

GATEHOUSE

AWARDS



TIE B2-C2



STUDENT
HANDBOOK

Introduction to TIE Examinations

The Gatehouse Awards Test of Interactive English (TIE) consists of a suite of 6 qualifications, mapped to the CEFR (Common European Framework of Reference for Languages).

TIE - Test of Interactive English - is an integrated 4-skills test of language ability, consisting of **2 exam components**, within which the candidate's **Speaking, Reading, Writing, Listening and Interactive skills** are assessed:

This Handbook contains detailed guidance and information about the **TIE B2-C2 Exam**. (For guidance and information about the TIE A1-B1 Exam, please refer to the TIE Exams A1-B1 Handbook).

Regulatory status and availability

The TIE qualifications are regulated by Ofqual (the Office of Qualifications and Examinations Regulation) and awarded by Gatehouse Awards in the United Kingdom. These qualifications are valid, trusted and accepted by employers, colleges and universities, as well as government authorities and institutions worldwide.

TIE qualifications are available in the UK and internationally.

Innovation

TIE promotes the use of authentic material, selected by the candidate. The Spoken and Written TIE exams incorporate tasks for which candidates can prepare before the exam date, choosing topics and texts of their personal interest.

TIE adopts a unique approach to language testing in which Speaking, Reading, Listening, Writing and Interactive Skills are considered to be inter-related: the receptive language skills support and underlie the productive skills – much as they tend to do in real life.

Assessment

In TIE, candidates receive a grade that corresponds to a level of language proficiency based on the CEFR (Common European Framework of Reference for Languages). Their performance in the exam determines which CEFR level they have achieved. Candidates are then awarded a certificate indicating the level of qualification they have achieved.

Exam structure and preparation

The two exam components consist of:

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

Gatehouse Awards Test of Interactive English (TIE) Examinations

Both the Spoken TIE exam and the Written TIE exam components are compulsory. They are designed to build upon the candidates' background knowledge, provide language development opportunities that suit the needs of each candidate, and reflect activities they are familiar with from the English language learning classroom and their daily lives.

Candidates must undertake **mandatory preparation** for the TIE examinations by selecting their own topics and materials. The preparation work provides the framework within which the exams are delivered.

TIE as an achievement test

Candidates are awarded a qualification at the level they have achieved on the day of the exam. In other words, successful 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.

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 B2-C2 TIE Exam

Spoken TIE Exam	Written TIE Exam
Candidates are examined in pairs (or groups of 3 in case of an odd number of candidates).	Candidates are required to complete 2 tasks.
Task 1: Presentation and discussion about the investigation (all candidates)	Writing Task 1: Write a text based on the news story OR write a text based on the book.
Task 2: Presentation and discussion about the book (candidate A) / Presentation and discussion about the news story (candidate B), which also includes a reading element.	Writing Task 2: Complete a spontaneous writing task.
Task 3: Decision-making task (all candidates)	Total duration: 90 minutes
	The use of a monolingual (English-English) dictionary is permitted.

TIE Exam Preparation

In preparation for the examination 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 various sources to gather information in order to be able to speak or write about it.

The logbook

Candidates are required to keep a **logbook** where they record details of their preparation work and bring their logbook to the examination with them.

Candidates must be prepared to present and discuss all their investigation, book and news story, as they do NOT choose which they speak and write about. The Examiner will tell the candidate which task they will present during the Spoken TIE exam.

Guidance on choosing the prepared materials

Candidates are free to choose any topic for their investigation, and choose any book/reader and news story. Candidates are therefore able to bring their own interests, opinions and experiences into the classroom and use them in the examination.

Selecting materials that are well-matched to the target proficiency level is very important. If materials are too advanced or complex for the level the candidate is aiming at, they may struggle to demonstrate their true abilities. Conversely, if materials are too simplistic or for the target level, candidates may not have the opportunity to fully showcase their higher-level language competencies.

For example, a classic work of literature like a Dickens novel would likely prove too challenging for a candidate working towards B1 level, just as an elementary graded reader would fail to prepare a candidate with the sophisticated language skills expected at C2 level.

How the materials are used in the TIE exam

The candidate who speaks about their book in the Spoken TIE exam, will write about their news story in the Written TIE 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.

