



The 10th SFLEP National Foreign Language Teaching Contest

第十届“外教社杯” 全国高校外语教学大赛

大学英语(视)听说课组

授课文本

主办:

教育部高等学校外国语言文学类专业教学指导委员会

教育部高等学校大学外语教学指导委员会

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授课文本 A

Give Thanks



授课文本 **A**

Give Thanks

School teacher Sakhalin Finnie receives the Milken National Educator Award and the gratitude of her students at Harbor Teacher Preparation Academy, California.



THINK AND DISCUSS

- 1 Read the unit title. What does it mean?
- 2 Look at the photo and read the caption. How do you think Sakhalin Finnie feels? How do you think the people in the audience feel? Why do you think Finnie received the award?

PART 1 LISTENING

The Power of Gratitude

Listening Skill

Listen for Key Words and Phrases

Note-Taking Skill

Use a Mind Map

PART 2 EXTENDED LISTENING

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Jarrett J. Krosoczka

Why lunch ladies are heroes

PART 5 PRESENTATION

Give an Individual Presentation

Presentation Skill

Tell a Personal Story

PART 1 LISTENING

The Power of Gratitude

BEFORE YOU LISTEN

A COMMUNICATE Work in small groups. Discuss these questions.

1. Look at the photo and read the caption. What are they thankful for?
2. Who do you often say “thank you” to? What do you thank people for?
3. When did someone recently say “thank you” to you? Why did the person say it? How did you feel when the person said it?

B THINK CRITICALLY Predict. You are going to hear a presentation called *The Power of Gratitude*. If a thing or a person has *power*, they have a special ability. *Gratitude* means thankfulness. In what ways do you think gratitude can be powerful? Discuss your ideas with your group.



Boys say *Namaste*, “Thank you,” at a school near Manali in Northern India.



C **VOCABULARY** Listen to the sentences with the words or phrases in the box which are from the presentation. Then write each word or phrase next to its definition.

- | | | | | |
|----------------|-------------|----------------|-----------------|---------------|
| a. aware of | b. attitude | c. grateful | d. stress | e. productive |
| f. recognizing | g. affect | h. researchers | i. acknowledges | j. expresses |

- _____ (v.) change
- _____ (phrase) knowledgeable about; having an understanding of
- _____ (v.) accepts that something exists or happened
- _____ (v.) says
- _____ (a.) thankful
- _____ (v.) noticing
- _____ (a.) able to accomplish a lot
- _____ (n.) a feeling about someone or something
- _____ (n.) mental or physical difficulty caused by pressure
- _____ (n.) people who study something deeply

LISTEN

D **LISTEN FOR MAIN IDEAS** Read the statement. Then listen to the presentation. What is it mainly about? Choose the answer that best completes the statement.

The presentation is about _____.

- ways to become more grateful
- the benefits of being grateful
- how gratitude can help you at work
- how gratitude improves friendship

LISTENING SKILL Listen for Key Words and Phrases

The main ideas of a presentation are the most important ideas. Speakers usually repeat key words and phrases to highlight the main ideas. They also use synonyms (words with the same meaning) of key words and phrases to stress the main ideas. Listen for key words and synonyms to get the main ideas.




People who have an “attitude of gratitude” have good physical health.

key phrase

Grateful people have better mental health, too.


synonym

E  In the presentation, the speaker talks about gratitude. She uses the word gratitude and synonyms of it. Listen to the presentation again. Check [✓] the key words and phrases every time you hear them. Which ones does the speaker use the most?

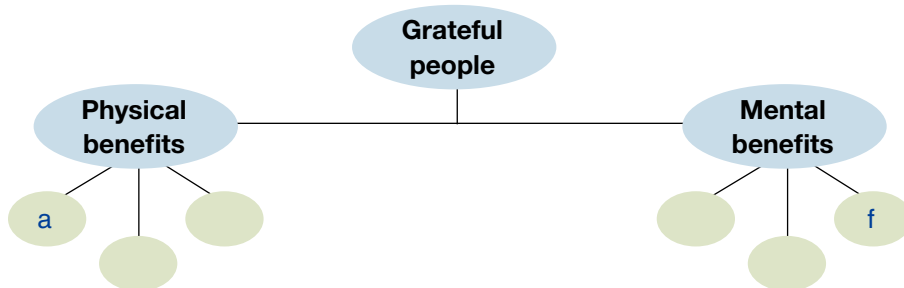
- | | |
|--------------------|-------------------------|
| _____ gratitude | _____ grateful (people) |
| _____ gratefulness | _____ being grateful |
| _____ thankfulness | _____ appreciate |


NOTE-TAKING SKILL Use a Mind Map

A graphic organizer is a visual way to organize your notes. One kind of graphic organizer is a mind map. A mind map shows connections between ideas. The mind map below connects main ideas and details.

F  **LISTEN FOR DETAILS** Listen to Segment 1 of the presentation. Think about how gratitude affects mental and physical health. Complete the mind map with the letters of the correct phrases from the box.


- | | |
|---------------------|-------------------------------------|
| a. sleep better | d. take better care of themselves |
| b. have less stress | e. have better health |
| c. are happier | f. have better social relationships |



G  **LISTEN FOR DETAILS** Listen to Segment 2 of the presentation. Think about how gratitude affects companies and workers. Match the causes and the effects.

