

# Correlations<sup>1</sup>

Unit	Correlations to National Standards			Correlations to State Standards	
	SCANS Competencies	CASAS Life Skill Competencies	EFF Content Standards	Florida	Texas
<b>1</b> <b>Your life and work</b> page 12	<ul style="list-style-type: none"> <li>Understands social systems</li> <li>Acquires and evaluates information</li> <li>Interprets and communicates information</li> <li>Works well with people of culturally diverse backgrounds</li> </ul>	0.1.2, 0.1.4, 0.2.2, 0.2.4, 4.1.1, 4.1.2, 4.1.3, 4.1.6, 4.1.7, 4.1.8, 4.1.9, 4.2.4, 4.3.2, 4.4.1, 4.4.2, 4.4.5, 4.4.6, 4.6.1, 4.6.2, 4.6.3, 4.7.1, 4.7.2, 4.8.1, 4.8.2, 4.8.5, 4.8.6, 4.9.1, 4.9.3	A full range of EFF Content Standards is included in this unit. The following are emphasized: <ul style="list-style-type: none"> <li>Read with Understanding 1–4</li> <li>Convey Ideas in Writing 3, 4</li> <li>Speak So Others Can Understand 1–4</li> <li>Listen Actively 1–4</li> <li>Take Responsibility for Learning 1–3, 6</li> </ul>	Student’s Book: 18.01, 18.02, 19.01, 19.02, 19.03, 20.01, 20.02, 32.02, 32.04, 33.02, 33.03  Workbook: 18.02, 19.01, 19.02, 19.03, 20.01, 20.02, 22.01, 22.02, 32.05, 33.01, 33.02	Student’s Book: 18.01, 18.02, 19.01, 19.02, 19.03, 20.01, 20.02, 32.02, 32.04, 33.02, 33.03  Workbook: 18.02, 19.01, 19.02, 19.03, 20.01, 20.02, 22.01, 22.02, 32.05, 33.01, 33.02
<b>2</b> <b>Your environment</b> page 24	<ul style="list-style-type: none"> <li>Understands social and organizational systems</li> <li>Acquires and evaluates information</li> <li>Interprets and communicates information</li> </ul>	0.1.2, 0.1.3, 0.1.5, 0.2.3, 0.2.4, 1.1.3, 1.3.7, 1.9.4, 1.9.6, 2.2.1, 2.2.5, 2.5.2, 2.5.3, 2.5.4, 2.6.1, 5.6.1, 5.6.4	A full range of EFF Content Standards is included in this unit. The following are emphasized: <ul style="list-style-type: none"> <li>Read with Understanding 1–4</li> <li>Speak So Others Can Understand 1–4</li> <li>Listen Actively 1–4</li> <li>Observe Critically 1–5</li> <li>Advocate and Influence 1–5</li> </ul>	Student’s Book: 18.01, 29.01, 32.02, 32.04, 33.02, 33.03, 33.04, 33.05  Workbook: 18.01, 29.01, 32.03, 32.05, 33.01, 33.02, 33.04, 33.05	Student’s Book: 18.01, 29.01, 32.02, 32.04, 33.02, 33.03, 33.04, 33.05  Workbook: 18.01, 29.01, 32.05, 33.01, 33.02, 33.04, 33.05
