

Objectives

Listening

Listening for gist and for specific information

Grammar

Modal verbs of possibility and deduction: *must, can't, might*

Reading

Predicting the content of a text; reading for detailed information

Critical thinking

Showing an understanding of people's fears and possible treatments for fears

Functions

Asking and answering questions

Writing

Writing an article about a phobia

Phobias

UNIT 15

OBJECTIVES

Listening Listening for gist and for specific information
Grammar Modal verbs of possibility and deduction: *must, can't, might*
Reading Predicting the content of a text; reading for detailed information
Critical thinking Showing an understanding of people's fears and possible treatments for fears
Functions Asking and answering questions
Writing Writing an article about a phobia

Listening

- 1 **Answer these questions, then discuss your answers in pairs.**
 - a Are you afraid of any of the things in the pictures?
Were you afraid of these when you were a child?
 - b Did you stop feeling frightened of any of these? Why?
- 2 **Guess the meanings of the highlighted words from the listening text.**
 - a If you are frightened of something, you feel **fear**.
 - b If you feel extremely frightened of something, you have a **phobia**.
 - c If you turn round many times, you may feel **dizzy**.
 - d If you **get over** an illness, you recover from it.
 - e If you worry so much that you lose control, you **panic**.
 - f If you **avoid** something, you try not to see it, do it or go to it.
- 3 **Listen to four people talking about their phobias. What is each person frightened of?**
 1 *spiders* 2 3 4
- 4 **Listen again. Are these sentences True or False?**
 - a The first speaker's father was afraid of spiders.
 - b He likes visiting old buildings.
 - c The second speaker has been afraid of dolls since she was a baby.
 - d She has never got over this phobia.
 - e The third speaker was travelling when he realised that he had a phobia.
 - f The speaker now avoids small or overcrowded places.
 - g The fourth speaker is afraid of all kinds of shops.
 - h She does not like open spaces.
- 5 **Discuss this question in pairs.**
 Why are many people afraid of the dark and spiders?

WORKBOOK
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spiders

sharks

dentists

the dark

dolls

LESSON 1

Before using the book:

- Write the word **fear** on the board. Explain what it means and ask the students what they are frightened of. As they suggest things, ask them about a few ordinary fears such as fear of spiders, heights, flying and other things that certain people have phobias about.
- Explain that this unit is about phobias: fears that people have about things which other people find completely harmless. A phobia is often regarded as an irrational fear.

Listening

1 Answer these questions, then discuss your answers in pairs.

- 1 Focus attention on the pictures. Ask the students to put their hands up if they are afraid of any of the things in the pictures. If you are afraid of any of them, tell the class.
- 2 Go through the questions with the class and give the students time to answer them individually. Then put the students into pairs and ask them to discuss the questions. Go round monitoring and helping where needed as they do this.
- 3 Ask the pairs to report back to the class on what they talked about. Encourage class discussion.

Students' own answers**2 Guess the meanings of the highlighted words from the listening text.**

- 1 Tell the students that the words in yellow highlighted in these sentences are ones that they will need in this unit. Read the sentences aloud or ask several students to read them.
- 2 Give the students a few minutes to think about the words, look at the context in which they occur and decide what they think they might mean. Ask several students for their guesses before allowing them to check their dictionary.

Answers:

- a *fear*: the feeling you get when you are afraid or worried that something bad will happen.
- b *phobia*: a strong, unreasonable fear of something
- c *dizzy*: feeling that you are losing your balance, for example, because you have been spinning round or you are ill
- d *get over*: to feel better after a bad experience, or after being ill
- e *panic*: a sudden strong feeling of fear or anxiety that makes you unable to think clearly or behave sensibly
- f *avoid*: to make sure that something bad does not happen

3 Listen to four people talking about their phobias. What is each person frightened of?

- 1 Read the instructions with the class before you

play the recording and point out that all they have to do is to identify what each person is frightened of.

- 2 Play the recording or read the script, pausing after each speaker if necessary so that the students have time to note down their answers.
- 3 Check answers with the class.

