

A Review on Grammar Teaching of English Textbook Entitled “Skillful: Listening and Speaking, Student’s Book Pack 2” By David Bohlke and Robyn Lockwood

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Abstract: - Grammar, one of the language elements appearing in many student course books targets learners at specific proficiency levels. Since the textbook entitled *Skillful: Listening & Speaking, Student’s Book Pack 2* written by David Bohlke and Robyn Lockwood, published by Macmillan in 2013 has just been adopted to freshmen aging from 18 to 19, at pre-intermediate level of the academic year of 2017 – 2018 at Department of English, University of Foreign Language Studies – The University of Danang, the issue of how the book is organized in terms of grammar, how the grammar patterns are presented, and what students’ attitudes are towards the use of grammar is the matter of our concern. The descriptive, quantitative and qualitative methods were taken advantage of to discover the organization and presentation of grammatical points in this course book for students by reviewing one particular grammar activity.

Keywords: - grammar review; organization; presentation; attitudes; freshmen.

1. Introduction

Department of English of University of Foreign Language Studies – The University of Danang (DE, UFLS-UD) is always trying to improve the teaching and learning quality. Choosing textbooks which suit our aims has been always our concern.

The textbook entitled *Skillful: Listening & Speaking, Student’s Book Pack 2* written by David Bohlke and Robyn Lockwood, published by Macmillan in 2013 has just been adopted to freshmen aging from 18 to 19, at pre-intermediate level of the academic year of 2017 – 2018. It is a part of a complete package including this printed student’ book, the printed *Skillful: Listening & Speaking, Teacher’s Book Premium Pack 2*; Teacher’s Resource Center containing a variety range of class audio, video, testing package, and additional resources for use both in and out of classrooms; Digital Student’ Book; and graded online resources. This textbook is aimed at developing two macro-skills including listening and speaking, three language elements namely vocabulary, grammar and pronunciation for the first year students of English.

Since this book was first used to DE’s first year students, researchers conducted a review on the presentation and organization of grammatical tasks and whether these grammatical points are

compatible with the first year students’ language competence. DE also required its lecturers to report main features when teaching and learning this material to evaluate the appropriateness of this textbook for other academic years for freshmen. Such reasons motivated researchers to carry out this review. As stated on the university website of New South Wales (2013),

The critical review is a writing task that asks you to summarise and evaluate a text. The critical review can be of a book, a chapter, or a journal article. Writing the critical review usually requires you to read the selected text in detail and to also read other related texts so that you can present a fair and reasonable evaluation of the selected text.

1.1. Research Questions

This study aims to seek the answers to the following three primary research questions whose sub-questions are also listed to help researchers clarify the main ones.

1. How is the book organized?

- Are there any explicit treatments of grammar integrated in the units or separately? Or both?
- Does the book adopt a particular view of language/grammar and language learning?

- Does the book adopt a particular pedagogical approach and/or technique to the grammar points?
- 2. How is the grammar patterns presented?**
- Are the explanations mostly about form or form and function or form, function, and use of the grammar patterns?
 - Are the grammatical features presented in a way that is perceptually salient?
 - Are examples and activities at both sentence and discourse level provided?

2.2. Scope of the Research

According to Ellis (1998), a materials review should be conducted both in macro-evaluation and micro-evaluation which is “carried out for the accountability and developmental purposes by collecting information relating to various administrative and curricular aspects of the programme” (p.218) and “characterised by a narrow-focus on some specific aspect of the curriculum or the administration of the programme” (p.219), respectively. This material review with the focus on the latter targets organization, presentation of grammatical points of the whole text book by analysing one particular grammar activity.

The results of this research on Skillful: Listening & Speaking, Student’s Book Pack 2 written by David Bohlke and Robyn Lockwood, published by Macmillan in 2013 will not be generalized to other books in the series of Skillful: Listening & Speaking since it has three other different materials namely Skillful: Listening & Speaking Pack 1 in 2012, and Pack 3 and Pack 4 in 2016 written by other authors.

This textbook review was based on the theoretical framework by Breen (1985) and Candlin (1982) who developed a set of questions with the aim at supporting lecturers or book reviewers to make a decision to choose the appropriate textbooks suitable for their students’ capacity. The researchers adapted the questions to find out answers to the first two research questions.

2. Definition of Key Terms

2.1. Grammar Presentation

2.1.1. Grammar and Language Teaching

Simpson and Weiner (1989) define grammar as “The whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology (including inflections) and sometimes also phonology and semantics.”

Whether grammar should be taught inductively or deductively, or in a particular teaching method which is mentioned in the next part, or included in textbooks has been raised for years since foreign language teaching is supposed to focus on communicative purposes or fluency in other words, but not on accuracy. However, Swain (1985) states that learners should obtain grammatical knowledge first in order to acquire the effectiveness of communicative language. Spada (1997) also affirms that “learners are exposed to grammatical points communicatively through the use of formal instruction over a period of time, their awareness of forms lasts longer and their language accuracy improves”

2.1.2. Salience of Grammar Presentation

Goldschneider and DeKeyser (2001) suggest five determinants which help identify in what ways grammatical features are presented namely perceptual salience, semantic complexity, morphophonological regularity, syntactic category, and frequency. Perceptual salience is one of these determinants defined as a tool to consider “how easy it is to perceive or hear a given structure” (as cited in Kech and Kim, 2014, p.127).

2.2. Pedagogical Techniques

2.2.1. Grammar Translation Method (GTM)

According Richards and Rodgers (2014), “Grammar Translation Method approaches the language first through detail analysis of its grammar rules, followed by the application of these rules to the tasks of translating sentences and texts into and out of the target language, the grammar rules are memorized.” (p. 3-4).

2.2.2. Presentation – Practice – Production (PPP)

The Presentation – Practice – Production is defined by Tomlinson (2011a) as “an approach to teaching language items which follows a sequence of presentation of the item, practice of the item and then production of the item” (as cited in Criado, 2013, p. 98).

- The Presentation phase (P1) is considered to be the teacher highly controls the teaching/ learning process since teachers or textbooks explain target structures or vocabulary explicitly; or provide students with examples of those which are later induced by students.
- The Practice phase (P2) still remains teachers’ high level of control since teachers

have to check students’ understanding on what are taught on P1. Therefore, the accuracy use of forms is the main goal of teachers on this phase.

- The Production phase (P3) aims at fluency in linguistic use based on a freer use of target structures or vocabulary which can be organized through discussions, debates, role-plays or problem-solving activities, and so on.

2.2.3. Task-based Language Teaching (TBLT)

Task-based language teaching has attracted researchers, educators, and teachers to study and take advantage of it. According to Bygate, M., Norris, J., & van den Branden, K. (2012):

Task-based language teaching (TBLT) is an approach to pedagogy in which communication tasks are fundamental to language learning. In TBLT, the notion of task indicates language-learning activities in which students are required to use language with a primary focus on meaning, in order to achieve some communicative outcome. They range in scope from brief spoken exchanges to extended written performances to integrated, multimodal language use in face-to-face or virtual environments.

