

# SIDE by SIDE

THIRD EDITION

BOOK  
1



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# Scope and Sequence

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

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

**LIFESKILLS, TEST PREPARATION, CURRICULUM STANDARDS AND FRAMEWORKS**

<b>Lifeskills &amp; Test Preparation</b>	<b>EFF</b>	<b>SCANS/Employment Competencies</b>	<b>CASAS</b>	<b>LAUSD</b>	<b>LCPs</b>
<ul style="list-style-type: none"> <li>Personal information &amp; forms</li> <li>Information on an envelope</li> <li>Common abbreviations in addresses</li> </ul>	<ul style="list-style-type: none"> <li>Gather information</li> <li>Cooperate with others</li> </ul>	<ul style="list-style-type: none"> <li>Sociability</li> <li>Acquire &amp; evaluate information</li> </ul>	0.1.2, 0.1.4, 0.1.6, 0.2.1, 0.2.2, 2.4.1, 5.1.4	1, 2, 3, 4, 5, 7, 8, 11b, 41, 58, 60	18.06, 22.01, 22.02, 22.03, 25.01, 32.12, 33.02, 33.07
<ul style="list-style-type: none"> <li>Classroom items</li> <li>Simple classroom commands</li> <li>School personnel</li> <li>School locations</li> <li>Locating classroom items</li> </ul>	<ul style="list-style-type: none"> <li>Manage resources: Identify those resources you have; Determine where they are</li> <li>Work together</li> <li>Give direction</li> </ul>	<ul style="list-style-type: none"> <li>Identify resources</li> <li>Participate as a member of a team</li> <li>See things in the mind's eye (Draw a picture or diagram)</li> </ul>	0.1.2, 0.1.4, 0.1.5	9a, 15, 16, 17, 18	22.01, 22.02, 22.03, 33.01, 33.02, 33.04, 33.07, 33.09
<ul style="list-style-type: none"> <li>Common classroom &amp; home activities</li> <li>Asking about home activities</li> </ul>	<ul style="list-style-type: none"> <li>Seek input from others</li> <li>Identify a strong sense of family</li> </ul>	<ul style="list-style-type: none"> <li>Identify goal-relevant activities</li> </ul>	0.1.4, 0.1.5, 0.1.6, 0.2.4	9c, 11a, 12, 13	22.01, 33.01, 33.02, 33.04, 33.07, 33.09
<ul style="list-style-type: none"> <li>Identifying people by appropriate titles</li> <li>Interpreting telephone messages on an answering machine</li> </ul>	<ul style="list-style-type: none"> <li>Respect others &amp; value diversity</li> <li>Use technology &amp; other tools to accomplish goals</li> </ul>	<ul style="list-style-type: none"> <li>Acquire &amp; evaluate information</li> <li>Work with cultural diversity</li> <li>Work with technology (telephone answering device)</li> </ul>	0.1.4, 0.2.3, 0.2.4, 2.1.7, 2.7.2, 4.5.4	1, 4, 9c, 12	22.04, 25.01, 23.02, 32.08, 33.01, 33.02
<ul style="list-style-type: none"> <li>Common classroom &amp; home activities</li> <li>Asking about home activities</li> <li>Learning skill: Alphabetizing</li> </ul>	<ul style="list-style-type: none"> <li>Meet family needs &amp; responsibilities</li> <li>Work within the big picture</li> <li>Observe critically</li> </ul>	<ul style="list-style-type: none"> <li>Identify goal-relevant activities</li> <li>Responsibility</li> <li>Understand a social system (an apartment building &amp; residents' activities)</li> </ul>	0.1.4, 0.2.4, 7.2.3, 7.4.5	9d, 12, 13, 58	22.03, 33.07, 33.09
<ul style="list-style-type: none"> <li>Describing people, things, &amp; weather</li> <li>Using the telephone</li> <li>Interpreting a thermometer</li> <li>Weather reports</li> </ul>	<ul style="list-style-type: none"> <li>Seek input from others</li> </ul>	<ul style="list-style-type: none"> <li>Sociability</li> </ul>	0.1.2, 0.2.2, 1.1.5, 2.1.8, 2.3.3	6, 7, 28, 29	22.01, 22.02, 23.02, 30.01, 32.12, 33.01, 33.03
<ul style="list-style-type: none"> <li>Family relations</li> <li>Common activities</li> <li>Greeting &amp; introducing</li> <li>Learning skill: Categorizing</li> <li>Eye contact &amp; gestures</li> </ul>	<ul style="list-style-type: none"> <li>Seek input from others</li> <li>Identify family relationships</li> <li>Develop &amp; express sense of self</li> <li>Cooperate with others</li> </ul>	<ul style="list-style-type: none"> <li>Sociability</li> <li>Self-esteem</li> </ul>	0.1.1, 0.1.2, 0.1.4, 0.2.1, 0.2.4, 7.2.3	6, 9b	22.02, 22.03, 22.04, 31.01, 33.02, 33.09
<ul style="list-style-type: none"> <li>Family relations</li> <li>Common classroom activities</li> <li>Weather forecasts</li> </ul>	<ul style="list-style-type: none"> <li>Identify the family system</li> <li>Identify supportive family relationships</li> <li>Respect others &amp; value diversity</li> <li>Use technology &amp; other tools to accomplish goals</li> </ul>	<ul style="list-style-type: none"> <li>See things in the mind's eye (Interpret a chart; Draw a chart)</li> <li>Identify goal-relevant activities</li> <li>Work with cultural diversity</li> </ul>	0.1.5, 0.2.3, 2.3.3, 2.7.2	6, 12, 28	30.01, 31.01, 32.08, 33.02

