

# C1 to C2

## Teacher's Guide

MASTERING YOUR TIE SKILLS

MASTERING YOUR TIE SKILLS

Speaking  
& Writing



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Evangelos Kolokouris



# C1 to C2

## **MASTERING YOUR TIE SKILLS**

Speaking & Writing

### **Teacher's Guide**

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## Unit 1: INVESTIGATION

Reading: The Guitar  
Grammar: Relative Clauses  
Speaking: Art  
Spontaneous Speaking: Modern Sculpture  
Spontaneous Writing: Formal letter (Offering solutions)

## Unit 2: NEWS STORY

Reading: The Olympic Refugee Team  
Grammar: Clauses of Purpose – Clauses of Result  
Speaking: National Identity – The Olympic Refugee Team  
Writing: Essay (Expressing opinion about the News Story)  
Spontaneous Speaking: Professional athletes  
Spontaneous Writing: Article (Opinion giving)

## Unit 3: BOOK

Reading: The Mousetrap  
Grammar: Clauses of Reason  
Speaking: Theme analysis of The Mousetrap  
Writing: Informal letter (Discussing the setting of a play/book)  
Spontaneous Speaking: Juvenile crime  
Spontaneous Writing: Essay (Advantages - Disadvantages)

## Unit 4: INVESTIGATION

Reading: The Skyrian Horse  
Grammar: Modals  
Speaking: Endangered animals  
Spontaneous Speaking: Environmental threats  
Spontaneous Writing: Formal letter (Explaining Causes – Offering Solutions)

## Unit 5: NEWS STORY

Reading: Seven New Planets Discovered  
Grammar: Prepositions  
Speaking: Space exploration  
Writing: Article (Feelings about the News Story)  
Spontaneous Speaking: The preservation of mankind  
Spontaneous Writing: Essay (Giving Reasons)

## Unit 6: BOOK

Reading: The Old Man and the Sea  
Grammar: Inversion – Connectors  
Speaking: Theme analysis of The Old Man and the Sea  
Writing: Essay (Discussing the ending of a book)  
Spontaneous Speaking: Friendships  
Spontaneous Writing: Article (Advantages - Disadvantages)

## Unit 7: INVESTIGATION

Reading: Lord John Anthony Bird  
Grammar: Infinitives  
Speaking: Education – Libraries  
Spontaneous Speaking: Gadgets  
Spontaneous Writing: Essay (Giving Reasons)

## Unit 8: NEWS STORY

Reading: Toxicity charge in London  
Grammar: Passive (Impersonal passive – Past participles)  
Speaking: City Life  
Writing: Informal letter (Opinion giving about the News Story)  
Spontaneous Speaking: Arguments  
Spontaneous Writing: Essay (Giving Reasons)

## Unit 9: BOOK

Reading: A Tale of Two Cities  
Grammar: Participles  
Speaking: Theme analysis of A Tale of Two Cities  
Writing: Article (Discussing characters of a book)  
Spontaneous Speaking: Inventions  
Spontaneous Writing: Semi-formal letter (Opinion giving)

## Unit 10: INVESTIGATION

Reading: Ideal Beauty  
Grammar: Articles  
Speaking: Beauty then and now  
Spontaneous Speaking: Successful Careers  
Spontaneous Writing: Essay (Opinion giving)

## Unit 11: NEWS STORY

Reading: The Web Inventor  
Speaking: Privacy on the Internet  
Writing: Article (Analyzing the key points of the News Story)  
Spontaneous Speaking: Privacy Infringement  
Spontaneous Writing: Essay (Advantages – Disadvantages)

## Unit 12: BOOK

Reading: Eveline  
Grammar: Adjectives  
Speaking: Character analysis of Eveline  
Writing: Article (Discussing characters of a book)  
Spontaneous Speaking: Life-changing decisions  
Spontaneous Writing: Informal Email (Describing a personal incident)

**Teacher's Guide**

Unit 1

Investigation  
**The Arts**

## 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 link:  
[https://en.wikipedia.org/wiki/String\\_instrument](https://en.wikipedia.org/wiki/String_instrument)  
<https://en.wikipedia.org/wiki/Guitar>

## 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. 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

Allow your students some time to find the underlined words/phrases 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 them.

