

# STAND OUT

## **Evidence-Based Learning for College and Career Readiness**

THIRD EDITION

### LESSON PLANNER

1

ROB JENKINS

STACI JOHNSON



**Stand Out 1: Evidence-Based Learning  
for College and Career Readiness,  
Third Edition  
Rob Jenkins and Staci Johnson  
Lesson Planner**

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Lesson Planner

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# ABOUT THE AUTHORS

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## 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.

Along 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.



# TO THE TEACHER

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## 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.

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Formative assessments are essential. Pre- and post-assessments can be given for units or sections of the book through ExamView®—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® 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.

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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®, and standards correlations.

# CONTENTS

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

Numeracy/ Academic Skills	CCRS	SCANS	CASAS
<ul style="list-style-type: none"> <li>• Clarification strategies</li> <li>• Pronunciation</li> <li>• Focused listening</li> </ul>	RI1, SL2, SL3, L2, RF2	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Sociability</li> </ul>	<b>1:</b> 0.1.1, 0.1.4, 0.2.1 <b>2:</b> 0.1.2, 0.1.4, 0.2.2 <b>3:</b> 0.1.5, 0.1.6, 2.2.1
<ul style="list-style-type: none"> <li>• Focused listening</li> <li>• Predicting</li> <li>• Reviewing</li> <li>• Self-evaluation</li> </ul>	RI1, RI2, RI3, RI5, RI7, W2, SL1, SL2, SL4, L1, L2, L5, RF2, RF3	<b>Most SCANS are incorporated into this unit, with an emphasis on:</b> <ul style="list-style-type: none"> <li>• Acquiring information</li> <li>• Interpreting and evaluating information</li> <li>• Writing (Technology is optional.)</li> </ul>	<b>1:</b> 0.1.2, 0.2.1, 0.1.4, 0.2.1 <b>2:</b> 0.1.2, 0.1.3, 1.1.4 <b>3:</b> 0.1.2 <b>4:</b> 0.2.4 <b>5:</b> 2.3.1 <b>R:</b> 0.1.2, 0.1.3, 0.2.1, 0.2.4, 1.1.4, 2.3.1, 4.8.1 <b>TP:</b> 0.1.2, 0.1.3, 0.2.1, 0.2.4, 1.1.4, 2.3.1
<ul style="list-style-type: none"> <li>• Categorizing</li> <li>• Classifying</li> <li>• Focused listening</li> <li>• Graphs</li> <li>• Predicting</li> <li>• Reviewing</li> <li>• Self-evaluation</li> </ul>	RI1, RI2, RI3, RI5, RI7, SL1, SL2, SL4, L1, L2, L5, RF2, RF3	<b>Most SCANS are incorporated into this unit, with an emphasis on:</b> <ul style="list-style-type: none"> <li>• Allocating money</li> <li>• Serving customers</li> <li>• Organizing and maintaining information</li> <li>• Decision making (Technology is optional.)</li> </ul>	<b>1:</b> 1.1.3, 1.3.7, 2.5.4 <b>2:</b> 1.3.3, 1.3.8, 1.3.9, 1.6.4 <b>3:</b> 1.2.1, 1.3.9 <b>4:</b> 1.3.9 <b>5:</b> 0.1.2, 1.1.9, 1.3.9 <b>R:</b> 0.1.2, 1.1.9, 1.2.1, 1.3.3, 1.3.8, 1.3.9, 1.6.4 <b>TP:</b> 0.1.2, 1.1.9, 1.2.1, 1.3.3, 1.3.8, 1.3.9, 1.6.4, 4.8.1

# CONTENTS

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

Numeracy/ Academic Skills	CCRS	SCANS	CASAS
<ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Classifying</li> <li>• Critical thinking</li> <li>• Focused listening</li> <li>• Making graphs</li> <li>• Predicting</li> <li>• Reviewing</li> <li>• Self-evaluation</li> </ul>	RI1, RI2, RI5, RI7, RI9, SL1, SL2, SL4, L1, L2, L4, L5, RF2, RF3	<p><b>Most SCANS are incorporated into this unit, with an emphasis on:</b></p> <ul style="list-style-type: none"> <li>• Allocating money</li> <li>• Understanding systems</li> <li>• Creative thinking</li> <li>• Seeing things in the mind's eye</li> </ul> <p>(Technology is optional.)</p>	<p><b>1:</b> 1.3.8, 7.2.3  <b>2:</b> 1.2.1, 1.2.4, 1.3.8  <b>3:</b> 0.1.2, 1.1.7, 1.3.8, 7.2.6  <b>4:</b> 1.1.3, 1.2.1, 1.2.2, 1.3.8  <b>5:</b> 1.3.8, 2.6.4, 7.2.3  <b>R:</b> 0.1.2, 1.1.3, 1.1.7, 1.2.1, 1.2.2, 1.2.4, 2.6.4  <b>TP:</b> 0.1.2, 1.1.3, 1.1.7, 1.2.1, 1.2.2, 1.2.4, 2.6.4, 4.8.1</p>
<ul style="list-style-type: none"> <li>• Classifying</li> <li>• Focused listening</li> <li>• Pie charts</li> <li>• Reviewing</li> <li>• Self-evaluation</li> <li>• Venn diagrams</li> </ul>	RI1, RI2, RI5, RI7, W2, SL1, SL2, SL4, L1, L2, L4, L5, RF2, RF3	<p><b>Most SCANS are incorporated into this unit, with an emphasis on:</b></p> <ul style="list-style-type: none"> <li>• Acquiring and evaluating information</li> <li>• Creative thinking</li> <li>• Seeing things in the mind's eye</li> </ul> <p>(Technology is optional.)</p>	<p><b>1:</b> 1.1.3, 1.4.1  <b>2:</b> 1.1.3, 1.4.1, 4.8.1, 7.2.3  <b>3:</b> 1.4.2  <b>4:</b> 1.4.2  <b>5:</b> 1.4.1, 1.4.2, 2.2.1  <b>R:</b> 1.4.1, 1.4.2  <b>TP:</b> 1.4.1, 1.4.2, 4.8.1</p>
<ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Classifying</li> <li>• Focused listening</li> <li>• Reviewing</li> <li>• Scanning for information</li> <li>• Self-evaluation</li> </ul>	RI1, RI2, RI5, RI7, W2, SL1, SL2, SL4, L1, L2, L4, L5, RF3	<p><b>Most SCANS are incorporated into this unit, with an emphasis on:</b></p> <ul style="list-style-type: none"> <li>• Acquiring and evaluating information</li> <li>• Reading</li> <li>• Seeing things in the mind's eye</li> <li>• Sociability</li> </ul> <p>(Technology is optional.)</p>	<p><b>1:</b> 1.1.3, 2.5.1, 2.5.3, 7.4.4  <b>2:</b> 1.1.3, 1.9.1, 1.9.4, 2.2.1, 2.2.2, 2.2.5  <b>3:</b> 1.3.7, 2.2.1, 2.5.4  <b>4:</b> 2.1.7, 2.1.8  <b>5:</b> 0.2.3  <b>R:</b> 0.2.3, 1.1.3, 2.1.7, 2.1.8, 1.9.1, 2.2.2  <b>TP:</b> 0.2.3, 1.1.3, 2.1.7, 2.1.8, 1.9.1, 2.2.2, 4.8.1</p>



