



# Gatehouse Awards Test of English (GATE) Handbook





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## Introduction

Welcome to the Gatehouse Awards Test of English (GATE) Assessment. This booklet aims to provide delivery centres with a comprehensive understanding of the GATE assessment, which tests English language proficiency across four key skills: speaking, listening, reading, and writing, at three separate CEFR (Common European Framework of Reference for Languages) levels: B1, B2, C1 and C2.

The information contained within this document must be made available by centres to all members of staff involved with the administration, conduct and delivery of GATE. In addition, essential policies, procedures and forms can be found on the GA website: [www.gatehouseawards.org](http://www.gatehouseawards.org)

## About Gatehouse Awards Ltd

Gatehouse Awards (GA) is a UK based Awarding Organisation regulated by Ofqual (Office of Qualifications and Examinations Regulation), specialising in English language assessment. GA offers a range of International ESOL qualifications and examinations in the UK and internationally.

GA are members of ALTE (Association of Language Testers in Europe), and EALTA (European Association for Language Testing and Assessment). We provide English language examinations which are valid, reliable, and conform to the highest international standards.

## About the Gatehouse Awards Test of English (GATE)

The Gatehouse Awards Test of English (GATE) is designed to assess English language proficiency across four skills: speaking, listening, reading, and writing, focussing on communication and interaction skills. The exam is available outside of England and follows the following Common European Framework of Reference for Languages (CEFR) levels: B1, B2, C1 and C2.

The assessment is offered at four CEFR levels, each representing an increasing level of proficiency in the English language:

- GATE at B1 level assesses the ability to handle everyday situations and understand straightforward texts.
- GATE at B2 level indicates an intermediate level of proficiency and demonstrates the capacity to communicate effectively in a wide range of contexts.

- GATE at C1 level signifies an advanced level of proficiency, including the ability to understand complex texts and engage in complex conversations.
- GATE at C2 level signifies the highest level of language proficiency, where individuals demonstrate near-native command, understanding complex texts, and engaging in nuanced conversations across diverse contexts with exceptional fluency and accuracy.

### Gatehouse Awards Test of English Availability

The Gatehouse Awards Test of English assessments are available outside of England and are only offered in English.

They are available online and can be delivered in two different ways:

- Invigilated by a member of centre staff **remotely**.
- Invigilated by a member of centre staff **in person** at an approved GA examination centre's premises.

GATE assessments are available on demand.

If your organisation is not currently an approved GA centre, or you do not have approval to offer GATE assessments, please contact us:

Gatehouse Awards Ltd  
Unit G5, Woodhead House  
Woodhead Road, Birstall  
WF17 9TD  
United Kingdom  
[www.gatehouseawards.org](http://www.gatehouseawards.org)  
[info@gatehouseawards.org](mailto:info@gatehouseawards.org)

## Intended Candidature and Entry Requirements

GATE assessments test the speaking, listening, reading and writing skills of candidates whose first language is not English and who may:

- ✓ attend an English language course either in the UK or overseas; or
- ✓ are learning English as part of their school or college curriculum; or
- ✓ need English for their everyday or working life; or
- ✓ require an externally recognised certificate evidencing their level of proficiency in English; or
- ✓ are attending courses over a period of time and require a series of graded examinations which provide steps towards proficiency; or
- ✓ attend short courses in English, for example at summer schools.

GATE assessments are designed to complement general English language courses and are appropriate for anyone aged 14 or above. Centres should ensure that all candidates have the relevant general IT skills to be able to complete the online assessments.

There are no prior learning requirements for GATE. However, centres are expected to ensure that the qualification they offer to their candidates is appropriate to their age, ability and needs. For example, centres should not offer a candidate a qualification that is the same level as a similar English language qualification they have already attained.





## Overview of the Descriptors of Competence at each Level

The following descriptors of competence are adapted from the Common European Framework of Reference for Languages: Learning, Teaching, Assessment.

### GATE B1

The candidate:

- ✓ Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- ✓ Can deal with most situations likely to arise whilst travelling in an area where the language is spoken.
- ✓ Can produce simple connected text on topics which are familiar, or of personal interest.
- ✓ Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.



## GATE B2

The candidate:

- ✓ Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation.
- ✓ Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
- ✓ Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

## GATE C1

The candidate:

- ✓ Can understand a wide range of demanding, longer texts, and recognise implicit meaning.
- ✓ Can express him/herself fluently and spontaneously without much obvious searching for expressions.
- ✓ Can use language flexibly and effectively for social, academic and professional purposes.
- ✓ Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

## GATE C2

The candidate:

- ✓ Can understand with ease virtually everything heard or read.
- ✓ Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation.
- ✓ Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.



## Gatehouse Awards Test of English: Model of Assessment

The GATE assessments of listening, reading and writing are externally assessed via online assessment materials. These are externally set, issued, and assessed by GA. External moderation takes place to ensure high validity and reliability of the assessment decisions.

Listening, reading and writing assessments are invigilated and delivered under controlled conditions.

The GATE assessment of speaking is externally set by GA and delivered and assessed by a GATE approved examiner on the day of the assessment. All GATE examiners undertake full training with GA before being approved to deliver and assess GATE spoken exams. They are also subject to regular monitoring and standardisation to ensure the validity and reliability of the assessment decision.

All speaking assessments are audio recorded for quality assurance purposes. All four components of GATE are subject to moderation by GA's UK-based central team of moderators.



## Assessment Materials

Assessment materials for the listening, reading and writing components are accessed directly by the candidates via the GA online examination portal on the day of the assessment.

Assessment materials for speaking, plus any other supporting documentation, are made available to the centre via the ARK (GA's candidate and examination management system), a minimum of one working day ahead of the scheduled examination session.

## Language of Assessment

Gatehouse Awards Test of English assessments are available in the English language only. GA is committed to using language which is plain, clear, free from bias, and appropriate for candidates who are not native English users.

## Use of Dictionaries

No dictionaries are permitted in any of the assessment components. This includes bi-lingual (translation) dictionaries, electronic dictionaries, or other electronic resources.

## Recognition of Prior Learning

No recognition of prior learning will be applied for these assessments.



## GATE Assessment Format Overview

### GATE B1

|             | <b>Listening</b>                  | <b>Reading</b>                               |
|-------------|-----------------------------------|--|
| Time:       | 20 minutes                        | 40 minutes                                   |
| Marks:      | 24 marks                          | 24 marks                                     |
| Weighting:  | 25%                               | 25%  |
| Assessment: | Externally assessed               | Externally assessed                          |
|             | <b>Writing</b>                    | <b>Speaking</b>                              |
| Time:       | 40 minutes                        | Approximately 10 minutes per pair            |
| Marks:      | 36 marks                          | 24 marks                                     |
| Weighting:  | 25%                               | 25%  |
| Assessment: | Externally assessed and moderated | Internally assessed and externally moderated |

### GATE B2

|             | <b>Listening</b>                  | <b>Reading</b>                               |
|-------------|-----------------------------------|--|
| Time:       | 25 minutes                        | 45 minutes                                   |
| Marks:      | 24 marks                          | 24 marks                                     |
| Weighting:  | 25%                               | 25%  |
| Assessment: | Externally assessed               | Externally assessed                          |
|             | <b>Writing</b>                    | <b>Speaking</b>                              |
| Time:       | 45 minutes                        | Approximately 10 minutes per pair            |
| Marks:      | 36 marks                          | 24 marks                                     |
| Weighting:  | 25%                               | 25%  |
| Assessment: | Externally assessed and moderated | Internally assessed and externally moderated |

