



# 4

My Portfolio

## English In motion

Robert Campbell  
Gill Holley  
Rob Metcalf



# WHAT IS MY PORTFOLIO?

My Portfolio is a place for you to think about your language learning experiences, assess your language skills and collect examples of your work. It is based on the European Language Portfolio developed by the Council of Europe.

My Portfolio is divided into three sections:

## ● **My Passport**

### **page 4**

Here you can complete information about yourself and your school. You can also think about your language learning experiences. What languages do you speak? How long have you been learning them? How well do you know them?

## ● **My Biography**

### **page 5**

Here you can think about specific areas of English: reading, listening, speaking, writing, vocabulary and grammar. You can use the results from your unit tests to assess your abilities in each area.

## ● **My Dossier**

### **page 11**

This section links directly to work that you do in your Student's Book in class. For each unit there is a page of fun extra vocabulary exercises and a page for you to complete the unit's writing task, including useful expressions. By the end of the course you will have a complete Dossier with examples of your written work.

You can also complete an online version of My Portfolio on the course website. On My Webpage you can publish your written work online!

At the back of the book, there are two useful reference sections:

## ● **Common European Framework language scale**

### **page 30**

You can use this table to assess your language level against the Council of Europe's scale.

## ● **Writing guide**

### **page 32**

You can use this section to help you with your written work. The writing strategies from each unit are collected here and explained.

# MY PASSPORT

## ME

What's your name? \_\_\_\_\_  
 How old are you? \_\_\_\_\_  
 When's your birthday? \_\_\_\_\_  
 Where are you from? \_\_\_\_\_  
 What languages do you speak at home? \_\_\_\_\_



## MY SCHOOL

What's the name of your school? \_\_\_\_\_  
 Which class are you in? \_\_\_\_\_  
 What's your English teacher's name? \_\_\_\_\_

## MY LANGUAGES

What languages do you know?	<i>English</i>			
How long have you been learning this language?				
How well do you know this language?	Use the Common European Framework language scale on pages 30–31, or use: ✓✓ = easy    ✓ = OK    ✗ = difficult			
Reading				
Listening				
Spoken interaction				
Spoken production				
Writing				
When and how do you use this language?				
Have you done any exams in this language?				

# MY BIOGRAPHY

Remember to update this section after each unit test. Look at your scores for each section of the test and assess yourself:

- ✓✓ I can do this!
- ✓ I can do this, but I need some more practice.
- ✗ I need to practise this.

## WELCOME

- Use the scores from your Diagnostic test.

### Reading

I can understand a short blog entry. \_\_\_\_\_

### Vocabulary

I can identify the odd one out in a set of words. \_\_\_\_\_

I can identify vocabulary from descriptions. \_\_\_\_\_

### Grammar

I can use the present simple and present continuous. \_\_\_\_\_

I can use past simple regular and irregular verbs in affirmative and negative sentences. \_\_\_\_\_

I can use *too much* and *too many* with countable and uncountable nouns. \_\_\_\_\_

I can form sentences with the present perfect. \_\_\_\_\_

I can change active sentences to passive. \_\_\_\_\_

I can identify correct and incorrect uses of *like* with sense verbs. \_\_\_\_\_

### Listening

I can understand a short dialogue about studying in a foreign country. \_\_\_\_\_

### Speaking

I can participate in a short dialogue about future plans. \_\_\_\_\_

### Writing

I can identify grammatical errors in sentences. \_\_\_\_\_

### Extra

For the Welcome unit, I have completed:

My Dossier \_\_\_\_\_

Workbook \_\_\_\_\_

## UNIT 1

### Reading

I can understand a short text about a school play.

\_\_\_\_\_

### Vocabulary

I can use vocabulary about the performing arts.

\_\_\_\_\_

I can name musical instruments. \_\_\_\_\_

### Grammar

I can use the *-ing* form with verbs for talking about likes and dislikes. \_\_\_\_\_

I can use prepositions with the *-ing* form. \_\_\_\_\_

I can use the infinitive and the *-ing* form with verbs of ambition. \_\_\_\_\_

I can use *have to* in affirmative and negative sentences and questions. \_\_\_\_\_

I can identify correct and incorrect uses of *have to*. \_\_\_\_\_

### Listening

I can understand a short dialogue about the arts.

\_\_\_\_\_

### Speaking

I can participate in a short dialogue about films and books. \_\_\_\_\_

### Writing

I can identify grammatical errors in sentences.

