TEACHER'S GUIDE

SIDE by SIDE Plus

500+ multilevel activities

BOOK 4

Life Skills, Standards, & Test Prep

Steven J. Molinsky • Bill Bliss

PEARSON Longman

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UNIT 3 OVERVIEW: Text Pages 31–46d

3

GRAMMAR

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.

FUNCTIONS

Asking for and Reporting Information

Who *wrote* it?

What happened?

When?
When can I *pick it up*?

How did you feel?

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

Has *it* been repaired yet?
Not yet. *It's* being *repaired* right now.

Have you ever *had a bad day when everything went wrong*?

Have you heard about *Helen*?

Tell me, _____?

I think it was written by *Edgar Allan Poe*.

I'm calling about my *computer*.

They've already been fed.

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!

Inquiring About an Opinion

Should *students be allowed to use dictionaries*?

Expressing an Opinion

This is *a very scary short story*.

Answers should *be written in your notebooks*.

Camping shouldn't *be allowed in public parks*.

Expressing Agreement

I think so, too.

Greeting People

Hello. Is this *Carol's Computer Repair Shop*?
Yes, it is.

Offering to Help

Can I help you?

Offering to Do Something

Do you want me to *write the accident report*?

Expressing Uncertainty

I'm not sure.

Indicating Understanding

I see.

Expressing Gratitude

Thank you.

NEW VOCABULARY

Verbs

apply
attack
attempt
bomb
break out
capture
charge
check
clip
complete
conquer
control
design
destroy
direct
discover
distribute
divide
establish
fight
found
gain
hijack
hold ceremonies
increase
install
invade
invent
invest
knock down
land
launch
liberate
make the bed
murder
negotiate
offer
permit
promote
rebuild
receive attention
register
reject
reopen
replace
require
rewrite
rob
run over
separate
serve
settle
splash
sting
take in
tune up

People

Adolf Hitler
African-American
archeologist
bicyclist
civilians
courier
dictator
governor
mail carrier
pickpocket
prime minister
rescue worker
reverend
soldier
tailor
terrorist
troops

Buildings

architecture
city hall
construction company
interior
National Historic Landmark
office building
Pentagon
public building
structure
warehouse
windowsill
World Trade Center
United Nations

Places

Afghanistan
Arlington, Virginia
Austria-Hungary
Bangkok
Boston
Dresden, Germany
Eastern Europe
England
Germany
Hiroshima
Iraq
Italy
Nagasaki
Nazi Germany
Normandy, France
North Korea
North Vietnam
Pearl Harbor
Pennsylvania
South Korea
Soviet Union
Thailand
Vietnam

Events

Cold War
Holocaust
Korean War
The Great Depression
Vietnam War
World War I
World War II

Automobile

auto repair shop
battery
brakes
bumper
engine
headlight
hood
oil
rear window

Adjectives

Allied
British
colorful
communist
democratic

(continued)

European
fascinating
fine
impressive
intense
Jewish
jobless
magnificent
neighboring
original
peace-keeping
rear
unemployed

Adverbs

economically
politically
suddenly

Miscellaneous

aid
Allies
ally
armed forces
assistance
atomic bomb
attack (n)
attention
bee
Berlin wall
bombing (n)
border
breadline
casserole
century
character
collapse
community service
condition
conflict
content
contract (n)
creation
democracy
dinosaur skeleton
discrimination
economy
effort
electric light
flowerpot
forces
headquarters
health program
honor
hundreds
identification card
information technology
invention
law
medical research
military attack
movie contract
mural
National Anthem
native language
officially
opening day
organization
overnight mail
peace
poem
political cartoon
poodle
position
promise (n)
puddle
repairs (n)
short story
social crisis
sonata
start
statistics
stock market
superpowers
supplier
The New Deal
thousands
trash
tuna casserole
twin towers
unemployment
uniform
value (n)
weapons of mass destruction
welfare
will (n)
Work Projects Administration

EXPRESSIONS

at the time
"Employee of the Month"
Have you heard about . . . ?
in about *an hour*
keep peace
Not yet.
send on business
the early hours of the morning

Text Page 31: Unit Opening Page

Vocabulary Preview

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

1. Have students look at the illustrations on text page 31 and identify the words they already know.

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

3. Practice the vocabulary as a class, in pairs, or in small groups. Have students cover the word list and look at the pictures. Practice the words in the following ways:
   - Say a word or phrase and have students tell the number of the illustration.
   - Give the number of an illustration and have students say the word or phrase.

Text Pages 32–33: This Is a Very Scary Short Story!

FOCUS

- Past Passive

CLOSE UP

RULE: The passive voice is used to express information in an impersonal or objective way.

EXAMPLES: The airplane **was flown** by the Wright brothers.
The sonata **was composed** by Mozart.

RULE: Many verbs in English can be used in both the active and the passive voice. In passive sentences, the receiver of the action becomes the subject of the verb. The doer of the action is indicated by the expression *by* _____.

EXAMPLES: Active: **Edgar Allan Poe** wrote the story.
Passive: The story was written **by Edgar Allan Poe**.

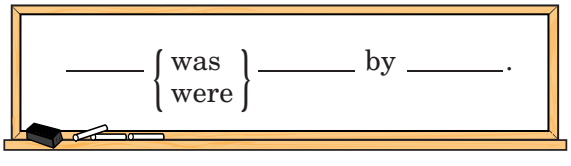
Active: **Napoleon** wore the uniform.
Passive: The uniform was worn **by Napoleon**.

RULE: The passive voice is formed with the verb *to be* and the past participle of the verb. Below are examples of the simple past form of the passive voice.

EXAMPLES: It **was written** by Edgar Allan Poe.
It was worn **by Napoleon**.

GETTING READY

1. Read the sentences in the box at the top of student text page 32. Have students repeat chorally.
2. Practice changing sentences to the past passive.
   a. Write on the board:



   b. Read the sentences below. Have students change each to the passive voice, using the model on the board. Have students practice chorally and individually.

Professor Watson wrote this excellent book.
Mr. Lopez hired Bob.
Mrs. Jones fired Bob.
Richard Hill drew these pictures.
Students borrowed those books.
The children took down the party decorations.

INTRODUCING THE MODELS

There are two model conversations. Introduce and practice each separately. For each model:

1. Have students look at the model illustration.
2. Set the scene:

   1st model: "A brother and sister are reading a scary short story."
   2nd model: "Two friends are looking at a uniform in a museum."

3. Present the model.
4. Full-Class Repetition.
5. Ask students if they have any questions. Check comprehension of new vocabulary:

   1st model: *short story*
   2nd model: *uniform*

   Culture Notes

   Edgar Allan Poe (1809–1849) was an American writer especially known for his frightening and macabre short stories and poems.

   Napoleon (1769–1821) enlarged the French Empire, which reached from Spain to Poland. He ruled as emperor from 1804 to 1814.

6. Group Choral Repetition.
7. Choral Conversation.
8. Call on one or two pairs of students to present the dialog.

   (For additional practice, do Choral Conversation in small groups or by rows.)

SIDE BY SIDE EXERCISES

Examples

1. A. This is a very old airplane!
   B. I think so, too.
   A. Who flew it?
   B. I'm not sure. I think it was flown by the Wright Brothers.
2. A. This is a beautiful sonata!
   B. I think so, too.
   A. Who composed it?
   B. I'm not sure. I think it was composed by Mozart.

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

   Culture Note

   The *Wright Brothers*, in 1903, were the first to build and fly a powered airplane.

2. **Exercise 2:** Introduce the word *sonata*. Same as above.

   Culture Note

   Wolfgang Amadeus Mozart (1756–1791) was a brilliant Austrian composer known for the range and beauty of his work. He composed symphonies, concertos, and operas along with instrumental music.

3. **Exercises 3–12:** Either Full-Class Practice or Pair Practice.

New Vocabulary

3. fascinating
   direct
4. political
   cartoon
5. invention
   invent
6. magnificent
7. dinosaur
   skeleton
   archeologist
8. impressive
   design
10. poem
11. colorful
    mural
12. tuna casserole

Culture Notes

Exercise 3: *Fellini* is a famous Italian film director. His best-known film is *La Dolce Vita*.

Exercise 4: *Political cartoons* are regular features in most U.S. newspapers. They usually comment on political issues or public figures in a humorous way.

Exercise 5: *Thomas Edison* (1847–1931) was an American inventor responsible for the development of the automatic telegraph, the mimeograph, the phonograph (a precursor to the record player), and electrical lighting, among many other inventions.

Exercise 6: *Rembrandt van Rijn* (1606–1669) was a great Dutch painter. He is particularly renowned for his portraits.

Exercise 8: *Frank Lloyd Wright* (1869–1959) was an American architect renowned for his residential architecture. He also designed several public buildings, the most famous of which is the Guggenheim Museum in New York City.

WORKBOOK

Pages 32–34

EXPANSION ACTIVITIES

1. Tic Tac Passive ★

a. Have students draw a tic tac grid and fill it in with nine of these words:

movie	cartoon
machine	portrait
building	photograph
poem	uniform
airplane	sonata
casserole	skeleton

b. Say the following sentences and tell students to cross out the word that corresponds to the sentence they have just heard.

