

Teaching Listening through Differentiated Instruction

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I. Introduction

Differentiated instruction, a practical teaching theory and philosophy used in western countries, may be a little strange to teachers here since we often utilize “one-size-fits-all” instruction. Now, why should we differentiate our curriculum? Because through years of numerous educators’ differentiated instruction (DI) in their classrooms, more effective teaching is taking place. The very goal of DI is that teachers attend to differences among students and at the same time and most importantly of all, maximize students’ growth and potential. Isn’t it exactly what we need especially at the present time? In 103rd academic year the educational authorities will officially implement the twelve-year citizens’ basic education, whose objectives include student-centered teaching, respect for students’ learning differences, developing their potential, improving teaching efficiency and strengthening students’ abilities. This is thus the perfect time to incorporate DI into our teaching practice, in response to the impact that the twelve-year citizens’ basic education will bring.

To differentiate instruction, we must recognize students’ background knowledge--readiness, interest, and learning profile. We teachers tap into these three factors and design our lessons or tasks based on them. When we differentiate by students’ readiness levels, students will learn better if the task is a match for their skills and understanding of the target material. It will extend students’ knowledge a little bit beyond their original capacity and push them beyond their comfort zone; in the meanwhile we offer support to help students leap the gap between what they already know and what they are going to learn. We may design tiered activities suited to their readiness levels. When we differentiate by student interest, we evoke curiosity and passion in students. Once students have a curiosity about the topic of the material, learning happens for them. However, not all students in a class have the same interests. One way to solve this problem is student choice. (Bess, 1997:Brandt. 1998) The teacher may let students choose what they learn. Of course, the teacher must hold steady a key teaching objective in the unit around students’

selections. In triggering students' interests, Carol Ann Tomlinson offers two aspects for a teacher to consider: 1. Try to identify the interests students bring to the classroom with them. Teachers must be sensitive and observe students in the classroom, their daily school life, or from their weekly journal if they are homeroom teachers. 2. Try to create new interests in students. When a teacher is passionate about a topic and shares this passion with students, I believe the passion will be contagious. Thus similar interests emerge in many of students. When we differentiate by learning profile, we want to help individual learners understand modes of learning that fit them best and provide options for them to demonstrate mastery of learning. If we understand students' learning profiles, we may design tasks to encourage them to work in a preferred way. We offer choices in response to their multiple intelligences.

According to student readiness, interest, and learning profile, we provide various approaches to content, process, and product. Content is what we teach and what we want our students to learn. We may differentiate content based on readiness, interest, or learning profile. You might be wondering how we can teach different contents in the same classroom. But the bottom line is that differentiated instruction focuses on concepts and principles instead of on facts or details. Therefore when we differentiate content, the goal is to meet students where they are and to encourage their progress by offering avenues to what we teach. What I want to highlight here is our difficulty in teaching listening. When we teach a language, we differentiate content in teaching reading and writing, which is workable. However, in teaching listening, especially in the classroom, it's rather hard because technically we can't let students listen to different materials simultaneously. In terms of this, we suggest not differentiating content when teaching listening.

What is process? It means how students learn the content we teach. They need to process the new ideas and skills which are introduced to them and then they make sense of what they have been taught. Thus this is "sense-making" process. We design "sense-making" activities to deliver our teaching material or content. As is the case with content, we differentiate process, or "sense-making activity" in response to readiness, interest, and learning profile. When we differentiate process based on readiness, we match the task to students' levels of understanding and skill. When we differentiate process based on interest, we give students choices about facets of a topic to help them associate their personal interests to a sense-making goal. When we differentiate process based on learning profile, we encourage students to grasp an idea in a preferred learning way. For example, they can decide to

work alone or with a partner. They can decide to sit on the floor to do work or sit in a straight chair. Another point here is grouping. Whatever we differentiate process based on, the grouping practices are very important, since we will create a sense of community among the students and peer support is effective in learning. But groups will change if students are labeled explicitly based on readiness. The dynamic flow of grouping and regrouping is one of the foundations of differentiated instruction (Nunley, 2004). From our experience of teaching listening, to be honest, we differentiate process mostly in response to student readiness. We have tried hard to teach listening through DI according to interest and learning profile. However, we found that in teaching listening, DI through readiness is the most effective way in the classroom. Luckily, when it comes to product we have more flexibility.

Compared with process, which focuses on one unit or a few key skills, a product is a long-term result, which helps students rethink, apply and extend what they have learned. Testing is one way to check students' learning results, but we know many students who are frustrated by tests can show better what they have learned in a designed product assignment. Hence teachers should provide students with optional ways to demonstrate what they have learned, maybe replacing some tests with product assignments, or combining tests with assignments. All products relate to the same key idea and skills so that students can share in conversations either among individuals or small groups, or even the whole class. By offering options on product assignments with core concepts, teachers encourage students to present the results using their own strengths. As a result, students can grow from these well-designed product assignments.

II. Listening Resources

This project is to teach listening through differentiated instruction. The listening resources involve two categories: those related to the reading text and those not related. The materials related to the reading text can be classified into three sections: warm-up activities, text and extension. The sources unrelated to the reading text are of various kinds, which are from extracurricular reference such as dialogues, CNN news clips, MVs or magazines. In this passage I will introduce what these materials are and why I choose them. In the next passage I will present examples of these materials and explain the teaching procedures for differentiated instruction.

2.1 Reading Text:

Most teachers will feel the semester schedule is rather tight, and thus it is not easy to spare time to train students' listening abilities. If we can utilize the reading text to serve this purpose, it will be time-saving. When we work on the article in the textbook, at the same time we can teach listening. What an idea! What's more, each period should only comprise about fifteen to twenty minutes of DI. We do not need to differentiate the entire class period; furthermore, DI can be restricted to once every one or two weeks, according to Professor Richard Roshay. Therefore we can make good use of the reading text or the supplemented listening part. My warm-up activities and extension are from the supplemented listening part, which can be adjusted to a DI unit and link the material to the lesson or the reflection after the lesson.

2.2 Dialogue

Although in some versions of English textbooks there is a conversation in every lesson, the content of the dialogue is based on the reading text. If we adjust it for a listening unit, it is hard to enhance students' abilities. Thus I choose some topics from *Listen Up: Three Steps to Understanding Spoken English*, and others from *British English in Action*. In these books there are already questions and according to the listening theory and the rules of DI, I have adjusted some for listening DI units.

2.3 CNN

News clips are one of good ways to train students' listening abilities. The sources of CNN news clips may be accessible from *Live* magazines or online. Using a book seems more convenient for me, and I find the book *Master Listening with CNN news* pretty workable. As with other listening books, there are ready-made questions, but we still have to adjust the materials to serve our purposes.

2.4 Listening journal

Listening training is a long term process, which will be more effective if we extend it outside the classroom. Meanwhile I hope to make use of the material at hand—that is the magazine students have already purchased. Perhaps many students do not use it to train their listening abilities because they “read” it without listening to the attached CD or MP3. Here I design a “listening journal” to ask them to do some listening jobs and to keep a record at home for themselves. The worksheet is differentiated.

III. Strategies & Objectives

Despite the variety of resources, the strategies and objectives in the project are tightly focused.

- Strategies:**
1. Pedagogical sequence of pre-listening, while-listening, post-listening
 2. Flexible grouping activities & cooperation with teammates
 3. Tiered activities & assignments

- Objectives:**
1. Students of different levels are able to comprehend the target material and, think critically if possible.
 2. Students of different levels are able to gain achievements in listening.
 3. Students are able to build a sense of community to support each other.

IV. Steps to Plan Tiered Lesson Plan

- Step 1: Identify key concepts, and clear objectives. We must have core concepts in each designed unit. While the objectives are common in this project as mentioned above, each unit still has different purposes.
- Step 2: Think about or assess students' background knowledge and determine which aspect to differentiate instruction by: readiness, interest, or learning profile.
- Step 3: Choose one strategy to use, process or product (since content must be the same).
- Step 4: Create 3-4 tasks for students to accomplish.

V. Teaching Procedures

5.1 Reading Text:

5.1.1: Warm-up activities

The supplemented listening part in the textbook is useful as a warm-up activity or as an extensive one. If we have no time to surf on the Internet, this is a good choice as long as we make some adjustments in the worksheet.

5.1.1.1 Example 1 (worksheet 1)

- (1) Material: "Miyazaki's World of Fantasy," Lesson Seven Book Four, Far East version
- (2) Subjects: Class 209
- (3) Purpose: This activity intends to provide students with prior knowledge

about Miyazaki by listening training. In task 3, students discuss the questions about Miyazaki, which include the main points in the reading text and lead them to the article more easily.

