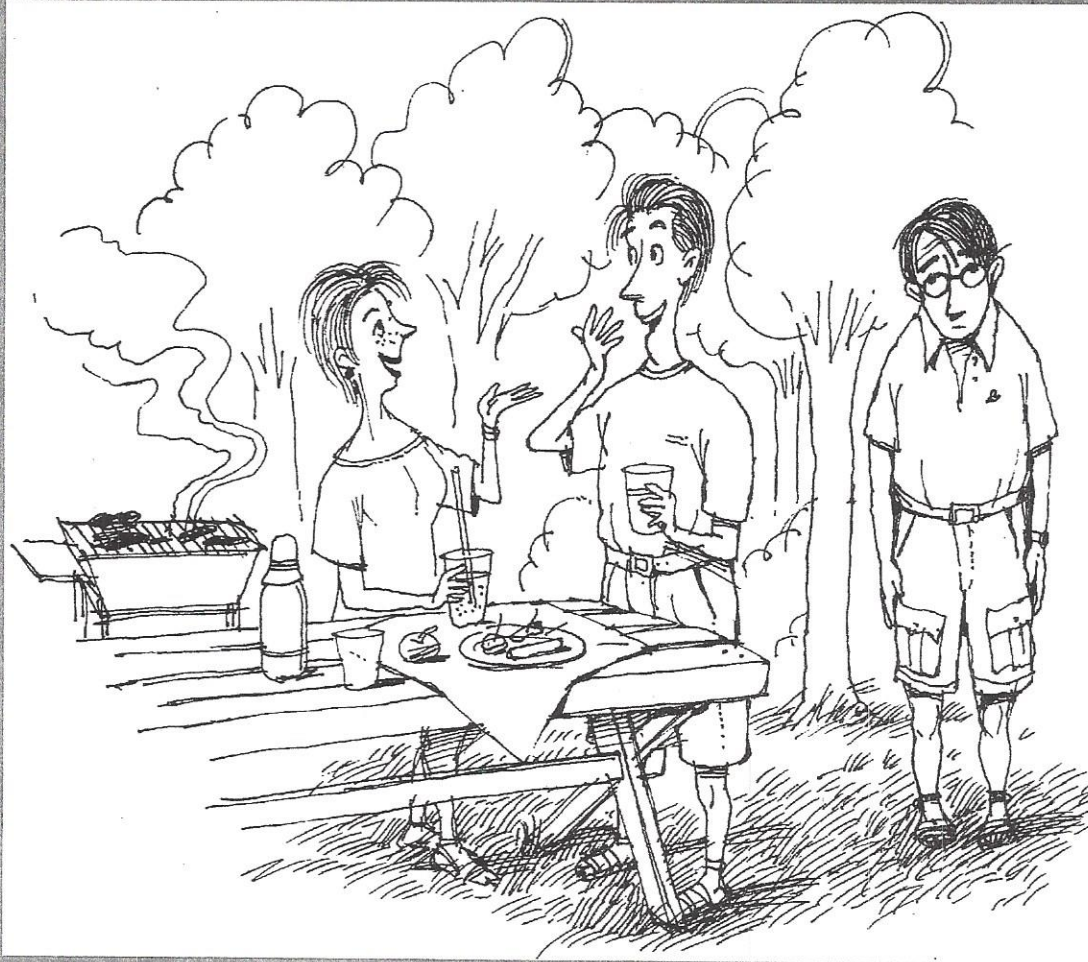


Are you shy? Take the quiz. Add up the points to find out!

The Bold and the Bashful



1 Focus on the Topic

A PREDICTING

Look at the drawing above and the title of the unit. How would you describe the people in the drawing? Which of the people do you most identify with? Why? The man on the far right is bashful, or shy. How do you think it feels to be shy?

B SHARING INFORMATION

1 Are you shy? Take the quiz. Add up the points to find out!

HOW SHY ARE YOU?

For each statement below, rate yourself on this scale. Circle your answer.

	1 Never	2 Almost Never	3 Sometimes	4 Often	5 Always
1. I'm tense and nervous when I'm with people I don't know well.	1	2	3	4	5
2. It's difficult for me to ask other people for information.	1	2	3	4	5
3. I'm often uncomfortable at parties and other social gatherings.	1	2	3	4	5
4. When I'm in a group of people, I have trouble thinking of the right things to say.	1	2	3	4	5
5. It takes me a long time to overcome my shyness in new situations.	1	2	3	4	5
6. It's hard for me to act in a natural way when I'm meeting new people.	1	2	3	4	5
7. I'm nervous when I'm speaking to someone in authority.	1	2	3	4	5
8. I find it hard to talk to strangers.	1	2	3	4	5

TOTAL SCORE:

WHAT YOUR SCORE MEANS: 30–40 = very shy
 21–29 = somewhat shy
 below 21 = probably not shy, although you
 may feel shy in some situations

2 Discuss the results of the shyness quiz in a small group.

1. Who had the highest score in your group? Who had the lowest score? Did your own results seem right to you?
2. When you speak English, do you feel shy or bold? In what situations do you feel shy? Describe those situations.

