

SBS

新英语教程 教师用书

SIDE BY SIDE · TEACHER'S GUIDE

3



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上海远东出版社 / 外文出版社



Simon & Schuster 国际出版公司

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.



Chapter 1	2	Chapter 6	124
Chapter 2	28	Chapter 7	148
Chapter 3	50	Chapter 8	176
Chapter 4	76	Chapter 9	202
Chapter 5	100	Chapter 10	230

Appendix	
Book 3 Final Test	254
Book 3 Alternative Final Test	260
Side by Side Picture Cards	262

6. Students should be given every opportunity to apply their own lives and creative contributions to the exercises. This is directly provided for in the blank boxes at the end of many lessons as well as in the *On Your Own* and *How About You?* activities, but teachers can look to *all* exercises with an eye toward expanding them to the real world of the classroom or to the students' real lives.

Introducing Reading Selections

You may wish to preview each story either by briefly setting the scene or by having students talk about the illustrations or predict the content of the story from the title. You may also find it useful to introduce new vocabulary items before they are encountered in the story. On the other hand, you may prefer to skip the previewing step and instead have students experience the subject matter and any unfamiliar words in the context of the initial reading of the story.

There are many ways in which students can read and talk about the stories. Students may read silently to themselves or follow along as the story is read by you, by one or more students, or on the tape. You should then ask students if they have any questions and check understanding of new vocabulary. For each reading selection, the Teacher's Guide provides a list of questions based on the story. You may wish to check students' comprehension by asking these questions before going on to the Check-Up exercises.

Q & A Exercises

Q & A exercises are included as part of the Check-Up after many of the reading selections. These exercises are designed to give students conversation practice based on information contained in the stories. Italic type in the Q & A model highlights the words to be replaced by different information contained in the reading.

Call on a pair of students to present the Q & A model. Have students work in pairs to create new dialogs based on the model, and then call on pairs to present their new dialogs to the class.

In Your Own Words

These activities are designed to guide students in their creation of original stories. Students are asked to write about topics such as their homes, schools, friends, families, and themselves.

You should go over the instructions for the activities and make sure students understand what is expected. Students should 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.

Activity Workbooks

The exercises in the Activity Workbooks are fully coordinated with the student texts. For each conversation lesson in the student text, the Teacher's Guide indicates which particular workbook exercises provide supplementary practice. This cross-referencing information can also be found at the back of the workbooks.

The workbooks provide intensive practice in grammar reinforcement, reading, writing, listening, and pronunciation. A special feature is the inclusion of exercises in rhythm, stress, and intonation of English. In these exercises, black dots are used as a kind of musical notation system to indicate the number of "beats" on each line. The dots also serve to indicate the primary word stresses and graphically show the reduced emphasis on the surrounding, unstressed words. Have students first listen to these exercises on tape, and then practice saying them. For each exercise, establish the rhythm for the students by clapping, tapping, or finger-snapping on each "beat," as indicated by the black dots. Students also enjoy doing this as they perform these exercises.

In conclusion, we have attempted to make the study of English a lively and relevant experience for our students. While we hope that we have conveyed to you the substance of our textbooks, we also hope that we have conveyed the spirit: that learning the language can be interactive... student-centered... and fun.

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CHAPTER 1 OVERVIEW: Text Pages 1–10

1

GRAMMAR

Present Continuous Tense

(I am)	I'm	eating.
(He is)	He's	
(She is)	She's	
(It is)	It's	
(We are)	We're	
(You are)	You're	
(They are)	They're	

Am	I	eating?
Is	he she it	
Are	we you they	

To Be: Short Answers

Yes,	I	am.
	he she it	is.
	we you they	are.

No,	I'm	not.
	he she it	isn't.
	we you they	aren't.

Simple Present Tense

I	eat.
We	
You	
They	
He	eats.
She	
It	

Do	I	eat?
	we you they	
Does	he she it	

Yes,	I	do.
	we you they	
	he she it	
		does.

No,	I	don't.
	we you they	
	he she it	
		doesn't.

Subject Pronouns	Possessive Adjectives	Object Pronouns
I	my	me
he	his	him
she	her	her
it	its	it
we	our	us
you	your	you
they	their	them

FUNCTIONS

Asking for and Reporting Information

Are you busy?

Yes, I am. I'm *studying*.

