

This module includes topics such as various aspects of psychology and getting help, stress and how to overcome it, alternative therapies including dance, relaxation and yoga.

Lead-in p.39

Start with books closed. Have a short discussion about 'Help'. Ask students who or where they turn to for help. For example, in what situations would they consult: friends, parents, colleagues, their boss, teachers, the internet. Introduce the concept of self-help books and ask if students have heard of or read any. Alternatively, ask which is more important – external appearance or character/personality. Then ask them to compare how much time and effort people spend trying to change their figures and appearance generally and how much time they spend improving their personality and whether most people get the balance right.

Background

Self-help books are big business for publishers and writers and have helped many to make themselves very rich. One of the earliest and best known books is *How to Win Friends and Influence People* by Dale Carnegie, published in 1936, which has sold over 15 million copies.

Stephen Covey, the author of *The 7 habits of Highly Effective People* (2003) has sold over 20 million self-help books.

- 1/2 Get students to look at the cartoons and match them to the five book titles. The two animal-related idioms (*like water off a duck's back* = not affected in any way and *a wolf in sheep's clothing* = a person whose true character is hidden) are featured later in the unit but may need a brief explanation at this point.
- 3 The discussion here would work well in pairs and is likely to focus on what students think the book is about. Encourage them to think about how each book might help them or what they would hope to get from the book.
- 4 Students think of ideas to illustrate books 1 and 5.
- 5 This could be done either as a whole class discussion or as a role play in pairs.

2 Suggested answers: A2 (could also be 1, 3, 5); B4; C3 (could also be 5)
4 Suggestion might be: 1 someone looking confident while being interviewed for a top job by a panel of stern-faced interviewers 5 someone about to give a talk to a large audience

3A Who's in control?

Reading 1 p.40

- 1 Get students to read the two pairs of sentences and then to compare them with a partner. Having checked the answers point out that repetition of the word *practical* in the second pair of sentences is a typical examination trick designed to catch students out. Check students know the opposite of *objective* (*subjective*).
- 2 Check that students understand the link between *self-help* and *DIY* (do-it-yourself) in the title. It is reasonable to expect that students will be familiar with the concept of skimming at this level, but it would be wise to check. If necessary, give a time limit of two minutes to scan the texts.
- 3 Ask students to read the questions (1–10) in Exercise 4, but tell them not to start answering them. They need to identify the key words. Do the first question with the whole class as an example. They could then finish the task individually or in pairs. Students need to identify synonyms in the questions and the texts and ways in which ideas in the reviews are re-phrased in the questions. For example, in Q1

enjoyable = for pleasure in Text C; *irrespective of problems* = even if you ... be in good shape. Stress the importance of checking the information in the text again before they complete the exercise.

- 4 The students will have effectively done the exercise in three steps above. Now they can complete the process.
- 5 If students struggle to think of ideas, they could be prompted. Examples might be: for someone trapped in a bad relationship, someone with a serious phobia, a very shy person.
- 6 Ask students to find the words in the texts and guess the meanings from the context before checking in a dictionary. Check that they know the pronunciation and stress of the words as well as any related words (e.g. *fabricate* (v), *prefabricated* (adj)).

1 Pair **a** are similar in meaning – *objective* = non-judgemental; pair **b** are different, as the first one talks about goals, while the second sentence focuses on emotional wellbeing.

2 1 D 2 B 3 C and possibly A

3 1 enjoyable, irrespective of whether you have problems 2 ideas, language, accessible to the non-specialist

3 examines, evidence, support, claims, exponents of self-help 4 step-by-step guide, psychological dilemma 5 ways, make the most, unfulfilled potential

6 encouraged to have unrealistic expectations 7 suggested therapies, recognised methodology 8 quality of writing, advice, more credible 9 should view, negative emotion, natural

10 comfort and advice, frustrated by seemingly straightforward problems

4 1 *C and can be read for pleasure even if you judge your self-management and feelings of personal fulfilment to be in good shape*

2 B *However, the book is written in a refreshingly down-to-earth style that avoids the almost incomprehensible jargon which some self-help practitioners are prone to!*

3 A *In this book, Pearsall explores the tendency for proponents of self-help therapy to substitute clichés for serious thought'*

4 D *A number of simple models and techniques are engagingly presented through a series of first-hand accounts of people at various stages of succumbing to or addressing their fears. When strung together, these provide a structured programme with which you may set about changing your attitude and raising your self-awareness and self-esteem.*