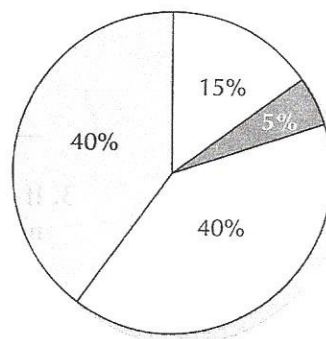
C PREPARING TO LISTEN

BACKGROUND

- 1** Work with a partner. Try to guess the results of a study of shyness among Americans by a Stanford University psychologist. Indicate your answers by writing the percentage next to the corresponding description. Then check the results on page 241.

Of the Americans surveyed, _____.

1. _____% tend to be shy in most situations
2. _____% used to be shy as children, but are not shy as adults
3. _____% are shy in certain situations
4. _____% have never experienced shyness



- 2** Discuss your answers to the following questions with a partner.

1. Do these results surprise you? Why?
2. Why do people who live in the United States have the reputation for being “optimistic” and “outgoing”? Do you agree with this widely held view? Why?
3. In your opinion, is shyness a positive or negative quality? Explain.

- 3** Working with a partner, read the factors below that psychologists believe make people shy. Decide how important each factor may be in causing shyness. Write **V** (very important), **S** (somewhat important), or **N** (not very important) next to each factor. Then discuss the reasons for your choices.

- _____ 1. heredity
- _____ 2. cultural values
- _____ 3. birth order (oldest, middle, or youngest)
- _____ 4. life experiences (moving, changing schools, divorce in family)
- _____ 5. gender
- _____ 6. competition
- _____ 7. use of electronic communication (e-mail, voice mail, chat rooms)
- _____ 8. parents' behavior
- _____ 9. lack of social skills
- _____ 10. physical attractiveness
- _____ 11. use of computer and video games

VOCABULARY FOR COMPREHENSION

I Read the following sentences. Try to determine the meaning of the underlined words from the context of the sentences. Then write a definition or similar expression under the sentence.

1. In English class, some students tend to speak out a lot. Others are somewhat reticent.

2. A public-speaking phobia, called glossophobia, prevented the businessman from delivering formal presentations at work.

3. If people cannot explain their ideas well, others may assume those ideas have no merit.

4. One of Professor Philip Zimbardo's studies indicated that Israelis were not shy and introverted. On the contrary, they were outgoing and extroverted.

5. Some shy people are successfully shy and comfortable with their personality. However, for others, shyness has adverse consequences.

6. Some psychologists describe shyness as a syndrome, with patterns of physical and emotional symptoms.

7. Chronic shyness that persists from childhood to adulthood can have negative consequences such as low self-esteem and loneliness.

8. My friend and I regard each other as kindred souls. We are both painfully shy.

9. People often make terrible misattributions about those who are shy. They assume shy people are cold and unfriendly instead of merely bashful.

10. Of the Indian students surveyed, 82 percent reported that shyness was a problem or handicap that made them unhappy and unfulfilled.

11. Many employees thought the company president was aloof and unfriendly. But in truth, she was just very shy.

12. It was not her intention to be rude or condescending toward her staff. She behaved this way in order to cover up her extreme shyness.

2 Now match the words on the left with a definition or similar expression on the right. Write the appropriate letter in the blank space. Then compare your answers with those of another student.

- | | |
|--------------------------|-----------------------------------|
| _____ 1. reticent | a. condition |
| _____ 2. phobia | b. distant |
| _____ 3. merit | c. very strong fear |
| _____ 4. extroverted | d. negative |
| _____ 5. adverse | e. disadvantage |
| _____ 6. syndrome | f. unwilling to talk |
| _____ 7. chronic | g. false assumptions |
| _____ 8. kindred souls | h. very sociable |
| _____ 9. misattributions | i. people having similar traits |
| _____ 10. handicap | j. value |
| _____ 11. aloof | k. treating others as inferior |
| _____ 12. condescending | l. continual (in a medical sense) |

2

FOCUS ON LISTENING

A LISTENING ONE: *Americans Are Getting Shyer*

You will hear an interview from the radio news program *Morning Edition*, aired on National Public Radio in the United States. The interviewee, Dr. Philip Zimbardo, comments that many of the shy people he spoke to say, "Shyness is undesirable, [it] has adverse consequences."