<b>3</b> <b>Your equipment and machines</b> page 36	<ul style="list-style-type: none"> <li>Uses technology</li> <li>Acquires and evaluates information</li> <li>Interprets and communicates information</li> </ul>	0.1.2, 0.1.3, 0.1.5, 0.2.3, 0.2.4, 1.4.1, 1.7.3, 1.7.4, 1.7.5, 2.1.6, 2.1.8, 4.3.1, 4.3.3, 4.4.3, 4.4.8, 4.5.1, 4.5.4, 4.5.5, 4.5.6, 4.5.7, 4.9.4	A full range of EFF Content Standards is included in this unit. The following are emphasized: <ul style="list-style-type: none"> <li>Observe Critically 1–5</li> <li>Solve Problems and Make Decisions 1–6</li> <li>Cooperate with Others 1–4</li> <li>Guide Others 1–4</li> <li>Take Responsibility for Learning 1–3, 5, 6</li> </ul>	Student’s Book: 21.01, 23.02, 23.04, 32.02, 32.04, 33.02, 33.03  Workbook: 21.01, 23.02, 23.04, 32.03, 32.05	Student’s Book: 21.01, 23.02, 23.04, 32.02, 32.04, 33.02, 33.03  Workbook: 21.01, 23.02, 23.04, 32.05
<b>4</b> <b>Your customers</b> page 48	<ul style="list-style-type: none"> <li>Serves customers</li> <li>Works toward agreement</li> <li>Acquires and evaluates information</li> <li>Interprets and communicates information</li> </ul>	0.1.2, 0.1.4, 0.1.5, 0.2.3, 0.2.4, 1.1.9, 1.2.1, 1.2.5, 1.3.1, 1.3.3, 1.3.7, 1.3.9, 1.6.3, 1.7.2, 4.8.3, 4.8.4, 4.8.5, 4.8.6, 7.3.1, 7.3.2, 8.1.2, 8.1.4	A full range of EFF Content Standards is included in this unit. The following are emphasized: <ul style="list-style-type: none"> <li>Read with Understanding 1–4</li> <li>Convey Ideas in Writing 1–4</li> <li>Observe Critically 1–5</li> <li>Solve Problems and Make Decisions 1–6</li> <li>Advocate and Influence 1–5</li> <li>Guide Others 1–4</li> <li>Take Responsibility for Learning 1–3, 5, 6</li> </ul>	Student’s Book: 22.03, 28.02, 28.03, 32.02, 32.04, 33.02, 33.03, 33.07  Workbook: 22.03, 28.02, 32.03, 32.05, 32.06, 33.02, 33.03	Student’s Book: 22.03, 28.02, 28.03, 32.02, 32.04, 33.02, 33.03, 33.07  Workbook: 22.03, 28.02, 32.05, 32.06, 33.01, 33.02, 33.03
<b>5</b> <b>Your time</b> page 60	<ul style="list-style-type: none"> <li>Allocates time</li> <li>Acquires and evaluates information</li> <li>Interprets and communicates information</li> <li>Understands social and organizational systems</li> </ul>	0.1.2, 0.1.5, 0.2.3, 0.2.4, 2.1.3, 2.2.4, 2.3.1, 2.3.2, 2.6.2, 2.7.1, 3.1.2	A full range of EFF Content Standards is included in this unit. The following are emphasized: <ul style="list-style-type: none"> <li>Convey Ideas in Writing 2–4</li> <li>Observe Critically 1–5</li> <li>Use Math to Solve Problems and Communicate 2, 3, 5</li> <li>Plan 1, 2, 4, 5</li> <li>Learn Through Research 1–3</li> </ul>	Student’s Book: 25.01, 25.02, 25.03, 26.02, 32.02, 32.04, 33.02, 33.03, 33.07  Workbook: 25.01, 25.02, 25.03, 26.02, 32.03, 32.05	Student’s Book: 25.01, 25.02, 25.03, 26.02, 32.02, 32.04, 33.02, 33.03, 33.07  Workbook: 25.01, 25.02, 25.03, 26.02, 32.05

<sup>1</sup>Correlations are also available at [www.longman.com/correlations](http://www.longman.com/correlations).

