

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

5

THIRD EDITION

LESSON PLANNER

STACI JOHNSON

ROB JENKINS



**Stand Out 5: Evidence-Based Learning for
College and Career Readiness,
Third Edition**
Staci Johnson and Rob Jenkins
Lesson Planner

Publisher: Sherrise Roehr

Executive Editor: Sarah Kenney

Development Editor: Lewis Thompson

Editorial Project Manager: Jason A. Velázquez

Director of Global Marketing: Ian Martin

Executive Marketing Manager: Ben Rivera

Product Marketing Manager: Dalia Bravo

Director of Content and Media Production:
Michael Burggren

Production Manager: Daisy Sosa

Media Researcher: Leila Hishmeh

Senior Print Buyer: Mary Beth Hennebury

Cover and Interior Designer:
Brenda Carmichael

Composition: Lumina Datamatics, Inc.

Cover Image: Seth Joel/Getty Images

Bottom Images: Jay B Saucedo/Getty Images;
Tripod/Getty Images; Portra Images/Getty
Images; Portra Images/Getty Images; Mark
Edward Atkinson/Tracey Lee/Getty Images;
Hero Images/Getty Images; Jade/Getty
Images; James Porter/Getty Images; LWA/
Larry Williams/Getty Images; Dimitri Otis/
Getty Images

© 2017 National Geographic Learning, a part of Cengage Learning

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced or distributed in any form or by any means, except as permitted by U.S. copyright law, without the prior written permission of the copyright owner.

“National Geographic” “National Geographic Society” and the Yellow Border Design are registered trademarks of the National Geographic Society
® Marcas Registradas

For product information and technology assistance, contact us at
Cengage Learning Customer & Sales Support, 1-800-354-9706

For permission to use material from this text or product,
submit all requests online at cengage.com/permissions

Further permissions questions can be emailed to
permissionrequest@cengage.com

Student Book

ISBN 13: 978-1-305-65565-2

National Geographic Learning/Cengage Learning

20 Channel Center Street

Boston, MA 02210

USA

Cengage Learning is a leading provider of customized learning solutions with office locations around the globe, including Singapore, the United Kingdom, Australia, Mexico, Brazil, and Japan.

Cengage Learning products are represented in Canada by Nelson Education, Ltd.

Visit National Geographic Learning online at NGL.Cengage.com

Visit our corporate website at www.cengage.com

ACKNOWLEDGMENTS

Ellen Albano
Mcfatter Technical College, Davie, FL

Esther Anaya-Garcia
Glendale Community College, Glendale, AZ

Carol Bellamy
Prince George's Community College, Largo, MD

Gail Bier
Atlantic Technical College, Coconut Creek, FL

Kathryn Black
Myrtle Beach Family Learning Center, Myrtle Beach, SC

Claudia Brantley
College of Southern Nevada, Las Vegas, NV

Dr. Joan-Yvette Campbell
Lindsey Hopkins Technical College, Miami, FL

Maria Carmen Iglesias
Miami Senior Adult Educational Center, Miami, FL

Lee Chen
Palomar College, San Marcos, CA

Casey Cahill
Atlantic Technical College, Coconut Creek, FL

Maria Dillehay
Burien Job Training and Education Center, Goodwill, Seattle, WA

Irene Fjaerestad
Olympic College, Bremerton, WA

Eleanor Forfang-Brockman
Tarrant County College, Fort Worth, Texas

Jesse Galdamez
San Bernardino Adult School, San Bernardino, CA

Anna Garoz
Lindsey Hopkins Technical Education Center, Miami, FL

Maria Gutierrez
Miami Sunset Adult, Miami, FL

Noel Hernandez
Palm Beach County Public Schools, Palm Beach County, FL

Kathleen Hiscock
Portland Adult Education, Portland, ME

Frantz Jean-Louis
The English Center, Miami, FL

Annette Johnson
Sheridan Technical College, Hollywood, FL

Ginger Karaway
Gateway Technical College, Kenosha, WI

Judy Martin-Hall
Indian River State College, Fort Pierce, FL

Toni Molinaro
Dixie Hollins Adult Education Center, St Petersburg, FL

Tracey Person
Cape Cod Community College, Hyannis, MA

Celina Paula
Miami-Dade County Public Schools, Miami, FL

Veronica Pavon-Baker
Miami Beach Adult, Miami, FL

Ileana Perez
Robert Morgan Technical College, Miami, FL

Neeta Rancourt
Atlantic Technical College, Coconut Creek, FL

Brenda Roland
Joliet Junior College, Joliet, IL

Hidelisa Sampson
Las Vegas Urban League, Las Vegas, NV

Lisa Schick
James Madison University, Harrisonburg, VA

Rob Sheppard
Quincy Asian Resources, Quincy, MA

Sydney Silver
Burien Job Training and Education Center, Goodwill, Seattle, WA

Teresa Tamarit
Miami Senior Adult Educational Center, Miami, FL

Cristina Urena
Atlantic Technical College, Fort Lauderdale, FL

Pamela Jo Wilson
Palm Beach County Public Schools, Palm Beach County, FL

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 Page 2	<ul style="list-style-type: none"> Get to know people Talk about personal interests Write a personal message 	<ul style="list-style-type: none"> Information questions Verb tense review Simple present Present perfect Punctuation review 	<ul style="list-style-type: none"> Expressions of introduction Personal interests/hobbies: <i>emotional, creative, mental, physical, cook, do crossword puzzles, do yoga, draw, knit, lift weights, paint, play soccer, play video games, read, run, swim, take pictures, watch movies, write</i> Personal writing: <i>feel like I belong, added responsibility, pretty tough, professional guidance</i>
	1 Balancing Your Life Page 12	<ul style="list-style-type: none"> Identify learning styles Identify career paths Balance your life Identify and prioritize goals Motivate yourself 	<ul style="list-style-type: none"> Review of simple verb tenses: present, past, future Future perfect Gerunds Superlative adjectives Future with <i>will</i> 	<ul style="list-style-type: none"> Learning style: <i>visual, auditory, tactile, kinesthetic</i> Career path: <i>be flexible, evaluate progress, inspire, monitor progress, positive outlook, support</i> Motivation: <i>earning power, pursue, educational attainment</i> Goal setting: <i>achieve, balance, long-term, motivate, prioritize, short-term</i> Multiple intelligences: <i>bodily, rhythmic, musical, mathematical, interpersonal, intrapersonal, logical, naturalistic, spatial, verbal, linguistic, visual, kinesthetic</i> Careers: <i>architect, engineer, interior designer, mechanic, journalist, lawyer, politician, teacher, translator, writer, accountant, computer programmer, doctor, researcher, scientist, actor, athlete, dancer, firefighter, physical education teacher, composer, conductor, disc jockey, musician, singer, businessperson, counselor, politician, salesperson, social worker, philosopher, psychologist, researcher, conservationist, farmer, gardener</i>
Consumer Economics	2 Personal Finance Page 38	<ul style="list-style-type: none"> Organize finances Reduce debt and save money Identify investment strategies Maintain good credit Protect against identity theft 	<ul style="list-style-type: none"> Future perfect Past perfect continuous <i>Need and want</i> plus infinitive statements Modal with <i>should</i> Information questions Imperatives Present perfect Simple past 	<ul style="list-style-type: none"> Financial expressions: <i>budget cut, buy in bulk, capital gains, commit fraud, counterfeit checks, current income, delinquent accounts, false pretenses, unauthorized transactions, bankruptcy, collateral, daunting, inflation, investment, liquid, penalty, periodically, risky, bargain, delinquent, fraud, convert, earnings, risk, counterfeit, expense, worth, debt</i> Expenses: <i>mortgage, rent, home maintenance fees, renters' insurance, gas, electric, water telephone, cell phone, food, restaurants, medical, dental, auto expenses, tolls, fares, parking, clothes, shoes, dry cleaning, hair, manicure, facial, training, education, income taxes, computer, credit cards, loans, postage, subscriptions, entertainment</i>

Numeracy/ Academic Skills	CCRS	SCANS	CASAS
<ul style="list-style-type: none"> • Pronunciation: Enunciate clearly • Develop research skills and ideas • Take notes • Focused listening • Prepare and deliver an oral presentation • Write a personal message 	RI1, RI4, RI7, W2, W6, W7, W8, W9, SL1, SL2, SL3	Many SCANS skills are incorporated in this unit with an emphasis on: <ul style="list-style-type: none"> • Listening • Speaking • Social • Visualization • Cultural diversity 	1: 0.1.1, 0.1.2, 0.1.4, 7.2.1 2: 0.2.1, 0.2.4 3: 0.2.3 RE: 7.44
<ul style="list-style-type: none"> • Reading • Interpret meanings of words in context • Develop categories • Write a paragraph • Focused listening • Take notes from lecture/oral sources • Interpret bar graphs • Research online 	RI1, RI2, RI3, RI4, RI7, RI10, W2, W4, W7, W8, SL1, SL2, SL3, L1	Many SCANS skills are incorporated in this unit with an emphasis on: <ul style="list-style-type: none"> • Writing • Social • Negotiation • Leadership • Self-esteem • Self-management • Responsibility • Decision making 	VB: 7.4.5 1: 7.4.2, 7.4.9 2: 4.1.9, 7.4.2 3: 7.4.2 4: 7.1.1, 7.1.2, 7.1.3, 7.4.2 5: 7.1.3 RV: 7.2.1 RE: 4.9.3, 7.2.1, 7.4.4, 7.4.5, 7.4.6 TP: 4.8.1, 4.8.5, 4.8.6
<ul style="list-style-type: none"> • Interpret meaning of idioms in context • Focused listening • Analyze and evaluate readings and budgets • Outline readings • Summarize reading passages and other sources of information • Make calculations • Create a budget 	RI1, RI2, RI3, RI4, RI5, RI7, RI10, W2, W4, W5, W7, W8, SL1, SL2, SL3, SL6, L1, L2, L5	Many SCANS skills are incorporated in this unit with an emphasis on: <ul style="list-style-type: none"> • Mathematics • Social • Self-management • Responsibility • Problem-solving • Decision making 	VB: 7.4.5 1: 1.5.1, 4.1.4, 2.5.5 2: 1.6.2 3: 7.4.2 4: 1.3.2, 7.4.2 5: 1.6.2, 7.4.2 RV: 7.2.1 RE: 4.9.3, 7.2.1, 7.4.4, 7.4.5, 7.4.6 TP: 4.8.1, 4.8.5, 4.8.6