What are you *studying*?

I'm *studying English*.

Who are you calling?

What are you doing?

I'm *practicing the piano*.

What are *George and Herman* talking about?

What are you complaining about?

What's *your teacher's name*?

What are their names?

What do you do?

When do you *go to class*?

Where are you from?

Where do you live now?

Where do you *work*?

How old are *they*?

How often do you *watch TV*?

Do you *practice* very often?

Yes, I do.

Is *he* a good football player?

Yes, *he is*.

Are you married?

Are you single?

Do you live with *your parents*?

Do you live *alone*?

His football coach says he's excellent.

His friends tell him he plays football better than anyone else.

Inquiring about Likes/Dislikes

Do you like to *ski*?

What do you like to do *in your free time*?

Expressing Inability

I'm not a very good skier.

NEW VOCABULARY

aerobics	cook (n)	music teacher	tennis coach
argue	dance ballet (v)	once	twice
army	dance teacher	portrait	typist
ballet dancer	electric bill	professional (adj)	whenever
Beethoven	football coach	Shakespeare	Whistler
bill	free time	skater	
coach (n)	interests	stay after	once a day
compose	Little Red Riding Hood	swimmer	twice a day

LANGUAGE NOTES

1. Simple Present Tense

- a. In this chapter, the simple present tense is used to express

habitual activity: *How often do you call him?*
I call him every Sunday.

and factual statements: *I live in Tokyo.*
I have three children.

- b. This tense may also be used to express scheduled events in the future:

The bus comes at ten o'clock tonight.

- c. Adverbs of frequency, such as *always*, *sometimes*, *never*, and frequency time expressions, such as *every week*, *once a month*, are commonly used with the simple present tense.

2. Present Continuous Tense

- a. In this chapter, the present continuous tense is used to express events that are happening right now:

What are you doing? *What's Jane knitting?*
I'm practicing the piano. *She's knitting a sweater.*

- b. This tense may also be used to express temporary activities or events:

We're washing the dishes in the bathtub because the sink is broken.
Barbara isn't feeling very well today.

and future events that differ from the expected routine:

I'm getting married tomorrow.
We're moving to New York next month.

- c. Certain verbs, when used as *stative verbs*, are not used in the present continuous tense. These verbs include *think*, *know*, *want*, *need*, *see*, *hear*, *seem*, *like*, *love*.

I think you're right. *We need some more paper.* *She seems sad.*
I don't know them. *I can't see you.* *Bill doesn't like milk.*
They want some tea. *She didn't hear that.* *I love you.*

3. Pronunciation Problems

- a. Some students have difficulty pronouncing the final *s* in the 3rd person singular forms of the simple present tense. For example: *He studies*, *She swims*.
- b. Similarly, some students have trouble pronouncing the final *s* in the contractions *he's*, *she's*, and *it's*.

The dictations suggested in the Expansion Activities and the Workbook exercises will help students focus on these sounds.

Text Page 2: *They're Busy*

FOCUS

Review of the present continuous tense

GETTING READY

1. Review the present continuous tense.

- a. Form sentences with the words in the left-hand box at the top of the page. Have students repeat chorally. For example:

"I'm eating."

"He's eating."

Check students' pronunciation of the final *s* sound in *He's*, *She's*, *It's*.

- b. Use *Side by Side* Picture Cards for verbs or your own visuals.

Ask students "What _____ doing?" and have students answer individually, then chorally. For example:

A. What's he doing?

B. He's cooking.

A. What's she doing?

B. She's reading.

A. What are they doing?

B. They're studying.

- c. Have students role play people in the visuals. Ask students "What are you doing?" For example:

A. What are you doing?

B. I'm cooking.

A. What are you and (Jim) doing?

B. We're cooking.

2. Review *Yes/No* questions and affirmative short answers. Form sentences with the words in the 2nd and 3rd boxes at the top of the page. Have students repeat chorally. For example:

"Am I eating?"

"Yes, I am."

"Is he eating?"

"Yes, he is."

3. Use *Side by Side* Picture Cards or your own visuals to practice short answers.

- a. Point to each visual and ask "Is _____ ing?" Have students respond with the affirmative short answer. For example:

A. Is she eating?

B. Yes, she is.

A. Are they playing baseball?

B. Yes, they are.

- b. Point to each visual and call on pairs of students to ask and answer as above.

