

UNDERSTANDING FEARS AND Phobias

1 FOCUS ON THE TOPIC

1. Look at the photo. Why are some people scared¹ of snakes?
2. Why are some people scared of certain things?
3. Does having a fear of something change a person's life? How?


¹ scared: afraid or frightened; having a fear

GO TO MyEnglishLab TO CHECK WHAT YOU KNOW.

2 FOCUS ON LISTENING

LISTENING ONE PSYCHED: A RADIO SHOW

VOCABULARY

- 1  A phobia is a very strong fear. Read and listen to the blog about arachnophobia, the fear of spiders.



PHOBIAS: You Are Not Alone

HOME
COMMENT
ABOUT US

(June 9) Arachnophobia

There are many different kinds of phobias. One is arachnophobia, the **fear** of spiders. People with arachnophobia are very scared of spiders. Their hearts beat fast when they see a spider, and sometimes they cry or **shake**. Other people laugh at them. They say, "Why are you so afraid of a little spider?" But remember—many people have this problem. Having arachnophobia is **not your fault**.

(June 12) Comments

(1) Thanks for explaining this. I am very scared of spiders. Sometimes I can't sleep at night because I worry about spiders in my house. My friends say that I'm really not **in danger**, but spiders are **still** a big problem for me. I feel like they're going to kill me! (**Just kidding.**)

—Jenn

(2) I worry about spiders, too. This is a **serious issue** in my life. Do you know that some spiders can **hurt** you? That's why I look for them in my house. And I worry about spiders outside the house, too. Spiders are everywhere. You can't always see them—but they're there. I don't know what to do. I'm **confused** about this, and sometimes I'm **angry with** myself.

—Deepa

2 Match the words and phrases on the left with the definitions on the right. Write the letter of the correct definition on the line.

- | | |
|------------------------|--|
| ___ 1. a serious issue | a. you didn't make a problem happen |
| ___ 2. be angry with | b. I'm joking; I'm not serious. |
| ___ 3. confused | c. in a situation that may hurt or kill you |
| ___ 4. fear | d. move back and forth quickly |
| ___ 5. hurt | e. feel mad or upset because something is not OK |
| ___ 6. in danger | f. up to now |
| ___ 7. not your fault | g. make a person feel pain |
| ___ 8. just kidding | h. not understanding |
| ___ 9. shake | i. feeling of being in danger |
| ___ 10. still | j. a big problem |

GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.

PREVIEW


You are listening to *Psyched*, a call-in radio show. The host of the show is Doctor Jones. She is a psychologist, someone who helps people understand their feelings.



 Listen to the excerpt from *Psyched: A Radio Show*. Then answer the questions. Discuss your answers with the class.

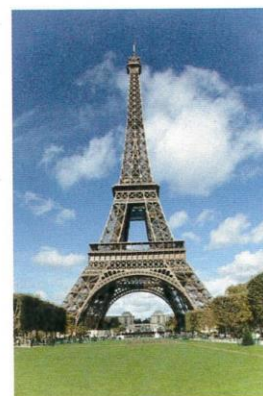
1. According to Doctor Jones, what is a phobia? (Circle one.)
 - a. a shaking body
 - b. a real danger
 - c. a strong fear
2. What happens to people with phobias? (Circle one.)
 - a. They feel like they are in danger.
 - b. They are in danger.
 - c. They feel very strong.
3. What words will you probably hear in this radio show? (Check (✓) three.)
☐ afraid
☐ happy
☐ scared
☐ problem
☐ money
☐ serious

MAIN IDEAS

1  Listen to the whole show. Look at the answers you predicted in the Preview section on page 113. Did your predictions help you to understand the radio show?

2 Choose the best answer to each question.

1. What does Doctor Jones say about phobias?
☐ a. A phobia can't hurt you.
☐ b. A phobia changes your life.



2. What happened to Anna because of her phobia?

_____ a. She was excited in Paris.

_____ b. She was scared in Paris.

3. What is Anna's advice about phobias?

_____ a. Don't be angry with yourself.

_____ b. Don't take a job for a million dollars.

4. Why is Anna's life better today?

_____ a. She can ride elevators.

_____ b. She reads many books.

DETAILS



Listen again. Write **T** (true) or **F** (false). Correct the false information.