Unit	Correlations to National Standards			Correlations to State Standards	
	SCANS Competencies	CASAS Life Skill Competencies	EFF Content Standards	Florida	Texas
<b>6</b> <b>Your supplies and resources</b> page 72	<ul style="list-style-type: none"> <li>Allocates resources</li> <li>Understands organizational systems</li> <li>Participates as a member of a team</li> <li>Acquires and evaluates information</li> <li>Interprets and communicates information</li> <li>Serves customers</li> <li>Teaches others</li> </ul>	0.1.2, 0.1.5, 0.2.3, 0.2.4, 1.1.1, 1.1.6, 1.2.2, 1.2.5, 1.3.8, 1.6.1, 3.5.1, 3.5.2, 3.5.3	A full range of EFF Content Standards is included in this unit. The following are emphasized: <ul style="list-style-type: none"> <li>Convey Ideas in Writing 1–4</li> <li>Listen Actively 1–4</li> <li>Observe Critically 1–5</li> <li>Guide Others 1–3</li> <li>Take Responsibility for Learning 1–3, 5, 6</li> </ul>	Student’s Book: 24.05, 28.01, 28.03, 32.01, 32.02, 32.04, 32.06, 33.02, 33.03, 33.05, 33.06  Workbook: 24.05, 28.01, 32.03, 32.05, 32.07, 33.06	Student’s Book: 24.05, 28.01, 28.03, 32.01, 32.02, 32.04, 32.06, 33.02, 33.03, 33.05, 33.06  Workbook: 24.05, 28.01, 32.05, 32.07, 33.06
<b>7</b> <b>Your relationships</b> page 84	<ul style="list-style-type: none"> <li>Understands social and organizational systems</li> <li>Acquires and evaluates information</li> <li>Interprets and communicates information</li> <li>Negotiates</li> </ul>	0.1.2, 0.1.5, 0.2.3, 0.2.4	A full range of EFF Content Standards is included in this unit. The following are emphasized: <ul style="list-style-type: none"> <li>Solve Problems and Make Decisions 1–3, 5, 6</li> <li>Plan 1–5</li> <li>Take Responsibility for Learning 1–3, 5, 6</li> </ul>	Student’s Book: 22.03, 31.01, 32.02, 32.04, 33.02, 33.03, 33.07  Workbook: 22.03, 31.01, 32.03, 32.05, 32.06, 33.02	Student’s Book: 22.03, 31.01, 32.02, 32.04, 33.02, 33.03, 33.07  Workbook: 22.03, 31.01, 32.05, 32.06, 33.02
<b>8</b> <b>Your health and safety</b> page 96	<ul style="list-style-type: none"> <li>Acquires and evaluates information</li> <li>Interprets and communicates information</li> <li>Understands social and organizational systems</li> </ul>	0.1.2, 0.1.5, 0.2.3, 0.2.4, 1.9.7, 2.1.2, 2.1.7, 2.1.8, 2.5.1, 2.5.2, 2.5.3, 3.1.1, 3.1.2, 3.1.3, 3.2.1, 3.3.1, 3.3.2, 3.3.3, 3.4.2, 3.4.3, 3.5.4, 4.3.2, 4.3.3, 4.3.4, 5.3.8	A full range of EFF Content Standards is included in this unit. The following are emphasized: <ul style="list-style-type: none"> <li>Convey Ideas in Writing 1–4</li> <li>Listen Actively 1–4</li> <li>Solve Problems and Make Decisions 1, 3, 4, 6</li> <li>Advocate and Influence 1–3, 5</li> <li>Take Responsibility for Learning 1–4, 6</li> </ul>	Student’s Book: 23.01, 23.02, 23.04, 24.01, 24.02, 24.03, 25.04, 27.01, 32.02, 32.04, 32.05, 33.02, 33.03, 33.06  Workbook: 23.01, 23.02, 24.01, 24.02, 24.03, 25.04, 27.01, 32.03, 33.03, 33.08	Student’s Book: 23.01, 23.02, 23.04, 24.01, 24.02, 24.03, 25.04, 32.02, 32.04, 32.05, 33.02, 33.03  Workbook: 23.01, 23.02, 24.01, 24.02, 24.03, 25.04, 33.03, 33.08
<b>9</b> <b>Your money</b> page 108	<ul style="list-style-type: none"> <li>Allocates money</li> <li>Serves customers</li> <li>Acquires and evaluates information</li> <li>Interprets and communicates information</li> </ul>	0.1.2, 0.1.5, 0.2.3, 0.2.4, 1.1.6, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.3.2, 1.3.3, 1.3.4, 1.3.6, 1.5.1, 1.5.2, 1.5.3, 1.8.1, 1.8.2, 1.8.3, 1.8.4, 1.8.5, 1.9.2, 2.5.7, 2.6.4, 4.2.1, 4.7.1, 5.4.2, 5.8.1, 5.8.2, 5.8.3, 6.0.1, 6.0.2, 6.0.3	A full range of EFF Content Standards is included in this unit. The following are emphasized: <ul style="list-style-type: none"> <li>Convey Ideas in Writing 1–4</li> <li>Speak So Others Can Understand 1–4</li> <li>Listen Actively 1–4</li> <li>Use Math to Solve Problems and Communicate 1–5</li> </ul>	Student’s Book: 25.05, 25.06, 26.05, 32.02, 32.04, 33.02, 33.03, 33.07  Workbook: 25.05, 25.06, 26.05, 32.03, 32.05, 33.02	Student’s Book: 25.05, 25.06, 26.05, 32.02, 32.04, 33.02, 33.03, 33.07  Workbook: 25.05, 25.06, 26.05, 32.05, 33.02
