

SIDE *by* **SIDE**

THIRD EDITION



REFERENCE GUIDE

LEVEL
2



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Bill Bliss



Side by Side TV
Reference Guide, Level 2, 3rd edition

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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 Two provides a sequenced progression of grammatical structures and vocabulary that correspond to Book Two 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 27 (Text pp. 1–5)

Past, Present, and Future Activities

.....

2* **SBS-TV ON LOCATION—Interviews** : 10

People tell what they like to do in their free time. *(Have students interview each other about what they do in their free time. Have students report to the class about their interviews.)*

4* **ARE YOU GOING TO...?—Model/Exercise** : 48

A friend asks what another plans to cook, and a waiter asks a customer about dessert.

4 **SBS-TV ON LOCATION—Interviews** 1: 19

People tell about their plans. *(Have students interview each other about their plans for the weekend or an upcoming holiday or vacation. Have students report to the class about their interviews.)*

5 **SHE LIKES TO DRIVE. HE LIKES TO WALK—Reader's Theater** 2: 04

A husband and wife tell about themselves and each other. *(Have students pair up and create similar presentations in which they describe things they like to do and things they don't like to do. Have pairs present to the class.)*

SEGMENT 28 (Text pp. 6–9)

Indirect Object Pronouns Birthdays and Gifts

.....

6 **WHAT ARE YOU GOING TO GIVE YOUR WIFE FOR HER BIRTHDAY?—Model** 2: 58

Two co-workers talk during a break.

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

7 SBS-TV ON LOCATION—Interviews **3: 23**

People tell what they got for their birthdays. *(Have students interview each other about what they got for their birthdays and report to the class.)*

7 NOBODY REMEMBERED MY BIRTHDAY!—Sketch **4: 14**

Miyako is upset because she thinks the other *Side by Side TV* cast members forgot her birthday. *(Have students discuss how people celebrate birthdays in their country: Do people have parties? Is there a birthday cake? Do people sing a special birthday song? Are birthdays celebrated at school or at work? Are there “surprise” birthday celebrations?)*

7 HAPPY BIRTHDAY, GRANDMA—Commercial **6: 24**

A grandmother receives a Postmark birthday card from her granddaughters. *(Have students discuss occasions in their country when people send greeting cards. What do the cards say? Students may enjoy designing greeting cards for different occasions and exchanging them with other students.)*

SEGMENT 29 (Text pp. 11–13)

Count/Non-Count Nouns
Food



12 COUNT/NON-COUNT CASSEROLE—Sketch **7: 26**

A wife helps her husband gather ingredients for a new recipe he’s trying. *(Have students write down the ingredients in two columns—count nouns and non-count nouns. Students can do this as they watch the scene one or more times, or to test their memories they can try to list the ingredients after viewing.)*

13 LET’S MAKE. . .!—Models **8: 52**

People can’t make what they want to.

13 DAD? I’M THIRSTY!—Sketch **9: 22**

There’s nothing in the house to drink.

SEGMENT 30 (Text pp. 14–18)

Count/Non-Count Nouns

Food

.....

14 HOW MUCH? HOW MANY?—Models **10:22**

These people don't want too much to eat or drink.

14 NOT TOO MUCH, JUST A LITTLE—Sketch **10:48**

Maria and Nancy have coffee together.

14 NOT TOO MANY, JUST A FEW—Sketch **11:23**

Tim makes dinner for Jennifer. *(Have students discuss what Tim and Jennifer are each thinking after Tim spills the meatballs.)*

15 WOULD YOU CARE FOR SOME MORE?—
Model/Sketch **11:57**

Several *Side by Side TV* cast members have dinner at Nancy's house. *(Have students discuss what foods are bad for your health and what foods are good for your health. Also, have students notice the polite expressions the cast members use to accept or decline Nancy's offer of more food. For fun, have groups of students role-play a similar scene in which they are dinner guests at a student's home. Have them compliment the host or hostess, accept or decline food, and engage in dinner-table conversation.)*

15 HOW DO YOU LIKE THE CHOCOLATE
CAKE?—Model/Sketch **12:38**

Tim and Jennifer have dessert. *(Students might have fun working in pairs and creating their own scenes in which a clumsy host or hostess spills food items. Have pairs present their scenes to the class.)*

17 SBS-TV ON LOCATION—Interviews **13:18**

People tell about their favorite foods. *(Have students interview each other about their favorite foods, how often they eat them, and whether these foods are good or bad for your health. Have students report to the class about their interviews.)*

17 HOW MUCH SALT SHOULD I PUT IN THE SOUP?—GrammarRap **14: 08**

The GrammarRappers magically appear in a restaurant kitchen.