_____ 1. Arachnophobia is the fear of spiders.

_____ 2. People with phobias sometimes shake.

_____ 3. A phobia is being afraid of danger.

_____ 4. Claustrophobia is the fear of small spaces.

_____ 5. Anna cared about the kids in the Eiffel Tower.

_____ 6. Anna was scared of elevators and cars.

_____ 7. Writing helps Anna feel less afraid.

_____ 8. Anna's life is easy today.

_____ 9. Having a phobia is your fault.

_____ 10. Many people have phobias.


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MAKE INFERENCES

UNDERSTANDING THE MEANING OF EXAGGERATIONS

An inference is a guess about something that is not directly stated. To make an inference, use information that you understand from what you hear.

Speakers sometimes use exaggerations, or impossible words or phrases, to help make a point. Exaggerations are impossible statements because they describe things that are bigger than things in real life. Speakers use exaggerations to make ideas sound more interesting.


 Listen to the example. Answer the question.

Example

The speaker says she “was going to die.” What does this mean? Look at the following choices:

- a. She could die inside the Eiffel Tower.
- b. She felt very afraid inside the Eiffel Tower.

The answer is: **b**. Usually, people do not die when they go inside high towers. This is an exaggeration, or impossible statement. The meaning of the exaggeration is that the person had a very strong fear of high places. She *felt* like she was going to die when she was inside the Eiffel Tower. She wasn't really going to die, but she felt that way because her fear was very strong.

 Listen to the excerpts. Think about the exaggeration. What do you think the speaker is really trying to say?

Excerpt One

Why does the speaker use the word *forever*?

- ___ a. She spent a long time climbing stairs.
- ___ b. She wasted time because of her phobia.

Excerpt Two

Why does the speaker use the phrase “twenty books a week”?

- ___ a. She reads many books.
- ___ b. She is a very good reader.

Excerpt Three

Why does the speaker use the phrase “a million dollars”?

- _____ a. People with elevator phobias can lose important chances.
- _____ b. It costs a lot of money to have an elevator phobia.

EXPRESS OPINIONS

Discuss the questions with a partner.

1. What do you think about the Eiffel Tower story? Do you sometimes get scared in high buildings?
2. Do you have a phobia? Do you know someone with a phobia? Explain.
3. Do you think books and doctors can help people with phobias? What other things can help? Explain.

 GO TO MyEnglishLab TO GIVE YOUR OPINION ABOUT ANOTHER QUESTION.

3. The psychologist tells him to ____.
- a. look straight ahead
 - b. look at the trucks
4. In the end, Allen feels ____.
- a. very happy that he crossed the bridge
 - b. unhappy because he didn't cross the bridge alone

VOCABULARY

Read the conversation and notice the phrases in bold. Match the phrases on the left to the definitions on the right. Write the letter of the correct definition on the line.

YOUNG MAN: I can't ride this bike! I'm going to fall!

FRIEND: **Calm down.** You can do it.

YOUNG MAN: I don't know how. **What's wrong with me?**

FRIEND: **Come on,** you can do it. You need to **believe in yourself.**

YOUNG MAN: How can I do that? I'm going to fall!

FRIEND: Just **keep going.** Don't **give up.**


- | | |
|-------------------------------|--|
| ____ 1. believe in yourself | a. why do I have this problem? |
| ____ 2. calm down | b. don't stop doing something |
| ____ 3. come on | c. stop feeling scared |
| ____ 4. keep going | d. have a good opinion of yourself |
| ____ 5. what's wrong with me? | e. stop trying |
| ____ 6. give up | f. something we say to help others feel stronger |

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LISTENING SKILL

NOTICING CONTRADICTIONS


When speakers disagree with each other, they sometimes contradict the other speaker. To contradict, you say the opposite of what the other person says.

 Listen to the example.

Example

Who is disagreeing with whom? How do we know?

In this example, the psychologist is disagreeing with Allen. He is saying the opposite of what Allen says. We know this because he puts stress on the word *not* to make the meaning clear. This contradiction shows that the psychologist disagrees with Allen about the trucks.

 Listen to two excerpts from “Crossing a Bridge.” Pay attention to contradictions. Who is disagreeing with whom? What are the two speakers disagreeing about? Which words do they put stress on?

Excerpt One

Who is disagreeing with whom? How do we know?

- a. Allen disagrees with the psychologist.
- b. The psychologist disagrees with Allen.

How do we know? He stresses the word _____.

Excerpt Two

Who is disagreeing with whom?

- a. Allen disagrees with the psychologist.
- b. The psychologist disagrees with Allen.

How do we know? He stresses the word _____.

 GO TO MyEnglishLab FOR MORE SKILL PRACTICE.