### Exercise C

Key: 1 indicated, 2 relics/preserved, 3 volume, 4 dominant, 5 came up with, 6 curved, 7 did away with, 8 worthwhile, 9 alter

## WRITING DEVELOPMENT TASKS

The aim of these tasks is to develop the students' writing skills by presenting them with various texts with specific grammatical phenomena and topic vocabulary. Explain the grammatical phenomena and any unknown vocabulary before completing the exercises. You could also ask them to briefly summarize the texts after they have completed the exercises.



## GRAMMAR TASK: DEFINING OR NON-DEFINING RELATIVE CLAUSES

### Exercise A

Key: 1 whose, 2 who, 3 which, 4 whose, 5 that, 6 which, 7 which, 8 which, 9 which, 10 that, 11 which, 12 whose, 13 who, 14 that

## LANGUAGE TASK

### Exercise A

**Key:** 1 in granting, 2 can be credited, 3 legitimate, 4 behind, 5 association, 6 aesthetic, 7 turn of, 8 vital, 9 dogmatically, 10 celebrated, 11 stifling, 12 origins

## 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.

### *Which sculpture would you describe as not artistic? 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. Formal letter (suggesting solutions).
2. The curator.
3. Formal.
4. Emphasize the weaknesses and suggest solutions.

**B. Ask your students to complete the brainstorming exercise with their own ideas.**  
Then discuss them as a class.

**C. Discuss the outline with your students and assign the topic in exercise A for homework.**



**Teacher's Guide**

Unit 2

News Story  
**Fair Play**

## 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.olympic.org/news/refugee-olympic-team>

<http://www.unhcr.org/rio-2016-refugee-olympic-team.html>

[https://en.wikipedia.org/wiki/Refugee\\_Olympic\\_Team\\_at\\_the\\_2016\\_Summer\\_Olympics](https://en.wikipedia.org/wiki/Refugee_Olympic_Team_at_the_2016_Summer_Olympics)

## 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.

## News Story Questions

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

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

### Exercise B

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

### Exercise C

**Key:** 1 potential, 2 determined, 3 independence, 4 persistence, 5 facilities, 6 dinghy

### Exercise D

**Key:** 1 emerged, 2 introduction, 3 selected, 4 competitors, 5 inaccessible, 6 fled, 7 proof, 8 inspiration, 9 officially, 10 founding, 11 supporters, 12 signature.

## WRITING DEVELOPMENT TASKS

The aim of these tasks is to develop the students' writing skills by presenting them with various texts with specific grammatical phenomena and topic vocabulary. Explain the grammatical phenomena and any unknown vocabulary before completing the exercises. You could also ask them to briefly summarize the texts after they have completed the exercises.

**GRAMMAR TASK:** CLAUSES OF PURPOSE: in order to - so as to - so, so that, in order that, with a view to  
CLAUSES OF RESULT: such (a)... that - so... that

**Exercise A**

**Suggested Key:** 1 in order to, 2 so, 3 such a, 4 so as to, 5 In order to, 6 so as to, 7 with a view to, 8 so as to, 9 that, 10 in order to, 11 so, 12 such that

**LANGUAGE TASK**

**Exercise A**

Allow some time in class or assign for homework. It is imperative that the summaries not exceed 50 words.

**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 choose the introduction that would be best for an essay.**

**Key:** Introduction A

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

## Spontaneous Speaking: Decision making

Questions 1-3 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.

**Question 1 Key:** Healthy body, Money, Fame, Medals/Prizes.

***What do you consider to be the most important reason for someone to become a professional athlete? 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.
2. Readers of an online sports magazine.
3. Formal (Semi-formal is appropriate too)
4. Yes.

**B. Ask your students to complete the brainstorming exercise with their own ideas.** Then discuss them as a class.

**C. Discuss the outline with your students and assign the topic in exercise A for homework.**

**Teacher's Guide**

Unit 3

Book

**Who did it?**

## 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 1-2:** Accept any logical and justified answers.

**Question 3:** For further information use the following links:  
<https://www.the-mousetrap.co.uk/Online/>  
[https://en.wikipedia.org/wiki/The\\_Mousetrap](https://en.wikipedia.org/wiki/The_Mousetrap)

## Book

Allow students a few minutes to read the synopsis. Explain any unknown vocabulary and then ask them to reiterate the story in their own words.