Causes	Effects
1. People receive gratitude at work. → _____	a. They become more helpful.
2. Mattel recognizes and praises employees. → _____	b. They become more productive.
3. In a study, people receive thanks. → _____	c. The company gets on a “best company to work for” list.



H  **LISTEN FOR DETAILS** Listen to Segment 3 of the presentation. Complete the tips for becoming more grateful. Use the words and phrases from the box. There are two extra words.

actions notice express write down please thank you

1. Each day, _____ things that you are thankful for.
2. Say “_____” more often.
3. Try to _____ when other people do kind acts.
4. Thank people for their kind _____.

AFTER YOU LISTEN

I **THINK CRITICALLY Personalize.** Are you a grateful person? Take the quiz to find out. For each statement, choose the answer that describes you. Then add up your score: Never = 1 point; Sometimes = 2 points; Often = 3 points.

How grateful are you?

- 1** I feel very thankful for my physical health.

1. Never 2. Sometimes 3. Often
- 2** I feel happy about my life.

1. Never 2. Sometimes 3. Often
- 3** I feel thankful for my friends.

1. Never 2. Sometimes 3. Often
- 4** I feel thankful for my family.

1. Never 2. Sometimes 3. Often
- 5** I tell my friends how much I appreciate them.

1. Never 2. Sometimes 3. Often
- 6** I tell family members how much I appreciate them.

1. Never 2. Sometimes 3. Often
- 7** I feel glad that I have basic things in life like food, clothing, and shelter.

1. Never 2. Sometimes 3. Often
- 8** Even on a bad day, I realize that I still have many good things in my life.

1. Never 2. Sometimes 3. Often



PART 2 EXTENDED LISTENING

Passages and News Reports

PASSAGE 1

NEW WORDS AND EXPRESSIONS

sketchbook /'sketʃbʊk/ n. 写生簿

illustration /,ɪlə'streɪʃən/ n. 插图

impatiently /ɪm'peɪʃəntli/ ad. 不耐烦地

snatch /snætʃ/ v. 一把抓住

inevitably /ɪn'evɪtəbli/ ad. 不可避免地

exasperation /ɪg,zɑ:spə'reɪʃən/ n. 恼怒

resentment /rɪ'zentmənt/ n. 怨恨

A  Read the questions. Then listen to the passage and choose the best answer to each question.

1. What do you know about Alice?
 - a. She is ready to learn from others.
 - b. She is very proud of herself.
 - c. She is impatient with her classmate.
 - d. She is not popular among her classmates.
2. What do you know about Jason?
 - a. He is poor at drawing pictures.
 - b. He is good at drawing pictures.
 - c. He is quick in learning.
 - d. He is slow in learning.
3. What did Jason think of Alice's paintings?
 - a. He liked them very much.
 - b. He couldn't understand them.
 - c. They were not as good as his.
 - d. They were better than his.
4. How did Alice feel about Jason's remark on her paintings?
 - a. Indifferent.
 - b. Angry.
 - c. Jealous.
 - d. Appreciative.



B Read the chart below. Then listen to the passage again. Fill in the blanks with the missing information.

Setting	<ul style="list-style-type: none"> • At school
Characters	<ul style="list-style-type: none"> • Alice, a talented (1) _____ student • Jason, a (2) _____ student, talented in (3) _____ as well • Alice's best friend • Other students
Plot	<ul style="list-style-type: none"> • When Jason learnt that everyone considered Alice to be (4) _____ art student in their class, his sense of (5) _____ rose to the surface. • Jason snatched the sketchbook and pencil away from Alice and said, "Let me (6) _____ how it should be done." • Everyone expected the two of them to (7) _____. • Her best friend tried to defend her reputation. • Alice chose to (8) _____ to what he had to say instead.
Theme	<ul style="list-style-type: none"> • Alice was (9) _____ for the advice she received and (10) _____ to new ideas. • Instead of holding onto anger or resentment, Alice found (11) _____.

PASSAGE 2

NEW WORDS AND EXPRESSIONS

decrease /dɪ'kri:s/ v. 减少

affirmation /æfə'meɪʃən/ n. 肯定

blues /blu:z/ n. 忧郁

tackle /'tækəl/ v. 应对

immune /ɪ'mju:n/ a. 免疫的

aftermath /'ɑ:ftəməθ/ n. 结束后的时期; 后果

C Read the questions. Then listen to the passage and choose the best answer to each question.

1. What is the passage mainly about?


- How to keep fit.
- How to complain.
- How to be happy.
- How to control anger.

2. How do people usually feel on Mondays?

- Happy.
- Excited.
- Angry.
- Sad.

3. Why is it good to laugh, according to the speaker?
 - a. It can make others happy.
 - b. It can reduce your stress.
 - c. It can help you make friends.
 - d. It can make you stronger.

4. Which of the following is not mentioned as the time we should feel grateful?
 - a. In the aftermath of an emergency.
 - b. When people lent us a hand.
 - c. When others are in self-pity.
 - d. When we count the smallest of blessings.

D  Read the following statements. Then listen to the passage again. Write T for *true* or F for *false*. Then correct the false statements.

1. ____ Being happy is always simple but impossible.

2. ____ An affirmation can actually help you feel much more positive throughout the day.

