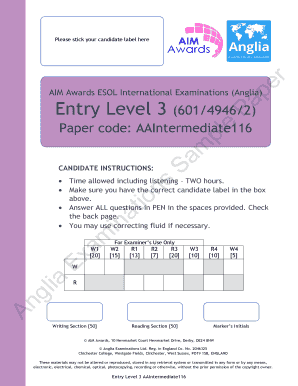
Updated 25-10-2020



Intermediate level

What does the exame consist of and what you have to do

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# **Section L1 10pt**

**Listening for meaning**

Five conversation with multiple choice questions. There are distracters in the conversations and the answers are not always stated explicitly.

# **Section L2 20pt**

**Listening for words in context**

A gapped listening test with the text on paper. There are 10 gaps, each gap consists of two words.

# **Section L3 20pt**

**Listening for meaning**

A test with ten true/false/doesn’t say statements. They will appear in the correct order.

# **Section W1. Composition (Opstel, 20 pt)**

Hier moet je een opstel schrijven van 150 – 200 woorden.

Er zijn 3 verschillende soorten opstellen:

* Narrative (vertellend)
* Imaginative (fantasie)
* Descriptive (beschrijvend)

## **The narrative composition**

De volgende tijden kunnen voorkomen:

* Present simple
* Past simple
* Present perfect
* Past continuous
* Modals (hulpww) zoals could / could have
* Future simple will
* ‘going to’ future

Een goede structuur kan zijn:

*Beginning*

* How did the events begin? Who was involved? - past simple
* What was happening when the events started? - past continuous

*Middle*

* The events - past simple

*End*

* Final event - past simple
* Lesson learnt from the events - future will (bv. I will never do that again)
* General observations on the events - present perfect (bv. That was the most terrible experience I have ever had)

Gebruik ook tijdsbepalingen zoals

* Soon
* As soon as
* Just as
* Suddenly
* Just then
* After a while
* A few minutes later
* At that moment

## **The Imaginative composition**

Je gebruikt hier de volgende tijden:

* The future tense, future simple will
* Present simple
* Present continuous
* Conditionals (if zinnen, ook met would / could / might)
* ‘used to’ en past simple

Gebruik ook

* Probably, possibly, definitely
* There’s no chance that, it is more likely / less likely
* I think that …
* I don’t think that …
* In my opinion …
* I believe …

Structuur voorbeelden en vragen die de corrector beantwoord wil hebben:

|  |  |  |
| --- | --- | --- |
| **Title**  What would you do if you won the lottery? | **Title**  What will the world be like in 10 years time? | **Title**  Imagine you are a famous film star. What would your life be like? |
| **Introduction**  What are the main things you would do? | **Introduction**  What are the things you believe will be different? | **Introduction**  What star do you imagine being and why? |
| **Middle 1**  What is the first thing you would do? | **Middle 1**  What is the main thing you think will change? | **Middle 1**  What does the daily life of this star consist of? |
| **Middle 2**  What else would you do? | **Middle 2**  What is another thing you think will change? | **Middle 2**  What else does this star’s life consist of? |
| **Conclusion**  How would you feel about it? | **Conclusion**  What can you say in general? Bv. Will it be better or worse? | **Conclusion**  Do you like being a film star? |

## **The descriptive composition**

Dit is het soort opstel waar je op dit niveau een grote woordenschat voor nodig hebt.

Verder gebruik je:

* The Present Simple
* There is/there are
* Has got/hasn’t got en have got/haven’t got
* Adjectives zoals nice, friendly, pretty, bit, tall, blue, clever, scary, etc.
* Trappen van vergelijking, taller than, the best, etc
* Prepositions of place, bv. Near, next to, behind
* Adverbs zoals quietly, slowly, a lot
* Voegwoorden als and, but, because
* Op dit niveau ook woorden als, in addition, as well as, however, in spite of, nevertheless, also, as a result of …

Je moet het verschil kunnen maken tussen ‘feit’ en ‘mening’.

Een goede structuur kan zijn:

*Beginning*

* What is being described
* Basic facts about it

*Middle*

* Your opinion: say why you like or dislike something and what you like or dislike about it.
* Something especially interesting about it.

*End*

* A summary of what you wrote about, bv. To sum up, my favourite television programme is … because ….

Voorbeelden van titels:

* Write a description of the shop or market you like most
* Describe the kind of clothes you prefer to wear at the weekend
* Describe your home town or village in the winter
* Write a description of an outdoor activity you enjoy

# **Section W2. Write an email (15 pt)**

Je moet een email schrijven van 60 – 80 woorden. Je krijgt 2 opdrachten waarvan je er een moet kiezen.

Bv. Your friend has sent you some money for your birthday present. Write an email to your friend on one of the following topics. Either

1. Thank your friend and tell him/her what you want to buy with the money.

or

2. Thank your friend and invite him/her to come with you to spend your money.

# **Section R1. Reading comprehension (Leestekst, 13 pt)**

1 tekst van 290 – 310 woorden.