Answers:

- 2 dolls
- 3 very small spaces
- 4 large open spaces

TAPESCRIPT

Narrator: Speaker one

Speaker 1: I used to have a phobia about spiders. My father was frightened of spiders, so my phobia must have come from him. I remember him telling me that many spiders are poisonous. I always thought that any spider I saw was going to bite me, so I avoided all of the places where I might find a spider. I hated opening cupboards because I might have found a spider in it. And I never visited old buildings that might have been their home.

Narrator: Speaker two

Speaker 2: My mother says I loved dolls until I was about five, so fear of dolls can't have been a phobia I was born with. It just happened slowly, like an illness. When I was seven, one of my aunts tried to help me get over this fear. She brought me an old doll, then took off its hair to show me that it wasn't a real person. Of course this just made everything worse. For weeks after I had bad dreams about dolls. That was when my fear turned into a real phobia. Now, if I see a doll, I feel ill and dizzy. I must get away from it.

Narrator: Speaker three

Speaker 3: When I was fifteen, I was in London and I had to travel on the underground. The train was full of people. Everyone was talking or reading their newspapers, then the train stopped in a tunnel. Most people stayed quite calm, but I began to panic. I ran up and down the train crying and shouting. After about five minutes, the train started moving again, and I got out at the next station. Since then I haven't travelled on the underground. I don't like being in very small places – that must be why I have a phobia about lifts, too. In my last job I worked on the fourteenth floor of an office building, but I went up by the stairs, not the lift. I sometimes took the lift just to

show myself that I could do it, but I didn't enjoy it.

Narrator: Speaker four

Speaker 4: Going to the park and other open places can be terrible for me. I have a very strange feeling when I go to these places. The small streets near my home and small shops aren't a problem, but a trip to a big open space like a park or a sports ground can be a nightmare. I hear my own voice saying, "I must get away!" I'm really afraid of open spaces.

4 Listen again. Are these sentences True or False?

- Go through the statements with the class and make sure that everyone understands them. Play the recording or read the script again, pausing after each speaker, and ask the students to mark the statements *T* (True) or *F* (False).
- Check the answers with the class and ask the students to correct the false statements.

Answers:

- b F He never visits old buildings.
- c F She loved dolls until she was five.
- d T
- e T
- f T
- g F She does not mind small shops.
- h T

5 Discuss this question in pairs.

- You could do this exercise as a class discussion. Ask the students to think about the question and make notes if they want you to. You may need to start them off with some ideas. For example, some people are afraid of spiders because they have lots of legs and can move very quickly.
- Ask as many students as possible for their ideas and write them on the board.

Students' own answers



Phobias

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1 Match to make sentences. Listen to check your answers.

a If you have a phobia,	1 <input type="checkbox"/> a toy which looks like a baby or a small person.
b A doll is	2 <input type="checkbox"/> do not like large parks.
c People who are frightened of open spaces	3 <input type="checkbox"/> you lose control of yourself.
d You may feel dizzy	4 <input checked="" type="checkbox"/> a you feel very frightened of something.
e If you panic,	5 <input type="checkbox"/> if you turn round and round too many times.

2 Complete the sentences with prepositions.

about from of over with

- When I was younger, I often dreamt about tunnels.
- Some children are frightened _____ the dark.
- I don't like travelling on trains or buses which are full _____ people.
- My fear _____ parties came _____ my mother.
- I've always been afraid _____ birds.
- My brother was born _____ a fear _____ cats.
- I really want to get _____ my fear _____ heights, but it is very difficult.
- My aunt is afraid _____ planes. She prefers to travel by train when she can.



3 Match the opposites.

a panic	1 <input type="checkbox"/> catch an illness
b get over an illness	2 <input type="checkbox"/> lose control
c dizzy	3 <input type="checkbox"/> light
d frightened	4 <input type="checkbox"/> relaxed
e dark	5 <input checked="" type="checkbox"/> a stay calm
f take control	6 <input type="checkbox"/> clear-headed

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1 Match to make sentences. Listen to check your answers.

- Go through the examples with the class and ask the students to match the remaining sentence beginnings and endings.
- Allow them to compare their sentences in pairs before you play the recording or read the script for them to check their answers.

