STANDOUT 1

Evidence-Based Learning for Life, College, and Career

FOURTH EDITION

ROB JENKINS

STACI JOHNSON

afaq Language Center

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National Geographic Learning
200 Pier 4 Boulevard
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Mariam Aintablian
Los Angeles Valley College, Valley Glen, CA

Steven Amos
Norfolk Public Schools/Adult Education Services, VA

Ana Arieli
College of Southern Nevada, Las Vegas, NV

Rachel Baiyor
Literacy Outreach, Glenwood Springs, CO

Gregory Baranoff
Santa Barbara City College, Santa Barbara, CA

Valerie Bare
Chesterfield County Public Schools, VA

Dyani Bartlett
Edmonds College, Lynnwood, WA

Karin Bates
Intercambio Uniting Communities, Boulder, Colorado

Robin Bitters
Adult Learning Program, Jamaica Plain Community Center, Boston, MA

Emily Bryson
ELT Specialist, Author, Teacher, Teacher Educator, Graphic Facilitator, ESOL Lecturer

Janelle Cardenas
Tarrant County College, TX

Joyce Clement
Chesterfield County Public Schools, VA

Juan Corona
Antelope Valley Adult School, Palmdale, CA

Vasilika Culaku
Goodwill, King County, Seattle, WA

Melinda Dart
Chesterfield County Public Schools, VA

Lourdes Davenport
Tarrant County College, TX

Geisa Dennis
Orange County Public Schools, Orlando, FL

Katie Donoviel
English Skills Learning Center, UT

Reyye Esat Yalcin
Bilingual Education Institute, Houston, TX

Aimee Finley
Dallas College, Dallas, TX

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

Martha Fredendall
Literacy Outreach, Glenwood Springs, CO

Maria Gutierrez
Miami Sunset Adult Education Center, Miami, FL

Anne Henderson
Goodwill, King County, Seattle, WA

Tracey Higgins
Edmonds College, Lynnwood, WA

Daniel Hopkins
Tarrant County College, TX

Fayne Johnson
Atlantic Technical College, Arthur Ashe Jr. Campus, Fort Lauderdale, FL

Angela Kosmas
City Colleges of Chicago, Chicago, IL

John Kruse
University of Maryland, Arnold, MD

Neskys Liriano
New York Mets, Port Saint Lucie, FL

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Maria Manikoth
Evergreen Goodwill Job Training and Education Center, Everett, WA

Sean McCroskey
Goodwill, King County, Seattle, WA

Yvonne McMahon
Houston Community College, Houston, TX

Sarah Moussavi
Chaffey College, Rancho Cucamonga, CA

Xavier Munoz
Literacy Council of Northern Virginia, Falls Church, VA

Luba Nesterova
Bilingual Education Institute, Houston, TX

Melody Nguyen
Tarrant County College, Arlington, TX

Joseph Ntumba
Goodwill, King County, Seattle, WA

Sachiko Oates
Santa Barbara City College, Santa Barbara, CA

Liane Okamitsu
McKinley Community School for Adults, Honolulu, HI

Dana Orozco
Sweetwater Union High School District, Chula Vista, CA

Betty Osako
McKinley Community School For Adults, Honolulu, HI

Dr. Sergei Paromchik
Adult Education Hillsborough County Public Schools, Miami, FL

Ileana Perez
Robert Morgan Tech. College, Miami, FL

Carina Raetz
Academy School District 20, Colorado Springs, CO

Tom Randolph
Notre Dame Education Center, Lawrence, MA

Jody Roy
Notre Dame Education Center, Lawrence, MA

Andrew Sansone
Families for Literacy, Saint Peter's University, Jersey City, NJ

Lea Schultz
Lompoc Adult School and Career Center, Lompoc, CA

Jenny Siegfried
Waubonsee Community College, Aurora, IL

Daina Smudrins
Shoreline Community College, Shoreline, WA

Stephanie Sommers
Minneapolis Adult Education, Robbinsdale, MN

Bonnie Taylor
Genesis Center, RI

Yinebeb T. Tessema
Goodwill, King County, Seattle, WA

Dr. Jacqueline Torres
South Dade Senior High, Homestead, FL

Cristina Urena
Atlantic Technical College, Coconut Creek, FL

Marcos Valle
Edmonds College, Lynnwood, WA

Ricardo Vieira Stanton
Bilingual Education Institute, Houston, TX

Lauren Wilson
Shoreline Community College, Shoreline, WA

Pamela Wilson
Palm Beach County Adult and Community Education, FL

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From the Authors





ROB JENKINS

STACI JOHNSON

We believe that there's nothing more incredible than the exchange of teaching and learning that goes on in an ESL classroom. And seeing the expression on a student's face when the light goes on reminds us that there's nothing more rewarding than helping a student succeed.

Throughout our careers, we have watched as students rise to challenges and succeed where they were not sure success was possible. Seeing their confidence grow and skills develop brings great joy to both of us, and it motivates us to find better ways to reach and support them. We are humbled to think that our contributions to the field over the last 20 years have made a small difference in both students and teachers' lives. We hope our refinements in ongoing editions will further support their growth and success.

