**English Language Passport Intermediate**

**Reading**

| Can understand the description of events, feelings and wishes in straightforward personal letters, emails or postings giving a relatively detailed account of events and experiences well enough to correspond regularly with a friend | Check Box |
| --- | --- |
| Can understand formal correspondence and online postings for common situations | Check Box |
| Can pick out important information about preparation and usage on the labels of foodstuffs and medicine | Check Box |
| Can assess whether an article, report or review is on the required topic | Check Box |
| Can understand the important information in simple, clearly drafted adverts in newspapers or magazines provided that there are not too many abbreviations. | Check Box |
| Can find and understand relevant information in everyday material, such as letters, brochures and short official documents. | Check Box |
| Can understand the main points in descriptive notes such as those on museum exhibits and explanatory boards in exhibitions. | Check Box |
| Can recognise significant points in straightforward newspaper articles on familiar subjects | Check Box |
| Can understand clearly written, straightforward instructions for a piece of equipment | Check Box |
| Can follow simple instructions given on packaging, e.g. cooking instructions. | Check Box |
| Can understand most sort safety instructions, (e.g. on public transport or in manuals for the use of electrical equipment) | Check Box |
| Can understand the description of places, events, explicitly expressed feelings and perspectives in narratives,magazine articles, and blogs that are written in high frequency, everyday language. | Check Box |
| Can understand a travel diary or blog mainly describing the events of a journey and the experiences and discoveries the person made | Check Box |
| Can follow the plot of stories, simple novels and comics with a clear linear storyline and high frequency everyday language, given regular use of a dictionary | Check Box |
| Can make basic inferences or predictions about text content from headings, titles or headlines. | Check Box |
| Can deduce the probable meaning of unknown words in a written text by identifying their constituent part (e.g. identifying word roots, lexical elements, suffixes and prefixes). | Check Box |

**Listening**

| Can generally follow the main points of extended discussion around them, provided speech is clearly articulated in standard dialect. | Check Box |
| --- | --- |
| Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc | Check Box |
| Can follow a straightforward conference presentation or demonstration with visual support (e.g. slides, handouts) on a familiar topic, understanding explanations given | Check Box |
| Can understand the main points of what is said in a straightforward monologue like a guided tour, provided the delivery is clear and relatively slow. | Check Box |
| Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech. | Check Box |
| Can understand simple technical information, such as operating instructions for everyday equipment | Check Box |
| Can follow detailed directions. | Check Box |
| Can understand public announcements at airports, stations and on planes, buses and trains, provided these are clearly articulated in standard speech with minimum interference from background noise. | Check Box |
| Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. | Check Box |
| Can understand the main points and important details in personal stories and narratives (e.g. description of a holiday), provided the speaker speaks slowly and clearly | Check Box |
| Can follow and catch the main points in films/TV programmes on familiar topics in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language | Check Box |
| Can listen to a short narrative and predict what will happen next | Check Box |

**Writing**

| Can write personal letters, notes, and text messages asking for or conveying simple information of immediate relevance, getting across the point they feels to be important. | Check Box |
| --- | --- |
| Can write personal letters and emails describing experiences, feelings and events in some detail. | Check Box |
| Can write basic letters/emails of a factual nature, for example to request information or to ask for and give confirmation. | Check Box |
| Can write a basic letter of application with limited supporting details (e.g. for a job application or an apartment rental application) | Check Box |
| Can take messages over the phone containing several points, provided that the caller dictates these clearly and sympathetically. | Check Box |
| Can post a comprehensible contribution to an online discussion on a familiar topic of interest, provided that they can prepare the text beforehand and use online tools to fill in gaps in language and check accuracy. | Check Box |
| Can make personal online postings about experiences, feelings and events and respond individually to the comments of others in some detail, though lexical limitations sometimes cause repetition and inappropriate formulation | Check Box |
| Can write a short simple biography divided into clearly organized paragraphs | Check Box |
| Can write a short simple academic essay on a familiar topic divided into clearly organized paragraphs. | Check Box |
| Can write a short simple review of a restaurant, service, or location divided into clearly organized paragraphs. | Check Box |
| Can write straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence. | Check Box |
| Can write accounts of experiences, describing feelings and reactions in simple connected text. | Check Box |
| Can write a description of an event, a recent trip - real or imagined. | Check Box |
| Can narrate a story. | Check Box |
| Can write very brief, reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions | Check Box |
| Can present a topic in a short report or poster, using photographs and short blocks of text | Check Box |