## GATE C1

|             | <b>Listening</b>                  | <b>Reading</b>                               |
|-------------|-----------------------------------|--|
| Time:       | 30 minutes                        | 50 minutes                                   |
| Marks:      | 24 marks                          | 24 marks                                     |
| Weighting:  | 25%                               | 25%  |
| Assessment: | Externally assessed               | Externally assessed                          |
|             | <b>Writing</b>                    | <b>Speaking</b>                              |
| Time:       | 50 minutes                        | Approximately 10 minutes per pair            |
| Marks:      | 36 marks                          | 24 marks                                     |
| Weighting:  | 25%                               | 25%  |
| Assessment: | Externally assessed and moderated | Internally assessed and externally moderated |

## GATE C2

|             | <b>Listening</b>                  | <b>Reading</b>                               |
|-------------|-----------------------------------|--|
| Time:       | 30 minutes                        | 55 minutes                                   |
| Marks:      | 24 marks                          | 24 marks                                     |
| Weighting:  | 25%                               | 25%  |
| Assessment: | Externally assessed               | Externally assessed                          |
|             | <b>Writing</b>                    | <b>Speaking</b>                              |
| Time:       | 55 minutes                        | Approximately 10 minutes per pair            |
| Marks:      | 36 marks                          | 24 marks                                     |
| Weighting:  | 25%                               | 25%  |
| Assessment: | Externally assessed and moderated | Internally assessed and externally moderated |

## Sample Materials

Samples are available at:

<https://gatehouseawards.org/qualifications/gatehouse-awards-test-of-english/>

## GATE Listening Assessment

The listening test is based solely on objectively scored questions (a combination of different types of multiple-choice questions). No negative marks will be awarded for incorrectly answered questions.

The benefits of this are that candidates are not required to write answers to tasks that are designed to test listening skills. The format of multiple-choice questions ensures that the marking is 100% objective. Additionally, as all questions are scored electronically, the scoring accuracy is also 100%.

The assessment format is the same across all levels: B1, B2, C1 and C2, but the length of the listening input and the overall assessment time increases incrementally across the levels.

The minimum pass mark for the listening component is 50% of the total marks.

|                                     | Overview   | Question format  | Marks  |
|-------------------------------------|--|--|--|
| <b>Task 1</b>                       | Candidates listen to four separate short recordings (two dialogues and two monologues). They can listen to each recording twice. | 4 x multiple choice ABCDE questions with <u>two</u> correct answers each | 1 mark per each correct answer<br><br>8 marks total  |
| <b>Task 2</b>                       | Candidates listen to a longer dialogue. They can listen to the recording twice.  | 4 x multiple choice ABC with <u>one</u> correct answer each              | 2 marks per each correct answer<br><br>8 marks total |
| <b>Task 3</b>                       | Candidates listen to a longer monologue. They can listen to the recording twice.   | 4 x multiple choice ABC with <u>one</u> correct answer each              | 2 marks per each correct answer<br><br>8 marks total |
| <b>Total marks per paper</b>        |  | 24 marks   |  |
| <b>Total time allowed per level</b> |  | B1: 20 minutes<br>B2: 25 minutes<br>C1: 30 minutes<br>C2: 30 minutes     |  |

## GATE Reading Assessment

The reading test is based solely on objectively scored questions (a combination of different types of multiple-choice questions). No negative marks are awarded for incorrectly answered questions.

The benefits of this are that candidates are not required to write answers to tasks that are designed to test reading skills. The format of multiple-choice questions ensures that the marking is 100% objective. Additionally, as all questions are scored electronically, the scoring accuracy is also 100%.

The assessment format is the same across all levels: B1, B2, C1 and C2, but the length of the reading input and the overall assessment time increases incrementally across the levels.

The minimum pass mark for the reading component is 50% of the total marks.





## Reading Assessment Overview

|  | Overview   | Question format  | Marks   |
|--|--|--|---|
| <b>Task 1</b>                                | Candidates read a short text with six words removed. They need to match the words to the gaps. | Multiple choice matching using 6 options (no distractors)            | 1 mark per each correct answer<br>6 marks total |
| <b>Task 2</b>                                | Candidates read a short text with six words removed. They need to match the words to the gaps. | Multiple choice matching using 6 options (no distractors)            | 1 mark per each correct answer<br>6 marks total |
| <b>Approximate text length Tasks 1 and 2</b> |  | B1: 140 words<br>B2: 160 words<br>C1: 180 words<br>C2: 200 words     |   |
| <b>Task 3</b>                                | Candidates read a longer text.   | 6 x multiple choice ABC with one correct answer each                 | 1 mark per each correct answer<br>6 marks total |
| <b>Task 4</b>                                | Candidates read a longer text.   | 6 x multiple choice ABC with one correct answer each                 | 1 mark per each correct answer<br>6 marks total |
| <b>Approximate text length Tasks 3 and 4</b> |  | B1: 300 words<br>B2: 350 words<br>C1: 400 words<br>C2: 450 words     |   |
| <b>Total marks per paper</b>                 |  | 24 marks   |   |
| <b>Total time allowed per level</b>          |  | B1: 40 minutes<br>B2: 45 minutes<br>C1: 50 minutes<br>C2: 55 minutes |   |

## GATE Writing Assessment

The writing test consists of a combination of objective questions and an extended subjectively marked response. This test is marked by a GA examiner.

The minimum pass mark for the reading component is 50% of the total marks.

## Writing Assessment Overview

|               | Overview                 | Task format   | Marks  |
|---------------|--------------------------|---|--|
| <b>Task 1</b> | Sentence transformations | <p>Candidates complete eight sentences so that sentence B has the same meaning as sentence A. The candidates must use the words provided in brackets and use no more than 3 words in each gap at CEFR levels B1 and B2, no more than 4 words in each gap at CEFR level C1, and no more than 5 words in each gap at CEFR level C2.</p> <p>Example:</p> <p>A. It is necessary for you to study more to pass the exam.</p> <p>B. You .....<i>need to study</i>.... more to pass the exam. (NEED)</p> <p>Candidates should spend approximately 20 minutes on this task.</p> | <p>2 marks per each correct answer (partial marks available for transformations containing minor errors)</p> <p>16 marks total</p> |
| <b>Task 2</b> | Guided writing task      | <p>Candidates write a short composition on a given topic.</p> <p>The format of the composition changes with each CEFR level as outlined below. (see below for further level specific information)</p>   | <p>20 marks total</p> <p>Marks are applied using a descriptive mark scheme (see below).</p>  |

## Writing Task 2 CEFR Level Specific Guidance

| <b>B1 Task 2</b>  |  |
|---|--|
| <b>Task format</b>  | An informal email or letter with a mostly descriptive focus<br>Or<br>An informal email or letter making arrangements |
| <b>Required length</b>  | 100-120 words  |
| <b>Suggested time</b>   | Approximately 20 minutes on this task.   |
| <b>Assessment criteria</b><br>(each criterion is graded out of 5, and the task is worth 20 marks total) | Overall Task Achievement<br>Word Count<br>Grammar Range and Control<br>Vocabulary and Spelling<br>Organisation       |

| <b>B2 Task 2</b>  |  |
|---|--|
| <b>Task format</b>  | A letter/ email offering advice or making suggestions<br>Or<br>A letter / email of complaint                   |
| <b>Required length</b>  | 140-160 words  |
| <b>Suggested time</b>   | Approximately 25 minutes on this task.   |
| <b>Assessment criteria</b><br>(each criterion is graded out of 5, and the task is worth 20 marks total) | Overall Task Achievement<br>Word Count<br>Grammar Range and Control<br>Vocabulary and Spelling<br>Organisation |

| <b>C1 Task 2</b>  |  |
|---|--|
| <b>Task format</b>  | Letter of application<br>Or<br>Formal persuasive email / letter  |
| <b>Required length</b>  | 180-200 words  |
| <b>Suggested time</b>   | Approximately 30 minutes on this task.   |
| <b>Assessment criteria</b><br>(each criterion is graded out of 5, and the task is worth 20 marks total) | Overall Task Achievement<br>Word Count<br>Grammar Range and Control<br>Vocabulary and Spelling<br>Organisation |

| <b>C2 Task 2</b>  |  |
|---|--|
| <b>Task format</b>  | Letter of recommendation<br>Or<br>Article for a website  |
| <b>Required length</b>  | 200-220 words  |
| <b>Suggested time</b>   | Approximately 35 minutes on this task.   |
| <b>Assessment criteria</b><br>(each criterion is graded out of 5, and the task is worth 20 marks total) | Overall Task Achievement<br>Word Count<br>Grammar Range and Control<br>Vocabulary and Spelling<br>Organisation |

## GATE Speaking Assessment

Assessment for the speaking test is internally assessed and subject to external moderation.

