Discussion point

Discussion questions with a partner.
1. What are three things you're afraid of?
2. When was the last time you were afraid? What happened?
   The last time I was afraid was...
3. What's something you used to be scared of, but aren't anymore? What changed?
   I used to be afraid of..., but I'm not anymore. I realized that...
Vocabulary preview

1 Read the sentences. Circle the correct answers.

1. To confront means to __________ a difficult situation.
   a. face
   b. ignore

2. If something is excessive, it’s __________.
   a. less than usual or necessary
   b. more than usual or necessary

3. If things impact you, they __________ you.
   a. confuse
   b. affect

4. If something impairs you, it makes you __________ effective.
   a. less
   b. more

5. If you overcome a problem, you __________.
   a. fail at it
   b. struggle against it successfully

6. To panic means to __________ and not know what to do about it
   a. be thrilled
   b. have a sudden fear

7. A reluctant person is __________ to do something
   a. willing
   b. unwilling

8. If you run out of something, you don’t __________.
   a. have any more of it
   b. remember what to do with it

9. Symptoms are signs that someone has __________.
   a. a new job
   b. an illness

LISTENING 1 Fear of public speaking

Before you listen

1. How do you feel about speaking to these people in English? Mark each one 1, 2, or 3. Then compare with a partner.
   1 = I’m very afraid to do this. ______ a native speaker I know well
   2 = I’m a little afraid to do this. ______ a native speaker I don’t know well
   3 = I’m not afraid to do this. ______ a small group in my English class
      ______ a large group in my English class

2. Work in a group. Answer the questions.
   1. What did you mark 1 or 2? Why?
      I’m a little afraid to speak to a large group. I guess I’m afraid I’ll speak too slowly.

   2. What did you mark 3? Why aren’t you afraid? Can you give your group any advice?
      I’m not afraid to speak to a native speaker I know well. The most important thing is that we communicate.
Global listening

RECOGNIZING ORGANIZATIONAL PHRASES

Organizational phrases are used to introduce the important points in a logical way. Listen for these phrases to better understand how the listening text is organized and when the main ideas will be introduced. Some useful phrases are:

In the introduction
Today I’d like to talk about … First, I’ll discuss … Then, I’m going to consider … Finally, I’ll mention …

In the main body
So first it’s important to … Now let’s turn to … Lastly, I have to mention …

In the conclusion
In conclusion, I’d like to summarize … The main points I discussed were …

2.06 Number these sentences 1–8 in the order you think you will hear them. Then listen to a talk about the fear of public speaking and check your answers.

a __ So first here are three facts about the fear of public speaking.
b __ Today I’m going to talk about the fear of public speaking.
c __ Then I’m going to provide five tips for overcoming this fear.
d __ Let me conclude by saying these five tips will work for you.
e __ Finally I’ll tell you where you can get more information on this topic.
f __ Let’s now look at some tips for dealing with this fear.
g __ Finally, I said I’d provide you with some additional information.
h __ First I’ll discuss some interesting facts about the topic.

Close listening

2.06 Listen to Fear of public speaking again. Use these symbols and abbreviations to complete the notes below.

# = number sm = small
= = equals info = information
& = and mem = memorize
% = percent neg = negative
↑ more aud = audience

Fear of public speaking

Facts
1. ___ 1 fear; more common than dying
   75% of people have this fear
2. men __ women affected
   men ___ likely than women to find ways to overcome
3. ___ affect on career

Overcoming fear
1. start ___
2. be prepared
3. don’t ___
4. reduce stress
5. engage the ___

Addl ___

Recommended reading: Preparation ___ Confidence by Ricardo Lopez
Developing critical thinking

Discuss these questions in a group.

1. Which of the ideas in the box for overcoming a fear of public speaking do you think is the most useful?
2. What advice would you give someone who had a fear of public speaking? I would recommend that the person...
3. How can people turn fear into a positive force?

LISTENING 2 Phobias

Before you listen

1. Look at the images on the right. Which of these things are you most/least afraid of?
2. Look at these common fears. Choose one that has caused you to feel afraid. Describe your experience.

- closed spaces
- elevators
- flying
- heights
- open spaces
- public speaking
- snakes
- spiders
- water

I found a spider in my shoe once. I screamed when I saw it!

Global listening

Listen to the podcast about phobias. What fears are mentioned? Circle them in exercise 2 above.

Close listening

LISTENING FOR PROBLEMS AND SOLUTIONS

When you listen to problems being discussed, you will often need to decide if the solutions suggested are good ones. Listen for phrases like to these to identify the problem and solutions.

Stating problems

- Some people have a problem with ...
- One problem many people face is ...
- A serious problem for some people is ...

Offering solutions

- One thing you can do is ...
- You can solve this problem by ...
- I would suggest ...

When listening to solutions, listen critically. Try to determine if the solutions have well-supported arguments or reasons behind them.
1 **2.08 Listen to the first half of Phobias** again. Answer the questions.