At its core, **Stand Out** has always prioritized robust, relevant content that will deliver student gains in the classroom; while that core mission has not changed, how the program achieves it has certainly evolved in response to a changing educational landscape. The basic principles that have made **Stand Out** successful have not changed. Students are challenged to collaborate and think critically through a well-organized series of scaffolded activities that lead to student application in each lesson. The popular first-of-their-kind lesson plans are still prominent. Features such as project-based learning, video, online practice, multilevel worksheets, and classroom presentation tools continue to support the core series. New to the fourth edition is explicit workplace exploration. A lesson in each unit has been added to explore different fields and careers, potential salaries, skills, and characteristics which workers might have to excel in potential jobs. Also new to the fourth edition, students will be introduced to "Life Online" in tips, activities, and video throughout the series. In addition, **Stand Out** will now be available in different digital formats compatible with different devices. Finally, **Stand Out** introduces a literacy level that will give access through a unique systematic approach to students who struggle to participate. We believe that with these innovations and features the fourth edition will bring success to every student.

STAND OUT MISSION STATEMENT

Our goal is to inspire students through challenging opportunities to be successful in their language learning experience, so they develop confidence and become independent lifelong learners preparing them for work, school, and life.

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Scope and Sequence

UNIT	LESSON 1	LESSON 2	LESSON 3
PRE-UNIT **Welcome** *Page 2*	**Goal:** Greet people **Pronunciation:** Contractions **Academic:** Focused listening	**Goal:** Say and write numbers **Academic:** Classify information **Writing:** Addresses and phone numbers	**Goal:** Follow instructions **Academic:** Make inferences **Life Online:** Tips for online learning **Grammar:** Imperatives
1 **Talking with Others** *Page 12*	**Goal:** Ask for and give personal information **Grammar:** Simple present: *Be* **Academic:** Make predictions; Do a survey	**Goal:** Describe people **Grammar:** Simple present: *Have* **Pronunciation:** /v/ **Academic:** Classify information	**Goal:** Describe family relationships **Academic:** Make predictions; Create a family tree **Grammar Review:** Simple present: *Be*
2 **Let's Go Shopping** *Page 38*	**Goal:** Identify places to shop **Life Online:** Interpreting online orders **Grammar:** Simple present: *Shop* **Academic:** Do a survey; Make a bar graph	**Goal:** Make purchases and read receipts **Grammar Review:** Simple present: *Be* **Academic:** Calculate amounts **Life Online:** Making online purchases; Credit card safety	**Goal:** Identify clothing **Grammar:** *Be* verb questions and answers **Academic:** Make inferences

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LESSON 4	LESSON 5	LESSON 6	TEAM PROJECT	READING CHALLENGE
Goal: Express preferences **Grammar:** Simple present: *Like* **Academic:** Interpret Venn diagrams; Compare preferences **Writing:** Describe preferences	**Goal:** Plan a schedule **Life Online:** Online calendars **Academic:** Focused listening; Interpret and create schedules	**Workforce Goal:** Reflect on career options **Academic:** Classify information; Reflect on preferences; Interpret graphs	**Goal:** Create a profile **Soft Skill:** Collaboration—Participation	*Does My Dog Look Like Me?* **Academic:** Make comparisons
Goal: Describe clothing **Grammar:** Possessive adjectives **Academic:** Compare and classify information **Writing:** Write descriptions	**Goal:** Describe items in a store **Academic:** Classify information **Pronunciation:** Stress **Grammar:** Simple present: *Want*	**Workforce Goal:** Identify employment opportunities in retail **Academic:** Interpret graphs; Reflect on personal qualities	**Goal:** Plan a big-box store **Soft Skill:** Collaboration—Disagreeing politely	*Business Is Good!* **Academic:** Interpret pie charts; Identify main ideas

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Scope and Sequence

UNIT	LESSON 1	LESSON 2	LESSON 3
3 **Food** *Page 64*	**Goal:** Identify common meals and foods **Academic:** Do a survey; Classify information **Grammar Review:** Simple present: *Like*	**Goal:** Interpret grocery store ads **Academic:** Interpret and analyze grocery store specials **Grammar Review:** *Be* verb questions and answers	**Goal:** Express needs and preferences **Life Online:** Shopping apps **Academic:** Focused listening **Pronunciation:** Plural *-s* **Grammar Review:** Simple present **Writing:** Describe needs and preferences
4 **Housing** *Page 90*	**Goal:** Identify types of housing **Grammar:** Simple present: *Live* **Pronunciation:** /v/ **Academic:** Do a survey; Create a pie chart	**Goal:** Describe parts of a home **Academic:** Interpret a floor plan; Focused listening **Grammar Review:** Simple present: *Have*	**Goal:** Interpret housing ads **Academic:** Calculate costs **Grammar:** *Yes / No* questions **Pronunciation:** Intonation of *yes / no* questions **Life Online:** Housing ads **Writing:** Write a housing ad
Life Online Video *Page 116*			
5 **Our Community** *Page 118*	**Goal:** Identify locations and services **Life Online:** Municipal websites **Academic:** Classify information; Do a survey; Make a bar graph	**Goal:** Give and follow street directions **Academic:** Focused listening; Interpret maps **Grammar Review:** Imperatives	**Goal:** Describe locations in an airport **Academic:** Interpret maps; Design an airport **Grammar Review:** Prepositions

