

Unit	LESSON	LANGUAGE	
	Key Objectives	Vocabulary	Grammar
<p>PRE - UNIT</p> <p><b>The First Step</b> page 2</p> <p><b>Themes</b></p> <ul style="list-style-type: none"> <li>■ The alphabet</li> <li>■ Numbers 1–100</li> </ul>	<ul style="list-style-type: none"> <li>■ Identify letters of the alphabet; spell words; identify numbers</li> </ul>	<p><b>Topic-Specific</b></p> <ul style="list-style-type: none"> <li>■ Names</li> <li>■ Numbers</li> </ul> <p><b>OPD Connection</b></p> <ul style="list-style-type: none"> <li>■ Personal Information</li> <li>■ A Classroom</li> </ul>	<ul style="list-style-type: none"> <li>■ Imperatives</li> </ul>
<p><b>1 Say Hello</b> page 4</p> <p><b>Themes</b></p> <ul style="list-style-type: none"> <li>■ The classroom</li> <li>■ Introducing people</li> </ul>	<ul style="list-style-type: none"> <li>■ Respond to simple commands; identify classroom items</li> <li>■ Complete personal information forms</li> <li>■ Use subject pronouns and the simple present with <i>be</i> to talk about the classroom</li> <li>■ Make social conversation</li> <li>■ Identify effective language-learning habits</li> </ul>	<p><b>Topic-Specific</b></p> <ul style="list-style-type: none"> <li>■ Commands</li> <li>■ Items on a form</li> <li>■ Social conversations</li> </ul> <p><b>OPD Connection</b></p> <ul style="list-style-type: none"> <li>■ Meeting and Greeting</li> <li>■ Personal Information</li> <li>■ A Classroom</li> <li>■ Studying</li> </ul> <p><b>Academic language</b> <i>computer, job</i></p>	<ul style="list-style-type: none"> <li>■ Singular/plural nouns (regular)</li> <li>■ Imperatives (affirmative)</li> <li>■ Simple present statements with <i>be</i></li> <li>■ Contractions</li> <li>■ Subject pronouns</li> <li>■ <i>Who</i> and <i>What</i> questions with <i>be</i></li> </ul>
<p><b>2 Can You Help Me?</b> page 18</p> <p><b>Themes</b></p> <ul style="list-style-type: none"> <li>■ Days, dates, and times</li> <li>■ Asking for help</li> </ul>	<ul style="list-style-type: none"> <li>■ Interpret clock time; identify days, months, and dates</li> <li>■ Ask for and give personal information; identify basic colors</li> <li>■ Ask and answer <i>yes/no</i> questions with <i>be</i></li> <li>■ Talk about marital status; complete extended forms</li> <li>■ Interpret information on U.S. population and immigration</li> </ul>	<p><b>Topic-Specific</b></p> <ul style="list-style-type: none"> <li>■ Colors</li> <li>■ Marital titles</li> <li>■ Population and immigration</li> </ul> <p><b>OPD Connection</b></p> <ul style="list-style-type: none"> <li>■ Personal Information</li> <li>■ Time</li> <li>■ The Calendar</li> <li>■ Colors</li> <li>■ Feelings</li> </ul>	<ul style="list-style-type: none"> <li>■ <i>Yes/No</i> questions with <i>be</i></li> <li>■ Adjectives</li> <li>■ Sequences with <i>be</i>: <i>be</i> + noun, <i>be</i> from + place, <i>be</i> + adjective</li> <li>■ Questions with <i>or</i></li> </ul>
<p><b>3 People in Our Lives</b> page 32</p> <p><b>Themes</b></p> <ul style="list-style-type: none"> <li>■ Family</li> <li>■ Leaving messages</li> </ul>	<ul style="list-style-type: none"> <li>■ Identify family members</li> <li>■ Identify and describe people</li> <li>■ Use possessive adjectives and nouns to describe people</li> <li>■ Ask and give dates; interpret dates; leave voice messages</li> <li>■ Read about families in the U.S.; interpret pie charts</li> </ul>	<p><b>Topic-Specific</b></p> <ul style="list-style-type: none"> <li>■ Physical descriptions</li> <li>■ Ordinal numbers</li> <li>■ Percentages</li> </ul> <p><b>OPD Connection</b></p> <ul style="list-style-type: none"> <li>■ The Calendar</li> <li>■ Describing People</li> <li>■ Families</li> </ul> <p><b>Academic language</b> <i>adult, percent</i></p>	<ul style="list-style-type: none"> <li>■ <i>a</i> or <i>an</i></li> <li>■ Possessives: possessive adjectives, possessives with <i>'s</i></li> <li>■ Information questions and answers with possessives</li> <li>■ Time prepositions</li> </ul>

Step Forward supports learners in their work to meet the English Language Proficiency Standards for Adult Education (ELPS) and the College and Career Readiness Standards for Adult Education (CCRS). See Step Forward's **Teacher Resource Center** for step-by-step lesson plans that list the level-specific ELP and CCR standards, and for other detailed correlations.



