

GATEHOUSE
AWARDS



TEST OF INTERACTIVE

B2-C2

HANDBOOK

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ABOUT THE EXAM

The Gatehouse Awards B2-C2 Test of Interactive English (TIE) is an integrated four skills test of language, comprising Speaking, Listening, Reading and Writing skills. It consists of two units:

- The Spoken TIE Exam, assessing listening and speaking skills
- The Written TIE Exam, assessing reading and writing skills

Both parts of the test are compulsory and are designed to build upon Candidates' background knowledge, provide language development opportunities that suit the needs of each Candidate and reflect tasks they are familiar with from the English language learning classroom and their daily lives.

Candidates must undertake the mandatory preparation for the examinations, which involve the preparation of three standard, pre-specified tasks. These tasks form the framework within which Candidates select their own topics and materials and decide how they develop each task.

In preparation for the examination, at all levels, Candidates are required to:

- carry out an investigation on a topic of personal interest through reading and/or listening to various sources to gather information in order to be able to speak about it,
- read a book/graded reader in English in order to be able to speak or write about it,
- 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 for the Spoken (Listening & Speaking) exam.

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 Interlocutor who lets the candidates know which task they will present during the Spoken (Listening & Speaking) exam.

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 Spoken (Listening & Speaking) exam, WRITES about his/her news story in the Written (Reading & Writing) exam 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.

CANDIDATES WITH ADDITIONAL NEEDS: Candidates with additional needs (dyslexia, mobility problems, etc.) are eligible to apply to Gatehouse Awards for special arrangements (e.g. use of a scribe in the Written Exam) at least 2 weeks before the exams using the "Requests for Reasonable Adjustments" form. Along with the form, candidates should submit any relevant evidence. Gatehouse Awards will provide them with a decision within 10 working days of receiving the application.

WHAT THE CANDIDATE MUST HAVE ON THE DAY OF THE EXAM: The candidates must bring their logbooks (investigation, news story) and books to the Spoken (Listening & Speaking) exam, otherwise they are NOT eligible to take the exam [Compulsory]. In the Written (Reading & Writing) exam they **may** bring their logbooks and books, plus a monolingual English dictionary (English to English) [Optional].

TIE IS AN ACHIEVEMENT TEST: Candidates are awarded a qualification at the level they have achieved on the day of the exam. In other words, candidates may either be awarded a qualification at the level they have aimed at or a qualification of a lower or a higher level of attainment. In case they fail, no certificate is issued.

CERTIFICATION: Successful Candidates are awarded the qualification at the level they have achieved. Candidates who do not achieve the lowest level of attainment (i.e., B2) in the examination will be assessed at B1 level (Fallback assessment) and can therefore be eligible to be awarded a B1 level certificate. Candidates not achieving the B1 level will not be awarded a certification.

OVERVIEW OF THE EXAM

THE TIE EXAM AT A GLANCE

SPOKEN TIE EXAM 2 (or 3) candidates/ interview	The candidate READS... (BEFOREHAND)	The candidate LISTENS...	The candidate SPEAKS...	The candidate WRITES...
STEP 1 Personal introductions (see details page 4)		Candidates listen and interact with the Interlocutor and each other exchanging personal information.	Candidates introduce themselves and answer personal questions.	
STEP 2 The investigation (see details page 5)	The candidate reads from texts of his/her choice to gather information about his/her investigation.	Candidates need to listen so they can ask each other questions and follow the Interlocutor's questions.	Candidates present their investigations and comment on their partner's work.	
STEP 3 The news story (see details page 6)	The candidate selects and follows a news story of his/her own choice from at least two different media sources.	The candidate presenting his/her news story needs to understand the Interlocutor's questions. The other candidate needs to listen so s/he can ask his/her partner questions about his/her presentation.	One candidate presents the news story, answers questions and discusses the other candidate's comments.	
STEP 4 The book (see details page 7)	The candidate reads a book/graded reader of his/her choice.	The candidate presenting his/her book needs to understand the Interlocutor's questions. The other candidate needs to listen so s/he can ask his/her partner questions about his/her presentation.	One candidate presents the book, answers questions and discusses the other candidate's comments.	
STEP 5 The decision making task (see details page 8)		Candidates listen and interact with each other commenting on the visuals that the Interlocutor presents to them.	Candidates use the visual prompts and the question or problem given by the Interlocutor to discuss the issue, arriving at a decision together.	

WRITTEN TIE EXAM	The candidate READS... (BEFOREHAND)	The candidate LISTENS...	The candidate SPEAKS...	The candidate WRITES...
STEP 1 Prepared writing The book/news story (see details page 10)	See STEPS 3 & 4 above in the SPOKEN TIE EXAM.			The candidate writes giving their opinion on either the book or the news story choosing one from two topics.
STEP 2 Spontaneous writing (see details page 10)				The candidate writes a text on a topic of general interest choosing from a set of two options.

THE ANALYSIS OF THE EXAM

THE SPOKEN (LISTENING & SPEAKING) TIE EXAM

General information:

Time: 25 - 30 min in total. The Spoken (Listening & Speaking) exam consists of 5 steps:

Spoken TIE Examination Summary (B2 – C2)			
Step	Task	Summary	Timings
1. Introduction: Conversation (Spontaneous)	Personal introductions Exchange of personal information (All Candidates)	Candidates listen and talk to the interlocutor and each other, to introduce each other and exchange personal information	4 minutes (for two Candidates) 5-6 minutes (for three Candidates)
2. Investigation (Prepared)	Presentation and discussion of Investigation (All Candidates)	In turn, each Candidate refers to their Logbook and presents their investigation. Candidates comment on the other's investigation and respond to questions from the Interlocutor/each other	8-9 minutes (for two Candidates) 12-13 minutes (for three Candidates)
3. The News Story* (Prepared)	Presentation and discussion of the news story (One Candidate*)	One Candidate presents their news story and answers questions from the Interlocutor/the other Candidate	5-6 minutes
4. The Book* (Prepared)	Presentation and discussion of the book (One Candidate*)	One Candidate presents their book and answers questions from the Interlocutor/the other Candidate	5-6 minutes
5. Decision Making Task (Spontaneous)	Candidates discuss the task between themselves and make a decision which they present to the Interlocutor (All Candidates)	Candidates use the visual prompts and the question or problem given by the Interlocutor to discuss the issue, arriving at a decision together	4-5 minutes (for two Candidates) 7-8 minutes (for three Candidates)
Total Examination Time			30 minutes (for two Candidates) 45 minutes (for three Candidates)

*Candidates must be prepared to present and discuss both their book and their news story. The Interlocutor announces which task they will present in the Spoken TIE Exam

Spoken (Listening & Speaking) exam STEP 1: PERSONAL INTRODUCTIONS

Exam task: Exchange of personal information.

Task type: Spontaneous.

Time: 4 min approx.

Task description: The Interlocutor invites candidates to introduce themselves and answer his/her questions.

Materials: None.

Sample questions:

- What are your favourite hobbies?
- Tell us a few things about your family.
- What did you do last weekend?
- What do you study? Do you like your studies?
- What are your plans when you finish school/university?

Interlocutor's Script

First of all, it's lovely to meet you. Let's talk about you. I would like you to introduce yourselves, and then I will ask each of you some questions. You may also ask each other questions, if you like, or make comments, OK? [Allow candidates to introduce themselves and then ask them in turn two or more personal questions, non-sensitive questions depending on the length of the candidate's answer(s) and the available time]

Spoken (Listening & Speaking) exam STEP 2: THE INVESTIGATION

Exam task: Presentation/discussion on the investigation.

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

Time: 8-9 min approx.

Task description: Candidates must be ready to present their investigations for at least 2 minutes each and respond to questions asked by the Interlocutor and their co-candidate.

Materials: The investigations which candidates have created. The investigations can be typed or hand-written. They should be 2-3 pages long and include a title and at least two visuals.

Samples of Topics for the investigations: Studies/Work, Leisure Time, Famous People, Technology, Health, Environment, Travel, Art, Science, etc.

IMPORTANT: Candidates must produce their investigations (in their Logbook) for the Spoken TIE Exam.

Sample questions:

- Why did you choose to investigate this topic?
- What attracted you to this topic?
- Was it difficult to find information on this topic? What sources did you use?
- What impressed you most about this topic?
- Was it useful investigating this topic? What did you learn?
- Can you tell me what this is? (referring to a visual included in the investigation)

Interlocutor's Script

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

(Candidates give their logbooks to the Interlocutor and the Interlocutor opens them. S/he turns them towards the Candidates so that they can all see them and continues with the examination)

(The Interlocutor invites the Candidates in turn as follows)

(The Interlocutor inserts Candidate A's name), would you like to present your investigation to us?

(Before Candidate A starts, s/he turns to the other Candidate(s) and says)

And I'd like you to listen carefully so that you can ask questions about the investigation.

(The Interlocutor allows the Candidate to present for about two (2) minutes)

(The Interlocutor asks one or more general questions on the investigation, e.g. Did you find this topic interesting to investigate? Why/why not? Additional questions should be adapted to specific topics - the pictures in the Candidate's logbook can also be used to guide the conversation)

(Then invites the other Candidate(s) as follows)

What would you like to say or ask about this investigation?

(The Interlocutor allows the other Candidate(s) to ask one or more questions and the presenting Candidate to answer)

Thank you.

