

## Appendix D

### Teaching Procedures of the 15-week Listening Instruction

#### Session 1

T: the teacher    Ss: the students

Date	2/29, 2008		
Listening Material	Listening Practice 1: Side by Side Book 1, p. 63 THE NEW SHOPPING MALL		
New Words Introduced	(1) a shopping mall (2) a clothing store (3) almost (4) an owner (5) upset		
<b>Bottom-up Group</b>		<b>Interactive Group</b>	
Time	Teaching Procedure	Time	Teaching Procedure
5 min.	<b>Warm-up:</b> - Homework for today. - Song / Chant of this unit		
18 min.	<b>Vocabulary Pre-teaching:</b> - <u>Presentation:</u> T showed flash cards of the new words, having students to repeat after T. - <u>Activity: What's Missing.</u> T placed the flash cards on the board and divided the class into two groups. Ss studied the cards for 10-15 seconds, and then closed their eyes. T removed one (or more than one for extra challenge) of the cards, and then chose one student from each group. When T said, "What's missing?"	25 min.	<b>Vocabulary Pre-teaching &amp; Prediction of Topic-related Pictures:</b> - <u>Presentation:</u> T showed topic-related pictures and encouraged Ss to express what they thought either in Chinese or English when these pictures were presented. - T showed flash cards when Ss mentioned the new words. - <u>Activity: What's Missing.</u> T placed the flash cards on the board and divided the class into two groups. Ss

	<p>the two students competed to say the missing word. The first student to correctly identify the missing card won a point.</p>		<p>studied the cards for 10-15 seconds, and then closed their eyes. T removed one (or more than one for extra challenge) of the cards, and then chose one student from each group. When T said, "What's missing?" the two students competed to say the missing word. The first student to correctly identify the missing card won a point.</p>
7 min.	<p><b>WS 1-1: Find differences between a written text and a taped account of the same event</b></p> <ul style="list-style-type: none"> <li>- T passed the worksheet to Ss and explained the listening exercise procedures.</li> <li>- T played the CD twice.</li> </ul>		
10 min.	<p><b>Listening Practice 1:</b></p> <ul style="list-style-type: none"> <li>- T passed the worksheets to Ss and explained the listening practice procedures.</li> <li>- <u>Question preview:</u> T read the questions and required the students to repeat. T explained the questions in Chinese if necessary.</li> <li>- T played the CD twice.</li> </ul>		

*Session 2*

T: the teacher Ss: the students

Date	3/6, 2008		
Listening Material	Listening Practice 2: Side by Side Book 1, p. 64 AMY'S APARTMENT BUILDING		
New Words Introduced	(1) in the center of (2) convenient (3) around the corner from (4) on the sidewalks (5) neighborhood		
<b>Bottom-up Group</b>		<b>Interactive Group</b>	
Time	Teaching Procedure	Time	Teaching Procedure
5 min.	<p><u>Warm-up:</u></p> <ul style="list-style-type: none"> <li>- Homework for today.</li> <li>- Song / Chant of this unit</li> </ul>		

18 min.	<p><b>Vocabulary Pre-teaching:</b></p> <ul style="list-style-type: none"> <li>- <u>Presentation:</u> T showed flash cards of the new words, having students to repeat after T.</li> <li>- <u>Activity: Clap, Tap and Point.</u> T prepared a dart and drew a circle with different number of points. T designated the sequence of the new words and divided the class into two groups, choosing three students (S1, S2 and S3) from each group to the front, having them lining up. S1 had to say the first word after he clapped, tapped and pointed to S2. S2 had to do the same as S1. S3 had to do the same but S3 pointed to T. The team who first pointed to T and said the word correctly won and the winning group threw the dart to win the points</li> </ul>	25 min.	<p><b>Vocabulary Pre-teaching &amp; Prediction of Topic-related Pictures:</b></p> <ul style="list-style-type: none"> <li>- <u>Presentation:</u> T showed topic-related pictures and encouraged Ss to express what they thought either in Chinese or English when these pictures were presented.</li> <li>- T showed flash cards when Ss mentioned the new words.</li> <li>- <u>Activity: Clap, Tap and Point.</u> T prepared a dart and drew a circle with different number of points. T designated the sequence of the new words and divided the class into two groups, choosing three students (S1, S2 and S3) from each group to the front, having them lining up. S1 had to say the first word after he clapped, tapped and pointed to S2. S2 had to do the same as S1. S3 had to do the same but S3 pointed to T. The team who first pointed to T and said the word correctly won and the winning group threw the dart to win the points</li> </ul>
7 min.	<p><b>WS 2-1: Circle one out of three word forms that contained in a sentence</b></p> <ul style="list-style-type: none"> <li>- T passed the worksheet to Ss and explained the listening exercise procedures.</li> <li>- T played the CD twice.</li> </ul>		
10 min.	<p><b>Listening Practice 2:</b></p> <ul style="list-style-type: none"> <li>- T passed the worksheets to Ss and explained the listening practice procedures.</li> </ul>		