Soort vragen:

* 3 open vragen waar je **in hele zinnen op moet antwoorden**
* 2 true/false vragen
* 3 meerkeuzevragen
* Zoek het tegenovergestelde woord in de tekst
* Zoek het synoniem in de tekst

# **Section R2. Reading comprehension (7 pt)**

5 korte teksten (recenties, anecdotes, beschrijvingen, stukjes brief)

7 vragen die je met de stukjes tekst moet matchen. Je mag iedere tekst meerdere keren gebruiken.

# **Section R3. General Grammar (algemene grammatica, 20 pt)**

10 meerkeuze vragen over verschillende grammatica onderwerpen.

## **1. Phrasal verbs (werkwoorden met voorzetsel)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Werkwoord** | **Gebruik** | **Synoniem** | **Vertaling Ned** |
| give up | give up smoking |  | stoppen met |
| pick up | pick up a bag |  | oppakken |
| let s.o. down |  | break a promise | iem. teleurstellen |
| set out/set off |  | start a journey | vertrekken, op reis gaan |
| come across |  | find by accident | tegen het lijf lopen |
|  |  |  |  |
| go off |  | explode | exploderen |
| go off |  | rot | wegrotten |
| go out |  |  | uitgaan |
| go away |  | go on holiday | weggaan |
| go on, carry on |  | continue | doorgaan |
|  |  |  |  |
| look into |  | investigate | onderzoeken |
| look at | look at a picture |  | kijken naar |
| look for |  | try to find | zoeken |
| look like |  |  | eruit zien als |
| look forward to |  |  | uitkijken naar |
| look after |  | take care of so/sth | zorgen voor |
| look sth up |  | find information | opzoeken |
|  |  |  |  |
| take after | your father | resemble | lijken op (vader/moeder) |
| take off | the plane took off |  | opstijgen |
| take off |  | get undressed | uitkleden |
|  |  |  |  |
| make sth up |  | pretend | verzinnen |
| make off |  | escape | er vandoor gaan |
|  |  |  |  |
| get on with |  | be friends | op kunnen schieten met |
| get up |  | get out of bed | opstaan |
| get on | get on the bus |  | instappen |
| get off | get off the bus |  | uitstappen |
| get to |  | travel to somewh | ergens heengaan |
| get over |  | recover | er overheen komen, |
| turn up |  | arrive | op komen dagen |
| turn on | turn on the light | switch on | aandoen |
| turn off | turn off the light | switch off | uitdoen |
|  |  |  |  |
| put up, go up |  | raise the price | (laten) stijgen (prijs) |
| put down |  | lower the price | (laten) dalen (prijs) |
| put down | put down a bag |  | neerzetten |
| put off |  | delay | uitstellen |
| put out | a light/fire |  | doven |
| put up with |  | tolerate | acccepteren, tolereren |
| put on |  | get dressed | aankleden |
|  |  |  |  |
| stand up |  |  | opstaan |
| sit down |  |  | gaan zitten |
| lie down |  |  | gaan liggen |