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

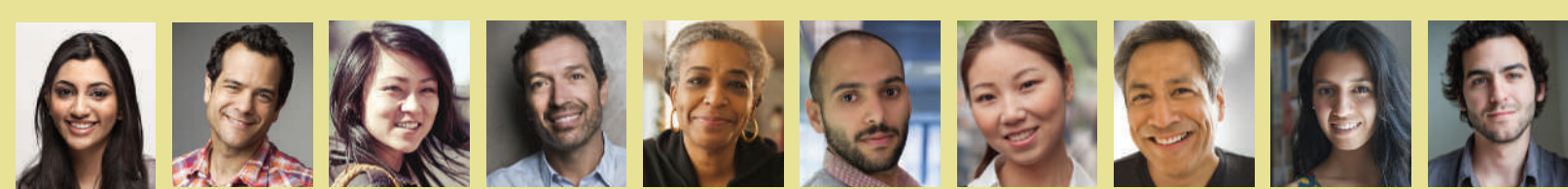
## Appendices

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Numeracy/ Academic Skills	CCRS	SCANS	CASAS
<ul style="list-style-type: none"> <li>• Clarification strategies</li> <li>• Focused listening</li> <li>• Graphs</li> <li>• Predicting</li> <li>• Ranking</li> <li>• Reviewing</li> <li>• Self-evaluation</li> <li>• Venn diagrams</li> </ul>	RI1, RI2, RI5, RI7, SL1, SL2, SL4, L1, L2, L4, L5, RF2, RF3	<b>Most SCANS are incorporated into this unit, with an emphasis on:</b> <ul style="list-style-type: none"> <li>• Interpreting and communicating information</li> <li>• Understanding systems</li> <li>• Decision making (Technology is optional.)</li> </ul>	<b>1:</b> 3.1.1 <b>2:</b> 3.1.1, 6.6.5 <b>3:</b> 0.1.3, 3.3.1, 3.3.2, 3.3.3 <b>4:</b> 0.1.2, 2.5.1 <b>5:</b> 1.1.3, 3.5.9, 7.1.1 <b>R:</b> 2.5.1, 3.1.1, 3.3.1, 3.3.2, 3.3.3, 3.5.9 <b>TP:</b> 2.5.1, 3.1.1, 3.3.1, 3.3.2, 3.3.3, 3.5.9, 4.8.1
<ul style="list-style-type: none"> <li>• Clarification strategies</li> <li>• Classifying</li> <li>• Focused listening</li> <li>• Peer editing</li> <li>• Ranking</li> <li>• Reviewing</li> <li>• Scanning</li> <li>• Self-evaluation</li> <li>• Venn diagrams</li> </ul>	RI1, RI2, RI5, RI7, RI9, W2, SL1, SL2, SL3, SL4, L1, L2, L5, RF2, RF3	<b>Most SCANS are incorporated into this unit, with an emphasis on:</b> <ul style="list-style-type: none"> <li>• Organizing and maintaining information</li> <li>• Understanding systems</li> <li>• Creative thinking</li> <li>• Decision making (Technology is optional.)</li> </ul>	<b>1:</b> 4.1.8 <b>2:</b> 4.1.3, 4.1.6, 4.1.8 <b>3:</b> 4.1.2, 4.1.8 <b>4:</b> 0.1.1, 0.1.6, 4.1.5, 4.6.1 <b>5:</b> 4.4.1, 4.4.4 <b>R:</b> 4.1.2, 4.1.3, 4.1.6, 4.1.8, 4.1.5, 4.4.1, 4.4.4, 4.6.1 <b>TP:</b> 4.1.2, 4.1.3, 4.1.6, 4.1.8, 4.1.5, 4.4.1, 4.4.4, 4.6.1, 4.8.1
<ul style="list-style-type: none"> <li>• Focused listening</li> <li>• Note-taking</li> <li>• Organizational strategies</li> <li>• Predicting</li> <li>• Reviewing</li> <li>• Self-evaluation</li> </ul>	RI1, RI2, RI5, RI7, W2, SL1, SL2, L1, L2, L4, L5, RF3	<b>Most SCANS are incorporated into this unit, with an emphasis on:</b> <ul style="list-style-type: none"> <li>• Understanding systems</li> <li>• Monitoring and correcting performance</li> <li>• Knowing how to learn</li> <li>• Self-management (Technology is optional.)</li> </ul>	<b>1:</b> 7.4.1 <b>2:</b> 7.1.4, 7.4.1, 7.4.9 <b>3:</b> 2.5.5, 7.1.1 <b>4:</b> 7.1.1, 7.5.1 <b>5:</b> 7.1.1, 7.1.2 <b>R:</b> 7.1.1, 7.1.4, 7.4.1, 7.4.9, 7.5.1 <b>TP:</b> 4.8.1, 7.1.1, 7.1.4, 7.4.1, 7.4.9, 7.5.1

For other national and state specific standards, please visit: [www.NGL.Cengage.com/SO3](http://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.

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

UNIT 1

## Balancing Your Life

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

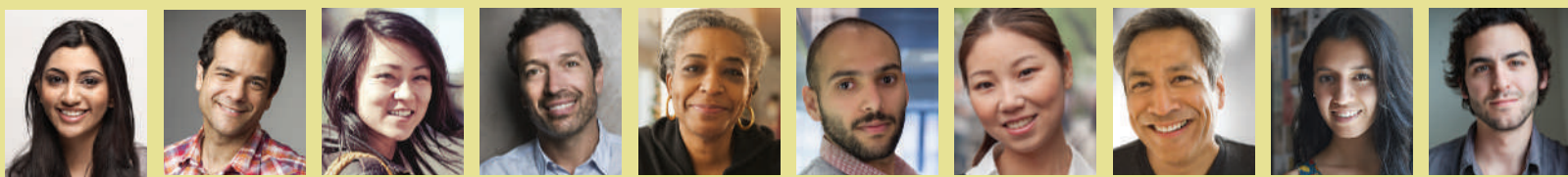
**UNIT OUTCOMES**

- ☐ Analyze and create schedules
- ☐ Identify goals and obstacles and suggest solutions
- ☐ Write about a personal goal
- ☐ Analyze study habits
- ☐ Manage time

Look at the photo and answer the questions.

1. What do you think the people are doing?
2. What activities do you do every day?
3. What do you want to do in the future?


- *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

READING CHALLENGE  
**EXPLORER KIRA SALAK**

### The Real-Life Tomb Raider



"When someone tells me that I can't do something, it just empowers me all the more."  
—Kira Salak

**A. PREDICT** Answer the questions before you read.

1. Read the title. What do you think the article will be about?
2. Look at the picture and read the quote. Do you think Kira has goals? Why?
3. Look at the picture again. Where do you think Kira is?

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**B. What do you think these words mean? Work with a partner.**

adventurer	continent	document (v)	doubt
empower	escape	exotic	kayak (v)
kidnap	resolve	superficial	terrifying

**C. Read about Kira Salak.**

Kira Salak is an adventurer. She was the first known person to kayak down the Niger River in West Africa by herself. Kira is a traveler. She has traveled alone to almost every continent. Kira is a writer. She documents her travels by writing about the people she has met and the places she has seen. How did she become all of these things?

Kira wrote her first short story at the age of six. Her imagination always took her to wild and exotic places. At age 19, she took her first solo trip, hoping to have new and unique experiences. At age 20, while backpacking through Africa, she was kidnapped by soldiers and forced to "make a terrifying escape!" But this experience didn't stop her. In fact, since then, she has purposely traveled to more dangerous countries so she can tell the world about the people who live there.

Kira's experiences empower her. Even though she has seen some terrible things, she is still hopeful. Her goal is to find common ground with other people. "When you get beyond politics and superficial cultural differences, people all want the same things: peace, happiness, success for their children, and the best standard of life." Kira is a writer, a traveler, and an adventurer. But above all else, she is a human being. "When someone tells me I can't do something, it just empowers me all the more. People's doubts in my ability only strengthen my resolve. When they say I can't accomplish a challenge, I just eat that up."

**D. SUPPORT** Underline the answers to the questions below in the reading. Write the question number next to the evidence.

1. How do we know that Kira wanted to travel from a young age?
2. When did she first travel alone?
3. What empowers Kira?
4. Where was she kidnapped?

**E. SUMMARIZE** Without looking at the reading, tell your partner about Kira's goal, an obstacle, and a solution.

Reading Challenge 35

- Carefully crafted activities help prepare students for college and career success.