On the Day of the Exam

The candidate must bring a copy of their completed logbook, their book and their news story with them on the day of the exam.

Candidates are able to refer to their logbook throughout the exam.

For the Written TIE exam, candidates, may bring a monolingual (English-English) dictionary into the exam room.

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 or computer in the Written TIE 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 a decision within 5 working days of receiving the application.

B2-C2 Spoken TIE Exam: Step by Step

Spoken TIE Examination Summary (B2 – C2)			
Step	Task	Summary	Timings
1. Conversation: Personal Introductions (Spontaneous)	Personal introductions Exchange of personal information (all candidates)	Candidates listen and talk to the Examiner 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 project. Both candidates comment on the other's project and respond to questions from the Examiner/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, with a reading comprehension element (one candidate*)	One candidate presents their news story and answers questions from the Examiner/the other candidate. They then read a paragraph/excerpt selected by the Examiner, summarise it and answer some questions specific to the paragraph/excerpt.	6-7 minutes per candidate
4. The Book* (Prepared)	Presentation and discussion of the book, with a reading comprehension element (one candidate*)	One candidate presents their book and answers questions from the Examiner/the other candidate. They then read a paragraph/excerpt selected by the Examiner, summarise it and answer some questions specific to the paragraph/excerpt.	6-7 minutes per candidate
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 Examiner to discuss the issue, arriving at a decision together where applicable.	4-5 minutes (for two candidates) 7-8 minutes (for three candidates)
Total Examination Time			Approx. 30 minutes (for two candidates) Approx. 45 minutes (for three candidates)
*Candidates must be prepared to present and discuss both their book and their news story. The Examiner decides which task they will present in the Spoken TIE.			

Step 1: Conversation & Personal Introductions

Exam task: Exchange of personal information.

Task type: Spontaneous.

Time: 4 min approx.

Task description: The Examiner 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?

SAMPLE EXAMINER 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, non-sensitive questions, depending on the length of the candidate's answer(s) and the available time.]

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 Examiner and the other candidate(s).

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.

Sample questions:

- Why did you choose to investigate this topic?
- Was it difficult to find information on this topic?
- How did you decide on which sources to 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)

SAMPLE EXAMNIER SCRIPT

I see you have your logbooks with you; can you please show them to me? (Candidates give their logbooks to the Examiner and the Examiner opens them. The Examiner turns them towards the candidates so that they can all see them and continues with the examination)

(The Examiner invites the candidates in turn as follows)

*(The Examiner inserts candidate A's name), **would you like to present your investigation to us?***

(Before candidate A starts, the Examiner turns to the other candidate(s) and says)

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

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

(The Examiner asks one or more general questions on the investigation, e.g. Did you find this topic interesting to investigate? Why/why not? Additional questions will be adapted to specific topics - the pictures in the candidate's logbook may 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 Examiner 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.

Step 3. The News Story

Exam task: Presentation/discussion on a news story with a reading comprehension element.

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

Time: 6-7 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 Examiner and the other candidate. They then read aloud a paragraph/excerpt selected by the Examiner, summarise it and answer some questions specific to the paragraph/excerpt.

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.

Sample questions:

- What attracted you to this news 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?

SAMPLE EXAMINER SCRIPT

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

(Then the Examiner 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 will be adapted to specific topics - the Candidate's logbook may also be used to guide the conversation)

(Then the Examiner invites the other candidate(s) as follows)

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

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

Now, I would like to ask you to read aloud this paragraph/excerpt [point out the text to the Candidate].

[Allow the Candidate to read the paragraph/excerpt].

Can you please briefly summarise what you have read for us, using your own words? [allow the Candidate to present their summary]

Now I'm going to ask you some additional questions about what you have read. [Examiner asks two reading comprehension questions based on the paragraph/excerpt]

Thank you.

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: 6-7 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 the other candidate. They then read aloud a paragraph/excerpt selected by the Examiner, summarise it and answer some questions specific to the paragraph/excerpt.

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 TIE 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 your friends? (Why/Why not?)

SAMPLE EXAMINER SCRIPT

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

(The Examiner 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 Examiner 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)

Now, I would like to ask you to read aloud this paragraph [point out the text to the Candidate].

[Allow the Candidate to read the paragraph].