CONTENTS

Theme	Unit and Page Number	EL Civics Competencies/ Life Skills	Grammar	Vocabulary
Transportation	<p>3</p> <p>Automotive Know-How Page 64</p>	<ul style="list-style-type: none"> • Purchase a car • Maintain and repair a car • Interpret an auto insurance policy • Compute mileage and gas consumption • Follow the rules of the road 	<ul style="list-style-type: none"> • Information questions • Imperatives • Comparative and superlative adjectives • Modal with <i>must</i> • Present perfect 	<ul style="list-style-type: none"> • Vehicle names: <i>two-door coupe, four-door sedan, convertible, minivan, sport utility vehicle (SUV), sports car, station wagon, pickup truck, van</i> • Automotive maintenance actions: <i>change, check, drive, inspect, look for, perform, pick, pretend, replace, top off, choose, commute, do, find, imagine, look at, replace, fill up</i> • Insurance terms: <i>accident coverage, make, premium, bodily injury, incident, model, uninsured motorist, collision, limits of liability, policy number, annual mileage, VIN, length of policy, policy premium, make of vehicle</i> • Vehicle parts: <i>air filter, alternator, battery, brake fluid reservoir, coolant reservoir, disc brake, distributor, exhaust manifold, fuel injection system, muffler, power steering reservoir, radiator, rear axle, rear suspension, timing belt, water pump</i>
	<p>4</p> <p>Housing Page 90</p>	<ul style="list-style-type: none"> • Communicate issues by phone • Interpret rental agreements • Identify tenant and landlord rights • Get insurance • Prevent theft 	<ul style="list-style-type: none"> • Parts of speech: nouns, verbs, adjectives • Noun forms • Causative verbs • Simple present • Modals with <i>might</i> and <i>must</i> • Information questions 	<ul style="list-style-type: none"> • Housing: <i>abandon, dwelling, grounds, summon, premises, evident, responsible, exterior, seize, rental agreement, tenant, landlord, right, responsibility, smoke detector, utilities, lead-based paint</i> • Home insurance: <i>prevention, installation, expiration, prolonged absence, replacement cost, sanitary regulations, structurally sound, time-consuming, litigate, terminate, vacate, estimate, possess, deteriorate, compensate, activate, fit for occupancy, formal written notice, full compliance, (insurance) quotes, policy, personal property, (annual) premium, deductible, habitability</i> • Crime prevention: <i>burglarize, enticing, theft, break-in, burglary, crime, thief, disturbance, weapons</i>
	VIDEO CHALLENGE		Page 116	Enduring Voices
Health	<p>5</p> <p>Health Page 120</p>	<ul style="list-style-type: none"> • Identify practices that promote mental and physical well-being • Ask about medical bills • Interpret health insurance information • Identify addictions • Interpret procedures for first aid 	<ul style="list-style-type: none"> • Parts of speech: nouns, verbs, adjectives, adverbs • Independent and dependent clauses • Adverb clauses of concession • Information questions • Complete sentences • Gerund • Conditional with <i>could</i> 	<ul style="list-style-type: none"> • Health and well-being: <i>affecting, impairment, withdrawal, addiction, poisoning, meditate, depressed, treat, mental health, out of shape, self-esteem, at risk, (physical/mental) well-being, cope, stress, overweight, insurance, insured, uninsured, patient, responsible party</i> • Addiction: <i>psychological, physiological, dependence, substance, process, withdrawal, detoxification, addict, twelve-step program, impairment, tolerance</i> • First aid kit: <i>adhesive bandages, adhesive cloth tape, antibiotic ointment, antiseptic wipes, aspirin, cold compress, compress dressing, emergency phone numbers, hydrocortisone, ointment, prescription medication, roller bandage, scissors, sterile gauze pads, sterile gloves, thermometer, burn, choking, poisoning, open wound, head injury, shock</i>

Numeracy/ Academic Skills	CCRS	SCANS	CASAS
<ul style="list-style-type: none"> Organize sentences effectively to convey meaning Focused listening Read and interpret information Scan for details Outline prior to writing Write two paragraph essay Research through interview and on the computer Make calculations Interpret a chart 	RI1, RI4, RI7, RI10, W2, W4, W5, W6, W7, W8, SL1, SL2, SL3, SL4, SL6, L3	Many SCANS skills are incorporated in this unit with an emphasis on: <ul style="list-style-type: none"> Mathematics Reading Writing Listening Negotiation Decision making 	VB: 7.4.5 1: 1.9.5 2: 1.9.6 3: 1.9.8 4: 1.9.3 5: 1.9.2 RV: 7.2.1 RE: 4.9.3, 7.2.1, 7.4.4, 7.4.5, 7.4.6 TP: 4.8.1, 4.8.5, 4.8.6
<ul style="list-style-type: none"> Understand and use parts of speech related to root words Focused listening Summarize reading passages Scan for details Skim for general ideas Prepare and deliver an oral presentation Research online 	RI1, RI2, RI3, RI4, RI7, RI10, W2, W7, W8, SL1, SL2, SL3, SL4, SL6, L1, L3	Many SCANS skills are incorporated in this unit with an emphasis on: <ul style="list-style-type: none"> Problem-solving Self-management Reading Mathematics Creative thinking Responsibility Visualization 	VB: 7.4.5 1: 2.1.8 2: 1.4.3 3: 1.4.5 4: 1.4.6 5: 1.4.7, 1.4.8 RV: 7.2.1 RE: 4.9.3, 7.2.1, 7.4.4, 7.4.5, 7.4.6 TP: 4.8.1, 4.8.5, 4.8.6
<ul style="list-style-type: none"> Analyze and use root words and related parts of speech Focused listening Make calculations Interview others Understand bar graphs Read a spread sheet Brainstorm Use reference materials including a computer 	RI1, RI2, RI3, RI4, RI7, RI10, W2, W3, W4, W5, W7, W8, SL1, SL2, SL4, SL5 SL6, L1, L2, L5	Many SCANS skills are incorporated in this unit with an emphasis on: <ul style="list-style-type: none"> Mathematics Reading Self-esteem Self-management Responsibility Problem-solving Visualization Decision making 	VB: 7.4.5 1: 3.5.8, 3.5.9 2: 3.2.3, 3.2.4 3: 3.2.3, 3.4.5 4: 3.2.3 5: 3.4.3 RV: 7.2.1 RE: 4.9.3, 7.2.1, 7.4.4, 7.4.5, 7.4.6 TP: 4.8.1, 4.8.5, 4.8.6

CONTENTS

Theme	Unit and Page Number	EL Civics Competencies/ Life Skills	Grammar	Vocabulary
The Business World	6 Retail Page 146	<ul style="list-style-type: none"> Do product research Purchase goods and services by phone and online Interpret product guarantees and warranties Return a product Sell a product 	<ul style="list-style-type: none"> Information questions Embedded questions Appositives Parts of speech: nouns, verbs, adjectives Conditionals with <i>would</i> Future with <i>will</i> 	<ul style="list-style-type: none"> Retail: <i>convince, exchange, free of charge, guarantee, make, model, policy, product, quality, receipt, refund, research, return, review, transaction, warranty, allege, conform, fault, malfunction, quality, refund, goods and services, online, Internet, lightweight, withstand the elements, fabric pilling, stain, longevity, defects in workmanship, foregoing, deems, valid photo ID, original form of payment, issued, convince, face value, appositive</i>
	7 The Office Page 172	<ul style="list-style-type: none"> Identify and use technology Resolve technology problems Establish an organizational system Identify and resolve problems at work Report progress 	<ul style="list-style-type: none"> Comparing parts of speech: verbs, nouns, adjectives Noun clauses Noun clauses as objects Imperatives 	<ul style="list-style-type: none"> Technology: <i>outlet, business telephone, computer, external hard drive, MP3 player, fax (machine), USB stick, label maker, LCD projector, paper shredder, photocopier, printer, scanner, fan, toner, power supply (cord), display, firewire (port/cable), handset, cable, (USB) port, memory card, troubleshoot, paper jam, feed</i> Organizational resources Business strategies
Your World	8 Civic Responsibility Page 198	<ul style="list-style-type: none"> Identify requirements for establishing residency and citizenship Understand your rights Identify local civic organizations Interpret information about environmental issues Communicate your opinion 	<ul style="list-style-type: none"> Transitional expressions Opinion expressions Future with <i>will</i> Imperatives Modals with <i>should</i> Simple past Modals with <i>must, can, may, should</i> 	<ul style="list-style-type: none"> Residency: <i>citizen, nonresident, permanent resident, alien, admitted, asylee, foreigner, status, eligible, naturalization, refugee</i> Rights: <i>amendment, Constitution, Bill of Rights, slavery, impartial, punishment, jury, capital crime, verdict, trial, bear arms, beliefs, opinion, peaceably assemble, protect</i> Civic Organizations: <i>civic, charitable, community, dues, members, social welfare</i> Environmental Issues: <i>carpooling, sustainable, environment, conserve, commuter, resource, reusable, recyclable</i>
VIDEO CHALLENGE			Page 224	One Village Makes a Difference

Appendices

Vocabulary List See note Page 229.

