

SIDE *by* **SIDE**



THIRD EDITION

REFERENCE GUIDE

LEVEL
1



Steven J. Molinsky
Bill Bliss



Side by Side TV
Reference Guide, Level 1, 3rd edition

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Pearson Education, 10 Bank Street, White Plains, NY 10606

Vice president, director of publishing: *Allen Ascher*

Editorial manager: *Pam Fishman*

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

Associate director of electronic production: *Aliza Greenblatt*

Production manager: *Ray Keating*

Director of manufacturing: *Patrice Fraccio*

Digital layout specialist: *Wendy Wolf*

Cover and Interior design: *Wendy Wolf*

The authors gratefully acknowledge the contribution
of Tina Carver in the development of the original
Side by Side program.

ISBN 0-13-094494-7

1 2 3 4 5 6 7 8 9 10 – DM – 05 04 03 02 01

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Education through Entertainment!

Side by Side TV is a fictional worldwide television channel that offers a variety of programs designed to provide language instruction and entertaining viewing to learners of English. *Side by Side TV* features an exciting, dynamic, and diverse ensemble cast with impressive stage, screen, and television credits.

Side by Side TV Level One provides a sequenced progression of grammatical structures and vocabulary that correspond to Book One of the *Side by Side* ESL series. *Side by Side TV* may be used in conjunction with the student textbook or may be used independently as a stand-alone video for beginning-level learners.

Side by Side TV presents the language in short, clearly focused segments consisting of model conversations from the *Side by Side* student text, short scenes and sketches, on-location interviews, rap numbers, and music videos. Grammatical structures frequently appear on the screen to highlight for viewers the grammatical focus of a lesson.

Grammatical structures and vocabulary are first introduced in the model conversations, and are then reinforced and expanded in follow-up scenes that include comedy sketches, light drama sketches, news broadcasts, game shows, commercials, talk shows, and cooking shows. On-location interviews capture typical people's thoughts and opinions on a wide range of subjects, from favorite books and movies to childhood memories, plans for the weekend, and opinions about fictitious political candidates. Rap numbers focusing on English rhythm, stress, and intonation are performed by the GrammarRappers, who magically appear from time to time throughout the program. *Side by Side TV* also features several spirited music videos produced especially for the series.

Overall Teaching Strategies

There are many options for incorporating *Side by Side TV* into your classroom. Depending upon your resources, logistics, and time available, you may wish to use the video segments on a regular basis—either daily or every other day—as a way of introducing or reinforcing each textbook lesson as you cover it. Or, you may wish to show it periodically (weekly, or perhaps biweekly) as a supplement—to preview upcoming lessons, reinforce current lessons, and review previous lessons.

While watching television is often seen as a passive viewing experience, our goal is to engage students in very active viewing when they watch *Side by Side TV*. Every scene is designed to serve as a catalyst for student involvement—a springboard for student interaction. The listings in this Reference Guide give specific suggestions for using particular scenes, but we encourage you to try some or all of the following general teaching strategies whenever you're using video materials with your students.



Predicting

With picture and audio on:

- Use the pause control to stop a scene and have students predict what will happen next.
- Use the pause control to stop after a particular line of dialog and have students predict the next line.

With audio off:

- Have students predict the situation and characterizations based on viewing an entire scene without the sound.

- Have students predict lines of dialog after viewing an entire scene without the sound.
- Have students predict individual lines of dialog by using the pause button to stop the scene.

With picture off:

- Have students predict the situation and characterizations by listening to the soundtrack without watching the picture.

Viewing Comprehension

You can check students' understanding of the situation and characters in the following ways:

Before watching:

- Give students specific things to look and listen for before they watch a scene.

While watching:

- Freeze-frame the scene by using the pause button and check students' understanding.

While watching or after watching:

- Have students answer comprehension questions you devise such as true-false, multiple choice, matching, fill-ins, scrambled order of events, who said what, and recall of specific vocabulary or functional expressions.

After watching:

- Give students cloze scripts and have them fill in missing words in dialog lines.

Listening Practice

- Have students focus on the dialog contained in a scene by listening for particular vocabulary words, structures, or functional expressions.
- **TV DICTATION:** Have students write dialog lines as they view them, using the pause control to stop the scene after each line.

