

SIDE by SIDE

THIRD EDITION

BOOK
2



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Scope and Sequence

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

Chapter	Topics, Vocabulary, & Math	Grammar	Functional Communication	Listening & Pronunciation	Writing
1	<ul style="list-style-type: none"> Describing present, past, & future actions Birthdays & gifts Telling about friendships Days of the week Months of the year Seasons Everyday activities Past time expressions Reading a date using ordinal numbers 	<ul style="list-style-type: none"> Review of tenses: Simple Present, Present Continuous, Simple Past, Future: Going to Like to Time expressions Indirect object pronouns 	<ul style="list-style-type: none"> Talking about likes & dislikes Describing future plans & intentions 	<ul style="list-style-type: none"> Listening for correct tense in information questions Pronouncing contrastive stress 	<ul style="list-style-type: none"> Writing about your last birthday Writing about a friendship Filling out a personal information form
2	<ul style="list-style-type: none"> Food Buying food Being a guest at mealtime Describing food preferences 	<ul style="list-style-type: none"> Count/Non-count nouns 	<ul style="list-style-type: none"> Asking the location of items Making a suggestion Complimenting about food 	<ul style="list-style-type: none"> Listening for key words to determine subject matter of conversations Pronouncing reduced for 	<ul style="list-style-type: none"> Making a list of foods in the kitchen and their location Writing about favorite foods Writing about school
3	<ul style="list-style-type: none"> Buying food Describing food Eating in a restaurant Recipes Units of measure & their abbreviations Dollar amounts expressed in numerals 	<ul style="list-style-type: none"> Partitives Count/Non-count nouns Imperatives 	<ul style="list-style-type: none"> Asking for information Asking for and making recommendations about food Giving and following instructions 	<ul style="list-style-type: none"> Listening for key words to determine subject matter of conversations Pronouncing of before consonants & vowels 	<ul style="list-style-type: none"> Making a shopping list Writing a recipe Writing about a special meal Writing about a supermarket
Gazette	<ul style="list-style-type: none"> Food shopping Ordering fast food Interpreting statistics about food consumption Culture concept: Where people shop for food around the world 	<ul style="list-style-type: none"> Simple past tense Present tense Count/Non-count nouns 	<ul style="list-style-type: none"> Describing people's customs & consumer behavior 	<ul style="list-style-type: none"> Listening to & interpreting announcements in a supermarket correctly 	<ul style="list-style-type: none"> Writing an e-mail or instant message to tell about the meals you eat
4	<ul style="list-style-type: none"> Telling about the future Identifying life events Identifying health problems & injuries Probability Possibility Talking about favorite seasons Warnings Calling in sick Calling a school to report a child's absence 	<ul style="list-style-type: none"> Future tense: Will Time expressions Might 	<ul style="list-style-type: none"> Asking about & giving information about future events Asking for and making predictions Asking for repetition Expressing fears Providing reassurance 	<ul style="list-style-type: none"> Listening to & responding appropriately to a speaker in a telephone conversation Pronouncing going to 	<ul style="list-style-type: none"> Writing a note to a child's teacher to explain an absence Writing about your future—where you might live and work, and what might happen in your life Writing about plans for the weekend
5	<ul style="list-style-type: none"> Making comparisons Advice Expressing opinions Agreement & disagreement Teenager & parent relationships Community features & problems 	<ul style="list-style-type: none"> Comparatives Should Possessive pronouns 	<ul style="list-style-type: none"> Asking for & giving advice Agreeing & disagreeing Comparing things, places, & people Exchanging opinions 	<ul style="list-style-type: none"> Listening to determine the subject matter of a conversation Pronouncing yes/no questions with or 	<ul style="list-style-type: none"> Writing about a comparison of two places

