



SIDE *by* SIDE

Plus

BOOK 4

Life Skills, Standards, &
Test Prep



PEARSON
Longman

Steven J. Molinsky • Bill Bliss

SIDE *by* SIDE

Plus

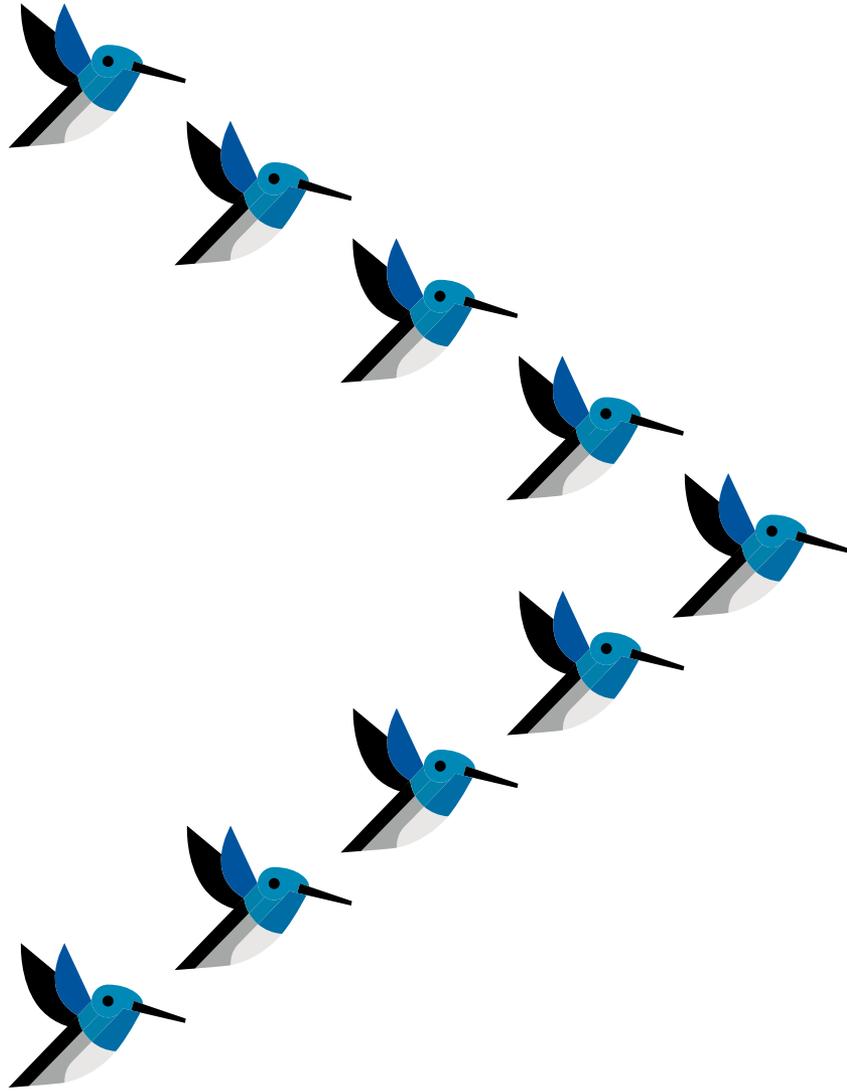
BOOK 4

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



Steven J. Molinsky • Bill Bliss

Illustrated by Richard E. Hill



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Red type indicates new standards-based lessons.

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Red type indicates new standards-based lessons.

Scope and Sequence

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

Unit	Topics & Vocabulary	Grammar	Functional Communication	Listening & Pronunciation	Writing
1	<ul style="list-style-type: none"> Describing actions that have occurred Describing actions that haven't occurred yet Discussing duration of activity Discussing things people had done Parent-school communication Notes to school Writing a personal letter Parenting 	REVIEW: <ul style="list-style-type: none"> Present perfect tense Present perfect continuous tense Past perfect tense Past perfect continuous tense 	<ul style="list-style-type: none"> Expressing ability Asking for & reporting information Expressing surprise Sharing news 	<ul style="list-style-type: none"> Listening to a narrative about tasks accomplished & indicating these tasks on a checklist Pronouncing reduced <i>have, has, & had</i> 	<ul style="list-style-type: none"> Writing about something you had worked hard to prepare for Making a list of reasons parents go to the office at a child's school Making a list of problems children sometimes have in school Identifying parts of a letter: date, salutation, body, closing, signature Writing notes to school to explain a child's absence, to excuse a child for a medical appointment, & to communicate concerns to a teacher Filling out a parent school volunteer form
2	<ul style="list-style-type: none"> Evaluating people's activities Job interviews Expressing possibility Making deductions Expressing concern about others Apologizing Recounting difficult situations Driving rules Directions Drawing a map Bus & train schedules Interactions with the police 	<ul style="list-style-type: none"> Perfect modals: Should have Might have May have Could have Must have 	<ul style="list-style-type: none"> Asking for & reporting information Expressing possibility Agreeing Apologizing Making a deduction Expressing obligation 	<ul style="list-style-type: none"> Listening to conversations & reaching conclusions about what people should have done Pronouncing reduced <i>have</i> 	<ul style="list-style-type: none"> Writing about how to do well at a job interview Writing a story about your English teacher Writing about something you should have done differently Writing out directions to your home & drawing a map Filling out a traffic accident report Filling out a driver's license application form
3	<ul style="list-style-type: none"> Discussing creative works Describing work tasks accomplished Discussing things that have happened to people Describing accomplishments Securing services Automobile repairs Historical narratives Discussing opinions Civics: U.S. history Making a timeline 	<ul style="list-style-type: none"> Passive voice Relative pronouns 	<ul style="list-style-type: none"> Expressing opinions Agreeing Asking for & reporting information Offering to do something Sharing news Small talk Reacting to good & bad news Expressing empathy Expressing opinions 	<ul style="list-style-type: none"> Listening & choosing the best line to continue a conversation Pronouncing reduced auxiliary verbs 	<ul style="list-style-type: none"> Writing about the history of the place where you were born or a place where you have lived Writing about students' rights & responsibilities in your school Creating a history timeline Creating an autobiographical timeline of life events
Gazette	<ul style="list-style-type: none"> Inventions that changed the world Timeline of major inventions Culture concept: Ancient & modern wonders of the world Interview with a photojournalist 	<ul style="list-style-type: none"> Passive voice 	<ul style="list-style-type: none"> Reporting about events Telling about places you would like to visit Describing background, education, & life events Using idiomatic expressions 	<ul style="list-style-type: none"> Listening to radio news reports & interpreting the facts 	<ul style="list-style-type: none"> Writing an e-mail or instant message to tell things that have happened to you recently

CORRELATION and PLACEMENT KEY

Side by Side Plus 4 correlates with the following standards-based curriculum levels and assessment system score ranges:

NRS (National Reporting System) Educational Functioning Level	High Intermediate
SPL (Student Performance Level)	5
CASAS (Comprehensive Adult Student Assessment System)	211–220
BEST Plus (Basic English Skills Test)	473–506
BEST Oral Interview	51–57
BEST Literacy	54–65

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"> • Parent/school communication • Making requests at a school office • Meeting with a child’s teacher • Problems children have in school • Critical thinking: Bullying in school • Parenting skills: Helping children succeed in school • Critical thinking/Culture concept: How parents in different countries participate in their children’s education 	<ul style="list-style-type: none"> • Interact in a way that is friendly • Create & pursue vision & goals • Define what one is trying to achieve • Identify family relationships • Meet family needs & responsibilities • Reflect & evaluate • Cooperate with others 	<ul style="list-style-type: none"> • Identify goal-relevant activities • Identify human resources (occupations, work skills) • Understand an organizational system (workplace operations) • Problem solving • Participate as a member of a team 	0.1.2, 0.2.2, 0.2.3, 2.5.5, 2.7.2, 3.5.7, 4.8.1, 4.8.7	3, 4a, 6, 10a, 10b	4.01.01, 4.02.07, 4.02.08, 5.01.01, 5.02.08
<ul style="list-style-type: none"> • Driving rules • Getting pulled over by the police • Asking for & giving directions • Drawing a map • Interpreting bus & train schedules • Calling for information about a bus or train schedule • Finding transportation schedule information on the Internet • Interactions with the police • Critical thinking: Ways the police & people in the community can help each other • Planning a trip using a map • Interpreting movie listings in a newspaper 	<ul style="list-style-type: none"> • Seek input from others • Plan: Set a goal • Reflect & evaluate • Interact in a way that is tactful • Identify community needs & resources • Reflect & evaluate 	<ul style="list-style-type: none"> • Acquire & evaluate information 	0.1.2, 2.2.1, 2.2.3, 2.2.4, 2.2.5, 2.6.1, 2.6.2, 2.6.3, 4.1.5, 4.1.7, 5.3.5, 5.3.7, 5.5.6, 7.2.2	5b, 9, 13, 16a, 16b, 18, 35b, 35c	4.01.01, 4.06.01, 4.06.02, 4.06.03, 5.01.01, 5.06.01, 5.06.02, 5.06.05
<ul style="list-style-type: none"> • Civics: U.S. history—World War I, the Great Depression, the New Deal, World War II, the United Nations, the Cold War, the Civil Rights Movement, September 11, 2001, the War in Iraq • Study skill: Creating a history timeline 	<ul style="list-style-type: none"> • Interact in a way that is friendly • Analyze & use information 	<ul style="list-style-type: none"> • Sociability • Identify goal-relevant activities • Serve clients/customers • Interpret & communicate information • See things in the mind’s eye (Interpret a timeline; Draw a timeline) 	0.1.2, 0.2.4, 4.8.1, 4.8.3, 5.2.1, 5.2.3	1a, 5a, 5b, 8a, 38b	4.01.01, 4.06.05, 5.01.01, 5.01.03
<ul style="list-style-type: none"> • Interpreting a narrative reading about famous inventions & their inventors • Interpreting a timeline of major inventions • Interpreting facts in radio news reports 	<ul style="list-style-type: none"> • Analyze & use information • Respect others & value diversity 	<ul style="list-style-type: none"> • Acquire & evaluate information • Work with cultural diversity 	2.7.2, 4.8.7, 5.2.5	6, 43	4.01.01, 4.01.03, 5.01.01

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 unit)

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 Intermediate High content standards)

Florida: Adult ESOL Course Standards (High Intermediate)

(* Florida standards beginning with prefix “4” indicate Low Intermediate benchmarks included for re-teaching or review. Florida standards beginning with prefix “5” indicate High Intermediate benchmarks.)