Grammar Reference See note Page 229.

Skills Index See note Page 229.

Video Scripts Page 230

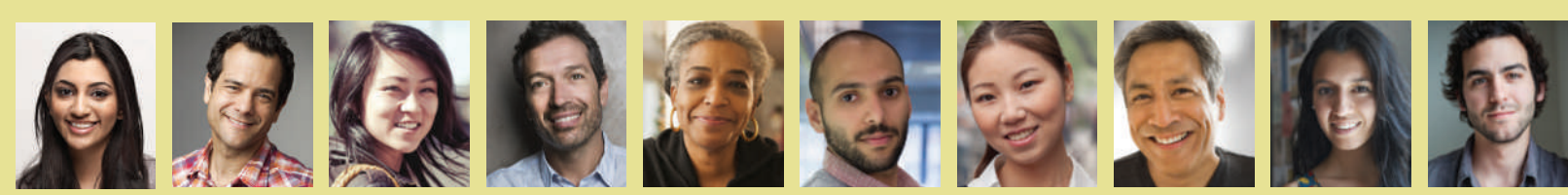
Workbook Answer Key Page 237

Lesson Planner Methodology Page 246

For other national and state specific standards, please visit:

www.NGL.Cengage.com/SO3

Numeracy/ Academic Skills	CCRS	SCANS	CASAS
<ul style="list-style-type: none"> • Understand and use synonyms • Use reference materials • Research online • Use a computer to study • Take notes • Scan for main ideas and details • Brainstorm and construct arguments 	RI1, RI2, RI3, RI4, RI7, RI8, W1, W2, W4, W5, W6, W7, W8, W9, SL1, SL2, SL4, SL5, SL6, L1	<p>Many SCANS skills are incorporated in this unit with an emphasis on:</p> <ul style="list-style-type: none"> • Social interaction • Negotiation • Self-management • Decision making • Writing 	<p>VB: 7.4.5 1: 1.2.4, 1.2.3, 1.2.5, 6.4.1, 6.4.3, 7.4.4 2: 1.3.1, 1.3.3 3: 1.6.3, 1.6.4, 1.7.1 4: 1.3.3 5: 1.6.3 RV: 7.2.1 RE: 4.9.3, 7.2.1, 7.4.4, 7.4.5, 7.4.6 TP: 4.8.1, 4.8.5, 4.8.6</p>
<ul style="list-style-type: none"> • Interpret visual representations • Understand root words and suffixes • Analyze and evaluate • Understand and write directions and reports • Focused listening • Summarize reading passages 	RI1, RI2, RI3, RI4, RI7, RI10, W2, W4, W5, W8, W9, SL1, SL2, L1	<p>Many SCANS skills are incorporated in this unit with an emphasis on:</p> <ul style="list-style-type: none"> • Social • Problem-solving • Visualization • Creative thinking • Negotiation • Teamwork • Leadership • Reading 	<p>VB: 4.5.1, 7.4.5 1: 4.4.8, 4.5.1, 4.5.4, 4.5.6 2: 4.5.7 3: 4.5.3, 4.7.2 4: 4.8.1, 4.8.5, 4.8.6 5: 4.6.4 RV: 7.2.1 RE: 4.9.3, 7.2.1, 7.4.4, 7.4.5, 7.4.6 TP: 4.8.1, 4.8.5, 4.8.6</p>
<ul style="list-style-type: none"> • Interpret meanings of words in context • Focused listening • Scan for details • Skim for general ideas • Identify and paraphrase information • Analyze and evaluate • Interview others • Write a paragraph • Use transitional expressions in writing • Create visual representation to brainstorm • Write a speech 	RI1, RI2, RI3, RI4, RI5, RI8, RI10, W1, W3, W4, W5, SL1, SL2, SL3, SL4, SL6, L5	<p>Many SCANS skills are incorporated in this unit with an emphasis on:</p> <ul style="list-style-type: none"> • Reading • Speaking • Responsibility • Cultural diversity • Decision making 	<p>VB: 7.4.5 1: 1.5.1, 5.3.6 2: 1.6.2, 5.2.2, 5.3.2, 5.7.1, 3: 5.6.2, 5.3.8, 7.4.2 4: 1.3.2, 5.3.7, 5.7.1, 7.4.2 5: 5.1.6, 5.7.1, 7.4.2 R: 7.2.1 RE: 4.9.3, 7.2.1, 7.4.4, 7.4.5, 7.4.6 IP: 4.8.1, 4.8.5, 4.8.6</p>



INTRODUCING STAND OUT, Third Edition!

Stand Out is a six-level, standards-based ESL series for adult education with a proven track record of successful results. The new edition of **Stand Out** continues to provide students with the foundations and tools needed to achieve success in life, college, and career.

Stand Out now integrates real-world content from National Geographic

UNIT 1

Balancing Your Life

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

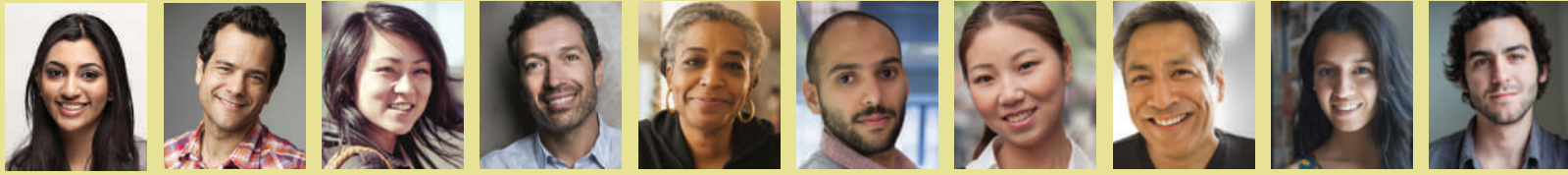
UNIT OUTCOMES

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

Look at the photo and answer the questions.

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

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



Stand Out supports college and career readiness

READING CHALLENGE
EXPLORER KIRA SALAK

The Real-Life Tomb Raider

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

A. PREDICT Answer the questions before you read.

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

34 Unit 1

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

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

C. Read about Kira Salak.

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

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

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

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

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

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

Reading Challenge 35

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

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

LESSON 1 **Everyday Life**

GOAL Analyze and create schedules

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

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
5 a.m. - 7 a.m.	5:45 Run		5:45 Run		5:45 Run	6:00 Yoga	5:45 Run
7 a.m. - 9 a.m.	7:00 Walk the dog	7:00 Walk the dog	7:00 Walk the dog 8:00 Breakfast with co-workers	7:00 Walk the dog	7:00 Walk the dog	7:00 Walk the dog 8:00 Work	7:00 Walk the dog
9 a.m. - 11 a.m.	9:00 Work	9:00 Grocery shopping	9:00 Work	9:00 Run errands	9:00 Work	10:00 Shopping	
11 a.m. - 1 p.m.							
1 p.m. - 3 p.m.		1:00 Work		1:00 Work		2:00 Meet Friends	1:00 Meet Friends
3 p.m. - 5 p.m.							
5 p.m. - 7 p.m.							5:00 Family dinner
7 p.m. - 9 p.m.	7:00 ESL class	8:00 Computer class	7:00 ESL class	8:00 Computer class		7:00 Watch a movie	

B. Ask questions about Luisa's schedule. Use the conversation below as a model.

Student A: What time does Luisa start work?
Student B: She starts work at 9:00 a.m. on Mondays, Wednesdays, and Fridays.
Student A: When does she have ESL class?
Student B: She has ESL class on Mondays and Wednesdays at 7:00 p.m.

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

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

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

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

0%	50%	100%		
never	rarely	sometimes	usually	always

Placement rules for frequency adverbs

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

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

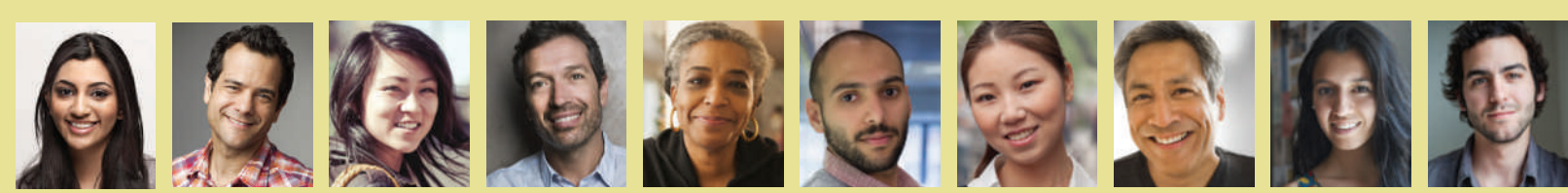
rarely

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

14 Unit 1

Lesson 1 15


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



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

VIDEO CHALLENGE

The Secrets of Living Longer



An elderly Japanese fisherman hauls in his fishing nets.

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

206 The Secrets of Living Longer

Before You Watch

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


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

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


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

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


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




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



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



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




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

Video Challenge 207

LIFESKILLS **My Schedule is Crazy**

Before You Watch

A. Look at the picture and answer the questions.



1. What's wrong with Hector?
2. What do you think Naomi is saying to Hector?

While You Watch

B. Watch the video and complete the dialog.

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

Hector: That's a great (2) _____ thanks.

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

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

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

Hector: I (6) _____ Talk to you later.