3. ____ Laughing makes you more energetic and less likely to fall ill.

4. ____ There's no point smiling when you don't feel happy.

5. ____ Gratitude is something that we should feel for the smallest of blessings.

NEWS REPORT 1

NEW WORDS AND EXPRESSIONS

hurricane /'hʌrɪkən/ n. 飓风

impending /ɪm'pendɪŋ/ a. 即将发生的

wade /weɪd/ v. 涉; 蹚 (水等)

come to pass 发生; 实现

in the wake of 随着...而来; 在...后


E  Read the questions. Listen to the news report and choose the best answer to each question.

1. What's the passage mainly about?
 - a. Destruction of Hurricane Harvey.
 - b. Acts of kindness and courage in a storm.
 - c. A great surgeon.
 - d. Forecast of the computer.

2. How many examples were given in the news report?
 - a. One.
 - b. Two.
 - c. Three.
 - d. None.



3. What was not the trouble as mentioned in the news report?
 - a. Flooding.
 - b. Widespread damage.
 - c. Food shortage.
 - d. Loss of life.

F  Read the questions. Listen to the news report again and write down a short answer to each question.

1. When and where did Hurricane Harvey break the record?

2. Why was Dr Kimmel determined to make a journey in the storm?

3. Who helped the doctor make the journey?

4. How many bakers were trapped in a bakery for two days?

5. What is pan dulce?

6. How much flour did the bakers use up?

7. Why were the bakers widely praised?

NEWS REPORT 2


NEW WORDS AND EXPRESSIONS

nutritious /nju:'trɪʃəs/ a. 有营养的

alumnus /ə'λʌmnəs/ n. (复数alumni /ə'λʌmnaɪ/) (机构、组织的)前成员 (本文指“曾受救助者”)

abusive /ə'bjʊ:sɪv/ a. 虐待的

initially /ɪ'nɪʃəli/ ad. 一开始

G  Read the questions. Listen and choose the best answer to each of them.

1. What is the topic of the news report?

- a. Food nutrition.
- b. Food banks.
- c. Food security.
- d. Food education.

2. How many examples are given in the news report?

- a. One.
- b. Two.
- c. Three.
- d. None.

3. What do you know about Laura?
- She didn't graduate from high school.
 - She has a loving family.
 - She is working in a food bank.
 - She has a master's degree.

LISTENING SKILL Listen for Cause-and-Effect Relationships


Cause-and-effect relationships are often shown in news reports. They reveal the logical development of events and help explain certain phenomena. As listeners you need to listen for signal words like *because*, *due to*, *so*, *therefore* and *as a result*. Sometimes you also need to work out the implicit cause-and-effect relationships even without those obvious signal words. Look at the example below:

The poor students scored between eight and ten points below the developmental norm.
phenomenon

Often, poor children do not get the food they need for healthy development.
reason 1

Also, poor parents are less likely to stimulate their children's brains through talk, play, and activities.
reason 2

As a result, those who are brought up in the poor families are less likely to develop their potential as fully as their wealthier counterparts.

H  Listen to the news report again and match the causes and effects indicated in it.

Causes	Effects
1. out of shame and embarrassment → _____	a. Laura got back on her feet, completed her high school education, and even went on to obtain a master's degree.
2. as she was ashamed and embarrassed to show that she needed help → _____	b. Some people avoid visiting food banks.
3. With the help of her new friends. → _____	c. Laura was reluctant to go to the food bank initially.

C COMMUNICATE Work in pairs. Brainstorm some positive effects of giving thanks in your life. Share stories about your personal experience about gratitude.

MODEL DIALOGUE

A: It's wonderful to be grateful.

B: Absolutely. For example, feeling thankful for the sunshine or the gentle breeze in the morning can make you feel more energetic and ready to face the day.

A: I also recall good news that I heard about in the day before going to bed. It helps me fall asleep with a sense of peace and joy.

B: You said it. I think even small things are worth remembering, like making a new friend, eating my favorite food, and learning something new from a book.

A: There're so many things and so many people to be thankful for.

B: Yes, we'll never run out of reasons to give thanks.

A: Even in difficult times, we can still find reasons to give thanks.

B: Yes. For instance, I didn't pass the History final last semester.

A: That is tough. What did you do then?

B: I decided to cut down on my time on playing video games and spend more time reading about history. Guess what, I not only passed the make-up test, but I find that I'm not so addicted to the games anymore.

A: Well, did you give thanks the moment you knew you failed the exam in the first place?

B: I did. I felt bad, but I gave thanks, because I knew I needed a wake-up call and it's never too late to study hard.

A: Great. That's a good example to show how giving thanks can help you think positively and recognize blessings in disguise.

PRONUNCIATION SKILL Sentence Stress

In English, speakers normally stress words that give important, and often new, information in a sentence. Stressed words are higher, louder, and more clearly pronounced than unstressed words. This makes it easier to hear them.

Words That Are Normally Stressed*

nouns, verbs, adjectives

negatives

wh-question words

numbers

adverbs

Words That Are Normally Unstressed


articles

prepositions

pronouns

auxiliary verbs (*do, have, should, will, etc.*)

the verb *be*

 Read and listen to these sentences. Notice how the bold words are stressed.

Today, we're going to be discussing **gratitude**.

