



Test of Interactive English

HANDBOOK



Recognised by ASEP at levels B1, B2, C1 and C2 (CEFR)

...όλα γύρω μας αλλάζουν!

Το Δημόσιο έπαψε να είναι ο πιθανότερος αυριανός εργοδότης των μαθητών σας. Ο Ιδιώτης Εργοδότης δεν θέλει μόνο αναγνωρισμένο από το ΑΣΕΠ πιστοποιητικό, θέλει κυρίως τα στελέχη του να μπορούν να επικοινωνούν σωστά, γραπτά και προφορικά, στην αγγλική γλώσσα. Πατρίδα πολλών μαθητών σας θα είναι η Ευρωπαϊκή Ένωση. Σ' αυτήν – και όχι μόνο – θα ζήσουν, θα σπουδάσουν, θα εργαστούν, θα κάνουν φίλους, με βασικό «εργαλείο» αυτό που **εσείς** θα τους βοηθήσετε να αποκτήσουν, **την δυνατότητα αποτελεσματικής επικοινωνίας στην αγγλική γλώσσα.**

Το να είσαι σήμερα «μέσα στα πράγματα», το να αξιοποιείς τα σύγχρονα μέσα επικοινωνίας, κοινωνικής δικτύωσης και τελικά κοινωνικοποίησης, απαιτεί δυνατότητα επικοινωνίας στην αγγλική γλώσσα. Όσο περνούν τα χρόνια, η αξία αυτής της ικανότητας θα αυξάνεται. **Έχετε την τύχη να προσφέρετε μία υπηρεσία μεγάλης και συνεχώς αυξανόμενης κοινωνικής αναγκαιότητας.**

Αν είστε και εσείς ένα από τα Κέντρα Ξένων Γλωσσών ή ένας από τους καθηγητές που συμφωνούν ότι πρέπει να **αλλάξουμε** για να δώσουμε στα παιδιά μας τα νέα εφόδια στην γνώση της ξένης γλώσσας, που είναι απαραίτητα για να αντιμετωπίσουν τις σαρωτικές αλλαγές που πραγματοποιούνται στο κόσμο μας, θα πρέπει να ξέρετε ότι **στην προσπάθεια σας αυτή θα συναντήσετε αρκετούς αντιπάλους.**

Αρκετά πιστοποιητικά, στις τάξεις που οδηγούν σε εξετάσεις, σας «ωθούν» να αφιερώνετε πολύτιμο χρόνο για να δώσετε στους μαθητές σας γνώσεις που θα τους χρειαστούν μόνο την ημέρα των εξετάσεων. Πολλές από τις γνώσεις αυτές δεν αφομοιώνονται εύκολα από τους μαθητές σας γιατί δεν προκαλούν το ενδιαφέρον τους. Πολλές φορές αρνούνται να προσπαθήσουν, γιατί δεν καταλαβαίνουν το λόγο της προσπάθειας. Στην προσπάθεια σας να αλλάξετε για να καλύψετε τις αυριανές ανάγκες των μαθητών σας η λογική των πιστοποιητικών αυτών **θα είναι ένας μεγάλος σας αντίπαλος.**

Όλοι σας έχετε καλούς μαθητές που συμμετέχουν ενεργά στην εκπαιδευτική διαδικασία, που πετυχαίνουν στις εξετάσεις αλλά δεν μπορούν να επικοινωνήσουν αποτελεσματικά στα αγγλικά ούτε και σε απλές περιστάσεις επικοινωνίας. Ποιος φταίει γι αυτό; Φταίμε εμείς; Εσείς; Οι μαθητές σας; Οι γονείς τους; Φταίνε κάποιοι εξεταστικοί φορείς, που σας «ωθούν» να διδάσκετε κυρίως γραμματική και πολύ λίγο επικοινωνία;

Η διδασκαλία της γραμματικής είναι σίγουρα απαραίτητη. Αλλά όλοι θα συμφωνούσατε ότι αυτό δεν πρέπει να γίνεται εις βάρος της καλλιέργειας της ικανότητας των μαθητών σας να μιλούν και να γράφουν σωστά στην αγγλική γλώσσα.

Δεν έχει σημασία ποιος και πόσο έφταιγε μέχρι χθες, αφού δεν μπορούμε να αλλάξουμε όσα έγιναν. Άλλωστε και όσοι ενοχλούνταν από αυτό, δεν είχαν τρόπο να το αντιμετωπίσουν. Σήμερα όμως, αν δεν στοχεύουμε κυρίως στην καλλιέργεια της ικανότητας αποτελεσματικής επικοινωνίας των μαθητών μας, θα φταίμε όλοι μας, **αφού πλέον υπάρχει το ΤΙΕ** που εξετάζει

το βαθμό ύπαρξης αυτής της ικανότητας και ταυτόχρονα σας βοηθάει να φέρετε στην τάξη και να αξιοποιήσετε εκπαιδευτικά τα ενδιαφέροντα των μαθητών σας.

Αν δεν προσπαθήσουμε όλοι μας να αλλάξουμε τώρα, θα φταίμε εμείς που δεν θα έχουμε καταφέρει να σας πείσουμε ότι **το ΤΙΕ ήρθε για να βοηθήσει εσάς και τους μαθητές σας και γιατί δεν θα σας έχουμε κάνει να νοιώσετε ασφαλείς για να προχωρήσετε σ' αυτήν την αλλαγή.** Θα φταίτε εσείς και οι γονείς των μαθητών σας, γιατί η δύναμη της συνήθειας «θα σας εμποδίσει να αλλάξετε». Θα φταίνε ακόμη και κάποιοι εξεταστικοί φορείς, γιατί απαιτείται μεγάλη προσπάθεια να προσαρμόσουν τις διαδικασίες τους στα νέα δεδομένα της παιδαγωγικής επιστήμης και των αλλαγών που συντελούνται στη χώρα μας και ίσως δεν θα έχουν την διάθεση να το επιχειρήσουν. **Όλα τα παραπάνω θα είναι κάποιοι ακόμη μεγάλοι σας αντίπαλοι.**

Αυτός ο Εκπαιδευτικός Οδηγός θα σας βοηθήσει να καταλάβετε, γιατί το Test of Interactive English είναι **το πιο φιλικό, το πιο σύγχρονο και το πιο καινοτόμο πιστοποιητικό** που υπάρχει στη χώρα μας. Θα σας βοηθήσει επίσης να εμπλουτίσετε τις γνώσεις σας για το πως μπορείτε να έχετε τάξεις στις οποίες οι μαθητές σας συμμετέχουν ενεργά στην εκπαιδευτική διαδικασία, θα σας δείξει πώς μπορείτε να καλλιεργείτε αποτελεσματικά την ικανότητα τους να επικοινωνούν στην αγγλική γλώσσα και πώς μπορείτε να εξασφαλίσετε υψηλά ποσοστά επιτυχίας των μαθητών στις εξετάσεις.

Ο Εκπαιδευτικός Οδηγός, μαζί με το πλούσιο εκπαιδευτικό υλικό που υπάρχει στην ιστοσελίδα μας **www.tieexams.gr**, αποτελούν μία από τις σημαντικές βοήθειες που παρέχουμε στους συνεργάτες μας. Οι άλλες τρεις είναι:

- Η ύπαρξη δικτύου Εκπαιδευτικών Συμβούλων σε όλη την ηπειρωτική Ελλάδα, που είναι κατάλληλα εκπαιδευμένοι να ενημερώνουν εσάς τους καθηγητές σας, τους μαθητές σας και τους γονείς τους, αν και όποτε τους το ζητήσετε.
- Η καθημερινή λειτουργία τμήματος τηλεφωνικής εκπαιδευτικής υποστήριξης των συνεργαζόμενων Κ.Ξ.Γ και των συνεργαζόμενων καθηγητών. Το τμήμα αυτό σας βοηθάει να νοιώθετε απολύτως ασφαλείς σε όλες τις φάσεις προετοιμασίας των μαθητών σας.
- Η υλοποίηση δύο τουλάχιστον κύκλων επαγγελματικών σεμιναρίων το χρόνο σε κεντρικές πόλεις της χώρας μας, για την πλήρη ενημέρωση και επιμόρφωση όσων ασχολούνται με την διδασκαλία της αγγλικής γλώσσας.

Εμείς, ανταποκρινόμενοι στα μηνύματα της εποχής **για αλλαγή**, προσπαθούμε με όλες μας τις δυνάμεις να σας βοηθήσουμε **να αλλάξετε τώρα, χωρίς να αναλάβετε κανένα ρίσκο για την αλλαγή που σας προτείνουμε.**

Εσείς θα είστε μέσα στις εξελίξεις και οι μαθητές σας έτοιμοι να αντιμετωπίσουν τις προκλήσεις της νέας εποχής;

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THE EXAM OVERVIEW & IMPORTANT INFORMATION

THE TIE EXAM AT A GLANCE

AURAL-ORAL PART TOTAL TIME: 25-30 min.	The learner READS...	The learner LISTENS...	The learner SPEAKS...	The learner WRITES...
STEP 1 Personal introductions (see details page 6) Time for each candidate: 1,5 min.		Both candidates listen and interact with the examiner and each other exchanging personal information.	Both candidates talk about their life and exchange personal information.	
STEP 2 The investigation/ project (see details page 7) Time for each candidate: 5 min.	The learner reads from texts of his/her choice to gather information about his/her project.	Both candidates need to listen so they can ask each other questions and follow the examiner's questions.	Both candidates present their projects and comment on their partner's work.	
STEP 3 The book (see details page 8) Time for the candidate: 4 min. - 5 min.	The learner reads a book/graded reader (could also be a manual) of his/her choice. Course books or magazines are not allowed.	One candidate needs to listen so s/he can ask questions about his/her partner's book; the other needs to be able to follow the examiner's questions.	One candidate presents the book, answers questions and discusses the other candidate's comments.	
STEP 4 The news story (see details page 9) Time for the candidate: 4 min. - 5 min.	Each candidate must select and follow a news story of his/her own choice.	One candidate needs to listen so s/he can ask questions about his/her partner's news story; the other needs to be able to follow the examiner's questions.	One candidate presents the news story, answers questions and discusses the other candidate's comments.	
STEP 5 The decision making task (see details page 10) Time for each candidate: 2 min. - 2,5 min.		Both candidates need to listen so they can interact with each other commenting on the visuals that the examiner will present to them.	Both candidates express opinions about the topic, make suggestions, express preferences, etc.	

