CHAPTER 3 OVERVIEW: Text Pages 17–24

3

GRAMMAR

Present Continuous Tense

What	am	I	doing?
	is	he she it	
	are	we you they	

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

FUNCTIONS

Asking for and Reporting Information

What are you doing?
I'm *reading*.

What's *Mr. Jones* doing?
He's reading the newspaper.

Inquiring about Location

Where's *Walter*?

Giving Location

He's in the *kitchen*.

Checking Understanding

In the kitchen?

NEW VOCABULARY

Everyday Activities

cooking
drinking
eating
listening
planting
playing
reading
singing
sleeping
studying
swimming
teaching
watching

School

book
cafeteria
classroom
mathematics

People

family
Miss

Entertainment

music
radio
TV

Meals

breakfast
lunch
dinner

Beverages

lemonade
milk

Sports

baseball

Animals

birds
dog

Games

cards

Instruments

guitar
piano

Adjectives

beautiful
happy

Prepositions

with

Articles

a

Additional Words

beach
day
flowers
shining
sun

Text Page 17: Chapter Opening Page

Vocabulary Preview

You may want to introduce these words before beginning the chapter, or you may choose to wait until they first occur in a specific lesson. If you choose to introduce them at this point, here are some suggestions:

1. Have students look at the illustrations on text page 17 and identify the words they already know.

2. Present the vocabulary. Say each word and have the class repeat it chorally and individually. Check students' understanding and pronunciation of the words.

3. Practice the vocabulary as a class, in pairs, or in small groups. Have students cover the word list and look at the pictures. Practice the words in the following ways:

- Say a word and have students tell the number of the illustration.
- Give the number of an illustration and have students say the word.

Text Pages 18–19: What Are You Doing?

FOCUS

- Present Continuous Tense
- Everyday Activities

CLOSE UP

RULE: The present continuous tense describes an action in progress at the moment of speaking.

EXAMPLE: What are you doing? *[right now]*
I'm reading.

RULE: The present continuous tense is formed with the present tense of *to be* plus the *-ing* form of the verb.

EXAMPLES: I'**m** read**ing**.
He'**s** cook**ing**.
She'**s** watch**ing** TV.
It'**s** sleep**ing**.
We'**re** eat**ing**.
They'**re** study**ing**.

RULE: The word order of a question in the present continuous is: Question word + *to be* + subject + verb + *-ing*.

EXAMPLES: **What + are + you + doing?**
What + is + Tom + doing?

GETTING READY

Review contractions of the verb *to be*. Say the full forms and have students tell you the contracted forms.

Teacher	Students
I am	I'm
he is	he's
she is	she's
it is	it's
we are	we're
you are	you're
they are	they're

INTRODUCING THE MODELS

There are six model conversations. Introduce and practice each model before going on to the next. For each model:

1. Have students look at the model illustration.
2. Set the scene: "Neighbors are talking."
3. With books closed, have students listen as you present the model or play the audio one or more times.

4. **Full-Class 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 new vocabulary:

   1st model: *doing, reading*
   2nd model: *cooking*
   3rd model: *studying*
   4th model: *eating*
   5th model: *watching TV*
   6th model: *sleeping*

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.

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.)

9. After all of the models have been introduced, go back to the first and practice it again by cuing other verbs. For example:

   Teacher cue: cooking
   Teacher: What are you doing?
   Student: I'm cooking.

   Teacher cue: eating
   Teacher: What are you doing?
   Student: I'm eating.

   Continue this with the next four models to practice *we're, they're, he's, she's.*

   Pronunciation Note

   A pronunciation focus of Chapter 3 is **Reduced *What are*** (text page 24). You may wish to model this pronunciation at this point and encourage students to incorporate it into their language practice.

   What are you doing?

   What are Mary and Fred doing?

SIDE BY SIDE EXERCISES

Examples

1. A. What are you doing?
   B. I'm reading the newspaper.
2. A. What are Mr. and Mrs. Lane doing?
   B. They're cooking dinner.

1. **Exercise 1:** Call on two students to present the dialog. Then do Choral Repetition and Choral Conversation practice.

2. **Exercise 2:** Introduce the new word *dinner*. Same as above.