Check Your Understanding

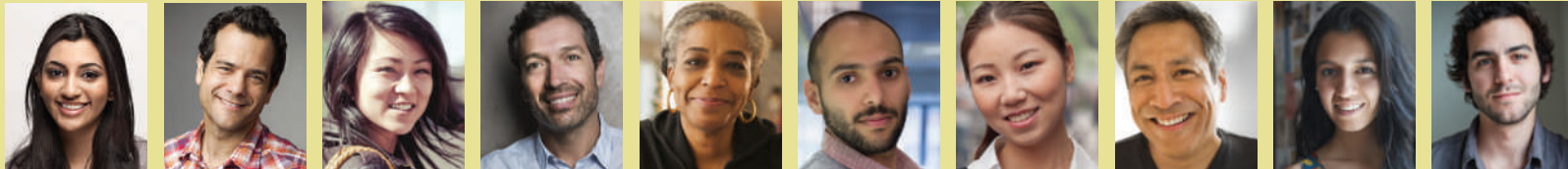
C. Circle the correct word to complete each sentence.

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

Lifeskills Video 29

- The **Lifeskills Video** is a dramatic video series integrated into each unit of the student book that helps students learn natural spoken English and apply it to their everyday activities.

Pages shown are from **Stand Out**, Third Edition Level 3



- **NEW Online Workbook** engages students and supports the classroom by providing a wide variety of auto-graded interactive activities, an audio program, video from National Geographic, and pronunciation activities.

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

UNIT 1
Balancing Your Life

About the photo
Paul Chesley, a photographer from Red Wing, Minnesota, took this photo. It shows construction workers at the top of the Stratosphere Tower in Las Vegas, Nevada. The Stratosphere Tower is the tallest freestanding observation tower in the United States. Inside the tower is a hotel and a casino. There are also lots of restaurants. On top of the tower is an observation deck where visitors can look out over the Las Vegas Strip. Visitors can also dangle over the edge as they ride the Big Shot, one of the four thrill rides that sit 1,140 feet above the street below.

• Introduce the unit. Ask students what the title of the unit means. Ask them to look at the unit outcomes for clues.
• Ask students to look at the photo. Ask them what they can see and to find a link between the title and the image.

UNIT OUTCOMES	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

Life Skills Link

Greet students with *Welcome!* Select random students to introduce yourself to. Give your name, and then ask his or her name. Respond with, *It's a pleasure to meet you, I'm pleased to meet you, or It's good to meet you.* After modeling these responses, introduce students to each other. Have them answer with *It's nice to meet you* or other reply.

Explain that asking about pastimes helps to drive conversation and that remarking on hobbies shows a polite interest in new friends. Demonstrate if possible; for example, if you notice that a student has a book of fiction, say, *I see you like to read! What kind of books do you like to read?* Urge students to respond in full sentences.

In this unit, students will learn and practice common public speaking behaviors, such as making and responding to introductions and discussing personal interests. They will also learn how to use technology to communicate, sending personal messages by e-mail.

The skills students learn in this unit can be applied to almost every area of EL Civics as they help students to function effectively within U.S. society.

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

- Get to know people
- Talk about personal interests
- Write a personal message

INSTRUCTOR'S NOTES

UNIT OUTCOMES

- Get to know people
- Talk about personal interests
- Write a personal message

GRAMMAR

- Information questions
- Verb tense review
- Simple present
- Present perfect
- Punctuation review

VOCABULARY

- Expressions of introduction
- Personal interests/hobbies: *emotional, creative, mental, physical, cook, do crossword puzzles, do yoga, draw, knit, lift weights, paint, play, soccer, play video games, read, run, swim, take pictures, watch movies, write*
- Personal letter writing: *dear*

EL CIVICS

- Family
- Greetings
- Names

CASAS

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

- Listening
- Speaking
- Sociability
- Visualization
- Cultural diversity

SCANS

Lesson 1: 0.1.1, 0.1.2, 0.1.4, 7.2.1

Lesson 2: 0.2.1, 0.2.4

Lesson 3: 0.2.3

Research: 7.44

CCRS

RI1, RI4, RI7, W2, W6, W7, W8, W9, SL1, SL2, SL3

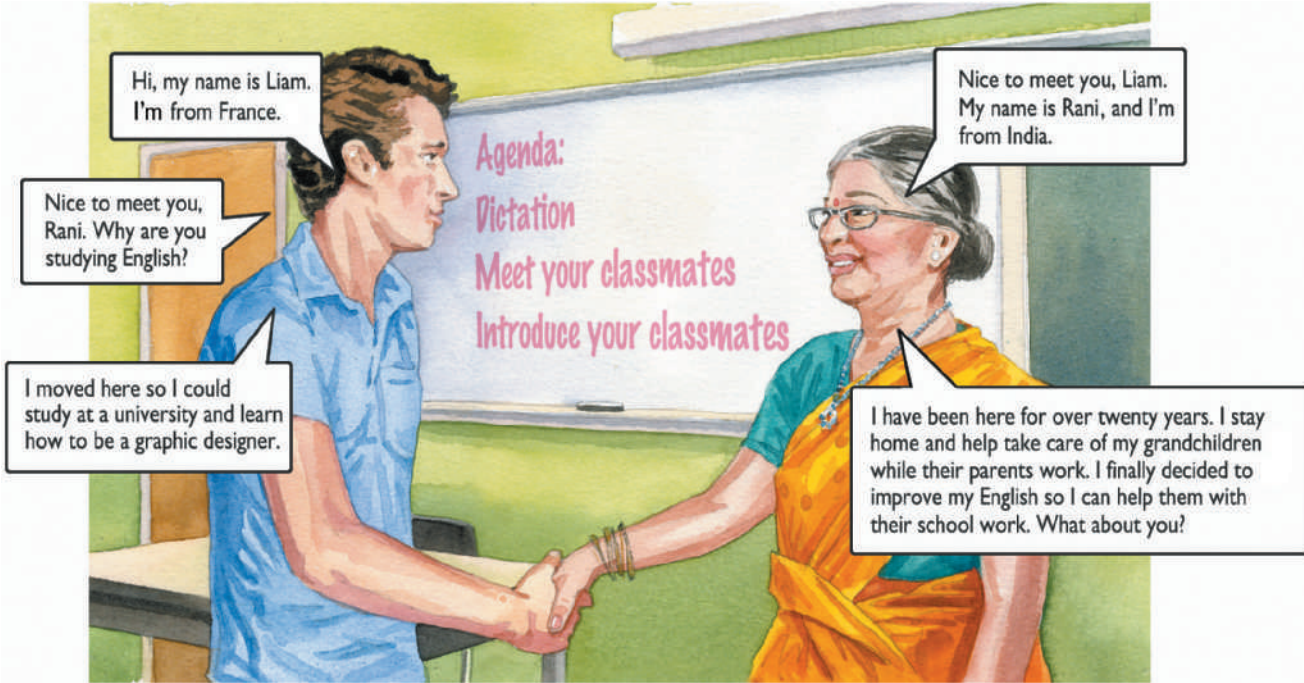
GOAL ■ Get to know people

WORKPLACE CONNECTION

Exercise B: Interact appropriately with team members.

Exercise C: Collect and organize information; Complete tasks as assigned.

A. COMPARE Read and listen to the conversation between Liam and Rani. Do you know people like them? *Answers will vary.*



B. Introduce yourself to four classmates. Ask them where they are from and why they are studying English.

C. Who are the four classmates you met? Complete the table below. *Answers will vary. Sample answers given.*

Name	Country	Why are you studying English?
Hamdi Mohamed	Somalia	He wants to be a doctor.

AT-A-GLANCE PREP

Goal: Get to know people
Pronunciation: Enunciation
Academic Strategy: Public speaking
Vocabulary: Introductions

Agenda

- Meet your classmates.
- Make introductions and respond to introductions.
- Introduce your classmates to one another.
- Introduce your classmates to the class.

Resources

Multilevel Worksheet: Pre-Unit, Lesson 1, Worksheet 1
Workbook: Pre-Unit, Lesson 1
Audio: CD Tracks 1–3
Stand Out Assessment CD-ROM with ExamView®

Pacing

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

STANDARDS CORRELATIONS

CCRS: W2, SL1, SL2, SL3

CASAS: 0.1.4, 7.2.1

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

Interpersonal Participate as a member of a team, teach others, work with cultural diversity

Systems Monitor and correct performance

Basic Skills Reading, writing, listening, speaking

Thinking Skills Think creatively, make decisions

Personal Qualities Sociability

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

Decision Making Plan

Interpersonal Cooperate with others

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 giving them your name, saying *Nice to meet you* and shaking their hands.

Introduction

10–20 mins.

Ask students to take out a piece of paper and number it from 1 to 4 for dictation. (To learn more about dictations, see the Best Practice on the next page.)

Dictation:

- Liam is from France and would like to be a graphic designer.
- Rani is from India and came here when her kids were in high school.
- Haru just finished high school and needs to improve his writing skills.
- Kimla came here four years ago and wants to study nursing.

State the goal: *Today, you will be getting to know your classmates.*

Presentation 1

10–15 mins.

A. COMPARE Read and listen to the conversation between Liam and Rani. Do you know people like them?

Ask students if they know anyone who has come to the United States to study for a career. Ask if they know anyone who has lived here for many years, but is just now starting to study English.

LISTENING SCRIPT

The listening script matches the conversation in Exercise A.



Ask a few volunteers to practice introducing themselves to you.

Practice 1

10–15 mins.

B. Introduce yourself to four classmates. Ask them where they are from and why they are studying English.

Evaluation 1

5–10 mins.

C. Who are the four classmates you met? Complete the table below.

Tell students that if they need to, they can talk to the classmates they met again to get the information correct.

BEST PRACTICE

Dictation (*listen-repeat-write* method)

The purpose of dictation is for students to improve their active listening skills. In most real-world conversations, students will only hear things one time, but they should be able to get the general meaning from the phrases they catch and understand.

Dictation instructions for advanced-level students:


1. Tell students they will only be hearing each statement or question ONE time.
2. Tell them to listen FIRST with their pencils down and/or eyes closed.
3. Once they have heard the statement, tell them to say it quietly to themselves or in their heads.
4. Once they have listened to the statement and repeated it to themselves, tell them to write it down.

