

# B1 to B2

## Teacher's Guide

BUILDING UP YOUR TIE SKILLS

Speaking  
& Writing



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Evangelos Kolokouris



# B1 to B2

## **BUILDING UP YOUR TIE SKILLS**

Speaking & Writing

### **Teacher's Guide**

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## Unit 1: INVESTIGATION

Reading: Venice

Grammar: Adjectives – Adverbs – Comparisons

Speaking: Places and Buildings – Means of transport

Spontaneous Speaking: Holidays

Spontaneous Writing: Informal letter (Description of a place)

## Unit 2: INVESTIGATION

Reading: Laughter

Grammar: Countable/Uncountable nouns – Quantifiers

Speaking: Feelings

Spontaneous Speaking: After school activities

Spontaneous Writing: Informal Letter (A funny incident)

## Unit 3: BOOK

Reading: Five Children and It

Grammar: Present Tenses

Speaking: Wishes

Writing: Informal letter (Recommendation)

Spontaneous Speaking: Careers

Spontaneous Writing: Informal letter (Giving advice)

## Unit 4: NEWS STORY

Reading: The Grammy Awards

Grammar: Past Tenses

Speaking: Role models

Writing: Informal letter (Show preference)

Spontaneous Speaking: Demanding Professions

Spontaneous Writing: Article (Description of a person)

## Unit 5: INVESTIGATION

Reading: The Perfect Skin

Grammar: Present and Past Tenses

Speaking: Health

Spontaneous Speaking: Eating Habits

Spontaneous Writing: Essay (Advantages – Disadvantages)

## Unit 6: BOOK

Reading: Oliver Twist

Grammar: Future Tenses

Speaking: Children

Writing: Essay (Book ending)

Spontaneous Speaking: The best place to read a book

Spontaneous Writing: Essay (My favourite story or book)

## Unit 7: NEWS STORY

Reading: Drones

Grammar: Modals

Speaking: Modern Technology

Writing: Article (Feelings about the News Story)

Spontaneous Speaking: Using technology in education

Spontaneous Writing: Article (Advantages – Disadvantages)

## Unit 8: BOOK

Reading: Frankenstein

Grammar: Relative Clauses

Speaking: Book Characters

Writing: Essay (A book character)

Spontaneous Speaking: Movies

Spontaneous Writing: Story (Beginning with a given sentence)

## Unit 9: NEWS STORY

Reading: Mo Farah

Grammar: Passive

Speaking: Doping

Writing: Informal letter (Opinion giving about the News Story)

Spontaneous Speaking: Family activities

Spontaneous Writing: Informal letter (Advantages – Disadvantages)

## Unit 10: BOOK

Reading: White Fang

Grammar: Causative

Speaking: Behaviour towards animals

Writing: Informal letter (Opinion about the book)

Spontaneous Speaking: Pets

Spontaneous Writing: Formal letter (Offering solutions)

## Unit 11: INVESTIGATION

Reading: The Inuit

Grammar: Conditionals – Wishes

Speaking: The Environment

Spontaneous Speaking: Natural Habitats

Spontaneous Writing: Essay (Opinion – Suggestions)

## Unit 12: NEWS STORY

Reading: Bomb diffusion in Thessaloniki

Grammar: Reported Speech

Speaking: Emergency situations

Writing: Essay (Opinion giving about the News Story)

Spontaneous Speaking: The Arts

Spontaneous Writing: Semi-formal letter (Opinion giving)

**Teacher's Guide**

Unit 1

Investigation  
**Places and Buildings**

## Lead in questions

Always encourage all students to participate in a group discussion either by justifying their answers or by adding ideas, arguing or asking questions to their fellow students.

**Questions 1-4:** Accept any logical and justified answers.

**Question 5:** For further information use the following link:  
<https://en.wikipedia.org/wiki/Venice>

## Investigation

Allow students a few minutes to read the investigation. Explain any unknown vocabulary and then ask them to write a short summary, but make sure that it will NOT be longer than 50 words long.

## Investigation Questions

Ask from your students to find and underline in the investigation the information that will help them answer the questions.

**Key:** 1T, 2F, 3F, 4T, 5T

### Exercise B

VERB	NOUN	ADJECTIVE
float	<b>float</b>	floating
locate	<b>location</b>	located
<b>know</b>	knowledge	known
transport	transportation	<b>transportable</b>
<b>mention</b>	mention	mentioned
reside	resident	<b>residential</b>
<b>include</b>	inclusion	inclusive
-	<b>fame</b>	famous
feature	feature	featured
declare	declaration	<b>declared</b>

### Exercise C

**Key:** 1 lagoon, 2 fact, 3 transport, 4 located, 5 mentioned, 6 residents, 7 including, 8 features

### Exercise D

**Key:** 1d, 2e, 3a, 4f, 5c, 6f, 7b, 8f, 9c

### Exercise E

**Key:** 1 the most famous, 2 better, 3 more carefully, 4 fast, 5 more convenient, 6 the most exciting, 7 better, 8 the more...the more successful, 9 the nicest, 10 funnier



## Speaking: Presentation & discussion of the Investigation

### A. Questions on the investigation.

These questions may be asked by the examiner during the oral examination. Encourage your students to elaborate on their answers. Advise them against answering in a few words and help them form longer answers.

**Questions 1-3:** Accept any logical and justified answers.

### B. Group discussion.

Encourage your students to justify their answers (using examples from the investigation if possible). It would be best to work in pairs and comment on each other's ideas.

### C. Assignment.

Assign for homework or allow some time in-class. Make sure that the students are able to present to you and to their classmates what they have written and not just read it. Encourage the rest of the class to ask questions and start a discussion on the topic.

## Spontaneous Speaking: Decision making

Questions 1-4 are warm-up questions about the topic and the pictures. Provide some topic vocabulary (if necessary) and encourage a class discussion. Accept any logical and justified answers.

