

SBS

新英语教程 教师用书

SIDE BY SIDE • TEACHER'S GUIDE

1



Steven J. Molinsky / Bill Bliss

〔美〕史蒂文·J·莫林斯基 / 比尔·布利斯 著

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Steven J. Molinsky and Bill Bliss

Side by Side • Teacher's Guide

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SBS 新英语教程·教师用书(一)

[美] 史蒂文·J·莫林斯基 著
比尔·布利斯

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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, 2, 3, 4 and accompanying Activity Workbooks, Teacher's Guides, an Audio Program, a Picture Program, and a Testing Program.

Side by Side offers students a dynamic, communicative approach to 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 taking place between students... practicing speaking together, "side by side."

The texts provide all-skills language practice through reading, writing, and listening activities that are totally integrated with the conversational exercises. Short reading selections offer enjoyable reading practice that simultaneously reinforces the grammatical focus of each chapter. *Check-Up* activities provide focused practice in reading comprehension and vocabulary development. *Listening* exercises enable students to develop their aural comprehension skills through a variety of listening activities. And *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.

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 new grammatical structures treated in the chapter.

Conversation Lessons

1. 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.

2. MODEL GUIDED CONVERSATIONS

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

3. 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.

Reading Lessons

1. READING SELECTIONS

Short reading selections offer enjoyable reading practice that simultaneously reinforces the grammatical focus of each chapter. Accompanying illustrations serve as visual cues that guide learners through the reading and help to clarify both context and new vocabulary.

2. CHECK-UP

Check-Up exercises provide focused practice in reading comprehension and vocabulary development. Also, listening exercises enable students to develop their aural comprehension skills through a variety of listening activities.

3. IN YOUR OWN WORDS

These activities provide topics and themes for student compositions and classroom discussions. Students write about their friends, families, homes, schools, jobs, and themselves.

On Your Own and How About You? Activities

These student-centered 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. Activities include role plays, questions about the students' real world, and topics for discussion and debate.

Summary Pages

Summary pages at the end of each chapter highlight functional language and grammatical structures covered in that chapter. They are useful as a review and study guide after students have completed the chapter.

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 rhythm, stress, pronunciation, and intonation exercises. Periodic check-up tests are also included.

Audio Program

The Student Text tapes 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 exercises, the tapes contain the listening comprehension exercises along with recordings of all of the reading selections in the text.

The Activity Workbook tapes contain the listening, pronunciation, rhythm, stress, and intonation exercises in the workbooks.

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 offers a placement test as well as mid-term and final examinations 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
- Language and culture notes that apply to the chapter as a whole

Step-by-Step Lesson Guide

Included for each conversation lesson are the following:

- FOCUS of the lesson
- GETTING READY: suggestions for introducing the new concepts in the lesson
- INTRODUCING THE MODEL: steps for introducing the model conversation
- SIDE BY SIDE EXERCISES: suggestions for practicing the exercises, as well as a listing of new vocabulary
- LANGUAGE AND CULTURE 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

Included for each reading lesson are the following:

- FOCUS of the lesson
- NEW VOCABULARY contained in the reading
- PREVIEWING THE STORY: an optional preliminary stage before students begin to read the selection
- READING THE STORY: suggestions for presenting the story as well as questions to check students' comprehension
- CHECK-UP: answer keys and listening scripts for check-up exercises
- IN YOUR OWN WORDS: suggestions for doing these writing and discussion exercises

Workbook Answer Key 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

Introducing the Model

Since the model conversation forms the basis of each lesson, it is essential that students practice the model several times in a variety of ways before going on to the exercises. The following eight steps are recommended for introducing a model conversation. Of course, you should feel free to modify them to suit your own particular teaching style and the needs of your students.

