Key Vocabulary

A Circle the correct word to complete the sentences.

1. It's typical for people to be *defensive / deliberate* when they feel attacked.
2. No matter where people are from, we all have the same *emotions / reflexes*.
3. Khaled began to *experience / panic* when he realized he had forgotten about the exam.
4. Most parents have a natural *reflex / panic* to protect their children without thinking.
5. Tessa decided to be *defensive / deliberate* about studying, so she made a schedule for herself.
6. The *experience / emotion* of falling out of the tree made Geraldo afraid of heights.

Vocabulary Boost

B Use context to determine the meanings of the words in bold. Then match the words to their definitions.

1. Only someone very **brave** would put his or her life in danger to rescue another person.
2. In some fairy tales, a princess makes an **escape** from a dragon or monster.
3. It was Darwin's **fault** that he missed class today; he slept too late this morning.
4. Animals like deer and rabbits often **freeze** when a predator is near.
5. David's scariest **memory** is of the time he stepped on a snake when he was hiking.
6. Fay took deep breaths to **relax** before her big concert with the school band.

____ **1.** brave	**a.** to stop and be completely still *(v.)*
____ **2.** escape	**b.** blame, responsibility *(n.)*
____ **3.** fault	**c.** to stop being nervous, scared, angry *(v.)*
____ **4.** freeze	**d.** the act of getting away or getting free *(n.)*
____ **5.** memory	**e.** something that you remember from the past *(n.)*
____ **6.** relax	**f.** unafraid of danger *(adj.)*

C Complete the sentences with the correct form of a boldfaced word from Activity B.

1. My mother doesn't like to fly, so she _____ on planes by reading a good book.
2. The day Lucia got her puppy is her happiest _____.
3. The firefighters lowered a rope for the man's _____ from the deep well.
4. Are you _____ enough to go skydiving or bungee jumping?
5. Kevin thinks it's his _____ that the team lost because he missed a goal.
6. Last night, I _____ when I heard the loud crash outside my door.

LIVEWORKSHEETS

FOCUS ON UNDERSTANDING

Understand

A Read the statements about "Fear on the Brain." Write *T* for True or *F* for False.

_____ **1.** The limbic system's job is to analyze information from your senses and decide how you should react.

_____ **2.** Some salamanders know their predators even before they hatch from their eggs.

_____ **3.** Human babies are born being afraid of everything that could hurt them.

_____ **4.** The fight-or-flight reflex is when an animal decides to either run away or defend itself.

_____ **5.** Some people are born with deliberate calm, and others are not.

_____ **6.** The great auk is an example of an animal that went extinct because it always froze with fear.

B Use information from "Fear on the Brain" to match the causes with their effects.

Causes	Effects
_____ **1.** You feel afraid and breathe faster.	**a.** You have the reflex either to defend yourself or to run away.
_____ **2.** Your glands send adrenaline all over your body.	**b.** You feel scared.
_____ **3.** You see another person feeling scared.	**c.** More oxygen goes to your cells.
_____ **4.** Your brain decides that a threat is serious.	**d.** Part of your brain sends a sense of relief to the body.
_____ **5.** You realize that something scary in an amusement park isn't a real threat.	**e.** You get a burst of strength and energy.

C Answer the questions about "Fear on the Brain."

1. How do young humans learn to fear?

_____

2. Why might humans quickly learn to fear things like snakes, loud noises, and the dark?

_____

3. Why do many animals puff up their fur when they are scared?

_____

4. How can you practice deliberate calm?

_____

5. What can we learn about fear from Steller's sea cow?

_____

LIVEWORKSHEETS

FOCUS ON LANGUAGE

Language Convention: Understand Intensive and Reflexive Pronouns

A Underline the intensive or reflexive pronoun in each sentence. Then write *I* for Intensive or *R* for Reflexive.