### *In which house would you like to live? Why?*

This is a decision-making question that students may be asked during the oral examination. Ask your students to work in pairs and answer the question. Remind them that they don't have to agree on a picture, but rather maintain a discussion for a few minutes always justifying their opinion.

## Spontaneous Writing: Informal Letter

**A. Study the topic with your students and ask them to answer the questions that follow.**

1. A friendly (informal) letter.
2. A friend.
3. The places I visited and the people I met.

**B. Read the model letter with your students and complete the exercise in-class.**

**Key:** I'm writing, spend, did, to, Both, can, On, visiting, with, some, politely, although

**C. Ask from your students to complete the outline choosing the correct answers.** Ask them to justify their choices.

**Key:** name, should, briefly, may, friendly

**Exercise D**

**Key:** 1 intact, 2 traditional, 3 fascinating, 4 renowned – amazing, 5 unique

**E. Read the topic with your student.** Assign for homework and remind them to follow the previous outline.



**Teacher's Guide**

Unit 2

Investigation

**A laugh a day...**

## Lead in questions

Always encourage all students to participate in a group discussion either by justifying their answers or by adding ideas, arguing or asking questions to their fellow students.

Questions 1-4: Accept any logical and justified answers.

## Investigation

Allow students a few minutes to read the investigation. Explain any unknown vocabulary and then ask them to write a short summary, but make sure that it will NOT be longer than 50 words long.

## Investigation Questions

Ask from your students to find and underline in the investigation the information that will help them answer the questions.

**Key:** 1 T, 2 F, 3 T, 4 F, 5 F, 6 T

### Exercise B

Allow your students some time to find and underline the words in the investigation. Ask them to work in pairs to find the meaning of the words/phrases. Ask them to write complete sentences using some of the words or phrases.

### Exercise C

**Key:** 1 steadily, 2 judge, 3 doubt, 4 colleagues, 5 hardships – surrender, 6 renew, 7 contagious

### Exercise D

**Key:** 1 many, 2 any – no – some, 3 Few, 4 much – a little – little, 5 a lot of – many

## Speaking: Presentation & discussion of the Investigation

### A. Questions on the investigation.

These questions may be asked by the examiner during the oral examination. Encourage your students to elaborate on their answers. Advise them against answering in a few words and help them form longer answers.

**Questions 1-4:** Accept any logical and justified answers.

### B. Group discussion.

Encourage your students to justify their answers (using examples from the investigation if possible). It would be best to work in pairs and comment on each other's ideas.

### C. Assignment.

Assign for homework or allow some time in-class. Make sure that the students are able to present to you and to their classmates what they have written and not just read it. Encourage the rest of the class to ask questions and start a discussion on the topic.

## Spontaneous Speaking: Decision making

Questions 1-4 are warm-up questions about the topic and the pictures. Provide some topic vocabulary (if necessary) and encourage a class discussion. Accept any logical and justified answers.

***If you had some free time, which of these after school activities would you choose to take up? Why?***

This is a decision-making question that students may be asked during the oral examination. Ask your students to work in pairs and answer the question. Remind them that they don't have to agree on a picture, but rather maintain a discussion for a few minutes always justifying their opinion.

## Spontaneous Writing: Informal Letter

**A. Study the topic with your students and ask them to answer the questions that follow.**

1. A friendly (informal) letter.
2. A pen friend.
3. A funny incident.
4. Informal (It's a letter to a friend).

**B. Read the model letter with your students and ask them to reiterate the story in their own words.**

### C. Assignment.

Study the outline with your students and assign the topic for homework. Remind them to follow the previous outline.

**Teacher's Guide**

Unit 3

Book

**Once upon a time...**

## Lead in questions

Always encourage all students to participate in a group discussion either by justifying their answers or by adding ideas, arguing or asking questions to their fellow students.

**Questions 1-3:** Accept any logical and justified answers.

**Question 4:** For further information use the following links:  
<http://non-aliencreatures.wikia.com/wiki/Psammead>  
[https://en.wikipedia.org/wiki/Five\\_Children\\_and\\_It](https://en.wikipedia.org/wiki/Five_Children_and_It)

## Plot Summary

Allow students a few minutes to read the plot summary. Explain any unknown vocabulary and then ask them to reiterate the story in their own words. You could also ask them to write a short summary, but make sure that it will NOT be longer than 50 words long.

## Plot Summary Questions

Ask from your students to find and underline in the plot summary the information that will help them answer the questions. Encourage them, however, to paraphrase or rephrase the original text and not just copy parts of it in their answers. Accept any logical and justified answers.

### Exercise B

**Key:** 1g, 2d, 3i, 4a, 5j, 6b, 7h, 8c, 9f, 10e

### Exercise C

**Key:** 1 uncovered, 2 convinced, 3 fallen victims, 4 siblings, 5 went wrong, 6 hang out with, 7 referred /imaginative

### Exercise D

**Key:** 1 is thinking, 2 watches, 3 leaves, 4 haven't been, 5 Have I missed / starts, 6 is staying, 7 have you been training, 8 is always borrowing, 9 are being / have I told 10 is seeing

## Speaking: Presentation & Discussion of the Book

### A. Questions on the Book.

These questions may be asked by the examiner during the oral examination. Encourage your students to elaborate on their answers. Advise them against answering in a few words and help them form longer answers.

#### 1. Fantasy fiction. Children's Literature.

**Questions 2-4:** Accept any logical and justified answers.

### B. Group discussion

Encourage your students to justify their answers (using examples from the plot summary if possible). It would be best to work in pairs and comment on each other's ideas.

### C. Assignment.

Assign for homework or allow some time in-class. Make sure that the students are able to present to you and to their classmates what they have written and not just read it. Encourage the rest of the class to ask questions and start a discussion on the topic.

