



**ESOL International
(Test of Interactive English)
Entry Level 1 (A1) to Level 3 (C2)**

(for Italy)

Qualification Specification

GA Entry Level Certificate in ESOL International (Test of Interactive English) (Entry 1)	603/0084/X
GA Entry Level Certificate in ESOL International (Test of Interactive English) (Entry 2)	603/0085/1
GA Entry Level Certificate in ESOL International (Test of Interactive English) (Entry 3)	603/0086/3
GA Level 1 Certificate in ESOL International (Test of Interactive English)	603/0087/5
GA Level 2 Certificate in ESOL International (Test of Interactive English)	603/0088/7
GA Level 3 Certificate in ESOL International (Test of Interactive English)	603/0089/9



1. Qualification Overview

1.1 Introduction: About the Gatehouse Awards ESOL International (Test of Interactive English) Qualifications

“ESOL International Qualifications are designed for candidates who are not native speakers of English and who wish to achieve a high quality, internationally recognised qualification in English that is available and recognised worldwide and at the highest level (RQF Level 3 / CEFR C2). They are suitable for candidates who are preparing for entry to higher education or professional employment in the UK or elsewhere. ESOL International qualifications are designed to reference the descriptions of language proficiency in the Common European Framework Reference for Languages (CEFR). The levels in the CEFR have been mapped to the levels in the Regulated Qualifications Framework for England, Wales and Northern Ireland (see *Pathways to Proficiency – the alignment of language proficiency scales for assessing competence in English Language* DFES / QCA, 2003).” (*Criteria for English for Speakers of Other Languages (ESOL) Qualifications*, Ofqual, 2011).

This specification is written to provide details of the suite of Gatehouse Awards ESOL International (Test of Interactive English) qualifications: Entry Level 1 (CEFR level A1), Entry Level 2 (CEFR level A2), Entry Level 3 (CEFR level B1), Level 1 (CEFR level B2), Level 2 (CEFR C1) and Level 3 (CEFR C2).

This qualification is available within the United Kingdom and overseas and is only offered in English.

This specification applies to the Test of Interactive English (TIE) qualifications as they are delivered in Italy.

The ESOL International (Test of Interactive English) is an integrated skills test of language ability. The qualifications each consist of two units in Speaking and Writing at each level, within which Reading, Listening and interaction skills are embedded.

For details of other Gatehouse Awards ESOL International qualifications, there are separate Qualification Specifications available.

The qualifications are regulated by the Office of Qualifications and Examinations Regulations (Ofqual) in England and are part of the Regulated Qualifications Framework (RQF). All versions of the qualifications are listed on the Register of Regulated Qualifications which is operated by Ofqual at <http://register.ofqual.gov.uk/Qualification>.

The information contained within this document must be made available by the GA Italian Representative to all members of staff involved with the administration, conduct and delivery of Gatehouse Awards ESOL International (Test of Interactive English) qualifications. In addition, Examination Handbooks for Examiners and Students are made available via the GA Italian Representative. Essential policies, procedures and forms can be found on the Gatehouse Awards website: www.gatehouseawards.org

1.2 Qualification Titles, Qualification Numbers and Important Dates

Qualification Title and Level	CEFR Level	Qualification Number	Operational Start Date	Operational Review Date
GA Entry Level Certificate in ESOL International (Test of Interactive English) (Entry 1)	A1	603/0084/X	01.08.2016	31.07.2026
GA Entry Level Certificate in ESOL International (Test of Interactive English) (Entry 2)	A2	603/0085/1	01.08.2016	31.07.2026
GA Entry Level Certificate in ESOL International (Test of Interactive English) (Entry 3)	B1	603/0086/3	01.08.2016	31.07.2026
GA Level 1 Certificate in ESOL International (Test of Interactive English)	B2	603/0087/5	01.08.2016	31.07.2026
GA Level 2 Certificate in ESOL International (Test of Interactive English)	C1	603/0088/7	01.08.2016	31.07.2026
GA Level 3 Certificate in ESOL International (Test of Interactive English)	C2	603/0089/9	01.08.2016	31.07.2026

1.3 Qualification Aims and Objectives

The aim of these qualifications is to demonstrate a candidate's ability to communicate using the English language across CEFR levels A1 (Entry Level 1) to C2 (Level 3).

The qualifications assess the candidate's competency in speaking, listening, reading, writing and interactive communication skills at each level. Language skills are assessed interactively, via two externally set examination papers.

The overall objective is to provide a candidate with a qualification that they can use to prepare for higher education or employment where the ability to speak, write and understand verbal and written English is required.

The qualification has been designed to reflect the four domains as specified by CEFR: the public domain, the personal domain, the educational domain and the occupational domain.

- The public domain refers to everything connected with ordinary social interaction, for instance; business and administrative bodies; public services; cultural and leisure activities of a public nature; relations with the media, etc.
- The personal domain comprises family relations and individual social practices.
- The occupational domain refers to everything concerned with a person's activities and relations in the exercise of his or her occupation.
- The educational domain is concerned with the learning/training context (generally of an institutional nature) where the aim is to acquire specific knowledge or skills.

(CEFR available: http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf)

The TIE qualifications view the receptive (reading and listening) skills as supporting or underlying the productive (speaking and writing) skills, in order to reflect language as it naturally occurs in real life usage.

1.4 Features of the Gatehouse Awards Test of Interactive English Qualifications

TIE is an integrated skills test of language ability. The approach taken in TIE is for the candidate to take responsibility for selecting appropriate materials for half the test, while comparability of performance is maintained by candidates' performing standardised tasks for the other half of the test.

TIE is designed to promote:

- the development of learner autonomy
- practical and productive assessment preparation in a meaningful learning environment
- learner choice in language development and assessment
- the raising of self-awareness and individual reflection on the learning process
- the development and ownership of real-life language skills
- authentic assessment of candidates' proficiency

TIE provides candidates with an opportunity to work to their strengths, to demonstrate their skills and knowledge via interaction with other language users:

- in an integrated four-skills approach to assessment
- requiring task-based preparation by the candidate
- using materials relevant to the candidate's life and personal interests
- providing a clear structure to classroom / teacher-led examination preparation

Within all GA ESOL International qualifications, inclusive of TIE:

- there is a clear relationship between CEFR descriptors and the qualification contents and assessment tasks for each component at all levels
- full guidance is given to the GA TIE representative, schools, teachers and candidates in the form of standards, amplification, mark schemes, and clear key language items mapped to each skill area at each level
- all assessment materials at all levels are produced by GA
- assessments are externally assessed and moderated by GA's experienced and supportive Examiners and Moderators
- assessments can be conducted at times that are suitable to schools and candidates – there are no 'assessment windows'

In Italy, TIE examinations are available in paper format only.

1.5 Intended Audience and Entry Requirements

The TIE qualifications test the language skills of people whose first language is not English and who:

- 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 certification of 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 summer schools.

The TIE examinations are designed to complement general English language courses, and designed for candidates aged 14 or above from all educational backgrounds.

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

1.6 Relationship to Other Qualifications & Progression Opportunities

The qualifications are designed so that candidates can progress from one level to the next as their skills improve. Progression from each level within the suite of TIE qualifications may include further English language courses at the next level.

Progression from Level 1 (B2) achievement may include further English language courses to Levels 2 (C1) or Level 3 (C2), or onto a range of vocational qualifications at Levels 1, 2 and above.

Progression from Level 2 (C1) achievement may include further English language courses to Level 3 (C2), or onto a range of vocational qualifications at Levels 2, 3 and Higher Education.

Progression from Level 3 (C2) achievement may include a range of vocational qualifications at higher levels, including Higher Education.

1.7 Qualification Structure and Overview

TIE is designed to reference the descriptors of language proficiency in the Common European Framework of Reference for Languages (CEFR). The levels in the CEFR have been mapped to the levels in the RQF for England, Wales and Northern Ireland.

Equivalent Levels: RQF and CEFR

Common European Framework of Reference (CEFR) Level	Equivalent RQF Level
A1	Entry Level 1
A2	Entry Level 2
B1	Entry Level 3
B2	Level 1
C1	Level 2
C2	Level 3

Each qualification consists of two mandatory units at the corresponding level:

- Spoken Test of Interactive English (which assesses speaking, listening and reading, alongside interactive communication skills)
- Written Test of Interactive English (which assesses reading and writing, alongside interactive communication skills)

Each qualification, at each level, is assessed via two externally assessed examinations which are weighted equally. Two versions of the TIE examination are available:

Lower TIE:

- Entry Level (A1 – B1) - the Spoken TIE Exam ([Spoken TIE](#))
- Entry Level (A1 – B1) - the Written TIE Exam ([Written TIE](#))

And

Higher TIE:

- Levels 1, 2 and 3 (B2 – C2) - the Spoken TIE Exam ([Spoken TIE](#))
- Levels 1, 2 and 3 (B2 – C2) - the Written TIE Exam ([Written TIE](#))

Candidates will achieve the unit at the level corresponding to the overall grade they achieve in the examinations.

Candidates not fulfilling the criteria at Level 1 (B2) will have their performance re-assessed against Entry Level 3 (B1) criteria.

In order to achieve a TIE qualification, candidates must complete the mandatory pre-examination preparation tasks (see Section 3 below) and pass both examination components.

Overview of the Descriptors of Competence at each Level

(Adapted from the Common European Framework of Reference for Languages: Learning, Teaching, Assessment).

<p>A1</p> <p>Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</p>
<p>A2</p> <p>Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</p>
<p>B1</p> <p>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.</p>
<p>B2</p> <p>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.</p>
<p>C1</p> <p>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.</p>
<p>C2</p> <p>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.</p>

Structure of the Test of Interactive English Assessment

Qualification Title	CEFR	Qualification Number	Assessment Summary	
GA Entry Level Certificate in ESOL International (Test of Interactive English) (Entry 1)	A1	603/0084/X	Spoken TIE: <ul style="list-style-type: none"> • Introduction • Investigation • The Book • Picture Task 	Approx. 25 minutes, per two candidates Approx. 35 minutes per three candidates
GA Entry Level Certificate in ESOL International (Test of Interactive English) (Entry 2)	A2	603/0085/1	Written TIE: <ul style="list-style-type: none"> • Task 1: Prepared Writing (Completing a form) • Task 2: Spontaneous Writing 	Time allowed: 50 minutes
GA Entry Level Certificate in ESOL International (Test of Interactive English) (Entry 3)	B1	603/0086/3		
GA Level 1 Certificate in ESOL International (Test of Interactive English)	B2	603/0087/5	Spoken TIE: <ul style="list-style-type: none"> • Introduction • Investigation • The Book • News Story • Decision-Making Task 	Approx. 30 minutes per two candidates Approx. 45 minutes per three candidates
GA Level 2 Certificate in ESOL International (Test of Interactive English)	C1	603/0088/7	Written Interactive English: <ul style="list-style-type: none"> • Task 1: Prepared Writing (either The Book or The News Story) • Task 2: Spontaneous Writing 	Time allowed: 90 minutes
GA Level 3 Certificate in ESOL International (Test of Interactive English)	C2	603/0089/9		

1.8 Model of Assessment

The TIE qualifications are externally assessed via examination papers created and issued by GA, and externally moderated by GA.

Examinations in Italy are conducted by the authorised GA Representative and are audio recorded, and video recorded where possible (please note, video recording may not be possible for candidates who are under 18 years of age for legal reasons, in which case the audio recording alone will be relied upon).

All candidate scripts and audio-recordings are assessed and moderated by GA. Video recordings are retained by the authorised Representative in Italy and made available to GA UK upon request.

All assessment decisions are made by external approved Examiners, who are experienced and qualified teachers and Examiners of English (English as a Foreign Language and/or English for Speakers of Other Languages).

1.9 Rules of Combination

In order to achieve a GA Certificate in Test of Interactive English qualification, candidates must pass one Spoken TIE and one Written TIE exam (either Lower TIE or Higher TIE).

Where candidates achieve one component at a lower level, the following rules will apply:

A half-level difference between the Spoken and Written Exam overall grades is automatically rounded up.

Example: SP: C1+, WR: C2
Qualification awarded: C2

A one level difference or higher is rounded up to the middle level provided that in one of the two exam parts the candidate shows emerging or consolidating skills of the higher level.

Example: SP: C2, WR: B2+ (candidate shows established skills at B2 level and emerging skills at the C1 level)
Qualification Awarded: C1

A one level difference or higher is rounded down provided that in one of the two exam parts the candidate shows established skills of the lower level and no sign of emerging skills at the next higher level

Example: SP: C2, WR: B2 (candidate shows established skills at B2 level and no sign of emerging skills at a higher level, i.e., C1)
Qualification Awarded: B2

The certificate will clearly indicate the level of qualification achieved.

No further rules of combination will apply.

1.10 Guided Learning Hours and Total Qualification Times

Unit	GLH	TQT	Unit Reference	
GA Entry Level Certificate in ESOL International (Test of Interactive English) (Entry 1)				
Spoken Test of Interactive English – Entry Level 1	60	150	Entry 1	D/615/0145
Written Test of Interactive English – Entry Level 1	60		Entry 1	H/615/0146
Total:	120			

Unit	GLH	TQT	Unit Reference	
GA Entry Level Certificate in ESOL International (Test of Interactive English) (Entry 2)				
Spoken Test of Interactive English – Entry Level 2	60	150	Entry 2	K/615/0147
Written Interactive English – Entry Level 2	60		Entry 2	M/615/0148
Total:	120			

Unit	GLH	TQT	Unit Reference	
GA Entry Level Certificate in ESOL International (Test of Interactive English) (Entry 3)				
Spoken Test of Interactive English – Entry Level 3	90	240	Entry 3	T/615/0149
Written Test of Interactive English – Entry Level 3	90		Entry 3	K/615/0150
Total:	180			

Unit	GLH	TQT	Unit Reference	
GA Level 1 Certificate in ESOL International (Test of Interactive English)				
Spoken Test of Interactive English – Level 1	90	240	Level 1	M/615/0151
Written Test of Interactive English – Level 1	90		Level 1	T/615/0152
Total:	180			

Unit	GLH	TQT	Unit Reference	
GA Level 2 Certificate in ESOL International (Test of Interactive English)				
Spoken Test of Interactive English – Level 2	120	360	Level 2	A/615/0153
Written Test of Interactive English – Level 2	120		Level 2	K/615/0164
Total:	240			

Unit	GLH	TQT	Unit Reference	
GA Level 3 Certificate in ESOL International (Test of Interactive English)				
Spoken Test of Interactive English – Level 3	120	360	Level 3	D/615/0159
Written Test of Interactive English – Level 3	120		Level 3	R/615/0160
Total:	240			

The TIE qualifications are mapped to the Common European Framework of Reference for Languages (CEFR). The mapping is reflected in the Unit Specifications and the marking guidance for the qualifications.

