



Discussion point

Discuss these questions with a partner.

1 Look at the picture. How does it make you feel?

It makes me feel ...

2 What are you afraid of? Why?

I'm scared of... because ...

3 What do you think causes peoples' fears?

Some fears are caused by ...

READING

Using topic sentences
Identifying supporting
details

VOCABULARY

Collocations

WRITING

Developing a
paragraph

GRAMMAR

The present perfect

Vocabulary preview

Look at the words in bold in the sentences and match them to their definitions below.

- 1 Doctors want to **cure** sick patients so that they are well again.
 - 2 I find it hard to **cope** when I have too much to do.
 - 3 I am trying to **confront** my phobia of spiders by looking at pictures of them.
 - 4 I **react** so badly to heights that they make me feel sick.
 - 5 When did you **develop** your fear of flying?
 - 6 Many fears are **innate** and come from the natural development of humans.
 - 7 I **panic** if I see a large dog.
- a To begin to have something such as a problem or sickness
 - b A very strong feeling of disliking or being afraid of someone or something
 - c To stop someone being affected by an sickness; to control or get rid of a bad habit, feeling, or attitude
 - d To deal successfully with a difficult situation or job
 - e A quality or ability that you have always had
 - f To have a sudden strong feeling of fear or worry that makes you unable to think clearly or calmly
 - g To behave in a particular way because of something that is happening around you or something that someone is doing
 - h To face up to and deal with a difficult situation



READING 1 Fears, reactions, coping

Before you read

Look at these common fears. Try to rank them in order from the most common to the least common fear. Discuss your ideas with a partner.

The most common fear is probably ...

COMMON FEARS

heights	snakes
public transportation	storms
	water

Global reading

- 1 **Underline** the words or ideas that helped you match the sentence to each paragraph.

USING TOPIC SENTENCES

The topic sentence is usually the first sentence of a paragraph, but it might be the second or third sentence. It introduces the main idea of the paragraph and all other ideas in the paragraph will be related to the topic sentence. You can use topic sentences to help you locate the information you need more quickly.

- 2 Read the topic sentences below. Look through *Fears, Reactions, Coping* quickly and try to match the topic sentences to the paragraphs in the text.
 - 1 There are many fears that have developed from our natural human responses to dangerous situations.
 - 2 So how many people suffer from phobias?
 - 3 We all like to think that we are different, but our fears are very similar.
 - 4 Fortunately there are many ways to cope with fears and phobias.
 - 5 Many of our fears are not innate, but are learned from our experiences.

Close reading

1 Look at paragraph 3 in the text and identify the function of each sentence.

- | | |
|-----------------------|-----------------------|
| 1 Many of ... | 3 Or, if a parent ... |
| 2 For example, if ... | 4 The reason ... |

2 Find examples in the text of the following:

- 1 common fears
- 2 situations that caused humans to develop innate fears
- 3 fears that are learned from experience
- 4 two specific phobias
- 5 one social phobia



FEARS, REACTIONS, COPING

1 _____.
Many people have a fear of things like snakes, spiders, heights, water, and small enclosed spaces. If many people have the same fears, how do we all develop them?

2 _____.
If you think about the time when we did not live in houses, but alongside nature, we faced many more dangers from animals. 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. Of course, not all fears are innate.

3 _____.
For example, if you see someone almost drown, you may react by developing a fear of water. Or, if a parent has a fear of heights, it is quite common for their children to also develop a fear of heights. The reason for this is not genetic; it is simply because children learn behavior and attitudes from their parents.

4 _____.
To answer this question, we have to define what is meant by phobia. While almost everyone has a fear of something, whether it is spiders or flying, a fear is only classified as a phobia by psychologists if it is so serious it affects your daily life. According to the Anxiety Disorders Association of America, 19 million Americans (around 6 per cent of the population) have specific phobias, such as crossing bridges or going through tunnels. Another 15 million (around 5 per cent) have a social phobia such as public speaking. Unfortunately, those who have one phobia are likely to have others too.