- **CLOZE SCRIPTS:** As students view a scene, have them fill in missing words in a cloze script you have created.

Speaking Practice

- **ROLE-PLAYS:** Have students role-play a scene, practicing the lines of dialog for correct intonation and emphasis.
- **ON-LOCATION INTERVIEWS:** Have students circulate around the classroom and interview each other using questions contained in the video segment. Students can then report to the class about their interviews.
- **INFORMATION GAP:** Have half the class see a segment without audio and the other half hear it without the picture. Students from each half of the class then pair up, talk about the situation and characters, and act out the scene.
- **STRIP DIALOG SCENES:** Write dialog lines on separate strips of paper, distribute them randomly, and have students recreate the scene by putting the lines together.

Discussion

- Have students discuss the scene, plot, and characters' actions, thoughts, and feelings.
- Have students think about what the characters in the

scene are thinking but not saying. Students can create these *interior monologs*, present them to the class, and discuss any varying opinions about characters' inner thoughts during the scene.

- Have students tell which characters they identify with and explain why.

Grammar

- Have students focus on the use of particular grammatical structures.
- Have students write down grammatical structures that appear on the screen. For each structure, they can write down a line of dialog—from the scene or an original line—that contains the grammar point.

Functions

- Have students focus on expressions used to convey functional uses of language, such as apologizing, asking for information, making invitations, or expressing regret.
- Have students write down expressions that are examples of a particular function of English. (Consider having students keep a logbook of functional English expressions, organized alphabetically by function, in which they can write down expressions as they occur in the videos or

in other class materials and discussions.)

- Have students brainstorm different expressions characters could use to express the same thing. (A challenging activity is to have students reenact the scene using expressions that are different from those that occur in the scene, but which mean the same.)

Vocabulary

- Use the video to introduce or review vocabulary words.
- Ask students to recall specific vocabulary used in a scene.
- Give students a list of words, some of which appear in the scene and some of which don't, and ask them to check the words they hear.
- Give students a list of words that are synonyms or antonyms of words that occur in the scene. Have students write the correct words that occur in the scene next to the corresponding synonyms or antonyms.
- Have students brainstorm synonyms for words used in a scene. Have them reenact the scene using these words as replacements for the original words in the scene.
- Do vocabulary enrichment activities such as listing all features of the scene's setting and all the props,

and describing the actors' actions and emotions.

Pronunciation

- Have students list all words in a scene that contain particular sounds and then practice pronouncing them.

Cultural Apects

- Have students discuss how a scene depicts cultural issues, such as family relationships or attitudes and behavior at the workplace.
- Have students discuss facial expressions and other non-verbal behavior they observe in the characters' performances.

Cross-Cultural Insights

- Have students compare aspects of their culture and U.S. culture, such as how interactions between characters may occur differently.

Media Awareness

- Have students discuss and analyze the various television and commercial formats and techniques used in *Side by Side TV* and their effects on viewers.

Writing/Composition

- **PARAGRAPH WRITING:** Have students write a summary of a scene.
- **EXPOSITORY WRITING:** Have students write about the characters or an aspect

of the scene that interests them, or have them write about a subject that is triggered by something in the scene.

- **TV REVIEW:** Have students write a newspaper TV review of a scene or segment.
- **LETTERS:** Have students write to the *Side by Side TV* Network or the cast. They can write letters to a performer, comment on a particular episode, or make suggestions for an idea on a future show. All letters will receive a reply. Students should send their letters to:
Side by Side TV
Pearson Education ESL
10 Bank Street, 9th Floor
White Plains, NY 10606
USA

Script Writing and Improvisation

- Have students write a new TV script based on the scene, or loosely inspired by it, and perform it for the class.
- Have students improvise a sketch based on the scene and perform it for the class.

TV Production

- Using a portable video camera, record students' new sketches and play them back for the class, the school, or anybody who would enjoy watching!
- Have students use a portable video camera to

interview other students and people in the school or community.