2.2.4. Textual Enhancement (TE)

Textual enhancement of input has been considered to be one of the focus on form procedures made use of to enhance the saliency of input and thereby enhance the learners’ acquisition on the input. In the other words, TE is regarded as a consciousness raising technique through which “the perceptual salience of the target items could be increased”

3. Data Collection and Analysis

3.1. Data Collection

The data were drawn from and collected by skimming and scanning through the textbook, listing the topics and contents, examining the organization of the textbook, listing the main sections and sub-sections.

Each unit consists of four main sections namely Digital video for discussion point, Listening skills, and Speaking skills Study skills as shown below:

Digital video for discussion point

Listening skills:

- 1) Vocabulary preview
- 2) Listening 1:

- + Before you listen: predicting
- + Global listening
- + Close listening
- + Developing critical thinking

3) Listening 2:

- + Before you listen
- + Global listening
- + Close listening
- + Developing critical thinking

4) Vocabulary skill:

Speaking skills:

Speaking:

- + Grammar
- + Pronunciation skill
- + Speaking skill

Speaking task:

- + Brainstorm
- + Plan
- + Speak
- + Share

Study skills

3.2. Data Analysis

After the collected data had been categorized descriptively, the researchers analysed all the data both quantitatively and qualitatively to answer the research questions.

4. Discussion

4.1. Organization of the Textbook

4.1.1. Overview Organization of Unit 1

Unit 1: Nourishment

Digital video for discussion point: Living with supermarkets

Listening skills:

- 1) Vocabulary preview
- 2) Listening 1: Brain food
 - + Before you listen: predicting
 - + Global listening
 - + Close listening
 - + Developing critical thinking

- 3) Listening 2: Emotional nourishment
- + Before you listen
 - + Global listening: Listening for main ideas
 - + Close listening
 - + Developing critical thinking
- 4) Vocabulary skill: Phrasal verbs

Speaking skills:

Speaking: Offering advice to new students

- + Grammar: Modals of advice
- + Pronunciation skill: The schwa
- + Speaking skill: Offering advice and suggestions

Speaking task:

- + Brainstorm
- + Plan
- + Speak
- + Share

Study skills: Improving your memory

4.1.2. Discussion of Textbook Organization

This textbook is thematically written subdivided into 10 units relevant to 10 topics namely Nourishment, Community, Space, Scale, Success, Pressure, Fear, Stories, Water, and Persuasion (Appendix 1). Grammatical points are integrated as a part of speaking skill. The organization of Unit 1 as presented in Data Collection is taken as an example. In each unit, grammar is presented in the first half part of speaking skills. For example, in Unit 1, advice modal verbs (AMVs) are the linguistic elements presented in the speaking part on offering advice to new students.

In a general sense, grammar is integrated as one part of speaking skill which takes advantage of the PPP.

Presentation stage: AMVs are discussed in terms of meaning, form together with examples. Textual enhancement (TE) is also used in this stage to get students’ notice on AMVs namely could, should, have to, and must by bold facing. Furthermore, verb forms are also italicized and color-coded in yellow. (Appendix 2, pp.13-14)

Practice stage: As seen in Appendix 2, p.13-14, students have to fill in gaps with correct AMVs which best complete sentences, and to correct mistakes in sentences, which are absolutely teacher-

controlled. The next exercise is semi-controlled and affectively asking students to complete four short dialogues with suitable advice (Exercise 2, Appendix 2, p.14).

Production stage: Students work in group, take turns to ask for advice for some situations suggested. Students listen to advice and choose best ones (Exercise 3, Appendix 2, p.14). The speaking task (Appendix 2, p.15) is divided into four different parts namely Brainstorm, Plan, Speak, and Share. It is a set of activities built up around one topic of giving advice. The P3 makes use of TBLT to maximize students’ interaction.

4.2. Presentation

This textbook uses PPP, TBLT and TE as pedagogical techniques. The first two stages of PPP focus on accuracy of MVA forms, considered as structure-based tasks with an explicit focus on grammar.

First, it provides the meaning of AMVs when telling or advising people to do or not to do something. Following is the form taught with the support of TE whose effect is, according to Doughty and Williams (as cited in Jahan and Kormos, 2015, p. 47), “one of the focuses on form procedures in instructed second language acquisition.” Brandl (2008) says “One of the debates about grammar teaching centered on the issue of whether to make grammar explicit or whether to have the learners figure out the rules themselves.” (p. 19). In this case, modal verbs’ form is explicitly presented in a table after their meaning is introduced by teachers. Despite the claim about the communicative approaches underlying the textbook (Appendix 2), grammar in P1 and P2 is regarded as machine in most units. Grammar as machine is a metaphoric comparison of Payne (2005) since its attention is paid to language structures. In other words, grammar is represented in mathematically precise formulas. Since the form is explicitly taught, the rules enable students as level B1 to do exercises easily. In P1 and P2, all exercises on AMVs are tightly teacher-controlled with the focus on accuracy; hence, they can foster memories of correct forms. However, as for meaning, we are not confident these exercises can foster memories of usage. AMVs, to our point of view, are not really perceptually salient since they have a variety of degree. For example, should or ought to can be used to give advice, and must is for stronger ones. For students, they will have difficulty identifying the degree of AMVs based on given

situations. Looking at Appendix 2 - page 22, the answers for Exercise 1 are varied in each question. For example, question 3 has three possible correct answers; either should, has to, or must. Students may, to some extent, find it hard to distinguish the function of these AMVs.

P3 is hoped to enhance more fluency by providing a speaking context enabling students to use AMVs. To some extent, situations (Appendix 2, Exercise 3, p14) are related to giving advice when students worry about their diet, or exam, and so on. These situations are authentic, and familiar with students’ everyday life. However, it does not set any clear real-life context where students play the role of doctors and patients. Furthermore, teachers have to make a note of correct and incorrect usage of AMVs (Appendix 3), when students have completed speaking activities, teachers will write these examples on the board and ask students to correct them in terms of form and meaning. By correcting students’ errors, Scott (1999) states “Teachers convey the message that accuracy is important” (p.92). However, to a large extent, a set of exercises (Appendix 2 – p. 15) is authentic and relevant to the title of offering advice to new students on health problems. Students freely discuss the three best pieces of advice to send to the university committee. In P3, the primary method is TBLT which focuses on grammar as communicative act with the context obviously set.

P1 and P2 are mostly about form and meaning; use to some extent is presented but practised out of context. Therefore, grammar as communicative act which is, according to Payne (2005), an act performed and interpreted in context, is not apparently illustrated in this activity although students have opportunities to interact with each other sharing and giving advice to problems given. Exercises in P1 and P2 with their explanations focus on form and meaning, not on the use of AMVs. In a stark contrast, the adaption of TBLT in P3 encourages students’ interaction in using a grammatical point of modal verbs to advice on improving their partners’ health and sending their suggestion to the university. In other words, grammar in this textbook is taught as machine in P1 and P2, and as communicative act in P3.

The grammatical explanations about the meaning of AMVs, for us, are not easy for students to understand with a very long explanation, and confusing meanings. Also, it is not really accurate since this part is entitled “Offering advice to new

students”; however, Exercise 3, Appendix 2, page 14 in P3, instead of providing students with situations on giving advice to new classmates, it focuses on health problems in general. On the other hand, the activity and the title do not match which leads to the irrelevance to learning objectives of giving advice to new students.