5 B *He offers techniques to help people develop their hitherto suppressed abilities and apply these to situations in which they may be of use.*

6 A *Hackneyed fallacies like 'be all that you can be,' 'live up to your full potential,' 'nurture and understand your inner child,' are just a few of the arguably silly fabrications that masquerade as legitimate advice' Were people less caught up in the misconception that they should be happier and more fulfilled, they probably wouldn't be so discontented.*

7 B *Many of his suggestions follow well-known coaching concepts familiar to practitioners of neuro-linguistic programming.*

8 C *Burkeman has a lovely turn of phrase, neither too dry nor too flashy; but a sort of just-rightness that makes his pronouncements sound wholly trustworthy.*

9 D *this book rests on the following premise: fear is a necessary and essential element of life.*

10 C *Should you find yourself prone to those niggling difficulties which, though surmountable, are disproportionately aggravating, then you'll find solace and good counsel here.*

Vocabulary p.42

Start with books closed. Put the word *self* in the middle of the board and elicit examples of compounds with *self* using *self-help* as an example. It might be an opportunity to discuss the idea of self-study and how much time students will spend studying on their own for the exam and what they should be focusing on.

- 1a** Compare the compounds given with those elicited. Check the meaning of any new ones. Students then complete the exercise individually or in pairs. It might be worth pointing out that the rules determining when compounds are hyphenated or written as one word are vague and usage often varies, but in this case all compounds with *self* are hyphenated.
- 1b** Students could discuss the meanings of the remaining examples or use them to write similar sentences to those in 1a.

Extra!

If time allows, ask students whether the compounds listed are positive or negative. They are all positive. Ask them to think of any that would be negative e.g. *self-centred, self-doubt, self-harm, self-righteous*.

- 2a** This exercise focuses on prefixes that change meaning. When students have read the examples, point out that the prefix *non* usually uses a hyphen, whereas the other two do not. When students have completed the text with newly formed words, check understanding and elicit examples of other words using the three prefixes.
- 2b** Highlight the importance of a structured approach to learning vocabulary by building word families using prefixes and suffixes and by revising vocabulary regularly.
- 3a** Explain that the next exercises highlight some of the suffixes that are used to form nouns. Get students to skim the dialogue for gist.
- 3b** Ask students to scan the list of words and identify what type of words they are: verbs and adjectives. They then use the suffixes given to form nouns. Check spelling and stress of the new words. Note the difference between UK and USA spelling of words such as *fulfilment* (UK) / *fulfillment* (USA). Identify the words where the stress changes, e.g. *motivate* – *motivation*. They then use the words to complete the dialogue.

Extra!

If time allows, elicit examples of other nouns formed with the suffixes in the exercise, e.g. *accomplishment, judgement, empowerment, humiliation, inhibition, qualification, helplessness, thoughtfulness, comprehension, persuasion*.

- 3c** Students identify the negatives of the newly formed nouns and which prefixes are used to form them. Ask them to consider all the words in the 'family' e.g. *happy, happiness, happily*. Compare the similar words *unmotivated* (lacking in motivation) and *demotivated* (lost motivation).
- 3d** Conduct a short discussion in small groups.

1a 1 Self-management 2 self-evaluation
 3 self-discovery 4 self-discipline
 5 self-worth
2a 1 non-essential 2 misuse
 3 interconnecting 4 misinterpreted
3a Jessica was initially sceptical, but her opinion changed after reading one. Charlie thinks that they have limited use as change must come from within.
3b Noun forms: 1 achievement
 2 conception 3 decision 4 fulfilment
 5 happiness 6 helpfulness 7 inspiration 8 motivation 9 solution 10 weakness
Text: 1 solution 2 weaknesses 3 fulfilment
 4 conception 5 inspiration
 6 achievement 7 happiness
 8 helpfulness 9 decisions
 10 motivation

3c unfulfilment (n), unfulfilled (adj); uninspired (adj), uninspiring (adj); unachievable (adj); unhappiness (n), unhappy (adj), unhappily (adv); unhelpfulness (n), unhelpful (adj), unhelpfully (adv); undecided (adj) (BUT: indecision (n), indecisive (adj)); unmotivated (adj)

Use of English 1 p.43

- 1a The text is in the format of Part 3 of the Reading & Use of English paper. Students start by skimming the text to get a general understanding.
- 1b Stronger classes could go straight into the task. Weaker classes could start by looking at the task strategy notes on page 167. Point out that the exercise requires more prefixes and suffixes than those practised in Vocabulary exercises 2 and 3.