1.11 Recognition of Prior Learning and Transfer of Credits

Recognition of prior learning (RPL) is a method of assessing whether a learner’s previous experience and achievements meet the standard requirements of a GA Unit or Units, prior to the candidate taking the assessment for the qualification, or part of the qualification, they are registered for.

Any prior learning must be relevant to the knowledge, skills and understanding which will be assessed as part of that qualification, and GA will subsequently amend the requirements which a candidate must have satisfied before they are assessed as eligible to be awarded the qualification.

As the TIE qualifications are not credit-bearing, no transfer of credits is permissible.

1.12 Language of Assessment

These qualifications are available in the English language only.

GA is committed to using English which is plain, clear, free from bias and appropriate to candidates who are not native English users.

1.13 Use of Dictionaries

Monolingual (*English-English*) dictionaries are permitted for the Written TIE examination only.

Bi-lingual (translation) dictionaries are not permitted.

Electronic dictionaries or other electronic resources are not permitted.

1.14 Grading

The Entry Level (A1-B1) examinations allow candidates to demonstrate their skills across the three Entry levels. Performance in each examination is graded to correspond to the overall test grades A1, A2 or B1.

Where the candidate has demonstrated that their skills at the level are fully established across all criteria at the level, or there is clear indication that skills at the level above may be emerging, but not yet consolidated, a grade of A1+, A2+ or B1+ may be given.

The Level 1, 2 and 3 (B2-C2) examinations allow candidates to demonstrate their skills across the three levels. Performance in each examination is graded to correspond to the test grades B2, C1, or C2.

Where the candidate has demonstrated that skills are fully established across all criteria at the level and there is a clear indication that skills at the level above may be emerging, but not yet consolidated, a grade of B2+ or C1+ may be given.

At C2 level, exceptional performance at this level may lead to the grade of C2+.

Successful candidates are awarded the qualification at the level they have achieved. Candidates who do not fulfil the requirements of the lowest level of attainment in the examinations will not be awarded a qualification.

Candidates who do not fulfil the minimum requirements of the examinations will be issued with a 'fail' result and may continue to work towards achievement by undertaking further study to enable them to meet the minimum required standard.

Candidates who achieve the minimum standard in one examination and a fail grade (or DNF result) in the second examination are entitled to re-sit the examination which they failed.

In each case, the qualification will be awarded at the lowest level achieved across the two units.

1.15 Fall-back Awards

Candidates entered for a Level 1+ (B2-C2) examination session who do not meet the required minimum standard of B2, i.e. are assessed as 'fail' against the Level 1 (B2) criteria, will be automatically re-assessed at Entry Level 3 (B1) and can therefore be eligible to be awarded an Entry Level 3 (B1) qualification.

Please note, candidates entered for an Entry Level (A1-B1) examination session cannot be awarded a qualification at any level higher than Entry Level 3 (B1).

Examples:

Learner's anticipated outcome	Examination Taken	Spoken Achievement	Written Achievement	Qualification Awarded
C2	B2-C2	C2	C1	C1
C2	B2-C2	B2	B2	B2
C1	B2-C2	C2+	C2	C2
B2	B2-C2	B2	Fail (Re-assessed as B1)	B1
B1	A1-B1	B1	A2	A2
B1	A1-B1	A2	A1+	A2
A2	A1-A2	A2+	A1	A1
A1	A1-B1	Fail	A1	None

1.16 Qualification Availability

These qualifications are offered in the UK and internationally by Approved Gatehouse Awards Centres and/or Representatives.

The GA Representative for TIE qualifications in Italy is authorised by GA to offer the TIE qualifications in Italy.

In Italy, TIE examinations are available in a paper-based format only.

If your school would like to offer the TIE qualifications to your candidates, please contact GA or GA's authorised Representative for details of the process.

2. Centre Requirements and Quality Assurance Arrangements

These qualifications are offered in the UK and across the world.

In Italy, examination sessions are organised and conducted directly by GA's authorised TIE Representative. Schools and colleges may book their examination session to be held on their own premises and may refer to themselves as Examination Venues. The premises must meet the minimum requirements outlined in 2.2 Venue Requirements, below.

GA's authorised Representative may also offer TIE examinations at its own premises or at independent venues, with candidates able to book directly. Schools, colleges or other preparation centres may register a candidate for an examination session at an independent venue on the candidate's behalf.

2.1 Staff Requirements

Teaching Staff

GA recommend that Teachers who are responsible for preparing candidates for TIE examinations are able to demonstrate the following:

- be a native English speaker or have reached near-native competence
- hold a recognised teaching qualification in TEFL, TESOL or equivalent
- meet any licence-to-practice requirements, where these are applicable
- have recent experience of teaching English for Speakers of Other Languages or English as a Foreign Language.

Examination Delivery, Assessment and Quality Assurance Staff

It is important to note that the TIE examinations are delivered by, assessed and quality assured by staff appointed and trained by GA.

School staff should therefore **NOT** refer to themselves as Examiners, markers or assessors of these qualifications.

GA and the authorised GA Representative ensures that all personnel employed in the roles of Examiner, Invigilator, and Moderator meet strict guidelines.

2.2 Venue Requirements

Examination Venues must provide a suitable examination room which is appropriate and does not disadvantage or advantage candidates in any way. A quiet room, which is adequately heated, with desks, chairs and the required equipment must be available in order for GA to conduct the TIE examinations.

The examination room must be large enough to seat the number of candidates registered for the examination session, i.e. suitable to seat two or three candidates and the Examiner in the Spoken TIE examination and maintaining a minimum distance of 1.25 metres between each candidate in the Written TIE examination.

A suitable waiting area must be available for candidates to be seated prior to their examination. This waiting area is supervised at all times and candidates must not re-enter the waiting area after their examination. This minimises the potential for candidate collusion, cheating or other forms of malpractice.

The authorised GA Representative will also ensure that the venue has suitable access, in line with Disability Discrimination and Diversity & Equality law and regulations and any other local laws and regulations which apply.

Premises used as independent venues for examination delivery will meet the above requirements.

Further details are contained within the document *Regulations for Conducting Controlled Examinations*.

2.3 Equipment Requirements

The following equipment / resources must be made available at each examination venue, or will be provided by the visiting examination co-ordinator:

- IT facilities to enable access to the GA website
- Access to email
- Scanner and printer / photocopier
- Digital audio recorder

All audio recordings of the Speaking examinations are kept for a minimum period of 2 years after the examination date.

Further details are contained within the document *Regulations for Conducting Controlled Examinations*.

2.4 Teaching and Learning Requirements

Some preparation work is **mandatory** prior to taking the TIE examinations (see Section 3 below), therefore GA recommends that candidates should undertake a programme of study under the guidance of an experienced and qualified English teacher prior to registering for their examination.

We recommend choosing tuition in a school or college where the teachers are familiar with the requirements of TIE. However, this is not mandatory and candidates may choose to complete an online course or prepare by independent study, should these alternatives better suit the candidate's personal circumstances. The information provided in this Qualification Specification can be used by any candidate to prepare for the examination independently.

The level a candidate enters for should be appropriate to their ability. In some instances, schools may wish to conduct a short pre-assessment with their candidates before determining whether or not it is

appropriate to enrol them onto a course of study and/or register them for a particular level examination session.

Learning programmes and teaching approaches should take into account some or all of the following:

- learners' short-term goals and the contexts in which they need to use English
- learners' educational and employment aspirations
- learners' wider need for skills such as IT, study skills, job-search or specific subject skills
- the local community context
- techniques for teaching mixed-level groups and groups of learners with mixed educational backgrounds, where appropriate
- techniques for teaching learners whose listening and speaking skills are higher or lower than their reading/writing skills ('spiky profiles' or 'jagged profiles'), where appropriate
- communicative language teaching, including ways of working with learners who do not share a language with the teacher
- cross-cultural approaches which draw on learners' knowledge of other languages and/or cultures
- strategies for tackling learning difficulties such as dyslexia
- the need to move forward towards independence
- the effects of any personal circumstances on a candidate's level of motivation and style of learning.

2.5 Requirements for Teaching and Learning Resources

GA does not prescribe the use of a set course book, workbook or recorded materials for the TIE qualifications but expects that schools providing English language courses should use relevant and up-to-date, high quality teaching materials which allow candidates to apply their learning to real events and activities in everyday life, based upon their own experience.

There should be an emphasis upon providing learning activities which involve practical participation in language skills, in contexts relevant to the candidate's life and personal interests, where language skills can be developed following an integrated skills development approach.

Schools should develop an approach to teaching and learning that supports the practical and interactive nature of the TIE qualifications.

2.6 Quality Assurance Requirements

GA is committed to providing a high level of quality assurance for the TIE qualifications, including a thorough Representative, staff and venue approval process, external assessment and moderation.

3. Examination Format & Required Preparation

3.1 The Choice of Examination

Candidates undertaking a course of study at Entry Level 1, 2 or 3 (A1, A2 or B1) will be expected to register to take the Spoken and Written TIE examinations at A1-B1 level (the Lower TIE).

Candidates undertaking a course of study at Levels, 1, 2 or 3 (B2, C1 or C2) will be expected to register to take the Spoken and Written TIE examinations at B2-C2 level (the Higher TIE).

3.2 Preparation for TIE

Candidates must undertake the **mandatory** preparation for the examinations, which involve the preparation of standard, pre-specified tasks. These tasks form the framework within which candidates select their own topics and materials and decide how they develop each task, preferably under guidance from a teacher.

Important note: candidates should not select the same investigation subject, book or news story as other learners in the same group. The preparatory work for TIE examination should be undertaken individually, under the guidance of the teacher, and the choices of the subjects reflect the candidate's personal interests.

In preparation for the examination, at all levels, candidates are required to:

- keep a **logbook**, in which they record information about the preparation they have undertaken.
- carry out an **investigation** (or mini project) on a topic of interest, through reading various sources to gather information.
- read a **book/graded reader** in English in order to be able to speak or write about it.

In addition to the above, in order to prepare for the examination at B2, C1 or C2 levels, candidates are required to

- follow a **news story** through reading various sources to gather information in order to be able to speak or write about it.

The Logbook

Candidates must bring their logbook with them to the examination session. This is a folder in which candidates record the information about the preparation they have undertaken. They must bring their logbook into the Spoken TIE examination and may also bring it into the Written TIE examination.

The logbook may be hand-written or typed. The logbook is **NOT** assessed or awarded a grade; however the logbook must be presented to the Examiner in order for the candidate to fulfil the examination requirements.

A candidate who does not present their logbook for the Spoken TIE exam will be automatically awarded a DNF (Did Not Fulfil Requirements) grade.

The Investigation

The investigation, or mini-project, is an essential component of the Spoken TIE examination at all levels.

The investigation should be on a topic selected by the candidate and they should bring their project with them to the examination sessions (in the logbook). The project can be handwritten or typed and must be supported by visuals. The candidate must be prepared to present their findings and answer questions about the topic.

Candidates are **NOT** assessed on the accuracy of the content of their investigation.

A candidate who does not present an investigation for the Spoken TIE exam will be automatically awarded a DNF (Did Not Fulfil Requirements) grade.

The Book

The book is an essential component of both the Spoken TIE exam in both Lower and Higher TIE and the Written TIE examinations in Higher TIE.

Candidates should select and read a book in preparation for the examination session. The book must be in English and a whole class should not work on the same book. The candidate must be prepared to present the book and answer questions about the book they have read.

At A1-B1 levels, the candidate will be expected to speak about the book in the Spoken TIE examination.

At B2-C2 levels, the candidate will be expected to either *speak or write* about the book. The candidate will be informed on the day of the examination.

Candidates may choose either a work of fiction or non-fiction and these can be contemporaneous or classic literary works, a Graded Reader, operational manuals, comic books etc. Note that English course books or magazines are not permitted.

For candidates entering the A1-B1 TIE examinations, a Graded Reader at the target level may be appropriate.

A candidate who does not present a book they have read for the examination session will be automatically awarded a DNF (Did Not Fulfil Requirements) grade.

The News Story (B2-C2 only)

The News Story is an essential component of both the Spoken TIE and the Written TIE examinations in Higher TIE.

Candidates should select and follow a news story from at least two different media sources, such as newspapers, the internet, or a magazine, and they should bring their news story with them to the examination sessions (in the logbook).

The candidate must be prepared to present and answer questions about their news story.

The candidate will be expected to either speak or write about the news story. The candidate will be informed on the day of the examination.

A candidate who does not present a news story for the examination session will be automatically awarded a DNF (Did Not Fulfil Requirements) grade.

