

GATEHOUSE
AWARDS



TEST OF INTERACTIVE

A1-B1

HANDBOOK

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ABOUT THE EXAM

The Gatehouse Awards A1-B1 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 student 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 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, Candidates are required to:

- carry out an investigation/mini project on a topic of personal interest through reading and/ or listening to various sources to gather information in order to speak about it,
- read a book/graded reader in English in order to be able to speak 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 investigation / mini project they have prepared. Candidates should produce their logbook and the book they have read for the Spoken exam.

Please remember that each Candidate chooses his/her investigation, book/reader. 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.

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 PRODUCE ON THE DAY OF THE EXAM: The Candidates must bring their logbooks (investigation) and books to the Spoken exam; otherwise they are NOT eligible to take the test. For the Written exam, they may bring their book and a **monolingual (English-English) dictionary**.

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., A1) in the examination will not be awarded a certificate.

THE ANALYSIS OF THE EXAM

THE SPOKEN (SPEAKING & LISTENING) TIE EXAM

2 (or 3) candidates/interview

Step	Task	Timings
1. Introduction: Conversation (Spontaneous)	Personal introductions: Exchange of personal information (All Candidates)	4 minutes (for two Candidates) 5-6 minutes (for three Candidates)
2. Investigation (Prepared)	Presentation and discussion of the investigation (All Candidates)	5-6 minutes (for two Candidates) 8-9 minutes (for three Candidates)
3. The Book (Prepared)	Presentation and discussion of the book (All Candidates)	5-6 minutes (for two Candidates) 8-9 minutes (for three Candidates)
4. Talking about Photos (Spontaneous)	Candidates talk about a set of photos they are presented with and answer the Interlocutor's questions in relation to the photos (All Candidates)	3-4 minutes (for two Candidates) 5-6 minutes (for three Candidates)
TOTAL EXAMINATION TIME		20 minutes (for two Candidates) 30 minutes (for three Candidates)

EXAMINATION TASK DETAILS

Step 1: Personal Introductions

Exam task: Exchange of personal information.

Task Type: Spontaneous.

Allocated time: 4 minutes approx.

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

Materials: None.

Sample Questions:

- What do you do in your free time?
- Who is your best friend? Can you describe him/her for me?
- Where do you live? Do you like your neighborhood / town/city?
- What grade are you at school? What's your favourite subject?

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]

Step 2: The Investigation

Exam task: Presentation & discussion on the Investigation (all Candidates).

Task Type: Prepared (Candidates have selected a topic which they have researched and included in their logbook, supported with visuals).

Allocated time: 5-6 minutes approx.

Task description: In turn, each Candidate is invited to present his/her investigation for approximately 2 minutes, then answer relevant questions from the Interlocutor and their co-candidate.

Materials: The investigation carried out by each Candidate. The investigation can be typed or hand written. It should consist of a title, one or more visuals and some text about the topic of the investigation. Investigations can be 1-2 pages long.

IMPORTANT: Candidates must produce their investigations (in their logbook) for the Spoken exam.

Sample projects:

- My favourite hobby
- A place I would love to visit
- My top 3 football players

Sample questions:

- Why did you write about this topic?
- Where did you find information on the topic?
- Did you enjoy doing your project? (Why/Why not?)
- Was it difficult to write your project? (Why/Why not?)

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, who opens them and 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)

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

(Before they start, 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. For Candidates at A1 level, one minute may be appropriate).

(Then s/he asks one or two 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 s/he 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.

Step 3: The Book

Exam task: Presentation & discussion on a book or graded reader (all Candidates).

Task Type: Prepared.

Allocated time: 5-6 minutes approx.

Task description: In turn, each Candidate is invited to present his/her book for approximately 2 minutes and then, answer relevant questions from the Interlocutor and their co-candidate.

Materials: The book each Candidate has read. **Only English books/readers are permitted in the exam.**

IMPORTANT: Candidates must bring their book for the Spoken Exam. Notes or summaries of the books are not permitted and will be removed by the Interlocutor.

Sample questions:

- Why did you choose this book?
- Did you enjoy reading your book?
- Can you describe the main character in the book?

Interlocutor's Script:

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

(Before they start, 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 book.

(The Interlocutor allows the Candidate to present for about two (2) minutes. For Candidates at A1 level, one minute may be appropriate).