Work with a partner. Predict some of the problems that you think shy people may have as a result of their shyness (for example: staying in a dead-end job, avoiding social situations). Discuss your predictions with your partner. Then listen to this excerpt of the interview to check your predictions.

LISTENING FOR MAIN IDEAS



Read the following topics. Then listen to Part One of the interview, and take notes as you listen. Do the same for Part Two. Compare your notes with those of another student.

Part One

1. Results of Dr. Zimbardo's new study

2. Reasons Americans are becoming shyer, according to Dr. Zimbardo

Cultural factors: _____

Social factors: _____

Part Two

3. Professor Zimbardo's descriptions of *situational* and *dispositional* shyness

Situational: _____

Dispositional: _____

4. Dr. Zimbardo's advice to shy people to help them cope at parties or in conversations

5. Problem that shyness presents to attractive people

LISTENING FOR DETAILS



Read the sentences. Then listen to the interview again. As you listen, circle the letter of the answer that completes each sentence correctly. Compare your answers with those of another student.

Part One

1. According to the interviewer, Alex Chadwick, these days Americans are having difficulty _____.
 - a. meeting people
 - b. dressing appropriately
 - c. asking questions
2. Philip Zimbardo _____.
 - a. teaches in a shyness clinic
 - b. runs in Palo Alto
 - c. manages a shyness clinic
3. Zimbardo's latest research focused on shy _____.
 - a. adults
 - b. children
 - c. children and adults
4. The researchers discovered that over the past ten years, the number of Americans who label themselves as shy has increased by _____.
 - a. 48 percent
 - b. 18 percent
 - c. 20 percent

5. One thing that Zimbardo does *not* say about shy people is that they are _____.
a. competitive
b. reticent
c. self-conscious
6. The electronic revolution means that many people's jobs are being replaced by computers. Philip Zimbardo *doesn't* mention _____ as being replaced by computers.
a. gas station owners
b. bank tellers
c. telephone operators

Part Two

7. In Dr. Zimbardo's survey, _____ of people said shyness was undesirable.
a. 70 percent
b. 79 percent
c. 75 percent
8. One example of situational, or momentary, shyness *not* mentioned by Philip Zimbardo is _____.
a. going on a blind date
b. playing the piano in public
c. speaking in public
9. Quasimodo is the hunchback in Victor Hugo's novel *The Hunchback of Notre Dame*. Zimbardo compares shyness to Quasimodo's hump because _____.
a. everyone notices it
b. you always carry it with you
c. it's chronic
10. Zimbardo feels that shy people should be aware that nearly _____ of the population is shy.
a. 15 percent
b. 50 percent
c. 40 percent
11. According to Dr. Zimbardo, when you are too shy, people may assume you are also _____.
a. unintelligent
b. motivated
c. unattractive
12. Philip Zimbardo tells Alex Chadwick that he is not shy because he is the oldest child in a _____.
a. small Italian family
b. large Italian family
c. large Greek family

REACTING TO THE LISTENING



1 Read the following questions. Then listen to each excerpt from the interview. Discuss your answers with a partner, then with the class.

Excerpt One

1. What do you think the interviewer, Alex Chadwick, means by the phrase “Friends, take heart”? Why does he use the word *friends* to address the anonymous radio audience?
2. What is Chadwick’s attitude toward the topic of shyness?

Excerpt Two

3. Zimbardo clearly believes that his research is important and interesting. How does he show this attitude in the excerpt?

Excerpt Three

4. How does Zimbardo feel when Chadwick asks him whether he is shy? What can you hear in his voice?



2 In a small group, discuss your answers to the following questions.

1. At his clinic at Stanford University, Zimbardo works to help people overcome shyness. Do you think shyness is a problem that needs to be overcome? Explain.
2. Zimbardo thinks that computers and video games are making some people shy. Does this make sense to you? Explain.
3. Go back to the causes of shyness you identified in the Preparing to Listen section. Do you still agree with what you said? Explain.

**LISTENING TWO: *The Pollyanna Syndrome***

In Listening Two, a Public Radio International commentator, Julie Danis, describes a “Pollyanna.” A Pollyanna refers to a certain personality type: an annoyingly optimistic person who refuses to accept that anything bad can happen. The name comes from the heroine of a 1913 novel, *Pollyanna*, who had an overly optimistic outlook on life.

In the commentary, Danis gives examples of ways that one co-worker was able to “make lemonade out of lemons.” What might this phrase mean? Have you ever known any Pollyannas? If so, describe them.



1 Read the items below. Then listen to Julie Danis's commentary. Listen again, and match Danis's unlucky event with Pollyanna's "bright side" view.

