

What If a Shaman Went to a Psychoanalyst?

From the series: *What If?*

Lesson Flow 3 X 45 minutes – flexible



CEFR Level: B2+/C1

Reading Comprehension • Listening Comprehension • Vocabulary • Discussion

Teaching Materials for English as a Foreign Language

Pre-Reading · Personal Engagement

A. Personal Response

What do you associate with the word “trance”?

(e.g. meditation, religion, loss of control, healing, fear)

Your answer:

**Do you think unusual mental states always require treatment or healing?
Why or why not?**

Your answer:

B. Exploring the Topic

In your opinion, what are the responsibilities of a shaman?

Write down two or more keywords.

Your answer:

What is the role of a psychoanalyst?

(e.g. healing, analysis, interpretation, listening)

Write down two or more keywords that have not yet been mentioned.

Your answer:

C. When Perspectives Meet

What might happen when spiritual experiences and psychology meet?

Check one or more options or add your own ideas.

- ☐ misunderstandings
- ☐ rejection
- ☐ mutual learning
- ☐ conflict
- ☐ support

TIP:

*Read or listen to the following text with this guiding question in mind:
Can someone truly help another person without understanding their belief system?*

Vocabulary level (B2+/C1)

Mental states and experiences:

Word	Meaning in the text	Example
trance	<i>altered state of consciousness</i>	Ion knows how to enter a trance.
a mental state	<i>a state of mind / a psychological state</i>	He speaks about his mental states.
unusual	<i>not considered normal or typical</i>	They were unusual mental states.
inner vision	<i>an internal image or perception</i>	The visions occur involuntarily.
experience	<i>a personally lived event or situation</i>	He talks about his experiences.

Control, Boundaries & Responsibility

Word	Meaning in the text	Example
to control	<i>to have something under control</i>	He can no longer fully control the trance.
to lose control	<i>to no longer have conscious control</i>	He fears losing control.
to set boundaries	<i>to establish clear limits</i>	The analyst advises him to set boundaries.
responsibility	<i>the duty to take care of oneself or others</i>	He feels responsible for others.

Reading comprehension – level B2+ (transition to C1)

The Shaman and the Analyst

Ion sat alone at home.
The night was quiet, but his mind was restless.
For weeks, he had felt that something was no longer right.
In the past, he had entered trance deliberately.
Now it came on its own, uninvited.
Before, he had known how to return.
Now he feared returning.
In his community, a shaman was someone who could heal both himself and others.
Now Ion wondered whether he was still capable of either.
He thought of the analyst people had told him about.
A man from a different world—
without rituals, without spirits, without transitions.
Could someone who had never traveled between worlds understand what was happening to him?
Ion had doubts.
What if the analyst described all his extraordinary experiences as illness?
What if he advised him to give up everything that had shaped his life so far?
And yet, Ion knew this:
not seeking help was also a decision—
and a dangerous one.
At the same time, Dr. Kronfeld sat at his desk.
In front of him lay the file of a new patient:
Shaman. Spiritual practice. Visions.
He read the brief notes and leaned back.
He asked himself whether he was the right person for this case.
Psychoanalysis worked with language, memory, and interpretation.
But what if this man's world followed different rules?
Dr. Kronfeld had his own concerns:
what if I reduce Ion's experiences too quickly to psychological explanations alone?
What if I turn something meaningful into a problem?
He knew that his task was not to destroy belief—
but neither was it to overlook suffering.
Between respect and responsibility lay a narrow path.
Both men had not yet realized it,
but they were facing the same question:
when does restraint help—
and when does it become a danger?

Reading Comprehension & Discussion - level (B2+/C1)

Discussion Question 1

What could happen in the best-case scenario if the psychoanalyst meets the shaman? *(Use at least three of the following terms in your answer: session · explain · experience · belief · understanding · acceptance)*

Your answer:

Discussion Question 2

What could happen in the worst-case scenario if the psychoanalyst meets the shaman?

(Use at least three of the following terms in your answer: session · explain · experience · misunderstanding · pathologization · belief · demystification)

Your answer:

Summarize what the psychoanalyst is afraid of. *Focus on intentions, responsibility, and professional limits.*

Your answer:

Summarize what the shaman is afraid of. *Focus on control, responsibility, and loss.*

Your answer:

Listening Comprehension · Questions

Question 1

What role does Ion have in his community?