Answers: _____
 b 1 c 2 d 5 e 3

TAPESCRIPT

a If you have a phobia, you feel very frightened of

Grammar Modal verbs of possibility and deduction: *must, can't, might*

1 Underline the modal verbs in these sentences from the listening text.

- a My father was frightened of spiders, so my phobia must have come from him. *past*
- b I hated opening cupboards because I might have found a spider in one.
- c I loved dolls until I was about five, so fear of dolls can't have been a phobia I was born with.
- d I don't like being in very small places. That must be why I have a phobia about lifts.
- e I think I must have some kind of fear of large spaces.

GRAMMAR REVIEW PAGE 134

- a Which sentences are about the present and which are about the past?
- b What verb forms follow the modal verbs in the present and the past?

2 Discuss these questions in pairs.

What is the difference in meaning between these groups of sentences?

- a 1 I must have a phobia.
2 I must have had a phobia.
- b 1 My phobia must have come from my father.
2 My phobia might have come from my father.
- c 1 My fear of lifts can't have been a phobia I was born with.
2 My fear of lifts must have been a phobia I was born with.



3 Make conversations in pairs using the words in brackets and *might/can't/must*.

- a Your friend didn't meet you to play tennis yesterday afternoon. (be ill/forget)
 - 1 She might have been ill.
 - 2 No, she can't have been ill. I saw her in the evening. She must have forgotten.
- b Tariq has injured his leg. His bicycle is lying on the road near him. There is a big hole in the road. (fall off/see hole)
- c Rafeek has just come home from a football match. He looks very happy. (team lose/win/score a goal)
- d The ground is very dry and dusty. A farmer looks very worried. His crops aren't growing well. (dry this year/rain for months/money)



4 FOCUS ON GRAMMAR

Modal verbs of possibility and deduction: *must, can't, might*

- Use *must* + infinitive without *to* when you are sure about something. The past form is *must have* + past participle:
It must have been cold in this photo. They are all wearing coats!
- Use *can't* + infinitive without *to* when you are sure something is not possible. The past form is *can't have* + past participle:
It can't have been winter in this photo. There are leaves on all the trees!
- Use *might (not)* + infinitive without *to* when you are not sure about something. The past form is *might have* + past participle:
The tourists are looking on the ground. They might have lost something.

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they hear the prepositions in context.

Answers:

- b of c of d of, from
- e of f with, of g over, of
- h of

3 Match the opposites.

- 1 Do the example with the class, then ask the students to complete the exercise individually.
- 2 Check the answers with the class.

Answers:

- b 1 c 6 d 4 e 3 f 2

LESSON 2

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Grammar

Modal verbs of possibility and deduction: *must, can't, might*

1 Underline the modal verbs in these sentences from the listening text.

- 1 Explain that modal verbs are verbs which give more information about the mood of the main verb which follows them. Modal verbs the students have already met include must and should, which give information about the degree of necessity. The modal verbs they will look at here give information about the degree of certainty.

- 2 Look with the class at the example modal verb phrase underlined in sentence a. Ask the students to work in pairs and decide which are the modal verb phrases in the other sentences. Go round as they underline them, checking that they are choosing the right ones.
- 3 When you have checked that they have all underlined the correct verbs, ask them to discuss which modal verbs are about the present and which are about the past.
- 4 Finally, discuss with the class which verb forms follow the modal verbs in the present and past.

something.

b A doll is a toy which looks like a baby or a small person.

c People who are frightened of open spaces do not like large parks.

d You may feel dizzy if you turn round and round too many times.

e If you panic, you lose control of yourself.

2 Complete the sentences with prepositions.

- 1 Ask the students to work individually to choose the correct prepositions, but allow them to compare their sentences in pairs before checking answers with the class.
- 2 When checking answers, ask different students to read the completed sentences aloud so that

Answers:

- b I hated opening cupboards because I might have found a spider in it.
- c I loved dolls until I was about five, so fear of dolls can't have been a phobia I was born with.
- d I don't like being in very small places. That must be why I have a phobia about lifts.
- e I think I must have some kind of fear of large spaces.

- a Sentences d and e are about the present. Sentences a, b and c are about the past.
- b modal + infinitive of the verb without to for the present; modal + *have* + past participle for the past.

