

UNIT 7 FEAR

Listening	Recognizing organizational phrases Listening for problems and solutions
Vocabulary	Suffixes <i>-ful</i> and <i>-less</i>
Pronunciation	Managing questions
Pronunciation	Sentence stress

Discussion point

Ask students to look at the picture and imagine how they would feel if they were the person in the picture. Then ask students to share their ideas. Make a list of the feelings on the board. You could keep a tally next to each feeling, or ask for a show of hands to get a general understanding of the most common feelings.

Ask the students to discuss the questions, using the sentence frames to help them get started. Photocopy and cut out the unit 7 *Useful language* page to provide some extra support. After students have discussed the three questions, have them share their answers with the class.

EXTENSION ACTIVITY

Write your own answers to questions 1 and 3 on the board, mixed in with a few other things people can be afraid of. Ask students to guess which answers are your real answers. Give some background information as they guess the correct answers.

Vocabulary preview

Encourage the students to use their monolingual dictionaries to help with any new words. After checking answers, give them time to write the words, the part of speech, and the word stress in their vocabulary notebooks.

ANSWERS

1 a 2 b 3 b 4 a 5 b 6 b 7 b
8 a 9 b

LISTENING 1 Fear of public speaking

Word count 691

Background information

The fear of public speaking affects many people. It triggers physical symptoms, such as the “fight or flight” adrenaline rush. The fear can also affect a person’s speech by making the voice shake. There are several strategies for dealing with this fear, including those outlined in the audio.

Before you listen

- 1 Direct the students’ attention to the *Think about* box. Check their understanding of the terms, particularly *fear of being laughed at*. Give students time to complete the questionnaire individually.
- 2 Have the students form groups, and ask them to discuss their answers. Ask groups to share their best advice with the whole class.

Global listening

Ask students to use their monolingual dictionaries to check the meaning of the words in the *Academic keywords* box. Give them time to write the words, pronunciation, and part of speech in their vocabulary notebooks. Give students time to read the *Recognizing organizational phrases* box. With books closed, ask a student to summarize the main point. Ask other students to recall the phrases.

EXTENSION ACTIVITY

With books closed, hand out the phrases from the *Recognizing organizational phrases* box on large pieces of cardboard. On the board, draw an outline of a page and divide it into three parts. Write *introduction*, *main body*, and *conclusion* in the three parts. Ask students to stick the phrases on the board in the correct part of the “page.”

Remind students about the importance of prediction and how it can help them understand when they listen. Give students time to read the sentences and number them in the order they think they will hear them. Students can compare their answers with a partner before checking them with the class.

AUDIO SCRIPT 2.03

Presenter: Hello, everyone. Today I’m going to talk about the fear of public speaking. First I’ll discuss some interesting facts about the topic. Then I’m going to provide five tips for overcoming this fear. I hope you find these helpful. Finally, I’ll tell you where you can get more information on this topic. Please hold all questions until the end. So first here are three facts about the fear of public speaking. The first one is that, according to some surveys, it is the number one fear people have. It’s even more common than the fear of dying. In fact, about 75% of people say they have this fear. I know I’ve experienced this fear, although not today! The second fact is that men and women are affected equally. That may not be surprising, but what is surprising is that men are more likely than women to find ways to overcome it. And third, having this fear can have a negative effect on your career if you don’t do anything about it, and even impact other aspects of your life. The good news is

