How to Enhance Students’
Listening Abilities

Carolyn Wang
National Hualien Girls’ Senior High School

I. Introduction
Recently a piece of crucial news caused a great deal of public debate: a listening test will be incorporated into the college entrance exam in the 104th academic year. People for the policy agree that it will improve high school students’ listening abilities while those against the policy think that it only puts extra pressure on high school students. Whether or not we teachers approve of it, improving students’ listening skill is necessary especially at the present time since as second language educators we have spent tons of time on strengthening students’ reading abilities and to prepare students for the entrance exam we emphasize writing abilities as well. However, language learning is more than that. As we know, reading plays a very important role in the development of language proficiency because it is a source of input. Especially for a foreign language learner, reading skills are vital at all learning levels for sharing and acquiring information. Listening, too, serves as a source of input, and like reading comprehension, its comprehension uses knowledge of the linguistic code, the cognitive process, a global understanding and clues within and outside the context. (Hadley, Alice Omaggio, Teaching Language in Context, p.179) Thus, the importance of listening can not be stressed too much when developing language proficiency. Besides, students of EFL or ESL in Taiwan commonly lack the abilities to listen and speak. And the ability to speak is closely related to listening ability. We cannot deny that the function of a language is for communication. Suppose our students couldn’t understand what foreigners were saying and couldn’t talk with them. Their study of English would be seen as a failure even if they had got high scores in the test. Even in terms of the test, to see it another way, it is also important to improve students’ listening abilities if we want to help them pursue further studies abroad. Most teachers must have noticed that TOEFL has changed its way of testing. The speaking test has been added to the whole test. Thus, listening, speaking, reading, and writing account for thirty points each. Another change in TOEFL is that listening is largely integrated into the speaking and the writing parts.
Therefore, enhancing students' listening skills is absolutely necessary and imperative.

Many teachers may ask: “How”? We’ve learned linguistics, phonetics, and even phonics, but we have never been taught how to teach “listening” systematically. We may teach the basic phonics or phonetics in junior high school, although now most junior high schools don’t do this. Considering the tight schedule of senior high school, the teachers are unable to teach students phonetics within the limited time, let alone other skills for listening. What can we teachers do to accomplish this mission, which on the surface seems impossible? Let’s try to clarify the procedures to enhance students' listening abilities. Based on our own teaching experience, we will not deny that, first, students should know about the vowels and consonants. Then they might learn about intonation and be aware of linking, flapping, and reduction of sounds. These are thought of as the basics, and are supposed to be taught in junior high school. If not, we senior high teachers can teach students some in class and some after class, depending on the students' needs. The next procedure is to try to expose students to an English-spoken environment. We can speak English as much as we can in class, as “teacher talk” is a type of listening material. (Hadley, Alice Omaggio, Teaching Language in Context, p.190) We may also design some curriculum extensions to include in our daily teaching schedule instead of having students take an extra course on “listening and speaking.” While teaching a selective course of listening is a good idea, incorporating the listening curriculum into our routine schedule is a good alternative. Listening many times a week may be more effective than listening once a week. Taking this into account, I designed some listening activities and incorporated them into my routine schedule. This is what I did in this project.

II. The Subjects

My students in this project were 10th graders with English PR 90, from the Language Gifted Class (Class 109), and 11th graders with English PR 90, the Science Gifted Class (Class 210).

III. Listening Resources and Procedures

For Class 109, in the first month (four weeks), I used an issue of Live magazine (March 2012), which the students had already had as their outside material, and which was used for the listening test, accounting for 15% of the monthly exam. In the following two months (eight weeks), my materials
contained ordinary conversations from *Listen Up: Three Steps to Understanding Spoken English*, news clips from CNN magazines (April, May, June 2012) and *BBC World News English*, and MVs from CNN magazines. For Class 210, I skipped past using the magazine the students had already had, as they were often late for class or even had some periods off because they were at science competitions. Otherwise, I followed the same process as with Class 109. The materials consisted of ordinary conversations from *Listen Up: Three Steps to Understanding Spoken English*, news clips from CNN magazines and *BBC World News English*, and MVs from CNN magazines.

### 3.1 Live magazine (March 2012)

In many senior high schools (even in junior high), the school monthly exams include a listening part, accounting for about 15%. Thus students are forced to “practice” their listening ability, based on the theory, “What is examined determines what is studied.” Indeed, students are really made to “listen,” but, instead of listening in their routine learning, they “listen” in the exam. As to the listening material (often an assigned magazine), they “read” it. They either “read” the magazine before the weekly test or the monthly exam, or totally give it up since the percentage of the listening part is not too large. Students who did not study the magazine confessed that they guessed the answers if they couldn’t understand what the content was. Therefore, the magazine, which is meant to improve the students’ listening skill, does not work at all if the students don’t “listen” to it. To improve students’ listening ability, the first step and the most effective way is, surely, to make them listen often (if not every day, at least three or four times a week). However, how can we teachers do that without disrupting our daily teaching schedule? I try to make good use of the magazine since students have spent money on it. The magazine can be used as basic training because I would like to achieve the goal of having students listen often, which is, as I mentioned, the first step and the most effective way to improve their listening ability.

First of all, I listed a basic training schedule of week 1 through week 4:

<table>
<thead>
<tr>
<th>Week 1</th>
<th>3/26-3/30</th>
<th>Unit 1(1), Unit 1(2), Unit 2, Unit 3, (test) 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>4/2-4/6</td>
<td>Unit 5(1), Unit 5 (2), Unit 6, Unit 7, (test) 2</td>
</tr>
<tr>
<td>Week 3</td>
<td>4/9-4/13</td>
<td>Unit 9 (1), Unit 9 (2), (test) 3</td>
</tr>
<tr>
<td>Week 4</td>
<td>4/16-4/20</td>
<td>Unit 11(1), Unit 11 (2), Unit 12, Unit 13, (test) 4</td>
</tr>
</tbody>
</table>

The schedule corresponded with that of the magazine’s weekly tests, so that students would get a sense of achievement after every week’s training.
Weekly test 1: Units 1-4              Weekly test 2: Units 5-7
Weekly test 3: Units 8-10            Weekly test 4: Units 11-13

Why did I not pick units 4, 8,10? Unit 4 and Unit 8 are conversations; Unit 10 is about writing. The training for the conversation will be involved in the next stage of training since it is different from the basic training here (there will be more detailed explanation later). The writing part is not included in this project, so it is skipped.