We're going to talk about the **power** of gratitude.

* These are general rules. A speaker can choose to stress any word that he or she thinks is important.

D  Listen and underline the stressed words.

1. So, what do you think I mean by gratitude?
2. It's a feeling of thankfulness, a feeling of appreciation.
3. They're finding that grateful people have better physical health.
4. Grateful people have better mental health, too.
5. Gratitude is important at work as well.
6. Gratitude can affect the person who receives thanks, too.

E COMMUNICATE Work with a partner. Read the questions silently. Underline the stressed words. Then take turns asking and answering the questions. Give examples in your answers and pay attention to sentence stress.

A: Who is the **happiest** person you know?

B: My **brother**. He has a lot of **friends** and he **laughs** a lot.

1. Who is the happiest person you know? Why do you think he or she is happy?
2. Are you a productive person? What are some ways to be more productive?
3. What are some ways to acknowledge someone who helps you, such as a teacher?



PART 4 TED TALKS

Why lunch ladies are heroes

“A *thank you* can change a life.”



BEFORE YOU WATCH

A THINK CRITICALLY Predict. Read the title and information about the TED speaker. Think of some examples of heroes. Then answer this question: What do you think this talk will be about? Tell your class.

JARRETT J. KROSOCZKA Author and Illustrator

Jarrett J. Krosoczka is a lifelong storyteller. He wrote his first book at the age of eight. While he was a college student at Rhode Island School of Design, he started drawing pictures for children's books. He got his first book contract six months after he graduated. Krosoczka is the author of 18 picture books for children, and he's still writing books. His *Lunch Lady* book series is being made into a movie. In addition, Krosoczka has a radio show about books for children. Jarrett J. Krosoczka's idea worth spreading is that a simple *thank you* can change the life of the giver and the receiver.

B COMMUNICATE Think about your answers to the following questions. Then work with a partner and discuss your answers.

A: *I ate lunch at school, but I don't remember the cafeteria workers very well. Did you have cafeteria workers at your school?*


B: *Yes, I did. Everyone likes them. They were really friendly and helpful.*

1. Where did you eat lunch when you were a child at school? Who prepared your lunch?
2. Did you have people who served lunch at your school? If so, what do you remember about them?
3. What other kinds of workers help out at schools? Why are their jobs important?



learnmore A *lunch lady* is a woman who prepares and serves lunch to schoolchildren. As in other countries, there is a school lunch program in the United States. It provides free or low-cost lunches in over 100,000 schools.


Lunch ladies prepare and serve food in a *cafeteria*, a place to eat in a school. In the TED Talk, the speaker also talks about a *cafetorium*. *Cafetorium* is a combination of the words *cafeteria* and *auditorium*. Some schools use one room, a *cafetorium*, for both purposes.

C  **VOCABULARY** Listen to the sentences with the following words or phrases from the TED Talk. Then complete each of the following sentences with the correct word or phrase.

- | | | | | |
|-------------|----------------|-------------|-------------|----------------|
| a. attended | b. imagination | c. inspired | d. create | e. encounter |
| f. programs | g. treated | h. rely on | i. response | j. participate |

1. Do you usually _____ in your English class? What are some good reasons to be involved in class activities?
2. Do you have a good _____? If so, how do you use it? Do your original ideas help you in school? Do you use them for your hobbies?
3. If you say “thank you” in your native language, what is the usual _____? What does the other person say to you?
4. Do you have _____ in your community that help certain groups of people, such as children or senior citizens? If so, how do these plans help people?
5. Should your community _____ organizations in order to help people? Who should put these organizations together?
6. If you _____ a public school, did you like it? Did you want to go to a private school instead? If you went to a private school, did you like it? Did you want to go to a public school instead?
7. Can you think of a time when a teacher or classmate _____ you in a kind way? What did he or she do or say? How did you feel?
8. Think of an event in the past that _____ you, like Krosoczka’s meeting with his lunch lady. How did the event change your life?
9. When was the last time you had an _____ with an old friend? What did you talk about when you met this person?
10. Of all your friends, who do you _____ most? Why is this friend the best person to depend on?

WATCH

D  **WATCH FOR MAIN IDEAS** Watch the TED Talk. Check [✓] the four statements that Krosoczka might agree with.

1. _____ Lunch ladies do more than just make lunch.
2. _____ Anyone can be a superhero.
3. _____ People usually treat lunch ladies very kindly.
4. _____ When children acknowledge their lunch ladies, it can have very positive effects.
5. _____ Lunch ladies are important people in the lives of children.

WORDS IN THE TALK

guidance counselor (phrase): a person who helps children with problems or helps them plan their education

E WATCH FOR DETAILS Watch each segment of the TED Talk. Complete the sentences. Use the words from the boxes.

Segment 1 The *Lunch Lady* Book Series

fish idea monsters school served

1. One day, Krosoczka saw his lunch lady at his old _____.
2. Seeing her gave him the _____ for the *Lunch Lady* series.
3. The lunch ladies' nunchucks (a kind of weapon) are made from _____ sticks.
4. Krosoczka's lunch ladies fight _____ with nunchucks.
5. When the lunch ladies get the bad guy, they say, "Justice is _____!"



