

C1 to C2

MASTERING YOUR TIE SKILLS

Speaking
& Writing



SAMPLE PAGES



C1 to C2

MASTERING YOUR TIE SKILLS

Speaking & Writing

ISBN: 978-618-83365-1-3

Anastasia G. Chondrakis
Evangelos Kolokouris

Contents

TIE EXAMINATION PRACTICE FOR C1 to C2 LEVEL: MASTERING YOUR TIE SKILLS C1 to C2 SPEAKING & WRITING

Unit 1: INVESTIGATION	7
Reading: The Guitar.....	8
Grammar: Relative Clauses.....	10
Speaking: Art.....	12
Spontaneous Speaking: Modern Sculpture.....	13
Spontaneous Writing: Formal letter (Offering solutions).....	14
<hr/>	
Unit 2: NEWS STORY	15
Reading: The Olympic Refugee Team.....	16
Grammar: Clauses of Purpose – Clauses of Result.....	19
Speaking: National Identity – The Olympic Refugee Team.....	20
Writing: Essay (Expressing opinion about the News Story).....	21
Spontaneous Speaking: Professional athletes.....	22
Spontaneous Writing: Article (Opinion giving).....	22
<hr/>	
Unit 3: BOOK	23
Reading: The Mousetrap.....	24
Grammar: Clauses of Reason.....	26
Speaking: Theme analysis of The Mousetrap.....	27
Writing: Informal letter (Discussing the setting of a play/book).....	27
Spontaneous Speaking: Juvenile crime.....	28
Spontaneous Writing: Essay (Advantages - Disadvantages).....	28
<hr/>	
Unit 4: INVESTIGATION	29
Reading: The Skyrian Horse.....	30
Grammar: Modals.....	32
Speaking: Endangered animals.....	33
Spontaneous Speaking: Environmental threats.....	33
Spontaneous Writing: Formal letter (Explaining Causes – Offering Solutions).....	34

TIE EXAMINATION PRACTICE FOR C1 to C2 LEVEL: MASTERING YOUR TIE SKILLS C1 to C2 SPEAKING & WRITING

Unit 5: NEWS STORY	35
Reading: Seven New Planets Discovered.....	36
Grammar: Prepositions.....	39
Speaking: Space exploration.....	42
Writing: Article (Feelings about the News Story).....	42
Spontaneous Speaking: The preservation of mankind.....	43
Spontaneous Writing: Essay (Giving Reasons).....	44

Unit 6: BOOK	45
Reading: The Old Man and the Sea.....	46
Grammar: Inversion – Connectors.....	49
Speaking: Theme analysis of The Old Man and the Sea.....	50
Writing: Essay (Discussing the ending of a book).....	50
Spontaneous Speaking: Friendships.....	51
Spontaneous Writing: Article (Advantages - Disadvantages).....	52

Unit 7: INVESTIGATION	53
Reading: Lord John Anthony Bird.....	54
Grammar: Infinitives.....	57
Speaking: Education – Libraries.....	58
Spontaneous Speaking: Gadgets.....	59
Spontaneous Writing: Essay (Giving Reasons).....	60

Unit 8: NEWS STORY	61
Reading: Toxicity charge in London.....	62
Grammar: Passive (Impersonal passive – Past participles).....	65
Speaking: City Life.....	66
Writing: Informal letter (Opinion giving about the News Story).....	67
Spontaneous Speaking: Arguments.....	67
Spontaneous Writing: Essay (Giving Reasons).....	68

Contents

TIE EXAMINATION PRACTICE FOR C1 to C2 LEVEL: MASTERING YOUR TIE SKILLS C1 to C2 SPEAKING & WRITING

Unit 9: BOOK	69
Reading: A Tale of Two Cities.....	70
Grammar: Participles.....	73
Speaking: Theme analysis of A Tale of Two Cities.....	74
Writing: Article (Discussing characters of a book).....	74
Spontaneous Speaking: Inventions.....	75
Spontaneous Writing: Semi-formal letter (Opinion giving).....	76

Unit 10: INVESTIGATION	77
Reading: Ideal Beauty.....	78
Grammar: Articles.....	81
Speaking: Beauty then and now.....	84
Spontaneous Speaking: Successful Careers.....	85
Spontaneous Writing: Essay (Opinion giving).....	86