2 Discuss these questions in pairs.

- 1 Put the students into pairs and ask them to look at the pairs of sentences. Ask them to discuss what the difference in meaning is between the sentences in each pair.
- 2 As the students do this, go round giving extra help where needed. Check answers with the class. If they need more help, they can refer to the Focus on Grammar box or the Grammar Review on page 134.

Answers:

- a Sentence 1 is about now, sentence 2 is about the past (the phobia may have gone).
- b In sentence 1, the person is sure. In sentence 2, it is possible but not certain.
- c In sentence 1, it is not possible. In sentence 2, the speaker is sure.

3 Make conversations in pairs using the words in brackets and *might/can't/must*.

- 1 Go through the example with the class and point out that the second speaker produces evidence (I saw her in the evening) to justify her assertion she can't have been ill. Put the students in pairs to make conversation with the remaining prompts.
- 2 Go round offering extra help where necessary. Check answers by asking several pairs to perform their conversations for the class.

UNIT 15

1 Write sentences using the words in brackets and one of these verbs.

must have can't have

- a Your neighbours are breaking one of their own windows. (*lose key*)
They must have lost their key.
- b A bus you are travelling on stops between two towns. The driver tells all the passengers to get off and walk. (*break down*)

- c One of your school friends comes through the classroom door, then stops and walks out again. Half an hour later he/she comes in again and sits down. (*forget*)

- d One of your friends falls asleep during an English lesson at school. Everyone else is enjoying the lesson. (*have enough sleep*)



2 What has happened? Describe the people with *must have/might have*.



- a She must have heard some bad news. She might have heard that one of her friends is ill.
- b _____
- c _____

Suggested answers:

- b He must have fallen off his bike. He can't have seen the hole.
- c His team can't have lost. They must have won. He might have scored a goal.
- d It must have been dry this year. It can't have rained for months. He might not have/get enough money.

1 Write sentences using the word in brackets and one of these verbs.

- 1 Go through the example with the class and then ask them to write sentences for the remaining prompts.
- 2 Allow the students to compare their sentences in pairs. Then check answers with the class.

Reading

1 FOCUS ON VOCABULARY

Before you read, check the meanings of these words in your dictionary.

- situation irrational session
- therapist virtual

2 Discuss the best treatment for people with phobias with a partner. Then read this article to find out if your ideas are correct.

3 Read the article again and complete the sentences.

- groups ~~heights~~ irrational
- panic situation therapist

- a Someone with a fear of heights would not climb a tall tree or a mountain.
- b Phobias are irrational fears: there is no reason for the person to be so afraid.
- c Some treatments put people into the situation that they are afraid of.
- d The patients do not panic because they are always in control.
- e Sometimes the therapist shows the patient that the situation they fear will not hurt them.
- f Sometimes people with the same phobia are treated in groups.

4 Match a person from A with a person from B, then write a sentence like the example.

- | | |
|---|--|
| <p>A</p> <ul style="list-style-type: none"> a therapist b pilot c police officer d shop assistant e teacher | <p>B</p> <ul style="list-style-type: none"> students criminals customers passengers patients |
|---|--|

a *A therapist helps patients with their treatment.*

Treatments for phobias

Phobias are not just extreme fears – they are **irrational** fears. They can affect people's lives and make them frightened to do things which most people do without thinking. For example, if you have a fear of heights, you may drive 40 kilometres to avoid a high bridge.

The usual treatment is to slowly show the person who has the phobia what they fear. For example, a person with a spider phobia first thinks about a spider, then looks at photographs of spiders, and finally looks at a real spider. The **therapist** who is giving the treatment remains calm and helps the patient to relax. The person with the phobia feels in control of the **situation** and, because of this, they do not panic. After a few **sessions**, he or she realises that the thing that they are afraid of cannot hurt them.

In another treatment, the therapist gets close to the spider and picks it up without showing any fear. This helps the patient to see that he or she has nothing to fear.

Some phobias can be treated in a few sessions with the therapist. Some people with phobias need medicine to help them relax before treatment. Treatment can be done in groups where people with the same phobia are helped together. It is also possible to have treatment from a computer program, where the patient is put into a **virtual** situation with the thing he or she fears.



