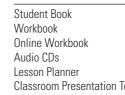
# STAND OUT THIRD EDITION

SERIES COMPONENTS

### LEVEL BASIC





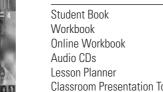
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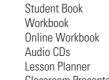


### LEVEL 4















ALL LEVELS

LEVEL BASIC	
Student Book	9781305655201
Workbook	9781305655225
Online Workbook	9781305655393
Audio CDs	9781305655232
Lesson Planner	9781305655218
Classroom Presentation Tool	9781305655744
LEVEL 1	
Student Book	9781305655409
Workbook	9781305655423
Online Workbook	9781305665101
Audio CDs	9781305655454
Lesson Planner	9781305655416
Classroom Presentation Tool	9781305655737
LEVEL 2	
Student Book	9781305655478
Workbook	9781305655492
Online Workbook	9781305665118
Audio CDs	9781305655508
Lesson Planner	9781305655485
Classroom Presentation Tool	9781305655720
LEVEL 3	
Student Book	9781305655522
Workbook	9781305655546
Online Workbook	9781305665125
Audio CDs	9781305655553
Lesson Planner	9781305655539
Classroom Presentation Tool	9781305655713
LEVEL 4	
Student Book	9781305655591
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	9781305655614
Workbook Online Workbook	9781305655614 9781305665132
Workbook Online Workbook	9781305655614 9781305665132 9781305655621
Workbook Online Workbook Audio CDs	9781305655614 9781305665132 9781305655621 9781305655607
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# **STAND OUT** Evidence-Based Learning for

# College and Career Readiness

THIRD EDITION

3

**LESSON PLANNER** 

STACI JOHNSON ROB JENKINS



Australia • Brazil • Mexico • Singapore • United Kingdom • United States





### Stand Out 3: Evidence-Based Learning for College and Career Readiness, Third Edition Staci Johnson and Rob Jenkins Lesson Planner

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# **ABOUT THE AUTHORS**



### Staci Johnson

Ever since I can remember, I've been fascinated with other cultures and languages. I love to travel and every place I go, the first thing I want to do is meet the people, learn their language, and understand their culture. Becoming an ESL teacher was a perfect way to turn what I love to do into my profession. There's nothing more incredible than the exchange of teaching and learning from one another that goes on in an ESL classroom. And there's nothing more rewarding than helping a student succeed.



### **Rob Jenkins**

I love teaching. I love to see the expressions on my students' faces when the light goes on and their eyes show such sincere joy of learning. I knew the first time I stepped into an ESL classroom that this is where I needed to be and I have never questioned that resolution. I have worked in business, sales, and publishing, and I've found challenge in all, but nothing can compare to the satisfaction of reaching people in such a personal way.

A long with the inclusion of National Geographic content, the third edition of **Stand Out** boasts several innovations. In response to initiatives regarding the development of more complexity with reading and encouraging students to interact more with reading texts, we are proud to introduce new rich reading sections that allow students to discuss topics relevant to a global society. We have also introduced new National Geographic videos that complement the life-skill videos **Stand Out** introduced in the second edition and which are now integrated into the student books. We don't stop there; **Stand Out** has even more activities that require critical and creative thinking that serve to maximize learning and prepare students for the future. The third edition also has online workbooks. **Stand Out** was the first mainstream ESL textbook for adults to introduce a lesson plan format, hundreds of customizable worksheets, and project-based instruction. The third edition expands on these features in its mission to provide rich learning opportunities that can be exploited in different ways. We believe that with the innovative approach that made **Stand Out** a leader from its inception, the many new features, and the new look, programs, teachers, and students will find great success!

### Stand Out Mission Statement:

Our goal is to give students challenging opportunities to be successful in their language-learning experience so they develop confidence and become independent lifelong learners.

### **ABOUT THE SERIES**

The **Stand Out** series is designed to facilitate *active* learning within life-skill settings that lead students to career and academic pathways. Each student book and its supplemental components in the six-level series expose students to competency areas most useful and essential for newcomers with careful treatment of level-appropriate but challenging materials. Students grow academically by developing essential literacy and critical-thinking skills that will help them find personal success in a changing and dynamic world.

### THE STAND OUT PHILOSOPHY

### **Integrated Skills**

In each of the five lessons of every unit, skills are introduced as they might be in real language use. They are in context and not separated into different sections of the unit. We believe that for real communication to occur, the classroom should mirror real life as much as possible.

### **Objective Driven Activities**

Every lesson in **Stand Out** is driven by a performance objective. These objectives have been carefully selected to ensure they are measurable, accessible to students at their particular level, and relevant to students and their lives. Good objectives lead to effective learning. Effective objectives also lead to appropriate self, student, and program assessment which is increasingly required by state and federal mandates.

### **Lesson Plan Sequencing**

**Stand Out** follows an established sequence of activities that provides students with the tools they need to have in order to practice and apply the skills required in the objective. A pioneer in Adult Education for introducing the Madeline Hunter WIPPEA lesson plan model into textbooks, **Stand Out** continues to provide a clear and easy-to-follow system for presenting and developing English language skills. The WIPPEA model follows six steps:

- Warm up and Review
- Introduction
- Presentation
- Practice
- Evaluation
- Application

### Learning And Acquisition

In **Stand Out**, the recycling of skills is emphasized. Students must learn and practice the same skills multiple times in various contexts to actually acquire them. Practicing a skill one time is rarely sufficient for acquisition and rarely addresses diverse student needs and learning styles.

### **Critical Thinking**

Critical thinking has been defined in various ways and sometimes so broadly that any activity could be classified to meet the criteria. To be clear and to draw attention to the strong critical thinking activities in **Stand Out**, we define these activities as **tasks that require learners to think deeper than the superficial vocabulary and meaning.** Activities such as ranking, making predictions, analyzing, or solving problems demand that students think beyond the surface. Critical thinking is highlighted throughout so the instructor can be confident that effective learning is going on.

# Learner-Centered, Cooperative, and Communicative Activities

**Stand Out** provides ample opportunities for students to develop interpersonal skills and to practice new vocabulary through graphic organizers and charts like Venn diagrams, graphs, classifying charts, and mind maps. The lesson planners provide learner-centered approaches in every lesson. Students are asked to rank items, make decisions, and negotiate amongst other things.

Dialogues are used to prepare students for these activities in the low levels and fewer dialogues are used at the higher levels where students have already acquired the vocabulary and rudimentary conversation skills.

Activities should provide opportunities for students to speak in near authentic settings so they have confidence to perform outside the classroom. This does not mean that dialogues and other mechanical activities are not used to prepare students for cooperative activities, but these mechanical activities do not foster conversation. They merely provide the first tools students need to go beyond mimicry.

### Assessment

Instructors and students should have a clear understanding of what is being taught and what is expected. In **Stand Out**, objectives are clearly stated so that target skills can be effectively assessed throughout. Formative assessments are essential. Pre- and post-assessments can be given for units or sections of the book through ExamView<sup>®</sup>—a program that makes developing tests easy and effective. These tests can be created to appear like standardized tests, which are important for funding and to help students prepare.

Finally, *learner logs* allow students to self-assess, document progress, and identify areas that might require additional attention.

### SUPPLEMENTAL COMPONENTS

The **Stand Out** series is a comprehensive tool for all student needs. There is no need to look any further than the resources offered.

### Stand Out Lesson Planners

The lesson planners go beyond merely describing activities in the student book by providing teacher support, ideas, and guidance for the entire class period.

- Standards correlations for CCRS, CASAS, and SCANS are identified for each lesson.
- **Pacing Guides** help with planning by giving instructors suggested durations for each activity and a selection of activities for different class lengths.
- **Teacher Tips** provide point-of-use pedagogical comments and best practices.
- At-A-Glance Lesson Openers provide the instructor with everything that will be taught in a particular lesson. Elements include the agenda, the goal, grammar, pronunciation, academic strategies, critical thinking elements, correlations to standards, and resources.
- **Suggested Activities** go beyond what is shown in the text providing teachers with ideas that will stimulate them to come up with their own.
- **Listening Scripts** are integrated into the unit pages for easy access.

### Stand Out Workbook

The workbook in the third edition takes the popular **Stand Out Grammar Challenge** and expands it to include vocabulary building, life-skill development, and grammar practice associated directly with each lesson in the student book.

### Stand Out Online Workbook

One of the most important innovations in the third edition of **Stand Out** is the online workbook. This workbook provides unique activities that are closely related to the student book and gives students opportunities to have access to audio and video.

The online workbook provides opportunities for students to practice and improve digital literacy skills essential for 21st century learners. These skills are essential for standardized computer and online testing. Scores in these tests will improve when students can concentrate on the content and not so much on the technology.

