

5 The feel-good factor

Use of English and Speaking focus ▶ p.48

Open cloze (Part 2)

Aim

- to complete an exam-style open cloze task (Reading and Use of English Part 2)

Warmer

Focus students on the unit title. Elicit or tell students that a *feel-good factor* means a feeling that everything is going well, e.g. *someone might accept a low-paying job that helps people because of a feel-good factor*. *Feel-good* is also often used to describe films/TV programmes/music, e.g. *His latest film is a feel-good movie with a message*. *There are still a few feel-good shows on TV, but most series have a harder edge*.

Ask students to work in pairs to think of a situation, a film, a TV programme and a piece of music that have a feel-good factor, and explain why. Conduct whole-class feedback.

- 1 Students discuss the questions about happiness in pairs. Elicit a few responses to each question.

Teaching tip: The Reading and Use of English paper

Tell students that Reading and Use of English Part 2 tests their grammar and involves reading a text with eight missing words and putting one word in each gap. For more detailed information and strategies, refer students to the [Exam focus](#) on p.178.

- 2 Focus students' attention on the title of the article. Working in pairs, students predict what the happiness app might be. Then ask students to read the article for general meaning, without worrying about the gaps yet. Elicit how the writer feels about using technology to help people track their thoughts, activities and moods.
- 3 Read the [Exam tip](#) aloud, then ask students to read the article again and fill in the gaps. Students compare their answers in pairs before you check as a class.

Answers

- 2 He finds it annoying but it has helped him understand that when he's distracted, he's less happy.
- 3 1 with/since 2 which 3 how 4 who 5 than 6 less 7 only 8 what

Additional activity

Write the following questions on the board. Ask students to complete them with a preposition, then check answers as a class. Give students a few moments to think about their own answers to each question before discussing them in pairs. Elicit a few ideas for each.

- 1 Do you have any particular strategies you rely _____ to put you in a good mood?
 - 2 Would you consider signing up _____ a study like the one in the article?
 - 3 Do you think you are conscious _____ your feelings most of the time?
 - 4 Are you able to focus _____ what you're doing or are you easily distracted?
- Answers: 1 on 2 for 3 of 4 on

ADDITIONAL PRACTICE | Maximiser p.34, Use of English | MEL Unit 5, Use of English | MEL Extra practice, Use of English 2: Singular or plural?

Long turn (Part 2)

speculating (I)

Aim

- to use a range of expressions to speculate in an exam-style speaking task (Speaking Part 2)

- 4 Ask students what they remember about Speaking Part 2. Refer them to the **Exam focus** on p.183 to check their ideas. Then read the **Exam tip** aloud. Read through the expressions in the box with the class. Then ask students to discuss the questions and pictures using the expressions.
- 5 Play the recording and elicit which things in the list the examiner does *not* ask the candidate to do.
- 6 Students complete the activity in pairs. After the activity, Student B should tell Student A which phrases they used. Students then swap roles. To extend with strong students, tell Student A to close their book or not look at the phrases during the task.
- 7 Play the recording and elicit what the candidate has to do. Students discuss the question with their partner.
- 8 Tell students that they are going to do another exam task. Students work in pairs and do the tasks on p.136 and p.140.

Answers

- 5 1, 3, 5, 6
- 7 The candidate needs to answer the question: *Which group of people do you think looks happiest? Why?*

Additional activity

Ask students to look at the pictures on p.21 and p.33. In pairs, they speculate about what the people are talking about using the phrases from Activity 4. Elicit some ideas. Then ask students to select some other pictures of people

from the book and, in their pairs, speculate what the people were thinking about when the picture was taken.

MyEnglishLab tip: Customisable attempt number

The number of attempts students have on each MyEnglishLab exercise is customisable so that you can either set attempts to one or allow unlimited attempts, or anything in between.

ADDITIONAL PRACTICE | Maximiser p.35, Speaking | MEL Unit 5, Speaking | MEL Extra practice, Speaking 6: Giving reasons for speculation in Part 2

Listening focus ► p.50

- 1 Put students into pairs to discuss the questions then conduct whole-class feedback.