(4) Differentiating process by readiness (students' language proficiency) and learning profile (they can choose).

(5) Directions:

1. Based on their language proficiency, students are divided into three groups (Group A: basic, Group B: advanced, Group C: challenging), but they still have the right to choose which group they wish to belong to.
2. Students find their peers of the same level and take tiered worksheets. They sit together to get ready to do pair work.
3. Before listening, they browse the vocabulary listed and read aloud to their own partner.
4. In task 1, all the groups do the same job: read the directions first. Then the teacher plays the CD for the first time. They need to find whether the five people's opinions about Miyazaki's movies are positive or negative. This is for the main idea.
5. In task 2, students find details in each conversation. They read the questions first and the teacher plays the CD for the second time for them to do tiered jobs. Group A check the statements T or F, Group B fill in the blanks while Group C answer the questions.
6. The teacher goes over all the answers and passes down the script to students.
7. In task 3, they discuss five questions with their partner and write down the results.
8. The teacher invites some volunteers to present their results orally.

Worksheet 1:

Lesson 7 B4 (Basic)

Class 209 No. _____ Name _____

Your partner's No. _____ Name _____

direct v. 導演	frame n. 框；畫面	incorporate v. 併入
know-it-all n. 萬事通	environmentalism n. 環保主義	transition n. 過渡

Task 1: Five people were asked if they liked Miyazaki's movies. Listen and check Yes or No.

1. Yes No	2. Yes No	3. Yes No	4. Yes No	5. Yes No
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Task 2: Listen again and check the following statements. (T or F)

1. Miyazaki is an animator who can write and direct at the same time.
2. Miyazaki has applied 3-D techniques to his animations.
3. The speaker has watched *Princess Mononoke* many times.
4. Miyazaki wants to educate the audience with his films.
5. Miyazaki's films are easy for the audience to understand.

Task 3: Discuss the following questions.

1. What is Miyazaki?
2. Talk about the background of Miyazaki. Was he born poor? How did he develop his interest in drawing?
3. Name some of Miyazaki's animations.
4. Are there good guys and evil ones in Miyazaki's animations?
5. How do his films make people look at life?

Your partner's No. _____ Name _____

frame n. 框；畫面	incorporate v. 併入
environmentalism n. 環保主義	transition n. 過渡

Task 1: Five people were asked if they liked Miyazaki's movies. Listen and check Yes or No.

1. Yes No	6. Yes No	7. Yes No	8. Yes No	9. Yes No
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Task 2: Listen again and fill in the blanks.

- Miyazaki is one of few who _____ and _____ at the same time.
- Miyazaki loves the _____ animation.
- The speaker has watched *Princess Mononoke* _____ time(s).
- Miyazaki wants to _____ the audience with his films.
- Miyazaki's movies are _____ for the audience to understand.

Task 3: Discuss the following questions.

- What is Miyazaki?
- Talk about the background of Miyazaki. Was he born poor? How did he develop his interest in drawing?
- Name some of Miyazaki's animations.
- Are there good guys and evil ones in Miyazaki's animations?
- How do his films make people look at life?

Your partner's No. _____ Name _____

incorporate v. 併入	environmentalism n. 環保主義	transition n. 過渡
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Task 1: Five people were asked if they liked Miyazaki's movies. Listen and check Yes or No.

1. Yes No	10. Yes No	11. Yes No	12. Yes No	13. Yes No
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Task 2: Listen again and answer the following questions.

1. What kind of animator is Miyazaki?

2. What technique does he like to use?

3. Why does the speaker like *Princess Mononoke*?

4. What's special about Miyazaki's works?

5. What does the speaker say "that's too much for me"?

Task 3: Discuss the following questions.

1. What is Miyazaki?

2. Talk about the background of Miyazaki. Was he born poor? How did he develop his interest in drawing?

3. Name some of Miyazaki's animations.

4. Are there good guys and evil ones in Miyazaki's animations?

5. How do his films make people look at life?

5.1.1.2 Example 2 (worksheet 2)

- (1) Material: "The Seven-Day Anti-Procrastination Plan," Lesson One Book Five, Far East version
- (2) Subjects: Class 309
- (3) Purpose: This activity is aimed to raise students' awareness of procrastination and think of some methods to avoid it before they get into the reading text.
- (4) Differentiating process by readiness (students' language proficiency) and learning profile (they can choose); differentiating product (assignment) by learning profile.
- (5) Directions:
 1. Based on their language proficiency, students are divided into two groups (Group A: advanced, Group B: basic), but they still have the right to choose which group they would like to belong to.
 2. Students find their peers of the same level and take tiered worksheets. They sit together to get ready to do pair work.
 3. Before listening, students in Group B browse the vocabulary listed and read aloud to their own partner. Then they read the directions in task 1 for note-taking and task 2 for the gist. Students in Group A have no glossary to read; they browse the first two tasks and get the whole picture from the graphic organizer in task 2.
 4. The teacher plays the CD for the first time. Both the groups jot down as many words as possible. Then they get into pairs, add new words from their partner to the right column, and highlight key words or phrases they have heard.
 5. The teacher plays the CD for the second time. Both the groups have to fill in the blanks in the graphic organizer, but the blank-filling is differentiated.
 6. Students read the questions in task 3. Group A do the multiple choice questions while Group B check the statements. The teacher plays the CD for the third time and students do the tiered jobs.
 7. In task 4, students get into groups of three or four. This time they are grouped heterogeneously. They discuss the question together and write down the results.
 8. The teacher asks some volunteers to present their results orally.
 9. Students do an assignment individually. They can write it in a systematic way, or draw a graphic organizer, or deliver it orally in public, or record it on a cell phone and play it in public.

- (7) Suggestion: Usually we differentiate process or product at one time. Since this unit is given prior to the presentation of the reading and the assignment is due one week later, it is acceptable to differentiate both process and product.

Worksheet 2:

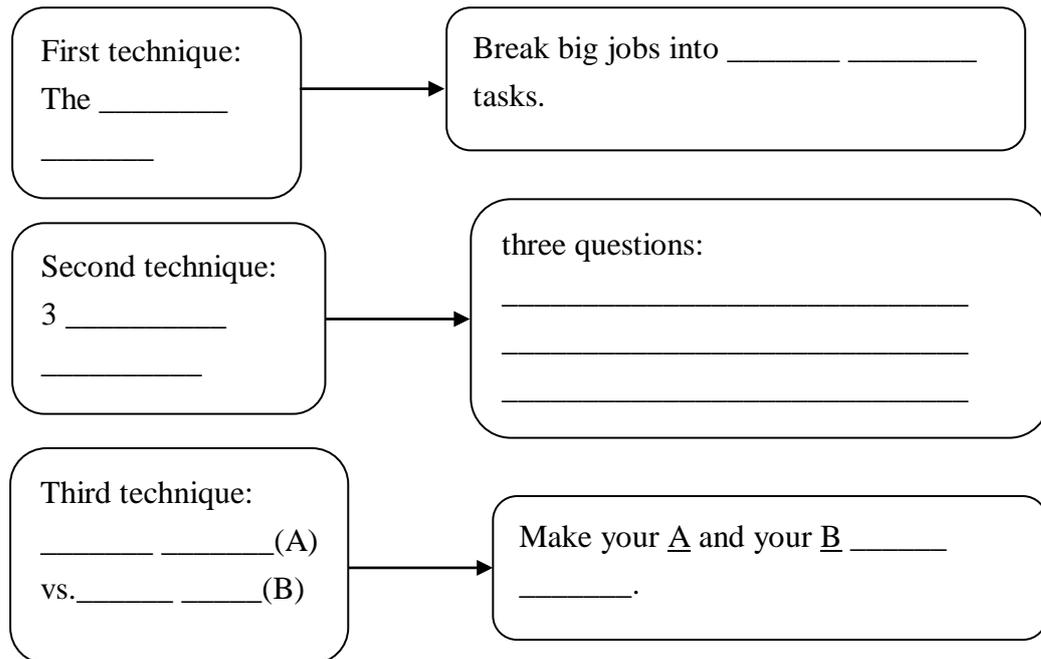
Three Techniques to Beat Procrastination

Task 1: Listen for the first time and take notes.

1. Please jot down as many words as possible while listening.
2. Get into pairs, add words you missed from your partner to the right column, and highlight key words/ phrases you have heard.

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Task 2: Listen again and fill in the blanks in the graphic organizer.



Task 3: Listen for more details and choose the right answer.