3. **Exercises 3–7:**

   New Vocabulary

   7. playing the piano

   Culture Note

   Breakfast, lunch, and dinner: In general, people in the United States eat three meals a day: *breakfast* (before work or school), *lunch* (around noon), and *dinner* (in the early evening).

   Either

   Full-Class Practice: Call on a pair of students to do each exercise. Check understanding of *playing the piano* before doing exercise 7. (For more practice, call on other pairs of students, or do Choral Repetition or Choral Conversation.)

   or

   Pair Practice: Check understanding of vocabulary. Next have students practice all of the exercises in pairs. Then have pairs present the exercises to the class. (For more practice, do Choral Repetition or Choral Conversation.)

4. **Exercise 8:** In this exercise, the window is *blank*. Ask students to imagine they are living in the building, and have them answer using any vocabulary they wish. Call on several pairs of students to practice this exercise.

Page 13

EXPANSION ACTIVITIES

1. Beanbag Toss ★

Have students toss a beanbag back and forth. The student to whom the beanbag is tossed says an activity with *I'm*. For example:

Student 1: I'm reading.
Student 2: I'm cooking.
Student 3: I'm playing the piano.

2. Practice with Realia ★

Use real objects to represent ongoing activities that students can talk about. Some suggested objects are:

- a pot and spoon for *cooking*
- a newspaper for *reading*
- a textbook for *studying*
- an eating utensil (such as a fork or chopsticks) for *eating*

Use one object at a time to practice *What _____ doing?*, using all the pronouns. For example:

a. Hold a pot and spoon and say: "I'm cooking." Have students repeat.

b. Give the objects to Student A and ask: "What are you doing?" Student A answers: "I'm cooking."

c. Ask another student: "What's (*Student A*) doing?" ("He's/She's cooking.") Ask several other students. Give the objects to different students in order to practice *he's* and *she's*.

d. Practice *we're*. Give objects to two students. Ask each one: "What are you and _____ doing?" ("We're cooking.") Practice *we're* with several pairs of students.

e. Practice *they're*. Give the objects to two students. Ask another student: "What are they doing?" Give the visual to several pairs of students. Call on other pairs of students to ask and answer "What are they doing?"

f. Practice *you're*. Hold an object and ask: "What am I doing?"

Practice this way with other objects. Be sure to have students practice asking as well as answering.

3. Practice with Visuals ★★

Use your own visuals, word cards, or *Side by Side* Picture Cards 36–42 to practice the present continuous tense. Use the same method as in Activity 2 above, but use visuals in place of objects.

4. Can You Hear the Difference? ★

a. Write on the board

1	2
He's cooking.	She's cooking.
We're sleeping.	They're sleeping.
We're studying.	You're studying.
I'm reading.	I'm eating.

(continued)

EXPANSION ACTIVITIES (Continued)

b. Choose a sentence randomly from one of the two columns and say it to the class. Have the class listen and identify the column by saying "One" or "Two." For example:

Teacher	Students
He's cooking.	One
She's cooking.	Two
They're sleeping.	Two
We're sleeping.	One

c. Have students continue the activity in pairs. One student says a sentence, and the other identifies the column. Then have them reverse roles.

d. Write similar sentences on the board and continue the practice.

5. Remember the Actions! ★★

a. Tell students to spend a few minutes looking very carefully at the illustrations on text pages 18 and 19.

b. Have students close their books and write down as many actions depicted in the illustrations as they can remember—for example: *reading, eating, cooking, watching TV.*

c. Have students read their lists as a class, in pairs, or in small groups.

d. Call on students to come to the board and write their list of words. Have the class check the spelling of the words.

Text Pages 20–21: What's Everybody Doing?

FOCUS

- Review and Contrast of *Where* _____? and *What* _____ *doing?*
- Everyday Activities

GETTING READY

Review vocabulary for places in the home and community. Use *Side by Side* Picture Cards 18–35, your own visuals, or the illustrations on text pages 10 and 14. Indicate a place and have students say the name.

INTRODUCING THE MODEL

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

Pronunciation Note

The pronunciation focus of Chapter 3 is **Reduced *What are* and *Where are*** (text page 24). You may wish to model this pronunciation at this point and encourage students to incorporate it into their language practice.

What are you doing?

Where are Mr. and Mrs. Clark?

Where are Gary and Jane?

