

Applying Listening Activities in English Teaching

Megan Chen

National Taiwan Normal University

Concordia Middle School

I. Introduction

Our educational administration office has noticed the weakness of Taiwan's senior high school students' English ability, especially their listening competence. Therefore, a new policy was made that all the senior high students should take a listening test before they graduate from high school. Because of this new policy, many high school English teachers would have to adjust their teaching approaches. In fact, this new policy has caused some "uncertainty" to teachers since some of them don't have the habit of using English when teaching. To them, teaching English is to help translate some readings in the textbooks or assist students with some grammar drills. That's why some English teachers consider this new policy an impact.

Here comes a very basic question. Should listening be separated from a whole process of language teaching? In my opinion, listening training should be incorporated into a language teaching. As a foreign language instructor, providing students the most natural and native way of learning it is not only fundamental but essential. If we teach English with Chinese, then the teaching will become more subject-based yet not useful. In this case, students can only learn how to memorize the vocabulary or grammar instead of how to use the language. Remember, we use a language to communicate with other people. In order to acquire a foreign language, a person must have the ability to hear what others say and have the chance to respond to others. All in all, listening competence is the base of a tool for us to express our thoughts and to listen to others' idea. Listening is like a medium for a foreign language learner to understand others and thus be able to communicate with them.

In my experience of teaching English, I have always stressed the importance of using speaking and listening skills. In this presentation, I am going to show you how I emphasize listening drills in my teaching. In this introductory session, I would like to illustrate the general approaches I use in my teaching. When I plan a lesson, I can begin with some comprehension questions to ask my students and expect them to answer them orally. If I find a song is a good supplement to the topic of the reading,

then I will play the song and also provide a song sheet in my worksheet with some blanks for the students to listen and fill in. Other times, if I find a movie is suitable for training my students' thinking flow, then a movie worksheet is prepared for the students to discuss and exchange their thoughts. However, it is usually more time-consuming. In recent years, I found it more convenient to use "YouTube" as my listening supplementary materials. Perhaps, English teachers now are luckier than years before. You can find almost everything you need from "YouTube" in your teaching. For example, you can find the speech "I Have a Dream" by Martin Luther King Jr. All you need to do is download the clip and make some minor alternation, and then a teaching material is ready for you.

With listening training being the medium to their language acquisition, students will be more ready to advance to their reading and writing competence. In my teaching, I also incorporate reading and writing practices into the song or movie appreciation. As shown in the ppt, some methods are applied, such as dictation, "SWOT" and "compare and contrast." To my surprise, students' learning process is smoother. In addition, they also obtain the critical thinking ability, which is also a very crucial skill in communication.

One other teaching approach related to listening I have recently used is called "spelling bee." I got this inspiration from the National Senior High Vocabulary Spelling Contest held last fall. This contest was sponsored for the first time by our educational administration office. The purpose of holding this contest is to enhance high school students' ability in vocabulary. As an English teacher, I strongly support having this contest since there is no denying that vocabulary bank is the base of a foreign language. Yet, this contest is meant for individual students to participate. Having helped some students prepare for it, I then came up with a way to encourage my two senior two classes to memorize new words, while they can try to have fun doing it. I adapted the spirit of "Spelling Bee" with some implementation. The following is a brief illustration. First I have a piece of paper with (for example) 10 blanks. I will read one word slowly in the beginning. My students can have three requests, which are "again," "definition," and "sentence." When I am doing this, I am offering my students the chance to hear the word and try to spell it out. When they have a request, I am reinforcing the word as to its pronunciation or even having the context of using the word. My experience or even "experiment" on using this method in helping students' memorizing vocabulary led me to know that learning vocabulary can be more exciting and meaningful.

To sum up, listening is the gateway to a successful language teaching. We English teachers should use it as an initiative means to our class. When students listen to you, they are forcing themselves to try to understand you. After that, you can use all kinds of approaches to help your students acquire the information or even the knowledge of this language naturally. Most of all, the four skills of teaching a language, listening, speaking, reading and writing should be applied in your class. It may be overwhelming in the beginning. But once you are used to it and your students are familiar with your teaching style, then they will pick up the things from your class in a native way. Hopefully, your students can obtain the best communicative skills and bring along this ability with them as they graduate from high school.

II. Presenting the Text

1. Before teaching: In Warm-up activities

- A. Pre-reading questions.
- B. Listening to a song.
- C. Watching a clip.

