SEQUENCE II : Emotions

A. Reading Comprehension
B. Pronunciation / Spelling
C. Word-Building
D. Grammar
E. Writing
Emotions and your brain

Emotion is an intense mental state that arises in the nervous system and evokes either a positive or negative psychological response.

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Emotions are related to behavior with survival value (e.g. fear motivates flight, anger motivates fighting). They enable us to react to situations and influence our behavior - for example, anger or fear will set your heart racing, and feeling happy will make you smile. The body frequently responds to sadness by a feeling of tightness in the throat. Pain is best relieved by the well-known (and sometimes automatic) processes of crying, laughing, sweating, and trembling.

Extreme emotions can cause problems. Sadness can become depression, anger can become aggression, and pleasure can lead to addiction. Feeling afraid in a dangerous situation is natural and useful. But being scared when there doesn't seem to be a clear reason, is anxiety.

When remembering an emotional event, you recall not only what happened, but also how you felt. Scientists think that we store early emotional memories, even if we cannot remember what actually happened. These memories can last a very long time and may still affect us as adults.

One of the key areas of your brain that deals with showing, recognizing and controlling the body's reactions to emotions is known as the limbic system.

But are emotions and feelings just learnt as we grow up, surrounded by pictures, photographs and television?
Apparently not: even people who live in isolated parts of the world use these same facial expressions to communicate their emotions. They are considered to be universal in all human beings.

Activity 1:

Say if the following statements are true or false and correct the false ones.

1. Emotions are only positive.
   2. Emotions have a link with man’s survival instinct.
   3. Emotional memories disappear quickly.
   4. Emotions have an impact on our behaviour.
   5. When you are scared, your heart beats less quickly.
   6. Our emotions are controlled by our heart.
   7. People from different cultures have different emotions.

Activity 2:

In the list below, some words express a less intense emotion than the others:
Write pairs of words as in the example:

- sympathy - anger - love - happiness - despair -
- fright - fear - rage - terror - elation - disgust -
- elation - sadness - worry - distaste -
The "Fight or Flight" Response.

Have you ever wondered why being scared makes your heart beat faster and makes you breathe quicker? Your body does a number of things automatically so as to be ready for quick action or a quick escape: Your heart rate increases to pump more blood to your muscles and brain. Your lungs take in air faster to
supply your body with oxygen and the pupils in your eyes get larger to see better. This reaction is called the "fight or flight" response.

We all feel anxious sometimes - walking alone at night, for example or before an exam. But some people suffer from a severe form of anxiety even when there seem to be no reason. This may stop them from leading a normal life. A few people may have panic attacks and *phobias which are all forms of extreme anxiety.

Some scientists think that a special area in the brain controls the fight or flight response. With anxiety, it's like having the fight or flight response stuck in the ON position - even when there is no real danger. These five steps may help you deal with stress and anxiety.

1. **Talking** to a relative, or a friend may help you get through the tough situation you're facing.

2. **Exercising**, listening to music or going for a walk may help you shift to a better mood.

3. **Considering** what the problem is calmly may be a good start for solving it.

5. **Being positive** makes things easier.
Test anxiety

Before an exam, you feel shaky or sweaty and you have a headache. You think "What if the test is too hard?" “What if I forget everything I know?” This is known as test anxiety. It occurs when you feel worried about how you will perform.

New word:

a phobia: an intense fear of something specific, such as being up high, getting dirty or spiders.

WHAT CAN YOU DO TO EASE TEST ANXIETY?

Talk to someone about it can make you feel better .
Be prepared for the test. You will feel more confident.
Block any negative messages you might have and say to yourself, "I studied and I'm ready to do my best."
Take care of yourself. **Get enough sleep, a balanced diet food and time for relaxing.**
Breathe better **can help you calm down.**
**Here's how to do it:**
Inhale *(breathe in)* slowly and deeply through your nose, **and then**
exhale *(breathe out)* slowly through your mouth.

Arcy Lyness, PhD, February 2007

**Activity 1:**

**Answer the following questions**

1. How does the body react to danger?
   ........................................................................................................

2. Why is this reaction called the "fight or flight" response?
   ........................................................................................................