5 _____.
Because many fears are learned during our lives, we simply have to unlearn these feelings. If people confront their fear in a gradual way, they can learn to control how they react to the situation and not panic. It might not cure the fear completely, but it will probably help people to cope better.

Developing critical thinking

Discuss these questions in a group.

1 Do you think fears are something to worry about, or are they just a natural part of life? Why / why not?

*As far as I'm concerned, people shouldn't worry about phobias because ...
I definitely feel that if a fear is very strong it's a problem because ...*

2 Discuss with a partner which of the following suggestions is the best solution to a fear of public speaking. Why?

- a Take deep breaths with your eyes closed.
- b Focus on other people.
- c Imagine yourself in a place where you are happy.
- d Don't worry about being perfect.

The best solution is probably ... because ...

ACADEMIC KEYWORDS

simply	(adv)	/'sɪmpli/
social	(adj)	/'səʊʃ(ə)l/
whether	(conj)	/'weðə/

READING 2 Superhuman powers

Before you read

1 Discuss these questions with a partner.

- 1 When was the last time you were scared? How did you react?

The last time I was scared was when ...

I felt ...

- 2 Do you ever react in a positive way to fear?

I react positively when ...

Global reading

1 Look at *Superhuman powers*. Is it

- a) a news story about fans of comic book heroes
b) a magazine article about the 'powers' we all possess?

2 Read the topic sentences of each paragraph in *Superhuman powers* and identify in which paragraph you could find the information to answer these questions.

- 1 Why do we react quickly to danger?
- 2 Why does time pass slowly when we are faced with danger?
- 3 Is fear always negative?
- 4 Why doesn't danger worry some people?
- 5 How do we react physically to fear?
- 6 What makes us focus on the situation so much?

3 Read *Superhuman powers* again and answer the questions in exercise 1.

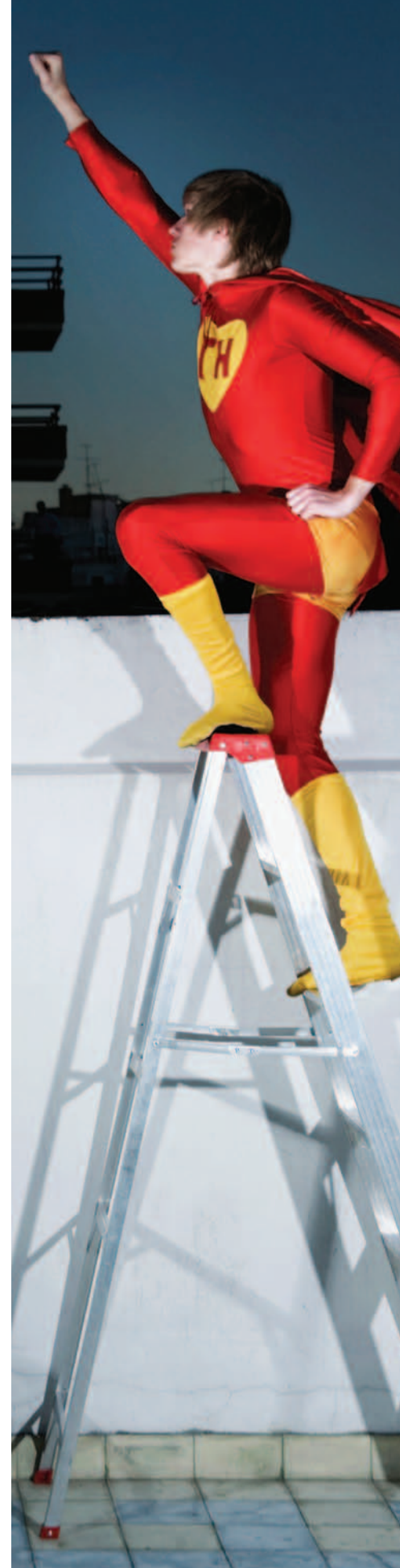
Close reading

IDENTIFYING SUPPORTING DETAILS

Supporting details are used to give the reader a clearer understanding of the topic. When a topic sentence is not clear, identifying the supporting sentences may help you to understand a paragraph more fully.

