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**A Guide to New**  
**ENGLISH FILE**

**Elementary**



**and the**  
**Common European Framework**  
**of Reference**

I can ask for simple personal information.  
I can ask how people are.

I can say goodbye.

I can spell my name and surname.

I can greet people.

**OXFORD**

The aim of this booklet is to give a clear and simple introduction to the Common European Framework of Reference, and to show how it works with *New English File Elementary*. We won't try to summarize the whole Common European Framework document – it's over 250 pages long, and is extremely comprehensive and detailed, and if you need detail it's best to consult the original document. What we'll try to do is to highlight points that we think are particularly significant – we hope that you find this useful.

Clive  
Christina  
Paul

**In this booklet you'll find:**

■ **A four-page Introduction**

This has questions and answers about the Common European Framework and *New English File Elementary*.

■ **A page for teachers for each File of *New English File Elementary***

This shows you the competences that your students cover in each lesson – in other words, what they learn to *do* in English. 'Productive competences' are shown first (e.g. 'Students learn to greet people'), with the Grammar, Vocabulary, and Pronunciation that they study to help them. These are followed by 'receptive competences' (e.g. 'understanding simple personal information in a conversation').

■ **A photocopyable page for students for each File of *New English File Elementary***

You can copy this and give it out at the end of each File so that your students can assess their progress. It shows them what they have learnt to do in English and gives them an opportunity for self-assessment by ticking either 'I can do this' or 'I need to study this more'. If they tick 'I need to study this more', encourage them to revise the work they've done in the Student's Book and remind them of the **Study Link** learning resources that are available to them – the Workbook, MultiROM, and website. These are listed at the bottom of the page, and students can keep a record of which of the resources they've used.

## **Why do we need a Common European Framework?**

The Council of Europe, an organization that includes nearly 50 European countries, began to develop the Common European Framework in 1991. One of the main purposes of the Council of Europe is to promote a shared European identity, while recognizing the importance of different cultures. We think this is a very valuable aim, and it's why language teaching and learning are so important – we need to be able to understand each other (it's worth pointing out that this aim is not unique to Europe – it's equally valid anywhere in the world). This is also why the CEF has been developed. It encourages people to learn languages and develop their ability to communicate with people from other countries and cultures. We think that any progress in this direction is valuable – we don't all have to become perfect 'plurilingualists', but we can all recognize that we have and need language skills that can be developed both for our good and for society's good.

## **What is the CEF? What are its aims?**

The CEF is a carefully developed descriptive framework. It has educational and social aims – these are very often closely linked, and include the following:

- to encourage the development of language skills, so that people can work together more effectively.
- to encourage the development of inter-cultural awareness and 'plurilingualism'.
- to examine and define *what we can do* with a language.
- to help us compare the language levels of individuals in an accurate and impartial way, across different countries, education systems, ages, and cultures.
- to encourage learner autonomy and lifelong learning.
- to promote a coherent approach to language teaching – not by imposing a system of its own, but by encouraging the sharing of ideas.

## **What are the CEF levels?**

There are six global levels in the CEF – these are shown in the table on page 3. Behind these levels are a very large number of competences which make up a person's language ability – these are defined by 'descriptors'.

The CEF says that teachers shouldn't feel that they have to use these levels in their teaching situations. They're intended to be common reference points. It's also important to remember that these levels are *purely descriptive*, and that they don't necessarily correspond to a year of study, or to 100 hours of study. Everyone has different aims and learns at different speeds, in different environments, and in different ways. The CEF is careful to point out that the levels are not 'linear' – that is, the time needed to move from **A1** to **A2** may not be the same as that needed to move from **B1** to **B2** or **C1** to **C2**, and

<b>proficient</b>	<b>C2</b>	Mastery	This level isn't supposed to equal 'native speaker' mastery – though a student at this level would be a very successful learner who can use a language with real precision and fluency.
	<b>C1</b>	Effective Operational Proficiency	At this level students command a wide range of language.
<b>independent</b>	<b>B2</b>	Vantage	This level is where language use begins to become more 'abstract', for example giving and justifying opinions, summarizing a short story or plot, or giving detailed instructions.
	<b>B1</b>	Threshold	At this level students can maintain a conversation and express ideas. They can also begin to deal with problems and situations where they meet unpredictable language.
<b>basic</b>	<b>A2</b>	Waystage	This level has lots of descriptors for social functions, for example greeting people, asking about work and free time, and making invitations.
	<b>A1</b>	Breakthrough	This is the lowest level of 'generative language use' – students can interact in a simple way and ask and answer simple questions.
The CEF recognizes a level of ability below <b>A1</b> , which includes descriptors like 'can say <i>yes, no, please, thank you</i> ', 'can use some basic greetings', 'can fill in uncomplicated forms'.			For a breakdown of the six global levels above, see chapter 3 of the CEF.  For detailed scales for each area of competence, see chapter 4 of the CEF.
The CEF also recognizes that there can be levels between these six global levels, like <b>A2+</b> , <b>B1+</b> and <b>B2+</b> .			

progress from level to level may slow down as we move up the levels. The CEF recommends 'extreme caution' in trying to calculate or predict how long it will take to move from one CEF level to the next.

### **What CEF level is *New English File Elementary*?**

*New English File Elementary* is **A1** leading into **A2**. **A2** corresponds to the Cambridge ESOL KET exam, which we'd anticipate most students being able to take successfully around one-third of the way through *New English File Pre-intermediate*. Stronger students could take KET at the end of *New English File Elementary*.

### **What does the CEF say about teaching and learning?**

#### ■ Teaching

Here are some things that the CEF says about teaching and the teacher's role:

- The CEF doesn't promote a particular language teaching methodology. It suggests that the methods teachers use should be appropriate to the teaching

context and the social context. It recognizes that effective teaching depends on lots of variables, and that there's a huge range of possible teaching methods and materials.

- It recognizes that teachers have to think on their feet and be flexible and responsive to their students' needs.
- It suggests that teachers need to understand why they're doing what they do, and to help define their learners' objectives, and it acknowledges that experience is extremely valuable in helping them do this.
- It suggests that teachers should help students as much as they can to develop both their language knowledge and their ability to learn (in class and on their own).

These points offer a reassuring indication that the CEF doesn't set out to change teachers and the way they teach. It encourages a focus on communicative ability (the end result) rather than 'knowing language', but it isn't a new methodology or a new approach to teaching, and it doesn't introduce new syllabus elements. It doesn't tell you what to do – but that's a good thing. It allows for as many different teaching styles as there have always been, and it's not trying to make everyone teach the same things in the same way. We think there are two key points for teachers:

- The CEF focuses on the 'end result' of teaching – if you keep this end result in mind too, and if you cover a

comprehensive language syllabus and include active work on the four skills, then you don't need to make radical changes to your teaching practices.

- You need not only to teach but also to help your students develop as autonomous learners – partly to improve their current language learning skills, and partly to help them throughout their language learning lives.

### ■ Learning

A real strength of the CEF for students is that it focuses on the positive – on what they can do, not on what they can't do. All levels of performance from A1 upwards are valued, and students should feel positive about the growing list of things that they know they can do.