Answers on Page 25

- A) He is a spiritual teacher without a fixed role
- B) he served a role similar to that of a doctor
- C) He is an outsider whom people avoid
- D) He works as a religious priest

☐ A ☐ B ☐ C ☐ D

Question 2

How did Ion become a shaman?

- A) Through a spontaneous calling
- B) Through a personal experience
- C) Through training within his family
- D) Through studies with a physician

☐ A ☐ B ☐ C ☐ D

Question 3

What is a central characteristic of a shaman, according to Ion?

- A) The ability to interpret visions
- B) Recognition by other people
- C) The frequency of rituals
- D) Control over trance and return

☐ A ☐ B ☐ C ☐ D

Question 4

Why does Ion seek out the psychoanalyst?

- A) Because he wants to end his rituals
- B) Because the visions have disappeared
- C) Because he is losing control over his states
- D) Because others forced him to go

☐ A ☐ B ☐ C ☐ D

Question 5

What does Ion mean by “the loss of order”?

- A) The loss of his belief system
- B) The lack of social recognition
- C) The inability to control his trance states
- D) The loss of his training

☐ A ☐ B ☐ C ☐ D

Listening Comprehension · Questions

Question 6

How does Ion understand his experiences?

Answers on Page 25

- A) As paths that can be entered and left
- B) As illnesses
- C) As psychological states
- D) As dreams without meaning

☐ A ☐ B ☐ C ☐ D

Question 7

Which attitude does the psychoanalyst take?

- A) He evaluates the truth of the visions
- B) He rejects spiritual experiences
- C) He focuses on everyday life, suffering, and functional ability
- D) He tries to convince Ion to abandon his beliefs

☐ A ☐ B ☐ C ☐ D

Question 8

How does the analyst describe Ion's condition?

- A) As a mental illness
- B) As a loss of functioning
- C) As a spiritual crisis
- D) As a neurological disorder

☐ A ☐ B ☐ C ☐ D

Question 9

What does the psychoanalyst suggest to Ion?

- A) Giving up rituals completely
- B) Taking medication
- C) Setting boundaries and taking breaks
- D) Leaving the community

☐ A ☐ B ☐ C ☐ D

Question 10

How is mental health understood in the text?

- A) As complete normality
- B) As the absence of all visions
- C) As adaptation to social expectations
- D) As the ability to remain functional in everyday life

☐ A ☐ B ☐ C ☐ D

Vocabulary · Level (B2+ / C1)

Order, Stability & Everyday Life

Word	Meaning in the Text	Example
order	<i>inner or outer balance; inner structure</i>	He suffers from the loss of order.
stability	<i>psychological or emotional resilience</i>	At the moment, he is not stable.
everyday life	<i>normal daily life</i>	He wants to remain able to function in everyday life.
able to function	<i>able to act and make decisions</i>	Health means being able to function.

Psychological Perspective

Word	Meaning in the Text	Example
loss of functioning	<i>limitation of the ability to function or act</i>	The analyst speaks of a loss of functioning.
to suffer (from)	<i>to be psychologically or physically burdened</i>	He does not suffer from the images themselves, but from the disorder they create.
to evaluate	<i>to judge or compare something</i>	The analyst does not evaluate the experiences as good or bad.

Vocabulary · Level (B2+ / C1)

Belief & Meaning

Word	Meaning in the Text	Example
belief	<i>An inner conviction or personal belief</i>	A belief is not questioned.
meaning	<i>the sense, importance, or value of something</i>	The meaning of the experiences remains open.

Control & Intention

Word	Meaning in the Text	Example
deliberately	<i>with conscious intention</i>	In the past, he entered the trance deliberately.
involuntarily	<i>without conscious control</i>	Ion's problems begin when his visions start to occur involuntarily.

