



LISTENING	Recognizing organizational phrases Listening for problems and solutions
VOCABULARY	Suffixes <i>-ful</i> and <i>-less</i>
SPEAKING	Managing questions
PRONUNCIATION	Sentence stress

Discussion point

Discuss these 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 ...

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 ...

ACADEMIC KEYWORDS

conclude (v) /kən'klud/

excessive (adj) /ɪk'sesɪv/

outcome (n) /'aʊt,kʌm/

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.

- So first here are three facts about the fear of public speaking.
- Today I'm going to talk about the fear of public speaking.
- Then I'm going to provide five tips for overcoming this fear.
- Let me conclude by saying these five tips will work for you.
- Finally I'll tell you where you can get more information on this topic.
- Let's now look at some tips for dealing with this fear.
- Finally, I said I'd provide you with some additional information.
- 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 speakingFacts

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

Overcoming fear

- start sm 2. be prepared 3. don't sm 4. reduce stress
- engage the aud Addl sm

Recommended reading: Preparation sm Confidence by Ricardo Lopez

Developing critical thinking

Discuss these questions in a group.

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

LISTENING 2 Phobias

Before you listen

- Look at the images on the right. Which of these things are you most/least afraid of?
- 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

 2.07 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.

WAYS OF OVERCOMING FEARS

join a public speaking club
practice singing karaoke in front of friends
repeat to yourself that you aren't afraid
take a drama class
talk to yourself in front of a mirror
watch videos of successful public speakers



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.**

- | | |
|--|---|
| <input type="checkbox"/> realizing she needed help | <input type="checkbox"/> standing in the elevator |
| <input type="checkbox"/> relaxation techniques | <input type="checkbox"/> holding her breath in the elevator |
| <input type="checkbox"/> physical exercise | <input type="checkbox"/> taking the elevator up only one floor |
| <input type="checkbox"/> deep breathing | <input type="checkbox"/> taking the elevator up one floor at a time |
| <input type="checkbox"/> talking about what scared her | <input type="checkbox"/> taking the elevator to the tenth floor |
| <input type="checkbox"/> closing her eyes | |
| <input type="checkbox"/> watching the elevator | |

ACADEMIC KEYWORDS

become	(v)	/bɪ'kʌm/
point	(n)	/pɔɪnt/
recently	(adv)	/'ri:əntli/

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

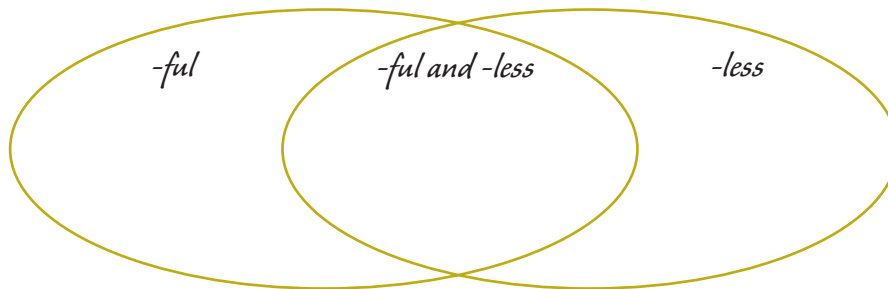
SUFFIXES: *-FUL* AND *-LESS*

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.



- 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:

Form	Example
<i>have /has + past participle</i>	I have / I've experienced this fear. I have not / I haven't experienced this fear.

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.

- I _____ (talk) to a doctor about my fear of heights.
- Paul _____ (not admit) to anyone that he's afraid of driving.
- Tina _____ (give) that speech three times.
- We _____ (never feel) comfortable in small, closed spaces.
- I _____ (not meet) anyone with a fear of flying. Have you?
- 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.

Have you ever ... ?	Name	Additional information
given a speech		
climbed a mountain		
flown in a plane		
been overseas		
forgotten someone's name		
gotten a perfect score on a test		
sent an email to the wrong person		

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 2.10 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

the best way to deal with peer pressure

why people should do community service

how to deal with urban sprawl

what emotional nourishment means to me

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

- 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.

Problem

Who? What?
When? Where?
How? Why?

Solution

Steps taken

Results

End result

- 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 sentence 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?



Paulo has been studying English for several years but finds he still lacks confidence when he speaks. He has recently tried some strategies to try to increase his feeling of confidence. He feels nervous when he speaks in certain situations and has decided that it's worth trying to focus this nervous energy and turn it into more positive energy. He also finds that the more organized he is before he speaks, the more confident he feels. He feels self-conscious when he speaks, so tries to speak a little faster than normal so no one notices this. When he participates in a group discussion, he finds that sometimes it's better to be silent and let others do all that talking. Paulo also "fakes it" sometimes – he may not *feel* confident, but he *acts* like he is very confident.