## Synopsis Questions

Ask from your students to find and underline in the synopsis 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.

**Question 4 Key:** Sergeant Trotter (He is not actually a police officer. He is the oldest of the three siblings, seeking revenge for his brother's death).

### Exercise B

**Key:** 1d, 2a, 3e, 4b, 5c

### Exercise C

**Key:** 1 regal, 2 raging, 3 agreeable, 4 posture, 5 oddity, 6 perturbed, 7 appoint, 8 plead, 9 confront, 10 unmask

## WRITING DEVELOPMENT TASKS

The aim of these tasks is to develop the students' writing skills by presenting them with various texts with specific grammatical phenomena and topic vocabulary. Explain the grammatical phenomena and any unknown vocabulary before completing the exercises. You could also ask them to briefly summarize the texts after they have completed the exercises.

## GRAMMAR TASK: CLAUSES OF REASON

### Exercise A

Key: 1 As – 2 Owing to – 3 on the grounds – 4 because – 5 as – 6 why – 7 why – 8 reasons for – 9 since

## LANGUAGE TASK

### Exercise A

Allow some time in class or assign for homework. It is imperative that the summaries not exceed 50 words.

## 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. Murder mystery play/Detective story. (Also called whodunit or whodunnit)

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

### B. Group discussion.

Encourage your students to justify their answers (using examples from the synopsis 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. Yes.
3. The setting.

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



## 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. Yes.
3. The setting.

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

## 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.

***What do you think is the most serious juvenile crime? 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. Formal.
3. Yes (in the conclusion)

**B. Ask your students to complete the brainstorming exercise with their own ideas.** Then discuss them as a class.

**C. Discuss the outline with your students and assign the topic in exercise A for homework.**

**Teacher's Guide**

Unit 4

Investigation  
**Natural 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 reiterate the text in their own words.

## Investigation Questions

Ask from your students to find and underline in the investigation 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:** 1 dramatic, 2 military, 3 financial, 4 endangered – protected, 5 widespread - current, 6 living, 7 mutual, 8 handsome

## WRITING DEVELOPMENT TASKS

The aim of these tasks is to develop the students' writing skills by presenting them with various texts with specific grammatical phenomena and topic vocabulary. Explain the grammatical phenomena and any unknown vocabulary before completing the exercises. You could also ask them to briefly summarize the texts after they have completed the exercises.

## GRAMMAR TASK: MODALS: would- could

### Exercise A

**Suggested Key:** 1. Could 2. would 3. could 4. could 5. would/could 6. could 7. would/could 8. would 9. could/would 10. could/would 11. would 12. would 13. would 14. would/could

## LANGUAGE TASK

### Exercise A

Allow some time in class or assign for homework. It is imperative that the summaries not exceed 50 words.

### Exercise B

Allow your students some time to find the underlined collocations in the investigation. Ask them to work in pairs to find the meaning of the collocations. Ask them to write complete sentences using some of them.

## 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 1-3 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.

**Question 1 Key:** Air pollution, Land pollution, Forest destruction, Sea/Water pollution.

***Which picture depicts the biggest environmental threat? 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. Formal letter.
2. The Mayor of my town/city.
3. Explain causes – Suggest solutions.

**B. Ask your students to complete the brainstorming exercise with their own ideas.**  
Then discuss them as a class.

**C. Discuss the outline with your students and assign the topic in exercise A for homework.**

**Teacher's Guide**

Unit 5

News Story  
**Outer Space**

## 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.

## News Story Questions

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

**Key:** 1b, 2a, 3c, 4c, 5b, 6a

### Exercise B

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

### Exercise C

**Key:** 1 habitable, 2 put paid to, 3 precedent, 4 mundane, 5 constituent, 6 feeble, 7 assess, 8 roughly, 9 prerequisite, 10 vapour

## WRITING DEVELOPMENT TASKS

The aim of these tasks is to develop the students' writing skills by presenting them with various texts with specific grammatical phenomena and topic vocabulary. Explain the grammatical phenomena and any unknown vocabulary before completing the exercises. You could also ask them to briefly summarize the texts after they have completed the exercises.

