



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

**INTRODUCTION, SYLLABUS AND TEST
SPECIFICATIONS**

What is C.I.T.E?

C.I.T.E. is Anglia Examination's Certificate for International Teachers of English.

It is designed to give competent teachers of English, who may or may not have any other English teaching qualifications, a chance to obtain international recognition for their language skills, knowledge and experience.

C.I.T.E. works on the same principle as any other test of English for special purposes: the special purpose in this case is the teaching of English.

Who is C.I.T.E for?

There are no entry qualifications for the C.I.T.E test. Although you may well have previous qualifications in English, none are compulsory requirements. The C.I.T.E. test is not in itself a teaching qualification, but recognition of your competence in the relevant English language skills needed for teaching. It can, therefore, equally be taken by teachers who are currently teaching English, or students who are planning to, and have gained knowledge of classroom language and practice through study. It may, for example, be taken by High School mathematics teachers who find themselves timetabled with two lessons of English a week, by Primary school teachers who have been co-opted into teaching English under a government initiative, or English teachers whose original qualification concentrated on 19th Century literature and who want to have a focus for updating their classroom language skills.

The C.I.T.E. test recognises that teaching young learners and teaching higher level, older, learners *may* require different language levels, theory and practice. For this reason, candidates are offered three versions of the test. The versions outlined in these specifications are: C.I.T.E. (Young Learners) and C.I.T.E. An examination of the sample papers should help a candidate or their representative decide which is the most appropriate. Primary school teachers are not obliged to take the Young Learner version but the opportunity is available. The C.I.T.E. YL for A2 teachers is also available and is outlined in a different set of specifications.

What level of English do you need?

You need the level of English required to be a competent teacher. If you think you have this it is likely that you are at the right level for the C.I.T.E. test.

For the C.I.T.E. (YL) it is likely that your level of English will be at least at B2 on Common European Framework for languages. For C.I.T.E. your level is likely to be at C1. In the Anglia Examinations suite of general English examinations this means you will be at Advanced or Proficiency level. It isn't easy to relate the level required to any general English test, however, as the English required in the C.I.T.E. test is also related to knowledge of grammatical terms and functions in English, together with classroom language in English.

What preparation is necessary for the examination?

To a certain extent you must make your own judgement on this by looking at the overview of the test, test specifications and sample papers. Although your representative may be able to indicate where you can find a suitable local course or study group, there is no set course either in English or in teaching which leads to the C.I.T.E. test.

However, below is a list of books which would help you to prepare for the test and which, if you do not know them already, we recommend you read for your own professional development as an English teacher.

- **Thornbury, Scott.** 2017. *The New A-Z of ELT. A Dictionary of Terms and Concepts.* Macmillan Education
- **Brown, H. Douglas.** 2000. *Principles of Language Learning and Teaching.* Prentice Hall Regents.
- **Ur, Penny.** 2012. *A course in English Language Teaching.* Cambridge University Press.
- **Brown, Douglas H.** 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy.* Prentice Hall Regents.
- **Harmer, Jeremy.** 1983. *The Practice of English Language Teaching.* Harlow: Longman.
- **Hewings, Martin.** 2005. *Advanced Grammar in Use.* Cambridge: Cambridge University Press.
- **Ioannou-Georgiou, Sophie and Pavlos Pavlou.** 2003. *Assessing Young Learners.* Oxford: Oxford University.
- **Slattery, Mary and Jane Willis.** 2001. *English for Primary Teachers.* Oxford: Oxford University Press.
- **Vale, D. and A. Feunteun.** 1995. *Teaching Children English.* Cambridge: Cambridge University Press.

When and how can you take the C.I.T.E test?

Anglia offers CITE test dates every year. If you would like more information about this, contact your local representative who will tell you how to register, and give you the time and place of the next test session most local to you. If you don't know who your local representative is, or do not have one, contact Anglia Examinations directly via our website: www.anglia.org

How and where is the test marked?

Your test paper will be sent to Anglia Examinations HQ at Chichester College in the U.K. It will be marked and moderated there by the board's most senior examiners, all of whom are highly qualified and experienced teachers of English as well as examiners.

Three months after each test session, the papers for that session with full keys and mark schemes will be available on the website for you to study.

