

STAND OUT

THIRD EDITION

SERIES COMPONENTS



LEVEL BASIC

Student Book	9781305655201
Workbook	9781305655225
Online Workbook	9781305655393
Audio CDs	9781305655232
Lesson Planner	9781305655218
Classroom Presentation Tool	9781305655744



LEVEL 1

Student Book	9781305655409
Workbook	9781305655423
Online Workbook	9781305665101
Audio CDs	9781305655454
Lesson Planner	9781305655416
Classroom Presentation Tool	9781305655737



LEVEL 2

Student Book	9781305655478
Workbook	9781305655492
Online Workbook	9781305665118
Audio CDs	9781305655508
Lesson Planner	9781305655485
Classroom Presentation Tool	9781305655720



LEVEL 3

Student Book	9781305655522
Workbook	9781305655546
Online Workbook	9781305665125
Audio CDs	9781305655553
Lesson Planner	9781305655539
Classroom Presentation Tool	9781305655713



LEVEL 4

Student Book	9781305655591
Workbook	9781305655614
Online Workbook	9781305665132
Audio CDs	9781305655621
Lesson Planner	9781305655607
Classroom Presentation Tool	9781305655706



LEVEL 5

Student Book	9781305655645
Workbook	9781305655669
Online Workbook	9781305665149
Audio CDs	9781305655676
Lesson Planner	9781305655652
Classroom Presentation Tool	9781305655690

ALL LEVELS

DVD Program - Basic to Level 5	9781305655249
ExamView® and Audio Pack - Basic to Level 5	9781305664852

STAND OUT

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

4

THIRD EDITION

LESSON PLANNER

STACI JOHNSON

ROB JENKINS



**Stand Out 4: Evidence-Based Learning for
College and Career Readiness,
Third Edition**
Staci Johnson and Rob Jenkins
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Lesson Planner

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ABOUT THE AUTHORS



Staci Johnson

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



Rob Jenkins

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

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
Basic Communication	PRE-UNIT Welcome <i>Page 2</i>	<ul style="list-style-type: none"> • Fill out an admission application • Identify learning strategies • Write about your goals 	<ul style="list-style-type: none"> • Information questions • Editing 	<ul style="list-style-type: none"> • Applications • Word families • Making goals • Parts of speech • Parts of a paragraph
	1 Balancing Your Life <i>Page 12</i>	<ul style="list-style-type: none"> • Compare past and present • Determine goals • Identify obstacles and give advice • Write about an important person • Identify and apply time management skills 	<ul style="list-style-type: none"> • <i>Used to</i> • Future tense using <i>will</i> • Modals: <i>could, should; Why don't you...? How about...?</i> • Adjective clauses 	<ul style="list-style-type: none"> • Goals • Time management
Consumer Economics	2 Personal Finance <i>Page 36</i>	<ul style="list-style-type: none"> • Calculate expenses • Identify ways to be a smart consumer • Interpret credit card and loan information • Analyze advertising techniques • Write a business letter 	<ul style="list-style-type: none"> • Contrary-to-fact conditionals • Passive voice: present tense 	<ul style="list-style-type: none"> • Budgeting • Making a purchase • Credit cards and loans • Parts of a business letter

Numeracy/ Academic Skills	CCRS	SCANS	CASAS
<ul style="list-style-type: none"> • Writing a paragraph • Comparing and contrasting • Setting goals • Using a bar graph 	RI5, RI7, W1, W4, W5, W7, W8, SL1, SL2, SL6, L4, L5	Many SCAN and EFF skills are incorporated in this unit with an emphasis on: <ul style="list-style-type: none"> • Understanding systems • Decision making 	1: 0.1.2; 0.1.4; 0.2.1; 0.2.2 2: 0.2.1; 7.2.6 3: 0.1.2, 0.1.6, 0.2.1, 7.1.1
<ul style="list-style-type: none"> • Active reading • Focused listening • Writing a paragraph • Brainstorming • Using context clues • Using an outline • Comparing and contrasting • Reviewing 	RI1, RI2, RI3, RI4, RI7, RI8, W2, W3, W4, W5, W6, SL1, SL2, SL3, L1, L2, L3, L5	Many SCAN and EFF skills are incorporated in this unit with an emphasis on: <ul style="list-style-type: none"> • Allocating time • Understanding systems • Applying technology to task • Responsibility • Self management • Writing • Decision making 	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.
<ul style="list-style-type: none"> • Comparing and contrasting • Writing a business letter • Active reading • Focused listening • Calculating budgets • Reviewing 	RI1, RI2, RI3, RI4, RI7, W1, W2, W4, W5, W6, W7, W9, SL1, SL2, SL4, L1, L2, L3, L5	Many SCAN skills are incorporated in this unit with an emphasis on: <ul style="list-style-type: none"> • Responsibility • Participating as a member of a team • Acquiring and evaluating information • Organizing and maintaining information • Decision making 	