### **Activity Bank**

The activity bank is an online feature that provides several hundred multilevel worksheets per level to enhance the already rich materials available through **Stand Out**.

### **DVD Program**

The **Stand Out Lifeskills Video Program** continues to be available with eight episodes per level; however, now the worksheets are part of the student books with additional help in the lesson planners.

New to the third edition of **Stand Out** are two National Geographic videos per level. Each video is accompanied by four pages of instruction and activities with support in the lesson planners.

### **ExamView**®

ExamView<sup>®</sup> is a program that provides customizable test banks and allows instructors to make lesson, unit, and program tests quickly.

### STANDARDS AND CORRELATIONS

**Stand Out** is the pioneer in establishing a foundation of standards within each unit and through every objective. The standards movement in the United States is as dominant today as it was when **Stand Out** was first published. Schools and programs must be aware of ongoing local and federal initiatives and make attempts to meet ever-changing requirements.

In the first edition of **Stand Out**, we identified direct correlations to SCANS, EFF, and CASAS standards. *The Secretary's Commission on Achieving Necessary Skills*, or SCANS, and *Equipped for the Future*, or EFF, standards are still important and are identified in every lesson of **Stand Out**. These skills include the basic skills, interpersonal skills, and problem-solving skills necessary to be successful in the workplace, in school, and in the community. **Stand Out** was also developed with a thorough understanding of objectives established by the *Comprehensive Adult Student Assessment Systems* or CASAS. Many programs have experienced great success with their CASAS scores using **Stand Out**, and these objectives continue to be reflected in the third edition.

Today, a new emphasis on critical thinking and complexity has swept the nation. Students are expected to think for themselves more now than ever before. They must also interact with reading texts at a higher level. These new standards and expectations are highly visible in the third edition and include *College and Career Readiness Standards*.

**Stand Out** offers a complete set of correlations online for all standards to demonstrate how closely we align with state and federal guidelines.

### IMPORTANT INNOVATIONS IN THE THIRD EDITION

### **New Look**

Although the third edition of **Stand Out** boasts the same lesson plan format and task-based activities that made it one of the most popular books in adult

education, it now has an updated look with the addition of National Geographic content, which will capture the attention of the instructor and every student.

### **Critical Thinking**

With the advent of new federal and state initiatives, teachers need to be confident that students will use critical thinking skills when learning. This has always been a goal in **Stand Out**, but now those opportunities are highlighted in each lesson.

### **College And Career Readiness Skills**

These skills are also identified by critical thinking strategies and academic-related activities, which are found throughout **Stand Out**. New to the third edition is a special reading section in each unit that challenges students and encourages them to develop reading strategies within a rich National Geographic environment.

### Stand Out Workbook

The print workbook is now more extensive and complete with vocabulary, life skills, and grammar activities to round out any program. Many instructors might find these pages ideal for homework, but they of course can be used for additional practice within the classroom.

### Media And Online Support

Media and online support includes audio, video, online workbooks, presentation tools, multi-level worksheets, ExamView<sup>®</sup>, and standards correlations.

# CONTENTS

Theme	Unit and Page Number	EL Civics Competencies/ Life Skills	Grammar	Vocabulary
Basic Communication	<b>PRE-UNIT</b> <b>Getting to</b> <i>Know You</i> <i>Page 2</i>	<ul> <li>Introduce yourself and greet others</li> <li>Write about yourself</li> <li>Identify goals</li> </ul>	<ul> <li>Contractions</li> <li>Present tense</li> <li>Simple past</li> </ul>	<ul> <li>Application terms</li> <li>Paragraph writing: successful, paragraph margins, indent, title, formatting, model</li> <li>U.S. educational system and educational terms: graduate, college, university, vocational, achieve, goal</li> </ul>
	<b>Balancing</b> <b>Your Life</b> Page 12	<ul> <li>Analyze and create schedules</li> <li>Identify goals and obstacles and suggest solutions</li> <li>Write about a personal goal</li> <li>Analyze study habits</li> <li>Manage time</li> </ul>	<ul> <li>Adverbs of frequency</li> <li>When in the future</li> </ul>	<ul> <li>Schedules and time: routine, habit, frequency balance, accomplish, task, time slot, benefits</li> <li>Goals: obstacle, solution, personal, occupational</li> <li>Paragraphs: topic, support, conclusion</li> <li>Study habits: distractions, beneficial, harmful, improve, concentrate, go over</li> </ul>
Consumer Economics	<b>2</b> <b>Consumer</b> <b>Smarts</b> <i>Page 36</i>	<ul> <li>Identify places to purchase goods and services</li> <li>Interpret advertisements</li> <li>Compare products</li> <li>Identify and compare purchasing methods</li> <li>Make a smart purchase</li> </ul>	<ul> <li><i>get</i> + past participle (causative)</li> <li>Comparative adjectives</li> <li>Superlative adjectives</li> <li>Modals: <i>have to</i> and <i>must</i></li> <li>Transition words</li> </ul>	<ul> <li>Consumer goods and services: laundromat, gas station, pharmacy, hotel, jewelry store, bank, post office, department store, grocery store, car wash, tailor's, office supply store, drugstore, dry cleaners, hardware store</li> <li>Advertisements: ad, discount, sale price, offer, expire, cut, sale, regular, save, percent off, delivery, installation, licensed, insured, guarantee, warranty</li> <li>Computers: speed, touch pad, monitor, screen, USB port, memory, CD drive</li> <li>Money and shopping: cash, check, credit card, debit card, advantages, disadvantages, comparison shopping, save, smart consumer</li> </ul>

Numeracy/ Academic Skills	CCRS	SCANS	CASAS
<ul> <li>Writing a paragraph</li> <li>Comparing and contrasting</li> <li>Setting goals</li> </ul>	RI1, RI3, RI7 W2, W3, W4 SL1, SL2, SL3 L2, L5	Many SCAN skills are incorporated in this unit with an emphasis on: • Understanding systems • Decision making	<b>1:</b> 0.1.2; 0.1.4; 0.2.1; 0.2.2 <b>2:</b> 0.2.1; 7.2.6 <b>3:</b> 0.1.2, 0.1.6, 0.2.1, 7.1.1
<ul> <li>Pronunciation</li> <li>Reading a chart</li> <li>Active reading</li> <li>Focused listening</li> <li>Writing a paragraph</li> <li>Active reading</li> <li>Making inferences</li> <li>Using an outline</li> <li>Using a pie graph</li> <li>Reviewing</li> </ul>	RI1, RI2, RI4, RI7 W4, W5 SL1, SL2, SL4 L1, L2, L3, L4	Many SCAN skills are incorporated in this unit with an emphasis on: • Allocating time • Understanding systems • Applying technology to task • Responsibility • Self management • Writing • Decision making	<b>1:</b> 0.1.2, 0.2.4 <b>2:</b> 7.1.1, 7.1.2, 7.1.3, 7.2.5, 7.2.6 <b>3:</b> 7.1.1, 7.1.2, 7.1.3, 7.2.5, 7.2.6 <b>4:</b> 0.1.5, 7.4.1, 7.4.3, 7.4.5 <b>5:</b> 7.4.2 <b>R:</b> 7.2.1 <b>TP:</b> 4.8.1., 4.8.5., 4.8.6.
<ul> <li>Pronunciation: Stress</li> <li>Test taking skills</li> <li>Comparing and contrasting</li> <li>Sequence writing</li> <li>Reviewing</li> </ul>	RI1, RI2, RI4, RI5, RI7 W2, W4 SL1, SL2, SL4 L1, L2, L3, L5	<ul> <li>Many SCAN skills are incorporated in this unit with an emphasis on:</li> <li>Responsibility</li> <li>Participating as a member of a team</li> <li>Acquiring and evaluating information</li> <li>Organizing and maintaining information</li> <li>Decision making</li> <li>Reasoning</li> </ul>	<b>1:</b> 0.1.2, 1.3.7 <b>2:</b> 1.2.1 <b>3:</b> 1.2.1, 1.2.2 <b>4:</b> 1.3.1 <b>5:</b> 1.2.5 <b>R:</b> 7.2.1 <b>TP:</b> 4.8.1., 4.8.5., 4.8.6.