## Written Production: Book

### A. Study the topic with your students and ask them to answer the questions that follow.

1. A friendly (informal) letter of recommendation.
2. A friend.
3. Yes.

### B. Study the outline with your students and assign the letter for homework.

### Spontaneous Speaking: Decision making

Questions 1-5 are warm-up questions about the topic and the pictures. Provide some topic vocabulary (if necessary) and encourage a class discussion. Accept any logical and justified answers.

1. Lawyer
2. Athlete (football)
3. Doctor
4. Singer (Artist)
5. Accept any logical and justified answers.

***Which one of these careers do you think is the most favourite among teenagers nowadays? Why?***

This is a decision-making question that students may be asked during the oral examination. Ask your students to work in pairs and answer the question. Remind them that they don't have to agree on a picture, but rather maintain a discussion for a few minutes always justifying their opinion.

### Spontaneous Writing: Letter of advice

**A. Study the topic with your students and ask them to answer the questions that follow.**

1. An informal letter (giving advice).
2. My friend Stephen.
3. He is considering giving up tennis to focus on his studies.

**B. Read the model letter with your students.** Ask them if they agree with the writer's advice and whether they would add anything else. Then study the outline with your students and assign the topic for homework.



**Teacher's Guide**

Unit 4

News Story  
**Role Models**

## Lead in questions

Always encourage all students to participate in a group discussion either by justifying their answers or by adding ideas, arguing or asking questions to their fellow students.

1. Accept any logical and justified answers.
2. Accept any logical and justified answers.
3. For further information use the following links:

<https://en.wikipedia.org/wiki/Adele>

<https://en.wikipedia.org/wiki/Beyonce>

[https://en.wikipedia.org/wiki/Grammy\\_Award](https://en.wikipedia.org/wiki/Grammy_Award)

## News Story

Allow students a few minutes to read the articles. Explain any unknown vocabulary and then ask them to reiterate them in their own words. Ask them to write a short summary, but make sure that it will NOT be longer than 50 words long.

## News Story Questions

Ask from your students to find and underline in the articles the information that will help them answer the questions. Encourage them, however, to paraphrase or rephrase the original text and not just copy parts of it in their answers.

### Exercise B

**Key:** 1 pan to, 2 composed, 3 private, 4 humble, 5 gracious, 6 monumental, 7 dedicate, 8 nominee, 9 trophy, 10 emotional

### Exercise C

**Key:** 1 fan, 2 stunning, 3 major, 4 ceremony, 5 took place, 6 contemporary, 7 blockbuster, 8 criticized

## Speaking: Presentation & Discussion of the News Story

### A. Questions on the News Story.

These questions may be asked by the examiner during the oral examination. Encourage your students to elaborate on their answers. Advise them against answering in a few words and help them form longer answers.

**Questions 1-5:** Accept any logical and justified answers.

### B. Group discussion.

Encourage your students to justify their answers (using examples from the articles if possible). It would be best to work in pairs and comment on each other's ideas.

### C. Assignment.

Assign for homework or allow some time in-class. Make sure that the students are able to present to you and to their classmates what they have written and not just read it. Encourage the rest of the class to ask questions and start a discussion on the topic.

## Written Production: News Story

**A. Study the topic with your students and ask them to answer the questions that follow.**

1. A friendly (informal) letter.
2. An English-speaking friend.
3. The articles and whether I enjoyed the news story or not.
4. Yes.
5. Informal.

**B. Study the outline with your students and assign the letter for homework.**

## Spontaneous Speaking: Decision making

Questions 1-10 are warm-up questions about the topic and the pictures. Provide some topic vocabulary (if necessary) and encourage a class discussion. Accept any logical and justified answers.

1. What does the man do in picture 1? Doctor.
2. What does the woman do in picture 2? Mother working from home.
3. What does the man do in picture 3? Firefighter.
4. What does the woman do in picture 4? Kindergarten teacher.

**Questions 5-10:** Accept any logical and justified answers.

***Which of these people would you characterize as being an everyday hero? Why?***

This is a decision-making question that students may be asked during the oral examination. Ask your students to work in pairs and answer the question. Remind them that they don't have to agree on a picture, but rather maintain a discussion for a few minutes always justifying their opinion.

## Spontaneous Writing: Article

**A. Study the topic with your students and ask them to answer the questions that follow.**

1. What do you need to write? An article.
2. An English, student magazine readers.
3. Describe a person and explain why I admire them.
4. Will you use informal language? No. (Semi-formal)

**B. Read the model article with your students.** Ask them to underline the key sentences that complete the outline. Don't allow them to copy them but rather rephrase them (whenever possible).

**Key:** The underlined sentences in the article.

Everyone has a person in his or her life to admire, don't they? Well, if I were to answer about myself, I would definitely say that Mrs. Jason is the person I admire the most. She is my new maths teacher this year and she is the one that made me see school in a new way.

To begin with, Mrs. Jason is short and slim with long blonde hair and she has a pair of beautiful green eyes behind her glasses. She is in her mid-fifties but she looks much younger. Also, one thing I like about her a lot is her voice, which is always calm and reassuring even when we make her life difficult in class.

Finally, what really makes me look up to Mrs. Jason is her personality. On the one hand, her passion for maths and her eagerness to make students love mathematical problems and the solutions to them has been an inspiration to me. Personally, I must confess, I have never been interested in maths, but Mrs. Jason's patient way of explaining everything has made me understand how important it is, even in simple everyday matters. On the other hand, she is indeed a reliable and trustworthy person. For example, when I have a problem with a teacher or a fellow student she is always ready to help and offer her good advice, even if she is very busy.

Indeed, meeting, respecting and loving my maths teacher Mrs. Jason has been a very positive life changing experience. Her love for her job and the fine qualities of her character have absolutely made me admire her and at the same time see education from a different perspective.

