

# **Differentiating Instruction:**

## **Tiered Lessons in Teaching Listening for EFL Students**

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### **I. Introduction**

Helping students develop strong listening skills is an important part of an EFL program, and good listening skills are a necessity in the classroom, yet it is hard for the teacher to instruct all the students in a diverse classroom. What's more, listening was once considered a passive skill, but research has proved that successful listening requires the listener's active engagement. Therefore, this series of lesson plans is designed to integrate differentiated instruction into the teaching of listening skills in order to help learners meet the challenge of listening in English and provide students with more effective listening strategies to fit their needs. It also provides a couple of practices designed to facilitate listening fluency.

The series of lesson plans is primarily designed for lower to intermediate students in senior high schools. The choice of materials is related to the academic lectures from the textbooks. The listening materials include parts of the lectures from TED Talks, the audio text from the textbook, and TV shows. The series has three separate parts, based on the flexible grouping of differentiated instruction, including "Differentiate process in listening," "Differentiate product in listening," and "Differentiate content in listening."

Based on the general principals of differentiated instruction, flexible grouping is the core idea in the series of lesson plans, which means that students will have opportunities to work individually, in pairs, or in small groups, and as a class. In addition, there will be three ways to differentiate activities in class, including content, process, and product. While students practice the listening skills, tiered activities will be incorporated into the teaching procedure.

In the teaching of listening, students should learn to complete comprehension exercises, listen for main ideas and details, build up new vocabulary, take notes while listening, understand the organization of the lecture, analyze and discuss the ideas, and evaluate and improve their notes to form a set of active listening skills. As for note-taking skills, the student will learn guided note taking which involves the use of "teacher-prepared handouts that 'guide' a student through a lecture (or text) with standard cues and prepared space in which to write the key facts, concepts, and/or relationships" (Konrad, Joseph, & Eveleigh, 2009). In other words, "Guided notes are instructor-prepared handouts that provide all students with background information and standard cues with specific spaces to write key facts, concepts, and/or relationships during the lecture" (Heward, 2009) The purpose of using guided notes is that this strategy not only meets the needs of diverse students in learning listening but also enforces the development of listening skills for EFL learners.

As for the templates of lesson plans in chapter three, all of them have been conducted and modified in the actual classroom. With an eighteen-week-teaching period, the lesson plans are organized and practical for a large-sized classroom. It is hoped that the series of lesson plans will be handy for other EFL teachers to use.

### **II. Literature Review**

#### **II.1 Teaching Listening**

Listening can be categorized into two parts, listening as comprehension and listening as acquisition

(Richards, 2008.) This view of listening comprehension is based on the assumption that listening in second language learning is to facilitate understanding of spoken discourse. To understand how people make sense of the stream of sound we all hear, it is helpful to think about how we process the input. A useful metaphor to listening is “bottom-up vs. top-down processing,” (Brown, 2006.) As for teaching listening, the proper way for EFL teachers to help students listen more effectively is to teach students about the purpose of listening. In other ways, the effective way to teach listening is to teach systematic listening skills, which includes listening for main ideas, listening for details, and listening and making inferences.

## **2.2 Differentiated Instruction**

Ann Tomlinson came up the idea of “one size doesn’t fit all” which means that all students have individual preferences, backgrounds, and needs, so one teaching method wouldn’t fit the needs of all students. Therefore, to meet their needs, the instruction needs to be differentiated. According to Tomlinson (1999), differentiated instruction is a teacher’s response to learner’s needs which is guided by general principles of facilitating a classroom in which attention to individuals is effective. In a differentiated classroom, the teacher assumes that different students have different needs, so the teacher plans and carries out different learning teaching strategies with flexible grouping and tiered activities. In addition, three elements of the curriculum can be differentiated (content, process, and product), based on a student’s readiness, interest, and learning preferences. (Tomlinson, 2005)

## **2.3 Tiered Assignment**

Tiered activities are strategies for a diverse classroom with students of mixed abilities. The teacher teaches one concept but incorporates different activities to meets the different learning needs in a group. Tasks may vary according to learning profile, readiness and interest. Tiered assignments should include different tasks for small groups, which should be equally active and engaging as well as fair in terms of work expectations, and time needed. To be short, tiered assignments and activities require the use of key concepts, skills, or ideas in thinking of the objectives of each task (Heacox, 2002). In a differentiated classroom, the teacher uses tiered activities to ensure that all students explore ideas and use skills at a level that builds on their prior knowledge. While students work tiered assignments in small groups, they all explore the same essential ideas and work at different levels of thought.

# **III. Designing Listening Activities with Differentiated Instruction**

## **3.1 Tips and differentiation options**

The following are tips and differentiation options for designing listening activities.

1. Students should be evaluated with the pre-assessment.
2. Texts/videos should be presented 2 to 3 times to students, with a different task each time.
3. Each task could be presented 30 minutes once or twice a week to guide students familiar to the new teaching patterns.
4. The teacher should give directions clearly for each version of the task.
5. In teaching listening with differentiated instruction, flexible grouping is a must.
6. Video clips are highly recommended for arousing students’ interest.
7. Double-check that every version of the activity leads students to increased competency with activity goals. If not, adjust as needed. (Tomlinson, 2009)

## 3.2 Lesson Plans

The following parts are my techniques for the teaching of listening, which is composed of three steps, including whole class instruction in listening strategies, differentiating the subjects in readiness by process with flexible groupings, and doing group works with tiered assignments. In brief, students received instruction and practice in listening comprehension through Differentiated Instruction for 30 minutes weekly. The syllabus (see Table 1) is based on Tomlinson’s model of Differentiated Instruction (1990) and the principals of teaching listening (Brown 2006.)

### 3.2.1 Strategies

Each week two listening strategies will be taught with examples and exercises, using differentiated instruction. In total, students will be able to acquire 10 listening strategies under the general principles of differentiated instruction, including appropriate tasks, flexible grouping, and on-going assessments. During the instructional phase, all the students will be told to keep a weekly listening journal to jot down their growth and feedback.

#### ● Part I: Differentiate Process in Listening

Part	Text Title	Language Focus	Differentiated Instruction
<b>Unit1</b>	“Magic Beans” Audio from the textbook	* Guided note-taking practice 1.Organizing notes 2. Taking notes about story elements 3. Determining what’s important 4. Evaluating the written notes	1. Differentiate readiness 2. Differentiate process 3. Tiered assignments 4. Homogenous grouping
<b>Unit 2</b>	“The Fair-trade Coffee” Video from the publisher	* Guided note-taking practice 1.Organizing notes 2. Omitting unnecessary notes 3. Determining what’s important 4. Evaluating your notes	1. Differentiate Interest 2. Differentiate process 3. Tiered assignments 4. Heterogeneous grouping
<b>Unit 3</b>	“Positive Thinking & Happier Lives” Audio from the textbook	* Comprehension Focus 1. Distinguishing facts & opinions 2. Making Predictions	1. Differentiate readiness 2. Differentiate process 3. Tiered assignments 4. Homogenous grouping
<b>Unit 4</b>	“The Taj Mahal: a Tear Drop,” Audio from the textbook	* Comprehension Focus 1. Listening for Main ideas 2. Listening for Supporting Ideas, and Details.	1. Differentiate Interests 2. Differentiate process 3. Tiered assignments 4. Heterogeneous grouping/ Friendly groups
<b>Unit 5</b>	“The Tao”	* Language Focus	1. Differentiate readiness

Part	Text Title	Language Focus	Differentiated Instruction
	Audio from the textbook	<ol style="list-style-type: none"> <li>Asking for clarification</li> <li>Analyzing and predicting</li> <li>Dictation practice</li> </ol>	<ol style="list-style-type: none"> <li>Differentiate process</li> <li>Tiered assignments</li> <li>Individual work, pair work, work as a whole class, homogenous grouping</li> </ol>
<b>Unit 6</b>	“8 Secrets to Success,” TED Talk	<p>* Language Focus</p> <ol style="list-style-type: none"> <li>Using linguistic clues</li> <li>Organizing the messages</li> <li>Analyzing the ideas</li> </ol>	<ol style="list-style-type: none"> <li>Differentiate Interests</li> <li>Differentiate process</li> <li>Tiered assignments</li> <li>Individual work, pair work, work as a whole class, Friendly grouping</li> </ol>
<b>Unit 7</b>	“Looks Aren’t Everything,” TED Talk	<p>* Listening Comprehension</p> <ol style="list-style-type: none"> <li>Practicing note-taking skill</li> <li>Listening for main ideas</li> <li>Making inferences</li> </ol>	<ol style="list-style-type: none"> <li>Differentiate readiness</li> <li>Differentiate process</li> <li>“Think-pair-share” activity</li> <li>Individual work, pair work, work as a whole class</li> </ol>

● **Part II: Differentiate Product in Listening**

Part	Text Title	Language Focus	Differentiated Instruction
<b>Unit 8</b>	“McCoffee vs. Starbucks,” CNN News	<p>* Listening Comprehension</p> <ol style="list-style-type: none"> <li>Practicing note-taking skill</li> <li>Listening for main ideas</li> <li>Doing compare &amp; contrast</li> </ol>	<ol style="list-style-type: none"> <li>Differentiate interests</li> <li>Differentiate product</li> <li>“Choice Board” activity</li> <li>Individual work, group work, work as a whole class</li> </ol>
<b>Unit 9</b>	“Looks Aren’t Everything,” TED Talk	<p>* Listening Comprehension</p> <ol style="list-style-type: none"> <li>Practicing note-taking skill</li> <li>Listening for main ideas</li> <li>Making Inferences</li> </ol>	<ol style="list-style-type: none"> <li>Differentiate learning preferences</li> <li>Differentiate process</li> <li>“Think-pair-share” activity</li> <li>Individual work, pair work, work as a whole class</li> </ol>

● **Part III: Differentiate Content in Listening**

Part	Text Title	Language Focus	Differentiated Instruction
Unit 10	Tiered Listening Journal	<p>* Listening Comprehension</p> <ol style="list-style-type: none"> <li>Listening for main ideas</li> <li>Listening for details</li> <li>Analyzing and predicting</li> </ol>	<ol style="list-style-type: none"> <li>Differentiate readiness</li> <li>Differentiate content</li> <li>Tiered assignment</li> <li>Individual work</li> </ol>

### **3.2.2 Pre-assessment**

The pre-assessment is used to gauge each student's listening proficiency. The assessment will investigate the students' background knowledge and their listening proficiency. In each session, students are divided into small groups, based on the results of their weekly listening quizzes and their participation in class, but each individual can choose advanced or basic worksheets themselves.