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LESSON 4	LESSON 5	LESSON 6	TEAM PROJECT	READING CHALLENGE
Goal: Compare prices **Academic:** Calculate totals; Make comparisons **Grammar:** Comparative adjectives: *Cheaper, More expensive* **Pronunciation:** Stress **Life Online:** Shopping for groceries online	**Goal:** Take and place orders **Academic:** Classify information; Focused listening **Grammar:** *Yes / No* questions and answers	**Workforce Goal:** Investigate food service jobs **Academic:** Interpret a bar graph; Calculate tips	**Goal:** Create a menu for a new restaurant **Soft Skill:** Collaboration—Brainstorming	*How to Stop Food Waste at Home* **Academic:** Interpret an infographic; Make inferences
Goal: Make appointments **Academic:** Make predictions; Focused listening **Life Online:** Using search filters **Grammar:** Present continuous	**Goal:** Identify furniture in a house **Academic:** Classify information **Grammar:** Prepositions	**Workforce Goal:** Identify employment opportunities in construction **Academic:** Interpret an infographic; Rank qualities	**Goal:** Plan a dream home **Soft Skill:** Presentation skills—Prepare and practice	*Risky Business* **Academic:** Infer meaning
Goal: Leave a phone message **Academic:** Focused listening **Writing:** Take notes **Grammar:** *Yes / No* questions with *can* **Pronunciation:** Intonation of *yes / no* questions	**Goal:** Write an email **Academic:** Read and interpret an email **Life Online:** Email greetings and closings **Grammar:** Present continuous; Simple present; Adverbs of frequency **Writing:** Compose an email	**Workforce Goal:** Identify employment opportunities at the post office **Academic:** Interpret an infographic; Reflect on preferences and personal qualities	**Goal:** Design a new city **Soft Skill:** Active listening—Asking questions	*Where Everyone Knows Your Name* **Academic:** Infer meaning; Classify pros and cons

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Scope and Sequence

UNIT	LESSON 1	LESSON 2	LESSON 3
6 Health and Fitness *Page 144*	**Goal:** Identify parts of the body **Academic:** Make predictions **Life Online:** Online medical advice **Grammar Review:** Simple present	**Goal:** Identify illnesses and health problems **Pronunciation:** Intonation of information questions vs. clarification questions **Academic:** Make comparisons with a Venn diagram **Grammar:** Simple present and negative simple present: *Have*	**Goal:** Give advice **Academic:** Evaluate remedies; Focused listening **Life Online:** Comparison shop for medicine **Grammar:** *Should* and *should not* for advice
7 Work *Page 170*	**Goal:** Identify common occupations **Academic:** Classify information; Do a survey **Grammar Review:** Simple present and negative simple present **Pronunciation:** Intonation of clarification questions and corrections	**Goal:** Interpret job information **Academic:** Compare jobs; Make inferences **Writing:** Create a job posting	**Goal:** Write your job history **Academic:** Summarize information **Life Online:** Online job applications **Grammar:** Simple past: Regular verbs; Simple past: *Be* **Pronunciation:** *-ed* ending
8 Lifelong Learning *Page 196*	**Goal:** Evaluate study habits **Academic:** Make predictions; Evaluate study habits **Grammar:** Regular past verbs; Irregular past verbs	**Goal:** Make a study guide **Academic:** Collaborate; Summarize information	**Goal:** Identify learning opportunities **Academic:** Interpret diagrams; Make predictions **Grammar Review:** *Should*

Life Online Video *Page 222*

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LESSON 4	LESSON 5	LESSON 6	TEAM PROJECT	READING CHALLENGE
Goal: Ask for information **Grammar:** *Wh-* questions **Academic:** Interpret maps; Focused listening	**Goal:** Develop exercise goals **Academic:** Analyze a pie chart; Do a survey **Grammar:** Verb + infinitive **Writing:** Exercise goals	**Workforce Goal:** Identify employment opportunities in health care **Academic:** Interpret an infographic; Compare jobs	**Goal:** Create a role play about an emergency **Soft Skill:** Collaboration—Making polite suggestions	*The Best Medicine* **Academic:** Make predictions; Make inferences
Goal: Participate in a job interview **Academic:** Classify information; Identify strengths and weaknesses **Grammar Review:** *Yes / No* questions with *can* **Pronunciation:** Intonation of clarification questions **Life Online:** Online job interviews	**Goal:** Evaluate work and school performance **Grammar Review:** Simple present: *Be*; Adverbs of frequency; Simple past: *Be* **Academic:** Focused listening **Writing:** Write a self-evaluation	**Workforce Goal:** Identify employment opportunities in the landscaping industry **Academic:** Interpret a bar graph; Reflect on personal characteristics	**Goal:** Get a new job **Soft Skill:** Active listening—Asking for clarification	*How Many Jobs?* **Academic:** Do a survey; Investigate networking tools
Goal: Identify vocational preferences **Grammar:** Verb + infinitive; Verb + noun **Academic:** Reflect on preferences **Writing:** Work preferences	**Goal:** Develop goals **Grammar:** Future with *going to*; Future with *will* **Life Online:** Study habits; Spell checkers **Academic:** Focused listening; Classify information **Writing:** Goals	**Workforce Goal:** Identify employment opportunities in education **Academic:** Infer meaning; Reflect on work preferences	**Goal:** Set study goals **Soft Skill:** Presentation skills—Engaging the audience	*Learning Together* **Academic:** Reflect on learning; Express opinions