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

**LESSON 1 Everyday Life**

**GOAL** Analyze and create schedules

**A. ANALYZE** Look at Luisa's schedule. What are her routines?

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6 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 8:00 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.

**C. INTERPRET** Ask questions about Luisa's schedule again. This time, use *How often* . . . ? Answer the questions using the frequency expressions from the box.

once a week	twice a week	three times a week	every Saturday
every morning	every weekday	every other day	every Sunday

**EXAMPLE:** Student A: How often does Luisa have dinner with her family?  
Student B: Luisa has dinner with her family every Sunday.  
Or Luisa has dinner with her family once a week.

**D. Where do frequency adverbs go in a sentence? Study the charts below.**

0%	50%	100%		
never	rarely	sometimes	usually	always
<b>Placement rules for frequency adverbs</b>		<b>Examples</b>		
Before the main verb		Luisa <u>always/usually/often</u> goes running. She <u>sometimes/rarely/never</u> does yoga.		
After the main verb be		She <u>is usually</u> busy on the weekends.		
Sometimes/usually/often can come at the beginning or at the end of a sentence		Usually/sometimes Luisa starts work in the morning. Luisa starts work in the morning <u>sometimes/usually</u> .		
Between the subject and the verb in short answers		Yes, <u>she always</u> does. No, <u>she usually isn't</u> .		
Rarely and never are negative words. Do not use not and never in the same sentence.		Correct: She <u>never</u> plays tennis. Incorrect: She <u>doesn't</u> never play tennis.		

**E. Write the frequency adverb in parentheses in the correct place. Remember, sometimes the adverb can go in more than one place.**

*rarely*

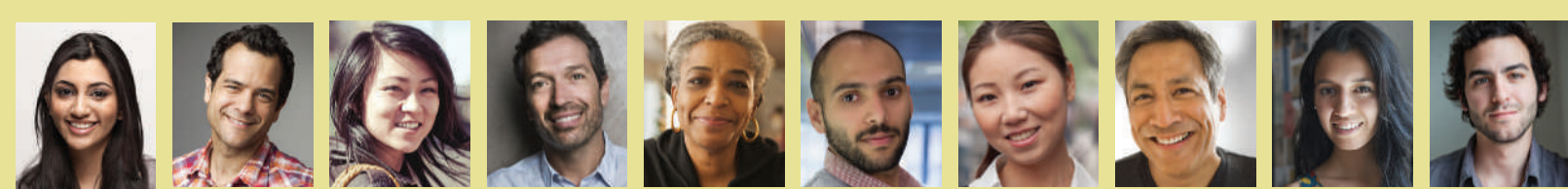
1. Roberto finishes his homework before class. (rarely)
2. Jerry comes to class on time. (always)
3. Sue eats lunch with her husband. (sometimes)
4. Our teacher sits at her desk while she is teaching. (never)
5. Elia goes running in the morning before school. (often)
6. Hugo works at night. (usually)

14 Unit 1

Lesson 1 15

- **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.

An elderly Japanese fisherman hauls in his fishing nets.

**VIDEO CHALLENGE**

## The Secrets of Living Longer

In Unit 5, you met National Geographic explorer Dan Buettner. You read about a group of people in Sardinia who have a high life expectancy. Along with photographer David McClain, Dan visited two other groups of people who live long lives: the residents of Okinawa, Japan and Loma Linda, California. His research appeared in the *National Geographic Magazine* and you can find out more on the National Geographic website.

206 The Secrets of Living Longer

**Before You Watch**

**A. Look at the words and their definitions. Fill in the blanks with the correct choices.**

<b>longevity</b>	long duration of a person's life
<b>centenarian</b>	person who lives to or over 100 years
<b>sedentary</b>	inactive; spending too much time seated
<b>obesity</b>	condition of being overweight
<b>outlive</b>	to live longer than another person

- People who have a Mediterranean diet are known for their \_\_\_\_\_.
- Schools are trying to solve the problem of \_\_\_\_\_ by offering healthy meals to students.
- Any person who becomes a \_\_\_\_\_ in the United Kingdom receives a birthday message from the Queen.
- Some people believe that the advances in technology mean people are living more \_\_\_\_\_ lifestyles than ever before.
- In the United States, the average woman can \_\_\_\_\_ the average man by five years.

**B. Check (✓) the items that you think contribute to a healthy lifestyle. Look up any words you don't know.**

<input type="checkbox"/> lack of stress	<input type="checkbox"/> low calorie intake
<input type="checkbox"/> strong connections to friends and family	<input type="checkbox"/> obesity
<input type="checkbox"/> sedentary lifestyle	<input type="checkbox"/> high alcohol intake
<input type="checkbox"/> locally sourced food	<input type="checkbox"/> smoking
<input type="checkbox"/> fast food	<input type="checkbox"/> rest
<input type="checkbox"/> active lifestyle	<input type="checkbox"/> exercise
<input type="checkbox"/> positive outlook on life	<input type="checkbox"/> routine

**C. You are going to watch a video. Look at the images and quotes below. What do you think this video will be about? Discuss with a partner.**

"What is phenomenal (great) about this region is that men are living just as long as women."

"He met an amazing woman who was over a hundred."

"Okinawa is losing its longevity edge (advantage)."

"... the Seventh Day Adventists ... have a religion that reinforces positive, healthy behaviors."

Video Challenge 207

**LIFESKILLS** **My Schedule is Crazy**

**Before You Watch**

**A. Look at the picture and answer the questions.**

- What's wrong with Hector?
- What do you think Naomi is saying to Hector?

**While You Watch**

**B. Watch the video and complete the dialog.**

**Naomi:** ... you wouldn't skip a day of work, either. Treat your studies in the same way, and your grades will (1) \_\_\_\_\_ improve \_\_\_\_\_.

**Hector:** That's a great (2) \_\_\_\_\_ thanks.

**Naomi:** Well, now you know what you have to do. So go do it! If you get (3) \_\_\_\_\_, you'll feel more productive. Trust me!

**Hector:** (4) \_\_\_\_\_ give it a try. What have I got to lose, right?

**Naomi:** Good luck. Tell me how it's (5) \_\_\_\_\_ later on.

**Hector:** I (6) \_\_\_\_\_ Talk to you later.

**Check Your Understanding**

**C. Circle the correct word to complete each sentence.**

- There's too much noise and it's difficult for Hector to (communicate/concentrate).
- Hector says his (schedule/organization) is crazy and he has no time to study.
- Naomi suggests that Hector (make time/write down) where and when he going to study.
- A schedule will help Hector to (get organized/spend time with friends).
- Naomi tells Hector a schedule will make him (productive/smarter).

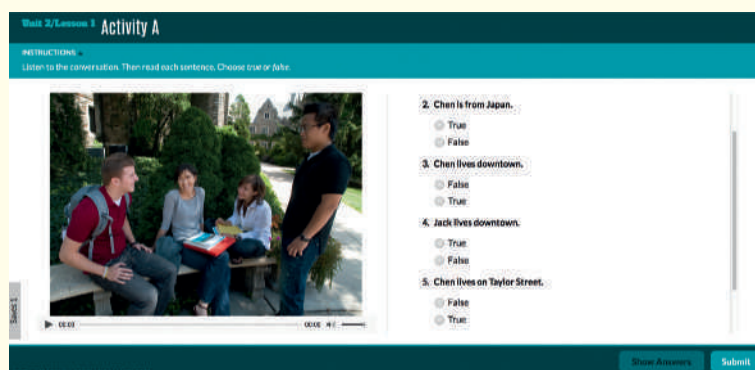
Lifeskills Video 29

- 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.



- **UPDATED Lesson Planner** includes correlations to **College and Career Readiness Standards (CCRS)**, **CASAS**, **SCANS** and reference to **EL Civics** competencies to help instructors achieve the required standards.

**UNIT 1**

**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.

**UNIT OUTCOMES**

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

**Look at the photo and answer the questions.**

1. What do you think the people are doing?
2. What activities do you do every day?
3. What do you want to do in the future?