Here are some things that the CEF says about learning and the learner's role:

- Language teaching needs to be 'learner-centred' because it's ultimately the learner who has to do the learning.
- Learners need to take more responsibility for planning and carrying out their own learning. They sometimes tend to be 'reactive' (they do what the teacher tells them to do) but they need to be autonomous, and to study effectively on their own ...
- ... so they need to 'learn to learn' and to be made aware of the ways they can do this.

These statements stress that language learning is ultimately in the hands of the learner, and that we need to help students not only by teaching them, but also by encouraging them to learn independently. This is one of the reasons that the Portfolio is important – it's a document for which *students* are responsible.

## **What is the European Language Portfolio?**

The European Language Portfolio is a document for learners. It has three parts:

- the Passport
- the Biography
- the Dossier

The main aim of the Portfolio is to facilitate mobility in Europe by presenting an individual's language qualifications in a clear and comparable way. It allows *all* language and language learning experiences (whether in the classroom or not) to be recorded, and it should be regularly updated. In a teaching situation where a coursebook is used over a year of study, we'd recommend updating the Portfolio perhaps twice a year.

There are now over 50 official Portfolios, published in different countries for all ages. They have been piloted with children, teenagers, and adults. Not every student may be interested in keeping an up-to-date Portfolio, but as the CEF gains momentum Portfolios will become more and more important for students who want to demonstrate their language skills in an increasingly mobile Europe. We think it's in students' best interests to be encouraged to have and maintain a Portfolio.

### ■ The Passport

This is a summary of language-learning experience, including time spent abroad, courses attended, books used, an assessment grid for each language skill area (graded from A1–C2), and any certificates or diplomas. It also outlines future plans for language learning.

The Passport shows at a glance the user's current level of language proficiency in different languages.

### ■ The Biography

This summarizes the learner's language learning history, including languages they've grown up with, their language learning experience at school and university, and how they use their languages now. It helps learners plan their learning by asking them to reflect on how and where they learn languages, and how they can develop autonomous learning.

The Biography also contains the CEF checklists for self-assessment.

### ■ The Dossier

This is a collection of pieces of personal work of different kinds which illustrate what the learner has achieved in different languages. This work could include written work from a course (for example from the Writing lessons of *New English File Elementary*), self-assessment sheets like those on pages 15–23 of this booklet, and audio and video recordings – anything that can 'prove' the learner's language history and level.

## Is *New English File Elementary* compatible with the CEF?

Yes, definitely. The CEF focuses on using language for a communicative purpose, and so does *New English File Elementary* (and the four levels of original *English File*). The CEF encourages the development of the ability to ‘do things’ in a foreign language, not just to ‘know about’ that language, and this is an aim we all share – though you also need to ‘know about’ a language in order to function successfully in that language. As the CEF says, ‘... a language learner has to acquire both form and meaning’. For example, an **A1** descriptor might be ‘I can understand simple directions’. In order to do this, students need to know lexical items (*left, right, straight on, first, second, third*), grammatical elements like imperatives (*take the ... , turn ...*), fixed phrases (*You can’t miss it*), and probably be able to ask for repetition. *New English File Elementary* teaches the language and skills that students will need in order to develop their range of communicative competences.

Here are some examples of how *New English File* fits with the aims of the CEF:

- The **Grammar, Vocabulary, and Pronunciation** syllabus gives students the linguistic competences they need to be able to communicate successfully.
- Regular **receptive and productive work** on the four skills – every lesson has speaking activities, and every File has listening, reading, and writing – emphasises what students *do* with English.
- Clear **lesson aims** are given for each lesson, so learners know what the lesson objectives are.
- The **Practical English** lessons are based on situations in which learners may find themselves – these all focus on language use for real, concrete purposes, and the division of language into ‘You hear’ and ‘You say’ helps to develop both the receptive and productive competences of learners.
- The ‘**What can you do?**’ pages at the end of every File ask students to see what they can achieve with the language they’ve studied – a strong focus on the ‘end result’.
- The **English File pronunciation pictures** help students to work on pronunciation autonomously, and to use dictionaries more effectively.
- The **Workbook, MultiROM, and student’s website** all give students extra practice and learning resources.
- **Workbook Study ideas** give tips for using dictionaries and remembering new words (and their pronunciation).
- The **Study Link** feature helps students see where they can find extra help and extra practice – one of the main obstacles to autonomous learning is that students don’t know what to do, and **Study Link** helps to make it clear. There are regular **Study Link** references to the Grammar Bank, the Vocabulary Bank, the MultiROM, and the student’s website.
- The **Teacher’s Book** gives you all the support you need, including extra photocopiable material and ideas so you can respond to your students’ needs.

The CEF says that teachers and materials writers will continue to need to make their own decisions about the grammatical, lexical, and phonological content of their courses – and that is what we’ve done in *New English File Elementary*. We hope that the decisions we’ve made in writing the course help you and your students as much as they can.

You can find information about the Council of Europe at their website [www.coe.int](http://www.coe.int), where there are hyperlinked pdfs of the CEF document in various languages. The Instituto Cervantes website [www.cervantes.es](http://www.cervantes.es) has the CEF document in Spanish.

More information about Portfolios is available at [www.coe.int/portfolio](http://www.coe.int/portfolio).

Competences (what students can do)	Language that helps them
<b>1A Nice to meet you</b> <b>Students learn to</b> <ul style="list-style-type: none"> <li>– greet people</li> <li>– ask how someone is, and reply</li> <li>– make a simple introduction</li> <li>– say goodbye</li> </ul>	verb <i>be</i> , pronunciation of verb <i>be</i> days of the week pronunciation of days of the week <i>How are you? Nice to meet you. This is ... , etc.</i>
<b>1B I'm not English, I'm Scottish!</b> <b>Students learn to</b> <ul style="list-style-type: none"> <li>– say where they're from</li> <li>– ask where people and things are from</li> <li>– exchange phone numbers</li> </ul>	verb <i>be</i> [+], [–], and [?], short answers countries and nationalities word stress, vowel sounds numbers <i>Where ... from?, I don't know, etc.</i>
<b>1C His name, her name</b> <b>Students learn to</b> <ul style="list-style-type: none"> <li>– give simple personal information</li> <li>– ask for simple personal information</li> <li>– spell their first name and surname</li> </ul> <b>Listening</b> understanding simple personal information in a conversation	possessive adjectives personal information vocabulary the alphabet pronunciation of the alphabet <i>What's, How old ...?, How do you spell it?, etc.</i>
<b>1D Turn off your mobiles!</b> <b>Students learn to</b> <ul style="list-style-type: none"> <li>– talk about things around them</li> <li>– understand simple classroom instructions</li> <li>– ask for help in class, say if they understand, make simple requests for clarification</li> </ul>	classroom and common objects vocabulary <i>this / that / these / those</i> imperatives [+] and [–] classroom language <i>Can you ...?, know / remember / understand, etc.</i>
<b>Practical English: On a plane</b> <b>Students learn to</b> <ul style="list-style-type: none"> <li>– ask for a drink</li> </ul> <b>Listening / Watching video</b> understanding simple information in a conversation	drinks vocabulary – <i>milk, ice, lemon, etc.</i> <i>Would you like ...?, please, thank you, thanks, and other</i> YOU HEAR / YOU SAY phrases
<b>Writing: Completing a form</b> <b>Students learn to</b> <ul style="list-style-type: none"> <li>– fill in a simple form</li> <li>– write a simple description of themselves</li> </ul>	language from lessons A–D when to use capital letters