Scope and Sequence

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

Unit	Topics & Vocabulary	Grammar	Functional Communication	Listening & Pronunciation	Writing
4	<ul style="list-style-type: none"> Asking for information Indicating uncertainty Referring people to someone else Reporting a crime Reporting a missing person Returning & exchanging defective products Requesting product repair services Warranties Consumer complaints 	<ul style="list-style-type: none"> Embedded questions 	<ul style="list-style-type: none"> Asking for information Indicating that you don't know Inquiring about permissibility Describing a person 	<ul style="list-style-type: none"> Listening & deciding where a conversation is taking place Pronouncing reduced you 	<ul style="list-style-type: none"> Writing about things you wonder about the future Making a list of items bought in a store & reasons one might return them Filling out a product warranty card
5	<ul style="list-style-type: none"> Describing plans & intentions Consequences of actions Discussing future events Expressing hopes Asking for & giving reasons Making deductions Emergencies Reporting an emergency Responding to directions of emergency personnel Home fire safety Smoke detector instructions 	<ul style="list-style-type: none"> Conditional: Present real (If ___ will) Present unreal (If ___ would) Hope-clauses 	<ul style="list-style-type: none"> Expressing agreement Asking for & offering advice Expressing hopes Making a deduction 	<ul style="list-style-type: none"> Listening & making deductions based on information heard Pronouncing contractions with <i>would</i> 	<ul style="list-style-type: none"> Writing about what you would do if you won a million dollars Making a list of fire safety practices Drawing an escape plan for an apartment or home
Gazette	<ul style="list-style-type: none"> The expression of wishes & hopes in music Interpreting a table with number facts Culture concept: Traditions & customs for making wishes around the world Interviews with people about hypothetical plans for the future 	<ul style="list-style-type: none"> Present real conditional Present unreal conditional Hope-clauses Passive voice 	<ul style="list-style-type: none"> Making hypothetical statements about the future Describing traditions Using idiomatic expressions 	<ul style="list-style-type: none"> Listening to an automated telephone system & determining the correct number to press for specific needs 	<ul style="list-style-type: none"> Writing an e-mail or instant message to tell about your weekend plans
6	<ul style="list-style-type: none"> Advice Expressing wishes Job satisfaction Expressing ability Asking for & giving reasons Life in cities & suburbs Requesting bank services Opening a bank account Bank brochures Budget-planning strategies 	<ul style="list-style-type: none"> Present unreal conditional Wish-clauses 	<ul style="list-style-type: none"> Asking for & offering advice Giving a personal opinion Expressing wishes 	<ul style="list-style-type: none"> Listening & making deductions based on information heard Pronouncing reduced <i>would</i> 	<ul style="list-style-type: none"> Writing about something in your life you wish for Filling out a bank account application form Making a monthly household budget
7	<ul style="list-style-type: none"> Making deductions Discussing unexpected events Expressing wishes & hopes Consequences of actions Rumors Describing symptoms Following medical advice Community health care services Nutrition & food labels Over-the-counter medicine Medicine labels Safety procedures at work 	<ul style="list-style-type: none"> Past unreal conditional (If ___ would have) Wish-clauses 	<ul style="list-style-type: none"> Asking for & giving reasons Making a deduction Expressing wishes Empathizing Expressing hopes 	<ul style="list-style-type: none"> Listening to conversations & making deductions based on information heard Pronouncing reduced <i>have</i> 	<ul style="list-style-type: none"> Writing about a rumor at school or at work Writing about something in your life you wish you had done, but didn't Making a list of community health care providers Filling out a medical history form Filling out a workplace accident report

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"> • Explaining problems to store personnel • Returning & exchanging defective products • Requesting product repair services • Critical thinking: Comparing repair policies at different stores in the community • Interpreting product warranties • Problem-solving: Determining whether problems with products are covered by limited warranties • Consumer rights • Identifying ways to make consumer complaints • Math: Word problems about estimating cost; Interpreting charts & prices 	<ul style="list-style-type: none"> • Identify community needs & resources • Cooperate with others • Gather information • Understand, interpret, & work with numbers • Use math to solve problems 	<ul style="list-style-type: none"> • Serve clients/ customers • Participate as a member of a team • Acquire & evaluate information • Problem solving 	0.1.2, 1.6.2, 1.6.3, 4.8.1, 4.8.3, 5.2.1	21a, 21b	4.01.01, 4.04.01, 4.04.03, 4.04.05, 4.07.02, 5.01.01, 5.04.01, 5.04.02, 5.04.06
<ul style="list-style-type: none"> • Reporting an emergency • Heimlich maneuver • Responding to directions of emergency personnel • CPR (Cardiopulmonary resuscitation) • Identifying places in the community to learn CPR & other first-aid procedures • Interpreting a home fire safety poster • Interpreting & drawing a diagram of a home escape plan • Identifying home fire safety practices • Interpreting a smoke detector instructional manual • Drawing a floor plan of an apartment or home & identifying current and needed locations of smoke detectors • Interpreting a rental agreement 	<ul style="list-style-type: none"> • Seek input from others • Create & pursue vision & goals • Interact in a way that is friendly • Provide for family members' safety & physical needs • Cooperate with others • Use technology 	<ul style="list-style-type: none"> • Identify goal-relevant activities • Self-management: Set personal goals • Sociability • Participate as a member of a team • See things in the mind's eye (Interpret & draw a diagram) • Use technology 	0.1.2, 0.1.3, 1.4.3, 1.4.5, 1.4.8, 2.5.1, 3.1.1, 3.4.2, 4.3.3, 4.8.1, 7.2.2	5b, 7c, 9, 12, 24, 30b, 32	4.01.01, 4.07.01, 5.01.01, 5.01.06, 5.02.05, 5.04.05
<ul style="list-style-type: none"> • Interpreting a narrative reading about music that expresses wishes & hopes • Interpreting statistical information in a chart • Interpreting information & instructions on an airline automated telephone system 	<ul style="list-style-type: none"> • Analyze & use information • Understand, interpret, & work with numbers • Respect others & value diversity • Create & pursue vision & goals • Use technology 	<ul style="list-style-type: none"> • Acquire & evaluate information • Work with cultural diversity • Work with technology 	2.2.3, 2.6.3, 2.7.2, 4.8.7	6, 13, 43	4.01.01, 5.01.01, 5.01.02
<ul style="list-style-type: none"> • Requesting bank services • Opening a bank account • Identifying banks in the community • Types of bank accounts: Savings, checking • Interpreting a bank brochure & chart comparing different accounts offered • Budget-planning strategies • Math: Word problems with money; Interpreting utility bills 	<ul style="list-style-type: none"> • Seek input from others • Create & pursue vision & goals • Cooperate with others • Analyze & use information • Identify community resources • Manage resources • Meet family needs & responsibilities • Understand, interpret, & work with numbers • Use math to solve problems 	<ul style="list-style-type: none"> • Self-management: Set personal goals, Assess self accurately • Serve clients/ customers • Participate as a member of a team • Acquire & evaluate information • Allocate money 	0.1.2, 0.1.3, 1.4.4, 1.5.1, 1.5.3, 1.8.1, 1.8.2, 1.8.3, 4.8.1, 4.8.3	5a, 7c, 19, 20a, 20b, 22b, 22c	4.01.01, 4.04.01, 5.01.01, 5.01.02, 5.01.03, 5.04.01, 5.04.08
<ul style="list-style-type: none"> • Describing symptoms • Following medical advice • Identifying community health care providers & services • Nutrition • Interpreting nutrition facts on food labels • Critical thinking: Determining healthy & unhealthy ingredients in food • Over-the-counter medicine • Interpreting warnings on medicine labels • Interpreting a workplace safety poster • Identifying safety procedures at work • Interpreting a map of hurricane evacuation procedures • Interpreting safety signs & symbols 	<ul style="list-style-type: none"> • Meet family needs & responsibilities • Identify community resources • Gather information • Analyze & use information • Understand, interpret, & work with numbers • Understand & interpret symbolic information 	<ul style="list-style-type: none"> • Identify goal-relevant activities • Acquire & evaluate information • See things in the mind's eye (Interpret a chart) 	0.1.2, 2.5.3, 3.1.1, 3.1.3, 3.2.1, 3.3.1, 3.3.2, 3.3.3, 3.4.2, 3.5.1, 3.5.9, 4.3.1, 4.3.3, 4.3.4, 4.4.3, 7.2.2	9, 28, 29, 30a, 30c, 31, 32, 33, 39b	4.01.01, 4.03.08, 4.05.01, 4.05.04, 4.05.06, 4.07.01, 5.01.01, 5.01.02, 5.02.05, 5.03.08, 5.05.01, 5.05.02, 5.05.03, 5.05.04