LIFESKILLS, TEST PREPARATION, CURRICULUM STANDARDS & FRAMEWORKS

Lifeskills & Test Preparation	EFF	SCANS/Employment Competencies	CASAS	LAUSD	LCPs
<ul style="list-style-type: none"> Asking & answering personal information questions Providing information about family members Calendars, dates, & ordinal numbers Writing months, days, & dates Writing ordinal numbers 	<ul style="list-style-type: none"> Interact in a way that is friendly Identify family relationships Identify supportive friendships 	<ul style="list-style-type: none"> Sociability Allocate time 	0.1.2, 0.1.6, 0.2.1, 0.2.2, 0.2.4	1, 2, 3, 4, 5, 6, 7a, 11e	39.01, 39.02, 39.04, 49.03, 50.02
<ul style="list-style-type: none"> School personnel & locations Classroom instructions Computer components School registration Reading a class schedule The education system Learning skills: Chronological order, Steps in a process 	<ul style="list-style-type: none"> Manage resources: Identify those resources you have; Determine where they are 	<ul style="list-style-type: none"> Identify resources Understand an organizational system (a school; the education system) Work with technology 	0.1.2, 0.1.4, 0.1.5, 2.5.5, 4.5.1, 4.5.2	9a, 10c, 12, 13, 14, 15, 59, 60, 61	38.01, 39.04, 41.06, 48.02, 48.03, 50.07
<ul style="list-style-type: none"> Food containers & quantities Food weights & measures: Abbreviations Asking about availability & location of items in a store Food advertisements Food packaging & label information Reading a supermarket receipt Reading a menu & computing costs Ordering a meal 	<ul style="list-style-type: none"> Manage resources Understand, interpret, & work with numbers 	<ul style="list-style-type: none"> Identify resources Allocate money Serve clients/customers 	0.1.2, 0.1.3, 1.1.4, 1.1.7, 1.2.1, 1.2.2, 1.3.8, 1.3.9, 1.6.1, 2.6.4, 3.5.1, 6.6.4, 8.1.4	27, 30, 31, 32, 34, 35, 36	41.06, 42.02, 45.01, 45.03, 49.14, 50.07
<ul style="list-style-type: none"> Interpreting a narrative reading about people's customs & consumer behavior Interpreting statistical facts Ordering fast food Interpreting announcements over a store P.A. system 	<ul style="list-style-type: none"> Analyze & use information Identify community needs & resources Respect others & value diversity 	<ul style="list-style-type: none"> Acquire & evaluate information Identify resources Work with cultural diversity 	0.1.2, 1.1.7, 1.3.8	34, 36	41.06, 49.12, 50.02, 50.07
<ul style="list-style-type: none"> Small talk at work & at school Invitations & offers Asking for clarification 	<ul style="list-style-type: none"> Manage resources: Determine time of future events Interact in a way that is friendly Seek input from others Identify problems Provide for family members' needs Create a vision & goals for the future 	<ul style="list-style-type: none"> Sociability Identify goal-relevant activities Identify workplace safety problems & state warnings Self-management Responsibility 	0.1.2, 0.1.4, 0.1.6, 0.2.4, 2.5.5, 4.4.1	7, 9, 11, 16a, 55a	36.01, 36.02, 36.03, 36.04, 36.05, 37.04, 41.03, 49.12, 50.02
<ul style="list-style-type: none"> Small talk at work & at school Compliments Appropriate language in social situations Thank-you notes Expressing opinions 	<ul style="list-style-type: none"> Interact in a way that is friendly Seek input from others Guide & support others Identify supportive family relationships Meet family needs & responsibilities Advocate & influence 	<ul style="list-style-type: none"> Sociability Decision making Understand a social system (community) 	0.1.2, 0.1.4, 0.2.4	7, 10	37.04, 39.02, 39.03, 39.04, 50.04

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)
LCPs: Literacy Completion Points (Florida & Texas: Level C Workforce Development Skills & Life Skills. The following LCPs are covered throughout the text: 49.01–49.17, 50.01–50.08, 51.01–51.05)

