

For candidates who use or will use an upper intermediate level of English for their personal, social, educational or working life.

Common European Framework Level B2 (Vantage)

GENERAL ASSESSMENT OBJECTIVES

To understand and respond appropriately in the spoken and written form to the purpose, information and points of view in spoken and written communication of the kind required in a variety of study, work, everyday and leisure-related contexts in daily life.

SPECIFIC ASSESSMENT OBJECTIVES FOR THE WRITTEN TEST

1. Listening

Candidates should show they can:

- listen to, identify and extract information from concrete and abstract spoken discourse on familiar and unfamiliar topics from their own personal, social, educational or working life
- identify the context and register of the spoken discourse and the purpose of the speaker/s
- understand the content and details of the extract in the spoken discourse
- identify and extract relevant information from the spoken discourse
- identify the relationship between the main and secondary ideas in the spoken discourse
- identify the feelings, attitudes and points of view of the speaker/s in the spoken discourse
- identify the purpose of the choice of language of the speaker/s
- listen for gist and follow the detail of a discussion

2. Reading

Candidates should show they can:

- understand and follow the main events of continuous narrative, descriptive, explanatory and persuasive texts
- follow texts on concrete and abstract topics on familiar and unfamiliar topics, related to their own personal, social, educational or working lives
- use organisational and structural features to locate, extract and synthesize relevant information from different parts of the written discourse
- identify the context and register of the written discourse and the purpose of the writer
- understand the general content and details of the written discourse
- identify the relationship between the main and secondary ideas in written discourse
- identify and understand the feelings, attitude and points of view of the writer

- infer meaning which is not explicit in the text
- identify and understand the purpose of the choice of language of the writer

3. Writing

Candidates should show they can consider and integrate information, produce clear, qualified and illustrated facts and details, and express ideas and points of view, advice and arguments on a wide range of subjects from a variety of personal, social, educational and working contexts in the form of:

- competition entries, contextualised summaries, reports and public notices, informal letters
- questionnaires
- narrative accounts
- discursive essays

Writing: Marking Criteria

Candidates are awarded marks in the following categories:

- effective organisation
- lexical accuracy and range
- grammatical accuracy and range
- task completion

COMMUNICATIVE TASKS

Candidates should be able to (in addition to those listed for previous levels):

- understand and express facts, ideas and points of view in sequence and in detail
- make future plans and arrangements and describe the future
- present information in sequence and in detail
- introduce others
- make comparisons
- make and refuse formal and informal requests
- speculate about situations, events and people
- relay information that other speakers have told them
- ask about and express likes, dislikes, feelings and hopes
- express regrets
- express points of view with facts, reasons and examples
- describe processes
- discuss problems and give advice and instructions
- engage in discussion and express agreement and disagreement
- ask questions to obtain information
- give examples, advice and suggestions
- express obligation and lack of it
- make recommendations
- ask about and narrate events in the past

- show purpose, consequence, reason, contrast
- interrupt and check back

THEMES AND VOCABULARY for Communicative Tasks

The themes and vocabulary required at Level 3 Upper Intermediate will relate to:

- relationships and problems and concerns
- museums and other places of historic and educational interest
- the media including television
- the arts
- fashion and peer pressure
- the press
- youth culture
- topical issues

LANGUAGE CONTENT

(in addition to those listed for previous levels)

- *used to* in all forms
- all uses of present perfect simple and continuous in all forms
- past perfect simple and continuous in all forms
- future continuous in all forms
- future perfect simple and continuous
- familiarity with past, present and future tense forms in active and passive modes
- causative
- a range of modal verbs/uses for supposition
- collocation of adjectives and prepositions
- collocation of verbs and prepositions
- control of verb patterns, e.g. verb + gerund or infinitive, gerunds and gerundives
- growing acquisition of multi-word verbs
- zero, first, second and third conditionals
- a range of expressions to indicate possession
- reported statements, questions, requests and instructions
- superlative of adjectives and adverbs
- a range of definite and indefinite articles in noun phrases
- discourse markers, e.g. for addition and cause and effect
- clauses of place, time, manner, cause and purpose; as subject or object, participial/defining and non-defining clauses
- conjunctive adverbs
- complex and multi-complex sentences
- growing acquisition of informal and formal register of language
- *mixed conditionals

*tested receptively at this level

