



STAND OUT

WORKBOOK

2

THIRD EDITION

ROB JENKINS

STACI JOHNSON



STAND OUT

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

2

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**Stand Out 2: Evidence-Based Learning
for College and Career Readiness,
Third Edition**

**Rob Jenkins and Staci Johnson
Workbook**

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Work Book

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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.

STAND OUT WORKBOOK

The **Stand Out Workbook** is designed to provide additional practice for learners to reinforce what they learned in each student book lesson. It can be used as homework or a supplement to the lesson in the classroom. Each lesson in **Stand Out** is driven by a life-skill objective and supported by vocabulary and grammar. Students are not expected to master or acquire vocabulary and grammar completely after being exposed to it just one time, hence the need for additional practice. The lessons in the student book are three pages long and each supporting workbook lesson is also three pages long. The workbook lessons correlate directly with the student book lessons.

The **Stand Out Workbook** establishes a link to new content by providing the essential vocabulary introduced in the books often in a way that also promotes critical thinking skills. Promoting critical thinking skills is essential for students to become independent lifelong learners. About half of the three-page practice is grammar focused where students are given a chart with notes, study how the grammar facilitates communication, and gain additional needed confidence through practice.

HOW TO USE THE STAND OUT WORKBOOK

The workbook can be used in the following ways:

1. The activities in the workbook can be used as additional practice during the class to reinforce one or more practice activities in the student book.
2. The activities in the workbook can be assigned as homework. This is often a good way to reinforce what students have learned. The skills, vocabulary, and structures may not transfer into long-term memory after the lesson, so reinforcing the lesson after a short period of time away can be very helpful. Additionally, teachers can also review the homework at the beginning of each class, giving students another opportunity to be exposed to the information. Reviewing the homework is also a good strategy for the *Warm-up/Review* portion of the lesson and can be used in place of the one proposed in the **Stand Out Lesson Planner**.
3. The **Stand Out Workbook** can be used as a tool in the flipped classroom. In flipped classrooms, students prepare for lessons away from class before they are presented. Since the **Stand Out Workbook** introduces much of the vocabulary and grammar for each lesson, it is ideal for incorporating this approach.

ADDITIONAL PRACTICE

The **Stand Out** series is a comprehensive one-stop for all student needs. There is no need to look any further than the resources offered. Additional practice is available through the online workbook, which is different from the print workbook. There are also hundreds of multi-level worksheets available online. Please visit ngl.cengage.com/so3 to get easy access to all resources.

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Theme	Unit and Page Number	EL Civics Competencies/ Life Skills	Grammar	Vocabulary	Pronunciation
Consumer Economics	3 Food and Nutrition <i>Page 60</i>	<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 <i>Page 84</i>	<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		<i>Page 108</i>	The Food Waste Rebel	
Community Resources	5 Our Community <i>Page 112</i>	<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	

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	<p>Many SCAN skills are incorporated in this unit with an emphasis on:</p> <ul style="list-style-type: none"> • Understanding systems • Problem solving • Decision making • Self-management (Technology is optional.) 	<p>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</p>
<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	<p>Many SCAN skills are incorporated in this unit with an emphasis on:</p> <ul style="list-style-type: none"> • Organizing and maintaining information • Problem solving • Decision making • Self-management (Technology is optional.) 	<p>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</p>
<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	<p>Many SCAN skills are incorporated in this unit with an emphasis on:</p> <ul style="list-style-type: none"> • Understanding systems • Knowing how to learn • Responsibility • Self-management (Technology is optional.) 	<p>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</p>

Appendices

Vocabulary List *Page 212*

Grammar Reference *Page 214*

Skills Index *Page 220*

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?

