

OXFORD

5th edition

# Headway



**Beginner** Language Portfolio



Karen Ludlow • Will Maddox • Duncan Hamilton



# Contents

## Introduction

What is a Language Portfolio?	4
How to use your <i>Headway</i> 5 <sup>th</sup> edition Language Portfolio	4
Updating your Portfolio	4

## Language Passport

How to use your Language Passport	5
Personal details	5
Your exams and certificates	5
Your language and cultural experiences	6
Profile of language skills	7
Self-assessment grids	8
A1–A2	8
B1–B2	9
C1–C2	10

## Biography

How to use your Language Biography	11
Your aims and objectives	11
Your language learning history	12
Your language and cultural experiences	13
How to become a more effective learner	13
Can do statements Level A1	14

## Dossier

How to use the Dossier	26
Dossier chart	27

# Introduction

## What is a Language Portfolio?

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

It has three sections:

- the Passport
- the Biography
- the Dossier

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

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

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

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

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

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

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

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

## Updating your Portfolio

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

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

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

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

# Language Passport

## How to use your Language Passport

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

Keep this section up-to-date.

## Personal details

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

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

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

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

## Your exams and certificates

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

Exam	Authority	Date	Grade

# Your language and cultural experiences

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

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

# Profile of language skills

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

## Language: English

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

## Language:

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

## Language:

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

## Language:

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

# Self-assessment grids

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

## Common reference levels A1 and A2

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



## Common reference levels B1 and B2

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

## Common reference levels C1 and C2

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

# Language Biography

## How to use your Language Biography

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

## Your aims and objectives

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

Reasons	Time Scale	English Level Required
<i>e.g. to travel abroad on holiday</i>	<i>18 months</i>	Listening <b>B1</b> Reading <b>A2</b> Speaking (interaction) <b>B1</b> Speaking (production) <b>A2</b> Writing <b>A1</b>
1		Listening Reading Speaking (interaction) Speaking (production) Writing
2		Listening Reading Speaking (interaction) Speaking (production) Writing
3		Listening Reading Speaking (interaction) Speaking (production) Writing
4		Listening Reading Speaking (interaction) Speaking (production) Writing
5		Listening Reading Speaking (interaction) Speaking (production) Writing

# Your language learning history

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

How successful were they?

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

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

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

# Your language and cultural experiences

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

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

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

Experiences	Reason
1	
2	
3	

## How to become a more effective learner

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

Ways of studying	
Ask your teacher questions when you don't understand.	
Keep a vocabulary notebook and write example sentences, phonetics and translations in it.	
Write new words on a flash-card – English on one side, your language on the other. Learn three every day.	
Put lists of English words on your bedroom wall – use headings, e.g. 'jobs', 'food'.	
Regularly ask yourself 'How would I say that in English?'	
Regularly review your vocabulary notebook and grammar notes.	
Review the grammar from the last lesson before the next lesson.	
Watch films and TV programmes in English.	
Listen to the radio / music in English.	
Read English graded readers.	
Read websites/magazines/newspapers in English.	
Practise English with other people via email or the Internet.	
Keep a journal in English.	
Write something in English everyday, e.g. your response to a newspaper article, or web-story.	
Talk to other students in English outside of class.	
Use a CD ROM to learn and revise.	
Buy a grammar practice book.	
Use an English-English dictionary.	
If possible, take a holiday in an English-speaking country.	
Share your tips on how to study effectively with other people.	

## Framework level: A1

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Beginner Unit 1
	with difficulty 1	2	3	easily 4	
<b>Listening</b>					<b>Page</b>
I can understand greetings and introductions.	1	2	3	4	8–11
I can understand people's names.	1	2	3	4	8–11
I can understand someone asking how another person is.	1	2	3	4	10
I can understand short everyday questions and answers.	1	2	3	4	10–11
I can understand everyday words and numbers.	1	2	3	4	12–13
<b>Reading</b>					
I can understand greetings and introductions.	1	2	3	4	8–11
I can understand people's names.	1	2	3	4	8–11
I can understand someone asking how another person is.	1	2	3	4	10
I can understand short everyday questions and answers.	1	2	3	4	10–11
I can understand everyday words and numbers.	1	2	3	4	12–13
<b>Spoken interaction</b>					
I can greet someone and introduce people.	1	2	3	4	8–10
I can ask how someone is and answer about myself.	1	2	3	4	10
I can use social expressions for different times of day.	1	2	3	4	11
I can ask and answer questions about everyday things and numbers.	1	2	3	4	12–13
<b>Spoken production</b>					
I can say my name and other people's names.	1	2	3	4	8–10
I can say everyday words in singular and plural.	1	2	3	4	12
I can say numbers.	1	2	3	4	13
<b>Strategies</b>					
I can use contractions to make my English sound more natural.	1	2	3	4	8–10, 12–13
I can ask and answer questions about how to say a word in English.	1	2	3	4	12–13
<b>Writing</b>					
I can make short everyday expressions.	1	2	3	4	10–11
I can spell everyday words.	1	2	3	4	12
I can write numbers in words.	1	2	3	4	13