Dictation instructions for the teacher:

1. Read each statement once, giving students enough time to write it down. Do not repeat.
2. Once all of the statements have been read and written, read each one again, more quickly this time, just giving students enough time to make small corrections.
3. Ask students to share their dictation with a person sitting next to them and fill in what they missed or make corrections.
4. Ask volunteers to come to the board and write each statement.
5. Tell students they can come to the board and correct any mistakes they see.
6. When the class agrees that the dictation is correct, read the statements on the board yourself and indicate which statements are indeed correct and which ones still contain errors. Allow volunteers to come to the board and make corrections. Go through this process until everything on the board is correct.

Note: Students who are not familiar with this style of dictation will find it difficult at first, but, as the course progresses, they will be proud of how much their active listening skills have improved.

Presentation 2

5–10 mins. 

- D. Read and listen to the conversation between Liam, Rani, and Haru. What does Liam say to introduce Haru to Rani?

LISTENING SCRIPT


The listening script matches the conversation in Exercise D.



- E. Study the expressions below. Any response can be used for an introduction.

Discuss the expressions with students. Discuss which ones are formal and which ones are informal. Then, read each expression out loud and have students practice repeating it after you with correct intonation.

Practice 2

10–15 mins. 

(Shorter classes can practice making introductions with their family and friends at home.)

- F. Work with a partner. Introduce him or her to four people in your class. Make sure you include the person's name, country, and why he or she is studying English in your introduction.

Help facilitate this activity by making sure that everyone is included. Explain to students that everyone's task is to meet one person and then introduce that person to four of their classmates. Tell students they must write down the names of the people they interacted with. They should have five recorded names by the end of the exercise.

Have students ask each other, *Have we been introduced?* when they first pair up. Then, have students ask, *Have you been introduced?* each time they present their partners to another person. Write both questions on the board as a model.

Evaluation 2

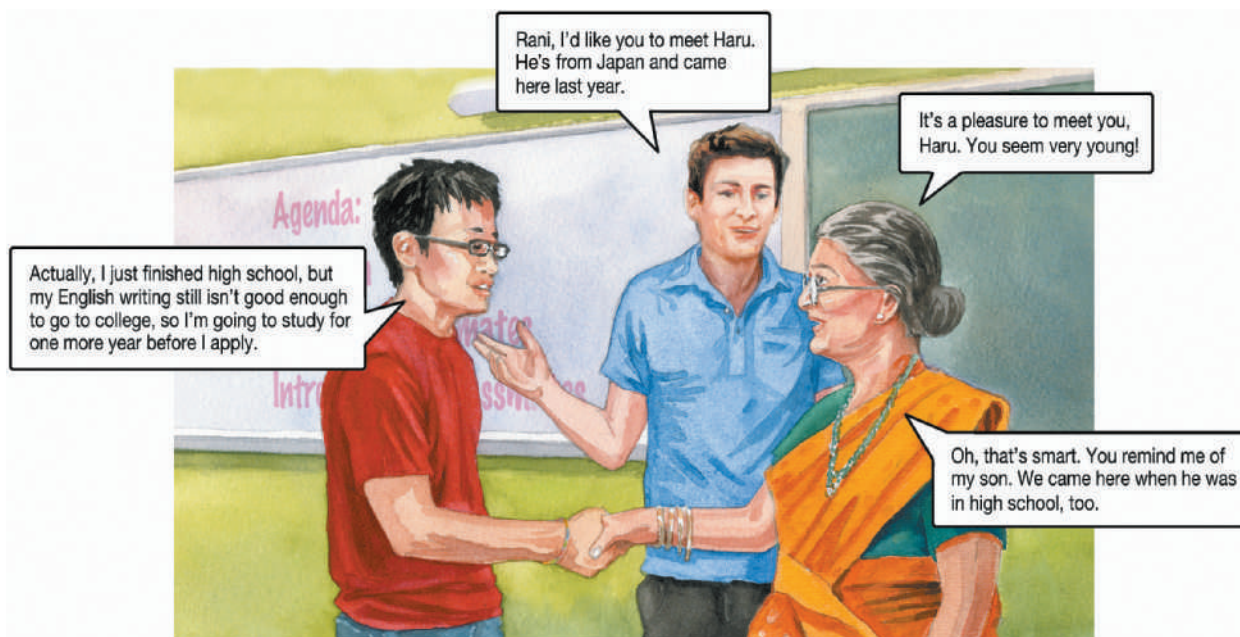
Observe students' interaction. Help students locate partners if necessary.

WORKPLACE CONNECTION

Exercise F: Interact appropriately with team members.



D. Read and listen to the conversation between Liam, Rani, and Haru. What does Liam say to introduce Haru to Rani?



E. Study the expressions below. Any response can be used for an introduction.

Introduction	Response
I'd like to introduce you to _____.	(It's) A pleasure to meet you.
I'd like you to meet _____.	(It's) A pleasure meeting you.
This is (friend's name) _____.	(I'm) Pleased to meet you.
Do you know _____?	(It's) Nice to meet you.
Have you met _____?	(It's) Good to meet you.

F. Work with a partner. Introduce him or her to four people in your class. Make sure you include the person's name, country, and why he or she is studying English in your introduction.

WORKPLACE CONNECTION

Exercise H: Interpret and communicate information.
Exercise I: Interact appropriately with team members.



G. Read and listen to Haru as he introduces Kimla to the class.



H. Choose two people who you have met in class today. Write introductions for them below. Use Haru's introduction in Exercise G as an example. *Answers will vary.*

Name of classmate: _____

Information about classmate: _____

Name of classmate: _____

Information about classmate: _____

I. APPLY Choose one of the people from Exercise H to introduce to the class.

AT-A-GLANCE PREP

Goal: Talk about personal interests

Pronunciation: Enunciation

Vocabulary: Personal interests

Agenda

- Discuss personal interests.
- Ask about personal interests.

Resources

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

Workbook: Pre-Unit, Lesson 2

Audio: CD Track 4

Pacing

■ 1.5 hour classes ■ 2.5 hour classes

■ 3+ hour classes

STANDARDS CORRELATIONS

CCRS: RI7, W8, SL1, SL2, SL3

CASAS: 0.2.4

SCANS: Information Acquire and evaluate information, interpret and communicate information

Interpersonal Participate as a member of a team, work with cultural diversity

Systems Monitor and correct performance

Basic Skills Reading, writing, listening, speaking

Thinking Skills Think creatively, make decisions

Personal Qualities Responsibility, sociability, self-management

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

Interpersonal Cooperate with others

Warm-up and Review

5–10 mins. ■ ■ ■

Ask volunteers to introduce some of their classmates. They may take out what they wrote in the previous lesson or just include the things they remember in their introductions.

PRONUNCIATION

Enunciation

Throughout the book there will be opportunities for students to give a presentation or speak out loud to the class. Teach them how important it is to speak clearly so they can be understood. Encourage students to speak slowly and clearly. As practice, have each student stand up and read a sentence or two out loud. Have students focus on speaking clearly while they are reading the sentences. This is a simple exercise, but it will give students an idea of how they sound to others as well as give timid students more opportunities to practice their speech.

Introduction

10–20 mins. ■ ■ ■

Note: See the Best Practice on page 4a for a method to use while giving students a dictation.

Dictation:

- Jason's hobbies are watching movies and playing soccer.
- In her free time, Jenni likes to play the piano and write in her journal.
- Kevin's personal interests are photography and digital video editing.
- John and Maggie like to cook and throw parties.

State the goal: *Today, we will talk about our personal interests.*

Presentation 1

5 mins. ■ ■ ■

- A. **INFER** Look at the pictures of Haru, Rani, and Kimla. What do you think their personal interests are?

Practice 1

10–15 mins. ■ ■ ■

- B. Listen to the conversation between Haru, Rani, and Kimla. Answer the questions below.

Note: The listening script is on page 7a.

Evaluation 1

5 mins. ■ ■ ■

- C. Share your answers with a partner.

After students review with their partner, go over the answers as a class.

GOAL ■ Talk about personal interests

WORKPLACE CONNECTION

Exercise A: Interpret and communicate information.

Exercise B: Complete tasks as assigned.

Exercise C: Interact appropriately with team members.

A. INFER Look at the pictures of Haru, Rani, and Kimla. What do you think their personal interests are?



playing video games



taking photographs



reading



B. Listen to the conversation between Haru, Rani, and Kimla. Answer the questions below.

1. What kind of video games does Haru like to play?

adventure/problem solving

2. What are three types of reading Kimla likes to do?

fiction, biographies, newspaper/magazine

3. What type of photography does Rani like?

nature photography

4. What doesn't Haru like to do?

reading

5. How late does Kimla stay up reading?

until 2 in the morning

6. What gift did Rani's son give her?

an SLR digital camera

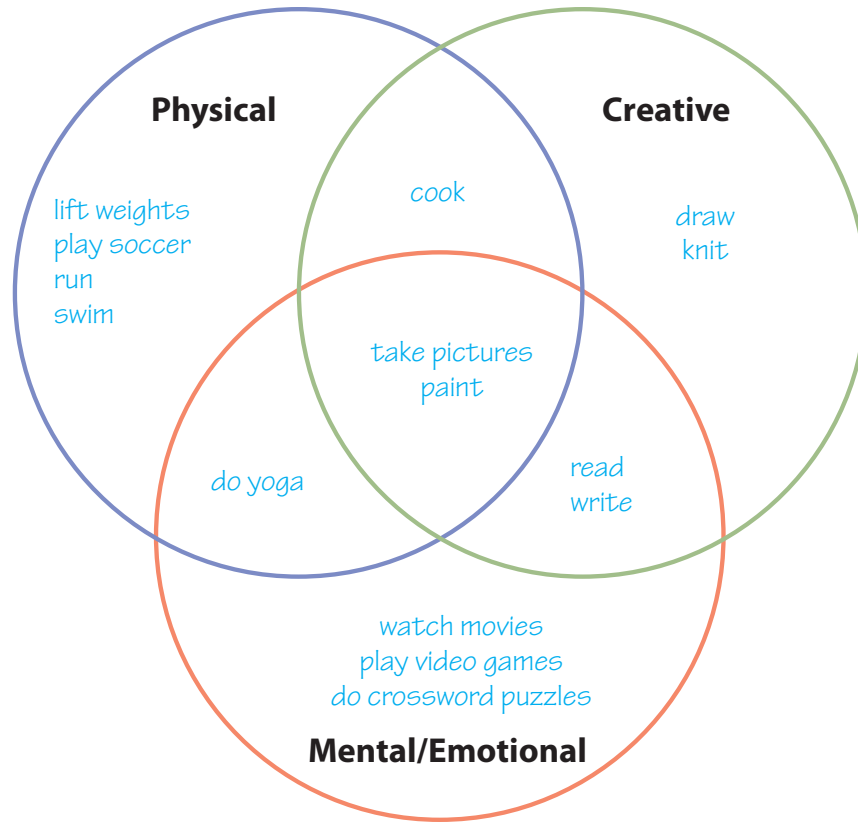
C. Share your answers with a partner.