LANGUAGE STRATEGIES		COLLEGE & CAREER READINESS	
Reading & Writing	Listening & Speaking	Critical Thinking	Collaboration
<ul style="list-style-type: none"> <li>Write names</li> <li>Read and write numbers 1–100</li> <li>Write phone numbers</li> <li>Write addresses</li> </ul>	<p><b>Conversation</b></p> <ul style="list-style-type: none"> <li>Say and spell names</li> </ul>	<p><b>Critical thinking</b></p> <ul style="list-style-type: none"> <li>Process instructions</li> </ul>	<ul style="list-style-type: none"> <li>Understands teamwork and works with others</li> </ul>
<ul style="list-style-type: none"> <li>Read a school registration form</li> <li>Complete a form</li> <li>Write sentences about personal information</li> <li>Read about different methods of studying English</li> </ul> <p><b>Reading strategy</b></p> <ul style="list-style-type: none"> <li>Capital letters in names</li> </ul> <p><b>Writing strategy</b></p> <ul style="list-style-type: none"> <li>Previewing titles</li> </ul>	<p><b>Conversation</b></p> <ul style="list-style-type: none"> <li>Common greetings and introductions</li> <li>Talk about people and things in the classroom</li> </ul> <p><b>Focused Listening</b></p> <ul style="list-style-type: none"> <li>Follow directions</li> <li>Introduce people</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Practice using contractions</li> </ul>	<p><b>Critical thinking</b></p> <ul style="list-style-type: none"> <li>Differentiate elements of personal information</li> <li>Identify effective language-learning habits</li> <li>Analyze personal language-learning goals</li> </ul> <p><b>Problem solving</b></p> <ul style="list-style-type: none"> <li>Determine appropriate responses to greetings and introductions</li> </ul>	<ul style="list-style-type: none"> <li>Locate information</li> <li>Communicate information</li> </ul>
<ul style="list-style-type: none"> <li>Read basic information about a student</li> <li>Write sentences with personal information</li> <li>Read a text on where people are from in the U.S.</li> <li>Interpret and make a graph about people's origins</li> </ul> <p><b>Writing strategy</b></p> <ul style="list-style-type: none"> <li>Using commas in dates</li> </ul> <p><b>Reading strategy</b></p> <ul style="list-style-type: none"> <li>Using footnotes</li> </ul>	<p><b>Conversation</b></p> <ul style="list-style-type: none"> <li>Give and ask about personal information</li> <li>Ask for help at work</li> </ul> <p><b>Focused Listening</b></p> <ul style="list-style-type: none"> <li>Listen in order to complete a registration form</li> <li>Listen in order to determine someone's identity</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Practice the differences in <i>Miss</i>, <i>Mrs.</i>, <i>Mr.</i>, and <i>Ms.</i></li> </ul>	<p><b>Critical thinking</b></p> <ul style="list-style-type: none"> <li>Interpret clock times and dates</li> <li>Interpret a calendar</li> <li>Analyze population statistics</li> <li>Interpret graphs</li> </ul> <p><b>Problem solving</b></p> <ul style="list-style-type: none"> <li>Determine how to solve problems and ask for help in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Think critically</li> <li>Locate information</li> <li>Ask for help</li> </ul>
<ul style="list-style-type: none"> <li>Read and write about a family member or friend</li> <li>Read about small and large families</li> <li>Use chart information to understand a reading</li> <li>Make a chart with classroom information</li> </ul> <p><b>Writing strategy</b></p> <ul style="list-style-type: none"> <li>Indenting paragraphs</li> </ul> <p><b>Reading strategy</b></p> <ul style="list-style-type: none"> <li>Interpreting pie chart percentages</li> </ul>	<p><b>Conversation</b></p> <ul style="list-style-type: none"> <li>Ask and answer questions about classmates</li> <li>Talk about times and dates</li> <li>Practice making outgoing voicemail messages</li> </ul> <p><b>Focused Listening</b></p> <ul style="list-style-type: