

TEACHER'S GUIDE

SIDE *by* SIDE

THIRD EDITION

**BOOK
4**



**Steven J. Molinsky
Bill Bliss**

Contributing Authors

Sarah Lynn
Mary Ann Perry

with

John Kopec



PEARSON
Longman

Correlation and Placement Key

Side by Side correlates with the following standards-based curriculum levels and assessment system score ranges:

	Side by Side 1	Side by Side 2	Side by Side 3	Side by Side 4
NRS (National Reporting System) Educational Functioning Level	Low Beginning	High Beginning	Low Intermediate	High Intermediate
CASAS (Comprehensive Adult Student Assessment System)	181–190	191–200	201–210	211–220
BEST Plus (Basic English Skills Test)	401–417	418–438	439–472	473–506
BEST Oral Interview	16–28	29–41	42–50	51–57
BEST Literacy	8–35	36–46	47–53	54–65

For correlations to other major curriculum frameworks, please visit: www.pearsonlongman.com/sidebyside

Side by Side, 3rd edition Teacher's Guide 4

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Editorial director: *Pam Fishman*

Vice president, director of design and production: *Rhea Banker*

Director of electronic production: *Aliza Greenblatt*

Production manager: *Ray Keating*

Director of manufacturing: *Patrice Fraccio*

Digital layout specialists: *Kelly Tavares, Paula Williams, Wendy Wolf*

Interior design: *Wendy Wolf*

Interior art: *Judy A. Wolf*

Cover design: *Elizabeth Carlson*

Cover art: *Richard E. Hill*

Copyediting: *Janet Johnston*

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Guide to Multilevel Resources

The *Side by Side Teacher's Guides* provide valuable resources for effective multilevel instruction. Easy-to-use strategies help teachers preview and pre-drill lesson objectives for students who need extra preparation. Hundreds of dynamic expansion activities offer reinforcement and enrichment for students at three different ability-levels:

- *Below-level* students who need extra support and some re-teaching of skills and content to master basic objectives;
- *At-level* students who are performing well in class and can benefit from reinforcement;
- *Above-level* students who want and deserve opportunities for enrichment and greater challenge.

Getting Ready sections are ideal lesson-planning tools. They provide a careful sequence of instructional steps teachers can use during the warm-up, preview, and initial presentation stages of a lesson—especially helpful for *below-level* students who need careful preparation for a lesson's new vocabulary, grammar, topics, functions, or language skills.

The Getting Ready section is an "on-ramp" that allows students to get up to speed with lesson content so that they comprehend the lesson and master its learning objectives.

Text Page 22: He Could Have Gotten Lost!

FOCUS

- Could have
- Review: Shouldn't have

CLOSE UP

RULE: The past form of the modal *could* is *could have* + the past participle. It is used to talk about a past possibility that didn't occur.

EXAMPLES: He **could have gotten** lost (*but he didn't*).
She **could have drowned** (*but she didn't*).

GETTING READY

Introduce *could have*.

1. Write on the board:

She could have failed the exam.
Fortunately, she didn't.

2. Tell about Mary:

Mary had to take an exam to get into college. Unfortunately, she had to take care of her sick grandmother the month before the exam. She didn't study very much. Mary was lucky. (*Point to the statements on the board.*) She could have failed the exam. Fortunately, she didn't.

3. Have students repeat chorally: "She could have failed the exam."

INTRODUCING THE MODEL

1. Have students look at the model.
2. Set the scene: "Jack's grandparents are talking about him. They're concerned."
3. Present the model.

4. Full-Class Repetition.

Pronunciation Note

The pronunciation focus of Chapter 2 is **Reduced have** (text page 30). You should model this pronunciation at this point and encourage students to incorporate it into their language practice.

He **could have** gotten lost!

5. Ask students if they have any questions. Check understanding of the expressions *If you ask me, get lost.*
6. Group Choral Repetition.
7. Choral Conversation.
8. Call on one or two pairs of students to present the dialog. (For additional practice, do Choral Conversation in small groups or by rows.)

