

Guide to Life Skills, Standards, & Test Prep Features

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

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

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

1. a secretary type file
2. a cashier use a cash register handle money
3. a waiter take orders serve customers
4. a construction worker use tools operate equipment
5. a cook use cooking equipment prepare meals
6. a security guard guard buildings inspect bags and packages

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

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

NAME	JOB	SKILLS

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

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

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

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

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

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

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

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

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

LIFE SKILLS READING • Help wanted signs • Want ads

READING A HELP WANTED SIGN
Look at the help wanted sign and answer the questions.

1. They need people who can _____.
A. use tools
B. operate equipment
C. sell things
D. type

2. The job is for _____ a week.
A. 10 hours
B. 15 hours
C. 25 hours
D. 40 hours

3. They need people with work experience in _____.
A. a library
B. a store
C. an office
D. a restaurant

4. To apply for this job, _____.
A. get an application form from the manager
B. send a letter to the manager
C. send your resume to the manager
D. call the manager on the telephone

ABBREVIATIONS IN WANT ADS
Match the words and abbreviations.

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

READING WANT ADS
Look at the ads and answer the questions.

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

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

1. The mechanic has to _____.
A. apply for the job in person
B. work full-time
C. work evenings
D. have experience

2. The ad for a mechanic doesn't have _____.
A. the salary
B. the telephone number
C. the experience required
D. the name of the person to call

3. The cashier has to _____.
A. work on the weekend
B. work 9 hours a day
C. work 5 days a week
D. know how to use a cash register

4. The ad for a cashier doesn't have _____.
A. the store's address
B. the store's telephone number
C. the salary
D. the work days

LIFE SKILLS READING & WRITING • Safety signs • A job application

READING SAFETY SIGNS
For each warning, choose the correct sign.

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

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

WRITING FILLING OUT A JOB APPLICATION
Fill out the application form with your information.

NAME: LAST FIRST SOCIAL SECURITY NO. _____
ADDRESS: NUMBER STREET CITY STATE ZIP CODE
TELEPHONE: DAY EVE. CELL
AVAILABILITY: CHECK ONE: FULL-TIME PART-TIME DAYS AVAILABLE (CIRCLE): S M T W T F S
SKILLS AND ABILITIES: WHAT CAN YOU DO? DESCRIBE YOUR SKILLS AND ABILITIES: _____

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

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

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

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

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

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

ASSESSMENT • Check-up test • Self-evaluation checklists

Choose the correct answer.

1. Ramon can _____. He's looking for a job as a secretary.
A. bake
B. paint
C. type
D. ski

2. Ann can _____. She's looking for a job as a mechanic.
A. repair cars
B. fix stoves
C. skate
D. paint pictures

3. Ivan can _____. He's looking for a job as a salesperson.
A. file
B. operate equipment
C. use tools
D. take inventory

4. I'm a construction worker. I can _____.
A. use business software
B. build things
C. take inventory
D. use a cash register

5. _____ come to your party on Saturday. I have to work.
A. I have to
B. I can
C. I can't
D. You can't

6. I'm sick. I can't go to work today. _____ go to the doctor.
A. I have
B. I have to
C. You have to
D. You have

7. Lynn can cook. She's applying for the job as _____.
A. a construction worker
B. a superintendent
C. a restaurant
D. a chef

8. Lynn has to _____.
A. work full-time
B. work evenings
C. call Eve
D. apply in person

9. Ahmed can manage a building. He has experience for the job _____.
A. as a chef
B. at Capital Construction
C. at 947 Franklin Street
D. at 1400 Central Avenue

10. To apply, Ahmed has to _____.
A. call 377-2560
B. ask for Frank
C. call 930-7432
D. go to 947 Franklin Street

SKILLS CHECK

<input type="checkbox"/> actor	<input type="checkbox"/> teacher	<input type="checkbox"/> operate equipment
<input type="checkbox"/> actress	<input type="checkbox"/> truck driver	<input type="checkbox"/> waiter
<input type="checkbox"/> baker	<input type="checkbox"/> waiter	<input type="checkbox"/> paint
<input type="checkbox"/> cashier	<input type="checkbox"/> act	<input type="checkbox"/> prepare meals
<input type="checkbox"/> chef	<input type="checkbox"/> bake	<input type="checkbox"/> repair
<input type="checkbox"/> construction worker	<input type="checkbox"/> build	<input type="checkbox"/> serve customers
<input type="checkbox"/> cook	<input type="checkbox"/> cook	<input type="checkbox"/> sing
<input type="checkbox"/> dancer	<input type="checkbox"/> dance	<input type="checkbox"/> speak Spanish
<input type="checkbox"/> mechanic	<input type="checkbox"/> drive	<input type="checkbox"/> take inventory
<input type="checkbox"/> salesperson	<input type="checkbox"/> file	<input type="checkbox"/> take orders
<input type="checkbox"/> secretary	<input type="checkbox"/> fix	<input type="checkbox"/> talk
<input type="checkbox"/> security guard	<input type="checkbox"/> guard buildings	<input type="checkbox"/> teach
<input type="checkbox"/> singer	<input type="checkbox"/> handle money	<input type="checkbox"/> type
<input type="checkbox"/> superintendent	<input type="checkbox"/> inspect bags and packages	<input type="checkbox"/> use

I can ask & answer:
 What kind of job are you looking for?
 What can you do?
 Tell me about your skills.
 Can you type?
 Can you have lunch with me on Saturday?
I can apologize:
 I'm sorry. I can't. I have to work.
I can ask permission to leave work early:
 Can I possibly leave work early today? I have to _____.

I can read:
 help wanted signs
 abbreviations in want ads
 want ads
 safety signs
I can fill out job application form information about:
 name, address, telephone
 social security number
 availability
 skills & abilities
I can write about:
 things I can and can't do
 an application procedure
 things I have to do this week