<ul style="list-style-type: none"> <li>- <u>Question preview</u>: T read the questions and required the students to repeat. T explained the questions in Chinese if necessary.</li> <li>- T played the CD twice.</li> </ul>
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*Session 3*

T: the teacher Ss: the students

Date	3/14, 2008		
Listening Material	Listening Practice 3: Side by Side Book 1, p. 72 NOTHING TO WEAR		
New Words Introduced	(1) dirty (2) a sports jacket (3) at the dry cleaner's (4) ripped (5) on the clothesline (6) empty		
<b>Bottom-up Group</b>		<b>Interactive Group</b>	
Time	Teaching Procedure	Time	Teaching Procedure
5 min.	<u>Warm-up</u> : - Homework for today. - Song / Chant of this unit		
18 min.	<b>Vocabulary Pre-teaching:</b> - <u>Presentation</u> : T showed flash cards of the new words, having students to repeat after T. - <u>Activity: Quicker Tongue</u> . T divided the class into two groups and chose two students as representatives of their group. The two students stood back to back and walked five steps when the class counted from one to five. The two students turned around when the class counted to five and	25 min.	<b>Vocabulary Pre-teaching &amp; Prediction of Topic-related Pictures:</b> - <u>Presentation</u> : T showed topic-related pictures and encouraged Ss to express what they thought either in Chinese or English when these pictures were presented. - T showed flash cards when Ss mentioned the new words. - <u>Activity: Quicker Tongue</u> . T divided the class into two groups and chose two

	the one who said out the word quickly won a point.		students as representatives of their group. The two students stood back to back and walked five steps when the class counted from one to five. The two students turned around when the class counted to five and the one who said out the word quickly won a point.
7 min.	<p><b>WS 3-1: Find differences between a written text and a taped account of the same event</b></p> <ul style="list-style-type: none"> <li>- T passed the worksheet to Ss and explained the listening exercise procedures.</li> <li>- T played the CD twice.</li> </ul>		
10 min.	<p><b>Listening Practice 3:</b></p> <ul style="list-style-type: none"> <li>- T passed the worksheets to Ss and explained the listening practice procedures.</li> <li>- <u>Question preview:</u> T read the questions and required the students to repeat. T explained the questions in Chinese if necessary.</li> <li>- T played the CD twice.</li> </ul>		

*Session 4*

T: the teacher Ss: the students

Date	3/21, 2008		
Listening Material	Listening Practice 4: Side by Side Book 1, p. 75 HOLIDAY SHOPPING		
New Words Introduced	(1) look for (2) a gift (3) have trouble (4) a cotton sweater (5) a wool sweater (6) a leather purse (7) a vinyl purse (8) a polka dot tie (9) a striped tie (10) frustrated (11) inexpensive		
<b>Bottom-up Group</b>		<b>Interactive Group</b>	
Time	Teaching Procedure	Time	Teaching Procedure

5 min.	<p><b>Warm-up:</b></p> <ul style="list-style-type: none"> <li>- Homework for today.</li> <li>- Song / Chant of this unit</li> </ul>		
18 min.	<p><b>Vocabulary Pre-teaching:</b></p> <ul style="list-style-type: none"> <li>- <b>Presentation:</b> T showed flash cards of the new words, having students to repeat after T.</li> <li>- <b>Activity: All Sit Down.</b> T had the class stand up and quickly flashed the pictures of the new words. S who said out the word sat down. T used a timer to show how long it took for all the class sat down and wrote the time on the board. T repeated the procedure and encouraged the class to do this activity quicker than their first time record.</li> </ul>	25 min.	<p><b>Vocabulary Pre-teaching &amp; Prediction of Topic-related Pictures:</b></p> <ul style="list-style-type: none"> <li>- <b>Presentation:</b> T showed topic-related pictures and encouraged Ss to express what they thought either in Chinese or English when these pictures were presented.</li> <li>- T showed flash cards when Ss mentioned the new words.</li> <li>- <b>Activity: All Sit Down.</b> T had the class stand up and quickly flashed the pictures of the new words. S who said out the word sat down. T used a timer to show how long it took for all the class sat down and wrote the time on the board. T repeated the procedure and encouraged the class to do this activity quicker than their first time record.</li> </ul>
7 min.	<p><b>WS 4-1: Find differences between a written text and a taped account of the same even</b></p> <ul style="list-style-type: none"> <li>- T passed the worksheet to Ss and explained the listening exercise procedures.</li> <li>- T played the CD twice.</li> </ul>		
10 min.	<p><b>Listening Practice 4:</b></p> <ul style="list-style-type: none"> <li>- T passed the worksheets to Ss and explained the listening practice procedures.</li> <li>- <b>Question preview:</b> T read the questions and required the students to repeat. T explained the questions in Chinese if necessary.</li> <li>- T played the CD twice.</li> </ul>		