The assessment consists of a brief introductory task (not graded), and two further graded tasks.

The minimum pass mark for the speaking component is 50% of the total marks.

The candidates are graded using a descriptive mark scheme which covers the following categories, each of which is graded out of a maximum of 4 points:

- Overall achievement in Part 1
- Overall achievement in Part 2
- Grammar range and control
- Vocabulary range and control
- Pronunciation
- Fluency

The total number of marks available for the speaking is 24.



## Speaking Assessment CEFR Level Specific Guidance

| GATE B1                        |   |   |
|--------------------------------|---|---|
| <b>Introduction</b>            | This part is a warm-up and is not graded. Each candidate speaks about themselves for approximately 30 seconds. The purpose of this part is for the candidates to get used to each other's and the examiner's pronunciation. |   |
| <b>Part 1</b>                  | Individual turns  | Each candidate is provided with an image and asked to describe the image in as much detail as possible. Each candidate speaks for up to two minutes, and the examiner can ask additional elicitation questions.<br><b>Guide time:</b> approximately 4 minutes.  |
| <b>Part 2</b>                  | Interactive task  | Both candidates are provided with a selection of six thematically related images. They are asked to talk together about a simple topic related to the images. Typically, the conversation involves expressing preferences and describing personal experiences.<br><b>Guide time:</b> approximately 3 minutes. |
| <b>Overall assessment time</b> |   | Approximately 10 minutes, including ID checks.  |

| GATE B2                        |   |  |
|--------------------------------|---|--|
| <b>Introduction</b>            | This part is a warm-up and is not graded. Each candidate speaks about themselves for approximately 30 seconds. The purpose of this part is for the candidates to get used to each other's and the examiner's pronunciation. |  |
| <b>Part 1</b>                  | Individual turns  | Each candidate is provided with an image and asked to talk about a situation or an experience from their own life which is in some way similar to the situation in the image. Each candidate speaks for up to two minutes, and the examiner can ask additional elicitation questions.<br><b>Guide time:</b> approximately 4 minutes. |
| <b>Part 2</b>                  | Interactive task  | Both candidates are provided with a selection of six thematically related images. They are asked to discuss a topic or an idea related to the images. Typically, the conversation involves expressing opinions, giving examples, and comparing different options.<br><b>Guide time:</b> approximately 4 minutes.                     |
| <b>Overall assessment time</b> |   | Approximately 10 minutes, including ID checks.   |



| GATE C1                        |   |   |
|--------------------------------|---|---|
| <b>Introduction</b>            | This part is a warm-up and is not graded. Each candidate speaks about themselves for approximately 30 seconds. The purpose of this part is for the candidates to get used to each other's and the examiner's pronunciation. |   |
| <b>Part 1</b>                  | Individual turns  | Each candidate is provided with an image and asked to talk about what they think might have happened just before the situation shown in the picture and what might happen after. Each candidate speaks for up to two minutes, and the examiner can ask additional elicitation questions.<br><b>Guide time:</b> approximately 4 minutes in total.    |
| <b>Part 2</b>                  | Interactive task  | Both candidates are provided with a selection of six thematically related images. They are asked to discuss a topic or an idea related to the images. Typically, the conversation involves assessing different aspects of a certain idea, providing justifications, and comparing options and ideas.<br><b>Guide time:</b> approximately 5 minutes. |
| <b>Overall assessment time</b> |   | Approximately 10 minutes, including ID checks.  |

| GATE C2                        |   |  |
|--------------------------------|---|--|
| <b>Introduction</b>            | This part is a warm-up and is not graded. Each candidate speaks about themselves for approximately 30 seconds. The purpose of this part is for the candidates to get used to each other's and the examiner's pronunciation. |  |
| <b>Part 1</b>                  | Individual turns  | Each candidate is provided with an image and asked a question which is related to the theme represented in the image. Each candidate speaks for up to two minutes, and the examiner can ask additional elicitation questions.<br><b>Guide time:</b> approximately 4 minutes in total.  |
| <b>Part 2</b>                  | Interactive task  | Both candidates are provided with a selection of six thematically related images. They are presented with a practical scenario in which the images could be used, for example a social campaign. Typically, the conversation involves assessing the suitability of each image, providing justifications, comparing options and ideas, and arriving at a decision.<br><b>Guide time:</b> approximately 6 minutes. |
| <b>Overall assessment time</b> |   | Approximately 10 minutes, including ID checks.   |



## Teaching and Learning Requirements

Courses leading to the Gatehouse Awards Test of English (GATE) may consist of e-learning courses or classroom-based courses, or a blended option.

GA does not prescribe the use of any set course book, workbook or recorded materials for the GATE qualifications but expects that centres providing such courses should use relevant and up-to-date, high quality teaching materials which allow learners to apply their learning to real events and activities in everyday life.

There should be an emphasis upon providing learning opportunities which involve practical participation in activities involving English language skills, which reflect real life scenarios. Centres should develop an approach to teaching and learning that supports the practical nature of the GATE qualifications, which is inclusive of the principles of equality and diversity and the safeguarding of learners.

In addition, candidates should have access to suitably qualified and experienced teaching and assessment staff as well as technical support, where applicable. Where courses are provided, specialist staff, high quality learning materials and access to assessment opportunities are essential.

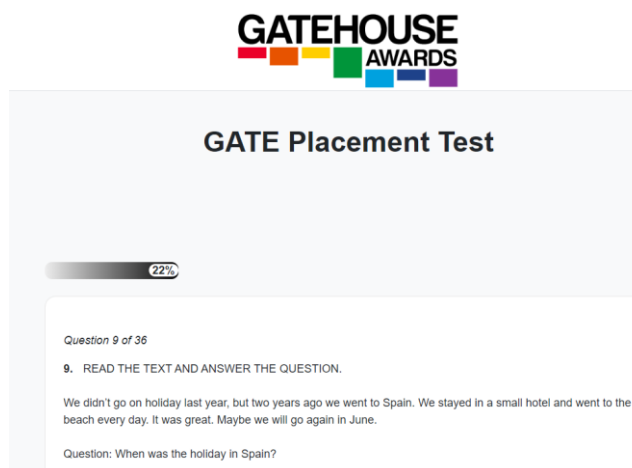
## GATE English Language Placement Test

GA offers a completely free placement test for all centres and candidates. It is available at

<https://exams.gatehouseawards.org/gate-placement-test/>

It consists of 34 multiple choice questions based on grammar, vocabulary, English in use, reading and listening.

Why not get your students to take it today, so they can find out what CEFR level they are currently working at? The test provides instant results on the final page.



## Suggested Preparation Resources

Because GATE assessments are designed to complement general English language courses, teachers can follow any course book which has been mapped to the appropriate CEFR Level when preparing their candidates for the test.

The tasks have been designed to require a minimal amount of 'exam preparedness'; in other words, the tasks should still be accessible to candidates who had no prior exposure to the exam format. However, we strongly recommend that teachers use the sample materials to prepare their learners for the assessments, as this will increase their confidence and improve their performance on the day of the exam.

Below you can find a selection of materials which can be used to support candidates preparing to take GATE assessments. It is not an exclusive list, and teachers can and should use a variety of resources.