The final mark of your paper will be converted to a grade: referred, pass, credit or distinction. For the C.I.T.E. test, the grading system is as follows:

REFERRED	0-49%
PASS	50-64%
MERIT	65-79%
DISTINCTION	80% +

When will you get your result?

Your local representative will be sent a full results sheet between two and four weeks after the examination is taken. He or she will be responsible for passing the result on to you.

If you have any queries about your result, you may appeal within 28 days. Full details of the appeals procedure are available from your local representative.

When will you get your certificate?

If you have passed the examination, you will receive your certificate two to four weeks after the end of the appeals procedure period. The certificate will state which version of the C.I.T.E. test you took and the grade you achieved.

If you have been referred, you will not receive a full examination certificate. However, if the centre at which you take the examination requests it, you may receive a certificate to say you have participated in the assessment.

Does the C.I.T.E. have a speaking test component?

Yes, it does. All levels of the C.I.T.E. exams have a speaking test option.

The speaking test is generally carried out with a single candidate rather than a pair of candidates, as content relates to the specific experience of the individual.

The format of the speaking exam is:

	Total time	Part One	Part Two	Part Three
C.I.T.E. YL	<i>approx. 16 minutes</i>	Introduction and warm up <i>approx. 2 mins</i>	Prepared section: Presentation Follow up-questions <i>approx. 6 mins</i>	Topics for discussion <i>approx. 8 mins</i>
C.I.T.E.	<i>approx. 18 minutes</i>	Introduction and warm up <i>approx. 3 mins</i>	Prepared section: Presentation Follow-up questions <i>approx. 7 mins</i>	Topics for discussion <i>approx. 9 mins</i>

Who can apply for reasonable adjustments/ special consideration?

Candidates with special requirements of any kind should refer to the Access and Fair Assessment Policies and Procedures section of the Administrative Handbook or to their representative through their teacher. Anglia Examinations makes every effort to ensure that there are no adverse circumstances for any candidate and that all candidates with special needs whether temporary or permanent have fair access to the test.

SYLLABUS AND TEST SPECIFICATIONS FOR THE C.I.T.E. TEST

SECTION OF THE EXAMINATION	SYLLABUS FOCUS
<p>Part One: Grammatical awareness.</p> <p>Grammatical Terms: names and examples</p> <p>20 marks:</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"> • parts of a sentence (subject, verb, object, complement, adverb, adjective, intensifier etc) • constituents of noun phrases, e.g. determiners, articles etc • prepositional phrases, including phrasal verbs • adjective and adverb groups including all forms of comparative and superlative • all tenses simple and continuous, past, present and future, active and passive, imperatives, interrogatives, negatives and short forms • all conditionals and modals • reported, or indirect, speech, instructions etc • all verb forms including participles, irregular past forms, infinitive and bare infinitive, gerund • the constituents of compound sentences including defining and non-defining relative clauses, conjunctions • aspects of word order for emphasis or effect such as negative inversion • common examples of rhetoric such as metaphor and simile <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. Please refer to the Syllabus Guidelines/Grammar and Structures lists.</p>

SECTION OF THE EXAMINATION	SYLLABUS FOCUS
<p>Part Two: Functional awareness.</p> <p>Functional/ Communicative Terms: descriptions and examples</p> <p>20 marks:</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"> • advising and asking for advice • admonishing • agreeing and disagreeing • apologising • asking for, giving, and challenging an opinion • asking for information • complaining • commanding attention, action • congratulating • correcting • checking • ending an exchange • explaining • expressing sympathy • introducing / responding to an introduction • inviting, accepting an invitation and refusing an invitation • meeting and greeting • negotiating • opening an exchange • ordering • requesting an object or action • signalling a conclusion • suggesting • persuading • thanking <p>This section will be similar for both versions of the test but may contain minor differences in terms of level-appropriate vocabulary.</p>

SECTION OF THE EXAMINATION	SYLLABUS FOCUS
<p>Part Three: Language variety and comprehension</p> <p>15 marks</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.</p> <p>In the test, candidates may be given an authentic passage from any of the following sources:</p> <ul style="list-style-type: none"> • a newspaper article • an entry in an encyclopaedia • a tourist pamphlet • a textbook • a novel • an advertisement <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> <p>General C.I.T.E. – the reworked text should be aimed at students of B1/Intermediate level.</p> <p>Young Learner C.I.T.E. – the reworked text should be aimed at students of A2/Elementary level.</p>