### **3.2.3 Flexible grouping**

Under the differentiated instruction, students will be instructed through whole class discussion in the pre-listening activity, will be doing the tiered assignment in homogenous groups, and will do individual work to check their answers in the post-listening activity.

### **3.2.4 Materials and Resources**

- (1) Audio in the Textbook: SanMin Publisher Book 4-5
- (2) Cornell notes
- (3) TED Talk
- (4) CNN News
- (5) Computer and projector
- (6) Blackboard
- (7) Student worksheet: Tiered assignments, weekly listening journals

### **3.2.5 Series of Lesson Plans**

## Unit 1 “The Magic Bean”

(1).**Language Focus:** In this unit, students should acquire the basic skills for taking guided notes. They will learn to take notes while listening, organize notes, omit unnecessary notes, determine what’s important, and then evaluate notes in discussion.

(2).**Differentiated Instruction:** The unit will be conducted by differentiating process in readiness. Students will be divided into small groups according to their listening abilities and vocabulary level and will do similar tasks by filling in tiered assignments.

Lesson Part and Grouping	Instruction/Activity
<b>DI Strategy:</b>	Differentiate process
<b>Differentiate How?</b>	Differentiate readiness
<b>Duration</b>	<b>30</b> Minutes during language arts period
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Students will know how to listen for key words and main ideas.</li> <li>2. Students will be able to take guided notes while listening.</li> <li>3. Students will be able to use context to guess the meaning of new vocabulary.</li> </ol>
<b>Resources needed:</b>	<ol style="list-style-type: none"> <li>1. Tiered assignments</li> <li>2. Selected audio: “The Magic Bean” from SanMin Publishing</li> <li>3. Paper, pencils, colored pencils.</li> </ol>
<b>Teacher preparation:</b>	<ol style="list-style-type: none"> <li>1. Create two versions of tiered assignments.</li> <li>2. Ensure the fluent play of the text in the CD player.</li> </ol>
<b>Explanation of activity:</b>	<p style="text-align: center;">Prior to listening to the story with the audio, students have already learned new vocabulary and read the first chapter of “the Magic Bean.” The teacher assists students to distinguish main ideas and details from the text to ensure students understand relevant concepts. Then the students are divided into three groups by readiness due to their different abilities in listening comprehension and their vocabulary levels.</p> <p style="text-align: center;">Each student, or group of students, will choose a tiered assignment with appropriate questions for their listening-comprehensive level. Quality of work will be emphasized in teacher conferences with individual students and groups. Students working on the same worksheet may be part of discussion groups, but are responsible for completing their own tasks and activities.</p>
<b>Pre-listening</b>	
Whole-Class	Preview new vocabulary: Work in pairs. Students look up the meaning of a word in the dictionary and learn to pronounce it.
	Predict the content of the talk: The teacher introduces the essential elements of a story and guides students to guess the plot.
<b>While-listening</b>	
Homogenous grouping	<p>* Practice of Guided notes</p> <ol style="list-style-type: none"> <li>1. Students are divided into homogenous groups with four members in one group.</li> </ol>

	<p>2. The teacher introduces the concept and characteristics of the story, “the Magic Bean.”</p> <p>3. Students learn guidelines for taking general notes:</p> <ol style="list-style-type: none"> <li>a. Do not write down every word you hear.</li> <li>b. Do not write complete sentences.</li> <li>c. Do leave spaces for additional notes.</li> <li>d. Write the outline after the listening.</li> </ol> <p>3. Students read aloud the following questions before they listen.</p> <p>4. The teacher plays the audio for the 1<sup>st</sup> time.</p> <p>5. Students listen for main idea and take notes.</p> <p>6. Students analyze notes in small groups and write additional notes.</p> <p>7. The teacher plays the video a 2<sup>nd</sup> time.</p> <p>8. Students write down supporting details and draw the outline individually.</p> <p>9. Students open the textbook and check their answers individually.</p> <p>*For advanced students: they need to learn to take notes by following the guidelines.</p> <p>For slow learners: they need to learn to know how to take notes with the assistance of guided-notes.</p>
<b>Post-listening</b>	
random grouping	<ol style="list-style-type: none"> <li>1. Students are randomly assigned to new groups.</li> <li>2. Members of the new group check their previous answers.</li> <li>3. Members of the new group do the “dictogloss” activity in small groups.</li> <li>3. Students analyze and evaluate the answers to the question in groups.</li> <li>4. Students discuss the answers as a whole class activity.</li> </ol>
<b>Teacher’s role:</b>	<p>Throughout this study the teacher needs to give instructions or assistance to individual students and small groups. The teacher may find that mini-lessons are needed periodically. Based on the pre-assessment of each student’s listening comprehension, the teacher may find it necessary to pre-teach some of the students or to extend the understanding of others.</p>

# The Magic Bean (三民 B4L4)

(Advanced)

Class & No. \_\_\_\_\_ Name \_\_\_\_\_

## (1) Before you listen

### Directions:

1. Please choose the basic/advanced worksheet depending on your learning accomplishment in English.
2. Get into a group of four students with the same worksheet.
3. Write the definitions and collocations of the vocabulary.
4. Guess what the story is about from these key words.

A. summit	B. embark on	C. execute	D. collapse	E. throb and itch
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→I think the story might be about ~

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## (2) While You Listen

### A. First Listening:

#### Directions:

1. Listen to the story, take notes, and write your answers to the questions.
2. Compare the notes with a partner, add additional notes, and omit the information that you don't need.

The Magic Bean	
Notes/ main ideas	Additional notes/ supporting ideas
Outline/ Mind Map	

### B. Second Listening

**Directions:** Check your notes from the 2<sup>nd</sup> listening and answer the following questions.

#### Questions:

Paragraph	Questions
1	Q: Why did the king summon Omar to cure the princess? A: _____ _____
2 & 3	Q: What was the relationship between Omar and the princess (the conflict)?



	A: _____ _____
4~6	Q: How did Omar find the coffee bean? (the climax) A: _____ _____
7-8	Q: What was the ending of this story? A: _____

**(3) After You Listen: Dictogloss**

**Directions:**

1. Get into new group of four.
2. 1<sup>st</sup> time: listen carefully, but DO NOT take notes. Then, get into a group of four and discuss.
3. 2<sup>nd</sup> time: listen and take notes. Choose a writer to write the correct answers in order.
4. 3<sup>rd</sup> time: listen and confirm.
5. Share and check the answer (focus on right sentence structure +correct word order)

1.
2.
3.
4.

# The Magic Bean (三民 B4L4)

(Basic)

Class & No. \_\_\_\_\_ Name \_\_\_\_\_

## (1) Before You Listen

### Directions:


1. Please choose the basic/advanced worksheet depending on your learning accomplishment in English.
2. Get into a group of four students with the same worksheet.
3. Write the definitions of the vocabulary from the textbook.
4. Read aloud in pairs with correct pronunciation.


A. summit	B. embark on	C. execute	D. collapse	E. throb and itch
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## (2) While You Listen

### A. First Listening

#### Directions:

 Listen to the story, take notes, and write your answers to the questions.

 Work in small groups. Compare your notes from the 1<sup>st</sup> listening and take additional notes.

#### The Magic Bean

Notes/ main ideas	Additional notes/ supporting ideas
Main characters:	
Outline/ Mind Map	

### B. Second Listening

#### Directions:

1. Using your notes, write T for true or F for false next to the each statement.
2. Work with group members to highlight and correct the false statements.  
\_\_\_\_ 1. While everyone was relieved and happy that the princess got well, the king rewarded Omar for his good deeds and Omar lived happily ever after.  
\_\_\_\_ 2. When Omar was about to lose all of his strength, a princess rescued Omar and made him drink a magic liquid cooked by some beans.  
\_\_\_\_ 3. Another strange epidemic, which caused people to get headaches and fever, quickly spread in Mocha so the people of Mocha recalled Omar and his extraordinary medical skill.  
\_\_\_\_ 4. Using the beans as medicine, Omar traveled alone and saved a lot of people, including the people in his homeland.

**(3)After You Listen:** Dictogloss

**Directions:**

1. Get into new group of four.
2. 1<sup>st</sup> time: listen carefully, but DO NOT take notes. Then, get four in one group and discuss..
3. 2<sup>nd</sup> time: listen and take notes. Choose a writer to write the correct answers in order.
4. 3<sup>rd</sup> time: listen and confirm.
6. Share and check the answer (focus on right sentence structure +correct word order)

1.

2.

3.

4.

## Unit 2 “The Fair Trade Coffee”

(1).**Language Focus:** In this unit, students will acquire the basic skills for taking guided notes. They will learn to take notes while listening, organize notes, omit unnecessary notes, determine what’s important, and then evaluate their notes in discussion.

(2).**Differentiated Instruction:** The unit will be conducted by differentiating process in readiness in while-listening practice. Students will be divided into three groups according to their listening abilities and vocabulary level and will do similar tasks by filling in tiered assignments.

