

Test of Interactive English, A1 Level

Qualification Structure

The Test of Interactive English consists of two units:

Unit Name
Spoken Test of Interactive English
Written Test of Interactive English

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

Unit Name	Examination Title
Spoken Test of Interactive English	Spoken Test of Interactive English A1-B1
Written Test of Interactive English	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 A1 Level.

Overview of Candidate Knowledge, Skills and Understanding at A1 Level

Unit: Spoken Test of Interactive English

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

Unit: Written Test of Interactive English at A1 Level

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 Level

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 A1 Level, Candidates will encounter topics which are both familiar and relevant to them as learners of English. These will include:

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| <ul style="list-style-type: none"> • Family Life • Hobbies and Pastimes • Personal details / experiences • Holidays and Leisure Activities • Shopping • Work and Jobs | <ul style="list-style-type: none"> • Health • Education and Training • Services • Weather and the Environment • Transport |
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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.

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 at A1 Level

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 Level

- 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 Level

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>