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Theme	Unit and Page Number	EL Civics Competencies/ Life Skills	Grammar	Vocabulary	Pronunciation
Basic Communication	<b>PRE-UNIT</b> <b>Welcome</b> Page 2	<ul style="list-style-type: none"> <li>Greet people</li> <li>Say and write phone numbers</li> <li>Follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>Contractions: <i>I'm</i></li> <li><i>Be</i> verb</li> <li>Imperatives</li> </ul>	<ul style="list-style-type: none"> <li>Greetings</li> <li>Numbers</li> <li>Study words</li> <li>Classroom commands</li> </ul>	<ul style="list-style-type: none"> <li>/m/</li> </ul>
	<b>1</b> <b>Talking with Others</b> Page 12	<ul style="list-style-type: none"> <li>Ask and give personal information</li> <li>Describe people</li> <li>Describe family relationships</li> <li>Express preferences</li> <li>Plan a schedule</li> </ul>	<ul style="list-style-type: none"> <li>Simple present: <i>be</i></li> <li><i>his/her</i></li> <li>Adjective order</li> <li>Simple present: <i>like</i></li> <li><i>From ... to...</i></li> </ul>	<ul style="list-style-type: none"> <li>Personal information</li> <li>Height, weight, hair color and styles</li> <li>Family</li> <li>Entertainment</li> <li>Clock times</li> </ul>	<ul style="list-style-type: none"> <li>/v/</li> <li>Stress</li> </ul>
Consumer Economics	<b>2</b> <b>Let's Go Shopping!</b> Page 36	<ul style="list-style-type: none"> <li>Identify types of retail stores</li> <li>Make purchases and read receipts</li> <li>Identify articles of clothing</li> <li>Describe clothing</li> <li>Describe items in a store</li> </ul>	<ul style="list-style-type: none"> <li>Simple present: <i>shop</i></li> <li>Questions and answers with <i>be</i></li> <li>Singular and plural nouns</li> <li>Possessive adjectives</li> <li>Adjectives</li> <li>Simple present: <i>want</i></li> </ul>	<ul style="list-style-type: none"> <li>Types of stores and products they sell</li> <li>Money</li> <li>Clothing</li> <li>Colors, patterns</li> <li>Adjectives of size, age, pattern</li> </ul>	<ul style="list-style-type: none"> <li>Stress and intonation</li> <li>Plural endings</li> </ul>

Numeracy/ Academic Skills	CCRS	SCANS	CASAS
<ul style="list-style-type: none"> <li>• Clarification strategies</li> <li>• Pronunciation</li> <li>• Focused listening</li> </ul>	RI1, SL2, SL3, L2, RF2	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Sociability</li> </ul>	<p><b>1:</b> 0.1.1, 0.1.4, 0.2.1  <b>2:</b> 0.1.2, 0.1.4, 0.2.2  <b>3:</b> 0.1.5, 0.1.6, 2.2.1</p>
<ul style="list-style-type: none"> <li>• Focused listening</li> <li>• Predicting</li> <li>• Reviewing</li> <li>• Self-evaluation</li> </ul>	RI1, R12, RI5, RI7, SL1, SL2, SL4, L1, L2, L5, RF2	<p><b>Most SCANS are incorporated into this unit, with an emphasis on:</b></p> <ul style="list-style-type: none"> <li>• Acquiring information</li> <li>• Interpreting and evaluating information</li> <li>• Writing (Technology is optional.)</li> </ul>	<p><b>1:</b> 0.1.2, 0.2.1  <b>2:</b> 0.1.2, 0.1.3, 1.1.4  <b>3:</b> 0.1.2  <b>4:</b> 0.2.4  <b>5:</b> 2.3.1  <b>R:</b> 0.1.2, 0.1.3, 0.2.1, 0.2.4, 1.1.4, 2.3.1, 4.8.1  <b>TP:</b> 0.1.2, 0.1.3, 0.2.1, 0.2.4, 1.1.4, 2.3.1</p>
<ul style="list-style-type: none"> <li>• Categorizing</li> <li>• Classifying</li> <li>• Focused listening</li> <li>• Graphs</li> <li>• Predicting</li> <li>• Reviewing</li> <li>• Self-evaluation</li> </ul>	RI1, RI2, RI5, RI7, SL1, SL2, SL4, L1, L2, RF2, RF3	<p><b>Most SCANS are incorporated into this unit, with an emphasis on:</b></p> <ul style="list-style-type: none"> <li>• Allocating money</li> <li>• Serving customers</li> <li>• Organizing and maintaining information</li> <li>• Decision making (Technology is optional.)</li> </ul>	<p><b>1:</b> 1.1.3, 1.3.7, 2.5.4  <b>2:</b> 1.3.3, 1.3.8, 1.3.9, 1.6.4  <b>3:</b> 1.2.1, 1.3.9  <b>4:</b> 1.3.9  <b>5:</b> 0.1.2, 1.1.9, 1.3.9  <b>R:</b> 0.1.2, 1.1.9, 1.2.1, 1.3.3, 1.3.8, 1.3.9, 1.6.4  <b>TP:</b> 0.1.2, 1.1.9, 1.2.1, 1.3.3, 1.3.8, 1.3.9, 1.6.4, 4.8.1</p>