Lesson Part and Grouping	Instruction/Activity
<b>Differentiate What?</b>	Differentiate readiness
<b>Differentiate How?</b>	Differentiate process
<b>Duration</b>	<b>30</b> Minutes during language arts period
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Students will know how to listen for key words and main ideas.</li> <li>2. Students will be able to take guided notes while listening.</li> <li>3. Students will be able to use context to guess the meaning of new vocabulary.</li> </ol>
<b>Resources needed:</b>	<ol style="list-style-type: none"> <li>1. Tiered assignments</li> <li>2. Selected Video: “The Fair Trade Coffee” from SanMin Publishing</li> <li>3. Paper, pencils, colored pencils.</li> </ol>
<b>Teacher preparation:</b>	<ol style="list-style-type: none"> <li>1. Create two versions of tiered assignments.</li> <li>2. Download the video and ensure the fluent play of the text.</li> </ol>
<b>Explanation of activity:</b>	<p style="text-align: center;">Prior to this video play, students have already learned the reading text of “the Magic Bean,” describing the origin of coffee. During the reading, students should have about some key words in the video. Students will be divided into three groups by readiness.</p> <p style="text-align: center;">Each student, or group of students, will choose a tiered assignment with appropriate questions for their listening-comprehensive level. Quality of work will be emphasized in teacher conferences with individual students and groups. Students working on the same worksheet may be part of discussion groups, but are responsible for completing their own tasks and activities.</p>
<b>Pre-listening</b>	
Whole-Class	Preview new vocabulary: Work in pairs. Students look up the meaning of a word in the dictionary and learn to pronounce it.
	Predict the content of the talk: The teacher introduces the key idea of “fair trade coffee” and guides students to guess what the video is going to show.
<b>While-listening</b>	
Homogenous grouping	<p>* Practice of Guided notes</p> <ol style="list-style-type: none"> <li>1. Students are divided into homogenous groups with four members in each group.</li> <li>2. The teacher introduces the concept of “main idea” and “supporting</li> </ol>

	<p>details” through the written text “the Magic Bean.”</p> <ol style="list-style-type: none"> <li>3. Students learn the guidelines for taking general notes:             <ol style="list-style-type: none"> <li>a. Do not write down every word you hear.</li> <li>b. Do not write complete sentences.</li> <li>c. Do leave spaces for additional notes.</li> <li>d. Write the outline after the listening.</li> </ol> </li> <li>3. Students read aloud the following questions before they listen.</li> <li>4. The teacher plays the video the 1<sup>st</sup> time without subtitles.</li> <li>5. Students listen for the main idea and take notes.</li> <li>6. Students analyze their notes in small groups and write additional notes.</li> <li>7. The teacher plays the video a 2<sup>nd</sup> time with English subtitles.</li> <li>8. Students write down supporting details and draw outlines individually.</li> </ol> <p>*For advances: they need to learn to take notes without support from the teacher, and to write a brief summary.</p> <p>For slow learners: they need to learn how to take notes with the assistance of guided-notes, and write a mind map or outline on their own.</p>
<b>Post-listening</b>	
Interest grouping	<ol style="list-style-type: none"> <li>1. Students are randomly assigned to new groups.</li> <li>2. Students read the post-listening questions and analyze the messages.</li> <li>3. The teacher plays the video a 3<sup>rd</sup> time with both Chinese and English subtitles.</li> <li>4. Students analyze and evaluate the answers to the question in groups.</li> <li>5. Students discuss the answers as a whole class activity.</li> </ol>
<b>Teacher’s role:</b>	<p>Throughout this study the teacher needs to give instructions or assistance to individual students and small groups. The teacher may find that mini-lessons are needed periodically. Based on the pre-assessment of each student’s listening comprehension, the teacher may find it necessary to pre-teach some of the students or to extend the understanding of others.</p>

## Unit 2: The Fair Trade Coffee (三民 B4L4)

(Advanced)

Class & No. \_\_\_\_\_ Name \_\_\_\_\_

### (1) Before You Listen

#### Directions:

1. Choose one of two worksheets depending on your listening comprehension ability.
2. Work in pairs with the same worksheet. Write the definitions and collocations of the vocabulary. Read aloud new words.

brand	Famine	Therapeutic	Stand for	Fair trade coffee
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### (2) While You Listen:

#### A. First Viewing :

**Directions:** Watch the film, take notes, and write your outline.

#### Question:

1. What is the topic about?

Fair Trade Coffee in Sidama	
Notes/ main ideas	Additional notes/ supporting ideas
Outline/ Mind Map	

#### B. Second Viewing:

#### Questions:

1. How does the Starbucks company assist the people in Sidama?  
\_\_\_\_\_
2. How do the people in Sidama improve their lives when consumers buy their fair trade coffee?  
\_\_\_\_\_

#### C. Third Viewing: Listen and put the following words from the clip in the correct order

( ) Famine	( ) magnitude	( ) extreme	( ) Stand for	( ) overwhelming	( ) Therapeutic
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### (3) After You Listen

#### Directions:

1. Read the questions and choose one that you favor.
2. Get in new groups of students with the same question and discuss the answer.
3. You only need to answer ONE question.

#### Questions:

1. Think of three creative approaches to encourage coffee companies to buy the fair trade coffee.

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2. Compare the pros and cons of fair trade coffee in your daily life.

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## Unit 2: The Fair Trade Coffee (三民 B4L4)

(Basic)

Class & No. \_\_\_\_\_ Name \_\_\_\_\_

### (1) Before You Listen

#### Directions:

1. Choose one of two worksheets depending on your listening comprehension ability.
2. Work in pairs with the same worksheet. Write the definitions and collocations of the vocabulary. Read aloud new words.

brand	Famine	Therapeutic	Stand for	Fair trade coffee 公平交易咖啡
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### (2) While You Listen:

#### A. First Viewing :

**Directions:** Watch the film, take notes, and write your outline.

#### Question:

1. What is the topic about?

Note-taking section	Additional notes
Mind-map drawing	

#### B. Second Viewing:

#### Question:

1. How does Starbucks assist the people in Sidama?

\_\_\_\_\_

### (3) After You Listen

#### Directions:

1. Read the questions and choose one that you favor.
2. Get in new groups with the same question and discuss the answer.
3. You only need to answer ONE question.

#### Questions:

1. Think of three creative approaches to encourage coffee companies to buy the fair trade coffee.

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


2. Compare the pros and cons of fair-trade coffee in your daily life.

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## Unit 3: “Positive Thinking and Happier Living”

Lesson Part and Grouping	Instruction/Activity
Differentiate What?	Differentiate readiness
Differentiate How?	Differentiate process
Duration	30 Minutes during language arts period
Objectives	 Students will know how to make predictions using visual aids.  Students will be able to write a brief summary after listening.  Students will be able to analyze and predict the text.
Resources needed:	<ol style="list-style-type: none"> <li>1. Tiered assignments</li> <li>2. Selected audio: “Positive Thinking and Happier Living” from SanMin Publishing</li> <li>3. Paper, pencils, colored pencils.</li> </ol>
Teacher preparation:	<ol style="list-style-type: none"> <li>1. Create three versions of tiered assignments.</li> <li>2. Ensure the fluent play of the text in the CD player.</li> </ol>
Explanation of activity:	<p>Prior to the pre-listening activity, students have been introduced to the essential vocabulary of the audio text. In addition, the teacher guides students to do the prediction based on the prior knowledge with visual aids. Then, students are divided into three groups by readiness due to their different abilities in listening comprehension and vocabulary level.</p> <p>Each student, or group of students, will choose a tiered assignment with appropriate questions for their listening-comprehension level. Quality of work will be emphasized in teacher conferences with individual students and groups. Students working on the same worksheet may be part of discussion groups, but are responsible for completing their own tasks and activities.</p>
<b>Pre-listening</b>	
Whole-Class	Teach new vocabulary
	Teach & predict the content of the talk.
<b>While-listening</b>	
Homogeneous groups	<p>* Practice of Guided notes &amp; summary</p> <ol style="list-style-type: none"> <li>1. Students are divided into homogenous groups with four members in each group.</li> <li>2. The teacher introduces the concept of prediction.</li> <li>3. Students learn to predict what will be in a text based on their prior knowledge and the illustration to the text.</li> <li>4. The teacher plays the audio for the 1<sup>st</sup> time.</li> <li>5. Students listen for the main idea and take notes.</li> <li>6. Students analyze notes in small groups and write a summary.</li> <li>7. The teacher plays the video 2<sup>nd</sup> time.</li> <li>8. Students analyze the message and fill in the answers.</li> </ol> <p>For challengers: they need to learn to write a brief summary, make</p>

	<p>predictions, and learn to distinguish facts &amp; opinions.</p> <p>For advances: they need to learn to write a brief summary, and make predictions.</p> <p>For slow learners: they need to learn to write a brief summary, and make predictions with guided clues and examples.</p> <p>9. Students open the textbook and check their answers individually.</p>
<b>Post-listening</b>	
Friendly groups	<p>1. Predicting what will happen in the text.</p> <p>2. Checking answers with friends from different groups</p>
<b>Teacher's role:</b>	<p>Throughout this study the teacher needs to give instructions or assistance to individual students and small groups. The teacher may find that mini-lessons are needed periodically. Based on the pre-assessment of each student's listening comprehension, the teacher may find it necessary to pre-teach some of the students or to extend the understanding of others.</p>

# Positive Thinking and Happier Living (三民 B4L6)

(Challenging)

Class & No. \_\_\_\_\_ Name \_\_\_\_\_

## (1) Before you listen

### Directions:

1. Choose basic, advanced, or challenging worksheet depending on your listening comprehension ability.
2. Work in pairs with the same worksheet. Write the definitions and collocations of the vocabulary.