# CONTENTS

Theme	Unit and Page Number	EL Civics Competencies/ Life Skills	Grammar	Vocabulary
Consumer Economics	<b>3</b> Housing Page 60	<ul> <li>Interpret classified ads</li> <li>Make decisions</li> <li>Arrange and cancel utilities</li> <li>Create a budget</li> <li>Write a formal letter</li> </ul>	<ul> <li>Comparatives and superlatives using nouns</li> <li>Yes/No questions and answers</li> <li>Information questions</li> <li>Past continuous</li> <li>Past continuous with while</li> </ul>	<ul> <li>Classified ads: carport, charming, balcony, condition, security guard, spa, hookup, properties, preferences, yard, pool, air-conditioning, heating, garage, tennis courts, carpeting</li> <li>Utilities: baseline, therms, arrange, cancel</li> <li>Budget: salary, total, average, addition, substract, graph</li> <li>Home maintenance: repairs, fix, repairperson, roaches, mouse, mice, electrician, plumber, exterminator</li> </ul>
Community Resources	<b>4</b> <b>Our</b> <b>Community</b> Page 84	<ul> <li>Ask for information</li> <li>Interpret charts and compare information</li> <li>Interpret a road map</li> <li>Identify daily activities</li> <li>Describe a place</li> </ul>	<ul> <li>Information questions</li> <li>Imperatives</li> <li>Adverbial clauses with <i>before, after,</i> and <i>when</i></li> <li>Editing</li> </ul>	<ul> <li>Banking: checking account, service fee, direct deposit, check writing, transactions, minimum balance, ATM, teller, unlimited, mobile banking</li> <li>Library: class registration, circulation, reference, librarian, check out, borrow, loan, fine, overdue, loss, public library</li> <li>DMV: branch, main, commercial, valid, permit, disabled, renewal, replacement, car registration</li> <li>Directions: run, north, south, east, west, northeast, northwest, southeast, southwest, far</li> <li>iron, errands, deposit, dry cleaning</li> </ul>
	VIDEO CHALLEI	NGE	Page 108	The Human Family Tree
Health	<b>5</b> Health Page 112	<ul> <li>Identify parts of the body</li> <li>Communicate symptoms</li> <li>Identify and analyze health habits</li> <li>Analyze nutrition information</li> <li>Interpret fitness information</li> </ul>	<ul> <li>Modal should</li> <li>Present perfect</li> <li>Present perfect with for and since</li> <li>Future conditional</li> <li>Imperatives</li> </ul>	<ul> <li>Internal and external parts of the body: organs, lungs, liver</li> <li>Conditions, diseases, illnesses, and symptoms: backache, headache, dizzy, sore, allergies, ill, sick, cold, cause, effect, habit, sunscreen, stress, cavity</li> <li>Nutrition: guidelines, procedures, variety, maintain, ideal weight, healthy weight, balance, fat, saturated fat, cholesterol, starch, fiber, grain, avoid, moderation, sodium, sugar, amount, serving size, calories, daily value, sodium, carbohydrate, protein, vitamins, nutrients, digestion</li> <li>Physical fitness: exercise, routine, recreational, aerobics, cardiovascular, stroller</li> </ul>

Numeracy/		SCANS	CASAS
Academic Skills  Pronunciation: Rising and falling intonation Scanning Active reading Focused listening Reading a bar graph Budget arithmetic Writing a business letter Reviewing	CCRS RI1, RI2, RI3, RI4, RI5, RI7, RI8 W1, W4, W5 SL1, SL2, SL4 L1, L2, L3, L5	Many SCAN skills are incorporated in this unit with an emphasis on: • Allocating money • Understanding systems • Monitoring and correcting performance • Interpreting and communicating information • Reading • Writing • Decision making	1: 1.4.1, 1.4.2         2: 1.4.2, 7.2.7         3: 1.4.4, 1.5.3         4: 1.5.1, 6.0.3, 6.01.5, 6.1.1, 6.1.2         5: 1.4.7         R: 7.2.1         TP: 4.8.1, 4.8.5, 4.8.6.
<ul> <li>Pronunciation: Rising and falling intonation</li> <li>Pronunciation: Phrasing</li> <li>Focused listening</li> <li>Making inferences</li> <li>Reading charts</li> <li>Reading a map</li> <li>Paragraph writing</li> <li>Reviewing</li> </ul>	RI1, RI2, RI3, RI4, RI5, RI6, RI7 W1, W2, W4, W5 SL1, SL2, SL3, SL4 L1, L2, L3, L5	Many SCAN skills are incorporated in this unit with an emphasis on: • Understanding systems • Interpreting and communicating information • Writing • Decision making • Seeing things in the mind's eye	1: 0.1.2 2: 1.8.5, 2.5.6 3: 2.2.1, 2.2.5 4: 7.2.6 5: 7.2.2 R: 7.2.1 TP: 4.8.1, 4.8.5, 4.8.6
<ul> <li>Active listening</li> <li>Active reading</li> <li>Reviewing</li> </ul>	R1, R2, R3, R4, R7 W2, W7 SL1, SL2, SL3, SL4 L1, L2, L3, L4	Many SCAN skills are incorporated in this unit with an emphasis on: • Understanding systems • Self management • Acquiring and evaluating information • Interpreting and communicating information	<ul> <li>1: 3.1.1, 3.1.3, 3.2.1</li> <li>2: 3.1.1</li> <li>3: 3.4.2, 3.5.9</li> <li>4: 3.5.1, 3.5.3, 3.5.5 3.5.9, 6.7.3</li> <li>5: 3.5.9</li> <li>R: 7.2.1</li> <li>TP: 4.8.1, 4.8.5, 4.8.6.</li> </ul>

# CONTENTS

Theme	Unit and Page Number	EL Civics Competencies/ Life Skills	Grammar	Vocabulary
edge	<b>Getting</b> <b>Hired</b> Page 136	<ul> <li>Identify job titles and skills</li> <li>Identify job skills and personality traits</li> <li>Interpret job advertisements</li> <li>Complete a job application</li> <li>Interview for a job</li> </ul>	<ul> <li>Simple present</li> <li>Infinitives and gerunds</li> <li>Gerunds and nouns after prepositions</li> <li>would rather</li> </ul>	<ul> <li>Jobs: job, career, title, skills, operate, training program, supplies, practice, skills, assemble, sew, elderly, nursing home, connection, job application, resume, position, employment agency, hiring, manager, correction fluid, wrinkle</li> <li>Job titles</li> <li>Help Wanted ads: proof of car insurance, insurance forms, fax, license</li> <li>Interviewing: personality, character traits, self-confidence, enthusiasm, warmth, sensitivity</li> </ul>
Occupational Knowledge	<b>7</b> <b>On the Job</b> <i>Page 160</i>	<ul> <li>Compare employee behavior and attitudes</li> <li>Interpret a pay stub</li> <li>Interpret benefit information</li> <li>Identify safe workplace behavior</li> <li>Communicate at work</li> </ul>	<ul> <li>Possessive adjectives and pronouns</li> <li>Modals <i>could</i> and <i>might</i></li> <li>Polite requests</li> </ul>	<ul> <li>Job behavior: <i>ideal, coworker, reserved, courteous, strict, easygoing, ambitious, demanding, opinionated, patient, lack of understanding, criticism, request, suggest, compliment</i></li> <li>Pay stub information: <i>calendar, year-to-date, check number, current amount, current total earnings, federal tax, gross pay, marital status, Medicare, net pay, payroll ending date, pre-tax deductions, pre-tax retirement, rate of pay, Social Security (SS) number, state, disability, tax deductions, year-to-date total</i></li> <li>Benefits: 401K, bonus, health insurance, dental <i>insurance, disability insurance, family leave, maternity leave, medical leave, overtime, personal days, sick days, vacation days</i></li> <li>Workplace safety: <i>safety items, back support belt, earplugs, gloves, hard hat, hairnet, safety goggles, seat belt</i></li> </ul>
Government and Law	<b>8</b> Citizens and Community Page 184	<ul> <li>Identify U.S. geographical locations</li> <li>Compare and contrast ideas</li> <li>Interpret the branches of U.S. government</li> <li>Express opinions</li> <li>Write a speech</li> </ul>	<ul> <li>but, however</li> <li>both and, neither nor</li> <li>Modal should</li> <li>Contrary- to-fact conditional statements</li> </ul>	<ul> <li>Names and abbreviations of U.S. states</li> <li>U.S. government: executive, judicial, legislative, president, vice president, cabinet, city officials, Congress, House of Representatives, Senate, Supreme Court</li> <li>Political issues: overcrowded, homeless, wealthy, curfew, fine, tickets, resident, penalty, retirement, wage, casinos, tuition, drill for oil, incentives, bilingual education, controversial</li> </ul>
	<b>VIDEO CHALL</b>	ENGE	Page 208	The Secrets of Living Longer

### Appendices

Vocabulary List *Page 212* Grammar Reference *Page 213* Skills Index *Page 215*  Video Scripts *Page 216* Workbook Answer Key *Page 222* Lesson Planner Methodology *Page 230* 