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Theme	Unit and Page Number	EL Civics Competencies/ Life Skills	Grammar	Vocabulary	Pronunciation
Consumer Economics	<b>3</b> <b>Food</b> Page 60	<ul style="list-style-type: none"> <li>Identify common meals and foods</li> <li>Interpret food advertisements</li> <li>Express needs</li> <li>Compare prices</li> <li>Take and place orders</li> </ul>	<ul style="list-style-type: none"> <li>Simple present: <i>like</i></li> <li><i>How much is...? / How much are...?</i></li> <li>Simple present</li> <li>Comparative adjectives</li> <li><i>Yes/No</i> questions and answers</li> </ul>	<ul style="list-style-type: none"> <li>Meals</li> <li>Foods</li> <li>Quantities and containers</li> <li><i>Expensive, cheap</i></li> <li>Menu sections</li> </ul>	<ul style="list-style-type: none"> <li>Plural endings: /z/, /iz/</li> <li>Stress</li> </ul>
	<b>4</b> <b>Housing</b> Page 84	<ul style="list-style-type: none"> <li>Identify types of housing</li> <li>Describe parts of a home</li> <li>Interpret classified ads</li> <li>Use the telephone and make appointments</li> <li>Identify furniture in a house</li> </ul>	<ul style="list-style-type: none"> <li>Simple present: <i>live</i></li> <li><i>a/an</i></li> <li>Simple present: <i>have</i></li> <li><i>Yes/No</i> questions</li> <li>Present continuous</li> <li>Prepositions of location</li> </ul>	<ul style="list-style-type: none"> <li>Housing</li> <li>Parts of a home</li> <li>Classified ads</li> <li>Appointments</li> <li>Furniture</li> </ul>	<ul style="list-style-type: none"> <li>/v/</li> <li>Intonation</li> </ul>
	<b>VIDEO CHALLENGE</b>		Page 108	<b>How Your T-Shirt Can Make a Difference</b>	
Community Resources	<b>5</b> <b>Our Community</b> Page 112	<ul style="list-style-type: none"> <li>Identify locations and services</li> <li>Give and follow street directions</li> <li>Give and follow directions in a mall</li> <li>Leave phone messages</li> <li>Write an e-mail</li> </ul>	<ul style="list-style-type: none"> <li>Imperatives</li> <li><i>in/on</i></li> <li>Prepositions of location</li> <li>Questions with <i>can</i></li> <li>Present continuous</li> <li>Adverbs of frequency</li> <li>Simple present</li> </ul>	<ul style="list-style-type: none"> <li>Places in your community</li> <li>Directions</li> <li>Stores</li> <li>Prepositions</li> <li>Social language</li> </ul>	<ul style="list-style-type: none"> <li>Intonation</li> </ul>