Contents of Live magazine (March 2012)
Unit 1: Palawan                     Unit 2: Look Out for Giraffes
Unit 3: Hugo                        Unit 4: Better Up (conversation)
Unit 5: Athena and Arachne           Unit 6: Frozen Art
Unit 7: To Cook or Not to Cook?      Unit 8: Casual Calls (conversation)
Unit 9: Extreme Trills—Roller Coasters Unit 10: Translation Practice
Unit 11: Tips for Better Concentration Unit 12: Big, Bigger, Biggest—Metro
Unit 13: Lanyu

Second, I changed the articles into a cloze test, with blanks for students to fill in. The blank items were aimed at specific words and phrases that they had learned or were about to learn in this unit. If the article was too long, I cut it into two. The ideal time length for each segment of listening is not more than five minutes; thus each piece of listening material I gave my students would be under three minutes. The time for working on each piece of material was designed to be about ten minutes, but actually it had to be extended to twelve or fourteen minutes. As to (test) 1, it was not a real test. The weekly test time was every Wednesday. Thus the weekly tests for Live magazine (March 2012) were on 4/5, 4/11, 4/18, and 4/25. Since Class 109 is a language gifted class, there were seven periods every week and I made them listen to five pieces of material. Four pieces were from the articles in the magazine, and one piece was from the basic weekly tests. (The weekly tests students took were advanced ones.) Still, I turned the test into a cloze one. For this, I just played the CD two times. In the (test) 3 and the (test) 4, questions 11-13 and the short passage were deleted because the (test) 1 and the (test) 2 took the students too long.

Before I played the CD, I had students take a quick glimpse at the title and guess what it would be about. Then, I played the CD for the first time, during which students looked at their magazine. Before playing the CD for the
second time, I gave out the cloze test I had made. Then students would fill in the blanks when they were listening. When I played the CD for the third time, they could listen again and reconsider their answers. After listening three times, students took out the magazine to check the answers by themselves. This was all training, so the test scores were not recorded.

Directions:
1. Have students look at the unit quickly.
2. Play the CD for the first time. Students look at the unit while listening.
3. Students close the magazine.
4. Give out the cloze test.
5. Play the CD for the second time. Students fill in the blanks.
6. Play the CD for the third time. Students review the answers.

The following are Unit 1, Unit 2 and (test)1. Unit 1 is cut into two pieces.

Unit 1

1. Picture-Perfect Palawan (1)

   by Michelle Adams

The Philippines is a c_______ of c_______, from a crowded capital to empty white beaches. Some of its islands are p_______ _______ expensive resorts. My good friend Cindy and I decided to avoid the tourists of those more developed islands and h_____ _____ Palawan i______.

   Palawan's biggest town is Puerto Princesa. The d_______ r_____ of this brightly colored town are filled not with cars but with tuk-tuks. These are o___________ , three-wheeled carts powered by a motorcycle. However, w_________ let us experience the town a little better. If we had taken a tuk-tuk, we would have never discovered a h_____ _____ with statues of famous figures. As we took photos with movie stars and professional wrestlers there, we let our silly sides show.

   We had come to Palawan to _____ _____ _____ the crowds, so we bought bus t_____ to a small beach town called Sabang. The seats in the bus were all _____, but there was still plenty of room—on top! At first, we were afraid that we would ______ _____ as the bus bumped over dirt roads. Soon, though, we
realized we had the _____ _____ of the emerald mountains of Palawan.

1. Picture-Perfect Palawan (2)

Sabang is a t_____ town surrounded by n________ b_______. In fact, one of the provisional New Seven Wonders of Nature is here: the Puerto Princesa Underground River. Monkeys watched Cindy and I suit up ___ orange life j_____ and green h_______. Then, our guide p_______ our boat into the darkness of the longest u__________ river in the world. A f__________ allowed us to take in the beauty of natural rock formations and sleeping bats.

There were other w________ to check out off the coast of Palawan. In only a few hours, a blue-and-white boat took us to a new island r_______. For the next few days, we stayed in an e__________ cottage that looked out over a garden oasis. We could relax on the beach, go kayaking, or even play a heated game of ping-pong. There was also great snorkeling because a beautiful c_______ r______ was just steps from the beach. We had found a p______ in Palawan.

W______a d______, Palawan is one of the most beautiful and u__________ places I have ever traveled. Word of its attraction is bound to get out soon, though. After all, this hidden paradise is too a________ not to s______ _____ friends.

Unit 2

2. Look Out for Giraffes!

by Michelle Adams

What is s_______ like a leopard, has a face like a camel, and has a long, long ____? It’s the giraffe, and it is one of Africa’s most r__________ animals!

Giraffes are the tallest animals____ _____, and they even start off big. When a baby giraffe is born, it is almost six feet______, and it can run within an hour of being born. A giraffe is also born with the pattern of spots it will p________ its
whole life. These spots are like a f________ for a person because no two giraffes have the same p_______.

When the baby giraffe is old enough to eat s______ food, its favorite meal will probably be tree leaves. Giraffes are tall enough to r_____ this treat, but they will need the help of their eighteen-inch t_______ to grab the leaves. A giraffe can even clean its own ears with this a_____ tongue!

_________ provide most of the water that giraffes need, and they can go without drinking water for longer than a c______ can. It's very difficult for a giraffe to l____ down to sip from a water _____, so it's a good thing it doesn't have to do this very often.

The following is (test) 1:

Week 1  3/1-3/9
Listening Comprehension
Part 1. Picture Questions
A.

1. (A) They are at a r________.
   (B) They are in a c________.
   (C) They are in a s________.
   (D) They are in the w________.

2. (A) An angry b______.
   (B) A man b_______ a horn.
   (C) A d______ room.
   (D) An i_______ animal.
3. (A) She is g________ someone.
   (B) She is looking at a s_______.
   (C) She is l_______ against a tree.
   (D) She is removing some a____.

Part 2. Best Response Questions

4. I don’t like Jim’s a_________. (p. 22)
   (A) Me neither. He’s not friendly.
   (B) Yeah. His girlfriend isn’t nice.
   (C) I know. His dog is scary.
   (D) I agree. His family is rich.

5. Grace was i________ at the event. (p. 22)
   (A) I know. She showed up late.
   (B) Yeah. She was quite happy about it.
   (C) Yes. She had to go to the hospital.
   (D) You’re right. She got first place.