none"> <li>Listen for information about people, dates, and times</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Practice with endings on ordinal numbers</li> </ul>	<p><b>Critical thinking</b></p> <ul style="list-style-type: none"> <li>Compare family sizes</li> <li>Interpret information in a chart</li> </ul> <p><b>Problem solving</b></p> <ul style="list-style-type: none"> <li>Find and correct an error on a document</li> </ul>	<ul style="list-style-type: none"> <li>Locate information</li> <li>Communicate verbally</li> <li>Analyze information</li> <li>Communicate information</li> </ul>

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	Key Objectives	Vocabulary	Grammar
<p><b>4 At Home</b> page 46</p> <p><b>Themes</b></p> <ul style="list-style-type: none"> <li>Home life</li> <li>Stating problems</li> </ul>	<ul style="list-style-type: none"> <li>Identify furniture, appliances, and rooms in the home</li> <li>Describe places and things to do at home</li> <li>Use the present continuous to describe everyday activities</li> <li>Talk about paying utility bills</li> <li>Identify ways to conserve resources</li> </ul>	<p><b>Topic-Specific</b></p> <ul style="list-style-type: none"> <li>Rooms in the home</li> <li>Furniture</li> <li>Every day activities</li> <li>Housework</li> <li>Utility bills</li> </ul> <p><b>OPD Connection</b></p> <ul style="list-style-type: none"> <li>The Home</li> <li>Finding a Home</li> <li>A Kitchen, A Dining Area, A Living Room, A Bathroom, A Bedroom</li> <li>Housework</li> </ul> <p><b>Academic language</b> <i>submit, energy</i></p>	<ul style="list-style-type: none"> <li>Present continuous</li> <li>Present continuous <i>yes/no</i> questions</li> </ul>
<p><b>5 In the Neighborhood</b> page 60</p> <p><b>Themes</b></p> <ul style="list-style-type: none"> <li>Community</li> <li>Giving directions</li> </ul>	<ul style="list-style-type: none"> <li>Identify common neighborhood places and service occupations</li> <li>Use prepositions to locate places in the community</li> <li>Use <i>there is</i> and <i>there are</i> to describe neighborhoods</li> <li>Ask for, give, and follow directions; use a simple map</li> <li>Identify and prepare for emergencies</li> </ul>	<p><b>Topic Specific</b></p> <ul style="list-style-type: none"> <li>Places in a neighborhood</li> <li>Things in a neighborhood</li> <li>Descriptions of locations</li> <li>Directions</li> <li>Emergencies</li> </ul> <p><b>OPD Connection</b></p> <ul style="list-style-type: none"> <li>Prepositions</li> <li>Downtown</li> <li>City Streets</li> <li>An Intersection</li> <li>Emergencies and Natural Disasters</li> <li>Basic Transportation</li> <li>Directions and Maps</li> </ul> <p><b>Academic language</b> <i>occupation, transportation, route</i></p>	<ul style="list-style-type: none"> <li>Prepositions of location</li> <li><i>There is</i> and <i>there are</i></li> <li>Questions and answers with <i>there is</i> and <i>there are</i></li> <li>Ask <i>How many</i> and answer</li> </ul>
<p><b>6 Daily Routines</b> page 74</p> <p><b>Themes</b></p> <ul style="list-style-type: none"> <li>Daily routines</li> <li>Asking for and offering help</li> </ul>	<ul style="list-style-type: none"> <li>Identify and discuss daily routines</li> <li>Describe and report on schedules</li> <li>Use the simple present to talk about daily routines</li> <li>Identify office machines and follow operating instructions</li> <li>Identify personal, family, and work responsibilities; interpret graphs</li> </ul>	<p><b>Topic-Specific</b></p> <ul style="list-style-type: none"> <li>Everyday activities</li> <li>Ways to relax</li> <li>Office machines and equipment</li> <li>Housework</li> </ul> <p><b>OPD Connection</b></p> <ul style="list-style-type: none"> <li>Daily Routines</li> <li>Office Work</li> </ul> <p><b>Academic language</b> <i>schedule, assist</i></p>	<ul style="list-style-type: none"> <li>Time expressions</li> <li>Statements with simple present: affirmative, negative, contractions</li> <li>Information questions with simple present</li> <li>Singular and plural subject and object pronouns</li> </ul>