UNIT 15

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Suggested answers: _____

- b She must have heard something funny. She might have seen something funny on television.
- c She must have hurt herself, or she might have been naughty so her mother has told her off!

LESSON 3 SB page 93

Reading

1 Before you read, check the meanings of these words in your dictionary.

- 1 Tell the students that they are going to read an article about treatment for phobias later in the lesson. Explain that the words focused on in this exercise will occur in the article. Ask the students to put up their hand if they know the meaning of any of the words. Make a note of any correct answers on the board.
- 2 Ask the students to check the meanings of the words in their dictionaries, then check answers with the class.

Answers: _____

situation: the combination of all the things that are happening and all the conditions that exist at a particular time and place

irrational: not reasonable

session: a period of time used for a particular purpose

therapist: someone whose job is to do a particular type of therapy (treatment of a mental or physical illness)

virtual: when a computer makes you feel as though you are in a real situation by slowing images and sounds

Suggested answers: _____

- b The bus must have broken down.
- c He/She must have forgotten something. He/She might have forgotten his/her homework.
- d He can't have had enough sleep last night.

2 What has happened? Describe the people with *must have/might have*.

- 1 Go through the example with the class, then ask the students to work individually to write sentences for the other people.
- 2 Check answers by asking several students to read out their sentences. Accept any reasonable explanations for the emotions shown in the photos.

2 Discuss the best treatment for people with phobias with a partner. Then read this article to find out if your ideas are correct.

- 1 Put the students into pairs and ask them to discuss and make notes about what they think would be the best treatment for people with phobias. Ask them not to read the article until

they have come up with some ideas of their own.

- Now, ask them to read the article to see if their ideas are mentioned.

Students' own answers

3 Read the article again and complete the sentences.

- Give the students time to read the article more thoroughly and ask them to complete the sentences with the words in the box.
- Check answers by asking different students to read a completed sentence to the class.

Answers: _____

- b irrational
- c situation
- d panic
- e therapist
- f groups

4 Match a person from A with a person from B, then write a sentence like the example.

- This exercise could be set for homework. Go through the instructions and the example with the class and then ask the students to match the remaining people and write sentences.

- Check answers by asking different students to read a completed sentence to the class.

Answers: _____

- b A pilot flies passengers in planes.
- c A police officer catches criminals.
- d A shop assistant sells things to customers.
- e A teacher teaches students in schools.

Critical thinking

1 Answer these questions about "Treatments for phobias".

- a How is a *phobia* different from a *fear*?
- b What kinds of things are people commonly afraid of?
- c Why is it important for the patients with phobias to relax?
- d Why do you think it takes a few sessions for patients to realise they do not need to be afraid?

2 Discuss these questions in pairs.

- a What treatments can you suggest for people with these phobias?

**speaking in public flying
small spaces the dark**

- b Imagine you were afraid of spiders. Which treatment would be best for you, to be near a real spider or to see one on a computer screen?
- c Would you ask a therapist to help you, or would you try to help yourself? Why?



A pilot can't be afraid of flying.

3 Discuss the following with a different partner.

- a Many people with a fear of flying still travel on planes. Why do they do this?
- b Should you make people do something, even if they are frightened of it?

4 FOCUS ON VERBS FROM NOUNS

- We can add the suffix *-ment* to the end of some verbs to make nouns.

Verb	Noun
treat	treatment
arrange	arrangement
develop	development

- Put the correct word from part 1 into these sentences.

- a How is the doctor going to the patient?
- b The number of people who use the internet can be one way to measure a country's
- c My cousins and I have an to meet every Friday evening.
- d I need to to see the dentist next week.

WORKBOOK PAGE 89



SKILLS FOR LIFE

Never laugh at people if they have a phobia. Try to understand their fear. We are all frightened of something!

LESSON 4

SB page 94 WB page 87

Critical thinking

1 Answer these questions about "Treatments for phobias".

- Remind the students about the text they read in the last lesson, "Treatments for phobias". Read the questions with the class, then put the students into small groups and ask them to discuss the questions, referring back to the text as necessary.

- 2 As they discuss, go round monitoring and helping with vocabulary and ideas as needed. Check answers by asking different pairs to report back to the class. Encourage class discussion.