Appendices

Life Skills Video Practice 224

Vocabulary List 228

Grammar Reference 230

Skills Index 237

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Unit Walkthrough

NEW AND UPDATED IN *STAND OUT*, FOURTH EDITION

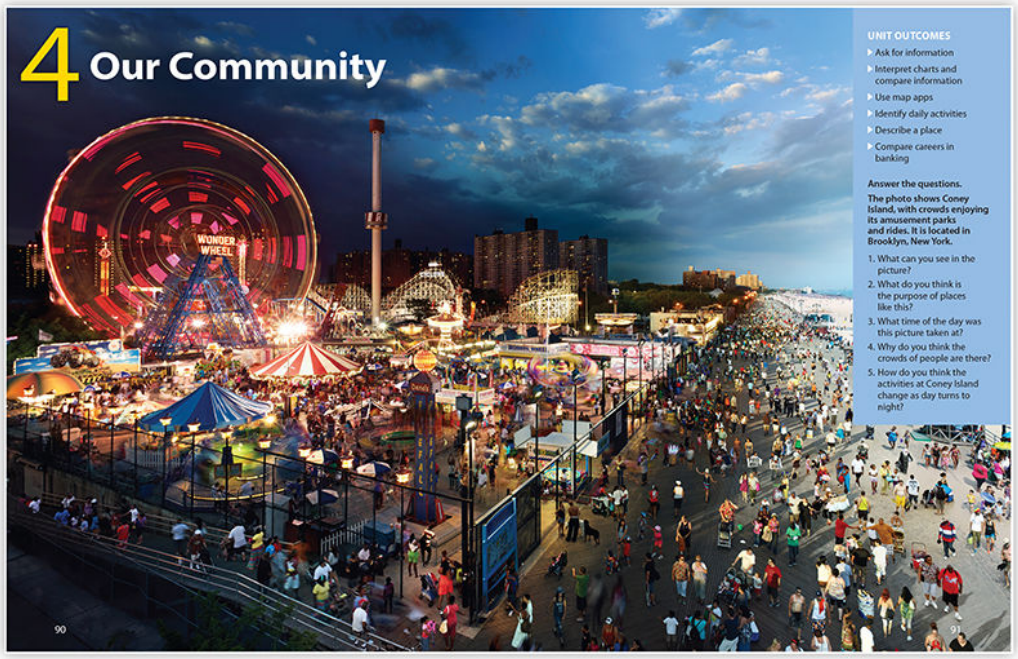
Now in its fourth edition, *Stand Out* is a seven-level, standards-based adult education program with a track record of real-world results. Close alignment to WIOA objectives and College and Career Readiness Standards provides adult students with language and skills for success in the workplace, college, and everyday life.

New Literacy level

**The Literacy level follows an instructional design that meets the needs of lower-level English learners.



Each unit opens with a dynamic image to introduce the theme and engage learners in meaningful conversations from the start.

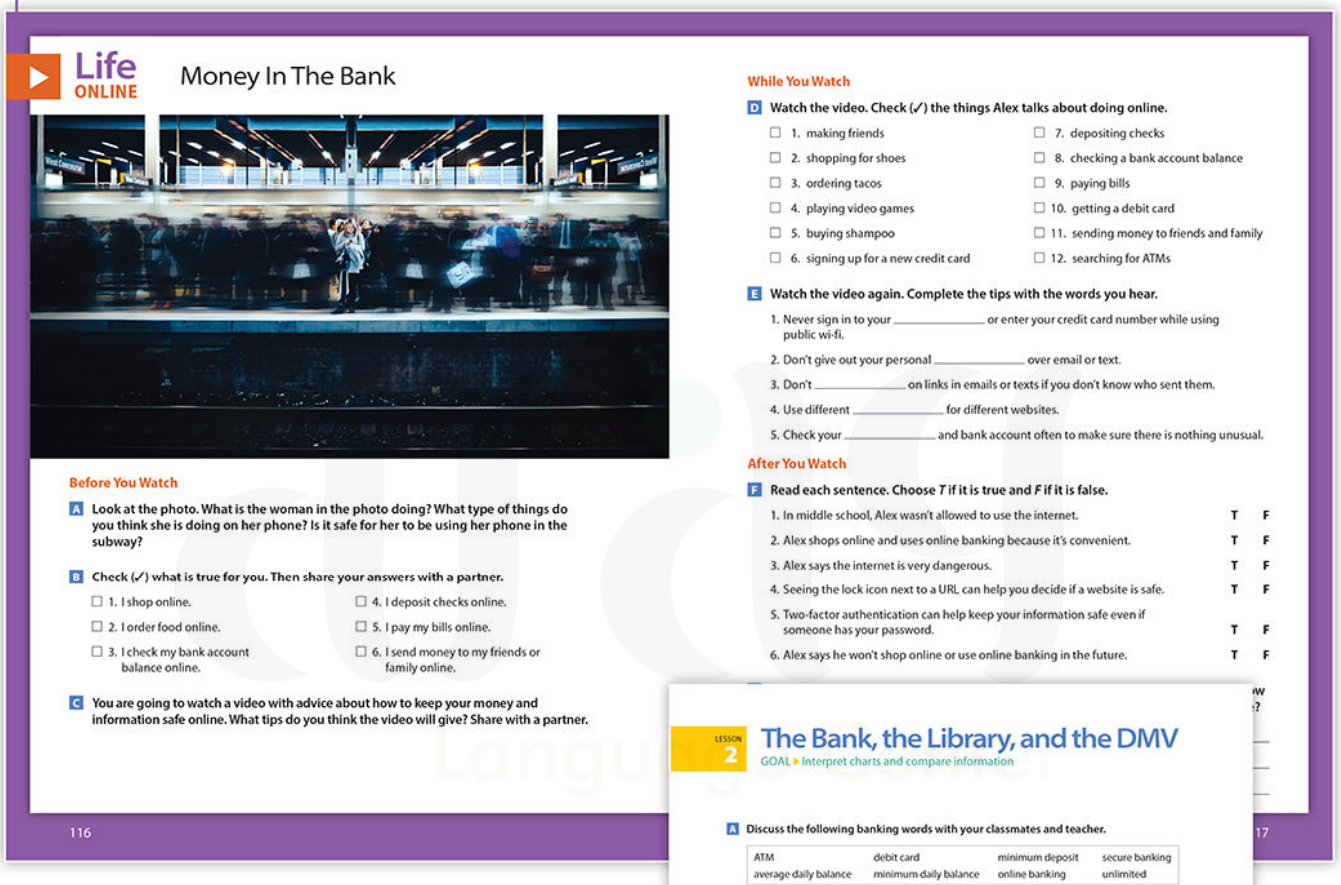


Unit walkthrough pages are from *Stand Out* Level 3.

