

UNIT 5 SCAREDY CAT

UNIT OVERVIEW: In this unit students will talk about their fears.

Conversation Starters: *What are you afraid of?*

Friends talk about things they are afraid of.

Building Fluency

Describing fears; nouns and verb phrases — fears

Conversation Model

I'm terrified of flying. — Stretch the sounds

Let's Talk About It: *Are you scared?*

Talk about your fears in a board game activity.

Conversation Idioms

am scared of the dark

get my ears pierced

am absolutely terrified of flying

is so deep

go to sleep

is so creepy

breaks out in a cold sweat

is a scaredy cat

has a nightmare

is as cool as a cucumber

sounds crazy

is my biggest fear

Additional Links for this unit: Akane from Canada and Ruth from England compare what they are scared of.

<http://www.ello.org/english/0451/477-Akane-Horror.htm>

STEP 1 BUILDING THE ATMOSPHERE

- Have your students look at the pictures of the “scary” things at the top of the page. Ask your students to identify these pictures. Ask students how they feel about needles, mice and spiders.
- Next, tell your students that either Amy or Erik is afraid of mice. Get them to guess who they think is afraid, and why. Next, play them the Amy and Erik introduction and get them to listen for the answer.

Script [Track 30]

Erik: Hi! It's Erik and Amy again, and this is Unit 5, Scaredy Cat. So, Amy... what's your biggest fear?

Amy: My biggest fear? Definitely sharks! I won't even go near the ocean. How about you, Erik?

Erik: I'm not telling. It's too embarrassing.

Amy: Oh. Come on, Erik. Everyone is afraid of something. What are you afraid of?

Erik: ...mice!

Amy: Ah, I see... We asked some of our friends about their biggest fears. Let's listen.

STEP 2 CONVERSATION STARTERS: WHAT ARE YOU AFRAID OF?

Students will listen to friends talking about what they are afraid of.

1. First Listening

Have students check the table for any words they don't know. Play the audio and have students listen for what each person is afraid of. Follow up by having students compare answers in pairs. Then go over the answers as a class.

2. Second Listening

- Play the audio and have students listen for the reasons for their fears. Allow students to compare answers in pairs before checking answers as a whole class.
- If time permits, have your students summarize their answers using this model:

Alex is afraid of the ocean especially deep water.

Answer Key

First Listening:

1. a 2. a 3. b 4. c 5. b

Second Listening:

1. b 2. b 3. c 4. b 5. c

VOCAB TROUBLESHOOTING

The Ocean = the open sea

Beach = an area with sand that's near the sea

Someone protects her = someone looks after her and cares for her

Drown = to die because you could not swim

BONUS:

Have students discuss the two questions. Encourage them to extend the task by talking about other people or fears. See sample questions below:

Question 1:*Do you share any of the same fears?**What about people in your family?**What about your friends?***Question 2:***Are these fears silly?**What about other fears?***Script: [Tracks 31-35]****1. Alex**

I don't know if this is silly or not, but I'm absolutely terrified of the ocean. Beaches and shallow water don't bother me at all. But the deep ocean, where you can't see the bottom? It totally freaks me out. I mean, the ocean is so deep and we don't know what lives down there. Just thinking of it terrifies me.

2. Trish

I can't handle spiders. Where I'm from in Australia there are so many poisonous spiders. When I was little, my granddad told me scary stories about spiders, so I guess that made me think all spiders are dangerous. I probably sound crazy, but even now I check my bed for spiders before I go to sleep. Ahh, they're so creepy!

3. Carlos

For as long as I can remember I've been afraid of needles. I can't watch people getting injections. And when I have to have a blood test or a shot, I just freak out. I cry and scream and break out in a cold sweat. Even talking about it now is making me feel sick.

4. Blaire

My brother is afraid of everything. He's a real scaredy cat. As for me, I'm not afraid of anything. Spiders, heights, ghosts. They don't bother me at all. I don't understand why people have fears. I don't think there's anything to be afraid of.

5. Ken

This probably sounds crazy, but I'm really scared of bridges. When I was little, we had to cross a bridge to get into the main town. It was so old and looked like it would suddenly break. I had nightmares about crossing that bridge, and even now I am afraid of them.