INTRODUCING THE MODEL

1. Have students look at the model illustration.
2. Set the scene: "A girl is talking to her father."
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 line 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.

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, and so on.
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.
(For additional practice, do Choral Conversation in small groups or by rows.)

SIDE BY SIDE EXERCISES

Examples

- | | |
|--------------------------------|--------------------------------|
| 1. A. Is Helen busy? | 2. A. Is Tom busy? |
| B. Yes, she is. She's cooking. | B. Yes, he is. He's reading. |
| A. What's she cooking? | A. What's he reading? |
| B. She's cooking spaghetti. | B. He's reading the newspaper. |

1. **Exercise 1:** Call on two students to present the dialog. Then do Choral Repetition and Choral Conversation Practice.
2. **Exercise 2:** Same as above.
3. **Exercises 3–9:**

New vocabulary: 8. <i>compose</i> 9. <i>portrait</i>

Culture Notes

Exercise 8: Ludwig von Beethoven (1770–1827) was a German composer of classical music.

Exercise 9: James McNeill Whistler (1834–1903) was a U.S. painter who is best-known for a painting of his mother in a rocking chair.

Either

Full-Class Practice: Introduce the new vocabulary before doing Exercises 8 and 9. Call on a pair of students to do each exercise. (For more practice, call on other pairs of students, or do Choral Repetition or Choral Conversation.)

or

Pair Practice: Introduce all the new vocabulary. 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.)

WORKBOOK

Pages 1–3

Exercise Note

Workbook p. 2: For additional oral practice with Exercise B, have students act out the conversations.

EXPANSION ACTIVITIES

1. Review Verbs with Visuals

Use *Side by Side* Picture Cards for verbs and community locations or your own visuals to review the present continuous tense.

Hold up each visual and call on students to ask and answer as many questions as possible about what the person or people in the visual are doing. For example:

- (*Side by Side* Picture Card 36)
- A. What's she doing?
 - B. She's cleaning her apartment.
- (*Side by Side* Picture Card 220)
- A. What's he doing?
 - B. He's playing the piano.
 - A. What are the other people doing?
 - B. They're listening to the concert/music.

2. Role Play: A Telephone Conversation

- a. Write this conversational model on the board:

A. Hi, _____. This is _____. Would you like to come over and visit?
B. I'm really sorry, but I can't. I'm _____ing right now.
A. Oh, well. Maybe some other time.
B. Sure. Thanks for calling.

- b. Call on pairs of students to role play the telephone conversation, using any vocabulary they wish. For example:

A. Hi, Tom. This is Paul. Would you like to come over and visit?
B. I'm really sorry, but I can't. I'm studying right now.
A. Oh, well. Maybe some other time.
B. Sure. Thanks for calling.

3. Dictation

Dictate the following sentences to your students. Read each sentence twice.

- | | |
|---------------------------------|----------------------------|
| 1. She's typing a letter. | 6. I'm baking cookies. |
| 2. What's he doing? | 7. Are you cooking? |
| 3. He's knitting a sweater. | 8. What's he cleaning? |
| 4. They're studying. | 9. What are they painting? |
| 5. We're reading the newspaper. | |

4. Pantomime: Guess What I'm Doing?

- a. Write the names of activities on cards and give one to each student in the class. Sample activities are:

bake a pie	type a letter	paint a portrait	knit a sweater	use a computer
wait for the bus	start a car	ride a bicycle	do homework	count money

- b. Have some students pantomime the activities on their cards and others guess what they're doing:
- A. Are you _____ing?
 - B. Yes, I am./No, I'm not.

Variant: Pantomime Game

- a. Divide the class into teams.
- b. One member of the team pantomimes an activity, and the other teams take turns guessing.
- c. A team scores one point for each activity it guesses. The team with the most points wins the game.

Text Page 3: *What Are They Doing?*

FOCUS

- Contrast of the simple present and present continuous tenses
- Review of question formation

GETTING READY

1. Review the simple present tense by talking about habitual activities.
 - a. Write the adverbs below on the board. Review the pronunciation. Say each word and have students repeat chorally: *always, often, sometimes, rarely, never*.
 - b. Make a statement about yourself, such as:

"I always study English on the weekend."
"I never worry about things."
"I sometimes drive too fast."
"I usually sing in the shower."
"I never dance at parties."



