

TEACHER'S GUIDE

SIDE by SIDE Plus

BOOK 1

**Life Skills, Standards, &
Test Prep**



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PEARSON
Longman

Correlation and Placement Key

Side by Side Plus correlates with the following standards-based curriculum levels and assessment system score ranges:

	Side by Side Plus 1	Side by Side Plus 2	Side by Side Plus 3	Side by Side Plus 4
NRS (National Reporting System) Educational Functioning Level	Low Beginning	High Beginning	Low Intermediate	High Intermediate
CASAS (Comprehensive Adult Student Assessment System)	181–190	191–200	201–210	211–220
BEST Plus (Basic English Skills Test)	401–417	418–438	439–472	473–506
BEST Oral Interview	16–28	29–41	42–50	51–57
BEST Literacy	8–35	36–46	47–53	54–65

For correlations to other major curriculum frameworks, please visit: www.pearsonlongman.com/sidebysideplus

Side by Side Plus 1 Teacher's Guide

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Guide to Life Skills, Standards, & Test Prep Features

Side by Side has helped over 25 million students worldwide persist and succeed as language learners. Now, in this special edition for adult learners in standards-based programs, *Side by Side Plus* builds students' general language proficiency and helps them apply these skills for success meeting the needs of daily life and work.

LIFE SKILLS • Job interview • Asking permission to leave work early

1 CONVERSATION STATING JOB INTEREST & WORK SKILLS
Practice conversations about these people.



1. a secretary
type file



2. a cashier
use a cash register
handle money



3. a waiter
take orders
serve customers



4. a construction worker
use tools
operate equipment



5. a cook
use cooking equipment
prepare meals



6. a security guard
guard buildings
inspect bags and packages

A. What kind of job are you looking for?
B. I'm looking for a job as _____.
A. Tell me about your skills.
B. I can _____, and I can _____.

2 TEAMWORK SKILLS INTERVIEW
Using the conversation above, interview four classmates. Write their information on the chart.

NAME	JOB	SKILLS

3 CONVERSATION ASKING PERMISSION TO LEAVE WORK EARLY
Practice the conversation with a classmate.



A. Excuse me, Mr. Cooper. Can I possibly leave work early today? I have to take my daughter to the doctor.
B. Yes. That's okay.
A. Thanks very much.

With your classmate, make a list of good reasons to ask to leave work early. Practice new conversations with these reasons.

THINK & SHARE What are bad reasons to ask to leave work early? Discuss as a class.

Standards-based lessons at the end of every unit apply students' language learning to their life-skill roles in the community, family, school, and at work. Students develop the key competencies included in CASAS, BEST Plus, EFF, SCANS, Model Standards, and other major state and local curriculum frameworks and assessment systems.

Real-life conversation practice in authentic life-skill situations gets students talking through interactive pair work. **Extensive photographs** provide clear contexts and support vocabulary learning.

Teamwork activities promote cooperative learning as students work together in pairs, groups, or as a class to share information and complete tasks.

Critical thinking and problem-solving activities help students focus on issues and problems and share ideas and solutions.

Realia-based reading activities include help wanted signs, want ads, telephone directory listings, clothing tags, store receipts, medicine labels, medical appointment cards, schedules, and store ads. **Narrative reading passages** offer practice with more academic reading. **Reading comprehension exercises** in multiple-choice formats help students prepare for the reading section of standardized tests.

LIFE SKILLS READING • Help wanted signs • Want ads

READING A HELP WANTED SIGN

Look at the help wanted sign and answer the questions.



- They need people who can _____.
 - use tools
 - operate equipment
 - sell things
 - type
- The job is for _____ a week.
 - 10 hours
 - 15 hours
 - 25 hours
 - 40 hours
- They need people with work experience in _____.
 - a library
 - a store
 - an office
 - a restaurant
- To apply for this job, _____.
 - get an application form from the manager
 - send a letter to the manager
 - send your resume to the manager
 - call the manager on the telephone

ABBREVIATIONS IN WANT ADS

Match the words and abbreviations.

1. eves.	a. experience	5. hr.	e. part-time
2. excel.	b. full-time	6. M-F	f. hour
3. exper.	c. evenings	7. PT	g. required
4. FT	d. excellent	8. req.	h. Monday to Friday

READING WANT ADS

Look at the ads and answer the questions.

Mechanics Wanted
FT & PT positions. Days or eves. Excel. salary. 1 year exper. req. Call George at 803-246-9763.

- The mechanic has to _____.
 - apply for the job in person
 - work full-time
 - work evenings
 - have experience
- The ad for a mechanic doesn't have _____.
 - the salary
 - the telephone number
 - the experience required
 - the name of the person to call

Cashier
Small store needs FT cashier, M-F. No exper. req. \$9/hr. Apply in person. 146 Main St.

- The cashier has to _____.
 - work on the weekend
 - work 9 hours a day
 - work 5 days a week
 - know how to use a cash register
- The ad for a cashier doesn't have _____.
 - the store's address
 - the store's telephone number
 - the salary
 - the work days

126b

READING SAFETY SIGNS

For each warning, choose the correct sign.



A



B



C



D



E



F



G



H

1. Wear a helmet. _____
2. The floor is wet. _____
3. Don't smoke. _____
4. Wear gloves. _____
5. Don't touch that. _____
6. Wear safety glasses. _____
7. Don't stand there. _____
8. Don't go that way. _____

COMMUNITY CONNECTIONS What other safety signs are there at school, at work, and in the community? Draw three signs, bring them to class, and share with other students.

WRITING FILLING OUT A JOB APPLICATION

Fill out the application form with your information.

NAME: LAST _____ FIRST _____ SOCIAL SECURITY No. _____ APT. # _____

ADDRESS: NUMBER _____ STREET _____ STATE _____ ZIP CODE _____

CITY _____

TELEPHONE: DAY _____ EVE. _____ CELL _____

AVAILABILITY: CHECK ONE: FULL-TIME PART-TIME

DAYS AVAILABLE (CIRCLE): S M T W T F S

SKILLS AND ABILITIES: WHAT CAN YOU DO? DESCRIBE YOUR SKILLS AND ABILITIES: _____

Graphic literacy tasks include interpreting safety symbols and signs, simple street maps, weather maps, and other non-textual reading requirements of daily life and work.

Community tasks introduce basic civics topics related to community life and help students connect to community information and services.

Life skill writing activities include filling out forms, addressing envelopes, making shopping lists, and completing a job application. The authentic writing practice follows a careful progression from easier to more challenging tasks.

Check-up tests allow a quick assessment of student achievement and help prepare students for the kinds of test items and answer sheets found on standardized tests.

More complete **Achievement Tests** for each unit, including listening test items, are available as reproducible masters and printable disk files in the Teacher's Guide with Multilevel Activity & Achievement Test Book and CD-ROM. They are also available in the companion Activity & Test Prep Workbook.

Vocabulary checklists and language skill checklists help students review words they have learned, keep track of the skills they are developing, and identify vocabulary and skills they need to continue to work on. These lists promote student persistence as students assess their own skills and check off all the ways they are succeeding as language learners.

ASSESSMENT

• Check-up test

• Self-evaluation checklists

Choose the correct answer.

1. Ramon can _____. He's looking for a job as a secretary.
 - A. bake
 - B. paint
 - C. type
 - D. ski
2. Ann can _____. She's looking for a job as a mechanic.
 - A. repair cars
 - B. fix stoves
 - C. skate
 - D. paint pictures
3. Ivan can _____. He's looking for a job as a salesperson.
 - A. file
 - B. operate equipment
 - C. use tools
 - D. take inventory
4. I'm a construction worker. I can _____.
 - A. use business software
 - B. build things
 - C. take inventory
 - D. use a cash register
5. _____ come to your party on Saturday. I have to work.
 - A. I have to
 - B. I can't
 - C. I can't
 - D. You can't
6. I'm sick. I can't go to work today. _____ go to the doctor.
 - A. I have
 - B. I have to
 - C. You have to
 - D. You have

Mark your answers in the answer box.

Answers

1	(A)	(B)	(C)	(D)
2	(A)	(B)	(C)	(D)
3	(A)	(B)	(C)	(D)
4	(A)	(B)	(C)	(D)
5	(A)	(B)	(C)	(D)
6	(A)	(B)	(C)	(D)
7	(A)	(B)	(C)	(D)
8	(A)	(B)	(C)	(D)
9	(A)	(B)	(C)	(D)
10	(A)	(B)	(C)	(D)

Look at the classified ads. Answer the questions.

7. Lynn can cook. She's applying for the job as _____.
 - A. a construction worker
 - B. a superintendent
 - C. a restaurant
 - D. a chef
8. Lynn has to _____.
 - A. work full-time
 - B. work evenings
 - C. call Eve
 - D. apply in person
9. Ahmed can manage a building. He has experience for the job _____.
 - A. as a chef
 - B. at Capital Construction
 - C. at 947 Franklin Street
 - D. at 1400 Central Avenue
10. To apply, Ahmed has to _____.
 - A. call 377-2560
 - B. ask for Frank
 - C. call 930-7432
 - D. go to 947 Franklin Street

Help Wanted
 Chef PT. Eves. Small restaurant. Call Mario at 930-7432.

Construction Workers
 Capital Construction Company. M-F. Apply in person. 1400 Central Ave. Ask for Frank.

Superintendent
 Large apartment building. 947 Franklin St. Exper. req. Call Ms. Wong at 377-2560.

SKILLS CHECK

- Words:
- | | | |
|--|--|--|
| <input type="checkbox"/> actor | <input type="checkbox"/> teacher | <input type="checkbox"/> operate equipment |
| <input type="checkbox"/> actress | <input type="checkbox"/> truck driver | <input type="checkbox"/> waiter |
| <input type="checkbox"/> baker | <input type="checkbox"/> paint | <input type="checkbox"/> prepare meals |
| <input type="checkbox"/> cashier | <input type="checkbox"/> act | <input type="checkbox"/> repair |
| <input type="checkbox"/> chef | <input type="checkbox"/> bake | <input type="checkbox"/> serve customers |
| <input type="checkbox"/> construction worker | <input type="checkbox"/> build | <input type="checkbox"/> sing |
| <input type="checkbox"/> cook | <input type="checkbox"/> cook | <input type="checkbox"/> speak Spanish |
| <input type="checkbox"/> dancer | <input type="checkbox"/> dance | <input type="checkbox"/> take inventory |
| <input type="checkbox"/> mechanic | <input type="checkbox"/> drive | <input type="checkbox"/> take orders |
| <input type="checkbox"/> salesperson | <input type="checkbox"/> file | <input type="checkbox"/> talk |
| <input type="checkbox"/> secretary | <input type="checkbox"/> fix | <input type="checkbox"/> teach |
| <input type="checkbox"/> security guard | <input type="checkbox"/> guard buildings | <input type="checkbox"/> type |
| <input type="checkbox"/> singer | <input type="checkbox"/> handle money | <input type="checkbox"/> use |
| <input type="checkbox"/> superintendent | <input type="checkbox"/> inspect bags and packages | |
- I can ask & answer:
 What kind of job are you looking for?
 What can you do?
 Tell me about your skills.
 Can you type?
 Can you have lunch with me on Saturday?
 I can apologize:
 I'm sorry. I can't. I have to work.
 I can ask permission to leave work early:
 Can I possibly leave work early today? I have to _____.
- I can read:
 help wanted signs
 abbreviations in want ads
 want ads
 safety signs
- I can fill out job application form information about:
 name, address, telephone
 social security number
 availability
 skills & abilities
- I can write about:
 things I can and can't do
 an application procedure
 things I have to do this week

Guide to Multilevel Resources

The *Side by Side Plus Teacher's Guides* provide valuable resources for effective multilevel instruction. Easy-to-use strategies help teachers preview and pre-drill lesson objectives for students who need extra preparation. Hundreds of dynamic expansion activities offer reinforcement and enrichment for students at three different ability-levels:

- *Below-level* students who need extra support and some re-teaching of skills and content to master basic objectives;
- *At-level* students who are performing well in class and can benefit from reinforcement;
- *Above-level* students who want and deserve opportunities for enrichment and greater challenge.