(The Interlocutor asks one or two 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 s/he invites the other Candidate(s) as follows)

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

(S/he allows the other Candidate(s) to comment and ask one or more questions and the presenting Candidate to answer)

Thank you.

Step 4: Talking about Photos

Exam task: Talking about photos (all Candidates).

Task Type: Spontaneous.

Allocated time: 3-4 minutes approx.

Task description: The Interlocutor will present a topic and provide the Candidates with a set of photos. Candidates must describe their photos and answer the Interlocutor's questions.

Materials: The visual images presented by the Interlocutor.

Sample questions:

- What can you see in the picture?
- Where are the people in the picture?
- How are they feeling?

A2 and B1 Candidates will be encouraged to share personal experiences and/or provide brief explanations in response to questions leading from the description of the picture. These may involve:

- How the picture makes them feel, and why.
- When they have been in similar places / situations, and what happened.
- What they would do if they were in the place / situation in the picture, and why.

Interlocutor's Script:

(The Interlocutor chooses which photo task the Candidates will use).

Now, I'd like us to talk together.

(The Interlocutor refers to the photo task materials: the wording can be found behind the visual s/he chooses to use).

Here are some activities you can do with your friends in your free time. Talk to each other about the activities you can see in the photos.



Sample follow-up questions: *Which of these activities do you do in your free time? Why do you like it/them? What other activities do you like doing in your free time? Why?*

(The Interlocutor introduces the conversation by commenting on the topic or one of the photos. S/he allows the Candidates to talk about the images and the topic in the materials, give their descriptions and talk about their ideas. At lower levels, the conversation may be slow to start so it may be necessary for the Interlocutor to ask direct questions. S/he could ask an open question or lead the conversation to a point of interest and then ask an open question).

(At the end of the photo 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 (SPEAKING & LISTENING) 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 understand spoken input produced by the Interlocutor and the other Candidate.
- **Interaction** refers to the Candidate's ability to interact with the Interlocutor and their partner.
- **Communicative Effectiveness** refers to the Candidate's ability to convey a clear, complete message.
- **Grammatical Accuracy and Complexity** measures the Candidate's grammatical and syntactical control.
- **Lexical Range and 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 these criteria, the Interlocutor is called to 'place' the Candidate on the scale from A1-B1 based on his/her performance. To do so, the Interlocutor uses detailed descriptors provided by the Common European Framework (CEFR) listed below.

