Test of Interactive English, C1 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 B2-C2
Written Test of Interactive English	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 C1 Level.

Overview of Candidate Knowledge, Skills and Understanding at C1 Level

Unit: Spoken Test of Interactive English

The Candidate can:	Criteria met/assessed in:
• use language flexibly and effectively for social purposes, including emotional, allusive and joking usage	Spoken Test of Interactive English B2-C2
• easily follow and contribute to complex interactions in group discussion even on abstract, complex unfamiliar topics	Spoken Test of Interactive English B2-C2
• easily keep up with a debate, even on abstract, complex unfamiliar topics	Spoken Test of Interactive English B2-C2
• 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
• 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
• give clear, detailed descriptions of complex subjects	Spoken Test of Interactive English B2-C2
• 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
• deliver announcements fluently, almost effortlessly, using stress and intonation to convey finer shades of meaning precisely	Spoken Test of Interactive English B2-C2
• 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
• handle interjections well, responding spontaneously and almost effortlessly	Spoken Test of Interactive English B2-C2
• 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
• 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
• relate own contribution skilfully to those of other speakers	Spoken Test of Interactive English B2-C2
• 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
• follow most lectures, discussions and debates with relative ease	Spoken Test of Interactive English B2-C2
• understand complex technical information	Spoken Test of Interactive English B2-C2

The Candidate can:	Criteria met/assessed in:
• 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
• 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

Unit: Written Test of Interactive English

The Candidate can:	Criteria met/assessed in:
• 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
• 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
• write clear, well-structured expositions of complex subjects, underlining the relevant salient issues.	Written Test of Interactive English B2-C2
• expand and support points of view at some length with subsidiary points, reasons and relevant examples	Written Test of Interactive English B2-C2
• 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
• 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 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 C1 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 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: C1 Level

Functions	Grammar	Discourse markers	Topics
- 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	- 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	- Connecting words expressing cause and effect, contrast, etc. - Linking devices, logical markers - Markers to structure and signpost formal and informal in speech - and writing	- 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 Level

- 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 Level

Simple, compound and complex sentences, with more than one subordinate clause	- 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
Noun phrase	- Noun phrases of increasing complexity - Use of zero article with a wide range of countable and uncountable nouns in a range of constructions
Verb forms and time markers in statements, interrogatives, negatives and short forms	- 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
Adjectives	Connotations and emotive strength of adjectives
Adverbs and prepositional phrases	- Prepositions + –ing form - Prepositions followed by noun phrases
Discourse	- A range of logical markers - Sequence markers