Do you Feel Safe?

EAE Learning objectives for this lesson

Discussion, comprehension activities, review new vocabulary and dependent

Activity One - Ask and answer with your teacher or partner.



1. Do you feel safe in general?
2. What situations make you feel unsafe?
3. Do you think that we are less and less safe?
4. Are you a person who always puts safety first?
5. Do you think sometimes we have to put ourselves in danger in order to advance or learn?

Activity Two - Read the article paying attention to your intonation and stress.

To develop your knowledge of English as a second language you need input but you also need output! Because of the 'affective filter' **you have to feel safe** in order to learn effectively and should not experience stress or anxiety in the learning environment. You need to feel comfortable making mistakes otherwise your 'affective filter' will block the learning process.

With your teacher you will explore a wide variety of topics, your opinion will be solicited. You will be encouraged to talk, about the themes of the lessons and also about your daily realities. By listening, prompting and encouraging you to talk your teacher will put you at ease and allow you to produce language and practice in a comfortable way.

When you produce language you will become aware of certain gaps between what you want to say, the way you want to say it and the words you have available to you. You will try to modify what you are saying, sometimes when you get stuck your teacher will supply the missing words, sometimes in an unobtrusive and positive manner, they will correct you.

This moment where you notice that you can't find what you need to convey your meaning, is very important in your learning process. It's that moment where you may feel a little uncomfortable. Yes, we can say that you will be out of your comfort zone. Of course, in order to learn anything, we have to step outside of our comfort zone. Move forward and take a new step.

If you are in a safe space, you can experiment at that point. You can use a method of trial and error to test your language production and get feedback. In your lessons the feedback is sent after each class. So you will be able to understand some new linguistic knowledge. Thanks to our learning platform you will also be able to review that information after your lesson, reflect on it and internalize it!

By overcoming an obstacle in your communication, you will acquire new language. In the process you will enjoy a lively discussion with an interesting person who cares about what you have to say.

This 'output', the moment where you are formulating your ideas and expressing yourself in English, will really facilitate your language acquisition in a way that 'input', reading, listening, watching TV in English, can't. However both are important, so getting as much exposure to the language outside of your lessons will enhance and optimise your learning.

Your English lessons will help you to speak in a more accurate way and with less hesitation and more precise vocabulary. The collaboration and interaction you will get with your teacher is a valuable tool in developing new language skills.

Activity Three - Review the expressions and complete the sentences.

Review the expressions and complete the sentences.

- *To live dangerously.*
- *To put your neck on the line.*
  To put yourself out there.
- *To sail close to the wind*
- *To play with fire*
- *To be on icy ground*
- *A leap in the dark*
- *To be on the safe side*
- *Look before you leap*
- *Out of harm's way*
- *to be in your comfort zone*

Fill in the gaps with the correct expressions

1. I think that we need to book well in advance, just _____ . I am afraid we will miss out
2. I like _____ and often eat puffer fish when in Asia
3. You should just _____ and ask for a promotion. What can you lose?
4. Nobody wants to _____ because there is too much money at risk
5. I prefer to _____ and just not get involved
6. People find it difficult to step _____ and take a risk or do something new
7. I think I will stand back here and _____
8. It is not raining now, but _____ I will take the umbrella
9. You should just _____ and speak to the people

Try to create your own sentences with the expressions that haven't already been used in the gap fill.

Activity Four **Comprehension**

PRE READING ACTIVITY - Match the vocabulary with the correct definition

1. Overwhelming
2. entwine
3. imminence
4. rhetoric
5. dissonance
6. manifestation
7. concern
8. framework
9. extrinsic
10. perpetuate
11. hyperactive

A. a basic structure underlying a system, concept, or text.

B. very great in amount. - (especially of an emotion) very strong.

C. wind or twist together; interweave.

D. a matter of worry, interest or importance to someone

E. the state or fact of being about to happen.

F. language designed to have a persuasive or impressive effect, but which is often regarded as lacking in sincerity or meaningful content.

G. abnormally or extremely active.

H. not part of the essential nature of someone or something; coming or operating from outside.

I. lack of agreement or harmony between people or things.

J. the action or fact of showing something.

K. make (something) continue indefinitely.

Comprehension - Read the **article**, discuss any new words and answer questions.

Why Are Americans So Afraid?

BY GUY T. SAPERSTEIN AND KELSEY ABKIN | AUGUST 1, 2017

At a rally in North Carolina in December 2016, a 12-year-old girl said to candidate Donald Trump, "I'm scared. What are you going to do to protect this country?" "You know what, darlin'?" Trump replied. "You're not going to be scared anymore. They're going to be scared."

Throughout his campaign, Trump played off the rising fear of the American public. His us-versus-them rhetoric eroded people's trust in facts, numbers, nuance, government and the news media and augmented the already fragile line of truth.
So how is it that we are living in what is arguably the safest time in history, yet we as a country exist in a culture of fear?There is a remarkable dissonance between what seems to be and what is."You often hear people saying, on both sides of the political divide, that the world is a mess," said Joseph Cirincione, president of the Ploughshares

Fund, a public grant-making foundation focused on nuclear weapons policy and conflict resolution. "The world is not a mess. It's just messy." The collapse of the existing order in the Middle East, Cirincione said, is one manifestation of the world's messiness.

Christopher Fettweis, author of The Pathologies of Power, says it is because "our fear is not based on an intellectual conclusion, it's a belief." America's fear has become a framework of belief, surpassing far beyond the plasticity of opinions. And as history has proved time and time again, beliefs are near impossible to change.

