

STAND OUT

Evidence-Based Learning for College and Career Readiness

THIRD EDITION

Stand Out, Third Edition's **Lesson Planner** provides valuable teacher support, ideas, and guidance for the entire class period. Lesson Planners are available for all six levels of *Stand Out*.

- **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.
- **Best Practices** provide point-of-use pedagogical comments and teacher tips.
- **At-A-Glance Lesson Openers** provide the instructor with everything that will be taught in a lesson. Included are 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.

NEW! Online Workbook powered by MyELT

The Online Workbooks deliver interactive practice for reinforcement and consolidation through a variety of activity types that include:

- Support and practice for every lesson in every unit
- Additional speaking, listening, pronunciation, and video practice
- A gradebook that allows teachers to track class and individual progress, and measure learners' performance on assigned activities

For more information go to NGL.Cengage.com/S03



BASIC

STAND OUT

LESSON PLANNER

THIRD EDITION

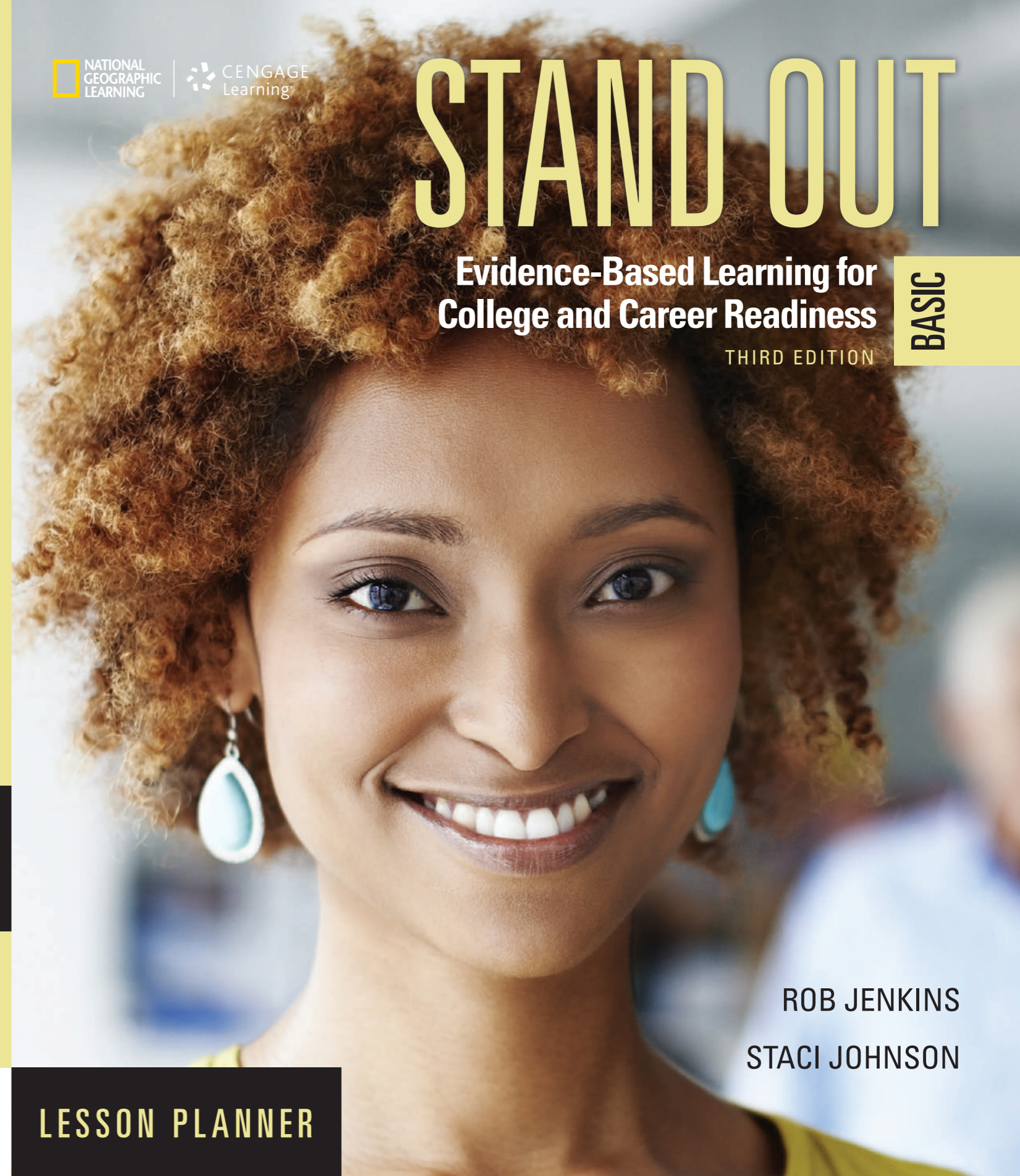


STAND OUT

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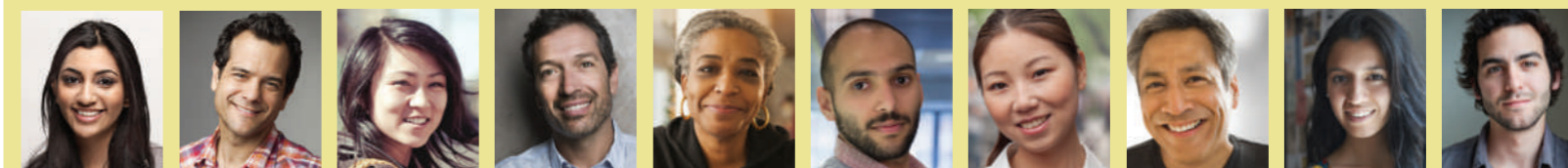
THIRD EDITION

BASIC



ROB JENKINS
STACI JOHNSON

LESSON PLANNER



STAND OUT

THIRD EDITION

SERIES COMPONENTS



LEVEL BASIC

Student Book	9781305655201
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ALL LEVELS

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for College and Career Readiness,
Third Edition**
Rob Jenkins and Staci Johnson
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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 of 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 one-stop 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 new to 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 on-going 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 Secretaries 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 TO THE THIRD EDITION

New Look

Although the third edition of **Stand Out** boasts of 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 the 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, and multi-level worksheets, ExamView, and standards correlations.