____ **1.** The animal might stay frozen, or it might make a quick choice to defend itself or run away.

____ **2.** Goosebumps themselves are caused by the same response that makes a bear's fur bristle.

____ **3.** When you feel yourself beginning to panic, take a deep breath to calm down.

____ **4.** Pilots and firefighters often train themselves to stay calm in emergencies.

____ **5.** Fear itself starts in a part of the brain called the limbic system.

____ **6.** I told myself not to worry about the spider, but it still scared me!

B Complete the sentences with the correct intensive or reflexive pronoun.

1. Great auks _____ are extinct, as are Steller's sea cows.

2. Mrs. Garcia calmed _____ before her presentation by relaxing with a friend.

3. The salamander _____ isn't a large animal, so it has an inborn fear of predators.

4. I always picture _____ scoring a goal before a big soccer game.

5. Even the pilot _____ doesn't like taking off, but he's learned how to relax.

6. Are you and your friends making _____ dinner this evening?

C Cross out the intensive pronouns that are only used for emphasis.

1. Humans themselves are predators of much larger animals.

2. Kara didn't believe in herself, but I myself knew she could control her fear.

3. The roller coaster itself looked fun, but I knew I didn't want to ride it.

4. Even the doctor herself dislikes the sight of blood, but she tells herself it's a natural thing.

5. The brain itself is responsible for creating the emotion of fear.

6. The students themselves bought a gift to thank their teacher for his hard work.

LIVEWORKSHEETS

GRAMMAR BOOST: *Like* as a Verb or a Preposition

We use the word *like* often in English. *Like* can be different parts of speech, but it is most often used as a verb or a preposition.

Like as a Verb

1. As a verb, *like* means "to enjoy or prefer something." We usually use *like* with an object. It is not used in the continuous tense.

   Many people ***like*** *roller coasters.* ~~*Many people are liking roller coasters.*~~

2. *Like* can also be used with a gerund, an infinitive, or a noun phrase.

   Everyone ***likes*** *being scared sometimes.* *Everyone* ***likes*** *to be scared sometimes.*

   Everyone ***likes*** *the feeling of being scared sometimes.*

3. We use the phrase *would like* for requests, desires, and polite offers.

   A: I ***would like*** *to take a class about managing fear.*

   B: OK. ***Would*** *you* ***like*** *to come to our class on Tuesdays?*

Like as a Preposition

1. As a preposition, *like* is used to compare things or to say that something is similar to another thing.

   Brave people feel fear ***like*** *everyone else.*

2. As a preposition, *like* is used with a noun, pronoun, or noun phrase.

   When you are afraid, your hands feel ***like*** *ice.*

3. We use *like* to introduce examples that are comparable or similar to something else.

   People who work in dangerous jobs, ***like*** *police officers and firefighters, practice for emergencies.*

   In this example, police officers and firefighters are examples of people who work in dangerous jobs.

A **Read the sentences. Write *V* if *like* is used as a Verb and *P* if it is used as a Preposition.**

_____ **1.** Steller's sea cow was a large creature like a manatee.

_____ **2.** When you are afraid, your stomach is like a big knot.

_____ **3.** Many people don't like to feel afraid.

_____ **4.** A salamander is a small animal like a lizard.

_____ **5.** Even police officers feel fear like the rest of us.

_____ **6.** People visit amusement parks because they like the feeling of relief after fear.

_____ **7.** Sailors liked to hunt sea cows because they were easy prey.

_____ **8.** Scientists believe that our ancestors didn't like snakes or loud noises.

LIVEWORKSHEETS

B Match to make complete sentences.

____ **1.** Would you like	**a.** to join the school choir.
____ **2.** Sometimes even adults play	**b.** like a younger person.
____ **3.** My aunt says she feels	**c.** like when the school serves pizza for lunch.
____ **4.** All the students	**d.** flying on planes.
____ **5.** Esteban doesn't like	**e.** like children.
____ **6.** Abdullah would like	**f.** to go skiing this weekend?