**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 Low content standards)

**LCPs:** Literacy Completion Points (Florida & Texas: Level B Workforce Development Skills & Life Skills. The following LCPs are covered in every chapter: 32.01–32.05, 32.10, 32.13, 33.01, 33.02, 34.01–34.03)

# Scope and Sequence

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

Chapter	Topics, Vocabulary & Math	Grammar	Functional Communication	Listening & Pronunciation	Writing
	<ul style="list-style-type: none"> <li>Places around town</li> <li>Locating places</li> <li>Describing neighborhoods</li> <li>Describing apartments</li> <li>Cardinal numbers indicating quantity</li> </ul>	<ul style="list-style-type: none"> <li>Prepositions</li> <li>There is /There are</li> <li>Singular/Plural introduction</li> </ul>	<ul style="list-style-type: none"> <li>Expressing gratitude</li> </ul>	<ul style="list-style-type: none"> <li>Listening for information about neighborhoods &amp; apartments</li> <li>Using rising intonation to check understanding</li> </ul>	<ul style="list-style-type: none"> <li>Writing a description of a neighborhood</li> <li>Writing about your apartment building or home</li> </ul>
	<ul style="list-style-type: none"> <li>Clothing</li> <li>Colors</li> <li>Shopping for clothing</li> <li>Cardinal numbers indicating coin and currency denominations, prices, &amp; clothing sizes</li> </ul>	<ul style="list-style-type: none"> <li>Singular/Plural</li> <li>Adjectives</li> <li>This/That/These/Those</li> </ul>	<ul style="list-style-type: none"> <li>Complimenting</li> </ul>	<ul style="list-style-type: none"> <li>Listening for information about clothing items</li> <li>Pronouncing emphasized words</li> </ul>	<ul style="list-style-type: none"> <li>Writing a description of clothing and colors</li> </ul>
<b>Gazette</b>	<ul style="list-style-type: none"> <li>Clothing, colors, and cultures</li> <li>Culture concept: People's homes around the world</li> <li>Civics concept: Urban, suburban, and rural communities</li> <li>Interpreting percents in a pie chart</li> </ul>	<ul style="list-style-type: none"> <li>Singular/Plural</li> <li>Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Describing clothing</li> <li>Complimenting</li> <li>Describing homes</li> </ul>	<ul style="list-style-type: none"> <li>Listening for information in public address announcements in stores</li> </ul>	<ul style="list-style-type: none"> <li>Writing an e-mail or instant message to describe your neighborhood</li> </ul>
	<ul style="list-style-type: none"> <li>Language &amp; nationalities</li> <li>Everyday activities</li> </ul>	<ul style="list-style-type: none"> <li>Simple present tense</li> </ul>	<ul style="list-style-type: none"> <li>Hesitating</li> </ul>	<ul style="list-style-type: none"> <li>Listening for –s vs. non –s endings in verbs contained in sentences</li> <li>Blending with <i>does</i></li> </ul>	<ul style="list-style-type: none"> <li>Writing about your city, language, and daily activities</li> </ul>
	<ul style="list-style-type: none"> <li>Habitual actions</li> <li>People's interests &amp; activities</li> <li>Days of the week</li> <li>The calendar</li> <li>Language &amp; nationalities</li> </ul>	<ul style="list-style-type: none"> <li>Simple present tense: Yes/No questions, Negatives, Short answers</li> </ul>	<ul style="list-style-type: none"> <li>Starting a conversation</li> </ul>	<ul style="list-style-type: none"> <li>Listening for information about people's habitual actions</li> <li>Pronouncing reduced <i>of</i></li> </ul>	<ul style="list-style-type: none"> <li>Writing about usual activities during the week and on the weekend</li> </ul>
<b>Gazette</b>	<ul style="list-style-type: none"> <li>Languages around the world</li> <li>Interpreting tables with number facts in millions</li> <li>Culture concept: Exercising around the world</li> </ul>	<ul style="list-style-type: none"> <li>Simple present tense</li> </ul>	<ul style="list-style-type: none"> <li>Describing everyday activities and interests</li> </ul>	<ul style="list-style-type: none"> <li>Listening for information in a recorded telephone announcement</li> </ul>	<ul style="list-style-type: none"> <li>Writing an e-mail or instant message to tell about activities &amp; interests</li> </ul>
	<ul style="list-style-type: none"> <li>Describing frequency of actions</li> <li>Describing people</li> <li>The calendar</li> <li>Time expressions</li> <li>Interpreting percentages related to adverbs of frequency</li> </ul>	<ul style="list-style-type: none"> <li>Object pronouns</li> <li>Simple present tense: –s vs. non –s endings</li> <li>Have/Has</li> <li>Adverbs of frequency</li> </ul>	<ul style="list-style-type: none"> <li>Reacting to information</li> </ul>	<ul style="list-style-type: none"> <li>Pronouncing past tense endings</li> <li>Pronouncing deleted <i>h</i></li> <li>Listening and making deductions</li> </ul>	<ul style="list-style-type: none"> <li>Writing about close friends</li> <li>Writing about daily activities</li> </ul>
	<ul style="list-style-type: none"> <li>Feelings &amp; emotions</li> <li>Describing usual &amp; unusual activities</li> </ul>	<ul style="list-style-type: none"> <li>Contrast: Simple present &amp; present continuous tenses</li> </ul>	<ul style="list-style-type: none"> <li>Reacting to bad news</li> </ul>	<ul style="list-style-type: none"> <li>Listening to distinguish questions about current vs. habitual actions</li> <li>Pronouncing reduced <i>to</i></li> </ul>	<ul style="list-style-type: none"> <li>Writing about a typical day in a city or town</li> </ul>