## EXTERNALLY PUBLISHED RESOURCES FOR ALL LEVELS

### BBC

<https://www.bbc.co.uk/>

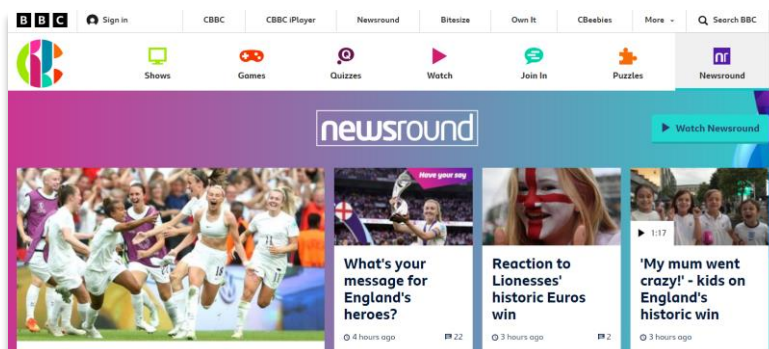
One of the best sources for authentic English language materials is the BBC (British Broadcasting Corporation).

Here you can find the latest news and sport headlines, weather, TV & radio highlights and much more. The content of the main website should be accessible for learners at levels of B2 and above.

### BBC Newsround

<https://www.bbc.co.uk/newsround>

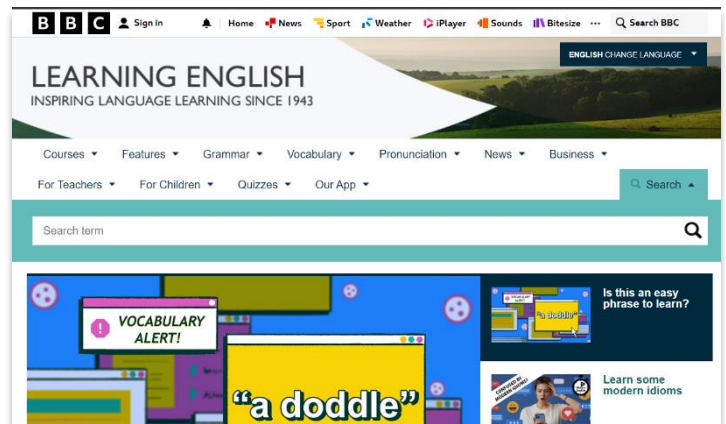
BBC also publish a website aimed at younger readers and listeners. It's carefully selected content should be of interest and accessible to students at CEFR levels A2 and above, and includes news, shows, quizzes, games and interactive forums and chats.



## BBC Learning English

<https://www.bbc.co.uk/learningenglish/>

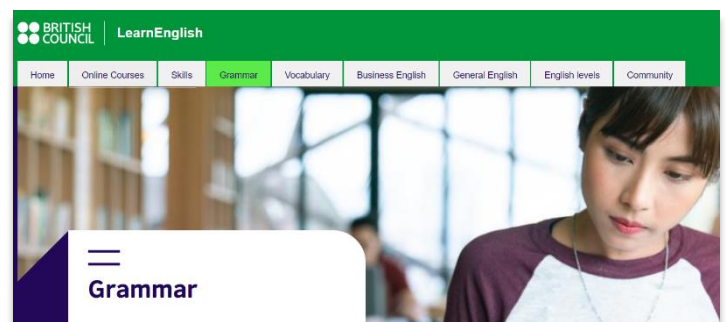
BBC also have their own section dedicated to learners of English, with separate areas for teachers and students, and sections devoted to grammar, vocabulary, and pronunciation.



## British Council

<https://learnenglish.britishcouncil.org/>

British Council publishes a wide range of resources designed for adult language learners at all CEFR levels, as well as a section dedicated to Business English.



## Breaking News English

<https://breakingnewsenglish.com/>

This website contains over 3 thousand free lessons based on English Language news, and designed for learners at all CEFR levels.



## Natter and Ramble

<https://www.natterandramble.co.uk/>

Do your learners need some additional support with grammar and vocabulary before so they can enjoy a fluent conversation in English? This website contains a variety of useful resources.



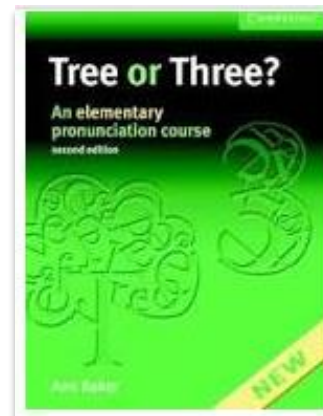


## PRONUNCIATION

### **'Tree or Three?' by Ann Baker**

This fully revised edition of the classic elementary pronunciation course.

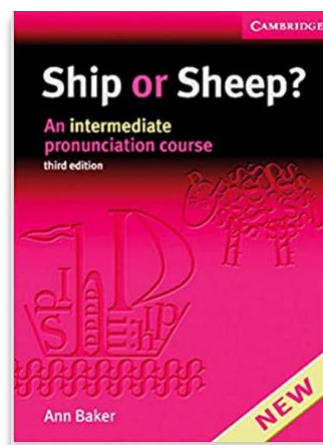
This resource provides systematic practice of English pronunciation, with an emphasis on minimal pairs, through a wide variety of interesting exercises and activities. It is accompanied by 3 Audio CDs and is suitable for both self-study and classroom use.



### **'Ship or Sheep?' by Ann Baker**

This new edition of Ship or Sheep? Is an accessible intermediate-level pronunciation course in full colour for students of English.

This resource provides systematic practice of English pronunciation, with an emphasis on minimal pairs, through a wide variety of interesting exercises and activities. The course is suitable for classroom use or for self-study. It is accompanied by a set of 4 audio CDs.



### **'English Pronunciation in Use' series, by Jonathan Marks, Mark Hancock, Martin Hewings and Silvie Donna**

The three levels of English Pronunciation in Use cover all aspects of pronunciation in communication including word stress, connected speech and intonation. Covering elementary (A1-A2), intermediate (B1-B2) and advanced (C1-C2), each level includes free downloadable audio for additional listening and speaking practice.

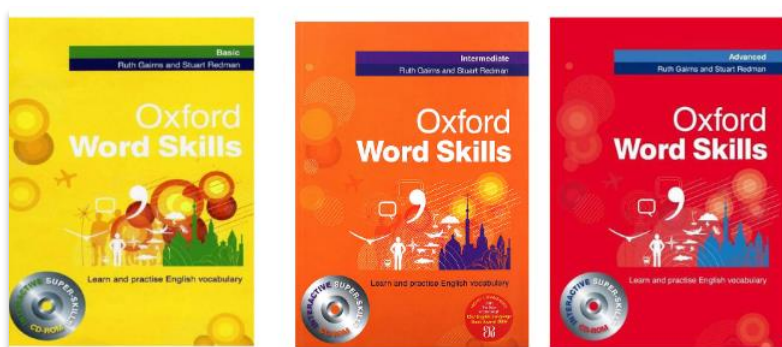




## VOCABULARY

**‘Oxford Word Skills’** series, by Ruth Gairns and Stuart Redman

A three-level topic-based vocabulary course to learn and practise words, phrases and lexical grammar in context. Oxford Word Skills improves students' vocabulary and vocabulary learning skills. 80 units at each level mean these books cover a huge range of topics and everyday situations, and extra practice and interactive activities are available.