LANGUAGE STRATEGIES		COLLEGE & CAREER READINESS	
Reading & Writing	Listening & Speaking	Critical Thinking	Collaboration
<ul style="list-style-type: none"> <li>Read and write a paragraph about a day at home</li> <li>Read about ways to save money at home</li> <li>Read a graph on energy costs</li> </ul> <p><b>Writing strategy</b></p> <ul style="list-style-type: none"> <li>Using names in a story</li> </ul> <p><b>Reading strategy</b></p> <ul style="list-style-type: none"> <li>Identifying the purpose of bullet points</li> </ul>	<p><b>Conversation</b></p> <ul style="list-style-type: none"> <li>Ask and answer questions about your classmates' actions</li> <li>Talk about paying utility bills online</li> <li>Agree or disagree with someone</li> <li>Practice asking questions about a situation</li> </ul> <p><b>Focused Listening</b></p> <ul style="list-style-type: none"> <li>Identify a news report and advertisement</li> <li>Ask questions and make suggestions</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Practice the stressed syllable in words</li> </ul>	<p><b>Critical thinking</b></p> <ul style="list-style-type: none"> <li>Assess a situation and formulate possible solutions</li> <li>Compare different ways to save energy</li> </ul> <p><b>Problem solving</b></p> <ul style="list-style-type: none"> <li>Determining how to delegate responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Locate information</li> <li>Communicate information</li> <li>Listen actively</li> <li>Comprehend written material</li> </ul>
<ul style="list-style-type: none"> <li>Read and write about a neighborhood</li> <li>Read about preparing for emergencies</li> <li>Read an emergency exit map</li> </ul> <p><b>Reading strategy</b></p> <ul style="list-style-type: none"> <li>Previewing illustrations, photos, and charts for information</li> </ul> <p><b>Writing strategy</b></p> <ul style="list-style-type: none"> <li>Using pronouns</li> </ul>	<p><b>Conversation</b></p> <ul style="list-style-type: none"> <li>Ask questions about a neighborhood</li> <li>Ask for and give directions</li> </ul> <p><b>Focused Listening</b></p> <ul style="list-style-type: none"> <li>Determine one's location</li> <li>Identifying emergencies and creating emergency plans</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Stressing words in descriptions</li> </ul>	<p><b>Critical thinking</b></p> <ul style="list-style-type: none"> <li>Interpret information from a map</li> <li>Construct an emergency exit map</li> </ul> <p><b>Problem solving</b></p> <ul style="list-style-type: none"> <li>Determine what to do when lost</li> </ul>	<ul style="list-style-type: none"> <li>Think critically</li> <li>Plan and organize</li> <li>Locate information</li> <li>Communicate information</li> </ul>
<ul style="list-style-type: none"> <li>Write a schedule</li> <li>Read an article about daily routines</li> <li>Read a chart about weekly housework</li> </ul> <p><b>Reading strategy</b></p> <ul style="list-style-type: none"> <li>Using other words to understand new words</li> </ul> <p><b>Writing strategy</b></p> <ul style="list-style-type: none"> <li>Using time expressions</li> </ul>	<p><b>Conversation</b></p> <ul style="list-style-type: none"> <li>Talk about a daily routine</li> <li>Ask and answer questions about schedules</li> <li>Practice offering and requesting help</li> </ul> <p><b>Focused Listening</b></p> <ul style="list-style-type: none"> <li>Listen for information about work schedules</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Practicing verb endings</li> </ul>	<p><b>Critical thinking</b></p> <ul style="list-style-type: none"> <li>Differentiate between daily activities and special activities</li> <li>Analyze problems and ask for help with an office machine</li> </ul> <p><b>Problem solving</b></p> <ul style="list-style-type: none"> <li>Determine how to solve problems and ask for help in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems</li> <li>Manage time</li> <li>Communicate verbally</li> </ul>