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New **'Life Online'** sections develop digital literacy skills.

An **updated video program** now features two 'Life Online' videos with related practice that aligns with workforce and digital literacy objectives.



Life ONLINE

Money In The Bank

Before You Watch

A Look at the photo. What is the woman in the photo doing? What type of things do you think she is doing on her phone? Is it safe for her to be using her phone in the subway?

B Check (✓) what is true for you. Then share your answers with a partner.

- ☐ 1. I shop online.
- ☐ 2. I order food online.
- ☐ 3. I check my bank account balance online.
- ☐ 4. I deposit checks online.
- ☐ 5. I pay my bills online.
- ☐ 6. I send money to my friends or family online.

C You are going to watch a video with advice about how to keep your money and information safe online. What tips do you think the video will give? Share with a partner.

116

While You Watch

D Watch the video. Check (✓) the things Alex talks about doing online.

- ☐ 1. making friends
- ☐ 2. shopping for shoes
- ☐ 3. ordering tacos
- ☐ 4. playing video games
- ☐ 5. buying shampoo
- ☐ 6. signing up for a new credit card
- ☐ 7. depositing checks
- ☐ 8. checking a bank account balance
- ☐ 9. paying bills
- ☐ 10. getting a debit card
- ☐ 11. sending money to friends and family
- ☐ 12. searching for ATMs

E Watch the video again. Complete the tips with the words you hear.

1. Never sign in to your _____ or enter your credit card number while using public wi-fi.
2. Don't give out your personal _____ over email or text.
3. Don't _____ on links in emails or texts if you don't know who sent them.
4. Use different _____ for different websites.
5. Check your _____ and bank account often to make sure there is nothing unusual.

After You Watch

F Read each sentence. Choose *T* if it is true and *F* if it is false.

1. In middle school, Alex wasn't allowed to use the internet.	T	F
2. Alex shops online and uses online banking because it's convenient.	T	F
3. Alex says the internet is very dangerous.	T	F
4. Seeing the lock icon next to a URL can help you decide if a website is safe.	T	F
5. Two-factor authentication can help keep your information safe even if someone has your password.	T	F
6. Alex says he won't shop online or use online banking in the future.	T	F

LESSON 2

The Bank, the Library, and the DMV

GOAL ▸ Interpret charts and compare information

A Discuss the following banking words with your classmates and teacher.

ATM	debit card	minimum deposit	secure banking
average daily balance	minimum daily balance	online banking	unlimited

B Riverview Bank offers three kinds of checking accounts. Interpret the website below.

Riverview Bank	Riverview Total Checking	Riverview Secure Banking	Riverview Premier Plus Checking
With a Riverview bank account, you'll enjoy state-of-the-art online banking and world-class customer service.			
Access to Riverview ATMs	yes	yes	yes
Online Banking, Online Bill Pay, and Mobile Banking	yes	yes	yes
Fees waived at non-Riverview ATMs	no	no	yes
Debit card	yes	yes	yes
Fees waived for checks	no	no paper checks	yes
Monthly service fee	$12 (fee waived if $500 in electronic deposits per month or $1,500 balance)	$4.95	$25 (fee waived if $15,000 total balance)

C Practice asking questions about the bank information above with a partner.

1. Can you do online bill pay with the _____ account?
2. What is the monthly service fee for the _____ account?
3. Do you get a debit card with the _____ account?
4. Can you use non-Riverview ATMs for free with the _____ account?

D DECIDE Listen to each person talk about their banking habits. Decide which account above would be best for each one of them.

Life ONLINE Watch the video at the end of the unit to learn about useful bank tips, including two-factor authentication and recognizing scams.

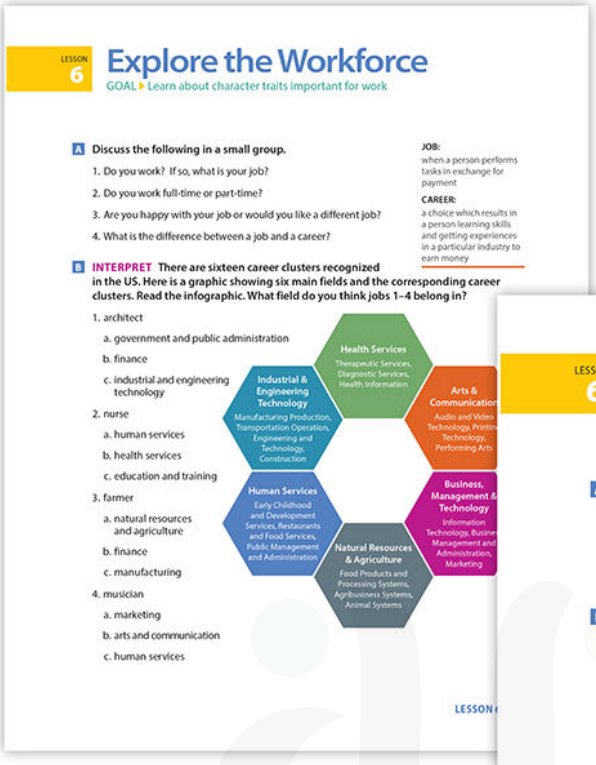
LESSON 2 95

Digital literacy reinforces best practices around privacy, security, finances, and social media.

