

STAND OUT

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

2

THIRD EDITION

LESSON PLANNER

ROB JENKINS

STACI JOHNSON



**Stand Out 2: Evidence-Based Learning for
College and Career Readiness,
Third Edition**
Rob Jenkins and Staci Johnson
Lesson Planner

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ABOUT THE AUTHORS



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.



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.

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

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®—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.

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	PRE-UNIT Welcome Page 2	<ul style="list-style-type: none"> Greet people and describe feelings Complete a registration form Follow instructions 	<ul style="list-style-type: none"> Simple present: <i>be</i> Possessive adjectives Questions with <i>can</i> 	<ul style="list-style-type: none"> Greetings Feelings Registration forms Numbers 1–100 Classroom instructions Clarification phrases 	<ul style="list-style-type: none"> /m/ Yes/No question intonation
	1 Everyday Life Page 12	<ul style="list-style-type: none"> Ask for and give personal information Identify family relationships Describe people Interpret and write schedules Interpret information about weather 	<ul style="list-style-type: none"> Simple present: <i>live</i> Simple present: <i>be</i> Simple present: <i>have</i> Comparative and superlative adjectives Adverbs of frequency Simple present Short answers 	<ul style="list-style-type: none"> Personal information Family Personal description Schedules and calendars Weather 	<ul style="list-style-type: none"> Third-person singular verb endings: /s/, /z/ Question intonation
Consumer Economics	2 Let's Go Shopping! Page 36	<ul style="list-style-type: none"> Identify clothing Ask about prices Describe clothing Read advertisements and receipts Ask for assistance 	<ul style="list-style-type: none"> Simple present Negative simple present Comparative and superlative adjectives Present continuous <i>This, that, these, those</i> 	<ul style="list-style-type: none"> Clothing items Sizes, colors, patterns, and styles of clothing Prices and receipts Clothing advertisements and flyers 	<ul style="list-style-type: none"> Plural endings

Numeracy/ Academic Skills	CCRS	SCANS	CASAS
<ul style="list-style-type: none"> Clarification strategies Focused listening 	RI1, R12, SL2, SL3, L1, L2, L3, RF2, RF3	Many SCAN skills are incorporated in this unit with an emphasis on: <ul style="list-style-type: none"> Acquiring and evaluating information Listening Speaking Sociability 	1: 0.1.4, 0.2.1 2: 0.1.2, 0.1.4, 0.2.1, 0.2.2, 4.8.1 3: 0.1.2, 0.1.5, 0.1.6, 7.5.6
<ul style="list-style-type: none"> Making bar graphs Classifying Developing study skills Evaluating Focused listening Paragraph writing Peer-editing Predicting Reviewing 	RI1, RI2, RI4, RI7, RI10, W2, W4, W8, W9, SL1, SL2, SL4, SL5, L1, L2, L4, L5, RF2, RF3	Most SCANS are incorporated into this unit with an emphasis on: <ul style="list-style-type: none"> Understanding systems Seeing things in the mind's eye Self-management Sociability (Technology is optional.) 	1: 0.1.1, 0.1.4, 0.2.1, 7.5.6 2: 0.1.2, 0.2.1 3: 0.1.2, 1.1.4, 4.8.1, 4.8.6 4: 0.1.2, 0.2.1, 0.2.4, 2.3.1, 2.3.2, 7.4.7 5: 1.1.5, 2.3.3 R: 0.1.1, 0.1.2, 0.1.4, 0.2.1, 0.2.4, 1.1.4, 1.1.5, 2.3.1, 2.3.2, 2.3.3, TP: 0.1.1, 0.1.2, 0.1.4, 0.2.1, 0.2.4, 2.3.1, 2.3.2, 2.3.3, 4.8.1
<ul style="list-style-type: none"> Classifying Developing study skills Evaluating Focused listening Peer-editing Predicting Reading charts and graphs Reviewing 	RI1, RI2, RI4, RI7, RI10, W8, SL1, SL2, SL4, SL5, L1, L2, L4, L5, RF2, RF3	Many SCAN skills are incorporated in this unit with an emphasis on: <ul style="list-style-type: none"> Allocating money Understanding systems Arithmetic (Technology is optional.) 	1: 1.3.9 2: 1.1.6, 1.2.1, 1.2.2, 1.2.4, 1.3.9 3: 1.1.9, 1.3.9 4: 0.1.2, 0.1.3, 1.2.1, 1.2.2, 1.2.4, 1.3.9, 4.8.1 5: 0.1.3, 1.3.3, 1.3.9 R: 0.1.2, 0.1.3, 1.1.6, 1.1.9, 1.2.1, 1.2.2, 1.2.4, 1.3.3, 1.3.9 TP: 0.1.2, 0.1.3, 1.1.6, 1.1.9, 1.2.1, 1.2.2, 1.2.4, 1.3.3, 1.3.9

CONTENTS

Theme	Unit and Page Number	EL Civics Competencies/ Life Skills	Grammar	Vocabulary	Pronunciation
Consumer Economics	3 Food and Nutrition Page 60	<ul style="list-style-type: none"> • Read a menu • Make a shopping list • Locate items in a supermarket • Identify healthy foods • Read recipes 	<ul style="list-style-type: none"> • Questions with <i>can</i> • <i>Some / any</i> • Count and noncount nouns • <i>Much / many</i> • Simple present: <i>be</i> • Simple present: <i>have</i> • Imperatives • Negative imperatives 	<ul style="list-style-type: none"> • Menus • Foods • Containers and units • Supermarket • Food groups • Meals • Recipes • Cooking verbs 	<ul style="list-style-type: none"> • Plural endings: /z/, /ez/ • Rhythm • Clarification stress
	4 Housing Page 84	<ul style="list-style-type: none"> • Describe housing • Interpret classified ads • Complete a rental application • Identify rooms and furniture • Make a family budget 	<ul style="list-style-type: none"> • Information questions and answers • Prepositions of location • Modals: <i>may</i> and <i>might</i> 	<ul style="list-style-type: none"> • Housing • Rooms • Furniture • Housing advertisement abbreviations • Rental application • Budgets • Banking 	<ul style="list-style-type: none"> • Rhythm • /ch/, /sh/, /s/
VIDEO CHALLENGE		Page 108		The Food Waste Rebel	
Community Resources	5 Our Community Page 112	<ul style="list-style-type: none"> • Describe your community • Scan an Internet search page • Give and follow directions • Read a message or letter • Write and send a letter 	<ul style="list-style-type: none"> • Information questions • Prepositions of location • Imperatives • Present continuous • Simple present • Simple present: <i>be</i> • Simple past (regular) • Simple past (irregular) 	<ul style="list-style-type: none"> • Public places and services • Phone directory • Compass points • Maps • Map directions • Parts of a letter 	<ul style="list-style-type: none"> • Clarification stress