Who was it directed by?	*(movie)*
Who was it composed by?	*(sonata)*
Who was it drawn by?	*(cartoon)*
Who was it worn by?	*(uniform)*
Who was it written by?	*(poem)*
Who was it flown by?	*(airplane)*
Who was it designed by?	*(building)*
Who was it discovered by?	*(skeleton)*
Who was it invented by?	*(machine)*
Who was it painted by?	*(portrait)*
Who was it taken by?	*(photograph)*
Who was it made by?	*(casserole)*

c. The first student to cross out three words in a straight line—either horizontally, vertically, or diagonally—wins the game.

d. Have the winner call out the words to check for accuracy.

2. What's the Passive? ★★

a. Write on the board:

design	compose
wear	draw
paint	take
direct	write
make	invent

A. I like this _____.
B. I do, too. Who was it _____ by?
A. I'm not sure.

b. Put the following words on cards:

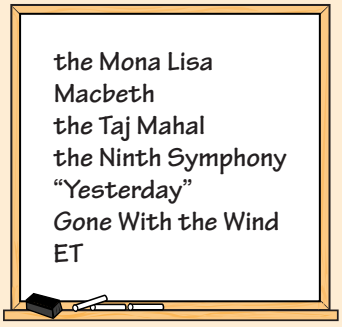
book	building	cartoon
poem	movie	photograph
mural	portrait	symphony
uniform	casserole	machine

c. Have a pair of students come to the front of the room, pick a card, and create a conversation based on the model and the words on the board. For example:

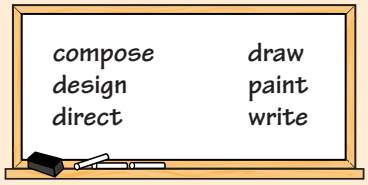
A. I like this book.
B. I do, too. Who was it written by?
A. I'm not sure.

3. Great Works ★★

a. Write on the board a list of great works of art or literature, famous buildings, and well-known songs and movies. For example:



b. Also, write the following verbs on the board:



c. Divide the class into pairs and have students work together to write sentences in the passive voice for as many of the great works as possible: For example:

The Taj Mahal was built by the Shah Jahan.

d. Have students share their sentences with the class.

4. Culture Quiz ★★★

a. Divide the class into two teams.

b. Have each team write ten culture questions (and their answers) to ask the other team.

c. Have the teams alternate asking each other the questions. The teams must answer the question correctly and in the passive voice to receive 10 points. For example:

Team 1: Who wrote *Hamlet*?
Team 2: *Hamlet* was written by Shakespeare.

[10 points]

d. The team with the most points wins.

Variation: Have the teams write *true or false* statements in the passive. For example:

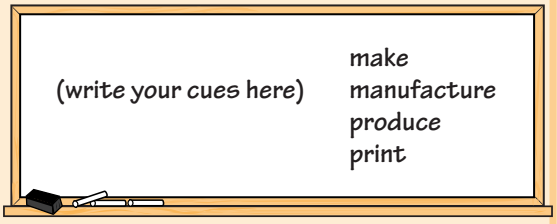
Romeo and Juliet was written by Shakespeare.
The Nutcracker was composed by Mozart.

Each team reads their statements, and the other team must decide if the statements are true or false.

5. Consumer Awareness ★★

For this exercise, you need to make a list of cues. These cues should be consumer products: watches, clothes, appliances (radios, TVs, VCRs cassette recorders), cars, books, and so on.

a. On the board, write the verbs below and your list of cues.



b. Divide the class into pairs and have students write or say a sentence in the passive voice for as many cues as possible. For example:

Cue: watch
Student: My watch was made in *(Switzerland)*.

Cue: jacket
Student: My jacket was manufactured in *(Korea)*.

Cue: English book
Student: My English book was printed in *(the United States)*.

c. Point to each cue and have students give their statements.

d. Have a student give a statement and then ask another student a question about the same item. For example:

My watch was made in *(Japan)*.
Where was YOURS made?

My jacket was manufactured in *(Canada)*.
Where was YOURS manufactured?

(continued)

EXPANSION ACTIVITIES (Continued)

e. Have students think of other items and make statements in the passive voice.

6. A Tour of Your City ★★★

a. Set the scene: "Some very important visitors are coming to my city next month. I'd like to take them on a tour of the city. Where should I take them, and what should I show them?"

b. Have the class name the popular or famous landmarks, tourist sights, and works of art in your city. Have a student list them on the board.

c. Assign each student one of these places or works of art. For homework, have students write a short introduction to this *tourist attraction*, using the passive voice whenever possible. For example:

> The Centerville Public Library was built in 1895. It was designed by the famous American architect William Whitehead. There are two million books in this library. They were written by authors from all over the world.

d. Have students present their *tour guide information* in the next class.

7. Our Favorites ★★★

a. For homework, have each student choose a great work of art or a favorite poem, story, or book to write about. Have students answer the following questions:

> Who created this work?
> When was it done?
> What is it about?
> Why do you like it?

b. In class, have students share their writing and, if possible, a picture or example of the work.

Text Pages 34–35: It's Already Been Written

FOCUS

- Present Perfect Passive

CLOSE UP

RULE:	The passive voice is used when the doer of the action is unknown or when the doer is unimportant.
EXAMPLES:	The report **has** already **been written**. *(We don't know who wrote the report. We only know that the report is written.)* The decorations **have** already **been hung up**. *(We don't know who hung up the decorations. We only know that the decorations are up.)*
RULE:	The present perfect of the passive voice is formed with the verb *to be* in the present perfect plus the past participle of the verb.
EXAMPLES:	It'**s** already **been written**. They'**ve** already **been hung up**.

GETTING READY

1. Read the sentences in the box at the top of text page 34. Have students repeat chorally.
2. Practice changing sentences to the present perfect passive, using the model at the top of the page. Read each sentence below and have students change it to the passive voice.

   Somebody has turned on the heat.
   Someone has cleaned up the room.
   Somebody has bought the ticket.
   Someone has sold the house.
   Somebody has written the letter.

INTRODUCING THE MODELS

There are two model conversations. Introduce and practice each separately. For each model:

1. Have students look at the model illustration.
2. Set the scene:

   1st model: "A factory worker is speaking to his supervisor"
   2nd model: "An employee of a store is talking to the manager."

3. Present the model.
4. Full-Class Repetition.
5. Ask students if they have any questions. Check comprehension of vocabulary.
6. Group Choral Repetition.
7. Choral Conversation.
8. Call on one or two pairs of students to present the dialog.

   (For additional practice, do Choral Conversation in small groups or by rows.)

SIDE BY SIDE EXERCISES

Examples

1. A. Do you want me to sweep the floor?
   B. No. Don't worry about it. It's already been swept.
2. A. Do you want me to do the dishes?
   B. No. Don't worry about it. They've already been done.

1. **Exercise 1:** Call on two students to present the dialog. Then do Choral Repetition and Choral Conversation practice.
2. **Exercise 2:** Same as above.
3. **Exercises 3–12:** Either Full-Class Practice or Pair Practice.

New Vocabulary

6. distribute
7. make the bed
9. trash
12. National Anthem

Culture Note

Exercise 12: The U.S. National Anthem or national song ("The Star Spangled Banner") is traditionally sung at the start of sports events.

WORKBOOK

Pages 35–37

EXPANSION ACTIVITIES

1. Sense or Nonsense? ★★

a. Divide the class into four groups.

b. Make four sets of the following question and answer cards:

Can I help with the paychecks?	They've already been distributed.
Can I help with the decorations?	They've already been hung up.
Can I help with the floors?	They've already been swept.
Can I help with the alarm?	It's already been set.
Can I help with the meeting room?	It's already been set up.
Can I help with the beds?	They've already been made.
Can I help with the packages?	They've already been sent.
Can I help with the monkeys?	They've already been fed.

c. Mix up the cards and distribute sets of cards to each group, keeping the question and answer cards in different piles.

d. Have students take turns picking a card from each pile and reading the sentences to the group. For example:

Can I help with the paychecks?	They've already been fed.

e. That group decides if the sentences make *sense* or are *nonsense*.

f. After all the cards have been picked, have the groups lay out all the cards and put together all the question and answer combinations that make sense.

2. Finish the Sentence ★★

Begin a sentence, and have students add appropriate passive endings. For example:

Teacher	Students
The floor . . .	has been swept.
	has been cleaned.
	has been polished.
The report . . .	has been typed.
	has been printed.
	has been read.
The presents . . .	have been bought.
	have been distributed.
	have been opened.
The baby . . .	has been fed.
	has been changed.
	has been put to bed.
The song . . .	has been sung.
	has been written.
	has been heard.

Variation: This activity may be done as a class, in pairs or small groups, or as a game with competing teams.