Testing and Evaluation

The following may be used as ways to measure students' comprehension of video segments:

- **TV DICTATION:** Have students write dialog lines as they hear them. Use the pause control to stop the scene after each line.
- **CLOZE SCRIPTS:** Have students fill in missing

words in scripts as they view a scene.

- **DIALOG RECONSTRUCTION:** Have students view an entire scene with the sound on and then write the dialog lines from memory after viewing.
- **DIALOG PREDICTION:** Have students view an entire scene with the sound off and then write dialog lines they think occur in the scene.



Using the GrammarRaps and Music Videos

The GrammarRaps and music videos offer students highly motivating entertainment that delivers the grammatical structures and vocabulary through rhythm and music. When the structures and words are combined with raps and songs, students' abilities to remember the material and have active command of the language dramatically increase.

Have students watch and listen to the GrammarRaps and music videos one or more times. Then have them perform the numbers along with the video. Eventually, after more opportunities to practice, students will enjoy performing them on their own.

Side by Side TV welcomes letters from viewers. We would also enjoy seeing any student-produced videos based on or inspired by Side by Side TV program material. Send all correspondence to:

**Side by Side TV
Pearson Education ESL
10 Bank Street, 9th Floor
White Plains, NY 10606 USA**

These raps and songs can also serve as motivating material for cloze exercises and other comprehension activities and for focusing on pronunciation, stress, and intonation.

Students may also enjoy writing additional verses for raps and songs and performing them for the class.

The Spirit of *Side by Side TV*

The mission of *Side by Side TV* is to provide students of English with an exciting, motivating, and enjoyable language learning experience through television. While conveying to you the substance of the *Side by Side TV* series, we hope that we have also conveyed the spirit: that learning English through video can be dynamic, interactive, . . . and fun!

Steven J. Molinsky

Bill Bliss



PART A

SEGMENT 1 (Text pp. 1–6)

Personal Information

To Be: Introduction

2* **WHAT'S YOUR NAME?—Model** :09

A teacher asks Maria some questions on the first day of English class. *(Have students practice asking each other the questions the teacher asks Maria.)*

2* **SBS-TV ON LOCATION—Interviews** :41

People give their names, addresses, telephone numbers, and tell where they are from. *(Have students answer the questions posed by one of the interviewees.)*

4 **YOUR NAME, PLEASE?—Sketch** 1:36

William Chen feels very sick, but his problems get worse when he goes to a hospital emergency room. *(Have students write down William Chen's name, address, telephone number, and social security number. Also, students might have fun acting out this scene, using their own personal information.)*

SEGMENT 2 (Text pp. 7–13)

Rooms in the Home

To Be: Subject Pronouns

11 **WHERE ARE YOU?—Models** 3:38

People look for others at home.

12 **WHERE'S BOB?—Models** 4:02

People look for other people and things at home.

* Black Boxes indicate video versions of lessons in the student text.
White boxes indicate video material that expands upon the student text.

12 **SBS-TV ON LOCATION—Interviews** **4:25**

People tell their favorite rooms at home. *(Have students circulate around the classroom, interviewing each other about their favorite rooms at home, and then report to the class about the people they interviewed.)*

12 **IS EVERYTHING OKAY AT HOME?—Sketch** **4:40**

A mother calls from work to check on her young son, who is very busy in the kitchen. *(Check students' memories! Can they remember which family members are in which places around the house?)*

SEGMENT 3 (Text pp. 14–16)

Places Around Town

To Be: Subject Pronouns



14 **WHERE ARE THEY?—Exercises** **6:06**

People are in several places around town.

15 **ALL THE STUDENTS IN MY ENGLISH CLASS ARE ABSENT TODAY—Sketch** **7:00**

Only one student is in English class today. *(Have students talk about their own English class: Which students are in class today? Which students are absent? Where are they?)*

SEGMENT 4 (Text pp. 17–24)

Daily Activities

Present Continuous Tense



18 **WHAT ARE YOU DOING?—Models** **7:53**

People tell what they're doing.

18 **WHERE'S CHARLIE?—GrammarRap** **8:38**

The GrammarRappers magically appear in Charlie's kitchen. *(Have students practice the ch sound in Charlie, kitchen, and lunch.)*

20 **WHAT'S EVERYBODY DOING?—Model/ Exercises** **9:09**

People ask where others are.