Getting Ready sections are ideal lesson-planning tools. They provide a careful sequence of instructional steps teachers can use during the warm-up, preview, and initial presentation stages of a lesson—especially helpful for *below-level* students who need careful preparation for a lesson's new vocabulary, grammar, topics, functions, or language skills.

The Getting Ready section is an “on-ramp” that allows students to get up to speed with lesson content so that they comprehend the lesson and master its learning objectives.

Text Page 3



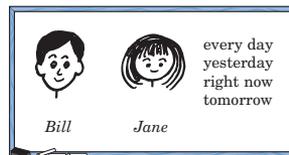
TALK ABOUT! What Do They Like to Do?

FOCUS

- Review: Simple Present Tense, Past Tense, Present Continuous Tense, Future: Going to
- Daily Activities

GETTING READY

1. Write the following on the board:



2. Point to *Bill* on the board and tell the class that this is your friend Bill, and he really likes to study.
 - a. Point to *every day* on the board and ask: “What does he do every day?” (Students answer: “He studies.”)
 - b. Point to *yesterday* on the board and ask: “What did he do yesterday?” (Students answer: “He studied.”)
 - c. Point to *right now* on the board and ask: “What’s he doing right now?” (Students answer: “He’s studying.”)
 - d. Point to *tomorrow* on the board and ask: “What’s he going to do tomorrow?” (Students answer: “He’s going to study.”)
3. Point to *Jane* on the board and tell the class that this is your friend Jane, and she really likes to drink milk.
 - a. Point to *every day* on the board and ask:

“What does she do every day?”
(Students answer: “She drinks milk.”)

- b. Point to *yesterday* on the board and ask: “What did she do yesterday?” (Students answer: “She drank milk.”)
- c. Point to *right now* on the board and ask: “What’s she doing right now?” (Students answer: “She’s drinking milk.”)
- d. Point to *tomorrow* on the board and ask: “What’s she going to do tomorrow?” (Students answer: “She’s going to drink milk.”)

INTRODUCING THE PEOPLE

1. Have students read silently or follow along silently as the description of the characters 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. Introduce the irregular past tense form *swam*.

CONVERSATION PRACTICE

There are two sets of questions at the bottom of the page. The questions on the left are singular. The questions on the right are plural.

1. Have pairs of students use these questions to talk about the people on the page. This can be done as either Full-Class Practice or Pair Practice.
2. Then, have students ask and answer questions about other people they know.
3. If you do the activity as Pair Practice, call on pairs to present their conversations to the class.

WORKBOOK

Page 3

Multilevel Expansion Activities include games, tasks, brainstorming, discussion, movement, drawing, miming, and role playing—all designed to reinforce and enrich instruction in a way that is stimulating, creative, and fun! Activity levels are indicated through a three-star system:

★ **One-star activities** are designed for *below-level* students. These activities typically present students with a single task, such as listening for particular vocabulary words or grammar, repeating words or phrases, or pantomiming actions. These activities are highly structured with very defined answers. Often the direction of input is from the teacher, rather than the student.

★★ **Two-star activities** are for *at-level* students. These activities usually present dual tasks—such as categorizing while taking dictation, listening to a partial sentence and completing it, or speaking and finding a student with a matching line. These are moderately structured activities, with some open answers and room for interpretation. They can be teacher-directed or student-directed, so these activities require that students have some control of language and some independence.

★★★ **Three-star activities** are for *above-level* students. These activities often include several steps and multiple language tasks, such as role plays, discussions, debates, and creative writing based on lesson themes. These activities are highly unstructured, with much room for student input, interpretation, and control. Since most input comes from students, these activities require mastery of vocabulary and student independence.

EXPANSION ACTIVITIES

1. True or False? ★★

a. Have students open their books to text page 3.

b. Make statements about the characters on text page 3, and have students tell you *True* or *False*. If the statement is false, have students correct it. For example:

Teacher: Irene likes to play the piano.
Student: True.

Teacher: Robert is going to read a book tomorrow.
Student: False. He's going to cook.

Variation: Call on students to make statements about the characters, and have other students respond.

2. Category Dictation ★★

a. Have students draw three columns on a piece of paper and label them *Every Day*, *Right Now*, and *Yesterday*.

b. Dictate verb phrases and have students write them in the appropriate column. For example:

They study.
They're getting up.
They studied.
They're studying.
They got up.
They get up.

3. Sentence Cues ★★★

a. On separate cards, write key words that can be put together to form sentences. Clip together the cards for each sentence. For example:

I	like	watch TV	every night
Peter	ride	bicycle	yesterday
Betty	see	movie	tomorrow
Richard	swim	beach	every weekend
Carmen	work	bank	right now
My friends	go	sailing	yesterday

4. What's Wrong? ★★★

a. Divide the class into pairs or small groups.

b. Write several sentences such as the following on the board or on a handout. Some of the sentences should be correct, and others incorrect. For example:

Barbara likes play tennis.
My brother ride his bicycle yesterday.
We sat in the clinic all night.
David work right now.
They're going to go dancing tomorrow.
My parents live in Florida.
Sally write letters to her friends every week.
Frank swim at the beach yesterday.

c. The object of the activity is for students to identify which sentences are incorrect and then correct them.

d. Have students compare their answers.

Variation: Do the activity as a game with competing teams. The team that successfully completes the task in the shortest time is the winner.

UNIT 1 9

Here's an at-a-glance summary of how *Side by Side Plus Teacher's Guides* expansion activities are differentiated by the nature of the tasks, their structure, and the extent of teacher/student input.

	★ Below-level	★★ At-level	★★★ Above-level
Tasks	Single task	Dual tasks	Multi-tasks
Structure	Highly structured	Moderately structured	Less structured/Unstructured
Input	Teacher-directed	Teacher-directed/Student-directed	Student-directed

Guide to Multilevel Activity & Achievement Test Book and CD-ROM

This Teacher's Guide is part of an **all-in-one teacher support package** that provides a wealth of reproducible resources in an accompanying printed volume and CD-ROM, including supplemental worksheets, activity masters, and unit achievement tests.

Student's Name _____
Date _____

UNIT 1
Multilevel Grammar Worksheet

A. Choose the correct word. ★

1. My phone number (is are) 426-9483.
2. Where (is are) you from?
3. My name (is are) Fernando Silva.
4. I (are am) from Los Angeles.
5. My address (is am) 25 Center Street.
6. My apartment number (is are) 5A.
7. I (am are) American.
8. What (is are) the name of your school?

B. Complete the sentences. Use am, is, or are. ★★

1. I _____ from Miami.
2. My social security number _____ 025-98-6295.
3. Where _____ you from?
4. What _____ your e-mail address?
5. My last name _____ Kim.
6. I _____ Mexican.
7. My license number _____ 832PVJ.
8. What _____ your telephone number?

C. Complete the questions with What or Where. Then answer the questions. ★★★

1. _____ is your name? _____
2. _____ is your address? _____
3. _____ are you from? _____
4. _____ is your zip code? _____

Side by Side Plus Book 1
Unit 1 Multilevel Grammar Worksheet

To Be: Am/Is/Are

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Multilevel Grammar Worksheets contain a variety of word-choice, fill-in, and sentence-completion exercises providing differentiated practice for below-level, at-level, and above-level students on each reproducible page.

Student's Name _____
Date _____

UNIT 1
Multilevel Vocabulary Worksheet

A. Choose the correct word. ★

1. My (name address) is 31 Lake Street.
2. My apartment number is (Los Angeles 8B).
3. My (social middle) security number is 234-87-9632.
4. My last (number name) is Wilson.
5. My (city state) is Miami.
6. My (zip code social security number) is 02141.
7. My (telephone address) number is (306) 459-1258.
8. My address is 35 River (State Street).
9. My middle initial is (E 7C).
10. What's your (first name zip code)? How do you spell it?

B. Complete the sentences. ★★

address apartment social telephone zip code

1. My _____ number is (704) 296-3218.
2. My _____ is 75211.
3. My _____ is 31 Bay Street.
4. My _____ security number is 492-35-2791.
5. My _____ number is 3G.

C. Write the correct words to complete the story. ★★★

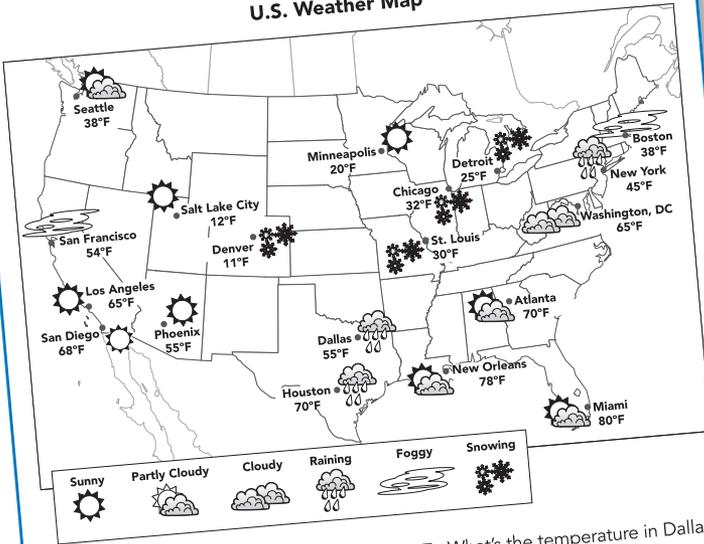
I have many forms of identification. I have a driver's _____¹, and I have a permanent resident _____². I have a _____³ I.D. card from my school. I also have a social _____⁴ card. These forms of _____⁵ are very important.

Side by Side Plus Book 1
Unit 1 Multilevel Vocabulary Worksheet

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Multilevel Vocabulary Worksheets also offer three levels of differentiated practice through a sequence of word-choice, sentence-completion, and cloze-reading exercises on each page.

U.S. Weather Map



1. What's the weather in San Francisco?
It's _____.
2. What's the temperature in San Diego?
It's _____° Fahrenheit.
3. What's the weather in Los Angeles?
It's _____.
4. What's the temperature in Salt Lake City?
It's _____° Fahrenheit.
5. What's the temperature in Denver?
It's _____° Fahrenheit.
6. What's the weather in Washington, DC?
It's _____.
7. What's the temperature in Dallas?
It's _____° Fahrenheit.
8. What's the weather in Chicago?
It's _____.
9. What's the temperature in New Orleans?
It's _____° Fahrenheit.
10. What's the weather in Atlanta?
It's _____.
11. What's the weather in Miami?
It's _____.
12. What's the weather in Boston?
It's _____.

Side by Side Plus Book 1
Unit 5 Life Skills Worksheet 12

Life Skills Worksheets provide realia-based reading and writing activities including forms, maps, diagrams, charts, schedules, classified ads, clothing tags, store receipts, advertisements, medical appointment cards, and medicine labels.