\_\_\_\_\_

I can write a short text about a hobby. \_\_\_\_\_

### Extra

For Unit 1, I have completed:

My Dossier \_\_\_\_\_

Workbook \_\_\_\_\_

Student's Multi-ROM \_\_\_\_\_

## UNIT 2

### Reading

I can understand a short ghost story. \_\_\_\_\_

### Vocabulary

I can identify vocabulary about places in a village from descriptions. \_\_\_\_\_

I can identify vocabulary about materials from descriptions. \_\_\_\_\_

### Grammar

I can use *when* and *while* with the past simple and past continuous. \_\_\_\_\_

I can use the past simple and past continuous. \_\_\_\_\_

I can form questions with the past simple and past continuous. \_\_\_\_\_

I can form sentences with *used to*. \_\_\_\_\_

I can identify errors in the use of *used to*. \_\_\_\_\_

### Listening

I can understand a short dialogue about asking for permission. \_\_\_\_\_

### Speaking

I can participate in a short dialogue about asking for permission. \_\_\_\_\_

### Writing

I can put adverbs in the correct place in sentences. \_\_\_\_\_

I can write a short text about my opinion of computers. \_\_\_\_\_

### Extra

For Unit 2, I have completed:

My Dossier \_\_\_\_\_

Workbook \_\_\_\_\_

Student's Multi-ROM \_\_\_\_\_

# UNIT 3

## Reading

I can understand a short text about a school trip.  
\_\_\_\_\_

## Vocabulary

I can use verbs to talk about travel. \_\_\_\_\_

I can use the American English equivalents of British English words. \_\_\_\_\_

## Grammar

I can form sentences with the present perfect and *just*. \_\_\_\_\_

I can use *already* and *yet*. \_\_\_\_\_

I can use *already*, *yet* and *just*. \_\_\_\_\_

I can identify correct and incorrect uses of time expressions. \_\_\_\_\_

I can answer questions with *How long* using *for* and *since*. \_\_\_\_\_

I can use the present perfect and past simple.  
\_\_\_\_\_

## Listening

I can understand a short dialogue about numbers.  
\_\_\_\_\_

## Speaking

I can participate in a short dialogue about making and accepting apologies. \_\_\_\_\_

## Writing

I can use informal expressions in an email. \_\_\_\_\_

I can write a short email about some personal news. \_\_\_\_\_

## Extra

For Unit 3, I have completed:

My Dossier \_\_\_\_\_

Workbook \_\_\_\_\_

Student's Multi-ROM \_\_\_\_\_

# UNIT 4

## Reading

I can understand a short text about advertising.  
\_\_\_\_\_

## Vocabulary

I can identify vocabulary about shopping from descriptions. \_\_\_\_\_

I can identify vocabulary about marketing from descriptions. \_\_\_\_\_

## Grammar

I can form sentences using the superlative form.  
\_\_\_\_\_

I can form the comparative and superlative forms.  
\_\_\_\_\_

I can form sentences using *as ... as* with adjectives. \_\_\_\_\_

I can use *enough* and *too*. \_\_\_\_\_

I can use *like* with sense verbs. \_\_\_\_\_

I can use *must*, *could*, *might*, *may* and *can't*.  
\_\_\_\_\_

## Listening

I can understand a short dialogue about making, refusing and accepting requests. \_\_\_\_\_

## Speaking

I can participate in a short dialogue about making, refusing and accepting requests. \_\_\_\_\_

## Writing

I can identify and correct errors in a formal letter.  
\_\_\_\_\_

I can write a letter of complaint. \_\_\_\_\_

## Extra

For Unit 4, I have completed:

My Dossier \_\_\_\_\_

Workbook \_\_\_\_\_

Student's Multi-ROM \_\_\_\_\_

## UNIT 5

### Reading

I can understand a short film review. \_\_\_\_\_

### Vocabulary

I can use vocabulary about identity. \_\_\_\_\_

I can use the past simple of verbs for historical events. \_\_\_\_\_

### Grammar

I can use *who*, *which* and *where*. \_\_\_\_\_

I can identify sentences where *that* can be omitted. \_\_\_\_\_

I can use relative pronouns to connect sentences. \_\_\_\_\_

I can identify subject and object questions. \_\_\_\_\_

I can form subject and object questions. \_\_\_\_\_

I can identify correct and incorrect subject and object questions. \_\_\_\_\_

### Listening

I can understand a short dialogue about TV programmes. \_\_\_\_\_

### Speaking

I can participate in a short dialogue about websites. \_\_\_\_\_

### Writing

I can use *however*, *what's more* and *although*. \_\_\_\_\_

I can write a short text giving my opinion of a newspaper article.