20 WHERE'S BETTY?—GrammarRap **9:37**

The GrammarRappers magically appear in Betty's bedroom.

22 SBS-TV NEWS—Afternoon Report **10:03**

Gary Carter, reporting live from Central Park, interviews the Jones family. It's a beautiful day! *(Have students work in groups and role-play the scene.)*

22 WHERE ARE MOM AND DAD?—GrammarRap **11:58**

The GrammarRappers magically appear in Mom and Dad's living room.

SEGMENT 5 (Text pp. 27–34)

*Daily Activities
To Be: Short Answers
Possessive Adjectives*

.....

28 I'M FIXING MY SINK—Models **12:43**

Please call friends and family.

29 ARE YOU BUSY?—Model/Exercises **13:22**

Lots of people are busy today.

29 I'LL CALL BACK—Sketch **14:12**

A telemarketer calls several people, but they're all busy. *(Have students work in groups and create a similar scene, using their own names and other activities.)*

SEGMENT 6 (Text pp. 35–39)

*Describing People, Places, and Things
Adjectives
Yes/No Questions
Short Answers*

.....

36 TALL OR SHORT?—Model **17:35**

Bob and Bill tell about each other.

36 THE AUDITION—Sketch **17:46**

An actor performs adjectives at an audition. (*Viewing alternative: Have students listen without the picture, guess and act out the actions, and then compare their actions with those performed in the scene.*)

38 TELL ME ABOUT. . .—Models **19:21**

These people have questions.

38 EVERYTHING'S FINE, MOM—Sketch **19:54**

A mother calls her son, who just recently moved to a new town. (*Have students discuss the scene. Who's calling? Why? What are they talking about?*)

38 WHAT'S THAT WORD?—Game Show **21:31**

Contestants try to guess opposite adjectives. Host: Rich Young. (*Have students work in groups of three and either reenact this scene or play another round of What's That Word? using different adjectives.*)

SEGMENT 7 (Text pp. 40–44)

Weather

Yes/No Questions

Short Answers



40 HOW'S THE WEATHER TODAY?—Sketch **25:37**

Tim doesn't know what to wear today. The weather keeps changing! (*Play the scene again with the sound off. Have students give the weather to the character on the screen.*)

**41 A LONG DISTANCE TELEPHONE CALL—
Model** **27:43**

Jim calls Jack from Miami. The weather is terrible there. (*Have students work in pairs and imagine they are calling from different cities around the world and describing the weather.*)

41 WORLD WEATHER UPDATE—Weather Report **28:16**

Meteorologist Maria Hernandez reports weather conditions around the world. (*Using a large world map displayed on the wall, have students take turns giving a TV weather report.*)

SEGMENT 8 (Text pp. 45–52)

Family Members
Prepositions of Location
Present Continuous Tense Review

.....

46 MY FAVORITE PHOTOGRAPHS—Model **30:08**

One co-worker asks another about a photograph on his desk.

46 FAMILY PHOTOS—Sketch **30:33**

Two friends look through a photo album of family pictures. *(Have students bring in family photographs. Working in pairs, have students talk about the photographs, create a new scene similar to this one, and present it to the class.)*

50 PICTURES ON THE WALL—Music Video **32:16**

A singer sings to his family portraits, and the pictures sing back!

SEGMENT 9 (Text pp. 55–58)

Describing Location
Places Around Town
Prepositions of Location
There Is/There Are

.....

56 WHERE'S THE RESTAURANT?—Models **34:19**

People look for places around town.

57 IS THERE A LAUNDROMAT IN THIS NEIGHBORHOOD?—Model **34:56**

Someone is new in the neighborhood. *(Have students ask each other about places in their neighborhoods.)*

57 I'M NEW HERE—Sketch **35:09**

A new neighbor asks about the neighborhood. *(Have students draw a map showing the locations of places mentioned in the scene. Also, have students work in pairs, imagining how the conversation continues and acting it out.)*

SEGMENT 10 (Text pp. 59–66)

Looking for an Apartment There Is/There Are Singular/Plural

.....

