



**Examination Syndicate**  
**ENGLAND**

**Certificate for International Teachers of  
English (C.I.T.E.)**

**SYLLABUS AND TEST SPECIFICATIONS**

SECTION OF THE EXAMINATION	SYLLABUS FOCUS
<p><b>Part One: Grammatical awareness.</b></p> <p>Grammatical Terms : names and examples</p> <p><b>20 marks:</b></p> <p>1 mark for each correct grammatical term matched with the examples given on the paper.</p> <p>1 mark for each correct example given by the candidate.</p>	<p>Candidates should be familiar with the terms for and able to produce examples of:</p> <ul style="list-style-type: none"> <li>• parts of a sentence (subject, verb, object, complement, adverb, adjective, intensifier etc)</li> <li>• constituents of noun phrases, e.g. determiners, articles etc</li> <li>• prepositional phrases, including phrasal verbs</li> <li>• adjective and adverb groups including all forms of comparative and superlative</li> <li>• all tenses simple and continuous, past, present and future, active and passive, imperatives, interrogatives, negatives and short forms</li> <li>• all conditionals and modals</li> <li>• reported, or indirect, speech, instructions etc</li> <li>• all verb forms including participles, irregular past forms, infinitive and bare infinitive, gerund</li> <li>• the constituents of compound sentences including defining and non-defining relative clauses, conjunctions</li> <li>• aspects of word order for emphasis or effect such as negative inversion</li> <li>• common examples of rhetoric such as metaphor and simile</li> </ul> <p>For the Young Learner version of the test, only those grammatical terms likely to be needed by learners up to Anglia Intermediate (B1) level will be tested.</p>

SECTION OF THE EXAMINATION	SYLLABUS FOCUS
<p><b>Part Two: Functional awareness.</b></p> <p>Functional/ Communicative Terms : descriptions and examples</p> <p><b>20 marks:</b></p> <p>1 mark for each correct functional term matched with the examples given on the paper.</p> <p>1 mark for each correct example given by the candidate.</p>	<p>Candidates should be able to recognise descriptions of functional/communicative speech acts <i>such as</i> the following, and be able produce examples of them:</p> <ul style="list-style-type: none"> <li>• advising and asking for advice</li> <li>• admonishing</li> <li>• agreeing and disagreeing</li> <li>• apologising</li> <li>• asking for, giving, and challenging an opinion</li> <li>• asking for information</li> <li>• complaining</li> <li>• commanding attention, action</li> <li>• congratulating</li> <li>• correcting</li> <li>• checking</li> <li>• ending an exchange</li> <li>• explaining</li> <li>• expressing sympathy</li> <li>• introducing / responding to an introduction</li> <li>• inviting, accepting an invitation and refusing an invitation</li> <li>• meeting and greeting</li> <li>• negotiating</li> <li>• opening an exchange</li> <li>• ordering</li> <li>• requesting an object or action</li> <li>• signalling a conclusion</li> <li>• suggesting</li> <li>• persuading</li> <li>• thanking</li> </ul> <p>This section will be the same in both versions of the test.</p>

<b>SECTION OF THE EXAMINATION</b>	<b>SYLLABUS FOCUS</b>
<p><b>Part Three:</b> <b>Language variety</b></p> <p><b>15 marks</b></p> <p>YL: Language skills: reduction, adaptation and accommodation for the classroom context. One text is given and the candidate must write one text in response.</p> <p>General: The marks will be awarded for successful rephrasing, (5) accurate and appropriate questions (5) and answers (5)</p>	<p>Candidates should be able to recognise the linguistic features of texts which signal their origin, purpose and variety. They should be able to adapt the text given in the test to a different purpose or show that they can use it in the classroom context.</p> <p>The skills involved here are the ability to summarise and rephrase in English.</p> <p>In the Young Learner version of the test, this part will consist of an authentic piece of writing from an encyclopaedia or text book meant for adults. The candidate will be asked to reduce and adapt the text to make it suitable for young learners.</p> <p>In the general C.I.T.E. test, candidates may be given an authentic passage from a number of sources, for example:</p> <ul style="list-style-type: none"> <li>• a newspaper article</li> <li>• an entry in an encyclopaedia</li> <li>• a letter</li> <li>• a tourist pamphlet</li> <li>• a text book</li> <li>• a novel</li> <li>• an advertisement</li> </ul> <p>The candidate will be asked to pick out 5 items of vocabulary for rephrasing and write 5 comprehension questions on the text with suggested answers.</p>