Read *Superhuman powers* again and answer the questions, using supporting details in the paragraphs.

- 1 What can't we do well under pressure?
- 2 How much strength do we normally use, and when do we use more?
- 3 What example does the text give of a situation where we focus our mind more?
- 4 Why does it seem as if time is slower when we are in a dangerous situation?
- 5 How do we feel when a dangerous situation is over?
- 6 What might we find out when faced with a dangerous situation?
- 7 Which reaction does the author think we know the least about?



1 Most people associate fear with negative feelings, but it can actually be very positive as well. Fear is something innate that we actually rely on to keep us safe when faced with danger. If we are confronted with a dangerous situation, we can unlock abilities that we often do not know we have. Understanding these secret superpowers can help you react to difficult situations in a better way.

2 In the past, humans faced danger on a daily basis so they learned to respond to it instantly in order to stay alive. Today the brain still reacts in the same way and makes you respond to a situation so quickly that you do it before you are aware of the situation. How you respond depends on the situation. If the danger is immediate, a person might run or fight. If it's far away, the reaction might be to freeze (stand still).

3 Our response not only becomes faster when we are faced with danger, but we also benefit from fear by becoming stronger in dangerous situations. 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. If an angry dog chases you, you will probably run faster. 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.

4 When an immediate threat appears, our mind focuses on the things that are really important. The brain releases chemicals that make the mind more alert and active when attention is needed. If you know you are about to speak in front of 200 people, you are likely to be thinking about nothing else other than what you want to say. You are unlikely to be thinking about what you are going to have for dinner tonight.

5 When people have faced a fear, some have commented on the feeling of time slowing down – something that actually lasts for one or two seconds can feel like twenty or thirty seconds. Obviously time does not actually slow down, so what is happening to our brain? Well no one knows for sure, but some attribute the feeling of time slowing down to the part of the brain that creates a more detailed memory. So when we look back at the event, the details make it feel like it lasted a long time.

6 The final superpower is one of fearlessness, in other words, not being worried or concerned about the situation. When faced with the most extreme dangers, many people do not actually feel scared at all. There is often a feeling of complete calm and almost no emotional reaction. It is only later, once the threat has gone, that people start to panic and feel nervous.

7 So if you find yourself in extreme danger in the future, remember the superhuman strengths we all possess. Whether it is strength, speed, or fearlessness that helps you, if you remain calm, you might just find out how powerful you really are.

SUPERHUMAN POWERS

Developing critical thinking

1 Discuss these questions in a group.

1 How might fear be positive in each of these situations?

Fear could be positive when ... because ...

I think fear would help you if you were ... because ...

2 Do you agree that fear can be positive? Why?

I think fear can be positive because ...

In my opinion fear is always negative because ...

2 Think about the ideas from *Fears, reactions, coping* and *Superhuman powers* and discuss these questions in a group.

1 Do you think we learn fears and reactions to them, or are we born with them?

It could be argued that ... because ...

2 Of the most common fears described in *Fears, reactions, coping*, how might the reactions in *Superhuman powers* help someone deal with the situation positively?

For people who are scared of ... they could help by ...

ACADEMIC KEYWORDS

extreme (adj) /ɪk'strɪm/

immediate (adj) /ɪ'mɪdiət/

tend (v) /tend/

THINK ABOUT:

Being near a dangerous snake

Giving a presentation

Running a race

Taking an exam

Vocabulary skill

VERB AND PREPOSITION COLLOCATIONS

Many words commonly collocate with (are used together with) another word. Collocations are sometimes the same in different languages, but sometimes they are different. For example, in some languages you “do a mistake,” but in others, like English, you *make a mistake*. For accuracy it is important to learn which words go together. Learning collocations also helps you build your vocabulary more quickly.