The same procedure is followed with the other candidate.

See PAGES 22, 24 for sample investigations.

Spoken (Listening & Speaking) exam STEP 3: 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: 5-6 min approx.

Task description: Candidates must be prepared to present their news story for at least 2 minutes and respond to questions asked by the Interlocutor and their co-candidate.

Materials: Candidates' news stories, recorded in the logbook. The news story should be from at least two different media sources, such as newspapers, the internet, a magazine etc. and include at least two visuals. It **must not be more than 6 months old** at the date of the examination. Dates and sources must be mentioned on the texts.

IMPORTANT: Candidates must bring their news story with them (in the logbook) for the Spoken exam and may bring it for the Written exam as well.

Sample questions:

- What attracted you to this story?
- What sources did you use? Which was the easiest/most difficult to follow?
- What have you learned from this story?
- What do you think has happened to the people/place/event since the news story was published?

Interlocutor's Script

(The Interlocutor inserts Candidate A's name), I see you have a news story with you. Would you like to present your news story to us?

(Before they start, the Interlocutor turns to the other Candidate(s) and says)

And I'd like you to listen carefully so that you can ask questions about the news story.

(The Interlocutor allows the Candidate to present for about two (2) minutes)

(Then the Interlocutor asks one or more questions about the news story, e.g. What did you like most about the story? What sources did you use to find out about the story? What did you learn from the story? Additional questions should be adapted to specific topics - the Candidate's logbook can also be used to guide the conversation)

(Then the Interlocutor invites the other Candidate(s) as follows)

What would you like to say or ask about this story?

(The Interlocutor allows the other Candidate(s) to comment and ask one or more questions and the presenting Candidate to answer)

Thank you.

See PAGES 23, 25 for sample news stories.

Spoken (Listening & Speaking) exam STEP 4: 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: 5-6 min approx.

Task description: Candidates must be prepared to present their book for at least 2 minutes and respond to questions asked by the Interlocutor and their co-candidate.

Materials: The book. **Candidates' books must be in English.** It could be either a work of fiction or non-fiction, a graded reader, a comic book, etc. English course books and magazines are not permitted.

IMPORTANT: Candidates must bring their book for the Spoken exam and may bring it for the Written exam too.

Sample questions:

- Why did you choose this book?
- Did you find it interesting? Why/Why not?
- Who was your favourite character in the book?
- How does the book end? Did you like its ending (Why/Why not?)
- Would you recommend this book to a friend? Why/why not?

Interlocutor's Script

(The Interlocutor inserts Candidate B's name), I see you have a book with you. Would you like to present your book to us?

(Before Candidate B starts, the Interlocutor turns to the other Candidate(s) and says)

And I'd like you to listen carefully so that you can ask questions about the book.

(The Interlocutor allows the Candidate to present for about two (2) minutes)

(The Interlocutor asks one or more questions about the book, e.g. Did you enjoy/are you enjoying the book? Who are the main characters? Where does the story take place? Additional questions should be adapted to the specific book and presentation)

(Then the Interlocutor invites the other Candidate(s) as follows)

What would you like to say or ask about this story?

(The Interlocutor allows the other Candidate(s) to comment and ask one or more questions and the presenting Candidate to answer)

Thank you.

Spoken (Listening & Speaking) exam STEP 5: THE DECISION MAKING TASK

Exam task: Problem solving interaction, based on visual material.

Task type: Spontaneous.

Time: 4-5 min approx.

Task description: The Interlocutor will present a topic and a question and provide Candidates with a series of photos, representing a range of options. Candidates must engage in conversation between themselves, expressing their opinions, agreeing or disagreeing, making suggestions, expressing preferences and reach a conclusion, presenting the conclusion to the Interlocutor with their reasons. The Interlocutor may broaden the topic, prompting further discussion.

IMPORTANT: In this task, the exchange of information is more important than reaching an agreement. Many Candidates may feel that, in this kind of problem-solving or decision making task, there is pressure on them to reach an agreed solution or conclusion as quickly as possible. However, in this task, the emphasis is on the process by which the agreement or conclusion is reached rather than the result itself.

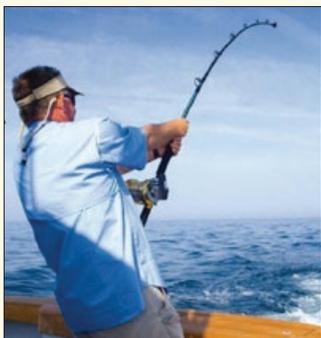
Interlocutor's Script

(The Interlocutor chooses which decision making task the Candidates will use)

Now, I'd like you to discuss something together, whilst I just listen. Please remember to speak clearly.

(The Interlocutor refers to the decision making task materials: the wording is given behind the visual you choose to use)

Here are some hobbies. Which one is most enjoyable for you and why?



(The Interlocutor allows the Candidates to engage in discussion about the images and themes in the materials and their ideas. Where the conversation is slow to start or Candidates find difficulty in carrying the conversation, it may be necessary for the Interlocutor to contribute. S/he could ask an open question or lead the conversation to a point of interest and then encourage the Candidates to continue to develop the theme. S/he does not have to prolong the task to the full time allowed if s/he feels that the discussion has come to a natural conclusion and Candidates have had equal opportunity to demonstrate their skills during the task)

(At the end of the decision making task):

I think that's all we have time for today - we have come to the end of the test. Thank you.

ASSESSING THE SPOKEN (LISTENING & SPEAKING) TIE EXAM

The Interlocutors have been trained to assess the candidates' performance based on specific criteria. For the Spoken (Listening & Speaking) exam these are:

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

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

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

Grammatical Accuracy & Complexity refers to the candidate's grammatical & syntactical control.

Lexical Range & Appropriacy measures the candidate's lexical repertoire and ability to make appropriate lexical choices.

Phonological Control measures the candidate's ability to produce comprehensible speech.

Based on the criteria above, the Interlocutor is called to 'place' the candidate on the scale from B2 to C2 or below according to his/her performance. To do so, the Interlocutor uses detailed descriptors provided by the Common European Framework (CEFR) listed below.