<input type="checkbox"/> obtain	<input type="checkbox"/> confined	<input type="checkbox"/> striking	<input type="checkbox"/> completive	<input type="checkbox"/> academic
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## (2)While You Listen:

### A. First Viewing :

**Directions:** Listen to the audio text, take notes, and write your outline.

### Question:

1. What is the topic about?

Notes	Additional details
<b>Write a brief summary</b>	

### B. Second Viewing:

#### (a) Comprehension questions

Q1: Why are modern people under pressure in the fast-paced world? A:
Q2: What kinds of pressure do students have in modern society? A:
Q3: What kinds of statements are "facts" in this passage? A:
Q4: What kinds of statements are "opinions" in this passage? A:
Q5:What is Ben-Shahar's opinion about the way to arrive at happiness? A:

**(b) Gap fill-in questions**

**Directions:** Please fill in the blanks based on what you have heard.

1. Indeed, it seems that more and more people are beginning to feel \_\_\_\_\_ in this fast-paced, increasingly competitive world.
2. As for adults, not only do many find it challenging to \_\_\_\_\_ a fulfilling career, but they also have a hard time striking a balance between their work and personal lives.
3. They also have many stressful \_\_\_\_\_ to handle, such as how to communicate effectively with their children
4. There is little \_\_\_\_\_ that happiness has become a burning issue for people in many different stages of their lives.

**(3) After you listen**

**Directions:**

1. Please get in new groups and guess 2 tips that Tal Ben-Shahar might offer modern people to find happiness.

*Questions provided by Tal Ben-Shahar*

1. *What do we find most meaningful?*
2. *What provides us with the most pleasure?*
3. *What are we good at?*

2. Explain the reasons of your predictions.

For example:

*I think that doing activities that give me pleasure and provide me with meaning will make me happy because modern people are under pressure at work.*

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

# Positive Thinking and Happier Living (三民 B4L6)

(Advanced)

Class & No. \_\_\_\_\_ Name \_\_\_\_\_

## (1) Before you listen

### Directions:

1. Choose basic, advanced, or challenging worksheet depending on your listening comprehension ability.
2. Work in pairs with the same worksheet. Write the definitions and collocations of the vocabulary.

<input type="checkbox"/> precise	<input type="checkbox"/> confined	<input type="checkbox"/> striking	<input type="checkbox"/> competitive
<input type="checkbox"/> obtain	<input type="checkbox"/> fulfilling	<input type="checkbox"/> situations	<input type="checkbox"/> academic

## (2) While You Listen:

### A. First Viewing :

**Directions:** Listen to the audio text, take notes, and write your outline.

### Question:

1. What is the topic about?

<b>1<sup>st</sup> draft:</b>	<b>Additional notes</b>
(clues about the details: students, adults, parents, 3 questions to happiness)	
<b>2<sup>st</sup> draft:</b>	<b>Outline/ mind map</b>

### C. Second Viewing:

#### (a) Comprehension questions

\* Write **F** for "Fact" and **O** for "opinion" in the following statements.

1. ( ) More than eight hundred students from different departments there had enrolled in Tal Ben-Shahar's course, called "Positive Psychology", to explore the secret of happiness.
2. ( ) Students may come under pressure from their parents to reach high academic standards.

- 3.( ) This course became the most popular one at Harvard that semester, and Ben-Shahar later went on to publish several best-selling books to teach people about happiness.
- 4.( ) It seems that more and more people are beginning to feel confined in this modern society.

**(b)Gap fill-in questions**

**Directions:** Please fill in the blanks based on what you have heard.

- Indeed, it seems that more and more people are beginning to feel \_\_\_\_\_ in this fast-paced, increasingly competitive world.
- As for adults, not only do many find it challenging to \_\_\_\_\_ a fulfilling career, but they also have a hard time striking a balance between their work and personal lives.
- They also have many stressful \_\_\_\_\_ to handle, such as how to communicate effectively with their children
- There is little \_\_\_\_\_ that happiness has become a burning issue for people in many different stages of their lives.

**(C)Matching**

**Directions:** Listen to the text put the following words in the correct order.

<input type="checkbox"/> precise	<input type="checkbox"/> confined	<input type="checkbox"/> striking	<input type="checkbox"/> competitive
<input type="checkbox"/> obtain	<input type="checkbox"/> fulfilling	<input type="checkbox"/> situations	<input type="checkbox"/> academic

**(3)After you listen**

**Directions:**

- Please get in new groups and guess 2 tips that Tal Ben-Shahar might offer modern people to find happiness.

*Questions provided by Tal Ben-Shahar*

- 1. What do we find most meaningful?**
- 2. What provides us with the most pleasure?**
- 3. What are we good at?**

- Explain the reasons for your predictions.

For example:

*I think that doing activities that give me pleasure and provide me with meaning will make me happy because modern people are under pressure at work.*

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

# Positive Thinking and Happier Living (三民 B4L6)

(Basic)

Class & No. \_\_\_\_\_ Name \_\_\_\_\_

## (1) Before you listen

### Directions:

1. Choose basic, advanced, or challenging worksheet depending on your listening comprehension ability.
2. Work in pairs with the same worksheet. Write the definitions and collocations of the vocabulary.

<input type="checkbox"/> precise	<input type="checkbox"/> confined	<input type="checkbox"/> striking	<input type="checkbox"/> competitive
<input type="checkbox"/> obtain	<input type="checkbox"/> fulfilling	<input type="checkbox"/> situations	<input type="checkbox"/> academic

## (2) While You Listen:

### A. First Viewing :

#### Directions:

1. Listen to the audio text, and take notes.
2. Get into pairs, add words you missed from the pairs to the right column, and highlight key words/ phrases you have heard.

#### Question:

2. What is the topic about? \_\_\_\_\_

Notes/ main ideas	Outline
A. Main idea: 1. For students:  2. For adults:  3. For parents	

### D. Second Viewing:

#### (a) Comprehension questions

Write F for "Fact" and O for "opinion" in the following statements.

1. ( ) More than eight hundred students from different departments there had enrolled in Tal Ben-Shahar's course, called "Positive Psychology", to explore the secret of happiness.
2. ( ) Students may come under pressure from their parents to reach high academic standards.
3. ( ) This course became the most popular one at Harvard that semester, and Ben-Shahar later went on to publish several best-selling books to teach people about happiness.
4. ( ) It seems that more and more people are beginning to feel confined in this modern



society.

### (3)After you listen

#### Directions:

2. Please get in groups and guess 2 tips that Tal Ben-Shahar might offer modern people to find happiness.

#### **Questions** provided by Tal Ben-Shahar

1. *What do we find most meaningful?*
2. *What provides us with the most pleasure?*
3. *What are we good at?*

2. Explain the reasons for your predictions.

For example:

*I think that doing activities that give me pleasure and provide me with meaning will make me happy because modern people are under pressure at work.*

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

## Unit 4: “The Taj Mahal: a Tear Drop (三民 B4L7)”

Lesson Part and Grouping	Instruction/Activity
<b>Differentiate What?</b>	Differentiate readiness
<b>Differentiate How?</b>	Differentiate process
<b>Duration</b>	<b>30</b> Minutes during language arts period
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Students will know how to listen for comprehension.</li> <li>2. Students will be able to do the picture dictation while listening.</li> <li>3. Students will be able to make inferences after listening.</li> </ol>
<b>Resources needed:</b>	<ol style="list-style-type: none"> <li>1. Tiered assignments</li> <li>2. Selected audio: “The Taj Mahal: a Tear Drop” from SanMin Publishing</li> <li>3. Paper, pencils, colored pencils.</li> </ol>
<b>Teacher preparation:</b>	<ol style="list-style-type: none"> <li>1. Create three versions of tiered assignments.</li> <li>2. Ensure the fluent play of the text in the CD player.</li> <li>3. Ensure students are able to understand the intonation and reduced forms of an academic lecture.</li> </ol>
<b>Explanation of activity:</b>	<p>Prior to the pre-listening activity, students have been introduced to the essential vocabulary of the audio text. In addition, the students should understand how to read aloud the text fluently with proper intonations. Then, students are divided into two groups by readiness due to their different abilities in listening comprehension and vocabulary level.</p> <p>Each student will choose a tiered assignment with appropriate questions for their listening-comprehensive level. Quality of work will be emphasized in teacher conferences with individual students and groups. Students working on the same worksheet may be part of discussion groups, but are responsible for completing their own tasks and activities.</p>
<b>Pre-listening</b>	
Whole-Class	Teach new vocabulary
	Read the first chapter of the text.
<b>While-listening</b>	
Homogenous groups	<ol style="list-style-type: none"> <li>1. Listen for comprehension and do the picture dictation</li> <li>2. Make inferences from the audio text</li> <li>3. Analyze the expressions and do the picture dictation</li> </ol>
<b>Post-listening</b>	
Interesting groups	<ol style="list-style-type: none"> <li>1. Choose one task of two</li> <li>2. Get into groups with the same task</li> <li>3. Present the result to the whole class</li> </ol>
<b>Teacher’s role:</b>	The teacher will circulate and provide assistance as needed to groups. The teacher will also review each preliminary idea to allow students to complete the task.

# The Taj Mahal: a Tear Drop (三民 B4L7)

(Advanced)

Class & No. \_\_\_\_\_ Name \_\_\_\_\_

## (1) Before you listen

### Directions:

1. Please choose the basic/advanced worksheet depending on your learning accomplishment in English.
2. Get into a group of four with the same worksheet.
3. Read the vocabulary, and match each one of them to the correct sentence.

1. recruit	A. The emperor showed his _____ by attacking other countries.
2. imprison	B. Two of the _____ features of this modern house are its high ceilings and big windows.
3. admire	C. Casper _____ some of his friends to help him move his things to the new apartment.
4. crumble	D. Many _____ in the village were destroyed by the mudslide, including this bell tower.
5. aggressiveness	E. Those people will be _____ for months because they threw dangerous chemicals at the police.
6. structure	F. This garden is a place of _____ beauty. In fact, it is the most amazing garden that I've ever visited.
7. architectural	G. During the serious earthquake, the building _____ to the ground. Sadly, no one survived.
8. incomparable	H. Steve stood on the mountain road for a few moments to _____ the view.