3.3 Examination Format

3.3.1 Test of Interactive English Examination Summary (A1 – B1)

Spoken TIE Examination Summary (A1 – B1)			
Step	Task	Summary	Timings
1. Introduction: Conversation (Spontaneous)	Personal introductions Exchange of personal information (All candidates)	Candidates listen and talk to the Examiner and each other, to introduce each other and exchange personal information	4 minutes (for two candidates) 5-6 minutes (for three candidates)
2. Investigation (Prepared)	Presentation and discussion of Investigation (All candidates)	In turn, each candidate refers to their Logbook and presents their project. Both candidates comment on the other's project and respond to questions from the Examiner and the other candidate.	5-6 minutes (for two candidates) 8-9 minutes (for three candidates)
3. The Book (Prepared)	Presentation and discussion of the book (All candidates)	One candidate presents their book and answers questions from the Examiner and the other candidate.	5-6 minutes (for two candidates) 8-9 minutes (for three candidates)
4. Talking about Photos (Spontaneous)	Each candidate talks about a photo they are presented with and answers questions in relation to the photo. (All candidates)	Candidates look at and talk about the visuals and respond to questions from the Examiner/each other.	3-4 minutes (for two candidates) 5-6 minutes (for three candidates)
Total Examination Time			25 minutes (for two candidates) 35 minutes (for three candidates)

Written TIE Examination Summary (A1 – B1)		
Step	Task Summary	Timings
1. Prepared Writing	Candidates are asked to complete a form, which contains some simple and more complex features. The form consists of three sections and requires single-word responses and responses requiring full sentence answers.	25 minutes
2. Spontaneous Writing	<p>Candidates are asked to produce a text, which is an informal, friendly letter/ email, postcard or note on a familiar topic of personal interest, or a short story, choosing one from a set of two options.</p> <p>Approximate Word Count:</p> <ul style="list-style-type: none"> • A1: 40-70 words • A2: 60-100 words • B1: 90-150 words 	25 minutes
Total Examination Time		50 minutes

3.3.2 Test of Interactive English Examination Summary (B2 – C2)

Spoken TIE Examination Summary (B2 – C2)			
Step	Task	Summary	Timings
1. Introduction: Conversation (Spontaneous)	Personal introductions Exchange of personal information (All candidates)	Candidates listen and talk to the Examiner and each other, to introduce each other and exchange personal information	4 minutes (for two Candidates) 5-6 minutes (for three Candidates)
2. Investigation (Prepared)	Presentation and discussion of Investigation (All candidates)	In turn, each candidate refers to their Logbook and presents their project. Both candidates comment on the other's project and respond to questions from the Examiner/each other.	8-9 minutes (for two Candidates) 12-13 minutes (for three Candidates)
3. The News Story* (Prepared)	Presentation and discussion of the news story, with a reading comprehension element (one candidate*)	One candidate presents their news story and answers questions from the Examiner/the other candidate. They then read a paragraph/excerpt selected by the Examiner, summarise it and answer some questions specific to the paragraph/excerpt.	6-7 minutes
4. The Book* (Prepared)	Presentation and discussion of the book, with a reading comprehension element (one candidate*)	One candidate presents their book and answers questions from the Examiner/the other candidate. They then read a paragraph/excerpt selected by the Examiner, summarise it and answer some questions specific to the paragraph/excerpt.	6-7 minutes
5. Decision Making Task (Spontaneous)	Candidates discuss the task between themselves and make a decision which they present to the Examiner (All candidates)	Candidates use the visual prompts and the question or problem given by the Examiner to discuss the issue, arriving at a decision together where applicable.	4-5 minutes (for two candidates) 7-8 minutes (for three candidates)
Total Examination Time			Approx. 30 minutes (for two candidates) Approx. 45 minutes (for three candidates)
*Candidates must be prepared to present and discuss both their book and their news story. The Examiner decides which task they will present in the Spoken TIE exam.			

Written TIE Examination Summary (B2 – C2)		
Step	Task Summary	Timings
1. Prepared Writing	<p>Candidates are asked to write about the book OR the news story* (whichever they didn't discuss in the Spoken TIE, i.e. if the candidate discussed their book in the Spoken TIE, they are asked to write about her news story and vice versa). The task will require candidates to write a letter, an email, an essay or an article.</p> <p>Approximate Word Count:</p> <ul style="list-style-type: none"> • B2: a minimum of 150 words • C1 & C2: a minimum of 200 words 	45minutes
2. Spontaneous Writing	<p>Candidates are asked to write a short text (letter, email, article, essay) on a familiar topic, choosing one from a set of two options.</p> <p>Approximate Word Count:</p> <ul style="list-style-type: none"> • B2: a minimum of 150words • C1 & C2: a minimum of 200 words 	45 minutes
Total Examination Time		90 minutes
<p>*Candidates must be prepared to write about both their book and their news story. The Examiner decides which task they will present in the Spoken TIE exam and the other will be the focus of Task 1 in the Written TIE exam.</p>		

3.4 Examination Task Details

3.3.1 Personal Introductions

Personal Introductions (Spoken TIE A1-B1 and Spoken TIE B2-C2)	
Task	Personal introductions; conversation and questions about personal life and interests
Task type	Unprepared
Task description	The Examiner invites candidates to introduce themselves. Candidates listen to the Examiner, answer questions and exchange personal information
Materials	None
Sample questions	<ul style="list-style-type: none"> • What's your name? Where are you from? • Where do you study? • What are your favourite hobbies? • Please ask each other a question • Tell us a few things about your family. • What did you do last weekend? • What was the best birthday present you have ever received? • .What would you do if you won £1000?

Preparation Guidance for Teachers and Candidates

At all levels, this is the first step of the Spoken TIE examination and gives time for the candidates to relax and to get to know each other and the Examiner.

Candidates should be encouraged to practice talking with others in conversation in a natural way and be ready to answer questions about themselves and their interests.

Topics at all levels are listed in Section 5: Unit Specification.

3.3.2 Presentation of Investigation

The Investigation (Spoken TIE A1-B1 and Spoken TIE B2-C2)	
Task	Presentation / discussion on project work
Task type	Prepared (candidates have selected a topic which they have researched and included in the logbook, supported with visuals) followed by spontaneous questions.
Task description	Candidates bring their investigations they have prepared and present them for approximately two minutes, then answer questions and discuss the content/visuals included in their investigation
Materials	The project work carried out by the candidates
Sample projects	<ul style="list-style-type: none"> • My favourite hobby • A place I love to visit • My top 3 football players • The Eurovision Song Contest • The ethical treatment of animals

Preparation Guidance for Teachers and Candidates

- **What materials are needed?**

The candidate needs to prepare an investigation, or mini-project, on a topic of personal interest. Teachers should provide guidance to candidates about topics appropriate for the level, using the tables in Section 5: Unit Specification, below.

The investigation will consist of a title, one or more visuals and some text about the topic. Teachers may guide candidates to relevant sources of information about the topic of the investigation, where candidates will be reading and/or listening

- **How can candidates prepare the investigation in class?**

The candidate may choose any topic he/she prefers. Course books which have topic-based units may be useful to inspire candidates to choose. Teachers can ask candidates to prepare their project using ideas, vocabulary, etc. covered in the course of study, according to the students' interests, e.g. the topic 'Sports' may be covered in class, which could lead to individual candidates choosing topics such as 'Ronaldo', 'Formula 1', 'Handball', etc.

- **How can candidates practise for the investigation in class?**

The candidate needs to be able to present their project for at least two minutes and then answer the Examiner and co-candidate's questions. They should also be able to ask at least one question to their partner about their project.

In class, the candidates can practice presenting their investigations, asking questions and discuss each other's projects. If this procedure is followed, there is no need for extra time to prepare and

practise the projects and candidates are provided with extra opportunities for interactive communication.

- **Good Practice**

Teachers may start to prepare candidates from the beginning of their course of study by incorporating project work into the classwork and homework, practising presentations and discussions throughout the programme. In this way, candidates may have many projects to choose from and are more motivated to talk about a topic which they have found interesting.

- **What should be avoided?**

Teachers should not prepare investigations/projects to provide to candidates ready-made. Although the projects are not assessed (the candidates' presentation and performance is assessed), the candidates should prepare their projects independently.

Suitable subject areas to consider in selecting a topic for the project for candidates at each level can be found in Section 5: Unit Specification, below.

3.3.3 Presentation of News Story

The News Story (Spoken and Written TIE B2-C2 only)	
Task	Presentation / discussion on a news story (B2-C2 Spoken TIE only) and Writing about the news story (B2-C2 Written TIE only)
Task type	Prepared (candidates have followed a news story of their choice, using at least two media sources, e.g. newspaper and the internet).
Task description	Candidates must be able to talk about the news story for at least 2 minutes and then answer the Examiner's questions. The other candidate is asked to listen, comment and ask at least two questions of their own. They Candidates read a paragraph/excerpt selected by the Examiner, summarise it and answer some questions specific to the paragraph/excerpt. Candidates are also expected to be able to write about the news story in the Written TIE.
Materials	Candidates' news stories, recorded in the logbook.
Sample questions	<p>At the whole text level (global)</p> <ul style="list-style-type: none"> • What attracted you to this story? • What happened before that has led to the events you described? • What do you think has happened to the people/place/event since your news story was published? • What sources did you use? • Which were the easiest/most difficult to follow? • What have you learned from this story? <p>At the paragraph/excerpt level (detail)</p> <ul style="list-style-type: none"> • Why do you think the author decided to mention 'xxx' in this section of the article? • What does the word '<i>insert word</i>' refer to?

Preparation Guidance for Teachers and Candidates

- **What materials are needed?**

Each candidate must choose and follow a recent news story of their choice. At least two sources of news must be used, which may include newspaper reports (from local or national newspapers), magazine articles, online news sites, etc.

- **How can candidates prepare for the examination with their news story in class?**

Candidates should practise presenting their news story to their teacher and others in the class and practise speaking and writing about it, alongside listening to other candidates practising their own presentations, in order to comment on and ask the other candidates a number of questions. Candidates should be encouraged to practise writing the answers to written questions from other candidates and the teacher.

Candidates choosing a topical news story may also use visual news, such as that online or on television, where this can be accessed in English, e.g. BBC news, CNN news, Euronews. Candidates may find audio / visual versions of the news story useful to listen to or watch and this can be encouraged. Listening to audios or watching TV news in English about the news story may encourage and enable some candidates to choose a news story to read that is above their level. Please note, this does not exempt them from reading the news story. Candidates are not assessed on the accuracy of their knowledge of the news story content, nor on their opinions; they are assessed on how well they use their language skills in the news story tasks.

- **How can candidates practise with their news story in class?**

Candidates need to practice presenting their news story and answering questions about it. They should therefore listen to other candidates practising their news story presentations and practice asking questions. Presentations of the news story are expected to last for approximately two minutes.

Candidates may cover a range of relevant content in their presentation, such as the sources they have used, the story itself, who has been affected by the story, how the story has been presented in the media etc.

- **Good practice**

Candidates should be encouraged to consider reading the news as a 'reading for pleasure' activity and encouraged to choose a news story appropriate to their age and interests. Teachers may start to prepare candidates from the beginning of their course of study by incorporating listening to the news, reading about topical issues or current affairs and helping to prepare candidates in how to 'follow' a news story, where discussion can evolve as news stories develop in the media. Reading magazines and newspapers can be integrated into classwork and homework. In this way, candidates may have many news stories to choose from and are more motivated to talk about a news story they have followed with interest.

- **What should be avoided?**

Candidates and teachers should be reminded that the examinations are taken with candidates in pairs and the candidates may not know each other. They should therefore be mindful to choose an appropriate news story which does not contain sensitive images, events or content which could cause offence or upset to others.

Suitable topics to use in selecting a news story for candidates at each level can be found in Section 5: Unit Specification, below.

3.3.4 Presentation of Book

The Book (Spoken TIE A1-B1 and Spoken and Written TIE B2-C2)	
Task	Presentation / discussion on a book or graded reader (both A1-B1 and B2-C2 Spoken TIE) and Writing about the book (B2-C2 Written TIE only)
Task type	Prepared (candidates have selected a book / graded reader of their choice)
Task description	Candidates must be able to talk about their book for at least 2 minutes, describing the type of book, telling the story, describing the characters, the front cover, explaining the themes of the book etc., then answers the Examiner's questions. The other candidate is asked to listen, comment and ask at least two questions of their own. The Candidates then read a paragraph/excerpt selected by the Examiner, summarise it and answer some questions specific to the paragraph/excerpt. At B2-C2, candidates are also expected to be able to write about the book in the Written TIE.
Materials	The book
Sample questions	<p>At the whole text level (global)</p> <ul style="list-style-type: none"> • What is the book about? • Where does it take place? • Why did you choose this book? • Did you enjoy reading your book? • Would you recommend this book to a friend? Why/why not? • Can you describe the main character in the book? • Would you like to read another book by the same author? Why/why not? <p>At the paragraph level (detail)</p> <ul style="list-style-type: none"> • What feelings do you think the author tried to evoke in the reader in this paragraph? • What does the phrase '<i>insert phrase</i>' mean?

Preparation Guidance for Teachers and Candidates

- **What materials are needed?**

Candidates can choose a book on any topic they prefer (not a magazine or course book) and they should be encouraged to select the book in plenty of time before the examination session, to allow as much time as possible for reading and preparation. Where candidates find it difficult to select a suitable book, a teacher may provide them with one, or provide them with a choice of pre-selected titles. This may be more appropriate at the A1-B1 levels, where Graded Readers can be supplied.

- **How can candidates prepare for the examination with their book in class?**

Candidates should be encouraged to bring their book into class and be prepared to speak about it, alongside listening to other candidates practising their own presentations, in order to comment on and ask the other candidates a number of questions.

Candidates preparing for the B2-C2 TIE should also be encouraged to practice writing about the book and to practice writing the answers to others' questions.

Many books are also available as audio books, which candidates may find useful to listen to. Similarly, if a film of the book is available, candidates should be encouraged to watch it. Listening to audios or watching films of a book may encourage and enable some candidates to choose a book to read that is above their level, although please note, this does not exempt them from reading the book. Candidates are not assessed on the accuracy of their knowledge of the book content; they are assessed on how well they use their language skills in the book tasks.

- **How can candidates practise with their book in class?**

Candidates need to practice presenting their book for at least two minutes and to answer questions from the Examiner and other candidates. They should therefore listen to other candidates practising their book presentations and practice asking questions.

Candidates may cover a range of relevant content in their presentation, such as the plot of the book, characters, the ending, the type of story, any images on the cover of the book etc.

- **Good practice**

Candidates should be encouraged to consider reading their book as a 'reading for pleasure' activity. Teachers may start to prepare candidates from the beginning of their course of study by incorporating reading for pleasure into the classwork and homework, practising presentations about books of interest and promoting discussions about books, stories, and other types of reading texts throughout the programme. In this way, candidates may have many books to choose from and are more motivated to talk about a book they have found interesting.

- **What should be avoided?**

Teachers should not permit a whole class to use the same book.

Candidates and teachers should be reminded that the examinations are taken with candidates in pairs and the candidates may not necessarily know each other. They should therefore be mindful to choose an appropriate book which does not contain sensitive images, events or content which could cause offence or upset to others.

Suitable topics and subject areas to consider in selecting a book for candidates at each level can be found in Section 5: Unit Specification, below.