<b>10</b> <b>Your career</b> page 120	<ul style="list-style-type: none"> <li>Acquires and evaluates information</li> <li>Interprets and communicates information</li> </ul>	0.1.2, 0.1.5, 0.2.3, 0.2.4, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.7, 4.2.4, 4.3.2, 4.4.1, 4.4.2, 4.4.4, 4.4.5, 4.4.6, 4.4.7, 4.4.8, 4.6.1, 4.6.2, 4.6.3, 4.6.4, 4.6.5, 4.7.1, 4.7.2, 4.7.3, 4.7.4, 4.8.1, 4.8.5, 4.8.6, 4.9.3, 4.9.4	A full range of EFF Content Standards is included in this unit. The following are emphasized: <ul style="list-style-type: none"> <li>Observe Critically 1–5</li> <li>Advocate and Influence 1–5</li> <li>Take Responsibility for Learning 1, 3, 4, 6</li> </ul>	Student’s Book: 18.01, 18.02, 18.03, 18.06, 19.01, 19.02, 19.03, 20.01, 20.02, 32.02, 32.04, 32.05, 33.02, 33.03, 33.07  Workbook: 18.01, 18.02, 18.03, 18.06, 32.03, 32.05, 32.06, 33.02	Student’s Book: 18.01, 18.02, 18.03, 19.01, 19.02, 19.03, 20.01, 20.02, 32.02, 32.04, 32.05, 33.02, 33.03, 33.07  Workbook: 18.01, 18.02, 18.03, 32.05, 32.06, 33.02

# Scope and sequence

Unit	Workplace Skills	Lifeskills	Grammar	Grammar Booster
<b>1</b> <b>Your life and work</b> page 12 Grammar Booster page GB-1	<ul style="list-style-type: none"> <li>Provides name and occupation upon request</li> <li>Makes introductions</li> <li>Introduces self</li> </ul>	<ul style="list-style-type: none"> <li>Asks for and gives name, occupation, and country of origin</li> <li>Makes introductions</li> <li>Introduces self</li> </ul>	<ul style="list-style-type: none"> <li>The present tense of <i>be</i>, singular forms</li> </ul>	<ul style="list-style-type: none"> <li>The verb <i>be</i>: statements with singular subjects</li> <li>Contractions with the verb <i>be</i></li> <li>The verb <i>be</i>: <i>yes/no</i> questions and short answers</li> <li><i>A</i> and <i>an</i></li> </ul>
<b>2</b> <b>Your environment</b> page 24 Grammar Booster page GB-4	<ul style="list-style-type: none"> <li>Identifies workplaces and places at work</li> <li>Understands and gives directions to a place</li> </ul>	<ul style="list-style-type: none"> <li>Identifies places in the community</li> <li>Understands and gives directions to a place</li> </ul>	<ul style="list-style-type: none"> <li>The present tense of <i>be</i>, plural forms</li> </ul>	<ul style="list-style-type: none"> <li>The verb <i>be</i>: statements with plural subjects</li> <li>The verb <i>be</i>: <i>yes/no</i> questions and short answers</li> <li>The verb <i>be</i>: information questions</li> </ul>
<b>3</b> <b>Your equipment and machines</b> page 36 Grammar Booster page GB-6	<ul style="list-style-type: none"> <li>Identifies common workplace machines</li> <li>Understands and gives instructions for using machines</li> <li>Uses and troubleshoots technology</li> </ul>	<ul style="list-style-type: none"> <li>Identifies common home machines</li> <li>Understands and gives instructions for using machines</li> </ul>	<ul style="list-style-type: none"> <li>Suggestions with <i>Let's</i></li> <li>Imperatives</li> </ul>	<ul style="list-style-type: none"> <li>Suggestions with <i>Let's</i></li> <li>Commands</li> </ul>