CONTENTS

Theme	Unit and Page Number	EL Civics Competencies/ Life Skills	Grammar	Vocabulary	Pronunciation
	PRE-UNIT Welcome <i>Page 2</i>	<ul style="list-style-type: none"> Greet people Say and write phone numbers Follow instructions 	<ul style="list-style-type: none"> The verb <i>Be</i> Contractions with <i>Be</i> 	<ul style="list-style-type: none"> Alphabet and numbers <i>hello, hi, goodbye, bye</i> Classroom verbs: <i>listen, point, read, repeat, write</i> 	<ul style="list-style-type: none"> Final consonant /t/ /m/
Basic Communication	1 Personal Information <i>Page 12</i>	<ul style="list-style-type: none"> Identify people Express nationalities Express marital status Say and write addresses Say and write dates 	<ul style="list-style-type: none"> Simple present tense The verb <i>Be</i> Contractions with <i>Be</i> <i>Wh-</i> questions 	<ul style="list-style-type: none"> Months of the year: <i>month, day, year</i> Marital status: <i>single, married, divorced</i> Address vocabulary: <i>city, state, zip code</i> 	<ul style="list-style-type: none"> Question rhythm Emphasis
	2 Our Class <i>Page 36</i>	<ul style="list-style-type: none"> Introduce yourself and others Describe your surroundings Identify common activities Plan a schedule Plan for weather 	<ul style="list-style-type: none"> Possessive adjectives <i>This is . . .</i> Prepositions of location Present continuous Simple present with <i>need</i> 	<ul style="list-style-type: none"> Weather vocabulary: <i>foggy, cloudy, rainy, windy, sunny, snowy, hot, cold</i> Verbs: <i>listening, reading, writing, talking, sitting, standing</i> Classroom nouns <i>Clothing</i> 	<ul style="list-style-type: none"> Question intonation Emphasis

Numeracy/ Academic Skills	CCRS	SCANS	CASAS
<ul style="list-style-type: none"> • Writing numerals 1-10 • Writing telephone numbers • Dictation • Focused listening • Class application • Test-taking skills 	SL1, SL2, L2, RF2, RF3	<p>Many SCAN skills are incorporated in this unit with an emphasis on:</p> <ul style="list-style-type: none"> • Listening • Speaking • Writing • Sociability • Acquiring and evaluating information • Interpreting and communicating information 	<p>1: 0.1.1, 0.1.4, 0.2.1 2: 0.1.1, 0.1.4, 0.2.1 3: 0.1.5, 7.4.7 R: 7.4.1, 7.4.2, 7.4.3</p>
<ul style="list-style-type: none"> • Writing numerals 1-31 • Writing dates • Focused listening • Teamwork skills • Reviewing • Evaluating • Developing study skills 	RI1, RI7, SL1, SL2, SL4, L1, L2, L5, RF2, RF3	<p>Many SCAN skills are incorporated in this unit with an emphasis on:</p> <ul style="list-style-type: none"> • Basic skills • Acquiring and evaluating information • Interpreting and communicating information • Seeing things in the mind's eye • Sociability 	<p>1: 0.1.1, 0.2.1 2: 0.1.2, 0.2.1, 1.1.3, 4.8.7 3: 0.1.2, 0.2.1 4: 0.1.2, 0.2.1, 1.1.3, 4.8.7 5: 0.1.2, 0.2.1, 2.3.2 R: 0.1.1, 0.2.1, 7.4.1, 7.4.2, 7.4.3 TP: 0.1.1, 0.2.1, 4.8.1</p>
<ul style="list-style-type: none"> • Interpreting a bar graph • Telling time • Focused listening • Scheduling • Reviewing • Evaluating • Developing study skills 	RI1, RI7, SL1, SL2, SL4, L1, L2, L5, RF2, RF3	<p>Many SCAN skills are incorporated in this unit with an emphasis on:</p> <ul style="list-style-type: none"> • Acquiring and evaluating information • Organizing and maintaining information • Interpreting and communicating information • Basic skills • Reflect and Evaluate 	<p>1: 0.1.4 2: 0.1.5 3: 0.1.5 4: 0.2.1, 0.2.4, 2.3.1 5: 0.1.2, 0.2.1, 1.1.3, 2.3.3 R: 0.1.5, 2.3.1, 2.3.2, 2.3.3, 7.4.1, 7.4.2, 7.4.3 TP: 0.1.5, 2.3.1, 2.3.2, 2.3.3, 4.8.1</p>

CONTENTS

Theme	Unit and Page Number	EL Civics Competencies/ Life Skills	Grammar	Vocabulary	Pronunciation
Consumer Economics	3 Food Page 60	<ul style="list-style-type: none"> Identify common foods Express hunger Plan meals Make a shopping list Express preferences 	<ul style="list-style-type: none"> Prepositions of location The verb <i>Be</i> Contractions with <i>Be</i> Negative present tense Forming singular and plural nouns Simple present with <i>want, like, eat</i> 	<ul style="list-style-type: none"> Food items <i>breakfast, lunch, dinner</i> Recipe vocabulary Supermarket vocabulary Packaging vocabulary: <i>bag, pound, can</i> 	<ul style="list-style-type: none"> Plurals: /s/, /z/, /iz/
	4 Clothing Page 84	<ul style="list-style-type: none"> Identify types of clothing Ask for and give directions in a store Describe clothing Make purchases Read advertisements 	<ul style="list-style-type: none"> Simple present with <i>have</i> Forming plural nouns The verb <i>Be</i> Prepositions of location <i>How much/How many</i> Articles Adjective/noun order <i>Wh-</i> questions 	<ul style="list-style-type: none"> Articles of clothing Colors: <i>red, yellow, blue, green, white, black</i> <i>How much...</i> Money: bills and coins 	<ul style="list-style-type: none"> Plurals: /s/, /z/, /iz/ Yes/No questions
VIDEO CHALLENGE		Page 108		A Mongolian Family	
Community Resources	5 Our Community Page 112	<ul style="list-style-type: none"> Identify and ask about locations Describe housing Identify types of transportation Express personal information Give and follow directions 	<ul style="list-style-type: none"> Yes/No questions <i>on, in</i> <i>a, an</i> <i>Come and go</i> Simple present The verb <i>Be</i> <i>Wh-</i> questions 	<ul style="list-style-type: none"> Places in community Community locations Housing vocabulary: <i>house, condominium, apartment, for sale, for rent</i> Transportation nouns: <i>car, bus, taxi, train, subway, bicycle</i> Transportation verbs: <i>drive, take, walk, ride</i> Directions: <i>stop, turn right/left, go straight</i> 	<ul style="list-style-type: none"> Yes/No questions