READING-WRITING PART TOTAL TIME: 60 min.	The learner READS...	The learner LISTENS...	The learner SPEAKS...	The learner WRITES...
STEP 1 The book/news story (see details page 11) Time: 30 min.	See STEPS 3 & 4 above in the AURAL-ORAL part.			The candidate writes giving their opinion on either the book or the news story.
STEP 2 The unprepared composition (see details page 11) Time: 30 min.				The candidate writes a spontaneous composition (letter, article, essay, etc).

ABOUT THE EXAM

TEST FORMAT

TIE is in two parts – the AURAL-ORAL Test (25-30 minutes per 2 candidates) and the READING-WRITING Test (60 minutes). All the elements of both parts are compulsory and are designed to build upon learners' background knowledge, provide relevant language development opportunities to suit the needs of each student and reflect tasks with which they will be familiar from the English language classroom and their daily lives. Both parts of the test must be taken on the same day.

Preparing for the exam:

In preparing for the test, the learners are required to carry out three standard, pre-specified tasks. These form the framework within which the learners select their own topics and materials and decide how to develop each task. In addition, there are two spontaneous tasks in the test, which require the learners to respond in speaking and writing to unpredictable situations. Assessment is made according to how well each candidate performs in carrying these out.

TIE candidates are required to do the following preparation for the test:

- the candidate needs to carry out an investigation/mini project through reading and/or listening to various sources to gather information.
- the candidate needs to read a book/graded reader in English in order to be able to speak or write about it.
- the candidate needs to follow a news story through reading and/or listening to various sources to gather information in order to be able to speak or write about it.

Candidates are required to keep a logbook, which they must bring with them to the test. This is a folder in which candidates record the information about the tasks they are required to prepare. Candidates are required to produce their logbook in the AURAL-ORAL test. Although the logbook is NOT assessed, it is NOT awarded a grade, the TIE certificate contains the following statement: *'This award is supported by a logbook produced by the candidate in fulfillment of test requirements'*.

Candidates must be prepared to present and discuss all three tasks as they do NOT choose to speak about the book or the news story. It is the examiner who lets the candidates know which task they will present during the AURAL-ORAL interview.

Please remember that each candidate chooses his/her investigation, book/reader and news story. The aim is to get students to bring their own interests, opinions and experiences into the classroom and use them in order to perform their best at the test.

IMPORTANT: The candidate who SPEAKS about his/her book in the AURAL-ORAL part WRITES about his/her news story in the READING-WRITING part and vice-versa. The candidates do not know beforehand which one will come up in which part of the test. They must be prepared both for the book and the news story.

SPECIAL NEEDS CANDIDATES: Candidates with dyslexia, mobility problems, etc, may apply for special arrangements on the day of the exam. They must submit the relevant documentation to Gnosis Assessment in order to be entitled to take the test with the use of a scribe in the READING-WRITING part.

WHAT THE CANDIDATE MUST PRODUCE ON THE DAY OF THE EXAM: The candidates must bring their logbooks (investigation, news story) and books to the AURAL-ORAL part, otherwise they are NOT eligible to take the test. In the READING-WRITING part they may bring their book, news story and a dictionary.

CERTIFICATION: All candidates who fulfill the requirements of the test* receive a certificate since there is no fail grade and they are assessed on what the 'can do' rather on what they are expected to be 'able to do'.

**Each writing task requires candidates to write an absolute minimum of 100 words. Shorter answers will receive a DNF (indicating that the candidate did not fulfil the requirements of this part of the test).*

THE ANALYSIS OF THE EXAM

THE AURAL-ORAL EXAM

General information:

Time: 25 - 28 min. in total. The AURAL-ORAL exam consists of 5 steps:

Step	Timing	Task
Introduction (spontaneous)	3 mins	Personal introductions Exchange of personal information
Investigation (prepared)	10 mins	Presentation and discussion of investigations (both candidates)
The Book (prepared)	4-5 min	Presentation and discussion of book (one candidate)
News Story (prepared)	4-5 mins	Presentation and discussion of news story (one candidate)
Decision-Making Task (spontaneous)	4-5 mins	Candidates discuss the task between each other and make a decision which they present to the interlocutor. The (dis)advantages, reasons for the candidates, choice are discussed and developed.

AURAL-ORAL STEP 1: PERSONAL INTRODUCTIONS

Exam task: Personal questions and ice-breakers.

Task type: Unprepared.

Time: 3 min. approx.

Task description: The examiner invites candidates to introduce themselves. Both candidates listen to the examiner, answer his/her questions and exchange personal information.

Materials: None.

Sample questions and examiner approach:

Hello. Good morning/afternoon/evening. My name is (examiner's name)

Would you like to introduce yourselves, please?

What's your name?/Where are you from?/Tell us a few things about your family...

What do you study?/Do you go to school?/What are your favourite lessons, hobbies, studies, work, plans, home, family? etc.

Please feel free to ask each other questions or make comments, OK?

AURAL-ORAL STEP 2: THE INVESTIGATION

Exam task: Presentation/discussion on project work (investigation on a topic).

Task type: Prepared. (Candidates have selected a topic which they have written about and supported with visuals).

Time: 10 min. approx.

Task description: The candidates bring the investigations/mini projects they have prepared. They must be able to present them in a short and organized way (for at least two minutes), then answer questions and describe the pictures included in them. The project must be of a reasonable size (not too big) and include pictures.

Candidates are not checked on the accuracy of the content of their investigation. The material is used by the examiner to guide the conversation and help candidates express themselves in the best possible way.

Materials: The project works which candidates have created.

Sample projects:

Film stars, singers, football players and their lives, football teams, places of interest, Eurovision, hobbies, anything that a candidate may be personally interested in.

Sample questions:

Why did you choose this investigation?/Tell me some things about the photograph(s) on your project/Can you describe the topic of your investigation?/Was it interesting?/Did you learn something while doing this investigation?/etc.

Examiner Frame

After the warm-up and before the examiner starts asking about the investigations he may say:

'I see you have your logbooks with you, can you please show them to me?'

Candidates give their logbooks to the examiner who opens them, turns them towards the candidates so that they can all see them and continues with the examination.

The examiner invites the candidates in turns as follows:

Candidate 1: **'Would you like to present your investigation to us?'**

Before he/she starts, the examiner turns to the other candidate(s) and says:

'And I'd like you to listen carefully so that you can ask questions to your partner about his/her investigation.'

(Pictures in candidate logbooks help the examiner easily guide the conversation.)

The examiner allows the candidate to present for about two (2) minutes.

Then he may ask one or two general questions on the candidate's topic;

Sample questions (adapted to specific topic):

- What is this? (referring to a picture in their logbook)
- Did you find this topic interesting to investigate? Why/why not?

Then the examiner invites the other candidate(s) as follows: **'What would you like to ask your partner about his/her investigation?'**

Candidate 2: **'Would you like to present your investigation to us?'**

Before he/she starts, the examiner turns to the other candidate(s) and says:

'And I'd like you to listen carefully so that you can ask questions to your partner about his/her investigation.'

(Pictures in candidate logbooks help the examiner easily guide the conversation.)

The examiner allows the candidate to present for about two (2) minutes.

Then he may ask one or two general questions on the candidate's topic;

Sample questions (adapted to specific topic):

- What is this? (referring to a picture in their logbook)
- Did you find this topic interesting to investigate? Why/why not?

Then the examiner invites the other candidate(s) as follows: **'What would you like to ask your partner about his/her investigation?'**

See PAGES 31, 33 for sample investigations/projects.

AURAL-ORAL STEP 3: THE BOOK

Exam task: Presentation/discussion on a book/graded reader.

Task type: Prepared (Candidates have selected a book/graded reader of their choice).

Time: 4-5 min. approx.

Task description: The candidate assigned to talk about the book, must be able to tell the story in short (for at least two minutes), describe the front cover, comment on the back cover, photos, if any, and answer questions about it. The examiner then may ask one or two general questions on the book and invites the other candidate to ask at least one question on what's already been presented.

IMPORTANT: The book has to be **in English** and a whole class should not work on the same book/graded reader.

Sample questions:

What is the title of the book?/Who wrote it?/What type of book is it?/What is the main plot?/Where does it take place?/Is it set in the time it was written?/Why did you choose this book/reader?/did you enjoy it? Why? Why not?/Can you tell one thing you really enjoyed in this book?/Would you recommend this book/reader to one of your friends?/Who are the main characters?/Can you describe one of them?

Examiner Frame

The examiner invites the candidate who presents his/her book: **'Would you like to tell us about your book?'**

Before he/she starts, the examiner turns to the other candidate(s) and says:

'And I'd like you to listen carefully so that you can ask questions to your partner about his/her book.'

The examiner allows the candidate to present for about two (2) minutes.

Then he may ask one or two general questions on his topic. Examples:

- Tell me one thing you liked or found interesting.
- Did you enjoy/Are you enjoying the book? Why/why not?
- Who are the main characters?
- Where does the story take place?