Numeracy/ Academic Skills	CCRS	SCANS	CASAS
<ul> <li>Paragraph writing</li> <li>Reading for understanding</li> <li>Focused listening</li> <li>Reviewing</li> </ul>	RI1, RI2, RI3, RI4, RI7 W1, W4, W5, W8 SL1, SL2, SL3, SL4, SL6 L1, L2, L3, L5	Many SCAN skills are incorporated in this unit with an emphasis on: • Self-esteem • Sociability • Acquiring and evaluating information • Speaking • Decision making	<b>1:</b> 4.1.8 <b>2:</b> 4.1.9 <b>3:</b> 4.1.3 <b>4:</b> 4.1.2 <b>5:</b> 4.1.5, 4.1.7 <b>R:</b> 7.2.1 <b>TP:</b> 4.8.1, 4.8.5, 4.8.6.
<ul> <li>Pronunciation: Rising intonation for polite requests</li> <li>Pronunciation: Tone of voice</li> <li>Focused listening</li> <li>Reading for understanding</li> </ul>	RI1, RI2, RI3, RI4, RI7, RI8 W1, W2, W4, W5, W7, W8 SL1, SL2, SI3, SL4 L1, L2, L3, L5	<ul> <li>Many SCAN skills are incorporated in this unit with an emphasis on:</li> <li>Understanding systems</li> <li>Participating as a member of a team</li> <li>Acquiring and evaluating</li> </ul>	1: 4.1.9, 4.4.1 2: 4.2.1, 4.4.3 3: 4.2.1 4: 4.3.3, 4.3.4, 4.5.1 5: 4.4.1, 4.6.1 R: 7.2.1 TP: 4.8.1, 4.8.5, 4.8.6
<ul> <li>Focused listening</li> <li>Active reading</li> <li>Paragraph writing</li> <li>Speech writing</li> <li>Reviewing</li> </ul>	RI1, RI2, RI3, RI4, RI5, RI6, RI7, RI8 W1, W4, W5, W9 SL1, SL2, SL3, SL4, SL6 L1, L2, L3, L5	Many SCAN skills are incorporated in this unit with an emphasis on: • Listening • Speaking • Responsibility • Self-esteem	<b>1:</b> 5.1.6 <b>2:</b> 5.1.4, 5.1.6 <b>3:</b> 5.1.4, 5.2.1 <b>4:</b> 5.5.7, 5.5.8 <b>5:</b> 5.1.6 <b>R:</b> 7.2.1 <b>TP:</b> 4.8.1, 4.8.5, 4.8.6.

For other national and state specific standards, please visit: **www.NGL.Cengage.com/SO3** 



# INTRODUCING **STAND OUT,** Third Edition!

*Stand Out* is a six-level, standards-based ESL series for adult education with a proven track record of successful results. The new edition of *Stand Out* continues to provide students with the foundations and tools needed to achieve success in life, college, and career.

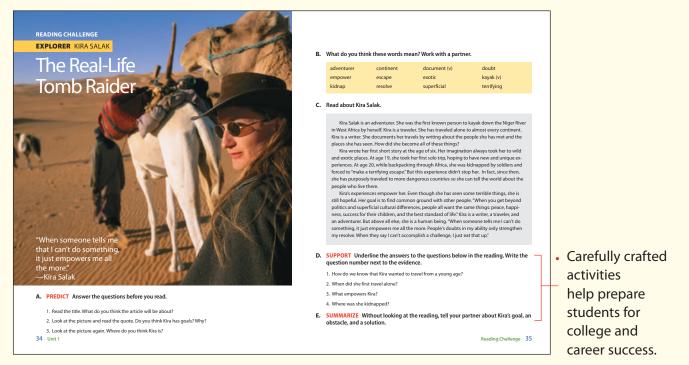
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### Stand Out now integrates real-world content from National Geographic

• Stand Out now integrates high-interest, real-world content from National Geographic which enhances its proven approach to lesson planning and instruction. A stunning National Geographic image at the beginning of each unit introduces the theme and engages learners in meaningful conversations right from the start.



### Stand Out supports college and career readiness



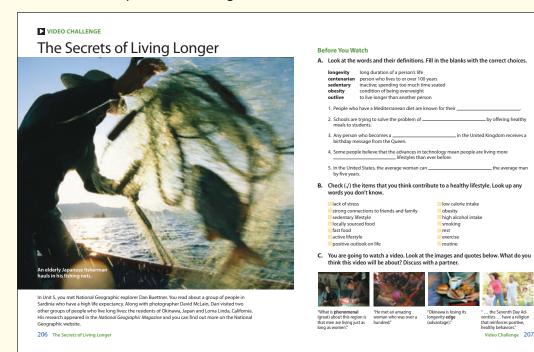
 NEW Reading Challenge in every unit features a fascinating story about a National Geographic explorer to immerse learners in authentic content.

	Analyze an	d create scl	nedules					<b>INTERPRET</b> Ask questions about often? Answer the questions u			
ANALY	ZE Look	at Luisa's s	chedule. Wh	at are her r	outines?			once a week twice a week	three time	es a week every Sat	urday
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	every morning every weekday	every oth	er day every Sur	ıday
5 a.m. – 7 a.m.	5:45 Run		5:45 Run		5:45 Run	6:00 Yoga	5:45 Run	EXAMPLE: Student A: How often do Student B: Luisa has dinn	er with her family	y <u>every Sunday</u> .	
	7:00 Walk the	7:00 Walk the	7:00 Walk the dog	7:00 Walk the	7:00 Walk the	7:00 Walk the	7:00 Walk the	Or Luisa has d	inner with her fa	mily <u>once a week</u> .	
7 a.m. – 9 a.m.	dog	dog	8:00 Breakfast	dog	dog	dog 8:00	dog	Where do frequency adverbs go in	n a sentence? S	Study the charts below.	
			with co-workers			Work		0%	50%		10
9 a.m. –	9:00 Work	9:00 Grocery	9:00 Work	9:00 Run errando	9:00 Work	10:00 Shopping					
11 a.m.	HUIK	shopping	HUIK	Kanerrando	HOIX	onopping		never rarely	sometimes	usually	alv
11 a.m. –								Placement rules for frequency adve	erbs Ex	camples	
1 p.m.		1:00		1:00		2:00	1:00	Before the main verb		uisa always/usually/often goes	
1 p.m. – 3 p.m.		Work		Work		2:00 Meet friendo	Meet	After the main verb be		ne sometimes/rarely/never doe	
s p.m.						menas	Triendo			ne <u>is</u> usually busy on the week	
3 p.m. – S p.m.							5:00	Sometimes/usually/often can come at the beginning or at the end of a sentence	in Lu	sually/sometimes Luisa starts of the morning. uisa starts work in the morning ornetimes/usually.	
5 p.m. – 7 p.m.							Family dinner	Between the subject and the verb in she		nneumes/usuany. 25, <u>she</u> always <u>does</u> /No, <u>she</u> us	<i>ually</i> isn't.
7 p.m. –	7:00 ESL class	8:00 Computer	7:00 ESL class	8:00 Computer		7:00 Watch a		Rarely and never are negative words. Do	not use <i>not</i> Co	prrect: She never plays tennis.	
9 p.m.		class		class		movie		and never in the same sentence.	In	correct: She doesn't never pla	y tennis.
Student Student Student	tA: What t tB: She st tA: When	time does Lu arts work at 9 does she hav	s <b>chedule. U</b> isa start work? 9:00 a.m. on M ve ESL class? n Mondays an	ondays, Wed	nesdays, an	d Fridays.	model.	Write the frequency adverb in par sometimes the adverb can go in n rarely 1. Roberto,finishes his homework befor 2. Jerry comes to class on time. (always 3. Sue eats lunch with her husband. (so	nore than one re class. (rarely) )		ver,
			,					4. Our teacher sits at her desk while she	e is teaching. (nev	ver)	
								5. Elia goes running in the morning bef	fore school. (ofter	n)	
								<ol><li>Hugo works at night. (usually)</li></ol>			

• **EXPANDED Critical Thinking Activities** challenge learners to evaluate, analyze, and synthesize information to prepare them for the workplace and academic life.



 NEW Video Challenge showcases National Geographic footage and explorers, providing learners with the opportunity to synthesize what they have learned in prior units through the use of authentic content.





### The Lifeskills Video is

a dramatic video series integrated into each unit of the student book that helps students learn natural spoken English and apply it to their everyday activities.

Pages shown are from Stand Out, Third Edition Level 3

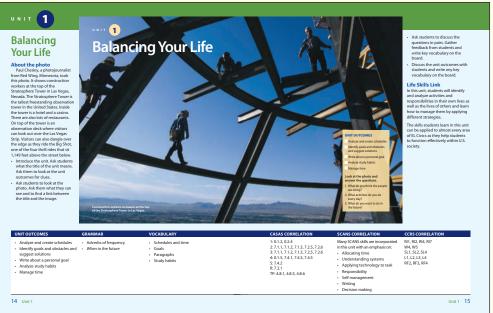


• NEW Online Workbook engages students and supports the classroom by providing a wide variety of auto-graded interactive activities, an audio program, video from National Geographic, and pronunciation activities.

at 2/Lesson 1 Activity A



 UPDATED Lesson UNIT 1 **Planner** includes Balancing correlations to Your Life **College and** About the photo **Career Readiness** Standards (CCRS), **CASAS, SCANS** and reference to **EL Civics** competencies to help instructors achieve the required standards. Adverbs of freq When in the fut



• **Teacher support** *Stand Out* continues to provide a wide variety of user-friendly tools and interactive activities that help teachers prepare students for success while keeping them engaged and motivated.