**LIFESKILLS, TEST PREPARATION, CURRICULUM STANDARDS AND FRAMEWORKS**

Lifeskills & Test Preparation	EFF	SCANS/Employment Competencies	CASAS	LAUSD	LCPs
<ul style="list-style-type: none"> <li>Identifying &amp; locating places in the community</li> <li>Identifying rooms, furniture, &amp; fixtures in a residence</li> <li>Inquiring about residences, rentals, &amp; neighborhoods</li> <li>Interpreting a map</li> <li>Clothing</li> <li>Asking for help</li> <li>Identifying clothing needs</li> <li>Money: Coins, Bills</li> <li>Clothing labels: Sizes, Prices, Colors</li> </ul>	<ul style="list-style-type: none"> <li>Seek input from others</li> <li>Provide for family members' safety &amp; physical needs</li> <li>Gather information</li> <li>Manage resources</li> <li>Seek &amp; receive assistance</li> <li>Resolve conflict &amp; negotiate</li> <li>Interact in a way that is friendly &amp; courteous</li> <li>Meet family needs &amp; responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Identify resources</li> <li>Acquire &amp; evaluate information</li> <li>See things in the mind's eye (Interpret a map; Draw a simple map)</li> <li>Identify resources</li> <li>Negotiate</li> <li>Problem solving</li> <li>Sociability</li> </ul>	<p>0.1.2, 0.1.4, 1.1.3, 1.4.1, 1.4.2, 2.2.1, 2.5.1, 2.5.3</p> <p>0.1.4, 1.1.6, 1.1.9, 1.2.1, 1.3.9</p>	<p>9d, 22, 23, 38, 39</p> <p>9d, 30, 31, 33, 34</p>	<p>22.03, 25.01, 28.04, 29.01, 33.04, 33.06</p> <p>22.03, 25.01, 25.05, 28.02, 28.03, 33.03, 33.05, 33.06</p>
<ul style="list-style-type: none"> <li>Clothing</li> <li>Store announcements</li> <li>Describing housing and neighborhoods</li> </ul>	<ul style="list-style-type: none"> <li>Respect others &amp; value diversity</li> <li>Analyze &amp; use information</li> <li>Understand, interpret, &amp; work with symbolic information</li> <li>Use technology &amp; other tools to accomplish goals</li> </ul>	<ul style="list-style-type: none"> <li>Work with cultural diversity</li> <li>See things in the mind's eye (Interpret a pie chart)</li> <li>Sociability</li> </ul>	<p>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</p>	<p>33, 34</p>	<p>28.02, 28.04, 32.09</p>
<ul style="list-style-type: none"> <li>Asking for and giving personal information: Name, city, language, daily activities</li> <li>Common activities</li> <li>Social interactions</li> </ul>	<ul style="list-style-type: none"> <li>Seek input from others</li> <li>Develop &amp; express sense of self</li> <li>Promote values, ethics, &amp; cultural heritage within the family</li> </ul>	<ul style="list-style-type: none"> <li>Sociability</li> <li>Self-esteem</li> </ul>	<p>0.1.4, 0.2.1, 0.2.4</p>	<p>13</p>	<p>18.02, 22.01, 33.01, 33.02, 33.07</p>
<ul style="list-style-type: none"> <li>Common activities: Daily life, sports, recreation, &amp; entertainment</li> <li>Ordering in a fast food restaurant</li> <li>Days of the week</li> </ul>	<ul style="list-style-type: none"> <li>Manage resources: Allocate time</li> <li>Offer clear input on own interests</li> <li>Identify a strong sense of family</li> </ul>	<ul style="list-style-type: none"> <li>Allocate time</li> <li>Self-management</li> <li>Sociability</li> </ul>	<p>0.1.2, 0.1.3, 0.1.4, 0.2.4, 2.6.4</p>	<p>12, 13, 14a, 37</p>	<p>20.02, 22.01, 25.03, 28.01, 33.01, 33.02, 33.07</p>
<ul style="list-style-type: none"> <li>Describe common activities</li> <li>Interpreting recorded telephone announcements</li> </ul>	<ul style="list-style-type: none"> <li>Analyze &amp; use information</li> <li>Understand, interpret, &amp; work with numbers &amp; symbolic information</li> <li>Respect others &amp; value diversity</li> <li>Use technology &amp; other tools to accomplish goals</li> </ul>	<ul style="list-style-type: none"> <li>See things in the mind's eye (Interpret a map)</li> <li>Acquire &amp; evaluate information</li> <li>Work with cultural diversity</li> <li>Work with technology (recorded telephone announcement)</li> </ul>	<p>0.2.3, 1.1.3, 2.1.7, 2.6.1, 2.7.2, 6.8.1</p>	<p>12, 23</p>	<p>22.01, 23.02, 32.08</p>
<ul style="list-style-type: none"> <li>Family relations</li> <li>Asking for tableware</li> <li>Describing oneself</li> </ul>	<ul style="list-style-type: none"> <li>Manage resources: Allocate time</li> <li>Develop &amp; express sense of self</li> <li>Identify a strong sense of family</li> <li>Interact in a way that is friendly</li> </ul>	<ul style="list-style-type: none"> <li>Allocate time</li> <li>Self-esteem</li> <li>Sociability</li> </ul>	<p>0.1.2, 0.1.4, 0.2.4</p>	<p>6</p>	<p>22.01, 22.03, 25.03, 33.01, 33.07, 33.08</p>
<ul style="list-style-type: none"> <li>Describing states of being</li> <li>Asking about home activities</li> </ul>	<ul style="list-style-type: none"> <li>Identify problems</li> <li>Work within the big picture</li> <li>Identify community needs &amp; resources</li> </ul>	<ul style="list-style-type: none"> <li>Self-management</li> <li>Creative thinking</li> <li>Understand an organizational system (workplace operations)</li> </ul>	<p>0.1.4, 0.2.4, 2.2.2, 2.2.3</p>	<p>24, 60</p>	<p>22.01, 22.03, 30.01, 33.02, 33.03</p>