3. What may anxious people develop?
   ........................................................................................................

4. What are the things that may help you overcome anxiety?
   ........................................................................................................

5. How can you deal with test anxiety?
   ........................................................................................................

6. What is the difference between fear and anxiety?
   ........................................................................................................
**ACTIVITY 2**

All the words below express fear but with different intensity. Classify them from the least intense to the most intense.

anxiety - fright - panic - nervousness - scare
phobia - terror - apprehension - worry

1. apprehension 2. .................. 3. ..................
4. .................. 5. fright 6. ..................
7. .................. 8. .................. 9. phobia

**B. Pronunciation**

- **h** is pronounced when it is at the beginning of a word
e.g.: humour /hjuːma/ - a hunter /ˈhʌntɚ/ -

Exceptions: heir /ɛə/ - heiress /ˈɛəris/ -
honour /ˈɔːnər/ - hour /ˈauər/

- **gh** is not pronounced in the syllables igh, eigh
e.g.: high /hai/ - height /hæɪt/ - neighbour /ˈneɪbər/
in the syllables aught ought. /

e.g.: taught /tɔ:t/ - daughter /dɔ:tər/
**Activity 1:**

Read aloud the words below and write the corresponding words

<table>
<thead>
<tr>
<th>Phonetic transcription</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. /kɔːt/</td>
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<td>2. /hil/</td>
<td>..................</td>
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<tr>
<td>3. /haɪd/</td>
<td>..................</td>
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<tr>
<td>4. /nɔːt/</td>
<td>..................</td>
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<td>5. /hʌŋɡri/</td>
<td>..................</td>
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<td>6. /bɔːt/</td>
<td>..................</td>
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<td>7. /hʌri/</td>
<td>..................</td>
</tr>
<tr>
<td>8. /'n aɪtmɛə/</td>
<td>nightmare</td>
</tr>
<tr>
<td>9. /'haiwei/</td>
<td>..................</td>
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</tbody>
</table>
C. Word Building

Most adjectives form their nouns by adding suffixes e.g.: bored ➔ boredom angry ➔ anger But: scared ➔ scare

Activity 1:
The faces below illustrate feelings and emotions.
a) Supply the correct adjective under each face.
b) Write the corresponding noun

**Activity 2:**

Match the words with their opposites:
e.g.: desire ≠ indifference

<table>
<thead>
<tr>
<th>1. fear</th>
<th>a. hatred</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. anger</td>
<td>b. cruelty</td>
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<tr>
<td>3. shame</td>
<td>c. greed</td>
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<td>4. surprise</td>
<td>d. stress</td>
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<td>5. pity</td>
<td>e. despair</td>
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<td>6. pride</td>
<td>f. calmness</td>
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<td>7. relaxation</td>
<td>g. expectation</td>
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<td>8. hope</td>
<td>h. confidence</td>
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<td>9. love</td>
<td>i. shamelessness</td>
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<td>10. generosity</td>
<td>j. modesty</td>
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<th>10. ...</th>
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</table>

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ACTIVITY 3:

REORDER THE WORD LIST OF EMOTIONS AND FEELINGS ALPHABETICALLY

• SHAME, • XENOPHOBIA,

• NOSTALGIA, • LOVE, • GRIEF,

• NERVOUSNESS, • CONFIDENCE,

• ENVY, • HOPE, • VULNERABILITY,

• HOMESICKNESS, • UNHAPPINESS,

• ANGER, • BOREDOM, • REMORSE,

• FRIENDSHIP, • DELIGHT, • IRRITABILITY,
<table>
<thead>
<tr>
<th>A</th>
<th>affection,</th>
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<td>X</td>
<td><a href="http://www.uoeid.edu.dz">http://www.uoeid.edu.dz</a></td>
<td>.................</td>
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</tbody>
</table>
**Activity 4:**

**Now, Supply the Correct Word (Adjective or Noun)**


1. Nothing can reassure Jack. He has a ........... about darkness.

2. He is so ............. about the results of his medical exams that he can’t sleep.
3. Mike always feels a little ........... when travelling by plane.