Numeracy/ Academic Skills	CCRS	SCANS	CASAS
<ul style="list-style-type: none"> Clarifying Developing study skills Evaluating Focused listening Note taking Predicting Reviewing Scanning VENN diagrams 	RI1, RI2, RI7, RI10, W1, SL1, SL2, SL3, SL4, SL5, L1, L2, L4, RF2, RF3	Many SCAN skills are incorporated in this unit with an emphasis on: <ul style="list-style-type: none"> Decision making Problem solving Self-management (Technology is optional.) 	1: 1.3.8, 2.6.4 2: 1.1.7, 1.3.8 3: 1.1.7, 1.3.7, 1.3.8, 2.5.4 4: 1.3.8, 3.5.2, 3.5.9 5: 1.1.1, 1.1.7, 1.3.8 R: 1.1.1, 1.1.7, 1.3.7, 1.3.8, 2.5.4, 2.6.4, 3.5.2, 3.5.9 TP: 1.1.1, 1.1.7, 1.3.7, 1.3.8, 2.5.4, 2.6.4, 3.5.2, 3.5.9
<ul style="list-style-type: none"> Academic reading Developing study skills Evaluating Focused listening Negotiating Note taking Making pie charts Predicting Reviewing Scanning 	RI1, RI2, RI4, RI5, RI7, RI10, SL1, SL2, SL3, SL4, SL5, L1, L2, L3, L4, RF2, RF3	Many SCAN skills are incorporated in this unit with an emphasis on: <ul style="list-style-type: none"> Allocating money Arithmetic Creative thinking Self-management (Technology is optional.) 	1: 1.1.3, 1.4.1, 1.4.2, 6.7.2 2: 1.4.2 3: 1.4.2, 1.4.3 4: 4.1.1, 6.1.1, 6.1.3 5: 1.5.1, 1.8.1, 6.1.1 R: 1.4.1, 1.4.2, 1.4.3, 1.5.1, 6.1.1, 6.1.3 TP: 1.4.1, 1.4.2, 1.4.3, 1.5.1, 6.1.1, 6.1.3, 4.8.1
<ul style="list-style-type: none"> Brainstorming Clarification strategies Classifying Focused listening Listening to a lecture Predicting Scanning 	RI1, RI2, RI7, RI10, W1, W2, W4, W8, W9, SL1, SL2, SL4, SL5, L1, L2, L4, L5, RF2, RF3	Many SCAN skills are incorporated in this unit with an emphasis on: <ul style="list-style-type: none"> Acquiring and evaluating information Writing Speaking (Technology is optional.) 	1: 1.1.3, 1.9.4, 2.2.4, 7.2.6 2: 2.1.1, 2.4.2 3: 1.1.3, 1.9.4, 2.2.1, 2.2.5 4: 0.2.3 5: 0.2.3 R: 0.2.3, 1.1.3, 1.9.4, 2.1.1, 2.2.1, 2.2.5 TP: 0.2.3, 1.1.3, 1.9.4, 2.1.1, 2.2.1, 2.2.5, 4.8.1

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Theme	Unit and Page Number	EL Civics Competencies/ Life Skills	Grammar	Vocabulary	Pronunciation
Health	6 Health Page 136	<ul style="list-style-type: none"> Describe healthy practices. Identify illnesses Make a doctor's appointment Read medicine labels Identify and describe emergencies 	<ul style="list-style-type: none"> Infinitives Simple present Comparative and superlative adjectives Simple past (regular) Simple past (irregular) Simple past: <i>be</i> Modal: <i>should</i> 	<ul style="list-style-type: none"> Healthy practices Illnesses Symptoms Remedies Parts of the body Making medical appointments Medicines and medicine labels Emergencies: medical, police, and fire 	<ul style="list-style-type: none"> Past endings: /t/, /d/
Occupational Knowledge	7 Work, Work, Work Page 160	<ul style="list-style-type: none"> Evaluate learning and work skills Identify jobs and job skills Apply for a job Interview for a job Follow instructions in an office 	<ul style="list-style-type: none"> Future: <i>will</i> (affirmative) <i>can/can't</i> Future: <i>will</i> (negative) Simple past Negative simple past Simple past: <i>be</i> Negative simple past: <i>be</i> Imperatives 	<ul style="list-style-type: none"> Good work habits Work evaluations Job titles Job tools and skills Job applications Employment ads and abbreviations Job interviews Office equipment and directions Goals: personal, academic, and vocational 	<ul style="list-style-type: none"> Emphasis
Lifelong Learning	8 Goals and Lifelong Learning Page 184	<ul style="list-style-type: none"> Identify goals Set academic goals Set work goals Find ways to learn Record goals 	<ul style="list-style-type: none"> Future plans: <i>want to, hope to, plan to</i> Future: <i>be going to</i> <i>Because</i> Future: <i>will</i> Past with <i>so</i> 	<ul style="list-style-type: none"> Goals: personal, academic, and vocational U.S. educational system Education Learning resources Parts of a paragraph 	<ul style="list-style-type: none"> Past endings: /t/, /d/
VIDEO CHALLENGE		Page 208		Faces of India	