CONNECT THE LISTENINGS

STEP 1: Organize

Look at the chart. Work with a partner to complete the chart with information from Listening One and Listening Two.

	TYPE OF PHOBIA	WHERE THEY GOT HELP	HOW THEY FEEL ABOUT PHOBIAS
ANNA	a. fear of _____ b. fear of high places	a. books b. _____	a. A phobia is a _____. b. Don't be _____. c. Does she feel OK? (Circle one.) Yes / No
ALLEN	a. fear of bridges b. fear of _____	a. _____ b. doctors	a. He _____ crossing bridges. b. He feels that something is "wrong" with him. c. Does he feel OK? (Circle one.) Yes / No

STEP 2: Synthesize

Work in groups of three to create an interview. Student A, you are Anna. Student B, you are Allen. Student C, you are a reporter. Complete the interview with information from the chart in Step 1: Organize. Then read the conversation aloud.

REPORTER: What kind of phobias do you have?

ANNA: I have _____. This means _____.

ALLEN: I have the same problem. I can't _____.

REPORTER: Does anything help you with this?

ANNA: Yes! I think _____.

ALLEN: I disagree. I don't think _____.

REPORTER: Tell me more—How do you feel about having a phobia?

ALLEN: I feel _____.

ANNA: Not me. I feel _____.

 **GO TO MyEnglishLab TO CHECK WHAT YOU LEARNED.**

3 FOCUS ON SPEAKING

VOCABULARY

REVIEW

A psychologist is speaking to a young person. This young person is worried about having a phobia. Read the conversation and fill in the blanks with the words from the box. You will not use all of the words.

calm down	in danger
come on	issue
confused	shake
fear	still
hurt	wrong with

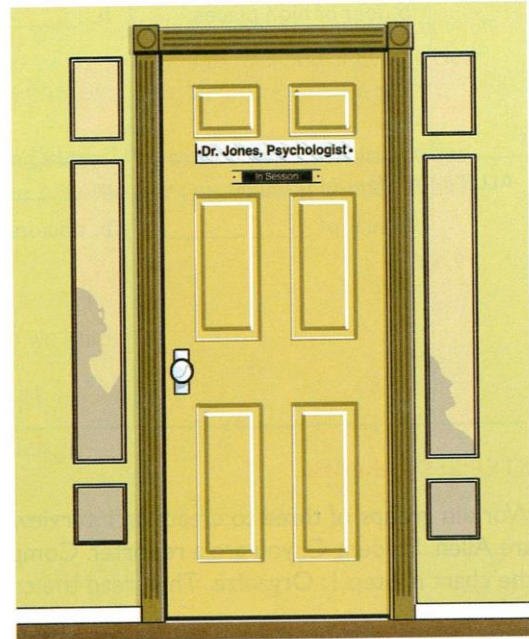
PSYCHOLOGIST: So, why are you here today? How can I help?

YOUNG MAN: Well, I'm 25 years old, and some of my friends are getting married. I have a girlfriend, but when I think about getting married, I get a really strong feeling of _____. Do you think I have a phobia?

PSYCHOLOGIST: I don't think so. Many people feel scared about getting married.

YOUNG MAN: Really? Are you sure I don't have a phobia? How do you know?

PSYCHOLOGIST: First of all, people with phobias feel like they are _____ when they are not. There's really no reason to be scared. But you have a good reason. I think you're scared because you're not ready to get married.



YOUNG MAN: But my friends are ready. They're getting married. What's _____ me? Why am I so scared? Am I just a big baby?
3.

PSYCHOLOGIST: _____. Don't be angry with yourself. This is a/an _____
4. _____ for many people—not feeling ready to get married.
5.

YOUNG MAN: Maybe you're right. But when I think about getting married, my heart beats fast and my hands _____. My whole body feels bad.
6.
Are you sure I don't have a phobia?

PSYCHOLOGIST: I'm sure you don't. There are good reasons to feel scared of getting married.

YOUNG MAN: What are they?

PSYCHOLOGIST: Well, first of all, marriage is not easy. Married people sometimes fight and _____ each other. Sometimes they're very unhappy.
7.
This is a big decision. Don't get married if you're not sure about it. Don't do it if you feel _____.
8.

YOUNG MAN: But what if I never get married? What about my parents? They really want me to get married, but I'm _____ not sure. My
9. parents will be so angry!