Photocopiable activity

Activity 3A could be used here. It is a pairwork/groupwork activity in which students identify mistakes in sentences, correct them, then decide how certain they are that they have corrected them properly, winning or losing points based on their answers.

- 2 Start by asking students to look at the picture and explain what it shows. They should identify the animal as a donkey and that it is stubbornly refusing to move. Then ask them to look at the other idioms and check the vocabulary (e.g. *flog, horns, bonnet*). Students choose suitable idioms to complete the five sentences.
- 3 Put students in groups to decide on the three best pieces of advice they can think of for a friend. Then compare their ideas to see which group has the best advice.

1a 1 tendency 2 dissatisfaction
3 interdependence 4 nervous
5 detrimental 6 uncontrolled
7 communicator 8 sensitivity
2 1 put the cat among the pigeons;
2 flog a dead horse 3 like water off a duck's back 4 a bee in his bonnet
5 as stubborn as a mule

▮ Student's Resource Book, pages 28–29, 33–35

Listening 1 p.44

Start by asking students if they recognise the film still (Anne Hathaway and Meryl Streep in *The Devil Wears Prada*) and what the subject of the film is (*bullying in the workplace*) and what they thought of it if they have seen it.

- 1 Discuss the questions with the whole class. Ask the class what they consider to be typical aspects of bullying behaviour. Avoid discussion of personal experiences.
- 2 **T1.15** The first time students listen, they should try to get a general understanding and not answer the exam question. Play the recording once and then get students to compare answers to the three questions, justifying them with examples of what they heard. In the exam the recording is played twice.
- 3 **T1.16** Remind students that in the exam the silent time given on the recording to read the questions is vital. Give students 45 seconds to read the questions to identify the topic (e.g. an opinion, a feeling, a fact, the purpose) before playing the recording for the second time. Having listened again, students can compare answers in small groups before checking with the whole class.
- 4 Ask the class to look at the definition of the term *assertiveness training*. In groups, ask the students to discuss the rights, including which they feel is the most helpful. Students could also be asked to discuss how the rights apply to the classroom and language learning in general.

Background

Assertiveness training is often misinterpreted as aiming to make people more dominant when in reality its aim is to enable people to stand up to people who are.

Many ideas are from the book *When I Say No, I Feel Guilty*, by Manuel J Smith, published in 1975. It is about expressing oneself clearly and resisting manipulation. There are ten rights summarised in the one key principle: 'The right to be the final judge of yourself is the prime assertive right which allows no one to manipulate you'.

The ten rights are:

- 1 You have the right to judge your own behaviour, thoughts, and emotions, and to take the responsibility for their initiation and consequences upon yourself.
- 2 You have the right to offer no reasons or excuses for justifying your behaviour.
- 3 You have the right to judge if you are responsible for finding solutions to other people's problems.
- 4 You have the right to change your mind.
- 5 You have the right to make mistakes – and be responsible for them.
- 6 You have the right to say, 'I don't know'.
- 7 You have the right to be independent of the goodwill of others before coping with them.
- 8 You have the right to be illogical in making decisions.
- 9 You have the right to say, 'I don't understand'.
- 10 You have the right to say, 'I don't care'.

Source: <http://h2g2.com>

1 Emotional intelligence: the ability to recognise, control and assess the mood and emotions of other people

Bullying behaviour: the abuse of power, when someone, or a group of people, deliberately upset another person or hurt them either physically or emotionally or damage their property or reputation on numerous occasions.

2

Extract 1 1 articles on websites 2 her understanding made her feel able to do something about the situation

Extract 2 1 a book he had read in his teens that he found inspirational 2 personal problems with his parents, his teachers and his peers

Extract 3 1 Emotional Intelligence tests

2 Self-evaluation

3 1 B (*so I persuaded myself that she must be right*) 2 B (*I suddenly saw my colleague's behaviour for what it was, and felt I had to change things*) 3 A (*were it not for that book, I wouldn't have had the guts to tell my parents I had a burning ambition*) 4 C (*The main thing it taught me was to take the bull by the horns in a non-confrontational way, without resorting to manipulative behaviour*) 5 B (*they select new employees by incorporating what are called 'emotional intelligence' tests into their recruitment procedures rather than depending solely on professional qualifications and experience*) 6 A (*All graduates entering the job market could do with taking these considerations on board*)