1.1 Examples—

#	Text/Topic	Pre-reading	Listening	Watching
1	Lungten BK V Lesson 6 The Tone of a Poem		A nursery rhyme; Two songs 1. Blowing in the wind 2. Tears in Heaven	A movie clip from the publisher
2	Lungten BK V Lesson 7 The Angel among Us	Worksheet questions (See attachment)	✕	1. A YouTube clip concerning the character, Shen Hsin-Ling; 2. More clips about Chen Hsu-chu, a vegetable vendor

1.2. Songs I have used in the past—

- A. I have a dream
- B. Imagine
- C. The Phantom of the Opera
- D. You’ve God a Friend

1.3 Clips I have used in the past—

- A. I have a dream speech (Martin Luther King Jr.)
- B. Madagascar Island
- C. How to Improve Your Memory
- D. World’s Memory Champion

1.4 Movies I have used in the past—

- A. Scent of a Woman
- B. Dangerous Mind
- C. Dead Poets Society
- D. Freedom Writers
- E. The Help

2. During and after teaching:

There is no clear-cut between my pre-reading and during procedures. It is because when I am introducing my topics with my pre-reading activities, usually the text is shown already. My students can read the text and see if they have difficulty understanding it. If not, then we will proceed to the after- reading procedure. The “compare and contrast” method can be used in after- reading procedure. Take the movie “The Blind Side” for an example. “Compare and contrast” is used to train students’ comprehension and even their critical thinking ability. Students are formed in groups to discuss and then put down their thoughts on a piece of paper.

	Lessons	Pre-	During-	Post-
	L 6 + L7	Comprehension questions;	Dictation, Compare and Contrast	Movie: The Blind Side (See attachment)
Expansion: Bridging listening to writing				

2.1

The movie was chosen not because I wanted students to learn French but because it has a very sharp contrast between the two main characters. SWOT was implemented to help students analyze the transformation between them as the plot continues.

	Movie	Pre-watching	During	After-watching
	The Help	X	X	SWOT

III. Practice and Personalization

Again, the example of the movie shown above also included this process. In the post reading questions, some questions were given for the students to relate and associate with themselves. (See the movie worksheet.)

IV. Application

Using songs, movies and YouTube clips are all the means I have as applications. With these listening practices, I am offering my students chance of using the language with the base of listening to something and by doing so they can try to give me the feedback with either orally responding to me or writing down their thoughts on paper. As a summary, a language teacher has to implement the four skills in his/her teaching.

More resources—

- A. Small group discussions
- B. ICRT news
- C. Magazine's radio programs and listening tests
- D. Spelling Bee vocabulary drills

V. Reflection

1. Feedback of the students—

Students are more attentive when they are listening to songs, watching a clip or even a movie. They seem to be more appreciative of the discussion over

the meanings of a song and movie.

2. Feedback of the teacher—

I am more satisfied with students' response. To my amazement, the answers to the questions from students were so good and well-presented, which is not what you can see from their test papers. To me, this is a much more meaningful assessment than any tests.

3. The analysis of students' work—

As mentioned from above.

Appendix

1. Lesson 6 The Tone of a Poem
2. Lesson 6 worksheet with the song sheet.
3. Lesson 7 The Angel among Us
4. Lesson 7 worksheet with per-reading questions.
5. Movie worksheet The Blind Side
6. Movie worksheets.
 - 6.1 The Scent of a Woman
 - 6.2 Dangerous Mind
 - 6.3 Dead Poets Society
 - 6.4 Freedom Writers
7. Spelling Bee worksheets.
 - 7.1 1st version
 - 7.2 2nd version

The Tone of a Poem

Do you ever feel unhappy when somebody gives you a compliment¹? It does happen sometimes, especially when you know the speaker doesn't mean what he or she says. Chances are people may say one thing but mean another. In real life, we may rely² on facial³ expressions, body language, or the circumstances⁴ to decipher* what the speaker really intends to say. However, when reading poems, we may need to read every word closely to determine the tone of the speaker.

Often when we first encounter a poem, we start by inquiring⁵, "What is it all about?" We want to know what the subject of the poem is, be it love or death. But to fully comprehend⁶ a poem, we need to explore the speaker's attitude toward the subject, which is made clear from the "tone" of the speaker's voice. Since the speaker does not really talk to us **in person**, the tone of his or her voice is manifested⁷ through many subtle arrangements, such as certain choices of words or unusual punctuation*.