T: the teacher Ss: the students

Date	3/28, 2008		
Listening Material	Listening Practice 5: Side by Side Book 1, p. p. 77 CLOTHING, COLORS AND CULTURES		
New Words Introduced	(1) meanings (2) cultures (3) for example (4) common (5) traditional		
<b>Bottom-up Group</b>		<b>Interactive Group</b>	
Time	Teaching Procedure	Time	Teaching Procedure
5 min.	<b>Warm-up:</b> - Homework for today. - Song / Chant of this unit		
25 min.	<b>Vocabulary Pre-teaching:</b> - <u>Presentation:</u> T showed flash cards of the new words, having students to repeat after T. T randomly showed the flash cards, having students name them out loudly, applying to the whole class and then to groups. - <u>Activity: Basketball.</u> T prepared two basketballs by cutting out two circles from orange pieces of paper. On each side of the board, T drew a column of six horizontal lines. On the top line, T drew a basketball hoop and attached two basketballs on the board below the bottom line. T divided the class into two groups and had a	25 min.	<b>Vocabulary Pre-teaching &amp; Prediction of Topic-related Pictures:</b> - <u>Presentation:</u> T showed topic-related pictures and encouraged Ss to express what they thought either in Chinese or English when these pictures were presented. - T showed flash cards when Ss mentioned the new words. - <u>Activity: Basketball.</u> T prepared two basketballs by cutting out two circles from orange pieces of paper. On each side of the board, T drew a column of six horizontal lines. On the top line, T drew a basketball hoop and attached two basketballs on

	<p>student from each team come to the front. T quickly showed these two students a flash card. The first student to correctly name the card threw the dice to move the basketball. Another two students came to the front to name the cards. T returned the basketball to the starting position and continued playing until a pre-determined number of points was reached. The team reaching this number won the game.</p>	<p>the board below the bottom line. T divided the class into two groups and had a student from each team come to the front. T quickly showed these two students a flash card. The first student to correctly name the card threw the dice to move the basketball. Another two students came to the front to name the cards. T returned the basketball to the starting position and continued playing until a pre-determined number of points was reached. The team reaching this number won the game.</p>
10 min.	<p><b>Listening Practice 5:</b></p> <ul style="list-style-type: none"> <li>- T passed the worksheets to Ss and explained the listening practice procedures.</li> <li>- <u>Question preview:</u> T read the questions and required the students to repeat. T explained the questions in Chinese if necessary.</li> <li>- T played the CD twice.</li> </ul>	

*Session 6*

T: the teacher Ss: the students

Date	4/4, 2008
Listening Material	Listening Practice 6: Side by Side Book 1, p. 77 ATTENTION, J-MART SHOPPERS!
New Words Introduced	<ul style="list-style-type: none"> <li>(1) aisle</li> <li>(2) gloves</li> <li>(3) blouses</li> <li>(4) bracelets</li> <li>(5) ties</li> </ul>



Bottom-up Group		Interactive Group	
Time	Teaching Procedure	Time	Teaching Procedure
5 min.	<p><u>Warm-up:</u></p> <ul style="list-style-type: none"> <li>- Homework for today.</li> <li>- Song / Chant of this unit</li> </ul>		
18 min.	<p><b>Vocabulary Pre-teaching:</b></p> <ul style="list-style-type: none"> <li>- <u>Presentation:</u> T showed flash cards of the new words, having students to repeat after T. T randomly showed the flash cards and had several students name the cards.</li> <li>- <u>Activity: Which Team Is Faster.</u> T prepared a ball and drew a 3×3 grids with number 1 to 9. T divided the class into two groups, choosing three students (S1, S2 and S3) from each group to the front, having them lining up. T quickly showed the flash cards to S1 from each group. The one who named the card correctly and quickly went back to his seat. The loser stayed back to the queue. T did the same to S2 and S3. The first team who all went to the seats won and the winning group threw the ball to make the Bingo.</li> </ul>	25 min.	<p><b>Vocabulary Pre-teaching &amp; Prediction of Topic-related Pictures:</b></p> <ul style="list-style-type: none"> <li>- <u>Presentation:</u> T showed topic-related pictures and encouraged Ss to express what they thought either in Chinese or English when these pictures were presented.</li> <li>- T showed flash cards when Ss mentioned the new words.</li> <li>- <u>Activity: Which Team Is Faster.</u> T prepared a ball and drew a 3×3 grids with number 1 to 9. T divided the class into two groups, choosing three students (S1, S2 and S3) from each group to the front, having them lining up. T quickly showed the flash cards to S1 from each group. The one who named the card correctly and quickly went back to his seat. The loser stayed back to the queue. T did the same to S2 and S3. The first team who all went to the seats won and the winning group threw the ball to make the Bingo.</li> </ul>
7 min.	<p><b>WS 6-1: Circle one out of three word forms that contained in a sentence</b></p> <ul style="list-style-type: none"> <li>- T passed the worksheet to Ss and explained the</li> </ul>		