SECTION OF THE EXAMINATION	SYLLABUS FOCUS
<p>Part Four: Error correction</p> <p>15 marks</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 N.B. The General C.I.T.E. test has 10 questions. The Young Learner test has 15 questions.
<p>Part Five: Classroom language</p> <p>10 marks C.I.T.E.</p> <p>15 marks YL</p> <p>1 mark for each correct answer given to 10 or 15 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 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"> • Listening is one of the receptive skills. • From whose point of view do you think the story is told? • You mime an action and we'll guess what it is. • I'd like you to skim and scan the article and then ... • Slang isn't really appropriate in this context. • Could you paraphrase this for me? <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"> • Hands up! • Whose turn is it? • Is it your go? • Listen carefully. • Once upon a time ... • I'm going to put you into two teams

SECTION OF THE EXAMINATION	SYLLABUS FOCUS
<p>Part Six: General C.I.T.E. Essay</p> <p>20 marks</p> <p>Candidates are offered a choice of two titles</p> <p>Word length: 300-350 words.</p>	<p>N.B. This section is different for General and YL C.I.T.E.</p> <p>This section gives the General C.I.T.E. candidate the opportunity to draw on his/her experience as a teacher and/or knowledge of teaching English.</p> <p>The titles of the essays will include topics <i>such as</i>:</p> <ul style="list-style-type: none"> • the best ways of teaching the four skills • different ways of assessing students • ways of teaching vocabulary • the role of games in the classroom • the usefulness of different activities at different levels • helping SEN learners • specific problems of the learners from the candidate's mother-tongue community • differences in teaching English to mixed nationality and same nationality groups • how cultural differences can affect teaching and learning in English <p>Marks will be awarded according to the following criteria:</p> <ul style="list-style-type: none"> • content organisation (focus on language) • accuracy • range of language + appropriacy/style • task achieved + development of ideas/argument
<p>Part Six: Young Learner C.I.T.E.</p> <p>15 marks</p> <p>YL: Language skills: reduction, adaptation and accommodation for the classroom context.</p>	<p>In the Young Learner version of the test, this part will consist of an authentic piece of writing from an encyclopaedia, article or textbook meant for adults. The candidate will be asked to reduce and adapt the text to make it suitable for young learners.</p> <p>The candidate should be able to demonstrate the ability to simplify, summarise and rephrase in English, and identify the level for which the piece is intended.</p> <p>One text is given and the candidate must write one text in response.</p>

SECTION OF THE EXAMINATION	SYLLABUS FOCUS
<p>Part Seven: General C.I.T.E. Essay 20 marks</p> <p>Candidates are given one title, requiring some theoretical knowledge of the teaching of English</p> <p>Word length: C.I.T.E. 300-350 words.</p>	<p>This section gives the General C.I.T.E. candidate the opportunity to draw on his or her knowledge of the theory of teaching English, based on standard pedagogical approaches.</p> <p>The title of the essay will include a topic <i>such as</i>:</p> <ul style="list-style-type: none"> • a comparison of teaching methods e.g. grammar-translation versus a communicative approach through presentation, practice and production (ppt) • teacher centred v learner centred classroom learning • eclectic approaches • integrated skills • continuous v summative assessment • the effect of AI on the theoretical landscape of ELT
<p>Young Learner C.I.T.E. Essay 20 marks</p> <p>Candidates are offered a choice of two titles</p> <p>C.I.T.E. Young Learner 200-250 words</p>	<p>This section gives the Young Learner C.I.T.E. candidate the opportunity to draw on his/her experience as a teacher and/or knowledge of teaching English.</p> <p>The titles of the essays will include topics <i>such as</i>:</p> <ul style="list-style-type: none"> • ways of teaching vocabulary • the role of games in the classroom • the usefulness of different activities at different levels • the teaching of the four skills • specific L1 problems of the learners' mother-tongue • the use of songs in the classroom • the use of technology in the classroom <p>Marks will be awarded according to the following criteria:</p> <ul style="list-style-type: none"> • content organisation (focus on language) • accuracy • range of language + appropriacy/style • task achieved + development of ideas/argument

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