

## Side by Side 3, Unit 1, page 3

### How Many Sentences?

Students make up sentences based on a group of words.

- a. Write the following on the board:

bake	-s
cook	-ing
chicken	the
kitchen	is
clean	in
chef	are

- b. Divide the class into pairs or small groups.
- c. Tell students that the object of the game is to see how many sentences they can think of based on these words. Explain that *-ing* can be added to verbs (for example: *cooking, baking*), and *-s* can be added to verbs (*cooks, bakes*) and to nouns (*chickens, chefs*).

Decide if you'd prefer the activity to be oral or written. Students can say their sentences or they can write them.

Some possible sentences:

- The chicken is cooking in the kitchen.
- The chefs are cleaning chickens in the kitchen.
- The chickens are clean.
- Clean the kitchen!
- The chef's kitchen is clean.
- The chicken is baking in the kitchen.
- The chef bakes chickens in the clean kitchen.

*Option:* You can do this activity as a game, in which the pair or group of students who comes up with the most sentences wins.



## *Side by Side 3*, Unit 1, pages 7–8

### ***Expand the Sentence!***

Students take turns adding words to expand a sentence.

Tell students that the object of the activity is to build a long sentence on the board, one word at a time.

- a. Call on a student to write a pronoun or someone's name on the far left side of the board. For example:

George

- b. Have another student come to the board and add a word. For example:

George likes

- c. Have a third student add a third word. For example:

George likes to

- d. Continue until each student in the class has had one or more turns to add a word to expand the sentence into the longest one they can think of. For example:

George likes to talk to his brother on the telephone every Sunday night because his brother lives in Russia and George doesn't talk to his brother very often.

