

Module 11 includes topics such as happiness, relaxation, avoiding stress, diet, health and retail therapy.

Lead-in p. 147

With books closed, ask students what they do to make themselves feel good. You could give one or two examples of your own to get them started (e.g. go for a walk, go to the gym, have a big cream cake!). Ask students to look at the module title and elicit its meaning (a feeling of being healthy, happy and comfortable with life). Then get students to discuss the lead-in questions.

11A Happiness

Reading pp. 148–149

Photocopiable activity

Activity 11A (p. 115) can be used at the start of the unit to introduce the topic or as a follow-up to the reading section. It is a group discussion on factors in life that affect happiness.

- 1a** Students discuss the questions in pairs. It is usually said that an optimist will describe the glass as half full, whereas a pessimist will describe it as half empty.
- 1b** If students have already done the photocopiable activity, their answers from it would be relevant to question 1. Question 2 implies that when you know the secrets, it is possible to control happiness.
- 2** Pre-teach *temperament* (the emotional part of someone's character, how likely they are to be happy, angry, etc.). Give students about 15 minutes to do the task. Then get them to compare answers in pairs, saying which parts of the text helped them. Check answers with the class.

1 E 2 G 3 D 4 C 5 A 6 F

- 3a** Point out that these words are all used in the text, either as nouns or adjectives. Check answers with the class.

1 contented **2** satisfied **3** frustrated **4** anxious **5** depressed
6 stressed **7** miserable

- 3b** Give one or two examples of your own to get students started. Let them choose which emotions they want to discuss, as they may not want to discuss unhappy experiences.
- 4** Students could discuss the questions in pairs, small groups or as a whole class.

Language development 1 pp. 150–151

- 1** With books closed, divide the class into groups and see which group is first to come up with a specified number of ways to relax (e.g. five to ten). Then ask students to open their books and discuss the question in Exercise 1: *What do you do to relax?* Give prompts if necessary to encourage ideas: *How do you relax at the weekend? At home? With friends? After a long day at work?*
- 2a** Ask students if they recognise the woman in the photo (see Background below). If so, what do they know about her? They then read the extracts and answer the questions.

1 being happy **2** due to her close family upbringing

Background

Catherine, Duchess of Cambridge (Catherine Elizabeth Middleton), was born in 1982 in Reading, Berkshire, England, the eldest of three children. She is the wife of Prince William, Duke of Cambridge, second in line to the British throne.

Catherine grew up in Chapel Row, a small village near Newbury, Berkshire, England. She studied art history at the University of St Andrews in Scotland, where she met Prince William in 2001. Their engagement was announced in November 2010 and their wedding took place on 29 April 2011 at Westminster Abbey in London. On 22 July 2013, Catherine gave birth to the couple's first son, Prince George of Cambridge.

Her hobbies include tennis, swimming, sailing, photography and painting. She has been said to have had a major impact on British fashion, known by some as 'the Kate Middleton effect', while in 2012, she was named one of the *100 Most Influential People in the World* by *Time* magazine.

- 2b** Begin by eliciting the function of the words and phrases in italics. Ask: *What do the words and phrases explain?* (the reason for something). Then look at sentence 1 as an example and ask: *What did Mark do?* (He left his job.); *Why?* (Because it was stressful.). During feedback, make sure that students understand that *as*, *because* and *since* all operate in the same way, and so do *because of*, *due to* and *owing to*. But these last three can operate in two different ways: followed by a noun or *the fact that* + subject + verb.

1 as, since, because
2 owing to, due to, because of
3 owing to, due to, because of

- 2c** Point out that there are three possible answers for each sentence and that students should list them all.

- 1 as/because/since
 2 because of/due to/owing to
 3 because of/due to/owing to
 4 as/because/since
 5 Because of/Due to/Owing to
 6 because of/due to/owing to

- 2d** Here students need to think about the form that follows each word/phrase. Get them to compare answers in pairs before checking with the class.

- 1 a was snowing; b the snow/the fact that it was snowing;
 c the snow/the fact that it was snowing
 2 a was raining; b the rain/the fact that it was raining;
 c it was raining

- 3a** Go through the table with the students before they do the exercise. Point out that *in order that* and *so that* operate in the same way, as do *in order to*, *so as to* and *to*. Highlight the use of *in case* to describe precautions, a way of being safe from something that might happen, and how it is followed by the present simple when referring to the future (e.g. *I'll take an umbrella in case it rains.*).