Danis

- _____ 1. went to the eye doctor but did not get a diagnosis for the problem of blurred vision
- _____ 2. stop-and-go commute
- _____ 3. computer crashes and 1-800-HELP line is very busy
- _____ 4. snowed in with no hope of flying
- _____ 5. toothache and no dental insurance for the root canal

Pollyanna

- a. time to purge, or clean out, the computer files
- b. time to catch up on movies
- c. a chance to skip the mascara and rest eyes every two hours
- d. no solution
- e. a chance to listen to language tapes while doing relaxation exercises

2 In the commentary, Danis refers to several common idioms. However, she uses these idioms in a slightly unusual way. All the idioms have generally the same meaning: "making lemonade out of lemons," or finding the positive in a negative situation. Work with another student. Use the common idioms to talk about a time when you had to find the positive in a negative situation.

Danis's Use

- 1. "[The Pollyannas] find the silver lining inside the darkest cloud."
- 2. "[They are always] driving others to distraction with their 'find the bright side' philosophy."
- 3. "You can't cry over something that can't cry over you."

Common Use of Idiom

- 1. Every cloud has a silver lining.
- 2. Look on the bright side.
- 3. Don't cry over spilt* milk.

Example

Don't cry over spilt milk. Once the damage is done, it's done. I remember one time when _____.

C LINKING LISTENINGS ONE AND TWO

1 Look at the following questions. Choose one to which you can answer yes. Then describe the experience in detail to a small group.

Have you ever _____?

- 1. had an experience that started badly but turned out great

* *spilt*: spilled.

2. been forced to overcome shyness in order to perform a task such as delivering a presentation, performing in public, or hosting a party
3. suffered from a phobia, such as fear of flying, fear of spiders, or fear of heights
4. helped a friend or family member overcome a phobia

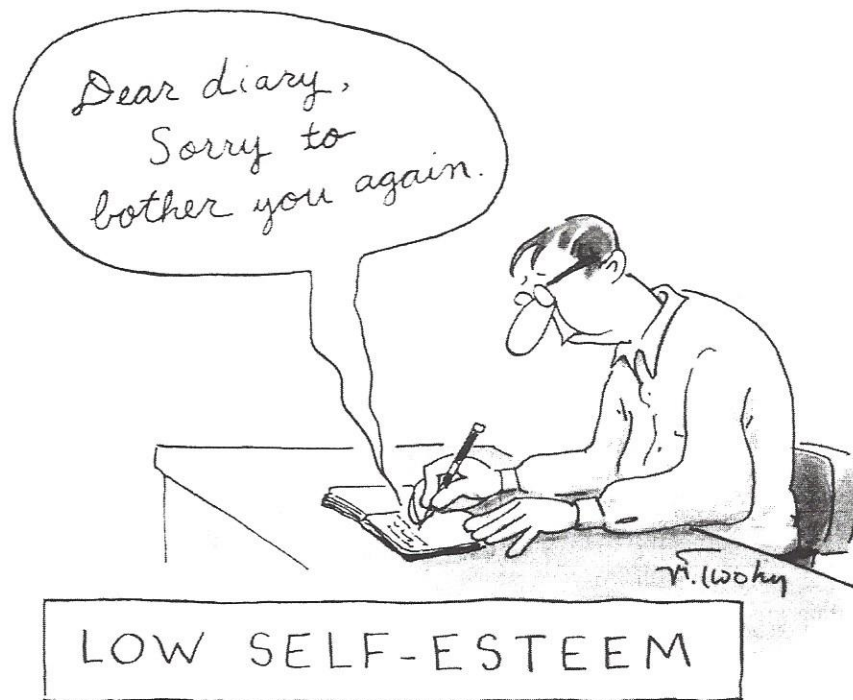
- 2** *Work with another student. Improvise a dialogue between a negative, pessimistic person and a Pollyanna who always looks on the bright side of things. Use the following situation. Then present the dialogue to your class.*

Situation

Student A: You are a Pollyanna who has learned that your co-workers are annoyed by your overly enthusiastic attitude about everything. They feel you see the world unrealistically, through "rose-colored glasses."

Student B: You are a pessimistic co-worker. Give advice to Pollyanna to persuade her to give up her sunny temperament.

- 3** *Work with a partner. Look at the cartoon, and discuss the answers to the questions below.*



Drawing by M. Twohy, © 1996 The New Yorker Magazine, Inc.

1. What does "low self-esteem" mean?
2. The man apologizes to his diary. Why does this illustrate low self-esteem? What do people typically write in a diary? What advice would you give to the man to boost his self-esteem?