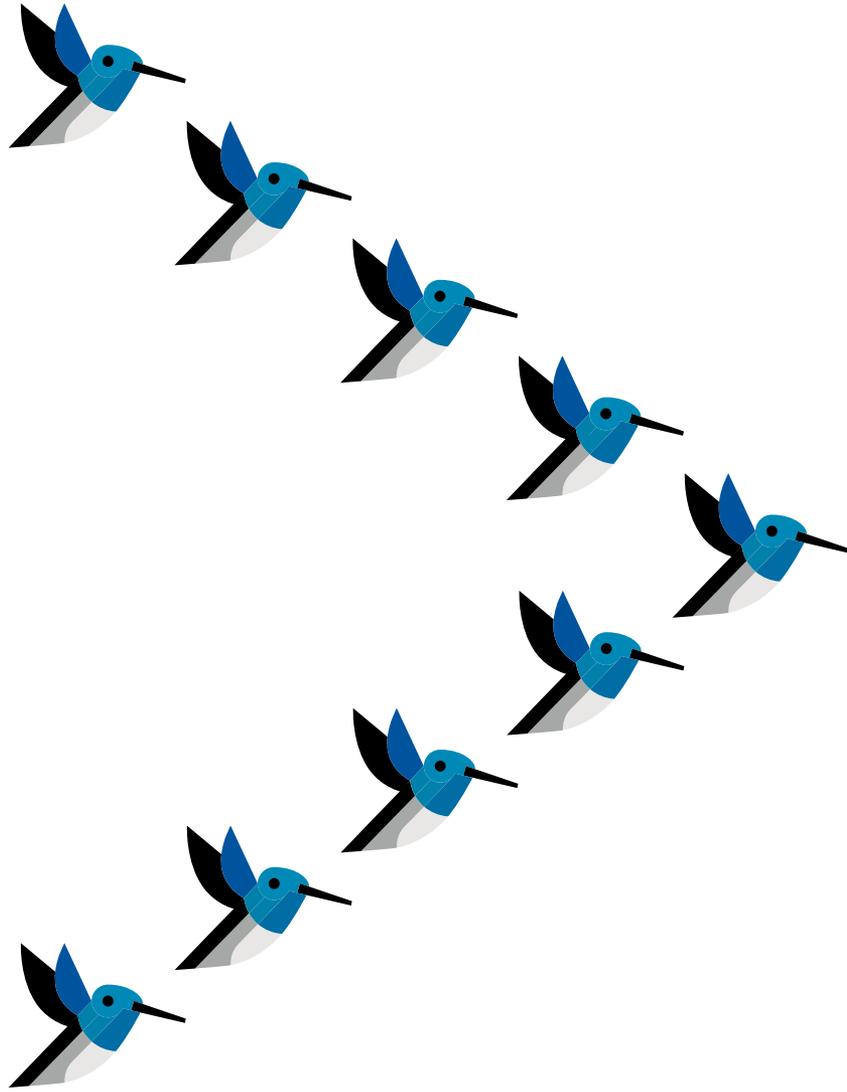
Scope and Sequence

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

Unit	Topics & Vocabulary	Grammar	Functional Communication	Listening & Pronunciation	Writing
8	<ul style="list-style-type: none"> Reporting what people have said Reporting information Leaving, taking, & conveying messages Job interviews Discussing feelings Advice Job interviews: Talking about personal qualities Asking appropriate questions Answering difficult questions Help wanted ads Resumes 	<ul style="list-style-type: none"> Reported speech Sequence of tenses 	<ul style="list-style-type: none"> Reporting information Expressing surprise Indicating lack of prior knowledge Asking for & giving reasons 	<ul style="list-style-type: none"> Listening to conversations & making deductions based on information heard Pronouncing reduced to 	<ul style="list-style-type: none"> Writing about a time when you needed advice Making a list of abbreviations in help wanted ads and their full-word equivalents Filling out a job application Making a personal timeline of work experience Writing a resume Writing a cover letter
Gazette	<ul style="list-style-type: none"> Job interview skills Interpreting a pie chart with information about job search strategies Determining appropriate job interview behavior Culture: Job interviews around the world Interview with a human resources manager 	<ul style="list-style-type: none"> Imperatives Passive voice Reported speech Sequence of tenses 	<ul style="list-style-type: none"> Describing job interviews Using idiomatic expressions 	<ul style="list-style-type: none"> Listening to voice-mail messages at work 	<ul style="list-style-type: none"> Writing an e-mail or instant message to tell about an interesting conversation you have had
9	<ul style="list-style-type: none"> Verifying Reporting information Expressing opinions Writing a personal letter Writing a business memo Feedback on job performance Following procedures Employee benefits Career advancement Work-related values 	<ul style="list-style-type: none"> Tag questions Emphatic sentences 	<ul style="list-style-type: none"> Asking for & reporting information Expressing surprise Expressing opinions Sharing news Congratulating Initiating topics Expressing agreement 	<ul style="list-style-type: none"> Listening to conversations & making deductions based on information heard Pronouncing tag intonation 	<ul style="list-style-type: none"> Writing a personal letter Writing a work memo Writing about positive feedback you have received Writing procedures for doing things at work or at school
10	<ul style="list-style-type: none"> Invitations Expressing disappointment Decision-making Consequences of actions Expressing concern about people Asking for assistance Civic rights & responsibilities Community legal services 	REVIEW: <ul style="list-style-type: none"> Verb tenses Conditionals Gerunds 	<ul style="list-style-type: none"> Invitations Expressing disappointment Calling attention to people's actions Apologizing Giving reasons Making a deduction Empathizing Offering to help 	<ul style="list-style-type: none"> Listening & making deductions about where conversations are taking place Pronouncing <i>would you</i> & <i>could you</i> 	<ul style="list-style-type: none"> Writing about an important decision you had to make & the advice people offered Making a list of community legal services
Gazette	<ul style="list-style-type: none"> Technology in our lives Interpreting a table with number facts Culture concept: Technology in action around the world Interviews with people about how technology has changed their lives 	<ul style="list-style-type: none"> Verb tense review 	<ul style="list-style-type: none"> Describing innovations in technology Describing the influence of technology in people's lives Using idiomatic expressions 	<ul style="list-style-type: none"> Listening to a store service department's automated telephone system & determining the correct number to press for specific needs 	<ul style="list-style-type: none"> Writing an instant message using common abbreviations

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"> • Job interviews: <ul style="list-style-type: none"> • Talking about personal qualities • Asking appropriate questions • Answering difficult interview questions • Critical thinking: <ul style="list-style-type: none"> • Personal qualities important for job applicants • Ways to learn about a company before an interview • Appropriate questions to ask during an interview • Interpreting help wanted ads • Interpreting a resume & cover letter 	<ul style="list-style-type: none"> • Identify family relationships • Develop & express sense of self • Cooperate with others 	<ul style="list-style-type: none"> • Exercise leadership • Identify goal-relevant activities • Identify human resources (occupations) • Identify human resources (work skills) • Self-esteem • Participate as a member of a team 	0.1.1, 0.1.2, 0.2.1, 0.2.3, 4.1.2, 4.1.3, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.4.1, 4.4.2, 4.6.5, 4.8.1, 7.1.3, 7.5.1, 7.5.2	1a, 3, 4b, 34, 35, 36, 37, 41	4.01.01, 4.03.02, 4.03.03, 4.03.04, 5.01.01, 5.03.02, 5.03.03, 5.03.04
<ul style="list-style-type: none"> • Interpreting a narrative reading about tips for a successful job interview • Interpreting statistical facts in a pie chart • Comparing two applicants' job prospects based on their interview behavior • Interpreting voice-mail messages at work 	<ul style="list-style-type: none"> • Analyze & use information • Define what one is trying to achieve • Develop & express sense of self • Interact in a way that is friendly & courteous • Understand, interpret, & work with numbers • Respect others & value diversity • Use technology 	<ul style="list-style-type: none"> • Acquire & evaluate information • Self-esteem • See things in the mind's eye (Interpret a pie chart) • Work with cultural diversity • Work with technology 	0.1.1, 0.1.2, 2.7.2, 4.1.3, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.8.7	6, 34, 35, 36, 43	4.01.01, 4.01.06, 5.01.01, 5.01.06
<ul style="list-style-type: none"> • Feedback on job performance • Following work procedures • Interpreting employee benefits information in a new employee manual • Career advancement • Identifying work-related values • Interpreting a pay stub 	<ul style="list-style-type: none"> • Develop & express sense of self • Seek input from others • Work together • Create & pursue vision & goals • Understand, interpret, & work with numbers 	<ul style="list-style-type: none"> • Self-esteem • Self-management: Assess self accurately • Identify human resources (work skills) • Participate as a member of a team • Identify goal-relevant activities 	0.1.2, 0.2.3, 4.2.1, 4.2.4, 4.4.1, 4.4.2, 4.4.4, 4.5.1, 4.5.4, 4.6.1, 4.8.1, 4.8.2, 7.1.3, 7.5.1, 7.5.2	4a, 5a, 5b, 8c, 8d, 38a, 40a, 40b, 41	4.01.01, 4.03.06, 4.03.07, 4.03.10, 5.01.01, 5.01.03, 5.03.06, 5.03.07, 5.03.09, 5.03.10
<ul style="list-style-type: none"> • Civics: Civic rights & responsibilities—obeying laws, paying taxes, keeping informed, getting involved, voting in elections, serving on a jury • Critical thinking: Important civic responsibilities • Interpreting a community legal services brochure • Project: Compiling a list of community legal services 	<ul style="list-style-type: none"> • Reflect & evaluate • Exercise rights & responsibilities • Identify community needs & resources • Gather information • Meet family needs & responsibilities 	<ul style="list-style-type: none"> • Acquire & evaluate information 	0.1.2, 0.1.3, 2.1.1, 2.5.1, 2.5.2, 4.8.1, 5.3.2, 5.6.1, 5.6.2, 5.6.3, 7.2.2	8a, 9, 26a, 26b, 26c	4.01.01, 4.02.04, 5.01.01, 5.02.04, 5.02.07
<ul style="list-style-type: none"> • Interpreting a narrative about technology in our lives • Interpreting statistical facts in a line graph • Interpreting a store service department's automated telephone system & determining the correct number to press for specific needs 	<ul style="list-style-type: none"> • Analyze & use information • Understand, interpret, & work with numbers • Understand, interpret, & work with symbolic information • Use technology 	<ul style="list-style-type: none"> • Acquire & evaluate information • See things in the mind's eye (Interpret a line graph) • Work with technology 	2.7.2, 4.8.7	6, 43	4.01.01, 5.01.01