Suggested answers: _____

- a A phobia is stronger than a fear, and is irrational.
- b heights, spiders (also insects, mice, snakes, flying, the dark etc.)
- c The treatment will not work if they panic.
- d It takes time for them to realise they do not need to be afraid and that they can trust the therapist.

2 Discuss these questions in pairs.

- 1 Read through the questions with the class and answer any queries about vocabulary and meaning.
- 2 Put the students into pairs to discuss the questions. Give the students plenty of time to come up with ideas and go round offering help and encouragement.
- 3 Check answers by getting several pairs to report back to the class with their answers. Encourage class discussion.

Suggested answers: _____

- a Speaking in public: The person could start by speaking to one or two people, then each week, they could speak to a few more until they feel confident. Flying: The person could fly a virtual plane using a computer until they understand how safe they usually are.

Small spaces: The person could go into a small space with a therapist or a friend to understand that it is not dangerous or hard to leave.

The dark: The person could start in a room with a low light. They can see what is in the room and know it is not dangerous. The room could gradually become darker so they are not afraid.

- b & c Students' own answers

Skills for life

- 1 Ask a student to read the Skills for Life box.
- 2 Do they agree that we are all frightened of something?

3 Discuss the following with a different partner.

- 1 Read through the questions with the class and put the students into different pairs to discuss them. They can look back at the last lesson's text for ideas to start them off if necessary.
- 2 As they work, go round offering help with vocabulary and ideas.
- 3 Finish with a class discussion in which pairs of students put forward their views and ideas.

Suggested answers: _____

- a Because they need to travel for work or for holidays etc. It would take too long otherwise.
- b No, we should respect that some people are unable to overcome their fears. We should never force people to do something they do not want to, though you could suggest ways of helping them.

4 Focus on verbs from nouns

- 1 Ask a student to read the first part and the table of verbs and nouns.
- 2 Students work individually to complete the sentences in part two. Check their answers as a class.

Answers: _____

- a treat
- b development
- c arrangement
- d arrange



1 Complete the puzzle.

- 1 Ask the students to solve the clues and write the words in the grid. They can do this in pairs.
- 2 Check answers with the class.

Answers: _____

- 2 therapist
- 3 virtual
- 4 doll
- 5 affect
- 6 irrational
- 7 ill
- 8 start

2 Correct the spelling mistake in every line.

- 1 Go through the example with the class and tell the students that there is one spelling mistake in each line of the text. Ask them to find and correct all the mistakes. They can do this individually and compare answers in pairs.
- 2 Check answers with the class.

Answers: _____

- ~~nervious~~ nervous
- ~~of~~ off
- ~~beleave~~ believe
- ~~frigtened~~ frightened
- ~~heavier~~ heavier
- ~~transport~~ transport
- ~~buss~~ bus
- ~~Excuze~~ Excuse
- ~~Well~~ will

3 Complete these sentences with words for people.

- 1 Ask the students to read the gapped sentences and think of words for people that they can use to complete them.
- 2 Check answers by asking different students to read a completed sentence to the class.

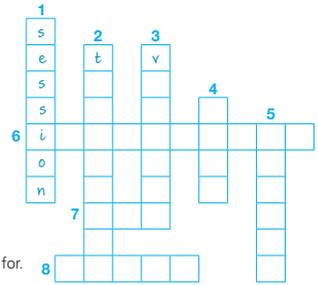
1 Complete the puzzle.

Down

- 1 meeting time with 2 down
- 2 person who helps someone with a phobia
- 3 something on a computer that is not real
- 4 a toy person
- 5 make changes to something

Across

- 6 an _____ fear is a fear there is no reason for.
- 7 not healthy
- 8 the opposite of end



2 Correct the spelling mistake in every line.

I fly all over the world five or six times a moth and I don't like it much. I still get very nervous before I fly anywhere and I feel dizzy when the plane takes off and lands. I don't beleave people who say that they don't worry about flying. You have to feel a little frigtened when you get on to a machine which is heavier than air and then goes up into the sky. On any other kind of transport, like a car, a train or a buss, you can get off, but if you are on a plane you can't go to the pilot and say, "Excuze me, I don't feel very well. Please well you stop the plane, I want to get off."