Segment 2 The Effects of the Series

kids lunch ladies recognize

1. The *Lunch Lady* books had an effect on _____. They wrote letters and made artwork.
2. The *Lunch Lady* books had an effect on _____. They felt acknowledged.
3. As a result, Krosoczka started School Lunch Hero Day. On this day, kids _____ lunch ladies.



Segment 3 Lunch Lady Heroes


food problems serve

1. Lunch ladies do more than cook and _____ food.
2. Some lunch ladies help children with _____.
3. Some lunch ladies feed kids who don't get enough _____.

Segment 4 The Power of "Thank You"

changes expresses important

1. Of course lunch ladies are _____. They provide children with food, and children can't learn if they're hungry.
2. Gratefulness _____ people's lives.
3. It affects the person who receives it and the person who _____ it.

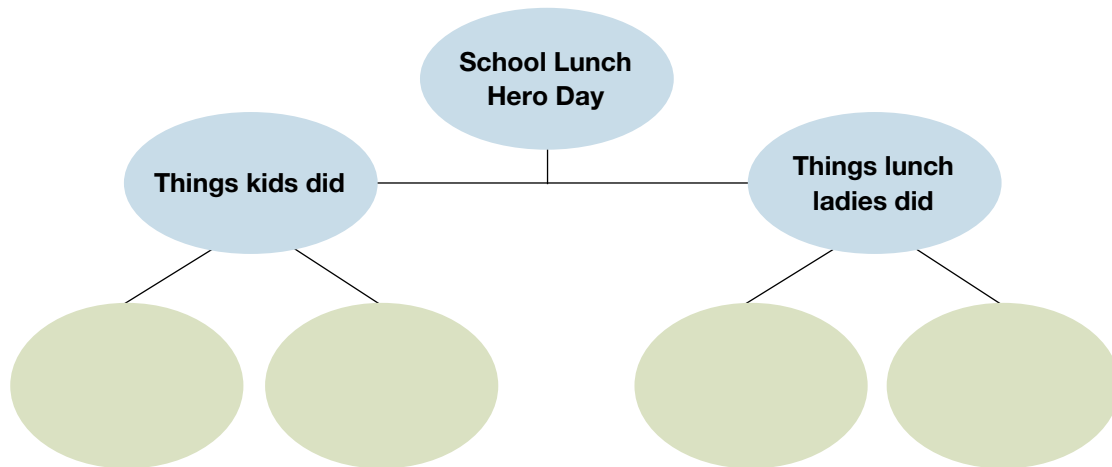
F  **GIVE EXAMPLES** Watch Segment 3 again. Listen for examples. Complete the mind map with the letters of the examples.


a. made their own *Lunch Lady* comics

c. traveled in a bus to feed children in the summer

b. talked to the guidance counselor

d. made milk carton flower vases



G  **EXPAND YOUR VOCABULARY** Watch the excerpts from the TED Talk. Fill in the blanks with the phrases you hear and choose their meaning.

- And she started telling me about her grandkids, and that _____. My lunch lady had grandkids, and therefore kids, and therefore left school at the end of the day? I thought she lived in the cafeteria with the serving spoons. I had never thought about any of that before.
 - surprised me
 - confused me
 - made me angry
- For me, I _____ so _____ the response that came from the lunch ladies, because one woman said to me, she said, "Before this day, I felt like I was at the end of the planet at this school. I didn't think that anyone noticed us down here." Another woman said to me, "You know, what I got out of this is that what I do is important."
 - felt bored by
 - had an emotional reaction to
 - went to a new place
- There is Ms. Brenda in California, who _____ every student that comes through her line and then reports back to the guidance counselor if anything is amiss.
 - watches carefully
 - checks the eyesight of
 - understands

4. And two years after this photo was taken, she _____, and I attended her wake, and nothing could have prepared me for what I saw there, because next to her casket was this painting, and her husband told me it meant so much to her that I had acknowledged her hard work, I had validated what she did.
- moved
 - died
 - said goodbye

AFTER YOU WATCH

H THINK CRITICALLY Interpret an Infographic. Work with a partner. Study the infographic. Then complete the sentences about it. Use the words from the box.

7 percent	7 years	10 percent	20 percent
benefits	Denmark	feelings	South Africa

- The purpose of the infographic is to show some _____ of gratitude.
- Grateful people give _____ more time and money to charities (organizations that help people).
- Grateful people have _____ fewer illnesses that are related to stress.
- The incomes of happy people are _____ higher.
- _____ is a more grateful country than _____.
- People who have positive _____ can live _____ longer.

What good is gratitude?



ASSIGNMENT: Give an Individual Presentation You will give an individual presentation about a time when giving or receiving gratitude affected you or someone you know. Review the ideas in this unit and the listening and speaking skills as you prepare your presentation.

PREPARE

PRESENTATION SKILL Tell a Personal Story

Telling a personal story is a powerful way to illustrate your message. When you include a personal story, the audience understands how you feel about a subject and why it's important to you.

When you tell a story, make sure it

- relates to your topic / supports your message.
- is interesting.
- is easy to follow.

- A** Think of a time in your life when giving or receiving gratitude affected you or someone you know. Write notes on the main parts of your personal story. Then share your notes with a partner. Ask and answer questions about your notes. Make sure your ideas are clear and well organized.