Then he invites the other candidate(s) as follows: **'What would you like to ask your partner about his/her book?'**

AURAL-ORAL STEP 4: THE NEWS STORY

Exam task: Presentation/discussion on a news story.

Task type: Prepared (Candidates have followed a news story from at least two media sources, such as newspapers, the web, magazines).

Time: 4-5 min. approx.

Task description: The candidate who has been assigned to present the news story must be able to tell the story in short (for at least two minutes) and answer questions. The examiner then may ask one or two general questions on the news story and invites the other candidate to ask at least one question on what's already been presented.

Materials: The news stories candidates have brought with them.

IMPORTANT: The news story must be fairly recent, taken from two different sources (e.g two web sites). Dates and sources must be mentioned.

Sample questions:

What story did you choose?/Why did you choose this story?/What attracted you in this story?/Who is involved in this story?/What is the case?/What do you think about the continuation of this story?/Did you learn something from this story?/What sources did you use to find this story?/What did you like/dislike about these sources/What sources did you find best/easiest to follow?

Examiner Frame

The examiner invites the candidate who presents his/her news story:

'Would you like to tell us about your news story?'

Before he/she starts, the examiner turns to the other candidate(s) and says:

'And I'd like you to listen carefully so that you can ask questions to your partner about his/her news story.'

The examiner allows the candidate to present for about two (2) minutes.

Then he may ask one or two general questions on his topic. Examples:

- What did you like most about this story?
- What sources did you use to find out about the story?

Then the examiner invites the other candidate(s) as follows:

'What would you like to ask your partner about his/her news story?'

See PAGES 32, 34 for sample news stories.

AURAL-ORAL STEP 5: THE DECISION MAKING TASK

Exam task: Candidate to candidate and problem solving interaction based on visual material.

Task type: Spontaneous

Time: 4-5 min. approx.

Task description: Both candidates engage in a conversation based on a visual presented by the examiner. (For example, a set of pets candidates may like, have at home, etc). Both candidates express their opinion about the topic, make suggestions, express preferences, etc and reach a conclusion.

Materials: A visual presented by the examiner.

Sample language:

Expressing and asking for opinion/agreeing and disagreeing/asking and answering questions/making suggestions/expressing preferences, etc.

The exchange of information is more important than actually arriving at a conclusion. Many candidates feel that, in this kind of problem-solving or decision-making task, there is pressure on them to reach an agreed solution as quickly as possible. **This is not the case in the TIE, where the emphasis is on the process by which a conclusion is reached rather than the result itself.** The examiner may broaden the topic, prompting further discussion between the candidates. The candidates are required to present their conclusion to the examiner with their rationales.

Examiner Frame

The examiner will present a visual to candidates.

Wording:

Now I'd like you to discuss something together while I just listen:

"Here are some hobbies. Which of these do you enjoy doing and why?"

Sample visual: HOBBIES



Jogging



Listening to music



Reading



Dancing

THE READING-WRITING EXAM

General information:

Time: 60 min. in total, 2 compulsory tasks (approx. 30 min. for each writing task).

TASK 1 - Prepared

The candidate is asked to write either about the book or the news story, from a selection of two topics.

TASK 2 - Spontaneous

The candidate writes about one of two given choices.

The candidates need to be familiar with the following genres in order to be successful in the prepared and unprepared writing tasks:

- narrative – fiction or fact;
- descriptions of people, places and events;
- descriptions and personal responses to films, books and television programmes;
- simple argumentation, i.e. expressing own and others' differing opinions;
- Letters (formal, informal)

Minimum number of words: **B1: 120-150 words, B2, C1 and C2: 150-300 words.**

C level candidates would be expected to write approximately 300 words.

READING-WRITING STEP 1: The PREPARED writing task

Exam task: Writing either about the book or the news story.

Task type: Letter, article, review.

Time: 30 minutes.

Task description: The candidate has read his/her preferred book/news story and he/she is asked to reflect on it and write an opinion giving composition. (See sample titles below). Candidates will not be asked to provide detailed descriptions of characters or events in their books/news stories.

Materials: The book or the news story.

Sample titles:

Sample book tasks

- Why did you choose this book? Were you happy with your choice? Why/not?
- How does the story end? Is it a happy ending?
- Did you like the cover of your book? Did it help you to understand the story?

Sample news story tasks

- What do you think of this story?
- I enjoyed/didn't enjoy this news story because...

WRITING STEP 2: The SPONTANEOUS writing task

Exam task: Unprepared writing.

Task type: Letter, essay, article, review.

Time: 30 minutes.

Task description: The candidate is asked to write a composition on a given text type.

Materials: None.

See page 35 for task types and sample composition types.

THE PREPARATION FOR THE EXAM

AN OVERVIEW OF THE PREPARATION

A logbook must be presented as evidence of exam preparation. The logbook consists of: the investigation/project, the news story and the book/reader. The material in the logbook is intended to support the candidate in presenting his/her information. The material or the way in which it is presented are NOT assessed.

PRACTICAL SUGGESTIONS FOR THE PREPARATION OF AURAL-ORAL PART STEPS

Personal introductions

This is the first step of the exam and enough time is given to both candidates to relax and get to know the examiner and each other.

How to prepare the personal information step in class:

All course books include materials to prepare students for this part of the exam.

How to know when your learners are ready to take this part of the exam:

Use the checklist provided in page 16.

What you should/should not do:

You should encourage the learners to talk about themselves and their interests in a natural way and be ready to answer questions such as the ones in 1.A, AURAL-ORAL STEP 1.

The investigation/project

The materials the student needs to prepare:

The student needs to prepare an investigation/project on his/her favourite topic. It contains a title, one or more visuals and some text about the topic. The learner is guided by the teacher to find information about the topic of the project through reading and/or listening to various sources (For sample investigations visit our web site www.tieexams.gr).

How to prepare the investigation in class:

The learner may choose any topic he/she prefers. All course books have topic-based units. Ask your students to prepare their project using ideas, vocabulary, etc. found in various units according to your students' interests, e.g. in the unit about Sports you may have investigations such as 'Olympiakos', 'Ronaldo', 'Formula 1', 'Handball', etc. (Please visit www.tieexams.gr, Sample investigations). In case you have students who are unwilling to choose their own investigation topic, a text in a course book unit supplemented with one or more visuals can be used as a project.

When and how to practise for the investigation in class:

The learner needs to be able to present his/her project for at least two minutes, answer the examiner's and co-candidate's questions and be able to ask at least a question to his/her partner about his/her project. (Also see 1.A, AURAL-ORAL STEP 2).

You may use the speaking practice part to get the students to present their investigations, ask questions and discuss each other's project in class. If this procedure is followed, there is no need for extra time to prepare and practise the projects and students are provided with extra opportunities for interactive communication.

How to know when your learners are ready to take this part of the exam:

Use the checklist provided in page 16.

What you should/should not do:

Always get your students to ask questions themselves, answer their classmates' questions and vice versa. All course book units have 'Lead in' questions at the beginning of main reading parts you can use. You may also do the same before the listening and/or writing parts.

DO NOT prepare investigations/projects yourself and give them to your students ready-made.

Encourage your students to prepare their projects on their own. The projects are not assessed, it is the candidates' presentation and performance you should focus on.

You may start preparing your students from the beginning of the school year by incorporating project work in every unit of your course book and practising presentations and discussions throughout the year. In this way students may have many projects to choose from and are more motivated to talk on whatever they are really interested in.

The book**The materials the student needs to prepare:**

The learner must read a book or graded reader on any topic he/she prefers (It may be any literary book, a graded reader of any level, an operational manual, a comic book, etc but not a magazine or a course book).

How to prepare the book:

The book should be chosen in plenty of time and it may be selected either by the learner and/or the teacher. The learner should make some notes while working on the book and prepare a summary. If a CD or a film of the book is available students should be encouraged to listen to or watch it. The absolutely necessary information for the learner to know can be found in: www.tieexams.gr/materialsforteachers/thebook

When and how to practise for the book in class:

The learner needs to be able to present the book for at least two minutes, answer the examiner's and his co-candidates questions. Students must also be prepared to ask questions on their classmates' books (Also see 1.A, AURAL-ORAL STEP 3).

The ideal time to engage the learners in practice for this step of the exam is during the speaking part of the unit in the course book.

As part of the learners' homework you may ask them to read their book and fill in the information to be found in: www.tieexams.gr/materialsforteachers/thebook

Work with the students to prepare a presentation of the book, referring to the plot, the characters, the ending, the type of story, etc. Practise the presentation during the lesson since the aim of the speaking part of any course book is the students to be able to communicate. Ask and answer questions such as the sample questions in 1.A, AURAL-ORAL STEP 3 and invite the learners to ask each other questions. If this procedure is followed there is no need for extra time to prepare and practise the book(s) and students are provided with extra opportunities for interactive communication.

How to know when your learners are ready to take this part of the exam:

Use the checklist provided in page 16.

What you should/should not do:

You should treat the reading of the book as a 'reading for pleasure' activity, that is why the reading of the book should start well in advance of the test.

The books, especially when they are graded readers, may be of a same or lower level than the student's level. However some students choose original books because they have watched the relevant films (Harry Potter, Twilight, etc). Please remember that knowledge of the content of the book content is not assessed, the learner's language skills performance is.

You should not spend too much time selecting the book because learners, especially children, tend to be indecisive. Therefore, it is advisable to give a number of pre-selected titles to the learners to select from and spend time practising rather than selecting the title.