6. What is the c________ of the U.S.? (p. 11)
   (A) I don’t know its size.
   (B) It’s Washington, D.C.
   (C) There are 300 million people.
   (D) It’s in the northern half of the world.

7. Can you m________ this speed? (p. 22)
   (A) No. I can’t change it.
   (B) Yeah, I can slow down.
   (C) No, I can’t go any faster.
   (D) Yes, I can keep going this fast.

Part 3. Conversation Questions

8. (p. 22)
   (A) He thinks it could be better.
   (B) He feels good about it.
   (C) He doesn’t like it that much.
   (D) He spends too much time on it.

9. (p. 23)
   (A) He made a sound.
   (B) He fell down.
Part 4. Short Talk

11. (A) They don’t grow much after birth.
   (B) They are the biggest animals.
   (C) They grow fast.
   (D) They are born big.

12. (A) They are different for every giraffe.
   (B) They form as the giraffe grows.
   (C) They change throughout its life.
   (D) They are really big at birth.

13. (A) Attack other animals.
    (B) Wash itself.
    (C) Find food.
    (D) Hold onto other giraffes.

   Giraffes are the tallest land animals. They start off big already. Babies are almost six feet tall. At birth, a giraffe possesses a pattern of spots that does not change throughout its life. No two giraffes’ spots are the same. They have an eighteen-inch tongue, used not only to get food but also to clean their own ears.

3.2 Listen Up, CNN, BBC, MV

Before the second stage of listening training started, Class 109 were given two tests: a mock exam of Intermediate GEPT and a mock exam of High-intermediate GEPT. Class 210 were given only a mock exam of High-intermediate GEPT. The schedule for this stage was as follows:

<table>
<thead>
<tr>
<th>Week 5</th>
<th>5/7-5/11</th>
<th>Con. 1, CNN 1, MV 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 6</td>
<td>5/14-5/18</td>
<td>Con. 2, CNN 2, MV 2</td>
</tr>
<tr>
<td>Week 7</td>
<td>5/21-5/25</td>
<td>Con. 3, CNN 3, MV 3</td>
</tr>
<tr>
<td>Week 8</td>
<td>5/28-6/1</td>
<td>Con. 4, CNN 4, MV 4</td>
</tr>
<tr>
<td>Week 9</td>
<td>6/4-6/8</td>
<td>CNN 5</td>
</tr>
<tr>
<td>Week 10</td>
<td>6/11-6/15</td>
<td>CNN 6</td>
</tr>
<tr>
<td>Week 11</td>
<td>7/9-7/20</td>
<td>CNN 7, BBC 1, MV 5</td>
</tr>
<tr>
<td>Week 12</td>
<td>7/23-7/27</td>
<td>CNN 8, BBC 2, BBC 3</td>
</tr>
</tbody>
</table>

Conversation 1: Making a Reservation
Conversation 2: Going to a Doctor
Conversation 3: Asking for Directions
Conversation 4: Asking for Tourist Attractions

(Listen Up: Three Steps to Understanding Spoken English, Section 3, Unit 4, 8, 9, 18)
The total period of time for this training session was eight weeks. Ideally, I hoped to give students three pieces of listening material every week. However, due to some school activities (a swimming contest and the graduation ceremony) and classroom affairs (I was homeroom teacher for Class 109), we only had one chance to do the listening training in weeks night and ten. The next two weeks were for students to prepare for the final exam. Then, when the summer classes started, I continued the listening training for two weeks. In the third week of the summer classes, Class 109 was given two tests while Class 210 was given one test to compare the results.

The time for working on each piece of material was intended to be about fifteen minutes, but actually it was usually extended to eighteen or twenty minutes, including setting the machine. Sometimes I had students discuss and exchange their opinions after the listening training, which took more time. During the period of listening training, students were told that all of these activities were for training instead of testing and that these test scores would not be recorded, for fear that they would feel too stressed.

In the following statements I would like to individually explicate how I used the different sources of listening materials in my teaching.
3.2.1 Listen Up: Three Steps to Understanding Spoken English

There are ready-made questions in the book so we teachers don’t have to design them by ourselves. (See Appendix 1) The original steps in the book are as follows:

Step 1: Listen to conversation and answer the questions. (Two questions)
Step 2: Browse the key words and listen again. Answer the questions. (Three questions)
Step 3: Analysis of listening and skills for pronunciation.

In Step 3, besides the whole content of the conversation, there are explanations of the sound changes when words are put together. The linking words are underlined and the words that have certain changes when they meet some other words are marked as flapping or reduction. It is pretty easy for students to follow and to read out loud. Nevertheless, we do not have enough time to explain all of the rules for sound changes. What I like to highlight here is “linking.” Hence, I just asked students to pay attention to the underlined words and try to link them together. After Step 3, supplements are attached. (See Appendix 1) They are good supplementary things for students to learn more about the subject of the conversation.

For each piece of material, I would give out the question sheet beforehand and have students predict what the piece was going to be about. Then I played the MP3, and students did the questions while listening. Next I played the MP3 for the second time for students to listen to again and check their answers. After that, I revealed the correct answers and distributed the transcript to them. The third time I played the MP3, the students looked at the transcript while listening. This time I had students repeat after the speakers in the MP3 so that they could practice the intonation and linking sounds. Later I found that playing the MP3 one time was enough for students to do the questions. Thus when I was doing Conversation 3 and conversation 4, I only played the MP3 two times, one for them to answer the questions and the other for them to repeat the content.

Directions:
1. Give out the question sheet and have students predict what the piece is going to be about.
2. Play the MP3, and have students do the questions while listening.
3. Play the MP3 for the second time. Students listen again and review their answers.
4. Reveal the correct answers and distribute the transcript to them.
5. Play the MP3 for the third time. Students look at the transcript while listening. Students repeat after the speakers in the MP3 so that they can practice the intonation and linking sounds. If the content is not hard, playing the MP3 two times is enough.

The following is one sample of materials I chose, including the questions and the transcripts (in the book, there are also key words, analysis, and supplements, which I did not attach here):

**Conversation 1: Making a Reservation**

1. What is NOT mentioned in the conversation?
   A. The kinds of drinks to be served
   B. The number of people coming
   C. The name of the school
   D. The kinds of tables available

2. What will probably happen next, based on the conversation?
   A. The woman will give the man money.
   B. The woman will eat at the restaurant.
   C. The class will have their reunion.
   D. The woman will meet the man at the restaurant.