Can you please briefly summarise what you have read for us, using your own words? [allow the Candidate to present their summary]

Now I'm going to ask you some additional questions about what you have read. [Examiner asks two reading comprehension questions based on the paragraph]

Thank you.

Step 5. The Decision-Making Task

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

Task type: Spontaneous.

Time: 4-5 min approx.

Task description: The Examiner 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 with their reasons. The Examiner 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 there is pressure on them to reach an agreed solution or conclusion as quickly as possible. However, the emphasis is on the process by which the agreement or conclusion is reached rather than the result itself.

SAMPLE EXAMINER SCRIPT

(The Examiner 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 Examiner refers to the decision-making task materials: the wording is given behind the visuals chosen)

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



(The Examiner 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 Examiner to contribute. The Examiner 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. The Examiner does not have to prolong the task to the full time allowed if they feel 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.

B2-C2 Written TIE Exam: Step by Step

Written TIE Examination Summary (B2 – C2)		
Step	Task Summary	Timings
1. Prepared Writing	<p>Candidates are asked to write about the book OR the news story* (whichever they didn't discuss in the Spoken TIE, i.e. if the candidate discussed their book in the Spoken TIE, they are asked to write about her news story and vice versa). The task will require candidates to write a letter, an email, an essay or an article.</p> <p>Approximate Word Count:</p> <ul style="list-style-type: none">• B2: a minimum of 150 words• C1 & C2: a minimum of 200 words	45 minutes
2. Spontaneous Writing	<p>Candidates are asked to write a short text (letter, email, article, essay) on a familiar topic, choosing one from a set of two options.</p> <p>Approximate Word Count:</p> <ul style="list-style-type: none">• B2: a minimum of 150 words• C1 & C2: a minimum of 200 words	45 minutes
Total Examination Time		90 minutes
<p>*Candidates must be prepared to write about both their book and their news story. The Examiner decides which task they will present in the Spoken TIE and the other will be the focus of Step 1 in the Written TIE.</p>		

Task 1: The Prepared Writing Task

Exam task: Writing either about the book or the news story, selecting one of two options.

Task type: prepared.

Produced text: Letter/email, article, essay.

Indicated time: 45 min.

Task description: The candidate has read their book/news story and they are asked to reflect on it and produce an opinion, producing a written text from a choice of two options.

Materials: The book or the news story.

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

Word count:

- B2: a minimum of 150 words
- C1/C2: a minimum of 200 words

Very short texts (less than 90 words) will be graded *DNF* (Did Not Fulfil Requirements).

Sample Written TIE – Task 1 (Candidate A)



Writing Task 1

In this task, B2 candidates should write a minimum of 150 words and C1/C2 candidates should write a minimum of 200 words.

Choose one of the following to answer about your News Story:

- Write an essay for your English teacher discussing your choice to read this news story. Explain whether or not it was a good choice. Ensure that the essay includes a summary of the news story which is no longer than 50 words long.

OR

- With reference to the news story you read, write an article for an online magazine discussing the importance of being informed about the latest news. Ensure that the essay includes a summary of the news story which is no longer than 50 words long.

Sample Written TIE – Task 1 (Candidate B)



Writing Task 1

In this task, B2 candidates should write a minimum of 150 words and C1/C2 candidates should write a minimum of 200 words.

Choose **one** of the following to answer about your Book:

- Write a letter to your friend, Paul, about the book you read. In your letter: a) include a brief summary of the storyline (no longer than 50 words) and b) explain whether or not you would like to read another book by this author.

OR

- Did you like the ending of your book? What were your feelings when you read it? Write an essay for your English teacher giving your opinion. Ensure that the essay includes a summary of the book which is no longer than 50 words long.

Task 2: The Spontaneous Writing Task

Exam task: Spontaneous writing, selecting one of two options.

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.

Word count:

- B2: a minimum of 150 words
- C1/C2: a minimum of 200 words

Very short texts (less than 90 words) will be graded *DNF* (Did Not Fulfil Requirements).

Sample Written TIE – Task 2



Writing Task 2

In this task, B2 candidates should write a minimum of 150 words and C1/C2 candidates should write a minimum of 200 words.

Choose **one** of the following to write about:

- Yesterday you went to the city centre and lost your bag. Write a letter to the bus company to ask if they found your bag. Write about when and where you lost it, describe the bag and what was in it.