After each statement, ask students "How about you?" Have students respond with statements about themselves. For example:

Teacher: I always study English on the weekend. How about you?

Student A: I rarely study English on the weekend.

Student B: I usually study English on the weekend.

2. Review *he, she,* and *they* forms in the simple present tense.
 - a. Put these cues on the board:

	<i>work</i>	<i>study</i>	<i>like to eat in restaurants</i>	<i>do exercises</i>
 <i>Tom</i>	bank	math	Italian	morning
 <i>Jane</i>	museum	French	French	night

- a. Set the scene: "Tom and Jane are happily married. They like each other very much, but they're very different." Then tell the story:
 1. Both Tom and Jane work.
Tom works in a bank.
Jane works in a museum.
 2. They both study in the evening.
Tom studies math.
Jane studies French.
 3. They both like to eat in restaurants.
Tom likes to eat in Italian restaurants.
Jane likes to eat in French restaurants.
 4. They both do exercises every day.
Tom does his exercises in the morning.
Jane does her exercises at night.
- c. Put the following guide on the board and call on pairs of students to create conversations about Tom and Jane.

A. Do	}	_____?
Does		
B. Yes, _____.		
_____.		

For example:

- A. Do Tom and Jane work?
 B. Yes, they do.
 Tom works in a bank, and Jane works in a museum.
- A. Does Jane study in the evening?
 B. Yes, she does.
 She studies French.

INTRODUCING THE MODEL

1. Have students look at the model illustration.
2. Set the scene: "Two people are talking."
3. Present the model.
4. Full-Class Choral Repetition.
5. Ask students if they have any questions; check understanding of new vocabulary: *whenever*.
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.)

SIDE BY SIDE EXERCISES

Examples

- | | |
|----|--|
| 1. | A. What's Edward doing? |
| | B. He's baking bread. |
| | A. Does he bake bread very often? |
| | B. Yes, he does. He bakes bread whenever he can. |
| 2. | A. What's Janet doing? |
| | B. She's swimming. |
| | A. Does she swim very often? |
| | B. Yes, she does. She swims whenever she can. |

1. **Exercise 1:** Call on two students to present the dialog. Then do Choral Repetition and Choral Conversation Practice.
2. **Exercise 2:** Same as above.
3. **Exercises 3-8:**

New vocabulary: 8. <i>do aerobics</i>
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Culture Note

Exercise 4: William Shakespeare (1564–1616) was a famous English author. His plays have become well-known classics to students of English literature all over the world.

Either Full-Class Practice or Pair Practice.

4. **Exercise 9:** Have students use the model as a guide to create their own conversations, using vocabulary of their choice. (They can use any names and activities they wish.) Encourage students to use dictionaries to find new words they want to use. This exercise can be done orally in class or for written homework. If you assign it for homework, you should do one example in class to make sure students understand what's expected. Have students present their conversations in class the next day.

WORKBOOK

Pages 4–5

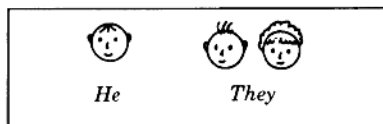
Exercise Note

Workbook p. 4: Students use any vocabulary they wish to complete the sentences. Have students compare their answers.

EXPANSION ACTIVITIES

1. Listening and Pronunciation Practice

- a. Put on the board:



- b. Have students listen as you read each of the following sentences with blanks. Have students choose the correct pronoun on the board, say it, and then repeat the entire sentence chorally and individually.

- | | |
|--------------------------------------|---|
| 1. ____ goes to school every day. | 6. ____ always go to movies after work. |
| 2. ____ play baseball every weekend. | 7. ____ never drive carefully. |
| 3. ____ practice the piano often. | 8. ____ usually speaks very slowly. |
| 4. ____ read Shakespeare at night. | 9. ____ usually take the bus to school. |
| 5. ____ always studies English. | 10. ____ always cleans the apartment. |

Example:

You: ____ goes to school every day.

Students: He: He goes to school every day.

2. Pronunciation Practice

Write pairs of verbs on the board with and without the final *s*. Have students practice saying these words chorally and individually. For example:

go—goes	read—reads	play—plays	bake—bakes
cook—cooks	study—studies	swim—swims	write—writes