3 Focus on Vocabulary

1 Read the following letters to a newspaper, and fill in the blanks with the correct form of the appropriate expression from the list below. Compare your answers with those of a partner.

break the ice

draw out

fill the void

in the first place

mark (v.)

outlook

take things as

think of

virtually

widespread

wind up

Each week the *Star Daily* summarizes responses to a question we pose to our readers. Here are some of our favorite responses to the question:

BIRTH ORDER: DOES IT MATTER?

Dear *Star Daily*:

I'm the youngest of five children. I know that

_____ all later-born children

1. (almost)

are reserved, but not necessarily aloof. I have a

positive _____ on life and

2. (point of view)

_____ they come.

3. (accept experiences as)

Nancy Kakowski
Springfield, Missouri

Dear *Star Daily*:

I realize that acceptance of this birth

order theory is becoming more

_____, but I just can't buy it.

4. (common)

_____ I think personality

5. (First of all)

traits are determined by genetics. Second, theories

like birth order are actually harmful in that they

may _____ people unfairly,

6. (label)

leading to misattributions about people's

personalities.

Martha Johnson
New York City, New York

Dear *Star Daily*:

I'm the firstborn in my family. My siblings

complain that I'm arrogant, but I don't

_____ myself that way. At

7. (consider)

social gatherings, I _____

8. (end up)

being the life of the party. I see my role as

_____ my more introverted

9. (encouraging)

friends.

Mark Baldino
Portland, Oregon

Dear *Star Daily*:

I'm an independent, only child. So I spent a great

deal of time alone. To _____

10. (overcome loneliness)

I had to learn many new skills. For example, I

learned how to lose my awkwardness and self-

consciousness. Now, I'm usually the one to

_____ at social occasions.

11. (get people socializing and enjoying themselves)

Patty LaFond
Austin, Texas

 Work with a partner. Discuss birth order theory.

Student A: Read each statement aloud, and ask the related questions.

Student B: Cover the left column. Answer the questions. Speak at length using the new vocabulary in any order. Then switch roles after question 2.

Student A

1. Philip Zimbardo says, "I'm a firstborn from a big Sicilian family, so my job was making all the other kids feel comfortable."

How do you think being "firstborn" affected Zimbardo? Does this apply to the firstborn in families you know?

2. According to Frank Sulloway, author of *Born to Rebel: Birth Order, Family Dynamics, and Creative Lives*, later-born children are more adventurous and receptive to innovation.

Why do you think later-born children have this temperament? How does this apply to your family?

Now switch roles.

3. It is said that only children are selfish, arrogant, and self-absorbed.

Why do you think only children may be like this? Can you apply this idea to a family you know?

4. Some psychologists say that the middle children have the worst reputation. They are either very strange or troublemakers. They go out of their way to be different and get people to pay attention to them.

Why do you think middle children turn out this way? Do you know any real-life examples of middle children like this?

Student B

wind up
break the ice
mark
think of oneself as


Being the oldest, Zimbardo **wound up** always **breaking the ice** at family gatherings. He was **marked** as the gregarious one. My brother is the firstborn in my family, and he also **thinks of himself** as the leader of the group.

draw out
outlook
in the first place
virtually


in the first place
widespread
wind up
think of oneself as

outlook
fill the void
wind up
widespread

- | | | | |
|------------|-------------------|------------------|--------------------|
| assertive | life of the party | reserved | standoffish |
| bashful | negative | reticent | talk a blue streak |
| bold | open | self-conscious | timid |
| gloomy | outgoing | shrinking violet | upbeat |
| gregarious | petrified | sociable | wallflower |
| inhibited | Pollyanna | social butterfly | whiny |
| killjoy | positive | | |

 *Work with a partner. Describe yourself to your partner using the words from the chart you completed in Exercise 3. Overall, what kind of person are you—an introvert, extrovert, pessimist, or optimist?*

²⁸ *Introvert* and *extrovert* refer to behavior, whereas *pessimist* and *optimist* refer to attitude.

 *Work in small groups. Read the questions below. Discuss the answers, and defend your opinions. Use words from the box on page 60 to help you express yourself. Play devil's advocate if possible. (If you "play devil's advocate," you pretend to disagree with something so that there will be a discussion.)*

WHO WOULD YOU RATHER HAVE?

1. Who would you rather have for your doctor?

Someone who is _____.

- a. highly experienced, but also reticent and standoffish

OR

- b. a recent graduate, but also outgoing and positive

2. Who would you rather have for your teacher?

Someone who is _____.

- a. talkative, gregarious, but also at times gloomy

OR

- b. reserved, confident, but also at times a bit self-conscious

3. Who would you rather have as your spouse?

Someone who is _____.

- a. sensitive, kind, but also reticent and introverted

OR

- b. the life of the party, gregarious, but also at times arrogant and cranky

4. Who would you rather have as your guide on a tour of a foreign country?

Someone who is _____.