## Framework level: A1

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Beginner Unit 2
	with difficulty 1	2	3	easily 4	
<b>Listening</b>					<b>Page</b>
I can understand people talking about where they are from.	1	2	3	4	16–19
I can understand greetings and introductions.	1	2	3	4	16
I can understand information about people and where they are from.	1	2	3	4	17–20
I can understand numbers.	1	2	3	4	21
<b>Reading</b>					
I can understand people talking about where they are from..	1	2	3	4	16–19
I can understand greetings and introductions.	1	2	3	4	16
I can understand short texts about people and places.	1	2	3	4	18–20
I can understand numbers.	1	2	3	4	21
<b>Spoken interaction</b>					
I can ask and answer questions about where you are from.	1	2	3	4	16–20
I can act out short conversations.	1	2	3	4	16, 19, 20
I can ask for and give personal information about other people.	1	2	3	4	17–20, 141
I can give my reaction.	1	2	3	4	20
I can give my opinion.	1	2	3	4	21
<b>Spoken production</b>					
I can say cities and countries.	1	2	3	4	16–20
I can say where I am from.	1	2	3	4	16
I can say numbers.	1	2	3	4	21
<b>Strategies</b>					
I can use contractions to make my English sound more natural.	1	2	3	4	16–20
I can say what I think.	1	2	3	4	20–21
<b>Writing</b>					
I can complete sentences giving personal information about people	1	2	3	4	17
I can spell cities and countries.	1	2	3	4	17
I can complete conversations.	1	2	3	4	20

## Framework level: A1

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Beginner Unit 3
	with difficulty 1	2	3	easily 4	
<b>Listening</b>					<b>Page</b>
I can understand job titles.	1	2	3	4	24
I can understand short questions and answers about people.	1	2	3	4	24–25
I can understand a short interview.	1	2	3	4	26–29
I can understand short everyday conversations.	1	2	3	4	29
<b>Reading</b>					
I can understand job titles.	1	2	3	4	24
I can understand a personal profile.	1	2	3	4	25
I can understand short questions and answers about people.	1	2	3	4	24–27
I can understand a short interview.	1	2	3	4	26, 28
I can understand a short newspaper article.	1	2	3	4	28
I can understand short everyday conversations.	1	2	3	4	29
<b>Spoken interaction</b>					
I can ask and answer questions about jobs.	1	2	3	4	24–27
I can act out short everyday conversations.	1	2	3	4	25, 29
I can reply in different social situations.	1	2	3	4	29
<b>Spoken production</b>					
I can say and talk about jobs.	1	2	3	4	24–27
I can talk about myself and others.	1	2	3	4	24–28
I can talk about pictures.	1	2	3	4	26–27
I can talk about a sports team.	1	2	3	4	28
I can use social expressions.	1	2	3	4	29
<b>Strategies</b>					
I can use contractions to make my English sound more natural.	1	2	3	4	24–29
I can work well in a group	1	2	3	4	27–28
<b>Writing</b>					
I can write positive and negative sentences about jobs.	1	2	3	4	25
I can complete sentences asking for and giving personal information.	1	2	3	4	25, 27
I can write about other people.	1	2	3	4	27