1. If a task is too hard, it stands a very good chance of getting _____.
A. persisted B. postponed C. involved
2. To accomplish the task successfully, you can make your goal _____.
A. doable B. difficult C. gorgeous
3. Writing 3 questions is _____ when you are putting off an important task.
A. a waste of time B. distracting C. working
4. A strong feeling that we have to do something right now is called _____.

- A. ultimate goal B. immediate desire C. persistent urge
5. How can you achieve your ultimate goal?
- A. Torture yourself. B. Put off the task. C. Turn it into something you insist on.

Task 4: Get into groups of three or four. Work with your partners and discuss the question. Your partners:_____

Which technique mentioned do you think would work for you? Why?

Assignment Class_____ No._____ Name_____

Will you break a big job into a series of small ones? Try to give one example, even if you have never done it before.

Ex. You are required to _____.

How will you finish it by breaking it into small tasks?

(You may write in a systematic way, or draw a graphic organizer, or deliver it orally in public, or you may record your thoughts on your cell phone and play it in public.)

B5L1 (B)

Class _____ No. _____ Name _____

Your partner's No. _____ Name _____

Three Techniques to Beat Procrastination

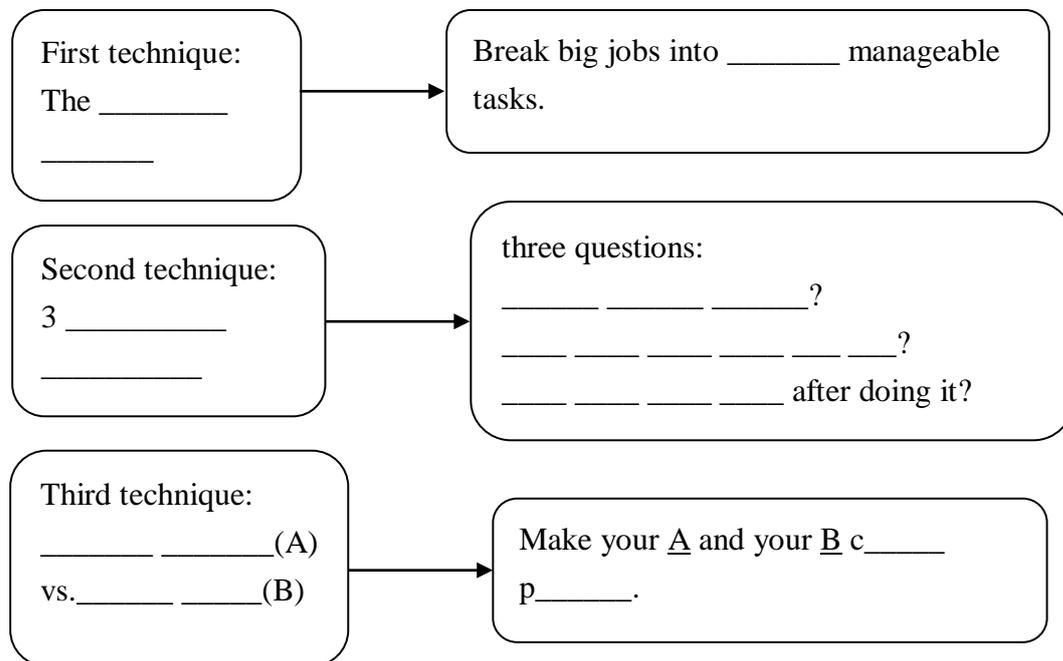
postpone v. 延遲	distract v. 使分心	decline v. 婉拒	craving n. 渴望
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Task 1: Listen for the first time and take notes.

1. Please jot down as many words as possible while listening.
2. Get into pairs, add words you missed from your partner to the right column, and highlight key words/ phrases you have heard.

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Task 2: Listen again and fill in the blanks in the graphic organizer.



Task 3: Listen for more details and write T or F for the following statements.

1. If a task is too hard, you probably postpone it.
2. To beat procrastination, you have to use iron will to persist in your job.
3. If you want to avoid putting off a task, writing 3 questions is a waste of time.
4. Something we want to do right now is called immediate desire.
5. An ultimate goal is often fulfilled without conflict.

Task 4: Get into groups of three or four. Work with your partners and discuss the question. Your partners:_____

Which technique mentioned do you think would work for you? Why?

Assignment Class_____ No._____ Name_____

Will you break a big job into a series of small ones? Try to give one example, even if you have never done it before.

Ex. You are required to _____.

How will you finish it by breaking it into small tasks?

(You may write in a systematic way, or draw a graphic organizer, or deliver it orally in public, or you may record your thoughts on your cell phone and play it in public.)

5.1.2: Reading text (worksheet 3)

- (1) Material: "Future Body Network," Lesson Four Book Three, Far East version
- (2) Subjects: Class 211
- (3) Purpose: This unit intends to help students get into the reading more easily and efficiently while also training their listening abilities. When the warm-up part and the vocabulary are done, students can get started with this listening unit. The discussed question and assignment give them food for thought.
- (4) Differentiating process by readiness (students' language proficiency) and learning profile (they can choose); differentiating product (assignment) by learning profile.
- (5) Directions:
 1. Based on their language proficiency, students are divided into two groups (Group A: advanced, Group B: basic), but they still have the right to choose which group they would like to belong to.
 2. Students find their peers of the same level and take tiered worksheets. They sit together to get ready to do pair work.
 3. Since students are done with the vocabulary in this lesson, there is no glossary here. In task 1, both groups do the same job: take notes. The teacher plays the CD for the first time. Students jot down as many words as possible while listening. Then they get into pairs, add words from their partner to the right column, and highlight key words or phrases they hear.
 4. Students discuss the main idea with their partner and write it down.
 5. In task 2, students listen for details. They read the questions first. The teacher plays the CD for the second time. Group A do the multiple choice questions and the Group B check the statements.
 6. In task 3, students in Group A will do the dictation, filling the blanks, and those in Group B will check the items mentioned in the content.
 7. In task 4, students get into groups of three or four. This time they are grouped heterogeneously. They discuss the question together and write down the results.
 8. The teacher invites some volunteers to present their results orally.
 9. Students do an assignment individually. They can write it in a systematic way, or draw a graphic organizer, or deliver it orally in public, or record it on a cell phone and play it in public, or present a picture (Since they are in Art Class, they may convey their thoughts more

clearly with pictures).

- (7) Suggestion: Usually we differentiate process or product at one time. Since this unit is given prior to the presentation of the reading and the assignment is due one week later, it is acceptable to differentiate process and product.

Worksheet 3:

Task 1: Listen for the first time and take notes.

1. Please jot down as many words as possible while listening.
2. Get into pairs, add words you missed from your partner to the right column, and highlight key words/ phrases you have heard.

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What is the main idea? _____

Task 2: Listen for the details and choose the right answer.

1. The new device works by _____.
A. cable B. transmitter C. keyboard
2. Which is NOT mentioned was a way to send information over skin?
A. Running fast. B. Shaking hands. C. Kissing each other.
3. The body network won't work if a person stands ____ centimeters away.
A. two B. four C. forty
4. One day, small devices can be placed ____ to control the nervous system.
A. under the skin B. on the head C. in the pocket
5. What is *RoboCop* most likely about?
A. A manager who often messed up his own plans.
B. A man who changed from a human being into a machine.
C. A man who is good at computer technology.

Task 3: Listen again and fill in the blanks.

1. Are you tired of cables that spread all over your desk and make your coke _____ over onto your keyboard?
2. They have come up with the idea of sending data over the small _____ field on the surface of the skin.
3. By using this body network, you wouldn't need a cable to link your MP3 player in your pocket to the _____ in your ears.
4. Why would anyone _____ networking through their body when Wi-Fi and Bluetooth already exist?

5. In other words, imagine that you _____ and control a powerful in-body computer.

Task 4: Get into groups of three or four. Work with your partners and discuss the question. Your partners: _____

In addition to those examples mentioned in the reading, are there any other things you think the body network can do for you?

Assignment: Class _____ No. _____ Name _____

Who do you think are the people who need to use the body network most? State your reasons. Come up with at least two kinds of people.

You may write in a systematic way, draw a graphic organizer, deliver it orally in public, record your thoughts on your cell phone and play it in public, or you might prefer to draw to show the people and your reasons.

Task 1: Listen for the first time and take notes.

1. Please jot down as many words as possible while listening.
2. Get into pairs, add words you missed from your partner to the right column, and highlight key words/ phrases you have heard.

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What is the main idea? _____

Task 2: Listen for the details and write T or F for the following statements.