## Writing assignment

Read the topic with your student. Ask them to underline the two points they have to include in their article. Assign for homework and remind them to follow the previous outline.

**Teacher's Guide**

Unit 5

Investigation

**Healthy Living - Super Foods**

## Lead in questions

Always encourage all students to participate in a group discussion either by justifying their answers or by adding ideas, arguing or asking questions to their fellow students.

**Questions 1-5:** Accept any logical and justified answers.

## Investigation

Allow students a few minutes to read the investigation. Explain any unknown vocabulary and then ask them to write a short summary, but make sure that it will NOT be longer than 50 words long.

## Investigation Questions

Ask from your students to find and underline in the investigation the information that will help them answer the questions.

**Key:** 1. Hydration and nutrition

2.
  - a. Black Corinth raisins and pomegranate juice.
  - b. Sweet potatoes.
  - c. Almonds.
  - d. Pomegranate juice.
  - e. Oily fish.
  - f. Sunflower seeds.
3. We intensify dehydration.
4. Extra virgin olive oil.

### Exercise B

Allow your students some time to find and underline the words in the investigation. Ask them to work in pairs to find the meaning of the words/phrases. Ask them to write complete sentences using some of the words or phrases.

### Exercise C

**Key:** 1 nutrition/muscles, 2 radiance, 3 nourish, 4 tiny, 5 dehydration/intensifies, 6 ensured/provided, 7 external

### Exercise D

**Key:** 1 Has...travelled – went, 2 arrived – had already left – are waiting, 3 was having – went out, 4 had heard – appeared – has enjoyed, 5 had you been talking – decided, 6 were watching – were doing, 7 has been acting – passed away, 8 was jogging – ran into – hadn't seen

## Speaking: Presentation & discussion of the Investigation

### A. Questions on the investigation.

These questions may be asked by the examiner during the oral examination. Encourage your students to elaborate on their answers. Advise them against answering in a few words and help them form longer answers.

**Questions 1-3:** Accept any logical and justified answers.

### B. Group discussion.

Encourage your students to justify their answers (using examples from the investigation if possible). It would be best to work in pairs and comment on each other's ideas.

### C. Assignment.

Assign for homework or allow some time in-class. Make sure that the students are able to present to you and to their classmates what they have written and not just read it. Encourage the rest of the class to ask questions and start a discussion on the topic.

## Spontaneous Speaking: Decision making

Questions 1-5 are warm-up questions about the topic and the pictures. Provide some topic vocabulary (if necessary) and encourage a class discussion. Accept any logical and justified answers.

1. Fast food restaurant.
2. At home.
3. Restaurant.
4. Outside (street food)
5. Students' own answers.

### ***Which is the best place to have a meal? Why?***

This is a decision-making question that students may be asked during the oral examination. Ask your students to work in pairs and answer the question. Remind them that they don't have to agree on a picture, but rather maintain a discussion for a few minutes always justifying their opinion.



## Spontaneous Writing: Essay

**A. Study the topic with your students and ask them to answer the questions that follow.**

1. An essay (advantages – disadvantages)
2. The advantages and the disadvantages of eating out.
3. Yes.
4. Yes.

**B. Read the model essay with your students.** Ask them if they agree with the writer's opinion and whether they would add anything else. Then study and discuss the outline together.

**C. Read the topic and ask your students to complete the brainstorming task in pairs.** Ask them to write as many advantages and disadvantages as they can and encourage a class discussion.

**D. Assign the topic for homework.** Remind them to follow the previous outline.

**Teacher's Guide**

Unit 6

Book

**Oliver Twist,**  
or **The Parish Boy's Progress**

## Lead in questions

Always encourage all students to participate in a group discussion either by justifying their answers or by adding ideas, arguing or asking questions to their fellow students.

1. Accept any logical and justified answers.
2. Accept any logical and justified answers.
3. For further information use the following links:  
[https://en.wikipedia.org/wiki/Oliver\\_Twist](https://en.wikipedia.org/wiki/Oliver_Twist)  
<http://www.sparknotes.com/lit/oliver/>

## Plot Summary

Allow students a few minutes to read the plot summary. Explain any unknown vocabulary and then ask them to reiterate the story in their own words. You could also ask them to write a short summary, but make sure that it will NOT be longer than 50 words long.

## Plot Summary Questions

Ask from your students to find and underline in the plot summary the information that will help them answer the questions. Encourage them, however, to paraphrase or rephrase the original text and not just copy parts of it in their answers.

### Exercise B

Allow your students some time to find and underline the words in the investigation. Ask them to work in pairs to find the meaning of the words/phrases. Ask them to write complete sentences using some of the words or phrases.

### Exercise C

**Key:** 1 severely, 2 practically, 3 eventually, 4 shortly, 5 literally

### Exercise D

**Key:** 1 will be flying, 2 will take up, 3 will have finished, 4 is going to rain, 5 lands/will give, 6 will be watching, 7 won't cancel, 8 is going to study/grows up, 9 will have been working, 10 Will you be coming

## Speaking: Presentation & Discussion of the Book

### A. Questions on the Book.

These questions may be asked by the examiner during the oral examination. Encourage your students to elaborate on their answers. Advise them against answering in a few words and help them form longer answers.

#### 1. Children's Literature. Social novel.

**Questions 2-3:** Accept any logical and justified answers.

**B. Group discussion.**

Encourage your students to justify their answers (using examples from the plot summary if possible). It would be best to work in pairs and comment on each other's ideas.

**C. Assignment.**

Assign for homework or allow some time in-class. Make sure that the students are able to present to you and to their classmates what they have written. Encourage the rest of the class to ask questions and start a discussion.

## Written Production: Book

**A. Study the topic and the model with your students and ask them to answer the questions that follow.** Accept any logical and justified answers.

## Spontaneous Speaking: Decision making

Questions 1-7 are warm-up questions about the topic and the pictures. Provide some topic vocabulary (if necessary) and encourage a class discussion. Accept any logical and justified answers.