Multilevel Expansion Activities include games, tasks, brainstorming, discussion, movement, drawing, miming, and role playing—all designed to reinforce and enrich instruction in a way that is stimulating, creative, and fun! Expansion activities are differentiated by their listening and speaking tasks, the language used, their structure, and the extent of teacher/student input. Activity levels are indicated through a three-star system:

★ **One-star activities** are designed for *below-level* students. These activities typically provide students with the actual phrases and simple sentences they need to complete a task. Sometimes these activities prompt students to produce their own answers using previously learned phrases or simple sentences with vocabulary and grammar in the current lesson or unit. Such activities include unscrambling sentences, matching questions and answers, and memory games. These activities are highly structured with very defined answers. The direction of input is from the teacher, rather than the student. Students are guided and supported throughout these activities.

★★ **Two-star activities** are for *at-level* students. These activities usually require students to independently produce one or more simple sentences or an occasional complex sentence using the vocabulary and grammar learned in the current lesson or in the unit. Such activities include partially scripted role plays, completing partial sentences, and composing appropriate questions for provided answers. These are moderately structured activities, with some open answers and room for interpretation. They can be teacher-directed or student-directed, so these activities require that students have some control of language and some independence.

★★★ **Three-star activities** are for *above-level* students. These activities usually require students to independently produce multiple simple and complex sentences using their cumulative vocabulary and grammar knowledge. Some activities also give students the opportunity to use language beyond what they have learned in the text. Students therefore develop skills to understand unfamiliar vocabulary, to clarify meaning, and to successfully communicate in a variety of contexts and interactions. Such activities include open-ended role plays, group stories, and student interviews and discussions based on lesson themes. These activities are highly unstructured, with much room for student input, interpretation, and control. Since most input comes from students, these activities require mastery of grammar and vocabulary and student independence.

EXPANSION ACTIVITIES

1. Who Is It? ★
Make statements about the people in the exercises, and have students respond by telling who you're talking about. Then ask why that person is lucky. For example:

Teacher: This person swam to the other side of the lake.
Student: Gloria.
Teacher: Why is she lucky?
Student: She could have drowned.

2. I Don't Believe It! ★★
a. Write the following on the board:

A. _____.
B. I don't believe it! ____ could have _____!
A. I know. ____ lucky ____ didn't.

b. Put each of the situations below on cards.

c. Have a pair of students come to the front of the room, pick a card, and create a conversation based on the model on the board. For example:

A. I'm angry with my son Tommy. He went sailing by himself yesterday in terrible weather!
B. I don't believe it! He could have drowned!
A. I know. He's lucky he didn't.

I'm angry with my son Tommy. He went sailing by himself yesterday in terrible weather!

I'm upset with my son Brian. He started a fight with the biggest and strongest boy in his class!

I'm concerned about my next-door neighbor. She went hiking in the mountains with her two-month-old baby!

3. Dangerous Stories! ★★★
a. Divide the class into small groups. Have students discuss the following questions:
Have you ever done anything dangerous? What did you do?
Have you ever driven a car very fast? What happened?
Have you ever sailed a boat in a storm? What happened?
b. Have the groups report back to the class, and have others respond by saying "You could have _____!"

(continued)

	★ Below-level	★★ At-level	★★★ Above-level
Listening & Speaking Tasks	Learned phrases and simple sentences	One or more learned and new simple sentences; some complex sentences	Multiple learned and new sentences—simple and complex
Language Used	Language provided in the activity and previously learned	Language skills learned in the lesson or in the unit	Cumulative language skills learned in the course and beyond
Structure	Highly structured	Moderately structured	Unstructured
Input	Teacher-directed	Teacher-directed/Student-directed	Student-directed

INTRODUCTION

Side by Side is an English language program for young-adult and adult learners from beginning to high-intermediate levels. The program consists of Student Books 1 through 4 and accompanying Activity Workbooks, Teacher's Guides, Communication Games Books, an Audio Program, a Video Program, a Multimedia CD-ROM Program, a Picture Program, and a Testing Program.