1. The new device works by transmitter.
2. Running fast is a way to send information over skin.
3. The body network won't work if a person stands four centimeters away.
4. One day, small devices can be placed under the skin to control the nervous system.
5. *RoboCop* is most likely about a manager who often messed up his own plans.

Task 3: Listen again and check the following items. Which ones can be done by the new device?

- | | |
|------------------------------|------------------------------|
| a. sending photos | f. sending data |
| b. controlling the mind | g. exchanging electric cards |
| c. going through objects | h. changing the weather |
| d. playing music | i. exchanging music files |
| e. reading the others' minds | |

Task 4: Get into groups of three or four. Work with your partners and discuss the question. Your partners: _____

In addition to those examples mentioned in the reading, are there any other things you think the body network can do for you?

Assignment:

Class_____ No._____ Name_____

Who do you think are the people who need to use the body network most? State your reasons. Come up with at least two kinds of people.

You may write in a systematic way, draw a graphic organizer, deliver it orally in public, record your thoughts on your cell phone and play it in public, or you might prefer to draw to show the people and your reasons.

5.2 Dialogue

5.2.1 Example 1 (worksheet 4)

- (1) Material: "Purchase," *Listen Up: Three Steps to Understanding Spoken English*
- (2) Subjects: Class 211
- (3) Purpose: The activity intends to familiarize students with the conversation on purchasing and to help them create the related dialogue in the practical situation.
- (4) Differentiating process by readiness (students' language proficiency) and learning profile (they can choose).
- (5) Directions:
 1. Based on their language proficiency, students are divided into two groups (Group A: advanced, Group B: basic), but they still have the right to choose which group they would like to belong to.
 2. Students find their peers of the same level and take tiered worksheets. They sit together to get ready to do pair work.
 3. Before listening, they browse the vocabulary listed and read aloud to their own partner.
 4. In task 1, both the groups do the same job: read the directions first. Then the teacher plays the CD for the first time. They discuss the main idea with their partner.
 5. In task 2, students find details. They read the questions first and the teacher plays the CD for a second time for them to do tiered jobs. Group A do the multiple choice questions while Group B check the statements T or F. If students need to listen one more time, the teacher may play the CD once again.
 6. The teacher goes over all the answers and passes down the script to students.
 7. In task 3, students practice the dialogue with their partner.
 8. In task 4, students work with their partner and write a conversation about buying clothes.
 9. The teacher invites some volunteers to present their own conversation orally.

Worksheet 4:

best-selling a. 暢銷的

discount n. 折扣

additional a. 額外的

Task 1: Listen for the gist.

What is the main idea? Discuss it with your partner.

Task 2: Listen for the details and choose the right answer.

- What does NOT happen in the conversation?
 - The shopper buys clothing.
 - the shopper opens a store account.
 - The clerk counts money.
 - The shopper uses the changing room.
- Why is the woman shopping?
 - She is going to a party.
 - she is moving to a new apartment.
 - She is changing her job.
 - she is going on a vacation.
- Which color does the woman NOT want?
 - Pink
 - Red
 - Blue
 - Purple
- What size tank top does the woman wear?
 - Small
 - Large
 - Medium
 - Extra-large
- How much of a discount did the saleswoman give?
 - 15 percent
 - 50 percent
 - 20 percent
 - 25 percent

Task 3: Work with your partner and practice the conversation.**Task 4:** Work with your partner and write a conversation about buying clothes.*Ex.* A: Excuse me. Do you have any purple blouses?

B: Yes, right this way.

.....

Unit 1 (B)

Class & No. _____ Name _____

Purchase

Your partner's Class & No. _____ Name _____

mention v. 提起	best-selling a. 暢銷的	swimsuit n. 泳衣
discount n. 折扣	additional a. 額外的	license n. 駕照；許可

Task 1: Listen for the gist.

What is the main idea? Discuss it with your partner.

Task 2: Listen for the details and check the following statements. (T or F)

1. The clerk is counting the money when the woman walks into the store.
2. The woman shops because she is going to a party.
3. The woman does not want the red color.
4. The woman wears the small size tank top.
5. The clerk gives the woman a 15 percent discount.

Task 3: Work with your partner and practice the conversation.

Task 4: Work with your partner and write a conversation about buying clothes.

Ex. A: Excuse me. Do you have any purple blouses?

B: Yes, right this way.

.....

5.2.2 Example 2 (worksheet 5)

- (1) Material: "Phoning for Directions," *British English in Action*.
- (2) Subjects: Class 211
- (3) Purpose: The activity is aimed to expose students to a conversation in British accent and help them form an idea of British transportation.
- (4) Differentiating process by readiness (students' language proficiency) and learning profile (they can choose).
- (5) Directions:
 1. Based on their language proficiency, students are divided into two groups (Group A: advanced, Group B: basic), but they still have the right to choose which group they would like to belong to.
 2. Students find their peers of the same level and take tiered worksheets. They sit together to get ready to do pair work.
 3. In task 1, students pick the suitable words to fill in the blanks. This is the "pre-listening" phrase, in which they will recognize some words to get ready for the unit. There are six blanks for Group A and four blanks for Group B.
 4. In task 2, both the groups listen for the first time to catch the main idea. Group A answer the questions whereas Group B check the statements.
 5. In task 3, students find details. They read the questions first and the teacher plays the CD for a second time for them to do tiered jobs. Both the groups do three multiple choice questions but in Group B there are only two items in each question, which reduces the level of difficulty.
 6. In task 4, students find more details.
 7. The teacher goes over all the answers and passes down the script to students.
 8. In task 5, students practice the dialogue with their partner.
 9. The teacher invites some volunteers to present the dialogue orally.
- (5) Suggestions:
 1. Since the accent in this unit is British one, which students are less familiar with, it may be better to let students do only a few questions at a time.
 2. This unit is the first time students are exposed to the British accent. To lessen students' anxiety, the teacher should not add too much work in the "post-listening" phrase.

Worksheet 5:

British 1—A

Class & No. _____ Name _____

Phoning for Directions

Your partner's Class & No. _____ Name _____

Task 1: The following words are related to transportation. Please fill the words in the blanks. (Each word can be used once.)

double-decker catch get off out of across change

Take the northbound tube to Victoria and then _____ to the Jubilee Line. _____ at Green Park and then, when you come _____ the underground station, go _____ to the opposite side of the road where you can then _____ a Number 107 _____ bus. Get off at Hyde Park Corner. My flat is only three minutes' walk from there.

Task 2: Listen for the first time and look for the main idea.

1. Mike is going to meet _____. (person)
2. Mike is going to _____. (place)

Task 3: Listen for details and choose the right answer.

1. What is Paula's surname?
A. Kempt B. Sent C. Kent D. Davison
2. Where must Mike change lines?
A. Piccadilly B. Leicester Square C. Paddington D. Camden
3. What is the last station Mike must go to?
A. Piccadilly B. Leicester Square C. Paddington D. Camden

Task 4: Listen for more details and choose the right answer.

1. Where is Mike now?
A. The airport B. Paddington
C. An underground station D. Central London
2. What colour is the Northern Line?
A. Blue B. Black C. Grey D. Dark

Task 5: Work with a partner and practice the conversation.

Phoning for Directions

Your partner's Class & No. _____ Name _____

Task 1: The following words are related to transportation. Please fill the words in the blanks. (Each word can be used once.)

catch get off out of change

Take the northbound tube to Victoria and then _____ to the Jubilee Line. _____ at Green Park and then, when you come _____ the underground station, go across to the opposite side of the road where you can then _____ a Number 107 double-decker bus. Get off at Hyde Park Corner. My flat is only three minutes' walk from there.

Task 2: Listen for the main idea and check the following questions. (T or F)

1. Mike is going to meet Paula.
2. Mike is going to Paula's flat.

Task 3: Listen for details and choose the right answer.

1. What is Paula's surname?
A. Kempt B. Kent
2. Where must Mike change lines?
A. Piccadilly B. Leicester Square
3. What is the last station Mike must go to?
A. Camden B. Leicester Square

Task 4: Listen for more details and choose the right answer.

1. Where is Mike now?
A. The airport B. Paddington
2. What colour is the Northern Line?
A. Blue B. Black

Task 5: Work with a partner and practice the conversation.