SEGMENT 31 (Text pp. 19–22)

Partitives

Count/Non-Count Nouns

Buying Food

.....

20 DO WE NEED ANYTHING FROM THE SUPERMARKET?—Model **15: 02**

A husband is about to go to the supermarket.

20 A SHOPPING LIST—Sketch **15: 19**

A father and his two children prepare a shopping list. *(As students watch the scene, have them write down the father's shopping list. Or, tell students to remember as many of the items as they can without writing them down, pause the tape before the father reads back the shopping list, and have the class try to construct the shopping list from memory.)*

20 SHOPPING!—GrammarRap **17: 14**

The GrammarRappers go to the supermarket.

21 THAT'S A LOT OF MONEY!—Models **17: 56**

People are surprised how expensive food is this week. *(Have students talk about the cost of food. Which food items are expensive? Which are cheap? What are the prices?)*

21 CONSUMER REPORT—News **18: 34**

Consumer reporter Maxine Baxter reports from the Stop 'n Save Supermarket. *(Have students work in pairs and conduct similar interviews. One student, the consumer reporter, interviews another student who is holding a shopping bag full of different food items. Have pairs present their interviews to the class.)*

SEGMENT 32 (Text pp. 23–26)

Count/Non-Count Nouns

Imperatives

Eating in a Restaurant

Recipes

.....

23 WHAT WOULD YOU LIKE?—Models 21:04

Waiters and waitresses make recommendations.

23 DELICIOUS DESSERTS—Sketch 21:42

Nobody can decide what to order for dessert. *(Have students imagine they are the waitress and write down the orders—and cross them out—as people change their minds during the scene. Also, have students create an interior monolog of what the waitress is thinking as the scene progresses.)*

24 COOKING WITH STANLEY—Cooking Show 24:50

Stanley the chef demonstrates his recipe for vegetable stew. *(After viewing the cooking show, see if students can remember all the steps and ingredients in Stanley's recipe. Students might also enjoy presenting their own TV cooking shows in which they demonstrate their favorite recipes. If you can, videotape students' shows and play them back for the class and others in your school.)*

SEGMENT 33 (Text pp. 29–32)

Future Tense: Will

Time Expressions

.....

30 WILL YOU BE READY SOON?—Model/ Exercises 28:39

Several people have questions.

30 WILL YOU BE BACK SOON?—Sketch 29:14

A little boy says good-bye to his parents as they leave for a vacation. *(Have students watch the scene an additional time and count the number of times they hear each of the following words: I'll, he'll, we'll, you'll, they'll. Also, have students discuss how they think each person in the scene is feeling.)*

31 WE WON'T BE IN THE OFFICE—Sketch **30: 25**

Two very busy advertising executives try to schedule a meeting. *(Have pairs of students create similar scenes in which they can't get together because of their busy schedules. Have pairs present their scenes to the class.)*

**31 WE'LL JUST HAVE TO WAIT AND SEE—
Model/Sketch** **31: 57**

The *Side by Side TV* cast dances and chats at a party. *(Have a similar dance party in class! Have students dance to the music in pairs. Stop the music frequently, and have different pairs ask and answer questions about the future.)*

SEGMENT 34 (Text pp. 33–37)

Might

Future Tense: Will

Possibility

Warnings



33 THEY REALLY CAN'T DECIDE—Models **33: 43**

These people can't decide what they're going to do.

33 SBS-TV ON LOCATION—Interviews **34: 12**

People aren't sure what they're going to do. *(Have students talk about the husband and wife who are interviewed last. What are they disagreeing about? What kind of movies does each person like? Have students discuss their personalities and their relationship.)*

34 CAREFUL!—Model/Exercise **36: 38**

A construction worker warns a visitor at a construction site, and an office cleaning person tries to warn someone in an office building.

**35 I'M AFRAID I MIGHT DROWN—Model/
Sketch** **37: 28**

Michael worries that terrible things might happen. *(Have students describe things they worry about.)*

35 I REALLY CAN'T DECIDE—Music Video **39: 06**

Three undecided people sing about things they might do.