Assessment Criteria: Spoken TIE B2-C2

Level	Aural Reception	Interaction	Communicative Effectiveness	Grammatical Accuracy & Complexity	Lexical Range & Appropriacy	Phonological Control
C2+	The descriptor below is met fully and consistently across every task.	The descriptor below is met fully and consistently across every task.	The descriptor below is met fully and consistently across every task.	The descriptor below is met fully and consistently across every task.	The descriptor below is met fully and consistently across every task.	The descriptor below is met fully and consistently across every task.
C2	Can participate in any conversation without any difficulty in understanding any kind of language delivered at fast native speech.	Can take part effortlessly in any conversation or discussion. Can adopt almost entirely appropriate register. Can naturally interweave his/her contribution into the joint discourse.	Can express self fluently and spontaneously at length with a natural, effortless flow. Can convey meaning flexibly and precisely. Can backtrack and restructure around a difficulty so smoothly that the interlocutor is hardly aware of it.	Can maintain consistent grammatical control of complex language, even when attention is otherwise engaged (e.g. forward planning or monitoring the reactions of others). Errors are extremely rare.	Can use a broad range of vocabulary flexibly and appropriately to address unfamiliar, abstract topics and ideas and convey finer shades of meaning without ambiguity. Has a very good command of idiomatic expressions and colloquialisms.	Can consistently maintain a high level of comprehensibility. Can express fine shades of meaning by varying intonation & stress. Flow is natural, effortless and unhesitating. Pauses only to reflect on the precise way to express meaning.
C1+	Can follow extended speech on abstract and complex topics without difficulty.	Can converse comfortably and appropriately. Can formulate ideas with precision and skillfully relate his/her contribution to those of other speakers.	Can express self fluently and spontaneously without much obvious searching for expressions. Can develop ideas at length with subsidiary details, reasons & relevant examples. Can use appropriate & effective circumlocution.	Displays a high degree of grammatical control. Can produce complex speech in which errors are rare and difficult to spot.	Can use a broad lexical repertoire to deal with unfamiliar, abstract topics, gaps are readily and effortlessly overcome by circumlocution. Good command of idiomatic expressions and colloquialisms.	Can maintain a high level of comprehensibility. Can vary intonation and sentence stress appropriately to convey and enhance meaning. Only a conceptually difficult subject can hinder a natural smooth flow.
C1	Can understand enough to follow extended speech on abstract and complex topics though he/she may have to confirm occasional details, especially if the accent is unfamiliar.	Can interact easily. Can adopt a register that is generally appropriate & consistently maintained. Can select discourse functions to get the floor and handle extensive turns as appropriately.	Can express self spontaneously, almost effortlessly. Can use language flexibly and effectively for social and professional purposes. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can use complex structures successfully to express what he/she wants to say, without restriction. Errors are infrequent and do not interfere with intelligibility.	Can use a wide range of vocabulary mostly appropriately to deal with unfamiliar, abstract topics. Little obvious searching for words. Has a good grasp of idiomatic expressions and colloquialisms. Occasional minor slips occur but no significant vocabulary errors.	Can maintain comprehensibility which is only occasionally marred by phonological lapses. Can usually vary intonation & sentence stress appropriately for the message.
B2+	Can understand main ideas and details in standard spoken language on both concrete and abstract topics.	Can interact with a degree of fluency and spontaneity. Can take part in discussion in familiar contexts, accounting for, justifying and sustaining views.	Can communicate spontaneously and clearly on a wide range of topics, using the language fluently, accurately and effectively without much sign of having to restrict what he/she wants to say. Will use stock phrases rather than pauses to gain time and keep the turn.	Displays very good grammatical control of simple and more complex structures. Occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be self-corrected.	Can deploy a good range of appropriate vocabulary to address a wide range of topics without much conspicuous searching for words. Can vary formulation to avoid frequent repetition even in complex sentence forms. Lexical gaps can still cause hesitation but this does not hinder communication.	Can generally maintain comprehensibility using appropriate intonation and placing sentence stress accurately and naturally. Stretches of language contain little hesitation.
B2	Can understand main ideas of complex speech on both familiar and unfamiliar topics.	Can interact with a degree of ease & spontaneity without imposing strain on participants. Can demonstrate some ability to use appropriate register to give clear descriptions and viewpoints in familiar contexts. Can intervene appropriately in discussion.	Can communicate spontaneously, using the language almost fluently and effectively on a wide range of topics. Can account for & sustain views clearly with relevant supporting arguments. Uses a good degree of confidence, politeness and clarity.	Displays a very good control of simple and some complex grammar. Errors do occur but do not lead to misunderstanding.	Can deploy a good range of appropriate vocabulary to address matters connected to his/her field and most general matters. Limitations may exist when dealing with unfamiliar or abstract topics, but messages clearly come across.	Can generally maintain comprehensibility showing some control of rhythm & appropriate intonation. Produces stretches of language with a fairly even tempo. However, there are a few instances of pausing and hesitation to search for patterns and expressions, which do not affect communication.
Fallback Assessment						
B1+	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, though will sometimes have to ask for repetition of particular words and phrases.	Can generally maintain a conversation or discussion. Can enter unprepared into conversations on familiar topics.	Can express self with relative ease on topics of immediate relevance. Can explain the main points in an idea or problem with reasonable precision and without much misunderstanding.	Can communicate with reasonable accuracy in familiar contexts. Generally good control though with noticeable mother tongue influence. Errors occur, but messages come across clearly.	Has a sufficient vocabulary to express him/herself on most topics pertinent to his/her everyday life.	Can express self reasonably clearly despite some problems with rhythm & intonation, & occasional inappropriate pausing.
B1	Can understand main points of clear, standard speech about common everyday or job related topics, provided speech is clearly articulated in a general familiar context.	Can interact with some confidence only when dealing with familiar topics. Can intervene in such discussion using a simple phrase to get the floor.	Can convey a simple & straightforward message of immediate relevance, getting across most important messages. There are however cases of misunderstanding.	Can communicate with reasonable accuracy & control within the limits of frequently used patterns.	Can use simple vocabulary flexibly. Makes inappropriate word choices in less familiar situations which however do not seriously impede communication.	Is mostly comprehensible and has some control of phonological features. Mispronunciations occur as well as instances of inappropriate pausing.
Below B1 (FAIL)	Can understand phrases and expressions on very basic personal information, provided speech is clearly and slowly articulated.	Can interact only in structured contexts keeping the conversation going only with the help of an interlocutor.	Can pass on the relevant message in a simple & direct exchange of limited information on personal & concrete matters. More complex messages may be compromised, leading to frequent misunderstanding.	Can produce speech that shows some control of short simple structures. Errors often obscure meaning.	Can deploy basic vocabulary more or less appropriately managing to convey a simple message.	Is generally comprehensible despite limited control of phonological features, excessive hesitation & inappropriate pausing.

Where the Candidate has demonstrated that skills are fully established across all criteria at the level and there is a clear indication that skills at the level above may be emerging, but not yet consolidated, a grade of (B1+) B2+, C1+ or C2+ may be given.

THE WRITTEN (READING & WRITING) TIE EXAM

General information:

Time: 90 min in total, 2 compulsory tasks.

TASK 1 - Prepared (approx. 45 min).

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

TASK 2 - Spontaneous (approx. 45 min).

The candidate writes a text choosing one of the two given topics.

Approximate word limits: **B2: a minimum of 150 words**
C1/C2: a minimum of 200 words

Very short texts (less than 90 words) will get DNF (Did not Fulfil the Requirements).

Written exam STEP 1: The PREPARED writing task

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

Task type: Prepared.

Produced text: Letter/email, article, essay.

Indicated time: 45 min.

Task description: The candidate has read his/her book/news story and he/she is asked to reflect on it and produce an opinion giving text from a choice of two options.

Materials: The book or the news story.

IMPORTANT NOTE: In this task, the candidates are required to include **a brief summary (no more than 50 words)** of their book/news story in their response.

Written exam STEP 2: The SPONTANEOUS writing task

Exam task: Spontaneous writing.

Task type: Unprepared.

Produced text: Letter/email, article, short story, essay.

Indicated time: 45 min.

Task description: The candidate produces a text in response to one from a choice of two questions. The first question primarily gives opportunities for candidates at the lower level of the band (i.e., B2/C1) to demonstrate their written skills. The second question primarily gives opportunities for candidates at the higher level of the band (i.e., C1/C2) to demonstrate their written skills.

Materials: None.

See page 27 for *SAMPLE WRITING TASK TYPES FOR THE SPONTANEOUS PART.*

ASSESSING THE WRITTEN (READING & WRITING) TIE EXAM

Markers have been trained to assess the candidates' performance based on specific criteria. For the Written (Reading & Writing) exam these are:

Visual Reception (Reading) measures the degree of the candidate's understanding as well as the extent to which their background reading is successfully displayed in their produced scripts.

Production & Text Organisation measures the candidate's ability to produce clear, well-structured and coherent text, following the genre conventions set in the task.

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

Grammatical Accuracy & Complexity refers to the candidate's grammatical & syntactical control.

Lexical Range and Appropriacy measures the candidate's lexical repertoire and ability to make appropriate lexical choices.

Orthographic Control & punctuation assesses the candidate's control of the conventions of spelling and punctuation.

Based on the criteria above, the marker is called to 'place' the candidate on the scale from B2 to C2 or below according to his/her performance. To do so, the marker uses detailed descriptors provided by the Common European Framework (CEFR) listed below.