Scope and Sequence

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

Chapter	Topics, Vocabulary, & Math	Grammar	Functional Communication	Listening & Pronunciation	Writing
6	<ul style="list-style-type: none"> Describing people, places, & things Identifying positive & negative personal qualities Expressing pride in a child's personal qualities Shopping in a department store Expressing opinions Identifying different types of stores and comparing prices, quality of products, convenience, & service 	<ul style="list-style-type: none"> Superlatives 	<ul style="list-style-type: none"> Expressing an opinion Offering assistance 	<ul style="list-style-type: none"> Listening to determine a speaker's attitude or opinion Pronouncing linking words with duplicated consonants 	<ul style="list-style-type: none"> Writing about the most important person in your life
Gazette	<ul style="list-style-type: none"> Interpreting numerical and descriptive facts about world records and geographic features Culture concept: Recreation & entertainment around the world 	<ul style="list-style-type: none"> Superlatives Adjectives with negative prefixes 	<ul style="list-style-type: none"> Interpreting factual statements Describing 	<ul style="list-style-type: none"> Listening to and interpreting radio advertisements correctly 	<ul style="list-style-type: none"> Writing an e-mail or instant message to tell about a favorite vacation place
7	<ul style="list-style-type: none"> Getting around town Places in the community Public transportation Following a map or diagram indicating directions to a destination 	<ul style="list-style-type: none"> Imperatives Directions 	<ul style="list-style-type: none"> Giving & following instructions Asking for repetition Asking for & giving recommendations 	<ul style="list-style-type: none"> Listening for specific information in directions Listening to make deductions about the location of conversations Pronouncing <i>could you</i> & <i>would you</i> 	<ul style="list-style-type: none"> Drawing a map & writing directions to your home Writing about how to get to different places in the community
8	<ul style="list-style-type: none"> Describing people's actions Occupations Asking for & giving feedback about job performance Identifying ways to improve performance at work & at school Describing plans & intentions Consequences of actions Superstitions 	<ul style="list-style-type: none"> Adverbs Comparative of adverbs Agent nouns If-clauses 	<ul style="list-style-type: none"> Expressing an opinion Expressing agreement Asking for & giving feedback Asking about & giving information about future plans Giving & receiving advice 	<ul style="list-style-type: none"> Listening to determine the correct consequences of actions Pronouncing contrastive stress 	<ul style="list-style-type: none"> Writing about something you want to do and the consequences of doing it Filling out a job application form
Gazette	<ul style="list-style-type: none"> Tips for a successful job interview Occupations Culture concept: Men's & women's jobs in different countries 	<ul style="list-style-type: none"> Adverbs Agent nouns 	<ul style="list-style-type: none"> Interpreting advice Describing self 	<ul style="list-style-type: none"> Listening to & interpreting announcements at a workplace correctly 	<ul style="list-style-type: none"> Writing an e-mail or instant message to tell about your skills & activities
9	<ul style="list-style-type: none"> Describing ongoing past activities Giving information about a robbery Describing a mishap Describing an accident 	<ul style="list-style-type: none"> Past continuous tense Reflexive pronouns While-clauses 	<ul style="list-style-type: none"> Asking about & giving information about past events Expressing concern about someone Expressing sympathy Reacting to bad news Describing a sequence of events 	<ul style="list-style-type: none"> Listening to make deductions about the context of conversations Pronouncing <i>did</i> & <i>was</i> 	<ul style="list-style-type: none"> Writing about preference for doing things alone or with other people