Vocabulary · Deepening & Activation Level (B2+ / C1)

Core difference between: mental state & mental condition

mental state

Meaning:

a person's current psychological or emotional state of mind at a particular moment

Focus:

- temporary or changeable state
- how someone feels or thinks right now
- influenced by situation, stress, mood, or environment

Typical contexts:

- emotions and mood (anxiety, calm, excitement)
- short-term reactions
- psychology and observation
- everyday and academic description

Grammar:

noun phrase

often used with: current mental state, altered mental state, positive/negative mental state

Examples:

His mental state improved after he had some rest.

The witness's mental state affected how clearly she remembered the event.

Stress and lack of sleep can strongly influence your mental state.

mental condition

Meaning:

a lasting psychological disorder or medically recognized mental health problem

Focus:

- long-term or persistent condition
- clinical or diagnostic perspective
- treatment, symptoms, and management

Typical contexts:

- medicine and psychiatry
- diagnosis and therapy
- health reports and research
- legal or insurance contexts

Grammar:

noun phrase

often used with: diagnosed mental condition, chronic mental condition, treat a mental condition

Examples:

Depression is a serious mental condition that requires professional treatment.

The doctor documented the patient's mental condition in the report.

Some mental conditions affect memory and concentration.

Very simple learner-friendly summary

a mental state = how someone feels or thinks at a particular moment

a mental condition = a long-term mental health problem or diagnosis

A state can change quickly; a condition usually lasts longer and needs treatment.

Vocabulary · Deepening & Activation Level (B2+ / C1)

Core difference between: inner vision & mental image

inner vision

Meaning:

a personal, internal picture or idea that represents a person's imagination, goals, values, or future plans

Focus:

- subjective and personal
- often abstract or symbolic
- connected to creativity, motivation, identity, or long-term goals
- emotional or inspirational dimension

Typical contexts:

- personal development and coaching
- creativity and art
- psychology (self-concept, imagination)
- reflective or motivational language

Grammar:

noun phrase

often used with: develop an inner vision, follow an inner vision, a clear inner vision

Examples:

She followed her inner vision when building her career.

Artists often rely on their inner vision to guide their work.

Meditation helped him clarify his inner vision for the future.

mental image

Meaning:

a picture or representation formed in the mind of how something looks, sounds, or feels

Focus:

- concrete and sensory
- visual or perceptual detail
- used in cognitive psychology, learning, memory, and description
- about imagining specific objects, scenes, or actions

Typical contexts:

- memory and learning
- visualization techniques
- psychology and neuroscience
- everyday description

Grammar:

noun phrase

often used with: form a mental image, create a mental image, vivid mental image

Examples:

When I read the novel, I formed a vivid mental image of the city.

Athletes use mental images to practice movements before a competition.

The witness described a clear mental image of the suspect.

Very simple learner-friendly summary

inner vision = a personal, often abstract idea or guiding picture in your mind

mental image = a concrete picture you imagine in your mind

Inner vision is about meaning and direction; *mental image* is about visual detail.

Vocabulary · Deepening & Activation Level (B2+ / C1)

Core difference between: to control & to master

to control

Meaning:

to have power over something or someone; to make something behave in the way you want

Focus:

- external or internal regulation
- limiting, directing, or managing behavior, processes, or systems
- authority, rules, or discipline

Typical contexts:

- emotions and behavior (control anger, control impulses)
- machines and systems (control a device, control traffic)
- organizations and processes (control costs, control access)
- power and authority

Grammar:

verb

common collocations: control emotions, control behavior, control a system, control damage, control costs

Examples:

He struggled to control his anger during the argument.

The pilot controlled the aircraft during the landing.

The government is trying to control the spread of the disease.

to master

Meaning:

to learn or develop a high level of skill or understanding in something

Focus:

- long-term learning and practice
- competence, expertise, and confidence
- internal ability rather than external power
- personal development and achievement

Typical contexts:

- skills and abilities (master a language, master a technique)
- education and training
- arts, sports, and professions self-development

Grammar:

verb

common collocations: master a skill, master a language, master a technique, master a subject

Examples:

It takes years to master a foreign language.

She mastered the technique after months of practice.

He finally mastered the complex software.

Very simple learner-friendly summary

to control = to manage or limit something so it behaves as you want

to master = to become highly skilled at something through learning and practice

You control situations; you master skills.