that you're not powerless. You can do something about it. Let's now look at some tips for confronting this fear. There are several things you can do. One—start small. Find a few friends to practice with, and then practice again with a larger group. If you start small, you will build up your confidence and be successful. I have spoken with many people about this and they all say the same thing. The actual size of the audience makes no difference. When you actually do speak publicly, just imagine the group is small. Two—be prepared. I think this is one of the most important points. Knowing your material will give you confidence and reduce your fear. If you don't know your material, you will be nervous and possibly get lost. Practice your presentation for a reasonable amount of time, and time yourself. Also, have more material prepared in case you finish early—nothing excessive, just a little extra. Three—don't memorize. No one wants to hear a memorized speech. If I'm being truthful, it's boring for the audience and shows you lack confidence. Just remember the main points and examples. Four—reduce stress. For many, the minute just before you speak is the most fearful. Find out what works for you. Close your eyes. Stretch. Laugh. Do whatever is most useful. Try what some athletes do. They visualize a positive outcome and breathe deeply to reduce their stress. Five—engage the audience. Before you begin your presentation, chat to a few people in the audience. This shows you are friendly and relaxed, and also, you can look these people in the eye to help you connect with the audience. It's essential to engage the audience as a whole as well. Make the talk interactive rather than a monologue. Take questions from the audience. If the audience is involved, you will have time to organize your thoughts as well. Finally, I said I'd provide you with some additional information. There are a lot of resources out there for this kind of thing. There are books on overcoming fears in the local library or at any bookstore. I would recommend a book called *Preparation Equals Confidence* by Dr. Ricardo Lopez. He has all this information and more on his website, and you can even post questions there. Let me conclude by saying these five tips *will* work for you. Start small, be prepared, don't memorize, reduce stress, and engage the audience. If you have other things that have been successful for you, please share them with others. Don't let your fear impair you in any way and never panic. Always be calm. That concludes my presentation. Thank you very much. Let's open it up and see if you have any questions. Yes?

Student: Yes, thank you for taking my question. Why shouldn't someone memorize a presentation? Wouldn't that build confidence?

Presenter: I think I already answered that. No one wants to hear a memorized speech because it's, frankly, boring. It's OK to memorize the key points, but avoid ...

ANSWERS

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

Close listening

Present the symbols and abbreviations to students. Then give them a few minutes to review them. Ask students to get a partner and test each other by giving either the symbol / abbreviation or the meaning. After listening, allow students to compare answers with their partner before checking them with the class.

ANSWERS

Facts

- #1 fear; more common than dying
75% of people have this fear
- men & women affected
men ↑ likely than women to find ways to overcome
- neg affect on career

Overcoming fear

- start sm
- be prepared
- don't mem
- reduce stress
- engage the aud

Add info

Recommended reading: *Preparation = Confidence* by Ricardo Lopez

Developing critical thinking

SUPPORTING CRITICAL THINKING

One aspect of critical thinking is the ability to put yourself in someone else's position. Asking students to give advice to someone with a problem (in this case, the fear of public speaking) which they themselves may not have helps students understand others more.

Encourage students to use their monolingual dictionaries to check the meaning of any words in the *Ways of overcoming fears* box. Have the students form groups and ask them to discuss the questions. After the discussion, have students share their answers and advice with the whole class.

LISTENING 2 Phobias

Word count 786

Background information

A phobia, from the Greek word *phóbos*, is an extremely strong fear of an object or a situation. To be a phobia, the fear has to be strong enough to change the way the person lives their life. For example, someone with a fear of spiders would avoid going into situations where they might see one. The fear is usually irrational; it is highly unlikely that the thing which is feared would actually hurt the person.

Before you listen

- 1 Direct the students' attention to the pictures. Ask two or three students to report back to the class about the discussions they had with their partner.
- 2 Give students time to describe their experiences to a partner.

EXTENSION ACTIVITY

People often enjoy telling and listening to these kinds of experiences. Have the students form groups, and ask them to tell each other their experiences. If there are some very confident speakers in each group, ask them to relate the most interesting experiences to the class.

Global listening

After students listen, give them time to discuss their answers with a partner.

AUDIO SCRIPT 2.04

Host: Hello and welcome to this week's podcast of *To Your Health*. I've invited Dr. Kristin Patterson, expert on phobias, to speak with us today. Good morning and welcome.

Dr. Patterson: It's wonderful to be here.

Host: Let's start out with a definition. What is a phobia? Is it merely a fear of something?

Dr.: A phobia is more than just being fearful. Everyone has certain fears. This is normal and a good thing because a reasonable fear of something dangerous helps keep us safe. There's a reason to be afraid of some snakes, for example. But this is not a phobia of snakes. A phobia is unreasonable and excessive. You fear a snake because it may be harmful. A phobia of snakes, on the other hand, may mean that you can't go hiking for fear of seeing a snake. You become frightened of seeing a snake on TV or at the zoo. You feel powerless because a phobia impairs you. It seriously impacts your life.