The examples and activities (Appendix 2) are at the sentence level only with gap filling, correcting mistakes, and completing 4 short dialogues with suitable advice. However, each dialogue contains only 2 sentences which are supposed not to provide students with enough meaningful contexts.

Regarding explanations about frequency of use, this particular activity does not explain how often these AMVs or whether they are used more frequently than the other models. The variation is also not mentioned. Take “should” as an example. This activity does not tell students that they can use “ought to” instead of “should”. Exercises on P1 and P2 aim at accuracy and meaning of AMVs’ form; however, they do not allow students to explain their responses. Whereas, Exercise 3 (Appendix 2 – p.14) allows students to choose best answers which means they have to give justification for their choice. Also, they have to use checklist (Appendix 4) for peer-assess advice.

5. Conclusion

Personally, the authors of this review think in this textbook the intergration of grammar with other skills is beneficial for students since it makes students themselves aware of the importance of grammar in relation with other language skills and a part of linguistic competence. Also, the extension of P3 by making use of TBLT helps teachers set a clear and authentic context to students, which is to large extent effectively designed for communicative purposes, and enhances students’ interaction and fluency. The exercises for P1 and P2 help students memorize form and meaning.

However, it also has some drawbacks. According to Krashen (1981), learners acquire a second language through natural exposure to meaning input, not through formal grammar lessons which means formal grammar instruction is not necessary, and helps learners develop only declarative knowledge of grammar structures, not the procedural one (as cited in Chingchit, 2008). We suggest teaching modal verbs in this speaking task or grammar in the whole textbook should be implicit by introducing the context first, students elicit the forms and

practise them later; or vice versus since Cunningsworth (1995) advocates teachers should find their own ways of using and adapting textbooks if necessary since there are no textbooks which can be totally suited to a particular teaching context (as cited in Nguyen, 2007, p.58).

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**Appendix 1:
Table of Contents**

	Video	Listening	Vocabulary	Grammar	Speaking	Study skills	Unit outcomes
UNIT 1 Nourishment Page 7 Health and nutrition • Interview: Brain food Psychology • Class lecture: Emotional nourishment	Living with supermarkets	Predict the contents of a radio interview to develop ideas about the theme Recognize the main ideas in a health lecture to understand the general topic	Recognize and use phrasal verbs in discussions to sound more natural	Use modal verbs for giving advice	Recognize and use the schwa sound in unstressed syllables Practice modal verbs for giving advice Give advice to a university committee to help improve student health	Improve your memory using a variety of techniques	Predict contents of a radio interview to develop ideas while listening Listen for the main ideas in a health class lecture Prepare, present, and compare advice on student health
UNIT 2 Community Page 17 Social studies • Conversation with an advisor: Community service Current Affairs • Lecture: A different kind of community	Safety and freedom	Recognize examples in everyday conversations that explain main ideas Listen for statistics, dates, and examples that support main ideas in lectures	Recognize and use negative prefixes to identify and change meanings of words	Talk about probability and certainty using modal verbs	Listen to connected speech and link certain vowel sounds in conversations Use words and phrases to encourage discussion and communication Plan and participate in a discussion about community service	Brainstorm and evaluate note-taking strategies to make the most of lectures	Listen for examples to support the main ideas Listen for specific data to improve your lecture notes Take part in a student discussion
UNIT 3 Space Page 27 Design • Research discussion: Work space Urban planning • Lecture and Q&A: Urban sprawl	Crowding out our brains	Listen for and identify reasons in a research discussion Listen to time signals in lectures and take notes on a timeline	Use synonyms and antonyms to expand your vocabulary range	Use tag questions in conversation	Focus on intonation in tag questions to respond appropriately Recognize topic shifts to follow discussions Plan, prepare, and deliver a presentation on a city	Listen actively to lectures and discussions	Listen for reasons in a research discussion Listen to time signals and take notes on timelines Prepare and discuss a presentation on a city
UNIT 4 Scale Page 37 Design and technology • Research discussion: Building big Business studies • Lecture: Big business	Living larger, living longer	Listen for comparisons in a research discussion Listen for transitions that contrast to note key differences in a lecture	Identify and use word families to recognize and choose correct word forms	Use adjectives and intensifiers to describe contrast	Identify stress patterns in short sentences Practice asking for clarification in discussions Prepare for and take part in a discussion contrasting two companies	Learn time management skills to work more efficiently	Listen for comparisons in a research discussion Listen for contrasts in an academic lecture Prepare and contribute to a discussion that compares and contrasts
UNIT 5 Success Page 47 Personal development • Lecture: What is success? Current affairs • Process description: Bidding for the Games®	Winning	Recognize summaries that close a lecture or presentation Listen for words in context to understand descriptions of processes	Think about homophones to listen and understand clearly	Use the past progressive in descriptions of past processes	Recognize and practice stress in compound nouns Practice agreeing and disagreeing with others in formal and informal settings Plan and deliver a presentation about a city	Compare the most effective methods of studying for tests	Listen to summarize a lecture or presentation Listen for vocabulary in context to follow descriptions of processes Prepare and deliver a presentation about a city that will host the Olympic Games®

Appendix 1 (con't)