SEGMENT 35 (Text pp. 39–41, 46)

Comparatives

Describing People, Places, and Things

.....

40 I THINK YOU'LL LIKE IT—Model/Exercise **41: 04**

People show a new bicycle and a new apartment to their friends.

40 MY BICYCLE IS FASTER—Sketch **41: 30**

Two little boys play “one-upmanship” with each other. (*Have pairs of students role-play the scene or create a similar one and present it to the class.*)

41 BUT I LIKED YOUR OLD ONE!—Model/ Exercise **42: 17**

A mother shows her daughter her new rocking chair, and one co-worker shows another her new computer.

41 SO HOW'S COLLEGE?—Sketch **42: 59**

The two little boys are now in college, and they're still playing “one-upmanship.” (*Have pairs of students role-play the scene or create a similar one and present it to the class. Also, have students discuss the relationship between the two characters.*)

46 MAYOR BROWN'S PRESS CONFERENCE— News **44: 12**

Mayor Brown answers reporters' questions. (*Have students discuss: What are the problems in Brownsville? What are students' impressions of Mayor Brown? What are their impressions of the reporters and their relationship to Mayor Brown? Are there press conferences like this in their country?*)

SEGMENT 36 (Text pp. 42–45)

Comparatives

Should

Possessive Pronouns

Advice and Opinions

.....

42 WHAT SHOULD THEY DO?—Models **47: 24**

People give others advice.

42 ELECTION REPORT—News **48: 03**

Reporter Scott Mason talks with voters about tomorrow's election. *(Have students view the report another time and list the qualities of each candidate. Have students discuss what qualities they look for in people running for office. Also, have students discuss news coverage of elections in their country.)*

45 DON'T BE RIDICULOUS!—Models **50: 39**

People make comparisons.

45 WHOSE ROOM IS CLEANER?—Sketch **51: 14**

One friend talks to another about his room.

45 OURS OR YOURS?—Sketch **51: 25**

Two couples try to decide whose car they're going to take to the beach.

45 MURDER, SHE SAID—Mystery **52: 01**

Monica Fletcher solves a crime. *(Have students watch the scene an additional time and count the number of times they hear each of the following words: mine, his, hers, ours, yours, theirs. Viewing alternative: Stop the tape after the gardener gives his alibi and have students discuss which character they think is the guilty one. For fun, students can work in groups and reenact the scene, or they can create a new murder mystery and present it to the class.)*

SEGMENT 37 (Text pp. 49–53)

Superlatives

Describing People



**50 THE SMARTEST PERSON I KNOW—
Model/Sketch** **55: 36**

A brother likes his sister's friend Margaret a lot. *(Have students talk about the smartest, kindest, friendliest, and funniest people they know.)*

**51 THE MOST ENERGETIC PERSON I KNOW—
Model/Sketch** **57: 11**

One friend is amazed at another friend's grandmother. *(Have students talk about the most energetic, the most talented, the most generous, and the most honest people they know, giving reasons and examples.)*

51 SBS-TV ON LOCATION—Interviews **58:20**

People tell about their favorite people. *(Have students interview each other about their favorite people and report to the class.)*

SEGMENT 38 (Text pp. 54–58)

*Superlatives
Shopping
Describing Products*

.....

54 I WANT TO BUY A SMALL RADIO—Model **59:30**

Customers look for things at a department store electronics counter.

56 PRESTO PRODUCTS—Commercial **1:00:19**

Roving reporter Paul Peters talks with people about their favorite Presto products. *(Have students think of additional Presto products and the reasons these products are better than others. Then, have students work in pairs and interview each other about these products.)*

56 PRESTO INSTANT COFFEE—Commercial **1:02:23**

A man and woman dining at the elegant Ritzy Plaza Hotel don't know they're drinking Presto Instant Coffee. *(Explain to students that this is a "hidden camera" commercial. Have them discuss whether they think such commercials are effective. Ask students if they have seen similar "hidden camera" commercials for real products.)*

SEGMENT 39 (Text pp. 61–65)

*Directions
Getting Around Town*

.....

62 CAN YOU TELL ME HOW TO GET THERE?—Models **1:03:54**

People ask for directions.

63 COULD YOU PLEASE TELL ME HOW TO GET THERE?—Model **1:04:24**

Someone is looking for the hospital.