STEP 3 BUILDING FLUENCY: DESCRIBING FEARS

Students will practice talking about their fears.

1. Expressions

- Ask your students to decide which phrases are similar in meaning to "I'm afraid of..." and "I'm not afraid of..."
Go over the answers as a class.
- Explain to students these additional ways to talk about fears:
 1. "...doesn't / don't bother."
 2. "I don't mind..."
 3. "frightened" and "terrified" are synonyms of "scared" and "afraid" (Note: "Terrified" appears in the conversation model.)

Answer Key

Afraid: 1 and 4

Not Afraid: 2 and 3

2. Vocabulary

In pairs have the students match the words with the best pictures. Go over the answers as a class. Next, reinforce the vocabulary by having students cover the words above the images with a piece of paper or a card. Then, have students quiz each other using only the images as prompts:

A: *What is image "h"?*B: *Fear of heights. What is image "f"?*A: *Needles.***VOCAB TROUBLESHOOTING:**

it freaks me out = it makes me suddenly feel nervous, surprised, upset, etc.

Answer Key

1. h, 2. g, 3. f, 4. a, 5. b, 6. d, 7. e, 8. c

HOW THE GRAMMAR WORKS:

Go over the structures in the grammar box to highlight how some phrases have topic as subject and speaker as object, and others have speaker as subject and topic as object. Reinforce the grammar and vocabulary by having students complete a grammar box with their own feelings. For each phrase, have students write three sentences. Encourage them to use language not in the vocabulary box.

_____ freak me out.	_____ don't bother me.
1	1
2	2
3	3
I'm scared of _____.	I don't mind _____.
1	1
2	2
3	3

3. Let's Practice

Now, using the language from the previous sections, have students share their fears. Students can use the language in the box as a sample or you can put a pattern on the board to facilitate speaking. Encourage students to give details about their fears using simple connectors such as *but, so, because, and, when*, etc.

STEP 4 CONVERSATION MODEL: I'M TERRIFIED OF FLYING

Students will practice stretching sounds.

Optional Warm Up:

Write the following questions on the board.

- 1) *What are the men talking about?*
- 2) *Where does one man want to go?*
- 3) *Will his friend join him? Why or why not?*

Books closed. Direct the students to the questions on the board. Next, have the students listen to the audio and try to answer the questions above. After listening as needed, students compare answers in pairs and then as a class.

1. Situation

Books open. Have your students check the conversation for unknown words and explain any difficult phrases. Next, play the conversation model [Track 36].

VOCAB TROUBLESHOOTING:

Nah = no

I'll pass = to say no to an offer or invitation

Terrified = very afraid

HOW THE PRONUNCIATION WORKS: STRETCH THE SOUNDS

- Ask your students if they recognized a change in Character B's voice during the conversation. Play the track again if necessary. The character's voice changes from sounding confident to unsure. Now, discuss how the character slightly stretches sounds in "Ahh:: Tha::nks Bu::t I think I'll pass" and "I'd love to::, bu::t, actually::, I'm terrified of flying." We stretch sounds or leave long pauses for many reasons: to be polite, to stall for time, to hold the floor, to indicate we are unsure. We often stretch sounds this way to politely turn down an invitation.
- Try saying the phrases very fast and curtly, at normal speed and then a second time with the stretching sounds. See if your students can notice the difference. Ask them what their impression is.

EXTRA PRONUNCIATION POINTS: REDUCE AND BLEND SOUNDS

Got any = *go(t)* any / *go tany*

Not really = *no(t)* really

Want to = *wan(t)* to / *wanna*

I think I'll pass = I thin *ki'll* pass

2. Substitution

Have students work individually to connect the phrases in the columns to make a coherent conversation. Then, have students compare answers in pairs.

Answer Key

- a) go surfing – sharks
- b) go bungee jumping – heights
- c) go camping – snakes
- d) get your ears pierced – needles

3. Practice

- Have students use the **substitution** words to practice the conversation. Remind them to try to stretch the appropriate sounds. Have early finishers create their own conversations.
- Choose a pair to demonstrate the conversation. Comment on how they stretched the sounds and offer pronunciation and intonation advice as necessary.

