

UNIT 7 FEAR

Reading	Using topic sentences Identifying supporting details
Vocabulary	Verb and preposition collocations
Writing	Developing paragraphs
Grammar	The present perfect simple

Discussion point

Have students work in pairs. Ask them to look at the picture on page 67 and 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. To activate some fear-related vocabulary, write *scared* on the board and ask students to create a list of adjectives which describe fear. (Possible answers: *afraid, frightened, terrified, petrified*). Ask students to tell you which adjectives are the strongest. Point out that these adjectives describe how a person feels. Elicit the adjectives that describe the source of fear, for example, *fearful, frightening, and terrifying*. You could also elicit their related nouns, such as *fear* and *terror*. Practice the pronunciation and stress of the words. When pairs have finished discussing the questions, ask some students to report their partner's most interesting answers to the class.

Vocabulary preview

To activate additional vocabulary, ask students to look at the pictures and comment on them. Ask them to complete the exercise individually, and then discuss their answers with a partner. Afterwards, review the answers, and practice the pronunciation and word stress of the target vocabulary. Encourage students to record the new vocabulary, along with the pronunciation and stress, in their notebooks, and suggest that they write an example sentence with each word for homework.

ANSWERS

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

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.

READING 1 Fears, reactions, coping

Word count 321

Background information

Many people have a fear of a particular thing—this is described as a *phobia*. Phobias can be logical (an understandable fear) or irrational (an unusual fear of something that is not naturally harmful). Whatever the reason, it can be distressing for the sufferer.

List of common phobias:

Fear of flying—*aerophobia*
 Fear of heights—*acrophobia*
 Fear of snakes—*ophidiophobia*
 Fear of dentists—*odontophobia*
 Fear of public speaking—*glossophobia*
 Fear of open spaces—*agoraphobia*
 Fear of enclosed spaces—*claustrophobia*

Some more unusual phobias:

Fear of flowers—*anthrophobia*
 Fear of clowns—*coulrophobia*
 Fear of long words—
hippopotomonstrosesquippedaliophobia
 Fear of butterflies—*lepidopterophobia*

Before you read

Refer students to the *Common fears* box. Ask them to rank the fears with a partner. After pairs have finished, ask them to form groups of four to discuss their rankings. Remind them to give reasons to support their opinions. Afterwards, ask groups to debate as a class. Record any useful vocabulary on the board for students to copy. At this stage, you may wish to share some of the common phobias from the *Background information* box above to generate further class discussion.

Global reading

Exam tip

It is a vital exam skill to be able to identify and use topic sentences accurately. The IELTS Reading Test tests skills such as identifying information and matching paragraph headings. Without these skills, students struggle to understand a text and to produce coherent essays in written exams. Texts are a very rich educational tool that you can use to build your students' competence in approaching exam tasks. A well-written newspaper article or academic text serves as a useful writing model which can be used as a learning tool both in class and during independent study.

Ask the class to tell you what they know about the function of topic sentences. Ask students to read the *Using topic sentences* box carefully. Give them approximately one minute to skim read the text, and then discuss the gist with a partner. Ask a confident student to briefly explain the gist to the class. Remind students that they looked at topic sentences and identifying main points in unit 5 (*Global reading* section, page 48).

- 1 Read the instructions with the class. Ask students to complete the exercise individually, and then compare their ideas with a partner. Check their answers before asking them to move on to exercise 2.

ANSWERS

1 paragraph 2 2 paragraph 4 3 paragraph 1
4 paragraph 5 5 paragraph 3

- 2 Remind students that being able to understand how a text is structured is extremely beneficial. Explain that it is not enough to *think* an answer is correct; students should *know* it is correct from evidence in the text and be able to identify which part of the text proves this.

POSSIBLE ANSWERS

Paragraph 1: If many people have the same fears, how do we all develop them?

Paragraph 2: We have developed a response to situations that might cause us harm, such as a bite from a poisonous snake or a bite from a dog.

Paragraph 3: Of course, not all fears are innate. (at end of previous paragraph); For example, if you see someone almost drown, you may react by developing a fear of water.

Paragraph 4: To answer this question, we have to define what is meant by phobia.

Paragraph 5: It might not cure the fear completely, but it will probably help people to cope better.

Close reading

- 1 Draw students' attention to the *Academic keywords* box. Ask them if they know the meaning of the words, and teach them if necessary. Explain that *whether* can be used to express a doubt or a choice. Ask students to scan the text to locate *whether* and tell you which of the definitions is used. Review the pronunciation and stress, and tell students to add the words to their vocabulary notebooks. Ask students to work in pairs to do the task. Then check the answers with the class.