5.3 CNN (worksheet 6)

- (1) Material: "Window Shopping," *Master Listening with CNN news*
- (2) Subjects: Class 309
- (3) Purpose: The activity intends to expose students to the CNN news, lessening their fear of news in English, and to trigger their interest in listening to the news in English.
- (4) Differentiating process by readiness (students' language proficiency) and learning profile (they can choose).
- (5) Directions:
 1. Based on their language proficiency, students are divided into two groups (Group A: advanced, Group B: basic), but they still have the right to choose which group they would like to belong to.
 2. Students find their peers of the same level and take tiered worksheets. They sit together to get ready to do pair work.
 3. Before listening, they browse the vocabulary listed and read aloud to their own partner.
 4. In task 1, both groups do the same job: take notes. The teacher plays the CD for the first time. Students jot down as many words as possible while listening. Then they get into pairs, add words for their partner to the right column, and highlight key words or phrases they hear. Then they discuss the main idea with their partner.
 5. In task 2, students find details. They read the questions first and the teacher plays the CD for the second time for them to do tiered jobs. Group A do three multiple choice questions while Group B check the statements. The teacher plays the CD for the second time and students do their jobs.
 6. In task 3, students find more details.
 7. The teacher goes over all the answers and passes down the script to students.
 8. In task 4, students get into groups of three or four. This time they are grouped heterogeneously. They discuss the question together and write down the results.
 9. The teacher invites some volunteers to present their results orally if time allows.

Worksheet 6:

Window Shopping

Your partner's Class & No. _____ Name _____

at the pointy end 在尖端	smudge v.弄髒	gimmick n.噱頭	embed v.埋置
--------------------------	-------------	--------------	------------

Task 1: Listen for the first time and jot down the key words.

--	--

What is the main idea of this clip? Discuss with your partner.

Task 2: Listen for the details and choose the right answer.

- Window shopping used to _____.
A. urge people to spend B. help people avoid the urge to spend
C. avoid advertisement D. inspire people's desire
- When is the touch screen service available?
A. only at night B. only during day time
C. during normal store hours D. always
- How do purchases get to shoppers?
A. Shoppers get into the store. B. By the clerk's delivery.
C. By mail. D. By additional services.

Task 3: Listen for the details and choose the right answer.

- What science fiction movie inspired Ralph Lauren's son, David?
A. *Blade Runner* B. *Minority Report* C. *The Matrix* D. *I, Robot*
- What transmits the shopper's touch on the glass?
A. Tiny wires B. lasers C. a special liquid D. all of the above
- What do shoppers pay with?
A. cash B. check C. credit card D. bank transfer

Task 4: Get into groups of three or four. Work with your partners and discuss the following question: What do you think are advantages and disadvantages of window shopping? Discuss them with your partner.

CNN 1 (B)

Class & No. _____ Name _____

Window Shopping

Your partner's Class & No. _____ Name _____

at the pointy end 在尖端	retailer n. 零售商	passerby n. 路人	smudge v. 弄髒
merchandise n. 商品	gimmick n. 噱頭	inspire v. 激發	embed v. 埋置

Task 1: Listen for the first time and jot down the key words.

--	--

What is the main idea of this clip? Discuss with your partner.

Task 2: Listen for the details and answer the following questions. (T or F)

1. Window shopping used to help people avoid the urge to spend.
2. The touch screen service is only available during normal store hours.
3. Purchases are mailed to shoppers.

Task 3: Listen for the details and answer the following questions. (T or F)

4. The science fiction movie that inspired Ralph Lauren's son David is *The Matrix*.
5. Lasers transmit the shopper's touch on the glass.
6. Window shoppers pay with credit card.

Task 4: Get into groups of three or four. Work with your partners and discuss the following question: What do you think are the advantages and disadvantages of window shopping? Discuss them with your partner.

advantages	disadvantages

3.5 Listening journal (worksheet 7)

- (1) Material: *Live* magazine, September, 2013
- (2) Subjects: Class 211
- (3) Purpose: This journal intends to get students to do some listening work routinely at home.
- (4) Differentiating product by learning profile (they can choose A or B) and interest (they have options to listen to the units they like).
- (5) Directions:
 1. Students choose job A or job B and circle their choice.
 2. Students put the MP3 into the computer and pick a unit they want to listen to.
 3. Students choosing A click on “reading” and listen without looking at the text while students choosing B click on “reading” and listen while looking at the text.
 4. Once again students click on “reading” for the second time but students choosing A listen while looking at the text while students choosing B listen without looking at the text. However, if Group B feel like looking at the text, it is acceptable.
 5. Students click on “reading sentence by sentence” and read out loud, imitating the pronunciation and intonation and getting familiar with the content.
 6. Students click on “English lecture 1” or “English lecture 2” to listen to the interpretation of the content. Group A listen without looking at the text while Group B listen while looking at the text.
 7. Students make records of what they have learned, including new vocabulary, idioms, phrases, and their favorite sentence(s). Group A have to state the reason why they love the sentence(s).
 8. Students write their reflections.
 9. They do this at least three times a week.

Worksheet 7:

Listening Journal (*English Digest*) Class _____ No. _____ Name _____

自我學習單 目標：提升英聽能力

努力是為自己！請你每週至少聽三次英語雜誌(English Digest)並做記錄。涓涓細流可成大河，請你每週練習，長期累積(每星期一交，份數可多於三份)。Let's go!

Steps: (You may choose **A** or **B**, and circle which you choose.)

A	B
1. 將 MP3 放進電腦，點選單元篇。	1. 將 MP3 放進電腦，點選單元篇。
2. 點上方的 <u>全句朗讀</u> ， 不看文本 ，聽一遍。	2. 點上方的 <u>全句朗讀</u> ， 看著文本 ，聽一遍。
3. 再點 <u>全句朗讀</u> ， 看著文本 ，再聽一遍。	3. 再點 <u>全句朗讀</u> ， 不看文本 ，再聽一遍。
4. 點 <u>單句朗讀</u> ，唸讀文本，熟悉單字發音及內容。	4. 點 <u>單句朗讀</u> ，唸讀文本，熟悉單字發音及內容。
5. 點 <u>英講一或英講二</u> ， 不看文本 ，聽英語課文解說。	5. 點 <u>英講一或英講二</u> ， 看著文本 ，聽英語課文解說。
6. 記錄：	6. 記錄：

Date: _____ From __: __ to __: __ Unit _____

我學到

單字及片語	我感興趣的句子(選 A 者解釋原因)

學習心得

VI. Application in the Selective Course for Listening Training

Based on the above various listening materials, I also taught a selective course “listening training” last two semesters, by using the pedagogical sequence of pre-listening, while listening and post-listening. Last semester when I taught listening through differentiated instruction in my own class (Class 209), some inspiration flashed into my mind: why not use z DI concept in the selective course for listening? What I mean is that in the selective course students can be divided into different classes based on their levels, but instead of simply labeling them we focus on helping them to 'leap the gap'. In classes of different levels, we use the same content with differentiated process, or even product. With this idea in my mind, I started to make my colleagues understand what I did in teaching listening and persuaded them to teach selective courses for the new students and now second graders because the listening test will be incorporated into the College Entrance Exam in the 104th school year, which has made teaching listening more vital.

Consequently, this new semester we struggled for and gained the opportunity to teach “listening training” in the selective courses for all the freshmen except special classes (Language Gifted Class, Science Gifted Class, and Art Class) and for the sophomores in the social science classes. My plan was that we teach collaboratively. Since my colleagues were not familiar with the listening strategy and differentiated instruction, first they would follow my syllabuses and my lesson design; later when they had a clearer picture, they would take turns designing tasks of some units. On students’ part, freshmen will be divided into groups A & B. That means half of them belong to group A (there are five such groups) and half of them to group B (there are also five such groups). The eleventh graders get into A class or B class in the same way. When the semester begins, we give students tests in order to know their readiness. Based on their language proficiency they get into different classes. My syllabuses are as follows:

Listening Training

Syllabus: Selective Course for 10th graders

1. 9/10 Introduction & con.1
2. 9/17 a mock exam of Intermediate GEPT
3. 9/24 language focus & test-oriented (part1) & con.2
4. 10/1 language focus & test-oriented (part2) & con.3

5. 10/15 language focus & test-oriented (part3) & British 1
6. 10/22 skip (seminar)
7. 10/29 language focus & test-oriented (part1) & British 2
8. 11/5 language focus & test-oriented (part2) & British 2
9. 11/12 a mock exam of Intermediate GEPT
10. 11/19 language focus & test-oriented (part3) & British 3
11. 12/3 language focus & test-oriented (part4) & British 3
12. 12/10 language focus & test-oriented (part1) & CNN1
13. 12//17 language focus & test-oriented (part2) & CNN1
14. 12/24 language focus & test-oriented (part3) & CNN2
15. 12/31 language focus & test-oriented (part4) & CNN2
16. 1/7 a mock exam of Intermediate GEPT

Listening Training

Syllabus: Selective Course for 11th graders

1. 9/11 Introduction & British 1
2. 9/18 a mock exam of Intermediate GEPT
3. 9/25 language focus & test-oriented (part1) & British 2
4. 10/2 language focus & test-oriented (part2) & British 3
5. 10/16 language focus & test-oriented (part3) & British 4
6. 10/23 language focus & test-oriented (part4) & British 5
7. 10/30 language focus & test-oriented (part1) & British 6
8. 11/6 language focus & test-oriented (part2) & British 7
9. 11/13 a mock exam of Intermediate GEPT
10. 11/19 language focus & test-oriented (part3) & CNN1
11. 12/4 language focus & test-oriented (part4) & CNN2
12. 12/11 language focus & test-oriented (part1) & CNN3
13. 12/18 language focus & test-oriented (part2) & CNN4
14. 12/25 language focus & test-oriented (part3) & CNN5
15. 12/31 language focus & test-oriented (part4)
16. 1/8 a mock exam of Intermediate GEPT

In the “language focus” section we use *Listen Up: Three Steps to Understanding Spoken English*, Section 2.