OR

- Some people think that they can learn better by themselves than with a teacher. Others think that it is always better to have a teacher. Which do you prefer? Write an essay with your opinion.

Assessing the Spoken TIE Exam

Examiners are trained to assess the candidates' performance based on specific criteria. For the Spoken TIE exam, these are:

Aural reception (Listening)

The ability to process the spoken input of the other speakers (i.e., listening for gist, specific information, detailed understanding, implications, etc.).

Interaction

The ability to interact with a partner and the Examiner.

Communicative Effectiveness

The ability to convey the message.

Reading Comprehension

The ability to understand written text.

Grammatical Accuracy & Complexity

Grammatical & syntactical control.

Lexical Range & Appropriacy

Lexical repertoire and ability to make appropriate lexical choices.

Phonological Control

The ability to produce comprehensible speech.

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

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.

Assessing the Written TIE Exam

Markers have been trained to assess the candidates' performance based on specific criteria. For the Written TIE exam, these are:

Visual Reception

The degree of understanding as well as the extent to which the candidate's background reading is successfully displayed in their produced scripts.

Production & Text Organisation

The ability to produce clear, well-structured and coherent text, following the genre conventions set in the task.

Task Achievement

How appropriately, effectively and relevantly the candidate responds to the tasks set.

Grammatical Accuracy & Complexity

Grammatical & syntactical control.

Lexical Range & Appropriacy

Lexical repertoire and ability to make appropriate lexical choices.

Orthographic Control & Punctuation

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).

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 “+” Grade in the Marking Process

The “+” grades (i.e., B2+, C1+) work towards the candidate’s advantage as the final Written and Spoken TIE exam grade is based on the average of seven different marks, corresponding to the seven assessment criteria used in TIE.

Example of Spoken Grade:

Category	Grade	Category	Grade
Aural Reception	C1	Grammatical Accuracy	B2+
Interaction	C1	Lexical Range	B2+
Communicative Effectiveness	B2+	Phonological Control	C1
Reading Comprehension	C1		

Overall Spoken Grade: C1

How is the final qualification awarded calculated?

The final qualification awarded is calculated as follows:

A half-level difference between the Spoken and Written TIE exam overall grade is automatically rounded up.

Example:

Overall Spoken Grade: C1+

Overall Written Grade: C2

Qualification 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:

Overall Spoken Grade: C2

Overall Written Grade: B2+ (in which the candidate shows established skills at B2 level and emerging skills at C1 level)

Qualification 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:

Overall Spoken Grade: C1

Overall Written Grade: B2 (in which the candidate shows established skills at B2 level and no sign of emerging skills at C1 level)

Qualification 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 Grade	Written TIE Grade	Qualification 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

Inauthentic Work

If the marker suspects that a candidate produced inauthentic text in Writing Task 2, or in a section of the Writing Task 1 which is not the summary element, this will be reported accordingly, and sanctions may be applied against candidates.

Sample Scripts

The following texts have been produced by real candidates. They are provided here to demonstrate the marking process and the assessment criteria.

They are not intended to be used as model texts for the level.

Sample Script 1: Writing Task 1 (News Story)

Writing Task 1: 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)

Marker Comments	
Visual Reception: Text is efficiently and skilfully 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 & Punctuation: 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 organised in a logical and cohesive way. A wide range of cohesive devices within and across paragraphs.	C1+
Overall Grade Achieved:	C2

Sample Script 2: Writing Task 1 (News Story)

Writing Task 1: 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)

Marker 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., <i>Another reason that we will remembered my news story... solution</i>) 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
Overall Grade Achieved:	C1

Sample Script 3: Writing Task 1 (Book)

Writing Task 1: 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)

Marker 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+
Overall Grade Achieved:	B2

Sample script 4: Writing Task 1 (Book)

Writing Task 1: 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)

Marker 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 & Punctuation: 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 organised in appropriate paragraphing.	B2+
Overall Grade Achieved:	B2+

Sample script 5: Writing Task 2 (Spontaneous)

Writing Task 2: 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)

Marker 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 skilful manner. Shows natural control of complex grammatical structures.	C2
Orthographic Control & Punctuation: 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
Overall Grade Achieved:	C2

Sample script 6: Writing Task 2 (Spontaneous)

Writing Task 2: 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 Kathy,

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,
Francesca

(210 words)

Marker 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 organised in appropriate paragraphing.	C1
Overall Grade Achieved:	C1

Sample script 7: Writing Task 2 (Spontaneous)

Writing Task 2: Your English friend would like to lose weight and has asked for your advice. Send him/her an email with your advice.