3. Concentration ★★

a. Write the following phrases on cards:

The alarm	has been set.
The meeting room	has been set up.
The trash	has been taken out.
The photograph	has been taken.
The dishes	have been done.
The beds	have been made.
The song	has been sung.
The portrait	has been hung.

b. Shuffle the cards and place them face down in four rows of 4 each.

c. Divide the class into two teams. The object of the game is for students to find the matching cards. Both teams should be able to see all the cards, since *concentrating* on their location is an important part of playing the game.

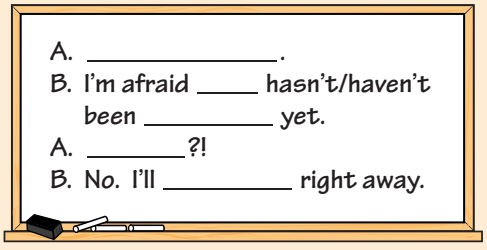
d. A student from Team 1 turns over two cards. If they match, the student picks up the cards, that team gets a point, and the student takes another turn. If the cards don't match, the student turns them face down, and a member of Team 2 takes a turn.

e. The game continues until all the cards have been matched. The team with the most correct matches wins the game.

Variation: This game can also be played in groups or pairs.

4. The Busy Office Assistant ★★

a. Write the following on the board:



b. Put the following situations on cards:

Did you type the letters I gave you yesterday?
The office looks a little messy today.
Did you write the article for the company newspaper?
Why is it so cold in here?
Did you cancel my appointment with Mrs. Wong?

(continued)

Did you pick up my airplane tickets?

Did you send those packages I gave you last week?

Did you fill out the tax forms?

c. Set the scene: "It's 9 o'clock at the office. The boss and the office assistant are talking. The boss is trying to start work, but, unfortunately, the office assistant has been very busy and doesn't have anything ready."

d. Have pairs of students take turns coming to the front of the room, picking a card, and creating a conversation based on the model on the board. For example:

A. Mr. Smith, did you type the letters I gave you yesterday?
B. I'm afraid they haven't been typed yet.
A. They haven't?
B. No. I'll type them right away.

5. Role Play: At Work ★★★

a. Divide the class into pairs.

b. Write the following on the board:

c. Give one of the situation cards below to each pair. Have students role-play a conversation at work between a supervisor and an employee. The supervisor should use the question model on the board, and the employee should answer with the information on his or her card. (A checkmark indicates that the task has already been done.)

Role A:

You're a supervisor at a restaurant. These are things your employee has to do today:

set the tables
wash the glasses
order the supplies

Role B:

You work at a restaurant. These are your tasks at work today:

✔ set the tables
✔ wash the glasses
___ order the supplies

Role A:

You're a supervisor in an office. These are things your employee has to do today:

type the reports
give out the paychecks
send the packages
mail the letters

Role B:

You work in an office. These are your tasks at work today:

✔ type the reports
___ give out the paychecks
✔ send the packages
___ mail the letters

Role A:

You're a supervisor at a hotel. These are things your employee has to do today:

make the beds
vacuum the rugs
paint the ceiling in the hallway

Role B:

You work at a hotel. These are your tasks at work today:

___ make the beds
✔ vacuum the rugs
✔ paint the ceiling in the hallway

Role A:

You're a supervisor at the zoo. These are things your employee has to do today:

feed the tigers
sweep the cages
fix the popcorn machine

Role B:

You work at the zoo. These are your tasks at work today:

___ feed the tigers
___ sweep the cages
✔ fix the popcorn machine

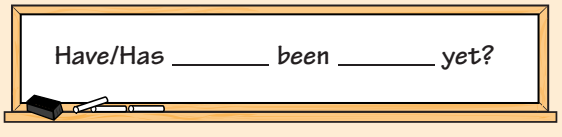
d. Call on pairs to present their conversations to the class. For example:

A. Henry, have the tables been set?
B. Yes. They've all been set.
A. Good. And have the glasses been washed?
B. Yes. I washed them all.
A. And what about the supplies? Have they been ordered yet?
B. No, they haven't. I'll order them right away.

6. Mystery Conversations ★★★

a. Divide the class into pairs.

b. Write the following conversation framework on the board:



c. Write roles such as the following on cards and give one to each pair of students:

a parent and a child	a pilot and a flight attendant
a teacher and a student	a doctor and a nurse
a tenant and a building manager	a zoo director and an employee
a restaurant owner and a chef	a customer and a mechanic

d. Have each pair create a short dialog that begins with "Have/Has the _____ been _____ yet?" The dialogs should be appropriate for the roles on the students' cards.

e. Have each pair present their dialog to the class. Then have the other students guess who the people are. For example:

[zoo director—employee]
A. Have the animals been fed yet? It's almost noon.
B. No, they haven't.
A. Well, please feed them right now. I'm sure they're hungry!

[customer—mechanic]
A. Have the tires been changed yet?
B. Yes. They have.
A. Oh, good. When can I pick up the car?

Text Pages 36–37: Have You Heard About . . . ?

FOCUS

- Contrast: Past Passive and Present Perfect Passive

INTRODUCING THE MODELS

There are two model conversations. Introduce and practice each separately. For each model:

1. Have students look at the model illustration.
2. Set the scene:

   1st model: "Two co-workers are talking about Helen."
   2nd model: "Two friends are talking about Frank."

3. Present the model.
4. Full-Class Repetition.
5. Ask students if they have any questions. Check understanding of the expression *Have you heard about . . . ?*
6. Group Choral Repetition.
7. Choral Conversation.
8. Call on one or two pairs of students to present the dialog.

   (For additional practice, do Choral Conversation in small groups or by rows.)

SIDE BY SIDE EXERCISES

Examples

1. A. Have you heard about Maria?
   B. No, I haven't. What happened?
   A. She was promoted last week.
   B. That's great! That's the second time she's been promoted this year!
2. A. Have you heard about our mail carrier?
   B. No, I haven't. What happened?
   A. He was bitten by a dog last week.
   B. That's terrible! That's the second time he's been bitten by a dog this year!

1. **Exercise 1:** Introduce the word *promote*. Call on two students to present the dialog. Then do Choral Repetition and Choral Conversation practice.
2. **Exercise 2:** Introduce the word *mail carrier*. Same as above.
3. **Exercises 3–11:** Either Full-Class Practice or Pair Practice.

New Vocabulary

5. rob
6. contract
9. reject
10. send on business
11. "Employee of the Month"

Culture Notes

Exercise 3: *The White House*, which is located in Washington, D.C., is the residence of the president of the United States.

Exercise 11: "Employee of the Month" is a monthly award given to a person who has performed excellently in a company.

4. **Exercise 12:** Have students use the model as a guide to create their own conversations, using vocabulary of their choice. Encourage students to use dictionaries to find new words they want to use. This exercise can be done orally in class or for written homework. If you assign it for homework, do one example in class to make sure students understand what's expected. Have students present their conversations in class the next day.

WORKBOOK

Pages 38–40

How to Say It!

Reacting to Good News and Bad News: There are many ways to react to news. In spoken English, it is common to react with enthusiasm or concern to the news you hear.

1. Present the expressions.
2. Full-Class Repetition.
3. Ask students if they have any questions. Check understanding of the expressions.
4. Group Choral Repetition.
5. Have students practice the conversations in this lesson again, using any of these new expressions.
6. Call on pairs to present their conversations to the class.

EXPANSION ACTIVITIES

1. Which One Isn't True? ★★★

a. Write the following on the board:

accepted	offered
bitten	promoted
chosen	rejected
fired	robbed
given	sent
hit	stolen
hurt	taken
invited	

b. Tell students to write two true statements and one false statement about themselves, using any of the verbs on the board (or any others) in the passive. For example:

My father was promoted last month.
My bicycle was stolen last year.
My sister was hurt in a car accident last weekend.

c. Have students take turns reading their statements to the class, and have the class guess which statement isn't true.

2. Miming ★★

a. On cards, write events in the passive such as the following:

- You were hit by a car.
- You were promoted.
- You were given a large present.
- You were robbed.
- You were taken to the hospital.
- You were fired.
- You were bitten by a dog.
- You were hurt playing basketball.
- You were rejected by the army.

b. Have pairs of students take turns picking a card from the pile and pantomiming the action on the card.

c. The class must guess what happened.

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

3. Tell a Story! ★★★

a. Write the following words on the board:

accepted	hit	rejected
bitten	hurt	robbed
chosen	invited	sent
fired	offered	stolen
given	promoted	taken

(continued)

b. Have students write short situations, using as many of the words on the board as possible. Encourage students to use their creativity in telling their stories. For example:

> Maria was offered a new position in her office. She accepted the offer and was promoted to office manager. She was chosen because she is such a hard worker. Another woman wanted the job, but her request was rejected. She wasn't a good worker, and she was finally fired.

4. Interpret the Picture ★★★

a. Bring in several pictures or ask students to bring in pictures of people in different types of situations.

b. Show the class a picture.

c. In pairs, have students talk about the situation.

d. Then, have students share their interpretations with the class. Encourage students to construct their ideas using the passive voice. Welcome discussion of several possible interpretations.

e. Repeat the activity with several other pictures.