UNIT 8
Number Practice Worksheet

Money; Subtraction

A. Match the amounts of money.
Draw a line.

- | | |
|-------------------------------|--------|
| 1. a quarter + three dimes | \$1.50 |
| 2. five nickels | 55¢ |
| 3. three half dollars | \$4.45 |
| 4. two quarters + a dime | 25¢ |
| 5. one quarter + two dimes | \$1.10 |
| 6. ninety pennies + two dimes | \$0.60 |

B. Write the amounts two ways.

- | | |
|----------------------------|-------|
| 1. a quarter + a nickel | _____ |
| 2. a nickel + 3 dimes | _____ |
| 3. 2 quarters + 3 pennies | _____ |
| 4. a half dollar + 2 dimes | _____ |
| 5. 3 quarters + a nickel | _____ |
| 6. 3 nickels + a quarter | _____ |

C. Solve the word problems.

1. Carol is buying a blouse. It costs \$18.50. She's paying with a twenty-dollar bill. What's her change?
($20.00 - \$18.50 = \underline{\hspace{1cm}}$)
a. \$1.50
b. \$2.50
c. \$5.00
2. Roberto is buying a shirt. It costs \$42.98. He's paying with a fifty-dollar bill. What's his change?
a. \$8.02
b. \$7.02
c. \$18.02
3. Marisol is buying a pair of shoes. They cost \$34.89. She's paying with two twenty-dollar bills. What's her change?
a. \$6.11
b. \$5.21
c. \$5.11
4. Dennis is buying a suit. It costs \$86.75. He's paying with a hundred dollar bill. What's his change?
a. \$13.25
b. \$14.25
c. \$12.35

D. Complete the receipt and answer the questions.

1. Add the prices of the shirt and the pants together and fill in the missing **subtotal**.
2. Add the sales tax to the subtotal and fill in the missing **total**.
3. Subtract the total from the cash payment (\$100 - total) and fill in the **change**.
The shirt and pants plus tax cost \$ _____⁴.
The customer is giving \$ _____⁵ and getting \$ _____⁶ change.

Fifth Avenue Sportswear	
Shirt	35.99
Pants	52.98
Subtotal	_____
Sales Tax	_____ ¹
Total	_____
Cash Payment	100.00
Change	_____ ³

Side by Side Plus Book 1
Unit 8 Number Practice Worksheet

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Number Practice Worksheets develop students' numeracy skills through life-skill contexts. Topics include: basic mathematical operations (addition, subtraction, multiplication, division); percentages; elapsed time; life-skill applications such as telephone directory listings, Fahrenheit and Celsius temperatures, money, pricing, schedules, and medicine dosage instructions; and academic skills such as interpreting charts and graphs.

GAZETTE 1
Worksheet 2: Build Your Vocabulary

Student's Name _____
Date _____

A. CATEGORIZATION

Write these words in the correct categories.

basketball	clarinet	tic tac toe
checkers	soccer	trumpet
chess	tennis	violin

Sports

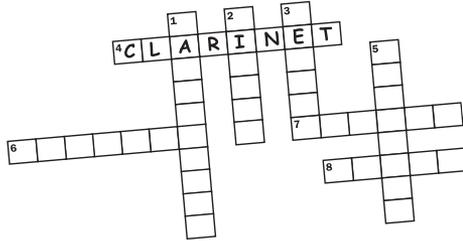
Instruments

Games

_____	_____	_____
_____	_____	_____
_____	_____	_____

B. CROSSWORD

Across



4.



6.



7.



8.



Down

1.



2.

3.



5.

Side by Side Plus Book 1
Gazette 1 Worksheet 2

Gazette Worksheets provide practice with reading comprehension, vocabulary, and interpretation of charts and graphs, fully coordinated with the magazine-style Gazette sections in the *Side by Side Plus* student book. The bonus Gazette Audio CD that is included with the student book offers entertaining radio program-style recordings of key Gazette features. Students will enjoy listening along as they read the text and do the activities included in the Gazette worksheets. Use these resources to encourage students to extend their language-learning through self-study—building a bridge between the classroom and the home.

UNIT 8

Information Gap: Prices

ACTIVITY MASTER 38

Advertisement A

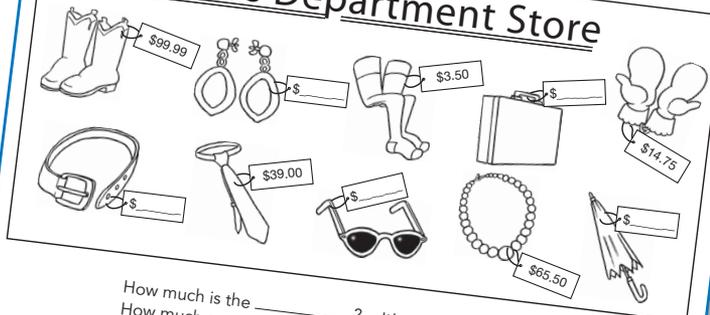
Blake's Department Store



How much is the _____? It's _____.
How much are the _____? They're _____.

Advertisement B

Blake's Department Store



How much is the _____? It's _____.
How much are the _____? They're _____.

Side by Side Plus Book 1
Unit 8 Activity Master 38

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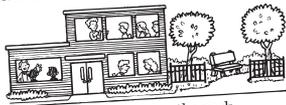
Activity Masters include ready-to-use word cards, graphics, charts, and activity sheets for the multilevel activities and games suggested throughout the *Side by Side Plus 1 Teacher's Guide*.

Name _____
Date _____ Class _____

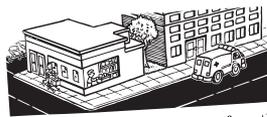
7

A IDENTIFYING & LOCATING PLACES IN THE COMMUNITY

Choose the correct answer.



1. The _____ is next to the park.
- (H) clinic
 - (HR) hotel
 - (HS) school
 - (HL) supermarket



3. The _____ is around the corner from the hospital.
- (H) restaurant
 - (HR) department store
 - (HS) cafeteria
 - (HL) supermarket

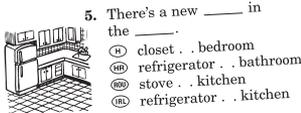


2. The laundromat is _____ the bakery and the bookstore.
- (H) across from
 - (HR) around the corner from
 - (HS) next
 - (HL) between



4. The library is _____ the gas station.
- (H) across from
 - (HR) around the corner from
 - (HS) next
 - (HL) between

B IDENTIFYING ROOMS, FURNITURE, & FIXTURES IN A RESIDENCE



5. There's a new _____ in the _____.
- (H) closet . . . bedroom
 - (HR) refrigerator . . . bathroom
 - (HS) stove . . . kitchen
 - (HL) refrigerator . . . kitchen



7. There's a very nice _____ the _____.
- (H) sofa . . . living r
 - (HR) bed . . . bedroom
 - (HS) window . . . liv
 - (HL) TV . . . living r



6. Is there a _____ in the _____?
- (H) window . . . bathroom
 - (HR) closet . . . bedroom
 - (HS) closet . . . living room
 - (HL) basement . . . bedroom



8. How many _____ in the _____?
- (H) closets . . . fl
 - (HR) floors . . . ap
 - (HS) elevators . . .
 - (HL) apartment

1 (H) (HR) (HS) (HL) 3 (H) (HR) (HS) (HL) 5 (H) (HR) (HS) (HL) 7 (H) (HR) (HS) (HL)
2 (H) (HR) (HS) (HL) 4 (H) (HR) (HS) (HL) 6 (H) (HR) (HS) (HL) 8 (H) (HR) (HS) (HL)

Side by Side Plus 1
Unit 7 Achievement Test (Page 1 of 4)

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Unit Achievement Tests assess student progress and prepare students for the types of standardized tests and performance assessments used by many instructional programs. The tests include multiple-choice questions that assess vocabulary, grammar, reading, and listening skills; short-answer questions that cover life-skill competencies and document literacy tasks (such as reading medicine labels and filling out forms); writing assessments that can be evaluated with a standardized scoring rubric and be collected in portfolios of students' work; and speaking performance assessments designed to stimulate face-to-face interactions between students.

SIDE BY SIDE PLUS
Learner Assessment Record

BOOK 1 UNIT 7

Student's Name _____
Course _____ Teacher _____ I.D. Number _____
Date _____

Test Sections & Scoring Guidelines/Rubrics:

A-D. MULTIPLE-CHOICE QUESTIONS
Identifying & Locating Places in the Community
Identifying Rooms, Furniture, & Fixtures in a Residence
Grammar in Context: Inquiring About Residences,
Rentals, & Neighborhoods
Listening Assessment

Score:

E. SPEAKING ASSESSMENT: Information Gap

Observe two students as they do the Information Gap activity. Evaluate each student separately. Score each student's ability to ask and answer the questions based on appropriateness, grammatical correctness, and comprehensibility:

Score 10 (Excellent), 8 (Good), 6 (Fair), 4 (Poor), or 2 (Unsatisfactory)

Asking the Questions: _____
Answering the Questions: _____

F. WRITING ASSESSMENT

For each of the following criteria, score 4 (Excellent), 3 (Good), 2 (Fair), 1 (Poor), or 0 (Unsatisfactory):

Appropriateness of Content: _____
Spelling: _____
Punctuation & Capitalization: _____
Grammar: _____
Completeness of Sentences: _____

TOTAL SCORE: _____ (20)
_____ (100)

Side by Side Plus Book 1
Unit 7 Learner Progress Evaluation

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Learner Assessment Records are designed for easy scoring and documentation of student performance on the tests. The forms contain scoring rubrics for all multiple-choice questions, short-answer questions, writing assessments, and speaking assessments. Each test is scored on a 100-point scale, providing a consistent means to evaluate student achievement of topics, vocabulary, grammar, and listening, speaking, reading, and writing skills. The Learner Assessment Records can serve as documentation of student progress during the course of the instructional program.

The Multilevel Activity & Achievement Test CD-ROM organizes all the reproducible resources in a set of convenient folders designed for easy access and flexible use. All resources can be accessed both by their type and by their unit. Instructors can therefore easily find the reproducibles they need to make lesson-planning quick and efficient.

INTRODUCTION

Side by Side Plus is a standards-based and grammar-based English language program for adult and young-adult learners. The program builds students' general language proficiency and prepares them for their life-skill roles in the community, family, school, and at work.

Side by Side Plus offers four levels of instruction: Low Beginning (Book 1), High Beginning (Book 2), Low Intermediate (Book 3),

and High Intermediate (Book 4). For students at the Pre-Beginning level, the *Foundations* program offers literacy and basic English instruction to prepare students for future success and an easy transition to *Side by Side Plus Book 1*. For additional vocabulary enrichment, the *Word by Word Picture Dictionary* and its multilevel workbooks correlate with all levels of *Side by Side Plus*.

Program Components and Key Features

STUDENT BOOKS

The *Side by Side Plus* Student Books provide all-skills practice through a standards-based and grammar-based curriculum that integrates vocabulary, life skills, grammar, and communication.

- **Picture dictionary lessons** introduce unit vocabulary in a clear, easy-to-use format.
- The **guided conversation methodology** integrates grammar, vocabulary, and topics through real-life communication practice that is student-centered, interactive, and fun.
- **Standards-based lessons** in each unit develop the competencies included in CASAS, BEST Plus, EFF, SCANS, Model Standards, and other major curriculum frameworks and assessment systems.
- **Teamwork, critical thinking, and community tasks** promote cooperative learning, problem-solving, and civics connections.
- **Diverse reading and writing activities** include realia, narrative readings, and journal-writing to develop skills for daily life, self-expression, and academic advancement.
- **Built-in assessment** in each unit includes a check-up test and vocabulary and skill checklists enabling students to assess their progress.
- **Gazette magazine sections** promote learner persistence through high-interest material that students can use in class or on their own, building a bridge between the classroom and the home.

- A **Bonus Gazette Audio CD** included with each student book offers entertaining radio program-style recordings of Gazette activities.

ACTIVITY & TEST PREP WORKBOOKS

- **All-skills activities** reinforce learning objectives in the Student Books.
- **GrammarRaps and GrammarSongs** motivate learners and promote language mastery through entertaining practice with rhythm, stress, intonation, and music.
- **Unit Achievement Tests** assess student progress and prepare students for standardized tests.

TEACHER'S GUIDES

The *Side by Side Plus* Teacher's Guides offer complete tools for lesson planning and instruction.