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<p><b>7 Shop and Spend</b> page 88</p> <p><b>Themes</b></p> <ul style="list-style-type: none"> <li>■ Shopping</li> <li>■ Making polite offers</li> </ul>	<ul style="list-style-type: none"> <li>■ Count and use currency; identify clothing items</li> <li>■ Identify methods of purchase and places to shop; describe workplace clothing</li> <li>■ Ask and answer simple present <i>yes/no</i> questions with <i>have, need, and want</i></li> <li>■ Select clothing based on sizes and prices</li> <li>■ Interpret information about using credit and debit cards; interpret an online banking statement</li> </ul>	<p><b>Topic-Specific</b></p> <ul style="list-style-type: none"> <li>■ Money and methods of payment</li> <li>■ Clothing</li> <li>■ Shopping</li> <li>■ Clothing sizes and prices</li> <li>■ Credit and debit cards</li> </ul> <p><b>OPD Connection</b></p> <ul style="list-style-type: none"> <li>■ Colors</li> <li>■ Money</li> <li>■ Shopping</li> <li>■ Everyday Clothes</li> <li>■ The Bank</li> </ul> <p><b>Academic language</b> <i>credit, minimum</i></p>	<ul style="list-style-type: none"> <li>■ Simple present <i>yes/no</i> questions and short answers</li> <li>■ Simple present <i>have, want, need</i></li> <li>■ <i>How much/How many</i> with the simple present</li> </ul>
<p><b>8 Eating Well</b> page 102</p> <p><b>Themes</b></p> <ul style="list-style-type: none"> <li>■ Food</li> <li>■ Confirming information</li> </ul>	<ul style="list-style-type: none"> <li>■ Identify common food items and supermarket vocabulary</li> <li>■ Write about shopping habits; write a shopping list</li> <li>■ Use <i>how much</i> and frequency expressions in simple present</li> <li>■ Order meals in a restaurant</li> <li>■ Identify healthy eating habits; interpret nutrition labels</li> </ul>	<p><b>Topic-Specific</b></p> <ul style="list-style-type: none"> <li>■ Food</li> <li>■ Food shopping</li> <li>■ Job duties</li> <li>■ Ordering food</li> <li>■ Nutrition and eating habits</li> </ul> <p><b>OPD Connection</b></p> <ul style="list-style-type: none"> <li>■ The Calendar</li> <li>■ Back from the Market</li> <li>■ Fruit</li> <li>■ Vegetables</li> <li>■ A Grocery Store</li> <li>■ A Fast Food Restaurant</li> </ul>	<ul style="list-style-type: none"> <li>■ Frequency expressions</li> <li>■ Questions and answers with <i>How often</i></li> <li>■ Adverbs of frequency</li> </ul>
<p><b>9 Your Health</b> page 116</p> <p><b>Themes</b></p> <ul style="list-style-type: none"> <li>■ Health</li> <li>■ Calling in sick</li> </ul>	<ul style="list-style-type: none"> <li>■ Identify parts of the body, illnesses, and injuries</li> <li>■ Describe a medical exam; talk about medical advice</li> <li>■ Use <i>have to</i> to describe obligations</li> <li>■ Interpret appointment cards; make appointments</li> <li>■ Identify preventive care; interpret medicine labels</li> </ul>	<p><b>Topic-Specific</b></p> <ul style="list-style-type: none"> <li>■ Parts of the body</li> <li>■ Illness and injury</li> <li>■ Medical instructions and advice</li> <li>■ Items on an appointment card</li> <li>■ Preventive care</li> </ul> <p><b>OPD Connection</b></p> <ul style="list-style-type: none"> <li>■ The Body</li> <li>■ Symptoms and Injuries</li> <li>■ Taking Care of Your Health</li> <li>■ Medical Care</li> </ul> <p><b>Academic language</b> <i>benefit, label</i></p>	<ul style="list-style-type: none"> <li>■ <i>Have to</i></li> <li>■ Questions and answers with <i>have to</i></li> <li>■ <i>On or at</i></li> <li>■ Irregular plurals</li> </ul>

LANGUAGE STRATEGIES		COLLEGE & CAREER READINESS	
Reading & Writing	Listening & Speaking	Critical Thinking	Collaboration