### Extra

For Unit 5, I have completed:

My Dossier \_\_\_\_\_

Workbook \_\_\_\_\_

Student's Multi-ROM \_\_\_\_\_

## UNIT 6

### Reading

I can understand a short text about climate change. \_\_\_\_\_

### Vocabulary

I can identify vocabulary about natural disasters from descriptions. \_\_\_\_\_

I can identify words about crime from descriptions. \_\_\_\_\_

### Grammar

I can complete a dialogue using future forms. \_\_\_\_\_

I can use *will*, *be going to* and the present continuous to talk about the future. \_\_\_\_\_

I can answer questions about future plans using the present continuous. \_\_\_\_\_

I can use *will (probably)* and *might* to talk about possibilities in the future. \_\_\_\_\_

I can use the first conditional. \_\_\_\_\_

I can form first conditional sentences. \_\_\_\_\_

### Listening

I can understand a short presentation about someone's home town. \_\_\_\_\_

### Speaking

I can make a short presentation about my school. \_\_\_\_\_

### Writing

I can use vocabulary for sequencing ideas. \_\_\_\_\_

I can write a short composition with an argument. \_\_\_\_\_

### Extra

For Unit 6, I have completed:

My Dossier \_\_\_\_\_

Workbook \_\_\_\_\_

Student's Multi-ROM \_\_\_\_\_



# UNIT 7

## Reading

I can understand short comments from an Internet message board. \_\_\_\_\_

## Vocabulary

I can use vocabulary to talk about relationships. \_\_\_\_\_

I can form collocations with *have*, *do* and *make*. \_\_\_\_\_

## Grammar

I can form second conditional sentences. \_\_\_\_\_

I can use the past simple and conditional in second conditional sentences. \_\_\_\_\_

I can form second conditional questions. \_\_\_\_\_

I can form sentences using *should*. \_\_\_\_\_

I can identify and correct errors in second conditional sentences. \_\_\_\_\_

I can use the first and second conditionals correctly. \_\_\_\_\_

## Listening

I can understand a short dialogue about resolving a conflict at home. \_\_\_\_\_

## Speaking

I can participate in a short dialogue about resolving a conflict at home. \_\_\_\_\_

## Writing

I can use *so* and *such*. \_\_\_\_\_

I can write a short website posting giving advice on a problem.

## Extra

For Unit 7, I have completed:

My Dossier \_\_\_\_\_

Workbook \_\_\_\_\_

Student's Multi-ROM \_\_\_\_\_

# UNIT 8

## Reading

I can understand a short text about an ancient place. \_\_\_\_\_

## Vocabulary

I can identify vocabulary about buildings from descriptions. \_\_\_\_\_

I can use vocabulary to talk about a mystery. \_\_\_\_\_

## Grammar

I can use verbs in the present passive. \_\_\_\_\_

I can identify errors in the use of the passive. \_\_\_\_\_

I can use verbs in the past passive. \_\_\_\_\_

I can form questions with the present passive and past passive. \_\_\_\_\_

I can form questions with the past passive for answers. \_\_\_\_\_

## Listening

I can understand a short dialogue about a mystery. \_\_\_\_\_

## Speaking

I can participate in a short dialogue about plans for the weekend. \_\_\_\_\_

## Writing

I can complete a short text by filling gaps. \_\_\_\_\_

I can write a short article about the Great Pyramid of Giza. \_\_\_\_\_

## Extra

For Unit 8, I have completed:

My Dossier \_\_\_\_\_

Workbook \_\_\_\_\_

Student's Multi-ROM \_\_\_\_\_

## UNIT 9

### Reading

I can understand a short text about working as a journalist. \_\_\_\_\_

### Vocabulary

I can use vocabulary about sections in a newspaper. \_\_\_\_\_

I can use reporting verbs. \_\_\_\_\_

### Grammar

I can form sentences with the past perfect. \_\_\_\_\_

I can use the past perfect with the past simple. \_\_\_\_\_

I can identify and correct errors in the use of the past perfect. \_\_\_\_\_

I can form sentences in reported speech. \_\_\_\_\_

I can use *say* and *tell*. \_\_\_\_\_

I can form sentences in direct speech from sentences in reported speech. \_\_\_\_\_

### Listening

I can understand a short dialogue about gossip. \_\_\_\_\_

### Speaking

I can participate in a short dialogue about gossip. \_\_\_\_\_

### Writing

I can use *as*, *by the time* and *as soon as*. \_\_\_\_\_

I can write a short news article about local news. \_\_\_\_\_

### Extra

For Unit 9, I have completed:

My Dossier \_\_\_\_\_

Workbook \_\_\_\_\_

Student's Multi-ROM \_\_\_\_\_

- Complete the boxes.