5. Write the News! ★★★

Have students create news reports on recent events.

a. Divide the class into pairs. Give each pair a cue card such as the following:

> _____/robbed
> _____/taken
> thief/caught/arrested

> terrible weather
> schools/canceled
> businesses/closed
> people/told to stay at home

> new medicine for _____/found
> medicine/used
> people/helped

> _____ people/arrested for robbery
> had stolen _____
> caught by _____

> new hospital/finished
> designed by _____
> paid for by _____
> _____ people/hired to work there

> a plane crash/last night/in _____
> _____ people/killed
> _____ people/hurt
> taken/hospital by _____

> _____/chosen "_____ of the Year"
> a party/given
> _____ people/invited

> fire/started/in an apartment building
> _____ people/taken/hospital
> _____ buildings/burned
> _____ firefighters/needed to fight the fire

> war/started between _____ and _____
> _____ airplanes/sent
> _____ soldiers

b. Have students use the cues as main ideas to write a realistic *news story*. Have students use the passive voice whenever possible. Encourage students to expand their news stories, using their own ideas and other vocabulary and tenses.

c. Call on students to read their stories to the class.

Text Page 38

READING *Alan Almost Didn't Get to Work This Morning*

FOCUS

- Passive Voice
- Relative Pronouns

NEW VOCABULARY

bee	overnight mail
bicyclist	pickpocket
courier	puddle
flowerpot	run over
identification card	splash
knock down	sting-stung-stung
office building	windowsill

Language Note

This story contains several examples of relative pronoun clauses. These are adjective clauses that modify nouns. The relative pronoun *who* refers to people:

*He was run over by a bicyclist **who** was riding on the sidewalk.*
*His wallet was stolen by a pickpocket **who** was standing behind him.*

The relative pronoun *that* refers to things:

*He was hit on the head by a flowerpot **that** had just fallen.*
*He was hit by a car **that** had just driven through a puddle.*

READING THE STORY

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

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

   What happened to Alan as he was leaving his apartment building?
   What happened to him as he was walking to the bus stop?
   What happened to him while he was waiting for the bus?
   What happened to him while he was riding on the bus?
   What was taken?
   What happened to him as he was walking into his office building?
   What happened to Alan when he finally got to work?

✓ READING *CHECK-UP*

TRUE, FALSE, OR MAYBE?

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

READING EXTENSION

Students' Advice

Note: In this activity, students review the grammar focus of Unit 2.

1. Divide the class into pairs.
2. Have each pair discuss the following question:

   What should Alan have done to make the morning easier?

3. Have the pairs share their ideas with the class. For example:

He should have looked up when he walked out of his building.
He should have stayed away from the dog.

How About You?

Have students answer the questions in pairs or as a class.

Text Page 39

READING *A Very Exciting Year*

FOCUS

- Passive Voice

NEW VOCABULARY

apply	position
Bangkok	statistics
honor	Thailand
information technology	

Language Note

The relative pronoun *which* introduces a non-essential clause—one that provides non-essential information. For example:

> Amelia was hired as a secretary by the Inter-Tel Company, ***which*** *makes international telephone equipment.*
> She was chosen "Employee of the Month," ***which*** *is a great honor at Inter-Tel.*

This type of clause, called a *non-restrictive clause*, is set off from the noun it modifies by a comma.

Clauses that provide essential information —information that identifies which noun or pronoun is being referred to—are called *restrictive clauses*. These are not set off by commas. See Teacher's Guide page 98.

READING THE STORY

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

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

   What happened in January?
   Where was Amelia sent in March?
   What was she given in April?
   What position was she promoted to in June?
   What happened in August?
   What was she given in October?
   What was she invited to do in November?
   What happened in December?
   What can't Amelia believe?

✓READING *CHECK-UP*

CHOOSE

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

READING EXTENSION

Success

1. Divide the class into pairs.
2. Have each pair discuss the following question:

   Amelia is a very successful employee. How do people become so successful in their work?

3. Have the pairs share their ideas with the class. For example:

   You find a good company to work for.
   You can take classes to learn more about the job.
   You must be willing to work overseas and to travel.
   You may have to stay late at work to finish projects.

How About You?

Have students answer the question in pairs or as class.

Text Pages 40–41: It's Being Repaired Right Now

FOCUS

- Present Continuous Passive

CLOSE UP

RULE: The present continuous of the passive voice is formed with the verb *to be* in the present continuous plus the past participle of the verb.

EXAMPLES: It **is being repaired**.
They **are being taken in**.

GETTING READY

1. Read the sentences in the box at the top of text page 40.
2. Practice changing sentences to the present continuous passive. Read each sentence below and have students change it to the passive voice.

   Somebody is fixing John's refrigerator.
   Someone is taking their picture.
   Somebody is repairing their car.
   Somebody is singing the National Anthem.
   Someone is sweeping the floor.
   Somebody is using the computer.

INTRODUCING THE MODEL

1. Have students look at the model illustration.
2. Set the scene: "A man is calling a repair shop. He wants to know when his computer will be ready."
3. Present the model.
4. Full-Class Repetition.
5. Ask students if they have any questions. Check understanding of the expression *in about an hour.*
6. Group Choral Repetition.
7. Choral Conversation.
8. Call on one or two pairs of students to present the dialog.

   (For additional practice, do Choral Conversation in small groups or by rows.)

SIDE BY SIDE EXERCISES

Examples

1. A. Hello. Is this Ed's Electronic Repair Shop?
   B. Yes, it is. Can I help you?
   A. Yes, please. This is Ms. Evans. I'm calling about my VCR. Has it been fixed yet?
   B. Not yet. It's being fixed 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.
2. A. Hello. Is this Tanya's Tailor Shop?
   B. Yes, it is. Can I help you?
   A. Yes, please. This is Ted Clark. I'm calling about my pants. Have they been taken in yet?
   B. Not yet. They're being taken in right now.
   A. I see. Tell me, when can I pick them up?
   B. They'll be ready in about an hour.
   A. Thank you.

1. **Exercise 1:** Call on two students to present the dialog. Then do Choral Repetition and Choral Conversation practice.
2. **Exercise 2:** Introduce the words *tailor, take in*. Same as above.
3. **Exercises 3–5:** Either Full-Class Practice or Pair Practice.

New Vocabulary

3. law
   will
   rewrite
4. poodle
   clip

4. **Exercise 6:** Have students use the model as a guide to create their own conversations, using vocabulary of their choice. Encourage students to use dictionaries to find new words they want to use. This exercise can be done orally in class or for written homework. If you assign it for homework, do one example in class to make sure students understand what is expected. Have students present their conversations in class the next day.

WORKBOOK

Pages 41–42

EXPANSION ACTIVITIES

1. Can You Hear the Difference? ★

a. Write on the board:

1	2
She's been picked up.	She's being picked up.
It's been fixed.	It's being fixed.
They've been made.	They're being made.
I've been promoted.	I'm being promoted.
We've been sent.	We're being sent.

b. Choose a sentence randomly from one of the two columns and say it to the class. Have the class listen and identify whether the sentence is from Column 1 (the present perfect passive) or from Column 2 (the present continuous passive).

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

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

2. Listen and Expand the Story ★★

a. Write on the board:

_____ is/are being _____.

b. Read each situation and then ask the questions following it. Have students use their imaginations and answer, using any vocabulary they wish in the present continuous passive.

1. Bob and Sally Chen and their neighbors Patty and Jim Jones are very good friends. They all work for the same company downtown. A few days ago, Patty and Jim's car broke down, and they had to take it to a repair shop.

   Who is fixing Patty and Jim's car?
   (It's being fixed by _____s.)
   Who is driving Patty and Jim to work now?
   Who is picking them up after work?

2. Right now someone is giving a lecture in the library. There have been lectures in the library every week for the past few weeks. Each lecture is about a different country and its language, history, and culture.

   Who is giving today's lecture?
   Where is (he/she) giving today's lecture?

(continued)

What country is (he/she) discussing?
What language is everybody speaking today?

3. Nancy and Richard got married recently. They were married at Richard's parents' house in the country. Richard's mother had prepared a lot of food, and his sisters had put up some decorations. Fifty people came to the wedding. Nancy and Richard received a lot of gifts. Today they're moving into a new apartment.

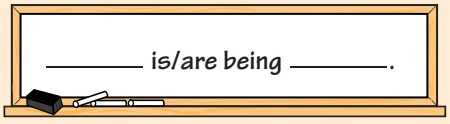
   Who is cleaning up Richard's parents' house?
   Is Richard taking down the decorations?
   Is anyone helping Richard and Nancy move into their new apartment?
   Who is writing thank-you notes for all the wedding gifts?

4. Mr. Peters is retiring next month. He's been living alone in his house in the city. He's planning to move to the country and live near his children. He's trying very hard to sell his house. He's hired a few high school students to help him clean up the house and throw out a lot of old things.