Unit 11: NEWS STORY	87
Reading: The Web Inventor.....	88
Speaking: Privacy on the Internet.....	93
Writing: Article (Analyzing the key points of the News Story).....	93
Spontaneous Speaking: Privacy Infringement.....	94
Spontaneous Writing: Essay (Advantages – Disadvantages).....	95

Unit 12: BOOK	97
Reading: Eveline.....	98
Grammar: Adjectives.....	101
Speaking: Character analysis of Eveline.....	102
Writing: Article (Discussing characters of a book).....	102
Spontaneous Speaking: Life-changing decisions.....	103
Spontaneous Writing: Informal Email (Describing a personal incident).....	104

Lead in questions

1. What makes someone a hero?
2. Do you know the difference between an immigrant and a refugee?
3. What do you know about the refugees in your country?
4. What do you know about the Refugee Olympic Team? Read the news story to find out more.

News Story

This is a News Story about the Olympic Refugee Team.

Rio's Heroes

Rio Olympics 2016: What is a refugee Olympic team? 10 remarkable athletes who offer hope to the world



AUGUST 7, 2016 BY THESUN.CO.UK

BEARING no team, no flag or no national anthem, 10 determined athletes emerged to a huge reception when they were introduced to the world during the opening ceremony of the Rio Olympics. Each athlete, one girl as young as 13, has been through unimaginable tragedies but competing under the Olympic flag, they have the opportunity to send a worldwide message of hope and persistence.

In March, the International Olympic Committee came up with a plan, creating a £1.5million training fund and shortlisting dozens of refugee athletes for potential selection for the games.

The final team includes 10 athletes competing in three sports. They were offered a home in the heart of the Olympic village amongst some of the most famous athletes in the world and access to top training facilities. Five of the refugees are from South Sudan, two fled Syria, two left Congo and one is from Ethiopia.

One of the most remarkable tales is of Syrian swimmer, Yusra Mardini. Like thousands of refugees, Mardini was fleeing her own country heading across the Mediterranean. In a cramped dinghy, the motor stopped and threatened to capsize. As one of two people on board who could swim, she leaped into the sea and swam for three grueling miles dragging 20 refugees to safety. And she has already created history in Rio by winning her opening heat of the 100m butterfly, just over a second faster than her competitors. Another athlete, Popole Misenga who will compete in Judo, had seen his mother murdered at the age of six before hiding in a rainforest.

Whether the refugee team come first or last, Rio will be their opportunity to prove that they are mentally tougher than any terrorists.

A. Read the News Story about the Olympic Refugees Team again and answer with T for True, F for False or NM for Not-Mentioned.

1. The 10 athletes were selected among many refugee athletes.
2. Most of the ORT athletes come from Africa.
3. Yusra Mardini's boat stopped due to bad weather conditions.
4. Only Yusra and two other people on the dinghy knew how to swim.
5. Yusra came second in her opening heat.
6. The new flag was not designed by an ORT athlete.
7. Yara Said and Moutaz Arian are both athletes.
8. The IOC believes that the ORT athletes should compete under the official Olympic Flag.
9. The online petition has already been signed by thousands of people.
10. Popole Misenga brought his country's flag to the Olympic Games of Rio.

B. Find the following words/phrases underlined in the News Story and work out their meaning. Then use them to make some sentences.

- grueling • solidarity • independent • online petition • persistence • initiative • anthem
- potential • emerged • fled • inspired

C. Choose the correct word to fill in the blanks. Make any necessary changes.

- determined • persistence • dinghy • independent • potential • facilities

1. George has all the to become an excellent pianist.
2. Mary won't give up easily. She is to succeed.
3. Jason acquired his after being put in prison for a crime he hadn't committed.
4. The little girl's made her mother give in and buy her a lollipop.
5. The training on the university grounds are state-of-the-art.
6. The small almost sunk during the storm.