### Related material for teachers

- Extra photocopiable grammar practice in the Teacher's Book
- Extra photocopiable communicative activities in the Teacher's Book
- Quicktest in the Teacher's Book
- Full test in the Test booklet
- Teacher's website with extra teaching resources  
[www.oup.com/elt/teacher/englishfile/elementary](http://www.oup.com/elt/teacher/englishfile/elementary)

### Study Link material for students

- Workbook File 1
- Student's MultiROM – Grammar Quiz 1; Vocabulary Banks *Numbers, Countries and nationalities, Common objects*; Practical English 1; Sound Bank; Workbook 'Question time' File 1
- Student's website with more practice of all the language areas in the Student's Book [www.oup.com/elt/englishfile/elementary](http://www.oup.com/elt/englishfile/elementary)

Competences (what students can do)	Language that helps them
<p><b>2A Cappuccino and chips</b></p> <p><b>Students learn to</b> – talk about everyday actions – write simple sentences about people in their country</p> <p><b>Reading</b> understanding simple information in an article with pictures</p>	<p>present simple ⊕ and ⊖ common verb phrases – <i>drink coffee, do homework, have children</i>, etc. irregular plurals, <i>men, women</i>, etc. pronunciation of third person -s</p>
<p><b>2B When Natasha meets Darren ...</b></p> <p><b>Students learn to</b> – ask and answer questions about someone's life</p> <p><b>Reading</b> understanding simple information in personal e-mails</p> <p><b>Listening</b> understanding the general sense of a conversation, with some specific information</p>	<p>present simple ⊕ common verb phrases <i>Where do you live?, Do you have ...?, What ... do you like?</i>, etc.</p>
<p><b>2C An artist and a musician</b></p> <p><b>Students learn to</b> – ask what people do – say what they do – ask and answer questions about jobs</p> <p><b>Reading</b> understanding simple information in an article with pictures guessing meaning from context</p>	<p>present simple <i>a/an</i> + job jobs vocabulary – <i>doctor, shop assistant, waiter</i>, etc. sentence rhythm <i>I'm a ..., I work for/in ..., I'm at school/university</i></p>
<p><b>2D Relatively famous</b></p> <p><b>Students learn to</b> – say who things belong to – talk about their family – ask about someone's family</p> <p><b>Listening</b> understanding specific information in a simple conversation</p>	<p>possessive s family vocabulary – <i>aunt, daughter, grandfather</i>, etc. pronunciation of family vocabulary <i>How many ... do you have?, Who's ...?</i>, etc.</p>
<p><b>Practical English: At a hotel</b></p> <p><b>Students learn to</b> – check in to a hotel</p> <p><b>Listening/Watching video</b> understanding simple personal information in a conversation</p>	<p>hotel vocabulary <i>I have a reservation, Can you sign here?, Non-smoking, please</i> and other YOU HEAR/YOU SAY phrases</p>
<p><b>Writing: An informal e-mail/letter</b></p> <p><b>Students learn to</b> – write a simple e-mail/letter giving personal information</p>	<p>language from lessons A–D giving an address and date in a letter</p>

### Related material for teachers

- Extra photocopiable grammar practice in the Teacher's Book
- Extra photocopiable communicative activities in the Teacher's Book
- Quicktest in the Teacher's Book
- Full test in the Test booklet
- Teacher's website with extra teaching resources  
[www.oup.com/elt/teacher/englishfile/elementary](http://www.oup.com/elt/teacher/englishfile/elementary)

### Study Link material for students

- Workbook File 2
- Student's MultiROM – Grammar Quiz 2; Vocabulary Banks *Verb phrases, Jobs, The family*; Practical English 2; Sound Bank; Workbook 'Question time' File 2
- Student's website with more practice of all the language areas in the Student's Book [www.oup.com/elt/englishfile/elementary](http://www.oup.com/elt/englishfile/elementary)

Competences (what students can do)	Language that helps them
<b>3A Pretty woman</b> <b>Students learn to</b> – describe people and things using common adjectives – say how they feel using common adjectives <b>Reading</b> understanding short simple texts describing famous people <b>Listening</b> understanding very short sentences spoken at normal speed	the grammar of adjectives common adjectives <i>quite</i> and <i>very</i> pronunciation of adjectives
<b>3B Wake up, get out of bed ...</b> <b>Students learn to</b> – tell the time – describe their daily routine – ask about someone's daily routine <b>Reading</b> understanding the general sense of a simple article guessing meaning from context <b>Listening</b> understanding the time in short recordings understanding specific information in a short interview	<i>quarter past / to, half past, etc.</i> present simple $\oplus$ , $\ominus$ , and $\text{?}$ daily routine vocabulary – <i>get up, have lunch, go to bed, etc.</i> <i>What's the time? What time is it? It's ...</i> <i>What time do you ...? At 7.00.</i>
<b>3C The island with a secret</b> <b>Students learn to</b> – say how often they do things – ask how often someone does things <b>Reading</b> understanding the general sense of a simple article guessing meaning from context	present simple $\oplus$ , $\ominus$ , and $\text{?}$ adverbs of frequency, <i>always, sometimes, never, etc.</i> the position of adverbs of frequency <i>How often do you ...?</i> pronunciation of the letter <i>h</i> <i>every day / week / month, etc.</i> <i>once, twice, three times a week / month</i>
<b>3D On the last Wednesday in August</b> <b>Students learn to</b> – say the date – ask and answer questions about their favourite times <b>Reading</b> understanding information in a simple article with pictures <b>Listening</b> understanding specific information from short interviews	present simple $\oplus$ , $\ominus$ , and $\text{?}$ <i>because I like / love</i> seasons of the year months of the year pronunciation of the months saying the date, <i>the second of September, etc.</i> pronunciation of <i>th, the seventh of May, etc.</i>
<b>Practical English: In a coffee shop</b> <b>Students learn to</b> – order a coffee and a snack <b>Listening / Watching video</b> understanding simple information from a conversation	simple coffee and snack vocabulary <i>Can I help you?, Can I have an espresso, please?, Anything else?, How much is that?,</i> and other YOU HEAR / YOU SAY phrases
<b>Writing: A magazine article</b> <b>Students learn to</b> – write about their favourite day using simple linked sentences	language from lessons A–D simple connectors ( <i>and, or, but, because</i> ) simple sequencers ( <i>then, before, after</i> )

#### Related material for teachers

- Extra photocopiable grammar practice in the Teacher's Book
- Extra photocopiable communicative activities in the Teacher's Book
- Quicktest in the Teacher's Book
- Full test in the Test booklet

#### Study Link material for students

- Workbook File 3
- Student's MultiROM – Grammar Quiz 3; Vocabulary Banks *Common adjectives, Daily routine, Times and dates*; Practical English 3; Sound Bank; Workbook 'Question time' File 3
- Student's website with more practice of all the language areas in the Student's Book [www.oup.com/elt/englishfile/elementary](http://www.oup.com/elt/englishfile/elementary)