Language development 1 p.45

- 1 With a weaker class start by looking at the grammar review on page 176. A stronger class could begin by doing the exercise and then using the grammar review to check their answers. The exercise includes all types of conditionals including mixed.
- 2 This exercise is similar to the Paper 1, Part 4 key word transformations in that students have to express a similar meaning using a different structure. In the exam they often include variations of conditional structures. In Q1, get students to compare the subtle difference between *If you decide* – a possibility and *If you do decide* – an unlikely possibility. In Q3, elicit that the alternative to *if* is *when* and the reason why – a general truth.
- 3 This exercise should remind students that conditional sentences frequently use alternatives to *if*. After checking the answers, elicit example sentences using the other two structures (*imagine* and *what if*).

1 1 b 2 b 3 b 4 a 5 a 6 b
2 1 If you (do) decide to do a course in psychotherapy, let me know.
2 If it hadn't been for the other students' (help), I wouldn't have understood the problem.
3 Even if/when other people criticised Sally, (she was so confident that) it was like water off a duck's back
4 If you happen to be in this evening, could I ask your advice about something?
3 1 otherwise 2 unless 3 on condition that (if) 4 whether or not, (if) 5 Assuming (that), (If) 6 in case (if) 7 otherwise

Use of English 2 p.45

- 1a This exercise practises the open cloze task in Paper 1, Part 2. Students should be encouraged always to skim any exam text to get a general understanding of the text type, purpose and content before attempting the task. The instructions here help them by saying it is a magazine article that describes a branch of psychology. A quick read (30 seconds) should be enough to appreciate the difference.
- 1b If students are unfamiliar with Cambridge exams and this task type, they should read the exam strategy notes on p.167 first.
- 2 Elicit that the discussion is about a hypothetical situation and that therefore their choice of which conditional structures to use should reflect that. The discussion would work well in small groups with students explaining their ideas/fantasies to others while trying to correctly use as many of the structures as possible.

1b 1 what 2 to 3 at
4 Although/While/Whilst/Though 5 far
6 off 7 Since 8 gained

□ Student's Resource Book, pages 30–32

Writing 1 p.46

Remind the class that Part 1 is compulsory and that they will have about 45 minutes to complete the task using 240–280 words.

- 1 Get students to start by skimming the texts for general understanding of content then scan the two texts to find answers to the first two questions. For the third question find out if they are familiar with the well-known analogy of the glass being either half full for an optimist or half empty for a pessimist. Find out who in the class thinks they are an optimist or pessimist and why they think so.
- 2 Now get the class to read text 1 again and decide which of the summaries is the most accurate.
- 3 When students have reread text 2, they should identify the words or phrases that match those in the exercise. Remind students that the skill of summarising is to paraphrase ideas in the text.
- 4 Students should use the answers from 3 to write their own summary of text 2.

- 5 Students should summarise the main points of the two texts in one paragraph by linking the points in the summary of text 1 in exercise 2 with their own points summarising text 2. The paragraph should also make some comparisons between them.

1 1 Positive psychology encourages people to look at the positive things in their life to help them find solutions to things that go wrong. 2 A defensive pessimist worries about challenges as a way of boosting their performance.
 2 Summary 2 is the most suitable, as it covers the key points of the text. (1 is too short and omits key points. 3 is unsuitable as it lifts phrases directly from the text.)
 3 1 advocate 2 optimistic perspective
 3 make a case for 4 refute
 5 **Suggested answer:** *Text 1 makes a case for positive psychology, refuting suggestions that its concept is ineffective by arguing that having a more optimistic outlook benefits not only the individual but society in general. Criticism of the idea in Text 2 on the other hand goes beyond its lack of effectiveness, maintaining that for some people engineered happiness actually results in them being less successful as, for them, worrying is a helpful defence mechanism.*

3B Mind and body

Listening 2 p.47

- 1 Start with books closed. Elicit the causes of stress in people's lives (see key for examples). Ask students if they suffer from stress and what causes it in their lives. Then discuss the second question of whether stress is increasing in the modern world.
- 2 Ask students if they have heard of laughter clubs and what they know about them or what they can guess they are. Then discuss the three questions.
- 3 **T1.17** Look at the Exam Strategy notes on p.170, which apply to this task type, before starting the task. Students should start by reading just the questions to get a sense of the topic of the listening passage. There are *Help* notes to give students specific hints for three of the five questions.
- 4 Use the key words to review affixation. Some of them use suffixes highlighted in earlier modules (e.g. *grumpiness*, *accessible*, *reticence*). Elicit the words that they are formed from and other words in each word family. Discuss the best ways to record and review the new vocabulary.
- 5 Students discuss their reaction to what they have heard. Ask them to speak with a partner about whether laughter helps them to relax or not and if they would think about joining a session of laughter therapy. Ask them to think of occasions, such as when watching a comedy, when witnessing a mishap or when laughter has been infectious.