## Framework level: A1

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Beginner Unit 4
	with difficulty 1	2	3	easily 4	
<b>Listening</b>					<b>Page</b>
I can understand short descriptions and questions and answers about people and family.	1	2	3	4	32–37
I can understand conversations where people exchange contact information.	1	2	3	4	39
I can understand the letters of the alphabet, email addresses and words made from the first letters of a name e.g. WWW for World Wide Web.	1	2	3	4	38–39
<b>Reading</b>					
I can understand short texts, and questions and answers about people and family.	1	2	3	4	32–37
I can understand a description of a family tree.	1	2	3	4	33
I can understand the letters of the alphabet, email addresses and words made from the first letters of a name. e.g. WWW for World Wide Web.	1	2	3	4	38–39
I can understand conversations where people exchange contact information.	1	2	3	4	39
<b>Spoken interaction</b>					
I can ask and answer questions about people and family.	1	2	3	4	33–37
I can talk about a person.	1	2	3	4	36–37
I can act out a short conversation in order to exchange contact information.	1	2	3	4	39
<b>Spoken production</b>					
I can talk about family.	1	2	3	4	35
I can talk about pictures.	1	2	3	4	35–37
I can talk about my school/college.	1	2	3	4	36
I can say the letters of the alphabet, and spell my name and email address.	1	2	3	4	38–39
<b>Strategies</b>					
I can speak to the class to improve my confidence.	1	2	3	4	35
I can use pictures to help me understand a text.	1	2	3	4	35–37
I can ask and answer questions about how to spell a word in English.	1	2	3	4	38–39
<b>Writing</b>					
I can spell family relations, names and email addresses.	1	2	3	4	33, 38–39
I can write about friends.	1	2	3	4	36

## Framework level: A1

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Beginner Unit 5
	with difficulty 1	2	3	easily 4	
<b>Listening</b>					<b>Page</b>
I can understand sport, food and drink words, nationalities and languages.	1	2	3	4	42,43, 46–47
I can understand people talking about likes and dislikes.	1	2	3	4	42–43, 47
I can understand descriptions of people.	1	2	3	4	43–44
I can understand an interview.	1	2	3	4	45
I can understand short conversations	1	2	3	4	45, 48
I can understand numbers and prices.	1	2	3	4	49
<b>Reading</b>					
I can understand vocabulary for sport, food and drink, and nationalities and languages.	1	2	3	4	42, 43, 46–47
I can understand people talking about likes and dislikes.	1	2	3	4	42–43, 47
I can understand texts about people.	1	2	3	4	43–44
I can understand numbers and prices.	1	2	3	4	49
<b>Spoken interaction</b>					
I can ask and answer questions about likes and dislikes.	1	2	3	4	42–43, 47
I can ask and answer questions about myself and other people.	1	2	3	4	43–48
I can ask and answer questions about nationalities, languages and prices.	1	2	3	4	44–49
I can act out short conversations.	1	2	3	4	48
<b>Spoken production</b>					
I can say vocabulary for sport, food and drink, and nationalities and languages.	1	2	3	4	42, 46–47
I can say what I like and don't like.	1	2	3	4	42–43, 47
I can talk about pictures.	1	2	3	4	42–44, 46–47
I can say numbers and prices.	1	2	3	4	49
<b>Strategies</b>					
I can say what I think.	1	2	3	4	45, 47–48
I can plan what I want to say.	1	2	3	4	47
<b>Writing</b>					
I can spell vocabulary for sport, food and drink, and nationalities and languages.	1	2	3	4	42, 47
I can make notes about myself and my interests.	1	2	3	4	48

## Framework level: A1

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Beginner Unit 6
	with difficulty 1	2	3	easily 4	
Listening					Page
I can understand times and short conversations about the time.	1	2	3	4	52–56
I can understand short descriptions of someone’s day.	1	2	3	4	53–55
I can understand questions about lifestyle.	1	2	3	4	58
I can understand days of the week.	1	2	3	4	59
Reading					
I can understand times and short conversations about the time.	1	2	3	4	51–56
I can understand short texts about someone’s day.	1	2	3	4	56
I can understand a short questionnaire.	1	2	3	4	58
I can understand days of the week.	1	2	3	4	59
I can understand notes on a calendar.	1	2	3	4	59
Spoken interaction					
I can ask and answer questions about the time.	1	2	3	4	52–56
I can ask and answer questions about daily routines.	1	2	3	4	53, 55, 57–59
I can ask and answer questions about a family member, friend and my partner.	1	2	3	4	57–58
I can ask and answer questions about lifestyle.	1	2	3	4	58
I can ask and answer questions about days of the week.	1	2	3	4	59
Spoken production					
I can say the time and when things happen.	1	2	3	4	52–53, 55, 57, 59
I can talk about daily routines.	1	2	3	4	53, 55, 57–59
I can talk about pictures.	1	2	3	4	54–56
I can say the days of the week.	1	2	3	4	59
Strategies					
I can ask what the time is or what time something happens.	1	2	3	4	52–53, 55, 57, 59
Writing					
I can write the time in words.	1	2	3	4	52
I can spell the days of the week.	1	2	3	4	59