The news story

The materials the student needs to prepare:

Each candidate must choose and follow a news story of his/her own choice. Anything candidates are interested in their daily lives and follow it (basically over the internet) can be used. The news story must be on current affairs (a few months old). There should be at least two sources and relevant dates mentioned. Please see relevant samples on our website, [www.tieexams.gr/Sample news stories](http://www.tieexams.gr/Sample_news_stories)

How to prepare the news story:

Ask your students to tell you about various stories they have read or are following on their favourite websites (yahoo.com, OK magazine, cnn.com, etc). They may also refer to our website, www.tieexams.gr, sample news stories which is constantly updated with interesting news which can be used by candidates.

When and how to practise for the news story in class:

The learner needs to be able to present the news story for at least two minutes, answer the examiner's and his co-candidates questions. Students must also be prepared to ask questions on their classmates' news stories. (Also see 1.A, AURAL-ORAL STEP 4).

The speaking part of the unit in the course book is the ideal time to engage the learners in practice for this step of the exam.

How to know when your learners are ready to take this part of the exam:

Use the checklist provided in page 16.

What you should/should not do:

You should treat the research and the reading of the news story as a 'reading for pleasure' activity, which is why the learners should be asked to start looking for interesting news stories well in advance from the test. Encourage them to bring their stories and present them in class for fun during the speaking practice.

The decision making task

The students do not need to prepare any materials for this part of the exam. They will be shown a visual card based on a topic. The topics are very similar to the ones appearing in course books according to the candidates' levels.

How to prepare for the decision making task:

The learners need to be able to interact with one another, to agree and disagree, to make suggestions, to take turns and to come to an agreement.

When and how to practise for the decision making in class:

The preparation for the decision making task takes place in class throughout the school year provided the students are engaged in speaking.

How to know when your learners are ready to take this part of the exam:

Use the checklist provided in page 16.

What you should/should not do:

You should encourage the learners to get involved in pair work activities throughout their learning experience.

You should teach the functions along with the structures when teaching grammar.

You should encourage the students to apply the speaking strategies presented in page 15 of this handbook.

You should not ask the learners to, necessarily, reach a conclusion at the end of their interaction either agreeing or disagreeing, however it is important that they consider all options.

You should not disregard phonology and turn taking.

For the summary of AURAL-ORAL part assessment criteria please see page 20.

MORE GENERAL PRACTICAL SUGGESTIONS FOR THE PREPARATION OF THE AURAL-ORAL PART

Using Speaking strategies for better results

What are they?

'Strategies' are techniques which help the candidates to increase the effectiveness of their performance during the exam and in language using/communication in general.

Which are they?

Strategy 1 - Parataxis

Definition: The use of devices such as 'and', 'or', 'but' etc. to join sentences.

Example: 'I really enjoy travelling by car but what I enjoy even more is travelling by plane and boat.'

Strategy 2 - Standard expressions

Definition: The use of cliché/colloquial/standard expressions to facilitate communication.

Example: 'I don't believe a word of it/I thought you'd never ask/Who does she think she is/It's very nice to meet you, etc.'

Strategy 3 - Hesitations and fillers

Definition: The technique that makes speech sound natural and give the speaker time to think what to say next.

Example: 'Well..., you know..., it seems reasonable but..., how can I put it now..., it is not suitable..., if you see what I mean..., er... I hope you agree!'

Strategy 4 - Rephrasing/Circumlocution

Definition: The ability of the speaker to say the same thing in another way to avoid unknown words or expressions.

Example: 'I had a headache and I wanted a... er... you know, something like a Depon.'

Strategy 5 - Starting, developing and ending a conversation

Definition: The technique of starting, maintaining and coming to a conclusion during spoken interaction.

Example: Tom: 'So... will I start? I think this is the best idea because...'

Jerry: 'Yeah... but what about X?'

Strategy 6 - From topic to topic

Definition: The technique a speaker uses to 'shift' from one topic to another during a conversation, using language appropriate to their level.

Example: (Topic 1: Pets) 'Well, I think pets should get the right treatment otherwise they may be very dangerous for their owners. ... (Topic 2: Animals extinction) However, it is crazy to kill animals which are about to disappear...'

Strategy 7 - Turn taking

Definition: The technique which enables the speaker to be efficient at getting his/her turn and let another speaker do the same.

Example:

Speaker A: 'Well, I think mobile phones should be banned because they are totally useless and...'

Speaker B: 'Erm... sorry to interrupt but... I do not believe what you're saying is right...'

Strategy 8 - Formal and informal

Definition: The technique that helps the speaker to select the appropriate language according to the social context and the relationships between the participants.

Example:

Ask your boss for the day off next Monday: 'Excuse me, but I was wondering if it would be possible to take the day off next Monday, if it is not too much trouble...'

Ask your friend to lend you some money until next Monday: 'Mark, could you lend me 50 € and I'll give it back next Monday?'

Strategy 9 - Body language

Definition: The use of eye contact, miming, gestures, etc. which may facilitate the discussion in progress.

Example: If the candidate does not know the word 'ceiling', for example, he/she may point as this facilitates communication.

Strategy 10 - Asking for repetition

Definition: Asking for repetition, explanation, rephrasing, etc.

Example:

Examiner: 'How do you think the story continues?'

Candidate: 'Sorry, could you say that again, please?'

How to integrate speaking strategies in class?

All of these strategies can be practised as part of the normal speaking activities in course books, using language appropriate to the level of the students.

Making sure your learners are ready

Use the **checklist** below: while evaluating the ability of each learner, make notes in the form provided and find out what needs to be done for each learner and for which step of the exam.

AURAL-ORAL PART STEP:	Have I prepared my candidate/s to...	YES/NO	WHAT SHOULD BE DONE? TIME NEEDED? ALREADY KNOWN?
PERSONAL INFORMATION	...give personal information and cover possible questions asked by the examiner on hobbies, studies, etc?	YES/NO	
INVESTIGATION	...present the project, its topic, theme, etc.	YES/NO	
	...answer a variety of questions about the topic of the investigation?	YES/NO	
	ask question(s) on their partner's investigation?...	YES/NO	
BOOK	...narrate the plot/story read?	YES/NO	
	...write a summary of the book?	YES/NO	
	...give an opinion on the book read?	YES/NO	
	...describe any of the characters?	YES/NO	
	...say what they have learnt by reading this book?	YES/NO	
	...ask question(s) about their partner's book?	YES/NO	
	...write: give an opinion about the book	YES/NO	
NEWS STORY	...narrate the news story read?	YES/NO	
	...provide all the important information on the news story?	YES/NO	
	...present the sources used?	YES/NO	
	...explain why he/she chose this story?	YES/NO	
	...ask question(s) about their partner's book?	YES/NO	
	...write: give an opinion about the news story?	YES/NO	
DECISION MAKING TASK	...recognise the topic of the photos shown?	YES/NO	
	...express preference?	YES/NO	
	...express agreement and disagreement with his/her partner?	YES/NO	
	...take turns politely?	YES/NO	
	...express likes and dislikes politely?	YES/NO	
	...ask their partner question(s) about the topic?	YES/NO	

PRACTICAL SUGGESTIONS FOR THE PREPARATION OF THE READING–WRITING PART

The prepared composition

In the prepared composition task candidates are asked to write about their book or news story. They must answer the question given and, while their answer must involve an element of summary writing and personal response, marks will be deducted for irrelevant answers.

The spontaneous composition

This may be of any known composition types. You may check that the books you use with your students cover all task types by cross checking them with the table below. In case one or more text types are not included, you may look for appropriate resources elsewhere.

Text type checklist

	Text type	Book/Unit	Lesson	Page
Covered...?	Opinion giving with supporting arguments			
	Book review, review and opinion giving			
	Character description (important, favourable, unfavourable) + supporting arguments			
	Letter to the author or character of the book			
	Conclusion of book/news story			
	Letter of advice (including some description or not)			
	Letter of thanks, semi-formal and informal			
	Letter for lost property			
	Letter of complaint			
	Letter of application			
	Letter of accepting/refusing an invitation			
	Descriptive article (with things to see and do or not)			
	For and against arguments			

How to present, develop and practise a writing lesson in class

Presenting and practising

First, study the following writing plan model:

STAGE	OVERALL AIMS	OVERALL ACTIVITY TYPES
PRE-WRITING WARM UP	To introduce the topic. To introduce the 'type of writing' (genre). To activate learners' existing knowledge on the topic	
READING	To provide a clear model of the writing type in terms of language and linguistic features	A comprehension task (questions, T/F, multiple choice, etc) to enhance understanding of the content of the text
WHILE WRITING FOCUS ON WRITING SKILLS	To discuss the structure of the text focusing on language, register, cohesive devices, organization, topic sentences, punctuation, etc	Various tasks analysing the text, i.e. questions such as 'how many paragraphs are there in this text?', 'How are the adjectives used in this text?', 'What is the topic of each paragraph?', 'Is it formal or informal?', etc
GUIDED REPRODUCTION	To practise the features mentioned above with the teacher's help	Writing a 'parallel' text in class, similar in topic too
POST WRITING	To produce a similar text type in a different context, working on their own	A writing task with a different topic but of the same task type
FEEDBACK	To comment on all aspects of the students' written work and cool down the atmosphere	The use of self correction symbols to correct the students' work

Then, use one of the writings included in your course book following the above.

Make sure you have exploited the model text from the course book with the class as a reading comprehension exercise. Also focus on the characteristics of the specific text type such as register, topic sentences in each paragraph, punctuation, tenses and vocabulary used, etc.

Before the learners produce their own text on the specific text type, work with them to organize a similar ('parallel') text on the board as a class. After doing so, ask the learners to produce their own text focusing on the findings of the lesson.

Developing the prepared and the spontaneous composition

Here are some suggestions for correcting/developing any piece of writing your students produce.