4. PEOPLE RAN INTO THE STREETS IN A ............. WHEN THEY HEARD THE EXPLOSION.

5. DON’T DO THAT AGAIN. THE CAT IS

......................................

http://www.onefd.edu.dz
6. **SHE GOT REALLY .............. WHEN HE DIDN’T CALL.**

7. Bob is .................. about taking his driving test again.

8. She felt .................. at the thought of making a speech.
9. Can I go out? The tobacco smell makes me feel .................. 

Idioms describing fear and fright:
Remember there is an element of exaggeration in these idioms. They make comments on the situation and lighten the tone of what you are saying. So use them only informally.

<table>
<thead>
<tr>
<th>Idioms</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. He was scared stiff.</td>
<td>a. very scared</td>
</tr>
<tr>
<td>2. He frightened the life out of us.</td>
<td>b. frightened us a lot.</td>
</tr>
<tr>
<td>3. He’s shaking in his shoes.</td>
<td>c. trembling with fear</td>
</tr>
<tr>
<td>4. Bart was scared out of his wits.</td>
<td>d. extremely scared</td>
</tr>
<tr>
<td>5. I jumped out of my skin when I heard the scream.</td>
<td>e. gave a big jump</td>
</tr>
</tbody>
</table>
Activity:

Complete these idioms

1. Don’t creep up behind me like that! You frightened the
   life out of me .................
2. Don’t allow the kids to watch horror films again. They
   were scared...................
3. I jumped ................. when I heard the explosion.

D. Grammar

1. SHOULD / OUGHT /HAD BETTER

Use: Subject + should / ought to + stem
   ➔ for giving advice or for making suggestions

   e.g.: You should study harder. You should not smoke.
   You ought to study harder.

Use: Subject+ had better (`d better)+ stem
   ➔ for implying a warning or a threat of
   possible bad consequences.

   e.g.: You’d better study harder.(= If you don’t study
       harder, you may fail.)
   You’d better not smoke. (=If you don’t stop
       smoking, you may be seriously ill.)
Activity:

Give advice by using should, ought to or `d better.

**e.g.:** I am anxious. I’m worried about the test next week. (get some rest)

*You should ought to/'d better/ get some rest.*

1. I can’t stop thinking that I may forget everything the day of the test. (be positive)

2. I want to get every answer right. (accept mistakes)

3. I am too stressed. I’m unable to concentrate. (do breathing exercises)

4. I don’t know how to spell a few words. (look them up in a dictionary)

5. I’m having trouble in math class. (talk to you teacher)
2. MUST / HAVE TO

Use: Subject + must / have to + stem for expressing necessity.

* must is usually stronger than have to

e.g.: All applicants must take an entrance test.
      All applicants have to take an entrance test.

Activity 1:
Supply must or have to in the sentences.

1. You always feel sick before a test. You ............... see a doctor.

2. I’m looking for Sue. I ............ to talk to her about the trip.

3. Where’s Sue? I ................. to talk to her right away. I have an urgent message for her.

4. You ................. pay. It is not a free parking space.

5. I can’t go to the party. I ................. to finish my project.
**Activity 2:**

Correct the mistake in each sentence.

* e.g.: You must to stop at the red light.
  You must **to** stop at the red light.

1. You must to wear your seatbelt.
   .............................................................................

2. Students has to bring their project on Monday.
   .............................................................................

3. You ought talk to someone. You’ll feel better.
   .............................................................................

4. You should to be prepared for the test. You’ll feel more confident.
   .............................................................................

5. You’d better don’t stay up late, otherwise you’ll be worn out on the day test.
   .............................................................................
E. Writing

Complete the dialogues

e.g.: A: Oops! I spilled coffee on the table cloth.
B: You’d better wash it immediately before the stain sets.

1. Peter: I’ve been............................................................
   Mark: I know. You ..........................................................
   Peter: Yes, you’re right. I think ........................................

2. Lisa: Mum, I feel like having a little more. .........................?
   Mum: Yes Lisa but ...........................
        ..............................................
3. Father: Jim, Lisa you’d ..... .............................................. or I’m going to ....... ..............................................

Liz: Jim doesn’t want ....... ..............................................

Jim: But ..............................................

4. Jane: I can’t ................................................................. and I .................................................................

Bob: You .................................................................