1 **Suggested answers:** money worries, work/job security, study pressures, health issues, family and friends, social pressures, bullying, anxiety about forthcoming exams!
 2 1 Laughter clubs are places where people gather to learn how to laugh in order to relieve stress.
 2 Answers may vary, but expect to hear any of the following: depression, exchanging stories, responding to each other, essential oils, senses
 3 **Suggested answers:** 1 share their problems 2 rest and relaxation, pattern of behaviour, consequences of depression; 3 less inhibited, stop taking life too seriously, form lasting bonds
 5 essential oils affect the senses

3 1 D (We think many people are put off by the idea of 'alternative therapy', as such. The title *Laughter Club* is somehow less intimidating because it doesn't imply having to buy into a particular philosophy or lifestyle) 2 B (The grumpiness becomes a sort of downward spiral, because the world responds negatively to it, making it even harder to break out of. But a good therapist can help reverse the process) 3 A (releases people from any shyness or reticence about expressing their emotions, that's the main thing they get out of it) 4 A (I studied meditation instead. What that taught me made me think that maybe benefits could be reaped from laughter therapy as well. So, I decided to have a go) 5 D (she began coming to the laughter club shortly after, illustrating Stella's point about time management!)

Speaking p.48

- 1 Start with books closed and ask students the two questions. Point out that these would be typical questions at the start of Paper 4 and ask students to discuss these. If no-one mentions any of the ways to relax shown in the SB, consider introducing them to the discussion. Find out what works best for the class.

Background

Acupuncture is a traditional Chinese technique that has been practised for around 3,500 years.

It is based on the belief that energy or 'life force', known as *chi* or *Qi* in Chinese, moves around the body along meridians associated with different organs. These meridians are not physical structures. The insertion of fine needles along these channels clears blockages that cause illness and stimulates the flow of energy to restore or maintain good health.

Aromatherapy is based on the belief that different essential oils produced from the leaves, bark and flowers of plants have different healing properties, both physical and psychological. The oils are massaged into the skin from where they travel around the body in the bloodstream, and the aroma is inhaled to stimulate brain function.

Reflexology is based on the belief that the foot, and to some extent the hand, forms a map of the whole body. By massaging different areas of the foot the practitioner can identify areas of the body that are 'out of balance' and restore them. It claims to be beneficial for a number of common ailments as well as a relaxing therapy.

- 2 Ask students to look at the pictures and identify what they show. Ask students to discuss any experience they have of alternative therapies.
- 3a Start by checking understanding of the vocabulary. Ask students to decide if the words are positive or negative and then to check the meaning of any they don't know. Another way to process the vocabulary would be to ask students to identify those words/phrases that are similar (e.g. *rather exclusive* + *only for the privileged few*) and those that are opposites (*beneficial* + *detrimental*). They can then use them to discuss the pictures. As they are going to be using the vocabulary in a speaking exercise it is important to model the pronunciation including the word stress at this stage.
- 3b This exercise practises expressions for giving opinions. Again ask them to think which are positive and which are negative before they attempt the exercise. Check the meaning of any difficult vocabulary (e.g. *shiver*) before they start.
- 4 This activity would be best done in pairs with students encouraged to use as many of the words and phrases from exercise 3 as possible.
- 5a **T1.18** If students are unfamiliar with the CPE exam, explain that Part 2 of the speaking test has two sections. In the first section candidates answer a question to give their reactions to one or more pictures and in the second section they are given a decision-making task. Students listen just to the introduction to the task to understand and identify the instructions for the first section of the Part 2 task. Get them to do this in pairs.