**Friends**

Write the names of your friends and one fact about each friend.

---

---

---

---

---

---

---

**At home**

Make a list of things you have to do at home.

---

---

---

---

---

---

---

**Your day**

Write five things you normally do each day.

---

---

---

---

---

---

---

**Your interests**

List the things you're interested in.

---

---

---

---

---

---

---

**Your attitudes**

Complete the sentences.

*I'm crazy about* \_\_\_\_\_  
*I'd like to* \_\_\_\_\_  
*The worst thing in the world is* \_\_\_\_\_  
\_\_\_\_\_  
*I support* \_\_\_\_\_  
\_\_\_\_\_

**Your summer**

Write three things you did this summer.

---

---

---

---

---

---

---

- Write a description of yourself in 30 words.

---

---

---

---

- Choose words and names to complete the poster.

**The \_\_\_\_\_ Stage Company  
presents**

---

**a contemporary \_\_\_\_\_  
in two acts**

**based on the works of the  
playwright \_\_\_\_\_**

**Choreographer \_\_\_\_\_**

**Live music performed by**

**The \_\_\_\_\_ Orchestra  
of \_\_\_\_\_**

**Conductor \_\_\_\_\_**

**Performance starts at \_\_\_\_\_**

- Write the names of things you've seen and give your opinion of each one.

A ballet: \_\_\_\_\_

A play: \_\_\_\_\_

A musical: \_\_\_\_\_

A live music concert: \_\_\_\_\_

- Write about your hobby or interest. Use connectors *and, but, or, because* and *so*. You can publish this on your webpage.

**Useful expressions**

- My main hobby's ...
- I taught myself to play ... using ...
- I've always ... up until now.
- My ambition is to ...

# The Art and Sports School application



Tell us about one of your hobbies or interests.

How and when did you start? What did you have to do?

---

---

---

---

---

---

---

---

---

---

---

---

What do you want to do next with your hobby or interest?