SIDE BY SIDE EXERCISES

Examples

1. A. Where's Karen?
   B. She's in the park.
   A. What's she doing?
   B. She's eating lunch.
2. A. Where are Mr. and Mrs. Clark?
   B. They're in the dining room.
   A. What are they doing?
   B. They're eating dinner.

1. **Exercise 1:** Introduce the new word *lunch*. Call on two students to present the dialog. Then do Choral Repetition and Choral Conversation practice.
2. **Exercise 2:** Same as above.
3. **Exercises 3–11:**

New Vocabulary

3. guitar	8. Ms.
4. cards	classroom
5. baseball	teaching
6. Miss	mathematics
cafeteria	9. singing
drinking	11. listening to
milk	music

Culture Note

Baseball (Exercise 5): Along with football, baseball is a very popular spectator sport in the United States.

Either

Full-Class Practice: Call on a pair of students to do each exercise. Introduce the new vocabulary one exercise at a time. (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 of the exercises in pairs. Then have pairs present the exercises to the class. (For more practice, do Choral Repetition or Choral Conversation.)

4. **Exercise 12:** Have students use the model as a guide to create their own conversations, using vocabulary of their choice. (They can use any names, places, 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, 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 14–17

EXPANSION ACTIVITIES

1. Practice with Visuals or Realia ★★

Review *Where* _____*?* and *What* _____ *doing?* by using a combination of visuals and realia as cues for oral practice. Use two cues at a time: one represents a location, such as *park, kitchen,* or *library.* The other represents an ongoing activity, such as *eating* or *studying English.*

- For locations, use your own visuals, word cards, or *Side by Side* Picture Cards 18–35.
- For activities, use your own visuals, word cards, or *Side by Side* Picture Cards 36–49, or objects such as:
  - a few cards—for *playing cards*
  - an eating implement, such as a knife or chopsticks—for *eating lunch*
  - a cup—for *drinking milk*
  - a book—for *studying English*
  - a ball—for *playing baseball*

a. Hold up a cue for *park* and *eating*; say: "I'm in the park. I'm eating lunch." Give these cues to a student and ask: "Where are you?" "What are you doing?"

b. Use these two cues (either visuals or a combination of visuals and objects) to practice all the other pronouns:

Where am I? What am I doing?
Where is _____? What is he/she doing?
Where are _____ and _____? What are they doing?
Where are you and _____? What are you doing?

c. As you practice each pronoun, call on pairs of students to ask and answer whenever possible.

2. Picture Card Game ★★

Use *Side by Side* Picture Cards for locations and ongoing activities.

a. Place the cards in two separate piles, face down.

b. Have two students come to the front of the room. Student A takes the top card from each pile. Student B asks: "Where are you?" Student A answers based on the *location* card he or she has taken. Student B then asks: "What are you doing?" Student A answers based on his or her *activity* card.

c. Continue the activity by calling on additional pairs of students.

3. Guess Who! ★★

Have students open their books to text pages 20–21. For listening practice, make statements about the people in the exercises. Have students respond by telling you who you're talking about. For example:

Teacher	Students
I'm in the hospital.	Martha
I'm in the classroom.	Ms. Johnson
We're playing baseball.	Gary and Jane
I'm singing.	Marvin
We're eating dinner.	Mr. and Mrs. Clark
I'm in the park.	Karen
I'm drinking milk.	Miss Baker

4. Associations ★★

a. Divide the class into pairs or small groups.

b. Call out a location and tell students to write down all the words they associate with that location. For example:

kitchen:	cooking, eating, breakfast, lunch, dinner
park:	listening to music, baseball, friends
living room:	listening to music, playing cards, watching TV

c. Have a student from each pair or group come to the board and write their words.

Variation: Do the activity as a game with competing teams. The team with the most number of associations is the winner.

5. Question the Answers! ★★

a. Dictate answers such as the following to the class:

I'm in the kitchen.
He's singing.
They're eating dinner.
We're in the park.
I'm cooking.
She's in the hospital.
They're studying.
He's playing the guitar.

b. Have students write questions for which these answers would be correct. For example:

Answers	Questions
I'm in the kitchen.	Where are you?
He's singing.	What's he doing?
They're eating dinner.	What are they doing?

c. Have students compare their questions with each other.