- month _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



3 Complete these sentences with words for people.

- A therapist helps patients with phobias.
- A _____ arrests _____.
- A _____ serves _____.
- A _____ teaches _____ in schools.
- A _____ flies air _____.



Answers: _____

- received
- police officer, criminals
- shop assistant, customers
- teacher, students, pupils
- pilot, passengers

LESSON 5

SB page 95

WB page 88

Communication skills Asking and answering questions

1 You are going to be talking about phobias.

- a Do this questionnaire to find out if you have a phobia about flying, then compare answers with your partner.

Afraid of flying? TAKE THE TEST

1 Do you like heights? YES NO SOMETIMES

2 Are you nervous on planes? YES NO SOMETIMES

3 Do you like taking off and landing? YES NO SOMETIMES

4 Do you panic when you fly through clouds? YES NO SOMETIMES

5 Are you so afraid that you never fly? YES NO SOMETIMES

SUBMIT

- b Choose an unusual phobia and write your own questionnaire.
 - Write three or four questions.
 - Exchange questions with another student and answer each other's questions.
 - Discuss the answers you gave to each other's questions.

2 Find out about another person's fear or phobia.

- a Ask your partner about any fears or phobias he/she has or had in the past.
- b Make notes in answer to some of these questions.

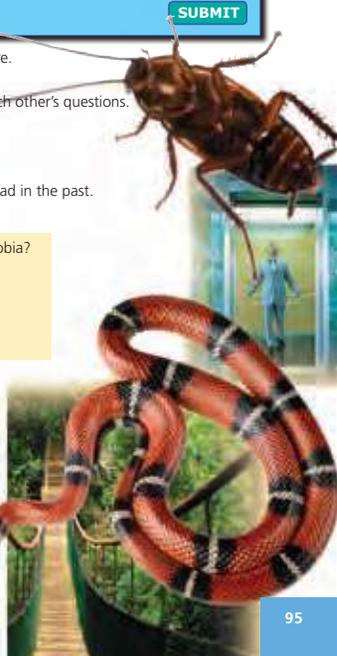
- Do you have/have you ever had an irrational fear or phobia?
- When did it start? How long did it last?
- How do/did it make you feel?
- Have you got over it?
- What did you do to get over it?

3 Research the following about a phobia

Many people get a phobia about doing exams. Find out:

- how this can affect them
- what is the best way to avoid it

WORKBOOK PAGE 90



UNIT 15

to choose a phobia and devise a questionnaire about it.

- 5 Put the students into pairs and ask them to swap their questionnaires and answer their partner's questions. They should then discuss their answers.

2 Find out about another person's fear or phobia.

- 1 Remind students that we all have a fear of something! Go through the instructions with the class.
- 2 Put the students into pairs and ask them to interview each other about their fears or phobias using the expressions in the box. They can make notes of the answers. Go round as they do this, giving help where needed. Make sure they keep their notes safely, as they will need these for Workbook Exercise 2.

Students' own answers

3 Research the following about a phobia.

- 1 Ask a student to read the instructions. Explain that fears or phobias about exams are very common.
- 2 Students can use the library or the internet to research the information.
- 3 Take in their work to mark, or you could discuss their findings at the start of the next lesson. See who has the best tips on how to avoid these fears.

Communication skills

Asking and answering questions

1 You are going to be talking about phobias.

- 1 Go through the instructions to part a with the class and ask the students to work individually to answer the questionnaire.
- 2 Put the students into pairs to compare answers.
- 3 Get feedback from the students and find out how many students in the class are afraid of flying.
- 4 Go through the instructions to part b with the class and ask the students to work individually



1 Match these interview questions with the right answers.

- 1 Ask the students to read the questions and answers and match them. They can do this individually and compare answers in pairs.
- 2 Check answers with the class.