### Stand Out supports teachers and learners

### LEARNER COMPONENTS

- Student Book
- Online workbook powered by MyELT
- Print workbook

### **TEACHER COMPONENTS**

- Lesson Planner
- Classroom DVD
- Assessment CD-ROM
- Teacher's companion site with Multi-Level Worksheets

### PRE-UNIT

# Getting to Know You

### **Getting to Know You**

- Introduce the unit. Greet students by saying *Hello* and *Hi*.
- Ask students to look at the photos. Elicit the greetings people say to each other when they meet for the first time. Write any useful vocabulary on the board.
- Discuss the unit outcomes with students. Ask them if they know anything about the other students or if any of them have educational goals. Write any useful vocabulary on the board next to the vocabulary for greetings you elicited earlier.

### **Life Skills Link**

In this unit, students will learn how to greet people they meet for the first time. They will learn about the educational goals of their classmates.

### **Workplace Link**

All lessons and units in *Stand Out* include basic communication skills and interpersonal skills important for the workplace. They are not individually identified. Other workplace skills are indicated. They include collecting and organizing information, making decisions and solving problems, and combining ideas and information.

### PRE-UNIT

# **Getting to Know You**



UNIT OUTCOMES
Introduce yourself and greet others
Write about yourself
Identify goals

### **INSTRUCTOR'S NOTES**



### UNIT OUTCOMES

- Introduce yourself and greet others
- Write about yourself
- Identify goals

### GRAMMAR

- Contractions
- Present tense
- Simple past

### VOCABULARY

- Application terms
- Paragraph writing: successful, paragraph, margins, indent, title, formatting, model
- U.S. educational system and educational terms: graduate, college, university, vocational, achieve, goal

### **EL CIVICS**

The skills students learn in this unit can be applied to almost every area of EL Civics as they help students to function effectively within U.S. society.

### CASAS

Lesson 1: 0.1.2, 0.1.4, 0.2.1, 0.2.2 Lesson 2: 0.2.1, 7.2.6 Lesson 3: 0.1.2, 0.1.6, 0.2.1, 7.1.1

### SCANS

Many SCANs skills are incorporated in the unit with an emphasis on:

- Understanding systems
- Decision making

CCRS

RI1, RI3, RI7, W2, W4, W5, SL1, SL2, SL6, L1, L2, L5



GOAL Introduce yourself and greet others

A. Complete the school registration form. Answers will vary.

SANTA ANA ADULT SCHOOL							
<b>REGISTRATION FORM</b>							
First Name	Mi	ddle Initial					
Last Name							
Address: Number and Street							
City	State	Zip					
Phone: Home	Cell						
E-mail Address							
Date of Birth (mm/dd/yyyy) /							
Languages Spoken	Languages Spoken						
Occupation							

**B. FIND OUT** Write three questions to ask your classmates about the information on their registration forms. Answers will vary.

1	
2.	
3.	

### AT-A-GLANCE **PREP**

**Goal:** Introduce yourself and greet others **Grammar:** Contractions

**Vocabulary:** application, registration, date of birth, first name, last name, middle initial, occupation, education, goal

### Agenda

- Introduce the class.
- Fill out a school application.
- Interview your classmates.
- Introduce your classmates.
- Greet your classmates.

### Resources

Multilevel Worksheets: Lesson 1, Worksheets 1–5 Workbook: Pre-Unit, Lesson 1 Audio: CD 1, Tracks 1–2 Stand Out 3 Assessment CD-ROM with ExamView®

### Pacing

1.5 hour classes 2.5 hour classes

3+ hour classes

### STANDARDS CORRELATIONS

### CCRS: SL1, SL2, SL6

CASAS: 0.1.2, 0.1.4, 0.2.1, 0.2.2

*SCANS:* Information Acquire and evaluate information, organize and maintain information, interpret and communicate information

**Interpersonal** Participate as a member of a team, teach others, work with cultural diversity

Basic Skills Reading, writing, listening, speaking

Thinking Skills Decision making

Personal Qualities Sociability

*EFF:* Communication Convey ideas in writing, speak so others can understand, listen actively, read with understanding

Interpersonal Cooperate with others

Lifelong Learning Learn through research

### **Preassessment** (optional)

Use the Stand Out 3 Assessment CD-ROM with ExamView<sup>®</sup> to create a pretest for Pre-Unit.

### Warm-up and Review

As students enter the class, introduce yourself by shaking hands with each student and saying: *Nice to meet you*.

### Introduction

5–10 mins.

5 mins.

5–10 mins.

Welcome students to the class and introduce yourself. Give students any practical information they need, such as what days the class meets, what time it meets, and how long it meets. State the goal: *Today*, *we will introduce ourselves and greet others*.

### **Presentation 1**

Write the word *application* on the board. Ask students what types of applications they are familiar with. Their answers may include applications for a credit card, a driver's license, or a school registration form. Talk about the meaning of the word. Explain that when you fill out an application, you are *applying* for something. Ask students if they had to fill out an application to enroll in your English class. Ask them what information was on the application. Make a list on the board, such as name, address, telephone number, etc.

Have students turn to the school registration form in their books. Go over the registration form and make sure students understand all of the information they will need to fill in.

### Practice 1

10–15 mins.

### A. Complete the school registration form.

Have students work alone to fill out the school registration form.

### **Evaluation 1**

10 mins.

Walk around the classroom. Make sure students are filling out the form correctly.

### MULTILEVEL WORKSHEET

Lesson 1, Worksheet 1: Adult School Registration Form

### **Presentation 2**

Ask students questions based on the information they provided on the form. Ask them to help you write a few questions on the board, such as: *What is your name?* Ask for two volunteers to practice asking and answering these questions.

### **Practice 2**

15–20 mins.

5–10 mins.

# B. **FIND OUT** Write three questions to ask your classmates about the information on their registration forms.

Have students choose from the questions on the board or write their own, based on the information on the registration form. (Shorter classes can do this exercise for homework.)

### C. SURVEY Write your questions from Exercise B in the table and interview two classmates. Use the conversations below as models.

Have students walk around the classroom and interview two classmates, writing their answers down in their books. Prepare students for this exercise by modeling it with a few students in front of the class.

### BEST PRACTICE

### Modeling

In order to better prepare students for a speaking activity, it is always good to model the target language first. After explaining to students what they are supposed to do, you can model the activity in a variety of different ways.

- 1. Divide the class in half and have half of the class take one role while the other half takes the second role.
- 2. Ask a student volunteer to do the interview with you, switching roles after you have completed the activity one time.
- **3.** Ask for two student volunteers to model the interview.

Model activities as many times as necessary so that students will feel confident in their own attempts.

### CONTRACTIONS

Go over the grammar box with students and help them with the difference in pronunciation between *What is* and *What's*. Make sure students understand that contractions have the same meaning as the longer version of the phrase, but they are used in more informal conversation. See if students can come up with some other contractions they know.

### Refer students to *Stand Out 3 Workbook,* Pre-Unit, Lesson 1 for more practice with contractions.

### Go to the *Activity Bank* online for suggestions on promoting digital literacy and using the Internet to enhance this lesson.

### **Evaluation 2**

10-20 mins.

Walk around the classroom and observe students as they interview one another.

# D. Introduce the two classmates you interviewed to the rest of the class.

Model an introduction first, and then ask a volunteer to introduce the classmates he or she interviewed. If you don't have time for each student to introduce the classmates he or she interviewed, have students introduce them to another student in the class.

### MULTILEVEL WORKSHEET

Lesson 1, Worksheet 2: Meet Your Classmates

### INSTRUCTOR'S NOTES

4a Pre-Unit

# **C. SURVEY** Write your questions from Exercise B in the table and interview two classmates. Use the conversations below as models. Answers will vary.

You:	What is your <u>first name</u> ?	CONTRACTIONS
Student A:	My first name is Michel.	What is = <i>What's</i>
Veu	What's your first name?	What's your name?
You:	What's your <u>first name</u> ?	
Student B:	My first name is Selma.	

Question	Student A	Student B

### **D.** Introduce the two classmates you interviewed to the rest of the class.

**EXAMPLE:** This is Michel. His last name is Caron. He is from Haiti.

This is Selma. Her last name is Bezerra. She's from Brazil.