63 SBS-TV ON LOCATION—Interviews **1:04:41**

People give directions. *(Have students give directions for walking to places in their community.)*

64 WOULD YOU PLEASE TELL ME HOW TO GET THERE?—Models **1:05:52**

More people ask for directions.

64 SBS-TV ON LOCATION—Interviews **1:06:36**

People give directions to the East Town Shopping Mall. *(Have students give directions for driving to places in their community.)*

64 LEFT AND RIGHT!—GrammarRap **1:07:46**

One GrammarRapper gives another GrammarRapper directions. *(Have students focus on and practice the pronunciation of r's and l's in this GrammarRap.)*

PART B

SEGMENT 40 (Text pp. 66–70)

*Directions
Getting Around Town
Public Transportation*

66 WHAT'S THE QUICKEST WAY TO GET THERE?—Models **: 10**

People in a hurry are asking for directions.

67 CAN YOU TELL ME HOW TO GET THERE?—Model **: 53**

A family that has just arrived in town is looking for a hotel.

67 HOW DO I GET TO ST. ANDREW'S CHURCH?—Sketch **1: 20**

Several people need directions to St. Andrew's Church. *(Have students give directions for getting to places in their community by public transportation.)*

SEGMENT 41 (Text pp. 71–75)

Comparative of Adverbs

Agent Nouns

Describing People's Actions

.....

72 HE DRIVES VERY CARELESSLY—Model 2:45

Two passengers in a taxi are upset about the way the taxi driver is driving.

72 REMOTE CONTROL—Sketch 3:03

A husband and wife watch TV and keep changing channels. *(Have students watch the scene an additional time and list in two columns all the adjectives and adverbs. Also, explain to students that the husband and wife in this scene are commonly called “couch potatoes.” Have students discuss what they think this means. Have students tell about “couch potatoes” they know.)*

74 OFFICE TALK—Model/Sketch 5:55

Two typists in an office have a lot of things to say about their co-workers! *(Viewing alternative: Pause the tape just before the two typists make each comment about their co-workers, and see if students can guess what the typists are going to say. Also, have students discuss their impressions of the typists and their feelings about people who always criticize others.)*

75 TRY A LITTLE HARDER—Music Video 8:36

Three people sing about always doing your best at everything you do.

SEGMENT 42 (Text pp. 76–80)

If-Clauses

Consequences of Actions

.....

76 I'M AFRAID I WON'T BE AT WORK TODAY— Sketch 11:09

Donald calls in sick.

76 I'M GOING TO BE A GRANDMOTHER!— Model/Sketch 11:50

One friend tells another some exciting news.

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

People tell what they're going to do this weekend. (*Have students interview each other about their weekend plans if the weather is nice and if the weather is bad. Have students report to the class about their interviews.*)

**77 YOU SHOULDN'T DRIVE SO FAST!—
Model/Sketch****12: 53**

Aunt Gertrude has a lot of advice for her nephew Sherman. (*Have students create an interior monolog of what Sherman is thinking as Aunt Gertrude gives more and more advice. Also, have students talk about any people they know who are like Aunt Gertrude.*)

79 SBS-TV ON LOCATION—Interviews**15: 50**

People tell about superstitions. (*Have students talk about whether they are superstitious and share any superstitions they know.*)

SEGMENT 43 (Text pp. 83–86)**Past Continuous Tense
Describing Past Activities****84 MORNING EDITION—Model/News****17: 19**

Co-anchors Bob Rogers and Jackie Williams report about last night's blackout in Centerville. Scott Mason interviews people about their experiences during the blackout, and Gloria Rodriguez interviews Fred Watts at the Power Company. (*Have students imagine they were in Centerville during the blackout. Have one or more students play the role of reporter Scott Mason and interview the class about what they were doing when the lights went out. Also, have students discuss why they think the lights went out.*)

**85 OUR NEIGHBORS, OUR LIVES—Model/
Commercial****20: 45**

A preview of today's soap opera episode. (*Explain to students that soap operas are dramatic programs with a continuing storyline. These programs are usually shown daily. Have students work in small groups and create the next episode of this soap opera by continuing the conversation between the man and the woman in this commercial. Have groups present their episodes to the class. If you can, videotape students' episodes and play them back for the class and others in your school.*)

85 "I SEE YOU" OPTICIANS—Exercise/
Commercial **21:18**

Dr. Ernesto Retina stresses the importance of an eye examination.