	listening exercise procedures. - T played the CD twice.		
10 min.	<b>Listening Practice 6:</b> - T passed the worksheets to Ss and explained the listening practice procedures. - <u>Question preview:</u> T read the questions and required the students to repeat. T explained the questions in Chinese if necessary. - T played the CD twice.		

Session 7

T: the teacher Ss: the students

Date	4/11, 2008		
Listening Material	Listening Practice 7: Side by Side Book 1, p. 78 MY NEIGHBORHOOD		
New Words Introduced	(1) wonderful (2) interesting (3) on the sidewalks (4) across from (5) around the corner from		
<b>Bottom-up Group</b>		<b>Interactive Group</b>	
Time	Teaching Procedure	Time	Teaching Procedure
5 min.	<u>Warm-up:</u> - Homework for today. - Song / Chant of this unit		
18 min.	<b>Vocabulary Pre-teaching:</b> - <u>Presentation:</u> T showed flash cards of the new words, having students to repeat after T. T randomly showed the flash cards and had several students name the cards. - <u>Activity: Clap, Tap and Point.</u> T prepared a dart and drew a circle with	25 min.	<b>Vocabulary Pre-teaching &amp; Prediction of Topic-related Pictures:</b> - <u>Presentation:</u> T showed topic-related pictures and encouraged Ss to express what they thought either in Chinese or English when these pictures were presented. - T showed flash cards when

	<p>different number of points. T designated the sequence of the new words and divided the class into two groups, choosing three students (S1, S2 and S3) from each group to the front, having them lining up. S1 had to say the first word after he clapped, tapped and pointed to S2. S2 had to do the same as S1. S3 had to do the same but S3 pointed to T. The team who first pointed to T and said the word correctly won and the winning group threw the dart to win the points.</p>	<p>Ss mentioned the new words.</p> <ul style="list-style-type: none"> <li>- <u>Activity: Clap, Tap and Point.</u> T prepared a dart and drew a circle with different number of points. T designated the sequence of the new words and divided the class into two groups, choosing three students (S1, S2 and S3) from each group to the front, having them lining up. S1 had to say the first word after he clapped, tapped and pointed to S2. S2 had to do the same as S1. S3 had to do the same but S3 pointed to T. The team who first pointed to T and said the word correctly won and the winning group threw the dart to win the points.</li> </ul>
7 min.	<p><b>WS 7-1: Circle the word that is different from what you hear</b></p> <ul style="list-style-type: none"> <li>- T passed the worksheet to Ss and explained the listening exercise procedures.</li> <li>- T played the CD twice.</li> </ul>	
10 min.	<p><b>Listening Practice 7:</b></p> <ul style="list-style-type: none"> <li>- T passed the worksheets to Ss and explained the listening practice procedures.</li> <li>- <u>Question preview:</u> T read the questions and required the students to repeat. T explained the questions in Chinese if necessary.</li> <li>- T played the CD twice.</li> </ul>	

*Session 8*

T: the teacher Ss: the students

Date	4/25, 2008
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Listening Material	Listening Practice 8: Side by Side Book 1, p. 82 WHERE DO THEY LIVE, AND WHAT DO THEY DO?		
New Words Introduced	(1) Washington, D. C. (2) Buffalo (3) San Diego (4) Vancouver (5) paint houses		
<b>Bottom-up Group</b>		<b>Interactive Group</b>	
Time	Teaching Procedure	Time	Teaching Procedure
5 min.	<b>Warm-up:</b> - Homework for today. - Song / Chant of this unit		
18 min.	<b>Vocabulary Pre-teaching:</b> - <u>Presentation:</u> T showed flash cards of the new words, having students to repeat after T. T randomly showed the flash cards and had several students name the cards. - <u>Activity: What's Missing.</u> T placed the flash cards on the board and divided the class into two groups. Ss studied the cards for 10-15 seconds, and then closed their eyes. T removed one (or more than one for extra challenge) of the cards, and then chose one student from each group. When T said, "What's missing?" the two students competed to say the missing word. The first student to correctly identify the missing card won a point.	25 min.	<b>Vocabulary Pre-teaching &amp; Prediction of Topic-related Pictures:</b> - <u>Presentation:</u> T showed topic-related pictures and encouraged Ss to express what they thought either in Chinese or English when these pictures were presented. - T showed flash cards when Ss mentioned the new words. - <u>Activity: What's Missing.</u> T placed the flash cards on the board and divided the class into two groups. Ss studied the cards for 10-15 seconds, and then closed their eyes. T removed one (or more than one for extra challenge) of the cards, and then chose one student from each group. When T said, "What's missing?" the two students competed
7	<b>WS 8-1: Circle one out of</b>		