POSSIBLE ANSWERS

- 1 topic sentence; introduces the main idea of the paragraph
 - 2 gives a supporting example of a cause or source of a fear trigger
 - 3 gives a second supporting example
 - 4 concluding sentence; gives an explanation for why the previous examples might occur
- 2 Point out that this exercise is not only designed to check understanding of the text; it demonstrates how the author has used several aspects of the topic to present a full and interesting article, and how a good text is organized—beginning with the general introduction, and moving on to more specific information and examples. Ask students to complete the exercise individually, and then compare their answers with a partner.

ANSWERS

- 1 snakes / spiders / heights / water / small enclosed spaces
- 2 bite from snake or dog
- 3 fear of water or heights
- 4 crossing bridges, going through tunnels
- 5 public speaking

Developing critical thinking

SUPPORTING CRITICAL THINKING

Exercise 1 requires the students to draw on their own opinions as well as the content of the text. The text explains how fears develop and provides statistics related to the number of sufferers of specific types of phobia. Before starting the exercise, it would be useful to build on this by discussing fears and phobias from an individual's perspective. For example, how they might feel, what their symptoms are, and how their phobia might limit their life. Note: This subject could be sensitive, especially if a student has a particularly pronounced fear. They may feel uncomfortable revealing or talking about it in class—monitor accordingly, giving support or steering the conversation away from anyone who appears uncomfortable. Give students a few minutes to take notes individually before having the group discussion.

Read question 1 with the students. Divide the class into groups of three or four. Remind them that the *Vocabulary preview* section on page 68 contains some useful topic-related vocabulary. Monitor unobtrusively, and take note of any useful corrections or vocabulary to discuss with the class at the feedback stage.

As a warm-up for question 2, ask students to tell you how they feel about public speaking. Ask: *Have you ever done any public speaking? How do you feel about it? How do you prepare for it?*

READING 2 Superhuman powers

Word count 511

Background information

The amygdala is the part of the brain which becomes activated during times of strong emotion, for example, when experiencing anxiety or fear. Information is received through the eyes or ears, passes to the thalamus, and is immediately transferred to the amygdala. This is the part of the brain that allows our survival “fight or flight” reactions to be activated in an emergency situation. The amygdala causes the logical “thinking” part of our brain to shut down so that the body can react to save itself. This is known as the *Amygdala Hijack*. In a person with a phobia, strong fear overwhelms their logical thoughts, so that they cannot convince themselves that the fear is unnecessary. Thousands of years ago, when real dangers were present, this was a very useful function, but in modern life it can cause distressing symptoms.

Before you read

As a quick warm-up, ask the class to name some superheroes and their powers. Have the students work in pairs to discuss which superpower they would like to have. Ask pairs to report some of their ideas to the whole class.

Ask the students to discuss the questions with a partner. Afterwards, ask willing students to relate their experiences to the class. (Note: Some students may not wish to share their fears with the whole class, so ask for volunteers for this.)

Global reading

Draw students’ attention to the *Academic keywords* box and teach the words if necessary. Explain that *tend* is an intransitive verb which is usually followed by *to*. It means *to usually do a particular thing*. *Tend to* is often used by authors and lecturers in academia to highlight that something often or usually happens, but that they are not quoting it as a fact.

- 1 Give students one minute to skim read the text and then discuss what they can remember. It’s a good idea to ask students to close their books after skim reading to prevent them from trying to look at the text or look up new vocabulary afterwards!

ANSWER

b

- 2 Ask the students to complete the task individually, and then compare answers with a partner. Then have them check their answers with the whole class, and ask them which sentences in the text made them choose their answers. Use an OHT with answers underlined if possible.

ANSWERS

1 paragraph 2 2 paragraph 5 3 paragraph 1
4 paragraph 6 5 paragraph 3 6 paragraph 4

- 3 Ask students to answer the questions individually, and then compare their answers with a partner. Allow the class to check answers together, but be ready to confirm or correct where necessary.

ANSWERS

- 1 The brain has a natural fast response to danger.
- 2 Possibly, the brain creates a more detailed memory when we are faced with danger so when we look back at the event the details make it feel like it lasted a long time.
- 3 No; fear can be positive as well as negative.
- 4 Extreme danger can make many people feel completely calm with no emotional reaction at all.
- 5 We become stronger in certain situations, and physical skills like running and jumping improve.
- 6 The brain releases chemicals that make the mind more alert and active when attention is needed.

Close reading

Exam tip

Supporting details reinforce and consolidate the topic of a paragraph. They usually consist of reasons, examples, and evidence in the form of results or statistics. Being able to recognize supporting details will greatly improve students’ chances of scoring well in tasks such as *True, False, Not given*, or table completion in the IELTS Reading Test. The same skills can be utilized when writing—point out to students that in a written exam they are unlikely to have accurate statistics memorized, but they should always include supporting details in their essays to ensure that their text is well-organized and informative.