One way to help you clarify⁸ the tone is to listen to the voice as if someone were talking to you. We may try to know more about this person and visualize⁹ his or her existence by asking the following questions:

- ◆ Who is the speaker in the poem? A petulant¹⁰ teenager or a miserable¹¹ housewife?
- ◆ How does the speaker's voice sound? Happy or sad? Enthusiastic¹² or cold?
- ◆ Does the poem suggest an attitude or emotion? What is it?
- ◆ What adjective¹³ would best describe the tone of the voice? Regretful¹⁴ or optimistic? Indifferent¹⁵ or emotional?

To some extent¹⁶, the tone of the speaker is the soul of the poem, and only when it is properly grasped¹⁷ can we claim to have a thorough¹⁸ understanding of a poem. Now we are going to read two poems, both concerning¹⁹ the loss of someone important. Read them closely, and see how each reveals the speaker's feelings about, or attitude toward this significant event.

One Art

The art of losing isn't hard to master;
so many things seem filled with the intent to be lost that their loss is no disaster.
Lose something every day. Accept the fluster²⁰ of lost door keys, the hour badly
spent.

The art of losing isn't hard to master.

Then practice losing farther²¹, losing faster:

places, and names, and where it was you meant to travel. None of these will bring
disaster.

I lost my mother's watch. And look! my last, or next-to-last, of three loved houses
went.

The art of losing isn't hard to master.

I lost two cities, lovely ones. And, vaster, some realms²² I owned, two rivers, a
continent²³.

I miss them, but it wasn't a disaster.

— Even losing you (the joking voice, a gesture²⁴ I love) I shan't have lied. It's
evident²⁵ the art of losing's not too hard to master though it may look like (Write it!)
like disaster.

— Elizabeth Bishop* (1911-79) —

Go Gentle

You have grown wings of pain
and flap²⁶ around the bed like a wounded gull²⁷
calling for water, calling for tea, for grapes
whose skins you cannot penetrate.

Remember when you taught me
how to swim? Let go, you said,
the lake will hold you up.

I long to say, Father let go
and death will hold you up.

Outside the fall goes on without us.

How easily the leaves give in,

I hear them on the last breath of wind,
passing this disappearing place.

— Linda Pastan* (1932-) —

— "Listening to the Voice: The Tone of the Speaker" written by Joseph Chen

Hand-out 2

CMS Senior 2 2012 Lesson 6 Worksheet

No: Name:

I. Song listening by filling in the blanks.

1. Blowing in the Wind

<p>How many _____ must a man walk _____</p> <p>Before you call him a man?</p> <p>How many _____ must a white dove _____</p> <p>Before she _____ in the sand?</p> <p>Yes, how many times must the cannon balls _____</p> <p>Before they're forever _____ed?</p> <p>The answer my friend is blowin' in the wind The answer is blowin' in the wind.</p> <p>Yes, how many years can a _____ exist</p> <p>Before it's _____ed to the sea?</p> <p>Yes, how many years can some _____ exist</p> <p>Before they're _____ed to be free?</p> <p>Yes, how many times can a man turn his _____</p> <p>Pretending he just doesn't _____ ?</p> <p>The answer my friend is blowin' in the wind The answer is blowin' in the wind.</p>	<p>Yes, how many times must a man _____</p> <p>Before he can see the _____ ?</p> <p>Yes, how many _____ must one man have</p> <p>Before he can _____ people cry?</p> <p>Yes, how many _____ will it take till he knows</p> <p>That too many people have _____ ?</p> <p>The answer my friend is blowin' in the wind</p> <p>The answer is blowin' in the wind.</p> <p style="text-align: right;">by Bob Dylan</p>
--	---

Poem by Dylan Thomas *Do Not Go Gentle into That Good Night*

<p>Do not go gentle into that good night, Old age should burn and rave at close of day; Rage, rage against the dying of the light.</p> <p>Though wise men at their end know dark</p>	<p>Wild men who caught and sang the sun in flight, And learn, too late, they grieved it on its way, Do not go gentle into that good night.</p>
--	--

<p>is right, Because their words had forked no lightning they Do not go gentle into that good night.</p> <p>Good men, the last wave by, crying how bright Their frail deeds might have danced in a green bay, Rage, rage against the dying of the light.</p>	<p>Grave men, near death, who see with blinding sight Blind eyes could blaze like meteors and be gay, Rage, rage against the dying of the light.</p> <p>And you, my father, there on the sad height, Curse, bless, me now with your fierce tears, I pray. Do not go gentle into that good night. Rage, rage against the dying of the light. <i>by Dylan Thomas (1914-1953)</i></p>
--	--