- 5b** **T1.19** Students hear two candidates doing the task. They should listen for how well each one speaks about the pictures and how well they interact with each other.
- 6a** **T1.20** Students listen again for the instructions for the second section.
- 6b** **T1.21** Students listen and judge the candidates' performance and identify successful strategies that they use. When they have identified that Ariana's performance improves in this part, explain that this sometimes happens to students in an exam. They may not perform well on one part, but they can make up for it in another section. So, they shouldn't feel discouraged by one or two difficulties early on.
- 7a** **T1.21** One approach would be to ask students to look at the extract and predict the expressions that are missing. Then play the extract again for students to complete the dialogue.
- 7b** Students match the expressions listed to expressions they have heard in the extract.
- 8** Give students a few minutes to look back over the expressions highlighted in exercises 3–7 before they attempt the task in pairs. Encourage them to do it with the same urgency as in exam conditions.
- 9** Encourage students to use the questions to analyse their own performance in the same way that they analysed Jarek and Ariana in exercises 5 and 6.

2 A relaxing pastime, emotional comfort, meditation **B** relaxing pastime, emotional comfort **C** medication, pain relief

D emotional comfort, aromatherapy, pain relief, relaxing

3a Positive aspects: emotional/physical benefits, beneficial, keeps you active, provides you with an interest, gives lonely people physical contact, effective relaxation technique, take your mind off things, it's emotionally uplifting, helps you unwind, relieves tension

Negative aspects: detrimental, drawbacks, can do more harm than good, rather exclusive, expensive and so for the privileged few

3b 1 rather weird 2 not for everyone 3 did me the world of good 4 makes me feel frustrated 5 should be seen as a last resort 6 enjoyable pastime

5a1 Pictures 1 and 4 2 one minute

5b Answers may vary, but expect the following: Jarek handles the task very well, and tries to give support to Ariana. Ariana is weaker. Her answers are short, with little expansion, and she repeats a lot of the language that Jarek uses. She follows his lead, and does not invite him to interact or respond to what she says.

6a1 Talk together about how each of the activities shown helps people relax, then choose which two would best illustrate a magazine article on relaxation techniques

2 three minutes

6b Answers may vary, but expect the following: 1 Jarek starts by restating the task, to place them both in the context, and then immediately asks Ariana her opinion of one of the photos. They both explain why the activities are relaxing, and expand by giving personal examples when appropriate. 2 They make a point, and then ask the other's opinion, to give them a chance to speak. 3 Ariana makes a big improvement here, as if

she gains confidence as the conversation develops

7a1 I think this is true 2 Absolutely

3 While I agree with you, of course

4 Not only that 5 Perhaps

6 Mind you 7 Anyhow 8 as a matter of fact

7b 1 (2) absolutely 2 (4) not only that

3 (8) as a matter of fact 4 (1) I think this is true

Language development 2 p.50

Depending on different students' first language, the difficulty of this topic will vary. It would be wise

to start by reading through the grammar notes on page 177 with the class and answering any questions.

- 1a** Ask students to decide whether *It* or *There* should be used to start each of the sentences. Point out that in one sentence both *it* and *there* are possible. Having checked the answers ask students to see if they can recognise any patterns such as using *it* before adjectives (e.g. *It's possible*) and *there* before nouns (e.g. *There isn't much point; there's no harm; Is there any likelihood*).
- 1b** Students need to identify which of the gaps in the text require the use of *it*. Point out that here the emphatic use of *it* can be as both the subject and as the object of a clause.

Extra!

When they have completed the exercise, ask students to look at the second and third sentences and to compare how they would have to be written without this use of *it* (*So, I consider having my neighbour pop in whenever she feels like coming to be an intrusion. Trying to tell her that I'm busy makes no difference.*) and the difference in impact. Then ask students to look through other texts to find similar examples.

- 2** The exercise introduces some other fixed expressions using *it*. The exercise requires students to use their imaginations to create a context and how they might respond. Students could do the activity in pairs/small groups, taking it in turns to be the one that responds, before comparing responses as a whole class.
- 3** This exercise builds on the review of conditionals in 3A. Weaker students should start by looking at the Expert Grammar summary on page 177 before attempting the exercise. Stronger students could start by doing the exercise and then using the summary to check their answers.
- 4a** Here students check understanding of the meaning of the inverted phrase by re-expressing it in a simpler form. Point out that this is similar to key word transformation exercises in Paper 1 Part 4 and that inversion is commonly tested. Do the first one together as a class and compare the forms. Point out that the inverted form is useful for 'holding the floor' as it clearly flags at the start that the speaker has two points to put across and therefore makes it harder for someone else to interrupt.
- 4b** Students form sentences using inverted phrases.