UNIT OUTCOMES	GRAMMAR	VOCABULARY	CASAS CORRELATION	SCANS CORRELATION	CCRS CORRELATION
<ul style="list-style-type: none"> <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 style="list-style-type: none"> <li>• Adverbs of frequency</li> <li>• When in the future</li> </ul>	<ul style="list-style-type: none"> <li>• Schedules and time</li> <li>• Goals</li> <li>• Paragraphs</li> <li>• Study habits</li> </ul>	1: 0.1.2, 0.2.4 2: 7.1.1, 7.1.2, 7.1.3, 7.2.5, 7.2.6 3: 7.1.1, 7.1.2, 7.1.3, 7.2.5, 7.2.6 4: 0.1.5, 7.4.1, 7.4.3, 7.4.5 5: 7.4.2 R: 7.2.1 TP: 4.8.1, 4.8.5, 4.8.6	Many SCANS skills are incorporated in this unit with an emphasis on: <ul style="list-style-type: none"> <li>• Allocating time</li> <li>• Understanding systems</li> <li>• Applying technology to task</li> <li>• Responsibility</li> <li>• Self management</li> <li>• Writing</li> <li>• Decision making</li> </ul>	R11, R12, R14, R17 W4, W5 SL1, SL2, SL4 L1, L2, L3, L4 RF2, RF3, RF4

- **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

# Welcome

## Welcome

- 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 anyone's phone number or any classroom instructions. 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 also learn how to ask for and give a specific piece of information.

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.

# Welcome



## UNIT OUTCOMES

- ☐ Greet people
- ☐ Say and write phone numbers
- ☐ Follow instructions

## INSTRUCTOR'S NOTES




## UNIT OUTCOMES

- Greet people
- Say and write phone numbers
- Follow instructions

## GRAMMAR

- Contractions: *I'm*
- Verb *Be*
- Imperatives

## VOCABULARY

- Greetings
- Numbers
- Study words
- Classroom commands

## EL CIVICS

The skills students learn in this unit can be applied to the following El Civics competency area:

- Personal Information

## CASAS

Lesson 1: 0.1.1, 0.1.4, 0.2.1

Lesson 2: 0.1.2, 0.1.4, 0.2.2

Lesson 3: 0.1.5, 0.1.6, 2.2.1

## SCANS

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

- Listening
- Speaking
- Sociability

## CCRS

RI1, SL2, SL3, L2, RF2

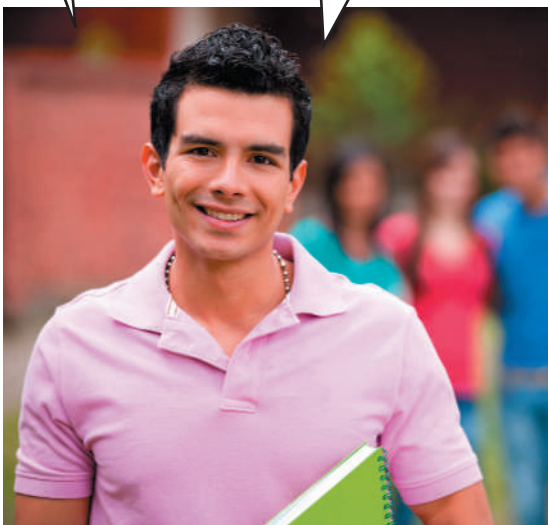
# LESSON 1 Hello!

GOAL  Greet people

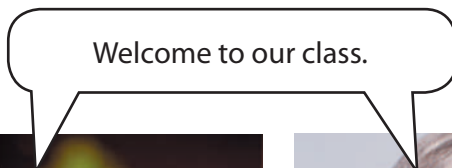
## A. Listen.

CD 1  
TR 1

Hi!



Welcome to our class.



Hello!



How are you?



Fine! How are you?



## AT-A-GLANCE PREP

**Goal:** Greet people

**Grammar:** *I'm*

**Pronunciation:** /m/

**Academic Strategy:** Focused listening

**Vocabulary:** Greetings

### Agenda

- Greet each other.
- Practice greetings.
- Listen and write.
- Learn names.
- Talk to five classmates.

### Resources

**Multilevel Worksheet:** Pre-Unit, Lesson 1, Worksheet 1

**Workbook:** Pre-Unit, Lesson 1

**Audio:** CD 1, Tracks 1–5

**Heinle Picture Dictionary:** Classroom, pages 18–19

**Stand Out 1 Assessment CD-ROM with ExamView®**

### Pacing

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

## STANDARDS CORRELATIONS

**CCRS:** SL2, SL3, L2, RF2

**CASAS:** 0.1.1, 0.1.4, 0.2.1

**SCANS: Basic Skills** Reading, writing, listening, speaking

**EFF: Communication** Read with understanding, speak so others can understand, listen actively

### Preassessment (optional)

Use the Stand Out 1 Assessment CD-ROM with ExamView® to create a pretest for the Pre-Unit.

### Warm-up and Review

2–5 mins. ■ ■ ■

Shake hands and introduce yourself to students as they enter the classroom. Ask each student: *What is your name?* At this point, don't expect students to be able to produce this question.

## BEST PRACTICE

### Cultural differences

Students may have a different concept of what is an appropriate handshake. In the U.S., we shake hands by firmly curling our fingers around the other person's hand and maintaining eye contact. It is important to teach this style of handshake by modeling it and explaining it verbally.

After greeting about ten students, ask the class if they remember the students' names you have just met. Point to each student and state his or her name. Encourage the class to help.

### Introduction

2 mins. ■ ■ ■

Point to the agenda on the board and state the goal: *Today, we will greet people.* Greet a student by saying *hi* and shaking his or her hand. Write *hi* and *hello* on the board and then point to the word *greetings* on the agenda.

### Presentation 1

15 mins. ■ ■ ■

Ask students to open their books to page 3.

#### A. Listen.

Greet several students using the words and expressions on page 3. As you greet students, have the class point to the word or phrase in their books that you say. Then, as a class, listen to the recording.

### LISTENING SCRIPT

*The listening script matches Exercise A in the Student Book.*



Write the greetings on the board in the form of a conversation. Practice by having students repeat the lines of the conversation after you. Then, work toward having them perform the conversation on their own. The conversation on the board might look like this:

**Student A:** Hello!

**Student B:** Hi. How are you?

**Student A:** Fine, how are you?

**Student B:** Fine.

## Practice 1

5 mins. ■■■

Ask students to practice the conversation with several partners, using appropriate handshakes and eye contact. Encourage them to meet as many students as possible until you tell them to stop.

## Evaluation 1

5 mins. ■■■

Observe students as they greet each other. You may also have students demonstrate in front of the class.

## Presentation 2

15–20 mins. ■■■

Greet a few students again and say: *Welcome to our class*. Encourage students to say *thank you*. Write *thank you* on the board. Have students repeat the phrase until they understand and feel comfortable saying it.

**Note:** Many students will have trouble pronouncing the /th/ sound in *thank* properly. You might interrupt the lesson to demonstrate how to do it correctly. Explain that they should put the tongue between the teeth and push air past the tongue before moving on to the vowel sound.

### BEST PRACTICE

#### Overcorrecting

As the instructor, it is very important to understand that students at this level will need repeated exposure to grammar and pronunciation and to a lesser extent, vocabulary, before they become proficient at using it on a daily basis. With pronunciation, make sure that students understand theoretically how to physically produce the target sound. They will have many opportunities to practice the sound throughout the course. It is not productive to spend a lot of time on one concept. Think of these mini lessons as students' initial exposure to the sounds particular to the English language.

### B. Complete the conversations and practice them with a partner.

Do this activity as a class and practice the rhythm of the new conversations. Ask students to practice performing these conversations in pairs.

### C. Read the greetings.

Go over the greetings in the box with students. Use them in conversations and have students point to them as they hear them in preparation for the focused listening in Exercise D.