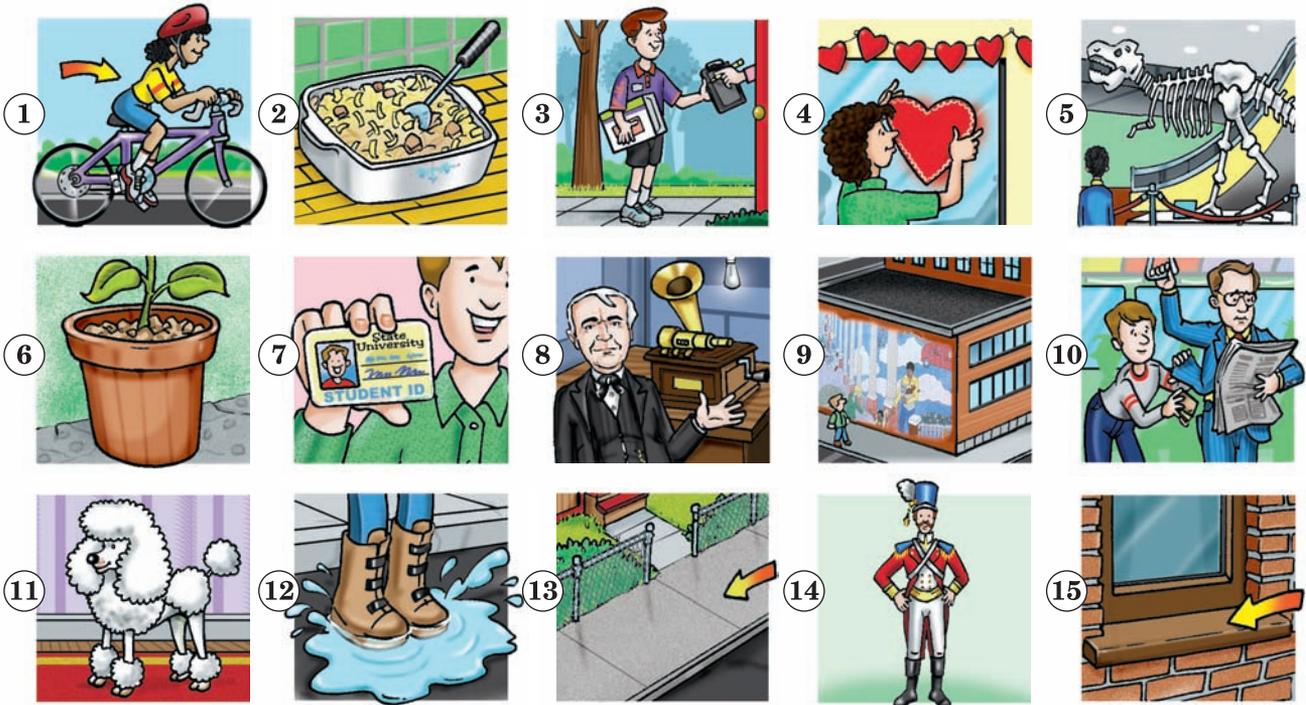


3

Passive Voice Relative Pronouns

- Discussing Creative Works
- Describing Work Tasks Accomplished
- Discussing Things That Have Happened to People
- Describing Accomplishments
- Securing Services
- Automobile Repairs
- Civics: U.S. History
- Making a Timeline
- Historical Narratives
- Discussing Opinions

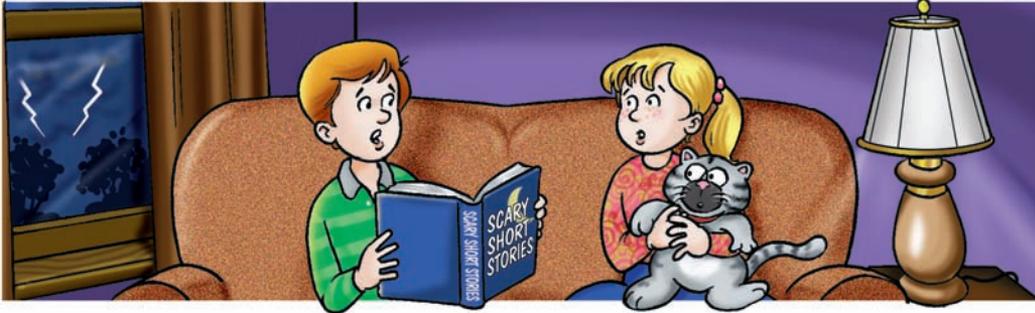
VOCABULARY PREVIEW



- | | | |
|----------------------|------------------------|----------------|
| 1. bicyclist | 6. flowerpot | 11. poodle |
| 2. casserole | 7. identification card | 12. puddle |
| 3. courier | 8. invention | 13. sidewalk |
| 4. decorations | 9. mural | 14. uniform |
| 5. dinosaur skeleton | 10. pickpocket | 15. windowsill |

This Is a Very Scary Short Story!

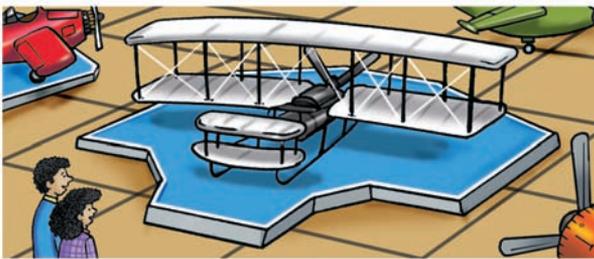
Edgar Allan Poe wrote this short story.
This short story **was written** by Edgar Allan Poe.



- A. This is a very scary short story!
- B. I think so, too.
- A. Who wrote it?
- B. I'm not sure. I think it **was written** by Edgar Allan Poe.



- A. This is a very elegant uniform!
- B. I think so, too.
- A. Who wore it?
- B. I'm not sure. I think it **was worn** by Napoleon.



- 1. This is a very old airplane!
fly • the Wright Brothers



- 2. This is a beautiful sonata!
compose • Mozart



3. This is really a fascinating movie!
direct • Fellini



4. This is a very funny political cartoon!
draw • Richard Hill



5. This is a very interesting invention!
invent • Thomas Edison



6. This is a magnificent portrait!
paint • Rembrandt



7. This is an amazing dinosaur skeleton!
find • archeologists in Asia



8. This is an impressive building!
design • Frank Lloyd Wright



9. This is a very good photograph of you!
take • Uncle George



10. This is a very sad poem!
write • Shakespeare



11. This is an extremely colorful mural!
do • the students at Central High School



12. This is a delicious tuna casserole!
make • Millie Swensen

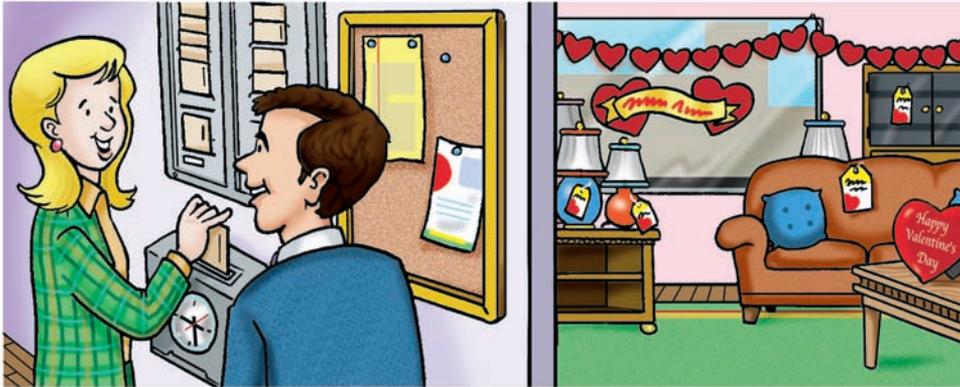
It's Already Been Written

Somebody has written the report.
The report **has been written**.