**WORKPLACE CONNECTION** Exercise H: Interact appropriately with team members.

### E. Juan and Michel take English class together. Read and practice their conversation.

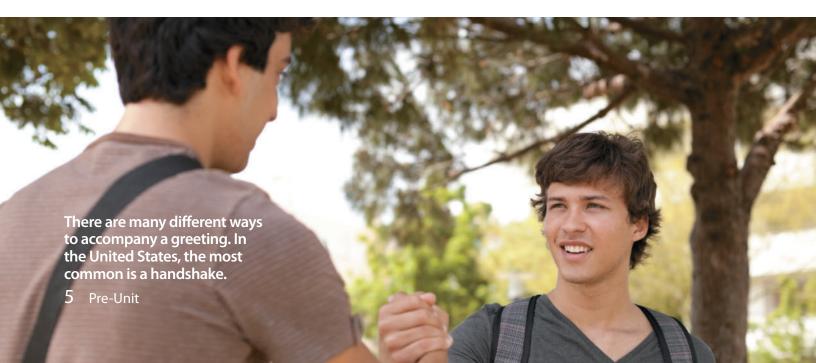
Juan:	Good morning.		
Michel:	Morning!		
Juan:	How are you today?		
Michel:	Great! How about you?		
Juan:	Fine, thanks.		

**CD**1 TR1 **F.** 

### . Listen to the greetings and possible responses.

Greetings	Possible Responses		
Hi!	Hello!		
Good morning!	Morning!		
How are you today?	Fine. / Great!		
How's it going?	Pretty good.		
How are you doing?	OK. / Not bad.		
What's up?	Nothing.		
What's new?	Not much.		

- **G.** Listen to the greetings and respond after each one.  $I_{R2}^{(D)}$ 
  - **H. APPLY** Greet three different classmates. Ask them a few personal information questions like the ones you wrote in Exercise B.



### **Presentation 3**

5–10 mins.

### E. Juan and Michel take English class together. Read and practice their conversation.

Practice the conversation with a few students. Then, have students practice the conversation a few times with classmates who are sitting near them.

# F. Listen to the greetings and possible responses.

Play the recording. Encourage students to repeat each greeting and response as they hear it.

### LISTENING SCRIPT

()

The listening script matches the chart in Exercise F.

### Practice 3

5–10 mins.

# G. Listen to the greetings and respond after each one.

Tell students they will hear the greetings again and, this time, they must respond to them. Play the recording as many times as students want.

### LISTENING SCRIPT Hi! Good morning! How are you today? How's it going? How are you doing? What's up?

### **Evaluation 3**

What's new?

5–10 mins.

CD 1

Walk around the classroom and listen to students as they respond to the greetings.

### Application

10–20 mins.

### H. APPLY Greet three different classmates. Ask them a few personal information questions like the ones you wrote in Exercise B.

As a class, write a conversation on the board, complete with a greeting and a few personal information questions. Have students walk around the room and have conversations with three different classmates. After they have spoken with three classmates, erase the conversation from the board. Encourage students to talk to three more classmates they haven't met yet, creating the conversation as they go. Ask for volunteers to share what they learned about the classmates they interviewed.

### MULTILEVEL WORKSHEETS

Lesson 1, Worksheet 3: Fill Out the Form

Lesson 1, Worksheet 4: Greetings

Lesson 1, Worksheet 5: Greeting Cards

### INSTRUCTOR'S NOTES



### AT-A-GLANCE **PREP**

Goal: Write about yourself Grammar: Present tense Academic Strategy: Paragraph writing Vocabulary: successful, paragraph, margins, indent, title, formatting, model

### Agenda

Define and read a paragraph.

- Write information about yourself.
- Study paragraph format.
- Write a paragraph.

### Resources

Multilevel Worksheets: Templates (Paragraph, Editing-Formatting) Workbook: Pre-Unit 1, Lesson 2 Stand Out 3 Assessment CD-ROM with ExamView®

### Pacing

- 1.5 hour classes 2.5 hour classes
- 3+ hour classes

### STANDARDS CORRELATIONS

*CCRS:* RI3, W2, W4, W5, SL1, SL2, L1, L2, L5 *CASAS:* 0.2.1, 7.2.6

SCANS: Information Acquire and evaluate information, organize and maintain information, interpret and communicate information, use computers to process information (optional) Interpersonal Participate as a member of a team, teach others, work with cultural diversity

Systems Understand systems, monitor and correct performance Technology Apply technology to a task (optional)

Basic Skills Reading, writing, arithmetic, listening, speaking

Thinking Skills Creative thinking, decision making Personal Qualities Responsibility, sociability, selfmanagement

*EFF*: Communication Read with understanding, convey ideas in writing, speak so others can understand, listen actively

Interpersonal Cooperate with others

**Lifelong Learning** Take responsibility for learning, reflect and evaluate, use information and communications technology (optional)

### Warm-up and Review

5–10 mins.

Review greetings by having students greet three classmates. Extend the review by having them ask two information questions to each person they greet.

### Introduction

1 min. 🗖 🗖 🗖

State the goal: Today, we will be writing about ourselves.

### **Presentation 1**

5–10 mins.

Write the word *paragraph* on the board. Ask students to help you define it. Explain that a paragraph is a group of sentences that are about the same topic. Ask students where they might find paragraphs. Their answers might include newspapers, books, magazines, etc.

### A. Read about Akiko.

Ask students to read the paragraph to themselves. Then, ask for a volunteer to read the paragraph out loud to the class. Go over any vocabulary questions students might have.

### Practice 1

10–15 mins.

### B. **RESTATE** Answer the questions about Akiko.

Have students write the answers to the questions by themselves. When they are finished, have them discuss their answers with a partner.

### **Evaluation 1**

3–5 mins.

Go over the answers as a class.

### INSTRUCTOR'S NOTES

6a Pre-Unit



### GOAL Write about yourself

### **A.** Read about Akiko.



My name is Akiko Sugiyama. I'm a student at Santa Ana Adult School. I came to the United States five years ago from Japan with my husband and three children. We live in Santa Ana, California. My husband works in a computer assembly factory. I go to school and take care of our children. We are both studying English because we want to be successful in this country. Someday we hope to buy a house and send our children to college.

### **B. RESTATE** Answer the questions about Akiko.

- 1. When did Akiko come to the United States? <u>She came to the United States five years ago</u>.
- 2. Where is she from? <u>She is from Japan</u>.
- 3. Who did she come to the United States with? She came with her husband and three children.
- 4. Where does she live? <u>She lives in Santa Ana, Ca</u>lifornia.
- 5. What does her husband do? <u>Her husband works in a computer assembly factory</u>.
- 6. What does she do? <u>She goes to school and takes care of the children</u>.
- 7. Why is she studying English? She is studying English because she wants to be successful.
- 8. What are her future goals? <u>She would like to buy a house and send her children to college</u>.

### C. Answer the questions about yourself. Answers will vary.

1. When did you come to this country?
2. Where are you from?
3. Who did you come to this country with?
4. Where do you live?
5. What do you do?
6. Why are you studying English?
7. What are your future goals?

### **D. ANALYZE** Study the layout of the paragraph.

	My Story space between title and paragraph
inc	lent
	My name is Akiko Sugiyama. I'm a student at Santa Ana
	Adult School. I came to the United States five years ago from
	Japan with my husband and three children. We live in Santa Ana,
	California. My husband works in a computer assembly factory.
	I go to school and take care of our children. We are both studying
	English because we want to be successful in this country. Someday
	we hope to buy a house and send our children to college.
	left margin right margin

### **Presentation 2**

10–15 mins.

Write the following table on the board:

	Akiko	You
school		
native country		
family members		
job		
future goals		

As a class, fill in the column for Akiko. Then, have students work with a partner and talk about how they would fill in the column for themselves.

### **Practice 2**

15–20 mins.

### C. Answer the questions about yourself.

Have students write the answers to the questions in their books. When they are finished, have them share their answers with a partner. (Shorter classes can do this exercise for homework.)

### **BEST PRACTICE**

### Partners

Throughout this book, students will be asked to work with a partner. In the beginning, it may be easier to have them talk to the person sitting next to them. However, as the class progresses, it is a good idea to pair them up with different students to help build a strong sense of community in the classroom. There are several ways to pair students:

- 1. Give students either the beginning or end of a sentence and have them find the student with the other half.
- **2.** Have students find another student who speaks a different native language.
- **3.** Have students work with the person in front, behind, to the right, or to the left of them.

### **Evaluation 2**

5–10 mins.

Evaluate students by asking the questions from Exercise C. Call on various students to answer each question.

Refer students to *Stand Out 3 Workbook,* Pre-Unit, Lesson 2 for practice with verbs in the simple present tense.