LIFESKILLS, TEST PREPARATION, CURRICULUM STANDARDS & FRAMEWORKS

Lifeskills & Test Preparation	EFF	SCANS/Employment Competencies	CASAS	LAUSD	LCPs
<ul style="list-style-type: none"> Shopping requests & locating items Understanding ATM instructions Interpreting a check Problems with purchases Returning & exchanging items Store sales Filling out a check Learning skill: Steps in a process 	<ul style="list-style-type: none"> Interact in a way that is friendly Identify a strong sense of family Advocate & influence Identify community resources Use technology to accomplish goals 	<ul style="list-style-type: none"> Sociability Integrity/Honesty Serve clients/customers Identify resources 	0.1.3, 0.1.4, 1.3.3, 1.3.9, 1.6.3, 1.8.1, 1.8.2, 8.1.4	10a, 28, 29, 30, 33, 59	42.03, 42.05, 45.01, 45.04, 45.06, 50.04
<ul style="list-style-type: none"> Interpreting statistical facts Interpreting radio advertisements 	<ul style="list-style-type: none"> Analyze & use information Understand, interpret, & work with numbers Respect others & value diversity 	<ul style="list-style-type: none"> Acquire & evaluate information Work with cultural diversity 	0.1.3, 1.3.9	30	49.04, 49.12, 50.04
<ul style="list-style-type: none"> Interpreting schedules in the community Locating places on a map Compass directions Reading a bus schedule Highway & traffic signs & symbols Police commands & traffic signs Postal services Simple written directions Drawing a map 	<ul style="list-style-type: none"> Identify community resources Seek & receive assistance Give direction Understand, interpret, & work with numbers & symbolic information 	<ul style="list-style-type: none"> Identify resources Communicate information See things in the mind's eye (Interpret a simple route map; Draw a simple route map) 	0.1.2, 1.1.4, 1.9.1, 2.2.1, 2.2.2, 2.4.2, 2.4.4, 2.5.4, 2.6.1, 2.6.2, 6.6.4	8a, 22, 23, 24, 31, 41, 42	36.04, 43.01, 43.02, 43.03, 46.01, 46.02, 49.09, 49.14
<ul style="list-style-type: none"> Help wanted ads Job interview questions about skills & work history Describing a work schedule Calling in sick & late Requesting a schedule change Employee accident reports Reading a paycheck stub Nonverbal behavior at the job interview 	<ul style="list-style-type: none"> Cooperate with others Work together Seek input from others Guide & support others Work within the big picture Create goals Reflect & evaluate 	<ul style="list-style-type: none"> Participate as a member of a team Self-management: Monitor progress Responsibility Decision making Self-esteem 	0.1.3, 0.2.1, 0.2.2, 4.1.2, 4.1.3, 4.1.5, 4.1.6, 4.1.7, 4.2.1, 4.3.4, 4.4.1, 4.4.3, 4.6.5	8, 51, 52, 53, 54, 55, 56, 57	35.01, 35.02, 35.03, 35.04, 35.05, 35.06, 35.07, 36.01, 36.02, 36.05, 36.06, 50.05
<ul style="list-style-type: none"> Identifying appropriate job interview behaviors, including dress, promptness, eye contact, speaking style, honesty, & confidence Identifying occupations Interpreting announcements over a workplace P.A. system 	<ul style="list-style-type: none"> Analyze & use information Develop & express sense of self Interact in a way that is friendly & courteous Respect others & value diversity 	<ul style="list-style-type: none"> Acquire & evaluate information Self-esteem Integrity/Honesty Sociability Work with cultural diversity 	0.2.1, 4.1.5, 4.1.6, 4.1.7	53, 54	35.01, 35.02, 35.06, 37.04, 49.12, 50.05
<ul style="list-style-type: none"> First-aid kit Calling 911 Describing a suspect's physical characteristics to the police Warning labels on household products First-aid procedures Learning skills: Categorizing words, Word sets 	<ul style="list-style-type: none"> Interact in a way that is friendly Identify problems Develop & express sense of self Identify resources Provide for family members' safety & physical needs 	<ul style="list-style-type: none"> Sociability Self-esteem Communicate information 	0.1.2, 0.1.4, 0.2.2, 0.2.4, 2.1.2, 3.4.1, 3.4.3, 7.2.3	3, 6, 7a, 7b, 10b, 20, 49, 50, 64	39.02, 40.03, 44.01, 49.03, 49.08, 50.02