Multiple choice (Part 3)

Aim

- to complete an exam-style multiple-choice task (Listening Part 3)

- 2 Refer students to the **Exam focus** on p.182 for a review of exam strategies for this task. Ask students to underline the key words in Activity 4, question 1.
- 3 Play the recording. Elicit the answers to the questions.
- 4 Give students a minute to underline key words in questions 2–6. Elicit some possible paraphrases for the key words, then play the recording. Read the **Exam tip** aloud. Play the recording a second time and then elicit the answers.
- 5 Students complete the activity then compare in pairs before checking as a class.
- 6 Elicit how much €20 is in your local currency. Give students a few minutes to discuss the questions in pairs then conduct whole-class feedback.

Answers

- 2 1 What is Donna's attitude towards research into the relationship between money and happiness?
 - A It has given her a good understanding of the issue.
 - B It raises more questions than it answers.
 - C It is not relevant to the questions she wants to address.
 - D It falls outside her area of expertise.

- 3 1 research = studies; given a good understanding = tells me very clearly; money = income
2 A
4 2 B 3 C 4 B 5 C 6 D
5 1 A 2 C 3 F 4 D 5 E 6 B

ADDITIONAL PRACTICE | Maximiser p.35, Listening | MEL Unit 5, Listening | MEL Extra practice, Listening 6: Listening for detail

Grammar focus ▶ p.51

Warmer

Tell students that you have a friend who is feeling a bit stressed and low at the moment. Your friend has asked your advice on what activities to improve well-being. What steps or activities would you recommend?

Students discuss the question in pairs then conduct whole-class feedback.

- 1 Ask students to read the extract and then elicit the reviewer's impression. Check students understand the meaning of *misanthrope* (someone who does not like other people and prefers to be alone), *cynicism* (not willing to believe that people have good, honest, or sincere reasons for doing something) and *misgiving* (a feeling of doubt or fear about what might happen or about whether something is right.)
- 2 Students discuss the question in pairs. Elicit a few responses as a class.

Answer

- 1 very positive

Additional activity

Ask students to discuss these questions in pairs:

- Have you tried any of these activities from the article? *meditation, eating foods high in serotonin, aerobic exercise, sun lamp, pet patting*
- How effective do you think they would be in improving someone's well-being?

Substitution and ellipsis

Aim

- to review the use of substitution and ellipsis

Refer students to the **Grammar reference** section on substitution and ellipsis on p.155. Ask students to read the notes and complete the exercise on p.156.

Grammar reference answers

- 1 Neither
- 2 one
- 3 not
- 4 so
- 5 some, it
- 6 do that
- 7 there
- 8 Nor

- 3 Focus students' attention on the first underlined word in the review (*it*) and elicit what it refers to (reading the book). Tell students that this is called *substitution* and is used to avoid repetition of words. Students work out what each of the other underlined words/phrases refer to. Check answers as a class.
- 4 Look at the first instance of ↑ in the article. Read the surrounding sentence aloud and elicit which words have been omitted (*it took me*). Tell students that this is called *ellipsis*. Like *substitution*, it is used to avoid repetition. Read the **Language tip** aloud.

Cultural note

In the UK, a common informal way of saying *How are you?* uses ellipsis:

A: [Are you] All right?

B: [I'm] All right, thanks. [How are] You?

- 5 Students work in pairs to complete the activity. Check as a class.
- 6 Students complete the sentences, then compare answers in pairs before you check as a class.

Additional activity

Write the following sentences on the board or read them aloud one by one. Ask students to discuss in pairs which words or phrases have been left out in these sentences. Then elicit answers as a class.

- 1 She was tired but (↑) happy.
- 2 Bring along as many friends as you want (↑).
- 3 Dan can't make it next weekend. He sent me an email explaining why (↑).
- 4 They didn't have any yellow sheets. Only pink (↑).
- 5 That's Bill's bike. This is Kim's (↑).
- 6 She promised she would write but she hasn't (↑).

Answers: 1 she was 2 to bring 3 he can't make it next weekend 4 sheets 5 bike 6 written

Additional activity

Students work in pairs. They choose one of the pairs of sentences in Activity 6 as the first part of a conversation and try to continue it. Encourage them to use more examples of ellipsis. Invite a few pairs to share one of their conversations with the class.