Numeracy/ Academic Skills	CCRS	SCANS	CASAS
<ul style="list-style-type: none"> <li>Brainstorming</li> <li>Classifying</li> <li>Critical thinking</li> <li>Focused listening</li> <li>Making graphs</li> <li>Predicting</li> <li>Reviewing</li> <li>Self-evaluation</li> </ul>	RI1, RI2, RI5, RI7, SL1, SL2, SL4, L1, L2, L5, RF2, RF3	<p><b>Most SCANS are incorporated into this unit, with an emphasis on:</b></p> <ul style="list-style-type: none"> <li>Allocating money</li> <li>Understanding systems</li> <li>Creative thinking</li> <li>Seeing things in the mind’s eye</li> </ul> (Technology is optional.)	<p><b>1:</b> 1.3.8, 7.2.3  <b>2:</b> 1.2.1, 1.2.4, 1.3.8  <b>3:</b> 0.1.2, 1.1.7, 1.3.8, 7.2.6  <b>4:</b> 1.1.3, 1.2.1, 1.2.2, 1.3.8  <b>5:</b> 1.3.8, 2.6.4, 7.2.3  <b>R:</b> 0.1.2, 1.1.3, 1.1.7, 1.2.1, 1.2.2, 1.2.4, 2.6.4  <b>TP:</b> 0.1.2, 1.1.3, 1.1.7, 1.2.1, 1.2.2, 1.2.4, 2.6.4, 4.8.1</p>
<ul style="list-style-type: none"> <li>Classifying</li> <li>Focused listening</li> <li>Pie charts</li> <li>Reviewing</li> <li>Self-evaluation</li> <li>Venn diagrams</li> </ul>	RI1, RI2, RI5, RI7, W2, SL1, SL2, SL4, L1, L2, L4, L5, RF2, RF3	<p><b>Most SCANS are incorporated into this unit, with an emphasis on:</b></p> <ul style="list-style-type: none"> <li>Acquiring and evaluating information</li> <li>Creative thinking</li> <li>Seeing things in the mind’s eye</li> </ul> (Technology is optional.)	<p><b>1:</b> 1.1.3, 1.4.1  <b>2:</b> 1.1.3, 1.4.1, 4.8.1, 7.2.3  <b>3:</b> 1.4.2  <b>4:</b> 1.4.2  <b>5:</b> 1.4.1, 1.4.2, 2.2.1  <b>R:</b> 1.4.1, 1.4.2  <b>TP:</b> 1.4.1, 1.4.2, 4.8.1</p>
<ul style="list-style-type: none"> <li>Brainstorming</li> <li>Classifying</li> <li>Focused listening</li> <li>Reviewing</li> <li>Scanning for information</li> <li>Self-evaluation</li> </ul>	RI1, RI2, RI5, RI7, W2, SL1, SL2, SL4, L1, L2, L4, L5, RF3	<p><b>Most SCANS are incorporated into this unit, with an emphasis on:</b></p> <ul style="list-style-type: none"> <li>Acquiring and evaluating information</li> <li>Reading</li> <li>Seeing things in the mind’s eye</li> <li>Sociability</li> </ul> (Technology is optional.)	<p><b>1:</b> 1.1.3, 2.5.1, 2.5.3, 7.4.4  <b>2:</b> 1.1.3, 1.9.1, 1.9.4, 2.2.1, 2.2.2, 2.2.5  <b>3:</b> 1.3.7, 2.2.1, 2.5.4  <b>4:</b> 2.1.7, 2.1.8  <b>5:</b> 0.2.3  <b>R:</b> 0.2.3, 1.1.3, 2.1.7, 2.1.8, 1.9.1, 2.2.2  <b>TP:</b> 0.2.3, 1.1.3, 2.1.7, 2.1.8, 1.9.1, 2.2.2, 4.8.1</p>

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Theme	Unit and Page Number	EL Civics Competencies/ Life Skills	Grammar	Vocabulary	Pronunciation
Health	<b>6</b> <b>Health and Fitness</b> Page 136	<ul style="list-style-type: none"> <li>Identify parts of the body</li> <li>Identify illnesses and health problems</li> <li>Give advice</li> <li>Ask for information</li> <li>Develop an exercise plan</li> </ul>	<ul style="list-style-type: none"> <li>Simple present</li> <li>Simple present and negative: <i>have</i></li> <li>Modal: <i>should</i></li> <li>Question words</li> <li>Infinitives</li> </ul>	<ul style="list-style-type: none"> <li>Parts of the body</li> <li>Symptoms and illnesses</li> <li>Medications</li> <li>Hospital</li> <li><i>Exercise, healthy, flexibility</i></li> </ul>	<ul style="list-style-type: none"> <li>Intonation</li> </ul>
Occupational Knowledge	<b>7</b> <b>Working on It</b> Page 160	<ul style="list-style-type: none"> <li>Identify common occupations</li> <li>Interpret job information</li> <li>Write your job history</li> <li>Perform a job interview</li> <li>Interpret performance reviews</li> </ul>	<ul style="list-style-type: none"> <li>Simple present</li> <li>Negative simple present</li> <li>Modal: <i>can</i></li> <li>Simple past</li> <li>Simple past: <i>be</i></li> <li>Simple present: <i>be</i></li> <li>Adverbs of frequency</li> </ul>	<ul style="list-style-type: none"> <li>Occupations</li> <li>Job ads</li> <li><i>Benefits, vacation, salary</i></li> <li>Simple verbs</li> <li><i>Application, resume, appointment</i></li> <li><i>Punctuality, improvement, superior, appearance, grooming</i></li> </ul>	<ul style="list-style-type: none"> <li>Stress</li> <li>Intonation</li> </ul>
Lifelong Learning	<b>8</b> <b>Life Long Learning and Review</b> Page 184	<ul style="list-style-type: none"> <li>Evaluate study habits</li> <li>Organize study</li> <li>Identify learning opportunities</li> <li>Identify vocational preferences</li> <li>Develop goals</li> </ul>	<ul style="list-style-type: none"> <li>Past tense: regular and irregular verbs</li> <li>Modal: <i>can</i></li> <li>Modal: <i>should</i></li> <li>Verb + infinitive</li> <li>Verb + noun</li> <li>Future: <i>going to</i> and <i>will</i></li> </ul>	<ul style="list-style-type: none"> <li>Study words</li> <li>Skills</li> <li><i>Life skills</i></li> <li>Educational agencies</li> <li><i>Goals</i></li> </ul>	
<b>VIDEO CHALLENGE</b>			Page 208	<b>The Engaging Environmentalist</b>	

