UNIT 7 FEAR

Listening
Recognizing organizational phrases
Listening for problems and solutions

Vocabulary
Suffixes -ful and -less

Pronunciation
Managing questions
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
Fear

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. #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. neg affect on career

Overcoming fear
1. start sm 2. be prepared 3. don't mem 4. reduce stress 5. engage the aud

Addl 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, 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
- public speaking
- snakes
- spiders
- water
- 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.

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?

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**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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**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
Have students check their answers with the class.

**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

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.
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.

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.

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.