CONTENTS

Theme	Unit and Page Number	EL Civics Competencies/ Life Skills	Grammar	Vocabulary
Consumer Economics	3 Housing <i>Page 60</i>	<ul style="list-style-type: none"> • Interpret housing advertisements • Compare types of housing • Identify housing preferences • Identify the steps to buying a home • Interpret mortgage information 	<ul style="list-style-type: none"> • Comparative adjectives and questions • Superlative adjectives and questions • Yes/No questions • Information questions 	<ul style="list-style-type: none"> • Buying a home • Describing homes • Getting a loan
Community Resources	4 Community <i>Page 84</i>	<ul style="list-style-type: none"> • Locate community resources • Use the telephone • Give suggestions • Interpret a road map • Identify ways to volunteer in the community 	<ul style="list-style-type: none"> • Embedded questions • Imperatives 	<ul style="list-style-type: none"> • In the community • Using maps • Making and responding to suggestions
VIDEO CHALLENGE			<i>Page 108</i>	Solar-Power and the Symbolic Nature of Communication
Health	5 Health <i>Page 112</i>	<ul style="list-style-type: none"> • Identify health habits • Describe symptoms • Interpret doctor's instructions • Interpret nutrition information • Complete a health insurance form 	<ul style="list-style-type: none"> • Present perfect simple • Present perfect continuous • <i>For</i> and <i>since</i> • Direct vs. Indirect speech 	<ul style="list-style-type: none"> • Health • Symptoms and illnesses • Types of Doctors • Nutrition • Health insurance

Numeracy/ Academic Skills	CCRS	SCANS	CASAS
<ul style="list-style-type: none"> • Pronunciation: Rising and Falling intonation • Active reading • Focused listening • Reading a bar graph • Sequencing • Writing about preferences • Summarizing a process • Comparing and contrasting • Using context clues • Reviewing 	RI1, RI2, RI3, RI4, RI6, W1, W2, W4, W5, W7, SL1, SL2, SL3, SL6, L1, L2, L3, L4	<p>Many SCAN skills are incorporated in this unit with an emphasis on:</p> <ul style="list-style-type: none"> • Allocating money • Understanding systems • Monitoring and correcting performance • Interpreting and communicating information • Reading • Writing • Decision making 	<p>1: 1.4.1, 1.4.2 2: 1.4.2, 7.2.7 3: 1.4.4, 1.5.3 4: 1.5.1, 6.0.3, 6.0l.5, 6.1.1, 6.1.2 5: 1.4.7 R: 7.2.1 TP: 4.8.1, 4.8.5, 4.8.6.</p>
<ul style="list-style-type: none"> • Pronunciation: Eunciation and Intonation • Focused listening • Making inferences • Reviewing 	RI1, RI2, RI3, RI4, RI7, W2, W4, W5, W7, W8, SL1, SL2, SL3, SL4, L1, L2, L3, L5	<p>Many SCAN skills are incorporated in this unit with an emphasis on:</p> <ul style="list-style-type: none"> • Understanding systems • Interpreting and communicating information • Writing • Decision making • Seeing things in the mind's eye 	<p>1: 0.1.2 2: 1.8.5, 2.5.6 3: 2.2.1, 2.2.5 4: 7.2.6 5: 7.2.2 R: 7.2.1 TP: 4.8.1, 4.8.5, 4.8.6</p>
<ul style="list-style-type: none"> • Focused listening • Active reading • Using a bar graph • Calculating percentages • Skimming • Reviewing 	RI1, RI2, RI3, RI4, RI7, RI10, W2, W4, W5, W7, SL1, SL2, SL3, SL4, L1, L2, L3, L5	<p>Many SCAN skills are incorporated in this unit with an emphasis on:</p> <ul style="list-style-type: none"> • Understanding systems • Self management • Acquiring and evaluating information • Interpreting and communicating information 	<p>1: 3.1.1, 3.1.3, 3.2.1 2: 3.1.1 3: 3.4.2, 3.5.9 4: 3.5.1, 3.5.3, 3.5.5 3.5.9, 6.7.3 5: 3.5.9 R: 7.2.1 TP: 4.8.1, 4.8.5, 4.8.6.</p>

CONTENTS

Theme	Unit and Page Number	EL Civics Competencies/ Life Skills	Grammar	Vocabulary
Occupational Knowledge	6 Getting Hired <i>Page 136</i>	<ul style="list-style-type: none"> Identify skills and characteristics Conduct a job search Write a resume Write an e-mail Prepare for a job interview 	<ul style="list-style-type: none"> Simple present tense 	<ul style="list-style-type: none"> Job titles Job skills and characteristics Job applications
	7 On the Job <i>Page 160</i>	<ul style="list-style-type: none"> Identify different types of workplace behavior Identify workplace actions Communicate problems to a supervisor Make ethical decisions Ask for a raise 	<ul style="list-style-type: none"> Tag questions Passive voice vs. active voice 	<ul style="list-style-type: none"> Job conduct Jobs
Government and Law	8 Civic Responsibility <i>Page 184</i>	<ul style="list-style-type: none"> Interpret civic responsibilities Apply for a driver's license and respond to a jury summons Communicate opinions about a community problem Interpret the electoral process Write and give a speech 	<ul style="list-style-type: none"> Passive modals 	<ul style="list-style-type: none"> Civics Electoral process Political issues Sequencing; Transition words
VIDEO CHALLENGE		<i>Page 208</i>		Searching For Genghis Kahn