min.	<p><b>three word forms that contained in a sentence</b></p> <ul style="list-style-type: none"> <li>- T passed the worksheet to Ss and explained the listening exercise procedures.</li> <li>- T played the CD twice.</li> </ul>		<p>to say the missing word.</p> <p>The first student to correctly identify the missing card won a point.</p>
10 min.	<p><b>Listening Practice 8:</b></p> <ul style="list-style-type: none"> <li>- T passed the worksheets to Ss and explained the listening practice procedures.</li> <li>- <u>Question preview:</u> T read the questions and required the students to repeat. T explained the questions in Chinese if necessary.</li> <li>- T played the CD twice.</li> </ul>		

*Session 9*

T: the teacher Ss: the students

Date	5/2, 2008		
Listening Material	Listening Practice 9: Side by Side Book 1, p. 83 MR. AND MRS. DiCARLO		
New Words Introduced	<ul style="list-style-type: none"> <li>(1) usually</li> <li>(2) a grocery store</li> <li>(3) upset</li> <li>(4) suburban</li> <li>(5) afraid</li> <li>(6) forget</li> </ul>		
<b>Bottom-up Group</b>		<b>Interactive Group</b>	
Time	Teaching Procedure	Time	Teaching Procedure
5 min.	<p><u>Warm-up:</u></p> <ul style="list-style-type: none"> <li>- Homework for today.</li> <li>- Song / Chant of this unit</li> </ul>		
18 min.	<p><b>Vocabulary Pre-teaching:</b></p> <ul style="list-style-type: none"> <li>- <u>Presentation:</u> T showed flash cards of the new words, having students to repeat after T. T randomly showed the flash cards and</li> </ul>	25 min.	<p><b>Vocabulary Pre-teaching &amp; Prediction of Topic-related Pictures:</b></p> <ul style="list-style-type: none"> <li>- <u>Presentation:</u> T showed topic-related pictures and encouraged Ss to express</li> </ul>

	<p>had several students name the cards.</p> <ul style="list-style-type: none"> <li>- <u>Activity: Quicker Tongue.</u> T divided the class into two groups and chose two students as representatives of their group. The two students stood back to back and walked five steps when the class counted from one to five. The two students turned around when the class counted to five and the one who said out the word quickly won a point.</li> </ul>	<p>what they thought either in Chinese or English when these pictures were presented.</p> <ul style="list-style-type: none"> <li>- T showed flash cards when Ss mentioned the new words.</li> <li>- <u>Activity: Quicker Tongue.</u> T divided the class into two groups and chose two students as representatives of their group. The two students stood back to back and walked five steps when the class counted from one to five. The two students turned around when the class counted to five and the one who said out the word quickly won a point.</li> </ul>
7 min.	<p><b>WS 9-1: Find differences between a written text and a taped account of the same event</b></p> <ul style="list-style-type: none"> <li>- T passed the worksheet to Ss and explained the listening exercise procedures.</li> <li>- T played the CD twice.</li> </ul>	
10 min.	<p><b>Listening Practice 9:</b></p> <ul style="list-style-type: none"> <li>- T passed the worksheets to Ss and explained the listening practice procedures.</li> <li>- <u>Question preview:</u> T read the questions and required the students to repeat. T explained the questions in Chinese if necessary.</li> <li>- T played the CD twice.</li> </ul>	

*Session 10*

T: the teacher Ss: the students

Date	5/9, 2008
Listening Material	Listening Practice 10: Side by Side Book 1, p. 88 STANLEY'S INTERNATIONAL RESTAURANT
New Words	(1) special

Introduced	(2) different (3) Italian (4) Greek (5) Chinese (6) Puerto Rican (7) Japanese (8) Mexican (9) American		
<b>Bottom-up Group</b>		<b>Interactive Group</b>	
Time	Teaching Procedure	Time	Teaching Procedure
5 min.	<u>Warm-up:</u> - Homework for today. - Song / Chant of this unit		
25 min.	<b>Vocabulary Pre-teaching:</b> - <u>Presentation:</u> T showed flash cards of the new words, having students to repeat after T. T randomly showed the flash cards and had several students name the cards. - <u>Activity: Memory Chain.</u> T designated a student (S1) to say a word using the new words in this session. The student sitting behind S1 (S2) repeated his word and added his own word. The student sitting behind S2 (S3) repeated S1 and S2's words, and added his own word. The class continued in the same way until someone was unable to repeat all the previous words. The activity then began again starting with this student.	25 min.	<b>Vocabulary Pre-teaching &amp; Prediction of Topic-related Pictures:</b> - <u>Presentation:</u> T showed topic-related pictures and encouraged Ss to express what they thought either in Chinese or English when these pictures were presented. - T showed flash cards when Ss mentioned the new words. - <u>Activity: Memory Chain.</u> T designated a student (S1) to say a word using the new words in this session. The student sitting behind S1 (S2) repeated his word and added his own word. The student sitting behind S2 (S3) repeated S1 and S2's words, and added his own word. The class continued in the same way