Somebody has hung up the decorations.
The decorations **have been hung up**.



- A. Do you want me to write the accident report?
- B. No. Don't worry about it. It's already **been written**.



- A. Do you want me to hang up the decorations?
- B. No. Don't worry about it. They've already **been hung up**.



1. *sweep the floor*



2. *do the dishes*



3. *set the alarm*



4. *set up the meeting room*



5. *give out the paychecks*



6. *distribute the mail*



7. *make the beds in Room 219*



8. *hide the teacher's birthday present*



9. *take out the trash*



10. *send the packages*



11. *feed the monkeys*



12. *sing the National Anthem*

Have You Heard About . . . ?



- A. Have you heard about Helen?
- B. No, I haven't. What happened?
- A. She **was given** a raise last week.
- B. That's great! That's the second time she's **been given** a raise this year!



- A. Have you heard about Henry?
- B. No, I haven't. What happened?
- A. He **was hurt** during a football game last week.
- B. That's terrible! That's the second time he's **been hurt** during a football game this year!



1. *Maria promoted*



2. *our mail carrier bitten by a dog*



3. *Aunt Martha invited to the White House*



4. *Stuart hit by a car*



5. *Mr. and Mrs. Tyler robbed*



6. *Jennifer offered a movie contract*



7. *Frank fired*



8. *Mrs. Mendoza taken to the hospital*



9. *Arthur rejected by the army*



10. *Diane sent to Honolulu on business*



11. *Albert chosen "Employee of the Month"*



12.

How to Say It!

Reacting to Good News



That's great!
That's fantastic!
That's wonderful!
That's great news!
That's fantastic news!
That's wonderful news!
I'm happy to hear that!
I'm glad to hear that!

Reacting to Bad News



That's terrible!
That's awful!
That's a shame!
That's a pity!
That's too bad!
What a shame!
What a pity!
How awful!
I'm sorry to hear that!

Practice the conversations in this lesson again. React to good and bad news in different ways.

ALAN ALMOST DIDN'T GET TO WORK THIS MORNING



Alan almost didn't get to work this morning. As he was leaving his apartment building, he was hit on the head by a flowerpot that had just fallen from a windowsill. As he was walking to the bus stop, he was bitten by a dog, stung* by a bee, and splashed by a car that had just driven through a puddle. And while he was waiting for the bus, he was almost run over by a bicyclist who was riding on the sidewalk.

While he was riding on the bus, his wallet was stolen by a pickpocket who was standing behind him. All his money and identification cards were taken. As he was walking into his office building, he was accidentally knocked down by the courier who delivers the overnight mail. And when Alan finally arrived at work an hour late, he was yelled at by a manager who was in a very bad mood.

Poor Alan! What a way to begin the day!

* sting—stung—stung

✓ READING CHECK-UP

TRUE, FALSE, OR MAYBE?

Answer True, False, or Maybe (if the answer isn't in the story).

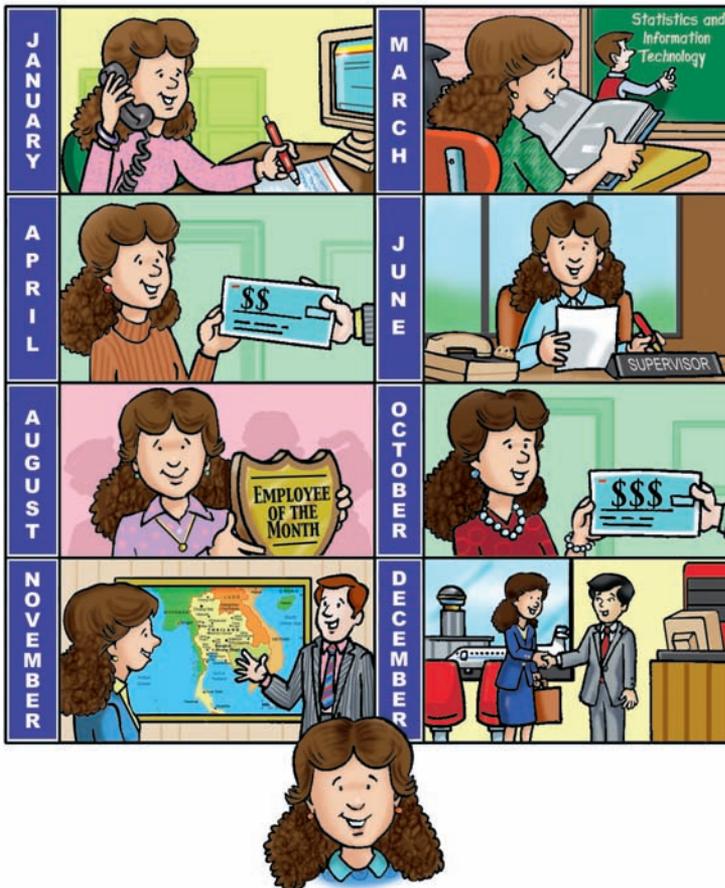
1. As Alan was leaving his apartment building, he was hit on the head by a windowsill.
2. As he was walking to the bus stop, a dog bit him, a bee stung him, and a car splashed him.
3. A bicyclist almost hit Alan.
4. Alan had a lot of money in his wallet.
5. Alan accidentally knocked down the courier who delivers the overnight mail.
6. Alan was yelled at because he wasn't on time for work.

How About You?

Have you ever had a bad day when everything went wrong? When? How did you feel? What happened?



READING



A VERY EXCITING YEAR

In January Amelia was hired as a secretary by the Inter-Tel Company, which makes international telephone equipment. In March she was sent to school by the company to study statistics and information technology. In April she was given a raise. Just two months later, she was promoted to the position of supervisor of her department.

In August she was chosen “Employee of the Month,” which is a great honor at Inter-Tel. In October she was given another raise. In November she was invited to apply for a position in the company’s overseas office in Bangkok. And in December she was given the new job and was flown to Thailand to begin work.

Amelia certainly has had a very exciting year. She can’t believe all the wonderful things that have happened to her since she was hired just twelve months ago.

✓ READING CHECK-UP

CHOOSE

- The interviewer liked Amelia’s resume, so she was given the .
a. raise
b. position
- After Amelia had worked at the company for five months, she was .
a. promoted
b. hired
- In August Amelia was “Employee of the Month.”
a. chosen
b. given
- In December she was sent overseas her company.
a. as
b. by
- Over one hundred people had the position in Bangkok.
a. been invited to
b. applied for
- Many wonderful things have happened to Amelia since she was twelve months ago.
a. hired
b. fired

How About You?



Tell about things that have happened to you during the past twelve months.

It's Being Repaired Right Now

Somebody is repairing my computer.
My computer is **being repaired**.



- A. Hello. Is this Carol's Computer Repair Shop?
- B. Yes, it is. Can I help you?
- A. Yes, please. This is Mr. Lopez. I'm calling about my computer. Has it **been repaired** yet?
- B. Not yet. It's **being repaired** right now.
- A. I see. Tell me, when can I pick it up?
- B. It'll be ready in about an hour.
- A. Thank you.

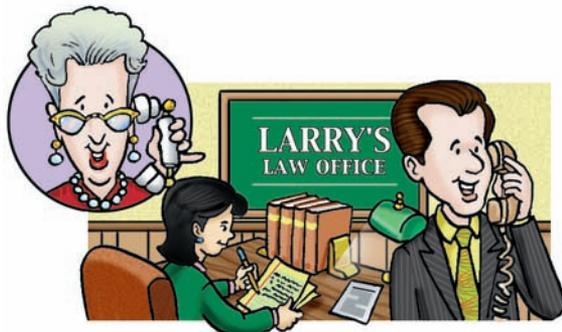
- A. Hello. Is this _____?
- B. Yes, it is. Can I help you?
- A. Yes, please. This is _____. I'm calling about my _____.
(Has it/Have they) been _____ yet?
- B. Not yet. (It's/They're) being _____ right now.
- A. I see. Tell me, when can I pick (it/them) up?
- B. (It'll/They'll) be ready in about an hour.
- A. Thank you.