Host: Are phobias common?

Dr.: Yes. During their lifetime, more than 10% of people will develop a phobia. One of the most common phobias is the fear of public speaking. Speaking in front of others is stressful for many of us. But there are many other kinds of phobias, such as the fear of water and fear of spiders.

Host: Oh, I've always hated spiders!

Dr.: You do? Does this impair your day-to-day activities?

Host: Uh, well, I saw a spider in my closet and haven't opened it for two weeks.

Dr.: You may have a phobia of spiders. We can work on how to overcome that a bit later. So, how do people react when they're confronted with a phobia? Often a person will have a racing heart, difficulty breathing, or a sick feeling. Other people with phobias may feel helpless and start to panic.

Host: I see.

Dr.: I had a patient recently that had a terrible phobia of elevators. Let's call her Maggie. One problem Maggie faced was that a recent job promotion required her to move her office from the first floor in her building up to the tenth floor. She was certain that the elevator would break while she was inside, and she'd run out of air, or the elevator would fall. Her friends tried to reason with her, but it was pointless. She had a strong fear of elevators.

Host: That's awful! So have you treated Maggie's problem? Were you able to find a solution?

Dr.: We were successful, but it took some time. The first step was that Maggie needed to realize she needed help. Surprisingly, people are sometimes very reluctant to seek help, or don't know where to get help. Phobias may be painful, but are almost always treatable. It's much easier than people think. Maggie and I did some relaxation techniques together. These techniques were useful because they helped her avoid the physical symptoms. I taught her to take slow, deep breaths. Then she was able to think more rationally about the situation. We then discussed each thought that scared her. It was interesting that she never actually experienced a problem with an elevator. And we talked about how it's always possible to breathe in an elevator. I was worried that she might also have a fear of closed places, but this wasn't the case.

Host: So how did Maggie get to the point where she could take the elevator to work?

Dr.: She had to face her fears. After talking about her fears and learning to relax, she started to watch the elevator. She just watched people getting on and off, smiling and talking with others. The next day, she watched it again. But then we stepped in the elevator, together. It didn't go anywhere—we just let the doors open and close several times. She was nervous, but by breathing deeply and relaxing, she was in control. The next day, we repeated the first two steps, and then finally took the elevator up, but only one floor. We repeated this over several days, adding one floor each day.

Host: So did she get to her new office?

Dr.: She did. I went to her office on the tenth floor and called her. I suggested she go into the elevator. She went in, she pressed the tenth floor button, and two minutes later she stepped out of the elevator. By doing all of those things, she's been able to overcome her phobia. It took just a few days. Now, about that spider in your closet ...

Host: Um, oh, I'm afraid we're about out of time. Join us on our next podcast when we talk about –

Dr.: I think you have a fear of facing your fear. Let's discuss that before we talk about your fear of spiders and ...

ANSWERS

elevators	spiders
public speaking	water
snakes	closed spaces

Close listening

Ask the students to study the *Listening for problems and solutions* box. Write *Problems* and *Solutions* on the board and build up a map around them. With books closed, ask students for the phrases. Write them in the correct place on the map. Add *Listen critically* as the third main feature of the map, and elicit the key point from the box (listen for well-supported reasons / arguments).

Direct students to the words in the *Academic keywords* box. Ask them to use their monolingual dictionaries to check the meaning. Then have the students write the words in their vocabulary notebooks.

- 1 Give students time to read the questions before listening to the audio, and then time to discuss their answers with a partner. Then have students check their answers with the whole class.

AUDIO SCRIPT 2.05

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Dr. Patterson: It's wonderful to be here.

Host: Let's start out with a definition. What is a phobia? Is it merely a fear of something?