Hi Oliver!

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)

Marker 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
Overall Grade Achieved:	B2

SAMPLE TIE LOGBOOK

INVESTIGATION: **Unusual International Customs**

NEWS STORY: **Mumbai: Heavy rains bring Indian city to a standstill**

BOOK (title of book): **1984 by George Orwell**

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

Mumbai: Heavy rains bring Indian city to a standstill

BBC news 05th July 2022

A delivery boy with a electric cycle wades through a flooded street due to heavy rainfall in Mumbai, India, 05 July, 2022.



ATTENTION:

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

Several parts of the city are inundated in waist-deep water. It's that time of the year again when heavy rains in the Indian city of Mumbai and nearby areas have disrupted the lives of millions of people in the country's financial capital. Many parts of the city remain inundated in waist-deep water as incessant rains lash the city, causing flooding.

India's weather department has issued an orange alert for the city and its neighbouring districts, predicting heavy to very heavy rains over the next five days. Teams of the National Disaster Response Force - a specialised force that responds to life-threatening disasters in the country - have been deployed in the city as a precautionary measure.

Monsoon rains are common in Maharashtra state - where Mumbai is located - around this time of the year. They are also central to the lives of people, shaping the fortunes of millions of farmers who rely on the rains to grow their produce.

But experts say climate change has made rains exceptionally fierce and less predictable in recent years, and unchecked urban development often leads to flooded streets and homes and causes traffic snarls.

Thousands of people migrate to Mumbai every day in search of jobs which fuels rapid construction, that is very often unregulated. Many areas have ageing drainage systems and that causes flooding as well. The city's vast

mangrove swamps, which act as a natural buffer during floods, have also been built over in the past few decades.

On Tuesday, Maharashtra's newly-appointed chief minister, Eknath Shinde, visited the disaster management control room to supervise relief and rescue efforts, as residents were seen wading through fetid waters as sewers overflowed, filling roads with muck. In many areas, commuter trains - the lifeline of Mumbai's transport system - were disrupted, bringing the usually bustling city to a standstill.

In Thane district, many residents from low-lying areas have shifted to storm shelters as water sloshed through their homes. And the Kundalika river, located on the outskirts of Mumbai, was flowing above the danger level, news agency PTI reported.

Mumbai Preps For More Rain, Cops Say "Travel Cautiously"



Edited by NDTV News Desk Updated: July 13, 2022

Mumbai Rain: Railway officials said that local trains were running normally on the Central Railway and Western Railway corridors. Buses have been diverted on various routes due to flooding in some low-lying areas, officials said.

Heavy rain along with strong winds continued in Mumbai and its suburbs on Wednesday causing waterlogging and traffic snarls in several areas.

Railway officials said that local trains were running normally on the Central Railway and Western Railway corridors.

Some commuters, however, claimed that the local trains were running late by five to 10 minutes.

Buses have been diverted on various routes due to flooding in some low-lying areas, officials said.

The Western Express Highway, connecting suburbs to south Mumbai, also witnessed heavy traffic, a Mumbai traffic police official said. "There was heavy traffic in Borivali, Goregaon, Jogeshwari, Andheri and up to some extent near Bandra also," he added. The administration has requested the commuters to plan their travel accordingly.

The India Meteorological Department (IMD) has predicted heavy rains in Mumbai for the next few days.

The civic body, Brihanmumbai Municipal Corporation (BMC), said that two high tides are expected in Mumbai today - at 11:44 am and 11:38 pm respectively.

Several districts of Maharashtra have been witnessing heavy rain over the last few days. In Palghar, a man was killed and two of his family

members were injured after a landslide occurred this morning in Vasai town.

The Weather Office has issued a nowcast warning for Maharashtra's Pune, Satara, Solapur, Sangli and Kolhapur districts, predicting moderate to intense rainfall at isolated places in next 3 to 4 hours.

The death count due to rain and flood situation in the various districts of the state has climbed to 89 with 5 deaths in the last 24 hours, officials said.