1. Ms. Evans
VCR • fix



2. Ted Clark
pants • take in



3. Mrs. Withers
will • rewrite



4. Glen Burns
poodle • clip

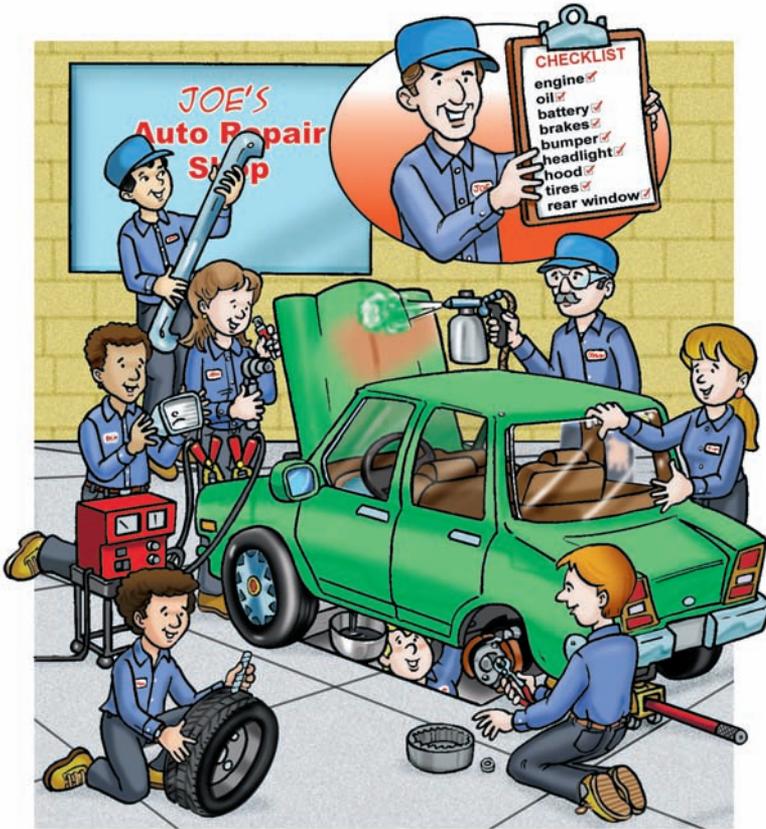


5. Jennifer Wu
wedding cake • make

6.



READING



JOE'S AUTO REPAIR SHOP

Wilma Jones has been having a lot of trouble with her car recently, so she decided to take it to Joe's Auto Repair Shop to be fixed. The car is being repaired there right now, and it is receiving a LOT of attention from Joe and the other mechanics at his shop.

The engine is being tuned up. The oil is being changed. The battery is being charged. The brakes are being adjusted. The front bumper is being repaired. The broken headlight is being replaced. The hood is being repainted. The tires are being checked. And the broken rear window is being fixed.

Wilma is aware that she'll probably be charged a lot of money for these repairs. But she's confident that her car will be returned to her in excellent condition by the fine people who work at Joe's Auto Repair Shop.

✓ READING CHECK-UP

Q & A

Wilma Jones is calling Joe's Auto Repair Shop to find out about her car. Using this model, make questions and answers based on the story.

- A. Have you *tuned up the engine* yet?
- B. *It's being tuned up* right now.

LISTENING

Listen and choose the best line to continue the conversation.

1. a. Do you want me to send them?
b. Who sent them?
2. a. Do you want me to make them?
b. Who made them?
3. a. Was your cat hurt badly?
b. Was your dog hurt badly?
4. a. Is she going to go?
b. Is he going to go?
5. a. When will Mrs. Green begin working?
b. When will Mr. Fleming begin working?
6. a. When will Mrs. Davis start her new job?
b. When will Ms. Clark start her new job?
7. a. Oh, good. I'll pick it up in an hour.
b. Oh, good. Call me when it's been fixed.
8. a. Oh, good. I'll pick it up right now.
b. Oh, good. I'll pick it up when it's ready.

TALK ABOUT IT! *What's Your Opinion?*

Answers **should be written** in your notebook.
Students **should be required** to take an examination.
Camping **shouldn't be allowed** in public parks.

Talk about these issues with other students.



1. Should your native language be spoken during English class?
2. Should students be allowed to use dictionaries in class?



3. Should high school students be required to do community service?
4. Should young men and women be required to serve in the armed forces?



5. Should animals be used for medical research?



6. Should skateboarding be permitted on city streets and sidewalks?



7. Should camping be permitted in public parks?



8. Should children be allowed to see any movies they want to?

A NATIONAL HISTORIC LANDMARK

This building, which is the original headquarters of the Lord and Lady Department Store Company, was designed by the famous architect Archibald Morgan. It was built by the Vanderpool Construction Company. Construction was begun in 1845 and was completed in 1847. The building was officially opened in ceremonies that were held on April 13, 1847. These ceremonies were attended by the mayors of several cities, the governor, and the vice president of the United States.

The building's interior was destroyed by a fire that broke out in the early hours of the morning of February 3, 1895. After the fire, the building wasn't used for several years.

During World War I the structure was used as a warehouse for clothing and other materials that were sent to our soldiers overseas. After the war, the interior was rebuilt. Electric lights and modern plumbing were installed, and the Lord and Lady Department Store was officially reopened on June 17, 1921.

Since its opening day, the Lord and Lady Department Store has been considered one of the finest examples of nineteenth-century American architecture. The store has been visited by the presidents and prime ministers of many countries.

On December 5, 1973, this building was officially registered as a U.S. National Historic Landmark.



✓ READING CHECK-UP

WHAT'S THE ANSWER?

1. Who was the building designed by?
2. Who was the building built by?
3. When was construction begun?
4. When was it completed?
5. When was the building officially opened?
6. Who were the opening ceremonies attended by?
7. What happened on February 3, 1895?
8. What was the building used for during World War I?
9. When was the interior rebuilt?
10. When was the building reopened?
11. Since its opening day, what has the building been considered?
12. What happened on December 5, 1973?

CHOOSE

1. Cable TV service was _____ in my apartment this afternoon.
 - a. opened
 - b. installed
2. Our high school prom was _____ by all the students in our class.
 - a. attended
 - b. visited
3. The factory downtown was _____ by the fire.
 - a. rebuilt
 - b. destroyed
4. The construction has been completed, and now the store can be _____.
 - a. rebuilt
 - b. reopened
5. Our City Hall is _____ by many tourists because it's a very historic building.
 - a. visited
 - b. registered
6. Their wedding ceremony wasn't outside because it rained.
 - a. considered
 - b. held

IN YOUR OWN WORDS

FOR WRITING AND DISCUSSION



Tell a story about the history of the place where you were born or a place where you have lived. You might want to use some of the following words in your story:

attacked
begun
built
captured
closed
conquered
destroyed

discovered
founded
invaded
liberated
opened
rebuilt
settled

PRONUNCIATION Reduced Auxiliary Verbs

Listen. Then say it.

The engine **is** being tuned.

The brakes **are** being adjusted.

The store **has** been rebuilt.

Say it. Then listen.

The oil **is** being changed.

The tires **are** being checked.

The construction **has** been completed.



Write in your journal about students' rights and responsibilities in your school. What are students required to do? What are they allowed to do? What are they not allowed to do?



GRAMMAR FOCUS

PASSIVE VOICE

This short story **was written** by Edgar Allan Poe.
The decorations **have been hung up**.
My computer **is being repaired**.

Students **should be required** to take an examination.
Camping **shouldn't be allowed** in public parks.

RELATIVE PRONOUNS

He was hit by a flowerpot **that** had just fallen.
He was knocked down by the courier **who** delivers the overnight mail.

She was hired by the Inter-Tel company, **which** makes international telephone equipment.

Choose the correct word.

1. I really like this photograph of you. I think (it's being it was) taken by Dad.
2. You don't need to make the bed. It's already (was been) made.
3. My wife just got a big promotion. It's the second time (she's been she has) promoted this year.
4. The floor has (swept been swept), the decorations have (hung up been hung up), and the meeting room (is being has) set up right now.
5. These are very funny cartoons. I think they (have were) drawn by Richard Dawson.
6. The package to Honolulu has already (sent been sent). It (has was) sent this morning.
7. A truck almost (ran over has been run over) a bicyclist on Main Street this morning.
8. The tires on your car (are have) already (been be) checked, and the mechanics are (being adjusted adjusting) the brakes right now.
9. What's your opinion? Should students (allow be allowed) to use dictionaries in English class?
10. The new museum was designed by the architect (who which) had designed the public library.
11. After my accident, I was taken to a new hospital (who that) had just opened the week before.
12. I was sent by my company on a business trip to Nairobi, (that which) is the largest city in Kenya.
13. A. This is Ms. Chen. I'm calling about the computer (that who) I brought in last week.
B. Sorry. It hasn't (being been) fixed yet. It's (being been) fixed right now.

WORLD WAR I

In the early 1900s, European countries were in an intense competition. They competed for political and economic power. This led to the start of World War I in 1914. England, France, and Russia became allies and protected each other from attacks by Germany and Austria-Hungary. The United States entered World War I in 1917 and helped the Allies win the war. The war ended in 1918.



British troops fighting in France, 1916.

THE GREAT DEPRESSION

After World War I ended, the U.S. economy grew quickly. However, factories and farms produced too much, and European countries didn't have money to buy U.S. products. Americans borrowed money and invested in companies through the stock market. On October 29, 1929, the value of company stocks fell suddenly and the U.S. stock market collapsed. This was the beginning of the Great Depression, which lasted from 1929 to 1939. Hundreds of banks closed, and many people lost all or most of their money. By 1932, twelve million people in the U.S. were jobless.



Waiting in a Depression breadline.

THE NEW DEAL

Franklin D. Roosevelt was president from 1932 to 1945. He introduced laws and programs to help the nation. His plan was called The New Deal. The government gave people jobs to build roads, parks, bridges, and buildings. The Social Security system was established to provide people with unemployment, health, and welfare benefits. By 1939, the economy was stronger. However, there were still about 9 million unemployed Americans.



Work Projects Administration workers, 1935.

WORLD WAR II

In the late 1930s, Germany, Italy, and Japan attempted to increase their powers over neighboring countries. England, Russia, France, and other countries formed the Allied nations. The Allies tried to negotiate with Germany, but promises were broken and World War II started in 1939. The Allies fought against Germany, Italy, and Japan. Nazi Germany, led by Adolf Hitler, invaded and conquered one nation after another. The Nazis also murdered Jewish people and other minorities. This was called the Holocaust. Under the Nazis, over 6 million Jews were killed.