3. How many guests does the man say their dining hall holds?
   A. 120    B. 140    C. 130    D. 150

4. Where will the class officers be seated?
   A. In the back of the room
   B. At the front of the room
   C. At the same table as the teachers
   D. with everyone else

5. When is NOT a good time for the woman to meet the man?
   A. Sunday morning    B. Friday before 10.00 p.m.
   C. Monday night      D. Lunch time Tuesday

**Conversation 1: Making a Reservation**

M: Pine Ridge Restaurant. How may I help you?
F: Hello. I've been told you host events. Is that true?
M: Yes, it is. What kind of event are you planning?
F: I'm planning a high school reunion for Springfield High's Class of two-thousand.
M: Wonderful. How many guests will there be?
F: We’ve had about a hundred people RSVP, but I’m thinking maybe a hundred-and-twenty will show.

M: That shouldn’t be a problem. Our main dining hall can hold up to a hundred and fifty guests. When would you like to have the reunion?

F: We’re hoping we can have it on the evening of Saturday, May twenty-ninth. We’d like to start at about eight o’clock. Is that date open?

M: Let me have a look at our reservations. You’re in luck! We don’t have any reservations on that day. Eight should be fine.

F: Excellent. Now, what are our menu choices?

M: It would be best if we talked about the menu in person. I could show you which items we have, and you could decide what you’d like.

F: OK, but I have to ask if you can provide kosher meals. We have a few Jewish guests who will definitely be coming.

M: Not a problem. Our chef is Jewish.

F: Perfect. Now, I’d like to talk about the seating plan.

M: Alright. What did you have in mind?

F: Well, we’d like to have two separate tables at the front of the room. One is for the teachers. There should be about eight of them coming. Also, the class officers should be seated together at another table. There are ten of us.

M: We can do that. Anything else?

F: Yes. We’d like to have some large tables and some small tables.

M: We have tables which can seat twelve comfortably. We also have smaller tables that seat eight.

F: That should be fine. When would be a good time for me to meet with you to talk about the other details?

M: I’m here until ten every day except Monday. When you come in, ask for Peter.

(Listen Up: Three Steps to Understanding Spoken English, Section 3, Unit 4)

3.2.2 CNN magazine

Likewise, for each piece of material I would distribute the question sheet in advance and have students read the questions first to make sure they understood what task they were going to do. I explained the vocabulary words in the questions and encouraged them to catch these messages on the sheet. When I played the MP3 for the first time, the students listened to and watched
the news clip. Then they did the questions that I had designed. Next I played the MP3 for the second time for them to listen again and check their answers. After they were done with the questions, I revealed the correct answers and handed out the transcript to them. The third time, I played the clip and the students looked at the transcript while listening.

Directions:
1. Distribute the question sheet and have students predict what is going to be talked about, according to the title and the questions.
2. Play the MP3, and have students listen to and watch the news clip.
3. Students do the questions.
4. Play the MP3 again for them to review their answers.
5. Reveal the correct answers and hand out the transcript to them.
6. Play the clip so that students can look at the transcript while listening.

If the difficulty level of the listening material is pretty high, a complete transcript is absolutely necessary. A complete transcript contains vocabulary words, a Chinese translation, and even the phrase usage or supplements. On the teacher’s part, we don’t need to spend a lot of time explaining the content of the material. What’s more, after listening training, the material can be used for reading since there are many practical, useful words and phrases besides the issue or subject itself. I shortened the pages of the magazine, copied them, cut out any unnecessary illustrations, took the parts that were required and rearranged and glued them into new pages of content. Thus the new transcript consists only of what I need: the whole content of the news clip, a Chinese translation, vocabulary, phrases and so on. The best part of it is that all of this is included in just one piece of paper (two sides of B4). Although it does take a lot of paper to make a transcript, I’ve tried to save paper.

As to the content, why did I choose those topics? In the first place, Jeremy Lin was (or is) a hot topic and this Linsanity has been driving basketball fans (and even those who are not fans) crazy. Students love to watch any footage of him in the videos. Triggering students’ interest is very important. If we can’t keep them interested, even good material is of no use to them. Next, a big star passed away, which drew a lot attention from the world. Unit 2 is about Whitney Houston, a popular singer whom many people will remember forever. Through the interview students would gain a little more understanding of her. The third unit is about a bionic breakthrough, which was related to the lessons in the textbooks. At that time, Class 109 was learning
the story of Chen Shih-feng, a physically-challenged person who had lost his arms in a terrible accident but was good at scuba diving. Class 210 was learning *Darkness at Noon*, written by a visually-challenged person to describe some misunderstandings that occurred when seeing people looked at the less fortunate. As a result, the unit was not only meaningful but also well-timed. Unit 4 is “A Dirty Job,” revealing the truth of Japan’s worst nuclear disaster. This is an international issue worth noticing and pondering. Some students had even discussed this event in their weekly journals. I hoped students would gain a wiser perspective on the world. After the serious moment, we should have some light time: unit 5 “Waiter Woes.” It was just a little incident that happened to the German Chancellor in a formal situation. A waiter accidentally dumped five glasses of beer on the chancellor of Germany. The next unit is “Trusting Google,” which is about Google’s new privacy policy. Since nowadays many people use Google, they can’t help risking privacy exposure. This issue deserves our attention, not to mention students’. The following units are more international issues. If we care about the global economy, Europe’s economic storm is not strange to us. Previously, austerity was considered a good pill to cure a weakened economy. Now there is a debate: Is austerity doing more harm than good? Unit 7 discusses this question. Unit 8 “Choosing Chocolate” arouses the world’s attention to illegal child labor. Chocolate is sweet and popular with a lot of people. Yet, how many people will think about “fair trade” when they enjoy this delicious food? The clip would lead students to be aware of this problem.

The following is one sample of this kind, including the questions that I designed and the transcript of the news clip that I chose: (In the magazines, there are also vocabulary words, idioms and phrases, and Chinese translations, which I did not attach here.)

### 1. Lincredible Wordplay

**T** or **F**

1. The speed of Jeremy Lin’s becoming famous has been helped by his first name.
2. Lin had been successful before he joined New York Knicks.
3. Lin has an economic degree from Harvard.
4. Lin’s video on how to get into the Ivy League School is serious.
5. In Lin’s multistep handshake, cupping the eyes signifies thick nerdy glasses.
6. “Super Lintendo” was made up by Lin himself because he played that
growing up.
7. Linderella is related to premium Linoleum tile.