Technique 1 - 'Planning'

Title: Make your plan!

Aim: To introduce students to important steps in the writing process and to raise awareness of the importance of planning.

Procedure

Step 1: Ask the students to put the stages (as they appear in [www.tieexams.gr/Materials for teachers/Make your plan](http://www.tieexams.gr/Materials%20for%20teachers/Make%20your%20plan)) in logical order by writing a number next to each one.

Step 2: Guide them as necessary towards a reasonable order.

Step 3: Ask them to fill in the chart representing the process in the flowchart rectangles.

Step 4: Give students a composition title and work with them to plan it according to the flowchart they have produced.

Step 5: Work with the students to plan the writing of the composition.

Technique 2 - 'Process writing'

Title: The writing process.

Aim: To familiarise the students with self editorial skills.

Procedure

'Process writing' is a technique used to make the most of the learners' errors in a written text. It is based on the continuous exchange of the same written text between the teacher and the student. Students need to be encouraged to correct their own work and to view writing as a process not a product. The steps are the following:

a. Discussion about the writing topic to increase motivation. (class, small group, pair).

b. Brainstorming/making notes/asking questions about the topic.

c. Fast writing/selecting ideas/establishing a view point over the topic.

d. Rough draft of the composition.

e. Preliminary self - evaluation and developments.

f. Arranging information/structuring the text/developing grammar and vocabulary.

g. First draft.

h. Group/peer evaluation and responding on the text and the errors.

i. Second draft.

j. Self - evaluation/editing/proof - reading and final details.

k. Finished draft.

For weaker students encourage the design of a 'mind map' (see [www.tieexams.gr/Materials for teachers/Mind map](http://www.tieexams.gr/Materials%20for%20teachers/Mind%20map)) on the suggested writing topic for developing ideas and focused writing.

Technique 3 - 'Checking/Editing'

Title: The final checkpoint!

Aim: To provide practice in following appropriate features in text writing and to practise editing skills.

Procedure

Step 1: The students should carry out their writing based on a language analysis table with points on the structure of the text, its characteristics such as level of formality, tenses used, appropriate vocabulary, etc. Such tables are available in most course books and writing books. Sample tables for different writings (Description of people, Opinion giving essays, Formal letter – asking for information, Informal letter/email, Narrative, Describing a place, Film-book review) are available at [www.tieexams.gr/materials for teachers/Language analysis tables](http://www.tieexams.gr/materials%20for%20teachers/Language%20analysis%20tables).

Step 2: Ask your students to follow the features mentioned in the given table and correct any deficiencies while correcting/developing their own text.

Technique 4 - 'Self correction'

Title: Correct yourself!

Aim: To encourage self - evaluation and self - correction in written production.

Procedure

Step 1: Make a copy of the list of symbols (see [www.tieexams.gr/Materials for teachers/Self correction symbols](http://www.tieexams.gr/Materials%20for%20teachers/Self%20correction%20symbols)) and give each student one. Also make a copy (enlarged, if you wish) to put up in the classroom for general reference.

Step 2: Each time you mark a composition instead of actually correcting the learner's errors, indicate them by putting a symbol in the margin against the line in which the error occurs. For lower levels you could underline the mistakes the symbols apply to.

Step 3: The students (individually, in pairs or in groups) try to identify the mistakes and correct them.

Step 4: The students can then hand in the corrected version to be checked by the teacher.

For assessment criteria and sample compositions corrected and assessed by the examiners, please see pages 23 - 28.

ASSESSING THE AURAL-ORAL PART

The examiners have been trained to assess the learner's AURAL-ORAL performance based on specific criteria. For the AURAL-ORAL part these are:

Aural reception (Listening) measures the candidate's ability to process the spoken input of the other speakers listening for gist, specific information, detailed understanding, implications, etc

Interaction refers to the candidate's ability to interact with his/her partner and the examiner

Communicative Effectiveness refers to the candidate's ability to convey his/her message

Accuracy refers to the accurate and appropriate use of the candidate's grammatical resources

Range and Complexity refers to the variety of language at the candidate's disposal and his/her ability to select appropriately from it

Phonological Control refers to the candidate's ability to produce comprehensible speech at word and sentence level to fulfil the demands of the test

Based on the criteria above, the examiner is called to 'place' the learner on the scale from A1 to C2 according to his/her performance. To do so, the examiner uses detailed descriptors provided by the Common European Framework (CEFR) listed below.

AURAL-ORAL Part Assessment criteria

C2	C1	B2	B1
<ul style="list-style-type: none"> Effortless participation in any conversation with almost entirely appropriate register without any difficulty in understanding any kind of language delivered at fast native speed Fluent expression of meaning with broad range of modification devices High degree of structural and lexical control (very rare errors) Broad lexical, structural and idiomatic repertoire Consistently high level of comprehensibility with fine shades of varying intonation and stress 	<ul style="list-style-type: none"> Easy interaction following extended speech on abstract and complex topics with generally appropriate and consistent register. Use of discourse functions to get the floor and appropriate handling of extensive turns Lengthy development of ideas with subsidiary details, reasons and relevant examples while recognising a wide range of expressions and colloquialisms. Generally complex constructions with infrequent errors Broad repertoire with occasional miscollocation Comprehensibility only occasionally marred by phonological lapses. Intonation and stress varied appropriately to convey the message 	<ul style="list-style-type: none"> Understanding of main ideas of complex speech on both familiar and unfamiliar topics. Interaction with a degree of ease and spontaneity without imposing strain to participants. Some ability to use appropriate register, ability to intervene in discussion Ideas clearly marked on a wide range of topics Good control despite a few structural errors which rarely obscure the meaning Range of vocabulary and structures despite some repetition High level of comprehensibility with accurate control of rhythm and intonation 	<ul style="list-style-type: none"> Understanding of main points of clear, standard speech. Interaction with some confidence on familiar topics Simple and straightforward message of immediate relevance without significant misunderstanding Reasonable accuracy and control on frequently used patterns, though meaning may not be clearly expressed at times Flexible use of simple vocabulary and structures, despite some limitations Reasonably clear expression despite some problems with rhythm and intonation and occasional inappropriate pausing

You may follow the same procedure to assess your learners while gaining experience on working with the CEFR descriptors and criteria. Please, note that the overall grade is a combination of all grades awarded for each discreet criterion.

To understand the AURAL-ORAL part of the test better, watch the DVD provided with this handbook which shows Greek students under real exam conditions along with their grading and examiner's comments (also available at www.tieexams.gr, Sample interviews):

OTIE: Candidate Record Form 1 (Panagiota - Theodora)

Candidate Name: Panagiota **Overall Grade:** B2+

Examiner Comments:

Investigative Task: Tae Kwo Do

News Story: Michael Jackson faked his own death to escape pressures of fame

This candidate was in the upper B2 band in terms of aural reception, interaction, communicative effectiveness, range of vocabulary and phonological control. Accuracy was in the B2 band with few grammatical mistakes. Some obvious nervousness.

Aural reception (Listening) B2+	Interaction B2+	Comm. Eff. B2+	Accuracy B2	R&C B2+	Phon. Control B2+
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Candidate Name: Theodora **Overall Grade:** B2

Examiner Comments:

Investigative Task: Ballet

Book: The picture of Dorian Grey

This candidate was in the upper part of the B2 band in terms of communicative effectiveness and phonological control although a bit nervous. However in terms of the language resources at her disposal, she remained in the B2 band with a good command of a range of simple structures and vocabulary.

Aural reception (Listening) B2	Interaction B2	Comm. Eff. B2+	Accuracy B2	R&C B2	Phon. Control B2+
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DM Task: Films

OTIE: Candidate Record Form 2 (Maria – Kalliopi)

Candidate Name: Maria **Overall Grade:** C1+

Examiner Comments:

Investigative Task: History of Archaeology

News Story: Egypt's famous tomb of Tutankhamun set for 5-year renovation project by Getty museum

Good command of language, fluency with good range and complexity, some grammar mistakes, some answers rather short, a bit nervous.

Aural reception (Listening) C1+	Interaction C1+	Comm. Eff. C1+	Accuracy C1+	R&C C1+	Phon. Control C1+
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Candidate Name: Kalliopi **Overall Grade:** C2

Examiner Comments:

Investigative Task: Facebook

Book: Memoirs of a Geisha

A very good C2. Fluency, great range of vocabulary, great command of language, very good pronunciation. Almost no mistakes.

Aural reception (Listening) C2	Interaction C2	Comm. Eff. C2	Accuracy C2	R&C C2	Phon. Control C2
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DM Task: Natural Disasters

ASSESSING THE READING-WRITING PART

The examiners have been trained to assess the learner’s READING-WRITING performance based on specific criteria. For the READING-WRITING part these are:

Visual Reception (Reading) measures the ability of the candidate to read for gist, for specific information, for detailed understanding, for implications, etc

Production measures the candidate’s ability to produce clear, structured text

Task Achievement assesses how appropriately, accurately and relevantly the candidate responds to the tasks set

Accuracy refers to the accurate and appropriate use of the candidate’s grammatical resources

Range and Complexity refers to the variety of language at the candidate’s disposal and his/her ability to select appropriately from it

Orthographic Control assesses the candidate’s control of the conventions of layout, spelling and punctuation

Based on the criteria above, the examiner is called to ‘place’ the learner in the scale from A1 to C2 according to his/her performance. To do so, the examiner uses the detailed descriptors provided by the Common European Framework (CEFR) listed below.