WORKPLACE CONNECTION

Exercise E: Combine ideas and information; Interact appropriately with team members.

Exercise F: Complete tasks as assigned.

D. People have many different types of interests. Look at the three categories of interests below. Can you think of some examples for each category? *Answers will vary.*



E. CATEGORIZE Working with a small group, put each of the activities below into the circle you think is most appropriate. Some activities may belong in more than one circle. *Answers may vary.*

cook	lift weights	run
do crossword puzzles	paint	swim
do yoga	play soccer	take pictures
draw	play video games	watch movies
knit	read	write

F. Think about your own personal interests. Write them in the appropriate categories below. *Answers will vary.*

Physical: _____

Creative: _____

Mental/Emotional: _____

Presentation 3

5–10 mins. ■■■

G. How would you ask people about their personal interests? Study the phrases below.

Go over the expressions with the class. Have them repeat after you and practice their intonation. Ask students to think back to Rani and Kimla. Ask them to imagine that they are writing a conversation in which the two women will discuss their personal interests. As a class, write a conversation on the board.

Practice 3

10–15 mins. ■

(Shorter classes can do this exercise for homework. Students can either create an imaginary person to have a conversation with or use a friend or family member.)

H. **COMPOSE** Work with a partner. Write a conversation in which you discuss your personal interests.

Evaluation 3

10–15 mins. ■

Observe and help as necessary. Have volunteer partners read their conversation in front of the class. Help students understand what a native English speaker would say in these situations.

Application

10–20 mins. ■■■

I. In a small group, discuss your personal interests. When you have finished, share what you have learned about each other with the rest of the class.

Suggestion: Put students in small groups by having them number or count off. (See the Best Practice on this page.) This technique will ensure that students who may have never met before get to work together. When the groups have finished their discussions, ask for each group to share what they learned about its members.

BEST PRACTICE

Group work

The ability to work together in groups is important for students at this level. Group size should be limited to five; four is usually the ideal number of students for maximum participation. A variety of grouping strategies are suggested below. The type of strategy you use to group students should depend on the type of task they are doing.

1. Allow students to self-select groups. Students sometimes perform well with friends or people they feel comfortable with.
2. Arrange groups according to students' language level. Sometimes proficient students will excel when working in groups with other proficient students. Likewise, less proficient students won't feel intimidated by working with more proficient students and, consequently, will take more risks.
3. Arrange students in cross- or diverse-ability groups. More proficient students often enjoy helping less proficient students, and you'll have several mentors in the class instead of just one teacher.
4. Group students by having them "number off." Using this technique, students count one to four (or more depending on the desired number of groups). Students then go to the group of students that shares their "number." This grouping method ensures that students get to know students other than their friends.
5. To encourage the use of English, avoid putting students in homogeneous language groups whenever possible.

MULTILEVEL WORKSHEET

Pre-Unit, Lesson 2, Worksheet 2: Personal Interests Conversations (listening)

Refer students to *Stand Out 5 Workbook*, Pre-Unit, Lesson 2 for more practice with conversation strategies.

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

WORKPLACE CONNECTION

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

Exercise I: Interact appropriately with team members.

G. How would you ask people about their personal interests? Study the phrases below.

What do you like to do in your free time?
What are your hobbies?
What are your interests outside of school/work?

H. **COMPOSE** Work with a partner. Write a conversation in which you discuss your personal interests. *Answers will vary. Sample answers given.*

Student A: *Hi. My name is Hamdi.*

Student B: *Hi, Hamdi. My name is Peter.*

Student A: *Nice to meet you.*

Student B: *You, too. Why are you taking this class?*

Student A: *I'm studying English now to take biology next year.*

Student B: *Why biology?*

Student A: *I'd like to be a doctor one day.*

Student B: *Good for you! What are your hobbies?*

Student A: *Well, I volunteer at a hospital on Saturdays.*

Student B: *I volunteer, too. I work in a free food kitchen.*

Student A: *That's a nice thing to do. What do you do in your free time?*

Student B: *I like to run for exercise. I also play chess.*

Student A: *Me, too! I love playing chess.*

Student B: *Maybe we can have a game after class one day.*

I. In a small group, discuss your personal interests. When you have finished, share what you have learned about each other with the rest of the class.

LESSON 3 Dear friend

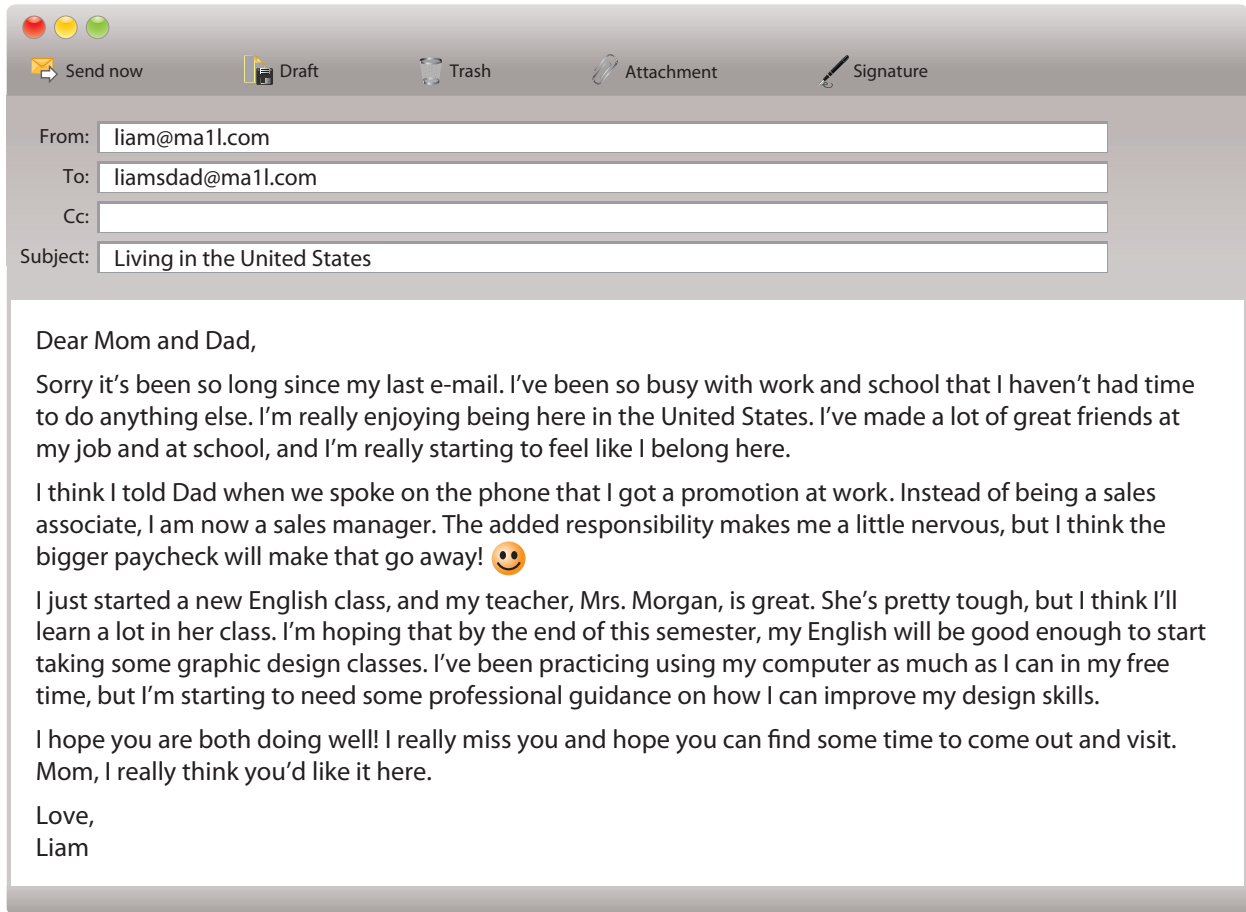
GOAL Write a personal message

WORKPLACE CONNECTION

Exercise B: Complete tasks as assigned.

Exercise C: Interpret and communicate information.

A. Read the e-mail that Liam wrote to his family.



B. This is a personal e-mail, not a formal e-mail. How can you tell that this e-mail is personal?

Liam writes informally about personal activities and his emotions, and signs it using "Love."