**Matching**
1. overnight
2. frugally
3. symptoms
4. to top it off
5. wordplay and puns
6. trouble
7. nicknames
8. endorsement
9. prefer

a. to the Wall Street Journal
b. making up your own
c. comes across as a really nice guy
d. of premium Linoleum tile
e. driving your nuts
f. sleeping under the covers
g. star of the NBA
h. where he’s become a Linderella story
i. Linsomnia and Lintestinal blockage

1. **Lincredible Wordplay—Jeremy Lin’s Fans and Journalists Twist His Name into a Linfinite Variety of Puns**

*Kristie Lu Stout, News Stream*

His incredible performance on court has made him an overnight star of the NBA, but the speed of Jeremy Lin’s rise to fame has also been helped by his name, which as Jeanne Moos reports, is a godsend of headline writers.

*Jeanne Moos, CNN correspondent*

In less than two weeks he went form frugally sleeping under the covers on a teammate’s couch to the cover of *Sports Illustrated*. And the three letters of his last name have become everyone’s favorite word game.

*Kelly Ripa, TV host*

It’s Linexplicable.

*Whoopi Goldberg, comedian and TV host*
Linsanity.

Stephen Colbert, Colbert Report
My symptoms: Linsomnia and Lintestinal blockage.

Jeanne Moos, CNN correspondent
Winning has become Linning. Headline writers are finding it thrillLin’, and citing divine Lntervention. Shots like this with half a second left in the game sure like divine. The rhymes trip off the lips of announcers.

NBA announcer
Lin to the rim!

Jeanne Moos, CNN correspondent
Jeremy Lin, cut by two teams, came off the bench and made the hapless New York Knicks winners. Now Linsanity is inspiring songs. And to top it off, Lin comes across as a really nice guy, a team player.

Reporter
Can you believe this is happening to you?

Jeremy Lin, New York Knicks
No.

Jeanne Moos, CNN correspondent
He has an economics degree from Harvard and did a parody video telling kids how to get into the Ivy League school.

Jeremy Lin, New York Knicks
Step one, get glasses. If you already have glasses, get bigger glasses.

Jeanne Moos, CNN correspondent
After Lin was seen doing a multistep handshake that includes cupping the eyes to signify thick nerdy glasses, a few folks started Linning, just like those Tebowing photo ops, but focusing on the eyes.
And if all the Lin wordplay and the puns are driving you nuts, too bad—they’re spreading like Linfluenza.
If you have trouble making up your own, there’s the Jeremy Lin Word Generator. Lin plus insult—Linsult, Lin plus indestructible—Lindestructible. Lin plus Ninja—Linja.
Lin himself came up with one.

Jeremy Lin, New York Knicks
Super Lintendo, because I played that growing up.

Jeanne Moos, CNN correspondent
Director Spike Lee got positively giddy reciting poetry slamming Lin nicknames to the Wall Street Journal.

Spike Lee, director
Jeremy, I move so fast, I must be on RitaLin. Jeremy, stop Asian profiling.

Jeanne Moos, CNN correspondent

Stephen Colbert offered Lin an endorsement deal…

Stephen Colbert, Colbert Report

…of premium Linoleum tile.

Jeanne Moos, CNN correspondent

But Lin prefers the basketball court, where he’s become a Linderella story kissed not by a prince…

Jeremy Lin, New York Knicks

…we couldn’t get a stop.

Jeanne Moos, CNN correspondent

Jeanne Moos, CNN—Lint—New York. Get it?

(pp.10-14 CNN magazine, April 2012)

3.2.3 BBC—World News English

Similarly, I would give out the question sheet beforehand and have students read the questions first. I provided the background knowledge and explained the vocabulary words to make sure they understood what messages they would pay attention to. After the CD was played for the first time, from T1 to T4, the students did the first part of the questions. Then I replayed the CD and paused at T1, T2, T3, and T4 respectively, letting students do the rest of the questions. When they were done, I revealed the correct answers. I then handed out the transcript and played the CD for the third time; meanwhile, students were looking at the transcript and listening to the CD.

Directions:
1. Give out the question sheet and have students predict what is going to be discussed, according to the title and the questions.
2. Play the CD, and have students listen to the news clip.
3. Students do the first part of the questions.
4. Play the CD again and pause at T1, T2. T3, and T4 respectively. Students do the rest of the questions.
5. Reveal the correct answers and hand out the transcript to them.
6. Play the CD and students look at the transcript while listening.

In these books, there are ready-made questions so we teachers may save time, but we need to pick out the questions since there are many of them. Besides, the words in the original version are too small, so we have to enlarge
them when we prepare for the listening material for students; otherwise it will be hard for students to recognize the words, which may lessen their motivation to read on.

Although the pieces of news in the books are from ten years ago, they are still of value in broadening students' horizons, and widening their international view. Moreover, getting used to the British accent is quite a job, since students here mostly listen to the American accent. Students feel interested, yet a little nervous, when exposed to the British accent. The first clip is “Babies at Risk from Water Births,” the subject of which is not too difficult for students to grasp. The second one, “Elections in Kenya Bring Optimism” would bring their attention to southern Africa, which may be strange to them. The piece is about politics, but helps students understand more about this world and care more about it. The third piece of news narrates the situation of women in Afghanistan ten years ago. Afghanistan is rather a faraway name for students, although news about the Middle East often appears on TV. Through the clips, hopefully, students will show more concern about international affairs.

The following is one sample of this kind, including the questions and the transcript of the news clip that I chose: (In the books, there are more questions and vocabulary, Chinese translations and supplements, which I did not attach here.)

1. Babies at Risk from Water Births
   True or false
   1. Some people believe that babies have a natural instinct which stops them breathing under water.
   2. Even very young babies can swim above and under water.
   3. Dr. Gilbert has proved that water births are the most dangerous.
   4. Babies have drowned during water births.
   5. Some mothers think it is important to have the choice of a water birth.

   After listening to T1, answer the following questions:
   1. How long ago did Jane Attenborough give birth?
      a) 4 weeks ago  b) 6 weeks ago  c) 7 weeks ago
   2. How many children has she had already?
      a) one          b) three        c) four
   3. What were her other births like?
      a) wonderful   b) not easy     c) quick
4. What happened with her previous deliveries?
   a) They took a long time.
   b) She had four water births.
   c) She needed medical help.
5. How does she think the water birth has helped her baby?
   a) She is very small.
   b) She is noisy.
   c) She is wonderful.