---

---

---

---

---

---

---

---

---

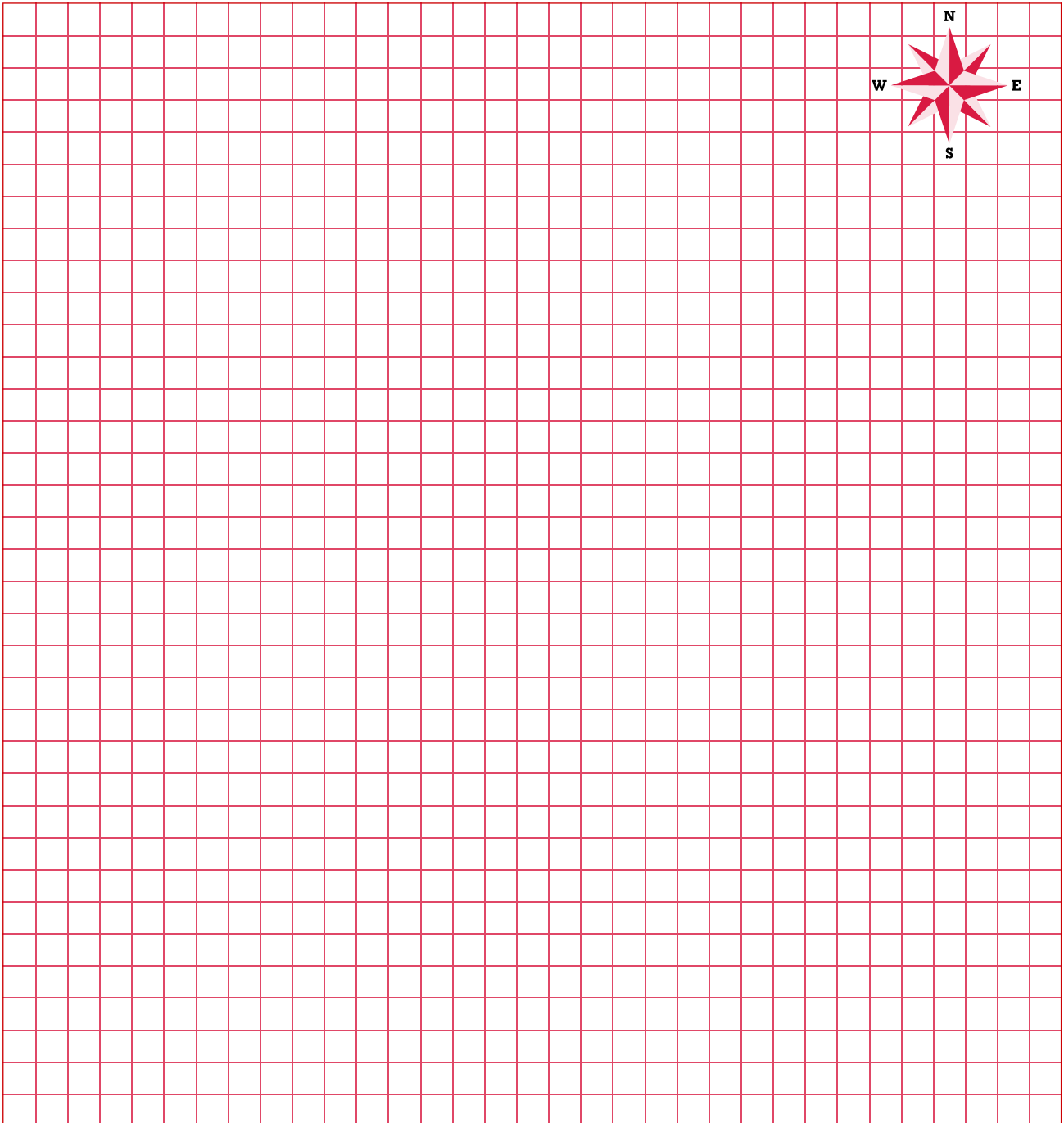
---

---

---

- Draw a map of a village. Include ten of these things.

bridge   church   crossroads   farmhouse   fence  
field   gate   hill   path   signpost   stream   wood



- Write instructions for how to get to a place in the village.

---

---

---

---

---

- Answer a survey. Which invention do you think is the greatest? Use adverbs. You can publish this on your webpage.

**Useful expressions**

In the past, people used to/didn't use to ...

Nowadays, ...

It's made ... more ...

For me, the ... is the best invention because ...

What's the greatest invention?

---

---

---

---

---

---

---

What was life like before it?

---

---

---

---

---

---

---

How do people use it now?

---

---

---

---

---

---

---

Summarize your opinion.

---

---

---

---

---

---

---

---

---

---

- You're planning a trip to your ideal destination. Make notes about your preparations.

*My trip to:*

*Date of trip:*

*Travel companion(s):*

*Accommodation:*

*Things to do before I go:*

- Make notes about your holiday activities.