			until someone was unable to repeat all the previous words. The activity then began again starting with this student.
10 min.	<b>Listening Practice 10:</b> <ul style="list-style-type: none"> <li>- T passed the worksheets to Ss and explained the listening practice procedures.</li> <li>- <u>Question preview:</u> T read the questions and required the students to repeat. T explained the questions in Chinese if necessary.</li> <li>- T played the CD twice.</li> </ul>		

*Session 11*

T: the teacher Ss: the students

Date	5/16, 2008		
Listening Material	Listening Practice 11: Side by Side Book 1, p. 90 BUSY PEOPLE		
New Words Introduced	(1) athletic (2) jog (3) play tennis (4) do yoga (5) go to a health club (6) sing in the choir (7) play in the orchestra (8) baby-sit (9) visit (10) active (11) see a play (12) go to a concert (13) take a karate lesson		
<b>Bottom-up Group</b>		<b>Interactive Group</b>	
Time	Teaching Procedure	Time	Teaching Procedure
5 min.	<u>Warm-up:</u> <ul style="list-style-type: none"> <li>- Homework for today.</li> <li>- Song / Chant of this unit</li> </ul>		
18	<b>Vocabulary Pre-teaching:</b>	25	<b>Vocabulary Pre-teaching &amp;</b>



min.	<ul style="list-style-type: none"> <li>- <u>Presentation:</u> T showed flash cards of the new words, having students to repeat after T. T randomly showed the flash cards and had several students name the cards.</li> <li>- <u>Activity: Listen and Say.</u> T randomly numbered the flash cards, said the number and chose one student to say the word. T repeated the procedure until most students are familiar with the new words.</li> <li>- <u>Activity: Touch and Say.</u> T divided the class into two groups and arranged the flash cards on the board. T chose two students as representatives of their group. T said the number of new words, and the two students touched the word and said it out. The quicker one won.</li> </ul>	min.	<p><b>Prediction of Topic-related Pictures:</b></p> <ul style="list-style-type: none"> <li>- <u>Presentation:</u> T showed topic-related pictures and encouraged Ss to express what they thought either in Chinese or English when these pictures were presented.</li> <li>- T showed flash cards when Ss mentioned the new words.</li> <li>- <u>Activity: Listen and Say.</u> T randomly numbered the flash cards, said the number and chose one student to say the word. T repeated the procedure until most students are familiar with the new words.</li> <li>- <u>Activity: Touch and Say.</u> T divided the class into two groups and arranged the flash cards on the board. T chose two students as representatives of their group. T said the number of new words, and the two students touched the word and said it out. The quicker one won.</li> </ul>
7 min.	<p><b>WS 11-1: Circle one out of three word forms that contained in a sentence</b></p> <ul style="list-style-type: none"> <li>- T passed the worksheet to Ss and explained the listening exercise procedures.</li> <li>- T played the CD twice.</li> </ul>		
10 min.	<p><b>Listening Practice 11:</b></p> <ul style="list-style-type: none"> <li>- T passed the worksheets to Ss and explained the listening practice procedures.</li> </ul>		

	<ul style="list-style-type: none"> <li>- <u>Question preview</u>: T read the questions and required the students to repeat. T explained the questions in Chinese if necessary.</li> <li>- T played the CD twice.</li> </ul>
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*Session 12*