<b>4</b> <b>Your customers</b> page 48 Grammar Booster page GB-7	<ul style="list-style-type: none"> <li>Offers service</li> <li>Responds to customer requests</li> <li>Apologizes</li> <li>Takes customer orders</li> </ul>	<ul style="list-style-type: none"> <li>Talks about clothes, colors, and sizes</li> <li>Asks for refunds and exchanges</li> <li>Complains about merchandise</li> <li>Fills out a merchandise return form</li> </ul>	<ul style="list-style-type: none"> <li>The simple present tense</li> <li><i>This, that, these, and those</i></li> </ul>	<ul style="list-style-type: none"> <li>The simple present tense: affirmative statements</li> <li><i>Have</i>: statements</li> <li>The simple present tense: negative statements</li> <li>The simple present tense: <i>yes/no</i> questions and short answers</li> <li>The simple present tense: information questions</li> <li><i>This, that, these, and those</i></li> </ul>
<b>5</b> <b>Your time</b> page 60 Grammar Booster page GB-11	<ul style="list-style-type: none"> <li>Asks for and says times, days, and dates</li> <li>Talks about when work starts and ends</li> <li>Understands work schedules</li> <li>Understands punctuality</li> </ul>	<ul style="list-style-type: none"> <li>Asks for and gives times, days, and dates</li> <li>Talks about opening and closing times</li> </ul>	<ul style="list-style-type: none"> <li>Impersonal statements with <i>It's</i></li> <li>Questions with <i>What time</i> and <i>When</i></li> <li>Ordinal numbers</li> </ul>	<ul style="list-style-type: none"> <li><i>It's</i> for days, dates, and times</li> <li><i>In, on, at, from, and to</i> for telling time</li> <li>Information questions about time</li> </ul>

	<b>Social Language</b>	<b>Vocabulary</b>	<b>Civics/Culture Concepts</b>	<b>Math Concepts and Practical Math Skills</b>	<b>Critical Thinking Skills</b>
	<p>How to</p> <ul style="list-style-type: none"> <li>• exchange personal information</li> <li>• express sympathy</li> <li>• offer support</li> </ul>	<ul style="list-style-type: none"> <li>• Occupations</li> </ul>	<ul style="list-style-type: none"> <li>• Shake hands and make eye contact. (W)<sup>1</sup></li> <li>• Jobs are not determined by gender.</li> <li>• It's OK to ask about another's occupation.</li> <li>• Use first names in informal settings.</li> <li>• Use titles and last names in "official" settings.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and write numerals 0-100 (W)<sup>1</sup></li> <li>• Understand and use numbers in addresses and telephone numbers (W)<sup>1</sup></li> <li>• Count and classify items in a list</li> <li>• Conduct a poll/survey</li> </ul>	<ul style="list-style-type: none"> <li>• Reasoning (classifies)</li> </ul>
	<p>How to</p> <ul style="list-style-type: none"> <li>• clarify</li> <li>• politely request directions</li> <li>• initiate a conversation</li> <li>• express thanks</li> <li>• acknowledge thanks</li> </ul>	<ul style="list-style-type: none"> <li>• Workplaces</li> <li>• Places at work</li> <li>• Places in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Be friendly and helpful to others at work.</li> <li>• It's OK to ask strangers for directions.</li> <li>• Assist strangers who ask for help.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret spatial relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Reasoning (makes inferences)</li> </ul>