## (1) While You Listen

Part I: 1<sup>st</sup>-2<sup>nd</sup> paragraph

### A. First Listening:

**Directions:** Listen to the text, and write your answers to the questions.

(a) Comprehension questions

- ( ) 1. The reading is mainly about \_\_\_\_\_.
- (A) the large, complex construction of the Taj Mahal
  - (B) the beauty of the Taj Mahal and the story behind it
  - (C) the literary masters who have described the Taj Mahal
  - (D) the World Heritage List made by UNESCO
- ( ) 2. Shah Jahan was particular about every detail of the Taj Mahal because \_\_\_\_\_.
- (A) he was a careful and serious emperor
  - (B) he hoped he would be remembered for building this great tomb
  - (C) he wanted to build an incomparable mausoleum for his love
  - (D) he wished to show the world how prosperous his empire was

**B. Second listening:** Gap fill-in

**Directions:** Fill in the blank to the question

1. The emperor was usurped by his own son and \_\_\_\_\_ in the Agra Fort on the other bank of the River Yamuna.
2. In fact, behind this grand \_\_\_\_\_ is a touching story.
3. To Shah Jahan, a Mogul of India, building an \_\_\_\_\_ mausoleum was how he memorialized his love.
4. Therefore, he \_\_\_\_\_ twenty-thousand workers to construct a mausoleum in memory of her.

★ Listen for details: Listen again, match the sentences in series (ex.1~4), and fill in the gaps.

\_\_\_\_\_ → \_\_\_\_\_ → \_\_\_\_\_ → \_\_\_\_\_ →

Part II: 3<sup>rd</sup>- 4<sup>th</sup> paragraph

**A. Picture Dictation**

**Directions:** work in new group of four, one student reads paragraph 4-5 and the others draw the description of the building of Taj Mahal, asking questions when needed.

Observed from the back or from the side, the Taj Mahal is perfect.

**(3)After You Listen:** Making Inferences

**Directions:**

1. Read the definition of making inferences.  
“An inference is a conclusion, a judgment. Sometimes we have some information about a topic or a situation, but we don’t have direct information to know that something is definitely true. So we make a guess based on the information that we have. This is an inference,” (Gilbert & Rogers, 2011)
2. Choose one question below, and get into a group of four with the same questions, and discuss the answers.
3. Share your answers with the whole class.

**Questions:**

1. Based on the clues mentioned in the last paragraph, what do you think is going to happen to Taj Mahal in near the future?

2. If you were Emperor Shah Jahan , how would you memorialize your love instead of building the Taj Mahal?

\_\_\_\_\_

\_\_\_\_\_

**(1) Before you listen**

**Directions:**

1. Please choose the basic/advanced worksheet depending on your learning accomplishment in English.
2. Get into a group of four with the same worksheet.
3. Read the vocabulary words, and match each one of them with its correct definition.

1. recruit	A. the state of being threatening or showing hostility
2. imprison	B. relating to the style and design of buildings
3. admire	C. to find people to join an organization or work in a company
4. crumble	D. something large that has been built
5. aggressiveness	E. to put someone in prison or in a place that he or she cannot leave
6. structure	F. unable to be compared.
7. architectural	G. to break into small pieces
8. incomparable	H. a feeling of liking and respect for someone or something

**(2) While You Listen**

**Part I: 1<sup>st</sup> – 2<sup>nd</sup> paragraph**

**A. First listening:**

**Directions:** Listen to the text, and write your answers to the questions.

- ( ) 1. Who is Shah Jahan?
- a. The emperor of Indonesia
  - b. The emperor of India
  - c. The wife of Mumtaz Mahal
- ( ) 2. What did Shah Jahan do to memorialize his love?
- a. He built an incomparable mausoleum.
  - b. He recruited twenty-thousand workers to buy tremendous treasures.
  - c. He was usurped by his own son and imprisoned.

**B. Second listening: Gap fill-in**

**Directions:** Fill in the blank in each question

1. To Shah Jahan, a Mogul of India, building an \_\_\_\_\_ mausoleum was how he memorialized his love.
2. In fact, behind this grand \_\_\_\_\_ is a touching story.
3. Therefore, he \_\_\_\_\_ twenty-thousand workers to construct a mausoleum in memory of her.
4. The emperor was usurped by his own son and \_\_\_\_\_ in the Agra Fort on the other bank of the River Yamuna.

**Part II: Picture Dictation**

**Directions:** work in new group of four, one student reads paragraph 4-5 and the others draw the description of the building of Taj Maha, asking questions when needed.

Observed from the back or from the side, the Taj Mahal is perfect.

**(3)After You Listen: Making Inferences**

**Directions:**

1. Read the definition of making inferences.

*“An inference is a conclusion, a judgment. Sometimes we have some information about a topic or a situation, but we don’t have direct information to know that something is definitely true. So we make a guess based on the information that we have. This is an inference,” (Gilbert & Rogers, 2011)*

2. Choose one question below, and get into a group of four with the same questions, and discuss the answers.

3. Share your answers with the whole class.

**Questions:**

1. Based on the clues mentioned in the last paragraph, what do you think is going to happen to the Taj Mahal in near the future?

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2. If you were Emperor Shah Jahan , how would you memorialize your love instead of building the Taj Mahal?

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## Unit 5: “The Tao”

Lesson Part and Grouping	Instruction/Activity
<b>Differentiate What?</b>	Differentiate readiness
<b>Differentiate How?</b>	Differentiate process
<b>Duration</b>	<b>10</b> Minutes during language arts period
<b>Resources needed:</b>	<ol style="list-style-type: none"> <li>1. Tiered assignments</li> <li>2. Selected audio: “The Tao” from SanMin Publishing</li> <li>3. Paper, pencils, colored pencils.</li> </ol>
<b>Teacher preparation:</b>	<ol style="list-style-type: none"> <li>1. Teach the lesson of “The Tao” and interpret the meaning.</li> <li>2. Create three versions of tiered assignments.</li> <li>3. Ensure the fluent play of the text in the CD player.</li> </ol>
<b>Explanation of activity:</b>	<p>The purpose of this activity is to examine whether students are able to listen for comprehension, be aware of the reduced form and intonation in a speech, and know how to fill in the gaps with correct words.</p> <p>After the teacher explains the assignment and directions of the dictation activity, the teacher assigns students to choose work groups of 3-4 students each. Each student will choose a tiered assignment. Quality of work will be emphasized in teacher conferences with individual students and groups. Students working on the same worksheet may be part of discussion groups, but are responsible for completing their own tasks and activities. Each group of students will choose a way of presenting what they have learned in the listening.</p>
<b>Pre-listening</b>	
Whole-Class	Review the vocabulary
	Introduce the rules of dictation
<b>While-listening</b>	
Homogeneous groups	<ol style="list-style-type: none"> <li>1. Practice the standard dictation within a homogenous group of four</li> <li>2. Analyze the listening text</li> <li>3. Fill in the correct words</li> </ol>
<b>Post-listening</b>	
Heterogeneous group	<ol style="list-style-type: none"> <li>1. Get into new group</li> <li>2. Check the answers from clues of different tiered assignments</li> </ol>
<b>Teacher’s role:</b>	Throughout this study the teacher needs to give instructions or assistance to individual students and small groups. The teacher may find that mini-lessons are needed periodically. Based on the pre-assessment of each student’s listening comprehension, the teacher may find it necessary to pre-teach some of the students or to extend the understanding of others.

# The Tao: People of the Sea (三民 B4L3)

(Advanced)

Class & No. \_\_\_\_\_ Name \_\_\_\_\_

Your partner's Class & No. \_\_\_\_\_ Name \_\_\_\_\_

Surrounded by water on all sides and rich in marine resources, Taiwan is closely connected with the ocean. (1) \_\_\_\_\_ the fact that seafood plays an important part in our daily diet, we also (2) \_\_\_\_\_ sea transportation for trading. However, few of us value our ties with the ocean as much as the Tao do. The Tao are the (3) \_\_\_\_\_ people who inhabit Orchid Island. Among all the tribes of Taiwan, the Tao may be the only one that is genuinely in great awe of the ocean.

The reason why the ocean is of such great (4) \_\_\_\_\_ to the Tao people lies in the geographical environment of Orchid Island. The land being very rugged and infertile, the Tao people can only plant some crops that are easy to grow, such as taros and yams, as their (5) s \_\_\_\_\_. To maintain an adequate intake of protein, they must (6) \_\_\_\_\_ to sea to catch fish. Over the years, the Tao have developed a philosophy of fishing, (7) \_\_\_\_\_ (A) which intends for (B) which is intended for both bountiful catches and the conservation of marine life. For example, they have gotten used to catching fish with their bare hands, and they follow their fishing calendar respectfully. This calendar (8) c \_\_\_\_\_ to the movements of ocean currents. Every year from March to June, the waters around Orchid Island are frequented by schools of flying fish brought by the Kuroshio Current. This period of time, also known as the flying fish season, has become the principal fishing season for the tribe.

The Tao people regard flying fish as a gift from their god, so the occasion of catching flying fish has been highly valued. Traditionally, during the flying fish season, (9) t \_\_\_\_\_ from different families have to form fishing groups and live together, following numerous rules about diet and living. Before the fishing groups set sail to fish, the members will utilize their exceptional wood-carving skills to build plank boats. In order to (10) \_\_\_\_\_ evil spirits and pray for blessings, they paint certain totems on their boats, including shapes of humans, waves, and concentric circles. These elaborately decorated boats are (11) s \_\_\_\_\_ to the Tao people and are their most precious cultural heritage. Furthermore, the Tao people hold many different ceremonies throughout the entire flying fish season to show their gratitude to their god and to (12) \_\_\_\_\_. Their traditional music and dances also reveal strong imagery of the ocean. Clearly, the Tao have created a unique, ocean-oriented culture.