T: the teacher Ss: the students

Date	5/23, 2008		
Listening Material	Listening Practice 12: Side by Side Book 1, p. 92 EVERY WEEKEND IN IMPORTANT TO THE CARCIA FAMILY		
New Words Introduced	<ul style="list-style-type: none"> <li>(1) together</li> <li>(2) spend a lot of time</li> <li>(3) go to church</li> <li>(4) have a big dinner</li> <li>(5) play musical instruments</li> </ul>		
<b>Bottom-up Group</b>		<b>Interactive Group</b>	
Time	Teaching Procedure	Time	Teaching Procedure
5 min.	<u>Warm-up</u> : <ul style="list-style-type: none"> <li>- Homework for today.</li> <li>- Song / Chant of this unit</li> </ul>		
25 min.	<b>Vocabulary Pre-teaching:</b> <ul style="list-style-type: none"> <li>- <u>Presentation</u>: T showed flash cards of the new words, having students to repeat after T. T randomly showed the flash cards and had several students name the cards.</li> <li>- <u>Activity: Which Team Is Faster</u>. T prepared a ball and drew a 3×3 grids with number 1 to 9. T divided the class into two groups, choosing three students (S1, S2 and S3) from each group to the front, having them lining up. T quickly</li> </ul>	25 min.	<b>Vocabulary Pre-teaching &amp; Prediction of Topic-related Pictures:</b> <ul style="list-style-type: none"> <li>- <u>Presentation</u>: T showed topic-related pictures and encouraged Ss to express what they thought either in Chinese or English when these pictures were presented.</li> <li>- T showed flash cards when Ss mentioned the new words.</li> <li>- <u>Activity: Which Team Is Faster</u>. T prepared a ball and drew a 3×3 grids with number 1 to 9. T divided</li> </ul>

	<p>showed the flash cards to S1 from each group. The one who named the card correctly and quickly went back to his seat. The loser stayed back to the queue. T did the same to S2 and S3. The first team who all went to the seats won and the winning group threw the ball to make the Bingo.</p>		<p>the class into two groups, choosing three students (S1, S2 and S3) from each group to the front, having them lining up. T quickly showed the flash cards to S1 from each group. The one who named the card correctly and quickly went back to his seat. The loser stayed back to the queue. T did the same to S2 and S3. The first team who all went to the seats won and the winning group threw the ball to make the Bingo.</p>
10 min.	<p><b>Listening Practice 12:</b></p> <ul style="list-style-type: none"> <li>- T passed the worksheets to Ss and explained the listening practice procedures.</li> <li>- <u>Question preview</u>: T read the questions and required the students to repeat. T explained the questions in Chinese if necessary.</li> <li>- T played the CD twice.</li> </ul>		

*Session 13*

T: the teacher Ss: the students

Date	5/30, 2008		
Listening Material	Listening Practice 13: Side by Side Book 1, p. 94 A VERY OUTGOING PERSON		
New Words Introduced	<ul style="list-style-type: none"> <li>(1) outgoing</li> <li>(2) go to concerts</li> <li>(3) popular</li> <li>(4) athletic</li> <li>(5) alone</li> <li>(6) very often</li> <li>(7) active</li> </ul>		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;"><b>Bottom-up Group</b></td> <td style="width: 50%; text-align: center;"><b>Interactive Group</b></td> </tr> </table>		<b>Bottom-up Group</b>	<b>Interactive Group</b>
<b>Bottom-up Group</b>	<b>Interactive Group</b>		

Time	Teaching Procedure	Time	Teaching Procedure
5 min.	<p><b>Warm-up:</b></p> <ul style="list-style-type: none"> <li>- Homework for today.</li> <li>- Song / Chant of this unit</li> </ul>		
28 min.	<p><b>Vocabulary Pre-teaching:</b></p> <ul style="list-style-type: none"> <li>- <u>Presentation:</u> T showed flash cards of the new words, having students to repeat after T. T randomly showed the flash cards and had several students name the cards.</li> <li>- <u>Activity: Quicker Tongue.</u> T divided the class into two groups and chose two students as representatives of their group. The two students stood back to back and walked five steps when the class counted from one to five. The two students turned around when the class counted to five and the one who said out the word quickly won a point.</li> </ul>	25 min.	<p><b>Vocabulary Pre-teaching &amp; Prediction of Topic-related Pictures:</b></p> <ul style="list-style-type: none"> <li>- <u>Presentation:</u> T showed topic-related pictures and encouraged Ss to express what they thought either in Chinese or English when these pictures were presented.</li> <li>- T showed flash cards when Ss mentioned the new words.</li> <li>- <u>Activity: Quicker Tongue.</u> T divided the class into two groups and chose two students as representatives of their group. The two students stood back to back and walked five steps when the class counted from one to five. The two students turned around when the class counted to five and the one who said out the word quickly won a point.</li> </ul>
7 min.	<p><b>WS 13-1: Find differences between a written text and a taped account of the same event</b></p> <ul style="list-style-type: none"> <li>- T passed the worksheet to Ss and explained the listening exercise procedures.</li> <li>- T played the CD twice.</li> </ul>		
10 min.	<p><b>Listening Practice 13:</b></p> <ul style="list-style-type: none"> <li>- T passed the worksheets to Ss and explained the listening practice procedures.</li> <li>- <u>Question preview:</u> T read the questions and required the students to</li> </ul>		

	repeat. T explained the questions in Chinese if necessary. - T played the CD twice.
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*Session 14*