- **Step-by-step instructions** in a clear and easy-to-use format help new and experienced teachers use the text with students at a wide range of levels.
- **Over 600 multilevel expansion activities** include games, tasks, brainstorming, discussion, movement, drawing, miming, and role-playing.
- **Life-skills teaching strategies** promote effective standards-based instruction, including cooperative learning, critical thinking, problem solving, and civics connections.
- **Concise grammar rules and explanations** are provided for convenient teacher reference.

- **Complete answer keys** are included for all activities in the student book and workbook.

MULTILEVEL ACTIVITY & ACHIEVEMENT TEST BOOKS AND CD-ROMS

A book of reproducibles and a CD-ROM are included with each Teacher's Guide. These instructional resources help with lesson planning by providing ready-to-use activity masters, supplemental worksheets, and student assessment materials.

- **Multilevel Grammar and Vocabulary Worksheets** offer differentiated practice for below-level, at-level, and above-level students on each reproducible page.
- **Life Skills Worksheets** provide real-life reading and writing practice including forms, maps, classified ads, schedules, store ads, and medicine labels.
- **Number Practice Worksheets** develop students' numeracy skills through life-skill contexts.
- **Gazette Worksheets** provide practice with reading comprehension, vocabulary, and interpretation of charts and graphs, fully coordinated with the magazine-style Gazette sections in the Student Book.
- **Activity Masters** include word cards, graphics, charts, and activity sheets for the multilevel activities and games suggested in the Teacher's Guide.
- **Tests** include periodic check-up tests and unit achievement tests for the assessment of student progress.

PICTURE CARDS

Picture Cards illustrating key concepts and vocabulary items are designed for introduction of new material, for review, for enrichment, and for role-playing activities. (See pages 507–509 of this Teacher's Guide for a helpful triple listing of the Picture Cards: numerically, alphabetically, and by category.)

AUDIO PROGRAM

In addition to the Bonus Gazette Audio CD included with each Student Book, *Side by Side Plus* offers comprehensive audio supplements on audio CDs and audio cassettes.

- **Complete Student Book audios** offer comprehensive language practice in the classroom, in the language laboratory, and at home. Through their highly interactive format, the audios serve as a student's speaking partner, making conversation practice possible even when the student is studying alone. The audios contain all unit vocabulary practice, all conversation models and exercises, listening exercises, pronunciation practice, and reading selections.
- **Workbook audios** contain listening and pronunciation exercises along with GrammarRaps and GrammarSongs for entertaining practice with rhythm, stress, intonation, and music.

MULTIMEDIA PROGRAMS

Side by Side Plus is complemented by innovative multimedia materials for self-study, distance learning, and computer and language laboratories.

- **Side by Side TV** videos (DVD and VHS) offer entertaining language practice through comedy, interviews, and music.
- **Side by Side Interactive** multimedia software provides interactive self-paced practice through award-winning easy-to-use technology. (CD-ROM, network, and installable versions are available.)
- **Side by Side Interactive Activity Workbooks** offer a variety of activities for users of the videos or the multimedia software, with complete answer keys for self-study.

Student Book Overview

UNIT OPENING PAGES

The opening page of each unit provides a listing of the grammatical structures and topics that are treated in the unit. A Vocabulary Preview depicts some of the key vocabulary words that students will encounter within the unit. Some teachers may wish to present and practice these words before beginning the unit. Other teachers may prefer to wait until the words occur in the particular lesson in which they are introduced.

GUIDED CONVERSATION LESSONS

The *guided conversation* is the core learning device that integrates grammar, vocabulary, and topics and serves as the springboard for the all-skills language practice and life-skills practice that follows.

Grammatical Paradigms

A new grammatical structure appears first in the form of a grammatical paradigm, or “grammar box”—a simple schema of the structure. (Grammar boxes are in a light blue tint.) These paradigms are meant to be a reference point for students as they proceed through a lesson’s conversational activities. While these paradigms highlight the structures being taught, they are not intended to be goals in themselves. Students are not expected to memorize or parrot back these rules. Rather, we want students to take part in conversations that show they can use these rules correctly.

Model Guided Conversations

Model conversations serve as the vehicles for introducing new grammatical structures and communicative uses of English. Because the model becomes the basis for all the exercises that follow, it is essential that students be given sufficient practice with it before proceeding with the lesson.

Side by Side Exercises

In the numbered exercises that follow the model, students pair up and work “side by side,” placing new content into the given conversational framework. These exercises

form the core learning activity of each conversation lesson.

LANGUAGE EXERCISES AND ACTIVITIES

The initial lessons in each unit develop students’ general language proficiency through a research-based grammatical sequence, a communicative approach, and all-skills language-learning activities.

- **Short structured stories** offer enjoyable reading practice that simultaneously reinforces the grammatical and thematic focus of each unit.
- **Reading Check-Up** exercises provide focused practice in reading comprehension.
- **Listening** activities enable students to develop their aural comprehension skills.
- **Pronunciation** exercises provide models of authentic pronunciation and opportunities for student listening and speaking practice.
- **How to Say It!** activities help students develop key communication strategies.
- **Talk About It!** and **Think About It!** activities stimulate free conversation practice through classroom discussion of interesting topics.
- **Role Play, Interactions, and Interview** activities provide opportunities for dynamic classroom interaction.
- **On Your Own** and **How About You?** activities invite students to apply lesson content to their own lives and experiences and to share opinions in class. Through these activities, students bring to the classroom new content based on their interests, their backgrounds, and their imaginations.
- **In Your Own Words** activities provide topics and themes for student compositions and classroom discussions in which students write about their friends, families, homes, schools, and themselves.
- **Side by Side Journal** activities prompt students to write about things that are meaningful to them.
- **Grammar Focus** sections contain grammar charts and accompanying exercises for useful reference and focused practice with the structures in each unit.

LIFE SKILLS EXERCISES AND ACTIVITIES

Standards-based lessons in the “yellow pages” at the end of every unit apply students’ language learning to their life-skill roles in the community, family, school, and at work.

- **Real-life conversation practice** in authentic life-skill situations gets students talking through interactive pair work. Extensive photographs provide clear contexts and support vocabulary learning.
- **Teamwork activities** promote cooperative learning as students work together in pairs, in groups, or as a class to share information and complete tasks.
- **Critical thinking and problem-solving activities** help students focus on issues and problems and share ideas and solutions.
- **Realia-based reading activities** include help wanted signs, want ads, telephone directory listings, clothing tags, store receipts, medicine labels, medical appointment cards, schedules, and store ads.
- **Graphic literacy tasks** include interpreting safety symbols and signs, simple street maps, weather maps, and other non-textual reading requirements of daily life and work.
- **Narrative reading passages** offer practice with simple newspaper and magazine articles. Follow-up reading comprehension exercises in multiple-choice formats help students prepare for the reading section of standardized tests.
- **Community tasks** introduce basic civics topics related to community life and help students connect to community information and services.
- **Life skills writing activities** include filling out forms, addressing envelopes, making shopping lists, and completing a job application. The authentic writing practice follows a careful progression from easier to more challenging tasks.

ASSESSMENT

The final page of each unit provides built-in resources for assessment of student progress.

- **Check-up tests** allow a quick assessment of student achievement and help prepare students for the kinds of test items and answer sheets found on standardized tests.

- **Vocabulary checklists and language skill checklists** help students review words they have learned, keep track of the skills they are developing, and identify vocabulary and skills they need to continue to work on.

For more comprehensive assessment, unit achievement tests are provided in multiple formats for programs’ convenience: as text pages in the Activity & Test Prep Workbooks, and as reproducibles and downloadable files in the Multilevel Activity & Achievement Test Book and CD-ROM included with this Teacher’s Guide.

SIDE BY SIDE GAZETTE

Gazette “magazine-style” sections that occur periodically throughout the Student Book review and expand the language and themes of preceding units.

- **Feature Articles** cover interesting topics such as world languages, global traffic problems, and advertising.
- **Fact Files** present interesting information about the world and offer students valuable practice interpreting data in charts, tables, and lists.
- **Build Your Vocabulary!** sections expand students’ word knowledge.
- **Around the World** photo essays introduce cross-cultural topics and stimulate sharing of cultural information in the classroom.
- **Global Exchange** activities give students experience with online communication.
- **Authentic Listening** activities offer students practice with weather reports, store announcements, telephone messages, and other real-life listening comprehension tasks.
- **What Are They Saying?** cartoons stimulate class discussion and role playing.

SUPPORT AND REFERENCE SECTIONS

- A **Scope and Sequence Chart** highlights the language skills and life skills in each unit and correlates unit objectives to curriculum standards and assessment systems including CASAS, BEST Plus, EFF, SCANS, and other major state and local frameworks.
- An **Appendix** contains Listening Scripts, a Vocabulary List, and a list of Past Tense Irregular Verbs.

- A three-part **Index** enables users to locate all course content by skill, by topic, and by grammar.
- A **Map of the United States** is provided as a convenient reference tool.

Format of the Teacher's Guide

UNIT OVERVIEW

The Unit Overview provides the following:

- Functional and grammatical highlights of the unit
- A listing of new vocabulary and expressions

UNIT OPENING PAGE

The Teacher's Guide offers suggestions for presenting and practicing the words depicted in the Vocabulary Preview. This preview is optional. Some teachers may wish to introduce the words before beginning the unit. Other teachers may choose to wait until the words first occur in a specific lesson.

STEP-BY-STEP LESSON GUIDE

Conversation Lessons

Included for each conversation lesson are the following:

- **FOCUS:** the grammatical and topical focus of the lesson
- **CLOSE UP:** short grammar explanations accompanied by examples from the lesson
- **GETTING READY:** suggestions for introducing the new concepts in the lesson
- **INTRODUCING THE MODEL:** steps for introducing model conversations
- **SIDE BY SIDE EXERCISES:** suggestions for practicing the exercises, as well as a listing of new vocabulary
- **LANGUAGE NOTES, CULTURE NOTES, and PRONUNCIATION NOTES**
- **WORKBOOK:** page references for exercises in the Activity & Test Prep Workbook that correspond to the particular lesson
- **EXPANSION ACTIVITIES:** optional multilevel activities for review and reinforcement of the content of the lesson

Short Structured Stories

Included for each reading lesson are the following:

- **FOCUS** of the story
- **NEW VOCABULARY** contained in the story
- **READING THE STORY:** an optional preliminary preview stage before students begin to read the selection, along with suggestions for presenting the story and questions to check students' comprehension
- **READING CHECK-UP:** answer keys for the reading comprehension exercises
- **READING EXTENSION:** additional questions and activities that provide further skill reinforcement based on the story

Other Language Skills Lessons

Included for other language skills lessons are the following:

- **LISTENING** scripts and answer keys for the listening exercises
- Strategies for actively involving students in the *How to Say It!*, *How About You?*, *On Your Own*, *In Your Own Words*, *Role Play*, *Interactions*, *Interview*, *Talk About It!* *Think About It!*, *Pronunciation*, and *Side by Side Journal* activities
- **GRAMMAR FOCUS** answer keys

Life Skills Lessons (The "Yellow Pages")

Included for the life skills lessons are the following:

- **LIFE SKILLS CONVERSATION ACTIVITIES:** step-by-step instructions for previewing the conversation's context using the accompanying photo or graphic and for having students practice conversations in pairs, including multilevel variations for students of different ability-levels
- **TEAMWORK ACTIVITIES:** strategies for using these activities to promote cooperative learning and enhance students' abilities to work as members of a team

- **CRITICAL THINKING AND PROBLEM-SOLVING:** suggestions for posing the issues and problems presented in the lesson and for encouraging students to share ideas and solutions
- **COMMUNITY CONNECTIONS:** suggestions for relating lesson topics to community life and for helping students connect to community information and services
- **LIFE SKILLS WRITING ACTIVITIES:** strategies for previewing the writing tasks and instructions for how students should complete them, including multilevel variations
- **LIFE SKILLS READING:** strategies for previewing the reading, checking students' reading comprehension, discussing the reading in class, and extending the reading through any recommended follow-up activities
- **LIFE SKILLS ENRICHMENT:** instructions for using the life skills worksheets to offer students real-life reading and writing practice with forms, maps, classified ads, schedules, store ads, medicine labels, and other authentic items
- **EXPANSION ACTIVITIES:** optional multilevel activities for review and reinforcement of each life skills lesson

ASSESSMENT

Included for each unit's assessment page are the following:

- **ANSWER KEY** for the unit's Check-Up Test

- **SKILLS CHECK:** strategies for using the vocabulary and language skills checklists to activate classroom practice and encourage student self-evaluation of skills and progress
- **EXPANSION ACTIVITIES:** optional multilevel activities and games for motivating review and reinforcement of the unit's vocabulary, expressions, and topics

SIDE BY SIDE GAZETTE

Included for the *Side by Side* Gazette pages are the following:

- Strategies for introducing, practicing, and expanding upon the *Feature Articles*, *Fact Files*, *Build Your Vocabulary!*, *Around the World*, *Global Exchange*, *Listening*, and *What Are They Saying?* sections of the Gazette.