# Scope and Sequence

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

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

**LIFESKILLS, TEST PREPARATION, CURRICULUM STANDARDS AND FRAMEWORKS**

Lifeskills & Test Preparation	EFF	SCANS/Employment Competencies	CASAS	LAUSD	LCPs
<ul style="list-style-type: none"> <li>Describing modes of travel to work and school</li> <li>Interpreting traffic information &amp; other information in radio newscasts</li> </ul>	<ul style="list-style-type: none"> <li>Identify problems &amp; alternative solutions</li> <li>Respect others &amp; value diversity</li> <li>Analyze &amp; use information</li> <li>Understand, interpret, &amp; work with numbers</li> <li>Use technology &amp; other tools to accomplish goals</li> </ul>	<ul style="list-style-type: none"> <li>Acquire &amp; evaluate information</li> <li>Work with cultural diversity</li> </ul>	0.2.3, 2.2.3, 2.7.2, 6.8.1	13, 24	26.01, 32.08, 33.02
<ul style="list-style-type: none"> <li>Occupations, abilities, &amp; skills</li> <li>Requesting permission to leave work</li> <li>Calling to explain absence</li> <li>“Help wanted” signs</li> <li>Classified ads</li> <li>Police/safety commands &amp; signs</li> </ul>	<ul style="list-style-type: none"> <li>Develop &amp; express sense of self</li> <li>Plan: Set a goal; Develop an organized approach of activities &amp; objectives</li> <li>Define what one is trying to achieve</li> <li>Interact in a way that is tactful</li> <li>Reflect &amp; evaluate</li> <li>Work within the big picture</li> </ul>	<ul style="list-style-type: none"> <li>Identify human resources (work skills)</li> <li>Self-management: Assess self accurately</li> <li>Self-esteem</li> <li>Understand an organizational system (motor vehicles department)</li> </ul>	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	10, 14b, 42, 48, 49, 50, 51, 52, 53, 54, 57, 60	18.01, 18.02, 18.03, 18.06, 19.01, 20.02, 22.03, 26.05, 27.02
<ul style="list-style-type: none"> <li>Asking &amp; telling time</li> <li>Congratulating</li> <li>National holidays in the United States &amp; Canada</li> <li>The calendar</li> <li>Ordinal numbers</li> <li>Months of the year</li> <li>Filling out a form</li> </ul>	<ul style="list-style-type: none"> <li>Create &amp; pursue vision &amp; goals</li> <li>Make a prediction</li> <li>Identify opportunities for each family member to experience success</li> </ul>	<ul style="list-style-type: none"> <li>Identify goal-relevant activities</li> <li>Self-management: Set personal goals</li> </ul>	0.1.1, 0.1.2, 0.2.2, 0.2.4, 2.3.1, 2.3.2, 2.3.3, 2.7.1	3, 7, 13, 25, 26, 40, 60	25.01, 25.02, 25.03, 25.04, 29.03, 30.01, 33.02, 33.08