Scope and Sequence

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

Chapter	Topics, Vocabulary, & Math	Grammar	Functional Communication	Listening & Pronunciation	Writing
10	<ul style="list-style-type: none"> Describing physical states & emotions Expressing past & future ability Expressing past & future obligation Giving an excuse Household problems 	<ul style="list-style-type: none"> Could Be able to Have got to Too + adjective 	<ul style="list-style-type: none"> Asking and telling about ability to do things Expressing obligation 	<ul style="list-style-type: none"> Listening for correct situation or context Pronouncing <i>have to</i> & <i>have got to</i> 	<ul style="list-style-type: none"> Writing about a time you were frustrated, disappointed, or upset Writing about an apartment or home
Gazette	<ul style="list-style-type: none"> Families & time Interpreting a table with number facts Home appliances Culture concept: Child-care around the world 	<ul style="list-style-type: none"> Tense review Have to / Have got to 	<ul style="list-style-type: none"> Describing daily life & customs 	<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 activities and occurrences during the week
11	<ul style="list-style-type: none"> Medical examinations Medical advice Health Foods Nutrition Home remedies 	<ul style="list-style-type: none"> Past tense review Count/Non-count noun review Must Mustn't vs. Don't have to Must vs. Should 	<ul style="list-style-type: none"> Asking for & giving advice Describing a future sequence of events Describing a past sequence of events Expressing concern 	<ul style="list-style-type: none"> Listening for key words to determine subject matter of conversations Pronouncing <i>must</i> & <i>mustn't</i> 	<ul style="list-style-type: none"> Making a list of healthy and unhealthy foods Writing about rules in life—at school, on the job, at home, in the community Filling out a medical history form
12	<ul style="list-style-type: none"> Everyday activities Describing future activities Expressing time & duration Making plans by telephone Borrowing & returning items Life cycle—stages & events Holidays Family members 	<ul style="list-style-type: none"> Future continuous tense Time expressions 	<ul style="list-style-type: none"> Asking and telling about future plans & activities Calling people on the telephone 	<ul style="list-style-type: none"> Listening to messages on a telephone answering machine Pronouncing contractions with <i>will</i> 	<ul style="list-style-type: none"> Writing about a family holiday celebration
13	<ul style="list-style-type: none"> Offering help Indicating ownership Neighbors Household problems Using the telephone to secure household repair services Car trouble Friends 	<ul style="list-style-type: none"> Some/Any Pronoun review Verb tense review 	<ul style="list-style-type: none"> Offering help Asking & telling about past events Asking for & giving advice Describing problems 	<ul style="list-style-type: none"> Listening for correct pronouns in conversations Listening to make deductions about the subject of conversations Pronouncing deleted <i>h</i> 	<ul style="list-style-type: none"> Writing about relying on friends for help Writing about a very good friend
Gazette	<ul style="list-style-type: none"> Communities—urban, suburban, & rural Interpreting a bar graph with population data in millions Household repair people Culture concept: Where friends gather in different countries around the world 	<ul style="list-style-type: none"> Present tense review Future tense review 	<ul style="list-style-type: none"> Describing community life Describing future events 	<ul style="list-style-type: none"> Listening to telephone conversations & answering machine messages to make deductions about the subject of conversations 	<ul style="list-style-type: none"> Writing an e-mail or instant message to tell about a future family celebration