C. INFER What do you think the following expressions mean? *Answers may vary. Sample answers are given.*

1. feel like I belong I am a part of something.
2. pretty tough a little difficult
3. added responsibility more duties
4. professional guidance pay someone for advice

AT-A-GLANCE PREP

Goal: Write a personal message

Grammar: Error correction

Academic Strategy: Personal writing

Vocabulary: *feel like I belong, added responsibility, pretty tough, professional guidance*

Agenda

- Read Liam's e-mail.
- Practice vocabulary.
- Discuss writing personal messages.
- Read Liam's thank-you note.
- Read Rani's e-mail.
- Write a personal e-mail.

Resources

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

Workbook: Pre-Unit, Lesson 3

Suggested Realia: Personal e-mails

Pacing

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

STANDARDS CORRELATIONS

CCRS: RI1, RI4, W2, W6

CASAS: 0.2.3

SCANS: Information Acquire and evaluate information, use computers to process information (*optional*)

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

Systems Monitor and correct performance

Technology Apply technology to a task (*optional*)

Basic Skills Reading, writing

Thinking Skills Think creatively, make decisions

Personal Qualities Responsibility, sociability, self-management

EFF: Communication Read with understanding, convey ideas in writing

Decision Making Plan

Interpersonal Cooperate with others

Lifelong Learning Use information and communications technology (*optional*)

Warm-up and Review

5–10 mins. ■ ■ ■

Have students get in different small groups from the ones they were in during the previous class meeting and discuss their personal interests.

Introduction

5–10 mins. ■ ■ ■

Note: For more information on dictations, see the Best Practice on page 4a.

Dictation:

1. I've met a lot of great friends at school and I'm really starting to feel like I belong here.
2. It was so thoughtful of you to remember us on our special day.
3. Both of our sons are married now with families of their own.
4. I really miss you and hope you can find some time to come out and visit.

State the goal: *Today, you will be reading and writing personal e-mails.*

Presentation 1

10–15 mins. ■ ■ ■

A. Read the e-mail that Liam wrote to his family.

Read Liam's e-mail as a class. You can read the e-mail out loud to the class or you can call on students to read the different paragraphs.

B. This is a personal e-mail, not a formal e-mail. How can you tell that this e-mail is personal?

Discuss the different aspects of the e-mail that make it personal, such as the informal greeting, the fact that there is no return address, and the informal language used throughout.

Practice 1

10–15 mins. ■ ■ ■

C. **INFER** What do you think the following expressions mean?

Have students work in small groups to come up with the meanings for these expressions.

Evaluation 1

5–15 mins. ■ ■ ■

Go over the answers as a class. For added practice, have students write sentences using these expressions. More specifically, have them write sentences they might use in a personal e-mail to a friend or family member.

WORKPLACE CONNECTION

Exercise D: Combine ideas and information.

Exercise E: Interact appropriately with team members.

Exercise F: Complete tasks as assigned.

- D.** A personal message is a message that you write to a family member, a friend, or someone who you already know. Personal messages usually contain personal information and are written informally. Think of some people that you might write a personal message to. Who are they?

family members and friends

- E.** There are many reasons for writing a personal message. Work in a small group to come up with a short list. *Answers will vary. Sample answers are given.*

1. *to thank someone for a gift, a dinner, or a favor*
2. *to ask about someone's health*
3. *to say you were thinking about/miss someone*
4. *to make plans to get together in the future*

- F. DETERMINE** Read Liam's thank-you note. There are nine mistakes. Find the mistakes and correct them.

Dear Aunt Claire and Uncle Laurent,
Thanks you so much for the crystal wine glasses
you sent us for our anniversary. They is absolutely
beutiful and I cant wait to has a dinner party so we can
show them off. It was so thoughtful of you to think of us on
our special day. I hope you are both doing well, and we
hops to see you soon!
~~Kindest~~ regards!
Liam

hope /
Love, /

are /
have /

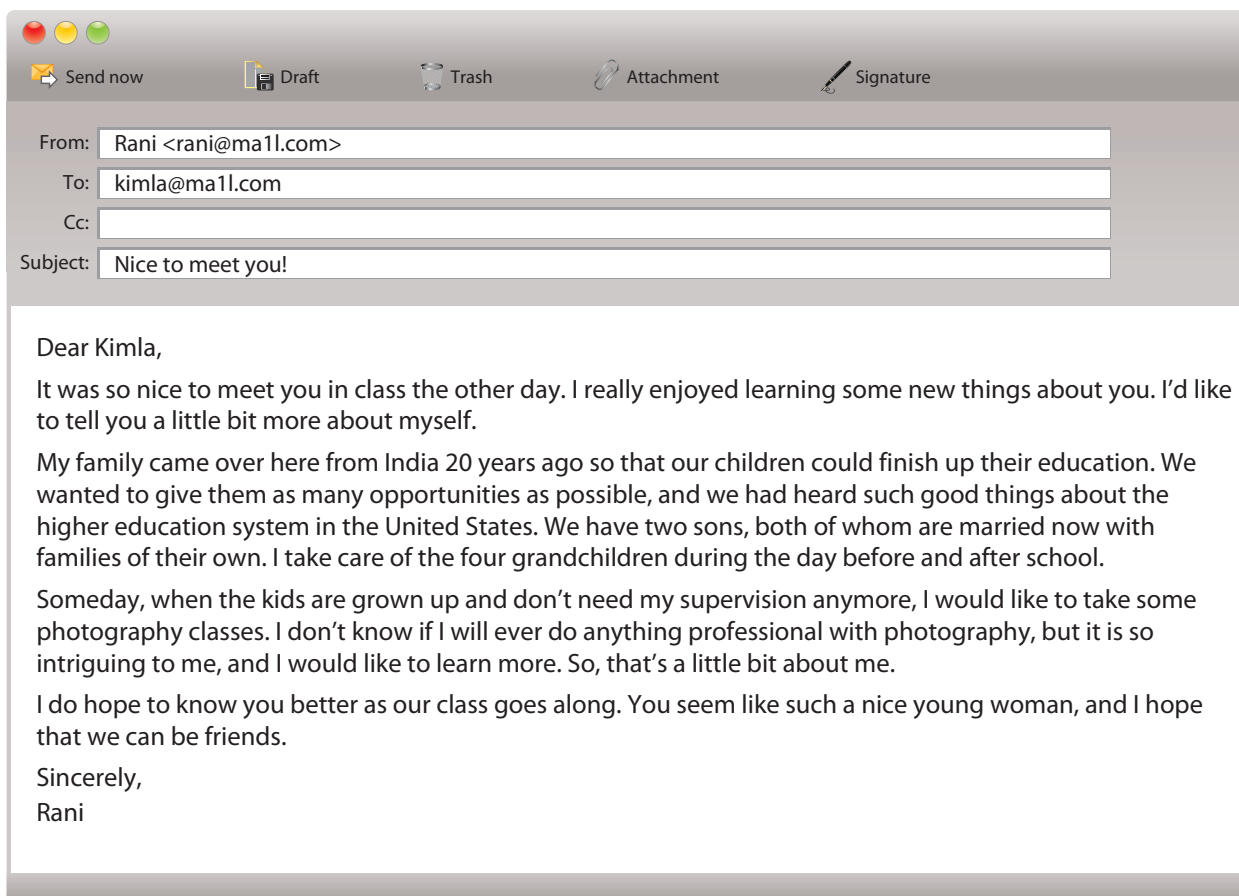
- G.** Rewrite Liam's note on a separate piece of paper. Correct the mistakes.

WORKPLACE CONNECTION

Exercise H: Complete tasks as assigned.

Exercise I: Interact appropriately with team members.

H. Mrs. Morgan asked her class to choose someone they had just met in class and send them an e-mail. Read the e-mail that Rani wrote to Kimla.



The screenshot shows an email client window with a toolbar at the top containing icons for 'Send now', 'Draft', 'Trash', 'Attachment', and 'Signature'. Below the toolbar, the email header fields are filled with the following information:

From: Rani <rani@ma11.com>
To: kimla@ma11.com
Cc:
Subject: Nice to meet you!

The main body of the email contains the following text:

Dear Kimla,

It was so nice to meet you in class the other day. I really enjoyed learning some new things about you. I'd like to tell you a little bit more about myself.

My family came over here from India 20 years ago so that our children could finish up their education. We wanted to give them as many opportunities as possible, and we had heard such good things about the higher education system in the United States. We have two sons, both of whom are married now with families of their own. I take care of the four grandchildren during the day before and after school.

Someday, when the kids are grown up and don't need my supervision anymore, I would like to take some photography classes. I don't know if I will ever do anything professional with photography, but it is so intriguing to me, and I would like to learn more. So, that's a little bit about me.

I do hope to know you better as our class goes along. You seem like such a nice young woman, and I hope that we can be friends.

Sincerely,
Rani

I. **COMPOSE** Choose one of the classmates you recently met and write him or her a personal message about yourself on a separate piece of paper. *Answers will vary.*



Nowadays, keeping in touch is easier than ever.