I'm going to \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



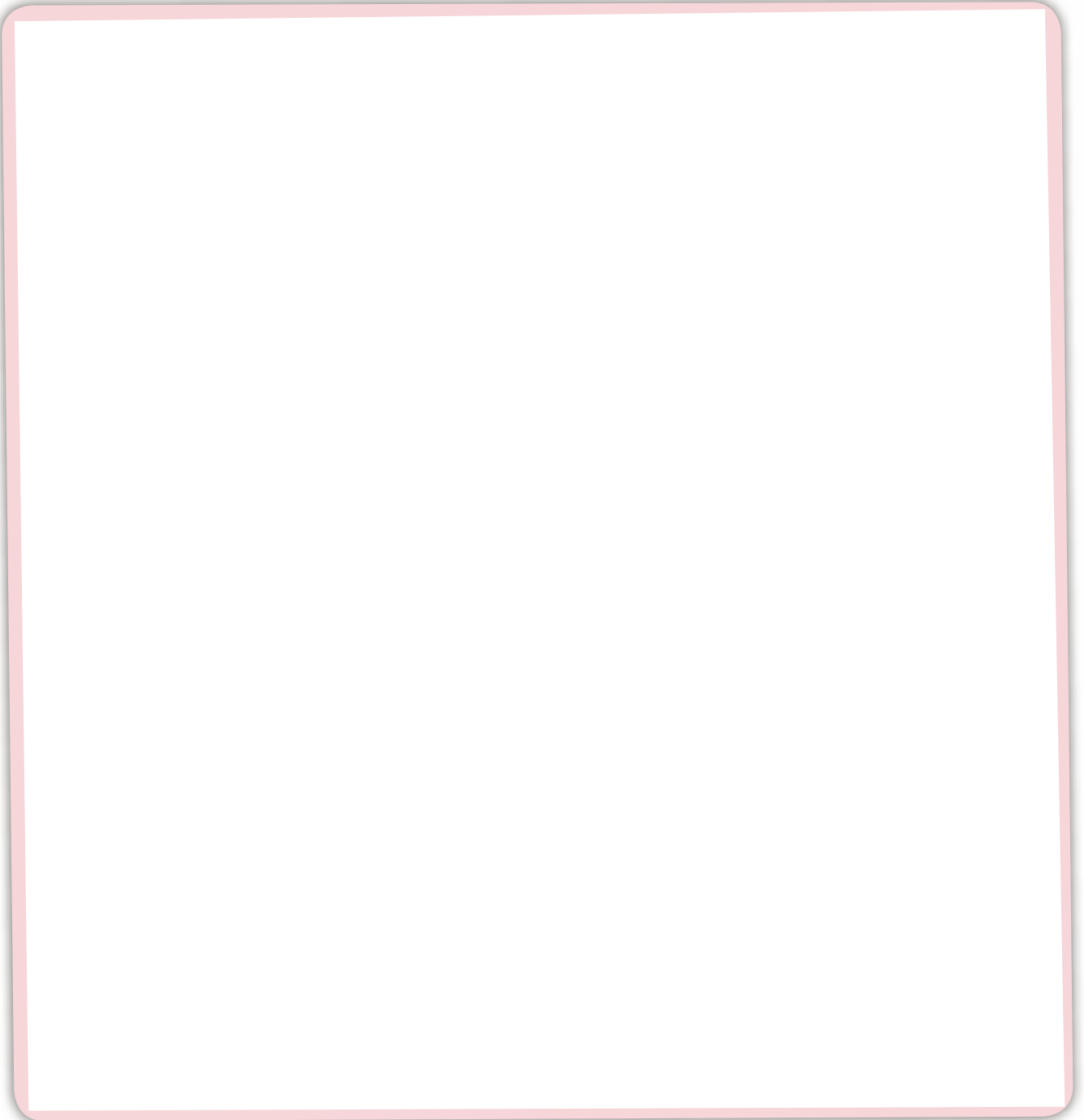


- Complete the information about your favourite shop. Then draw and label a plan of the shop.

Name of shop \_\_\_\_\_

Type of shop \_\_\_\_\_

Location \_\_\_\_\_



- Write about the shop. When do you go there? Why do you like it?

---

---

---

---

# MY LETTER OF COMPLAINT

- Write a formal letter of complaint. You can publish this on your webpage.

**Useful expressions**

I'm writing to complain about ...  
The shop assistant refused to change it/  
them ...  
I think I'm entitled to ...  
I look forward to hearing from you soon.

Where and when did you buy the product?

What was the problem?

What happened when you complained in the shop?

What do you want?

- Complete the form and invent a new identity.

## Personal details

New name:

Signature:

Marital status: Single  | Married

Nationality:

Occupation:

Country of residence:

Identity card number:

Fingerprint:

Driving licence: Yes  | No

## Financial details

Bank:

Bank account number:

Debit card PIN:

## Online details

Email address:

User name:

Password:

- In your new identity, write four sentences about you and your family.

---

---

---

---

- Write to an Internet forum and give your opinion about a headline. Use linkers of contrast and addition. You can publish this on your webpage.

**Useful expressions**

I'm writing about ...  
... reckons ...  
For me, it's a question of ...  
... so why ...?

Say why you're writing. Give one reason for your opinion.

---

---

---

---

---

---

---

---

---

---

Give other reasons for your opinion.

---

---

---

---

---

---

---

---

---

---

Write your conclusion.

---

---

---

---

---

---

---

---

---

---



• Write the names of the natural disasters from the map above.

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

• Do any of these things affect your country? Where?

---

---

---

---

---

# MY POINT OF VIEW

- Write a composition about one of the topics below. Use expressions to sequence your ideas. You can publish this on your webpage.

Exams are a good thing.

TV has got too much influence on our lives.

Teenagers should read more.

**Useful expressions**

- I agree/disagree with the statement that ...
- If we don't ..., we'll ...
- ... instead of ... + *-ing* form
- I think we should ... to ...

Do you agree or disagree?

Give your reasons and explain why.

Give your conclusion.

- Complete your love story.

I first met \_\_\_\_\_ at \_\_\_\_\_  
\_\_\_\_\_. I started to chat  
\_\_\_\_\_ up and we got on really well.  
Two days later we went on a date to \_\_\_\_\_.  
\_\_\_\_\_ said '\_\_\_\_\_',  
and I instantly fell in love. We went out together for  
\_\_\_\_\_. Then one day, while we were  
eating some \_\_\_\_\_ at \_\_\_\_\_  
I asked \_\_\_\_\_ to \_\_\_\_\_.

We got engaged and planned to get married in \_\_\_\_\_  
\_\_\_\_\_. A few weeks later, we went on  
holiday to \_\_\_\_\_. While we were there,  
we fell out. We had an argument about \_\_\_\_\_  
and I said something stupid. We broke up but made up when  
I \_\_\_\_\_. We got over the problem and got  
back together again. Now we're \_\_\_\_\_.