Appendices

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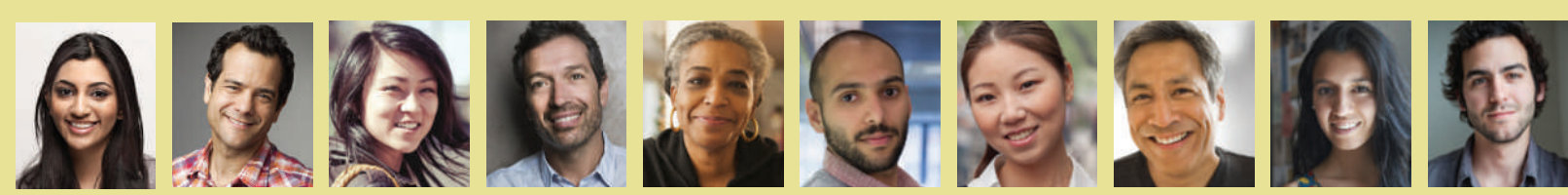
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Numeracy/ Academic Skills	CCRS	SCANS	CASAS
<ul style="list-style-type: none"> • Making bar graphs • Developing study skills • Evaluating • Focused listening • Making pie charts • Calculating percentages • Predicting • Reviewing 	RI1, RI2, RI4, RI7, RI10, W1, W2, SL1, SL2, SL4, SL5, L1, L2, L3, L4, RF2, RF3	Many SCAN skills are incorporated in this unit with an emphasis on: <ul style="list-style-type: none"> • Understanding systems • Problem solving • Decision making • Self-management (Technology is optional.) 	1: 3.5.8, 3.5.9 2: 3.1.1 3: 2.1.8, 3.1.1, 3.1.2, 3.1.3 4: 3.3.1, 3.3.2, 3.3.3, 3.4.1 5: 2.1.1, 2.1.8, 2.5.1, 3.1.1, 6.7.4 R: 3.1.1, 3.1.2, 3.1.3, 3.3.1, 3.3.2, 3.4.1, 3.5.8, 3.5.9 TP: 3.1.1, 3.1.2, 3.1.3, 3.3.1, 3.3.2, 3.4.1, 3.5.8, 3.5.9
<ul style="list-style-type: none"> • Brainstorming • Developing study skills • Evaluating • Focused listening • Reading for main idea • Reviewing 	RI1, RI2, RI3, RI4, RI10, SL1, SL2, SL5, L1, L2, L3, L4, RF2, RF3	Many SCAN skills are incorporated in this unit with an emphasis on: <ul style="list-style-type: none"> • Organizing and maintaining information • Problem solving • Decision making • Self-management (Technology is optional.) 	1: 4.4.2, 4.7.3 2: 4.1.2, 4.1.8, 4.5.1 3: 4.1.1, 4.1.2, 4.1.3, 4.1.6 4: 4.1.5, 4.1.7 5: 1.7.3, 4.6.1 R: 1.7.3, 4.1.1, 4.1.2, 4.1.3, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.4.2, 4.5.1, 4.6.1, 4.7.3 TP: 1.7.3, 4.1.1, 4.1.2, 4.1.3, 4.1.5, 4.1.6, 4.1.7, 4.1.8, 4.4.2, 4.5.1, 4.6.1, 4.7.3
<ul style="list-style-type: none"> • Developing study skills • Evaluating • Focused listening • Listening for main idea • Note taking • Paragraph writing • Predicting • Reading a pie chart • Reviewing • Scanning • VENN diagrams 	RI1, RI2, RI3, RI4, RI5, RI7, RI10, SL1, SL2, SL3, SL4, SL5, W1, W2, W4, W6, W7, W9, W10, L1, L2, L3, L4, RF2, RF3	Many SCAN skills are incorporated in this unit with an emphasis on: <ul style="list-style-type: none"> • Understanding systems • Knowing how to learn • Responsibility • Self-management (Technology is optional.) 	1: 4.4.5, 7.1.1, 7.5.1 2: 4.4.5, 7.1.1, 7.5.1 3: 4.4.5 4: 2.5.6, 7.2.7, 7.5.5 5: 4.4.5 R: 4.4.5, 7.1.1, 7.2.7, 7.5.1, 7.5.5 TP: 4.4.5, 7.1.1, 7.2.7, 7.5.1, 7.5.5

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.

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.

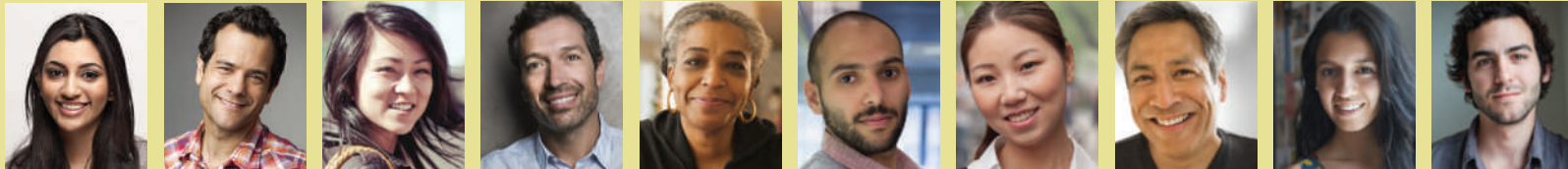
UNIT OUTCOMES

- 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?

34 Unit 1

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
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 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

Placement rules for frequency adverbs

Placement rules for frequency adverbs	Examples
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	<u>Usually/sometimes</u> 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</u> isn't.
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 never</u> play tennis.

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

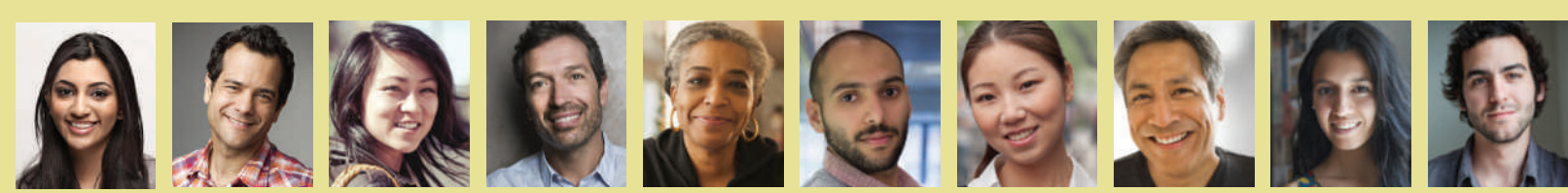
rarely

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.

VIDEO CHALLENGE

The Secrets of Living Longer



An elderly Japanese fisherman hauls in his fishing nets.

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.


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

1. People who have a Mediterranean diet are known for their _____.
2. Schools are trying to solve the problem of _____ by offering healthy meals to students.
3. Any person who becomes a _____ in the United Kingdom receives a birthday message from the Queen.
4. Some people believe that the advances in technology mean people are living more _____ lifestyles than ever before.
5. 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.



1. What's wrong with Hector?
2. 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

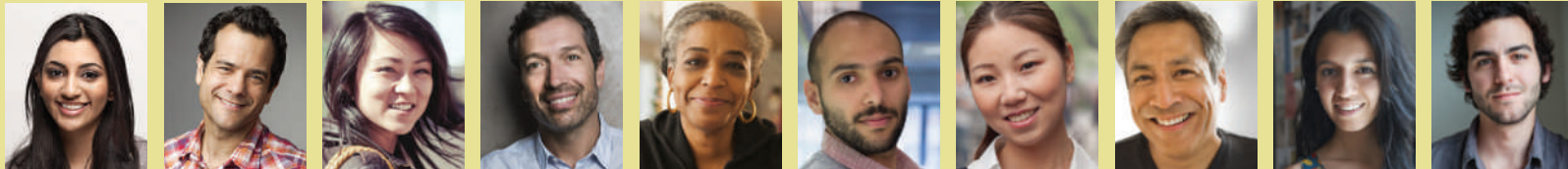
C. Circle the correct word to complete each sentence.

1. There's too much noise and it's difficult for Hector to (communicate/concentrate).
2. Hector says his (schedule/organization) is crazy and he has no time to study.
3. Naomi suggests that Hector (make time/write down) where and when he going to study.
4. A schedule will help Hector to (get organized/spend time with friends).
5. 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.

Unit 2, Lesson 3 Activity A

INSTRUCTIONS
Listen to the conversation. Then read each sentence. Choose true or false.