1. Have students look at the model illustration. This helps establish the context of the conversation.
2. *Set the scene.* For every model, one or two lines are suggested in this Teacher's Guide for you to use to "set the scene" of the dialog for your students.
3. *Present the model.* With books closed, have students listen as you present the model or play the tape 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 Choral 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. (All new vocabulary in the model is listed here. The illustration and the context of the dialog normally help to clarify the meaning of new words.)
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 this with all the lines of the model.
7. *Choral Conversation.* Groups 1 and 2 practice the dialog twice, without 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 you should 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 here 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.

Side by Side Exercises

The numbered exercises that follow the model form the core learning activity in each conversation lesson. Here students use the pictures 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 with the structures, new vocabulary, intonation, and pronunciation.*

The following three steps are recommended in each lesson for practicing the *Side by Side* 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, 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, 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 the pairs in various ways. You might want to pair students by ability, since students of similar ability might work more efficiently together 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 the 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 vocabulary words are introduced in each conversation lesson. The illustration normally helps to convey the meaning, and the new words are written for students to see and use in these conversations. In addition, you might:

1. write the new word on the board or on a word card,
2. say the new word several times and ask students to repeat chorally and individually, and

3. help clarify the meaning with *Side by Side* Picture Cards or your own visuals (pictures from magazines, newspapers, or your own drawings).

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 (the "Blank Box")

In many lessons, the final exercise is an open-ended one. This is indicated in the text by a blank box. Here the 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 next day. Encourage students to use dictionaries to find new words they want to use.

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 not only use the words they know, but 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 and also share a bit of their lives with others in 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.

Expansion Activities

For each conversation lesson, the Teacher's Guide contains ideas for optional review and reinforcement activities. Feel free to pick and choose or vary the activities to fit the particular needs and learning styles of students in your class. The ideas are meant to serve as a springboard for developing your own learning activities.

General Guiding Principles for Working with Guided Conversations

1. When doing the exercises, students should practice *speaking* to each other, rather than *reading* to each other. Therefore, while 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 practice scanning a full line and then look up from the book and *speak* the line to another person.
2. Throughout, teachers 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 dialogs in a strong and confident voice.
3. 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.
4. 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. Teachers should spend time drilling vocabulary in isolation *only* if they feel it is absolutely essential.
5. Students need not formally study or be able to produce grammatical rules. The purpose of the texts is to engage students in active communicative practice that gets them to *use* the language according to these rules.



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CHAPTER 1 OVERVIEW: Text Pages 1–6

1

GRAMMAR

To Be

| | |
|-----|---|
| am | I'm from Mexico City. (I am) |
| is | What's your name? (What is) My name is Maria. |
| are | Where are you from? |

FUNCTIONS

Asking for and Reporting Information

What's your name?

My name is *Maria*.

What's your address?

My address is *235 Main Street*.

What's your phone number?

My phone number is *741-8906*.

Where are you from?

I'm from *Mexico City*.

I'm *American*.

My license number is *112897*.

My apartment number is *3-B*.

My Social Security number is *044-35-9862*.

NEW VOCABULARY

a
actor
actress
address
American
apartment
apartment number
are
athlete
Brooklyn
country
employment application form
famous
Florida
form
from
I'm

is
license number
Mexico City
Mr.
Mrs.
my
name
New York
number
of
phone number
president
prime minister
Social Security number
street
telephone number
the

what
where
you
your

oh (zero)
one
two
three
four
five
six
seven
eight
nine
ten

Text Page 2: *What's Your Name?*

FOCUS

To be: Introduction

GETTING READY

1. Teach the first question and answer in the conversation before students open their books. Teach:
What's your name? My name is _____.
 - a. Begin by saying *your* name: "My name is _____."
 - b. Then ask individual students: "What's your name?" Students answer: "My name is _____."
 - c. Next, signal individual students to ask each other.
2. Teach the numbers zero to ten.
 - a. Write the numbers on the board or large cards. Point to each number and have students repeat after you several times.
 - b. After some practice, point to the numbers more rapidly—first in order, then out of order. Have students say the numbers as you point.
 - c. Have a student go to the board and point to numbers. Have that student or the whole class say the numbers.