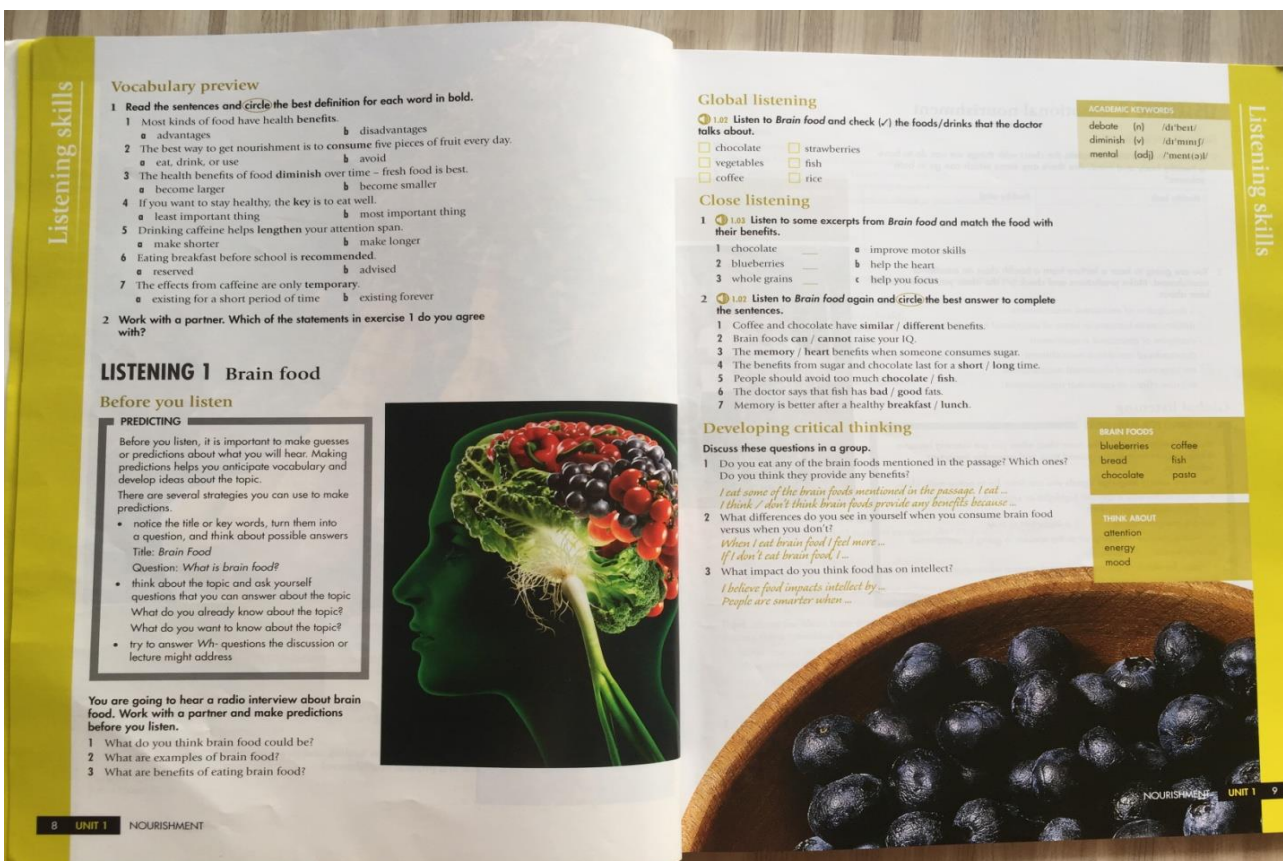
	Video	Listening	Vocabulary	Grammar	Speaking	Study skills	Unit outcomes
UNIT 6 Pressure Page 57 Psychology • Discussion: Peer pressure Geology • Lecture and Q&A: Earthquakes	Life under pressure	Listen for opinions and their support to evaluate ideas in a discussion Recognize causes and effects in a university lecture	Learn and practice collocations with <i>get</i> to improve speaking	Talk about cause and effect using conditional sentences	Practice intonation patterns with conditional sentences Explain something you don't know the word for Brainstorm and participate in a discussion about student stress and pressure	Learn how to work effectively in groups	Listen for opinions in a research discussion Listen for cause and effect in an academic lecture Participate in a student discussion
UNIT 7 Fear Page 67 Personal development • Presentation: Fear of public speaking Psychology / health • Podcast: Phobias	Fear of animals	Recognize organizational phrases to follow a presentation confidently Distinguish problems and solutions in a podcast	Use the suffixes <i>-ful</i> and <i>-less</i> to change nouns to adjectives for descriptions	Use present perfect to describe problems and solutions	Listen for stressed words to identify key ideas Manage questions during and after a presentation Brainstorm and deliver a presentation about solving a problem	Explore methods and suggestions for improving speaker confidence	Recognize organizational phrases in a presentation Listen for problems and solutions in an academic podcast Prepare and deliver a presentation about solving a problem
UNIT 8 Stories Page 77 Popular culture • Personal account: A travel story Literary studies • Class discussion: Elements of a plot	Bad news	Listen to the order of events to understand a story better Listen for details to complete visual notes from a class discussion	Use descriptive adjectives for more vivid language when presenting	Expand sentences with more information by using relative clauses	Use emphatic stress in speaking to communicate emotions and highlight key elements Explore techniques to improve public speaking Brainstorm and share a dramatic story with your group	Discuss and compare possible learning styles	Listen to the order of events in a travel story Use visual aids and listen for details to complete notes Share a story
UNIT 9 Water Page 87 Ecology • Interview: Bottled water Chemistry • Description of an experiment: Dry ice	Water politics	Listen for pros and cons to fully understand an interview Identify the order of a process to follow a scientific experiment	Use clues and experience to work out meaning from a context	Explain processes in science using present and modal passives	Recognize and practice correct stress patterns in words with suffixes Exploit visual aids to support your presentation Prepare and deliver a poster presentation	Contribute effectively and with confidence when speaking in a group	Listen for pros and cons when following an interview Listen to a description of an experiment to identify the order of a process Plan and contribute to a poster presentation
UNIT 10 Persuasion Page 97 Business studies • Consumer survey: Hard sell / soft sell Education • Debate: Paper vs. electronic dictionaries	Just say yes	Identify speakers' attitudes to understand different points of view in discussions Listen for supporting evidence to evaluate arguments in debates	Practice and use collocations with <i>take</i> to expand your spoken vocabulary	Support your arguments by using reported speech	Link some consonant sounds between words for more fluent intonation Practice refuting an argument to improve debating skills Brainstorm, plan, and take part in a debate	Use different modes of e-communication to improve your study	Listen for speakers' attitudes in the context of a consumer survey Listen for supporting arguments in a student debate Plan and participate in a debate about education

Appendix 2

Unit 1: Nourishment



Appendix 2 (con't)



Appendix 2 (con't)

Listening skills

LISTENING 2 Emotional nourishment

Before you listen

1 Work with a partner. Complete the chart with things we can do to have a healthy body and mind. Are there any items which can go in both columns?

Healthy body	Healthy mind

2 You are going to hear a lecture from a health class on emotional nourishment. Make predictions and check (✓) the ideas you think you will hear about.

- a description of emotional nourishment
- differences in humans in terms of emotional nourishment
- examples of emotional nourishment
- drawbacks of emotional nourishment
- the importance of emotional nourishment
- negative effects of emotional nourishment

Global listening

LISTENING FOR MAIN IDEAS

It's important to recognize the main ideas when you are listening because it helps you understand the general topic and remember important information.

There are several language signals you can listen for to notice main ideas.

- Focus on the way a speaker highlights or signals that important information is coming next.

We are going to discuss ... It is important to note ...

- Notice phrases indicating when the speaker is going to paraphrase.
- In other words ... Basically ...
- Listen for words or phrases that signal general information.

In general ... Overall ... On the whole ...

1.04 Listen to Emotional nourishment. Complete the sentences with the signal the speaker uses before each main idea.

- _____ what emotional nourishment is ...
- _____ I mean that we feel emotionally nourished if we get love, help, support, or appreciation ...
- _____ helping others is a good strategy for better health.
- _____ everyone is different when talking about emotional nourishment.
- _____ none of us is exactly the same.
- _____ that emotional nourishment and physical nourishment are equally important.

Listening skills

Close listening

1 Listen to Emotional nourishment again. Circle the correct answer to these questions.

- What do humans have in common?
 - the need for emotional nourishment
 - the amount of emotional nourishment needed
 - the type of emotional nourishment needed
 - the need for more emotional than physical nourishment
- Emotional nourishment ...
 - is different for pets.
 - is the same for sick people.
 - is different for everyone.
 - lasts the same time.
- What do emotional nourishment and physical nourishment have in common?
 - They are both better when received.
 - They are equally important to health.
 - They work better when you are sick.
 - They are less helpful when given.
- What is an example of a strategy to get emotional nourishment?
 - participate in a relaxing activity
 - do extra work to bring you happiness
 - find someone who needs you
 - force someone to help
- What is the key to emotional health?
 - getting regular emotional nourishment
 - taking leisure time
 - eating emotional food
 - managing your diet

Developing critical thinking

1 Discuss these questions in a group.

- What do you do to feed yourself emotionally? How does it make you feel?
I do some volunteer work with ... It makes me feel ... because ...
I have a pet. Having a pet makes me feel ... because ...
- How do you feel when you give or receive emotional nourishment? Is there a big difference between when you give and receive it?