RESOURCES IN THE APPENDIX

The Appendix to this Teacher's Guide includes the following:

- Activity Workbook Answer Key & Listening Scripts
- Unit Achievement Tests Answer Key & Listening Scripts
- *Side by Side* Picture Cards lists (numerical, alphabetical, and by categories)
- Glossary of all vocabulary and expressions in the Student Book

General Teaching Strategies

VOCABULARY PREVIEW

You may wish to introduce the words in the Vocabulary Preview before beginning the unit, or you may choose to wait until they first occur in a specific lesson. If you choose to introduce them at this point, the Teacher's Guide offers these suggestions:

1. Have students look at the illustrations 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 by saying a word and having students tell the number of the illustration and/or giving the number of the illustration and having students say the word.

GUIDED CONVERSATION LESSONS

Introducing Model Conversations

Given the importance of the model conversation, it is essential that students practice it several times in a variety of ways before going on to the exercises. This Teacher's

Guide offers the following comprehensive 8-step approach for introducing the model:

1. Have students look at the model illustration. This helps establish the context of the conversation.
2. Set the scene.
3. *Present the model.* With books closed, have students listen as you present the model or play the audio one or more times. To make the presentation of the model as realistic as possible, you might draw two stick figures on the board to represent the speakers in the dialog. You can also show that two people are speaking by changing your position or by shifting your weight from one foot to the other as you say each speaker's lines.
4. *Full-Class Repetition.* Model each line and have the whole class repeat in unison.
5. Have students open their books and look at the dialog. Ask if there are any questions, and check understanding of new vocabulary.
6. *Group Choral Repetition.* Divide the class in half. Model line A and have Group 1 repeat. Model line B and have Group 2 repeat. Continue with all the lines of the model.
7. *Choral Conversation.* Have both groups practice the dialog twice, without a teacher model. First Group 1 is Speaker A and Group 2 is Speaker B; then reverse.
8. Call on one or two pairs of students to present the dialog.

In steps 6, 7, and 8, encourage students to look up from their books and say the lines rather than read them. (Students can of course refer to their books when necessary.)

The goal is not memorization or complete mastery of the model. Rather, students should become familiar with the model and feel comfortable saying it.

At this point, if you feel that additional practice is necessary before going on to the exercises, you can do Choral Conversation in small groups or by rows.

Alternative Approaches to Introducing Model Conversations

Depending upon the abilities of your students and the particular lesson you're teaching, you might wish to try the following approaches to vary the way in which you introduce model conversations.

- **Pair Introduction**

Have a pair of students present the model. Then practice it with the class.

- **Trio Introduction**

Call on *three* students to introduce the model. Have two of them present it while the third acts as the *director*, offering suggestions for how to say the lines better. Then practice the dialog with the class.

- **Cloze Introduction**

Write a cloze version of the model conversation on the board for student reference as you introduce the model. For lessons that provide a skeletal framework of the model (for example, Book 1 pp. 41, 70, 71, 111, 135), you can use that as the cloze version. For other lessons, you can decide which words to delete from the dialog.

- **Scrambled Dialog Introduction**

Write each line of the dialog on a separate card. Distribute the cards to students and have them practice saying their lines and then talk with each other to figure out what the correct order of the lines should be. Have them present the dialog to the class, each student in turn reading his or her line. Have the class decide if the dialog is in the correct order. Then practice the dialog with the class.

Warning: Do a scrambled dialog introduction *only* for conversations in which there is only one possible sentence order!

- **Disappearing Dialog Introduction**

Write the dialog on the board and have students practice saying it. Erase a few of the words and practice again. Continue practicing the dialog several times, each time erasing more of the words, until the dialog has completely *disappeared* and students can say the lines without looking at them.

- **Eliciting the Model**

Have students cover up the lines of the model and look only at the illustration. Ask questions based on the illustration and the situation. For example: *Who are these people? Where are they? What are they saying to each other?* As a class, in groups, or in pairs, have students suggest a possible dialog. Have students present their ideas and then compare them with the model conversation in the book. Then practice the dialog with the class.

Side by Side Exercises

The numbered exercises that follow the model form the core learning activity in each conversation lesson. Here students use the illustrations and word cues to create conversations based on the structure of the model. Since all language practice in these lessons is conversational, you will always call on a pair of students to do each exercise. Your primary role is to serve as a resource to the class—to help students with new structures, new vocabulary, intonation, and pronunciation. The Teacher’s Guide recommends the following three steps for practicing the exercises. (Students should be given thorough practice with the first two exercises before going on.)

1. **Exercise 1:** Introduce any new vocabulary in the exercise. Call on two students to present the dialog. Then do Choral Repetition and Choral Conversation practice.
2. **Exercise 2:** Same as for Exercise 1.
3. For the remaining exercises, there are two options: either Full-Class Practice or Pair Practice.

Full-Class Practice: Call on a pair of students to do each exercise. Introduce new vocabulary one exercise at a time. (For more practice, you can call on other pairs of students or do Choral Repetition or Choral Conversation.)

Pair Practice: Introduce new vocabulary for all the exercises. Next have students practice all the exercises in pairs. Then have pairs present the exercises to the class. (For more practice, you can do Choral Conversation or Choral Repetition.)

The choice of Full-Class Practice or Pair Practice should be determined by the content of the

particular lesson, the size and composition of the class, and your own teaching style. You might also wish to vary your approach from lesson to lesson.

- **Suggestions for Pairing Students**

Whether you use Full-Class Practice or Pair Practice, you can select students for pairing in various ways.

- You might want to pair students by ability, since students of similar ability might work together more efficiently than students of dissimilar ability.
- On the other hand, you might wish to pair a weaker student with a stronger one. The slower student benefits from this pairing, while the more advanced student strengthens his or her abilities by helping a partner.

You should also encourage students to look at each other when speaking. This makes the conversational nature of the language practice more realistic. One way of ensuring this is *not* to call on two students who are sitting next to each other. Rather, call on students in different parts of the room and encourage them to look at each other when saying their lines.

- **Presenting New Vocabulary**

Many new words are introduced in each conversation lesson. The illustration usually helps to convey the meaning, and the new words are written for students to see and use in these conversations. In addition, you might:

- write the new word on the board or on a word card.
- say the new word several times and ask students to repeat chorally and individually.
- help clarify the meaning with visuals.

Students might also find it useful to keep a notebook in which they write each new word, its meaning, and a sentence using that word.

- **Open-Ended Exercises**

In many lessons, the final exercise is open-ended. This is indicated in the text by a *blank box*. Here students are expected to create conversations based on the structure of the model, but with vocabulary that they select themselves. This provides students

with an opportunity for creativity, while still focusing on the particular structure being practiced. These open-ended exercises can be done orally in class and/or assigned as homework for presentation in class the following day. Encourage students to use dictionaries to find new words they want to use.

General Guiding Principles for Working with Guided Conversations

- **Speak, Don't Read, the Conversations**
When doing the exercises, students should practice *speaking* to each other, rather than *reading* to each other. Even though students will need to refer to the text to be able to practice the conversations, they should not read the lines word by word. Rather, they should scan a full line and then look up from the book and *speak* the line to the other person.
- **Intonation and Gesture**
Throughout, you should use the book to teach proper intonation and gesture. (Capitalized words are used to indicate spoken emphasis.) Encourage students to truly *act out* the dialogs in a strong and confident voice.
- **Student-Centered Practice**
Use of the texts should be as student-centered as possible. Modeling by the teacher should be efficient and economical, but students should have every opportunity to model for each other when they are capable of doing so.
- **Vocabulary in Context**
Vocabulary can and should be effectively taught in the context of the conversation being practiced. Very often it will be possible to grasp the meaning from the conversation or its accompanying illustration. You should spend time drilling vocabulary in isolation only if you feel it is absolutely essential.
- **No "Grammar Talk"**
Students need not study the grammar formally or be expected to produce grammatical rules. The purpose of the texts is to engage students in active communication that gets them to use the language according to these rules.

Relating Lesson Content to Students' Lives and Experiences

- **Personalize the Exercises**
While doing the guided conversation exercises, whenever you think it is appropriate, ask students questions that relate the situations in the exercises to their own lives and personal experiences. This will help make the leap from practicing language in the textbook to using language for actual communication.
- **Interview the Characters**
When appropriate, as students present the exercises to the class, encourage them to feel as though they really are the characters in those conversations. Ask questions and have students respond "in character" using their imaginations.

SHORT STRUCTURED STORIES

If you wish, preview the story by having students talk about the story title and/or the illustrations. You may choose to introduce new vocabulary beforehand or have students encounter the new vocabulary in context while reading.

Have students read silently or follow along silently as the story is read aloud by you, by one or more students, or on the audio program. Ask students if they have any questions and check understanding of new vocabulary. Then do the Reading Check-Up exercises.

How to Say It!

How to Say It! activities help students develop important communication strategies. Present the conversations the same way you introduce model guided conversations: set the scene, present the model, do full-class and choral repetition, and have pairs of students present the dialog. Then divide the class into pairs and have students practice other conversations based on the *How to Say It!* model and then present them to the class.

How About You?

How About You? activities offer students additional opportunities to tell about themselves. Have students do these activities in pairs or as a class.

ON YOUR OWN

On Your Own activities invite students to contribute content of their own within the grammatical framework of the lesson. You should introduce these activities in class and assign them as homework for presentation in class the next day. In this way, students will automatically review the previous day's grammar while contributing new and inventive content of their own.

These activities are meant for simultaneous grammar reinforcement and vocabulary building. Encourage students to use a dictionary when completing the *On Your Own* activities. In this way, they will use not only the words they know but also the words they would *like* to know in order to really bring their interests, backgrounds, and imaginations into the classroom. As a result, students will teach each other new vocabulary as they share a bit of their lives with others in the class.

IN YOUR OWN WORDS

Have students do the activity as written homework, using a dictionary for any new words they wish to use. Then have students present and discuss what they have written, in pairs or as a class.

ROLE PLAY

Have pairs of students practice role-playing the activity and then present their role plays to the class.

INTERACTIONS

Divide the class into pairs and have students practice conversations based on the skeletal models. Then call on students to present their conversations to the class.

INTERVIEW

Have students circulate around the room to conduct their interviews and then report back to the class.

TALK ABOUT IT!

Call on a few different pairs of students to present the model dialogs. Then divide the

class into pairs and have students take turns using the models to ask and answer questions about the characters and situations depicted on the page. Then call on pairs to present conversations to the class.

THINK ABOUT IT!

Divide the class into pairs or small groups. Have students discuss the questions and then share their thoughts with the class.