The reality is "facts" don't mean much in the way of beliefs. Telling a person, who has the sincerest gut belief, the statistic that more Americans are killed each year by furniture than by terrorism becomes somehow unconvincing, or rather disagreeable. People believe what they want to believe. This cognitive process infiltrates everything from us convincing ourselves a gluten-free cupcake is healthy to our groundless denial of climate change and gun violence.

People do not confront new information looking for truth, but rather looking for *their* truth — and this means facts take a backseat to deeply ingrained fears.
So why is this process so crucial in understanding the culture of fear in America? It perpetuates it. Because humans will dismiss rational thinking for the sake of reconfirming their identity, their fears will eclipse facts.

These fears are sustained through media coverage. Nearly every time we switch on the news, a building is in flames, a new virus has swept a new nation or a man with a gun has wreaked havoc on an elementary school. It seems a string is holding the world together. The overwhelming coverage of terrorist attacks, shootings and other violent episodes are so entwined in our daily lives that their imminence is inflated. This mentality has cost the US roughly hundreds of billions of dollars annually on counter-terrorism efforts, yet terrorism is rising.

Given these statistics, how the government chooses to allocate our resources comes as a shock. To combat the most likely cause of death, heart disease, the government contributes only $2 billion. And just $300 million is devoted to research on the third most likely cause of death, strokes.

Telling people not to fear terror in this hyperactive age is like trying to convince a person standing in the rain that it is a sunny day. Their experience, their worldview, their very sense of self says otherwise. This is not to say that Americans do not have the right to be afraid. Fear is an instinctive response, but our heightened response should be redirected to realistic fears, the things that might actually kill us.

Comprehension questions

1. What does Trump first say to reassure people that they shouldn't be scared anymore?
2. What is the difference between 'a mess' and 'messy'?
3. Why are we currently living in a culture of fear?
4. What do people generally believe?
5. How do people confront new information?
6. Then how are our fear confirmed and sustained?
7. What costs the US hundreds of billions of dollars?
8. What expression do you they use to describe talking to people in this current age?
9. What do you think about the information expressed in this text?

Activity Five **Depending on…**

In the article the dependent prepositions are underlined. English learners often make mistakes with these prepositions which have to go with certain verbs. Here are some more common examples:

- To arrive in a city or country
- To arrive at (any other destination)
- To belong to someone
- To depend on something
- To discuss something (not discuss about)
- To divide into
- To enter a room
- To lack something (not lack of)
- To laugh at someone
- To listen to someone
- To wait for someone
- To be afraid of something

Here's a little example of these words in use…

As I arrived at the station I started to feel a little scared. There was a suitcase which didn't seem to belong to anyone, placed on the floor next to a wall which divided the hall into two areas. I wanted to tell a security guard about it, but he was discussing something with another passenger. I waited for him to see me, but he was listening intently. Finally, several minutes later, a lady entered the hall and picked up the suitcase. I laughed at myself for getting so paranoid!

The only way to learn to use the correct dependent prepositions, is by trial and error. It's important not to get too worried about them, because you could end up feeling a bit blocked if you are scared of making a mistake. The best option is simply to be attentive to any corrections and keep practicing.

Activity Six - **What are you scared of?** Which of the following images makes you afraid and why?











Activity Seven - Phrasal verbs.

1. Jump into something (to become involved in a situation very quickly)
2. I don't often jump into something without thinking about it first
3. Push on - (continue with some effort - colloquial)
4. Put off (postpone; delay; avoid)
5. Fear makes me put off a lot of life experiences
6. I know even if I feel fear in life, I have to keep pushing on

Give more examples of phrasal verbs in sentences about fear….

Activity Eight - Other Common mistakes to review….

NEED and CAN

Rather than saying I **am able to or it is necessary**, in English we use the verbs CAN and NEED

See the examples below and try to think of some yourself:
- I can fire a gun
- I need to go now, it's dangerous to walk home in the dark
- I need new tyres on my car, I am afraid of driving in the rain and slipping
- I can see that he is a dangerous man!

Give some examples of need and can about KEEPING SAFE.

When to use 'the' or 'a'

A – you use 'A' when you're not referring to a specific thing
It is an indefinite article, because you are not being definite or particular
I work at a school
She has a dangerous job
They have a swimming pool but I am afraid of the water



AN – It's used as 'A' but when before a vowel (a,e,i,o,u)
I just saw an elephant
It is an amazing countryside

THE – This is a definite article
When you are speaking about something definite
It is only clear if both you and the speaker know which item you are talking about
The house on the corner of the street is very big
I go to the church in town
The tunnel under the Berlin Wall

NOTE
we DON'T use 'THE' before nations, provinces, states, lakes or islands
HOWEVER if it is a plural item, you can use THE

I am going to China
I am going to the Maldives

We also use 'THE' for rivers and oceans
The Amazon, the Nile, The Caspien sea

Sometimes we don't use the article at all

- for meals and transportation
- in the UK for places like University, college or hospital (but Americans do)

I travel to work by car
I don't like watching scary movies
I went to Brighton University
I go to College



EXAMPLES
Life has moments of fear in it.
NOT - the life has moments of fear in it

I am afraid of flying or travelling by car
NOT – I am afraid of the flying or travelling by car

Practice:

True or false? Which sentences use the articles correctly?

1. I am afraid of the dark
2. I like to live life on the edge
3. Picasso was the artist
4. I study at a small University
5. We used to live in the Montpellier
6. We used to live in the center of Montpellier
7. Are you an teacher?
8. I have an elephant in the back garden
9. Step out of your comfort zone and take the bus to work
10. I like in the United States
11. What would you like for the dinner?
12. What are we having for lunch?
13. I would like to visit the Nile
14. We saw a amazing site this morning
15. There is a tunnel under Seine