D. Put the words at the end of each sentence in their correct form.

1. The huge whale suddenly from the sea and almost capsized the fishing boat. **emerge**
2. The of the new traffic regulation law caused a lot of complaints. **introduce**
3. The newly members of the team were invited to meet their coach for the first time. **select**
4. All are kindly requested to proceed to the waiting hall. **compete**
5. The private quarters of the queen were locked and to the public. **access**
6. The family the country and passed the borders of the neighbouring country. **flee**
7. There was no of his guilt, so the police released him. **prove**
8. The artist said that she draws from every day urban life. **inspire**
9. The board of directors has not accepted her resignation from her position in the company. **official**
10. During the ceremony, five members of the institution were awarded. **found**
11. The football team were really disappointed after the loss of the cup in the final. **support**
12. The art valuer confirmed that the painting was authentic when he examined carefully the of the artist. **sign**

Written Production: News Story

A. In the first part of the writing section you may be asked to write a text about the News Story you included in your Logbook. Read the topic and choose the introduction (A or B) that you consider most appropriate for the task.

If you were a reporter, would you choose to write this type of news story? Why/why not? Write an essay expressing your opinion. Ensure that the essay includes a summary of the News Story which is no longer than 50 words long.

Introduction A:

The Olympic Games are a huge sporting event which is covered by thousands of media around the world. If I were a reporter, I would be more than happy to write about the story of the Olympic Refugee Team, because it is the first time it takes part in the Games and it has already made many fans, either refugees or not.

Introduction B:

The ORT is an important part of the Olympic Games and it's a team that must continue to take part in the games, even if there are people who don't like them and if I were a reporter, I would show the world how important they are.

B. Now continue the essay based on the outline that follows.

Outline

Introduction:

Refer to the topic and briefly describe what your essay is going to include.

Body paragraph 1:

Write a brief account of the main points of the News Story. (No more than 50 words)

Body paragraph 2:

Say why the first appearance of the team is important and describe how it can change the Olympic Games.

Body paragraph 3:

Explain why it is important for the team to have supporters and how it can change the way people see refugees.

Conclusion:

Restate your opinion by saying in different words your reasons.

Lead in questions

1. Do you generally prefer reading a book or watching a film or play adapted by it? Why?
2. Why do you think crime stories are quite popular with audiences of different ages?
3. What do you know about Agatha Christie's *The Mousetrap*? Read the synopsis and find out more.

Book

A. Read the synopsis of Agatha Christie's *The Mousetrap* and answer the questions that follow.

The Mousetrap



The *Mousetrap* is a theatrical play by the world famous British novelist and playwright Agatha Christie. It was first staged in West End in 1952 and holds the world record for the longest **initial** run of any play in history. The play is based on a short story written by Agatha Christie in 1947 for radio broadcast, originally entitled "Three Blind Mice", but it has never been published in the UK, following the author's request not to be published as long as the staged production runs, so as for the murderer not to be revealed. It was published, however, in the USA in 1950 in a collection of short stories.

The story begins with the voice of a radio newscaster relating the murder of a woman that has recently taken place in London. The set of the play is an old regal estate, which has been recently **converted** into a guest house. The young, newlywed owners Mollie and Giles Ralston are too busy preparing

the manor for their first guests to take any notice of the radio announcement and at the same time they are very worried about the raging blizzard that could **hinder** their guest's arrival.

Nevertheless, their four guests arrive with the first being Christopher Wren. Christopher is a scruffy, half-neurotic young man, whose familiarity makes Giles instantly dislike him, but Mollie shows an instinctive trust. Next arrive Mrs. Boyle and Major Metcalf, who have shared a taxi from the train station. Mrs. Boyle is an unpleasant woman who complains about everything, while Metcalf is an agreeable man in military manner and posture. Their fourth guest is Miss Casewell. She is a young, and a bit masculine, woman, who **recounts** more details about the murder in London and complains about her difficult childhood. She should have been the last one, but just then an unexpected fifth guest arrives. Mr. Paravicini, as he identifies himself, has a foreign accent and informs everyone that his car was overturned in a snowdrift and that the snow has blocked all the roads, so they are all trapped inside the guest house.