SECTION OF THE EXAMINATION	SYLLABUS FOCUS
<p><b>Part Four: Error correction</b></p> <p><b>15 marks</b></p> <p>One authentic text learner text is given and the candidate must correct it and comment on it.</p> <p>Candidates may use their own notation for the corrections and provide a key for these at the end of the passage.</p> <p>Candidates will be awarded marks for clearly identifying and correcting learner errors, and for their comments on the passage given.</p>	<p>Candidates should be able to identify and correct errors from an authentic piece of writing by a learner.</p> <p>The C.I.T.E. test recognises that different teachers from different educational systems, institutions and cultures may have different ways of noting and dealing with errors.</p> <p>The passage given for this section of the examination is <i>authentic</i> and not adapted for examination purposes. It will not necessarily contain convenient, easily calculated errors. As it is the aim of C.I.T.E. to provide a realistic confirmation of the candidate's skills for teaching English, there may well be grey areas involving words, phrases and structures which may or may not be corrected, or which may be corrected in a number of different ways.</p> <p>For the Young Learner version of the test, the passage will always have been written by a young learner aged between 7 and 13 and will not be above Anglia Intermediate (B1) level.</p>

SECTION OF THE EXAMINATION	SYLLABUS FOCUS
<p><b>Part Five: Classroom language</b></p> <p><b>10 marks</b></p> <p>1 mark for each correct answer given to 10 multiple-choice questions.</p> <p>The questions test knowledge of classroom language through collocation.</p>	<p>The candidate should have a thorough knowledge of the language commonly needed for classroom activities.</p> <p>Its main focus is the practical language needed for teaching English in English, rather than the meta-language of pedagogic theory or applied linguistics.</p> <p>It tests the language needed for teaching English through reading, writing, speaking and listening.</p> <p>It tests the language needed by teachers for their general classroom management.</p> <p>The Young Learner version of the test concentrates specifically on the language of the primary classroom, for example:</p> <ul style="list-style-type: none"> <li>• Hands up!</li> <li>• Whose turn is it?</li> <li>• Is it your go?</li> <li>• Listen carefully</li> <li>• Once upon a time ...</li> <li>• I'm going to put you into two teams</li> </ul> <p>The general C.I.T.E. test concentrates on the language needed for teaching older learners, whether in High School /Secondary school, college or evening classes for example. A generally higher level of language is assumed in this section than in the young learner version., for example:</p> <ul style="list-style-type: none"> <li>• Are you interested in science fiction?</li> <li>• From whose point of view do you think the story is told?</li> <li>• You mime an action and we'll guess what it is.</li> <li>• I'd like you to skim and scan the article and then ...</li> <li>• Slang isn't really appropriate in this context.</li> <li>• Could you paraphrase this for me?</li> </ul>

SECTION OF THE EXAMINATION	SYLLABUS FOCUS
<p><b>Part Six: Essay</b></p> <p><b>20 marks</b></p> <p>Candidates are offered a choice of two titles, <i>maximum</i> of one of these to require specific theoretical knowledge of the teaching of English</p> <p>Word length: C.I.T.E. Young Learner 200-250 words C.I.T.E. 300-350 words.</p> <p>Marks will be awarded from a holistic scale under the following headings: organisation, structural accuracy, vocabulary, clarity, style, content.</p>	<p>This section gives the candidate the opportunity to draw on his or her experience as a teacher and/or knowledge of the theory of teaching English.</p> <p>The titles of the essays will include topics <i>such as</i>:</p> <ul style="list-style-type: none"> <li>• the best ways of teaching the four skills</li> <li>• different ways of assessing students</li> <li>• ways of teaching vocabulary</li> <li>• the role of games in the classroom</li> <li>• the usefulness of different activities at different levels</li> <li>• a comparison of teaching methods e.g. grammar-translation versus a communicative approach through presentation, practice and production (ppt)</li> <li>• how to help learners with special needs</li> <li>• specific problems of the learners from the candidate's mother-tongue community</li> <li>• differences in teaching English to mixed nationality and same nationality groups</li> <li>• how cultural differences can affect teaching and learning in English</li> </ul>