Numeracy/ Academic Skills	CCRS	SCANS	CASAS
<ul style="list-style-type: none"> <li>• Clarification strategies</li> <li>• Focused listening</li> <li>• Graphs</li> <li>• Predicting</li> <li>• Ranking</li> <li>• Reviewing</li> <li>• Self-evaluation</li> <li>• VENN diagrams</li> </ul>	RI1, RI2, RI5, RI7, SL1, SL2, SL4, L1, L2, L4, L5, RF2, RF3	<p><b>Most SCANS are incorporated into this unit, with an emphasis on:</b></p> <ul style="list-style-type: none"> <li>• Interpreting and communicating information</li> <li>• Understanding systems</li> <li>• Decision making (Technology is optional.)</li> </ul>	<p><b>1:</b> 3.1.1  <b>2:</b> 3.1.1, 6.6.5  <b>3:</b> 0.1.3, 3.3.1, 3.3.2, 3.3.3  <b>4:</b> 0.1.2, 2.5.1  <b>5:</b> 1.1.3, 3.5.9, 7.1.1  <b>R:</b> 2.5.1, 3.1.1, 3.3.1, 3.3.2, 3.3.3, 3.5.9  <b>TP:</b> 2.5.1, 3.1.1, 3.3.1, 3.3.2, 3.3.3, 3.5.9, 4.8.1</p>
<ul style="list-style-type: none"> <li>• Clarification strategies</li> <li>• Classifying</li> <li>• Focused listening</li> <li>• Peer editing</li> <li>• Ranking</li> <li>• Reviewing</li> <li>• Scanning</li> <li>• Self-evaluation</li> <li>• VENN diagrams</li> </ul>	RI1, RI2, RI5, RI7, RI9, W2, SL1, SL2, SL4, L1, L2, L5, RF2, RF3	<p><b>Most SCANS are incorporated into this unit, with an emphasis on:</b></p> <ul style="list-style-type: none"> <li>• Organizing and maintaining information</li> <li>• Understanding systems</li> <li>• Creative thinking</li> <li>• Decision making (Technology is optional.)</li> </ul>	<p><b>1:</b> 4.1.8  <b>2:</b> 4.1.3, 4.1.6, 4.1.8  <b>3:</b> 4.1.2, 4.1.8  <b>4:</b> 0.1.1, 0.1.6, 4.1.5, 4.6.1  <b>5:</b> 4.4.1, 4.4.4  <b>R:</b> 4.1.2, 4.1.3, 4.1.6, 4.1.8, 4.1.5, 4.4.1, 4.4.4, 4.6.1  <b>TP:</b> 4.1.2, 4.1.3, 4.1.6, 4.1.8, 4.1.5, 4.4.1, 4.4.4, 4.6.1, 4.8.1</p>
<ul style="list-style-type: none"> <li>• Focused listening</li> <li>• Note-taking</li> <li>• Organizational strategies</li> <li>• Predicting</li> <li>• Reviewing</li> <li>• Self-evaluation</li> </ul>	RI1, RI2, RI5, RI7, SL1, SL2, L1, L2, L4, L5, RF3	<p><b>Most SCANS are incorporated into this unit, with an emphasis on:</b></p> <ul style="list-style-type: none"> <li>• Understanding systems</li> <li>• Monitoring and correcting performance</li> <li>• Knowing how to learn</li> <li>• Self-management (Technology is optional.)</li> </ul>	<p><b>1:</b> 7.4.1  <b>2:</b> 7.1.4, 7.4.1, 7.4.9  <b>3:</b> 2.5.5, 7.1.1  <b>4:</b> 7.1.1, 7.5.1  <b>5:</b> 7.1.1, 7.1.2  <b>R:</b> 7.1.1, 7.1.4, 7.4.1, 7.4.9, 7.5.1  <b>TP:</b> 4.8.1, 7.1.1, 7.1.4, 7.4.1, 7.4.9, 7.5.1</p>

**Appendices**

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- Grammar Reference *Page 214*
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