T: the teacher Ss: the students

Date	6/6, 2008		
Listening Material	Listening Practice 14: Side by Side Book 1, p. 98 GLOBAL EXCHANGE		
New Words Introduced	(1) sing in a choir (2) very often (3) news programs (4) author		
<b>Bottom-up Group</b>		<b>Interactive Group</b>	
Time	Teaching Procedure	Time	Teaching Procedure
5 min.	<u>Warm-up:</u> - Homework for today. - Song / Chant of this unit		
28 min.	<b>Vocabulary Pre-teaching:</b> - <u>Presentation:</u> T showed flash cards of the new words, having students to repeat after T. T randomly showed the flash cards and had several students name the cards. - <u>Activity: All Sit Down.</u> T had the class stand up and quickly flashed the pictures of the new words. S who said out the word sat down. T used a timer to show how long it took for all the class sat down and wrote the time on the board. T repeated the procedure and encouraged the class to do	25 min.	<b>Vocabulary Pre-teaching &amp; Prediction of Topic-related Pictures:</b> - <u>Presentation:</u> T showed topic-related pictures and encouraged Ss to express what they thought either in Chinese or English when these pictures were presented. - T showed flash cards when Ss mentioned the new words. - <u>Activity: All Sit Down.</u> T had the class stand up and quickly flashed the pictures of the new words. S who said out the word sat down. T used a timer to show

	this activity quicker than their first time record.		how long it took for all the class sat down and wrote the time on the board. T repeated the procedure and encouraged the class to do this activity quicker than their first time record.
7 min.	<b>WS 14-1: Circle one out of three word forms that contained in a sentence</b> <ul style="list-style-type: none"> <li>- T passed the worksheet to Ss and explained the listening exercise procedures.</li> <li>- T played the CD twice.</li> </ul>		
10 min.	<b>Listening Practice 14:</b> <ul style="list-style-type: none"> <li>- T passed the worksheets to Ss and explained the listening practice procedures.</li> <li>- <u>Question preview</u>: T read the questions and required the students to repeat. T explained the questions in Chinese if necessary.</li> <li>- T played the CD twice.</li> </ul>		

*Session 15*

T: the teacher Ss: the students

Date	6/13, 2008		
Listening Material	Listening Practice 14: Side by Side Book 1, p. 98 HELLO! THIS IS THE INTERNATIONAL CAFÉ!		
New Words Introduced	(1) jazz (2) rock Music (3) classical Music (4) popular Music (5) poetry (6) country Music (7) short stories		
<b>Bottom-up Group</b>		<b>Interactive Group</b>	
Time	Teaching Procedure	Time	Teaching Procedure
5 min.	<u>Warm-up</u> : <ul style="list-style-type: none"> <li>- Homework for today.</li> <li>- Song / Chant of this unit</li> </ul>		
28 min.	<b>Vocabulary Pre-teaching:</b> <ul style="list-style-type: none"> <li>- <u>Presentation</u>: T showed</li> </ul>	25 min.	<b>Vocabulary Pre-teaching &amp; Prediction of Topic-related</b>

	<p>flash cards of the new words, having students to repeat after T. T randomly showed the flash cards and had several students name the cards.</p> <ul style="list-style-type: none"> <li>- <u>Activity: Memory Chain.</u> T designated a student (S1) to say a word using the new words in this session. The student sitting behind S1 (S2) repeated his word and added his own word. The student sitting behind S2 (S3) repeated S1 and S2's words, and added his own word. The class continued in the same way until someone was unable to repeat all the previous words. The activity then began again starting with this student</li> </ul>	<p><b>Pictures:</b></p> <ul style="list-style-type: none"> <li>- <u>Presentation:</u> T showed topic-related pictures and encouraged Ss to express what they thought either in Chinese or English when these pictures were presented.</li> <li>- T showed flash cards when Ss mentioned the new words.</li> <li>- <u>Activity: Memory Chain.</u> T designated a student (S1) to say a word using the new words in this session. The student sitting behind S1 (S2) repeated his word and added his own word. The student sitting behind S2 (S3) repeated S1 and S2's words, and added his own word. The class continued in the same way until someone was unable to repeat all the previous words. The activity then began again starting with this student</li> </ul>
7 min.	<p><b>WS 15-1: Find differences between a written text and a taped account of the same event</b></p> <ul style="list-style-type: none"> <li>- T passed the worksheet to Ss and explained the listening exercise procedures.</li> <li>- T played the CD twice.</li> </ul>	
10 min.	<p><b>Listening Practice 15:</b></p> <ul style="list-style-type: none"> <li>- T passed the worksheets to Ss and explained the listening practice procedures.</li> <li>- <u>Question preview:</u> T read the questions and required the students to repeat. T explained the questions in Chinese if necessary.</li> <li>- T played the CD twice.</li> </ul>	