Numeracy/ Academic Skills	CCRS	SCANS	CASAS
<ul style="list-style-type: none"> Using U.S. measurements: pounds, gallons Working in a group Focused listening Skimming Categorizing and organizing information Teamwork skills Reviewing Evaluating Developing study skills 	RI1, RI7, RI9, W1, W2, SL1, SL2, SL4, L1, L2, L5, RF2, RF3	<p>Many SCAN skills are incorporated in this unit with an emphasis on:</p> <ul style="list-style-type: none"> Acquiring and evaluating information Organizing and maintaining information Interpreting and communicating information Allocating human resources Basic skills Seeing things in the mind's eye 	<p>1: 1.3.8 2: 1.3.8 3: 1.1.1, 1.3.8 4: 1.3.8 5: 1.3.8 R: 1.3.8, 7.4.1, 7.4.2, 7.4.3 TP: 1.88, 4.8.1</p>
<ul style="list-style-type: none"> Using U.S. measurements: clothing sizes Maintaining inventories Counting U.S. money Calculating totals Writing checks Asking for information Focused listening Test-taking skills Reviewing Evaluating Developing study skills 	RI1, RI7, SL1, SL2, SL4, L1, L2, L5, RF2, RF3	<p>Many SCAN skills are incorporated in this unit with an emphasis on:</p> <ul style="list-style-type: none"> Acquiring and evaluating information Organizing and maintaining information Interpreting and communicating information Basic skills Allocating money Serving clients and customers 	<p>1: 1.3.9 2: 1.1.9, 1.2.1, 1.3.9 3: 1.1.9, 1.2.1, 1.3.9 4: 1.1.6, 1.3.9, 4.8.1, 6.1.1 5: 1.1.9, 1.2.1, 1.3.9, 4.8.3 R: 1.1.9, 1.2.1, 1.3.9, 7.4.1, 7.4.2, 7.4.3 TP: 1.3.9, 4.8.1</p>
<ul style="list-style-type: none"> Interpreting a bar graph Creating a bar graph Test-taking strategies Focused listening Dictation Reviewing Evaluating Developing study skills 	RI1, RI7, SL1, SL2, SL4, L1, L2, L5, RF2, RF3	<p>Many SCAN skills are incorporated in this unit with an emphasis on:</p> <ul style="list-style-type: none"> Acquiring and evaluating information Organizing and maintaining information Interpreting and communicating information Basic skills Creative thinking Participating as a member of a team 	<p>1: 1.3.7, 7.2.3 2: 1.4.1, 1.4.2, 1.9.4 3: 1.1.3, 2.2.3, 2.2.5, 6.7.2 4: 0.1.2, 0.2.4 5: 1.1.3, 1.9.1, 1.9.4, 2.2.1, 2.2.2, 2.5.4 R: 2.2.3, 7.4.1, 7.4.2, 7.4.3 TP: 2.2.3, 4.8.1</p>

CONTENTS

Theme	Unit and Page Number	EL Civics Competencies/ Life Skills	Grammar	Vocabulary	Pronunciation
Health	6 Healthy Living Page 136	<ul style="list-style-type: none"> Identify body parts Describe symptoms and illnesses Identify medications Describe healthy habits Identify actions in a waiting room 	<ul style="list-style-type: none"> Imperatives Simple present Simple present with <i>be</i> Simple present with <i>have</i> Simple present with <i>need</i> Negative simple present Present continuous 	<ul style="list-style-type: none"> Body parts: <i>arm, back, foot, hand, head, leg, neck</i> Ailments: <i>backache, cold, fever, headache, runny nose, stomachache</i> Waiting room actions: <i>talk, wait, read, answer, sleep</i> Health vocabulary: <i>checkup, exercise, smoke, meals</i> 	<ul style="list-style-type: none"> /g/
Occupational Knowledge	7 Work Page 160	<ul style="list-style-type: none"> Identify occupations Give information about work Identify job duties Read evaluations Follow directions 	<ul style="list-style-type: none"> Information questions: <i>when, where, what, who</i> Modal: <i>can</i> and <i>can't</i> Simple present Negative simple present Affirmative and negative commands 	<ul style="list-style-type: none"> Occupations: <i>administrative assistant, bus driver, cashier, custodian, doctor, nurse, receptionist, salesperson, store manager, student, teacher, worker</i> Workplace vocabulary: <i>answer, file, mop, type, wash</i> Character adjectives: <i>friendly, helpful, careful, cheerful</i> 	<ul style="list-style-type: none"> Yes/No questions
Lifelong Learning	8 Lifelong Learning and Review Page 184	<ul style="list-style-type: none"> Organize study materials Make purchases Give and follow directions Make goals Develop a study schedule 	<ul style="list-style-type: none"> The verb <i>Be</i> Imperatives Information questions: <i>where</i> Prepositions of location Simple present 	<ul style="list-style-type: none"> Study tools: <i>binders, dividers, notebook, pencils, pens, sheets of paper</i> 	<ul style="list-style-type: none"> Information questions
VIDEO CHALLENGE			Page 208	People of the Reindeer	

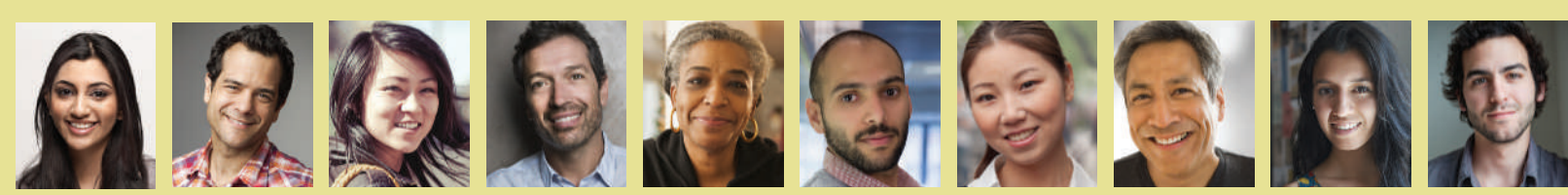
Appendices

Vocabulary List Page 212
 Grammar Reference Page 214
 Skills Index Page 218

Video Scripts Page 220
 Workbook Answer Key page 224
 Lesson Planner Methodology page 230