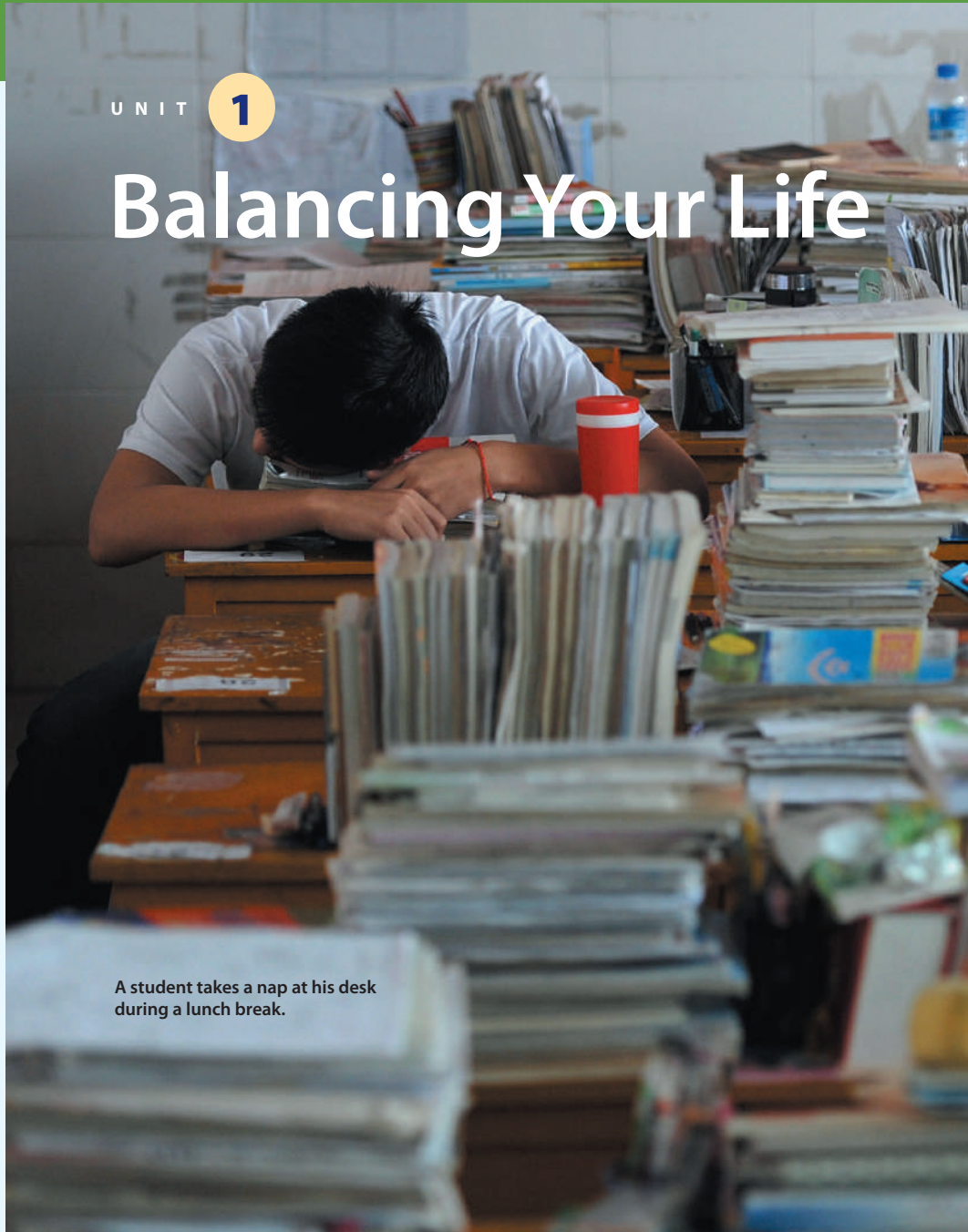
Balancing Your Life

About the Photo

This photo was taken by Chinese photographer Jianan Yu. It shows a student napping at his desk during a lunch break. The photo illustrates the amount of studying students do for the national university entrance exam, known as the *gaokao*. The competition for university entrance is fierce, not just because of the Chinese population, but also the pressure exerted on students by their parents. For most students, the time leading up to the exam is extremely stressful.

- Introduce the unit by reading the title out loud.
- Have students look at the photo and ask a volunteer to read the caption to the class.
- Ask students how the photo relates to the title.
- Ask students to look at the photo again and answer the questions.
- Go over the unit outcomes.

Balancing Your Life



A student takes a nap at his desk during a lunch break.

UNIT OUTCOMES GRAMMAR

- Identify learning styles
- Identify career paths
- Balance your life
- Identify and prioritize goals
- Motivate yourself
- Review of simple verb tenses: present, past, future
- Future perfect
- Gerunds
- Superlative adjectives
- Future with *will*

VOCABULARY

- Learning style: *visual, auditory, tactile, kinesthetic*
- Career path: *evaluate progress, inspire, monitor progress*
- Motivation: *earning power, pursue, educational attainment*
- Goal setting: *achieve, balance, long-term, motivate, prioritize*
- Multiple intelligences: *auditory, bodily, rhythmic, interpersonal*
- Careers: *architect, engineer, interior designer, mechanic, journalist, lawyer, politician, teacher, translator, writer, accountant, computer programmer, doctor, researcher, scientist, actor, athlete, dancer, (more)*

EL CIVICS

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

- Employment
- Communication
- Families



UNIT OUTCOMES

- Identify learning styles
- Identify career paths
- Balance your life
- Identify and prioritize goals
- Motivate yourself

Look at the photo and answer the questions.

1. Why do you think this student is taking a nap?
2. What job do you think this student wants in the future?

Life Skills Link

In this unit, students will learn and practice organizational and planning activities, such as setting goals, managing priorities, and identifying career paths. They will also learn how to compare different careers by plotting income potentials on a bar graph.

The skills students learn in this unit can be applied to almost every area of EL Civics as they help students to function effectively within U.S. society.

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
Vocabulary Builder: 7.4.5 Lesson 1: 7.4.2, 7.4.9 Lesson 2: 4.1.9, 7.4.2 Lesson 3: 7.4.2 Lesson 4: 7.1.1, 7.1.2, 7.1.3, 7.4.2 Lesson 5: 7.1.3 Review: 7.2.1 Reaserch: 4.9.3, 7.2.1, 7.4.4, 7.4.5, 7.4.6 Team Project: 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"> • Writing • Social • Negotiation • Leadership • Self-esteem • Self-management • Responsibility • Decision making 	RI1, RI2, RI3, RI4, RI7, RI10, W2, W4, W7, W8, SL1, SL2, SL3, L1

Vocabulary Builder

WORKPLACE CONNECTION

Exercise B: Complete tasks as assigned; Interpret and communicate information.

A. Look at the pictures and read the information. What can you learn about the students?



Name: Carl
Learning style: visual
Career path: graphic designer
Motivation: financial



Name: Gloria
Learning style: visual
Career path: photographer
Motivation: joy



Name: Akira
Learning style: tactile/kinesthetic
Career path: computer programmer
Motivation: fun



Name: Abir
Learning style: auditory
Career path: registered nurse
Motivation: time with family

B. What do you think each expression means? Write your own thoughts.

*Answers will vary.
Suggested answers
are given.*

1. learning style: a person's best way of learning

2. career path: the education and training experiences leading toward fulfillment of employment goals

3. motivation: an idea, goal, or emotion that inspires a person

AT-A-GLANCE PREP

Goal: Introduce new vocabulary

Academic Strategies: Categorizing vocabulary, using a dictionary

Vocabulary: See lessons

Agenda

- Read about students in *Stand Out 5*.
- Categorize vocabulary.
- Find out what you know.
- Use a dictionary.

Resources

Dictionaries: It is recommended that each student in class have an ESL learner's dictionary or that dictionaries be made available in the classroom for students to use. Dictionaries that will be referred to in this book are the *Heinle's Newbury House Dictionary of American English* and the *Collins Cobuild Intermediate or Advanced Dictionary of American English*.

Pacing

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

STANDARDS CORRELATIONS

CCRS: RI1, RI4, RI7

CASAS: 7.4.5

SCANS: Information Acquire and evaluate information, organize and maintain information

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

Systems Understand systems, monitor and correct performance

Basic Skills Reading, writing, listening, speaking

Thinking Skills Think creatively, make decisions, see 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

Decision Making Use math to solve problems and communicate, solve problems and make decisions, plan

Interpersonal Cooperate with others

Lifelong Learning Take responsibility for learning, reflect and evaluate, learn through research

Academic Feature: Vocabulary Builder

Each unit in *Stand Out 5* will begin with a vocabulary-building section. The purpose of this two-page section is to introduce students to many of the words they will be using in the unit lessons. Students will have a chance to see how much they already know, and they will get exposure to the new vocabulary found in the unit.

Note: All of the exercises on these two pages should be done in class, no matter the class length. Longer classes can do this lesson and then move onto Lesson 1 during the same class meeting; shorter classes may have to devote one whole class meeting to this lesson.

Introduction

5–10 mins. ■■■

State the goal: *Today, we will be identifying and working with the vocabulary you will learn in this unit.*

Presentation 1

10–15 mins. ■■■

A. Look at the pictures and read the information. What can you learn about the students?

Practice 1

10–15 mins. ■■■

B. What do you think each expression means? Write your own thoughts.

Have students complete this exercise by themselves.

Evaluation 1

5–10 mins. ■■■

Go over students' ideas as a class. Help students arrive at the correct definition.

INSTRUCTOR'S NOTES

WORKPLACE CONNECTION

Exercise C: Collect and organize information.

Exercises D, E: Complete tasks as assigned.

- C. INFER** Below are groups of words that you will be working with in this unit. Make your best guess as to which topic in the box goes with each group. Topics can be used more than once.

career path	learning style	multiple intelligences
goal setting	motivation	

1. <u>learning styles</u>	2. <u>motivation</u>	3. <u>multiple intelligences</u>
auditory	earning power	musical/rhythmic
tactile/kinesthetic	pursue	interpersonal
visual	educational attainment	intrapersonal
		logical/mathematical
4. <u>multiple intelligences</u>	5. <u>goal setting</u>	6. <u>career path</u>
naturalistic	achieve	be flexible
visual/spatial	balance	evaluate progress
verbal/linguistic	long-term	inspire
bodily/kinesthetic	motivate	monitor progress
	prioritize	positive outlook
	short-term	support

- D.** Circle every word in Exercise C that you are familiar with.

- E.** Choose two new words from Exercise C that you would like to know the meanings of. Use a dictionary and write the word, part of speech, definition, example sentence, and any related words on a separate piece of paper. *Answers will vary.*

