

Correlations¹

Unit	Correlations to National Standards			Correlations to State Standards	
	SCANS Competencies	CASAS Life Skill Competencies	EFF Content Standards	Florida	Texas
1 Your life page 12	<ul style="list-style-type: none"> Understands social systems Acquires and evaluates information Interprets and communicates information Works well with people of culturally diverse backgrounds 	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"> Read with Understanding 1–4 Convey Ideas in Writing 3, 4 Speak So Others Can Understand 1–4 Listen Actively 1–4 Take Responsibility for Learning 1–3, 6 	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
2 The community page 24	<ul style="list-style-type: none"> Understands social and organizational systems Acquires and evaluates information Interprets and communicates information 	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"> Read with Understanding 1–4 Speak So Others Can Understand 1–4 Listen Actively 1–4 Observe Critically 1–5 Advocate and Influence 1–5 	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
3 Technology page 36	<ul style="list-style-type: none"> Uses technology Acquires and evaluates information Interprets and communicates information 	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"> Observe Critically 1–5 Solve Problems and Make Decisions 1–6 Cooperate with Others 1–4 Guide Others 1–4 Take Responsibility for Learning 1–3, 5, 6 	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
4 The consumer world page 48	<ul style="list-style-type: none"> Serves customers Works toward agreement Acquires and evaluates information Interprets and communicates information 	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"> Read with Understanding 1–4 Convey Ideas in Writing 1–4 Observe Critically 1–5 Solve Problems and Make Decisions 1–6 Advocate and Influence 1–5 Guide Others 1–4 Take Responsibility for Learning 1–3, 5, 6 	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
5 Time page 60	<ul style="list-style-type: none"> Allocates time Acquires and evaluates information Interprets and communicates information Understands social and organizational systems 	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"> Convey Ideas in Writing 2–4 Observe Critically 1–5 Use Math to Solve Problems and Communicate 2, 3, 5 Plan 1, 2, 4, 5 Learn Through Research 1–3 	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

¹Correlations are also available at www.longman.com/correlations.

Unit	Correlations to National Standards			Correlations to State Standards	
	SCANS Competencies	CASAS Life Skill Competencies	EFF Content Standards	Florida	Texas
6 Supplies and services page 72	<ul style="list-style-type: none"> Allocates resources Understands organizational systems Participates as a member of a team Acquires and evaluates information Interprets and communicates information Serves customers Teaches others 	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"> Convey Ideas in Writing 1–4 Listen Actively 1–4 Observe Critically 1–5 Guide Others 1–3 Take Responsibility for Learning 1–3, 5, 6 	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
7 Relationships page 84	<ul style="list-style-type: none"> Understands social and organizational systems Acquires and evaluates information Interprets and communicates information Negotiates 	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"> Solve Problems and Make Decisions 1–3, 5, 6 Plan 1–5 Take Responsibility for Learning 1–3, 5, 6 	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
8 Health and safety page 96	<ul style="list-style-type: none"> Acquires and evaluates information Interprets and communicates information Understands social and organizational systems 	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"> Convey Ideas in Writing 1–4 Listen Actively 1–4 Solve Problems and Make Decisions 1, 3, 4, 6 Advocate and Influence 1–3, 5 Take Responsibility for Learning 1–4, 6 	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
9 Money page 108	<ul style="list-style-type: none"> Allocates money Serves customers Acquires and evaluates information Interprets and communicates information 	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"> Convey Ideas in Writing 1–4 Speak So Others Can Understand 1–4 Listen Actively 1–4 Use Math to Solve Problems and Communicate 1–5 	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
10 Your career page 120	<ul style="list-style-type: none"> Acquires and evaluates information Interprets and communicates information 	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"> Observe Critically 1–5 Advocate and Influence 1–5 Take Responsibility for Learning 1, 3, 4, 6 	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	Lifeskills	Grammar	Grammar Booster	Social Language
1 Your life page 12 Grammar Booster page GB-1	<ul style="list-style-type: none"> Ask for and give name, occupation, and country of origin Make introductions Introduce self 	<ul style="list-style-type: none"> The present tense of <i>be</i>, singular forms 	<ul style="list-style-type: none"> The verb <i>be</i>: statements with singular subjects Contractions with the verb <i>be</i> The verb <i>be</i>: <i>yes/no</i> questions and short answers <i>A</i> and <i>an</i> 	How to <ul style="list-style-type: none"> exchange personal information express sympathy offer support
2 The community page 24 Grammar Booster page GB-4	<ul style="list-style-type: none"> Identify places in the community, workplaces, and places within buildings Understand and give directions to a place 	<ul style="list-style-type: none"> The present tense of <i>be</i>, plural forms 	<ul style="list-style-type: none"> The verb <i>be</i>: statements with plural subjects The verb <i>be</i>: <i>yes/no</i> questions and short answers The verb <i>be</i>: information questions 	How to <ul style="list-style-type: none"> clarify politely request directions initiate a conversation express thanks acknowledge thanks
3 Technology page 36 Grammar Booster page GB-6	<ul style="list-style-type: none"> Identify common machines Use and troubleshoot technology Understand and give instructions for using machines 	<ul style="list-style-type: none"> Suggestions with <i>Let's</i> Imperatives 	<ul style="list-style-type: none"> Suggestions with <i>Let's</i> Commands 	How to <ul style="list-style-type: none"> express dismay clarify suggest a course of action ask for help agree to a request express lack of knowledge
4 The consumer world page 48 Grammar Booster page GB-7	<ul style="list-style-type: none"> Talk about clothes, colors, and sizes Ask for and offer service Complain about merchandise Ask for refunds and exchanges Fill out order forms and merchandise return forms 	<ul style="list-style-type: none"> The simple present tense <i>This, that, these, and those</i> 	<ul style="list-style-type: none"> The simple present tense: affirmative statements <i>Have</i>: statements The simple present tense: negative statements The simple present tense: <i>yes/no</i> questions and short answers The simple present tense: information questions <i>This, that, these, and those</i> 	How to <ul style="list-style-type: none"> express likes and dislikes state wants and needs apologize accept an offer complain offer a tentative answer
5 Time page 60 Grammar Booster page GB-11	<ul style="list-style-type: none"> Ask for and give times, days, and dates Talk about opening and closing times Understand work schedules Understand punctuality 	<ul style="list-style-type: none"> Impersonal statements with <i>It's</i> Questions with <i>What time</i> and <i>When</i> Ordinal numbers 	<ul style="list-style-type: none"> <i>It's</i> for days, dates, and times <i>In, on, at, from, and to</i> for telling time Information questions about time 	How to <ul style="list-style-type: none"> express concern express approval express uncertainty say good-bye