Numeracy/ Academic Skills	CCRS	SCANS	CASAS
<ul style="list-style-type: none"> • Focused listening • Test-taking skills • Reviewing • Evaluating • Developing study skills 	RI1, RI2, RI7, W1, SL1, SL2, SL4, L1, L2, L5, RF2, RF3	<p>Many SCANS skills are incorporated in this unit with an emphasis on:</p> <ul style="list-style-type: none"> • Acquiring and evaluating information • Organizing and maintaining information • Interpreting and communicating information • Basic skills • Self-management • Responsibility 	<p>1: 3.1.1, 3.1.3 2: 0.1.2, 0.2.1, 3.1.1 3: 2.3.1, 3.1.2, 3.3.1 4: 3.1.1 5: 3.1.3 R: 3.1.1, 3.1.2, 3.1.3, 3.3.1 TP: 1.3.9, 4.8.1</p>
<ul style="list-style-type: none"> • Focused listening • Making graphs • Reviewing • Evaluating • Developing study skills 	RI1, RI7, SL1, SL2, SL4, L1, L2, L5, RF2, RF3	<p>Many SCANS skills are incorporated in this unit with an emphasis on:</p> <ul style="list-style-type: none"> • Acquiring and evaluating information • Organizing and maintaining information • Interpreting and communicating information • Basic skills • Self-management 	<p>1: 0.2.1, 4.1.8 2: 0.1.6, 4.8.1 3: 4.1.3, 4.1.8, 4.4.4 4: 4.4.4 5: 4.4.4, 4.8.1, 4.8.3 R: 4.1.3, 4.1.8, 4.4.1, 4.8.1, 4.8.3, 7.4.1, 7.4.2, 7.4.3 TP: 2.2.3, 4.8.1.</p>
<ul style="list-style-type: none"> • Identifying quantities and sizes • Calculating totals • Reading telephone numbers • Interpreting a bar graph • Focused listening • Test-taking skills • Organizational skills • Reviewing • Evaluating • Developing study skills 	RI1, SL1, SL2, SL4, L1, L2, RF2, RF3	<p>Many SCANS skills are incorporated in this unit with an emphasis on:</p> <ul style="list-style-type: none"> • Acquiring and evaluating information • Organizing and maintaining information • Interpreting and communicating information • Basic skills • Self-management 	<p>1: 0.2.1, 0.2.2, 7.1.4 2: 1.1.6, 1.2.1, 1.3.1, 1.6.4, 7.1.4 3: 2.1.1, 2.2.1, 7.1.4 4: 0.2.1, 3.5.9, 6.7.2, 7.1.1, 7.1.2, 7.1.4 5: 4.1.1, 4.4.4, 7.1.1, 7.1.4 R: 7.4.2, 7.4.3 TP: 2.2.3, 4.8.1</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

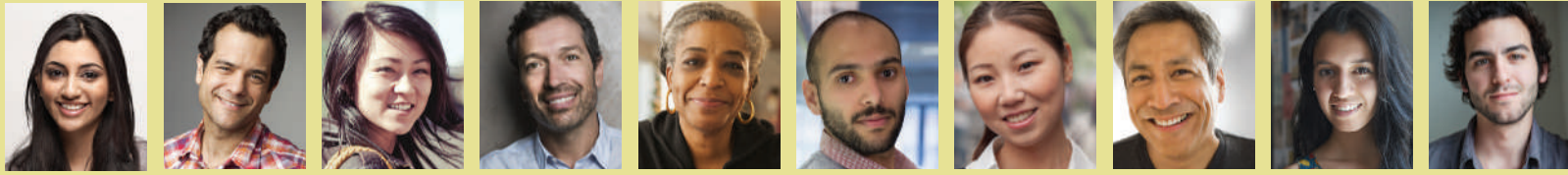
- Analyze and create schedules
- Identify goals and obstacles and suggest solutions
- Write about a personal goal
- Analyze study habits
- Manage time

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. - 2 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.

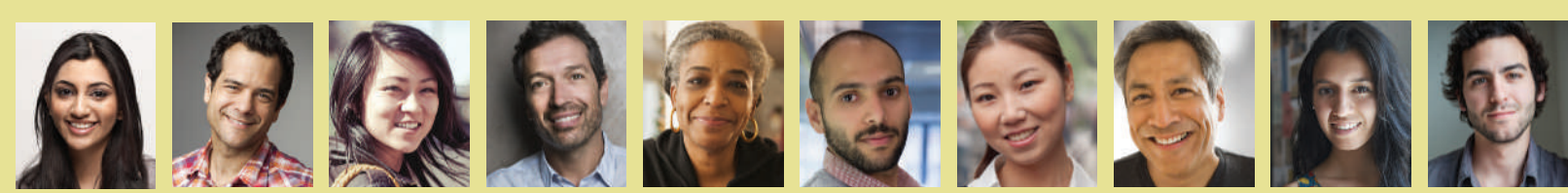
rarely

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.

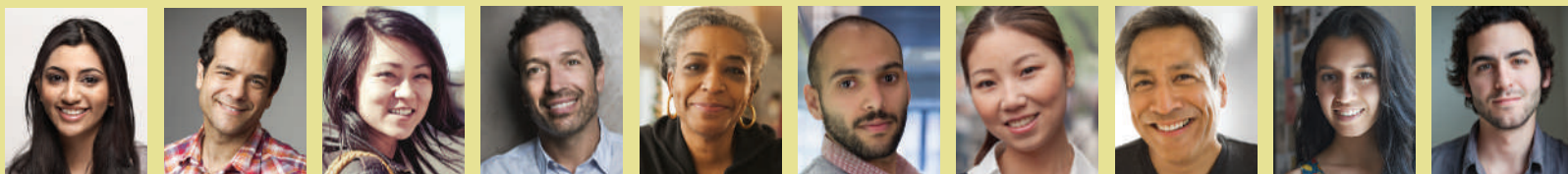
Check Your Understanding

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.

Unit 3, 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 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

RI: R1, R2, R4, R7
W: W4, W5
SL: SL2, SL4
L: L1, L2, L3, L4
RF: 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 Multi-Level Worksheets

Welcome

Welcome

- Introduce the unit. Greet students by saying *Hello* and *Hi*.
- Ask students to look at the photos. Elicit the greetings people say to each other when they meet for the first time. Write any useful vocabulary on the board.
- Discuss the unit outcomes with students. Ask them if they know anyone's phone number or any classroom instructions. Write any useful vocabulary on the board next to the vocabulary for greetings you elicited earlier.

Life Skills Link

In this unit, students will learn how to greet people they meet for the first time. They will also learn how to ask for and give a specific piece of information.

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
- Say and write phone numbers
- Follow instructions

UNIT OUTCOMES

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

GRAMMAR

- The verb *Be*
- Contractions with *Be*

VOCABULARY

- Alphabet and numbers
- *hello, hi, goodbye, bye*
- Classroom verbs: *listen, point, repeat, read, write*

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

CASAS

Lesson 1: 0.1.1, 0.1.4, 0.2.1

Lesson 2: 0.1.1, 0.1.4, 0.2.1

Lesson 3: 0.1.5, 7.4.7

Review: 7.4.1, 7.4.2, 7.4.3

SCANS

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

- Listening
- Speaking
- Writing
- Sociability
- Acquiring and evaluating information
- Interpreting and communicating information

CCRS

SL1, SL2, L2, RF2, RF3

LESSON 1 Say hello!

GOAL ■ Greet people

 **A. Listen.**

CD 1
TR 1-2

hello

hi

goodbye

bye



 **B. Listen again. Repeat the words. Point to the correct picture in Exercise A.**

CD 1
TR 1-2

Greeting your friend is different from greeting your teacher.

AT-A-GLANCE PREP

Goal: Greet people

Grammar: *I'm* (contraction)

Pronunciation: /m/

Academic Strategy: Dictation

Vocabulary: Greeting words

Agenda

- Practice introductions.
- Introduce greetings.
- Review the alphabet.
- Write your name and a classmate's name.