INTRODUCING THE MODEL

1. Have students look at the model illustration.
2. Set the scene: "A teacher and students are talking."
3. With books closed, have students listen as you present the model or play the tape one or more times.
4. **Full-Class Choral Repetition:** Model each question and answer in the dialog and have students repeat.
5. Have students open their books and look at the dialog. Ask students if they have any questions; check understanding of vocabulary.

Language Note

The verb *to be* is commonly contracted in speech and informal writing (*what is* → *what's*).

6. **Group Choral Repetition:** Divide the class in half. Model the 1st question of the dialog and have Group 1 repeat; model the answer and have Group 2 repeat. Continue this way with the other questions and answers in the dialog.
7. **Choral Conversation:** Groups 1 and 2 practice the dialog twice, without teacher model. First, Group 1 asks the questions and Group 2 gives the answers; then reverse.
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.)

SIDE BY SIDE EXERCISES

In the section **Answer These Questions**, students use the questions of the model to give their own names, addresses, phone numbers, and where they are from.

Call on pairs of students to present the dialog, using information about themselves in the answers. You can also use pair practice: have students practice the dialog in pairs, and then present their dialogs to the class.

Note that the numbers in the students' addresses may be higher than the ones they have learned. For this exercise you can have students read each digit in their address. For example, 232 might be read as *two, three, two*, rather than *two thirty-two*. (Higher numbers will be taught in Chapter 5.)

WORKBOOK

Pages 1-4

Exercise Note

Workbook p. 4: In Exercise G, students practice greeting others with *Hi!* and *Hello!* In Exercise H, students practice greeting people by saying their names.

Text Page 3

ON YOUR OWN: *Interview*

This is a role play exercise that reviews the questions on text page 2. Students pretend to be famous celebrities who are being interviewed on television. One student is the interviewer and asks the questions. Another pretends to be the famous person. Talk shows are popular in the United States and usually feature a well-known host talking with famous people.

1. Have students think of famous people in the categories suggested at the bottom of text page 3. If they have difficulty, make some suggestions. You can use magazine and newspaper photographs as cues. The students can assume the role of the celebrity in the photograph.
2. Have pairs of students practice and then role play these interviews in front of the class, making up addresses and phone numbers for the famous people.

Text Pages 4-5

READING: *What's Your Name?*

FOCUS

To be: Introduction

NEW VOCABULARY

| | |
|------------------|------------------------|
| American | Mr. |
| apartment number | Mrs. |
| Brooklyn | nationality |
| Florida | Social Security number |
| license number | telephone number |

PREVIEWING THE STORY (optional)

Have students talk about the story title and/or illustrations. Introduce new vocabulary.

READING THE STORY

1. Have students read silently or follow along silently as the story is read aloud by you, by one or more students, or on the tape.
2. Ask students if they have any questions; check understanding of vocabulary.

Culture Note

Social Security number: Anyone who earns money in the United States must report his or her earnings to the federal government. Individuals are given Social Security numbers. Social Security taxes are used to support a national program of life insurance and old-age pensions.

CHECK-UP

Match

- | |
|------|
| 1. c |
| 2. e |
| 3. a |
| 4. b |
| 5. d |

Listening

Have students complete the exercises as you play the tape or read the following:

Listen and choose the best answer.

1. A. What's your name?
B. Susan Miller. (b)
2. A. What's your address?
B. Three ninety-four Main Street. (a)
3. A. What's your apartment number?
B. Nine D. (a)
4. A. What's your telephone number?
B. Seven four eight-two two six oh. (b)
5. A. What's your Social Security number?
B. Oh six oh-eight three-eight two seven five. (b)

IN YOUR OWN WORDS

1. Make sure students understand the instructions.
2. Have students fill out the form for written homework.
3. Have students present and discuss the form, in pairs or as a class.