Assessment Criteria: Written TIE B2-C2

Level	Visual Reception	Task Achievement	Grammatical Accuracy & Complexity	Lexical Range & Appropriacy	Orthographic control & punctuation	Production & Text Organisation
C2+	As C2: consistently and to a high degree throughout both entire tasks.	As C2: consistently and to a high degree throughout both entire tasks.	As C2: consistently and to a high degree throughout both entire tasks.	As C2: consistently and to a high degree throughout both entire tasks.	As C2: consistently and to a high degree throughout both entire tasks.	As C2: consistently and to a high degree throughout both entire tasks.
C2	Displays a high degree of comprehension. Text skillfully integrates the writer's background reading and critical thinking.	Fully appropriate text that answers the question fully and convincingly, showing the candidate's critical perspective. The text is likely to have a positive effect on the intended audience.	Consistently maintains a high degree of grammatical control of complex language. Great flexibility in reformulating ideas in differing forms to convey finer shades of meaning precisely. Errors are extremely rare and unobtrusive.	Uses a very broad and sophisticated lexical repertoire in a skilful manner. Displays natural control of idiomatic expressions and colloquialism and shows clear awareness of connotative levels of meaning.	Spelling and punctuation are consistently accurate. Errors are extremely rare.	Produces clear, smoothly flowing, complex texts. Skilfully manages paragraphing and shows a high degree of independence in text organisation. Uses a variety of organisational patterns and a wide range of appropriate linking devices to mark the relationships between ideas in a coherent and cohesive discourse. The text meets the required word limit for C2.
C1+	Displays a high degree of comprehension. Text is effectively linked to task instructions showing the writer's critical perspective.	Fully appropriate text that answers the question thoroughly. Covers potential topic points in a detailed and critical manner.	Shows natural control of complex grammatical structures. Errors are rare and difficult to spot and do not impede understanding. Choice of grammar consistently shows full awareness of register.	Uses a wide range of vocabulary with flexibility and precision. Displays fairly good awareness of style, collocation and idiomaticity. Slips are very rare. Choice of lexis consistently shows full awareness of register.	Spelling and punctuation are accurate apart from occasional slips of the pen.	Produces coherent texts on complex subjects. Layout and paragraphing are appropriately used and effectively managed. Shows controlled use of organisational patterns, connectors and linking devices, which inform paragraph structure.
C1	Displays a high degree of comprehension. Text is appropriately and effectively linked to task instructions. Some evidence of critical thinking.	Fully appropriate text that answers the question fully, providing a range of arguments and examples.	Maintains a high degree of grammatical accuracy. Errors are difficult to spot and do not impede understanding. Choice of grammar shows strong awareness of register.	Uses a wide range of vocabulary allowing for some flexibility and precision in expression. Displays good command of idiomatic expressions and collocation with only occasional minor slips. Choice of lexis shows strong awareness of register.	Spelling and punctuation are mostly accurate. Errors are uncommon and do not affect meaning.	Produces well-structured complex texts underlining the relevant salient issues, expanding and supporting points of view. Uses a wide range of appropriate linking words efficiently to link ideas within and across sentences. Produces coherent text with clear sequenced paragraphs. The text meets the required word limit for C1.
B2+	Displays a very good degree of comprehension. Text is clearly and appropriately linked to task instructions.	An appropriate text that answers the question fully. Covers relevant topic points in an appropriate manner, expressing relevant arguments or examples clearly.	Shows a good grammatical control of complex language. Non-systematic errors and minor flaws in sentence structure still occur but they are rare and do not obstruct understanding. Choice of grammar shows considerable awareness of register.	Uses a very good range of vocabulary. Words, phrases and expressions are fully appropriate and fully convey meaning. Lexical accuracy is generally high. Choice of lexis shows considerable awareness of register.	Spelling and punctuation are reasonably accurate. Few errors that do not affect meaning.	Produces clearly intelligible continuous writing. Ideas and information are logically organised in appropriate paragraphing. Uses a variety of linking words to mark clearly the relationships between ideas.
B2	Displays a good degree of comprehension. Text is clearly linked to task instructions.	An appropriate text that answers the question almost fully. Content is mostly relevant, providing some arguments and examples. There is some follow-up of the required text type and purpose.	Shows a relatively good grammatical control of complex language. Although there are still some errors, they usually do not affect understanding. Choice of grammar shows some awareness of register.	Uses a good range of vocabulary that is appropriate to the task topic and purpose. Rare lapses in word choice. Incorrect word choices which occur do not hinder communication. Choice of lexis shows some awareness of register.	Spelling and punctuation are reasonably accurate but may show signs of mother-tongue interference. Errors are unobtrusive.	Produces intelligible continuous writing which follows expected paragraphing and layout. Uses a variety of linking devices correctly and, in most cases, appropriately to create a coherent and cohesive text. The text meets the required word limit for B2.
Fallback Assessment						
B1+	Displays a level of basic comprehension of the task below the B2 level. Text must still be linked to task instructions but in a general way.	Has attempted to meaningfully respond to the question. Limited or no evidence of relevance to text type and/or purpose. Content is generally relevant but may consist more of an answer which contains some degree of detail, but lacks specific arguments or examples.	Simple structures are consistently employed appropriately. Attempts at more complex language use are more or less successful but the range of structures is limited and does not display the range and accuracy expected at B2 level.	Candidate's vocabulary range is appropriate and accurate when using familiar language, with errors occurring when attempting to communicate more abstract ideas or use technical or complex vocabulary.	There are very few or no spelling or punctuation errors in familiar and everyday vocabulary and text. Errors occur when attempting to use technical or complex language.	Produces a connected text by linking a series of shorter discrete elements into a linear sequence. Paragraphing is used mostly appropriately and effectively. Simple cohesive devices are used to link sentences. There are clear paragraphs including introduction, development and conclusion in a coherent and cohesive text.
B1	Displays basic understanding of the task questions. Text must still be linked to task instructions.	Has attempted to answer the task question. Limited or no evidence of relevance to text type and/or purpose. Lack of explicit arguments and examples linked to the task question.	A relatively good repertoire of simple structures is evident and employed appropriately. Errors are noticeable but do not seriously interfere with intended meaning. Some forms of expression are awkward.	Vocabulary range is appropriate when using familiar language. Lapses in word choice do not interfere with meaning when using very familiar or everyday language. Interference is apparent when attempting vocabulary above the level.	Spelling and punctuation are accurate enough to be followed most of the time. Errors when trying to use language above the level affect meaning.	Paragraphing is used mostly appropriately and effectively. Uses a range of simple linking devices to link sentences to make coherent and cohesive text. The text fails to meet the required word limit for B2, but exceeds 100 words.
FAIL	<ul style="list-style-type: none"> The text is written on a totally different topic than the one assigned. The text requires considerable effort to see any connection between the composition and the prompt. In WT1, the text consists of summary only and there is no connection to other elements of the task topic. 		Lack of grammatical control consistently interferes with the reader's ability to understand the intended meaning.	The vocabulary range is insufficient to convey meaning effectively.	Spelling and punctuation errors are frequent and interfere with the reader's ability to understand the intended meaning.	The use of paragraphing is very limited or non-existent. There is very limited or no attempt to create text which is coherent and/or cohesive.
DNF	<p>A DNF (Did Not Fulfill the Requirements) rating is awarded to a candidate:</p> <ul style="list-style-type: none"> that has not attempted answering the task (either WT1 or WT2 or both) that has produced a written response that is shorter than 100 words that in WT1 (Prepared) has produced work which is not his/her own (reproduction of identical summaries that candidates working on the same book or news story have memorized and which cover a significant proportion of their produced texts) 					

Where the Candidate has demonstrated that skills are fully established across all criteria at the level and there is a clear indication that skills at the level above may be emerging, but not yet consolidated, a grade of (B1+) B2+, C1+ or C2+ may be given.

Inauthentic work – if the marker suspects that a candidate produced inauthentic text in WT2, or in a section of the WT1 which is not the summary element, this will be reported accordingly.

Glossary of terms used within the written assessment criteria:

Text type: a letter/email, story, article, essay, etc.

Text purpose: argumentative, descriptive, informative, persuasive, etc.

Register: the level of formality of the text.

SAMPLE SCRIPTS

The following texts have been produced by real candidates. They are provided here to help the reader understand the marking process and the assessment criteria. They are not intended to be used as Model texts for the level.

Prepared: Write an email to your friend about the news story you have read. in your email: a) include a brief summary of the news story (no longer than 50 words), and b) explain how the news story made you feel.

Dear Maria,

How are you? I hope everything is OK! Guess what! I'm writing to fill you in about my news story. My news story is about "The ancient Theater of Larissa". The 20th September 2015, was a very important day for the city of Larissa in the heart of Greece, because the Ancient Greek theater of the city, welcomed again after 2,500 years of inactivity its spectators.

To be honest, this news story is really interesting not only for me, but for everyone who is interested in culture and for this reason it made me feel really happy. More specifically, the ancient theater of Larissa is part of the Greek history and it is associated with the Greek identity. It is very important for all the people to be provided with such unique opportunities that can help them develop their cultural awareness. It may come in very handy, for everyone to attend theatrical plays in Larissa and get informed about the long tradition of the theater.

Moreover, to be frank this news story made me feel really happy because it provides people with a lot of messages. Not only do readers have the opportunity to learn about the Greek history but they may also appreciate the importance of the history and the monuments in our life. It is up to all of us to preserve the ancient heritage of our country because it is our past and it can become our present and future.

That's all for now! Believe me, this was a really interesting news story and I believe that everyone should follow it and get informed about the long tradition of the theater.

Kisses, Elina

(272 words)

Overall grade: **C2** - Prepared Part: **News Story**

Marker's comments:

Visual Reception: Text is efficiently and skillfully linked to tasks instructions displaying the candidate's critical perspective.	C2
Task Achievement: Answers the question fully and convincingly in a detailed and critical manner.	C2
Grammatical Accuracy & Complexity: Errors are very rare (three lexical errors) and the vocabulary is appropriately and effectively used to convey meaning.	C2
Lexical Range & Appropriacy: Displays a wide range of vocabulary conducive to the topic, but limited complexity of structures.	C1+
Orthographic Control: Full control of spelling rules, just two punctuation errors.	C2
Production & Text Organisation: It displays an appropriate layout according to the requested text type. A well - structured, fully coherent text in which ideas are organized in a logical and cohesive way. A wide range of cohesive devices within and across paragraphs.	C1+

SAMPLE SCRIPTS

Unprepared: Your school is participating in a European school project about “Christmas celebrations around the world”. Write a text as part of this project, giving information about how Christmas is celebrated in YOUR country.

“Christmas in Greece”

We are all becoming aware of the fact that Christmas is the biggest and most important celebration all over the world. Here in Greece Christmas celebration is believed to be a unique experience for people to pray and be happy.

Christmas in Greece is beginning to resemble the holidays in Western Europe and North America. It was once a quiet, spiritual time with very little commercialization, but now (especially in the urban areas), it has become more frenzied and flashy. On Christmas Eve, children travel from house to house offering good wishes and signing Kalanda, the equivalent of carols. Often the songs are accompanied by small metal triangles and little clay drums. The children are frequently rewarded with sweets and dried fruits.

Another significant element of this celebrate is the Christmas tree. Christmas trees which were once rare in Greece are becoming more popular. They are usually artificial and are placed in the home in mid-December, decorated with tinsel and topped off with a star. After 40 days of fasting, the Christmas feast is looked forward to with great anticipation by adults and children alike. On almost every table are loaves of Christ Bread. Christmas morning begins with an early mass at the Greek Orthodox church. After the service, Greeks feast on roast turkey stuffed with chestnuts, rice, pine nuts, and a nut cookie called kourambiethes.

To sum up, I believe that we all should keep in our minds that Greece is a country with a rich traditional and cultural heritage and Christmas has been a different celebration. We all should think about poor people, our families, orphans and relatives and offer help and love.

(273 words)

Overall grade: **C2** - Spontaneous Part

Marker's comments:

Visual reception: The candidate displayed a high degree of comprehension producing a text that fully addresses the given task question.	C2
Task Achievement: The candidate answers the composition question fully and convincingly by providing relevant arguments and examples.	C2
Grammatical Accuracy & Complexity: The script uses accurate language and appropriate vocabulary.	C2
Lexical Range & Appropriacy: Uses a broad lexical repertoire in a skillful manner. Shows natural control of complex grammatical structures.	C2
Orthographic Control: Full control of punctuation, no spelling mistakes.	C2
Production & Text Organisation: The candidate has produced a clear, well-structured text underlining the relevant salient issues, expanding and supporting her points of view. Full control of layout, paragraphing.	C2

SAMPLE SCRIPTS

Prepared: Your teacher has asked you to write an essay about the news story you read. Explain whether this is a news story that will be remembered next month or not. Give at least two reasons to support your opinion. Ensure you include a summary of the news story which is no longer than 50 words.

