

# A1 to B1

Setting up your **THE** Skills



**SAMPLE PAGES**

Speaking & Writing

Anastasia G. Chondrakis  
Evangelos Kolokouris

# Contents



## A1 to B1

### SETTING UP YOUR TIE SKILLS: SPEAKING & WRITING

<b>UNIT 1: INVESTIGATION– FOOD</b>	<b>9</b>
Reading: <i>Theobroma Cacao</i>	10
Grammar: <i>Simple Present – Present Continuous - Parts of Speech</i>	12
Speaking: <i>Presentation &amp; Discussion of the Investigation</i>	13
Spontaneous Speaking: <i>Decision making</i>	14
Writing Task 1: <i>Completing a form</i>	15
Writing Task 2: <i>Writing on a topic</i>	18
<hr/>	
<b>UNIT 2: BOOK– THE MYTH</b>	<b>21</b>
Reading: <i>Athena and Poseidon: A Divine Competition</i>	23
Grammar: <i>Simple Past - Past Continuous - Parts of Speech</i>	26
Speaking: <i>Presentation &amp; discussion of the Book</i>	27
Spontaneous Speaking: <i>Decision making</i>	28
Writing Task 1: <i>Completing a form</i>	29
Writing Task 2: <i>Writing on a topic</i>	32
<hr/>	
<b>UNIT 3: INVESTIGATION–ETHNIC GROUPS</b>	<b>35</b>
Reading: <i>The Gypsies</i>	37
Grammar: <i>Present Perfect Simple - Present Perfect Continuous- Parts of Speech</i>	40
Speaking: <i>Presentation &amp; Discussion of the Investigation</i>	41
Spontaneous Speaking: <i>Decision making</i>	42
Writing Task 1: <i>Completing a form</i>	43
Writing Task 2: <i>Writing on a topic</i>	46
<hr/>	
<b>UNIT 4: BOOK–ADVENTURES</b>	<b>49</b>
Reading: <i>Two Years' Vacation or Adrift in the Pacific</i>	51
Grammar: <i>Simple Future - Future Continuous - be going to - Parts of Speech</i>	52
Speaking: <i>Presentation &amp; Discussion of the Book</i>	54
Spontaneous Speaking: <i>Decision making</i>	55
Writing Task 1: <i>Completing a form</i>	56
Writing Task 2: <i>Writing on a topic</i>	58

# Contents



## A1 to B1

### SETTING UP YOUR TIE SKILLS: SPEAKING & WRITING

<b>UNIT 5: INVESTIGATION–VOYAGES</b>	<b>61</b>
Reading: <i>Mermaids and Sirens</i>	62
Grammar: <i>Simple and Continuous Tenses - Parts of Speech</i>	65
Speaking: <i>Presentation &amp; discussion of the Investigation</i>	66
Spontaneous Speaking: <i>Decision making</i>	67
Writing Task 1: <i>Completing a form</i>	68
Writing Task 2: <i>Writing on a topic</i>	71
<hr/>	
<b>UNIT 6: BOOK –THE WORLD OF FANTASY</b>	<b>73</b>
Reading: <i>The Reluctant Dragon</i>	75
Grammar: <i>Simple and Continuous Tenses - Parts of Speech</i>	77
Speaking: <i>Presentation &amp; discussion of the Book</i>	78
Spontaneous Speaking: <i>Decision making</i>	79
Writing Task 1: <i>Completing a form</i>	80
Writing Task 2: <i>Writing on a topic</i>	82
<hr/>	
<b>UNIT 7: INVESTIGATION–MUSIC</b>	<b>85</b>
Reading: <b>THE BEETLES WHO BECAME THE BEATLES</b>	86
Grammar: <i>Modals -Parts of Speech</i>	89
Speaking: <i>Presentation &amp; discussion of the Investigation</i>	90
Spontaneous Speaking: <i>Decision making</i>	91
Writing Task 1: <i>Completing a form</i>	92
Writing Task 2: <i>Writing on a topic</i>	94
<hr/>	
<b>UNIT 8: BOOK–SPACE AGE</b>	<b>97</b>
Reading: <i>When Worlds Collide</i>	99
Grammar: <i>1st - 2nd Conditional -Parts of Speech</i>	101
Speaking: <i>Presentation &amp; discussion of the Book</i>	102
Spontaneous Speaking: <i>Decision making</i>	103
Writing Task 1: <i>Completing a form</i>	104
Writing Task 2: <i>Writing on a topic</i>	106
<hr/>	
<b>APPENDIX - Irregular Verbs</b>	<b>110</b>