## Framework level: A1

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Beginner Unit 7
	with difficulty 1	2	3	easily 4	
Listening					Page
I can understand an interview.	1	2	3	4	62–63
I can understand questions and answers about someone’s life.	1	2	3	4	62
I can understand a short personal profile.	1	2	3	4	63
I can understand short everyday conversations.	1	2	3	4	64–66, 69
I can understand a description of a holiday.	1	2	3	4	67
Reading					
I can understand an interview.	1	2	3	4	62–63
I can understand a short personal profile.	1	2	3	4	63
I can understand short everyday conversations.	1	2	3	4	64–65, 69
I can understand a holiday email.	1	2	3	4	67
I can understand different places and activities in town.	1	2	3	4	67
Spoken interaction					
I can ask and answer questions about likes, dislikes and favourites.	1	2	3	4	62, 64–65
I can ask and answer questions about someone's life.	1	2	3	4	62
I can act out short everyday conversations.	1	2	3	4	64, 66, 69
I can ask and answer personal questions.	1	2	3	4	65
Spoken production					
I can talk about my favourite things.	1	2	3	4	62, 64
I can talk about pictures.	1	2	3	4	62–64, 68
I can read a text aloud.	1	2	3	4	63
Strategies					
I can ask and answer questions about how to say a word in English.	1	2	3	4	64
I can find out what I need to know using different question words.	1	2	3	4	65, 67
I can describe everyday things.	1	2	3	4	66
Writing					
I can use adjectives to write about pictures.	1	2	3	4	66
I can write a holiday email.	1	2	3	4	67
I can make notes to complete a table.	1	2	3	4	69

## Framework level: A1

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Beginner Unit 8
	with difficulty 1	2	3	easily 4	
<b>Listening</b>					<b>Page</b>
I can understand a description of a house, a room or a town.	1	2	3	4	72–75, 78
I can understand a short telephone conversation.	1	2	3	4	75
I can understand travel advice.	1	2	3	4	76–77
I can understand directions.	1	2	3	4	79
<b>Reading</b>					
I can understand and identify parts of a house and a town.	1	2	3	4	72, 79
I can understand a description of a room.	1	2	3	4	73–75
I can understand a short travel article.	1	2	3	4	76–77
I can understand everyday signs and directions.	1	2	3	4	79
<b>Spoken interaction</b>					
I can ask and answer questions about a room or home.	1	2	3	4	73–75
I can ask and answer questions about a travel article.	1	2	3	4	76
I can act out everyday conversations.	1	2	3	4	79
I can ask for and give directions.	1	2	3	4	79
<b>Spoken production</b>					
I can talk about pictures.	1	2	3	4	72–77
I can talk about rooms and things in a house.	1	2	3	4	72–75
I can describe where I live.	1	2	3	4	75, 78
<b>Strategies</b>					
I can find differences between two or more things.	1	2	3	4	73, 75, 141
I can ask for help if I'm lost.	1	2	3	4	79
<b>Writing</b>					
I can write a description of a town.	1	2	3	4	78

## Framework level: A1

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Beginner Unit 9
	with difficulty	1	2	easily 3 4	
<b>Listening</b>					<b>Page</b>
I can understand years months and dates.	1	2	3	4	82, 89
I can understand a short. biographical description.	1	2	3	4	82, 84–5
I can understand a short family description.	1	2	3	4	83
I can understand a short song.	1	2	3	4	89
<b>Reading</b>					
I can understand a short biographical description.	1	2	3	4	82, 84–5
I can understand job titles.	1	2	3	4	84
I can understand descriptions of past events.	1	2	3	4	86–88
<b>Spoken interaction</b>					
I can ask and answer questions about years months and dates.	1	2	3	4	82, 89
I can ask and answer questions about family.	1	2	3	4	83
I can ask for and give short, biographical information.	1	2	3	4	84–85
I can ask and answer questions about times and dates.	1	2	3	4	88–89
<b>Spoken production</b>					
I can say years months and dates.	1	2	3	4	82, 89
I can talk about pictures.	1	2	3	4	82, 84–87
I can talk about a family member.	1	2	3	4	83
I can talk about recent events.	1	2	3	4	85, 88
I can read a text aloud.	1	2	3	4	87
I can sing a song.	1	2	3	4	89
<b>Strategies</b>					
I can change verb tenses to show whether I'm talking about the present or the past.	1	2	3	4	83, 85
I can use pictures to tell a story again.	1	2	3	4	86–87
<b>Writing</b>					
I can write ordinal numbers.	1	2	3	4	89