PRONUNCIATION

Pronunciation exercises provide students with models of natural English pronunciation. The goal of these exercises is to enable learners to improve their own pronunciation and to understand the pronunciation of native speakers using English in natural conversational contexts.

Have students first focus on listening to the sentences. Say each sentence in the left column or play the audio one or more times and have students listen carefully and repeat. Next, focus on pronunciation. Have students say each sentence in the right column and then listen carefully as you say it or play the audio. If you wish, you can have students continue practicing the sentences to improve their pronunciation.

JOURNAL

The purpose of the *Side by Side* Journal activity is to show students how writing can become a vehicle for communicating thoughts and feelings. Have students begin a journal in a composition notebook. In these journals, students have the opportunity to write about things that are meaningful to them.

Have students write their journal entries at home or in class. Encourage students to use a dictionary to look up words they would like to use. They can share their written work with other students if appropriate. Then as a class, in pairs, or in small groups, have students discuss what they have written.

If time permits, you may want to write a response in each student's journal, sharing your own opinions and experiences as well as reacting to what the student has written. If you are keeping portfolios of students' work, these compositions serve as excellent examples of students' progress in learning English.

GRAMMAR FOCUS

Review the grammar charts in class. Have students do the grammar exercises either in class or at home. Then go over the answers in class and determine if any grammar points need further review or reinforcement.

LIFE SKILLS LESSONS (THE “YELLOW PAGES”)

Teaching strategies for each unit’s life skills lessons are customized for the specific content and competency objectives of each activity. See each Teacher’s Guide unit for detailed step-by-step instructions for the conversation, teamwork, critical thinking, problem solving, community task, life skills reading, narrative reading, and life skills writing activities. These Teacher’s Guide sections also offer multilevel variations for many activities, instructions for real-life reading and writing practice using the Life Skills Worksheets, and an array of multilevel expansion activities.

ASSESSMENT

Check-Up Tests

(Note: Have students use pencils for the Check-Up Tests.) Read item number 1 aloud. After students have identified the correct answer, show them how to fill in the bubble on the Answer Sheet. Have students do the Check-Up Test and then review the answers as a class.

Skills Check: Words

Explain to students that this is a list of words they have learned in the unit. Have students take turns reading each item aloud to the class. Have students put a check next to the item if they feel they have learned it. Encourage students to get a small notebook where they can write down words that are difficult for them.

Skills Check: I can . . .

Explain to students that this is a list of skills they have learned in the unit. Read each item aloud to the class. Ask a student to demonstrate the skill. Have students put a check next to the item if they feel they have learned it. Use this information to determine

which lessons you may want to review or reinforce for the entire class or for particular students.

SIDE BY SIDE GAZETTE

The magazine-style Gazette sections are ideal for use both at home and in class. Students can listen to the Gazette Audio CD included with their student books as they read the Gazette sections and complete the reproducible worksheets provided for some of the activities. Many teachers find that the most effective and time-efficient way to use the Gazettes is to have students complete the worksheets at home, go over them briefly in class, and devote more class time to the discussions and role-playing that are stimulated by many of the Gazette lessons. Here are some suggestions for using the various Gazette activities in class:

FEATURE ARTICLE

Have students read silently or follow along silently as the article is read aloud by you, by one or more students, or on the audio program. You may choose to introduce new vocabulary beforehand or have students encounter it within the context of the article. Ask students if they have any questions, and check understanding of vocabulary. (A Gazette Worksheet for each feature article provides valuable reading comprehension practice.)

FACT FILE

Present the information and have the class discuss it. (A Gazette Worksheet for each Fact File offers students important practice interpreting data in charts, graphs, and lists.)

BUILD YOUR VOCABULARY!

Have students look at the illustrations and identify any words they already know. Then say each word and have the class repeat it chorally and individually. Check students’ understanding and pronunciation of the words. (A Gazette Worksheet for each of these activities helps develop students’ word knowledge.)

AROUND THE WORLD

Divide the class into pairs or small groups and have students react to the photographs and answer the questions. Then have students report back to the class.

GLOBAL EXCHANGE

Have students read silently or follow along silently as the message is read aloud by you, by one or more students, or on the audio program. For additional practice, you can have students write back to the person and then share their writing with the class. You may also wish to have students correspond with a keypal on the Internet and then share their experience with the class.

WHAT ARE THEY SAYING?

Have students talk about the people and the situation in the cartoon 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. 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.

Multilevel Expansion Activities

This Teacher's Guide offers a rich variety of Multilevel Expansion Activities for review and reinforcement. Feel free to pick and choose or vary the activities to fit the particular ability-levels, needs, and learning styles of your students. Activity levels are indicated through a three-star system:

- ★ **One-star activities** are designed for *below-level* students who need extra support and some re-teaching of skills and content to master basic objectives;
- ★★ **Two-star activities** are for *at-level* students who are performing well in class and can benefit from reinforcement;
- ★★★ **Three-star activities** are for *above-level* students who want and deserve opportunities for enrichment and greater challenge.

See pages vi–vii for a complete description of these ability-levels.

While offering you these approaches and strategies for using *Side by Side Plus*, we hope that we have also conveyed the spirit: that the language-learning experience we create for our students is most effective when it is dynamic and interactive . . . responsive to our students' differing levels and learning styles . . . and fun!

Steven J. Molinsky
Bill Bliss

Scope and Sequence

ALL-SKILLS COMMUNICATION: LISTENING, SPEAKING, READING, WRITING

Unit	Topics, Vocabulary, & Math	Grammar	Functional Communication	Listening & Pronunciation	Writing
1	<ul style="list-style-type: none"> Personal information Meeting people Alphabet Spelling names aloud Cardinal numbers in addresses & telephone numbers 	<ul style="list-style-type: none"> To be: Introduction 	<ul style="list-style-type: none"> Meeting people 	<ul style="list-style-type: none"> Listening for personal information Pronouncing linked sounds 	<ul style="list-style-type: none"> Writing about yourself: Name, address, phone number, country of origin Filling out a form Addressing an envelope
2	<ul style="list-style-type: none"> Classroom objects Rooms in the home Cities, countries, & nationalities Places around town Classroom actions Giving & following instructions 	<ul style="list-style-type: none"> To be + location Subject pronouns 	<ul style="list-style-type: none"> Greeting people 	<ul style="list-style-type: none"> Listening for information about people's locations Pronouncing reduced <i>and</i> 	<ul style="list-style-type: none"> Making a list of classroom objects Writing information in a chart
3	<ul style="list-style-type: none"> Everyday activities Calling directory assistance Calling 911 Using a telephone directory 	<ul style="list-style-type: none"> Present continuous tense 	<ul style="list-style-type: none"> Checking understanding 	<ul style="list-style-type: none"> Listening and responding correctly to questions about people's actions Pronouncing reduced <i>What are</i> & <i>Where are</i> 	<ul style="list-style-type: none"> Writing about your current activities and the activities of friends Writing emergency telephone numbers
Gazette	<ul style="list-style-type: none"> Titles & nicknames Common leisure activities: playing instruments, sports, & games Culture concept: Greetings around the world Telephone numbers 	<ul style="list-style-type: none"> To be Present continuous tense 	<ul style="list-style-type: none"> Describing people's activities 	<ul style="list-style-type: none"> Listening to messages on a telephone answering machine 	<ul style="list-style-type: none"> Writing an e-mail or instant message to tell about yourself
4	<ul style="list-style-type: none"> Everyday activities Places around town Civics: Community service 	<ul style="list-style-type: none"> To be: Short answers Possessive adjectives 	<ul style="list-style-type: none"> Attracting someone's attention 	<ul style="list-style-type: none"> Listening & responding correctly to questions about activities Pronouncing deleted <i>h</i> 	<ul style="list-style-type: none"> Writing about a place in your community Writing names & addresses of places in a chart
5	<ul style="list-style-type: none"> Describing people & things Weather Reading a weather map Fahrenheit & Celsius temperatures 	<ul style="list-style-type: none"> To be: Yes/No questions, Short Answers Adjectives Possessive nouns 	<ul style="list-style-type: none"> Calling someone you know on the telephone 	<ul style="list-style-type: none"> Listening & responding correctly to requests for information Pronouncing yes/no questions with <i>or</i> 	<ul style="list-style-type: none"> Filling out a form Writing a friendly letter describing the weather and current activities Writing information in a chart
6	<ul style="list-style-type: none"> Describing activities & events Family members Reading a family tree diagram 	<ul style="list-style-type: none"> To be: Review Present continuous tense: Review Prepositions of location 	<ul style="list-style-type: none"> Introducing people 	<ul style="list-style-type: none"> Listening & making deductions Pronouncing stressed and unstressed words 	<ul style="list-style-type: none"> Writing a story about a scene Writing about a favorite photograph
Gazette	<ul style="list-style-type: none"> Family relations Classroom activities Culture concept: Extended & nuclear families 	<ul style="list-style-type: none"> To be Possessive adjectives 	<ul style="list-style-type: none"> Describing family members and family relationships 	<ul style="list-style-type: none"> Listening to and interpreting correctly radio weather forecasts 	<ul style="list-style-type: none"> Writing about your family Writing an e-mail or instant message to tell about the weather and current activities

CORRELATION and PLACEMENT KEY

Side by Side Plus 1 correlates with the following standards-based curriculum levels and assessment system score ranges:

NRS (National Reporting System) Educational Functioning Level	Low Beginning
SPL (Student Performance Level)	2
CASAS (Comprehensive Adult Student Assessment System)	181–190
BEST Plus (Basic English Skills Test)	401–417
BEST Oral Interview	16–28
BEST Literacy	8–35

For correlation keys to other major state and local curriculum frameworks, please visit: www.pearsonlongman.com/sidebysideplus