2. Chen is from Japan.
 True
 False

3. Chen lives downtown.
 False
 True

4. Jack lives downtown.
 True
 False

5. Chen lives on Taylor Street.
 False
 True

Show Answers Submit

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

UNIT 1

Balancing Your Life

About the photo
Paul Chesley, a photographer 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 1,140 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

GRAMMAR

- Adverbs of frequency
- When in the future

VOCABULARY

- Schedules and time
- Goals
- Paragraphs
- Study habits

CASAS CORRELATION

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

SCANS CORRELATION

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 CORRELATION

RII, RI2, RI4, RI7
W4, W5
SL1, SL2, SL4
L1, L2, L3, L4
RF2, RF3, RF4

14 Unit 1 Unit 1 15

- **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 Multilevel Worksheets

Welcome

Welcome

- Introduce the unit. Greet students by saying *Welcome*. Select random students and ask their names. After each response, say *It's nice to meet you*.
- Ask students to look at the photos. Ask what types of questions people ask when they meet each other. Write any useful vocabulary on the board.
- Discuss the unit outcomes with students. Ask them if they typically talk about their emotions states of being. Ask them about the types of situations in which they provide different types of personal information. Write any useful vocabulary on the board next to the vocabulary for questions you elicited earlier.

Life Skills Link

In this unit students will learn to greet people, give personal information, complete forms, and follow classroom instructions.

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.

Welcome



UNIT OUTCOMES

- Greet people and describe feelings
- Complete a registration form
- Follow instructions

INSTRUCTOR'S NOTES

UNIT OUTCOMES

- Greet people and describe feelings
- Complete a registration form
- Follow instructions

GRAMMAR

- Simple present: *be*
- Possessive adjectives
- Questions with *can*

VOCABULARY

- Greetings
- Feelings
- Registration forms
- Numbers 1–100
- Classroom instructions
- Clarification phrases

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, Personal Identification

CASAS

Lesson 1: 0.1.4, 0.2.1

Lesson 2: 0.1.2, 0.1.4, 0.2.1, 0.2.2, 4.8.1

Lesson 3: 0.1.2, 0.1.5, 0.1.6, 7.5.6

SCANS

- Acquiring and evaluating information
- Listening
- Speaking
- Sociability

CCRS

RI1, RI2, SL1, SL2, SL3, L1, L2, L3, RF2, RF3

GOAL ■ Greet people and describe feelings

A. **PREDICT** Look at the picture. Where are the students? Who is the new student?



B. Listen and practice.

Mario: Hello, what's your name?

Lien: My name is Lien.

Mario: Nice to meet you, Lien. I'm Mario.

Lien: Hi, Mario. Nice to meet you, too.

Mario: Welcome to our class, Lien.



C. Listen to the conversations. Circle the new student.

1. Mario Lien

2. Esteban Cecilia

3. Alexi Jonathan

4. Rick Nadia

AT-A-GLANCE PREP

Goal: Greet people and describe feelings

Grammar: *Be*

Pronunciation: /m/

Academic Strategy: Focused listening

Vocabulary: Feelings: *fine, angry, nervous, sad, happy, hungry, tired*

Agenda

- Greet one another.
- Listen to conversations.
- Discuss feelings.
- Practice the *be* verb.
- Ask classmates how they feel.

Resources

Multilevel Worksheets: Pre-Unit, Lesson 1, Worksheets 1–2

Workbook: Pre-Unit, Lesson 1

Audio: CD 1, Tracks 1–6

Heinle Picture Dictionary: Wave, Greet, Smile, pages 40–41; Feelings, pages 38–39

Stand Out 2 Assessment CD-ROM with ExamView®

Pacing

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

STANDARDS CORRELATIONS

CCRS: SL1, SL2, SL4, RF2, RF3

CASAS: 0.1.4, 0.2.1

SCANS: Information Acquire and evaluate information

Basic Skills Listening, speaking

Personal Qualities Sociability

EFF: Communication Speak so others can understand, listen actively

Preassessment (optional)

Use the Stand Out 2 Assessment CD-ROM with ExamView® to create a pretest for the Pre-Unit.

Warm-up and Review

2–5 mins. ■ ■ ■

On the board, write: *Nice to meet you.* Shake hands with several students as you say the phrase. Ask students to repeat the phrase after you. Since this is the first class, getting to know students' names should be the instructor's main goal.

Introduction

2 mins. ■ ■ ■

Point to the agenda on the board and state the goal: *Today, we will greet one another and describe our feelings.*

Presentation 1

15–20 mins. ■ ■ ■

Before students open their books, do a few icebreaker activities that will allow you to learn students' names and that will help build a sense of community in the classroom. To learn more about building a community in the classroom, see the teaching tip on the next page.

The following activities can help you learn students' names.

1. Do a chain drill where you ask Student A his or her name. Student A answers and then asks Student B for his or her name. Student B must remember Student A's name before asking Student C, and so on.
2. Ask students to line up in the classroom in alphabetical order by first or last name.
3. Randomly pass around a ball or wad of paper and ask students to say their names and where they are from when they catch it.
4. Ask students to introduce themselves to a classmate and then introduce their partner to the class.

A. **PREDICT** Look at the picture. Where are the students? Who is the new student?

Prepare students for practice by asking questions about the conversation: *Who is the new student? How do you know?* Prepare students for focused listening.

B. **Listen and practice.**

Ask students to open their books and look at the picture. Then, ask them to listen to and read the conversation.

LISTENING SCRIPT

The listening script matches the conversation in Exercise B.



CD 1
TR 1

Practice 1

5 mins. ■ ■ ■

C. **Listen to the conversations. Circle the new student.**

Note: The listening script for Exercise B is on page 4a.

Evaluation 1

5–7 mins. ■■■

Go over the answers with students. Listen to the recording again, pausing to discuss what was said in each conversation.

LISTENING SCRIPT



- Mario:** *Hello, what's your name?*
Lien: *My name is Lien.*
Mario: *Nice to meet you, Lien. I'm Mario.*
Lien: *Hi, Mario. Nice to meet you, too.*
Mario: *Welcome to our class, Lien.*
- Cecilia:** *Hello. What's your name?*
Esteban: *I'm Esteban. I'm new.*
Cecilia: *Nice to meet you. Welcome.*
Esteban: *Thanks. I am a little nervous.*
- Alexi:** *I'm Alexi. It's nice to meet you. This is my first day.*
Jonathan: *I'm Jonathan. Welcome to the class. It's nice to meet you, too.*
- Rick:** *Hello, I'm Rick. What's your name?*
Nadia: *I'm Nadia. Are you new?*
Rick: *Yes, I am. I hope this is a good class.*
Nadia: *It is. The teacher is great!*

Presentation 2

15–20 mins. ■■■

Continue to build community in the classroom by working on learning students' names. Write *nervous* on the board. Ask students what the word means. Tell them that sometimes everyone feels nervous, but that there is no reason to feel nervous in class because you are a family or a community. Pantomime a few feelings and see if students can call them out before opening their books. Model correct pronunciation.