Variation: Write the answers on cards. Divide the class into groups and give each group a set of cards.

6. Match the Sentences ★★

a. Make a set of split sentence cards such as the following:

She's drinking	milk.
He's cooking	dinner.
They're playing	cards.
I'm playing the	guitar.
She's listening to	music.
We're watching	TV.
They're studying	English.

b. Distribute a card to each student.

c. Have students memorize the sentence portion on their cards, then walk around the room, trying to find their corresponding match.

(continued)

EXPANSION ACTIVITIES (Continued)

d. Then have pairs of students say their completed sentences aloud to the class.

7. Match the Sentences ★★

a. Make the following set of matching cards:

I'm reading in the living room.	I'm reading in the living room.
I'm reading in the dining room.	I'm reading in the dining room.
I'm reading in the yard.	I'm reading in the yard.
I'm eating in the kitchen.	I'm eating in the kitchen.
I'm eating in the dining room.	I'm eating in the dining room.
I'm studying in the library.	I'm studying in the library.
I'm studying in the kitchen.	I'm studying in the kitchen.
I'm studying in the living room.	I'm studying in the living room.
I'm watching TV in the kitchen.	I'm watching TV in the kitchen.
I'm watching TV in the bedroom.	I'm watching TV in the bedroom.
I'm watching TV in the living room.	I'm watching TV in the living room.

b. Distribute a card to each student.

c. Have students memorize the sentence on their cards, and then have students walk around the room, saying their sentence until they find their match.

d. Then have pairs of students say their matched sentences aloud to the class.

How to Say It!

Checking Understanding: One way to check your understanding of what the other person said is to repeat the information with a question intonation. For example: *In the kitchen? Eating breakfast?*

1. Set the scene: "Someone is looking for Walter."
2. With books closed, have students listen as you present the conversation or play the audio one or more times.
3. Full-Class Repetition.
4. Have students open their books and look at the dialog. Ask students if they have any questions.
5. Group Choral Repetition.
6. Choral Conversation.
7. Call on one or two pairs of students to present the dialog.
8. Have students ask you questions about the characters on text pages 20 and 21 and then check for understanding. For example:

   Student: Where's Karen?
   Teacher: She's in the park.
   Student: In the park?
   Teacher: Yes.

9. Have students ask and answer similar questions about the characters on text pages 20 and 21.
10. Call on several pairs of students to present their conversations to the class.

Action Game!

1. Write down on cards the activities from text pages 18–21 or use *Side by Side* Picture Cards 36–49.
2. Have students take turns picking a card from the pile and pantomiming the action on the card.
3. The class must guess what the person is doing.

Variation: This can be done as a game with competing teams.

READING *In the Park / At Home in the Yard*

FOCUS

- Present Continuous Tense
- Everyday Activities

NEW VOCABULARY

Story 1		Story 2
a	family	book
beautiful	happy	flowers
birds	radio	lemonade
day	shining	planting
dog	sun	with

READING THE STORIES

Optional: *Preview the stories by having students talk about the story titles and/or illustrations. You may choose to introduce new vocabulary beforehand, or have students encounter the new vocabulary within the context of the reading.*

1. Have students read the story silently, or follow along silently as the story is read aloud by you, by one or more students, or on the audio program.
2. Ask students if they have any questions. Check understanding of vocabulary.
3. Check students' comprehension, using some or all of the following questions:

   Story 1
   Where's the Jones family today?
   What's Mr. Jones doing?
   What's Mrs. Jones doing?
   What are Sally and Patty Jones doing?
   What's Tommy Jones doing?

   Story 2
   Where's the Chen family today?
   What's Mr. Chen doing?
   What's Mrs. Chen doing?
   What are Emily and Jason Chen doing?
   What's Jennifer Chen doing?

✓ READING *CHECK-UP*

TRUE OR FALSE?

1. False	**4.** False
2. False	**5.** False
3. True	**6.** True

Q & A

1. Call on a pair of students to present the model.
2. Have students work in pairs to create new dialogs.
3. Call on pairs to present their new dialogs to the class.

READING EXTENSION

Who's Talking?

Make statements such as the following, and have students scan the stories and tell who is talking.