READING-WRITING Part Assessment criteria

C2	C1	B2	B1
<ul style="list-style-type: none"> • Clear, smoothly flowing, elaborate text with evidence of an ability to understand and interpret even very complex written material • Control of content and almost entirely appropriate register • High degree of structural and lexical control (very rare errors) • Broad lexical, structural and idiomatic repertoire • Full control of paragraphing and punctuation, no spelling mistakes 	<ul style="list-style-type: none"> • Well-structured text even on complex subjects with subsidiary details, reasons, examples and evidence of detailed comprehension of lengthy, complex texts • Complex message with high degree of relevance and precision. Generally appropriate and maintained register • Generally complex constructions with infrequent errors • Broad repertoire with occasional miscollocation • Layout and paragraphing that contributes to clarity of message. Full range of appropriate punctuation 	<ul style="list-style-type: none"> • Clear, coherent, developed text with relevant main points using appropriate reference sources • Fairly complex message with demonstration of some appropriate register • Good control despite a few structural errors which rarely obscure the meaning • Range of broad receptive reading vocabulary and use of vocabulary and structures despite some repetition • Consistent layout, paragraphing and punctuation with unobtrusive spelling and punctuation errors 	<ul style="list-style-type: none"> • Connected, organised text explaining main points with a satisfactory level of comprehension of high frequency everyday and job-related simple texts on familiar subjects • Simple and straightforward message of immediate relevance without significant misunderstanding • Reasonable accuracy and control on frequently used patterns, though meaning may not be clearly expressed at times • Flexible use of simple vocabulary and structures, despite some limitations • Standard layout and paragraphing conventions, with occasional spelling and punctuation errors

You may follow the same procedure to assess your learners while gaining experience on working with the CEFR descriptors and criteria. Please note that the overall grade is a combination of all grades awarded for each discrete criterion.

To understand this part of the test better, there is a number of corrected compositions along with examiner’s comments in the next pages.

Also note that candidates are not graded on format of the piece of writing, e.g. letter, email format, **however layout, paragraphing and basic punctuation are important.**

SAMPLE COMPOSITIONS

Unprepared Task: A friend from another country is going to spend the summer in your country and needs advice. Write a letter advising him/her where to go and what to do and approximately how much money he/she should bring.

Dear Dennis

I am writing to you because in your last e-mail you told me that you are coming for summer holidays in Volos and I want to give you some advice of where you can go.

First you can visit the center of Volos to buy your shops in the big clothes shops like BSB, Diesel, OGI, Zara then after your shops you can go to have some café in the many cafeterias which have in the way to the saint Nicolas. Then you can go to the Alikes beach and have a walk in the roads of Alikes then you can go to the mountain Pilio to go to Ksinouisi beach to have camping or to Ai Giannis beach which have a very big beach bar banana you can go to Milies a village of Pilio which is very popular about his sweets.

With Love
Name

(147 words)

Examiner comments:

Overall grade:	B1
Visual reception (Reading):	Not applicable
Production:	Connected, organised text highlighting and explaining main points. Good introduction
Task Achievement:	All points, except money, addressed in a simple and straightforward way
Accuracy:	Good control of frequently used patterns
Range and Complexity:	A good attempt at complex sentence forms with connectors and relative pronouns, simple but adequate vocabulary
Orthographic Control:	A good attempt at standard layout and paragraphing; mostly accurate spelling and punctuation

SAMPLE COMPOSITIONS

Unprepared Task: A friend from another country is going to spend the summer in your country and needs advice. Write a letter advising him/her where to go and what to do and approximately how much money he/she should bring.

Dear Mike

I am very happy to have your email. You are so lucky!!! So you want to go holidays in on the country? That's very nice!

I suggest you to come in Greece. Greece is one of the most beautiful countrys in the world! And I suggest you to visit the one of the most beautiful citys in the Greece. The Volos. Volos is little city with very big history. You ill love it!

The Volos is very nice city to spent your summer. I'm sure you will want to come.

So you from Italy. You can take your family and come with: car or yours expensive boat. I know with the boat is faster than your car. Because Italy is very close to Greece.

And for your stay. I know my father's friend have Rooms for rent. this rooms is fantastic. Because you have fantastic view from there. You can see all the sea from there. And the and the cost is very low 10€ for one day with tour guide! For my think is the best choise.

And I remember you like swimming... right? . Volos have the most beautiful seas in the Greece!

And for nights I know one of the five bars we can go. The music is fantastic and the place too. If you want to learn about history of Dimini we can visit Dimini and learn: how the people started, how survival. 2000 years ago.

And we can visit the musiem of Volos.

I'm hopping to visit my country so much!! And about for money. I think should have a lot of it!!! I will wait your to replay

Best wishes

Name

(278 words)

Examiner comments:

Overall grade:	B1+
Visual reception (Reading):	Not applicable
Production:	Connected, organised text highlighting and explaining main points and providing some relevant supporting material
Task Achievement:	All points addressed with good use of appropriately informal register
Accuracy:	Reasonable accuracy and control of frequently used patterns
Range and Complexity:	Simple vocabulary and structures used flexibly but little attempt at complexity
Orthographic Control:	Good layout and punctuation though paragraphing not always appropriate, with sentences and paragraphs beginning with <i>And</i> and <i>Because</i>

SAMPLE COMPOSITIONS

Unprepared Task: A friend from another country is going to spend the summer in your country and needs advice. Write a letter advising him/her where to go and what to do and approximately how much money he/she should bring.

Dear Vicky,

Hi! How are you? Sorry I haven't written for so long but I was very busy with my studies. I was very happy when I receive your letter and you tell me that you come this summer.

First of all, in my opinion you should visit Xanthi. Xanthi is a picturesque little town between the towns of Kavala and Komotini. It is in Northern Greece. In Xanthi you can visit the Old City the manors of the old City which are very interesting and traditional. What is more, have you ever seen Muslim Mosque? There are some of these near the central square. Do not forget to visit the famous bazaar which is near the Kosynthos river and you can find almost anything there, plus the prices are very good.

In addition, if you are hungry you should go to eat something at the taverns or restaurants which are very traditional and the food is amazing. It is a good idea to taste the traditional sweet "carioca" it is delicious. And besides, you are planning to visit us the summer so if you have the car or any other transport you can visit the villages near the town where there are a plenty of beaches and the water is clean.

It is a good to know that this town combine sea and mountain and if you have a spare time you should visit all these sights. It is good to note that Xanthi is a small town and all sights are near and besides it is a very cheap town.

I wish you a good trip, if you want more information about Xanthi you can ask me if you can come and visit me. I'm waiting for your answer as soon as possible.

Love
Name

(295 words)

Examiner comments:

Overall grade:	B2
Visual reception (Reading):	Not applicable
Production:	A good attempt at coherent text, expanding on main points
Task Achievement:	Appropriate use of register and some ability to communicate a more complex message. All points covered though money only mentioned indirectly
Accuracy:	Good lexical and structural control but with some basic errors. Good use of linking devices
Range and Complexity:	An adequate range of vocabulary and structures deployed
Orthographic Control:	Good layout and paragraphing; unobtrusive spelling and punctuation errors

SAMPLE COMPOSITIONS

Prepared Task: Why did you choose this story? Were you happy with your choice? Why/not?

Four people died on Thanksgiving Day, when a Florida man finished his dinner, left, returned with a handgun and turned it on relatives. The suspect was an invited guest into the home, spending Thanksgiving with members of his family. This is one of the most shocking news stories I read about recently and this is the reason I chose to write about it.

It is one of the most shocking news stories as I said because firstly all the victims were relatives of the suspect, the 35 year old Paul Michael Merhige of Miami, who is still free armed and dangerous and secondly because one of the victims was a 6 year old girl. There were 17 guests at the holiday dinner massacre at the home of the youngest victim. The youngest victim was the little girl called Makayla Sitton who was a second or third cousin. She was asleep in her room when she was shot and she died after she was taken by helicopter to St. Mary's Medical Center, according to www.cnn.com.

The police say that the suspect had an ongoing resentment toward family members and at some point in the evening left the residence for a short period of time, then returned and started shooting without warning. His resentment about his family does not justify the massacre and of course the killing of this little angel who was only 6 years old and an innocent child. So, I was not at all happy with my news story which is very sad, tragic and unjustifiable.

In conclusion, my news story is very tragic and I was not happy with it because it shows that we cannot trust anyone nowadays, not even our family members. I chose to present this news story because it shows the cruelty of the people and the madness that exist around us and it is very sad when this madness affects innocent children.

(319 words)

Examiner comments:

Overall grade:	C1
Visual reception (Reading):	Evidence of understanding of lengthy complex texts
Production:	Clear, well structured text with subsidiary details, reasons and relevant examples
Task Achievement:	Appropriate register. Message expressed with relevance and precision
Accuracy:	Infrequent errors, some attempt at complex structures
Range and Complexity:	Evidence of a broad lexical repertoire. Sentence structure relatively simple but task appropriate
Orthographic Control:	Layout and paragraphing contribute to clarity of message. Appropriate punctuation

SAMPLE COMPOSITIONS

Unprepared Task: You have seen an advertisement in an international travel magazine inviting readers to send in articles about a town they have visited. Write your article describing a town, including things to see and do as well as information about the town's shops and nightlife.

"BARCELONA"

The capital of Catalonia in Spain, Barcelona offers fascinating **culture**¹, sunny climate and lively entertainment. Situated on the Mediterranean coast, Barcelona is a thriving city with a rich cultural heritage. Also, lovers of unusual architecture will be fascinated by the buildings designed by Gaudi. What is more for those who are fans of contemporary art, Barcelona boasts not only **of**² contemporary art museums but also **refers**³ to the most famous artists of Spain such as Picasso and Miro.