D. Look at the pictures of feelings. Say the words.

Go over the words with students and again model the pronunciation. This time, use complete sentences with *I'm*.

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. Exaggerating the sound at first will help them to discern the target sound. Don't single any students out if they are having problems. After several students have made similar errors, go over the pronunciation of the target sound again. Again, be careful not to overcorrect.

(Shorter classes can do Exercises D and E for homework.)



E. Listen and repeat.

Demonstrate the /m/ sound. Have students make the sound after you. Then, play the audio. Ask students to listen and repeat the sentences they hear. Have students practice the sentences with a person sitting next to them. Remind them to concentrate on making the /m/ sound.

LISTENING SCRIPT

The listening script matches the sentences in Exercise E.



F. Practice the conversations.

Go over the conversations in Exercise F with students. Model good pronunciation.

Practice 2

7–10 mins. ■■■

G. Practice the conversations in Exercise F with a partner. Use different feelings.

Show students how to substitute other feelings in the conversation. Add any feelings to the list that students might come up with.

Evaluation 2

7–10 mins. ■■■

Ask volunteers to demonstrate their conversations in front of the class.

BEST PRACTICE

Names and community

Both students and the instructor should feel that they are part of a community. *Stand Out* will provide many opportunities to create this atmosphere. To encourage community from the beginning, it is important to establish a good rapport between instructor and students. The following suggestions will enhance a community feeling:

- Learn students' names.
- Use students' names regularly (every student, every day).
- Share personal stories with the class.
- Establish early on that you care about the students and want them to be successful.

WORKPLACE CONNECTION

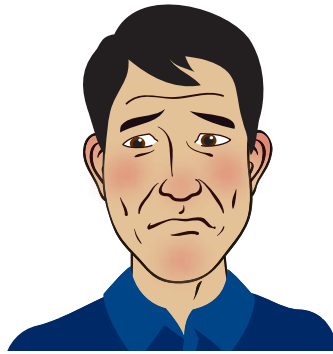
Exercise D: Interpret and communicate information.

Exercise G: Interact appropriately with team members.

D. Look at the pictures of feelings. Say the words.



nervous



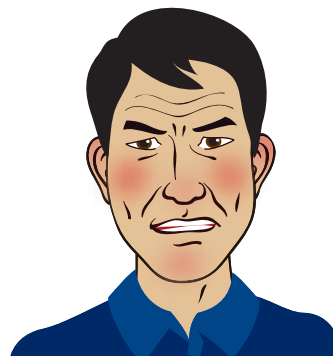
sad



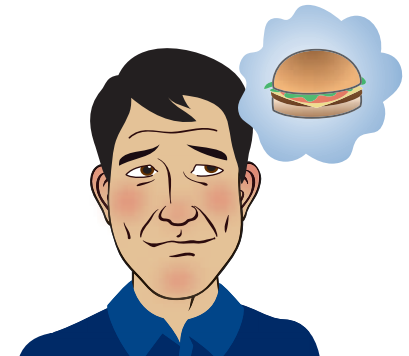
tired



happy



angry



hungry



E. Listen and repeat.

CD 1
TR 6

/m/

I'm nervous.

I'm sad.

I'm tired.

I'm happy.

F. Practice the conversations.

Mario: Hi, Lien!

Lien: Hello, Mario.

Mario: How are you today?

Lien: I'm nervous.

Mario: Me, too.

Jonathan: Hi, Alexi!

Alexi: Hello, Jonathan.

Jonathan: How are you today?

Alexi: I'm sad.

Jonathan: Not me. I'm happy today.

G. Practice the conversations in Exercise F with a partner. Use different feelings.

WORKPLACE CONNECTION

Exercise I: Complete tasks as assigned.

Exercises J, K: Interact appropriately with team members.

H. Study the chart with your classmates and teacher.

The Verb Be			
Subject	Be	Feelings	Example sentence
I	am	fine	I am fine. (I' m fine.)
You, We, They	are	nervous	You are nervous. (You' re nervous.)
		sad	We are sad. (We' re sad.)
		tired	They are tired. (They' re tired.)
He, She, It	is	angry	He is angry. (He' s angry.)
		hungry	She is hungry. (She' s hungry.)

I. Complete the sentences with the correct form of the verb Be.

- 1. Mauricio _____ *is* _____ tired today.
- 2. They _____ *are* _____ hungry.
- 3. Antonio and I _____ *are* _____ angry.
- 4. I _____ *am* _____ fine, thank you.
- 5. Alice _____ *is* _____ nervous.
- 6. You _____ *are* _____ happy.

J. SURVEY Ask classmates. Write their answers in the table. *Answers will vary.*

Student name	Feelings (How are you today?)
Mario	happy

K. In a group, talk about your conversations.

EXAMPLE: Mario's happy.

AT-A-GLANCE PREP

Goal: Complete a registration form

Grammar: Possessive adjectives

Pronunciation: /θ/

Academic Strategy: Focused listening

Vocabulary: Possessive adjectives, *birth date*

Agenda

- Discuss classmates' names.
- Read a registration form.
- Listen for important information.
- Complete a registration form.

Resources

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

Workbook: Pre-Unit, Lesson 2

Audio: CD 1, Tracks 7–12

Heinle Picture Dictionary: Documents, pages 42–43

Stand Out 2 Assessment CD-ROM with ExamView®

Pacing

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

STANDARDS CORRELATIONS

CCRS: RI.7, SL.1, SL.2, RF.3

CASAS: 0.1.2, 0.1.4, 0.2.1, 0.2.2, 4.8.1

SCANS: Resources Allocate human resources

Information Organize and maintain information

Interpersonal Participate as a member of a team

Basic Skills Reading, writing, listening, speaking

Personal Qualities Sociability

EFF: Communication Speak so others can understand, listen actively, observe critically

Interpersonal Cooperate with others

Warm-up and Review

10–12 mins. ■■■

Ask students to get into groups of three or four. Ask each group to make a list of all the students in the class. They will start with the names of the students in their groups. If no one in the group can identify people in other groups, they will send a representative to the other groups to ask for the names and report back to the group. To extend this activity, ask the groups to put their lists in alphabetical order.

Introduction

5 mins. ■■■

Point to the agenda. Go over the activities. Ask students if they had to register for the class. State the goal: *Today, we will complete a registration form.*

Presentation 1

15 mins. ■■■

Before students open their books, ask them what information goes on a registration form. List the information elicited from students on the board.

A. INTERPRET Read Mario's school registration form.

Look at the different parts of the form together. A few details might be interesting to discuss. For example, discuss the difference between *birthday* and *birth date*. Also, go over the difference in pronunciation. Students from many countries have trouble pronouncing the final consonant of words in isolation or at the end of phrases. Help them to distinguish their words while speaking.

You might also discuss the comma when the last name is written before the first name. Discuss different ways to write phone numbers and area codes. Show students how the second word in two-word street names are uppercase, as in *Henderson Lane*.