Side by Side offers learners of English a dynamic, communicative approach to learning the language. Through the methodology of guided conversations, *Side by Side* engages students in meaningful conversational exchanges within carefully structured grammatical frameworks, and then encourages students to break away from the textbook and use these frameworks to create conversations on their own. All the language practice that is generated through the texts results in active communication between students . . . practicing speaking together “side by side.”

The Guided Conversation lessons serve as the “anchor” for the presentation of the grammatical and functional language core of the program. These lessons are followed by a variety of reading, writing, listening, pronunciation, role-playing, and discussion activities that reinforce and expand upon this conversational core.

A special feature of this third edition are the “*Side by Side Gazette*” pages that appear periodically throughout the texts. These magazine-style pages contain feature articles, fact files, interviews, vocabulary expansion, cross-cultural topics, authentic listening activities, questions and answers about English grammar, e-mail exchanges, and cartoon springboards for interactive role-playing activities.

The goal of *Side by Side* is to engage students in active, meaningful communicative practice with the language. The aim of the *Side by Side* Teacher's Guides is to offer guidelines and strategies to help achieve that goal.

Student Text Overview

CHAPTER OPENING PAGES

The opening page of each chapter provides an overview of the grammatical structures and topics that are treated in the chapter. A Vocabulary Preview depicts some of the key vocabulary words that students will encounter within the chapter. Some teachers may wish to present and practice these words before beginning the chapter. Other teachers may prefer to wait until the words occur in the particular lesson in which they are introduced.

GUIDED CONVERSATION LESSONS

Grammatical Paradigms

A new grammatical structure appears first in the form of a grammatical paradigm, or

“grammar box”—a simple schema of the structure. (Grammar boxes are in a light blue tint.) These paradigms are meant to be a reference point for students as they proceed through a lesson's conversational activities. While these paradigms highlight the structures being taught, they are not intended to be goals in themselves. Students are not expected to memorize or parrot back these rules. Rather, we want students to take part in conversations that show they can *use* these rules correctly.

Model Guided Conversations

Model conversations serve as the vehicles for introducing new grammatical structures and many communicative uses of English. Because the model becomes the basis for all the exercises that follow, it is essential that students be given sufficient practice with it before proceeding with the lesson.

Side by Side Exercises

In the numbered exercises that follow the model, students pair up and work “side by side,” placing new content into the given conversational framework. These exercises form the core learning activity of each conversation lesson.

FOLLOW-UP EXERCISES AND ACTIVITIES

- **Reading** selections offer enjoyable reading practice that simultaneously reinforces the grammatical and thematic focus of each chapter.
- **Reading Check-Up** exercises provide focused practice in reading comprehension.
- **Listening** exercises enable students to develop their aural comprehension skills through a variety of listening activities.
- **Pronunciation** exercises provide models of authentic pronunciation and opportunities for student listening and speaking practice.
- **How to Say It!** activities expose students to key communication strategies.
- **Talk About It!** and **Think About It!** activities offer additional opportunities for conversational practice.
- **In Your Own Words** activities provide topics and themes for student compositions and classroom discussions in which students write about their friends, families, homes, schools, and themselves.
- **Side by Side Journal** activities provide the opportunity for students to write about things that are meaningful to them.
- **Role Play, Interactions,** and **Interview** activities provide opportunities for dynamic classroom interaction.
- **On Your Own** and **How About You?** activities give students valuable opportunities to apply lesson content to their own lives and experiences and to share opinions in class. Through these activities, students bring to the classroom new content based on their interests, their backgrounds, and their imaginations.

SIDE BY SIDE GAZETTE

- **Feature Articles** provide interesting and stimulating content.
- **Fact Files** present facts about the world for class discussion.
- **Interviews** offer students an in-depth look into people’s lives.
- **Fun With Idioms** sections introduce students to common idiomatic expressions.
- **Around the World** photo essays offer rich opportunities for cross-cultural comparison.
- **We’ve Got Mail!** sections provide clear, simple explanations of key grammatical structures.
- **Global Exchange** activities give students experience with online communication.
- **Listening** sections offer students authentic listening opportunities.
- **What Are They Saying?** cartoons serve as springboards for interactive role-playing activities.