II. WORD POWER Collocations: Words Related to Tones

I. adj. + tone
a dry/a flat tone
a detached/a cool/an icy tone
a gentle/a mild/a pleasant/a soft/a honeyed tone
a firm/a formal/a serious tone
a harsh/an urgent/an aggressive/a threatening tone
a mocking/an ironic/a sarcastic/a biting/a scornful tone
II. V. + tone
adopt/speak in/take a...tone

Word Association: Compare and Contrast

Adjective		Its antonym	
1		1	
2		2	
3		3	
4		4	
5		5	

Word Association: Compare and Contrast

Verb		Its antonym	
1		1	
2		2	
3		3	
4		4	
5		5	

Hand-out 3

The Angel among Us

What was your life like when you were a child? How much do you enjoy your life now as a teenager? Xin-ling Shen*, an ordinary Taiwanese girl, has created more opportunities for others since she was a fourth grader² through generosity³ and sheer⁴ determination.

Born into a very poor family, Shen was forced to travel around the island constantly⁵ with her parents, who earned⁶ a living as night market vendors⁷ in different cities. Because of her family's unstable⁸ lifestyle, she never had the chance to go to preschool⁹. However, she took advantage of every learning opportunity, such as learning words from shop signs she saw on the road. When she became a fourth grader, she developed an interest in computers. Even though her parents could barely¹⁰ **make both ends meet**, her mother sold her exquisite¹¹ jade¹² bracelet¹³ to buy Shen a computer.

Shen **turned out to be** a computer whiz¹⁴, acquiring vital computer skills by reading computer books in bookstores for hours every day. She learned to set up her own website at the age of twelve in order to help her parents sell clothes online. Then she devised¹⁵ an online system to help farmers promote their pomelos*. At that time, it was an innovative form of farm produce¹⁶ marketing in Taiwan. Later, numerous companies paid Shen to design their web pages. By the time she was fourteen, she had used her own abilities to accumulate¹⁷ NT\$1 million.

What would you do with this sum of money? Keeping all the money for herself was the last thing Shen wanted to do. With her parents' encouragement, Shen gave it all to charity. She developed the website ananedu.com so that children, especially poor children, could learn all the school subjects online for free. Over three million people have visited this website. It was first designed to serve students on both sides of the Taiwan Strait¹⁸ and later a Cambodian* version¹⁹ was added. More amazingly, Shen even hosted a free summer English camp for children from disadvantaged²⁰ families, all on her own. She planned the summer camp, looked for appropriate²¹ venues²², and invited teachers. She even had to visit underprivileged²³ families in person to convince the parents to send their children to the camp. These tasks can easily overwhelm²⁴ the average fourteen-year-old girl. The hardship, however, did not deter²⁵ Shen's will because she wanted to give children the educational rights they had been deprived²⁶ of **due to** poverty.

In addition to her dedication²⁷ to education, Shen has always been concerned about the grassroots* society in Taiwan. She has developed her photography skills by taking photos of those who are economically disadvantaged. It is essential that

she use such images to remind²⁸ the rest of the society of the contributions and the basic dignity of the poor. So far, she has taken more than 250,000 pictures, adding her own footnotes²⁹ to each of them. Her touching photographs were on display in Beijing* during the 2008 summer Olympics*.

Shen never seems to lack ideas for making more contributions to the society. She has been described as an angel to the underprivileged. Looking at her, we can't help wondering, "What can we do for our society with our own talents?"

— "The Angel among Us" researched and written by Sarah Yang

(Lungten BK V Lesson 6)

Hand-out 4

CMS Senior 2 2012 Lesson 7 Book 5 No: Name:

- I. Do you know anyone who deserves to be called an angel? Who is he/she?
- II. What are some characteristics for us to call them “angels?”