Appendices

Vocabulary List *See note Page 213.*

Grammar Reference *See note Page 213.*

Skills Index *See note Page 213.*

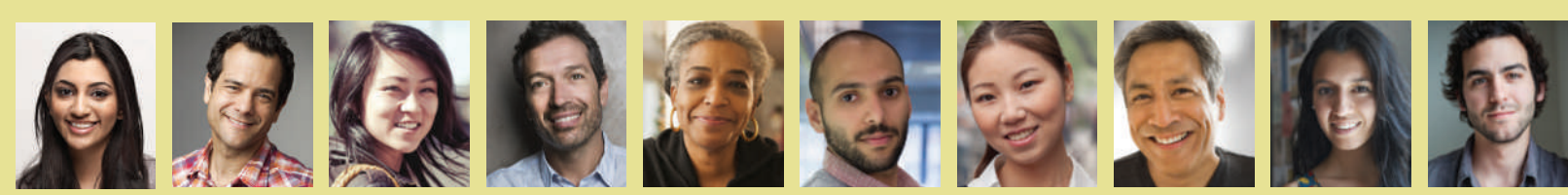
Video Scripts *Page 214*

Workbook Answer Key *Page 221*

Lesson Planner Methodology *Page 230*

Numeracy/ Academic Skills	CCRS	SCANS	CASAS
<ul style="list-style-type: none"> • Active reading • Focused listening • Writing a resume • Writing a cover letter • Reviewing 	RI1, RI2, RI3, RI4, RI5, RI7, W2, W4, W5, W6, W7, W8, W9, SL1, SL2, SL3, SL4, SL6, L1, L2, L5	<p>Many SCAN skills are incorporated in this unit with an emphasis on:</p> <ul style="list-style-type: none"> • Self-esteem • Sociability • Acquiring and evaluating information • Speaking • Decision making 	<p>1: 4.1.8 2: 4.1.9 3: 4.1.3 4: 4.1.2 5: 4.1.5, 4.1.7 R: 7.2.1 TP: 4.8.1, 4.8.5, 4.8.6.</p>
<ul style="list-style-type: none"> • Focused listening • Active reading • Reading a flowchart • Writing a description of a situation • Reviewing 	RI1, RI2, RI3, RI4, RI7, W1, W2, W3, W4, W5, W6, SL1, SL3, L1, L2	<p>Many SCAN skills are incorporated in this unit with an emphasis on:</p> <ul style="list-style-type: none"> • Understanding systems • Participating as a member of a team • Acquiring and evaluating information 	<p>1: 4.1.9, 4.4.1 2: 4.2.1, 4.4.3 3: 4.2.1 4: 4.3.3, 4.3.4, 4.5.1 5: 4.4.1, 4.6.1 R: 7.2.1 TP: 4.8.1, 4.8.5, 4.8.6</p>
<ul style="list-style-type: none"> • Focused listening • Active reading • Writing a paragraph • Writing a speech • Reading a flowchart • Writing a letter to a local official • Reviewing 	RI1, RI4, RI7, W1, W2, W4, W5, W6, W9, SL1, SL2, SL3, SL4, L1, L2, L4, L5	<p>Many SCAN skills are incorporated in this unit with an emphasis on:</p> <ul style="list-style-type: none"> • Listening • Speaking • Responsibility • Self-esteem 	<p>1: 5.1.6 2: 5.1.4, 5.1.6 3: 5.1.4, 5.2.1 4: 5.5.7, 5.5.8 5: 5.1.6 R: 7.2.1 TP: 4.8.1, 4.8.5, 4.8.6.</p>

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

UNIT OUTCOMES

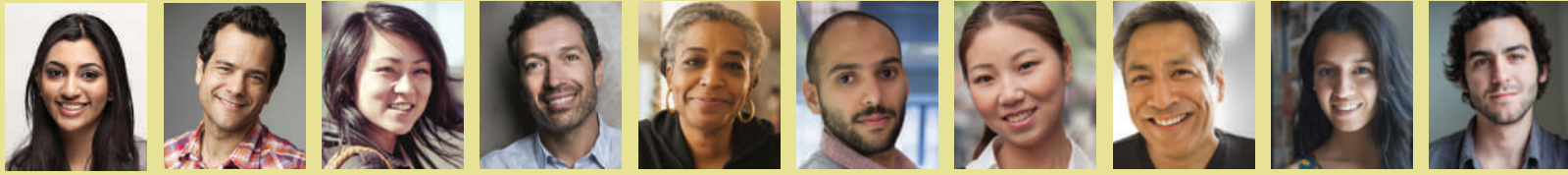
- Analyze and create schedules
- Identify goals and obstacles and suggest solutions
- Write about a personal goal
- Analyze study habits
- Manage time

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?

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

- **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</u> never play tennis.

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

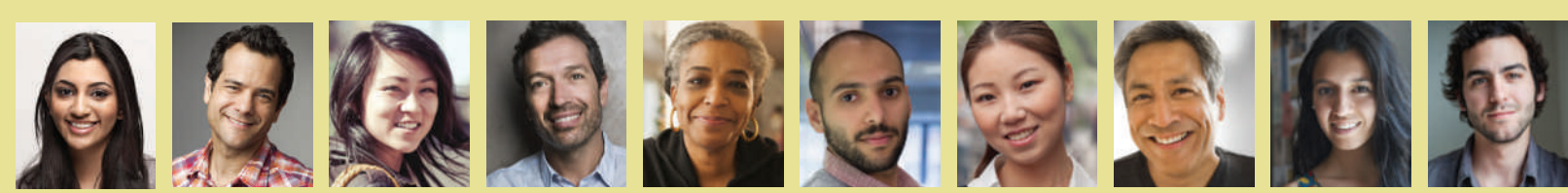
rarely

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

14 Unit 1

Lesson 1 15


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



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

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.

- **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 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 1,140 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	GRAMMAR	VOCABULARY	CASAS CORRELATION	SCANS CORRELATION	CCRS CORRELATION
<ul style="list-style-type: none"> Analyze and create schedules Identify goals and obstacles and suggest solutions Write about a personal goal Analyze study habits Manage time 	<ul style="list-style-type: none"> Adverbs of frequency When in the future 	<ul style="list-style-type: none"> Schedules and time Goals Paragraphs Study habits 	1: 0.1.2, 0.2.4 2: 7.1.1, 7.1.2, 7.1.3, 7.2.5, 7.2.6 3: 7.1.1, 7.1.2, 7.1.3, 7.2.5, 7.2.6 4: 0.1.5, 7.4.1, 7.4.3, 7.4.5 5: 7.4.2 R: 7.2.1 TP: 4.8.1, 4.8.5, 4.8.6	Many SCANS skills are incorporated in this unit with an emphasis on: <ul style="list-style-type: none"> Allocating time Understanding systems Applying technology to task Responsibility Self management Writing Decision making 	RRI, R02, R04, R07 W4, W5 SC1, SC2, SC4 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

Greet students by saying *Welcome!* Invite students to share information about where they are from, the name of their street, and their birthdays. Ask them if they have had to share personal information on documents before. Explain that experience with providing such information accurately can be extremely helpful.