59 AN APARTMENT FOR RENT—Sketch **36:30**

One friend tells another about an apartment for rent. *(Have students work in pairs and improvise a follow-up scene, in which a landlord shows Maria the apartment she's interested in.)*

59 IS THERE A STOVE IN THE KITCHEN?— Models **37:20**

At rental offices, people are asking questions about apartments for rent.

60 HOW MANY BEDROOMS ARE THERE IN THE APARTMENT?—Model **37:37**

Someone is at a rental office. *(Have students ask and answer questions about the rooms in their homes.)*

62 TELL ME ABOUT THE APARTMENT— GrammarRap **38:06**

The GrammarRappers magically appear at a rental office. *(Have students improvise scenes in a realtor's office, where people inquire about renting the apartments described in the GrammarRap.)*

SEGMENT 11 (Text pp. 67–72)

Clothing Colors Singular/Plural

.....

69 SHIRTS ARE OVER THERE—Sketch **39:10**

Customers look for clothing in a department store. *(Have students write down the clothing words in two columns—singular and plural.)*

70 SBS-TV ON LOCATION—Interviews **41:01**

People tell their favorite colors. *(Do a class survey: What are different students' favorite colors? What are the most popular colors in the class?)*

70 I'M LOOKING FOR A JACKET—Model **42:51**

A salesperson helps a shopper who is looking for a jacket.

71 I'M LOOKING FOR A PAIR OF GLOVES—
Model **43:20**

A salesperson helps a shopper who is looking for gloves.

71 CLYDE'S CLOTHING—Commercial **43:37**

Clyde displays clothing that he sells in his store. *(Have students describe what they imagine Clyde's Clothing store is like. Do students know of any local clothing store like Clyde's? Have students discuss where they buy clothing. Students will also have fun creating original commercials using other clothing items.)*

SEGMENT 12 (Text pp. 73–76)

Clothing

This/That/These/Those

.....
73 EXCUSE ME. I THINK THAT'S MY
JACKET—Models **45:05**

People mistakenly take other people's things.

74 LOST AND FOUND—Models **45:47**

People don't find their things at this Lost and Found counter. *(Have students bring in items to create a class "Lost and Found" collection. Have students work in pairs and role-play conversations based on these scenes.)*

74 I'M TERRIBLY SORRY!—Sketch **46:21**

Two people bump into each other on the sidewalk and things spill everywhere! *(Have students make a list of the items that belong to each person in the scene. For fun, have students improvise a similar scene: Have them bring in a bag, briefcase, backpack, or other container filled with various items, and working in pairs, have them bump into each other, spilling all their items and getting them mixed up on the floor.)*

74 AT THE LAUNDROMAT—Music Video**48:18**

People argue about *this, that, these*, and *those* clothes mixed up in different laundry baskets.

SEGMENT 13 (Text pp. 79–86)*Daily Activities**Languages and Nationalities**Simple Present Tense*
.....**80 PEOPLE AROUND THE WORLD—
Model/Profiles****50:05**

Host Robert Lynch reports about people and their lives in different parts of the world. In this segment: Antonio from Rome, and Boris and Natasha from Moscow. (*Have the class continue the show, as one student plays the host and interviews other people around the world.*)

**81 COME TO MEXICO!—Model/
Commercial****52:30**

Miguel invites viewers to visit Mexico. (*Have students create a commercial for their country and present it to the class.*)

**81 PEOPLE AROUND THE WORLD—
Continued****53:15**

Robert Lynch interviews Anna from Athens.

———— PART B ————**SEGMENT 14 (Text pp. 87–89)***Simple Present Tense:**Yes/No Questions**Negatives**Short Answers*
.....**88 STANLEY'S INTERNATIONAL
RESTAURANT—Models****:09**

Stanley's Restaurant is a very special place. Every day Stanley cooks a different kind of food.