## 4a Pre-Unit

### BEST PRACTICE

#### Listening techniques

Focused listening can be intimidating to some students. Exercise D will be challenging for students at this level because they will have to write information down instead of pointing to items as they hear them. Some focused-listening activities can be made simpler by following these two tips:

1. Let students know that you will play the recording several times.
2. Allow students to discuss what they have gleaned from the recording between listenings.

## Practice 2

5 mins. ■■■

### D. Listen and complete the conversation.

#### LISTENING SCRIPT



**Roberto:** *Hi. I'm Roberto. How are you?*

**Gabriela:** *Hello. My name is Gabriela. I'm fine, thanks.*

**Roberto:** *Welcome to our class.*

**Gabriela:** *Thank you.*

**Roberto:** *Our teacher is Miss Smith.*

## Evaluation 2

7–10 mins. ■■■

Ask students to check each other's work for spelling errors. At this level, students may have difficulty with peer-editing, but with repeated practice, they will become more accurate. Students may be uncomfortable at first with the task of finding mistakes in their peers' work. Stress the importance of spelling and methodically walk students through each word on the board.

### BEST PRACTICE

#### Learner persistence

*Learner persistence* is a term that describes students persisting in a program or a class. An instructor can do various things to improve persistence in the classroom. When students feel part of a community or feel comfortable in the classroom, there is a far greater chance that they will stay in the program. One way to build community is to make learning all the students' names a priority and encouraging students to do the same. Some techniques for learning names are described in this lesson.

**B. Complete the conversations and practice them with a partner.** *Answers may vary. Sample answers are given.*

1. Felipe: Good morning. Welcome to our class.

Student: Hello. Thank you.

2. Gabriela: Hi! How are you?

Duong: Fine, thanks. How are you?

3. Eva: Hello. Welcome to our class.

Student: Hi. Thank you.

**C. Read the greetings.**

hi	hello	welcome	How are you?
good morning	good afternoon	good evening	



**D. Listen and complete the conversation.**



Roberto: Hi. I'm Roberto. How are you?

Gabriela: Hello. My name is Gabriela. I'm fine, thanks.

Roberto: Welcome to our class.

Gabriela: Thank you.

Roberto: Our teacher is Miss Smith.





## E. Listen and repeat.

CD 1  
TR 3

Hi! I'm Gabriela.  
G-A-B-R-I-E-L-A.



Hello. I'm Duong.  
D-U-O-N-G.



### YES/NO QUESTIONS

Can you repeat that?  
Can you speak slower?  
Can you spell that again?



## F. Listen and repeat.

CD 1  
TR 4

Aa Bb Cc Dd Ee Ff  
Gg Hh Ii Jj Kk Ll  
Mm Nn Oo Pp Qq Rr  
Ss Tt Uu Vv Ww Xx  
Yy Zz

### CONTRACTIONS

/m/ I'm



## G. Listen and write.

CD 1  
TR 5

- Hi! I'm Susan.
- Hello! My name is Bill.
- How are you? I'm Ana.
- Hi! My name is Tony.

## H. Greet five people in your class. Ask them to spell their names. Write their names.

Answers will vary.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Presentation 3

15–20 mins. ■■■

Wad up a piece of paper or bring a small soft ball into class and start a chain of questions. First, say: *My name's (your name)*. Then, throw the ball to a student and help him or her to say the sentence substituting his or her name. Write the phrase on the board to help students see what they are saying. Next, ask the first student to throw the ball to another student. Students should continue the activity until everyone has had a chance to say the sentence.

You may want to interrupt the activity for a short mini lesson on the /m/ sound if students are having trouble saying *my* and *name*.

#### PRONUNCIATION

##### /m/

Students may avoid touching their lips together when pronouncing the /m/ in *I'm*. Help students pronounce the /m/ first in isolation and then as part of the phrase they are practicing. Emphasizing the sound will help students distinguish it from other sounds. Don't single out students who are having problems with the target sound. After several students have made similar errors, go over the pronunciation of the sound again. You may want to have each student in turn say *I'm* just to be sure they understand that they must put their lips together. Again, be careful not to overcorrect.

#### E. Listen and repeat.

Write the two names on the board and ask students to join you as you spell the two names while pointing to each letter.

##### LISTENING SCRIPT

The listening script matches the conversation in Exercise E.



CD 1  
TR 3

#### F. Listen and repeat.

Write the alphabet across the board. Have students listen to and repeat each letter. Write *Gabriela* under the G on the board. Write *Duong* under the D.

##### LISTENING SCRIPT

ABCDEFGHIJKLMNOPQRSTUVWXYZ



CD 1  
TR 4

### Practice 3

5 mins. ■

#### G. Listen and write.

##### LISTENING SCRIPT

1. Hi! I'm Susan.
2. Hello! My name is Bill.
3. How are you? I'm Ana.
4. Hi! My name is Tony.



CD 1  
TR 5

### Evaluation 3

5 mins. ■

Ask volunteers to write the four names on the board from the practice activity under the corresponding letters in the alphabet.

Refer students to *Stand Out 1 Workbook, Pre-Unit, Lesson 1* for more practice with the *be* verb.

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

### Application

5–7 mins. ■■■

#### H. Greet five people in your class. Ask them to spell their names. Write their names.

Ask students to write the names they learn in the spaces provided.

#### MULTILEVEL WORKSHEET

Pre-Unit, Lesson 1, Worksheet 1: Say Hello

#### INSTRUCTOR'S NOTES




## AT-A-GLANCE PREP

**Goal:** Say and write numbers

**Grammar:** *Is, are*

**Academic Strategy:** Pronunciation

**Vocabulary:** Numbers, hours, week, students, address, phone number

### Agenda

- Review names.
- Read a paragraph and complete a chart.
- Say and write numbers.
- Listen and write numbers.
- Learn how to say and write phone numbers, addresses, and zip codes.
- Ask for and write personal information.

### Resources

**Multilevel Worksheet:** Pre-Unit, Lesson 2, Worksheet 1

**Workbook:** Pre-Unit, Lesson 2

**Audio:** CD 1, Tracks 6–8

**Heinle Picture Dictionary:** Numbers, pages 2–3; Calendar, pages 6–7; The Telephone, pages 16–17

**Stand Out 1 Assessment CD-ROM with ExamView®**

### Pacing

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

## STANDARDS CORRELATIONS

**CCRS:** RI1, L2

**CASAS:** 0.1.2, 0.1.4, 0.2.2

**SCANS: Information** Acquire and evaluate information

**Basic Skills** Reading, writing, listening, speaking

**Personal Qualities** Sociability

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

## Warm-up and Review

10–12 mins. ■ ■ ■

Write the alphabet across the board as you did in Lesson 1. Ask students to come to the board and write their names under the first letter of their first names. To help students understand the instructions, do a few students' names yourself. After students sit down, ask them to greet each other, practicing American-style handshakes and saying *hello*. You may refer to the previous lesson to help students remember the vocabulary.

### 6a Pre-Unit

## Introduction

5 mins. ■ ■ ■

Count the number of students' names under each letter. Count out loud and encourage students to count along with you. Write the number of students under each letter whose name starts with the letter. State the goal: *Today, we will say and write numbers.*

## Presentation 1

15 mins. ■ ■ ■

Write these words on the board: *students, hours, and week*. Help students understand the meaning of each word. Ask students to stand. Use gestures as well as verbal cues to request them to point at certain objects in the room. Have them point to one another, to a clock, and to a calendar. If there is no calendar in the room, quickly create one on the board. You might add a few other objects to round out the activity.

Ask students to sit down. Using the clock as a visual, say all the numbers from 1 to 12 and have students repeat them. Do the same while pointing at the calendar. Then, count the number of students in the class out loud, encouraging students to count with you.

**A. Look at the picture. Describe what you see. Say how many students there are. Say where the teacher is.**

Ask students to open their books and look at the picture. Briefly talk about the picture. Have students describe what they see. Ask them to say how many students there are and where the teacher is.