<ul style="list-style-type: none"> <li>Identifying time zones</li> <li>Identifying occupations</li> <li>Interpreting movie listings in telephone recorded announcements</li> </ul>	<ul style="list-style-type: none"> <li>Analyze &amp; use information</li> <li>Understand, interpret, &amp; work with symbolic information</li> <li>Respect others &amp; value diversity</li> <li>Use technology &amp; other tools to accomplish goals</li> </ul>	<ul style="list-style-type: none"> <li>Acquire &amp; evaluate information</li> <li>Identify human resources (occupations)</li> <li>Work with cultural diversity</li> <li>Responsibility</li> </ul>	0.2.3, 2.1.3, 2.6.2, 2.7.2, 4.1.8	13, 23, 50	19.01, 23.02, 25.02, 30.02, 32.08
<ul style="list-style-type: none"> <li>Medical care: Parts of the body</li> <li>Ailments</li> <li>Calling for medical appointments</li> <li>Calling for emergency assistance</li> <li>Over-the-counter medications</li> <li>Drug labels &amp; dosages</li> <li>Filling/Refilling prescriptions</li> <li>Interpreting a Fahrenheit thermometer</li> <li>Interpreting a dosage cup</li> </ul>	<ul style="list-style-type: none"> <li>Provide for safety &amp; physical needs of family members and self</li> <li>Seek &amp; receive assistance</li> </ul>	<ul style="list-style-type: none"> <li>Self-management</li> <li>Responsibility</li> </ul>	1.3.7, 2.1.2, 2.1.8, 2.5.1, 3.1.1, 3.1.2, 3.3.1, 3.3.2	19, 20, 21, 32, 43, 44, 45, 60	22.03, 23.01, 24.01, 24.03, 24.04, 33.02
<ul style="list-style-type: none"> <li>Apologizing for lateness at work</li> <li>Safety procedures: Earthquake, Clothing on fire</li> <li>Eye contact &amp; gestures</li> </ul>	<ul style="list-style-type: none"> <li>Manage resources: Allocate time</li> <li>Balance individual roles &amp; needs with those of the organization</li> <li>Develop &amp; express sense of self</li> </ul>	<ul style="list-style-type: none"> <li>Responsibility</li> <li>Integrity</li> <li>Allocate time</li> </ul>	0.1.1, 0.1.6, 1.3.7, 3.4.2, 4.3.1	11c, 32, 47, 60	19.01, 22.01, 22.04, 27.01, 33.02
<ul style="list-style-type: none"> <li>Basic foods &amp; common containers</li> <li>System of weights using ounces &amp; pounds</li> <li>Food ads</li> <li>Learning skill: Categorizing</li> </ul>	<ul style="list-style-type: none"> <li>Promote family members’ growth &amp; development</li> <li>Develop &amp; express sense of self</li> <li>Use math to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>Self-management</li> <li>Serve clients/customers</li> <li>Responsibility</li> <li>Self-esteem</li> </ul>	0.1.3, 0.2.1, 0.2.4, 1.3.8, 1.6.1	35, 36, 60	22.01, 22.03, 28.01, 28.03, 32.07, 33.02, 33.03, 33.07
<ul style="list-style-type: none"> <li>Interpreting advertisements</li> </ul>	<ul style="list-style-type: none"> <li>Analyze &amp; use information</li> <li>Respect others &amp; value diversity</li> <li>Use technology &amp; other tools to accomplish goals</li> </ul>	<ul style="list-style-type: none"> <li>Acquire &amp; evaluate information</li> <li>Work with cultural diversity</li> </ul>	0.2.3, 1.1.7, 1.2.1, 1.2.5, 1.3.1, 2.7.2, 7.2.3	22, 34	28.03, 33.03