My Personal Story

When did the event take place? _____

Where did the event take place? _____

Who were the people involved? (Describe them.) _____

What happened first? _____

What happened next? _____

How does your story end? _____

What did you learn? OR: What can the audience learn from your story? _____

- B COLLABORATE** Work with a partner. Practice your presentation. Use your notes.

As you practice:

- Use key words and phrases to introduce your main points.
- Use *for example* to introduce your examples.



C Read the rubric below before you present. Notice how your presentation will be evaluated. Keep these categories in mind as you present and watch your classmates' presentations.

Note: 1 = lowest; 5 = highest

The presenter ...	Name _____	Name _____	Name _____	Name _____
1. was clear and organized.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2. introduced main points with key words and phrases.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3. told a personal story that was interesting, easy to follow, and supported the message.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4. used correct sentence stress.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Overall Rating	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
What did you like?				
What could be improved?				

PRESENT

D Give your presentation to a small group. Watch your classmates' presentations. After you watch each one, provide feedback using the rubric as a guide. Add notes and any other feedback you want to share.

E THINK CRITICALLY Evaluate. In a small group, discuss the feedback you received. Discuss what you did well and what might make your presentation even stronger.

REFLECT

Reflect on what you have learned. Check [✓] your progress.



- I can**
- listen for key words and phrases.
 - use a mind map.
 - support ideas with examples.
 - stress key words in a sentence.
 - tell a personal story.

I understand the meanings of these words and phrases and can use them.

Circle those you know. Underline those you need to work on.

- | | | | | |
|-------------|-----------|-------------|------------|------------|
| acknowledge | aware of | grateful | productive | researcher |
| affect | create | imagination | program | response |
| attend | encounter | inspire | recognize | stress |
| attitude | express | participate | rely on | treat |

SCRIPTS

PART 1 LISTENING

C VOCABULARY

- a. Grateful people are **aware of** the good things in their lives. They pay attention to these things, and they know how important they are.
- b. People who are thankful often have a positive **attitude**. They feel good about life.
- c. I am **grateful** for everything you have done for me. Thank you.
- d. **Stress** can make you sick. It's better for your health to feel relaxed.
- e. People often get more work done if someone appreciates them. For example, workers are often more **productive** when their bosses say "thank you."
- f. When you see a kind act, say "thank you." **Recognizing** kindness makes people happy.
- g. Gratitude can change people's feelings. It can **affect** them in a good way.
- h. **Researchers** such as psychologists study human behavior. They are interested in how our thinking is related to our behavior.
- i. When I work hard, no one **acknowledges** it. I wish someone would notice my work.
- j. When a person **expresses** thanks, they usually say "thank you."

D LISTEN FOR MAIN IDEAS

Segment 1

PRESENTER Today, we're going to be discussing gratitude. We're going to talk about the power of gratitude. So what do you think I mean by gratitude? Yes, you.

MAN 1 Uhhmm ... being thankful?

PRESENTER Absolutely! It's a feeling of thankfulness, a feeling of appreciation. It's being aware of the good things in your life, appreciating small things, counting your blessings. Some psychologists call this an "attitude of gratitude." So, does anyone here think they have an "attitude of gratitude"? If so, you must be a happy person.

In fact, there's a connection between being happy and being grateful. This attitude has many benefits. Experts are studying this "attitude of gratitude." They're finding that grateful people have better physical health. They get sick less often and see a doctor less often. Grateful people report that they feel healthier in general. They tend to take better care of themselves. This makes them even healthier. These people also sleep better. In one study, people wrote down what they were grateful for at the end of the day. When they did this, they fell asleep faster and stayed asleep longer. Grateful people have better mental health, too. For example, they have less stress. They're happier and they have stronger social relationships, too.

Segment 2

Gratitude is important at work, as well. Have you ever thought you worked really hard to get a project



done, and no one noticed? Studies show that gratitude can lead to happier, more productive workers. For example, Mattel, the toy company, started a program for recognizing and praising employees. As a result, the company was on Fortune's Best Companies to Work For list for several years. Gratitude can affect the person who receives thanks, too. It can make them more helpful. In one study, people gave a student some help. The student thanked some of the people. He did not thank other people in the study. Then the student asked for more help. The people he thanked gave more help. The people he did not thank gave less help. The researchers had an explanation: It feels good to help. But when someone thanks you, you feel even better. People like to be needed. They feel more valued when someone acknowledges their help. And feeling valued makes people want to be even more helpful.

Segment 3

So, gratefulness is important for the person who expresses gratitude, and it's important for the person who receives it.

By now, I imagine many of you are thinking, "How can I get this 'attitude of gratitude'?" Well, there are a few simple things you can do to develop a sense of gratefulness. Any ideas?

MAN 2 What about this — writing down a few things that you're thankful for each day?

WOMAN 2 What about just saying "thank you" more often?

MAN 3 Or noticing how many kind acts people are always doing, all around you?

WOMAN 3 And thanking them for those actions.

PRESENTER Yes! Those are all great ideas. You're clearly on your way to becoming more grateful! And I am very grateful that you all came to my presentation! Thank you! Any questions?

PART 2 EXTENDED LISTENING

PASSAGE 1

Alice was a talented art student. Most days, she sat alone and filled her sketchbook with illustration after illustration. Her drawings were lifelike, and the classmates who had seen her work were left amazed by her skill.