Answer

- 3 1 reading the book 5 the book 6 suggestions 7 (really hot) chillies 11 hardened misanthropes 13 it won't make them purr with contentment 14 dogs
- 4 2 it took me 3 ways 4 I'm 8 Are you having/Do you have 9 it will do it 10 of us/you 12 that it
- 5 My friend Susan wanted me to buy her a book for her birthday but I couldn't find the one that she wanted in our local bookshop, so I got her another one that I found there instead of the one she had asked for.
- 6 1 do 2 there 3 so 4 one 5 It 6 not 7 either 8 That

ADDITIONAL PRACTICE | Maximiser p.38, Grammar | MEL Unit 5, Grammar | MEL Extra practice, Use of English 18: Understanding the whole text | Active Teach Extra activity Grammar Focus 1

Reading focus ► p.52

Multiple matching (Part 8)

Aims

- to complete an exam-style multiple matching task (Reading and Use of English Part 8)
- to practise working out meaning from context

- 1 Students discuss the questions in pairs. Elicit a few responses for each. Ask students what they remember about Part 8, Multiple matching. Refer them to the **Exam focus** on p.180 to check their ideas.
- 2 Give students about three minutes to read the article quickly and match the topics with the sections. Check answers as a class.
- 3 Focus students' attention on question 1 in the exam task and ask students to find the words/phrases that correspond to the underlined words.
- 4 Give students about ten minutes to underline key words in questions 2–10 and to choose the sections that correspond to each. Read the **Exam tip** aloud, then ask students to check their answers to questions 6 and 10. Students compare answers in pairs, then check as a class. When checking answers, elicit the sentences in the text that say the same things in different words for questions 6 and 10.

Answers

- 2 1 B 2 A 3 D 4 C 5 E
- 3 1 E 'Find out how things are done. Otherwise you'll be putting yourself under a lot of unnecessary stress. That's what happened to me so I learnt to ask questions – the hard way!'
- 4 2 D 'To be able to reply to these people individually gives you the sense that you are actually making a difference.'
- 3 A 'I've been asked to stay on and be paid for it! Had I not been, I would have been a bit surprised ...'
- 4 B 'It might seem exploitative but, in fashion ..., you have to show your willingness to work hard and for free. If you don't, others will be only too happy to take your place.'
- 5 A 'To avoid burn out, interns need time off and a bit of work–life balance.'
- 6 B 'but the build-up to Fashion Week will mean we'll really have our noses to grindstone and will be expected to work much longer hours.'
- 7 C 'friends are buying houses and have cars and go on holidays. But I never feel I missed out because I'm making a real contribution.'
- 8 D 'A lot of incredibly able people are closed off from the opportunity of an internship in parliament because they can't afford to travel or live in London.'
- 9 E 'Contrary to my expectations, luck was on my side and I found a job as a seamstress.'
- 10 C 'If I was 35 and still working unpaid I would think, 'What am I doing?'

- 5 Students find the words and phrases that match meanings 1–7, then compare answers in pairs before you check as a class.
- 6 Students complete the sentences with the correct forms of words and phrases from Activity 5. They then compare answers in pairs before you check as a class.
- 7 Ask students to find the underlined phrases in the text and deduce the meaning. Elicit the meaning of each. (*Keep your nose to the grindstone* = to work very hard, without stopping to rest; *a real slave driver* = someone who makes people work very hard – used in a disapproving or humorous way; *get a foot on the career ladder* = get your first opportunity in your chosen field.) Give students a moment to consider their answers before sharing in pairs. Conduct whole-class feedback.

Answers

- 5 1 commute 2 come to terms with 3 came in handy
4 build-up 5 devoting 6 taken on 7 set up
- 6 1 come to terms with 2 come in handy
3 devotes/devoted 4 Commuting
5 building up 6 Setting up 7 take on

ADDITIONAL PRACTICE | Maximiser p.36, Reading | MEL Unit 5, Reading | MEL Extra practice, Reading 8: Unfamiliar words B | Active Teach Reading Focus – matching

Grammar focus ▶ p.54

- 1 Students discuss the items in pairs. Check they understand *commute* (regularly travel a long distance to get to work) and elicit the word for a person who commutes: *commuter*.
- 2 Tell students that there is a range of ways to communicate hypothetical meanings in English and in this lesson you are going to review them. Elicit the meaning of *hypothetical* (based on a situation which is not real but might happen or one that didn't happen but potentially could have).

Students choose the correct alternative in each sentence. Ask them to compare their answers in pairs before you check as a class.

Hypothetical meaning

Aim

- to review a range of ways to express hypothetical meaning

Refer students to the **Grammar reference** section on hypothetical meaning on p.156 and ask them to complete the exercise on p.157.