Dresden, Germany after Allied bombing, 1945.



U.S. troops landing in Normandy, France, 1944.

The United States entered World War II in 1941 when Pearl Harbor in Hawaii was bombed by the Japanese. The U.S. declared war on Japan and joined the Allies. In 1945, the U.S. dropped two atomic bombs on Hiroshima and Nagasaki in Japan. The Allied nations won the war in 1945. The war lasted six years, and 70 million soldiers from 40 countries fought in it. World War II was the most expensive war in history, and many cities were destroyed.



A UN General Assembly meeting in New York.

CREATION OF THE UNITED NATIONS

In 1945, a new international organization called the United Nations, or the UN, was formed. The UN was established to keep peace among countries around the world. In addition to its peace-keeping efforts, the UN also provides countries with economic aid and offers education programs, health programs, and other forms of assistance.

THE COLD WAR

By the end of World War II, Russia had formed an enormous nation called the Soviet Union, which controlled many countries in Eastern Europe. The U.S. and the Soviet Union were the new world superpowers. But the two countries had very different political systems. The U.S. had a democratic government, and the Soviet Union had a communist government. The U.S. and the Soviet Union competed with each other politically and economically. Both countries wanted to protect their interests and gain allies around the world. This was called the Cold War.



The Berlin Wall separating East Berlin and West Berlin from 1961 to 1989.



A protest against the Vietnam War, 1968.

During the Cold War, the U.S. fought Communist forces in two wars. From 1950 to 1953, the U.S. fought in the Korean War. The Communist North fought against the non-Communist South. The fighting ended in 1953, and a border still divides North Korea from South Korea. In the 1950s, Vietnam was also divided into North and South. Communists controlled North Vietnam. From 1964 to 1973, the United States fought in the Vietnam War. In the U.S., there were many protests against the war. When the war ended, Vietnam was controlled by the Communist forces of North Vietnam.

In the 1980s, the Soviet Union began to lose power. The Cold War ended in 1991, after the Soviet Union broke up into independent states.



Martin Luther King, Jr. at the March on Washington, 1963.

THE CIVIL RIGHTS MOVEMENT IN THE U.S.

During the 1950s and 1960s, the civil rights movement worked to end discrimination against African-Americans in the U.S. The Reverend Martin Luther King, Jr., was the most famous leader of the civil rights movement. He led protests against discrimination in many states. In 1963, he led hundreds of thousands of people in the March on Washington. During the March, he gave a very powerful and beautiful speech called his "I Have a Dream" speech. In his speech, King said, "I have a dream . . . that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character."

In 1968, Martin Luther King, Jr., was shot and killed. The civil rights movement and the nation lost a great leader. The U.S. remembers Martin Luther King, Jr., in a national holiday on the third Monday in January every year.

SEPTEMBER 11, 2001

On September 11, 2001, terrorists hijacked four airplanes from Boston, New Jersey, and the Washington, D.C. area. They crashed two planes into the twin towers of the World Trade Center in New York City, and both towers collapsed. One plane crashed into the Pentagon, the headquarters of the U.S. armed forces, in Arlington, Virginia. Another plane crashed in Pennsylvania. Thousands of people died in the buildings and on the airplanes.

In 2001, President George W. Bush sent American troops to Afghanistan to fight the terrorist organization responsible for the attacks on September 11. Other countries also sent troops. The conflict still continues.



Rescue workers at the World Trade Center, 2001.



U.S. soldiers in Iraq, 2008.

THE WAR IN IRAQ

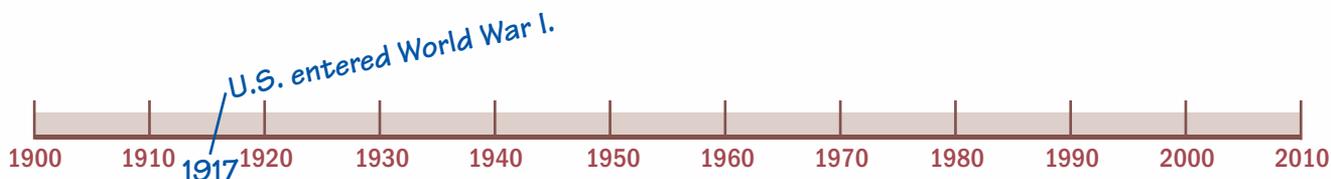
Iraq had been an important ally to the U.S. and a supplier of oil. But the U.S. believed that Iraq's leader, Saddam Hussein, was a dictator who had killed many of his country's people and who had weapons of mass destruction. The U.S. launched a military attack on Iraq on March 20, 2003. Since then, thousands of U.S. soldiers have died in the war. Hundreds of thousands of Iraqis have also been killed, including many civilians. Weapons of mass destruction have never been found. The U.S. hopes to bring peace and democracy to the people of Iraq.

CHECK YOUR UNDERSTANDING

1. When did the U.S. enter World War I?
2. What event occurred at the beginning of the Great Depression?
3. Who introduced the New Deal?
4. Which three countries were not Allied nations during World War II?
5. Why did the U.S. enter World War II?
6. When and why was the United Nations established?
7. During the Cold War, what was the main difference between the two superpowers?
8. Which war was the U.S. involved in during the 1960s and 1970s?
9. Why is the third Monday in January a national holiday in the U.S.?
10. What happened on September 11, 2001?
11. Why did the U.S. attack Iraq?

TEAMWORK U.S. HISTORY TIMELINE

Work with a classmate to make a timeline like the one below. Add 12 important events that occurred between 1900 and 2005. Write each event and its year on the timeline.



Choose the correct answer.

- I recently _____ for a position at the Blackwell Company.
 - installed
 - adjusted
 - applied
 - considered
- I hear they're going to _____ the factory that was destroyed by a fire last year.
 - rebuild
 - reject
 - compose
 - offer
- The U.S. and the Soviet Union _____ for political and economic power during the Cold War.
 - attempted
 - invested
 - competed
 - controlled
- The U.S. stock market _____ in October of 1929.
 - conquered
 - collapsed
 - divided
 - broke up
- During the Great Depression, millions of people were _____.
 - economic
 - independent
 - allied
 - jobless
- Unfortunately, many cities were _____ during World War II.
 - destroyed
 - produced
 - launched
 - increased
- The United Nations was _____ to keep peace among countries.
 - negotiated
 - established
 - declared
 - protected
- There were many _____ against the Vietnam War.
 - programs
 - products
 - protests
 - weapons
- The civil rights movement worked to end _____.
 - discrimination
 - marches
 - superpowers
 - welfare
- The United States has _____ form of government.
 - an invaded
 - an international
 - a communist
 - a democratic

SKILLS CHECK

Words:

- | | | |
|------------------------------------|-------------------------------------|--|
| <input type="checkbox"/> attempt | <input type="checkbox"/> form | <input type="checkbox"/> democratic |
| <input type="checkbox"/> bomb | <input type="checkbox"/> gain | <input type="checkbox"/> economic |
| <input type="checkbox"/> borrow | <input type="checkbox"/> hijack | <input type="checkbox"/> enormous |
| <input type="checkbox"/> break up | <input type="checkbox"/> increase | <input type="checkbox"/> independent |
| <input type="checkbox"/> compete | <input type="checkbox"/> introduce | <input type="checkbox"/> intense |
| <input type="checkbox"/> conquer | <input type="checkbox"/> invest | <input type="checkbox"/> international |
| <input type="checkbox"/> control | <input type="checkbox"/> judge | <input type="checkbox"/> jobless |
| <input type="checkbox"/> crash | <input type="checkbox"/> keep peace | <input type="checkbox"/> military |
| <input type="checkbox"/> declare | <input type="checkbox"/> kill | <input type="checkbox"/> national |
| <input type="checkbox"/> destroy | <input type="checkbox"/> last | <input type="checkbox"/> neighboring |
| <input type="checkbox"/> divide | <input type="checkbox"/> launch | <input type="checkbox"/> peace-keeping |
| <input type="checkbox"/> drop | <input type="checkbox"/> negotiate | <input type="checkbox"/> political |
| <input type="checkbox"/> enter | <input type="checkbox"/> produce | <input type="checkbox"/> responsible |
| <input type="checkbox"/> establish | <input type="checkbox"/> protect | <input type="checkbox"/> unemployed |
| <input type="checkbox"/> fight | <input type="checkbox"/> shoot | |

I can say:

- I think it was *composed* by *Mozart*.
- It's already been *written*.
- I was *promoted* last week.
- That's the second time I've been *promoted* this year.
- It's being *repaired* right now.
- Dictionaries* should/shouldn't be *allowed*.

I can:

- identify important events and people in recent U.S. history
- create a history timeline

I can write about:

- students' rights and responsibilities

I can react to good news:

- That's great!/That's fantastic!/That's wonderful!/That's great news!/That's fantastic news!/That's wonderful news!/I'm happy to hear that!/I'm glad to hear that!

I can react to bad news:

- That's terrible!/That's awful!/That's a shame!/That's a pity!/That's too bad!/What a shame!/What a pity!/How awful!/I'm sorry to hear that!

Inventions That Changed the World

Famous Inventions and Their Inventors

The first known antibiotic, penicillin, was discovered by Alexander Fleming in 1928. It was made from a mold called *penicillin*, which could kill bacteria. Since then, many other antibiotics have been discovered. Millions of lives have been saved by these antibiotics.