B. Write the information.

Do this activity as a class and then prepare for focused listening. To read more about focused listening, see the teaching tip on the next page.

Practice 1

5 mins. ■■■

C. Listen and write the information you hear.

LISTENING SCRIPT



Ms. Parelli: *Welcome to our class. It is great to have you here.*

Esteban: *Thanks. I'm a little nervous.*

Ms. Parelli: *No need to be. What's your name?*

Esteban: *It's Esteban—E-S-T-E-B-A-N—Garcia—G-A-R-C-I-A.*

Ms. Parelli: *OK, Esteban. Where do you live?*

Esteban: *I live on Tremont Street—T-R-E-M-O-N-T—in Sausalito—S-A-U-S-A-L-I-T-O.*

Ms. Parelli: *Thanks. You're from Mexico, right?*

Esteban: *Right. Excuse me, what is your name?*

Ms. Parelli: *It's Ms. Parelli.*

Esteban: *How do you spell that?*

Ms. Parelli: *It's P-A-R-E-L-L-I.*

Esteban: *It's nice to meet you, Ms. Parelli.*

LESSON 2 What's your name and number?

GOAL ■ Complete a registration form

A. INTERPRET Read Mario's school registration form.

Alton Adult School

Personal Information >> Household Information Essay Payment Contact Us

Last Name:

First Name:

Phone:

Date of Birth:

Street Address:

City:

State:

Zip Code:

B. Write the information.

1. Mario's last name is Garcia_____.
2. His phone number is (714) 555-7564_____.
3. His address is 8237 Henderson Lane, Midland, CA_____.
4. His zip code is 90631_____.
5. His date of birth is July 12, 1977_____.



C. Listen and write the information you hear.

1. My first name is Esteban_____.
2. My last name is Garcia_____.
3. I live on Tremont Street_____ (street address)
4. I live in Sausalito_____ (city)
5. I am from Mexico_____.
6. My teacher's last name is Parelli_____.

WORKPLACE CONNECTION

Exercises E, F: Complete tasks as assigned.



D. Listen and practice saying the numbers.

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	40	50	60	70	80	90	100		



E. Listen and write the phone numbers you hear.

1. (619) 555-6391
2. (312) 555-5100
3. (786) 555-2852
4. (915) 555-5280
5. (323) 555-3967
6. (347) 555-1743



F. Listen to the conversations. Write the missing information.



1. My name is Marie. I live in Palm City. I go to West Palm Adult School. My phone number is 555-4769.
My last name is Collell.



2. My name is Kenji. I'm from Japan. My address is 6789 Third Street.



3. My name is Mario. It's nice to meet you. My phone number is 555-7892. My address is 3745 Hamilton Street.

Evaluation 1

5 mins. ■■■

Go over the listening activity and help students check their answers for accuracy.

Presentation 2

10–15 mins. ■■■

This presentation will ensure that students are ready to write numbers for addresses and phone numbers. Most students should have no problem with these activities, but it is important to make sure you know the level of each student.

D. Listen and practice saying the numbers.

LISTENING SCRIPT

The listening script matches the activity in Exercise D.



PRONUNCIATION

The names of numbers are often a challenge for students to say. Help them to pronounce the /th/ in *three*, *thirteen*, and *thirty*.

Exaggerate the sound by showing students how to bite down on the tongue and build pressure by pushing air. Then, show them how to release the /th/ in an explosive manner.

E. Listen and write the phone numbers you hear.

Note that this activity is not focused listening, but it prepares students to do the true focused listening in Exercise F.

LISTENING SCRIPT

- | | |
|-------------------|-------------------|
| 1. (619) 555-6391 | 2. (312) 555-5100 |
| 3. (786) 555-2852 | 4. (915) 555-5280 |
| 5. (323) 555-3967 | 6. (347) 555-1743 |



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.

Practice 2

12–15 mins. ■■■

F. Listen to the conversations. Write the missing information.

LISTENING SCRIPT



1. Marie speaks to her teacher.

Marie: *I am new. Do I need to complete a registration form?*

Teacher: *Yes, but I will help you. First, what is your phone number?*

Marie: *It's 555-4769.*

Teacher: *OK, I have it. Where are you from?*

Marie: *I'm from Haiti.*

2. Kenji speaks to a taxi driver.

Taxi Driver: *Where to?*

Kenji: *I live in Los Angeles.*

Taxi Driver: *Oh. That is a little far.*

Kenji: *I know, but I don't have time to take the bus.*

Taxi Driver: *OK, what is your address?*

Kenji: *It's 6789 Third Street.*

3. Mario speaks to a new friend.

Mario: *It is good to meet you. I hope we can talk again soon.*

Friend: *Of course. What's your phone number?*

Mario: *It's 555-7892, and my address is 3745 Hamilton Street.*

Play the recording two or three times to allow students time to write the information.

Evaluation 2

5 mins. ■■■

Ask students to peer-check their work. Be prepared to play the recording one more time if students have questions.

INSTRUCTOR'S NOTES

Presentation 3

8–10 mins. ■■■

With books closed, write the first two columns of the chart from Exercise G on the board. Don't write in any possessive adjectives except *my*. Ask volunteers to come to the board and write in the correct words.

G. Study the chart with your classmates and teacher.

Ask students to open their books and go over the chart and the example sentences.

(Shorter classes can do Exercise H for homework.)

Practice 3

5–8 mins. ■

H. Write the possessive adjective.

Evaluation 3

2–5 mins. ■

Go over Exercise H with students. Consider giving a dictation of the statements to extend the practice and further check for understanding.

Application

7–10 mins. ■■■

Help students with developing the questions they need to complete Exercise H. You may ask students to write in their partners' books so that one student's personal information is not written in another student's book.

I. **APPLY** Talk to a partner. Complete the form with your partner's information.

Students report to a group of three or four classmates and give the information about their partners.

Note: If students are concerned about giving out personal information, let them know that it is OK to make up their answers.

BEST PRACTICE

Groups

There are many ways to form groups. It is a good idea to form groups in different ways throughout the course, both to provide variety and to maximize interaction between students. More will be said later about different ways to form groups.

It is also important to form small groups. Four in a group is optimum because more interaction is possible in groups of four than in groups of three. A group of more than four often results in some students not participating because other students are more vocal. Also, it is much harder to manage groups of more than four and focus on the task at hand.

Refer students to *Stand Out 2 Workbook, Pre-Unit, Lesson 2* for more practice with possessive pronouns.

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

MULTILEVEL WORKSHEET

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

INSTRUCTOR'S NOTES

Blank lined area for instructor's notes.

WORKPLACE CONNECTION

Exercise H: Complete tasks as assigned.

Exercise I: Interact appropriately with team members.