**Speaking Production**

| Can offer advice on simple matters within their field of interest or personal experience | Check Box |
| --- | --- |
| Can reasonably fluently sustain a straightforward description of one of a variety of subjects within their field of interest or experience, presenting it as a linear sequence of points | Check Box |
| Can give straightforward descriptions on a variety of familiar subjects within their field of interest or personal experience. | Check Box |
| Can give detailed accounts of experiences, describing feelings and reactions | Check Box |
| Can relate details of unpredictable occurrences, e.g. an accident. | Check Box |
| Can relate the plot of a book or film and describe their reactions. | Check Box |
| Can describe dreams, hopes and ambitions. | Check Box |
| Can describe events, real or imagined. | Check Box |
| Can narrate a story. | Check Box |
| Can report straightforward factual information on a familiar topic for example to indicate the nature of a problem or to give detailed directions, provided they can prepare beforehand | Check Box |
| Can briefly give reasons and explanations for opinions, plans and actions | Check Box |
| Can express opinions on subjects relating to everyday life, using simple expressions. | Check Box |
| Can deliver short, rehearsed announcements on a topic pertinent to everyday occurrences in their field which, despite possibly very foreign stress and intonation, are nevertheless clearly intelligible. | Check Box |
| Can give a prepared straightforward presentation on a familiar topic within their field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. | Check Box |
| Can explain why certain parts of a work especially interested them. | Check Box |
| Can describe the personality of a character and explain in some detail which character they most identified with and why. | Check Box |
| Can describe the emotions they experienced at a certain point in a story, e.g. the point(s) in a story when they became anxious for a character, and explain why. | Check Box |
| Can point out the most important episodes and events in a clearly structured narrative in everyday language and explain the significance of events and the connection between them. | Check Box |
| Can describe the key themes and characters in short narratives involving familiar situations that are written in high frequency everyday language. | Check Box |

**Speaking Interaction**

| Can initiate, maintain and close simple face-to-face conversation on topics that are familiar. | Check Box |
| --- | --- |
| Can follow clearly articulated speech directed at them in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases | Check Box |
| Can enter unprepared into conversations on familiar topics. | Check Box |
| Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what they would like to | Check Box |
| Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference | Check Box |
| Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc. | Check Box |
| Can give or seek personal views and opinions in discussing topics of interest. | Check Box |
| Can make their opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (e.g. an outing or trip) | Check Box |
| Can express belief, opinion, agreement and disagreement politely. | Check Box |
| Can follow argumentation and discussion on a familiar or predictable topic, provided the points are made in relatively simple language and/or repeated, and opportunity is given for clarification. | Check Box |
| Can generally follow what is said and, when necessary, can repeat back part of what someone has said to confirm mutual understanding. | Check Box |
| Can make their opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations. | Check Box |
| Can invite others to give their views on how to proceed. | Check Box |
| Can deal with most transactions likely to arise whilst travelling, arranging travel or accommodation, or dealing with authorities during a foreign visit. | Check Box |
| Can ask in a shop for explanation of the difference between two or more products serving the same purpose, in order to make a decision, posing follow-up questions as necessary. | Check Box |
| Can cope with less routine situations in shops, post office, bank e.g. returning an unsatisfactory purchase. | Check Box |
| Can find out and pass on straightforward factual information. | Check Box |
| Can ask for and follow detailed directions | Check Box |
| Can obtain more detailed information. | Check Box |
| Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow-up questions. | Check Box |
| Can describe symptoms in a simple way and ask for advice when using health services; can understand the answer provided this is given clearly in everyday language. | Check Box |
| Can use telecommunications to have relatively simple but extended conversations with someone they know personally. | Check Box |
| Can use telecommunications for routine messages (e.g. arrangements for a meeting) and to obtain basic services (e.g. book a hotel room or make a medical appointment). | Check Box |

**Communication Strategies**

| Can invite others into a discussion or conversation, inviting others to contribute their expertise, experience and views | Check Box |
| --- | --- |
| Can take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the talk is both formulated in simple language and delivered in clearly articulated standard speech. | Check Box |
| Can make simple requests for confirmation and/or clarification. | Check Box |
| Can paraphrase short written passages in a simple fashion, using the original order of the text | Check Box |
| Can identify and mark (e.g. highlight, underline) the essential information in a straightforward, informational text, in order to pass this information on to someone else | Check Box |
| Can show how new information is related to what people are familiar with by asking simple questions. | Check Box |
| Can make an aspect of an everyday topic clearer by providing simple examples. | Check Box |
| Can link a series of shorter, discrete simple elements into a connected, linear sequence of points | Check Box |
| Can form longer sentences and link them together using a limited number of cohesive devices, e.g. in a story. | Check Box |