## **Acknowledgements**

Special Thanks to the Gnosis Assessment Academic & Scientific Team and to Elisabeth Apostolou, Academic & Scientific Director, for their invaluable contribution and guidance to the making of this book.

We would also like to thank the teachers and students whose comments proved to be very useful for the final form and content of this book.



**“There is nothing you can do  
that can’t be done...”**

**All you need is love,  
LOVE IS ALL YOU NEED”**



**John Lennon  
THE BEATLES**

## FOOD

### Lead in questions

1. Do you like eating out? Why/Why not?
2. What is your favourite kind of food? Why?
3. Do you think that children should learn to eat healthily from an early age? Why/Why not?
4. What do you know about chocolate? Read the investigation and find out more.

### Theobroma Cacao

Do you like chocolate? It's really very difficult to find people who don't like chocolate. Everybody likes chocolate, from east to west and from south to north, chocolate is the most popular sweet for every human being in the whole world. People of all ages children, young or old people love chocolate.

Chocolate grows on trees. It grows on the cacao tree, the botanical name of which is Theobroma Cacao and it means "food (broma) of Gods (theo)" in Greek. Many say that its value is higher than the value of money.

The cacao tree is a very beautiful tree with white flowers and it grows to be about 30 feet tall, about 9 m. Its fruit is a cacao pod which has a hard shell with a rather long shape, like a cucumber. It's usually red, yellow or orange. A cacao tree takes about five years to produce its first fruit which takes about 4 to 5 months to grow and many weeks to become ripe. Then the growers or cutters cut the cacao pod with a sharp blade. The cacao cutters collect the pods which have inside them the cacao beans. They put them in special boxes and then let them in the sun to dry on large trays. Each cacao pod holds roughly 40 to 50 cacao beans.

It takes several hundred beans to make 1 pound - 0.453592 grams- of chocolate. First, they take the cocoa solids and cocoa butter and process them. Then they take them to make the chocolate we enjoy eating so much.

The cacao tree is very beautiful and like many other trees it changes its leaves every year and stays green. It usually lives to see its 100th birthday but only produces fruit for about half of its lifetime. It's also very interesting to see that the cocoa tree grows in the shade of other trees like banana, mango or rubber trees. They really love shade and love regular watering and of course the rainfall which is a very common characteristic of tropical climates like the one in the area of the Amazon River in South America, the region of its origin. The top cacao production countries are the Ivory Coast, Ghana, Nigeria and Cameroon in Africa, Indonesia, in Asia, Brazil, Ecuador and Mexico in America. It's a big surprise to see that the countries which produce chocolate famous for its quality are Switzerland, Belgium and Greece in Europe. People believe that chocolate, the food of Gods, is more precious than gold. Do you agree?



## A. Read the investigation again and answer with T for True or F for False.

1. People can use chocolate instead of money.
2. It takes a cocoa tree 4 to 5 months to produce its first pods.
3. A cocoa pod can hold many cocoa beans.
4. The cocoa tree produces fruit throughout its life.
5. The cocoa tree needs a warm climate to grow.

  
  
  
  


## B. Find the underlined words/phrases in the Investigation. Work out their meaning and match them to their definitions.