## Framework level: A1

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Beginner Unit 10
	with difficulty 1	2	3	easily 4	
Listening					Page
I can understand a short description of a day in the past.	1	2	3	4	92
I can understand a short conversation about recent past activities.	1	2	3	4	93
I can understand short conversations about holidays and tourism.	1	2	3	4	97, 99
Reading					
I can understand phrases connected with daily routine.	1	2	3	4	92, 94
I can understand a short conversation about recent past activities.	1	2	3	4	93, 95
I can understand a short questionnaire.	1	2	3	4	94
I can understand different sports months and seasons.	1	2	3	4	96–97
Spoken interaction					
I can ask and answer questions about recent past activities.	1	2	3	4	93–94
I can ask and answer questions about sports and holidays.	1	2	3	4	96–98
I can act out short conversations about holidays and tourism.	1	2	3	4	99
Spoken production					
I can say the days of the week, months and seasons.	1	2	3	4	91, 97
I can describe a day or recent activities in the past.	1	2	3	4	92–94, 98
I can talk about pictures.	1	2	3	4	94, 96
I can describe someone’s sport and leisure interests.	1	2	3	4	96
I can talk about holidays and tourism.	1	2	3	4	98–99
Strategies					
I can show time using the right phrases.	1	2	3	4	92, 94
I can use more questions to make a conversation longer.	1	2	3	4	95
Writing					
I can complete a short questionnaire.	1	2	3	4	94
I can write a description of a holiday.	1	2	3	4	98

## Framework level: A1

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Beginner Unit 11
	with difficulty 1	2	3	easily 4	
<b>Listening</b>					<b>Page</b>
I can understand people talking about themselves and what they can do.	1	2	3	4	102–5
I can understand short conversations.	1	2	3	4	103, 109
I can understand a description of smartphones.	1	2	3	4	106–107
<b>Reading</b>					
I can understand short conversations.	1	2	3	4	103, 109
I can understand people talking about themselves and what they can do.	1	2	3	4	103
I can understand a text about smartphones.	1	2	3	4	106–107
<b>Spoken interaction</b>					
I can ask and answer questions about ability.	1	2	3	4	102–103
I can make and respond to offers and requests.	1	2	3	4	105
I can share ideas and knowledge on a topic.	1	2	3	4	106–107
I can act out conversations.	1	2	3	4	109
<b>Spoken production</b>					
I can talk about myself and what I can do.	1	2	3	4	101–104
I can talk about pictures.	1	2	3	4	102, 105, 109
I can talk about smartphones.	1	2	3	4	106–107
<b>Strategies</b>					
I can ask for things and offer help.	1	2	3	4	105
I can think of examples to help me remember vocabulary.	1	2	3	4	108
I can work well in a group.	1	2	3	4	108
<b>Writing</b>					
I can copy job title words accurately.	1	2	3	4	102



## Framework level: A1

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Beginner Unit 12
	with difficulty 1	2	3	easily 4	
<b>Listening</b>					<b>Page</b>
I can understand short, everyday conversations in town and at home.	1	2	3	4	112–115, 118
I can write down what I hear.	1	2	3	4	112–114
I can understand people talking about wishes and needs, and likes and dislikes.	1	2	3	4	112–115, 118
I can tell the difference between phrases that sound similar.	1	2	3	4	115
<b>Reading</b>					
I can understand different shops, services activities and signs in town.	1	2	3	4	112, 119
I can understand short, everyday conversations in town and at home.	1	2	3	4	112–115, 118
I can understand people talking about wishes and needs, and likes and dislikes.	1	2	3	4	112–115, 118
I can understand short texts about food.	1	2	3	4	116–117
I can understand a menu.	1	2	3	4	118
<b>Spoken interaction</b>					
I can act out short, everyday conversations in town and at home.	1	2	3	4	112–115, 118
I can ask and answer questions about wishes and needs, and likes and dislikes.	1	2	3	4	112–115, 118
I can order food and drink in a restaurant.	1	2	3	4	118
<b>Spoken production</b>					
I can talk about my wishes and needs, likes and dislikes.	1	2	3	4	113–115, 118
I can talk about my free time and arrange to do things with people.	1	2	3	4	115
I can describe the main points in a text.	1	2	3	4	116–117
<b>Strategies</b>					
I can summarize what people say.	1	2	3	4	114
I can swap and compare information with other people.	1	2	3	4	116–117
I can say what I think.	1	2	3	4	116
<b>Writing</b>					
I can make notes to complete a table.	1	2	3	4	114
I can write an everyday conversation.	1	2	3	4	119