Competences (what students can do)	Language that helps them
<p><b>4A I can't dance</b></p> <p><b>Students learn to</b> – say what they can and can't do – ask what someone can do</p> <p><b>Listening</b> understanding specific information in simple conversations</p>	<p><i>can / can't</i> pronunciation of <i>can / can't</i> common verb phrases – <i>take photos, wait for a bus, call a taxi, etc.</i> <i>quite well, very well</i></p>
<p><b>4B Shopping – men love it!</b></p> <p><b>Students learn to</b> – talk about free time activities and say what they like and don't like – ask someone what they like doing</p> <p><b>Reading</b> understanding information in a short article</p> <p><b>Listening</b> understanding people giving simple opinions</p>	<p><i>like + verb + -ing</i> <i>hate, love</i> pronunciation of /ɪ/ free time activities vocabulary <i>What about you?, What kind of ...?, It's OK.</i></p>
<p><b>4C Fatal attraction?</b></p> <p><b>Students learn to</b> – ask someone their opinion of people and things – give their opinion of people and things</p> <p><b>Reading</b> understanding information in an article guessing meaning from context</p>	<p>object pronouns (I love <i>you / him / her / it / them</i>) <i>What do you think of ...?</i> <i>He / She / It's OK / great / terrible.</i></p>
<p><b>4D Are you still mine?</b></p> <p><b>Students learn to</b> – give their opinion (about music) – ask someone for their opinion (about music)</p> <p><b>Reading</b> understanding a simple questionnaire</p>	<p>kinds of music – <i>jazz, dance, classical, etc.</i> <i>play in a group, download music, go to concerts</i> <i>What kind of ...?</i></p>
<p><b>Practical English: In a clothes shop</b></p> <p><b>Students learn to</b> – buy clothes in a shop – ask about and understand prices – making a simple social arrangement</p> <p><b>Listening / Watching video</b> understanding simple information from a conversation</p>	<p>simple clothes vocabulary <i>What size is ...?, Where can I try it on?, The changing rooms are ...,</i> and other YOU HEAR/YOU SAY phrases <i>Would you like to ...?</i> <i>How about (Friday) night?</i> <i>Good idea.</i></p>
<p><b>Writing: Describing a friend</b></p> <p><b>Students learn to</b> – write a simple description of someone, with information about where he/she lives, what he/she is like, etc.</p>	<p>language from lessons A–D</p>

#### Related material for teachers

- Extra photocopiable grammar practice in the Teacher's Book
- Extra photocopiable communicative activities in the Teacher's Book
- Quicktest in the Teacher's Book
- Full test in the Test booklet
- Teacher's website with extra teaching resources  
[www.oup.com/elt/teacher/englishfile/elementary](http://www.oup.com/elt/teacher/englishfile/elementary)

#### Study Link material for students

- Workbook File 4
- Student's MultiROM – Grammar Quiz 4; Vocabulary Banks *More verb phrases*; Practical English 4; Sound Bank; Workbook 'Question time' File 4
- Student's website with more practice of all the language areas in the Student's Book [www.oup.com/elt/englishfile/elementary](http://www.oup.com/elt/englishfile/elementary)

Competences (what students can do)	Language that helps them
<p><b>5A Who were they?</b></p> <p><b>Students learn to</b></p> <ul style="list-style-type: none"> <li>– say where they were born</li> <li>– say where people were born, and what they did</li> <li>– make simple sentences about historical figures</li> </ul> <p><b>Reading</b> understanding simple information in short texts</p> <p><b>Listening</b> following a very simple talk</p>	<p><i>was / were</i> sentence stress and weak forms of <i>was / were</i> <i>When / Where were you born? I was born in ...</i> things famous people do – <i>scientist, artist, writer</i>, etc. word formation – <i>compose &gt; composer</i>, etc.</p>
<p><b>5B Sydney, here we come!</b></p> <p><b>Students learn to</b></p> <ul style="list-style-type: none"> <li>– tell a simple story in the past</li> <li>– ask and answer questions about the past</li> <li>– say when things happened</li> </ul> <p><b>Reading</b> understanding a simple story in an article</p> <p><b>Listening</b> understanding the end of a story</p>	<p>past simple regular verbs pronunciation of past simple regular verbs past simple <input type="checkbox"/>, <input type="checkbox"/>, and <input type="checkbox"/> <i>last week / month</i>, etc. <i>three days ago / a year ago</i>, etc. <i>yesterday morning, last night</i>, etc.</p>
<p><b>5C Girls' night out</b></p> <p><b>Students learn to</b></p> <ul style="list-style-type: none"> <li>– talk about what they did on their last night out</li> <li>– ask and answer questions about the past</li> </ul> <p><b>Reading</b> understanding specific information in a simple article</p> <p><b>Listening</b> understanding the essential information in a simple interview</p>	<p>past simple irregular verbs pronunciation of past simple irregular verbs past simple <input type="checkbox"/>, <input type="checkbox"/>, and <input type="checkbox"/> collocations with <i>go, have, get</i> – <i>go out, have a good time, get home</i>, etc.</p>
<p><b>5D Murder in a country house</b></p> <p><b>Students learn to</b></p> <ul style="list-style-type: none"> <li>– talk about simple past actions</li> <li>– ask and answer questions about the past</li> </ul> <p><b>Reading</b> understanding key information on a book cover understanding a simple story</p> <p><b>Listening</b> understanding specific information from simple interviews</p>	<p>past simple regular and irregular verbs pronunciation of past simple irregular verbs</p>
<p><b>Practical English: In a gift shop</b></p> <p><b>Students learn to</b></p> <ul style="list-style-type: none"> <li>– buy something in a shop</li> <li>– ask about and understand prices</li> <li>– ask if the shop sells specific things</li> </ul> <p><b>Listening / Watching video</b> understanding simple information from a conversation</p>	<p>simple gift shop vocabulary <i>How much is ...?, Sorry, how much did you say?, Do you have ...?, Here you are</i>, and other YOU HEAR/YOU SAY phrases</p>
<p><b>Writing: A holiday report</b></p> <p><b>Students learn to</b></p> <ul style="list-style-type: none"> <li>– write short note-form answers to questions</li> <li>– write a simple description of a holiday, with information about where they went, where they stayed, what they did, etc.</li> </ul>	<p>language from lessons A–D</p>

#### Related material for teachers

- Extra photocopiable grammar practice in the Teacher's Book
- Extra photocopiable communicative activities in the Teacher's Book
- Quicktest in the Teacher's Book

#### Study Link material for students

- Workbook File 5
- Student's MultiROM – Grammar Quiz 5; Vocabulary Banks *Go, have, get*; Practical English 5; Sound Bank; Workbook 'Question time' File 5