Unit walkthrough pages are from *Stand Out* Level 3.

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Unit Walkthrough


LESSON 6

Explore the Workforce

GOAL ▸ Learn about character traits important for work

A Discuss the following in a small group.

1. Do you work? If so, what is your job?
2. Do you work full-time or part-time?
3. Are you happy with your job or would you like a different job?
4. What is the difference between a job and a career?

JOB: when a person performs tasks in exchange for payment

CAREER: a choice which results in a person learning skills and getting experiences in a particular industry to earn money

B **INTERPRET** There are sixteen career clusters recognized in the US. Here is a graphic showing six main fields and the corresponding career clusters. Read the infographic. What field do you think jobs 1–4 belong in?

1. architect
   a. government and public administration
   b. finance
   c. industrial and engineering technology
2. nurse
   a. human services
   b. health services
   c. education and training
3. farmer
   a. natural resources and agriculture
   b. finance
   c. manufacturing
4. musician
   a. marketing
   b. arts and communication
   c. human services

LESSON 6

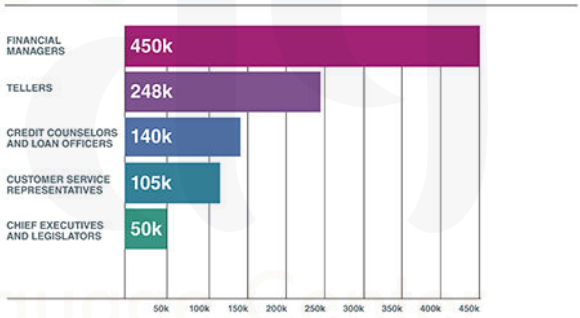
Explore the Workforce

GOAL ▸ Compare careers in banking

A Imagine you want to work in a bank. Answer the following questions in a small group.

1. What are the job choices in a bank?
2. What skills are needed to be a bank employee?
3. What character traits are needed to be a bank employee?

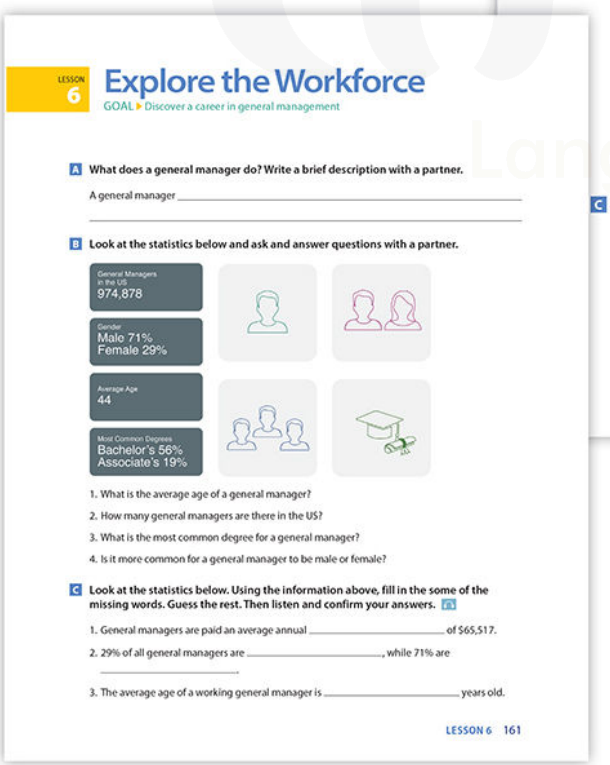
B Look at the graph below. What does it show? Come up with a title for this graph and write it below.



C **ANALYZE** Choose the correct answer.

1. How many people work as customer service representatives?
   a. 50,000 b. 105,000 c. 140,000 d. 245,000
2. Which job has the most people in the workforce?
   a. financial managers b. credit counselors
   c. chief executives d. customer service representatives

LESSON 6 107


LESSON 6

Explore the Workforce

GOAL ▸ Discover a career in general management

A What does a general manager do? Write a brief description with a partner.

A general manager _____

B Look at the statistics below and ask and answer questions with a partner.

1. What is the average age of a general manager?
2. How many general managers are there in the US?
3. What is the most common degree for a general manager?
4. Is it more common for a general manager to be male or female?

C Look at the statistics below. Using the information above, fill in the some of the missing words. Guess the rest. Then listen and confirm your answers.

1. General managers are paid an average annual _____ of $65,517.
2. 29% of all general managers are _____, while 71% are _____
3. The average age of a working general manager is _____ years old.

LESSON 6 161

A new **workforce lesson** in each unit explores the sixteen national career clusters, guiding students to learn about employment opportunities in their own communities.

Unit walkthrough pages are from *Stand Out* Level 3.

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Team Project

Create a Community Brochure

SOFT SKILL ▸ Active listening

Imagine that a new family has moved into your neighborhood and you want to tell them all about your community. With your team, create a brochure about your community.