My news story concerns the immigration phenomenon and how immigrants enter Europe. Tens of thousands of immigrants have arrived in Europe by sea only this year mostly via Greece and Italy. In my opinion my news story is interesting and I strongly believe will be remembered next month.

As a negative effect of war in Syria the number of immigrants who come to Greece have rapidly increased. According to the European statistics, there is a rise in the number of immigrants who enter Greece, approximately seven hundred percent. Immigrants from Turkey continuously arrive on the island of Kos and as the war continues, the immigration phenomenon becomes larger.

Another reason that we will remembered my news story that European Union and Greece have not taken the appropriate measurements yet. European Union cooperated with greek government to found a solution. Firstly European Union decided to give money to our country. Also European Union proposed a relocation system to transfer sixteen thousand peoples of international protection from Greece to other European member countries. The plan of relocation system has forecasted that when Greek authorities collect all the appropriate elements immigrants will be able to choose their target destination in whole Europe. Until now the problem have not resolved.

To sum up I am very anxious about this phenomenon, because first of all we must to clarify that we have to protect immigrants but on the other hand we have to take measures to reduce this phenomenon.

(240 words)

Overall grade: **C1** - Prepared Part: **News Story**

Marker's comments:

Visual Reception: The text is effectively linked to task instructions and there is evidence of the candidate's critical thinking.	C1
Task Achievement: An appropriate text in terms of genre though its register/style is less formal than expected. It answers the task almost fully, as the reasons provided about the importance of the news story are not clearly expressed or fully explained.	B2+
Grammatical Accuracy & Complexity: Displays good control of complex language. Although there are some errors (e.g., Another reason that we will remembered my news story... solution) they do not impede understanding.	B2+
Lexical Range & Appropriacy: A sufficient range of vocabulary conducive to the topic is mostly used appropriately.	C1
Orthographic Control & Punctuation: Spelling is accurate. Few punctuation errors that do not affect meaning.	C1
Production & Text Organisation: This is a clearly intelligible, continuous writing which follows expected layout. Paragraphing is not always effectively used.	C1

SAMPLE SCRIPTS

Unprepared: Recently you are having problems with your parents. Write an email to your best friend, explaining these problems and asking for his/her advice.

Dear Kostas,

Thanks a lot for your email. I am really glad to receive your email and I am so happy you are good in your personal life. Sorry for not writing earlier but I was up to my eyes with the school exams. I am writing to ask your advice about my problems in my relationship with my parents.

First of all, I want to leave my parent's house. You know I have a good job and I feel very disappointed living at the same house with my parents. If I rent a new house, I feel more independent. If you were in my shoes, what would you do?

Moreover, my second concern is that my parents are opposed to my relationship with my new boyfriend, Petros. Actually, they believe that he isn't the most suitable for me. It is a fact that he is unemployed and this boy is not what they expected. Finally I would be grateful, if you could give me some advices for my problem.

In conclusion, I want to thank in advance. Write back soon and tell me your opinion about my relationship with my parents. Well, when we meet each other next month, we'll catch up our news. Give my love to your family and to everybody.

Best wishes,
Fiona

(210 words)

Overall grade: **C1** - Spontaneous Part

Marker's comments:

Visual reception: The candidate's text is appropriately and effectively linked to task instructions. Some evidence of critical thinking.	C1
Task Achievement: The script is appropriate in terms of genre and register/style. Regarding the purpose of the task the candidate answers the given question expressing some relevant arguments.	B2+
Grammatical Accuracy & Complexity: Displays natural control of complex grammatical structures. Errors are difficult to spot and do not impede understanding.	B2+
Lexical Range & Appropriacy: Uses a wide range of vocabulary showing flexibility and precision.	B2+
Orthographic Control & Punctuation: Spelling and punctuation are effectively used. Errors are rare.	C1+
Production & Text Organisation: The candidate has produced a clear and well – structured text. Ideas are logically organized in appropriate paragraphing.	C1

SAMPLE SCRIPTS

Prepared: Write an email to your best friend who is looking for a new book to read in his/her free time. In your email: a) include a brief summary of the book (no longer than 50 words), and b) explain why your friend would enjoy reading it.

Dear John,

Thanks for your last e-mail. So, you are looking for a new book to read? I think I can help you. Recently I read a book, The Man in the Iron Mask. I would recommend this book to you because it has a lot of adventure. I think you will enjoy this.

At first, the book was written by Alexandre Dumas in 1850. The story takes place in France at 1661 and it's the last adventure of the three Musketeers. This book has a lot of adventure and a mystery plot. I think you will love Aramis who is one of the main characters in the book and he is also an evil person. This is the reason that you might love him.

The next thing I am going to tell you is about what happens in the book. Louis is the bad King who has a secret twin brother. So, Aramis plans to switch the two brothers and put the brother of Louis on the throne. At first he achieves his plan but then everything changes and the mystery begins!!!

This is some information about the book. There are many reasons for you to love it. It has a lot of adventure. Also it is easy to read and has a very interesting mystery plot. Everything you enjoy in one book.

Love,
Chris

(219 words)

Overall grade: **B2** - Prepared Part: **Book**

Marker's comments:

Visual Reception: There is a noticeable attempt at addressing the topic in question, but the balance between the summary and the response to the task question is not maintained as per task instructions.	B1+
Task Achievement: The candidate has attempted to meaningfully respond to the question, but content is generally relevant because it lacks specific arguments or examples addressing the given task question.	B1+
Grammatical Accuracy & Complexity: Minor grammatical mistakes.	B2+
Lexical Range & Appropriacy: Uses a good range of vocabulary in an appropriate and relevant manner.	B2
Orthographic Control & Punctuation: Few unobtrusive spelling errors which rarely interfere with intended meaning.	B2
Production & Text Organisation: Clearly intelligible continuous writing which follows expected paragraphing and layout. Uses a variety of cohesive devices correctly and appropriately in most cases.	B2+

SAMPLE SCRIPTS

Prepared: Which of the characters of your book would you most like to be? Why? Write an essay giving your opinion. Ensure you include a brief summary of the book which is no longer than 50 words.

It is widely accepted that reading books is an activity of the pastime which help to broaden orinons and to travel to unknown paths with a book as a guide.

Actually the last book that I have read called Twilight and it is written by Stephenie Meyer. I must admit that I enjoy this book from the very first time that I opened since the last page. With out any boudt was just my cup of tea. This book tell the story of love, passion family and values as elements which can make every person happy. In short it describes an extraordinary love story between a human and a vampire. Additionally this story take place in fort wasington where Bella moves to leave with her father. There she met at the high school the handsome and irresistable Edward and they fall in love. Under all the obstacles the two lovers managed to stay together for a long time and to share their love.

It is a truth that the writer succeed in to make a fantasy scenery believable. Undoubtedly this was accomplished by the use of great and complexing characters.

As far as I am concerns my most favourite character of the book is Edward. I would like to be like him. Mostly I admire him because he is determine, churming and polite. Moreover he is very protective with the woman he is in love. In addition he possesses super human stamina, senses, mentality and agility. Furthermore he tries always to do what is good. In my point of view all the above are elements which can make everybody attractive. Aside from all the others, I would like to be Edward for one last reason. I consider him blest to live such a real but also uncondition love. He is very lucky to find the real meaning of love and happiness.

(310 words)

Overall grade: **B2+** - Prepared Part: **Book**

Marker's comments:

Visual Reception: There is evidence of good understanding and active engagement with the original text. However, references to the book are purely descriptive, and elements of critical involvement are absent from the candidate's analysis.	B2+
Task Achievement: The candidate answers the question in an almost relevant manner providing enough arguments.	B2+
Grammatical Accuracy & Complexity: Attempts towards more advanced use of grammatical structures are not always accurate. A number of grammatical and syntactical inaccuracies are present. However, errors which impede understanding are not present.	B2
Lexical Range & Appropriacy: The Candidate displays a good range of appropriate vocabulary conducive to the topic and purpose of the given task.	B2
Orthographic Control: Spelling errors are generally unobtrusive. Punctuation is used accurately.	B2
Production & Text Organisation: The candidate produced a clearly intelligible continuous writing. All ideas are logically organized in appropriate paragraphing.	B2+

SAMPLE SCRIPTS

Unprepared: A magazine has asked its readers to submit articles discussing violence on TV and ways to stop this having negative effects on people's lives. Write your article.

Nowadays the press, television and generally media are the source of information, entertainment and sometimes even communication. TV is the way, the agent we could say, for the creation of model roles, especially when we discuss about children.

It is mandatory to stay in the violence that exists in almost every TV channel. It is a common phenomenon for people of all ages to addict in violence of TV. There is everywhere in the news, movies, serials, documentaries and even on realities. In the enlightenment of scientific breakthroughs this violence is consider to seem more real because of the technological development of efes or other machines that help director to be more punctual in the scenes that he wants to do. There are people that they have on the top of their lists with favourite shows on TV everything that has to do with violence. This is concerning for people especially young that they haven't critical view to judge this phenomenon.