Assessment Criteria: Spoken TIE A1-B1

Level	Aural Reception (Listening)	Interaction	Communicative Effectiveness	Grammatical Accuracy	Lexical Range & Appropriacy	Phonological Control
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 confidently. 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. Uses a wide range of structures expected at this level with few mistakes present. Errors occur, but messages come across clearly.	Has a good range of vocabulary to enable expression on most topics pertinent to everyday life. Few errors of vocabulary usage.	Can express self reasonably clearly with ease, despite some problems with rhythm & intonation, & occasional pausing. Pronunciation is clearly intelligible even if a foreign accent is evident and occasional mispronunciations may still occur.
B1	Can understand main points of clear, standard speech about common everyday or job related topics. Minor misunderstandings may occur occasionally.	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 whatever point is most important without significant misunderstanding.	Can communicate with adequate accuracy & control within the limits of frequently used patterns. Uses a range of structures expected at this level. Errors may be evident or systematic or impact on meaning, which may sometimes not be clearly expressed.	Can use a sufficient range of appropriate vocabulary related to familiar topics, with some circumlocution and hesitation. Makes inappropriate word choices in less familiar situations which however do not seriously impede communication. Vocabulary errors do not compromise communication.	Speech is generally intelligible despite occasional problems with stress and intonation and occasional pausing for grammatical and lexical planning or repair. Can keep going comprehensibly. A foreign accent is evident and some mispronunciations occur.
A2+	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.	Can interact with reasonable ease in structured contexts & short conversations provided the interlocutor helps if necessary. Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	Can be understood in short contributions, even though pauses are very evident. More complex messages may be compromised, leading to some misunderstanding.	Can produce speech that shows good control of simple structures with few mistakes present, provided the communication takes place in routine situations. Attempts at higher level structures lead to errors which may obscure meaning.	Can deploy frequently used vocabulary generally appropriately conveying simple messages clearly.	Speech is reasonably clear enough to be understood. Mispronunciations occur but they are not distracting. There are some pauses, false starts and reformulation evident.
A2	Can understand phrases and expressions related to areas of his/her immediate environment provided speech is clearly and slowly articulated.	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can handle very short social exchanges but is rarely able to keep conversation going of his/her own accord.	Can pass on the relevant message in a simple & direct exchange of limited information on personal & concrete matters. In other situations, s/he generally has to compromise the message.	Can produce speech that shows some control of simple structures. Makes frequent or systematic errors but the message is usually clear.	Can deploy basic vocabulary more or less appropriately that manages to convey simple messages. Some inadequate words may compromise the message, though meaning is still clear.	Pronunciation is generally clear enough to be understood despite some hesitation and incorrect use of stress. False starts, very short utterances and reformulation are evident. Repetition may be required from time to time to clarify the meaning.
A1+	Can understand very simple, everyday language provided that the other person speaks slowly and clearly.	Can interact in a simple way. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	Can generally communicate on concrete matters in predictable familiar situations. The message gets across but with difficulty.	Can produce speech that shows control of a few simple grammatical structures. Makes many errors that often impede understanding.	Can use a range of basic vocabulary expected at this level and go beyond a simple repertoire.	Can pronounce a very limited repertoire of learnt words and phrases comprehensibly despite a noticeable foreign accent. Hesitation and inappropriate stress are distracting and occasionally make speech unintelligible.
A1	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	Can interact only in a simple way. Can communicate given opportunities for repetition at a slower rate of speech, rephrasing and repair.	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words and to repair communication. Only simple messages are communicated.	Can produce some very simple structures correctly. Sentence patterns are pre-packaged and from a memorized repertoire. Meaning and communication may be disrupted.	Can use only a very limited range of memorized words and phrases related to personal details and familiar situations. Inappropriate and incorrect word choices can often impede meaning.	Can pronounce only simple common words comprehensibly, using mainly pre-packaged utterances with much pausing to search for expressions, to articulate less familiar words and repair communication. The repertoire of words and phrases can be understood by native speakers used to dealing with speakers of his/her language group.
Below A1 (Fail)	Shows significant difficulty in understanding even very slow and carefully articulated speech.	Unable to sustain any interaction. Communication cannot take place.	Communication cannot take place.	Erroneous speech that is difficult to follow. Communication cannot take place.	Can use only scattered words or phrases repeatedly. Communication cannot take place.	Unintelligible speech due to pronunciation errors and excessive hesitation. Communication cannot take place.

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 A1+, A2+, B1+ may be given.

THE WRITTEN (READING & WRITING) TIE EXAM

Step	Task	Timings
1. Prepared Writing	Completing a form.	25 minutes
2. Spontaneous Writing	Producing a text on a familiar topic of personal interest, choosing one from a set of two options.	25 minutes
TOTAL EXAMINATION TIME		50 minutes

EXAMINATION TASK DETAILS

Step 1: The Prepared Writing Task

Exam task: Completing a form.

Task type: Candidates are informed that the task will be a form to complete, but are unaware of the context.

Indicated time: 25 minutes.

Task description: The Candidate must follow the instructions to fill in a form, which is in three sections. Section 1 of the form contains personal information. Section 2 of the form contains a series of short questions. Section 3 of the form requires the Candidate to write two or three extended answers in full sentences.

Materials: None.

See Page 10 for a sample prepared writing task.

Step 2: The Spontaneous Writing Task

Exam task: Production of a continuous text.

Task type: Unprepared.

Indicated time: 25 minutes.

Task description: The Candidate must write a text in response to one from a choice of two questions. The first option primarily gives opportunities for Candidates at the lower level of the band (i.e. A1/A2) to demonstrate their written skills. The second question primarily gives opportunities for Candidates at the higher level of the band (i.e. A2/B1) to demonstrate their written skills.

Materials: None.

At **A1-A2**, the Candidate must produce a note or a postcard.

At **A2-B1**, the Candidate must write a letter/email (informal-friendly) or a short story.

Approximate Word Count:

A1: 40-70 words

A2: 60-100 words

B1: 90-150 words

See Page 10 for a sample spontaneous writing task.

