**English Language Passport Upper-Intermediate**

**Reading**

| Can read correspondence relating to specific fields and readily grasp the essential meaning | Check Box |
| --- | --- |
| Can understand what is said ina personal email or social media posting even where some colloquial language is used. | Check Box |
| Can read online comments in order to identify the writer’s main point and attitude even where some colloquial language is used. | Check Box |
| Can scan quickly through long and complex texts, locating relevant details | Check Box |
| Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile | Check Box |
| Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. | Check Box |
| Can recognise when a text provides factual information and when it seeks to convince readers of something. | Check Box |
| Can recognise different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships. | Check Box |
| Can understand lengthy, complex instructions in a specific field, including details on conditions and warnings, provided they can reread difficult sections | Check Box |
| Can read for pleasure with a large degree of independence, adapting style and speed of reading to different texts (e.g. magazines, more straightforward novels, history books, biographies, travelogs, guides, lyrics, poems), using appropriate reference sources selectively. | Check Box |
| Can read novels that have a strong, narrative plot and that are written in straightforward, unelaborated language, provided that they can take their time and use a dictionary. | Check Box |
| Can read website text in order to interpret the meaning and purpose of a web page and navigate within it. | Check Box |

**Listening**

| Can follow complex lines of argument in a clearly articulated lecture provided the topic is reasonably familiar. | Check Box |
| --- | --- |
| Can distinguish main themes from asides, provided that the lecture or talk is delivered in standard spoken language. | Check Box |
| Can recognise the speaker’s point of view and distinguish this from facts that they are reporting. | Check Box |
| Can understand detailed instructions well enough to to be able to follow them successfully (e.g. using exercise equipment). | Check Box |
| Can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed. | Check Box |
| Can understand most podcasts and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker’s mood, tone etc. | Check Box |
| Can understand most TV news and current affairs programmes | Check Box |
| Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect. | Check Box |
| Can follow a conversation or announcement despite minor to moderate background noise. | Check Box |

**Writing**

| Can express news and views effectively in writing, and relate to those of others. | Check Box |
| --- | --- |
| Can write informal emails conveying degrees of emotion and highlighting the personal significant of events and experiences and commenting on the correspondent’s news and views | Check Box |
| Can use formality and conventions appropriate to the context when writing personal and professional letters and emails | Check Box |
| Can write formal emails/letters of invitation, thanks or apology with appropriate register and conventions | Check Box |
| Can write non-routine professional letters, using appropriate structure and conventions, provided these are restricted to matters of fact | Check Box |
| Can take or leave complex personal or professional messages, provided they can ask for clarification or elaboration if necessary | Check Box |
| Can write clear, detailed descriptions on a variety of subjects related to their field of interest. | Check Box |
| Can write a review of a film, book, or play. | Check Box |
| Can write a review of a news story of a current event. | Check Box |
| Can write and essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. | Check Box |
| Can synthesise information and arguments from a number of sources. | Check Box |
| Can structure longer texts in clear, logical paragraphs. | Check Box |
| Can produce text that is generally well-organised and coherent, using a range of linking words and cohesive devices. | Check Box |
| Can write a standard five paragraph essay (e.g. argumentative essay, discursive essay, compare and contrast essay) | Check Box |

**Speaking Production**

| Can give clear, detailed descriptions and presentations on a wide range of subjects related to their field of interest, expanding and supporting ideas with subsidiary points and relevant examples. | Check Box |
| --- | --- |
| Can describe the personal significance of events and experiences in detail | Check Box |
| Can communicate detailed information reliably | Check Box |
| Can give a clear, detailed description of how to carry out a procedure | Check Box |
| Can develop a clear argument, expanding and supporting their points of view at some length with subsidiary points and relevant examples. | Check Box |
| Can construct a chain of reasoned argument. | Check Box |
| Can explain a view point on a topical issue giving the advantages and disadvantages of various options | Check Box |
| Can deliver announcements on most general topics with a degree of clarity, fluency, and spontaneity which causes no strain or inconvenience to the listener | Check Box |
| Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options. | Check Box |
| Can take a series of follow-up questions with a degree of fluency and spontaneity which poses no strain for either themself or the audience. | Check Box |
| Can compare two works, considering themes, characters and scenes, exploring similarities and contrasts and explaining the relevance of the connections between them. | Check Box |
| Can give a reasoned opinion about a work, showing awareness of the thematic, structural and formal features and referring to the opinions and arguments of others. | Check Box |
| Can outline the main points in a disagreement with reasonable precision and explain the positions of the parties involved. | Check Box |
| Can summarise the statements made by the two sides, highlighting areas of agreement and obstacles to agreement | Check Box |