Competences (what students can do)	Language that helps them
<p><b>6A A house with a history</b></p> <p><b>Students learn to</b></p> <ul style="list-style-type: none"> <li>– describe a house or flat</li> <li>– ask questions about a house or flat</li> <li>– give a simple description of a room</li> </ul> <p><b>Reading</b> understanding a very simple advertisement</p> <p><b>Listening</b> understanding specific information in a description of a house</p>	<p><i>there is / there are</i> ⊕, ⊖, and ⊗ pronunciation of <i>th, Is there ...?</i> flats and houses vocabulary – rooms, furniture, and decoration</p>
<p><b>6B A night in a haunted hotel</b></p> <p><b>Students learn to</b></p> <ul style="list-style-type: none"> <li>– describe the position of things</li> <li>– give a simple ‘past description’ of a place, e.g. a hotel they’ve stayed in</li> </ul> <p><b>Reading</b> understanding specific information in an article</p> <p><b>Listening</b> understanding the end of a story, and completing a simple form</p>	<p>prepositions of place – <i>in, under, opposite</i>, etc. <i>there was / there were</i> ⊕, ⊖, and ⊗</p>
<p><b>6C Neighbours from hell</b></p> <p><b>Students learn to</b></p> <ul style="list-style-type: none"> <li>– talk about where they live, and their neighbours</li> <li>– say what’s happening</li> </ul> <p><b>Reading</b> understanding the general sense of a short article</p> <p><b>Listening</b> understanding short sentences spoken at normal speed</p>	<p>present continuous ⊕, ⊖, and ⊗ pronunciation of verb + <i>-ing</i> <i>neighbours, upstairs, downstairs, next door</i> things neighbours do – <i>watch TV, play loud music, argue, have parties</i>, etc.</p>
<p><b>6D When a man is tired of London ...</b></p> <p><b>Students learn to</b></p> <ul style="list-style-type: none"> <li>– talk about what’s happening now and what usually happens</li> <li>– describe the town or city where they live</li> </ul> <p><b>Reading</b> understanding specific information about a tourist attraction, including where it is and when it’s open guessing meaning from context</p> <p><b>Listening</b> understanding specific information from short dialogues</p>	<p>present continuous and present simple ‘places in a town / city’ vocabulary – <i>art gallery, bus station, supermarket</i>, etc.</p>
<p><b>Practical English: In the street</b></p> <p><b>Students learn to</b></p> <ul style="list-style-type: none"> <li>– ask for and understand simple directions</li> <li>– ask for repetition to help them understand</li> </ul> <p><b>Listening / Watching video</b> understanding simple information from a conversation</p>	<p>simple ‘directions’ vocabulary <i>Excuse me, where’s ...?, Is ... near here?, Go straight on, Turn left, Could you say that again, please?</i>, and other YOU HEAR / YOU SAY phrases</p>
<p><b>Writing: A postcard</b></p> <p><b>Students learn to</b></p> <ul style="list-style-type: none"> <li>– write a short simple postcard, with information about where they are, when they arrived, what they’re doing, etc.</li> </ul>	<p>language from lessons A–D</p>

**Related material for teachers**

- Extra photocopiable grammar practice in the Teacher’s Book
- Extra photocopiable communicative activities in the Teacher’s Book
- Quicktest in the Teacher’s Book
- 

**Study Link** material for students

- Workbook File 6
- Student’s MultiROM – Grammar Quiz 6; Vocabulary Banks *Flats and houses, Town and city*; Practical English 6; Sound Bank; Workbook ‘Question time’ File 6
-

Competences (what students can do)	Language that helps them
<b>7A What does your food say about you?</b> <b>Students learn to</b> – talk about what they eat and drink <b>Listening</b> understanding specific information from a simple TV programme	countable and uncountable nouns <i>a / an, some / any</i> food vocabulary – <i>juice, salad, ice cream</i> , etc.
<b>7B How much water do we really need?</b> <b>Students learn to</b> – ask and answer about amounts and quantities <b>Reading</b> understanding a simple questionnaire understanding the main points in an article guessing meaning from context	<i>how much / how many?</i> <i>a lot of, quite a lot of, not much / many, none</i>
<b>7C Changing holidays</b> <b>Students learn to</b> – talk about their plans for the future – ask about someone's plans <b>Reading</b> understanding key information from a TV guide understanding the main points in an article <b>Listening</b> understanding specific information from a simple TV programme	<i>be going to</i> ⊕, ⊖, and ⊗ holiday vocabulary – <i>see the sights, go clubbing, nightlife</i> , etc. <i>What are we going to do? Why don't we ...? That's a good idea.</i>
<b>7D It's written in the cards</b> <b>Students learn to</b> – make predictions about the future <b>Reading</b> understanding a story <b>Listening</b> understanding the end of a story	<i>be going to</i> ⊕, ⊖, and ⊗ <i>get married, fall in love, get a new job, move house</i> , etc. <i>Maybe you're going to ...</i>
<b>Practical English: At a restaurant</b> <b>Students learn to</b> – understand a simple menu – order food – ask for the bill <b>Listening / Watching video</b> understanding simple information from a conversation	simple menu vocabulary – <i>starter, main course, dessert</i> , etc. <i>Do you have a reservation?, Are you ready to order?, I'd like ... ,</i> <i>... for me, please</i> , and other YOU HEAR/YOU SAY phrases
<b>Writing: Instructions</b> <b>Students learn to</b> – write simple instructions (a recipe)	food vocabulary from lesson A <i>First / Then / Finally</i> <i>cut, put</i>

### Related material for teachers

- Extra photocopiable grammar practice in the Teacher's Book
- Extra photocopiable communicative activities in the Teacher's Book
- Quicktest in the Teacher's Book
- Full test in the Test booklet
- Teacher's website with extra teaching resources  
[www.oup.com/elt/teacher/englishfile/elementary](http://www.oup.com/elt/teacher/englishfile/elementary)

### Study Link material for students

- Workbook File 7
- Student's MultiROM – Grammar Quiz 7; Vocabulary Banks *Food*; Practical English 7; Sound Bank; Workbook 'Question time' File 7
- Student's website with more practice of all the language areas in the Student's Book [www.oup.com/elt/englishfile/elementary](http://www.oup.com/elt/englishfile/elementary)

Competences (what students can do)	Language that helps them
<b>8A The True False Show</b> <b>Students learn to</b> – compare two people, places, or things – give a simple description of someone’s personality <b>Listening</b> understanding specific information from a simple TV programme	forming comparative adjectives pronunciation of -er in comparative adjectives personality adjectives – <i>quiet, serious, friendly</i> , etc.
<b>8B The highest city in the world</b> <b>Students learn to</b> – talk about aspects of their country (climate, geography, and tourism) – give a simple description of the weather <b>Reading</b> understanding specific information in an article guessing meaning from context	forming superlative adjectives pronunciation of consonant clusters in superlative adjectives simple weather vocabulary <i>the hottest place, the longest river, the best way to travel</i> , etc.
<b>8C Would you like to drive a Ferrari?</b> <b>Students learn to</b> – talk about things they would/wouldn’t like to do <b>Reading</b> understanding specific information in advertisements <b>Listening</b> understanding essential information in an interview	<i>would like to</i> ⊕, ⊖, and ⊛ <i>dangerous, exciting, boring</i>
<b>8D They dress well but drive badly</b> <b>Students learn to</b> – talk about how people do things ( <i>well, badly</i> , etc.) <b>Reading</b> understanding essential information in an article	forming adverbs from adjectives – <i>slow &gt; slowly, good &gt; well</i> , etc. pronunciation of adverbs and adjectives
<b>Practical English: Going home</b> <b>Students learn to</b> – check out of a hotel – make a simple arrangement to meet <b>Listening/Watching video</b> understanding simple information from a conversation	simple ‘checking out’ vocabulary – <i>ask for the bill, pay by credit card</i> , etc. <i>Can I have my bill, please? How would you like to pay?, Would you like me to call a taxi?</i> , and other YOU HEAR/YOU SAY phrases
<b>Writing: Making a reservation</b> <b>Students learn to</b> – write an e-mail to a hotel to make a reservation, and the difference between formal and informal e-mails	language of formal communication – <i>Dear Sir/Madam, I would like to make a reservation, Please confirm the reservation</i> , etc.