1. In his bed.
2. In a café.
3. In a school library.
4. Outside.

**Questions 5-7:** Accept any logical and justified answers.

***Which place shown in the photos is the best one for someone to read a book and why?***

This is a decision-making question that students may be asked during the oral examination. Ask your students to work in pairs and answer the question. Remind them that they don't have to agree on a picture, but rather maintain a discussion for a few minutes always justifying their opinion.

## Spontaneous Writing: Essay

**A. Study the topic with your students and ask them to answer the questions that follow.**

1. An essay.
2. What the story is about and how I felt after reading it.

**B. Study the outline with your students and assign the topic for homework.**

**Teacher's Guide**

Unit 7

News Story  
**Technology**

## Lead in questions

Always encourage all students to participate in a group discussion either by justifying their answers or by adding ideas, arguing or asking questions to their fellow students.

**Questions 1-4:** Accept any logical and justified answers.

## News Story

Allow students a few minutes to read the articles. Explain any unknown vocabulary and then ask them to reiterate them in their own words. Ask them to write a short summary, but make sure that it will NOT be longer than 50 words long.

## News Story Questions

Ask from your students to find and underline in the articles the information that will help them answer the questions. Encourage them, however, to paraphrase or rephrase the original text and not just copy parts of it in their answers.

### Exercise B

Allow your students some time to find and underline the words in the articles. Ask them to work in pairs to find the meaning of the words/phrases. Ask them to write complete sentences using some of the words or phrases.

### Exercise C

**Key:** 1 recreational, 2 expanded/commercial, 3 aboard/instruments, 4 looting, 5 instances/conservation, 6 decrease/residences

### Exercise D

**Key:** 1b, 2c, 3b, 4a, 5c, 6b, 7a, 8c, 9c, 10a

## Speaking: Presentation & Discussion of the News Story

### A. Questions on the News Story.

These questions may be asked by the examiner during the oral examination. Encourage your students to elaborate on their answers. Advise them against answering in a few words and help them form longer answers.

**Questions 1-3:** Accept any logical and justified answers.

### B. Group discussion.

Encourage your students to justify their answers (using examples from the articles if possible). It would be best to work in pairs and comment on each other's ideas.

### C. Assignment.

Assign for homework or allow some time in-class. Make sure that the students are able to present to you and to their classmates what they have written and not just read it. Encourage the rest of the class to ask questions and start a discussion on the topic.

## Written Production: News Story

### A. Study the topic with your students and ask them to answer the questions that follow.

1. An article.
2. Readers of an Irish magazine.
3. How the News Story made me feel.
4. Yes.
5. Yes.

### B. Study the outline with your students and assign the article for homework.

## Spontaneous Speaking: Decision making

Questions 1-10 are warm-up questions about the topic and the pictures. Provide some topic vocabulary (if necessary) and encourage a class discussion. Accept any logical and justified answers.

1. Laptop computers.
2. Distant learning through the Internet.
3. Interactive whiteboard.
4. Tablets.
5. Students' own answers.

***Which of these methods do you believe is the best one for students to have a lesson with? Why?***

This is a decision-making question that students may be asked during the oral examination. Ask your students to work in pairs and answer the question. Remind them that they don't have to agree on a picture, but rather maintain a discussion for a few minutes always justifying their opinion.

## Spontaneous Writing: Article

### A. Study the topic with your students and ask them to answer the questions that follow.

1. An article (advantages – disadvantages).
2. Teenagers, readers of a new Irish magazine.
3. Informal or semi-formal.

**B. Study the model article and the outline with your students.** Ask them whether they agree with the writer's opinion and if they would change or add anything.

**C. Read the topic with your students and assign it for homework.** Remind them to follow the previous outline.



**Teacher's Guide**

Unit 8

Book

**Science Fiction**

## Lead in questions

Always encourage all students to participate in a group discussion either by justifying their answers or by adding ideas, arguing or asking questions to their fellow students.

1. Accept any logical and justified answers.
2. Accept any logical and justified answers.
3. For further information use the following links:  
<http://www.sparknotes.com/lit/frankenstein>  
<https://en.wikipedia.org/wiki/Frankenstein>  
[https://en.wikipedia.org/wiki/Mary\\_Shelley](https://en.wikipedia.org/wiki/Mary_Shelley)

## Plot Summary

Allow students a few minutes to read the plot summary. Explain any unknown vocabulary and then ask them to reiterate the story in their own words. You could also ask them to write a short summary, but make sure that it will NOT be longer than 50 words long.

## Plot Summary Questions

Ask from your students to find and underline in the plot summary the information that will help them answer the questions. Encourage them, however, to paraphrase or rephrase the original text and not just copy parts of it in their answers.

### Exercise B

Allow your students some time to find and underline the words in the plot summary. Ask them to work in pairs to find the meaning of the words/phrases. Ask them to write complete sentences using some of the words or phrases.

### Exercise C

**Key:** 1 creator, 2 cabin, 3 boarded, 4 published, 5 abandoned, 6 spots, 7 sufferings, 8 laboratory

### Exercise D

**Key:** 1 whose, 2 which, 3 where, 4 who/that, 5 which/that, 6 when, 7 which/that, 8 why/that, 9 whom, 10 whose

## Speaking: Presentation & Discussion of the Book

### A. Questions on the Book.

These questions may be asked by the examiner during the oral examination. Encourage your students to elaborate on their answers. Advise them against answering in a few words and help them form longer answers.

#### 1. Science fiction. Horror fiction.

**Questions 2-4:** Accept any logical and justified answers.

**B. Group discussion.**

Encourage your students to justify their answers (using examples from the plot summary if possible). It would be best to work in pairs and comment on each other's ideas.