What makes Barcelona so special? The warm weather allows **tourists have**⁴ a great time walking along paths, **relish**⁵ **their coffee**⁶ or go shopping to one of the biggest shopmalls in Spain. Moreover the seafront provides idyllic places for jogging or roller-blading. What you are going to love about Barcelona is that the night entertainment always stays **alive**⁷ and the outdoor bars and restaurants are promoting a delicious menu and ofcourse offer the best option for a great night time.

Thus contrast between modern and ancient Spain makes Barcelona one of the most visited and well-known holiday destinations! The warm weather, sunny golden beaches and variety of options **to choose**⁸, provide the most suitable holiday package and as a result the best choice of spending a relaxing and entertaining **day**⁹.

Afroditi, age 16 (195 words)

Overall Grade: C1+

Visual reception: Not applicable.

Production: C1

Clear well-structured text, with expanding points and subsidiary details.

Task Achievement: C2

Good use of a range of modification devices to convey message.

Appropriate and consistently maintained register.

Accuracy: C1

Meaning is clear and transparent and there are **some structural errors**¹.

Range and Complexity: C1

Evidence of a broad repertoire with **occasional miscollocation**².

Orthographic Control: C2

Full control of layout, paragraphing and punctuation, free of orthographic errors.

COMMENTS:

1. MISCOLLOCATION

2. WRONG FORM

3. WRONG FORM

4. ACCURACY PROBLEM

5. WRONG WORD

6. MISCOLLOCATION

7. MISCOLLOCATION

8. ACCURACY PROBLEM

9. WRONG WORD

COMMENTS:

1. SEE POINTS ABOVE

2. SEE POINTS ABOVE

SAMPLE COMPOSITIONS

Unprepared Task: You have seen an advertisement in a local newspaper for a job in a fast food restaurant. Write a letter to the manager of the restaurant, applying for the job.

Dear Sir/Madam,

I'm¹ writing to you regarding the job advertisement published in the local newspaper.

To begin with, I am twenty five years old and I have just finished my university studies as a mathematician. I am a resident of this town, so I believe I know it really well. However, I am not **able of finding**² a job at the moment, thus I want to apply for this post.

When it comes to my personal skills, I think I am the most suitable person for the job. I can describe myself **as extrovert**³, who likes meeting new people and working with them. Also, I am very cooperative and patient with customers and I can easily learn new things and adapt to different situations. Moreover, I can speak three languages fluently (English, French and Italian) and my mother tongue, of course. Finally I have worked **twice in the part**⁴ in fast food restaurants, therefore I have the required experience.

Enclosed in my letter is my CV with all my qualifications and letters of recommendation from my past employers. Please contact me at any time. I look forward to **hearing your answer**⁵.

Yours faithfully

Christos S...

Christos, age 16 (194 words)

Overall grade: C2

Visual reception: Not applicable.

Production: C2

Clear, smoothly flowing text, elaborate text.

Task Achievement: C2

Good use of a broad range of modification devices to convey message. Appropriate and consistently maintained register.

Accuracy: C1+

Demonstrates a high degree of lexical and structural control **with some errors**¹.

Range and Complexity: C2

Demonstrates a high degree of lexical and structural control with rare errors.

Orthographic Control: C2

Full control of layout, paragraphing and punctuation, free of orthographic errors.

COMMENTS:

1. ACCURACY – REGISTER PROBLEM

2. ACCURACY – GRAMMAR PROBLEM

3. ACCURACY – GRAMMAR PROBLEM

4. NOT ACCURATELY EXPRESSED

5. NOT RIGHT EXPRESSION

COMMENTS:

1. THESE ARE HIGHLIGHTED ABOVE

ORGANIZING YOUR OWN MOCK EXAM AT SCHOOL

To reproduce exam conditions for the benefit of the learners in a mock test try to:

appoint examiners unfamiliar to the candidates,

stress the importance of such tests,

let the learners know about the mock test so as they have time to prepare,

arrange the seating in the examination room as this will be during the actual exam,

keep accurate timing,

ask the learners to bring in the appropriate materials (investigation, book, news story),

be strict during the mock exam so the learners realise its validity,

during the examination include some language which the learners have not covered in class. In this way their ability to cope with something they are not expecting is tested and this is a vital exam skill,

mark the learners' tests according to the criteria set by the CEFR,

give the learners exactly the same type of results they will get from the real exam,

after a lesson or two, give feedback and explain how much progress they still have to make in order to achieve their aim.

Frequently Asked Questions

What is the 'logbook'?

The logbook is a type of folder which contains the candidate's investigation, news story and book.

Is the 'logbook' assessed for its presentation? NO

Personal information

Can the student narrate rather than answer personal questions? **YES, but s/he should also be prepared to ask and answer personal questions.**

Can the examiner ask candidates additional questions? **YES**

The investigation

Is it compulsory for the candidate to have his/her investigation during the AURAL-ORAL part exam? **YES**

Can the learner use the course book to find a project? **YES**

Can the investigation be hand written? **YES**

Can the investigation be typed? **YES**

The book

Is it compulsory for the candidate to have the book for the exam? **YES**

Can the candidates have notes with them in the exam? **NO**

Can the book be of any level or type? **YES**

Should the teacher have read each learner's selected book? **NO**

Should the book be at the candidate's level? **No, it may be of any level.**

The news story

Must the candidates bring their news story with them? **YES**

Is there a word limit? **NO**

Can the students interrupt their partner? **YES**

Is it necessary the news story to be authentic? **No, it may be adapted especially for younger learners or learners with a low level language level. For authentic material the general rule is 'grade the task, not the text'.**

Can the news story be selected from the Internet? **YES**

Can the teacher adapt the level of the news story? **Yes, if this is to help the learner. The topic and task could be age and level appropriate.**

The decision making task

Do the candidates have to describe the photos shown? **Yes, if asked**

Do the candidates have to come to an agreement at the end of their discussion? **NOT necessarily, but they should talk about all pictures.**

Can the learners use a dictionary during the written exam? **Yes, either monolingual or bilingual.**

What is the pass mark for the TIE exam? **There is no 'pass' mark. The candidates are assessed and evaluated according to the CEFR descriptors and awarded a grade from A1 to C2 based on their performance.**

Where to find more teaching materials and logbooks:

www.tieexams.gr, Logbooks, Sample investigations, Sample news stories, Materials for teachers.

MY TIE LOGBOOK

The candidate must be able to present the investigation (for two minutes), then answer questions and describe the pictures included in it.

INVESTIGATION: **The Olympic Games**

NEWS STORY: **Amy Winehouse Dead**

BOOK (title of book):

Presented by:

INVESTIGATION The Olympic Games



The Olympic Games are an international event featuring summer and winter sports, in which thousands of athletes participate in a variety of competitions. The Games are held every two years, with Summer and Winter Olympic Games alternating. Originally, the ancient Olympic Games were held in Olympia, Greece, from the 8th century BC to the 5th century AD. Baron Pierre de Coubertin founded the International Olympic Committee in 1894. It has since become the governing body of the Olympic Movement. The evolution of the Olympic Movement during the 20th and 21st centuries has resulted in several changes to the Olympic Games. Some of these adjustments include the creation of the Winter Games for ice and snow sports, the Paralympic Games for athletes with physical disabilities, and the Youth Olympic Games for teenage athletes.

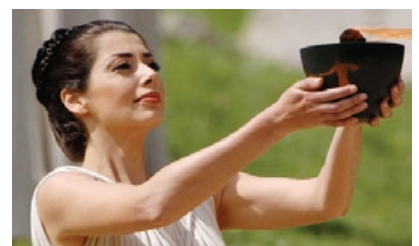
as the Olympic rings, consists of five connected rings and represents the unity of the five inhabited continents (America, Africa, Asia, Australasia, Europe). The colored version of the rings—blue, yellow, black, green, and red—over a white field forms the Olympic flag. These colors were chosen

because every nation had one of them on its national flag. The flag was adopted in 1914 but flown for the first time only at the 1920 Summer Olympics in Antwerp, Belgium. The Olympic motto is *Citius, Altius, Fortius*, a Latin expression meaning “Faster, Higher, Stronger”. The most important thing in the Olympic Games is not to win but to take part, just as the most important thing in life is not the triumph but the struggle. The essential thing is not to have conquered but to have fought well. Months before each Game, the Olympic flame is lit in Olympia in a ceremony that reflects ancient Greek ceremonies. A female performer, acting as a priest-



ess, lights a torch by placing it inside a parabolic mirror which focuses the sun’s rays and then the Olympic flame is lit.

Though the flame has been an Olympic symbol since 1928, the torch relay was introduced at the 1936 Summer Games, as part of the German government’s attempt to promote its National Socialist ideology.



Symbols

The Olympic flag

The Olympic Movement uses symbols to represent the ideals embodied in the Olympic Charter. The Olympic symbol, better known

News Story

Amy Winehouse Dead

Amy Winehouse Death: Security Guard Found Her In Bed

Sunday July 24, 2011 8:43 PM GMT, www.Celebrity-Gossip.net

While her cause of death is still pending autopsy results, a few more details regarding the death of Amy Winehouse have been made public.

The latest on the late "Back In Black" singer's tragic passing was made available by a family friend/rep of Amy - as Chris Goodman tells that she was found lying in bed by a security staffer. In a statement to press, Goodman told, "She was in her bedroom after saying she wanted to sleep and when he [the security guard] went to wake her he found she wasn't breathing." Chris added, "He called the emergency services straight away. He was very shocked. At this stage no one knows how she died. She died alone in bed."

Meanwhile, 27-year-old Winehouse's body is scheduled to be autopsied on Monday (July 25), with cause of death to be announced once concluded.

**ATTENTION:**

News stories must be no more than a few months old from exam date.

'Rehab' singer's body discovered in her London apartment, publicist confirms.