Resources

Multilevel Worksheet: Lesson 1, Worksheet 1

Workbook: Pre-Unit, Lesson 1

Audio: CD 1, Tracks 1–6

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

Stand Out Basic Assessment CD-ROM with ExamView®

Pacing

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

STANDARDS CORRELATIONS

CCRS: SL2, L1, L2, RF2, RF3

CASAS: 0.1.1, 0.1.4, 0.2.1

SCANS: Basic Skills Listening, speaking, writing

EFF: Communication Speak so others can understand

Preassessment (optional)

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

Warm-up and Review

2–5 mins.

Shake hands and introduce yourself to students as they enter the classroom. Say: *Hi*, or *Hello, I'm _____* (your name).

Introduction

2 mins.

Write the day of the week, the date, and the lesson's agenda on the board. Say the date while pointing to it and have students repeat it. State the goal: *Today, we will greet our classmates.*

Presentation 1

5 mins.

Write your name on the board. Greet a few students. Show them the American way to shake hands (curl fingers, make eye contact, etc.). Have students open their books and point to the picture of the teacher and student shaking hands.

A. Listen.

Play the conversations two times. After the first time, write *hello*, *hi*, *goodbye*, and *bye* on the board. Point to these words while students listen the second time.

LISTENING SCRIPT



CD 1
TR 1-2

- Ms. Adams:** *Hello.*
Orlando: *Hi.*
- Ms. Adams:** *Goodbye.*
Orlando: *Bye.*

Practice 1

3 mins.

Play the conversations three more times. Point to the words on the board when you hear them on the recording. Have students do the same in their books.

B. Listen again. Repeat the words. Point to the correct picture in Exercise A.

Play the conversations three more times. Show students how to point to the people talking in the picture. Then, ask students to repeat the target words in Exercise A after you say them.

Evaluation 1

3 mins.

Observe students as they point to the people in the pictures and listen for correct pronunciation of the target words.

Presentation 2

10–15 mins. ■■■

Say the following: *Hi, I'm _____ (your name). Nice to meet you.* Shake hands with a few students and introduce yourself again. The objective of this lesson is to have students learn *hi, hello, goodbye, and bye*, as well as introduce them to the contraction *I'm*. The expression *nice to meet you* is used to establish the context. If students are ready, they may also say this phrase.

Play the first conversation between Orlando and Ms. Adams in Exercise C (CD 1, Track 3). Point to the pictures of the people talking.

Practice 2

7–10 mins. ■■■

C. Listen and point to the picture. Who is speaking?

Play the recording and ask students to point to the person speaking.

LISTENING SCRIPT

The listening scripts match the conversations in Exercise E.



CD 1
TR 3–4

D. Listen and repeat.

Do a mini lesson on pronunciation. Some students may have difficulty pronouncing the final /m/ in *I'm*. Emphasize that it is important to close the lips to produce this sound.

PRONUNCIATION

Final /m/

The instructor should not expect acquisition of pronunciation points after students' first exposure to them. Students may understand the concept of what is being taught; however, it is likely, especially at this level, that additional practice will be necessary for students to master the target pronunciation.

In this case, /m/ is familiar to most languages although in some languages /m/ as a final consonant is not pronounced. Make sure students can produce an /m/ sound and then, apply it to *I'm*. Students may do this well in isolation, but when they try to follow the sound with their name, they may drop the /m/.

LISTENING SCRIPT



CD 1
TR 5

/m/.../m/.../m/
I'm Orlando.
I'm Ms. Adams.
I'm Amal.
I'm Hang.
I'm a student.

E. Listen again and read.

Have students listen to the conversations again (CD 1, Tracks 3–4). This time have them read along with the text silently. At this point, they are only expected to learn the target vocabulary, not the entire conversation. Ask students to underline the target vocabulary from Exercise A in the two conversations, as well as the contraction *I'm*.

Evaluation 2

7–10 mins. ■■■

Ask four students to come to the front of the class and write the target words: *hello, hi, goodbye, and bye*. Then, erase the words from the board, ask students to close their books, and give them a quick dictation of the four words.

BEST PRACTICE

One-word dictation

Dictation at this level does not need to involve more than a few isolated words. However, the instructor might give the word in a sentence and then, ask students to write only the target vocabulary that they hear within the sentence.

As students become more competent, they will begin to write entire sentences or paragraphs. When this occurs, they should learn to listen to a phrase or sentence and repeat it mentally before attempting to write it. Students learning a second language often find it hard to write and listen at the same time, so this strategy of dictation is important. To prepare students for more extensive dictation, say each word three times. Ask students to listen only the first time, to write the second time, and to confirm their writing the third time.

Dictation helps students remember the new vocabulary, more so than if they were to merely listen, recognize, and repeat it.

 **C. Listen and point to the pictures. Who is speaking?**

CD 1
TR 3-4



Orlando



Ms. Adams



Amal



Hang

 **D. Listen and repeat.**

CD 1
TR 5

/m/

I'm Orlando.

I'm Ms. Adams.

I'm Amal.

I'm Hang.

I'm a student.

CONTRACTIONS

I am = I'm

 **E. Listen again and read.**

CD 1
TR 3-4

Ms. Adams: Hello. I'm Ms. Adams.

Orlando: Hi, Ms. Adams. I'm Orlando. Nice to meet you.

Ms. Adams: Nice to meet you, too.

Orlando: Bye.

Ms. Adams: Goodbye.

Hang: Hi. I'm Hang.

Amal: Hello, Hang. I'm Amal.

Hang: Nice to meet you.

Amal: Nice to meet you, too.

Hang: Bye now.

Amal: Bye.



F. Listen and repeat. Write the alphabet and your name.

Aa Bb Cc Dd Ee Ff Gg Hh Ii

Jj Kk Ll Mm Nn Oo Pp Qq Rr

Ss Tt Uu Vv Ww Xx Yy Zz

I'm Amal.

G. Write.

Hi Hi

Hello Hello

Goodbye Goodbye

H. Write your name and a classmate's name. Then, talk to four more classmates.

Answers will vary.

Hi. I'm _____ (your name)

Hello. I'm _____ (classmate's name)

Presentation 3

15–20 mins. ■■■

Scribble your name on the board, intentionally making it hard to read. Next to your scribble, write your name again. This time, do it neatly and legibly. Ask students to tell you which example is easier to read. Use a thumbs-up to indicate *better*. As students identify which handwriting is better, circle the example they choose.

From this explanation, students will understand that some writing is more acceptable than others.

F. Listen and repeat. Write the alphabet and your name.

Play the recording twice. The first time students only listen. The second time they listen and repeat each letter.

LISTENING SCRIPT

ABCDEFGHIJKLM
NOPQRSTUVWXYZ



Write *I'm Amal* on the board and spell the name a few times out loud until students begin to spell it with you. Refer students to the grammar box on page 4 and help them to see how the contraction works. Don't spend too much time on this contraction because it is only exposure at this point.