## Framework level: A1

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Beginner Unit 13
	with difficulty 1	2	3	easily 4	
<b>Listening</b>					<b>Page</b>
I can understand clothes vocabulary.	1	2	3	4	122
I can understand descriptions of what people are wearing and doing.	1	2	3	4	123–125
I can understand short everyday conversations.	1	2	3	4	125, 129
<b>Reading</b>					
I can understand colours and clothes vocabulary.	1	2	3	4	122
I can understand short everyday conversations.	1	2	3	4	125, 129
I can understand a short text about someone's day.	1	2	3	4	126–127
<b>Spoken interaction</b>					
I can ask and answer questions about people's clothes.	1	2	3	4	122
I can ask and answer questions about what people are wearing and doing.	1	2	3	4	123–125
I can share ideas and knowledge on a subject.	1	2	3	4	126
I can act out short everyday conversations.	1	2	3	4	128–129
<b>Spoken production</b>					
I can talk about colours.	1	2	3	4	122
I can describe what someone is wearing.	1	2	3	4	123
I can describe what someone is doing.	1	2	3	4	124–126
I can respond to problems.	1	2	3	4	129
<b>Strategies</b>					
I can say what I think.	1	2	3	4	126
I can suggest solutions to a problem.	1	2	3	4	129
<b>Writing</b>					
I can spell clothes vocabulary.	1	2	3	4	122

## Framework level: A1

Can do statements	I can do this				Headway 5 <sup>th</sup> edition Beginner Unit 14
	with difficulty 1	2	3	easily 4	
<b>Listening</b>					<b>Page</b>
I can understand short everyday conversations.	1	2	3	4	133
I can see different stress patterns in words.	1	2	3	4	135, 139
I can understand people talking about their lives.	1	2	3	4	136
<b>Reading</b>					
I can read a map.	1	2	3	4	132
I can understand holiday information.	1	2	3	4	132–133
I can understand a conversation about holiday plans.	1	2	3	4	134
I can understand vocabulary for life events.	1	2	3	4	136
I can understand short texts about people's lives.	1	2	3	4	136–137
I can understand short everyday conversations.	1	2	3	4	139
<b>Spoken interaction</b>					
I can ask and answer questions about holidays and travel.	1	2	3	4	133–134
I can act out a conversation about holiday plans.	1	2	3	4	134
I can ask and answer questions about future plans.	1	2	3	4	134
I can ask and answer questions in order to get to know someone.	1	2	3	4	137
I can act out short everyday conversations.	1	2	3	4	139
<b>Spoken production</b>					
I can talk about my travel habits.	1	2	3	4	133
I can talk about my future plans.	1	2	3	4	135
I can describe the main points in a text.	1	2	3	4	136–137
I can talk about myself and my life.	1	2	3	4	137
<b>Strategies</b>					
I can swap and compare information with other people.	1	2	3	4	136–137
<b>Writing</b>					
I can correct mistakes in written sentences.	1	2	3	4	134
I can write about my life.	1	2	3	4	137

# Dossier

## How to use the Dossier

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

Examples of evidence you might wish to include are:

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

## Dossier chart

Type of work	Date	Description	Why I chose this

## Dossier chart

Type of work	Date	Description	Why I chose this

## Dossier chart

Type of work	Date	Description	Why I chose this

# Dossier chart

Type of work	Date	Description	Why I chose this



Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford.

It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trade mark of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2019

The moral rights of the author have been asserted

First published in 2019

2023 2022 2021 2020 2019

10 9 8 7 6 5 4 3 2 1

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior permission in writing of Oxford University Press, or as expressly permitted by law, by licence or under terms agreed with the appropriate reprographics rights organization. Enquiries concerning reproduction outside the scope of the above should be sent to the ELT Rights Department, Oxford University Press, at the address above

You must not circulate this work in any other form and you must impose this same condition on any acquirer

Links to third party websites are provided by Oxford in good faith and for information only. Oxford disclaims any responsibility for the materials contained in any third party website referenced in this work

### **Photocopying**

The Publisher grants permission for the photocopying of those pages marked 'photocopiable' according to the following conditions. Individual purchasers may make copies for their own use or for use by classes that they teach. School purchasers may make copies for use by staff and students, but this permission does not extend to additional schools or branches

Under no circumstances may any part of this book be photocopied for resale

D000691