<ul style="list-style-type: none"> <li>Read about shopping at a mall</li> <li>Write about shopping</li> <li>Read an article about credit and debit cards</li> </ul> <p><b>Reading strategy</b></p> <ul style="list-style-type: none"> <li>Using hyperlinks in website articles</li> </ul> <p><b>Writing strategy</b></p> <ul style="list-style-type: none"> <li>Using <i>but</i> to connect sentences</li> </ul>	<p><b>Conversation</b></p> <ul style="list-style-type: none"> <li>Talk about things that are nearby or far away</li> <li>Request specific clothing from a salesperson</li> </ul> <p><b>Focused Listening</b></p> <ul style="list-style-type: none"> <li>Listen for sizing and clothing prices</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Differentiate between <i>-teen</i> and <i>-ty</i> numbers</li> </ul>	<p><b>Critical thinking</b></p> <ul style="list-style-type: none"> <li>Compare and contrast clothing</li> <li>Apply concept of credit card interest</li> </ul> <p><b>Problem solving</b></p> <ul style="list-style-type: none"> <li>Determine how to resolve ATM problems</li> </ul>	<ul style="list-style-type: none"> <li>Listen actively</li> <li>Communicate verbally</li> <li>Analyze information</li> <li>Manage money</li> </ul>
<ul style="list-style-type: none"> <li>Read and write about food shopping</li> <li>Read a supermarket ad</li> <li>Write a shopping list</li> <li>Read a menu</li> <li>Read about healthy food</li> <li>Read food labels</li> <li>Write questions with <i>How often</i></li> </ul> <p><b>Reading strategy</b></p> <ul style="list-style-type: none"> <li>Using <i>because</i> to answer the question <i>Why?</i></li> </ul> <p><b>Writing strategy</b></p> <ul style="list-style-type: none"> <li>Using commas in a list</li> </ul>	<p><b>Conversation</b></p> <ul style="list-style-type: none"> <li>Talk about food shopping</li> <li>Ask and answer questions about your classmates' routines</li> <li>Ordering food in a restaurant</li> <li>Confirming information</li> </ul> <p><b>Focused Listening</b></p> <ul style="list-style-type: none"> <li>Listen in order to complete food orders</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Differentiating between questions and answers</li> </ul>	<p><b>Critical thinking</b></p> <ul style="list-style-type: none"> <li>Interpret items on a menu</li> <li>Analyze healthy and unhealthy eating habits</li> </ul> <p><b>Problem solving</b></p> <ul style="list-style-type: none"> <li>Analyze and negotiate good eating habits for family members</li> </ul>	<ul style="list-style-type: none"> <li>Respond to customer needs</li> <li>Communicate information</li> <li>Use information</li> </ul>
<ul style="list-style-type: none"> <li>Read and write about a doctor's appointment</li> <li>Write a paragraph about being healthy</li> <li>Read an article about ways to be healthy</li> <li>Read directions and warnings on medicine labels</li> </ul> <p><b>Reading strategy</b></p> <ul style="list-style-type: none"> <li>Using headings in an article</li> </ul> <p><b>Writing strategy</b></p> <ul style="list-style-type: none"> <li>Using words like <i>then</i> and <i>after that</i></li> </ul>	<p><b>Conversation</b></p> <ul style="list-style-type: none"> <li>Ask and answer questions with <i>have to</i></li> <li>Ask and answer questions about your day</li> <li>Practice making an appointment</li> </ul> <p><b>Focused Listening</b></p> <ul style="list-style-type: none"> <li>Listen for medical advice</li> <li>listen for information to complete an appointment card</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Differentiating between <i>have</i> and <i>have to</i></li> </ul>	<p><b>Critical thinking</b></p> <ul style="list-style-type: none"> <li>Analyze and compare medical advice</li> <li>Classify obligations by level of importance</li> <li>Assess a schedule to make appointments</li> <li>Interpret warnings on medical labels</li> </ul> <p><b>Problem solving</b></p> <ul style="list-style-type: none"> <li>Determine how to handle obligations when sick</li> </ul>	<ul style="list-style-type: none"> <li>Communicate information</li> <li>Analyze information</li> <li>Manage time</li> </ul>