**C. Assignment.**

Assign for homework or allow some time in-class. Make sure that the students are able to present to you and to their classmates what they have written and not just read it. Encourage the rest of the class to ask questions and start a discussion on the topic.

**Written Production: Book**

**A. Study the topic with your students and ask them to answer the questions that follow.**

1. An essay.
2. No.
3. Describe the main character and say if I would like to be in his position.

**B. Study the outline with your students and assign the essay for homework.**

**Spontaneous Speaking: Decision making**

Questions 1-8 are warm-up questions about the topic and the pictures. Provide some topic vocabulary (if necessary) and encourage a class discussion. Accept any logical and justified answers.

1. Comedy
2. Students' own answers.
3. Horror film.
4. Students' own answers.
5. Documentary.
6. Students' own answers.
7. Drama.
8. Students' own answers.

***What kind of movies do teenagers choose to watch nowadays? Why?***

This is a decision-making question that students may be asked during the oral examination. Ask your students to work in pairs and answer the question. Remind them that they don't have to agree on a picture, but rather maintain a discussion for a few minutes always justifying their opinion.

## Spontaneous Writing: Story

**A. Study the topic with your students and ask them to answer the questions that follow.**

1. A story.
2. Readers of a teen magazine.
3. No.
4. No.

**B. Read the model story with your students.** Explain any unknown vocabulary and ask them to reiterate the story in their own words. Then study the outline together.

**C. Read the topic with your students and assign the it for homework.** Remind them that they must not change the given sentence.

**Teacher's Guide**

Unit 9

News Story  
**Sports**

## Lead in questions

Always encourage all students to participate in a group discussion either by justifying their answers or by adding ideas, arguing or asking questions to their fellow students.

1. Accept any logical and justified answers.
2. Accept any logical and justified answers.
3. Accept any logical and justified answers.
4. For further information use the following links:

<https://www.usada.org/>

[https://en.wikipedia.org/wiki/World\\_Anti-Doping\\_Agency](https://en.wikipedia.org/wiki/World_Anti-Doping_Agency)

[https://en.wikipedia.org/wiki/Mo\\_Farah](https://en.wikipedia.org/wiki/Mo_Farah)

## News Story

Allow students a few minutes to read the articles. Explain any unknown vocabulary and then ask them to reiterate them in their own words. Ask them to write a short summary, but make sure that it will NOT be longer than 50 words long.

## News Story Questions

Ask from your students to find and underline in the articles the information that will help them do the exercise.

**Key:** 1T, 2T, 3F, 4F, 5T, 6T, 7F

### Exercise B

**Key:** 1g, 2d, 3i, 4a, 5j, 6b, 7h, 8c, 9f, 10e

### Exercise C

**Key:** 1 frustrating, 2 breaks the rules, 3 experimented/conclusion, 4 associated, 5 take action, 6 accused of, 7 unofficial

### Exercise D

**Key:** 1 was brought up – was treated, 2 has already been fed, 3 will ... be looked after, 4 is being rescued, 5 be punished, 6 is believed, 7 is not required, 8 hadn't been told

## Speaking: Presentation & Discussion of the News Story

### A. Questions on the News Story.

These questions may be asked by the examiner during the oral examination. Encourage your students to elaborate on their answers. Advise them against answering in a few words and help them form longer answers.

**Questions 1-3:** Accept any logical and justified answers.

**B. Group discussion.**

Encourage your students to justify their answers (using examples from the articles if possible). It would be best to work in pairs and comment on each other's ideas.

**C. Assignment.**

Assign for homework or allow some time in-class. Make sure that the students are able to present to you and to their classmates what they have written and not just read it. Encourage the rest of the class to ask questions and start a discussion on the topic.

## Written Production: News Story

**A. Study the topic with your students and ask them to answer the questions that follow.**

1. A friendly (informal) letter (expressing opinion).
2. An English-speaking friend.
3. My opinion about the News Story.
4. Yes.
5. Informal

**B. Study the outline with your students and assign the letter for homework.**

## Spontaneous Speaking: Decision making

Questions 1-5 are warm-up questions about the topic and the pictures. Provide some topic vocabulary (if necessary) and encourage a class discussion. Accept any logical and justified answers.

**1. Cycling, Visit a museum/art gallery, Picnic, Watch TV.**

**Questions 2-5:** Accept any logical and justified answers.

***Which family activity creates a stronger bond between parents and children? Why?***

This is a decision-making question that students may be asked during the oral examination. Ask your students to work in pairs and answer the question. Remind them that they don't have to agree on a picture, but rather maintain a discussion for a few minutes always justifying their opinion.

## Spontaneous Writing: Letter

**A. Study the topic with your students and ask them to answer the questions that follow.**

1. A friendly letter (advantages and disadvantages)
2. A friend.
3. Advantages and disadvantages of extreme sports.

**B. Read the model letter and the outline with your students.** Ask them if they agree with the writer's opinion and whether they would change or add anything else.

**C. Read the topic with your student and brainstorm some advantages and disadvantages.** Assign for homework and remind them to follow the previous outline.



**Teacher's Guide**

Unit 10

Book

**Pets**

## Lead in questions

Always encourage all students to participate in a group discussion either by justifying their answers or by adding ideas, arguing or asking questions to their fellow students.

1. For further information use the following links:  
[https://en.wikipedia.org/wiki/Origin\\_of\\_the\\_domestic\\_dog](https://en.wikipedia.org/wiki/Origin_of_the_domestic_dog)  
[http://news.nationalgeographic.com/news/2004/05/0520\\_040520\\_dogbreeds.html](http://news.nationalgeographic.com/news/2004/05/0520_040520_dogbreeds.html)  
<https://www.livescience.com/42649-dogs-closest-wolf-ancestors-extinct.html>
2. Accept any logical and justified answers.
3. Accept any logical and justified answers.
4. For further information use the following links:  
<https://www.cliffsnotes.com/literature/w/white-fang/book-summary>  
<http://www.sparknotes.com/lit/fang>  
[https://en.wikipedia.org/wiki/Jack\\_London](https://en.wikipedia.org/wiki/Jack_London)

## Plot Summary

Allow students a few minutes to read the plot summary. Explain any unknown vocabulary and then ask them to reiterate the story in their own words. You could also ask them to write a short summary, but make sure that it will NOT be longer than 50 words long.