Grammar reference answers

- 1 would stop
- 2 didn't take
- 3 tidied up
- 4 could turn back
- 5 hadn't spent
- 6 didn't have to

- 3 Students complete the rules about hypothetical meaning. Check answers as a class.
- 4 Read the instructions for Activity 4 with the class and point out that this is exam-like practice of Reading and Use of English Part 4. Emphasise the importance of understanding the first sentence before completing the gap. For example, in sentence 1, *wish I had* could fit grammatically, but would not have a similar meaning to the first sentence.
- 5 Students complete the sentences, then compare with a partner. Encourage them to ask at least one question about each of their partner's answers (e.g. A: *I know my friend wishes that she had studied more before she sat her driving test.* B: *Why, what happened? Did she have to retake the test?*).

Answers

- 2 1 A 2 C 3 F 4 G 5 B 6 D 7 E
- 3 1 past simple 2 noun/pronoun + *would* + infinitive
3 *if only* + noun/pronoun + past simple 4 past perfect
5 *could* + infinitive 6 past simple
7 *rather* + noun/pronoun + past simple
- 4 1 wish I hadn't 2 would stop borrowing 3 you didn't tell
4 only people learnt/would learn 5 wish I didn't have
6 high time I wrote

ADDITIONAL PRACTICE | **Maximiser** p.38, **Grammar** | **MEL Unit 5, Grammar** | **Photocopiable 5A You wish!** | **Active Teach Extra activity Grammar Focus 2**

Vocabulary focus ▶ p.55

Prefix *mis-* and false opposites

Aims

- to expand knowledge of words beginning with the prefix *mis-*
- to clarify the meanings of some false opposites

- 1 Tell students that there are three slightly different but related meanings of the prefix *mis-*. Write the words *misbehaviour*, *misunderstanding*, *mistrust* on the board. Elicit the meaning of *mis-* in each case.

- 1 *bad or badly*, e.g. *misfortune*, *misbehaviour*
- 2 *wrong or wrongly*, e.g. *miscalculation*, *misunderstanding*
- 3 *used to refer to an opposite or the lack of something*, e.g. *mistrust*

Students complete the sentences, then compare answers in pairs before you check as a class.

- 2 Focus students' attention on the **Language tip** and read it aloud. Elicit the meaning of the false opposites *disease* (serious illness) and *ease* (if you do something *with ease*, it is easy for you; the antonym is *with difficulty*; if you are *at ease*, you feel relaxed; the antonym is *unease*). Students discuss the meanings of the underlined words in pairs. Ask them not to use dictionaries as meanings will be clarified in Activity 3.

Additional activity

Ask students to identify the syllable stress in the underlined words. Demonstrate the pronunciation for students to check. Alternatively, students could look up the words in www.ldoceonline.com and play the sound recording to check.

unassuming /,ʌnə'sju:mɪŋ/

inadvertently /,ɪnəd'vɜ:təntli/

insipid /ɪn'sɪpɪd/

nondescript /'nɒndə'skrɪpt

nonchalant /'nɒnʃələnt \$,nɑ:nʃə'la:nt/

disgruntled /dɪs'grʌntld/

3 Students match the underlined words from Activity 2 with meanings A–F. Go through the answers with the class and, for each underlined word, elicit whether it has a base form and whether it has an opposite, or is a false opposite.

4 Students answer the questions individually, then share their answers in pairs.

Answers

1 1 misunderstanding 2 misguided 3 misconceptions
4 misleading 5 misgivings 6 misinterpretation
7 misprint 8 mistrustful

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

ADDITIONAL PRACTICE | **Maximiser** p.38, Vocabulary | **MEL** Unit 5, Vocabulary | Photocopiable 5B *Hit and mis-* | **MEL Extra** practice, Use of English 5: Word building in context | **Active Teach** Game: Noughts and crosses

Writing focus ► p.56

Review (Part 2)

covering key features

Aim

- to identify the key features of a review

Remind students that for more information on writing reviews, they can read the **Writing reference** on p.176 for homework.

- Students work in pairs to discuss the questions. Elicit a few ideas for each question.
- Tell students to ignore the gaps for now. Ask them to do this exercise in two stages. First, they should identify which extracts include factual information. Then they should decide which extracts include an element of opinion, and whether it is positive or negative.
- Students match extracts 1–8 with key features A–D. Check answers as a class. Point out that students should make sure to include these key features when writing their reviews.