89 WE'RE FILMING A COMMERCIAL—
Models/Sketch

2:07

An interviewer talks to passersby about Stanley's International Restaurant. *(Have students interview each other, asking: What kind of food do you like? Which restaurants do you go to? Have students report to the class about their interviews.)*

89 A VERY SPECIAL PLACE—Commercial

3:55

An interview with Stanley the chef. *(Have students talk about TV commercials they're familiar with: What products and places are advertised? In their opinion, what are the best and worst commercials on TV these days? What are commercials like in their country?)*

SEGMENT 15 (Text p. 95)

Favorite Types of Entertainment
Simple Present Tense



95 SBS-TV ON LOCATION—Interviews

5:04

People tell their favorite movies, books, music, and sports. *(Have students interview each other, asking about favorite movies, books, music, and sports. Have students report to the class about their interviews.)*

95 FAMILY FAVORITES—Game Show

7:26

A husband and wife try to guess each other's favorite kinds of movies, books, music, sports, and TV programs. Host: Rich Young. *(Create a new game show called Classroom Favorites. One student is the host, who poses questions to different pairs of students about their favorite movies, books, etc. Students write down their answers, then compare them, and find out how much they really know about each other.)*

SEGMENT 16 (Text pp. 99–101)

Daily Activities
Object Pronouns
Adverbs of Frequency
Simple Present Tense

.....

100 THERE'S THE PHONE!—Model/ Commercial

13:55

Two friends tell about how often they talk to their friends and family. *(Have students discuss who they talk to on the telephone, and how often they talk to their friends and family. Also, have students discuss why the people in this commercial have to use the telephone to talk with members of their families. Are these families different in any way from your students' families?)*

101 SBS-TV ON LOCATION—Interviews

14:47

People tell about when they watch TV. *(Do a class survey: When do students watch TV? Also discuss: Do people watch TV too often? Do children watch TV too often?)*

101 SHE USUALLY STUDIES IN THE LIBRARY—Model

15:12

Two college friends ask about another.

101 SBS-TV ON LOCATION—Interviews

15:22

People tell about things they always, usually, sometimes, rarely, and never do. *(Have students make up original questions like the ones in these interviews. Have students interview each other and report to the class.)*

101 I ALWAYS GET TO WORK ON TIME— GrammarRap

16:33

The GrammarRappers magically appear in an office and rap about punctuality.

SEGMENT 17 (Text pp. 102–106)

Describing People Have/Has

.....

102 DID YOU HEAR THAT?—Model/Sketches 17:19

Sound effects give clues about things people have. (*Viewing alternative: Pause the tape right after each sound effect and have students predict the next line of dialog.*)

103 MY SISTER AND I—Reader's Theater 19:10

Two sisters tell how they are different. (*Have students working in pairs create a similar scene called My Friend and I, in which they describe how they are similar and different.*)

SEGMENT 18 (Text pp. 107–109)

Feelings and Emotions Simple Present vs. Present Continuous Adjectives

.....

108 I ALWAYS CRY WHEN I'M SAD—Model 20:13

A man cries as he watches a very sad television program.

108 WE ALWAYS SHIVER WHEN WE'RE COLD— Exercise/Sketch 20:33

The heat isn't working in this apartment.

108 WHO'S THERE?—Sketch 20:42

An unexpected visitor asks a lot of questions.

109 THE AUDITION—Sketch 21:35

An actor acts out feelings and emotions at an audition. (*Viewing alternative: Have students listen without the picture, guess and act out the actions, and then compare their actions with those in the scene.*)

109 SBS-TV ON LOCATION—Interviews 22:51

People tell what they do when they're nervous, angry, and happy. (*Have students interview each other about what they do when they're sad, tired, and embarrassed.*)

109 I SMILE WHEN I'M HAPPY—GrammarRap**23:38**

The GrammarRappers rap about feelings.

SEGMENT 19 (Text pp. 110–114)*Describing Activities**Simple Present vs. Present Continuous***110 I'M WASHING THE DISHES IN THE BATHTUB—Model****24:38**

Someone is very surprised when she sees what her friend is doing. *(Have pairs of students create similar scenes in which people are doing something very unusual and have them present their scenes to the class.)*

110 SPARKLE FLOOR CLEANER—Commercial**25:13**

One friend convinces another to switch from Ordinary Soap to Sparkle. *(Have pairs of students create similar commercials for other household products, such as a laundry detergent, furniture polish, or window cleaner. One student is using an ordinary brand; the other student recommends something better. Have students present their commercials to the class.)*

110 WHAT ARE THEY DOING?—GrammarRap**25:54**

The GrammarRappers magically appear in an office, a kitchen, and a backyard.