Use some **adjectives** to describe them:

- III. Clips from YouTube:

<http://www.youtube.com/watch?v=kdcSX0YmxNs>

沈芯菱做公益

<http://www.youtube.com/watch?v=6RvqfsTeD-E&feature=related>

沈芯菱 與眾不同的十八歲

<http://www.youtube.com/watch?v=p5A4vzOkCpl>

台東菜販陳樹菊

<http://www.youtube.com/watch?v=iV4n9ECP-C0&feature=related>

畢生勤苦賣菜 陳樹菊捐千萬助童

- IV. **TIME magazine reports on Chen Shu-chu - an earlier news story in Taiwan in 2005 started the ball rolling on this Time award**
Ciardello for TIME Joe

In its annual TIME 100 issue the magazine names the people who most affected the world this year:

Heroes *bravo! *Mrs. Chen Shu-chu of Taiwan*

Chen Shu-chu is a seller of vegetables in a stall in Taitung County's central market, in southern Taiwan.[NOTICE TIME DID NOT CALL TAIWAN AS PART OF CHINA OR EVEN CALL IT CHINESE TAIPEI. JUST TAIWAN. NICE, TIME!]..... Out of her modest living, Chen, 59, has



managed to donate nearly NT\$10 million (that's \$320,000) to various causes, including \$32,000 for a children's fund, \$144,000 to help build a library at a school she attended and another \$32,000 for the local orphanage, where she also gives financial support to three children.[THIS STORY WAS FIRST REPORTED BY TAIWAN MEDIA in 2005]

What's so wonderful about Chen's achievement is not its extraordinariness but that it is so simple and matter of fact in its generosity. "Money serves its purpose only when it is used for those who need it," she told a newspaper. .And rather than bask in her celebrity, Chen seems to dismiss the whole thing with a wave of her hand, perhaps even with a hint of irritation. There isn't much to talk about, because I did not enter any competition," she says. "I haven't really made any huge donations." She's planning to establish a fund to help the poor with education, food and health care. Amazing, but of all she has given away, **her greatest gift is her example.**

This is a wonderful and heartwarming story, first reported in Taiwan in 2005, five years before now. Why did it take so long? Fate? Destiny? And now the DPP and the KMT are fighting over all this. Ouch! But for the first time in history, both the Taipei Times and the China Post expat newspapers agree in their editorials on this that the DPP and KMT are both making fools of themselves over this. Sigh.

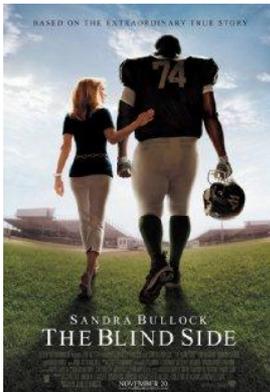
QQ: Why should we respect someone like Ms. Chen Ms. Shen?

Hand-out 5

The Blind Side 2009

Based on the true story of Leigh Anne and Sean Tuohy who take in a homeless teenage African-American, Michael "Big Mike" Oher. Michael has no idea who his father is and his mother is a drug addict. Michael has had little formal education and few skills to help him learn. Leigh Anne soon takes charge however, as is her nature, ensuring that the young man has every opportunity to succeed. When he expresses an interest in football, she goes all out to help him, including giving the coach a few ideas on how best to use Michael's skills. They not only provide him with a loving home, but hire a tutor to help him improve his grades to the point where he would qualify for an NCAA Division I athletic scholarship. Michael Oher was the first-round pick of the Baltimore Ravens in the 2009 NFL draft.

A poor, oversized and under-educated teenager is recruited by a major college football program where he is groomed into an athletically and academically successful NFL prospect.



"The Blind Side" d_____ts the story of Michael Oher, a h_____ and huge African-American youngster from a broken home, taken in by the Touhys, a well-to-do white family who help him f_____l his p_____ls. At the same time, Oher's presence in the Touhys' lives leads them to some insightful self-discoveries of their own. Living in his new environment, the teen faces a completely different set of c_____es to overcome. As a football player and student, Oher works hard and, with the _____ help of his coaches and a _____ed family, becomes an All-American offensive left tackle.

S2 A/C/D Movie Worksheet No: ____ Name: _____

Questions to contemplate and answer: 20% each. Total 100%

1. If you were asked to praise Ms. Tuohy, how would you pay your compliment?

A: Mrs. Tuohy, you are _____.

2. How would you compliment Michael Oher?

Michael , you are so _____

3. Which character in the movie do you think is an angel? Why?

I think the angel is _____ because _____

4. Which scene of the movie touched you the most? Why?

The scene when

I was/felt touched because

5. What makes this movie/story inspiring/successful?

Bonus points:

1. Compare and contrast <--> before vs. after

Can you tell the difference before and after Michael was accepted by the Tuohys?

Use the chart below to make your list.