3.3.5 Describing Photographs

The Photo Task (Spoken TIE A1-B1 only)	
Task	Describing photos
Task type	Unprepared
Task description	The Examiner will present a topic and provide candidates with a set of photos. Candidates must describe their photos and answer the Examiner's questions.
Materials	Visual images presented by the Examiner.
Sample questions	<ul style="list-style-type: none"> • What can you see in the picture? • Where are the people in the picture? • How are they feeling? <p>A2 and B1 candidates will be encouraged to share personal experiences and/or provide brief explanations in response to questions leading from the description of the picture. These may involve:</p> <ul style="list-style-type: none"> • How the picture makes them feel, and why • When they have been in similar places / situations, and what happened • What they would do if they were in the place / situation in the picture, and why.

Preparation Guidance for Teachers and Candidates

At levels A1 – B1, this step of the examination is unprepared.

Candidates should be encouraged to practice talking about and describing a variety of pictures in a natural way and be ready to answer questions about the images.

Example questions:

- *What can you see in the picture?*
- *Where are the people in the picture?*
- *How are they feeling?*

A2 and B1 candidates should be encouraged to share personal experiences and/or provide brief explanations in response to questions leading from the description of the picture. These may involve:

- *How the picture makes them feel, and why.*
- *When they have been in similar places / situations, and what happened.*
- *What they would do if they were in the place / situation in the picture, and why.*

Suitable topics to use in practicing the picture tasks for candidates at each level can be found in Section 5: Unit Specification, below.

3.3.6 Decision-Making Task

The Decision-Making Task (Spoken TIE B2-C2 only)	
Task	Problem-solving interaction based on visual materials
Task type	Unprepared
Task description	<p>The Examiner will present a topic and a question and provide candidates with a series of photos, representing a range of options.</p> <p>Candidates must engage in conversation between themselves, expressing their opinions, agreeing or disagreeing, making suggestions, expressing preferences and reach a conclusion, presenting the conclusion to the Examiner with their reasons.</p> <p>The Examiner may broaden the topic, prompting further discussion.</p>
Materials	Visual images presented by the Examiner.
Sample questions	<ul style="list-style-type: none"> • A range of environmental issues: which one is most concerning? • Holiday homes: which is the best holiday accommodation? • Travel destinations: which one would be most popular with your peers? • Sports: which are the best to maintain fitness?

Preparation Guidance for Teachers and Candidates

At levels B2 – C2, this step of the examination is unprepared.

Candidates should be encouraged to interact with each other in a natural way and be ready to agree and disagree, share their opinions, express preferences, make suggestions, take turns and come to an agreement, giving reasons for their conclusion.

In this task, the exchange of information is more important than reaching an agreement. Many candidates may feel that, in this kind of problem-solving or decision making task, there is pressure on them to reach an agreed solution or conclusion as quickly as possible. In this task, the emphasis is on the process by which the agreement or conclusion is reached rather than the result itself.

Candidates can practise in pairs, or in small groups, in the classroom, with a teacher broadening the topic as candidates gain the relevant skills, to prompt further discussion between candidates.

Suitable topics to use in practicing decision making tasks for candidates at each level can be found in Section 5: Unit Specification, below.

3.3.7 Prepared Writing Task

Writing Task (Written TIE A1-B1 only)	
Task	Completing a form
Task type	Prepared (candidates are informed that the task will be a form to complete, but are unaware of the context).
Task description	The candidate must complete a form with simple and more complex features. The candidate must follow the instructions to fill in the form, which is in three sections. Section 1 of the form contains personal information. Section 2 of the form contains a series of short questions. Section 3 of the form requires the candidate to write two or three extended answers in full sentences.
Materials	None
Sample contexts	<ul style="list-style-type: none"> • Job application form • Sports centre membership form • Library survey form • Application to join a new class
Writing Task (Written TIE B2- C2 only)	
Task	Writing an email / letter / essay / newspaper article / review of the book / news story.
Task type	Prepared (candidates are informed that the task will be based on the content of the book / news story they read in preparation for the assessment).
Task description	The candidate must write an email / letter / essay / newspaper article / review in based on either the book or the newspaper article they prepared in advance. The candidate will be given a choice of two questions in this task. They must ensure that the summary part of their response does not exceed 50 words.
Materials	None
Sample contexts	<ul style="list-style-type: none"> • Recommending the book to their friend • Describing one of the characters in the book. • Writing an essay about the importance of the event described in the news story.

Preparation Guidance for Teachers and Candidates

At levels A1 – B1, this step of the examination consists of completing a form.

Candidates should be encouraged to learn how to complete simple and more complex forms. A variety of form types may appear (e.g. survey form, an application form, an enquiry form).

Candidates should practice following standard instructions on forms to record their personal information accurately (name, date of birth, address, telephone number, etc.) and practice writing some simple sentences about their likes, dislikes, daily life and experience.

The final section of the form allows opportunities for candidates at the higher level of the band (i.e. A2 and B1) to provide more detailed answers to questions relating to the purpose of the form (2-3 sentence answers).

Teachers may wish to create their own forms for candidates to practice, or use a range of authentic forms where these are available in English. Forms on English-language websites can also provide a good source of practice items for candidates to practice completing in class.

At levels B2 – C2, this step of the examination consists of producing writing based on the book / news story they had prepared.

Candidates should be encouraged to learn how to structure and present the following types of writing: emails, letters, essays, articles and reviews.

Candidates should practice presenting a brief (a maximum of 50 words) summary of the book and the news story they had read in preparation, and also answer a number of questions based on those two forms, for example present a description of the characters in the book or propose an alternative ending, or describe what they have learnt from reading the news story or explain why the content of that article is / is not significant to a particular group of readers.

Candidates who do not attempt the task or produce a response that is shorter than 100 words will be awarded a DNF (Did Not Fulfil the Requirements).

Teachers may wish to create their own sample tasks for candidates to practice.

A DNF (Did Not Fulfill requirements) rating is also awarded to a candidate in the following situations:

- in WT1 (Prepared) has produced work which is not his/her own and covers a significant proportion of their produced texts (usually in the summary part)
- in WT2 (Spontaneous) has produced work that does not meet the requirements for authenticity and the assessment outcome seems not valid. The candidate will be given the opportunity to resit the part of the examination they have been awarded a DNF

3.3.8 Unprepared Writing Task

Writing Task (Written TIE A1-B1 and B2-C2)	
Task	Written Composition
Task type	Unprepared
Task description	<p>The candidate must write a composition in response to one from a choice of two questions. The first option primarily gives opportunities for candidates at the lower level of the band (i.e. A1/A2 in the A1-B1 TIE, or B2/C1 in the B2-C2 TIE) to demonstrate their written skills. The second question primarily gives opportunities for candidates at the higher level of the band (i.e. A2/B1 in the A1-B1 TIE, or C1/C2 in the B2-C2 TIE) to demonstrate their written skills.</p> <p>At A1-B1, the candidate must produce a note, letter, postcard, short story or email. At B2-C2, the candidate must write a letter, email, essay, article, or story.</p> <ul style="list-style-type: none"> • A1: 40-70 words • A2: 60-100 words • B1: 90-150 words • B2: a minimum of 150 words • C1 & C2: a minimum of 200 words
Materials	None
Sample questions	<ul style="list-style-type: none"> • A note to a family member • An email to a friend • A letter to your teacher • A postcard from your holiday • An article for a newspaper or magazine • A review of a film, book or event • A letter to a company

Preparation Guidance for Teachers and Candidates

Candidates should practise writing a range of texts in class, including letters and emails, postcards and notes at the lower levels, and letters, essays, stories, articles and reviews at the higher levels.

The types of written texts can be integrated into reading and writing activities in classwork and homework throughout the course of study, to enable candidates to become familiar with the text types, common formats and standard phrasing and grammar expected in texts of differing levels of formality. The functions of writing should also be practiced: writing to describe, give information, give advice, thank someone, complain, give opinions, etc. can all be practiced in classwork and homework, integrated into the programme of study.

Candidates should be encouraged to practise writing a range of texts to express different functions, on topics appropriate for the level they are working at. Candidates who do not attempt the task or produce a response that is shorter than 100 words will be awarded a DNF.

Suitable topics and functions for each level are listed in Section 5: Unit Specification, below.

3.4 Monitoring Progress

GA provides useful checklists below which can be used by teachers and candidates as they prepare for the TIE examinations.

Sample examination papers are also available, which may be used to assist teachers and candidates to prepare for the TIE examinations. These are publicly available on the GA website.

Teachers may wish to use the checklists below during preparation for the examinations to monitor progress and record what needs to be done by each candidate and for which step of the examination.

Progress Checklist: A1-B1

Task	Have I prepared my candidate to...	Yes/No	Notes / Actions*
Personal Information (Spoken TIE)	...give personal information?	Yes/No	
	...answer questions on topics and subjects covered at their level?	Yes/No	
Investigation (Spoken TIE)	...present the project, the topic, themes, etc.	Yes/No	
	...answer a variety of questions about the topic of the investigation?	Yes/No	
	...ask questions about their partner's investigation?	Yes/No	
Book (Spoken TIE)	...narrate the plot/story read?	Yes/No	
	...give their opinion on the book?	Yes/No	
	...describe the characters from the book?	Yes/No	
	...say what they have learned from reading the book?	Yes/No	
	...ask questions about their partner's book?	Yes/No	
Photo Task (Spoken TIE)	...recognise the topics in photos?	Yes/No	
	...describe people, places and things?	Yes/No	
	...describe their feelings?	Yes/No	
	...express likes/dislikes?	Yes/No	
	...ask questions about a photo?	Yes/No	
Composition (Written TIE)	...complete a simple form?	Yes/No	
	...complete a form with more complex features?	Yes/No	
	...write a postcard?	Yes/No	
	...write a note?	Yes/No	
	...write a letter?	Yes/No	
	...write an email?	Yes/No	

*What should be done next?

Time needed? Already known?

Checklist: B2-C2

Task	Have I prepared my candidate to...	Yes/No	Notes / Actions*
Personal Information (Spoken TIE)	...give personal information?	Yes/No	
	...answer questions on topics and subjects covered at their level?	Yes/No	
Investigation (Spoken TIE)	...present the project, the topic, themes, etc.	Yes/No	
	...answer a variety of questions about the topic of the investigation?	Yes/No	
	...ask questions about their partner's investigation?	Yes/No	
Book (Spoken and Written TIE)	...narrate the plot/story read?	Yes/No	
	...give their opinion on the book?	Yes/No	
	...describe the characters from the book?	Yes/No	
	...say what they have learned from reading the book?	Yes/No	
	...ask questions about their partner's book?	Yes/No	
	...write a summary of the book?	Yes/No	
	...write about their opinion of the book?	Yes/No	
	... provide a short summary of a selected paragraph from the book?	Yes/No	
News Story (Spoken and Written TIE)	...narrate the news story?	Yes/No	
	...provide all the important information on the news story?	Yes/No	
	...describe the sources used?	Yes/No	
	...explain why he/she chose this story?	Yes/No	
	...ask questions about their partner's news story?	Yes/No	
	...write their opinion of the news story?	Yes/No	
	... provide a short summary of a selected paragraph/excerpt from the article?	Yes/No	
	... answered some detailed questions at paragraph/excerpt level?	Yes/No	
Decision Making (Spoken TIE)	...recognise the topics in photos?	Yes/No	
	...express preference?	Yes/No	
	...express agreement and disagreement?	Yes/No	
	...take turns politely?	Yes/No	
	...express likes and dislikes?	Yes/No	
	...ask their partner questions about the topic?	Yes/No	
	...write a letter?	Yes/No	

Composition (Written TIE)	...write an email?	Yes/No	
	...write an essay?	Yes/No	
	...write an article?	Yes/No	
	...write a review?	Yes/No	

*What should be done next?

Time needed? Already known?

4. Qualification Delivery, Assessment Procedure and Certification

4.1 Registering Candidates

All registrations of candidates and examination session bookings are made via the Ark, the GA learner management system. User accounts are provided only to approved Representative staff to allow access to the system.

Examination sessions must be booked a minimum of two days prior to the proposed examination date.

4.2 ID Requirements

Candidates must bring their identification documents on the day of the examination and the individual responsible for the co-ordination of the examination sessions will check each candidate's ID to confirm their identity. Candidates attending without sufficient proof of their identity must not be permitted to take an examination.

A copy of the identification document is taken and included in the submission package which is returned to GA containing all examination materials.

4.3 Assessment Materials

The TIE qualifications are assessed via GA-issued and marked assessment papers which are completed by candidates under controlled examination conditions.

Assessment materials for TIE examinations are available to the authorised Representative staff member co-ordinating the examination session and securely transported to the examination venue.

Assessment materials are clearly marked to enable the examination session co-ordinator to confirm that the version of assessment materials is correct for the particular candidate / cohort of candidates, as appropriate.

Specific versions of examination materials for use are issued for each scheduled session.

Examination Materials for these qualifications consist of:

- Examiner's Booklet
- Examiner's Materials for the Spoken TIE (Photo Task or Decision-Making Task)
- Candidate Booklet – Written TIE examination paper
- Candidate Instructions and Declaration

For the Spoken TIE examination, an audio recording is made. A video recording may also be made.

All paper-based materials and audio recordings are uploaded onto the GA online portal within a maximum of two working days of the assessment.

Examination papers are **NOT** assessed by school staff or by the GA Examination Observers (where present).

All records of candidate's papers, recordings, videos and copies of their identification documents are kept securely by Gatehouse Awards for a minimum period of 2 years.

4.4 Candidate to Examiner / Invigilator Ratios

The Spoken TIE examinations are conducted with only the candidates and the Examiner present.

It is possible for trainee Examiners and/or internal quality assurance managers to be present in the room; however GA strongly recommends that the number of people present in the examination room 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 Written TIE examinations at all levels are invigilated by a trained Invigilator. The minimum ratio of Invigilators to candidates is 1:14. This means that an Invigilator can supervise no more than 14 candidates.

The Invigilator must have a means of communicating with another member of staff also trained in the invigilation procedure and present on the premises, should their assistance be required in an emergency situation. The Invigilator should be able to summon their assistance without leaving the examination room.

4.5 Conducting Assessments

In order to conduct the TIE examinations, Examiners and Invigilators must be adequately trained to carry out their role in the delivery of regulated qualifications.