SUPPORT AND REFERENCE SECTIONS

- The **Chapter Summary** at the end of each chapter provides charts of the grammar structures presented in the chapter along with a listing of key vocabulary words. This summary is useful as a review and study guide after students have completed the chapter.
- An **Appendix** contains Listening Scripts, a Thematic Vocabulary Glossary, and a list of Irregular Verbs.
- An **Index** provides a convenient reference for locating grammatical structures in the text.

Ancillary Materials

ACTIVITY WORKBOOKS

The Activity Workbooks offer a variety of exercises for reinforcement, fully coordinated with the student texts. A special feature of the Activity Workbooks is the inclusion of GrammarRaps for practice with rhythm, stress, and intonation, and in Levels 1 and 2 GrammarSongs from the *Side by Side TV* videos. Periodic check-up tests are also included in the workbooks.

AUDIO PROGRAM

The Student Text audios are especially designed to serve as a student's speaking partner, making conversation practice possible even when the student is studying alone. In addition to the guided conversation models and exercises, the audios contain the vocabulary preview words at the beginning of each chapter, the listening and pronunciation exercises, the reading selections, and the *Side by Side* Gazettes.

The Activity Workbook audios contain the listening and pronunciation exercises, along with the GrammarRaps and GrammarSongs.

MULTIMEDIA RESOURCES

The *Side by Side TV* videos (DVD & VHS) and the *Side by Side Interactive* software (CD-ROM, network, and installable versions) provide entertaining video-based instruction and

interactive self-paced practice that is fully coordinated with Levels 1 and 2 of the program. The *Side by Side Interactive* Activity Workbooks are ideal self-study companions for students using the videos or the software.

COMMUNICATION GAMES BOOKS

This innovative teacher resource provides a wealth of interactive language games designed to serve as enjoyable and motivating reinforcement of key grammatical structures presented in the student texts. All of the games are accompanied by reproducible activity masters for ease of classroom use.

PICTURE PROGRAM

Side by Side Picture Cards illustrate key concepts and vocabulary items. They can be used for introduction of new material, for review, for enrichment, and for role-playing activities. Suggestions for their use are included in the Teacher's Guide. Also, the Appendix to the Teacher's Guide contains a triple listing of the Picture Cards: numerically, alphabetically, and by category.

TESTING PROGRAM

The *Side by Side* Testing Program consists of a placement test and individual chapter tests, mid-book tests, and final tests for each level of the program.

Format of the Teacher's Guide

CHAPTER OVERVIEW

The Chapter Overview provides the following:

- Functional and grammatical highlights of the chapter
- A listing of new vocabulary and expressions

CHAPTER OPENING PAGE

The Teacher's Guide offers suggestions for presenting and practicing the words depicted in the Vocabulary Preview.

STEP-BY-STEP LESSON GUIDE

Conversation Lessons

Included for each conversation lesson are the following:

- **FOCUS:** the grammatical and topical focus of the lesson
- **CLOSE UP:** short grammar explanations accompanied by examples from the lesson
- **GETTING READY:** suggestions for introducing the new concepts in the lesson
- **INTRODUCING THE MODEL:** steps for introducing model conversations
- **SIDE BY SIDE EXERCISES:** suggestions for practicing the exercises, as well as a listing of new vocabulary
- **LANGUAGE NOTES, CULTURE NOTES, and PRONUNCIATION NOTES**
- **WORKBOOK:** page references for exercises in the Activity Workbook that correspond to the particular lesson
- **EXPANSION ACTIVITIES:** optional activities for review and reinforcement of the content of the lesson

Reading Lessons

Included for each reading lesson are the following:

- **FOCUS** of the reading
- **NEW VOCABULARY** contained in the reading
- **READING THE STORY:** an optional preliminary preview stage before students begin to read the selection, along with suggestions for presenting the story and questions to check students' comprehension
- **READING CHECK-UP:** answer keys for the reading comprehension exercises
- **READING EXTENSION:** additional questions and activities that provide additional skill reinforcement of the reading selection

Other Follow-Up Lessons

Included for other follow-up lessons are the following:

- **LISTENING** scripts and answer keys for the listening exercises
- Strategies for presenting and practicing the *How to Say It!*, *How About You?*, *On Your Own*, *In Your Own Words*, *Role Play*, *Interactions*, *Interview*, *Talk About It!*, *Think About It!*, *Pronunciation*, and *Side by Side Journal* activities

Chapter Summary

Included for each Chapter Summary are the following:

- **GRAMMAR SUMMARY** tasks
- **KEY VOCABULARY** reinforcement and expansion activities
- **END-OF-CHAPTER EXPANSION ACTIVITIES** that review and reinforce the grammar structures and vocabulary presented in the chapter

Side by Side Gazette

Included for the *Side by Side Gazette* pages are the following:

- Strategies for introducing, practicing, and expanding upon the *Feature Articles*, *Fact Files*, *Interviews*, *Fun with Idioms*, *Around the World*, *Global Exchange*, *We've Got Mail!*, *Listening*, and *What Are They Saying?* sections of the Gazette

WORKBOOK ANSWER KEYS AND LISTENING SCRIPTS

Answers and listening scripts for all exercises contained in the Activity Workbooks are provided at the end of each chapter of the Teacher's Guide.

General Teaching Strategies

VOCABULARY PREVIEW

You may wish to introduce the words in the Vocabulary Preview before beginning the chapter, or you may choose to wait until they first occur in a specific lesson. If you choose to introduce them at this point, the Teacher's Guide offers these suggestions:

1. Have students look at the illustrations and identify the words they already know.
2. Present the vocabulary. Say each word and have the class repeat it chorally and individually. Check students' understanding and pronunciation of the words.
3. Practice the vocabulary as a class, in pairs, or in small groups. Have students cover the word list and look at the pictures. Practice the words by saying a word and having students tell the number of the illustration and/or giving the number of the illustration and having students say the word.

GUIDED CONVERSATION LESSONS

Introducing Model Conversations

Given the importance of the model conversation, it is essential that students practice it several times in a variety of ways before going on to the exercises.

This Teacher's Guide offers the following comprehensive 8-step approach to introducing the model:

1. Have students look at the model illustration. This helps establish the context of the conversation.
2. Set the scene.
3. *Present the model.* With books closed, have students listen as you present the model or play the audio one or more times. To make the presentation of the model as realistic as possible, you might draw two stick figures on the board to represent the speakers in the dialog. You can also show that two people are speaking by changing your position or by

shifting your weight from one foot to the other as you say each speaker's lines.

4. *Full-Class Repetition.* Model each line and have the whole class repeat in unison.
5. Have students open their books and look at the dialog. Ask if there are any questions, and check understanding of new vocabulary.
6. *Group Choral Repetition.* Divide the class in half. Model line A and have Group 1 repeat. Model line B and have Group 2 repeat. Continue with all the lines of the model.
7. *Choral Conversation.* Have both groups practice the dialog twice, without a teacher model. First Group 1 is Speaker A and Group 2 is Speaker B; then reverse.
8. Call on one or two pairs of students to present the dialog.

In steps 6, 7, and 8, encourage students to look up from their books and *say* the lines rather than read them. (Students can of course refer to their books when necessary.)

The goal is not memorization or complete mastery of the model. Rather, students should become familiar with the model and feel comfortable saying it.

At this point, if you feel that additional practice is necessary before going on to the exercises, you can do Choral Conversation in small groups or by rows.

Alternative Approaches to Introducing Model Conversations

Depending upon the abilities of your students and the particular lesson you're teaching, you might wish to try the following approaches to vary the way in which you introduce model conversations.

- **Pair Introduction**

Have a pair of students present the model. Then practice it with the class.

- **Trio Introduction**

Call on *three* students to introduce the model. Have two of them present it while the third acts as the *director*, offering suggestions for

how to say the lines better. Then practice the dialog with the class.

- **Cloze Introduction**

Write a cloze version of the model conversation on the board for student reference as you introduce the model. For lessons that provide a skeletal framework of the model (for example, Book 4 pp. 27, 41, 117, 120, 143, 146, 152, 154), you can use that as the cloze version. For other lessons, you can decide which words to delete from the dialog.