	Before	vs.	After
1			
2			
3			
4			
5			
6			

2. What is/are something that Michael does not own but you have and that you should cherish?

Michael does not own _____ but I have it. I should cherish it more because

Hand-out 6.1

Read the questions before watching the movie and try to look for their answers when viewing.

I. Some basic information you need to look for:

1. What is the setting of the movie?
2. What are the major characters in the movie?
3. What was Charlie's background?
4. Why did he need a part time job?
5. Who was Frank Slade?

II. Some questions you have to bear in mind when viewing the movie:

6. Why did Frank's family hire Charlie to be with him?
7. What kind of relationship did they have in the beginning?
How did it turn out later on in the movie?
8. What did each of them do during the three-day vacation?
9. What did Charlie's classmates do at school before the holiday?
10. The thing happened on #9 had gotten Charlie in trouble, what kind of trouble was it?
11. What did Frank plan to do at the end of the trip to New York?
12. How did Charlie do to stop the plan?

III. Some more questions regarding the climax of the movie:

13. What was/were the conflict(s) throughout the movie within the two characters?
14. How did the conflict end?
15. Which part of the movie was the climax? Did you enjoy it? Why?
16. Which scene in the movie impressed you most? Why?
17. What do you think of the speech Frank delivered in the auditorium in front of the staff and students? Were you moved? Why or why not?

More food for thoughts:

1. Would you sacrifice yourself so you won't hurt others? Or do you prefer to expose the truth in order to protect yourself?
2. If you were blind (or deaf or mute), then how would you spent your life this way?
What do you think is the meaningful way to cope with this kind of difficulty?
3. If you think this movie a good one, then which part is the successful one in touching the viewers?

Hand-out 6.2

Dangerous Mind

Questions for you to think about:

1. Setting of this movie—
Characters: Louann Johnson; Raul; Emilio; Callie;
Problem/conflict—
Climax--
2. Why do you suppose Megan chose this movie for you to watch?
3. Let's look at this movie in your/students' aspect—
 - a. Is it easy to be "a straight A" student? Why or why not?
 - b. Can everyone be a straight A student? Why?
 - c. Do you suppose the students in this movie can all become straight A students eventually?
4. What are our general impressions on good/straight A students?
5. Let's look at Ms. Johnson's role—
 - a. When it comes to being a teacher, what do you think of her?
 - b. What things in the movie she did that impressed you most?
 - c. Do you admire her? Why or why not?
 - d. Do you consider her a good teacher? If yes, why? If not, why not?
 - e. Do you think it useful/meaningful to reward students if they did a good job on their work?
 - f. Do you think it necessary to encourage students who are slower in learning? How?
 - g. The movie did not tell us directly, but you can infer that most of the students need help. Ms. Johnson reached out and tried to help them. Was it easy for her? Did she succeed?
 - h. What is the most important value of one's life?
6. In summary, what do you think of this movie?

Hand-out 6.3

Answer the following questions based on the scenes of the movie.

1. What was the setting of this movie?	
2. Characters appeared in the movie: Give a short description about each.	A. John Keating B. Neil Perry C. Todd Anderson D. Knox Overstreet E. Charlie Dalton F. Cameron G. Meeks
3. What kind of a teacher was Mr. Keating?	
4. What made him a teacher that his pupils longed to follow and worship him?	
5. Among the boys, who do you think you felt sorry for the most? Why?	
6. What could be the problems/conflicts?	A. B. C.
7. How was each of the problems solved?	A. B. C.
8. What do you think of the club "Dead Poets Society?"	
9. What kind of teaching method do you think Mr. Keating was using? Do you like it? Why or why not?	
10. Can you associate Mr. Keating with Confucius? What is something they had in common?	
11. Was Mr. Keating a lonely person? Why or why not?	
12. Do you wish to be one of Mr. Keating's students? Why or why not?	
13. Was there a climax in the movie? Where?	
14. Was the ending surprising? Why or why not?	

Hand-out 6.4

Storyline

It's 1994 in Long Beach, California. Idealistic **Erin Gruwell** is just starting her first teaching job, that as freshman and sophomore English teacher at Woodrow Wilson High School, which, two years earlier, implemented a voluntary integration program. For many of the existing teachers, the integration has ruined the school, whose previously stellar academic standing has been replaced with many students who will be lucky to graduate or even be literate. Despite choosing the school on purpose because of its integration program, Erin is unprepared for the nature of her classroom, whose students live by generations of strict moral codes of protecting their own at all cost. Many are in gangs and almost all know somebody that has been killed by gang violence. The Latinos hate the Cambodians who hate the blacks and so on. The only person the students hate more is Ms. Gruwell. It isn't...

