

The Test of Interactive English, B2 Level

Qualification Structure

The Test of Interactive English consists of two units:

| Unit Name |
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| 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 |
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| Spoken Test of Interactive English | Spoken Test of Interactive English B2-C2 |
| Written Test of Interactive English | 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 B2 Level.

Overview of Candidate Knowledge, Skills and Understanding at B2 Level

Unit: Spoken Test of Interactive English

| The Candidate can: | Criteria met/assessed in: |
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| <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 |

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| <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 |

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| <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 |

Unit: Written Test of Interactive English

| The Candidate can: | Criteria met/assessed in: |
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| <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 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 B2 Level, 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: B2 Level

| Functions | Grammar | Discourse markers | Topics |
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| <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 Level

- 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 Level

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| <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 |