After listening to T2, circle the right words.

Rachel Wright
Jane’s midwife, who helped bring Penelope into the world, (a) had / has delivered many babies under water.

Jane Attenborough
A baby (b) can’t / won’t breathe under water, there is an instinct, the diving instinct which, er, makes the baby (c) hold / held its breath until it, until it surfaces.

Rachel Wright
Babies at this Aqua Tots class don’t seem to have (d) any / many problem holding their breath. Some of them are as young as (e) two / three months old. And all appear to be able to swim above and (f) below / under the water, even if they don’t always enjoy the experience. But not (g) everybody / everyone believes this is instinctive. Dr. Ruth Gilbert has done extensive research into water births, and says that although it’s hard to prove water births are more dangerous than other (h) kinds / types, she thinks women should be aware of the risks.

After listening to T3, fill in the blanks.

<table>
<thead>
<tr>
<th>cases</th>
<th>delivery</th>
<th>mothers</th>
<th>options</th>
<th>risk</th>
<th>warnings</th>
<th>water</th>
</tr>
</thead>
</table>

Dr .Ruth Gilbert
We know that there are (a)_______ of babies drowning or nearly drowning, and that’s because they, they breathe as they’re being delivered before they get to the surface of the (b)_______. Now, one way to try and reduce that (c)_______ is to bring the babies to the surface of the water very quickly, but we know there’s cases of that causing traction on the cord, and several cases of snap, the umbilical cord snapping during(d)_______.

Rachel Wright
But despite these(e)_______, proponents of natural childbirth still believe all possible (f)_______ should be available to expectant(g)
After listening to T4, write true (T) or false (F).
1. Belinda Phipps thinks that all women should have a birth pool during labour.
2. She doesn't know how many women will actually want to have water births.
3. She says a lot of research has been done into this.
4. Mothers like Jane say that water births have certain advantages despite the risks.

1. Babies at Risk from Water Births
T1
Rachel Wright
Penelope was born here under water six weeks ago. Her mother says after four difficult births, she wanted to try something different.
Jane Attenborough
My first four deliveries were quite complicated, with epidurals and lots of intervention, and this time I had the water birth and it was wonderful. She is a little darling, very calm, and I’m sure that’s part and parcel of having a baby in the water.

T2
Rachel Wright
Jane’s midwife, who helped bring Penelope into the world, has delivered many babies under water.
Jane Attenborough
A baby won’t breathe under water, there is an instinct, the diving instinct which, er, makes the baby hold its breath until it, until it surfaces.

Rachel Wright
Babies at this Aqua Tots class don’t seem to have any problem holding their breath. Some of them are as young as three months old. And all appear to be able to swim above and below the water, even if they don’t always enjoy the experience. But not everyone believes this is instinctive. Dr. Ruth Gilbert has done extensive research into water births, and says that although it’s hard to prove water births are more dangerous than other types, she thinks women should be aware of the risks.

T3
Dr. Ruth Gilbert
We know that there are cases of babies drowning or nearly drowning, and that’s because they, they breathe as they’re being delivered before they get to the surface of the water. Now, one way to try and reduce that risk is to
bring the babies to the surface of the water very quickly, but we know there’s cases of that causing traction on the cord, and several cases of snap, the umbilical cord snapping during delivery.

Rachel Wright
But despite these warnings, proponents of natural childbirth still believe all possible options should be available to expectant mothers.

Belinda Phipps
I think that every single woman should be offered the opportunity to use a birth pool, certainly in labour. Some women will then want to go on and have a baby, their baby born in water. I don’t know how many that’ll be, we don’t have the research, we do know that at least women need to have the choice.

Rachel Wright
Every birth has an element of risk, but mothers like Jane here tell me that even if there is the tiniest risk of serious injury, the benefits of a water birth make it all well worth it. Rachel Wright, BBC News, Bedford Hospital.

---Rachel Wright, 22 August 2002.

(pp.167-175 BBC World News English—Science and Environment)

3.2.4 MV
Listening training is not always serious; sometimes it can be fun. Listening to songs is enjoyable, especially with visual effects, which may leave a great impression. Students always enjoy watching MVs, listening to the melody and lyrics. It is fine to appreciate MVs; however, the loud background music often destroys the clear pronunciation of the lyrics. In terms of improving students’ listening ability, listening to the CD is better than watching the video. But in order to keep students interested in listening and instill some variety into the training, watching an MV is still a good way to create a cheerful classroom atmosphere, making students eager for something interesting.

In the first song “Heaven,” I simply gave students five words and asked them to find the whole sentences which contained the words. I played the MV two times for them to find out. Then I distributed the lyrics to them and played the MV again. After that, they discussed the two questions with their partners. Much as they loved the MV, they complained about the difficulty of the task that I demanded. Therefore I made some adjustments to the following songs and video previews. In advance I gave students the lyrics or the lines with some blanks for them to fill in, and then I played the MV two times for them to find the
answers and check them. After they were finished, I uncovered the answers and then played the MV for the third time. This time they could enjoy the MV.

Directions:
1. Distribute the question sheet and inform the students about the singer and the song.
2. Play the MP3, and have students listen to and watch the MV.
3. Students do the questions.
4. Play the MP3 again for them to review their answers.
5. Reveal the correct answers.
6. Play the MV and have students look at the lyrics while listening.