Go to the *Activity Bank* online for suggestions on promoting digital literacy and using the Internet to enhance this lesson.

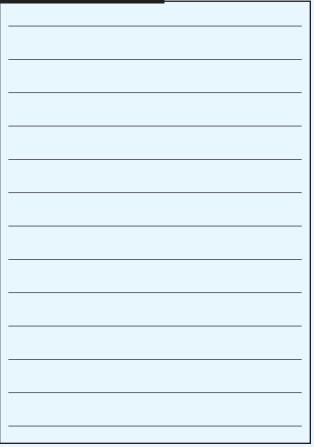
### Presentation 3

5–10 mins.

### D. ANALYZE Study the layout of the paragraph.

Go over Akiko's paragraph with students, pointing out all of the formatting features. As you go over each formatting aspect, have students put their fingers on the place you are referring to. For example: *Point to the title*.

### INSTRUCTOR'S NOTES



### **Practice 3**

10–15 mins.

Have students take out a lined piece of paper and copy Akiko's paragraph, using correct formatting.

**Note:** If you are using *Stand Out 3 Workbook* for this lesson and want to focus on the present tense, you can ask students to find all of the present tense verbs in Akiko's paragraph.

### **Evaluation 3**

10–15 mins.

Walk around the classroom and observe students. Point out any formatting mistakes they make.

### **Application**

15–25 mins.

E. COMPOSE Write a paragraph about yourself with the answers you wrote in Exercise C. Use correct paragraph formatting like in Akiko's paragraph in Exercise D.

Remind students to use Akiko's paragraph as a model. At this point, it's OK if they copy most of her sentences, inserting their own personal information.

### MULTILEVEL WORKSHEET

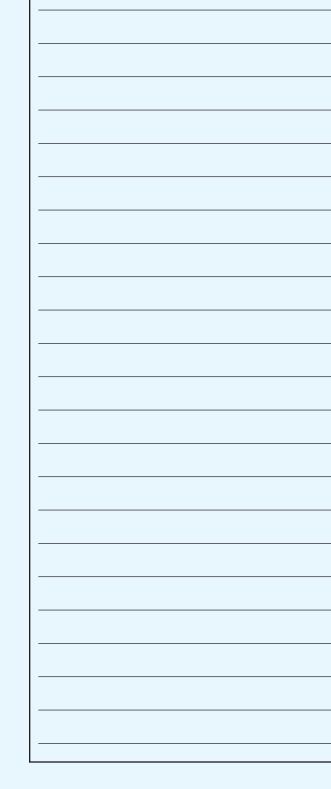
Templates Folder: Paragraph

F. COMPARE Share your paragraph with a partner. Did your partner use correct paragraph formatting like in Akiko's paragraph?

### MULTILEVEL WORKSHEET

Templates Folder: Editing—Formatting

### INSTRUCTOR'S NOTES



**E. COMPOSE** Write a paragraph about yourself with the answers you wrote in Exercise C. Use correct paragraph formatting like in Akiko's paragraph in Exercise D.

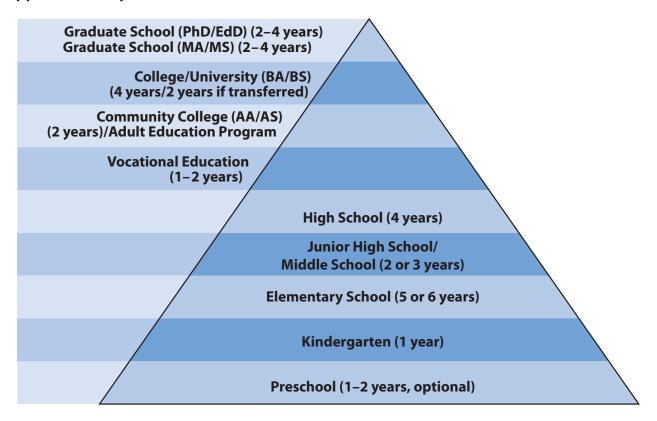
Ancword	will	unni
Answers	WIII	i vary.

**F. COMPARE** Share your paragraph with a partner. Did your partner use correct paragraph formatting like in Akiko's paragraph?

# LESSON **3** Are you college bound?

GOAL Identify goals

**A.** This pyramid represents the educational system in the United States. Read the pyramid with your teacher.



**B. PREDICT** What do the abbreviations in the table stand for and mean? Ask your teacher for help.

AbbreviationStands forAAAssociate of Arts		Meaning			
		two-year degree from a community college with an art-related major			
AS Associate of Science		a two-year degree from a community college with a science-related major			
MA Master of Arts		a degree from a graduate school with an arts-related major			
MS Master of Science		a degree from a graduate school with a science-related major			
PhD Doctor of Philosophy		an advanced degree from a graduate school (a doctor the major can be related to arts or to science			
EdD Doctor of Education		a professional doctorate that prepares students f administrative or specialized positions in education			

### AT-A-GLANCE **PREP**

**Goal:** Identify goals **Grammar:** Simple past

- Academic Strategies: Comparing and contrasting, setting goals, writing a paragraph
- **Vocabulary:** community college, elementary school, graduate, high school, junior high school, kindergarten, middle school, preschool, technical school, vocational, university, achieve

### Agenda

- Learn about the U.S. educational system.
- Understand educational abbreviations.
- Discuss your educational system.
- Set educational goals.

### Resources

Multilevel Worksheets: Lesson 3, Worksheets 1–2 Workbook: Pre-Unit 1, Lesson 3 Stand Out 3 Assessment CD-ROM with ExamView®

### Pacing

- 1.5 hour classes 2.5 hour classes
- 3+ hour classes

### STANDARDS CORRELATIONS

### **CCRS:** W2, L1, L2

**CASAS:** 0.1.2, 0.1.6, 0.2.1, 7.1.1

*SCANS:* Acquire and evaluate information, organize and maintain information, interpret and communicate information

**Interpersonal** Participate as a member of a team, teach others, work with cultural diversity

Systems Understand systems

Basic Skills Reading, writing, listening, speaking

Thinking Skills Creative thinking, decision making

Personal Qualities Responsibility, sociability

*EFF:* Communication Convey ideas in writing, speak so others can understand, listen actively

Decision Making Plan

Interpersonal Cooperate with others

**Lifelong Learning** Take responsibility for learning, reflect and evaluate, use information and communications technology (optional)

### Warm-up and Review

5–10 mins.

Have students take out their paragraphs from the previous lesson and ask for a few volunteers to read their paragraphs out loud.

### Introduction

Ask students a few questions about education: Did you go to school in your native country? Did you graduate from high school in your native country? State the goal: Today, we will identify our goals.

### Presentation 1

15–20 mins.

5–10 mins.

# A. This pyramid represents the educational system in the United States. Read the pyramid with your teacher.

Start at the bottom and work your way up the pyramid, discussing each educational step in the United States.

# B. **PREDICT** What do the abbreviations in the table stand for and mean? Ask your teacher for help.

Write the chart on the board and fill in the answers as you go over them with students.

### BEST PRACTICE

### **Abbreviations**

Explain to students that an abbreviation is a shortened form of a word or phrase. Tell them that the letters in an abbreviation are usually taken from the word or phrase itself. Point out that an abbreviation is not the same thing as a contraction such as *l'm* or *she's*. Tell students that it is not the same thing as the initials we might use for our names either. Write the following examples of common abbreviations on the board.

- 1. States: Georgia GA, Florida FL, California CA
- 2. Locations: Avenue Ave., Road Rd., Street St.
- 3. Internet: Laugh out loud LOL, See you CU

Now, ask students to create their own list of abbreviations for common words they have seen. Ask students to share their lists with the class.

### **Practice 1**

5–10 mins.

# C. Choose the best answer. Look back at the pyramid if you need help.

Have students answer the questions by themselves.

### **Evaluation 1**

5 mins.

Go over the answers as a class.

### **Presentation 2**



Have students look back at the pyramid on page 9. Ask them questions to help them compare the U.S. educational system to the systems in their countries: Does your country have preschool? At what age do children go to preschool? How many years of elementary school does your country have?

### Practice 2

15–20 mins.

# D. COMPARE Use the pyramid below to show your country's educational system. Compare your pyramid with a classmate's.

Have students work by themselves to create a pyramid showing their country's educational system. If you have some students from the same country, you may want to put these students in pairs to create the pyramid together.

### **Evaluation 2**

10–15 mins.

Ask for some volunteers to draw their pyramids on the board. As a class, discuss how these pyramids are different from the pyramid describing the U.S. educational system.