# The Tao: People of the Sea (三民 B4L3)

(Basic)

Class & No. \_\_\_\_\_ Name \_\_\_\_\_

Your partner's Class & No. \_\_\_\_\_ Name \_\_\_\_\_

Surrounded by water on all sides and rich in marine resources, Taiwan is closely connected with the ocean.

(1) \_\_\_\_\_ **(A) In addition to (B) in order to** the fact that seafood plays an important part in our daily diet, we also (2) \_\_\_\_\_ **(A) reconsider (B) rely on** sea transportation for trading. However, few of us value our ties with the ocean as much as the Tao do. The Tao are the (3) \_\_\_\_\_ **(A) aboriginal (B) original** people who inhabit Orchid Island. Among all the tribes of Taiwan, the Tao may be the only one that is genuinely in great awe of the ocean.

The reason why the ocean is of such great (4) \_\_\_\_\_ to the Tao people lies in the geographical environment of Orchid Island. The land being very rugged and infertile, the Tao people can only plant some crops that are easy to grow, such as taros and yams, as their (5) s \_\_\_\_\_. To maintain an adequate intake of protein, they must (6) \_\_\_\_\_ **(A) set off (B) paddle off** to sea to catch fish. Over the years, the Tao have developed a philosophy of fishing, **(7) \_\_\_\_\_ (A) which intends for (B) which is intended for** both bountiful catches and the conservation of marine life. For example, they have gotten used to catching fish with their bare hands, and they follow their fishing calendar respectfully. This calendar (8) c \_\_\_\_\_ to the movements of ocean currents. Every year from March to June, the waters around Orchid Island are frequented by schools of flying fish brought by the Kuroshio Current. This period of time, also known as the flying fish season, has become the principal fishing season for the tribe.

The Tao people regard flying fish as a gift from their god, so the occasion of catching flying fish has been highly valued. Traditionally, during the flying fish season, (9) t \_\_\_\_\_ from different families have to form fishing groups and live together, following numerous rules about diet and living. Before the fishing groups set sail to fish, the members will utilize their exceptional wood-carving skills to build plank boats. In order to (10) \_\_\_\_\_ evil spirits and pray for blessings, they paint certain totems on their boats, including shapes of humans, waves, and concentric circles. These elaborately decorated boats are (11) s \_\_\_\_\_ to the Tao people and are their most precious cultural heritage. Furthermore, the Tao people hold many different ceremonies throughout the entire flying fish season to show their gratitude to their god and to (12) \_\_\_\_\_. Their traditional music and dances also reveal strong imagery of the ocean. Clearly, the Tao have created a unique, ocean-oriented culture.

## Unit 6: “8 secrets to success”

Lesson Part and Grouping	Instruction/Activity
<b>Differentiate What?</b>	Differentiate readiness
<b>Differentiate How?</b>	Differentiate process
<b>Duration</b>	<b>30</b> Minutes during language arts period
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Students will understand patterns of organization in a lecture.</li> <li>2. Students will be able to listen for organizational patterns in lectures.</li> <li>3. Students will be able to retell the lecture in their own words.</li> </ol>
<b>Resources needed:</b>	<ol style="list-style-type: none"> <li>1. Tiered assignments</li> <li>2. Selected websites: “TED Talks” <a href="http://www.ted.com/talks/richard_st_john_s_8_secrets_of_success.htm">http://www.ted.com/talks/richard_st_john_s_8_secrets_of_success.htm</a> ↓</li> <li>3. Paper, pencils, colored pencils.</li> </ol>
<b>Teacher preparation:</b>	<ol style="list-style-type: none"> <li>1. Create two versions of tiered assignments for each student.</li> <li>2. Download the video and ensure the fluent play of the talk.</li> </ol>
<b>Explanation of activity:</b>	<p>Students will have learned how to make connections between words and sounds and will understand the note-taking skill before the pre-listening activity.</p> <p>During the while-listening activity, each student will choose a tiered assignment within the appropriate questions for listening-comprehensive level, and then get into group of four students with the same assignment. Quality of work will be emphasized in teacher conferences with individual students and groups. Students working on the same worksheet may be part of discussion groups, but are responsible for completing their own tasks and activities.</p> <p>Each group of students will choose a way of presenting what they have learned in the post-listening activity. The teacher can video the presentations and play them to another class to have students share the feedback with a different audience.</p>
<b>Pre-listening</b>	
Whole-Class	Teach new vocabulary
	Teach & predict the content of the talk with visual aids.
<b>While-listening</b>	
Homogenous groups	<ol style="list-style-type: none"> <li>1. Students will learn to listen to understand the pattern of organization in the TED talk.</li> <li>2. Students in small groups will listen and focus on the speaker’s method of achieving success.</li> <li>3. The students will take turns retelling the talk in their own words.</li> </ol>
<b>Post-listening</b>	
Interest groups	<ol style="list-style-type: none"> <li>1. Students get into group of 3-4 with the same topic to present to the class.</li> <li>2. Students will discuss and come to agreement on a method of</li> </ol>

	<p>presentation (story board, video, comic strip, play, TV show, etc.). Students can change groupings according to developing interests.</p> <p>3. Students will fill out the project sheet (with an outline of their presentation, materials needed, and some background information from the web.</p> <p>4. After teacher approves plan, students may begin working in their groups on their final project.</p> <p>5. Students present the result in class.</p>
<b>Teacher's role:</b>	<p>Throughout this study the teacher needs to give instructions or assistance to individual students and small groups. The teacher may find that mini-lessons are needed periodically. Based on the pre-assessment of each student's listening comprehension, the teacher may find it necessary to pre-teach some of the students or to extend the understanding of others.</p>

# 8 Secrets to Success, <TED Talk>

(Advanced)

Class & No. \_\_\_\_\_ Name \_\_\_\_\_

<8 secrets to success> : [http://www.ted.com/talks/richard\\_st\\_john\\_s\\_8\\_secrets\\_of\\_success.html](http://www.ted.com/talks/richard_st_john_s_8_secrets_of_success.html)

## (1) Before you listen:

### Questions:

1. Which characteristics do you consider important to achieve success?

<input type="checkbox"/> being rich	<input type="checkbox"/> being good at observing	<input type="checkbox"/> being wise	<input type="checkbox"/> getting well with partners
<input type="checkbox"/> being patient	<input type="checkbox"/> having good connections	<input type="checkbox"/> having good connections	<input type="checkbox"/> being persistent
<input type="checkbox"/> being lucky	<input type="checkbox"/> being good at solving problems	<input type="checkbox"/> being focused	<input type="checkbox"/> having passion
<input type="checkbox"/> having creative ideas	<input type="checkbox"/> being pushed by oneself	<input type="checkbox"/> being curious about everything	<input type="checkbox"/> _____

2. Which of these people would you consider a clear example of a successful person? Why? Please explain your reasons

- (A) Lee Hong Wang
- (B) President Ma
- (C) Bill Gates
- (D) Mother Teresa

My Reason: \_\_\_\_\_

## (2) While-listening Questions

### Directions:

1. Listen to the lecture about secrets to success. Complete the information below the picture.

### Questions:

1. What is the main idea of this talk?

\_\_\_\_\_

2. What are the important elements to achieve success?

\_\_\_\_\_

## (2) While-listening Questions

### A. First Listening

Directions: Listen to the lecture about secrets to success. Complete the information below the picture.



**B.Second Listening**

**Directions:** Discuss in groups and answer the questions

1. Who thinks that being successful requires loving your work?  
\_\_\_\_\_
2. Who thinks that being successful requires pushing yourself?  
\_\_\_\_\_
3. Why does a successful person need to be persistent?  
\_\_\_\_\_
4. Take turns giving the talk in your own words. Use the information of the picture.

**(3)After you listen**

**Directions:** get four people in one group, and choose one of the following missions that you would like to accomplish. Then, present it in front of the class. (2-3 minutes)

**Question:** How do you define success? Use celebrities as examples to explain your definition of “Being Successful.”

**Mission 1:**

Create a biography of a successful person to define his/her success. Describe her/his features, work, belief, way of speaking or public behavior with examples.

**Mission 2:**

Write a short dialogue that represents the spirit of being successful.

Role A: Hey! \_\_\_\_\_

Role B: I don't believe it!

Role A: \_\_\_\_\_

Role B: \_\_\_\_\_

Role A: \_\_\_\_\_

Role B: \_\_\_\_\_

Role A : You must be kidding!

Role B: But,

\_\_\_\_\_



# 8 Secrets to Success, <TED Talk>

(Basic)

Class & No. \_\_\_\_\_ Name \_\_\_\_\_

<8 secrets to success> : [http://www.ted.com/talks/richard\\_st\\_john\\_s\\_8\\_secrets\\_of\\_success.html](http://www.ted.com/talks/richard_st_john_s_8_secrets_of_success.html)

## (2) Before you listen:

### Question:

1. Which characteristics do you consider important to achieve success?

<input type="checkbox"/> being rich	<input type="checkbox"/> being good at observing	<input type="checkbox"/> being wise	<input type="checkbox"/> getting well with partners
<input type="checkbox"/> being patient	<input type="checkbox"/> having good connections	<input type="checkbox"/> having good connections	<input type="checkbox"/> being persistent
<input type="checkbox"/> being lucky	<input type="checkbox"/> being good at solving problems	<input type="checkbox"/> being focused	<input type="checkbox"/> having passion
<input type="checkbox"/> having creative ideas	<input type="checkbox"/> being pushed by oneself	<input type="checkbox"/> being curious about everything	<input type="checkbox"/> _____

3. Which of these people would you consider a clear example of a successful person? Why? Please explain your reasons

(E) Lee Hong Wang

(F) President Ma

(G) Bill Gates

(H) Mother Teresa

My Reason: \_\_\_\_\_

## (2) While-listening Questions

### A. First Listening

Directions: Listen to the lecture about secrets to success. Complete the information below the picture.