PSYCHOLOGIST: Please, _____. Don't get so upset. When you are ready to
10. get married, you'll know it. You'll be happy, not scared.

EXPAND

- 1 Read the advertisement for an e-book, *Power of Speaking in Public*.² Notice the words in bold.

Do you know the #1 fear of Americans? Speaking in public! Are you afraid of speaking in public? You are not alone. This is a very **common** problem. You can **deal with** your fear today. You can become more **confident**. Our e-book, *Power of Speaking in Public*, will really give you **power**. You will speak better and better. You will lose all your fear of speaking in front of others. Try *Power of Speaking in Public*!

² **speaking in public**: speaking in front of a large group of people

- 2 Complete the sentences by matching each sentence beginning on the left with the correct ending on the right. Write the letter of the correct ending on the line.

- | | |
|---|--------------------------------|
| ____ 1. If a problem is common . . . | a. you find a way to solve it. |
| ____ 2. When you deal with a problem . . . | b. believe they can do things. |
| ____ 3. Confident people . . . | c. you can change a situation. |
| ____ 4. If you have power . . . | d. many people have it. |

CREATE

Look at the list of fears. Discuss the questions with a partner. Use words from Review and Expand.

- | | | |
|-------------|------------|-------------------|
| • elevators | • insects | • public speaking |
| • dogs | • darkness | • driving |

1. What kind of issues do people with these fears have?
2. What's the best way to deal with these fears?
3. Which one of these fears do you think is common? Why?

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GRAMMAR

1 Read the excerpts. Then answer the questions.

ANNA: I always walked up the stairs—and it took forever!

PSYCHOLOGIST: There! You did it! You crossed the bridge!

ALLEN: We crossed the bridge.

1. What are the verbs? Underline them.
2. How are the verbs similar? How are they different?

SIMPLE PAST

Use the simple past to describe finished actions or situations.

1. We use the simple past to talk about a specific time in the past: <i>last year, last month, yesterday</i> , and so on.	Anna climbed the stairs last year.
2. Some simple past verbs are regular. Add -ed to the verbs (<i>walked, wanted</i>).	Allen walked to work. He wanted to stay away from cars.
3. Some simple past verbs are irregular (<i>got, became</i>).	Allen got scared of the trucks. Anna's life became easier.
4. To make the negative form of the simple past, use didn't plus the base form of the verb.	Anna didn't take the elevator. Allen didn't cross the bridge alone.

2 Read the information about the fear of clowns. Complete the sentences with the simple past tense of each verb. Then work with a partner. Take turns reading each sentence aloud.



(continued on next page)

THE FEAR OF CLOWNS

Many children and adults react with fear to clowns. A few years ago, British psychologists

_____ the reaction of more than 250 children. They _____
1. (study) 2. (ask)
the children about pictures of clowns in a children's hospital. All the children
_____ strong fear. They _____ that the clown pictures
3. (show) 4. (say)
_____ scary. Also, in the 1990s, many adults _____ scared
5. (be) 6. (get)
when they _____ the movie *It*. In this movie, a clown _____
7. (watch) 8. (make)
friends and then _____ them. After watching this movie, some people
9. (hurt)
_____, and their hearts _____ fast. Recently, one doctor in
10. (cry) 11. (beat)
Canada _____ that clowns are scary because they wear a lot of makeup. In
12. (explain)
her opinion, people need to see faces. She believes that people have a strong reason to be
afraid of clowns. It is because they cannot see their real faces.

- 3** Work with a partner to discuss fears that you (or someone else) had in the past. Student A, interview Student B about a fear in the past. Student B, tell your own true story about your fear or the fear of someone you know. Student A, listen and take notes. Then switch roles. Use your notes to prepare a report for the class.

Interview Questions

1. What kind of fear did you (or someone else) have?
2. How old were you (or someone else)?
3. Why did you (or someone else) have this fear?
4. How did you (or the other person) feel? Were you angry or confused?
5. How did this fear change your life?

Example

My partner is Justin. When Justin **was** 10 years old, he **was** very afraid of dogs. He **had** a reason for this fear. One time, a big dog **hurt** his older brother. After this, he started shaking when he **saw** dogs. His heart **beat** faster, and he **cried**. He **stayed** home often. Sometimes, when friends **invited** him to their houses, he **didn't go**. He **didn't want** to see their dogs.

GO TO MyEnglishLab FOR MORE GRAMMAR PRACTICE.

PRONUNCIATION

PAST TENSE: -ED ENDINGS

The **-ed** ending is sometimes pronounced as a new syllable and sometimes as a new sound.