Life Skills Link

In this unit, students will learn how to provide and share personal information, fill out forms and applications, and plan for their futures.

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

- Fill out an admission application
- Identify learning strategies
- Write about your goals

INSTRUCTOR'S NOTES

UNIT OUTCOMES

- Fill out an admission application
- Identify learning strategies
- Write about your goals

GRAMMAR

- Information questions
- Editing

VOCABULARY

- Applications
- Word families
- Making goals
- Parts of speech
- Parts of a paragraph

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
- Common Activities

CASAS

Lesson 1: 0.1.2, 0.1.4, 0.2.1, 0.2.2

Lesson 2: 0.2.1, 7.2.6

Lesson 3: 0.1.2, 0.1.6, 0.2.1, 7.1.1

SCANS

Many SCAN and EFF skills are incorporated in this unit with an emphasis on:

- Understanding systems
- Decision making

CCRS

RI5, RI7, W1, W4, W5, W7, W8, SL1, SL2, SL6, L4, L5

GOAL ■ Fill out an admission application

WORKPLACE CONNECTION

Exercise C: Complete tasks as assigned.

A. Fill out the college admission application below. *Answers will vary.*



CANYON COUNTY COLLEGE

Admission Application

1. Last Name _____ First Name _____ Middle Initial _____

2. Date of Birth (mm/dd/yy) _____ / _____ / _____ Age _____

3. Place of Birth (City, State, or Foreign Country) _____

4. Current Address (Number and Street/ Apt #) _____

City _____ State _____ Zip Code _____

5. (Area Code) Telephone Number (_____) _____

6. Mother's Maiden Name _____

7. Citizen of what country? _____

8. What is the highest level of education you have achieved? _____

9. What is your educational goal? _____

AT-A-GLANCE PREP

Goal: Fill out an admission application

Grammar: Information questions

Vocabulary: *meet, admission application, foreign country, maiden name, present stay, achieved, goal*

Agenda

- Learn class information.
- Fill out an admission application.
- Meet your classmates.
- Write questions.
- Meet more classmates.

Resources

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

Workbook: Pre-Unit, Lesson 1

Audio: CD 1, Track 1

Stand Out Assessment CD-ROM with ExamView®

Pacing

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

STANDARDS CORRELATIONS

CCRS: W8, SL1, SL6

CASAS: 0.1.4, 0.2.1, 0.2.2, 0.2.4, 7.1.1, 7.2.1

SCANS: Resources Allocate human resources

Information Acquire and evaluate information, organize and maintain information, interpret and communicate information, use computers to process information

Interpersonal Participate as a member of a team, teach others, exercise leadership, negotiate to arrive at a decision, work with cultural diversity

Basic Skills Reading, writing, listening, speaking

Thinking Skills Creative thinking, decision making

Personal Qualities Responsibility, sociability, self-management

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

Interpersonal Cooperate with others

Lifelong Learning Learn through research

Preassessment (optional)

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

Warm-up and Review

5–10 mins. ■■■

As students enter your class for the first time, introduce yourself by saying, *Nice to meet you*, and shaking hands.

Introduction

5–10 mins. ■■■

Introduce yourself to the whole class and give students any practical class or schedule information they need for the length of the course. State the goal: *Today, we will learn how to fill out a college admission application and start meeting your classmates.*

Presentation 1

10–15 mins. ■■■

Ask students how they registered for school. Lead them to the idea of filling out an application. Ask them what information they put on their applications. Make a list of their ideas on the board.

Have students look at the application in Exercise A and go over each part with them, making sure they understand what to write on each blank.

Practice 1

10–15 mins. ■■■

A. Fill out the college admission application below.

Evaluation 1

10–15 mins. ■■■

Walk around the classroom and make sure students are filling out the application correctly.

BEST PRACTICE

Filling out applications

Applications are important documents. They are necessary to acquire many goods and services. Therefore, filling them out correctly is something to always keep in mind. Share the following tips for completing applications the right way.

1. Read the entire application before you begin.
2. If you don't know what something means, ask.
3. Print clearly so that the application can be easily read.
4. Fill in everything. Instead of leaving something blank, write "Not applicable" or "N.A."
5. Pay attention to grammar, spelling, and punctuation.
6. Double-check all dates, addresses, telephone numbers, and names.
7. Read the entire application when you have finished. Make sure that all the information is correct and true.

WORKPLACE CONNECTION

Exercise C: Complete tasks as assigned; Interact appropriately with team members; Collect and organize information.



B. Read the conversation. Then, listen to the conversation.

Bitá: Hi. My name is Bitá. What's your name?

Minh: I'm Minh. Nice to meet you.

Bitá: Where are you from, Minh?

Minh: I'm from Vietnam. And you?

Bitá: I'm from Iran.

Minh: Interesting. I've never been to Iran. Tell me something about yourself.

Bitá: Well, I'm studying English because I want to be an architect in the United States.

Minh: Wow! That's ambitious. Good for you!

Bitá: And tell me something about yourself, Minh.