One day, a new student entered the school. Jason had a good eye for art and was very talented as well. When he learnt that everyone considered Alice to be the best art student in their class, his sense of competition rose to the surface. Jason began to watch Alice at work, and criticize anything that didn't measure up to his own standards, or that was done in a different way.

"That's not good at all," he would remark impatiently from time to time, snatching the book and pencil away from her. "Let me show you how it should be done."

Though everyone expected the two of them to get into a fight, they were inevitably disappointed when Alice chose to listen patiently to what he had to say instead.

"Why do you even need to listen to him? His drawings aren't even as good as yours!" Alice's best friend burst out at last in exasperation.

"And yet," Alice remarked with a smile, "he's been spending all his time helping me to get better."

Often in life, when we let go of our instinctive desire to react with anger, we can gain much more in return. In Alice's case, she learnt to see things from a different perspective. She was thankful for the advice she received, and because she was open to these new ideas, she was able to find ways to improve her skills. Instead of holding onto anger or resentment, Alice found a way to be happy.

PASSAGE 2

Being happy can feel like a simple yet impossible goal at times. It is what many of us wish for, and yet it can often be difficult to identify exactly what would bring us joy. Nevertheless, by following three simple habits, we can help to decrease negative emotions and increase the amount of satisfaction we feel overall.

1. Make affirmations

An affirmation is a powerful positive statement that anyone can make. By focusing on these statements, people can change the way they think and behave. For instance, while it is certainly easier and more common to complain about the Monday blues, telling yourself that you're full of energy and are ready to tackle new challenges instead, can actually help you to feel much more positive throughout the day.

2. Smile and laugh more

When you laugh, your body reacts positively by reducing the amount of stress you feel. It also makes you feel more energetic, and can even give your immune system a boost. You might think that there's no point smiling when you don't feel happy, but research indicates that your brain identifies your mood, partly by looking at which muscles are being used. By using your smile muscles, you send a message to your brain that you are feeling happy, and this will usually leave you in a better mood.

3. Be grateful

Gratitude isn't something that we should feel only in the aftermath of an emergency, when we thank the people who lent us a hand when we needed it most. The ability to be grateful for the smallest of blessings, in contrast to consistent self-pity, reduces negative emotions and increases our feelings of happiness and well-being.

NEWS REPORT 1

In the days that led up to Hurricane Harvey, many scientists were shocked by the predictions that their computers made. The readings suggested that the impending hurricane was going to be one of the most serious natural disasters to hit the country, and when it struck in August 2017, those fears came to pass. In Texas, Harvey broke the natural record with more than 1.5 metres of rainfall. High levels of rainfall, flooding and widespread damage occurred in many parts of Texas, but acts of heart-warming kindness and courage were certainly not in short supply as locals worked to help each other in the aftermath of the storm.

Take Dr. Stephen Kimmel, for example. Even as the hurricane blew at full strength, Dr Kimmel was determined to make the journey to help a teenager who was in need of an emergency surgery. Flooded



roads made it impossible for the doctor to travel, but volunteer firefighters armed with a truck and a canoe were able to pick the doctor up and take him part of the way. Dr Kimmel then waded the rest of the way through waist-deep water, and managed to reach the hospital in time to perform the surgery. Even the people who were trapped in the wake of the hurricane, stepped up to offer what help they could for others. Four Mexican bakers, trapped in a bakery for two days, made use of their supplies and working electricity to make food for flood victims. Working day and night, the workers used up nearly 2,000 kilograms of flour to make pan dulce, a sweet Mexican bread. The food was delivered to people in emergency centres, and the bakers were widely praised by their community for their kind actions.

NEWS REPORT 2

In many parts of the world, people are unable to get enough nutritious food on a regular basis. Even in high-income countries, people who fall through the gaps are sometimes at risk of such food insecurity. Food banks play a vital role in ensuring that people do not have to go hungry, but some people avoid visiting them out of shame and embarrassment.

In a series of touching stories posted by the Ottawa Food Bank, alumni of the Food Bank shared their own experiences reaching out to the organization for help.

One example is Laura, a high-school dropout who had escaped an abusive home, and was struggling to rebuild her life at the young age of 17. Laura was reluctant to go to the food bank initially, as she was ashamed and embarrassed to show that she needed help. However, she soon realized that the people at the food bank were supportive and encouraging. With the help of her new friends, Laura got back on her feet, completed her high school education, and even went on to obtain a master's degree.

Today, Laura is not only a successful alumna of the food bank, but also a monthly donor to the Ottawa Food Bank, where she lends a helping hand to other people in need.

The nutritious food provided by food banks can fill a physical hunger, but as Laura's story shows, these organizations are just as important in helping us to meet our desire for support and love from the people in our community.

PART 4 TED TALKS

C VOCABULARY

- a. I **attended** a public school. I didn't go to a private school.
- b. Krosoczka used his **imagination** to write. He used his original ideas to write many popular children's books.
- c. Meeting his lunch lady **inspired** Krosoczka. It gave him the idea to write children's books about a lunch lady hero.
- d. Krosoczka wanted to acknowledge lunch ladies for their hard work, so he decided to **create** "School

Lunch Hero Day.”