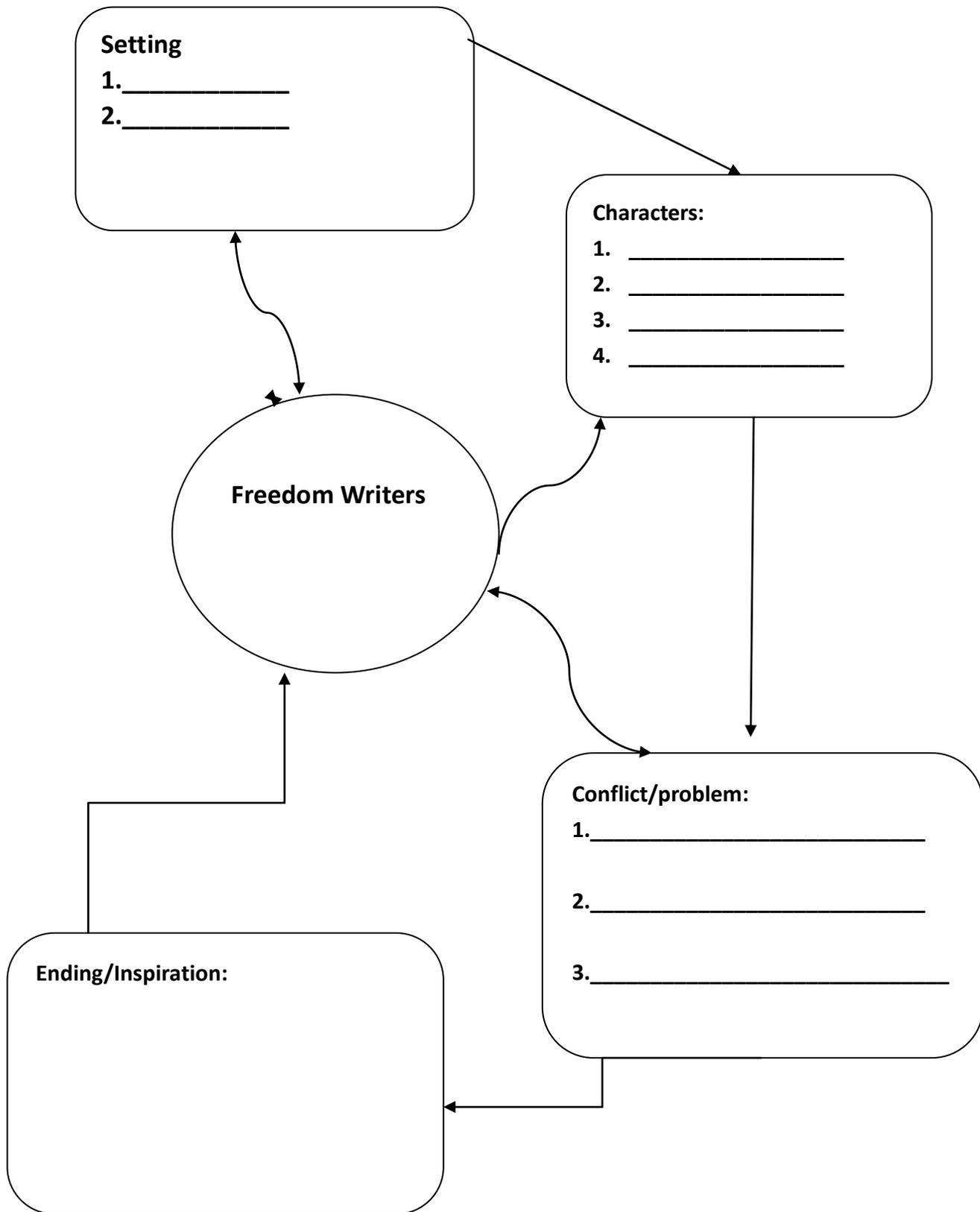
Freedom Writer Foundation Our History



The Freedom Writers Foundation trains and supports teachers of at-risk middle and high school students through a pedagogical framework patterned after the success of Erin Gruwell, who began her teaching career in the fall of 1994, in Room _____ at _____ High School in Long Beach, _____.