Write the alphabet on the board; quiz students by pointing to a letter and allowing them to call it out. Help with pronunciation, paying particular attention to the vowels. Invite a few students to the board. As you say a letter, have them point to it.

For shorter classes, ask students to do Exercise G for homework.

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 they will be giving at the end of each unit.

Practice 3

5 mins. ■

G. Write.

Evaluation 3

5 mins. ■

Check students' work while they complete Exercise G to make sure they stay within the lines in the book.

Refer students to *Stand Out Basic Workbook, Pre-Unit, Lesson 1* for more practice with contractions and *I'm*.

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

Application

5–7 mins. ■■■

H. Write your name and a classmate's name.

Then, talk to four more classmates.

After students write their own names and a classmate's name, ask them to read what they have written to the class. Then, ask for a few volunteers to do the short conversation in front of the class. Finally, ask students to meet and greet four other students in the class.

MULTILEVEL WORKSHEET

Lesson 1, Worksheet 1: Say Hello and Goodbye

INSTRUCTOR'S NOTES

AT-A-GLANCE PREP

Goal Say and write phone numbers

Grammar: *am* and *is*

Academic Strategy: Focused listening

Vocabulary: Numbers

Agenda

- Review names.
- Learn numbers and phone numbers.
- Identify spoken numbers.
- Make a phone list.

Resources

Multilevel Worksheet: Lesson 2, Worksheet 1

Workbook: Pre-Unit, Lesson 2

Audio: CD 1, Tracks 7–10

Heinle Picture Dictionary: Numbers, pages 2–3;
The Telephone, pages 16–17

Pacing

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

STANDARDS CORRELATIONS

CCRS: SL2, RF3

CASAS: 0.1.1, 0.1.4, 0.2.1

SCANS: Basic Skills Writing, listening, speaking, reading

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

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

Interpersonal Cooperate with others

Warm-up and Review

10–12 mins. ■■■

Write the following conversation on the board:

A: Hello, I'm _____. What's your name?

B: _____, _ _ _ _ _.

Show students how to insert their names and spelling in the blanks. Have students walk around the room and practice this conversation with ten classmates. Then, ask them to practice it again, this time writing down the names of five people.

Introduction

2 mins. ■■■

Write the day of the week, the date, and the lesson's agenda on the board. Say the date while pointing to it and have students repeat it. State the goal: *Today, we will say and write phone numbers.*

Presentation 1

5 mins. ■■■

Count students off, using the numbers one to ten. See how well students already know their numbers by playing the game "Stand Up and Share." Ask all students to stand. Say *two*. All the students who are the number two should repeat the number and sit. Repeat the activity until all students are sitting.

A. Listen and point. Who is speaking?

Before playing the recording, describe the pictures using a few details. Students won't understand all the words, but it is good exposure. Write *phone* and/or *telephone* on the board. Then, play the recording. Have students point at the speakers.

LISTENING SCRIPT



Lien: Hello?

Matías: Hi, Lien. This is Matías.

Lien: Hello, Matías. How are you?

Matías: Fine, thanks.

B. Listen and repeat. Point to each number. Then, write all the numbers.

Play the recording three times. First, have students listen and point to the numbers. The second time, ask students to repeat each number. Finally, have students write the numbers.

LISTENING SCRIPT



0 1 2 3 4 5 6 7 8 9 10

Practice 1

3 mins. ■■■

Play the recording again (CD 1, Track 8). Ask students to write the numbers below the examples. Ask students to also write Lien's name and phone number.

Evaluation 1

3 mins. ■■■

Observe students writing in their books.

GOAL ■ Say and write phone numbers



A. Listen and point. Who is speaking?



B. Listen and repeat. Point to each number. Then, write all the numbers.

0 1 2 3 4 5 6 7 8 9 10

Lien: (714) 555-3450

0 1 2 3 4 5 6 7 8 9 10

Lien: (714) 555-3450



C. Listen and circle.

1.



Mai

(714) 555-7682
 (714) 555-3450
 (714) 555-7689

2.



Paulo

(352) 555-6767
 (352) 555-1415
 (352) 555-2655

3.



Ms. Banks

(808) 555-4512
 (808) 555-6755
 (808) 555-3456

4.



Ali

(915) 555-4576
 (915) 555-3466
 (915) 555-3455

D. Write.

- Mai's phone number is _____ (714) 555-3450 _____.
- Paulo's phone number is _____ (352) 555-6767 _____.
- Ms. Banks' phone number is _____ (808) 555-3456 _____.
- Ali's phone number is _____ (915) 555-3455 _____.



E. Listen and write the numbers.

- _____ (617) 555-6823 _____
- _____ (617) 555-4293 _____
- _____ (508) 717-8791 _____
- _____ (508) 717-6342 _____
- _____ (714) 424-8912 _____
- _____ (714) 232-1134 _____

WORKPLACE CONNECTION

Exercise G: Collect and organize information

F. Read the phone list.

PHONE LIST Ms. Adams' English Class	
Name	Phone Number
Hang	(714) 555-3450
Andre	(714) 555-1333
Shiro	(714) 555-9812
Sara	(714) 555-4545
Taylor	(714) 555-1237

G. Ask your partner for the phone numbers from Exercise F and write.

Student A: Hang

Student B: (714) 555-3450

The Verb Be

I am ...

The phone number is ...

Student A

Andre (714) 555-1333 _____

Shiro (714) 555-9812 _____

Student B

Sara (714) 555-4545 _____

Taylor (714) 555-1237 _____

H. Make a class phone list. *Answers will vary.*

PHONE LIST	
Name	Phone number
(my name)	

LESSON 3 Class work

GOAL Follow instructions

 A. Listen.




CD 1
TR 11



 B. Listen again and point.

CD 1
TR 11

Classroom Instructions

 <p>Read all instructions.</p>	 <p>Write your name.</p>	 <p>Listen carefully.</p>
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AT-A-GLANCE PREP

Goal: Follow classroom instructions

Grammar: Action verbs, imperatives

Pronunciation: Final /t/

Academic Strategies: Test-taking strategies, focused listening

Vocabulary: *read, write, listen, repeat*

Agenda

- Review numbers and counting.
- Learn new vocabulary for classroom actions.
- Take a practice test.
- Show that you understand classroom instructions.

Resources

Multilevel Worksheet: Lesson 3, Worksheet 1

Workbook: Pre-Unit, Lesson 3

Audio: CD 1, Tracks 11–14

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

Pacing

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

STANDARDS CORRELATIONS

CCRS: SL2, RF2, RF3

CASAS: 0.1.5, 7.4.7

SCANS: Basic Skills Listening, speaking, reading, writing

EFF: Communication Speak so others can understand, listen actively

Warm-up and Review

5 mins. ■■■

Take out five pencils. Count them slowly. Repeat the exercise until students begin to count with you. Say: *Repeat*. Do the same thing with small numbers of books and sheets of paper and say: *Write the number*. Pantomime the action. Check what students write.