Vocabulary · Deepening & Activation Level (B2+ / C1)

Core difference between: stability & steadiness

stability

Meaning:

a state of being strong, secure, and unlikely to change, fail, or collapse

Focus:

- long-term condition or structure
- resistance to change or breakdown
- systems, situations, emotions, institutions, or mental states

Typical contexts:

- mental or emotional health
- politics, economy, systems
- relationships
- physical balance or structure

Grammar:

noun

often used with: emotional stability, political stability, financial stability, mental stability

Examples:

After therapy, she slowly regained emotional stability.

The country is trying to restore political stability after the crisis.

Good sleep routines support mental stability.

steadiness

Meaning:

the quality of being calm, controlled, regular, and even in movement, behavior, or performance

Focus:

- moment-to-moment behavior or performance
- consistency and control
- how something is done, not how strong the system is

Typical contexts:

- emotions and reactions
- physical movement (hands, voice, walking)
- work performance

Grammar:

noun

often used with: hand steadiness, emotional steadiness, voice steadiness, mental steadiness

Examples:

The surgeon's hand showed remarkable steadiness during the operation.

She spoke with calm steadiness despite the pressure.

Meditation helped him maintain emotional steadiness in stressful situations.

Very simple learner-friendly summary

stability = long-term strength and resistance to change

steadiness = calm, controlled, and consistent behavior or movement

Both can describe emotional states — but *stability* is about the overall condition, while *steadiness* is about moment-by-moment control.

Vocabulary · Deepening & Activation Level (B2+ / C1)

Core difference between: loss of functioning & functional impairment

loss of functioning

Meaning:

a general decline in a person's ability to live, think, or act normally

Focus:

- the result or state (what has been lost)
- broader, more abstract
- often used in psychology, reports, or academic discussion

Typical contexts:

- mental health
- long-term conditions
- overall life functioning

Grammar:

noun phrase
often used with loss of, degree of, level of

Examples:

Long-term stress can lead to a serious loss of functioning in everyday life.

The therapist noticed a gradual loss of functioning after the trauma

functional impairment

Meaning:

a specific limitation or damage that affects how well a person or body part works

Focus:

- the cause or mechanism (what exactly is impaired)
- more technical and precise
- often used in medical or diagnostic language

Typical contexts:

- medical reports
- diagnosis
- insurance or legal documents
- physical or neurological conditions

Grammar:

noun phrase
often modified by adjectives (temporary, severe, cognitive, motor)

Examples:

The stroke caused a temporary functional impairment of his right hand.

Patients with this condition may experience cognitive functional impairment.

Very simple learner-friendly summary

loss of functioning = talks about the overall result in a person's life

functional impairment = refers to a specific medical limitation

Both are clinical — but they describe the problem from different angles.

Vocabulary · Deepening & Activation Level (B2+ / C1)

Core difference between: to evaluate & to assess

to evaluate

Meaning:

to judge the quality, value, or effectiveness of something based on criteria or standards

Focus:

- making a judgment or conclusion
- comparing something to standards or expectations
- deciding whether something is good, useful, successful, or effective

Typical contexts:

- education (evaluate an essay, performance)
- business (evaluate results, strategies)
- research (evaluate data, outcomes)
- feedback and reviews

Grammar:

verb

often followed by: evaluate + object

common collocations: evaluate performance, evaluate effectiveness, evaluate quality, evaluate impact

Examples:

The teacher evaluated the students' essays using clear criteria.

The company evaluated the success of the new product.

Researchers evaluated the effectiveness of the treatment.

to assess

Meaning:

to carefully examine or measure something in order to understand its condition, level, or risk

Focus:

- collecting information and analyzing a situation
- measuring or estimating rather than judging
- often the step before making a decision

Typical contexts:

- medicine (assess a condition, assess pain, assess risk)
- education (assess progress, assess understanding)
- emergency situations (assess damage, assess danger)

Grammar:

verb

often followed by: assess + object

common collocations: assess risk, assess damage, assess needs, assess performance, assess condition

Examples:

The doctor assessed the patient's condition before treatment.

Teachers assess students' progress throughout the year.

Engineers assessed the damage after the storm.

Very simple learner-friendly summary

to assess = to examine and measure a situation

to evaluate = to judge and decide how good or successful something is

Often, you assess first — and evaluate afterwards.