2 Think about the ideas from Brain food and Emotional nourishment and discuss these questions in a group.

- What impact do food or good deeds have on intellect or health? How should this affect the way we live?
Food impacts health by ...
Doing good deeds is good for the brain because ...
We should ...
- How can you change your lifestyle to improve your physical, mental, and emotional health?
We can change our lifestyle by ...

ACADEMIC KEYWORDS

illustrate (v) /ɪlə'streɪt/
participate (v) /pɑː'tɪ'sɪpeɪt/
strategy (n) /'strætədʒi/

FEELINGS

fulfilled proud
grateful satisfied
happy ungrateful

THINK ABOUT

daily routine family time
diet leisure time
exercise other activities

NOURISHMENT UNIT 1 11

Appendix 2 (con't)

Listening skills

Vocabulary skill

PHRASAL VERBS

Phrasal verbs are verbs formed with a base verb and a particle.

talk + about = discuss

Phrasal verbs are very common in spoken English. You need to listen carefully for them, and be prepared to use them in discussions and conversations. Using phrasal verbs correctly can make you sound more natural.

Formal: Let's **discuss** what you are doing this weekend.

Less formal: Let's **talk about** what you are doing this weekend.

Base verbs can combine with more than one particle. It is important to notice these as they change the meaning.

talk + about = discuss
talk + into = convince

1 Match the phrasal verbs with their synonyms.

1 get up	a quit
2 point out	b meet socially
3 give up	c show
4 turn into	d rise from bed after sleeping
5 get together	e become

2 Complete the questions with a phrasal verb from exercise 1.

- What time do you _____ on the weekends? On weekdays? Why is it the same or different?
- What class would you _____ if you were too busy?
- If you could _____ a famous person, who would it be? Why?
- What would you _____ to a person visiting your city for the first time?
- What do you like to do when you _____ with friends?

3 Discuss the questions in exercise 2 with a partner.

Speaking skills

SPKING Offering advice to new students

You are going to learn about modals, offering advice, and pronouncing the schwa /ə/ sound. You are then going to use these skills to discuss plans for helping new students at university.

Grammar

MODALS OF ADVICE

Modal verbs are used often when telling or advising people to do or not to do something. Different modal verbs express how strongly you feel something should or shouldn't be done. Study the forms.

Form	Example
Could subject + could + base form	This is most often used to make suggestions. A: I want more mental nourishment. B: You could eat blueberries, fish, or nuts.
Should / have to subject + should / have to + base form	These are considered stronger. You use these when you think the action is necessary or when you think it is a fact. A: I never eat breakfast. B: You should eat a breakfast complete with brain foods like whole grains, dairy, or fruit. You have to do this if you want to be mentally nourished.
Must subject + must + base form	Must is also very strong. It is often used when there is a negative consequence. You use it when stating facts. You must nourish yourself emotionally as well as physically and mentally or else you will get sick.

1 Choose a modal verb that you think best completes the sentences.

- Everyone _____ find a job after they graduate.
- You _____ get a conversation partner to help you practice English or you _____ practice online.
- Everyone _____ turn their homework in on time.
- He _____ talk to his counselor before choosing classes or he might not get the best ones.
- The doctor said Juan _____ have surgery or else he will not get better.

2 Work with a partner. Discuss and check your answers.

Pronunciation skill

THE SCHWA /ə/

The schwa is the most common sound in spoken English. It is used in unstressed syllables.

recommend = /ˌreko'mend/
suggest = /sə'dʒest/
how about = /həʊ ə'baʊt/

NOURISHMENT UNIT 1 13

Appendix 2 (con’t)

Speaking skills

1 **1.85 Listen to the words and underline the syllable that has the schwa sound.**

1 feature	6 recognize
2 lengthen	7 ability
3 temporary	8 decision
4 energy	9 creation
5 consume	10 assert

2 **1.86 Listen again and repeat.**

Speaking skill

OFFERING ADVICE AND SUGGESTIONS

Use the phrases below when offering advice to others. Some are followed by the -ing form of the verb:

I suggest eating a good breakfast in the morning.
How about getting a pet bird to take care off?
I'd recommend reading a good book to help you relax.

Others are followed by an infinitive:

One idea is to volunteer to improve your emotional health.
It might be a good idea to eat whole grains every day.

1 **Correct the mistakes in these sentences.**

- One idea is to eating more fish.
- I'd recommend to eat more blueberries.
- How about to buy more fruit at the market?
- It might be a good idea to improve your grades.
- I suggest have a healthy snack before studying.
- One idea is get a pet.

2 **Complete the dialogues with suitable advice and suggestions.**

1 **A:** I really need to find a job.
B: I suggest _____

2 **A:** I don't know what subject to major in.
B: How about _____?

3 **A:** I'm finding it difficult to sleep.
B: It might be a good idea to _____

4 **A:** I want to improve my diet.
B: I'd recommend _____


3 **Work in a small group. Take turns to ask for advice for the situations below. The rest of the group should give advice, making sure to include phrases and modals. Listen to the advice from the group and choose the best advice.**

- You are worried about your diet.
- You are feeling sad after taking a test.
- You don't know what to eat for breakfast.
- Your study group needs to choose a topic for a project in a health class.
- You want to improve your emotional health.

Speaking skills

SPEAKING TASK

Work in a group to give advice on ways for students to improve their health while studying.



BRAINSTORM

You have been asked to give advice to a university committee to help them find ways to improve student health during their studies.

1 **Look at this list of ideas. Mark them from 1 to 5 (1 = very bad, 5 = very good).**

add healthier food options to the cafeteria	suggest carfews so students get more sleep
offer free nutritional seminars	give free breakfasts in the morning
provide opportunities to volunteer on campus	have a mentoring program where older students look after younger ones
offer rewards for volunteer activities	give students time off for leisure activities
provide free tutors to help with homework	

2 **Work with a partner to add two more suggestions of your own.**

1 _____

2 _____

3 **Work in a small group. Compare your rankings. Decide which three you would suggest to the university.**

1 _____

2 _____

3 _____

PLAN

Rank your list. Put the suggestion your team feels most strongly about first. Support your ideas with some good examples. Think about how you can offer advice.

We think everyone must ... This will help freshmen ...
 We think the new freshmen should ... because ...
 We think the university could ... because ...

SPEAK

Present the ideas on your list and your advice to another group. Remember to use modal verbs and language for offering advice.

SHARE


Work with a new group. Talk about your first discussion and the advice you heard. Decide if you would change anything on your list. Say why.