A similar warning has been issued for Ratnagiri, Sindhudurg, Dhule, Nandurbar, Osmanabad, Aurangabad, Beed and Nashik districts.

Thirteen teams of the National Disaster Response Force (NDRF) and three of the State Disaster Response Force were deployed in vulnerable districts of the state, a civic official said.

According to the Maharashtra State Disaster Management Department report, a total of 76 people have died till July 10 since June 1, and as many as 839 houses were damaged due to the rain-related incidents in the state.

SAMPLE TIE LOGBOOK

INVESTIGATION: **VEGANISM**

NEWS STORY: **Italy end seven-year wait for Six Nations win with last-gasp victory over Wales**

BOOK (title of book): **Fall of Giants by Ken Follet**

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.

News Story

Italy end seven-year wait for Six Nations win with last-gasp victory over Wales



A last-minute try from Edoardo Padovani ended Italy's 36-game losing streak in the Six Nations as they notched a dramatic win over Wales at the Principality Stadium

By Fraser Watson, Saturday 19 March 2022

Italy finally ended their despairing wait for a Six Nations win by dramatically beating Wales 22-21 in Cardiff. The Azzuri kicked off at the Principality Stadium having lost their last 36 games in the Championship, but trailing 21-15 in the final minute, Edoardo Padovani touched down under the posts before Paolo Garbisi added the conversion with the last act of the match. The score was set up by a scintillating counter attack from full-back Ange Capuozzo, who broke from deep before slipping the inside pass to his teammate. The jubilant scenes afterwards signified a team who haven't tasted a win in the tournament since beating Scotland in 2015 and commended a fall from grace for their hosts having been crowned champions in 2021. But in truth, the result was no less than the visitors deserved.

Wales were wasteful in the opening quarter, squandering a series of attacking plays as captain

Dan Biggar turned down several chances to take three points from penalties. To the contrary, Italy landed four of their own as No 10 Garbisi and win Padovani landed two each. Wayne Pivac's side did cross when centre Owen Watkin eventually made pressure pay by cutting through to score, with Biggar, on the day of his 100th cap, converting. But leading 12-7 in the final moments in the half, it was Italy who wasted a golden opportunity as winger Monty Ioane cut through, only to be hauled down short of the line. A penalty soon followed, but Italy captain Michele Lamaro this time opted for the corner and Wales held out. And then early in the second period, it appeared the tide had turned.

More set-piece pressure from the hosts resulted in hooker Dewi Lake touching down, with Biggar converting. But again Italy responded in style, with the adventurous Capuozzo breaking from behind his own line and linking with Ioane, whose kick ahead eventually yielded a penalty.

Garbisi did the honours but then Welsh winger Josh Adams seemingly spoiled the party. Adams, who earlier in the half had denied the outstanding Ioane with a super cover tackle,

capitalised from Josh Navidi's turnover to cut inside a scrambling defence and score.

Biggar's conversion meant Italy needed nothing less than a converted try as the clock ticked towards red. And they duly got it when Capuozzo fielded a kick inside his own half, then beat both Adams and replacement Callum Sheedy as he seared down the right for supplying Padovani with the golden pass. The result ruined a landmark day for home second row Alun Wyn Jones, who reached 150 international caps, but Italy coach Kieran Crowley had few concerns over that notion as he addressed reporters afterwards. "They dug in and kept playing, believing, defence was outstanding and they stuck at it," he told the BBC.

"People can't say we've lost 36 in a row. There was a lot of emotion, Marius Goosen our defence coach has been there six years and won his first Six Nations game, you'd think we'd won the World Cup."

And in nice touch afterwards, Adams, who had been awarded man of the match prior to the late drama.

ATTENTION:

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

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?

Yes, the logbook is mandatory for the Spoken TIE. Candidates who do not present their logbook in the Spoken TIE exam will automatically be awarded a DNF (Did not Fulfil Requirements). Candidates can use their logbook in the Written TIE 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.

In the Spoken TIE exam: personal information stage, should the candidate be prepared to introduce him/herself?

Yes, but s/he should also be ready to answer personal questions. At higher levels, the Examiner may ask candidates to ask each other one or more personal questions.

Does the Examiner ask the candidates questions?

Yes, the examiner asks each candidate a few personal questions about their life, hobbies, studies, work, etc.