Dr.: A phobia is more than just being fearful. Everyone has certain fears. This is normal and a good thing because a reasonable fear of something dangerous helps keep us safe. There's a reason to be afraid of some snakes, for example. But this is not a phobia of snakes. A phobia is unreasonable and excessive. You fear a snake because it may be harmful. A phobia of snakes, on the other hand, may mean that you can't go hiking for fear of seeing a snake. You become frightened of seeing a snake on TV or at the zoo. You feel powerless because a phobia impairs you. It seriously impacts your life.

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move her office from the first floor in her building up to the tenth floor. She was certain that the elevator would break while she was inside and she'd run out of air, or the elevator would fall. Her friends tried to reason with her, but it was pointless. She had a strong fear of elevators.

ANSWERS

- 1 phobias
 - 2 It keeps us safe.
 - 3 It impairs them.
 - 4 10%
 - 5 He hasn't opened his closet.
 - 6 It varies. Some people have a racing heart, difficulty breathing, or a sick feeling. Others may feel helpless and start to panic.
 - 7 elevators
 - 8 Her new job was on the tenth floor.
- 2 After listening, ask students to discuss their ideas. Then have them listen to the audio again to confirm their answers.

AUDIO SCRIPT 2.06

Host: That's awful! So have you treated Maggie's problem? Were you able to find a solution?

Dr.: We were successful, but it took some time. The first step was that Maggie needed to realize she needed help. Surprisingly, people are sometimes very reluctant to seek help, or don't know where to get help. Phobias may be painful, but are almost always treatable. It's much easier than people think. Maggie and I did some relaxation techniques together. These techniques were useful because they helped her avoid the physical symptoms. I taught her to take slow, deep breaths. Then she was able to think more rationally about the situation. We then discussed each thought that scared her. It was interesting that she never actually experienced a problem with an elevator. And we talked about how it's always possible to breathe in an elevator. I was worried that she might also have a fear of closed places, but this wasn't the case.

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ANSWERS

- realizing she needed help
- relaxation techniques
- deep breathing
- talking about what scared her
- watching the elevator
- standing in the elevator
- taking the elevator up only one floor
- taking the elevator up one floor at a time
- taking the elevator to the tenth floor

Developing critical thinking

SUPPORTING CRITICAL THINKING

An aspect of critical thinking is the evaluation of the work of others. Students need to develop the skills to assess the strengths and weaknesses, based on reason, of the work of others. In order to do this, they need to draw on information about the topic, their understanding of the situation, and their assessment of the outcome. In question 1, students are practicing these skills in relation to Dr. Patterson's work.

- 1 Have the students form small groups, and ask them to evaluate the techniques. Encourage students to provide supported arguments and reasons when giving their answers.
- 2 Remind students of the listening text *Fear of public speaking*. Ask them if they think there is a connection between this listening text and *Phobias*. Then ask them to discuss the questions in groups. After groups have discussed the questions, have them share their answers with the whole class.

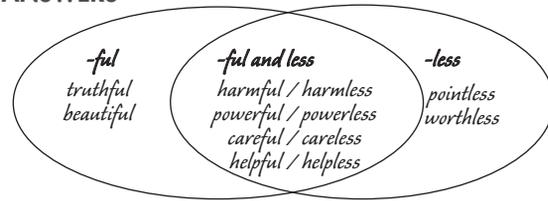
This is a good place to use the video resource *Fear of animals*. It is located in the Video resources section of the Digibook. Alternatively, remind the students about the video resource so they can do this at home.

Vocabulary skill

Before reading the *Suffixes: -ful and -less* box, give students a text. Write the two suffixes on the board and elicit words that use them. If students don't say all the words from the box, give them the root word and ask them to decide which suffix fits. Then ask them to read the box to check the answers.

- 1 Have students check their answers with the class.

ANSWERS



- 2 After checking answers with the whole class, ask students to start a new page in their vocabulary notebooks with the title *Suffixes: -ful and -less*. Have them create a diagram, including all the words with the suffixes from this section.

ANSWERS

- | | |
|-------------|--------------|
| 1 wonderful | 5 stressful |
| 2 fearful | 6 successful |
| 3 harmful | 7 pointless |
| 4 helpless | 8 homeless |

- 3 Give students a few minutes to discuss the questions in groups. Then ask two or three students to share their answers with the class.