#### Related material for teachers

- Extra photocopiable grammar practice in the Teacher’s Book
- Extra photocopiable communicative activities in the Teacher’s Book
- Quicktest in the Teacher’s Book
- Full test in the Test booklet
- Teacher’s website with extra teaching resources  
[www.oup.com/elt/teacher/englishfile/elementary](http://www.oup.com/elt/teacher/englishfile/elementary)

#### Study Link material for students

- Workbook File 8
- Student’s MultiROM – Grammar Quiz 8; all Vocabulary Banks; Practical English 8; Sound Bank; Workbook ‘Question time’ File 8
- Student’s website with more practice of all the language areas in the Student’s Book [www.oup.com/elt/englishfile/elementary](http://www.oup.com/elt/englishfile/elementary)

Competences (what students can do)	Language that helps them
<p><b>9A Before we met</b></p> <p><b>Students learn to</b></p> <ul style="list-style-type: none"> <li>– say where they've been in their lives</li> <li>– ask questions about where someone has been in their life</li> </ul> <p><b>Reading</b></p> <p>understanding a section of a simple story guessing meaning from context</p> <p><b>Listening</b></p> <p>understanding the end of a story</p>	<p>present perfect verb <i>be</i> +, -, and ?</p> <p><i>I've been to / haven't been to</i></p> <p><i>Have you been to ...?</i></p> <p><i>been / gone</i></p>
<p><b>9B I've read the book, I've seen the film</b></p> <p><b>Students learn to</b></p> <ul style="list-style-type: none"> <li>– talk about experiences they've had in their lives</li> <li>– give more details of their experiences</li> </ul> <p><b>Reading</b></p> <p>understanding a simple questionnaire</p> <p><b>Listening</b></p> <p>understanding opinions and main points in a radio phone-in</p>	<p>present perfect regular and irregular verbs</p> <p>irregular past participles</p> <p>pronunciation of irregular past participles</p> <p>present perfect and past simple</p>

**Related material for teachers**

- Extra photocopiable grammar practice in the Teacher's Book
- Extra photocopiable communicative activities in the Teacher's Book
- Quicktest in the Teacher's Book
- Full test in the Test booklet
- Teacher's website with extra teaching resources  
[www.oup.com/elt/teacher/englishfile/elementary](http://www.oup.com/elt/teacher/englishfile/elementary)

**Study Link material for students**

- Workbook File 9
- Student's MultiROM – Grammar Quiz 9; all Vocabulary Banks; all Practical English; Sound Bank; Workbook 'Question time' File 9
- Student's website with more practice of all the language areas in the Student's Book [www.oup.com/elt/englishfile/elementary](http://www.oup.com/elt/englishfile/elementary)

**What can you do? Tick (✓) the boxes.**

<b>I can do this</b>	<b>I need to study this more</b>
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**1A Nice to meet you**

<b>I can greet people.</b>	Hi! Hello!	<input type="checkbox"/>	<input type="checkbox"/>
<b>I can ask how someone is, and reply.</b>	How are you? Fine, thanks!	<input type="checkbox"/>	<input type="checkbox"/>
<b>I can say goodbye.</b>	Bye. Goodbye. See you.	<input type="checkbox"/>	<input type="checkbox"/>
<b>I can count to 20.</b>	One, two, three ...	<input type="checkbox"/>	<input type="checkbox"/>

**1B I'm not English, I'm Scottish!**

<b>I can say where I'm from.</b>	I'm from Spain / Madrid.	<input type="checkbox"/>	<input type="checkbox"/>
<b>I can ask where people and things are from.</b>	Where's it from?	<input type="checkbox"/>	<input type="checkbox"/>
<b>I can exchange phone numbers.</b>	What's your phone number? My number's ...	<input type="checkbox"/>	<input type="checkbox"/>
<b>I can count to 1,000.</b>	101, 222, 367...	<input type="checkbox"/>	<input type="checkbox"/>

**1C His name, her name**

<b>I can give simple personal information.</b>	My surname's ... I'm 26. My e-mail address is ...	<input type="checkbox"/>	<input type="checkbox"/>
<b>I can ask for simple personal information.</b>	What's your mobile number?	<input type="checkbox"/>	<input type="checkbox"/>
<b>I can spell my first name and surname.</b>	C-R-I-S-T-I-N-A.	<input type="checkbox"/>	<input type="checkbox"/>

**1D Turn off your mobiles!**

<b>I can name common objects.</b>	That's a CD player. This is a pen.	<input type="checkbox"/>	<input type="checkbox"/>
<b>I can understand simple classroom instructions.</b>	Read the text. Listen.	<input type="checkbox"/>	<input type="checkbox"/>
<b>I can make simple requests for clarification.</b>	Can you repeat it? How do you spell it?	<input type="checkbox"/>	<input type="checkbox"/>

**Practical English 1: On the plane**

<b>I can ask for a drink.</b>	A Diet Coke, please. Coffee, please. Just sugar.	<input type="checkbox"/>	<input type="checkbox"/>
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**Writing 1: Completing a form**

<b>I can fill in a simple form with personal information.</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I can write a simple description of myself.</b>	<input type="checkbox"/>	<input type="checkbox"/>

**Study Link** Extra material

- Workbook File 1
- MultiROM
- Grammar Quiz 1
- Vocabulary Banks – *Numbers, Countries and nationalities, Common objects*
- Practical English 1
- Student's website [www.oup.com/elt/englishfile/elementary](http://www.oup.com/elt/englishfile/elementary)
- Grammar File 1
- Vocabulary – *Numbers, Countries and nationalities, Common objects*
- Practical English File 1
- other activities \_\_\_\_\_

**What can you do? Tick (✓) the boxes.**

I can do this	I need to study this more
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**2A Cappuccino and chips****I can say things that I do / don't do.**I read a newspaper / drink coffee.  
I don't do exercise / watch TV.**I can describe a typical family in my country.**

They live in a flat. The mother doesn't work. The father cooks.

**2B When Natasha meets Darren ...****I can ask someone questions about their everyday life.**

Do you have a car? Where do you work / study?

**I can answer questions about my everyday life.**

I live in ... I speak ... I don't smoke.

**2C An artist and a musician****I can ask people what they do.**

What do you do?

**I can say what I do.**

I'm a / an ... I work for / in ... I'm at school / university.