- e. Krosoczka had an **encounter** with his lunch lady years after he graduated. He didn't expect to meet her, but the meeting changed his life.
- f. School lunch **programs** in the United States feed more than 31 million children. The plan to feed children at school started in the 1940s.
- g. The lunch ladies at my school **treated** the children well. They behaved in a kind and friendly way.
- h. Krosoczka explains how many students at a school in Kentucky **rely on** meals that lunch ladies prepare because they don't get enough food at home.
- i. My teacher cried when we thanked him at the end of the school year. We were surprised by his **response**.
- j. If you **participate** in class, you will do better in school. Being involved in class activities is the best way to learn.

D LISTEN FOR MAIN IDEAS

Segment 1

When my first children's book was published in 2001, I returned to my old elementary school to talk to the students about being an author and an illustrator, and when I was setting up my slide projector in the cafetorium, I looked across the room, and there she was: my old lunch lady. She was still there at the school and she was busily preparing lunches for the day. So I approached her to say hello, and I said, "Hi, Jeannie! How are you?" And she looked at me, and I could tell that she recognized me, but she couldn't quite place me, and she looked at me and she said, "Stephen Krosoczka?" And I was amazed that she knew I was a Krosoczka, but Stephen is my uncle who is 20 years older than I am, and she had been his lunch lady when he was a kid. And she started telling me about her grandkids, and that blew my mind. My lunch lady had grandkids, and therefore kids, and therefore left school at the end of the day? I thought she lived in the cafeteria with the serving spoons. I had never thought about any of that before. Well, that chance encounter inspired my imagination, and I created the *Lunch Lady* graphic novel series, a series of comics about a lunch lady who uses her fish stick nunchucks to fight off evil cyborg substitutes, a school bus monster, and mutant mathletes, and the end of every book, they get the bad guy with their hairnet, and they proclaim, "Justice is served!"

Segment 2

(Laughter) (Applause)

And it's been amazing, because the series was so welcomed into the reading lives of children, and they sent me the most amazing letters and cards and artwork. And I would notice as I would visit schools, the lunch staff would be involved in the programming in a very meaningful way. And coast to coast, all of the lunch ladies told me the same thing: "Thank you for making a superhero in our likeness." Because the lunch lady has not been treated very kindly in popular culture over time. But it meant the most to Jeannie. When the books were first published, I invited her to the book launch party, and in front of everyone there, everyone she had fed over the years, I gave her a piece of artwork and some books. And two years after this photo was taken, she passed away, and I attended her wake, and nothing could have prepared me



for what I saw there, because next to her casket was this painting, and her husband told me it meant so much to her that I had acknowledged her hard work, I had validated what she did. And that inspired me to create a day where we could recreate that feeling in cafeterias across the country: School Lunch Hero Day, a day where kids can make creative projects for their lunch staff. And I partnered with the School Nutrition Association, and did you know that a little over 30 million kids participate in school lunch programs every day. That equals up to a little over five billion lunches made every school year.

Segment 3

And the stories of heroism go well beyond just a kid getting a few extra chicken nuggets on their lunch tray. There is Ms. Brenda in California, who keeps a close eye on every student that comes through her line and then reports back to the guidance counselor if anything is amiss. There are the lunch ladies in Kentucky who realized that 67 percent of their students relied on those meals every day, and they were going without food over the summer, so they retrofitted a school bus to create a mobile feeding unit, and they traveled around the neighborhoods feedings 500 kids a day during the summer. And kids made the most amazing projects. I knew they would. Kids made hamburger cards that were made out of construction paper. They took photos of their lunch lady's head and plastered it onto my cartoon lunch lady and fixed that to a milk carton and presented them with flowers. And they made their own comics, starring the cartoon lunch lady alongside their actual lunch ladies. And they made thank you pizzas, where every kid signed a different topping of a construction paper pizza.

Segment 4

For me, I was so moved by the response that came from the lunch ladies, because one woman said to me, she said, "Before this day, I felt like I was at the end of the planet at this school. I didn't think that anyone noticed us down here." Another woman said to me, "You know, what I got out of this is that what I do is important."

And of course what she does is important. What they all do is important. They're feeding our children every single day, and before a child can learn, their belly needs to be full, and these women and men are working on the front lines to create an educated society.

So I hope that you don't wait for School Lunch Hero Day to say thank you to your lunch staff, and I hope that you remember how powerful a thank you can be. A thank you can change a life. It changes the life of the person who receives it, and it changes the life of the person who expresses it.

Thank you.

(Applause)

G EXPAND YOUR VOCABULARY

1. And she started telling me about her grandkids, and that blew my mind. My lunch lady had grandkids, and therefore kids, and therefore left school at the end of the day? I thought she lived in the cafeteria with the serving spoons. I had never thought about any of that before.
2. For me, I was so moved by the response that came from the lunch ladies, because one woman said to me, she said, "Before this day, I felt like I was at the end of the planet at this school. I didn't think

that anyone noticed us down here.” Another woman said to me, “You know, what I got out of this is that what I do is important.”

3. There is Ms. Brenda in California, who keeps a close eye on every student that comes through her line and then reports back to the guidance counselor if anything is amiss.
4. And two years after this photo was taken, she passed away, and I attended her wake, and nothing could have prepared me for what I saw there, because next to her casket was this painting, and her husband told me it meant so much to her that I had acknowledged her hard work, I had validated what she did.