Minh: In my free time, I make jewelry and sell it to help raise money for my grandchildren to go to college.

Bitá: That's wonderful! I'd love to see your jewelry sometime.

Minh: I'd be more than happy to show it to you.



C. **DEMONSTRATE** Talk to three classmates. Find out their first names, where they are from, and one other piece of interesting information about them. Then, introduce your new friends to another group of students. *Answers will vary.*

First Name	Country	Interesting Information

WORKPLACE CONNECTION

Exercises D, E, F: Interact appropriately with team members.

Exercise F: Collect and organize information.

D. Find the three students you talked to in Exercise C. Ask them about what they wrote on their applications on page 3. Use the questions below to help you get started. What are some other questions you might ask about their applications? Write two more questions. *Answers will vary.*

What is your educational goal?	Where were you born?
What is the highest level of education you have achieved?	What is your mother's maiden name?

- 1. _____
- 2. _____

E. Work with a group. Write three questions you want to ask your classmates to help you get to know them. *Answers will vary.*

- 1. _____
- 2. _____
- 3. _____

F. APPLY Interview *other* classmates and write their answers to your group's questions in the chart below. Go back to your group and share the information.

Answers will vary.

Name	Question 1	Question 2	Question 3
1.			
2.			
3.			
4.			

AT-A-GLANCE PREP

Goal: Identify learning strategies

Academic Strategies: Using a bar graph, comparing and contrasting

Vocabulary: *strategy, native speakers, interview, bar graph*

Agenda

- Discuss ways you learn English.
- Identify learning strategies.
- Discuss personal learning strategies.
- Interview your classmates.
- Create a bar graph.

Resources

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

Workbook: Pre-Unit 1, Lesson 2

Pacing

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

STANDARDS CORRELATIONS

CCRS: RI.7, W.7, W.8, SL.1, SL.2

CASAS: 0.1.2, 4.8.1, 6.1.1, 6.7.2, 7.4.1, 7.4.9

SCANS: Resources Allocate human resources

Information Acquire and evaluate information, organize and maintain information, interpret and communicate information

Interpersonal Participate as a member of a team, teach others, exercise leadership, negotiate to arrive at a decision, work with cultural diversity

Systems Understand systems

Basic Skills Reading, writing, arithmetic, listening, speaking

Thinking Skills Creative thinking, decision making, problem solving, seeing things in the mind's eye

Personal Qualities Responsibility, sociability, self-management

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

Decision Making Use math to solve problems and communicate, plan

Interpersonal Cooperate with others

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

Warm-up and Review

10–15 mins. ■■■

Review Lesson 1 by having students stand up and introduce the classmates they met. See if any student in the class can name all of the other students.

Introduction

5–10 mins. ■■■

Ask students how they learn English. Accept any answers they offer.

A. How do you learn English? Make a list.

As a class, brainstorm ideas and write them on the board. Have students use these ideas as well as their own ideas to make their lists. State the goal: *Today, we will identify and discuss different strategies that you can use to learn English.*

Presentation 1

10–15 mins. ■■■

B. Learning a new language takes place inside and outside the classroom. Below is a list of strategies you can use to learn a new language. Read them with your teacher.

Talk about each strategy with students and ask them to raise their hands if they already use that strategy.

Practice 1

10–15 mins. ■■■

C. Think of other learning strategies and add them to the list above.

Have students do this activity in pairs or groups.

Evaluation 1

5 mins. ■■■

Make a list on the board of all the strategies that students came up with.

INSTRUCTOR'S NOTES

WORKPLACE CONNECTION

Exercise D: Complete tasks as assigned.

Exercise F: Interact appropriately with team members; Collect and organize information.

D. EVALUATE Answer the questions about your personal studying strategies.

Answers will vary.

- 1. Where do you usually study? _____

- 2. What strategies do you use inside the classroom? _____

- 3. What strategies do you use outside the classroom? _____

- 4. Write two strategies that you don't use now, but that you would like to use in the future. _____

- 5. What do you think is the best strategy for learning English? _____

E. Interview other students in your class using the questions in Exercise D. Write their answers below. *Answers will vary.*

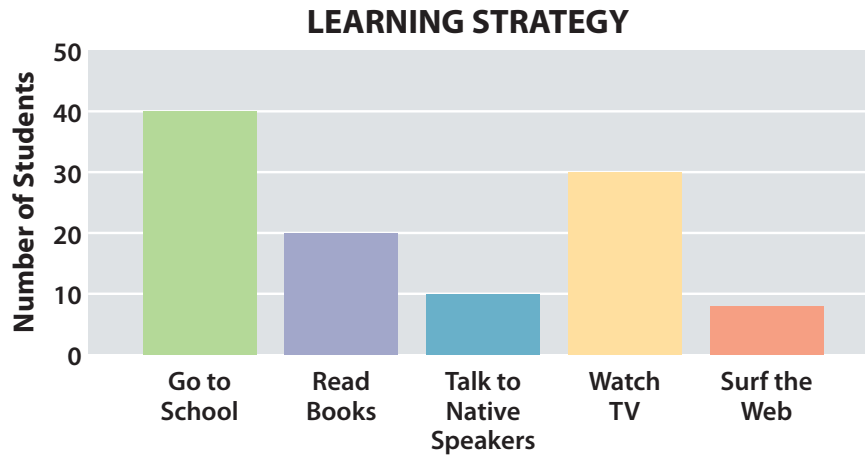
	Student 1	Student 2	Student 3
Study Locations			
Classroom Strategies			
Outside Strategies			
New Strategies to Use			
Best Strategies			

WORKPLACE CONNECTION

Exercise F: Complete tasks as assigned.