- 1 in order to/so as to/to 2 in order that/so that 3 in case

- 3b** Remind students to look at what follows the options in italics, as that tells them what fits grammatically.

- 1 to 2 in case 3 so that 4 in order to 5 In order that
 6 in case 7 so as to 8 so as not to

- 4** Go through the table with the students before they do the exercise. Draw their attention to *despite* (one word) and *in spite of* (three words), which are often confused. If time allows, you could get students to write alternative sentence endings for 1–8.

- 1 e 2 c 3 h 4 a 5 g 6 b 7 f 8 d

- 5** This exercise practises all three types of clause: reason, purpose and contrast. Tell students that for each one, they should identify the type of clause first, then think of a logical ending.

Example answers:

- 1 ... I have tried many times.
 2 ... the noise of the cats outside.
 3 ... he knows where to pick me up.
 4 ... the glorious spring sunshine ...
 5 ... find out whether they open on Sundays.
 6 ... the fact that we reminded him to take it.

Photocopiable activity

Activity 11B (p. 116) can be used here. It is a game in which students use clauses of reason, purpose and contrast to make sentences about themselves.

Writing pp. 152–153

- 1 First ask students to look at the photo and tell you what they think it represents. Then ask them to discuss the questions in pairs, small groups or as a whole class.
 2 Give students time to read the task and briefly discuss the questions in pairs. Then check with the class, asking students to explain/justify their answers. During feedback, point out that while the task doesn't say that you should recognise other points of view, in an opinion essay, it is best to acknowledge another point of view for balance.

- 1 F 2 T 3 F 4 F 5 T

- 3a** Let students discuss these in pairs or groups. They could add their own ideas to the list. Ask them to choose which point they will use in their essay.
3b Students complete their own paragraph plan. They could do this on their own or in pairs, before discussing ideas as a class.
3c As including another point of view was discussed in Exercise 2, students may have already thought about this and included it in their paragraph plan. Discuss the question as a whole class.
3d Check that students remember what a topic sentence is before they do the exercise. You could write the list of phrases given here on the board, elicit a few more from different students and add them to the list.
3e Students now make notes for supporting points for each topic sentence. Weaker students may benefit from working in pairs to discuss ideas first.
4a–c Students could do these on their own or in pairs. Point out that in Exercise 4b there are a number of possible answers.

4a

Adding a point of view: in addition, in fact, just as, similarly
 Making a contrast: but, however, on the other hand, whereas, yet

4b

Example answers:

- 1 Money doesn't automatically make us happy. In fact, it makes some people very unhappy.
 2 It is very stressful to lose money but if we are careful with it, it gives us security.
 3 We should relax and laugh whenever possible. Similarly, being with friends can give pleasure. However, spending time alone is important.
 4 Getting too little sleep can cause unhappiness just as eating badly can affect our moods for the worse, whereas going for long walks can have a beneficial effect.

4c

- 1 that, we 2 they, it, these 3 This/It 4 themselves,
 This/That, us

- 4d** Discuss the odd one out first, then let students choose a phrase and write a sentence for their essay.

- 4 (The other expressions refer to other people.)

- 5 Give students 20 minutes to write their essay.

Sample answer:

Some people claim they are naturally cheerful. However, in my view, how we lead our lives is the main reason we are either happy or unhappy.

Take money, for example. Money doesn't automatically make us happy. In fact, it makes some people very unhappy because they are frightened of losing what they've got. On the other hand, if we're not greedy and don't spend it foolishly, it can reduce stress and give us security.

Then consider health. If we eat badly, get too little sleep and don't exercise, our health will decline and make us miserable. Eating well and going for lovely long walks in the countryside can make us feel better generally.

The third thing I think is important is to have a positive outlook on life. We should all enjoy things like music and being with our friends. At the same time, it's important to spend time alone and live as simply as possible, which is not easy in the 21st century! All of these make a big difference to our happiness, no matter what our natural temperament.

- 6 Give students approximately 10 minutes to check their work.