## GRAMMAR TASK: Prepositions

### Exercise A

**KEY:** 1.like, 2.by, 3.to, 4.from, 5.up, 6.for, 7.for, 8.in, 9.for, 10.of, 11.from, 12.at, 13.in, 14.for, 15.out, 16.across, 17.of, 18.in, 19.beyond, 20.in, 21.to, 22.with, 23.of, 24.out, 25.to, 26.for, 27.to, 28.to, 29.with, 30.for



## LANGUAGE TASK

### Exercise A

**KEY:** 1.A, 2.A, 3.B, 4.A, 5.A, 6.A, 7.B, 8.B, 9.A, 10.B, 11.A, 12.A, 13.B, 14.A, 15.B, 16.A, 17.B, 18.B, 19.B, 20.B, 21.A, 22.B

### Exercise B

**KEY:**

1. And this leads on to another important point, raised by Frank Drake, pioneer of the search for extraterrestrial life and developer of the famous Drake equation: We know very little about how long civilizations remain detectable. "We have been detectable for one hundred years," he explains. "We may be becoming harder to find." So if we don't know enough about longevity, we cannot use our own civilization as an example.
2. Negative thoughts aside, what if we do find a signal that could be indicative of intelligent life? This is where the second strand of the project comes in: Breakthrough Message. This is a global competition to create digital messages that represent mankind and our planet. Prizes up for grabs total a staggering \$1 million.
3. As Ann Druyan, Creative Director of the Interstellar Message, explains, the idea is to encourage people across the world to think together and conclude whether it is wise to send such a message. And what specifically do we want to convey? Do we put our best foot forward, or show how we really are? But Milner hastens to add that there is no commitment to send messages; we need to discuss the ethical and philosophical issues of communicating with intelligent life.
4. Hawking expressed his concerns on the matter: "We don't know much about aliens, but we know about humans." Although Lord Rees did not share his apprehension. "We mustn't imagine any intelligence is like ours," he said.
5. If you want to get involved in this ambitious endeavor, whether that is helping analyze the immense mass of data or sharing your ideas on the kind of messages we could potentially send, details will be announced at a later date. For now, sit back and ponder.

## 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. An article
2. Readers of an Irish science magazine.
3. My feelings about the News Story.
4. Yes.
5. Yes.

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

## Spontaneous Speaking: Decision making

Questions 1-3 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.

**Question 1 Key:** Genetically modified food, World peace, Space exploration, Alternative sources of energy.

***Which is the most effective way for the preservation of humanity? 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 (opinion giving).
2. Formal.
3. Yes.
4. Yes.

**B. Ask your students to complete the brainstorming exercise with their own ideas.** Then discuss them as a class.

**C. Discuss the outline with your students and assign the topic in exercise A for homework.**

**Teacher's Guide**

Unit 6

Book

**Friendships**

## 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 1-2:** Accept any logical and justified answers.

**Question 3:** For further information use the following links:  
[https://en.wikipedia.org/wiki/The\\_Old\\_Man\\_and\\_the\\_Sea](https://en.wikipedia.org/wiki/The_Old_Man_and_the_Sea)  
<http://www.sparknotes.com/lit/oldman/>

## Book

Allow students a few minutes to read the synopsis. 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.

## Synopsis Questions

Ask from your students to find and underline in the synopsis 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 gigantic, 2 lash, 3 haul, 4 countless, 5 apprentice, 6 grandeur, 7 compel, 8 impoverished

## WRITING DEVELOPMENT TASKS

The aim of these tasks is to develop the students' writing skills by presenting them with various texts with specific grammatical phenomena and topic vocabulary. Explain the grammatical phenomena and any unknown vocabulary before completing the exercises. You could also ask them to briefly summarize the texts after they have completed the exercises.

