

EXAVER 3 GUIDE FOR CANDIDATES

GENERAL INFORMATION

The performance expectations of a candidate for the Exaver Level Three exam correspond to ALTE 3 which, in turn, derives from the Council of Europe's B2 or upper intermediate level as expressed in documents such as The Common European Framework of Reference for Languages: Learning, Teaching, Assessment (latest edition, September 2008) and Vantage (J.A. van Ek and J.L.M. Trim, published by the Council of Europe & Cambridge University Press, 2001). At this level learners are able to cope with transactional situations in everyday life, and are able to deal with these when they are problematic or take an unexpected direction. They are thus able to ask for repetition, clarification and explanation in these unpredictable transactions. They can also analyse people's opinions and argue for or against them, summarise discussions, express conclusions and explain reasons for maintaining or altering their own arguments, on the basis of reading or discussion.

THE EXAMINATION PAPERS FOR EXAVER 3

There are three examination papers for the Exaver Three exam.

PAPER 1

Skill: Reading and Writing Comprehension

Description:

Paper One consists of five parts. Candidates need to demonstrate comprehension of the main ideas and/or specific details of a variety of written texts, as well as their understanding of and use of vocabulary and grammatical structures within a text.

Number of Questions: 60

Time: 1 hour and 15 minutes

PAPER 2

Skill: Listening Comprehension

Description:

Paper Two consists of four parts. Candidates need to demonstrate comprehension of the main ideas and/or specific details of a variety of spoken texts, as well as the mood(s), opinion(s) and/or attitude(s) of the speaker(s) in a spoken text. In some instances they may also need to deduce the meaning of something from the specific context of a spoken text.

Number of Questions: 25

Time: approximately 30 minutes

PAPER 3

Skill: Speaking (Comprehension and Production)

Description:

Paper Three consists of three parts. Candidates take this part of the exam with another candidate or, in some instances, with two candidates. Candidates need to demonstrate their ability to speak about a range of topics with the candidate(s) they are paired with, with an examiner and by themselves.

***Note:** While, the actual Speaking Test takes approximately 15 minutes per pair, candidates should nevertheless plan to wait up to 2 hours to take the test, depending on the total number of candidates taking the Exaver 3 exam that day.



A) LANGUAGE PURPOSES

Topics

- Personal information
- House and home
- Ecology and environment
- Daily activities, including work and study
- Leisure activities
- Cinema and theatre
- Travel and holidays
- Family, friends and other relationships
- Health
- Education
- Food and Drink
- Clothing
- Shopping
- Giving directions to places
- Language

- Public and private services
- Weather

Transactions

- Contacts with officials
- Arrangements for accommodation
- Arrangements for meals
- Shopping: buying consumer goods
- Using public transport
- Using private transport
- Using information services
- Visiting public places
- Using public services
- Educational services
- Finding the way
- Communicating at work
- Private hospitality

B) LANGUAGE STRUCTURES

- **VERB FORMS** (includes affirmative, negative and interrogative forms unless otherwise stated)

Lexical Verbs

- **Present Tense**
Simple: for states and habits
Continuous: for present actions and future plans
- **Past Tense**
Simple: for past events
Continuous: for interrupted actions, parallel past actions
- **Simple Future: for offers, promises, predictions**
- **Going To (Idiomatic Future): for future plans / intentions**
- **Future Perfect and Future Continuous**
Present perfect: recent past, general experience, unfinished past
Simple
Continuous
- **Past perfect: for narrative, reported speech**
Simple / Continuous

Auxiliary Verbs

- **Non-modal (BE, DO, HAVE): all forms (includes “tenses”)**
- **Modal Verbs**

Other Verb Forms

- **Passive voice structures: all tenses**
- **Reported statements and questions using a full range of reporting verbs**
- **Conditional structures**
- **Gerunds and infinitives**
- **Wish/it"s time/I"d rather/as if/though**
- **Causative have**
- **Word order – adverbs and adjectives**
- **Adjectives/nouns/verbs/ followed by prepositions**
- **Prepositions preceding nouns and adjectives**
- **Linkers**
- **Phrasal Verbs**