G. Study the chart with your classmates and teacher.

Possessive Adjectives		
Pronoun	Possessive adjective	Example sentence
I	My	My address is 3356 Archer Boulevard.
You	Your	Your phone number is 555-5678.
He	His	His last name is Jones.
She	Her	Her first name is Lien.
We	Our	Our teacher is Mr. Kelley.
They	Their	Their home is in Sausalito.

H. Write the possessive adjective.

1. I live in San Francisco. My address is 2354 Yerba Buena.
2. They live in Portland. Their phone number is 555-6732.
3. We live in Dallas. Our last name is Peters.
4. Maria is a happy woman. Her school is in New York.
5. He is a good student. His name is Esteban Garcia.
6. You live on Hilton Street. Your home is in Rockledge. Is that right?

I. **APPLY** Talk to a partner. Complete the form with your partner's information.

Answers will vary.

Alton Adult School

Personal Information>> Household Information Essay Payment Contact Us

Last Name

First Name

Phone

Date of Birth

Street Address

City

State

Zip Code

Submit

GOAL ■ Follow instructions

A. Match the instructions with the pictures. Write the correct letter next to each sentence.

a.



b.



c.



d.



 c 1. Listen to the recording.

 b 2. Open the book.

 d 3. Talk to a partner.

 a 4. Go to the board.

B. Work with a partner. Circle the words that describe classroom activities.

answer

ride

take out

eat

run

talk

listen

sit down

watch

open

sleep

work

practice

stand up

write

AT-A-GLANCE PREP

Goal: Follow instructions

Grammar: Questions with *can*

Pronunciation: *Yes/No* question intonation

Academic Strategies: Focused listening, clarification

Vocabulary: *help, answer, repeat, say, speak, spell*

Agenda

- Create a phone directory.
- Understand classroom instructions.
- Ask for clarification.
- Practice asking for help.
- Give instructions.

Resources

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

Workbook: Pre-Unit, Lesson 3

Audio: CD 1, Tracks 13–15

Heinle Picture Dictionary: Classroom, pages 18–19; Listen, Read, Write, pages 20–21

Stand Out 2 Assessment CD-ROM with ExamView®

Pacing

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

STANDARDS CORRELATIONS

CCRS: SL1, SL2, SL3, RF2, RF3

CASAS: 0.1.2, 0.1.5, 0.1.6, 7.5.6

SCANS: **Basic Skills** Listening, speaking

EFF: Communication Speak so others can understand, listen actively

Warm-up and Review

15–20 mins. ■■■

Ask students to create a class phone directory. Students can take their lists of classmates that they created in the previous lesson warm-up and add phone numbers to them. Students will have to talk to each other to get this information. If students do not want to share their phone numbers, it is OK to write *unlisted*. Complete a class phone list from all the information and supply the list to the class.

Introduction

5 mins. ■■■

Go over the agenda for the day with students and state the goal: *Today, we will learn to follow directions.*

Presentation 1

15–20 mins. ■■■

With students' books closed, pantomime the actions in Exercise A: *listen to the recording, open the book, talk to a partner, and go to the board*. See if students can figure out what you are doing. An alternative to this presentation is to write the actions on 3-by-5 index cards and play charades. Students are each given a card and they must pantomime the action for their classmates to guess. Include additional actions as needed.

- A. Match the instructions with the pictures.**
Write the correct letter next to each sentence.

Practice 1

7–10 mins. ■■■

- B. Work with a partner. Circle the words that describe classroom activities.**

Ask students to first do this activity in pairs and then for the pairs to meet with a second pair of students to compare answers.

BEST PRACTICE

Books closed

Our lesson plans often suggest that instructors first present material before students open their books. It would be easier and faster to open the books and ask students to merely look at the information, but allowing students to first discuss the concepts with books closed provides the following benefits:

1. In student-centered instruction, students are more involved in the presentation because the information is first elicited from them.
2. The instructor can better determine what students already know and evaluate their needs.
3. Students remember more because they are required to think and process information.
4. Often there is a tie to students' lives, which further empowers and helps students apply the concepts and skill they will learn.

Evaluation 1

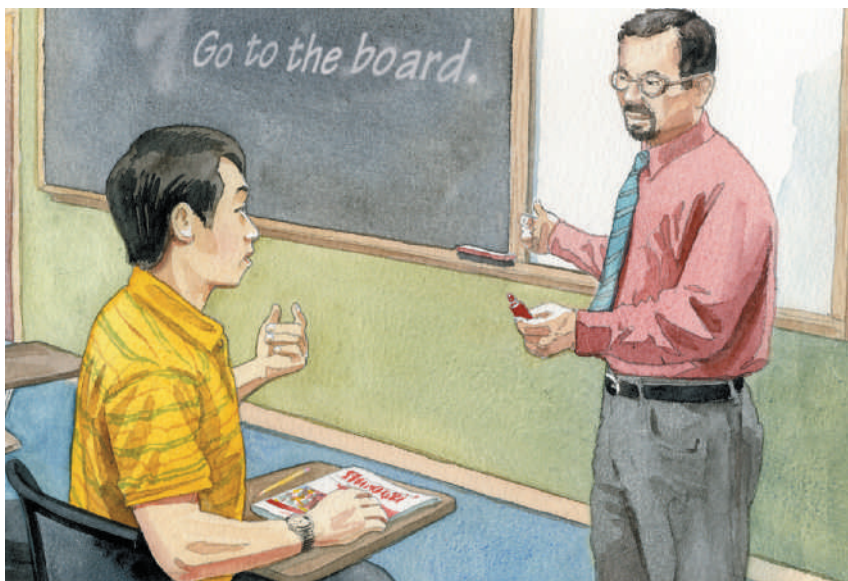
5–7 mins. ■■■

Go over the words as a class and make a sentence with each word. You might also continue with the charades game from the presentation stage using these additional words.

WORKPLACE CONNECTION

Exercise F: Complete tasks as assigned.

C. **PREDICT** Look at the picture. What's wrong with Kenji?



D. Read and listen to the conversation.

CD 1
TR 13

Mr. Jones: Kenji, please write a sentence on the board.

Kenji: Excuse me?

Mr. Jones: Write a sentence on the board.

Kenji: I'm sorry, I don't understand.

Mr. Jones: I can help you. Please come to the board.

Kenji: OK.

E. Study the clarification phrases with your classmates and teacher.

I'm sorry, I don't understand.

Excuse me?

Please speak slower.

Can you say that again, please?

Please speak louder.

Can you spell that?



F. Listen and circle a clarification phrase. There can be more than one answer.

CD 1
TR 14

1. Please speak slower.

Can you spell that?

Excuse me?

2. I'm sorry, I don't understand.

Can you say that again?

Can you spell that?

3. Please speak louder.

Please speak slower.

Can you say that again?

4. I'm sorry, I don't understand.

Please speak slower.

Excuse me?

WORKPLACE CONNECTION


Exercise I: Interpret and communicate information.