**2. Andere grammatica onderwerpen** (onderwerpen met een \* zijn nieuw voor dit niveau)

|  |  |  |
| --- | --- | --- |
| **Grammar and structures** | **What are they used for** | **examples** |
| Present Simple | Gewoonte, feit | I always **go** to school by bike. |
| Present Continuous | Bezigheid, van plan zijn | He **is doing** his homework now. |
| Past Simple | In het verleden en afgelopen | I **washed** the car yesterday. |
| Past Continuous | Bezigheid in het verleden | I was having breakfast when the postman came. |
| Present Perfect, ook met for/since | Begonnen, maar nog niet afgelopen | I **have lived** here all my life.  He **has lived** there since 1998 |
| Present Perfect continuous | Begonnen en langdurend | I **have been waiting** here for hours. |
| \*Past perfect | Eerder in het verleden | When I came home, my father **had** already **cleaned** the car. |
| Future met will/be going to | Toekomst/van plan zijn | What **will** you **do** when you are older |
|  |  | **I’m going to see** a film tonight |
| Conditionals met will | Zinnen met –if en will/ott | If it **rains**, I **will stay** home. |
| Conditionals met would | Zinnen met –if en would/ovt | If I **worked** hard, I **would pass**. |
| \*Conditionals met would have | Zinnen met –if en would have/vvt | If he **had worked** hard, he **would have passed** the test. |
| Can | Praten over vaardigheden | I **can** play the guitar |
| Should/must/mustn’t | Eigenlijk moeten  Moeten  Niet hoeven | You **should go** to the dentist  You **must** always **do** your homework  You **mustn’t** **worry** about it |
| The passive voice | Lijdende vorm | The church **was built** in 1824. |
| The Gerund, \*ook met voorzetsels, no use, worth | -ing na bepaalde werkwoorden | I enjoy **learning** English.  I like **going** on holiday.  It’s **no use crying** anymore. |
| \*Reported speech | Indirecte rede | He **wanted to know what** the results **were**. |
| Make/let someone do sth |  | I made him **do** his homework.  He let me **drive** the car. |
| \*to have sth done | Iets laten doen | He **had** his house **painted**. |
| Would rather/had better |  | I **would rather** study French.  You **had better** go home now. |
| Questions, all tenses above | Vragen met of zonder ‘do’ | **Is** he **going** home now?  **Did** he **go** to the theatre yesterday? |
| Question tags |  | He isn’t ill, **is he**?  He studies hard, **doesn’t he**? |
| Question words (who, why, etc) |  | **When** did he arrive? |
| Neither/so |  | He is good at English and **so am I.**  He doesn’t like maths **and neither do I.** |
| \* Conjunctions | Voegwoorden | **Despite** his wealth, he wasn’t happy. |
| Personal pronouns | Zowel ond. als lijd. vw | **He** helped **her** with the dishes. |
| Possessive pronouns | Bezit | That is **my** book.  This table is **hers**. |
| This/these/that/those | Aanwijzende vnw | I like **these** sweets. |
| Which, who, that | Betrekkelijke vnw | That is the man **who** told me to come |
| Myself, yourself, himself, etc | Wederkerende vnw | We hurt **ourselves**. |
| Comparisons | Trappen van vergelijking | He is **bigger than** his sister.  He is **the laziest** student I know. |
| Adverbs (at the moment, finally, sometimes, a lot, perhaps) | Plaats en gebruik van bijwoorden | He is **probably** in his room.  **First**, I had my breakfast.  I haven’t seen him **today**. |
| Much/many | Enkelvoud/meervoud | **Much** time, **many** books. |
| Some/any | Bevestigende zinnen/  Vragen en ontkennende zinnen | I would like **some** tea.  I haven’t got **any** money. |
| Too/enough |  | He isn’t trying hard **enough.**  He is trying **too** hard. |
| Really/quite/so/very |  | It is **really** hot today. |
| Prepositional phrases | Keen on/fond of/ proud of/ interested in / good at | I am very **fond of** English. |
| Prepositions of time and place | In, under, behind, before, etc. | I put my books **on** the table.  He was here **before** me. |

# **Section W3. Sentence Transformation (10 pt)**

Gegeven zinnen veranderen. Hier komt voor:

* Reported Speech (indirecte rede)
* Passive voice (lijdende vorm)
* The difference between ‘too’ and ‘enough’
* The difference between ‘so’ and ‘such’
* Any aspects of comparatives and superlatives (trappen van vergelijking)

# **Section R4. Word Transformation (10 pt)**

Verander het woord zodat het in de zin past.

Wat wordt getest:

* Adjective → adverb, bv. careful → carefully, tidy →tidily
* Verb → adjective, bv. bore → bored/boring, interest →

interested/interesting

* Positive → negative, bv. happy → unhappy, patient → impatient
* Countries → adjective, bv. China → Chinese, France → French
* Jobs formed from noun/verb, bv. reception →receptionist, rob→ robber
* Words used with suffixes, bv. danger → dangerous, inform →

information

Alle woorden komen uit de onderstaande lijst:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Basiswoord | Wordt … |  | Basiswoord | Wordt … | Of … |
| Argentina | Argentinian |  | hungry | hunger | hungrily |
| Britain | British |  | inform | information |  |
| China | Chinese |  | interest | interesting | interested |
| Cyprus | Cyprian |  | mean | meaning |  |
| Egypt | Egyptian |  | noise | noisy | noisily |
| England | English |  | patient | impatient | patiently |
| France | French |  | please | pleasant | pleasing |
| Germany | German |  | possible | impossible,  possibility | possibly |
| Greece | Greek |  | proud | proudness | proudly |
| Italy | Italian |  | quick | quickly | quickness |
| Japan | Japanese |  | reception | receptionist | receipt |
| Russia | Russian |  | rob | robber | robbery |
| Spain | Spanish |  | run | runner |  |
| Turkey | Turkish |  | slow | slowly |  |
|  |  |  | stripe | striped |  |
| angry | anger | angrily | tidy | untidy | tidily |
| begin | beginning |  | use | useful | used |
| bore | bored | boring | usual | usually | unusual |
| build | building | builder | visit | visitor |  |
| careful | care | carefully | worry | worried |  |
| celebrate | celebration(s) |  | invent | invention | inventor |
| cook | cooker | cooking | invite | invitation |  |
| danger | dangerous | dangerously | kind | unkind | kindly |
| easy | easily |  | like | likely | likable |
| excite | excitement | exciting  excited | loud | loudly |  |
| fortunate | (un)fortunate | fortunately | lucky | luckily | luck |
| happy | unhappy | happily |  |  |  |
| healthy | unhealthy  healthily | health |  |  |  |
| heavy | heavily |  |  |  |  |

# **Section W4. Using phrasal verbs (5 pt)**

5 zinnen met in iedere zin 2 gezegdes. Herschrijf de zin en vervang 1 van de gezegdes door een phrasal verb in de juiste tijd. De te kiezen phrasal verbs staan boven de oefening.