The next evening finds everyone annoyed by Mrs. Boyle's oddities and generally restless by the snowstorm. Mollie gathers everybody and announces that she has just received a phone call by the police which informed her that an officer is being sent to the manor, in spite of the weather. They are all advised to wait and listen carefully to what Sergeant Trotter has to tell them, though nothing more is explained about the reasons of

B. Look at the highlighted words in the synopsis and match them to their definitions.

1. convert	a. coming before all others in time or order
2. initial	b. to narrate in detail
3. hinder	c. an excuse usually intended to avert blame or punishment
4. recount	d. to change from one form or function to another
5. alibi	e. to delay, impede, or prevent action

C. Look at the underlined words in the synopsis. Work out their meaning and match them to their synonyms.

- agreeable • oddity • appointed • regal • perturbed • unmask • plead • posture • confront
- raging

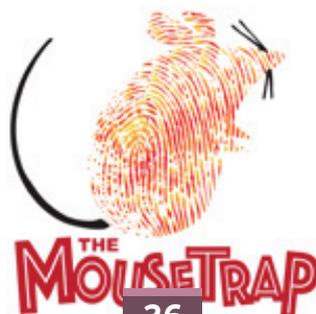
- _____ royal
- _____ powerful
- _____ pleasant
- _____ attitude
- _____ peculiarity
- _____ anxious
- _____ assign
- _____ assert
- _____ face
- _____ reveal

WRITING DEVELOPMENT TASKS

GRAMMAR TASK: CLAUSES OF REASON

A. Circle the correct answers.

(1) **As/The reason for** the weather conditions make it impossible for the suspects to leave the place where the murder was committed the detective is asked to unmask the murderer. (2) **Why/Owing to** the circumstances the suspicions must be based (3) **on the grounds/because of** that the evidence provided must justify the motive of the perpetrator for committing the murder. So, the detective who is called to shed light to the mystery and reveal the truth must show off his skills which must match wits with adversaries of equal cleverness (4) **because/on account of** the mind of the criminal is the intellectual equal of that of the detective. In other words, (5) **due to/as** the detective acts on behalf of his client or he's commissioned by the police to discover the reason (6) **why/because** the suspect, who normally is an ordinary person with a very normal life, has organized and executed such a deadly action. The detective encounters many inhibitions and dilemmas as to (7) **for/why** his suspect may or may not have sound (8) **reasons for/grounds that** avoiding such a decision, which (9) **since/owing to** it has been executed there is no return to his life prior to his preposterous crime.



Spontaneous Speaking: Decision making

Look at the pictures and answer the questions that follow.



Shoplifting



Drug Dealing



Vandalism



Car Hijacking

1. What are the crimes depicted in pictures 1-4?
2. What reasons lead teenagers to such crimes?
3. What are the possible dangers for a young person committing each crime?
4. What are the possible punishments for each crime?

Look at the pictures again and discuss the following question with your partner.

What do you think is the most serious juvenile crime? Why?

Spontaneous Writing: Essay

A. Read the following topic and answer the questions that follow.

Many countries impose community-service as a punishment for minor crimes by young offenders. Write an essay presenting the advantages and the disadvantages of such a punishment for juvenile delinquency.

1. What are you asked to write?
2. What kind of language should you use?
3. Should you express your opinion?

B. Brainstorming.

1. Write some advantages of community-service and discuss them with your classmates and your teacher.

2. Write some drawbacks of community-service and discuss them with your classmates and your teacher.

C. Study the following outline and write an essay on the topic in exercise A.

Outline**Introduction:**

- Refer to the topic and say that you are going to discuss both advantages and disadvantages.

Body paragraph 1:

- State the advantages of community-service as a punishment for young offenders.
- Use examples to support your ideas.

Body paragraph 2:

- State the disadvantages of community-service as a punishment for minors.
- Use examples to support your ideas.

Conclusion:

- Present a balanced opinion on the topic restating some of the ideas of the main body that support it.

Lead in questions

1. Do you love animals? Why/Why not?
2. Which animals are social? Why?
3. What is a natural habitat? Do you know of one in your country?
4. What do you know about the Skyrian Horse? Read the News Story and find out more.

Investigation

This is an investigation about the Skyrian Horse.

THE SKYRIAN HORSE



ITS PAST AND ITS PRESENT

The Skyrian Horse is one of the native races of horses that have lived in Greece since the period of antiquity. It's a representative of the Pindos Pony family. According to the legend, it's a descendant of the horses that Achilles took with him to Troy. Also, it's one of the horse races which Alexander the Great used in his military expeditions to the counties of the East. One can also see them in the Panathinea procession on the Parthenon's Frieze.