Unit	LESSON	LANGUAGE	
	Key Objectives	Vocabulary	Grammar
<p><b>10</b> <b>Getting the Job</b> page 130</p> <p><b>Themes</b></p> <ul style="list-style-type: none"> <li>Jobs</li> <li>Job interview skills</li> </ul>	<ul style="list-style-type: none"> <li>Identify job titles and job skills</li> <li>Interpret job ads</li> <li>Use the simple past of <i>be</i> to describe work experience</li> <li>Respond to job interview questions</li> <li>Identify appropriate work behavior</li> </ul>	<p><b>Topic-Specific</b></p> <ul style="list-style-type: none"> <li>Job titles</li> <li>Items in a help-wanted ad</li> <li>Items on a job application</li> <li>Job relationships</li> </ul> <p><b>OPD Connection</b></p> <ul style="list-style-type: none"> <li>The Calendar</li> <li>The Workplace</li> <li>Jobs and Occupations</li> <li>Job Skills</li> <li>Career Planning</li> <li>Job Search</li> <li>Interview Skills</li> <li>Food Service</li> </ul> <p><b>Academic language</b> <i>assistant, communication</i></p>	<ul style="list-style-type: none"> <li>The simple past with <i>be</i>: affirmative and negative forms and contractions</li> <li><i>Yes/No</i> questions with the simple past</li> <li><i>And/too</i> and <i>but</i></li> <li><i>Can</i> and <i>can't</i></li> </ul>
<p><b>11</b> <b>Safety First</b> page 144</p> <p><b>Themes</b></p> <ul style="list-style-type: none"> <li>Safety</li> <li>Preparing for emergencies</li> </ul>	<ul style="list-style-type: none"> <li>Identify traffic signs and workplace safety equipment</li> <li>Interpret and identify safe and unsafe behavior for accident prevention</li> <li>Use <i>should</i> and <i>should not</i> to describe safety and classroom rules</li> <li>Make 911 emergency phone calls</li> <li>Interpret traffic safety and accident prevention tips</li> </ul>	<p><b>Topic-Specific</b></p> <ul style="list-style-type: none"> <li>Traffic signs</li> <li>Workplace safety equipment</li> <li>Emergencies</li> <li>Road Safety</li> </ul> <p><b>OPD Connection</b></p> <ul style="list-style-type: none"> <li>Crime</li> <li>Public Safety</li> <li>Emergencies and Natural Disasters</li> <li>Emergency Procedures</li> <li>Traffic Signs</li> <li>Job Safety</li> </ul> <p><b>Academic language</b> <i>equipment</i></p>	<ul style="list-style-type: none"> <li><i>Should</i> and <i>shouldn't</i>: affirmative and negative forms and contractions</li> <li>Information questions with <i>should</i></li> <li><i>Yes/No</i> questions with <i>should</i></li> </ul>
<p><b>12</b> <b>What's Next?</b> page 158</p> <p><b>Themes</b></p> <ul style="list-style-type: none"> <li>Leisure</li> <li>Encouraging others</li> </ul>	<ul style="list-style-type: none"> <li>Identify and discuss weather conditions and U.S. holidays</li> <li>Describe leisure activities</li> <li>Use the future with <i>be going to</i> to describe weather and future plans</li> <li>Interpret information about classes; make plans to study</li> <li>Make future plans and goals</li> </ul>	<p><b>Topic-Specific</b></p> <ul style="list-style-type: none"> <li>Holidays</li> <li>Weather</li> <li>Leisure activities</li> <li>Job skills</li> <li>Job titles</li> </ul> <p><b>OPD Connection</b></p> <ul style="list-style-type: none"> <li>The Calendar</li> <li>Calendar Events</li> <li>Weather</li> </ul> <p><b>Academic language</b> <i>promotion, goal, financial</i></p>	<ul style="list-style-type: none"> <li>The future with <i>be going to</i>: affirmative and negative forms</li> <li>Contractions of <i>be going to</i></li> <li>Questions with <i>be</i>: present simple, future, and past simple</li> </ul>

LANGUAGE STRATEGIES		COLLEGE & CAREER READINESS	
Reading & Writing	Listening & Speaking	Critical Thinking	Collaboration