- Write sentences about celebrity relationships in the news.

---

---

---

---



- Write postings with advice for two problems. Use *so* and *such*. You can publish this on your webpage.

**Useful expressions**

It's about ...  
I keep telling him ... but he won't listen.  
I'd consider ... *-ing* form ...  
Whatever you do, don't ...  
As you say, ...

http://www.advice4teens.org

## Advice 4 Teens by Teens

### Jealous guy

My boyfriend gets so jealous that he stops me speaking to other boys.

---

---

---

---

### Expensive friend

My friend makes such long calls from my mobile that he uses all my credit!

---

---

---

---

### I can't go out

I have to be home so early that I can never go to concerts.

---

---

---

---

- Write the names and/or locations of these buildings in your country (if they exist). Tick (✓) the ones you've visited.

church	_____	<input type="checkbox"/>
lighthouse	_____	<input type="checkbox"/>
monastery	_____	<input type="checkbox"/>
mosque	_____	<input type="checkbox"/>
opera house	_____	<input type="checkbox"/>
palace	_____	<input type="checkbox"/>
pyramid	_____	<input type="checkbox"/>
skyscraper	_____	<input type="checkbox"/>
temple	_____	<input type="checkbox"/>
wall	_____	<input type="checkbox"/>

- Write about other buildings in the world that you've visited, or that you'd like to visit.

I've visited \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I've seen pictures of \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I'd like to visit \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



- Write about your candidate for the wonder of your country. Use linkers of reason. You can publish this on your webpage.

**Useful expressions**

My candidate for ... is ...  
Some people believe ...  
Others think ...  
Nobody knows for sure.  
For all these reasons I think ...

<p>Your first reason for choosing it.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
<p>Another reason for choosing it.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
<p>Your final reason for choosing it.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
<p>Your conclusion.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

- Create the front page of a local newspaper. Include these things.

- 1 The name of the newspaper
- 2 A short summary of a news article with a headline, photo and caption
- 3 A sports headline, weather forecast, and cartoon
- 4 Your horoscope

- Look at today's newspaper. What's the main news or information in these sections?

World news: \_\_\_\_\_

Local news: \_\_\_\_\_

The sports section: \_\_\_\_\_

The weather forecast: \_\_\_\_\_

Your horoscope: \_\_\_\_\_

# MY NEWS ARTICLE

- Write a newspaper article. Use time connectors. You can publish this on your webpage.

**Useful expressions**

... was delighted to see ...

... two days earlier ...

The incident happened ...

Luckily, ...

---



---

# The \_\_\_\_\_ Times

---



---

12 July 20 \_\_\_\_

By \_\_\_\_\_

**A short summary of the news story**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

---

**More information about what happened**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**What happened in the end**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_






\_\_\_\_\_






\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## ● Common European Framework language scale

	A1	A2	B1
 <b>Reading</b>	I can read and understand common names, words and sentences, for example, in signs and information panels.	I can read and understand short, simple texts like personal letters. I can scan short texts, for example, advertisements, menus and timetables to find specific information.	I can read and understand texts that use common language and relate to everyday life. I can understand personal texts like letters, which include descriptions of events and the feelings and desires of the writer.
 <b>Listening</b>	I can understand common words and simple phrases used to describe myself, my family and my environment if speech is slow and clear.	I can understand common words and phrases relating to relevant areas of life, for example, personal information, school and shopping. I can identify the most important information in announcements, for example, at a train station.	I can identify the important information in most speech if the topic is familiar to me, for example, school, studies, free time, etc. I can understand the gist of radio or TV programmes on topics of personal interest if speech is slow and clear.
 <b>Spoken Interaction</b>	I can interact with a person who speaks clearly, slowly and repeats their speech to help me understand. I can ask and answer simple questions about common topics.	I can participate in tasks requiring an exchange of information if the topics are familiar to me. I can participate in conversations with short social exchanges, but I can't maintain a conversation without help.	I can cope with travel situations in a country where the language is used. I can participate in conversations if the topics are familiar to me, for example, family, free time, school, travel and holidays.
 <b>Spoken Production</b>	I can use simple language to describe my family, friends and environment.	I can use different phrases and sentences to give simple descriptions of my family, friends, daily life, education and school.	I can use connected phrases to describe my experiences, my plans and ambitions, or to relate a series of events. I can explain my opinions and plans. I can summarise the plot of a book or a film and explain why I enjoyed it.
 <b>Writing</b>	I can write a short note, for example, in a greetings card. I can complete a simple form with my personal details, for example, in a library.	I can write notes, messages and very simple personal letters with a specific purpose, for example, to invite someone to a party.	I can write simple structured texts on topics that are familiar to me or reflect my personal interests. I can write personal letters to friends relating my experiences and my opinions.