## **B. Second Listening**

**Directions:** Discuss in groups and answer the questions

1. Who thinks that being successful requires loving your work?

---

2. Why does a successful person need to be persistent?

---

3. Take turns **giving the talk** in your own words. Use the information of the picture.

### **(3) After you listen**

**Directions:** get four people in one group, and choose one of the following missions that you would like to accomplish. Then, present it in front of the class. (2-3 minutes)

**Question:** How do you define success? Use celebrities as examples to explain your definition of "Being Successful."

**Mission 1:**

Create a biography of a successful person to define his/her success. Describe her/his features, work, belief, way of speaking or public behavior with examples.

**Mission 2:**

Write a short dialogue that represents the spirit of being successful.

Role A: Hey! \_\_\_\_\_

Role B: I don't believe it!

Role A: \_\_\_\_\_

Role B: \_\_\_\_\_

Role A: \_\_\_\_\_

Role B: \_\_\_\_\_

Role A : You must be kidding!

Role B: But,

\_\_\_\_\_



## Unit 7: “Looks aren’t everything”

### “Think-pair-share” activity

Lesson Part and Grouping	Instruction/Activity
Differentiate What?	Differentiate learning interests
Differentiate How?	Differentiate process
Duration	10 Minutes during language arts period
Resources needed:	1. “Think-pair-share” worksheet 1. Paper, pencils, colored pencils.
Teacher preparation:	1. Create the choice board for each student. 2. Download the video and ensure the fluent play of the talk.  列印版 - VoiceTube 《看影片學英語》6,000 部免費英文學習影片 · 每天更新  【TED】外表不是一切...相信我 · 我是 Victoria's secret 模特兒! (Looks aren't everything. Believe me, I'm a model) <a href="http://voicetube.tw/videos/789">http://voicetube.tw/videos/789</a>
Explanation of activity:	<p>“Think-pair-share” can work as a warm-up or the post-listening activity. Students will have to guess about who the people are and about what they are doing, thinking or feeling. This helps students to make inferences with visual aids in the listening text.</p> <p>Each student will choose two pictures, with two guesses about each picture. They will work in groups with three other students who have chosen the same pictures. After making their guesses, students will listen to the text, evaluate their guesses, and present the results.</p>
<b>Pre-listening</b>	
Whole-Class	Teach new vocabulary
	Teach & predict the content of the talk.
<b>While-listening</b>	
Heterogeneous groups	1. Students will practice note-taking skills 2. Students will listen for comprehension
<b>Post-listening</b>	
Interest groups Random groups	1. Students get into groups of 3-4 with the same preference in pictures 2. Students will discuss and make inferences from the picture. 3. Students get into new groups of three, including students working with different pictures. Students present their results to the new group members.
Teacher’s role:	The teacher will circulate and provide assistance as needed to groups. Teacher will also review each preliminary idea to allow students to complete the task.

# Think-pair-share

Class & No. \_\_\_\_\_ Name \_\_\_\_\_

## (1) After you listen

### Directions:

1. By yourself, look at the pictures, choose one of your favorites, and make at least two guesses about what they are doing.
2. You have 5 minutes to write down your individual thoughts on the following questions:

1. What is the mood in this picture? Explain your answer.

2. What kind of conflict is conveyed in the picture?

3. What can you infer from the picture?



## ● "Interest group" section

### Directions:

1. In groups of four, share your individual thoughts.
2. Look at the pictures. What can you guess about who the people are or about what they are doing, thinking, or feeling. What is going to happen in the situation? Make at least two guesses about each picture.

1. What is the mood in this picture? Explain your answer.

2. What kind of conflict is conveyed in the picture?

3. What can you infer from the picture?

4. Share your opinions with the whole class.

## Unit 8: “MacCoffee vs. Starbucks”

### \_ the Choice Board activity

Lesson Part and Grouping	Instruction/Activity
<b>Differentiate What?</b>	Differentiate learning interests
<b>Differentiate How?</b>	Differentiate process
<b>Duration</b>	<b>30</b> Minutes during language arts period
<b>Resources needed:</b>	Tiered assignments Paper, pencils, colored pencils.
<b>Teacher preparation:</b>	1. Create the choice board for each student. 2. Download the video from CNN news and ensure the fluent play of the talk.
<b>Explanation of activity:</b>	<p>The “Choice Board” is designed to examine what students have learned through listening. By this point, students will have learned how to make connections of word and sounds and will practise how to take notes, listen for main ideas, and listen for details.</p> <p>Each student, or group of students, will choose three tasks to accomplish. All students should start on the central grid, Visualizing. After finishing three tasks, each group of students will present what they have learned in the listening.</p>
<b>Pre-listening</b>	
Whole-Class	Teach new vocabulary
	Teach & predict the content of the talk.
<b>While-listening</b>	
Heterogeneous groups	1. Students will practice note-taking skills 2. Students will listen for comprehension
<b>Post-listening</b>	
Heterogeneous groups	1. Students will evaluate the expressions
<b>Teacher’s role:</b>	Throughout this study the teacher needs to give instructions or assistance to individual students and small groups. The teacher may find that mini-lessons are needed periodically. Based on the pre-assessment of each student’s listening comprehension, the teacher may find it necessary to pre-teach some of the students or to extend the understanding of others.

# Choice Board

Class & No. \_\_\_\_\_ Name \_\_\_\_\_

## Instructions:

- A choice board is a tool that ensures students incorporate a range of multiple intelligences, and/or learning preferences.
- The teacher allows students to choose the way in which they compile their activity. They are provided with 8-9 project ideas to choose from. All eight intelligences are addressed with these projects.

## Choice Board Activity for Listening Comprehension

<p><b><u>Questioning:</u></b></p> <p>Write 3 Questions you have about the listening material or complete the 5 <i>Wh's</i> chart.</p>	<p><b><u>Main Idea:</u></b></p> <p>What is the main idea of the text? Write 2 supporting details about what you have heard.</p>	<p><b><u>Making Predictions:</u></b></p> <p>After you have listened to half of the listening material, write a list of two things that you think will happen next.</p>
<p><b><u>Clarification:</u></b></p> <p>Ask the author 3 questions to clarify any obscurities in the listening material.</p>	<p><b><u>Visualizing:</u></b></p> <p>Take notes and draw a graphic organizer/ outline of the listening material.</p>	<p><b><u>Compare/Contrast:</u></b></p> <p>Make a chart about what is similar or different in the listening material, compared to another text, topic, or character.</p>
<p><b><u>Making Connections:</u></b></p> <p>What do you have in common?            ~~Text to Self            ~~Text to Text            ~~Text to World</p>	<p><b><u>Summary:</u></b></p> <p>Write a short summary about the speech, including a beginning, middle, and end.</p>	<p><b><u>Making Inferences:</u></b></p> <p>Form an opinion about something that is based on information you already have.  <i>(eg. Does the author approve/ disapprove of...?)</i></p>

## Unit 9: “Think-tac-toe” Activity

Lesson Part and Grouping	Instruction/Activity
<b>Differentiate What?</b>	Differentiate learning preferences
<b>Differentiate How?</b>	Differentiate process
<b>Duration</b>	<b>30</b> Minutes during language arts period
<b>Resources needed:</b>	“Think-tac-toe” assignment Paper, pencils, colored pencils, computer.
<b>Teacher preparation:</b>	1. Create the choice board for each student. 2. Download the video and ensure the fluent play of the talk.
<b>Explanation of activity:</b>	<p>The “Choice Board” is designed to examine what students have learned through listening. By this point, students will have learned how to make connections of word and sounds and will practise how to take notes, listen for main ideas, and listen for details.</p> <p>Each student, or group of students, will choose three tasks to accomplish. All students should start on the central grid. After finishing three tasks, each group of students will present what they have learned in the listening.</p>
<b>Pre-listening</b>	
Whole-Class	Teach new vocabulary
	Teach & predict the content of the talk.
<b>While-listening</b>	
Interest groups	<ol style="list-style-type: none"> <li>1. Students get in groups.</li> <li>2. Students choose three cells in the grid and do the group work.</li> <li>3. The cell in the middle is a mandatory choice.</li> </ol>
<b>Post-listening</b>	
Heterogeneous groups	1. Students evaluate the message and accomplish the tasks
<b>Teacher’s role:</b>	The teacher will circulate and provide assistance as needed to groups. Teacher will also review each preliminary idea to allow students to complete the task.



# Think-tac-toe

Class & No. \_\_\_\_\_ Name \_\_\_\_\_

## Instructions:

- Think-Tac-Toe plays off the familiar childhood game. It is a simple way to give students alternative ways of exploring and expressing key ideas and using key skills.
- Typically, the Think-Tac-Toe grid has nine cells in it like a Tic-Tac-Toe game. The number of rows and cells can, of course, be adjusted.

## Think-tac-toe Activity: Listening Comprehension

### **Directions:**

4. Get in groups.
5. Choose three cells in the grid and do the group work.
6. The Cell in the middle is a mandatory choice.

Take 6 photos and paste them on the slides. Use the photos to share and demonstrate the core ideas of the listening material.	Search one relevant the listening material. Listen to the text and create a Venn diagram to show the compare and contrast of the two the texts.	Predict what will happen next, and do a role play or a short dialogue to continue the text.
Write a short paragraph to define the main ideas/ supporting details of the listening material.	Take notes and draw a graphic organizer. Label at least two examples that are important to the text.	Choose one part of the listening material and do a 1-minute dubbing activity.
Draw a comic strip to predict one typical day of one character in the listening material.	Produce a 1 minute commercial advertising the listening material. <i>(ex. A product, the clip, a character...)</i>	Do you think the title of the text is a good one? Do you think a different title would be better? Write a paragraph explaining what you think about the title.