In the “test-oriented” section we use *TELC: The Key to Improving Your Listening Comprehension Ability*.

In the third section there are a variety of materials:

Conversation1-3 come from *Listen Up: Three Steps to Understanding Spoken*

English, Section 3.

British 1-6 come from *British English in Action*.

CNN news clips come from *Master Listening with CNN news*.

Each period is divided into three sections: 1. language focus 2. test-oriented work 3. various materials. In “language focus,” we teach basic skills of listening such as intonation, stress, reduction, linking, flapping, etc. These are more like mechanic drills, and both groups need this kind of training.

As to the test-oriented section, we spend some time teaching students what the formal listening test is like. The formal listening test, which is included in the College Entrance Exam, composes of four parts: picture, short response, dialogue and short passage. Thus we take about 10 minutes to make students practice this simulated test. Most important of all, we teach them “pre-listening,” or how to get ready before they get into “while-listening.” For the part of the picture, students look at the picture and predict something based on wh-questions (who, what, when, where, how). When they encounter a chart (ex. a menu, TV channel guide, a railway timetable or a map), they predict “how much,” “which channel,” “what time,” “where,” and so on. Routinely they do this before they start to listen. For the short response section, the topic is often associated with everyday greetings and conversation. Before listening, students browse the answer items and get some key words or related words. Then they can predict what topic might be mentioned in the question. For the dialogue section, the topics cover daily life conversations such as those in the store, restaurant, hotel, travel agency, public transportation, or on campus. The questions may be about the main idea, details, or inference. Students have to catch key words and notice the tone of the speakers. Similarly, before listening, they browse the answer items and guess what may be the topic and what may be asked about the topic. In passage comprehension, the range covers news report, speeches or public announcements. Again, the questions may be on the main idea, details or inference. Students should pay attention to the “stressed” words and special messages before and after the pause. Likewise, before listening, they take a quick glance at the answer items and work out a general picture of the subject. If they get ready before listening, their tension will be reduced a lot and they will be prepared for the challenge, which may lead them to a better result.

In the third section, we use various materials to enhance students’ listening abilities and here we differentiate process in response to students’ readiness levels. The content in both groups is the same, but we design tiered

tasks for students to complete. Take conversation 1, for example. This unit has been used in my own class as mentioned (see 2.2 and 3.2). Worksheet A is used for group A (advanced) while worksheet B is given to group B (basic). Thus though students are divided into classes of two levels, they are learning the same materials and get various accesses to them.

As to assessment, there are three mock GEPT exams. The first is scheduled in the second week so we teachers can compare the results at the beginning and end of the course and see how far students go. Concerning the results, since this is an ongoing course, we haven't seen the effect yet, but we are offering a workable way to improve students' listening abilities.

VII. Students' feedback

My differentiated instruction was mainly practiced in two classes, Class 309 (starting from they were 11th graders) and Class 211. After all of the listening training through DI was done, they were required to write down their feedback (see Appendix 1 and 2).

I adopted open-ended questions instead of quantifying measurements, hoping to better understand what students thought about this new strategy of listening training. To see real, effective results, we will need more time; at the present time, I care more about how students feel about differentiated instruction, and what they have learned about their own learning style. For example, some might like to share different opinions while others might feel scared and would rather learn alone. But most of them loved to listen to fresh and various perspectives and enjoyed discussing the questions with their partners, feeling less pressure. In this aspect, grouping practices worked very well and, furthermore, the tired worksheets gave them choices. Oftentimes they chose the level suited for them but occasionally they would choose the level above, which was a little challenging and if they did well, they would gain a sense of achievement. On the whole, most of the students thought their listening abilities improved slightly because they learned to catch some keys words and ideas. Many of them even suggested that we use more listening materials other than the textbook, partly because the content will be diverse, and partly because the speed in the listening material from the textbook is not so real (too slow)! Furthermore, I love to see some students have learned to appreciate the beauty of the British accent.

VIII. Reflection and Conclusion

In general, we use the differentiated instruction one or two times a week,

taking a third of a class period each time, which is not be a big burden to us teachers. The aim is to involve each student in learning and to push them a little bit beyond their comfort zones so that every student will learn without lagging behind or feeling bored in class. Ideally we hope to take care of every student. After my implementation, I found students got more attentive in class since later on they would discuss something with their partners whether they chose worksheet A or B. They looked forward to this discussion time because they could clarify something obscure and spur novel thoughts by exchanging their ideas with their partners. Despite the inspiring change in class, the listening training through DI is limited. As I mentioned, when we teach a language, it is workable that we differentiate content in teaching reading and writing. Nevertheless, in teaching listening, especially in the classroom, it's rather hard so we suggest not differentiating content. Thus we differentiated process and product based on students' readiness, interest and learning profile. We tried to provide students multiple ways to improve their listening abilities; nonetheless, we mostly differentiated process according to students' readiness level along with learning profile, which is more effective compared with other aspects. And here I have just offered some of my own experiences of teaching listening through differentiated instruction for reference. Hopefully, these implemented units of listening will inspire more creative ideas in more classrooms.

Appendix 1

My *feedback* about learning listening through differentiated instruction: (透過差異化分組學習聽力)

Class 309 No. _____ Name _____

(請針對以下的問題做一些思考及回饋 *Thanks a lot!*)

materials	Feedback
1. related to the textbook (a) L6B4: How Can You Buy or Sell the Sky? (b) L7B4: Miyazaki's World of Fantasy (c) L11B4: Sing with the Poets (d) L9B4: M-E-M-O: Four Tips for a Better Memory (e) L10B4: Is Your Diet Destroying the Environment? (f) L1B5: The Seven-Day Anti-procrastination	1. 我通常選擇_____組，覺得 worksheet 2. 我曾挑戰_____組，覺得 worksheet 3. 和同學一起討論答案時，覺得 4. 和同學一起討論問題時，覺得 5. 整體而言，對我的聽力提升 6. 整體而言，是否使我對主題產生興趣？ 7. 我特別喜歡_____，因為 8. 其他：
2. CNN clips (a) Mc Coffee vs. Starbucks (b) Bent into Shape (c) Window Shopping	1. 我通常選擇_____組，覺得 worksheet 2. 我曾挑戰_____組，覺得 worksheet 3. 和同學一起討論答案時，覺得 4. 和同學一起討論問題時，覺得 5. 整體而言，對我的聽力提升 6. 整體而言，是否使我對主題產生興趣？ 7. 我特別喜歡_____，因為 8. 其他：

Appendix 2

My *feedback* about learning listening through differentiated instruction: (透過差異化分組學習聽力)

Class 211 No. _____ Name _____

(請針對以下的問題做一些思考及回饋 *Thanks a lot!*)

materials	Feedback
(a) L4B3: The Future Body Network (b) Conversation: Purchase (c) British: At a BR Ticket Counter (d) Phoning for Directions (e) Listening Journal	1. 我通常選擇_____組，覺得 worksheet 2. 我曾挑戰_____組，覺得 worksheet 3. 和同學一起討論答案時，覺得 4. 和同學一起討論問題時，覺得 5. 整體而言，對我的聽力提升 6. 整體而言，是否使我對主題產生興趣？ 7. 我特別喜歡_____，因為 8. 其他：

Appendix 3 Students' Works

BSL1 (B) Class 309 No. 14 Name Jennifer
Your partner's No. 9 Name cherry

Three Techniques to Beat Procrastination

postpone v. 推迟	distract v. 使分心	decline v. 婉拒	craving n. 渴望
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= procrastination

Task 1: Listen for the first time and take notes.