   What's happening to Mr. Peters' house?
   What's Mr. Peters doing with his old clothes and his children's old toys?
   Is Mr. Peters doing all the cleaning up by himself?

3. Guessing Game: What's Happening? ★★★

a. Write on the board:



b. Divide the class into small groups.

c. Have each group use the model on the board to write five clues describing something that is happening right now. Students may use dictionaries if they want to find new words they wish to use. For example:

   The tires are being checked.
   The hood is being painted.
   The motor is being fixed.
   The mirror is being replaced.
   The oil is being changed.
   What's happening?

d. Each group then reads its clues to the other groups, who then guess what's happening ("A car is being repaired").

4. True or False Memory Game ★★

a. Find a picture from a magazine and show it to the class for one minute. The picture should depict an action scene.

b. Put the picture away, and then make several statements about the picture, using the present continuous passive. The statements may be true or false.

c. Students have to decide if each statement is true or false.

d. Then have students look at the picture to see if they were right.

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

5. Our World Right Now ★★★

a. Write the following question on the board:

b. Divide the class into pairs. Have students write sentences about one of the following places in the neighborhood:

in our school	in a park nearby
on a subway	on a street nearby
in a mall nearby	in a supermarket nearby
in a library nearby	in a police station nearby

c. Have the pairs read their sentences to the class.

Variation: Have pairs read their sentences to the class without saying the location, and have the class try to identify it.

Text Page 42

READING *Joe's Auto Repair Shop*

FOCUS

- Passive Voice

NEW VOCABULARY

adjust	fine
attention	headlight
auto	hood
battery	oil
brakes	rear window
bumper	repairs (n)
charge	replace
check (v)	tire
condition	tune
engine	

READING THE STORY

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

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

   Why did Wilma Jones decide to take her car to Joe's Auto Repair Shop?
   Who is the car receiving a lot of attention from?
   What's being done to the engine?
   What's being done to the oil?
   What's being done to the battery?
   What's being done to the brakes?
   What's being done to the front bumper?
   What's being done to the broken headlight?
   What's being done to the hood?
   What's being done to the tires?
   What's being done to the broken rear window?
   What is Wilma aware of?
   What is she confident about?

READING *CHECK-UP*

Q & A

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

READING EXTENSION

1. ***Clue!***

   a. Have one student leave the classroom for several minutes. After the student leaves, name an automobile item from student text page 42. For example:

engine	headlight
oil	hood
battery	tires
brakes	rear window
bumper	

   b. Have each student think of or write a one-sentence clue about the object. For example:

   It's liquid.
   You change it every three months.
   The car won't run without it.

   c. Have the student outside the class return and listen to the clues. The student then tries to guess the object. *[oil]*

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

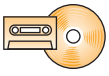
2. *Class Discussion: The Costs of a Car*

Have the class discuss the following questions:

Do you have a car?

How often do you have the oil changed?
How often do you have the engine tuned?
How often do you have your car inspected?
Where do you go to get repairs?
Do you recommend your mechanic?

How much is your car insurance every year?
How much are your car repairs every year?
Do you have to pay to park your car? How much do you pay?
How much do you spend on gas every week?
How much does it cost to own a car for one year?



LISTENING

Listen and choose the best line to continue the conversation.

1. The packages have been sent.

2. The beds have been made.

3. Our cat was bitten by our dog.

4. My brother was invited to his girlfriend's birthday party.

5. Mrs. Green hired Mr. Fleming as a secretary.

6. Mrs. Davis was hired by Ms. Clark to work in the information technology department.

7. Hello. This is the Worldcom Service Department. Your cell phone has been repaired.

8. Hello. This is Joe's Auto Repair Shop. I'm sorry. We've been very busy. I'm calling to tell you your car is finally being repaired.

Answers

1. b

2. b

3. a

4. b

5. b

6. a

7. a

8. b

Text Page 43

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

FOCUS

- Passive Voice with *Should*

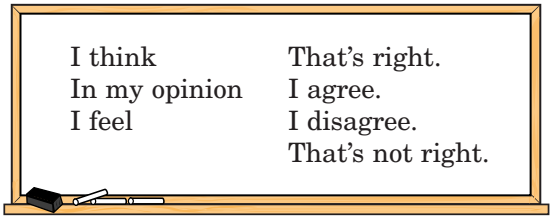
CLOSE UP

RULE: The modal *should* is often used in passive structures to express opinions.

EXAMPLES: **Should** your native language **be spoken** in class?
Should students **be allowed** to use dictionaries?

TALK ABOUT IT! ACTIVITY

1. Write on the board:



2. Have students give their opinions about questions 1–8. For each question:

a. Introduce the question and check students' understanding of new vocabulary:

1. native language
3. require, community service
4. serve in the armed forces
5. medical research
6. permit

b. Encourage students to give their opinions on the issue and debate the *pros* (reasons for) and *cons* (reasons against). Have students use the expressions on the board as they debate the issues.

c. Next, have the class vote on the issue. Call on a student to count the votes *for* and *against*.

3. Ask students to suggest other similar topics for debate.

Culture Notes

Question 3: *Community service* is the act of working as a volunteer in a community organization, such as a school, hospital, library, or senior citizen center. More and more high school and college students are required to do community service as part of their general education.

Question 8: Movies in the United States are rated according to the following system:

G	General — all ages permitted
PG	Parental guidance suggested
PG 13	Parents are strongly cautioned
R	Restricted — a child under 17 must be accompanied by a parent or adult guardian
NC 17	No children under 17 are admitted

Language Note

Question 4: *Armed forces* include all military forces: the army, the navy, and the air force.

WORKBOOK

Page 43

EXPANSION ACTIVITY

In My Opinion ★★★

For homework, have each student choose a question on student text page 43 and write a short composition about it. Students should include their opinions and reasons for having that opinion.

READING *A National Historic Landmark*

FOCUS

- Passive Voice

NEW VOCABULARY

architecture
at the time
break out
century
complete (v)
construction company
destroy
early hours of the morning
electric light
finest
governor
headquarters
hold ceremonies
install
interior
National Historic Landmark
officially
opening day
original
prime minister
rebuild
register
reopen
soldier
structure
warehouse
World War I

READING THE STORY

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

1. Have students read silently, or follow along silently as the building inscription is read aloud by you, by one or more students, or on the audio program.
2. Ask students if they have any questions. Check understanding of vocabulary.

Culture Note

This reading is a *plaque*. Plaques are flat metal or stone plates, usually with writing on them, fixed to a monument or a wall of a building in memory of an historic person or event.

3. Check students' comprehension, using some or all of the following questions:

Who was the building designed by?
Who was the building built by?
When was the construction begun?
When was it completed?
When was the building officially opened?
Who were the opening ceremonies attended by?
What happened on February 3, 1895?
What happened after the fire?
What was the building used for during World War I?
What happened after the war?
What was installed?
When was the building reopened?
Since its opening day, what has the building been considered?
Who has the store been visited by?
What happened on December 5, 1973?

READING EXTENSION

Time Line

1. Have students individually reread the text and make up a time line of the events.
2. Have students compare their time lines in pairs.

✓ READING *CHECK-UP*

WHAT'S THE ANSWER?

1. It was designed by the famous architect Archibald Morgan.
2. It was built by the Vanderpool Construction Company.
3. It was begun in 1845.
4. It was completed in 1847.
5. It was officially opened on April 13, 1847.
6. They were attended by the mayors of several cities, the governor, and the vice president of the United States.
7. The building's interior was destroyed by a fire.

8. It was used as a warehouse for clothing and other materials which were sent to our soldiers overseas.
9. It was rebuilt after the war.
10. It was reopened on June 17, 1921.
11. It has been considered one of the finest examples of nineteenth-century American architecture.
12. The building was officially registered as a U.S. National Historic Landmark.

CHOOSE

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

IN YOUR OWN WORDS

1. Make sure students understand the instructions.
2. Check students' understanding of the suggested vocabulary.
3. Have students do the activity as written homework, using a dictionary for any new words they wish to use.
4. Have students present and discuss what they have written, in pairs or as a class.

PRONUNCIATION *Reduced Auxiliary Verbs*

Reduced Auxiliary Verbs: In spoken English, auxiliary verbs are reduced when spoken in affirmative sentences.

Focus on Listening

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

Focus on Pronunciation

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

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

JOURNAL

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

WORKBOOK

Check-Up Test: Pages 44–45

GRAMMAR FOCUS

Answers

1. it was
2. been
3. she's been
4. been swept, been hung up, is being
5. were
6. been sent, was
7. ran over
8. have, been, adjusting
9. be allowed
10. who
11. that
12. which
13. that, been, being

MULTILEVEL VARIATION ★★★

Challenge *above-level* students to cover the grammar boxes as they do the activity.

1. Have students look at each photograph and ask: "Who is in the picture? What's happening? Where was this picture taken? When was it taken?"