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 of the given test items and the relevance of his/her responses to them.
- **Task Achievement** measures how appropriately and relevantly the Candidate has responded to the task.
- **Grammatical Accuracy and Complexity** measures the Candidate's grammatical and syntactical control.
- **Lexical Range and Appropriacy** measures the Candidate's lexical repertoire and ability to make appropriate lexical choices.
- **Orthographic Control and Punctuation** assesses the Candidate's control of the conventions of spelling and punctuation.
- **Production and Text Organisation** measures the Candidate's ability to produce clear continuous texts following the genre conventions set in the task (**This criterion applies ONLY to the spontaneous writing task**).

Based on these criteria, the marker is called to 'place' the Candidate on the scale from A1-B1 based on his/her performance. To do so, the marker uses detailed descriptors provided by the Common European Framework (CEFR) listed below.

Assessment Criteria: Written TIE A1-B1

Level	Visual Reception	Task Achievement	Grammatical Accuracy and Complexity	Lexical Range & Appropriacy	Orthographic Control and Punctuation	Production & Text Organisation (Task 2 only)
B1+	Task 1: Displays a very high degree of comprehension of the tasks. Shows no difficulty in understanding the questions and providing relevant responses to all questions. Task 2: Displays a good degree of comprehension. The text is clearly and appropriately linked to task instructions.	Task 1: Has fully and meaningfully responded to all questions. Task 2: A fully appropriate text (in terms of topic and text type) that fully answers the question. Addresses the task clearly and effectively.	Uses a wide range of structures expected at this level with reasonable accuracy and few mistakes present. Attempts at more complex language use are more or less successful.	Candidate's vocabulary range is appropriate throughout, with errors only occurring when attempting vocabulary above the level.	There are very few or no spelling or punctuation errors.	There are clear paragraphs including introduction, development and conclusion in a coherent and cohesive text.
B1	Task 1: Displays a good degree of comprehension. Shows little difficulty in understanding the questions and providing mostly relevant responses to all questions. Task 2: Displays a good degree of comprehension. The text is clearly and appropriately linked to task instructions.	Task 1: Has fully and meaningfully responded to most of the questions. Task 2: A generally appropriate text (in terms of topic and text type) that fully answers the question. Addresses the task mostly clearly and effectively.	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.	Uses a sufficient range of vocabulary usually appropriately. Some lapses in word choice which do not interfere with intended meaning or compromise the communication.	Spelling and punctuation are accurate enough to be followed most of the time. Spelling errors rarely impede understanding.	Writes straightforward connected texts by linking a series of shorter discrete elements into a linear sequence. Paragraphing is used mostly appropriately and effectively. Uses a range of simple linking devices to link sentences to make coherent and cohesive text.
A2+	Task 1: Displays a good level of comprehension. Can understand almost all of the given questions and provide relevant responses to most questions. Task 2: Displays a good level of comprehension. The text is linked to task instructions.	Task 1: Has responded to most of the questions in a meaningful way. Task 2: Appropriate text that answers the question for the most part. Output is relevant.	Shows good control of simple structures and sentence patterns with few errors. Although there may be some errors, messages get across clearly.	Uses a sufficient vocabulary to deal with everyday needs involving familiar situations and topics. May also use memorised phrases and groups of words. Makes appropriate lexical selections which generally convey the intended meaning.	Spelling and punctuation are generally accurate in common and familiar words and phrases throughout. Spelling errors do not detract from meaning.	Writes a continuous text in which information is clearly organized and paragraphing is generally appropriate. Use of simple linking words to link sentences. Longer contributions may still lack coherence.
A2	Can understand phrases Task 1: Displays satisfactory understanding of most questions. Can provide mostly relevant responses to most of the given questions. Task 2: Displays a satisfactory understanding of the task. The text is linked to task instructions.	Task 1: Has responded to the questions in a more or less meaningful way. More extended responses may lack comprehensibility. Task 2: Mostly appropriate text that generally answers the question. Output is mostly relevant.	Uses simple structures and sentences patterns correctly. There are errors but they usually do not impede understanding.	Uses a repertoire of simple vocabulary and expressions for dealing with simple routine situations, though meaning is often compromised due to limited range of words available and inappropriate lexical selections.	Majority of common words spelled correctly. Spelling errors occur in more advanced vocabulary which may interfere with intended meaning. Simple punctuation is accurate throughout.	Writes a more or less continuous text using simple phrases or complete simple sentences. Information is generally organized and there is some loose paragraphing. Use of simple connectors to link simple sentences effectively.
A1+	Task 1: Can understand simple questions about personal details and those requiring very short responses (a word or sentence). Limitations in understanding questions requiring more extended answers. Task 2: Shows limited understanding of task instructions. The text is linked to the task and topic.	Task 1: Has responded to some of the questions in a meaningful way. More extended responses usually lack comprehensibility. Task 2: Text is more or less appropriate partly responding to the task question. Output is fully relevant to the topic.	Shows some control of a few simple grammatical structures and uses them accurately in simple sentences. Makes many errors, some of which may impede understanding when attempting more anything more than simple and compound sentences.	Has a basic range of simple everyday vocabulary related to concrete needs. Uses several words, phrases and/or expressions which are not always appropriate for the context(s) of situation.	Accurate spelling of all key and familiar words. Spelling errors may interfere with intended meaning when more unfamiliar words are used. Simple punctuation is mostly accurate.	Writes very short, simple texts in which information is presented logically. Use of very basic linear connectors. Paragraphing may not be clear but text demonstrates some organisation.
A1	Task 1: Displays weak understanding of the whole task. Can understand basic personal questions and provide relevant responses. Task 2: Displays weak understanding of the task instructions. Shows a very basic understanding of the topic.	Task 1: Only straightforward responses to basic personal questions convey meaning. Task 2: Text responds to the task in a very general manner. Output is relevant to the topic.	Shows limited control of basic grammatical structures. Systematically makes errors that often impede understanding when attempting anything more than very simple sentences.	Has a basic repertoire of vocabulary, consisting of isolated words and phrases related to particular concrete situations. Lapses in word choice interfere with intended meaning.	Basic spelling errors, which often interfere with intended meaning. Capital letters and full stops are used generally accurately. Other punctuation is not attempted or still problematic.	Writes very simple, isolated phrases or sentences. Information is not presented in an organized manner. The text lacks paragraphing or text organisation.
Below A1 (Fail)	Tasks 1 or 2: Shows lack of understanding of test instructions and questions, or response is illegible. Communication cannot take place.	Tasks 1 or 2: Incomprehensible or irrelevant response to the instructions or questions, response is inappropriate or the text is incomprehensible or irrelevant. Communication cannot take place.	Makes many serious errors, even in basic structures which obscure meaning. Communication cannot take place.	Scattered words or phrases which do not have meaning. Communication cannot take place.	Many spelling errors pertaining to common words as well that interfere with intended meaning. Problematic or lack of punctuation throughout. Communication cannot take place.	Organisation and paragraphing are highly problematic impeding text comprehensibility. Communication cannot take place.