The Examiner and Invigilator must adhere to the provided instructions throughout the examination session(s).

An *Examiner's Handbook* and *Invigilator's Handbook* are available containing further guidance for those carrying out these roles.

The Spoken TIE examination at all levels must be conducted with two or three candidates present, with only the candidates and Examiner engaging in the assessment tasks.

The Written TIE examination at all levels may be conducted on a one-to-one basis or with a group of candidates in one session. Examinations with a cohort of candidates must only be held in a venue which meets the minimum requirements as listed in the published GA document *Regulations for Conducting Controlled Examinations*.

The timings provided for all examinations must be adhered to.

All examinations must only be conducted at the venue indicated at the time of booking. Any recordings or papers submitted to GA where the Examiner, Invigilator, Examinations Officer or any other person with responsibility for the administration and organisation of the examination session has not followed the regulations provided may be considered a form of maladministration.

Please refer to the *GA Malpractice and Maladministration Policy* and the *GA Quality Assurance Policy* for further details.

Spoken TIE Examinations

The *Examiner's Handbook* and *Invigilator's Handbook* provides full guidance for the conduct of the Spoken TIE exam. An audio recording must be made as a record of the candidate's performance in these tasks. They may also be video-recorded.

Printed candidate materials are only provided to the candidate at the appropriate point indicated in the Examiner and Invigilator's Handbooks.

At all levels, candidates are examined in pairs or in a group of three. Every effort should be made to ensure that candidates are examined in pairs or groups where all candidates have a similar level of English.

In the unlikely scenario where there is only a single candidate in a given examination session (for example, a re-sit), a second person must take part, for example a candidate who has already taken the test previously. In order to ensure that the single candidate is not disadvantaged in such a scenario, the other participant should have a similar level of English.

Examiners must clearly identify on the audio recording any candidate who is not being assessed in the task.

Written TIE Examinations

The Written TIE examinations consist of paper-based assessments. Paper-based assessment materials must be kept securely and provided to the candidate only at the commencement of the examination session. Instructions appear on the cover of the printed materials.

The examination times should be adhered to for the Written TIE examinations. Please see Section 4 below for a detailed overview of the assessment contents.

4.6 Submission and Record Keeping

All materials must be kept securely at all times. Once completed, examination materials must be submitted electronically to GA for assessment and moderation. All paper-based records are securely maintained by the authorised GA Representative and kept in a physically secure storage area. Audio recordings are kept either on discs or storage devices physically, or as MP3 audio files, and securely stored electronically, such as in a password protected folder.

Any records of Reasonable Adjustments, Special Considerations and records containing candidate's personal details are held in line with the Data Protection Act 1998.

All records are kept for a minimum period of two years, are easily retrievable, and made accessible to the Regulator upon request.

4.7 Marking, Assessment and Overall Assessment Decisions

The examinations will be marked and graded by the GA team of TIE Examiners and markers.

The assessment will give the candidate a grading reflecting the level they have achieved in each examination.

Examiners and markers are trained to assess the candidate's performance based on specified criteria, mapped to the Common European Framework of reference for languages (CEFR).

In the Spoken TIE, candidates are assessed on their skills across the following categories:

- Aural Reception / Listening
- Interaction skills
- Communicative Effectiveness
- Reading Comprehension
- Grammatical Accuracy and Complexity
- Lexical Range and Appropriacy
- Phonological Control

In the Written TIE, candidates are assessed on their skills across the following categories:

- Visual Reception
- Production and Text Organisation
- Task Achievement
- Grammatical Accuracy and Complexity
- Lexical Range and Appropriacy
- Orthographic Control and Punctuation

The TIE qualifications views language ability as a composite of a number of underlying sub-skills. Control of these sub-skills may vary within each individual, resulting in what is known as a 'jagged language profile'.

TIE therefore allows for Examiners and markers to award a '+' grade, e.g. 'A2+' or 'B2+', to candidates who consistently demonstrate consolidated and established skills at the level awarded throughout the examination. The '+' grade may also indicate that the candidate is demonstrating some emerging skills at the next level.

The qualification certificate will clearly show the overall qualification level awarded, as well as the levels achieved in each skill area. The grades will be displayed using half-level grades where applicable.

4.8 Results and Certification

Once GA has received the full and completed examination materials, all examination papers and recordings are assessed by GA and the candidate is assigned a grade reflecting the level they have achieved, a 'fail' notification, or a result of DNF (Did Not Fulfil the Requirements).

In Italy, standard examination assessment results and certificates are issued within 20 working days of the receipt of a full and correct submission of examination materials. Where this may vary, such as at busy times of the year, the authorised GA Representative in Italy will inform candidates and schools of any revised timescales.

For results enquiries, candidates and schools are asked to contact the authorised GA TIE Representative in the first instance. Such enquiries should only be submitted in instances where the timescales for issuing results and certificates as outlined above have been exceeded.

Certificates will only be issued to candidates who achieve both a Spoken TIE and Written TIE result at, or above, the minimum level of the test taken.

If a candidate has failed one component and achieved in the other component, a Notification of Results will be issued informing the candidate of what they have achieved / not achieved.

Direct Claims Status (DCS)

These qualifications are externally assessed and externally moderated. Direct Claims Status is therefore not available for these qualifications.

4.9 Enquiries and Appeals

GA operates an *Appeals Policy and Procedures* in accordance with the arrangements for regulated qualifications.

Candidates or schools wishing to appeal against any decision or action which arises from external assessment and/or moderation activity should do so in line with the content of the *Gatehouse Awards Appeals Policy and Procedures*.

4.10 Examination Retakes

A candidate who is assessed as not having achieved the qualification or a component should be advised to wait until they have progressed to a sufficient degree before they retake the examination.

Candidates who retake either the Spoken or Written TIE will be provided with different assessment materials to those used previously.

4.11 Ongoing Support

There are a number of documents on the Gatehouse Awards website that schools and candidates may find useful: 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.

GA must be kept up to date with contact details so customers can be provided with the best level of support and guidance. The contact details for Gatehouse Awards are:

Gatehouse Awards Ltd

Address: Unit G5, Woodhead House, Woodhead Road, Birstall, WF17 9TD. UNITED KINGDOM

Email: info@gatehouseawards.org

Web: www.gatehouseawards.org

5. Unit Specifications

Introduction

This section provides teachers, candidates and other stakeholders with comprehensive information about the content of each unit within the TIE qualifications.

Each set of qualification information is broken down into the following sections:

- Qualification Structure: the units which make up the qualification at each level.
- Content: details of the level of language expected and the candidate's Knowledge, Skills and Understanding required in the qualification at each level.
- Topics and Text Types: details of the general topics and text types that candidates are expected to be familiar with and may be examined upon as part of their assessment for the qualification.
- Language Specification: details of the functions, grammar, discourse markers and topics that candidates are expected to be familiar with and use, which may form part of the examination for the qualification.
- Communicative Functions and Notions: details of the kinds of functions that candidates are expected to be familiar with and able to perform, which may form part of the examination for the qualification.
- Key Language Items: Further details of elements of language candidates are expected to be familiar with and use, which may form part of the examination for the qualification.

5.1 GA Entry Level Certificate in ESOL International (Test of Interactive English) (Entry 1)

Qualification Structure

The Gatehouse Awards Entry Level Certificate in ESOL International (Test of Interactive English) (Entry 1) consists of two units:

Unit Name	Unit Number
Spoken Test of Interactive English – Entry Level 1	D/615/0145
Written Test of Interactive English – Entry Level 1	H/615/0146

Each Unit is assessed via a separate examination, set, and marked externally by Gatehouse Awards.

Unit Name	Examination Title
Spoken Test of Interactive English – Entry Level 1	Spoken Test of Interactive English A1-B1
Written Test of Interactive English – Entry Level 1	Written Test of Interactive English A1-B1

Candidates must achieve a grade of at least A1 level in each examination in order to achieve the overall qualification at Entry 1 (A1).

Overview of Candidate Knowledge, Skills and Understanding

Unit: Spoken Test of Interactive English – Entry Level 1

The candidate can:	Criteria met/assessed in:
<ul style="list-style-type: none"> interact in a simple way 	Spoken Test of Interactive English A1-B1
<ul style="list-style-type: none"> ask and answer simple questions 	Spoken Test of Interactive English A1-B1
<ul style="list-style-type: none"> initiate and respond to simple statements 	Spoken Test of Interactive English A1-B1
<ul style="list-style-type: none"> produce simple mainly isolated phrases to describe people and places 	Spoken Test of Interactive English A1-B1
<ul style="list-style-type: none"> follow slow and carefully articulated speech 	Spoken Test of Interactive English A1-B1
<ul style="list-style-type: none"> understand instructions and follow simple directions 	Spoken Test of Interactive English A1-B1
<ul style="list-style-type: none"> participate in simple conversation 	Spoken Test of Interactive English A1-B1
<ul style="list-style-type: none"> show only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire 	Spoken Test of Interactive English A1-B1
<ul style="list-style-type: none"> use a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. 	Spoken Test of Interactive English A1-B1
<ul style="list-style-type: none"> pronounce a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group. 	Spoken Test of Interactive English A1-B1
<ul style="list-style-type: none"> manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication 	Spoken Test of Interactive English A1-B1
<ul style="list-style-type: none"> get an idea of short simple descriptions, especially if there is visual support. 	Spoken Test of Interactive English A1-B1
<ul style="list-style-type: none"> recognise familiar names, words and very basic phrases in the most common everyday situations 	Spoken Test of Interactive English A1-B1
<ul style="list-style-type: none"> read aloud a short passage and answer a number of comprehension questions 	Spoken Test of Interactive English A1-B1

Unit: Written Test of Interactive English – Entry Level 1

The candidate can:	Criteria met/assessed in:
<ul style="list-style-type: none"> write a short simple postcard 	Written Test of Interactive English A1-B1
<ul style="list-style-type: none"> write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country etc. such as on a hotel registration form 	Written Test of Interactive English A1-B1
<ul style="list-style-type: none"> write simple phrases and sentences about themselves and imaginary people, where they live and what they do. 	Written Test of Interactive English A1-B1
<ul style="list-style-type: none"> use a basic repertoire of words and simple phrases related to personal details and particular concrete situations 	Written Test of Interactive English A1-B1
<ul style="list-style-type: none"> show a limited control of a few simple grammatical structures and sentence patterns 	Written Test of Interactive English A1-B1
<ul style="list-style-type: none"> write in full sentences using appropriate punctuation 	Written Test of Interactive English A1-B1
<ul style="list-style-type: none"> understand short, simple messages 	Written Test of Interactive English A1-B1
<ul style="list-style-type: none"> understand instructions and follow simple directions 	Written Test of Interactive English A1-B1

Topics and Text Types at A1

Details of the general topics and text types that candidates are expected to be familiar with and may be examined upon as part of their assessment for the qualification at this level.

At Entry Level 1 (A1), candidates will encounter topics which are both familiar and relevant to them as learners of English. These will include:

- Family Life
- Hobbies and Pastimes
- Personal details / experiences
- Holidays and Leisure Activities
- Shopping
- Work and Jobs
- Health
- Education and Training
- Services
- Weather and the Environment
- Transport

At this level, candidates are expected to read and understand short texts with repeated language patterns on these familiar topics.

The types of texts candidates need to read will depend on their reasons for reading, e.g. employment, college course, childcare, enjoyment.

The following are examples of words a candidate would typically be expected to be able to read, write and use at this level:

Personal Key Words

- Country of origin, e.g. *The United Arab Emirates, Brazil, Mozambique*
- Languages, e.g. *Portuguese*
- Names, addresses, telephone numbers, dates

Topic-based Vocabulary

- Days of the week
- Months of the year
- Words on forms: *name, address, telephone number, date, country, signature etc.*
- Family members, e.g. *Sister, mother*
- Words on menus, e.g. *Tea, coffee*
- Everyday vocabulary, e.g. *Appointment, sale*

Social Sight Vocabulary

- Danger
- Toilets
- Exit
- Way in
- Way out
- Office
- Reception
- No Smoking
- Right, left

High-Frequency Words

A, an, the, of, to, in, on, off, out, from, with, there, is, are, am, has, have, work, live, like, want, speak, going, shopping, go, can, come, I, she, he, we, they, no, not, me, my, and, but

Written Work

In written work at this level, candidates are expected to write to communicate information to an intended audience in documents such as:

- Forms
- Lists
- Notes and simple messages
- Simple letters

Spelling

Candidates should be able to recognise the basic sound–symbol relationships and common letter patterns in words that are of real interest to them as individuals, working from a context. The order in which these sounds and patterns will be taught will depend on the words learners want and need to write.

Learners whose first language does not have the same phonemes as English will have difficulty in recognising the sound and therefore the associated symbol. Establishing a good knowledge of the

alphabet and print awareness is essential at this level to enable the learner to begin independent sound-blending, both in written and phonic form.

Phonics (sound–letter correspondence):

- Recognise initial, middle and final consonants
- Recognise consonant digraphs *ch, sh, the*
- Recognise medial short vowel sounds in simple words, e.g. *Hat*
- Write correct initial letters in response to the letter sound, word, object or picture
- Recognise and name each letter of the alphabet and be aware of alphabetical order
- Write final consonants in simple words, e.g. *Shop*
- Write correct letter corresponding to short middle vowel sounds in simple words, e.g. *Hat*

Patterns

Some suggestions for taking common patterns from texts learners want or need to write:

“I live in Southwark. Southwark is in south London. I live in a big house.”

Other words with *ou* – *our, four, pour*. Learners are encouraged to group the words visually, and/or by sound.