- **Scrambled Dialog Introduction**

Write each line of the dialog on a separate card. Distribute the cards to students and have them practice saying their lines, then talk with each other to figure out what the correct order of the lines should be. Have them present the dialog to the class, each student in turn reading his or her line. Have the class decide if it's in the correct order. Then practice the dialog with the class.

Warning: Do a scrambled dialog introduction *only* for conversations in which there is only one possible sentence order!

- **Disappearing Dialog Introduction**

Write the dialog on the board and have students practice saying it. Erase a few of the words and practice again. Continue practicing the dialog several times, each time having erased more of the words, until the dialog has completely *disappeared* and students can say the lines without looking at them.

- **Eliciting the Model**

Have students cover up the lines of the model and look only at the illustration. Ask questions based on the illustration and the situation. For example: *Who are these people? Where are they? What are they saying to each other?* As a class, in groups, or in pairs, have students suggest a possible dialog. Have students present their ideas and then compare them with the model conversation in the book. Then practice the dialog with the class.

Side by Side Exercises

The numbered exercises that follow the model form the core learning activity in each

conversation lesson. Here students use the illustrations and word cues to create conversations based on the structure of the model. Since all language practice in these lessons is conversational, you will always call on a pair of students to do each exercise. Your primary role is to serve as a resource to the class — to help students with new structures, new vocabulary, intonation, and pronunciation.

The Teacher's Guide recommends the following three steps for practicing the exercises. (Students should be given thorough practice with the first two exercises before going on.)

1. **Exercise 1:** Introduce any new vocabulary in the exercise. Call on two students to present the dialog. Then do Choral Repetition and Choral Conversation practice.
2. **Exercise 2:** Same as for Exercise 1.
3. For the remaining exercises, there are two options: either Full-Class Practice or Pair Practice.

Full-Class Practice: Call on a pair of students to do each exercise. Introduce new vocabulary one exercise at a time. (For more practice, you can call on other pairs of students or do Choral Repetition or Choral Conversation.)

Pair Practice: Introduce new vocabulary for all the exercises. Next have students practice all the exercises in pairs. Then have pairs present the exercises to the class. (For more practice, you can do Choral Repetition or Choral Conversation.)

The choice of Full-Class Practice or Pair Practice should be determined by the content of the particular lesson, the size and composition of the class, and your own teaching style. You might also wish to vary your approach from lesson to lesson.

- **Suggestions for Pairing Up Students**

Whether you use Full-Class Practice or Pair Practice, you can select students for pairing in various ways.

- You might want to pair students by ability, since students of similar ability might work together more efficiently than students of dissimilar ability.
- On the other hand, you might wish to pair a weaker student with a stronger one. The

slower student benefits from this pairing, while the more advanced student strengthens his or her abilities by helping a partner.

You should also encourage students to look at each other when speaking. This makes the conversational nature of the language practice more realistic. One way of ensuring this is *not* to call on two students who are sitting next to each other. Rather, call on students in different parts of the room and encourage them to look at each other when saying their lines.

- **Presenting New Vocabulary**

Many new words are introduced in each conversation lesson. The illustration usually helps to convey the meaning, and the new words are written for students to see and use in these conversations. In addition, you might:

- write the new word on the board or on a word card.
- say the new word several times and ask students to repeat chorally and individually.
- help clarify the meaning with visuals.

Students might also find it useful to keep a notebook in which they write each new word, its meaning, and a sentence using that word.

- **Open-Ended Exercises**

In many lessons, the final exercise is an open-ended one. This is indicated in the text by a *blank box*. Here students are expected to create conversations based on the structure of the model, but with vocabulary that they select themselves. This provides students with an opportunity for creativity, while still focusing on the particular structure being practiced. These open-ended exercises can be done orally in class and/or assigned as homework for presentation in class the following day. Encourage students to use dictionaries to find new words they want to use.