On the other hand, this situation of course can stop if we consider the steps that we should take. Firstly a significant reason that we should think is the time that all these shows are on TV. It would be better if these shows were on late of night in order to protect the little children who sleep in that time. Furthermore, it would be great if we invest money in order to have more groups of people that they will judge everything that happens on TV. With this way there will be measures and necessarily protection. Of course the most significant thing of all is the presedance of parents and role-models, as for the kids parents should give all the advises and main knowledge to their children and with this way kids would not leave any show influence their lives.

In the conclusion of all these it is a fact that TV has an important role in our everyday lives! However it is in our hands the way that this machine will effect us and how we will deal with all this procedure.

(342 words)

Overall grade: **C1** - Spontaneous Part

Marker's comments:

Visual Reception: the candidate displayed a high degree of comprehension. The produced text is effectively and appropriately linked to task instructions.	C1
Task Achievement: The candidate has produced a clear and relevant response in an appropriate and effective manner providing a range of arguments.	C1
Grammatical Accuracy & Complexity: The candidate shows a good grammatical control of complex language. Non-systematic errors and flaws in sentence structure still occur but do not obstruct understanding.	B2+
Lexical Range & Appropriacy: Considerable lexical control is evident. Lexical choices are generally conducive to the topic and purpose of the given task. Some word lapses.	B2+
Orthographic Control: Spelling errors are frequent but generally unobtrusive. Punctuation is generally accurate.	B2+
Production & Text Organisation: A well structured text in which ideas are logically organized in appropriate paragraphing.	C1

SAMPLE SCRIPTS

Unprepared: Your English friend would like to lose weight and has asked for your advice. Send him/her an email with your advice.

Hi Kostas!

How are things? I would like to inform you about healthy diet and what you have to do to be healthier and fit.

First of all you have to stop eating junk foods because contains ingredients with are reach in fatty acids. I advise you to follow the Meditteranean diet which contains fruits and salats. Also the raw nuts it is a wonderfull food for you who want to lose weight. If you can not stop eat sweets you can taste other foods such as honey. Moreover I advice you to eat in specific times during a day and small meals. That advice is very usefull if you want to improve your metabolism. For this reason you can eat yogurt in daily base because it contains biological bacterial which are usefull for a healthy diet.

Moreover I would like to notice you that if you do not do exercise you can not become fit. I advice you to found what type of exercise do you prefer. You must to find something that you love. There are a variety of exercises who you can do to lose weight but you need someone executive. You can not do alone because you can hurt yourself. If you have enough free time you can go to the gym. In my opinion I do not prefer that is very boring for me. Rarely can you achieve to lose weight.

To sum up I would like to notice you that there are many things to do if you want really to lose weight but you must try hard to lose it.

Lots of love,
Sakis

(264 words)

Overall grade: **B2** - Spontaneous Part

Marker's comments:

Visual reception: The candidate showed a very good degree of comprehension as the produced text is clearly linked to task instructions.	B2+
Task Achievement: The script is generally appropriate in terms of genre, register/style. Regarding the purpose of the task, the candidate addresses the question directly providing enough arguments and advice to his friend on how to lose some weight.	B2+
Grammatical Accuracy & Complexity: The candidate displays a relatively good control of complex language. Errors still occur, which however do not affect understanding.	B2
Lexical Range & Appropriacy: Uses a sufficient range of vocabulary in a generally appropriate manner. Some lapses in word choices.	B2
Orthographic control & punctuation: Unobtrusive spelling and punctuation errors which rarely interfere with meaning.	B2
Production & Text Organisation: A continuous text that generally uses appropriate layout and paragraphing. Simple but appropriate linking words are used to link ideas within and across sentences.	B2

SAMPLE TIE LOGBOOK

INVESTIGATION: **Unusual International Customs**

NEWS STORY: **Your phone number is all a hacker needs to read texts, listen to calls and track you**

BOOK (title of book):

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

INVESTIGATION **Unusual International Customs**

Customs differ greatly from country to country and some are more unique than others. There is nothing more embarrassing than not knowing a custom in another country and unintentionally offending the local people. So sit back, whip out a pen and paper and remember these unique customs from around the world the next time you are traveling!

Mind Your Chopsticks in Japan!



Japan is a very polite nation, and their fondness for etiquette extends to the mealtime use of chopsticks. According to Japanese custom, it's considered ill-mannered to point, play with, or stab food with chopsticks.

If you're in the middle of eating, use the opposite end of your chopsticks to secure food from a shared plate.

Don't Show Up On Time in Venezuela!

Who needs a watch? Here's one place where being early or on time is viewed as being rude.

In Venezuela if you are invited over to someone's home for a meal, it's recommended that you arrive 10 to 15 later than the requested time. Early or on time guests are viewed as being too eager, even greedy.

Skip the Salt in Egypt!

When tucking into a meal in Egypt, by-pass the saltshaker. It's insulting to your host to sprinkle salt on your food. If you have to season your plate, it means that you find the meal's taste repulsive.

Avoid Giving Certain Flowers in Russia!



Be careful when presenting flowers to a friend or business associate in Russia. Yellow blooms signify deceit or a relationship break-up. And skip red carnations, too. Traditionally, red carnations are placed on the graves of the dead, or are offered to surviving war veterans.

Remove your shoes before entering a temple in India!

India is home to so many beautiful and captivating temples, that you're bound to be tempted to visit! Before



you head over to explore these mesmerising places of worship, ensure that your legs and arms are covered, and that you remove your shoes before entering – simple etiquette that'll make you a hit with the locals.

Never touch someone's head in Thailand!

In Buddhist culture, it is considered extremely disrespectful to touch someone's head, as it is considered the most holy place of the human body. If you brush by someone's head or accidentally touch their hair, apologize to them.

It is often an unconscious thought to reach out and touch the head of a child, but watch yourself in Thailand. Outside of the major cities, you will even sometimes be asked by a hairdresser if they can touch your head while cutting your hair.

News Story

Your phone number is all a hacker needs to read texts, listen to calls and track you

By **Samuel Gibbs**, Monday 18 April 2016
theguardian.com

Weaknesses within mobile phone network interconnection system allows criminals or governments to remotely snoop on anyone with a phone

Hackers have again demonstrated that no matter how many security precautions someone takes, all a hacker needs to track their location and snoop on their phone calls and texts is their phone number.

The hack, first demonstrated by German security researcher Karsten Nohl in 2014 at a hacker convention in Hamburg, has been shown to still be active by Nohl over a year later for CBS's 60 Minutes.

The hack uses the network interchange service called Signalling System No. 7 (SS7), also known as C7 in the UK or CCSS7 in the US, which acts as a broker between mobile phone networks. When calls or text messages are made across networks SS7 handles details such as number translation, SMS transfer, billing and other back-end duties that connect one network or caller



ATTENTION:

News stories must be no more than six months old from the exam date.

to another.

By hacking into or otherwise gaining access to the SS7 system, an attacker can track a person's location based on mobile phone mast triangulation, read their sent and received text messages, and log, record and listen into their phone calls, simply by using their phone number as an identifier. Nohl, who is currently conducting vulnerability analysis of SS7 for several international mobile phone networks, demonstrated the hack for the CBS show. He tracked a brand new phone given to US congressman Ted Lieu in California from his base in Berlin using only its phone number. Nohl pinpointed Lieu's movements down to districts within Los Angeles, read his messages and recorded phone calls between Lieu and his staff.

The biggest issue for consumers is that

there is little they can do to safeguard against this kind of snooping, short of turning off their mobile phone, as the attack happens on the network side, regardless of the phone used.

Nohl said: "The mobile network is independent from the little GPS chip in your phone, it knows where you are. So any choices that a congressman could've made, choosing a phone, choosing a pin number, installing or not installing certain apps, have no influence over what we are showing because this is targeting the mobile network. That, of course, is not controlled by any one customer."

Hackers have proven that they can break into SS7, but security services, including the US National Security Agency, are also thought to use the system to track and snoop on target users.

Security expert reveals terrifyingly simple way for both hackers AND governments to listen to your phone calls

By **Jeff Parsons**, Tuesday 19 Apr 2016
mirror.co.uk

American news show 60 Minutes has revealed how frighteningly easy it is for someone to get access to our phone calls and text messages. Following on from Apple's very public dispute with the FBI over phone privacy, the team from 60 Minutes recruited professionals to break into a politician's phone.

The technique - which works as well in the UK as it does in the US - involves a network interchange service called Signalling System No.7 (SS7).

SS7 essentially works as a go-between from networks to the phone itself. If a call is made from one person to another, it's the SS7 service that makes sure it's connected.

German security researcher Karsten Nohl is looking at vulnerabilities in the SS7 system for several mobile phone networks and



demonstrated the hack on the CBS show.

Using just the phone number of the American politician, Nohl was able to pinpoint his location and listen in on his conversations with his staff. He was also able to record the phone calls as well as view contacts and create a log of all incoming and outgoing calls.

The SS7 service is used by every phone network in the world but isn't governed by

any of them. It also isn't governed by any single country - a bit like an internet of the telephone world.

Because of all the bureaucratic confusion, it means security flaws are hard to locate and patch up.