Vocabulary · Deepening & Activation Level (B2+ / C1)

Core difference between: meaning & significance

meaning

Meaning:

what something expresses, represents, or communicates; what it means to someone

Focus:

- literal or intended message
- personal understanding or interpretation
- emotional or symbolic sense

Typical contexts:

- language and communication (word meaning, sentence meaning)
- personal experience (meaning in life, personal meaning)
- literature and art (symbolic meaning)
- everyday explanations

Grammar:

noun

often used with: the meaning of, convey meaning, give meaning to, personal meaning

Examples:

What is the meaning of this word in this context?

The story has a deep personal meaning for her.

Gestures can carry different meanings in different cultures.

significance

Meaning:

the importance, impact, or value of something, especially in a broader or long-term context

Focus:

- why something matters
- consequences, influence, or implications
- objective or analytical perspective

Typical contexts:

- history (historical significance)
- science and research (statistical significance, clinical significance)
- politics and society (social or cultural significance)
- academic analysis

Grammar:

noun

often used with: the significance of, have significance, historical significance, statistical significance

Examples:

The discovery has great scientific significance.

Historians still debate the significance of the event.

The results are statistically significant.

Very simple learner-friendly summary

meaning = what something expresses or means to someone

significance = why something is important and what impact it has

Meaning is about understanding; *significance* is about importance.

Tasks · Deepening & Activation Level (B2+ / C1)

Choose the better expression and explain why.

Answers on Page 25

mental state & mental condition

- a) Anxiety disorders are a common _____.
- b) Lack of sleep can seriously affect your _____.
- c) The doctor monitored the patient's _____ after the surgery.
- d) The patient was treated for a long-term _____.

Why? _____

inner vision & mental image

- a) The designer had a clear _____ of the atmosphere she wanted to create.
- b) The child formed a detailed _____ of the monster in the story.
- c) Visualization helps athletes build strong _____ before competitions
- d) Her _____ guided her artistic decisions.

Why? _____

Tasks · Deepening & Activation Level (B2+ / C1)

Choose the better expression and explain why.

Answers on Page 25

to control & to master

- a) It took her years to _____ the violin.
- b) The firefighters worked hard to _____ the fire.
- c) He is learning to _____ his impulses.
- d) She finally _____ advanced editing techniques.

Why? _____

stability & steadiness

- a) Years of chaos damaged the country's political _____.
- b) The nurse checked the patient's hand _____ before the injection.
- c) Regular exercise improves emotional _____ over time.
- d) He tried to keep his voice _____ while speaking in public.

Why? _____

Tasks · Deepening & Activation Level (B2+ / C1)

Choose the better expression and explain why.

Answers on Page 26

loss of functioning & functional impairment

- a) The accident caused a temporary _____ in his ability to walk.
- b) Without proper treatment, the disorder may lead to a significant _____ over time.
- c) The brain injury resulted in a serious cognitive _____.
- d) Long-term anxiety can lead to a _____ in social and professional life.

Why? _____

to evaluate & to assess

- a) The engineer _____ the damage after the accident.
- b) The committee _____ the quality of the proposal.
- c) Before making a decision, the manager _____ the risks.
- d) At the end of the program, the results were _____.

Why? _____

Tasks · Deepening & Activation Level (B2+ / C1)

Choose the better expression and explain why.

Answers on Page 26

meaning & significance

- a) What is the _____ of this symbol in the novel?
- b) The ceremony had deep emotional _____ for the family.
- c) Scientists are studying the long-term _____ of climate change.
- d) The discovery was of great historical _____.

Why? _____

Listening Transcript

The Shaman and the Analyst

Ion was a shaman.
In his community, he served a role similar to that of a doctor.
People came to him when no one else could help them.
He had been trained as a shaman by his parents and knew the rules of his role very well.

He knew how to enter a trance deliberately.
He also knew how to leave the trance when the images became too intense.

This knowledge was central to his work.
But that year, something unexpected happened:
the images began to appear without conscious intention.
He could no longer fully control the trance.

The psychoanalyst's office was quiet.
Ion slowly sat down in the chair opposite Dr. Kronfeld.

The analyst asked him why he had come.
After a pause, Ion replied that there was something he could no longer fully control. And what cannot be controlled, he said, must not be used.