LIFESKILLS, TEST PREPARATION, CURRICULUM STANDARDS & FRAMEWORKS

Lifeskills & Test Preparation	EFF	SCANS/Employment Competencies	CASAS	LAUSD	LCPs
<ul style="list-style-type: none"> Housing ads Inquiring about rentals Describing maintenance & repairs needed in a rental unit Reading a floor plan/diagram 	<ul style="list-style-type: none"> Interact in a way that is tactful Identify supportive friendships Reflect & evaluate 	<ul style="list-style-type: none"> Sociability Self-esteem See things in the mind's eye (Interpret a diagram) 	0.1.2, 0.1.4, 1.4.2, 1.4.7, 7.4.1	7b, 9b, 10a, 37, 38, 39, 62	39.03, 45.07, 45.08, 49.09, 50.04
<ul style="list-style-type: none"> Interpreting a narrative reading about daily life & customs Interpreting statistical facts in a table Interpreting telephone messages on an answering machine 	<ul style="list-style-type: none"> Analyze & use information Identify supportive family relationships Meet family needs & responsibilities Understand, interpret, & work with numbers 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) 	0.1.2, 0.2.4, 2.1.7, 7.4.1	7a, 18, 62	40.02, 48.04, 49.09, 49.12, 50.02
<ul style="list-style-type: none"> Identifying parts of the face & body Common symptoms Calling to report an absence Making a doctor appointment Procedures during a medical exam Common prescription & non-prescription medicines Interpreting medicine label dosages & instructions A note to the teacher explaining a child's absence 	<ul style="list-style-type: none"> Seek guidance & support from others Guide & support others Meet family needs & responsibilities 	<ul style="list-style-type: none"> Acquire & evaluate information Self-management Understand a social system 	0.1.2, 2.5.5, 3.1.1, 3.1.2, 3.2.1, 3.3.1, 3.3.2, 3.3.3	16, 43, 44, 45, 46, 47	41.01, 41.03, 41.04, 41.06, 48.01, 50.02, 50.07
<ul style="list-style-type: none"> Fahrenheit & celsius temperatures Temperature values Beginning & ending a telephone conversation Using the telephone directory: White pages, Government pages, & Yellow pages Phone messages Recorded telephone information 	<ul style="list-style-type: none"> Interact in a way that is friendly & courteous Manage resources: Allocate time Create a vision for the future Identify family relationships Identify a strong sense of family Gather information Identify community resources 	<ul style="list-style-type: none"> Identify goal-relevant activities Allocate time Self-esteem Acquire & evaluate information Identify resources Work with technology (recorded telephone announcements) 	0.1.4, 0.2.4, 1.1.5, 2.1.1, 2.1.7, 2.1.8, 2.3.2, 7.4.5	7a, 9, 17, 18, 19, 21, 25, 26, 58	39.02, 40.02, 40.04, 46.04, 47.01, 47.02, 50.02
<ul style="list-style-type: none"> Household repair problems Securing household repair services Reading a TV schedule Recorded telephone instructions Making a schedule 	<ul style="list-style-type: none"> Identify problems Interact in a way that is tactful Identify supportive friendships Identify problems Seek & receive assistance 	<ul style="list-style-type: none"> Participate as a member of a team Understand a social system (an apartment building & neighbors) Identify resources Work with technology (recorded telephone instructions) 	1.4.7, 2.1.7, 2.1.8, 2.6.1, 2.6.2	17, 18, 22, 39, 63	39.02, 39.03, 40.02, 40.04, 42.01, 45.08, 49.09, 50.02
<ul style="list-style-type: none"> Interpreting a narrative reading about types of communities Interpreting statistical facts in a bar graph Identifying home repair needs & home repair services 	<ul style="list-style-type: none"> Analyze & use information Identify community needs & resources Understand, interpret, & work with numbers & symbolic information Respect others & value diversity Use technology & other tools to accomplish goals 	<ul style="list-style-type: none"> Acquire & evaluate information Understand a social system (communities) See things in the mind's eye (Interpret a bar graph) Work with cultural diversity 	0.1.2, 0.2.4, 1.4.7, 7.4.1	7a, 39, 62	49.03, 49.09, 49.12, 50.02

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
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