LIFE SKILLS, CIVICS, TEST PREPARATION, CURRICULUM STANDARDS AND FRAMEWORKS

Life Skills, Civics, & Test Preparation	EFF	SCANS/Employment Competencies	CASAS	LAUSD	Florida*
<ul style="list-style-type: none"> Personal information & forms Information on an envelope Common abbreviations in addresses Forms of identification 	<ul style="list-style-type: none"> Gather information Cooperate with others 	<ul style="list-style-type: none"> Sociability Acquire & evaluate information 	0.1.2, 0.1.4, 0.1.6, 0.2.1, 0.2.2, 2.4.1, 5.1.4, 7.4.7	1, 2, 3, 4, 5, 7, 8, 11b, 41, 58, 59, 60	2.01.04, 2.01.05, 2.05.01, 2.05.02, 2.08.01, 2.15.05, 2.16.02, 2.16.05
<ul style="list-style-type: none"> Classroom items Simple classroom commands School personnel School locations Locating classroom items Taking inventory 	<ul style="list-style-type: none"> Manage resources: Identify those resources you have; Determine where they are Work together Give direction 	<ul style="list-style-type: none"> Identify resources Participate as a member of a team See things in the mind's eye (Draw a picture or diagram) 	0.1.2, 0.1.4, 0.1.5, 6.0.2, 7.3.1, 7.3.2, 7.4.7	5, 9a, 15, 16, 17, 18, 59	2.05.01, 2.05.02, 2.08.01, 2.16.01, 2.16.02, 2.16.05, 2.16.08, 2.16.09, 2.16.12
<ul style="list-style-type: none"> Common classroom & home activities Asking about home activities Calling directory assistance Calling 911 Using a telephone directory 	<ul style="list-style-type: none"> Seek input from others Identify a strong sense of family 	<ul style="list-style-type: none"> Identify goal-relevant activities 	0.1.4, 0.1.5, 0.1.6, 0.2.4, 2.1.1, 2.1.2, 2.5.1, 7.4.7	9c, 11a, 12, 13, 19, 59	2.05.02, 2.06.01, 2.06.03, 2.06.05, 2.06.06, 2.10.02, 2.14.07, 2.16.01, 2.16.02, 2.16.05, 2.16.08, 2.16.12
<ul style="list-style-type: none"> Identifying people by appropriate titles Interpreting telephone messages on an answering machine 	<ul style="list-style-type: none"> Respect others & value diversity Use technology & other tools to accomplish goals 	<ul style="list-style-type: none"> Acquire & evaluate information Work with cultural diversity Work with technology (telephone answering device) 	0.1.4, 0.2.3, 0.2.4, 2.1.7, 2.7.2, 4.5.4	1, 4, 9c, 12	2.05.02, 2.06.02, 2.08.01, 2.14.07, 2.16.01, 2.16.02
<ul style="list-style-type: none"> Common classroom & home activities Asking about home activities Learning skill: Alphabetizing Civics: Community service 	<ul style="list-style-type: none"> Meet family needs & responsibilities Work within the big picture Observe critically 	<ul style="list-style-type: none"> Identify goal-relevant activities Responsibility Understand a social system (an apartment building & residents' activities) 	0.1.4, 0.2.4, 5.6.1, 7.2.3, 7.4.5, 7.4.7	9d, 12, 13, 22, 58, 59	2.07.08, 2.16.05, 2.16.10, 2.16.12
<ul style="list-style-type: none"> Describing people, things, & weather Using the telephone Interpreting a thermometer Weather reports Reading a weather map 	<ul style="list-style-type: none"> Seek input from others 	<ul style="list-style-type: none"> Sociability 	0.1.2, 0.2.2, 1.1.5, 2.1.8, 2.3.3, 7.4.7	6, 7, 28, 29, 59	2.05.01, 2.05.02, 2.06.01, 2.06.02, 2.13.01, 2.13.03, 2.16.01, 2.16.07, 2.16.11
<ul style="list-style-type: none"> Family relations Common activities Greeting & introducing Learning skill: Categorizing Eye contact & gestures 	<ul style="list-style-type: none"> Seek input from others Identify family relationships Develop & express sense of self Cooperate with others 	<ul style="list-style-type: none"> Sociability Self-esteem Participate as a member of a team 	0.1.1, 0.1.2, 0.1.4, 0.2.1, 0.2.4, 7.2.3, 7.4.7	6, 9b, 59	2.05.01, 2.05.02, 2.14.01, 2.16.02, 2.16.08, 2.16.11, 2.16.12
<ul style="list-style-type: none"> Family relations Common classroom activities Weather forecasts 	<ul style="list-style-type: none"> Identify the family system Identify supportive family relationships Respect others & value diversity Use technology & other tools to accomplish goals 	<ul style="list-style-type: none"> See things in the mind's eye (Interpret a chart; Draw a chart) Identify goal-relevant activities Work with cultural diversity 	0.1.5, 0.2.3, 2.3.3, 2.7.2	6, 12, 28	2.14.01, 2.16.02

EFF: Equipped for the Future (Content standards, Common activities, & Key activities for Citizen/Community Member, Worker, & Parent/Family role maps; EFF Communication and Reflection/Evaluation skills are covered in every chapter)

SCANS: Secretary's Commission on Achieving Necessary Skills (U.S. Department of Labor)

CASAS: Comprehensive Adult Student Assessment System

LAUSD: Los Angeles Unified School District (ESL Beginning High content standards)

Florida: Adult ESOL Low Beginning Standardized Syllabi

(*Florida benchmarks 2.15.06, 2.15.07, 2.15.08, 2.16.01, 2.16.02, 2.16.05, 2.16.12, 2.17.01, 2.17.02, and 2.17.03 are covered in every unit and therefore are not included in the listings above.)

Scope and Sequence

ALL-SKILLS COMMUNICATION: LISTENING, SPEAKING, READING, WRITING

Unit	Topics, Vocabulary, & Math	Grammar	Functional Communication	Listening & Pronunciation	Writing
7	<ul style="list-style-type: none"> Places around town Locating places Describing neighborhoods Describing apartments Reading a simple map Apartment ads Cardinal numbers indicating quantity 	<ul style="list-style-type: none"> Prepositions There is /There are Singular/Plural introduction 	<ul style="list-style-type: none"> Expressing gratitude 	<ul style="list-style-type: none"> Listening for information about neighborhoods & apartments Using rising intonation to check understanding 	<ul style="list-style-type: none"> Writing a description of a neighborhood Writing about your apartment building or home
8	<ul style="list-style-type: none"> Clothing Colors Shopping for clothing Money Price tags Cardinal numbers indicating money denominations, prices, & clothing sizes Store receipts 	<ul style="list-style-type: none"> Singular/Plural Adjectives This/That/These/Those 	<ul style="list-style-type: none"> Complimenting 	<ul style="list-style-type: none"> Listening for information about clothing items Pronouncing emphasized words 	<ul style="list-style-type: none"> Writing a description of clothing and colors
Gazette	<ul style="list-style-type: none"> Clothing, colors, and cultures Culture concept: People's homes around the world Civics concept: Urban, suburban, and rural communities Interpreting percents in a pie chart 	<ul style="list-style-type: none"> Singular/Plural Adjectives 	<ul style="list-style-type: none"> Describing clothing Complimenting Describing homes 	<ul style="list-style-type: none"> Listening for information in public address announcements in stores 	<ul style="list-style-type: none"> Writing an e-mail or instant message to describe your neighborhood
9	<ul style="list-style-type: none"> Language & nationalities Everyday activities Civics: Staying informed 	<ul style="list-style-type: none"> Simple present tense 	<ul style="list-style-type: none"> Hesitating 	<ul style="list-style-type: none"> Listening for –s vs. non –s endings in verbs contained in sentences Blending with <i>does</i> 	<ul style="list-style-type: none"> Writing about your city, language, and daily activities Writing information in a chart
10	<ul style="list-style-type: none"> Days of the week Habitual actions People's interests & activities Work schedules Bus destination signs 	<ul style="list-style-type: none"> Simple present tense: Yes/No questions, Negatives, Short answers 	<ul style="list-style-type: none"> Starting a conversation 	<ul style="list-style-type: none"> Listening for information about people's habitual actions Pronouncing reduced of 	<ul style="list-style-type: none"> Writing about usual activities during the week and on the weekend Writing about a work schedule
Gazette	<ul style="list-style-type: none"> Languages around the world Interpreting tables with number facts in millions Culture concept: Exercising around the world 	<ul style="list-style-type: none"> Simple present tense 	<ul style="list-style-type: none"> Describing everyday activities and interests 	<ul style="list-style-type: none"> Listening for information in a recorded telephone announcement 	<ul style="list-style-type: none"> Writing an e-mail or instant message to tell about activities & interests
11	<ul style="list-style-type: none"> Calendar Describing frequency of actions Describing people Time expressions Interpreting percentages related to adverbs of frequency 	<ul style="list-style-type: none"> Object pronouns Simple present tense: –s vs. non –s endings Have/Has Adverbs of frequency 	<ul style="list-style-type: none"> Reacting to information 	<ul style="list-style-type: none"> Pronouncing past tense endings Pronouncing deleted <i>h</i> Listening and making deductions 	<ul style="list-style-type: none"> Writing about close friends Writing about daily activities
12	<ul style="list-style-type: none"> Feelings & emotions Describing usual & unusual activities The education system School personnel & locations 	<ul style="list-style-type: none"> Contrast: Simple present & present continuous tenses 	<ul style="list-style-type: none"> Reacting to bad news 	<ul style="list-style-type: none"> Listening to distinguish questions about current vs. habitual actions Pronouncing reduced to 	<ul style="list-style-type: none"> Writing about a typical day in a city or town
Gazette	<ul style="list-style-type: none"> Traffic: A global problem Culture concept: Modes of transportation around the world Interpreting tables with number facts in millions 	<ul style="list-style-type: none"> Simple present tense 	<ul style="list-style-type: none"> Describing a problem Describing customary activities 	<ul style="list-style-type: none"> Listening for information in radio news reports 	<ul style="list-style-type: none"> Writing an e-mail or instant message to tell about yourself, family, & personal appearance

LIFE SKILLS, CIVICS, TEST PREPARATION, CURRICULUM STANDARDS AND FRAMEWORKS

Life Skills, Civics, & Test Preparation	EFF	SCANS/Employment Competencies	CASAS	LAUSD	Florida
<ul style="list-style-type: none"> Identifying & locating places in the community Identifying rooms, furniture, & fixtures in a residence Inquiring about residences, rentals, & neighborhoods Interpreting a map Apartment ads 	<ul style="list-style-type: none"> Seek input from others Provide for family members' safety & physical needs Gather information Cooperate with others 	<ul style="list-style-type: none"> Identify resources Acquire & evaluate information See things in the mind's eye (Interpret a map; Draw a simple map) Participate as a member of a team 	0.1.2, 0.1.4, 1.1.3, 1.4.1, 1.4.2, 2.2.1, 2.5.1, 2.5.3, 6.0.2, 7.4.7	9d, 22, 23, 38, 39, 59	2.05.01, 2.08.01, 2.09.04, 2.11.06, 2.11.08, 2.12.01, 2.12.02, 2.16.06, 2.16.08, 2.16.09
<ul style="list-style-type: none"> Clothing Asking for help Identifying clothing needs Money: Coins, Currency Clothing labels: Sizes, Prices, Colors Price tags Store receipts 	<ul style="list-style-type: none"> Manage resources Seek & receive assistance Resolve conflict & negotiate Interact in a way that is friendly & courteous Meet family needs & responsibilities 	<ul style="list-style-type: none"> Identify resources Serve clients/customers Negotiate Problem solving Sociability 	0.1.4, 1.1.6, 1.1.9, 1.2.1, 1.6.4, 1.3.9, 6.1.1, 7.4.7	9d, 30, 31, 33, 34, 59	2.08.01, 2.08.04, 2.11.01, 2.11.03, 2.11.04, 2.15.01, 2.16.04, 2.16.06, 2.16.07, 2.16.09
<ul style="list-style-type: none"> Clothing Store announcements Describing housing and neighborhoods 	<ul style="list-style-type: none"> Respect others & value diversity Analyze & use information Understand, interpret, & work with symbolic information Use technology & other tools to accomplish goals 	<ul style="list-style-type: none"> Work with cultural diversity See things in the mind's eye (Interpret a pie chart) Sociability 	0.1.4, 0.2.3, 1.1.3, 1.3.7, 1.3.9, 1.4.1, 2.7.2, 6.4.2, 6.7.4, 6.8.1	33, 34	2.08.01, 2.11.06, 2.15.01
<ul style="list-style-type: none"> Asking for and giving personal information: Name, city, language, daily activities Common activities Social interactions Civics: Staying informed 	<ul style="list-style-type: none"> Seek input from others Develop & express sense of self Promote values, ethics, & cultural heritage within the family Cooperate with others 	<ul style="list-style-type: none"> Sociability Self-esteem Participate as a member of a team 	0.1.4, 0.2.1, 0.2.4, 7.3.1, 7.3.2, 7.4.7	13, 59	2.05.02, 2.16.01, 2.16.02, 2.16.05
<ul style="list-style-type: none"> Common activities Ordering in a fast food restaurant Days of the week Work schedules Bus routes & signs 	<ul style="list-style-type: none"> Manage resources: Allocate time Offer clear input on own interests Identify a strong sense of family 	<ul style="list-style-type: none"> Allocate time Self-management Sociability 	0.1.2, 0.1.3, 0.1.4, 0.2.4, 2.2.1, 2.2.2, 2.2.3, 2.6.4, 4.1.6, 4.2.1, 6.7.3, 7.4.7	12, 13, 14a, 24, 37, 55, 59	2.02.04, 2.03.03, 2.05.02, 2.05.03, 2.08.03, 2.09.01, 2.14.07, 2.16.01, 2.16.02, 2.16.05
<ul style="list-style-type: none"> Describe common activities Interpreting recorded telephone announcements 	<ul style="list-style-type: none"> Analyze & use information Understand, interpret, & work with numbers & symbolic information Respect others & value diversity Use technology & other tools to accomplish goals 	<ul style="list-style-type: none"> See things in the mind's eye (Interpret a map) Acquire & evaluate information Work with cultural diversity Work with technology (recorded telephone announcement) 	0.2.3, 1.1.3, 2.1.7, 2.6.1, 2.7.2, 6.8.1	12, 23	2.05.02, 2.08.01
<ul style="list-style-type: none"> Family relations Family responsibilities Describing oneself Describing people at work Asking for tableware (Workbook) 	<ul style="list-style-type: none"> Manage resources: Allocate time Develop & express sense of self Identify a strong sense of family Interact in a way that is friendly 	<ul style="list-style-type: none"> Allocate time Self-esteem Sociability 	0.1.2, 0.1.4, 0.2.4, 7.4.7, 7.5.5	6, 12, 13, 59	2.02.02, 2.02.04, 2.05.02, 2.05.03, 2.08.03, 2.16.01, 2.16.03, 2.16.05, 2.16.07
<ul style="list-style-type: none"> Describing states of being Asking about home activities School personnel & locations 	<ul style="list-style-type: none"> Identify problems Work within the big picture Identify community needs & resources 	<ul style="list-style-type: none"> Self-management Creative thinking Understand an organizational system (workplace operations) 	0.1.4, 0.2.4, 2.2.2, 2.2.3, 7.4.7	16, 17, 24, 59, 60	2.01.01, 2.05.01, 2.05.02, 2.14.02, 2.16.02, 2.16.07
<ul style="list-style-type: none"> Describing modes of travel to work and school Interpreting traffic information & other information in radio newscasts 	<ul style="list-style-type: none"> Identify problems & alternative solutions Respect others & value diversity Analyze & use information Understand, interpret, & work with numbers Use technology & other tools to accomplish goals 	<ul style="list-style-type: none"> Acquire & evaluate information Work with cultural diversity 	0.2.3, 2.2.3, 2.7.2, 6.8.1	13, 24	2.08.01, 2.16.02