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 A1+, A2+, B1+ may be given.

SAMPLE WRITTEN EXAMINATION BOOKLET



Test of Interactive English
Written Examination Booklet
(A1 – B1)

The following details must be completed:

Candidate Name	
Candidate Code	
Exam Code	
Examination Date	DD / MM / YYYY

INSTRUCTIONS FOR CANDIDATES:

- Do **NOT** turn over the page to start the exam until instructed to do so
- This examination is made up of **2 TASKS**
- Attempt to complete **BOTH** tasks
- If you change your mind about an answer, you should initial any corrections
- You may use a monolingual English dictionary
- You may refer to your book
- If you run out of space, you can continue on a separate sheet
- You should complete this assessment paper in black or blue **PEN** (not pencil)
- When you've finished, make sure you sign and date the Declaration on Page 4

Time Allowed: 50 minutes



Writing Task 2

In this task, A1 candidates should write a minimum of 40 words, A2 candidates should write a minimum of 60 words, and B1 candidates should write a minimum of 100 words.

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

A1 and A2	You are on holiday with your family. Write a postcard to your friend David. Do not write an address. Say: <ul style="list-style-type: none"> • where you are • what you like/don't like about the place • what activities you do each day
A2 and B1	Write an email to your friend, Mark, to tell him about your new teacher at school. Describe your teacher and say why you like her/him.



Writing Task 1

You found the following form in Fitness Plus, your local Gym. Answer the questions and win free membership for one month.