## Plot Summary Questions

Ask from your students to find and underline in the plot summary the information that will help them answer the questions. Encourage them, however, to paraphrase or rephrase the original text and not just copy parts of it in their answers.

1. ...White Fang's life in the Indian camp is very difficult as the puppies of the camp, under the commands of their leader Lip-Lip, attack him because they cannot accept him as part of the dog community...
2. a. ...One Eye is killed by a lynx while trying to steal food from her den, so the she-wolf and her cub are left alone. The female wolf kills all the lynx's kittens to feed her cub forcing the lynx to search for her and a ferocious fight begins. The she-wolf eventually kills the lynx but not before she suffers severe wounds...  
b. White Fang decides to return to his camp but on the way back he encounters Lip-Lip. The two animals fight and Lip-Lip dies.
3. Accept any logical and justified answers.

### Exercise B

**Key:** 1g, 2d, 3i, 4a, 5j, 6b, 7h, 8c, 9f, 10e

### Exercise C

**Key:** 1 tame, 2 famine, 3 savage, 4 bullying, 5 came to ... rescue, 6 defeated, 7 ran away, 8 took pity on

### Exercise D

**Key:** 1 dyed, 2 walk, 3 send, 4 checked, 5 to drive, 6 serviced, 7 to lend, 8 stolen, 9 published, 10 chewed

## Speaking: Presentation & Discussion of the Book

### A. Questions on the Book.

These questions may be asked by the examiner during the oral examination. Encourage your students to elaborate on their answers. Advise them against answering in a few words and help them form longer answers.

#### 1. Adventure fiction. Children's Literature. Young Adult Fiction

**Questions 2-4:** Accept any logical and justified answers.

### B. Group discussion.

Encourage your students to justify their answers (using examples from the plot summary if possible). It would be best to work in pairs and comment on each other's ideas.

### C. Assignment.

Assign for homework or allow some time in-class. Make sure that the students are able to present to you and to their classmates what they have written and not just read it. Encourage the rest of the class to ask questions and start a discussion on the topic.

## Written Production: Book

**A. Study the topic with your students and ask them to answer the questions that follow.**

1. A friendly (informal) letter.
2. My Irish friend Maria.
3. Yes (no longer than 50 words).

**B. Study the outline with your students and assign the letter for homework.**

## Spontaneous Speaking: Decision making

Questions 1-6 are warm-up questions about the topic and the pictures. Provide some topic vocabulary (if necessary) and encourage a class discussion. Accept any logical and justified answers.

***Which pet do you think is the most suitable to be owned by a young child? Why?***

This is a decision-making question that students may be asked during the oral examination. Ask your students to work in pairs and answer the question. Remind them that they don't have to agree on a picture, but rather maintain a discussion for a few minutes always justifying their opinion.

## Spontaneous Writing: Formal Letter

**A. Study the topic with your students and ask them to answer the questions that follow.**

1. A formal letter (making suggestions).
2. The members of the town council.
3. The town council has received many complaints about pet owners who mistreat or abandon their pet dogs.
4. Yes.

**B. Read the model letter with your students.** Ask them if they agree with the writer's suggestions and whether they would suggest anything else. Then ask them to complete the outline.

**Suggested Key:**

1. Refer to the announcement and say that you would like to make some suggestions.
2. Suggest one way to deal with the problem and explain why it is important.
3. Suggest another way to deal with the problem and explain why it is important.
4. Express a hope for the future.

**C. Read the topic with your student.** Ask them to underline the problem and make some possible suggestions. Assign for homework and remind them to follow the previous outline.

**Teacher's Guide**

Unit 11

Investigation  
**Environment**

## Lead in questions

Always encourage all students to participate in a group discussion either by justifying their answers or by adding ideas, arguing or asking questions to their fellow students.

**Questions 1-4:** Accept any logical and justified answers.

## Investigation

Allow students a few minutes to read the investigation. Explain any unknown vocabulary and then ask them to write a short summary, but make sure that it will NOT be longer than 50 words long.

## Investigation Questions

Ask from your students to find and underline in the investigation the information that will help them answer the questions.

**Key:** 1T, 2F, 3T, 4NM, 5F, 6T, 7F, 8NM, 9T, 10T

### Exercise B

Allow your students some time to find and underline the words in the investigation. Ask them to work in pairs to find the meaning of the words/phrases. Ask them to write complete sentences using some of the words or phrases.

### Exercise C

**Key:** 1 cooperate, 2 threat, 3 settled, 4 inhabited, 5 harsh/climate, 6 keen, 7 surrounded, 8 majority, 9 adopted

### Exercise D

**Key:** 1 weren't/wouldn't argue, 2 doesn't eat/will start, 3 had given/would be, 4 wouldn't have ruined/hadn't said, 5 had gone/wouldn't have met, 6 were/would invite, 7 boils/heat, 8 don't show up/will be, 9 studies/won't pass, 10 hadn't learnt/wouldn't live

## Speaking: Presentation & discussion of the Investigation

### A. Questions on the investigation.

These questions may be asked by the examiner during the oral examination. Encourage your students to elaborate on their answers. Advise them against answering in a few words and help them form longer answers.

**Questions 1-4:** Accept any logical and justified answers.

### B. Group discussion.

Encourage your students to justify their answers (using examples from the investigation if possible). It would be best to work in pairs and comment on each other's ideas.