Photocopiable activity

Activity 3B could be used here. It is a groupwork activity. Students complete gapped sentences, arrange words to complete other sentences, and join them in a domino-style card game.

□ Student's Resource Book, pages 36–37

1a 1 *It* 2 *there* 3 *There* 4 *It/There* 5 *There*
6 *It* 7 *There* 8 *It*

1b 1 *-*; 2 *it*; 3 *it*; 4 *it*; 5 *it*; 6 *-*; 7 *it*; 8 *it*;

2 Many possibilities here, but expect answers similar to these 1 OK, so this is it. Let's get started. 2 Oh, it's a pity you can't come. I was looking forward to seeing you. 3 It's a matter of personal choice, really, as both are good for you. 4 It makes no difference to me what you do. 5 It was me (who told him). 6 If it hadn't been for her, you might still be furious with him.

3 1 he had left 2 should you 3 did she realise 4 I'd had; 5 had I started 6 Had it not been

- 4a1 Mandy did a course in aromatherapy and (she) also became a professional.
 2 She was so unable to cope after losing her husband that she sought professional help.
 3 You shouldn't move your body at any time during your acupuncture treatment.
 4 She had hardly got back from the hospital when she fell down the stairs and broke her leg!
 5 If you should see Hannah, tell her to phone me.
 6 There was such a huge/great response to the Laughter Club's advertisement that they had to create three classes.
- 4b 1 At no time did I seek psychological help for my depression.
 2 No sooner had I got out of hospital than I was involved in a car accident.
 3 Little did I realise (that) it would be so hard to cope with all the extra work.
 4 Only after the unwanted visitors had left did I begin to relax.
 5 Not until she had left her job did she feel happy.

Use of English 3 p.51

- 1 Start with a discussion about music styles and which are the best to dance to. Keep the focus on the dance element and avoid long discussions on different types of music.
- 2 This exercise introduces the lexical cloze in Paper 1 Part 1. Emphasise that the choice of word is normally determined by its usage rather than meaning. Students need to consider how the word is used, for example, where it is placed in a sentence or with which prepositions it is used or with which other words it collocates.
- 3 Give students 30 seconds to skim the text to understand the nature of the text and the gist. It is important to emphasise this point each time. Point out that in the exam they will have about 10 minutes to complete this task. The HELP box gives clues to three of the questions.
- 4 The task analysis gives further emphasis on the type of connection students should be looking for between the text and the correct word.
- 5 The discussion should give further practice of the language on pages 50–51 of the coursebook. Check that the class know a little about aerobics, T'ai Chi and yoga before they begin. Remind students that these discussions are good practice for the speaking tasks in Paper 4.

- 2 B The other options are followed by prepositions: *believed in*, *engaged in*, *subscribed to*
 3 1 C 2 A 3 B 4 B 5 A 6 D 7 C 8 D
 4 1, 4 and 6 are examples of collocations: *came to an end*, *freedom of expression*, *severe stress* 2 (*absorbed in*, *captivated by*, *preoccupied with*, *enthralled by*) and 8 (*evidence of*, *witness to*, *proof of*, *testimony to*) are examples of how differences in word use determine the answer.

Writing 2 Essay p.52

- 1a Start by discussing what exercise students do and how often or to what level. Then ask if any do exercise in order to relax or reduce stress.
- 1b Students look at the ideas listed and check understanding. They then discuss the relative merits of each. Finally, ask if any students have personal experience of any of the techniques.

Background

Imagery techniques use a person's imagination to create scenes that stimulate a response such as confidence or relaxation. The idea is to replace a real situation with one created from imagination; the more intensive it is and the more senses it involves, the more effective it will be. Relaxing with imagery therefore involves creating a safe, warm and comfortable place such as a beach or field in the mind and enjoying being there. In 'guided imagery' a practitioner suggests images to for a client to create as a form of hypnotherapy.

- 2 Get students to read just the question rubric and identify the key points. It would be useful to encourage students to get into the habit of underlining or highlighting the key words.
- 3 Get students to start by underlining the key points and then using them to summarise in their own words.
- 4 Students establish the similarities and differences, bringing in some of the expressions used in 3A.
- 5a **T1.22** One approach here would be for students to predict the content of the second and third paragraphs before they listen. Play the recording for students to complete the paragraph plan according to what they hear.
- 5b Students decide if the plan in 5a is a wise approach and consider alternative approaches.
- 6a Students need to find the words in the text and then, if they do not know them already, work out the meanings from the context.
- 6b Students should aim to write each of the two summaries in about 20 words. There is likely to be some variation so compare different answers around the class.