- a. extremely knowledgeable, detail-oriented, but a killjoy

OR

- b. sociable, assertive, but inexperienced and a bit disorganized

4 Focus on Speaking

A PRONUNCIATION: Grouping Words Together

When you speak, break sentences into shorter phrases or thought groups. Thought groups help the listener understand speech in the same way that punctuation marks help readers understand writing. Pronounce the words in a thought group together.

- I'm the firstborn from a large family.

Join thought groups together smoothly. Hold the end of one thought group briefly before you start the next group. There is often a small change in the pitch of your voice between thought groups.

- I'm the firstborn from a large family.

There are no fixed rules for the length of thought groups. Many thought groups are also grammatical groupings, like prepositional phrases, article + noun, or short clauses. As you become more fluent, you will be able to use longer thought groups.



1 Listen to the sentences. Underline the thought groups. Then work with a partner to compare your groupings, and practice reading the sentences. If you and your partner have different groupings, discuss these differences.

1. We discovered that about 40 percent of all Americans label themselves as currently shy.
2. Over the past ten years, that figure has increased to about 48 percent.
3. Do you find these days that it's more difficult meeting people?
4. Two out of every five people you meet think of themselves as shy.
5. There are just many things in a culture, our culture, which lead lots of people to be shy.
6. Children don't see . . . don't have the opportunity to see their parents and relatives relating in a natural, easy, friendly way.
7. When you're at a party, or just in a conversation with someone anywhere and you recognize that they're shy, what do you do to draw them out or try to make them more comfortable?
8. Admitting your shyness is really an important first step because if you don't, people make misattributions.



2 Listen to the sentences, and circle the letter of the one you hear. Then, working in pairs, choose sentence **a** or **b** to read to your partner. Your partner will tell you which one you have chosen. Then switch roles.

1. a. "Philip," said the doctor, "doesn't suffer from shyness."
b. Philip said, "The doctor doesn't suffer from shyness."
2. a. My sister, who lives in California, is a Pollyanna.
b. My sister who lives in California is a Pollyanna.
3. a. Suzanne's manager told me she's gotten over her shyness.
b. Suzanne's manager told me, "She's gotten over her shyness."
4. a. Zimbardo interviewed the students, who had admitted they were shy.
b. Zimbardo interviewed the students who had admitted they were shy.
5. a. Everything he said was based on research.
b. "Everything," he said, "was based on research."
6. a. The therapy, which the clinic provides, gets people to be more outgoing.
b. The therapy which the clinic provides gets people to be more outgoing.

B**GRAMMAR: Adjective Clauses—Identifying and Nonidentifying**

1 Working with a partner, examine the following sentences, and discuss the questions that follow.

- Our research, which we've been conducting since 1972, focuses on adults who are shy.
- We are losing the social lubrication that's essential for people to feel comfortable in the presence of others.
- I am more like a Zorba the Greek-type person whose job in the world it is to make people feel comfortable.
- Misattributions, most of which are totally false, are often applied to shy, attractive people.

1. What is the purpose of the underlined clauses?
2. Compare the five underlined clauses. How are they similar? How are they different?

Adjective Clauses

Adjective clauses are used to add variety, sophistication, and interest to sentences. They are useful in combining sentences to provide more detail and information. There are two kinds of adjective clauses: identifying and nonidentifying.

Identifying Adjective Clauses

Examples

An **identifying adjective clause**:

- has a subject and a verb
 - modifies specific nouns and pronouns
 - can be introduced by **who, whom, which, that, whose, where, and when**
 - is not set off by commas
 - is essential to the meaning of the sentence
- We are losing the social lubrication **that's essential for people to feel comfortable in the presence of others.**
 - Consider the division between those **who always see the bright side** and those **who'd rather wallow in their misery.**

Nonidentifying Adjective Clauses

Examples

A **nonidentifying adjective clause**:

- has a subject and a verb
 - is used with the relative pronouns **who, whom, which, and whose**. It is also used with **where** and **when**, and cannot be used with **that**
 - must describe a specific person or thing
 - is set off by commas
 - is not essential to the meaning of the sentence and may be omitted
- Our research, **which we've been conducting since 1972**, focuses on adults.
 - Dr. Lynn Henderson, **who is co-director of the Shyness Clinic**, says nearly everyone experiences shyness.

Quantifying Expressions

Nonidentifying adjective clauses often contain **expressions of quantity** such as *many of, most of, some of, none of, two of, several of, half of, all of, each of, both of*, and *a number of*.


Use the following structure: quantifier + preposition + relative pronoun (only *who, whom, where, when, or which*).