**B. Read the paragraph. Circle the numbers.**

This activity is still part of the presentation. At this stage, students are not expected to understand every word in the paragraph. The goal is to give students exposure to numbers within a text and to help them understand the general meaning of the paragraph.

First, read the paragraph out loud and then ask questions, such as: *What is the teacher's name? How many students are in the class?*

## Practice 1

3 mins. ■ ■ ■

**C. SURVEY Complete the chart about your class.**

This should be an easy activity for students. Some students may have trouble completing or understanding a simple chart. In *Stand Out*, students will complete many charts, so it is important to help those who have difficulty.

## Evaluation 1

3 mins. ■ ■ ■

Observe students as they work and check their charts.

GOAL  Say and write numbers

WORKPLACE CONNECTION

Exercise C: Collect and organize information.

- A. Look at the picture. Describe what you see. Say how many students there are. Say where the teacher is.



- B. Read the paragraph. Circle the numbers.

Welcome to Miss Smith's class. There are 12 students in the class. The students study for six hours every week. The school address is 19 Lincoln Street, Irvine, California 92602.

- C. **SURVEY** Complete the chart about your class. *Answers will vary.*

Teacher's name	
Number of students	
Number of hours	
Zip code	



**D. Listen and practice saying the numbers 0 to 20.**

0 zero/oh	1 one	2 two	3 three
4 four	5 five	6 six	7 seven
8 eight	9 nine	10 ten	11 eleven
12 twelve	13 thirteen	14 fourteen	15 fifteen
16 sixteen	17 seventeen	18 eighteen	19 nineteen
20 twenty			



**E. Listen and write the numbers you hear. Then, spell them out.**

- |          |    |       |          |
|----------|----|-------|----------|
| 1. _____ | 5  | _____ | five     |
| 2. _____ | 8  | _____ | eight    |
| 3. _____ | 9  | _____ | nine     |
| 4. _____ | 19 | _____ | nineteen |
| 5. _____ | 2  | _____ | two      |



**F. Listen and write the missing numbers.**



My name is Gabriela. My address is \_\_\_\_\_ 14 \_\_\_\_\_ Main Street. The zip code is \_\_\_\_\_ 06119 \_\_\_\_\_. My phone number is \_\_\_\_\_ 401-555-7248 \_\_\_\_\_. There are \_\_\_\_\_ nine \_\_\_\_\_ students in my class.  
(Spell out)

## Presentation 2

5–8 mins.   

### D. Listen and practice saying the numbers 0 to 20.

#### LISTENING SCRIPT

0 1 2 3 4 5 6 7 8 9 10  
11 12 13 14 15 16 17 18 19 20



After students have listened to the audio, call out different numbers and ask students to point to the numbers they hear in their books.



Prepare students for focused listening by talking about things in the classroom and asking students to point to the numbers in the book. For example, you might say: *There are 18 desks in the classroom.* Help students understand that they don't have to know what a desk is to do the activity; they only need to recognize the numbers they hear.

#### BEST PRACTICE

##### Natural speech

Natural speech is important in the classroom. Unnaturally slowing down or over-enunciating could make students frustrated when they listen to native speakers outside of the classroom and are unable to understand them. Help students learn the strategies they will use in such instances by speaking at an authentic pace and in a natural fashion.

## Practice 2

12–15 mins.  

### E. Listen and write the numbers you hear. Then, spell them out.

#### LISTENING SCRIPT

1. *five*
2. *eight*
3. **Duong:** *Hello, Gabriela.*  
**Gabriela:** *Hi, Duong.*  
**Duong:** *How many students are in your class?*  
**Gabriela:** *I think there are nine.*
4. **Duong:** *My class is bigger.*  
**Gabriela:** *Really? How many?*  
**Duong:** *We have 19 students.*
5. **Duong:** *Maybe my class is bigger because it is shorter.*  
**Gabriela:** *How long is your class?*  
**Duong:** *It is two hours a day.*



#### BEST PRACTICE

##### Focused listening

Focused listening is prevalent throughout the *Stand Out* series. The recordings are at an authentic speed and are filled with language students may not understand. The purpose of a focused-listening task is to help students develop the ability to pull meaning out of complex and natural conversations by identifying key words.

It's important to remind students to listen for overall meaning every time you do a focused-listening activity, so they don't become frustrated and stop listening all together.

### F. Listen and write the missing numbers.



#### LISTENING SCRIPT

*My name is Gabriela. My address is 14 Main Street. The zip code is 06119. My phone number is 401-555-7248. There are nine students in my class.*



In the second part of the practice, students are asked to put multiple numbers together. If they have problems, play the recording as many times as necessary.

## Evaluation 2

5 mins.  

Write the short paragraph from Exercise F on the board with space for the answers. Ask volunteers to write their answers on the board.




#### BEST PRACTICE

##### Encourage student participation

Whether classes are quiet or not, always look for opportunities to encourage student participation. This doesn't have to be elaborate in planning. Rather, a simple twist can turn an ordinary activity into a more engaging one. Consider the following:

1. Whenever you need to write something on the board, ask yourself if one or more volunteers can do it instead.
2. When it comes to problem solving, fill-in-the-blank, and open-ended questions, have students work in pairs or groups to come up with answers before trying individual responses.

## Presentation 3

8–10 mins.   

### G. Read about Gabriela and Eva.

Do this activity as a class. Help students understand the new vocabulary, specifically *zip code*, *address*, and *phone number*. Ask questions about the information below the pictures. Ask the class and individuals for answers.

Prepare students for the practice by writing addresses, phone numbers, and zip codes on the board and asking them to help you label them as such.

You can make a game of this by forming three teams of students. Have the teams line up in three lines with the front of each line facing the board, 10–15 feet away from the board. In front of each team on the board, write the three target items: *zip code*, *phone number*, and *address*. Then, call out a phone number, address, or zip code. The first person in each line should slap the correct label. (Fly swatters work well here.) The first team to slap the correct word gets a point.

## Practice 3

5–8 mins. 

**H. Look at the numbers. Write the information in the chart.**

## Evaluation 3




2–5 mins. 

Ask students to compare answers and then go over them as a class.

**Refer students to *Stand Out 1 Workbook*, Pre-Unit, Lesson 2 for more practice with *It is* and *It's*.**

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

## Application

7–10 mins.   

I. Write the numbers. Say the numbers to your partner. Listen and write your partner's numbers.

The goal here is to practice saying and writing numbers. Addresses will be the focus of another lesson; however, with the skills students learned in the first lesson, they should be able to give their addresses with the number and the name of the street. Students may not know how to spell their street names. Emphasize that the numbers are the most important part of the activity. After finishing this activity, students may also be encouraged to learn how to write and spell their complete addresses.

## MULTILEVEL WORKSHEET

## Pre-Unit, Lesson 2, Worksheet 1: Personal Information

## INSTRUCTOR'S NOTES

[illegible]



## WORKPLACE CONNECTION

Exercise H: Collect and organize information.