A number of verbs commonly collocate with prepositions. This means a particular preposition typically comes after a particular verb. For example:

*Many people actually **benefit from** feelings of fear.*

In some cases, an object of the verb can come between the verb and the preposition. For example:

*We **associate** it **with** feelings of panic and stress.*

1 Look at the following verb and preposition collocations from *Superhuman powers* and try to guess their meaning from the context.

When people **comment on** fear, they often **focus on** the negatives and **associate** fear **with** feelings of panic and stress. However, our survival can **depend on** how we **react** to a dangerous situation. Many people actually **benefit from** feelings of fear and sometimes even **attribute** their success to it.

2 Replace the phrase in *italics* with a collocation from exercise 1. You may need to change the grammatical form.

- 1 The project *is mainly about* understanding exam stress.
- 2 The way she *responds to* feedback is very negative.
- 3 He *relies on* other people a lot for help.
- 4 People with phobias *can see an improvement by* visiting a doctor.
- 5 Fear is often *linked to* something we have learned from our experiences in life.
- 6 She always *says something about* the ideas of others.
- 7 He *says* his success *comes from* luck rather than hard work.

3 Use three of the collocations from exercise 1 to write sentences about yourself.



WRITING Describing a common fear

You are going to learn about developing paragraphs and using the *present perfect*. You are then going to use these to write a paragraph describing fear.

Writing skill

DEVELOPING PARAGRAPHS

When you write a paragraph, everything in the paragraph should be connected to one main idea. This main idea is usually given in a topic sentence, which is often the first sentence of a paragraph. All other details in the paragraph are there to support this main point. These supporting details are usually in the form of examples, explanations, or other specific information. The final sentence can contain an additional detail, example, or explanation, or it can be a concluding sentence. Sometimes it makes the transition to the topic of the next paragraph.

- 1 Look at the two paragraphs below. In the first one the function of the sentences is marked. Try to do the same for the second paragraph.

Paragraph 1

When an immediate threat appears, our mind focuses on the things that are really important. **The brain releases chemicals that make the mind more alert and active when attention is needed.** If you know you are about to speak in front of 200 people, you are likely to be thinking about nothing else other than what you want to say. You are unlikely to be thinking about what you are going to have for dinner tonight.

Topic sentence

specific information

example

Paragraph 2

Our response not only becomes faster, but another benefit of fear is that we also become stronger when we are faced with danger. 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. If an angry dog is chasing you, you are probably going to run faster. 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.

- 2 Look at the following two paragraphs and try to write a topic sentence for each.

Paragraph 1

_____. Common symptoms associated with phobias include feeling dizzy, getting out of breath, feeling sick, and even a fear of dying. If these feelings are strong, they might lead to a panic attack. Phobias can even make some people isolate themselves from others, making it difficult for them to live a normal life.

Paragraph 2

_____. Adults teach children to fear some things before the child is presented with the situation, through their words or actions. Children may also notice the fears of adults in their family. If they see a parent scared by a situation, they are also likely to be scared by it. Fortunately, many children outgrow their phobias as they get older.

Grammar

THE PRESENT PERFECT

We use the present perfect to talk about events that happened at an unspecified point in time, or to connect the past with the present.

Form	Example
<i>have/has + past participle</i>	<i>We can develop the fear after we have seen something that makes us scared.</i> <i>We have developed a response to situations that might cause us harm.</i>

We use *since* to talk about *when* something started and *for* to talk about *how long* something has lasted.

Form	Example
<i>present perfect + since + point in time</i>	<i>I've been scared of dogs since a dog bit me when I was five years old.</i>
<i>present perfect + for + length of time</i>	<i>I've had this phobia for 13 years.</i>

In academic writing, the present perfect is also often used to report research findings.

*Studies **have shown** that this can increase to as much as 85% in more dangerous situations.*

1 Complete these sentences with the present perfect form of the verb in parentheses.

- 1 I _____ (be) afraid of flying since I was a child.
- 2 I _____ (hear) that flying is the most common fear.
- 3 I _____ (not feel) so scared since I was little.
- 4 I _____ (give) so many talks I'm no longer scared of public speaking.
- 5 _____ (you/have) the feeling of time moving slowly when you are scared?
- 6 _____ (you/see) a doctor about your fears?