Answers: _____

- b 3
- c 4
- d 1

2 Write about one of your partner's fears or phobias.

- 1 Go through the instructions with the class and ask the students to use the notes they made when they interviewed their partners about their fears and phobias in Exercise 2 in the Student's Book.
- 2 As the students prepare their first drafts, go round, offering help and encouragement. Remind them that they can use the description of the person who is frightened of cats as a model. Make sure they are using pronouns correctly, appropriate tenses, and formal language. Encourage them to write a first draft, check their work thoroughly and correct any errors when writing their final draft.
- 3 Display the finished accounts in the classroom.

Students' own answers

UNIT 15

1 Match these interview questions with the right answers.

Questions

- a Do you have or have you ever had an irrational fear or phobia?
- b When did it start? How long did it last?
- c How does or how did it make you feel?
- d What did you do to get over it?

Answers

- 1 I haven't got over it completely. But I made it better by not running away from cats. If I saw a cat, I didn't touch it, but I looked at it. If I looked for long enough, the cat went away. It didn't like me looking at it. So I felt I was in control.
- 2 I've always been afraid of cats. I don't like touching them and I hate the way they look at you. Their eyes are very cold and frightening. It's completely irrational, but it isn't really a phobia.
- 3 When I was quite young, about three or four, I think, I was on holiday with my parents, and I saw a black cat catch a bird. It played with the bird for about five minutes, then it ate it. I still dream about this sometimes. I still have the fear, but it isn't as bad as it was when I was a child.
- 4 Very strange. If I saw a cat, I felt a bit dizzy. I couldn't move for a few seconds.



2 Write about one of your partner's fears or phobias.

- a Use the notes you wrote about your partner in the Student's Book.
- b Write your first draft quickly in 120–150 words.
 - Write four or five paragraphs, one for the answer to each question.
 - Use third person pronouns: *he/she, his/her, him/her*, etc.
 - Use present tenses (present simple, continuous and present perfect) if the person still has the fear.
 - Use past tenses (past simple, continuous, past perfect) if the person has got over the fear.
 - Use formal language, not spoken language.
- c Read what you have written very carefully. Look for grammar and spelling mistakes. Check spellings in your dictionary.
- d Correct the mistakes as you write the final draft.

Assessment

Listening Task

Target element: modals of possibility and vocabulary from the unit

Use SB page 91, Ex. 1. Tell students to look at the pictures. Explain that you are going to talk about people who had a fear of one of these things when they were a child. They have to listen and say what each person was afraid of (answers in brackets below):

This person can't have wanted to go swimming in the sea. (Sharks)

This person can't have eaten many sweets. (Dentists)

This person must have always had a light on. (The dark)

This person might not have enjoyed birthdays. (Dolls)

This person can't have liked going in old buildings. (Spiders)

Speaking Task

Target element: modals of possibility and deduction

Tell students the following situation (or you can write it on the board):

The Blues are usually a very good football team, but last week, they lost 8–0. Why? Discuss with your partner, using modals of possibility and deduction.

Go round and monitor their work. At the end, you can get pairs to compare their answers.

Suggested answers:

They can't have played well.

They must have played very badly.

They might not have had their best players.

They might not have had eleven players.

The other team must have been very good.

Reading Task

Target element: modals of possibility and deduction and vocabulary from the unit

Use WB page 90, Ex. 1. Tell students to read the four answers. Write the following questions on the board. Students say if they are true or false (answers in brackets below).

1 This person is afraid of cats now. (True)

2 The fear started when the person had a dream about a cat. (False, it was when the person saw a cat eat a bird.)

3 The person has the same fear now as when they were a child. (False, it is not as bad as it was.)

4 When the person saw a cat, they wanted to run away. (False, they did not want to move and felt dizzy.)

5 The person understands why they don't like touching cats. (False, it is irrational.)

6 Now the person feels more in control and can make a cat go away. (True)

Writing Task

Target element: modals of possibility and deduction and vocabulary from the unit

Ask the students to look at the pictures (but not the photos) in their SB pages 91–95 and tell them the pictures all show things from last year (so they will use the past forms). Students write a description of each picture using one of the modal verbs of possibility and deduction. It should be clear from the description which picture they are describing.

Sample answers:

He must have had a phobia about lifts. (Page 92, Ex. 1)

He must have had a phobia about spiders. (The man, page 94, Ex. 2)

She can't have been frightened of spiders. (The woman, page 94, Ex. 2)