**I can ask about a job.**

Do you work outside? Do you wear a uniform?

**2D Relatively famous****I can talk about possessions.**

It's John's pen. It's Anna's bag.

**I can describe my family.**I have two sisters. I have five cousins.  
David is my uncle – he's my father's brother.**Practical English 2: At a hotel****I can check in to a hotel.**I have a reservation.  
My name's ...  
Non-smoking, please.  
Where's the lift?**Writing 2: An informal letter / e-mail****I can write a simple letter or e-mail about myself.****Study Link Extra material**

- Workbook File 2
- MultiROM
- Grammar Quiz 2
- Vocabulary Banks – *Verb phrases, Jobs, The family*
- Practical English 2
- Student's website [www.oup.com/elt/englishfile/elementary](http://www.oup.com/elt/englishfile/elementary)
- Grammar File 2
- Vocabulary – *Verb phrases, Jobs, The family*
- Practical English File 2
- other activities \_\_\_\_\_

**What can you do? Tick (✓) the boxes.**

<b>I can do this</b>	<b>I need to study this more</b>
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**3A Pretty woman**

<b>I can use adjectives to describe things.</b>	It's a black umbrella. They're expensive sunglasses.	<input type="checkbox"/>	<input type="checkbox"/>
<b>I can use adjectives to describe people.</b>	My brother's tall and good-looking. He has short, fair hair.	<input type="checkbox"/>	<input type="checkbox"/>
<b>I can say how I feel.</b>	I'm cold / hungry / happy / tired.	<input type="checkbox"/>	<input type="checkbox"/>

**3B Wake up, get out of bed ...**

<b>I can ask what time it is.</b>	What's the time? What time is it?	<input type="checkbox"/>	<input type="checkbox"/>
<b>I can say what time it is.</b>	It's quarter / half past seven.	<input type="checkbox"/>	<input type="checkbox"/>
<b>I can describe my daily routine.</b>	I get up at 6.30. I have a shower, and ...	<input type="checkbox"/>	<input type="checkbox"/>
<b>I can ask about someone's daily routine.</b>	What time do you go to work / finish work?	<input type="checkbox"/>	<input type="checkbox"/>

**3C The island with a secret**

<b>I can say how often I do things.</b>	I always / sometimes / never have tea for breakfast. I meet my friends once a week / every day.	<input type="checkbox"/>	<input type="checkbox"/>
<b>I can ask about someone's daily routine.</b>	How often do you ...?	<input type="checkbox"/>	<input type="checkbox"/>

**3D On the last Wednesday in August**

<b>I can say the date.</b>	It's the fourteenth of August.	<input type="checkbox"/>	<input type="checkbox"/>
<b>I can talk about my favourite times.</b>	My favourite day of the week is Saturday because ... My favourite month is August because ...	<input type="checkbox"/>	<input type="checkbox"/>

**Practical English 3: In a coffee shop**

<b>I can order a coffee and a snack.</b>	Can I have a / an ...? To have here.	<input type="checkbox"/>	<input type="checkbox"/>
<b>I can ask the price.</b>	How much is that?	<input type="checkbox"/>	<input type="checkbox"/>
<b>I can ask someone to repeat.</b>	Sorry, how much?	<input type="checkbox"/>	<input type="checkbox"/>

**Writing 3: A magazine article**

<b>I can write a simple description of my favourite day.</b>	<input type="checkbox"/>	<input type="checkbox"/>
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**Study Link** Extra material

•	Workbook File 3	<input type="checkbox"/>
•	MultiROM	
	Grammar Quiz 3	<input type="checkbox"/>
	Vocabulary Banks – <i>Common adjectives, Daily routine, Times and dates</i>	<input type="checkbox"/>
	Practical English 3	<input type="checkbox"/>
•	Student's website <a href="http://www.oup.com/elt/englishfile/elementary">www.oup.com/elt/englishfile/elementary</a>	
	Grammar File 3	<input type="checkbox"/>
	Vocabulary – <i>Common adjectives, Daily routine, Times and dates</i>	<input type="checkbox"/>
	Practical English File 3	<input type="checkbox"/>
	other activities _____	
	_____	

**What can you do? Tick (✓) the boxes.**

<b>I can do this</b>	<b>I need to study this more</b>
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**4A I can't dance**

I can say what I can and can't do.

I can play the piano. I can't drive and I can't cook.

I can ask someone questions about what they can do.

Can you dance / take good photos?

**4B Shopping – men love it!**

I can talk about free time activities and say what I like and don't like.

I like buying clothes / reading / listening to music.

I can ask someone what they like doing.

Do you like shopping / watching TV?

**4C Fatal attraction?**

I can ask someone their opinion of people and things.

What do you think of ...?

I can give my opinion of people and things.

I love it. I hate him. I don't like them.

**4D Are you still mine?**

I can ask someone about the music they like.

What kind of music do you like?

I can say what kind of music I like and don't like.

I like jazz and classical music. I don't like rock.

**Practical English 4: In a clothes shop**

I can buy something in a clothes shop.

What size is this shirt / jacket?

I can ask for information about size and price.

Where can I try it on? How much is it?

I can make a simple social arrangement.

Would you like to have dinner with me tonight?

**Writing 4: Describing a friend**

I can write a simple description of a friend.

**Study Link Extra material**

- Workbook File 4
- MultiROM
- Grammar Quiz 4
- Vocabulary Banks – *More verb phrases*
- Practical English 4
- Student's website [www.oup.com/elt/englishfile/elementary](http://www.oup.com/elt/englishfile/elementary)
- Grammar File 4
- Vocabulary – *More verb phrases*
- Practical English File 4
- other activities \_\_\_\_\_

**What can you do? Tick (✓) the boxes.**

<b>I can do this</b>	<b>I need to study this more</b>
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**5A Who were they?**

<b>I can say where I was born.</b>	I was born in ...	<input type="checkbox"/>	<input type="checkbox"/>
<b>I can say where people were born.</b>	My grandfather was born in ...	<input type="checkbox"/>	<input type="checkbox"/>
<b>I can make simple sentences about historical figures.</b>	Chopin was born in Poland. He was a pianist and a composer.	<input type="checkbox"/>	<input type="checkbox"/>

**5B Sydney, here we come!**

<b>I can say when things happened.</b>	last month / last year five minutes ago / three days ago	<input type="checkbox"/>	<input type="checkbox"/>
<b>I can ask and answer questions about the past.</b>	Did you study yesterday? Yes, I did. Did you watch TV last night? No, I didn't.	<input type="checkbox"/>	<input type="checkbox"/>

**5C Girls' night out**

<b>I can say what I did on my last night out.</b>	I went to the cinema with my friends. I went to a restaurant with my wife. We went home by taxi. We had a very good time.	<input type="checkbox"/>	<input type="checkbox"/>
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**5D Murder in a country house**

<b>I can ask and answer questions about the past.</b>	Where did you have dinner? What did you do after dinner? What film did you see?	<input type="checkbox"/>	<input type="checkbox"/>
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**Practical English 5: In a gift shop**