1. Form a team of four or five students. Choose a position for each member of your team.

Position	Job Description	Student Name(s)
Student 1: Leader	Check that everyone speaks English. Check that everyone participates.	
Student 2: Writer	Write information for brochure with help from the team.	
Student 3: Designer	Design brochure layout and add artwork.	
Students 4/5: City Representatives	Help writer and designer with their work.	

2. Make a list of everything you want to include in your brochure, for example: information about the library, banks, and other local services.
3. Create the text for your community brochure.
4. Create a map of your community. Then create artwork for your community brochure.
5. Present your brochure to the class.

Active Listening
Listen carefully
Listen carefully while each team is presenting. How is their presentation different than yours? How is it the same?



Public sculptures, like The Bean in Chicago, are great places for people to meet in towns and cities.

Team projects now highlight transferrable **Soft Skills**, such as collaboration, active listening, and presentation skills.

The fully updated **Reading Challenge** will expose students to CASAS STEPS test question types.

Reading Challenge

A PREDICT Look at the company's logo in the photo. What do you think it is a picture of? What types of food and drink do you think they serve at this café?

B Match the vocabulary word to its correct meaning.

____ 1. brunch	a. money that a person gets if he or she loses his or her job
____ 2. pandemic	b. evidence that something is true
____ 3. unemployment	c. a meal that combines breakfast and lunch
____ 4. proof	d. a disease that happens to people all over the world

C Read the text.

D SEQUENCE Put the events in the correct order.

____ Carolina collected unemployment.
__1__ Carolina lived in Guatemala City.
____ Carolina lost her job.
____ Carolina worked as a housekeeper.
____ Carolina built her café.
____ Carolina found a chef and business partner.
____ Carolina crossed the border with her mother.
____ Carolina opened Tikal Café.

E On a separate piece of paper, rewrite the sentences in D in the correct order, adding in extra details from the text. Sometimes, change the name Carolina to "she" to avoid too much repetition and add transitions like *such as, then, next,* etc.

EXAMPLE: Carolina lived in Guatemala City. In 2008, she came to the US with her mother. Then...

F EXPAND Imagine you are planning a visit to Brooklyn for brunch. What would you order?

Rising to the Challenge

Tikal Café is a brunch and coffee shop located in Brooklyn, New York. If you go to its website, you will see delicious menu items such as Avocado Toast, Winter Porridge, a Walnut Pesto Quesadilla and Coconut Yogurt. You can drink Matcha, Iced Lavender Lattes, or Cold Brew Coffee. But what you won't see on the website is that the café is owned by an immigrant, Carolina Hernandez from Guatemala.

Carolina is from Guatemala City, Guatemala, and came to the US with her mother in 2008. For over 10 years, she worked two to three jobs so she could save up enough money to open her own business. Sometimes, she worked 18-hour days. She used the money from her housekeeping job to survive and pay her bills. And she used the money from her food serving job to save for her dream.

Unfortunately, when the pandemic hit in 2020, she lost all of her jobs. She was able to collect unemployment, but she wasn't happy. Carolina was a hard worker and wanted to work to earn her money, not sit on the couch and watch Netflix. So, she found a business partner, who is now the chef at the café, and picked out a location close to her home. She started with an empty space and eventually built Tikal Café, a neighborhood spot where locals can come to enjoy a cup of coffee and a delicious meal. From housekeeper to restaurant owner—Carolina is living proof of the American Dream.



Carolina Hernandez's hard work made her dream come true.

Unit walkthrough pages are from *Stand Out* Level 3.

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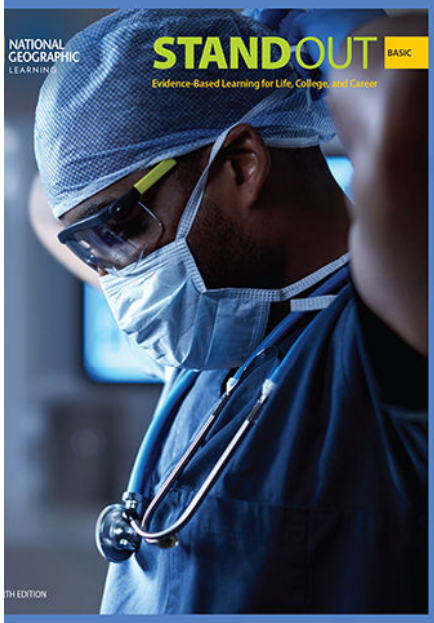
PRE-UNIT

Welcome

UNIT OUTCOMES

- Greet people
- Say and write numbers
- Follow instructions















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LESSON 1

Hello!

GOAL ▸ Greet people

A **Look at the photo. What do you see?**



B **Listen and read the conversation.**

Teacher: Hi! Welcome to our class!

Student: Hello. Thank you!

Teacher: How are you?

Student: Fine! How are you?

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C Complete the conversations. Practice them with a partner.

1. **Teacher:** _____! Welcome to our class.
   Student: Hello. Thank you!
2. **Gabriela:** Hi! How are you?
   Jian: Fine, thanks. _____?
3. **Teacher:** _____. Welcome to our class.
   Student: Hi. Thank you!

D Read the greetings.

hi	hello	welcome	How are you?
good morning	good afternoon	good evening	

E Listen. Complete the conversation.

Contractions
I am = I'm /m/

Jian: (1) _____! I'm Jian. What's your name?
Gabriela: (2) _____. My name is Gabriela.
Jian: Nice to meet you, Gabriela. (3) _____ today?
Gabriela: I'm fine, thanks! How are you?
Jian: I'm doing well. (4) _____ to our class!