In the investigation stage, is it compulsory for the candidate to have their investigation during the Spoken TIE exam?

Yes, candidates must bring their investigations in their logbook. Otherwise, they will automatically be awarded a DNF (Did Not Fulfil Requirements) for the examination.

Can the investigation be handwritten, or should it be typed?

The investigation can be either handwritten or typed.

Is there a word limit for the investigations?

No, but generally investigations should be 2-3 pages long.

Must candidates pay attention to their co-candidate's presentation?

Yes, the TIE exam is interaction based. Candidates should be attentive listeners as they will be requested to ask questions and comment on the other candidate's presentation.

Should candidates have memorised the content of their investigations for their presentations in the Spoken Exam?

No. During the Spoken TIE exam, candidates will have their logbooks open in front of them, the Examiner and their partner. They will be allowed to refer to 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.

Is it compulsory for the candidate to have the book with them in the examination?

Yes, candidates must bring the book they have read to the Spoken TIE exam. They may also bring it to the Written TIE 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 Examiner will confiscate the whole book/logbook and return it at the end of the exam session.

Gatehouse Awards Test of Interactive English (TIE) Examinations

What types of books are accepted?

Any type of book, fiction or non-fiction, a graded reader or novel. Compilations are also allowed - we recommend that the candidate focuses on one story instead of many different stories. English coursebooks and 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 Requirements).

Should the candidate choose a book at the level they are aiming at?

The level or difficulty of the book is not assessed in the exams. Therefore, 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 a whole class read the same book?

Teachers should not permit the whole class to use the same book. Candidates should be encouraged to choose a book they will enjoy reading. 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 Requirements).

Should candidates memorise their news stories and book summaries for the Spoken or Written Exam?

No, candidates should not aim to memorise the book summaries or news stories. For the Written TIE exam, the candidate must use their knowledge and understanding of their book or news story to produce their answer to the questions and produce a letter or an essay. Reproducing long ready-made summaries of their books or news stories will not help them achieve the desired level.

What is the maximum number of words of the candidates' book summaries?

Book summaries produced as part of the candidate's response to Writing Task 1 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 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 date to allow as much time as possible for reading and preparation.

Must candidates pay attention to the other 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.

Is it compulsory for the candidate to have the news story with them in the examination?

Yes, candidates must bring the news story they have read. This forms part of their logbook during the Spoken TIE exam. They may also bring it in the Written TIE exam.

Is there a word limit for the candidates' news stories?

No, generally news stories can be 2-4 pages long.

Can the news story be found on the Internet?

Yes, although the candidates should follow the reported story from two different sources, e.g. online articles from two different websites.

Gatehouse Awards Test of Interactive English (TIE) Examinations

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.

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.

In the decision-making task, do candidates have to describe the photos shown?

No, they should engage in discussion and use the photos as prompts for their ideas.

Do the candidates have to come to an agreement at the end of the decision-making task?

Not necessarily, as the exchange of information is more important than reaching an agreement. However, there should be some attempt at negotiating agreement during the discussion.

Should candidates talk about all the photos they are presented with?

Not necessarily - the photos are provided as 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 decision-making task assess?

This task assesses the candidates' ability to maintain a conversation without the Examiner's intervention. Candidates should be able to exchange opinions considering the ideas presented to them in the form of images as well as adding their own. Candidates should be active participants in a free conversation with their partner(s).

Can candidates use a dictionary during the Written TIE exam?

Yes, a monolingual (i.e. English-English) dictionary is permitted.

Can candidates consult their logbooks during the Written TIE exam?

Yes, but extra notes, summaries of books, etc. are not permitted and if included, will be removed from the candidates' logbooks. If the extra notes can't be physically removed, the Examiner will confiscate the whole book/logbook and return it at the end of the exam session.

Can the candidate produce a text in Writing task 2 heavily based on the investigation they did?

No, the response to Writing task 2 must be spontaneous. Responses that are not authentic and spontaneous will get a DNF (Did Not Fulfil Requirements).

What is the pass mark for the TIE Examination?

There is no 'pass' mark. Candidates are assessed and evaluated according to the CEFR descriptors and awarded a grade from B2 to C2 based on their performance. The only instance in which a candidate is not awarded a certificate is when their overall performance falls below B1 level.



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