1. What is Dr. Kristin Patterson an expert on?
2. Why is a reasonable fear of something a good thing?
3. What does a phobia of something do to people?
4. What percent of people will develop a phobia in their lifetime?
5. What hasn’t the host done in two weeks?
6. How do people react when faced with a phobia?
7. What was Dr. Patterson’s patient Maggie afraid of?
8. Why was it important that she face this phobia?

2 **2.09 Listen to the second half of Phobias** again. How did the doctor solve Maggie’s problem with elevators? Check (✓) the solutions.

- realizing she needed help
- relaxation techniques
- physical exercise
- deep breathing
- talking about what scared her
- closing her eyes
- watching the elevator
- standing in the elevator
- holding her breath 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

1. **Discuss these questions in a group.**

   1. Do you think Dr. Patterson’s techniques are good ones? Why or why not?
      
      *The techniques that I think are/aren’t good are … because …*

   2. Which techniques would you use to overcome any of your fears? Why?

2. **Think about the ideas from Fear of public speaking and Phobias and discuss these questions in a group.**

   1. Choose one thing from the Before you Listen section. What could you do to help someone with a fear of it?
      
      *A: To help someone with a fear of …, you could …*  
      *B: Another thing that might help is to …*

   2. Is it common for people to discuss their fears in your country? Do you think this is a good or bad thing?
Vocabulary skill

**SUFFIXES: -FUL AND -LESS**

Two common suffixes you can add to words to make adjectives are -ful and -less. The suffix -ful means ‘full of’ (fearful = full of fear) and -less means ‘without’ (fearless = without fear). For some words, either suffix can be added. For others, you can use one suffix but not the other.

- **-ful**
  - beautiful
  - stressful
  - faithful
  - successful

- **-less**
  - hopeful/hopeless
  - thoughtful/thoughtless
  - painful/painless
  - useful/useless

- **-ful and -less**
  - hopeful/hopeless
  - thoughtful/thoughtless
  - painful/painless

1. Look at these word roots. Which take -ful, which take -less, and which can take either? Write the complete words in the diagram.

   - harm
   - truth
   - power
   - point
   - beauty
   - care
   - help
   - worth

2. These sentences are from *Phobias*. Match the root word and correct suffix -ful or -less to complete them.

   - stress
   - home
   - fear
   - harm
   - wonder
   - point
   - success
   - help

   1. It’s ___________ to be here. I’m so happy you invited me.
   2. A phobia is more than merely being ___________ of something.
   3. You probably fear a snake because it may be ___________ to you.
   4. You feel ___________ because a phobia impairs you.
   5. Speaking in front of others is ___________ for many of us.
   6. After a lot of hard work, he was ___________ in finally beating his fear of flying.
   7. Her friends tried to reason with her but it was ___________. She wouldn’t listen.
   8. After he lost his job he worried that he would become ___________.

3. Discuss these questions.

   1. If you were scared of heights, what would be a) pointless and b) useful to do?
   2. What is something that is a) harmful to your health and b) stressful?
   3. When was the last time you felt a) helpless and b) successful?
SPEAKING  Presenting a problem you overcame

You are going to learn how to use the present perfect tense, how to stress the important words in a sentence, and how to manage questions. You are then going to use these skills to present on a problem you overcame.

Grammar

THE PRESENT PERFECT TENSE

Use this tense to talk about an event at an unspecified past time. The exact time is unknown or unimportant. Study the form:

<table>
<thead>
<tr>
<th>Form</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>have /has + past participle</td>
<td>I have / I've experienced this fear.</td>
</tr>
<tr>
<td></td>
<td>I have not / I haven’t experienced this fear.</td>
</tr>
</tbody>
</table>

The event may have happened once or more than once, or it may never have happened.

I’ve spoken in public once / twice / many times.
She’s never spoken in public before

To emphasize the entire past, add ever. It’s common to answer with short answers.

A: Have you ever been in a school play?
B: Yes, I have. / No, I haven’t.
A: Has she ever given a presentation in English?
B: Yes, she has. No, she hasn’t.

1 Complete these sentences with the present perfect form of the verbs.
   1 I ________ (talk) to a doctor about my fear of heights.
   2 Paul ________ (not admit) to anyone that he’s afraid of driving.
   3 Tina ________ (give) that speech three times.
   4 We ________ (never feel) comfortable in small, closed spaces.
   5 I ________ (not meet) anyone with a fear of flying. Have you?
   6 Jun ________ (get) stuck in an elevator three times!