Scope and Sequence

ALL-SKILLS COMMUNICATION: LISTENING, SPEAKING, READING, WRITING

Unit	Topics, Vocabulary, & Math	Grammar	Functional Communication	Listening & Pronunciation	Writing
13	<ul style="list-style-type: none"> Occupations Expressing ability Looking for a job Help Wanted signs Want ads Responding to questions in a simple job interview Applying for a driver's license 	<ul style="list-style-type: none"> Can Have to 	<ul style="list-style-type: none"> Apologizing Expressing obligation Invitations 	<ul style="list-style-type: none"> Listening for information about occupational skills Pronouncing <i>can</i> & <i>can't</i> 	<ul style="list-style-type: none"> Filling out a job application form Writing about how to apply for a passport, marriage license, or loan Writing about what you have to do this week Making lists of skills
14	<ul style="list-style-type: none"> Describing future plans & intentions Weather forecasts Telling time Months of the year Seasons Dates Job application forms Ordinal numbers 	<ul style="list-style-type: none"> Future: Going to Time expressions Want to 	<ul style="list-style-type: none"> Asking the time Congratulating Expressing wants Making predictions 	<ul style="list-style-type: none"> Listening for time expressions Pronouncing <i>going to</i> & <i>want to</i> 	<ul style="list-style-type: none"> Writing about plans for tomorrow Writing months of the year Writing dates Filling out a form
Gazette	<ul style="list-style-type: none"> Time zones Culture concept: Notions of time and punctuality in different cultures 	<ul style="list-style-type: none"> Verb: To be Simple present tense Future: Going to 	<ul style="list-style-type: none"> Describing occupation 	<ul style="list-style-type: none"> Listening for movie listing information in a recorded telephone announcement 	<ul style="list-style-type: none"> Writing an e-mail or instant message to tell about plans for the weekend
15	<ul style="list-style-type: none"> Past actions & activities Ailments Making a doctor's appointment A medical exam Medical appointment cards Medicine labels Numbers: Interpreting a thermometer, medicine labels, & a dosage cup Staying healthy 	<ul style="list-style-type: none"> Past tense: Regular verbs, Introduction to irregular verbs 	<ul style="list-style-type: none"> Saying how you feel Describing an event 	<ul style="list-style-type: none"> Listening to distinguish statements in the present tense vs. the past tense Pronouncing past tense endings 	<ul style="list-style-type: none"> Writing about a party Writing about your meals yesterday
16	<ul style="list-style-type: none"> Reporting past actions & activities Giving reasons Giving excuses Job applications Using clock times in a narrative 	<ul style="list-style-type: none"> Past tense: Yes/No questions, Short answers, WH- questions, More irregular verbs Time expressions 	<ul style="list-style-type: none"> Giving an excuse 	<ul style="list-style-type: none"> Listening for specific information to complete a checklist Pronouncing <i>Did you</i> 	<ul style="list-style-type: none"> Writing about your activities yesterday Filling out a job application form
17	<ul style="list-style-type: none"> Television commercials Biographies & autobiographies Basic foods & food groups Ordering a meal Reading a simple menu Supermarket ads Food labels 	<ul style="list-style-type: none"> To be: Past tense 	<ul style="list-style-type: none"> Recommending products Describing physical states & emotions Telling about the past 	<ul style="list-style-type: none"> Listening to distinguish present vs. past facts Using correct intonation with yes/no questions and WH- questions 	<ul style="list-style-type: none"> Writing a brief autobiography about major life events (born, grew up, went to school, studied, moved) Writing about your childhood Making a shopping list
Gazette	<ul style="list-style-type: none"> Advertisements Opposites Culture concept: Shopping around the world 	<ul style="list-style-type: none"> Tense review Adjectives 	<ul style="list-style-type: none"> Describing products Telling about activities in the past 	<ul style="list-style-type: none"> Listening for information in radio advertisements 	<ul style="list-style-type: none"> Writing an e-mail or instant message to tell about what you did today

LIFE SKILLS, CIVICS, TEST PREPARATION, CURRICULUM STANDARDS AND FRAMEWORKS

Life Skills, Civics, & Test Preparation	EFF	SCANS/Employment Competencies	CASAS	LAUSD	Florida
<ul style="list-style-type: none"> • Occupations, abilities, & skills • Asking permission at work • Calling to explain absence • Help wanted signs • Want ads • Police/safety commands & signs 	<ul style="list-style-type: none"> • Develop & express sense of self • Plan: Set a goal; Develop an organized approach of activities & objectives • Define what one is trying to achieve • Interact in a way that is tactful • Reflect & evaluate • Work within the big picture 	<ul style="list-style-type: none"> • Identify human resources (work skills) • Self-management: Assess self accurately • Self-esteem • Understand an organizational system (motor vehicles department) • Participate as a member of a team 	0.1.2, 0.1.3, 0.2.4, 1.9.1, 2.2.2, 2.5.4, 2.5.7, 3.1.1, 3.3.3, 3.4.1, 4.1.2, 4.1.3, 4.1.5, 4.1.6, 4.1.8, 4.3.1, 4.4.1, 7.4.7	10, 14b, 42, 48, 49, 50, 51, 52, 53, 54, 57, 59, 60	2.01.01, 2.01.02, 2.01.03, 2.01.04, 2.01.07, 2.02.01, 2.02.03, 2.03.03, 2.05.01, 2.10.01, 2.10.03, 2.14.07, 2.15.05
<ul style="list-style-type: none"> • Asking & telling time • The calendar • Ordinal numbers • Months of the year • Filling out a form • National holidays in the United States & Canada (Workbook) 	<ul style="list-style-type: none"> • Create & pursue vision & goals • Make a prediction • Identify opportunities for each family member to experience success 	<ul style="list-style-type: none"> • Identify goal-relevant activities • Self-management: Set personal goals 	0.1.1, 0.1.2, 0.2.2, 0.2.4, 2.3.1, 2.3.2, 2.3.3, 2.5.4, 2.7.1, 4.1.6, 4.2.1, 7.4.7	3, 7, 13, 25, 26, 40, 55, 59, 60	2.01.03, 2.02.04, 2.05.02, 2.08.01, 2.08.03, 2.09.02, 2.14.07, 2.15.05, 2.16.02, 2.16.03
<ul style="list-style-type: none"> • Identifying time zones • Identifying occupations • Interpreting movie listings in telephone recorded announcements 	<ul style="list-style-type: none"> • Analyze & use information • Understand, interpret, & work with symbolic information • Respect others & value diversity • Use technology & other tools to accomplish goals 	<ul style="list-style-type: none"> • Acquire & evaluate information • Identify human resources (occupations) • Work with cultural diversity • Responsibility 	0.2.3, 2.1.3, 2.1.7, 2.6.2, 2.7.2, 4.1.8	13, 23, 50	2.01.01, 2.06.02, 2.08.02, 2.13.03
<ul style="list-style-type: none"> • Medical care: Parts of the body • Ailments • Calling for medical appointments • Calling for emergency assistance • Over-the-counter medications • Drug labels & dosages • Filling/Refilling prescriptions • Interpreting a Fahrenheit thermometer • Interpreting a dosage cup 	<ul style="list-style-type: none"> • Provide for safety & physical needs of family members and self • Seek & receive assistance 	<ul style="list-style-type: none"> • Self-management • Responsibility 	1.3.7, 2.1.2, 2.1.8, 2.3.2, 2.5.1, 3.1.1, 3.1.2, 3.1.3, 3.3.1, 3.3.2, 3.4.1, 3.5.9, 7.3.1, 7.4.7	19, 20, 21, 27, 32, 43, 44, 45, 46, 59, 60	2.06.05, 2.07.01, 2.07.02, 2.07.03, 2.07.04, 2.07.05, 2.07.06, 2.07.10, 2.08.01, 2.08.03, 2.16.02
<ul style="list-style-type: none"> • Apologizing for lateness at work • Providing information about education & employment record • Safety procedures: Earthquake, Clothing on fire (Workbook) • Eye contact & gestures (Workbook) 	<ul style="list-style-type: none"> • Manage resources: Allocate time • Balance individual roles & needs with those of the organization • Develop & express sense of self 	<ul style="list-style-type: none"> • Responsibility • Integrity • Allocate time 	0.1.1, 0.1.6, 1.3.7, 3.4.2, 4.1.2, 4.1.5, 4.3.1, 7.4.7	11c, 32, 47, 54, 59, 60	2.01.02, 2.01.03, 2.02.01, 2.03.03, 2.05.01, 2.05.02, 2.15.05, 2.16.02
<ul style="list-style-type: none"> • Basic foods & food groups • Food ads & labels • Learning skill: Categorizing • Common containers (Workbook) • System of weights using ounces & pounds (Workbook) 	<ul style="list-style-type: none"> • Promote family members' growth & development • Develop & express sense of self • Use math to solve problems 	<ul style="list-style-type: none"> • Self-management • Serve clients/customers • Responsibility • Self-esteem 	0.1.2, 0.1.3, 0.2.1, 0.2.4, 1.3.8, 1.6.1, 2.6.4, 6.1.1, 7.4.7	35, 36, 37, 59, 60	2.05.02, 2.07.09, 2.07.11, 2.11.01, 2.16.02, 2.16.05, 2.16.07, 2.16.10
<ul style="list-style-type: none"> • Interpreting advertisements 	<ul style="list-style-type: none"> • Analyze & use information • Respect others & value diversity • Use technology & other tools to accomplish goals 	<ul style="list-style-type: none"> • Acquire & evaluate information • Work with cultural diversity 	0.2.3, 1.1.7, 1.2.1, 1.2.5, 1.3.1, 2.7.2, 7.2.3	22, 34	2.11.01, 2.16.07, 2.16.10