   Photo 1: British troops fighting in France, 1916.
   Photo 2: Waiting in a Depression breadline.
   Photo 3: Work Projects Administration workers, 1935. (The Work Projects Administration, also known as the WPA, provided jobs, food, and housing to the unemployed during the Depression.)
   Photo 4: U.S. troops landing in Normandy, France, 1944.
   Photo 5: Dresden, Germany after Allied bombing, 1945.

2. Introduce the new vocabulary: *Adolf Hitler, Allied, Allies, ally, attack (n), attempt (v), Austria-Hungary, Berlin wall, bomb (v), bombing (n), breadline, British, collapse, depression, economy, England, establish, European, fight (v), Germany, Great Depression, Hiroshima, Holocaust, increase, intense, invest, Italy, Jewish, jobless, land (v), murder, Nagasaki, Nazi Germany, negotiate, neighboring, Normandy, promise (n), start (n), stock market, suddenly, The New Deal, unemployed, unemployment, value (n), welfare, Work Projects Administration, World War I,* and *World War II.*

3. Have students work individually to read the passages and then do Life Skills Worksheet 18.

LIFE SKILLS ENRICHMENT

Key Words: World War I–World War II

Life Skills Worksheet 18

Make copies of Life Skills Worksheet 18 and give one to each student. Have students complete the worksheet as homework and then compare answers in pairs, small groups, or as a class.

Text Page 46b
CIVICS TEXTBOOK READING

- **United States history: Creation of the United Nations–The Civil Rights Movement in the U.S.**

1. Have students look at each photograph and ask: "Who is in the picture? What's happening? Where was this picture taken? When was it taken?"

   Photo 1: A UN General Assembly meeting in New York.
   Photo 2: The Berlin Wall separating East Berlin and West Berlin from 1961 to 1989.
   Photo 3: A protest against the Vietnam War, 1968.
   Photo 4: Martin Luther King, Jr. at the March on Washington, 1963.

2. Introduce the new vocabulary: *African-American, aid, assistance, atomic bomb, border, character, Cold War, communist, content, control (v), creation, democratic, discrimination, divide, Eastern Europe, economically, effort, forces, gain, General Assembly, health program, keep peace, Korean War, North Korea, North Vietnam, organization, peace, peace-keeping, politically, reverend, separate (v), South Korea, Soviet Union, superpowers, United Nations, Vietnam,* and *Vietnam War.*

3. Have students work individually to read the passages and then do Life Skills Worksheet 19.

LIFE SKILLS ENRICHMENT

Key Words: The United Nations–The Civil Rights Movement

Life Skills Worksheet 19

Make copies of Life Skills Worksheet 19 and give one to each student. Have students complete the worksheet as homework and then compare answers in pairs, small groups, or as a class.

1. Have students look at each photograph and ask: "Who is in the picture? What's happening? Where was this picture taken? When was it taken?"

   Photo 1: Rescue workers at the World Trade Center, 2001.

   Photo 2: U.S. soldiers in Iraq, 2008.

2. Introduce the new vocabulary: *Afghanistan, Arlington (Virginia), Boston, civilians, conflict, democracy, dictator, hijack, hundreds, Iraq, launch, military attack, Pennsylvania, Pentagon, rescue worker, social crisis, supplier, terrorist, thousands, troops, twin towers, weapons of mass destruction,* and *World Trade Center.*

3. Have students work individually to read the passages and then do Life Skills Worksheets 20–22.

LIFE SKILLS ENRICHMENT

Key Words: September 11, 2001–The War in Iraq

Life Skills Worksheet 20

Make copies of Life Skills Worksheet 20 and give one to each student. Have students complete the worksheet as homework and then compare answers in pairs, small groups, or as a class.

U.S. History Timeline

Life Skills Worksheet 21

Make copies of Life Skills Worksheet 21 and give one to each student. Have students complete the worksheet as homework and then compare answers in pairs, small groups, or as a class.

Life and Work History Timeline

Life Skills Worksheet 22

Make copies of Life Skills Worksheet 22 and give one to each student. Have students discuss the questions in pairs and then work individually to write their own timelines. Have students return to their pairs to share their timelines.

CHECK YOUR UNDERSTANDING

Have students work individually to answer the questions in writing. Have students compare their answer in pairs, small groups, or as a class.

Answers

1. The U.S. entered World War I in 1917.
2. The stock market collapsed at the beginning of the Great Depression.
3. President Franklin D. Roosevelt introduced the New Deal.
4. Germany, Italy, and Japan were not part of the Allied nations.
5. The U.S. entered WWII because Japan bombed Pearl Harbor.
6. The United Nations was established in 1945 to keep peace among countries around the world.
7. The United States was a democracy and the Soviet Union was communist.
8. The U.S. was involved in the Vietnam War in the 1960s and 1970s.
9. The third Monday of January is a holiday to remember the life and work of Martin Luther King, Jr.
10. Terrorists attacked the World Trade Center and the Pentagon on September 11, 2001.
11. The U.S. attacked Iraq because it believed that Iraq had weapons of mass destruction.

EXPANSION ACTIVITIES

1. Association Game ★

a. Write a major event in U.S. history on the board, such as the following:

Other possible events are:

The Great Depression
The New Deal
World War II
The Creation of the United Nations
The Cold War
The Civil Rights Movement
September 11, 2001
The War in Iraq

b. Divide the class into several teams. Have the students in each team work together to see how many ideas they can associate with that event. For example:

WWI: [France/Germany/Austria-Hungary/England/the U.S./airplanes/soldiers]
The Great Depression: [stock market collapse/jobless/banks closed]
The New Deal: [President Roosevelt/jobs/bridges/buildings/roads]

c. Set a time limit for the game. When the time limit is up, call on the teams to read their list of associations to the class. The team with the most correct items wins.

2. Category Dictation ★★

a. Have students make three columns on a piece of paper and write the following at the top of each column:

The Cold War
The Civil Rights Movement
September 11, 2001

b. Dictate words from the reading and have students write them in the appropriate column. For example:

The Cold War	The Civil Rights Movement	September 11, 2001
communism	discrimination	World Trade Center
Soviet Union	protests	terrorists
superpowers	March on Washington	hijack

c. As a class, in pairs, or in small groups, have students check their work.

3. How Much Do You Remember? ★★

a. Write the following topics from the reading on the board:

b. Divide the class into pairs. Have students close their books and retell to each other what they remember about each topic in the reading. Then have them open their books and check to see how much they remembered.

4. U.S. History Match Game ★★

Activity Master 10

a. Make a copy of Activity Master 10 and cut it into cards. Distribute the cards randomly, one to each student.

Note: The longer cards are questions and the shorter cards are answers.

b. Have students memorize the question or response on their card. Then have students circulate around the room saying their lines until they find their match. Make sure students don't show their cards to their classmates since this is a listening and speaking exercise.

c. When students have found their match, have them compare their cards and then come show you.

d. Continue until students have found all the matches.

Multilevel Variation ★

Below-level students can look at the cards as they do the activity.

5. U.S. History Concentration ★★★

Activity Master 10

a. Divide the class into pairs. Make multiple copies of Activity Master 10, cut them into cards, and distribute one set to each pair.

Note: The longer cards are questions and the shorter cards are answers.

b. Have students shuffle the cards and place the longer cards in two rows and the shorter cards in two rows face down.

c. The object of the game is for students to find the matching questions and answers. Both students should be able to see the cards, since *concentrating* on their location is an important part of playing the game.

d. Student A turns over a long card and a short card, and if they match, the student keeps the cards. If the cards don't match, the student turns them face down and Student B takes a turn.

The game continues until all the questions and answers have been matched. The student with the most correct *matches* wins the game.

Multilevel Variation ★

Below-level students can read through the questions and answers all at once and then match the cards face up.

6. True or False? ★★★

Make statements about U.S. history and have students decide whether the statements are true or false. If a statement is false, have students correct it. For example:

World War I began in 1914. [True.]
The Great Depression took place in the 1950s. [False. It took place in the 1930s.]
The New Deal was a response to the Cold War. [False. The New Deal was a response to the Depression.]
The United Nations was formed to keep peace around the world. [True.]
Martin Luther King, Jr. was killed in 1968. [True.]

Variation: Do the activity as a game with competing teams.

CHECK-UP TEST

A B C D

Have students do the check-up test and then review the answers as a class.

Answers

1. C	**6.** A
2. A	**7.** B
3. C	**8.** C
4. B	**9.** A
5. D	**10.** D

SKILLS CHECK

Words:

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

I can:

Explain to students that this is a list of skills they have learned in the unit. Read each item aloud to the class. Ask individual students to demonstrate the skill. For example:

Teacher: I can identify important events in U.S. history.
Student A: The Great Depression took place from 1929 to 1939.
Student B: The Cold War started after World War II and continued until 1991.

Teacher: I can react to good news.
Student A: That's wonderful!
Student B: That's great!

Have students put a check next to the item if they feel they have learned it. Use this information to determine which lessons you may want to review or reinforce for the entire class or for particular students.

EXPANSION ACTIVITIES

1. Do You Remember the Words? ★

Check students' retention of the vocabulary depicted on the opening page of Unit 3. Have students open their books to page 31 and cover the list of vocabulary words. Either call out a number and have students tell you the noun, or say a noun and have students tell you the number.