A. Personal Information				
Name				
Date of Birth	DD / MM / YYYY			
Address				
Telephone Number				
Please tick <input checked="" type="checkbox"/> the gym services you use	Swimming Pool	<input type="checkbox"/>	Personal trainer	<input type="checkbox"/>
	Exercise classes	<input type="checkbox"/>		
B. Please answer the following questions:				
How often do you go to the gym? (write one word or a short sentence)				

How do you travel to the gym? (write one word or a short sentence)				

What are your two most favourite types of exercise? (write a list or short sentence)				

Why do you like to exercise? (write a sentence)				

C. About Fitness Plus				
What do you like most about the Fitness Plus gym? Why? (write one or two sentences)				

How could our gym be improved? (write one or two sentences)				

Do you generally prefer to exercise in the gym or to keep fit outdoors? Why? (write two to three sentences)				



END OF ASSESSMENT

Candidate Declaration:

I confirm that the work contained in this booklet is my own and that my booklet does not contain any work completed by anyone other than myself. I understand that plagiarism is a form of malpractice and that that cheating, plagiarism or malpractice of any kind by any party may result in suspension or exclusion from my programme of study. I have completed the booklet in accordance with the course instructions and within the time limits set by my Centre.

Signed	
Print Name	
Dated	DD / MM / YYYY

SAMPLE SCRIPTS

Prepared Writing: Completing a Form

You are at the library. Please fill out the form to join the library.

Sample 1:

A. Personal Information						
Name	Ilias Markou					
Date of Birth	22 / 5 / 2005					
Address	Agion Pantou 17, Athens					
Telephone Number	210 3222870					
Name of your school / workplace	8 th High School of Kallithea					
Please tick <input type="checkbox"/> the library services you use:	Books	<input checked="" type="checkbox"/>	DVDs	<input type="checkbox"/>	Computers	<input type="checkbox"/>
B. Please answer the following questions:						
How often do you use the library? (write one word or a short sentence)						
I use library very often.						
How do you travel to the library? (write one word or a short sentence)						
I travel with my bike.						
What are your two most favourite types of books? (write a list or short sentence)						
1. Adventure. 2. Love story.						
Why do you like these types of books? (write a sentence)						
Books are very nice and interesting.						
How is library membership useful for you? (write one or two sentences)						
I take books from library.						
How could the library be improved? (write one or two sentences)						
They have more books in the library.						
Do you prefer to borrow or own the books you read? Why? (write two to three sentences)						
I prefer own the books.						

Overall grade: A2

Visual reception: Good level of understanding. The Candidate understood almost all the given questions and provided relevant responses to most of them. **A2+**

Task achievement: Has responded to the questions in a more or less meaningful way. **A2**

Grammatical accuracy & complexity: The Candidate used simple structures and sentences patterns correctly. Errors do not impede understanding. **A2**

Lexical range & appropriacy: The Candidate displayed a repertoire of simple vocabulary for dealing with matters of immediate interest. However, meaning had to be compromised when dealing with more complex issues. **A2**

Orthographic control & punctuation: Spelling errors do not detract from meaning. Punctuation is generally accurate throughout. **A2+**

SAMPLE SCRIPTS

Prepared Writing: Completing a Form

You are at the library. Please fill out the form to join the library.

Sample 2:

A. Personal Information						
Name	Maria Ioannou					
Date of Birth	18 / 9 / 2007					
Address	Solonos 22, Athens					
Telephone Number	210 2320977					
Name of your school / workplace	1 st Junior High School of Athens					
Please tick <input type="checkbox"/> the library services you use:	Books	<input type="checkbox"/>	DVDs	<input type="checkbox"/>	Computers	<input checked="" type="checkbox"/>
B. Please answer the following questions:						
How often do you use the library? (write one word or a short sentence)						
Use often.						
How do you travel to the library? (write one word or a short sentence)						
Bike.						
What are your two most favourite types of books? (write a list or short sentence)						
1. science fiction.						
Why do you like these types of books? (write a sentence)						
Nice books.						
How is library membership useful for you? (write one or two sentences)						
How could the library be improved? (write one or two sentences)						
Do you prefer to borrow or own the books you read? Why? (write two to three sentences)						

Overall grade: A1

Visual reception: Can understand simple questions about personal details and those requiring very short responses (a word or sentence). **A1+**

Task achievement: Straightforward responses to basic personal questions convey meaning. Inability to answer questions requiring more extended responses (one or two sentences). **A1**

Grammatical accuracy & complexity: Limited control of basic grammatical structures. **A1**

Lexical range & appropriacy: Displays a basic repertoire of vocabulary, consisting of isolated words and phrases related to particular concrete situations. **A1**

Orthographic control & punctuation: Accurate spelling of all key and familiar words. **A1+**

SAMPLE SCRIPTS

Spontaneous Writing

Unprepared: An English friend of yours called John gave a party yesterday, which you enjoyed. Write a card to him to:

- Thank him for the party.
- Say what you liked best.
- Say when and where you could both meet again.