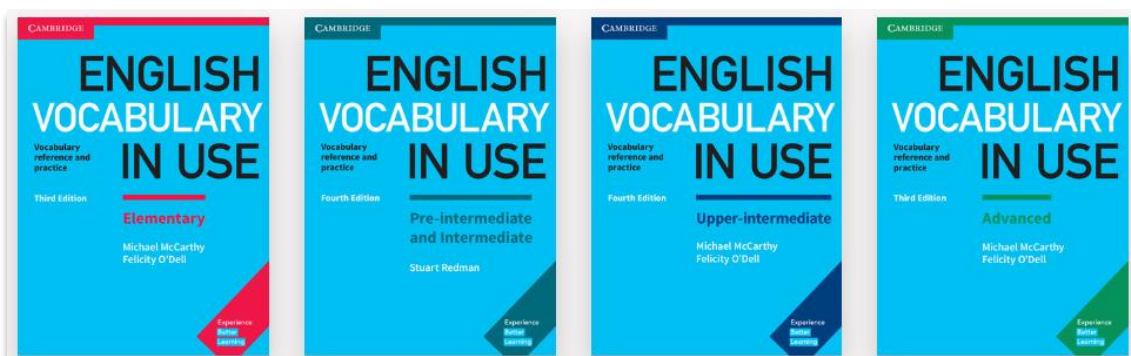


**‘English Vocabulary in Use’** series, by Michael McCarthy, Felicity O’Dell, Stuart Redman

This series is ideal for classroom use or self-study, and the books are specially designed to boost learners’ confidence along with their vocabulary skills. It is available from elementary to advanced level, and the books feature:

- ✓ Easy-to-use format with presentation of vocabulary on one page and practice exercises on the opposite page.
- ✓ Vocabulary presented in context with lots of practice activities to reinforce the contextualised explanations and examples.

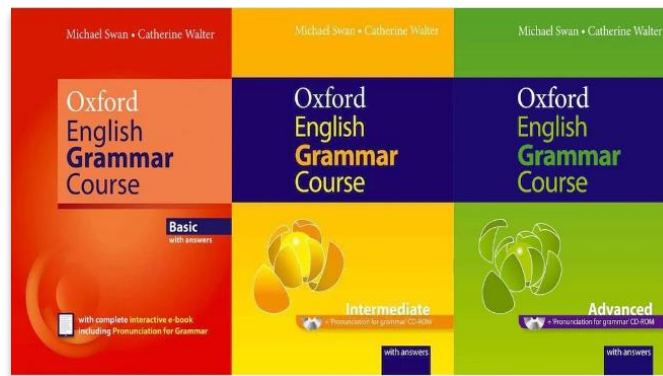
The printed books are also available with enhanced eBooks, which can be used on iPads and Android tablets, as well as desktop and laptop computers.



## GRAMMAR

**‘Oxford English Grammar Course’** by Michael Swan and Catherine Walker

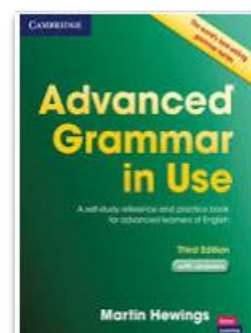
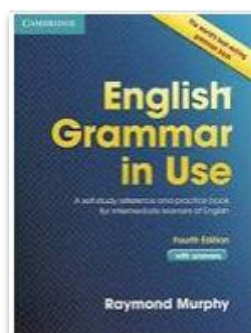
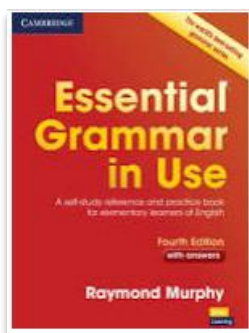
This series is available at elementary to advanced levels.



Each book features clear explanations illustrated by simple realistic examples, engaging activities, as well as teachers’ guides and additional tests which can be downloaded here: [www.oup.com/elt/oxfordenglishgrammar](http://www.oup.com/elt/oxfordenglishgrammar)

**‘English Grammar in Use’** by Raymond Murphy and Martin Hewings

These are self-study reference and practice books for elementary, intermediate, and advanced students of English. They are very popular grammar books, used by English language teachers and students all over the world for over two decades.



## SUGGESTED COURSE BOOKS

### HEADWAY course books

CEFR Levels – A1-C1

According to its publisher, this series is a world's best-selling English course - a perfectly balanced syllabus with a strong grammar focus, and full support across the four skills.



The Headway series features the following resources:

*Student Book, Workbook and Classroom Presentation Tools*

*Online Practice*

*Teacher's Guide*

Additional free student resources are available online at

<https://elt.oup.com/student/headway/>

### LANGUAGE HUB course books

CEFR Levels – A1-C1

Language Hub offers a general English skills syllabus aimed at young adults and adults and covers listening, speaking, reading and writing, with vocabulary, grammar and pronunciation.



## UPSTREAM course books

CEFR Levels – A1-C2

The Upstream series is specially designed for students from absolute beginner to proficiency levels. Each book consists of five modules and provides systematic preparation in all four language skills - listening, speaking, reading and writing - required at these levels.



The series includes the following elements at each level:

*Student's Book*

*Teacher's Book*

*Class Audio CDs (set of 6)*

*Workbook*

*Workbook Audio CDs (set of 2)*

*Workbook Key*

*Test Booklet with Key*

The publisher's website also includes a lot of useful free resources:

<https://www.expresspublishing.co.uk/en/content/resources-students>

## Centre Approval Process

To offer the Gatehouse Awards Test of English, centres must hold Approved Centre status and approval to deliver one or more individual GATE level.

Full information about the approval criteria and how to apply can be found on the GA website.

Please note: arrangements outside the UK may vary from country to country. International centres should contact GA directly for further information.

## Staff Resources

To conduct the GATE assessments, centres must nominate an examiner and an invigilator. This may be the same person, but should not be the candidate's teacher, relative, or anyone else from the centre who is known personally to the candidate other than via the centre's professional operations (please refer to the *GA Conflict of Interest Policy and Procedure* for more information).

The examiner is the member of staff who will conduct and mark the Speaking examination.

The invigilator is the member of staff who will oversee the listening, reading, and writing examinations (GATE listening, reading and writing examinations are marked by GA and centre staff acting as Invigilators should therefore NOT refer to themselves as examiners, markers or assessors).

Centres must ensure that all personnel employed in the roles of examiner and invigilator meet the GA guidelines (see below) and that their details are provided to GA upon request.

The minimum information about the staff involved with the delivery and/or assessment of GATE includes:

- a current up to date CV
- copies of relevant qualification certificates
- a relevant and up to date CPD (Continuous Professional Development) record
- a completed Conflict of Interest declaration (where applicable)
- a record of completion of the initial and ongoing training and/or standardisation

Centres must also ensure that they have the management and administrative arrangements in place which are suitable to support the registration, qualification delivery and assessment of candidates.

## Requirements for Examiners

Examiners must meet requirements in the following areas:

Qualifications and experience:

- A first degree (or equivalent)
- An appropriate language teaching qualification
- Recent, relevant experience of teaching English (or teaching in English)

English language level:

- A minimum of Level 2 English (e.g. GCSE A-C or Grade 4-9; CEFR C1)\*
- Familiarity with CEFR levels B1, B2, C1, and C2
- Ability to assess all aspects of candidate's performance in the speaking examination in line with GA published mark schemes

*\* Examiners who wish to be approved to assess GATE C2 speaking exams need to show evidence that their own English language proficiency is at C2 CEFR level.*

Personal qualities and skills:

- Ability to communicate effectively with candidates and elicit an appropriate language sample
- Ability to encourage candidates to interact naturally under examination conditions
- Commitment to training and on-going CPD (continuing professional development) in the field of English language assessment
- Ability to complete assessment records and examination documentation fully and accurately





## Requirements for Invigilators

There are no specific qualifications required to become an invigilator, although attendance at a training session or participating in online training on the role prior to invigilating an exam session will be required.

The invigilator must be able to carry out invigilation duties to:

- ensure compliance with GA confidentiality requirements and relevant policies and procedures
- accurately report and record any irregularities or matters of concern which arise during the course of the exam session

Invigilators must:

- have internet access, intermediate IT skills and an email address
- be suitable to work within an education environment, taking into account any restrictions in place locally or by the centre and the candidates attending the centre (e.g., vulnerable adults, candidates under the age of 18, etc)

## Candidate to Examiner / Invigilator Ratios

Speaking examinations at all levels are conducted with two candidates and the examiner present.