Language Specification: Entry 1 (A1)

Functions	Grammar	Discourse markers	Topics
<ul style="list-style-type: none"> • Directions • Describing habits and routines • Describing people and places • Giving personal information • Greetings • Telling the time • Understanding and using numbers • Understanding and using prices 	<ul style="list-style-type: none"> • Adjectives: common and demonstrative • Adverbs of frequency • Comparatives and superlatives • Going to • How much/how many and very • common uncountable nouns • I'd like • Imperatives (+/-) • Intensifiers - very basic • Modals: can/can't/could/couldn't • Past simple of "to be" • Possessive adjectives • Prepositions, common • Prepositions of place • Prepositions of time, including in/on/at • Present continuous • Present simple • Pronouns: simple, personal • Questions • There is/are • To be, including question + negatives • Verb + ing: like/hate/love 	<ul style="list-style-type: none"> • Connecting words and, but, because 	<ul style="list-style-type: none"> • Everyday routines • Family life • House and neighbourhood • Food and drink • Hobbies and pastimes • Holidays • Work and jobs • Shopping • Leisure activities • Weather

Communicative Functions & Notions at A1

- Give personal information
- Ask for personal information
- Introduce family and close friends
- Tell the time/day
- Ask the time/day
- Express ability
- Enquire about ability
- Say when you do not understand
- Ask for clarification
- Check back
- Correct
- Spell words aloud
- Describe places and things
- Give information as part of a simple explanation
- Give single-step directions and instructions
- Make requests – ask for directions
- Enquire about prices and quantities
- Make requests – ask for something
- Make requests – ask someone to do something
- Respond to a request
- Express likes and dislikes
- Express feelings
- Express wishes
- Express views
- Agree and disagree
- Apologise
- Express a preference
- Express thanks
- Greet
- Respond to greetings
- Describe health and symptoms
- Invite and offer
- Accept
- Decline
- Take leave

Key Language Items at A1

Simple sentences	<ul style="list-style-type: none"> • Word order in simple statements, e.g.: • Subject – verb – object • Subject – verb – adverb • Subject – verb – adjective • Subject – verb – prepositional phrase • Word order in instructions • There is/are + noun (+ prepositional phrase) • Yes/no questions • Wh– questions • Question words what/who/where/how much/how many • Contracted form of auxiliary • Imperatives and negative imperatives do it! Don't do it!
Noun phrase	<ul style="list-style-type: none"> • Regular and common irregular plurals of nouns • Very common uncountable nouns • Personal pronouns • Demonstratives • Determiners of quantity • Indefinite article <i>a/an</i> with singular countable nouns • Definite article <i>the</i> • Possessives: <i>my/your/his/her</i>, etc.
Verb forms and time markers	<ul style="list-style-type: none"> • Simple present tense of: <i>be/have/do</i>; common • Regular verbs • <i>Have got</i> – indicating possession • Present continuous of common regular verbs • Contracted forms of: subject and auxiliary; • Auxiliary and negative • Modals: <i>can</i> + bare infinitive to express ability; • <i>Would + like</i> for requests • Use of simple prepositional verbs containing prepositions <i>on, off, in, out</i>
Adjectives	<ul style="list-style-type: none"> • Common adjectives after <i>be</i>
Adverbs and prepositional phrases	<ul style="list-style-type: none"> • Common prepositions and prepositional phrases of place • Simple adverbs of place, manner and time • Use of intensifier <i>very</i>
Discourse	<ul style="list-style-type: none"> • Sentence connectives – <i>then, next</i>

5.2 GA Entry Level Certificate in ESOL International (Test of Interactive English) (Entry 2)

Qualification Structure

The Gatehouse Awards Entry Level Certificate in ESOL International (Test of Interactive English) (Entry 2) consists of two units:

Unit Name	Unit Number
Spoken Test of Interactive English – Entry Level 2	K/615/0147
Written Test of Interactive English – Entry Level 2	M/615/0148

Each Unit is assessed via a separate examination, set, and marked externally by Gatehouse Awards.

Unit Name	Examination Title
Spoken Test of Interactive English – Entry Level 2	Spoken Test of Interactive English A1-B1
Written Test of Interactive English – Entry Level 2	Written Test of Interactive English A1-B1

Candidates must achieve a grade of at least A2 level in each examination in order to achieve the overall qualification at Entry 2 (A2).

Overview of Candidate Knowledge, Skills and Understanding

Unit: Spoken Test of Interactive English – Entry Level 2

The candidate can:	Criteria met/assessed in:
<ul style="list-style-type: none"> understand a native speaker interlocutor speaking clearly and slowly on familiar matters, given opportunities for reformulation or repetition from time to time. 	Spoken Test of Interactive English A1-B1
<ul style="list-style-type: none"> understand and extract the main point and essential information from short spoken passages, which are delivered slowly and clearly. 	Spoken Test of Interactive English A1-B1
<ul style="list-style-type: none"> participate in short conversations in routine contexts on topics of interest. 	Spoken Test of Interactive English A1-B1
<ul style="list-style-type: none"> discuss everyday practical issues in a simple way in both formal and informal contexts. 	Spoken Test of Interactive English A1-B1
<ul style="list-style-type: none"> use transactional language to obtain information, goods and services. 	Spoken Test of Interactive English A1-B1
<ul style="list-style-type: none"> participate in a simple, direct exchange of information, including asking and answering straightforward questions. 	Spoken Test of Interactive English A1-B1
<ul style="list-style-type: none"> describe people, places, events, activities and experiences in simple terms 	Spoken Test of Interactive English A1-B1
<ul style="list-style-type: none"> use some simple structures correctly. 	Spoken Test of Interactive English A1-B1
<ul style="list-style-type: none"> use sufficient vocabulary to conduct routine, every day transactions involving familiar situations and topics. 	Spoken Test of Interactive English A1-B1
<ul style="list-style-type: none"> pronounce language in manner which is clear and generally understood despite a noticeable foreign accent. 	Spoken Test of Interactive English A1-B1
<ul style="list-style-type: none"> make him/herself understood in short utterances, even though pauses, false starts and reformulation are evident. 	Spoken Test of Interactive English A1-B1
<ul style="list-style-type: none"> read aloud a short passage and answer a number of comprehension questions 	Spoken Test of Interactive English A1-B1

Unit: Written Test of Interactive English – Entry Level 2

The candidate can:	Criteria met/assessed in:
<ul style="list-style-type: none"> write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. 	Written Test of Interactive English A1-B1
<ul style="list-style-type: none"> write short, basic descriptions of people, events, past activities and personal experiences in linked sentences 	Written Test of Interactive English A1-B1
<ul style="list-style-type: none"> write very simple personal letters, notes and messages 	Written Test of Interactive English A1-B1
<ul style="list-style-type: none"> use simple grammatical structures correctly, but still systematically makes basic mistakes; nevertheless it is usually clear what they are trying to say 	Written Test of Interactive English A1-B1
<ul style="list-style-type: none"> have sufficient range and control of vocabulary to deal with routine, everyday situations involving familiar subjects and topics 	Written Test of Interactive English A1-B1
<ul style="list-style-type: none"> write text in complete sentences, organise it appropriately for the text and use mostly correct punctuation. 	Written Test of Interactive English A1-B1

Topics and Text Types at A2

Details of the general topics and text types that candidates are expected to be familiar with and may be examined upon as part of their assessment for the qualification at this level.

At Entry Level 2 (A2), candidates will encounter topics which are both familiar and relevant to them as learners of English. These will include:

- Family Life
- Hobbies and Pastimes
- Personal details / experiences
- Holidays
- Leisure Activities
- Shopping
- Work and Jobs
- Health
- Education and Training
- Services
- Weather
- Transport

At this level, candidates are expected to read and understand short texts with repeated language patterns on these familiar topics, and read and obtain information from common signs and symbols in texts such as:

- Public signs and notices
- Lists
- Simple forms
- Notes
- Records
- Emails
- Letters
- Diagrams
- Simple narratives

The words candidates need to read will depend on their reasons for reading, e.g. employment, college course, childcare, enjoyment. The following are examples of words a candidate would typically be expected to be able to read at this level:

High.-Frequency Words

Thing, could, will, was, were, tell, wish, time, soon, saw, think, said, her, his, our, their, that, what, gave, went, black, white, after, before, because, under, over, here, once, him, who, where, how.

Written Work

In written work at this level, candidates are expected to write to communicate information to an intended audience in documents such as:

- Forms
- Lists
- Notes and messages
- Records
- Emails or simple letters
- Simple narratives

Spelling

It is important for ESOL learners to be able to recognise the sound–symbol relationship and common letter patterns in words that are of real interest to them as individuals, working from a context. The order in which these sounds and patterns will be taught will depend on the words learners want and need to write.

Learners whose first language does not have the same phonemes as English will have difficulty in recognising the sound and therefore the associated symbol. Building on the sound-symbol relationships already learned, common letter combinations correlating to the phonics below should be practised in spelling, paying attention to the initial and final positions of common letter combinations in the spelling of the words.

Phonics:

At this level, learners should recognise and use a wider range of phonics:

- Initial common clusters: bl (black), br (brown), cl (close), cr (cream), dr (drink), fl (fly), fr (friend), gl (glass), gr (grill), pl (place), pr (Prime Minister), scr (scream), sk (skin), sl (sleep), sm (smile), sp (spell), squ (squash), st (stop), str (street), tr (train), tw (twins), thr (through)
- Common final clusters: ct (fact), ft (lift), ld (build), lt (melt), nch (lunch), lth (health), nd (second), nt (sent), lk (milk), lp (help), mp (lamp), nk (think), rd (heard), sk (task), sp (crisp), st (first) xt (next)
- Vowel digraphs: ee (feet), ea (seat), oo (moon), u–e (tune), ew (flew), ue (blue)
- Diphthongs: ie (lie), ai (train), a–e (name), ay (play), i–e (bite), igh (high), y (fly), ow (cow), ou (sound)

Word Structure:

At this level, learners should recognise and use:

- Letter patterns common in English, e.g.: tion (station)
- Silent letters, e.g. *lght* (*light*), *wr* (*write*), *ould* (*could*), *lk* (*talk*)
- Prefixes and suffixes, e.g. *Un* (*unhappy*), *re* (*return*), *less* (*helpless*)
- Structural endings, e.g. *Plural s*, *ed* (*walked*), *ing* (*cooking*)

Language Specification: Entry 2 (A2)

Functions	Grammar	Discourse markers	Topics
<ul style="list-style-type: none"> Asking for and giving directions Giving personal information Giving and obtaining simple information Greetings & farewells Introductions Giving thanks Telling the time Understanding and using numbers Understanding and using prices Describing habits and routines Describing past experiences Describing people Describing places Describing things Expressing obligation and necessity Expressing feelings in simple terms Making and responding to requests Making and responding to suggestions Agreeing and disagreeing 	<p style="text-align: center;">A1+</p> <ul style="list-style-type: none"> Adjectives – comparative – use of than and definite article Adjectives – superlative – use of definite article Adverbial phrases of time, place and frequency – including word order Adverbs of frequency Articles – with countable and uncountable nouns Countable and Uncountable; much/many Future Time (will and going to) Gerunds Going to Imperatives Modals – can/could Modals – have to Modals – should Past Continuous Past Simple Phrasal verbs – common Possessives – use of ‘s; s’ Prepositional phrases (place, time and movement) Prepositions of time: on/in/at Present Continuous Present Continuous for future Present perfect Questions Verb + ing/infinite: like/want-would like Wh-questions in past Zero and 1st Conditional 	<p style="text-align: center;">A1+</p> <ul style="list-style-type: none"> Linkers: sequential – past time 	<ul style="list-style-type: none"> Clothes Daily life Entertainment and media Health, medicine and exercise Language People Personal feelings, opinions and experiences Personal identification Places and buildings School and study Services Shopping Social interaction Sport Transport Travel and holidays Weather Work and jobs

Communicative Functions & Notions at A2

- Greet
- Respond to greetings
- Take leave
- Give personal information
- Ask for personal details
- Describe self and others
- Ask for descriptions of people
- Describe places and things
- Ask for descriptions of places and things
- Compare people, places, things
- Make comparative questions
- Describe daily routines and regular activities
- Ask about regular or daily routines
- Narrate—talk about past events (1st person narrative)
- Narrate—talk about past events (3rd person narrative)
- Ask about past events
- Talk about future plans, arrangements and intentions
- Ask about future plans and intentions
- Express need
- Make requests—ask for something face-to-face or on the telephone
- Respond to formal and informal requests for something
- Make requests—ask someone to do something in formal and informal situations
- Respond to formal and informal requests to do something
- Make requests—ask for directions
- Respond to requests for directions
- Make requests—ask for permission formally
- Respond to formal requests for permission
- Ask about people’s feelings, opinions, interests, wishes, hopes
- Respond to questions about preference
- Ask for clarification and explanation
- Respond to requests for clarification
- Respond to requests for explanations
- Respond for requests for directions
- Check back
- Express likes and dislikes with reasons, and cause and effect
- Express views, with reasons, and cause and effect
- Express wishes and hopes
- Apologise, and give reason
- Express thanks gratefully
- Give warnings
- Express possession
- Ask about possession
- Offer
- Insist politely
- Persuade

Key Language Items at A2

<p>Simple & compound sentences</p>	<ul style="list-style-type: none"> • Word order in compound sentences, e.g.: subject – verb – (object) + and/but + subject – verb – (object) • There was/were/there is going to be • Clauses joined with conjunctions and/but/or • A limited range of common verbs + –ing form • Verb + infinitive with and without to • Wh– questions • Comparative questions • Alternative questions • Question words when, what time, how often, why, • How and expressions
<p>Noun phrase</p>	<ul style="list-style-type: none"> • Countable and uncountable nouns • Simple noun phrases • Object and reflexive pronouns • Determiners of quantity – any, many • Use of articles including: definite article and zero article with uncountable nouns; definite article with superlatives • Possessive s and possessive pronouns
<p>Verb forms and time markers in statements, interrogatives, negatives and short forms</p>	<ul style="list-style-type: none"> • Simple present tense of: regular transitive and intransitive verbs with frequency adverbs and phrases • Simple past tense of regular and common irregular verbs with time markers such as ago • Future time using: present continuous; use of time markers • Modals and forms with similar meaning: must to express obligation; mustn't to express prohibition; have to, had to; to express need; could to make requests; couldn't to express impossibility • Use of simple modal adverbs: possibly, probably, perhaps • Very common phrasal verbs
<p>Adjectives</p>	<ul style="list-style-type: none"> • Adjectives and adjective word order • Comparatives, regular and common irregular forms
<p>Adverbs and prepositional phrases</p>	<ul style="list-style-type: none"> • Prepositions and prepositional phrases of place and time • Adverbs and simple adverbial phrases including: Sequencing: (<i>after that</i>); of time and place (<i>in the morning, at the bus stop</i>); of frequency: (<i>always, sometimes</i>); of manner (<i>carefully, quickly</i>) • Word order with adverbs and adverbial phrases • Use of intensifiers, e.g. <i>Really, quite, so</i>
<p>Discourse</p>	<ul style="list-style-type: none"> • Adverbs to indicate sequence – first, finally • Use of substitution markers to structure spoken discourse

5.3 GA Entry Level Certificate in ESOL International (Test of Interactive English) (Entry 3)

Qualification Structure

The Gatehouse Awards Entry Level Certificate in ESOL International (Test of Interactive English) (Entry 3) consists of two units:

Unit Name	Unit Number
Spoken Test of Interactive English – Entry Level 3	T/615/0149
Written Test of Interactive English – Entry Level 3	K/615/0150

Each Unit is assessed via a separate examination, set, and marked externally by Gatehouse Awards.