X-rays were discovered in 1895 by a German professor, Wilhelm Roentgen. People all over the world were amazed by his invention, the X-ray machine. This invention was so important that Roentgen was awarded the first Nobel Prize for Physics in 1901.

The screw was created over 2000 years ago. It was invented by a Greek named Archimedes. It was first used for watering fields. A person turned the giant wooden screw, which pulled water from lakes or rivers and sent it into fields. The water was used for irrigating crops. Much later, in the 1600s, screws were made by carpenters to hold things together. Today the screw is mass-produced and has an unlimited number of uses.



The telephone was invented by Alexander Graham Bell, a doctor and speech teacher for the deaf. The first phone call was made by Bell in 1876. He had spilled acid on his pants and wanted his assistant, Thomas Watson, to help him. The first words spoken on the telephone were "Mr. Watson, come here! I need you!"

Television was invented in 1926 by John Logie Baird, a Scottish inventor. Baird's television certainly didn't look like a television today! It was made out of a box, knitting needles, a cake tin, a bicycle lamp, and a cardboard disc. Electronic televisions like the ones we have today were invented by Vladimir Zworykin in the 1920s in the United States.



The first computer was built in 1946 by two American engineers, J. Presper Eckert, Jr., and John W. Mauchly. It was developed for the army, and it was so large that it took up an entire room! Later, in 1971, the "microchip" was invented, and small home computers were first produced for personal use. Today computers are involved in almost everything we do and are found almost everywhere we go.

FACT FILE

Time Line of Major Inventions

- 3500 B.C.: the wheel invented
- 3000 B.C.: toothpaste first used by Ancient Egyptians
- 2000 B.C.: the sundial first used for telling time
- 1000 B.C.: kites first flown in China
- 200 B.C.: the screw invented in Greece for irrigation
- 105: the first paper created by the Chinese
- 1200: the abacus, a counting machine, introduced in China
- 1440: the first printing press set up in Germany
- 1590: the microscope invented
- 1791: the first bicycle ridden in France
- 1876: the telephone invented by Alexander Graham Bell
- 1895: X-rays discovered by Wilhelm Roentgen
- 1903: the first airplane flight made by Orville and Wilbur Wright
- 1908: the first gas-powered cars assembled in the United States
- 1926: the first television built by John Logie Baird in Scotland
- 1926: penicillin discovered by Alexander Fleming
- 1946: the world's first computer turned on
- 1961: the first manned space flight launched by the Soviet Union
- 1977: the first cell phones constructed by Bell Laboratory in New Jersey
- 1982: compact discs introduced by Sony and Philips Corporations
- 1991: the World Wide Web established

The wheel was invented about 3500 B.C. The first bicycle was ridden in France in 1791. When was the first microscope invented? What happened in 1876? Talk with other students about these major inventions.

AROUND THE WORLD

Ancient and Modern Wonders of the World



The Pyramids were built as tombs for the kings of ancient Egypt more than 5000 years ago. They were constructed without machines and with very few tools. The kings were buried with many jewels, furniture, and personal treasures.



The Colosseum in Rome, Italy, was completed in 80 A.D. It was built as an amphitheater, a place for people to go to be entertained. Fights between gladiators, fights with beasts such as lions and tigers, and other battles were held there.



Machu Picchu was built high in the Andes Mountains of Peru by Incas during the period 1460 to 1470 A.D. Experts believe it was constructed for religious purposes. It was abandoned in the 1500s, but no one knows why.



Stonehenge is a group of huge stones that were erected in England during the period 2800 to 1800 B.C. No one knows who it was built by or why. Some people think it was used as a sundial to follow the position of the sun. Others think it might have been built as a temple for worshipping the sun.



The Taj Mahal in India was constructed by order of Shah Jahan in the 17th century. It was designed as a tomb for his favorite wife, who had died giving birth to their child. It was built by 20,000 men from many different countries. It is considered one of the most beautiful tombs in the world.



The Temple of Angkor Wat in Cambodia is one of the largest religious structures in the world. It was constructed in the 12th century and took about 30 years to build. The temple was dedicated to the Hindu god Vishnu. Today the site is being repaired and preserved by the United Nations and many countries.



The Great Wall of China was begun in the 3rd century B.C., and it wasn't completed until hundreds of years later. The wall was rebuilt, strengthened, and enlarged in the centuries that followed. It is estimated to be about 6000 kilometers in length. It is said that the Great Wall is even visible from the moon!



Tenochtitlan, an elaborate city in Mexico, was established in 1325 A.D. It was built on an island in the middle of a lake. According to legend, the Aztecs were told by an omen, or sign, to construct the city there. It was inhabited by 200,000 to 300,000 people. Mexico City is located on its ruins.



The Panama Canal was constructed in Panama to connect the Atlantic and Pacific Oceans. In 1901, the United States was given permission to build the canal. It was opened on August 15, 1914. The canal is used by more than 9000 ships a year, and it is maintained by approximately 8000 workers.

Which of these wonders would you like to visit? Why? What are some other wonders of the ancient or modern world that you know about?

Interview

A Side by Side Gazette reporter recently interviewed international photojournalist Sam Turner. Sam has been taking news photographs for twenty years. His photos have been published in newspapers and magazines all over the world.



Q: Sam, can you tell us a little about yourself?

A: Sure. Both my parents are American, but I was born in Sydney, Australia. My parents both worked for a big American bank, and they were transferred to Australia just before I was born. My parents and I spent a lot of time exploring Australia during our vacations. I was very influenced by those trips. I was really inspired by the natural beauty of the country.

Q: How did you first become interested in photography?

A: I was given a camera for my tenth birthday, and I took it along on a family trip to the Australian Outback. When I showed my photos to people, they were really impressed! I was encouraged to study photography.

Q: So did you go to photography school?

A: Yes, and I was chosen by my teachers as one of the most promising students in the school. One of my photos was selected for a national photo competition, and it won an award.

Q: What has been the most memorable event in your life?

A: I was invited by a group of mountain climbers to travel with them to Mt. Everest and take their photographs at the base camp at the bottom of the mountain. They were wonderful people, and it was a beautiful place.

Q: What photo have you been dreaming about taking some day?

A: I'd like to take a photo from the TOP of Mt. Everest! I'm not physically prepared for that right now, but someday I hope to make that journey. It's my dream!

FUN with IDIOMS



Do You Know These Expressions?

- | | |
|---|---------------------|
| ___ 1. I was given the ax at work today. | a. I was surprised. |
| ___ 2. Everybody was told about it, but I was left in the dark. | b. I was stuck. |
| ___ 3. I was held up in traffic. | c. I was fired. |
| ___ 4. I was blown away by the mechanic's repair bill. | d. I didn't know. |

We've Got Mail!

Dear Side by Side,

We are students in Ms. Baxter's class at the English Language School, and we have a question about the passive voice. It's very confusing for us. It requires different verb forms and different word order in the sentences. Why do we need it?

Sincerely,
"Actively Against the Passive"

Dear "Actively Against the Passive,"

Many students are confused by the passive voice. It is used very commonly in English, especially in written language such as textbooks and newspaper and magazine articles. The passive voice is often used when it isn't known or it isn't important who performs the action. For example:

- The wheel was invented in 3500 B.C.
- The school was built in 1975.
- The paychecks have been given out.
- The computer is being repaired.

When it is known or it is important who performs an action, the passive voice is sometimes used and is followed by a phrase that begins with the word "by." For example:

- The telephone was invented by Alexander Graham Bell.
- This novel was written by Alice Walker.

The passive voice is also used to focus attention on the subject of the passive sentence. For example:

- The building** was opened in 1847.
- It** was destroyed by a fire in 1895.
- It** was reopened in 1921.

So, even if you don't use the passive voice very much when you speak English, you will see it often in print, and you will also hear it being used. As time goes on, we're sure you'll feel more comfortable with the passive voice. Thanks for writing!



Sincerely,
Side by Side

Global Exchange

Kate1: Hi. Sorry I haven't been in touch recently. It's been a very busy time. I have some incredible news! Last month I was chosen "Outstanding Student of the Year" at my school. I was invited to a special ceremony at our city hall. During the ceremony, I was given a beautiful plaque to hang on my wall, and I was offered a college scholarship. The ceremony was attended by the mayor and lots of other important people in our city. My parents and my grandparents were there, and they were very proud. How have you been? What's new?

MarcJ: Hi. It's great to hear from you again. It's been a while. Congratulations on your award. I also have some news, but it isn't good news like yours. Two weeks ago I was hurt badly during a soccer game. I was taken to the hospital in an ambulance. The X-rays showed that my leg was broken in two places, so it was put in a cast. According to my doctor, I won't be allowed to play soccer for the rest of the season. As you can imagine, I'm very disappointed, but I'm confident I'll be back on the team next year. G2G* Talk to you soon.

Send a message to a keypal. Tell about some good or bad things that have happened to you recently.

*G2G = Got to go.

LISTENING

NEWS REPORT



"News Report" True or False?

- ___ 1 a. A van was hit by a bicyclist.
- ___ 2 b. Joe Murphy lost the race for mayor.
- ___ 3 c. Five people were injured in the fire.
- ___ 4 d. The Terriers defeated the Eagles.
- ___ 5 e. The police discovered the robbery.

What Are They Saying?