Exercise G: Interact appropriately with team members; Collect and organize information; Combine ideas and information.

F. Look at the bar graph and answer the questions.



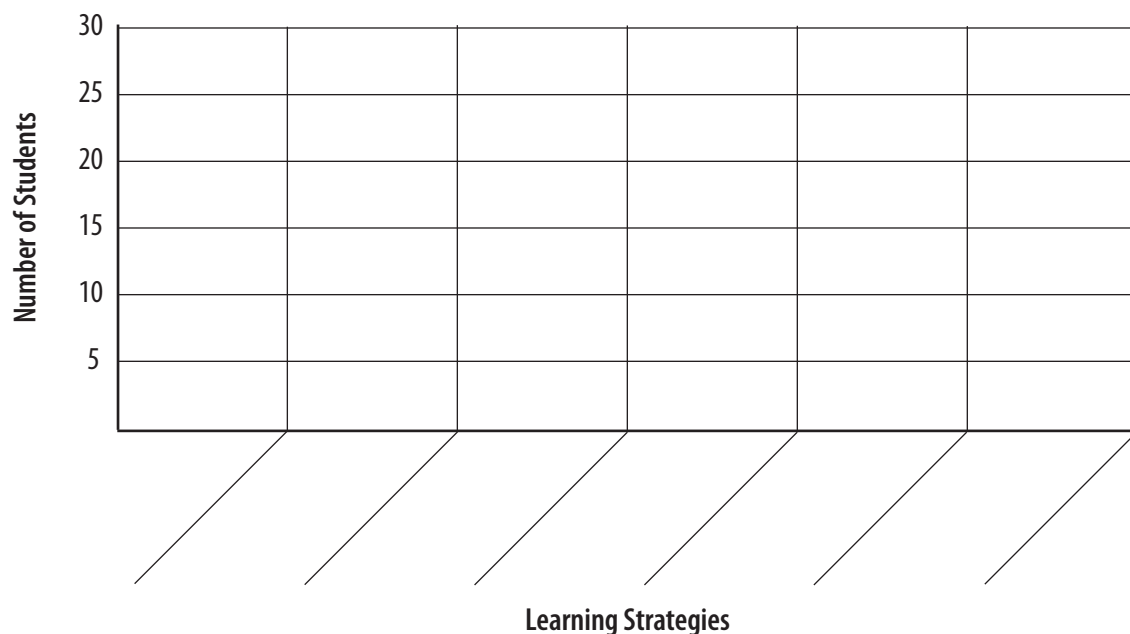
How many students ...

go to school?	<u>40</u>
read books?	<u>20</u>
talk to native speakers?	<u>10</u>
watch TV?	<u>30</u>
surf the Web?	<u>8/9</u>

G. **CONSTRUCT** Create a bar graph. With a group, decide on six effective learning strategies. Take a class poll to see how many people use these learning strategies.

Answers will vary.

Our Class: Effective Learning Strategies



What are your goals?

GOAL ■ Write about your goals

WORKPLACE CONNECTION

Exercises C, D: Complete tasks as assigned.

A. In this book, you will be learning many new strategies to help you learn and remember vocabulary. The first strategy involves word families. What do you think a word family is? Look at the example below.

Noun	Verb	Adjective	Adverb
creation	create	creative	creatively

B. Read the paragraph. There are five words that belong to the same word family. Find and underline them.

My goal for the year is to get organized. To learn a new language, you need to study a lot of vocabulary. Good organization requires writing down the new words you learn and finding out their meanings. You should organize the words in a notebook so you can easily find them. Once you learn how to keep a well-organized vocabulary list, you can say, "I have good organizational skills!"

C. Complete the chart with word families. You may need to use a dictionary or ask another student for help.

Noun	Verb	Adjective	Adverb
<i>education</i>	<i>educate</i>	educational	<i>educationally</i>
success	<i>succeed</i>	<i>successful</i>	<i>successfully</i>
<i>decision</i>	decide	<i>decisive</i>	<i>decisively</i>
<i>achiever</i>	<i>achieve</i>	achievable	

D. VISUALIZE The student who wrote the paragraph in Exercise B has a goal—to get organized. What are your goals for the year? List them below. *Answers will vary.*

My Goals	

AT-A-GLANCE PREP

Goal: Write about your goals

Grammar: Editing

Academic Strategies: Writing a paragraph, setting goals

Vocabulary: *word family, noun, verb, adjective, adverb, paragraph, topic sentence, support sentence, conclusion sentence, punctuation, capitalization*

Agenda

- Identify word families.
- List your goals.
- Identify sentence types.
- Write a paragraph.
- Identify types of errors.
- Edit a paragraph.

Resources

Multilevel Worksheets: Pre-Unit, Lesson 3, Worksheet 1; Templates

Workbook: Pre-Unit 1, Lesson 3

Pacing

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

STANDARDS CORRELATIONS

CCRS: RI.5, W.1, W.4, W.5, L.1, L.4

CASAS: 7.1.1, 7.2.4, 7.4.1, 7.4.3, 7.4.5

SCANS: Information Acquire and evaluate information, organize and maintain information, interpret and communicate information, use computers to process information (optional)

Interpersonal Participate as a member of a team, teach others, exercise leadership, negotiate to arrive at a decision, work with cultural diversity

Systems Monitor and correct performance

Technology (optional) Select technology, apply technology to a task, maintain and troubleshoot technology

Basic Skills Reading, writing, listening, speaking

Thinking Skills Creative thinking, decision making, problem solving, seeing things in the mind's eye

Personal Qualities Responsibility, sociability, self-management

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

Decision Making Plan

Interpersonal Guide others, advocate and influence, cooperate with others

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

Warm-up and Review

5 mins. ■■■

Review learning strategies with students. Ask students what learning strategies they used the previous day or before class to improve their English. Ask students what strategies they plan to use over the coming weekend.