**Speaking Interaction**

| Can understand in detail what is said to them in the standard spoken language in a noisy environment | Check Box |
| --- | --- |
| Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. | Check Box |
| Can sustain relationships with speakers of the target language without unintentionally amusing or irritating them or requiring them to behave other than they would with a proficient speaker. | Check Box |
| Can convey degrees of emotion and highlight the personal significance of events and experiences | Check Box |
| Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses | Check Box |
| Can with some effort catch much of what is said around them in discussion, but may find it difficult to participate effective in discussion with several speakers of the target language who do not modify their speech in any way. | Check Box |
| Can account for and sustain their opinions in discussion by providing relevant explanations, arguments and comments. | Check Box |
| Can participate actively in routine and non-routine formal discussion. | Check Box |
| Can follow the discussion on matters related to their field, understand in detail the points given prominence by the speaker. | Check Box |
| Can contribute, account for and sustain their opinion, evaluate alternative proposals and make and respond to hypotheses. | Check Box |
| Can understand detailed instructions reliably | Check Box |
| Can help along the progress of the work by inviting others to join in, say what they think etc. | Check Box |
| Can outline an issue or problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches. | Check Box |
| Can state requirements and ask detailed questions regarding more complex services, e.g. rental agreements | Check Box |
| Can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession. | Check Box |
| Can pass on detailed information reliably. | Check Box |
| Can sythesize and report information and arguments from a number of sources. | Check Box |
| Can take initiative in an interview, expand and develop ideas with little help or prodding from the interviewer. | Check Box |
| Can use telecommunications for a variety of personal and professional purposes, provided they can ask for clarifications if the accent or terminology is unfamiliar. | Check Box |
| Can participate in extended causual conversation over the phone with a known person on a variety of topics. | Check Box |
| Can further develop other people’s ideas and opinions. | Check Box |

**Communication Strategies**

| Can intervene appropriately in discussion, exploiting appropriate language to do so | Check Box |
| --- | --- |
| Can initiate, maintain and end discourse appropriately with effective turntaking | Check Box |
| Can initiate discourse, take their turn when appropriate and end conversation when they need to, though they may not always do this elegantly. | Check Box |
| Can use stock phrases (e.g. “That’s a difficult question to answer”) to gain time and keep the turn whilst formulating what to say | Check Box |
| Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc | Check Box |
| Can ask questions to stimulate discussion on how to organise collaborative work. | Check Box |
| Can refocus a discussion by suggesting what to consider next, and how to proceed. | Check Box |
| Can intervene when necessary to set a group back on task with new instructions or to encourage more even participation. | Check Box |
| Can encourage a shared communication culture by expressing understanding and appreciation of different ideas, feelings and viewpoints, and inviting participants to contribute and react to each other’s ideas. | Check Box |
| Can reformulate an idea to emphasise or explain a point | Check Box |
| Can clearly signal the difference between fact and opinion. | Check Box |
| Can describe and evaluate the viewpoints and practices of their own and other social groups, showing awareness of the implicit values on which judgements and prejudices are frequently based. | Check Box |
| Can interpret and explain a document or event from another culture and relate it to documents or events form their own culture(s)/and/or from cultures with which they are familiar. | Check Box |
| Can recognise the extent to which it is appropriate to make flexible use of different languages in their plurilingual repertoire that is particularly apt for the situation/concept being discussed, explaining it for the interlocutor when necessary. | Check Box |