## GRAMMAR TASK: INVERSION - CONNECTORS

### Exercise A

**Key:** 1 Had he not, 2 No sooner, 3 than, 4 Hardly any, 5 Had it not been for, 6 Only after

### Exercise B

**Suggested Key:** 1 As, 2 So, 3 However, 4 But, 5 After all, 6 However, 7 Nevertheless, 8 Still, 9 Even if, 10 regardless, 11 as

## 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.

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

### B. Group discussion.

Encourage your students to justify their answers (using examples from the synopsis 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 ending and say whether I would change anything.

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

## Spontaneous Speaking: Decision making

Questions 1 and 2 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 picture supports the value of team spirit and its role in building new long-lasting friendships? 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. Readers of an Irish youth magazine.
3. Semi-formal.
4. Advantages and disadvantages of using social media to meet people.

### B. Discuss the outline with your students and assign the topic in exercise A for homework.

**Teacher's Guide**

Unit 7

Investigation  
**People**

## 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 reiterate the text in their own words.

## Investigation Questions

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

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

### Exercise B

**Key:** 1 delinquent, 2 literate, 3 deprived of, 4 benevolent, 5 sustain, 6 conscience, 7 devoid of, 8 render, 9 advocate, 10 dismantle

### Exercise C

**Key:** 1 orphanage, 2 distribution – revenues, 3 reproaching, 4 homeless, 5 arguments, 6 socializing, 7 closing down

## WRITING DEVELOPMENT TASKS

The aim of these tasks is to develop the students' writing skills by presenting them with various texts with specific grammatical phenomena and topic vocabulary. Explain the grammatical phenomena and any unknown vocabulary before completing the exercises. You could also ask them to briefly summarize the texts after they have completed the exercises.

## GRAMMAR TASK: INFINITIVES

### Exercise A

**Key:** 1 have thought, 2 be regarded, 3 to have been playing, 4 be found, 5 be noted, 6 be held, 7 to be causing, 8 be solved, 9 be taking, 10 become, 11 ensure, 12 do, 13 to help

## LANGUAGE TASK

### Exercise A

Allow some time in class or assign for homework. It is imperative that the summaries not exceed 50 words.



## 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 1-3 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 of these devices could people live without? 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. Formal.
3. Yes.

**B. Discuss the outline with your students and assign the topic in exercise A for homework.**

**Teacher's Guide**

Unit 8

News Story  
**Caught in the Traffic**

## 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 write a brief summary (no more 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.

### Exercise B

Allow your students some time to find the highlighted words/phrases 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 them.

### Exercise C

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

## WRITING DEVELOPMENT TASKS

The aim of these tasks is to develop the students' writing skills by presenting them with various texts with specific grammatical phenomena and topic vocabulary. Explain the grammatical phenomena and any unknown vocabulary before completing the exercises. You could also ask them to briefly summarize the texts after they have completed the exercises.

## GRAMMAR TASK: Impersonal Passive Voice and Past Participle

### Exercise A

**KEY:** 1D, 2A, 3R, 4K, 5B, 6F, 7H, 8C, 9Q, 10G, 11P, 12L, 13I, 14J, 15V, 16S, 17M, 18O, 19T, 20N, 21U, 22X, 23Y, 24E

## LANGUAGE TASK

### Exercise A

Students' own answers.

## 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 informal letter.
2. My English speaking friend.
3. The main points of the News Story and my opinion.
4. Yes.
5. Informal.

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

## Spontaneous Speaking: Decision making

Questions 1-3 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.

**Question 1 Key:** Fight, Do Nothing, Discussion, Take legal action.

***Which is the most effective way for disputes or arguments to be resolved between neighbours or fellow citizens? 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 (opinion giving).
2. Formal.
3. Yes.
4. Yes.

**B. Ask your students to complete the brainstorming exercise with their own ideas.**  
Then discuss them as a class.

**C. Discuss the outline with your students and assign the topic in exercise A for homework.**

## 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

Book  
**History**



## 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:  
[https://en.wikipedia.org/wiki/A\\_Tale\\_of\\_Two\\_Cities](https://en.wikipedia.org/wiki/A_Tale_of_Two_Cities)  
<http://www.sparknotes.com/lit/twocities/>

## Book

Allow students a few minutes to read the synopsis. Explain any unknown vocabulary and then ask them to reiterate the story in their own words.