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

2. Drawing Game ★

Activity Master 11

You will need either an hourglass or a watch with a second hand for timing the following game.

a. Divide the class into two teams. Have each team sit together in a different part of the room.

b. Make two copies of Activity Master 11, cut them into separate cards, and place the two sets of cards in two piles on a table or desk in the front of the room. Also, have a pad of paper and pencil next to each team's set of cards.

c. When you say "Go!," a person from each team comes to the front of the classroom, picks a card from the pile, and draws the object. The rest of the team then guesses what the object is.

d. When a team correctly guesses the object, another team member picks a card and draws the object written on that card.

e. Continue until each team has guessed all of the objects in their pile. The team that guesses the objects in the shortest time wins the game.

3. Question the Answers! ★★

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

It's already been rebuilt.
No. It shouldn't be allowed.
They're being fixed right now.
Yes. They should be required to.
She was promoted in 2009.

b. Divide the class into groups of four. Have them write questions for which these answers are correct. For example:

Answer: It's already been rebuilt.
Question: Have you finished rebuilding the engine?

Answer: No. It shouldn't be allowed.
Question: Should jogging be allowed on the beach?

c. Have students share some of their questions and answers with the class.

4. Passive Voice Sentence Prompts ★★

Activity Master 12

Divide the class into pairs. Make enough copies of Activity Master 12 for half the class. Cut them up into cards, and distribute one set to each pair of students. Have students take turns picking up a prompt and then saying the complete sentence.

Variation: Students can write their complete sentences and then compare their answers with other pairs.

5. Board Game ★★

Activity Master 13

You will need a die and markers for this activity. (If students use a coin as a die, the class should decide which side of the coin will indicate a move of one space and which will indicate a move of two spaces.)

a. Make multiple copies of Activity Master 13. Divide the class into small groups and give each group a copy of Activity Master 13 along with a die, markers, and a piece of paper.

b. Have students place their markers on *Start*. The group should decide who goes first. That student begins the game by rolling the die or flipping the coin and moving his or her marker. If the student responds to the question or task correctly, he or she may take one more turn. If the student doesn't respond correctly, the next student takes a turn. No one may take more than two turns at a time.

Option 1: The first person to reach *Finish* is the winner.

Option 2: The game continues until each student reaches *Finish*. This way everybody is a winner.

6. Dialog Builder! ★★★

a. Divide the class into pairs. Write a line on the board from a conversation such as the following:

Other possible lines are:

That's awful!
What happened?
I think so, too.
When can I pick it up?
I'm not sure.
Don't worry about it.

b. Have each pair create a conversation incorporating that line. Students can begin and end their conversations any way they wish, but they must include that line in their dialogs.

c. Call on students to present their conversations to the class.

(continued)

EXPANSION ACTIVITIES (Continued)

7. What's Wrong? ★★★

a. Write several sentences such as the following on the board or on a handout that you give to students. Some of the sentences should be correct and others incorrect. For example:

A dinosaur skeleton has found in the desert.
Eating shouldn't allowed in movie theaters.
His identification card was lost.
Martin Luther King, Jr. has been assassinated in 1968.
That building was designed by a famous architect.
The book was writing by J.K. Rowling.
The mural was completed in 2008.
The museum destroyed by fire.
The New Deal was created by President Roosevelt.
The poodle has already been clipped.
The wedding cake has been being made.
The United Nations established to keep peace around the world.

b. Divide the class into pairs. The object of the activity is for students to identify which sentences are incorrect and then correct them. Have students compare their answers in small groups.

Variation: Do the activity as a game with competing teams. For each team's turn, write one sentence on the board and have the team decide whether the sentence is correct or not. If it isn't correct, the team must correct it. Every time a team is right, that team receives one point. The team with the greatest number of points wins.

MULTILEVEL VARIATION ★

For *below-level* students, underline the errors and have the below-level pairs focus only on correcting them.

8. Cooperative Definitions ★★★

a. Write any twelve of the following words on the board:

aid
ally
atomic bomb
border
civilians
communist
dictator
discrimination
hijack
invest
jobless
peace
stock market
terrorist
troops
unemployed
unemployment
weapons of mass destruction
welfare

b. Divide the class into groups of three. Give each group a letter designation (i.e., Group A, Group B . . .) and a piece of paper. Ask each group to choose three of the words or phrases and write their definitions.

c. When all the groups are ready, have them pass their papers with the definitions to the group on the right: Group A passes its definitions to Group B, who passes its definitions to Group C, etc.

d. Each group then reads the definitions it has received, and on a separate piece of paper writes their group letter designation and what word they think is being defined.

e. Continue until each group has seen all the other groups' definitions.

f. Compare the results and see which group has the most correct guesses.

Text Pages 47–50: *Side by Side* Gazette

FEATURE ARTICLE *Inventions That Changed the World*

PREVIEWING THE ARTICLE

1. Have students talk about the title of the article and the accompanying photographs. Check understanding of the words *invention* and *inventor*.
2. You may choose to introduce the following new vocabulary beforehand, or have students encounter it within the context of the article:

Penicillin
antibiotic
bacteria
kill
life-lives
mold
penicillin
save

X-Rays
amazed
award (v)
Nobel Prize
physics

The Screw
carpenter
create
crop
field
giant
hold together
irrigate
mass-produced
much later
pull
screw
unlimited
use (n)
water (v)
wooden

The Telephone
acid
deaf
speech teacher

Television
bicycle lamp
cake tin
cardboard
disc
electronic
knitting needles
Scottish

The Computer
develop
home computer
involve
microchip
take up

READING THE ARTICLE

1. Have students read silently, or follow along silently as the article is read aloud by you, by one or more students, or on the audio program.
2. Ask students if they have any questions. Check understanding of new vocabulary.

Culture Note

The Nobel Prize is a prize awarded annually by a committee in Sweden to acknowledge significant recent work in the fields of physics, chemistry, medicine, literature, economic sciences, or the advancement of peace. The prize is named after Alfred Bernhard Nobel, a Swedish chemist, who established the prizes in his will.

3. Check students' comprehension by asking the following questions:

When was penicillin discovered?
Who discovered it?
What is penicillin?

Who discovered X-rays?
When was the X-ray machine invented?

When was the screw invented?
What was the screw first used for?
When did carpenters begin to use the screw?

Who invented the telephone?
When was the first phone call made?
Why were the first words spoken on the phone, "Mr. Watson, come here! I need you!"?

Who invented the television?
When was it invented?
What did Mr. Baird use to make the first television?

Who built the first computer?
When was it built?
How big was the first computer?
When was the microchip invented?
When did people begin to use personal computers?

EXPANSION ACTIVITIES

1. Brainstorm ★★

a. Divide the class into several teams. Have students brainstorm the current uses for each invention in the reading

b. Have the teams share their lists with the class. Write any new vocabulary on the board. The team with the longest list wins.

2. Making Inferences ★★★

a. Divide the class into small groups. Have students discuss the following question for each invention:

How has this invention changed the way we live?

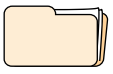
b. Have students share their ideas with the class. Write any new vocabulary on the board.

3. What It Must Have Been Like ★★★

a. Have students individually complete the following sentences:

Before the telephone was invented, people must have _____.
Before the television was invented, people must have _____.
Before the first computer was invented, people must have _____.

b. Have students share their sentences in small groups or with the class. Write any new vocabulary on the board.



FACT FILE *Time Line of Major Inventions*

1. Ask students: "What are some other great inventions you know?" Write their ideas on the board.

2. Before reading the Fact File, you may choose to introduce the following new vocabulary, or have students encounter it as they tell about each invention.

abacus
A.D.
B.C.
construct
corporation
counting machine
establish
gas-powered
irrigation
launch
manned
microscope
printing press
space flight
sundial
tell time
time line

3. Introduce the time line by telling about a few of the inventions. For example:

The wheel was invented about 3500 B.C.
The first bicycle was ridden in France in 1791.

Ask students:

When was the first microscope invented?
What happened in 1876?

4. In pairs or small groups, have students use these types of questions to ask and answer questions about the inventions on the time line.
5. Point to the inventions students had listed on the board prior to reading the time line and ask:

   Are all of these inventions in the time line?
   Is the time line missing any important inventions?
   If so, what is the invention?
   Why is it important?

EXPANSION ACTIVITIES

1. True or False? ★★

a. Divide the class into teams.

b. Make statements about the time line and have the teams take turns telling whether the statements are true or false—without looking at the time line. For example:

   Paper was invented before the wheel.
   Gas-powered cars were assembled before the first airplane flight.
   The first microscope had been invented before penicillin was discovered.
   The bicycle had been invented two hundred years before the car was invented.
   The telephone had been invented 101 years before the cell phone was invented.
   People have been traveling in space since 1961.

c. The team with the most correct answers is the winner.

Variation: ★★★ Have the teams make up questions about the time line.