Introduction

2 mins. ■■■

Write the day of the week, the date, and the lesson's agenda on the board. Say the date while pointing to it and have students repeat it. State the goal: *Today, we will learn to follow instructions.*

Presentation 1

7–10 mins. ■■■

Establish context by asking students to look at the pictures in Exercise A on page 3. Ask how many people are in the pictures. Compare the class to yours. Ask how many students are in your class.

BEST PRACTICE

Establishing a context

The *Stand Out* approach recommends that all target language be presented in context. Context helps students connect with the vocabulary.

Here, the classroom itself establishes a good context. Help students identify items in the picture. The vocabulary may not be the objective of the lesson so no repetition is necessary, but students should begin to see a relationship between the work they do in class and their real lives.

A. Listen.

Ask students to listen to Ms. Adams. Write the word *poster* on the board. Ask: *Where is the poster?* If students can't respond, help them find the poster in the picture.

LISTENING SCRIPT



Hello, class. Today, we will discuss three important things you need to know to participate in class and to learn English. This is a poster. It says you should always listen carefully, read all instructions, and write your name on every sheet of paper. Please repeat these words—listen . . . read . . . write. Again—listen . . . read . . . write. Thank you.

Practice 1

5–7 mins. ■■■

B. Listen again and point.

Play the recording again (CD 1, Track 11) and ask students to point to the words as they hear them. Play the recording three times.

Evaluation 1

5–7 mins. ■■■

Observe students pointing.

Presentation 2

7–10 mins. ■■■

With the books closed, pantomime the five actions shown in Exercise C. Write the five words on the board. When you think students are comfortable with the new vocabulary, pantomime the actions again and have them identify what you are doing.

C. Write the actions.

Prepare students for Exercise C by pantomiming the actions for individual students. Do this for *listen*, *point*, *read*, and *write*.

D. Listen and repeat.

Briefly read the grammar box with students. Explain as necessary using examples.

Also, teach students the proper way to pronounce a final /t/.

PRONUNCIATION

Final /t/

Because the imperatives in this unit are often single-word sentences, and since sentences in English often end with the mouth open and relaxed, this is a good time to demonstrate the final /t/.

In many other languages, final consonants, especially at the end of sentences, end with the tongue or the lips touching. This often makes it difficult to hear the final sound completely. In English, on the other hand, the tongue or lips touch and then, release. With /t/ the release explodes with air, making it relatively easy to hear the final sound. This release of air most often occurs at the end of a sentence or phrase before a pause.

Practice the pronunciation of the final /t/ sounds of *write*, *point*, and *repeat* until students begin to mimic your pronunciation.

LISTENING SCRIPT

/t/ /t/ /t/

write . . . *write* . . . *write* . . . *write*

point . . . *point* . . . *point* . . . *point*

repeat . . . *repeat* . . . *repeat* . . . *repeat*



Practice 2

5–7 mins. ■■■

E. Practice the actions in Exercise C.

Ask students to work in pairs. Another way to do this activity is to have students stand up and talk to five different students.

BEST PRACTICE

Inside/outside circles

Pair work can take many forms. Changing pairs after each practice is useful because students are more likely to speak clearly with each new partner, tending to concentrate on their language production more with each partner change.

One technique of having students change partners is called “Inside/Outside Circle.” In this activity, students form two circles with the same number of students in each. One circle is inside the other. Students face one another and speak to the person they are facing. When indicated by the instructor, one circle shifts one space clockwise so students are lined up with a new partner.

For classrooms with limited space, students can be in two lines across the front of the classroom. The students in one line face the students in the other and form pairs. Then, when indicated, one of the lines shifts. The last person at the end of the line moves to the front of the line.

Evaluation 2

3 mins. ■■■

Observe the activity and ask a few pairs to come to the front and do the activity for the class.

C. Write the actions.

repeat read listen write point



VERB
Actions = Verbs

listen

point



read

repeat

write



D. Listen and repeat.

CD 1
TR 12

/t/

Write.

Point.

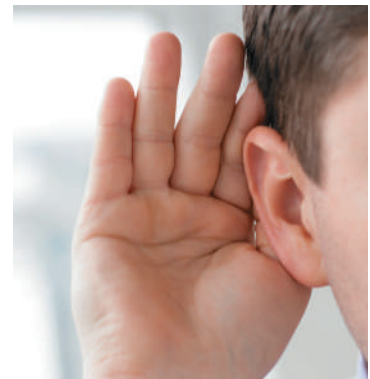
Repeat.

E. Practice the actions in Exercise C.

EXAMPLE

Student A: Listen.

Student B:



F. Read and complete.

Circle.

1. pencil
a. pen b. pencil c. paper
2. paper
a. paper b. pen c. pencil

Check (✓).

3. pencil
 pen pencil paper
4. pen
 pen paper pencil



G. Listen and circle the answers.

1. a. point b. repeat c. listen d. read e. write
2. a. point b. repeat c. listen d. read e. write
3. a. point b. repeat c. listen d. read e. write
4. a. point b. repeat c. listen d. read e. write



H. Listen and check (✓) the answers.

1. a. point b. repeat c. listen d. read e. write
2. a. point b. repeat c. listen d. read e. write
3. a. point b. repeat c. listen d. read e. write
4. a. point b. repeat c. listen d. read e. write

I. Follow the instructions.

1. Circle the phone number.

02219 (212) 555-7763 04/08/09 7.1.2015

2. Check (✓) the answer.

2 + 2 = _____ 3 5 4

3. Write the name of your teacher.

Answers will vary.

Presentation 3

7–10 mins. ■■■

Introduce three new words to the students with their books closed: *pencil*, *pen*, and *paper*. Use items in the classroom to demonstrate this vocabulary. These words are not the target vocabulary, but they are associated with the act of writing. Consequently, they further expand the linguistic context. Ask students what words are associated with reading. Help them, if necessary, to say *book(s)*. Do the same for *point* (finger), *listen* (ear), and *repeat* (mouth).

Tell students that you are going to give them a test. Write the word *test* on the board. Briefly drill students by showing or pointing to the objects previously introduced and asking students to respond with the correct verb.

F. Read and complete.

Tell students that you will show them ways to take written tests and that they will take tests like this in the class from time to time. Go over circling and checking.

Practice 3

10 mins. ■

G. Listen and circle the answers.

Do the first item with students.

LISTENING SCRIPT



1. *listen*
2. *point*
3. *write*
4. *repeat*

H. Listen and check (✓) the answers.

Explain to students that they should listen for other words associated with the target vocabulary, too. Do the first item with students.