Expert language: Spelling

- a Tell students that as a general principle, if they are unsure of the spelling of a word, they should avoid using it in the exam. But knowing which words they commonly misspell will help when they check their work.
- b These are all common students' spelling errors. Students could check answers with a partner or in a dictionary before class feedback.
- c You could follow this up in a later lesson with a short dictation of the words, either in isolation, in these sentences, or in different sentences.

- b**
 1 immediately 2 separate 3 unnecessary 4 truly 5 religious
 6 therefore 7 neither 8 responsible 9 until 10 definitely
 11 generally 12 receive 13 apparently
- c**
 1 likely, happiness 2 forty, piece, advice 3 government, definitely, knowledge, happened 4 Unfortunately, occasion, medicine, effect 5 principle, politicians, independent

11B Health and fitness

As a lead-in, with books closed, ask students how healthy they think their lifestyle is on a scale of 1–10. Ask them how healthy they were a few years ago and how healthy they think they will be in ten years' time. What has changed and what do they think will change?

Listening pp. 154–155

- 1 Students describe their exercise habits in small groups. You could also ask if they take as much exercise as they would like to or think they should.
- 2a Clear up any vocabulary difficulties before students do the quiz in pairs.

(Health quiz)

3a flu: headache, aching muscles, fever, cough, sneezing; food poisoning: feeling sick, vomiting, diarrhoea, stomach cramps

3b arthritis: joints; migraine: head; bronchitis: chest; tonsillitis: throat

4 a T b F (but there are very few) c T d F e T

- 2b Pairs now compare their answers, either in groups or as a whole class. They then record words they want to remember in their vocabulary notebooks.
- 3 This exercise practises prepositions. Students may need help with some of the vocabulary here; you could explain (see answer key below for definitions) or let them check in their dictionaries. During feedback, establish why the preposition is needed in each case (1 after a comparative; 2 adj + prep collocation; 3 phrasal verb; 4 verb + prep collocation).
- 1 for (Unsaturated fats usually come from plants rather than animals and are better for your health. Saturated fats usually come from animals and an excess of these in your diet is very bad for your health.)
- 2 to (allergic: having a medical condition in which you become ill or in which your skin becomes red and painful because you have eaten or touched a particular substance)
- 3 without (dehydrated: having lost too much water from your body)
- 4 from (virus: a very small living thing that causes infectious illnesses; antibiotic: a drug that is used to kill bacteria and cure infections)
- 4 This would work well as a class discussion. You could also ask students if they consider their diet to be balanced and why.
- 5a This would work well as a class discussion. For question 2, the diseases don't have to be the most deadly (e.g. malaria) but can include those that are widespread (e.g. cholera, hepatitis, sleeping sickness, influenza, pneumonia).
- 5b Remind students that before they listen, they should try and guess what type of information might be missing, based on the context.

1 noun 2 (plural) noun 3 (plural) noun 4 (adjective +) noun
 5 (plural) noun 6 adjective + noun 7 (plural) noun
 8 noun (phrase) 9 adjective + noun 10 noun

- 6 Get students to compare their answers in pairs before checking with the class.

1 health care 2 advertisements 3 prisoners 4 sugar
5 snacks 6 main meal 7 carbohydrates 8 heart disease
9 mental health 10 memory

- 7 Students could discuss the questions in pairs, small groups or as a whole class.
- 8 If students need help with ideas, ask them to think of foods that are popular in different countries (e.g. for *Carbohydrates*: pasta, rice, bread, potato, couscous).

Speaking p. 156

- 1a First ask students what they remember about Paper 4 Parts 3 and 4, then get them to look at the statements and decide whether they are true or false.

a F (2 minutes) b T c F d T e F f T

- 1b During feedback, elicit what form/pattern follows the unfinished phrases (*Why don't we start by + -ing; Do you think we should + infinitive; Yes, but + clause; We could also + infinitive; So are we agreed that + clause*).

1 b 2 c 3 d 4 a 5 f 6 e

- 2 Divide the class into suitable groups. If possible, it would be good to record one or more of the groups doing the task now that they are more familiar with the format and the exam is getting closer, then play it back when students do the task analysis at the end.
- 3a To ensure that all students have an opportunity to practise, you could ask students to change roles after every two questions.
- 3b Students should discuss their own performance and that of other members of their group. Encourage them to be constructive.