G. Study the chart with your classmates and teacher.

Questions with <i>Can</i>			
<i>Can</i>	Pronoun	Verb	Example sentence
<i>Can</i>	you	help	Can you help me?
		answer	Can you answer the question?
		repeat	Can you repeat that, please?
		say	Can you say it again, please?
		speak	Can you speak slower?
		spell	Can you spell it, please?

YES/NO QUESTIONS

Yes/No questions have rising intonation.



Can you help me?

Can you speak slower?

H. **CLARIFY** Complete the conversation with questions from the chart above. Then, practice the conversation with a partner.

Student A: I have a problem. Can you help me?

Student B: Sure.

Student A: Your name is difficult to write. Can you spell it, please?

Student B: Yes, it is R-O-X-A-N-N-A.

Student A: You speak very fast. Can you speak slower?

Student B: Yes, of course. It's R-O-X-A-N-N-A.

Student A: Thanks!



I. Listen and write the instructions.

1. Stand up.

2. Sit down.

3. Open your book to page 33.

4. Say your address.

5. Repeat your address.

6. Close your book, look at the teacher, and say hello to the teacher.

Everyday Life

About the Photo

- Introduce the unit by reading the title out loud. Then, ask students what they do in their everyday life.
- Ask students to look at the photo and answer the questions. Discuss as a class.
- Have a volunteer read the caption out loud. Then, ask students if they do what this woman is doing in their everyday life.
- Go over each unit outcome.



A woman gets ready to board a subway train.

UNIT OUTCOMES	GRAMMAR	VOCABULARY	EL CIVICS
<ul style="list-style-type: none"> • Identify clothing • Ask about prices • Describe clothing • Read advertisements and receipts • Ask for assistance 	<ul style="list-style-type: none"> • Simple present: <i>live</i> • Simple present: <i>be</i> • Simple present: <i>have</i> • Comparative and superlative adjectives • Adverbs of frequency • Simple present • Short answers 	<ul style="list-style-type: none"> • Personal information • Family • Personal description • Schedules and calendars • Weather 	<p>The skills students learn in this unit can be applied to all EL Civics competency areas with a particular focus on the following: Communication</p>



UNIT OUTCOMES

- Ask for and give personal information
- Identify family relationships
- Describe people
- Interpret and write schedules
- Interpret information about weather

Look at the photo and answer the questions.

1. What does the woman look like?
2. Where do you think she is going?

Life Skills Link

In this unit, students will learn basic personal communication tasks including describing people, talking about family, and planning their daily routines.

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	SCANS	CCRS
Lesson 1: 0.1.1, 0.1.4, 0.2.1, 7.5.6 Lesson 2: 0.1.2, 0.2.1 Lesson 3: 0.1.2, 1.1.4, 4.8.1, 4.8.6 Lesson 4: 0.1.2, 0.2.1, 0.2.4, 2.3.1, 2.3.2, 7.4.7 Lesson 5: 1.1.5, 2.3.3 Review: 0.1.1, 0.1.2, 0.1.4, 0.2.1, 0.2.4, 1.1.4, 1.1.5, 2.3.1, 2.3.2, 2.3.3 TP: 0.1.1, 0.1.2, 0.1.4, 0.2.1, 0.2.4, 2.3.1, 2.3.2, 2.3.3, 4.8.1	Most SCANS are incorporated into this unit with an emphasis on: <ul style="list-style-type: none"> • Understanding systems • Seeing things in the mind's eye • Self-management • Sociability (Technology is optional.)	RI1, RI2, RI4, RI7, RI10, W2, W4, W8, W9, SL1, SL2, SL4, SL5, L1, L2, L4, L5, RF2, RF3

GOAL ■ Ask for and give personal information

A. Look at the map. Draw a line from your country to where you live now. *Answers will vary.*



B. Write.

1. Kenji is from Tokyo, Japan.
He lives in Los Angeles.
2. Anya is from Moscow, Russia.
She lives in Los Angeles.
3. Gilberto is from Rio de Janeiro, Brazil.
He lives in Los Angeles.
4. I am from Answers will vary.
I live in Answers will vary.
5. My partner is from Answers will vary.
He/She lives in Answers will vary.

AT-A-GLANCE PREP

Goal: Ask for and give personal information

Grammar: Simple present: *live* and *be*

Pronunciation: /v/, final /s/, question intonation

Academic Strategy: Predicting, classifying, peer-editing

Vocabulary: Personal information words: *marital status, age, residence, nationality, old*

Agenda

- Practice greetings.
- Ask: *Where are you from?*
- Ask for more personal information.
- Practice the simple present tense.
- Talk in groups.

Resources

Multilevel Worksheets: Unit 1, Lesson 1, Worksheets 1–2

Workbook: Unit 1, Lesson 1

Audio: CD 1, Tracks 16–17

Heinle Picture Dictionary: Wave, Greet, Smile, pages 40–41

Stand Out 2 Assessment CD-ROM with ExamView®

Pacing

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

STANDARDS CORRELATIONS

CCRS: RI1, RI7, SL1, SL2, SL4, L1, L5, RF2

CASAS: 0.1.1, 0.1.4, 0.2.1, 7.5.6

SCANS: Information Acquire and evaluate information

Basic Skills Writing, listening, speaking

Personal Qualities Sociability

EFF: Communication Speak so others can understand, listen actively

Preassessment (optional)

Use the Stand Out 2 Assessment CD-ROM with ExamView® to create a pretest for Unit 1.

Warm-up and Review

10–15 mins.

In the United States, 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. Be aware that students may have a different concept of what an appropriate handshake is.

Ask students to walk around the room and greet other students as they shake hands. Review students' names by standing near or behind a student and asking: *What is his/her name?* Challenge individuals to try to say the names of all of the students in the class.

Introduction

2 mins.

Go over the agenda with students and state the goal: *Today, we will ask for and give personal information.*

Presentation 1

10–15 mins.

On the board, write: *Where are you from?* Ask a few students where they are from. Expect one-word answers. Pointing to yourself, say: *I'm from [your country].* Continue to ask individual students where they are from. Reiterate students' responses by asking: *Where's he/she from?* Model: *He's from [student's country].* or *She's from [student's country].* Ask individuals to try to name the countries of each student who has responded.

A. Look at the map. Draw a line from your country to where you live now.

Ask students to open their books. Look at the map of the United States and label the location of the school together as a class. Identify some of the students' native countries. Ask them to draw a line from their countries to the school location.

Practice 1

3–5 mins.

B. Write.

Ask students to look at the map and complete the sentences with the information on the map.

Evaluation 1

3–5 mins.

Ask volunteers to write the complete sentences from Exercise B on the board.

BEST PRACTICE

Volunteers

The first time you invite students to the board, you may want to ask for volunteers. Once all the students understand the activity, call on some of the quieter students to respond. Getting students up in the front of the classroom is a great way to help prepare them for the classroom presentations that they will be giving at the end of each unit.