Introduction

5–10 mins. ■■■

Ask students to tell you what a paragraph is. Come up with a definition as a class. (Example definition: A paragraph is a group of sentences about the same topic.) State the goal: *Today, we will edit a paragraph and write our own paragraphs about our goals.*

Presentation 1

10–15 mins. ■■■

Write the phrase *word family* on the board. Ask students if they know what the term means.

A. In this book, you will be learning many new strategies to help you learn and remember vocabulary. The first strategy involves word families. What do you think a word family is? Look at the example below.

Have students put the definition of *word family* in their own words. Explain the term if students are still unsure of its meaning. Go over the example of a word family.

B. Read the paragraph. There are five words that belong to the same word family. Find and underline them.

Have students do this activity by themselves and then go over the answers as a class. Show students that if they learn one new word and its word-family members, they can learn three or four new words at the same time.

Practice 1

10–15 mins. ■■■

C. Complete the chart with word families. You may need to use a dictionary or ask another student for help.

Have students work in small groups to complete this exercise.

Evaluation 1

5 mins. ■■■

Ask volunteers to fill out the word family chart on the board.

WORKPLACE CONNECTION

Exercises E, G, H: Complete tasks as assigned.

E. Takuji has had three goals since he came to the United States. Read his paragraph.

What are his three goals?

Answers will vary.

1. improve his English

2. get a job that pays more money

3. buy a new house

My Goals	
	Ever since I came to the United States, I have had three goals.
	First, I want to improve my English by going to school every day and studying at night. Then, once my English is better, I will look for a job that pays more money. Finally, when I have saved up enough money, I will buy a new house for my family. These are the three goals that I made when I first came to the United States.

F. What is a paragraph? Discuss the words in italics with your teacher.

A paragraph is a group of sentences (usually 5–7 sentences) about the *same topic*. A *topic sentence* is usually the first sentence and it introduces your topic or *main idea*. *Support sentences* are the sentences that follow your topic sentence. They give *details* about your topic. A *conclusion sentence* is the last sentence of your paragraph and it summarizes what you have written.

PARAGRAPH

Topic sentence

Support sentences (4–5 sentences)

Conclusion sentence

G. Look back at Takuji's paragraph. Can you find each of the three sentence types discussed in Exercise F?

Sentence 1: topic sentence; Sentences 2–4: support sentences; Sentence 5: conclusion sentence

H. COMPOSE What are your goals? Write a paragraph about your goals on a piece of paper. Make sure your first sentence is a topic sentence. Follow your topic sentence with support sentences and then finish your paragraph with a conclusion sentence.

WORKPLACE CONNECTION

Exercises I, J: Complete tasks as assigned; Collect and organize information.

Exercise K: Interact appropriately with team members.

- I. ANALYZE** Look at the first draft of Takuji's paragraph. There are nine errors. The first one has been done for you. Can you find and correct the rest?

My Goals	
	Ever since I came to the United States, I have had three goal. First,
	I need to improve my English by going at school every day and studying
	at night. Once my English are better, I will look for a job that pays more
	money. Finally, when I have saved up enough money, I will buy a house new
	for my family. This are the three goals that I made when I first come to
	the united States.

- J.** Write each of the errors from the paragraph in the chart below. Then, write the correct form and identify the type of error. Use choices from the box.

punctuation	capitalization	subject/verb agreement	verb tense
spelling	singular/plural	word choice	word order

Error	Correction	Type of Error
goal	goals	singular/plural
First	First,	punctuation
at	to	word choice
are	is	subject/verb agreement
money.	money,	punctuation
house new	new house	word order
This	These	singular/plural
come	came	verb tense
united	United	capitalization

- K. EVALUATE** Now, exchange the paragraph you wrote in Exercise H with a partner. Check your partner's work for errors using the error types listed in Exercise J.

Balancing Your Life

About the Photo

This photo shows Carl-David Granback at a fork in the road in the Andean Altiplano in Bolivia. Altiplano is Spanish for plateau. The Andean plateau is situated on Bolivian and Peruvian land for the most part; some of the plateau is also situated on Chilean and Argentinian land. The plateau is the area of land where the Andean mountains are at their widest. Between 2009 and 2010, Carl-David cycled from Santa Marta, Colombia, in the north of the South American continent, to Ushuaia, Argentina, in the south. On his bike ride, he covered over 12,000 kilometers.

- Introduce the unit by reading the title. Then, go over each unit outcome.
- Ask students to look at the photo and answer the questions. Discuss as a class.
- Have a volunteer read the caption out loud.
- Ask students what “balancing your life” means to them.

Balancing Your Life



The cyclist comes to a fork in the road. He needs to make a decision about which road to take. Balancing your life also requires choices.