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

¹Welcome Unit

Scope and sequence

Unit	Lifeskills	Grammar	Grammar Booster	Social Language
6 Supplies and services page 72 Grammar Booster page GB-14	<ul style="list-style-type: none"> Talk about food Write shopping lists Use supplies appropriately Give and follow instructions 	<ul style="list-style-type: none"> Count/non-count noun distinction Questions with <i>How many</i> and <i>How much</i> Impersonal statements with <i>There is / There are</i> 	<ul style="list-style-type: none"> Count nouns and non-count nouns Questions with <i>How many</i> and <i>How much</i> <i>There is</i> and <i>There are</i> <i>Is there any</i> and <i>Are there any</i>: <i>yes/no</i> questions 	How to <ul style="list-style-type: none"> start a conversation respond to a greeting ask for additional information solicit an opinion agree and disagree
7 Relationships page 84 Grammar Booster page GB-17	<ul style="list-style-type: none"> Talk about abilities and responsibilities Ask for and give reasons Understand company policies regarding time off Request a personal day 	<ul style="list-style-type: none"> The present continuous <i>Can</i> and <i>Have to</i> Questions with <i>Why</i> Statements with <i>because</i> 	<ul style="list-style-type: none"> The present continuous: statements The present continuous: <i>yes/no</i> questions and short answers The present continuous: information questions <i>Can</i> and <i>can't</i>: statements <i>Can</i>: <i>yes/no</i> questions and short answers <i>Can</i>: information questions <i>Have to</i>: statements <i>Have to</i>: <i>yes/no</i> questions and short answers <i>Have to</i>: information questions 	How to <ul style="list-style-type: none"> ask for and give reasons state an obligation give and accept excuses
8 Health and safety page 96 Grammar Booster page GB-22	<ul style="list-style-type: none"> Describe symptoms and injuries Make healthcare appointments Call 911 Report accidents, injuries, and illnesses at work Read and write dates in numbers 	<ul style="list-style-type: none"> Possessives Contrast of the simple present tense and the present continuous 	<ul style="list-style-type: none"> Possessives <i>Their, there, and they're</i> <i>Never, sometimes, and always</i> in statements The present continuous and the simple present tense 	How to <ul style="list-style-type: none"> conduct a phone conversation accept an apology offer to call back later make an appointment express sympathy offer good wishes express appreciation
9 Money page 108 Grammar Booster page GB-25	<ul style="list-style-type: none"> Make and accept payment with cash, check, and credit card Count money and make change Provide service Write checks Show I.D. upon request 	<ul style="list-style-type: none"> The future with <i>be going to</i> Questions with <i>Whose</i> 	<ul style="list-style-type: none"> <i>Be going to</i>: statements <i>Be going to</i>: <i>yes/no</i> questions and short answers <i>Be going to</i>: information questions Questions with <i>Whose</i> Review of question words 	How to <ul style="list-style-type: none"> ask for change offer to check something inquire about a price ask for time to consider a purchase agree to make a purchase
10 Your career page 120 Grammar Booster page GB-28	<ul style="list-style-type: none"> Interview for a job Talk about jobs, skills, and experience Read help-wanted ads Complete a job application 	<ul style="list-style-type: none"> The past tense of <i>be</i> The simple past tense of regular and irregular verbs 	<ul style="list-style-type: none"> The past tense of the verb <i>be</i>: statements The past tense of the verb <i>be</i>: <i>yes/no</i> questions The past tense of the verb <i>be</i>: information questions Simple past tense statements with regular verbs Simple past tense with irregular verbs The simple past tense: <i>yes/no</i> questions The simple past tense: information questions 	How to <ul style="list-style-type: none"> convince clarify

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