## Synopsis Questions

Ask from your students to find and underline in the synopsis 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:** 1d, 2a, 3e, 4b, 5c, 6h, 7f, 8g

### Exercise C

**Key:** 1 ardor, 2 indicted, 3 indolence, 4 callousness, 5 profligate, 6 incarceration, 7 rancorous, 8 inveterate, 9 promiscuous, 10 magnanimous

## WRITING DEVELOPMENT TASKS

The aim of these tasks is to develop the students' writing skills by presenting them with various texts with specific grammatical phenomena and topic vocabulary. Explain the grammatical phenomena and any unknown vocabulary before completing the exercises. You could also ask them to briefly summarize the texts after they have completed the exercises.

## GRAMMAR TASK: PARTICIPLES

### Exercise A

**Key:** 1 dedicated, 2 addicted, 3 awakening, 4 breaking, 5 regarded, 6 being, 7 requiring, 8 swollen, 9 barred, 10 queuing, 11 looking, 12 barreled, 13 asking, 14 watered, 15 agonizing, 16 saving, 17 redeeming

## LANGUAGE TASK

### Exercise A

Allow some time in class or assign for homework. It is imperative that the summaries not exceed 50 words.

## 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.

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

### B. Group discussion.

Encourage your students to justify their answers (using examples from the synopsis 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 and the outline with your students and assign the article for homework.**

## Spontaneous Speaking: Decision making

Questions 1-3 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.

***What do you think was the invention that influenced humanity the most? 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 letter.
2. The editor of a local newspaper.
3. Formal.
4. Yes.

**B. Discuss the outline with your students and assign the topic in exercise A for homework.**

**Teacher's Guide**

Unit 10

Investigation

**It's in the eye of the beholder!**

## 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 brief summary (no 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.

### Exercise B

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

### Exercise C

**Key:** 1 masses, 2 bygone, 3 prevalent, 4 hastily, 5 aspire, 6 emulate 7 visual 8 inherent

## WRITING DEVELOPMENT TASKS

The aim of these tasks is to develop the students' writing skills by presenting them with various texts with specific grammatical phenomena and topic vocabulary. Explain the grammatical phenomena and any unknown vocabulary before completing the exercises. You could also ask them to briefly summarize the texts after they have completed the exercises.

## GRAMMAR TASK: ARTICLES

### Exercise A

**Key:** 1 the, 2 this, 3 an, 4 the, 5 These, 6 The, 7 a, 8 an, 9 this, 10 the, 11 a, 12 the

## LANGUAGE TASK

### Exercise A

**KEY:** 1 irrevocably, 2 depiction, 3 ultimate, 4 perfection, 5 contours, 6 ideal, 7 Typically, 8 main, 9 same, 10 length

### Exercise B

**KEY:** 1 The concept of, 2 The approaches as to, 3 Ideals of beauty, 4 They enforce, 5 Just as, 6 The male beauties, 7 In an effort to, 8 After that, 9 Taking the ethnic, 10 These features were, 11 Indeed, 12 As a matter of fact, 13 It's needless to, 14 It's quite clear though

### Exercise C

Students' own answers.

## 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 1-2 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 is the most effective way in order to pursuit a successful career? 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 (opinion giving).
2. Formal.
3. Yes.

**B. Ask your students to complete the brainstorming exercise with their own ideas.**  
Then discuss them as a class.

**C. Discuss the outline with your students and assign the topic in exercise A for homework.**

**Teacher's Guide**

Unit 11

News Story  
**Privacy**

## 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 write a brief summary (no more 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.

### Exercise B

**Key:** 1 flaw, 2 intelligible, 3 pioneer, 4 appalling, 5 massive, 6 assault, 7 propagate, 8 vowed, 9 watered down, 10 undermine, 11 breach, 12 tempting

## WRITING DEVELOPMENT TASKS

The aim of these tasks is to develop the students' writing skills by presenting them with various texts with topic vocabulary. Explain any unknown vocabulary before completing the exercises. You could also ask them to briefly summarize the texts after they have completed the exercises.

