**English Language Passport Advanced**

**Reading**

| Can read website text in order to interpret meaning and purpose of a more technical or unfamiliar webpage and navigate within it. | Check Box |
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| Can understand in detail lengthy, complex texts, whether or not they relate to their own area of speciality, provided they can reread difficult sections. | Check Box |
| Can understand a wide variety of texts including literary and creative writings, newspaper or magazine articles, and specialised academic or professional publications provided that there are opportunities for re-reading and they have access to reference tools | Check Box |
| Can research academic or professional articles on a topic and skim articles to determine their relevance and usefulness for informing discussion on a specific topic provided that there are opportunities for re-reading and they have access to reference tools. | Check Box |
| Can understand slang, idiomatic expressions, sarcasm and jokes in private correspondence | Check Box |
| Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finder points of detail including attitudes and implied as well as stated opinions | Check Box |
| Can understand in detail lengthy, complex instructions on a new machine or procedure (e.g. instructional manual for a new electronic device) whether or not the instructions relate tot heir area of speciality, provided they can reread difficult sections | Check Box |
| Can scan quickly through long and complex texts, locating relevant details. | Check Box |
| Can read contemporary literary texts and non-fiction written in the standard form of the language with little difficulty and with appreciation of implicit meanings and ideas | Check Box |

**Listening**

| Can understand enough to follow extended speech on abstract and complex topics beyond their own field, though they may need to confirm occasional details, especially if the accent is unfamiliar. | Check Box |
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| Can recognise a wide range of idiomatic expressions and colloqualisms, appreciating register shifts. | Check Box |
| Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. | Check Box |
| Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex or unfamiliar topics. | Check Box |
| Can identify the attitude of each speaker in an animated discussion characterised by overlapping turns, digressions and colloqualisms that is delivered at a natural speed in accents that are familiar to the listener | Check Box |
| Can follow most lectures, discussions and debates with relative ease. | Check Box |
| Can extract specific information from poor quality, audibly distorted public announcements e.g. in a station, sports stadium | Check Box |
| Can understand complex technical information, such as operating instructions, specifications for familiar products and services. | Check Box |
| Can understand a wide range of recorded and broadcast audio material (e.g. multi-person podcasts), including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers | Check Box |
| Can follow films employing a considerable degree of slang and idiomatic usage. | Check Box |
| Can understand in detail the arguments presented in demanding television broadcasts such as current affairs programmes, interviews, discussion programmes and chat shows. | Check Box |
| Can understand nuances and implied meaning in most films, plays and TV programmes, provided these are delivered in the standard language. | Check Box |

**Writing**

| Can express themself with clarity and precision in personal correspondence, using language flexibly and effectively, including emotional, allusive and joking usage | Check Box |
| --- | --- |
| Can, with good expression and accuracy, write formal correspondence such as letters/emails of clarification, application, recommendation, reference, complaint, sympathy and condolence | Check Box |
| Can engage in online exchanges with several participants, understanding the communicative intentions and cultural implications of the various contributions. | Check Box |
| Can evaluate, re-state and challenge arguments in professional or academic essays, texts, and/or publications | Check Box |
| Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion. | Check Box |
| Can employ the structure and conventions of a variety of written genres, varying the tone, style and register according to addressee, text type and theme. | Check Box |
| Can write clear, detailed, and well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind. | Check Box |
| Can write a detailed critical review of cultural events (e.g. plays, films, concerts) or literary works | Check Box |
| Can write a detailed critical review of a news story or current event. | Check Box |
| Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. | Check Box |
| Can expand and support points of view at some length with subsidiary points, reasons and relevant examples. | Check Box |
| Can write a suitable introduction and conclusion to a longer report, article or dissertation on a complex academic or professional topic provided that the topic is within their field of interest and there are opportunities for redrafting and revision. | Check Box |

**Speaking Production**

| Can give clear, detailed descriptions and presentations on complex subjects, integrating sub themes, developing particular points and rounding off with an appropriate conclusion. | Check Box |
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| Can communicate clearly detailed distinctions between ideas, concepts and things that closely resemble one other. | Check Box |
| Can give instructions on carrying out a series of complex professional or academic procedures | Check Box |
| Can argue a case on a complex issue, formulating points precisely and employing emphasis effectively | Check Box |
| Can develop and argument systematically in well-structured speech, taking into account the interlocutor’s perspective, highlighting significant points with supporting examples and concluding appropriately. | Check Box |
| Can deliver announcements fluently, almost effortlessly, using stress and intonation to convey finer shades of meaning precisely | Check Box |
| Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples | Check Box |
| Can structure a longer presentation appropriately in order to help the audience follow the sequence of ideas and understand the overall argumentation. | Check Box |
| Can speculate or hypothesise in presenting a complex subject, comparing and evaluating alternative proposals and arguments. | Check Box |

**Speaking Interaction**

| Can understand in detail speech on abstract and complex topics of a specialist nature beyond their own field, though they may need to confirm occasional details especially if the accent is unfamiliar | Check Box |
| --- | --- |
| Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | Check Box |
| Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics | Check Box |
| Can easily keep up with a debate, even on abstract, complex unfamiliar topics. | Check Box |
| Can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately. | Check Box |
| Can restate, evaluate and challenge contributions from other participants about matters within their academic or professional competence | Check Box |
| Can make critical remarks or express diagreement diplomatically | Check Box |
| Can follow up questions by probing for more detail and can reformulate questions if these are misunderstood. | Check Box |
| Can frame a discussion to decide a course of action with a partner or group, reporting on what others have said, summarising, elaborating and weighing up multiple points of view. | Check Box |
| Can negotiate complex or sensitive transactions in public, professional or academic life. | Check Box |
| Can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well | Check Box |
| Can use telecommunications effectively for most professional or personal purposes | Check Box |
| Can handle interjections well, responding spontaneously and almost effortlessly | Check Box |
| Can evaluate problems, challenges, and proposals in a collaborative discussion in order to decide the way forward. | Check Box |

**Communication Strategies**

| Can use shorthand to take detailed notes during a lecture on topics in their field of interest, recording the information so accurately and so close to the original that the notes could also be useful to other people. | Check Box |
| --- | --- |
| Can make decisions about what to note down and what to omit as the lecture or seminar proceeds, even on unfamiliar matters. | Check Box |
| Can use appropriate academic citation style to add citations to an academic or professional publication and write a works cited page | Check Box |
| Can select a suitable phrase from a readily available range of discourse functions to preface their remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking | Check Box |
| Can, when preparing a more formal spoken or written text, consciously adopt the conventions linked to the particular type of text concerned (structure, level of formality and other conventions). | Check Box |
| Can backtrack when they encounter a difficulty and reformulate what they want to say without fully interrupting the flow of speech | Check Box |
| Can show sensitivity to different perspectives within a group, acknowledging contributions and formulating any reservations, disagreements or criticisms in such a way as to avoid or minimize any offence. | Check Box |
| Can highlight inconsistencies in thinking, and challenge others’ ideas in the process of trying to reach a consensus. | Check Box |
| Can modify their expression to express degrees of commitment or hesitancy, confidence or uncertainty. | Check Box |
| Can qualify opinions and statements precisely in relation to degrees of, for example, certainty/uncertainty, belief/doubt, likelihood etc. | Check Box |
| Can sensitively explain the background to, interpret and discuss aspects of cultural values and practices drawing on intercultural encounters, reading, film, etc | Check Box |
| Can explain their interpretation of the cultural assumptions, preconceptions, stereotypes, and prejudices of their own community and of other communities they are familiar with. | Check Box |