Some scientists believe that the Skyrian horses migrated from Alaska along the Siberian Plateau and reached Europe some 12,000 ago. Many other scientists believe that this extremely rare horse breed has been native to Greece, and in ancient times lived throughout the country. Unfortunately, this breed is an endangered species as now there are a few hundred horses in Greece, living mainly in Skyros.

This Skyrian horse, which is a protected species, is just 116 cm tall, and its body is very much the

same with that of the big horse. Its head is very handsome with a very beautiful mane. Its legs are slim with well-built joints and therefore very strong, while its beautiful tail is really long and its belly is relatively big. It has a very friendly, playful, kind and social character and for that reason kids love them and want to ride them. In fact, this horse appeals to both young and old people as they are robust and intelligent animals which makes easy to command.

We must point out that although they are very similar to the pony breed of Northern Europe, they are, by all means, totally different and unique. Special concern has been raised with regard to the future and welfare of this beloved animal.

THREATS TO THE SKYRIAN HORSE TODAY

The greatest current threats to the well-being of the Skyrian horses are overgrazing, and lack of economic support to the owners for controlling their births and breeding.

On Mt. Kohylas where they live, in addition to the horses, there are about 20,000 sheep and goats, leading to overgrazing and downgrading of the natural habitat.

To make things worse, some people in Skyros allow their donkeys and mules to roam free. In recent years, this practice has led to uncontrolled breeding and births of mules which makes the plan for more births of Skyrian horses even more difficult. So, a very well-organized plan must be pursued to move the donkeys and mules from this area, in such a well-controlled way that it will

LANGUAGE TASK

A. Write a paragraph summarizing the Investigation about the Skyrian Horses. (No more than 50 words)

B. Look at the underlined collocations in the Investigation. Work out their meaning and use them to make sentences.

e.g. horse races: horses which belong to a particular group sharing the same features.
The horse races of Mongolia are famous for their size and beauty.

Speaking: Presentation and Discussion of the Investigation

A. Questions on the investigation.

1. How do you feel after reading the Investigation?
 - a. Are you emotionally involved?
 - b. Would you like to help these animals?
2. Which sources would you use to provide additional information on this topic?
 - a. Would you use the internet?
 - b. Would you visit the island of Skyros to find out more?
3. How could you make people interested in the preservation of natural habitats?
 - a. What other endangered species live in your country?

B. Group discussion.

1. What are the main reasons some animals are facing extinction?
2. Why is it important for humans to preserve natural habitats?
3. Discuss with a partner the possible solutions that people could find in order to protect some endangered animal species in your country and preserve their natural habitats.

C. Assignment.

Write a list of the threats the Skyrian horse is facing nowadays and suggest possible solutions. Present it to your classmates and be ready to answer questions asked by your fellow students.

Spontaneous Speaking: Decision making

Look at the pictures and answer the questions that follow.



1. What kind of environmental threat is described in pictures 1-4?
2. Which of these problems is prominent in your country?
3. Do you think that there are solutions for the problems depicted in the pictures? Why/Why not?

Look at the pictures again and discuss the following question with your partner.

Which picture depicts the biggest environmental threat? Why?

Spontaneous Writing: Letter

A. Read the following topic and answer the questions that follow.

The last few months, you have noticed that the problem of air pollution in your town is becoming worse. You have decided to write a letter to the Mayor explaining the causes of the pollution and suggesting some solutions.

1. What are you asked to write?
2. Who is going to read it?
3. What are the two points you must include?

B. Brainstorming.

1. Write some causes of air pollution in your town.

2. Write some measures that could be applied in order to tackle them.

C. Study the following outline and write a letter on the topic in exercise A.

Outline

Greeting: Write Dear Mr. Mayor,

Opening paragraph:

State that you are a resident of the town and say why you are writing to him.

Body paragraph 1:

Refer to the problem of air pollution in your town and the dire consequences it may have for the residents.

Body paragraph 2:

Describe the causes of the problem.

Body paragraph 3:

Suggest some solutions to the problem.

Closing paragraph:

Express a wish for the future and say that you hope you have been of help.

Signing off: Write Faithfully/Sincerely Yours, and your full name underneath.