It is permitted for trainee examiners or centre internal quality assurance staff to be present in the examination session for training and quality assurance purposes. GA strongly recommends that the number of people present in the examination session is kept to a minimum. Any additional personnel must be declared on the *Examination Report Form*, and they must state their name at the appropriate point in the script.

The Listening, Reading and Writing online examinations conducted in centre: the minimum ratio of invigilators per candidates is **1:12**. This means that one invigilator can supervise no more than 12 candidates.

The Listening, Reading and Writing online examinations conducted remotely: the minimum ratio of invigilators per candidates is **1:6**. This means that one invigilator can supervise no more than 6 candidates.

The invigilator must have a means of communicating with another member of staff also trained in the invigilation procedure should their assistance be required in an emergency, without leaving the candidates unsupervised.

### Regulations for Conducting Controlled Examinations

The GATE assessments must be delivered under controlled examination conditions. Centres must ensure that all staff involved in the delivery of GATE assessments are familiar with the following documents:

- *GA Practical Guide to Conducting Remote Online Examinations*
- *GA Regulations for Conducting Remote Online Examinations*

Centres must adhere to the invigilator and examiner instructions provided by GA throughout the examination session(s).

### Instructions for Candidates

*Candidate Instructions* document should be provided to candidates at least one working day ahead of the scheduled examination session to ensure that candidates understand what to expect.

Instructions specific to each examination component appear on the first page of the online examination.

### Conducting Speaking Examinations

The *Speaking Examination Booklet* provides full guidance for the conduct of the speaking tasks. An audio recording must be made as a record of the candidate's performance in these tasks.

Candidates are examined in pairs at the same CEFR levels.

Where there are an odd number of candidates in a given examination session, a 'dummy' candidate should participate. Examiners should clearly identify on the audio recording any candidate who is not being assessed in the task.

The examination times for the speaking component are guide times.

The examiner must complete the *Speaking Assessment Record* for each candidate.

### Conducting Listening, Reading, and Writing Examinations

The Listening, Reading, and Writing examinations at all levels are conducted online.

The invigilator must complete the *Examination Report Form* for the session.

### Equipment and Resource Requirements

Centres must ensure that the following resources are available:

- IT facilities to enable access to the GA website.
- Access to email
- Scanner and printer / photocopier (for online examinations delivered at the centre)
- Sufficient IT resources to enable back up of all audio recording of the Speaking examinations for at least until candidate results have been issued
- Secure storage facilities for the storage of examination materials, including assessment materials for the speaking component, prior to and immediately after an examination session

Centres and candidates should refer to the document *Technology Requirements for GA Online Examinations* for details of the specific hardware and software requirements.



## Examination Materials

Materials for the Listening, Reading and Writing components are accessed only by candidates via the GA assessment portal at the time of the examination session.

The centre is responsible for downloading the following examination materials:

- *Speaking Examination Booklet*
- *Speaking Examination Visual Prompts*
- *Examination Report Form* (completed by the invigilator)
- *Speaking Assessment Record* (completed by the examiner)

Candidates must sign the *Candidate Instructions and Declaration Form* and return this document to the centre before the examination session.

## Registering Candidates and Booking Examination Sessions

Candidates must be registered with GA for the level they wish to enter for. Examination sessions must be booked a minimum of 2 working days in advance of the examination date.

## ID Requirements

Each GA centre must ensure that the candidate taking the GA examination is indeed the person they are claiming to be. All centres are therefore required to ensure that each candidate's original formal identification documents are checked and a copy submitted with completed examination materials. Centres must keep records of the candidate's registration details for a minimum of 2 years.

## Access to Assessment (Reasonable Adjustments and Special Considerations)

GA examination materials are designed to be inclusive, non-discriminatory and as accessible as possible. GA adheres to these principles throughout the development of all qualifications and throughout the writing of assessment and examination materials. Please note the differing definitions of Reasonable Adjustment and a Special Consideration, as outlined in the GA Candidate Access Policy (available on the GA website).

## Examination Re-sits

Candidates can re-sit the examinations.

Candidates may be re-entered for a level in any subsequent exam session. Where the candidate has not achieved one or more of the LRW units, all three units must be taken again.

Achievement in speaking can be carried forward only if the following two conditions are met:

- the speaking exam took place within the last 12 months AND
- the speaking exam took place at the same examination centre

## Progression Opportunities

The GATE qualifications are designed so that candidates can progress from one level to the next as their skills develop. Candidates may progress onto higher level English programmes, vocational or other academic courses, or employment.

## Record Keeping

After the examination session, the centre must collate the following records:

- Completed *Speaking Assessment Record* (one per candidate)
- Completed *Examination Report Form* (one per session)
- Scanned copy of the candidate's ID

These documents must be submitted to GA for the purpose of external moderation.

Centres must securely store the digital audio recordings. Audio recordings must be made available to GA upon request. They may be securely destroyed after a period of 1 year.

Any records of Reasonable Adjustments, Special Considerations and records containing candidate's personal details must be held in line with the relevant data protection and privacy legislation and regulations.

## Enquiries and Appeals

GA operates an Appeals Policy and Procedure.



Candidates wishing to appeal against their GATE examination results should:

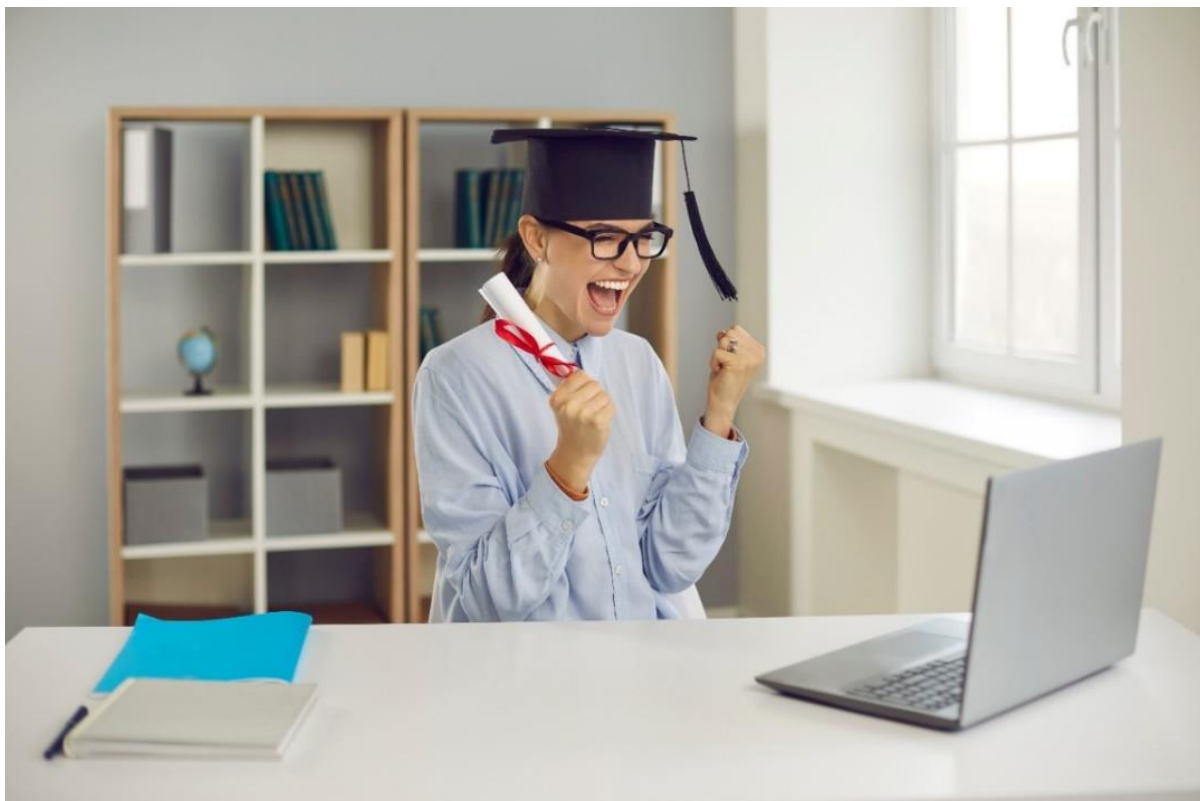
- follow their centre's internal appeals procedure, if the appeal relates to their Speaking test result. This may be escalated to GA, as required.
- follow GA's Appeals Policy, if the appeal relates to the Listening, Reading, and/or Writing test result(s).

