b>				
<b>I can ...</b>	<b>Student's Book</b>	<b>Are you happy with what you can do?</b>	<b>More practice? What?</b>	<b>Now are you happy with what you can do?</b>
write my biodata.	p.104	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:

## Reflect and Record

### Culture: education in different countries

- 1 Copy the table and the example. Look at Unit 10. Write the names of types of schools and when people go there. Is it the same or different in your country?

Education			
What?	My country	Another country	Comment
Primary school	age:	England: age 5 - 7	We are the same / different.
Junior school			We are the same / different.

- 2 Add more examples when you visit different countries. >>> Dossier p.37

### Learning: think about speaking

- 1 Think about speaking. Put a tick (✓) next to the things you do. Add some more examples.

In class, I ...		Outside class, I ...	
<input type="checkbox"/> answer questions in English	<input type="checkbox"/> try to get my message across	<input type="checkbox"/> think about how to say things in English	<input type="checkbox"/> read texts from the coursebook aloud
<input type="checkbox"/> don't worry about my mistakes	<input type="checkbox"/> try to use new words	<input type="checkbox"/> talk to other students in English	<input type="checkbox"/> record and listen to myself speaking English
<input type="checkbox"/> other ...		<input type="checkbox"/> other ...	

- 2 Choose one thing you don't do. Try it next class, or when you have time at home.

Complete this sentence: I tried \_\_\_\_\_. This is a \_\_\_\_\_ (good / bad) idea for me.

- 3 Copy the table and the example. Look at Student's Book p.97. Add more phrases for continuing a conversation. Underline the strong syllables.

Continuing a conversation		
Phrases	My language	Notes
<u>Where</u> did you <u>go</u> ?		Don't just answer. Ask too.
<u>What</u> did you <u>do</u> ?		

- 4 Review your notes before you travel to an English-speaking country or meet people who speak English. >>> Dossier p.37

### Assessment record >>> Dossier p.42

**Writing:** Copy the title of your work and your mark. Complete the sentences.

Title : _____	Mark _____
This _____ (is / isn't) important for me.	
My writing _____ (is / isn't) logically organised.	
There are _____ (some / no) mistakes in spelling.	

**Tests:** Marks

Grammar		Writing	
Vocabulary		Listening	
Pronunciation		Speaking	
Reading			
Study priorities:			

# 11

## House, home, and environment

### I can Checklist

<b>More practice?</b>
<b>Workbook pp.64–69, 86</b>
<b>MultiROM</b>
<b>Website <a href="http://www.oup.com/elt/result">www.oup.com/elt/result</a></b>
<b>My ideas</b>

<b>LISTENING</b>				
<b>I can understand some ...</b>	<b>Student's Book</b>	<b>Are you happy with what you can do?</b>	<b>More practice? What?</b>	<b>Now are you happy with what you can do?</b>
main points and the general idea in a conversation about a place to live.	p.109	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
main points in short conversations about opinions.	p.113	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
<b>READING</b>				
<b>I can understand some ...</b>	<b>Student's Book</b>	<b>Are you happy with what you can do?</b>	<b>More practice? What?</b>	<b>Now are you happy with what you can do?</b>
key points and find specific information in holiday advertisements.	p.106	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
key points and find specific information in a poem.	p.110	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
key words and phrases in a catalogue.	p.112	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
detail in instructions.	p.114	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
<b>SPOKEN INTERACTION</b>				
<b>I can ...</b>	<b>Student's Book</b>	<b>Are you happy with what you can do?</b>	<b>More practice? What?</b>	<b>Now are you happy with what you can do?</b>
make suggestions.	p.107	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
say what's wrong.	p.109	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
describe a home.	p.109	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
compare things.	p.111	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
give and understand opinions.	p.113	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
<b>INTERACTION STRATEGIES</b>				
<b>I can ...</b>	<b>Student's Book</b>	<b>Are you happy with what you can do?</b>	<b>More practice? What?</b>	<b>Now are you happy with what you can do?</b>
ask for clarification and repetition.	p.113	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
<b>WRITING</b>				
<b>I can ...</b>	<b>Student's Book</b>	<b>Are you happy with what you can do?</b>	<b>More practice? What?</b>	<b>Now are you happy with what you can do?</b>
write tips for visitors to my country.	p.114	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:



## Reflect and Record

### Culture: tips for guests in different countries

- 1 Copy the table and the example. Look at Unit 11 and use your dictionary. Write ways that people socialize and write some tips for visitors. Compare what you do in your country. Is it the same or different?