2. Class Discussion ★★★

a. In small groups, have students discuss the following questions:

   What is a discovery?
   What is an invention?
   Is the wheel a discovery or an invention? How about the kite?

b. Have the groups report back to the class.

3. The Most Important Inventions ★★★

a. Have students read the Fact File again and identify the five most important inventions.

b. As a class, in pairs, or in small groups, have students compare their lists and explain their reasoning.

4. What's the Order? ★★

a. Dictate four or five events from the time line.

b. Have students put the events in the correct time order.

c. Have students check the time line to see if their ordering was correct.

AROUND THE WORLD
Ancient and Modern Wonders of the World

1. Before reading the text, ask students if they know any "wonders of the world." Write their ideas on the board.
2. Show the class a world map. Have students identify the locations of the following place names: *Egypt, Rome, Peru, England, India, Cambodia, China, Mexico, Panama.*
3. You may choose to introduce the following new vocabulary, or have students encounter it within the context of each description.

The Pyramids
bury
construct
jewel
king
tomb
treasure

The Colosseum
amphitheater
battle
beast
entertain
gladiator
lion
tiger

Machu Picchu
abandon
expert
Incas
period
purpose
religious

Stonehenge
erect
huge
stone
temple
worship

The Taj Mahal
die
give birth
order
shah

The Temple of Angkor Wat
dedicate
god
Hindu
preserve
site
Vishnu

The Great Wall of China
enlarge
estimate
kilometer
length
moon
strengthen
visible

Tenochtitlan
Aztecs
elaborate
inhabit
legend
locate
omen
ruins

The Panama Canal
approximately
canal
connect
maintain
permission
ship

3. Have students read silently, or follow along silently as the text is read aloud by you, by one or more students, or on the audio program.
4. Ask students if they have any questions. Check understanding of new vocabulary.
5. Have students respond to the questions in pairs or small groups. Then have students tell the class what they talked about. Write any new vocabulary on the board.

EXPANSION ACTIVITIES

1. What's the Answer? ★★

a. Divide the class into teams.

b. Ask questions about the Wonders of the World and have the teams take turns answering them. For example:

What took place in the Colosseum?
Which Wonder of the World is in India?
How long is the Great Wall of China?
What was opened on August 15, 1914?

c. The team with the most correct answers is the winner.

Variation: Have the teams make up questions.

2. Dictate and Discuss ★★★

a. Divide the class into pairs or small groups.

b. Dictate sentences such as the following and then have students discuss them:

The most beautiful wonders of the world are ancient.
Most of the wonders of the world were built for religious purposes.
Modern structures are no longer wonders of the world.

c. Call on students to share their opinions with the rest of the class.

INTERVIEW

1. Have students read silently, or follow along silently as the interview is read aloud by you, by one or more students, or on the audio program.
2. Ask students if they have any questions. Check understanding of the words *base camp, beauty, encourage, explore, family trip, impress, influence, inspire, journey, memorable, mountain climber, photojournalist, physically, prepared, promising, publish, select, show, transfer.*

EXPANSION ACTIVITY

Student Interviews ★★★

1. Have students interview each other, using questions adapted from the interview. For example:

   What do you like to do best in your free time?
   How did you first become interested in this?
   What has influenced you?
   What has inspired you?
   What has been the most memorable event in your life?
   What have you been dreaming of doing some day?

2. Have students share with the class two interesting facts they learned about their partner.

FUN WITH IDIOMS

given the ax
left in the dark
held up
blown away

INTRODUCTION AND PRACTICE

For each idiom, do the following:

1. Have students look at the illustration.
2. Present the idiom. Say the expression and have the class repeat it chorally and individually. Check students' pronunciation of the words.

DO YOU KNOW THESE EXPRESSIONS?

Have students match the expressions with their meanings.

Answers

1. c
2. d
3. b
4. a

EXPANSION ACTIVITIES

1. Line Prompts ★★

Call out on the following line prompts and have students respond with "yes" and an appropriate idiom.

Did you see the Taj Mahal?
(Yes. I was blown away.)

Did you get stuck at the dentist office?
(Yes. I was held up.)

Was he fired yesterday?
(Yes. He was given the ax.)

Are you upset no one told you?
(Yes. I was left in the dark.)

2. Idiom Challenge! ★★★

a. Divide the class into pairs.
b. Have each pair create a conversation in which they use as many of the idioms from text page 49 as they can.
c. Have the pairs present their conversations to the class. Which pair used the most idioms?

WE'VE GOT MAIL!

THE LETTER TO *SIDE BY SIDE*

1. Have students read silently, or follow along silently as the letter is read aloud by you, by one or more students, or on the audio program.
2. Ask students if they have any questions. Check understanding of the words *actively, article, confusing, passive voice, verb form, word order.*
3. Check students' comprehension by having them decide whether these statements are true or false:

   The writer understands the purpose of the passive. *(False)*
   The writer finds the change in verb forms and word order confusing. *(True)*
4. Ask students: "Have you ever had this question"

THE RESPONSE FROM *SIDE BY SIDE*

1. Have students read silently, or follow along silently as the letter is read aloud by you, by one or more students, or on the audio program.
2. Ask students if they have any questions. Check understanding of the words *action, as time goes on, commonly, in print*.
3. Check students' comprehension by having them decide whether these statements are true or false:

   When you know who performed the action you should use the passive voice. *(False)*
   The passive voice is often used in textbooks and newspaper articles. *(True)*
   The sentence "The temple was built by thousands of workers." focuses on the word *temple* and not on the word *workers*. *(True).*
   The passive voice is used in speech more than in print. *(False)*

EXPANSION ACTIVITIES

1. Class Game ★★

a. Divide the class into teams.

b. Have students turn back to the Fact File. Give the teams five minutes to identify information in the reading that can be presented in active sentences. For example:

   Passive: 1903—the first airplane flight made by Orville and Wilbur Wright.

   Active: In 1903, Orville and Wilbur Wright made the first airplane flight.

c. Have the teams share their sentences. The team with the greatest number of correct sentences is the winner.

2. What's Wrong? ★★★

a. Divide the class into pairs or small groups.

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

   X-rays was discovered by Wilhelm Roentgen.
   The world's first computer has been turned on in 1946.
   The Soviet Union was launched a space flight in 1961.
   The first printing press was set up in Germany.
   The television invented John Logie Baird.
   5000 years ago were built the pyramids.
   The building was designed by a king.
   The temple was erected in the 12th century.
   The city, Machu Picchu, abandoned the people in the 1500's.

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

d. Have students compare their answers.

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

GLOBAL EXCHANGE

1. Set the scene: "Kate1 is writing to her keypal, MarcJ."
2. Have students read silently or follow along silently as the messages are read aloud by you, by one or more students, or on the audio program.
3. Ask students if they have any questions. Check understanding of words *ambulance, cast, congratulations, G2G, in touch, outstanding, plaque, proud, scholarship.*
4. Options for additional practice:
   - Have students write a response about good or bad things that have happened recently and share their writing in pairs
   - Have students correspond with a keypal on the Internet and then share their experience with the class.

LISTENING *"News Report" True or False?*

1. Set the scene: "A lot has happened in the news today."
2. Check understanding of the following words:

champion
defeat
elect
expected
fire chief
fire department
hit-and-run accident
live (adj)
luckily
marketplace
Monet
news conference
newsroom
police department
scene
score
tune in
update

LISTENING SCRIPT

Listen to the news reports. Answer true or false.

Good afternoon. This is Gloria Ramos in the WKSB radio newsroom with the latest news update. A bicyclist was knocked down in a hit-and-run accident on Jefferson Street this afternoon. A brown van was seen leaving the scene of the accident. If you have any information, the police department is asking you to call 555-1234. Live in the newsroom, this is Gloria Ramos for WKSB Radio News.

This is Kim Crane reporting live from City Hall. A new mayor has been elected. It was a very close race between Joe Murphy and Julie Miller, but now the results are in, and Julie Miller has been chosen as the new mayor. Julie Miller will be interviewed on this evening's news at six o'clock.

This is Stu Brent reporting live from downtown. I'm at the scene of the big fire at the Main Street Marketplace. Five stores at the Marketplace were destroyed in this fire that broke out early this morning. Luckily, no one was injured. The building is now being examined by the fire department. The fire chief is expected to speak at a news conference later this afternoon. We'll bring that new conference to you live when it happens.

This is Brian Adams with a local sports update. After five years as the city's baseball champions, the Washington High School Eagles were defeated by the Lincoln High School Terriers this afternoon by a score of 4 to 3. The Terriers are the new baseball champions. Tune in at 5 o'clock for the complete story.

This is Wendy Chen reporting live from the Museum of Fine Arts. Last night, the museum was robbed, and several important paintings were stolen. The paintings are considered some of the best works by painters known throughout the world, including Picasso, Rembrandt, and Monet. The robbery was discovered this morning when the museum's director arrived for work. The building is now being checked by the police, and information about the missing paintings is being sent around the nation and around the world. Reporting live from the Museum of Fine Arts, this is Wendy Chen for KPLW Radio News.