	<p>How to</p> <ul style="list-style-type: none"> <li>• express dismay</li> <li>• clarify</li> <li>• suggest a course of action</li> <li>• ask for help</li> <li>• agree to a request</li> <li>• express lack of knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Common machines and machine parts</li> <li>• Verbs for machine operation</li> </ul>	<ul style="list-style-type: none"> <li>• It's OK to say "I don't know."</li> <li>• Help co-workers to solve problems.</li> <li>• It's OK to ask co-workers for help.</li> <li>• It's OK to tell a supervisor about a problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow sequential instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Reasoning (applies knowledge to new situations)</li> </ul>
	<p>How to</p> <ul style="list-style-type: none"> <li>• express likes and dislikes</li> <li>• state wants and needs</li> <li>• apologize</li> <li>• accept an offer</li> <li>• complain</li> <li>• offer a tentative answer</li> </ul>	<ul style="list-style-type: none"> <li>• Clothing, sizes, and colors</li> </ul>	<ul style="list-style-type: none"> <li>• Salespeople expect to help customers.</li> <li>• Apologize when unable to fulfill a request.</li> <li>• Unsatisfactory merchandise can be returned.</li> <li>• Keep receipts as proof of purchase.</li> <li>• It's important to follow company policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand numerical and relative sizes</li> <li>• Read receipts and understand prices, discounts, sum of prices, tax, and total</li> </ul>	<ul style="list-style-type: none"> <li>• Decision-making (evaluates and chooses the best alternative)</li> </ul>
	<p>How to</p> <ul style="list-style-type: none"> <li>• express concern</li> <li>• express approval</li> <li>• express uncertainty</li> <li>• say good-bye</li> </ul>	<ul style="list-style-type: none"> <li>• Times of day, months, days, and years</li> </ul>	<ul style="list-style-type: none"> <li>• It's important to be punctual.</li> <li>• Plan activities to observe work and business schedules and hours.</li> </ul>	<ul style="list-style-type: none"> <li>• Tell time</li> <li>• Understand and use cardinal and ordinal numbers in dates</li> <li>• Interpret and compare schedules</li> </ul>	<ul style="list-style-type: none"> <li>• Reasoning (makes inferences and draws conclusions)</li> <li>• Decision-making (evaluates and chooses the best alternative)</li> </ul>

<sup>1</sup>Welcome Unit

# Scope and sequence

Unit	Workplace Skills	Lifeskills	Grammar	Grammar Booster
<b>6</b> <b>Your supplies and resources</b> page 72 Grammar Booster page GB-14	<ul style="list-style-type: none"> <li>• Gives and follows instructions</li> <li>• Uses supplies appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Talks about food</li> <li>• Writes shopping lists</li> </ul>	<ul style="list-style-type: none"> <li>• Count/non-count noun distinction</li> <li>• Questions with <i>How many</i> and <i>How much</i></li> <li>• Impersonal statements with <i>There is / There are</i></li> </ul>	<ul style="list-style-type: none"> <li>• Count nouns and non-count nouns</li> <li>• Questions with <i>How many</i> and <i>How much</i></li> <li>• <i>There is</i> and <i>There are</i></li> <li>• <i>Is there any</i> and <i>Are there any</i>: <i>yes/no</i> questions</li> </ul>
<b>7</b> <b>Your relationships</b> page 84 Grammar Booster page GB-17	<ul style="list-style-type: none"> <li>• Requests a personal day</li> <li>• Justifies a request for time off</li> <li>• Responds to a request to work overtime</li> </ul>	<ul style="list-style-type: none"> <li>• Talks about abilities and responsibilities</li> <li>• Asks for and gives reasons</li> </ul>	<ul style="list-style-type: none"> <li>• The present continuous</li> <li>• <i>Can</i> and <i>Have to</i></li> <li>• Questions with <i>Why</i></li> <li>• Statements with <i>because</i></li> </ul>	<ul style="list-style-type: none"> <li>• The present continuous: statements</li> <li>• The present continuous: <i>yes/no</i> questions and short answers</li> <li>• The present continuous: information questions</li> <li>• <i>Can</i> and <i>can't</i>: statements</li> <li>• <i>Can</i>: <i>yes/no</i> questions and short answers</li> <li>• <i>Can</i>: information questions</li> <li>• <i>Have to</i>: statements</li> <li>• <i>Have to</i>: <i>yes/no</i> questions and short answers</li> <li>• <i>Have to</i>: information questions</li> </ul>