Imperatives: giving tips			
	My country	Another country	Notes
Dinner at home	Arrive ... Take ...	Arrive ... Take ...	
Going to a restaurant	Pay ... Leave ...	Pay ... Leave ...	
Going to a wedding	Wear ...	Wear ...	

- 2 Add more examples when you visit different countries. >>> Dossier p.37

### Language: comparatives and superlatives

- 1 Copy the table. Look at the example. Add some adjectives you want to remember from Unit 11.

Comparatives and superlatives		
English	Example sentences	My language / Notes
good - better - best	I think a computer is better than a laptop. I think a palmtop is the best.	

- 2 Use your dictionary and add more words.  
3 Review your notes before you travel to an English-speaking country or meet people who speak English.  
>>> Dossier p.37

### Assessment record >>> Dossier p.42

**Writing:** Copy the title of your work and your mark. Complete the sentences.

Title : _____	Mark _____
Capital letters and full stops are _____ (always / sometimes) correct.	
I _____ (used / didn't use) a dictionary.	
I _____ (reviewed / didn't review) my writing.	

### Tests: Marks

Grammar		Writing	
Vocabulary		Listening	
Pronunciation		Speaking	
Reading			
Study priorities:			

# 12

## Planning the future

### I can Checklist

<b>More practice?</b>
<b>Workbook pp.70–75, 87</b>
<b>MultiROM</b>
<b>Website <a href="http://www.oup.com/elt/result">www.oup.com/elt/result</a></b>
<b>My ideas</b>

<b>LISTENING</b>				
<b>I can understand some ...</b>	<b>Student's Book</b>	<b>Are you happy with what you can do?</b>	<b>More practice? What?</b>	<b>Now are you happy with what you can do?</b>
main points in short telephone conversations about appointments.	p.117	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
key words and the general idea in a conversation about feeling ill.	p.119	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
key phrases in a conversation about future arrangements.	p.121	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
<b>READING</b>				
<b>I can understand some ...</b>	<b>Student's Book</b>	<b>Are you happy with what you can do?</b>	<b>More practice? What?</b>	<b>Now are you happy with what you can do?</b>
detail in signs and notices.	p.116	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
key phrases and find specific information in a website article.	p.118	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
key phrases and find specific information in a dialogue about future arrangements.	p.120	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
key phrases in a leaflet about health.	p.122	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
key phrases and find specific information in thank-you letters.	p.124	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
<b>SPOKEN INTERACTION</b>				
<b>I can ...</b>	<b>Student's Book</b>	<b>Are you happy with what you can do?</b>	<b>More practice? What?</b>	<b>Now are you happy with what you can do?</b>
make an appointment.	p.117	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
say how I feel.	p.119	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
talk about future arrangements.	p.121	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
<b>SPOKEN PRODUCTION</b>				
<b>I can ...</b>	<b>Student's Book</b>	<b>Are you happy with what you can do?</b>	<b>More practice? What?</b>	<b>Now are you happy with what you can do?</b>
talk about my intentions.	p.123	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
<b>INTERACTION STRATEGIES</b>				
<b>I can ...</b>	<b>Student's Book</b>	<b>Are you happy with what you can do?</b>	<b>More practice? What?</b>	<b>Now are you happy with what you can do?</b>
use intonation to ask and confirm.	p.117	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
<b>WRITING</b>				
<b>I can ...</b>	<b>Student's Book</b>	<b>Are you happy with what you can do?</b>	<b>More practice? What?</b>	<b>Now are you happy with what you can do?</b>
write a 'thank-you' letter.	p. 124	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:		Yes <input type="checkbox"/> No <input type="checkbox"/> Date:

## Reflect and Record

### Assessment record »» Dossier p.42

**Writing:** Copy the title of your work and your mark. Complete the sentences.

Title: _____	Mark _____
This is my _____ (first / second) draft.	
I _____ (used / didn't use) a dictionary.	
There are _____ (some / no) spelling mistakes.	