2 Find people who have done these things. Then ask the person for additional information. Take notes.

<table>
<thead>
<tr>
<th>Have you ever … ?</th>
<th>Name</th>
<th>Additional information</th>
</tr>
</thead>
<tbody>
<tr>
<td>given a speech</td>
<td></td>
<td></td>
</tr>
<tr>
<td>climbed a mountain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>flown in a plane</td>
<td></td>
<td></td>
</tr>
<tr>
<td>been overseas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>forgotten someone’s name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>gotten a perfect score on a test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sent an email to the wrong person</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A: Have you ever given a speech?
B: Yes, I have.
A: Oh yeah? Did you enjoy giving it?
Pronunciation skill

SENTENCE STRESS

‘Content’ words carry the most meaning in a sentence so receive more stress. They include question words, nouns, most verbs, adjectives, adverbs, and negative auxiliary verbs (don’t, won’t, hasn’t, etc.)

‘Function’ words give a sentence its grammatically correct form. They carry little meaning so are unstressed. They include articles, pronouns, prepositions, conjunctions, the verb be, and affirmative auxiliary verbs (do, can, did, etc.). Notice the stressed words in the sentences below:

Maggie was afraid of elevators and wasn’t able to go in them.
Now she can enter elevators and doesn’t get scared.

1. **Underline the stressed words. Then listen and check.**
   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. **Practice saying the sentences in exercise 1.**

Speaking skill

MANAGING QUESTIONS

When you give a presentation or talk, you may want to leave some time at the end for questions. Let your listeners know that you expect questions so they can think of them as you speak.

**Stating you will take questions**

Please hold all questions until the end. I’ll be happy to answer any questions later.

**Taking questions**

I’d be happy now to take a few questions. Let’s open it up and see if you have any questions. You don’t have to answer every question. If you answered it already, refer quickly to what you said. If you can’t answer a question, it’s best to be honest about it and say so.

**Referring back to a previous point**

I believe I answered that question previously. I think I’ve already answered that.

**Stating you don’t know the answer**

I’m afraid I don’t know. I’m sorry but I don’t have the answer to that.

Work in a group. Each person should talk about one of these topics for one minute. Say you will take questions at the end. Then answer any questions as best you can.

- foods that are good for the brain
- how to deal with urban sprawl
- the best way to deal with peer pressure
- what emotional nourishment means to me
- why people should do community service
SPEAKING TASK

BRAINSTORM
Work in pairs. Think of some problems you’ve had that you were able to solve. Use these ideas or other ideas. Discuss the problems and how you tried to solve them.

- a fear you overcame
- a time you repaired a broken friendship
- a difficult choice you made
- something you had trouble learning to do

PLAN
1. Now choose one problem. Take notes on the problem, answering some of the wh-questions. Then take notes on the steps you took to solve it and the results you achieved.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution</th>
<th>Steps taken</th>
<th>Results</th>
<th>End result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who?</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>What?</td>
<td></td>
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<td>When?</td>
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<td>How?</td>
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<tr>
<td>Why?</td>
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</tbody>
</table>

2. Use your notes to prepare a presentation on your topic.

SPEAK
Work in groups. Take turns presenting your topic to your group. Let your audience know you expect some questions during or after your presentation. Stress the most important words as you speak.

SHARE
Reflect on your presentations. Was public speaking like this a stressful experience? How comfortable were you? Were the tips in the first listening helpful? What would you do differently next time?
STUDY SKILLS  Increasing confidence when speaking

Getting started
Discuss these questions with a partner.
1 How confident are you when you speak in your first language?
2 In which of these situations would you feel most confident (speaking in your first language)? In which would you feel least confident? Why?
   - chatting with a friend after school
   - giving a short presentation
   - interviewing for a job
   - participating in a debate
   - reading aloud a story you wrote
   - talking with a friend on the phone
3 How confident are you when you speak in English?

Scenario
Read this scenario and think about what Paulo is doing right and what he is doing wrong.

Consider it
Look at these tips for how to increase confidence when speaking. Which ones do you think would be easy to follow? Which could be more challenging? Why?
1 It’s OK to be nervous. Everyone gets nervous sometimes. Instead of trying to eliminate your jitters, focus on turning those feelings into positive energy.
2 Organize your thoughts. The more organized you are, the more confident you will feel. Know what you want to say and why.
3 Slow down. Speaking slowly gives you time to think about what you’re going to say next. Pause at the end of key points and sentences to let your audience take in what you’ve said.
4 Keep it simple. When you speak, don’t try to cover too much. You might lose your train of thought and miss important things you want to say.
5 Contribute. Always try to contribute something to a group discussion. Even if you don’t think you have anything to say, your ideas and perspectives will be valuable to those around you.
6 Reframe. If something unexpected happens, don’t let it knock your self-confidence. Try to “reframe” the situation and look at it in the best possible light.
7 Act confident. People can’t tell if your palms are sweating or your heart is pounding, so don’t tell them. Act confident, even if you don’t feel it.

Over to you
Discuss these questions with a partner.
1 What are some other ways to develop confidence when speaking?
2 Think of a person who speaks confidently. What do you think makes this person confident?
3 What are some ways that others’ behavior can influence how confident you feel? What do others do that can make you feel more or less confident?