1. <u>grow</u>	a. the hard, outer covering of a nut, fruit, or seed
2. <u>botanical</u>	b. fully grown and developed and ready to be eaten
3. <u>value</u>	c. an area of slight darkness that is produced when something blocks the light of the sun
4. <u>shell</u>	d. relating to plants or the study of plants
5. <u>produce</u>	e. rare and worth a lot of money / very valuable or important
6. <u>ripe</u>	f. how good or bad something is
7. <u>dry</u>	g. to cause a plant to grow / to cultivate or raise a plant
8. <u>shade</u>	h. to remove water or moisture from something or someone
9. <u>quality</u>	i. the amount of money that something is worth / the price or cost of something
10. <u>precious</u>	j. to make or create something by a natural process

---



---



---



---



---

## **Speaking**

### Presentation & Discussion of the Investigation

#### **A. Read the investigation again and answer the questions.**

**1. Would you choose chocolate for your investigation?**

a. *What did you know about chocolate before reading the investigation?*

**1. Do you find the topic of the investigation interesting? Why/Why not?**

a. *What did you learn about chocolate?*

**3. Can you describe the photos of the investigation?**

#### **B. Group discussion**

1. Why do you think some foods are more popular among young people?

2. Do you think that eating too much chocolate can have a negative effect on your health? Why/Why not?

3. What do teenagers prefer to eat nowadays? Discuss with a partner and present your ideas to the rest of the class.

#### **C. Assignment.**

What are the reasons why healthy food is not very popular among children? Write a small paragraph, read it to your classmates and be ready to answer their questions.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



## ADVENTURES

### Lead in questions

1. Do you enjoy reading adventure books? Why/Why not?
2. What is your favourite adventure story? Why?
3. Do you prefer reading books or watching films? Why?
4. Have you ever heard of Jules Verne's story Two Years' Vacation?

Read the summary and find out more.

### Book

#### Two Years' Vacation or Adrift in the Pacific

Twelve boys from Chairman's School in Auckland and their dog are fast asleep on the ship that was about to take them on a trip around New Zealand. One of them is American, two are French and the rest are British. All the adult crew members of the ship are on land. Suddenly the ship starts to sail away from the harbour and a storm carries the ship to an unknown island.

The boys understand that they are alone, and they have to survive. They organize teams for fishing, hunting and gathering food. They discover a river and they follow it until they reach a large lake in the middle of the island. Next to the lake, they discover a cave which was the home of François Boudain. He was a Frenchman, who lived on the island fifty-five years ago. The winter is coming, so the boys carry whatever they need from their ship to the cave and turn it into a very comfortable and warm home. They also name the island "Chairman Island".

Briant is one of the older boys of the company. After spending ten months on the island, he decides that the younger boys need to continue their school. He asks Gordon, who is the oldest, to organize a schedule of classes for the young ones and help them with their lessons. Briant takes the telescope he has found on the ship and together with Moko they continue to explore the island. As they return to their cave, they find a woman named Kate. She tells them that criminals have taken over her ship. They took her and Evans, a crew member, in a boat, but a storm brought them on this island. The boys understand that they may be in danger, as there are criminals on their island.

Three days later they meet Evans. He warns everybody that the criminals are coming. The boys are getting ready to start a fight. Briant makes the two criminals chase him and as they do not know the island, they fall into a pit and so the boys are no longer in danger. With the help of Kate and Evans they repair the criminal's boat, say goodbye to their island and sail to find their home. A day later a ship finds the boat and takes the boys and their dog back home. Everyone is amazed by how the boys managed to survive after spending two years on an unknown island.

## A. Read the summary again and answer with T for True or F for False.

1. Most of the boys are from the UK.
2. The boys never meet François Boudain.
3. Briant is the oldest boy.
4. Kate and Evans were saved by the criminals.
5. The boys returned home in the boat they repaired.