Answers

- 1 factual information
 - 2 negative opinion
 - 3 factual information
 - 4 factual information
 - 5 negative opinion
 - 6 negative opinion
 - 7 negative opinion
 - 8 negative opinion
- 3 1 B 2 C 3 A 4 A 5 C 6 C 7 D 8 A

Vocabulary

sentence adverbs

4 Read the **Language tip** aloud. Focus students on the adverbs in the box, and clarify or elicit the meanings of *hopefully* (a way of saying what you hope will happen) and *ironically* (used when talking about a situation in which the opposite of what you expected happens or is true). Students add the sentence adverbs to the extracts in Activity 2 then compare in pairs before checking as a class.

Additional activity

Check that students understand what a sentence adverb is and how sentence adverbs differ from regular adverbs. Point out that a sentence adverb relates to the whole sentence that contains it and is usually used to describe the speaker's attitude, whereas a regular adverb modifies a verb, adjective or other adverb. Tell students that sentence adverbs are useful for expressing opinions in a review. They are usually placed at the beginning of a sentence. To further illustrate the difference between a regular adverb and a sentence adverb, write the following on the board:

1 *Sadly, she left.*

2 *She left sadly.*

Ask students to discuss the difference in meaning between the two sentences, then elicit the answer. The first sentence, where *sadly* is used as a sentence adverb, communicates that the speaker feels sad about the whole sentence (i.e. the fact that she left). In the second sentence, *sadly* modifies the verb *left*, so it communicates that she left in a sad manner.

- Students look at the exam task and discuss which two films they would like to review.
- Refer students back to features A–D in Activity 3. Read the **Exam tip** aloud, then ask students to make notes about the two films they chose under those headings.

- 7** Suggest a time limit of 30 minutes for writing the review.
- 8** Give students the opportunity to share drafts in pairs. Students could check that their reviews include the key features from Activity 3. Then allow students some time to improve their reviews before collecting them in.

Teaching tip

Focus your feedback on the lesson aims and grammar covered in the unit. In this case, provide feedback on whether students have included key features, appropriate sentence adverbs, and substitution and ellipsis.

If you don't have time to give individualised feedback, collect the reviews, and skim them quickly so that you can give an overall feedback comment to the whole class about what they did well and what they could improve.

Answers

- 4** 1 Tragically 2 Ironically 3 Curiously 4 Thankfully
5 Hopefully 6 Unfortunately 7 Happily
8 Understandably
- 8** Model answer

In this review I am going to compare two contrasting tales about overcoming adversity. Whereas *The Blind Side* (2009) left me with a huge grin on my face, sadly, *Doctor Zhivago* (1965) left me feeling the weight of the world on my shoulders.

Doctor Zhivago, directed by five-time Oscar winner David Lean, is set in the Bolshevik revolution and follows the title character, who must adapt to the new order while pining for Lara, the beautiful wife of a political campaigner. The director succeeded in creating a film that is thoroughly engaging but full of gritty realism, cruelty and tragic irony. Take the tissues!

The Blind Side, which is based on a true story, is also a bit of a tearjerker, in a completely different way. It stars Sandra

Bullock, who won an Academy Award for her portrayal of a rich white mother in Tennessee who takes a homeless black teenager under her roof. Understandably, the gentle giant thinks he isn't good at anything, but his new mother sees his potential to become a football star and part of the family. The plot is based on a true story, making it all the more touching.

I would strongly recommend *The Blind Side*. It will appeal to a range of people and is a great choice for a movie night. Although *Doctor Zhivago* is a classic, I think it has more of a niche audience and is best saved for when you want a dose of gloom!

ADDITIONAL PRACTICE | Maximiser p.39, Writing | MEL Unit 5, Writing | Photocopiable 5C *Speedy pairs* | MEL Extra practice, Writing 16: How to write a good review | **Active Teach Game:** Pelmanism

Review ► p.57

Aim

- to revise the structures and vocabulary covered in Unit 5

- 1** – **4** Ask students to complete the activities, monitoring to provide assistance. Alternatively, set this as a homework activity. Ask students to compare their answers in pairs before doing a class check.

Answers

- 1** 1 would stop 2 started 3 had realised 4 wouldn't rain/
didn't rain 5 could get 6 didn't go
- 2** 1 C 2 A 3 B 4 A 5 B 6 A
- 3** 1 then 2 as 3 one 4 them
5 this/it 6 more 7 so 8 It
- 4** 1 C 2 A 3 A 4 C 5 B 6 C

ADDITIONAL PRACTICE | **ActiveTeach Games:** Sheep Out!; Stepping Stones