 Listen to Allen's explanation of an accident.

Example


ALLEN: The driver in front of me stopped quickly. I don't know why he needed to stop. I tried to stop, too, but it was too late. When I stopped, the driver behind me crashed³ into my car!

Look at the underlined verbs. Is the **-ed** ending a new syllable or a new sound?


³ **crash:** to hit very hard

PRONOUNCING -ED ENDINGS

- | | |
|---|---|
| 1. If the last sound in the base verb is /d/ or /t/, -ed is pronounced as a new syllable: /ɪd/ or /əd/. | /ɪd/
The other driver wanted to stop. |
| 2. With other verbs, the -ed ending is pronounced as a new sound, not a syllable: | /ɪd/
I decided to stop, too. |
| a. If the last sound in the base verb is /p/, /f/, /k/, /s/, /ʃ/, or /tʃ/, -ed is pronounced /t/. (See the phonetic alphabet on p. 236.) | /t/
The car stopped quickly. |
| b. After all other verbs, the -ed ending is pronounced /d/. (See the phonetic alphabet on p. x.) | /d/
Allen explained the accident. |
| | /d/
Allen changed his way of driving. |

1  Listen to the words. Circle the correct **-ed** ending.

- | | |
|------------------------------|-----------------------------|
| 1. wanted /t/ /d/ /ɪd/ | 5. walked /t/ /d/ /ɪd/ |
| 2. changed /t/ /d/ /ɪd/ | 6. decided /t/ /d/ /ɪd/ |
| 3. tried /t/ /d/ /ɪd/ | 7. stopped /t/ /d/ /ɪd/ |
| 4. needed /t/ /d/ /ɪd/ | 8. started /t/ /d/ /ɪd/ |

- 2**  Listen to the sentences about Dr. Jones, the psychologist in Listening One. Then repeat each sentence and look at the underlined verbs. Is **-ed** pronounced /t/, /d/, or /ɪd/? Write your answers above the verbs.

/ /

1. She wanted to help others with their problems.

/ /

2. She studied at New York University.

/ /

3. After she graduated, she became a psychologist.

/ /

4. She worked at a hospital for three years.

/ /

5. She talked to many people about their problems.

/ /

6. Then she decided to start a radio show.

/ /

7. She helped many people with fears and phobias.

/ /

8. She also earned a lot of money for her work.

/ /

9. After many years of working, she stopped.

/ /

10. She decided to enjoy life at the beach.

- 3** Work in groups of three to tell the story of Allen's phobia. Use the past tense of the verb in parentheses to make a complete sentence. One person in the group will start the story and the other members of the group will continue the story. Be careful to pronounce the past tense ending correctly.

Example

When he was a young man, he

- a. (start) to be afraid of many things.


The correct response is: When he was a young man, he **started** to be afraid of many things.

1. When he was a young man, he
 - a. (stop) driving his car.
 - b. (walk) to work every day.
 - c. (decide) to see a psychologist.
2. While working with the psychologist, he
 - a. (learn) a new way of thinking about himself.
 - b. (change) his old ideas about driving.
 - c. (try) to cross the bridge in his car.
3. After working with the psychologist, he
 - a. (want) to try new things.
 - b. (study) planes and flying.
 - c. (start) flying a small plane.

SPEAKING SKILL

USING IMPERATIVES

Speakers often use imperatives to give advice. An imperative is the command form of a verb. It is always in present tense. **Don't** is used in the negative form. The subject is "you" since the speaker is giving a command to other people. However, the word *you* is not included in the imperative.


 Listen to the examples from Listening One and Listening Two. Underline the imperative in each one. Then listen again and repeat the imperative verb.

Examples

1. Believe me, a phobia is a very serious issue.
2. Don't be angry with yourself.
3. Think of all the other things you do well.
4. Don't look at the trucks. Just look at the road.

Work with a partner to give each other advice. Use imperatives. Student A, give advice for items 1–3. Student B, give advice for items 4–6.

1. B: I'm scared of taking my driving test.
A: Don't _____. You can do it.
2. B: I don't like elevators.
A: _____ instead!
3. B: I get scared when I travel alone.
A: _____. Then you won't be alone!
4. A: I want a pet, but I'm afraid of dogs.
B: _____. They don't bite.
5. A: I don't want to fly to San Francisco from New York.
B: _____. You'll see more.
6. A: I hate that clown movie!
B: Don't _____. Play a game instead.