Sample 1:

Dear John,

The party was great! I've never been in so interesting party! Thank you for organising this party. The best in your party were the music, the food and attractive games. I want to meet you again. We can go to the cinema in Saturday to see the new movie with James Bond.

Your friend, Spyros

Overall grade: A2

Task achievement: Appropriate text that generally answers the task. **A2**

Grammatical Accuracy & Complexity: Uses simple structures correctly. There are errors but they usually do not impede understanding. **A2**

Lexical range & appropriacy: Uses simple vocabulary appropriately. **A2**

Orthographic control & punctuation: Spelling and punctuation are generally accurate in common and familiar words. Spelling errors occur in more advanced vocabulary but they do not interfere with intended meaning. **A2+**

Production & Text organisation: Writes very short, simple texts in which information is presented logically. **A1+**

Unprepared: An English friend of yours is going to spend the summer in your country. Write a letter advising him/her where to go, what to do and approximately how much money he/she should bring.

Sample 2:

Dear Dennis,

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

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

With Love, Nadia

Overall grade: B1

Task Achievement: A generally appropriate text that partly answers the task in a mostly clear way. **A2+**

Grammatical Accuracy & Complexity: Shows good control of simple structures and sentence patterns with few errors that do not seriously interfere with intended meaning. Attempts at more complex structures are more or less successful. **B1**

Lexical range & Appropriacy: A sufficient range of vocabulary. Makes appropriate lexical selections which generally convey the intended meaning. **B1**

Orthographic control & punctuation: Spelling and punctuation are accurate enough to be followed most of the time. **B1**

Production & Text Organisation: A continuous and generally connected text is produced that has an appropriate layout. The length of the text is appropriate for the level. Simple connectors are used to link the sentences. **B1**

SAMPLE LOGBOOKS (INVESTIGATION)

Olympic Games

Sources: howtheyplay.com, livestrong.com, kidsconnect.com



The modern Olympic Games are the leading international sporting event featuring summer and winter sports competitions. Every four years thousands of athletes from around the world gather in one location and participate in a variety of competitions. The Ancient Olympics were held in Greece between 776BC and 394 AD as a tribute to the Greek Gods who lived on Mount Olympus. These games were very different to the ones we see today. The Ancient Olympics began as a one-day event, but was extended to last for five days with many different events. The first Modern Olympics were held in 1896 in Athens and involved 13 countries competing in 42 events over 9 different sports.

Olympic Sports

The number of sports played at the Olympics changes from year to year. Some of the most popular Summer Olympic sports are swimming, cycling, gymnastics, volleyball and horse riding. There also are many events collectively known as athletics, such as the 100-meter dash, the marathon, hurdling, relay racing, the long jump, the high jump and the pole vault.

The Winter Olympic sports include downhill and cross-country skiing, bobsledding, figure skating, ice hockey, snowboarding and ski jumping. Sports that are no longer played in the games include golf, lacrosse, rugby union and water motor sports.



If a sport is very popular among spectators and there are a lot of athletes qualified to compete, the International Olympic Committee might decide to introduce it in the next Olympic Games, which usually means that one of the less-popular sports must be dropped.

The Olympic Flag

The Rings represent the five inhabited continents of the world (with North and South America counted as one).

The colours were chosen because, along with the white background of the flag, at least one of the six colours (white, blue, black, red, yellow and green) appear in all the flags of the competing nations.

The flag was designed by Pierre de Coubertin, the father of the modern Olympics, and was first flown at the Games of the 7th Olympiad in Antwerp, Belgium.



SAMPLE LOGBOOKS (INVESTIGATION)

Wild AnimalsSource: *enchantedlearning.com***Elephant**

There are two major types of elephants, the African Elephant (two species) and the Asian Elephant (one species). African Elephants are the biggest land animals. Elephants are from 8-10 feet (2.5-3 m) tall at the shoulder, weighing roughly 6 tons (5,400 kg).