UNIT OUTCOMES

- Determine goals
- Identify obstacles and give advice
- Write about an important person
- Identify and apply time management skills

GRAMMAR

- *Used to*
- Future tense using *will*
- Modals: *could, should; Why don't you...? How about...?*
- Adjective clauses

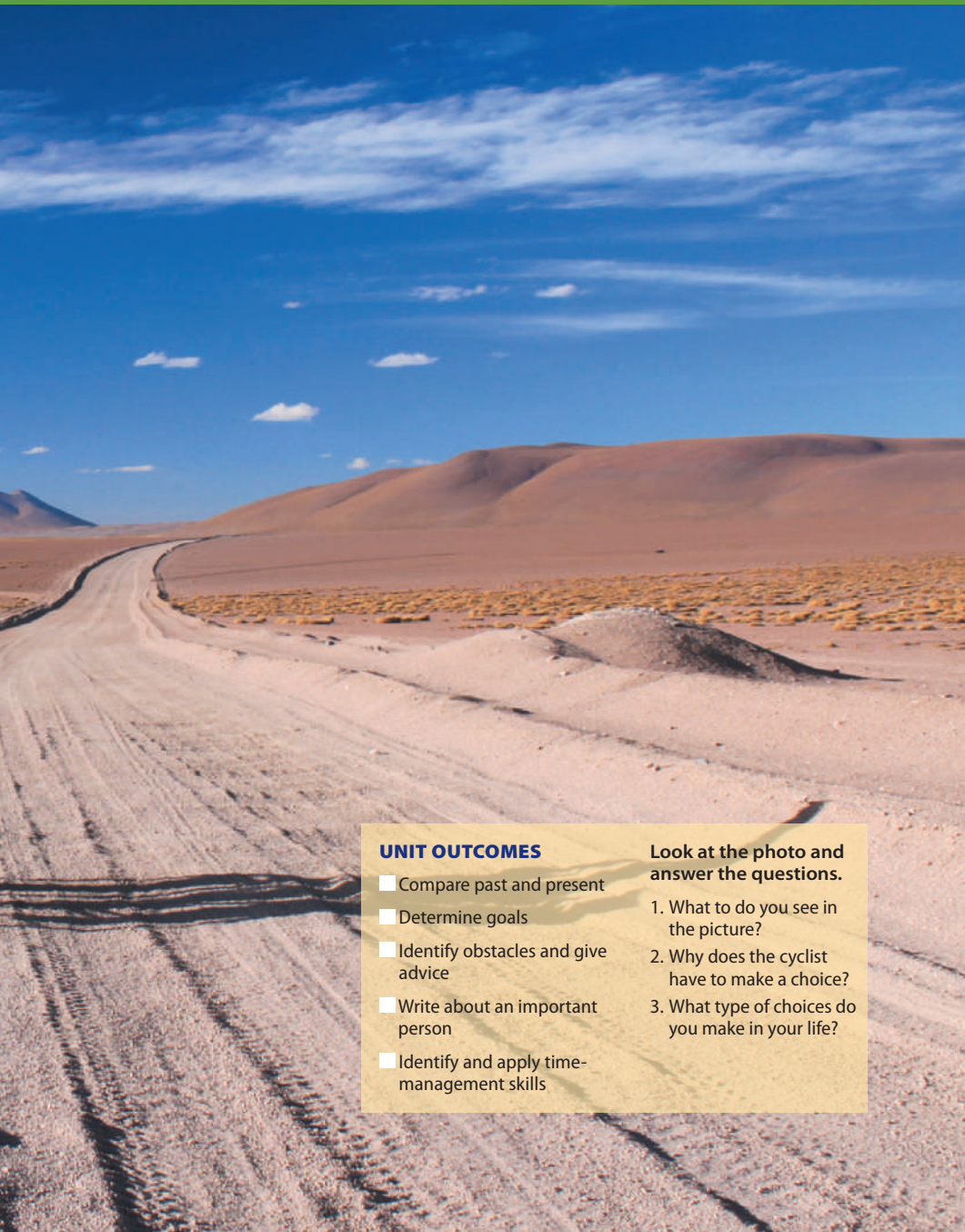
VOCABULARY

- Goals
- Time management

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



UNIT OUTCOMES

- Compare past and present
- Determine goals
- Identify obstacles and give advice
- Write about an important person
- Identify and apply time-management skills

Look at the photo and answer the questions.

1. What do you see in the picture?
2. Why does the cyclist have to make a choice?
3. What type of choices do you make in your life?

Life Skills Link

In this unit, students will learn how to compare past and present achievement, how to cater objectives to their current goals, and how to identify possible obstacles to reaching goals and how to overcome them. Students will also write about an important person.

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: 0.1.2, 0.2.4 Lesson 2: 7.1.1, 7.1.2, 7.1.3, 7.2.5, 7.2.6 Lesson 3: 7.1.1, 7.1.2, 7.1.3, 7.2.5, 7.2.6 Lesson 4: 0.1.5, 7.4.1, 7.4.3, 7.4.5 Lesson 5: 7.4.2 Review: 7.2.1 Team Project: 4.8.1., 4.8.5., 4.8.6.	Many SCAN and EFF skills are incorporated in this unit with an emphasis on: <ul style="list-style-type: none"> • Allocating time • Understanding systems • Applying technology to task • Responsibility • Self-management • Writing • Decision making 	RI1, RI2, RI3, RI4, RI7, RI8, W2, W3, W4, W5, W6, SL1, SL2, SL3, L1, L2, L3, L5

Where did you use to study?

GOAL ■ Compare past and present

WORKPLACE CONNECTION

Exercise B: Complete tasks as assigned; Interact appropriately with team members.

Exercise C: Complete tasks as assigned.

A.  Bita and Minh are new students at Bellingham Adult School. Listen to their conversation about their first day of class.

CD 1
TR 2

B. PREDICT With a partner, answer the questions about Bita and Minh. You may have to guess some of the answers.




Minh



Bita

- How old are they?
- What do they do?
- Where are they from?
- Why are they studying English?

C.  Bita and Minh both talk about things they did in the past and things they do now. Listen again and complete the chart. *Answers may vary. Possible answers below.*

CD 1
TR 3

	Past	Now
Bita	went to another school in the daytime was an architect	goes to school in the evening does administrative work
Minh	went to school during the day worked for a computer company	takes care of his grandchildren goes to school in the evening