Teacher	Students
I'm reading the newspaper.	Mr. Jones
I'm drinking lemonade and reading a book.	Mrs. Chen
We're studying.	Sally and Patty Jones
I'm planting flowers.	Mr. Chen
I'm playing the guitar.	Tommy Jones
We're playing with the dog.	Emily and Jason Chen
I'm listening to the radio.	Mrs. Jones
I'm sleeping.	Jennifer Chen
We're singing.	the birds

LISTENING

Listen and choose the correct answer.

1. What are you doing?

2. What's Mr. Carter doing?

3. What's Ms. Miller doing?

4. What are Jim and Jane doing?

5. What are you and Peter doing?

6. What am I doing?

Answers

1. b	**4.** b
2. a	**5.** a
3. b	**6.** a

IN YOUR OWN WORDS

1. Make sure students understand the instructions.

2. Have students do the activity as written homework, using a dictionary for any new words they wish to use.

3. Have students present and discuss what they have written, in pairs or as a class.

PRONUNCIATION

Reduced *What are* & *Where are*: In spoken English, the question words *what* and *where* are contracted with the *are* form of the verb *to be*. These contracted pronunciations do not occur in writing.

Focus on Listening

Practice the sentences in the left column. Say each sentence or play the audio one or more times. Have students listen carefully and repeat.

Focus on Pronunciation

Practice the sentences in the right column. Have students say each sentence and then listen carefully as you say it or play the audio.

If you wish, have students continue practicing the sentences to improve their pronunciation.

JOURNAL

Have students write their journal entries at home or in class. Encourage students to use dictionaries to help them express their thoughts. Students can share their written work with each other if appropriate. Have students discuss what they have written as a class, in pairs, or in small groups.

WORKBOOK

Pages 18–19

Check-Up Test: Page 20

GRAMMAR FOCUS

GRAMMAR CHARTS

1. Divide the class into pairs or small groups.
2. Have students take turns forming sentences from the grammar boxes. Student A says a sentence, and Student B points to the words from each column that are in the sentence. Then have students switch: Student B says a sentence, and Student A points to the words.

ANSWER KEY

1. c	**7.** is, He's
2. e	**8.** are, They're
3. b	**9.** am, You're
4. a	**10.** What, We're
5. f	**11.** What are, I'm
6. d	**12.** What is, She's

EXPANSION ACTIVITIES

1. Vocabulary Check ★

Check the students' retention of the vocabulary depicted on the opening page of Chapter 3 by doing the following activity:

a. Have students open their books to page 17 and cover the list of vocabulary words.

b. Either call out a number and have students tell you the word, or say a word and have students tell you the number.

Variation: You can also do this activity as a game with competing teams.

2. Student-Led Dictation ★

a. Tell each student to choose any word or phrase from the chapter and look at it very carefully.

b. Have students take turns dictating their words to the class. Everybody writes down that student's word.

c. When the dictation is completed, call on different students to write each word on the board to check the spelling.

3. Beanbag Toss ★

a. Have students toss a beanbag back and forth. The student to whom the beanbag is tossed must name an everyday activity. For example:

Student 1: cooking dinner
Student 2: studying English
Student 3: watching TV

b. Continue until all the words have been named.

END-OF-CHAPTER ACTIVITIES

1. True or False Memory Game ★★★

a. Tell students to spend three minutes looking very carefully at the illustration on text page 23. Then have students close their books.

b. Make statements about the characters in the illustration on text page 23 and have students tell you "True" or "False." If the statement is false, have students correct it. For example:

Teacher: Mr. Martinez is cooking.
Student: True.

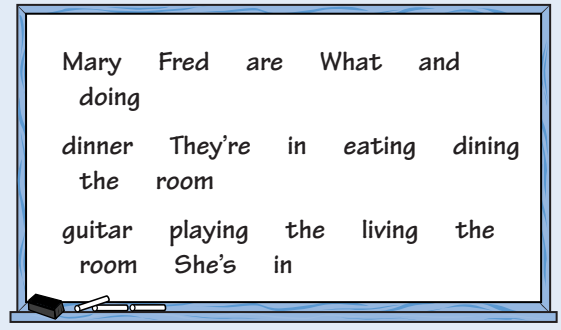
Teacher: Jimmy Martinez is reading.
Student: False. He's listening to music.