  
  
  
  

## B. Find the underlined words/phrases in the summary. Work out their meaning and match them to their synonyms.

1.  notice
2.  timetable
3.  live
4.  relaxed
5.  hunt
6.  hole
7.  port
8.  transport
9.  shocked
10.  fix

## C. Put the verbs in brackets in Simple Future, Future Continuous or be going to.

1. Look at Barry. He  (fall)!
2. My cousin  (wait) for us at the airport when we arrive.
3. I think  (not win) the game tomorrow.
4. "I'm so hungry" "I  (make) you a sandwich."
5. This time next week, she  (not work). She  (fly) to Italy.
6. "What are your plans for the future?"  
I  (study) medicine.
7. Look at all those grey clouds. It  (rain).
8. I'm sure you  (do) very well in your test.

## Spontaneous Speaking: Talking about Photos

Look at the photos and answer the questions that follow.



1. What can you see in the photos?
2. Where are the people in the photos?
3. Which sport do you like? Why?
4. Would you like to have a sport as a hobby? Why/Why not?
5. Which of these sports would you like to play as a hobby? Why?
6. Which of these sports would you like to play professionally? Why?

---

---

---

---

---

---

## Writing Task 1

**A. In the first task of the written examination you will be asked to complete a form. Look at the following form and complete all the information needed with the following sentences:**

- a. I have many friends there and we have a lot of fun.
- b. I like travelling in my country. I feel better because I can communicate easily. Also, it is much cheaper.
- c. Every summer.
- d. I like the comfortable waiting areas.
- e. It is my first time.
- f. The parking spaces are not enough. You could create more.
- g. I like going to Boston and Staten Island.

You found the following form in your local airport. Complete the form and you may win a free ticket.

<b>A. Personal information</b>	
<b>Name:</b>	<i>Betty Miller</i>
<b>Date of Birth:</b>	<i>12 / 10 / 2003</i>
<b>Address:</b>	<i>5th Avenue, New York</i>
<b>Telephone Number:</b>	<i>555 7946 0920</i>
<b>B. Please answer the following questions:</b>	
<b>How often do you travel by plane?</b> (write one word or a short sentence)	
1.	
<b>How often do you travel by ship?</b> (write one word or a short sentence)	
2.	

**What are your two most favourite travel destinations?**

(write a list or a short sentence)

3.

**Why do you like them?**

(write a sentence)

4.

**C. About our airport:**

**What do you like most about our airport?**

(write one or two sentences)

5.

**How could our airport be improved?**

(write one or two sentences)

6.

**Do you generally prefer travelling abroad or in your country? Why?**

(write two to three sentences)

7.

# A1 to B1

## SETTING UP YOUR TIE SKILLS

### SPEAKING & WRITING

This Student's book is part of the **Test of Interactive English Skills Series** which consists of **three books**:

- **A1 to B1 “Setting up your TIE Skills”**
- **B1 to B2 “Building up your TIE Skills”**
- **C1 to C2 “Mastering your TIE Skills”**

**Their aim is** to familiarize the students with the **TIE - Test of Interactive English** - and prepare them efficiently in order to participate in the **CEFR Level Examinations A1, A2, B1, B2, C1, C2**.

- **THE STUDENT'S BOOK:**

**A1-B1 examination SETTING UP YOUR TIE SKILLS – Speaking & Writing** helps students develop their **Speaking and Writing** skills in order to get them ready for their successful participation in the CEFR Level A1-A2-B1 examination. It includes 8 units which provide the candidates with rich examination practice to:

- Carry out an investigation** on a topic of their interest and gather information in order to be able to speak about it.
- Read a book or a reader** in order to be able to speak or write about it.

- **THE TEACHER'S BOOK:**

**A1-B1 examination SETTING UP YOUR TIE SKILLS** contains the answers to the exercises as well as useful teaching advice, ideas for practice and resources.

**While the series is designed for the TIE - Test of Interactive English - it may well cater for the SPEAKING and WRITING requirements of any other CEFR level examination.**

ISBN 978-618-83365-5-1



9 786188 336551