### MULTILEVEL WORKSHEET

Lesson 3, Worksheet 2: Compare Educational Systems

### INSTRUCTOR'S NOTES

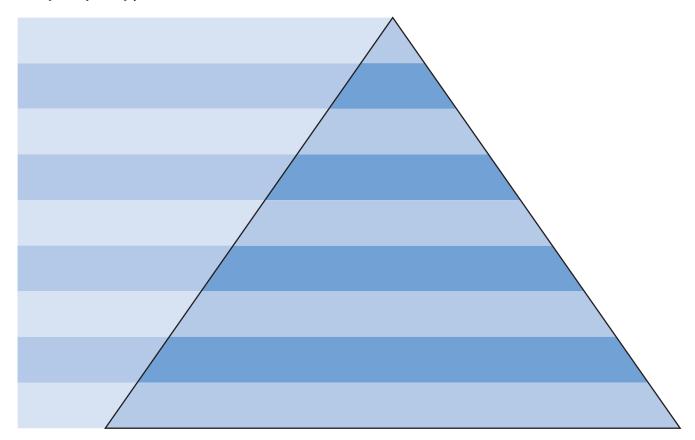


**WORKPLACE CONNECTION** Exercise D: Complete tasks as assigned.

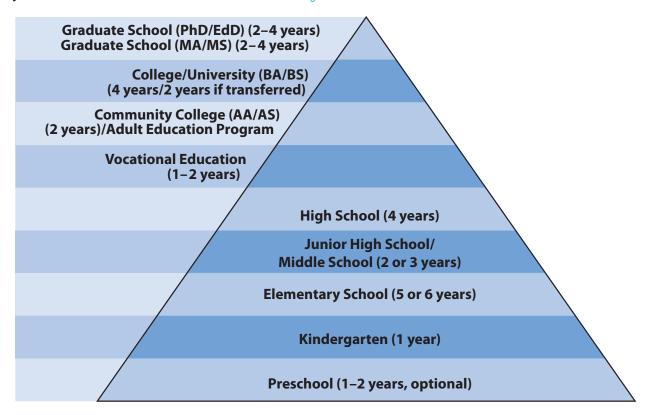
### **C.** Choose the best answer. Look back at the pyramid if you need help.

1. What is the lowest level of education in the United States?

- a. kindergartenb. preschoolc. graduate school2. How many years do strest go to high school.a. three yearsb. two yearsc. four years3. What is the highest degree you can get?.a. MAb. MSc. PhD4. Where can you get a b. graduate schoolc. technical college
- **D. COMPARE** Use the pyramid below to show your country's educational system. Compare your pyramid with a classmate's. Answers will vary.



E. Check (✓) the educational levels you have completed. Circle the educational level you would like to achieve. Answers will vary.



F. COMPOSE How do you plan to achieve your educational goals? Write a paragraph.

Answers will vary.

### **Presentation 3**

Go through the educational pyramid with students, either on the board or in the book. Starting at the bottom, explain your educational background. For example: *I didn't go to preschool. I started kindergarten* when I was six, and I started elementary school when I was seven.

### **Practice 3**

5–10 mins.

5–10 mins.

E. Check (✓) the educational levels you have completed. Circle the educational level you would like to achieve.

Have students check the educational level they have achieved and circle the educational level they want to achieve.

### **Evaluation 3**

5–10 mins.

Walk around the classroom and help students as necessary.

### Application

10–20 mins.

# F. **COMPOSE** How do you plan to achieve your educational goals? Write a paragraph.

Brainstorm ideas with students about what they will write in their paragraph. Have students work alone on their paragraphs and then share with a partner when they are finished.

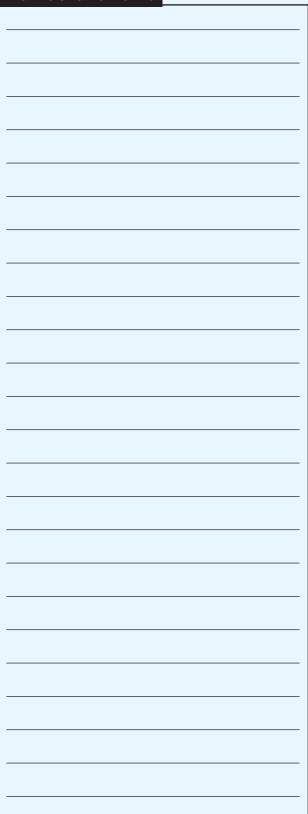
Refer students to *Stand Out 3 Workbook,* Pre-Unit, Lesson 3 for practice with past tense verbs.

Go to the Activity Bank online for suggestions on promoting digital literacy and using the Internet to enhance this lesson.

### MULTILEVEL WORKSHEET

Lesson 3, Worksheet 1: Educational History

### INSTRUCTOR'S NOTES



### UNIT

# **Balancing Your Life**

### **About the Photo**

Paul Chesley, a photojournalist from Red Wing, Minnesota, took this photo. It shows construction workers at the top of the Stratosphere Tower in Las Vegas, Nevada. The Stratosphere Tower is the tallest freestanding observation tower in the United States. Inside the tower is a hotel and a casino. There are also lots of restaurants. On top of the tower is an observation deck where visitors can look out over the Las Vegas Strip. Visitors can also dangle over the edge as they ride the Big Shot, one of the four thrill rides that sit 1,149 feet above the street below.

- Introduce the unit. Ask students what the title of the unit means. Ask them to look at the unit outcomes for clues.
- Ask students to look at the photo. Ask them what they can see and to find a link between the title and the image.

### 1

# **Balancing Your Life**

Construction workers balance on beams at the top of the Stratosphere Tower in Las Vegas

### **UNIT OUTCOMES**

- Analyze and create schedules Adverbs of frequency
- Identify goals and obstacles and suggest solutions
- Write about a personal goal
- Analyze study habits
- Manage time •

- *When* in the future

GRAMMAR

Goals Paragraphs

•

• Study habits

VOCABULARY

Schedules and time

# **EL CIVICS**

The skills students learn in this unit can be applied to all EL Civics competency areas with a particular focus on the following:

Communication

12 Unit 1



- Ask students to discuss the questions in pairs. Gather feedback from students and write key vocabulary on the board.
- Discuss the unit outcomes with students and write any key vocabulary on the board.

### Life Skills Link

In this unit, students will identify and analyze activities and responsibilities in their own lives as well as the lives of others and learn how to manage them by applying different strategies.

### Workplace Link

All lessons and units in *Stand Out* include basic communication skills and interpersonal skills important for the workplace. They are not individually identified. Other workplace skills are indicated. They include collecting and organizing information, making decisions and solving problems, and combining ideas and information.

### CASAS

Lesson 1: 0.1.2, 0.2.4 Lesson 2: 7.1.1, 7.1.2, 7.1.3, 7.2.5, 7.2.6 Lesson 3: 7.1.1, 7.1.2, 7.1.3, 7.2.5, 7.2.6 Lesson 4: 0.1.5, 7.4.1, 7.4.3, 7.4.5 Lesson 5: 7.4.2 Review: 7.2.1 Team Project: 4.8.1, 4.8.5, 4.8.6

### SCANS

Many SCANS skills are incorporated in this unit with an emphasis on:

- Allocating time
- Understanding systems
  - Applying technology to task
- Responsibility
- Self-management
- Writing

•

• Decision making

### CCRS

RI1, RI2, RI3, RI4, RI7, W2, W4, W5, W6, SL1, SL2, SL3, L1, L3

# LESSON **1** Everyday life

### GOAL Analyze and create schedules

Α.	ANALYZE	Look at Luisa's schedule. What are her routines? Answers will vary.	
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	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
5 a.m. – 7 a.m.	5:45 Run		5:45 Run		5:45 Run	6:00 Yoga	5:45 Run
7 a.m. – 9 a.m.	7:00 Walk the dog	7:00 Walk the dog	7:00 Walk the dog B:00 Breakfast with co-workers	7:00 Walk the dog	7:00 Walk the dog	7:00 Walk the dog 8:00 Work	7:00 Walk the dog
9 a.m. – 11 a.m.	9:00 Work	9:00 Grocery shopping	9:00 Work	9:00 Run errands	9:00 Work	10:00 Shopping	
11 a.m. – 1 p.m.							
1 p.m. – 3 p.m.		1:00 Work		1:00 Work		2:00 Meet friends	1:00 Meet friends
3 p.m. – 5 p.m.							
5 p.m. – 7 p.m.							5:00 Family dinner
7 p.m. – 9 p.m.	7:00 ESL class	8:00 Computer class	7:00 ESL class	8:00 Computer class		7:00 Watch a movie	

### **B.** Ask questions about Luisa's schedule. Use the conversation below as a model.

- Student A: What time does Luisa start work?
- Student B: She starts work at 9:00 a.m. on Mondays, Wednesdays, and Fridays.
- Student A: When does she have ESL class?
- Student B: She has ESL class on Mondays and Wednesdays at 7.00 p.m.