The following is the first sample of the question sheet:

1. **Heaven** Emeli Sande
Find the whole sentences which contain these words:

lying
intentions
recognize
the day
heart

1. What is the song about?
2. What does “I‘m gone” mean?

The following is the lyrics of the song:

1. **Heaven** Emeli Sande
Will you recognize me in the flashing lights?
I try to keep my heart clean,
But I can‘t get it right

Will you recognize me when I‘m lying on my back?
Something’s gone inside me
And I can‘t get it back
Oh heaven, oh heaven
I wake with good intentions
But the day it always lasts too long

Then I'm gone
Then I'm gone
Then I'm gone
Then I'm gone
Then I'm gone
(\(X^2\))

(pp.10-14 CNN magazine, April 2012)

For the next songs, I changed the question sheet:

2. **Paradise**  \hspace{1cm} Coldplay

When she was just a girl
1. \_
But it flew away from her reach so
She \_
And dreamed of
Para-para-paradise, Para-para-paradise, Para-para-paradise
Every time she \_

When she was just a girl
1. \_
But it flew away from her reach
And the \_
Life goes on, it gets so heavy
The wheel breaks the butterfly
Every tear a w\_
In the night the stormy night she'll close her eyes
In the night the stormy night \_

And dreams of
Para-para-paradise
Para-para-paradise
Para-para-paradise
Oh oh oh oh oh oh-oh-oh
She'd dream of
Para-para-paradise
Para-para-paradise
Para-para-paradise
Oh oh oh oh oh oh-oh-oh

A. How do you like this song? How do you feel about the lyrics or the melody?
What about the whole effect of the MV?

Answers:
1. She expected the world
ran away in her sleep
closed her eyes
bullets
waterfall
away she'd fly

(p.65 CNN magazine, February 2012)

IV. Results
After students have received so much listening training, we must long to
know what the outcome would be. Nonetheless, we have to remind ourselves
that good listening ability is not achieved overnight. Although I have done the
training for eight weeks, I still don’t expect too much of students because I’m
convinced that only when students keep listening all the time will they show a
lot of improvement. Certainly the purpose of this project was to improve
students’ listening abilities and I believe they have been improving; what I care
more about, however, is their motivation to listen to English and perseverance
in doing so, which may benefit them more.

For Class 109, the first four weeks of training really did students good
because their scores in the listening part of the monthly exam improved.
Perhaps most of them had never “listened” to, but only read the magazine.
This time they were “forced” to listen nearly every school day. Frequent
exposure is effective.

As to their taking the mock exams of Intermediate and High-intermediate
GEPT, generally speaking, they made a little improvement, though some of
them did not improve at all, and even a few dropped in their scores. For Class 109, students' improvement in the mock exam of Intermediate GEPT is more significant than that in the mock exam of High-intermediate GEPT. To be specific, many students in Class 109 improved a lot in the Intermediate mock exam while a few improved in the High-intermediate GEPT mock exam. For Class 210, they only took the mock exam of High-intermediate GEPT, but they made greater improvement than Class 109 did. Maybe the difficulty level was too high for Class 109 or Class 210 was a senior class (the latter studied one more year). However, in the final exam, both of the two classes did make obvious improvement in the listening part.

The following are lists and figures showing the results of the mock exams:

Class 109: 22 students taking both pre-listening and post-listening exams

After the post-listening mock exam for Intermediate GEPT, this list shows that 15 students improved, 6 students' scores fell, and 1 student remained the same.

<table>
<thead>
<tr>
<th>score</th>
<th>number</th>
</tr>
</thead>
<tbody>
<tr>
<td>improve</td>
<td>15</td>
</tr>
<tr>
<td>drop</td>
<td>6</td>
</tr>
<tr>
<td>even</td>
<td>1</td>
</tr>
</tbody>
</table>

After the post-listening mock exam for High-intermediate GEPT, this list shows that 10 students improved, 10 students' scores fell, and 3 students remained the same.

<table>
<thead>
<tr>
<th>score</th>
<th>number</th>
</tr>
</thead>
<tbody>
<tr>
<td>improve</td>
<td>10</td>
</tr>
<tr>
<td>drop</td>
<td>10</td>
</tr>
<tr>
<td>even</td>
<td>3</td>
</tr>
</tbody>
</table>
Class 210: 20 students taking both pre-listening and post-listening exams
After the post-listening mock exam for High-intermediate GEPT, this list shows that 12 students improved, 5 students’ scores fell, and 3 students remained the same.

<table>
<thead>
<tr>
<th>score</th>
<th>number</th>
</tr>
</thead>
<tbody>
<tr>
<td>improve</td>
<td>12</td>
</tr>
<tr>
<td>drop</td>
<td>5</td>
</tr>
<tr>
<td>even</td>
<td>3</td>
</tr>
</tbody>
</table>

V. Reflections & suggestions
Nowadays the need to improve students’ listening abilities is an unavoidable trend in our EFL education. I would like to be one of the pilots to do the job and share my experience with teachers who are confused about teaching this area. The following are some of my reflections and, hopefully, they are beneficial for reference.

5.1 Makeup teaching of the phonetics
During the first four weeks of training, I spent extra time in private teaching the students who didn’t have any idea, or just had a dim idea about the phonetics. If students don’t know how to pronounce the words without anyone’s demonstration, how can they read by themselves? It will obscure their understanding of what they are listening to. Thus, it is suggested that the teacher spend time teaching the vowels and the consonants if necessary.

5.2 Creating a delightful environment
In the following eight weeks, to keep students hooked in listening, besides conversations, I played the clips from CNN and BCC plus MVs, hoping the various kinds of sources would make students more enthusiastic. We don’t need to entertain students, but triggering their interest is very important. Furthermore, the results of these little quizzes would not be recorded, which reduced their pressure in the English-spoken environment. As a consequence, they could enjoy the training time and remain curious about what would be played today. I might call it “rejoice in learning.” But I still reminded them to
listen carefully and seriously in case my efforts were in vain. (I told them how hard-working I was and how tough the job was, and to be grateful.)

5.3 Designing the questions
When designing the questions, at first, I wanted to follow what Ms. Joanne had instructed; however, it flashed into my mind that my subjects were senior high school students. Even so, I set too many questions initially. Later on, I thought one type of question was just enough: choice, or T(true) or F(false). The number of the questions was six to eight. Comparing the questions in the CNN section that I designed and those in the BBC section that were ready-made, we can see that the questions in the BBC are more diverse. Since the whole news content in the BBC is cut into four parts, T1, T2, T3, T4, and each part pauses for several seconds for students to do the questions, students could do better, especially in the blank-filling. Thus I’ve got an idea that we can create pauses in CNN for students, which might be easier for students to catch messages. However, the types of the questions are not necessarily diversified. If we find it is too time-consuming to design the questions for each piece of listening material excerpted from the CNN magazine, I recommend a book: *Step by Step: Master Listening with CNN News*, published by LiveABC. There are ready-made questions for each news clip in the book. But like the news in the books of *BBC World News English*, the news here has gone out of date. In my view, we should include some up-to-date news as well so that students will not lose the sense of freshness.