Unit Name	Examination Title
Spoken Test of Interactive English – Entry Level 3	Spoken Test of Interactive English A1-B1
Written Test of Interactive English – Entry Level 3	Written Test of Interactive English A1-B1

Candidates must achieve a grade of at least B1 level in each examination in order to achieve the overall qualification at Entry 3 (B1).

Overview of Candidate Knowledge, Skills and Understanding

Unit: Spoken Test of Interactive English – Entry Level 3

The candidate can:	Criteria met/assessed in:
<ul style="list-style-type: none"> follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. 	Spoken Test of Interactive English A1-B1
<ul style="list-style-type: none"> enter unprepared and maintain a conversation or discussion on familiar topics 	Spoken Test of Interactive English A1-B1
<ul style="list-style-type: none"> exchange factual information on familiar routine and non-routine matters 	Spoken Test of Interactive English A1-B1
<ul style="list-style-type: none"> describe own dreams, hopes and ambitions 	Spoken Test of Interactive English A1-B1
<ul style="list-style-type: none"> describe how to do something, for example by giving instructions or directions 	Spoken Test of Interactive English A1-B1
<ul style="list-style-type: none"> give a straightforward descriptive presentation on a variety of familiar topics, including describing events and experiences, narrating a story, and take follow up questions 	Spoken Test of Interactive English A1-B1
<ul style="list-style-type: none"> express a point of view clearly, giving brief reasons and explanations 	Spoken Test of Interactive English A1-B1
<ul style="list-style-type: none"> express and seek thoughts, views and opinions on topics of interest, and express agreement and disagreement 	Spoken Test of Interactive English A1-B1
<ul style="list-style-type: none"> compare and contrast alternatives as regards solutions to problems or practical questions 	Spoken Test of Interactive English A1-B1
<ul style="list-style-type: none"> express their own feelings and reactions 	Spoken Test of Interactive English A1-B1
<ul style="list-style-type: none"> communicate with reasonable accuracy in familiar contexts; generally good control 	Spoken Test of Interactive English A1-B1
<ul style="list-style-type: none"> use sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to everyday life. 	Spoken Test of Interactive English A1-B1
<ul style="list-style-type: none"> pronunciation is clearly intelligible even if foreign accent is sometimes evident, and occasional mispronunciations occur 	Spoken Test of Interactive English A1-B1
<ul style="list-style-type: none"> express him/herself with relative ease; despite some problems with formulation they can keep going effectively without help. 	Spoken Test of Interactive English A1-B1
<ul style="list-style-type: none"> understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc. 	Spoken Test of Interactive English A1-B1

<ul style="list-style-type: none"> understand straightforward factual information about common everyday or job related topics 	Spoken Test of Interactive English A1-B1
<ul style="list-style-type: none"> follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect 	Spoken Test of Interactive English A1-B1
<ul style="list-style-type: none"> follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured. 	Spoken Test of Interactive English A1-B1
<ul style="list-style-type: none"> understand a description of events, feelings and wishes 	Spoken Test of Interactive English A1-B1
<ul style="list-style-type: none"> read aloud a short passage and answer a number of comprehension questions 	Spoken Test of Interactive English A1-B1

Unit: Written Test of Interactive English – Entry Level 3

The candidate can:	Criteria met/assessed in:
<ul style="list-style-type: none"> understand clearly written, straightforward instructions 	Written Test of Interactive English A1-B1
<ul style="list-style-type: none"> write messages communicating enquiries, explaining problems or conveying simple information, getting across comprehensibly the points he/she feels are important 	Written Test of Interactive English A1-B1
<ul style="list-style-type: none"> write personal letters describing experiences, feelings and events in some detail. 	Written Test of Interactive English A1-B1
<ul style="list-style-type: none"> write a very brief account to a standard conventionalised format, which pass on routine factual information and state reasons for actions. 	Written Test of Interactive English A1-B1
<ul style="list-style-type: none"> write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence. 	Written Test of Interactive English A1-B1
<ul style="list-style-type: none"> write straightforward, detailed descriptions on a range of familiar subjects within his field of interest. 	Written Test of Interactive English A1-B1

Topics and Text Types at B1

Details of the general topics and text types that candidates are expected to be familiar with and may be examined upon as part of their assessment for the qualification at this level.

At Entry Level 3 (B1), candidates will encounter topics which are both familiar and relevant to them as learners of English. These will include:

- Family Life
- Hobbies and Pastimes
- Personal details / experiences
- Holidays
- Leisure Activities
- Shopping
- Work and Jobs
- Health
- Education and Training
- Services
- Weather
- Transport

At this level, candidates are expected to read and understand short straightforward texts on familiar topics accurately and independently, and read and obtain information from everyday sources, in texts such as:

- Forms
- Notes
- Records
- Emails
- Short reports / accounts
- Simple instructions
- Narratives

Written Work

At this level, candidates are expected to write to communicate information and opinions with some adaptation to the intended audience in documents such as:

- Forms
- Notes
- Records
- Emails
- Letters
- Narratives
- Short reports / accounts
- Articles

Language Specification: Entry 3 (B1)

Functions	Grammar	Discourse markers	Topics
<ul style="list-style-type: none"> • Directions • Describing habits and routines • Giving personal information • Greetings • Telling the time • Understanding and using numbers • Understanding and using prices • Describing habits and routines • Describing past experiences • Describing people • Describing places • Describing things • Obligation and necessity • Requests • Suggestions • Checking understanding • Describing experiences and events • Describing feelings and emotion • Describing places • Expressing opinions; language of agreeing and disagreeing • Initiating and closing conversation • Managing interaction (interrupting, changing topic, resuming or continuing) 	<p style="text-align: center;">Level A2+</p> <ul style="list-style-type: none"> • Adverbs • Broader range of intensifiers such as too, enough • Comparatives and superlatives • Complex question tags • Conditionals, 2nd and 3rd • Connecting words expressing cause and effect, contrast etc. • Future continuous • Modals - must/can't deduction • Modals – might, may, will, probably • Modals – should have/might have/etc • Modals: must/have to • Past continuous • Past perfect • Past simple • Past tense responses • Phrasal verbs, extended • Present perfect continuous • Present perfect/past simple • Reported speech (range of tenses) • Simple passive • Wh- questions in the past • Will and going to, for prediction 	<ul style="list-style-type: none"> • Connecting words, and, but, because • Linkers: sequential – past time • Connecting words expressing cause and effect, contrast etc 	<ul style="list-style-type: none"> • Books and literature • Education • Entertainment and media • Film • Health, medicine and exercise • Language • Lifestyles • News • Personal feelings, opinions and experiences • Social interaction • Sport • Transport • Travel and holidays • Work and jobs

Communicative Functions & Notions at B1

- 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 on the phone, in formal and informal situations
- Make requests—ask someone to do something in formal and informal situations
- Make requests—ask for directions
- Respond to request for directions
- Respond to request for instructions
- Respond to request for an explanation
- Make requests—ask for permission formally
- Express feelings, likes and dislikes, with reasons, cause and effect
- Ask about people's feelings, opinions, interests, wishes, hopes
- Express views and opinions
- Apologise in formal and informal situations
- 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
- Warn and prohibit

Key Language Items at B1

<p>Simple & compound sentences</p>	<ul style="list-style-type: none"> Variations in word order Word order in complex sentences There has / have been There will be / there was going to be Complex sentences with one subordinate clause of either time, reason, result, condition or concession Defining relative clauses using who, which, that A range of verbs + ing form Verbs + infinitive, with and without 'to' Infinitive of purpose Simple reported statements A wide range of 'wh-' questions Simple embedded questions Statements with question tags using Entry 3 tenses
<p>Noun phrase</p>	<ul style="list-style-type: none"> Noun phrases with pre- and post-modification a range of determiners Use of articles including: definite article with post modification; use of indefinite article to indicate an example of; use of indefinite articles in definitions
<p>Verb forms and time markers in statements, interrogatives, negatives and short forms</p>	<ul style="list-style-type: none"> Present perfect with: since/for; ever/never; yet/already Used to for regular actions in the past Past continuous Future simple verb forms 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) Common phrasal verbs and position of object Pronouns
<p>Adjectives</p>	<ul style="list-style-type: none"> Comparative and superlative adjectives Comparative structures
<p>Adverbs and prepositional phrases</p>	<ul style="list-style-type: none"> Wider range of prepositions and prepositional phrases A wide range of adverbial uses, e.g. to express possibility and un/certainty – possibly, perhaps, definitely More complex adverbial phrases of time, place, Frequency, manner A range of intensifiers, including too, enough
<p>Discourse</p>	<ul style="list-style-type: none"> Markers to indicate: addition, sequence, contrast Markers to structure spoken discourse Use of ellipsis in informal situations Use of vague language

5.4 GA Level 1 Certificate in ESOL International (Test of Interactive English)

Qualification Structure

The Gatehouse Awards Level 1 Certificate in ESOL International (Test of Interactive English) consists of two units:

Unit Name	Unit Number
Spoken Test of Interactive English – Level 1	M/615/0151
Written Test of Interactive English – Level 1	T/615/0152

Each Unit is assessed via a separate examination, set, and marked externally by Gatehouse Awards.

Unit Name	Examination Title
Spoken Test of Interactive English – Level 1	Spoken Test of Interactive English B2-C2
Written Test of Interactive English – Level 1	Written Test of Interactive English B2-C2

Candidates must achieve a grade of at least B2 level in each examination in order to achieve the overall qualification at Level 1 (B2).

Overview of Candidate Knowledge, Skills and Understanding

Unit: Spoken Test of Interactive English – Level 1

The candidate can:	Criteria met/assessed in:
<ul style="list-style-type: none"> understand in detail what is said to him/her in the standard spoken language and engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> convey degrees of emotion and highlight the personal significance of events and experiences 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> keep up with an animated discussion, identifying accurately arguments supporting and opposing points of view. 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> participate actively in routine and non-routine formal discussion 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> follow the discussion on matters related to his/her field; understand in detail the points given prominence by the speaker 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> understand detailed instructions and pass on detailed information reliably 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> synthesise and report information and arguments from a number of sources 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> give clear, detailed descriptions on a wide range of subjects related to his field of interest 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples 	Spoken Test of Interactive English B2-C2

<ul style="list-style-type: none"> construct a chain of reasoned argument 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> explain a viewpoint on a topical issue giving the advantages and disadvantages of various options 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> deliver announcements on most general topics with a degree of clarity, fluency and spontaneity which causes no strain or inconvenience to the listener 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> intervene appropriately in discussion, exploiting appropriate language to do so 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> initiate, maintain and end discourse appropriately with effective turn taking 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> initiate discourse, take his turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> use stock phrases (e.g. "That's a difficult question to answer") to gain time and keep the turn whilst formulating what to say 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> give feedback on and follow up statements and inferences and so help the development of the discussion 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> help the discussion along on familiar ground, confirming comprehension, inviting others in, etc. 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> ask follow up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> plan what is to be said and the means to say it, considering the effect on the recipient/s 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> use circumlocution and paraphrase to cover gaps in vocabulary and structure and correct slips and errors if he/she becomes conscious of them or if they have led to misunderstandings 	Spoken Test of Interactive English B2-C2

<ul style="list-style-type: none"> • evaluate different ideas or solutions to a problem. 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> • identify speaker viewpoints and attitudes, mood, tone etc. as well as the information content 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> • use a variety of strategies to achieve comprehension, including listening for main points and checking comprehension by using contextual clues. 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> • provide an accurate summary of a selected excerpt of the text 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> • answer a number of questions based on a selected excerpt of the text 	Spoken Test of Interactive English B2-C2

Unit: Written Test of Interactive English – Level 1

The candidate can:	Criteria met/assessed in:
<ul style="list-style-type: none"> • understand information, ideas and opinions from articles and reports concerned with contemporary problems or specialised sources, in which the writers adopt particular stances or viewpoints 	Written Test of Interactive English B2-C2
<ul style="list-style-type: none"> • write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views. 	Written Test of Interactive English B2-C2
<ul style="list-style-type: none"> • synthesise information and arguments from a number of sources. 	Written Test of Interactive English B2-C2
<ul style="list-style-type: none"> • write a letter including non-standard requests. 	Written Test of Interactive English B2-C2
<ul style="list-style-type: none"> • express news and views effectively in writing and relate it to those of others. 	Written Test of Interactive English B2-C2
<ul style="list-style-type: none"> • write clear, detailed descriptions on a variety of subjects related to his/her field of interest. 	Written Test of Interactive English B2-C2
<ul style="list-style-type: none"> • write a review of a film, book or play. 	Written Test of Interactive English B2-C2
<ul style="list-style-type: none"> • write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. 	Written Test of Interactive English B2-C2
<ul style="list-style-type: none"> • write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned. 	Written Test of Interactive English B2-C2
<ul style="list-style-type: none"> • write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. 	Written Test of Interactive English B2-C2
<ul style="list-style-type: none"> • summarise the plot and sequence of events in a book, news story, film or play. 	Written Test of Interactive English B2-C2

Topics and Text Types at B2

Details of the general topics and text types that candidates are expected to be familiar with and may be examined upon as part of their assessment for the qualification at this level.