Variation: This can be done as a dictation with a *True* column and a *False* column. Tell students to write each statement in the appropriate column. At the end of the dictation, have students check the picture to see if they were correct.

2. Scrambled Sentences ★★

a. Divide the class into teams.

b. One sentence at a time, write individual sentences or questions out of order on the board. For example:



c. The first person to raise his or her hand, come to the board, and write the sentence in the correct order earns a point for that team.

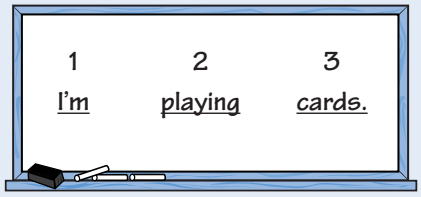
d. The team with the most points wins the *scrambled sentence* game.

Variation: Write the words to several sentences on separate cards. Divide the class into small groups, and have students work together to put the sentences into correct order.

3. Change the Sentence! ★★★

a. Write a sentence on the board, underlining and numbering portions of the sentence. For example:

(continued)



b. Explain that when you say a number, the first student makes a change in that part of the sentence. Write the change on the board. For example:

Teacher: Three.
Student 1: I'm playing baseball. [*Teacher erases "cards" and writes in "baseball".*]

c. The second student keeps the first student's sentence, but changes it based on the next number you say. For example:

Teacher: Two.
Student 2: I'm watching baseball.

d. Continue this way with other students in the class. For example:

Teacher: One.
Student 3: She's watching baseball.

Teacher: Three
Student 4: She's watching TV.

4. Information Gap: Full House ★★★

a. Tell students that your house is full of friends. Make up a map of your house with the names of friends placed in each room, but divide the information between two different maps. For example:

House Map A:

Living room Mr. and Mrs. Clark	Kitchen	Bedroom Irene
Yard		Dining room Rita
Library Judy and Walter	Basement	Bathroom

Questions to Ask
Where's Fred?
Where are Carol and Ken?
Where are Gary and Jane?
Where's Marvin?

House Map B:

Living room	Kitchen Fred	Bedroom
Yard Carol and Ken		Dining room
Library	Basement Gary and Jane	Bathroom Marvin

Questions to Ask
Where are Mr. and Mrs. Clark?
Where's Irene?
Where are Judy and Walter?
Where's Rita?

b. Divide the class into pairs. Give each member of the pair a different map. Have students ask each other their questions and fill in their house maps with the correct names. Encourage them to check for understanding. For example:

Student A: Where's Fred?
Student B: He's in the kitchen.
Student A: In the kitchen?
Student B: Yes.

[Student A writes the information in House Map A]

c. The pairs continue until each has a filled map.

d. Have students look at their partners' maps to make sure that they have written the information correctly.

WORKBOOK ANSWER KEY AND LISTENING SCRIPTS

WORKBOOK PAGE 13

A. WHAT ARE THEY SAYING?

1. What, studying
2. doing, She's eating
3. What's, He's sleeping
4. What are, They're reading
5. What are, We're watching
6. What are, doing, I'm playing
7. What's, He's cooking

WORKBOOK PAGE 14

B. WHAT ARE THEY DOING?

1. eating
2. drinking
3. studying
4. reading
5. sleeping
6. teaching
7. listening
8. watching
9. cooking
10. singing
11. playing

WORKBOOK PAGE 15

C. LISTENING

Listen and put a check under the correct picture.

1. He's eating lunch.
2. We're drinking milk.
3. I'm playing the guitar.
4. She's playing the piano.
5. We're cooking breakfast.
6. It's in the classroom.
7. I'm reading.
8. He's watching TV.
9. She's studying mathematics.
10. They're playing baseball in the yard.

Answers

1.	✔	___	2.	___	✔
3.	___	✔	4.	___	✔
5.	___	✔	6.	✔	___
7.	✔	___	8.	✔	___
9.	___	✔	10.	___	✔

WORKBOOK PAGE 17

E. WHAT'S THE QUESTION?

1. Where are you?
2. What's he doing?
3. Where are they?
4. What are you doing?
5. Where is he?
6. What's she doing?
7. Where is she?
8. Where are you?
9. What's he doing?
10. Where is it?
11. What are they doing?
12. Where are you?

WORKBOOK PAGE 20

CHECK-UP TEST: Chapters 1–3

A. *(Answers will vary.)*

B.