Examples

- Misattributions, **most of which are totally false**, are often applied to shy, attractive people.
- The participants, **all of whom were adults**, met with the therapist twice a week to talk about their problems with shyness.

- 2 Read the following paragraph. Underline all the adjective clauses. Circle the pronouns. Draw an arrow from each clause to the noun it modifies. Label the clause I (identifying) or N (nonidentifying).

The Palo Alto Shyness Clinic was founded by Philip Zimbardo, who is a professor at Stanford University, in Palo Alto, California. The clinic provides group and individual therapy for people who are trying to overcome loneliness and shyness. The clinic, which is currently directed by psychologist Dr. Lynn Henderson, uses a specialized treatment model called the Social Fitness Model that trains people in social skills in much the same way that people get trained in physical fitness. Dr. Henderson, who invented the Social Fitness Model, believes that problems of shyness, most of which can be overcome, must be explored in a supportive, positive environment.

 *Work with another student.*

Student A: Ask Student B questions 1 through 4.

Student B: Cover the left column. Answer the questions. Use a variety of adjective clauses in your answers. Then switch roles after question 4.

Student A

1. Who is Philip Zimbardo?
2. What is Stanford University?
3. What's an extrovert?
4. What's situational shyness?

Student B

1. Oh. *He's the one who runs the Shyness Clinic.*
2. Hmm. I think (that) . . .
3. As far as I can remember . . .
4. I'm not sure I remember, but I think . . .

Now switch roles.

5. What's an introvert?
6. What's a Pollyanna?
7. Who is Quasimodo?

5. Well . . .
6. Oh . . .
7. I guess he . . .

STYLE: Starting a Conversation and Keeping It Going

At the end of the interview with Alex Chadwick, Dr. Zimbardo says, "I'm a firstborn from a big Sicilian family, so my job was making all the other kids feel comfortable, and so I . . . I am more like a Zorba the Greek-type person whose job in the world it is to make people feel comfortable, you know, at life's party."

Zimbardo admits that "making people comfortable at life's party" is a social skill that comes naturally to him. However, for many people, feeling comfortable and relaxed in social situations is a challenge. Philip Zimbardo and other psychologists suggest that there are social skills that introverted people can learn in order to help them cope with feelings of shyness in social situations.

An important first step is learning how to start and maintain a conversation.

Breaking the Ice

Introduce yourself.

Comment on something shared:

- weather
- shared situation
- noncontroversial news

Examples

"Hi, how are you?"

"Hello, I'm Philip Zimbardo."

"Nice weather, don't you think?"

"Have you ever been here before?"

"What a game last night, huh?"

Maintaining a Conversation**Examples**

Ask open-ended and follow-up questions.

"What brings you to Palo Alto?"

"What kind of work do you do?"

Volunteer information.

"I run a shyness clinic here in the city."

Listen actively and look interested.

"Really?" "You're kidding!"

(Use eye contact.)

(Smile or nod your head occasionally.)

Change the topic if the conversation is dying, or excuse yourself.

"On another topic, did you see ...?"

"Excuse me. I'd like to get a drink."

ROLE PLAY

Work in pairs. Follow the directions below for starting and maintaining a conversation, using the chart above as a guide.

Procedure

1. Choose a role play from the list of situations that follows.
2. Student A starts the conversation. Students A and B keep the conversation going for at least three to four minutes. Do not let it die.
3. Change roles. Choose another role play.


Situations

1. You are in a long checkout line at the supermarket. Start a conversation with the person behind you.
2. You are on an airplane. Start a conversation with the person next to you.
3. You are on a treadmill at a health club. Start a conversation with the person on the next treadmill.
4. You are at a cocktail party and feeling very self-conscious. Start a conversation with a person who also looks shy. Admit your uneasiness. As Philip Zimbardo advises, look for a kindred soul.

D SPEAKING TOPICS

Surprisingly enough, despite great success and public attention, many celebrities consider themselves shy. One well-known singer-songwriter, Suzanne Vega, speaks openly about her shyness. The following song, which appeared in the movie *Pretty in Pink*, expresses Vega's feelings and perspective on her shy temperament.



 Listen to the song. Then listen again, and fill in the missing words. Compare your answers with those of a partner.

Left of Center

If you want me

You can find me

Left of center

Off of the _____

In the _____

In the fringes*

In the corner

Out of the _____

When they ask me

"What are you looking at?"

I always _____

"Nothing much" (not much)

I think they know that

I'm looking at them

I think they think

I must be _____

But I'm only

In the outskirts

And in the _____

On the edge

And off the _____

And if you want me

You can find me

Left of center

Wondering about you

* more common: on the fringes.