## Unit 10: “Listening Journal”

Lesson Part and Grouping	Instruction/Activity
<b>Differentiate What?</b>	Differentiate learning preferences
<b>Differentiate How?</b>	Differentiate process
<b>Duration</b>	<b>15</b> Minutes at home
<b>Resources needed:</b>	Tiered assignments Paper, pencils, colored pencils.
<b>Teacher preparation:</b>	1. Create the choice board for each student. 2. Download the video and ensure the fluent play of the talk.
<b>Explanation of activity:</b>	<p>The “Choice Board” is designed to examine what students have learned through listening. By this point, students will have learned how to make connections of word and sounds and will practise how to take notes, listen for main ideas, and listen for details.</p> <p>Each student, or group of students, will choose three tasks to accomplish. All students should start on the central grid, Visualizing. After finishing three tasks, each group of students will present what they have learned in the listening.</p>
<b>Pre-listening</b>	
Whole-Class	Teach new vocabulary
	Teach & predict the content of the talk.
<b>While-listening</b>	
Heterogeneous groups	1. Students will practice note-taking skills 2. Students will listen for comprehension
<b>Post-listening</b>	
Heterogeneous groups	1. Students will evaluate the expressions
<b>Teacher’s role:</b>	Throughout this self-study, the teacher examines the resulting listening journal once or twice a week. Based on students’ feedback in the listening journal, the teacher examines the learning progress of the individual, modifies teaching procedures, and encourages students to build up their listening skills.

# Listening Journal

## 自我學習單 目標：提升英聽能力

努力是為自己！請你每週至少練習英語聽力三遍並做記錄。涓涓細流可成大河，請你每週練習，長期累積(每星期交 2-3 份，星期四繳交)。Let's go! (It offers approaches to meet student's need individually)

No. \_\_\_\_\_ Name \_\_\_\_\_ Date: \_\_\_\_\_

- **Steps:** (You may choose **Advanced** Version or **Basic** Version, and circle which one you choose.)

<input type="checkbox"/> <b>Advanced</b>	<input type="checkbox"/> <b>Basic</b>
1. <u>不看</u> 解答、文本、或字幕，聽一遍題目並作答。	1. <u>直接看</u> 解答、文本、或字幕，聽一遍題目並作答。
2. 看著解答，再聽一遍。	2. 跟著解答，再聽一遍。
3. 跟讀文本，熟悉單字發音及內容。	3. 跟讀文本，熟悉單字發音及內容。
4. 抄錄重要且感興趣的句子，並記錄。	4. 抄錄重要且感興趣的句子，並記錄。

### \*英聽來源：

英語聽力考試 APPs     Voicetube 的聽力測驗 <http://voicetube.tw/> (需先註冊，免費)

Randall's ESL Cyber Listening Lab <http://www.esl-lab.com/index.htm>

大學入學考試中心高中英語聽力測驗參考試卷 [http://www.ceec.edu.tw/TELC/AboutTELC\\_3.aspx](http://www.ceec.edu.tw/TELC/AboutTELC_3.aspx)

Unit/ topic: \_\_\_\_\_

1. Listen for Main ideas and draw an outline	2. Listen for details
Summary	

### 3. 學習心得，說明此次在聽力習上的進步或退步原因

listen for main idea: \_\_\_\_\_

listen for details: \_\_\_\_\_

listen for definition: \_\_\_\_\_

listening difficulties: \_\_\_\_\_

Others: \_\_\_\_\_

## **Conclusion**

In brief, this series of lesson plans is not only designed for students to develop well-organized listening skills, but also designed to offer ideas for EFL teachers to integrate relevant teaching procedures and worksheets into their daily teaching in a diverse classroom. The purpose of adding differentiated instruction to the teaching of listening skills is to offer EFL teachers a possible, positive solution to deal with more challenging and diverse classes. Thus, the author hopes that both teachers and students will find this series useful and enjoyable.

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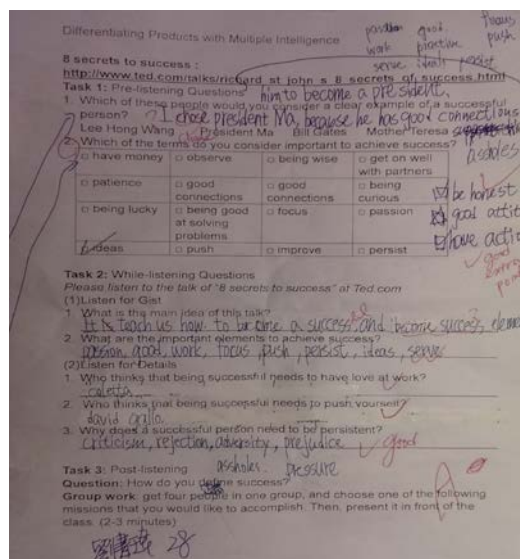
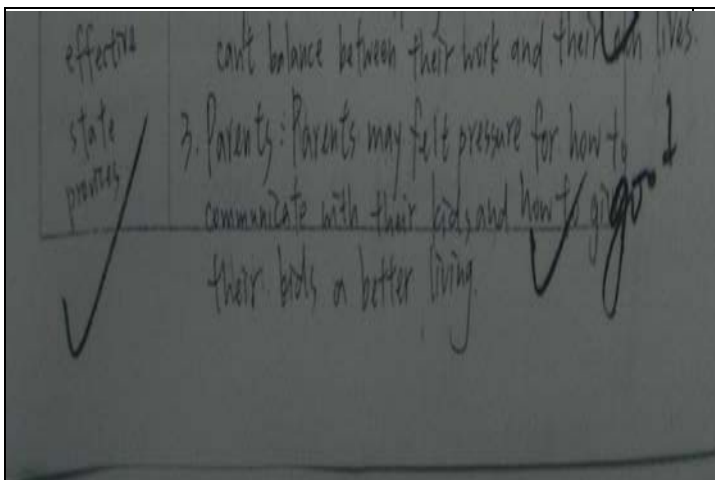
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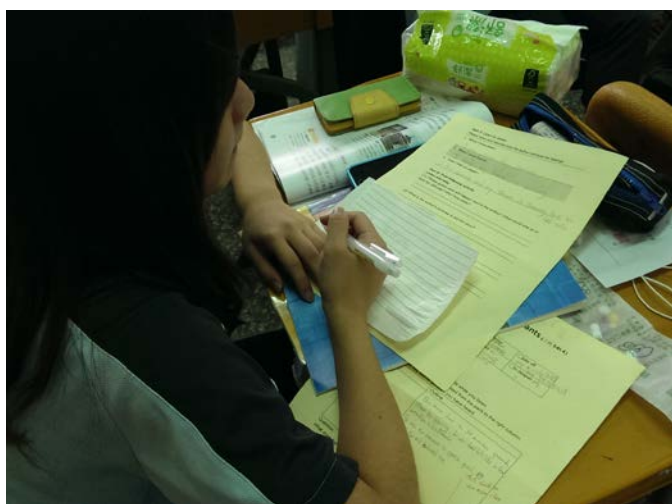
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# Appendix



Unit 3 "Positive thinking": Student work

Unit 6 "8 secrets to success": Student work



Unit 1 "Magic Beans": Note-taking practice

Unit 5 "The Tao": Pair work



Unit 8 "McCoffee vs. Starbucks": Choice Board practice

Unit 4 "The Taj Mahal": Group presentation

【TED】外表不是一切...相信我·我是 Victoria's secret 模特兒! (Looks aren't everything. Believe me, I'm a model)  
<http://voicetube.tw/videos/789>

*(The transcript starts from 6:59)*

...And I got these free things because of how I look, not who I am, and there are people paying a cost for how they look and not who they are. I live in New York, and last year, of the 140,000 teenagers that were stopped and frisked, 86 percent of them were black and Latino, and most of them were young men. And there are only 177,000 young black and Latino men in New York, so for them, it's not a question of, "Will I get stopped?" but "How many times will I get stopped? When will I get stopped?"

When I was researching this talk, I found out that of the 13-year-old girls in the United States, 53 percent don't like their bodies, and that number goes to 78 percent by the time that they're 17. So the last question people ask me is, "What is it like to be a model?" And I think the answer that they're looking for is, "If you are a little bit skinnier and you have shinier hair, you will be so happy and fabulous." And when we're backstage, we give an answer that maybe makes it seem like that. We say, "It's really amazing to travel, and it's amazing to get to work with creative, inspired, passionate people." And those things are true, but they're only one half of the story, because the thing that we never say on camera, that I have never said on camera, is, "I am insecure."

And I'm insecure because I have to think about what I look like every day. And if you ever are wondering, "If I have thinner thighs and shinier hair, will I be happier?" you just need to meet a group of models, because they have the thinnest thighs and the shiniest hair and the coolest clothes, and they're the most physically insecure women probably on the planet. So when I was writing this talk, I found it very difficult to strike an honest balance, because on the one hand, I felt very uncomfortable to come out here and say, "Look I've received all these benefits from a deck stacked in my favor," and it also felt really uncomfortable to follow that up with, "and it doesn't always make me happy." But mostly it was difficult to unpack a legacy of gender and racial oppression when I am one of the biggest beneficiaries.

But I'm also happy and honored to be up here and I think that it's great that I got to come before 10 or 20 or 30 years had passed and I'd had more agency in my career, because maybe then I wouldn't tell the story of how I got my first job, or maybe I wouldn't tell the story of how I paid for college, which seems so important right now. If there's a takeaway to this talk, I hope it's that we all feel more comfortable acknowledging the power of image in our perceived successes and our perceived failures. Thank you.

(Applause)