## LANGUAGE TASK

### Exercise A

**KEY:** A The Web,  
B Using and benefiting from the web,  
C Raising concerns,  
D Firstly, we've lost control of our personal data, E Ignoring and manipulating of users' rights to privacy,  
F Putting barriers to free speech and putting the blogger's life in danger,  
G Secondly, it's too easy for misinformation to spread on the web,  
H Violating personal data and Spreading fake news,  
I Thirdly, political advertising online needs transparency and understanding,  
J Jeopardizing democracy,  
K Suggesting ideas and solutions,  
L Helping and protecting the web



## 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. The main ideas of the News Story.
3. Yes.

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

## Spontaneous Speaking: Decision making

Questions 1-3 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 is the most serious intrusion of someone's privacy? 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 (opinion giving).
2. Formal.
3. Yes.

**B. Ask your students to complete the brainstorming exercise with their own ideas.**  
Then discuss them as a class.

**C. Discuss the outline with your students and assign the topic in exercise A for homework.**

**Teacher's Guide**

Unit 12

Book

**It's a (wo)men's world!**

## 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 1-2:** Accept any logical and justified answers.

**Question 3:** For further information use the following links:  
<https://en.wikipedia.org/wiki/Eveline>  
<https://en.wikipedia.org/wiki/Dubliners>  
<http://www.sparknotes.com/lit/dubliners/section4.rhtml>  
[https://en.wikipedia.org/wiki/James\\_Joyce](https://en.wikipedia.org/wiki/James_Joyce)

## Book

Allow students a few minutes to read the synopsis. Explain any unknown vocabulary and then ask them to reiterate the story in their own words.

## Synopsis Questions

Ask from your students to find and underline in the synopsis 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:** 1. irresolute, 2. depicting, 3. blithesome, 4. reminiscing, 5. recurring, 6. revelation, 7. salvation, 8. influential, 9. forbidding, 10. dreary, 11. distress, 12. pinned

## WRITING DEVELOPMENT TASKS

The aim of these tasks is to develop the students' writing skills by presenting them with various texts with specific grammatical phenomena and topic vocabulary. Explain the grammatical phenomena and any unknown vocabulary before completing the exercises. You could also ask them to briefly summarize the texts after they have completed the exercises.

## GRAMMAR TASK: ADJECTIVES

### Exercise A

**Suggested Key:** 1. nationalist, 2 extraordinary, 3, disease-ridden 4 unimaginable, 5 desperate, 6 brilliant, 7 unrivaled, 8 finest, 9 dramatic, 10 impoverished, 11 hard, 12 fateful, 13 determined, 14 beautiful, 15 unfortunate

## LANGUAGE TASK

### Exercise A

Allow some time in class or assign for homework. It is imperative that the summaries not exceed 50 words.

## 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.

**Questions 1:** Short story. The fourth from the stories in Joyce's Dubliners.

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

### B. Group discussion.

Encourage your students to justify their answers (using examples from the synopsis 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 and the outline with your students and assign the article for homework.**

## Spontaneous Speaking: Decision making

Questions 1 and 2 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 of these life-changing decisions is the most difficult one for someone to make? 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.

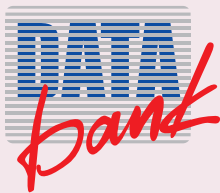
## Spontaneous Writing: Letter

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

1. What are you asked to write? An informal letter.
2. Who is going to read it? My English friend.
3. What kind of language should you use? Informal.

**B. Discuss the outline with your students and assign the topic in exercise A for homework.**

C1 to C2  
**MASTERING YOUR TIE SKILLS**  
Speaking & Writing

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# C1 to C2

## MASTERING 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: C1 to C2 MASTERING YOUR TIE SKILLS – Speaking & Writing** helps students improve further and master their Speaking and Writing skills in order to get them ready for their successful participation in the CEFR Level C2 examination. It includes 12 units which provide the candidates with rich examination practice to:

**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: C1 to C2 MASTERING 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.

**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.**