<b>8</b> <b>Your health and safety</b> page 96 Grammar Booster page GB-22	<ul style="list-style-type: none"> <li>• Reports accidents, injuries, and illnesses</li> <li>• Offers emergency help</li> </ul>	<ul style="list-style-type: none"> <li>• Describes symptoms and injuries</li> <li>• Makes health-care appointments</li> <li>• Calls 911</li> <li>• Reads and writes dates in numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Possessives</li> <li>• Contrast of the simple present tense and the present continuous</li> </ul>	<ul style="list-style-type: none"> <li>• Possessives</li> <li>• <i>Their</i>, <i>there</i>, and <i>they're</i></li> <li>• <i>Never</i>, <i>sometimes</i>, and <i>always</i> in statements</li> <li>• The present continuous and the simple present tense</li> </ul>
<b>9</b> <b>Your money</b> page 108 Grammar Booster page GB-25	<ul style="list-style-type: none"> <li>• Accepts payment with cash, check, and credit card</li> <li>• Counts money and makes change</li> <li>• Provides customer service</li> </ul>	<ul style="list-style-type: none"> <li>• Makes payment with cash, check, and credit card</li> <li>• Counts money and requests change</li> <li>• Writes checks</li> <li>• Shows I.D. upon request</li> </ul>	<ul style="list-style-type: none"> <li>• The future with <i>be going to</i></li> <li>• Questions with <i>Whose</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Be going to</i>: statements</li> <li>• <i>Be going to</i>: <i>yes/no</i> questions and short answers</li> <li>• <i>Be going to</i>: information questions</li> <li>• Questions with <i>Whose</i></li> <li>• Review of question words</li> </ul>
<b>10</b> <b>Your career</b> page 120 Grammar Booster page GB-28	<ul style="list-style-type: none"> <li>• Interviews for a job</li> <li>• Talks about jobs, skills, and experience</li> <li>• Completes a job application</li> <li>• Reads help-wanted ads</li> </ul>	<ul style="list-style-type: none"> <li>• Shares information about past jobs and experience</li> </ul>	<ul style="list-style-type: none"> <li>• The past tense of <i>be</i></li> <li>• The simple past tense of regular and irregular verbs</li> </ul>	<ul style="list-style-type: none"> <li>• The past tense of the verb <i>be</i>: statements</li> <li>• The past tense of the verb <i>be</i>: <i>yes/no</i> questions</li> <li>• The past tense of the verb <i>be</i>: information questions</li> <li>• Simple past tense statements with regular verbs</li> <li>• Simple past tense with irregular verbs</li> <li>• The simple past tense: <i>yes/no</i> questions</li> <li>• The simple past tense: information questions</li> </ul>

	<b>Social Language</b>	<b>Vocabulary</b>	<b>Civics/Culture Concepts</b>	<b>Math Concepts and Practical Math Skills</b>	<b>Critical Thinking Skills</b>
	<p>How to</p> <ul style="list-style-type: none"> <li>• start a conversation</li> <li>• respond to a greeting</li> <li>• ask for additional information</li> <li>• solicit an opinion</li> <li>• agree and disagree</li> </ul>	<ul style="list-style-type: none"> <li>• Common foods and drinks</li> <li>• Cooking verbs</li> </ul>	<ul style="list-style-type: none"> <li>• It's OK to ask people about their tastes.</li> <li>• It's important to plan ahead.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand quantities and containers</li> <li>• Understand measurements in recipes</li> <li>• Follow sequential directions</li> <li>• Compare quantities in recipes with available supplies</li> </ul>	<ul style="list-style-type: none"> <li>• Decision-making (evaluates and chooses the best alternative)</li> <li>• Reasoning (sequences, draws conclusions)</li> </ul>