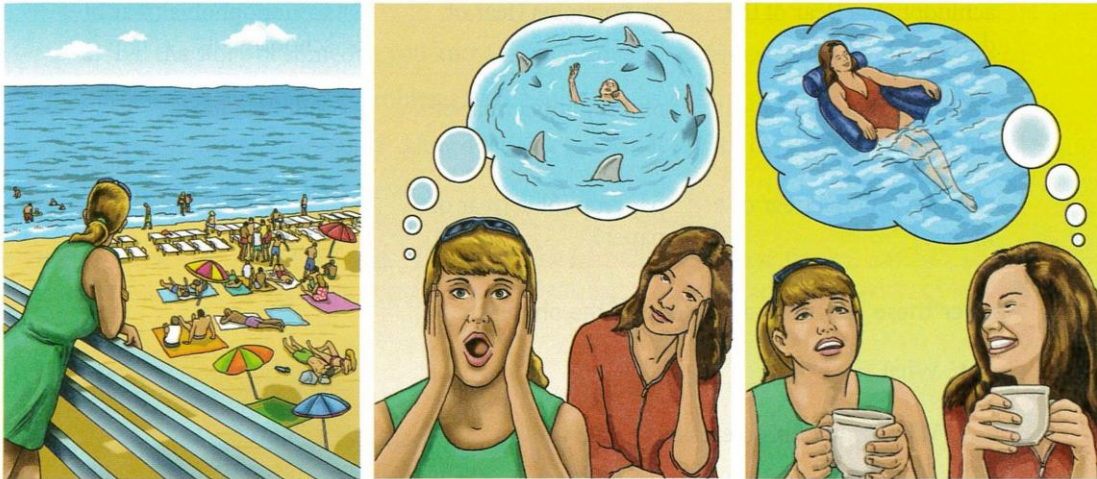
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B: Don't _____. Play a game instead.

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FINAL SPEAKING TASK

*In this task, you will create and perform a 1–3 minute role play about phobias. Try to use the vocabulary, grammar, pronunciation, and language for using imperatives that you learned in this unit.**



Work in pairs. Look at the story strip. Student A, you are a person with a water phobia. Student B, you have the same phobia, but your life is better today. Follow these steps:

STEP 1: Think about the situation. Plan your conversation. Follow these points:

- Student A, explain your problem. Talk about your water phobia and all your problems—all the things you can't do in your life.
- Student B, tell about your life in the past. You had a difficult life with your water phobia. But your life is better today. Give some advice to Student A.

STEP 2: Practice the role play several times. Act like your character and speak naturally. As you practice, write notes about what you will say. Ask your teacher for help as needed.

STEP 3: Perform your role play for the class.

Listening Task

Watch the role plays. Which role play did you like best? Discuss with a partner why you liked that role play.

* For Alternative Speaking Topics, see page 132.

UNIT PROJECT

STEP 1: Look at the list of phobias. Use the Internet to learn more about one of them. Be sure to use a website that you can trust. The best websites to use are from the government, universities, or professional organizations.

achluophobia (fear of the dark)	gamophobia (fear of marriage)	scolionophobia (fear of school)
botanophobia (fear of plants)	ombrophobia (fear of rain)	<i>your own idea</i>
chrometophobia (fear of money)	papyrophobia (fear of paper)	

Answer these questions about one of the phobias.

1. What is _____?
2. What kind of problems do people with _____ have?
3. What's your advice for people with this phobia? What's your advice for their family and friends?
4. What are some other interesting facts about _____?

STEP 2: Prepare an oral report. Share your answers to the questions in Step 1.

STEP 3: Give your report to the class. Try to answer questions about the phobia.

 GO TO MyEnglishLab TO PRACTICE INTERNET SKILLS.

ALTERNATIVE SPEAKING TOPICS

Discuss one of the topics. Use the vocabulary and grammar from the unit.

1. Do you believe that psychologists can really help people with their issues? Why or why not? What are some other ways to help people with their problems in life?
2. Tell the story of someone you know—a person with a serious issue in his or her life. (Serious issues include problems with health, money, fears, or other people.) Is this person happy or unhappy? How does this person deal with his or her issues? What can we learn from this person?

GO TO MyEnglishLab TO DISCUSS ONE OF THE ALTERNATIVE TOPICS, WATCH A VIDEO ABOUT THE WORLD'S WEIRDEST PHOBIA, AND TAKE THE UNIT 5 ACHIEVEMENT TEST.