Amy Winehouse was found dead in her London apartment Saturday (July 23), her publicist confirmed to CNN. The U.K. singer was 27 years old.

A press release from Metropolitan Police does not specify Winehouse by name, but reads: "Police were called by London Ambulance Service to an address in Camden

Square NW1 shortly before 16.05 hours today, Saturday 23 July, following reports of a woman found deceased. On arrival officers found the body of a 27-year-old female who was pronounced dead at the scene. Inquiries continue into the circumstances of death. At this early stage it is being treated as unexplained."

Winehouse canceled her European tour last month, and has long struggled with substance abuse.

On June 18, Winehouse performed the first show of that European tour at Forest Fest in Belgrade, Serbia, but things went terribly wrong. The Brit songstress reportedly showed up more than an hour late and then once there, she repeatedly left the stage mid-performance. Winehouse forgot lyrics to her songs and even dropped the mic as a disgruntled crowd of 20,000 booed her set. After the show, she canceled festival appearances in Turkey and Greece.

Apart from her touring plans, Winehouse was also reportedly working on the follow-up to her award-winning *Back to Black*, but a concrete release date for the



album was never established.

Earlier Saturday, Winehouse's management team released a statement confirming she was pulling out of all gigs to concentrate on her recovery: "Amy Winehouse is withdrawing from all scheduled performances. Everyone involved wishes to do everything they can to help her return to her best and she will be given as long as it takes for this to happen."

In the hours following her death, Winehouse's American record label, Universal Republic, said in a statement: "We are deeply saddened at the sudden loss of such a gifted musician, artist and performer. Our prayers go out to Amy's family, friends and fans at this difficult time."

MTV.com, 23 July 2011



The candidate must be able to present the investigation (for two minutes), then answer questions and describe the pictures included in it.

MY TIE LOGBOOK

INVESTIGATION: **The Top 3 Football Players**

NEWS STORY: **Norway tragedy**

BOOK (title of book):

Presented by:

INVESTIGATION The Top 3 Football Players

LIONEL MESSI



Messi made his official debut for the first team in a friendly match against José Mourinho's Porto on 16 November 2003 (at 16 years and 145 days). Less than a year later, Frank Rijkaard let him make his league debut against Espanyol on 16 October 2004 (at 17 years and 114 days), becoming the third-youngest player ever to play for Barcelona and youngest club player who played in La Liga (a record broken by team mate Bojan Krkić in September 2007).

When he scored his first senior goal for the club against Albacete on 1 May 2005, Messi was 17 years, 10 months and 7 days old, becoming the youngest to ever score in a La Liga game for Barcelona until 2007 when Bojan Krkić broke this record, scoring from a Messi assist.

IKER CASILLAS



During the 2009–10 season on 4 October in a game against Sevilla F.C., Casillas made an extraordinary save; he ran from one side of his goal to the other and denied Diego Perotti in a one-on-one close range encounter. After the match, he received praise from fellow Spanish goalkeepers and England goalkeeping legend Gordon Banks, who stated "Casillas' reflexes are incredible. If he continues to play this well he will become one of the best goalkeepers in the history of the game."

JOHN TERRY

First-team regular

Terry began to establish himself in the Chelsea first team from the 2000–01 season, making 23 starts, and was voted the club's player of the year. He continued his progress during

2001–02, becoming a regular in the defence alongside club captain and French international Marcel Desailly. On 5 December 2001 he captained Chelsea for the first time, in a League match against Charlton Athletic. Chelsea reached the FA Cup final, following wins against London rivals West Ham and Tottenham in the fourth and six rounds respectively, and Fulham in the semi-final – where Terry scored the only goal in a 1–0 victory.



A virus denied Terry a place in the starting line-up for the final, although he came on as a second-half substitute as Chelsea lost 2–0 to Arsenal. In season 2003–04, his performances led to him being handed the captain's armband by manager Claudio Ranieri, when Desailly was out of the side. He played well in the absence of the French international, forming a strong defensive partnership with William Gallas.

News Story

Norway tragedy

July 24, 2011, *crisisboom.com/cnn.com*

DRAMATIC photos that may show the Norway gunman during his killing spree have emerged.

The blurry images — taken from a helicopter — appear to show a tall blond figure in a dark uniform holding what may be a rifle.

At his feet are what look like bodies floating on the water.

The man is believed to be Anders Behring Breivik, a crazed hunting fan arrested over gun and bomb attacks that killed at least 92 innocent people yesterday. Dressed as a policeman, the gunman massacred 85 youths camping on an island — two hours after a huge car bomb wrecked government buildings in capital Oslo, killing seven.

Terrified survivors last night told how a blue-eyed gunman beckoned them towards him — then coldly opened fire.

Adrian Pracon, who was shot in the left shoulder, said the scene on the island was like a "Nazi movie".

Speaking from his hospital bed, he said: "He was shooting people at close range and starting to shoot at us. He stood first 10 metres from me and shooting at people in the water.

**Arrested... Anders Behring Breivik**

"He had an M16, it did look like a machine gun.

"When I saw him from the side yelling that he was about to kill us, he looked like he was taken from a Nazi movie or something.

"He started shooting at these people, so I laid down and acted as if I was dead.

"He stood maybe two metres away from me. I could hear him breathing. I could feel the heat of the machine gun.

"He tried everyone, he kicked them to

see if they were alive, or he just shot them." Another young survivor, Jorgen Benone, said: "People were hiding behind stones. I saw people being shot... I felt it was best to stay quiet, not to run into the open.

"I saw (the gunman) once just 20 to 30 metres away from me."

Like other youngsters, Benone swam to safety and was rescued by a boat.

This morning, police official Roger Andresen revealed the total death toll had escalated to at least 91. Since then the number has risen to 92.

He said Breivik was co-operating with investigators, adding: "He is clear on the point that he wants to explain himself." National police chief Sveinung Sponheim said the gunman's internet postings "suggest that he has some political traits directed toward the right, and anti-Muslim views, but whether that was a motivation for the actual act remains to be seen". It also emerged Breivik bought SIX TONS of fertiliser in May from a farm supply firm. Some kinds of agricultural fertiliser have been used in the past to make explosives. 85 were confirmed dead after the assassin attacked the youth camp on the tiny Norwegian island of Utoya.

**A massive car bomb had earlier left seven dead and ten wounded in capital Oslo around 20 miles away.**

Last night police believed the two attacks were linked, with Breivik seen at the scene of the bombing.

What appears to be the 32-year-old's Facebook page describes him as "single" and a "Christian" — and lists serial killer drama Dexter as one of his favourite TV shows. He also names vampire show True Blood among TV programmes he

likes.

Bizarrely he lists cartoon

He-Man among his choice watches as well as violent films Gladiator and 300.

Under political views, he lists himself as "Conservative" — but Norwegian TV reported he has links to right-wing extremism.

A pal said he ranted on anti-Islam websites and was "strongly opposed to multiculturalism".

Among his interests are hunting, body building and freemasonry. He was also pictured in a ceremonial outfit on Facebook. Breivik is said to have had a machine gun and a Glock pistol registered in his name. On a Twitter page set up under his name, there is just one message posted on July 17.

It says: "One person with a belief is equal to the force of 100,000 who have only interests."

Kristine Melby, who lives opposite Utoya Island, saw children swimming in the water trying to get away. She said: "Some of the wounds were really, really big."

"Others of them had been running for their lives, they had their bones broken. Some of them were full of blood and dirt." As Norway reeled from the horror — on a national holiday — there were fears last night that more terror is on the way.

The car bomb exploded in the heart of Oslo's government quarter and close to the PM's office. The device exploded at around 2.30pm UK time — 3.30pm in Norway. Norway's finance ministry and the country's biggest tabloid newspaper were also hit.

**Map of a massacre... centres of devastation****ATTENTION:**

News stories must be no more than a few months old from exam date.

Sample writing task types for the TIE unprepared part

WRITING TASK TYPES	SAMPLE COMPOSITION TITLES
Review and opinion giving	Write a review and give your opinion of a film you have seen recently. Say when and where you saw it, what type of film it was and what was good or bad about it.
Person/Character description with supporting arguments	Write an article about a person you admire. Describe this person and explain why you admire him/her.
Letter of giving/asking for information	A friend of yours is coming to spend a week in your home town. Write to him/her giving information about the people and local leisure facilities (e.g. cinemas, swimming, etc).
Letter/article of advice	Write an article for a student magazine suggesting some places to eat in your town or city. You should include the type of food, the cost and what you like about it.
Letter of thanks	Write a letter thanking someone who helped you recently.
Letter for lost property	You recently stayed at a hotel in Athens. You have just realised you left your camera behind. Write a letter to the hotel manager saying where and when you think you left it giving a description of it and asking if they have found it.
Letter of complaint	You've recently bought a mobile phone on the internet. When you opened the box, you discovered the screen was broken and it was the wrong model. Write a letter of complaint to the manager of the company.
Letter of application	You have read an advertisement about a job in a summer camp. Write a letter to the manager of the camp applying for the job.
Letter of inviting/accepting/refusing an invitation	Your best friend has moved to another town and has invited you to his/her birthday party. Write a letter accepting or refusing the invitation.
Descriptive article (places, festivals, events, celebrations, buildings/monuments)	A group of students is coming to your town to spend a weekend. Write a article giving information about interesting sights as well as shops and nightlife.
For and against arguments	Staying at a campsite is the best way for young people to spend their holidays.'What do you think? Discuss the advantages and disadvantages.
Opinion giving	Write an article for a school magazine describing what you think is the best way to learn English.
Descriptive - narrative writing (letter/email/article)	Write a letter/e-mail/fax to a friend or a member of your family describing a recent trip or holiday.



Test of Interactive English



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