**Tests:** Marks

Grammar		Writing	
Vocabulary		Listening	
Pronunciation		Speaking	
Reading			
Study priorities:			

### Learning: progress

- 1 Update the **Biography Progress Profile** »» Biography p.10. Look at the *I can* Checklists for the skills for Units 9–12 to assess your progress. Now tick (✓) the boxes.
- 2 What can you do? Shade the boxes and mark your level progress on the **Self-assessment** grid. »» Passport p.5

### Learning experiences

- 1 Look at **Reflect and Record** pp.13, 15, 17, 19, 27, and 31. Make notes on the **Biography Learning Profile**. »» Biography p.10
- 2 Write a résumé of your study experiences. »» Passport p.6

### Intercultural experiences

- 1 Look at **Reflect and Record** pp.13, 17, 21, 23, 29, 31, and 33. Make notes on the **Biography Learning Profile**. »» Biography p.10
- 2 Write a résumé of your intercultural experiences. »» Passport p.7

### Learning: making plans

- 1 Think about your learning. What are you going to do next? When? Copy the table and write your own ideas. »» Dossier p.37

The future		
My learning plans	When?	Done? Date?
I'm going to buy a magazine in English.	Tomorrow	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
I'm going to do a summer course.	next month	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:
I'll visit Scotland if I can.	Maybe next year	Yes <input type="checkbox"/> No <input type="checkbox"/> Date:

Congratulations! Now you have finished **English Result Elementary Portfolio Practice Book**.

Good luck with your next course!

# THE DOSSIER

## What is a Dossier?

The **Dossier** is a file where you keep your work, tests, and certificates. You can also keep articles you have read, reports from teachers or language schools, or examples of personal communication in English.

You can use it to show people what you can do. Your **Dossier** helps you reflect on and record your progress in the **Language Biography** and **Language Passport**.

By keeping records you can find different ways of recording information, for example, for vocabulary and grammar. You can decide which ways of recording information you like best. You can study your notes before a test.

## How do I use it?

There are two parts to your **Dossier**:

- **Language notes** ►► Dossier p.37

As you work through the **Reflect and Record** unit activities for each unit, you will start keeping language records. There are tables for you to copy, words, phrases, and notes on how English works to add to this section of the **Dossier**.

- **Work** ►► Dossier p.42

When you do written work, tests, or examinations, write the title of your work in the tables on these pages. Keep your work in a separate file.

As you study the course, you can add more language information to the records in your **Dossier**. You can replace old work with better work as you study the course, and see how you are making progress. Remember to keep your **Dossier** up-to-date.













## Work

Use this part of your **Dossier** to record and file examples of your written work, tests, and certificates. You can also keep copies of articles you have read, and other work you have done.

You can look at your work to see how you are making progress. Use this part of your **Dossier** to help you with the **Biography Progress Profile**. ►► Biography p.10. It will also help you complete the Self-assessment grid in your **Language Passport** at the end of the course. ►► Passport p.5

Title	Date	Individual or group work
<i>An application form (Unit 1)</i>		











# English Result

Takes students from **how to** to **can do** in every lesson

Learn the language you need and put it into practice *immediately* with **English Result**.

## The Portfolio Practice Book

Use the **Language Passport** to

- create valuable records of ability and level when moving school or country
- check progress using the **Common European Framework of Reference** levels

Use the **Language Biography** to

- self-assess with detailed **I can Checklists**
- get ideas on how to learn, and improve learning
- build on language and cultural awareness with thorough **Reflect and Record** pages

Use the **Dossier** to

- organize and keep a record of work and intercultural experiences, for revision and to show others

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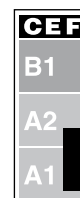
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