86 MORNING EDITION—Continued **22:10**

Reporter Maxine Baxter talks with tenants of an apartment building about yesterday's robbery. *(Have students imagine they are residents of the building. Have one or more students play the role of reporter Maxine Baxter and interview the tenants about what the burglars took from their apartments.)*

SEGMENT 44 (Text pp. 87–92)

Reflexive Pronouns

While-Clauses

Past Continuous Tense

Describing Past Activities

.....

87 BY THEMSELVES—Model/Exercises **24:16**

People talk about things people did by themselves.

87 THEY'RE PAINTING THEIR HOUSE BY
THEMSELVES—Sketch **24:57**

The Robinsons' neighbors see them painting their house and stop by and chat. *(Have students talk about the kinds of home improvements or home repairs they do by themselves.)*

88 THEY HAD A BAD DAY TODAY—Models **25:45**

Bad things happened to these people today.

90 THE REFLEXIVE INJURY CLINIC—Sketch **26:20**

People in the waiting room of this very specialized clinic tell each other how they hurt themselves. *(Play the scene an additional time and have students create lines for the person who calls on the telephone. Pause the tape to give students some time to think of their lines. Also, for fun, have groups of students create similar scenes in which patients with different injuries—"reflexive" and "non-reflexive"—go to the clinic.)*

SEGMENT 45 (Text pp. 93–97)

*Be Able to
Too + Adjective
Ability
Obligation*

.....

94 THEY COULDN'T—Model/Exercises **28: 48**

These people couldn't do things.

94 THE OLIVIA WINFIELD SHOW—Talk Show **29: 14**

Olivia's guests are Dr. Wayne McClaine, author of *Never Say Couldn't*, and two people he helped. *(Have students work in groups or as a whole class and create their own version of today's "Olivia Winfield Show." Have students play the roles of Olivia Winfield, Dr. McClaine, and other people who the doctor helped. Some students can be part of the studio audience and ask questions and ask for advice. Also, play the show an additional time just to focus on the facial expressions and body language of the characters. What can we learn about these people's personalities from their non-verbal behavior? In addition, have students discuss their reactions to the talk show, and whether such programs exist in their country.)*

95 THEY WEREN'T ABLE TO—Model/Exercises **34: 25**

These people weren't able to do things.

96 THEY HAD TO—Model/Exercise **35: 04**

These people had to do things.

97 MRS. MURPHY'S STUDENTS COULDN'T DO THEIR HOMEWORK—Sketch **35: 28**

Mrs. Murphy's students give excuses why they couldn't do their homework. *(See if students can remember each person's excuse. Also, have students brainstorm other excuses they think are appropriate for not doing homework.)*

SEGMENT 46 (Text pp. 98–102)

Have Got to Making Excuses

.....

98 RING! RING!—Sketch **37:08**

A father keeps getting interrupted by phone calls as he tries to prepare dinner for his family. *(Have students create an interior monolog of what Ted Sanders is thinking as he is continually interrupted by telephone calls.)*

98 I'M AFRAID I WON'T BE ABLE TO HELP YOU—Model **40:41**

One friend won't be able to help the other.

100 THE BATHROOM PIPE IS BROKEN—Sketch **40:59**

The Wilsons call Patty's Plumbing about their broken pipe. *(Have pairs of students create new scenes in which people call electricians, appliance repair people, or others about repair problems at home. Have pairs present their scenes to the class. Also, have students talk about home repairs and repair people in their country.)*

100 I'M AFRAID I WON'T BE ABLE TO— Music Video **42:17**

A singer tells how she lets some guys know she'd prefer not to go out with them.

SEGMENT 47 (Text pp. 105–111)

Count/Non-Count Nouns Nutrition Medical Advice

.....

108 HENRY'S DIET—Sketch **44:34**

Henry's doctor puts him on a diet. *(Have pairs of students role-play scenes in which doctors put their patients on diets.)*

108 SBS-TV ON LOCATION—Interviews **45: 40**

People give advice for losing weight. *(Have students give their own advice for losing weight.)*

111 I MUST LOSE SOME WEIGHT—Sketch **46: 33**

Someone receives medical advice from her doctor.