<b>I can ask for something in a shop.</b>	Do you have ...?	<input type="checkbox"/>	<input type="checkbox"/>
<b>I can say what I want.</b>	Can I have a / an ...?	<input type="checkbox"/>	<input type="checkbox"/>
<b>I can ask about and understand prices.</b>	How much is that ...? 8.55.	<input type="checkbox"/>	<input type="checkbox"/>

**Writing 5: A holiday report**

<b>I can write a simple report of a holiday.</b>	<input type="checkbox"/>	<input type="checkbox"/>
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**Study Link** Extra material

- Workbook File 5
- MultiROM
- Grammar Quiz 5
- Vocabulary Banks – *Go, have, get*
- Practical English 5
- Student's website [www.oup.com/elt/englishfile/elementary](http://www.oup.com/elt/englishfile/elementary)
- Grammar File 5
- Vocabulary – *Go, have, get*
- Practical English File 5
- other activities \_\_\_\_\_

**What can you do? Tick (✓) the boxes.**

<b>I can do this</b>	<b>I need to study this more</b>
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**6A A house with a history****I can describe a house / flat.**There are three bedrooms.  
There's a kitchen and a bathroom.**I can ask questions about a house / flat.**

How many bedrooms are there? Is there a garage?

**I can say what's in a room.**

There are some chairs. There are two pictures.

**6B A night in a haunted hotel****I can say where things are.**

The remote control is on / under the sofa.

**I can give a simple description of a place I've been.**

There was an old TV. There were two chairs.

**6C Neighbours from hell****I can say what's happening.**

She's playing the guitar. They're having a party.

**I can make simple sentences about my neighbours.**

My neighbour's are friendly, but they make a lot of noise.

**6D When a man is tired of London ...****I can say what's happening now and what usually happens.**It's raining. It rains every day.  
I'm having a cup of coffee. I have a coffee every morning.**I can describe the town / city where I live.**There's a beautiful square with a lot of good shops.  
There are some interesting museums.**Practical English 6: In the street****I can ask for directions.**

Can you tell me the way to ..., please?

**I can understand simple directions.**

Go straight on. It's the second on the right.

**I can ask someone to repeat.**

Sorry, could you say that again, please?

**Writing 6: A postcard****I can write a simple postcard to a friend.****Study Link Extra material**

- Workbook File 6
- MultiROM
- Grammar Quiz 6
- Vocabulary Banks – *Flats and houses, Town and city*
- Practical English 6
- Student's website [www.oup.com/elt/englishfile/elementary](http://www.oup.com/elt/englishfile/elementary)
- Grammar File 6
- Vocabulary – *Flats and houses, Town and city*
- Practical English File 6
- other activities \_\_\_\_\_

**What can you do? Tick (✓) the boxes.**

I can do this	I need to study this more
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**7A What does your food say about you?****I can talk about what I eat and drink.**

Yesterday I had an apple, two tomatoes, some orange juice, some water ...  
I didn't have any biscuits.

**7B How much water do we really need?****I can talk about amounts and quantities.**

How much water do you drink? Quite a lot.  
How many cups of coffee did you drink? A lot. / None.

**7C Changing holidays****I can talk about my plans for the future.**

I'm going to fly to Italy. I'm going to stay in a hotel.

**I can ask about someone's plans.**

Where are you going to go? What are you going to do?

**7D It's written in the cards****I can make predictions about the future.**

I'm going to get a new job.  
Maybe you're going to get married.

**Practical English 7: At a restaurant****I can understand a simple menu.**

starter, main course, dessert

**I can order food and drink in a restaurant.**

A table for two, please. I'd like ..., please.  
A glass of mineral water, please.

**Writing 7: Instructions****I can write a simple recipe.****Study Link Extra material**

- Workbook File 7
- MultiROM
- Grammar Quiz 7
- Vocabulary Banks – *Food*
- Practical English 7
- Student's website [www.oup.com/elt/englishfile/elementary](http://www.oup.com/elt/englishfile/elementary)
  - Grammar File 7
  - Vocabulary – *Food*
  - Practical English File 7
  - other activities \_\_\_\_\_

**What can you do? Tick (✓) the boxes.**

I can do this	I need to study this more
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**8A The True False Show**

<b>I can compare two people / places / things.</b>	My brother is taller than me. Spain is hotter than the UK. Coffee is more popular than tea.	<input type="checkbox"/>	<input type="checkbox"/>
<b>I can describe someone with simple personality adjectives.</b>	She's very friendly. He's quiet and serious.	<input type="checkbox"/>	<input type="checkbox"/>

**8B The highest city in the world**

<b>I can say what the weather's like.</b>	It's sunny / snowing / cloudy.	<input type="checkbox"/>	<input type="checkbox"/>
<b>I can talk about different aspects of my country (climate, geography, tourism).</b>	The coldest place is ... The biggest city is ... The most beautiful place is ... The best month to visit is ...	<input type="checkbox"/>	<input type="checkbox"/>

**8C Would you like to drive a Ferrari?**

<b>I can say what I would / wouldn't like to do.</b>	I'd like to learn to cook. I'd like to fly a plane. I wouldn't like to fly in a balloon, I think it's dangerous.	<input type="checkbox"/>	<input type="checkbox"/>
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**8D They dress well but drive badly**

<b>I can talk about how people do things.</b>	My friend drives very slowly and carefully. I drive fast and badly! My husband works very hard. We ate very well when we went to France on holiday.	<input type="checkbox"/>	<input type="checkbox"/>
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**Practical English 8: Going home**

<b>I can ask for my bill and check out of a hotel.</b>	Can I have my bill, please? I'm checking out. I had a mineral water from the minibar.	<input type="checkbox"/>	<input type="checkbox"/>
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**Writing 8: Making a reservation**

<b>I can write an e-mail to a hotel to make a reservation.</b>	<input type="checkbox"/>	<input type="checkbox"/>
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**Study Link Extra material**

- Workbook File 8
- MultiROM
- Grammar Quiz 8
- Vocabulary Banks – revision
- Practical English 8
- Student's website [www.oup.com/elt/englishfile/elementary](http://www.oup.com/elt/englishfile/elementary)
- Grammar File 8
- Vocabulary – revision
- Practical English File 8
- other activities \_\_\_\_\_

**What can you do? Tick (✓) the boxes.**

**I can  
do this**      **I need to  
study this  
more**

**9A Before we met**

**I can say where I've been in my life.**

I've been to Rome. I haven't been to Venice.



**I can ask questions about where people have been in their life.**

Have you been to an opera? Yes, I have.  
Have you been to Egypt? No, I haven't.



**9B I've read the book, I've seen the film**

**I can ask questions about what people have done in their life.**

Have you (ever) seen *The Lord of the Rings*?



**I can talk about my life experiences.**

I've seen it twice.



**I can give more details about my experience.**

I saw it at the cinema last December.



**Study Link    Extra material**

- Workbook File 9
- MultiROM
- Grammar Quiz 9
- Vocabulary Banks – revision
- Practical English – revision
- Student's website [www.oup.com/elt/englishfile/elementary](http://www.oup.com/elt/englishfile/elementary)
- Grammar File 9
- Vocabulary – revision
- Practical English – revision
- other activities \_\_\_\_\_

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