- Please jot down as many words as possible while listening.
- Get into pairs, add words you missed from your partner to the right column, and highlight key words/phrases you have heard.

Techniques	suffering Internet project goal	appealing quit task urge
successful	ambitious manageable	pride of simple
doable	complete	put off for fun favorite
on my God's extra hard magical	immediate desire	ultimate goal

Task 2: Listen again and fill in the blanks in the graphic organizer.

First technique: The 10-minute rule → Break big jobs into small manageable tasks.

Second technique: 3 magical questions → three questions:
1. Where are you?
2. What do you want to do?
3. How will you feel after doing it?

Third technique: Ultimate goal (A) vs. desire (B) immediate → Make your A and your B change places.

Task 3: Listen for more details and write T or F for the following statements.

- If a task is too hard, you probably postpone it. **T**
- To beat procrastination, you have to use iron will to persist in your job. **F**
- If you want to avoid putting off a task, writing 3 questions is a waste of time. **F**
- Something we want to do right now is called immediate desire. **T**

Task 4: Get into groups of three or four. Work with your partners and discuss the question.
Your partners: 9, 10, 21, 14 me

Which technique mentioned do you think would work for you? Why?
10-minute rule.
Because I have a difficulty in paying attention to one thing for a long time, so I'll rather break it into a series of stages in order to fulfill the goal to break.

Task 5: Assignment Class 309 No. 14 Name Jennifer

Will you break a big job into a series of small ones? Try to give one example, even if you have never done it before.
Ex: You are required to finish a report in an hour.
How will you finish it by breaking it into small tasks?
(You may write in a systematic way, or draw a graphic organizer, or deliver it orally in public, or you may record your thought on the cell phone and play it in public.)

And suppress myself not to use the Facebook!

60 minutes → 20 minutes → Seek the information I need.
10 minutes → Adjust the data.
25 minutes → Write the report.
5 minutes → Look over the report and photocopy.

Sup. 6

Lesson 7 B4 (challenging) Class 209 No. 21 Name Tina
No. 12 Name Gina

incorporate v. 併入	environmentalism n. 環保主義	transition n. 過渡
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Task 1: Five people were asked if they liked Miyazaki's movies. Listen and check Yes or No.

1. Yes	10. Yes	11. Yes	12. Yes	13. Yes
No	No	No	No	No

Task 2: Listen again and answer the following questions.

- What kind of animator is Miyazaki? **working wife and life is one of the few who write and direct at the same time.**
- What technique does he like to use? **2D traditional hand-drawn. He likes to use technique of 2D traditional hand-drawn.**
- Why does the speaker like Princess Mononoke? **interested happy ending. The reason is that the speaker prefer the happy ending.**
- What's special about Miyazaki's works? **which suggest a Miyazaki's world that all things have educational meanings.**
- What does the speaker say "that's too much for me"? **It's too hard for the speaker. That's because the speaker goes to movie for entertainment instead of Miyazaki's educational movie.**

Task 3: Discuss the following questions.

- What is Miyazaki? **He is a writer & director.**
- Talk about the background of Miyazaki. Was he born poor? How did he develop his interest in drawing? **No, he wasn't. Instead, he was born in a wealthy family.**
- Name some of Miyazaki's animations. **豆蔻、神隱少女、崖上的波姬、心之谷、風之谷、魔法公主、天空之城、龍貓、千與千尋、吉卜力工作室。**
- Are there good guys and evil ones in Miyazaki's animations? **Yes, there are. In most of his made, the good guys will beat the evil ones.**
- How do his films make people look at life? **There are lots of metaphor in his movie which make people think about life.**

Lesson 7 B4 (Basic) Class 209 No. 17 Name 林宜蓁
No. 5 Name 姜舒琦

direct v. 導演	frame n. 框；畫面	incorporate v. 併入
know-it-all n. 萬事通	environmentalism n. 環保主義	transition v. 過渡

Task 1: Five people were asked if they liked Miyazaki's movies. Listen and check Yes or No.

1. Yes	2. Yes	3. Yes	4. Yes	5. Yes
No	No	No	No	No

Task 2: Listen again and check the following statements (T or F).

- Miyazaki is an animator who can write and direct at the same time. **T**
- Miyazaki has applied 3-D techniques to his animations. **F**
- The speaker has watched Princess Mononoke many times. **F**
- Miyazaki wants to educate the audience with his films. **T**
- Miyazaki's films are easy for the audience to understand. **F**

Task 3: Discuss the following questions.

- What is Miyazaki's animator? **1. He is an animator. 2. He tried to let his creation become animation.**
- Talk about the background of Miyazaki. Was he born poor? How did he develop his interest in drawing? **No, he wasn't. Instead, he was born in a wealthy family.**
- Name some of Miyazaki's animations. **心之谷、龍貓、天空之城、風之谷、神隱少女、魔法公主、千與千尋。**
- Are there good guys and evil ones in Miyazaki's animations? **evil: 惡野女巫、惡棍大人、湯婆婆; good: 荻野千尋、靈柩、白龍。**
- How do his films make people look at life? **They told us to focus on our lives. otokissocially, passion and and environmentalism to our lives.**

B3L4(B) The Future Body Network Class 211 No. 5 Name 林梓佳
Your partner's No. 11 Name 廖嘉嘉

Task 1: Listen for the first time and take notes.
1. Please jot down as many words as possible while listening.
2. Get into pairs, add words you missed from your partner to the right column, and highlight key words/phrases you have heard.

cord	people	wifi	using
smart	telephone	hand	system
player	computer		
close	human		
parties	blue tooth		
charging			

What is the main idea?
1. a new technology 2. to use the human electric field to send data

Task 2: Listen for the details and write T or F for the following statements.
1. The new device works by transmitter. **T**
2. Running fast is a way to send information over skin. **F**
3. The body network won't work if a person stands four centimeters away. **F**
4. One day, small devices can be placed under the skin to control the nervous system. **F**
5. RoboCop is most likely about a manager who often messed up his own plans. **F**

Task 3: Listen again and check the following items. Which ones can be done by the new device?
a. sending photos b. controlling the mind
c. going through objects d. playing music
e. reading the others' minds f. exchanging data
g. exchanging electric cards h. changing the weather
i. exchanging music files

Task 4: Get into groups of three or four. Work with your partners and discuss the question.
Your partners: _____

In addition to those examples mentioned in the reading, are there any other things you think the body network can do for you?

Task 5: Assignment Class 211 No. 5 Name 廖嘉嘉

Who do you think are the people who need to use the body network most? State your reasons. At least come up with two kinds of the people.
You may write in a systematic way, draw a graphic organizer, deliver it orally in public, or you may record your thought on the cell phone and play it in public, or you would like to draw to show the people and your reasons.

to steal intelligence
to see through
No test No school

90

Unit 1 (A) Class & No. 1 Name 廖嘉嘉
Purchase Your partner's Class & No. 12 Name 林梓佳

best-selling a. 暢銷的	discount n. 折扣	additional a. 額外的
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Task 1: Listen for the gist.
What is the main idea? Discuss it with your partner.
A woman wants to buy clothes because she is going on a vacation.

Task 2: Listen for the details and choose the right answer.
1. What does NOT happen in the conversation?
A. The shopper buys clothing. B. the shopper opens a store account.
C. The clerk counts money. D. The shopper uses the changing room.
2. Why is the woman shopping?
A. She is going to a party. B. she is moving to a new apartment.
C. She is changing her job. D. she is going on a vacation.
3. Which color does the woman NOT want?
A. Pink B. Red C. Blue D. Purple
4. What size tank top does the woman wear?
A. Small B. Large C. Medium D. Extra-large
5. How much of a discount did the saleswoman give?
A. 15 percent B. 50 percent C. 20 percent D. 25 percent

Task 3: Work with your partner and practice the conversation.
Task 4: Work with your partner and write a conversation about buy clothes.
Ex. A: Excuse me. Do you have any purple blouse?
B: Yes, right this way.
A: Do you have a small size?
B: Yes, here is.
A: How much is it?
B: It's 1000 dollars.
A: It's too expensive, doesn't it have any discount?
B: You look like a rich woman.

Unit 1 (B) Class & No. 11 Name 廖嘉嘉
Purchase Your partner's Class & No. 14, 5 Name 林梓佳

mention v. 提及	best-selling a. 暢銷的	swimsuit n. 泳衣
discount n. 折扣	additional a. 額外的	license n. 牌照; 許可

Task 1: Listen for the gist.
What is the main idea? Discuss it with your partner.
She buy the swimsuits she go to beach.