1. lunch
2. What's
3. singing
4. mathematics
5. meet
6. pencil

C.

1. in
2. reading
3. He's
4. watching
5. We're
6. Where's
7. doing
8. It's
9. What
10. and

D.

Listen and write the letter or number you hear.

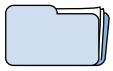
Ex. A. What's your first name?
B. Mark.
A. How do you spell that?
B. M-A-R-K.

1. A. What's your last name?
   B. Carter.
   A. How do you spell that?
   B. C-A-R-T-E-R.
2. A. What's your telephone number?
   B. My telephone number is 354-9812.
3. A. What's your fax number?
   B. My fax number is 890-7462.
4. A. What's your first name?
   B. Julie.
   A. How do you spell that?
   B. J-U-L-I-E.
5. A. What's your telephone number?
   B. My telephone number is 672-3059.
6. A. What's your license number?
   B. My license number is 5170349.

Answers

1. T
2. 8
3. 6
4. J
5. 7
6. 0

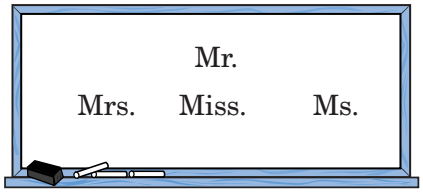
Text Pages 25–26: *Side by Side* Gazette



FACT FILE

TITLES

1. Write on the board:



2. Explain the following:

   Mr. is for a man.
   Mrs. is for a married woman.
   Miss is for a single woman.
   Ms. is for a single woman or a married woman.

3. Have students look in Chapter 2 and Chapter 3 for examples of these titles.

WORKBOOK Page 20a Exercise A

NICKNAMES

1. Explain that nicknames are often used among friends and family members.
2. Ask students if they have nicknames. Have them tell their nicknames to the class.
3. For additional practice, divide the class into pairs or small groups and do either or both of the following:
   - Give full names and have students guess what the nicknames are.
   - Give nicknames and have students guess what the full names are.

WORKBOOK Page 20a Exercise B

GLOBAL EXCHANGE

1. Set the scene: "Two people, Sung Hee and Daniel, are writing to each other on the Internet. They're each looking for a keypal."
2. Have students read silently or follow along silently as the messages are read aloud by you, by one or more students, or on the audio program.
3. Ask students if they have any questions. Check understanding of vocabulary.

also	right now
keypal	tell me
looking for	

Culture Note

Many people use the Internet to communicate with each other in "chat rooms" or "exchange" sites.

4. Suggestions for additional practice:
   - Divide the class into pairs. Have one member of the pair be *Sung Hee*, and the other *Daniel*. Have them continue the correspondence: Sung Hee writes to Daniel, and he responds to her.
   - Have students correspond with a keypal on the Internet and then share their experience with the class.

BUILD YOUR VOCABULARY! *Playing Instruments, Sports, and Games*

violin	basketball
clarinet	chess
trumpet	checkers
soccer	tic tac toe
tennis	

1. Have students look at the illustrations and identify any words they already know.

2. Present the vocabulary. Say each word and have the class repeat it chorally and individually. Check students' understanding and pronunciation of the words.

WORKBOOK Pages 20a–b Exercises C, D

EXPANSION ACTIVITIES

1. Category Dictation ★★

a. Have students make three columns on a piece of paper:

Instruments Sports Games

b. Dictate words and have students write them under the appropriate column. For example:

Instruments	Sports	Games
	soccer	

2. Word Search ★★

a. Have students make three columns on a piece of paper:

Instruments Sports Games

b. Have students look in Chapter 3 for expressions with *playing*, and tell them to write each expression under the appropriate column. For example:

Instruments	Sports	Games
playing the piano		

c. Have students compare their lists.

3. Miming ★

a. Write each *playing* expression on a separate card.

b. Have students take turns picking a card from the pile and pantomiming the expression on the card.

c. The class then guesses what the student is doing. For example:

You're playing the violin.
You're playing soccer.
You're playing tic tac toe.

AROUND THE WORLD *Greetings*

1. Have students read silently or follow along silently as the text is read aloud by you, by one or more students, or on the audio program. Check understanding of vocabulary:

all around	hugging
bowing	kissing
greeting	shaking hands

2. Have students first work in pairs or small groups, reacting to the photographs and responding to the question. Then have students tell the class what they talked about.