NOURISHMENT UNIT 1 15

Appendix 2 (con't)

Study skills

Improving your memory
by Stella Cottrell



Memory aids

Particular practices can help you remember things. Below are some that are well known, and you may have others of your own.

Self-awareness

Know what tricks and methods you already use to remember things.

Repetition

This is essential. Go over information at least three times. Check back often, for short lengths of time (rather than once for a long time).

Association

Link what you need to remember with something you already know.

Mnemonics

Any trick to help you remember is a mnemonic (pronounced 'mnmnik'). One common mnemonic is to use the first letter of each keyword to make a new word or name that is easy to remember. For example, in biology we can use the mnemonic "Mrs. Gren" to remember the common attributes of living things—Movement, Respiration, Sensitivity, Growth, Reproduction, Excretion, and Nutrition. It doesn't matter if the letters don't make a real word.

Active listening

Discuss what you're trying to learn with friends. Listen to your voice saying or reading it. Record yourself. Exaggerate. Use accents. Be dramatic.

Writing things down

In your own words, write things out over and over again.

Personalizing it

Relate what you learn to yourself. (For example in what way does it affect you? Does it remind you of someone you know, or somewhere you have been?)

Play

Play with information. Look for the fun in it. Relax and enjoy the process.

Think about advertisements

Advertising agencies aim to make us remember their advertisements. The "tricks" and "devices" they use to prompt our memory can also be used to help us to remember what we study.

Think of three adverts (from TV, magazines, etc.). What makes them memorable for you?

Devices used by advertisers

Which of these devices are most effective in helping you remember?



16 UNIT 1 NOURISHMENT

Appendix 3

Unit 1 - Teacher's Book

UNIT 1 NOURISHMENT

Listening Predicting
Vocabulary Listening for main ideas
Speaking Physical verbs
Pronunciation Offering advice and suggestions
The schwa /ə/

Discussion point

Ask students to describe the picture on page 7 and say what they think the person is doing. (The person is winning, that is separating the grain that we eat from the outer part, the chaff, which is not eaten.) Photocopy and cut out the unit 1 Useful language page to provide some extra support for the discussions.

Read questions 1 and 2 to the students and emphasize the word basic. Ask a student for an example and then discuss the example as a class to check students' understanding of basic. After they have discussed the questions, have them share their answers and write a list on the board for question 2. Then ask students to provide some extra support for the discussions.

Read questions 1 and 2 to the students and emphasize the word basic. Ask a student for an example and then discuss the example as a class to check students' understanding of basic. After they have discussed the questions, have them share their answers and write a list on the board for question 2. Then ask students to provide some extra support for the discussions.

Vocabulary review

1 Have students read the sentences, and ask them to circle the best definition for each word. Then ask them to check their answers with a good monolingual dictionary, such as the *Macmillan English Dictionary* or the online version at <http://www.macmillandictionary.com>.

ANSWERS
1 a 2 a 3 b 4 b 5 b 6 b 7 a

2 Ask students to discuss which statements they agree with. Then choose students to share their views on the whole class.

LISTENING 1 Brain food

Word count 764

Before starting this section, ask students to brainstorm the things they listen to every day in their own language, and then the things they listen to in English.

On the board, make a list of the things they listen to in English. Ask students to discuss which of these they find easy or difficult, and if they have any advice or tips on listening that they would like to share with the class. Also, as this is the first listening task, it is a good idea to raise awareness of the types of texts students will listen to. Ask them what types of situations they think will be featured in the book (lectures, radio programs, podcasts, tutorials, conversations between students). Ask them to share the kinds of things they listen to outside of the English classroom. At this stage, do not give students any background information on the subject of brain food, as the listening skill focused on in this section is predicting, and students should come to the text cold.

Background information

The brain weighs around 1.3 kg., but it uses up 20% of our daily calorie intake. The food that we eat affects our brain, and, depending on the food type, these effects can be positive or negative. Brain foods are different types of foods that are known to have positive effects on the mind in areas such as focus, memory, and attention span.

Before you listen

Ask students to silently read the Predicting box. Ask one or two students to summarize the key points. Direct them to the picture on page 8, and ask them to identify which question, 1, 2, or 3, they can answer using the picture (question 2). Ask the students to name the foods they can see in the picture (broccoli, tomatoes, blueberries, red peppers, spring onions, chard). After students have discussed the questions, have them share their ideas with the whole class. Write their ideas for question 2 on the board.

Global listening

This is a good point to highlight the two main types of listening activities that students will be doing. Direct students' attention to the titles *Global listening* and *Close listening* on page 9. Ask them to compare the exercises in each section and to summarize the difference between the two (global—listening for more general information or the overall main points; close—listening for more specific detail).

Compare the six foods with the list of foods on the board to see if students correctly identified the brain foods. Then have them listen and check the foods that the doctor talks about.

AUDIO SCRIPT 1.02

Host: Thanks for tuning in this morning. Today we're talking with Dr. Nathan Williams, Dr. Williams is a nutritionist who is going to talk about a different kind of nourishment: mental nourishment. Welcome, Dr. Williams.

Dr. Williams: Thanks for having me.

Host: Doctor, can you tell us which foods are good for our brains?

Dr. Williams: There are lots of foods and substances which can help our brains perform better, and each of them has different benefits. There are specific things we eat which help develop your concentration—for example, drinks with caffeine, like coffee, or food like chocolate may help you focus. Although we hear a lot about the effects of sugar, something sugary might boost your memory, at least temporarily. In fact, the brain really likes sugar, and it does have benefits. Something all of these so-called brain foods have in common is that they help improve your memory or lengthen your attention span.

Host: The idea of brain foods is certainly becoming more popular, but Dr. Williams, is there any proof that brain foods can make you smarter?

Dr. Williams: There is always some debate about whether or not these foods really do make you smarter, but if you ask me, no food or drink can really raise your IQ. Intelligence depends on lots of factors, and a good diet is just one way of helping your brain work to its potential. So, brain foods on their own won't make you a more intelligent person, but brain nourishment can help in other ways.

Host: Can you give an example to show how it helps?

Dr. Williams: Sure. I mentioned caffeine earlier. I know a lot of our listeners are students who might like coffee in the morning or a chocolate bar in the afternoon. Both of these contain the substance caffeine. Caffeine can be considered a brain food because it helps you wake up. It's been proven to sharpen your focus. Like all nourishment, it's temporary, and the effects of caffeine diminish over time.

Host: If our brains react to sugar and chocolate, and it helps us focus, do you recommend we all eat more?

Dr. Williams: Well, the kind of sugar that the brain really wants isn't regular sugar. You actually need glucose. As they are digested, foods like bread and pasta turn into glucose. It's a sugar that the body makes from certain foods. A good source with fewer calories is fruit, and sadly not that chocolate bar. Processed sugar, like the kind in chocolate, can help, but the energy it gives you doesn't last too long. If it were me, I'd avoid too much because the temporary good effects aren't worth the long-term bad effects on the body.

Host: Well, I'm disappointed I have to give up chocolate.

Dr. Williams: Well, I didn't mean that you shouldn't eat chocolate occasionally. I recommend dark chocolate—it's known to be healthier than more processed milk chocolate. If I were you, I'd pick out a dark chocolate bar with nuts in it from the store. Just an ounce of chocolate and nuts gives your brain nourishment without turning into fat.