SEGMENT 20 (Text pp. 117–121)*Expressing Ability**Occupations**Can***118 SBS-TV ON LOCATION—Interviews****27:20**

People tell about things they can and can't do. *(Have students interview each other about things they can do and report to the class.)*

118 CAN YOU?—Model**28:25**

Two diplomats meet in front of the United Nations and discuss languages.

118 SBS-TV ON LOCATION—Interviews **28:32**

People tell about languages they can speak. (*Have students tell what languages they can speak.*)

119 OF COURSE THEY CAN—Model **28:59**

A customer is concerned about a mechanic's ability to fix his car.

120 SO YOU'RE LOOKING FOR A JOB—Sketch **29:25**

A job seeker goes to the Ace Employment Service. (*Check students' memories! Can they remember all the things the job applicant can do and can't do? Divide the class into two or more teams and see which team remembers more information. Also, have pairs of students improvise a new scene based on this one, using different occupations and skills. Have pairs present their scenes to the class.*)

SEGMENT 21 (Text pp. 122–126)

Invitations

Have to

Can

.....

122 THEY CAN'T GO TO HERBERT'S PARTY—
Model/Sketch **33:00**

Nobody can go to Herbert's party. (*Have students discuss the excuses that people give for not going to Herbert's party. Which are good excuses, and which aren't? Have students discuss the excuses people generally give for not doing things and decide which excuses are good and which aren't.*)

123 I'M SORRY. I CAN'T—Sketch **34:34**

Steve, an office worker, refuses several invitations. (*Play the scene an additional time and have students create lines for Julie, Fred, and Mom and Dad as they talk with Steve on the telephone. Pause the tape to give students some time to think of their lines. Also, have students discuss: What is Steve's co-worker thinking as he hears Steve's telephone conversations with other people?*)

123 WE CAN'T TALK NOW!—GrammarRap **37:47**

The GrammarRappers meet on a busy city sidewalk, but they're in a rush and don't have time to stop and talk. (*Have students practice the different vowel sounds in can't, talk, have to, catch, call, train, and plane.*)

SEGMENT 22 (Text pp. 127–132)

Plans and Intentions

Future: Going to

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128 SBS-TV ON LOCATION—Model/Interviews **38:44**

Two couples tell what they're going to do tomorrow.

129 PLANS FOR THE DAY—Sketch **39:38**

A college student tells where he's going today. *(Have pairs of students create similar scenes: One person is at home early in the morning, when a voice suddenly asks about the person's plans for the day. Have pairs present their scenes to the class.)*

129 THEY'RE GOING TO THE BEACH—Model/Sketch **40:34**

Mr. and Mrs. Brown are getting ready to go to the beach. *(Have students tell or write about the Browns' plans for tomorrow.)*

130 WHEN ARE YOU GOING TO WASH YOUR CLOTHES?—Model/Sketch **41:47**

One roommate is upset because the other doesn't wash his clothes. *(Have students describe the situation, the characters, and how they think the characters feel about each other. Also, have students discuss which person they are similar to, the neat one or the sloppy one.)*

130 WHEN ARE YOU GOING TO CALL THE PLUMBER?—Model/Sketch **43:53**

The sink is broken and it's time to call the plumber.

130 I'M GONNA BE VERY BUSY!—Sketch **44:29**

A "fast talker" tells his plans for next week. *(Divide the class into teams. Play the scene a few times and have the teams compete to see which team remembers the most about each day's activities.)*

132 HAPPY NEW YEAR!—Sketch **46:05**

Two people meet at a New Year's party and discover they have very similar plans for the coming year. *(Interior monologs: Have students discuss what each person is thinking as the scene progresses. Also, have pairs of students talk about their plans for next year.)*

SEGMENT 23 (Text pp. 133–137)

Weather Forecasts

Telling Time

Future: Going to

Want to

.....

133 WORLD WEATHER FORECAST—Weather Report

48:49

Meteorologist Maria Hernandez gives the weather forecast for places around the world. *(Using a large world map, have students take turns giving a TV weather forecast.)*

133 WHAT'S THE FORECAST?—Model

50:42

Two college students talk after class.