Direct students’ attention to the *Identifying supporting details* box. Give them time to read it themselves before checking their understanding of the content.

This exercise could be done as a group discussion or as a written task. Afterwards, ask students to share their ideas with the whole class.

ANSWERS

- 1 skills like putting a key in a door
- 2 We normally use 65% of our strength, but we can use 85% in dangerous situations.
- 3 speaking in front of 200 people
- 4 It's possibly because part of the brain creates a more detailed memory of the situation, so it seems like time has passed more slowly.
- 5 We often panic and feel nervous.
- 6 We may become stronger.
- 7 the feeling of time slowing down

Developing critical thinking

SUPPORTING CRITICAL THINKING

In exercise 2, students are required to evaluate information from both of the reading texts. Being able to refer to more than one written source is a key academic skill. Before beginning the exercise, have the students get a partner or form groups of four. Ask half of the partners or groups to re-read *Fears, reactions, coping* and the other half to re-read *Superhuman powers*. They can then review the main ideas from each text together to reawaken useful ideas and vocabulary.

- 1 After groups have finished their discussion, ask them to report some of the most interesting points to the whole class.
- 2 Remind students of the text *Fears, reactions, coping*. Ask them if they think there is a connection between this text and *Superhuman powers*. Then ask them to discuss the questions in groups. Draw their attention to the *Think about* box to give them ideas. Monitor unobtrusively during the discussion, and take note of any useful vocabulary to discuss with the class at the feedback stage.

Vocabulary skill

Read the *Verb and preposition collocations* box with the class. Point out that learning collocations is an important skill which will expand their higher level vocabulary, and increase their accuracy in both writing and speaking. Explain that the only way to learn collocations is to "notice" them in texts and when listening to English. Encourage students to record collocations on specific pages of their vocabulary notebooks and review them regularly.

- 1 Point out that this exercise is very useful as it practices the skill of "noticing" collocations in a text as well as guessing meaning from content. Practicing these skills helps to develop learner autonomy. Ask students to work individually, and then compare their ideas with a partner. Afterwards, confirm the answers, and review the pronunciation and stress of the collocations.

ANSWERS

comment on something = make a written or spoken remark about something, especially giving an opinion
 focus on something = concentrate on something and pay particular attention to it
 associate something with somebody / something = form a connection in your mind between people or things
 depend on something = be changed or affected by something
 react to something = behave in a particular way because of something
 benefit from something = get help or an advantage from something
 attribute something to somebody / something = believe that something is the result of a particular situation, event, or person's actions

- 2 Read the instructions with the class and make sure they understand that they may need to change the grammatical form. If necessary, do the first sentence with the class on the board. Ask students to complete the sentences individually, and then compare their answers with a partner.

ANSWERS

- 1 The way she **reacts to** feedback is very negative.
 - 2 He **depends on** other people a lot for help.
 - 3 People with phobias **benefit from** visiting a doctor.
 - 4 Fear is often **associated with** something we have learned from our experiences in life.
 - 5 She always **comments on** the ideas of others.
 - 6 He **attributes** his success **to** luck rather than hard work.
- 3 Ask the students to write their example sentences, and then compare and evaluate their sentences with a partner.

WRITING Describing a common fear

Cultural awareness

The concept of what constitutes a good paragraph structure varies greatly between cultures. In Middle Eastern countries, students are taught to use a more parallel structure, while students from Asia tend to write around the main idea without stating the purpose until later in the text. In academic English, paragraphs tend to progress from a main idea to specific supporting details, including examples and evidence. Understandably, students may have difficulties mirroring the structure of an English paragraph as their ingrained writing conventions take over. The following exercises are designed to help students identify the organizational features of a paragraph.

Writing skill

Read aloud what the students are going to do, and then refer them to the *Developing paragraphs* box. Remind students again that they can review previous notes on identifying main points in unit 5 (*Global reading* section, page 48).

- 1 Ask the students to complete the exercise individually, and then compare their answers with a partner. If possible, use an OHT of the text to review answers with the class.

ANSWERS

Our response not only becomes faster, but another benefit of fear is that we also become stronger when we are faced with danger. [*topic sentence*] Under pressure skills such as putting a key in a door usually become worse, but physical skills such as running and jumping tend to improve. [*specific information*] If an angry dog is chasing you, you are probably going to run faster. [*example*] In a normal situation we often only use 65% of our strength, but studies have shown that this can increase to as much as 85% in more dangerous situations. [*specific information*]

- 2 Ask the students to complete the exercise individually, and then compare their topic sentences with a partner. Ask students to evaluate, error correct, and then rewrite their topic sentences. Afterwards, have students give you some examples to write on the board. If necessary, improve the examples on the board with the class.