Host: Great! Now, moving on from chocolate, I've always heard that fish is brain food. Is it?

Dr. Williams: It is. And this is a food that, unlike others we've talked about, has a more positive impact because it has more permanent or long-lasting effects. Fish provides protein and has a lot of omega-3 fatty acids, which are good fats. Those good fats really nourish the brain. It's good nourishment for your heart, too, so you get physical and mental nourishment.

Host: That's interesting. Now, I often eat fish for dinner. I'm wondering when is the best time to eat brain food? Is dinner a good time?

Dr. Williams: Actually, I recommend mornings. I think the key is having a good breakfast when you wake up. It's important to feed yourself well after a long sleep. I would suggest including whole grains, dairy, and fruits, which are good brain foods. Memory and attention spans are longer after a healthy breakfast. Blueberries are a popular breakfast food, and they've been proven to improve learning capacity and motor skills. And on the subject of breakfast, I'd like to point out that whole grains aren't just good for mental nourishment. According to statistics, it's true that they're also good for the heart.

Host: So what would your general advice be to our listeners who want to improve their brain nourishment?

Dr. Williams: I'd recommend eating less of the negative foods and adding more positive brain foods into the diet. It's worth the effort.

Host: Thank you for the food for thought, Dr. Williams. You've given us a lot to think about.

ANSWERS
chocolate coffee fish

Close listening

1 Ask students for a definition or example of a motor skill (a sequence of physical movements, e.g., gross skills such as walking and swimming, or fine skills such as playing video games and writing). Have them listen to the extract and match each food with its benefit.

ANSWERS
chocolate coffee fish

ANSWERS
1 We are going to discuss 4 On the whole
2 In other words 5 Basically
3 In general 6 It's important to note

Close listening

Ask students to discuss the questions with a partner and answer any they can at this point. After listening again, check the answers with the whole class. Ask students to explain the information the speaker gave that relates to the picture on page 10 (i.e. the story about her daughter).

ANSWERS
1 a 2 c 3 b 4 a 5 a

Developing critical thinking

SUPPORTING CRITICAL THINKING

The next activity has two parts: one is related to personal experience, and the other to more abstract and general observations. To develop critical thinking, students need to be aware of the difference between these two, and they need to know that where feelings are concerned, there are no right or wrong answers. Also, for the first two questions, students discuss ideas from the second text, but the second part requires students to consider the ideas from both listening texts in the unit. The idea of synthesizing views from two sources is important in academic study.

1 Direct students' attention to ideas in the *Feelings* box. Give students time to think about their own answers to the questions before putting them into discussion groups. When they have finished, check feedback from the whole class. At this stage, if it is a new group, some students may not feel comfortable sharing how they feel with the class. Ask the groups to summarize their discussion for question 1. They can do this by creating a map of their ideas and presenting it to the whole class.

Appendix 3 (con't)

Unit 1 - Teacher's Book

AUDIO SCRIPT 1.03

Extract 1

Dr. Williams: Sure. I mentioned caffeine earlier. I know a lot of our listeners are students who might like coffee in the morning or a chocolate bar in the afternoon. Both of these contain the substance caffeine. Caffeine can be considered a brain food because it helps you wake up. It's been proven to sharpen your focus. Like all nourishment, it's temporary, and the effects of caffeine diminish over time.

Extract 2

Dr. Williams: Actually, I recommend mornings. I think the key is having a good breakfast when you wake up. It's important to feed yourself well after a long sleep. I would suggest including whole grains, dairy, and fruits, which are good brain foods. Memory and attention spans are longer after a healthy breakfast. Blueberries are a popular breakfast food, and they've been proven to improve learning capacity and motor skills. And on the subject of breakfast, I'd like to point out that whole grains aren't just good for mental nourishment. According to statistics, it's true that they're also good for the heart.

ANSWERS
1 c 2 a 3 b

2 Give students time to check their answers with each other before checking them with the whole class. Remind students of the global/close distinction and point out how they listened much more closely in this exercise.

ANSWERS
1 similar 5 chocolate
2 cannot 6 good
3 memory 7 breakfast
4 short

Developing critical thinking

SUPPORTING CRITICAL THINKING

Critical thinking is a way of using your experience, observations, reflections, research, etc. to justify your own views. It is an essential skill in academic English. Students should not simply accept an argument at face value, but be able to evaluate it and decide if it is valid, i.e. based on a sound premise. When students listen to their classmates, one person may have one view, and another person may have a different view. Impress upon students that it is acceptable to have different views, and encourage them to listen to the reasons why the other person has a particular view. Divide the class into discussion groups. Ask students to use the vocabulary in the *Think about* and *Brain foods* boxes to help them with the discussion. Then

ask the students to discuss the questions, using the sentence frames to help them get started. Ensure that each group has a chance to share the results of their discussion with the whole class.

Cultural awareness

Individual cultures may have different traditional views on foods that affect the mind and body (sometimes with little scientific evidence to support them). Bread cruts make your hair curl, carrots help you see in the dark, which are ideas from the UK. Ask students for examples from their own culture and explore whether these exist in other cultures.

This is a good place to use the video resource *Living with superfoods*. Alternatively, remind the students about the video resource so they can watch this at home.

LISTENING 2 Emotional nourishment

Word count 600

Background information

Our health and well-being don't only depend on the foods we eat and the mental stimulation we receive. They also depend on how we feel. Emotional nourishment is affected by what we receive from others and what we give to others. This can include caring for a pet or volunteering your time to help others. The particular activities and amount of time spent on them depend on the individual person, but we all need emotional nourishment to feel whole and healthy.

Before you listen

1 Draw the chart on the board and ask students for an example for each column. Direct students' attention to the *Think about* box and encourage them to use the ideas there to organize their discussion. After the students have discussed the question, write their answers in the chart. Encourage them to justify their ideas.

2 Direct students' attention to the picture on page 10. Ask questions about the picture, such as *Who are the people? Where are they? How does this relate to emotional nourishment?* After students have made their predictions, give them time to compare their predictions with a partner.

Global listening

Ask students to read through the *Listening for main ideas* box, and then ask questions to check understanding. Write the key signal phrases (e.g. *We are going to discuss*) on the board. Model the pronunciation, highlighting and marking the stress on the phrases by placing a superscript mark before the

main stressed syllable and a subscript mark before any syllable with secondary stress, e.g. *dis'cuss*.

After completing the exercise, check the answers. Then ask students whether their predictions from the previous section were correct or not.

AUDIO SCRIPT 1.04

Welcome back to our latest lecture in a series on health and society. Last week we discussed diet and what we can do to make sure we are physically healthy. Today I want to talk about another kind of nourishment that is equally important—emotional nourishment.

We are going to discuss what emotional nourishment is, and how it can impact our physical and mental health. Has anyone heard the term before? Not well, in the same way that food nourishes the body and makes us physically healthy, there are several kinds of nourishment that can add to emotional health—mostly good feelings or positive emotions, for instance, love, help, support, or appreciation. These are not one-way relationships. In other words, I mean that we feel emotionally nourished if we get love, help, support, or appreciation, but I also think we feel nourished if we give love, help, support, or appreciation to others.