Photocopiable activity

Activity 3C could be used here. It is a groupwork activity in which students write summaries of short passages, winning points for accurate summaries. They win or lose points based on the number of words they use.

- 7 Get students to start by skimming the text for the gist, and then to think about what type of word would fit: a noun, verb or participle. Point out that many of the words given (e.g. *need, means, caution, highlight*) can be both nouns and verbs.
- 8/9 This part highlights the need to include personal opinions or reactions to the two texts. Students listen and summarise what the two speakers say about the texts, and add their own opinions.
- 10/11 At this point, the planning is complete, so give the students 20 minutes to write the essay and 5–10 minutes to check it, using the checklist on p.191 if necessary. The writing would be best done as homework.

- 2 Summarise, evaluate, use your own words, include your own ideas.
- 3 **Text 1** looks at the positive effects tea can have on a person's emotions. It states that tea contains a chemical which brings about a sense of calm, yet doesn't cause sleepiness.
Text 2 recommends joining a yoga class to help you relax on a regular basis. It warns against power yoga, arguing that exercise involving slow movement and gentle stretching is better suited to relieving stress.
- 4 Both texts talk about ways of relaxing and relieving stress. However, text 1 focuses on short-term stress relief, whereas text 2 recommends physical exercise for longer-lasting effects.
- 5 **Paragraph 2:** Summary of the 2 texts **Paragraph 3:** Evaluation of the 2 texts
- 6a 1 a 2 b 3 b 4 a 5 a 6 b
- 6b **Suggestions:** 1 For people who find it difficult to motivate themselves, joining a class will help them keep to an exercise routine. 2 Think carefully about your health before choosing a class, as slow, gentle exercise is preferable to power yoga for dealing with stress.

7 1 benefits 2 highlighting 3 while
4 advocates 5 means 6 However,
7 caution 8 needs

8 **Sukhi:** Tea very beneficial. Preference depends on personal needs, age and circumstances. Gentle exercise can cause very active people to slow down a little. Accepts Enrique's point about exercise's long-term effects.

Enrique: Tea offers only temporary solution to stress. Feels that exercise is more effective. Disagrees with part of text 2, arguing that intense exercise is also beneficial for stress relief. Accepts Sukhi's point about age and different circumstances.

10 Suggested answer:

As their titles suggest, the two texts illustrate different approaches to relieving stress by using the natural calming qualities of tea and by regular gentle exercise.

The first text highlights the popularity and calming qualities of tea. It assesses the properties of the various chemicals occurring naturally in tea, especially in the green and white varieties, and concludes that they lead to a positive relaxed feeling without producing drowsiness.

The second text advocates yoga as a beneficial way to unwind, especially for those without the motivation to meditate alone over a period of time. It compares less strenuous forms of yoga that are more appropriate for relaxing the body and quietening the mind with more physical forms that strengthen and exercise the body. It advises people to seek advice from an expert where appropriate.

While Text 1 outlines the health benefits of tea drinking, it does not mention the pleasure the taste brings. Not only is tea a calming health drink, but it can be a delicious invigorating alternative to coffee too. Although the effects are temporary there are no limits to the number of cups of caffeine-free tea that can be drunk each day. There is no doubt in my mind that yoga can be helpful to a wide range of people, but I'm not entirely convinced that fit and healthy people should avoid power yoga, as tough physical exercise can also be great way to reduce stress and the effects will be longer lasting.

In short, regular yoga classes followed by a cup of green tea will lead to a stress-free life. (264 words)

Module 3: Review p.54

1 1 duck 2 kittens 3 mule 4 horse 5 bull
6 dogs 7 cat 8 bee

2 1 you (should) happen to see 2 Tom's reaction be if I were 3 you give me the car keys in 4 it hadn't/not been for Mark's intervention 5 it not been for the counselling 6 is unwilling to do the gardening unless 7 got over her feeling of shame but for 8 had the infuriating couple left than Mark

3 1 uninspiring/uninspired 2 undecided
3 thoughtfulness 4 non-aggressively

5 interchange/exchange

6 accomplishments 7 misunderstanding

8 persuasion

4 1 effective 2 technique 3 therapeutic

4 optimistic 5 self-confidence 6 derive

7 holistic 8 effects 9 circulation

10 assertiveness