C Put the words in order to write sentences with *like*.

1. doesn't / Sofia / or snakes / like / spiders

_____

2. to play / your / us / with / would / like / brother

_____

3. I'm / when / I / a rabbit / freeze / scared, / like

_____

4. feel / ice / the singer's / like / hands / a concert / before

_____

5. some people / afraid of / insects, / beetles / are / like

_____

6. spooky / like / I'd / to watch / movie tonight / a

_____

D *Like* is missing from the sentences. Edit the sentences to put *like* in the correct place.

1. Emilia looks a lot her sister.

2. Some people, airplane pilots and surgeons, have to practice staying calm.

3. Simon felt a star when he got the lead role in the school play.

4. My little brother would to order the chicken sandwich, please.

5. Famous people have feelings everyone else.

6. Li Wei runs a cheetah—he's so fast!

7. Would you me to help you study?

8. Most people going to amusement parks.

LIVEWORKSHEETS

Vocabulary Boost

A Use context to determine the meanings of the words in bold. Then match the words to their definitions.

1. Doctors need to **diagnose** a patient before they can decide how to help him or her.
2. The actor's performance in the play was **extraordinary**, and he won several awards.
3. Eva's excitement about skiing **outweighs** her dislike of cold weather.
4. We know now that people's belief that Earth was flat was **preposterous**.
5. The raft flipped over in the **rapids**, so the people swam to the shore.
6. The passengers were filled with **terror** when the lights went out inside the plane.

____ **1.** diagnose	**a.** to be more important than something else *(v.)*
____ **2.** extraordinary	**b.** a rocky place in a river where water moves very quickly *(n.)*
____ **3.** outweigh	**c.** extreme fear *(n.)*
____ **4.** preposterous	**d.** to discover or identify a disease or sickness *(v.)*
____ **5.** rapids	**e.** outstanding; wonderful *(adj.)*
____ **6.** terror	**f.** completely unbelievable and ridiculous *(adj.)*

B Answer the questions.

1. Why might some diseases be difficult to **diagnose**?

_____

2. What is something **extraordinary** that you or someone you know has done?

_____

3. Why do the benefits of learning a new language **outweigh** the hard work involved?

_____

4. Write a **preposterous** prediction for what life will be like in 50 years.

_____

5. Would you feel **terror** kayaking or rafting in **rapids**? Why or why not?

_____

Share Your Perspective

C Answer the question.

Think of a time when you were afraid. How did you manage your fear?

_____

_____

LIVEWORKSHEETS

Key Vocabulary

A Complete the sentences with the correct form of a word or phrase from the box.

crisis	decision	rational	terrified	under pressure	variable

1. The earthquake was a major _____ for the city.
2. There were several _____ affecting the flight, including the weather and the number of passengers.
3. Lucia made the _____ choice to spend her money on books instead of candy.
4. Some students don't do well on tests because they become nervous _____.
5. Diego was _____ by the idea of skydiving.
6. When are you going to make a(n) _____ about which university to go to?

Vocabulary Boost

B Use context to determine the meanings of the words in bold. Then complete the chart.

1. The coach is going to **assess** the players' skills and then decide who will be on the team.
2. Lee is **certain** that she will never go bungee jumping, and no one can change her mind.
3. Most countries have strict speed limits so that cars will not **crash**.
4. Most of the time, you should **ignore** your worries and believe in yourself instead.
5. After the snowstorm, the town had no **power** for 24 hours.
6. The car accident in the TV show has to look **realistic**.

Word	Part of Speech (noun, verb, adjective)	Definition
		to pay no attention to something
		definite; without any doubt
		to evaluate or analyze
		to hit against something violently
		a supply of energy
		seeming to be real and not pretend

C Write one idea for each item.

1. something your teacher **assesses**: _____
2. something that you are **certain** about: _____
3. something that can **crash**: _____
4. something you should **ignore**: _____

LIVEWORKSHEETS