EXPANSION ACTIVITY

Cultural Differences ★★★

1. Have students present introductions to the class in their own language. If possible, have students present introductions between men and men, women and women, and men and women.
2. As the class observes the introductions, have them note the following:

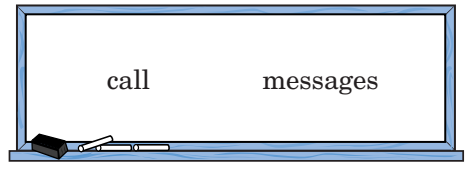
   Are they smiling?
   Are they shaking hands or bowing?
   Are they hugging?
   Are they kissing?
   Are they happy?

3. Have the class discuss their observations.

LISTENING *You Have Seven Messages!*

Before students listen to the audio, introduce the new vocabulary.

1. Write on the board:



2. Introduce *call* by miming the action. Introduce *message* by pointing to the illustration of the answering machine. Have students practice saying the words.

Language Note

In English there are several informal ways to address one's mother and father. *Mom* and *Dad* are the most common forms in the United States.

LISTENING SCRIPT

Listen to the messages on Bob's machine. Match the messages.

You have seven messages.

Message Number One: "Hello. I'm calling for Robert White. This is Henry Drake. Mr. White, please call me at 427-9168. That's 427-9168. Thank you." [*beep*]

Message Number Two: "Hi, Bob! It's Patty. How are you? Call me!" [*beep*]

Message Number Three: "Bob? Hi. This is Kevin Carter from your guitar class. My phone number is 298-4577." [*beep*]

Message Number Four: "Mr. White? This is Linda Lee, from the social security office. Please call me. My telephone number is 969-0159." [*beep*]

Message Number Five: "Hello, Bob? This is Jim. I'm in the park. We're playing baseball. Call me, okay? My cell phone number is 682-4630." [*beep*]

Message Number Six: "Hello. Mr. White? This is Mrs. Lane on River Street. Your dog is in my yard. Call me at 731-0248." [*beep*]

Message Number Seven: "Hello, Bob. This is Dad. I'm at home. I'm reading the newspaper. Mom is planting flowers in the yard. It's a beautiful day. Where are you? What are you doing? Call us." [*beep*]

Answers

1. c
2. e
3. g
4. b
5. f
6. a
7. d

WHAT ARE THEY SAYING?

Have students talk about the people and the situation, and then create role plays based on the scene. Students may refer back to previous lessons as a resource, but they should not simply reuse specific conversations.

Note: You may want to assign this exercise as written homework, having students prepare their role plays, practice them the next day with other students, and then present them to the class.

WORKBOOK Page 20b Exercise E

WORKBOOK ANSWER KEY

WORKBOOK PAGE 20a

A. FACT FILE: Titles

1. Mr.
2. Mrs.
3. Ms.
4. Miss
5. Mr.

B. FACT FILE: What's the Nickname?

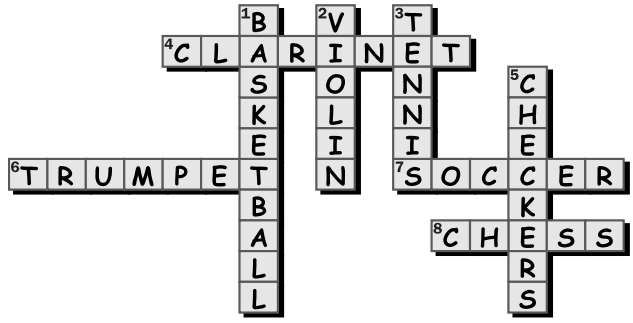
1. e
2. d
3. b
4. c
5. a
6. g
7. i
8. f
9. j
10. h

C. BUILD YOUR VOCABULARY! Categories

Sports	*Instruments*	*Games*
basketball	clarinet	checkers
soccer	trumpet	chess
tennis	violin	tic tac toe

WORKBOOK PAGE 20b

D. BUILD YOUR VOCABULARY! Crossword



E. "CAN-DO" REVIEW

1. j
2. e
3. a
4. h
5. c
6. g
7. b
8. f
9. d
10. i