Centres wishing to appeal against any decision or action which arises from external moderation activity should do so in line with the content of the *GA Appeals Policy and Procedure*.

### Results and Certification

Centres must not release results to candidates prior to GA confirming the candidate's achievement. Results and electronic certificates are usually issued within 5 working days of GA receiving the assessment records for the session.

The qualification certificate will indicate both the title and the level at which the qualification is achieved. Certificates will only be issued to candidates who achieved all mandatory units.



## Examination Observations & Visits to Centres

External quality assurance activities may involve observations of examination sessions, discussions with centre staff and, where appropriate, with candidates. These activities will focus on ensuring that the centre continues to meet the centre approval criteria and that:

- the management arrangements at the centre are sufficient
- staff and physical resources are in place and sufficient
- the centre has appropriate policies and procedures in place
- suitable arrangements are implemented to ensure the security of assessment materials
- the assessment and internal quality assurance arrangements are sufficient
- record keeping and administrative arrangements meet requirements
- any actions have been carried out by the centre

Through the above activities, GA will provide centres with support, advice and guidance relating to the delivery, assessment and quality assurance of the GATE assessments.

Additional support visits can be requested, for which there may be an additional charge.

## Ongoing Support

There are a number of documents on the GA website that centres and candidates may find useful: [www.gatehouseawards.org](http://www.gatehouseawards.org)

The website is updated regularly with news, information about all GA qualifications, sample examination materials, updates on regulations and other important notices for centres and candidates.

Within the centre, a named Examinations Officer is responsible for ensuring that all information and documents provided to centre staff and candidates are correct and up to date.

GA must be kept up to date with contact details so centres can be provided with the best level of support and guidance. Contact details for GA are found on the GA website.

In addition, centres are assigned, at the time of approval, a designated Centre Administrator who is their primary point of contact for all aspects of service or support. Candidates should always speak to a member of staff at the centre for information relating to GA and these qualifications prior to approaching GA directly.

## GATE Overall Syllabi

The following table includes an overview of the topic areas which candidates can expect to be covered during the GATE assessments.

| Topic Areas                     | Examples of specific topics   |
|---------------------------------|---|
| <b>Personal and social life</b> | Hobbies and interests<br>Leisure activities<br>Sport<br>Appearance<br>Personality<br>Family<br>Friendship<br>Elements of a home<br>Daily routines |
| <b>Everyday activities</b>      | Time expressions<br>Food and drink<br>Shopping and money<br>The human body and health<br>Holidays and relaxation<br>Travel and transport          |
| <b>The world around us</b>      | News<br>Culture<br>Weather<br>The natural world<br>Environment<br>Communications and technology<br>Measurements and materials                     |
| <b>The world of work</b>        | Jobs and careers<br>Applying for jobs<br>The workplace<br>Volunteering  |
| <b>The world of education</b>   | Classroom<br>Subjects<br>Studying   |
| <b>The international world</b>  | Countries, nationalities and languages<br>Cultures and customs<br>Celebrations<br>History   |

## GATE B1 Communicative Functions & Notions

- Greet
- Take leave
- Give personal information
- Introduce others
- Ask for personal information
- Describe self/others
- Describe places and things
- Ask for descriptions of people, places and things
- Compare people, places, things
- Make comparative questions
- Narrate events in the past
- Give factual accounts
- Ask about past events
- Express certainty about the future
- Ask about future events
- Express opinions about future possibilities
- Express obligation
- Offer help
- Make arrangements
- Make requests—ask someone to do something in formal and informal situations
- Respond to request for an explanation
- Express feelings, likes and dislikes, with reasons, cause and effect
- Ask about people's feelings, opinions, interests, wishes, hopes
- Express views and opinions
- Explain and give reasons
- Show contrast, cause, reason, purpose
- Ask for clarification and explanation
- Confirm information
- Check back and ask for confirmation
- Ask for advice and suggestions
- Respond to suggestions
- Respond to advice
- Make suggestions and give advice
- Suggest action with other people
- Praise and compliment others
- Complain

## GATE B1 Key Language Items

|   |  |
|---|--|
| <b>Simple &amp; compound sentences</b>  | <ul style="list-style-type: none"> <li>• Word order in complex sentences</li> <li>• There has / have been</li> <li>• There will be / there was going to be</li> <li>• Complex sentences with one subordinate clause of either time, reason, result, condition or concession</li> <li>• Defining relative clauses using who, which, that</li> <li>• A range of verbs + ing form</li> <li>• Verbs + infinitive, with and without 'to'</li> <li>• Infinitive of purpose</li> <li>• Simple reported statements</li> <li>• A wide range of 'wh-' questions</li> <li>• Simple embedded questions</li> <li>• Statements with question tags</li> </ul>                                       |
| <b>Noun phrase</b>  | <ul style="list-style-type: none"> <li>• Noun phrases with pre- and post-modification</li> <li>• A range of determiners</li> <li>• Use of articles</li> </ul>  |
| <b>Verb forms and time markers in statements, interrogatives, negatives and short forms</b> | <ul style="list-style-type: none"> <li>• Present perfect with: since/for; ever/never; yet/already</li> <li>• Used to for regular actions in the past</li> <li>• Past continuous</li> <li>• Future simple verb forms</li> <li>• Modals and forms with similar meaning: positive and negative, e.g. You should/shouldn't to express obligation; might, may, will probably to express possibility and probability in the future; would/should for advice; need to for obligation; will definitely to express certainty in the future; may I? Asking for permission; I'd rather stating preference</li> <li>• Common phrasal verbs and position of object</li> <li>• Pronouns</li> </ul> |
| <b>Adjectives</b>   | <ul style="list-style-type: none"> <li>• Comparative and superlative adjectives</li> <li>• Comparative structures</li> </ul>   |
| <b>Adverbs and prepositional phrases</b>  | <ul style="list-style-type: none"> <li>• Wider range of prepositions and prepositional phrases</li> <li>• A wide range of adverbial uses, e.g. to express possibility and un/certainty – possibly, perhaps, definitely</li> <li>• More complex adverbial phrases of time, place, frequency, manner</li> <li>• A range of intensifiers, including too, enough</li> </ul>  |
| <b>Discourse</b>  | <ul style="list-style-type: none"> <li>• Markers to indicate: addition, sequence, contrast</li> <li>• Markers to structure spoken discourse</li> </ul>   |

## GATE B2 Communicative Functions & Notions

- Give and ask for personal information
- Describe self/others /places /things
- Compare people, places, things
- Make comparative questions
- Narrate events in the past
- Ask about past events
- Give factual accounts – define
- Ask for definitions
- Give factual accounts – classify
- Give factual accounts – describe a simple process
- Ask about processes
- Generalise
- Give examples
- Express obligation and reasons
- Express absence of obligation
- Report information
- Make requests in informal and formal situations – ask for something
- Make requests in informal and formal situations – ask someone to do something for you
- Make requests in informal and formal situations – ask for permission
- Ask for confirmation
- Respond to request for confirmation
- Check back
- Give views and opinions
- Hypothesise
- Explain, and give reasons
- Show contrast, reason, purpose, consequence, result
- Express feeling, likes and dislikes, hopes
- Ask about people's feelings, opinions, interests, wishes, hopes
- Ask for advice and suggestions
- Make suggestions and give advice
- Make recommendations
- Respond to request for instructions
- Interrupt
- Praise and compliment
- Persuade
- Complain
- Warn
- Take leave