The analyst then asked whether Ion was suffering.
Ion explained that he did not suffer from the images themselves,
but from the disorder they brought into his life, since they began to occur spontaneously.

Visions without decision and without preparation were very unusual for him.

Dr. Kronfeld said that Ion was right:
he did not suffer from the images themselves, but from the loss of order.

Dr. Kronfeld further clarified
that he would not evaluate Ion's experiences.
He was not interested in whether they were objective or symbolic.

What mattered to him was whether Ion could sleep, eat, and work,
and whether he was suffering.
Ion accepted this standard as fair.

Listening Transcript

In the conversations that followed, Ion did not speak about visions.
He spoke about exhaustion, about responsibility,
and about the fear of no longer being able to help others
if he could no longer help himself.
Ion said that a shaman who does not know how to return
is no longer a shaman,
but a prisoner.

The analyst did not describe Ion's condition as an illness.
He spoke of a loss of functioning.
One day, Ion asked him directly
whether that meant he was ill.

The analyst said no.
He described Ion as someone
with unusual abilities
that currently demanded more strength
than they gave him.

He suggested setting boundaries,
taking breaks,
and temporarily stepping back from his role
when stability was lacking.
Ion realized that this, too,
was part of his own teaching —
a teaching that is easily forgotten.

At the end of the final session,
Ion explained that he would lead rituals again,
but only once
he was fully able to return.

Outside of Dr. Kronfeld's office, Ion stopped.
He breathed.
This world was there.
And the other world was there as well.
For Ion, it was clear:
Health did not mean
not knowing other worlds,
but being able to function
in this one.

True / False · Listening Comprehension Answers

No.	Statement	Answer	Brief Explanation
1	Ion did not have a special role in his community.	False	Ion served a role similar to that of a doctor and helped people in his community.
2	At the moment, Ion can always enter and leave the trance safely.	False	He can no longer fully control when the trance begins and ends.
3	Ion does not suffer from the images themselves.	True	He suffers from the loss of order, not from the images themselves.
4	The analyst evaluates Ion's experiences as right or wrong.	False	He explicitly says that he does not evaluate Ion's experiences.
5	For the analyst, it is crucial whether Ion is able to function in everyday life.	True	Sleeping, eating, and working are central to the psychoanalyst's assessment.
6	Ion is only concerned with being able to help himself.	False	Ion wants to be able to help both himself and others.
7	The analyst describes Ion's condition as an illness.	False	He speaks of a loss of functioning, not of an illness.
8	The analyst advises Ion to give up his work permanently.	False	He recommends taking breaks, not permanent withdrawal from his work.
9	Ion wants to help again only once he is stable himself.	True	He explains that he will only lead rituals again once he is stable enough.
10	For Ion, health means being able to function in everyday life.	True	This represents the text's concluding definition of health.

Teacher's Guide – CEFR Level B2+/C1 (EFL)

1. Target Group

Adult learners

Upper secondary level (B2+ to early C1)

Courses with an interest in:

- * Psychology
- * Culture & Spirituality
- * Reflection & Discussion

Suitable for:

- * Advanced integration courses
- * University-level courses
- * Conversation and discussion classes

2. Learning Objectives

Students will be able to:

Language Skills

- * understand a literary-narrative text at B2+/C1 level
- * identify key ideas and implicit meanings
- * use abstract vocabulary related to mental states, control, and responsibility
- * express their own viewpoints in a differentiated and precise way

Content Skills

- * distinguish between illness, experience, and functional ability
- * compare different perspectives (spiritual vs. psychological)
- * reflect on when help is appropriate and where boundaries lie

3. Overview of the Material

Included components:

- * Pre-reading activation
- * Listening comprehension (multiple-choice and comprehension questions)
- * Reading comprehension (literary text)
- * Vocabulary work (thematic lexical fields)
- * Discussion and transfer tasks
- * Optional: Audio recording (approx. 8–10 minutes)

Teacher's Guide – CEFR Level B2+/C1 (EFL)

4. Didactic Note (Important)

The text addresses “unusual mental states” without automatically pathologizing them. The goal is not medical evaluation, but rather linguistic and conceptual reflection.