### G. Read about Gabriela and Eva.



**Name:** Gabriela Ramirez

**Address:** 14 Main Street

**Zip code:** 06119

**Phone:** 401-555-7248



**Name:** Eva Malinska

**Address:** 333 Western Circle

**Zip code:** 06119

**Phone:** 401-555-3534

### H. Look at the numbers. Write the information in the chart.

2945 Broadway	916-555-2386	415-555-7869	72643
800-555-2675	9235 Sundry Way	98724	8 Palm Circle
213-555-5761	78231	9921 Johnson Street	23145

Address	Zip code	Phone
2945 Broadway	72643	916-555-2386
9235 Sundry Way	98724	415-555-7869
8 Palm Circle	78231	800-555-2675
9921 Johnson Street	23145	213-555-5761

### I. Write the numbers. Say the numbers to your partner. Listen and write your partner's numbers. *Answers will vary.*

	You	Your partner
1. The number of people in your family	_____	_____
2. Your phone number	_____	_____
3. Your address	_____	_____
4. Your zip code	_____	_____

# LESSON 3 Classroom talk

GOAL   Follow instructions

**A. Write the words under the pictures.**

listen

read

speak

write

1.



write

2.



listen

3.



read

4.



speak



**B. Listen and point to the correct picture.**

**C. Complete the instructions. Use the words from the box in Exercise A.**

1. \_\_\_\_\_ Write \_\_\_\_\_ your name on the paper.
2. \_\_\_\_\_ Listen \_\_\_\_\_ to the audio and repeat.
3. \_\_\_\_\_ Write \_\_\_\_\_ your answers on the board.
4. \_\_\_\_\_ Read \_\_\_\_\_ the story and answer the questions.
5. \_\_\_\_\_ Speak \_\_\_\_\_ with your partner about the picture.



## AT-A-GLANCE PREP

**Goal:** Follow instructions

**Grammar:** Imperatives

**Academic Strategies:** Focused listening, clarifying

**Vocabulary:** Classroom commands

### Agenda

- Review numbers.
- Complete instructions.
- Listen to new words.
- Listen and follow directions.
- Practice conversations with a partner.

### Resources

**Multilevel Worksheet:** Pre-Unit, Lesson 3, Worksheet 1

**Workbook:** Pre-Unit, Lesson 3

**Audio:** CD 1, Tracks 9–10

**Heinle Picture Dictionary:** Listen, Read, Write, pages 20–21

**Stand Out 1 Assessment CD-ROM with ExamView®**

### Pacing

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

## STANDARDS CORRELATIONS

**CCRS:** SL2, SL3, L2

**CASAS:** 0.1.5, 0.1.6, 2.2.1

**SCANS: Information** Acquire and evaluate information

**Basic Skills** Listening, speaking

**EFF: Communication** Speak so others can understand, listen actively

## Warm-up and Review

10 mins. ■■■

Ask students to go to page 8, Exercise I. Ask them to find a different partner and do the activity again.

## Introduction

5 mins. ■■■

Ask students to stand up. Model the action so that they understand. Then, ask them to turn right and left as you model the actions. Then, ask them to turn around. Finally, ask them to sit down. Point to the agenda and give the goal: *Today, we will learn to follow instructions.*

## Presentation 1

15–20 mins. ■■■

Students will learn the four vocabulary words—*write*, *listen*, *read*, and *speak*—through pantomiming. Before students open their books, pantomime the different vocabulary words several times. Some students may call out the words. Write them on the board. Then, repeat the activity with *stand up*, *sit down*, and *take out your books/pencil/paper*.

Ask students to open their books and look at the words and pictures. With student input, name the four people in the pictures. Create sentences about each person. Don't expect students to create sentences at this time. As you say each sentence, ask students to point to the picture it refers to.

### A. Write the words under the pictures.

Write the four words from the box on the board as headings to four columns. Help students with additional new vocabulary to go with each word. For example, include *to the radio* under the heading *listen*. Next, say the words and ask students to pantomime. Finally, prepare students for the focused-listening practice. Remind them that they don't need to understand every word to do the activity.

## Practice 1

7–10 mins. ■■■

### B. Listen and point to the correct picture.

### LISTENING SCRIPT



- I am a busy woman. I have to write everything down that I do and that I need to do. I write everything to stay organized.*
- I am a happy person. I speak to my friends every day. I also think it is important to speak English in the United States.*
- I like to listen to music. When I listen to music in English, I learn a lot.*
- I read every chance I get.*

### C. Complete the instructions. Use the words from the box in Exercise A.

## Evaluation 1

5 mins. ■■■

On the board, write the sentences as they appear in the student book in Exercise C. Have volunteers complete them.

## Presentation 2

10–15 mins.   

**D. Match the sentences with the pictures.**

**Write the letter.**

Go over any new vocabulary in the pictures that students are unfamiliar with. Walk students through the matching activity. This may be the first matching activity students have done.

Say the sentences and ask students to repeat them. Pantomime different actions and ask students to say the sentences, first as a group, and then individually.

Next, say the words and ask students to pantomime as they did in the previous presentation.

## Practice 2

7-10 mins.  

**E. Listen and follow the instructions.**

In this activity, play the recording several times. Ask students to follow the directions in the first listening section.

## LISTENING SCRIPT

*Please stand. Please sit down. Please read page one in your book. Please listen carefully. Please take out a sheet of paper. Please write your name on a sheet of paper.*



## Evaluation 2

7–10 mins.  

Observe students pantomiming the actions.

## INSTRUCTOR'S NOTES

[illegible]

**D. Match the sentences with the pictures. Write the letter.**

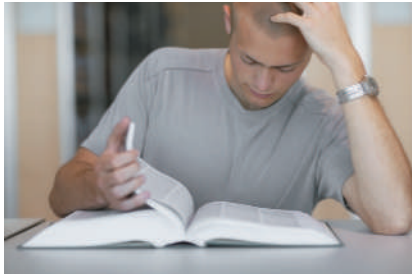
a.



b.



c.



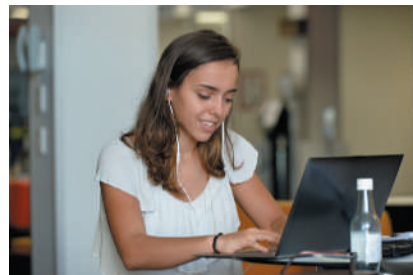
d.



e.



f.



g.



h.



  d   1. Please stand up.

  c   2. Please read.

  h   3. Please sit down.

  b   4. Please take out a sheet of paper.

  a   5. Please open your book.

  f   6. Please listen carefully.

  e   7. Please write.

  g   8. Please help Juana.



**E. Listen and follow the instructions.**

**F. Read the conversation.**

**Teacher:** Please open your books to page fifteen.

**Student:** What page?

**Teacher:** Page fifteen.  
That's one, five.

**Student:** Thank you.



**G. Practice with a partner.**

**Student B's book is closed.**  
**Student A says:**

1. Please open your book to page six.
2. Please open your book to page fourteen.
3. Please open your book to Unit 4, Lesson 2.
4. Please open your book to the vocabulary list on pages 212 and 213.

**H. Practice with a partner.**

**Student A's book is closed. Student B says:**


1. Please open your book to page three.
2. Please open your book to page twelve.
3. Please open your book to Unit 7, Lesson 3.
4. Please open your book to the charts on page 214.

**I. Give instructions to a partner.**

1. Please stand up.
2. Please take out your book and open to page fifteen.
3. Please sit down.
4. Please write my name on a sheet of paper.
5. Please read my name.

**J. Guess the instruction. Act out an instruction and your partner guesses it.**

## Presentation 3

10–15 mins.   

Open and close a book in front of the class several times. Open the book and show students what page you are on. Show them the page and say the page number.

**F. Read the conversation.**

Practice the conversation together. Help students use correct intonation, especially when they ask the clarification question.

Write the following clarification questions on the board:  
*Excuse me? Pardon me? What page? What did you say?*  
Say a sentence quickly so students can't understand it.  
Explain that they can ask for clarification by using one of these phrases.

Carefully explain how to do the two practice activities, Exercises G and H. Role-play the exercises with a volunteer in front of the class. Help them understand what is meant by *Student A* and *Student B*.


### Practice 3

7–10 mins. 

### G. Practice with a partner.

## H. Practice with a partner.

## Evaluation 3




5 mins. 

Ask volunteers to do the activity in front of the class.

**Refer students to *Stand Out 1 Workbook*, Pre-Unit, Lesson 3 for more practice with imperatives and action verbs.**

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

## Application

5–7 mins.   

### I. Give instructions to a partner.

Have students practice giving and following the instructions. Make sure they switch roles.