### C. Assignment.

Assign for homework or allow some time in-class. Make sure that the students are able to present to you and to their classmates what they have written and not just read it. Encourage the rest of the class to ask questions and start a discussion on the topic.

## Spontaneous Speaking: Decision making

Questions 1-4 are warm-up questions about the topic and the pictures. Provide some topic vocabulary (if necessary) and encourage a class discussion. Accept any logical and justified answers.

### 1. Deep sea, Polar regions, Jungle, Mountain

**Questions 2-3:** Students' own answers.

#### ***Which natural habitat is facing the most immediate danger? Why?***

This is a decision-making question that students may be asked during the oral examination. Ask your students to work in pairs and answer the question. Remind them that they don't have to agree on a picture, but rather maintain a discussion for a few minutes always justifying their opinion.

## Spontaneous Writing: Article

**A. Study the topic with your students and ask them to answer the questions that follow.**

1. What do you need to write? An article.
2. Who is going to read it? Readers of the student magazine.
3. What are the two points you must include? Give my opinion and suggest measures.
4. Do you need a title? Yes.
5. Can you use informal language? No. (But semi-formal can be accepted too)
6. Can you use questions? Yes.
7. Should you use examples? Yes.

**B. Read the model article with your students.** Ask them if they agree with the writer's suggestions and whether they would suggest anything else. Then ask them to complete the outline.

**C. Study the topic with your students and assign it for homework.** Remind them to follow the previous outline.

**Teacher's Guide**

# Unit 12

News Story

**A post war emergency**



## Lead in questions

Always encourage all students to participate in a group discussion either by justifying their answers or by adding ideas, arguing or asking questions to their fellow students.

**Questions 1-4:** Accept any logical and justified answers.

## News Story

Allow students a few minutes to read the articles. Explain any unknown vocabulary and then ask them to reiterate them in their own words. Ask them to write a short summary, but make sure that it will NOT be longer than 50 words long.

## News Story Questions

Ask from your students to find and underline in the articles the information that will help them answer the questions. Encourage them, however, to paraphrase or rephrase the original text and not just copy parts of it in their answers.

### Exercise B

**Key:** 1g, 2d, 3i, 4a, 5j, 6b, 7h, 8c, 9f, 10e

### Exercise C

**Key:** 1 invasion, 2 population, 3 comply with, 4 operation, 5 went off, 6 targeting

### Exercise D

**Key:** 1. Nelly told me that she would meet me at the train station the following/the next morning.

2. The client asked if/whether he/she could speak to the manager.

3. Bill said that he had never been to Sydney before.

4. Dad asked who had taken his glasses.

5. The manager told Bethany to take that letter to the post office.

6. Bridget wondered if that was the same painting they had seen at the art gallery the previous week/the week before.

7. The science teacher told her students not to try that at home.

8. The writer said that he/she was having a meeting with his/her editor the following/the next week.

9. Mrs. Tyler told Anna that she should definitely visit the new Museum of Modern Art.

10. The journalist asked the critic who was going to win the Nobel Prize the following/the next year.

## Speaking: Presentation & Discussion of the News Story

### A. Questions on the News Story.

These questions may be asked by the examiner during the oral examination. Encourage your students to elaborate on their answers. Advise them against answering in a few words and help them form longer answers.

**Questions 1-3:** Accept any logical and justified answers.

### B. Group discussion.

Encourage your students to justify their answers (using examples from the articles if possible). It would be best to work in pairs and comment on each other's ideas.

### C. Assignment.

Assign for homework or allow some time in-class. Make sure that the students are able to present to you and to their classmates what they have written and not just read it. Encourage the rest of the class to ask questions and start a discussion on the topic.

## Written Production: News Story

### A. Study the topic with your students and ask them to answer the questions that follow.

1. An essay (opinion giving)
2. My opinion about the News Story.
3. Yes.

### B. Study the outline with your students and assign the essay for homework.

## Spontaneous Speaking: Decision making

Questions 1-5 are warm-up questions about the topic and the pictures. Provide some topic vocabulary (if necessary) and encourage a class discussion. Accept any logical and justified answers.

### 1. Painting, Music, Sculpture, Theatre (Drama)

**Questions 2-3:** Students' own answers.

### *Which form of art is less popular with young people in your country? Why?*

This is a decision-making question that students may be asked during the oral examination. Ask your students to work in pairs and answer the question. Remind them that they don't have to agree on a picture, but rather maintain a discussion for a few minutes always justifying their opinion.

### Spontaneous Writing: Semi-formal Letter

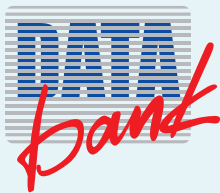
**A. Study the topic with your students and ask them to answer the questions that follow.**

1. A letter.
2. The editor of a teen-magazine.
3. My opinion about the government's decision to take out drama and music from schools.
4. No. (Formal and semi-formal language is accepted).

**B. Read the model letter with your students.** Ask them if they agree with the writer's opinion and whether they would change or add anything else. Ask them to complete the outline in pairs.

**C. Read the topic with your student and brainstorm some ideas on the issue.** Assign for homework and remind them to follow the previous outline.

B1 to B2  
**BUILDING UP YOUR TIE SKILLS**  
Speaking & Writing

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# B1 to B2

## BUILDING 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"**
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- **THE STUDENT'S BOOK: B1 to B2 BUILDING 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 B2 examination. It includes 12 units which provide the candidates with rich examination practice tasks.

**A. Carry out an investigation** on a topic of their interest and gather information in order to be able to speak about it.

**B. Read a book or a reader** in order to be able to speak or write about it.

**C. Follow a news story** in order to be able to speak or write about it.

- **THE TEACHER'S BOOK: B1 to B2 BUILDING UP YOUR TIE SKILLS – Speaking & Writing** contains the answers to the exercises included in the Student's Book as well as useful teaching advice, ideas for practice and resources.

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