Summary: ALL USES OF TENSES LISTED

- **PRONOUNS**
 Subject pronouns
 Object pronouns
 Reflexive pronouns
 Possessive pronouns
 Indefinite pronouns
 Relative pronouns
 Demonstrative pronouns
 Impersonal pronouns:
 there is / there are
- **DETERMINERS**
 Definite
 Indefinite
 Demonstrative
 Possessive
 Relative
 Interrogative
 Quantitative
 Identifying
- Pre-determiners
 Post-determiners
- **PREPOSITIONS**
 Time
 Place
 Distance
 Direction
 Origin
 Arrangement
 Duration
 Manner
 Instrumentality
 Inclusion
 Similarity
- **ADJECTIVES**
 Color, size, shape,
 quality, nationality
- Cardinal and ordinal numbers
 Possessive adjectives
 Quantitative some / any / many / much/ a few / a lot of / all
 Comparative forms of adjectives
 Superlative forms of adjectives
 Participial
- **ADVERBS**
 Manner
 Frequency
 Time
 Degree
 Direction
 Sequence
 Comparative and superlative forms

C) LANGUAGE FUNCTIONS FOR EXAVER 3

Candidates at this level are able to converse on a variety of topics related to their own lives and experiences, opinions, views, attitudes, emotions and wishes. They are also able to negotiate joint action.

General categories of interaction

- Giving and getting factual information (identifying, stating, correcting, asking, answering)
- Expressing and finding out attitudes (agreeing, disagreeing, expressing knowledge, expressing degrees of probability & certainty, expressing and asking about likes, dislikes, preferences and intention, expressing and asking about emotions: regret, sympathy, satisfaction, dissatisfaction, fear, surprise, disappointment, approval, gratitude)
- Getting things done (suggesting, advising, warning, instructing, asking for help, inviting, accepting and declining invitations)
- Socialising (greeting, addressing people, introducing, taking leave)
- Structuring and repairing communication (asking for clarification, introducing a topic, correcting oneself, summarising, exemplifying, asking for help, paraphrasing, asking for spelling, closing a conversation)

Some specific examples of interaction

- language learning
- personal life/activities
- living conditions and household activities
- professions, trades and occupations
- education
- traveling
- shopping & consumer products
- eating out
- social relations



For more information about the language purposes, structures and functions that candidates should expect to encounter in the Exaver Level Three exam, please see below. For a more complete list, please see Vantage and The Common European Framework of Reference for Languages: Learning, Teaching, Assessment (specifically, the descriptors for level B2).

Summary of Functions for EXAVER Level 3 Speaking Test

		EXAVER 3 SPEAKING TEST	PART		
		<i>The candidate should be prepared to....</i>	1	2	3
Informational functions	Operation				
	Providing personal information	give information on present circumstances	○		
		give information on past experiences	○		
		give information on future plans	○		
	Expressing opinions	express opinions	○	○	○
	Elaborating	elaborate on, or modify an opinion	○	○	○
	Justifying opinions	express reasons for assertions s/he has made	○	○	○
	Comparing	compare things/people/events		○	
	Speculating	speculate	○		○
	Staging	separate out or interpret the parts of an issue		○	○
	Describing	describe a sequence of events	○	○	
	Summarising	summarise what s/he has said	○	○	○
Suggesting	suggest a particular idea	○	○	○	
Expressing preferences	express preferences		○	○	
Interactional Functions	Agreeing	agree with an assertion made by another speaker (apart from 'yeah' or non-verbal)		○	
	Disagreeing	disagree with what another speaker says (apart from 'no' or non-verbal)		○	
	Modifying	modify arguments or comments made by other speaker or by the test-taker in response to another speaker		○	
	Asking for opinions	ask for opinions		○	
	Persuading	attempt to persuade another person		○	○
	Asking for information	ask for information		○	
	Conversational repair	repair breakdowns in interaction		○	
Negotiating meaning	check understanding		○		
		indicate understanding of point made by partner		○	
		establish common ground/ purpose or strategy		○	
		ask for clarification when an utterance is misheard or misinterpreted		○	
		correct an utterance made by other speaker which is perceived to be incorrect or inaccurate		○	
		respond to requests for clarification		○	
Discourse Management	Initiating	start any interactions		○	
	Changing	take the opportunity to change the topic		○	
	Reciprocating	share the responsibility for developing the interaction		○	
	Deciding	come to a decision		○	