**J. Guess the instruction. Act out an instruction and your partner guesses it.**

## MULTILEVEL WORKSHEET

## Pre-Unit, Lesson 3, Worksheet 1: Classroom Instructions

## Assessment

Use the Stand Out 1 Assessment CD-ROM with ExamView® to create a post-test for the Pre-Unit.

## INSTRUCTOR'S NOTES

[illegible]



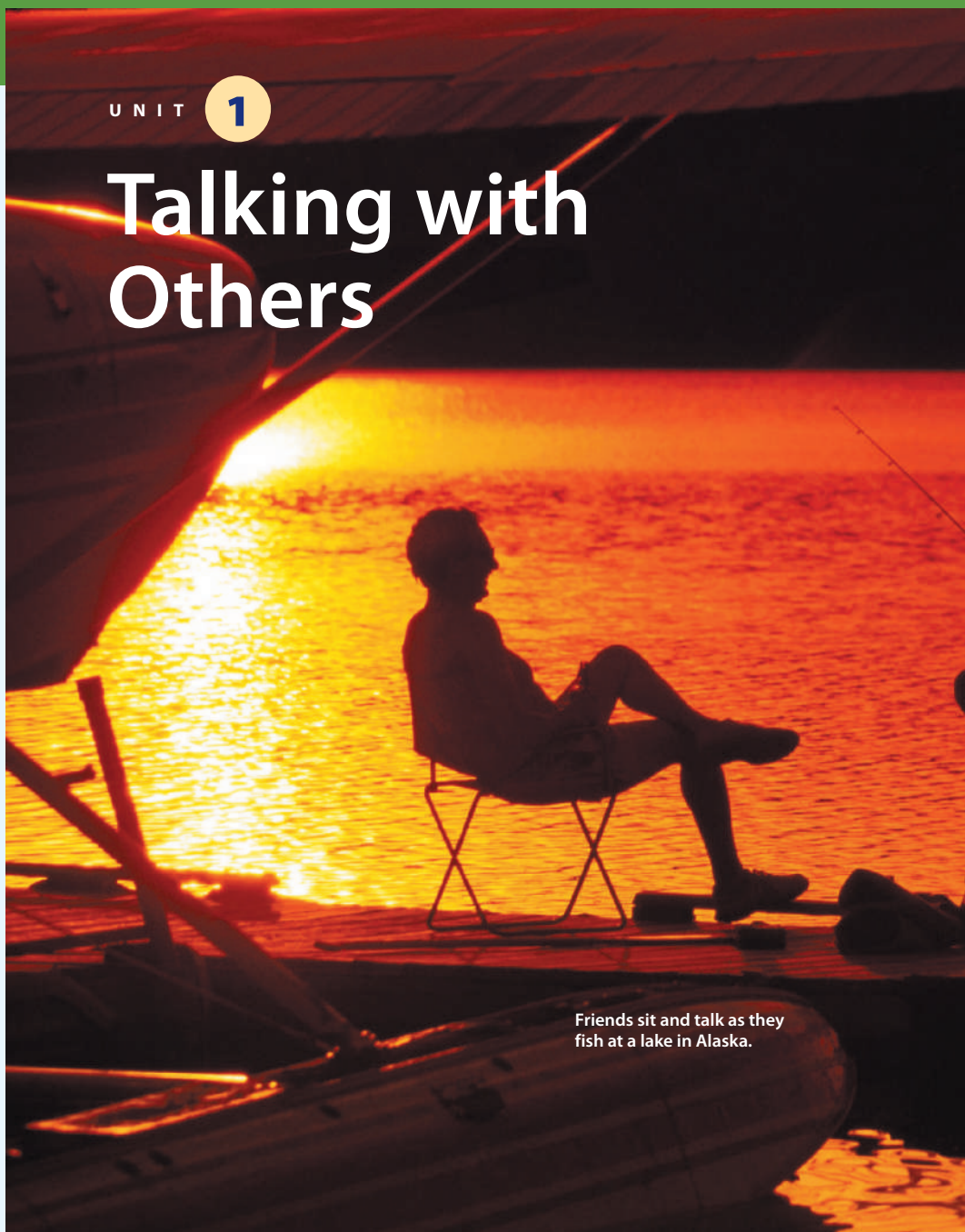
# Talking with Others

## About the Photo

This photo shows two men at sunset fishing at a lake in the Kenai Peninsula, Alaska. The Kenai Fjords National Park in the Kenai Peninsula is popular among tourists who visit the region for hiking and wildlife spotting. One popular method of transport is by floatplane. The planes have the ability to take off from and land on water, making it easy for hikers to explore the region. Many cruises also pass through the park and allow visitors to see animals such as sea lions, puffins, porpoises, bears, and various whales.

- Introduce the unit. Ask students to talk with each other for a brief moment. Then, ask students what they talked about. Discuss as a class.
- Ask students to look at the photo and have a volunteer read the caption out loud.
- Read and ask each question. Then, ask students what they think the people are talking about. Discuss as a class.
- Ask volunteers to read the unit outcomes. Give students an example for each.

# Talking with Others



Friends sit and talk as they fish at a lake in Alaska.

UNIT OUTCOMES	GRAMMAR	VOCABULARY	EL CIVICS
<ul style="list-style-type: none"> <li>• Ask for and give personal information</li> <li>• Describe people</li> <li>• Describe family relationships</li> <li>• Express preferences</li> <li>• Plan a schedule</li> </ul>	<ul style="list-style-type: none"> <li>• Simple present: <i>Be</i></li> <li>• his/her</li> <li>• Simple present: <i>Have</i></li> <li>• Adjective order</li> <li>• Simple present: <i>Like</i></li> <li>• <i>From ... to</i></li> </ul>	<ul style="list-style-type: none"> <li>• Personal information</li> <li>• Height, weight, hair colors and styles</li> <li>• Family</li> <li>• Entertainment</li> <li>• Clock times</li> </ul>	<p>The skills students learn in this unit can be applied to the following El Civics competency areas:</p> <ul style="list-style-type: none"> <li>• Personal Information</li> </ul>



#### UNIT OUTCOMES

- ☐ Ask for and give personal information
- ☐ Describe people
- ☐ Describe family relationships
- ☐ Express preferences
- ☐ Plan a schedule

Look at the photo and answer the questions.

1. Where are they?
2. How old are they?
3. What do they look like?

### Life Skills Link

In this unit, students will learn how to introduce themselves and how to give out information to people they meet for the first time. They will also learn how to describe people around them and members of their families, as well as express their preferences.

### 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, 0.2.1  
Lesson 2: 0.1.2, 0.1.3, 1.1.4  
Lesson 3: 0.1.2  
Lesson 4: 0.2.4  
Lesson 5: 2.3.1  
Review: 0.1.2, 0.1.3, 0.2.1, 0.2.4, 1.1.4, 2.3.1, 4.8.1  
Team Project: 0.1.2, 0.1.3, 0.2.1, 0.2.4, 1.1.4, 2.3.1

#### SCANS

Most SCANS are incorporated into this unit, with emphasis on:

- Acquiring information
- Interpreting and evaluating information
- Writing

(Technology is optional.)

#### CCRS

RI1, RI2, RI5, RI7, SL1, SL2, SL4, L1, L2, L5, RF2

GOAL ■ Ask for and give personal information

## WORKPLACE CONNECTION

Exercise C: Collect and organize information.

A. Look at the picture. Where is Roberto from? *Roberto is from Mexico City.*B. **INTERPRET** Read more about Roberto.

My name is Roberto Garcia. I'm a new student in this school. I'm from Mexico City, Mexico.  
I'm 43 years old and I'm married. I'm very happy in my new class.

C. **CLASSIFY** Write the underlined words from Exercise B about Roberto in the chart below.

First name	Last name	Country	Age	Marital status
Roberto	Garcia	Mexico	43	married

D. Complete the sentences about Roberto.

- (age) 1. Roberto Garcia is 43 years old.
- (country) 2. He is from Mexico.
- (marital status) 3. He is married.