General Guiding Principles for Working with Guided Conversations

- ***Speak, not Read* the Conversations**

When doing the exercises, students should practice *speaking* to each other, rather than *reading* to each other. Even though students will need to refer to the text to be able to

practice the conversations, they should not read the lines word by word. Rather, they should scan a full line and then look up from the book and *speak* the line to the other person.

- **Intonation and Gesture**

Throughout, you should use the book to teach proper intonation and gesture. (Capitalized words are used to indicate spoken emphasis.) Students should be encouraged to truly *act out* the dialogues in a strong and confident voice.

- **Student-Centered Practice**

Use of the texts should be as student-centered as possible. Modeling by the teacher should be efficient and economical, but students should have every opportunity to model for each other when they are capable of doing so.

- **Vocabulary in Context**

Vocabulary can and should be effectively taught in the context of the conversation being practiced. Very often it will be possible to grasp the meaning from the conversation or its accompanying illustration. You should spend time drilling vocabulary in isolation only if you feel it is absolutely essential.

- **No “Grammar Talk”**

Students need not study formally or be able to produce grammatical rules. The purpose of the texts is to engage students in active communication that gets them to *use* the language according to these rules.

Relating Lesson Content to Students’ Lives and Experiences

- **Personalize the Exercises**

While doing the guided conversation exercises, whenever you think it is appropriate, ask students questions that relate the situations in the exercises to their own lives and personal experiences. This will help make the leap from practicing language in the textbook to using the language for actual communication.

- **Interview the Characters**

Where appropriate, as students are presenting the exercises to the class, as a way of making the situations come alive and making students feel as though they really

are the characters in those situations, ask questions that students can respond to based on their imaginations.

READINGS

If you wish, preview the story by having students talk about the story title and/or illustrations. You may choose to introduce new vocabulary beforehand, or have students encounter the new vocabulary within the context of the reading.

Have students read silently or follow along silently as the story is read aloud by you, by one or more students, or on the audio program. Ask students if they have any questions and check understanding of new vocabulary. Then do the Reading Check-Up exercises.

How to Say It!

How to Say It! activities are designed to expose students to important communication strategies. Present the conversations the same way you introduce model guided conversations: set the scene, present the model, do full-class and choral repetition, and have pairs of students present the dialog. Then divide the class into pairs and have students practice other conversations based on the *How to Say It!* model and then present them to the class.

How About You?

How About You? activities are intended to provide students with additional opportunities to tell about themselves. Have students do these activities in pairs or as a class.



ON YOUR OWN

On Your Own activities offer students the opportunity to contribute content of their own within the grammatical framework of the lesson. You should introduce these activities in class and assign them as homework for presentation in class the next day. In this way, students will

automatically review the previous day's grammar while contributing new and inventive content of their own.

These activities are meant for simultaneous grammar reinforcement and vocabulary building. Students should be encouraged to use a dictionary when completing the *On Your Own* activities. In this way, they will use not only the words they know but also the words they would like to know in order to really bring their interests, backgrounds, and imaginations into the classroom.

As a result, students will teach each other new vocabulary as they share a bit of their lives with others in the class.



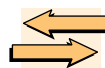
IN YOUR OWN WORDS

Have students do the activity as written homework, using a dictionary for any new words they wish to use. Then have students present and discuss what they have written, in pairs or as a class.



ROLE PLAY

Have pairs of students practice role-playing the activity and then present their role plays to the class.



INTERACTIONS

Divide the class into pairs and have students practice conversations based on the skeletal models. Then call on students to present their conversations to the class.



INTERVIEW

Have students circulate around the room to conduct their interviews and then report back to the class.



TALK ABOUT IT!

Call on a few different pairs of students to present the model dialogs. Then divide the class into pairs and have students take turns using the models to ask and answer questions about the characters and situations depicted on the page. Then call on pairs to present conversations to the class.



THINK ABOUT IT!

Divide the class into pairs or small groups. Have students discuss the questions and then share their thoughts with the class.



PRONUNCIATION

Pronunciation exercises provide students with models of natural English pronunciation. The goal of these exercises is to enable learners to improve their own pronunciation and to understand the pronunciation of native speakers using English in natural conversational contexts.