At Level 1 (B2), candidates will encounter topics which are both familiar and relevant to them as learners of English. These will include:

- Family and Community Life
- Hobbies and Pastimes
- Personal details / experiences
- Holidays and Leisure Activities
- Information Technology
- Shopping
- Careers
- Health
- Academic Study, Education and Training
- Services
- Law and Order
- Weather and the Environment
- Transport

At this level, candidates are expected to read and understand straightforward texts of varying length on a variety of topics accurately and independently, reading and obtaining information from different sources, in texts such as:

- Reports
- Instructional texts
- Explanatory texts
- Persuasive texts

At this level, candidates are expected to be able to write a variety of texts composed for different purposes and different audiences, and reflect those in their choice of lexis, grammar and register. candidates will be assessed on their ability to write the following text types:

- Letters and emails
- Articles
- Reports or records
- Instructions or explanations

Candidates are also expected to be able to plan, draft, proofread and revise their own writing.

Language Specification: Level 1 (B2)

Functions	Grammar	Discourse markers	Topics
<ul style="list-style-type: none"> • Critiquing and reviewing • Describing experiences • Describing feelings and emotions • Describing hopes and plans • Developing an argument • Encouraging and inviting another speaker to continue, come in • Expressing abstract ideas • Expressing agreement and disagreement • Expressing opinions • Expressing reaction, e.g. indifference • Interacting informally, reacting, expressing interest, sympathy, surprise etc. • Opinion, justification • Speculating • Taking the initiative in interaction • Synthesizing, evaluating, glossing info 	<ul style="list-style-type: none"> • Adjectives and adverbs • Future continuous • Future perfect • Future perfect continuous • Mixed conditionals • Modals – can't have, needn't have • Modals of deduction and speculation • Narrative tenses • Passives • Past perfect • Past perfect continuous • Phrasal verbs • Relative clauses and extended relative clauses • Reported speech • Will and going to - for prediction • Wish • Would expressing habits, in the past 	<ul style="list-style-type: none"> • Connecting words expressing cause and effect, contrast, etc. • Discourse markers to structure formal speech • Linkers: although, in spite of, despite • Linkers: sequential – past time – subsequently 	<ul style="list-style-type: none"> • The Arts, Books and literature • Education • Entertainment and media • Film • Health, medicine and exercise • Language • Lifestyles • News and current affairs • Personal feelings, opinions and experiences • Social interaction • Sport • Transport • Travel and holidays • Work and jobs

Communicative Functions & Notions at B2

- Give personal information
- Introduce others
- Ask for personal information
- Describe self/others
- Ask for descriptions of people
- Describe places and things
- Ask for descriptions of things, places
- 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

Key Language Items at B2

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

5.5 GA Level 2 Certificate in ESOL International (Test of Interactive English)

Qualification Structure

The Gatehouse Awards Level 2 Certificate in ESOL International (Test of Interactive English) consists of two units:

Unit Name	Unit Number
Spoken Test of Interactive English – Level 2	A/615/0153
Written Test of Interactive English – Level 2	K/615/0164

Each Unit is assessed via a separate examination, set, and marked externally by Gatehouse Awards.

Unit Name	Examination Title
Spoken Test of Interactive English – Level 2	Spoken Test of Interactive English B2-C2
Written Test of Interactive English – Level 2	Written Test of Interactive English B2-C2

Candidates must achieve a grade of at least C1 level in each examination in order to achieve the overall qualification at Level 2 (C1).

Overview of Candidate Knowledge, Skills and Understanding

Unit: Spoken Test of Interactive English – Level 2

The candidate can:	Criteria met/assessed in:
<ul style="list-style-type: none"> use language flexibly and effectively for social purposes, including emotional, allusive and joking usage 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> easily follow and contribute to complex interactions in group discussion even on abstract, complex unfamiliar topics 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> easily keep up with a debate, even on abstract, complex unfamiliar topics 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well. 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> give clear, detailed descriptions of complex subjects 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> deliver announcements fluently, almost effortlessly, using stress and intonation to convey finer shades of meaning precisely 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> handle interjections well, responding spontaneously and almost effortlessly 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> skilfully use contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> select a suitable phrase from a readily available range of discourse functions to preface his remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> relate own contribution skilfully to those of other speakers 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> backtrack when he/she encounters a difficulty and reformulate what he/she wants to say without fully interrupting the flow of speech 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> follow most lectures, discussions and debates with relative ease 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> understand complex technical information 	Spoken Test of Interactive English B2-C2

<ul style="list-style-type: none"> understand a wide range of spoken language including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> understand in detail speech on abstract and complex topics of a specialist nature beyond his/her own field 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> provide an accurate summary of a selected excerpt of the text 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> answer a number of questions based on a selected excerpt of the text 	Spoken Test of Interactive English B2-C2

Unit: Written Test of Interactive English – Level 2

The candidate can:	Criteria met/assessed in:
<ul style="list-style-type: none"> understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections 	Written Test of Interactive English B2-C2
<ul style="list-style-type: none"> understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions 	Written Test of Interactive English B2-C2
<ul style="list-style-type: none"> write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. 	Written Test of Interactive English B2-C2
<ul style="list-style-type: none"> expand and support points of view at some length with subsidiary points, reasons and relevant examples 	Written Test of Interactive English B2-C2
<ul style="list-style-type: none"> write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind 	Written Test of Interactive English B2-C2
<ul style="list-style-type: none"> express him/herself with clarity and precision in personal correspondence, using language flexibly and effectively, including emotional, allusive and joking usage 	Written Test of Interactive English B2-C2

Topics and Text Types at C1

Details of the general topics and text types that candidates are expected to be familiar with and may be examined upon as part of their assessment for the qualification at this level.

At Level 2 (C1), candidates will encounter topics which are both familiar and relevant to them as learners of English. These will include:

- Family and Community Life
- Hobbies and Pastimes
- Personal details / experiences
- Holidays and Leisure Activities
- Information Technology
- Shopping
- Careers
- Health
- Academic Study, Education and Training
- Services
- Law and Order
- Weather and the Environment
- Transport

At this level, candidates are expected to read and understand complex texts of varying length on a variety of topics accurately and independently, reading and obtaining information from different sources, in texts such as:

- Lengthy, complex articles and reports
- Complex instructional texts
- Persuasive/ argumentative texts
- Technical and specialised texts
- Fictional and literary texts

At this level, candidates are expected to be able to write a variety of texts composed for different purposes and different audiences, and reflect those in their choice of lexis, grammar and register.

They are expected to write to communicate information, ideas and opinions clearly and effectively using length, format and style appropriate to purpose, content and audience in a wide range of documents.

Candidates will be assessed on their ability to write the following text types:

- Letters and emails
- Articles
- Essays / reports

Candidates are also expected to be able to plan, draft, proofread and revise their own writing.

Language Specification: Level 2 (C1)

Functions	Grammar	Discourse markers	Topics
<ul style="list-style-type: none"> • Conceding a point • Critiquing and reviewing constructively • Defending a point of view persuasively • Developing an argument systematically • Emphasizing a point, feeling, issue • Expressing attitudes and feelings precisely • Expressing certainty, probability, doubt • Expressing opinions tentatively, hedging • Expressing reaction, e.g. indifference • Expressing shades of opinion and certainty • Responding to counterarguments • Speculating and hypothesising about causes, consequences etc. • Synthesising, evaluating and glossing information 	<ul style="list-style-type: none"> • Adjectives and adverbs • Future continuous • Future perfect • Future perfect continuous • Inversion with negative adverbials • Mixed conditionals in past, present and future • Modals in the past • Modals of deduction and speculation • Narrative tenses for experience, including passive • Passives - all • Past perfect • Past perfect continuous • Phrasal verbs, extended, including splitting • Relative clauses • Reported speech • Will and going to, for prediction • Wish / if only for regrets • Would expressing habits, in the past • Wish/if only regrets 	<ul style="list-style-type: none"> • Connecting words expressing cause and effect, contrast, etc. • Linking devices, logical markers • Markers to structure and signpost formal and informal in speech and writing 	<ul style="list-style-type: none"> • Arts • Books and literature • Film • Languages • Media • News, lifestyles and current affairs • Personal feelings, opinions and experiences • Scientific developments • Social interactions • Work and jobs

Communicative Functions & Notions at C1

- 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, wishes ask about people’s feelings, opinions, interests, wishes, hopes
- Make requests in informal and formal situations – ask for something
- Make requests in informal and formal situations – ask someone to do something
- Make requests in 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

Key Language Items at C1

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

5.6 GA Level 3 Certificate in ESOL International (Test of Interactive English)

Qualification Structure

The Gatehouse Awards Level 3 Certificate in ESOL International (Test of Interactive English) consists of two units:

Unit Name	Unit Number
Spoken Test of Interactive English – Level 3	D/615/0159
Written Test of Interactive English – Level 3	R/615/0160

Each Unit is assessed via a separate examination, set, and marked externally by Gatehouse Awards.

Unit Name	Examination Title
Spoken Test of Interactive English – Level 3	Spoken Test of Interactive English B2-C2
Written Test of Interactive English – Level 3	Written Test of Interactive English B2-C2

Candidates must achieve a grade of at least C2 level in each examination in order to achieve the overall qualification at Level 3 (C2).

Overview of Candidate Knowledge, Skills and Understanding

Unit: Spoken Test of Interactive English – Level 3

The candidate can:	Criteria met/assessed in:
<ul style="list-style-type: none"> converse comfortably and appropriately, unhampered by any linguistic limitations in conducting a full social and personal life. 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> hold his/her own in formal discussion of complex issues, putting an articulate and persuasive argument, at no disadvantage to native speakers. 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> keep up his/her side of the dialogue extremely well, structuring the talk and interacting authoritatively with complete fluency as interviewer or interviewee, at no disadvantage to a native speaker. 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> give clear, smoothly flowing, elaborate and often memorable descriptions 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs. 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> handle difficult and even hostile questioning 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> substitute an equivalent term for a word he/she can't recall so smoothly that it is scarcely noticeable 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it. 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> substitute an equivalent term for a word he/she can't recall so smoothly that it is scarcely noticeable 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it. 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> use a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning. 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> maintain consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions). 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> consistently use correct and appropriate vocabulary. 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> vary intonation and place sentence stress correctly in order to express finer shades of meaning. 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> shows great flexibility reformulating ideas in differing linguistic forms to give emphasis, to differentiate according to the situation, interlocutor etc. and to eliminate ambiguity. 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of qualifying devices (e.g. adverbs expressing degree, clauses expressing limitations). 	Spoken Test of Interactive English B2-C2

<ul style="list-style-type: none"> • give emphasis, differentiate and eliminate ambiguity. 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> • express him/herself at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right words to express his/her thoughts or to find an appropriate example or explanation. 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> • understand any native speaker, even on abstract and complex topics of a specialist nature, beyond his/her own field 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> • follow specialist lectures, presentations or conversations employing a high degree of colloquialism, regional usage or unfamiliar terminology 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> • understand with ease virtually everything heard 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> • provide an accurate summary of a selected excerpt of the text 	Spoken Test of Interactive English B2-C2
<ul style="list-style-type: none"> • answer a number of questions based on a selected excerpt of the text 	Spoken Test of Interactive English B2-C2

Unit: Written Test of Interactive English – Level 3

The candidate can:	Criteria met/assessed in:
<ul style="list-style-type: none"> • understand complex and specialised reports, literary works, discussion papers and correspondence 	Written Test of Interactive English B2-C2
<ul style="list-style-type: none"> • produce clear, smoothly flowing, complex reports, articles or essays which present a case, or give critical appreciation of proposals or literary works 	Written Test of Interactive English B2-C2
<ul style="list-style-type: none"> • write clear, smoothly flowing, and fully engrossing stories and descriptions of experience in a style appropriate to the genre adopted 	Written Test of Interactive English B2-C2
<ul style="list-style-type: none"> • produce writing orthographically free of error 	Written Test of Interactive English B2-C2
<ul style="list-style-type: none"> • create coherent and cohesive text making full and appropriate use of a variety of organisational patterns and a wide range of cohesive devices 	Written Test of Interactive English B2-C2
<ul style="list-style-type: none"> • convey finer shades of meaning by using, with reasonable accuracy, a wide range of qualifying devices 	Written Test of Interactive English B2-C2
<ul style="list-style-type: none"> • give emphasis, differentiate and remove ambiguity 	Written Test of Interactive English B2-C2
<ul style="list-style-type: none"> • use a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms, shows awareness of connotative levels of meaning 	Written Test of Interactive English B2-C2

- maintain consistent grammatical control of complex language.

Written Test of Interactive
English B2-C2

Topics and Text Types at C2

At Level 3 (C2), candidates are expected to have reached a near native level of proficiency in English and as such there is no definitive list of topics and text types.

Candidates will encounter topics and texts which are both familiar and relevant to them as learners of English, as listed on page 85, as well as topics that are technical, abstract and unfamiliar to them, including classic and contemporary literary works.

The candidate is able to understand with ease virtually everything heard or read and is able to summarise from different spoken and written sources, reconstructing arguments and accounts and presenting them coherently.

At this level, the candidate is expected to be able to express him/herself spontaneously, very fluently and precisely and should be able to differentiate finer shades of meaning even in complex situations.

Language Specification: Level 3 (C2)

At Level 3 (C2), candidates are expected to have reached a near native level of proficiency in English and as such there is no definitive list of grammar, functions and structures at this level.

The Language Specification table on page 86 can be used as a basis of initially assessing a candidate's ability prior to undertaking a course of study at Level 3 (C2). Candidates should be able to demonstrate a mastery of the language 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

Communicative Functions & Notions at C2

The C2 candidate will be able to successfully perform all of the communicative functions and notions listed for 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

Key Language Items at C2

At Level 3 (C2), candidates are expected to have reached a near native level of proficiency in English and as such there is no definitive list of grammar, functions and structures.

The Key Language Items table for this level as outlined above can be used as a basis of initially assessing a candidate's ability prior to undertaking a course of study at Level 3 (C2). 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.

Document Specification:					
Purpose:	To detail the specifications of the Entry Level 1 to Level 3 ESOL International Test of Interactive English qualifications offered by Gatehouse Awards				
Accountability:	GA Governing Body		Responsibility:	GA Assessment Manager	
Version:	1.1	Effective From:	01/06/2024	Effective To:	01/06/2026
Links to Ofqual GCR	E3; G6; G7	Other relevant documents:	GA Regulations for Conducting Controlled Examinations GA Centre Handbook GA Candidate Access Policy GA Malpractice & Maladministration Policy		