111 FIFI'S ON A DIET!—Sketch **46: 53**

Fifi the dog must lose some weight. *(Have students comment on Fifi's role in this family and discuss how important pets are in their country.)*

SEGMENT 48 (Text pp. 112–114)

*Must vs. Should
Medical Advice
Home Remedies*

.....

112 REALLY, DOCTOR?—Model **47: 44**

A doctor is concerned about his patient.

112 I'M REALLY WORRIED ABOUT YOUR HEARING—Sketch **48: 05**

A doctor gives advice to a patient. *(Have pairs of students role-play scenes in which doctors give advice to patients about changing behaviors or habits.)*

113 SBS-TV ON LOCATION—Interviews **49: 15**

People give medical advice. *(Have students give their own remedies for a bad cold.)*

113 JENNIFER HAS THE HICCUPS!—Sketch **49: 55**

The *Side by Side TV* cast members give Jennifer their “home remedies” for curing the hiccups. *(Have students discuss other home remedies for hiccups, nose bleeds, minor burns, stomachaches, and toothaches.)*

SEGMENT 49 (Text pp. 115–118)

Future Continuous Tense

Time Expressions

Future Activities

.....

116 THE TELEPHONE COMPANY—Model/ Commercial

52: 22

A father wonders what his son and his family will be doing this evening. (*Have students create interior monologs of what the father and son are each thinking as the commercial progresses.*)

117 HI, GLORIA. THIS IS ARTHUR—Sketch

54: 08

Arthur tries to get a date with Gloria, but doesn't have success. (*Have students discuss their reactions to the phone conversation between Gloria and Arthur.*)

118 WHEN CAN YOU COME OVER?—Sketch

55: 11

Two high school friends talk on the telephone. (*Have pairs of students role-play a similar telephone conversation in which they arrange a time to visit.*)

118 WHAT DO YOU THINK?—GrammarRap

55: 40

The GrammarRappers wonder about a lot of things.

SEGMENT 50 (Text pp. 119–124)

Future Continuous Tense

Time Expressions

Future Activities

.....

122 BE NICE TO EVERYBODY—Model/Public Service Announcement

56: 34

A message from *Side by Side TV* reminding viewers to be nice to each other. (*Have students create interior monologs of what the little boy, the office worker, and Aunt Gertrude are thinking in the first half of the commercial and then in the second half of the commercial. Also, have students discuss whether such public service announcements are common in their country, what kinds of organizations produce these announcements, and what messages they convey.*)

119 WILL YOU BE HOME TODAY?—Model **59: 11**

A friend wants to return a tennis racket she borrowed.

121 SBS-TV ON LOCATION—Interviews **59: 42**

People tell what they think they will be doing ten years from now. *(Have students interview each other about what they think they will be doing ten years from now and report back to the class.)*

SEGMENT 51 (Text pp. 125–129)

Pronoun Review

Verb Tense Review

.....

126 I'LL BE GLAD TO HELP—Model/Sketch **1:00:28**

A grandmother offers to help family members, but they don't need her help. *(Have students circulate around the classroom and practice offering help to each other and accepting or declining the offers of help.)*

127 I JUST FOUND THIS—Model/Exercise **1:01:54**

People find lost items.

128 I COULDN'T FALL ASLEEP LAST NIGHT—Model/Sketch **1:02:38**

Michael tells Miyako about his terrible night. *(Have students talk about their neighbors: Who are they? What are they like? Are they friendly with their neighbors? Do they ever have any problems with their neighbors?)*

SEGMENT 52 (Text pp. 130–136)

Some/Any

Repair Problems

Helping Friends

.....

130 THERE'S SOMETHING WRONG WITH MY WASHING MACHINE—Model **1:03:44**

Someone needs help.

130 THERE'S SOMETHING WRONG WITH MY KITCHEN SINK—Sketch **1:04:06**

Helen Bradley's sink is broken.

131 CAN YOU SEND A PLUMBER?—Model**1:04:35**

Helen Bradley calls the Armstrong Plumbing Company.

135 IT'S TIME TO SAY GOOD-BYE—Sketch**1:05:19**

The *Side by Side TV* cast members say good-bye to each other on the last day of production. *(Have students list the different ways that people express “good-bye” in this scene. Also, have students notice the non-verbal communication as the cast members show they care about each other and are going to miss each other. Are these common ways to express such feelings in the students’ country? How might this scene be different in another country?)*

Textbook-Video Correlation Key

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