Dear Friends,

Thank you for choosing Side by Side as your English textbook!

The mission of Side by Side has always been to offer learners a dynamic and communicative approach to help them develop the language skills they need in order to use English effectively in daily life, in the community, in school, at work, and in general, to achieve their hopes and dreams.



While the curriculum comprehensively integrates lifeskills, workplace communication, and other relevant topics, Side by Side is solidly and proudly a grammar-based program that attempts to build upon our profession's most important developments in research and practice over the decades. The text's research-based grammatical sequence is rooted in the important work of linguists of the 1940s and 1950s. Its instructional methodology reflects the exciting innovations in communicative language teaching that emerged in the 1960s and 1970s. And the 21st-century relevance of its lifeskill topics is based on the past three decades of development of competency-based approaches to language instruction, including current national, state, and local standards-based curricula you can find in the Scope & Sequence on the previous pages.

The core methodology of Side by Side's communicative approach is the guided conversation – the brief dialog that engages students in meaningful conversational exchanges within carefully structured frameworks, and then encourages students to break away from the text and use these frameworks to create conversations on their own. This practice becomes the context and springboard for the reading, writing, listening, pronunciation, role-playing, and discussion activities that follow.

Our objective is to help you create a classroom environment in which students dynamically interact with each other – working together to develop their language skills "side by side." We also believe that language instruction is most powerful when it is joyful. There is magic in the power of humor, fun, games, and music to encourage students to take risks with their emerging language, to "play" with it, and to allow their personalities to shine through as their language skills increase.

As a new generation of language learners now uses this program, we believe more strongly than ever that as we meet the demands to fill our lesson plans with competencies and content, we must also take care to preserve our role as true teachers of language – helping students develop the competence and confidence to use English creatively to meet their own needs, life circumstances, and goals – today and in the future.

We are deeply honored by your support over the years, and we promise to continue working hard to help you provide students with a language learning experience that is dynamic . . . interactive . . . and fun!

**Steven J. Molinsky**  
**Bill Bliss**