F Listen and repeat.



G Listen and repeat.

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	

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H **Listen. Complete the sentences.**

1. Hi! I'm _____.
2. Hello! My name is _____.
3. How are you? I'm _____.
4. Hi! My name is _____.

I **Greet five people in your class. Ask them to spell their names. Write their names.**

1. _____
2. _____
3. _____
4. _____
5. _____

***Yes / No* Questions**

Can you spell that?
Can you speak slower, please?
Can you repeat that?



Students shake hands to greet each other in English class.

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LESSON 2

What's Your Number?

GOAL ▶ Say and write numbers

A **Look at the photo. How many students are in the class? Who is the teacher?**



B **Read the paragraph. Underline the numbers.**

Welcome to Ms. Smith's class. There are 12 students in the class. The students study for six hours every week. The school address is 19 Lincoln Street, Chicago, Illinois 60127.

C **Complete the chart about your class.**

Teacher's Name	
Number of Students	
Number of Hours	
Zip Code	

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D Listen and practice saying the numbers 0 to 20.

0 zero / oh	6 six	11 eleven	16 sixteen
1 one	7 seven	12 twelve	17 seventeen
2 two	8 eight	13 thirteen	18 eighteen
3 three	9 nine	14 fourteen	19 nineteen
4 four	10 ten	15 fifteen	20 twenty
5 five			

E Listen and write the numbers you hear. Then spell them out.

a. 5 _____ *five*

b. _____ _____

c. _____ _____

d. _____ _____

e. _____ _____

F Listen and write the missing numbers.

My name is Gabriela. My address is _____ Main Street. The zip code is _____. My phone number is _____. There are _____ students in my class.
(spell out)



Colorful mailboxes in Vancouver, Canada

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G **Read about Gabriela and Obinna.**



Name: Gabriela Ramirez
Address: 14 Main Street
Zip code: 06119
Phone: 401-555-7248



Name: Obinna Kalu
Address: 333 Western Circle
Zip code: 75208
Phone: 469-555-3534

H **CLASSIFY** **Write the information in the chart.**

~~2945 Broadway~~	617-555-2386	470-555-7869	72643
800-555-2675	9235 Sundry Way	46183	8 Palm Circle
213-555-5761	78231	9921 Johnson Street	33109

Address	Zip Code	Phone Number
2945 Broadway		

I **Complete the information about you and share with a partner. Listen and write your partner's information.**

	You	Your Partner
1. The number of people in your family	_____	_____
2. Your phone number	_____	_____
3. Your address	_____	_____
4. Your zip code	_____	_____

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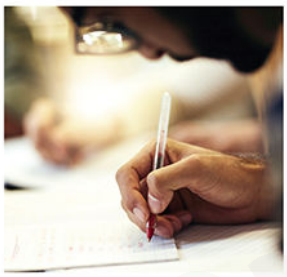
LESSON 3

Classroom Talk

GOAL ▶ Follow instructions

A **Match the words to the photos.**

listen	read	speak	write






1. _____ 2. _____ 3. _____ 4. _____

B **INFER** **Listen. Point to the correct photo in A. You will point to some more than once.**

C **Complete the instructions. Use the words from A.**

1. Write your name on the paper.
2. _____ to the audio and repeat.
3. _____ your answers on the board.
4. _____ the story and answer the questions.
5. _____ with your partner about the picture.

D **Read the tips for online learning. Then match the tips to the pictures.**

Life ONLINE

_____ 1. Learn to raise your hand. a.

_____ 2. Ask questions in the chat. b.

_____ 3. Listen carefully to instructions. c.

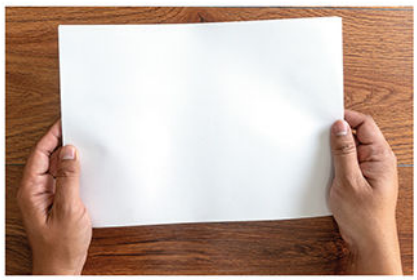
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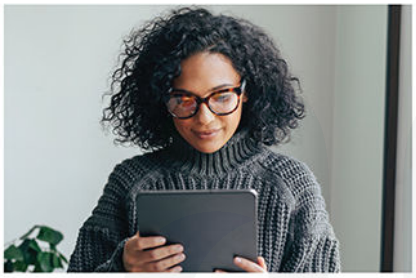
E Match the instructions to the photos.

Help Ana.	Open your book.	Sit down.	Take out a sheet of paper.
Listen carefully.	Read.	Stand up.	Write.

1. 

Open your book.

2. 

3. 

4. 

5. 

6. 

7. 

8. 

F Listen and follow the instructions.

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G **Read and listen to the conversation.**

Teacher: Please open your books to page 15.

Student: What page?

Teacher: Page 15. That's one, five.

Student: Thank you.

H **Work with a partner. Give instructions for your partner to follow.**

Student A:

1. Please take out your book.
2. Please open your book to page 62.
3. Please open to Unit 5, Lesson 2.
4. Please close your book.
5. Please take out a sheet of paper.
6. Please write your name.
7. Please stand up.
8. Please sit down.

Student B:

1. Please take out a sheet of paper.
2. Please write your name.
3. Please stand up.
4. Please sit down.
5. Please take out your book.
6. Please open your book to page 150.
7. Please open to Unit 3, Lesson 5.
8. Please close your book.

I **Work with a partner. Act out instructions for your partner to guess.**

EXAMPLE:

Student A:



Student B: Please listen carefully.

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