134 SBS-TV ON LOCATION—Interviews

51:06

People tell the time.

134 WHAT TIME IS IT?—Model

51:31

A wife is upset that she and her husband are going to be late for a movie.

134 SBS-TV ON LOCATION—Interviews

51:56

People give information about schedules. *(Have pairs of students think of additional locations around town and create similar conversations about schedules and times. Have pairs present their scenes to the class.)*

134 IT'S TIME FOR BED—Sketch

52:43

An elderly man falls asleep in front of the TV.

136 TO BE WITH YOU—Music Video

53:22

A singer promises to be faithful through all the seasons, months of the year, and other time expressions.

SEGMENT 24 (Text pp. 141–148)

“Aches and Pains”

Past Tense: Regular and Irregular Verbs

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142 HOW DO YOU FEEL TODAY?—Sketch 55:15

Bob, an office worker, feels worse and worse as he eats throughout the workday. (*Play the scene an additional time with the sound off and have students provide the characters' lines.*)

142 SBS-TV ON LOCATION—Interviews 56:45

People tell about their ailments.

143 SBS-TV ON LOCATION—Interviews 57:07

People tell what they did yesterday.

144 WHAT'S THE MATTER?—Model 57:28

A mother is concerned about her daughter's husband.

145 SBS-TV ON LOCATION—Interviews 57:47

People tell why they aren't feeling well. (*Have students imagine they don't feel well and interview each other about their ailments and the reasons they feel that way.*)

146 WE WORKED AT HOME ALL DAY—GrammarRap 58:42

The GrammarRappers were very busy today.

SEGMENT 25 (Text pp. 149–159)

Past Activities

Past Tense:

Questions

Short Answers

More Irregular Verbs

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150 I BRUSHED MY TEETH—Model/Sketch 59:40

A mother greets her two children at the breakfast table before school. (*Have students discuss the situation, the characters, and their opinions about this family.*)

150 SBS-TV ON LOCATION—Interviews **1:00:46**

People tell what they did over the weekend. (*Have students interview each other about what they did last weekend and report to the class.*)

151 ON THE GO!—Model/Sketch **1:01:55**

A busy family talks about their busy day. (*Ask students what they think about this family's lifestyle.*)

151 SBS-TV ON LOCATION—Interviews **1:02:40**

People tell what they did yesterday. (*Students might enjoy writing their own poems about their busy day and sharing them with the class.*)

158 PRESTO VITAMINS—Model/Commercial **1:04:01**

Presto Vitamins changed the lives of everybody in this family.

158 PRESTO PET FOOD—Commercial **1:04:35**

A Presto Pet Food user tells why her pets are happy now. (*Have students discuss whether pets are common in their country. Which pets? What are some common names given to different kinds of pets?*)

159 PRESTO PRODUCTS—Model/Commercial **1:05:28**

People tell why they like Presto Products. (*Explain to students that the commercials for Presto Products are testimonials: people who have used the product tell why they like it. Discuss why such commercials are effective. Ask students if they know of similar testimonial commercials for real products. For fun, have students create their own testimonial commercials for real or fictitious products.*)

SEGMENT 26 (Text pp. 160–164)

*Past Activities
To Be: Past Tense*

160 WERE YOU AT THE BALLGAME LAST NIGHT?—Model/Sketch **1:07:00**

A young boy is upset because he thinks nobody in his family saw him play in a baseball game. (*Have students discuss: Why was Tommy sad? What do you think about Tommy's family?*)

161 DID YOU. . .?—Models/Exercises**1:08:11**

Some people did. Some people didn't.

163 I REMEMBER—Sketch**1:08:40**

An elderly couple reminisces about the time they were young.
(Have students summarize what they actually know about the day Gertrude and Harold met.)

Textbook-Video Correlation Key

<i>Side by Side, Book One</i> Chapter	<i>Side by Side TV, Level One</i> Segment
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3	4
4	5
5	6, 7
6	8
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8	11, 12
9	13
10	14, 15
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12	18, 19
13	20, 21
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