5.4 Controlling the time
Though students may delight in learning, we teachers feel under time pressure due to the tight schedule. While we like to incorporate the listening training into our classroom teaching, we don’t want to disrupt our daily curricular schedule. As I mentioned, the original planned time for each piece of material had to be prolonged. We have to check out the machine (the computer in the classroom) first, or ask the student assistant to turn on the computer ahead of the class period. We need to arrive at the classroom before the bell rings, set the machine (the computer, the projector), and give out the answer sheets in advance. All in all, we teachers look hurried and inelegant. After the news and MV were done, sometimes I would have students discuss today’s subject with their partners, and ask volunteers to express their opinions. If they were chatting happily but the time was almost up, I had to try to wrap up their discussion in a conclusive way and lead them to the textbook. Controlling
the time of the listening training is what we have to keep in mind during the “delightful time.”

VI. Students’ feedback

After all the training activities were done, including the mock exams, I handed out a “feedback” form (see appendix 1) for students to write down their own thoughts and reflections on all the activities. My dear, lovely students did give me a lot of feedback, which I appreciate very much.

6.1 Live magazine

It forced students to “listen” to the content of the magazine. Originally, I supposed they hadn’t read the magazine. In class, I let them have a quick glimpse of the title and the picture and sometimes I gave a general idea of the gist. In this way, they would be training their listening abilities. But later some students might study the content beforehand, which may be good in a sense but would mean that their listening ability was not really tested. Most students didn’t think of it as a means of training their listening skills, but a way to forcibly increase their exposure to the “voiced” magazine.

6.2 Conversation

Most of students thought this part was both rather easy and practical, as it was similar to the formal listening test. In that, there are four parts, including pictures, responses, conversations and a short talk. During the listening training, I asked students to repeat the conversation along with the MP3 and look at the transcript at the same time. As I mentioned, the transcript included marks about linking, flapping, and sound reduction. Some students were curious about them and hoped that we would have enough time to do more work on them, which I failed to achieve due to the tight time schedule.

6.3 CNN

They all admitted this part was the most difficult one! The speech was too fast for them to catch the key words. Besides, they thought their own vocabulary was too small to grasp the main idea or topic of the clip. They only guessed from the screen that they saw. If they already knew the news, they could answer the questions without listening to the clip. It happened, but seldom. Even though the first unit “Lincredible Wordplay” was something that they were familiar with, the words in the questions were not necessarily so. Despite the difficulty, with the more clips they listened, they got used to the
speed of the native speakers. One student even thought that in the assigned magazines or books, the conversations seemed a little fake since in the real world, many people speak so fast! The transcripts, which I distributed after they had listened two times, were very useful. By reading the script and listening to the MP3, they understood the content better. And, because they recognized their limited vocabulary, they became more active in learning the new words in the script. Through the news clips, they not only learned more words, but they also learned more about the world.

6.4 BBC
At first, they were almost “frightened” by the British accent. The hard part of CNN was its speed while in BBC the accent was really intimidating. But still a few students appreciated the beauty of the British accent, though they couldn’t really understand the news. Since two of the three clips were about Africa and Afghanistan, students could hear different accents, African and Afghan, which they felt was a lot of fun and very exciting. As they listened to more clips, they became less nervous. Gradually, they found their achievements in answering the questions were greater than those in the CNN pieces. The BBC news clips were recorded on CDs, so students were able to just focus on the voice without watching the screen, which may have helped them concentrate more on the message itself. Besides, each news clip is cut into four parts, and between the two parts there is a pause. This made students feel that they could take a break and think about what they had heard. They loved this kind of testing.

6.5 MV
They were looking forward to this part of the listening training! Although the music made it hard to hear the lyrics, students still enjoyed the songs, especially because these were popular ones. Actually students considered that this was the least effective part of the training, which was also my view. They just loved and enjoyed it! One of the students suggested that we replace them with more classic, slower or softer old songs. At once, the other students objected. I knew playing the CD of old songs might improve their listening abilities a lot, but, since I had already had the difficult news clips for them, why not let them relax and enjoy something? Thus, strange to say, most of them thought of this part as ineffective, but they loved it the most.

VII. Conclusion
Listening training is a long-term process. We can not expect obvious results over a short period of time. What I have done is to offer some inspiration for teachers to train students' listening abilities, and for my students to spur their motivation to learn English, especially in the aspect of listening. Through this series of listening activities, students did improve in listening, and they become active to enlarge their vocabulary and broaden their perspectives on the world, which is what I care more about and which might really benefit them a lot.
Appendix 1
(left side)

**Feedback**

Class_________ No. _______ Name _______________

1.  
*Live* magazine

2.  
Conversation 1: Making a Reservation  
Conversation 2: Going to a Doctor  
Conversation 3: Asking for Directions  
Conversation 4: Asking for Tourist Attractions  

(See *Listen Up: Three Steps to Understanding Spoken English*, Section 3, Unit 4, 8, 9, 18)

3.  
CNN 1: Lincredible Wordplay (pp.10-14 *CNN* magazine, April 2012)  
CNN 2: Inner Demons (pp.67-71 *CNN* magazine, April 2012)  
CNN 3: Bionic Breakthrough (pp.48-52 *CNN* magazine, March 2012)  
CNN 4: A Dirty Job (pp.15-19 *CNN* magazine, March 2012)  
CNN 5: Waiter Woes (pp.28-31 *CNN* magazine, March 2012)  
CNN 6: Trusting Google (pp.28-33 *CNN* magazine, April 2012)  
CNN 7: More Harm than Good (pp.21-25 *CNN* magazine, June 2012)  
CNN 8: Choosing Chocolate (pp.58-63 *CNN* magazine, June 2012)

4.  
BBC 1: Babies at Risk (pp.167-175 *BBC World News English—Science and Environment*)  
BBC 2: Elections in Kenya Bring Optimism (pp.151-157 *BBC World News English—News and Current Affairs*)  
BBC 3: New Freedoms for Afghan Women (pp.159-167 *BBC World News English—Culture and Society*)

5.  
MV1: Heaven---Emeli Sande (p.53 *CNN* magazine, May 2012)  
MV2: Paradise---Coldplay (p.65 *CNN* magazine, February 2012)  
MV3: Part of Me---Katy Perry (p.53 *CNN* magazine, June 2012)  
MV4: The Avengers---movie preview (*CNN* magazine, April 2012)  
MV5: Pack Up---Eliza Doolittle (p.61 *CNN* magazine, May 2011)

Please write down your thoughts or suggestions on the listening training:  
(the right side is a blank one for them to write)