Task 2: Listen for the details and check the following statements. (T or F)
1. The clerk is counting the money when the woman walks into the store. **F**
2. The woman shops because she is going to a party. **T**
3. The woman does not want the red color. **F**
4. The woman wears the small size tank top. **F**
5. The clerk gives the woman a 15 percent discount. **F**

Task 3: Work with your partner and practice the conversation.
Task 4: Work with your partner and write a conversation about buy clothes.
Ex. A: Excuse me. Do you have any purple blouse? buying
B: Yes, right this way.
A: Excuse me. This T-shirt have another color?
B: Of course. Blue, red, pink.
A: I want the pink.
B: What size do you wear?
A: I wear six size.
A: Can I use this coupon?
B: Yes, This coupon gives you a 20 percent discount.
A: Thank you.

British 2-A Class & No. 2 Name 李浩宇
Phoning for Directions Your partner's Class & No. 16.8 Name

Task 1: The following words are related to transportation. Please fill the words in the blanks. (Each word can be used once.)
double-decker catch get off out of across change

Take the northbound tube to Victoria and then change to the Jubilee Line. get off at Green Park and then, when you come out of the underground station, go across to the opposite side of the road where you can then catch a Number 107 double-decker bus. Get off at Hyde Park Corner. My flat is only three minutes' walk from there.

Task 2: Listen for the first time and look for the main idea.
1. Mike is going to meet Paula. (person)
→ Mike is going to Paula's office. (place)

Task 3: Listen for details and choose the right answer.
1. What is Paula's surname?
A. Kempst B. Sent C. Kent D. Davison
2. Where must Mike change lines?
A. Piccadilly B. Leicester Square C. Paddington D. Camden
3. What is the last station Mike must go to?
A. Piccadilly B. Leicester Square C. Paddington D. Camden

Task 4: Listen for more details and choose the right answer.
1. Where is Mike now?
A. The airport B. Paddington
C. An underground station D. Central London
2. What colour is the Northern Line?
A. Blue B. Black C. Grey D. Dark

Task 5: Work with a partner and practice the conversation.

British 2-B Class & No. 16 Name May
Phoning for Directions Your partner's Class & No. 8 Name Jack

Task 1: The following words are related to transportation. Please fill the words in the blanks. (Each word can be used once.)
catch get off out of change

Take the northbound tube to Victoria and then change to the Jubilee Line. get off at Green Park and then, when you come out of the underground station, go across to the opposite side of the road where you can then catch a Number 107 double-decker bus. Get off at Hyde Park Corner. My flat is only three minutes' walk from there.

Task 2: Listen for the main idea and answer the following questions. (T or F)
T 1. Mike is going to meet Paula.
F 2. Mike is going to Paula's flat.

Task 3: Listen for details and choose the right answer.
A 1. What is Paula's surname?
A. Kempst B. Kent
B 2. Where must Mike change lines?
A. Piccadilly B. Leicester Square
A 3. What is the last station Mike must go to?
A. Camden B. Leicester Square

Task 4: Listen for more details and choose the right answer.
A 1. Where is Mike now?
A. The airport B. Paddington
B 2. What colour is the Northern Line?
A. Blue B. Black

Task 5: Work with a partner and practice the conversation.

CNN 1 (A) Class & No. 27.4 Name 李浩宇
Window Shopping Your partner's Class & No. 3.2.2 Name 李浩宇

at the pointy end	smudge v. 弄脏	gimmick n. 噱头	embed v. 埋置
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Task 1: Listen for the first time and jot down the key words.
window shopping, touch screen, credit card, address, Tom Cruise, <Minority Report>, Tiny wires, credit card

What is the main idea of this clip? Discuss with your partner.
A new technique brings people more convenient lives.

Task 2: Listen for the details and choose the right answer.
1. Window shopping used to...
A. urge people to spend B. help people avoid the urge to spend
C. avoid advertisement D. inspire people's desire
2. When is the touch screen service available?
A. only at night B. only during day time
C. during normal store hours D. always
3. How do purchases get to shoppers?
A. Shoppers get into the store. B. By the clerk's delivery.
C. By mail. D. By additional services.

Task 3: Listen for the details and choose the right answer.
4. What science fiction movie inspired Ralph Lauren's son, David?
A. Blade Runner B. Minority Report C. The Matrix D. I, Robot
5. What transmits the shopper's touch on the glass?
A. Tiny wires B. lasers C. a special liquid D. all of the above
6. What do shoppers pay with?
A. cash B. check C. credit card D. bank transfer

Task 4: Get into groups of three or four. Work with your partners and discuss the following question: What do you think are advantages and disadvantages of window shopping?

CNN 1 (B) Class & No. 2 Name 李浩宇
Window Shopping Your partner's Class & No. 3 Name 李浩宇

at the pointy end	retailer n. 零售商	passerby n. 路人	smudge v. 弄脏
merchandise n. 商品	gimmick n. 噱头	inspire v. 激励	embed v. 埋置

Task 1: Listen for the first time and jot down the key words.
retailer, clothes, change color, style, computer, transmitter, touch, credit card, interact with window shop, Tom Cruise

What is the main idea of this clip? Discuss with your partner.
Window shopping makes people's lives more convenient.

Task 2: Listen for the details and answer the following questions. (T or F)
T 1. Window shopping used to help people avoid the urge to spend.
F 2. The touch screen service is only available during normal store hours.
T 3. Purchases are mailed to shoppers.

Task 3: Listen for the details and answer the following questions. (T or F)
F 4. The science fiction movie that inspired Ralph Lauren's son David is *The Matrix*.
F 5. Lasers transmit the shopper's touch on the glass.
T 6. Window shoppers pay with credit card.

Task 4: Get into groups of three or four. Work with your partners and discuss the following question: What do you think are advantages and disadvantages of window shopping?

advantages	disadvantages
boss can earn more money without employing the clerk	It is disgusting, because everyone will touch the window and smudge it.

My feedback about learning listening through differentiated instruction: (透過差異化分組學習聽力)
 Class 309 No. 4 Name 黃郁暉
 (請針對以下的問題做一些思考及回饋 Thanks a lot!)

materials	Feedback
1. related to the textbook (a) L6B4: How Can You Buy or Sell the Sky? (b) L7B4: Miyazaki's World of Fantasy (c) L11B4: Sing with the Poets (d) L9B4: M-E-M-O: Four Tips for a Better Memory (e) L10B4: Is Your Diet Destroying the Environment? (f) L1B5: The Seven-Day Anti-procrastination	1. 我通常選擇 B 組，覺得 worksheet 會比較沒有壓力，擔心紅心紅一片好像會很累…… 2. 我曾挑戰 A 組，覺得 worksheet 雖然比較難，不過很有挑戰性，成就感很好 3. 和同學一起討論答案時，覺得很有趣 4. 和同學一起討論問題時，覺得蠻有趣的，了解別人的看法很新鮮 5. 整體而言，對我的聽力提升有 6. 整體而言，是否使我對主題產生興趣？瞭解到比課文更多的知識 7. 我特別喜歡 (b)，因為印象深刻 8. 其他：
2. CNN clips (a) Mc Coffee vs. Starbucks (b) Bent into Shape (c) Window Shopping	1. 我通常選擇 B 組，覺得 worksheet = 同上 2. 我曾挑戰 A 組，覺得 worksheet = 同上 3. 和同學一起討論答案時，覺得聽力比較沒那麼大 4. 和同學一起討論問題時，覺得很有趣 5. 整體而言，對我的聽力提升有，對外國人講話的“超快速”適應 6. 整體而言，是否使我對主題產生興趣？有啊！ 7. 我特別喜歡 C，因為很廣告的發明 8. 其他：

My feedback about learning listening through differentiated instruction: (透過差異化分組學習聽力)
 Class 311 No. 12 Name 葉暉
 (請針對以下的問題做一些思考及回饋 Thanks a lot!)

materials	Feedback
1. related to the textbook (a) L4B3: The Future Body Network (b) Conversation: Purchase (c) British: At a BR Ticket Counter (d) Phoning for Directions (e) Listening Journal	1. 我通常選擇 A 組，覺得 worksheet 程度剛好 2. 我曾挑戰 B 組，覺得 worksheet 3. 和同學一起討論答案時，覺得比課本還容易 4. 和同學一起討論問題時，覺得比上課本更能思考 5. 整體而言，對我的聽力提升是 6. 整體而言，是否使我對主題產生興趣？是 7. 我特別喜歡 英語發音，因為聽比較清楚 8. 其他：希望以後都能聽英語發音

My favorite