2 Write sentences using *for* and *since* to describe these people's fears.

- 1 not fly / a child
I haven't flown since I was a child.
- 2 take an elevator / five years
- 3 go to the dentist / 10 years old
- 4 speak in public / two years

3 Think about your fears and when they started. Write sentences explaining how long you have had the fear.



WRITING TASK

1 Read the paragraph below and complete the following tasks.

Underline the topic sentence.

Circle the supporting details. What types of supporting details are included: examples, explanations or more information?



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. If somebody with claustrophobia enters a small space like an elevator, they will probably panic when the doors close. 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.

BRAINSTORM

You are going to write a paragraph about a common fear. Think about fears you have or other people have. Take notes.

PLAN

Plan your paragraph. Look back at your brainstorm and write a topic sentence. Decide how you want to organize your paragraph.

WRITE

Write a paragraph describing a common fear. Pay attention to your paragraph structure, especially the topic sentence and supporting details. Try to provide an example using a conditional sentence.

SHARE

Exchange paragraphs with a partner. Look at the checklist on page 109 and provide feedback to your partner.

REWRITE AND EDIT

Consider your partner's comments and rewrite your paragraph.

Ways of working with others

by Stella Cottrell

Supportive working

Talk through your difficulties and concerns – others may feel the same way. Help each other to find solutions.

Encourage

Let others know what they do well. Ask their opinions. If you appreciated a particular contribution, tell them!

Collaborate

Give each other suggestions about the best things to read for an assignment. Talk about what you have read. Share strategies for coping with work, children, money, projects.

Divide different aspects of your study between you: for example, you could each check a different library or organisation for information, or you could take part in each other's project questionnaires.

Co-operate

Go through your lecture notes together and see if you picked out different points. Photocopy essays once they have been marked and read each other's. What differences do you notice?

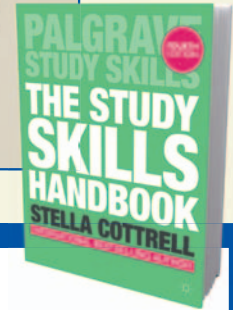
Offer constructive criticism

If you disagree with another person's ideas and if the issue needs to be addressed, then phrase your suggestions in a positive way. Suggest ways forward for improvement, rather than criticizing what is wrong, or was wrong in the past.

- Offer criticism only if invited to do so.
- Point out what is good, as well as what could be improved.
- Comment on behavior or products, not on people.
- Be realistic – only suggest changes that can be achieved.
- Be selective – choose one or two items that would make a real difference.
- Be precise – give a clear example.
- Be sympathetic – use a voice and a manner that help others accept your criticism.

Receive criticism

- Listen attentively.
- Take time to think about what has been said. Look for the truth in it.
- Thank others for constructive comments.
- Ask questions to clarify anything you do not understand.



Beware of copying

All completed pieces of written work must be in your own words – so be careful that you don't appear to be copying other people and that they don't appear to be copying you.

Share work fairly

If you share tasks out, make sure it is on a fair basis. Consider what is fair in the circumstances, and what to do if someone really cannot do what they agreed to do.

Encourage others, but look after yourself

Encourage other people if they are having problems – but avoid being drawn into anybody else's depression or negativity.

**Hazards
to watch
out for**

Planning to prevent difficulties

If you are going to work with somebody else over a period of time, think through what you hope to gain from working together, and what hazards may arise. You could each write down your reflections under three headings:

- 'Advantages'
- 'Potential difficulties'
- 'Ways we could deal with these difficulties'.

Go through all the advantages together. Consider each potential difficulty and brainstorm ideas for ways of dealing with it. Be creative in looking for strategies. If you still can't think of a solution, speak to another friend, a tutor or a student counsellor.