SPEAKING Presenting a problem you overcame

Grammar

Ask the students to read the *Grammar* box. Ask questions to check students' understanding.

- 1 Have students work individually to complete the sentences. Monitor and check the form.

ANSWERS

- | | |
|-------------------|------------------|
| 1 have talked | 4 've never felt |
| 2 hasn't admitted | 5 haven't met |
| 3 has given | 6 has gotten |

- 2 Check that students understand the phrases in the first column. Then have them mingle, and ask and answer the questions. Encourage them to extend the conversation. Monitor and take language notes to use in feedback at the end of the exercise.

Pronunciation skill

With books closed, use the text in the *Sentence stress* box as a dictation. Read the text slowly, but naturally, making sure you pause in the correct places, and that you use natural sentence stress. Students read through the box and compare it with their text.

- 1 Ask the students to work in pairs to identify the stressed words. Encourage students to say the sentences aloud, experimenting to find the natural-sounding stress.

AUDIO SCRIPT 2.07

- 1 Doctors can help people with phobias.
- 2 Alice saw the little snake and screamed loudly.
- 3 I am helping my friend with his fear of water.
- 4 I didn't know you were afraid of flying.
- 5 Phobias are powerful, but very treatable.

ANSWERS

- 1 Doctors can help people with phobias.
- 2 Alice saw the little snake and screamed loudly.
- 3 I am helping my friend with his fear of water.
- 4 I didn't know you were afraid of flying.
- 5 Phobias are powerful, but very treatable.

- 2 Ask students to say the sentences individually, and then together with the whole class. Encourage them to look up and say the sentences, rather than read them from the page.

Speaking skill

Elicit the parts of a presentation (for example, introduction, main part, conclusion, and questions). Ask if students can think of any problems with the *questions* part of a presentation (for example, people interrupting the main presentation, the presenter not knowing the answer or having already answered the same point). Have the students give suggestions for dealing with these problems (for example, say at the start that the time for questions will be at the end). Direct students to the *Managing questions* box, and have them read the information.

Have the students form small groups to complete the task. Monitor and take language notes to use in whole-class feedback at the end of the exercise.

SPEAKING TASK

Brainstorm

Direct students' attention to the picture and ask one or two students to describe what it represents. Put the students into groups for the task. Monitor the brainstorm and encourage as appropriate.

Plan

- 1 Ask students to choose a problem in pairs and to take notes.
- 2 Ask students to use their notes to prepare a presentation.

Speak and share

During the mini-presentations, take language notes and do whole-class feedback at the end.

Use the photocopyable unit assignment checklist on page 94 to assess the students' speaking.

STUDY SKILLS Increasing confidence when speaking

Cultural awareness

Many individuals find speaking in formal situations, such as presentations, nerve-wracking. These activities can have different roles across cultures, so students may have had very little experience of giving their own opinion formally and verbally. Some may only now be seeing that it is an expectation in the English-speaking academic world.

Getting started

Give students a few minutes to answer the questions individually. Then ask them to discuss their answers with a partner. Finally, ask two or three students to share their answers with the whole class.

Scenario

After students have read and discussed the scenario, have them share their ideas with the whole class.

POSSIBLE ANSWER

Paulo has focused on turning his nervous feelings into positive energy, and he has identified that he feels more confident if he is organized. He also acts confident, even when he isn't feeling confident. However, he speaks too fast and he should try to slow down. Also, he should try to speak during group discussions instead of being silent.

Consider it

When you elicit feedback, encourage students to support their opinions with reasons.

Over to you

Monitor the discussions and elicit feedback.

EXTENSION ACTIVITY

Students can record the number of times they had to speak formally in English in a week, challenges they experienced, tips they used, and positive outcomes. At the end of the week, students can share their experiences.

Extra research task

There are many quizzes about fear on the Internet. They are usually light-hearted and explore the things we may fear, even if we don't realize it ourselves. Have students do an Internet search for *fear quiz*.