"Nohl told us the SS7 flaw is a significant risk mostly to political leaders and business executives whose private communications could be of high value to hackers," explained 60 Minutes.

"The ability to intercept cellphone calls through the SS7 network is an open secret among the world's intelligence agencies - including ours - and they don't necessarily want that hole plugged."

So unfortunately, despite the protestations of the companies that make the phones - there are always going to be ways to access them.

The only sure-fire way to stop your smartphone being traced is to turn it off.

SAMPLE TIE LOGBOOK

INVESTIGATION: **VEGANISM**

NEWS STORY: **Prince William and Kate Middleton
to host the Obamas at Kensington Palace**

BOOK (title of book):

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

INVESTIGATION **VEGANISM**



Veganism is a way of living which seeks to exclude, as far as is possible and practicable, all forms of exploitation of, and cruelty to, animals for food, clothing or any other purpose. A follower of either the diet or the philosophy is known as a vegan.

Vegan Vs Vegetarian

The main difference between a vegan and vegetarian diet is that vegans exclude eggs and dairy products. Ethical vegans avoid them on the premise that their production causes animal suffering and premature death. In egg production, most male chicks are culled because they do not lay eggs. To obtain milk from dairy cattle, cows are made pregnant to induce lactation; they are kept pregnant and lactating for three to seven years, then slaughtered. Female calves are separated from their mothers within 24 hours of birth, and fed milk replacer to retain the cow's milk for human consumption. Male calves are slaughtered at birth, sent for veal production, or reared for beef.

Vegan Diet

Vegan diets are based on grains and other seeds, legumes (particularly beans), fruits, vegetables, edible mushrooms, and nuts. Meat analogues (mock meats) based on soybeans (tofu), or wheat-based seitan/gluten, are a common source of plant protein, usually in the form of vegetarian sausage, mince and veggie burgers. Dishes based on soybeans are a staple of vegan diets because soybeans are



a complete protein; this means they contain all the essential amino acids for humans and can be relied upon entirely for protein intake.

They are consumed most often in the form of soy milk and tofu (bean curd), which is soy milk mixed with a coagulant. Tofu comes in a variety of textures, depending on water content, from firm, medium firm and extra firm for stews and stir-fries, to soft or silken for salad dressings, desserts and shakes. Soy is also eaten in the form of tempeh, seitan and texturized vegetable protein (TVP); also known as textured soy protein (TSP), the latter is often used in pasta sauces.

Health Effects - Benefits

Veganism appears to provide health benefits, including a reduced risk of

type 2 diabetes, high blood pressure, obesity and heart disease. There is evidence that a vegan diet aids weight loss more effectively than a vegetarian or non-vegetarian diet, particularly in the short term.

Factors associated with a vegan diet being considered cancer-protective include an increased intake of fruits and vegetables; absence of meat; sources of vegan protein, including soy protein; and typically lower body mass index (BMI).

Eliminating all animal products increases the risk of deficiencies of vitamins B12 and D, calcium and omega-3 fatty acids. Vegans might be at risk of low bone mineral density without supplements. The American Academy of Nutrition and Dietetics and Dietitians of Canada state that properly planned vegan diets are appropriate for all life stages, including pregnancy and lactation.

They indicate that vegetarian diets may be more common among adolescents with eating disorders, but that its adoption may serve to camouflage a disorder rather than cause one. The Australian National Health and Medical Research Council similarly recognizes a well-planned vegan diet as viable for any age.

Sources: vegansociety.com, Wikipedia.org

News Story

Prince William and Kate Middleton to host the Obamas at Kensington Palace



APRIL 18, 2016 BY HELLOMAGAZINE.COM

Prince William and William's wife the Duchess of Cambridge, née Kate Middleton, will throw open the doors of Kensington Palace to host the Obamas on Friday 22 April. The royals will treat US President Barack Obama and First Lady Michelle to a private dinner. The trio are "very much looking forward" to welcoming the politician and his wife, a statement from Kensington Palace read.

It will also be a good chance for the group to reunite, as they have previously seen each other at engagements in the past.

William and Kate first met the Obamas in May 2011

William and Kate last saw the First Lady together in July 2012 at a reception in Buckingham Palace. The Prince also met the President in Washington in 2014 alone.

The first time the couples were introduced to each other was in May 2011 when Barack and Michelle were on a state visit to the UK. William and Kate had just tied the knot a few weeks before and were carrying out one of their first engagements as a married couple.

The couple will host the US President and First Lady at a dinner at Kensington Palace

The Obamas will arrive in the UK later this week. On Friday they will also have lunch with the Queen and Prince Philip at Windsor Castle, before their dinner with William, Kate and Harry.

A White House spokesman said: "The visit will allow the president to offer his gratitude to the British government and people for their stalwart partnership with his administration and the American people throughout his presidency."

This will most likely be Barack's final official trip to the UK as President of the United States. He will also hold a joint conference with Prime Minister David Cameron at 10 Downing Street.

ATTENTION:

News stories must be no more than six months old from the exam date.

Obama to dine with Prince William, Kate Middleton in London

APRIL 18, 2016 BY USA TODAY

WASHINGTON - President and Mrs. Obama will dine royally on Friday, as the Prince William and Kate Middleton - along with younger brother Prince Harry - host the Obamas Friday night, the palace announced Monday.

Dinner at Kensington Palace with the Duke and Duchess of Cambridge follows an already scheduled lunch with Queen Elizabeth at Windsor Castle on Friday, the day after her 90th birthday.

The Obamas have an existing relationship with the royal family. Prince William last met Obama in the Oval Office during a three-day visit to the United States in December, 2014; Prince Harry, an Afghanistan War veteran, has teamed up with First Lady Michelle Obama on the Invictus games, a paralympic-style sporting event for wounded service members and veterans.

The Obamas' London visit is part of a six-day, three country foreign trip that includes Saudi Arabia, the United Kingdom and Germany. While in London, Obama will also have meetings with Prime Minister David Cameron and hold a town hall with British youth.



FREQUENTLY ASKED QUESTIONS

What is the 'Logbook'? The Logbook is the folder containing the candidate's investigation, news story and a hard copy of his/her book.

Is the 'Logbook' mandatory? The Logbook is mandatory for the Spoken TIE. Candidates who do not present their Logbook in the Spoken exam will automatically be awarded a DNF (Did Not Fulfil the Requirements). Candidates can use their Logbook in the Written Exam if they wish so.

Is the 'Logbook' assessed in the examination? NO, the Logbook, whatever its form and/or content, is NOT assessed or awarded a grade.

THE SPOKEN (Speaking-Listening) TIE EXAM Personal information

Should the candidate be prepared to introduce him/herself? YES, but s/he should also be ready to answer personal questions. At the higher levels, the Interlocutor may ask candidates to ask each other one or more personal questions.

Does the Interlocutor ask candidates questions? YES, the Interlocutor asks each candidate a few personal questions about their life, hobbies, studies, work, etc.

The investigation

Is it compulsory for the candidate to have his/her investigation during the Spoken exam? YES. Candidates must produce their investigations (in their Logbook) in the Spoken exam. Otherwise, they will automatically be awarded a DNF (Did Not Fulfil the requirements) for the examination.

Can the investigation be hand written? YES

Can the investigation be typed? YES

Is there a word limit for the investigations? NO. Generally, investigations can be 2-4 pages long (for more information about the investigation task, see the relevant part in the handbook)

Must candidates pay attention to their co-candidate's presentation? YES. The Spoken TIE Exam is interaction based. Candidates should be attentive listeners as they will be requested to ask questions and comment on their partner's presentation.

Should candidates have memorized the content of their investigations for their presentations in the Spoken Exam? NO. During the Spoken Exam, the candidates will have their Logbooks open in front of them, the Interlocutor and their partner(s). They will be allowed to have quick looks at their investigation, if needed. The goal is to give a natural and smooth presentation demonstrating that they are aware of the topic and understand the information they are relaying.

The book

Is it compulsory for the candidate to have the book with them in the examination? YES. Candidates must produce the book they have read during the Spoken Exam. They may also bring it in the Written Exam.

Can the candidates have notes/summaries of the books with them during the Spoken and the Written Exam? NO. Notes or summaries of the books are not allowed and will be removed from the candidates' Logbooks. If the extra notes can't be physically removed, the Interlocutor will have to confiscate the whole book/Logbook till the end of the exam session.

What types of book are accepted? Any type of book, fiction or non-fiction or a graded reader. Compilations are also allowed, but we recommend that the candidate focuses on one story instead. English coursebooks or magazines are not permitted.

Are non-English books permitted? NO. Only books in English are permitted. Candidates who have based their preparation on a Non-English book will be awarded DNF (Did Not Fulfil the requirements).

Should the candidate choose a book at the level s/he aims at? The level or difficulty of the book is not assessed in the exams. Therefore, the Candidates are free to choose any book they like. However, they need to make sure that the content of their book will allow them to demonstrate the skills required at the expected level. For this reason, it is suggested that the book they choose to read is either at the level they register for or one level lower than that.

Can the whole class read the same book? Teachers should not permit the whole class to use the same book. Students should be encouraged to choose a book they prefer. However, if two or three students work on the same book, the teacher must encourage them to prepare their own book summary. Identical (word-for-word similar) book summaries as part of the candidates' oral presentations or written productions will be awarded DNF (Did Not Fulfil the requirements).