<ul style="list-style-type: none"> <li>Read job listings</li> <li>Read and write an email to an employer about a job</li> <li>Write about work histories</li> <li>Read an article about what makes a great employee</li> <li>Read a chart about why some employees don't succeed</li> </ul> <p><b>Reading strategy</b></p> <ul style="list-style-type: none"> <li>Using an example in a text</li> </ul> <p><b>Writing strategy</b></p> <ul style="list-style-type: none"> <li>Placing personal information in an email</li> </ul>	<p><b>Conversation</b></p> <ul style="list-style-type: none"> <li>Ask and answer <i>yes/no</i> questions</li> <li>Ask and answer questions about the past</li> <li>Ask and answer interview questions</li> </ul> <p><b>Focused Listening</b></p> <ul style="list-style-type: none"> <li>Listen for information about a person's work history</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Differentiating <i>can</i> and <i>can't</i></li> </ul>	<p><b>Critical thinking</b></p> <ul style="list-style-type: none"> <li>Interpret help-wanted ads</li> <li>Analyze and describe personal work experience</li> </ul> <p><b>Problem solving</b></p> <ul style="list-style-type: none"> <li>Compare jobs based on salary and hours</li> </ul>	<ul style="list-style-type: none"> <li>Communicate information</li> <li>Think critically</li> <li>Use information</li> </ul>
<ul style="list-style-type: none"> <li>Read about safe and dangerous behavior</li> <li>Write about personal safety habits</li> <li>Write classroom rules</li> <li>Read an article about car safety</li> <li>Read a chart about teen car accidents</li> </ul> <p><b>Reading strategy</b></p> <ul style="list-style-type: none"> <li>Using frequency adverbs in a text</li> </ul> <p><b>Writing strategy</b></p> <ul style="list-style-type: none"> <li>Using <i>however</i> and <i>but</i> when writing</li> </ul>	<p><b>Conversation</b></p> <ul style="list-style-type: none"> <li>Ask and answer information questions with <i>should</i></li> <li>Practice making 911 calls</li> <li>Describe emergencies</li> <li>Prepare for emergencies</li> </ul> <p><b>Focused Listening</b></p> <ul style="list-style-type: none"> <li>Listen for information about a safety checklist</li> <li>Listen for emergency information</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Differentiating <i>should</i> and <i>shouldn't</i></li> </ul>	<p><b>Critical thinking</b></p> <ul style="list-style-type: none"> <li>Interpret traffic signs</li> <li>Classify behavior as safe or unsafe</li> <li>Classify language learning habits as positive or negative</li> <li>Identify emergencies to a 911 operator</li> <li>Analyze a pie chart of accident data</li> </ul> <p><b>Problem solving</b></p> <ul style="list-style-type: none"> <li>Determine appropriate behavior following an accident</li> </ul>	<ul style="list-style-type: none"> <li>Communicate information</li> <li>Use information</li> <li>Solve problems</li> <li>Understand teamwork and work with others</li> </ul>
<ul style="list-style-type: none"> <li>Read about a trip to a baseball game</li> <li>Write about a leisure activity</li> <li>Read a college catalog</li> <li>Read an article about planning the future</li> </ul> <p><b>Reading strategy</b></p> <ul style="list-style-type: none"> <li>Understanding the purpose of an article</li> </ul> <p><b>Writing strategy</b></p> <ul style="list-style-type: none"> <li>Using concluding sentences</li> </ul>	<p><b>Conversation</b></p> <ul style="list-style-type: none"> <li>Talk about future plans with classmates</li> <li>Discuss personal goals and plans</li> <li>Practice encouraging others</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>Differentiating formal and relaxed pronunciation</li> </ul>	<p><b>Critical thinking</b></p> <ul style="list-style-type: none"> <li>Classify leisure activities by season</li> <li>Assess information in a college course catalog</li> <li>Create a flowchart</li> </ul> <p><b>Problem solving</b></p> <ul style="list-style-type: none"> <li>Determine how to modify plans due to bad weather</li> </ul>	<ul style="list-style-type: none"> <li>Think critically</li> <li>Manage time</li> <li>Plan and organize</li> </ul>