When Erin Gruwell was challenged by a room of students considered to be “un_____e,” Gruwell adapted her curriculum to engage her students and e_____e them to re_____ rigid beliefs about themselves and others. By using relevant literature and _____ to bring in speakers and take her students on fieldtrips, Gruwell convinced her at-risk students to reconsider the impact of their daily decisions and to take ownership of their futures. With her steadfast support, her students – who d_____bed themselves “Freedom Writers,” in homage to the Civil Rights leaders, **the Freedom Riders** – shattered _____ to become high school graduates, critical thinkers, aspiring college students and citizens for change. In 1997, Erin Gruwell and her students, the “Freedom Writers,” founded The Freedom Writers Foundation in an effort to replicate the Freedom Writers’ success in classrooms across the country. Since that time, the organization has grown nationally, providing unique and dynamic training to educators and lesson plan resource material.

Graphic Organizer



Hand-out 7.1

Word in English		Chinese Definition	Word in English		Chinese Definition
1	compound		16	comedian	
2	coupon		17	executive	
3	contempt		18	extinct	
4	compass		19	dormitory	
5	creek		20	exclaim	
6	communism		21	frontier	
7	compassionate		22	esteem	
8	curriculum		23	enthusiastic	
9	correspondence		24	geographical	
10	contemporary		25	gobble	
11	dramatic		26	gorgeous	
12	corporation		27	fishery	
13	contend		28	exterior	
14	ecology		29	external	
15	endeavor		30	escort	

S2C/D Spelling Bee Contest 2012 Test 2 **No:** _____

Name: _____

Word in English		Chinese Definition	Word in English		Chinese Definition
1			16		
2			17		
3			18		
4			19		
5			20		
6			21		
7			22		
8			23		
9			24		
10			25		
11			26		
12			27		
13			28		
14			29		
15			30		

Hand-out 7.2

CMS Senior 2 C/D SB Level 5 T 1

No: Name:

A		B		C		D		E	
F		G		H		I		J	

- _____ 1. Since you all belong to this class, it is everyone's _____ to keep it in a good order.
- _____ 2. Terry got a food poisoning because of the food she ate maybe _____.
- _____ 3. Besides choosing a president, the French election held two weeks ago also chose some _____s to make laws.
- _____ 4. The path is _____ed by big and tall trees.
- _____ 5. My sister and I _____ed in doing the dishes.
- _____ 6. His story is merely a/n _____; nobody really believes him.
- _____ 7. Tommy is only a nodding _____ to me. I barely know him.
- _____ 8. Since you are in your _____, do you think you are mature enough to make the good decision?
- _____ 9. Even though most countries claim to be fair, yet minorities are still _____ed by others.
- _____ 10. You will be upset when someone shows his/her _____ expression on their faces.

A		B		C		D		E	
F		G		H		I		J	

- _____ 1. No one in Jason's class can stand his _____ behavior. He seems to be insane all the time.
- _____ 2. Taipei 101 boasts the most unique _____ in the world.
- _____ 3. Due to economic recession, the _____ prices soar sharply in a few months.
- _____ 4. Do you think farmers should use _____s to let crops grow better and faster?
- _____ 5. Megan is such a strong-willed person that she is not afraid of _____ with others.
- _____ 6. This new law is _____; everyone should abide by it.
- _____ 7. I have to take a nap since I have suffered the _____ of driving for many hours.
- _____ 8. CEO stands for Chief _____ Officer.
- _____ 9. This bread is stale and needs to be _____ed.
- _____ 10. Mary should divorce her husband who has been having so many _____s outside their marriage.

A		B		C		D		E	
F		G		H		I		J	

- _____ 1. Some workers are _____ing the statue up high in the corner of this memorial park.
- _____ 2. Please be _____ when stepping over the wet floor.
- _____ 3. His _____ led to his failures in many ways.
- _____ 4. Many governments in the world practice indecent money laundering; that is, officials are _____.
- _____ 5. People used to use _____ to check for information, but now they go to Wikipedia.
- _____ 6. I _____ those drunk drivers who recklessly ran over innocent pedestrians! They should be in life imprisonment.
- _____ 7. I am also against wars of any kind—it is a _____.
- _____ 8. Samuel is a meat lover, who cannot _____ a dinner without pork or beef.
- _____ 9. Before you go abroad for a trip, it is better for you to get the local _____ for expenses.
- _____ 10. The sight is so _____ that I feel it is so breathtaking.