I think that somehow
Somewhere inside of us
We must be _____
If not the same
So I continue
To be wanting you
Left of center
Against the _____

If you want me
You can find me
Left of center
Off of the strip
In the outskirts
In the fringes
In the corner
Out of the grip

When they ask me
"What are you looking at?"
I always answer
"Nothing much" (not much)
I think they know that
I'm looking at them
I think they think
I must be out of touch

But I'm only
In the outskirts
And in the fringes
On the edge
And off the avenue
And if you want me
You can find me
Left of center
Wondering about you
Wondering about you

2 Read the lines from the song. Then circle the letter of the expression that best explains the line(s).

1. "If you want me / You can find me / Left of center / Off of the strip"

In this line and in the title of the song, "left of center" refers to a _____.

- a. physical location
- b. psychological state of mind
- c. temporary emotional feeling

2. "In the outskirts / In the fringes / In the corner / Out of the grip"

The singer implies that she is _____.

- a. withdrawn and shy
- b. lost and lonely
- c. excluded and angry

3. "When they ask me / 'What are you looking at?' / I always answer / 'Nothing much' (not much) / I think they know that / I'm looking at them. / I think they think / I must be out of touch"

These lines imply that the singer feels other people regard her as _____.

- a. emotionally unstable
- b. unaware
- c. unconnected to the group

4. "I think that somehow / Somewhere inside of us / We must be similar / If not the same"

These lines suggest that the singer feels _____.

- a. other people are shy like herself, but hide it well
- b. all shy people are the same
- c. like she wants to meet someone who is not shy

5. "So I continue / To be wanting you / Left of center / Against the grain"

"Against the grain" implies that the singer's love is _____.

- a. a secret
- b. forever and endless
- c. different and unusual

Discuss these questions with a partner.

- 1. Did you like the song? Why or why not?
- 2. What is the main point of the song?
- 3. Do you think the song is a good song to illustrate shyness? Why or why not?
- 4. Have you ever felt like the character in the song? Explain.

4 Work in pairs. Do the role plays below.**ROLE PLAY 1**

Student A: You are a radio reporter. You are going to interview Suzanne Vega about her shyness. Look at your outline of information below. Form questions using the information in items 1–4 below. Take notes.

Student B: You are Suzanne Vega. Read the information on page 241. Listen to the reporter's questions, and answer them in your own words.

Interview with Suzanne Vega, singer-songwriter**Student A**

Date: _____ Time: _____

Start: Hello, my name is _____, and I work for radio station _____. Thanks so much for stopping by the station to talk with us, Suzanne. It's great to have you on the show. You know, you've often mentioned in your interviews that you see yourself as a shy person. Could I ask you a few questions about that?

1. how people describe you
2. your experience performing in front of 100,000 people
3. your earliest memory of being shy
4. the way you cope with being famous

End: Thanks, Suzanne, for speaking with me today.

ROLE PLAY 2

Student B: You are a radio reporter. You are going to interview Dr. Cardoza about shyness. Dr. Cardoza is a psychologist who specializes in counseling the "successfully shy" person. Look at your outline of information below. Form questions using the information in items 1–3 below. Take notes.

Student A: You are Dr. Cardoza. Read the information on page 241. Listen to the reporter's questions, and answer them in your own words.

Interview with Dr. Cardoza, psychologist**Student B**

Date: _____ Time: _____

Start: Hello, my name is _____, and I work for radio station _____. Thanks so much for stopping by the station to talk with us, Dr. Cardoza. It's a pleasure to have you on the show. As you know, this week we are talking about shyness, so I'd like to explore a few issues with you.

1. definition of a successfully shy person
2. advantages to being shy
3. ways to help people learn how to be successfully shy

End: Dr. Cardoza, it's been a pleasure to have you on our show. Thanks!

**RESEARCH TOPICS****PREPARATION**

Work with a partner. Philip Zimbardo and other psychologists refer to shyness as a social phobia. There are many other things that people can be afraid of. Look at the list of phobias, or fears. Choose one to research and present.

acrophobia: fear of heights

agoraphobia: fear of leaving
the house

ailurophobia: fear of cats

arachnophobia: fear of spiders

aviophobia: fear of flying

claustrophobia: fear of closed spaces

glossophobia: fear of public speaking

testophobia: fear of taking tests

technophobia: fear of VCRs,
computers, etc.

triskadekaphobia: fear of the number 13

RESEARCH ACTIVITY

Go to the library or log on to the Internet to find out more information about one or two of these phobias. Organize your research in three parts:

1. Definition and statistics, particularly from different countries
2. Examples from research and personal experience
3. Treatment options

PRESENTATION

Organize your presentation as outlined above, and present your research to the class.



For Unit 3 Internet activities, visit the NorthStar Companion Website at
<http://www.longman.com/northstar>.