Teachers should ensure that:

- no medical diagnoses are discussed
- students' personal experiences remain voluntary
- the focus remains on language, perspectives, and argumentation

5. Lesson Flow (3 X 45 minutes – flexible)

Phase 1: Warm-Up & Activation (10–15 minutes)

Have students complete the pre-reading questions (Page 1).
Conduct a brief pair discussion based on their responses (Page 1).

Phase 2: Vocabulary Introduction (5–8 minutes)

Provide a short introduction to the vocabulary (Page 2),
which will later be expanded (Pages 8–9).

Phase 3: Reading Comprehension (20–25 minutes)

Have students read the text silently.
Complete the comprehension questions.
Clarify key passages together as a class.

Phase 4: Listening Comprehension (20–25 minutes)

Play the audio once in full.
Play the audio a second time and have students answer the true/false questions and justify their answers.
Complete the listening comprehension questions.
Review the answers together.

Note:

In listening tasks, the focus is on global understanding, not on perfect detail comprehension.

Teacher's Guide – CEFR Level B2+/C1 (EFL)

Phase 5: Vocabulary Work (15 minutes)

Explain vocabulary according to thematic meaning fields.
Have students create their own example sentences.

Phase 6: Vocabulary – Deepening & Activation (35–40 minutes)

Briefly explain the core differences between each word pair.
Students choose the more appropriate expression in context and justify their choice. Discuss selected answers with the class and clarify remaining questions.

6. Answer Notes

Listening Comprehension – Multiple Choice (Sample)

1. Ion's role → B
2. How Ion became a shaman → C
3. Central characteristic → D
4. Reason for seeing the analyst → C
5. "Loss of order" → C
6. Understanding of the experiences → A
7. The analyst's attitude → C
8. Assessment of Ion's condition → B
9. The analyst's recommendation → C
10. Health as understood in the text → D

If answers vary, place the focus on justification and follow-up correction.

Deepening & Activation Answer Key.

mental state & mental condition

- a) mental condition
- b) mental state
- c) mental state
- d) mental condition

inner vision & mental image

- a) inner vision
- b) a mental image
- c) mental images
- d) inner vision

control & master

- a) master
- b) control
- c) control
- d) mastered

stability & steadiness

- a) stability
- b) steadiness
- c) stability
- d) steadiness

Teacher's Guide – CEFR Level B2+/C1 (EFL)

Deepening & Activation Answer Key.

loss of functioning & functional impairment

- a) functional impairment
- b) loss of functioning
- c) functional impairment
- d) loss of functioning

evaluate & assess

- a) assessed
- b) evaluated
- c) assessed
- d) evaluated

meaning & significance

- a) meaning
- b) meaning
- c) significance
- d) significance

Phase 7: Discussion & Transfer (15–20 minutes)

Work on the discussion questions.

Alternatively: assign a written reflection or response as homework.

7. Differentiation & Variations

Simplification:

Use only the listening task or the reading task.
Reduce the vocabulary load.

8. Homework Assignment

Have students write alternative endings (120–180 words).

9. Brief Summary for Teachers

This material combines:

linguistic precision
conceptual depth
high-quality discussion potential

Extension

Debate:

“When does experience become a danger?”

“What did Dr. Kronfeld handle well?”

Creative task:

Write an inner monologue from the perspective of Ion or Dr. Kronfeld.

Teaching TIPS

Didactic Note

The purpose of this task is not to test detailed factual recall, but to support students' understanding of the text's core ideas, particularly with regard to control, responsibility, health, and functional ability.

If students give incorrect answers, it is recommended to replay selected passages of the text.

If comprehension difficulties persist, students may use the listening transcript as additional support.

It is recommended to address the key themes gradually—either in whole-class discussion or in small groups of no more than three participants. This approach ensures that all students have the opportunity to contribute and express their ideas. The materials are designed for a lesson of up to 90 minutes. From a didactic perspective, dividing the lesson into two 45-minute sessions may be more effective, as this supports sustained concentration.

If the lesson ends earlier than planned, it is advisable to first explore the homework tasks orally and invite students to contribute their own examples.

The conversations presented are fictional and serve solely as a basis for linguistic and conceptual engagement with the topic.