BONUS ACTIVITY:

Create an activity in which students have to politely decline invitations or requests.

STEP 5 LET'S TALK ABOUT IT: ARE YOU SCARED?

Students will talk about their fears in a board game activity.

1. Get Ready

- Have students quickly check the board game for any words they don't know. Pictures accompany each fear, so there shouldn't be many difficulties.
- Tell students they are going to play a game to find out who is the most and the least scared of things in the class. In groups of three students look at each "scary" thing from START to FINISH and decide how afraid they are: very afraid (10), somewhat afraid (5) or not afraid at all (0). Encourage them to think about examples or reasons to support their answers. You can write a sample conversation on the board to facilitate speaking.
Mark: *Are you afraid of the dark?*
Beth: *No, not at all. And you?*
Mark: *Yes, I am terrified. And you Alan?*
Alan: *I am somewhat scared. OK, how about heights?*

Sample scores for "dark":	Mark=10	Beth=0	Alan=5
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Note: There are many ways your students can play this game. They could simply discuss each fear in order. Or they could toss a coin and move 1 space for heads and 2 spaces for tails. Or they could role a die and move the appropriate number of spaces. In this case students should note which fears they discussed and then go back and talk about the others at the end.

2. Let's Talk

When the discussions start to wind down ask each group to tally their score to find out their Scaredy Cat rating.

3. Follow Up

Have your students briefly compare their answers with another group and discuss who is the biggest scaredy cat. To wrap up the activity have each group summarize their discussions and share with the class who got the highest and lowest scores. Or, you could find out who was the “biggest scaredy cat” and the “coolest cucumber” in the whole class and have them give a few words to their classmates about their fears.

BONUS: Speaking Activity

If time permits have students try the bonus speaking questions. The first question may need some prompting from the teacher. These could be done as pair/group/class discussions or an extemporaneous speaking exercise.

STEP 6 LANGUAGE AWARENESS

Assign the language awareness activity on page 85 for homework. If necessary, do the first one or two questions together as a class. Leave 5 or 10 minutes at the beginning of the next class to go through the answers.

Answer Key

1. terrified / terrifies
2. shallow
3. (I) can't handle (spiders)
4. spiders
5. (I) just freak (out)
6. (I) break out in (a) cold sweat
7. (I'm) not afraid of (anything)
8. scaredy cat
9. When I was little
10. nightmares

STEP 7 AMY'S LEARNING TIP

This study tip is about overcoming a fear of using English. Most people who have studied a foreign language can relate to the feeling of nervousness and often embarrassment that one may feel when speaking in English in front of others. For some students these symptoms are so severe that they physically cannot talk in English in front of others. This is something that all language teachers should be aware of. Indeed, creating a classroom environment that is comfortable and safe for all students to actively engage in is without doubt a challenge for all of us throughout our careers.

Please talk with your students about this, and discuss as a class some things that are important for feeling confident when using English. If you have any personal advice or tales from your own experiences of language learning, please share these with your students. If you have time, and if it fits your curriculum, try to include some fun activities or projects to help students gain confidence with their English. One idea is introducing a “bonus points” scheme through which you give students who complete certain challenges bonus points for their efforts. These challenges can include taking official English exams, reading books in English, participating in speech contests, etc.

STEP 8 UNIT TEST

Make copies of the Unit Test for each student. Start by playing the audio for the Listening section (download Track 5 from <http://www.elttestcenter.com>). Decide whether you give them one or two listenings. Then, allow the students about 5-10 minutes to complete the rest of the test. Correct the test in class, and record the score.

AUDIO Script

I don't have a fear of heights. And I don't mind roller coasters at all. But I am absolutely terrified of flying. I know there is a greater chance of being in a car accident than a plane crash, but the thought of it freaks me out. I can't sleep during the whole flight.

Answer Key

Part A.

1. a
2. d

Part B.

3. Going to
4. bother me
5. don't mind
6. scared of

Part C.

7. dentist
8. crowds
9. public
10. worry