## GATE B2 Key Language Items

|   |   |
|---|---|
| <b>Simple, compound and complex sentences, with more than one subordinate clause</b>        | <ul style="list-style-type: none"> <li>• Word order in sentences with more than one subordinate clause</li> <li>• There had been</li> <li>• A range of conjunctions to express contrast, reason, purpose, consequence, result, condition, concession</li> <li>• Conditional forms, using if and unless with past and use of would</li> <li>• Non-defining relative clauses</li> <li>• Defining relative clauses with where or whose</li> <li>• Participial clauses to describe accompanying actions with –ing</li> <li>• Clause as subject or object</li> <li>• Reported speech with a range of tenses, including use of would and had</li> <li>• A range of embedded questions using if and whether</li> <li>• Reported questions with if and whether</li> <li>• Use of had and would in reported questions</li> <li>• Reported requests</li> <li>• Statements with question tags using Level 1 tenses</li> <li>• Reported instructions</li> </ul> |
| <b>Noun phrase</b>  | <ul style="list-style-type: none"> <li>• More-complex noun phrases with pre- and post-modification</li> <li>• Word order of determiners</li> <li>• Use of definite, indefinite and zero article with a wide range of nouns in a range of uses</li> <li>• Range of expressions to indicate possession</li> </ul>   |
| <b>Verb forms and time markers in statements, interrogatives, negatives and short forms</b> | <ul style="list-style-type: none"> <li>• Present perfect continuous</li> <li>• Past perfect</li> <li>• Present and past simple passive</li> <li>• Use of would in conditional sentences</li> <li>• Causative use of have and get</li> <li>• Modals: ought to express obligation; negative of need and have to express absence of obligation; would to express hypotheses; use of forms, e.g. Be able to refer to future; would like + object, + infinitive, e.g. Would like you to</li> <li>• A range of phrasal verbs</li> </ul>   |
| <b>Adjectives</b>   | <ul style="list-style-type: none"> <li>• Comparisons, using fewer and less</li> <li>• Collocation of adjective + preposition</li> </ul>   |
| <b>Adverbs and prepositional phrases</b>  | <ul style="list-style-type: none"> <li>• Prepositions to express concession</li> <li>• Collocations of: verbs + prepositions; nouns + prepositions</li> <li>• A range of adverbial phrases of time, manner, degree, extent, place, frequency, probability</li> <li>• Comparative and superlative forms of adverbs</li> <li>• A wide range of intensifiers</li> </ul>  |
| <b>Discourse</b>  | <ul style="list-style-type: none"> <li>• A range of discourse markers expressing: addition, cause and effect, contrast, sequence and time</li> <li>• Markers to structure spoken discourse</li> <li>• Use of ellipsis in informal speech and writing</li> </ul>   |

## GATE C1 Communicative Functions & Notions

- Greet and sustain social interaction
- Give personal information
- Ask for personal information
- Describe self/others
- Ask for descriptions of people
- Give general and specific descriptions of things and places
- Ask for descriptions of things, places
- Narrate
- Ask about past events
- Give factual accounts – define within explanations
- Ask for definitions
- Give factual accounts – give examples
- Give factual accounts – classify
- Generalise and compare/contrast
- Give factual accounts – describe a complex process
- Ask about processes
- Express obligation in the past
- Express definite and tentative arrangements in the future report
- Explain and give reasons
- Give instructions
- Summarise
- Hypothesise
- Speculate
- Give views, opinions and justification
- Ask for advice
- Respond to requests for confirmation
- Ask for confirmation
- Clarify
- Rephrase for clarification or emphasis
- Check back
- Express feelings, likes and dislikes, opinions, interests, wishes, hopes
- Make requests: informal and formal situations – ask for something
- Make requests: informal and formal situations – ask someone to do something
- Make requests: informal and formal situations – ask for permission
- Criticise, rebuke
- Give reassurance and praise
- Negotiate
- Persuade
- Complain
- Warn and threaten
- Interrupt
- Disagree
- Change the topic
- Take leave

## GATE C1 Key Language Items

|   |   |
|---|---|
| <b>Simple, compound and complex sentences, with more than one subordinate clause</b>        | <ul style="list-style-type: none"> <li>• Word order in complex sentences, including choice of order for emphasis</li> <li>• There could be/would be/should be</li> <li>• Could have/would have/should have</li> <li>• Wide range of conjunctions, including on condition that, provided that</li> <li>• Conditional forms, using had + would/could/should have</li> <li>• Comparative clauses</li> <li>• More complex participial clauses with –ing and –ed</li> <li>• Fronting and cleft sentences for emphasis</li> <li>• Reported speech, using a range of verb forms</li> <li>• More complex embedded questions</li> <li>• Reported questions, using a range of verb forms</li> <li>• Statements with question tags, using level 2 verbs and tenses</li> <li>• Imperative + question tag</li> </ul> |
| <b>Noun phrase</b>  | <ul style="list-style-type: none"> <li>• Noun phrases of increasing complexity</li> <li>• Use of zero article with a wide range of countable and uncountable nouns in a range of constructions</li> </ul>   |
| <b>Verb forms and time markers in statements, interrogatives, negatives and short forms</b> | <ul style="list-style-type: none"> <li>• Use of a wide range of simple, continuous, perfect and perfect continuous verb forms, active and passive</li> <li>• Would expressing habit in the past</li> <li>• Use of had + would/could/should have in conditional sentences</li> <li>• Modals expressing past obligation, possibility, rejected conditions</li> <li>• A wide range of phrasal verbs with a number of particles</li> </ul>  |
| <b>Adjectives</b>   | <ul style="list-style-type: none"> <li>• Connotations and emotive strength of adjectives</li> </ul>   |
| <b>Adverbs and prepositional phrases</b>  | <ul style="list-style-type: none"> <li>• Prepositions + –ing form</li> <li>• Prepositions followed by noun phrases</li> </ul>   |
| <b>Discourse</b>  | <ul style="list-style-type: none"> <li>• A range of logical markers</li> <li>• Sequence markers</li> </ul>  |

## GATE C2 Communicative Functions & Notions

The C2 candidate will be able to successfully perform all of the communicative functions and notions as provided for levels B1, B2 and C1 above; AND:

- have no difficulty in understanding any kind of spoken language, even when delivered at fast, native speed
- read with ease virtually all forms of written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works
- effortlessly take part in conversation and discussion and have a good familiarity with idiomatic expressions and colloquialisms, expressing him/herself fluently and conveying finer shades of meaning
- backtrack and re-structure around any difficulties so smoothly that other people are hardly aware of it
- express him/herself with clarity and precision, relating to the addressee flexibly and in an assured, personal style
- present clear, smoothly flowing descriptions or arguments in a style appropriate to the context and with effective logical structures which help recipients to notice and remember significant points
- write clear, smoothly flowing text in an appropriate style, including complex letters, reports or articles, and can present a case with an effective logical structure which helps recipients to notice and remember significant points
- write summaries and reviews of professional or literary works

## GATE C2 Key Language Items

At C2 level, candidates are expected to have reached a near native level of proficiency in English and as such, there is no definitive list of key language items at this level.

The Key Language Items table provided for level C1 can be used as a basis of initially assessing a candidate's ability prior to undertaking a course of study at C2 level.

Candidates should be able to demonstrate a mastery of all these key language items and be able to manipulate the language in order to respond to both explicit and implied meanings in a wide variety of contexts and settings which may be unfamiliar to them.

At this level, candidates should express themselves appropriately and accurately for the intended purpose with ease, in the reception, interaction and production of language.



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