Language development 2 p. 157

- 1a–b To introduce the language point, write the following on the board: *My problem is that I eat ____ much chocolate. It's ____ nice that I can't say no! I don't have ____ willpower to stop and it's costing me ____ a lot of money!* Invite different students to complete each gap with a suitable word. Then give them time to study the grammar boxes and complete the exercises. Highlight the fact that *enough* is used before nouns and after adjectives, as confusing them is a common mistake with some students at B2 level.

1a

1 so 2 such 3 such a

1b

1 noun, adjective, adverb

2 1 c 2 a 3 b

- 2 Students should do this in pairs, then refer back to the grammar boxes to check their answers before class feedback.

1 Jim's **such** a good doctor that everybody likes him.

2 My yoga class is great – I'm always **so/very** relaxed afterwards.

3 Paul has bought ~~an~~ **such** expensive fitness equipment!

4 The food is too ~~much~~ **spicy** for me to eat.

5 I think my diet's **healthy enough** overall.

6 I'm **too** tired to go jogging now.

7 John is so unfit **that** he can't even run for a bus.

8 **There aren't enough** rooms in this hotel for everyone.

9 You should be pleased with yourself for losing **so much** weight.

10 I'm not **old enough** to join that club.

- 3 As and *like* are commonly confused by some students, partly because they both translate as the same word in some languages and partly because of the number of different uses of *like*. Go through the examples in the box with the class, then ask them to complete the sentences.

1 like/such as 2 as 3 like 4 like/such as 5 as if/as though

6 As

- 4 After feedback, ask students if they would like to do something similar.

1 as 2 like 3 As 4 like/such as 5 like 6 as

Use of English 1 p. 158

- 1a Get students to discuss the question in pairs first, then share their ideas with the class.
- 1b Students discuss this in pairs. During feedback, elicit what has led to the mistakes in each case and how they could have been avoided by following the instructions and checking carefully.

1 meeting my wife for the 2 in case the tickets are

3 was so tired (that) he 4 as long as we arrive

- 2 Students should be able to do this without too much help from the task strategy. Do not confirm answers yet.

1 put you up 2 such a delicious 3 Judy whether she wanted

4 isn't enough room/space 5 unlike/not like Tom to be

6 is not as/so popular now as

- 3 Let students compare and discuss their answers in pairs, then check as a class.

Use of English 2 p. 159

- 1 Ask: *How do you think the person in the photo is feeling?* Elicit answers from a couple of students, then ask: *Do you feel the same way about shopping?* Students then look at the questions and discuss them in pairs, small groups or as a whole class.

- 2a** Remind students that they should always read the text for a general understanding first and tell them that these questions are to help focus their reading.

1 shopping for fun

2 It can be good because it gives exercise. It can be bad if it becomes an addiction.

- 2b** Give students a time limit of 8–10 minutes to do the exam task, then check answers with the class.

1 B 2 D 3 A 4 D 5 C 6 A 7 D 8 B

- 3** The discussion brings in other domestic activities/chores that might be beneficial such as gardening, taking a dog for a walk, vacuuming and ironing. Students could discuss in pairs, small groups or as a whole class.

Language development 3 p. 160

- 1a** The topic of health is rich in idiomatic expressions and phrasal verbs. You could begin with books closed, brainstorming any words or phrases students already know. Students then look at the sentence and choose the correct meaning for *under the weather*.

b

- 1b** First get students to read the text and answer the following question: *Is George now more or less healthy than he used to be?* (more). Then you could do the first item with the class, as an example, so that they can see how the exercise works.

1 felt older and less energetic **2** unwell **3** didn't want to eat
4 was very tired **5** get back his energy **6** was physically fit
7 healthy **8** fit and healthy

- 1c** If possible, show students how to find expressions in a dictionary and point out that if they look up an expression under one word, they might be directed to another word where the expression is listed.

- 2a–b** If students are unsure of any of the phrasal verbs, get them to check in their dictionaries.

2a

1 put on **2** give up **3** picked up **4** cut down on, cut out
5 coming down with, get over **6** take up

2b

a 6 b 2 c 5 d 4 e 1 f 3

- 3** This is an opportunity for personalised discussion. When students have finished, you could get them to think of more questions to ask each other, using both the idiomatic expressions and the phrasal verbs on the page.