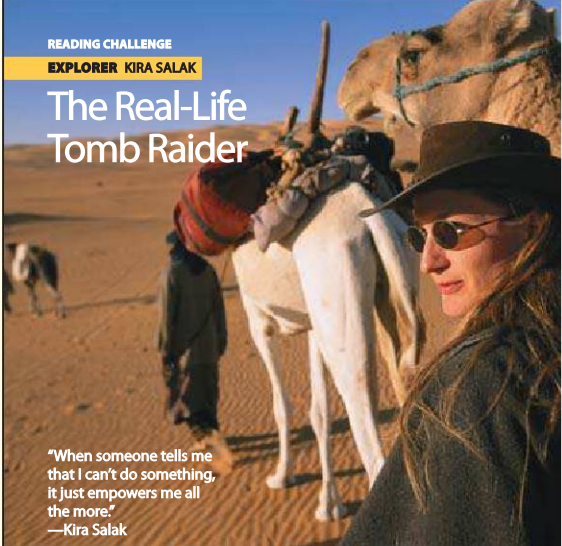
- *Stand Out* now integrates high-interest, real-world content from National Geographic which enhances its proven approach to lesson planning and instruction. A stunning National Geographic image at the beginning of each unit introduces the theme and engages learners in meaningful conversations right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

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.

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

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

A. PREDICT Answer the questions before you read.

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

34 Unit 1

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 coworkers	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.	8:00 Work	8:00 Grocery shopping	8:00 Work	8:00 Run errands	8:00 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 a.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	Examples
Before the main verb	Luisa <i>always/usually/often</i> goes running. She <i>sometimes/rarely/never</i> does yoga.
After the main verb <i>be</i>	She <i>is usually</i> busy on the weekends.
<i>Sometimes/usually/often</i> can come at the beginning or at the end of a sentence	<i>Usually/sometimes</i> Luisa starts work in the morning. Luisa starts work in the morning <i>sometimes/usually</i> .
Between the subject and the verb in short answers	Yes, <i>she always</i> does. No, <i>she usually</i> isn't.
<i>Rarely</i> and <i>never</i> are negative words. Do not use <i>not</i> and <i>never</i> in the same sentence.	Correct: She <i>never</i> plays tennis. Incorrect: She <i>doesn't never</i> play tennis.

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

- Roberto ^{rarely} finishes his homework before class. (rarely)
- Jerry comes to class on time. (always)
- Sue eats lunch with her husband. (sometimes)
- Our teacher sits at her desk while she is teaching. (never)
- Ella goes running in the morning before school. (often)
- Hugo works at night. (usually)


• **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 McLain, 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 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

GRAMMAR

- Adverbs of frequency
- When in the future

VOCABULARY

- Schedules and time
- Goals
- Paragraphs
- Study habits

CASAS CORRELATION

1:0.1, 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
6:7.2.1
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

R1, R2, R4, R7
W4, W5
SL1, SL2, SL4
L1, L2, L3, L4
RF2, RF3, RF4

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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 Multi-Level Worksheets

1

Nice to meet you!

GOAL ■ Greet people and describe feelings

A. Read and practice the conversations.

Jackie: Hello, Veronica. How are you?

Veronica: Hi, Jackie. I'm angry.

Jackie: Why?

Veronica: My brother is lying to me.

Frank: Hello, Jennifer. How are you?

Jennifer: Hi, Frank. I'm happy.

Frank: Why?

Jennifer: It's my birthday!

Mario: Hello, Chau. How are you?

Chau: Hello, Mario. I'm sad.

Mario: Why?

Chau: I have a headache.

Hector: Hello, Cecil. How are you?

Cecil: Hi, Hector. I'm happy.

Hector: Me, too.

Cecil: It's a great day!

B. Answer questions about the conversations in Exercise A.

1. Who is happy? _____
2. Who is angry? _____
3. Why is she angry? _____
4. Who is sad? _____
5. Why is he sad? _____

C. Look at the information and read the conversation.



Name: Mario
Feeling: fine



Name: Katrina
Feeling: tired



Name: Alexi
Feeling: hungry



Name: Lien
Feeling: angry

Mario: Hi, Katrina. How are you?

Katrina: Hello, Mario. I'm tired. I need some rest. How are you?

Mario: I'm fine. Thanks.