To illustrate, let me give you an example. My daughter volunteers at the hospital. Her job is simple... sit with patients who have no visitors. She is paid nothing, yet always comes home happy. She feels just as good, if not better, about having given happiness as she does when receiving happiness. Emotional nourishment feels good. How does it work for emotions? Well, positive feelings nourish our emotional health. As we do good things, and feel good about ourselves, our bodies release chemicals called endorphins and dopamine. These are the "feel good" chemicals that provide us with a sense of well-being, but they also play a role in reducing stress. The better we feel, the stronger we are mentally and physically. Research has shown that happier people are generally healthier and less likely to suffer from minor infections like the common cold. In general, helping others is a good strategy for better health. However, we can't force someone to help us, and you never know if you're going to see someone who needs help. There are things I recommend you do to control emotional nourishment. For example, you can participate in an activity that relates you or that you and meaningful. You can get a pet. Pets need you, and they need your emotional involvement. Having a pet allows you to give another living thing positive emotions. And the companionship a pet offers should give you emotional nourishment, too. It is worth noting that emotional nourishment is temporary. Though you may feel good donating to a charity, but over time the feeling will diminish. The key to emotional health is feeding yourself just as you would by consuming food to physically nourish yourself. The right kind of emotional nourishment, on a regular basis, will help you feel stronger. On the whole, everyone is different when talking about emotional nourishment. Basically, none of us is exactly the same. It might take more for one person to increase his or her emotional

nourishment. A strategy that works for one person, such as walking through an art gallery, might not work for someone else. That other person might not like art. That person might benefit from reading a book or talking with a friend. Do any of you like those things? Yes? No? ... What humans have in common is the need for emotional nourishment. It's important to note that emotional nourishment and physical nourishment are equally important. It's hard to be emotionally healthy when you feel unwell due to your diet. Likewise, it's hard to feel healthy when you're tired, unhappy, or stressed. I urge everyone to find a balance, and make sure to nourish yourselves both physically and emotionally.

ANSWERS
1 We are going to discuss 4 On the whole
2 In other words 5 Basically
3 In general 6 It's important to note

Close listening

Ask students to discuss the questions with a partner and answer any they can at this point. After listening again, check the answers with the whole class. Ask students to explain the information the speaker gave that relates to the picture on page 10 (i.e. the story about her daughter).

ANSWERS
1 a 2 c 3 b 4 a 5 a

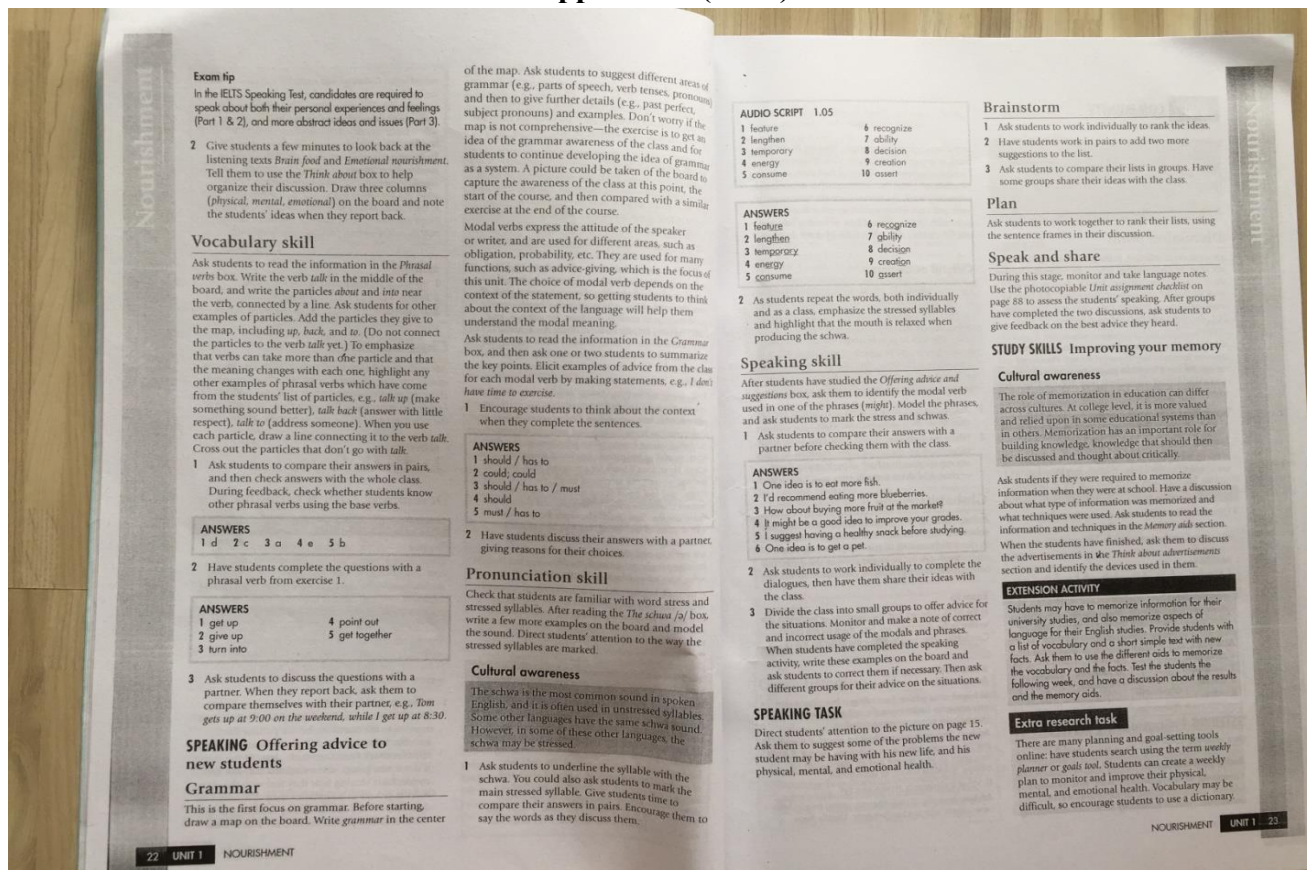
Developing critical thinking

SUPPORTING CRITICAL THINKING

The next activity has two parts: one is related to personal experience, and the other to more abstract and general observations. To develop critical thinking, students need to be aware of the difference between these two, and they need to know that where feelings are concerned, there are no right or wrong answers. Also, for the first two questions, students discuss ideas from the second text, but the second part requires students to consider the ideas from both listening texts in the unit. The idea of synthesizing views from two sources is important in academic study.

1 Direct students' attention to ideas in the *Feelings* box. Give students time to think about their own answers to the questions before putting them into discussion groups. When they have finished, check feedback from the whole class. At this stage, if it is a new group, some students may not feel comfortable sharing how they feel with the class. Ask the groups to summarize their discussion for question 1. They can do this by creating a map of their ideas and presenting it to the whole class.

Appendix 3 (con't)



Appendix 4

Checklist for Production Stage