Have students first focus on listening to the sentences. Say each sentence in the left column or play the audio one or more times and have students listen carefully and repeat. Next, focus on pronunciation. Have students say each sentence in the right column and then listen carefully as you say it or play the audio. If you wish, you can have students continue practicing the sentences to improve their pronunciation.



JOURNAL

The purpose of the *Side by Side Journal* activity is to show students how writing can become a vehicle for communicating thoughts and feelings. Have students begin a journal in a composition

notebook. In these journals, students have the opportunity to write about things that are meaningful to them.

Have students write their journal entries at home or in class. Encourage students to use a dictionary to look up words they would like to use. They can share their written work with other students if appropriate. Then as a class, in pairs, or in small groups, have students discuss what they have written.

If time permits, you may want to write a response in each student's journal, sharing your own opinions and experiences as well as reacting to what the student has written. If you are keeping portfolios of students' work, these compositions serve as excellent examples of students' progress in learning English.



CHAPTER SUMMARY

• Grammar

Divide the class into pairs or small groups, and have students take turns forming sentences from the words in the grammar boxes. Student A says a sentence, and Student B points to the words from each column that are in the sentence. Then have students switch: Student B says a sentence, and Student A points to the words.

• Key Vocabulary

Have students ask you any questions about the meaning or pronunciation of the vocabulary. If students ask for the pronunciation, repeat after the student until the student is satisfied with his or her own pronunciation.

• Key Vocabulary Check

When completing a chapter, as a way of checking students' retention of the key vocabulary depicted on the opening page of the chapter, have students open their books to the first page of the chapter and cover the list of vocabulary words. Either call out a number and have students tell you the word, or say a word and have students tell you the number.



FEATURE ARTICLE

Have students read silently or follow along silently as the article is read aloud by you, by one or more students, or on the audio program. You may choose to introduce new vocabulary beforehand, or have students encounter it within the context of the article. Ask students if they have any questions, and check understanding of vocabulary.



FACT FILE

Present the information and have the class discuss it.



INTERVIEW

Have students read silently, or follow along silently as the interview is read aloud by you, by one or more students, or on the audio program.



FUN WITH IDIOMS

Have students look at the illustrations. Say each expression or play the audio and have the class repeat it chorally and individually. Check students' understanding and pronunciation of the expressions. Then have students match the expressions with their meanings.



AROUND THE WORLD

Divide the class into pairs or small groups and have students react to the photographs and answer the questions. Then have students report back to the class.



WE'VE GOT MAIL!

Have students read silently or follow along silently as the letters are read aloud by you, by one or more students, or on the audio program.



GLOBAL EXCHANGE

Have students read silently or follow along silently as the message is read aloud by you, by one or more students, or on the audio program. For additional practice, you can have students write back to the person and then share their writing with the class. You may also wish to have students correspond with a keypal on the Internet and then share their experience with the class.



WHAT ARE THEY SAYING?

Have students talk about the people and the situation in the cartoon and then create role plays based on the scene. Students may refer back to previous lessons as a resource, but they should not simply reuse specific conversations. You may want to assign this exercise as written homework, having students prepare their role plays, practice them the next day with other students, and then present them to the class.

Multilevel Expansion Activities

This Teacher's Guide offers a rich variety of Multilevel Expansion Activities for review and reinforcement. Feel free to pick and choose or vary the activities to fit the particular ability-levels, needs, and learning styles of your students. Activity levels are indicated through a three-star system:

★ **One-star activities** are designed for *below-level* students who need extra support and some re-teaching of skills and content to master basic objectives;

★★ **Two-star activities** are for *at-level* students who are performing well in class and can benefit from reinforcement;

★★★ **Three-star activities** are for *above-level* students who want and deserve opportunities for enrichment and greater challenge.

See pages iv–v for a complete description of these ability-levels.

We encourage you to try some of the teaching approaches offered in this Teacher's Guide. In keeping with the spirit of *Side by Side*, these suggestions are intended to provide students with a language learning experience that is dynamic . . . interactive . . . and fun!

Steven J. Molinsky
Bill Bliss