	<p>How to</p> <ul style="list-style-type: none"> <li>• ask for and give reasons</li> <li>• state an obligation</li> <li>• give and accept excuses</li> </ul>	<ul style="list-style-type: none"> <li>• Family members</li> <li>• Action verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Apologize and give a reason when unable to do something.</li> <li>• Express sympathy for another's misfortune.</li> <li>• Be willing to help out when an employer is short-handed.</li> </ul>	<ul style="list-style-type: none"> <li>• Estimate time needed to accomplish tasks</li> <li>• Use schedules to manage time and commitments</li> <li>• Calculate when to request a personal day based on company policy</li> </ul>	<ul style="list-style-type: none"> <li>• Decision-making (evaluates and chooses the best alternative)</li> </ul>
	<p>How to</p> <ul style="list-style-type: none"> <li>• conduct a phone conversation</li> <li>• accept an apology</li> <li>• offer to call back later</li> <li>• make an appointment</li> <li>• express sympathy</li> <li>• offer good wishes</li> <li>• express appreciation</li> </ul>	<ul style="list-style-type: none"> <li>• Parts of the body</li> <li>• Common illnesses and injuries</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use telephone etiquette.</li> <li>• Express concern when someone is ill or hurt.</li> <li>• It's a duty to call 911 in an emergency.</li> </ul>	<ul style="list-style-type: none"> <li>• Schedule appointments</li> <li>• Express dates in numbers based on understanding of sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Reasoning (makes inferences and draws conclusions)</li> </ul>
	<p>How to</p> <ul style="list-style-type: none"> <li>• ask for change</li> <li>• offer to check something</li> <li>• inquire about a price</li> <li>• ask for time to consider a purchase</li> <li>• agree to make a purchase</li> </ul>	<ul style="list-style-type: none"> <li>• Coin and bill names</li> <li>• Forms of payment</li> <li>• Payment verbs</li> </ul>	<ul style="list-style-type: none"> <li>• It's OK to ask about prices.</li> <li>• I.D. is required when paying with a personal check.</li> <li>• Businesses have the right to determine types of payment accepted.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand values of U.S. currency</li> <li>• Calculate combinations of coins and bills that equal a stated price or amount</li> <li>• Make change</li> <li>• State prices</li> <li>• Interpret bills and receipts</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing how to learn (takes notes)</li> </ul>
	<p>How to</p> <ul style="list-style-type: none"> <li>• convince</li> <li>• clarify</li> </ul>	<ul style="list-style-type: none"> <li>• Occupations</li> <li>• Employment skills</li> </ul>	<ul style="list-style-type: none"> <li>• Arrive on time for a job interview.</li> <li>• Appropriate dress and grooming are essential in an interview.</li> <li>• Address an interviewer by title and last name.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare required work hours at potential jobs with hours of availability</li> </ul>	<ul style="list-style-type: none"> <li>• Reasoning (makes associations)</li> <li>• Decision-making (evaluates and chooses the best alternative)</li> </ul>