	B2	C1	C2
 <b>Reading</b>	I can read and understand news articles and scientific reports concerning world problems. I can identify a writer's opinion in a text like a review. I can read and understand modern literature.	I can read and understand complex non-fiction and fiction texts and appreciate different writing styles. I can understand specialised texts, for example, instruction manuals.	I can read and understand all types of texts, including technical and specialised documents, with ease.
 <b>Listening</b>	I can understand longer monologues. I can understand different positions and arguments if speakers are discussing a familiar topic. I can understand TV programmes and dialogues in films and plays if I concentrate.	I can understand speech which is not clearly structured. I can understand implied information and relationships in speech. I can understand TV programmes and films fairly easily.	I can understand any spoken text in different situations: TV, radio and live speech. I may need a short time to get used to the accent, but have no problems understanding the speakers.
 <b>Spoken Interaction</b>	I can hold fluent conversations with native speakers without many problems. I can play an active role in everyday conversations giving and defending my opinions.	I can express myself in most social and professional situations with fluency and ease. I can give detailed explanations and opinions and clearly relate my ideas to those of other speakers.	I can take part in all types of conversations and discussions using a wide range of language, including idioms and colloquialisms. If I encounter a problem in conversation, I can rephrase and restructure my speech quickly and without effort in order to continue the conversation.
 <b>Spoken Production</b>	I can give extended descriptions of subjects I am interested in. I can explain and justify my opinions on different issues. I can outline the pros and cons of different options and plans.	I can give presentations of complex subjects with detailed descriptions. I can talk about sub-topics, develop and extend important points and state my conclusions with ease.	I can produce clear and detailed descriptions and arguments in a style appropriate to the context and setting. My speech is logically structured and easily understood by my listener.
 <b>Writing</b>	I can write texts with a high degree of detail on a variety of topics. I can write essays which transmit information or a particular opinion. I can write personal letters explaining the significance of special events or experiences.	I can write longer, detailed texts with a structure appropriate to the text type: letter, report or essay. I can select an appropriate style for the task and my reader.	I can write clear texts, for example, letters, reports or articles, in an appropriate style. These texts follow a logical structure and highlight the most relevant information to my reader. I can write reviews of specialised technical or literary works.

## Unit 1

### ● Connectors

I love listening to music **and** going to concerts.  
I've always played classical music, **but** I'm interested in learning other styles.  
I'd like to play jazz **or** blues, **because** then I could play in a group.  
My ambition is to write and sing my own songs, **so** I'm going to have singing lessons.

## Unit 2

### ● Adverbs

**Personally**, I think the greatest invention is the phone, **especially** the mobile.  
Nowadays, **nearly** everyone has got a phone.  
It's **definitely** the best invention.

## Unit 3

### ● Informal expressions

**How's it going?**  
Congratulations, **by the way**.  
**Let me know** how it goes.  
**Anyway**, the reason I'm writing is to invite you to a party.  
**As you know**, it's my birthday.

## Unit 4

### ● Writing a formal letter

Dear Sir or Madam,  
**I'm writing to complain about** a pair of trainers I bought in your shop.  
**I think I'm entitled to** a refund.  
**I look forward to** hearing from you soon.  
Yours faithfully,

## Unit 5

### ● Linkers of contrast and addition

**However**, we've never had an identity card before.  
**What's more**, it will contain information that nobody needs to know.  
**Although** we never do anything wrong, the police sometimes stop us.  
They'll know everything else about us **as well**.

## Unit 6

### ● Sequencing ideas

**I agree with the statement that** cars should be banned.  
**Firstly**, cars produce ...  
**Secondly**, in towns ... **Moreover**, people often drive dangerously.  
**In conclusion**, I think we should ban cars.

## Unit 7

### ● so and such

He's **so** angry **that** he won't listen.  
That's **such an unreasonable** reaction!  
Good relationships are **such hard things** to find **that** ...

## Unit 8

### ● Linkers of reason

I've also chosen it **because of** the mystery that surrounds it.  
**That's why** it's fascinating to visit it.  
Stonehenge is special **because** it was so difficult to build.

## Unit 9

### ● Time connectors

Jenny had lost her instrument **as** she was travelling home.  
**By the time** she noticed that her violin was missing, the bus had gone.  
**As soon as** she got home, she rang the lost property office.