Elephants have very wrinkled, gray-brown skin that is almost hairless. Elephants breathe through two nostrils at the end of their trunk, which is an extension of the nose. The trunk is also used to get water and food. Elephants eat roots, grasses, leaves, fruit, and bark. They use their tusks and trunk to get food.

Giant Panda

Giant pandas are black-and-white Chinese bears that are on the verge of extinction. These large, cuddly-looking mammals have a big head, a heavy body, rounded ears, and a short tail.

The largest pandas grow to be about 250 pounds (115 kg). Pandas have the most specialized diet of any of the bears. Their diet is almost exclusively two species of bamboo (arrow and umbrella bamboo). Giant pandas are mostly shy, solitary animals. They live most of their lives alone.

Zebra

Zebras are large, fast-running mammals that live on African grassy plains (savannas). They can run up to 40 mph (65 kph) in short bursts in order to escape from predators (like lions and hyenas).

The zebra's life span is about 28 years. Zebras are closely related to horses and donkeys. Zebra fur has distinctive white stripes on a black background. No two zebras have the same pattern. These stripes may help to confuse predators chasing the zebra, making them misjudge distances.

Zebras eat grasses; they are nomadic herbivores. They spend most of their time grazing. Zebras need to drink water often and usually stay close to a watering hole.

The Kangaroo

The Kangaroo is a common marsupial from the islands of Australia and New Guinea. There are 47 species of "roos." Kangaroos can hop up to 40 miles per hour (74 kph) and go over 30 feet (9 m) in one hop. When standing, roos often use their muscular tail as an extra leg. These shy animals live about 6 years in the wild and up to 20 in captivity.







These herbivores (plant-eaters) eat grass, leaves, and roots. They swallow their food without chewing it and later regurgitate a cud and chew it. Roos need little water; they can go for months without drinking, and they dig their own water wells.

SAMPLE LOGBOOKS (INVESTIGATION)

Healthy Tips

It's not hard to stay healthy. You don't have to lift 500 Kilo weights for one hour everyday. Here are some tips on the subject...

Nutrition

FOOD GROUP	SERVINGS
 <p>Grains</p>	6-11
 <p>Vegetables</p>	3-5
 <p>Fruits</p>	2-4
 <p>Dairy</p>	2-3
 <p>Meats</p>	2-3
 <p>Sugars</p>	Use as infrequently as possible

You should eat healthy. Having a soda and chips for every meal is not what I mean. You need to eat a balanced diet. That means you need foods from different food groups each day. Look in this chart to see what is good to eat every day.

Exercise

The best thing for us kids to do is to do a little stretching every morning, play outside when we can, and a bike ride on the weekends can't hurt either.

Your heart is a muscle, and believe it or not, it is your strongest one. But you can make it stronger. It can't lift weights so you have to do aerobic (air-oh-bick) exercises to make it stronger. You know when you do aerobic exercise because you usually work up a sweat.

It's a good idea for us kids to do aerobic exercises 2 or 3 times a week for 20 to 30 minutes at a time. Some well-known aerobic exercises are: swimming, basketball, hockey, jogging, rowing, dancing, skipping, jump rope, and even hopscotch.

Exercise also helps make your bones stronger! Your bones get stronger by becoming denser. If you don't exercise, your bones lessen in density and become weaker.

Sleep

Think of your body as a big machine working all day long. After a hard day, your "body machine" needs to recharge.

Sleep is the recharge time. Unlike any machine, your body never turns completely off. The brain is still sending messages and screening out unimportant noises so you don't wake up at every cricket. Your heart is still beating too. It's things like these that work 24/7.

Sleep is important to recharge your body and it's also important for your brain. No one is sure what the brain does when you're asleep, but some scientists think that sleep is the time when the brain sorts through and stores information, solves problems, and replaces chemicals.

If you're between the ages of 5 and 12, you need about 8 to 10 hours of sleep each night. But it's different for everybody. Some kids might need more sleep and some might need less.

Here are some great tips to help you catch your ZZZ's:

- Try to go to bed at the same time each night.
- No sodas with caffeine or hot chocolate after dinner. No pre bed TV. shows or movies.
- Playing a sport after dinner helps, but if you play to close to bedtime it won't.
- Ahhh-- a warm bath really helps to relax you if you can't fall asleep or read.





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