Should candidates memorise their book summaries for the Spoken or Written Exam? NO. There is no need to add this burden on the candidates. For the Spoken Exam, all that the candidate needs to do is practise their presentation so that they do not exceed 2,5 minutes time. For the Written Exam, the candidate needs to use the information they want to share about their book into different types of text, like a friendly letter or an essay. Reproducing long ready-made summaries of their books will not help them achieve the desired level.

What is the maximum number of words of the candidates' book summaries? Book summaries reproduced as part of the candidate's response to Writing Task 1 (Prepared Task) should not be more than 50 words long. This is because most of the candidate's response must focus on addressing and answering the main task question.

When is it best for Candidates to start reading their books? Candidates should be encouraged to select the book in plenty of time before the exam administration to allow as much time as possible for reading and preparation.

Must candidates pay attention to their co-candidate's book presentation? YES. The Spoken TIE Exam is interaction based. Candidates should be attentive listeners as they will be requested to ask questions and comment on their partner's presentation.

The news story

Is it compulsory for the candidate to have the news story with them in the examination? YES. Candidates must produce the news story they have read (in their Logbook) during the Spoken Exam. They may also bring it in the Written Exam.

Is there a word limit for the candidates' news stories? NO. Generally, news stories can be 2-4 pages long (for more information about the news story task, see the relevant part in the handbook)

Can the news story be found from the Internet? YES

Can the news story be hand written? YES

Can the news story be typed? YES

Must candidates pay attention to their co-candidate's presentation? The Spoken TIE Exam is interaction based. Candidates should be attentive listeners as they will be requested to ask questions and comment on their partner's presentation.

FREQUENTLY ASKED QUESTIONS

Can the candidate use a news story/read a book/do an investigation on the same or similar topic? NO. The three tasks should be based on clearly distinct topics to avoid any potential information overlapping.

Should candidates have memorized the content of their news stories for their Spoken or Written Exam? NO. During the Spoken Exam, the candidates will have their Logbooks open in front of them, the Interlocutor and their partner(s). They will be allowed to have quick looks at their news story, if needed. The goal is to give a natural and smooth presentation demonstrating that they are aware of the topic and understand the information they are relaying. For the Written Exam, the candidate needs to use the information they want to share about their news story into different types of text, like a friendly letter or an essay. Reproducing long ready-made summaries of their news story will not help them achieve the desired level.

What is the maximum number of words a news story summary can have? News story summaries reproduced as part of the candidate's response to Writing Task 1 (Prepared task) should not be more than 50 words long. This is because most of the candidate's response must focus on addressing and answering the main task question.

The Decision Making Task (DM)

Do the candidates have to describe the photos shown? NO.

Do the candidates have to come to an agreement at the end of their discussion? NOT necessarily. The exchange of information is more important than reaching an agreement.

Should candidates talk about all the photos they are presented with? NOT necessarily. The given photos are stimuli for the conversation. Candidates can use some or all of them in order to sustain a conversation with their partner(s).

What does the DM task assess? The DM task assesses the candidates' ability to maintain a conversation without the Interlocutor's intervention. The candidates should be able to exchange opinions considering the ideas presented to them in the form of images as well as adding their own. In a nutshell, candidates should prove that they can be active participants in a free conversation with their partner(s).

THE WRITTEN (Reading-Writing) TIE EXAM

Can the Candidates use a dictionary during the Written Exam? YES. Only monolingual (English-to-English) dictionaries are allowed.

Can the Candidates consult with their Logbooks during the Written Exam? YES, but extra notes, summaries of books, etc. are not permitted and if included in the Logbooks, they will be removed by the Interlocutor. If the extra notes can't be physically removed, the Interlocutor will be forced to confiscate the whole book/Logbook till the end of the exam session.

Can the candidate produce a text in the Writing Task 2 (unprepared) that is heavily based on the investigation they did? NO. Response to Writing Task 2 must be spontaneous. Responses that are not authentic and spontaneous will get a DNF ((Did Not Fulfil the requirements).

What is the pass mark for the TIE Examination? There is no 'pass' mark. The candidates are assessed and evaluated according to the CEFR descriptors and awarded a grade from B2 to C2 based on their performance. The only possibility that candidates are not awarded a certification is when their overall performance falls below the B1 level.

ASSESSMENT

What is the role of the "+" grade in the marking process? The "+" grades (i.e., B2+, C1+) work towards the candidate's advantage as the final Written and Spoken Exam grade is based on the average of six different marks, corresponding to the six assessment criteria used in TIE.

Example of Spoken Grade:

Aural reception: C1	Grammatical Accuracy: B2+
Interaction: C1	Lexical range: B2+
Communicative Effectiveness: B2+	Phonological Control: C1

Overall Spoken Grade: C1

How is the final qualification awarded calculated? The final qualification awarded is calculated as follows:

- Half-level difference between the Spoken and Written Exam overall grades is automatically rounded up.

Example: **SP: C1+**

WR: C2

Qual awarded: C2

- One level difference or higher is rounded up to the middle level provided that in one of the two exam parts the candidate shows emerging or consolidating skills of the higher level.

Example: **SP: C2**

WR: B2+ (candidate shows established skills at B2 level and emerging skills at the C1 level)

Qual Awarded: C1

- One level difference or higher is rounded down provided that in one of the two exam parts the candidate shows established skills of the lower level and no sign of emerging skills at the next higher level.

Example: **SP: C2**

WR: B2 (candidate shows established skills at B2 level and no sign of emerging skills at a higher level, i.e., C1)

Qual Awarded: B2

Examples of awarded qualifications

The following table shows examples of awarded qualifications based on a number of different combinations of single overall grades at the two parts of the examination:

Spoken TIE Mark	Written TIE Mark	Qual Awarded
B2	B1+	B2
B2	B1	B1
C1+	B2	B2
C1+	B2+	C1
C1	B2	B2
C1	B2+	C1
C2	B2	B2
C2	B2+	C1
C2	C1	C1
C2	C1+	C2
C2+	C1+	C2
C2+	C1	C1

NEW SAMPLE TASKS FOR THE TIE SPONTANEOUS WRITING TASK (WT2)

TEXT TYPES	SAMPLE WRITING TASKS
Narrative – Story telling	Write a story ending/beginning with the words ‘It was a night I will never forget’.
	Write a story highlighting the importance of family.
Letter/E-mail * [Informal – (semi-)formal] Examples: Descriptive email/letter Letter/email of advice Letter/email giving information Letter/email suggesting solutions Letter/email of complaint Application letter/email	Write a letter to your cousin about your upcoming summer holidays. Describe your plans and invite him/her to join you.
	Write an e-mail to your friend, Ethan, to tell him about your new pet. Explain how your life changed for the better and suggest that he adopts one too.
	Your friend, Paul, works long hours and has no time for exercise. Write a letter to Paul giving him advice on how to stay fit and healthy.
	You have lunch at the college cafeteria every day but you think it needs some adjustments. Write a letter to the Dean, suggesting ways that it could be improved.
	You have just arrived home from holidays, but your suitcase was lost at the airport and your flight was over 3 hours late. Write a letter to the manager of the airline company expressing your complaints.
	Write a letter to your English teacher to inform him/her of your decision to work abroad. Explain the reasons for your decision and ask for your teacher’s advice.
	You have seen an advertisement about a job opening in your local bar-restaurant. Write a letter to the owner, applying for the position. Explain why you consider yourself suitable for the job.
Essay**	Advantages-Disadvantages Working from home sounds ideal for some people, while others disagree. Write an essay outlining the advantages and disadvantages of working from home.
	Problem-solution Write an essay explaining why people in big cities should use public transport instead of their cars.
	Opinion ‘Parents are the best teachers for their children’. Do you agree with this statement? Write an essay giving your opinion.
	Cause-Effect The problem of bullying at schools is on the increase. Write an essay outlining the causes and the effects of the problem and suggesting solutions.
Article***	Write an article for a sports magazine encouraging young people to participate in team sports.
	Write an article for a psychology website explaining why you think people have more stress nowadays.
	Write an article for your school magazine entitled “Playing video games can be beneficial for children”.

* The letter/email task typology is indicative and certainly not exclusive as there may be many different combinations of functions in a given email/letter task topic which would have been impossible to include in the above list. For example, to inform and ask advice or to describe and recommend, etc.

** The essay typology contains the most common types of essays used in the Written TIE examinations and an example is given for each type of essay.

*** The article task typology is indicative and certainly not exclusive as there may be many different combinations of functions in a given article task topic which would have been impossible to include in the above list. However, the three examples follow the task instructions wording as given in the TIE written exams.

SAMPLE ORAL INTERVIEWS & MARKS

Visit our youtube channel www.tieexams.gr/youtube and watch the videos of two oral interviews to understand the procedures of the Spoken TIE Exam. The marks awarded to the candidates along with the Interlocutor's comments are shown below:

OTIE: Candidate Record Form 1 (Maria - Constantine)

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

Aural reception (Listening) C1+	Interaction C1+	Comm. Eff. C1	Gramm. Accuracy & Complexity C1	Lexical Range & Appropriacy C1	Phon. Control C1+
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Candidate Name: **Constantine** **Overall Grade: C2**

Aural reception (Listening) C2	Interaction C2	Comm. Eff. C1+	Gramm. Accuracy & Complexity C1+	Lexical Range & Appropriacy C2	Phon. Control C1+
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