LISTENING SCRIPT



1. *People use their ears to listen for important information.*
2. *The teacher is pointing with her finger at the poster in front of the class.*
3. *I need a paper and a pencil so I can write a letter.*
4. *Students, open your mouths and repeat the words clearly.*

BEST PRACTICE

Listening

Students are often under the misconception that in order to do listening tasks they must understand every word. Actually, a lot of listening, even by native speakers, involves focused listening where the person listening decides on meaning from just a few key words. Exercises such as Exercise H allow students to develop this listening strategy by listening for key words and filtering out words they may not understand.

Evaluation 3

2 mins. ■

Ask students to compare their answers with a partner.

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

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

Application

5–7 mins. ■■■

I. Follow the instructions.

MULTILEVEL WORKSHEET

Lesson 3, Worksheet 1: Classroom Instructions

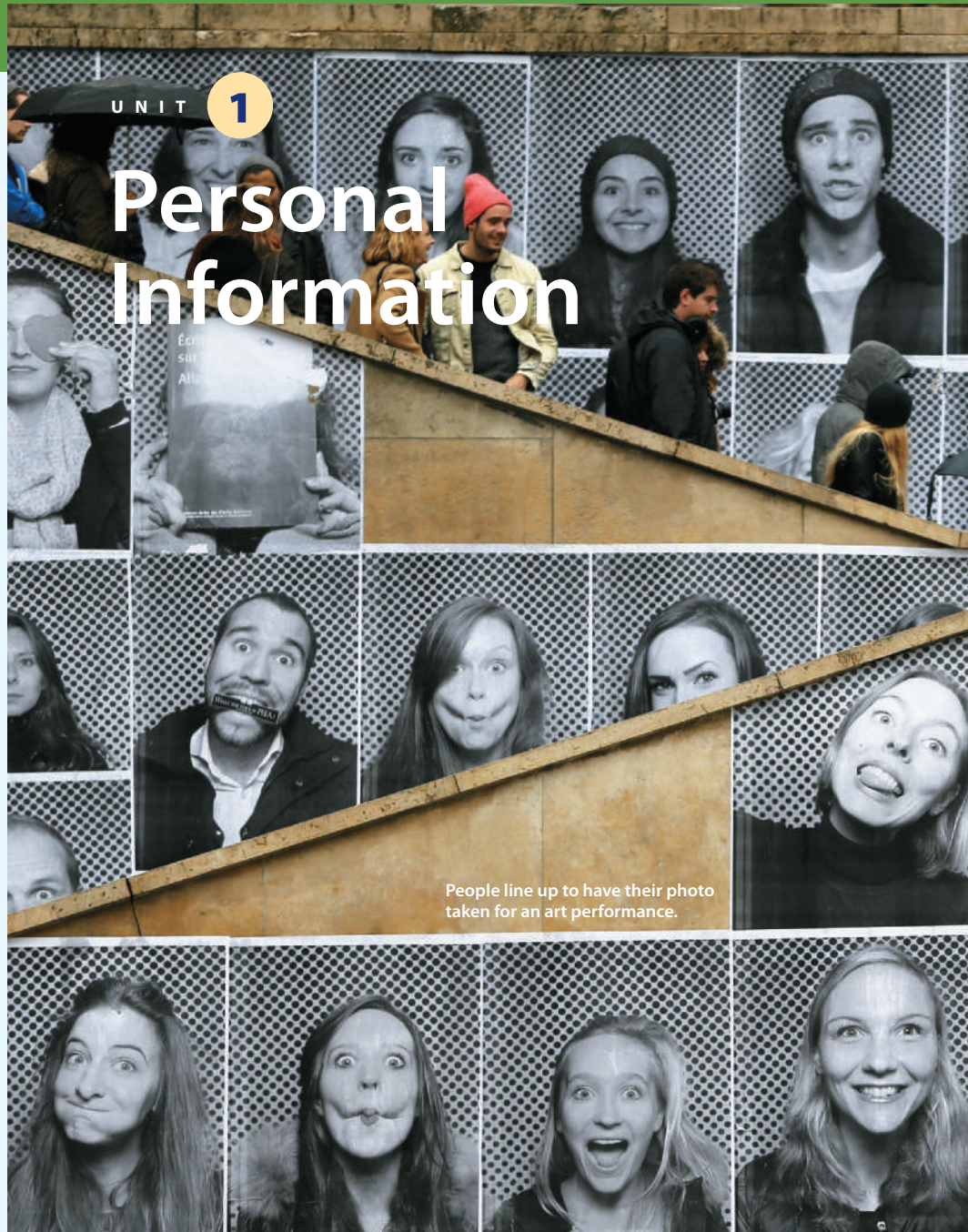
INSTRUCTOR'S NOTES

Personal Information

About the Photo

Yoan Valat took this photo in Paris, France. It shows people lining up to have their photo taken in order to participate in an art performance by the French artist JR. The performance—*Inside Out: The People's Art Project*—has visited many different cities around the world since 2011, and it involves local people having their portrait taken and displayed in public. JR believes the performance allows people to make a personal statement and display it for the world to see. Around 200,000 people have already taken part in JR's performance in over 100 countries around the world.

- Introduce the unit. Ask students to look at their own forms of personal identification such as ID cards or licenses. Then ask them what type of information they see. Have them look at the unit outcomes for clues.
- Ask students to look at the photo. Ask them to find a link between the unit title and the image. Discuss as a class.



People line up to have their photo taken for an art performance.

UNIT OUTCOMES

- Identify people
- Express nationalities
- Express marital status
- Say and write addresses
- Say and write dates

GRAMMAR

- Simple present tense
- The verb *Be*
- Contractions with *Be*
- *Wh-* questions

VOCABULARY

- Months of the year: *month, day, year*
- Marital status: *single, married, divorced*
- Address vocabulary: *city, state, zip code*

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



- Ask students to discuss the questions in pairs. Ask students if they can find answers to the questions on their own forms of personal identification.
- Discuss the unit outcomes with students. Ask them if any of the information in the outcomes is contained in their own forms of personal identification. Write any key vocabulary on the board.

Life Skills Link

In this unit, students will learn how to identify themselves and give snippets of information pertaining to their identity. They will also learn how to ask for this information from other people.

Workplace Link

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

CASAS

Lesson 1: 0.1.1, 0.2.1
 Lesson 2: 0.1.2, 0.2.1, 1.1.3, 4.8.7
 Lesson 3: 0.1.2, 0.2.1
 Lesson 4: 0.1.2, 0.2.1, 1.1.3, 4.8.7
 Lesson 5: 0.1.2, 0.2.1, 2.3.2
 Review: 0.1.1, 0.2.1, 7.4.1, 7.4.2, 7.4.3
 Team Project: 0.1.1, 0.2.1, 4.8.1

SCANS

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

- Basic skills
- Acquiring and evaluating information
- Interpreting and communicating information
- Seeing things in the mind's eye
- Sociability

CCRS

RI1, RI7, SL1, SL2, SL4, L1, L2, L5, RF2, RF3