POSSIBLE ANSWERS

Paragraph 1
Phobias affect people in different ways.
Paragraph 2
Many phobias are learned at an early age.

Grammar

Read through *Grammar* box with the class and answer any questions students may have. Emphasize that this tense is often used in academic English to present research findings.

- 1 Ask the students to complete the sentences individually, and then compare their answers with a partner. When checking answers, encourage students to say the full sentences aloud.

ANSWERS

1 've been	4 've given
2 've heard	5 Have you had
3 haven't felt	6 Have you seen

- 2 Ask the students to write their sentences individually, and then compare their answers with a partner. Afterwards, check the answers with the class.

ANSWERS

- 1 I haven't flown since I was a child.
- 2 I haven't taken an elevator for five years.
- 3 I haven't been to the dentist since I was ten years old.
- 4 I haven't spoken in public for two years.

- 3 Ask students to work individually, and then discuss their answers with a partner. Invite volunteers to give you examples. This is for information and interest only—do not error correct in this instance as the volunteers have just shared some rather personal information.

WRITING TASK

Brainstorm

- 1 Read the instructions with the class. Ask students to complete the exercise, and then discuss their answers with a partner. Ask the class to give you examples and say where in the text they found them.

ANSWERS

Have you ever felt afraid in an enclosed space like an elevator? You may have what is known as claustrophobia. This is a fear of being in a space you feel you cannot leave. [*explanation*] If somebody with claustrophobia enters a small space like an elevator, they will probably panic when the doors close. [*example*] Many situations, such as traveling in an elevator, subway train, or airplane, cause claustrophobic people to panic, but in the worst case, even closing the door to a room can cause this feeling. [*example*]

- 2 As a review, ask students to discuss the topic with a partner or in small groups before writing their own notes. At this stage, encourage them to compare their ideas and ask you for help if necessary.

Plan and write

Remind students that they can refer back to the *Writing skill* section on page 73 to help them with planning the structure of their paragraph. Encourage students to discuss and evaluate their plans with a partner before moving on to the writing stage.

Do this writing task in class so you can monitor and assist. Refer students to the conditional sentence in the text—line 2: *If somebody with claustrophobia enters a small space like an elevator, they will probably panic when*

the doors close. Remind them that they studied present conditionals in unit 6 (*Grammar* section, page 64). Encourage students to try to provide an example containing a conditional sentence. Students should aim to write about 100–150 words for their paragraph.

Share, rewrite, and edit

Ask students to exchange their paragraphs with a partner. Encourage them to use the Peer review checklist on page 109 when they are evaluating their partner's paragraph.

Ask students to rewrite and edit their paragraphs. Encourage them to take into consideration their partner's feedback when rewriting. Have students discuss the errors in detail and ask for clarification if necessary. Remind them to keep their first draft of the paragraph to compare after they have rewritten it.

Use the photocopiable unit assignment checklist on page 94 to assess the students' paragraphs.

Extra research task

Ask students to write an article of 250–300 words about one of the following topics:

- a fear or phobia that they have: when and how it started; how they cope with it
- a phobia: what it is; reasons for it; how it could be dealt with
- the effects of fear on the brain: the processes and chemical reactions
- how people can become addicted to fear (for example, in extreme sports): the effect of extreme sports on the body; why it can become addictive; how people can cope with the addiction

If students have access to the Internet, they should research their subject, reading from at least three sources and taking notes. Remind students that they should make a detailed plan and submit this along with their text for marking. They should also remember to reference correctly using the methods discussed in unit 6.

STUDY SKILLS Ways of working with others

Cultural awareness

This page deals specifically with how to work and study effectively with others. Students may come from cultures in which they are actively discouraged from working together in class, or from discussing opinions freely. In collectivist cultures, the individual's opinions have little value in an educational setting. In addition, many cultures place greater emphasis on the teacher as the authoritative figure and expert, so the concept of valuing a peer's feedback may be new or strange. If this is the case, it is important to encourage the practice of collaborative study to increase your students' autonomy and confidence. Such skills will also better equip them for university life in an English-speaking country where seminars and focus groups often require collaboration and in-depth discussion.

If possible, read this *Study skills* section in class. Read it aloud with the students and encourage them to discuss the following:

- Whether they already do some of the things that are suggested.
- What the benefit of doing them might be for them personally.
- How they think they could start to take some of the advice immediately and work it into their regular study practices.
- How they think they could use some of the techniques in class.
- How these skills might help them if they were studying at a university in an English-speaking country. Tell students that you will ask them to report what "supportive working" techniques they have used at the end of next week.